



**Strategic Plan Coordinating Committee**

**External Environmental Scan Report**

**2009-2010**

## ENVIRONMENTAL SCAN 2009-2010

### SCAN TEAM MEMBERS

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## **METHOD**

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. Six (6) important issues and trends were identified by the Committee based on feedback from various College administrators and faculty. 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 and 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.

**MDC ENVIRONMENTAL SCAN 2009**  
**AREA OF INTEREST: Population and Enrollment Forecasts**

Driving Forces/Trends	Implications for MDC	Possible Actions
<b>County Population and High School Graduate Forecasts/MDC Enrollment Trends</b>		
<p>Miami-Dade County <b>population projections forecast 19% growth by 2025</b>, primarily in the western and southern parts of the county. The highest growth is expected in Homestead (+54,539) and Doral (+58,551).</p>	<p>MDC could see increased demand and continued enrollment increases, particularly at Homestead and West.</p>	<p>Prepare for continued growth by building capacity on campuses and in Virtual College.</p> <p>Pursue SACS accreditation changes as needed.</p> <p>Consider opening outreach centers in high-demand, high-growth areas.</p>
<p>NCES predicts a <b>24% increase in public postsecondary enrollment in Florida between 2006 and 2018</b>. Largest gains are expected in the 25-35 range, female, and first-time-in-college segments.</p>	<p>MDC could see increased demand and continued enrollment increases, particularly among the high growth groups.</p>	<p>Prepare for continued growth.</p> <p>Ensure that schedule and program options meet needs and interests of older prospective students.</p>

<p>MDC has seen the number of 26-35 year olds decline somewhat since 2000 (11,337 in Fall 2008 compared to 12,690 in Fall 2001), as well as the proportion of our enrollment they represent (21% in 2008 vs. 24% in 2001) given the increase in traditional age students.</p>	<p>If forecasts hold true, MDC may see increased demand among 26-35 year olds to reverse recent trend.</p>	<p>Continue and/or expand First-Year-Experience programs for new students.</p>
<p><b>MDC's high school draw rate has increased from 38.1% in 2005-06 to 46.3% in 2008-09.</b> Draw from all race/ethnic groups increased but the gain was smallest for Black non-Hispanic students.</p> <p><b>MDCPS high school graduation rate increased</b> from 54% in 2000-01 to 64% in 2006-07 but still lags the state rate by 10%.</p> <p><b>High school enrollment has declined and state projections for high school graduates forecast fewer MDCPS graduates</b> each year beginning in 2008-09 and resulting in 10% fewer graduates by 2015-16.</p>	<p>MDC is doing well in recruiting high school graduates; recruitment strategies and MDC course and program offerings appear to meet recent graduates' needs.</p> <p>If Black NH graduates are enrolling in higher numbers in other colleges, MDC may lose our rank as enrolling and graduating the most. If they are not increasing college-going rates as much as other race/ethnic groups, this may impact the county educational attainment and equity outlook.</p> <p>While the high school graduation rate increased, enrollment is declining. Fewer graduates in the future may mean more competition to enroll the better prepared graduates in particular.</p>	<p>May need to work harder to recruit Black non-Hispanic high school graduates to continue to provide equitable access.</p> <p>May need to expand or develop additional strategies to recruit better prepared high school graduates.</p>

**MDC ENVIRONMENTAL SCAN 2009**  
**AREA OF INTEREST: MDC's Competitive Position**

Driving Forces/Trends	Implications for MDC	Possible Actions
<ul style="list-style-type: none"> <li>▪ Increased visibility and “viability” of area proprietary schools: 35 schools in Miami-Dade County and at least 4 to 5 schools in neighboring cities that border North Dade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of potential enrollment overall and in specific programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further investigate programs, enrollment processes schedules, etc. to determine MDC response.</li> <li>▪ Increase MDC marketing and advertising efforts to attract students to specific programs.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased enrollment in Miami-Dade for-profit schools: 47,072 (2008). Majority of the state’s computer science and information technology graduates (63%). Majority of the state’s allied health and medical services graduates (54%).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of potential graduates in specific disciplines: Among 2005-06 associate degree producers in FL, MDC ranked 4<sup>th</sup> in CIS (2 area proprietary school ranked 2<sup>nd</sup> and 3<sup>rd</sup>); MDC ranked 13<sup>th</sup> in Criminal Justice (1 area proprietary school ranked 4<sup>th</sup>); MDC was the leading producer in the M-D County for all other disciplines including nursing, liberal arts, health professions and business management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further investigate programs, enrollment processes schedules, etc. to determine MDC response.</li> <li>▪ Discuss at School and program levels to determine MDC action, if any.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased advocacy for state funding of certain programs and the inclusion of proprietary schools in any stimulus, training or retraining efforts in economic development or workforce initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Potential redistribution of funds that may impact MDC funding.</li> <li>▪ Fewer students elect to enroll at MDC.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further investigate and determine impact, if any</li> <li>▪ Continue to promote/advocate state funding for public college programs.</li> <li>▪ Prepare to compete strategically for funds.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Capped enrollment at Local colleges and universities as a result of budget restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased enrollment but limited course and/or scheduling options for students and possible increased college readiness in new student enrollments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate retention strategies that focus on this student population</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased competition from online providers. For example, University of Phoenix enrollment tripled between 2000 and 2006 and global enrollment in higher education at for-profits is now 30%. Associate's institutions teach over 37% of all online course offerings nationwide. Online enrollment (11.3/12.9 increase) far outnumbers face-to-face (2% national).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of potential market share.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate new markets or expand online offerings.</li> </ul>

**MDC ENVIRONMENTAL SCAN 2009**  
**AREA OF INTEREST: Labor Market Trends/Emerging Occupations**

Driving Forces/Trends	Implications for MDC	Possible Actions
<ul style="list-style-type: none"> <li>▪ Increased need to update technological resources in a number of areas including architecture, interior design, building information modeling, CIS, engineering, geographic information science, electrical power technology and green technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to update technological resources at the college.</li> <li>▪ Need for faculty professional development and training of staff in order to prepare students to meet the new competencies demanded by rapidly changing technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create new courses, degrees, or certificates, on the use of the new technology and software.</li> <li>▪ Provide training opportunities for faculty and staff to learn to use.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased global and national demand in the following areas:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to update, if appropriate, existing curricula and program offerings with respect to these areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore the feasibility of new programs and baccalaureate degrees in these areas.</li> </ul>

<ul style="list-style-type: none"> <li>○ Sustainable and renewable energy sources;</li> <li>○ Nutrition/culinary/hospitality skills;</li> <li>○ Green initiatives and</li> <li>○ Geographic technology (including Geographic Information Science)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide the best educational tools and technology to equip students with skills that will make them more competitive in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey other colleges and universities which already have similar programs to determine how they have developed their programs (best practices).</li> <li>▪ Incorporate green studies in the occupational courses by way of updating competencies. For example, in the past, ethics has been incorporated in many of the occupational courses at MDC.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased opportunities to address trends in the workforce which include: <ul style="list-style-type: none"> <li>○ Wind and solar energy;</li> <li>○ Nanotechnology;</li> <li>○ Transportation systems and technology;</li> <li>○ Health informatics;</li> <li>○ Marine technology and</li> <li>○ Building information modeling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to update, if appropriate, existing curricula and program offerings with respect to these areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Position our institution as a major training institution for federal government initiatives and the implementation of electronically formatted healthcare documentation. This could be accomplished through the development and implementation of certificate programs and degrees.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase use of technology in academics to capitalize on students' learning styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a need to keep up with the learning styles of the newer generations.</li> <li>▪ Faculty are teaching blended courses which are good for room utilization, but some lack the knowledge to incorporate alternative teaching methods using technology needed to make the class interesting and effective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty training to increase use of technology in the face-to-face and blended classes. Examples of training areas include podcasting, Panopto, application sharing, white boarding, etc.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Nationwide demand for workers in green technology in areas such as</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take the lead locally in providing training for entry-level workers in these</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify areas of job demand. Identify established curriculum available for</li> </ul>

<p>installation and maintenance of solar energy technologies, weatherization, energy auditing, and green construction practices exceeds local demand.</p> <ul style="list-style-type: none"> <li>Local demand in hospitality industry.</li> </ul>	<p>job titles, as well as provide comprehensive continuing education opportunities for skills upgrading for professionals already working in these areas.</p> <ul style="list-style-type: none"> <li>Need for short term training programs so that our local population can prepare to meet the needs of our region's employers.</li> </ul>	<p>industry-based certifications. Identify facilities suitable for hands-on training. Create rapid response programs to meet this need.</p> <ul style="list-style-type: none"> <li>Creation of new, short term certificate programs in Hospitality Management in the areas of lodging and food &amp; beverage.</li> </ul>
<ul style="list-style-type: none"> <li>Increased demand for healthcare access as a result of a larger aging population.</li> </ul>	<ul style="list-style-type: none"> <li>MDC is well positioned to continue providing qualified medical professionals to meet the additional health care practitioner vacancies that will develop as the access to health care increases with the aging population.</li> </ul>	<ul style="list-style-type: none"> <li>MDC should assess local health care vacancies and alter offerings in related program offerings and continue working on creation of Healthcare Information Management program.</li> </ul>

**MDC ENVIRONMENTAL SCAN 2009**

**AREA OF INTEREST: Innovations in Higher Education—Teaching and Learning Trends**

<b>Driving Forces/Trends</b>	<b>Implications for MDC</b>	<b>Possible Actions</b>
<b>Technology/Online Education</b>		
<ul style="list-style-type: none"> <li>The growing number of online tools, apps and web applications continue to greatly influence the learning environment of the online and F2F classroom. In just the past year, Twitter, Facebook and online gaming</li> </ul>	<ul style="list-style-type: none"> <li>Although the learning management systems (LMS)--such as Angel--will continually change as the market evolves, there is technological stability in program components.</li> </ul>	<ul style="list-style-type: none"> <li>Chart a course for professional development that raises the ability of faculty and staff to use and understand program components and concepts such as any social networking or push-pull technology as these will remain stable even as LMS platforms change.</li> </ul>

<p>have shown up as classroom tools.</p>		<ul style="list-style-type: none"> <li>▪ Create opportunities to develop learning objects which can be easily shared and converted.</li> <li>▪ Develop change management strategies which plan for the inevitable LMS conversions that will be necessary in the coming years.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Colleges with fully online programs (not just courses) have largest state enrollments. MDC is 4<sup>th</sup> in state.</li> <li>▪ Popularity of online enrollment (up 12.9% nationally as opposed to F2F enrollment, which is 2%).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of enrollment without fully online programs. Pursuing and valuing online programs and/or course expansion requires offering fully online options including labs, tutoring, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of more online programs in targeted areas where there is state need or where MDC is already uniquely situated by virtue of a F2F program strength.</li> <li>▪ Decide to forgo online program expansion and pursue hybrid or course supplement approach.</li> <li>▪ Develop a way for faculty, staff and administration in key areas for online program or course development to first explore and then develop a fully online model of instruction.</li> <li>▪ Account for student and staff need for access to campus computers to successfully complete online courses.</li> <li>▪ Explore ways to have student purchase or rent computers and/or access to DSL connections.</li> </ul>
<ul style="list-style-type: none"> <li>▪ There is a greater emphasis statewide to centralize and share distance education resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As centralization grows, more students could take needed courses at any institution, even for-profit providers like Strayer Line.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work to develop unique approaches to core courses online, so we can attract regional enrollments for MDC courses.</li> <li>▪ Partner with other colleges to co-</li> </ul>

<ul style="list-style-type: none"> <li>▪ Fiscal sensitivity has prompted the development of a centralized catalog of courses, a learning object repository and discussion of model course sharing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning on object and course sharing could save money and time in course development.</li> </ul>	<p>develop materials.</p> <ul style="list-style-type: none"> <li>▪ Consider other options for attracting online students beyond course offerings (such as frequent start dates, unique programs or courses, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Obama's American Graduation Initiative offers challenges for open course development and graduation rates.</li> <li>▪ Obama's plan requires 5 million more CC graduates (credit and certificate) by 2020. Obama's plan supports the creation of open courses to train workers and open source textbook usage.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased graduation doesn't necessarily mean more enrollment; simply focus on areas of high enrollment and increase graduation such as online courses and developmental courses.</li> <li>▪ We currently have no open courses online (such as MIT model).</li> <li>▪ Open textbook usage requires continuous updating by faculty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase online graduation rates by offering online programs and/or increasing success of online students.</li> <li>▪ Increase success of developmental students through model programming.</li> <li>▪ Target particular areas for open course development that are directly related to worker and skill development (e.g., accounting, computer science, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Creation of personal web in educational environments influencing curriculum and expectations of how instruction should be used.</li> <li>▪ Finding and creating online information key activity for all students, faculty and staff.</li> <li>▪ The ability to collect and organize information at times supplants the need for textbooks. (Great example of this in an article on remediation called, Pedagogies of Visibility: The</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students need opportunities to collaborate (even globally) and "to understand basic content and media design, and to understand the relationship between apparent function and underlying code in the applications they use daily."</li> <li>▪ New degrees, certificates, courses and general instruction (media literacy, information literacy, etc.) are implied for students beyond CGS1060.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More delivery of content using mobile devices.</li> <li>▪ Create or alter idea of the services provided in student courtyards to allow students and staff to create, use and manipulate data created by new media (e.g., webpages, mashups, etc.).</li> <li>▪ Evaluate computer power and tutoring needs</li> <li>▪ Professional development necessary to figure out how apps and tools can be used in classroom.</li> </ul>

<p>full E-mersion and Beyond)</p>		<ul style="list-style-type: none"> <li>▪ Figure out ways to personalize and push information to students based on previous choices (classes, teachers, books, etc.)</li> <li>▪ Offer open courses to students to learn needed media literacy like web pages</li> </ul>
<p><b>Educational Delivery Options</b></p>		
<ul style="list-style-type: none"> <li>▪ Rethinking traditional start/stop dates and the delivery pace of classes</li> <li>▪ Expectation of flexibility by adult students</li> <li>▪ Increase in online enrollment in for profits which market flexible programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flexible programs of this sort would allow a greater percentage of adults to participate in higher education and thus increase enrollment</li> <li>▪ Need to rethink student services procedures such as admissions, advisement, grade input, etc.</li> <li>▪ Professional development needed for faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The College needs to develop creative ways to allow for the completion of the AA and AS degrees.</li> <li>▪ Charge disciplines and schools with revamping some of the A.A. /A.S. degrees.</li> <li>▪ Review accelerated programs such as Program Accelerated College Education (PACE).</li> </ul>
<p><b>Developmental Education</b></p>		
<ul style="list-style-type: none"> <li>▪ Restructuring/Rethinking of developmental education. <ul style="list-style-type: none"> <li>○ Embed College Prep and General Education into workforce courses.</li> <li>○ Contextualize College Prep content.</li> <li>○ Create cohorts/learning communities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Since developmental students are a huge part of our enrollment, enhancing course delivery and retention would have a dramatic effect on retention and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>▪ MDC should explore current innovative models and evaluate our direction (e.g., Achieving the Dream and Digital Bridge Program).</li> <li>▪ MDC already collects a large amount of information on the success of MDC students. That information needs to be utilized more by departments to</li> </ul>

<ul style="list-style-type: none"> <li>○ Provide accelerated options.</li> <li>○ Need to improve the graduation rates of developmental students since they make up the majority of students in community colleges.</li> <li>▪ Prompted by several recent studies demonstrating the limited ability of development courses to prepare students.</li> <li>▪ Bill and Melinda Gates and Lumina Foundation money backing effort.</li> <li>▪ Research agenda backed by Community College Research Center (Teachers College).</li> </ul>		<p>improve program success.</p>
<p><b>Expanding Curriculum</b></p>		
<ul style="list-style-type: none"> <li>▪ Institutionalizing Service Learning</li> <li>▪ International campuses, international exchanges, globalize the curriculum</li> <li>▪ Need for learners who can apply knowledge (knowledge economy)</li> <li>▪ Globalization</li> </ul>	<ul style="list-style-type: none"> <li>▪ MDC will need to review its structure to determine whether it will enter into international campuses and programs.</li> <li>▪ MDC should review Service Learning programs nationally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expand Service Learning and tie to learning outcomes.</li> <li>▪ Explore international partnerships for campuses, programs, and exchanges.</li> </ul>
<p><b>Sustainability</b></p>		
<ul style="list-style-type: none"> <li>▪ Physical design is becoming part of the curriculum. For example, Science building at North includes the outside Palm garden as a part of the curriculum.</li> <li>▪ New technology has changed how</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rethink physical design as part of the curriculum.</li> <li>▪ Build buildings that are environmentally/learner friendly.</li> <li>▪ Invest in greening College facilities and grounds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tie learning outcomes to physical spaces by exploring how space creates aesthetic appreciation and an understanding of natural systems.</li> <li>▪ Review whether library, courtyards, and other student services can come together in Learning Commons and</li> </ul>

<p>teaching and learning occur. This, coupled with the fact that many older institutions need to update facilities, offers the college an opportunity to rethink how our classrooms and labs look and what they offer.</p> <ul style="list-style-type: none"> <li>▪ Sustainability movement</li> <li>▪ With the growth of online education, physical facilities are a “value added” component of a school. Schools need to use facilities to attract students in unique ways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decide on the inclusion of particular facilities based on the way they may attract students. Facilities “add value.”</li> <li>▪ Rethink the types of labs we offer students given new technology and the need to learn and use new technology.</li> </ul>	<p>Research Commons.</p> <ul style="list-style-type: none"> <li>▪ Explore how sustainability can be addressed through online learning models that reduce the need for driving and construction.</li> <li>▪ Discipline review to determine which technological proficiencies are expected of graduates and how/where these proficiencies are currently taught.</li> </ul>
<p><b>Workforce</b></p>		
<ul style="list-style-type: none"> <li>▪ Green jobs and First Responder education prevalent</li> <li>▪ Federal monies are being directed to these two workforce areas in particular.</li> <li>▪ Federal interest in non-credit workforce education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creation of new non-credit and credit certificates, A.S., A.A. and B.A.S programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possible partnership with the U.S. Department of Homeland Security should be explored</li> <li>▪ Perhaps we want to put a big focus on the creation of online options since the credit growth in online courses is so high and this is a great market for AA institutions.</li> <li>▪ Might need centralized web site for sustainability issues/courses which would entail doing an inventory of what is currently going on at MDC, what is offered, and institutional shifts to accommodate centralization of this information (Earth Ethics?) Sustainability Portals are common.</li> </ul>

		<p>(Examples: Portland Community College</p> <ul style="list-style-type: none"><li>▪ More offerings (credit/non-credit)</li></ul>
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**MDC ENVIRONMENTAL SCAN 2009**  
**AREA OF INTEREST: Economic Trends and Resource Development**

Driving Forces/Trends	Implications for MDC	Possible Actions
<b>Resource Development</b>		
<ul style="list-style-type: none"> <li>▪ State issued no competitive grants 08-09 and reduced or eliminated matching funds in some cases due to decreased revenue</li> </ul>	<ul style="list-style-type: none"> <li>▪ This curtailing of state funds represents a significant loss of funding, particularly because, historically, MDC has received 100% of grants applied for from FLDOE.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek other sources.</li> <li>▪ Eliminate programs.</li> </ul>
<ul style="list-style-type: none"> <li>▪ At the Federal level, required partnerships and leveraged resources to share the risk and increase return on investment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This trend forces a shift in paradigm from conceptualizing MDC as a singular entity to MDC as a team member.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Court outsiders by hosting networking opportunities with local potential partners beginning with members of MDC School and Disciple advisory committees.</li> <li>▪ Participate in local and statewide organizations focused on grant seeking.</li> <li>▪ Form permanent grant seeking partnerships such as the South Florida Community College Regional Grants Collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>▪ US Department of Education (USDE) / Department of Labor (DOL) plan to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low levels of tangible support for the South Florida Workforce Investment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with college administration to</li> </ul>

<p>collaborate on grant programs to align educational pursuits with job market realities.</p>	<p>Board (SFWIB) already result in non-competitive DOL grant proposals. In view of the low level of support received from the local workforce board, a USDE/DOL collaboration could result in a substantial reduction in the number of grants the College can apply for from USDE, if the local workforce investment board becomes a required signatory on grant projects.</p>	<p>channel appropriate communication.</p>
<ul style="list-style-type: none"> <li>▪ Increased focus on Homeland Security to address new age of terrorist-driven lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This focus opens doors to creatively linking existing curriculum to Department of Homeland Security (DHS) priorities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply for funding to revise existing curriculum and to create new courses to integrate DHS concepts.</li> <li>▪ Consider creation of Homeland/anti-terrorism programs of study resulting in credentials.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Accountability (measurable improvement) to ensure the efficacious use of federal funds</li> </ul>	<ul style="list-style-type: none"> <li>▪ The potential for the linking of dollars to data suggests the need for increased attention to the measures being used and interventions designed to drive improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement data-based decision-making and continuous improvement cycles linked to future funding allotments that are based on student performance in key areas, particularly the Perkins measures for CTE programs and the data elements being infused into the statewide data system for other program areas.</li> </ul>
<ul style="list-style-type: none"> <li>▪ ARRA Focus on College graduates to meet Obama administration goal of</li> </ul>	<ul style="list-style-type: none"> <li>▪ The availability of unexpected funding provides an opportunity to expand</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify barriers to success and pursue wrap around funding. Known barriers</li> </ul>

<p>economic growth through able workforce</p>	<p>efforts to retain students in workforce programs</p>	<p>include: family responsibilities, lack of academic preparation, transportation. Mitigating services include childcare, tutoring, bus passes, cohort classes, alternative delivery systems (online, nights, weekends, off-site), and fast-track programs (including small inexpensive mini-courses focused on employer identified individual skills or knowledge sets charged at percentage of single course tuition).</p>
<ul style="list-style-type: none"> <li>▪ SFWIB grants are being awarded to small private education organizations for unknown reasons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Due diligence requirements prohibit MDC for applying for grants awarded by SFWIB. Information requested places an unrealistic burden on Business Affairs. MDC is not able to provide the required documentation without expending large sums of money in a prohibitive timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with college administration to channel appropriate communication.</li> </ul>
<ul style="list-style-type: none"> <li>▪ M-Dade County has scaled back grant programs due to reduced revenue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduced funding for the Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Form inter-campus/district collaboratives to do more with less. Develop annual arts grants calendar and identify in-house collaborations to apply for identified opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Back to Basics funding to “keep the doors open” for proven recipients</li> </ul>	<ul style="list-style-type: none"> <li>▪ Innovations, new ideas, and new applicants are not being funded.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approach prior supporters with evidence of success in programs supported by the funder. Establish process for collecting success data for</li> </ul>

		current projects in order to facilitate access to success data for future requests.
<ul style="list-style-type: none"> <li>Percentage awards (about 1/3 to 2/3, generally) of previous awards to provide some funding to as many grantees as possible</li> </ul>	<ul style="list-style-type: none"> <li>Less support, even from those with whom MDC has an established relationship</li> </ul>	<ul style="list-style-type: none"> <li>Make more requests to a wider funder-audience.</li> </ul>
<ul style="list-style-type: none"> <li>Growing national and local sustainability efforts to combat consumption and pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Need for coordinated collegewide plan of action in the areas of curriculum, awareness and physical plant.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the work of the Sustainability Steering Committee and provide information regarding funding possibilities. Explore increasing curricular offerings in green areas and green jobs. Increase student/faculty/staff awareness of environmental issues in general and at MDC campuses in particular. Focus on greening existing MDC buildings and require LEED compatibility in new buildings. Conduct energy audit and sign the Presidents' Climate Commitment to position the college for upcoming grant opportunities, especially those expected in the HEA reauthorization.</li> </ul>
<ul style="list-style-type: none"> <li>Shift in student populations has resulted in grants targeting specific populations with the accompanying need to shift services to meet client</li> </ul>	<ul style="list-style-type: none"> <li>Limited funds available to MDC.</li> </ul>	<ul style="list-style-type: none"> <li>Develop plan for addressing needs of non-traditional students (See also, above, Federal Grants, ARRA Focus</li> </ul>

<p>needs and expectations</p> <ul style="list-style-type: none"> <li>▪ <b>Targeted Populations:</b> Veterans; Homeless; 50+; Hispanic (and other racial/ethnic groups); dislocated workers to decrease unemployment number by focus on hard to employ populations.</li> </ul>		<p>on College Graduates.)</p>
<p><b>Fundraising and MDC Alumni Relations</b></p>		
<p><b>CHARITABLE GIVING TRENDS</b></p> <ul style="list-style-type: none"> <li>▪ In a troubled economy, charitable donations decreased by 2 percent in 2008, the first decline since 1987. Donations to education decreased 5.5 percent. Corporate giving (5 percent of all charitable giving) dropped 4.5 percent, while gifts from individuals (75 percent of all giving, excluding bequests) dropped 2.7 percent. While it is impossible to predict giving in 2009 and beyond, some observers predict decreases similar to 2008.</li> <li>▪ The Philanthropic Giving Index, which gauges nonprofit fundraisers' confidence in the fundraising climate, fell 27% between June and December 2008, from 88.8 to 64.8 points. This was the largest drop since the PGI</li> </ul>	<ul style="list-style-type: none"> <li>▪ The implication is a slower-than-hoped-for increase in annual revenue from philanthropy in the short-term. Sponsorship of festivals and other cultural activities will remain challenging.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue focus on building annual fund activities, including the 1960 Society</li> <li>▪ Continue building alumni relations program including events, MDC Alumni Network membership.</li> <li>▪ Fully implement the recommendations of the recent IEG analysis of MBFI and MIFF sponsorship programs.</li> <li>▪ Continue pursuit of relationships with individual major gift prospects and potential corporate partners.</li> </ul>

<p>began in 1998.</p> <ul style="list-style-type: none"> <li>▪ A survey of fundraisers reveals that the economy is having a negative or very negative impact on fundraising; organizations are having less success with major gifts and foundation grants; two-thirds report success with direct mail.</li> </ul>		
<p><b>INDIVIDUAL GIVING TRENDS</b></p> <ul style="list-style-type: none"> <li>▪ Researchers at the Center on Wealth and Philanthropy at Boston College, in a groundbreaking 1998 study, predicted a \$41 trillion transfer of wealth between 1998 and 2052. Four groups of beneficiaries would see these disbursements – one of which is philanthropic causes. Despite the downturn of the economy, the projections still appear realistic, although more people are passing on wealth while they are alive, through family foundations, and tax-efficient charitable vehicles such as donor-advised funds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Long-term</i> prospects for major gifts are good.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop relationships with individual major gift prospects with capacity to give 5-, 6-, and 7-figure gifts. Be mindful that these relationships can take many months and years to cultivate, and that donor dreams take precedence over college needs.</li> </ul>
<p><b>INDIVIDUAL GIVING TRENDS</b></p> <ul style="list-style-type: none"> <li>▪ A positive outcome of the economic downturn is an increased awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ With the right cultivation and involvement, prospects for future major gifts are positive.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be creative in the cultivation of individual major gift prospects.</li> </ul>

<p>of the problems that communities and the country face. This leads to a greater questioning and learning taking place on the part of donors. It fuels an existing trend of younger philanthropists who are far more involved with the organizations to which they give and who are not content to simply write a check.</p>		
<p><b>FOUNDATION GIVING TRENDS</b></p> <ul style="list-style-type: none"> <li>▪ Many grant makers expect to decrease their giving in 2009, after a massive loss of philanthropic wealth, \$50.4-billion, between 2007 and 2008. Foundation leaders expect deeper cuts to their grant-making in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Near-term prospects for foundation grants are not optimistic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue developing relationships with grant makers with an interest in higher education. Do not expect to submit proposals in the short-term, but take the time to educate funders and interest them in the work of the College.</li> </ul>
<p><b>CORPORATE PARTNERSHIP TRENDS</b></p> <ul style="list-style-type: none"> <li>▪ Corporations have seen a fundamental change in the way they view roles and responsibilities in society. Five trends are driving this change: globalization of business; request from host governments to contribute to national development; pressure from activist and issue-based organizations; demands from investors to provide competitive returns, and a shift with corporations from traditional</li> </ul>	<ul style="list-style-type: none"> <li>▪ The College and MDC Foundation have to be more creative in their approach to corporations. <i>Partnership</i> needs to be the operative concept.</li> <li>▪ Relationships have to be approached with a “what can we do for you” attitude, not just a “what can you do for us” motive. The notion of “XYZ company <i>SHOULD</i> write a check” needs to be replaced with thinking about how the College can help XYZ company achieve its goals while at the</li> </ul>	<ul style="list-style-type: none"> <li>▪ The recently IEG analysis of and recommendations for the sponsorship programs of MIFF and MBFI must be implemented.</li> <li>▪ Further, the knowledge gained from the IEG engagement should be applied to other aspects of the College’s and Foundation’s advancement efforts.</li> </ul>

<p>philanthropy to social investing with expected returns.</p> <ul style="list-style-type: none"> <li>▪ Amid a challenging economy, a survey of 140 leading companies showed that 53% increased their donations in 2008. The greatest surge, however, was seen in non-cash giving, which rose nearly 35% among companies whose giving increased.<sup>7</sup></li> <li>▪ In the corporate sponsorship market, industry thought leader IEG projected a 12.6 percent growth in sponsorship spending in 2008; for 2009 that projection shrunk to 2.2 percent. They projected a decrease in media spending and note that continued mergers and acquisitions dramatically change sponsorships.</li> </ul>	<p>same time providing a meaningful benefit to our students.</p> <ul style="list-style-type: none"> <li>▪ College leadership must also be mindful that corporate contributions account for only 5 percent of charitable giving in the US.</li> </ul>	
<p><b>THE RISE OF SOCIAL MEDIA</b></p> <ul style="list-style-type: none"> <li>▪ The applications of Web 2.0 – Facebook, Twitter, YouTube and the promises of products to come, are altering how people connect. Colleges have entered the fray, but there is an absence of best practices. An absence of a coherent strategic plan for using social media could leave colleges at a disadvantage.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The lack of a comprehensive strategic plan to use social media to interact with prospective and current students, alumni, cultural patrons, business leaders and other friends, could leave the College at a disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Convene a working group of staff and faculty from the College and the Foundation to explore best practices, policies and implement a robust social networking system.</li> </ul>

**MDC ENVIRONMENTAL SCAN 2009**  
**AREA OF INTEREST: Community Partnerships, Engagement and Outreach**

Driving Forces/Trends	Implications for MDC	Possible Actions
<b>Civic Engagement and Service-Learning</b>		
<ul style="list-style-type: none"> <li>▪ Growing emphasis on “engaged learning” that often includes service-learning that creates learning opportunities beyond the classroom and within the college community at large. Research supports that the more students are engaged, the more they learn and develop a productive citizens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional support in this area provides an opportunity for the College to foster engaged learning via service learning, civic engagement and related activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase professional development opportunities for faculty related to engaged learning strategies.</li> <li>▪ Increase resources of CCI to better support faculty efforts to implement service-learning.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased attention to the obligation of higher education to foster civic engagement and civic development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ MDC may need to explore opportunities to provide additional support in teaching and learning activities that directly and intentionally prepare students for active civic participation in a diverse democratic society.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create programs that provide scholarships in return for service/civic engagement.</li> <li>▪ Recognize students who excel in civic engagement at graduation via a sash, special tassel, etc.).</li> <li>▪ Include previous involvement in service-learning/civic engagement in faculty hiring practices.</li> <li>▪ Provide more professional development and on-going support to faculty to encourage civic engagement</li> </ul>

		<p>and civic development pedagogies.</p> <ul style="list-style-type: none"> <li>▪ Increase resources available to students and faculty for civic engagement activities.</li> <li>▪ Develop s strategies and best practices for the integration of service-learning in virtual courses.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased awareness about “green” issues and environmental sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ MDC may need to use every possible avenue to prepare our students for the future.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expand collaboration with Earth Ethics Institute via service-learning and consciousness-raising activities.</li> <li>▪ Provide more professional development and logistical support to faculty to help them use service-learning as a strategy to green their curriculum.</li> </ul>