

Global Learner College: Global Subcommittee Minutes – July 25, 2008

Present	Morgan Chalmers, Steve Coleman, Toya Davis, Susan Heath, Jan Jasinski, Dan Koenig, Rich Mandau, Chuck McDonnell, Carol Paguntalan, David Rosenbaum, Phil Wheeler
1. Current news	<p>Dr. Koenig provided the subcommittee with a series of articles relevant to global planning:</p> <p>“Are You Giving Up Control of the Ship? Three Pressures You May Not Be Able to Resist.” <u>Distance Education Report</u>. 1 Jul. 2008. 4, 8.</p> <p>“High Cost of Driving Ignites Online Classes Boom.”  <a href="http://www.nytimes.com/2008/07/11/education/11colleges.html?">http://www.nytimes.com/2008/07/11/education/11colleges.html?</a></p> <p>“High Gas Prices Fuel Boom in Online Classes.”  <a href="http://www.diverseeducation.com/artman/publish/printer_11404.shtml">http://www.diverseeducation.com/artman/publish/printer_11404.shtml</a></p> <p>“Higher Education in Illinois: Executive Summary.”  <a href="http://www.igpa.uiuc.edu/IllinoisReport/2008/highereducation.asp?">http://www.igpa.uiuc.edu/IllinoisReport/2008/highereducation.asp?</a></p>
2. Committee Events	<p>Steve Coleman and Dr. Koenig discussed the Slater Group campus visit on July 28, 29, and 30. They provided reminders to</p> <ol style="list-style-type: none"> <li>Sign up for a focus group session. Contact person is Fran Wiley. Group meetings will be in 209-C.</li> <li>Complete the online survey (will take about an half hour)</li> <li>Attend the 9:00 Global Issues meeting with Dr. Slater on Wednesday, July 30.</li> </ol>
3. Focus Issues	We briefly discussed the pace and volume of information to be generated by the steering committee and focus groups in such a short amount of time, but Dr. Koenig and Mr. Coleman felt that was an intentional part of the collection process. Dr. Koenig felt that if items a, b, and c from number 2 above were completed, the Global Issues group work would be largely completed.
4. Competitors	Jan Jasinski shared information about a Greenville Tech promotion that indicated a two-year college education would be sufficient for 70 percent of the jobs available in the next decade. The group also discussed issues involving the K-12 “virtual school” initiative in SC, and its possible implications beyond home schooling as a public school alternative.
5. The Slater Group Survey	The group responded to the 39 questions provided to the Global Issues subcommittee (see attached).

Respectfully submitted,

*Chuck McDonnell*

## Global Analysis Research Questions

- G-1 How do or should we better utilize state and local governing boards, foundations, and advisory groups? **Lobby, assessment, pathways, consolidation of offerings, utilization of local boards, competing campuses.**
- G-2 What are our market delivery systems, nationally? **Deemed not relevant.**
- G-3 What will be the nature of work in the next 10-15 years? **Deemed not relevant.**
- G-4 What are the significant trends that will affect our business? **The impact of the November elections.**
- G-5 What should our relationship be with other people and/or organizations with common interests? **The essential difference between “image” and “identity” needs to be defined so that we can promote our identity in order to improve our image.**
- G-6 What political agendas will impact our future? **The privatization of education political agenda affects our intake process. Private competition is “good for the nation” seems to be that current agenda, and is also driving the dialogue to increase merit-based scholarship funding in place of general state funding (example: Life scholarships favor 4-year institutions).**
- G-7 What are we accountable for and what are the accountability factors? **Accountability is largely an “external” factor: SACS, CHE, etc. and we remain committed to meeting those requirements at every level.**
- G-8 What demands are placed upon us by other groups? **As a comprehensive, two-year, post-secondary, community technical college, we are “all things to all people” in our Access and Equity charter and in our mission to the GLEAMNS community.**
- G-9 How can we leverage federal legislation to our benefit? **1) Exercise our constitutional right to vote, 2) Continue to lobby as a system of colleges, 3) Make better use of anecdotal evidence—i. e., the “narratives” of our students’ lives to establish our “identity”, 4) Promote our college as a “1<sup>st</sup>” choice, and 5) use the results of the Global Analysis.**
- G-10 Do we want to be a system of strong Community Colleges or a strong system of Community Colleges? **Both, we need to be strong community colleges who promote our system based on that strength. We need to be a strong college within that system.**
- G-11 What should the governance of the system be? **Already established.**

G-12 Are there plans to change the governance of the college? **In progress.**

G-13 What are the Legislators, the Governor's Office and other agencies' expectations for the college? **For almost a decade, state employees have been burdened with the same mantra: "Doing more with less."**

G-14 What is our relationship with state agencies? **We know we have strong local connections, but our state relationships are nebulous.**

G-15 What will be the revenue sources of the future? **For better or worse, Lottery Scholarships seem to be the primary commitment to students, and aside from the generous gifts of businesses and communities, students will continue, through tuition, to bear the increasing burden of insufficient state funding.**

G-16 What is our relationship with business and industry? **Very strong, but we need to continue to educate new area industries in what the college has available.**

G-17 Who are our friends and who are our enemies? **No names were mentioned, but our primary "competitors" are other educational entities who seem ignorant of the college's role and mission; they are also biased in their opinion in order to promote their own identity. There is much we can do to overcome the ignorance aspect. Our friends include business, industry, and state and local agencies such as Upper Savannah, with whom a complementary relationship has been established.**

G-18 What are the potential external funding sources at the national, state, and local levels in this state and in other states? **Pass.**

G-19 What is the economic impact of the College on the communities it serves? **Much of this information is available through Institutional Research and Planning documents. These were created and updated for the 2007 SACS on-site visit.**

G-20 What is the general population's perception of the college's role in helping people transition to work? **We are expected to be a "trend-setter." An example would be WIA (One-Stop), and excellence in response. The group had concerns about the use of the word "welfare" in the question, and preferred unemployed or displaced worker better.**

G-21 What are the trends in demographic data, etc.? **Much of this information is available through Institutional Research and Planning documents. These were created and updated for the 2007 SACS on-site visit.**

G-22 What is the match between programs and viable, in-field employment? The group felt Health Science is an example of our best match, but recognized the need for more industrial matches.

G-23 What demographic data does the college have about potential students and careers? Much of this information is available through Institutional Research and Planning documents. These were created and updated for the 2007 SACS on-site visit.

G-24 For what future jobs should the college train for 2010 and beyond? We discussed entrepreneurial programs that addressed jobs suited to the aging baby-boomer population that offer “services.” Examples might include lawn care, HVAC, etc. The goal would be for students to move from the college into small, private business.

G-25 Are we going to be an international player in education? No.

G-26 What is our “corporate” image? Pass.

G-27 Are we a viable organization? Is there a need for our services? Yes.

G-28 What are the President’s expectations of us? Raise the bar. Renewal. Improve employee morale to increase retention because lower turnover means cost savings. Use LEAN concepts (be good stewards of the college’s resources). Provide the training and education needed to fulfill the college mission.

G-29 Who is our competition? What do they think of us? See G-17.

G-30 Who are our internal and external customers? Internal customers = PTC employees; External customers = students, communities, business, and industry.

G-31 What are our customer’s expectations? Employability to improve quality of living, job placement.

G-32 How do we exceed customer’s expectations? Through a continuous improvement system delivered by caring administrators, faculty, and staff that moves students into jobs and towards degrees.

G-33 What is the external perception of the college? See committee notes of July 7, 2008.

G-34 What are our primary products and services? See SACS document.

G-35 What are the benchmarks used to measure service, quantity, and quality? SACS accreditation principles, CHE benchmarks, graduation rates, placement, licensing exams, retention. However, we need to do a far better job of

documenting proof of our success—this is something that the accreditation process made clear.

G-36 What added value does the college provide the community? Economic, social, and artistic impact are visible signs: 4<sup>th</sup> of July, conference and meeting space for community programs and services, etc.

G-37 How does the college determine what services should be offered? Industry has a “lag time” problem. An industry may need a program “now” but programs take time and resources to develop. How can we learn to anticipate future needs?

G-38 What services should be a) expanded, b) reduced, c) continued at the current level, d) terminated, and e) modified to meet the changing needs of customers. The committee felt this question was outside the parameters of our responsibility.

G-39 How do we excel rather than survive?

- a. Find a way to eliminate INTERNAL competition (i.e., “turf” wars) such as
  - i. Faculty vs. staff
  - ii. Academics vs. continuing education
  - iii. Greenwood campus vs. county centers
- b. Planning is essential