

# ADDENDUM

### **Project Rationale**

When a college undertakes a planning exercise, there are always a few souls who question the process. "We are doing fine," say they. "Why poke around in the future."

In a rapidly changing environment, doing fine one semester does not necessarily equate to success the next. For example, here are just six trends that have accelerated in the past two years:

1. *Corporations are producing educational courses and programs.* For example, the League for Innovation in Community Colleges and Jones International provide educational programming for distance learning. Further, these companies have decoupled content from delivery, graphics, design, and assessment. By hiring college faculty for the content, academic integrity is promised, but without the academic.
2. *Cable and phone companies are consolidating to provide interactive multimedia programming.* Some cable companies are successfully offering high-speed access to the Internet via cable. Internet security is getting better by the month. Small children and teens are exposed to these programs regularly. They will expect the same standards when they arrive at college.
3. *Distance education is becoming accepted practice.* There is increasing evidence that much, but certainly not all, instruction can be provided effectively by interactive instructional software. More significantly in a practical sense, investors recognize that the younger generation is quickly adapting to telecommunications. Plus, the prices of computers and modems are decreasing; power and speed keep increasing; and the hardware gets smaller. With 60% of American owning computers, each year it becomes easier to skip the drive to college.
4. *An increasing number of students want and need nontraditional, flexible schedules.*
5. *State legislative leaders are disgruntled with public higher education; some are advocating that the private sector can design and implement instruction better than public or independent colleges and universities.*
6. *Outcomes assessment is still not established in the educational sector.* Employers show more regard for experience than for transcripts or school recommendations in making employment decisions. Their concern focuses on workers having the skills that make them useful in the workplace, not on having academic credentials. Consequently, a certification monopoly outside of educational organizations is a possibility.

Just examining these six common trends from the many, one immediately can imagine such scenarios as:

- If educational organizations lose their monopoly to certify and grant degrees, accreditation as currently structured would be threatened.
- If college curricula are perceived as too slow or too expensive, then others with faster and cheaper programs will win away students.
- If faculty can make more money developing courseware than writing articles and teaching traditional classes, then the faculty focus will shift to developing and using technical software rather than writing or using books.
- If students are not pleased with the service they receive at one institution, they have 100's or 1000's to choose from without leaving the neighborhood.

Simple as these examples are, they illustrate how easily the traditional world of community colleges can change. Demographics changes, economic changes, political and social changes all interact. For community colleges, the pulse of the college beats at the same rate as the pulse of the community it serves.

In New York, prisons and roads and health care vie effectively with education for public funds. Colleges are becoming less relevant in the mind of the public, as the only path to success. The chance of a Microsoft/AT&T/Disney conglomerate delivering educational and occupational training via telecommunications is not as far out as one would initially think; indeed, the probability of this high-impact, low-probability event is increasing, as competition to the AOL time Warner conglomerate that already exists.

In this dynamic situation, Erie Community College (ECC), like all fine community colleges across the United States, has evolved with a dual, sometime contradictory, challenge. ECC must respond to rapidly a changing economy and society by educating and training a workforce learning to cope in competitive global economy. Second, Erie Community College must meet these same new competitive requirements itself. Specifically, the ECC of the future must be cost efficient, high quality, infinitely flexible, ever customizing, convenient and fast. Further, ECC is expected to be affordable, open, and accessible to all – around the clock and around the world.

ECC has long served a variety of functions for traditional 18-24 year old college students and for adult learners, helping to meet Erie County's need to expand access to post-secondary education. Indeed, the higher costs at four-year institutions, noted Dr. Anthony Carnevale of the Educational Testing Service, have directed national attention to the role of community colleges and prompted policymakers to look to two-year institutions to "close the gap between affordability and access to higher education." Moreover, at the local state and national levels, the Workforce Investment Act, other major federal policies, and the agendas of national business and industry groups all envision a larger role for community colleges in addressing the education and skill acquisition needs of underserved youth and adults.

Erie County has the same high expectation for ECC, its faculty, staff, and administration. For better or worse, even ECC's most significant programs, serving non-traditional

learners or distance learners in remarkably successful ways, have limited visibility and impact across the wider community. Many people cling to an image of a community college rooted in the 1950's and 1960's that the college was the place people went to learn skills or grow up before attending 'real' universities or getting 'real' jobs. Reality has shattered the image, but stereotypes sometimes linger.

Erie Community College is a community treasure – cost-effective, responsive, agile, quality, and forward-looking. Thus, ECC came to commission this study to conceive of its role fifteen years in the future as a way to create positive scenarios for growth and development, both for the college and for the metropolitan area. This project identifies promising models for addressing the needs Erie County residents, thanks to the insights and imagination of scores of individuals who participated in the process.

ECC's faculty, staff, administration, students, and community leaders met over the course of six months considering every aspect of the colleges' role and ways for ECC to define itself within the community and to assume a leadership position in education and workforce development.

The future is up for grabs. And ECC is making sure it will continue to provide educational and workforce development leadership into the future.

Technology is the driving force behind the newest test of community colleges' agility. For example, technological advances make it possible for people to live longer. In addition, technological innovations in the workplace are expected to continue to fuel enrollment by people seeking training or skills upgrades. Added to that, demographers predict that the maturation of the post-World War II baby boomers' children will send a new influx of traditional college-age students to community colleges in the next decade.

However, these exact trend that are expected to boost national community college enrollments, are trending downward in Erie County. Without aggressive marketing, niche programming, and academic responsiveness, ECC actually risks losing enrollment in the coming years.

Constraints on public funds will continue, as legislatures find themselves strapped for funds, unwilling to raise new funds, and increasingly seeking ways to link budget increases to performance of specific goals. Not surprisingly, competition pushes colleges to consider students as customers whose instruction and services should be delivered at the time, location, and pace of the students' choosing. Old-school faculty cringes at these developments. Pressure also comes from employers who more interested in a student's learning and demonstrated competence than in traditional course taking. These are the trade-offs ECC and other institutions face daily.

In this context, ECC has undertaken a bold, yet critically important task: to imaging themselves in fifteen years, to imagine what success will be measured by, to imagine how the delicate interplay of people, politics, economics, culture, and education will affect ECC.

## **General Economic Context**

Erie County Community College serves the Buffalo-Niagara metropolitan area. The region has recently suffered from a recession, and while the pace of job losses has not been as great as the national average, there has been a sustained month-over-month loss for over a year. Coupled with weak consumer spending and consumer confidence, the recession is both a reality and an important part of government planning.

On the brighter side, the housing market remains relatively strong, with both the price of houses and sales of existing homes increasing. Longer-term, lack of population growth will lead to slower new construction and an excess inventory of single-family homes. The City of Buffalo's recent fiscal problems, exacerbated by the overall economy, the lingering statewide effects of September 11, and regional political issues, have led to lower bond ratings and school layoffs. Economists predict near term difficulties for the region. Longer term, the decline in manufacturing jobs is likely to continue and, in turn, make it more difficult to compete in a global marketplace. There are currently not enough growing companies or industries to cushion the economy. The aging population and aging infrastructure add to the general economic sense that Erie County's economic performance will remain below the national average, unless major local and state initiatives are undertaken.

Among the possibilities for the economy are casino gambling and restoration of Niagara Falls as an international tourist destination. The region has the potential to become a regional banking and financial center, a regional hub for NAFTA-related trade and industry, and the reconceptualization of a broader Toronto-Buffalo economic metropolitan region holds promise for broadening the base for growth. In effect, a cross-border consideration of economic development changes the regional base from one million strong to seven million people. Of course, there are lingering concerns over the automobile industry's health and for understanding how tightened borders might affect Canadian-American commerce.

Further, the cost of doing business in the ECC service region is 107% the national average, while the cost of living is 11% below the national average. The region's educational attainment is slightly above the national average. The long-term unemployment rate is expected to be in the 5.0% to 6.5% range, with shifts away from manufacturing jobs and growth in service-industry jobs.

The top employers in the area are traditional manufacturing industries, such as General Motors or Delphi-Harrison Thermal Systems. Indeed, these two alone employ about 10,000 people in the region. A closer examination of employment trends across the metropolitan area indicates that service and knowledge sector jobs are increasing. Industries such as health care, financial services, education and government are all growing in numbers. Public sector jobs now number nearing 100,000, the federal sector at approximately 11,000, the state employing approximately 21,000, and local governments employing approximately 60,000.

While the types of jobs are changing, so too is the income profile. The average income, using 1999 data, in the manufacturing sector for Buffalo's region was \$50,621, above the national average. Government income averaged \$42,213, again above the national average. In financial services, health care and retail service, the region was well below the national average. The implication is that these areas have a competitive advantage nationally.

Nonetheless, manufacturing cycles affect the region significantly, both economically and psychologically, as the area has long been proud of its manufacturing successes. Interestingly, Buffalo residents, while relatively pessimistic about the overall economy, typically have the fewest number, of those polled in New York, who believe that they are worse off today than one year ago. This personal optimism is important in developing a growth pattern.

(Sources: Business First of Buffalo, Economy.com, US Census Bureau, US Bureau of Labor Statistics, Siena research Institute)

### **Impact on ECC's Role in Regional Development**

Erie Community College, long an important education institution that responded to regional needs also has the opportunity to become a leader in regional economic development and growth. ECC can provide workforce education and training, responsive and innovative curriculum, and accessible and affordable programs. For the regional economy to thrive, ECC has to be a significant part of the educational and economic scene.

While the roles of universities and k-12 institutions have long been recognized as a catalyst for economic and community development, it has only been more recently that the role of the community colleges has emerged in this area. Community colleges respond to the conditions of the economy. They are among America's most flexible, agile, and responsive public institutions. They are also bellwethers for the economy, as indicated by an analysis of student enrollment patterns, demand patterns, and hiring patterns.

Indeed, throughout the study period, individuals from across the community emphasized the importance of maintaining the balances between academic and technical education, between being a post-high school and an adult center, between providing on-campus experiences and distance learning, between providing education and training, between degree offerings and non-credit classes. The list is seemingly endless, but the underlying tension for any community college remains: sustaining quality and academic expectations while adjusting in real time to changes in society.

## **ECC's Vision, Mission, Core Values and Institutional Goals**

**Vision:** "To make a positive difference in the intellect, character, and quality of life of every student and of every employee as well as the community we serve.

**Mission:** "Erie Community College is a public, open-access institution providing quality, affordable education and services to a diverse community."

**Core Values:** "Erie Community College shall be guided in all aspects of our service to the community by promoting these core values: quality teaching services; multicultural awareness and understanding; a commitment to the needs of our community and the well-being of the college; an environment of respect, caring and trust; individual and institutional integrity and accountability."

(Source: ECC Strategic Plan Framework)

### **Note:**

This report does not address ECC's vision, mission, or core values. These areas have been considered and affirmed by the university community. In the coming years, ECC, like all colleges, will continually examine its vision, mission, and values and adjust to reflect the changing times and aspirations of the college and the region it serves.

### **Institutional Goals**

**Academic:** To provide opportunities for career enhancement, job placement, transfer preparation, and lifelong learning. The college offers current, continuously assessed academic programs that serve the needs of a diverse student population and facilitate the acquisition of general education competencies needed to compete in a changing economic environment. These competencies will include computer and information literacy, numeracy, and library research.

**Student Support Services:** To ensure that a broad range of services will be provided to enable students to succeed in meeting their personal objective while providing opportunities for students to develop personal, social, and leadership skills.

**Work Force Development:** To provide credit and noncredit classes, workshops, seminars, forums, cultural programs, and recreational activities designed to provide enrichment opportunities for lifelong learning.

**Facilities:** To develop a safe, comfortable campus environment conducive to current and future student success.

**Financial:** To provide appropriate financing from the college and its sponsors for equipment, facilities, and human services to support quality academic programming and delivery of support services.

**Human Resources:** to sponsor a program of professional development for administrators, faculty, and staff in order to serve a changing, culturally diverse student population.

**Affirmative Action:** To be sensitive to and protect the individual needs and rights of a diverse college community.

**Marketing:** to develop a marketing plan involving the entire college community that is implemented to inform western New York about the programs and services available at Erie community College.

**Organizational:** to maintain and appropriate organizational structure designed to facilitate efficient operation for the college community and attain desirable institutional outcomes.

## **Institutional Assessment Planning Process Methodology**

The turbulent, discontinuous nature of change makes it extremely important to harness the brainpower and institutional memory of a team in the shortest possible time. Traditional assessment or strategic planning processes are not designed to respond quickly enough for the pace at which business moves today. For this project Resultants International, Inc. utilized a rapid decision support process and technology called CoNexus®.

Beginning September 6, 2001, 6 Focus Area Teams began a series of up to 5 meetings. Each of the teams began by reviewing the Vision, Mission and Core Values of ECC, their committee charge and a summary of their desired outcome. Next, each team engaged in a process called **Backward From Ideal** during which a list of strategies were created to fulfill the Vision, Mission and Core Values in their own area. Each team answered the following questions: *"Imagine that it is 10-15 years in the future. The Vision, Mission and Core Values of ECC have been completely fulfilled. What will ECC look like and what did we do to get there?"* The list of responses was voted on to create a relative priority ranking of the list with a personal voting terminal system utilizing CoNexus®.



All voting was anonymous, making every team member's vote of equal importance. The CoNexus® process was ideally suited for this project because it allowed us to effectively bring consensus to a diverse groups of individuals without the undue influence of personal agendas, thus allowing the true consensus of the team to emerge. During subsequent committee meetings team members discussed the impact and implication plus financial ramifications of each strategy.

## **Origin of Top 15 Focus Area Team Strategies**

### **January 17, 2002 Consolidation Team Meeting, Interpretation of the Strategies**

On January 17, 2002, representatives of all 6 Focus Area Teams met as a consolidation team to discuss and prioritize the list of 15 major strategies.

Over the course of the meeting with these internal and external constituents, priorities and a sense of urgency were attached to each strategy. Strategies were ranked, utilizing CoNexus®, by the various participants in terms of whether the opportunities were immediate, midterm, or long-term. They were ranked as to whether the issue implied by the strategy was new or had been previously addressed across ECC. Lastly, they were ranked according to their relative importance to ECC, as perceived by the participants.

The CoNexus® process allowed us to establish a consensus of faculty, staff, administrative, and community responses. An item to which one person might not have assigned much importance may well have been both important and timely for another person, but the process created a level field for discussion and evaluation. Through this process the priorities identified offer an important place to begin substantive discussions once the master planning process begins.

The following pages contain the results of that meeting with charts and a description of the process.

## **Prioritized list of 15 strategies**

**The following is a list of the 15 top strategies identified by all the Focus Area Teams that was prioritized at the January 17, 2002 Focus Area Consolidation Team Meeting.**

Information in parentheses and the number at the left margin are ways to identify each item in the charts that follow.

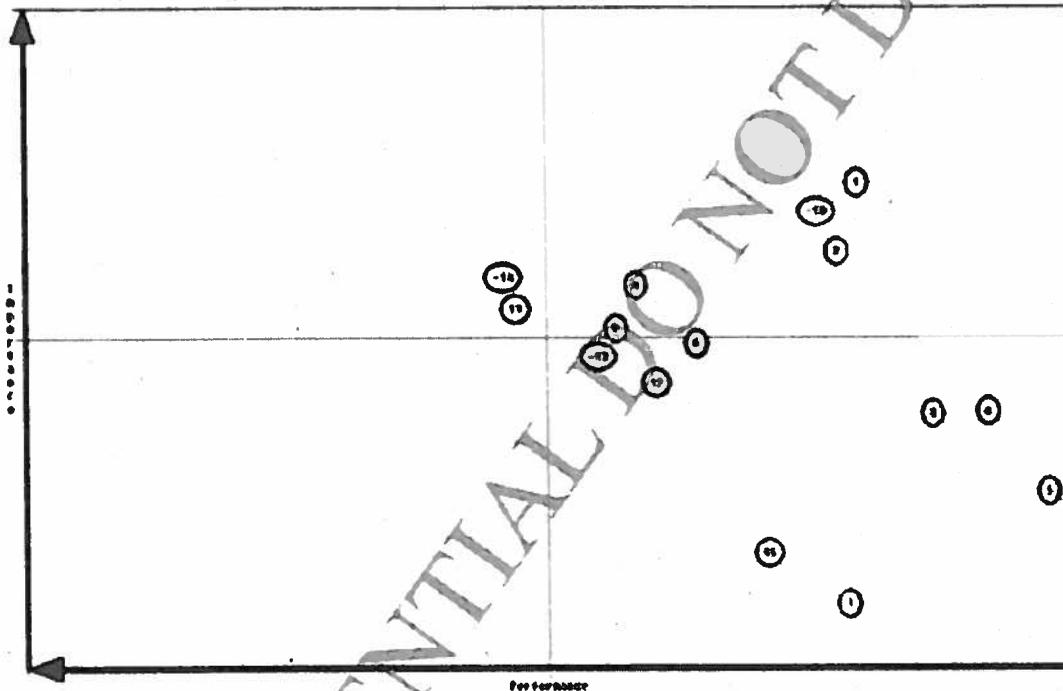
1. 24/7 Campus-anytime, anywhere access - Distance learning, part of student access to campus (24/7 CAMPUS)
10. One stop student/support services convenient, complete, easy-to-access. Reg/fin aid/counseling/placement/books at one place (ONE STOP)
2. 'Alternative time degree' programs flexibility for student to conveniently pursue degrees, non-traditional students, no set hours, no longer 2 yr college ('ATDP)
14. Professional staff-motivated, trained, engaged (PROF STAFF)
4. Career path curriculum allows students to follow defined tracks. Goal oriented program., credit links to non-credit learning. (CAREER PATH)
11. Partnerships with business/industry for skill development and program income (PART/BUSN)
9. Niche markets-to/for specific student populations and/or courses of study and/or regional needs-hotel/rest/casino management, mortuary services (NICHE MARKET)
13. Partnerships w/educational institutions providing economies of scale through joint ventures (PART/EDUC)
8. New, single multi-purpose campus convenient, accessible, latest technology. (NEW, SINGLE)
3. Alternate use of land-utilizing property resources effectively and efficiently, possible source for alternative income. (ALT USE LAND)
5. Student housing/dormitories on campus housing for students & guests. (STUDENT HOUS)
15. "Services for Fees" provided by students skill development and program income (SERV/F/FEES)
7. Naming rights for buildings/rooms/sites - an additional revenue source (NAMING RIGHT)
6. Delivering College Services-right sized, right placed, economical. (DEL SERV)
12. Partnerships with the community for community growth, health & vitality-our library is their library (PART/COMM)

## Opportunity Profile

Through the use of a COMPUTER-ASSISTED PROCESS, CoNexus®, the Focus Area Consolidation Team evaluated both the relative importance of the 15 strategies and the current success/satisfaction/Performance level of those strategies.

At the conclusion of the voting this Opportunity Profile was presented that showed the consensus of the group as to which strategies should be pursued both short-term and long-term to achieve maximum positive impact.

Opportunity Profile

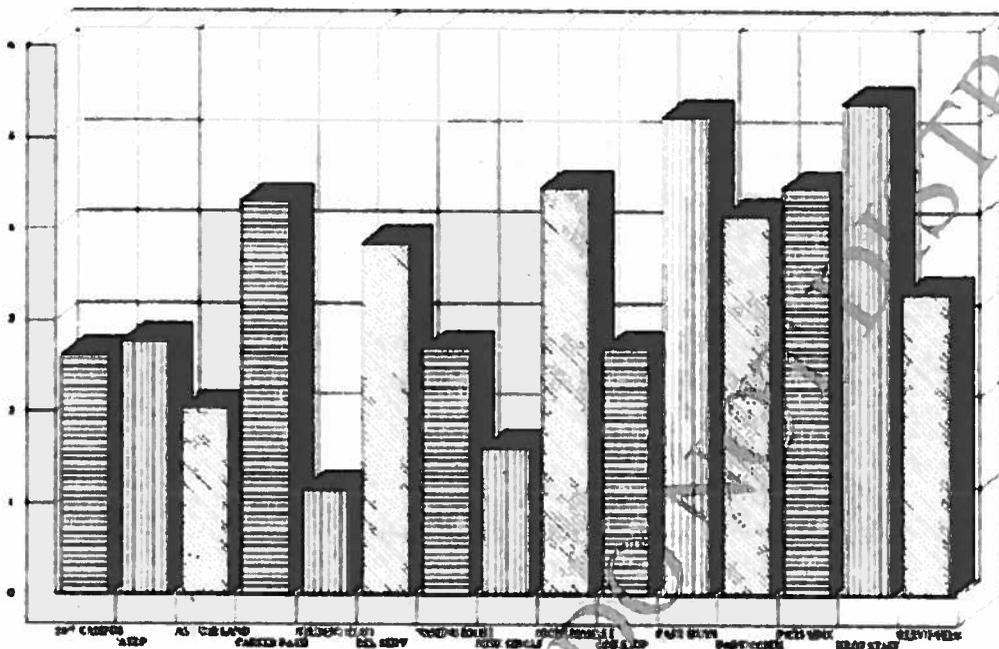


Importance is measured as relative importance to all the strategies to each other. Performance is measured by where you are today compared to where you want to be in the future. Low performance is to the right. (Scale 9=perfect, 8,7,6=Areas of strength, 5=just getting by, 4,3,2 = Needs improvement, 1=not at all.) The vertical line in the middle represents a 5.

The following charts show the importance and performance ranking of each of the 15 strategies. For additional data see APPENDIX Volume II Section 2, Supporting Data Charts from January 17, 2002 Consolidation Meeting

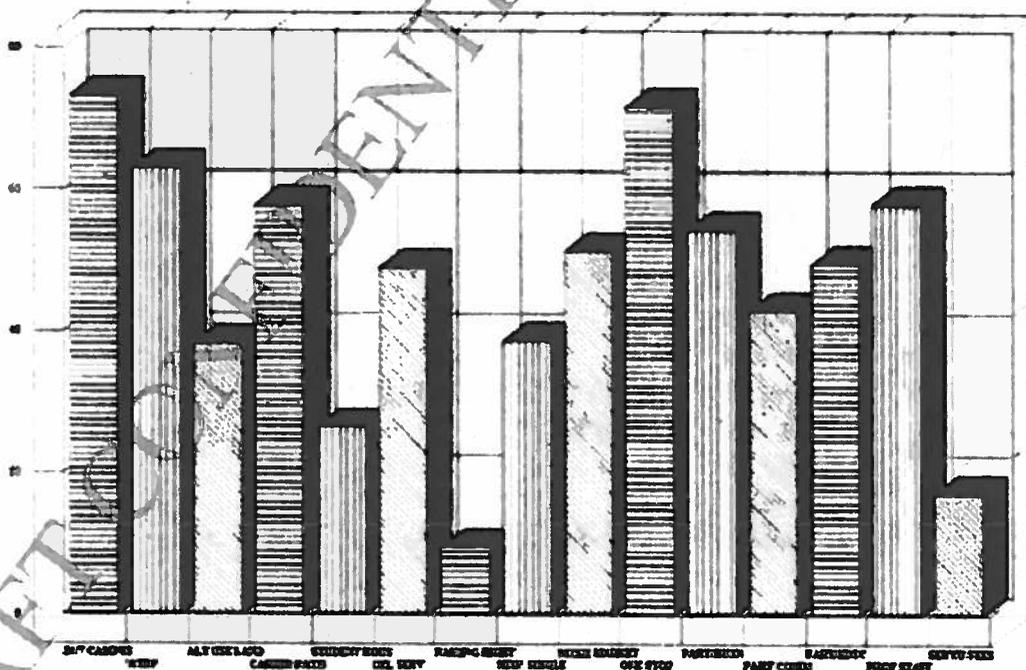
**Current Performance of Each Strategy**

**Performance**



**Relative Importance of Each Strategy**

**Importance**



The following conclusions can be drawn from the data:

1. What is the Time Frame for addressing each strategy?
  - a. Immediate 0-3 years to fully implement
    - i. 24/7 campus with anytime, anywhere access
    - ii. One-stop shop
    - iii. Alternate time to degree
    - iv. Partnerships with business
    - v. Human resource enhancement-Professional staff
  - b. Midterm 4-8 years to fully implement
    - i. Career path curriculum
    - ii. Niche markets
    - iii. Partnerships with educational institutions
    - iv. Partnerships with the community
    - v. Land use
    - vi. Single campus
    - vii. Right-sized services
  - c. Long-term 9-15 years to fully implement
    - i. On-campus residencies
    - ii. Resource enhancement-Naming rights
    - iii. Services for fees
  
2. What is the Priority of Importance Ranking for each strategy?
  - a. Higher importance
    - i. 24/7 campus with anytime, anywhere access
    - ii. One-stop shop
    - iii. Alternate time to degree
    - iv. Partnerships with business
    - v. Human resource enhancement-Professional staff
    - vi. Career path curriculum
    - vii. Niche markets
    - viii. Partnerships with educational institutions
    - ix. Right-sized services
  - b. Lower importance
    - i. Services for fees
    - ii. Resource enhancement-Naming rights
    - iii. On-campus residencies
    - iv. Land use
    - v. Single campus
    - vi. Partnerships with the community

3. What is the Priority of Performance for each strategy? I.e. How well is each perceived to be delivered at this time?:

- i. Human resource enhancement-Professional staff
- ii. Partnerships with business
- iii. Niche markets
- iv. Partnerships with educational institutions
- v. Career path curriculum
- vi. Partnerships with the community
- vii. Right-sized services
- viii. Services for fees
- ix. Alternate time to degree
- x. Resource enhancement-Naming rights
- xi. One-stop shop
- xii. 24/7 campus with anytime, anywhere access
- xiii. Land use
- xiv. Single campus
- xv. On-campus residencies

## **History of Erie Community College**

In April 1996, Erie Community College celebrated its 50th anniversary. In the past five decades, the College has grown from a small two-year technical institute to a three-campus college serving over 10,000 students. Today, ECC is the second largest college in Western New York.

On April 4, 1946, the Legislature of the State of New York, recognizing the need for technical-vocational education at the junior college level, established the New York State Institute of Applied Arts and Sciences at Buffalo as one of the five, tuition-free, two-year technical institutes for high school graduates.

Two years later, in 1948, when the New York State Legislature founded the State University of New York, the Institute at Buffalo became one of the units of the University. On September 1, 1953, while maintaining ties with the State University of New York, Erie County assumed sponsorship of the College, changing its name to the Erie County Technical Institute (ECTI).

Subsequently, in 1960, the Erie County Technical Institute moved to the present site of the North Campus at 6205 Main Street in Williamsville, New York; and, in 1969, the name of the College was once again changed, this time to its present designation, Erie Community College (ECC).

In 1971, the City Campus, housed in the former Bishop O'Hern High School in downtown Buffalo, opened, making ECC the first multicampus college in New York State outside of New York City.

The South Campus opened in the fall of 1974, providing accessibility for those in the southern parts of the county. In January of 1982, the City Campus moved into its refurbished quarters in the heart of Buffalo.

Through the years, Erie Community College has undergone significant changes as it has moved to serve its constituents with state-of-the-art facilities, professionally accredited programs and an outstanding teaching faculty.

**List of New York State Public Community Colleges with number of campuses<sup>1</sup>**

1. Adirondack - main campus, plus one center/campus in Wilton
2. Broome - one campus
3. Cayuga County - main campus (Auburn); center (Fulton)
4. Clinton - one campus
5. Columbia-Greene - one campus
6. Corning Main Campus plus 4 centers  
Criminal Justice Center  
CCC Downtown (BDC)  
Airport Corporate Park and  
Spencer Crest Nature Center
7. Dutchess -- main campus, with rented extension centers throughout Dutchess County.
8. Erie -- 3 campuses  
North  
South  
City  
4 centers (Burt Flickinger Center, Vehicle Technology Training Center, 100 Seneca Street and One-Stop Employment and Training Center)
9. Fashion Institute of Technology - one campus
10. Finger Lakes - main campus, 3 extension centers (in Geneva, Newark, Victor)
11. Fulton-Montgomery - one campus
12. Genesee -- main campus, plus 5 centers in Lakeville, Albion, Arcade, Warsaw, Dansville
13. Herkimer County - one campus
14. Hudson Valley - one campus
15. Jamestown -- 2 campuses  
Jamestown Campus  
Cattaraugus County Campus  
and 2 centers in Dunkirk and Warren, Pennsylvania.
16. Jefferson - main campus, 1 center (Ft. Drum)
17. Mohawk Valley - 2 campuses  
Rome  
Utica
18. Monroe - 2 campuses  
Brighton  
Damon City)
19. Nassau - main campus
20. Niagara County - main campus
21. North Country - four campuses

<sup>1</sup> Source of information is Erie Community College, Buffalo, NY and The American Association of Community Colleges, One Dupont Circle, Washington, DC [www.aacc.nche.edu](http://www.aacc.nche.edu)

- Saranac Lake and Malone in Franklin County and  
Moriah and Ticonderoga in Essex County
22. Onondaga - main campus and 2 centers (Liverpool and Whitney Technology Center)
  23. Orange County -Middletown main campus, 2 centers (Newburgh Extension Center and Port Jervis Learning Center)
  24. Rockland - one campus
  25. Schenectady County - one campus
  26. Suffolk County -- 3 campuses
    - Ammerman
    - Western
    - Eastern
  27. Sullivan County - one campus
  28. Tompkins Cortland - Main Campus in Dryden, with 2 Centers in Ithaca and Cortland
  29. Ulster County - 2 campuses plus 3 centers and 2 high schools
    - The Marlboro Center for Education and Training
    - The Business Resource Center
    - The Everette Hodge Community Center
    - Ellenville and Rondout Valley High Schools
  30. Westchester - one campus and one technology center

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

**Erie Community College - Academic Trends**

	Division	Program	See Legend			Enrollment Trends - 1			At Risk - 2			No Headcount		
			C	N	B	C	N	B	C	N	B			
1	Allied Health	Mental Health Assistant: Alco.Couns.	D											
2		Mental Health Assistant: Substance Abuse	D											
3		Nursing	D	D										
4		Nursing Millard Fillmore	D									x		
5		Rad. Technology	D					x						
6		Dent Hyg			I									
7		Food Service: Nutrition			D									
8		Health Info Tech			I									
9		Medical Office Practice			B									
10		Med. Lab. Tech			D									
11		Med Office Asst			B									
12		Med Record Tech			D								x	
13		Occ Therapy Asst			D									
14		Ophth. Dispensing			D									
15		Respir. Care			I									
16		Dental Lab Tech						D						
17	Office Practice			D										
18	Business/ Public Service	Bus. Admin	D	D	D									
19		Bus. Admin: Intern. Bus.	D										x	
20		Bus.: Banking, Ins. RE	D		D							x	x	
21		Bus.: Admin	I		I									
22		Bus. : Fashion	D										x	
23		Bus. : Retail	D										x	
24		Comp. Info. Sys.	D		I	I								
25		Crim Justice	D		D									
26		Customer Service	D										x	
27		Early Childhood	D											
28		Hotel Tech.	D											
29		Hotel Tech. Culinary arts	I											
30		Office Mgmt.	D		I	I								
31		Office Tech.	D		D	D							x	
32		Office Tech: Word Processing	D		D	D						x	x	x
33		Paralegal	D											
34	Rec. Leadership	D			I							x		
35	Rec. Leadership: Mgmt.	D										x		
36	Office Asst	D		I	D		x	x	x					
37	Records/Info Mgmt	D		D	D			x			x	x		
38	Small Bus. Mgmt	D		D	D						x	x	x	
39	Bus. Admin (transfer option)			D										
40	Crim Justice: Police			D										
41	Food Service: Restaurant			D										
42	Purch. And Materials Mgmt			D								x		
43	Fire Protection				I									
44	Recreational Ldrshp: Bowling				D							x		
45	Emerg. Med. Tech.				I									
46	Technical	Building Mgmt and Maint.	D											
47		Eng. Sci.	D		D								x	
48		Manuf. Tech.	D						x					
49		Bldg Trades/Res Light	I						x					

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

50		Indus. Implem	D	D		x	x
51		Chem Tech		D		x	
52		Civil Eng Tech		D			
53		Const. Tech		D			
54		Elec Const. And Maint		D			x
55		Elec. Eng. Tech.		D			
56		Indus. Tech.		D	D	x	x
57		Indus Tech: Mgmt Eng Tech		D			x
58		Machine Tool Tech		D		x	
59		Mat. Sci. Tech		D			x
60		Mech. Eng Tech		D			
61		Foundry Practice		D			x
62		Heating and Air Cond		D		x	
63		Manuf. Planning		D			x
64		Tool Design		D		x	
65		Arch. Tech. Construction Tech			D		
66		Auto Tech			D		
67		Auto Trades: Repair			I		
68		Biomed Equip Tech			D	x	
69		Chrya. Apprentice			D		x
70		Comm. Equip. Tech			D		x
71		Comp. Repair Tech			I		
72		Ford Asset			D		x
73		Mech Drafting			D		
74		Telecomm Tech			I		
75		Vis. Comm.			D		
76	Liberal Arts	Forest Tech.	D	D	D		x x x
77		General Studies (GS): AH	D	D	D		x x x
78		GS: BPS	D	D	D		x x x
79		GS:ET	D	D	D		x x x
80		GS: NMSG	D	D	D		x x x
81		GS: Nursing	D	D	D		x x x
82		GS: UP	D	D	D		x x x
83		International Studies	D		I		x x x
84		Liberal Arts and Sciences (LAS): GS	I	I	I		
85		LIS: HSS- Elem Ed K-5			I		
86		LIS: HSS- Hum Int			I	D	I
87		LIS: HSS- Soc Stu Int			D	D	D
88		LIS: HSS- Soc Stu 7-12			I		x
89		LIS: HSS- Sci Int			D		D
90		Mortuary Science			D		x x
91		Nursing Sisters hospital			D		x
92		Pre-Envir. Sci. and Forestry			D	D	D
93		Human Services			I		
94		Comp Sci.			I		
95		GS: 260			D	D	
96		LIS:MS Math Int			D		
97		LIS:MS Sci Int			D		
98		Geog. Info Sys			I		x
99		Human Serv.			I	D	x x x
100		Comm. And Media			I		
101		Liberal Arts (non-matriculated)	D	I	I		

**Legend Description for Academic Trends Chart**

**Summary of Decrease/Increase/No Change**

North - 42 Decrease, 8 Increase

South - 48 Decrease, 12 Increase

City - 30 Decrease, 13 Increase

**Column Legend**

1. Data presented as City/North/South, for Spring 1996-2001 (latest available)

I (increase) or D (decrease) over 5-year period

2. At risk, with less than 20 headcount (2000-2001 average)

3. No students

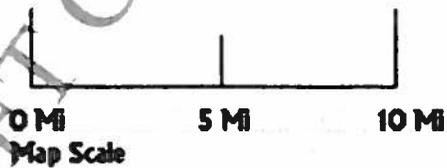
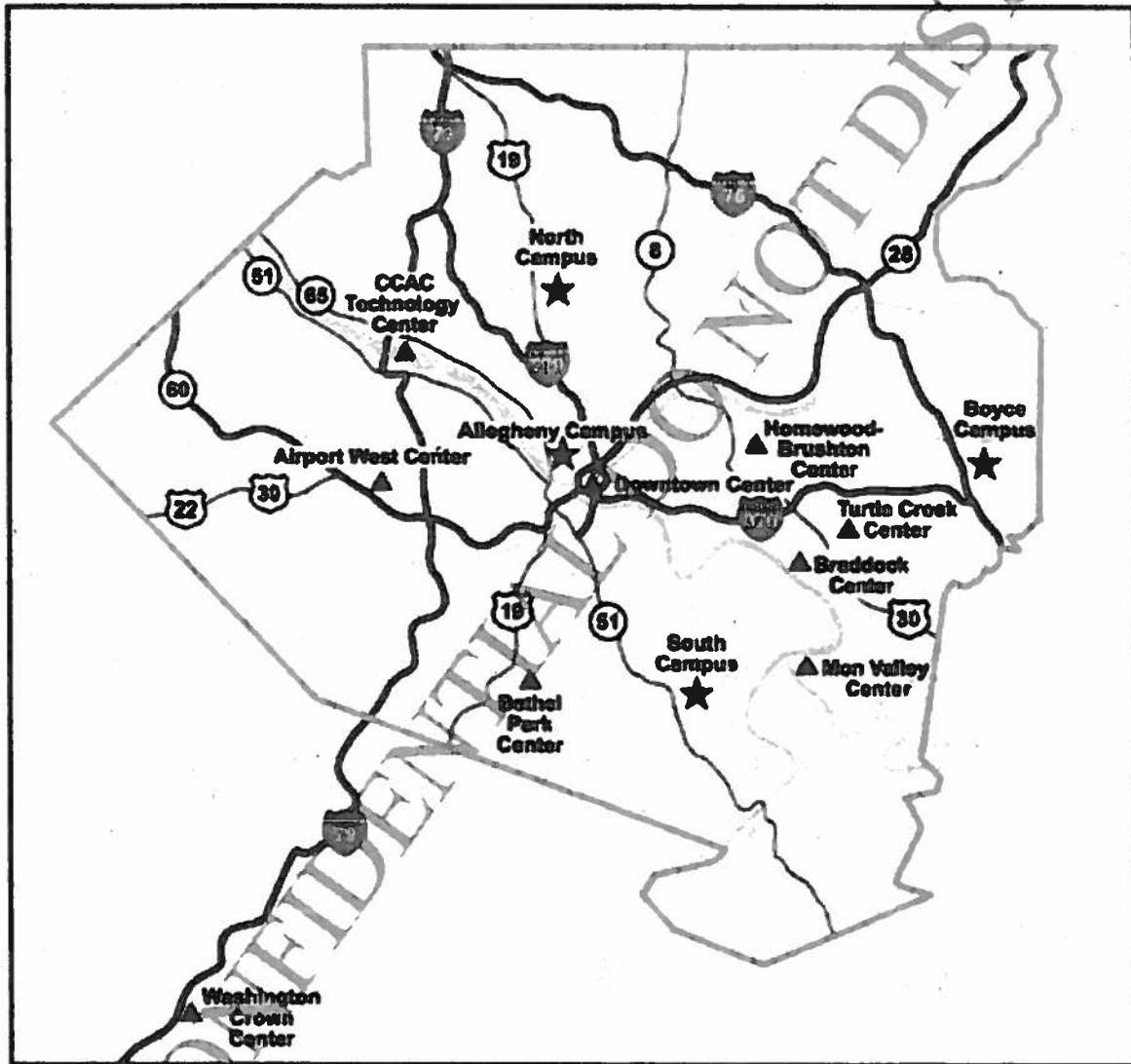
**Map 2: Current Location of ECC Campuses**



★ = Current ECC Campus locations

# MAP 3

Map 3: Allegheny CC (Pittsburgh) Model of Campuses and Centers. The graphic below shows the locations of the three campuses plus nine educational centers where courses are conducted.



Wendel Duchscherer 2001 Facilities Audit Cost Analysis Summary

Campus Name	Id #	Health / Safety Investment		Rehabilitation Investment		FALL/SPRING		SUMMER		Use of Space (Teaching, Administration, Support, Service, Physical Education)	Flexibility / Adaptability Architecture / SAs (Good / Fair / Poor)	Flexibility / Adaptability Electrical (Good / Fair / Poor)	Flexibility / Adaptability Mechanical (Good / Fair / Poor)	Flexibility / Adaptability Overall (Good / Fair / Poor)	Gross Floor Area	Enrollment Figures - Spring 2001	Total Acreage
		\$	\$	\$	\$	Utilization Day	Utilization Even	Utilization Day	Utilization Even								
North Campus	1	\$3,112,079	\$11,072,454	40.66	14.82	22.51	13.30			F	F	F	F	F	526,355	4,639	
South Campus	2	\$1,025,320	\$1,085,632	31.69	15.92	18.74	16.73			F	F	F	F	F	400,108	3,114	
City Campus	3	\$361,600	\$601,610	34.45	13.99	12.01	8.48			F	F	F	F	F	334,900	2,314	
Total Investment Cost		\$4,498,999	\$12,759,696														
Average Percentage				35.6	14.91	17.75	12.84										
Average Flexibility																	
Campuses Gross Floor Area															1,261,363		
Campuses Total Acreage																	333
Campuses Enrollment																	10,067

**Comprehensive Resource Enhancement Matrix**

Type	Possible Source for Resources							Event Planners
	Fed Gov	State Gov	Local Gov	Local Foundations	Company's	Individuals	Chambers	
Administration Consulting								
Capital Gifts								
Certificate Programs								
Contract								
Facilities Rental								
Faculty Consulting								
Fees For Services								
Financial Aid/Scholarship								
Gift-In-Kind, Goods								
Gift-In-Kind, People								
Gift-In-Kind, Services								
Goods								
Grants								
In-House Courses								
Joint Ventures								
Materials								
Naming Rights								
On-Campus Conferences								
Partnerships								
Planned Giving								
Services								
Summer Camps								
Training								

DRAFT CONFIDENTIAL DO NOT DISTRIBUTE

**Buffalo-Niagara Metropolitan Area  
Non-Farm Jobs Expected to Grow in Next 10 Years\***

- Of 83 SIC codes analyzed, 35 areas showed an expected job growth in the Buffalo-Niagara Metropolitan area.
- Top 6 growth areas noted in **BOLD** with \*\*

<b>Job Category</b>	<b>Estimated Increase (,000s)</b>
1. Wholesale Trade	.7
2. Retail Trade	.9
3. Finance, Insurance, Real Estate	.1
4. Services	1.1
5. Agricultural services	1.6
<b>6. Forestry, fishing, hunting</b>	<b>11.1**</b>
<b>7. Manufacturing: Leather and leather products</b>	<b>3.8**</b>
8. Transportation services	.4
9. Electric, gas, and sanitary services	1.5
10. Wholesale trade: durable goods	1.2
11. Building materials and garden supply	2.0
12. Auto dealers and service stations	1.6
13. Furniture, home furniture and equipment sales	3.2
14. Eating and drinking establishments	1.9
15. Miscellaneous retail	.6
16. Depository institutions	1.5
17. Non-depository institutions	1.0
18. Manufacturing: food products	2.2
<b>19. Manufacturing: textile mill products</b>	<b>5.8**</b>
20. Trucking and trucking warehousing	.2
<b>21. Water transportation</b>	<b>6.9**</b>
<b>22. Pipeline (except gas)</b>	<b>3.8**</b>
23. Personal services	3.0
24. Auto repair, services, and parking	.4
25. Motion pictures	1.3

26. Amusement and recreation	.4
27. Health services	.7
28. Educational services	1.5
29. Social services	.8
30. Membership organizations	2.4
31. Engineering and management services	2.5
32. Necessary services	4.5**
33. Federal Government	.7
34. Business services	.9
35. Miscellaneous repair services	2.8

Source: US Department of Labor, Bureau of Labor Statistics, 2001

DRAFT CONFIDENTIAL DO NOT DISTRIBUTE

**Sample Curriculum Planning Matrix**

Variable	Scenario 1	Scenario 2	Scenario 3
Student Demographic			
Full-Time/Part-Time			
Degree (Credit)/Certification (Non-Credit)			
Residential/Commuter			
2+2/Terminal Program			
First-Time/Transfer			
Education/Training			
Learning Style			
Large Class/Small Class			
Central Location/Distributed Locations			
Highly Interactive/Low Interaction			
Academic Faculty/Real-World Faculty			

**Sample Learning Options Diagram**

Delivery System	Technology Needs	Campus Needs	Online Needs
Face-to-Face: Lab			
Face-to-Face: Lecture			
Satellite			
Videoconference			
Print-based			
Electronic Delivery			
Just-in-time Modules			
Competency-Based			
Learning Community			
Hybrid			

DRAFT CONFIDENTIAL DO NOT DISTRIBUTE

## Focus Area and Task Force Demographics

There were 232 total participants in the study, some of whom served on multiple teams. The demographic breakdown is as follows:

### Focus Area Teams 184 Participants

Business	75 Participants
ECC	76 Participants
Education	22 Participants
Government	9 Participants

### Project Task Force 50 Participants

Business	16 Participants
ECC	12 Participants
Education	3 Participants

### Government 19 Participants

## List of Project Participants

### Focus Area Team Members by team with business affiliation

#### CURRICULUM CURRENCY FOCUS AREA TEAM

Mr. Colin Adams	Client Logic
Ms. Susan Banks	WKRW-TV
Ms. Michelle Battaglia	Plesh Industries, Inc.
Mr. Paul Bodden	Burden's Automotive
Dr. Gary R. Cooper	Frontier Central School District
Mr. Jay Czerniak	Niagara Punch & Die
Ms. Barbara Dauls	Wilson Greatbatch Technologies, Inc.
Ms. Jane M. Ervolino	Buffalo Public Schools
Mr. Paul D. Fields	Grand Island School District
Mr. James Finamore	Buffalo & Erie County Workforce Investment Board
Mr. June Franzel	Niagara Frontier Industry Ed. Council
Mr. Francis W. Furlong	Aurora Foods Inc.
Ms. Karla Gadley	Fleet Bank
Ms. Kerry A. Garrigan	Catholic Health System
Mr. Ernest H. Getzoni	Nationwide Insurance
Mr. Tim Gominiak	Perry's Ice Cream
Mr. Woodrow Heslip II	General Mills
Mr. Paul Hodan	Canisius College
Mr. Joseph A. Honegger	GMPT - Tonawanda
Mr. Douglas J. Jank	Orleans-Niagara Career & Tech Education Ctr.
Ms. Jacquelyn J. Jones	Early Head Start
Ms. Jane Jontz	Abbott Laboratories
Ms. Marcia Kaster	Erie I BOCES
Ms. Jean M. Kovach	West Seneca Central Schools
Mr. John H. MacDonald	North American Carbide
Mr. Phillip Marron	Cardinal O'Hara H.S.
Mr. Joseph A. Podgorski	Amherst High School
Mr. Patrick Robinson	Erie 2 BOCES
Mr. Peter Roswell	Hamburg Central School Dist
Dr. Thomasina R. Stenhouse	Moog, Inc.
Mr. Chuck Stoddart	Orchard Park Central School
Mr. Thomas Wach	EGW Personnel Services

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

Mr. Art Waite  
Ms. Karen Love Williams  
Mr. Jerald Wolfgang  
Ms. Sharon Zeames

Winchester Optical Co.  
Key Bank  
Erie I BOCES  
Grace Manor Health Care

Ms. Susan Ballard  
Ms. Jill Barrile  
Ms. Marcia Bermel  
Mr. Neal Clark  
Ms. Maureen Fitzpatrick  
Mr. Willard Flynt  
Dr. Marcia Gellin  
Mr. Michael Golebiewski  
Mr. Salvatore Manuele  
Ms. Diane McLaughlin  
Ms. Debbie Michaux  
Ms. Jane Reitmeier  
Mr. Andrew Sako  
Ms. Diana Segarnick  
Mr. Bob Slawinowski  
Mr. Jason Steinitz

ECC  
ECC

**TECHNOLOGY FOCUS AREA TEAM**

Ms. Deborah Arlington  
Mr. Ken Connelly  
Mr. Rick Deren  
Ms. Diane Dillon  
Mr. Gerald A. Drinkard  
Dr. Robert A. Gianadda  
Mr. Bruce E. Inglis  
Mr. Stefan L. Martin  
Mr. James O'Malley  
Mr. Cian Robinson  
Mr. Nick Vertalino  
Dr. John H. Wilton  
Mr. Stephen Zenger

Erie I BOCES  
Evans Brant Central School  
Gibraltar Steel  
Ingram Micro  
Fisher-Price Inc.  
WNY Dental Group  
Cleveland Hill UFSD  
Aurora Foods Inc.  
Niagara Mohawk Power Corp.  
InfoTech Niagara  
Business Computer Answers, Inc.  
Emprexe Analytical, LLC  
Zenger Group Inc.

Ms. Marlene Arno  
Ms. Sharon Daut  
Mr. David English  
Ms. Kathy Hoffman  
Mr. Paul Lamanna  
Ms. Gail Lauritsen  
Ms. Lynette Mende  
Ms. Joan Eustace-Reeverts  
Mr. Joseph Stewart  
Mr. Scott Weltjen  
Mr. Dariush Zadeh

ECC  
ECC



Mr. Dan Wiles  
Ms. Marina Woolcock

Tn. Of Tonawanda Youth, Parks & Rec.  
County Executive Office

Mr. Dan Anger  
Mr. Steven Carlo  
Ms. Colleen Dougherty  
Mr. Santo DeSain  
Ms. Barbara Donsky  
Mr. Greg Gach  
Ms. Maryann Justinger  
Ms. Karen LaSota  
Mr. Don Spasiano  
Mr. Richard Washousky

ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC

### ECONOMIES AND EFFICIENCIES FOCUS AREA TEAM

Mr. Gerald J. Bogacz  
Ms. Jennifer A. Buehler  
Mr. Charles A. Castiglia  
Mr. Michael DiLullo  
Mr. Tim Freeman  
Mr. Dave Grant  
Ms. Carolyn Hilbert  
Dr. Joan L. Johnston  
Mr. Paul R. Leone  
Ms. Brenda W. McDuffie  
Francesca Mesiah  
Mr. David P. Paul  
Mr. Michael Schmand  
Mr. Stephen Studley  
Mr. Lynn R. Wardour

J.L. Nick & Assoc.  
Quality Relations Manager  
Lakeside Memorial Funeral Home  
Legend Group  
PIA of New York  
Praxair, Inc.  
Catholic Health System, St. Joe's Hospital  
Clarence Central School District  
Erie County IDA  
Buffalo Urban League, Inc.  
Educational Fund for Greater Buffalo  
CitiBank  
Buffalo Place Inc.  
Dopkins & Company, LLP  
The Pike Company, Inc.

Ms. Marie Bartolotta  
Ms. Patricia Bennewitz  
Mr. Jim Bieri  
Mr. Timothy E. Cercone  
Ms. Charlotte Coston  
Mr. Michael Courneen  
Ms. Susan Felser  
Mr. Greg Gach  
Mr. Gene Grabiner  
Ms. Betsy Jones  
Ms. Carrie Kahn  
Mr. George Kelley  
Mr. Richard T. Kurek  
Ms. Darly Willis

ECC  
ECC

## FACILITIES FOCUS AREA TEAM

Mr. Ralph Abate  
Mr. Bob Artis  
Mr. Charles Bartel  
Mr. Curt Cashmore  
Mr. John A. Ciminelli  
Mr. Robert A. Daniels  
Mr. Bill Gallagher  
Mr. Daniel Howard  
Ms. Judy Huber  
Mr. Dennis Kahn  
Mr. Kenneth Macheliski  
Ms. Michelle Mazzone  
Mr. Carl P. Paladino  
Dr. Alfred D. Price  
Mr. John M. Ticco  
Mr. Victor Tomaselli

Mr. Joe Bauth  
Ms. Carrie Brooks  
Dr. Dave Fusani  
Mr. Ralph Galanti  
Mr. Greg Gillis  
Ms. Kathy Hoffman  
Mr. Tony Nesci  
Mr. Timothy Schnauffer  
Ms. Marcia Tresmond

Abate Engineering Assoc.  
MRI Sales Consultants of Bflo  
Moog, Inc.  
Wilson Greatbatch Tech.  
Ciminelli Development Co.  
National Fuel Gas  
Lawley Service, Inc.  
Tn. Of Amherst Planning Dept.  
Turner Construction Co.  
Siegel, Kelleher & Kahn  
Erie County Department of Public Works  
Ciminelli Development Co.  
Ellicott Development Co.  
SUNY at Buffalo  
L.P. Ciminelli Construction Co.  
Thomas Associates Architecture

ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC  
ECC

## Task Force Team members with business affiliation

Mr. Christopher Aronica  
Dr. Dolores Battle  
Mr. Gary Black  
Mr. Carl Calabrese  
Ms. Marion Canedo  
Mr. Charles Castiglia  
Mr. Jack Connors  
Ms. Elise Cusack  
Mr. Rich Day  
Mr. Al DeBenedetti  
Mr. Wade Dohart  
Ms. Tracy Diina  
Mr. Douglas Dimitroff  
Mr. Sam Drago  
Mr. Booker Edgerson  
Mr. Drew Eszak  
Mr. Emil Everett  
Mr. Bill Falkowski  
Mr. Ernest Getzoni  
Mr. Gary Ghosen

McDonald Investments  
Buffalo State College  
Assistant Planning Director, Amherst  
Deputy County Executive  
Superintendent, Bflo Public Schools  
Castiglia Funeral Home  
Publisher, Business First Newspapers  
EC Legislature  
Saperston & Day P.C.  
Chairman, EC Legislature  
Student Trustee, ECC (former)  
Literacy Volunteers of America  
Phyllips, Lytle, Hitchcock, Blaine & Huber LLP  
Regional Administrator, NYS Dept of Labor  
ECC  
Planner, Erie County  
President, Emil A. Kratzer Co., Inc.  
AAECC, UAW Rep  
President, Nationwide Insurance  
CSEA Sec. Pres.

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

Mr. Eric Gillert  
Mr. John Greenan  
Ms. Marcia Henderson  
Ms. June Hoeflich  
Mr. Will Kemp  
Mr. Theodore Kirkland  
Ms. Connie Krueger  
Ms. Pat Krzesinski  
Mr. Tom Kucharaki  
Ms. Maria Lehman  
Mr. Ken Machelaki  
Mr. Salvatore Manuele  
Mr. William Mariani  
Ms. Lynn Marinelli  
Mr. Donald Oglive  
Mr. Joseph Passafiume  
Mr. Daniel Penfold  
Ms. Crystal Peoples  
Ms. Patricia Pitts  
Ms. Lisa Poshevsky  
Mr. Bill Reuter  
Mr. Laurence Rubin  
Mr. Dave Rutecki  
Mr. Michael Santoro  
Mr. Rod Simeone  
Mr. Paul Stasiak  
Mr. Chuck Swanick  
Mr. Mark Trammell  
Ms. Darley Willis  
Ms. Diane Zych

Director of Planning, Tn of Amherst  
Erie County Legislature  
District Vice President, Key Bank  
Sr. Vice President, HSBC  
1095 Rep, ECC  
WUFO Radio  
AAECC, ECC  
ECC Board  
ECIDA  
ECDPW Commissioner  
ECDPW Architect  
EVPAA, ECC  
President, ECC  
EC Legislature  
Superintendent, BOCES  
Budget Director, Erie County Budget Department  
Executive VP for Student Affairs, ECC  
EC Legislature  
Buffalo Niagara Partnership  
Legislator John Greenan  
CAFO, ECC  
Commissioner, Environment & Planning  
Vice President, M&T Bank  
ECC Alumni  
Vice President of HR, Strippit, Inc.  
President, NFADA  
EC Legislature  
MHT Holdings Inc.  
H.R. Director, ECC  
FFECC, ECC