



Strategic Plan Coordinating Committee

Internal Environmental Scan Report

2009-2010

INTERNAL ENVIRONMENTAL SCAN 2009-2010

Internal Environmental Scan Coordinator: Rene Garcia

Scan Team Members: Adam Porro
Sandy Schultz

METHOD

The Strategic Plan Coordinating Committee believed it was important to research internal issues and trends to identify strengths and opportunities for improvement over the next five years. This information will be used to add to or adjust strategic goals or objectives if needed. Specific issues and trends were identified by the internal scan coordinator and a team lead was assigned for each.

The internal scan team reviewed student service area annual reports, College Learning Outcomes reports and meeting minutes, Institutional Research data and reports, the Strategic Plan Progress Indicators Report, peer comparisons, and other information as appropriate. Through this document review, the scan team identified MDC strengths and opportunities to improve. Implications related to these strengths and weaknesses, as well as possible actions the College might take to address them were discussed and included in the team reports.

INTERNAL ENVIRONMENTAL SCAN 2009

Strengths and Opportunities for Improvement	Implications for MDC	Possible Actions
Area of Interest: Student Recruitment and Enrollment Issues and Trends		
<p>Budget cuts within M-DCPS have seriously affected recruitment efforts this year. (Weakness)</p> <p>CollegeWeekLive is a virtual college fair, with more than 200 colleges and universities from the United States and abroad providing information to more than 25,000 participants. The event brings together students, parents, counselors and colleges online to interact through live chats. Participation has generated an initial list of over 300 contacts. (Strength)</p> <p>In February 2010, the College will hold a Virtual Open House (hosted by CollegeWeekLive) to reach out to prospective students in a more efficient and cost effective manner.</p>	<p>Limited staffing resulted in cancellations of tours and campus visits, cuts to positions during mid academic year such as CAP Advisors and Career Specialists made getting into the school more challenging, and events such as EXPOs, Career Fairs, and College Nights were restricted. Also, budget cuts at the MDC have limited the number of students coming to the College for recruitment activities.</p> <p>By investing in technology, the college can continue to offer services in a cost-effective fashion, while not compromising the quality of services provided to mainstream and prospective students. An event such as a Virtual Open House would give Miami Dade College exposure throughout the world, not just locally.</p>	<p>Technology will be a major recruitment resource, as initiatives such as a Virtual Open House will open the doors to similar events. Participation in events such as CollegeWeekLive is crucial as the college continues to use the technology as a primary source of recruitment.</p> <p>When attempting to capture the attention of high school students, one must take into account the popularity of the Internet sites such as Facebook, Myspace, and Twitter. The college must continue to take advantage of these sources.</p> <p>Implementation of the Hobsons Constituent Management System college wide will play a critical role in achieving this objective.</p>
<p>International student enrollment has declined 27% since Fall 2001. The number of new international students decreased 9.7% (16 students) from 20071 to 20081, although more I20s are being issued.</p> <p>The number of international students retained</p>	<p>The decrease in enrollment, in spite of recruitment efforts, is due to variables out of the college's control. These factors includes political, governmental and economical constraints which may inhibit a student from enrolling in MDC.</p> <p>The retention numbers show that students who</p>	<p>Purchase tracking system for ISS (such as Hobsons) to enhance their recruitment and retention efforts. This resource would allow the college to keep up with current and prospective international students by establishing customized MDC accounts based on personal information such as</p>

<p>increased from 2007 to 2008. (Strength)</p> <p>The use of the online application site has increased the number of initial international student applications received by the college, 2124 online applications from May 1, 2008 through May 31, 2009 and has resulted in an enormous amount of emails and phone calls by the ISS departments to potential new international students, who have requested information or have required documents missing. (Strength)</p> <p>The total number of applications, both online and hard copy, for the terms 20081, 20082 and 20083 combined was 2180 applications which resulted in 857 completed files and I20s issued. (Weakness)</p>	<p>have been recruited to MDC want to stay in the college and pursue their academic goals.</p> <p>Access to the college is made easier by the development of an online application site.</p>	<p>career goals, majors, etc.</p>														
<p>Over the last four years, MDC's high school draw has increased significantly (+8.2 percentage points to 46.3% of the graduating class). (Strength)</p>	<p>Greater demand for classes and student services if trend continues</p>	<p>Re-allocate resources to deal with the increase demand.</p>														
<p>Encouraging more high school graduates from Miami Dade County Public Schools to go to college. About 31% do not enroll within a year of graduation (Weakness). Further, for seven major high schools, the proportion of graduates who enroll is at least 10 percentage points lower than the district:</p> <table border="0" data-bbox="199 1143 737 1349"> <tr> <td>MIAMI JACKSON SENIOR</td> <td>-26.6</td> </tr> <tr> <td>MIAMI EDISON SENIOR</td> <td>-22.2</td> </tr> <tr> <td>MIAMI CENTRAL SENIOR</td> <td>-20.0</td> </tr> <tr> <td>MIAMI SOUTHRIDGE SENIOR</td> <td>-19.2</td> </tr> <tr> <td>HOMESTEAD SENIOR</td> <td>-18.7</td> </tr> <tr> <td>MIAMI NORTHWESTERN SENIOR</td> <td>-15.6</td> </tr> <tr> <td>BOOKER T. WASHINGTON SENIOR</td> <td>-12.3</td> </tr> </table>	MIAMI JACKSON SENIOR	-26.6	MIAMI EDISON SENIOR	-22.2	MIAMI CENTRAL SENIOR	-20.0	MIAMI SOUTHRIDGE SENIOR	-19.2	HOMESTEAD SENIOR	-18.7	MIAMI NORTHWESTERN SENIOR	-15.6	BOOKER T. WASHINGTON SENIOR	-12.3	<p>College-going rates and disproportionate enrollment from some high schools is an access and equity issue as the College attempts to serve all members of the community. It is also an economic development issue for the community as postsecondary education increases earning potential and contributes to the local economy.</p>	<p>Greater efforts toward creating a "college going" mentality among students to reinforce why college is important and that it is reachable for all students.</p>
MIAMI JACKSON SENIOR	-26.6															
MIAMI EDISON SENIOR	-22.2															
MIAMI CENTRAL SENIOR	-20.0															
MIAMI SOUTHRIDGE SENIOR	-19.2															
HOMESTEAD SENIOR	-18.7															
MIAMI NORTHWESTERN SENIOR	-15.6															
BOOKER T. WASHINGTON SENIOR	-12.3															

<p>Opportunity:</p> <p>Significant increase in the number of baccalaureate students (increase of almost 61% from 2007 to 2008). This number will continue to increase as additional baccalaureate programs are offered by the College.</p>	<p>MDC needs to ensure that it is prepared to deal with what will be “juniors and seniors” in college. Job placement is even more important with these students. Further, with the mixed reactions to baccalaureate programs being offered by “former community colleges”, it is important for MDC to favorably withstand the additional scrutiny.</p>	<p>Additional data and efforts need to be directed toward looking at outcomes for these “juniors and seniors.” This is especially the case with advisement, retention and recruitment.</p>
--	--	--

Summary of sources and references:

<p>Recruitment Service Area Annual Reports International Student Service Area Annual Reports IR Fall Profiles College-wide Briefing Package: http://www.mdcc.edu/ir/iremployees/CollegeBrief.pdf Information Capsule 2009-01C: Student Success in Intensive & Regular Formats: http://www.mdcc.edu/ir/iremployees/IC2009-01C.pdf Strategic Plan Indicators Report</p>
--

Strengths and Opportunities for Improvement	Implications for MDC	Possible Actions
Area of Interest: Retention, Progression, and Graduation Rates		
<p>The fall-to-fall retention of FTIC students has increased 4.6 percentage points to 67.4% in the last four years. Compares very favorably with the 61% retention rate in Florida and 51% nationwide. (Strength)</p> <p>Fall to Spring retention rates have also</p>	<p>Suggests that retention efforts are having positive effect on student re-enrollment rates. Higher retention means MDC needs to work with these additional students and address continued increases in demands on courses offerings and student services. Higher retention rates also mean stronger accountability outcomes for the College.</p>	<p>Re-allocation of resources to deal with the increase in students.</p>

<p>increased over the last four years and are now 84.4% for new students and 76.9% for continuing students. (Strength)</p>		
<p>The retention of Black Non-Hispanic students has not improved much of the same period. Further, the gap between these students and their peers has actually widened in the last couple of years (e.g., there is a difference of 8.2 percentage points for 2007-08). (Weakness)</p> <p>Although Black Non-Hispanic students also show lower fall-to-spring retention than their peers, the differences are much smaller. Something is happening between the spring and the following fall term. (Weakness)</p>	<p>It is important that MDC offers all students the best chance to succeed.</p>	<p>Need to investigate factors that affect this student group. Design strategies to ameliorate the situation.</p>
<p>Mixed results in college prep and first college level course progression:</p> <p>The passing rate for all college prep courses in writing has increased, but proportion enrolling in the next writing course has decreased.</p> <p>Passing rates in college prep math courses has decreased although progression has been steady.</p> <p>Compared to the state, the percent of MDC students who complete needed prep within 2 years is 6-9 pp lower for reading and writing (writing has also decreased by about 5 pp since 2002) and about the same for math. (Weakness)</p>	<p>Since some many students take college prep courses, lack of improvement in prep progression and completion rates will affect MDC accountability outcomes. Need to explore strategies to improve college prep successful completion rates.</p>	<p>Need to explore not only alternate instructional strategies but also delivery methods and scheduling. There is information suggesting that students enrolled in intensive 8-week college prep classes seem to do at least as well as those in a traditional 16 week format. Although self-selection may have been a factor in these results, it is certainly worth exploring further.</p>
<p>Graduation rates (IPEDS 3-year rate) are higher</p>	<p>Graduation rates may be higher than peers but still</p>	<p>Review graduation and success rate data for</p>

<p>than peer colleges and have increased since 2003. (Strength)</p> <p>Success rates (grad, still enrolled or left in good standing) are higher than state rates.</p>	<p>appear low to the general public. Success rates are good primarily due to higher retention rates as students continue to work toward a degree.</p>	<p>different degree types and student groups (AA/AS/CC, college prep, ESL, etc.) to improve rates for all students.</p> <p>Share information about student success rates and progress milestones with college and community.</p>
---	---	--

Summary of sources and references:

<p>Information Capsule 2009-03C: Fall-to-Fall Retention Information Capsule 2009-07C: Fall-to-Spring Retention Measuring Up 2008</p>
--

Strengths and Opportunities for Improvement	Implications for MDC	Possible Actions
Area of Interest: AA Degree Transfers and “Leavers”		
<p>There was a decrease in the number of AA “leavers” between 2006 (6,972) and 2009 (6,406) and an eight percentage point increase between 2005 and 2007 in the proportion of transfers to SUS who had completed a degree. (Strength)</p>	<p>Fewer students leaving before completing their AA degree helps students transfer easily and increases MDC graduation rate.</p>	<p>Continue efforts to reduce attrition and early transfer of AA degree students.</p>
<p>Too many students are still “leaving,” some with many credits earned. Although a majority of the “leavers” were in the labor force, approximately 28% were still continuing their education. The primary destination was FIU. (Weakness)</p>	<p>Students are better served if they transfer with a degree. Further, MDC may be able to earn additional PBB dollars again in the future as a result.</p>	<p>Greater efforts to make students aware of the merits of transferring with the degree as well as the perils of doing so without it. MDC staff also needs to be better informed as to details of this.</p>

<p>Indicators of transfer student success in the SUS are mixed. The MDC percent with 2.5+ GPA has increased since 2004 but is lower than the CC system. The average GPA of MDC transfers has declined since 2004 while the GPA of native SUS students has increased, widening the gap. In 2007-08 MDC transfers avg. GPA was 2.87 compared to 2.91 for native SUS students. (Weakness)</p>	<p>The performance of MDC transfers reflects on the quality of their preparation at MDC and their attainment of learning outcomes. Declining performance levels are cause for concern.</p>	<p>Disciplines should review performance by program and research reasons for and opportunities to address the widening performance gap.</p>
--	--	---

Summary of sources and references:

Information Capsule 2006-02C: Tracking MDC 2003-04 Leavers
 Information Capsule 2009-04C: Tracking MDC 2006-07 Leavers
 Strategic Plan Indicators Report

<p>Strengths and Opportunities for Improvement</p>	<p>Implications for MDC</p>	<p>Possible Actions</p>
<p>Area of Interest: Career/Vocational Program Performance</p>		
<p>Job placement rates for career/vocational program graduates are high but lower than CC system in last comparison year. PSV program placement rates by school range from 81% for Criminal Justice to 100% for Fire and Environmental Science. (Strength)</p>	<p>MDC needs to maintain high placement rates to ensure that we are graduating students in fields with employment demand. Placement rates are important to compete effectively with other higher education institutions.</p>	<p>Allocate resources as necessary to provide effective placement services for vocational program completers.</p>

<p>MDC performance on Perkins measures is mixed. For PSV programs we do well compared to the state 2008-09 targets on technical skill attainment, award completion, non-traditional enrollment and completion measures. (Strength) We are below the state target for PSV retention/transfer and job placement. (Weakness)</p> <p>For PSAV programs, MDC is above state targets on retention/transfer, job placement, and non-traditional enrollment and completion measures. (Strength) MDC is below on skill attainment and award completion. (Weakness)</p> <p>Perkins measures will require industry credential (exam) results to document skill attainment in 2009-2010.</p>	<p>MDC's contribution to the state performance on Perkins measures will be carefully monitored and our Perkins allocation may reflect our performance.</p>	<p>Implement systematic process to ensure program codes are accurate, submit and process graduations, and collect industry credentials.</p> <p>Implement systematic process to obtain alumni and employer feedback.</p>
--	--	---

Summary of sources and references:

<p>Strategic Plan Indicators Report Perkins IV Measure Analysis by Program and School (IR) State Accountability Measures</p>
--

Strengths and Opportunities for Improvement	Implications for MDC	Possible Actions
Area of Interest: College Learning Outcomes Initiative and Assessment		
<p>The Learning Outcomes Assessment Team has developed eight authentic tasks which have been administered for three years to a sample of potential graduates. Improvement has been shown in the percentage rated proficient and exemplary in almost all Learning Outcomes over the three years of administration. (Strength)</p>	<p>Students have opportunity to demonstrate skills and knowledge they have acquired at MDC. The College learns about graduates strengths and weaknesses in order to improve curricular and co-curricular experiences.</p> <p>Data and direct evidence of student learning to meet accountability and accreditation demands including the SACS Report.</p>	<p>LOAT should continue to improve selected tasks and create new tasks to ensure adequate coverage of the 10 Learning Outcomes. Continue to review validity to ensure that tasks simulate “real world” tests of students’ ability and are not biased.</p> <p>Schedule more consultant-facilitated assessment training and professional development activities around selected learning outcomes such as critical thinking.</p> <p>Schedule additional holistic scoring workshops.</p>
<p>Campus dialogues, executive briefings, and various authentic assessment workshops for faculty and student service personnel were held to discuss assessment results and provide training and experience developing authentic assessment methods.</p>	<p>Disciplines and schools may use the CSLOA Assessment results to improve student learning.</p>	<p>Increase faculty (including adjunct) and student services personnel engagement through additional workshops and information sessions.</p> <p>Gather and use input from student focus groups regarding ways to increase student awareness of the LOs and effort during assessments.</p> <p>Pilot ways to assess graduate attainment of the LOs at the baccalaureate level.</p> <p>Continue to examine CSLOA results in conjunction with results from Curriculum</p>

		Mapping process.
Presentations around the US and Florida on aspects of the LO Initiative have been given by members of the LOAT. Articles about the initiative have been published in various national publications. (Strength)	National visibility, increased interest and acceptance for authentic assessment methods developed and implemented by colleges to improve student learning.	Continue to present at national conferences. Submit additional articles for publication.

Summary of sources and references:

LOAT and LOCC Presentations and Reports

Strengths and Opportunities for Improvement	Implications for MDC	Possible Actions
Area of Interest: Student Satisfaction and Employee Feedback		
<p>Student survey results indicate that students are satisfied with MDC overall. Ratings for most specific services and features are high and have increased over the last 6 years. (Strength)</p> <p>Satisfaction with Financial aid is lower than 70% and has declined slightly since 2004. Agreement that the College has flexible schedules is less than 70% and has declined since 2004. (Weakness)</p>	<p>Student ratings suggest that MDC is doing a good job of addressing their concerns and providing excellent service and programs.</p> <p>Declining agreement with flexible schedules may provide an advantage to online and proprietary institutions.</p>	<p>Continue to systematically measure satisfaction and address student concerns.</p> <p>Review course scheduling patterns including start/stop dates to provide maximum flexibility and offer more online courses and programs.</p>

<p>The most recent employee ratings are very high for indicators of student learning and success, serving the community, communication and cooperation, and diversity/equity. (Strength)</p> <p>Ratings indicate that the college is making progress on lower rated items. All are above 60% satisfaction levels in 2006 except salary items and decision-making at the discipline/division, campus/district area, and college levels. (Strength)</p> <p>MDC was included among the “Great Colleges to Work For” in 2009 by the Chronicle of Higher Education. (Strength)</p>	<p>Employee satisfaction can lead to better performance individually and for the college and low turnover rates.</p>	<p>Continue to assess employee satisfaction systematically and use results as indicated.</p>
---	--	--

Summary of sources and references:

<p>Strategic Plan Progress Indicators Report Enrolled Student Survey Report 2008 (IR Report 2009-02R) MDC Institutional Effectiveness Survey 2006 Report (IR 2007-01R) Strategic Plan Progress Report, December 2009</p>
