



PACCC Strategic Plan

2015-2020

Adopted: April 2015

The Community College Act of 1963, signed by Governor William Scranton on August 24, 1963, established the structure for community colleges in Pennsylvania to serve the Commonwealth's education and workforce needs.

The first colleges to be founded were Harrisburg Area Community College, Bucks County Community College, Montgomery County Community College, and the Community College of Philadelphia in 1964, followed by Butler County Community College in 1965. The Community College of Allegheny County, Community College of Beaver County, Lehigh Carbon Community College, and Luzerne County Community College were all founded in 1966, and Delaware County Community College and Northampton Community College followed in 1967. Westmoreland County Community College was founded in 1970, and Reading Area Community College opened in 1971. The last of Pennsylvania's community colleges to be established was Cambria County Community College in 1993, which changed its name to "Pennsylvania Highlands" in 2004.

The Commission for Community Colleges became operational on January 1, 1972 to serve as a forum to advance the interests of its associated college members. Today, the Commission celebrates the profound impact that its 14 member community colleges have played in the Commonwealth's history having provided millions of Pennsylvanians with educational opportunities to pursue a degree, gain workforce credentials, or increase their quality of life. The Commission serves as the unified statewide "voice" for Pennsylvania's community colleges. The organization is charged with the promotion and advancement of student success, access and affordability, effective transfer and articulation agreements among other educational sectors, and leading workforce enhancement efforts throughout the Commonwealth.

The Commission has been actively engaged in the following:

- Coordinating advocacy efforts among the member community colleges;
- Providing information to the state and federal policymakers;
- Testifying before various Pennsylvania House and Senate committees;
- Serving as a resource for post-secondary educational policy initiatives;
- Coordinating and providing on-going education and collaboration opportunities for community college employees;
- Gathering and analyzing information related to the Commonwealth's community colleges.



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Introduction

For more than 50 years, Pennsylvania's community colleges have provided high quality educational and workforce programming throughout the Commonwealth. This plan builds on the accomplishments to date and provides a framework for staff and membership to meet the demographic, economic, education, and workforce challenges in the Commonwealth of Pennsylvania over the coming five-year period and beyond.

The Commission's plan for 2015-2020 sets a vision for the Commission and its member colleges to meet the increasing demands of providing education and workforce programming and will allow the Commission to continue to provide value to its member colleges. The Commission's leadership is expected to execute the plan and update the goals and strategies as needed.

The plan was developed to provide the Commission a pathway for growth and development that is consistent with changing statewide circumstances associated with economic, social, educational, and other environmental influences and conditions. Throughout the development of the plan, Commission staff collected data and assessed alternatives. The process also included consultation with internal constituencies of the Pennsylvania community college network including trustees, presidents, faculty, staff, and students, as well as external stakeholders and partners including business, postsecondary institutions, and policymakers. In addition, the process included the review of significant amounts of data related to internal (micro) and external (macro) environments.

The process was guided by a leadership team, which was organized to provide oversight and guidance on processes and outputs and consisted of representation from five member colleges as follows: Community College of Allegheny County, Bucks County Community College, Butler County Community College, HACC-Central Pennsylvania's Community College, and Luzerne County Community College.

The Commission gratefully acknowledges the support and feedback of all those involved in the development of the strategic plan.



Section I: The Strategic Visioning Process

In 2014, the Pennsylvania Commission for Community Colleges (Commission) Board of Directors authorized a partnership with The Armistead Group to assist in the development of the Commission's Strategic Plan. The Armistead Group's model for the *Strategic Visioning Process* follows a comprehensive methodology that is diagnostic in scope and proactive. The methodology was structured to assist the Commission to develop and implement a pathway for growth and development that is consistent with changing statewide circumstances associated with economic, social, educational, and other environmental influences and conditions. It was an integrated technique that applied data collection and review processes as a means of implementing a holistic evaluation thus generating realistic and relevant courses of action.

The process is intended solely for implementation within a two-year college-related environment, in this case the Commission. It is designed to apply the needed internal and external review mechanisms by involving as many perspectives from the organization and community as possible. As an outcome, the process results in an enhanced understanding and consensus among all parties associated with the Commission including the Commission staff, member colleges (including trustees, presidents, faculty, staff, administrators, and students), community members, business and industry leaders, and policymakers.

This planning process is grounded in acquiring significant amounts of data pertaining to internal (micro) and external (macro) environments. The data are used to determine specific priorities of major tenets of the Commission's mission and identify and incorporate goals and associated activities as verified by environmental conditions, and adjust or modify existing goals to accommodate alternate degrees of emphasis and resource allocations.

Some of the process's features include:

- It is a proactive and discernment process designed to validate the Commission's mission, vision, values, goals, and activities.
- It is a process designed to build consensus and awareness.
- It recognizes significant changes within the environments impacting the organization and is data-driven.
- It assists the leadership and management in developing strategic thinking, strategic vision, and a strategic marketing orientation.
- It involves and actively engages as many employees, stakeholders, and other community leadership groups as possible.
- It promotes communication between groups within and outside of the organization.
- It combines top down and bottom up planning.



- It includes activities designed to teach the concepts of strategic planning and resource development.
- It provides the organization with an opportunity to assess and change the perceptions of the Commission and its affiliated institutions.

The *Strategic Visioning Process* develops and maintains a strategic fit between the Commission's goals, capabilities, and opportunities and offers an opportunity for the organization to become more flexible in meeting the needs of its constituents. The process helps identify needs and the products and services that meet those needs. Relationships are built between the Commission, its member institutions and its various constituents, which provide other business opportunities as well as the basis for successful growth and development efforts.

Goals and associated outcomes of the *Strategic Visioning Process* include:

- Unify the organization around its core mission and its vision of the future as well as strengthen its cohesiveness through the team-building activities that are infused throughout the process.
- Clarify the organization's role and its relationship with other entities as the organization sets its strategic directions toward the proactively selected and prioritized future initiatives and areas of concentration.
- Strengthen the effectiveness of the organization and its staff as its energies and resources strategically focus upon those actions necessary to achieve its statewide mission.
- Empower the organization to exercise greater and extended leadership and ownership.
- Identify and produce the strategies and work-programs needed for the organization.



Section II: The Strategic Visioning Process in Pennsylvania

The strategic plan was developed with input from a wide range of internal constituencies of the Pennsylvania community college network, as well as external stakeholders and partners including other segments of education, businesses, and industry.

The process applied a significant number of data collection and corresponding analysis techniques over a period of six months including:

- An “external environmental scanning and forecasting” activity with macro sources and data elements;
- Research on community college characteristics and environments with micro data elements;
- External occupational sector forums – Healthcare, Hospitality and Tourism, and Advanced Manufacturing;
- Review a select number of Commission member colleges’ strategic plans; and
- A series of survey methodologies with presidents, Commission personnel, community college students, trustees, and select faculty and staff, and Members of the General Assembly.

Upon completion of the environmental scanning process, trends and conditions were identified that would have a bearing on the overall community college educational environment particularly those impacting college missions during the next 5-year period. These trends influenced the development of the Commission’s strategic goals. As an outcome of the exploratory and inquiry phases, the Commission’s mission, vision, and corresponding goals were developed.



Section III: Guiding Statements

Mission Statement

The Commission supports and advances the common higher education agenda of its community college membership through comprehensive advocacy, research, collaboration, and public relations programs and strategies.

Vision Statement

The Commission will become a recognized authority on advancing education, economic development, workforce, and quality of life initiatives throughout the Commonwealth.

The Commission affirmed and committed to the following philosophy and values:

- The Commission values the individuality of each of its member colleges.
- The Commission supports its member colleges in their pursuit of educational excellence.
- The Commission recognizes the member colleges' value and impact in improving the quality of life and employability of the citizens of the Commonwealth by serving as a provider of college level education, transfer education, workforce education and training.
- The Commission acknowledges the impact its member colleges have in community development.
- The Commission acknowledges that its member colleges are driving rapid and expansive improvements in public higher education to meet current and anticipated workforce needs.
- The Commission endorses the concept of life-long learning to enhance a highly trained and skilled workforce.
- The Commission recognizes the importance of increasing the number of students who earn a postsecondary credential/degree.
- The Commission understands the importance of excellence and innovation in teaching, learning, and service.
- The Commission values the emergence and continuance of partnerships with educational providers, governmental entities, and the private sector.
- The Commission recognizes its fundamental duty of offering leadership, support, and service to its member colleges to promote fulfillment of their 14 individual missions.
- The Commission is committed to strengthening and advancing community college education through networking and building relationships with policymakers.
- The Commission supports processes of efficiency, accountability, and innovation.
- The Commission appreciates the value of collective participation.



- The Commission accepts responsibility for the promotion and advancement of community college education.
- The Commission understands the importance of effective advocacy and public relations supported by reliable, accurate and compelling research data.



Section IV: Strategic Goals and Objectives

2015-2020 Strategic Goals

Goal 1: Promote the value of community colleges and a community college education.

- Objective 1: Educate constituency groups regarding the benefits and impact of Pennsylvania's community colleges.
- Objective 2: Develop and implement a comprehensive public relations campaign to increase exposure and awareness.
- Objective 3: Enhance the general awareness of available college programs and services, including workforce and occupational education, transfer and general education.

Goal 2: Advocate community colleges at the state and federal level.

- Objective 1: Provide regular communication about the Commission and its member colleges, using a comprehensive media strategy to reach multiple audiences.
- Objective 2: Provide opportunities for community college supporters to engage with advocacy efforts.
- Objective 3: Create and implement strategies to secure additional state funding for community colleges.
- Objective 4: Create and implement strategies to secure policy changes for the benefit of the colleges.

Goal 3: Increase access to community college programs and services.

- Objective 1: Support expansion of distance learning opportunities, both state- and nation-wide.
- Objective 2: Expand partnerships with K-12 education.
- Objective 3: Expand partnerships with business and industry.
- Objective 4: Expand partnerships with other associations, organizations, and postsecondary education partners.

Goal 4: Support student success and completion.

- Objective 1: Support increased student completion rates.
- Objective 2: Promote effective transfer and articulation agreements with other postsecondary institutions.
- Objective 3: Partner in statewide, regional and local workforce development activities.
- Objective 4: Encourage and/or promote activities and initiatives at the colleges to support students including implementation of prior learning assessment processes, development of competency based education models, and improvements in developmental education.



- Objective 5: Support improved career counseling for secondary students.
- Objective 6: Advocate for financial aid policies to benefit students.

Goal 5: Provide support and service to member colleges.

- Objective 1: Provide leadership in research and data collection activities.
- Objective 2: Offer professional development opportunities for Trustees and college staff.
- Objective 3: Identify partnerships, collaborative purchasing, and shared services opportunities.
- Objective 4: Facilitate the exchange of ideas and information among member colleges.



Appendix A: Implications for Practice

The following narrative consists of a series of trends and conditions that will have an impact on the Commission's strategic direction as it continues to provide support and service to its 14 community college members.

Student Diversity

- Pennsylvania community colleges served 201,910 students (unduplicated credit headcount) or 114,359 FTEs in AY2013-2014. Community colleges have been a source of access to higher education for all students and in particular, ethnic minorities, low-income students, first-generation college students, immigrants, and other populations traditionally underserved by four-year universities. In an increasingly knowledge-dependent economy, this access is even more important, as a growing number of new jobs require some level of postsecondary education or training.
- Community colleges now educate a population that is primarily nontraditional in nature. One of the most evident indicators of this change is the fact that greater than one-half of currently enrolled students are over the age of 21 - one in four is over the age of 29. Female students make up over 59% of total enrollments. Minority enrollment is 35% (majority Black) - black students are 18% of the enrollment total. Students attending PACCC member colleges that are "first-time," amount to 26.9%. The average age of students will continue to rise and the student population will become more diverse by ethnicity, age, and learning style. Enhancement of financial and human resources dedicated to student success-related initiatives will promote and increase college attainment levels.
- The number of secondary school graduates in Pennsylvania is expected to decline in the future despite fluctuating student rates for the immediate years ahead. Colleges will have to ensure that their outreach is appropriate for all types of prospective student groups.

Educational Attainment and Student Success

- While the majority of jobs in 2020 will require some form of on-the-job training, a growing number new jobs will require postsecondary training or a postsecondary credential. Overall job growth is projected at nearly 6.5% from 2010 through 2020. Job growth for those educated at the associate's degree level is projected to approach 11%. Colleges need to implement strategies to increase student completion.



- Substantial growth in college enrollment among high school graduates has not been matched with a comparable expansion in college degree attainment. Low completion rates among college students has economical, educational, and political implications.
- Barriers to degree completion are typically tied to the following conditions: inadequate academic preparation resulting in the need for remedial education coursework; financial resources; lack of non-academic skills; and personal obligations and constraints.
- College degree completion is perhaps the most important indicator of lifetime economic opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income, and better health. Bolstering the levels of student success must be a priority for the colleges.
- Specific “student success” considerations will be important as a means of ensuring a skilled workforce and meeting workplace demands. The success of the student should be viewed as a joint Commission/institution-wide responsibility. Forums and professional development opportunities to share best practices should be a high priority.
- Pennsylvania community colleges will need to continue to explore and develop measures for improving graduation and retention rates.
- While college participation and completion may increase, this growth may fall short of the demand for associate’s degree graduates. The Commission’s member colleges can help train students to meet the need of emerging industries in Pennsylvania to include a growing range of STEM opportunities. Without the intervention and participation of community colleges, Pennsylvania’s businesses and corporations will lack the world-class workforce needed to compete at a global level and many Pennsylvanians will remain out of work and unemployable or under-employed placing additional hardships of employers experiencing outward migration of their current workforce.
- The Commission and its member colleges should consider engaging in a range of activities to foster student success. Research practices may concentrate on identifying exemplary institutional practices by gathering information on various initiatives and studies; collaborating on institutional research efforts; providing assistance in creating data sets suitable for analyzing community college outcomes, and conducting specific research investigations on nationally-based programs and practices.

Accessibility and Affordability

- Community colleges serve as the access point to higher education for many students. With open access and the benefit of geographical proximity, institutions provide opportunities for education and training that would otherwise be unavailable to large numbers of Pennsylvanians. As the need increases for workers with some postsecondary education, the demands on community colleges will grow.



- Pennsylvania community colleges have always promoted the concept of open access and affordability. Coupled by low tuition and program offerings that accommodate a wide range of educational goals and aspirations, the end result has been a student body that is diverse in socio-demographics, skills and aptitudes, and personal and financial constraints. Pennsylvania community college students constitute approximately 26% of the undergraduate student population.
- While demand for community college education remains high, some students, particularly low-income youth, first generation students, and dislocated workers find it difficult to gain access to a low-cost education. Students in public two-year colleges receive federal Pell Grants and other types of financial aid but many require assistance in obtaining the full range of financial assistance available to them. Most recently, 71% of full-time Pennsylvanian community college students and 47% of part-time students were offered financial assistance in excess of \$548 million in a combination of state and federal grant and loan programs.
- As a result of declines in state funding and local sponsor support, community colleges have at times increased tuition to compensate for funding gaps. Further increases in student tuition and fees cannot fully compensate for the unprecedented decline in state and local support without seriously curtailing access. Reversing this trend is a high priority for the Commission. State investment in higher education to keep tuition low and quality high and to provide financial aid to those students who require it will help colleges to develop the skilled workforce necessary for a large and growing share of future jobs that require postsecondary education and training.

College Readiness

- There is widespread agreement among policymakers, the business community, and educational leaders that the educational achievement of students must be raised. In a 21st century labor market, all high school students must graduate with the knowledge and skills needed to succeed in some form of postsecondary education or training. Improving the transition from high school to college is crucial, given the convergence of demographic changes, current educational inequalities, and student aspirations. This imperative requires new resolve and reform within and across the K-16 continuum.
- Higher workplace literacy requirements have created new demand for basic reading, writing, math, and computer courses.
- Workforce projections suggest a growing demand for well-educated labor in total, which means that younger adults will need to be more educated than older adults. However, in the current environment, large gaps in educational attainment exist



among racial and ethnic groups. Younger cohorts of Asians/Pacific Islanders (73%) and White non-Hispanics (48%) hold postsecondary degrees at substantially higher rates than their older peers (49% and 36%, respectively). But, the 18% of younger Hispanics who have a degree are about one-third less than young White non-Hispanics.

- Students continue to enroll in community colleges across the Commonwealth who are underprepared for the demands of college-level work and require enrollment in noncredit-bearing remedial courses to enhance their academic success. Unfortunately, research indicates that students enrolled in these developmental courses are less likely to complete a college degree.
- Remedial and/or developmental education is a serious issue for all of higher education. Debates about who should provide remedial education and pay for it have been prominent in policy discussions in recent years. Since almost one out of every four community college students takes at least one remedial course in any given academic year, the colleges must be involved in these debates.
- Community colleges should review the delivery and integration of developmental education and introductory college-level courses for recent high school graduates entering college, and work directly with local K-12 partners to help more graduating high school students enter college without needing remediation.

Teaching and Learning Environment

- The center of the two-year college mission is a strong and uncompromising commitment to instructional excellence. Two-year colleges are “instructional organizations” whose primary obligation is student learning, resulting in student success. It is evident that Pennsylvania’s community colleges currently fulfill a vital role in the process of a seamless education and the life-long learning concept. At the basis of this condition is the ability of these institutions to remain at a place of instructional excellence focusing on individual learning.
- Advanced cognitive skills, including problem solving and systems thinking, are critical for success in today’s information-based workplace and will have a bearing on the adoption of new instructional technologies and curricular innovations. These innovations include the creation of new program requirements and integrated content associated with emerging occupational clusters; integration of additional life skills and rigorous general education requirements; addition of advanced courses to serve both current students and incumbent workers needing soft skills upgrades; and creation of an articulated sequence of courses allowing students to transfer in from high schools and, on to four-year institutions.
- Pennsylvania’s economy is in the midst of significant change. Traditional “dirty” manufacturing industries are declining, and information technology, bio-



technology, health care, and professional and technical services are growing. Similarly, competitors in other countries are developing a more educated workforce, and are increasingly capable of being competitive within the global markets. In this era, providing access to relevant and applied education and job training is an economic imperative. Local employers need highly skilled workers to stay competitive and these individuals need new and different skill sets than what have traditionally been taught in the past decade. Dual enrollment programs, which allow high school students to take college-level courses, are efficient and cost-effective programs that offer students early access to higher education. These programs have been shown to increase postsecondary completion rates, and decrease time and cost to completion. Public support for these types of programs is increasing and expected to continue.

- In the traditional sequence of transfer actions, students transfer to a four-year institution after completing two years at a community college. Reverse transfer students transfer from a four-year institution to a community college. There are a number of reasons why a student would make a reverse transfer, including, for example, a student who has been unsuccessful at a four-year school who enrolls at a community college to build up enough credits to re-enroll at the four-year school. Some students who have completed their bachelor's degrees enroll at community colleges to acquire or improve their job skills.
- The changing needs of both traditional and non-traditional college students make it imperative that the community colleges continue to expand distance course offerings and develop support systems to ensure that online instruction is user-friendly to students throughout the state.
- Two-year colleges' delivery of lower-division classes offers unique benefits to students and the state. These include lower costs.

Financial Resources

- The absence of predictable, stable financial support from the state and sponsors continues to be an on-going challenge for community colleges. Colleges will need to continually assess resource needs and strategies in order to fulfill their mission.

Partnerships for Economic and Workforce Development

- Globalization will continue to drive changes in the economy, and the need for an educated workforce. In addition, the demographics of the workforce are changing.
- The pace of economic change (driven by global competition and instantaneous channels of information, data, and analysis) and the premium on high and up-to-date



skills will remain. Business and industry will demand ever more frequent and sophisticated training and re-training. Closer cooperation between Pennsylvania's community colleges and the business community is a necessity. The present job market demands highly skilled technicians, programmers, and non-technical support personnel for the information technology industry. The fact that a job applicant has an associate's degree does not necessarily reduce the employee's learning curve within the workplace. For that reason, many employers are not interested in degree attainment but rather in the demonstration of mastery of the skills required for a job. These colleges must create effective and expedient credentialing programs.

- Corporate training at community colleges is cost effective, provides high value, and focuses on student success. This value proposition needs to be communicated to business and industry. Many corporate training organizations will spend more in the immediate future than the past couple of years. Community colleges are well positioned for this trend as they are experts in creating custom content and have large portfolios of courses to leverage delivery.
- Statewide and institution-to-institution articulation agreements will continue to provide a benefit for community college students entering four-year institutions. Increasing the diversity of the types of articulation agreements to accommodate the changing needs of the statewide and local workforces will benefit member community colleges. The colleges should support increased partnerships that lead to the accurate transferability of community college course work, accessibility to selected programs of study at four-year institutions, and cost-savings.
- Pennsylvania two-year colleges will play a vital and increasing role in job placement in high-demand occupations and closing the skilled labor force gap. This portion of the two-year college mission must continue to be a priority for the colleges and the state-level policy and financial decision-makers. Advocacy efforts conducted by the Commission and on behalf of its membership will take on greater levels of importance to ensure that policymakers are adequately informed of the value and impact that the colleges have in the corporate community.



Appendix B: Occupational Forums

Forums Overview

The Commission hosted three occupational forums, (Hospitality/Tourism, Health Careers and Advanced Manufacturing) as part of the Strategic Visioning Process to provide a means for industry leaders to help further identify and prioritize a framework for how Pennsylvania's fourteen community colleges can more effectively support local industries to help drive economic growth and improve quality of life in the communities they serve.

Participants were asked to provide responses related to occupational labor pool needs, employee performance improvements, career advancement opportunities, and ways in which industry sector entities could develop meaningful and mutually beneficial partnerships. In addition, forum participants were asked a series of questions to identify ways in which Pennsylvania's community colleges' academic programs, career services, and corporate and professional programs could better serve local businesses, corporate citizens and agencies.

This summary of aggregate findings is based on individual participants' responses to direct questions, ensuing informal discussions, and conclusions drawn from the responses. Each person who participated was assured that his/her comments would be treated in confidence and that quotations used in the summary would not be attributed to specific respondents.

Sector Forums

The three sectors were identified as leading corporate entities that provide direct economic benefits to the State, region, and local communities. They are recognized as "growth" sectors within the Commonwealth and are responsible for the creation of a significant number of jobs, attracting investment, generating tax revenues, and stimulating local economies.

In addition, because they enhance quality of life, the sector industries are an important complement to community development, enriching local amenities and attracting professionals to their respective areas. State leaders increasingly recognize the importance of these occupational sectors to the State's economy and ability to compete in the global marketplace.

A number of factors underscore the connection and importance of the sector industries



and economic competitiveness and stabilization. The hospitality/tourism, health, and advanced manufacturing industries are growing and play increasingly prominent economic and social roles. Companies' decisions about where to locate their businesses often are influenced by factors such as the ready availability of a workforce and the "quality of life" available to employees. Thus, the sectors can play a major role in community development and redevelopment by creating new jobs as well as fostering an environment and amenities that attract talented young workers. Further, the three sectors can contribute to state and local economic growth by providing a diversified and sustainable means for attracting revenue and sustaining economic vibrancy.

Pennsylvania's community colleges have been dedicated to providing high quality workforce development programs and services to the State's business and industry communities for decades. Thus, the colleges have a long and successful history of responding to the diverse training needs of local industries in a collaborative manner

In responding to future workforce needs, Pennsylvania's 14 community colleges have engaged business and community leaders in the development of education and training that meet mutual needs. Based on industry growth in market sectors and workforce trends, the State's community colleges recognize that innovative workforce solutions are required to create an entrepreneurial environment and the potential for the growth of Pennsylvania's economy in areas such as hospitality/tourism, health and advanced manufacturing,— particularly given today's trends, which include the following:

- **Job Quality Gap:** The shift to technology-driven business enterprises has resulted in the need for a better educated and highly trained workforce. In addition, challenges in the the K-12 educational environment, coupled with diverse sets of student demographics and associated skills, have placed increased demands on community colleges to remediate and integrate relevant learning skill sets to promote student success.
- **Worker Preparation Gap:** Many incumbent workers enroll in postsecondary programs to improve their skills and increase their earning potential. However, many of these workers enter postsecondary study unprepared for the rigors of college level coursework. In addition, some recent high school graduates also require assistance before able to successfully enroll in college level coursework.
- **Worker Supply Gap:** The aging workforce population (baby boomers) who are beginning to retire, coupled with the "brain drain" of younger potential employees in search of higher-paying jobs has resulted in a highly competitive marketplace for competent and qualified workers.



- **Growing Worker Shortage:** According to the Pennsylvania Department of Labor and Industry, Pennsylvania's unemployment rate has declined. This low unemployment rate is resulting in businesses and industry unable to find, hire and retain qualified workers. The combination of job quality, worker preparation and supply gaps contribute to the shortage of skilled workers.

Summary of Findings

The following section details responses to the specific written-response questions offered to the participants and the subsequent group discussions to identify ways in which Pennsylvania's community colleges' academic programs, career services, and corporate and professional programs could better serve the State's businesses and agencies. The responses appear in descending order by frequency of responses.

Hospitality/Tourism

I. What are the "top" three (3) challenges facing the State's hospitality & tourism industry over the next five years?

- Competition in the hospitality and tourism professions is high and is influenced by many macro circumstances and conditions: insurance rates, minimum wage, operational budgets (costs of food and labor and safety) and expectations of the employees.
- Meeting the demand of the market place in terms of the qualified labor force will continue to be a challenge due to attrition, demographics and workers' attitudes/expectations. The area's changing demographic conditions will continue to play a major role in the sustainability of the hospitality and tourism arenas and dictate directions of service deliveries.
- There is an inadequate supply of qualified workers that possess technical and "soft" skills. The workforce is not dedicated to the hospitality and tourism profession. The levels of service quality are dependent upon the qualifications and master skills of the employee.
- Potential employees lack the most basic skills and education. They come to the workforce without the basic reading, writing and math skills necessary for them to be successful and to advance in their careers. This lack of basic education is a major issue in the hospitality and tourism field.
- Household income has a direct bearing on the growth and decline of the industry. Families must have enough discretionary/disposable income to afford



- the travel/hotel/dining experiences. Affordable travel/lodging/dining are highly influenced by the economy. Service will have to concentrate on value, affordability, and convenience in order to meet the customers' expectations.

2. What are your top three concerns with the State's current employment climate?

- Generally, employees lack a strong work ethic and maintain unrealistic expectations.
- There is a limited supply of qualified, dedicated workers.
- Employers must keep costs low to meet customer expectations and so can't afford to increase wages and struggle to provide the "perks" that keep employees happy. The result is they often employ less experienced employees in order to save money.
- Training programs need to concentrate on a balance of technical and general education training, including soft skills such as customer service, communication, critical thinking and problem solving.
- There should be the opportunity to gain real-world experience and emphasis should be placed on basic business knowledge, accounting and entrepreneurialism.
- The industry is changing, therefore academic and occupational programs need to keep up with the pace of change. The pace will not diminish any time soon.

3. How do you see your business expanding in the region over the next three years?

- The bigger cities are opening more hotels and expanding into surrounding areas. New restaurants are always opening. But in areas outside of the cities, there will be minimal expansion in both hotels and restaurants.
- The expansion of the hospitality and tourism industries is dependent on other sectors and on population growth. If the local economy is strong then so is the hospitality and tourism sector.
- There's a need to consider implementing more marketing strategies for the tourism sector.

4. What do you believe are potential reasons for the skills shortage in your industry?

- Employees frequently lack basic life- and people- skills: communication, teamwork, customer service, and people.



- Technology has affected employees greatly. It has changed the world of customer service, causing people to be introverts, unable to interact with others. Online applications seem to be difficult for the employment pool.
- The culinary industry has become much more diversified – with organic foods being in high-demand.
- The industry is becoming much more specialized.
- Populations are more diverse, both employees and customers.
- The cost of education, which limits students' ability to complete their studies and get a degree.

5. What are the three greatest technical skill weaknesses you see in your current entry-level employees?

- Understanding of cost-benefit analysis. We have to be profitable.
- Older and incumbent workers lack educational vs. technical, adaptability and transactional skills.
- Technical writing skills are poor.
- Use of computers and other technical applications that are specific to this industry.

6. What are the three greatest non-technical skill weaknesses you see in your current entry-level employees?

- A number of “soft” skills are prerequisites in our industry, including a sense of urgency and responsibility, real-world experiences, problem solving, decision-making, critical thinking, and basic math and writing skills.
- Many employees have a lack of basic “people” skills: basic customer service, communications skills, ability to create relationships, and work in teams.
- Employees aren't work-ready. They have a poor work ethic, are too casual at work, don't take ownership of their work, are undisciplined, and lack accountability.
- This is a human service-oriented business. People have to like people.

7. What are the ways that your employees acquire additional/new skill sets?

- Continuing education, seminars, workshops/seminars, continuing education.
- On the job training.
- Industry conferences/conventions/food shows.
- Shared employees/cross training.



- In-house training and job shadowing.

8. Thinking about your company as a whole, in what areas, if any, do you expect to increase hiring in the next 12 to 24 months?

- Entry level jobs.
- Managerial positions due to retirement and job turn-over.

9. What areas of engagement/reliance have you had with the community college and/or Commission in the past?

- Tailoring curriculum to my company's needs.
- Co-op/internships.
- Customized training programs.
- Internships.

10. What do see the primary role of the Commission to be?

- The Commission needs to be aggressive in advocacy and make it the number one priority.
- The Commission should enhance levels of awareness throughout the entire State.
- The Commission should act as the primary coordinating body—the strength of the collective body is stronger than the individual institution.

11. In the future, how can the community college/Commission better serve your company/industry?

- Community colleges should provide better soft skills education.
- Community colleges should provide significant experiential learning.
- Community colleges should create tailored and specifically designed training for companies and businesses—customized programs.
- Community colleges should design programs to promote life-long learning and make the programs accessible.
- Community colleges should promote their uniqueness' such as student success and retention, high quality academic programs, and the fact that their missions are designed to place students into viable and worthwhile career fields.



Health Careers - Dental

1. What are the “top” three challenges facing the State’s health care industry over the next five years?

- There is an inadequate supply of qualified workers that possess technical and “soft” skills. Their basic skills – reading, writing, and math are weak. Their interpersonal skills are lacking as well. Customer care is an area that always needs a stronger focus.
- The levels of service quality are dependent upon the qualifications and mastery skills of the employee.
- There has been a decrease of dental patients since 2007. In great part due to financial reasons. When the economy is bad people cut out their dental care. Medicaid pays only 45% of costs.
- There’s a lack of awareness about the importance of good dental hygiene.
- The community colleges are exceptional. Graduates leaving their schools have solid technical skills and their learning curve in their jobs is minimal.
- Community colleges are doing an exceptional job. They’re affordable and accessible. Colleges need to work hard to curtail their costs to maintain affordability.
- Community college graduates who achieve “trade” certifications are essential paraprofessionals and drivers of the economy.
- The focus of the health profession has shifted from solely being about patient care to administrative duties. New employees need to be prepared to do both.
- Government regulations are overwhelming. Insurance and corporate healthcare organizations are relatively impacting healthcare.
- The very young and the very old require more services. With the “graying” of the baby boom population – there will be demand for more care.

2. What are your top three concerns with the State’s current employment climate?

- Participants voiced that a tight labor market, including the health-care industry, is constraining the economic prosperity of industry in the region.
- A number noted the rural communities face very significant challenges in recruitment and retention of qualified workers.



- A number of participants noted that hindrances to effective employee recruitment are related to the need to focus on infrastructure improvement including information technology.
- It was also offered that the region's health-care system is important to maintaining the quality of life in the community and economic development—thereby attracting new populations and industry into the communities.
- Participants noted that the shifting demographics in the region, aging baby boomer generation, and the large increases in life expectancy over the last decade and those projected in the future, will significantly increase the demand for health-care services and put added pressure on the industry requiring a larger and more qualified labor pool.
- A number of participants added that the roles of health-care providers will evolve extensively particularly as funding sources change due to the federal government's policy mandates.
- There is a limited supply of qualified, dedicated workers. The reliability of the current employee base is limited. A sufficient pool of adequately trained workers is limited in the State.
- Many of the best workers leave the State due to ample employment opportunities and higher wages.

3. How do you see your business expanding in the region over the next three years?

- Baby boomers are affecting employment in major ways. They are retiring in huge numbers every year, which is creating employment opportunities across all areas and regions. Additionally, baby boomers are at the age where they need significant health care. Their demand for health care is driving the need for a broad range of additional health care services. Baby boomers are living longer than generations before them and want to age in place. This will drive home-based health care and ancillary services – transportation, etc.

4. What are the top three occupational areas in which the health industry is facing the most severe employee shortages?

- Nurses are the health care professionals in the highest demand. And, while there is a movement to baccalaureate-level RN's in hospitals, there is a great need for RN's, LPN's, and other health providers with associate degrees and certifications.



5. What do you believe are potential reasons for the skills shortage in your industry?

- Employees frequently lack basic life- and people- skills--communication, team-work, customer service, and people skills. Community colleges need to teach and verify soft skills have been acquired. Many employees hire for soft skills and then train the technical skills.
- Technology has affected employees greatly. It has changed the world of customer service, causing people to be unable to interact with others. Additionally, online applications seem to be difficult for the employment pool.
- Populations are more diverse, both employees and customers.
- Community colleges need to provide training tailored to caring for all types of patients.
- The cost of education, which limits students' abilities to complete their studies and get a degree.

6. What are the three greatest technical skill weaknesses you see in your current entry-level employees?

- Employee computer literacy is poor and they don't have the knowledge and skills to use the technology that advanced manufacturing requires.
- Graduates of community college need to come "work ready" with all the technical skills in place.
- We need quality candidates--ones who have a good educational foundation, strong work ethic, basic reading, writing and math skills, and the soft skills needed to be successful.
- Technology skills aren't quite where they need to be.

7. What are the three greatest non-technical skill weaknesses you see in your current entry-level employees?

- Many employees have a lack of basic "people" skills: basic customer service, the belief that patients come first, communications skills, and the ability to work in teams.
- Employees need to be better listeners, more compassionate, friendlier, and gentler with patients and their colleagues.
- A number of "soft" skills are prerequisites in our industry, including a sense of urgency and responsibility, real-world experiences, problem solving, decision-making, critical thinking, and basic math and writing skills.



- Employees' attitudes are too casual, and it shows in their appearance, timeliness, general work ethic, and interactions with others.

8. What are the ways that your employees acquire additional/new skill sets?

- Continuing education, seminars, workshops/seminars, continuing education.
- On the job training.
- Shared employees/cross training.
- Training manuals.
- Webinars.

9. Thinking about your company as a whole, in what areas, if any, do you expect to increase hiring in the next 12 to 24 months?

- There will continue to be much hiring at all levels as the demand for healthcare continues to grow.
- Home health jobs will be the biggest growth.
- Technical support positions will increase.

10. What areas of engagement/reliance have you had with the community college and/or Commission in the past?

- Hiring graduates of my local community college.
- Community colleges have placed students in our facilities for clinicals.

11. What do see the primary role of the Commission to be?

- Commission needs to be a mega phone and focus on advocacy with all key stakeholders (high schools, politicians, and corporations for example).
- The Commission should also be focused on government funding and advocate with government officials to build the case for support of community college.

Advanced Manufacturing

I. What are the "top" three challenges facing the State's advanced manufacturing industry over the next five years?

- Forum participants indicated that recruitment of qualified labor/line-level, skilled technicians, and supervisors can be a major challenge. A number of participants suggested that the roles, tasks, and skill-set requirements of employees are



evolving as new advanced equipment and technology is adopted and efficiency practices are incorporated.

- Many of the participants indicated that meeting the challenge of replacing the retiring, aging, baby-boomer workforce as a major concern.
- Overcoming students' inadequate academic preparation for Advanced Manufacturing (AM) study. Students interested in pursuing an AM career often begin their 2-year study with too little preparation in mathematics, reasoning, and critical thinking to succeed. Extra coursework is required for remediation, which lengthens the time for earning a degree. As a result, students become discouraged from pursuing an AM career.
- Recruiting and retaining students in AM education. Outreach to aspiring students to pursue an AM career and then helping them overcome barriers along the way is a significant challenge. Transfer and articulation policies and practices are frequently mentioned barriers to retention in AM education that, when combined with this economic turndown, where students are not taking a full course load, further lengthens time-to-degree and increases student attrition.
- Creating and sustaining effective partnerships between 2-year and 4-year institutions. Although individual 2-year and 4-year institutions have forged some effective AM education partnerships, these partnerships are not recognized as important on a broad scale. In particular, 4-year institutions need to have a greater appreciation for the AM education.
- Partnerships are needed to address such issues as curriculum and other program alignment issues, getting staff and faculty at both institutions on board with student needs and program requirements.
- Aligning AM education with workforce demands and priorities. The academic and corporate agendas for AM education and careers are not always well aligned. As a result, institutions may spend precious resources building AM education programs and pathways that do not lead students to successful AM careers.
- There is a need to reduce annual voluntary turnover rate for manufacturing professionals who are in the first three years of practice.
- A continuing focus on the alignment of local manufacturing industry employee training needs with workforce development solutions that have provided high quality, cost effective training and course customization.
- It's difficult to find skilled workers, and that makes it important for community colleges to be accessible to people – whether they be students or the current workforce. The colleges need to provide specific task training that will be performed in advanced manufacturing work places.
- Meeting the demand of the market place in terms of the qualified labor force will continue to be a challenge due to retirements, turnover demographics and



workers' attitudes/expectations. It's difficult to find qualified employees and then harder to keep them. There is a log of competition for qualified workers, and good workers often leave for a better offer.

- There is an inadequate supply of qualified workers that possess technical and “soft” skills. Many employees come to work unprepared to work. They frequently miss work, are late often can't pass a drug test. It might be helpful to have a mentoring program for students, to prepare them for the work world.
- Potential employees lack the most basic skills and education. They come to the workforce without the basic reading, writing and math skills necessary for them to be successful and to advance in their careers.
- Technology is changing so quickly it's difficult for businesses to keep up with it. And it's difficult to find employees with the technology skills to work in today's technologically advanced manufacturing environment.

4. How do you see your business expanding in the region over the next three years?

- Manufacturing will increase at a double-digit rate. Manufacturing sites are expanding and new manufacturers are moving in.
- Baby boomers are affecting employment in major ways. They are retiring in huge numbers every year, which is creating employment opportunities.
- The oil and gas industry is expanding rapidly. This is driving increased need for skilled workers in extraction equipment repair and service. Universal skills are critical. Incumbent training is vitally important, to train the workforce for this relatively new field. Temp services are increasing to meet the demand.

5. What are the top three occupational areas in which the advanced manufacturing industry is facing the most severe employee shortages?

- There are shortages across all areas and levels.
- In particular we have a tough time filling the following positions: PLC/DCS, basic and advanced electronics, welding, pipe fitting, PLC programming, machining, and hydraulics.
- Forum participants indicated a shortage of qualified technical skilled employees the region's top challenge including industrial maintenance, welders, troubleshooting, quality standards, knowledge of environment standards, and robotics. Participants also indicated growing recruitment competition and employee retention as top concerns with the area's employment climate—“job hopping.”



- Many participants indicated that they have recently increased wages and benefits to attract engineer and technician employees. Participants voiced that they will likely have to expend resources to increase new employee orientation and training—and already conduct significant amounts of in-house training.
- A number of participants voiced that the manufacturing industry’s image of layoffs, outsourcing, and dirty jobs is a deterrent to attracting the next generation of employees. A few participants noted that “parents are misinformed” and K-12 advisors are “unaware” of career paths.
- Participants voiced that recruitment challenges for qualified (skilled and passing drug testing) entry-level line/labor employees have escalated. Furthermore, respondents indicated that they do not, or only somewhat, anticipate a large enough pool in the next three years. A few participants voiced a strong concern that they are being forced to consider lowering their long-standing employment standards to capture employees.
- The majority of participants indicated that they do not, or only somewhat anticipate having a large enough pool of qualified technically skilled candidates from which to draw employees. Participants also indicated they do not anticipate having a large enough pool of qualified candidates from which to draw employees in the next three years. Participants suggested that the age wave of retiring technically skilled workers is now starting to hit.
- Participants indicated that industrial maintenance, welding, HVAC, electricians, electronics, robotics, and mechanic employees continue to be difficult to recruit. A number of participants suggested that recruiting technically skilled employees is getting increasingly competitive. Participants added that the incorrect perception of lack of career advancement opportunities has steered people away from the occupation. A number of participants suggested that they are competing with organizations in other regions of the State for skilled technicians.
- A number of participants noted the need for the colleges and industry to partner to grow talented and skilled workers.

6. What do you believe are potential reasons for the skills shortage in your industry?

- Employees frequently lack basic life- and people- skills: communication, team work, customer service, and people skills.
- Technology has affected employees greatly. It has caused people to be introverts, unable to interact with others. Additionally, online applications have dramatically decreased applications due to process.
- Populations are more diverse, both employees and customers.
- The cost of education, which limits students’ ability to complete their studies and get a degree.



7. What are the three greatest technical skill weaknesses you see in your current entry-level employees?

- Employees come to us without the necessary electrical knowledge. We really need our employees to have at least basic electrical knowledge and skills. Some need more advanced electrical skills.
- We often can't fill positions for PLC and DCS, welding, pipe-fitting, machining, and hydraulics.
- Employee computer literacy is poor and they don't have the knowledge and skills to use the technology that advanced manufacturing requires.
- We need quality candidates: ones who have a good educational foundation, strong work ethic, basic reading, writing and math skills, and the soft skills needed to be successful.
- New employees lack safety awareness and a general safety aptitude.
- Older and incumbent workers lack educational vs. technical, adaptability and transactional skills.

8. What are the three greatest non-technical skill weaknesses you see in your current entry-level employees?

- A number of "soft" skills are prerequisites in our industry, including a sense of urgency and responsibility, real-world experiences, problem solving, decision-making, critical thinking, and basic math and writing skills.
- Many employees have a lack of basic "people" skills: basic customer service, communications skills, ability to create relationships, and work in teams.
- Employees aren't work-ready: they have a poor work ethic, are too casual at work, don't take ownership of their work, are undisciplined, and lack accountability.

9. What are the ways that your employees acquire additional/new skill sets?

- Continuing education, seminars, and workshops/seminars.
- On the job training.

10. Thinking about your company as a whole, in what areas, if any, do you expect to increase hiring in the next 12 to 24 months?

- There will continue to be hiring at all levels as advanced manufacturing continues to expand.



- There will be continuous, aggressive recruiting for the positions we have a hard time filling: PLC and DCS, welding, pipe fitting, machining, and hydraulics.

11. What areas of engagement/reliance have you had with the community college/Commission in the past?

- We send incumbent workers to our community college for training that is customized and also for Mechatronics.
- Hiring graduates of my local community college.
- Tailoring curriculum to my company's needs.
- Co-op/internships.
- We have partnered on programs that led to grant funding.

12. What do see the primary role of the Commission to be?

- Commission needs to be the central point of contact on a statewide basis.
- The Commission should also be focused on marketing the benefits of a community college education.
- The Commission should increase its strategies to make constituencies awareness of the ROI and benefits realized by all community colleges.
- The Commission should become engaged with K-12 systems to advance the enrollments of manufacturing fields.

13. In the future, how can the community college/Commission better serve your company/industry?

- Additionally, participants identified the need to formally document the technician occupational labor pool needs of the regional employers. The industry and colleges could then collaborate to build a plan to increase the number of skilled industrial technicians in the labor pool.
- Participants suggest a supervisory-level training or certificate program focused on the unique challenges of the manufacturing industry should be viewed as a primary area for partnering to improve the industry.
- It was recommended that the colleges should teach young people to work for a purpose and do not expect an entitlement.
- It was recommended that the colleges should continue to be very responsive and engaged with the corporate community.
- Participants agreed on the need to continue new methods and non-traditional solutions, including the development of a K-12 and adult-learner career pathway



- efforts to build awareness of all opportunities in manufacturing (line/labor-level, technician, engineering). There is a need to “reach down” further into the K-12 setting to initiate orientation of occupational career fields.
- Community colleges should create specialized training for companies and businesses and bring it to the workplace.
 - Community colleges should provide career pathways, with stackable credentials leading to certifications.
 - Community colleges should create better websites that are easier to navigate and contain better information about classes, programs and degrees.

Proposed Courses of Action

Pennsylvania’s community colleges play a vital role in assisting business and industry in developing and maintaining a highly trained workforce in a globally competitive market by offering career-technical programs leading to nationally recognized certifications, credentials and/or degrees. An effective workforce program is vital to the economic prosperity of the region and will ensure a trained workforce for new and existing industries in today’s competitive environment and fulfill the ever-changing technological needs of a global economy.

Pennsylvania’s community colleges offer an array of workforce development and career training programs. The colleges partner with area businesses to assess their needs and ensure that the curriculum being taught on campus transfers seamlessly to the workplace so that employees can begin work immediately. The colleges also offer services to individuals looking to upgrade their skills through retraining.

The workforce development options the community colleges offer will:

- Give Pennsylvania workers the knowledge and skills they need to succeed in the workforce.
- Strengthen Pennsylvania’s economy and workforce as a whole.
- Strengthen Pennsylvania’s local communities and local economies by providing citizens the tools they need to enter or reenter the workforce.
- Use the most current technologies and training techniques to assist those who are unemployed find work.

Success in responding to changing demands for hospitality and tourism; healthcare; and advanced manufacturing will depend on the State’s community colleges. The colleges have been the State’s leaders in supporting its rural and urban communities, and specifically the industrial sectors detailed above. It is critical to maintain partnerships



with business and community leaders, in order to identify and capitalize on new opportunities in those industries as well as others.

The proposed courses of action are intended to promote corporate-college-community partnerships designed to overcome workforce-related challenges by enhancing linkages between the community colleges and their local industries. The proposed recommendations focus on implementation of specific strategies and tactics for ensuring processes and mechanisms are available to transform the under-employed and under-educated into a skilled workforce for Pennsylvania.

Action 1 - Access

Pennsylvania's community colleges should promote access to higher education programming to students as a means of affording the necessary supply of future qualified workers for the hospitality/tourism, health, and advanced manufacturing career fields. Emphasis should be directed to maintaining and securing financial support programs for students. Further, academic enrichment opportunities for high school students should be expanded as a means of identifying, engaging, and educating high achieving students and orienting them to hospitality/tourism, healthcare and advanced manufacturing career opportunities.

Action 2 - Career Advising and Counseling

Pennsylvania's community colleges should encourage more engagement among secondary schools and nearby colleges – for example: articulation agreements and improved career counseling. Improved career counseling will allow employees to be placed in local high schools to help students define and achieve their educational and career aspirations. This environment would enable students to pursue higher levels of education in a more efficient and affordable manner.

Action 3 - Remediation and Retention

Pennsylvania's community colleges should create solutions to student academic under-preparedness through enhancement of academic and workforce skills achievement. Specifically, the colleges should focus on:

- Initiatives to promote student success including those that assess and develop program readiness requirements beyond basic math, science, and writing skills to be completed prior to starting core occupational courses.



- Development of remedial courses that would include communication, writing, and math calculations with a unique occupational focus.
- Collaboration with student development programs to develop support structures for “at-risk” students applying for or enrolled in occupational programs.
- Utilization of “early alert systems” and development of processes for feedback on and follow-up with identified “at-risk” students and other special student populations such as foster youth.
- Revision and implementation of program orientation, faculty advising systems and first-alert systems.
- Development of consistent and comparable expectations of student performance in classroom, lab, and co-op and internship experiences.
- Implementation of consistent assessment and remediation strategies through the hospitality/tourism, healthcare, and advanced manufacturing occupational programs.
- Examination of attrition levels of students in hospitality/tourism, healthcare, advanced manufacturing, and other curricular-related programs.

Action 4 - Corporate Training

Pennsylvania’s community colleges should continue to assess the diverse needs of the corporate community’s workforce to identify potential areas of employee skills gaps. Upon completion of skills gap assessments, customized training and life-long learning content areas should be developed and marketed to all entities within the hospitality/tourism, healthcare, and advanced manufacturing fields. Specific non-credit offerings should be made available and effectively marketed to the area’s human resource officers and via the colleges’ advisory boards.

Action 5 - Soft Skills Development

Pennsylvania’s community colleges should provide significant emphasis on the promotion of life skills for potential students, existing students, and employees within the current workforce. These important skill improvement areas would include: teamwork, workplace professionalism, problem solving, critical thinking, and quality control. Research also identified written, oral and listening communication skills and internal and external customer service as training areas needed to assist employees in becoming more effective in their jobs.



Conclusion

In an increasingly competitive economy, Pennsylvania's economic strength depends upon the education and skills of its current and future workforce. In the coming years, jobs requiring at least an associate's degree are projected to grow twice as fast as those requiring no college experience. Workers seeking to succeed in acquiring and retaining high-wage occupations will increasingly become reliant upon Pennsylvania's community colleges. The colleges should work with business, labor, and government in their respective communities to create tailored education and training programs to meet employers' needs and give students the skills required to obtain good jobs, earn family-sustaining wages, and advance along a career pathway.

The collective goal of Pennsylvania's community colleges is to develop an educated, prosperous population by providing an affordable pathway to help citizens of any walk or stage of life succeed through quality education and training. Pennsylvania's community colleges keep the local workforce on the cutting edge, accelerate economic development, and enhance quality of life.

However, as Pennsylvania's community colleges look to the future, they must also be conscious of the challenges they face: an aging workforce; increasing government regulations; inflation outpacing wages; rapid changes in innovation, technology and equipment needs; and the need for continuous and aggressive employee retraining.

Proactive solutions are required. The benefits of these proposed initiatives will result in the following:

- A pipeline of students interested in hospitality and tourism, healthcare, and advanced manufacturing careers coming from local secondary schools to the community colleges will be established and maintained;
- Availability of localized incumbent customized training will result in better educated hospitality and tourism, healthcare, and advanced manufacturing employees who will enjoy better work-related options and the opportunity to be contributors to their employers and communities;
- People better prepared with properly aligned hospitality and tourism, healthcare, and advanced manufacturing occupational skills will elevate the quality of services to end-use customers, as well as operational performance measures of



- hospitality & tourism, healthcare, and advanced manufacturing employers and the general quality of Pennsylvania's workforce;
- Hospitality and tourism, healthcare, and advanced manufacturing employers will have lower recruitment-related expenditures and shorter timelines in finding qualified people to meet workforce needs;
 - Communities will experience the benefit of access to high quality hospitality and tourism, healthcare, and advanced manufacturing;
 - New public-private partnerships will be established, creating a model for improving educational attainment levels in a systematic and sustainable manner; and
 - The workplace environment will be enhanced through the emergence of a continuous supply of qualified and dedicated paraprofessionals within the hospitality and tourism, healthcare, and advanced manufacturing fields.

The enduring legacy of Pennsylvania's community colleges is their commitment to enhancing the quality of life, workforce, and economic development for their respective communities, and collectively, the State. Yet, they can fulfill this legacy only if students enroll, achieve their college goals, and successfully enter into careers that are vital for the community, are personally meaningful and industry driven.

Pennsylvania's community colleges represent the highest caliber of this dual commitment to both the student and the communities they serve. It is vital to continue to engage local stakeholders in meaningful dialogues – particularly during challenging economic times – to ensure that programs, initiatives, partnerships, and expenditures are targeted efficiently and effectively.



PA COMMISSION FOR COMMUNITY COLLEGES - 14 MEMBER COLLEGES



COMMUNITY COLLEGE OF
ALLEGHENY COUNTY

Community College of Allegheny County
Dr. Quintin Bullock, President



Community College of Beaver County
Dr. Christopher Reber, President



Bucks County Community College
Dr. Stephanie Shanblatt, President



Butler County Community College
Dr. Nicholas Neupauer, President



Delaware County Community College
Dr. Jerome Parker, President



HACC, Central Pennsylvania's Community College
Dr. John J. Sygielski, President



Lehigh Carbon Community College
Dr. Ann Bieber, President



Luzerne County Community College
Mr. Thomas Leary, President



Montgomery County Community College
Dr. Karen Stout, President



Northampton Community College
Dr. Mark Erickson, President



Pennsylvania Highlands Community College
Dr. Walter Asonevich, President



Community College of Philadelphia
Dr. Donald Generals, President



Reading Area Community College
Dr. Anna Weitz, President



Westmoreland County Community College
Dr. Tuesday Stanley, President