MEETING OF THE BOARD OF TRUSTEES
Thursday, May 5, 2016 – 3:00 p.m.
Isadore A. Shrager Boardroom – M2-01

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Community College of Philadelphia
The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, May 5, 2016 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

(1) Executive Session

(2) Meeting Called to Order

(3) Report of the Student Outcomes Committee

(4) Report of the Business Affairs Committee

(5) Consent Agenda

  (a) Proceedings and Minutes of Decisions and Resolutions
      Meeting of April 7, 2016
  (b) Gifts and Grants
  (c) Academic Program Audit Respiratory Care Technology A.A.S.
  (d) Academic Program Audit Health Services Management A.A.
  (e) Recommendation to Close the A.A.S. Degree in Chemical Technology
  (f) Bid Results – Fixed Stair Replacement in West Building
  (g) Purchase of Classroom Furniture for ADA Requirements
  (h) Purchase of 52 Microscopes for Biology
  (i) Travel Policy
  (j) Accounts Receivable Write-Off
  (k) Recommended 2016-17 Course and Technology Fee Increases
  (l) Argos Reporting System

(6) Public Comment

(7) Report of the Chair

  (a) Nominating Committee for Board Officers
  (b) Board Governance

(8) Foundation Report

(9) Report of the President

(10) New Business

(11) Next Meeting: Thursday, June 2, 2016 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

Student Outcomes:	Thursday, May 5, 2016 1:30 p.m. – M2-34
Business Affairs:	Wednesday, May 18, 2016 10:00 a.m. – Isadore A. Shrager Boardroom, Room M2-1
Audit Committee:	Wednesday, June 15, 2016 12:00 p.m. – Isadore A. Shrager Boardroom, Room M2-1

Upcoming Events

Nurses Pinning Ceremony	Friday, May 6, 2016 10:00 a.m. - 12:00 p.m. Gymnasium
Academic Awards & Reception	Friday, May 6, 2016 6:00 p.m. - 8:00 p.m. Bonnell Building, Large Auditorium, BG-20
Commencement	Saturday, May 7, 2016 10:00 a.m. - 2:00 p.m. Temple University Liacouras Center 1776 North Broad Street (Meet in Courtside Club by 9:15 a.m.)
Classified/Confidential Awards Luncheon	Wednesday, May 11, 2016 12:00 p.m. - 2:00 p.m. Winnet Student Life Building, Great Hall, Room S2-19
Foundation Annual Golf Classic	Monday, July 25, 2016 11:30 a.m. Manufacturer's Golf and Country Club 511 Dreshertown Road Fort Washington, PA

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, April 7, 2016 – 3:00 p.m.

Present: Mr. White, presiding; Mr. Bergheiser, Ms. Biemiller, Mr. Edwards, Ms. Hernández Vélez, Ms. Horstmann, Mr. Lassiter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Dr. Generals, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms. Zellers

(1)   Executive Session

The Executive Session was devoted to a discussion of real estate issues.

(2)   Recognition of Men's Basketball Team

On behalf of the Board of Trustees, Mr. White read a Resolution acknowledging the successful season of the Colonials and their winning the National Junior College Athletic Association's (NJCAA) Region XIX Basketball Championship. He stated that the Board was very proud of their accomplishments in both basketball and academics. Mr. White stated that the team is scheduled to be recognized on center court at the Sixers game on April 10, 2016. The Board also learned that Coach Rome was named Eastern Pennsylvania Athletic Association's Coach of the Year.

Coach Rome thanked the Board for taking the time to recognize the team. He stated that he appreciated the support that the Board continues to provide to the College and students. When asked what it would take to win the national championship, he said recruitment of additional talent.

(3)   Report of the Business Affairs Committee

Mr. Bergheiser reported that the Committee reviewed the status of the 2015-16 budget. He stated that despite the current uncertainty concerning the State budget as a whole, state revenues for fiscal year 2015-16 are the same as that received for fiscal year 2014-15. He stated that student tuition revenues are lower due to the lower-than-budgeted spring 2016 enrollments.

Mr. Bergheiser stated that the Committee is continuing to work on the proposed development of the 15th and Hamilton Street property and West Regional Center expansion.

Mr. Bergheiser reported that the College had received four proposals for the development of the 15th and Hamilton Street property (one firm was not in compliance). He stated that staff were due to interview the three finalists and make a recommendation to the Business Affairs Committee. Mr. White stated that Ms. Hernández Vélez will participate in the interview process on behalf of the Board.

Mr. White reported that the Audit Committee reviewed and discussed the 2014-2015 A-133 Audit Report, and that there were no issues associated with the Audit.

(4)   Report of the Student Outcomes Committee

Dr. Rényi reported that the Student Outcomes Committee reviewed and discussed a recommendation for promotion of two faculty members from assistant to associate professor. She stated that both candidates were highly credentialed in their respective disciplines, and had provided excellent dossiers of their academic experience and commitment to excellence in teaching and student success. Dr. Rényi stated that the Committee was recommending that the Board approve the promotions.

Dr. Rényi moved, with Ms. Hérnandez Vélez seconding, that the Board approve the two faculty promotions of Dr. Kristy Shuda McGuire and Mr. Joseph Kenyon from assistant to associate professor. The motion carried unanimously.

Dr. Rényi reported that Ms. de Fries met with the Committee and provided a detailed report of her activities. Dr. Rényi stated that the Committee discussed how the Board can be helpful to Ms. de Fries in reaching out to individuals on her "wish list" to help the College become a key player in Philadelphia for workforce training. Dr. Rényi stated that the Committee requested a list of names from Ms. de Fries so that members of the Board can connect Ms. de Fries with those individuals in her efforts to enhance the College's standing in the community.

Dr. Generals stated that the College has made strides in workforce development since Ms. de Fries has been at the College, but that there is more work to be done. He stated that he was hopeful and encouraged by what has been accomplished.

(5)   Consent Agenda

Mr. White requested approval of the following Consent Agenda:

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

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

(6)   Public Comment

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

(7)   Report of the Chair

(7a)   Real Estate Committee

Mr. White stated that he wanted to establish a Real Estate Committee to provide appropriate Board oversight of the development projects at the College. According to the By-Laws, any Board committees (other than the standing committees described in the By-Laws), must be approved by the Board of Trustees.

After discussion, Ms. Tsai moved, with Mr. Edwards seconding, that the Board approve the establishment of the Real Estate Committee. The motion carried unanimously.

Mr. White appointed Ms. Hernández Vélez chair and Mr. Edwards to serve as a member of the Committee. He noted that Ms. Hernández Vélez has relevant real estate expertise which will be useful to the Board.

(7b)   Foundation Board Appointment

Mr. White appointed Ms. Sparandara to serve on the Foundation Board. He stated that Mr. Lassiter also represents the Board of Trustees on the Foundation Board.

(7c)   Nominating Committee for Board Officers

Mr. White reported that he planned to appoint a Nominating Committee for Board Officers at the Board meeting in May.

(7d)   Board Governance

Mr. White reported that Mr. Armbrister has been working with a Board subgroup to discuss Board governance. He stated that Mr. Armbrister will provide a report at the May Board meeting.

Mr. White reported that he planned to meet with Ms. Biemiller to discuss additional ways in which the College could benefit from her organizational expertise and relationships.

(8)   Foundation Report

Mr. Murphy reported on the following three 7-to 8-figure gifts that will close in the near future:

- The first is a potential substantial gift of real estate and endowment which should close before the end of the fiscal year;

- The second potential major gift was slated to close well before July 1 but the donor decided to pursue a new grant-development process. It seems very possible that the final agreement will be signed in July 2016; and

- The third possible major gift is from an anonymous donor. The donor is committed to a program at the College that it has supported for the past four years. The donor has changed their proposal calendar, however our proposal for the beginning of the new fiscal year should yield a two-year allotment.

Mr. Murphy reported that the Foundation has secured two major sponsorships for the golf tournament, namely Independence Blue Cross and AmeriHealth Caritas.

(9)   Report of the President

Dr. Generals called attention to his memorandum in the Board folder which outlined the list of his activities during the month of March and summarized the highlights.

(9a)   Town Hall Meeting

Dr. Generals reported that he had held a Town Hall meeting on April 6, 2016. He stated that the Town Hall is an opportunity to inform the College community about the budget and other activities at the College as well as provide an opportunity for staff to ask questions.

(9b)   Strategic Planning

Dr. Generals reported that the strategic planning process continues. He indicated that staff are planning to have a succinct plan that will be presented to the Board for input.

(9c)   Acknowledgement of Board Presentations

Dr. Generals thanked Mr. Herzog for his participation as keynote speaker in the College's STEM Speakers' Series: Career Opportunities in Science, Technology, Engineering and Mathematics on March 24, 2016.

Dr. Generals thanked Ms. McPherson for her excellent remarks at the College's 2016 Women's Leadership Conference on March 29, 2016.

(9d)   Pennsylvania Commission for Community Colleges
        Council of Presidents' Meeting and All-Pennsylvania Academic
        Team Awards Dinner, April 4-5, 2016

Dr. Generals reported that he attended the Pennsylvania Commission for Community Colleges Council of Presidents' meeting April 4-5, 2016. He stated that the All-Pennsylvania Academic Team Awards Dinner was held on April 4. Saul Jesso, a Community College of

Philadelphia student, represented the College on the All-Pennsylvania Academic Team. Dr. Generals thanked Representative Roebuck for attending the Awards Dinner.

Dr. Generals reported that Lobby Day in Harrisburg took place on April 5. He noted that Ms. Tsai was the Trustee Representative who spoke on behalf of the community colleges at the press conference held in the Capitol. Dr. Generals thanked Ms. Tsai for her participation.

 (9e)   Announcements

Dr. Generals called attention to *Profiles in Excellence*, a new College publication highlighting faculty excellence at the College.

Dr. Generals called attention to the program for the College's 32nd Annual International Festival scheduled April 4-14, 2016. He stated that the festival, which celebrates and highlights the College's vibrant international culture, is one of the best activities at the College. Dr. Generals stated that one of the sessions featured Dr. Molefi Kete Asante, professor of African American Studies at Temple University.

Dr. Generals called attention to a list of College events during the month of April including Diversity and Civility Week which is scheduled April 11-15, 2016.

(10)   New Business

Dr. Rényi asked when the College will receive the $1.4 million due from the State for fiscal year 2015-16.

Dr. Generals stated that the estimated $1.4 million of the State increase that the College is to receive is pending resolution of fiscal year.   He noted that there may be supplemental funding from the State for colleges that did not raise tuition. Dr. Generals stated that the College is considering a $2 increase of the technology fee and a 15% increase of the course fees, noting that these fees have not been raised for several years.

(11)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, May 5, 2016 at 3:00 p.m. in the Isadore A. Shrager Boardroom, M2-1.

The meeting adjourned at 4:05 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, April 7, 2016 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding; Mr. Bergheiser, Ms. Biemiller, Mr. Edwards, Ms.
               Hernández Vélez, Ms. Horstmann, Mr. Lassiter, Dr. Rényi, Representative
               Roebuck, Ms. Sparandara, Ms. Tsai, Dr. Generals, Ms. de Fries, Ms. DiGregorio,
               Mr. Eapen, Dr. Gay, Dr. Hirsch, Mr. Murphy, and Ms. Zellers

(1)   <u>Executive Session</u>

        The Executive Session was devoted to a discussion of real estate issues.

(2)   <u>Recognition of Men's Basketball Team</u>

        The Board of Trustees acknowledged the successful season of the Colonials and their
winning the National Junior College Athletic Association's (NJCAA) Region XIX Basketball
Championship.

(3)   <u>Report of the Business Affairs Committee</u>

        The Committee reviewed the status of the 2015-16 budget and is continuing to work on
the proposed development of the 15th and Hamilton Street property and West Regional Center
expansion.

        The Audit Committee reviewed and discussed the 2014-2015 A-133 Audit Report.

(4)   <u>Report of the Student Outcomes Committee</u>

        The Board approved the two faculty promotions of Dr. Kristy Shuda McGuire and Mr.
Joseph Kenyon from assistant to associate professor as recommended by the Student Outcomes
Committee.

(5)   <u>Consent Agenda</u>

        The Board approved the following Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
            Meeting of March 3, 2016
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        (d) Selection of Construction Manager for Biology Labs
        (e) Garage Repairs – Phase Two
        (f) Amendment of JTC Cube Concepts, LLP Contract-Developer for
                15th and Hamilton Street Property

(g) 2014-2015 A-133 Audit Report

(6)   Public Comment

There were no requests for Public Comment.

(7)   Report of the Chair

(7a)   Real Estate Committee

The Board approved the establishment of the Real Estate Committee. Ms. Hernández Vélez will chair the Committee. Mr. Edwards will serve as a member of the Committee.

(7b)   Foundation Board Appointment

Ms. Sparandara was appointed to serve on the Foundation Board.

(7c)   Nominating Committee for Board Officers

The Nominating Committee for Board Officers will be appointed by the chair of the Board at the May Board meeting.

(7d)   Board Governance

Mr. Armbrister, who has been working with a Board subgroup to discuss Board governance, will provide a report at the May Board meeting.

(8)   Foundation Report

The Board was informed about three 7 to 8 figure gifts that will close in the near future.

The Foundation has secured two major sponsorships for the golf tournament, namely Independence Blue Cross and AmeriHealth Caritas.

(9)   Report of the President

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Dr. Generals held a Town Hall meeting on April 6, 2016.

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The strategic planning process continues. Staff are planning to have a succinct plan that will be presented to the Board for input.

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Dr. Generals thanked Ms. McPherson for her excellent remarks at the College's 2016 Women's Leadership Conference on March 29, 2016.

(9d)   Pennsylvania Commission for Community Colleges
Council of Presidents' Meeting and All-Pennsylvania Academic
Team Awards Dinner, April 4-5, 2016

The Pennsylvania Commission for Community Colleges Council of Presidents' meeting took place April 4-5, 2016. The All-Pennsylvania Academic Team Awards dinner was held on April 4. Saul Jesso, a Community College of Philadelphia student, represented the College on the All-Pennsylvania Academic Team.

Lobby Day in Harrisburg took place on April 5. Ms. Tsai, Trustee Representative, spoke on behalf of the community colleges at the press conference held in the Capitol.

(9e)   Announcements

Copies of *Profiles in Excellence*, a new College publication highlighting faculty excellence at the College, were distributed to the Board.

A brochure of the College's 32nd Annual International Festival scheduled April 4-14, 2016 was distributed to the Board.

A list of College events during the month of April, including Diversity and Civility Week which is scheduled April 11-15, 2016, was distributed to the Board.

(10)   New Business

Dr. Rényi asked when is the College due to receive the $1.4 million from the State.

Dr. Generals stated that the estimated $1.4 million of the State increase that the College is to receive is pending resolution of fiscal code.

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

The next meeting of the Board of Trustees is scheduled for Thursday, May 5, 2016 at 3:00 p.m. in the Isadore A. Shrager Boardroom, M2-1.

The meeting adjourned at 4:05 p.m.

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

Summary by Grant Type:

	Current Month	Fiscal Year-to-Date
Government/Public Grants		
Federal		$2,158,950
State		$1,907,206
Local		
Private Grants		
Corporation		
Foundation		$72,980
Organization	$20,000	$245,000
Other Grants		
Grant Total	**$20,000**	**$4,384,136**

GIFTS
Summary by Gift Type:

Gifts to the Foundation ($5,000+)	Amount	Purpose
AmeriHealth Caritas	$5,000	Golf Tournament Sponsorship
Independence Blue Cross	$5,000	Golf Tournament Sponsorship
Private Donor	$9,948	Endowment
Private Donor	$5,000	Endowment
William M. King Charitable Foundation	$10,000	Endowment
Gifts In-Kind		

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

Organization Grant

The Local Initiatives Support Corporation (LISC) has funded the West Philadelphia Fair Futures Strategy grant for $20,000 for enhanced mentoring as part of the Goodwill Helms Academy partnership at the Drexel University Dornsife Center.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, April 7, 2016
1:30 p.m.
West Regional Center, Room 136

Presiding: Dr. Rényi

Present: Ms. de Fries, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann (by phone)

Guests: Dr. Celenza, Ms. Dunston, Mr. Geissinger, Ms. Harter, Ms. McDonnell, Ms. Rossi, Ms. Sweet

(1)   Executive Session

The committee discussed faculty candidates for promotion.

(2)   Public Session

(a) Approval of the Minutes of March 3, 2016

The minutes were accepted unanimously.

(b) Program Audit Follow-Up Report - Music Performance, Sound Recording and Music Technology & Music Non-Performance

Mr. Geissinger, new Department Head of Music and Ms. Sweet, new Dean of Liberal Studies were introduced. Dr. Rényi explained that the report is a brief interim follow up as requested by the Committee at the September 3, 2015 committee meeting. Mr. Geissinger reviewed the Program Audit Follow-Up Report for the Music Performance, Sound Recording and Music Technology & Music Non-Performance Programs. He highlighted the progress made to date on the audit recommendations including: closing of the Music Non-Performance Program; increased outreach efforts to high schools; revision of program entrance requirements; program assessment efforts including progress being made on course revisions; and meeting enrollment targets. Dr. Rényi was complimentary of the progress made on the recommendations and expressed appreciation for the work that is taking place in the Music Department.

Dr. Rényi reminded Mr. Geissinger and Ms. Sweet that a full progress report is expected by September 2016 at which time a decision will be made regarding recertifying the programs.

(c) Academic Program Audit Respiratory Care Technology A.A.S

Dr. Rényi stated that while the audit process is being modified the Committee would be reviewing the academic audits in the existing format.

Ms. Dunston, Director of Academic Assessment and Evaluation, provided an overview of the recommendations associated with Respiratory Care Audit. The recommendations focus on: assessment, reviewing the guidelines of the Advisory Committee, encouraging students to sit for the RRT exam, and completing the course revisions that are in progress.

Ms. Hernández Vélez asked if students in the program are already working in the field. Ms. Rossi, Department Head for Allied Health, responded that students in the program are not working in the respiratory field and that some are change-of-career students. Dr. Rényi inquired on the status of the course revisions. Ms. Rossi responded that the program revision is complete, ten new program learning outcomes have been approved, and three courses have been revised with the remaining course revisions to be completed within the year.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Respiratory Care Program Audit with approval for five years. In addition, the Committee requires a follow-up report by December 2016 on the status of the course revisions.

(d) Academic Program Audit Health Services Management A.A.

Ms. Dunston reviewed the findings and recommendations in the audit. The recommendations include: focus on improving transfer opportunities, recruitment, retention, assessment, and completing the program revision. She highlighted that since the audit was completed the program revision has taken place and has gone through the College's approval process. Ms. Rossi noted that the program learning outcomes in the audit document are not correct. Since the program revision has been approved and will be implemented in Fall 2016, the new assessment plan for the program learning outcomes is being implemented. Focus is taking place on how the program learning outcomes integrate with the student learning outcomes at the course level. The Committee discussed the need for alignment with program measurable objectives.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Health Services Management Program Audit with approval for five years. In addition, the Committee requires a follow-up report by December 2016 on the status of the assessment of the program learning outcomes.

(e) Recommendation to Close the A.A.S. Degree in Chemical Technology

Ms. Harter, Associate Professor in the Chemistry Department, provided an overview of the rationale for recommending the closure of the A.A.S. degree in Chemical

Technology. The reasons include: the creation of the A.S. degree in Chemistry (effective Fall 2016) creating an overlap in the core course requirements for both the Chemistry Degree and the Chemical Technology Degree; employment opportunities for graduates with an Associate in Applied Science degree within the chemical industry are extremely limited; and technicians are not on the 2015 High-Priority Occupations List for the Philadelphia County Workforce Investment Area.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the recommendation to close the A.A.S. degree in Chemical Technology effective fall 2016.

(f) Workforce Development Report
Discussion Questions:
- How can we make the College top of mind with employers, the City, and other civic entities when discussing training needs?
- Are there additional partners we should be including?
- How can the Board serve as city-wide ambassadors to identify key business and industry contacts?

Dr. Rényi stated that she would like for the Committee to have a more in-depth discussion of the workforce agenda when additional Board members can participate. She would like to focus on the question of how Board members can be engaged to participate in assisting the College with forming relationships with additional strategic business partners. She asked that a list be created of individuals or categories of businesses that the College wishes to engage in a partnership. Dr. Rényi will then follow up with Board members.

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

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 5, 2016 at 1:30 p.m. in Conference Room M2-34.

<u>Attachments:</u>
Minutes of March 3, 2016
Program Audit Follow-Up Report Music Performance, Sound Recording and Music
    Technology & Music Non-Performance
Academic Program Audit Respiratory Care Technology A.A.S.
Academic Program Audit Health Services Management A.A.
Recommendation to Close the A.A.S. Degree in Chemical Technology
Workforce Development Report

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

MINUTES

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

Presiding: Dr. Rényi

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

(1) <u>**Executive Session**</u>

No items were discussed.

(2) <u>**Public Session**</u>

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

The minutes were accepted unanimously.

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

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

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

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

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

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

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

(3)   Next Meeting

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

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

Community College of Philadelphia

Program Audit Follow-Up Report
Music Performance, Sound Recording and Music Technology
& Music Non-Performance
April 2016

Recommendation 1: Close the Music Non-Performance Program (MUSN)
1. The Music Non-Performance Program closed effective Fall 2015. Discussed with students enrolled in the program at that time; most changed major to Sound Recording Music Technology (SRMT) program.

Recommendation 2: Program Assessment
1. Fall 2015: Numerous measures have been taken to assess and document assessment of courses.
2. Fall 2015: After course evaluations, assessment measures and rubrics have been revised and a number of course revisions are in progress and expected to be completed by Fall 2016.

Recommendation 3: Program Management
1. Proposed enrollment goals for Fall 2016: 20% enrollment increase for both Music Performance (5 new students) and the Sound Recording and Music Technology (7 new students) programs.

2. To better manage enrollment and success within the program, two changes have already been implemented this Spring 2016:
    a. Revision of the Program Entry Requirement for Sound Recording and Music Technology. Student must earn a "C" or better in MUS 100 – Music Reading before entering the program (changed from a "B").
    b. Students are provided tutoring as early as the second week in the semester for a range of courses in the program, including MUS 100 – Music Reading.
    c. Additional efforts will continue through the next academic year with the new department chair.

Recommendation 4: Attempt to Decrease Program Costs or Increase Program Revenue
Planned implementation for Fall 2016:
1. Charge an additional course fee for Applied Lessons. Program students and students who are not yet prepared to enter the Music Performance program can benefit from taking Applied Lessons.
2. Broaden the appeal of our courses by offering introductory courses as elective options in other programs.

Recommendation 5: Increase Program Pipeline
Efforts currently in progress:
1. Articulation agreements are being expanded with area transfer institutions: Rowan University, Temple University, University of the Arts and West Chester University.
2. Active recruitment at Philadelphia-area high schools.
3. Increased social media (Facebook/YouTube) and Internet presence.
4. Creation of a record label 'Spring Garden Records'. This will allow students to gain experience in all aspects of running a label, as well as advertising of the Music Performance and Sound Recording Music Technology program to prospective students.

Community College of Philadelphia

Academic Program Audit

Respiratory Care Technology A.A.S.

Authors: Christine
McDonnell Krishna
Dunston

Contributor:
Francis Alsis

Date: December, 2015

I.   **Executive Summary**

The Respiratory Care Program prepares students for employment as advanced practitioners in respiratory care technology. The Program was most recently updated in 1995 and three (maybe two) courses were updated in 2012. Between 2011and 2012, the Program started course revisions for the remaining seven courses, but all revisions are currently on hold.

Enrollment in the Respiratory Care Program has averaged 57 students each fall over the past five years. The Program records different demographics compared to the Division and the College in terms of ethnicity, age, full-time status, and level of college readiness. The program enrolls a less diverse and older population. The population is more likely to be enrolled part-time, and more likely to place at college level than the students in the Division and the College.

All Program outcomes are stronger than the Division and the College. A higher proportion of students in the Program are in good academic standing compared to the Division and the College. The Program records a higher proportion of students in good academic standing, and stronger retention, graduation, long and short term success, and course completion compared to the Division and the College.

Program outcomes as written have all been assessed. However, the Program will continue to face challenges in assessment unless the Program Level Outcomes are revised. It is impossible to assess the progression of student knowledge and skills in the Program using the current PLOs. Assessment occurs in final course grades or with student or employer survey, which are indirect measures.

Recommendations focus on assessment, reviewing the guidelines of the advisory committee, encouraging students to sit for the RRT exam, and completing the course revisions that are in progress.

II.   **Program Description**
    A. Catalog Description

This curriculum prepares students as advanced practitioners in respiratory care technology. Students learn diagnostic and therapeutic procedures applicable to pulmonary care. Therapeutic procedures include use and administration of oxygen and other medical gases, aerosolization of drugs for inhalation, set up and maintenance of mechanical ventilators (to assist or control ventilation), performance of chest physical therapy maneuvers and certification in cardiopulmonary resuscitation. Respiratory care personnel perform diagnostic procedures such as pulmonary function studies and arterial blood gas analysis, and are involved in rehabilitation of the patient with cardiopulmonary abnormalities. The Respiratory Care Technology program is a 22-consecutive-month associate's degree program that is fully accredited by the Committee for Accreditation of Respiratory Care. The program's graduates are eligible to sit for all credentialing examinations administered by the National Board for Respiratory Care, including the entry-level examination, the written

registry and clinical simulation examinations and specialty exams in pulmonary function technology and neonatal/pediatric respiratory care. In addition, graduates are eligible for Pennsylvania state licensure, a requirement for practicing in the state, and licensure in all states.

In addition to classroom and laboratory program components, clinical experience at selected area hospitals and health care facilities is required. The clinical phase requires the student to be in the hospital approximately eight hours per day, up to five days per week, starting as early as 7 a.m. As a prerequisite to the clinical phase of the program, students must provide evidence of personal medical insurance, certification in all CPR techniques and the results of complete physical examination. Laboratory test results will include a complete blood count, serology and urinalysis. A tuberculosis skin test is also required and, if indicated, a chest X-ray may be necessary. In addition, recent immunization documentation must be provided for measles, mumps, rubella, diphtheria, pertussis, tetanus, polio and Hepatitis B. A second complete physical exam is required prior to beginning the second year of the program. Health problems that might interfere with the ability to meet stated program objectives will be considered on an individual basis.

B. History and Revisions to the Curriculum
The most recent program revision was in 1995. Between 2011 and 2012, the program worked with the Office of Curriculum Development to revise ten courses. The course revisions for RESP 100, RESP 101, and RESP 102 were approved; the remaining documents have been on hold (RESP 103, RESP 104, RESP 210, RESP 211, RESP 220, RESP 221, and RESP 299). Respiratory Care 100 was revised to incorporate the new student learning outcomes required by the College and to show in more detail the content covered by the course. Respiratory Care 101 was revised to incorporate the new student learning outcomes required by the College and to include the many technological advances in the field.

C. Curriculum Sequence

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester			
RESP 100 - Introduction to Respiratory Care Technologies	RESP 101	4	
RESP 101 - Fundamentals of Respiratory Care Techniques I	RESP 100	4	
ENGL 101 – English Composition I		3	ENGL 101
BIOL 109 – Anatomy and Physiology I		4	Natural Science
FNMT 118 - Intermediate Algebra	FNMT 118	3	Mathematics
Second Semester			
RESP 102 - Fundamentals of Respiratory Care Techniques II	RESP 100, RESP 101	4	
CIS 103 – Applied Computer Technology		3	Tech Comp
ENGL 102 – The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
BIOL 110 – Anatomy and Physiology	BIOL 109	4	
Summer Session I			
RESP 103 - Fundamentals of Respiratory Care Techniques III	RESP 102	3	
CHEM 110 - Introductory Chemistry or CHEM 101 - General Chemistry		4	
Summer Session II			
RESP 104 - Clinical Practicum I	RESP 103	1	
Fall Semester			
RESP 210 - Cardiopulmonary Pathophysiology I	RESP 104 Coreq: RESP 220	1	
RESP 220 - Advanced Respiratory Care Procedures I	RESP 104 Coreq: RESP 210	5	
BIOL 241 – Principles of Microbiology	BIOL 106, BIOL 107, BIOL 109 or BIOL 123	4	
Spring Semester			
Humanities Elective		3	Humanities
RESP 211 - Cardiopulmonary Pathophysiology II	RESP 210 Coreq: RESP 227	4	
Social Science Elective		3	Social Sciences
RESP 221 - Advanced Respiratory Care Procedures II	RESP 220 Coreq: RESP 211	5	
Summer Session I			
RESP 299 - Clinical Practicum II	RESP 211 and RESP 221	1	
Minimum Credits Needed to Graduate:		**69***	

*Total credits sum to 66 not 69. Faculty must update college catalog.

D. Curriculum Map

Required Courses	Programmatic Student Learning Outcomes			
	Successfully complete all level board exams offered through the National Board for Respiratory Care	Obtain a professional license to practice as a Respiratory Therapist in Pennsylvania and/or any other state requiring licensure	Obtain gainful employment as a Respiratory Therapist	
		Graduate Survey	Empbyer Survey	
RESP 100	X			
RESP 101	X			
RESP 102	X			
RESP 103	X			
RESP 104	X			
RESP 210	X			
RESP 211	X			
RESP 220	X			
RESP 221	X			
RESP 299	X			

E. Advisory Committee

The Program has an active advisory committee that meets once a year. Members include individuals from CHOP, Albert Einstein Medical Center, Hospital of the University of Pennsylvania, Pennsylvania Hospital, and Thomas Jefferson University Medical Center. During the April 2014 meeting, the discussion focused on licensure exam pass rates, ways to encourage students to sit for the exam, employment rates, accreditation status, goals and objectives highlighted in the accreditation report, and the faculty and advisory committee survey. It should be noted that the advisory committee does not record notes from every meeting. Additionally, the Advisory Committee meetings are not held on campus, therefore the Department Head, Division Dean, and students are not included in the meetings. The College's advisory committee guidelines state that 'the division dean, department head, full-time faculty members and students, if appropriate should attend the meeting. Invitations should be sent to the vice president for Academic Affairs, the president, and any other individuals at the College whose participation would enhance the usefulness of the meeting' and 'the committee should meet on campus at least once a year'. One of the purposes of the advisory committee is to strengthen the program and stay current with changes in the field; therefore a strong advisory can alert the faculty if and when articulation agreements become important.

F. Reaccreditation Review

Additional information was gleaned from the most recent Annual Report of Current Status and Resource Assessment Matrix that was submitted by Program faculty to CoARC in 2015. In this report, Program Faculty state that, 'graduates continue to delay taking the RRT exams despite faculty and employer recommendations that these exams be taken as soon as possible after graduation.'

G. Future Direction of the Field/Program

 While the technology in hospitals has changed greatly over the years, the field of respiratory care remains largely the same. However, program faculty have identified three changes. First, graduates need to be better prepared to work in critical care as opposed to general care. Second, although few respiratory care jobs are in private offices, changes to Medicare stipulate that in order for a doctor's office to be reimbursed, the treating therapist must have a bachelor's degree. This requirement may contribute to more students pursuing a bachelor's after completing an associate's degree in the future. Third, patients are spending less time recovering in hospitals and more time recovering at home with homecare services; therefore, the field may experience a growth in homecare related services.

III. Profile of the Faculty

Faculty	Position	Courses Taught
Dr. Francis Alsis	Professor	RESP 103, RESP 104, RESP 210, RESP 211, RESP 220, and RESP 221
Lisa Fielding	Assistant Professor	RESP 100, RESP 102, RESP 104, RESP 220, RESP 221, and RESP 299
Catherine Blaine	Associate Professor	RESP 101, RESP 104, RESP 210, RESP 211, RESP 221, and RESP 299

IV. Program Characteristics

A. Student Profile

Enrollment in the Respiratory Care Program has averaged 57 students each fall over the past five years.

Table 1: Headcounts

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average	5 Year Change
Respiratory Care Technologies	Headcount	60	60	56	55	54	57	-10%
	FTE Headcount	42	42	41	40	35	40	-17%
Math, Science and Health	Headcount	6637	6912	6702	6857	6850	6,792	3%
	FTE Headcount	4701	4794	4651	4762	4649	4,711	-1%
College	Headcount	19502	19752	18951	19065	18942	19,242	-3%
	FTE Headcount	6176	6136	5748	5649	5491	5,840	-11%

The Program records different demographics compared to the Division and the College in terms of ethnicity, age, full-time status, and level of college readiness. The Program enrolls a higher proportion of Caucasian students and a lower proportion of Latino and African American students than the Division and the College. The Program enrolls a much older population than the Division and the College. Students in the Program are more likely to attend part-time compared to the Division and the College. Approximately 95% of students in the Program place at college level, while 21% of the Division and 27% of the College place at college level.

Table 2: Demographics (Fall 2010- Spring 2014)

Demographics: Running 5 Year Average			
	Respiratory Care Technologies	Math, Science and Health	College
Female	65.3%	74.4%	63.3%
Male	34.7%	25.4%	36.4%
Unknown		0.2%	0.3%
Native American	0.0%	0.3%	0.4%
Asian	9.1%	8.5%	7.3%
African American	42.5%	48.0%	48.8%
Latino/a	3.3%	10.1%	10.5%
Multiracial	1.3%	2.1%	2.3%
Pacific Islander	0.0%	0.3%	0.2%
Unknown	7.1%	6.4%	6.8%
Caucasian	36.5%	24.2%	23.8%
16 – 21	4.3%	29.9%	32.1%
22 – 29	43.7%	38.9%	37.6%
30 – 39	36.0%	20.4%	17.1%
40 +	14.4%	10.4%	12.7%
Unknown	1.6%	0.4%	0.5%
Full Time	9.6%	26.9%	29.9%
Part Time	90.4%	73.1%	70.1%
All Developmental	0.0%	33.6%	29.6%
Some Developmental	0.0%	45.1%	43.0%
College Level	100%	21.3%	27.4%

All Program outcomes are stronger than the Division and the College. Ninety- nine percent of students are in good academic standing, which is substantially stronger than the Division and the College. Fall- Spring retention and fall-fall retention are both stronger than the Division and the College. Fall-fall retention is stronger than that of the College and the majority of students that are not being retained have graduated. The Program records a graduation rate almost triple the rate of the Division and College. Additionally, course completion and average GPA both exceed that of the Division and the College.

Table 3: Outcomes Data 5 Year Averages

		Respiratory Care Technologies	Math, Science and Health	College
Standing	Good Standing	99.0%	87.3%	85.3%
	Probation	1.0%	11.3%	13.2%
	Dropped	0.0%	1.4%	1.5%
Fall-Spring Retention	Returned/Same	86.1%	70.5%	65.8%
	Returned/Different	1.1%	3.6%	5.2%
	Graduated	1.1%	1.5%	2.2%
	Did Not Return	11.8%	24.4%	26.8%
Fall-Fall Retention	Returned/Same	44.2%	40.4%	36.5%
	Returned/Different	2.1%	7.2%	8.5%
	Graduated	34.9%	8.9%	8.6%
	Did Not Return	18.8%	43.5%	46.5%
Success at Departure	Graduated	29.8%	9.9%	10.1%
	Long Term Success	62.6%	38.6%	36.4%
	Short Term Success	5.2%	14.0%	17.1%
	Unsuccessful	2.4%	37.5%	36.4%
Course Outcomes	Course Completion	98.2%	89.6%	88.2%
	GPA	3.19	2.64	2.64

[1] "Graduate d" are students who earned ce rtificates o r asso ciate s degrees at the Co llege. "Lo ng term success" is defined as departure with a GP A o f 2 .0 o r greate r and 12 o r m o re cumulative credit ho urs earned. "Sho rt te rm success" is defined as departure with a GP A o f 2 .0 o r great er and 11 or fewer cum ulativ e credit ho urs earned. T he "unsuccessful" departure gro up includes all departing st udents no t

otherwise classified including students who never complete a college-level course.

V.   **Learning Outcomes and Assessment**
1. Successfully complete all level Board exams offered through the National Board for Respiratory Care.
2. Obtain a professional license to practice as a respiratory therapist in Pennsylvania and/or any state requiring licensure.
3. Obtain gainful employment as a respiratory therapist.

A. **Assessment Overview**

Program outcomes as written have all been assessed by the Program. The Program self identifies the primary problem in its current assessment plan is in the Plan for Improvement. The Program states '…that all content items are presented throughout the curriculum…', however using the current assessment strategy it unclear if all content items are presented throughout the curriculum. Learning outcomes are assessed in RESP 299, the graduate survey, and the employer survey. Therefore the current assessment structure does not provide an overview of the progression of student knowledge and skill. This problem is evident in the curriculum map, which does not identify where material is introduced, reinforced, mastered, and assessed.

The Program will face challenges in assessment due to the way the Program Learning Outcomes are written. All three PLOs address events that happen after the students leave the Program. Using this method, faculty will be unaware of deficiencies in student learning until a student has neared the end of the program. Since the PLOs assess students' ability to complete a task after they have left the program, the faculty must assess proxy variables. It is not clear whether these proxy variables adequately align with the learning outcomes. The sources of evidence used to assess the PLOs include: scores and pass rates on standardized exams, Annual Report for Continuing Accreditation submitted to the Committee for Accreditation for Respiratory Care, a final exam score (which appears to be a final course grade), and student and employer surveys. The second and third outcomes are only measured with indirect sources of evidence; however, because of the way the outcomes are written, this is the only way to assess the PLOs. Each outcome met the benchmark and all plans for improvement include continuing to review and evaluate the current processes.

One of the professional exams that students may take is the CRT examination. The CRT examination is '…designed to objectively measure essential knowledge, skills, and abilities required of entry-level respiratory therapists'. The exam focuses on three main areas: 1) Patient Data Evaluation and Recommendations, 2) Troubleshooting and Quality Control of Equipment and Infection Control, and 3) Initiation and Modification of Interventions. These three areas could be incorporated into the learning outcomes of the Program.

B. **Multi-year Assessment Calendar**

(The Program does not have a multi-year assessment calendar)

Audit Assessment Overview: Respiratory Care

PLO Assessed (2010-2015): Successfully complete all level board exams offered through the National Board for Respiratory Care (NBRC)				
Semester Evidence is Collected	Source of Evidence / Type of Assignment	Population & Benchmark	Results	Plan for Improvement
Fall 2014	Final Comprehensive Exam	90% of RESP 299 students will successfully complete the course with a "C" or better, which is the terminal course of the program's degree requirements. Completion of this course allows the student to sit for their board exams, obtain a license to practice and begin a job search.	22 students were assessed with 100% successfully completing RESP 299 with a "C" or better.	The benchmark was achieved.

Continue to evaluate the NBRC Therapist exam content matrix to assure that all content items are presented throughout the curriculum, culminating in the completion of RESP 299 |
| Spring 2015 | Scores and Pass Rates on standardized exams | 80% of students completing RESP 299 will successfully complete the NBRC Respiratory Therapist credentialing exams | 90% of students completing RESP 299 attempted the NBRC Respiratory Therapist exam. The pass rate for those taking the exam was 100% | The benchmark was met. To better prepare these student for the Therapist board exams, continue to evaluate the NBRC Therapist exam matrix to assure that all content items are presented throughout the curriculum. |

PLO Assessed (2010-2015): Obtain a professional license to practice as a Respiratory Therapist in Pennsylvania and/or any other state requiring licensure.

Fall 2014	Comprehensive Final Exam	90% of RESP 299 students will successfully complete the course with a "C" or better	22 students were assessed with 100% successfully completing RESP 299 with a "C" or better, completing program requirements	The benchmark was achieved. The program will continue to review and complete all state paper work necessary to apply for and obtain a license to practice in Pennsylvania as a Respiratory Therapist. The program will also continue to do the same for and do the same for any student applying for a license in another state.
Spring 2015	Annual Report for Continuing Accreditation submitted to the Committee for Accreditation for Respiratory Care (CoARC)	90% of RESP 299 students will apply for a license to practice as a Respiratory Therapist in Pennsylvania and/or any state requiring licensure	22 students were assessed. All 22 students (100%) applied for a Pennsylvania license, with three applying for a license in New Jersey and two in Delaware.	The benchmark was met. Continue to review and complete all applications for state licensure, addressing any changes or new requirements that are routinely implemented.

PLO Assessed (2010-2015): Obtain gainful employment as a Respiratory Therapist

Fall 2014	Final Comprehensive Exam	90% of RESP 299 students will successfully complete the course with a "C" or better. RESP 299 is the terminal course in the program's degree requirements	22 students were assessed with 100% successfully completing RESP 299 with a "C" or better.	The benchmark was achieved. Continue to communicate with employers as to their expectations when evaluating our students for possible employment and their expectations as far as the anticipated number of job openings at the time of completion of RESP 299.

| Summer 2015 | Student and Employer Surveys sent to employers of students and employers who successfully completed RESP 299 and who have obtained gainful employment as a Respiratory Therapist | 80% of RESP 299 students who have obtained gainful employment as a Respiratory Therapist | 22 students were assessed, with 12 obtaining full-time employment positions and 6 obtaining one or more part time or pool positions. This is an 80% employment rate six months post completion of RESP 299. | The benchmark was achieved.

Continue to communicate with potential employers as to their expectations when considering hiring our students with a goal of improving the student's chances of obtaining gainful employment as a Respiratory Therapist. |
| --- | --- | --- | --- | --- |

VI.   Resources

The Program requires specialized medical equipment including ventilators (recently purchased with Perkins funding), oxygen analyzers, pulmonary functions equipment, heart rate monitors, pulse oximeters, and a variety of other equipment. Changing technological advances in the Respiratory field make it difficult to always have the most up to date equipment in the lab. The program faculty ensure that lab equipment is viable for learning and utilize the clinical experience for students to learn the utilization of the latest equipment.

VII.   Demand

Locally (15 mile radius), four colleges (Kaplan Career Institute, Delaware County Community College, Camden Community College, and Rowan College) offer associates degrees in Respiratory Care. No colleges in a 15 mile radius offer bachelors or advanced degrees in respiratory care.

Table 7a: Expected Job Growth (Data from EMSI)

Occupation	2014-2024 Job Outlook			Av. Yearly Salary	
	Philadelphia	MSA	USA		
Respiratory Therapy Technicians	8.1% (117)	8.1% (235)	14.1% (10,828)	$	55,280
Respiratory Therapists	20.9% (1,029)	14.8% (2,439)	16.7% (122,358)	$	64,560

Table 7b: Educational Attainment (Data from EMSI)

Occupation		National Education Attainment			
	HS Diploma or Less	Some College	Associate's	Bachelor's	Graduate
Respiratory Therapy Technicians	27.30%	34.40%	20.00%	15.90%	2.40%
Respiratory Therapists	1.90%	14.00%	55.20%	24.90%	4.00%

VIII.   Operating Costs

The Program records substantially higher costs per full time enrolled student than the Division and the College. These high costs can be attributed to the high concentration of science lab courses and clinicals required by the program, the clinicals require additional faculty.

Cost Per FTE
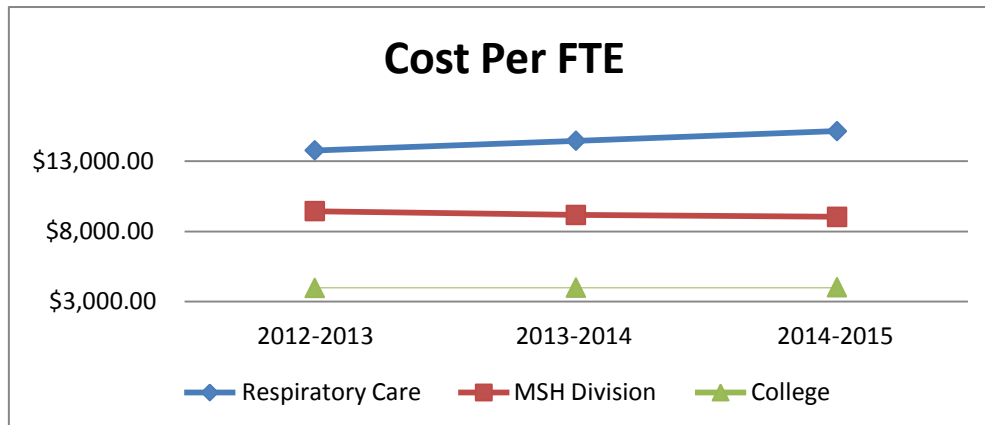
IX.   Audit Recommendations

1.   Update assessment and Complete Course Revisions

The Program should determine if there is a need to update its program learning outcomes, redesign assessment materials, and complete the seven course revisions.   Once these areas are evaluated, the Program should determine if a program revision is necessary.

The Program needs to evaluate their Program Learning Outcomes and determine whether they meet the needs of the Program. Outcomes must align with specific learning that happens during the course of the program. They need to be measureable, action oriented, results based, and time oriented. Quality assessment involves using both direct and indirect measures to assess outcomes. While both direct and indirect outcomes are beneficial, programs should use at least one direct measure of assessment. The Program Learning Outcomes in Respiratory Care measure achievements or accomplishments that occur after the students leave the program and can only be measured using indirect measures. The curriculum map does not identify where outcomes are being introduced, reinforced, mastered, or assessed. Rather, the map merely identifies that one of these activities is occurring with an 'X'. There is no clear evidence to indicate that the SLOs align with the PLOs. The Program should perform a comprehensive evaluation of their assessment tools and refine the assessment process.

Program faculty have started seven course revisions which have been on hold since 2012. Faculty need to review the documents, make any necessary changes, and continue the process of getting the revisions approved.

> Timeline: Spring 2017
> Persons Responsible: Department Head and Program Coordinator

2.   Review the guidelines of the advisory committee

Over the past three years the advisory committee has met annually to discuss the strengths and challenges in the Program and gain insight from people working in the field. The Program holds these meetings off campus and has been inconsistent in recording advisory committee meeting minutes. The Advisory Committee Meeting Guidelines state that 'the Division Dean, the Department Head, full-time faculty members, and students, if appropriate, should attend the meetings, and that the committees should meet on campus at least once a year.' The Advisory Committee Meetings must be held on campus in order to give these parties the opportunity to attend. Meeting minutes must be kept for each meeting. The Advisory Committee should review the Guidelines and adhere to all requirements. Additionally, Program faculty should consider including student members.

> Timeline: Fall 2016
> Persons Responsible: Department Head and Program Coordinator

3.   Encourage graduates to take the RRT exam as soon as possible after graduation

The most recent Annual Report of Current Status and Resource Assessment Matrix was submitted by Program faculty to CoARC in 2015. In this report Program faculty state 'that

program graduates continue to delay taking the RRT exam despite faculty and employer recommendations that these exams be taken as soon as possible after graduation.' The Program faculty needs to discuss ways to encourage students to take the RRT exams upon graduation.

Timeline: Fall 2016

Persons Responsible: Department Head and Program Coordinator

Community College of Philadelphia

Academic Program Audit

Health Services Management A.A.

Author: Christine
McDonnell Krishna
Dunston

Contributor:
Deb Rossi

Date: November, 2015

I.   Executive Summary

The Health Services Management Program (HSVM) prepares graduates with the skills needed to transfer into a variety of baccalaureate programs. The Program has been offered at the College since 2006 and is currently undergoing its first major revision.

The healthcare field is experiencing many changes that impact the field, due to: the expansion of Medicaid, physician owned outpatient centers, increased life expectancy, aging of the population, use of electronic health records, and other changes in technology.

Enrollment in the Program has averaged 151 over the past five years and is on an upward trend. The Program enrolls a higher proportion of females and students over the age of 30 than the Division and the College.

Fall-Spring retention is weaker than the Division and stronger than the College; Fall-Fall retention is stronger than both the Division and College. The Program has approximately 11% more sophomores than freshmen. The Program records a lower graduation rate than the Division and the College.

One hundred and eleven students left the program between the fall of 2009 and the spring of 2012; 59% of those students left with 12 credits or less. This is not significantly higher than the Division and the College; however, it should be addressed.

Course offering efficiency in the Allied Health Department has gradually increased over the past five years. It is still below the efficiency for the Division and College, but it is making progress.

The Program has assessed five out of six Program Level Student Learning Outcomes. The Program uses multiple direct measures for PLO.   The Program has used assessment results to make improvements in the following areas: review of assignments, tests, tasks, and activities associated with the PLO, providing students with a clearer explanation of expectations on assignments, rubrics will be provided to the students, additional homework will be assigned, evaluation of course prerequisites, revision of rubrics to improve clarity and better identify goals of the assignments, inclusion of more in class activities related to the topics, evaluation of the current text and supplementary materials, certain courses will use the same handouts and assessment tools to measure SLOs that align with PLOs, provide additional supplemental readings, increase group work, increase class discussions, target at risk students and intervene earlier in the program, and coordinate with the learning lab to work with classes and assist students in improving their reading and synthesizing skills.

The demand for jobs in the area is projected to increase; however, these jobs appear to require a bachelor's degree, therefore transfer is a must. Currently, the Program has articulation agreements.

Recommendations focus on improving transfer opportunities, recruitment, retention, assessment, and completing the program revision.

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

The College offers an A.A. in Health Services Management that teaches students the foundational knowledge and skills needed to become health care managers in a variety of health care disciplines. The Program prepares students to transfer to a baccalaureate degree program in Health Services Management/Administration where, upon graduation, they can hold the position of medical office manager, health care administrator, practice administrator, regional operations director, manager of operations, associate administrator for strategic planning, and/ or director of patient access.

Understanding the social, political, economic, and financial issues affecting health care will provide students with the knowledge to transfer to a baccalaureate program and become effective health care managers. The components of finance, technology, health care policy, and economics that comprise the U.S. health care system and the interrelations between these components are emphasized in this curriculum.

A. History and Revisions to the Curriculum

The Health Services Management Program was first approved as a new course of study in 2006. Since that time, there have been a few minor revisions made to the Program to ensure that it continued to meet the transfer requirements of four-year universities offering a baccalaureate degree in Health Care Administration. This year, the Program is undergoing a major revision, which includes: changing the program from open to select, changing the math requirement, adding a biology course, removing the second humanities course, requiring math earlier in the program, changing the number of courses required to graduate, and removing a program learning outcome. The Program faculty anticipates that the revision will be approved in the spring of 2016**.**

The reason for the change to a select program is that HSVM is a transfer program for students who aspire to administration and management positions in health care facilities. These positions require strong writing, analytical and quantitative reasoning skills. In the past, many students selected Health Services Management as their major because it was an open admission program, unlike the other Allied Health programs at the College. As result, many students currently interest-coded in HSVM are still in developmental English and math. The new Health Care Studies Program will be a better fit for students who are interested in a health care career but enter the College needing developmental English and math.

B. Curriculum Sequence (Health Services Management Degree)

Course Number and Name	Pre & Co-requisites	Credits	Gen Ed Req.
First Semester			
AH 116 - Interpersonal & Professional Skills in the Health Care Setting		3	Am/Global Diversity
AH 103 – Medical Terminology		3	
ENGL 101 – English Composition I		3	ENGL 101
BIOL 109 – Anatomy and Physiology I		4	Natural Science
CIS 103 – Applied Computer Technology		3	Tech Comp
Second Semester			
AH 112 - Medical Administrative Procedures		3	
AH 120 - Reimbursement Methodologies in Health Care		3	
PSYC 101 – Introduction to Psychology		3	
ENGL 102 – The Research Paper	ENGL 101	3	Info. Lit
MATH 118 - Intermediate Algebra or higher		3	Mathematics
Third Semester			
AH 204 - Medical Law and Ethics	ENGL 101	3	
ACCT 101 – Financial Accounting		4	
AH 220 - Information Management Systems in Health Care	CIS 103, AH 112	3	
Social Science Elective		3	Social Science
Humanities Elective		3	Humanities
Fourth Semester			
AH 260 - Supervisory Management in Health Care	AH 204	3	
AH 222 - Health Care Policy and Administration	AH 120, AH 204	3	
Math 150 - Introductory Data Analysis or ECON 112 - Statistics 1		3 or 4	
AH 224 - Current Issues and Trends in Health Care	AH 120, AH 204	3	
Humanities Elective		3	
Minimum Credits Needed to Graduate:		**62**	

C. Curriculum Map (Health Services Management Degree)

Student Learning Outcomes	AH 103	AH 112	AH 116	AH 120	AH 204	AH 220	AH 222	AH 224	AH 260
Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.	I	I	D	D	I, D	D	M	M	M
Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.	I	I, D	I, D	D	D	D	D, M	D, M	D, M
Demonstrate knowledge of related ethical, legal and professional behavior as a health care practitioner.	N/A	I	I, D	D	D, M	D	M	M	M
Maintain professional competence by utilizing opportunities for continuing education and career advancement.	N/A	I	M	D	D	D	D	D	D
Identify current issues and trends affecting the US health care delivery system and strategies to address them.	I	I, D	I, D	I, D	D	D	D, M	D, M	D
Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.	N/A	I	I	D	D	N/A	M	M	D
To critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.	I	I	I, D	D	D, M	D	D, M	D, M	D, M

Key for Grid
I = Introduced in the course
D = Developed and Practiced with Feedback
M = Demonstrated at the Mastery Level Appropriate for Graduation

C. Future Direction for the Field/ Program

The implementation of the Affordable Care Act created a major shortage of health care professionals, as 30 million newly insured individuals seek medical care. The education and training of health care workers takes time, even decades in some cases, and will not meet the staff demands expected. This situation has created longer wait times and delayed access to providers for patients, and more stress on an already weak health care delivery system infrastructure. As shortages in the number of health care workers continue to grow, educational programs must provide curricula that ensure seamless transfer of credits to four-year degree programs. Offering the HSVM Program will provide a pipeline of students interested in pursuing health care administration at the baccalaureate degree level. Preparing individuals to manage staff, resources, finances, and regulatory compliance will accelerate the demand for this Program.

Health care administrators will face more competition to recruit and retain staff. Employers have to pay higher salaries and offer competitive benefits to recruit the best employees. New regulations require hospitals to charge fees based on the patient's outcome and the overall quality of care rather than the traditional fee-for-service method of reimbursement. As a result, health care organizations are investing more money into research and development to provide the type of ancillary services patients are looking for (i.e. private rooms). Organizations hope these new practices will foster patient loyalty through an improved in-patient experience. Health care facilities are also investing in marketing strategies that highlight their special services and amenities.

Life expectancy continues to increase, thus requiring health care organizations to provide state-of-the-art equipment to meet the needs and demands of the elderly. The aging population is predominantly covered under Medicare and Medicaid. These insurances have spending caps in addition to providing a much lower reimbursement payment to providers and hospitals. Hospitals and other health care organizations will have difficulty maintaining financial viability as a result of this issue. Offering the HSVM Program will provide a pool of individuals to pursue advanced degrees. AH 222, Health Care Policy and Administration, and AH 224, Current Issues and Trends in Health Care, provide students with entry-level knowledge and skills to prepare them for the rigors of higher level management courses.

Changes in technology (mentioned in Resources) will also impact this field. Telemedicine and mobile applications are promoting more at home care and less hospital care. Health care thrives on the need for technology. Patients demand faster and greater access to treatment and physicians need the technology to provide state-of-the-art quality health care to them. A health care administrator must ensure that the hospital or health care facility runs smoothly, efficiently and on-budget, and new technology is part of this process. Students need to understand technology in order to prepare for the demands of their future jobs. Keeping an eye on the trends and issues affecting health care is as necessary to the job as managing staff schedules, hiring personnel, etc.

III.   **Profile of the Faculty**
    A. **Faculty Teaching Courses in Program (2014-2015)**

Faculty	Position	Courses Taught
Deborah D. Rossi, MA, CMA (AAMA)	Department Head, Professor	AH 112 Medical Administrative Procedures AH 222 Health Care Policy and Administration
Francine Lukacik, MS, RD, LDN, CDM*	Assistant Professor, Dietetics and Allied Health	AH 260 Supervisory Management in Health Care
Dorothy Koteski, MS, LDN	Professor, Dietetics	AH 204 Medical Law and Ethics
Joyce Garozzo, MS, RHIA, CCS	Associate Professor, Allied Health	AH 103 Medical Terminology
Regina Strupczewski, MS, RHIA, CCS, CCS-P	Associate Professor, Allied Health	AH 103 Medical Terminology AH 120 Reimbursement Methodologies in Health Care
Jocelyn Lewis, DPT	Assistant Professor, Allied Health	AH 116 Interpersonal and Professional Skills in Health Care AH 103 Medical Terminology AH 204 Medical Law and Ethics
Patricia Schaffer	Visiting Lecturer, Allied Health	AH 101 Introduction to the Health Care Professions AH 103 Medical Terminology AH 112 Medical Administrative Procedures

*Teaches one course in Allied Health

Program Characteristics

A. Student Profile

Enrollment in the Health Services Management Program has averaged 151 students over the last five years and is on an upward trend, with enrollment increasing 87% over this time period. Over the same time period enrollment in the Division has increased by approximately 11% and enrollment in the College remained flat.

Table 1: Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
Health Services Management	Headcount	103	130	166	165	193	151	87%
	FTE Headcount	70	89	106	104	124	99	77%
Math, Science, and Health	Headcount	6188	6637	6912	6702	6857	6,659	11%
	FTE Headcount	4339	4701	4796	4651	4762	4,650	10%
College	Headcount	19047	19502	19752	18951	19065	19,263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13,402	-1%

The Health Services Management Program records similar demographics as the Division and the College in terms of full-time status and the percent of students placing at college level; however, differences exist in gender, race/ethnicity, and age. The Program enrolls a higher proportion of females (82%) than the Division (75%) the College (64%) and the industry at large, (70%). The Program enrolls a lower proportion of certain minorities than the Division and the College (Asian, African American, Latino/a, and multiracial). Less than one-quarter of the students in the Division and the College are Caucasian, while half of the students in the Program are Caucasian. The Program enrolls a lower proportion of students under the age of thirty compared to the Division and the College; approximately half of the students in the Program are over the age of thirty.

Table 2: Demographics (Fall 2009- Spring 2014)

Demographics: Running 5 Year Average

	Health Services Management	Math, Science, & Health	College
Female	81.7%	74.8%	64.2%
Male	17.8%	24.9%	35.4%
Unknown	0.5%	0.3%	0.5%
Native American	0.3%	0.3%	0.4%
Asian	2.5%	8.5%	7.3%
African American	32.2%	48.0%	48.8%
Latino/a	3.8%	10.1%	10.5%
Multiracial	1.2%	2.1%	2.3%
Pacific Islander	2.9%	0.3%	0.2%
Unknown	7.1%	6.4%	6.8%
Caucasian	50.0%	24.2%	23.8%
16 – 21	18.3%	29.7%	32.5%
22 – 29	31.7%	38.6%	36.6%
30 – 39	24.0%	20.5%	17.0%
40 +	24.6%	10.5%	13.0%
Unknown	1.5%	0.7%	0.9%
Full Time	23.4%	27.6%	31.2%
Part Time	76.6%	72.4%	68.8%
All Developmental	35.0%	32.9%	28.3%
Some Developmental	44.3%	45.4%	43.9%
College Level	20.7%	21.8%	27.8%

The Health Services Management Program records very similar outcomes to the Division and College in most areas. Marginal differences exist in retention and students departing unsuccessfully. Fall-Spring retention is similar to the College, but lower than the Division; however, Fall-Fall retention is approximately 5% higher than the Division and the College. Approximately 4% fewer students didn't return (more favorable) from one fall to the next compared to the Division and the College. Looking at success at departure, a marginally higher amount (less favorable) of students departed the program unsuccessfully, while a marginally lower amount of students graduate compared to the Division and the College.

Table 3: Outcomes Data: 5 Year Averages

		Health Services Management	Math, Science, & Health	College
Standing	Good Standing	86%	86%	85.0%
	Probation	13%	13%	13.5%
	Dropped	1%	1%	1.6%
Fall-Spring Retention	Returned/Same	66.7%	70.5%	65.8%
	Returned/Different	5.3%	3.6%	5.2%
	Graduated	2.9%	1.5%	2.1%
	Did Not Return	25.1%	24.4%	26.9%
Fall-Fall Retention	Returned/Same	41.3%	36.7%	36.7%
	Returned/Different	9.3%	8.6%	8.6%
	Graduated	7.0%	8.4%	8.4%
	Did Not Return	42.4%	46.4%	46.4%
Success at Departure	Graduated	8.2%	10.0%	10.0%
	Long Term Success	38.6%	38.8%	36.2%
	Short Term Success	14.2%	13.9%	17.2%
	Unsuccessful	39.0%	37.3%	36.6%
Course Outcomes	Course Completion	89.7%	89.5%	88.2%
	GPA	2.59	2.63	2.65

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

At all levels, the Program records a transfer rate higher than the Division's rate and close to the College's rate. Of the students who enrolled between 2007 and 2012, approximately 38% (91 students) of those in the Program who left the College transferred, however 28% (21 students) transferred to community colleges.

Of the 239 HSVM students who enrolled in the Program between the fall of 2007 and the spring of 2012 and departed, 101 did so earning less than 12 credits (42%). The College records a similarly high proportion of students leaving with 12 credits or less.

Table 4: Transfer by Departure Status (Student entry 2007-2012)

Exit Status	Transferred		Did Not Transfer		Total Count of Student Departures
	Count	Percent	Count	Percent	
Graduate	14	54%	12	46%	26
Earned 45 or more credits	12	36%	21	64%	33
Earned 24 to 44 credits	14	42%	19	58%	33
Earned 12 to 23 credits	19	41%	27	59%	46
Earned less than 12 credits	32	32%	69	68%	101
Grand Total	91	38%	148	62%	239

Forty-one associate's degrees have been awarded between 2009 and 2013. The number of degrees awarded has steadily increased over this time period.

Table 5: Degrees Awarded

|	2009	2010	2011	2012	2013	Total
Health Services Management	0	7	9	11	14	41
Math, Science, and Health	609	594	617	705	713	3238
College	2125	1908	1949	2101	2039	10122

Figure 1: Degrees Awarded
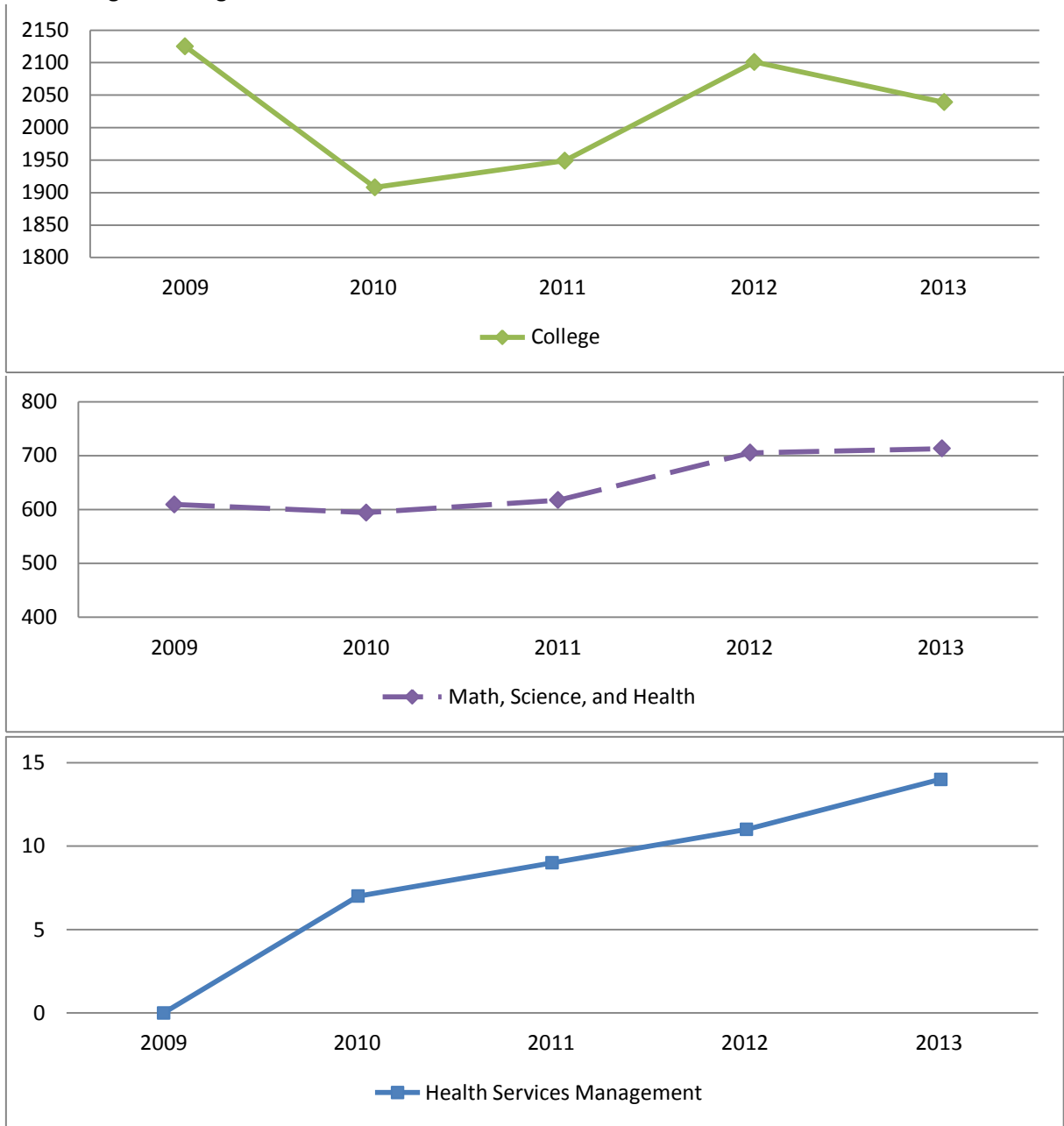
The College and Division record almost equal amounts of freshmen as sophomores. However, within the Health Services Management degree program, there are 11% more freshmen than sophomores.

Figure 2: Distribution of Students in Program

Distribution of Students in Program
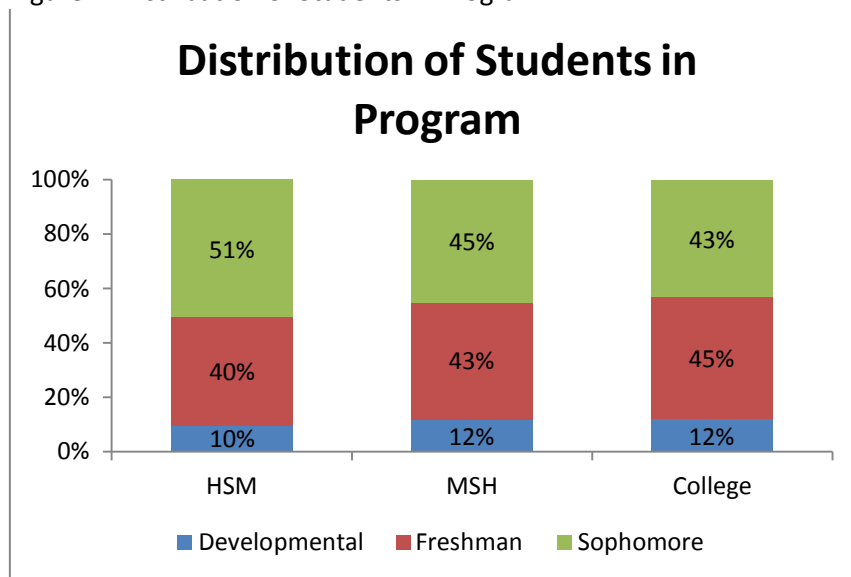
Allied Health has increased section offering efficiency over the past five years. However, the sections still run less efficiently than those in the Division or the College. During the fall and spring, AH has offered courses at 81% of capacity. During the same time period, the Division offered sections at 88% (fall and spring) of capacity, while the College offered sections at 84% of capacity in the spring and 86% in the fall. The Allied Health Department is composed of six programs including HSVM, and departmental offerings are not taken by HSVM students exclusively. In 2014, in addition to HSVM students, these courses were taken by the students in the following programs:

- 12 Clinical Assistant Proficiency Certificate Students who enrolled AH 103 and AH 116
- 29 Medical Insurance Billing Proficiency Certificate students who enrolled AH 103, AH 120, AH 190, and AH 201
- 62 Patient Service Representative students who enrolled in AH 101, AH 103, AH 112, AH 116, AH 204, and AH 220

Additionally, the Allied Health Department includes AH 190, AH 201, and AH 220 which are not requirements for the HSVM Program, but their efficiency is included in this following table. The same faculty listed on page 5 teach in these courses.

Table 6: Section Enrollments
Allied Health

		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Allied Health	Sections	65	41	44	37	43	31	31	38	38	36	37	43
	Avg Enrollment	23.92	19.17	19.68	22.22	21.63	22.52	24.26	22.87	22.45	22.86	21.76	22.28
	Percent Filled	78%	84%	79%	81%	84%	82%	83%	86%	81%	83%	81%	81%
Math, Science, and Health	Sections	1088	1043	951	37	1037	975	898	947	880	951	831.8	947.6
	Avg Enrollment	21.47	22.06	22.15	22.22	21.64	22.01	22.32	22.23	22.53	22.36	22.15	22.04
	Percent Filled	88%	89%	89%	89%	88%	88%	89%	90%	90%	91%	89%	89%
College	Sections	2987	2908	2817	2839	2884	2668	2517	2636	2489	2562	2738.8	2738.8
	Avg Enrollment	22.22	22.16	22.41	22.10	21.82	22.39	22.55	22.56	22.41	22.71	22.28	22.28
	Percent Filled	83%	86%	85%	86%	84%	87%	85%	86%	84%	84%	86%	84%

V. **Learning Outcomes and Assessment**
   A. Program Learning Outcomes
   Upon completion of the Health Services Management Program, graduates will be able to:
   1. Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.
   2. Identify current issues and trends affecting the U.S. health care delivery system and strategies to address them.
   3. Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.
   4. Critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.
   5. Maintain professional competence by utilizing opportunities for continuing education and career advancement.
   6. Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.

   B. Assessment
   The Program assessed five of the six PLOs and uploaded the information into SharePoint. Four of the outcomes assessed used multiple, direct measures of assessment. The fifth and sixth outcome were not in-assessable using direct measures, the fifth was assessed using multiple indirect measures. The first outcome met the benchmark on all three measures used for assessment. The second, third, and fourth outcomes met the benchmarks on some measures, but not all. The Program has used assessment results to make improvements in the following areas: review of assignments, tests, tasks, and activities associated with the PLO, providing students with a clearer explanation of expectations on assignments, rubrics provided to the students, additional homework assigned, evaluation of course prerequisites, revision of rubrics to improve clarity and better identify goals of the assignments, inclusion of more in class activities related to the topics, evaluation of the current text and supplementary materials, certain courses will use the same handouts and assessment tools to measure SLOs that align with PLOs, provide additional supplemental readings, increase group work, increase class discussions, target at risk students and intervene earlier in the program, and coordinate with the learning lab to work with specific classes and assist students in improving their reading and synthesizing skills.

   As a result of assessment, the Program faculty are rewriting four of their outcomes and removing the fifth and sixth outcomes. The composition of the fifth and six outcomes made them in-assessable using direct measures; and did not usefully inform student learning. Once the program revision is approved, the fifth and sixth PLOs will be removed. The Program will have assessed all remaining PLOs, once the revision has been approved.

Audit Assessment Overview: Health Services Management

PLO Assessed (2010-2015): Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.

Semester Evidence is Collected	Source of Evidence / Type of Assignment (course-level evidence should clearly align with PLO language)	Population (who was assessed) & Benchmark	Results (number of students actually assessed and what percentage met the benchmark)	Plan for Improvement (should align with/briefly summarize Teaching & Learning Document)
Fall 2014	Summary paper Students will view videos on the Affordable Care Act and write a summary on the video as well as answer a question set. Students will problem solve how to address situation encountered by patients impacted by poor insurance coverage or lack of insurance coverage and orally present their decisions.	**AH 222** 75% of students will earn a C or better in the assessment tool used	18 students 100% of the students earned a C or better.	Although the benchmark has been met each faculty member will review all assignments, tests, tasks, and activities associated with effective communication, critical thinking, and problem solving to make modifications and refinements for continued and enhanced student performance in these areas. AH 222 will add a discussion.
	Research and response paper To assess communication, critical thinking and problem solving a research and response assignment was given in AH 224 that included website review, watching a documentary, as well as a group task that will result in an oral presentation.	**AH 224** 75% of students will earn a C or better in the assessment tool used	21 students 86% of the students earned a C or better.	Although the benchmark has been met each faculty member will review all assignments, tests, tasks, and activities associated with effective communication, critical thinking, and problem solving to make modifications and refinements for continued and enhanced student performance in these areas. AH 224 will review and revise assignments as needed.
	Chapter summary and oral presentation To assess communication, critical thinking and problem solving students will summarize an assigned chapter, orally present the chapter to the class, write scenarios and questions and monitor a forum as a discussion leader of their chapter.	**AH 260** 75% of students will earn a C or better in the assessment tool used	18 students 96% of the students earned a C or better.	Although the benchmark has been met each faculty member will review all assignments, tests, tasks, and activities associated with effective communication, critical thinking, and problem solving to make modifications and refinements for continued and enhanced student performance in these areas. In AH260 modifications will be made to the grading of the rubrics used to evaluate student leaders and moderators.
Spring 2015	Written paper Students must write a paper on one of the following topics: Retail clinics and Health Kiosks; Aging Populations Overwhelm the System; Non-MDs Providing Care that demonstrates their communication, problem-solving and critical thinking skills.	**AH 222** 75% of students will earn a C or better in the assessment tool used	27 students 80% (21) of students met the benchmark	A more detailed discussion of the expectations for completing the assignment will be given. A rubric for how the paper will be graded will be created and provided to the students.

	Final exam Questions 7 and 18 Students must explain the pros and cons of the "Five Year Look Back" policy. Question 18 requires students to identify strategies to reduce hospital readmissions.	**AH 222** 75% of students will earn a C or better in the assessment tool used	27 students 85% (23) of the students met the benchmark	Students will be required to complete additional homework assignments that mandate them to write and demonstrate critical thinking and problem-solving skills.
	Budget and problem solving assignments	**AH 260** 75% of students will earn a C or better in the assessment tool used	19 students 40% (7) of the students earned a C or better.	Students fell well below the projected benchmark. An evaluation of the course prerequisites has been proposed that AH 260 should add MATH 118 as a prerequisite to the course. In the past AH 260 tended to taken by students in the last semester before graduation, but now students are registering for AH 260 earlier and have yet to complete many of the foundational courses. Also the problem solving assignment will be changed to provide the students with a different format to help them better achieve the target of the assignment. The rubric will also be revised for clarity and to help students better identify the goal of the assignment.
Summer 2015	Research and response paper	**AH 224** 75% of students will earn a C or better in the assessment tool used	24 students 90% (22) of the students earned a C or better.	The benchmark was achieved. The research and response assignments will be reviewed to assure that the tasks are current. The majority of the class met the benchmark, but modifications will be made to the grading rubric to set the expectations higher.

PLO Assessed (2010-2015): Identify current issues and trends affecting the US health care delivery system and strategies to address them.

Fall 2014	Final exam Students must answer essay questions on ERISA's pre-emption scheme; the difference between block grants and entitlements; CHIP and Medicaid insurances.	**AH 222** 75% of students will earn a C or better in the assessment tool used	18 students 85% (15) of the students achieved a C or better	This benchmark was achieved. All faculty involved will review their tasks and assignments to assure that they reflect current health care delivery changes. Also SLO's will be discussed in preparation of the final exam.
	A research and response activity	**AH 224** 75% of students will earn a C or better in the assessment tool used	21 students 100% of the students achieved a C or better	This benchmark was achieved. Tasks and assignments will be reviewed to assure that they reflect current health care delivery changes.
	Completion of case studies	**AH 260** 75% of students will earn a C or better in the assessment tool used	19 students 88% (17) of the students met the benchmark	This benchmark was achieved. Tasks and assignments will be reviewed to assure that they reflect current health care delivery changes

Spring 2015	Final Exam Students must answer essay questions on the difference between block grants and entitlements; CHIP and Medicaid insurances; retail clinics; and hospital readmissions.	**AH 222** 85% of students will earn a grade of B or better	27 students 80% (21) of the students met the benchmark	An overview of the course SLOs will be discussed in preparation for the final exam.
	In class and forum discussions	**AH 260** 75% of students will earn a C or better in the assessment tool used	19 students 78% (15) of the students earned a C or better	This benchmark was achieved. AH 260 will include additional in-class activities to further discuss issues and trends throughout the semester related to the topics discussed.
	Test questions Questions are related to health care management and the types of delivery systems.	**AH 260** 75% of students will earn a C or better in the assessment tool used	19 students 78% of the students earned a C or better	This benchmark was achieved. AH 260 will include additional in-class activities to further discuss issues and trends throughout the semester related to the topics discussed.
Summer 2015	Research and response activity	**AH 224** 75% of students will earn a C or better in the assessment tool used	24 students 58% (14) of the students earned a C or better	This benchmark was not met. It was identified that students have difficulties assessing trends and developing strategies based on the readings for the class. The plan is to work with the learning lab to incorporate a reading skills component to the class to help students better identify requested components of the assignment.

PLO Assessed (2010-2015): To analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.

Fall 2014	Exam To assess student knowledge of critiquing the effectiveness of local, state, and federal health care policies, an exam with a variety of questions: multiple choice, short answer, essay, and fill in the blank is used.	**AH 222** 85% of students will earn a grade of C or better	18 students 94% (17) of the students met the benchmark	For fall 2015, course materials will be presented to the students in lieu of them purchasing a textbook. Health care policy textbooks provide a challenge for community college level students as most books are written at a graduate degree program level.
	Research paper Students research the CDC website and write a paper on a pandemic or natural disaster	**AH 222** 85% of students will earn a grade of C or better	18 students 89% (16) of the students met the benchmark	Students will present their findings orally to the class. Exam questions that require students to contemplate local, state and federal policies will be incorporated on the final exam.
	Exam questions To assess student knowledge of critiquing the effectiveness of local, state, and federal health care policies an exam with a variety of questions: multiple choice, short answer, essay, and fill in the blank is used.	**AH 224** 75% of students will earn a C or better in the assessment tool used	21 students 86% (18) of the students met the benchmark	Benchmark achieved. Faculty teaching AH 224 will assess and evaluate their current text and supplementary materials used as to assure that the material is at an appropriate level for the community college student.

	Exam questions To assess student knowledge of critiquing the effectiveness of local, state, and federal health care policies an exam with a variety of questions: multiple choice, short answer, essay, and fill in the blank is used.	**AH 260** 75% of students will earn a C or better in the assessment tool used	19 students 72% (14) of the students met the benchmark	Benchmark not achieved Faculty teaching AH 224 add additional supplementary readings to help students better understand healthcare policies.
Spring 2015	Written paper Students will be required to write a paper of health care policies.	**AH 222** 90% of students will earn a grade of C or better	27 students 80% (21) of the students met the benchmark	For fall 2015, instructors teaching AH 222 will be required to use the same handouts and assessment tools to measure the course SLOs as they relate to the program SLOs. A rubric for how the paper will be graded will be created and provided to the students.
	Short answer questions on exams Students are tested on this outcome by a variety of short answer questions on exams to assess students' knowledge.	**AH 260** 75% of students will earn a C or better in each assessment	19 students 85% (16) of the students met the benchmark	Additional supplemental readings helped the students to achieve the benchmark. Will continue to include these supplemental readings.
Summer 2015	Short answer questions on exams Students are tested on this outcome by a variety of short answer questions on exams to assess students' knowledge.	**AH 224** 75% of students will earn a C or better in each assessment	24 students 67% (16) of the students met the benchmark	The benchmark was not met. AH 224 supplementary materials will be incorporated to assist students with their understanding of federal, state, and local policies.

PLO Assessed (2010-2015): To critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.

Fall 2014	Review questions Through research and watching videos, students will answer questions related to the cultural, economic, ethical, moral, physiological, and social factors to demonstrate making sound, independent decisions regarding health care practices.	**AH 222** 75% of students will earn a C or better in each assessment tool used	18 students 89% (16) of the students met the benchmark	New public health videos or websites will be purchased/used to identify new policies that have been recently adopted or are being proposed.
	Research paper Students are required to research and write a paper on vulnerable populations and the currently uninsured.	**AH 222** 85% of students will earn a grade of C or better	18 students 89% (16) of the students met the benchmark	Students will work in groups rather than individually to present a more comprehensive overview and discussion of how public health agencies can better work together.
	Exams To assess the cultural, economic, ethical, moral physiological and social factors to make sound independent decisions selected short answer and multiple choice questions were used throughout the semester on a number of tests.	**AH 224** 75% of students will earn a C or better in each assessment tool used	21 students 90% (19) of the students met the benchmark	Although the benchmark to critically analyze cultural, economic, ethical, moral, physiological and social factors was achieved students of AH 224 will include more in-class discussions.

	Forum discussions Assessment of the cultural, economic, ethical, moral physiological and social factors to make sound independent decisions was evaluated through a number of forum discussions throughout the semester	**AH 260** 75% of students will earn a C or better in each assessment tool used	19 students 90% (17) of the students met the benchmark	Although the benchmark to critically analyze cultural, economic, ethical, moral, physiological and social factors was achieved students of AH260 will include more in-class discussions to help students be better prepared for deeper forum discussions.
Spring 2015	Research paper Students are required to write a research paper on evidence-based medicine or medical tourism.	**AH 222** 90% of students will earn a grade of C or better	27 students 87% (24) of the students earned a grade of C or better	More class discussions will be included in the course to assist students in better understanding how the cultural, economic, ethical, moral, physiological, and social factors need to be considered when discussing policies. A rubric for how the paper will be graded will be created and provided to the students.
	Forums throughout the semester are used Forums throughout the semester are used to assess cultural, economic, ethical, moral, physiological, and social factors based on the class topic.	**AH 260** 75% of students will earn a C or better in each assessment tool used	19 students 75% (14) of the students met the benchmark	To improve the students' ability to critically analyze cultural, economic, ethical, moral, physiological and social factors student forum summaries will be highlighted in the in-class discussions to further reinforce these concepts.
Summer 2015	Multiple exams with a variety of types of test questions	**AH 224** 75% of students will earn a C or better in each assessment tool used	24 students 53% (13) of the students met the benchmark	The benchmark was not met. To improve the students' ability to critically analyze cultural, economic, ethical, moral, physiological and social factors students of AH 224 will be provided with additional readings to further reinforce these concepts. Also a session will be scheduled with the learning lab to come to the class to help student develop their reading and synthesizing skills.

PLO Assessed (2010-2015): Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.

Fall 2014	Institutional Research Data Reports on Transfer Rates and Graduate surveys	**AH 222** **AH 224** **AH 260** Program graduates will report ≥ 30% transfer to or gain employment in the health care field.	N/A	After meetings were held at the Department Head level and above it was determined to remove this as a PLO. Although HSVM is a transfer program after evaluating the path of many students it was determined that many students do not plan to transfer to a four-year institution. Many students revealed that they needed a two-year degree to fulfill work requirements and currently did not have plans to move to a four-year institution after graduation. Also other students indicated that they play to delay continuing their education. Furthermore, other students stated that their goal was another health related field and that HSVM was a good foundation to support their chosen major.

Spring 2015	Course completion	**AH 222** 90% of students will earn a grade of B or better in the course	27 students 80% (21) of the students earned a grade of B or better in the course	Students who are identified as having difficulty successfully completing the course will be required to meet with the instructor throughout the semester. Both sections will be required to measure student success with the same assessment tools and the results will be examined following spring 2016 semester.
	Course evaluation	**AH 222** 85% of students will evaluate the course as meeting its objectives	27 students 85% (24) of the students met the benchmark	Both sections will be required to measure student success with the same assessment tools and the results will be examined following the spring 2016 semester.

C. QVIs/335s

The Program is up-to-date on all Act 335s. QVI's for the program from 2012 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.

Between 2012 and 2014, the Program's quality score increased from 3.86 to 4.0. The Viability score was 3.22 in 2012, decreased to 2.8 in 2013, but by 2014 had increased to 3.6. Changes in viability score are a result of changes in retention in 2013 and changes in the graduation rate in 2014.

VI.   Resources

The Program uses a variety of multi-media materials. Current DVDs addressing health policy and health care trends are used in both AH 222 and AH 224. Video clips and role-playing for the course AH 116, Interpersonal and Professional Skills in Health Care, provide students with the ability to observe professional behaviors and then demonstrate their understanding with role-playing. Simulations for the AH 112, AH 120, and AH 260 courses are utilized requiring students to work with samples of actual documents found in the work place.

Maintaining current multi-media materials is necessary. Educational simulations of electronic medical records and digital technology for mobile applications and telemonitoring are difficult to secure. Faculty continue to research cost-effective simulations for students to apply this technology.

VII.   Demand

Locally, three colleges in the area (University of the Sciences, Drexel University, and Temple University) offer bachelors and advanced degrees in Health Services Management.

The Health Services Management Degree prepares graduates to transfer into a bachelor's program and eventually work as Medical and Health Service Managers. Locally and nationally, these fields are projected to grow faster than the national average of all jobs. Because the majority of health services managers have either a bachelor's or graduate degree, a small proportion has an associate's degree or less. The high proportion of health services managers with bachelor's or graduate degrees speaks to the importance of transfer agreements. The Program lists four transfer agreements on the College's Transfer page. The transfer agreements are with Arcadia, Immaculata, Philadelphia, and St. Josephs Universities. However, Immaculata's program links to Thomas Jefferson's Nursing Program. In addition, a transfer agreement with East Stroudsburg University is pending. Of the students who enrolled between 2007 and 2012, 91 transferred; only 4 of the 91 students who transferred took advantage of the existing transfer agreements (zero transfers to Arcadia and Immaculata Universities, two transfers to Philadelphia and Saint Joseph's Universities). One student has transferred to East Stroudsburg over the five year period. The HSVM could explore establishing articulation agreements with their top four- year transfer recipients, which include Drexel University (8), Temple University (7), and University of Phoenix (7).

Table 7a: Expected Job Growth (Data from EMSI)

| Occupation	Philadelphia	MSA*	USA	Av. Yearly Salary
Medical & Health Srvc Managers	12.90% (2,236)	13.6% (6,565)	18.4% (13,352)	$89,189

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

Table 7b: Educational Attainment (Data from EMSI)

Occupation	H.S. Diploma or Less	Some College	Associate's	Bachelor's	Graduate
Medical & Health Services Managers	10.50%	16.30%	12.70%	30.80%	29.70%

VIII. **Operating Costs**

Over the past five years, program operating costs have been lower than the average cost for the Division and the College.

Cost Per FTE
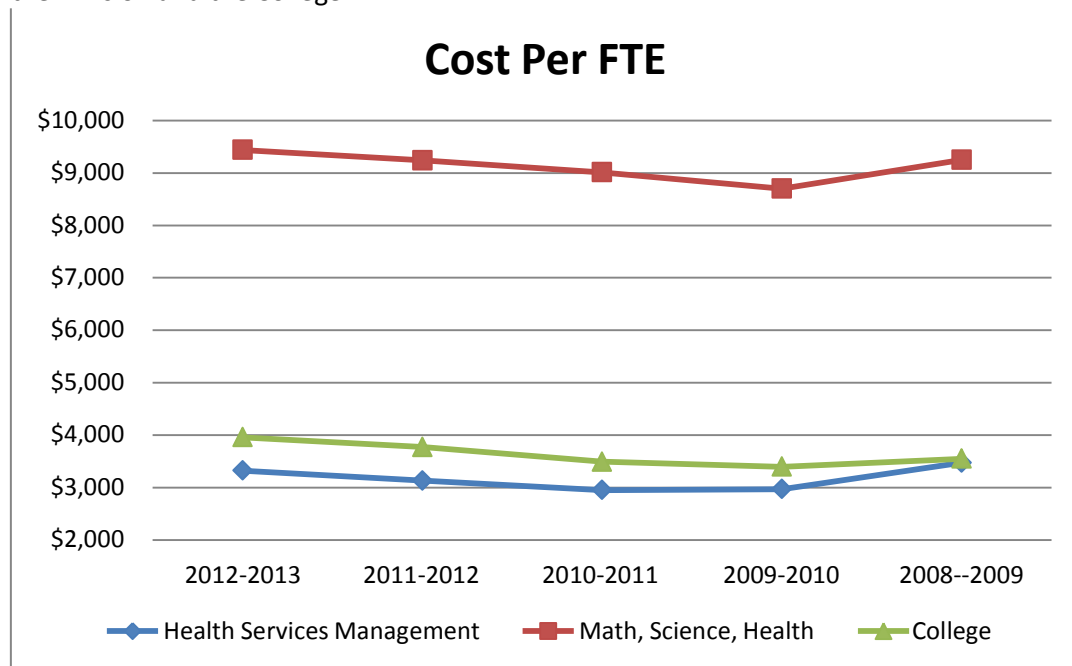
IX.   **Findings & Recommendations**
   1. **Articulation Agreements/ Improve Transfer Opportunities**
       The majority of occupations in Health Services Management appear to require at least a bachelor's degree; therefore, transfer is critical to the success of the College's Health Services Administration students. Although the Program records a transfer rate on par with the College, Program faculty should focus more on encouraging and facilitating transfer. The faculty need to coordinate with the College Transfer Team in order to update the transfer information, investigate more effective articulation agreements, and explore ways to encourage transfer during interactions with students (transfer fair, giving out information, etc.)
       > Timeline: Spring 2017
       > Persons Responsible: Dean, Department Head, and Program Faculty

   2. **Improve Student Retention and Recruit a Diverse Population**
       The Program records weaker fall to spring retention than the Division. However, the Program records stronger fall to fall retention than the Division and the College. The Program should identify possible reasons for student departure between the first and second semester and create a retention plan based on findings.

       The Program enrolls a higher proportion of females compared to the Division and the College and a substantially higher proportion of Caucasian students (almost double) compared to the Division and the College. The Program's participation in the College's Guided Pathways initiative; which aims to increase diversity through co-curricular development and integrated student support, will assist in the facilitation of retention and diversity efforts.
       > Timeline: Fall 2016
       > Persons Responsible: Dean, Department Head, Program Faculty

   3. **Complete Program Revision**
       The Department is in the final stages of a program revision. In order for the revision to take effect in Fall 2016, the revision must be approved by March 1, 2016.
       > Timeline: Obtain IWC approval by March 1st
       > Persons Responsible: Dean, Department Head
       > Note: This recommendation has been completed.

   4. **Assessment**
       Complete assessment of all Program Learning Outcomes within one year. Make improvements to teaching and learning based on the assessment results. Once the program revision is approved and the outcomes are removed, the program will have assessed all PLOs.
       > Timeline: Spring 2016
       > Persons Responsible: Department Head
       > Note: The Program Revision has been completed and the new PLOs are currently being used.

Recommendation to Close the A.A.S. Degree in
Chemical Technology

Proposed by:
Tammy Wooten, PhD
Chemistry Department Head
Science Program and Chemical Technology Program
Kathleen Harter, MEd
Associate Professor, Chemistry Department

Mary Anne Celenza, Ph.D.
Dean: Mathematics, Science and Health Careers

March 25, 2016

Recommendation to Close the Chemical Technology Program

History of the Program

The Chemical Technology Program admitted its first class in 1971. Over the years multiple curriculum revisions have taken place in order to improve the program and meet student needs. The major curricular one was in Fall 2009 and several minor ones followed as necessitated to align with amended College requirements and course revisions.

Program Audit and QVI Reports

Most of the six recommendations from the last audit of the Chemical Technology Program (CHTE) were addressed successfully. The most relevant to this current recommendation was "*Developing and implementing a Program recruitment and retention plan.*" Despite efforts to develop such a plan, there has been little, if any, significant impact on either increasing the number of students in the program or on retention. The program continues to struggle with low numbers of enrolled students despite the fact that efforts were made to enhance students' knowledge of the program requirements through program-specific information sessions.

More relevant to the program closure recommendation are the more recent QVI reports for this program. The QVI reports for Chemical Technology have repeatedly see-sawed up and down. Only between 40-50 students are actively engaged in taking program courses. Data from the Spring 2014 QVI for the CHTE program documented a decrease in enrollment numbers (48 to 44), low Fall to Fall retention rates (45.9%) and low graduation rates (0 students graduated in 2011 and 3 students in 2012).

Rationale for Closing the Chemical Technology Program

A comprehensive review of both internal and external factors has led to the recommendation by the Department to phase out the Chemical Technology Program for the following reasons:

- The creation and approval of the AS degree in *Chemistry* (effective Fall 2016) makes the viability of the Chemical Technology Program as a distinct program academically questionable. There is a significant overlap in the core course requirements for both the Chemistry Degree and the Chemical Technology Degree.

- The direct employment opportunities for graduates with an Associate in Applied Science degree (AAS) within the chemical industry are extremely limited.

- Chemical Technicians are also not on the 2015 High-Priority Occupations List for the Philadelphia County Workforce Investment Area.

Proposed Timing for the Closure

It is recommended that the students currently in the Chemical Technology Program be notified that they must complete all required courses by the end of the Spring 2017 semester in order to graduate with a Chemical Technology Degree or advised to select a new program of study. No new students will be admitted for the Fall 2016 semester.

The program has no courses which are program specific; and all of the courses in the program are offered by the College on a regular basis.

A Communication Plan targeting the following populations will be put into effect. The plan will inform the following individuals of the closure of the program and also of various alternative options for students:

1. Current and prospective CHTE students
2. Chemical Technology Advisory Committee
3. Appropriate College offices and personnel
4. Faculty in the Chemistry Department and Faculty in the Division of Mathematics, Science and Health Careers.

Alternative Pathways for Students

Students who express an interest in Chemical Technology will be advised of the Chemistry Program (AS) where they will be able to take courses that can prepare them for employment in the Chemical Technology Industry. Students will also be informed of the Applied Science and Engineering Programs (AAS) which offers a Processing Technology (PTEC) option.

Workforce and Economic Innovation (WEI)
Student Outcomes Committee Report

3/4/16

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

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

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

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

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

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

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

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

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

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

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

Employer Activity

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

Contract Training

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

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

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

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

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

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

Corporate College

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

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

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

WEDNetPA

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

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

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

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

WEI Outcomes

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

List of Strategic Partners for Workforce and Economic Innovation*:

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

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

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

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

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

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

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

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, April 20, 2016 - 10:00 A.M.

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

AGENDA – EXECUTIVE SESSION

(1) Items dealing with budget and real estate matters were discussed.

AGENDA – PUBLIC SESSION

(1) Bid Results – Fixed Stair Replacement in West Building (Action Item):

Discussion: Mr. Eapen noted that due to technical issues associated with the original bid that took place in earlier in 2016, the bid was cancelled. The College re-bid for the project. Using PennBid, an online bid management program that also electronically notifies several hundred firms that are identified as qualified in this field. A total of 34 firms viewed the documents. Advertisements were placed in major print and specialized print media. In addition, communications were made to the various special interest and general Chambers of Commerce about the project. A pre-bid meeting took place on March 24, 2016. Five firms attended the meeting. One firm was identified as MBE and one firm was identified as WBE status. Subsequently three firms submitted qualified bids for the work on April 13, 2016. Mr. Eapen stated that staff recommended award of the work to Torrado Construction for the lump-sum figure of $1,374,000 and noted that Torrado Construction is an MBE firm and that the principal is a graduate of the Goldman Sachs 10,000 Small Businesses.

Torrado Construction (MBE)	$1,374,000.00
A.P. Construction Inc.	$1,762,000.00
JPC Group, Inc.	$2,565,000.00

Action: Mr. White moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board to award the work to Torrado Construction as the firm to undertake the fixed stair replacement in the West Building for the lump-sum figure of $1,374,000. The motion passed unanimously.

(2) Purchase of Classroom Furniture for ADA Requirements (Action Item):

Discussion: Mr. Eapen explained the rationale for this purchase. In recent years there has been an upswing in accommodation requests for ADA-compliant furniture via the Center on Disability. With the increased demand, it was decided to proceed with a comprehensive replacement program in the classrooms at all campuses. This purchase will provide for either 2 or 4 table/chair sets per classroom representing 10% seating per ADA requirements in either a

24 (2) or 36 (4) station classroom. The recommended product is a KI Intellect Wave table matched with a Haworth Very chair, because we have standardized on this item for classroom tables and chairs. Pricing is under either PA Co-Stars (KI tables) or Haworth Special Pricing Agreement (chairs) with the College. The recommended suppliers are Corbett, Inc. (tables) and CI Solutions (chairs) at a total cost of $119,557.99

KI Intellect Wave table (318 tables)	$54,310.00
Haworth Very chairs (318 chairs)	$65,247.99
Total	$119,557.99

Action: Mr. Herzog moved and Mr. White seconded the motion that the Committee recommend to the full Board that Corbett, Inc. and CI Solutions be approved as the suppliers for the purchase of classroom furniture for ADA requirements at a total cost of $119,557.99. The motion passed unanimously.

(3)   Purchase of 52 Microscopes for Biology - $84,490 (Action Item):

Discussion: Mr. Eapen stated that the microscopes are a critical instrument for teaching students across a number of Biology courses. He noted that, with the exception of one lab (26 stations) on the Main Campus, all of the older microscopes were replaced with new microscopes earlier this fiscal year. Additionally, new microscopes were also purchased earlier in the fiscal year for the Northeast Regional Center and West Regional Center. All Biology labs now have state-of-the-art microscopes as a result of the purchase of an additional 26 new microscopes for the lab at the Northwest Regional Center and 26 new microscopes for the one remaining lab on the Main Campus. The total cost of the 52 microscopes is $84,490.

Action: Mr. Herzog moved and Mr. White seconded the motion that the Committee recommend to the full Board the approval to purchase 52 microscopes in the amount of $84,490 for Biology Labs located at the Main Campus and the Northwest Regional Center. The motion passed unanimously.

(4)   Travel Policy (Action Item):

Mr. Eapen stated that at the January 20, 2016 meeting of the Business Affairs Committee, staff presented the Travel Policy as an information item and requested Committee members to submit any concerns or additions they felt should be evaluated. In summary, the features of the policy 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. Attachment A contains the finalized version of the College's Travel Policy.

Action: Ms. Tsai moved and Ms. Beimiller seconded the motion that the Committee recommend to the full Board the approval of the College's Travel Policy. The motion passed unanimously.

(5)   Accounts Receivable Write-Off (Action Item):

Discussion: Mr. Murphy stated that staff is requesting approval to write-off the Forgivable Loan balances of two former employees totaling $20,000 deemed uncollectable. The College had two former employees who resigned in 2008 and 2009 respectively. These employees took advantage of the College's Forgivable Loan Program, which allows regular full-time faculty and staff to borrow money to subsidize the cost of undergraduate and graduate education at a regionally accredited academic institution other than Community College of Philadelphia.

Mr. Murphy briefly reviewed the Forgivable Loan Program that the College offers in an effort to assist employees with part-time academic study beyond the associate degree level. The College will lend fifty (50%) percent of the tuition paid to that institution during the course of the year providing that a limit of $15,000 shall be imposed on such loan as a revolving account over a period years. The loan is forgiven at the rate of fifty (50%) percent at the end of the year following that in which the loan was granted, and the remaining fifty (50%) percent at the end of the third year.

Mr. Murphy stated that these receivables went through the College's collection process involving three separate collection agencies and it was ultimately determined that both former employees had no known assets or employment. In response to questions, Mr. Murphy indicated that uncollectable amounts associated with the Forgivable Loan Program is rare and that most employees remain at the College for the length of time to have the loan forgiven or settle outstanding amounts from final paychecks.

He noted that both accounts have a recorded allowance for doubtful accounts at 100% or the full $20,000 amount. Staff recommended the write-off before the close of the 2016 fiscal year.

Action: Ms. Biemiller moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board that the Accounts Receivable write-off in the amount of $20,000 be written off prior to the close of the 2016 fiscal year. The motion passed unanimously.

(6)   Recommended 2016-17 Course and Technology Fee Increases – (Action Item):

Discussion: Mr. Eapen presented to the Committee the recommendation of a $2 Technology Fee increase and a 15% Course Fee increase in context of the budgetary situation for fiscal year 2016-17. The Technology Fee was last increased for FY 2007-08 from $26 to $28. Course fees were last increased for FY 2011-12; the percentage increase ranged from 14% to 17%. Please refer to Attachment B for Tuition and Fee History and Course information.

Action: Mr. Herzog moved and Ms. Tsai seconded the motion that the Committee recommend to the full Board the approval of a $2 Technology Fee increase and a 15% Course Fee increase effective for fiscal year 2016-17. The motion passed unanimously.

(7) Argos Reporting System (Action Item):

Discussion: Mr. Eapen reported that the College invested in an Institutional Reporting solution when Banner was implemented 12 years ago. The Hyperion/Brio reporting solution is now at end of life and staff have been reviewing other solutions to ensure our ability to provide data analysis for decision-making. To that end, staff is recommending that the College move to the Evisions' Argos product as our general reporting solution tool. Institutional resources agree that this tool will provide the user-base with the ability to provide reporting to their constituents as well as provide some of the more complex data analytics needed.

Evisions is a College solution already utilized for check printing and form development from the Banner environment. Mr. Eapen explained the unique feature of Argos, the "community resource or CO-OP" that will allow staff to build reports and access those that are already built and in use at other educational institutions. Another feature is IData or the Data Cookbook. This feature, which is a separate expense, provides a data dictionary and report specifications that allow the user-base to easily pull reports together. The Idata tool is a feature of Achieving the Dream.

The Evisions Professional Services will be utilized to ensure our institutional reports are built to future needs by revising the specifications. In addition, the Professional Services visits will allow the College report writer base an opportunity to watch "how it is done" thus building on the training.

The total initial cost is $129,010. The annual maintenance following the first year is $14,600/annually. The College will terminate the Banner Reporting tool (Brio), once Argos is fully implemented, for which we pay $25,814 in annual maintenance.

In response to Committee members' questions, Mr. Eapen stated that it is used at more than 700 institutions, will integrate well with all modules of Banner (Student, HR, Finance and Financial Aid), and should be implemented within a six month time period. It differs from Civitas, which is more of a predictive analytical tool. Argos will enable users to query the Banner database for current and historical data which can then be used for analysis and report generation.

Action: Ms. Beimiller moved and Mr. Herzog seconded the motion that the Committee recommend to the full Board that the College enter into a contract with Evisions for the Argos Reporting System tool at a total initial cost of $129,010 with the annual maintenance for the first year of $14,600. The motion passed unanimously

(8) Response to 2014-15 PDE Independent Audit Supplementary Audit Program (Information Item):

Mr. Murphy informed the Committee that the College is required to perform an annual reconciliation of State funds received for Debt Service and Lease payments. Additionally, the College is required to provide information on: FTEs by certain categories; revenues generated from contracted and grant-related non-credit programs; and a "tuition compliance" calculation. Staff prepares this annual analysis as part of the year-end closing process and records the required payable for any unearned state revenue. The information contained in the report is

audited by the College's independent auditors, Grant Thornton, who perform agreed-upon testing procedures to ensure the College is in compliance with PDE and State regulations each fiscal year.

Attached is the Agreed-Upon Procedures (AUP) Audit/Reconciliation, along with the annual letter the College receives from PDE and a draft response to the AUP. It should be noted that there is no additional expense to the College as the appropriate accounting entry is recorded at the fiscal year end. Staff has outlined the reasons for the variances for each of the supporting schedules. Please refer to Attachments C, D & E.

(9)   **Next Meeting:**

The next meeting date of the Committee is scheduled for ***Wednesday, May 18, 2016 at 10:00 A.M.*** in the College's Isadore A. Shrager Boardroom, M2-1. At that time, the proposed 2016-17 College Budget will be presented to the Committee.

JE/lm
Attachments
BAC/DRAFT BAC April 20, 2016.DOC

ATTACHMENT A

TRAVEL POLICY

Policy and Procedures Memorandum
Travel Authorization and Reimbursement

April 20, 2016

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 for Business and Finance.

Effective May 5, 2016

ATTACHMENT B

RECOMMENDED 2016-17 COURSE AND TECHNOLOGY FEE INCREASES

Community College of Philadelphia
Tuition and Fee Charges History

Year	Tuition	General Fee	Technology Fee	Average Course Fee per Credit *		Total Cost per Credit	Average Dollar Increase	Percent Increase
1996-97	69.00	3.00	3.00			75.00	4.00	5.3%
1997-98	69.00	3.00	3.00			75.00	0.00	0.0%
1998-99	72.00	3.00	4.00			79.00	4.00	5.3%
1999-00	74.00	3.00	6.00			83.00	4.00	5.1%
2000-01	76.00	3.00	6.00			85.00	2.00	2.4%
2001-02	79.00	3.00	6.00			88.00	3.00	3.5%
2002-03	83.00	3.00	10.00			96.00	8.00	9.1%
2003-04	87.00	3.00	14.00			104.00	8.00	8.3%
2004-05	97.00	4.00	18.00	5.25		124.25	20.25	19.5%
2005-06	104.00	4.00	22.00	6.26		136.26	12.01	9.7%
2006-07	112.00	4.00	26.00	6.48		148.48	12.22	9.0%
2007-08	115.00	4.00	28.00	6.65		153.65	5.17	3.5%
2008-09	115.00	4.00	28.00	6.53		153.53	(0.12)	-0.1%
2009-10	122.00	4.00	28.00	6.39		160.39	6.86	4.5%
2010-11	128.00	4.00	28.00	6.31		166.31	5.92	3.7%
2011-12	138.00	4.00	28.00	7.61		177.61	11.30	6.8%
2012-13	148.00	4.00	28.00	7.61		187.61	10.00	5.6%
2013-14	153.00	4.00	28.00	7.61		192.61	5.00	2.7%
2014-15	153.00	4.00	28.00	7.90		192.90	0.29	0.2%
2015-16	153.00	4.00	28.00	8.00	^	193.00	0.10	0.1%
2016-17 **Proposed**	153.00	4.00	30.00	8.93	+	195.93	2.93	1.5%

* Computed value based upon total course fee revenues divided by total credit hours.
^ Projected
+ Estimated

ATTACHMENT C

AGREED-UPON PROCEDURES/
AUDIT RECONCILIATION

Agreed-Upon Procedures

Community College of Philadelphia

June 30, 2015

Contents

Grant Thornton

Report of Independent Certified Public Accountants

Board of Trustees
Community College of Philadelphia and
Commonwealth of Pennsylvania Department of Education

We have performed the procedures enumerated below, which were agreed to by management of the Community College of Philadelphia (the College), based on criteria as outlined by the Commonwealth of Pennsylvania Department of Education (PDE) in the Statement of Auditing and Accounting Standards for Community Colleges FY 2014-15 (the Statement). The procedures have been performed to assist in evaluating the compliance of the accompanying Schedule A - Total Eligible Full-Time Equivalent (FTE) Students, Schedule B - Tuition Compliance Calculation and Tuition Equalization Account Status, and Schedule C - Schedule of Capital Mandated Expenses - State Share with the requirements of the Statement. The College's management is responsible for meeting those requirements and maintaining records in accordance with the Statement. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and *Government Auditing Standards*, promulgated by the Comptroller General of the United States. The sufficiency of these procedures is solely the responsibility of the specified parties in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our findings are as follows:

General

1. We read Chapter 35, "Community Colleges" (Chapter 35), and Chapter 335, "Community College Courses" (Chapter 335), of Commonwealth of Pennsylvania Code Title 22.

Procedures Related to Schedule A - Total Eligible Full-Time-Equivalent (FTE) Students

2. We agreed amounts in Schedule A to detailed supporting schedules.

We found such amounts to be in agreement with detailed supporting schedules.

3. We selected a sample of 40 "Credit" students, obtained supporting documentation from the College, and performed the following procedures:

    a. Determined whether the student was enrolled in an eligible course.
    b. Determined whether the student was appropriately registered.
    c. Determined whether the student was enrolled as of the end of the refund period, as defined in Chapter 35.

d. Determined whether the student was a Pennsylvania resident.
e. Determined whether the student was appropriately included in or excluded from Schedule A.

We selected the following records:

	Student ID	Semester	Subject Major Code	Subject	Course Number
1	J00088502	201440	CIS	Computer Info Sys	103
2	J00110245	201510	ENGL	English	101
3	J00111002	201440	CHEM	Chemistry	122
4	J00117181	201510	AT	Automotive Technology	121
5	J00047921	201440	BIOL	Biology	106
6	J00148569	201440	BHHS	Behavioral Health Human Svc	103
7	J00700423	201440	EASC	Earth Science	111
8	J00025795	201510	BHHS	Behavioral Health Human Svc	105
9	J00138063	201510	ENGL	English	102
10	J00138645	201510	ART	Art	109
11	J00762774	201510	BHHS	Behavioral Health Human Svc	101
12	J00768130	201510	ENGL	English	101
13	J01051179	201510	SOC	Sociology	101
14	J00110365	201535	ENGL	English	101
15	J00115942	201535	ENGL	English	108
16	J00069557	201440	MNGT	Management	262
17	J00183448	201440	ENGL	English	101
18	J01221086	201440	ENGL	English	115
19	J00197227	201510	ENGL	English	205
20	J00698303	201510	CLT	Clinical Lab Technology	295
21	J00203140	201440	ENGL	English	108
22	J00013948	201510	BIOL	Biology	109
23	J00967667	201510	LEAD	Leadership	114
24	J00154385	201440	ED	Education	265
25	J00036562	201510	PSYC	Psychology	201
26	J00183328	201510	MATH	Mathematics	118
27	J01149221	201510	PSYC	Psychology	101
28	J00171132	201510	SOC	Sociology	101
29	J00010080	201440	BHHS	Behavioral Health Human Svc	111
30	J00145415	201440	JUS	Justice	291
31	J01169681	201440	BHHS	Behavioral Health Human Svc	121
32	J00111638	201510	JUS	Justice	181
33	J00150472	201510	ENGL	English	101
34	J00206717	201510	JUS	Justice	261
35	J00150512	201535	MATH	Mathematics	161
36	J00052454	201440	CIS	Computer Info Sys	205
37	J00125792	201440	NURS	Nursing	231

38	J00976368	201510	NURS	Nursing	232
39	J00720804	201510	PLS	Paralegal Studies	251
40	J00218541	201510	ENGL	English	102

We noted that the selected students were enrolled in eligible courses, appropriately registered, enrolled as of the end of the refund period as defined in Chapter 35, and were Pennsylvania residents, and that the selected students were appropriately included in Schedule A.

4. We selected a sample of 40 "Noncredit" students, obtained supporting documentation from the College, and performed the following procedures:
   a. Determined whether the student was enrolled in an eligible course. Avocational/Recreational courses as defined in Chapter 335 are specifically excluded.
   b. Determined whether the student was appropriately registered.
   c. Determined whether the student was enrolled as of the end of the refund period, as defined in Chapter 35.
   d. Determined whether the student was a Pennsylvania resident.
   e. Determined whether the student was appropriately included in or excluded from Schedule A.

We selected the following records:

	Student ID	Semester	Subject Major Code	Subject Code	Course Name
1	J00048554	201435	CNSV	B7004	TAACCCT Energy Conservation
2	J00218945	201440	CNSV	B7000	TAACCCT Energy Conservation
3	J00075794	201440	HEAL	B9063	Health Care
4	J00117250	201510	EDCA	B8013	Education Services Con't Ed
5	J00132289	201440	HEAL	B9073	Health Care
6	J00150471	201510	HMTP	B8008	Hospitality Mngt Trng Program
7	J00157034	201440	MECA	B6012	TAACCCT Advanced Manufacturing
8	J00157442	201440	MECA	B6009	TAACCCT Advanced Manufacturing
9	J00158125	201440	TECN	B7038	Information Technology Program
10	J00213604	201435	MECA	B6006	TAACCCT Advanced Manufacturing
11	J00214114	201440	HEAL	B9073	Health Care
12	J00216897	201440	CNSV	B7000	TAACCCT Energy Conservation
13	J00220014	201440	HEAL	B9063	Health Care
14	J00220016	201440	HMTP	B8008	Hospitality Mngt Trng Program
15	J00220585	201440	EDCA	B8013	Education Services Con't Ed
16	J00036247	201510	ESSW	E7500	Educational Supp Serv Workshop
17	J00076901	201440	ESSW	E7500	Educational Supp Serv Workshop
18	J00221753	201440	HEAL	B9063	Health Care
19	J00172347	201440	ESLP	A8610	ESL Program Courses
20	J00224686	201440	HEAL	B9073	Health Care
21	J00201364	201510	LLAB	E8307	Learning Lab
22	J00202478	201510	ABEP	A8016	Adult Basic Education Courses
23	J00229203	201510	HMTP	B8008	Hospitality Mngt Trng Program

24 J00231361	201510	HEAL	B9063	Health Care
25 J00232151	201510	HEAL	B9063	Health Care
26 J00203453	201440	GEDP	A8817	GED Program Courses
27 J01189669	201510	ESLP	A8609	ESL Program Courses
28 J00692082	201435	MECA	B6006	TAACCCT Advanced Manufacturing
29 J00774881	201435	CNSV	B7007	TAACCCT Energy Conservation
30 J00776698	201535	TECN	B7038	Information Technology Program
31 J00779710	201440	EDCA	B8013	Education Services Con't Ed
32 J00821839	201535	HEAL	B9073	Health Care
33 J00854869	201440	MECA	B6012	TAACCCT Advanced Manufacturing
34 J01115183	201440	MECA	B6009	TAACCCT Advanced Manufacturing
35 J01168086	201440	EDCA	B8013	Education Services Con't Ed
36 J01173046	201440	EDCA	B8013	Education Services Con't Ed
37 J01292561	201440	MECA	B6012	TAACCCT Advanced Manufacturing
38 J01292650	201440	HEAL	B9063	Health Care
39 J01318379	201510	HEAL	B9063	Health Care
40 J01333270	201440	EDCA	B8013	Education Services Con't Ed

We noted that the selected students were enrolled in eligible courses, appropriately registered, enrolled as of the end of the refund period as defined in Chapter 35, were Pennsylvania residents, and that the selected students were appropriately included in Schedule A.

5. We agreed total operating expense per Schedule B to agree to the audited financial statements, as of and for the year ended June 30, 2015.

We found operating expenses per Schedule B to agree to the audited financial statements as of and for the year ended June 30, 2013.

6. We traced and agreed the amounts in Schedule B to source documents.

We found such amounts to be in agreement.

7. We verified whether depreciation and amortization costs were not deducted from operating costs in accordance with Commonwealth of Pennsylvania guidelines for fiscal year 2014-15.

We found no depreciation and amortization costs had been deducted from operating costs for fiscal year 2014-2015.

Procedures Related to Schedule C - Schedule of Capital Mandated Expenses - State Share

8. We agreed "Debt Service Reimbursement" amounts to debt service schedules for 100% of the projects for which state reimbursement of up to 50% is provided and recalculated PDE reimbursement amounts.

We found such amounts to be in agreement with debt service schedules and recalculated PDE reimbursement amounts without exception.

9. If applicable, we agreed 100% of the "Nonrecurring (One-time) Cash Projects" for which state reimbursement of up to 50% is provided to supporting documentation and recalculated PDE reimbursement amounts.

We agreed to supporting documentation with no exceptions.

10. We agreed 100% of "Leases/Rental Cost - Facilities and Variable" for which state reimbursement of up to 50% is provided to supporting facilities leases and terms, and recalculated PDE reimbursement amounts.

We found the following amount to represent 50% of the negotiated lease payments for the leases listed for the year ended June 30, 2015:

1500 Spring Garden Street	$ 6,815

11. We agreed "Other Leases of Equipment and Furnishings" items for which state reimbursement of up to 50% is provided to supporting agreements and recalculated PDE reimbursement amounts.

We found the following amount to represent 50% of the negotiated lease payments for the lease listed for the year ended June 30, 2015:

Total Other Leases	$ 164,075

We were not engaged to and did not conduct an examination, the objective of which would be the expression of an opinion on the accompanying Schedule A - Total Eligible Full-Time-Equivalent (FTE) Students, Schedule B - Tuition Compliance Calculation and Tuition Equalization Account Status, and Schedule C - Schedule of Capital Mandated Expenses - State Share. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of management and the Board of Trustees of the Community College of Philadelphia and the Commonwealth of Pennsylvania Department of Education and is not intended to and should not be used by anyone other than these specified parties.

Grant Thornton LLP

Philadelphia, Pennsylvania

December 17, 2015

Pennsylvania Community Colleges
Total Eligible Full-Time Equivalent (FTE) Students - Schedule A

Name and Email as Prepared by: James P. Spiewak
Institution: Community College of Philadelphia
FISCAL YEAR ENDED: 6/30/2015
(Formulas are contained in the shaded areas. Complete unshaded areas.)

	A Second Summer Session	B 2014 Fall Semester	C Winter Semester	D Spring Semester	E First Summer Session	F Total FTE-Base	G Annualized FTE (FTE-Base divided by 2)		FY2014-'15 May Rebudget Annualized FTE (Crosswalk Notations Made Below to Obtain Totals from Signature Page)
A. CREDIT									
1. Non-Stipend Credit									
Full-Time	1.0	3,581.0	33.5	4,238.0	3.0	7,823.0		(a)	
Part-Time	1,324.2	6,028.2	33.5	5,134.3	1,917.7	14,437.9		(b)	
Total Non-Stipend Credit	1,325.2	9,609.2	33.5	9,372.3	1,920.7	22,260.9	11,130.5	(c)	10,980.5
2. Economic Development Stipend:									
High Priority - Occupational									
Full-Time	1.0	841.0	9.8	826.0	1.0	1,669.0		(d)	
Part-Time	299.7	1,596.1	9.8	1,599.4	428.5	3,933.4		(e)	
Total High Priority Occup FTEs	300.7	2,437.1	9.8	2,425.4	429.5	5,602.4	2,801.2	(f)	2,939.5
High Priority - High Cost - Occupational									
Full-Time		107.0	2.0	52.0		159.0		(g)	
Part-Time	37.3	259.3	2.0	272.3	71.6	642.6		(h)	
Total High Priority - High Cost - Occup FTEs	37.3	366.3	2.0	324.3	71.6	801.6	400.8	(i)	407.0
Workforce Development (Non-Credit)									
Full-Time					11.4	-		(j)	
Part-Time	6.1	90.5	-			96.5		(k)	
Total Workforce Dev FTEs	6.1	90.5	-	35.7	11.4	143.7	71.8	(l)	76.8
Total EDS FTEs Full-Time (d) + (g) + (j)	1.0	948.0	11.8	878.0	1.0	1,828.0	914.0	(m)	
Total EDS FTEs Part-Time (e) + (h) + (k)	343.1	1,945.9	11.8	1,871.7	500.1	4,672.5	2,336.3	(n)	
Total Economic Development Stipend FTEs ((f) + (i) + (l))	344.1	2,893.9	11.8	2,785.5	512.5	6,547.7	3,273.8	(o)	
B. NON-CREDIT									
1. Other Non-Credit Continuing Ed									
Full-Time						-		(p)	
Part-Time	47.7	336.4	45.3	240.4	84.8	709.3		(q)	
Total Non-Credit Continuing Ed FTE	47.7	336.4	45.3	240.4	84.8	709.3	354.7	(r)	358.7
TOTALS									
1. Credit FTEs *(does not include Workforce Development)*									
Full-Time (a) + (d) + (g)	2.0	4,529.0	-	5,116.0	4.0	9,651.0		(s)	
Part-Time (b) + (e) + (h)	1,661.2	7,883.6	45.3	7,006.1	2,417.8	19,013.9		(t)	
Total Credit FTEs	1,663.2	12,412.6	45.3	12,122.1	2,421.8	28,664.9	14,332.5	(u)	14,327.0
2. Non-Credit FTEs									
Full-Time = (p)						-		(v)	
Part-Time = (q)	47.7	336.4	45.3	240.4	84.8	709.3		(w)	
Total Non-Credit Continuing Ed FTE = (r)	47.7	336.4	45.3	240.4	84.8	709.3	354.7	(x)	358.7
Total Workforce Dev FTEs = (l)	6.1	90.5	-	35.7	11.4	143.7	71.8	(y)	76.8
TOTAL CREDIT AND NON-CREDIT FTEs (u) + (x) + (y)	1,716.9	12,839.5	45.3	12,398.2	2,518.1	29,517.9	14,759.0	(z)	14,762.5

* Must Match The College's 2014-15 May Rebudget Submission.

TUITION COMPLIANCE CALCULATION - Schedule B
FISCAL YEAR ENDED: 6/30/2015
Name and Email as Prepared by: Todd E. Murphy
Institution: Community College of Philadelphia

TOTAL OPERATING EXPENSES * $ 163,444,669

DEDUCTIONS:

Scholarships and Fellowships (Financial Aid)	$	8,897,592	
Auxiliary Enterprise and Foundation Expenditures	$	981,734	
Rentals/Leases approved for Capital Reimbursement	$	771,188	
Student Activities Expense	$	2,824,040	
Library Books and Audio Visual Media	$	(115,243)	
Indirect Costs	$	460,837	
Current Value of Unused Vacation	$	(169,960)	
Avocational and Recreational Expense	$	-	
State Funded FICA and Retirement (PSERS)	$	2,706,400	
Tuition remission, waivers, bad debts that may be used to determine tuition collected	$	-	$ 16,356,588

REIMBURSABLE OPERATING COSTS - TUITION COMPLIANCE $ 147,088,081 (a)

OPERATING COST BASE - TUITION COMPLIANCE (1/3) $ 49,029,360

TOTAL TUITION INCOME $ 61,239,935

DEDUCTIONS:

66.67% of total out-of-state tuition	$ 4,108,120	
50% of total of non-sponsored tuition	$ 1,681,088	
50% of contracted non-credit program revenue** (from Contracted Training Worksheet Item (c))	$ 179,519	$ 5,968,727 $ 55,271,208 (b)

Student Share Percentage of Operating Costs 37.58%

***Total Operating Expenses Must Match Audited Financial Statements**

****Use only if contracted revenue is included in Tuition Income and contracted FTEs are reimbursable.**

TUITION EQUALIZATION ACCOUNT STATUS	Fiscal Year Ending June 30, 2014	Fiscal Year Ending June 30, 2015
June 30 Balance of Tuition Equalization Account	$ 31,904,702	$ 38,146,450

TUITION COMPLIANCE CALCULATION - Schedule B - Continued
CONTRACTED TRAINING WORKSHEET
FISCAL YEAR ENDED: 6/30/2015

Reimbursable Operating Costs	$ 147,088,627	(a)
Total Non-Credit and Credit FTEs	14,759.0	(b)
Average Costs per FTEs [(a) divided by (b)]	$ 9,966.03	
Total Contracted Revenue	$ 358,873	(c)
Contracted FTEs [annualized - divided by 2]	116.8	(d)
Average Contract Revenue per Contract FTEs [(c) divided by (d)]	$ 3,073.86	

SCHEDULE OF CAPITAL MANDATED EXPENSES - STATE SHARE - Schedule C

FISCAL YEAR ENDED: 6/30/2015
Name and Email as Prepared by: Todd Murphy and Jim Spiewak
Institution: Community College of Philadelphia

	State Share Amount Received	State Share Amount Expended
1. Debt Service Reimbursement		
(Include annual Bond Amortization and		
Short Term Loans/Notes - list by		
project, series, issue)		
2006 Series B-Community College Revenue Bonds	$ 187,888	$ 187,888
2007 Series B-Community College Revenue Bonds	1,544,532	1,544,532
2008 Series B-Community College Revenue Bonds	2,892,450	2,892,450
2013 Loan - Community College Revenue Revolving Loan	188,621	188,621
Sub-total Debt Service Reimbursement	4,813,491	4,813,491
2. Nonrecurring (One-time) Cash Projects		
(List by project)	--	-
Sub-total Cash Project Reimbursement	-	-
3. Leases/Rental Cost - Facilities and Variable		
(Include annual cost of Facilities Leases by		
Facility - net of any rental income)		
1500 Spring Garden Street	6,815	6,815
Variable Leases	10,000	1,350
Sub-total Facilities and Variable Reimbursement	16,815	8,165

	State Share Amount Received	State Share Amount Expended
4. Other Leases of Equipment and Furnishings		
(Provide specific listing of leases -		
Include annual cost of Equipment		
and Furnishings)		
#1 Sun Servers	$ 19,926	$ 19,926
#2 Sun Servers	13,978	-
#3 Server	1,522	1,522
#4 High Speed Copiers	21,324	15,027
#5 Toshiba Satellite Copiers	4,003	4,003
#6 PCs (40080394)	2,596	-
#7 PCs (Sch 597)	7,065	7,065
#8 PCs (Sch 599)	13,467	13,467
#9 PCs (Sch 604)	8,366	8,366
#10 PCs (Sch 604)	6,744	6,744
#11 PCs (Sch 604)	4,617	4,617
#12 PCs (Sch 604)	11,324	11,324
#13 PCs (Sch 606)	5,088	5,088
#14 PCs (Sch 608)	16,721	15,376
#15 PCs (Sch 610)	16,080	11,593
#16 PCs (40118268)	3,140	842
#17 PCs (TBD)	8,114	-
Sub-total Equipment and Furnishings Reimbursement	164,075	124,960
TOTAL OF DEBT SERVICE AND LEASES	$ 4,994,381	$ 4,946,616

NOTE: State Amount Expended should not exceed
State Amount Received. If a difference does
exist, please provide a footnote to this page
explaining the variance.

ATTACHMENT D

PDE LETTER DATED MARCH 23, 2016
REGARDING AUDIT AND SUPPLEMENTARY AUDIT
PROGRAM FOR FISCAL YEAR ENDED JUNE 30, 2015

March 23, 2016

Dr. Donald Generals, Jr., President
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130-3991

Dear Dr. Generals:

The Department has determined that the Community College of Philadelphia's Independent Audit and Supplementary Audit Program for the fiscal year ending June 30, 2015, is substantially in compliance with Section 19-1913-A of the Pennsylvania School Code, as well as relevant Commonwealth regulations and policies.

The scope of the Department's review of the college's Audit Financial Statements is limited to financial data presented in the Statements of Revenue, Expenses and Changes in Net Assets and the cursory review of the Report of Internal Control over Financial Reporting in accordance with Generally Accepted Government Auditing Standards

In addition, the Department noted that the Supplementary Audit Program Schedules prepared by the college and verified by the independent auditor contained no exceptions. The independent auditor completed these supplementary schedules by applying the procedures outlined in the 2014-15 Statement of Auditing and Accounting Standards for Community Colleges and Supplementary Audit Program documents.

However, the Department would like to inform the college of the following observations based on its review of the Supplementary Audit Program.

Schedule A

• The number of Total Credit and Non-Credit FTE students reported on the 2014-15 May Rebudget Annualized FTE line was not the same as what was reported on Schedule A.

As noted at the bottom of the Audited Schedule A, these numbers must match. The Department recommends that the college develop or revise its operational procedures to ensure that variances in enrollment reporting are minimized in the future.

Schedule B

• The Department's calculation of Tuition Compliance resulted in a determination that income from student tuition is 37.58 percent of the total operating costs.

Bureau of Budget and Fiscal Management
333 Market Street | Harrisburg, PA 17126 | 717.783.5993 | F 717.705.6805 | www.education.state.pa.us
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- The Department noted that the college's Tuition Equalization Account balance ending June 30, 2015, was $38,146,450 which represents a $26,232,880 million increase since FY 2010-11.

In accordance with the State Board Regulations, 22 Pa. Code 35.29 (d), where an annual audit reveals that income from student tuition exceeds the legislatively prescribed share (1/3) of the total Operating Costs, the college shall be required to submit written justification to assure the Department that the college is making appropriate efforts to comply with the intent of the legislation regarding the share of Operating Costs to be borne by the students.

In addition, according to the Statement of Auditing and Accounting Standards for Pennsylvania Community Colleges FY 2014-15, "When tuition that is collected in any given year exceeds the students' calculated share, the difference is placed into the Tuition Equalization Account. When tuition charges fall short of the calculated share, a transfer from the reserve funds covers the students' variance." The college should monitor this account's balance and ensure that it does not grow too large at the expense of student need.

Schedule C

- The audit compared the Capital Debt Service and Lease/Rental State Share reimbursement amount of $4,994,381 to the State Share Amount Expended $4,946,616.

However, Department records indicate that $4,994,380 was paid to the college, resulting in a variance of $47,764.

Within 90 days from receipt of this letter, please provide a written justification for all observations and reimbursement to the Department for the unexpended capital noted above. In lieu of reimbursement, colleges may offer written justification explaining why the state funds should not be returned to the Department. Please send this information to the following address:

Pennsylvania Department of Education
Attn: Danielle Mariano, Director
Bureau of Budget and Fiscal Management
333 Market Street, 4th Floor
Harrisburg, PA 17126-0333

If you have any questions or need additional information, please contact Naomi Rudisill at 717.787.5993.

Sincerely,

Danielle Mariano, Director
Bureau of Budget and Fiscal Management

cc: Jacob Eapen, Vice President for Business and Finance
Office of Postsecondary/Higher Education
Jeannine Weiser
Naomi Rudisill

ATTACHMENT E

COLLEGE'S DRAFT RESPONSE TO
PDE LETTER DATED MARCH 23, 2016
REGARDING AUDIT AND SUPPLEMENTARY AUDIT
PROGRAM FOR FISCAL YEAR ENDED JUNE 30, 2015

April 14, 2016

Pennsylvania Department of Education
Danielle Mariano, Director
Bureau of Budget & Fiscal Management
333 Market Street, 4ᵗʰ Fl
Harrisburg, PA 17126-0333

RE: **Response to Audit and Supplementary Audit Program for Fiscal Year Ended June 30, 2015**

Dear Ms. Mariano:

The College is in receipt of your letter dated March 23, 2016 regarding our independent audit and supplementary audit program which addresses your observations regarding the tuition compliance calculation exceeding the one-third (1/3) of operating costs and a variance of the state's share of capital. In your letter to the College, you requested a written justification for the annualized FTE difference on (Schedule A), the excess tuition charge (Schedule B) and the State's Share of Capital (Schedule C). The following is the written explanation and justifications:

SCHEDULE A

In completing the May Rebudget, the excel spreadsheet utilized was formatted with two decimal places for reporting FTEs. The College reported 14,762.49 annualized FTEs on its May Rebudget form submitted to PDE. In completing Schedule A of the Supplementary Audit Program, the excel spreadsheet utilized was formatted with one decimal point for reporting FTEs. The College reported 14,762.5 annualized FTEs this form. Due to the formatting differences of the spreadsheets, this resulted in a difference of .01 or a hundredth FTE.

SCHEDULE B

To insure that students are not charged more than their share of operating costs over time, the College has established a Tuition Equalization Reserve. When tuition that is collected in any given year exceeds the students' calculated share, the difference is placed into the reserve. When tuition charges fall short, a transfer from the reserve funds the student share. The current tuition reserve balance is the cumulative effect of this activity. It is important to note that the lack of significant increases in support from the City and State in many years in the past decade made it difficult to balance the budget in any way other than increasing tuition and fees.

SCHEDULE C

The College received $180,890 from PDE for Facility and Equipment Lease costs and expended $133,126, a difference of $47,764. The reasons for the College expending less than received are as follows:

$6,297.00   High Speed Copier Equipment Lease:
The College replaced its high speed copiers during fiscal year 2013-14. Revised cost estimates were provided to PDE but were not incorporated into their payment schedule for FY14-15.

$13,978.00   Sun Server Lease:
The College did not immediately replace Sun Servers whose lease expired during the previous fiscal year.

$18,840.00   PC Equipment Leases:
Certain leases, which were one dollar buy out at termination, were not immediately replaced with new PC's. Therefore, this generated additional lease savings.

$8,649.00   Rental Costs – Facilities and Variable:
The College offered fewer sections at rented facilities than budgeted.

We are enclosing a check in the amount of $47,764 for the unexpended capital as outlined in Schedule C of our audit.

Please advise if you require any further information.

Sincerely,

Todd E. Murphy
Assistant Vice President for Accounting & Controller

cc: Dr. Guy Generals
       Mr. Jacob Eapen
       Mr. James Spiewak
       Mr. Brian Page (Grant Thornton)