Miami Dade College
Strategic Plan Coordinating Committee
External Environmental Scan Report
2006-2007
## ENVIRONMENTAL SCAN 2006-2007

### ISSUE: COST OF LIVING

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Implications for MDC</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Costs: 6 out of 10 renters pay more than 30% of their gross income for housing. 54% of homeowners have mortgages too steep for their income.</td>
<td>Attracting new employees from outside of the area has become an issue. The College currently has many examples of individuals that turned down employment offers due to the high cost of housing.</td>
<td>Include this issue in our legislative agenda. Specifically in support of lifting the cap on the Sadowski Trust Fund intended to increase affordable housing.</td>
</tr>
<tr>
<td>Rentals less available and less affordable.</td>
<td>Although there is a building boom in Miami-Dade County, few units are within the reach of teachers and other public servants.</td>
<td>Work with local developers to design programs that set-aside units within existing and new buildings at an affordable price for median income professionals.</td>
</tr>
<tr>
<td>Property tax hikes.</td>
<td>Students paying more for housing. This may affect full-time status and number of credits registered.</td>
<td>Shifting the economic burden of affordable housing from government to the market.</td>
</tr>
<tr>
<td>High cost of insurance.</td>
<td>Prices for the consumer are inflated.</td>
<td>Support legislation that would give property tax relief to landlords who offer affordable rentals.</td>
</tr>
<tr>
<td>Large percentages of condominiums being purchased as investments.</td>
<td></td>
<td>Explore programs such as the Shared Appreciation Mortgage (SAM) implemented UM.</td>
</tr>
<tr>
<td>Median price for a home: $297,200.00</td>
<td></td>
<td>Explore resources to subsidize housing for employees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore sub-contracting affordable student housing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish partnerships with realtors, mortgage companies, and banks.</td>
</tr>
<tr>
<td>Create a housing network for employees and students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the concept of housing packages for new employees coming in from outside the area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be represented at the Miami-Dade County Community Affordable Housing Strategies Alliance (CAHSA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ENVIRONMENTAL SCAN 2006-2007

### ISSUE: Students’ Readiness for College

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Implications for MDC</th>
<th>Possible Action</th>
</tr>
</thead>
</table>
| MDCPS High School Performance         | • On average, the MDC draws 38% of high school graduates and 78% of the students who come to MDC are underprepared for college;  
• The number of students earning certificates of completion rather than standard diplomas is increasing, particularly in specific schools | • Continue working with high schools on college transition;  
• Develop strategies to increase college-going rate in partnership with high schools;  
• Faculty to faculty workshops and partnerships;  
• Curriculum Alignment with Miami Dade County Public Schools;  
• Continue PASS testing for students in high schools;  
• Expand ABE/GED programs;  
• Maintain appropriate vocational certificate options for non-graduates;  
• Increase access to college courses through Advanced Placement or dual enrollment;  
• Develop SLS for high school students. |
| Secretary Spellings report on Higher Education   | • Stronger imperative to provide opportunity for college – increased enrollment;  
• Greater demand for workforce and career certificate training programs;  
• More adults returning for additional training and non-direct entry students are much more likely to need remediation or | • Develop new programs to meet workforce and potential student needs;  
• Pursue and use appropriate grant opportunities such as Carl Perkins and CCTI grants;  
• Career Mapping;  
• Explore flexible scheduling and fast track options in college prep and EAP. |
<table>
<thead>
<tr>
<th>ESL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami Dade County Unemployment rate relatively low</td>
</tr>
</tbody>
</table>
| - Could mean more working students;  
- Need to accommodate schedules and consider travel time to campus, etc. |
| - Flexible scheduling  
- On line education – virtual and hybrid |
## ENVIRONMENTAL SCAN 2006-2007

**ISSUE: Standardized Testing and Accountability**

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Implications for MDC</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been an increased call for accountability and higher standards at all levels of education over the past 5-10 years as a result of declining literacy and numeracy skills in the U.S.</td>
<td>Miami Dade College must work to ensure that we can demonstrate that we hold high standards and are accountable to the public for the education we deliver.</td>
<td>Measures of student achievement and success must be clearly identified. Strategic Plan Theme 2 Objectives must be modified to reflect the institution’s learning priorities.</td>
</tr>
<tr>
<td>The demand for accountability raises practical challenges regarding the identification of the products of an education, learning outcomes, and the assessment of these learning outcomes.</td>
<td>General education goals are re-visited and indicators of student achievement and success are identified.</td>
<td>Ten “new” general education outcomes are identified. Work begins on assessing these outcomes. Additional work is needed on discipline and course outcomes.</td>
</tr>
<tr>
<td>These challenges have been increasingly addressed by instituting increased standardized testing, and as a result, standardized outcomes and standardized curricula.</td>
<td>The faculty of the College identifies assessment methods beyond just standardized testing.</td>
<td>Assessment tasks are defined by the faculty and field tested. Much additional work is needed to further refine these tasks and develop additional tasks.</td>
</tr>
<tr>
<td>Accreditation agencies and organizations are demanding implementation of outcomes assessment and the reporting of results.</td>
<td>Data must be gathered on the results of outcomes assessment.</td>
<td>The College compiles and submits to SACS and others, reports on findings.</td>
</tr>
</tbody>
</table>
## ENVIRONMENTAL SCAN 2006-2007

### ISSUE: MDC’s Competitive Position

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Implications for MDC</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible competition from proprietary schools, at least 30 to 40.</td>
<td>Loss of potential enrollment, lower retention rate</td>
<td>Determine actual impact, if any</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify reasons</td>
</tr>
<tr>
<td>Competition from local colleges and universities, approximately 18.</td>
<td>Fewer academically prepared new students</td>
<td>Determine actual impact, if any</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify reasons</td>
</tr>
<tr>
<td>Competition from “specialty” schools (e.g., computer certification, real estate, etc.), probably countless.</td>
<td>Possible competitiveness disadvantage for MDC</td>
<td>Flexible offerings, schedule. Innovative instructional delivery</td>
</tr>
<tr>
<td>Competition from on-line providers (e.g., University of Phoenix, others)</td>
<td>Losing potential market share</td>
<td>Further development of on-line offerings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expansion into new disciplines</td>
</tr>
<tr>
<td>Fairly robust employment growth (especially in service industry, construction)</td>
<td>Losing students to the labor force</td>
<td>Flexible offerings, schedule. Innovative instructional delivery</td>
</tr>
</tbody>
</table>
### ENVIRONMENTAL SCAN 2006-2007

**ISSUE: Immigration and Undocumented Students**

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Implications for MDC</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Development, Relief, and Education for Alien Minors Act (DREAM Act) is bipartisan legislation that addresses the situation faced by young people who were brought to the U.S. years ago as undocumented immigrant children but who have since grown up here, stayed in school, and kept out of trouble.</td>
<td>Increased enrollment</td>
<td>• Continue to lobby Florida legislators to pass the DREAM Act.</td>
</tr>
</tbody>
</table>
| Each year about 65,000 U.S.–raised students who would qualify for the DREAM Act’s benefits graduate from high school. Currently, only about 5-to-10 percent of undocumented young people who graduate from high school go on to college, compared with about 75 percent of their classmates. Annually, some 4,000 undocumented students graduate from Florida schools. | A considerable number of the 4,000 student graduating form high schools annually could enroll here at MDC | • Create brochures/flyers that detail college policy on undocumented students  
  • Work with Miami-Dade County Schools and community organizations to educate students and their parents about options |
| Florida is NOT among the 10 States that have passed laws permitting certain undocumented students who have attended and graduated from their primary and secondary schools to pay the same tuition as their | Fewer undocumented students enrolling at MDC                                            | • Work with Miami-Dade County Schools and community organizations to educate students and their parents about options  
  • Continue to lobby Florida legislators to pass the DREAM ACT                    |
19 of the 28 Florida community colleges now accept applications from undocumented students. Notables that do not accept applications from undocumented students include Valencia Community College, FLCC-Jacksonville, St. Petersburg, Chipola, and Okaloosa-Walton.

The baccalaureate degree programs at the College could enroll students from some of the 9 community colleges that do not accept undocumented students.

- On-line courses in the BA programs
- Focused recruitment of students fitting the undocumented student profile

All 11 Florida state universities accept applications from undocumented students.

As MDC continues to add baccalaureate degree programs it would benefit us examine how we recruit immigrant and undocumented students.

- On-line courses in the BA programs
- Focused recruitment of students fitting the undocumented student profile

From 2005-3 through 2006-2, Miami Dade College enrolled a total of 997 undocumented students. 56% of these students came from Miami-Dade County Public Schools.

With some effort, we should be able to increase enrollment in this category of students.

- It may be prudent to collaborate with MDCPS on identifying and educating undocumented students
The Strategic Plan Coordinating Committee believed it was important to research issues and trends likely to impact Miami Dade College over the next 5 years to add to or adjust strategic goals or objectives if needed. Five important issues and trends were identified by College administrators during the August, 2006 leadership meeting. Scan team leads were assigned and recruited additional members as needed.

Each team searched literature related to the trend including publications, census data/projections, news reports, journal articles, and legislative session summaries to identify driving forces behind the trend, understand the trend and its potential impact on the College. In addition, they discussed the issue with experts at the College and in the community to gather additional insight into these future trends and their potential impact on the College and researched how other colleges were addressing these trends.

Each team prepared a report explaining the important driving forces behind the trend, implications for the College and possible actions to take in relation to the trend.