DIVISION OF CONTINUING EDUCATION

STRATEGIC ACADEMIC PLAN

2004-2007
INTRODUCTION

The Division of Continuing Education is a self-sustaining department housed within the Academic Services Division of Finger Lakes Community College. The Division of CE is focused on responding to the skills training needs of the region; providing for vocational training, personal and social development; the offering of some licensure offerings and enrichment activities; supporting dual credit offerings; conducting a non-credit summer remedial program for high school students for the region; and, various adjunct faculty assignments. Currently, it is a diverse assortment of credit and non-credit offerings. By its nature, it is hard to define.

Recently, the Division of Continuing Education has witnessed significant reductions in State aid funding streams. These changes will mean that many of its current programs will have to be eliminated or restructured in order to make the Division viable.

From its research, the Division has come to support the Ontario County Office of Economic Development/Industrial Development Agency’s premise that “technology-led development can only happen when you have access to world-class research, top talent, and sophisticated venture capital.” And, this is a critical mission that the College community must address.

The Division now believes a three-pronged academic approach to restructuring can foster a culture of entrepreneurship, build a world-class workforce and provide a community of enrichment opportunities that will uplift the social climate within the Finger Lakes area. This will be accomplished through a well-conceived program of economic development, including a Small Business Development Center (SBDC) and a proposed Micro-enterprise Center with OC/IDA; plus a broad scope of workforce and managerial training offerings, both structured and contextualized; complemented by a full range of personal enrichment offerings (FLCC was recently ranked 2nd in the SUNY community college system for non-credit market penetration).

The CE Academic Plan includes an analysis of current economic conditions facing the Division; reviews the Division’s strengths, weakness, threats and opportunities; and, lays out goals and objectives for the Division for the next three years. This plan also enables the Division opportunities to react to other College Department’s & Division’s Academic Plans to provide supportive responses to their goals and objectives.
VISION, MISSION, VALUES

VISION STATEMENT
Create the means by which individuals and businesses can achieve success.

MISSION STATEMENT

Previous Mission Statement
To develop responsive, quality skills training for today’s workforce and provide enrichment activities to meet the individual citizen’s needs.

Revised Mission Statement (8/2004)
Regional economic development through professional education, workforce training and cultural enrichment.

VALUES STATEMENT
While serving our customers and conducting our business, the Division of CE hold the following values to be important and the driving forces for our operations.

- Continuous Learning – We believe continuous learning opportunities are essential for enriching the personal, professional, and cultural lives of the citizens of the Finger Lakes Region.

- Teamwork – We believe that in today’s complex work environment success requires collaboration and cooperation among co-workers. We believe in open and free communication among the staff.

- Quality Service – We believe that delivering quality service to our customers in a friendly, flexible, and focused manner is essential to our success.

- Partnerships – We believe that collaboration and cooperation, both within and outside our College, is essential to the success of our organization and our mission.

- Professionalism – We are committed to providing a respectful work environment that will encourage our staff to develop to their fullest potential through opportunities for continuous learning and leadership in an ethical, principled environment.
STAFF

- Donald C. Friday, Dean, Continuing Education
- Carol Ann Joki, Institute Manager
- Vacant, SBDC Business Advisor
- Susan Durand, Support Staff
- Lidia Irizarry, Support Staff
- Patty VanTroost, Support Staff
- Richard Joki, Director Community Education
- Connie Trainor, Support Staff
- Vacant, Support Staff
- Brenda Marshall, Support Staff
- Kathleen Guy, Bridge Director
- Vacant, Bridge Associate Director
- Kathy Constantino, Support Staff
ENVIRONMENTAL SCAN

The Division of Continuing Education must respond to the economic environmental conditions of the Region, State, and Nation. The programs offered by the Division are heavily dependent upon these economic conditions. Therefore, in order to begin this plan, an environmental scan was necessary, including an assessment of the economic climate and a SWOT analysis of the Division. A future activity, resulting from some activities contained within our objectives and strategies will be a team asset mapping process. Much of the data used for this report comes from the Finger Lakes Workforce Investment Board (FLWIB), the Ontario County Office of Economic Development/IDA (OCOED/IDA) Economic Development Strategy, presentations by the Department of Labor and futurist Ed Barlow, and experiences and general readings of the CE Directors, the Dean of Continuing Education, and others. They are enumerated at the end of this document.

ECONOMIC CLIMATE

EMPLOYMENT MARKET TURBULENCE
- The manufacturing base of the Finger Lakes Area continues to decentralize. Larger companies are being replaced with smaller, nimbler companies.
  - It is estimated that, by 2010, 15% of US unemployment will be in large organizations, 35% in medium/small organizations, and 50% will be self-employed or home based.
  - The unemployment in the region is at a high point. While the region once enjoyed an unemployment rate of around 4%, it has risen to a four-county average of 7.3% during the recent recession (February 2004, DOL statistics).
  - Nationally, the unemployment rate will fall from 6% in 2003 to 5.4% in 2004, and 4.8% by 2005.
  - New, growing industries have an industrial wage average of $35,410 replacing existing larger industries’ wage average of $44,570.
  - As large companies downsize, many small companies now provide employment for those laid-off. Thus, a move in employment emphasis from big employers to small and medium employers. Two occurrences have taken place with this transition. First, there has been a reduction in median income for those who once worked in large companies and now work in small companies. Second, since the economic downturn, small and medium sized businesses have more difficulty weathering a recession.
  - There is a large education marketplace in the region.
    - Many school districts will be required to develop teachers and aides through the “No Child Left Behind” Act legislation.
    - School districts are expected to be under-funded this year (2004) and for years to follow due to the State budget situation.
The education sector will experience a shortage of teachers through retirements and attrition.

Summer School Remediation remains a strong program at FLCC.

LABOR MOVEMENT

- Nationally, the US economy is expected to grow 5.1% in 2004 and is predicted to slow to a moderate 3.9% in 2005 with 3.1 million jobs added.
  - Fifty years ago (1954), a third of US workers were in factories; today, that ratio is 1 in 10.
  - While manufacturing employment has decreased, the percentage of people who work in the service sector, including government, education, and business, is on the rise. The economic impact of this transition is a reduction in median income.
  - In this four-county area, one in five employees are employed in government work.
  - Wayne County is home to almost 50,000 workers; of those, 48% drive to jobs outside the county.
  - By 2005, out of 100 people age 65, 41% will still be working and 54% (over half) will be broke. Seniors will be looking to perform “project work” rather than hold a steady job.
  - There continues to be a loss of people prepared to work in the skilled trades areas, particularly in the construction industry which is expected to remain viable, but may not grow due to shortages in skilled workers. Additionally, technology continues to develop thus increasing the skill gap of people in the region.

SIZE OF WORKFORCE

- Overall, the four county (Ontario, Seneca, Wayne, and Yates) area population is constant in numbers, but the population is aging – thereby, diminishing the actual workforce.
  - The number of high school graduates, while growing at a four-county average rate of 4.3% from 2004 to 2009, is less than half the state average of 9.4%. A smaller workforce is expected to be exacerbated as a significant number of these young employees move out of the area.

FUNDING

- Funding to offset the cost of training employees is declining (state-aid and grants). Most grant funds are allocated through the Workforce Investment Act and targeted toward placement of the unemployed into jobs.
  - Recent FLWIB surveys indicate that in-house training is preferred by 97% of the responding local industries. External training is losing support in a “bottom-line” oriented company.
  - The overall cost of doing business in New York State is increasing. Recent NYS Budget concerns and an anticipated state and/or local tax increase is expected.
Spending per public school student in New York was 39% more than the national average.

WORKFORCE SKILLS
- Nationally, employers estimate 39% of the current workforce and 26% of new hires have basic skill deficiencies. 75% of the American workforce will need to be retrained merely to retain their jobs.
  - There is a large healthcare sector in the region and the healthcare employment picture is strong. The healthcare sector continues to have a high need for well-trained health care employees.

WORKER WEALTH
- The per capita income is much less that the state average of $23,389: Ontario - $21,533, Seneca - $17,630, Wayne - $19,258 and Yates - $16,781.
  - Astoundingly, 30 million Americans (1 in every 4 workers) are employed in jobs that pay poverty wages, provide minimal or no benefits, and allow little flexibility and time to care for their children. “America’s basic promise – that if you work hard, you and your family can live decently – has been broken.”
  - In New York State, local taxes are 72% above the national average; and, NY’s $7,646 pay-out for Medicare was nearly twice the national average and 20% above the closest competitor state. New Yorkers’ feel taxed to death.
  - Many baby boomers who have retired are not looking for a second profession choosing instead to retire full-time and live off their pensions.

LOCAL DRIVERS
- The Finger Lakes Workforce Investment Board and the four county Economic Development Office/Industrial Development Agencies (IDA) are becoming established as the leading marketing and economic development forces in the Finger Lakes area.
  - The recent creation of the Infotonics Center for Excellence promises to bring economic development dollars, venture capital, and intellectual property to the region through research and development of new products and businesses.
  - There has been an increase in entrepreneurialism; wineries, tourism, and small business enterprises have grown in numbers.
  - The Finger Lakes region may offer a beauty and a quality-of-life to newcomers that may be unappreciated by life-long residents.
  - Over 20 million people visit the Finger Lakes region with spending by overnight leisure visitors adding over $2 billion annually to the economy. Most of these visitors come from a 4-5 hour driving distance and are spending more time in the region (34% spend 4 or more nights in 2003, up from 28% in 2001).
  - The five primary reasons for trips to the FL region are: - winery tours, - romantic getaways, - general relaxation, - festivals, and – stopovers as part of a longer trip.
  - Since 2002, several Empire zones have been established in the region by New York State.
A new train stop is being planned in Lyons making rail commuting to Albany and NYC a viable option.

The Greater Rochester Region has resources that are attractive to companies and with good marketing efforts could attract new businesses to the region.

Ontario County’s economic development strategy focuses on the technological worker.

Locally, there has been a push to get youth interested in technology as part of the economic future of the region. To develop a high tech economy, we need a workforce capable of participating in it. We must get youth interested in technical careers early in their education.

The Ontario County Airport is adding new landing strips which have the possibility to spur growth in the area.

LOCAL GAPS

- There is a huge gap between the City of Geneva and other county villages and towns in regard to ethnicity, income levels, unemployment levels, poverty levels, etc. These differences should be accounted for in future program planning sessions.
- There are no corporate headquarters located in the Finger Lakes area. That phenomenon often eliminates corporate citizenship or attachment to a region.

SWOT ANALYSIS

STRENGTHS

- Finger Lakes Community College added a Small Business Development Center in December 2003 and expects to partner with the Ontario County Office of Economic Development in a Microenterprise Grant through the Governor’s Office for Small Cities.
- The Continuing Education Division is strong and well skilled in the training services.
- The College houses the local cable educational channel and currently co-sponsors a talk show, “Making Connections,” with the FLWIB; the show promotes economic and workforce development and provides an excellent venue to get our message to the public.
- The Continuing Education Division is adept at finding and utilizing grant funds for training; the division is well networked with funding providers and others in the training community.
- The College and the Continuing Education Division are respected by the community and businesses.
- The Continuing Education Division, housed at the Institute for Workforce Development building, is well situated for high customer visibility and ease of access.
- FLCC has over a 35 year history of providing training and education to the community. The Continuing Education Division can take advantage of that history and reputation.
• The Continuing Education Division works hard to maintain its knowledge of current trends, certifications, etc. within the industrial training community, in order to help customers make informed decisions about the training services and requirements. The division has won statewide awards in workforce and community education program development.
• The College offers a wide variety of cultural events and sponsors the Finger Lakes Performing Arts Center.
• The CE Division administers a Bridge grant that offers vocational and job skills to disadvantaged portions of our population.
• The entire Continuing Education Division is customer-service oriented.
• Through various College departments, the Continuing Education Division has access to state-of-the-art facilities for training and computer testing.
• The Continuing Education Division is flexible in programming (contract, customized, and open enrollment) and responds to market needs.
• The Continuing Education Division has developed creative programming to respond to customer scheduling needs.
• The Continuing Education Division hires quality instructors for training. The division keeps costs low by outsourcing training rather than employing full-time training instructors.
• The Continuing Education Division has the ability to partner when advantageous and manages those relationships very well.
• The non-credit course publication, the Smart Choice, provides the Continuing Education Division with excellent exposure and growing identity.
• The academic departments continue to have a trust and comfort level in the Continuing Education Office and its directors.
• Programs and courses are mobile and the division operates under a philosophy that we can train anywhere.
• There is a dedication of all members of the division to uphold academic standards for any program we offer.
• The employment within the division has been stable with little recent turnover.
• Internal partnerships are growing and College departments are looking to collaborate with the Continuing Education Division to develop programs and seminars.
• The ability to print materials in-house saves a great deal of money.
• The Smart Choice, our tri-annual promotional publication, is accessible on the Web.
• On-line credit and non-credit courses are offered through the College and SUNY Learning Network (SLN).
• FLCC has a strong personal enrichment program compared to other SUNY Community Colleges.
• The Continuing Education Division does target mailings to business and industry participants.
WEAKNESSES

- The Continuing Education Division is late getting into some training and programming development due to previous programmatic success in the area of vocational training and partnerships.
- There is a lack of commitment by area businesses to pay higher salaries and invest in the professional development of workforce employees. Local businesses’ training dollars primarily go to in-house staff skills development (97% of all training dollars.)
- The College lacks knowledge of and commitment to agri-business training.
- The division is very busy serving customers and lacks time to accomplish non-program specific tasks (i.e. marketing, planning, quality control, staff cross training, etc.)
- There is limited understanding within the College administration of the need for and value of workforce and economic development.
- The Continuing Education Division does not communicate as effectively as it should with other College departments/divisions resulting in occasional confusion and adding to a forced sense of independence.
- The Continuing Education Division offers training at a very reasonable cost to the customer leading to possible false expectations of pricing and quality of programming. Overall, the administrative overhead for the training programs is low, which labels our position in the marketplace.
- College cultural events are not coordinated or centrally promoted.
- There is a lack of staff cross-training. For the most part, Program Directors and their staff act as independent agents with specific assignments.
- The Continuing Education operations are consistent with the mission of the College but are seen as a beta operation by the administration and are not fully integrated into the College.
- There is little understanding in the College as a whole of how to apply a “global” marketing approach. The efforts have been too piecemeal to date.
- There is not a strong sense of the positioning of Continuing Education over other training providers in the area.
- The Continuing Education Division has turned over a large chunk of business to the Wayne Finger Lakes BOCES because of SUNY state funding cutbacks and changes.
- There is confusion on how to approach “globalization” in the Finger Lakes region.
- While the relationship between Continuing Education and many administrative offices at FLCC is strong, some existing processes are still cumbersome. The division spends too much time “firefighting” rather than developing programs; i.e. registration, financial aid and bursar operations.
- Space at the College has become limited and less flexible to accommodate the needs of the Continuing Education Division and its customers.
- The Continuing Education Division has had no presence at any regional conventions for economic development, small business, etc.
- There has been a significant change in the State funding streams and rules for training dollars. Therefore, the College cannot access state aid as well as we once did.
- Our delivery of programs is weak in areas that we anticipate to be growing markets: Healthcare and Education.
• The physical configuration of the Continuing Education Office is negative; it is too crowded and not business-like.
• The Institute lacks a large, high-quality training space.
• Avocational/personal enrichment programs need to be stand alone and are often too time and staff consuming.
• Systems within the Continuing Education Division (Institute) are not automated.
• The Institute sales database is not current.
• Non-credit offerings at the College do not have on-line registration.

OPPORTUNITIES
• There is a growing entrepreneurial market that the Continuing Education Division should target and develop specialized training for through its SBDC and Microenterprise programs.
• The Continuing Education Division has the ability (similar to other SUNY community colleges), through the College to offer customers credit and non-credit programs based on their needs and the level of the curricula. (value-added)
• Opportunities exist in information technology certifications that the College can excel in to take advantage of this growing market.
• The College could focus energies on specific profession training:
  o Certifications and licensure
  o Certified Nurse Assistant (CNA)
  o Human Resources (HR) and Masters in Social Work (MSW)
  o Education - Teachers Assistants
• The Continuing Education Division is positioned to be more informed about and a leader for the Infotonics Center educational programs and initiatives.
• The Dean of Continuing Education could and should be out more often representing the College in the workforce and economic development communities (WIB and OC/IDA).
• The Continuing Education Division could expand its partnerships with professional societies to offer training for their members.
• The College has the ability to demonstrate leadership in the economic development climate of the Finger Lakes Region and highlight its talented faculty.
• The Continuing Education Division could offer more programs targeted toward individuals looking to prepare for a (second) career through entrepreneurial and small business ownership; examples: baby boomers, downsized employees, and students.
• Our respected Bridge Program is achieving and exceeding targeted production goals and opportunities exist to expand into other similar areas.
• The Continuing Education Division could become more familiar with the Workforce Investment Act (WIA) legislation to take advantage of changes that may happen with the pending WIA reauthorization.
• The Continuing Education Division must continue to work on methods to address the needs of the small- and medium-size business market.
• For marketing purposes, the Continuing Education Division could develop sub-divisions for the operation of more “community” focused licensure programming.
• The Continuing Education Division and College can develop certificates that combine credit and non-credit programming. This effort is an excellent marketing technique and a means to develop partnerships with targeted industries and services.
• The Continuing Education Division could cultivate an external knowledge base for advisement and support, i.e., an advisory board.
• The Continuing Education Division could be an entry way for access to regional programs and cultural activities, though it does not need to be the sponsor of the activities.
• The Continuing Education Division could develop a plan to market contract credit courses as a programmatic approach to developing the workforce.
• The Continuing Education Division could develop a marketing strategy for repeat contract training that increases market penetration.
• The Continuing Education Division could explore articulations between non-credit and credit programs.
• The Continuing Education Division staff could further develop their skills in grant writing and look to unique funding streams for important community service programs that have lost state aid.
• The Continuing Education Division could and should review its pricing methods.
• The Continuing Education Division could explore working with other counties for SBDC funding support.

THREATS

• Workforce and Economic Development represent a mission increase for community colleges. It is often confused with an unfunded mandate.
• An increase in tuition or program costs may affect credit and non-credit offerings.
• The State budget has limited economic development funds for training and eliminated other training and education initiatives.
• The labor market is shrinking.
• The competition is getting smarter (BOCES, consultants, etc.) and more aggressive in their marketing efforts.
• Educational institutions are not as easily able to get grant money on behalf of companies to train their employees. In some State grants applications, colleges are no longer allowed to assist companies in developing their proposal.
• National training companies continue to market strongly in the Finger Lakes region.
• Asynchronous learning has not prospered. Yet, there is still a national push for asynchronous learning training. The market is very difficult.
• The current economic climate is depressed and somewhat volatile. The future of the economy is uncertain at this time. This will directly affect the Continuing Education business.
• The tenuous international climate is causing some businesses to be very conservative in their spending and planning.
• As markets get tighter and the economy struggles to recover, there will be an even stronger emphasis on bottom line results for our customers and the College.
• The shift from larger companies to smaller companies and micro enterprises has diluted the training market.
• The economy has forced a reduction in training budgets at most companies.
• Department streamlining could threaten our response capability.
• Companies are providing training through internal training resources in an effort to control cash flow.
• The emerging economic vision for the Finger Lakes region and a clear statement of direction is still unclear.
• Without external funding, our newly formed SBDC will collapse.
• The new Academic Vice President has multiple priorities and an institutional learning curve. He will be hard pressed to promote Workforce and Economic Development over academic issues to the College administration in the near future.
• Funding for Workforce and Economic Development will be allocated by the sponsoring county as an increase in sponsor share and will not be recognizable as a separate item.
• Any programmatical change for the Continuing Education Division must be completed without any change in departmental funding. In fact, less funding is highly desirable.
• Monroe Community College is servicing Wayne County.
• “Time delay” is a threat to our change.
• The Continuing Education Division lacks quality training space.
• The Continuing Education Division lacks SBDC space.
• There is no quality room for non-credit to grow.
GOALS

1. SHIFT PROGRAM AND DEPARTMENTAL FOCUS TO: 1) WORLD-CLASS WORKFORCE PREPARATION, 2) ECONOMIC DEVELOPMENT, AND 3) PERSONAL-CULTURAL ADVANCEMENT.

2. PROVIDE QUALITY SERVICE THROUGH: 1) FOCUSED PROGRAM DELIVERY AND 2) IMPROVED CUSTOMER SERVICE AND RELATED FUNCTIONS.

3. PROVIDE LEADERSHIP IN REGIONAL ECONOMIC DEVELOPMENT ACTIVITIES, DIRECTIONS, AND INITIATIVES.
OBJECTIVES AND STRATEGIES

GOAL 1: SHIFT PROGRAM AND DEPARTMENTAL FOCUS TO: 1) WORLD-CLASS WORKFORCE PREPARATION, 2) ECONOMIC DEVELOPMENT, AND 3) PERSONAL-CULTURAL ADVANCEMENT.

a) Rewrite division mission and gain administrative support by September 1, 2004. (ID#3)
   1. Involve all academic units in workforce skills training, personal-cultural enrichment and economic development by September 1, 2005. (ID#27)
   2. Alter the reward system to provide more recognition for workforce skills training, personal-cultural enrichment and economic development by September 1, 2005. (ID#28)
   3. Restructure Continuing Education staff responsibilities, where necessary, to reflect revised CE mission by January 1, 2005. (ID#4)

b) Establish divisional advisory board with broad community and leadership representation by end of Spring 2005 term. (ID#5)

c) Champion economic and workforce development by co-sponsoring regional activities with workforce and economic development partners. (2 per year) (ID#35)
   1. Promote College cultural activities via the Smart Choice publication. (ID#87)
   2. Expand program content of “Making Connections” cable TV show (Fall 2005). (ID#16)

d) Continue to build and improve Bridge Program including expanded (if necessary) future funding. (ID#39)

e) Complete six divisional program reviews each budget year. (ID#21)
   1. Establish new workforce training offering targets by budget year 2006. (ID#43)
   2. Expand licensure offerings and certifications and promote licensure validation (1 per year). (ID#51)

f) Seek out new funding and marketing sources. (ID#18)
1. Design new licensure series of offerings by Fall 2005. (ID#17)

2. Collaborate with credit departments to offer non-credit learning experiences in credit classes and sequence offerings into a non-credit certificate program. (ID#33)
   b) Formalize Child Development Association (CDA) articulation agreements with social science department for non-credit learning experiences by Spring 2005. (ID#30)
   c) Explore options for allied health professions by Summer 2005. (ID#19)
   d) Secure three collaborative efforts with credit departments by Fall 2007. (ID#47)
   e) Promote collaboration with computer testing center and Math/CS Department by Spring 2005. (ID#20)

GOAL 2: PROVIDE QUALITY SERVICE THROUGH: 1) FOCUSED PROGRAM DELIVERY, AND 2) IMPROVED CUSTOMER SERVICE AND RELATED FUNCTIONS.

a) Conduct “facility-customer service” study by beginning Spring 2005 term. (ID#59)
   1. Conduct staff assessment (strengths, weakness and opportunities) by end of Spring 2005 term. (ID#60)
   2. Conduct staff function analysis for Team Assessment Mapping by Fall 2005 term. (ID#61)
   3. Provide cross-training to staff by Spring 2005. (ID#62)
   4. Create pricing schedule to increase margin and improve quality image by Spring 2005. (ID#64)
   5. Revise pricing structure by Fall, 2005. (ID#65)

b) Conduct cost-benefit analysis of all programs by Spring 2007. (ID#67)
1. Conduct cost-benefit analysis of all grants before submission (Fall 2004).  (ID#68)

2. Conduct three (3) reviews of programs for cost-benefit analysis by the end of Spring 2005 term. (ID#66)

3. Review class evaluation process and resultant activities (Fall 2005). (ID#69)

GOAL 3: PROVIDE LEADERSHIP IN REGIONAL ECONOMIC DEVELOPMENT ACTIVITIES, DIRECTIONS, AND INITIATIVES.

a) Secure funding and expansion of SBDC and Microenterprise by December 2004. (ID#75)

b) Fully promote SBDC and Microenterprise in Smart Choice by Spring 2005. (ID#76)

c) Conduct an assessment of potential area workforce training leaders, potential partners, and competitors. (Summer 2005). (ID#6)

d) Host orientation meetings for area economic development organizations. (2 per year beginning Spring 2005). (ID#78)

e) Expand our leadership participation within Finger Lakes Workforce Investment Board by serving on two committees per year. (Fall 2004) (ID#81)

f) Develop a process for partnership programs to expand. (one per year after Fall 2005) (ID#82)

g) Write at least three articles each year about training, culture, and economic development (annually). (ID#83)

h) Promote economic development and cultural activities within Smart Choice (Spring 2005). (ID#87)

i) Secure positions or roles in the Chamber of Commerce (Fall 2007). (ID#88)

j) Expect all academic units to contribute to the public service mission of the College: Alter the reward system to provide more recognition for service activities. (ID#90)
CONCLUSION

The changing environmental landscape of continuing education in the State of New York has shaped the mission and goals of the CE Division and will continue to do so into the future. The most recent reduction in SUNY categorical aid forced the division to cut its budget by over 50% or over $800,000 in 2003-04. All of these cuts were programmatic in nature and resulted in a three year average loss of over 30% of our enrollment and virtually all of our State aid – estimated at over $1.5 million in revenue annually to the College. Clearly, these programs were our profit leaders.

Adapting to this new environment is the Division’s and College’s challenge.

Michael Treacy and Fred Wiersema, authors of *The Discipline of Market Leader*, assert that companies achieve leadership positions by narrowing, not broadening their business focus. They identify three “value disciplines” that can serve as a basis for strategy: operational excellence, customer intimacy, and product leadership. In operational excellence, the objective is to lead in terms of price and convenience. For customer intimacy, the objective is long-term customer loyalty and long-term customer profitability. And, for product leadership, the objective is quick, state-of-the-art production of new offerings. Clearly, in subsidized public education, we have performed in a modified operational excellence format: moderate quality at great prices. In our new, unsubsidized environment, we must choose one of the three “value disciplines” and excel in this area. We believe that the new reality is conducive for a customer intimacy strategy.

In a related development, the Ontario County Office of Economic Development/Industrial Development Agency (OC/IDA) has chosen “The Market Polarization Model” to shape its strategic planning. “Simply put, products can compete on the basis of providing either high quality or low price,” the OC/IDA strategic plan states. Executive Director, Mike Manikowski and his board believes that, -if you don’t choose either a premium product or a low-cost product, you will lose out to these two extremes. In their case, the successful development of the Cornell Agriculture and Food Technology Park and the Center for Excellence in Infotonics has propelled the County into a position opting for the firmer: a “premium location” for technology development. Our alignment with this choice seems obvious and reinforces our choice in the “customer intimacy” strategy discipline.

CE Division’s three goals:

1- *Shift program and departmental focus to: a) world-class workforce preparation, b) economic development, and c) personal-cultural advance.*

2- *Provide quality service thorough: a) focused program delivery, and b) improved customer service & related functions.*

3- *Provide leadership in regional economic development activities, directions and initiatives.*
These goals meet the challenge of this changing environment and provide a clear, focused strategic vision for future programming. They also provide the added bonus of allowing us future adaptability to world-class workforce programming and quality customer service to improve regional economic development, as may be indicated by the Academic Plans of the other College’s departments and divisions. Our research indicates that this model allows us to prosper and adapt within our environment.
Information contained in this document was adapted from the following sources:


5. Central Connecticut State University, “Academic and Student Support Unit Strategic Plan,” (http://www.ccsu.edu/AcadAffairs/strategicplan/Enrollment.htm), (date unknown).


Continuing Education Three Year Plan 11/10/2004


### Division of Continuing Education

**Strategic Academic Plan 2004-2007**

#### CE Divisional Activities

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Start</th>
<th>End</th>
<th>Resource Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rewrite division mission, vision &amp; gain administrative support</td>
<td>23-Jun-04</td>
<td>1-Sep-04</td>
<td>VP, CE Dean &amp; Directors</td>
</tr>
<tr>
<td>2</td>
<td>Restructure Continuing Education staff responsibilities, where necessary, to reflect revised mission</td>
<td>1-Sep-04</td>
<td>30-May-05</td>
<td>CE Dean</td>
</tr>
<tr>
<td>3</td>
<td>Establish divisional advisory board with limited community &amp; leadership representative</td>
<td>1-Sep-04</td>
<td>25-Jan-05</td>
<td>CE Dean</td>
</tr>
<tr>
<td>4</td>
<td>Conduct an assessment of potential area workforce leaders, potential partners, and competitors.</td>
<td>1-Mar-05</td>
<td>1-May-05</td>
<td>CE Dean &amp; Dirs.</td>
</tr>
<tr>
<td>5</td>
<td>Promotion of cultural mission via Smart Choice</td>
<td>2-May-05</td>
<td>31-Sep-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>6</td>
<td>Expand program content of “Making Connections” TV series</td>
<td>3-Oct-05</td>
<td>31-Dec-05</td>
<td>Inst. Staff</td>
</tr>
<tr>
<td>7</td>
<td>Design new licensure series of offerings</td>
<td>30-May-05</td>
<td>1-Sep-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>8</td>
<td>Seek out new funding and marketing sources</td>
<td>1-Oct-04</td>
<td>30-Aug-07</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>9</td>
<td>Explore options for allied health professionals (CAN)</td>
<td>1-Jun-05</td>
<td>31-Aug-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>10</td>
<td>Promote collaboration with computer learning center and Math/CS Department</td>
<td>1-Mar-05</td>
<td>25-May-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>11</td>
<td>Conduct six divisional program reviews each budget year</td>
<td>1-Sep-05</td>
<td>1-Oct-07</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>12</td>
<td>Market future concept of contract credit for business and industry</td>
<td>1-Sep-04</td>
<td>2-Jul-07</td>
<td>CE Dirs.</td>
</tr>
</tbody>
</table>

#### Academic Departmental Activities

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Start</th>
<th>End</th>
<th>Resource Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Strive for academic units in workforce skills training, personal-cultural enrichment and economic development</td>
<td>3-Mar-06</td>
<td>31-Aug-07</td>
<td>VP &amp; CE Dean</td>
</tr>
<tr>
<td>14</td>
<td>After the reward system to provide more recognition for workforce skills training, personal-cultural enrichment and economic development</td>
<td>23-Jun-04</td>
<td>20-Jun-07</td>
<td>VP</td>
</tr>
<tr>
<td>15</td>
<td>Determine appropriate affiliations to social science department for non-credit learning experiences</td>
<td>1-Sep-05</td>
<td>3-Jan-06</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>16</td>
<td>CE to formata USA articulation agreements with social science department for non-credit learning experiences</td>
<td>25-Jan-05</td>
<td>1-May-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>17</td>
<td>Establish and conduct articulation/licensure agreements</td>
<td>1-Sep-05</td>
<td>26-Dec-05</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>18</td>
<td>Establish &amp; conduct computer testing component</td>
<td>26-May-06</td>
<td>31-Aug-07</td>
<td>CE Dirs.</td>
</tr>
<tr>
<td>19</td>
<td>CE to collaborate with credit departments to offer non-credit learning experiences in credit classes and sequence offerings into a non-credit certificate program</td>
<td>3-Jul-07</td>
<td>31-Aug-07</td>
<td>CE Dirs.</td>
</tr>
</tbody>
</table>

#### CE Staff Activities

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Start</th>
<th>End</th>
<th>Resource Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Conduct “quality customer” service study</td>
<td>30-Jun-04</td>
<td>31-Aug-04</td>
<td>CE Staff</td>
</tr>
<tr>
<td>21</td>
<td>Conduct staff assessment (strengths, weaknesses &amp; opportunities)</td>
<td>1-Oct-04</td>
<td>31-Dec-04</td>
<td>Dirs.</td>
</tr>
<tr>
<td>22</td>
<td>Conduct staff function analysis for Team Assessment Mapping</td>
<td>1-Dec-04</td>
<td>26-Jan-05</td>
<td>Dirs.</td>
</tr>
<tr>
<td>23</td>
<td>Provide cross-training to staff</td>
<td>7-Feb-05</td>
<td>31-Aug-07</td>
<td>Dirs.</td>
</tr>
<tr>
<td>24</td>
<td>CE program analysis &amp; marketing</td>
<td>25-Jan-05</td>
<td>25-Mar-05</td>
<td>Dirs.</td>
</tr>
<tr>
<td>25</td>
<td>Review pricing structure</td>
<td>26-May-05</td>
<td>27-Jul-05</td>
<td>Dean</td>
</tr>
<tr>
<td>27</td>
<td>Conduct cost-benefit analysis of full programs</td>
<td>1-Sep-04</td>
<td>8/31/2007</td>
<td>Dirs.</td>
</tr>
<tr>
<td>28</td>
<td>Conduct cost-benefit analysis of all projects before submission</td>
<td>26-Dec-05</td>
<td>31-Aug-07</td>
<td>Dirs.</td>
</tr>
<tr>
<td>29</td>
<td>Review class evaluation process and resultant activities</td>
<td>1-Sep-05</td>
<td>3-Jan-06</td>
<td>Dirs.</td>
</tr>
<tr>
<td>30</td>
<td>Institute appropriate class corrective/enhancement activities</td>
<td>4-Jan-06</td>
<td>25-May-06</td>
<td>Dirs.</td>
</tr>
</tbody>
</table>

#### PROVIDE LEADERSHIP IN REGIONAL ECONOMIC DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
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<th>End</th>
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</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>Secure funding and expansion of SBDC &amp; Micro-enterprise</td>
<td>1-Sep-04</td>
<td>31-Dec-04</td>
<td>Inst. Dir.</td>
</tr>
<tr>
<td>72</td>
<td>Fully promote SBDC &amp; Micro-enterprise in Smart Choice</td>
<td>29-May-05</td>
<td>31-Aug-07</td>
<td>Inst. Dir.</td>
</tr>
<tr>
<td>73</td>
<td>Host articulation meetings for area economic development organizations (per year)</td>
<td>1-Sep-04</td>
<td>8/31/2007</td>
<td>Inst. Dir.</td>
</tr>
<tr>
<td>74</td>
<td>Expand our leadership participation in Frong Lakes Workforce Investment Board, serve on two committees per year</td>
<td>1-Aug-04</td>
<td>1-Sep-07</td>
<td>Dean &amp; Dirs.</td>
</tr>
<tr>
<td>75</td>
<td>Develop a process for partnership programs to expand (one time per year)</td>
<td>3-Oct-05</td>
<td>30-Nov-05</td>
<td>Dirs.</td>
</tr>
<tr>
<td>76</td>
<td>Write at least three articles each year about training, culture and economic development (annually)</td>
<td>1-Sep-04</td>
<td>8/31/2007</td>
<td>Dean &amp; Dirs.</td>
</tr>
<tr>
<td>77</td>
<td>Promote economic development and cultural activities within Smart Choice</td>
<td>1-Sep-04</td>
<td>8/31/2007</td>
<td>Petr.</td>
</tr>
<tr>
<td>78</td>
<td>Secure positions or seats in the Chamber of Commerce</td>
<td>1-Aug-07</td>
<td>31-Aug-07</td>
<td>CE Dean</td>
</tr>
</tbody>
</table>

#### Academic Departmental Activities

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<tbody>
<tr>
<td>89</td>
<td>Provide all academic units in the public service mission of the College, alter the reward system to provide more recognition for service activities</td>
<td>1-Sep-04</td>
<td>31-Aug-05</td>
<td>VP</td>
</tr>
</tbody>
</table>