



## **October 13, 2003 Planning Roundtable A**

**Moderator:** *Susan Tobia*

**Participants:** *Debbie Allen, Brandee Allen, Lyvette Brooks, James Canonica, Pamela Gallimore, Michael Harry, Sam Hirsch, John Howe, Theresa Marsh, Patti Savoni, Karen Schermerhorn, Kathy Smith, Timothy Sullivan*

**Recorders:** *Jane Grosset, Sapna Doshi*

**I. Considering the following factors within the current higher education environment, what are the key external education-related changes that are likely to influence the directions that the College should take over the next several years?**

### **A. Changing Instructional Technology**

- More technology and web based instruction – new and creative instructional models geared toward the new and different learning styles of the student population.
- Accelerated degrees (non-traditional time-frame), as well as online degree completion.
- Distance education has become a very useful and efficient way for students to get the education needed to advance in their career goals.
- Online course delivery, online tutorials, online research.
- All students should have core skills in (tech) basic software. Employers and four-year institutions will require them.
- Whatever happens to technology, there will always be a difference between “training” and “education”.
- Various delivery models.
- Web-based learning, wireless technology. How students learn, and the implication for the faculty department.
- Greater incorporation of tech skills. Assumed basic computer competence for incoming students.
- Increase in hybrid courses – all courses will have access to a web-based platform like Blackboard
- Technology will continue to be expensive to implement

## **B. Increasing Competition**

- More educational institutions are moving toward a tech based learning modality. Educational value per dollar.
- For-profit colleges and universities.
- Increased competition forces a business to offer the most cost-effective, convenient education to its customers. This must be done quickly.
- In-house workforce training problems will affect us.
- See students as learners; not “our students”.
- Market share, program uniqueness.
- This means all competitions will become more and more similar – who will really care where they get their degree, if job training is all they want?
- Can shop around – websites – distance learning.
- Knowing what you are best at doing. Web access.
- I see *less* competition as private school tuition continues to increase dramatically and offer fewer courses.
- Use friendly web-based systems will become increasingly important

## **C. Employers’ and Transfer Institutions’ Expectations**

- They are expecting technologically advanced employees and students.
- Employers and transfer schools will expect that, after completing training at the College, they will be prepared to immediately perform the job using the skills learned.
- Dual agent program. Higher level GPA’s. Standards.
- Higher GPA’s
- Preparedness in skills such as public speaking, critical thinking, analysis, problem-solving, interpersonal skills, and team work.
- Student performance at highest levels.
- Students must have reliable basic skills.
- Higher quality worker/student.
- Transfer growth: the occupational/transfer dual mission as an issue.

## **D. Students’ Educational Expectations**

- Students will flock to institutions offering technology based education and majors.
- Fast, efficient, cost-effective education, anytime and anywhere.

- Students will expect to gain knowledge that will be practical and applicable to their specific job/career goals.
- Convenient administrative functions. Easy connection to information. Career exploration.
- Students expect and deserve the latest technology, equipment, methods, theories, etc. CCP must stay abreast of the latest teaching models and innovations.
- Latest technology related to: real world experiences, 24/7 support services, and quick response to solve problems
- Quality for cost, and skills for the workforce.
- That they will get what they want (a production job) with a minimum of effort – service without performance.
- Translate into job prospects – career oriented.
- Anytime, anywhere education.
- More convenience. More access to supports (need to have labs and library open on Sunday).
- More students will want to transfer to four-year schools after community college

#### **E. Accreditation and Accountability Standards**

- They will shift with the advent of increased swings to technology based education. Some institutions may lose accreditation if the change is not made.
- Higher expectations from students.
- Schools will have to be nationally accredited and will be held accountable for delivery of the skill sets they claim to offer.
- Will force us to improve our students.
- Middle states success. Accrediting bodies for career programs.
- Lots of high-tone language – vastly out of touch with the poverty of academic preparation.
- More intense.
- Accountability standards created by government, possibly without our input.

#### **CONCLUDING THOUGHTS:**

- Prepare students at highest levels. Acknowledge and believe in the ability of all students to achieve.
- What passenger is “loyal” to an airport? Do you really “care about” the flight lounge? No! You just want to get someplace else.
- Revisit all of our “student” and “customer” target audiences and assess our current market niches.

**II. Considering the following political and governmental policy areas, what are the key political and governmental changes that are likely to influence the directions that the College should take over the next several years?**

**A. Federal, State, and Local Revenue and Tax Patterns**

- Taxes are increasing and wages as well as education in some sectors are stagnant. Thus, more and more folks will not be able to afford education.
- Funding sources will be important. All funds promised should be given.
- Less revenue from government.
- No increases in funding for community colleges. Increased taxes are going towards public educations (K-12) and the elderly.
- Federal funding leads for ITE. Financial aid guide lines and funding for ITE.
- Tax cuts are our enemy. The American people need to learn to invest in education.
- Less money.
- Money is down, taxes are up?
- Taxes are going up, with less to community colleges.
- Local property taxes may be reduced and state income taxes increased
- Gambling, and other sin taxes, may become an important source of revenues

**B. Federal, State, and Local Expenditure Priorities**

- Expenditure is on war machinery and governmental pork barrels. Limited middle class tax breaks.
- Less spending on liberal arts, more expenditure on technology. Medicare, homeland security.
- Workforce development programs may hide funds for community college programs. Grants still a major source for community colleges. War, prisons, social security, the elderly.
- Again – the best investments for the future will go under-nourished because of short sighted special interests.
- K-12 over higher education, as well as security and healthcare.
- Seniors, home services, health care.
- Safety in this age of terrorism.
- Education will not be on the priority list

### **C. Federal and State Higher Education Funding Policies**

- Funding is being limited by the government. What little gets out of Congress is used for technology in the institutions.
- Policies should meet the goals of the College. The College must position itself so that we can benefit from the policies.
- Multi year fixed commitment from government branches – less guesswork! Funding – more strings. Job training at community colleges.
- Community college will continue to get less funding than other public institutions.
- Accountability based performance.
- Less money available in Pennsylvania community college sector.
- More accountability, doing more with less.

### **D. Changing Political Agenda**

- Colleges must adhere to standards set by government accountability.
- Political leadership will determine outcome.
- More block grants. Unfunded federal mandates.
- War. Costly.
- It won't change. The war will go on and on and take trillions from the people.
- More with less.
- Concerns about the cost of higher education, assessment and accountability.
- More state focused – away from federal government. More regulated federal institutions.

### **E. Federal and State Financial Aid Policies**

- These are being limited to and absorbed by welfare to work students.
- Less money available equals less access to higher education.
- These policies will affect the number of students who are able to attend College. Financial Aid is needed for a great percentage of college students.
- PHEAA is used by students at private institutions more so than public institutions therefore increases in PHEAA may not help community colleges
- Need to increase Pennsylvania awards.
- Private: more aid. Publics: Pell. Reauthorization – looking at tuition increases.

- Pell grants have not increased
- Greater accountability.
- Tuition increases may be limited

#### **F. Federal and State Regulations**

- Act 335
- Intrusive, if necessary – but without higher taxes, all this is mere smoke and mirrors.
- Accountability.

#### **CONCLUDING THOUGHTS:**

- Not much change in the future for education from the governmental view.
- Overall, less funding available for colleges/universities.
- With the ever-changing political climate, the state of funding to colleges, particularly community colleges, is unsure.
- It is not likely that there is anything on the horizon coming from the state or the federal government that will improve our ability to fulfill our mission.
- Would the state of Pennsylvania benefit from a HE system that includes state and community colleges (e.g., with same course numbering system, transfer articulations) like Florida?
- Seek other resources.
- There is no hope for significant change (improvements) in government funding of education.
- Cost of higher education will lead more students seeking out CCP for transfer.
- Depressing!

### **III. Considering the following labor and economic trend areas, what are the key external economic and labor market factors that are likely to influence the directions that the College should take over the next several years?**

#### **A. Employment Opportunities**

- People are living longer and retiring earlier. Cottage industry is surging, nursing, and healthcare.
- Re: training of laid-off workers. Higher skills set: ECE/Ed., Allied health, para-technical fields, and tourism.
- College training to be geared towards providing coursework that will allow students to move seamlessly to employment. Contracted education can play a big role.
- Offer program non-credit skills sets, retooling, ABE courses and ESL – non-credit.
- How do students connect with these jobs? Technology – to locate jobs online. Monster – Employers post jobs online. Flipping through books – internships, etc.
- Are businesses likely to stay in Philadelphia or move? Are new businesses slated to come to the area?
- Diversity, skill set of prospects, Healthcare opportunities.
- Science/health, aerospace, education (teaching), technology, tourism.
- Health (LPN, community health worker, research), tourism (airport), technology (software, nano-technology), security, service.
- Small or medium-sized companies vs. large. Technology across all fields – like writing, math, communications. Not just “it” jobs, but all must have technology competency.
- Growth of the paralegal professions. Growth of nursing and medical careers. Growth of service careers. Growth of technical positions.
- Technology will refocus – core competencies in the area of technology will change
- Entry level skills will be at a higher level

#### **B. National Economic Patterns**

- Technology is the way of the now and future. Entertainment industry is looming and at an all time high.
- Rising cost of education.
- National surveys should be considered when preparing to design and implement college programs. National models should be used.

- Budget woes.
- Wall Street – Improved Economy. As economy grows, philanthropy improves.
- Being able to respond to economic patterns that impact enrollments (decreases and increases).
- Economic recovery plan for the nation. Business and industry needs defined regionally with federal dollars.
- Requires more preparation on part of workers in highly skilled fields which replace manufacturing.
- Budget deficit, tax cuts, defense spending.
- Global economics, unemployment, jobs not being replaced.
- Continued loss of manufacturing and tech jobs that are shipped overseas.
- Manufacturing jobs that are lost are not being replaced with other types of employment opportunities

### **C. Regional Economic Patterns**

- Health care, pharmaceutical, science-related and technology are businesses likely to maintain a strong hold in the region.
- Offer viable programs that meet the needs of local corporations and businesses.
- Regional economic patterns greatly influence the trends in the city. They should be analyzed.
- Population drain, service jobs, loss of manufacturing.
- Will the state appropriate increased money for our student population.
- Career preparation of graduates for work force. Degree of unemployment. Impact of socioeconomic factors on populations.
- Health, pharmaceutical, sciences, service sector.
- Partnerships, connectivity. New ideas for growth in comprehensive ways. Leveraging capabilities of counties.
- Philadelphia threat of losing large employers. State funding for higher education may decrease.
- Employment opportunities in the Philadelphia region will exceed those in the City
- Cut backs in public transportation could effect the ability of City residents to get to jobs in the larger metropolitan area

### **D. Employer Skill Expectations for New and Continuing Employees**

- Technology and higher skill sets – cross training is key, along with education in the technical areas.
- On-site continuing education programs for local businesses.



- Employers want to have employees who are trained not only in their specific job duties, but who are cross-trained to allow them to work in other areas.
- Technology skills, and the ability to do multiple functions.
- Writing and computer skills. Creative thinkers and problem solvers. Adaptable and changeable.
- The bar will be raised for greater usage and functionality. Basic software applications such as Word and Excel. Quick learners; transfer of knowledge and skill.
- Communication – written and spoken. Reliability. Training in a given field.
- Thinking, technology, teamwork and communication. Multi-skilled and flexible.
- Computer literacy and critical thinking.
- Continued and increased need for better than adequate communications skills. Increased need for employees who can adapt. Increased need for tech skills. Meta cognitive skills – learning how to learn – will be increasingly important
- Life long learning will be increasingly important
- The global economy will increase demand for multi-lingual employees

#### **E. Employer Strategies for Skills Development of Employee's Skills**

- Collaborations with industry to help educators to equip future worker for emerging industries.
- Continuing education continues to be important for employees to stay current in their specific job skills.
- Non-credit programs customized to companies
- Diversity training. Cohort/group skills. Cross functional training.
- Train them yourself, because the schools won't/can't.
- On-site, out housing.
- How to get "it" fast.
- Demand for increased education.

#### **F. Impacts of Technology in the Work Place**

- Technology makes it transient and interchangeable – life long mobility will characterize future employment. People will work in a variety of settings throughout their lifetime
- Technology is the key in almost all areas. Employees who are technologically skilled will be at a high demand.
- Retraining.
- Some people will be left behind. The pace is faster, much faster.
- Latest equipment and software affordability.

- May “impact” processes, but the human person is still the core resource.
- Focus on knowledge, creating, problem solving.
- Learning and training.
- Increased need for on-going education. We should “recapture” our own graduates as the place for training throughout their careers.
- Security and privacy issues will become more important
- Increased vulnerability – what is the backup if there is a power blackout
- Telecommuting will increase

### **CONCLUDING THOUGHTS:**

- Growth is inevitable, either grow or die. U.S. industry is moving to a new plateau.
- CCP must meet the needs of a newer, non-traditional student in a variety of areas.
- Technological and cross-training will be key components.
- There is a need for national and local leadership to manage all these issues.
- The College’s direction should be influenced by being student focused rather than internally focused.
- Keep the direction student centered.
- The College cannot proceed to participation or competition in the new techno world with the present faculty contract.
- CCP will need to become more student/customer driven and agile if we are to be considered relevant.

**IV. Considering the following social and demographic change areas, what are the key social and demographic changes that are likely to influence the directions that the College should take over the next several years?**

**A. Population Demographics**

- Baby boomers retiring. Marginally educated population becoming the workforce of the day.
- Diverse populations call for diverse teaching methodologies.
- Predictable – the class of 2020 is already born.
- More high school students coming into pipeline diverse.
- Aging population.

**B. International Politics and Immigration Patterns**

- More foreigners and a need to speak/understand a second or even third language. More Americans are moving away from the big city and heading south.
- College as refugee processing center
- Showed, yet need workers in science and tech fields.
- Could yield fewer international students.

**C. Security and Personal Safety Concerns**

- Terrorism, unstable/uneducated sector of population praying on.
- In the aftermath of 9/11, this will be of great concern to any business that houses large populations.
- Intensive, and unfortunately, for a good reason.
- Need for programs, international travel and international students.
- Will increase.

**D. Family and Lifestyle Changes**

- We have a number of different types of families and lifestyles. Tolerance and understanding will be needed.
- More women in college and in the workplace.

**E. Health Care**

- Build on the Allied Health and Health Technology programs.
- Community health outreach.

## **F. Leisure-time Use**

- Who wants to go to CCP just to have fun?
- Seniors taking courses.