Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
Thursday, February 4, 2016 - 3:00 p.m.
Isadore A. Shrager Boardroom

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MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, February 4, 2016 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

(1)   Meeting Called to Order

(2)   Report of the Business Affairs Committee

(3)   Report of the Student Outcomes Committee

(4)   Consent Agenda

    (a) Proceedings and Minutes of Decisions and Resolutions
        Meeting of November 5, 2015
    (b) Gifts and Grants
    (c) Academic Audits:
- Digital Video Production A.A.S.
- Art and Design A.A.

    (d) Memorandum of Understanding between the College Foundation and
        the College
    (e) Recommendation for Real Estate Legal Firm – 15th & Hamilton Street Property
    (f) Architect for Biology Labs
    (g) Fixed Stair Replacement in the West Building
    (h) Labor Negotiations Counsel

(5)   Public Comment

(6)   Report of the Chair

(7)   Foundation Report

(8)   Report of the President

(9)   New Business

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

<u>Future Committee Meetings:</u>

      Student Outcomes: TBD

      Business Affairs: Wednesday, March 23, 2016
                                                  10:00 a.m. – Isadore A. Shrager Boardroom, M2-1

<u>Upcoming Events</u>

American Association of Community Colleges   February 4-6, 2016
      Pathways Project Institute   San Antonio, TX

Community College National   February 8-11, 2016
      Legislative Summit   Marriott Wardman Park Hotel
                                                  2660 Woodley Road
                                                  Washington, DC

      Edward R. Becker Award Event   Wednesday, February 24, 2016
                                                  8:00 a.m. – 9:30 a.m.
                                                  Center for Business and Industry
                                                  18th & Callowhill Streets – Room C2-5

      Spring Recess – College Closed   March 7-13, 2016

      Lobby Day   Tuesday, April 5, 2016
                                                  Capitol Building – Harrisburg

      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

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, November 5, 2015 – 3:00 p.m.

Present: Mr. White, presiding; Mr. Armbrister, Mr. Bergheiser, Mr. Herzog, Ms.
             Hernández Vélez, Ms. Horstmann, Mr. Johnson, Mr. Lassiter, Ms. McPherson,
             Dr. Rényi, Representative Roebuck, Ms. Tsai, Dr. Generals, Ms. Brown-Sow, Ms.
             de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms.
             Zellers

(1)   Consent Agenda

        Mr. White requested approval of the Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
            Meeting of October 1, 2015
        (b) Gifts and Grants

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

(2)   Report of the Student Outcomes Committee
        Meeting of November 5, 2015

        Dr. Rényi reported that the Student Outcomes Committee had met on November 5, 2015.
She stated that the Committee had reviewed the dashboards for the Student Outcomes
Committee. She stated that this is a quick way of looking at how we are doing on a regular basis.
Dr. Rényi stated that Dr. Generals and his staff had established five major goals for the College
and the Committee was supportive of Dr. Generals in achieving targets and goals for all five
priorities. Dr. Rényi stated that the dashboards will be discussed in greater detail at the January
Board of Trustees Retreat.

(3)   Report of the Business Affairs Committee
        Meeting of October 18, 2015

        At the request of Mr. Bergheiser, Mr. Spiewak reported on the status of the College's
Moody's rating. Due to the State budget, the College's rating has been downgraded from A1 to
A2. Mr. Spiewak stated that a number of institutions have received a downgrade by Moody's.
He noted that the downgrade may impact the College's borrowing ability and interest rate. Mr.
Spiewak noted that Moody's may review the bond rating once the State budget impasse has been
resolved. Mr. Spiewak noted that the College is moving forward on its real estate initiatives.

(4)   Public Comment

There was no Public Comment period at the meeting.

(5)   Report of the Chair

Mr. White reported that the Association of Community College Trustees (ACCT) Leadership Congress took place October 14-17, 2015 in San Diego, California. He stated that he, Dr. Generals, Ms. Tsai, Dr. Rényi, and Dr. Roebuck attended the meeting. Mr. White stated that this year's theme for the Congress was *The New Community College Model.* Mr. White stated that he had attended a number of workshops on retention, guided pathways, and workforce development. Mr. White stated that Dr. Generals had participated on a panel which focused on *Effective Presidential Evaluations*.

On behalf of the Board of Trustees, Mr. White congratulated Dr. Rényi on her appointment to the Association of Community College Trustees (ACCT) State Coordinator Network. Mr. White stated that the coordinator is the voice and face of the Association of Community College Trustees (ACCT) in the member's state, province or territory and a primary source of information to the Board and staff regarding the needs of the trustees in their state.

(5a)   Board of Trustees Retreat

Mr. White reported that the Board of Trustees Retreat is scheduled for Thursday, January 7, 2016, 8:10 a.m. – 2:45 p.m. in the Center for Business and Industry Building, Room C2-5.

(5b)   Foundation Board

Mr. White reported that he and Dr. Generals had met with Ms. Yocum, president of the Foundation Board to discuss Foundation Board development and the importance of securing Foundation Board members who would be helpful in raising funds for the College.

(5c)   Pennsylvania Commission for Community Colleges
          Southeast Regional Trustees Meeting

Mr. White reported that the College was hosting the Southeast Regional Trustees meeting on Tuesday, November 17, 2015, 5:30 p.m. – 8:30 p.m. in the Pavilion Klein Cube. He stated that Trustees must register for the meeting. To date, Dr. Rényi, Ms. Tsai, and Mr. Edwards are planning to attend.

(5d)   Community College National Legislative Summit
          February 8-11, 2016

Mr. White reported that the Community College National Legislative Summit is scheduled for February 8-11, 2016 at the Marriott Wardman Park Hotel in Washington, DC.

Members of the Board interested in attending may contact the President's Office for meeting arrangements.

(6)   Foundation Report

Mr. Murphy reported that on the list of Federal grants is $600,000 for year one of the Predominantly Black Institutions Program-Competitive Grant. This grant funds the College's Center for Male Engagement. The total value of the grant is $3 million over five years. Mr. Murphy stated that the funding stream for this grant sunsets in 2019, unless Congress decides to reauthorize.

Mr. Murphy reported that the College had received another year of funding from the Department of Education for the Perkins Postsecondary Local Plan. This year's grant was about $100,000 greater than last year.

Mr. Murphy reported that the College has partnered with the University of Pennsylvania on a nanotechnology grant from the National Science Foundation. The College is eligible for $143,000 to develop a nanotechnology engineering training program.

Mr. Murphy reported that the individual giving program that was launched to help fund the 50th Anniversary Scholarship program has helped to grow our Mint Society, the organization that honors our donors of $1,000 or more per year.

Mr. Murphy reported that this year, the Foundation is focusing on board development. He stated that a board profile has been developed to recruit new members, and the Foundation is asking existing members to review their own credentials for effective board leadership.

Mr. Murphy circulated short bios on four new members of the Foundation Board: William Clark, executive director, Child's World of America; Joseph Marzano, president and chief executive officer, Martius Group, LLC; Sulaiman Rahman, chief executive officer, Urban Philly Professional Network; and Timothy Sprietzer, senior vice president of public relations at Tierney advertising agency. Mr. Murphy asked the Board for recommendations for membership on the Foundation Board. He stated that he would email the profile for Foundation Board membership to members of the Board of Trustees.

(7)   Report of the President

Dr. Generals called the Board's attention to the memorandum in the Board meeting folder outlining a complete list of his activities for the month of October.

Dr. Generals called the Board's attention to a list of College-wide activities, workshops, and student events scheduled for the fall and spring semesters. He asked members of the Board to review the rich materials provided in the Board meeting folder about the activities and attend any of the events if their calendars permit.

Dr. Generals reported that the College's International Student Association and faculty in the English Department have initiated a Homeless Assistance Project which provides care packages for the homeless. The students and faculty collected items for the care packages with an approximate total worth of $2,000. Project HOME will distribute the care packages to the homeless. Dr. Generals stated that the project was a great effort by students and faculty to help the less fortunate in our community, and that moving forward, the students and faculty plan to expand the project.

Dr. Generals reported that, on November 17, 2015, in collaboration with Carnegie Mellon University, the Center for Law and Society will be conducting a deliberative democracy discussion with 70 students participating on the topic of abortion in America. Participants completed a pre-survey and will read vetted and balance materials on the issue in advance of the events and will engage in small group moderated discussions. Each discussion group will develop questions for a panel of experts which include a physician, priest, social worker, and a law school dean. A post-survey will be administered following the question and answer session with experts.

Dr. Generals reported that the College's Re-entry Project Achievement Ceremony is scheduled to take place on Wednesday, December 16, 2015 at 3:00 p.m. in the Center for Business and Industry Building. He stated that Mayor-elect Kenney will be in attendance. Dr. Generals urged members of the Board to attend if their calendars permit. He stated that the ceremony is very moving as students discuss their journey from prison to the pursuit of higher education.

(7a)   American Association of Community Colleges
        Pathways Project

Dr. Generals reported Community College of Philadelphia is one of 30 colleges selected to participate in the American Association of Community Colleges Pathways Project—Guiding Students to College Completion. The project is a national partnership to build capacity for community colleges to implement a pathways approach to student success and completion. Dr. Generals stated that the selected colleges will be the first to participate in the Pathways Institute series over the next 2.5 years and will work with expert coaches at those institutions. Partners include Achieving the Dream, Inc., the Aspen Institute, the Center for Community College Student Engagement, the Community College Research Center, Jobs for the Future, the National Center for Inquiry and Improvement, and Public Agenda. Dr. Generals stated that the process was highly competitive and that Community College of Philadelphia is the only college selected in Pennsylvania.

(7b)   Announcements

Dr. Generals congratulated Ms. Brown-Sow and staff and Mr. Kobernick and the Multi-Media staff on receiving a number of awards from the National Council for Marketing and Public Relations recognizing the excellent work in College publications and College videos.

Dr. Generals reported that he had communicated the College's condolences to Dr. Rita Cavin, president of Umpqua Community College in Oregon on the shooting tragedy of October 1, 2015.

(8)   New Business

There was no new business discussed at the meeting.

(9)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, February 4, 2016 at 3:00 p.m., in the Isadore A. Shrager Boardroom, M2-1. Mr. White stated that the Retreat will focus on Dr. Generals' vision for the College and other important issues affecting the Institution.

The meeting adjourned at 3:30 p.m.

The Board reconvened in Executive Session.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, November 5, 2015 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding; Mr. Armbrister, Mr. Bergheiser, Mr. Herzog, Ms. Hernández Vélez, Ms. Horstmann, Mr. Johnson, Mr. Lassiter, Ms. McPherson, Dr. Rényi, Representative Roebuck, Ms. Tsai, Dr. Generals, Ms. Brown-Sow, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms. Zellers

(1)   Consent Agenda

The Board approved the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions
Meeting of October 1, 2015
(b) Gifts and Grants

(2)   Report of the Student Outcomes Committee
Meeting of November 5, 2015

The Student Outcomes Committee met on November 5, 2015. The Committee reviewed the dashboards for the Student Outcomes Committee.

(3)   Report of the Business Affairs Committee
Meeting of October 18, 2015

Due to the State budget, the College's Moody's rating has been downgraded from A1 to A2. Moody's may review the bond rating once the State budget impasse has been resolved.

(4)   Public Comment

There was no Public Comment period at the meeting.

(5)   Report of the Chair

The Association of Community College Trustees (ACCT) Leadership Congress took place October 14-17, 2015 in San Diego, California.

Dr. Rényi has been appointed to the Association of Community College Trustees (ACCT) State Coordinator Network.

(5a) <u>Board of Trustees Retreat</u>

The Board of Trustees Retreat is scheduled for Thursday, January 7, 2016.

(5b) <u>Foundation Board</u>

Mr. White and Dr. Generals met with Ms. Yocum, president of the Foundation Board, to discuss Foundation Board development.

(5c) <u>Pennsylvania Commission for Community Colleges</u>
<u>Southeast Regional Trustees Meeting</u>

The College hosted the Southeast Regional Trustees meeting on Tuesday, November 17, 2015, 5:30 p.m. – 8:30 p.m. in the Pavilion Klein Cube.

(5d) <u>Community College National Legislative Summit</u>
<u>February 8-11, 2016</u>

The Community College National Legislative Summit is scheduled for February 8-11, 2016 at the Marriott Wardman Park Hotel in Washington, DC.

(6) <u>Foundation Report</u>

The College received the following grants:

- $600,000 for year one of the Predominantly Black Institutions Program-Competitive Grant;

- Another year of funding from the Department of Education for the Perkins Postsecondary Local Plan;

The College has partnered with the University of Pennsylvania on a nanotechnology grant from the National Science Foundation. The College is eligible for $143,000 to develop a nanotechnology engineering training program.

The following new members were appointed to the Foundation Board: William Clark, executive director, Child's World of America; Joseph Marzano, president and chief executive officer, Martius Group, LLC; Sulaiman Rahman, chief executive officer, Urban Philly Professional Network; and Timothy Sprietzer, senior vice president of public relations at Tierney advertising agency.

(7) <u>Report of the President</u>

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

A list of College-wide activities, workshops, and student events scheduled for the fall and spring semesters were included in the Board folder.

The College's International Student Association and faculty in the English Department have initiated a Homeless Assistance Project which provides care packages for the homeless.

In collaboration with Carnegie Mellon University, the Center for Law and Society conducted a deliberative democracy discussion with 70 students participating on the topic of abortion in America on November 17, 2015.

The College's Re-entry Project Achievement Ceremony took place on Wednesday, December 16, 2015. Mayor-elect Kenney attended.

(7a)   American Association of Community Colleges
        Pathways Project

Community College of Philadelphia is one of 30 colleges selected to participate in the American Association of Community Colleges Pathways Project—Guiding Students to College Completion. The project is a national partnership to build capacity for community colleges to implement a pathways approach to student success and completion.

(7b)   Announcements

Ms. Brown-Sow and staff and Mr. Kobernick and the Multi-Media staff were congratulated on receiving a number of awards from the National Council for Marketing and Public Relations recognizing the excellent work in College publications and College videos.

(8)   New Business

There was no new business discussed at the meeting.

(9)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, February 4, 2016 at 3:00 p.m., in the Isadore A. Shrager Boardroom, M2-1. Mr. White stated that the Retreat will focus on Dr. Generals' vision for the College and other important issues affecting the Institution.

The meeting adjourned at 3:30 p.m.

The Board reconvened in Executive Session.

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

Summary by Grant Type:

	Current Month	Fiscal Year-to-Date
Government/Public Grants		
Federal		$2,143,642
State		$1,907,206
Local		
Private Grants		
Corporation		
Foundation	$36,500	$42,980
Organization		$225,000
Other Grants		
Grant Total	$36,500	$4,318,828

GIFTS
Summary by Gift Type:

Gifts to the Foundation ($5,000+)	Amount	Purpose
Barnes & Noble	$5,000	Scholarship
The Barra Foundation	$5,000	Endowment/Scholarship
Bergen County United Way's Charitable Flex Fund (Private Donor)	$5,000	Endowment
Compass Group	$5,000	Scholarship
Independence Foundation	$8,000	Endowment
Pincus Family Foundation	$37,500	Scholarship
Private Donor	$100,000	Endowment
The Daniel Veloric Foundation	$15,000	Scholarship
Gifts In-Kind		

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

Foundation Grants

The Gap Foundation has funded the Skills for America's Future grant for $2,500. This program is designed to help prepare students of partner community colleges for the workforce through on-campus and in-store learning, scholarship and employment opportunities, and is offered through the College's LEADS leadership development program. Funds will support scholarships for LEADS participants.

The Independence Foundation has funded the 19130 Zip Code project for $30,000. This grant continues support for health promotion/disease prevention services to vulnerable populations in North Philadelphia and will evaluate the data collection tool for demographic and service data. Activities in support of this goal will build on the College's current and previous Independence Foundation grant-funded community based care projects in the 19130 zip code which surrounds the College. The needs of vulnerable populations in this area are considerable and the focus will be delivery of health promotion/disease prevention services.

The Christian R. & Mary F. Lindback Foundation has funded the Lindback Distinguished Teaching Award grant for $4,000 for the 2015-2016 Academic year. This award is presented to a faculty member who has exemplified excellence and outstanding service to the teaching profession. This award has been presented to over 50 faculty members over the years.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

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

Presiding: Dr. Rényi

Present: Mr. Armbrister, Ms. de Fries, Dr. Gay, Dr. Generals, Ms. Hernández Vélez,
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 an 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. Rényi 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. Rényi 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 the 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. Rényi 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. Rényi 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. Academic Audit
Draft Dashboard
Middle States Progress Update

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, October 1, 2015
1:30 p.m. – Conference Room M2-34

Presiding: Dr. Rényi

Present: Mr. Armbrister, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann, Mr. White

(1)   Executive Session

No Items

(2)   Public Session

a) Approval of Minutes of September 3, 2015 (Action Item)

The minutes were accepted. Referring to the minutes, Mr. Armbrister requested information on the status of the College's Middle States accreditation status. Dr. Gay responded by providing a brief overview of the actions and activities taken to date. She stated that the progress report is due to Middle States on December 1, 2015 with a team visit scheduled during the week of January 11, 2016. Dr. Rényi asked how the Board can be supportive. Dr. Gay responded that Board reinforcement of the necessary assessment-related recommendations in the academic program audits helps to emphasize Board expectations. The Committee agreed and indicated that careful attention must be paid to ensure programs are meeting assessment requirements. To that end, the Committee agreed that programs that have not completed the required assessments will be given one year to complete the requirement.

b) Student Outcomes Dashboard

Dr. Hirsch distributed an updated draft of the Student Outcomes Dashboard that included outcomes for 2014-15. He highlighted the additions made to the draft based on the input from Committee members at the September meeting. Additions to the dashboard included: developmental education outcomes; expanded completion outcomes; ethnicity information; and peer institution outcomes. Dr. Rényi requested that the dashboard be expanded to include targets and an easy way to determine progress, such as a color coded system. For example, indicators that are in development could be shaded in blue. The Committee discussed the purpose of the dashboard and suggested various formats. The Committee concluded that a conference call will be scheduled for members to review a revised version of the dashboard prior to the November Committee meeting.

(c) Guided Pathways

Dr. Hirsch distributed a PowerPoint presentation on Guided Pathways and reviewed the major principles of the model. Highlights of the Guided Pathways approach include: accelerate entry into coherent programs of study; reduce the time required to become college-ready; ensure students know the requirements to succeed; integrate student supports with instruction; monitor student progress within a developed feedback mechanism; and leverage technology to improve learning and program delivery. Dr. Generals commented that an intent of the recent reorganization was to position the College to move in this new direction. Information was also provided on changes to the College's placement test for incoming students. The Committee requested periodic progress updates.

(d) Strategic Initiatives

Agenda item was postponed until next meeting.

The meeting was adjourned.

Next Meeting:

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

Attachments:

Minutes of September 3, 2015
2014-15 Draft Student Outcomes Dashboard
Guided Pathways Presentation
Placement Test Change

Community College of Philadelphia

Strategic Initiatives

Summary from Cabinet Retreat (August 11, 2015)

The senior leaders in the Strategic Initiatives unit met to discuss goals, objectives and strategies for 2015-2016. A vision statement was crafted for the unit that emphasizes working collaboratively to create, as well as to respond to, strategic opportunities, and to build capacity in key areas. Seven areas of strategic focus were identified based on statements from Dr. Generals: (1) K-16 pipeline and partnerships; (2) classroom innovation & instructional technology; (3) accelerating credential attainment; (4) civic/community engagement; (5) employee engagement & talent development; (6) continuous improvement; and (7) diversity & inclusion. An eighth strategic focus, governance, was not included in the presentation in anticipation of further discussion with the president.

The retreat presentation included examples of pertinent current research related to the strategic areas. Research was included to provide a context for the recommended strategies. Potential partners were identified for the strategic areas of focus to emphasize the importance of engaging with thought communities beyond Community College of Philadelphia. Ideas in the presentation were both short term and long term, responding to the charge to suggest strategies that are "aspirational; bold; forward thinking; innovative; transformative; liberated from the past." Among the strategies mentioned during the presentation were: revising career services and linking it organizationally with transfer; creating an institute for civic engagement & leadership; creating a middle college; linking hiring to use of technology; adding online non-credit courses with a bridge to credit; accepting nanocredentials (microcredentials); employee mentoring; talent development for all constituency groups, including the Cabinet (e.g., creating a Cabinet approach to LinkedIn and other social media); integrating planning; and creating a full time administrative/faculty minority fellowship.

August 20, 2015

In addition to presenting strategies and ideas for further discussion, the following points were mentioned:

- We should imagine what we would do differently if we thought of ourselves as a part of a broader organization such as a communications company (in much the way that Google is now part of Alphabet);
- We should decide what role we can play throughout the K-16 pipeline, not just the role we plan with high schools;
- We should intentionally make connections between the strategic areas of focus and the strategic initiatives;
- We should consider what services we could provide in partner organizations (e.g. career services in libraries);
- We should consider whether there are opportunities for public/private partnerships related to services;
- We should talk about the areas of strategic focus as a Cabinet and the ways all of us can enhance the conversation and effort.

August 20, 2015

Academic Program Audit Summary: Digital Video Production A.A.S.

Summary

The Digital Video Production curriculum prepares students as entry-level professionals in the digital video production field. The Digital Video Production Program was first offered in 2010, with seven new courses developed for this program. In 2013, the Program underwent a minor revision.

By 2014, enrollment in the Program had increased to 91 students. The Program enrolls higher proportions of minority students, male students, young students, full-time students, and students placing at college level than the Division and the College. The Program records outcomes similar to that of the College in terms of standing and retention; however weaker outcomes were recorded in terms of the graduation rate, long-term success, short term success, unsuccessful upon departure, and course completion. Although the Program enrolls students more likely to place at college level compared to the Division and the College, all of the outcomes recorded are either similar or weaker than the Division and the College.

Seven degrees were awarded between 2010 and 2013, all of which were awarded in 2013. Twenty-three percent of the students who left the Program transferred. Of the students who left the Program, seventy-five percent earned between zero and 12 credits.

Over the last eight semesters, the Program has run between zero and eight sections each semester, with varying efficiency.

Information on all program level student learning outcomes for Digital Video Production has been uploaded into SharePoint. All outcomes met the benchmarks; however, it appears as if all three outcomes use similar rubrics to assess the same assignments. Refinement of assessment measures will take place during fall of 2015.

Locally, the ten year projected job growth is strong for Audio and Video Equipment Technicians; however, film/ video editing and directing/ producing jobs in the Philadelphia area are projected to experience slow growth over the same time period. Over the course of the Program, students are made aware of the local, regional and national job market for DVP careers, and understand that in order to get a job in DVP, it might be necessary to relocate outside the Philadelphia region, and that work is often project based. Students are provided with experiential learning opportunities by working on CCPTV.

Findings and Recommendations

1. Examine reasons why students are leaving at high rates with less than twelve credits and develop a retention plan

Students are leaving this program at a higher rate than other programs at the College. This may be a function of the rigor of the Program or that students enrolled in the Program are disproportionately young, male, and minority. Additionally, while students in the Program are more likely to place at college level than those in the Division and the College, some of the outcomes recorded are weaker than those of the Division and the College. The DVP faculty must provide additional opportunities to foster

student success. This could include connecting students with services,   creating intervention strategies for students during the first 12 credits, and increasing faculty involvement through advising.

Timeline: Spring 2016
Persons Responsible: Program faculty

2. Assessment
Reviewing the Program documents makes it clear that assessment is occurring. The Program has assessed all five Program Level Student Learning Outcomes and made improvements to teaching and learning in each PLO. Faculty are meeting weekly to discuss assessment. However, the assessment design (multiple outcomes use the same rubric for assessment) and reporting make it difficult for program faculty to determine where program deficiencies exist. The Program should use assignments with unique rubrics in order to assess each outcome. Using unique rubrics or identifying specific areas of the rubric for each PLO, enables the faculty to identify where specific deficiencies exist, as opposed to using aggregated data which solely identifies whether all outcomes meet the benchmark or none of the outcomes meet the benchmark.

Timeline: Spring 2016
Persons Responsible: Department Head

Community College of Philadelphia

Academic Program Audit

Digital Video Production A.A.S.

Authors:
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Contributors:
Jon Spielberg

Date: October, 2015

I. **Executive Summary**

The Digital Video Production curriculum prepares students as entry-level professionals in the digital video production field. The Digital Video Production Program was first offered in 2010, with seven new courses developed for this program. In 2013, the Program underwent a minor revision.

By 2014, enrollment in the Program had increased to 91 students. The Program enrolls higher proportions of minority students, male students, young students, full-time students, and students placing at college level than the Division and the College. The Program records outcomes similar to that of the College in terms of standing and retention; however weaker outcomes were recorded in terms of the graduation rate, long-term success, short term success, unsuccessful upon departure, and course completion. Although the Program enrolls students more likely to place at college level compared to the Division and the College, all of the outcomes recorded are either similar or weaker than the Division and the College.

Seven degrees were awarded between 2010 and 2013, all of which were awarded in 2013. Twenty- three percent of the students who left the Program transferred. Of the students who left the Program, seventy-five percent earned between zero and 12 credits.

Over the last eight semesters, the Program has run between zero and eight sections each semester, with varying efficiency.

Information on all program level student learning outcomes for Digital Video Production has been uploaded into SharePoint. All outcomes met the benchmarks; however, it appears as if all three outcomes use similar rubrics to assess the same assignments. Refinement of assessment measures will take place during fall of 2015.

Locally, the ten year projected job growth is strong for Audio and Video Equipment Technicians; however, film/ video editing and directing/ producing jobs in the Philadelphia area are projected to experience slow growth over the same time period. Over the course of the Program, students are made aware of the local, regional and national job market for DVP careers, and understand that in order to get a job in DVP, it might be necessary to relocate outside the Philadelphia region, and that work is often project based. Students are provided with experiential learning opportunities by working on CCPTV.

I. **Program Description from the College Catalog**

The Digital Video Production curriculum prepares students as entry-level professionals in the digital video production field. Classroom lecture and practical assignments in the use of state-of-the-art digital technology lead to the development of technical and aesthetic skills required for success in the digital video production field. Students gain practical experience by creating programs for the College's CCPTV educational broadcast channel as part of their course work. Students completing this program will be prepared to work as videographers, audio technicians, video editors, producers, directors and related occupational roles.

Extensive computer activities and location and studio production are required for some courses in this curriculum. Students are encouraged to develop artistic appreciation and imagination in their work. Upper-level courses emphasize advanced technical and creative skills and

professional practices. Students exit this program with a digital portfolio of their work to aid in obtaining employment in the digital video field.

A. **History and Revisions to the Curriculum**

The Digital Video Production Program was first offered in 2010 and designed to address the need for skilled digital video production professionals. Between November 2010 and July 2012 seven new courses were developed for this program. The new courses include: DVP 120: Camera and Lighting Techniques for DVP, DVP 130: Audio Techniques for DVP, DVP 140: Editing Techniques for DVP, DVP 150: Producing and Directing Techniques for DVP, DVP 210: Advanced Techniques for DVP- Location, and DVP 240: Advanced Video Editing Techniques for Digital Video Production.

In 2013, the Program underwent a minor revision. ENGL 271 Language of Film was changed from a required to a directed elective. DVP 240- Advanced Editing Techniques for DVP became a required course. DVP 220 Advanced Techniques for DVP was eliminated. ENG 117 Group and Team Communication was added to the list of directed electives.

B. Curriculum Sequence

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester			
PHOT 104 - Introduction to Video Production		3	
FNMT 118 -Intermediate Algebra or higher		3	Mathematics
PHOT 151 - Digital Imaging		3	
ENGL 101 - English Composition		3	ENGL101
CIS 103 - Applied Computer Technology		3	Tech Comp
Second Semester			
DVP 120 - Camera and Lighting Techniques for DVP	PHOT 104 with a B or better	4	
DVP 130 - Audio Techniques for Digital Video Production	PHOT 104 with a B or better	4	
DVP 140 - Video Editing Techniques for DVP	PHOT 104 with a B or better	4	
ENGL 102 - The Research Paper	ENGL 101 with a of "C" or better	3	ENGL 102, Info Lit
Third Semester			
DVP 150 - Producing and Directing Techniques for DVP	PHOT 104 with B grade or better	4	
Social Science Elective		3	Social Science
Science Elective		3	Natural Science
Humanities Elective		3	Humanities
Directed* Elective		3	
Fourth Semester			
DVP 210 - Advanced Techniques for DVP-Location	DVP 120, 130, 140, 150	4	
DVP 240 - Advanced Video Editing Techniques for DVP	DVP 120, 130, 140, 150	**4**	
PHOT 299 - Professional Practices in Photographic Imaging & DVP	DVP 120, 130, 140, 150; 210 & 240	3	
Directed Elective*		3/4	
Minimum Credits Needed to Graduate:		**60**	

* Directed Electives from which to choose

ENGL 107 - Society and Mass Communications	ENGL 282 Script Writing
ENGL 116 Interpersonal Communication	ENGL 271 - Language of Film
ENGL 117 - Group and Team Communication	ENGL 272 Topics in Film Study
ENGL 205 Creative Writing	PHOT 211 - Event and Corporate Videography

C. Curriculum Map

Required Courses	Programmatic Learning Outcomes		
	Demonstrate proficiency in the operation of digital video cameras, lighting equipment for studio and location production, and audio for digital video production, digital video editing hardware and software.	Evaluate technical and aesthetic qualities of digital video production the context of historical and contemporary trends.	Employ current business practices of digital video production.
PHOT 104- Intro to Video Production	I,A	I,A	
DVP 120 – Camera and Lighting Techniques for Digital Video Production	I,R,A	I,R,A	I,R,A
DVP 130 – Audio Techniques for Digital Video Production	I,R,A	I,R,A	I,R,A
DVP 140 – Editing Techniques for Digital Video Production	I,R,A,M	I,R,A,M	I,R,A
PHOT 151 – Digital Imaging	I,R,A	I,R,A	I
DVP 150 – Producing and Directing Techniques for Digital Video Production	I,R,A,	I,R,A	I,R,A
DVP 210 – Advanced Techniques for Digital Video Production - Location	I,R,A,M	I,R,A,M	I,R,A,M
DVP 220 – Advanced Techniques for Digital Video Production - Studio	I,R,A,M	I,R,A,M	I,R,A,M
PHOT 299-Professional Practices in Digital Video Production	I,R,A,M	I,R,A,M	I,R,A,M

D. Future Direction for the Field/ Program

The Digital Video Production curriculum is designed to provide technically inclined students hands-on video production experience in practical situations that lead to projects of professional quality. The increasing need for high quality non-theatrical video productions is driven by an expanding range of media outlets and means of distribution. Faster internet speeds have made both on-line streaming and video downloads attractive to a wider range of consumers. Student created productions can be seen on the College TV channel and targeted user YouTube channels. Students also use the created productions within the program on their own web-pages as self-promotion when seeking employment.

Due to the rapidly evolving demand for the newest and highest quality output formats for use by clients, the DVP program acquires the most sophisticated professional equipment and trains students to work in small crews. Others schools use a radically different approach that is more likely to concentrate on creating an "auteur". The DVP students will work in commercial video production companies, cable television, internet news, documentary films and provide services to photographers, music entertainment and public relations companies.

II. Profile of the Faculty
   A. Program Faculty

Faculty	Position	Courses Taught
Jon Spielberg	Department Head, Asst. Professor	PHOT 104: Introduction to Video Production
Allan Kobernick	D/O Flex Learning Options/Academic Technology Director, Multimedia Service and Producer of CCPTV	DVP 120: Camera and Lighting Techniques for DV DVP 299: Professional Practices in Photograp Imaging and DVP, DVP 150:Producing & Direct Techniques for DVP, DVP 240: Advanced Video Edit Techniques for DVP
Kara Crombie	Asst. Professor	PHOT 151: Digital Imaging
Christopher McManus	Adjunct instructor	PHOT 104: Introduction to Video Production , DVP 14 Video Editing Techniques for DVP, DVP 240: Advance Video Editing Techniques for DVP
David Dunn	Adjunct instructor	DVP 120: Camera and Lighting Techniques for DVP
Nello Ciccone	Adjunct instructor	DVP 130: Audio Techniques for DVP

III. Program Characteristics
   A. Student Profile

The Digital Video Production Program has grown over the past five years. In its first semester offered (2010), four students were enrolled. By 2014, enrollment increased to 91 students.

Table 1: Headcounts

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average	5 Year Change
Digital Video Production	Headcount	4	36	46	67	91	49	2175%
	FTE Headcount	4	28	36	48	68	37	1600%
Liberal Studies	Headcount	8711	8717	8216	8059	8012	8,343	-8%
	FTE Headcount	6176	6136	5748	5649	5589	5,860	-10%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

The Digital Video Production Program enrolls students with differing demographics compared to the Division and the College in terms of gender, race/ ethnicity, age, full-time status, and level of college readiness. The program enrolls more than double the proportion of males compared to the Division and the College; however, over 83% of film and video editors, 90% of audio and video equipment technicians, and 62% of directors and producers are male. Approximately half of the students in the Program are between the ages of 16 and 21, while approximately one-third of the students in the Division and the College fall into the same age group. Consequently, the Program enrolls a lower proportion of students over the age of 30. The Program enrolls a substantially higher proportion (45%) of full-time students compared to the Division (33%) and the College (30%). The Program enrolls a higher proportion of students placing at college level (31%) than the Division (23%) and the College (27%). Consequently, lower proportions of students placing in some developmental coursework and all developmental coursework are recorded.

Table 2: Demographics

Demographics: Running 5 Year Average

	Digital Video Production	Liberal Studies	College
Female	21.9%	61.7%	63.5%
Male	78.1%	37.9%	36.2%
Unknown	0.0%	0.4%	0.3%
Native American	0.6%	0.5%	0.4%
Asian	2.3%	4.9%	7.3%
African American	55.2%	49.9%	48.8%
Latino/a	11.8%	10.9%	10.5%
Multiracial	6.1%	2.5%	2.3%
Pacific Islander	0.0%	0.2%	0.2%
Unknown	3.8%	6.9%	6.8%

Caucasian	20.2%	24.3%	23.8%
16 – 21	49.9%	32.3%	32.1%
22 – 29	34.8%	36.0%	37.6%
30 – 39	10.6%	15.5%	17.1%
40 +	4.7%	15.5%	12.7%
Unknown	0.0%	0.6%	0.5%
Full Time	45.0%	32.9%	30.2%
Part Time	55.0%	67.1%	69.9%
All Developmental	25.2%	30.7%	29.8%
Some Developmental	43.9%	46.4%	42.8%
College Level	31.0%	22.9%	27.4%

The Digital Video Production Program records outcomes similar to that of the College in terms of standing and retention; however weaker outcomes were recorded in terms of the graduation rate, long term success, short term success, unsuccessful upon departure, and course completion. The Program records a graduation rate of zero but given the newness of the Program, this is not too alarming. The Program records a low (poor) proportion of students having achieved long term success, and a high proportion of students leaving in good academic standing with less than 24 credits. Additionally, a high proportion of students (44%) depart the program in poor academic standing compared to the Division (38%) and the College (36%). The GPA and course completion are marginally lower than that of the Division and the College.

Table 3: Outcomes Data: 5 Year Averages

		Digital Video Production	Liberal Studies	College
Standing	Good Standing	82.4%	84.2%	85.3%
	Probation	17.6%	14.2%	13.2%
	Dropped	0.0%	1.6%	1.5%
Fall-Spring Retention	Returned/Same	63.3%	64.4%	65.8%
	Returned/Different	8.2%	6.4%	5.2%
	Graduated	28.5%	2.8%	2.2%
	Did Not Return	0.0%	26.5%	26.8%
Fall-Fall Retention	Returned/Same	34.5%	35.8%	36.5%
	Returned/Different	9.1%	9.4%	8.5%
	Graduated	3.0%	9.0%	8.6%

	Did Not Return	53.5%	45.8%	46.5%
	Graduated	0%	10.9%	10.1%
Success at	Long Term Success	22.1%	37.7%	36.4%
Departure	Short Term Success	33.8%	13.7%	17.1%
	Unsuccessful	44.2%	37.7%	36.4%
Course	Course Completion	85.0%	87.4%	88.2%
Outcomes	GPA	2.58	2.63	2.64

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

[2] Success at departure statistics are based on data recorded between 2009 and 2012; no students graduated during that time period. Fall-fall and fall-spring retention data are based on data recorded   from 2009-2013. Seven students graduated in 2013 and zero students graduated during the other semesters.

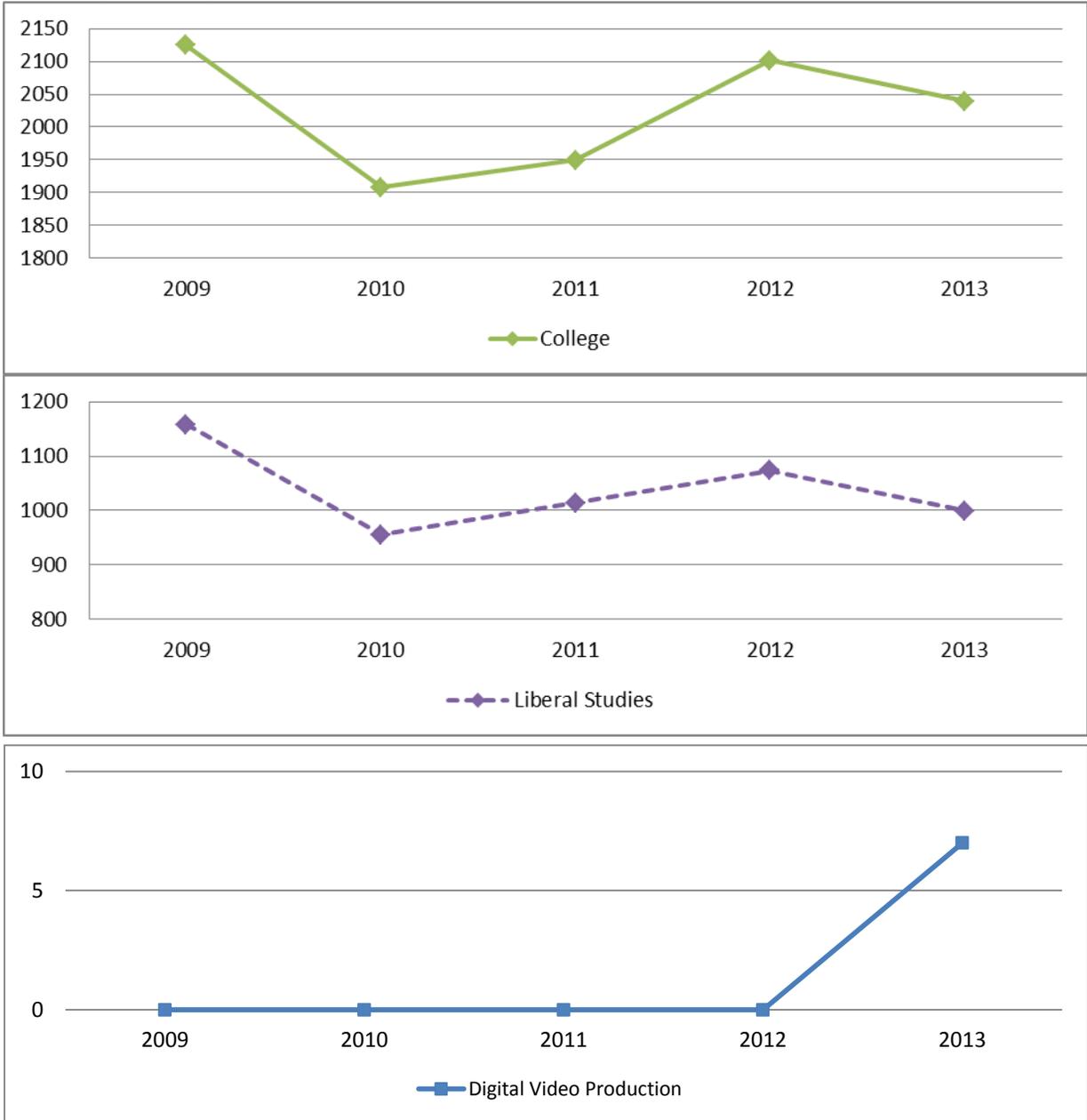**Transfer and Graduation**

Figure 2: Degrees Awarded

Table 4: Degrees Awarded

	2010	2011	2012	2013	Total
Digital Video Production	-	-	-	7	7
Liberal Studies	956	1014	1073	999	5200
College	1908	1949	2101	2039	10122

Digital Video Production is an A.A.S. and, therefore, the focus of this program is direct-to-work as opposed to transfer. Between 2009 and 2012, 52 students left the program. Twelve of the 52 students transferred (23%). Seventy-five percent of the students who left the Program earned between zero and 12 credits.

Figure 3: Transfer at Departure

Departure Status	Transferred		Did Not Transfer		Count of Students
	Count	Percent	Count	Percent	
Graduate	0	0.0%	0	0.0%	0 (0%)
Earned 45 or more credits	0	0.0%	1	100.0%	1 (2%)
Earned 24 to 44 credits	4	57.1%	3	42.9%	7 (13%)
Earned 12 to 23 credits	0	0.0%	5	100.0%	5 (10%)
Earned less than 12 credits	8	20.5%	31	79.5%	39 (75%)
Grand Total	12	23.1%	40	76.9%	52

The College and Division record almost equal proportions of freshmen as sophomores. However, within the Digital Video Production, there are three times as many freshmen as sophomores. This could be explained by newness of the Program combined with the expanding population.

Figure 3: Distribution of Students in Program

Distribution of Students in Program

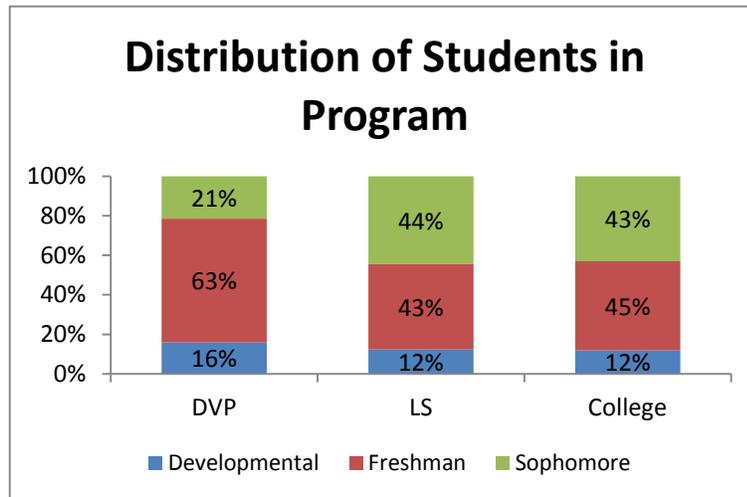|	DVP	LS	College
Sophomore	21%	44%	43%
Freshman	63%	43%	45%
Developmental	16%	12%	12%

Table 5: Median Statistics for Program Graduates (first program graduates were in 2013)

Over the last eight semesters, the Program has run between zero and eight sections each semester, with varying efficiency. Since the Program is new and enrollment and sections run have increased dramatically since the Program's beginning, generalizations pertaining to course offering efficiency cannot be made.

Table 6: Section Enrollments

		Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Digital Video Production	Sections	4	0	6	2	6	6	5	8	4	5.25
	Avg Enrollment	12.00	-	11.00	14.00	13.00	13.00	15.00	15.00	13.00	13.00
	Percent Filled	75%	-	69%	88%	75%	93%	96%	100%	93%	79%
Liberal Studies	Sections	1664	1622	1648	1470	1446	1502	1462	1456	1578.8	1578.8
	Avg Enrollment	21.21	20.73	20.69	21.46	21.32	21.35	20.86	21.36	21.08	21.08
	Percent Filled	82%	83%	81%	84%	82%	83%	81%	81%	83%	81%
College	Sections	2817	2839	2884	2668	2517	2636	2489	2562	2738.8	2738.8
	Avg Enrollment	22.41	22.10	21.82	22.39	22.55	22.56	22.41	22.71	22.28	22.28
	Percent Filled	85%	86%	84%	87%	85%	86%	84%	84%	86%	84%

IV. **Learning Outcomes and Assessment**
    A. **Student Learning Outcomes**
       Upon completion of the Digital Video Production program, graduates will be able to:
    1. Demonstrate proficiency in the operation of digital video cameras, lighting equipment for location and studio production, audio for digital video production, and digital video editing hardware and software.
    2. Evaluate technical and aesthetic qualities of digital video productions in the context of historical and contemporary trends
    3. Employ current business practices as applied to the practice of digital video production

    B. **Assessment**
       Information on all program level student learning outcomes for Digital Video Production has been uploaded into SharePoint. The Program assessed all three of the PLOs and uploaded the information into SharePoint. All outcomes met the benchmarks of 70% of students achieving a good or excellent score on the assignment.

       A few issues were noted in the assessment process which the faculty has been made aware of and are in the process of rectifying. All three Program Level Outcomes were measured using the same rubric in the same courses. When all three outcomes use the same assignment and the same rubric, it is impossible to identify which areas require intervention because all outcomes either meet the benchmark or fail to meet the benchmark. If the outcomes fail to meet the benchmark, it is impossible to tell which aspect failed to meet the benchmark because the program does not differentiate among the three. The Program faculty are in the process of redesigning their assessment instruments.

Assessment Overview

PLO Assessed (2010-2015):   Demonstrate proficiency in the operation of digital video cameras, lighting equipment for studio and location production, and audio for digital video production, digital video editing hardware and software.

Semester Evidence is Collected	Source of Evidence / Type of Assignment	Population & Benchmark	Results	Plan for Improvement
FA 2014	Rubrics were used to assess the final projects for student proficiency in the operation of digital video cameras, lighting equipment for studio and location production, and audio for digital video production, digital video editing hardware and software.	PHOT 104 (FA2014) DVP 120 (FA2012) DVP 130 (FA2013) DVP 140 (FA2014) PHOT 151 (SP2014) DVP 150 (SP2014) DVP 210 (FA2012) PHOT 299 (SP2013) 70% of the students will score good (3) or excellent (4) on the rubric	PHOT 104: 88.0% DVP 120: 71.4% DVP 130: 75.0% DVP 140: 76.9% PHOT 151: 91.9% DVP 150: 90.6% DVP 210: 71.9% PHOT 299: 94.7% Average 83.2%	In DVP120 projects, students demonstrated a lack of understanding of standard lighting ratios. This concept will be emphasized in PHOT 104, and DVP120,130,140,240. A studio exercise will be devised to demonstrate this concept. There will be follow-up rubrics in DVP 120, DVP 150 to insure that all understand and can use the concept successfully. Included will be a discussion of the scientific method, and the instruction and use of light meters to verify results.

PLO Assessed (2010-2015): Evaluate technical and aesthetic qualities of digital video production in the context of historical and contemporary trends.

FA2014	Rubrics were used to assess the final projects in terms of students' ability to display technical and aesthetic qualities of digital video production in the context of historical and contemporary trends	PHOT 104 (FA2014) DVP 120 (FA2012) DVP 130 (FA2013) DVP 140 (FA2014) PHOT 151 (SP2014) DVP 150 (SP2014) DVP 210 (FA2012) PHOT 299 (SP2013) 70% of the students will score good (3) or	PHOT 104: 88.0% DVP 120: 71.4% DVP 130: 75.0% DVP 140: 76.9% PHOT 151: 91.9% DVP 150: 90.6% DVP 210: 71.9% PHOT 299: 94.7% Average 83.2%	One potential reason for students' underperformance in this area is that students are surrounded by poor examples of digital videos. In response to the assessment results, program faculty polled students and discovered that students are overwhelmed with TV and film choices and often see popular but poor examples. In order to familiarize students with videos of technical and aesthetic quality, faculty will add a list of required film screening for homework, with each selection demonstrating

FA2016	A rubric will be used on essays to evaluate students understanding of technical vocabulary	excellent (4) on the rubric PHOT 104 DVP 150 DVP 210 PHOT 299 80% of the students will score good (3) or above.		and reinforcing the production skills being taught that week. Students will write an evaluation of the film's technical and aesthetic merit.
PLO Assessed (2010-2015): Employ current business practices of digital video production.				
SP2013	Rubrics were used to assess the final projects in terms of students' ability to employ current business practices of digital video production.	DVP 120 (FA2012) DVP 130 (FA2013) DVP 140 (FA2014) DVP 150 (SP2014) DVP 210 (FA2012) PHOT 299 (SP2013) 70% of the students will score good (3) or excellent (4) on the rubric.	DVP 120: 71.4% DVP 130: 75.0% DVP 140: 76.9% DVP 150: 90.6% DVP 210: 71.9% PHOT 299: 94.7% Average 81.3%	In DVP 150 *Budgeting for Production Planning* will be followed up in DVP 210. In PHOT299 there will be a review of MS office skill software regarding the use of spreadsheets to track expenses and crew assignments. Word documents will be required for assignment pitch and completion reinforcing CIS103 skills.
FA2016	Rubrics will be used by multiple faculty members to assess the student project pitch and finished assignment, for the projects subjective impact on the audience.	DVP 150 DVP210 PHOT299		
FA 2015	Faculty survey businesses that have employed DVP students as interns and collect data from employers.	Local businesses that have employed a DVP intern		

Table 7: Timeline for Course Learning Outcomes

Evidence Collected	Course
Fall 2012	PHOT 299
Spring 2013	PHOT 151
Fall 2013	PHOT 104
Spring 2014	DVP 130
Fall 2014	DVP 130
Spring 2015	DVP 240, DVP 210
Fall 2015	DVP 140, DVP 150

C. **QVIs/335s**

The Program is up-to-date on all Act 335s. QVIs for the program from 2013 through 2014 were evaluated for this audit. The QVI scores reflect the program quality and viability at a specific point in time. Although certain areas may have changed since the Program was scored, scores from the past remain on record.

The Program recorded a quality score of 3.125 in 2012, and the quality score increased to four in 2013; by 2014 the score had dropped to two. The decrease in score can be explained by the lack of documentation relating to assessment of program level student learning outcomes. Over the same time period, the Program experienced a change in viability from 2.5, to 1.3, to 2.33. The changes can be attributed to poor retention. The QVIs do not take into account graduation rates because the program is relatively new.

D. **Advisory Committee**

Digital Video Production and Photographic Imaging have shared an advisory committee that meets twice a year. Recent meetings have included members involved in freelance photography, local newspapers and television stations, and a former employee of the Philadelphia Public School Media. Recent discussions have focused on enrollment, the possibility of Saturday classroom space in CBI, student show and sale, grants, course revisions, the student club, student activities, audits, and assessment. This year, Digital Video Production created its own advisory committee in order to bring in members with specific industry level background and contracts.

V. **Resources**

The DVP program trains students on the latest professional equipment in the Multi-Media Services television studio, two dedicated computer classrooms, and makes use of laptop computers for the production teams. The equipment has been funded by Perkins Local Plan Fund. The equipment is secured in the Photographic Imaging department equipment storage room, which is managed by a full time Instructional Aide.

VI. **Demand**

CCP's Digital Video Production Program trains students to enter a variety of occupations. Film and video editor, audio and video equipment technician, producers, and directors are common occupations entered into by program graduates. Regionally (MSA), occupations in audio and video technicians are projected to grow more rapidly over the next ten years than the nationwide average job growth of 11%. Regionally, film and video editor, producer, and director jobs are projected to grow very little over the next decade.   Nationally, some growth is

projected in each of the fields. However, students are required to create a resume and perform a job search in Photo 299. This job search enables students to gain an understanding of the job market in the city of their choice. Students also meet with industry professionals from the Advisory Board for networking and gain a greater understanding of industry trends. As the program has become more widely known, local professionals have contacted program faculty for interns and production assistant recommendations.

Compared to directors, producers, and film and video editors where the majority of employees have a bachelor's degree, audio and video technicians are more likely to have a high school diploma, an associate's degree or some college coursework. While a large proportion of people in the field have baccalaureate degrees, this may be due to a lack of associates programs in the field as opposed to the baccalaureate being the appropriate level of education.

Table 8a: Expected Job Growth

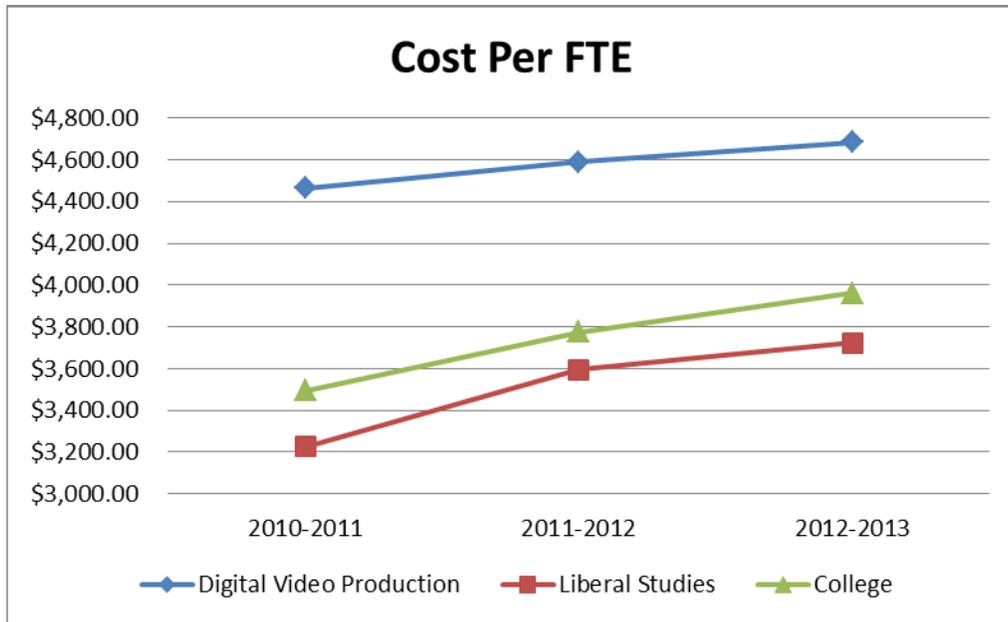|	2014-2024 Job Outlook			
Occupation	Philadelphia	MSA	USA	Av. Yearly Salary
Film and Video Editors	1.90%	0.20%	8.90%	$ 52,400.00
Audio and Video Equipment Technicians	9.30%	13.00%	16.90%	$ 39,660.00
Producers and Directors	-4.00%	3.30%	9.80%	$ 66,800.00

Table 8b: Educational Attainment

	National Education Attainment				
Occupation	HS Diploma or Less	Some College	Associate's	Bachelor's	Graduate
Film & Video Editors	12.20%	19.50%	6.90%	52.20%	9.20%
Audio & Video Equipment Technicians	19.70%	29.90%	13.50%	32.10%	4.80%
Producers and Directors	5.50%	14.80%	5.50%	58.00%	16.20%

Locally, eight colleges offer programs in cinematography and film production, film video and photographic arts, and photographic and film video technology; two schools offer associates degrees and six schools offer bachelor's degrees.   Although transfer opportunities exist for the College's students, no transfer agreements are listed on the transfer page of the College's website.

IX. Operating Costs
Over the past three years, the Program's operating costs exceeded the average operating costs for the College.

Cost Per FTE

(Line chart showing Cost Per FTE for 2010-2011, 2011-2012, and 2012-2013)

- Digital Video Production
- Liberal Studies
- College

X. Findings and Recommendations

1. Examine reasons why students are leaving at high rates with less than twelve credits and develop a retention plan

Students are leaving this program at a higher rate than other programs at the College. This may be a function of the rigor of the Program or that students enrolled in the Program are disproportionately young, male, and minority. Additionally, while students in the Program are more likely to place at college level than those in the Division and the College, some of the outcomes recorded are weaker than those of the Division and the College. The DVP faculty must provide additional opportunities to foster student success. This could include connecting students with services,   creating intervention strategies for students during the first 12 credits, and increasing faculty involvement through advising.

Timeline: Spring 2016

Persons Responsible: Program faculty

2. Assessment

Reviewing the Program documents makes it clear that assessment is occurring. The Program has assessed all five Program Level Student Learning Outcomes and made improvements to teaching and learning in each PLO. Faculty are meeting weekly to discuss assessment. However, the assessment design (multiple outcomes use the same rubric for assessment) and reporting make it difficult for program faculty to determine where program deficiencies exist. The Program should use assignments with unique rubrics in order to assess each outcome. Using unique rubrics or identifying specific areas of the rubric for each PLO, enables the faculty to identify where specific deficiencies exist, as opposed to using aggregated data which solely identifies whether all outcomes meet the benchmark or none of the outcomes meet the benchmark.

Timeline: Spring 2016

Persons Responsible: Department Head

Academic Program Audit Summary: Art and Design A.A.

Summary

The Art and Design curriculum leads to the Associate in Arts (A.A.) degree for students planning to transfer to baccalaureate programs or professional art schools after study at Community College of Philadelphia. The Program has undergone revisions since its creation. Through direct communication with schools, articulation agreements, and advisory board meetings, the Program is able to maintain a clear path with the transfer requirements of four year universities offering a baccalaureate degree in Art.

The Art Department full-time faculty are highly active members of the College community. They serve on various committees, give presentations, and advise student clubs and organizations. Faculty are also active professionals in their fields. The studio faculty have solo exhibitions, while the art history faculty present their research at professional academic conferences. The faculty members have served on professional committees and published reports.

Enrollment in the Art and Design Program has averaged 118 students over the last five years and is on a slight downward trend.

The Art Program records stronger outcomes in most areas compared to the Division and College in terms of academic standing, retention, long-term success, course completion, and GPA.

Approximately 45% of students who depart the Program transfer, while 35% of those who depart the College transfer.   Fifty-six associate's degrees have been awarded in the past five years. Additionally, the 18 transfer and 23 graduating students in the Art & Design program in the Spring of 2015 were offered $491,680 in merit based scholarships and $602,805 in total awards (including grants).

The course offering efficiency falls marginally below that of the Division and the College.

The Art and Design faculty has submitted information for four Program Level Student Learning Outcomes. All outcomes met the benchmarks. The Program has used assessment results to make improvements to the syllabus, rewrite courses, re-organize the Curriculum Advising Chart, and discuss ways to improve assessment methods in certain courses with low enrollment.

Over the past five years, program operating costs have been higher than the average cost for the Division and the College, which is common in art programs.

Findings & Recommendations
1. **Course revisions**
   The program will complete the two course revisions currently in progress: Art 150 and Art 151.
   Timeline: Expected completion Spring 2016
   Persons Responsible: Faculty Assigned

2. **Program Marketing**

   The Program should submit an application to be recognized for sustained academic excellence and use this designation to market the Program.

   Timeline: Fall 2016

   Persons Responsible: Department Chair, Dean of Liberal Studies

3. **Evaluate the Quality and Variety of Assessment Measures**

   All Program Level Outcomes assessed met the benchmark. Faculty members need to discuss the assessment measures to determine if they reflect the desired level of competence or whether these levels should be more ambitious. Faculty should discuss variety of direct and indirect measures.

   Timeline: Fall 2015

   Persons Responsible: Department Chair and Program Faculty

Community College of Philadelphia

Academic Program Audit

Art and Design A.A.

Authors:
Christine McDonnell
John V. Moore III

Contributors:
Sarah Iepson

Date: October, 2015

I.   **Executive Summary**

The Art and Design curriculum leads to the Associate in Arts (A.A.) degree for students planning to transfer to baccalaureate programs or professional art schools after study at Community College of Philadelphia. The Program has undergone revisions since its creation. Through direct communication with schools, articulation agreements, and advisory board meetings, the Program is able to maintain a clear path with the transfer requirements of four year universities offering a baccalaureate degree in Art.

The Art Department full-time faculty are highly active members of the College community. They serve on various committees, give presentations, and advise student clubs and organizations. Faculty are also active professionals in their fields. The studio faculty have solo exhibitions, while the art history faculty present their research at professional academic conferences. The faculty members have served on professional committees and published reports.

Enrollment in the Art and Design Program has averaged 118 students over the last five years and is on a slight downward trend.

The Art Program records stronger outcomes in most areas compared to the Division and College in terms of academic standing, retention, long-term success, course completion, and GPA.

Approximately 45% of students who depart the Program transfer, while 35% of those who depart the College transfer.   Fifty-six associate's degrees have been awarded in the past five years. Additionally, the 18 transfer and 23 graduating students in the Art & Design program in the Spring of 2015 were offered $491,680 in merit based scholarships and $602,805 in total awards (including grants).

The course offering efficiency falls marginally below that of the Division and the College.

The Art and Design faculty has submitted information for four Program Level Student Learning Outcomes. All outcomes met the benchmarks. The Program has used assessment results to make improvements to the syllabus, rewrite courses, re-organize the Curriculum Advising Chart, and discuss ways to improve assessment methods in certain courses with low enrollment.

The Art department utilizes some specialized equipment including several software programs that carry with them a substantial financial cost. The department needs to address this new funding need.

Over the past five years, program operating costs have been higher than the average cost for the Division and the College, which is common in art programs.

Recommendations for the art program include: complete course revisions, market program, and evaluate the quality and variety of assessments.

II. **Program Description from the College Catalog**
The Art and Design curriculum leads to the Associate in Arts (A.A.) degree for students planning to transfer to baccalaureate programs or professional art schools after study at Community College of Philadelphia. This curriculum prepares students for either a B.F.A. (Bachelor of Fine Arts) or a B.A. (Bachelor of Arts) program.

The curriculum has been designed to be consistent with the foundation program of art schools and art programs at four-year colleges.

Because transferability is most important, students will develop skills accordingly and also prepare a comprehensive transfer portfolio.

This foundation program will allow students to continue their studies leading to careers in the fine arts, a range of design fields (such as graphic and media arts, industrial and product design, fashion/textile design), crafts, art education and art therapy.

A. History and Revisions to the Curriculum
The Art Program was first approved as a new course of study more than 40 years ago. Since that time, there have been revisions made to the Program to ensure that it continues to meet the requirements of four-year universities offering a baccalaureate degree in Art. The last revision happened in 2009. In the past five years, the Program has revised Art 103: History of Art: Ancient to Renaissance, Art 104: Renaissance to Modern, Art 105: Drawing I, and Art 106: Drawing II. Currently, the Program is updating ART 150: Introduction to Computer Graphics and ART 151: Graphic Design I. All revisions include the addition of course learning outcomes to the program document, student learning activities, and methods for assessment.

As per the 2009 audit, the Program has followed up on all audit recommendations. One recommendation included re-evaluating course scheduling and offerings to ensure that a more structured approach to scheduling removed barriers for students attempting to transfer. The outcome was to modify the departmental curriculum advising chart and reorganize the first and second semester experiences in order to more effectively move students through the required courses. The program has strong articulation agreements with several institutions in our region and beyond. The program has successfully transferred students to those institutions.

B. Curriculum Sequence (Art)

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester			
ART 105 - Drawing I		3	
ART 125 - Design I (black and white)		3	
ART 111 - 3-D Design I		3	
ART 150 - Intro to Computer Art/Graphics		3	
ENGL 101 - English Composition I		3	ENGL 101
Second Semester			
ART 106 - Drawing II	ART 105	3	
ART 126 - Design II	ART 125	3	
ART 112 - 3-D Design II	ART 111	3	
ART 103 - History of Art: Ancient to Renaissance		3	Interpretive Studies AM/Global Diversity
CIS 103 - Applied Computer Technology		3	Tech Comp
Third Semester			
ENGL 102 - The Research Paper	ENGL 101 "C" or better	3	ENGL 102 Info Lit
FNMT 118 - Intermediate Algebra (or higher)		3	Mathematics
ART 290 - Portfolio Prep	ART 106, ART 111, ART 125	3	
ART 207 - Drawing III	ART 106	3	
ART 104 - History of Art: Renaissance to Modern		3	Humanities
Directed Elective - Choose One		3	
Fourth Semester			
Social Science Elective		3	Social Sciences
ART 208 - Drawing IV	ART 207	3	
Directed Elective - choose TWO from list		6	
Natural Science Elective		3 or 4	Natural Science
Minimum Credits Needed to Graduate:		**63**	

Directed Electives

ART 109 - Ceramics I	ART 205 - Modern American Art	ART 251 - Graphic Design II
ART 115 - Painting I	ART 209 - Ceramics II	PHOT 101 - Basic Photography
ART 151 - Graphic Design I	ART 215 - Painting II	PHOT 151 - Digital Imaging

C. Curriculum Map

Required Courses	Programmatic Student Learning Outcomes				
	Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing	Utilize learned technical studio and/or computer-based skills to realize and test visual ideas	Use a wide range of materials and means of expression to communicate visual ideas	Critically interpret and analyze visual concepts	Demonstrate knowledge of the arts, through associated terminology, historical practices and contemporary developments
Art 103- History of Art I				I	I
Art 104- History of Art II				R	R
Art 105- Drawing I	I	I	I	I	I
Art 106- Drawing II	R	R	R	R	R
Art 111- 3-D Design I	I	I	I	I	I
Art 112- 3-D Design II	M A	M A	M A	M A	M A
Art 120- Art of Africa				M	M
Art 125- Design I (B&W)	I	I	I	I	I
Art 126- Design II (Color)	M A	M A	M A	M A	M A
Art 150-Intro to Computer Art	I	I	I	I	I
Art 207-Drawing III	R	R	R	R	R
Art 208- Drawing IV	M A	M A	M A	M A	M A
Art 290-Portfolio Prep	A	A	A	A	A
Art 109- Ceramics I	I	I	I	I	I
Art 115 – Painting I	I	I	I	I	I
Art 151- Graphic Design I	R	R	R	R	R
Art 205- Modern American Art				M	M
Art 209 – Ceramics II	M A	M A	M A	M A	M A
Art 215 – Painting II	M A	M A	M A	M A	M A
Art 251- Graphic Design II	M A	M A	M A	M A	M A

I= Introduced, R= Reinforced, M= Mastered, A= Assessed

D. Future Directions for the Field/ Program

As a focused foundational arts curriculum with an eye toward transfer, the Art and Design curriculum pays particular attention to the needs and expectations of four-year transfer institutions when assessing the program and its future direction. Through direct communication with schools, articulation agreements, and local campus visits the Program faculty work to ensure clear cooperation between the curriculum and the expectations of transfer institutions. They review and evaluate course descriptions and syllabi to ensure a clear path for students from the foundational courses to four-year programs.

Art programs at four-year institutions are increasingly embracing technology and computer arts. The program will continue to actively communicate with four-year partners to ensure that our curriculum prepares and aligns students with this future direction.

III. Profile of the Faculty
A. Program Faculty

Faculty	Position	Courses Taught
Sarah Iepson	Associate Professor, Department Head	Art 101: Visual Communication, Art 103: History of Art I, Art 104: History of Art II, Art 104H: History of Art II Honors, and Art 205: Modern American Art
Jake Beckman	Instructor	Art 109: Ceramics I, Art 209: Ceramics II, Art 111: 3-D Design I, and Art 112: 3-D Design II
Christopher Feiro	Assistant Professor	Art 105: Drawing I, Art 106: Drawing II, Art 207: Drawing III, Art 208: Drawing IV, Art 115: Painting I, Art 215: Painting II, Art 125: Design I, and Art 126: Design II
Monica Hahn	Assistant Professor	Art 101: Visual Communication, Art 103: History of Art I, Art 104: History of Art II, Art 104H: History of Art II Honors, and Art 205: Modern American Art
Rebekah Higgins	Assistant Professor	Art 105: Drawing I, Art 106: Drawing II, Art 125: Design I, Art 126: Design II, Art 150: Intro to Computer Art/Graphics, Art 151: Graphic Design I, and Art 251: Graphic Design II
Terry Peterson	Assistant Professor	Art 105: Drawing I, Art 106: Drawing II, Art 125: Design I, Art 126: Design II, Art 150: Intro to Computer Art/Graphics, Art 151: Graphic Design I, and Art 251: Graphic Design II
Jeffrey Reed	Associate Professor	Art 105: Drawing I, Art 106: Drawing II, Art 207: Drawing III, Art 208: Drawing IV, Art 115: Painting I, Art 215: Painting II, Art 125: Design I, and Art 126: Design II
Sean Sauer	Assistant Professor	Art 105: Drawing I, Art 106: Drawing II, Art 207: Drawing III, Art 208: Drawing IV, Art 115: Painting I, Art 215: Painting II, and Art 290: Portfolio Prep
Brian Seymour	Associate Professor	Art 101: Visual Communication, Art 103: History of Art I, Art 104: History of Art II, Art 104H: History of Art II Honors, and Art 205: Modern American Art
Roberta Massuch	Art Faculty Aide	No teaching responsibilities

B. Faculty Engagement

The Art Department faculty are highly active members of the College community. Each semester, faculty members serve on a variety of committees including, but not limited to: hiring committees, the Technology Coordinating Committee, and the 50th Anniversary Gala Committee. In addition, members of the faculty sit on the Faculty Council on Education, the newly formed Curriculum Assessment Team, the Public Art Committee, and represent the Department in the Faculty Federation. Faculty members have given several presentations at Professional Development Week events, including sessions on the use of portfolios in student assessment and new teaching strategies. Finally, faculty members serve as advisors to student clubs and organizations like the Art Club and Phi Theta Kappa, assist with the

Graphic Design of in-house publications such as Limited Editions and the Cypher and have been recipients of the Lindback award for Distinguished Teaching.

Outside the College, the faculty members are highly active professionals in their fields. The studio faculty consistently display work at solo exhibitions in the city of Philadelphia and beyond, and represent their work as participants in larger group shows across the region and the nation. Three art history faculty members have either completed or are currently completing doctoral degrees, and present their research at professional academic conferences. Most recently, they have given papers or hosted sessions at the College Art Association and the Nineteenth Century Studies Association conferences. Faculty members serve on professional committees outside the College in both the fine arts and the academic fields. Both studio and academic faculty have published articles in peer-reviewed journals and are recipients of both academic and creative fellowships.

IV.   Program Characteristics
A. Student Profile
Enrollment in the Art and Design Program has averaged 118 students over the last five years and is on a slight downward trend. Over the same time period, enrollment in the Division has decreased by approximately 8% and enrollment in the College remained flat.

Table 1: Headcounts

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average	5 Year Change
Art & Design	Headcount	135	117	113	115	110	118	-19%
	FTE Headcount	100	90	81	86	81	88	-19%
Liberal Studies	Headcount	8711	8717	8216	8059	8012	8,343	-8%
	FTE Headcount	6176	6136	5748	5649	5589	5,860	-10%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

The Art Program records similar demographics as the Division and the College in terms of the gender composition of the students; however, differences in race/ethnicity, age, full-time status, and level of college readiness are present. The Program enrolls a lower proportion of African American students (33%) than the Division (50%) and the College (49%); however, the program enrolls a higher proportion of Asian, Latino/a, and multiracial students than the Division and the College. The program enrolls a younger population; 85% of the students are under the age of 30, while 68% and 69% of students in the Division and the College are under the age of 30. The Program also enrolls a higher proportion of full-time students. The Program enrolls a higher proportion of students at college level (37%) compared to the Division (23%) and the College (27%). The Program enrolls approximately half as many students in all

developmental courses compared to the Division and the College. Approximately 50% of the students in the Program place developmentally in some courses.

Table 2: Demographics

Demographics: Running 5 Year Average

	Art & Design	Liberal Studies	College
Female	58.1%	61.7%	63.5%
Male	41.3%	37.9%	36.2%
Unknown	0.7%	0.4%	0.3%
Native American	0.2%	0.5%	0.4%
Asian	9.9%	4.9%	7.3%
African American	32.7%	49.9%	48.8%
Latino/a	13.7%	10.9%	10.5%
Multiracial	4.0%	2.5%	2.3%
Pacific Islander	0.0%	0.2%	0.2%
Unknown	12.9%	6.9%	6.8%
Caucasian	26.6%	24.3%	23.8%
16 – 21	37.3%	32.3%	32.1%
22 – 29	47.9%	36.0%	37.6%
30 – 39	9.3%	15.5%	17.1%
40 +	4.9%	15.5%	12.7%
Unknown	0.5%	0.6%	0.5%
Full Time	39.4%	32.9%	30.2%
Part Time	60.7%	67.1%	69.9%
All Developmental	14.5%	30.7%	29.8%
Some Developmental	49.8%	46.4%	42.8%
College Level	37.2%	22.9%	27.4%

The Art Program records stronger outcomes in most areas compared to the Division and College. The Program records a higher proportion of students (90%) in good academic standing compared to the Division (84%) and the College (85%). Retention in the Program is approximately 10% higher from fall to fall and fall to spring. A lower proportion of students in the Program change majors compared to the Division and the College. More students return to this program from one fall to the next compared to the Division and the College. Looking at success at departure, a substantially lower number (more favorable) of students departed the program unsuccessfully, while a marginally lower number of students graduate compared to the Division and the

College. A higher proportion (65%) of students in the Program achieve 'long term success' compared to the Division (38%) and the College (36%).

Table 3: Outcomes Data: 5 Year Averages

		Art & Design	Liberal Studies	College
Standing	Good Standing	89.5%	84.2%	85.3%
	Probation	9.3%	14.2%	13.2%
	Dropped	1.1%	1.6%	1.5%
Fall-Spring Retention	Returned/Same	76.9%	64.4%	65.8%
	Returned/Different	1.8%	6.4%	5.2%
	Graduated	0.8%	2.8%	2.2%
	Did Not Return	20.4%	26.5%	26.8%
Fall-Fall Retention	Returned/Same	44.1%	35.8%	36.5%
	Returned/Different	3.2%	9.4%	8.5%
	Graduated	10.7%	9.0%	8.6%
	Did Not Return	42.0%	45.8%	46.5%
Success at Departure	Graduated	10.0%	10.9%	10.1%
	Long Term Success	64.8%	37.7%	36.4%
	Short Term Success	4.8%	13.7%	17.1%
	Unsuccessful	20.4%	37.7%	36.4%
Course Outcomes	Course Completion	93.3%	87.4%	88.2%
	GPA	2.93	2.63	2.64

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

Approximately 45% of students who depart the Program transfer, while 35% of those who depart the College transfer.   While the College records higher transfer rates among students with zero to twelve credits and 24 to 44 credits, the Program records higher transfer rates than the College among students who graduate or earn more than 45 credits.

One important point to note is that College wide the largest group of students lost is those with 0-12 credits. However, that is not the case in the Art and Design Program. The Program's biggest loss occurs in the population of students with 45 credits or more.
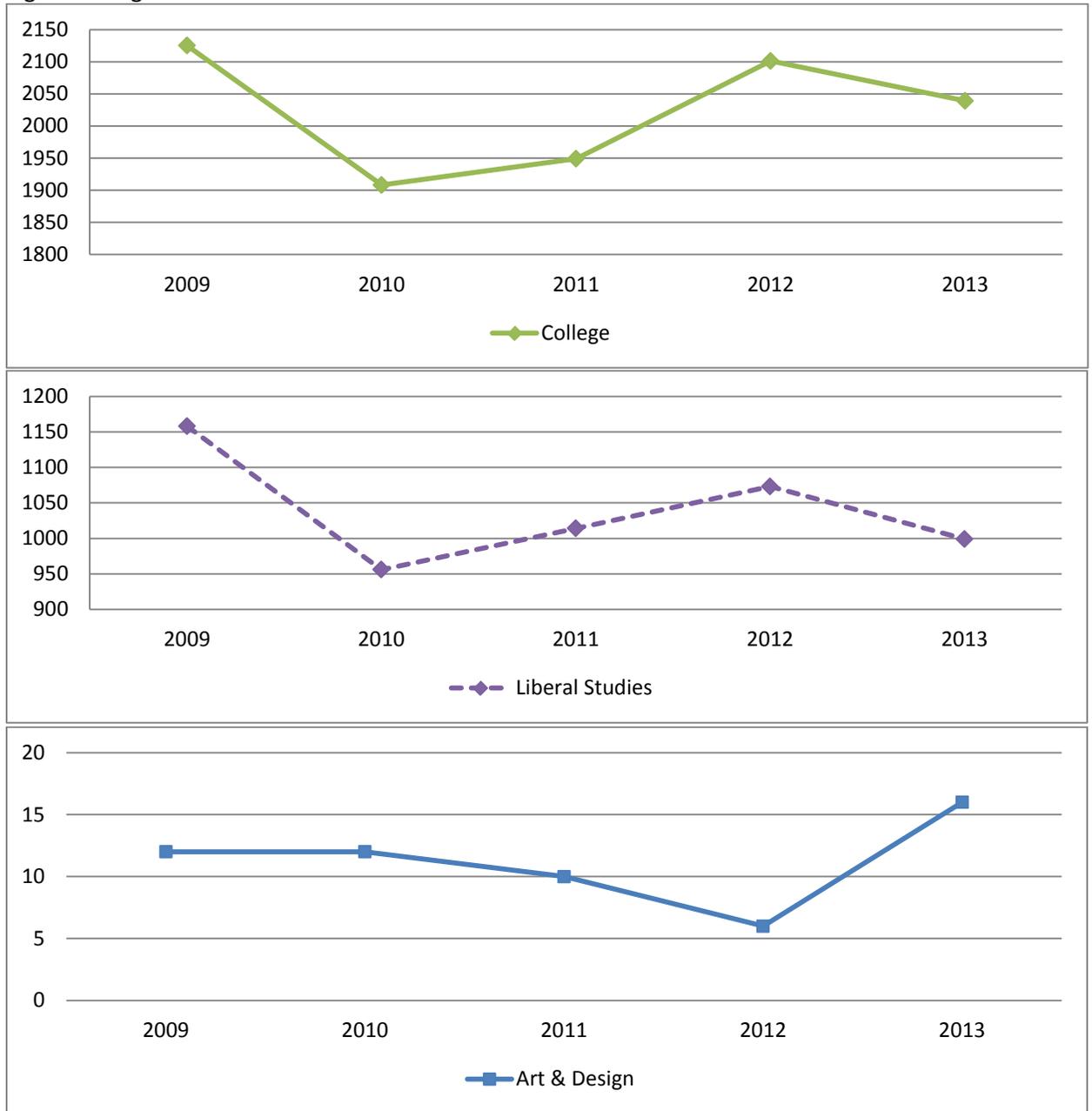
Table 4: Transfer by Departure Status

Exit Status	Transferred		Did Not Transfer		Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	21	72.4%	8	27.6%	29 (16%)
Earned 45 or more credits	31	63.3%	18	36.7%	49 (27%)
Earned 24 to 44 credits	13	33.3%	26	66.7%	39 (21%)
Earned 12 to 23 credits	13	36.1%	23	63.9%	36 (19%)
Earned less than 12 credits	5	15.6%	27	84.4%	32 (17%)
Grand Total	**83**	**44.9%**	**102**	**55.1%**	**185**

Fifty-six associate's degrees have been awarded in the past five years. The number of degrees awarded remained relatively steady over this time period, with the exception of 2012, where the number of degrees awarded dropped substantially.
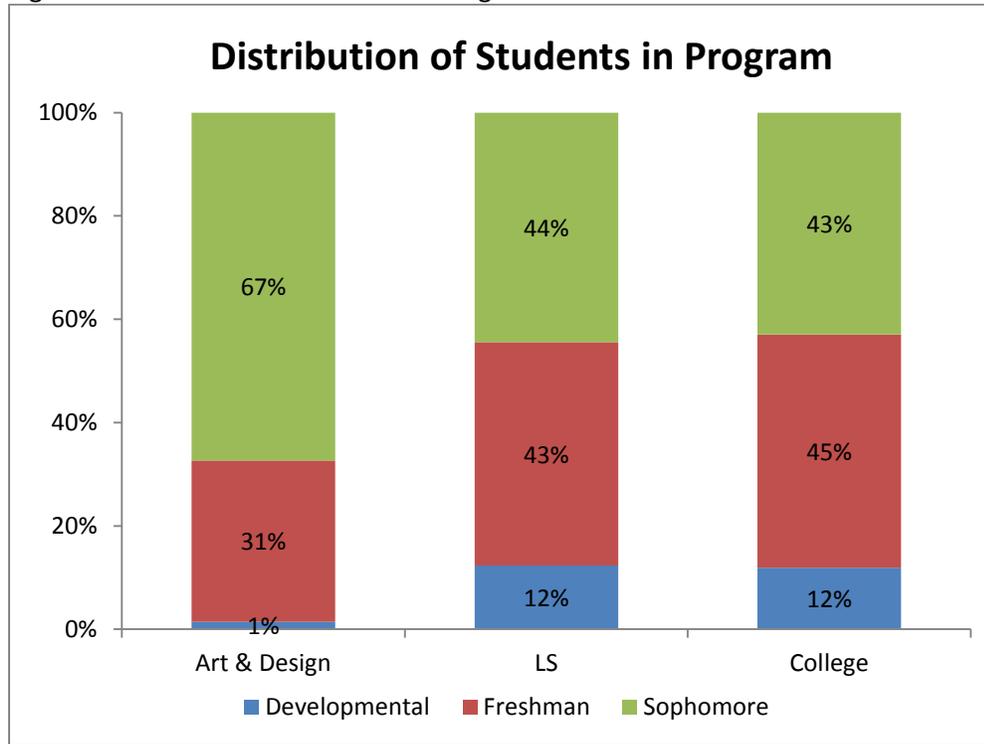
Table 5: Degrees Awarded

	2009	2010	2011	2012	2013	Total
Art and Design	12	12	10	6	16	56
Liberal Studies	1158	956	1014	1073	999	5200
College	2125	1908	1949	2101	2039	10122

Figure 2: Degrees Awarded

The College and Division record almost equal amounts of freshmen as sophomores. However, within the Art and Design Program, there is more than double the proportion of sophomores compared to freshmen. This could be due to the select nature of the Program and students transferring into it after earning credits.

Figure 3: Distribution of Students in Program

Distribution of Students in Program

On average, students in the Program graduate in less time, pass a higher proportion of courses, and earn a higher GPA than their counterparts in the Division and the College.

Table 5: Median Statistics for Program Graduates

	Program Graduates	Liberal Studies Graduates	College Graduates
Number of Respondents	43	2496	5878
Years to Degree	3.80	4.13	4.7
Credits Attempted	83	83	85
Credits Earned	73	66	68
Credits Attempted/Credits Earned	114%	126%	125%
GPA	3.35	3.05	3.08

On average, the Art Program has offered 61 sections in the fall and 60 sections in the spring. The course offering efficiency falls marginally below that of the Division and the College.

Table 6: Section Enrollments
Art and Design

		Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Art	Sections	58	66	71	58	66	66	59	56	59	54	54	61.2	60.0
	Avg Enrollment	22.07	20.94	20.01	19.76	19.64	18.39	20.41	19.11	20.58	18.70	21.28	20.7	19.4
	Percent Filled	79%	76%	80%	76%	82%	76%	84%	76%	82%	76%	76%	80%	76%
Liberal Studies	Sections	1551	1674	1668	1664	1622	1648	1470	1446	1502	1462	1456	1544.8	1578.8
	Avg Enrollment	21.53	21.30	20.79	21.21	20.73	20.69	21.46	21.32	21.35	20.86	21.36	21.2	21.1
	Percent Filled	82%	81%	84%	82%	83%	81%	84%	82%	83%	81%	81%	83%	81%
College	Sections	2749	2987	2908	2817	2839	2884	2668	2517	2636	2489	2562	2727.0	2738.8
	Avg Enrollment	22.65	22.22	22.16	22.41	22.10	21.82	22.39	22.55	22.56	22.41	22.71	22.4	22.3
	Percent Filled	85%	83%	86%	85%	86%	84%	87%	85%	86%	84%	84%	86%	84%

V.   Learning Outcomes and Assessment
A. Student Learning Outcomes
Upon completion of the Art and Design Program, graduates will be able to:

1. Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing.
2. Utilize learned technical studio and/or computer-based skills to realize and test visual ideas and concepts.
3. Use a wide range of materials and means of expression to communicate visual ideas.
4. Critically interpret and analyze visual concepts.
5. Demonstrate knowledge of the arts through associated terminology, historical practices and contemporary developments.

The Art and Design faculty have assessed four Program Level Student Learning Outcomes since 2011. All outcomes assessed met the benchmarks. The fifth Program Level Student Learning Outcome is scheduled for assessment during the 2015-2016 academic year. The Program assesses the PLOs using portfolios evaluated with rubrics, a self-assessment, transfer rates, and specific projects evaluated with a rubric. The Program has used assessment results to make improvements to the syllabus, rewrite courses, re-organize the Curriculum Advising Chart, and discuss ways to improve assessment methods and data collection. The direct measures of assessment have consistently met or exceeded the benchmarks.

Assessment Overview for Audit

PLO Assessed (2010-2015): Demonstrate proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing				
Semester Evidence is Collected	**Source of Evidence / Type of Assignment**	**Population**	**Results & Benchmark**	**Plan for Improvement**
Fall 2011 Fall 2012 (The next assessment of this PLO will take place in the 2016-2017 Academic year)	End of semester portfolio reviews in Fall 2011 and Fall 2012 allowed each student's body of work to be evaluated by a team comprised of both full-time and part-time faculty members from the Art Department. This ensured that the student's work showed proficiency in 2D and 3D design concepts. Using a common rubric, faculty assessed projects that include perceptual drawings, constructed 3 dimensional objects, and effective use of positive and negative space.	Non-graduating Art Majors who recently completed Art 105, Art 111, Art 115 or Art 125 courses.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment. On the program level we evaluated 69 students in Fall of 2011 and 11 students in Fall of 2012. Of those, 77 were in good standing, and 3 did not meet the outcome. Of the 77 in good standing, 8 of those were considered outstanding. These numbers correspond to over 90% demonstrating accomplishment of this particular program level outcome and 10% achieving outstanding accomplishment.	Reviewed the syllabi for these courses to ensure that the course and program level expectations are evident in the assignments and rubrics for assessment. Continue to assess this outcome to ensure that students are meeting the benchmarks for the outcome and moving more students successfully through this outcome.
Fall 2011 Fall 2012	Students are asked to self-evaluate on proficiency in basic foundation level 2D and 3D design concepts, including perceptual drawing during the portfolio review process. (Indirect measure)	Non-graduating Art Majors who recently completed Art 105, Art 111, Art 115 or Art 125 courses.	The majority of students rate themselves as proficient in understanding basic foundation level 2D and 3D design the learning outcome as designated by in good standing or outstanding assessment. Though students tend to self-assess more critically, they successfully position themselves within the program.	Use the critique process to encourage students toward realistic self-assessment.

Fall 2011

Fall 2012 | Transfer rates based on transferring institution's review of portfolio (Indirect measure) | All departing students | Approximately 45% of all students who depart the Program transfer. | Encourage student retention to graduation prior to transfer. |
| | Transfer institution review committee who grant credit based on direct review of student portfolios. | Number of graduates accepted to transfer institutions. | 73% of graduating students transfer. | |
| Fall 2011

Fall 2012 | Projects created during individual courses (i.e. Art 125: 10 rectangle studies, Window exercises) are evaluated based on shared rubrics created by professors. | Non-graduating Art Majors who recently completed Art 105, Art 111, Art 115 or Art 125 courses. | 90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.

On the program level we evaluated 69 students in Fall of 2011 and 11 students in Fall of 2012. Of those, 77 were in good standing, and 3 did not meet the outcome. Of the 77 in good standing, 8 of those were considered outstanding.

These numbers correspond to over 90% demonstrating accomplishment of this particular program level outcome | Reviewed the syllabi for these courses to ensure that the course and program level expectations are evident in the assignments and rubrics for assessment.

Continue to assess this outcome to ensure that students are meeting the benchmarks for the outcome and moving more students successfully through this outcome. |
| **PLO Assessed (2010-2015):** Utilize learned technical studio and/or computer-based skills to realize and test visual ideas | | | | |
| Spring 2013

(The next assessment of this PLO will take place in the 2017-2018 Academic year) | The major assessment was the end of semester portfolio reviews in Spring 2013, where each student's body of work was evaluated by a team comprised of both full-time and part-time faculty members from the Art Department. This review ensured that the student's work showed successful use of learned technical studio and computer based skills. Through a | Non-graduating Art Majors who had recently completed Art 150, Art 151, or Art 251. | 90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.

19 students were evaluated. Of those, all were in good standing and 4 of those were considered outstanding.

These numbers correspond to 100% | Currently rewriting both the Art 150 and Art 151 courses to ensure that these courses better adhere to standards for transfer and the changing nature of Computer Art and Graphic Design courses.

Continue to assess this particular program outcome to gather additional data as the number of students assessed originally was not as large as we would have liked. |

	common rubric, faculty assessed projects that include ligature letterforms, typography, and brochure creation.		demonstrating accomplishment of this particular program level outcome and 21% achieving outstanding accomplishment.	Reorganized our Curriculum Advising Chart in order to situate these courses in a way that will increase student interest and activity, and continue student success with these courses.
Spring 2013	Transfer rates based on transferring institution's review of portfolio (Indirect measure)	All departing students	Approximately 45% of all students who depart the Program transfer.	Encourage student retention to graduation prior to transfer.
	Transfer institution review committee who grant credit based on direct review of student portfolios.	Number of graduates accepted to transfer institutions.	73% of graduating students transfer.	
Spring 2013	Students are asked to self-evaluate on their ability to utilize learned technical studio and/or computer-based skills to realize and test visual ideas during the portfolio review process. (Indirect measure)	Non-graduating Art Majors who had recently completed Art 150, Art 151, or Art 251.	The majority of students rate themselves as proficient in their ability to utilize learned technical studio and/or computer-based skills and testing visual ideas during portfolio review.

Though students tend to self-assess more critically, they successfully position themselves within the program. | Use the critique process to encourage students toward realistic self-assessment. |
| Spring 2013 | Projects created during individual courses (i.e. Art 150: American Flag, Self-Portrait, Ligature Letterform) are evaluated based on shared rubrics created by professors. | Non-graduating Art Majors who had recently completed Art 150, Art 151, or Art 251. | 90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.

19 students were evaluated. Of those, all were in good standing and 4 of those were considered outstanding.

These numbers correspond to 100% demonstrating accomplishment of this | Currently rewriting both the Art 150 and Art 151 courses to ensure that these courses better adhere to standards for transfer and the changing nature of Computer Art and Graphic Design courses.

Continue to assess this particular program outcome to gather additional data as the number of students assessed originally was not as large as we would have liked.

Reorganized our Curriculum Advising Chart |

			particular program level outcome and 21% achieving outstanding accomplishment.	in order to situate these courses in a way that will increase student interest and activity, and continue student success with these courses.

PLO Assessed (2010-2015): Use a wide range of materials and means of expression to communicate visual ideas

| Spring 2014 (The next assessment of this PLO will take place in the 2018-2019 Academic year) | End of semester portfolio reviews in the Spring 2014, allowed each student's body of work to be evaluated by both full-time and part-time faculty members from the Art Department. This ensured that the student's work showed successful use of a wide range of materials in the production of work. Using a common rubric, faculty assessed projects that include the exploration, planning, and investigation of new materials, using tools and various building materials, and using additive and subtractive methods of creation. | Non-graduating Art Majors who had recently completed Art 109, Art 112, Art 115, and/or Art 209. | 90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.

On the program level we evaluated 24 students. All were in good standing and 7 of those were considered outstanding. These numbers correspond to 100% demonstrating accomplishment of this particular program level outcome and 30% achieving outstanding accomplishment. | Continuing to evaluate the method of collecting assessment data for some of the courses related to this outcome. In particular, the Art 209 course, for which we have scant data collection. These methods include altering the end of semester portfolio review process to ensure the inclusion of more second year students and doing more Program Level assessment data collection at final course level reviews.

Continuing to evaluate student progress with an eye toward capturing more of the students that are making sufficient progress and boosting them into the category of making excellent or outstanding progress. |
| Spring 2014 | Student is asked to self-evaluate on their ability to use a wide range of materials and means of expression to communicate visual ideas during the portfolio review process. (Indirect measure) | Non-graduating Art Majors who had recently completed Art 109, Art 112, Art 115, and/or Art 209. | The majority of students rate themselves as proficient in their ability to use a wide range of materials and means of expression to communicate visual ideas.

Though students tend to self-assess more critically, they successfully position themselves within the program. | Use the critique process to encourage students toward realistic self-assessment. |

Spring 2014	Projects created during individual courses (i.e. Art 112: The Ping Pong Passer, the Clay Hand, the Hollow biomorph) are evaluated based on rubrics created by professors.	Non-graduating Art Majors who had recently completed Art 109, Art 112, Art 115, and/or Art 209.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment. On the program level we evaluated 24 students. All were in good standing and 7 of those were considered outstanding. These numbers correspond to 100% demonstrating accomplishment of this particular program level outcome and 30% achieving outstanding accomplishment.	Continuing to evaluate the method of collecting assessment data for some of the courses related to this outcome. In particular, the Art 209 course, for which we have scant data collection. These methods include altering the end of semester portfolio review process to ensure the inclusion of more second year students and doing more Program Level assessment data collection at final course level reviews. Continuing to evaluate student progress with an eye toward capturing more of the students that are making sufficient progress and boosting them into the category of making excellent or outstanding progress.
PLO Assessed (2010-2015): Critically interpret and analyze visual concepts.				
Spring 2015 (The next assessment of this PLO will take place in the 2019-2020 Academic year)	End of semester portfolio reviews in the Fall 2015, allowed each student's body of work to be evaluated by both full-time and part-time faculty members from the Art Department. This ensured that the student's work showed successful critical interpretation and analysis of visual concept. Using a common rubric, faculty assessed projects that use line and tone to create complex geometric and organic forms, and develop spatial relationships in line and	Non-graduating Art Majors who had recently completed Art 106, 126, 207, and 208.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment. On the program level we evaluated 35 students. Of those, all met proficiency and 5 of those were considered as mastering proficiency. These numbers correspond to 100% demonstrating accomplishment of this particular program level outcome and 14% achieving outstanding	Continuing to evaluate the method of collecting assessment data for some of the courses related to this outcome. In particular, the Art 207 and 208 courses, for which we have scant data collection. These methods include altering the end of semester portfolio review process to ensure the inclusion of more second year students and doing more Program Level assessment data collection at final course level reviews. Continuing to evaluate student progress with an eye toward capturing more of the

	tone.		accomplishment	students that are making sufficient progress and boosting them into the category of making excellent or outstanding progress.
Spring 2015	Student is asked to self-evaluate on their ability to critically interpret and analyze visual concepts during the portfolio review process. (Indirect measure)	Non-graduating Art Majors who had recently completed Art 106, 126, 207, and 208.	The majority of students rate themselves as proficient in their ability to critically interpret and analyze visual concepts. Though students tend to self-assess more critically, they successfully position themselves within the program.	Use the critique process to encourage students toward realistic self-assessment.
Spring 2015	Projects created during individual courses (i.e. Art 106: Sustained Tonal Drawing, Organic Form Studies, Series Drawing) are evaluated based on rubrics created by professors.	Non-graduating Art Majors who had recently completed Art 106, 126, 207, and 208.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment. On the program level we evaluated 35 students. Of those, all met proficiency and 5 of those were considered as mastering proficiency. These numbers correspond to 100% demonstrating accomplishment of this particular program level outcome and 14% achieving outstanding accomplishment	Continuing to evaluate the method of collecting assessment data for some of the courses related to this outcome. In particular, the Art 207 and 208 courses, for which we have scant data collection. These methods include altering the end of semester portfolio review process to ensure the inclusion of more second year students and doing more Program Level assessment data collection at final course level reviews. Continuing to evaluate student progress with an eye toward capturing more of the students that are making sufficient progress and boosting them into the category of making excellent or outstanding progress.
PLO Assessed (2015-2016): Demonstrate knowledge of the arts, through associated terminology, historical practices and contemporary developments				

Fall 2015 Spring 2016	In Fall 2015 and Spring 2016, these courses will be assessed based on course performance as it relates to various ways in which students demonstrate knowledge of terminology, historical practices, and contemporary art developments. In addition to course assessment in the form of graded papers, projects and exams, based on a common rubric, students will be evaluated at the end of semester portfolio review.	Non-graduating Art Majors who had recently completed Art 103, 104, 205 and 290.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.
Fall 2015 Spring 2016	Student is asked to self-evaluate on their ability to demonstrate knowledge of the arts, through associated terminology, historical practices and contemporary developments during the portfolio review process. (Indirect measure)	Non-graduating Art Majors who had recently completed Art 103, 104, 205 and 290.	The majority of students rate themselves as proficient in their knowledge of the arts, through associated terminology, historical practices and contemporary developments.
Fall 2015 Spring 2016	Projects created during individual courses (i.e. Art 103/104: Exams, Quizzes, Term Paper Project) are evaluated based on rubrics created by professors.	Non-graduating Art Majors who had recently completed Art 103, 104, 205 and 290.	90% of our students would demonstrate accomplishment of the learning outcome as designated by in good standing or outstanding assessment.

B. QVIs/335s

The Program is up-to-date on all Act 335 documents. QVI's for the program from 2012 through 2014 were reviewed for this audit.

Between 2012 and 2014, the Program's quality score decreased from 3.63 to 3. This change is a result of increased focus on Student Learning Outcomes as sole quality indicators. The viability score was 2.16 in 2012, decreased to 2 in 2013, but by 2014 had increased to 2.3. Changes in the viability score are a result of declining enrollment, high cost, and a decrease in the number of degrees awarded.

VI. Resources

The department utilizes some specialized equipment. This includes clay kilns, mixers, and pottery wheels in the ceramics studio as well as Mac computers in the Graphic Arts classroom. They use several software programs that carry with them a substantial financial cost, including Adobe Photoshop programs. With recent changes to Adobe's Photoshop sales strategy, the department will be forced to address this new funding need.

The 2009 audit noted the concern that the studio facilities were in need of being brought up to current standards in terms of technological equipment (i.e. site installed projectors), computers, and screens for image viewing. While the Program completed the process of transferring slide images to digital images that can be used across the curriculum, they have not secured adequate technology in the studio spaces. The need for state of the art technology in the classroom is pivotal for the program to remain competitive across the city and the region. Internet access, digital projection, and updated technology will not only enhance the students' daily experience in the classroom, but will also enable guest artists, lecturers, and admissions representatives from prospective transfer institutions to provide enhanced presentations.

VII. Demand

Locally, twenty -two colleges in the area offer bachelor's degrees in Art, eight offer advanced degrees, and four offer associates. (Art includes: Art/ Art Studies General, Art Therapy/ Therapist, Art Teacher Education, Art History Criticism and Conservation, Graphic Design, Animation, Printmaking, Metal and Jewelry, Watchmaking and Jewelry Making, Ceramic Arts, and Ceramics.)

The Art and Design Program prepares graduates to transfer into a bachelor's program and eventually work in art therapy, art history, painting/drawing, film, animation, printmaking, graphic design, industrial design, jewelry design, fashion design, illustration, sculpture, ceramics, furniture design, and interior design.

Locally, Art Therapy, Artistry and Related Workers, Museum Technician, and Industrial Design jobs are projected to grow around the national average of all jobs. Projected job growth for elementary school teachers is negative. Projected job growth in Philadelphia for fine artists, multimedia animators, and graphic designers is less than the nationwide average job growth. The majority of people in these fields have either a bachelor's or graduate degree, and a small proportion have an associate's degree or less. The high proportion of

people in these fields with bachelor's or graduate degrees speaks to the importance of transfer agreements. The Program has six transfer agreements with the following colleges: Pennsylvania Academy of the Fine Arts (PAFA), Tyler School of Art (Temple University), Moore College of Art and Design, Philadelphia University, Rosemont College, and the School of the Art Institute of Chicago.
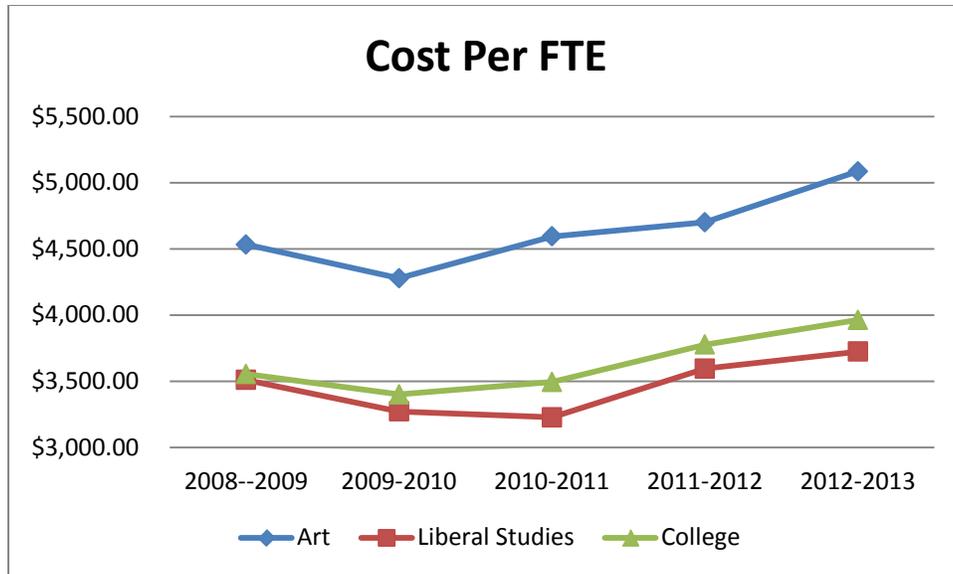
Table 7: Expected Job Growth

| Occupation | 2014-2024 Job Outlook | | | Av. Yearly Salary |
	Philadelphia	MSA	USA	
Art Therapy (recreational therapists)	13.00%	9.40%	11.60%	$ 41,520.00
Art Teacher (elementary school teacher)	-4.10%	2.00%	14.20%	$ 51,520.00
Artists and Related Workers	11.20%	10.60%	5.60%	$ 51,660.00
Museum Technicians	10.00%	7.60%	9.80%	$ 38,480.00
Fine Artists: Painters, Sculptors, and Illustrators	7.80%	10.10%	12.70%	$ 40,960.00
Multimedia Artists and Animators	7.30%	8.70%	17.40%	$ 61,980.00
Graphic Designers	4.30%	0.10%	8.70%	$ 43,100.00
Industrial Design	9.60%	2.90%	8.50%	$ 59,980.00

*MSA- Metropolitan Statistical Area- Philadelphia-Camden-Wilmington, PA-NJ-DE-MD

| Occupation | National Education Attainment | | | | |
	HS Diploma or Less	Some College	Associate	Bachelor	Graduate
Art Therapy (recreational therapists)	12.00%	10.60%	7.10%	54.90%	15.40%
Art Teacher (elementary school teacher)	0.50%	2.90%	1.90%	44.30%	50.40%
Artists and Related Workers	13.00%	20.90%	9.20%	43.40%	13.50%
Museum Technicians	4.20%	7.70%	3.80%	33.50%	50.80%
Fine Artists: Painters, Sculptors, & Illustrators	13.00%	20.90%	9.20%	43.40%	13.50%
Multimedia Artists and Animators	13.00%	20.90%	9.20%	43.40%	13.50%
Graphic Designers	13.10%	17.90%	13.30%	46.40%	9.20%
Industrial Design	13.10%	17.90%	13.30%	46.40%	9.20%

VIII. **Operating Costs**

Over the past five years program operating costs have been higher than the average cost for the Division and the College, which is common in art programs. However, last year the operating cost per FTE increased by 8% while the year before it only increased by 2%. In the last four years, program enrollment has remained steady with between 110 students and 117. This increase in program cost is due to the replacement of a 30 year old kiln.

Cost Per FTE

IX.   Findings & Recommendations

1. **Course revisions**
    The program will complete the two course revisions currently in progress: Art 150 and Art 151.
    Timeline: Expected completion Spring 2016

    Persons Responsible: Faculty Assigned

2. **Program Marketing**
    The Program should submit an application to be recognized for sustained academic excellence and use this designation to market the Program.
    Timeline: Fall 2016
    Persons Responsible: Department Chair, Dean of Liberal Studies

3. **Evaluate the Quality and Variety of Assessment Measures**
    All Program Level Outcomes assessed met the benchmark. Faculty members need to discuss the assessment measures to determine if they reflect the desired level of competence or whether these levels should be more ambitious. Faculty should discuss variety of direct and indirect measures.
    Timeline: Fall 2015
    Persons Responsible: Department Chair and Program Faculty

Community College *of* Philadelphia

Dashboard

1.0 Student Success

- **Implement Guided Pathways Model**
- **Establish Comprehensive Advising System**
- **Institute Predictive Data Analytics**

Indicator of Success								
	Increase Enrollment Annually by X% and by Y% in 5 Years	2013-14	2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	2015 Strategic Goal
1.1	New Full-time Students (Fall Admission)	1,600	1,574	1,874		↗		
1.2	New Part-time Students (Fall Admission)	3,573	3,700	3,599		→		
1.3	Total Fall Credit Hours	159,806	158,471	160,972		↗		
	Increase Persistence Annually by X% and by Y% in 5 Years							
1.4	Fall to Fall New Full-time Students	54.3%	54.6%		58.0%	→	↘	+0.3%
1.5	Fall to Fall New Part-time Students	43.7%	46.2%		46.0%	↗	→	
1.6	Fall to Spring (All first-time) Students	71.9%	72.2%		73.0%	→	→	+0.3%
	Increase 3-Year CCP Completion Annually by X% and by Y% in 5 Years							
1.7	3-Yr IPEDS Cohort, Full-time, First-time College Associate Degree/Certificate Awards	8.70%	10.70%		21.0%	↗	↘	+2%
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years	27.30%	25.00%		17.0%	↘	↗	
1.9	Total percentage of satisfactory student outcomes	36.00%	35.70%		38.0%	→	↘	

	Increase 6-Year CCP Completion Annually by X% and by Y% in 5 Years	2013-14	2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	2015 Strategic Goal
1.10	6-Yr IPEDS Cohort, Full-time, First-time College Associate Degree/Certificate Awards	17.10%	20.10%		29.0%	↗	↘	
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	26.70%	29.10%		23.0%	↗	↗	
1.12	Total percentage of satisfactory student outcomes	43.80%	49.20%		52.0%	↗	↘	
	Increase Graduation Rate Annually by X% and by Y% in 5 Years							
1.13	Unduplicated Number of Completers by Graduation Year	1,791	1,996	2,103		↗		
	Improve Success Rates of Students in Developmental English							
1.14	Placed Developmental English (Decrease by X% annually)	54.9%	47.8%		TBD	↘	TBD	7.1%
1.15	First-Year Success in ENGL 098 (Increase by X% annually)	64.3%	63.8%		TBD	→	TBD	
1.16	Completed ENGL 101 within two years (Improve by X% annually)	42.7%	42.8%		TBD	→	TBD	
	Improve Success Rates of Students in Developmental Math							
1.17	Placed Developmental Math (Decrease by X% annually)	46.5%	45.1%		TBD	→	TBD	
1.18	Success in Foundational MATH 017 (Increase by X% annually)	33.1%	32.6%		TBD	→	TBD	
1.19	Completed MATH 118 within two years (Improve by X% annually)	16.6%	15%		TBD	→	TBD	
	Improve Achievement Gap in First Year Success in Developmental English by X% Annually							
1.20	All First-time	64.3%	63.8%			→		
1.21	Black	59.1%	59.7%			→		
1.22	Hispanic	67.6%	65.4%			↘		
1.23	White	73.5%	73.2%			→		

Community College *of* Philadelphia

	Improve Career Preparation and Employment	2013-14	2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	2015 Strategic Goal
1.24	Career Program Job Placement Rates	79.0%	TBD			→		
1.25	Career Program Graduates' Wages and Wage Growth	$39,737	TBD			→		
1.26	Licensure Exam Pass Rates	TBD	TBD			→		
	Workforce Development (Needs to be developed)		Plan Reorgani-zation and Hire New VP					Completed
	Community Relationships (Needs to be developed)		Study Community Needs					In Progress: - Juntos - City Unions - Ben Franklin H.S.
	Facilities (Needs to be developed)		Complete Master Plan					
	Finance (Needs to be developed)							

COMMUNITY COLLEGE OF PHILADELPHIA
Division of Strategic Initiatives

<u>MEMORANDUM</u>

To: Student Outcomes Committee

From: Judith Gay

Date: October 29, 2015

Subject: Middle States Updates

The following list contains updated information with regards to our progress in anticipation of the visit from Middle States on January 11-12, 2016.

- Rough draft of the report was prepared and circulated to a small group for feedback.

- Retired administrator was hired part time to assist with MSCHE work in the absence of a Director of Assessment and Evaluation. Director search underway.

- Deans, Coordinator for Assessment, Coordinator for Curriculum Facilitation Team and Curriculum Assessment Team members continue working with faculty on quality, systems, documentation, and uploading required information in SharePoint.

- Leadership meetings with President to review assessment progress.

- Changes made to SharePoint electronic repository corresponding to Visiting Team suggestions and recommendations.

- Second annual assessment conference call for presentations issued.

- Assessment workshops presented in the Faculty Center for Teaching & Learning.

- General Education assessment continues supported by Institutional Research Office.

- Faculty Assessment Liaison position under consideration.

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, November 18, 2015 – 9:00 A.M.

Present: Mr. Jeremiah White (chaired); Ms. Suzanne Biemiller (*via* teleconference), Mr. Steve Herzog, Ms. Jennie Sparandara (*via* teleconference), Stella Tsai, Esq., Dr. Donald Generals, Mr. Jacob Eapen, Mr. Todd Murphy, Mr. James P. Spiewak and Victoria Zellers, Esq.

AGENDA – PUBLIC SESSION

(1) Memorandum of Understanding (MOU) between the College Foundation and the College (Action Item):

<u>Discussion</u>: Mr. Eapen stated that at the November 12, 2015 Foundation Board meeting, the Foundation Board approved the attached MOU. (Please see <u>Attachment A</u>.) Mr. Eapen noted that there were two minor changes from the version previously provided to the Committee. He noted that these changes are in Sections 2, 3 and 5 and are highlighted.

<u>Action</u>: Mr. Herzog moved and Ms. Sparandara seconded the motion that the Committee recommended to the full Board the approval of the Memorandum of Understanding between the College Foundation and the College. The motion passed unanimously.

Please Note: Upon further review, another minor change was noted which does not affect the scope or intent of the MOU. In Section 6 (a)(ii), the word "default" was changed to "breach" to reflect a more accurate term as it applies to a failure of the parties to adhere to contract terms. This section is also highlighted.

(2) Short-Term Capital Budget Plan (Information Item):

Mr. Eapen provided an overview of the College's short-term Capital Budget Plan. Please refer to <u>Attachment B</u>. Mr. Eapen discussed the sources of funds for the capital items and explained in detail the intended use of the funds. In response to a question from Mr. Herzog, Mr. Spiewak noted that any remaining funds could only be used for capital projects. Ms. Biemiller asked about the extent of spending at the West Regional Center in light of the potential changes at that location. Staff responded that one item is related to the relocation of the security desk so that the ADA accessible ramp entrance becomes the only entrance on Ludlow Street, and that the renovation to the Biology Lab has been scaled back to be mostly cosmetic in nature. Ms. Zellers informed the Committee that the Burt Hill litigation is ongoing and that the College will appeal the trial court's order to the Commonwealth Court.

(3) Other Informational Item:

Ms. Zellers and Dr. Generals provided the Committee members with an update on the status of negotiations with the Philadelphia School District related to the use of Ben Franklin High School and its equipment for the College's advanced manufacturing programs.

(4) Next Meeting Date:

The next regularly scheduled meeting of the Committee is scheduled for Wednesday, January 20, 2016 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

ATTACHMENT A

MEMORANDUM OF UNDERSTANDING BETWEEN THE COMMUNITY COLLEGE OF PHILADELPHIA FOUNDATION AND COMMUNITY COLLEGE OF PHILADELPHIA

Memorandum of Understanding
Between the Community College of Philadelphia Foundation
and Community College of Philadelphia

THIS MEMORANDUM OF UNDERSTANDING ("MOU"), entered into as of this _____ day of _____, 2015, by and between **Community College of Philadelphia,** an instrumentality of the Commonwealth of Pennsylvania (the "College") and the **Community College of Philadelphia Foundation,** a Pennsylvania non-profit corporation (the "Foundation").

INTRODUCTION

The College is an institution of higher learning education whose primary mission is to meet the post-secondary educational needs of the Philadelphia community by providing a range of accessible and affordable academic and technical training programs designed to prepare students for entrepreneurship, the vocational world or future academic studies. The College's primary sources of revenue are tuition payments and appropriations from the Commonwealth of Pennsylvania and City of Philadelphia. To supplement its revenue, the College works with the Foundation, which regularly seeks other funding sources to assist the College with its capital development and expansion and enhancement of its programs.

The Foundation was established in 1985 to support the College's mission by bringing together community leaders who will serve as ambassadors of the College and expand educational opportunities for students of the College. The Foundation is a non-profit corporation with a governance structure independent of the College. The Foundation serves the College by creating partnerships with individuals, businesses, organizations, and foundations to solicit and raise funds from a variety of private sources. Based on donor intent, the Foundation invests those funds, whether money or other assets, for the benefit of the College, enabling the College to achieve academic, strategic and other long-term goals that would not be achievable without the support of the Foundation.

The College and the Foundation have been working together on shared goals since the Foundation's inception. The Foundation has played an integral role in the success of the College. Due, in part, to the growth of their interdependence, the College and the Foundation have concluded that it is in their best interests to set forth their respective roles and responsibilities in writing and are entering into this MOU for that purpose.

NOW, THEREFORE, in consideration of the mutual covenants herein contained and intending to be legally bound, the College and the Foundation agree as follows:

1. Foundation's Fundraising Efforts. The Foundation enhances and enriches the educational experiences of the College's students by providing external resources to support the College's mission. In furtherance of advancing the College's mission, the Foundation shall produce and maintain programs which solicit and raise funds earmarked for the College. In this regard, and in consultation with the College, the Foundation shall:

    (a) create an environment and value statement conducive to increasing levels of private support for the College by engaging in activities that include, but are not limited by, the following:

    (i) involve community, civic and business leaders in the College's activities;

(ii)   involve the College community (administrators, faculty, staff, students, alumni) in fundraising and community activities;

(iii)   create business and community partnerships that drive revenue;

(iv)   hold special events and outings;

(v)   publicize College success stories, in conjunction with the College's Marketing Department, to our intended audiences and, engage them using the press and social media; and

(vi)   build a long-term endowment.

(b)   plan and execute comprehensive fundraising and donor-acquisition programs, for each of the following: corporate and foundation gifts; alumni support; annual giving; major gifts; planned gifts; and special projects and campaigns, as appropriate. For each of these categories, the Foundation and the College will:

(i)   identify, cultivate, and solicit prospective gifts;

(ii)   establish and enforce policies to protect donor confidentiality and rights;

(iii)   establish, adhere to, and periodically assess its gift-management and acceptance policies; and

(iv)   acknowledge and issue receipts promptly for all gifts, on behalf of both the Foundation and the College, and provide appropriate recognition for all gifts.

2.   <u>Limitations on the Foundation's Fundraising Activities</u>. The Foundation shall not engage in the following fundraising activities, unless it has the written ==consent== of the College:

(a)   raise funds for or support the activities of any institution other than the College;
(b)   accept grants from state or federal agencies;
(c)   accept any gift that obligates the College to dispose of or encumber any of the College's assets; or
(d)   negotiate and accept real property in any form that obligates the College.

3.   <u>Foundation's Management of Assets</u>. In connection with its stewardship over the funds it raises, the Foundation shall:

(a)   establish asset-allocation, disbursement, and spending policies that adhere to applicable federal and state laws including the Uniform Prudent Investor Act (UPIA) and the Uniform Management of Institutional Funds Act (UMIFA);

(b)   receive, hold, manage, invest, and disperse contributions of cash, securities, patents, copyrights, intellectual property, and other forms of property, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred-gift instruments. In this regard, the Foundation shall treat, invest and disburse all funds which are restricted or limited, by the donor or otherwise, in accordance with the applicable restrictions and/or limitations, and shall provide the College with all documents pertaining to any restrictions and/or limitations;

(c)   transfer or disburse funds to the College in accordance with donor requirements contained in gift agreements and the Foundation's and College's policies for receiving gifts, and that comply with the Donor Bill of Rights; and

(d)   engage an independent accounting firm annually to conduct an audit of the Foundation's financial and operational records. Promptly after issuance of the audit, the Foundation will provide the College with a copy of the annual audited financial statements, including any management letters or any other materials which are part of the audit report.

4.   <u>Name and Logo</u>. To assist the Foundation to achieve its objectives under this Agreement, the College hereby grants to the Foundation, at no cost, the non-exclusive, limited, non-assignable license to use the College's name, logo and other identifying and distinguishing marks (the "College Materials") for use in the Foundation's solicitation and related materials; provided that the Foundation shall not alter the College Materials in any way. The Foundation may, if it so elects, use its own logo or other identifying information or material on its letterhead and other materials. The College may change the College Materials at any time and in any way, at its discretion, but shall notify the Foundation of any changes.

5.   <u>Relationship Between College and Foundation</u>. The College and Foundation recognize that the Foundation's success at meeting fundraising and other goals on behalf of the College depends on the parties' collaborative efforts. In this regard, the parties agree to the following:

(a)   The College and the Foundation will establish a process for setting long-term and short-term fundraising goals, holding regularly scheduled meetings and jointly selecting ad hoc committees to undertake special projects.

(b)   The College's Board of Trustees is responsible for setting and administering the College's strategic priorities, long-term plans, capital spending goals and projects and programmatic initiatives, and the College will communicate all such matters to the Foundation on a timely basis. The College will involve the Foundation, as appropriate, in the strategic planning process and any initiative that requires raising a source of revenue for which the Foundation is responsible.

(c)   The Foundation will become self-sufficient for its operations and programs, and will develop a plan, with the College's input, for doing so. Until such time as the Foundation is able to be self-sufficient in its operations, the College will make available to the Foundation such resources and services that the Foundation may require to fulfill its obligations under this Agreement, including, but not limited to: office space; computer, telephone and other office equipment; supplies; and personnel. To the extent practical, the College and Foundation will keep track of these resources and their value, so that they can report the value of such resources and services if required.

(d)   If either the College or the Foundation amends its articles of incorporation or by-laws, it shall immediately give notice to the other party, together with a copy of the document, as amended.

(e)   The College and the Foundation shall require the members of its Board of Trustees and Board of Directors, respectively, (the "Governing Body Members"), to execute and submit an annual conflicts of interest disclosure statement, and each party shall provide copies of the statements to the other party. Each of the boards of the College and Foundation shall periodically assess its conflicts of interest policy, and, given the relationship of the parties, shall require its Governing Body Members to disclose conflicts with both the College and the Foundation.

(f)   The Foundation will provide access to data and records to the College on a need-to-know basis in accordance with applicable laws, foundation policies and guidelines, including the Donor Bill of Rights. For its part, the College will treat all information as confidential and shall not use any such information without the consent of the Foundation. Upon the Foundation's request, the College shall furnish the names and addresses of students, alumni, faculty and employees for the purpose of communicating with and soliciting such individuals.

(g)   The Foundation shall comply with applicable laws regarding solicitation, record keeping and filing of reports and returns, and shall provide to the College, promptly after it is filed, a copy of its Form 990 Federal tax return.

(h)   Unless a Governing Body Member holds a position as both a Trustee with the College and a Director with the Foundation, each Governing Body Member shall owe his or her duty, whether imposed by statute, by-law or otherwise, solely to the entity for which he or she serves as a Governing Body Member.

        (i)   If either party believes that the other party has breached any term of this Agreement through the conduct of one or more of the other party's Governing Body Members, its claim shall be solely against the other party and not individually against any Governing Body Member.

        (ii)   The College and the Foundation each shall maintain commercially reasonable insurance coverage, including coverage for directors' and officers' liability insurance with customary limits.

(i)   Recognizing that the ownership, management and disposition of real property may be handled more efficiently by a private entity, the College may look to the Foundation to make recommendations for the manner in which the Foundation (or a separately formed entity) can, for the College's use and benefit, acquire, improve, occupy, lease and sublease, and dispose of real property, and to enter into financings in connection with such functions. Any transaction involving the acquisition, financing, development, leasing, subleasing or disposition of real property by the Foundation for the benefit of the College shall require the separate approvals of both the Board of Trustees of the College and the Board of Directors of the Foundation.

(j)   Notwithstanding anything contained in this MOU, the College and the Foundation each acknowledges and agrees that the College and the Foundation are separate entities, responsible for each of its own affairs, governance and finances, and that neither shall be deemed to have assumed the debts, liabilities, obligations of any kind whatsoever of the other by reason of entering into this MOU or dealing with one another in any manner, and neither party shall be subject to any lien, levy or similar encumbrance imposed on the property of the other.

6. <u>Miscellaneous</u>.

    (a)   This MOU may be terminated:

        (i)   By either party, upon 180 days' prior written notice to the other party, regardless of cause.

        (ii)   Upon the giving of ten days' prior written notice, by the non-breaching party in the event the other party breaches the performance of its obligations under this MOU and fails to cure the breach within 90 days after receiving written notice of such failure.

    (b)   If the College terminates this agreement pursuant to (a)(ii) above, the Foundation may require that within 180 days after the termination, the College to pay, or assume liability for (to the reasonable satisfaction of the Foundation) all debt incurred by the Foundation on the College's behalf, including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives.

    (c)   If the Foundation terminates this MOU pursuant to (a)(ii) above, the College may require the Foundation to pay to the College an amount equal to debt which the College has incurred on behalf of the Foundation.

    (d)   Upon the dissolution of the Foundation, the Foundation will follow the dissolution process as outlined in paragraph 10 of its Articles of Incorporation.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day and date first above written.

COMMUNITY COLLEGE OF PHILADELPHIA

By: _____
    Chair, Board of Trustees

By:_____
    President

COMMUNITY COLLEGE OF PHILADELPHIA COLLEGE FOUNDATION

By: _____
    President, Board of Directors

By:_____
    Executive Director

ATTACHMENT B

SHORT TERM CAPITAL BUDGET PLAN

SOURCES and USES FOR CAPITAL PLAN

SOURCES OF FUNDS	Total Funds	Committed Funds	Remaining Funds	Notes on Committed Funds
City Funds - FY16	1,400,000	1,400,000	-	
Capital Fees - FY16	360,000	360,000	-	
2015 Bond Issue for Bio Lab & Escalator Replacement	7,700,000	6,900,000	800,000	Committed - $5.9M for Bio Labs; $1M for Stairs
Bond Refinancing	2,500,000	1,213,289	1,286,711	
Burt Hill Litigation	2,400,000	1,500,000	900,000	Amount needed to fully fund all projects including Landscaping
Perkins Grant FY 16	436,125	436,125	-	per Perkins grant
Operating Budget - FY 16	516,295	516,295	-	
Other Misc. Sources	2,098,089	2,098,089	-	SPSBA Loan, Plant Fund, Grant
TOTALS	**17,410,509**	**14,423,798**	**2,986,711**	

USES OF FUNDS	Funded Amount	Total Cost	Unfunded Amount
FACILITY PROJECTS - Short Term	10,616,211	10,616,211	-
DEPARTMENTAL PRIORITIES	1,871,462	1,871,462	-
PERKINS FUNDED - FY 16	436,125	436,125	-
NERC/Pavilion/BMW Balance	1,500,000	1,500,000	-
TOTALS	**14,423,798**	**14,423,798**	**-**

source	Building Location	Description	Cost	Amt Funded	Source	Status
		FACILITY PROJECTS - Short Term				**Status**
	West, NERC, WRC	Biology Lab Projects	5,900,000	5,900,000	New Bond Issue	In-Progress
GB	WEST	Escalator removal	1,000,000	1,000,000	New Bond Issue	In-Progress
GB	MAIN	17th St improvement / Pavilion Plaza	1,379,782	1,379,782	Plant Fund	Completed except for street milling
GB	MAIN	Public Art	275,000	275,000	Plant Fund	In Progress
GB	BONN	BG-25 / BG-28 HVAC solution	99,188	99,188	Plant Fund	Completed
GB	BONN	Performance theater	269,170	269,170	Plant Fund	Completed except for floor
GB	WRC	Lounge / security relocation	74,949	74,949	SPSBA Loan	In Progress
GB	BONN	Student Banking	NA	NA	PSECU	Completed
GB	WEST	Bookstore modification (Online pick/up)	NA	NA	Barnes & Noble	Completed
GB	BONN	2015 Classroom Tech upgrade	325,000	325,000	FY16 Capital Budget	Scheduled for Winter Break
GB	BONN	Enrollment Central windows	9,000	9,000	FY 16 Capital Budget	Architect reviewing
GB	BONN	Bursar service area	80,000	80,000	FY 16 Capital Budget	Architect reviewing
GB	MINT	M2-35 / M2-36 Furniture	26,777	26,777	FY 16 Capital Budget	Completed
must haves	Winnet	Replace Damaged/Worn Wood Handrails	100,000	100,000	Operating Budget 52010	Scheduled for Winter Break
must haves	CBI	Terrazzo Floor in CBI	75,000	75,000	Operating Budget 52010	
must haves	NWRC	NWRC Repair Building Cracks	50,000	50,000	Operating Budget 52010	In Progress
GB	MAIN	Master Facility Plan	263,120	263,120	Operating Budget 50000	Completed
GB	MAIN	Pavilion / BMW Stormwater credit	5,000	5,000	Operating Budget 52000	Completed
GB	MAIN	Underground Storage Tank removal / replacement - balance	23,175	23,175	Operating Budget - FY16	Completed
GB	MAIN	Data Closet Enhancements	200,000	200,000	Propose FY16 Capital & Refinance funds	
GB	MINT	M1 corridor LED lights	65,000	65,000	Propose FY16 Capital & Refinance funds	
must haves	Mint	Mint Light Enhancements - Exterior	50,000	50,000	Propose FY16 Capital & Refinance funds	
GB	NERC	NERC Stormwater credits / Pond reconstruction	34,750	34,750	FY 16 Capital Budget	Completed
GB	NERC	NERC Light replacement	75,000	75,000	Propose FY16 Capital & Refinance funds	Prototype installed
GB	PAV	BAS tie-in connections / Honeywell programming	71,300	71,300	Propose FY16 Capital & Refinance funds	
GB	BONN	Learning lab / 20+ office relocation	25,000	25,000	Propose FY16 Capital & Refinance funds	
must haves	All	Capital Repairs and Replacements - Plumbing	140,000	140,000	Propose FY16 Capital & Refinance funds	
		FACILITY PROJECTS SUBTOTAL	**10,616,211**	**10,616,211**		

source	Building Location	Description	Cost	Amt Funded	Source	Status
		DEPARTMENTAL PRIORITIES				**Status**
must haves	Bonnell	Replacement Seating Computer Classrooms - Phase I & II	141,584	141,584	FY 16 Capital Budget	Completed
must haves	CBI	CBI Fire Safety System (Honeywell)	93,520	93,520	FY 16 Capital Budget	
must haves	Mint	Corrections to Sprinkler/Venting Systems-MG Manifold Room	107,800	107,800	FY 16 Capital Budget	P0018153 issued 9/24/15
must haves	Biology	Binocular Microscope	233,890	233,890	FY 16 Capital Budget	
must haves	Dental Studies	Dental Studies Area and Lab Renovations	100,000	100,000	FY 16 Capital Budget	
must haves	Multimedia Services	Classrooms with Smart Technology	320,000	320,000	FY 16 Capital Budget	
must haves	Multimedia Services	Classrooms with Smart Technology	321,000	321,000	Propose FY16 Capital & Refinance funds	
must haves	CBI	Door Access System Replacement CBI (CBORD)	50,000	50,000	Propose FY16 Capital & Refinance funds	In Testing phase
must haves	All	Entrance Matting	50,000	50,000	Propose FY16 Capital & Refinance funds	
must haves	All	Cameras and Recorders	100,000	100,000	Propose FY16 Capital & Refinance funds	
must haves	Winnet	SLIB and Gym heating system pumps	9,000	9,000	FY 16 Capital Budget	
must haves	All	Variable Speed Drives	28,500	28,500	Propose FY16 Capital & Refinance funds	
must haves	Pavilion	Lighting Control Pavilion	5,000	5,000	FY 16 Capital Budget	P0017850 issued
must haves	Northwest Regional Cer	Laser Printer	1,200	1,200	FY 16 Capital Budget	
must haves	West Regional Center	Carpeting for Front Desk/Administrative Areas	3,000	3,000	FY 16 Capital Budget	
must haves	Education	Printer	1,200	1,200	FY 16 Capital Budget	
must haves	Biology	Refrigerator	7,000	7,000	FY 16 Capital Budget	
must haves	Biology	Microscopes	47,600	47,600	Propose FY16 Capital & Refinance funds	
must haves	Biology	Portable water purification unit	10,000	10,000	FY 16 Capital Budget	
must haves	Dental Studies	Intercom	1,600	1,600	FY 16 Capital Budget	
must haves	Dental Studies	X-ray unit machine	20,000	20,000	Propose FY16 Capital & Refinance funds	
must haves	Physics	CH-135-SC STOOL, CONF/TASK, ADA HT, ARMLESS, LAB HT. HAWORTH VERY	13,052	13,052	Propose FY16 Capital & Refinance funds	
must haves	Chemistry	Explosion-proof Refrigerator	3,277	3,277	FY 16 Capital Budget	
must haves	Chemistry	Ice Machine	2,000	2,000	FY 16 Capital Budget	
must haves	Multimedia Services	Mobile VidCaster 8000 System	58,000	58,000	Propose FY16 Capital & Refinance funds	
must haves	Multimedia Services	Equipment Installation	20,000	20,000	Propose FY16 Capital & Refinance funds	
must haves	Facility Operations	Genie Lift	25,000	25,000	Propose FY16 Capital & Refinance funds	
Notes	Engineering Services	West Regiolnal Center Unit Ventilators	50,000	50,000	Propose FY16 Capital & Refinance funds	P0018167 issued 9/23/15
per JE	Engineering Services	Replacement Vehicles (2) for Facilities	48,239	48,239	Propose FY16 Capital & Refinance funds	Req for Van ($23,500), Pickup ($24,639 processed 11/6/15
		DEPARTMENTAL PRIORITIES SUBTOTAL	1,871,462	1,871,462		

source	Building Location	Description	Cost	Amt Funded	Source
		PERKINS FUNDED			
Perkins draft	All CTE programs	SMART classrooms (boards/install)	63,000	63,000	Perkins
Perkins draft	Auto Tech	New Vehicle Lift	4,500	4,500	Perkins
Perkins draft	Auto Tech	Biodiesel Reactor w/Testing Equipment	4,500	4,500	Perkins
Perkins draft	Auto Tech	Vehicle Jack Kit	1,900	1,900	Perkins
Perkins draft	Auto Tech	Hydraulic Power Press	4,300	4,300	Perkins
Perkins draft	Auto Tech	Heavy Duty Stackable Storage Kit	2,800	2,800	Perkins
Perkins draft	Auto Tech	Vehicle charging Station	8,000	8,000	Perkins
Perkins draft	Biology	Human muscle figure	9,120	9,120	Perkins
Perkins draft	Biology	EKG Machine	5,000	5,000	Perkins
Perkins draft	CLT	Serofuge	9,600	9,600	Perkins
Perkins draft	CLT	Hematology analyzer	22,000	22,000	Perkins
Perkins draft	CLT	Chemistry Analyzer	40,000	40,000	Perkins
Perkins draft	Nursing	Hill-Rom CenturyPlusP1400 refurbished bed	5,544	5,544	Perkins
Perkins draft	DMI	Buttockmate	6,750	6,750	Perkins
Perkins draft	Allied Health	IM Injection simulator	3,260	3,260	Perkins
Perkins draft	Dental Hygiene	STATIM	6,500	6,500	Perkins
Perkins draft	Dental Hygiene	Computers for Digital Radiology	8,000	8,000	Perkins
Perkins draft	Dental Hygiene	X-ray unit machine	20,000	20,000	Perkins
Perkins draft	Dental Hygiene	Radiology manikin	37,500	37,500	Perkins
Perkins draft	CAHM	Metro Non-insulated Proofing Cabinet-Clear Door	1,795	1,795	Perkins
Perkins draft	CAHM	Dough Divider	3,600	3,600	Perkins
Perkins draft	CAHM	Pitco High Production Natural Gas Fryers	5,500	5,500	Perkins
Perkins draft	CAHM	Wells Dual Countertop Fryer	1,543	1,543	Perkins
Perkins draft	CAHM	767-SK/III Smoker Oven w/Glass Door	3,393	3,393	Perkins
Perkins draft	Photo	Sony PXW-FS7 4K XDCAM Super35 Camcorder Kit with 28 to 135mm	42,000	42,000	Perkins
Perkins draft	Photo	Fiilex K302 3-Light P360EX LED Lighting Kit B&H # FIFLXK302 MFR # F	17,100	17,100	Perkins
Perkins draft	Photo	Video Devices PIX-E7 7" 4K Recording Video Monitor B&H # VIPIXE7	6,400	6,400	Perkins
Perkins draft	Photo	Vinten Vision blue5 Pozi-Loc Tripod With Head and Mid-Level Sprea	10,800	10,800	Perkins
Perkins draft	Photo	Profoto D1 Air 3 Head Studio Kit - 2- 1000W/s / 1- 500W/s B&H # PR	38,920	38,920	Perkins
Perkins draft	Photo	Canon EF 11-24mm f/4 L USM lens B&H # CA11244LUSM MFR # 952	9,000	9,000	Perkins
Perkins draft	Sound Recording	Dynaudio BM14S II sub woofer speaker	2,000	2,000	Perkins
Perkins draft	Sound Recording	Sonnet xMac Pro Server Expansion System - Thunderbolt 2 4U PCIe 2.0 expansion system/4u rackmount enclosure for new Mac Pro with Thunderbolt 2 ports	1,800	1,800	Perkins
Perkins draft	BHHS	OneButtonStudio	10,000	10,000	Perkins
Perkins draft	DVP	OneButtonStudio	10,000	10,000	Perkins
Perkins draft	Allied Health/Nursing	OneButtonStudio	10,000	10,000	Perkins
		PERKINS FUNDED SUBTOTAL	436,125	436,125	

**A COMBINED PHONE MEETING OF THE BUSINESS AFFAIRS
AND EXECUTIVE COMMITTEES OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, December 16, 2015 at 1:30 P.M.**

Teleconference: Mr. Matthew Bergheiser, Ms. Suzanne Biemiller, Mr. Willie Johnson, Ms. Judith Rényi, Hon. James R. Roebuck, Jr., Mr. Jeremiah J. White, Jr., Dr. Donald Generals, Mr. Jacob Eapen, Dr. Judith Gay, Mr. Todd Murphy, and Victoria Zellers, Esq.

Minutes – EXECUTIVE SESSION

Recommendation for Real Estate Firm – 15th & Hamilton Street Property (Action Item):

Ms. Zellers provided the background information (please refer to Attachment A) regarding the College process of issuing a Request for Qualifications (RFQ) to select a law firm to render real estate legal services to the College in connection with the 15th & Hamilton Street Project. The RFQ was sent to 12 locally based law firms who have well established real estate divisions. Ms. Zellers discussed the 10 firms who responded as well as the six who were selected for interview. The interviews were conducted by College staff and the Chair of the Board, Jeremiah White. The College staff did the evaluations. Ultimately, two firms were selected by the evaluation team as finalists: Saul Ewing and Cozen O'Connor. The Committee received best and final offers from both and three references were checked for each firm. The Committee recommended Saul Ewing based on the following criteria:

- The firm was best prepared for the interview.
- The firm provided specific issues for the College to consider for the project.
- The firm provided a more competitive rate than Cozen.
- The firm had strong experience with this type of project.
- The firm has worked and is working on similar projects at Drexel University.

Ms. Suzanne Biemiller asked about Saul Ewing's experience with Public Private Partnerships and doing this type of project locally. Ms. Zellers stated that Saul Ewing is known for its real estate experience and working in the Public and Higher Education sectors in the Philadelphia area. In fact, the firm has an entire department dedicated towards Higher Education. She also explained that they are currently handling two similar projects with Drexel. In addition, the firm's references which included Drexel and the University of Pennsylvania could not praise them enough.

Mr. Jeremiah White explained that although he participated as a member of the selection committee, he did not make any recommendations.

Action: Mr. White moved and Ms. Rényi seconded the motion that the Business Affairs Committee and the Executive Committee of the Board of Trustees approve Saul Ewing as the law firm to render real estate legal services to the College in connection with the 15th & Hamilton Street Project. The motion passed unanimously.

ATTACHMENT A

Recommendation for Real Estate Firm
15th & Hamilton Street Property

Background:

The Community College of Philadelphia issued a Request for Qualifications (RFQ) to select a law firm to render real estate legal services to the College in connection with the 15th & Hamilton Street Project. Specifically, the College is seeking counsel to represent the College in reviewing our Request for Proposal (RFP) for qualified developers, assisting in negotiating a ground lease, and other related work in connection with our property located at 440 Hamilton Street (15th & Hamilton Streets). The College intends to enter into a public-private partnership with a qualified developer. The College desires the demolition of the current storage structure and the development of a high-quality mixed-use structure with student housing for about 500 students, commercial market-rate housing and retail amenities that will build a better sense of community around the campus.

The criteria described in the RFQ specifically asked for documentation of expertise in real estate law, particularly in higher education, public institutions, and within the City of Philadelphia and demonstrated commitments to diversity. The RFQ was sent to 12 locally based law firms who have well established real estate divisions, 10 responses were received. The College eliminated 4 firms due to high rates, comparative amount of public entity experience and/or the comparative experience with similar projects of the team being recommended. Interviews were held for 6 firms each evaluated on the following 5 specific areas:

- Experience working to obtain zoning/changes/variances as well as challenges/strategies for handling zoning issues within the City of Philadelphia.
- Experience negotiating long-term ground leases on behalf of lease holders within the City of Philadelphia or in similar urban areas.
- Experience representing public entities in public private partnerships.
- Experience working on behalf of higher education institutions and, in particular, real estate work related to multi-use developments that incorporate student housing, commercial and market rate housing.
- Firm's capacity to handle potentially related matters such as construction litigation, public financing, labor relations, and Title IX compliance.

At the conclusion of the interviews, two firms were selected by the evaluation team as finalists: Saul Ewing and Cozen O'Connor. Best and final offers were received from both and references were checked.

Recommendation:

Although both firms are well qualified and had excellent references, the evaluation committee recommends an award to Saul Ewing. The team felt Saul Ewing was best prepared to assist the College and it offered better rates. The proposed team at Saul Ewing came to the interview with a thorough presentation and proposed a project outline of the necessary steps in the process and important factors for the College to consider as it moves through the various stages of the process. Saul Ewing's references were excellent. Saul also offered better rates per lawyer and an alternative blended rate for their team. Both rate structures offered by Saul were lower than Cozen's proposed rates.

Additional Information:

Invited Firms	**Firms That Responded**	**Firms That Were Interviewed**

Invited Firms

1. Blank Rome
2. Archer & Greiner
3. Ballard Spahr
4. Saul Ewing
5. Cozen O'Connor
6. Dilworth Paxson
7. Fox Rothschild
8. Morgan Lewis
9. Duane Morris
10. Stradley Ronon
11. Eckert Seaman
12. Fineman Krekstein & Harris

Firms That Responded

1. Blank Rome
2. Archer & Greiner
3. Ballard Spahr
4. Saul Ewing
5. Cozen O'Connor
6. Dilworth Paxson
7. Fox Rothschild
8. Morgan Lewis
9. Duane Morris
10. Stradley Ronon

Firms That Were Interviewed

1. Archer & Greiner
2. Ballard Spahr
3. Saul Ewing
4. Cozen O'Connor
5. Dilworth Paxson
6. Stradley Ronon

Saul Ewing's Hourly Rates:

	Blended attorney rate	Discounted rate for various attorneys proposed
Senior Partner	$370	$475
Partner	$370	$370
Associate	$370	$230
Paralegal	$168	$168

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, January 20, 2016 – 12:30 P.M.

Present: Mr. Matthew Bergheiser, presiding; Ms. Suzanne Biemiller *via* teleconference, Mr. Steve Herzog, Ms. Jennie Sparandara *via* teleconference, Stella Tsai, Esq., *via* teleconference, Dr. Donald Generals, Mr. Jacob Eapen, Mr. Gregory Murphy, Mr. Todd E. Murphy, Mr. James P. Spiewak and Victoria Zellers, Esq.

AGENDA – PUBLIC SESSION

(1)   Community College of Philadelphia Naming Policy (Information Item):

To support the College's next comprehensive Campaign, the College proposed a change to its Naming Policy to allow for the name of a center or a division. Mr. Greg Murphy reviewed the revised Naming Policy with the College. The Naming Policy is included is provided in Attachment A. He noted that changes from the former policy occurred in sections 2.2 and 2.3 and that section 2.4 was new. The policy now also includes a provision for rescinding a naming right ("de-naming"). Mr. Murphy described a situation that occurred at a local four year institution that had to take such a measure. Mr. Murphy also mentioned that naming opportunities may exist outside of the traditional bricks and mortar.

(2)   Architect for Biology Labs (Action Item):

Discussion: Mr. Eapen stated that the College hired a lab consultant to assist in planning for an ideal learning environment and experience for students enrolled in our Biology programs. The consultant developed plans and phasing strategies for the College to use in the hiring of an Architect and Engineering firm. A committee was formed involving individuals from Facilities, Purchasing and the Division of Math, Science & Health Careers, including two Biology faculty members.

As a result of the consultant's efforts, the College complied requirements for the Architect and Engineering firm to request proposals. Using PennBid for the means to manage the process, more than twenty (20) firms responded to our mandatory pre-bid meeting and of those, five (5) firms responded with formal proposals. They are as follows:

Firm	Base Bid
MKSD LLC (WBE)	$255,000
Olaya Studio LLC (MBE)	$330,200
Spiezle Architectural Group, Inc.	$395,680
SMP Architects	$476,790
daSILVA Architects	$525,000

The top three (3) firms were interviewed on Friday, January 15, 2016 for clarity of scope and qualifications, conducted by staff members from the Facilities, Procurement and Biology Departments. The evaluation team completed a comprehensive review of three of the lowest cost responses of the five responses received from the College's RFP.

The lowest cost response (MKSD) was determined to lack the necessary experience in complex programming. MKSD is a notable young and growing firm which may be ideal for smaller projects.

The second response (Olaya) had excellent sub-consultants, yet the firm itself had no science or lab experience over the last five years as was required in the College's RFP. Olaya presented a well-written proposal; but the consensus was that without the actual experience of the firm, CCP would not achieve its project goals.

The third response (Spiezle) was unanimously identified as the firm that had the necessary in-house expertise and well-documented experience, exemplary sub-consultant qualifications and support to be able to effectively meet the schedule and budget as outlined in the RFP. Spiezle's response had minor errors which, when addressed, will have no bearing on the cost proposed. The evaluation committee determined within the provision of the RFP that Spiezle is the most qualified to award the contract. Dr. Generals noted that, in the interest of full disclosure, Spiezle was the architectural firm for a number of projects at Mercer County Community College (MCCC) while he was employed at MCCC.

Action: Ms. Biemiller moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board that Spiezle Architectural Group, Inc. be awarded the contract as the Architect for the Biology Lab Renovation Project in the amount of $395,680. The motion passed with Mr. Bergheiser recusing himself.

(3) Fixed Stair Replacement in the West Building (Action Item):

Discussion: Mr. Eapen stated that the College engaged a consultant to analyze the vertical transportation systems in the West Building. The purpose of the study was to understand the viability of replacing the aging escalator system in the building with a fixed stair solution. The result of the study supported the removal of the escalators and replacement with fixed stairs in the existing openings of the current escalators. Gannet Fleming of Camp Hill, Pennsylvania was engaged to prepare specifications and drawings for the stair replacement. The College advertised and a pre-bid meeting was held on December 1, 2015. Four companies attended the meeting. Subsequently three firms submitted qualified bids for the work on January 6, 2016. The three bids were in the same general range of cost and within allocated funding level. Staff recommend award of the work to Ernest Bock & Sons Inc. for the lump sum figure of $1,498,000.

Ernest Bock & Sons Inc.	1,498,000.00
A.P. Construction Inc.	1,717,300.00
Daniel J. Keating Company	1,788,000.00

Mr. Eapen noted that the bids came in higher than anticipated. Facilities staff, in conjunction with Gannet Fleming, reviewed the line items of Bock's proposal and were

satisfied that the proposal was properly submitted. Mr. Bergheiser noted that he has observed an approximate 20% cost escalation with construction recently due to the high level of construction activity occurring throughout the city.

Ms. Biemiller noted that she had some concerns related to Ernest Bock & Sons, Inc. due to performance on certain city construction projects. Ms. Tsai noted that she had similar concerns. After discussing the situation, the Committee suggested that staff conduct some research concerning this situation and, if necessary, rebid the project.

Please Note: After further review, the staff recommended rejecting all bids, and the Business Affairs Committee authorized a re-bid.

(4)   Travel Policy (Information Item):

Attachment B contains the latest Travel Policy. The policy was presented to the Committee for review. Mr. Todd Murphy reviewed the details associated with the changes. He reported that the College has never had a formal travel policy in place. Staff took a look at other travel policies and modeled the College's to be similar with other colleges and universities. President's Cabinet as well as Legal Counsel had an opportunity to review and comment. The Travel Policy will apply to all employees as well as the Board of Trustees. Mr. Murphy discussed the features of the policy which include: approvals required for employee's and board member's travel; procedures for making travel arrangements; acceptable reimbursable amounts for meals and hotels based upon GSA rates; procedures for vehicle rentals and use of personal vehicle; required documentation for expenses reimbursement; timelines for seeking reimbursement; types of non-reimbursable expenses, such as alcohol; and an exceptions section. Staff asked Committee members to submit any concerns or additions they felt should be evaluated.

(5)   15th & Hamilton Street Project Update (Information Item):

Mr. Eapen updated the Committee on the 15th & Hamilton Street property. He noted that the RFP document is complete and will be made available to developers once Dr. Generals meets with Council President Clarke. A brief discussion took place concerning zoning issues.

(6)   Labor Negotiations Counsel (Action Item):

Discussion: Ms. Zellers reported to the Committee that Mark J. Foley, Esq. left Cozen and moved to Drinker Biddle effective on Tuesday, January 19, 2016.   Since Mr. Foley is the lead negotiator and has been working with the College for the last 3 to 4 months, staff recommend that the work move with him from Cozen to Drinker. Ms. Zellers further stated that there is not anyone else at Cozen who has as much experience handling Act 195 higher education negotiations. She added that no one else will be able to get up to speed on time since we started negotiations last week. Mr. Foley confirmed that the same rates would apply for him and an associate from Drinker as the College arranged with Cozen.

Ms. Zellers received an official letter from Cozen on January 19, 2016 noting it was the College's choice to: (1) keep the work with Cozen; (2) move the work with Mr. Foley

to Drinker; or (3) hire new counsel. Moving the work to Mr. Foley is the best option and should not cause too much of a disruption.

Action: Mr. Herzog moved and Ms. Tsai seconded the motion that the Committee recommend to move labor negotiations to Drinkle Biddle & Reath following lead counsel Mark J. Foley, Esq. The same rates for Mr. Foley and an associate will apply. The motion passed unanimously.

(7)   2015-16 Budget Status Report (Information Item):

Staff provided an overview of the College's budget status for fiscal year 2015-16. Please refer to Attachment C. Mr. Spiewak noted that the College's late summer and fall term enrollments slightly exceeded budget, but spring enrollments are currently projected to be 3% lower than the 2015 spring enrollments. It was noted that all but one Pennsylvania community college experienced decreases that ranged from 1% to 11% based upon a survey conducted earlier in the week.

Mr. Eapen discussed the overall status of the College's operating budget noting that the attachment displayed the projected financial results with a 5% increase in State funds (according to the Governor's December "Framework" budget) and without any increase in State funds. He noted the major variations from the original budget to current projections. The most notable variance in revenues were a decrease in student tuition and fees ($818,000) and a decrease in state funds. The largest variance in expenses were lower full-time salary expenses due to a higher number of unfilled positions than anticipated, and a reduced expense related to leases due to the ability to buyout some longer term leases during FY 14-15. Mr. Spiewak provided some additional information on variance related to other expenses.

In response to a question from Mr. Herzog, Dr. Generals discussed enrollment data and the challenges and opportunities that confront the College.

(8)   Next Meeting Date

The next meeting of the Committee is scheduled for **Wednesday, March 23, 2016 at 10:00 A.M. (new time)** in the Isadore A. Shrager Boardroom, M2-1.

JE/lm
Attachments
BAC/JANUARY 20, 2016.DOCX

ATTACHMENT A

Community College of Philadelphia
Naming Policy

Community
College
of Philadelphia

NAMING POLICY

1. **GENERAL**

   Community College of Philadelphia seeks to recognize individuals, corporations or foundations who have supported the College or the Foundation through substantial financial contributions or through distinguished service by naming facilities and funds in their honor. This policy governs the procedure for such naming. Facilities and Funds encompassed by the Naming Policy include:

   - Buildings or parts of buildings, such as wings, where the identification focuses on the external feature;
   - Parts of buildings, such as laboratories or classrooms, where the identification deals with an internal feature;
   - Other facilities as recommended for naming; and
   - Endowments (endowed chairs and scholarships).

   For purposes of this policy, the benefactor is defined as any individual, corporation, foundation, or other entity who has made a substantial financial or other contribution to the College.

   When recognition is the result of a financial donation, the facility may be named directly after the benefactor, or it may retain or be given a functional title, and the benefactor will be recorded as its sponsor. In the case of distinguished service, the facility may be named directly after the honoree.

   College assets and facilities may be named after exceptional individuals, living or deceased; corporations; foundations; or any other entity, provided due regard is given to the College's identity and philosophy. The College's Board of Trustees has the right to deny a request for naming if the request is deemed inappropriate, i.e., if the mission and vision of the benefactor is not consistent with the mission and vision of the College, or if such naming could be construed as promoting a particular political, economic, or moral issue inconsistent with the College's mission. Likewise, the College may rescind the use of a name awarded hereunder in the event that circumstances cause the College to reasonably believe that continued use of such name is inappropriate.

2. **GUIDELINES FOR NAMING**

2.1 **Buildings**

   The College will consider the naming of new buildings in recognition of individuals, corporations, or foundations according to the following guidelines:

   - The benefactor contributes 50 percent or more of the capital cost of the building; or
   - The benefactor supports the College, faculty or other divisions through the establishment of a gift exceeding $10 million.

   The College will consider naming existing structures or parts of existing structures according to the following guidelines:
   - An existing building may be named for a gift or endowment equal to a minimum of 20% of the current market value of the structure, with additional considerations taken into account (e.g., prominence of the

building, historical profile of the structure, etc.) that might increase the value of the naming opportunity. The Board of Trustees will make the final determination.

2.2 Classrooms, Auditoriums, Laboratories
The College will consider naming parts of buildings in recognition of a benefactor who contributes the following amounts:

Classroom	$50,000 to $200,000
Computer Class/Lab	$250,000 to $1,000,000
Small Auditorium	$300,000 to $500,000
Large Auditorium	$500,000 to $1,000,000
Gymnasium	$1,000,000 to $2,500,000
Library	$1,000,000 to $2,500,000

2.3 Capital Campaign Naming Opportunities
In the event of a capital campaign, additional naming opportunities may become available. These additional opportunities will follow the same approval process identified in Section 3. Buildings and parts of a building will be "valued" as a naming opportunity on the "base value of each unit of space." Typically, this is accomplished by dividing the campaign fundraising goal by the total square feet available for naming. The base value may be increased or decreased depending on the following: location and physical prominence (visibility) of the space; utilization and function of space; and unusual costs for space (i.e., interior design finishes, outfitting, etc.). Using the above criteria, naming opportunities will be identified and minimum levels of contributions for the naming right for each space established.

2.4 Regional Center, Departments and Other Units
The College will consider naming a regional center, department or unit in recognition of a gift if the gift enables transformational change to take place in the unit, meaning the gift allows the unit to undertake a well-defined set of program improvements that will elevate the unit within its group of peer institutions. Any proposal for naming should be consonant with the reputation and aspirations of the unit. The background, character and reputation of the namesake benefactor should be consistent with the reputation of the College.

2.5 Endowments (endowed chairs and scholarships)
The College will consider the naming of chairs or scholarships after a benefactor who contributes the following amounts:

Endowment (Scholarship)	$10,000 (minimum)
Endowment (Chair)	$1,000,000 - $5,000,000

2.6 Honoring of an Individual for Distinguished Service
- In exceptional cases, the College may seek to recognize individuals who have supported Community College of Philadelphia through distinguished service by naming facilities or endowments in their honor.
- Naming a building in honor of a person who has given extraordinary service to the College will not normally be considered until after that individual's substantive formal relationship with the College has concluded.

2.7 General Guidelines
- Naming rights will not be considered binding until at least 50 percent of the benefactor's pledge has been paid.
- Naming rights for benefactors will normally remain in place for the life of the building, classroom, auditorium, laboratory, etc.

- In the event that ongoing payments on a pledged donation cease before the agreed dollar amount is achieved, the Board of Trustees may discontinue the use of the benefactor's name for an endowment, scholarship, chair, etc.
- Nothing herein shall be deemed to prevent the College from improving, renovating or replacing any structure named hereunder in the normal course of its business. Naming rights shall not survive the replacement of any such structure and shall not be deemed to prevent naming any new structure resulting from any such improvement (e.g., naming an addition to the original structure).

3. PROCESS

- Negotiations with a benefactor or other interested party for the naming rights for a particular facility may be initiated by the Office of Institutional Advancement or by the President.
- Proposals for naming facilities should be submitted to the Office of Institutional Advancement and should contain specific information in support of naming. Proposals will be forwarded to the College President for endorsement. If endorsed by the President, the proposal will be forwarded to the College's Board of Trustees, which will make the final determination for approval. When a proposal involves the use of the name of a living person, the Board of Trustees' approval is contingent on the agreement of that person or that person's legal representative.
- When a proposal involves the use of the name of a deceased person, the Board of Trustees' approval is contingent on the agreement of that person's legal representative.
- If an individual or organization, after whom a facility has been named, comes into disrepute in the College or in the community-at-large, the Board of Trustees may discontinue the use of the name as set forth in section 1.
- The formal and final authority to name assets and facilities (and discontinue the use of a name for assets and facilities) resides with the College's Board of Trustees.
- The College's Board of Trustees shall use this Naming Policy as a guide but may, in its discretion, make exceptions to any provision contained in this policy.

Approved by Board of Trustees (May 1, 2003)
Revision Approved by Board of Trustees (December 4, 2008)
Revisions submitted to CCP Foundation's Finance & Investment Committee (January 6, 2016)
Submitted to CCP Foundation Board for comment (January 14, 2016)

ATTACHMENT B

Community College of Philadelphia
Travel Policy

POLICY & PROCEDURES
TRAVEL AUTHORIZATION AND REIMBURSEMENT

I. PURPOSE

To establish guidelines for all employees and Trustees to obtain approval and reimbursement of College-related travel and business expenses.

II. POLICY

Community College of Philadelphia employees or Trustees may be authorized to attend professional conferences, meetings, workshops and development seminars at the College's expense and/or during normally assigned working hours if the purpose of such travel is in accordance with the mission, goals, objectives and priorities of the College and if funds to support such travel are available in the appropriate budget.

III. PROCEDURE

A. Authorization

1. The respective Vice President, Dean, Director, Associate Vice President, Assistant Vice President or President is authorized to permit personnel to travel at College expense if the purpose of such travel is in accordance with the objectives of the College and if funds are available in the appropriate budget for such travel. A Travel Authorization Request form (http://path.ccp.edu/MyCCP/AIR%20TRAVEL%20REQUEST.pdf) must be completed by the person requesting approval for all travel explaining the purpose of the trip and the expected benefits to the College.

2. Travel by Trustees must be approved by the Chair of the Board or, the Executive Committee of the Board.

3. Travel costs and any interference with performance of duties must be justified by offsetting benefit to the College and/or to the individual's professional development.

4. The mode of travel selected shall be that which is most practical and economical.

5. All travel outside the City of Philadelphia requiring a hotel stay requires the prior written approval of the Vice President, Dean, Director, Associate Vice President, Assistant Vice President or President.

B. Initiating the Travel Request

All employees requesting travel authorization must complete the Travel Authorization Request form and submit it to their Supervisor and other authorized approver per Section III A.1. for approval. All Trustees must complete the Travel Authorization Request form and submit to the Chair of the Board or the Executive Committee of the Board for approval. No form will be considered complete unless all required signatures for authorization have been obtained. The travel authorization form should be submitted as soon as possible but is required no later than ten (10) business days prior to the travel date to allow time for Purchasing to make arrangements if requested.

C. Making Travel Arrangements

1. Travel arrangements should be made by the traveler with exception of vehicle rentals. The Purchasing Department is available to assist with arrangements for hotel, rail and airfare. Purchasing may have discount contract rates available to employees or trustees. Conference registration is to be arranged by the traveler.

2. Traveler must select the lowest possible coach airfare or train fare that meets the business needs of the College by considering Saturday night stays or other alternatives.

3. If the traveler's plans change and the airline ticket is no longer of use, the traveler must immediately contact Purchasing. If the ticket has value, it must be used for College business only.

4. Transportation to and from airports and train stations
   a. Travelers must use the most practical and economical mode of ground transportation to and from airports and train stations (e.g., hotel and airport shuttle services, shared ground transportation, etc.).

   b. Travelers must use the most practical and economical mode of ground transportation to and from their residence. Shuttle service is permitted if it is the most cost effective method.

5. If the traveler takes an indirect route for other than a college business purpose, or interrupts a direct route of travel, the traveler is responsible for all costs above and beyond those that would have been incurred by traveling the direct route.

6. Vehicle Rental
   a. Rentals must be arranged by the Purchasing Department.

   b. If driving is the most efficient and cost-effective mode of travel and a rental car is utilized, the rental should be an appropriately sized vehicle.

   c. If a rental accident occurs, the traveler should immediately contact:
      i. the vehicle rental company, in accordance with the company's requirements for reporting accidents;
      ii. local authorities, as required;
      iii. his/her department head;
      iv. Purchasing (no later than 24 hours); and
      v. Security.

   d. The College will not provide reimbursement if the rental is not arranged by the Purchasing Department.

7. Personal Vehicles

   a. If the approved mode of travel is by personal automobile, the traveler will be reimbursed based on the IRS allowable reimbursement rate for business miles plus expenses related to tolls and parking. (See policy #210 - http://path.ccp.edu/vpfin-pl/policies/210.HTM) Business miles are based on the most direct route. At the conclusion of the trip, the traveler must complete the Travel Reimbursement form indicating the expenses associated with the travel and a check request form and submit it to the Controller's Office along with all accompanying receipts for which reimbursement is sought (i.e., tolls and parking). The traveler will be responsible for all fuel, towing and maintenance costs related to his/her private automobile; and for carrying adequate personal insurance coverage for his/her vehicle and occupants.

C. Making Travel Arrangements – continued

    b.   A traveler should review his/her personal insurance coverage prior to using his or her vehicle for college business and consult with his/her insurance agent to determine appropriate coverage. The traveler's insurance is the primary insurance coverage when using a personal vehicle for travel related to College business. Traveler must provide proof of insurance with the Travel Authorization Request form if driving their own vehicle.

    c.   The College will not provide reimbursement for repairs to personal cars, even if the costs result from college business travel or travel between the personal residence and regular work location of traveler.

    d.   If a personal car is involved in an accident while on College business travel, the traveler should immediately contact:
        i.   his/her insurance company;
        ii.   local authorities, as required;
        iii. his/her department head;
        iv.   Purchasing (by the next business day); and
        v.   Security.

8. Lodging

    a.   When attending a conference, all attempts should be made to reserve rooms at the conference site. If that is not possible, reservations will be made at the closest hotel charging at or below the federal rate for lodging. See maximum lodging rates for all U.S. States, territories, and possessions established by the U.S. General Services Administration for allowable lodging expenses (http://gsa.gov/portal/category/100120).

    b.   Travelers are encouraged to make their own hotel arrangements. However, in the event that the Controller's Office will issue a check for the cost of the hotel stay, all checks will be made payable to the hotel and it will be the responsibility of the traveler to submit the request for payment to Accounts Payable in a timely fashion so it can be mailed to the hotel. Check pick-ups cannot be permitted for travel. Upon checkout, the hotel will issue the traveler a receipt indicating the applicable room rate and the total amount charged for the stay. The hotel receipt and related documentation must be submitted to the Controller's Office immediately upon return from travel.

    c.   Upon arrival at the hotel, the traveler must use their own method of payment (e.g. personal credit card) to guarantee payment for any charges above the negotiated room fee (e.g. pay-per-view, personal telephone calls, and in-room bar, dining to the extent in excess of the meal allowance below, among others).

    d.   The traveler is responsible for canceling hotel room reservations when necessary. The traveler must request and record the cancellation number in case of billing disputes. Cancellation deadlines are based on the location of the property (e.g., Pacific Time Zone when the property is in California). Expenses incurred as a result of a failure to cancel a hotel reservation are the responsibility of the traveler. The Dean, Director, Org Manager or President may authorize exceptions to the traveler's responsibility of expenses related to a lodging "no show" based on an approved written explanation indicating the reason/s for the failure to cancel the reservation in a timely manner.

9. Meals

   a. The maximum per diem meal allowance for each full day of travel is established by the U.S. General Services Administration for allowable meal expenses (http://gsa.gov/portal/category/100120). Detailed, itemized receipts for meals including names of attendees and business purpose are required. The College will only reimburse traveler's meals that are not otherwise paid for or provided. Therefore, the College will not reimburse breakfast, lunch, or dinner if provided as part of the conference, meeting, or other business activity necessitating the travel. Without exception, the College will not reimburse the traveler or pay for any expenses related to alcoholic beverages.

10. Tips
    The maximum per diem tip allowance is $10 per day exclusive of meals and transportation. This includes tips for baggage handling, room service, hotel maid service, etc. Receipts for tips are not required. However, tipping for meals may not exceed 20%.

11. Group Travel
    Group Travel should be made through the Purchasing Department
    a. The sponsoring College department must provide a list of traveler names to the Risk Manager and Director of Security. The sponsoring department is responsible for ensuring all student travelers have obtained the necessary student travel insurance.

12. International Travel
    a. All College-sponsored international travel involving students must follow the "Guidelines for College-Sponsored International Travel" as published by the Center for International Understanding.
    b. Currency Exchange
       – When charges are in foreign currencies, travelers must:
         o Submit foreign expenses in U.S. dollars using the exchange rate in effect during the dates of travel;
         o Include documentation indicating the exchange rates used to make the conversions; and
         o For purchases made with a credit card, use the exchange rates provided by the credit card company for purchases made with a credit card.

D. Reimbursable and Non-Reimbursable Expenses

It is the responsibility of the traveler to obtain original itemized receipts for all allowable expenses. Accounts Payable will not reimburse the traveler for any costs without an itemized receipt. Only authorized costs, accompanied by the appropriate receipt, will be reimbursed. It is suggested that the traveler call Accounts Payable if they are unsure whether an expense will be covered.

1. The following are examples of reimbursable expenses for College-approved travel:
   a. Wi-Fi if required for College business; meals; tolls; transportation to and from the airport; telephone calls related to official College business only; conference registration expenses; or other expenses associated with the travel, so long as the expense is essential to the transaction of College business and in accordance with the limits outlined in this policy.

2. The following are examples of expenses not allowed for reimbursement:
   a. Alcoholic beverages, hotel gyms, mini-bars, in-room movies, entertainment, laundry, vehicle fines, and personal phone calls.

D. Reimbursable and Non-Reimbursable Expense – continued

3. Travel expense reports must be submitted to the Controller's Office within 10 business days of the return from travel.

4. Cash advances will not be provided unless a hardship can be demonstrated. Approval by the department's Vice President, Dean, Director, Associate Vice President or Assistant Vice President is required.

E. Timing of Event and Reimbursement

Reimbursements for meals, lodging and other expenses will normally be limited to expenses incurred during the day(s) of the meeting, conference or other business activity attended by the traveler. Expenses incurred on additional days may be reimbursed if extending the period results in reduced airfare sufficient to cover the additional meals, lodging and other expenses or it is not possible to arrive and/or depart on the day(s) of the meeting, conference or other business activity attended by the traveler

F. Partial Reimbursement

1. If your expenses are partially covered by another organization, the College may accept copies of receipts in place of originals. The voucher must include the name of the organization that is paying the partial reimbursement, what is being reimbursed, and the amount reimbursed.

2. If any meal is provided by the conference, hotel, or any other source, the traveler should reduce the per diem meal allowance by the amount in Section III C.9a. (Making Travel Arrangements) that corresponds to that meal.

3. The per diem allocation for meals, which is intended to cover breakfast, lunch, and dinner for each full day of travel is located at (http://gsa.gov/portal/category/100120).

G. Other Means of Transportation

The College may provide reimbursement for other commercial means of transportation such as train or bus. However, reimbursements must not exceed the cost of reasonable coach airfare or other reasonable transportation costs to the same destination.

H. Personal Travel Combined with Business Travel

The College will only reimburse for the business portion of a trip. The traveler must provide evidence to support the business portion of the trip and the allocation between the business and personal expenses. A quote for the business-related travel must be obtained at the time of ticketing to document the incremental costs that will be treated as personal expenses. This quote must be submitted along with the Travel Request form.

I. Reimbursement Payment

1. Accounts Payable will generally send reimbursements of approved expenses to employees within ten business days of the receipt of the Official Travel form (will include link to form), along with all accompanying receipts. Forms submitted for travel reimbursement must be signed by the Vice President, Dean, Director, Associate Vice President, Assistant Vice President or President.

2. Willful violations of this policy, including falsification of expense reports, will be grounds for disciplinary action, up to and including denial of requested reimbursements and/or termination of employment.

J. Recruitment

The payment for travel of prospective employees and their families must receive prior written approval by the Associate Vice President of Human Resources or by the Board of Trustees if the recruitment is for the position of President.

K. Travel Between Sites Using Personal Vehicles

Authorized travel for operational purposes may be reimbursed according to College Policy and Procedure #210 (http://path.ccp.edu/vpfin-pl/policies/210.HTM).

L. Local Travel
1. Entertainment Expense
Entertainment expenses are limited to Board of Trustees, the President, and members of the President's Cabinet or their designee(s) incurred in connection with their job responsibilities. Local entertainment expenses may be incurred while conducting ordinary and necessary business for the College such as fundraising, public relations activities and other College events. Expenses may include meals, transportation, parking, tolls, meeting rooms and conference facilities. Business related meals charges are subject to Section III C.9. Business meals that include charges for alcoholic beverages incurred by a member of the President's Cabinet, Board of Trustees, or Designee must be properly approved by the President and separately itemized on meal receipts. Alcohol charges are *unallowable* for sponsored projects (grants). Alcoholic beverages for entertainment functions held in Pennsylvania must be purchased in Pennsylvania.

2. Business Expense
Local business expenses include local conference or seminar fees, meals, parking fees and other out-of-pocket expenses while attending local workshops or business meetings and are subject to Section III C.9. Approval of local business expenses will follow Section III A.1.

M. Other

Exceptions to this policy are subject to the approval of the traveler's Vice President and the Vice President of Business and Finance.

Effective February 4, 2016

ATTACHMENT C

2015-16 BUDGET STATUS

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	12,284	151,004	(6,205)	-3.9%
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			(5,503)	
NONCREDIT								
Summer 2	54		95		64			
Fall	501		658		384			
Spring	344		615					
Summer 1	115		236					
Noncredit Year-to-date Totals - Annual FTEs	507		802					

Fiscal Year 2015-16

	Original Budget	Current Projection as of January 12, 2016 with State Incr.	Current Projection as of January 12, 2016 w/o State Incr.
REVENUES			
Student Tuition and Fees	$76,691,245	$75,872,722	$75,872,722
Commonwealth of Pennsylvania	30,621,805	30,066,776 ^	28,641,805
City of Philadelphia	23,247,363	23,204,632	23,204,632
Other Income	1,728,720	1,780,830	1,780,830
TOTAL REVENUES	**$132,289,133**	**$130,924,959**	**$129,499,988**
EXPENSES *			
Salaries, Net of Lapsed Funds	$75,642,290	$74,342,290	$74,342,290
Fringe Benefits	34,124,000	33,885,738	33,885,738
Other Expenses	22,322,843	21,924,849	21,924,849
Student Financial Aid	200,000	112,000	112,000
TOTAL EXPENSES	**$132,289,133**	**$130,264,877**	**$130,264,877**
EXCESS REVENUES (EXPENSES)	**($0)**	**$660,082**	**($764,889)**

* Prior to impact of GASB 45 and 64 accruals

^ Assumes a 5% increase ($1.425M) in state funds over the amount received for FY 14-15 per the Governor's December "Framework" budget

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 January 12, 2016	Comment
OPERATING REVENUES			
State Funding	$30,479,415	$29,924,386 ^	Current Budget is based upon a 5% increase over the amount received in FY 14-15 which is $.55 million less than the original budget amount.
State Lease funding	142,390	142,390	
Total State Revenues	30,621,805	30,066,776	
Tuition - Credit Students , net of write-offs, discounts and other offsets	60,784,200	59,942,195	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Technology Fee	10,631,700	10,419,752	Based upon lower than budgeted credit hours for the Spring 2016 semester.
Course Fees	3,591,490	3,645,345	
Net Contribution from: Contracted Noncredit Instruction; Other Noncredit Instruction; Adult Community Noncredit Instruction	506,500	506,500	
Student Regulatory Fees	1,177,355	1,358,930	
Total Student Tuition & Fees	76,691,245	75,872,722	
City Operating Funds	23,247,363	23,204,632	
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	728,720	
Total Other Income	1,728,720	1,780,830	
TOTAL OPERATING REVENUES	$132,289,133	$130,924,959	

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

	Original Budget	Current Projection as of January 12, 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)	(1,500,000)	administrative positions during first half of fiscal year.
Net Full-Time Administrative Salaries	16,237,300	15,637,300	
Full-Time Faculty Salaries	29,086,904	29,086,904	
Less: Projected Lapsed Salaries	(150,000)	(500,000)	More lasped funds than originally projected.
Net Full-Time Faculty Salaries	28,936,904	28,586,904	
Full-Time Classified Salaries	11,052,934	11,052,934	
			Higher than anticipated number of unfilled classified and
Less: Projected Lapsed Salaries	(450,000)	(800,000)	confidential positions during first half of fiscal year.
Net Full-Time Classified Salaries	10,602,934	10,252,934	
Subtotal - Full-Time Salaries	**55,777,138**	**54,477,138**	
Part-Time & Overload Credit Salaries	10,985,389	10,985,389	
Summer Credit Instruction	4,064,938	4,064,938	
Noncredit Instructional Salaries	424,310	424,310	
All Other Salaries	3,940,515	3,940,515	
Early Retirement Incentive Payments	450,000	450,000	
Subtotal - Other than Full-Time Salaries	**19,865,152**	**19,865,152**	
Total Salaries	**75,642,290**	**74,342,290**	

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

	Original Budget	Current Projection as of January 12, 2016	Comment
Fringe Benefits			
Medical Program	22,853,700	22,853,700	
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**	**33,885,738**	
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

All Other Expenses	Original Budget	Current Projection as of January 12, 2016	Comment
Leased Equipment & Software	5,425,659	4,738,783	Buyout of longer-term leases - Phone Switch, Cisco Equipment, JC Guaranteed Energy Savings Project
Catalogs and Advertising	1,418,856	1,605,304	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	1,881,765	
Consulting	538,300	877,470	Additional costs for: Facility Master Plan, Margolis-Healy Security Review, Economic Impact Study, Public-Private Partnership RFP, Hanover Research
Maintenance & Repairs	576,006	576,006	
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	1,864,852	Contingency funds transferred to other budget lines.
Total All Other Expenses	**15,106,025**	**14,579,899**	
Student Scholarships	**200,000**	**112,000**	
TOTAL OPERATING EXPENSES	**$132,289,133**	**$130,264,877**	
Excess Revenues (Expenses)	**($0)**	**$660,082**	

* Prior to impact of GASB 45 and 64 accruals

^ Assumes a 5% increase ($1.425M) in state funds over the amount received for FY 14-15 per the Governor's December "Framework" budget.

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.