



What did you hear during the morning session that is critical for the College to consider as it develops the next Strategic Plan?

- Adaptability is the highest characteristic necessary for survival in today's changing world. Can it be taught?
- There is much to learn from the University of Phoenix: What do adults need? Practical, relevant, active, exciting, structured, continuous, ease
- If consolidation is the wave of the future – who are our collaborators? With whom should we be thinking of consolidating?
- What is our main purpose end goal? What is the measure of our success? What are the measures of our success? Whose standards? What criteria? Whose input?
- To strengthen traditional liberal arts offerings as a compliment to technological innovation.
- Prioritizing what we do.
- Communicating clearly these priorities.
- Reward successes with more resources.
- End programs that are not successful.
- There is a need to set priorities and do assessment of the effectiveness of programs.
- Tapping into student's knowledge and experience in the classroom.
- Having a structure – one course at a time, one night a week, continuous enrollment for students with full-time jobs.
- While Dr. Swenson made an excellent presentation on the importance of adapting to technological change, however, his vision of a faculty consisting of a small “core faculty” composed primarily of educational generalist and a large “professional faculty of instructors, expected to be working professionally in their disciplines, would represent the same kind of conflict of interest currently found in research universities, where faculty must focus most of their attention and energy outside of the classroom. I believe that students are best served by full time faculty whose role is to prepare and execute the best courses which they can produce.
- There is a need to clearly distinguish goals from the means for achieving them at all levels in the institution.
- The balloon chart was interesting as a planning tool for programs and potential direction.
- Change or die! Don't become extinct!
- Adjust to meet the needs of a changing student body.
- Matching outcomes and measurements with what we think we are doing.
- Understand how we work, and its relationship to who we serve.
- Change seems to be the word. You need to embrace change.
- Online classes are essential.

- Change is complicated and may have to happen at all levels in every way.
- Let's not have change for change's sake alone.
- If we are to get new faculty in, we might consider giving incentives for faculty to retire.
- It is critical for the College to view itself as a means to an end. The current trend in the job market leads to a belief that in some areas, there may be a need for higher education (i.e., bachelor's level). With this in mind, programs need to consider transferability of their degree programs. The idea of collaboration, especially with institutions of higher learning, needs to be addressed as we consider forward mobility.
- It is what I did not hear that I think is absolutely critical: What is the effect now, and in the future of globalization? If "middle class" jobs are being increasingly exported, more and more newly trained professionals will be competing for fewer and fewer jobs. More training for new (especially part-time) faculty.
- It is critical that we focus on the needs of our own science courses to remain current in the use of technology. Our laboratories are without most of the tools currently used in the field.
- Encourage departments to be flexible in thinking and strategies.
- Focus on the learner – not the teacher. The end product is the learner.
- Collaborative efforts with the community to enhance employment.
- The difference between teaching and learning.
- That need to start interacting with high school students before they get to next level education.
- To put more marketing skills in to let the students know what kind of internships, scholarships, etc. are available.
- The younger generation vs. the elderly.
- It's important for us to understand who we are and what we are about. If we can answer these questions, then we can develop a meaningful mission and affect a purposeful strategic plan. I liked the idea that students aren't "ours". Rather, we need to consider them as learners, passing through us towards a higher goal (their goal, not ours). They belong to the community, not the College.
- How can we be responsive without the appropriate resources?
- Staff must be developed in the area of critical thinking so they represent what we view as success.

What external issues did you hear during the morning session that seems to be critical for the College to consider as it develops its next Strategic Plan?

Faculty:

- The difference between teaching and learning.
- Keeping your target in focus.
- Funding.
- Cooperation with industry and public/semi-public entities.
- Globalization.
- Internet and its use and reach.
- Creation of more strategic alliances that will help both the College and our students.
- Its not technology but context that is important. The College has invested a lot of funding into technology. I hope we haven't lost sight of the mission to teach students to be productive members of our community.
- Flexibility is necessary for change that happens quickly enough to react to community demands.
- Collaboration. There is a lack of continuous involvement between business and industry and the business department faculty (marketing and management; accounting and finance; Office Science; CIS). The involvement of members of these faculties with the planning and execution of strategic approaches to local and regional industry units would not only accommodate awareness (by the faculty) of industry needs education-wise, direct knowledge could be obtained as input to improving the provision of learning in the classroom.
- Clearly define what success is for our students. How do we measure it?
- What will become of the elderly?
- How can we help to equip our younger generation, who for the most part do see education as a goal?
- Joint ventures with other places of education and business.
- Train instructors to use available technology more to their advantage when dealing with students.
- Finances.
- Time frames
- Expert faculty
- Resources.
- A focus on growth in particular, areas of business in Philadelphia.
- Emphasis on linkages: we might save money by combining resources with other institutions (especially some with more resources than we have); e.g., library materials with the Free Library, Temple, etc.
- Adult students' need for a coherent structured curriculum in which all sections of a given course are similarly designed.
- Writing is required in every course by Phoenix University ("four to five papers for a five to six week course")

- The more ambiguous and nebulous are course assignments, the greater the attrition among adult learners.
- The requirement that even part-time faculty must give a presentation and attend a weekend of orientation in order to teach for Phoenix University is a more rigorous hiring process than that currently employed by CCP.
- “Never say ‘That’s not what we do’ unless we have pondered whether we should.”
- None that have not been previously identified by the College’s planning and institutional development activities.
- Leadership is hard to exert when funding agencies and legislative bodies are not in concert in the priorities of education.
- Certainly, we should focus on learning! I see that as key, particularly in developmental education.
- I agree with Ms. Brown that community colleges should work together to pool resources.
- It could be wonderful to see the creative community work with, and become solidified by working with, the business and technology sectors to help advantage our great city.
- By working with other educational institutions (like University of Phoenix), we can increase our curricula, etc., and keep up our positive image as a conduit for the last two years of college.
- Important to clearly define institutional goals.
- Define goals at all levels in institution.
- The goals reflect a common understanding across the group and may pose some restrictions on individual teacher freedom.
- Individual teachers retain control over the means to achieving a goal. Teachers retain their academic freedom as they control the means.
- Students, because of their external commitments, need flexible course scheduling options. To achieve this in curricula with limited numbers of students may mean allowing sections to run with fewer than 10 students.
- College should teach students to be self-sufficient. It should also realize that the College (and government) will never be able to solve everyone’s problems. The College should be a resource for those who seriously want to change their lives; this should be enough for the government to do.
- College should teach students to learn.
- The need for focus on end results – that student success should be the measure and based on community need.
- Active learning, which responds to the students’ needs for perceived value and immediate utility.
- Creating more opportunities for students to be in cooperative work teams.
- Fostering partnerships with government and industry and future oriented think tanks.
- Using research information in making strategic plans.
- Maintaining some place for liberal arts to develop critical thinking and depth.
- Dealing with change.
- Partnerships – as a collaborative mechanism for future development are important in our planning and funding.

- Jobs in the area in certain industries need to be considered when we plan courses and curricula. (Consider IT, Education, Financial Services)
- Think of consolidation – regionally – where are the gaps? Don't duplicate.
- The paradigm of teaching and learning needs to be reconsidered as a paradigm that focuses on learning. (Active learning)
- Global aspects of Philadelphia need to be considered.
- Look at needs of adult market more closely.
- Reduced funding streams.
- Importance of partnerships.
- The gap between the haves and the have nots.
- Helping 0-4 children succeed by educating and enlightening their parents.
- The divergence between the creative class, and the “skilled worker”. Who has access to intellectual capital and who doesn't?
- How is the war on terrorism going to affect our diversity plans?
- Encourage critical thinking.
- Need to forge greater connectivity with business, industry and other education providers in the region. We need to highlight ways in which we can partner with other entities.
- CCP Faculty must overcome resistance to the idea that learning must be learner-centered, rather than teacher-centered, in order to ensure that they (the faculty) teach to prepare students to meet the needs of business and industry.
- Keeping abreast of technology and innovations it applies to our students' needs.
- Emphasizing on-site instruction except for students who otherwise would not be able to take a given class.
- CCP needs to prepare for the 17% increase in college age students which will occur over the next ten years.
- Philadelphia is an educational center for the region. CCP can be among the institutions that prepare students for jobs in this region.
- CCP should focus on adult education: the economy has displaced many in the middle class who now need public assistance. They are likely to also look for educational options.
- CCP needs to be innovative in creating new ideas to better serve the student population and general community.
- CCP needs to focus on goals rather than means.
- How do we get sufficient funds to educate the working poor?
- How do we make our classes accessible to the working poor?
- Introduce source system in which “pilot” projects can be easily tried.
- Define clearly what is meant when new procedures or new requirements are introduced. An example is dimensions. I think we all agreed that they were beneficial but requirements of each dimension were often understood differently by different people.
- Change with the population, demographics. More adults are entering school.
- Demands to meet the population changes. Convenience of classes, times, mode, content and style of learning vs. teaching.

- Service there is user friendly, and takes into account the diversity in age, culture, and the socio-economic status of our population.
- Technological changes which create a demand of services and equipment.
- Student as learner vs. teacher, which weighs more attention.
- Identifying the areas of growth in the Philadelphia and other geographical areas is helpful when addressing student in curriculum selection.
- Learning environment needs to: be actively involved in learning process, use students' experiences, use collaboration and horizontal learning, be a place of teaching and learning.
- Excite, experience, application: all essential to the learning experience.
- Micro learning to macro learning.
- Diversification. Offer only selected courses at each off-campus site. Students will need to take courses at various sites.
- Competition for limited resources.
- Success depends on knowing what your focus is: "transportation as railroad", "learning as teaching".
- Adult learners are increasing in number and they don't learn the same way a "traditional" student does.
- Technology makes resource sharing much easier and productive than ever before.
- Getting clearer about who our "community" is and then determine specifics (policies, procedures, etc...) about what it will take to serve them.
- Sharing resources with other community colleges. Rethinking programs currently offered by the College, and compare our offerings with other community colleges. (Reconsider duplicating offerings.)
- Considering sharing physical resources with neighboring schools, businesses, and other institutions.
- We probably already work with a consortium of community colleges. We need to work with them more, and communicate what we're doing and could do with the rest of the college community.
- I believe that our administrative process is too lengthy and cumbersome. Perceived as blocking than facilitative.
- Collaborating with other institutions of higher learning.
- Changes in characteristics of the adult learner, priorities of the adult learner.
- Changes in the job market towards service industry and technology.
- Need to be flexible and meet needs of the learner and the needs of the job market.

Administrators:

- How can we be responsive without the appropriate resources?
- Staff development must drill down to the development of critical thinking skills of staff if we are to project what we want our successes to be.
- Enhanced technologies used as a tool; understand its true function and purpose.
- Public education deficits; focus on how to improve secondary education/learners before they get to college.
- Meaningful employment opportunities.
- Adult market wants flexibility – convenience of location/delivery of service.
- Money and resources are going to early childhood issues. Resources and funds for higher education might dwindle, but this could also be an opportunity for us to get on board and attract funds for our program.
- Planning must be tied to action in the institution (change or die).
- IT, Health Care, and Pro Tech education are hot fields for the future.
- Linkages in our programming to career fields/industries: more articulation between college and industry so that our grads are career ready when they leave. Stay on top of research about industry needs in our region.
- Starting early with students so that by the time they reach us they are academically prepared and educated about pathways to a specific career field – consider 2+2+2 program at CCP providing professional development to school district teachers.
- Big change in the way people access services – ex., the information we provide online should be on par with what amazon.com provides, currently, we have a website with many gaps. If we don't make the information accessible, people will go elsewhere to find it.
- Industry changes for increase in employment relating to how CCP should look more to partnerships when planning curriculum goals.
- Encouraging the incorporation of the strategic goals of the College to be introduced into the classroom. Students need to be viewed as an interim part of the College in this area.
- There is a need to start interacting with the high school students before they get to next level education.
- They need to put more marketing tests into let the students know what kind of internships, scholarships, and so on.

Classified/Confidential:

- Change or die! The traditional approach to education needs to be evaluated. Have teachers from the working fields.
- Have more technology – not only in the computer field, but the latest technology in the science labs.
- The younger generations vs. the elderly.
- Change or die! The traditional approach to education needs to be re-evaluated. More instructors need to be employed in the fields they teach in. This will help the instructor give practical work related knowledge to the students that can be applied in the work environment.