Community College of Philadelphia

The Path to Possibilities ™

MEETING OF THE BOARD OF TRUSTEES
Thursday, November 2, 2017 – 3:00 p.m.
Isadore A. Shrager Boardroom

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MEETING OF THE BOARD OF TRUSTEES
AGENDA
Thursday, November 2, 2017 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

(1)   Executive Session

(2)   Meeting Called to Order

(3)   Public Comment

(4)   Report of the Business Affairs Committee

(5)   Report of the Student Outcomes Committee

(6)   Consent Agenda

(a) Proceedings and Minutes of Decisions and Resolutions
   Meeting of October 5, 2017
(b) Gifts and Grants
(c) RFP #9969 – Child Development Center Management

(7)   Report of the Chair

(8)   Foundation Report

(9)   Report of the President

(10)   New Business

(11)   Next Meeting: Thursday, February 1, 2018 – 3:00 p.m.
                               Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

Business Affairs: Wednesday, November 15, 2017
                                          10:00 a.m. – Isadore A. Shrager Boardroom, M2-1

Student Outcomes: Thursday, February 1, 2018
                                          1:30 p.m. – M2-34

Audit Committee:	Wednesday, March 28, 2018
	12:00 noon – Isadore A. Shrager Boardroom, M2-1

Upcoming Events

PA Commission for Community Colleges Southeast Trustees Regional Meeting	Thursday, November 16, 2017 5:30 – 8:00 p.m. Montgomery County Community College 340 Dekalb Pike Blue Bell, PA
Board of Trustees Retreat	Friday, November 17, 2017 8:00 a.m. – 2:30 p.m. Center for Business and Industry 1735 Callowhill Streets Room C2-5
Thanksgiving Holiday – College Closed	November 23-24, 2017
Fall Pathways Magazine Breakfast	Monday, December 11, 2017 9:00 a.m. Center for Business and Industry 1735 Callowhill Streets Room C2-5
College-Wide Holiday Celebration	Tuesday, December 12, 2017 11:00 a.m. – 1:00 p.m. Great Hall, S2-19
Winter Recess – College Closed	December 22, 2017, 12:00 p.m. – January 1, 2018
Philadelphia Martin Luther King, Jr. Association for Non-Violence, Inc. Awards and Benefit Luncheon	Monday, January 15, 2018 12:00 p.m. Sheraton Philadelphia City Center Hotel 17th & Race Streets, Liberty Ballroom
Community College National Legislative Summit	February 11-14, 2018 Marriott Marquis Hotel 901 Massachusetts Avenue, NW Washington, DC

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, October 5, 2017 – 3:00 p.m.

Present: Mr. White, presiding, Mr. Armbrister, Mr. Bergheiser, Ms. Biemiller, Ms. Fulmore-Townsend, Ms. Hernández Vélez, Mr. Herzog, Ms. Horstmann, Mr. Martz, Ms. McPherson, Representative Roebuck, Ms. Sidhu, Mr. Soileau, Judge Tsai, Dr. Generals, Ms. Brown-Sow, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Ms. Hurst, Mr. Murphy, Ms. Zellers, and Mr. Kligerman

(1)   Meeting Called to Order

Mr. White called the meeting to order.

(2)   Report of the Student Outcomes Committee

Ms. Hernández Vélez reported that the Committee had reviewed the Dashboard update showing good progress with student success outcomes and degree completion. Ms. Hernández Vélez reported that the Committee also reviewed an update on Guided Pathways.

(3)   Report of the Real Estate Committee

Ms. Hernández Vélez reported that the Committee had met on September 15, 2017 and reviewed and discussed the *2017 Facilities Master Plan*. She stated that the document is a 5-10 year plan for the College.

After discussion, Ms. Hernández Vélez moved, with Mr. Armbrister seconding, that the Board approve the *Facilities Master Plan*. The motion carried unanimously.

(4)   Report of the Business Affairs Committee

Ms. Biemiller reported that the Business Affairs Committee did not meet during the month of September. The Committee is scheduled to meet on October 18, 2017.

(5)   Report of the Audit Committee

Mr. White reported that the Audit Committee had met on September 26, 2017.   He stated that the College had received a clean audit and that there were no findings. Mr. White stated that the auditors were very complimentary of Mr. Spiewak and his team. Mr. White stated that he was recommending approval of the Audit.

After discussion, Ms. Biemiller moved, with Ms. Sidhu seconding, that the Board accept the 2016-17 Financial Statements. The motion carried unanimously.

Mr. White stated that during the Audit Committee meeting the Committee had an opportunity to discuss with the auditors what other colleges in the area are experiencing in terms of finances. He noted that the auditors stated that all institutions must identify alternative resources for the sustainability of their institution.

(6)   Consent Agenda

Mr. White requested Board approval of the following Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions
       Meeting of September 7, 2017
(b) Gifts and Grants
(c) Photographic Imaging Program Audit

Ms. Biemiller moved, with Ms. McPherson seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(7)   Report of the Chair

(7a)   Association of Community College Trustees Annual Congress
        September 25-28, 2017, Las Vegas, Nevada

Mr. White reported that he, Dr. Generals, and Ms. McPherson had attended the ACCT Annual Congress September 25-28, 2017 in Las Vegas. He stated that the meeting went well, and that he had attended a number of meetings and workshops.

(7b)   Announcement Regarding Clay Armbrister

Mr. White reported that Mr. Armbrister will be leaving the region to assume the position of president of Johnson C. Smith University in North Carolina, on January 1, 2018. On behalf of the Board of Trustees, Mr. White congratulated Mr. Armbrister on his new position, and thanked him for his excellent service on the Board of Trustees.

Mr. Armbrister thanked Mr. White and members of the Board for their good wishes. He stated that his service on the Board and working with Mr. White and Dr. Generals has propelled him to service and showed him what good strategic planning can do. Mr. Armbrister stated that he appreciated the opportunity to serve on the Board of Trustees.

(8)   Foundation Report

Mr. Murphy stated that he had no items to report.

(9)   Report of the President

        Dr. Generals called attention to his memorandum in the Board folder outlining his activities during the month of September, and summarized the highlights.

(9a)   Association of Community College Trustees
        Annual Congress, September 25-28, 2017
        Las Vegas, Nevada

        Dr. Generals reported that he had attended the ACCT Annual Congress in Las Vegas. He stated that he had participated on panel discussions focusing on changes in financial aid, Title IX and other changes in higher education. Dr. Generals stated that he had also attended a workshop focusing on the role of community colleges in economic and workforce development.

(9b)   Amazon Headquarters

        Dr. Generals reported that Philadelphia is one of the cities under consideration as a location for Amazon HQ2. He stated that the College had been asked to participate and support the proposal to Amazon. Dr. Generals asked Dr. Gay to report on activities to date regarding this exciting opportunity.

        Dr. Gay stated that the College was very much engaged in conversations with the City to submit information for a strong proposal to Amazon. She stated that the College was quick to respond to request for input. Dr. Gay stated that the College provided data and examples of current initiatives and ideas particularly in STEM. Dr. Gay stated that the deadline for submission of the proposal is October 19, 2017.

(9c)   On-Campus Activities

        Dr. Generals discussed activities that the College had held for the celebration of Hispanic Heritage Month. He stated that there were a number of festivals, dance performances, and a Fireside Chat celebrating Latino heritage. Dr. Generals stated that in conjunction with Hispanic Heritage Month, the College will be holding days of giving in cooperation with student clubs, the Faculty Federation, and community groups, to help the people of Puerto Rico and the Virgin Islands affected by Hurricane Maria.

        Dr. Generals reported that the College is hosting the first LGBTQ Conference today and tomorrow, October 6. He stated that the conference is featuring a number speakers, presentations, and workshops.   Dr. Generals stated that the opening session was well attended.

Dr. Generals alluded to a situation on campus related to an individual preaching hate. He stated that the LGBTQ Conference was an opportunity to educate people about LGBTQ issues, and stop the rhetoric of hate.

At the request of Dr. Generals, Mr. Murphy stated that the Marc David LGBTQ Center will be opening soon on campus. A donor has contributed funds to operate the Center as well as cover the cost of materials and programming. Mr. Murphy stated that the speakers at the LGBTQ Conference were outstanding.

Mr. White agreed about the importance of holding events like the conference.

(10)   New Business

There was no new business discussed.

(11)   Public Comment

Dr. Fay Beauchamp, Professor of English, expressed her concerns regarding the collective bargaining contract proposals.

Mr. White thanked Dr. Beauchamp for her comments.

(12)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, November 2, 2017 at 3:00 p.m. in the Isadore A. Shrager Boardroom, M2-1.

The meeting adjourned at 4:10 p.m.

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

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, October 5, 2017 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. White, presiding, Mr. Armbrister, Mr. Bergheiser, Ms. Biemiller, Ms. Fulmore-Townsend, Ms. Hernández Vélez, Mr. Herzog, Ms. Horstmann, Mr. Martz, Ms. McPherson, Representative Roebuck, Ms. Sidhu, Mr. Soileau, Judge Tsai, Dr. Generals, Ms. Brown-Sow, Ms. de Fries, Ms. DiGregorio, Mr. Eapen, Dr. Gay, Dr. Hirsch, Ms. Hurst, Mr. Murphy, Ms. Zellers, and Mr. Kligerman

(1)   Meeting Called to Order

        Mr. White called the meeting to order.

(2)   Report of the Student Outcomes Committee

        The Committee reviewed the Dashboard update showing good student success and change in degree expectations, and an update on Guided Pathways.

(3)   Report of the Real Estate Committee

        The Board approved the *2017 Facilities Master Plan*. The motion carried unanimously.

(4)   Report of the Business Affairs Committee

        The Business Affairs Committee did not meet during the month of September. The Committee is scheduled to meet on October 18, 2017.

(5)   Report of the Audit Committee

        The Board accepted the 2016-17 Financial Statements.

(6)   Consent Agenda

        The Board approved the following Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
                Meeting of September 7, 2017
        (b) Gifts and Grants
        (c) Photographic Imaging Program Audit

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Dr. Generals also attended a workshop focusing on the role of community colleges in economic
and workforce development.

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         The College has been very much engaged in conversations with the City to submit
information for a strong proposal to Amazon as Philadelphia is one of the cities under
consideration as a location for Amazon HQ2.

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Hispanic Heritage Month. In conjunction with Hispanic Heritage Month, the College held a day
of giving in cooperation with student clubs, the Faculty Federation, and community groups, to
help the people of Puerto Rico and the Virgin Islands affected by Hurricane Maria.

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The Marc David LGBTQ Center will be opening soon on campus. A donor has contributed funds to operate the Center as well as cover the cost of materials and programming.

(10)   New Business

There was no new business discussed.

(11)   Public Comment

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Mr. White thanked Dr. Beauchamp for her comments.

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The meeting adjourned at 4:10 p.m.

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

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
for the Nov 2017 Meeting of the Board of Trustees

GRANTS
Summary by Grant Type:

	10/1/17-10/31/17	2018 FY Year-to-Date
Government/Public Grants		
Federal	$7,549	$1,913,082
State		
Local	$188,200	$1,228,200
Private Grants		
Corporation		
Foundation	$5,000	$10,377
Organization	$10,000	$10,000
Other Grants		
Grant Total	$210,749	$3,161,659

GIFTS
Summary by Gift Type:

Gifts to the Foundation ($5,000+)	Amount	Purpose
Wanamaker Institute of Industries	$23,243	Student Scholarships
Private Donor	$10,000	Student Scholarships
Gifts In-Kind (estimated value $200+)		

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
for the November 2017
Meeting of the Board of Trustees

Federal

The U.S. Department of Education increased its year one allocation to the TRIO Upward Bound Program in the amount of $7,549. This five-year program (2017-2022) will provide 68 eligible secondary students annually with the academic skills and motivation necessary for persistence and completion of secondary and postsecondary education. The College will partner with two persistently low achieving target high schools in the School District of Philadelphia: Benjamin Franklin and South Philadelphia.

Local

Philadelphia Works, Inc. has awarded the College a grant of $188,200 in its Philadelphia Tech Grant program. The grant will support purchase of gas distribution pipeline mechanic equipment; equipment that will allow the College to provide advanced manufacturing training for the National Institute for Metalworking Skills (NIMS) Machining Level 1 Certification; and machining equipment for the Advanced Manufacturing Integrated Systems Technology (AMIST) Level 2 Certification.

Private

Leo & Peggy Pierce Family Foundation has awarded $5,000 to support the College's Snack Rack food pantry in 2018. This grant will enable the program to significantly expand its services and strengthen its presence at the College. Investment in the program's infrastructure will improve the College's ability to quickly respond to the growing student need for food assistance. Funds will be used to purchase food storage equipment; bulk hygiene items; and non-perishable bulk food products to expand its inventory, and to provide employment to student employees to provide close monitoring, organization, and control of the Snack Rack on a daily basis.

Transforming Youth Recovery has awarded $10,000 in support of Bridging the Gap. This grant will support the development of the new Office of Collegiate Recovery. Specific services to be supported by grant funds include a peer mentor and support system for students in recovery.

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, October 5, 2017
1:30 p.m.
Conference Room M2-34

Presiding: Ms. Hernández Vélez

Present: Mr. Armbrister, Ms. de Fries, Ms. Fulmore-Townsend, Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. Horstmann (via phone), Ms. McPherson, Dr. Roberts, Rep. Roebuck, Ms. Zellers

(1)   **Executive Session**

A personnel matter was discussed.

(2)   **Public Session**

(a) Approval of the Minutes of September 7, 2017

The minutes were accepted unanimously.

(b) Dashboard

Dr. Hirsch provided an update on the Dashboard. As part of the Dashboard, an Aspirational Cohort is included. This is comprised of the urban colleges among recent Aspen Prize finalists and looks at the median for this group. The following points were highlighted:

1.0. Student Success
Increase Enrollment
   1.1. New Full-time Students (Fall Admission) – This remained constant and for 2017 will be in the range of 1,500.
   1.2. New Part-time Students (Fall Admission) – A downward trend is continuing, although the decline will be less for Fall 2017.
Increase Persistence
   1.4. Fall to Fall New Full-time Students – The projection for 2016 to 2017 is 58%, which continues the positive trend and is close to the goal of +5% to 7% for 2020.
   1.5. Fall to Fall New Part-time Students – The projection for 2016 to 2017 remains at the same level as the previous year.
   1.6. Fall to Spring (All first-time) Students – This was at 72% for 2016-17. Dr. Hirsch noted that as part of Guided Pathways, full-time assigned advisors had

been hired for Fall 2016. For students in programs with assigned advisors Fall-to-Spring retention rates have already increased from 71.8% (Fall 2015 to Spring 2016, when there were no assigned advisors) to 75% (from Fall 2016 to Spring 2017) for students assigned to a full-time advisor. Other factors which may be contributing to this increase is the required First Year Experience course and the technology monitoring system. It has been encouraging to see how initial changes under Guided Pathways may already be positively affecting student outcomes.

Increase 3-Year CCP Completion - The three-year completion rate is a national benchmark using IPEDS data.

1.7. 3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS) - For the 2014 cohort, this rate is projected to be 13.2% - an increase from the previous year.

1.8. New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS) – Data will be available in the spring semester. Given the changes being made at the College, it is expected that the goal will be achieved and increases should be seen for the 2015 and 2016 cohorts. Dr. Generals noted that the goal for 2020 is an increase of 7% to 10% and that there has already been a three percentage point increase.

Increase 6-Year CCP Completion

1.10. through 1.12. 6-Year CCP Completion – There are increased projections for the 2010 cohort on all three metrics.

Increase Completion

1.13. Unduplicated Number of Completers by Graduation Year – This metric is a raw number and is not cohort based. The College has an October 31 deadline for counting graduates. With over three weeks until then, it is expected that the number should increase from the current total of 1,950.

Improve Success Rates of Students in Developmental English

1.14. Placed Developmental English (Decrease annually) – The goal is for fewer students to be placed into developmental English. There was a decrease after the cut-off score for the placement test was recalibrated. A next step related to this metric is to look at the performance of students who placed directly into college-level English classes.

Improve Success Rates of Students in Developmental Math

1.17. Placed Developmental Math (Decrease annually) – After a change in the math placement test, a higher percentage of students placed into developmental math. Ms. Fulmore-Townsend asked why the math placement test was changed. Dr. Hirsch explained that students were not completing the developmental sequence and a hypothesis for this was that they were not properly placed; this was based in part on faculty examining course pass rates and performance on specific skill sets. Success rates in subsequent developmental and college-level math courses will be examined. The College has already instituted several changes to address developmental math, including accelerated seven-week courses and new contextualized courses. The College is also beginning to exam the role of math within individual curricula and if intermediate algebra is most appropriate. Different support services are also being explored; there is currently a summer boot camp program that has shown positive results. The College also

reaches out to high schools to discuss expectations in math performance at the College (although these math results are for all students, not just those coming directly out of high school).

Improve Achievement Gap in First Year Success in Developmental English

1.20 through 1.23. Data will be available in the spring semester.

Improve Career Preparation and Employment

1.24 and 1.25. Data will be available in the spring semester.

1.26. Licensure Exam Pass Rates – Improvements in the Nursing licensure exam pass rate is notable. The department has made significant changes, including supporting and retaining students and adjusting the curriculum to be better aligned with the exam.

2.0 Facilities and 3.0 Finance

The Vice President for Business and Finance will report on these sections to the Real Estate and Business Affairs Committees. Dr. Hirsch noted that the College is close to finishing its Biology lab renovations; there has been positive feedback from students and faculty on the renovations. It was recommended that at a future Committee meeting a tour be provided.

4.0 Workforce Development

Ms. de Fries provided an overview of this section.

4.1. Annual Enrollments and 4.2. Revenue - Increases were seen for both metrics. The division is on a path to achieve its five-year goals.

4.3. Number of Unique Clients Served - The division also has new staff who will be able to increase the number of clients served.

4.4. 10KSB # of Businesses Served Annually (Cohorts) - The third cohort will be graduating at the end of December, at which time data will be available. Lower numbers are anticipated as a result of fewer staff working on this, but the unit is in the process of building pipelines up again. Ms. McPherson commented that she is familiar with people who participated in this program and it is great seeing them leverage their 10KSB experience at the Chamber of Commerce. The program relies on direct referrals, which appear to have reached their limits. As a result, the program will be broadening its pool. Data from a recently submitted report showed that for Cohort 8 and Cohort 11, there were 45 and 113 different sources for referrals, respectively.

4.5. 10KSB Retention Rate – The retention rate is still 99%, which is consistent with the national rate.

4.6. and 4.7. – The College is still points above the national average. For instance, for the number of jobs created, the national average is 48% while the College is at 53%.

4.8. – 4.11. Career Connections metrics – This unit is currently changing activities. As a result, many areas they want to track have only recently started and data will be available in the future. A recent significant achievement was the Comcast job fair, with 8 students hired – and still employed. Next week is a Career Exploration Week, with another Comcast job fair and a panel to talk with students about different industries. The division is actively recruiting an Employer

Engagement Specialist, who will develop employer relationships for students in associate degree, proficiency certificate, and non-credit certificate programs. The College has also been heavily involved in the Amazon proposal being put together by the city.

5.0. Community Relationships
Dr. Gay updated the data for these outcomes and will provide another update in the spring semester. The data included in this section has been confirmed as correct.

(c) Guided Pathways Report

Dr. Hirsch provided an overview of recent Guided Pathway achievements and next steps. He noted that the College is getting a lot of national attention and that people are interested in the College's story.

One handout shows the four quadrants of the College's Guided Pathways work. The accomplishments and next steps are organized by quadrant. Dr. Hirsch noted the following accomplishments:

Program maps – Program maps comprised major work completed so far. Programs worked on refining their curricula to be more focused but with flexibility for different transfer institutions. Over the past summer, there were faculty-led conversations about revisions and alignment. All programs are going live with their revised curricula this academic year.

Website for programs – The new website will provide a more dynamic presentation of information for students. Curriculum maps will contain information on milestones – such as students in Liberal Arts taking FYE 101 within their first 12 credits, or dual admissions intent-to-enroll forms should be submitted before 30/45 credits have been completed. There will also be a larger career focus. Additionally, a program's webpage will have videos, student testimonials, and faculty highlighted. The next step is to develop and post maps for students needing foundational skills courses, thus increasing the transparency around the foundational skills curriculum.

Intensive Advising – Mr. Armbrister inquired about the new full-time assigned advisors. Dr. Hirsch commented that this system with the full-time assigned advisors is going well, with increases already seen in persistence. There are currently seven full-time assigned advisors; there will be a total of 10 by the end of the year.

The College has developed a set of metrics to measure progress. The first step will be to determine benchmarks for each. The metrics will be reported on annually.

(d) New Business
There were no new business topics to discuss.

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for November 2, 2017 at 1:30 p.m. in Conference Room M2-34.

Attachments:
Minutes of September 7, 2017
Dashboard – September 2017
Guided Pathways – Principles, Accomplishments & Next Steps, Evaluation Metrics

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, September 7, 2017
1:30 p.m.
Conference Room M2-34

Presiding: Dr. Rényi

Present: Mr. Armbrister, Ms. Fulmore-Townsend, Ms. de Fries, Dr. Gay, Dr. Generals,
Ms. Hernadnez Velez, Dr. Hirsch, Ms. McPherson, Dr. Roberts, Ms. Zellers

Guest: Dr. Sweet

(1)   Executive Session

A personnel matter was discussed.

(2)   Public Session

(a) Approval of the Minutes of June 1, 2017

The minutes were accepted unanimously.

(b) Photographic Imaging Program Audit Follow-Up Decision

Drs. Generals and Hirsch had conferred on the Photographic Imaging program audit
follow up. A concern had been the capital budget; the budget was able to be adjusted
so that it was affordable while meeting students' needs. The program has made
progress and continues to serve multiple student populations.

Action: The Student Outcomes Committee unanimously recommends that the
Board approve the program for five years and encourage the expansion of
internships and partnering with businesses to help defray the costs of
equipment.

(c) Office of Strategic Initiatives and Chief of Staff Report

Dr. Gay provided the Committee with a condensed report of 2016-17 activities and
accomplishments. The following were highlighted:
- Launched affordable learning materials initiative (including OER materials)
- Moved early/middle college concept beyond pilot status
- P-TECH proposal submitted to Commonwealth

- Lenfest proposal
- Increased faculty use of Canvas to more than 90%
- Launched Institute for Community Engagement & Civic Leadership with more than 200 student volunteers; over 30 community partners; over 30 community events
- Preliminary work for record label
- Diversity Fellowship revised and Diversity Innovation Lab developed
- Accessibility Plan approved; new Diversity Plan drafted, new policies
- Technology upgrades with over 70% of classrooms technology enabled
- Created & started assessment of three active learning classrooms
- Online enrollment up over 7%
- Increased dual enrollment by 10%
- Represented College in absence of President

Dr. Rényi asked what role the Student Outcomes Committee could play in relation to innovation, middle college, etc. Dr. Gay indicated that support is helpful.

(d) Pennsylvania State System of Higher Education Strategic System Review

The Committee discussed the report from the National Center for Higher Education Management Systems (NCHEMS). Dr. Rényi noted that NCHEMS recommended comprehensive oversight of all public higher education across the Commonwealth. It is recommended that this include community colleges (although these were not included in interviews done by the group). It is also noteworthy that adult students were cited as the biggest untapped resource, especially those with some or no college. This is an important population for the College. A possible next step is for the group to create a white paper to be taken to the legislature. This would help garner support for the idea that community colleges are part of the answer, especially in regard to the underserved adult student population. The PA Commission for Community Colleges is meeting in November; Dr. Rényi would like to attend. Dr. Generals said that having trustees advocate the College as being part of the solution is helpful. The College will know more after the November meeting about how the Committee can provide support.

(e) New Business

There were no new business topics to discuss.

<u>Next Meeting</u>
The next meeting of the Student Outcomes Committee of the Board is scheduled for October 5, 2017 at 1:30 p.m. in Conference Room M2-34.

Attachments:
Minutes of June 1, 2017
Program Audit Follow-Up Report: Photographic Imaging Curriculum
Office of Strategic Initiatives and Chief of Staff Report
Pennsylvania State System of Higher Education Strategic System Review

Community College *of* Philadelphia

Dashboard

1.0 Student Success

Indicator of Success		2014-15	2015-16	2016-17	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
Increase Enrollment								+3 to 5% pts
1.1	New Full-time Students (Fall Admission)	1,574	1,874	1,860	→			
1.2	New Part-time Students (Fall Admission)	3,700	3,599	3,273	↘			
1.3	Total Fall Credit Hours	158,471	160,972	152,326	↘			
Increase Persistence		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017				+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	55.3%	58.0%*	↗	61%	↘	
1.5	Fall to Fall New Part-time Students	40.8%	43.0%	43.0%*	→	45%	↘	
1.6	Fall to Spring (All first-time) Students	70.6%	72.0%	72.3%	→	Data Not Reported		

* Projected data

Note: Aspiration Cohort = Median outcome for Aspen Prize 2016-17 Finalists (Urban Colleges)

Community College of Philadelphia

		2010 Cohort 2013	2011 Cohort 2014	2012 Cohort 2015	2013 Cohort 2016	2014 Cohort Projection 2017	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	Increase 3-Year CCP Completion									+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS)	10.0%	10.4%	11.6%	11.8%	13.2%	↗	25%	↘	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)	22.4%	27.3%	24.9%	23.5%	Data Available Spring 2018	→	17.1%	↗	
1.9	Total percentage of satisfactory student outcomes	32.4%	37.7%	36.5%	35.5%	Data Available Spring 2018	→	42.1%	↘	

		2008 Cohort Reported 2014	2009 Cohort Reported 2015	2010 Cohort Projection 2016	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	Increase 6-Year CCP Completion							+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards	20.0%	18.5%	21.9%*	↗	Data Not Reported		
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	31.6%	31.4%	33.3%*	↗	Data Not Reported		
1.12	Total percentage of satisfactory student outcomes	51.6%	50.0%	55.2%*	↗	Data Not Reported		

* Projected data

		Grad Year 2015	Grad Year 2016	Grad Year 2017*	CCP Trend
	Increase Completion				
1.13	Unduplicated Number of Completers by Graduation Year	2,103	2,046	1,950	→

* As of September 29, 2017; final total available November 2017.

Community College *of* Philadelphia

		2014-15	2015-16	2016-17	CCP Trend	5-Year Goal 2020
	Improve Success Rates of Students in Developmental English					+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6%[1]	36.8%[1]	↗	
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	64.1%	Data Available Dec. 2017	⇨	
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	Data Available Dec. 2017	Data Available Dec. 2017		
	Improve Success Rates of Students in Developmental Math					+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%	51.5%[1]	↘	
1.18	Success in Foundational MATH 017 (Increase annually)	32.6%	36.3%	Data Available Dec. 2017	↗	
1.19	Completed MATH 118 within two years (Improve annually)	17.0%	Data Available Dec. 2017	Data Available Dec. 2017		
	Improve Achievement Gap in First Year Success in Developmental English					+5% pts
1.20	All First-time	63.8%	64.1%	Data Available Dec. 2017	⇨	
1.21	Black	59.7%	58.6%	Data Available Dec. 2017	⇨	
1.22	Hispanic	65.4%	64.9%	Data Available Dec. 2017	⇨	
1.23	White	73.2%	77.1%	Data Available Dec. 2017	↗	

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[1] Reflects changes in placement cut-off scores

Community College of Philadelphia

	Improve Career Preparation and Employment	2014-15	2015-16	2016-17	5-Year Goal 2020
1.24	Career Program Job Placement Rates[2]	85.2%	87.6%	Data Available March 2018	90%
1.25	Career Program Graduates' Wages and Wage Growth	$43,123	$41,253	Data Available March 2018	Rate of Inflation
1.26	Licensure Exam Pass Rates				
	Clinical Laboratory Technology	100%	86%	100%	90%
	Dental Hygiene	100%	100%	100%	100%
	Diagnostic Medical Imaging	100%	100%	100%	100%
	Nursing	67.1%	83.2%	87.5%	90%
	Respiratory Care Technology	100%	100%	100%	100%

2.0   Facilities

2.0	Facilities	Updates	Target Completion	Progress	5-Year Goal 2020
	Projects				
2.1	Facilities Master Plan	Master Plan for Board Approval	October 5, 2017	100%	100%
2.2	The Hamilton	Construction Started	August/December 2018	15%	100%
2.3	Expansion of West Regional Center	Awaiting Funding			
2.4	Mint Steps Replacement	Work Progressing	October/November 2017	25%	100%
2.5	Biology Lab Renovations	Work Progressing	December 2017	75%	100%
2.6	Library/Learning Commons	RFP for Architects	Spring 2018		
2.7	Public Art	Footing/Installation of Artwork	Spring 2018		

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[2] For Indicators 1.24 and 1.25, data are obtained via graduate surveys conducted six months after graduation. For 2014-15, the number of respondents was 433.

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3.0 Finance

3.0	Finance	Quarterly Report September 2017 (In Millions)	Quarterly Report December 2017 (In Million)	Quarterly Report March 2018 (In Millions)	Quarterly Report June 2018 (In Millions)	
3.1	Operating Budget Status 2017-2018					
3.2	Operating Cash Position 2017-2018	$17M	$30M			
3.3	Long Term Cash Investments 2017-2018	$22M	$22M	$22M	$22M	
		FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
3.4	Stabilize % of Operating Revenues from Student Sources	57%	57%	57%	57%	57%
3.5	Stabilize Reserve Balance as % of Operating Budget	28%	28%	28%	28%	28%
3.6	Liquidity as % of Operating Budget	34%	34%	34%	34%	34%

4.0 Workforce Development

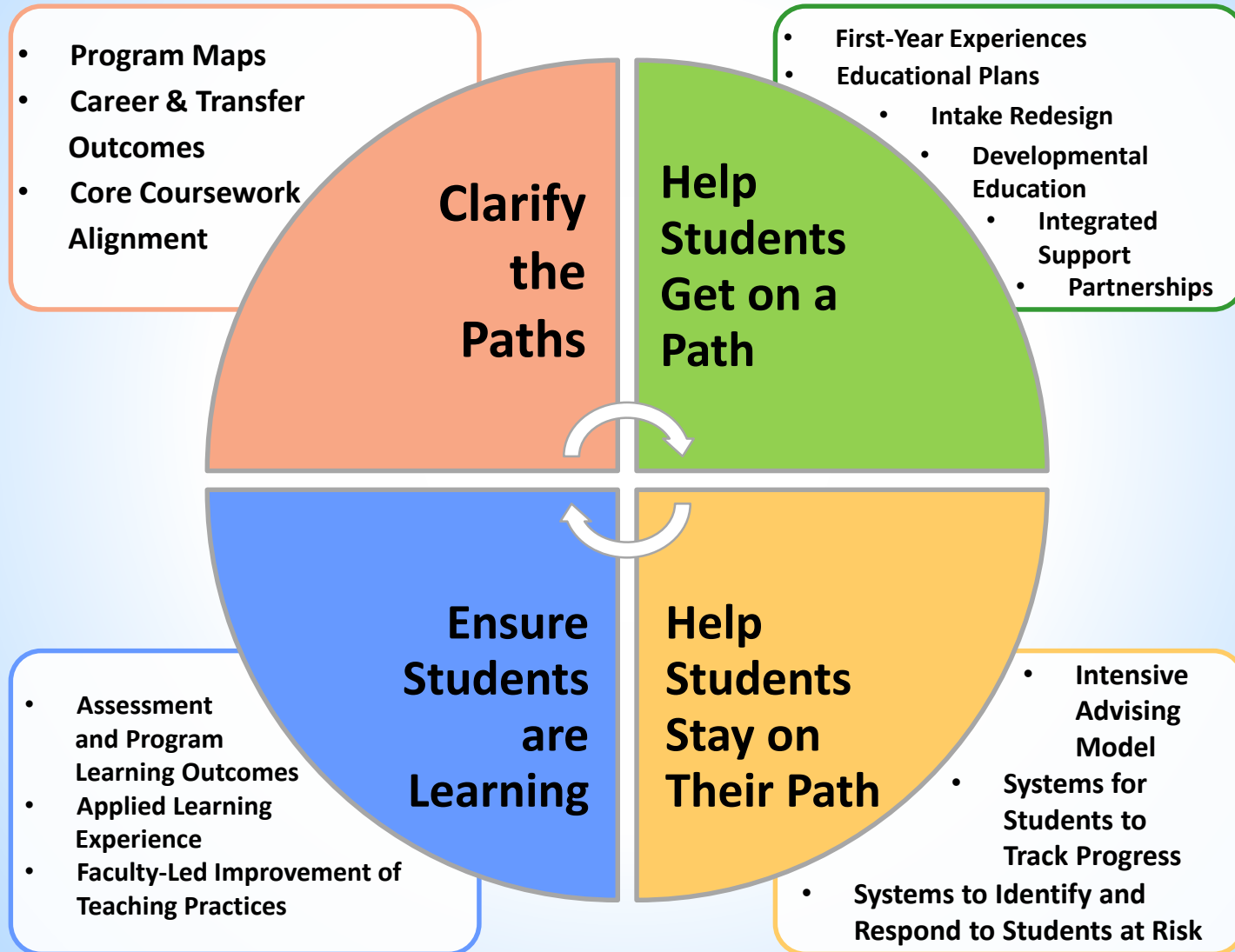| 4.0	Workforce Development	2015-16	2016-17	5-Year Goal 2020
4.1	Annual Enrollments – Contract Training, Open Enrollment, Corporate College	2,904*	3031	+3-5% (3093)
4.2	Revenue (after expenses)	$1,166,266	$1,306,304	+35%
4.3	Number of Unique Clients Served (WedNet, Contract Training, Corporate College)	43	50	90
	*revised, included Conference Attendees as Enrollments			
4.4	10KSB # of Businesses Served Annually (Cohorts)*	83 (Cohorts 9, 10,11)	January 2018 (Cohort 14 Graduation)	90

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		2015-16	2016-17	5-Year Goal 2020
4.5	10KSB Retention Rate	99% (Cohorts 1-10)	99% (Cohorts 1-13)	99%
4.6	10KSB % Scholars Who Increased Revenues at 6 months	72% (Cohorts 1-8)	71% (Cohorts 1-11)	+2% Nat'l Average
4.7	10KSB % Scholars who created Jobs at 6 months	52% (Cohorts 1-8)	53% (Cohorts 1-11)	+2% Nat'l Average
4.8	Career Connections Total Student Contacts	4,512	Data Available November 2018	+20%
4.8a	Career Connections Number of Student Career Related Activities/Participants	82/1,349	Data Available November 2018	+20%
4.9	Career Connections Number of Employer Engagement Opportunities/Participants/Employers	2/354/75 Career Fairs Only	Data Available November 2018	+20%
4.9a	Students Interviewed/Students Hired	Not Previously Tracked	Data Available November 2018	+10%
4.10	Career Connections – Technology Tool Usage: Jobs/Internships Posted, Student Registrations, Big Interview and Virtual Job Shadow	Data Available October 2018	Data Available November 2018	+5%
4.11	Career Connections - Experiential Learning Opportunities Created	Not an existing activity	Data Available November 2018	+5%

*10KSB Grant Renewal through September 2018

5.0   Community Relationships

5.0	Community Relationships	2016-17	5-Year Goal 2020
5.1	Number of College-community partnerships	30	50
5.2	Number of student volunteer hours	86	10,000
5.3	Monetary value of faculty/staff volunteer hours	$1,120	$500,000
5.4	Number of visitors for events open to the public	1,200	3,000

Guided Pathways Implementation

- Program Maps
- Career & Transfer Outcomes
- Core Coursework Alignment

Clarify the Paths

Help Students Get on a Path

- First-Year Experiences
- Educational Plans
- Intake Redesign
- Developmental Education
- Integrated Support
- Partnerships

- Assessment and Program Learning Outcomes
- Applied Learning Experience
- Faculty-Led Improvement of Teaching Practices

Ensure Students are Learning

Help Students Stay on Their Path

- Intensive Advising Model
- Systems for Students to Track Progress
- Systems to Identify and Respond to Students at Risk

Community College of Philadelphia | 50 YEARS

Guided Pathways Implementation:
Accomplishments and Next Steps
Fall 2017

	Accomplishments	Next Steps
CLARIFY THE PATHS		
Program Maps	• Established seven academic pathways/clusters. • All associate degree programs have submitted program maps for full-time college-ready students. • Developed template for program webpages to include curriculum maps with milestones, transfer, and employment information.	• Associate degree programs are finalizing program maps for students needing foundational skills for Fall 2017. • Develop program maps for part-time students (college-ready and needing foundational skill courses).
Career and Transfer Outcomes	• Institutional Research developed a transfer dashboard for easier access to transfer data. • Developed program maps for all programs with milestone, transfer, and employment information. • Career Connections increased its events, including job fairs, Veterans hiring event, virtual job shadowing.	• Develop cycle for assessing currency/status of transfer agreements. • Develop system for evaluating proposed transfer partnerships. • Collect data from transfer institutions that is not available via National Student Clearinghouse. • Strengthen the reverse transfer process. • Coordinate career assessment tools, explore how to schedule into Pathways, and review software offerings.
Core Coursework Alignment	• Programs reviewed courses as part of program mapping and made changes to ensure alignment of courses within a curriculum. • Programs reviewed course offerings to determine which courses could be open to students who are not yet at college-level English/math. Programs are incorporating these courses into their program maps for students needing foundational courses.	• Instituting new electronic approval form for course substitutions.
Additional Efforts	• Developed comprehensive website for Guided Pathways at the College.	• Continued expansion of website to include milestones and metrics.

HELPS STUDENTS GET ON A PATH		
First-Year Experience Courses	• Began offering in Fall 2016 first-year experience courses for two of the largest program areas: FYE 101 for Liberal Arts and AH 101 for Allied Health. • AH 101 offered 16 sections in the Fall and 14 in Spring 2017, for a total of 973 students. There were 11 sections of FYE 101 in Fall 2016 and 9 in Spring 2017, with a total of 486 students.	• Beginning with Fall 2017, the Business-General program will include a first-year experience course, BUSL 101.
Educational Plans	• Incorporated individual educational, transfer/career, and financial plans into first-year experience courses. • Students with assigned advisors constructed individual educational plans.	• For students entering 2017-18, education plans will be based on the new curriculum maps. • Expanded use of Starfish will include modules for educational plans and registering for courses.
Intake Redesign	• Established cross-divisional team to review current admissions, registration, and orientation processes (components of intake and onboarding processes) • Started making changes to the intake process, including how long SAT scores are accepted; changing placement exams and recalibrating minimum scores to increase effectiveness of placement; and considering multiple measures as possible options for placement in English and Math.	• Will initiate components of new model for Spring 2018 student registration and orientation (e.g., grouping students by Academic Pathway; producing videos with information about Academic Pathways). • A final revised process will be in place by March 2018 for Summer and Fall 2018 registrations. • Implementing Wizard-format application to better provide students with information and guide them in application process
Developmental Education	• Reviewed developmental education practices and implemented several at the College, including accelerated, contextualized, and co-requisite courses. * Accelerated Courses: To complete developmental English, ESL, or foundational math course requirements in an abbreviated time-frame while maintaining the quality, content and student learning outcomes of courses taught in a traditional Fall or Spring semester (i.e., 15 weeks), the English and	• Conduct assessments of accelerated, contextualized, and co-requisite sections in Spring 2018.

	Foundational Math departments offers 7-week courses during the Fall and Spring semesters. Students are thus able to complete two foundational courses in one semester. In addition to these traditional accelerated courses, the English department has developed the English Language Immersion Institute for ESL students. This is a rigorous, fast-track into college-level coursework which will allow students to take three ESL courses within one semester. The English Language Immersion program will also offer opportunities for tutoring, enrichment, and academic support. This program is being offered in Fall 2017. * Contextualized Courses: Contextualizing developmental education courses can maximize linkages to and alignment with college-level courses and programs of study. For developmental math, courses have been contextualized to include application areas, which emphasize that mathematical topics are used in the Health Care field. For English and ESL, faculty from Allied Health, Business, and Psychology participated in workshops to align pre-college courses with content from these broad areas to offer students contextualized English courses in Spring 2017. *Co-requisites: The English Department has developed an Accelerated Learning Program (ALP) at the College. This model will provide a pathway for students to take a developmental English course concurrently with college-level English Composition. Faculty received training in Spring 2017. The English Department is offering five co-requisite sections in Fall 2017.	

Integrated Support	• Established cross-divisional Guided Pathways Core Team. • Identifying student academic support needs and providing appropriate support (e.g., tutoring, counseling, academic enrichment activities).	• In Fall 2017, each Academic Pathway will have a team comprised of faculty, advisors, and counselors. Members will work both within their own and across other Academic Pathways.
HELP STUDENTS STAY ON THEIR PATH		
Intensive Advising Model	• Hired seven full-time advisors who have been assigned to the College's largest program areas, including: Accounting, Business, Computer Information Systems, Allied Health, Liberal Arts, Liberal Arts – Social/Behavioral Science, Justice, and Psychology. Approximately 75% of new incoming students were assigned a full-time advisor. For those program areas, Fall-to-Spring retention rates have already increased from 71.8% (Fall 2015 to Spring 2016, when there were no assigned advisors) to 76% (from Fall 2016 to Spring 2017) for students assigned to a full-time advisor. • The full-time advisors attended FYE 101/AH 101 sections to provide assistance with the educational planning process, gave classroom presentations, and held group advising sessions. They also attended classes for the smaller programs of study that do not have first-year experience courses to promote advising services and the educational planning process.	• In process of hiring three additional full-time advisors.
Systems for Students to Track Progress	• Integrated various technological tools (such as Hobsons CRM, Canvas, and Starfish) for easier access to students; developed app to provide even more ready access to monitoring their own progress (the app has been downloaded by around 30,000 students since it was built in 2016-17).	• With the expanded use of Starfish in Fall 2017, students will have more ready and user-friendly access to track degree progression. • Starfish Connect is being expanded to include educational planning and predictive analytics modules in Fall 2017.

Systems to Identify and Respond to Students at Risk	• Expanded use of Starfish Connect for early alerts and student monitoring. The percent of faculty who use Starfish has increased significantly since the initial pilot in 2015, with 598 individual faculty (about 60% of all faculty) using this tool. Counselors and advisors also use Starfish for student monitoring and appointment scheduling. The number of individual students receiving at least one tracking item increased from 9,717 in Fall 2015 to 10,169 in Fall 2016. The number of tracking items sent also increased from Fall 2015 to Fall 2016, from 18,951 to 30,315. Additionally, the number of referrals to campus resources (such as Learning Labs) made by faculty almost doubled from 2015-16 (495 referrals) to 953 in 2016-17. • In Spring 2017, 303 referrals to the Learning Lab were made. If a student who received a referral visited the Learning Lab, the likelihood of passing the course in question increased. Of students who received a referral but did not visit the Learning Lab (214 students), 49% passed the course. Of those students who received a referral and did visit the Learning Lab (89 students), 65% passed the course. • Incorporated predictive analytics into student success efforts. Instituted several changes/ interventions based on analyses, including encouraging certain students to take more credits and changes to the withdrawal process.	
Additional Efforts	• Instituted multiple policy changes designed to keep students on their path (including taking first-year experience courses within first 12 credits; having to consult with an advisor before withdrawing from a course; and providing more structured curricula to students).	

ENSURE STUDENTS ARE LEARNING		
Applied Learning Experience	- Study abroad activities have increased at the College, including trips to Japan and Cuba in summer 2017. - Faculty are collaborating more with the Career Connections office to determine opportunities for different types of active/service learning activities, including internships. - Allied Health programs continue to include clinical placement in many courses.	- Determine ways to incorporate service learning, based in part on information from a past Pathways Institute. - Expand internship opportunities.

Guided Pathways
Evaluation Metrics

DRAFT

	Metrics*
CLARIFY THE PATHS	
Program Maps	• Maps completed for 4 types of students • Students who follow program maps • Credit momentum [2] • Number of college credits earned in the program of study in first year [1] • Number of college credits earned in first semester[1] • Number of college credits earned in first year[1] • Completion of gateway math and English courses in the student's first year[1] / Gateway momentum[2] • Rates of college-level course completion in students' first academic year [1] • Retention/persistence • Completion
Career and Transfer Outcomes	• Students who transfer • Students who transfer after earning associate's • Students who transfer via Dual Admissions • Students who transfer and graduate from transfer institution • Students using career connections • Use of career assessment tools • Students employed • Average salary • Program momentum[2]
Core Coursework Alignment	• Retention/persistence • Completion

HELP STUDENTS GET ON A PATH	
First-Year Experience Courses	• Enrollments • Students who take first-year experience course within required 12 credits • Retention/persistence • Completion
Educational Plans	• Educational plans completed • Degree alignment • Excess credits • Course substitutions • Students who change majors • Retention/persistence • Completion
Intake Redesign	• Yield • Participation in registration and orientation events • Placement exams effectiveness/accuracy • Student satisfaction • Credit momentum [2] • Gateway momentum[2] (related to placement testing) • Administrative, Educational, and Support (AES) outcomes assessment
Developmental Education	• Placement • Pass rates overall • Success in subsequent courses overall • Completion overall • Time to degree completion overall • Enrollments in and # of "special" sections (contextualized, co-requisite, accelerated, etc.) • Pass rates in "special" sections • Success in subsequent courses for students completing "special" sections • # of semesters to complete developmental education courses • Completion for students completing "special" sections • Time to degree completion for students completing "special" sections • Number of college credits earned in first semester[1]

	- Number of college credits earned in first year[1] - Completion of gateway math and English courses in the student's first year[1]/ Gateway momentum[2] - Program momentum[2]
Integrated Support	- Establishment of Academic Pathway Teams - Completion of gateway math and English courses in the student's first year[1] / Gateway momentum[2] - Pass rates of gatekeeper courses - Student satisfaction - Program momentum[2]
HELP STUDENTS STAY ON THEIR PATH	
Intensive Advising Model	- # of FT advisors - Students with assigned FT advisor - Retention for students with assigned FT advisor - Persistence for students with assigned FT advisor - Completion for students with assigned FT advisor - Student satisfaction - Administrative, Educational, and Support (AES) outcomes assessment
Systems for Students to Track Progress	- Educational planning - Students using degree audit tool - Faculty using Starfish - Advisor use of Starfish - # of tracking items
Systems to Identify and Respond to Students at Risk	- Faculty use of Starfish - Advisor use of Starfish - # of tracking items - Pass rates for students who receive flags - Withdrawal rates for students who receive flags - Success rates after referrals - Retention/persistence - Completion

ENSURE STUDENTS ARE LEARNING	
Assessment and Program Learning Outcomes	• Courses with effectively written course SLOs • Programs with effectively written PLOs • Programs reporting on assessments • Improvements in general education outcomes
Applied Learning Experience	• Students with internships • Courses with applied learning components • Completion for students with applied learning experience • Student satisfaction • # of partners
Faculty-Led Improvement of Teaching Practices	• Programs instituting changes based on assessment results • Professional development participation
Additional Metrics	• Equity in outcomes[1]

* Unless otherwise noted, data would be frequencies and percentages (for instance, number of students who transferred and the % of students who left who transferred)

[1] From http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/AACCPathways_Planning_Implementation_Graphic_FINAL.pdf

[2] "Early Momentum Metrics: Why They Matter for College Improvement" by Davis Jenkins and Thomas Bailey (2017)
   • Credit momentum—defined as attempting at least 15 semester credits in the first term or at least 30 semester credits in the first academic year.
   • Gateway momentum—defined as taking and passing pathway-appropriate college-level math and college-level English in the first academic year.
   • Program momentum—defined as taking and passing at least nine semester credits (three courses) in the student's field of study in the first academic year.

September 28, 2017

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, October 18, 2017 – 10:00 A.M.

Present: Mr. Matthew Bergheiser (presiding *via* Teleconference); Ms. Suzanne Biemiller, Mr. Joseph Martz, Mr. Michael Soileau, Dr. Donald Generals, Mr. Jacob Eapen, Dr. David Braverman, Victoria Zellers, Esq., Mr. Gim Lim (*via* Teleconference) and Mr. James P. Spiewak (*via* Teleconference)

AGENDA – EXECUTIVE SESSION

AGENDA – PUBLIC SESSION

(1) Capital Budget Plan (Information Item):

Mr. Spiewak reviewed the College's Proposed Capital Budget Three Year Plan for Fiscal Years 2017-18 through 2019-20. Please refer to Attachment A. He noted that the top portion of the attachment contained the anticipated revenues to support the spending plan over the next three years. The revenues consist of the remaining funds from the 2008 and 2007 bond refinancing savings, remaining funds from the Burt Hill and subcontractor litigation, projected capital fees for fiscal years 2018, 2019 and 2020 and use of City appropriations for capital for fiscal years 2018, 2019 and 2020. Mr. Spiewak mentioned that on the expenditure side, projects in process have been updated with revised budgets and some previously planned projects were deleted. As a result of the annual capital budgeting process, individual capital needs were identified and are listed in summary amounts be executive level with detail on the sheets that follow. Mr. Eapen noted that as projects are initiated, those requiring Board approval due to the dollar threshold will be presented to the Committee. Mr. Spiewak stated that should new priorities emerge, appropriate adjustments will be made to the spending plan. In addition, Committee members discussed targeting some of the capital projects for private fundraising opportunities through the Foundation.

(2) RFP for Architects for Library/Learning Commons Renovation (Information Item):

Mr. Eapen reported that the College is soliciting proposals for Architect services for the Library and Learning Commons on the Main Campus. He reviewed with the Committee the Scope of Vendor's Basic Services. Please refer to Attachment B. Mr. Eapen drew attention, in particular, to the Proposed Project Schedule which is also contained in Attachment B. He stated that the Architects' proposals are due on Thursday, November 16, 2017; and that the Finalist presentations will be held from November 28-30, 2017. He highlighted that the College would like to award the contract in mid-December. As such, a combined Business Affairs Committee and Executive Committee of the Board of Trustees will need to be held in mid-December.

(3)   RFP #9969 – Child Development Center Management (Action Item):

Mr. Eapen stated that the College operates a child development center located at 540 N. 16th Street. The ages range from infant (six weeks) to Pre-K (ages 4-5). A Request for Proposal (RFP) was released for management of the College's Child Development Center in July 2017. The current contract with KinderCare Education will expire on December 31, 2017.

The requirements are as follows:

- Qualifications & Experience with Childcare Management
- Educational Program - Detailed description
- Staffing Plan
- Budget
- Accreditation – National Association for the Education of Young Children (NAEYC) and/or KeyStone STARS standards.
- Compensation – Awardee must participate in the subsidized State & Federal programs, Title IV or Title XX.
- Discount Fee Structure for College students, faculty & staff.
- Hours of Operation – must allow for Drop-in and Part Time slots to accommodate students
- Practicum Support – Early Childhood Education (ECE) degree seeking students will have opportunity for observation experience at Center.
- Capital Investment – Suggestions on how funds could be used to update, renovate and improve the existing facility.

Mr. Eapen stated that there were 16 centers invited to participate, 3 centers attended the mandatory pre-bid meeting with only 1 center submitting a proposal. The singular proposal is from our incumbent KinderCare Education. He further mentioned that the Evaluation Committee consisted of members from Student Life, Academic & Student Success, Finance, Facilities and Purchasing. The KinderCare proposal was found to meet the requirements set forth in the RFP including a capital investment proposed of $250,000. The Evaluation Committee recommends awarding the contract to KinderCare Education.

Dr. Braverman reported that the child care center does meet an essential need for some students. He stated that a student recently took the time to stop by his office just to tell him how much it meant to her to have the center on campus and that if the center was not there, she would not be able to attend school. Dr. Braverman further reported that the College currently has 104 children enrolled in the center. Of those, 43 are associated with the Community College of Philadelphia (9 are children of faculty or staff, and 34 are children of students.) The remaining 59 children are from the surrounding community.

Mr. Michael Soileau moved and Mr. Joseph Martz seconded the motion that the Committee recommend to the full Board of Trustees the awarding of the Child Development Center Management contract to the incumbent, KinderCare Education, for a period of five years. The motion passed unanimously.

(4)   <u>**Next Meeting Date**</u>**:**

     The next regularly scheduled meeting of the Committee will be held on Wednesday, November 15, 2017 at 10:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

JE/lm
Attachments
BAC\OCTOBER 18, 2017MINUTES.DOC

ATTACHMENT A

Capital Budget Plan

Proposed Capital Budget - Three Year Plan FYs 2017-18 through 2019-20

	Original Sources of Funds	Revised Sources of Funds	Status
Projected Capital Fees - FY 17-18	360,000	390,000	
Projected Capital Fees - **FY 18-19**	360,000	390,000	
Projected Capital Fees - **FY 19-20**		390,000	
Funds from City Appropriation - FY 17-18	500,000	300,000	
Funds from City Appropriation - **FY 18-19**	500,000	500,000	
Funds from City Appropriation - **FY 19-20**	500,000	500,000	
State Funds - Cash Project (Mint Steps)		212,500	
Remaining Settlement Funds (Stantac and subcontractors)	1,400,000	1,400,000	
Refinancing of 2008 Bond Issue	2,300,000	1,662,960	
Refinancing of 2007 Bond Issue during FY 16-17	700,000	653,000	
TOTAL	**$6,620,000**	**$6,398,460**	

Original List of Items

Staff Move from West Building to Library area (space renovations)	250,000	288,244	In Process
Staff Move from West Building to Library area (furnishings)	85,000	64,331	In Process
Staff Move to Winnet Building (space renovations)	150,000	316,816	In Process
Staff Move to Winnet Building (furnishings)	100,500	100,500	In Process
Staff Move to W1-1 (space renovations)			In Process
Staff Move to W1-1 (furnishings)	269,000	166,336	In Process
Architectural Services for Staff Moves (Previously approved by Board)	69,145		
Faculty Office Relocations in West Building	102,000	102,000	
Biology Lab Renovations and Other West Building 3rd Floor Renovations	750,000	1,100,000	In Process
Biology Lab Renovations Furnishings	265,000	265,000	In Process
Restoration of Mint Steps	650,000	643,484	In Process
Refurbishment of Mint Building Freight Elevator	250,000	250,000	
Refurbishment of Bonnell Building Freight Elevator	200,000	200,000	
Power wash of Mint Building exterior	60,000	208,000	
Upgrade of Existing CCTV Equipment	505,500	235,229	In Process
Additional CCTV Equipment	339,500	100,000	
Replacement of Classroom Tablet Armchairs (Qty 25 rooms)	315,000	360,000	
Smart Classrooms (15)	135,000	135,000	
Refurbishment of Northwest Regional Center restrooms	140,000	-	Deleted
Installation of Footers to support Public Art	75,000	75,000	In Process
Replacement of Fire Safety System in CBI Building	93,250	-	Deleted
Corrections to Sprinkler & Ventilation system in Manifold Room of Mint Building	107,800	-	Deleted
Renovations to Bursar Service Area	80,000	39,024	
Replace Handrails in Winnet Building	100,000	-	Deleted
Fire Safety Enhancements in data closets	200,000	200,000	
New Exterior Lighting for Mint Building	150,000	150,000	
Upgrade of Phone System & Emergency Phones	150,000	50,000	
SUBTOTAL	5,591,695	5,048,964	

Proposed Capital Budget - Three Year Plan FYs 2017-18 through 2019-20

	Original Sources of Funds	Revised Sources of Funds	Status
FY 17-18 Items			
Delayed Egress Remaining Exterior Doors		90,000	
M1-2 Furniture		48,632	
Clear Touch (3) for Biology Labs		26,535	
Digital Sign		120,000	
Items Requisitioned and Approved		286,454	
Priority #1 A&SS		255,534	
Priority #1 WEI		117,896	
Priority #1 Facilites		429,000	
SUBTOTAL		1,374,051	
TOTAL OF ORIGINAL LIST AND FY 17-18 ITEMS		**6,423,015**	

Proposed Capital Budget - Three Year Plan FYs 2017-18 through 2019-20

	Original Sources of Funds	Revised Sources of Funds	Status
Items Not Included Above			
Classroom Door Swipes		900,000	
Physics Lab		332,500	
Replace Tablet Armchairs in Classrooms (Remaining)		820,800	
Conservation of Original Lanterns - Mint Building		180,000	
Rec Deck Elevator Overhaul		300,000	
CV to VAB Box Conversion (Qty 75)		675,000	
Refurbishment of Faculty Offices (Qty 100)		810,000	
Renewal of Current TV Studio		406,000	
Steam Boilers and Pipe Replacements		375,000	
WRC Boiler Replacement		150,000	
Clear Touch Panels (additional classrooms)		TBD	
Active Learning Centers(additional)		TBD	
Noncredit Registration Sytem		TBD	
Office Suite Door Swipes		TBD	
Computer Classroom Furniture Replacement		TBD	
Classroom & Office Flooring Replacement		TBD	
Corridor Flooring Replacement		TBD	
Security Reception Desk Refresh		TBD	
Auditorium Renovations		TBD	
Great Hall Renovations		TBD	
FACILITY DEFERRED MAINTENANCE ITEMS		TBD	
PRIORITIES THAT ARISE DURING FY 18-19 AND FY 19-20		TBD	
SUBTOTAL		4,949,300	
GRAND TOTAL		**11,372,315**	
Additional Funds Required		**4,973,855**	

FY 2017-18 Capital   9/12/2017

Items Outside of Plan - Reqs/POs Processed

Description	Capital Type	Org	Amount					
Solar Panel Project	Equipment	12005	$ 12,449.00				P0019651 FY16-17	paid
Solar Panel Project	Equipment	12006	$ 44,452.00				P0019651	
W4-5	Furniture	30000	$ 12,163.76				P0020705	3/21/2017
Respiratory Care	KI Desks	25022	$ 20,574.44				P0020643 FY16-17	
WPRC Rms 127,128,122	Carpet	50000	$ 13,100.00				P0021099	8/15/2017
iMAC	Equipment	26020	$ 2,849.00				P0021149	8/25/2017
Re-Entry Program	Furniture, etc	52000	$ 16,455.45	Req	8/28/2017			
M1-22A	Carpet	52000	$ 3,450.00	Req	8/28/2017	P0021167	8/30/2017	
BR-74	Carpet	52000	$ 8,300.00	Req	8/28/2017			
WiFi Expansion	Equipment	70035	$ 23,483.98	Req	8/28/2017			
Clear Touch (3)	Equipment	52910	$ 26,535.00	Req	8/28/2017			
Center for Male Engagement	Furniture, etc	32000	$ 22,199.01	Req	9/12/2017			
Center for Male Engagement	Carpet		$ 9,775.00					
Backflow Preventers (3)	Facility Mod	52000	$ 24,900.00	Req	9/20/2017			
John Deere Tractor	Equipment	52020	$ 21,286.82	Req	9/20/2017			
John Deere Unit	Equipment	52020	$ 19,788.63	Req	9/20/2017			
KEYS	Furniture	20000	$ 4,692.00	Req	9/28/2017			

$ 286,454.09

23092	2		replace flooring	P	R	1	1	1500	$ 1,500	Flooring is dirty and worn. It needs replacement because young children are bought into the room to demonstrate ece principles.
24042	3		Two and Four Burner Portable Broilers	E	N	1	2	1148	$ 2,296	Portable Broilers will be used in CAHM 171 to learn the Broiling and grilling method that is included in the course syllabus.The kitchen it is currently taught in is not properly equipped to broil/grill.
24042	1		Oscar II Professional Espresso Coffee Machine	E	N	1	1	1400	$ 1,400	Espresso Machine will be used in CAHM 185 Dining Room in conjunction with CAHM 270 for the purpose of students learning the art of creating a proper espresso/latte which is a growing art for the Restaurant and Hospitality Industry.
24052	5		Diagnostic Thermal Imager	E	N	1	1	1100	$ 1,100	This equipment is used to see into the engine with the use of tracing the heat signature of the combustion process. Used in AT 181 Engine Repair, AT 261 Engine Performance and AT 281 Advanced Engine Performance.
24052	1		Headlight Alignment Tool -PAA	E	N	1	1	1200	$ 1,200	This tool is used in AT 121 Basic Electrical when preparing a vehicle for safety inspection. Students also need to know how to use this tool to earn the PA Safety Inspection Certificate.
25010	4	b	Over bed tables	E	R	1	10	525	$ 5,250	Tables have not been replaced in 30 years. Current tables are taped together and wheels have fallen off. Used consistently during lab skills time for practice and simulation.
25010	6	b	Vinnie Venous Insufficiency leg with stand	E	N	1	2	719	$ 1,438	Used for simulation and understanding of venous insufficiency wounds and assessment
25010	6	a	Annie Arterial Insufficiency Leg with stand and ultrasound module	E	N	1	1	1037	$ 1,037	Used for simulation and understanding of arterial insufficiency wounds and assessment.
25010	1	a	Secuirty Storage Truck	E	N	1	1	1707	$ 1,707	Would allow us to secure items in a locked space. Would also be able to be moved to each lab.
25021	2		Bookcases	F	N	1	6	600	$ 3,600	In W1-1, a library will be included in the space to provide accessible resources to the guided pathways health care faculty and to provide storage space for student resources.
25021	1		Reception chairs	F	N	1	12	575	$ 6,900	AH faculty office are being relocated to W1-1. The back area of this space will be dedicated to the Health Care Studies Program and AH 101 faculty. In order to provide an esthetic and receptive environment, reception chairs are needed to provide space for
25024	5		Clinic Floor	P	R	1	1	25000	$ 25,000	The dental hygiene clinic floor is unable to be cleaned and looks consistently stained and unhygienic. Old wax buildup, cracks and broken laminate tiles make the floor a breeding ground for bacteria.

										Description
25024	3		Dental Studies Area and Lab Renovations	P	N	2	1	100000	$ 100,000	This facilities plan is necessary for the program to continue. The proposed, 1. reorganize front dental lab to accommodate students with computer access, 2. the clinic will gain a functional dental operatory, 3. replace failing plumbing fixtures by reloc
25024	9		Chairs for Reception Room	F	R	3	16	575	$ 9,200	Chairs are old, some are fabric and are beyond cleaning.
25025	3		Smart Board for instruction	C	N	1	1	10000	$ 10,000	The Clinical Assistant lab is being relocated from main campus to the NERC. Although there is a dedicated classroom and lab space, there is no technology in the room for instructors to use. A smart board is needed to provide lecture and laboratory instruc
25025	4		Storage Units	F	N	1	2	1000	$ 2,000	The Clinical Assistant lab needs to have locked storage space in order to prevent items being stolen and for safety reasons. This includes items such as needles, syringes, simulation models, mannequins, etc.
25029	8		Storage Units	E	N	1	3	1100	$ 3,300	The ophthalmic technician program lab space has no storage for supplies and equipment. The purchase of these storage units is critical to provide space for equipment and supplies and to protect the items from being tampered with.
25040	1		SmartBoards	E	N	1	2	8000	$ 16,000	Smart Boards for CHEM labs W4-41 and W4-47 to enhance presentation capabilities and to standardize the equipment available in the department's 4 lab spaces. Estimated cost includes all ancillary equipment (ceiling-mounted projector, desktop computer and
25040	4		Modify W4-41 classroom	P	N	1	1	3250	$ 3,250	The current configuration of the room prevents students from seeing the whiteboard.
26050	3		New chairs for student lab users at computer work stations in Bonnell SACC lab, B2-33	F	R	1	139	70	$ 9,730	The chairs currently at the computer stations in the Bonnell SACC lab, B2-33, are old, broken, and dirty. They are also uncomfortable for lab users. This is the College's largest computer lab on the main campus and has the highest traffic with thousands
26050	1		Marmoleum replacement floor covering	P	N	2	1	30200	$ 30,200	Floor covering in all spaces of the Student Academic Computing Center (B2-32, 33, 34) are worn and stained. This is a high volume, high traffic area which accomodates hundreds of student users. The floor covering has not be replaced in 15 years.
26060	1		Carpet replacement for math lab (B2-36)	P	N	2	1	19426	$ 19,426	Open space in B2-36 needs carpet, Classrooms B2-36A and B2-36B to be done in Marmoleum. Carpets/flooring in all Learning Lab spaces are more than 15 years old, worn and stained.
									$ 255,534	

29000	5	A	Smart Flat Screen System	A	N	1	1	7500	$ 7,500	The C1-5 conference room located within the C1-9 Office of Workforce and Economic Innovation suite is primarily used for presentations and meetings that include representatives from corporations, businesses, and potential clients of Workforce and Economic
29000	6	A	Equipment for A+ Computer Repair Training	C	R	1	15	1000	$ 15,000	Workforce and Economic Innovation re-started its A+ training program this year. We need to replace the computers being used for the program, which are out of date. We need to insure the program's long term success by having the equipment being repaired
29000	14	D	Hospital Privacy Screens	E	N	1	7	150	$ 1,050	These are required for the CNA state approved room and necessary to simulate the nursing care environment.
29000	14	G	Bedside Mobile Cabinet	E	N	1	7	350	$ 2,450	CNA training equipment necessary for state approval.
29000	14	E	Portable Lift	E	N	1	1	3000	$ 3,000	Required for the CNA training.
29000	14	F	Hospital Trays	E	N	1	7	80	$ 560	CNA nursing simulation requirement.
29000	14	C	Nursing Manequins	E	N	1	7	800	$ 5,600	The CNA training program requires manequins to give hands on experience with a patient.
29000	14	A	CNA Approved Site at Regional Center	P	N	1	1	10000	$ 10,000	We have been approached by PWI to deliver other career training programs at our regional centers, including CNA, which must be state approved. This reflects the cost to upgrade an existing classroom to install the plumbing and hot water necessary that we
29000	14	B	Hospital Beds	E	N	1	7	2500	$ 17,500	The state required equipment is to feature a hospital bed for the CNA training.
29000	1	A	Dental Mannequins for Dental Assistant Program	E	N	2	16	1196	$ 19,136	Workforce and Economic Innovation is using Math, Science and Health Career's Dental Clinic. However, we need our own mannequins for use for our programs when we are in the clinic.
29000	1	B	Dental Film Processor for Dental Assistant Program	E	N	2	1	3500	$ 3,500	Workforce and Economic Innovation is using Math, Science and Health Career's dental hygiene clinic. However, we need our own dental film processor for use for our program when we are in the clinic.
29000	3	A	Video and Audio Taping Equipment	A	R	2	1	5000	$ 5,000	The Testing Center is required by our testing vendor partners to monitor testing candidates in the event of alleged cheating claims. The equipment was recently repaired. It is outdated. We need to replace the equipment with newer state of the art equipm
29000	12	A	Massage Therapy Privacy Curtains	E	N	2	1	8100	$ 8,100	Installation of Privacy Curtains - $500 x 6 = $3000 Triple Bay Curtain Track Kit = $1500 x 2 = $3000 Privacy Curtains $350 x 6 = $2100
29000	12	C	Seated Massage Chair	E	N	2	15	450	$ 6,750	The unit will be starting a new Massage Therapy Program and will require the equipment to start the program.
29000	12	D	Basic Stool for Massage Therapy	E	N	2	15	100	$ 1,500	The unit will be starting a new Massage Therapy Program and will need equipment to get this up and running.
29000	12	E	Massage Therapy Guest Chairs	E	N	2	15	100	$ 1,500	The unit will be starting a new massage therapy program and needs equipment for the start up of the program.
29000	12	B	Massage Therapy Tables	E	N	2	15	650	$ 9,750	Massage Table (Oakworks Wellspring package). The unit will be adding this program in 2019 and will need the equipment to initiate the program

$ 117,896

COST_CTR	LINE	SUFFIX	DESCRIPT	EQP_CODE	NEW_REPL	PRIORITY	QTY	Revised Amt	JUSTIFY
52020	9		Machine Replacements	E	R	2	1	$ 5,000	Various buffers, vacuums,extractors and polishers fail and can't be economically repaired. These funds would be used to replace that equipment at that time.
52020	4		Bull Dog Bleacher Pull	E	R	1	1	$ 6,000	Need new Bleacher Pull to replace old unit. The existing unit is over 15 years old. If not replace we run the risk of not being able to pull out bleachers for athletic events.
52040	2		SLIB and Gym heating system pumps	E	R	1	3	$ 9,000	Heating pumps for SLIB and Gym are aging and for the most part are beyond rebuilding. There is a total of six pumps. This is the second year of a two year capitol project.
52040	1		Air Compressor	E	R	1	2	$ 14,000	Bonnell, Mint, and West buildings have two air stations for building automation systems. Both stations have two air compressor for a total of four compressors. This is the first year of a two year replacement plan to replace two compressor each year. Cur
52020	5		Kaivac Replacement at Regional Centers	E	R	1	3	$ 15,000	This is the second of a two phase process to replace 12 year old Kaivac Machines at the Three Regional Centers. One new Kaivac machines are needed at each Regional Center.
52010	8		Fire Tower Replacement Lighting	P	R	3	1	$ 20,000	Replace Fire Tower lighting to LED lights at main campus to encourage indivduals to use the stairs,
52040	5	b	Capital Repairs and Replacements - Plumbing	P	N	1	1	$ 100,000	Repairs and replacements to plumbing systems at Main Campus and Regional Centers. i.e.(hot water generators, piping insulation on Chilled Water and Hot Water systems. drain replacements
52040	5	c	Capital Repairs and Re[placements -Electrical	P	R	2	1	$ 100,000	Repairs and Replacements to switches, receptacles, motors and panelboards. Chief costs anticipate the conversion of 9 classrooms to 'smart' status at a unit cost of $13,000 (electrical only)
52040	5	a	Capital Repairs and Replacements -Life Safety Systems	P	N	2	1	$ 160,000	Costs associated with EXIT fixture replacement program and sprinkler system evaluation and component replacement.

$ 429,000

ATTACHMENT B

RFP for Architects for Library/Learning Commons Renovation

- **Scope of Vendor's Basic Services**
- **Proposed Project Schedule**

SCOPE OF VENDOR'S BASIC SERVICES

The Master Plan provides opportunities to reimagine and realign the Library, Learning Commons, Faculty Development and Center for Teaching and Learning, interior and exterior common spaces, courtyards, and circulation spaces. Proposing teams minimally consisting of architects, mechanical engineers, structural engineers, technology and educational specialists who will work together to:

- Launch and announce the principles and values driving the Word Class Facilities the College desires within the programmatic, quantitative, and qualitative framework of the Master Plan.
- Embrace the technological demands supporting emerging academic pedagogies to enhance the intellectual environments impacting faculty to student and student to student interactions.
- Create a backbone to incorporate new technologies and facilitate future initiatives
- Reconfigure the Library and Learning Commons
- Reimagine the integration of the Faculty Center for Teaching and Learning.
- Energize and integrate internal and external common spaces and courtyards
- Plan for a fully occupied and operational, phased transition of spaces and functions.
- Enhance street presence to further activate the 17th Street gateway to invite and engage community.
- Enhance research teaching/learning environments
- Create a student/study hub and shared collaborative spaces
- Enhance technological and multi-media support
- Provide flexible spaces
- Create an ideal mix of spaces including: library management, library instructional spaces, technology needs for student access to materials, and work on presentation, study group areas, quiet rooms, bound volume storage and retrieval, and a café.
- Increase visibility and ease of access to the main entrance of the library
- Maximize daylighting

The Scope of Work will include:

1. Information Collection
The Architect is to identify best practices and collaboratively establish principles to guide the collection and interpretation of collected information. An initial schedule of project development and construction must be presented and approved by the Steering Committee. At a minimum, the architect will provide detail research and exhaustive review of existing conditions, available drawings, a site survey, Master Facility Plan, Technology Plan, Strategic Plan, scheduled usage of the intended spaces to be renovated, curriculum offerings, technology infrastructure limitations and building operating systems. This information is to be assembled for a succinct presentation and deliverable to be reviewed with the Steering Committee members yielding a final document of the Summary of Findings.

- Guiding principles defined
- Establish project development and construction schedule
- Existing technology condition

- Existing MEP
- Existing Structural
- Existing wayfinding
- Steering Committee Meeting
- DATA presentation
- Summary of findings

2. Needs Assessment

The Architect will develop a Needs Assessment based on the industry current best practices of infusing technologies into advanced learning environments. The architect will develop a GAP analysis between the Summary of Findings and current best practices and present to the steering committee members. A final Summary of Needs report is to be delivered and must include substantial detail of what will be required from an architectural, structural, engineering, technology and academic point of reference.

- Current Best Practices
- GAP analysis
- Steering Committee Meeting
- Academic summary
- Architectural summary
- Structural summary
- MEP / IT summary
- Steering Committee Meeting
- Summary of needs

3. Program Development

The Architect must collaboratively identify the program requirements with the members of the Steering Committee and / or other various representatives from within the college. The programming elements must include a recommended approach to phase the project without affecting student use, course offerings, tutoring, administrative operations, building systems, including life-safety systems and egress management. The phasing approach must detail continued student support services and the alternate spaces required for use. Concise plans for how the Library and Learning commons will transform to a technology rich center where faculty training, tutoring, presentation skills, research, collaborative study, quiet study and recreational reading areas can exist in an area served by a café type service. The plan, in narrative form with representative sketch type illustrations, must be presented to the Steering Committee members and be approved before advancing into alternative approach efforts.

- Steering Committee Meeting
- Phasing approach
- Library
- Learning commons
- Café
- Technology centers
- Tutoring centers
- Student study areas
- Steering Committee Meeting

4. Alternative Approaches
The architect must develop at least three (3) approaches to be presented to the Steering Committee and discussed. The architect is responsible to confirm with the Philadelphia Historic Commission and the PA State Historic Commission for prior approvals of any proposed exterior design changes to the Mint Building. The approaches must include a summary of supporting and opposing reasons for each and be collaboratively discussed with the Committee members to develop and final summary recommendation, approved by the Committee.

- Plan 1
- Plan 2
- Plan 3
- Pro / Con summary
- Steering Committee Meeting
- Summary recommendation

5. Schematic Design
The Architect must validate all elements of the program with the recommended project approach before proceeding to develop schematic designs. The schematic design must detail the final phasing plan, the approved approach and be sufficient in detail to have an initial cost estimate developed and presented to the Steering Committee. A value engineering schedule and approaches to support each potential value engineering selection must be presented to align with the college's budget. A final schematic design must be approved by the members of the Steering Committee.

- Program validation
- Steering Committee Meeting
- Final phasing plan (3)
- Initial Cost estimate
- Steering Committee Meeting
- Value Engineering

6. Design Development
The Architect must submit design detail drawings, specifications, materials selection, furnishings, floor plans with sufficient elevations to convey the "look and feel" of the areas of the Library, Learning commons, café, presentation / collaborative / quiet study centers, tutoring and areas of advanced technology with appropriately detailed infrastructure space and components. The design must include information of the building operating systems, life-safety planning, technology backbone, and sustainability choices in accordance (at a minimum) with the US Green Building Council "Silver" level LEED EB model. The Architect must use 3 dimensional modelling such as REVITT or other software for use in creating virtual "tours" and explanation of the details to the committee. Agreed upon designs and "tours" will be posted on the college web pages. The Architect must include a comprehensive constructability review with a third party consultant and revise drawings to resolve any discovered issues with the design detail. A final cost estimate will be conducted and presented to the Steering Committee for approval, to be memorialized with a final "signing celebration"
Library
- Learning commons
- Café
- Technology centers

- Tutoring centers
- Student study areas
- REVITT Model analysis
- Initial constructability review
- Final Cost estimate
- Steering Committee Meeting
- FINAL Approval - Sign off

7. Construction Documents

The Architect will develop documentation to at least 80% completion for all drawings and specifications to be evaluated by a third party for a final constructability review. The constructability report and corrections taken with be presented to the Committee. The drawing and specifications will advance to the necessary level of completion to submit signed and sealed drawings (number of copies as required) for permitting by the appropriate agency having jurisdiction, Philadelphia Licensing and Inspection Plans review examiner. Changes to documentation will be made as required and marked for Bid purposes.

- Drawing detail
- Specification development
- FINAL Constructability review
- Steering Committee Meeting
- Sealed permit drawings
- Bid drawings

8. Procurement

The architect will support the college's procurement practices and requirements as outlined by the PA Department of Education and upload all drawings and specifications to the college's web based bidding system. The project delivery will be multiple-prime contracts for: General Trades, Electrical, Mechanical, Plumbing, Fire protection, Flooring, and Painting contractors with the intent to maximize minority participation. The architect will manage requests for information during bidding, analyze bid responses, conduct scope review with 2 apparent lowest bidders from each prime contract bidding group, develop summary report to the Steering Committee and make formal recommendations for awarding lowest responsible bidders.

- Multi-prime bid sets (7)
- RFI response management
- Bid analysis
- Scope review with 2 lowest responses
- Recommendation for awards
- Steering Committee Meeting

9. Contract Administration

The Architect will revise all drawings modified in any manner during the bidding process, complete the construction drawing and specification set to 100% and produce the project manual for each contractor. One electronic and one hard copy set of to-scale prints of the conformed drawing set will be issued to each contractor. The Architect will organize and conduct the first project meeting and attend that meeting and every other project meeting for the duration of the project. All Requests for information, supplemental information, sketches, directives, submittal review, pay application

reviews, change order management and tracking, quality assurance and regular construction progress inspections will be conducted by the Architect and reported at each project meeting.

- Conformed Drawing set
- Kick-off meeting
- RFI response management
- Submittal Response management
- Weekly project meeting (min 35)

10. Close Out

The Architect will monitor project progress for each agreed upon project phase until substantial completion of the phase has been determined and confirmed by the Architect. Punch list items will be developed by the Architect, reported and tracked for each of the contractors. The Architect will determine final completion of the contractor scope to include approved knowledge transfer with appropriate operations and maintenance manuals, registration of warranty items, user training with recording. The Architect will report to the Steering Committee all final reports and the procedures for the path forward following project completion to insure that the college is prepared to continue enhancing the tools for student success.

- Substantial completion - Phase 1
- Substantial completion - Phase 2
- Substantial completion - Phase 3
- FINAL Completion
- Knowledge transfer
- End User Training
- Path forward
- Steering Committee Meeting

RFP #10004 Architect for Library Learning Commons
Proposed Project Schedule

Task	Target Date	Note:
Pre-bid conference	10/12/2017	
Final queries due	10/27/2017	
Final addenda	11/02/2017	
Architects proposal due	11/16/2017	
Finalist presentations	11/28-29-30/2017	
Award	Week of 12/11/2017	
Schematic Design	03/01/2018	
Design Detail	05/01/2018	
Construction Documents	06/01/2018	Includes permit set
Bid documents	07/01/2018	
Contractor bidding	07/01/2018	Award target NLT 08/15/2018
Begin construction	09/01/2018	
Phase 1 complete	12/31/2018	
Phase 2 complete	08/01/2018	
Phase 3 complete	12/01/2018	Includes punch list process
Close-out completion	12/31/2018	

Architect will review and advise feasibility of this proposed schedule.