

## STRATEGIC PLAN 2004-2008

### INTERNAL AND EXTERNAL SCAN FORUM

Tuesday November 11, 2003

## AGENDA

- Brief Overview of Planning Process
- Preview of Planning Web Site
- Participant Survey Process
- Internal Scan Presentation
  - Jane Grosset, Tom Hawk
- External Scan Presentation
  - Marcia Epstein, Sharon Thompson, Susan Tobia

### Planning Process Concepts

- Build on suggestions made in current MSA Self Study, for example:
  - Greater clarity with respect to expected and actual outcomes, especially the impacts on students
  - Better demonstration of the relationship between planning and resource allocation

### Planning Process Concepts

- Addresses a limited number of major critical issues that, based upon internal and external considerations, require additional effort and resources at the time the plan is prepared. 2003 MSA findings will be an important consideration in the next plan.
- Strategic plan is achieved in great part through activities identified in annual/multi-year operating plans prepared by each division and department

### Planning Process Concepts

- Planning objectives must be realistic given projected resources. But also set meaningful directions for the College if resources are greater or less than anticipated.
- In a time of limited resources an effective planning process will result in resources being reallocated to areas of greatest importance to the achievement of the plan.

### Planning Process Concepts

- Approaches to Develop and Allocate Resources to Plan
- Strategic plan venture fund in annual budget
  - Reassignment of vacant faculty/staff positions
  - Commitment of existing faculty and staff resources to plan objectives
  - Departmental/divisional planning for use of discretionary budget funds
  - Capital fund raising initiatives
  - Grant and development activities

## Planning Process Concepts

- An effective plan will evolve over the life of the plan. Risk taking in setting an initially ambitious agenda is desirable. It is not a failure in the planning process if all objectives originally set are not achieved based upon changing institutional circumstances.

## Schedule of Planning Activities

- August 25 – Student Engagement and Institutional Effectiveness Presentations
- August 26 and 27 – MSA Self Study Reports
- October 13 – Speakers and Institutional dialogue on key external issues for college
- November 11– Internal/External Scan Forum
- December 9 and 11 – Planning Issues Roundtables
- Spring 2004 In-service – Report on proposed planning issues

## Schedule of Planning Activities

- January 2004 – Planning Committee (s) convened
- March, 2004 – Preliminary MSA Team Report
- Late March – Internal roundtables focused on implications of MSA Report
- Summer 2004 – Draft of 2004-08 Strategic Plan prepared
- August 2004 – Draft of plan presented at Fall In-service Program

## Financial Resources

## City Funding

- Lump-sum Allocation
- 2001-02       \$21,767,924
- 2002-03       \$22,067,924
- 2003-04       \$22,467,924
- Fiscal year 2004 provides 19 percent of operating revenues and 59 percent of capital funds.
- Only major revenue source not tied to enrollment levels.
- Capital has first claim on city dollars.

## State Funding

- Six Program Categories for Enrollment Based Funding
  - Advanced Technology Career (2960/FTE)
  - State-wide Career (2860/FTE)
  - Other Career (2360/FTE)
  - Transfer (1500/FTE)
  - Workforce Non-credit (1350/FTE)
  - Other Non-credit (1050/FTE)
- Fifty percent funding of debt service, capital leases and, when possible, capital purchases.
- Has not changed for three years.

## State Funding (Continued)

- Total State Revenues Projected for 2003-04 are:
  - Operating \$31,336,000
  - Capital \$ 3,114,953
- Represents 33 percent of 2003-04 Operating Revenues and 41 percent of Capital Revenues

## City and State Funding

- In 2001-02 the City and State provided **60.5** percent of operating budget. In the 2003-04 year, the City and State are providing only **52** percent of the operating budget
- This percentage will shrink if the State does not fully fund this year's FTEs. (HB 113)

## Student Revenues

- 2003-04 Student Charges
  - Tuition \$87 per credit
  - Technology Fee \$14 per credit
  - General College Fee \$ 3 per credit
- Full-time Student Cost for Two semesters is \$2,496
- Total 2004 Student Revenues are \$41,387,817
- 44 % of Operating Revenues

## Other Revenues

- Total for 2003-04 Is \$2,570,543 or 2.5% of All Unrestricted Revenues
- When City and State Funding Fails to Keep Pace with the College's Cost Escalation, Currently We Do Not Have Other Revenues that Can Bridge the Gap

## Current Funding Strengths and Issues

- College is not required to balance budget on an annual basis.
  - Amass surpluses in good year
  - Reserves used to stabilize program and services in periods of under funding
- Strong local governance. College is able to operate independently without difficult bureaucratic procedures at either the City or State levels.

## Current Funding Issues (Cont.)

- City and State Funding Levels Dependent upon Regional and State Economy--Funding Changes for Next Several Years Is not Expected to Keep Pace with College Cost Increases
- City Does Not Provide Separate Capital or Debt Allocations (State Does)
- College is Being Forced to Rely upon Large Annual Tuition and Fee Increases

## Current Funding Issues (Cont.)

- In 1993, the College 18.5 million in reserves, in 2003 it has 12.0 million.
- In each of the last three years over 4.5 million of new money has been required to balance the budget.
- Essential Master Plan goals cannot be pursued until the College can absorb the new debt payments and operating costs in college budgets.

## Current Funding Issues (Cont.)

- Current threat by State to cap FTE funding for the first time in College's history (HB 113)
- Finding New Revenue Sources to Supplement Primary Funding Streams
- Balancing high cost and low cost FTEs to create a financially feasible program mix.

## Facilities

## Current Facilities

- Main Campus
  - six buildings including new Center for Business and Industry
  - parking garage and lot
  - recreation deck
- Three Regional Centers
- 1,022,967 Gross Square Feet in Program Space Buildings

## Facility Issues

- Master Plan Goals: Expansion, Redesign and Renewing Infrastructure
- Balancing Regional Center and Main Campus Expansion
- Reclaiming Space for Students
- Deferred Maintenance (e.g., painting, rest rooms, escalators, floors, small repairs)
- Technology-mandated Changes
- Parking

## Human Resources

## Employee Numbers (2003-04 Budgeted)

|                            |            |
|----------------------------|------------|
| ■ Full-time Faculty        | 420        |
| ■ Full-time Support Staff  | 268        |
| ■ Full-time Administrators | 158        |
| <b>Total</b>               | <b>865</b> |
| ■ Part-time Staff          | 900        |

## Faculty Facts

- The percentage of faculty with tenure decreased from 89.3 percent in 1999 to 74.5 percent in 2003.
- 52 percent at CCP 19 years or longer
- 23 percent at CCP 6 years or less
- Faculty is increasingly bi-modal in years of experience at the College.
- Non-white faculty—22.4 percent

## Administrator/Staff Facts

- 16 Percent at CCP 19 years or longer
- 50 percent at CCP 6 years or less
- Non-white administrative staff—45.3 percent
- Non-white support staff—69.7 percent

## Accountability

### Examples of Growing Accountability to External Entities

- MSA Accreditation Standards
  - Self Study documents many areas where improved information about effectiveness is required
- State Audit Standards
  - Retroactive application of new attendance standards
  - Tighter rules for course eligibility

### Examples of Growing Accountability to External Entities

- Recent Federal Interventions into College Operations
  - Increasingly more complex Title IV regulations
  - HIPAA (Health Insurance Accountability)
  - Gramm Leach Bliley
  - Affordability in Higher Education Act
  - Sarbanes-Oxley

## Examples of Growing Accountability to External Entities

- Other Examples
  - New (GASB) Financial Reporting Standards
  - Performance funding in many states
  - Expansion of program specific accreditation
  - Federal 'right to know' information

## Accountability Issues

- A growing amount of staff time and institutional resources must be committed to addressing externally-imposed accountability requirements.

## Community Outreach

## City Demographics 1990 and 2000

| Ethnicity | 1990  | 2000  |
|-----------|-------|-------|
| White     | 52.2% | 43.3% |
| Black     | 39.5% | 43.2% |
| Asian     | 2.7%  | 4.5%  |
| Hispanic  | 5.3%  | 8.6%  |

## College Demographics 1990 and 2000

| Ethnicity | 1990  | 2002  |
|-----------|-------|-------|
| White     | 51.9% | 26.4% |
| Black     | 39.8% | 53.8% |
| Asian     | 4.1%  | 6.9%  |
| Hispanic  | 3.8%  | 12.2% |

## Unduplicated Head Count Enrollments

| Time Period  | Credit Head Count | Noncredit Head Count | Total Head Count |
|--------------|-------------------|----------------------|------------------|
| 2002-03      | 30,532            | 13,156               | 43,688           |
| 1965 to 2003 | 314,329           | 209,269              | 523,598          |

### Percentage of Adult Population Served (2001-02)

| AREA                  | CREDIT       | NON-CREDIT   | TOTAL        |
|-----------------------|--------------|--------------|--------------|
| <b>City-Wide</b>      | <b>2.44%</b> | <b>1.52%</b> | <b>3.96%</b> |
| Far NE                | 2.43%        | .63%         | 3.06%        |
| Near NE               | 2.31%        | 1.39%        | 3.71%        |
| <i>Oak Lane/Olney</i> | <i>3.52%</i> | <i>2.64%</i> | <i>6.16%</i> |
| Germantn/CHill        | 2.76%        | 1.02%        | 3.78%        |
| Manyunk/Rxbrgh        | 1.55%        | .23%         | 1.90%        |

### Percentage of Adult Population Served (2001-02)

| AREA               | CREDIT       | NON-CREDIT   | TOTAL        |
|--------------------|--------------|--------------|--------------|
| <b>City-Wide</b>   | <b>2.44%</b> | <b>1.52%</b> | <b>3.96%</b> |
| Upper North        | 1.71%        | 3.02%        | 5.13%        |
| Kens, Rich, Brides | 1.90%        | 2.09%        | 3.98%        |
| West               | 2.54%        | 1.23%        | 3.77%        |
| Lower North        | 2.32%        | 2.031%       | 4.35%        |
| Center City        | 1.36%        | .80%         | 2.16%        |
| South              | 2.38%        | 1.48%        | 3.86%        |

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|------------------|--------------|--------------|--------------|
| <b>City-Wide</b> | <b>2.44%</b> | <b>1.52%</b> | <b>3.96%</b> |
| <i>Southwest</i> | <i>3.00%</i> | <i>1.57%</i> | <i>4.60%</i> |
|                  |              |              |              |
|                  |              |              |              |

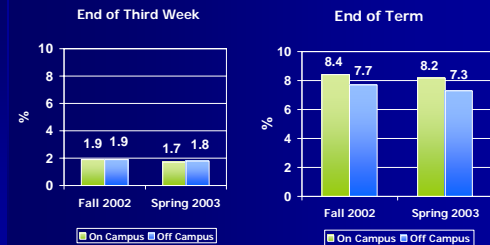
### Community Outreach Issues

- Demand at Northeast and Northwest Regional Centers exceeds capacity.
- Business and Industry enrollments have declined in the past several years.
- New funding rules at the State level makes it more difficult financially to offer non-credit programs in community based locations.

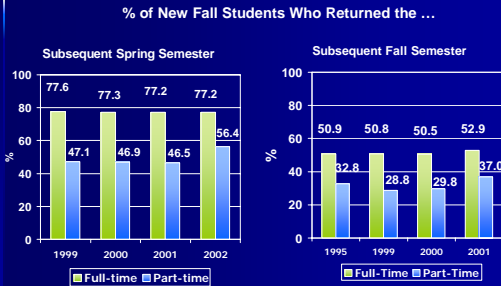
### Student Persistence

**Student Persistence:** Short-term persistence rates are improving. Off-campus students are more likely than main campus students to complete the term.

% of Credit Students Who Withdrew During the Semester



**Student Persistence:** Short-term persistence rates are improving, especially for part-time students.



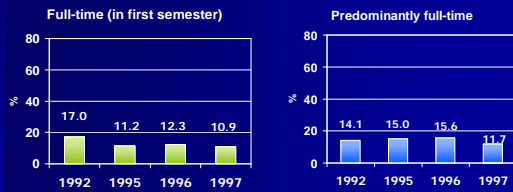
**Student Persistence:** The number of degrees awarded by the College in a given year is very small compared to the number of credit students enrolled at the College.

**Credit Enrollments and Degrees Awarded**

| Year    | Credit Headcount Enrollments | Total Associate Degrees | Certificates |
|---------|------------------------------|-------------------------|--------------|
| 2000-01 | 29,200                       | 1182                    | 175          |
| 2001-02 | 30,235                       | 1143                    | 162          |
| 2002-03 | 30,532                       | 1250                    | 134          |

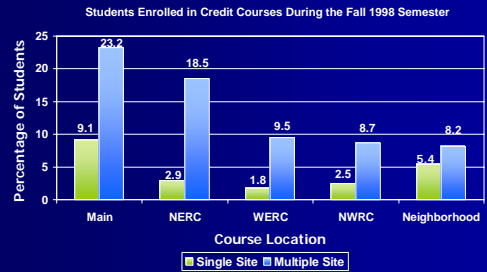
**Student Persistence:** Long-term persistence rates at CCP are declining.

**% of Full-time College-ready Students Who Graduated within Five Years of Enrollment**



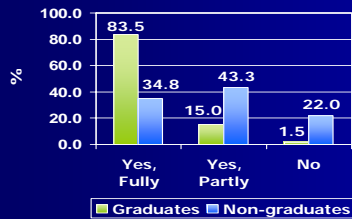
**Student Persistence:** Students who take courses at multiple locations have higher graduation rates than students who take courses at a single location.

**Graduation Rates by Course Location\***



**Goal Completion:** While a large number of non-graduates accomplished their educational objectives at the College, many did not. In a single year approximately 1100 non-graduates left CCP prior to completing their educational objectives.

**% of CCP Students Who Completed Their Educational Objectives Fully, Partly or Not at All**

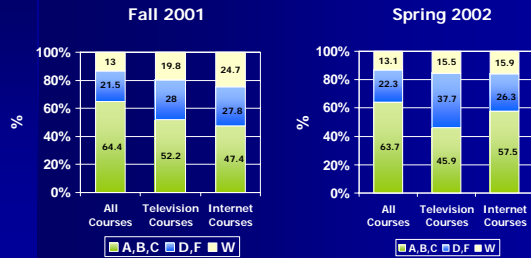


## Student Achievement



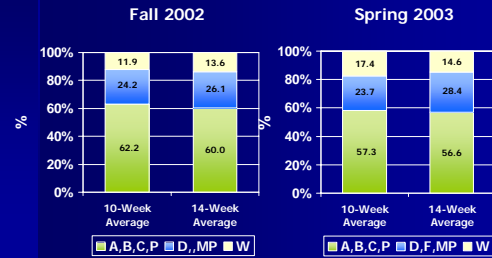
**Student Success:** The course outcomes for students in Internet courses are beginning to resemble those in traditional classroom-based courses.

% of Favorable and Unfavorable Grades Awarded in Distance Education Courses and All Courses



**Student Success:** The course outcomes for students in 10-week courses resemble those of students in 14-week courses

% of Favorable and Unfavorable Grades Awarded in 10-week and 14-week courses



**Student Success:** Definitions of success categories.

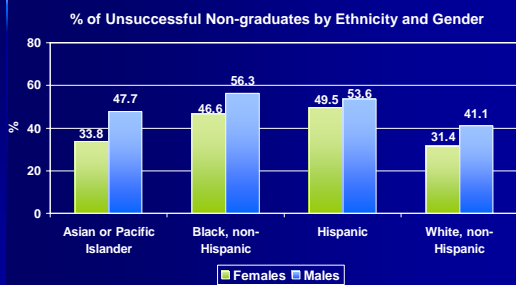
- Graduates are students who earned certificates or associate degrees at the College.
- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned.
- Short term success is defined as departure with a GPA of 2.0 or Greater and 11 or fewer cumulative credit hours earned.
- The unsuccessful departure group includes all departing students not otherwise classified including students who had GPAs below 2.0 or who never completed a college-level course.

**Student Success:** Large numbers of students never completed or passed a college-level course or had a GPA below a 2.0 when they left CCP.

% of Successful/Unsuccessful Non-graduates

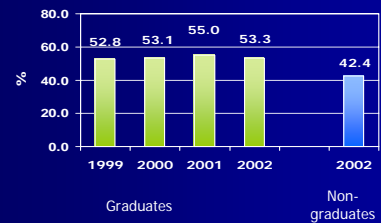
| Year        | Graduate | Long-term Success | Short-term Success | Unsuccessful |
|-------------|----------|-------------------|--------------------|--------------|
| Fall 2001   | 5.6 %    | 29.6 %            | 20.2 %             | 44.5 %       |
| Spring 2002 | 13.9 %   | 31.5 %            | 18.4 %             | 36.1 %       |

**Student Success:** In general, male students were less successful at CCP than female students. Black and Latino males were more likely to be in an unsuccessful category than other demographic groups.



**Transfer:** Preparation of students for successful transfer continues to be an institutional strength. Approximately 1,700 CCP students transferred elsewhere without completing a CCP degree.

% of Students Who Transferred Shortly After Leaving the College

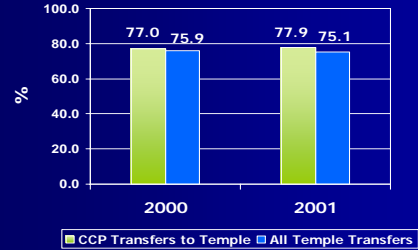


## Transfer: Receiving Institutions

- Seventy-nine percent of students transfer to a college or university within the five county region. Another 6 percent attend a Pennsylvania college outside the metropolitan area, while the remaining 15 percent transfer to a college or university in another state.

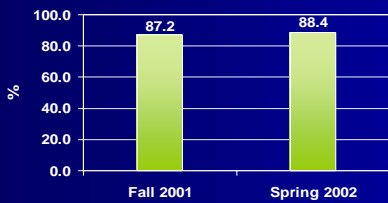
**Transfer:** In general, CCP transfer students experience successful transfer outcomes at Temple University. In recent semesters, persistence rates of CCP transfers were higher than the persistence rates for all transfers to Temple.

% of Students Who Transferred to Temple in the Fall and Returned the Next Fall



**Transfer:** CCP transfer students experience successful transfer outcomes at SSHE universities.

% of CCP Transfer Students Who Earned a GPA of 2.0 or Higher at SSHE Universities



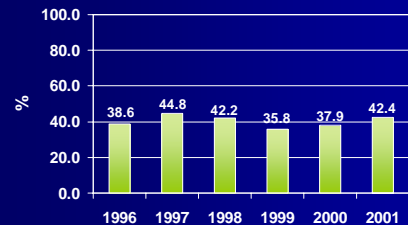
## Work Force Development

## Work Force Development

- Over its 37-year history, CCP has served 523,598 different individuals.

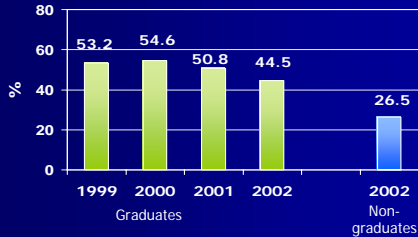
**Work Force Development:** Without the College, thousands of Philadelphians each year would not have access to the increased earnings potential and increased employment security that the College's educational programs provide.

% of Graduates who would have been unable to attend college had it not been for the College



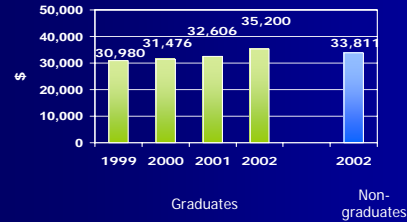
**Workforce Development:** Despite the current economic slump, graduates and non-graduates continue to enjoy positive employment outcomes. However, there has been a decline in the employment rates of recent graduates.

% of Students Who Were Employed in a Job Related to Their Studies Shortly After Leaving the College



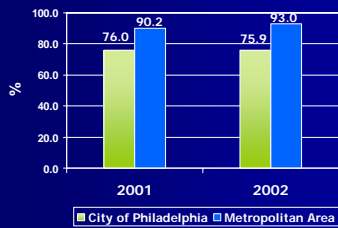
**Workforce Development:** Between 1999 and 2002 the average salary earned by graduates increased by 13.6%. Graduates enjoyed higher salaries than non-graduates.

Average Salary Graduates and Non-graduates Were Earning Shortly After Leaving CCP



**Work Force Development:** The Community College of Philadelphia serves a clientele who remain committed to living and working within the Philadelphia area. The vast majority of students who have enrolled at the College remain in the region working and paying taxes long after they have exited from the College.

% of Recent Graduates Working in the City and the Philadelphia Metropolitan Area



## Work Force Development

- The College currently offers 76 degree programs and 600 different credit courses in a typical academic year. These credit programs and courses are complemented by a rich mixture of non-credit course offerings, which in a typical year exceed 300.

## Work Force Development

- The College has made a large commitment to adult literacy and GED programs, educational programs for business and industry, and non-credit course offerings reflecting the educational needs and interests of adult residents of the City. Between 1989 and 2001, approximately 130,000 Philadelphians enrolled in non-credit courses.

## Assessment

## Assessment Documents

- Assessment Plan: An Overview of Efforts to Understand Institutional Effectiveness at the Community College of Philadelphia
- Institutional Self Study
  - Standard VII: Institutional Assessment
  - Standard XII: General Education
  - Standard XIV: Assessment of Student Learning

**Scope:** Several dimensions of institutional effectiveness are reflected in the College's assessment efforts.

- Educational effectiveness based on institutional expectations
- Educational effectiveness based on student expectations
- Financial and operating effectiveness based on cost efficiency, resource usage, and resource development
- Enrollment effectiveness based on the College's ability to achieve enrollment targets and remain accessible
- Community impact based on the College's economic impact and contribution to work force development.

**Key Initiatives:** Initiatives that provide the foundation for self-study, planning, assessment, and institutional improvement.

- Office of Institutional Research
- Academic Program Audit Process
- Financial and Operating Effectiveness
- Classroom Based Assessment

## Office of Institutional Research Internal Scan Activities

- Institutional Report Card
- Performance Measures
- College Fact Book
- Graduate and Former Student Surveys
- Student Persistence studies

## Office of Institutional Research Internal Scan Activities cont.

- Alternative instructional delivery strategies
  - 10 week courses
  - Internet courses
  - Reduced class size
- Student Support Services
- Economic Impact
- Market Research
- Focused Issue Studies

## Academic Program Audits

Eight program audits have been completed over the last two academic years.

- Accounting
- Auto Technology
- CAD
- Dietetics
- Diagnostic Imaging
- Hospitality
- Marketing
- Photo Imaging

## Financial and Operating Effectiveness

Methods used to assess effectiveness in this area includes:

- Tracking key internal resource usage measures over time
- Benchmarking performance to external standards, e.g. similarly sized two-year colleges

## Classroom-Based Assessment

Methods used to assess courses include:

- Course Development and Revision Model
- Program Audits
- Chapter 335
- Faculty-Based Evaluations

## Issues

- Long-term student persistence is not a CCP characteristic
- A small percentage of students graduate from the College

## Issues

- More proactive approaches are needed to connect students with alternative course options and appropriate support services to ensure success in achieving their educational goals
- Many students leave CCP without attempting a college-level course or without successfully completing many of the college-level courses in which they enroll

## Issues

- There is a lack of parity in student outcomes:
  - Black and Latino males were more likely to be unsuccessful at CCP than other students
  - The regional centers are more conducive than the main campus to student academic performance and persistence

## Issues

- A dual admission programs with Drexel and Temple appear to encourage student persistence, but the lack of statewide 2+2 agreements with four-year colleges diminishes the willingness of students to complete degrees at CCP.
- Successful preparation of students for transfer has been complicated by new models of general education at four year colleges/universities

## Issues

- The role of counselors and advisors in delivering student support for transfer is unclear
- The fit between the programs offered by the College and present workforce needs in the region is unclear

## Issues

- Current academic audit cycle may not provide timely information concerning current labor market needs and employer expectations
- Greater flexibility is needed for more timely responses to workforce needs
- Few adult literacy students eventually enroll in credit courses at CCP

## Issues

- More effective mechanisms for assessment of life experiences are needed
- Program ladders between credit and noncredit need to be developed
- A systematic model for assessing student learning and general education outcomes is undefined

## Issues

- College-wide commitment to complete and accurate data as a standard by-product of administrative processes needs to be strengthened
- Strengthen effective incorporation of data in institutional decision-making

## Issues

- Strengthen College-wide commitment to administrative-area evaluations
- Development of better institution-wide data related to employer assessment of student preparation for the workforce

## External Scan—Overview of External Factors

## External Scan Factors

- Current Higher Education Environment
- Political and Governmental Policy Areas
- Labor and Economic Trend Areas
- Social and Demographic Change Areas

## Current Higher Education Environment

- Changing instructional technology
- Increasing competition
- Employers' and transfer institutions' expectations
- Students' educational expectations
- Accreditation and accountability standards

## Changing Instructional Technology

- Rapidly evolving technology is increasing the variety and choice of delivery models.
- "Hybrid" instruction, blending traditional instruction with online instruction, is growing as an instructional option in higher education
- Maintenance and updating technology will continue to incur increasing costs.

## Changing Instructional Technology cont.

- The growth of distance learning instructional strategies will require a companion effort to develop online academic support services such as online tutoring and online advising.
- Technology will continue to change at an accelerated rate. In order to avoid over-investment in non-current technology, better methods of anticipating technology changes will be required.

## Increasing Competition

- Colleges that make it possible for students to earn certificates and associate degrees entirely through distance learning will present growing competition to those schools offering degrees through primarily traditional methods.
- The Community College of Philadelphia's traditional competitive advantage, low cost, may be largely offset by the growing status of the for-profit sector, where flexibility and convenience will potentially offset the pricing advantage which the College enjoys.

## Increasing Competition cont.

- The globalization of the educational market creates multiple opportunities for the Community College of Philadelphia.
- Image enhancement in an increasingly competitive higher education market will become a key issue for colleges to address.

### **Employers' and Transfer Institutions' Expectations**

- There will be an increased selectivity at four-year colleges in admitting community college students.
- Employers are indicating they value literacy, critical thinking, public speaking, problem-solving, interpersonal skills, core technology skills, and job readiness in addition to specific job related skills.

### **Employers' and Transfer Institutions' Expectations cont.**

- The efforts underway at area four year colleges to diminish their commitment to remedial and developmental education are expected to continue.
- Students with meaningful internship experiences while in college will continue to be at a significant advantage in entering the workplace after higher education.

### **Students' Educational Expectations**

- The need for short-term accelerated programs to enhance employment skills will continue to grow. Existing course-work may potentially be restructured into packages which meet these needs, e.g., creation of a writing institute.
- Reverse-transfer will continue to grow. Growing numbers of students with prior higher education experience will enroll at the College.

### **Students' Education Expectations cont.**

- Students are demanding a greater degree of accountability from their educational institutions for the delivery of promised educational services. Nationally, these demands have been tested in the courts, with several large settlements in favor of the students resulting.

### **Students' Educational Expectations cont.**

- Students are seeking fast, efficient, cost-effective education, anytime and anywhere.
- Students expect to gain knowledge that will be practical and applicable to their specific job/career goals.

### **Accreditation and Accountability Standards**

- Quantitative performance indicators will become more important for accreditation and funding.
- National accreditation will hold schools accountable for delivery of the education and skills they offer.



## Accreditation and Accountability Standards cont.

- Increasingly important certification and licensure tests will impact course and curriculum design and assessment strategies.

## Political and Governmental Policy Areas

- Federal, State, and local revenue and tax patterns
- Federal, State, and local expenditure priorities
- Federal and State higher education funding policies
- Changing political agenda
- Federal and State financial aid policies
- Federal and State regulations

## Federal, State, and Local Revenue and Tax Patterns

- Philadelphia is getting poorer, City Council payment lag is increasing, and there are no indicators of an expanded tax base.
- State policy makers will become increasingly more deliberate in their decisions about providing additional funds to higher education, and appear to be moving toward a greater expectation for student and family self-pay.

## Federal, State, and Local Expenditure Priorities

- There will be less funding for liberal arts and increased expenditures on technology, Medicare, and homeland security.
- Workforce development programs may continue to provide funds for community college programs.

## Federal, State Higher Education Funding Policies

- Shrinking financial resources and increasing accountability may necessitate greater programmatic cooperation among Pennsylvania community colleges.
- A national trend is emerging to establish tuition differentials that reflect, for example: time of delivery, ability to pay, cost of program.
- Funding will be tied to accountability and performance.

## Changing Political Agenda

- Federal tax cut has decreased federal spending on social programs. Much of the remaining funding is focused on K-12 programs.
- Financial pressures at other institutions will allow Community College of Philadelphia to remain a comparative bargain for parents and students with respect to tuition and fees.

## Federal and State Financial Aid Policies

- The 120 cumulative credit limit in Federal financial aid programs is increasing the pressure at four-year schools for two-year programs to be limited to 60 credits.
- There may be a cap placed on tuition increases.

## Federal and State Regulations

- Government regulation and oversight is going to increase.
- Dollars will increasingly be associated with 1) data collection, 2) accountability, 3) assessment, and 4) tangible and quantifiable outcomes.

## Labor and Economic Trend Areas

- Employment opportunities
- National economic patterns
- Regional economic patterns
- Employer skill expectations for new and continuing employees
- Employer strategies for skills development of employees' skills
- Impacts of technology in the work place

## Employment Opportunities

- The growth of service industry employment opportunities, in the Philadelphia region, will continue to expand and influence the nature of career programs that should be offered by the College.
- Workers will require educational preparation that allows them to move easily from one employment situation to another

## Employment Opportunities cont.

- There are growing employment opportunities in paralegal professions, tourism, technology (software, nano-technology, entertainment industry), security service, and healthcare.

## National Economic Patterns

- Rising cost of education is a national trend.
- Many jobs traditionally located in the United States are moving overseas, causing employment opportunities in the United States to be redirected to new areas where the United States has a competitive advantage.

## Regional Economic Patterns

- Health care, pharmaceuticals, science-related, and technology businesses are likely to maintain a strong hold in the Philadelphia area

## Employer Skill Expectations for New and Continuing Employees

- The continued internationalization of business will increase emphasis on the need for students to develop international business and multicultural skills.
- Employers consistently indicate that they value literacy, critical thinking, and job readiness in addition to specific job related skills.

## Employer Skill Expectations for New and Continuing Employees cont.

- Many of the skills expected by employers are not routinely taught by universities; e.g. work ethics, punctuality, and professionalism.
- Evolving employer expectations for entering capabilities of new employees may force a reconsideration of the College's general education goals for students.

## Employer Strategies for Skills Development of Employees' Skills

- Continuing education continues to be important for employees to stay current in their specific career fields.
- For increased cost-effectiveness, convenience, and efficiency, more employers are offering their own in-house training or engaging private providers.

## Impacts of Technology in the Work Place

- There is a need for more programs that enable employees to upgrade skills and advance to higher levels in their current occupations.
- Computer skills are a minimum requirement for most jobs. Highly skilled employees will always be in demand.

## Social and Demographic Change Areas

- Population demographics
- International politics and immigration patterns
- Security and personal safety concerns
- Family and lifestyle changes
- Health care
- Leisure-time use

## Population Demographics

- Based on a comparison of 1990 and 2000 Census data:
  - City population has decreased by 4.3%
  - The Asian, Pacific Islander population has increased 59.2%
  - The Hispanic population has increased 52.4%
  - The White population has decreased 22%
  - Non-English speaking households have increased 31.3%

## Population Demographics cont.

- The population between 20 and 34 years of age has decreased
- The population between 35-54 years has increased
- The population between 55-74 years has decreased

## Population Demographics cont.

- Median family income has increased (to \$37,036)
- The number of households below the poverty line has increased 11.8%
- The number of high school graduates is projected to increase.

## International Politics and Immigration Patterns

- Changes in international travel and safety may affect international study-abroad program opportunities in higher education.
- Growing numbers of Philadelphia residents will require ESL services.

## International Politics and Immigration Patterns cont.

- SEVIS regulations are tightening, however foreign student enrollment in the region has remained relatively stable.
- Decrease in value of the dollar on the international market makes US education a good value.

## Security and Personal Safety Concerns

- There is a strong perception that Philadelphia is not safe and that CCP's location is in an unsafe place.
- Identity theft concerns will have a growing impact on how the College manages records.

### Security and Personal Safety Concerns cont.

- Growing concerns about security will generate programmatic opportunities for the College.
- Growing societal concerns about safety will require a continuing reexamination of approaches to managing student and staff safety at the regional centers as well as the main campus.

### Family and Lifestyle Changes

- Family and lifestyle changes are necessitating changes in the delivery of education, e.g. increased demand for alternatives in time, place, and mode of delivery as students shop for the best deal(s).
- The societal image of community colleges remains unfocused. Strategies will need to be developed to sharpen that image.

### Family and Lifestyle Changes cont.

- Single parent head of households are a growing population and households caring for elderly parents are also increasing.
- Number of women in college and in the workplace is increasing.

### Health Care

- Students are looking for more information on wellness and health care issues, health care classes, nutrition, STD's, exercise, etc.
- There will continue to be growth in the numbers of individuals in our community with mental health issues.

### Health Care cont.

- Health care is elastic. How baby-boomers spend their health care dollars will affect the industry. Their dollars may be spent on traditional doctor visits but a growing trend is toward alternative health care, e.g. meditation, vitamins, herbal therapies, and alternative medicine.

### Leisure-time Use

- Middle-age adults' children are reaching teen and young adult age leaving the parents with time to incorporate learning that would benefit or expand their lives.
- Absolute "leisure-time" is a scarce and valuable resource.
- Older residents in the Philadelphia region may create demand for leisure courses.