Community College of Philadelphia

The Path to Possibilities™

MEETING OF THE BOARD OF TRUSTEES
Thursday, November 6, 2014 – 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, November 6, 2014 – 3:00 p.m.
Isadore A. Shrager Boardroom, M2-1

(1)   Consent Agenda

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

(2)   Report of the Chair

(3)   Foundation Report

(4)   Report of the President

    (a) Middle States Assessment Presentation

(5)   New Business

(6)   Next Meeting: Thursday, February 5, 2015 – 3:00 p.m.
                       Isadore A. Shrager Boardroom, M2-1

Future Committee Meetings:

    Student Outcomes: Thursday, November 6, 2014
                            1:30 p.m. – M2-34

    Business Affairs: Wednesday, November 19, 2014
                            9:00 a.m. – Isadore A. Shrager Boardroom, M2-1

Upcoming Events

    PA Commission for Community   Tuesday, November 18, 2014
      Colleges – Southeast Regional Meeting   5:30 p.m. – 8:30 p.m.
                                   Bucks County Community College
                                   275 Swamp Road, Newtown, PA

Thanksgiving Holiday –   November 27-28, 2014
  College Closed

Celebration of the Stars   Wednesday, December 17, 2014
                                               11:00 a.m. – Winnet Building
                                               Great Hall – S2-19

Winter Break – College Closed   December 24, 2014 – 12:00 p.m. –
                                               January 1, 2015

Philadelphia Martin Luther King, Jr. `   Monday, January 19, 2015
  Association for Non-Violence, Inc.   12:00 p.m.
   Awards and Benefit Luncheon   Sheraton Philadelphia City Center Hotel
                                               17th & Race Streets, Liberty Ballroom

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

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COMMUNITY COLLEGE OF PHILADELPHIA
Proceedings of the Meeting of the Board of Trustees
Thursday, October 2, 2014 – 3:00 p.m.

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Ms. Holland, Ms. Horstmann, Mr. Johnson, Mr. Lassiter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms. Tsai, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Ms. Garfinkle Weitz, Dr. Hirsch, Mr. Murphy, Mr. Spiewak, Mr. Simonetta, and Ms. Swanson

(1)   Consent Agenda

Mr. Bergheiser asked for approval of the Consent Agenda:

(a) Proceedings and Minutes of Decisions and Resolutions
      Meeting of September 4, 2014
(b) Gifts and Grants
(c) Engineering Audit
(d) Management of Computer Information Technology Audit

Ms. Holland moved, with Mr. Johnson seconding, that the Board approve the Consent Agenda. The motion carried unanimously.

(2)   2013-14 Fiscal Year Audit Report

At the request of Mr. Bergheiser, Mr. Anthony Simonetta, chair, Audit Committee, reported that the Committee had met on September 29, 2014. He stated that this was the first year that Grant Thornton was auditing the College. Mr. Simonetta stated that the firm discussed the scope of the audit and the roles and responsibilities of the auditors.

Mr. Simonetta stated that the Committee focused on the results of the financial statements. He stated the audit was unqualified and that there were no exceptions in reporting based on audit procedures. Mr. Simonetta stated that there was one finding related to capital leases, which had been addressed by management. Mr. Simonetta stated that the Audit Committee was pleased with the results of the audit and was recommending approval of the Audit Report.

Mr. Simonetta stated that there will be one other meeting scheduled of the Audit Committee to review the A-133 Audit report.

After discussion, Dr. Rényi moved, with Mr. Johnson seconding, that the Board approve the 2013-14 Fiscal Year Audit Report. The motion carried unanimously.

Mr. Bergheiser thanked Mr. Spiewak, Mr. Murphy, and Dr. Gay for their excellent work in the management of the College's fiscal affairs during 2013-14.

(3)   Report of the Chair

(3a)   Joint Reception, Board of Trustees and Foundation Board

        Mr. Bergheiser reminded members of the Board of the Joint Board of Trustees and
Foundation Board Reception following the Board meeting at 5:00 p.m. in the Pavilion Cube.

(3b)   Pennsylvania Commission for Community Colleges
        All Trustee Assembly, September 25-26, 2014
        Harrisburg, PA

        At the request of Mr. Bergheiser, Ms. Tsai reported that she and Dr. Generals had
attended the All Trustee Assembly on September 25-26, 2014 in Harrisburg. She stated that the
discussions focused on funding, dual enrollment, and the importance of support from legislators
for the mission of community colleges and the important work that community colleges do. Ms.
Tsai stated that Ms. Katie McGinty, the head of Tom Wolf's PAC for the Campaign for a Fresh
Start, made a presentation of Mr. Wolf's approach to education.

        Dr. Generals stated that the Commission planned to ask the State for $14 million for
operating for the community college sector and $40 million for capital. He stated that the
Commission is also in the process of developing a strategic plan.

        Dr. Generals stated that the Pennsylvania Commission for Community Colleges
Southeast Regional meeting is scheduled for Tuesday, November 18, 2014 at 5:30 p.m. at Bucks
County Community College. Members of the Board interested in attending may contact the
President's office for meeting arrangements.

(3c)   Report of the Student Outcomes Committee

        At the request of Mr. Bergheiser, Ms. Holland reported that the Student Outcomes
Committee had met prior to the Board meeting. She stated that the Committee was provided
with an enrollment updated based on target population. Ms. Holland stated that the Committee
also discussed the Middle States strategy that has been put in place to begin tracking assessment
learning outcomes. She stated that the Committee was very pleased with the progress and that
faculty and department heads are working together on this issue.

(4)   Foundation Report

        Mr. Murphy reported that the Foundation has received $50,000 from the estate of Dr.
Allen Bonnell, founding president, to support the College's Nursing program. He thanked Ms.
DiGregorio for her role in closing this gift from Dr. Bonnell. Mr. Murphy also thanked Ms.
Garfinkle Weitz for working with the executrix of Dr. Bonnell's estate to create an endowment
that was consistent with the Foundation's spending rule.

Mr. Murphy reported that the Foundation had also received about $35,000 from foundation sources: $19,000 for curriculum development and $15,700 for scholarships.

Mr. Murphy reported that the Foundation has received $634,000 in government grants from the United States Department of Education.

(5)   Report of the President

Dr. Generals called attention to Board Update included in the Board folder outlining meetings/events/activities in which he had participated during the month of September.

(5a)   Learning Outcomes Presentation

Dr. Generals introduced Professor Kathleen Harter, department head, Chemistry. He stated that Professor Harter will make a presentation on learning outcomes for the Chemistry Program. Dr. Generals stated that the Middle States Evaluation Team, in their report, had cited the Chemistry Department as one of the programs that has done a good job.

Professor Harter circulated and discussed the cycle for the Chemistry Program outcomes assessment.

Dr. Generals stated that the Chemistry Program is just one example of learning outcomes assessment. Dr. Generals thanked Professor Harter for the great work the department is doing in learning outcomes.

(5b)   Market Research Presentation

At the request of Dr. Generals, Ms. Brown-Sow stated that staff had completed the research, reviewed all College plans, and met with all College constituencies to develop the recommendations contained in the final presentation of the market research. Ms. Brown-Sow introduced Ms. Kathy Swanson, president of the Clarus Corporation, who reviewed a summary of the research and final recommendations.

Mr. Bergheiser asked how the College will determine the best vehicle to use for marketing. Ms. Brown-Sow stated that the determination is based on a number of factors, namely where the market is, and the use of the web and mobile phones to reach people, which is less expensive than newspapers.

At the request of Dr. Generals, Ms. Brown-Sow reported that the College kicked off its countdown to the 50th Anniversary when CCP opened its doors on September 23, 2014. She stated that Dr. Generals was part of the Community College of Philadelphia jazz band. She stated that the College has rolled out its 50th Anniversary website. A calendar of 50th Anniversary events has been added to the website, which feature alumni of the College. Ms. Brown-Sow stated that banners for the 50th Anniversary have been hung on the Main Campus and the Regional Centers, and that 50th Anniversary stationery is being used throughout the

College. Ms. Brown-Sow stated that there will be community outreach for the 50th Anniversary activities throughout the year.

Ms. Browm-Sow stated that Justice Samuel Alito will be the recipient of the Judge Edward R. Becker Citizenship Award on January 15, 2015. Additional information on this event will be forthcoming.

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

There was no new business discussed at the meeting.

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

The next meeting of the Board of Trustees is scheduled for Thursday, November 6, 2014 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:20 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA
Meeting of the Board of Trustees
Thursday, October 2, 2014 – 3:00 p.m.
MINUTES OF DECISIONS AND RESOLUTIONS

Present: Mr. Bergheiser, presiding; Ms. Biemiller, Ms. Holland, Ms. Horstmann, Mr.
             Johnson, Mr. Lassiter, Dr. Rényi, Representative Roebuck, Ms. Sparandara, Ms.
             Tsai, Dr. Generals, Dr. Gay, Ms. Bauer, Ms. Brown-Sow, Ms. DiGregorio, Ms.
             Garfinkle Weitz, Dr. Hirsch, Mr. Murphy, Mr. Spiewak, Mr. Simonetta, and Ms.
             Swanson

(1)   Consent Agenda

        The Board approved the following Consent Agenda:

        (a) Proceedings and Minutes of Decisions and Resolutions
                Meeting of September 4, 2014
        (b) Gifts and Grants
        (c) Engineering Audit
        (d) Management of Computer Information Technology Audit

(2)   2013-14 Fiscal Year Audit Report

        The Board approved the 2013-14 Fiscal Year Audit Report.

(3)   Report of the Chair

(3a)   Joint Reception, Board of Trustees and Foundation Board

        The Joint Board of Trustees and Foundation Board Reception will take place following
the Board meeting.

(3b)   Pennsylvania Commission for Community Colleges
        All Trustee Assembly, September 25-26, 2014
        Harrisburg, PA

        Ms. Tsai and Dr. Generals attended the All Trustee Assembly on September 25-26, 2014
in Harrisburg.

        The Pennsylvania Commission for Community Colleges Southeast Regional meeting is
scheduled for Tuesday, November 18, 2014 at 5:30 p.m. at Bucks County Community College.

(3c)   Report of the Student Outcomes Committee

        The Student Outcomes Committee met prior to the Board meeting and discussed
enrollment and Middle States.

(4)   Foundation Report

The Foundation received the following gifts and grants:

- $50,000 from the estate of Dr. Allen Bonnell, founding president, to support the College's Nursing program;

- $35,000 from foundation sources: $19,000 for curriculum development and $15,700 for scholarships; and

- $634,000 in government grants from the United States Department of Education.

(5)   Report of the President

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

(5a)   Learning Outcomes Presentation

Professor Kathleen Harter, department head, Chemistry, circulated and discussed the cycle for the Chemistry Program learning outcomes assessment.

(5b)   Market Research Presentation

The Board was provided with a summary of the market research and final recommendations.

The College kicked off its countdown to the 50th Anniversary on September 23, 2014.

Justice Samuel Alito will be the recipient of the Judge Edward R. Becker Citizenship Award on January 15, 2015. Additional information on this event will be forthcoming.

(6)   New Business

There was no new business discussed at the meeting.

(7)   Next Meeting

The next meeting of the Board of Trustees is scheduled for Thursday, November 6, 2014 at 3:00 p.m. in the Isadore A. Shrager Boardroom.

The meeting adjourned at 4:20 p.m.

Community College of Philadelphia
Office of Institutional Advancement
Record of Grants and Gifts
for the November 2014 Meeting of the Board of Trustees

Summary by Grant Type:

	Current Month	Fiscal Year-to-Date
Government/Public Grants		
Federal	$112,477	$1,942,654
State		$1,697,980
Local		
Private Grants		
Corporation		
Foundation		$175,349
Organization		$4,425
Other Grants		
Grant Total	$112,477	$3,820,408

GIFTS
Summary by Gift Type:

Gifts to the Foundation	Amount	Purpose
Amerihealth Caritas	$15,000	Golf Tournament Sponsorship
Hayward Bell	$62,549	Endowment
Gifts In-Kind		
Linda S. Wallace	$200	Microsoft Tablet

COMMUNITY COLLEGE OF PHILADELPHIA
Office of Institutional Advancement
Monthly Summary of Grants and Gifts
for the November 2014
Meeting of the Board of Trustees

Federal Grants

The National Science Foundation has funded year one of the five-year Alliance for Minority Participation for the Greater Philadelphia Region (AMP Phase V) grant. The College is a subcontractor on this fifth consecutive five-year *Louis Stokes Alliance for Minority Participation* (LSAMP) grant through Drexel University and has been funded for $22,172 in year one. The LSAMP program has had a positive impact on the College's culture and attitude toward underrepresented STEM students. The LSAMP program directly supports approximately 100 first-year STEM students each year through mentoring and scholarship support, and reaches over 1,000 through speakers and other broader activities.

The U.S. Department of Education has funded year one of a two-year Undergraduate International Studies and Foreign Language grant titled *An Integrative Approach to Building Community College International Studies: The Changing Environments in East Africa and East Asia* for $90,305. This project proposes to enhance the international studies, foreign language, and study abroad programs through a sustainable capacity-building approach. Project activities will introduce students across the college to the diversity of languages and cultures in East Africa and East Asia through faculty development, enhanced curricula and study abroad opportunities.

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

Presiding: Ms. Stacy Holland

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

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

(1)   Executive Session

None

(2)   Public Session

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

The minutes were accepted.

b) Enrollment Update (Information)

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

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

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

c) Middle States Update (Information)

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

meeting showing how her department has engaged in assessment.

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

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

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

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

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

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

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

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

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

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

The meeting was adjourned.

Next Meeting:

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

Attachments:

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

Summary of Audits
Computer Information Systems – Information Technology AAS Degree
Network and System Administration Proficiency Certificate

The Computer Technologies Department's Information Technology curriculum is designed for those wishing to earn an associate's degree in the foundations of modern information technology. This program provides students with a core of general education and computer information systems courses coupled with a flexible set of elective requirements. Students who complete the program will enter the job market as computer specialists who have a solid foundation in the areas of computing most important in today's workplace—including PC operating systems, common applications software, data communications and networking, database management systems, computer programming, and systems analysis and design.

The courses in the Network and Systems Administration Proficiency Certificate (NSPC) are closely linked to professional certification from Comp TIA and Microsoft, and engage students in both the development of technical skills needed to support and maintain computer networks, and the application of analytical skills needed to analyze and manage computer networks. When completed, the courses may be applied to the Computer Information Systems Information Technology Associate in Applied Science Degree.

The program has experienced almost 30% growth in the past five years. There is a greater percentage of males (74%) in the program than in the College (35%) or the Division (54%). Students in the certificate are more likely to be older and part time. The proficiency certificate has a small number of students enrolled (averaging 6 over the past five years). When creating the tables for this audit, it was noted that there are still a number of former CIS options that have not admitted students since 2006. Students in these programs, who total about 40, should be transferred into the CIS program for ease of program management and to ensure consistency with the College catalog.

Students in CIS-IT are performing, academically, like many other students in the College with one important exception – students are more likely to depart as a graduate (41%) than students in the division (13%) or the College (10%). They are also more likely to depart unsuccessfully (41% vs. 36%). The job outlook for the Information Technology field remains above average and these jobs are on the PA High Priority Occupation list. Despite the fact that jobs in this field are in demand, in the Greater Philadelphia area, all of the jobs, with the exception of Customer Support Specialists and Web Developers, require a Bachelor's degree.

For the Fall 2013 semester, assessment forms were distributed to all instructors for all sections taught. Student Learning Outcomes (SLOs) have been developed for all courses. Plans are to assess each course after it is taught. These assessments have been completed for all courses that have been offered in the past two semesters except CIS 105, which is slated for assessment this semester. All program SLOs are scheduled to be assessed during the coming year.

Recommendations were as follows:
1. Program SLOs must be completed. Although progress has been made, program level student learning outcomes remain to be assessed.
2. Cultivate K-12 Pipelines. Students in certain Philadelphia School District programs could earn up to 11 credits at CCP while still enrolled in high school. Creating bridges to these students to cultivate their enrollment here is an important contribution to the Program, the School District and the City's mission for increased educational attainment.
3. Evaluation of student self reports. Students have indicated they may not be gaining the people and lifetime learning skills that they need to be successful over the long term in their field. The program should investigate this further and explore opportunities to bolster these skills in their students. This has the potential to require alterations to the program SLOs. Additionally there are some faculty concerns that lab limitations may mean that students are not able to practice (and therefore fully develop) certain important technical skills.
4. Evaluation of Student Success. The CIS program has both a strong graduation rate and a large number of students who depart unsuccessfully. Both of these phenomena need to be better understood so that more students in the latter category can be converted to the former. The program, working with Assessment and Institutional Research should examine course taking patterns of their students (Perkins data may be particularly helpful in this regard) to better understand indicators that lead students to better successes or struggles.
5. There are still students enrolled in older, discontinued CIS options. These students should be contacted and transferred to the CIS-IT program.
6. There were some concerns among program faculty that student experiences in labs may not be limited by software and hardware issues. The program needs to develop a Technology Plan to assess their needs and course and program assessment materials to identify current shortcomings. Once completed, weaknesses may be addressed through the use of Perkins funds.
7. The Network and System Administration Proficiency Certificate is quite small and the program should consider its continued viability. If there is no energy around attempting to grow the program, it should be closed.
8. Given the changes in the CIS field, almost 40% of students who graduate transfer (despite the fact that the program is an AAS). The program needs to develop articulation agreements with local Bachelors programs to ensure students' long term success. There are 17 colleges within 20 miles of the CCP that have corresponding programs and could serve as potential transfer institutions for interested students. Students interested in transfer need to be advised by program faculty to take electives that will maximize transfer credits (particularly for institutions without program to program agreements).

(1)   Executive Session

There was a discussion about personnel issues and student issues.

(2)   Public Session

a) **Approval of Minutes of June 5, 2014 (Action Item)**

The minutes were accepted.

b) **Academic Program Audit - Engineering (Action Item)**

Mr. Moore reviewed the Academic Program Audit of the Engineering Program.
The program has potential for growth and faculty have made curricular changes
over time; however there are a number of program issues including enrollment,
retention and the failure to complete assessment of program learning outcomes.
Board members discussed the enrollment issues. They agreed that the faculty need
to aggressively work on an agreement with Drexel; work on an alternative senior
year with a school like Carver; recruit heavily to diversify the enrollment. Board
members also discussed the issues with assessment. Dr. Generals stated that the
program faculty need to expand the scope of their assessment.

Dr. Celenza informed the Student Outcomes Committee members of the new
student club for women, the Society for Women in Engineering.

**Action: The Student Outcomes Committee of the Board agreed to recommend
approving the audit with amendments to include a strategy to increase
enrollment, explore K-12 partnerships, ensure seamless transfer to four-year
institutions, and diversify the program. The Committee agreed to
recommend requiring an update in one year.**

(c) **Academic Program Audit: Management of Computer Information
      Technology (Action Item)**

Mr. Moore reviewed highlights of the audit of the Management of Computer
Information Technology Program (MCIT). Students in the program perform well
academically and there is growth potential based on the field; however, the

program has multiple issues including: low enrollment; lack of leadership and support; failure to complete assessment of program learning outcomes; failure to complete a technology plan. Faculty in the division are discussing creating a certificate rather than having a degree. Students can transfer without an MCIT specific degree. Board members asked about the steps the College takes to accommodate students when a program is closed. Dr. Gay explained how the College works to ensure students are informed of the decision and have the best option developed for them.

Action: The Student Outcomes Committee of the Board agreed to recommend recommends that the Board of Trustees accept the audit with the amendment that the program be closed and the department work to create a certificate for students interested in management.

(d) Academic Program Audit: Middle States (Discussion)

Dr. Gay described the steps the College is taking to meet the requirements for the monitoring report required by the Middle States Commission on Higher Education by March 1, 2015. Steps the College has taken include: doing a triage of programs based on assessment progress with special meetings based on the triage; work with a consultant to develop an electronic repository for program assessment information; creation of a Curriculum Assessment Team (CAT) modeled after the College's successful Curriculum Facilitation Team; identification of faculty leadership for a Monitoring Report work group; increases in communication. The Student Outcomes Committee of the Board asked to have a presentation on program learning assessment at the Committee meetings. Dr. Generals suggested that the presentations be done by faculty members.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, October 2, 2014 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of June 5, 2014
Academic Program Audit: Engineering
Academic program Audit: Management of Computer Information Technology

Community College of Philadelphia

Academic Affairs

Discontinued Programs by Academic Year

(Dates correspond to Student Outcomes Committee Recommendation)

2014-2015 (through September 2014)

Management of Computer Information Systems

2013-2014

Geographic Information Systems

Geographic Information Systems Academic Certificate

Patient Service Representative

African American/African Diaspora Studies

Billing/Financial Services Representative Proficiency Certificate

Medical Office Assistant Proficiency Certificate

2012-2013

Community Leadership

Community Leadership Academic Certificate

Women's Studies/Gender Studies

Women's Studies/Gender Studies Academic Certificate

Medical Assisting

Medical Office Clinical Assistant Proficiency Certificate

Nanofabrication Manufacturing Proficiency Certificate

Community Outreach Proficiency Certificate

2011-2012

Management Academic Certificate

Management – Entrepreneurship Option

Management – Human Resources Management

Management – Management Option

Management – Real Estate Option

Marketing

Finance

Medical Office Clinical Assistant Proficiency Certificate

2010-2011

Liberal Arts – Humanities Option

2009-2010

None

2008-2009

Art – Photography Option

Management - International Business

Marketing Certificate

2007-2008

Family Home Visiting Academic Certificate

2006-2007

Computer Programming

Network Administration

PC Applications

Web Site Development

Health Information Technology

2005-2006

Dietetic Technician

Environmental Technology

2004-2005

Computer Operations

Community College of Philadelphia

Academic Affairs

Plan for MSCHE Compliance

(Fall 2014)

Goal I: Implement a documented & sustained assessment process in all programs that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes.

Complete a triage of programs based on compliance status (August):

1. Tier 1: Completed the cycle of assessment of program learning outcomes with direct evidence
2. Tier 2: Partial completion of assessment of program outcomes with direct evidence
3. Tier 3: No evidence of completing cycle of assessment of program learning outcomes

Create electronic repository for information management (August-December)

1. Engage consultant to create information management system (September)
2. Work with ITS for support (September)
3. Create Implementation Team with faculty and administrators (September)
4. Identify future trainers (September)
5. Train the trainers (December)
6. Assist programs with loading information (December-February)

Increase communication:

1. Faculty/Staff updates in *Academically Speaking@CCP* (Monthly starting in September)
2. Program faculty meetings by Tier (Tier 3 September; Tier 2 September; Tier 1 October)
3. Students – Collaborate with Student Affairs (Fall 2014)
4. Cabinet – meeting updates (Fall 2014/Spring 2015)
5. BOT – meeting updates for Student Outcomes Committee of the Board (Fall 2014/Spring 2015)

Develop initial plan for Tier 1 programs (September)

1. Identify responsible person to load information into system (October)
2. Provide training for faculty/administrators/staff on using the system (December/January)
3. Load information in system (December-February)
4. Validate information (February)
5. Encourage ongoing compliance (March)
6. Communication
   a. Letter following PD week – September/October
   b. Potential \visit to department meeting – TBD (deans recommend)

Develop initial plan for Tier 2 programs

1. Identify responsible person to load information into system (October)
2. Provide training for faculty/administrators/staff (December/January)
3. Identify gaps in information (October)
4. Identify steps to close gaps (October)
5. Communication:
   a. Letter to faculty following PD week
   b. Tier 2 meeting (September)
   c. Potential visit to department meeting – TBD (deans recommend)

Develop initial plan for Tier 3 programs

1. Letter to program faculty identified by deans (August)
2. Meeting during PD week (8/27/14)
3. Visits to individual departments based on request from dean (TBD)
4. Support team – identify resources, supports (August)
5. Identification of outcomes to assess for Fall
   a. Identify outcomes and communicate to faculty (September)
   b. Document decision (September)
   c. Schedule follow up meetings to check in (October)
   d. Meet to discuss outcomes and next steps end of semester (December)
   e. Start implementation of next steps (January)
6. Identify person responsible to load information into system (October)
7. Provide training for faculty/administrators/staff (December/January)

Goals II: Document steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty & administrators in assessing student learning & responding to assessment results.

Create a small team for Monitoring Report

1. Draft charge (August)
2. Identify co-lead (August)
3. Identify team members (September)
4. Provide support and materials (Fall 2014)

Create Curriculum Assessment Team (CAT) using CFT model (September 2014)

1. Draft Mission (September)
2. Identify leads (September)
3. Identify team members (September)
4. Provide support & materials (Fall 2014)

Continue professional development

1. Engage Office of Professional Development (September/October 2014)
2. Engage Faculty Center for Teaching and Learning (September)
3. Include in New Faculty Orientation (September)
4. Boot camps (Fall 2014)

Seek Agreement from Federation (Fall 2014)

Increase communication

1. Ensure periodic communication (ongoing)
2. Create visual of progress (October 2014)
3. Use existing sources of communication (e.g. *Academically Speaking @CCP*)

Reorganize to include Institutional Research (IR)

1. Draft staffing plan (September 2014)
2. Draft budget (September 2014)
3. Prioritize agenda for IR (September 2014)

Prioritize agenda for Office of Academic Assessment (September 2014)

Add temporary staff to support Office of Academic Assessment (September 2014)

Change job descriptions to include assessment (September 2014)

Update guidelines (Fall 2014)

Include meeting documentation in assessment repository (Fall 2014)

Update Academic Affairs website (December 2014)

Goal III: Document evidence that student learning assessment information is shared & discussed with appropriate constituents & is used to improve teaching & learning.

Create repository of evidence (e.g. meeting notes, plans, etc.) including:

- Departments/Programs
- Cabinet
- Academic Affairs Council
- Board of Trustees
- Advisory Committees
- Students ?

Add students (and others) to cycle for communication (Fall 2014)

Ensure course and program revisions are based on evidence (add to guidelines)

Report

Compile Evidence – Fall 2014

Draft Report – February 2

Report Review – college community through Feb 16

Finalize Report – February 20-24

Submit Report – February 25

Business & Technology

	Last/Current Audit	Next Audit	Comments
Business Administration Department			
Business	2009/10	2014/15	
Business Administration	2009/10	2014/15	
Accounting	2014	2019	Update due 12/14
Finance	2011	None	Discontinue
Accounting Paraprofessional Proficiency Certificate	New 2013/14	2018/19	
Automotive Technology – Management & Marketing Option	New 2006/07	2011/12	Late
Automotive Technology – Service Technology Option			Late
Automotive Service Proficiency Certificate	New 2009/10	2014/15	
Culinary Arts	R2009/10	2014/15	
Hospitality Management	R2009/10	2014/15	
Professional Cooking Proficiency Certificate	New 2009/10	2014/15	
Computer Technologies Department			
Computer Science	2012	2017	Update 4/14
Management of Computer Information Technology	2014	None	Discontinue

Computer Information Systems	2014	2019	
Computer Progr. & Software Dev. Proficiency Certificate	New 2010/11	2015/16	
Network & Systems Administration Proficiency Certificate	New 2009/10	2014/15	
Receptionist & Office Clerk Proficiency Certificate	New 2009/10	2014/15	
Marketing & Management Department			
International Business		None	Discontinued
Management – Entrepreneurship Option	2011	None	Discontinued
Management- Human Resources Option	2011	None	Discontinued
Management – Management Option	2011	None	Discontinued
Management – Real Estate Option	2011	None	Discontinued
Management – International Business		None	Discontinued
Marketing	2011	None	Discontinued
Marketing Academic Certificate	20111	None	discontinued
Entrepreneurship Proficiency Certificate	New 2014/15	2019/20	New - 2014

Math. Science, Health Careers

	Last/Current Audit	Next Audit	Comments
MSCH Division			
Culture, Science and Technology	2011	2015	Plan to replace with other options
Allied Health Department			
Health Services Management	New 2006/07	2011/12	Late; on 2014/15 schedule
Clinical Laboratory Technician	2010	2015	
Dental Hygiene	2012	2017	
Diagnostic Medical Imaging	2011	2016	
Medical Assisting	2009	None	Discontinued
Patient Service Representative	New 2009/10	None	Discontinued
Patient Service Rep. Proficiency Certificate	New 2009/10	2014/15	
Cardio-respiratory Care	2007		Late; need to align with accreditation
Clinical Assistant Proficiency Certificate	New 2013/14	2018/19	
Medical Insurance Proficiency Certificate	New 2009/10	2014/15	

Nursing Department			
Nursing	2012	2016	
Biology Department			
Biology	New 2014/15	2019/20	
Biotechnology Technician Proficiency Certificate	New 2009/10	2014/15	
Biotechnology Proficiency Certificate	New 2009/10	2014/15	
Chemistry Department			
Chemical Technology	2006/R12/13	2017/18	
Science	2012	2016	
Engineering Department			
Applied Science and Engineering Technology	New 2009/10	2014/15	
Engineering Science	2014	2019	Update 12/15
Process Technology Proficiency Certificate	New 2009/10	2014/15	
Nanomanufacturing Proficiency Certificate	New 2009/10	None	Discontinued
Mathematics Department			

Mathematics	2010	2015	Update 1/12

Community College of Philadelphia

Academic Program Audit:

**Computer Information Systems - Information Technology
and
Network and System Administration Proficiency Certificate**

I. Executive Summary

The Computer Information Systems – Information Technology AAS program is a moderately sized program (about 250 students) that has had growth over the past five years (25%). The program prepares students to enter the workplace as computer support technicians with skills in networking, hardware and software maintenance, and database management. The program's students are graduating at a higher rate than the rest of the College, but indicate they have gained less in several aspects than their peers. Of particular concern are indications that they feel less prepared for continued intellectual growth after college and the ability to relate to others. Many of the jobs in the field require professionals to continually stay abreast of current trends in the field and respond to constantly changing software and hardware requirements. These same professionals are also required to interact with a large number of people in the regular administration of their jobs meaning those who feel less prepared to do so may struggle to advance their careers.

Degree inflation in the field has meant more and more students will need a Bachelor's degree to be competitive in the job market. So while the traditional focus of an AAS program is on job placement, transfer agreements are becoming more important. Some of our larger transfer partners (Temple and Drexel) have recently stopped accepting for transfer some CIS courses (in favor of the higher perceived rigor of CS courses) and the program currently has no program to program articulation agreements (although there is one being negotiated with Peirce). This is of particular concern and presents a clear threat to the continued long term viability of the program if it is not resolved.

Assessment of Student Learning Outcomes, which has been historically problematic has recently (2013) made strong advances—all courses offered since Fall 2013 have been assessed and now that this base has been established, Program SLOs are on track to be completed in the next year.

Faculty in the program have noted that software/hardware costs have made some courses financially challenging to offer online. Even on campus, limitations on administrative rights to online lab computers restrict what students can do within the context courses (e.g. the time needed to reconfigure computers for specific assignments and students' lack of ability to download and install software on campus computers), and although work-arounds have been used for each of these, they are not seen as ideal.

Recommendations generally focus on the need for the program to keep pace with the field and ensure that delivered courses and experiences continue to meet the needs for students in immediately upon graduation and as their careers develop.

II. The Program

The Computer Technologies Department's Information Technology curriculum is designed for those wishing to earn an associate's degree in the foundations of modern information technology. This program provides students with a core of general education and computer information systems courses coupled with a flexible set of elective requirements. Students who complete the program will enter the job market as computer specialists who have a solid foundation in the areas of computing most important in today's workplace—including PC operating systems, common applications software, data communications and networking, database management systems, computer programming, and systems analysis and design.

Elective courses beyond the core may be chosen to develop specialization in a selected area or to obtain a broader understanding of certain computer technologies and how they fit together.

The courses in the Network and Systems Administration Proficiency Certificate (NSPC) are closely linked to professional certification from Comp TIA and Microsoft, and engage students in both the development of technical skills needed to support and maintain computer networks, and the application of analytical skills needed to analyze and manage computer networks. When completed, the courses may be applied to the Computer Information Systems Information Technology Associate in Applied Science Degree or the Management of Computer Information Technology Associate in Arts Degree.

A. Brief history of the program

The roots of the CIS-IT curriculum go back to 1967 when the Data Processing Curriculum leading to the Associate in Applied Science (A.A.S.) degree was initiated by faculty. The Data Processing Program provided two options: Business Programming Option and PC Applications Option. Micro-computing was introduced into the Department's curriculum in 1979 and, following completion and approval of the 1987 Data Processing Department Audit, the Department name was changed to Computer Studies and a Computer Science Curriculum was approved by the College.

Following the recommendations of the 1996 Audit the Data Processing curriculum was completely revised. The curriculum name was changed to Computer Information Systems to better reflect industry trends and the goals of the curriculum. Course names were changed from DP to CIS.

Also based on the recommendations of the 1996 audit, the Local Area Network (LAN) and Internet Operations Options were added in 1998. Each program Option had its own unique set of degree requirements. The CIS curriculum was revised again in 2004. This revision introduced a set of core general education courses, a set of core computer courses and a set of elective computer courses. The general education requirements and the core computer courses were consistent across all Options. The IT Option was first introduced as part of this revision. The current Computer Information System – Information Technology program (CIS-IT) as it exists today, was introduced in 2008 and coincided with the closure of the other four options.

B. Course Sequence

Course Number and Name	Pre- or Corequisites	Credits	Gen Ed Req.
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
OA 102 - Keyboarding -or- OA 110 - Professional Keyboarding		1-3	
CIS 103 - Applied Computer Technology	ENGL 101 ready	3	Tech Comp
CIS 106 - Introduction to Computer Programming		4	
CIS 105 - Computer Systems Maintenance		4	
Second Semester			
MATH 118 - Intermediate Algebra or above		3	Mathematics
ENGL 102 - The Research Paper	ENGL 101 (C or better)	3	Info Lit
CIS 150 - Network Technology		4	
MATH 121- Computer and Logic -or- MATH 163 - Discrete Math	MATH 163: MATH 161 (C or better) or MATH 162	3-4	
CIS 205 - Database Management Systems	CIS 103	4	
Third Semester			
CIS or CSCI Elective[1]		3-4	
Natural Science Elective		3-4	Nat Sci
CIS or CSCI Elective[1]		3-4	
CIS 270 - Systems Analysis and Design	CIS 205	4	
CIS or CSCI Elective*		3-4	
Fourth Semester			
Social Science Elective		3	Soc Sci
Humanities Elective		3	Humanities
CIS or CSCI Elective[1]		3-4	
CIS or CSCI Elective[1,2]		3-4	

Minimum Credits Needed to Graduate: 60-69[3]

[1] CIS 100 and CIS 104 are for non-majors and do not count toward degree.

[2] 15 total credits of CIS and/or CSCI electives are needed.

[3] All General Education requirements are met through required courses except for the Writing Intensive, Interpretive Studies, and American/Global Diversity requirements.

C. Curriculum Map

Courses	Program student learning outcomes						
	Use technology effectively to communicate and analyze information related to computer information systems.	Work as a part of a professional team to analyze, design and implement computer information systems.	Install, configure and maintain computer information systems, including the system's operating system and common computer hardware and software.	Demonstrate a broad knowledge of computer information systems terminology and practices, including those related to networking and data communications technology.	Effectively use word processing, spreadsheet, presentation graphics and database management software in a professional office environment.	Design and implement a relational database.	Develop solutions to common programming problems using the structured sequential logic of computer programming languages.
OA 102 - Keyboarding or OA 110 - Professional Keyboarding	Introduced				Introduced		
CIS 103 - Applied Computer Technology	Introduced				Mastered		
CIS 106 - Introduction to Computer Programming		Reviewed					Introduced Mastered
CIS 105 - Windows Professional Operating System	Reviewed	Reviewed	Introduced Mastered				
CIS 150 - Data Communications	Reviewed	Reviewed		Introduced Mastered			
CIS 205 - Database Management Systems	Reviewed					Introduced Mastered	
CIS 270 - Systems Analysis and Design	Reviewed	Mastered					

D. Future directions for the program and the field

The field of Information Technology continues to grow as the computer become more ingrained in every area of society and our lives. In this field, it is important to keep pace with changes in technologies in the field. Examples of this are the development of Cloud Technology and the sudden prevalence of programming for mobile devices. A career in this field requires lifelong learning skills. Programs that educate future CIS workers also need to stay current with technologies to ensure students are ready to move into the workforce.

III. Profile of Faculty

Courses in the CIS curriculum are taught by both full-time and adjunct faculty. It is the philosophy of the Department to have each faculty member have an area of expertise in the curriculum. The following chart shows how courses in the curriculum are covered.

Generally, the Department has emphasized professional development and participation in professional organizations, especially for full-time faculty. As a result, most full-time faculty in the Department have regularly participated in in-house training and in conferences sponsored by professional organizations and publishers, to further enhance their skills and knowledge in the discipline.

While faculty are active within their own arenas, there is minimal evidence that program faculty take on roles in coordinating program management as a team or unit.

A. Program Faculty

Faculty Names	Courses Taught	Resume
Baker, Edward B.	CIS 140, CIS 230, CIS 231	Y
Freeman, Joewana M.	CIS 106, CIS 203, CIS 270	Y
Friel, Donald J.	CIS 130	
Herbert, Charles	CIS 205, CSCI 111, CSCI 112	
Melamed, Daniel R.	CIS 106, CIS 215	
Nelson, Craig	CIS 205, CSCI 111	Y
Patti, Joanne S.	CIS 202, OA 254	Y
Spencer, Robert O.	CIS 105, CIS 150, CIS 256, CIS 257	Y

VL Faculty Names	Courses Taught	Resume
Byrd, Jerome N.	CIS 105, CIS 150	
Hearn, Barbara A.	CIS 270	Y
Isabella, Dominic A.	CIS 105, CIS 150	Y

Full-time	8
VL Faculty	3
Part-time	6
Left department in last 5 years	6
Half Time – pre retirement	1
New Full-Time Faculty	1

B. Engagement of program faculty in curricular matters

Edward Baker developed and maintains the Management of Computer Information Technology (MCIT) curriculum. He serves as coordinator for that curriculum. His area of expertise includes HTML5, Dreamweaver, JavaScript and Desktop Publishing.

Joewana M. Freeman is currently serving as the chair of the CT Department. Her area of expertise is Project Management, Computer Programming and Excel.

Donald J. Friel, until recently, worked in Academic Computing where he supported faculty and Department web pages. He has brought that expertise to the CT Department. His area of expertise is HTML5.

Charles Herbert has served as a chair of the CT Department chair. He, along with Craig Nelson, serves as coordinator for the Computer Science curriculum.

Daniel R. Melamed, until this year served as Chair of the Department. His expertise is in Computer Programming in both the CIS and Computer Science curriculums.

Craig Nelson, along with Chuck Herbert, serves as coordinator for the Computer Science curriculum. He is currently a member of the College's Technology Coordinating Committee.

Joanne S. Patti serves as organizer for the Department's annual "Meet and Greet".

Robert O. Spencer serves as coordinator for Networking component of the CIS curriculum. His area of expertise is Windows Server, Data Communications and CISCO Networking.

IV. Program Characteristics

A. Student Profile

The program has experienced small growth in the past five years (almost 30%). There is a greater percentage of males (74%) in the program than in the College (35%) or the Division (54%). Students in the certificate are more likely to be older and part time (Table 2). The proficiency certificate has a number of students enrolled (averaging 6 over the past five years). When creating the tables for this audit, it was noted that there are still a number of former CIS options that have not admitted students since 2006. Students in these programs, who total about 40, should be transferred into the CIS program for ease of program management and to ensure consistency with the College catalog.

Table 1. Headcounts

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Average	5 Year Change
CIS-IT	Headcount	289	320	321	336	374	328	29%
	FTE Headcount	214	228	235	243	264	237	23%
Network & System Administration (PC)	Headcount	2	12	0	6	10	6	---
	FTE Headcount	1	8	0	2	7	4	---
Business & Technology	Headcount	3,073	3,167	3,246	3,160	3,286	3186	7%
	FTE Headcount	2,288	2,358	2,372	2,324	2,378	2344	4%
College	Headcount	19,047	19,502	19,752	18,951	19,263	19303	1%
	FTE Headcount	13,360	13,697	13,681	13,112	13,106	13391	-2%

Table 2. Demographics

Demographics: Running 5 Year Average

	CIS-IT	NSPC	Business and Technology	College
Female	26.1%	48.5%	45.8%	64.0%
Male	74.8%	68.7%	53.9%	35.6%
Unknown	0.5%	0.0%	0.3%	0.4%
Native American	0.4%	0.0%	0.5%	0.5%
Asian	10.9%	6.2%	10.6%	7.2%
African American	47.8%	48.4%	48.2%	48.6%
Latino/a	8.1%	0.0%	5.3%	5.4%
White	20.6%	7.8%	21.3%	24.9%
Other	2.8%	4.7%	3.9%	3.4%
Unknown	9.4%	21.8%	10.2%	9.9%
16 – 21	30.8%	3.1%	35.2%	32.5%
22 – 29	37.9%	17.7%	38.4%	36.6%
30 – 39	15.1%	10.9%	14.6%	17.0%
40 +	15.3%	57.2%	11.1%	13.0%
Unknown	1.4%	0.0%	0.9%	0.9%
Full Time	34.5%	4.5%	37.6%	31.2%
Part Time	65.5%	84.4%	62.4%	68.8%
All Developmental	27.6%	24.8%	30.9%	28.3%
Some Developmental	50.1%	1.8%	50.0%	43.9%
College Level	22.4%	18.8%	19.0%	27.8%

Figure 1: Student Distribution Pattern

Distribution of Students in Program

Category	CIS-IT	NSPC	B&T	College
College	48.50%	22.43%	43.71%	42.97%
Freshman	40.58%	56.82%	43.07%	45.12%
Development	10.92%	9.62%	13.23%	11.91%

Legend: ■ Development ■ Freshman ■ College
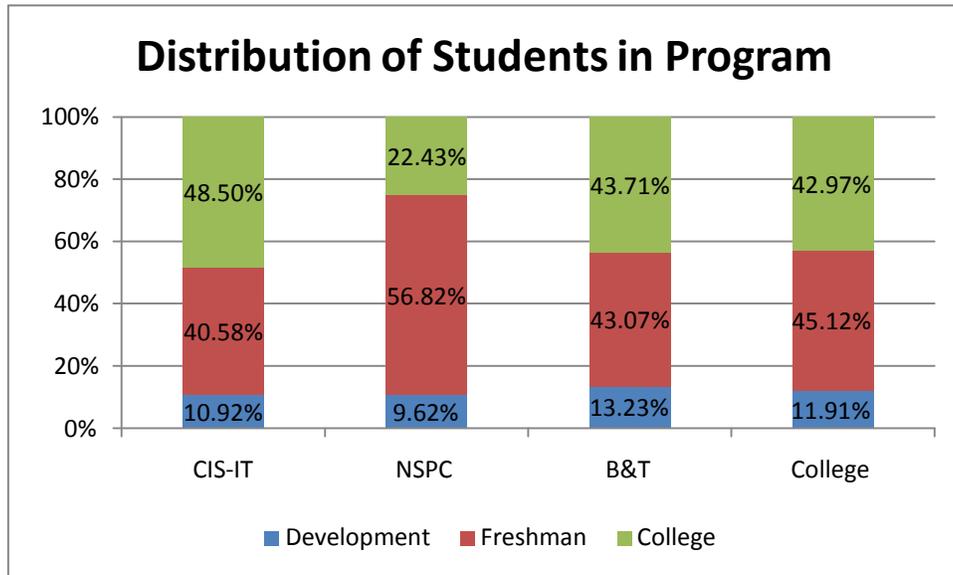
B. Student Outcomes

Students in CIS-IT are performing, academically, like many other students in the College with one important exception – students are more likely to depart as a graduate (41%) than students in the division (13%) or the College (10%). They are also more likely to depart unsuccessfully (41% vs. 36%). However, graduates report smaller self-reported gains in a number of areas, when compared to the student body at large: self confidence, understanding of diverse cultures, interpersonal skills, leadership, continued personal growth, and effective speaking were all significantly lower in the CIS program than in the College. Many of these skills are important for long term career success. It is important to note that even though students are lower than the College, the average ranking for these scores is still above a 2 ("Some Progress") on a zero to three scale. (Table 5)

Table 3. Outcomes Data: 5 Year Averages

		CIS-IT	NSPC	B&T	College
Standing	Good Standing	84.6%	75.4%	82.3%	85.0%
	Probation	13.7%	11.1%	15.7%	13.5%
	Dropped	1.7%	2.3%	2.0%	1.6%
Fall-Spring Retention	Returned/Same	66.7%	50.0%	64.8%	65.8%
	Returned/Different	3.5%	0.0%	6.1%	5.2%
	Graduated	3.5%	19.4%	3.0%	2.1%
	Did Not Return	26.3%	30.6%	26.2%	26.9%
Fall-Fall Retention	Returned/Same	41.6%	27.8%	37.0%	36.7%
	Returned/Different	6.4%	0.0%	8.6%	8.6%
	Graduated	10.7%	19.4%	9.4%	8.4%
	Did Not Return	41.3%	52.8%	45.0%	46.4%
Success at Graduation	Graduated	41.6%	19.4%	13.4%	10.0%
	Long Term Success	6.4%	41.7%	34.4%	36.2%
	Short Term Success	10.7%	36.1%	13.3%	17.2%
	Unsuccessful	41.3%	2.8%	38.8%	36.6%
Course Outcomes	GPA	2.71	3.82	2.56	2.65

Figure 2: Degrees Awarded
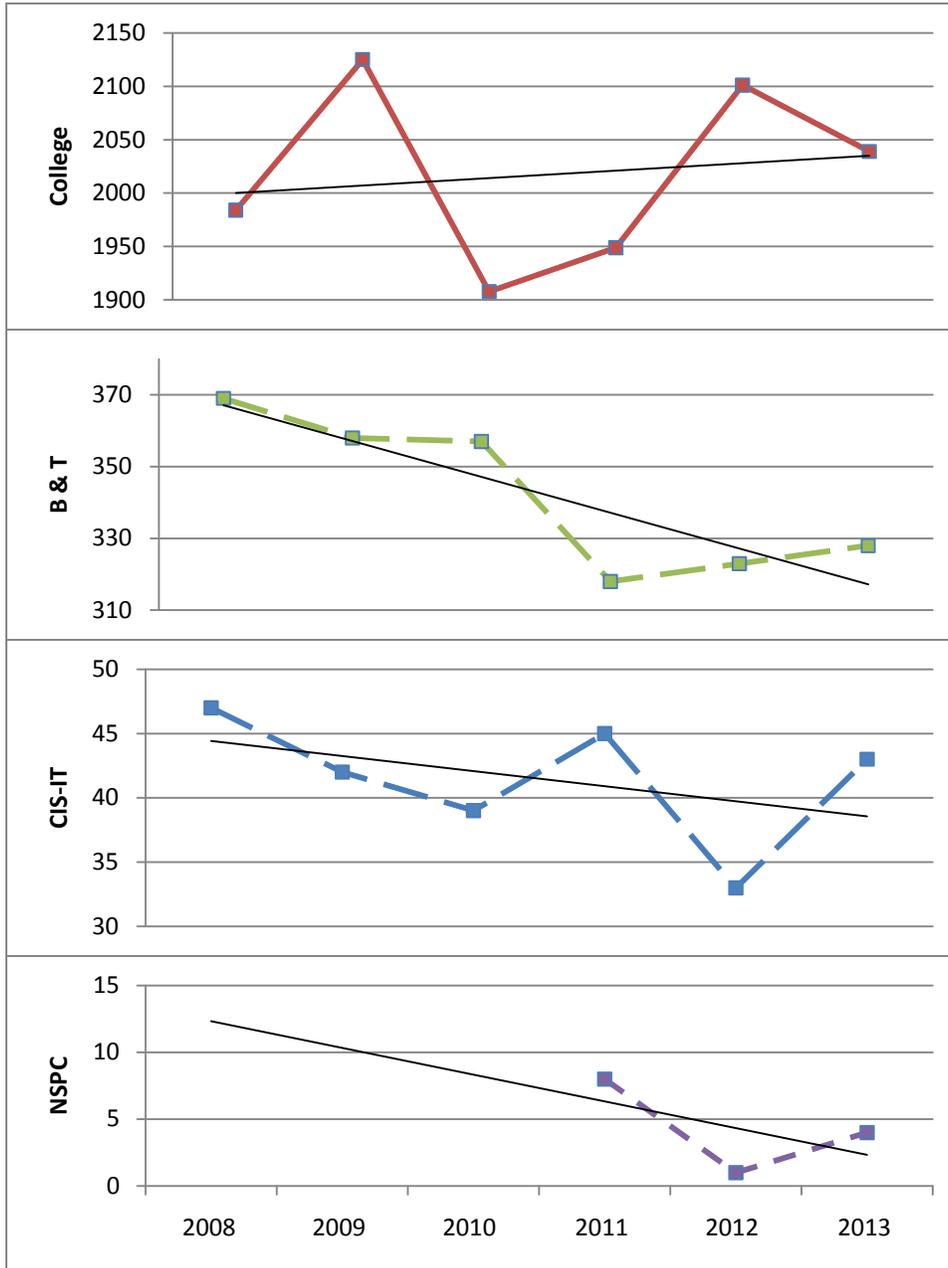
Table 4: Time to Degree[1]

Median Statistics for Program Graduates

	CIS-IT	B&T	College
Years to Degree	4.7	4.1	4.7
Credits Attempted	92	87	85
Credits Earned	72	68	68
GPA	3.12	3.12	3.08

Figure 3. Transfer by Departure Status[2]

% Students who Transferred

---
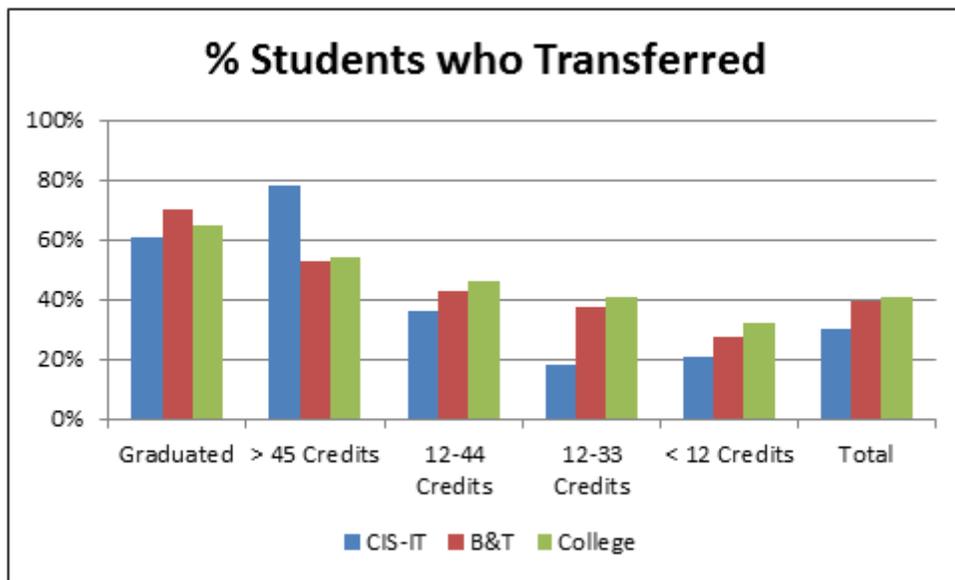
[1] Students with no prior enrollment in U.S. higher education who graduated in academic year 2012-2013 with only one Associate's degree.
[2] Fall 2005- Fall 2010 Cohorts

C. Student Surveys

Surveys are on a scale from 0 "No Progress" to 3 "Considerable Progress."

Table 5: Student Alumni Survey

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	2.14	64	2.18		2.22	
Developed Meaningful Career Goals	2.48	64	2.46		2.53	
Developed into a more Informed Citizen	2.42	64	2.49		2.52	
Improved Preparation for Active Participation in Community Activities	2.03	65	2.18		2.24	
Using Computing and Internet Technology	2.62	65	2.53		2.48	
Enhanced Self-Confidence	2.28	64	2.46		2.48	*
Enhanced Understanding of My Own and Different Cultures	2.22	64	2.43	*	2.47	**
Improved Self-Discipline	2.36	64	2.49		2.53	
Acquiring a Broad General Education	2.49	65	2.54		2.58	
Developed Interpersonal Skills and the Ability to Relate to Others	2.35	65	2.47		2.53	*
Improved Leadership Abilities	2.12	65	2.36	*	2.40	**
Solving Numerical Problems	2.25	64	2.41		2.33	
Working Effectively with Others	2.31	64	2.49		2.51	*
Preparation for Continued Personal and Intellectual Growth after College	2.32	63	2.53	*	2.58	**
Understanding People of Other Racial and Ethnic Heritage	2.41	63	2.47		2.50	
Improved Self-Reliance	2.44	63	2.49		2.52	
Speaking Clearly and Effectively	2.27	63	2.49	*	2.49	*
Thinking Critically and Analytically	2.48	64	2.60		2.60	
Contributing to the Welfare of my Community	2.10	63	2.18		2.24	
Writing Clearly and Effectively	2.58	65	2.56		2.58	

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

V. Learning Outcomes and Assessment

A. Program Student Learning Outcomes:

Upon completion of this program graduates will be able to:

> Use technology effectively to communicate and analyze information related to computer information systems.
>
> Work as a part of a professional team to analyze, design and implement computer information systems.
>
> Install, configure and maintain computer information systems, including the system's operating system and common computer hardware and software.
>
> Demonstrate a broad knowledge of computer information systems terminology and practices, including those related to networking and data communications technology.
>
> Effectively use word processing, spreadsheet, presentation graphics and database management software in a professional office environment.
>
> Design and implement a relational database.
>
> Develop solutions to common programming problems using the structured sequential logic of computer programming languages.

B. Outcomes Assessment

For the Fall 2013 semester, assessment forms were distributed to all instructors for all sections taught. Student Learning Outcomes (SLOs) have been developed for all courses. Plans are to assess each course after it is taught. These assessments have been completed for all courses that have been offered in the past two semesters except CIS 105, which is slated for assessment this semester (this addresses the low quality scores in Table 6). Program SLOs are scheduled to be assessed during the coming year. The low viability scores stem from the small percent growth of the program and slight declines in the number of graduates.

C. Advisory Committee

The Computer Technologies Department has an active Advisory Committee (AC), comprised of faculty from local institutions and individuals from a variety of industries. Members of the Department attend Committee meetings in order to inform the committee of the program's activities and get guidance on future directions.

D. Quality/Viability Indicators

Scores have been low, particularly in quality—this has primarily been the result of a lack of assessment. However, all currently offered courses have since been assessed and the program SLOs are on track to be completed within the year.

Table 6: QVI Scores

	2012	2013
Quality Indicator Score (0-4)	2	0
Viability Indicator Score (0-4)	2.69	1.6

VI. Resources

The Computer Information Systems – IT course offerings are primarily located in the Center for Business and Industry (CBI) Building on the main campus. This space consists of seven computer classrooms – C3-08, C3-10, C3-12, C3-14, C3-15, C3-18 and C3-20. All CIS classes require a classroom with a full podium, individual student computer workstations, Internet connectivity and in-room printing. These requirements are necessary because all CIS courses are part lecture and part lab. During the lecture part of the class, the instructor explains concepts and describes the skills. Even though the instructor is leading, the student is using the computer to follow along. During the lab part of the class, the student practices the skills in class with the instructor available to provide support.   Recently, because of a shortage of classrooms with computers, CIS classes have been scheduled in other classrooms.

Several CIS courses require installed software that is unique to that course, computer programming software, for example. Working with Academic Computing and ITS, the unique software is installed in one of the CIS classrooms. All of the CIS courses require access to the Internet and the ability to download data from the Internet. The ability to download data from the Internet to the classroom computer can be problematic.

Several CIS courses could benefit from the ability to download and install software from the Internet for use in class as part of a lesson.   The current configuration of classroom computers does not provide for that capability. For the Networking classes which require installation of alternate software, two class rooms are equipped with removable hard drives.

There are CIS courses that required space on the College's web server for storing student's Web pages. A process has been developed to facilitate this capability. Most of the CIS classes require unique computer set-up. Reconfiguring the computer at the beginning and end of each class session can impact instruction. Because of the unique software requirements of CIS courses, designated machines in the Student Lab in C3-17 have the software installed. The requirement to acquire expensive software for a few of the CIS courses has had a negative impact on our ability to put these courses online. Hardware/software requirements for CIS courses change as standards in the industry change.

VII. Demand and Program Management

The job outlook for the Information Technology field remains above average and these jobs are on the PA High Priority Occupation list. Despite the fact that jobs in this field are in demand, in the Greater Philadelphia area, all of the jobs, with the exception of Customer Support Specialists and Web Developers, require a Bachelor's degree. Even though the program, as an AAS, is not a 'transfer' program, this has made transfer opportunities a potential concern for the program: Temple and Drexel have stopped accepting some courses from the CIS program, and while Peirce accepts CCP courses, there is no formal transfer agreement for the program. Faculty and the Assistant Dean are actively working with all three institutions to solidify some agreements. There are, however, 14 additional colleges in the region that offer Bachelor's level programs in CIS. These could also be explored as options for transfer opportunities if a student decides to continue their education.

The program also has potential for linkages to High School programs. According to the Pennsylvania Department of Education, Bureau of Career and Technical Education has indicated that students who successfully complete the any of the following School District of Philadelphia Career and Technical Education Programs of Study:

Computer Systems Networking and Telecommunications

Computer Technology/Computer Systems Technology

Communications Technologies/Technicians & Support Services

may receive 11 credits for the following CIS courses that may be applied to the CIS-Information Technology AAS Degree which may be applied as the following courses:

CIS 103 - Applied Computer Technology (3 cr.)

CIS 105 - Computer Systems Maintenance (4 cr.)

CIS 150 - Network Technology   (4 cr.)

With this agreement in place, the CIS program has the potential to make important pipeline connections to local high schools. This would provide opportunities for students there to transfer more easily to CCP and could increase the number of students in the CIS program.

Figure 4: Regional Program Completions and Industry Openings
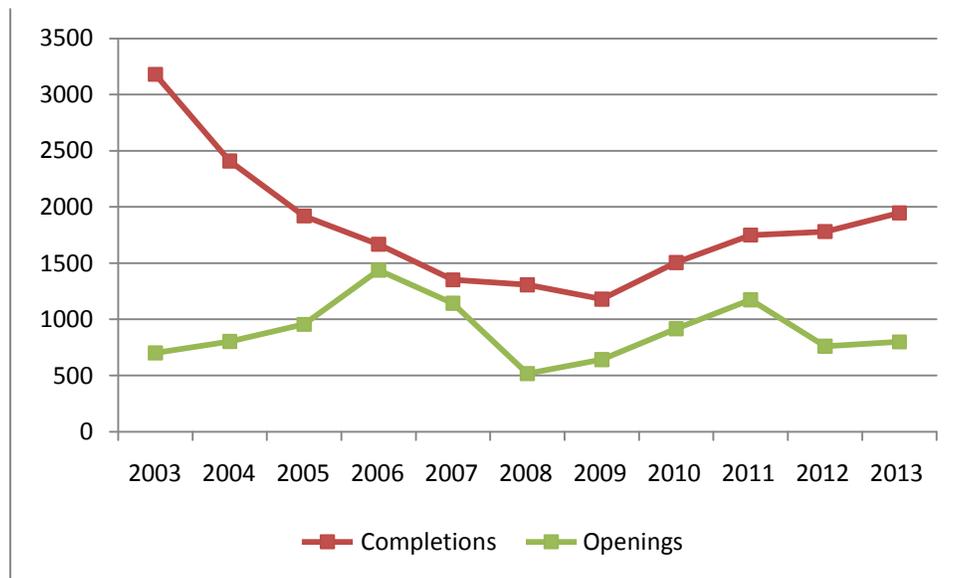
Table 7: Growth and Salaries for Industry Careers

Job Title	Growth 2010-2020	Mean Annual Salary	Degree Reqs
Computer Information Systems Managers	15%	$120,950	Bachelors
Computer Networks Architects	15%	$91,000	Bachelors
Computer Systems Analysts	25%	$79,680	Bachelors
Network Administrators	12%	$72,560	Bachelors
Web Developers	20%	$62,500	Associates
Computer Support Specialists	17%	$48,900	Associates
All Jobs	14%	---	---

Table 8: Philadelphia Area HPO List

2014 High-Priority Occupations for Philadelphia County Workforce Investment Area

Source: Center for Workforce Information & Analysis, Occupational Employment Statistics Survey (2013) and Employment Projections (2010-20)

SOC Code	Occupation	Occupational Group	Educ. Attain.	Annual Average Wage	Annual Openings
15-1131	Computer Programmers	Computer/Math	BD	$79,040	22
15-1150	Computer Support Specialists	Computer/Math	PS	$50,910	73
15-1121	Computer Systems Analysts	Computer/Math	BD	$88,190	52
15-1142	Network & Computer Systems Administrators	Computer/Math	BD	$82,620	59
15-1132	Software Developers, Applications	Computer/Math	BD	$92,760	21
15-1133	Software Developers, Systems Software	Computer/Math	BD	$104,700	14

Source: http://www.philaworks.org/sites/philaworks.org/files/DRAFT%202014%20WIA%20HPO%20Lists.xlsx

VIII. Operating Costs

Costs for the program are in line with the College and Division.

Figure 5: Program costs per FTE
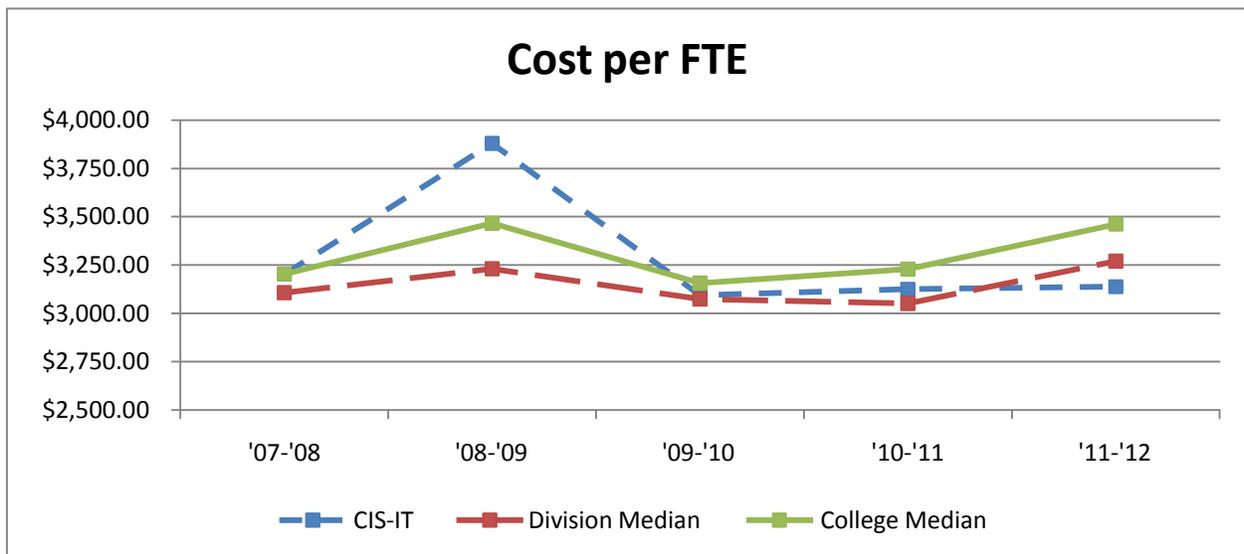
IX. Findings and Recommendations

1. Program SLOs must be completed. Although progress has been made, program level student learning outcomes remain to be assessed.

   Timeline: One program SLO must be completed by end of Fall 2014. All program SLOS must be completed by end of Spring 2015.

   Persons Responsible: Department Head, Program Faculty, Director of Academic Assessment and Evaluation (Curriculum Assessment Team Support)

2. Cultivate K-12 Pipelines. Students in certain Philadelphia School District programs could earn up to 11 credits at CCP while still enrolled in high school. Creating bridges to these students to cultivate their enrollment here is an important contribution to the Program, the School District and the City's mission for increased educational attainment.

   Timeline: Outreach and planning completed by end of Spring 2015.

   Persons Responsible: Department Head, Assistant Dean.

3. Evaluation of student self reports. Students have indicated they may not be gaining the people and lifetime learning skills that they need to be successful over the long term in their field. The program should investigate this further and explore opportunities to bolster these skills in their students. This has the potential to require alterations to the program SLOs. Additionally there are some faculty concerns that lab limitations may mean that students are not able to practice (and therefore fully develop) certain important technical skills.

   Timeline: Utilizing the advisory committee as well as student and alumni input the program should develop a list of skills needed to be a successful profession in the field focusing on both the technical and interpersonal areas. Once completed, this list should be compared to offerings in the program to identify shortcomings and areas where these can be shored up. A completed report with findings and proposed changes should be submitted by the end of Fall 2015.

   Persons Responsible: Program Faculty, Assistant Dean.

4. Evaluation of Student Success. The CIS program has both a strong graduation rate and a large number of students who depart unsuccessfully. Both of these phenomena need to be better understood so that more students in the latter category can be converted to the former. The program, working with Assessment and Institutional Research should examine course taking patterns of their students (Perkins data may be particularly helpful in this regard) to better understand indicators that lead students to better successes or struggles.

   Timeline: Report compiled with action items identified by end of Fall 2015. Implementation beginning Spring 2016. Follow-up report on gains Spring 2017.

   Persons Responsible: Department Head, Assistant Dean, Director Academic Assessment and Evaluation, Director Institutional Research.

5. There are still students enrolled in older, discontinued CIS options. These students should be contacted and transferred to the CIS-IT program.

Timeline: Completed by end Fall 2014.

Persons Responsible: Assistant Dean, Department Head.

6. There were some concerns among program faculty that student experiences in labs may not be limited by software and hardware issues. The program needs to develop a Technology Plan to assess their needs and course and program assessment materials to identify current shortcomings. Once completed, weaknesses may be addressed through the use of Perkins funds.

Timeline: Technology Plan and recommendations completed by Fall 2014.

Persons Responsible: Program Faculty, Department Head.

7. The Network and System Administration Proficiency Certificate is quite small and the program should consider its continued viability. If there is no energy around attempting to grow the program, it should be closed.

Timeline: Report produced by beginning of Spring 2015 semester with recommendations for program continuation or closure.

Persons Responsible: Program Faculty.

8. Given the changes in the CIS field, almost 40% of students who graduate transfer (despite the fact that the program is an AAS). The program needs to develop articulation agreements with local Bachelors programs to ensure students' long term success. There are 17 colleges within 20 miles of the CCP that have corresponding programs and could serve as potential transfer institutions for interested students. Students interested in transfer need to be advised by program faculty to take electives that will maximize transfer credits (particularly for institutions without program to program agreements).

Timeline: A progress report should be delivered by end of Spring 2015. Transfer informational materials created and distributed to students by end of Fall 2014.

Persons Responsible: Assistant Dean, Department Head, Program Faculty

Liberal Studies AA Programs

	Last/Current Audit	Next Audit	Comments
Architecture, Design and Construction Department			
Architecture	2013	2018	
Interior Design	2013	2018	
Building Science	New 2011/12	2016/17	
Facility Management = Construction Option	New 2007/08		Late; on 2014/15 schedule
Facility Management – Design Option	New 2007/08		Late; on 2014/15 schedule
Construction Management	New 2007/08		Late; on 2014/15 schedule
Energy Conservation Academic Certificate	New 2011/12	2016/17	
Computer Assisted Design Academic Certificate			Late; on 2014/15 schedule
Art and Design Department			
Art & Design	2010	2015	
Art – Photography Option	2008	None	Discontinued
English Department			
Mass Media	New 2010/11	2015/16	

Creative Writing Certificate	2012	2017	
English	New 2013/14	2018/19	
Communication Studies	New 2010/11	2015/16	
Women's Studies/Gender Studies	2012	None	Discontinued
Women's Studies/Gender Studies Academic Certificate	2012	None	Discontinued
Theater	2013	2018	
Community Leadership	2012	None	Discontinued
Community Leadership Academic Certificate	2012	None	Discontinued
Psychology, Education, Human Services Department			
American Sign Language/English Interpreting	2011	2016	
Education – Early childhood	New 2011/12	2016/17	
Education – Middle Level	New 2011/12	2016/17	
Education – Secondary Humanities/Citizenship Option	New 2011/12	2016/17	
Education – Secondary Math/Science Option	New 2011/12	2016/17	
Psychology	New 2011/12	2016/17	
Behavioral Health & Human Services	2013	2018	
Addiction Studies	2013	None	Discontinued 2013
Social Gerontology Academic Certificate	2013	2018	

Human Services Academic Certificate	2013	2018	
Social & Human Services Asst. Prof. Certificate	2013	2018/19	
Disabilities Studies Academic Certificate	2013	2018/19	
Human Services Academic Certificate	2013	2018/19	
Recovery & Transformation Academic Certificate	New 2011/12	2016/17	
Recovery & Transformation Proficiency Certificate	New 2011/12	2016/17	
Youth Work Academic Certificate	2008	2013	Late; on 2014/15 schedule
Youth Work Proficiency Certificate	New 2009/10	2014/15	
Liberal Studies Division			
International Studies	New 2008/09		Late; on 2014/15 schedule
Liberal Arts – African American/African Diaspora Studies	2013	None	Discontinued
Liberal Arts – General Option			Late; on 2014/15 schedule
Liberal Arts – Honors Option	2011	2015	
Liberal Arts – Humanities Option	2011	None	Discontinued
Liberal Arts – Religious Studies	New 2007/08	2012/13	Late; on 2014/15 schedule
Liberal Arts – Social Behavioral Science Option	2012	2017	
Music Department			
Music – Non-Performance Option			Late; on 2014/15 schedule

Music – Performance Option			Late; on 2014/15 schedule
Sound Recording & Music Technology	New 2005/06	2010/11	Late; on 2014/15 schedule
Social Science Department			
Applied Studies	2003/04	2008/09	Late; on 2014/15 schedule
Fire Science	2011	2016	
Geographic Information Systems	2014	None	Discontinued 2014/15
Geographic Information Systems Academic Certificate	2014	2019	
Justice			Late; on 2014/15 schedule
Justice Academic Certificate			Late; on 2014/15 schedule
Digital Forensics (was Computer Forensics)	2004/05	2009/10	Late; on 2014/15 schedule
Paralegal Studies	2010/11	2015/16	
Paralegal Studies Proficiency Certificate	New 2013/14	2018/19	
Photographic Imaging Department			
Photography	2014	2019	Update 6/15
Digital Video Production	New 2009/10	2014/15	
Digital Imaging Proficiency Certificate	New 2009/10	2014/15	

September 2014

Donald Generals
President
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Dear President Generals:

On behalf of Achieving the Dream, I would like to congratulate your college for being recertified as an Achieving the Dream Leader College. We are excited to recognize your commitment to improving student success and equity, and demonstrating measurable gains on important student success metrics over a three-year period. Leader Colleges embody the goal of Achieving the Dream: lasting change that helps more students achieve their goals.

Through the dedication to the core principles of Achieving the Dream – committed leadership, use of evidence to improve programs and services, broad engagement, systemic institutional improvement, and equity – your college has increased student achievement and made student success central to its mission. Congratulations on your accomplishments.

Around the nation, Achieving the Dream Institutions are raising persistence and graduation rates, closing achievement gaps, and changing lives. We are pleased to have you continue to serve as a national leader in the Achieving the Dream National Reform Network.

Sincerely,

Carol A. Lincoln
Senior Vice President

Cc: Judith Gay, Core Team Leader
        Samuel Hirsch, Core Team Leader
        Jacquelyn Belcher, Leadership Coach
        Jan Lyddon, Data Coach
        Carrie E. Henderson, Associate Director of Programs (Leader Colleges)

Dr. Donald Generals
Community College of Philadelphia
1700 Spring Garden Street,
Philadelphia, PA 19130

Dear Dr. Generals:

Congratulations on your recent appointment! We are thrilled to have Community College of Philadelphia as part of the Achieving the Dream (ATD) National Reform Network, and are deeply appreciative of you and your colleagues' continued commitment to student success and equity. After reviewing your 2014 Annual Reflection and receiving input from your ATD coaching team, we offer several observations in this letter about your institution's progress to date. We have arranged the review using the five broad principles that ATD views as key to institutional transformation, which also serve as the section topics for your Principles Assessment Survey. This feedback is offered in support of your institution in its efforts to achieve the student success and equity goals identified by your team.

Reflections on the Five Achieving the Dream Principles

Committed Leadership

Achieving the Dream recognizes that change brings challenges and opportunities. The College's strong leadership team has been an instrumental asset in carrying forward the student-success agenda throughout all levels of the institution, as noted in the College's regular reporting and communications in your institution's plans. We are confident that with your guidance, your leadership team, and your commitment to student success, you will continue to be successful in these great strides to identify and strengthen effective programs. We are especially impressed by the ambitious but realistic academic and enrollment plans that weave together to accomplish common goals of increased student success.

Use of Evidence to Improve Policies, Programs, and Services

We commend your Institutional Research and Academic Assessment and Evaluation offices for collaborating on several major efforts underway to make data more readily accessible and in a format that can match back to a consistent benchmark. We are encouraged by your efforts of using data to help navigate important key questions, educating faculty and staff to more artfully interpret and use data in decision making, and communicating collectively to learn from the data to encourage future work. ATD recommends the College widely use evaluation models for its

academic intervention and to rely upon your data collaboration team to develop effective evaluation plans at the beginning of each intervention.

Broad Engagement

The College has expertly honed in on engaging the key group which directly affects student success, your faculty, by using the "bubble up" approach to developing institutional plans. The Teaching Circle efforts are very interesting to ATD, and something we hope to learn more about in the future. Please consider sharing this work in February at DREAM 2015 - Achieving the Dream's Annual Institute on Student Success.

We appreciate the challenge of reaching adjunct faculty and helping them improve their teaching. We are, therefore, very excited by your launch of an online course for new adjuncts that includes pedagogy modules and look forward to seeing evaluation results.

Systemic Institutional Improvement

The College shows a strong sense of continuous improvement, using evidence from outside the college and using your own performance data to design more effective methods. One such example of your commitment to institutional improvement is the reinvestment in the Early Alert System and augmenting this work with improved technology.

Equity

We respectfully request that the college add the very noteworthy Center for Male Engagement work on the Achieving the Dream Interventions Showcase page. This important work serves as a model for many institutions already and should be shared throughout the ATD National Reform Network. We also applaud the college's commitment to equity with your work to reach Latino and LGBTQ students, faculty and staff. We are very interested to see how these efforts evolve and develop.

Final Thoughts

This is an exciting year of transitions and the start of a new administration. The College benefits from considerable residential personnel that is committed to student success that has helped it carry through this past year and will help carry this commitment forward with each new addition to the College.

As we reflect on all of the College's work leading up to and in the past year, we are most impressed by the integration of the academic and enrollment management plans, both of which are thoroughly infused with effective student-success initiatives. Additionally, the forward progression to incorporate data discussions in faculty and other professional development sessions and meetings is to be applauded.

We recognize that the distinct environment of each college poses unique challenges and opportunities. In terms of next steps, we would like to suggest the following as a possible way to improve student outcomes over the next year:

- We encourage you to host a coach's visit sometime in the fall and perhaps use the opportunity to also couple it with a data summit. This would afford the broad opportunity to involve faculty and staff in examining what has been working and what can be improved. We appreciate the hard work, time, and resources that your institution devotes to your Achieving the Dream efforts.

- We encourage you to discuss the feedback in this letter with your Leadership Coach and Data Coach, who are ready to support and guide you moving forward. Please consider reviewing this letter with your ATD Core Team and college at large if you so wish. It may assist you in shaping the direction of your ongoing student-success efforts.

We congratulate you on your new position and look forward to working with you in the coming year. We welcome your questions and comments along the way and would be delighted to provide contacts to you of other ATD Presidents who have continued their institution's student success efforts after taking office.

Sincerely,

Carol A. Lincoln

Carol A. Lincoln
Senior Vice President

MEETING OF THE BUSINESS AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Community College of Philadelphia
Wednesday, October 15, 2014– 9:00 A.M.

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

AGENDA – PUBLIC SESSION

(1)   Security Consulting Firm RFP (Action Item):

Information: Mr. Spiewak stated that an RFP process was recently completed to identify a firm to provide consulting services to the College relative to its security operations and emergency response planning. Attachment A provides a detailed description of the security RFP process and an analysis of the four firms that were determined to be finalists for the contract. Staff recommended that the contract be awarded to Margolis Healy & Associates, LLC for the following reasons:

- Margolis Healy & Associates is a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12 schools.
- In 2013, Margolis Healy & Associates were awarded a contract authorized by Congress to establish and operate the National Center for Campus Public Safety.
- Margolis Healy & Associates presented a strong team for the project with team members holding appropriate degrees and credentials and varied work experiences in higher education, in governmental planning, emergency management and training, and in law enforcement.
- Margolis Healy & Associates has worked with an extensive number of higher education entities and clearly understands compliance issues in addition to security and emergency response concerns.
- Margolis Healy & Associates' fee was the lowest of the finalists.

Please refer to Attachment B which contains the handout provided to Committee members that includes the PowerPoint presentation given by Margolis Healy & Associates to the RFP team members on October 2, 2014.

In response to a question from Ms. Sparandara concerning qualifications of all of the finalists firms, Mr. Spiewak noted that all staff felt that all firms proposed a team of very qualified individuals. Ms. Weitz mentioned that Margolis Healy & Associates are the "crème of the crop" in the industry and only deal with higher education school security and compliance issues. She noted that during reference checks, clients indicated that, from their perspectives, Margolis Healy tailored their approach to their institution and did not use a "canned" approach. Dr. Hirsch mentioned that an important element of Margolis Healy's approach was to communicate with as many individuals as possible, including faculty and students, and to engage with the College community to show that security is a priority for the College.

Ms. Biemiller asked if this type of security analysis had ever been done before at the College and staff responded that it had not. Ms. Biemiller then asked about the College's use of contracted security services and whether this will be re-examined. Mr. Spiewak responded that the College was currently undertaking an RFP process for contracted security since the current contract was expiring. He indicated that staff will delay the RFP process until this aspect of the College's operations was reviewed by the consultants.

Mr. White noted that it is probable that additional budgetary needs will result from the analysis and that in addition to capital needs, it could involve additional operating budget needs. Mr. White also inquired if the consultant will be speaking with the PA Homeland Security Office and City police and other local law enforcement agencies. Mr. Spiewak stated that staff will make sure that the consultants involve these organizations. Dr. Generals stated that concurrent with this security analysis, staff were evaluating alternative mass communication companies. Staff recently had a presentation from *Send Word Now* that has the ability to integrate with other alert systems used by the College and had other technological advantages over the e2Campus system currently used by the College. It is expected that all students and staff would automatically be entered into the mass communication database and would need to opt out as opposed to the current process now of opting in.

Action: Ms. Sparandara moved and Ms. Biemiller seconded the motion that the College enter into a contract for security consulting with Margolis Healy & Associates, LLC in the amount of $96,000 including expenses. The motion passed unanimously.

(2)   2014-15 Budget Update (Information Item):

Mr. Spiewak provided an overview of the College's budget status for fiscal year 2014-15. Early projections for the 2014-15 budget were provided based upon late summer and fall credit enrollments and expenditure patterns in the first quarter of the year. Attachment C was provided by Mr. Spiewak who briefly explained enrollment, revenue and expense projection variances from the original budget.

Mr. Spiewak noted that credit enrollments for the fall semester were about 1% lower than the previous year and a 1% increase had been budgeted. If this scenario continues into the spring semester, student tuition and fees would be approximately $1 million lower than originally budgeted.

The approved state budget included additional funds for community colleges and no increase had been included in the College's original budget. CCP's share of the additional state appropriation is $462,000. In relation to expenses, Mr. Spiewak noted that it is still too early to definitively determine variances. However, based upon final fiscal year 2013-14 expenses, Mr. Spiewak indicated that there are a few budget categories where budgets may not be fully expended. He mentioned that these categories include part-time salaries, early retirement incentives, some fringe benefits, utilities and supplies that collectively total $1.2 million. As a result of the updated projections noted above, the projected deficit for fiscal year 2015 is reduced to $427,000.

In response to a question from Mr. White, Dr. Hirsch noted that student headcount was up .5% but students are taking less credits and the full-time student count is down. He noted that enrollment services was doing a lot to communicate with students, including using the new customer relations management system and messaging their admission processes. A new initiative was started this year, *Complete with 15*. Dr. Generals noted that this initiative was part of the completion agenda. The strategy is to advise students who are only enrolled for 12 credits to take an additional course at no additional cost if advisors are confident the student can handle the additional course. Dr. Generals also mentioned that a winter session is being investigated which could result in additional enrollments for the spring semester. He also noted that the Main Campus will again offer classes on Saturdays and that new student numbers continue to be up. Mr. White noted that the College may need to spend more for investments in new educational models and degree completion efforts. He stated contingency funds and shifting of other unspent budget dollars can be made available to fund new initiatives.

Dr. Generals and Dr. Hirsch informed the Committee that the College was negotiating with Civitas Learning, another initiative that is within the completion agenda. This company provides high level predictive analysis using a highly sophisticated model that draws information from different databases used by the College. Colleges are using it to analyze persistence trends and success probabilities based upon historical information. It will allow a college to see what effects their support services are having over time and allow colleges to plan for and develop strategies to support students that are "predicted" to need additional support. Dr. Generals noted that this will put the College in an elite group using this type of data-driven process. In response to a question from Ms. Sparandara, staff stated that no additional staff will be needed to implement Civitas Solutions software. Mr. White mentioned that this information should be shared with the Students Outcomes Committee. Ms. Biemiller stated that she was delighted that the College was moving in this direction.

(3) **Ebola Communication Strategies (Information Item):**

Dr. Hirsch described the Ebola communication strategies the College will be using to quell fears and stop rumors. Student Affairs will be providing a fact sheet *via* a website as well as providing ongoing education.

(4) **2014 Financial Performance Indicators (Information Item):**

Mr. Spiewak stated that the annual financial performance indicators were developed in collaboration with the Board to provide a snapshot of the College's current financial operating characteristics. He presented the 2014 Financial Performance Indicators to the Committee. (Please refer to Attachment D.) Mr. Spiewak stated that these indicators incorporate the financial results for the 2013-14 fiscal year and, in some cases, include preliminary projections for the current year.

(5) **Next Meeting Date**

The next meeting of the Committee is scheduled for Wednesday, November 19, 2014 at 9:00 A.M. in the Isadore A. Shrager Boardroom, M2-1.

JPS/lm
Attachments

ATTACHMENT A

SECURITY CONSULTING FIRM RFP PROCESS

RFP Process for Security Consulting Firm

Background Information

Dr. Generals had requested that the College seek expert assistance for emergency planning and response. His request was reinforced by recent events. Additionally, the College would seek a thorough review of its safety and security operations including: use of technology and mass communication strategy, staffing, policies and procedures, internal and external communications, and training and awareness campaigns. Mr. Spiewak, Interim VP for Finance and Facilities, led a team of staff members who identified consulting firms and created a Request for Proposal. The staff members on the team in addition to Mr. Spiewak were: Lynette Brown-Sow, VP for Marketing and Government Relations; Sam Hirsch, VP for Student Affairs, Jill Weitz, VP for Human Resources and General Counsel, Harry Moore, AVP for Facilities and Construction Planning, Charles Schaffner, Manager of Safety and Security, and Marsia Henley, Manager of Purchasing.

RFP Process

Invitations to bid on a security consulting project for Community College of Philadelphia were sent to ten security firms. Seven firms participated in a pre-bid teleconference. All firms were given the option to tour the College's facilities.

The RFP included the following in the scope of work:
1. Review current emergency response management plan and provide appropriate recommendations.
2. Review and become familiar with College buildings and sites.
3. Seek input from appropriate stakeholders to include, but not limited to, President, Cabinet members, Director of Safety & Security, AVP, Facilities Operations, IT staff, Security staff, Emergency Response Management Team.
4. Review current Safety and Security policies and procedures related to emergencies and provide appropriate recommendations.
5. Review the roles and responsibilities of decision makers, security staff, emergency response management team, and other relevant personnel involved in emergencies and provide appropriate recommendations.
6. Review and evaluate the organizational structure and staffing level of the Department of Safety & Security and provide appropriate recommendations.

7. Provide recommendations as to the creation, amending, and/or monitoring of policies, procedures and objectives relative to emergencies.
8. Evaluate current facilities and technology (security cameras, access control, mass notification systems) in order to provide recommendations for most effective use.
9. Evaluate compliance with local, state and federal guidelines and provide appropriate recommendations.
10. Develop acquisition cost and total cost of ownership estimates for recommended facilities and technology improvements.
11. Review communication plans for both external and internal communications and provide appropriate recommendations.
12. Provide plans for the training of students, faculty, and staff to identify and respond to potential threats.
13. Provide plans for strengthening the overall awareness of security issues and the College's emergency response plans of students, faculty, and staff.
14. Provide a summary document of findings and recommendations (written report).
15. Provide project management to track progress, provide interim documentation and solicit input from stakeholders as needed.

Six vendors presented formal proposals. Four of the firms were invited to make presentations to College staff. The four finalists with their proposed costs are:

Firm	Fee	Expenses
FTI Consulting	$139,200	$ 5,800
Margolis Healy & Associates	96,000	none
Witt O'Brien's	178,980	19,063
Elert & Associates	91,850	11,888

Witt O'Brien's was dropped from consideration since their presentation was not received as positively by the team as the other three finalists and their cost was almost 40% higher than the next highest proposal.

Margolis Healy & Associates is a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12 schools. This firm of approximately 30 employees was formed in 2008 with the merger of Margolis & Associates and Strategic Security Consulting and is headquartered in Burlington, VT. In 2013, they were awarded a contract authorized by Congress to establish and operate the National Center for Campus

Public Safety. Recent clients listed as references include Tulsa Community College , Seattle University, and Rice University.

Margolis Healey & Associates presented a strong team for the project. The four individuals identified all have appropriate degrees and credentials. They have varied work experiences in higher education, in governmental planning, emergency management and training, and in law enforcement. The firm has worked with an extensive number of higher education entities. They clearly understand compliance issues in addition to security and emergency response concerns. Margolis Healy & Associates offered the lowest fee but also have allocated the lowest number of hours (480) to this engagement.

In regards to training efforts, Margolis Healey & Associates proposed to design and deliver an emergency exercise following NIMS standards; conduct a four-hour tabletop exercise; and to develop, in conjunction with staff, a curriculum for an emergency management orientation session for members of the College's executive staff, emergency response management team, essential employees and safety committee.

Elert & Associates is a security and technology consulting firm established in 1984. This firm has approximately 40 employees and is headquartered in Stillwater, MN with offices in five other states. Recent clients listed as references include City Colleges of Chicago, Front Range Community College in Colorado, and Connecticut State Colleges and Universities.

Elert & Associate's proposed team of five has solid credentials but limited work experiences in higher education. The two senior security consultants worked primarily in law enforcement; however, their presentation displayed that they have an excellent understanding of the risks facing an entity such as CCP. Although many of their higher education projects were primarily security technology-related, they were recently awarded a contract to conduct comprehensive security and vulnerability assessments for the Connecticut State Colleges & University system which includes 12 community college campuses. Elert & Associates offered the second lowest fee and allocated 548 hours to the project.

In regards to training, Elert & Associates presented six separate training programs.

FTI Consulting is a global business advisory firm that added a risk management practice in 2013 through the acquisition of Risk Solutions International. This firm is headquartered in New York, NY with offices in many major business centers throughout the world and has close to 3,900 employees worldwide. Recent clients listed as references include LaGuardia Community College, Teachers College and Central Connecticut State University.

FTI Consulting presented a strong team for the project. The four individuals identified all have unique work experiences that collectively, include higher education, risk management, and law enforcement. Of all the finalists, their client list was the most varied and included many Fortune 500 companies. They will use a minority consultant to perform the review of the College's security technology. Their proposed fee was the highest but they also allocated the most hours (746) to the project. In addition to their base fee, the firm quoted a fee of $50,000 to develop and web-host an on-line, updatable version of the College's emergency response plan.

FTI proposed the most hours devoted to training and exercises. Their proposal included two separate classroom sessions (which the College could videotape) related to NIMS and Incident Command Systems as well as a four-hour tabletop exercise. They would also plan training for the various College departments including the College's executive staff, emergency response management team, essential employees, department heads and safety committee.

ATTACHMENT B

**EMERGENCY RESEPONSE AND
SAFETY PROGRAM ASSESSMENT
MARGOLIS HEALY & ASSOCIATES, LLC**

Community College of Philadelphia

Emergency Response and

Safety & Security Program Assessment

Margolis Healy & Associates, LLC

October 2, 2014

MARGOLIS HEALY
SOLUTIONS FOR SAFE CAMPUSES

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Agenda

- About MHA

- Project Deliverables

- Timeline

- Total Project Hours

- Policy/Practice Revisions

- Critical Issues for Students, Faculty & Staff

- Emergency Plan Revisions

- Key Assumptions

- Assigned Resources

- Questions

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Agenda

- Daniel R Pascale, CPP – Sr. Director of Security & Emergency Management Services

  - Sr. Director of Emergency Preparedness, Communications & Security – University of Chicago

  - Director of Emergency Management – Rutgers University

  - Past President of NJ College & University Public Safety Association

  - Past Chair – ASIS International School Safety Council

- Christopher Neuwirth, MA, MEP – Manager of Emergency Management Services

  - Police Officer, Firefighter, EMT, Emergency Manager

  - Oversaw Hurricane Sandy Public Health Recovery for State of NJ

  - Regional EOC Manager/Disaster Planner over jurisdiction with 250+ k-12, 2 community colleges and a university

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About Margolis Healy

Margolis Healy & Associates, LLC is a professional services firm that **specializes in campus safety and security consulting** for educational institutions throughout the United States and Canada.

* Emergency management program development, plan reviews, plan development, training & exercises;

* Safety and Security Program Assessments™ (SSPA);

* Public Safety Management Studies™ (PSMS);

* Clery Act & Title IX compliance audits and related training;

* Independent reviews;

* Expert witness/litigation consultation.

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Qualifications

- Led by highly-regarded former campus public safety executives with decades of higher education experience:

  - ➤ Selected to develop and manage the National Center for Campus Public Safety (September, 2013);

  - ➤ Campus safety and security thought leaders in the field;

  - ➤ Manage multiple federal and state grants to enhance campus safety.

- Extensive experience with projects of similar size and scope;

- Seasoned expert teams are assembled to meet the specific goals of the project using MHA's methodology;

- Significant higher education/community college experience

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Sample of Relevant Client Experience

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- Tulsa Community College
- Community College of Rhode Island
- Amherst College
- Seattle University
- Grinnell College
- St. Michael's College
- The College of Westchester
- Emerson College
- VirginiaTech
- Stetson University
- Suffolk College
- Touro College

- Rice University
- Wake Forest University
- Delaware State University
- Boise State University
- Baylor University
- Colorado State University
- Northeastern University
- Duke University
- George Mason University
- University of Idaho
- Yeshiva University
- Babson College

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Project Deliverables - Emergency Planning

- MHA will provide the following emergency management services:

  - Conduct a Hazard, Vulnerability & Impact Assessment to develop a relative risk matrix of technological, human-made and natural emergencies;

  - Assess the College's Emergency Operations Plan(s) relative to its administrative framework, response framework and associated threat and hazard specific annexes;

  - Assess emergency communication system(s), plans, policies/procedures;

  - Assess Executive, Faculty, Staff & Student Training programs;

  - Community education and awareness efforts.

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Project Deliverables - Emergency Planning

- Analyze our findings and compare the College's current efforts against recognized national (contemporary) standards in higher education; including federal, state and local requirements.

- Identify challenges, gaps and opportunities including training opportunities for Executive Policy Group, Emergency Management Team, Security staff and students.

- Provide reasonable, actionable, sequenced recommendations to close gaps, exploit opportunities and meet regulatory compliance.

- Identify roles and responsibilities of Executive Policy Group, Emergency Management Team and First Responders; plus, test the schools plan through a formal exercise.

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Emergency Operation Plan Elements

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- Promulgation Statement
- Approval, Implementation & Authority
- Record of Changes & Distribution
- Purpose
- Situation Overview
- Assumptions
- Concept of Operations
- Organization & Assignment of Responsibilities
- Direction, Control & Coordination
- Information Collection & Analysis
- Training & Exercises
- Administration, Finance and Logistics

- Evacuation
- Lockdown
- Shelter in Place
- Accounting for all Persons
- Communication and Notification
- Continuity of Operations
- Recovery
- Public Health, Medical & Mental Health
- Security
- Rapid Assessment
- Severe Storm
- Earthquake
- Tornado
- Hazardous Materials
- Mass Casualty Incident
- Active Threat
- Disease Outbreak
- Bomb Threat or Explosion

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Project Deliverables
Safety & Security Program Assessment

Approach

•Interview key stakeholders to include: College Administration, Safety & Security, Facilities, Risk Management, Human Resources, Student Government, etc. to better understand the culture of the College, safety/security concerns and the desired state of security.

•Physical inspection of buildings and property.

•Evaluate way-finding signage placement.

•Assess:

✓ Lighting (relative to acceptable security standards);

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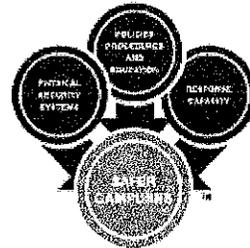
Project Deliverables
Safety & Security Program Assessment

✓ Visitor Management;

✓ Key Control;

✓ Digital Signage;

✓ Parking & Traffic;

✓ Campus Connectors (pathways);

✓ Mass gathering areas (Libraries, Dining Halls, Lecture Halls, etc.);

✓ High risk areas (computer/chemical labs);

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Project Deliverables
Safety & Security Program Assessment

- Use of security systems and technology compared to contemporary standards to include:
  - ✓ Equipment and Facility Design standards;
  - ✓ Disparate/Legacy systems;
  - ✓ Systems integration;
  - ✓ Program Management;
  - ✓ Acceptable use policies;
  - ✓ Centralization;
  - ✓ End user (Operator) training;
  - ✓ Sustainability.
- Develop *projected cost estimate(s)* for recommended security system enhancements including, purchase, licensing, installation, training and sustainability*

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Project Deliverables
Safety & Security Staff Analysis

(continued)

- Analysis of current staffing resources;

- Review of command structure;

- Review of staff training;

- Selection and Retention Policies;

- Position Descriptions and Responsibilities;

- Institutional Expectations.

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Project Deliverables
Safety & Security Staff Analysis

Margolis Healy Bi-Dimensional Staffing Formula™

- Space Analysis
  - Staff Readiness
  - Call Volume
  - Number of Different Types of Buildings
  - Total Campus Area
  - Campus Mission
- Shift Activity Analysis
- Staffing Formula
- Calls For Service Analysis
- Building Security Activities
- Proactive/Directed Patrol Activities

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Project Timeline

① October 1, 2014 – Award Date

② November 2014 – Site Visit #1

③ December 2014 – Site Visit #2 (as needed)

④ January 2014 – Draft Analysis, Draft Report and Discussion

⑤ February 2014 – Report Revisions and Legal Review

⑥ March 2014* – Final Report

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Estimated Projection of Total Project Hours

- Emergency Response Planning – 160 Hours
- Safety & Security Program Assessment – 120 Hours
- Safety & Security Staffing Analysis – 60 Hours
- Total Project Hours – 340*

Exclusive of administrative support and legal review

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Policy/Practice Verification

How do we verify security policies/practices are known and understood by all and followed?

➤ Educational campaign to include;
   ➤ Orientation(s)
   ➤ Website
   ➤ Mobile Apps
   ➤ Posters
   ➤ Top-down support

➤ Conduct exercise(s) and or campus-wide drill and after action to identify challenges leading to:
   • Policy review and change
   • Training or retraining
   • New or Enhanced Community Education Efforts

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Critical Issues – Students, Faculty & Staff

What are the most important issues about which to educate the College's students, faculty and staff in regards to safety?

➤ Resource Identification (Safety & Security, Sexual Assault Victim/Witness Assistance, Counseling Services);

➤ How to report a crime or being the victim of a crime;

➤ College Safety & Security Policies & Expectations;

➤ Emergency Communications (notification);

➤ Immediate Action and Response – *what to do.*

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Emergency Management Plan Revisions

How will we develop a revised Emergency Response Plan with defined responsibilities for all participants?

➢ Thorough analysis of existing plans vs contemporary standards;

➢ Understanding of college culture, emergency management team member roles, redundancy and training;

➢ Collaboration with college administration to obtain necessary information and develop plan;

➢ Identify roles and responsibilities of Executive Police Group, Emergency Management Team and First Responders;

➢ Test plan and team through formal exercise;

  • Hot wash/debrief, lessons learned.

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Key Assumptions

1. The College is fully **committed** to an open, objective assessment of the areas outlined in the RFP.

2. The College will **fully assist** with the gathering of documents, coordination of site visits and interviews, and general support in completing the project.

3. The College will assign a senior liaison and logistics coordinator/project manager.

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Margolis Healy Resources

- **Daniel R Pascale, CPP** – *Sr. Director of Security & Emergency Management Services*

- **Joseph P Allen, MPA** – *Manager of Security & Emergency Management Services*

- **Christopher A Neuwirth, MA, MEP** – *Manager of Security & Emergency Management Services*

- **Robert L Evans** – *Manager of Organizational Assessment Services*

- **Katherine Forman, MPA** – *Director of Client Relations*

- **Jeffrey Nolan, Esq.** – *Sr. Associate*

- **John Matherson** – *Associate*

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Questions?

ATTACHMENT C

2014-15 BUDGET UPDATE

Community College of Philadelphia
Enrollment Information (FTEs) for Fiscal Year 2014-15

	Actual FY 13-14	Budgeted FY 14-15	Actual / Projected FY 14-15	Projected FY 15 vs Actual FY 14	% Variance	Projected FY 15 vs Budgeted FY 15	% Variance
CREDIT							
Summer 2	1,865	1,866	1,718	(148)	-7.91%	(148)	-7.91%
Fall	12,950	13,099	12,800	(150)	-1.16%	(299)	-2.28%
Spring	12,739	12,892					
Summer 1	2,547	2,658					
Credit Year-to-date Totals - Annual FTEs	15,051	15,257					
NONCREDIT							
Summer 2	58	95	54	(4)	-6.90%	(41)	-43.16%
Fall	525	658	658	133	25.33%	0	0.00%
Spring	382	615					
Summer 1	133	236					
Noncredit Year-to-date Totals - Annual FTEs	549	802					

21,197,544
Operating Budget Projections
Fiscal Year 2014-15

	Original Budget	Current Projection as of October 15, 2014
REVENUES		
Student Tuition and Fees	$76,692,948	$75,613,699
Commonwealth of Pennsylvania	28,226,906	28,689,415
City of Philadelphia	21,197,544	21,197,544
Other Income	1,867,400	1,867,400
TOTAL REVENUES	**$127,984,798**	**$127,368,059**
EXPENSES		
Salaries, Net of Lapsed Funds	$73,584,960	$72,924,960
Fringe Benefits	34,499,400	34,364,400
Other Expenses	20,775,737	20,305,737
Student Financial Aid	200,000	200,000
TOTAL EXPENSES	**$129,060,097**	**$127,795,097**
OPERATING BUDGET STATUS	**($1,075,299)**	**($427,038)**

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2014-2015

	Original Budget	Current Projection as of October 15, 2014	Comment
OPERATING REVENUES			
State Funding	$28,036,906	$28,499,415	Final state budget included unexpected increase.
State Lease funding	190,000	190,000	
Total State Revenues	**28,226,906**	**28,689,415**	
Tuition - Credit Students , net of write-offs, discounts and other offsets	60,902,899	59,806,511	Based upon projected enrollment level.
Technology Fee	10,684,719	10,613,675	Based upon projected enrollment level.
Course Fees	3,469,330	3,486,551	
Net Contribution from: Contracted Noncredit Instruction; Other Noncredit Instruction; Adult Community Noncredit Instruction	511,500	511,500	
Student Regulatory Fees	1,124,500	1,195,462	
Total Student Tuition & Fees	**76,692,948**	**75,613,699**	
City Operating Funds	21,197,544	21,197,544	
Investment Income	645,400	645,400	
Vocational Education Funding	200,000	200,000	
Indirect Costs, Administrative Allowances	300,000	300,000	
Parking Proceeds & Miscellaneous Income	722,000	722,000	
Total Other Income	**1,867,400**	**1,867,400**	
TOTAL OPERATING REVENUES	**$127,984,798**	**$127,368,059**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2014-2015

	Original Budget	Current Projection as of October 15, 2014	Comment
OPERATING EXPENSES			
Salaries			
Full-Time Administrative Salaries	16,279,579	16,319,579	
Less: Projected Lapsed Salaries	(700,000)	(800,000)	
Net Full-Time Administrative Salaries	15,579,579	15,519,579	
Full-Time Faculty Salaries	30,016,112	30,016,112	
Less: Projected Lapsed Salaries	(150,000)	(150,000)	
Net Full-Time Faculty Salaries	29,866,112	29,866,112	
Full-Time Classified Salaries	10,820,129	10,820,129	
Less: Projected Lapsed Salaries	(500,000)	(500,000)	
Net Full-Time Classified Salaries	10,320,129	10,320,129	
Subtotal - Full-Time Salaries	**55,765,820**	**55,705,820**	
Part-Time & Overload Credit Salaries	10,703,459	10,703,459	
Summer Credit Instruction	4,186,542	3,986,542	
Noncredit Instructional Salaries	466,302	466,302	
All Other Salaries	2,012,837	1,712,837	Revised budget projection based upon FY13-14 spending pattern.
Early Retirement Incentive Payments	450,000	350,000	
Subtotal - Other than Full-Time Salaries	**17,819,140**	**17,219,140**	
Total Salaries	**73,584,960**	**72,924,960**	
Fringe Benefits			
Medical Program	23,243,400	23,243,400	
Retirement	5,625,900	5,625,900	
FICA	3,112,400	3,112,400	
Tuition Remission	721,000	646,000	Revised budget projection based upon FY13-14 activity.
Group Life	475,000	475,000	
Unemployment Compensation	381,000	321,000	
Workers' Compensation	350,000	350,000	
Unused Vacation	100,000	100,000	
Disability Premium	305,700	305,700	
Forgivable Education Loan	185,000	185,000	
Total Fringe Benefits	**34,499,400**	**34,364,400**	

Community College of Philadelphia
Operating Budget Projection
Fiscal Year 2014-2015

	Original Budget	Current Projection as of October 15, 2014	Comment
Facility Expenses			
Utilities	2,061,196	1,916,196	Revised budget projection based upon FY13-14 spending pattern.
Contracted Security	1,520,880	1,520,880	
Contracted Cleaning	1,058,611	1,058,611	
All Other Facility Expenses	2,132,807	2,132,807	
Total Facility Expenses	6,773,494	6,628,494	
All Other Expenses			
Leased Equipment & Software	4,534,486	4,534,486	
Catalogs and Advertising	1,243,403	1,243,403	
Supplies-Pool	1,493,840	1,193,840	Revised budget projection based upon FY13-14 spending pattern.
Contracted Services	1,725,650	1,725,650	
Consultant	514,100	514,100	
Maintenance & Repairs	506,987	506,987	
Postage	395,100	370,100	Revised budget projection based upon FY13-14 spending pattern.
Insurance	666,750	666,750	
Legal Fees	450,000	450,000	
Other Expenses	2,471,927	2,471,927	
Total All Other Expenses	14,002,243	13,677,243	
King Scholarship	200,000	200,000	
TOTAL OPERATING EXPENSES	$129,060,097	$127,795,097	
Projected (Deficit) Surplus *	($1,075,299)	($427,038)	

* Prior to impact of GASB45 accrual

ATTACHMENT D

2014 FINANCIAL PERFORMANCE REPORT
OCTOBER 15, 2014

2014 FINANCIAL PERFORMANCE REPORT
OCTOBER 15, 2014

Current Evidence of Financial Viability

- Through successful operational efficiencies and cost containment strategies, the College has finished the fiscal year with slight operating budget surpluses in each of the last eleven fiscal years. Initially budgeted deficits in 2011, 2012, 2013 and 2014 were eliminated and small surpluses achieved.

- Strong liquidity. Average daily cash and investment balances in excess of $40.5 million.

- Moody's bond rating (A1) was reassessed and reaffirmed in June 2012.

- Audits are consistently unqualified with no significant control weakness findings.

- Facility expansions and renewals are creating important enrollment growth opportunities.

Current Financial Challenges

- Levels of financial support from City and State.

- Large dependence on student tuition and fee revenues and associated federal aid to sustain College budgets.

- Growing vulnerability to shifts in Federal Financial Aid (Pell) policies.

- Many successive years of responding to tight budget scenarios has greatly limited degrees of freedom to respond to future revenue shortfalls.

- Slight decrease in credit enrollments.

CCP FINANCIAL PERFORMANCE MEASURES

OCTOBER 2014

FIGURE I

Average Monthly Operating Fund Cash and Investment Assets as a Percentage of Final Operating Budget Expense

	Average Monthly Amount of Operating Cash and Liquid Investments	% of Annual Expense
2005-06	$28,909,469	30.4%
2006-07	$33,923,655	34.6%
2007-08	$40,065,045	39.1%
2008-09	$42,902,426	40.1%
2009-10	$45,390,373	40.4%
2010-11	$48,696,232	40.6%
2011-12	$42,258,724	35.3%
2012-13	$43,316,313	36.1%
2013-14	$40,687,625	33.1%

Comment: An upward trend is indicative of improved liquidity and the ability to withstand short-term fluctuations in revenue receipts.

Target: 25% (coverage for 3 months of operations) or higher.

Current
Status: The purchase of the 15th and Hamilton Street property in the amount of $5.8 million using College cash resources in the second half of the 2010-11 fiscal year reduced the College's liquidity. Recent tightening of federal cash-draw-down procedures for federal student financial aid dollars has delayed College access to these funds and also reduced average monthly liquidity. Current projections are that the College's liquidity position for 2014-15 will be similar to levels for 2013-14.

FIGURE II-A

**Unrestricted (Carry-Over) Fund Balances Including Quasi Endowment Funds
as Percent of Operating Budget Excluding the
Impact of the Post-Employment Health Benefit (GASB 45) Accrual**

Fiscal Year	Unrestricted (Carry-Over) Funds Prior to Recording Post-Employment Benefit Accrual	Operating Budget	Unrestricted Carry-Over Funds as a Percent of Budget
2004-05	$9,692,958	$94,728,456	10.23%
2005-06	$11,682,218	$95,054,502	12.29%
2006-07	$17,051,787	$98,088,111	17.38%
2007-08	$22,349,410*	$102,513,725	21.80%*
2008-09	$24,578,300*	$106,942,052	22.99%*
2009-10	$31,164,140*	$112,444,701	27.72%*
2010-11	$31,967,219*	$120,084,822	26.62%*
2011-12	$32,240,063*	$119,272,435	27.03%*
2012-13	$32,317,599*	$119,945,027	26.94%*
2013-14	$32,490,145*	$122,839,164	26.45%*

.*Prior to recording GASB 45 accrual.

Comment: In fiscal 2008, the College was required to implement a new accounting reporting standard (GASB 45) which results in the College recording the estimated value of post-employment benefits for current and retired staff. This accrual for future expenses is being phased in over 30 years. The above chart shows the value of the College's unrestricted carry-over funds without the impact of reporting the GASB 45 post-employment health benefit accrual. Growth of unrestricted (carry-over) funds provides a resource to ensure stability in College operations in years of underfunding, as well as provides potential resources for one-time needs not fundable out of current-year budget resources. The GASB 45 post-employment health benefit accrual reduces the amount reported for unrestricted funds but has no impact on the College's cash position. [See Figure II-B]

Target: At the end of fiscal 2006, the Board set a target to maintain unrestricted funds at a level equal to 15% of the operating budget (prior to the impact of GASB 45).

Current
Status: The 2014-15 fiscal year is currently projected to end with a small deficit. The ratio will remain essentially flat.

FIGURE II-B

**Reported Value of Unrestricted (Carry-Over) Fund Balances
Including Quasi Endowment Funds
with the Impact of the Post-Employment Health Benefit (GASB 45) Accrual**

Fiscal Year	Cumulative Value of GASB 45 Annual Accrual	Reported Value of Unrestricted Carry-Over Funds Including Quasi-Endowment Funds With GASB 45 Accrual
2004-05	0	$9,692,958
2005-06	0	$11,682,218
2006-07	0	$17,051,787
2007-08	$5,194,673	$17,154,757
2008-09	$10,367,219	$14,553,315
2009-10	$16,575,690	$14,588,450
2010-11	$22,614,325	$9,352,894
2011-12	$30,225,327	$2,014,736
2012-13	$38,755,360	($6,437,761)
2013-14	$47,396,561	($14,906,416)

Comment: In fiscal 2008, the College was required to implement a new accounting reporting standard (GASB 45) which requires the College to record the estimated value of post-employment health benefits for current and retired staff. This accrual for future expenses is being phased in over 30 years. The GASB 45 post-employment health benefit accrual reduces the amount reported for unrestricted funds but has no impact on the College's cash position. The above data shows the cumulative value of the accrual which reduces both the value reported for unrestricted net assets and the College's reported net position.

Current
Status   An additional accrual for the post-employment healthcare benefit will occur in 2014-15.

FIGURE III

Fiscal Year End Current Asset to Current Liability Ratio

	As Reported in Financial Statements	Including the Value of Liquid Long-Term Investments
2004-05	1.22	1.22
2005-06	1.29	1.29
2006-07	1.57	1.57
2007-08	1.47	1.65
2008-09	1.54	1.70
2009-10	1.50	1.65
2010-11	1.11*	1.66
2011-12	1.08*	1.61
2012-13	1.02*	1.52
2013-14	1.10*	1.65

* Current assets reduced by movement of some operating cash to long-term investments.

Comment: A positive trend in this ratio is indicative of a growing capacity to handle current debt obligations. Beginning in 2011, the nominal value for the current ratios was reduced by the movement of some core cash into liquid long-term investments. Long-term liquid investments in 2014 totaled $16.1 million. Including these funds, the College's current ratio is 1.65. Because the longer-term fixed-income investments can be liquidated without penalty, the longer-term investment strategy did not create any significant operational risk for the College. The above chart shows the current ratio without and with the inclusion of liquid long-term investments.

Target: Ratio: 1.2 or higher

Current
Status: No major change in this ratio is expected to occur during the 2014-15 year.

FIGURE IV

Total Debt Payments Made Using City Dollars as a Percentage of Unrestricted Operating Revenue

	Total Debt Payments Made from City Dollars	Debt Payments Made from City Dollars as Percent of Total Operating Revenue
2004-05	$3,378,206	3.56%
2005-06	$3,378,259	3.46%
2006-07	$3,469,762	3.37%
2007-08	$3,848,690	3.57%
2008-09	$6,819,821	6.25%
2009-10	$6,183,563	5.20%
2010-11	$6,471,559	5.32%
2011-12	$6,576,665	5.49%
2012-13	$6,822,960	5.64%
2013-14	$6,785,455	5.43%

Comment: The portion of the College debt paid by the State is funded separately by the State and, as a result, growth in State-funded debt payments does not impact on the College's operating revenues. However, debt payments made using City revenues directly impact on dollars which are available for College operating purposes. Act 484 requires that local sponsor revenues be used to fund the local sponsor share of capital costs prior to applying funds to operating expenditures. A decline in the percentage of operating revenues required for debt payments is a positive indication of financial flexibility.

Target: The accepted standard for private colleges and universities is to keep this ratio below 7%.

Current Status: In fiscal year 2014-15 the debt service payment associated with the 2008 bond decreases by $1.26 million. Debt payments will remain relatively constant in the near future.

FIGURE V

Revenue Dispersion - Operating Budget Revenues by Source

Operating Revenue by Source	FY 11-12	% of Total	FY 12-13	% of Total	FY 13-14	% of Total
State Appropriation	$28,036,906		$28,036,906		$28,036,906	
State Lease Appropriation	192,403		202,918		142,404	
TOTAL STATE	28,229,309	23.39%	28,239,824	23.32%	28,179,310	22.53%
City Operating Appropriation	17,652,221	14.73%	18,063,705	14.92%	18,346,138	14.67%
Student Tuition & Course-related Fees	70,832,589		72,014,866		75,490,544	
Student Regulatory Fees	808,692		1,190,926		1,195,462	
TOTAL STUDENT	71,641,281	59.09%	73,205,792	60.47%	76,686,006	61.31%
Other	2,350,126	1.96%	1,547,115	1.28%	1,865,665	1.49%
Total	$119,872,937		$121,056,437		$125,077,119	

Comment: No change was made in the State operating appropriation for fiscal years 2012 through 2014. The City operating appropriation represents dollars remaining from the total City allocation after all City capital obligations are met. Other income includes investment income, Federal Perkins operating budget support for career programs, and other miscellaneous income. Revenue dispersion, lack of overdependence on one revenue source, is viewed as an important indicator of financial stability. The growth in College dependence on student revenues, and indirectly on State and Federal Student aid programs (see Figure VI), is a concern.

Target: To reduce operating budget dependence on student revenues over time.

Current
Status: State operating funding for FY 2015 increased by $462,000 from FY 2014 and the City appropriation increased by $500,000. The current realities of City and State revenue receipts are likely to result in funding at or near current levels. The College will need to seek alternative revenue streams in order to lessen the dependence on continuing tuition and fee increases.

FIGURE VI

**Trends in Student Revenue Dependency, Percent of Tuition and Fees
Paid by Grant Aid, and Operating Budget Dependency on
Student Financial Aid Programs**

Year	Annual Tuition and Fee Revenues (in $000)	Percent of Operating Revenues Dependent Upon Student Tuition and Fees	Percent of Student Revenues Paid by Federal and State Aid Grants	Percent of Operating Budget Dependent on Federal and State Aid Programs
2004-05	$45,811	48.4%	45.3%	21.9%
2005-06	$45.330	47.6%	45.0%	21.4%
2006-07	$48,944	49.8%	47.3%	23.6%
2007-08	$54,020	49.6%	47.3%	23.5%
2008-09	$56,844	52.3%	46.5%	24.3%
2009-10	$65,308	55.0%	56.2%	30.9%
2010-11	$69,701	57.3%	61.1%	34.9%
2011-12	$71,641	59.8%	60.0%	35.9%
2012 -13	$73,206	60.5%	58.3%	35.3%
2013-14	$76,686	61.3%	56.6%*	35.3%*

*Estimate

Comment: Over the last two decades, the College has become increasingly dependent on student-generated revenues as the largest source of operating revenues for the College. In fiscal 2014, 61.3 percent of revenues were generated by students. Of these student revenues, a growing percentage is being paid *via* federal financial aid (Pell). In FY 2014, 35.3 percent of College operating revenues came from federal and State (primarily Pell) aid awards. Levels of funding and eligibility standards for Pell awards are subject to a political environment in Washington which is frequently less supportive of higher education funding. The College is increasingly dependent on a revenue stream with growing unpredictability.

Target: To reduce dependency on student-generated revenues as the largest single source of operating funds and reduce the College's exposure to the funding uncertainties associated with federal financial aid programs.

Current
Status: The distribution of operating revenues by source is not expected to change significantly for the 2014-15 year.

FIGURE VII

Tuition and Fee Changes

	2008-09[3]	2009-10[3]	2010-11[3]	2011-12[3]	2012-13[3]	2013-14[3]	2014-15[3]
Tuition[1]	$115 per cr. hr.	$122 per cr. hr.	$128 per. cr. hr.	$138 per cr. hr.	$148 per cr. hr.	$153 per cr. hr.	$153 per cr. hr.
General College Fee	$4.00 per cr. hr.	$4.00 per cr. hr.	$4.00 per. cr. hr.	$4.00 per cr. hr.	$4.00 per cr. hr.	$4.00 per cr. hr.	$4.00 per cr. hr.
Technology Fee	$28.00 per cr. hr.	$28.00 per cr. hr.	$28.00 per. cr. hr.	$28.00 per cr. hr.	$28.00 per cr. hr.	$28.00 per cr. hr.	$28.00 per cr. hr.
Average Course Fee	$6.53 per cr. hr.	$6.39 per cr. hr.	$6.31 per. cr. hr.	$7.15 per. cr. hr.	$7.66 per cr. hr.	$7.68 per. cr. hr.	$7.66 per cr. hr.
Average Total Annual Costs for Full-time Study[2]	$3,685	$3,849	$3,991	$4,263	$4,504	$4,624	$4,624

Source: The College.

(1)   Per credit hour for Philadelphia residents. Other Pennsylvania residents pay double tuition and out-of-state students pay triple tuition.

(2)   Assumes full-time enrollment (12 credits in fall and spring terms). Amount includes: tuition, student activity fee, technology fee, and average course fees.

(3)   The College charges course fees in high cost course areas such as allied health and laboratory sciences. Course fees range from $75 to $300 per course.

Comment: Course fees are charged in disciplines where instructional delivery costs are above average based upon factors such as class size constraints, faculty workloads, and instructional materials costs. As a result, full-time student charges vary by program of study. The lowest possible charge for a full-time student in the 2014-15 fiscal year is $4,440.

Target: To keep tuition and fee increases per year at the lowest feasible level.

Current
Status: Tuition and fee charges for the 2015-16 year cannot currently be predicted pending more information on probable levels of City and State support.

FIGURE VIII

Total Credit Enrollments and Operating Cost Per FTE Credit Student

	Total Credit FTEs	Percent Increase/ Decrease in Enrollment	Total Operating Cost Per FTE Credit Student[1]	Percent Increase/ Decrease in Cost Per FTE	Change in Philadelphia All Urban CPI Increase
2005-06	13,629		$6,668		
2006-07	13,569	-.4%	$7,020	5.3%	3.9%
2007-08[1]	13,942	2.8%	$7,113	1.3%	2.4%
2008-09[1]	14,208	1.9%	$7,198	1.2%	3.2%
2009-10[1]	15,808	11.3%	$6,779	-5.5%	-0.2%
2010-11[1]	16,091	1.8%	$7,166	5.4%	1.9%
2011-12[1]	15,796	-1.8%	$7,355	2.6%	2.8%
2012-13[1]	15,115	-4.3%	$7,707	4.8%	1.8%
2013-14[1]	15,051	- .4%	$7,931*	2.9%*	1.3%

(1) Excludes the impact of GASB 45 post-retirement expense accrual.

*Estimated

Comment: This chart reports total institutional operating cost per full-time equivalent (FTE) credit students. Because many of the College's costs are relatively fixed, a significant increase or decrease in enrollments will have a major impact on costs per FTE student. The drop in cost per FTE in 2009-10 is explained by the large enrollment increase. Similarly the relatively large increase in cost per FTE for 2012-13 reflects the drop in credit enrollments which occurred for the year. The costs per FTE shown in this chart do not include the future expense accrual for post-employment benefit (GASB 45) expenses. The value of this accrual for 2013-14 was $8.6 million or $572 per credit FTE.

Target: Over time to keep the average annual increase in cost per credit FTE at or below the Philadelphia Consumer Price Index increase.

Current Status: The currently projected slight decrease in enrollments, coupled with the increase in College expenditures, will result in a modest increase in cost per FTE for the 2014-15 year.

FIGURE IX

Average Annual Salary and
Annual Percentage Increase in Average Salary

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Faculty and Lab Aides					
Average Salary	$67,266	$66,236	$66,137	$66,862	$66,878
Percent Increase	+2.9%	-1.5%	0%	+1.1%	0%
Administrators					
Average Salary	$74,652	$75,744	$75,731	$74,804	$75,630
Percent Increase	+3.8%	+1.5%	0%	-1.2%	+1.1%
Classified and Confidential					
Average Salary	$41,307	$40,944	$40,609	$41,322	$41,312
Percent Increase	+4.4%	-.9%	-.8%	+1.8%	0%

Comment: Data for each year are points-in-time values as of the middle of the fall term based upon all full-time filled positions as of that date. Vacant position salaries are not included in the computation.

Target: All faculty and classified employees' salaries are set by collective bargaining agreements. The most recent five year employee contracts began on September 1, 2013. The five year contract provided no salary increases in 2011-12 and 1.5% increases in 2012-13. A mid-year increase of 3% occurred in 2013-14 and will also occur in 2014-15. However, through the opportunities provided by employee turnover and retirement, the goal is to keep overall average salary increases below the percentage increases granted to continuing employees over the five year contract period.

Current
Status: The mid-year salary increase for 2014-15 will result in the salaries of continuing employees being approximately 3% higher in fall, 2015. However, employee turnover due to resignations and retirements are expected to result in a fall, 2015 average salary increase of less than 3% over the fall, 2014 salaries.