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Letter from the President

Moraine Valley Community College is pleased and proud to present to our community, students, faculty, and staff our FY 2015-2019 Strategic Plan for success.

The last seven years have seen dramatic changes in curriculum, services, buildings, and off-campus sites. Moraine Valley Community College:

- Built the Dr. Vernon O. Crawley Science Hall, Moraine Business and Conference Center, Student Services Center, Student Union, and Gateway after passage of our $89 million referendum.
- Added two Associate in Arts degrees, six Associate in Applied Science degrees, and numerous certificates.
- Received a Title III Strengthening Institutions Program grant for our Intervention Strategies to Increase At-Risk Student Success initiative to help enhance retention and success of at-risk students.
- Developed the only established fire academy in the area for our Fire Service Management Program.
- Launched the “Agree to Degree” campaign to encourage college completion, resulting in an impressive increase in the number of degrees and certificates awarded.
- Opened the 113,000-square-foot Health, Fitness & Recreation Center for students and community members.
- Initiated the annual Job and Internship Fair to present employment opportunities to our students and the community.
- Became one of 32 community colleges nationwide to be part of the National Information, Security and Geospatial Technology Consortium by the U.S. Department of Labor and U.S. Department of Education.
- Opened the Southwest Education Center, which was the college’s first LEED-certified building (platinum), and purchased the building that houses the Moraine Valley Education Center at Blue Island.
- Was designated as a National Center of Academic Excellence in Information Assurance Two-Year Education by the National Security Agency. Only six two-year colleges in the nation received this honor.

As this list illustrates, Moraine Valley has historically undertaken the writing of its strategic plan in a well-orchestrated manner with fine results. This time, the college decided to approach its
planning from a somewhat different perspective. Using a more extensive external environmental scanning process that examined eight taxonomies (Competition, Demographics, Economy, Education, Labor Force, Politics, Social Values and Technology) as the basis for its planning strategy, the college was able to build a plan with very positive benefits.

Along with our analysis of the college’s strengths, opportunities and challenges, this external environmental scanning invigorated the strategic planning process at Moraine Valley, connected the faculty and staff, and formed closer ties to our community, business, education, and municipal leaders while producing a cohesive, visionary plan for the college’s next five years.

What so marked this process was the enthusiasm the method generated in our faculty and staff and our community members, who packed our Moraine Rooms on several occasions to give their insightful input in crafting this plan. It was an exciting sight to see the energy generated throughout this planning process.

Because of the careful external environmental scanning research that underpinned our plan, our community participants were able to come from this process with materials that they, too, could use in their own strategic planning. This was a great win-win collaboration.

This FY 2015-2019 Strategic Plan is a truly collaborative effort developed from careful research, grassroots planning, and expert vetting from all constituents.

You will see that our plan honors our core values of integrity, responsibility, respect, fairness, and diversity and our continued commitment to access, affordability, college readiness, success, and completion.

In my inauguration remarks, I marked the college’s commitment to service to our students, service to our community, and service to one another. This new plan will help us to build on our strong past to produce a more dynamic, responsive college that can affirm our service, address our future, and our commitment to “changing lives for a changing world.”

Sylvia M. Jenkins, Ph.D.
President
MISSION AND PURPOSE

The mission of our college is to educate the whole person in a learning-centered environment, recognizing our responsibilities to one another, to our community, and to the world we share. We value excellence in teaching, learning and service as we maintain sensitivity to our role in a global, multicultural community. We are committed to continuous improvement and dedicated to providing accessible, affordable, and diverse learning opportunities and environments.

The college fulfills its educational mission through:

General Education
Courses and concepts integrated into the curriculum that foster critical thinking and enable informed judgment and decision making

Transfer Programs
Courses in arts, sciences and business leading to an associate’s degree and fulfilling the first two years of a bachelor’s degree

Career Education
Occupational courses and skill development that respond to industry and community needs and lead to professional credentials, a certificate or an Associate in Applied Science degree

Community Enrichment
Opportunities for residents to engage in lifelong education and cultural enrichment in a learning community

Workforce Development
Partnerships with and customized training for business, government, social, and civic institutions resulting in organizational and economic improvement

Student Development
Programs and services to support and enhance academic, career and personal growth and success for our diverse student population

Developmental and Enrichment Education
Courses, programs, and services to support and advance academic success leading to high school equivalency, English language proficiency, or entry to college-level courses

We promise to provide a student-centered environment and to focus all college staff and resources on student learning, student development and student success.
VISION STATEMENT

We envision a world-class college that meets current and emerging community needs for education and training through excellent service and outstanding programs offered in stimulating learning environments.

CORE VALUES

Integrity
Responsibility
Respect
Fairness
Diversity
Moraine Valley Community College’s 2015-2019 Strategic Plan will set the framework for our annual planning, our goals and objectives and, ultimately, how we follow our Mission and pursue our Vision and Core Values. This Strategic Plan resulted from an in-depth process of identifying and analyzing external trends and internal strengths and challenges. It was developed with broad community and college input and will be reviewed annually. The college’s earlier Strategic Plans also served as input to this plan.

The updated Strategic Plan includes five broad priorities and within these priority areas, more specific strategic goals. The Strategic Plan was written in the spirit of continuous improvement; some of these goals incorporate work that is already underway while others will require new investments of time and effort.

The major purpose of both strategic and annual planning at Moraine Valley is to prepare for future challenges and to promote positive change. In planning, we try to find a good match between external demands and opportunities, the internal values of the college, and the college’s resources (people and dollars). The successful performance of an institution is directly related to effective planning and good decision making.

As a learning-centered college, we dedicate all programs, services and resources to student goal completion with a commitment to continuously monitor, assess, and improve our performance. New and continuing initiatives and their impact on faculty and staff and college resources will be examined within this framework.
To foster continuous improvement, Moraine Valley will emphasize:

**A. Student Success: The college will strengthen its focus on students’ college and career success.**

**Goals**

- **SS.1:** Ease student navigation of college processes and information.
- **SS.2:** Identify needs and barriers to student success and develop and implement programs to address them.
- **SS.3:** Support and develop programs and services and curriculum to strengthen college readiness of students.
- **SS.4:** Develop more sophisticated tracking of student performance.
- **SS.5:** Assess and improve technology support systems and available data that advance student success.
- **SS.6:** Improve student success by increasing staff engagement.
- **SS.7:** Utilize multiple delivery methods and scheduling of instruction to meet student learning needs.
- **SS.8:** Improve student achievement on learning outcomes.
- **SS.9:** Improve retention and completion rates.
- **SS.10:** Strengthen student engagement in the college community.
- **SS.11:** Engage our students in citizenship and democracy through both education and practical hands-on civic experiences.
- **SS.12:** Continue to provide a beautiful, safe, comfortable, healthy, and welcoming learning environment.
- **SS.13:** Engage alumni in promoting student enrichment and success.
- **SS.14:** Increase student retention and accelerate student transitions from developmental education to credit courses by evaluating the math course continuum and by using diverse modes of instruction and assessment to accommodate different learning styles (AQIP - Academic Quality Improvement Program project).
- **SS.15:** Develop and implement a plan to fully integrate Institutional Effectiveness (IE) into college processes (AQIP - Academic Quality Improvement Program project).

**Trends supporting student success**

*(See Appendix A for a full list of trend documents and supporting documentation.)*

- Competition #3, #4, #6
- Economy #5, #8
- Education #1, #3, #4
- Labor Force #6, #8
- Politics #3
- Technology #5, #6, #7, #8, #10
B. Program Development: The college will develop innovative programs and services to anticipate and meet current and future student, community and business needs.

Goals

PD.1: Maintain high standards and high quality programs and services.
PD.2: Offer accelerated career programs.
PD.3: Strengthen partnerships with business, industry, pre-K-12, college/university, and other service providers.
PD.4: Develop creative, alternative, flexible delivery methods and schedules for teaching and learning.
PD.5: Expand and enhance transfer pathways in STEM fields.
PD.6: Develop and implement programs for nontraditional age students.
PD.7: Develop programs and services that address skills gaps.
PD.8: Develop and expand programs and services to meet the needs of current and emerging occupational skill sets.
PD.9: Impart principles of sustainability across all campus departments to effect sustainable, operational changes, which realize economic benefits; engage students, staff and faculty in learning and practice; and engage the broader community in practice for sustainable, economic and social justice development.
PD.10: Use data analytics to create new programs.
PD.11: Continue to build the structures and infrastructures, as necessary, to support college programs and partnerships.

Trends supporting program development

(See Appendix A for a full list of trend documents and supporting documentation.)

- Competition #3, #4, #5
- Economy #8, #9
- Education #1, #3, #4, #5
- Labor Force #2, #4, #6, #7, #8, #9
- Social Values #11
- Technology #5, #6, #8, #9, #10
C. Technology – Teaching, Learning, and College Operations: The college will enhance its use of technology in teaching and learning, student services and operations.

Goals

TL.1: Be more agile and adaptive in developing infrastructure and support for new technologies.
TL.2: Improve the use of technology in making data-informed decisions.
TL.3: Cultivate a more technologically competent campus community.
TL.4: Expand the use of new communication technologies.
TL.5: Identify and implement new technology for resource optimization and sustainability.
TL.6: Improve instruction and student services for technology-delivered learning.
TL.7: Improve student and staff access to current and emerging technologies.
TL.8: Provide improved access and support to bridge the digital divide for students, staff and community.
TL.9: Continue to adhere to best practices for information security.
TL.10: Review and update the Business Continuity Plan.

Trends supporting technology

(See Appendix A for a full list of trend documents and supporting documentation.)

- Education #3
- Labor Force #6
- Social Values #3
- Technology #1, #2, #3, #4, #5, #6, #9, #10

D. Diversity and Inclusion: The college will deepen its commitment to diversity and inclusion.

Goals

DL.1: Cultivate a campus community rich in cultural competencies.
DL.2: Integrate global and intercultural perspectives into programs and services.
DL.3: Recruit and retain students and faculty of diverse backgrounds.
DL.4: Expand our efforts to communicate and provide resources and services to diverse and underrepresented populations.
DL.5: Develop different recruitment and retention strategies for diverse and underrepresented populations.
DL.6: Develop and implement a more robust response to the increasing populations where the primary language is not English.
Strategic Priorities and Goals

Trends supporting diversity and inclusion

(See Appendix A for a full list of trend documents and supporting documentation.)

Demographics #2, #6, #8
Education #4
Politics #3, #6
Social Values #4, #8, #10, #11

E. Resource Advancement: The college will continue to identify alternative revenue sources, maximize resources, contain costs, and keep tuition affordable.

Goals

RA.1: Heighten college commitment to sustainability by supporting a socially responsible community that advances peace and justice, respect, and preservation and enhancement of natural resources.

RA.2: Expand commitment to human resource development and future leadership opportunities.

RA.3: Increase campus community’s understanding of identifying, securing and utilizing external funding.

RA.4: Identify and disseminate internal and external best practices of fund development and resource management.

RA.5: Expand partnerships that support resource opportunities.

RA.6: Expand enterprise opportunities.

RA.7: Assess potential implications of performance-based funding on resources.

RA.8: Develop and implement a plan to increase employee engagement (AQIP—Academic Quality Improvement Program project).

Trends supporting resource advancement

(See Appendix A for a full list of trend documents and supporting documentation.)

Competition #5, #6
Economy #4, #6, #13
Politics #1, #3, #4, #5
Social Values #9
The process to develop the college’s 2015-2019 Strategic Plan began in early 2013 when 107 faculty and staff members were asked to serve on one of 12 strategic planning teams. The first major strategic planning event was a workshop held on Aug. 30, 2013. At this workshop, the team members were introduced to external environmental scanning and forecasting and its purpose in developing a strategic plan.

Eight scanning teams were charged with developing a list of external trends that are expected to affect the college district and the Cook County region over the next three to five years, along with a rationale and sources for each trend. Each of the eight teams was assigned a topic area; the areas were: competition, demographics, economy, education, labor force, politics, social values, and technology. Four “special topics teams” (the college’s three AQIP teams and a retention team) were assigned to review the work of the scanning teams and develop a list of implications. See Appendix A for a full list of the external trends and implications.

Internal trends were identified through a preliminary “strengths, opportunities and challenges” analysis conducted in October and November 2013 at Administrative Council and Department Chairs Roundtable meetings. Faculty, administrative and professional, and support staff voted for the items most important for the college and responses were combined into one preliminary analysis.

The work of the eight scanning teams was combined into one environmental scan trends document. The trends document was posted online, and a link was sent to the strategic planning teams and to community representatives/leaders who had agreed to
Strategic Planning Process at Moraine Valley Community College

attend a half-day workshop at the college to identify implications of the trends for the community and/or their business. The community breakfast on Feb. 7, 2014, was well-attended (approximately 100 community members) and participants were enthusiastic about the materials and the process. Between the morning and afternoon sessions, the feedback from the community was quickly transcribed. In the afternoon of Feb. 7, strategic planning team members reviewed the implications identified by community members and added implications of the trends for the college.

On Feb. 20, 2014, a full-day strategic directions and goals workshop was held; this workshop continued on the morning of the following day. At this workshop, a core set of trends was selected. The strengths, opportunities and challenges analysis was finalized, and a core set was selected. Six teams, working independently, used the materials to identify a set of strategic priorities and goals. In the afternoon of Feb. 21, a small editorial team combined the work of the six teams to develop the first draft of new strategic priorities and goals. The first draft was reviewed and finalized by the executive leadership team (ELT) and posted on the college’s website. Emails with a link to the plan and a link to a short survey asking for comments on the plan were sent to all college staff and to community members who attended the workshop. The comments were reviewed and used to revise the plan. The final strategic priorities and goals document was presented to the Board of Trustees in June 2014.
A total of 74 trends were identified in eight taxonomies: Competition, Demographics, Economy, Education, Labor Force, Politics, Social Values, and Technology. The following nine trends were identified during the strategic directions and goals workshop as having the greatest impact on the college and the communities served by Moraine Valley Community College. The full set of trends can be found in Appendix A.

1. **Competition #3** – Gaining Competitive Advantage through Online Growth: Higher education institutions that continue to invest in increased offerings, new delivery methods, and improved completion in online education will likely see growth in student enrollment.

2. **Competition #4** – Rising Demand for Alternative Scheduling and Fast-Track Program Offerings: Competition among higher education institutions is a major factor in colleges proposing and making changes in accessibility and affordability; changes in college tuition charges; more flexible and alternative schedules for students; and accelerated and fast-track programs of study, including developmental education and apprenticeships.

3. **Demographics #8** – Ethnic Diversity of the Population in District 524: The Hispanic, African-American, and foreign-born populations, and households where English is not the primary language, will continue to increase in the next five years and expand the diversity in the district.

4. **Economy #8** – STEM Supply and Demand: An insufficient STEM supply of workers coupled with demand for STEM talent set to explode in the future will jeopardize the nation’s future economic competitiveness.
5. *Education #4 – College Readiness*: Many students who lack the academic, organizational, and social skills needed to be successful in college will continue to enroll at Moraine Valley.

6. *Labor Force #1 – New Job Openings*: The labor forecast for new job openings between 2010 and 2020 in Cook County will focus on jobs requiring less than a bachelor’s degree.

7. *Labor Force #2 – Skills Gap*: Over the next five to 10 years, a skills gap (the difference between job performance skills available in the workforce and the performance requirements of employers) will become increasingly evident, particularly in “middle-skill” occupations.

8. *Politics #5 – Declining State Funding*: State commitments to fund higher education in the near future will be much less reliable than in the past.

9. *Technology #2 – Mobility + Anytime/Anywhere*: Mobility devices will continue to alter the way we live, work and learn. Perpetual advancements in devices, continuous connectivity, and faster adoption rates will present many challenges.
Analysis of the College’s Core Strengths and Challenges

Internal staff analyzed the strengths, opportunities and challenges facing the college in 2013-14. The aim of this analysis was to identify the most significant internal and external factors that will impact the college’s ability to implement and achieve its strategic priorities and goals. The items most important to the college were identified at the Feb. 20, 2014, strategic directions and goals workshop.

Internal Strengths

1. Excellent faculty and staff (dedicated, collaborative, innovative, engaged)
2. Student-centered mission (committed to student success)
3. Cost of education is affordable

External Opportunities

1. Programs to meet industry, training and transfer needs
2. Partnerships with corporate/business, K-12, and four-year colleges
3. Increased retention and completion of all students

Challenges

1. Reduced state and federal funding, unfunded mandates
2. Reduced student financial resources/ability to pay for college
3. Underprepared students
4. Ability to recruit and retain quality personnel under the uncertain status of the state’s retirement pension plan and the potential reduction (or diminishment) of benefits
5. Student retention and completion
6. Overly complicated processes, procedures, policies
7. Slow to change
Appendix A

Trends, Rationale, Sources, and Implications
Appendix A

Trends, Rationale, Sources, and Implications

Moraine Valley Community College Strategic Planning Trend Analyses

This environmental scan was developed to identify and understand external trends that impact the college community, students, and other stakeholders. College faculty and staff were divided into eight taxonomy teams and worked from September through December 2013 using evidence-based research to identify trends in each area. The 74 trend statements in this report include the probability of change over the next 3 to 5 years, the rationale behind each trend statement, and the source of evidence to support the trend.

The eight taxonomy areas are: Competition, Demographics, Economy, Education, Labor Force, Politics, Social Values, and Technology.

COMPETITION

Trend #1: Slowing Down of For-Profit Enrollment

In the next 3 to 5 years, enrollments at for-profit institutions are likely to decrease at the highest rate among all sectors of higher education even as the number of for-profit colleges continues to grow.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

The number of two-year and four-year for-profit institutions in the U.S. has grown from 1,043 in 2008 to 1,404 in 2012. In Illinois, the number of for-profit institutions increased from 32 to 38 during the same period. In the Moraine Valley college district, the following for-profit colleges provide competition:
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Awards Offered</th>
<th>Programs Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everest College-Merrionette Park</td>
<td>One-year/&lt; two-year certificate</td>
<td>Medical/Clinical Assistant</td>
</tr>
<tr>
<td>Everest College-Bedford Park</td>
<td>One-year/&lt; two-year certificate</td>
<td>Medical/Clinical Assistant</td>
</tr>
<tr>
<td>Environmental Technical Institute—Blue Island</td>
<td>&lt; one-year/one-year/&lt;two-year certificate</td>
<td>Heating, Air Conditioning, Refrigeration Technology</td>
</tr>
<tr>
<td>Northwestern College—Bridgeview</td>
<td>&lt; one-year certificate/ associate’s degree</td>
<td>Massage Therapy</td>
</tr>
<tr>
<td>Fox College—Oak Lawn</td>
<td>One-year/&lt;two-year certificate/ associate’s degree</td>
<td>Administrative Assistant Graphic Design</td>
</tr>
</tbody>
</table>

In addition to the above traditional competitors, online programs are offered at the associate’s degree program level by for-profit institutions such as DeVry University, University of Phoenix, and Strayer University.

For the spring 2013 term, enrollments have decreased, compared to the previous spring, in every sector except four-year private nonprofits, with the largest decreases taking place among four-year for-profits (-8.7 percent) and two-year publics (-3.6 percent).

Student enrollments declined at Corinthian Colleges (operates Everest College), DeVry, University of Phoenix, and Strayer University during the most recent fiscal year as reported in their respective annual financial reports. Corinthian Colleges cites two major reasons for the decline: federal student aid for most ability-to-benefit students (those lacking a high school diploma or GED) was eliminated, and the online rate of new student enrollment began to drop.

Federal student loan volume doubled since 2003 with both an increase in the number of recipients as well as increased debt per student. As the amount of debt outstanding has risen sharply, so has the percent of students defaulting on their loans. For-profit colleges and traditional colleges that rely heavily on federal financial aid as a share of revenue and lack strong brand reputation face the greatest credit risk related to student loan defaults.

After a decade of double-digit growth, enrollments at most for-profit higher-education companies are declining along with revenues and profits. The negative publicity about their colleges from Congressional hearings, lawsuits, and state investigation is a key factor in the decline, along with prospective students’ reluctance to take on debt.
Sources

National Student Clearinghouse Research Center. Online: http://research.studentclearinghouse.org


National Center for Educational Statistics (NCES). Online: http://nces.ed.gov/college navigator

Annual Financial Reports:


Corinthian Colleges, Inc. Online: http://investors.cci.edu/financials.cfm

Apollo Group (University of Phoenix). Online: http://investors.apollo.edu/phoenix.zhtml?c=79624andp=irol-reportsannual

Strayer Education. Online: http://www.strayereducation.com/annuals.cfm

Implications from the Community

- Students attending for-profit colleges will seek more economical alternatives. Community colleges are seen as a viable alternative and better value.
- Less competition from the for-profits if some of them close.
- Community colleges may be more attractive because they offer broader degree completion opportunities.
- Agility of community colleges will pay.
- Fewer non-profits will increase community college enrollment.
Implications from Moraine Valley Faculty and Staff

- This provides an opportunity for Moraine Valley to increase enrollment.
- Marketing and Admissions could target potential students who would otherwise go to for-profit institutions.
- There is a need to be nimble to take advantage of competitive opportunities.
- There will be pressure to be more agile with marketing efforts and program offerings.
- More students may want to turn to Moraine Valley, but if they owe money to for-profits or have used up their financial aid, they may be unable to afford it.

Trend #2: Increasing Competitive Pressure on Cost for For-Profit Education

For-profit institutions will continue aggressive marketing practices to attract students in order to stem the tide of declining enrollments.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

For 2013, Moody’s revises its outlook for the entire U.S. higher education sector to negative, marking a shift to negative from stable for even the sector’s market-leading diversified colleges and universities. Years of depressed family incomes and net worth, as well as uncertain job prospects for many recent graduates and a slight decline in the number of high school graduates, are creating enrollment pressure and weakened pricing power for colleges and universities. In addition to these economic and demographic pressures, elevated governmental scrutiny of higher education costs is causing many universities to slow the rate of tuition growth. Continued federal budget negotiations may result in further pressure on colleges because a rising share of students are dependent on federal grant and loan programs, both of which may be curtailed to some degree.

Facing stagnant family income, shaky job prospects for graduates and a smaller pool of high-school graduates, more schools are reining in tuition increases and giving out larger scholarships to attract students.

Several for-profit companies have begun programs to enroll students who are less likely to drop out and default on their student loans, like the free orientation at the Apollo Group’s University of Phoenix and the fully refundable first course at Kaplan University.

DeVry University is freezing tuition at the 2012-2013 rate and offering a 40 percent savings on any additional credit hours after the first six credit hours taken during the same session. According to their latest annual financial report, DeVry is committed to helping students
affected by the economic downturn by providing scholarships and grants that encourage them to stay in school. They awarded $42.5 million in scholarships and grants in 2012 compared to $29 million in 2011.

Everest University Online, an affiliate of Corinthian Colleges, Inc., provides scholarships for active-duty personnel and their dependent spouses and children. Scholarship awards are 15 percent of tuition.

Additional incentives being offered to students include merchandise such as iPads. The Illinois Institute of Technology in Chicago provides free Apple iPads to all incoming undergraduate freshmen beginning fall 2010.

Sources


Allt, Kate. “Go to College, Get a Free iPad.” NBCChicago.com. May 18, 2010


http://www.everest.edu/getting_in/military_spouses

Implications from the Community

- Building on relationships with feeder high schools may make the community college more attractive.
- High school students are very aware of for-profit institutions because of their marketing practices.
Implications from Moraine Valley Faculty and Staff

- There will be greater marketing focus on program accreditation.
- For-profits will focus on nontraditional students.
- This will create opportunities to offer programs for nontraditional students.
- Moraine Valley may need to become more competitive and aggressive in its practices.

Trend #3: Gaining Competitive Advantage Through Online Growth

Higher education institutions that continue to invest in increased offerings, new delivery methods, and improved completion in online education will likely see growth in student enrollment.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

_Trends in Online Learning/Growth_

- A survey conducted by the Instructional Technology Council (ITC) in 2012 found:
  - Demand for distance education courses by community college students continues to grow at a rate much greater than demand for traditional courses. However, the unprecedented growth of the past decade is slowing down on many campuses.
  - As online instruction continues to mature, distance education administrators see a pressing need to address course quality and design, faculty training and preparation, course assessment, and improvements in student readiness and retention.
  - Growth in the use of blended/hybrid and Web-assisted, Web-enhanced, Web-facilitated classes continues.

_Distance Education Enrollment Growth_

- ITC asked respondents to report comparative enrollment trends in distance education from fall 2010 to fall 2011 (the most recent full year of available data). Campuses reported an 8.2 percent increase for distance education enrollments — substantially higher than the overall increase in national campus enrollments, which averaged less than one percent nationally (Allen and Seaman, 2011, p. 4). Distance enrollment increased nine percent in 2012 (Instructional Technology Council, 2012).
- According to the findings of Allen and Seaman (2013), “The proportion of chief academic officers who say online learning is critical to their long-term strategy is at a new high of 69.1 percent.” (p. 4)
• Allen and Seaman (2013) reported:
  ▪ The number of students taking at least one online course increased by over 570,000 to a new total of 6.7 million.
  ▪ The online enrollment growth rate of 9.3 percent is the lowest recorded in this report series.
  ▪ The proportion of all students taking at least one online course is at an all-time high of 32 percent. (p. 4)

Community College Online Courses

• The vast majority of community colleges have successfully implemented online offerings, and many have experienced substantial enrollment growth through online programs (Allen and Seaman, 2013).
• A continuing concern among academic leaders at all types of institutions has been their belief that retention rates in online courses are a barrier to the growth of online instruction. This was noted as an “Important” or a “Very Important” barrier by over half (56.1 percent) of chief academic officers in 2007. This proportion increased by an additional five percentage points the next year (61.9 percent for 2008). The results for 2012 show another increase – nearly three-quarters (73.5 percent) now rate lower retention rates for online courses as an “Important” or a “Very Important” barrier (Allen and Seaman, 2013).
• One potential barrier that has changed very little is the level of concern among chief academic leaders about the potential lack of acceptance of online education by potential employers. The proportion reporting this as an “Important” or a “Very Important” barrier has remained consistent over the years at around 40 percent. There was a very small increase between 2007 and 2008; the 2012 results were almost exactly the same as those for 2008 (Allen and Seaman, 2013, p. 31).
• In the Public Agenda (2013) survey, employers and community college students appear skeptical of online learning even though online learning continues to grow. Important findings from the study include the following:
  ▪ Most employers would prefer a job applicant with a traditional degree from an average school over one with an online degree from a top university.
  ▪ Most community college students agree online classes require more discipline from students, but they are split on whether they teach students the same or less than in-person classes.
  ▪ Many community college students who take online classes wish they could take fewer than they currently do (Public Agenda, 2013, p. 2).
  ▪ Research suggests that some forms of online education can result in equal or better learning outcomes for students compared to in-classroom instruction. At the same time, however, online classes may not serve all students equally well. In particular, those who are already struggling to keep up with their
college work are more likely to drop out of online classes than classes taught face-to-face (Public Agenda, 2013, p. 2).

- Public and key stakeholder opinion on online education will likely continue to evolve as online learning diversifies and expands across higher education and people gain experience with and exposure to it (Public Agenda, 2013, p. 3).

**Sources**


**Implications from the Community**

- Many employers question the value of online education degrees and may need to be convinced of the value and rigor of online courses.
- Educators also question the quality of online education because solely online may not provide the balance between independent study and face-to-face interaction for students to succeed.
- Hybrid courses may be more acceptable.
- New delivery methods for education such as mobile technology may be needed.
- Online courses may have increased dropout rates due to lack of knowledge/ability to do online courses.
• The most effective delivery will help keep students enrolled as well as ensure students are prepared for subsequent courses.

Implications from Moraine Valley Faculty and Staff

• There will be increasing investment in IT infrastructure to support online education.
• There will be a need to develop entirely online programs.
• There will be a demand to support students with technology needs.
• Online students will need more support to persist.
• There will be a need to help students choose the proper delivery method.
• There will be a need for parity in student services offered (online vs. face-to-face).

Trend #4: Rising Demand for Alternative Scheduling and Fast-Track Program Offerings

Competition among higher education institutions is a major factor in colleges proposing and making changes in accessibility and affordability; changes in college tuition charges; more flexible and alternative schedules for students; and accelerated and fast-track programs of study, including developmental education and apprenticeships.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Alternative Scheduling

• According to the Lumina Foundation Study (2013):

  Americans say higher education is important and feel a college degree or certificate affords more financial and job security in their future. However, barriers exist to re-enrollment and degree attainment for many. These include the demands of supporting and caring for a family and the high cost of tuition and fees. Americans indicate they are ready for a redesign in the mechanisms for delivering and awarding higher education certificates and other high-quality degrees. The findings of this study suggest that Americans are open to new ways to make higher education attainment accessible and affordable for all. (p. 9)

• The report says, however, that among institutions that have accelerated or fast-tracked remedial courses, only 13 percent require students to enroll in those courses. That is a missed opportunity because earlier research suggests that students who take those
intensive classes perform equally as well as, or better than, students in traditional remedial education. (Lumina Foundation, 2012)

- Commenting on the report “A Matter of Degrees: Promising Practices for Community College Student Success” from the Center for Community College Student Engagement, Kay M. McClennen, the center’s director, said, “Colleges need to figure out a way to better align their programs and policies with the needs and realities of their students” (Gonzales, 2012, n.p.). The report found a sizable gap between the percentage of students who plan to graduate and those who actually do, suggesting that what colleges think works may not be helping retain and graduate students. In fact, fewer than half (45 percent) of entering community-college students actually graduate with either a certificate or associate degree within six years after enrolling at an institution, according to the report. (Gonzales, 2012, n.p.)

- Scaling up programs at community colleges continues to be a challenge, especially because of financial constraints. That has led to what the report calls “pockets of success rather than widespread improvement.” Community colleges around the country are stuck and need to find a way to “re-engineer the college experience,” McClennen said, from one that is seen as exceptional for some students to one that becomes typical for all students. (American Association of Community Colleges, 2012)

**Adults Needing Alternative Schedules**

- Many adults in the workforce do not have a post high school credential or degree but are interested in returning to school to complete one. The biggest barriers to re-enrollment that such adults face when pursuing higher education are:
  - Family responsibilities
  - The cost of higher education
  - Job responsibilities
  - The time it takes to complete
  - Lack of information
  - Lack of social support (Lumina Foundation, 2013)

**New Strategies and Models**

- Redesign developmental education fundamentally creating new evidence-based pathways that accelerate students’ progress toward successful college-level work. Incorporate design principles emerging from community college research and practice: acceleration, contextualization, collaborative learning, and integrated student and academic support. (American Association of Community Colleges, 2012)
• Build community college capacity for accurately identifying unfilled labor market needs and for ensuring that career education and training programs are streamlined to address those high-need areas. (American Association of Community Colleges, 2012)
• Establish alternative models for completing skills-based credentials, including classroom instruction, online learning credit for prior learning and on-the-job learning. (American Association of Community Colleges, 2012)

Alternative Student Apprenticeships Learning

• Such close connections between industry and academe, in which students simultaneously train and study, are gaining ground in the United States. Modeled after apprenticeship programs common in Northern Europe, most notably in Germany, they offer a possible solution to a problem that continues to vex the United States: a mismatch between what students are learning in the classroom and what employers say they need. (Labi, 2012, n.p.)
• Apprenticeships have long played a role in training American workers, and as recently as the Clinton administration, there was a concerted surge of interest in adopting the German model. However, a number of states are now spearheading such programs. “Apprenticeships are making a comeback in the U.S.,” said Mr. Childers, who oversees the BMW apprenticeship program. (Labi, 2012, n.p.)
• Those working on adapting the dual system in the United States are hoping that the new generation of apprenticeships will shatter the stereotype that vocational education is only for students who cannot get into traditional higher education. (Labi, 2012, n.p.)
**Fast-Track Programs Offered at Similar Illinois Community Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>Program Details</th>
</tr>
</thead>
</table>
| Moraine Valley       | Four degree programs  
Evenings only  
Sections of 5 to 10 weeks in length  
Completion of the degree in four semesters over 17 months; a faster pace than the conventional two years. |
| College of DuPage    | Two degrees and one certificate program  
Students must be 21 years or older. Targeted to people already employed and seeking education upgrades in career fields of **business management and supervision**. Classes are in the evening and at remote locations. There is no indication that completion is planned to be at a faster pace. |
| Prairie State        | One degree program: **Business Transfer**  
The system is similar to Moraine Valley, but the schedule requires six semesters/two full years. This is not faster than a conventional schedule. |
| McHenry              | Three degree programs in **Business Transfer**  
The system is similar to Moraine Valley, but the schedule requires nine to 11 semesters/three full years. This is not faster than a conventional schedule. |
| Harper               | Two degrees and three certificate programs  
Like Prairie State and McHenry, the features are: evening only and sections lasting five to 10 weeks. The total time for completion is not faster but actually slower than in a conventional schedule. |
| Joliet               | Three certificates in **Health Care** and other **Career/Tech**                                                                                   |
| Parkland             | Two certificates: **Dietary Manager** and **RN to BSN**                                                                                           |
| Kishwaukee           | One certificate: **Therapeutic Massage**                                                                                                           |
| Oakton               | Website refers to plans for Fast Track, but there is no active program.                                                                           |
| Heartland            | Website shows nothing on Fast Track.                                                                                                               |
| Lincoln Land         | Website shows nothing on Fast Track.                                                                                                               |
| Rock Valley          | Website shows nothing on Fast Track.                                                                                                               |
| Morton               | Website shows nothing on Fast Track.                                                                                                               |

(Deitemyer and Long, 2012)
Sources


Implications from the Community

- Increasing accessibility might mean lowering educational standards.
- A perception might be that the emphasis is on finishing early rather than on learning.
- Flexible scheduling provides convenience for learners with diverse needs.
- Alternative scheduling does not work for all students.
- May allow developmental education students to get to credit classes quicker.
- College may have to shift resources to alternative schedules.

Implications from Moraine Valley Faculty and Staff

- There will be a need to maintain academic quality standards.
- Students using alternative schedules may need more support.
- There will be a need to identify partners for apprenticeships and internships.
- There will be a need to increase competency testing for various programs.
- More students will be seeking APL (Achieved Prior Learning) credit and competency testing.
- There will be a need for cohort-based fast-track programs.
Trend #5: Increasing Competition for Education Funds for Active Military and Veterans

Competition continues to grow for recruiting and providing services to active-military and veterans.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

In the four years since the implementation of the 2009 Post 9/11 GI-Bill, nearly one million veterans and their families received $30 billion in benefit payments to pursue education (U.S. Department of Veterans Affairs, 2013).

Illinois also provides education benefits and scholarships to veterans and their families (State of Illinois, 2013).

Due to predatory practices by some educational institutions, President Obama issued Executive Order 13607 in April 2012 to help inform and protect veterans and their families. Improved systems for helping veterans choose institutions, secure financing, and report fraud were established. (U. S. President, 2012).

Grasgreen (2012) reported in *Inside Higher Ed* on a study from the American Council on Education entitled *From Soldier to Student II*. The report compared survey results of a 2009 study to results in a 2012 survey. From 2009 to 2012, the number of active-duty students and veterans at the surveyed institutions more than doubled. Among 690 institutions surveyed, 71 percent indicated that veteran programs and services are part of their strategic plans. Sixty-four percent said they are “engaging in recruiting efforts” specifically to attract military service members and veterans (Grasgreen, 2012).

Additional findings from the study include:

- Eighty-four percent of institutions that offer services for veteran and military students provide counseling to assist with post-traumatic stress disorder, compared to only 16 percent in 2009.
- Fifty-five percent of those same colleges have staff trained to assist with physical disabilities, up from 33 percent in 2009, and 36 percent have staff trained to assist with brain injuries, up from 23 percent in 2009.
- Only about a third of institutions with services for military students and veterans – 37 percent – provide transition assistance, despite the fact that 55 percent said “social acculturation” was a priority.
• Fifty-four percent of institutions said raising faculty and staff sensitivity to the unique issues student veterans face is a priority.
• Twenty-eight percent of institutions with programs and services for military personnel have developed expedited re-enrollment procedures for students who have to deploy and then return to campus (Grasgreen, 2012).

Specific examples of recruitment tactics of for-profit institutions can be found at DeVry University and Everest College. These institutions offer special discounts and incentives to attract military personnel and their spouses. (DeVry University, n.d.; Everest College, n.d.)

Sources


Implications from the Community

• Competition for veterans creates unfunded mandates.
• May be a burden on colleges to identify services and resources that veterans need.
• Creates more competition for fewer dollars.
• May need better collaboration between two-and four-year colleges.
Implications from Moraine Valley Faculty and Staff

- There will be increased demand for non-public sources of funds to support unfunded mandates for active-military and veterans.
- College will need to be agile to keep up with changing veterans-benefit regulations.

Trend #6: Performance-Based Funding

In the next 3 to 5 years, the increasing cost of higher education and the rising demand for fewer federal and state dollars will continue to foster a new funding paradigm based upon student outcomes and cost-to-value metrics.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

For decades, community colleges endeavored to create greater access to postsecondary education. To this end, state and federal reimbursement has been based upon enrollment and, to some degree, the retention of students. In recent years, however, various stakeholders have demanded verifiable results, especially with regard to student performance. Federal, state, and local legislatures as well as accrediting bodies have increasingly shifted toward the use of performance-based metrics to inform decisions for funding community colleges.

The most apparent example of how the new funding strategies can impact institutions is the Department of Education’s College Scorecard. Designed to help prospective students choose a post-secondary institution, the Scorecard eschews the usual commercial and media-driven rankings of colleges based upon reputation and loose approximations of value. The College Scorecard includes benchmarked cost analysis and median borrowing sums for student loans. There are also categories for graduation rate with comparative statistics, employment prospects, and, perhaps most interesting, loan default rates. These criteria and their application are best exemplified by this excerpt from a White House Fact Sheet:

Tie Financial Aid to College Value: To identify colleges for providing the best value and encourage all colleges to improve, President Obama is directing the Department of Education to develop and publish a new college ratings system that would be available for students and families before the 2015 college year. In the upcoming reauthorization of the Higher Education Act, the President will seek legislation allocating financial aid based upon these college ratings by 2018, once the ratings system is well established. Students can continue to choose whichever college they want, but taxpayer dollars will be steered toward high-performing colleges that provide the best value.
Even given these imminent, federally mandated criteria, there is considerable opportunity for community colleges to define the ways by which they may be assessed. The American Association of Community Colleges’ Voluntary Framework of Accountability is just one set of metrics that institutions can adopt to account for student achievement across a broad spectrum of categories that are reflective of the mission and unique productivity of community colleges.

Those institutions that can best demonstrate what their students achieve are most likely to earn funding that is increasingly performance-based. To this end, clearly defined measures and absolute transparency to stakeholders are requisite.

Sources


Hoffman, Ellen. “Ratings, Quality, and Accreditation: Policy Implications for Educational Communications and Technology Programs in a Digital Age.” TechTrends: Linking Research and Practice to Improve Learning, Vol. 57, No.5 (September/October 2013), pp. 47-54


Implications from the Community

- Institutions are competing against each other for limited dollars.
- Colleges with more at-risk students may be penalized.
- May lead to institutions turning away at-risk students.
- Efforts to meet metrics may compromise college mission.
- Requires extra work for little dollars.
- May put more pressure on institutions to expend resources on students who do not want to succeed/complete education.
- Creates more rigorous standards for classes.
- Colleges may need to find alternative funds if money decreases due to performance metrics.

Implications from Moraine Valley Faculty and Staff

- There will be a need for more staff/faculty training.
- There will be a need to develop partnerships with high schools to improve college readiness.
- The K-12 performance-based funding model seems to be creeping into higher education.
- The college needs to be cautious that performance-based funding does not alter the college’s core values.

Trend #7: Devaluation of College Degrees

There is a growing dispute surrounding the value of a college degree and this is likely to continue in the next 3 to 5 years.

**Probability of Change for the Next 3 to 5 Years: Moderate**

**Supporting Rationale**

Over the past two or more years, there has been an increase in coverage by the media about published research and other findings asserting that a college degree is no longer worth the value once placed upon it. Among the reasons cited for such findings are the following: 1) that the rising cost of college tuition is outpacing the return on investment; and 2) that the salaries many college graduates receive are no higher than they would obtain with just a high school diploma.

One such report, “What’s the Value of an Associate’s Degree? The Return on Investment for Graduates and Taxpayers”, attempts to quantify the cost and benefits of a college degree, both
to individuals and to taxpayers. This report concludes that community colleges deliver a negative return on investment for taxpayers and that 15 percent of graduates end up earning less money than if they had never attended college.

This same study compares the cost of a two-year associate’s degree at different colleges with the earnings of their graduates, and the results show somewhat high negative returns, some of which are attributed to low graduation rates. The report’s authors state that for 15 percent of the schools surveyed, these students fared no better on earnings with the college degree than they would have without it.

The College Board’s “Education Pays 2013: The Benefits of Higher Education for Individuals and Society” study looks at the value of college in both financial and non-financial terms. According to the study: “Debate over the return on investment of higher education — and whether such a tally is the right way to determine its value — has intensified as tuition has risen faster than family income.”

Researchers and others critical of the value of higher education undoubtedly will continue to debate the worth of a college degree against the cost of obtaining that education, against the return on investment after attaining the credential, and against the completion rate of students attending higher education institutions. This growing public discord over the merits of a college degree does not appear to be diminishing.

**Sources**

Lumina Foundation, Gallup, Inc. America’s Call for Higher Education Redesign The 2012 Study of the American Public’s Opinion on Higher Education (February 5, 2013)


**Implications from the Community**

- Tuition cost becomes more important as potential students are deciding whether or not to get a college degree.
• Employers might still look to hire those with degrees.
• Value of obtaining certificates is increasing.
• Certain schools could devalue the education of others.
• Could lead to decreased enrollment and decreased access to social programs that colleges provide.
• Salaries for jobs that don’t need degrees are more competitive; this devalues degrees.
• If we produce fewer degrees, we fall behind as a country.

Implications from Moraine Valley Faculty and Staff

• There will be a need to highlight programs with job potential (e.g., STEM).
• Students need to be more financially literate.
• There will be pressure to keep tuition low.

Trend/Emerging Issue #8: Massive Open Online Courses (MOOCs)

Massive open online courses (MOOCs) remain an emerging issue as business models and systems for providing academic credit are being discussed and tested. Most academic leaders surveyed in the Allen and Seaman (2013) study appear to be taking a hopeful wait-and-see approach. According to the report:

*The evidence*: Only a very small segment of higher education institutions are now experimenting with MOOCs with a somewhat larger number in the planning stages. Most institutions remain undecided.

- Only 2.6 percent of higher education institutions currently have a MOOC, another 9.4 percent report MOOCs are in the planning stages.
- The majority of institutions (55.4 percent) report they are still undecided about MOOCs, while under one-third (32.7 percent) say they have no plans for a MOOC.
- Academic leaders remain unconvinced that MOOCs represent a sustainable method for offering online courses, but do believe they provide an important means for institutions to learn about online pedagogy.
- Academic leaders are not concerned about MOOC instruction being accepted in the workplace, but do have concerns that credentials for MOOC completion will cause confusion about higher education degrees (Allen and Seaman, 2013, p. 3).
Who’s funding MOOCs?

Student tuition does not presently fund MOOCs. Funding currently comes from venture capital, grants, hosting university funding and investment by publishers and online learning companies that are interested in their future stakes in MOOCs (Holdaway and Hawtin, 2013; Howard, 2012).

(Holdaway and Hawtin, 2013)

Sources


Implications from the Community

- Probably will take a long time to evolve.
- Currently a luxury for most institutions.
- Community college enrollment will decrease if they are accredited.
- Could devalue college degrees.
- Could be seen as more valuable to employers due to individual drive to learn.

Implications from Moraine Valley Faculty and Staff

- Stay aware of MOOCs.
- MOOCs will influence the traditional online offerings.
- This is still an emerging issue and not a trend.

DEMOGRAPHICS

Trend #1: Population Growth in Moraine Valley District 524

Population growth in the Moraine Valley Community College district is projected to increase at an average annual rate of less than one percent in the next five years.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- The Chicago Metropolitan Planning Agency (CMAP) forecasts a 21 percent population increase for the Moraine Valley college district from 2010 to 2040. This corresponds to an average annual rate of 0.6 percent with the district population estimated to grow by 6.6 percent from 2010 to 2020.
- The U.S. Census Bureau data shows population in the district rose 3.2 percent from 2000 to 2010.
- Census population estimates for the district show an increase of 0.4 percent from 2010 to 2011 and from 2011 to 2012.
- The Illinois Department of Commerce Economic Opportunity (ILDCEO) predicts an increase of 4.3 percent for Cook County from 2010 (5,472,429) to 2020 (5,707,832).
- The ILDCEO population estimate for Illinois expects an increase of 7.8 percent from 2010 (13,279,091) to 2020 (14,316,487).
Sources


Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2013
www.factfinder2.census.gov

U.S. Census Bureau, Population Division. For Cities and Towns (Incorporated Places and Minor Civil Divisions), May 2013

U.S. Census Bureau, Population Division; Release Date June 2012

Cook County Projections by Age, Sex, Ethnicity
http://www.ildceo.net/dceo/Bureaus/Facts_Figures/Population_Projections

Illinois Population Projections by Age, Sex, Ethnicity
http://www.ildceo.net/dceo/Bureaus/Facts_Figures/Population_Projections

Implications from the Community

- There is a concern about the vitality of the southwest area of the district if population continues to decline.
- Focus on high-school-to-college transition may keep enrollments level.
- There may be an increase in competition from other community colleges/universities as the college-age population declines.
- Collaboration with other institutions may be desirable.
- Regional economy will affect population growth.
- Declines in enrollment will impact college staffing and which programs remain viable.
- May be opportunities for new outreach, such as nontraditional students.

Implications from Moraine Valley Faculty and Staff

- Tuition may need to increase because the college has fixed costs regardless of enrollment.
- Low population growth in the district probably means flat to lower college enrollments.
- Options for nontraditional students may keep enrollments level.
Trend #2: Aging Population in District 524

The 65-and-older age group will continue to grow at a faster rate than the younger age groups through 2020.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

The median age of District 524 is 39.5 years.

Nearly 68 percent of the district population is age 25 or over, leaving only one-third of the population under the age of 25. The 65+ age group makes up 15 percent of the district population.

Between 2010 and 2020, Cook County can expect a fluctuation of growth and decline for ages 0-54. However, ages 55+ will consistently rise particularly the 65-74 age range.

- Minimal decline overall for ages 0-54 (-0.8 percent).
- A 27 percent increase in the 65+ age group.
- The age groups of 65-69 and 70-74 will see significant growth of 42 percent and 44 percent respectively.

Sources


Implications from the Community

- This may be an opportunity to look at different ways of presenting education to increase the number of nontraditional students.
- The older population often does not support bond referendums.
- Cost of borrowing could increase.
- May require increased training for faculty to meet needs of nontraditional students.

Implications from Moraine Valley Faculty and Staff

- There may be a decrease in the number of traditional-age students.
- There is an opportunity to evaluate offerings for older students to determine if we are meeting their needs.
- There may be more growth opportunities in noncredit, continuing education.
- Marketing to senior citizens is different than to traditional-age students.
- Generally, senior citizens have much lower degree completion rates.

Trend #3: Household Income in District 524

The household median income in the district is expected to remain flat or grow slowly, while Cook County as a whole and Illinois grow at a faster rate.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

District 524: Median household income increased 18.8 percent from 1999 ($51,472) to 2009 ($61,162). Estimates for 2011 median household income remain flat since 2009.

Moraine Valley district’s 2009 median household income is 12 percent and 10 percent higher respectively than Cook County and Illinois. 2011 estimates for Moraine Valley district’s median household income is 11 percent and 8 percent higher than Cook County and Illinois, respectively.

Cook County: Median household income increased 17.5 percent from 1999 ($45,922) to 2009 ($53,942). 2011 estimates for median household income showed an increase of 1.2 percent from 2009.

Illinois: Median household income increased 18.0 percent from 1999 ($46,590) to 2009 ($54,992). 2011 estimates for median household income showed an increase of 1.9 percent from 2009.

Sources


Census 2000 Summary File 3 – sample data; 2009 figures based on American Community Survey


Implications from the Community

- Personal budgets may not be able to include education.
- Going back to school to earn certificate/credits leads to better job and career advancement.
- Community colleges remain more economical than private and public four-year colleges.
- Students need to be better educated on financial literacy and the availability of scholarships and grants.
- Long-term effect could be a threat to the district.
- Could delay having children or result in having fewer children which could diminish growth of district.
- May impact one-earner households more.
Implications from Moraine Valley Faculty and Staff

- A decline in the local economy means a decline in available funds and services.
- Advertising could focus on the value of community college.
- Improved financial literacy, such as awareness of scholarships/grants, would benefit to both parents and college students.
- Colleges may need to become more efficient in spending so tuition doesn't need to be raised.
- An increase in state money would benefit students and their families.

Trend #4: Poverty Level in District 524

The poverty level in the district will continue to fluctuate from year-to-year but is expected to increase slightly in the next five years.

Supporting Rationale

According to the ICCB 2013 Index of Needs Tables, the poverty rate for those ages 16 and over in the Moraine Valley district increased from 6.3 percent in 2006 to 9.3 percent in 2012. The last two years remained flat at 9.3 percent.

The poverty level in Moraine Valley district’s was lower than the state average of 12.8 percent and the Cook County average of 15.8 percent in 2009 (U.S. Census Bureau), but higher than six comparable community colleges in the region (DuPage 6.2 percent, Harper 6.6 percent, Joliet 6.9 percent, Elgin 7.1 percent, Oakton 7.3 percent, and Lake County 7.7 percent).

The poverty level for all ages in the Moraine Valley district increased from 5.0 percent from 1999 to 8.7 percent in 2009 to 9.7 percent in 2011. The overall population appears to be increasing at a slightly higher rate than the 16 and older population.

![Moraine Valley District Poverty Rate](image-url)
Sources


http://www.morainevalley.edu/InstResearch/documents/Factbook%202012.pdf

Implications from the Community

- Could limit what students are able to afford for college (could be threat or opportunity as potentially fewer students are able to afford more expensive schools).
- Placement in developmental courses may reduce the amount of financial aid available.
- Could be a long-term threat to the college district as poverty can be generational.
- Poverty could increase population of underprepared students and put more strain on student services.

Implications from Moraine Valley Faculty and Staff

- Addressing poverty and related needs would require an organizational cultural change.
- Students who can’t meet basic needs, such as enough money to buy food, cannot study and learn effectively.
- The college may see an increase in English as a second language and underprepared students.

Trend #5: Education Level of the Population in District 524

The percent of district residents age 25 and older with an associate’s degree or higher will grow at a faster rate than those with a high school diploma or higher.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- In 2000, 82.1 percent of district residents age 25 and older were high school graduates.
- In 2000, 18.2 percent of district residents age 25 and older were college graduates.
- In 2010, 86.5 percent of district residents age 25 and older were high school graduates.
• In 2010, 31.5 percent of district residents age 25 and older were college graduates with an associate degree or higher.

The above information shows a 4.4 percentage point increase for district residents age 25 and older holding a high school diploma and a 13.3 percentage point increase in the number of district residents age 25 and older holding an associate degree or higher.

Sources

U.S. Census Bureau (Census 2000 Summary File 3)
U.S. Census Bureau (2011 American Community Survey, Table B15002-5 year estimates)

Implications from the Community

• People with terminal degrees will need to update skills and will return to college to meet the needs.
• Local business and industry have changing needs.
• The value of an associate’s degree may rise.
• Resurgence of apprenticeship.

Implications from Moraine Valley Faculty and Staff

• Collaboration with four-year institutions, e.g., bachelor’s degrees on campus may increase enrollments.
• More opportunities for apprenticeship would benefit students.
• As the workforce changes, colleges may need to evaluate barriers to change.
• The perceived value of a degree can increase or decrease.
• Matching credentials to community needs will help increase enrollments.

Trend #6: Diversity of High School Students in District 524

The racial/ethnic diversity of high school students in the district will continue to grow in the next 3 to 5 years as evidenced by the increasing percent of Hispanic and African-American students in the district’s public high schools.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

The charts below show the growth of the Hispanic and African-American student body for every public high school within District 524 from 2004 to 2013.
The number of Hispanic high school students in 2013 is 4,274 (21.5 percent), and African-American population is 2,600 (13.1 percent) out of a total district student population of 19,844.

**Sources**


2012 Illinois State Report Cards; ISBE (Illinois State Board of Education)

**Implications from the Community**

- The increase in English as second language (ESL) and first-generation students is a challenge and an opportunity.
• Diversity impacts the community and the workforce.
• An advantage of diversity is the different perspectives it brings.
• An increase in recruitment opportunities.

**Implications from Moraine Valley Faculty and Staff**

• The college will gain social and cultural benefits from diverse student interaction.
• Students may be better prepared for global participation.
• Ideally, faculty/staff ethnicity and languages should represent the district.
• Recruitment and retention strategies may differ for different populations.
• Preparing for increasing student diversity may be a challenge.
• Marketing the resources the college offers for diverse students may increase enrollments.
• The college may want to evaluate and improve connections with local district high schools.

**Trend #7: High School Graduates of District 524**

The total number of graduates from public and private high schools in the college’s district is projected to show a modest decline each year through 2017.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

Since 2008, the number of graduates from public and private high schools within District 524 has remained flat.

<table>
<thead>
<tr>
<th>Public and Private High Schools</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>6,251</td>
<td>6,109</td>
<td>6,238</td>
<td>6,287</td>
<td>6,149</td>
<td>6,238</td>
</tr>
<tr>
<td>Percent Change</td>
<td>3%</td>
<td>-2%</td>
<td>2%</td>
<td>1%</td>
<td>-2%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Projections for the number of high school graduates from public and private high schools in Moraine Valley’s district, which are based on current enrollments and historical graduation rates, show a decline through 2017.

<table>
<thead>
<tr>
<th>Public and Private High Schools</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>6,148</td>
<td>6,114</td>
<td>5,685</td>
<td>5,465</td>
</tr>
<tr>
<td>Percent Change</td>
<td>--</td>
<td>-1%</td>
<td>-7%</td>
<td>-4%</td>
</tr>
</tbody>
</table>

Sources

Moraine Valley Community College/Office of Institutional Research (2013); Facts and Figures: Past, Present, and Future. Number of Graduates from Public and Private High Schools

2012 Illinois State Report Cards; ISBE (Illinois State Board of Education)

Implications from the Community

- Number of traditional-age students will decline.
- Programs and staff may be lost.
- Undocumented students create challenges.
- Increased opportunities for adult education, noncredit and continuing education.

Implications from Moraine Valley Faculty and Staff

- There may be an increase in students needing a GED.
- Declines in enrollment may lead to reduction in staff and program services.
- A high school diploma is not needed to attend Moraine Valley.

Trend #8: Ethnic Diversity of the Population in District 524

The Hispanic, African-American, and foreign-born populations, and households where English is not the primary language, will continue to increase in the next five years and expand the diversity in the district.
Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

The 10-year change in the Hispanic population in Moraine Valley’s district is an increase of 77.8 percent. That equates to an average annual increase of 7.8 percent.

The 10-year change in the African-American population is an increase of 31.3 percent, an average annual increase of 3.1 percent.

In 2010, 17 percent of the population in the Moraine Valley district was foreign-born. Certain cities in the district, including Burbank, Hickory Hills, Palos Hills, Bridgeview, and Summit, have a concentration of foreign-born residents that exceeds 25 percent.

2012 estimates show that for nearly 27 percent of the population in the Moraine Valley district, English is not the primary language in the household.

Sources


Implications from the Community

- Global perspective/interconnectedness may increase.
- Increase in globally competent workforce.
- Racism/tolerance/lack of tolerance may be issues.
- Faculty awareness of cultural diversity and ethnicity may need to increase.
- There may be an increase in underprepared students.
- The unemployment rates may increase.
- Fewer high school graduates may be a threat to the community.
- Potential opportunities to target unemployed males.
**Implications from Moraine Valley Faculty and Staff**

- See Trend #6.
- There may be an impact on deciding where to market and advertise.
- The college may need to increase efforts to hire a more diverse faculty and staff.

**ECONOMY**

**Trend #1: Economic Recovery**

Economic recovery for the Cook County area is bleak in the aftermath of what is being called the “lost decade” as the region’s gross regional product (GRP) has failed to keep up with the nation. The GRP has been just 0.4 percent annually, below half of the U.S. average rate of 0.9 percent. As a result, the Chicago region will have a difficult time reversing this trend moving forward.

**Probability of Change for the Next 3 to 5 Years:** Moderate

**Supporting Rationale**

Despite the regional economy’s size and diversity, recent trends suggest that it has lost momentum over the last decade and point to a challenging future. On key measures of economic activity, the region’s performance has begun to lag that of the nation overall and of other larger metropolitan areas.

Recently completed economic analysis reveals that since 2000, the 14-county Chicago metropolitan region’s gross regional product (GRP) failed to keep pace with the nation – producing a “lost decade” that complicates economic recovery. These changed circumstances have disproportionately affected low- and moderate-income suburban communities and necessitate the development of new tools and mechanisms to prime Cook County’s economic development pump.

While the Chicago region has enormous competitive assets, it faces a significant challenge to reverse trends that have been moving in the wrong direction for the past decade as it struggles to adapt to new global economic realities.

**Sources**


**Implications from the Community**

- Fewer local manufacturing jobs; new jobs are different.
- There are opportunities for colleges to provide education appropriate to new jobs.
- Increase in layoffs and skills gap for laid-off workers.
- Less business equals less tax revenue equals decline in workforce and public infrastructure.
- Lower raises for workers limits families’ spending.
- Companies are spending less.
- Businesses need infrastructure to grow their business (i.e., Internet, Wi-Fi).
- When suppliers have to increase prices, those purchasing those supplies also have to increase prices.
- Education saw an increase initially — now it’s a decrease because of slow recovery.
- All public institutions, not just colleges, have to do more with less.

**Implications from Moraine Valley Faculty and Staff**

- This could mean delayed graduation for students.
- Overall, enrollment will increase particularly in health care.
- Enrollment in manufacturing may decline.
- There will be a need to reassess program offerings.
- There may be frequent career changes — from blue-collar to white-collar jobs.
- There will be an increase in enrollment in developmental education.
- There may be a change in campus infrastructure needs and staffing changes — possible resource issue.
- This will require more flexibility and the ability to develop programs quicker.
- This will increase competition in programs — compete with for-profit and other community colleges.
- There will be an increasing need for financial aid.
- There may be an increase in nontraditional students and adult programs.
- More part-time students may mean longer completion time.
- There may be an increase in online courses.
- There may be a decrease in students sponsored by employers, which could result in less tuition dollars.
- There will be an increase in noncredit courses.
- The slow recovery may mean low enrollment/low retention rates.
- There is an opportunity to diversify courses to meet changing training needs.
- There is an opportunity to diversify delivery methods.
Trend #2: Competition to Attract Business

At the state and local levels, there is competition to retain and attract businesses to support economic development. This increased climate of competition generates and expands the expectation among business owners that monetary incentives in the form of tax increment financing (TIF), sales tax rebates, property tax abatements, and Cook County property tax incentive classes will be available in increasing amounts. While competition among states is not expected to decrease, the ability of the State of Illinois to continue to afford the competition is questionable.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

Authoritative research by a respected local organization focusing on northeast Illinois has identified the use of incentives as a significant factor in economic development. The current economic status necessitates the development of methods to boost the economy. Additionally, businesses moving in or out of areas commonly reference the effect of available incentives in the decision-making process. The use of incentives may ultimately result in lost property tax revenue when businesses depart, reduced property taxes when businesses are incentivized with reduced property taxes to relocate, or generally reduced property values from the loss of employers and a robust business community.

Sources


Implications from the Community

- Businesses are leaving Cook County and Illinois; others are not moving into Illinois.
- Unused meeting space increases telecommunicating.
- Less tax revenue.
- Businesses are looking for more alternative funding.
- Many workers lack skills – possible need for retraining.
- Increase in crime rates.
- The economy may be stabilized by generating revenue.

Implications from Moraine Valley Faculty and Staff

- There may be less support from local businesses.
- There may be fewer employees sponsored by companies.
- This will decrease the tax base.
- Enrollment will decrease.
- Technology training for students will increase.
- Flexible scheduling offerings will increase.
- There will be a need to seek alternative funding opportunities.
- College may need to raise tuition on an ongoing basis.
- Tax incentives result in less tax revenue.
- Moraine Valley may be used as a resource to attract business into the area.

Trend #3: Perception of Business Climate

Perception of the business climate of the State of Illinois relative to nearby and distant states has declined dramatically in recent years, and this perception is unlikely to improve.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

As a result of recent tax increases, ongoing structural budget deficits, and uncertainty surrounding long-term pension liabilities, Illinois has experienced a gradual but consistent net loss of businesses to other states and a shrinking number of companies considering relocation to Illinois. Additionally, questions persist related to whether the scheduled expiration of the
2011 tax increases will occur. Finally, recently passed pension reform failed to address all state and municipal pension programs and threatened litigation by pension plan participants regarding the legislation raises questions about the ultimate efficacy of the reforms.

In the first nine months of 2013, 81 separate instances of required Worker Adjustment and Retraining Notification (WARN) announcements were filed with the DCEO affecting at least 11,590 employees. Of the 81 instances, five announcements affecting at least 307 employees related to companies giving relocation as the reason. Articles from 2011 (when income taxes were raised and the Internet sales tax law was passed) include surveys of business owners who generally compared current Illinois actions to those of California and New York which triggered the departure of residents and businesses in those states. Business owners expect similar reactions in Illinois. Finally, several individual companies have cited the unfavorable business environment in decisions to move operations to neighboring or distant states.

<table>
<thead>
<tr>
<th>State</th>
<th>Overall rank</th>
<th>Corporate tax rank</th>
<th>Individual income tax rank</th>
<th>Sales tax rank</th>
<th>Unemployment insurance tax rank</th>
<th>Property tax rank</th>
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<td>33</td>
<td>43</td>
<td>15</td>
<td>25</td>
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</tr>
</tbody>
</table>

Sources

http://www.commerce.state.il.us/dceo/Bureaus/Workforce_Development/WARN/warn_reports.htm Site disclosing WARN notification summaries


Article summarizing survey results and comparing Illinois actions to similar actions taken by other states in the recent past


Examples of companies citing business environment as a cause of development of plans to leave Illinois


Implications from the Community

- Potential employee recruits don’t want to move to Chicago.
- See also Trend #2.

Implications from Moraine Valley Faculty and Staff

- Job opportunities for students will decrease.
- Scholarships will decrease.
- Problems including behavior issues on campus will increase.
- Safety issues, including crime, will increase on campus.
- More school-sponsored scholarships or locking-in tuition rates will be needed.
- Recruiting employees may become more difficult.
- There may be limited purchasing power.
- The reputation of the college may change.

Trend #4: Household Income Gap

The number of people in high-income brackets is growing faster than the number in low-income brackets. This gap is widening and will continue to do so in the foreseeable future.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

The gap between the richest 1 percent of Americans and middle and lowest in the country has more than tripled since 1979 and is the widest since 1928. Since 2009, 95 percent of the income gains reports have gone to the top 1 percent. The top 10 percent of the wealthiest Americans captured a record 48.2 percent of total earnings in 2012. As of November 2012, Illinois ranked ninth in greatest income inequality between top and bottom fifths of population.

Since 1967, household income for America’s top quintile grew 67 percent, to $169,633 a year, while the bottom rose only 20 percent, to $11,034.

Sources


**Implications from the Community**

- More difficult to retain workforce in high-income areas.
- There is also an education gap in the workforce.
- Workers are looking for higher wages.
- Low income seems to result in high crime.
- Fewer public services provided in low-income areas.
- Middle class is disappearing.

**Implications from Moraine Valley Faculty and Staff**

- Students from high-income families may go directly to four-year institution.
- The number of low-income students will increase.
- The demand for financial aid will increase.
- There will be a need for financial resources to sustain the college while waiting for state and federal funding.
- Performance-based funding will determine the amount of money the college receives.
- The demand for supplemental resources such as social services, supplies, health, and counseling for students will increase.
Trend #5: Educational Achievement Gap

The gap in educational achievement between people with higher incomes and those with lower incomes continues to grow.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

The achievement gap between children from higher-income families and lower-income families is approximately 40 percent larger among children born in 2001 than among those born in 1976. Studies indicate that this not only relates to the increased income inequality between higher- and lower-income families, but also that a dollar of income appears to buy more academic achievement than in previous decades. Families with higher incomes have more money to invest resources in their children’s education than those from lower-income families.

**Sources**


Implications from the Community

- Schools in higher-income communities are ahead of lower-income area schools.
- Schools have a lot to do (e.g., teaching to the test) which results in less overall achievement.
- Teachers are limited in how creative they are allowed to be in the classroom.
- Vicious cycle – more resources equals better performance; lack of resources equals low performance.

Implications from Moraine Valley Faculty and Staff

- Unprepared and underprepared students will increase.
- Moraine Valley has an opportunity to create/offer training to meet business needs.
- Moraine Valley is faced with students with varied levels of preparedness.
- There will be continued need for support and services to fill gaps.
- This will expose students from lower-income levels to new educational and cultural experiences.
- This may mean that education will continue to be viewed as “job training.”

Trend #6: Consumer Spending

The economy will remain volatile as it continues to respond to the ups and downs of the stock market, uncertainty of gas prices, and unpredictable global news resulting in slow growth of consumer spending.
Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Consumer spending is once again beginning to rise as the job market begins to slowly strengthen and household incomes grow. However, spending is growing at a slower than anticipated rate. Consumers are expected to remain cautious when making spending decisions as the country slowly recovers from the recession.

Sources


Implications from the Community

- Families will have less disposable income and higher costs for basic needs.
- More families will consider local schools and community colleges instead of four-year institutions.
- Higher debt out of college.
- Students will attend multiple colleges.
- More families will make college choices based on dollars.
- Local economy will continue to suffer from uncertain consumer spending.
- Companies can still make profits if they cut costs versus increasing sales.

Implications from Moraine Valley Faculty and Staff

- Increasing transportation costs to campus may impact student retention.
- The lack of disposable income for students may mean low enrollment.
- Students may spend more time in school.
- The lack of affordability of course materials may require more Moraine Valley-supplied resources.
- Moraine Valley collaboration with communities, schools and other organizations will increase.
- Online education will increase.
- Enrollment from businesses will increase.
- Volatile economy will impact students’ ability to attend college.

Trend #7: Consumer Debt

There has been a recent decrease in consumer debt, although debt is again trending slightly upward as the economy improves.

Probability of Change for the Next 3 to 5 Years: Moderate
Supporting Rationale

As of March 2013, consumer debt continued to decline to a total of $11.23 trillion (a drop of 1 percent from the previous year), considerably below its peak of $12.68 trillion in 2008. However, as the economy improves, consumer debt is expected to level off and begin to increase slightly as people begin buying homes, cars, and other items they delayed purchasing because of the recession.

Sources


Implications from the Community

- There is a possibility of federal support for resolving debt.
- Re-evaluating the role of a four-year degree in success.
- More emphasis on vocational programs and less focus on liberal arts education.
- Less spending locally and larger purchases.
- Consumers focused on limiting their debt will possibly not pursue high-cost higher education.

Implications from Moraine Valley Faculty and Staff

- Volatile economy will impact students’ ability to get to college.
- Moraine Valley is a more attractive option than four-year institutions.
- Students will be less willing to take on additional debt.
- Moraine Valley has to compete with for-profit institutions.
- Opportunity for Moraine Valley to assist students in finding additional educational funding.

Trend #8: STEM Supply and Demand

An insufficient STEM supply of workers coupled with demand for STEM talent set to explode in the future will jeopardize the nation’s future economic competitiveness.

Probability of Change for the Next 3 to 5 Years: Low
Supporting Rationale

A persistent gap in academic achievement between students in the United States and their counterparts in other countries deprived the U.S. economy of as much as $2.3 trillion in economic output in 2008. Moreover, each of the long-standing achievement gaps among U.S. students of differing ethnic origins, income levels, and school systems represents hundreds of billions of dollars in unrealized economic gains. Together, these gaps underscore the staggering economic and social cost of underutilized human potential.

Countless studies contend that the lack of people with the right skills could hold back economic growth, especially in developed economies like the United States.

Sources


Implications from the Community

- Competition in STEM programs may scare students from pursuing these fields.
- A focus in elementary and middle school in STEM subjects may increase the supply.
- There are not enough teachers for some STEM fields.
- Increased funding for STEM programs may improve the supply.
- Lack of STEM workers here means jobs and recruiting go overseas.

Implications from Moraine Valley Faculty and Staff

- Students may study STEM overseas to decrease educational costs.
- Students will reevaluate the value of a degree.
- Reliance on technology will increase.
- Students may stay in school longer with fewer or no credits attained.
- Students may use up financial aid on noncredit and have no aid left for credit.
- American students do not view STEM as “worthy” careers.
- Students are underprepared to pursue courses in the STEM field.
- There is an opportunity for outreach efforts to high school and elementary schools.
- This provides opportunities to promote STEM field to current students.
- There is an opportunity to improve education strategy in the field.

**Trend #9: Low-Skills Jobs**

Workers with a high school diploma will be largely limited to food and personal services, retail sales and office support, and blue-collar jobs, all of which are either declining or pay low wages.

**Probability of Change for the Next 3 to 5 Years: Low**

**Supporting Rationale**

Workforce policy research suggests that the shift from goods-producing industries to service providing industries in the United States is not due to shifting industry sectors as much as it may be due to a shift in the mix of jobs within industries and the skills those jobs require. The upgrade in required skills for existing occupations account for as much as 70 percent of the increase in postsecondary requirements. We can gain a significant competitive advantage by ensuring that businesses and workers have the skills necessary to compete globally.

**Sources**


Implications from the Community

- Increase in contract workforce with no benefits.
- Low-skill workers are first hit by economic slowdown.
- Increase in unemployment rate for low-skill jobs.
- Skills training is not taught in high school as often as in the past.
- Partnerships, such as apprenticeships with secondary and postsecondary, could meet training needs.

Implications from Moraine Valley Faculty and Staff

- Enrollment may increase as training and marketable skills are offered.
- Enrollment may decrease as minimum wages increase and students question the value of going to college.
- Students are taking a variety of courses without a direct course plan.
- The need for academic advising and counseling will increase.
- Swirling (attending multiple colleges) among students will increase.
- Community outreach will increase.
- The displaced worker population will increase.
- May see more returning adults seeking to improve skills for higher-paying/higher-skilled jobs.
- There is an opportunity to provide training in 21st century job skills.
- Partnerships with businesses will increase.

Trend #10: Aging Infrastructure

The area’s pattern of population and job growth combined with the state’s aging infrastructure, and under-investment in public transportation are expected to keep the area’s travel times and road congestion high well into the future.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Since the late 1990s, regional land use patterns have contributed to congestion. Population and job growth have occurred in areas difficult to serve with public transportation—forcing many residents to drive to work. As a result, in the State of Illinois, the automobile is the dominant mode of transportation. Chicago ranks as the 12th most congested city in the United States.
(INRIX) The average cost of congestion per commuter in the Chicago area is $921 per year. (Task Force) Bicycle and pedestrian infrastructure that could potentially reduce congestion in the region is generally left to individual cash-strapped municipalities and counties. (Go to 2040)

73 percent of Illinois roads are in poor or mediocre condition. Roads and bridges in need of repair cost Illinois motorists $2.4 billion a year in extra vehicle repairs and operating costs; $292 per motorist. As of 2011, 149 (5.2 percent) of Cook County’s 2,862 bridges were deficient, and 518 (18.1 percent) were obsolete. Statewide, 2,311 of the 26,514 bridges (8.7 percent) are considered structurally deficient, and 1,976 of the 26,514 bridges (7.5 percent) are considered functionally obsolete. (ASCE) Furthermore, a sizable percentage of the state’s mass transit infrastructure is “not in good repair...marginal...and at or near the end of its useful life.” (Task Force)

The state’s dire financial problems has had serious ramification on the state’s ability to maintain and improve transportation infrastructure. (Go to 2040) State agencies estimate they will need $340 billion over the next 20 to 30 years to fund infrastructure capital projects as the state struggles to pay other governmental obligations. (Task Force)

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<th>Table 4-1: Commuting to Work: 2011</th>
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<tr>
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<tr>
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</table>

Source: Commuting to Work 2011, Research and Innovative Technology Administration (RITA) • U.S. Department of Transportation

Sources


Implications from the Community

- Improving infrastructure is good for business – commuting, manufacturing and shipping.
- Public transportation is vital for lower-income people.
• Causes waste in resources such as gas and other travel-related expenses.
• Increase in accidents.
• Transportation issues directly impact economic development.
• Businesses and residents decide where to live based on geographic accessibility.

**Implications from Moraine Valley Faculty and Staff**

• Poor public transportation system could mean lower enrollment.
• Businesses and community members may move out of the area.
• Fewer businesses mean lower tax base.
• This is an opportunity to investigate infrastructure training classes.
• There is an opportunity to explore more flexible course delivery options.
• There will be competition with other institutions to provide courses at more affordable rates.

**Trend #11: Housing Demand**

As buyers purchase existing homes and fewer homes are available through short sale and foreclosures, new homes will need to be built to meet the growing housing demand within the next five years.

**Probability of Change for the Next 3 to 5 Years:** Moderate

**Supporting Rationale**

Prices are becoming stable for homes at this point (rose 4.9 percent nationwide), and home values are not forecast to depreciate through 2014, which means that homeowners are interested in buying homes (new and existing). Foreclosures are slowing in the Chicagoland area (down 56 percent from this time last year), and fewer purchases will be coming from investors as they are looking for undervalued homes. As buyers purchase existing homes and fewer homes are available through short sale and foreclosures, new homes will need to be built to meet the growing housing demand within the next 5 years. There is a total estimated demand of 17,400 units in the Cook County submarket with only an estimated 2,750 sale units under construction through 2015. New home sales throughout Chicagoland are still low, but sales decreases are leveling and should increase over the next 5 years. Builders have increased spending in the new housing market, which could mean an increase in jobs in the housing sector.
Sources


Implications from the Community

- There is a large diversity of housing options in Cook County.
- The cost of home ownership is increasing, leading to less flexibility to move.
- Some people move out of higher tax areas after children leave home.

Implications from Moraine Valley Faculty and Staff

- New home sales will increase the tax base.
- People moving out of Cook County will decrease the tax base.
- The demand for housing-related vocational courses will increase.
- The demand for various trades will increase.

Trend #12: Home Sales Growth

Sales of existing homes are on the rise and are expected to continue to increase over the next 3 to 5 years. This could lead to an increased tax base and population for the district with more home ownership.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

An increase in consumer confidence to 81.8 from 65.4 in 2013 paired with a drop in foreclosure starts (down by 56 percent) could mean that more residents are able to stay in their homes and will keep more homeowners in the current tax base. Home prices are also forecast to grow (currently a growth of 9.3 percent) through 2014, and home buyers and home owners will be able to invest in home ownership with more confidence as the values of homes do not depreciate further. Home ownership could become an investment again with the recent increase in home prices nationwide (4.9 percent). With prices increasing, those people in the market for homes (5.1 percent in the next 6 months) could be seeing the price of homes rising, making this the time to buy. Investor home purchases should drop as most investors look to buy existing homes that are undervalued in the market.
Sources


Implications from the Community

- Taxes impact home-buyer decisions.
- Good schools lead to increased home sales.

Implications from Moraine Valley Faculty and Staff

- Turnover in residences may result in younger residents.
- There is a potential for an increase in students.
- There is a potential to increase tax revenue.

Trend #13: Environmental Conservation

Increasing public awareness and urgency around environmental conservation and stewardship will have an impact on government regulation, business decisions, and consumer choices, especially choices in energy, fuel, foods, homes, and schools, which tie directly to economic development.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Consumers are choosing products, services, and locations based on environmental attributes and access to natural resources. Granting agencies are increasingly considering an applicant’s ability to address issues of conservation and sustainability. Economic development and progress relies heavily on consumer choice and demands. As more and more companies are providing information about their sustainability or environmental initiatives, including conservation of natural resources, consumers will be more aware of how their money is being spent. Leadership examples in practice and educational offerings will be necessary to help support a growing sustainable economic development environment.

Multiple tools are being created to help municipalities plan and make decisions to create more livable communities that value green and natural spaces. Municipalities and businesses may need help in devising plans to strengthen their conservation efforts to increase the natural resource capital, thus driving more sustainable economic development.

CMAP was granted special “Preferred Sustainability Status” from HUD which means, in certain competitive programs, HUD will award bonus points to applications from the Chicago region that further the goals of Go to 2040 and federal livability principles (CMAP 2011, n.p.; USEPA 2009, n.p.). Municipalities seeking assistance from CMAP or other granting agencies need the skills to be able to apply for and demonstrate their ability to meet grant requirements. They will
need professional development opportunities as well as local specific examples of practice from which to learn. Furthermore, there are several grants and granting agencies, nationally and regionally, offering funding for conservation, sustainable development, and climate change adaptation and research.

Sources


Implications from the Community

- Green is expensive – new expectation for consumers.
- Costs for business are increasing which is transferred to customers.
- Increased demand for green jobs leads to training opportunities.
- Companies look at using resources more efficiently.
- New and developing technologies.
- Regulations scare business and limit them.
- Currently more reactive than proactive (as was true in the past).
Implications from Moraine Valley Faculty and Staff

- Conservation will mean increasing costs for the college.
- There is an opportunity to offer sustainability or “green” courses.
- Enrollment will increase as new students are attracted to the college.
- There is a potential for job training in “green” economy.

Trend #14: Energy Efficiency

A rise in electricity being supplied from renewables and demand for energy efficiency strategies to reduce greenhouse gas (GHG) emissions will continue.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Energy infrastructure is failing but also changing. Energy storage is growing in forms of electric/hybrid vehicles, distributed energy and utility-grid storage, and smart-grid developments.

The demand from municipalities and consumers for lower-cost energy will drive the growth of renewable energy supplies and energy efficiency strategies. Both of these issues have serious economic implications for the region in both costs to consumers as well as the potential tax revenue and costs from or for incoming clean-tech companies. An increased need for training future employees in clean tech and energy efficiency will provide economic boost in higher education institutions.

The same is true for developing the new infrastructure necessary to handle the renewable energy and energy efficiency strategies. Smart grid development is growing exponentially. It is imperative to stay abreast of the expansion and develop new training programs to meet the workforce demands which lead to increased economic opportunities for higher education and community development.

Sources


New Ordinance Will Require Energy Use Tracking and Reporting for Approximately 3,500 Municipal, Commercial, and Residential Buildings


Discusses the trends in renewable energy growth, hybrid tech, etc. where consumer demand will drive its development.
• There may be a shift to seeking alternative sources of revenue.
• Enrollments may be impacted negatively.

Implications from Moraine Valley Faculty and Staff

• Moraine Valley will need to increase certificate offerings in special areas.
• College should look not only at CTE (Career and Technical Education) programs for review, but also general education.
• College will need to review current programs to match demand.
• A definition and review of middle-skill jobs should be assessed for the Chicago area.
• College should look for ways to connect employees to new skills to gain credentials.
• Need for internship opportunities for students, both internal and external.
• Addition of new and relevant career programs could provide a positive shift in enrollment.
• Program updates and additions may require specialized faculty to teach special skills.
• College has an opportunity to foster entrepreneurship.
• Moraine Valley needs a better understanding of the relationship between certificates and employment (intern, mentor).

Trend #5: Unemployment in Chicagoland Area

Unemployment is slowly declining in the Chicago-Joliet-Naperville metropolitan area with a projected rate of 6.5 percent in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

Mass layoffs in the metropolitan area have declined since peaking in 2009, and the economy has enjoyed 27 consecutive months of growth dating back to 2011.

Chicago Federal Reserve Bank President Charles Evans predicts the unemployment rate to be 6.5 percent sometime in early to mid-2015.

Sources


Sources


CMAP (June, 2013). Climate Adaptation Guidebook for Municipalities in the Chicago Region. Appendix A: Primary Impacts of Climate Change in the Chicago Region. Retrieved from http://www.cmap.illinois.gov/documents/20583/292057/Appendix+A+-+Primary+Impacts+of+Climate+Change+in+the+Chicago+Region.pdf/c82a7eb4-b8e8-4f7e-96a9-0f29f5396689


Implications from the Community

- Fewer grant dollars may be available if applicants can’t meet requirements.
- Planning is important.
- Sustaining economic changes requires permanent additions to operating budgets.

Implications from Moraine Valley Faculty and Staff

- See Trend #13
EDUCATION

Trend #1: Student Swirling

“Swirling” among community college students will continue at about the same rate (33 percent of students will transfer from one college to another before receiving a degree) in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

According to the *Chronicle of Higher Education*, the National Student Clearinghouse Research Center, which gets information in real time from institutions, found that one-third of students transfer from one college to another before earning a degree. More than a quarter of transfers cross state lines, and perhaps most importantly, they are more likely to switch from a four-year college to a two-year college rather than the other way around.

Sources


Implications from the Community

- Colleges may want to investigate or create general education degrees so that completion of credits goes toward “something.”
- Articulation of courses/degrees is important for students to be able to seamlessly transfer.
- Impacts both two-and four-year colleges.
Implications from Moraine Valley Faculty and Staff

- Swirling decreases retention and completion rates for colleges.
- This is a cultural shift that colleges may need to analyze.
- Longitudinal studies of our students may confirm this, or not.
- Students are less likely to leave if the college’s course offerings meet their needs.

Trend #2: Education Level in District 524

Based on U.S. Census estimates, the education level for District 524 residents age 25 and older continues to increase; however, the total number of graduates from district public and private high schools is projected to show a modest but steady decline of 1 to 3 percent through 2016.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- In 2000, 82.1 percent of district residents age 25 and older were high school graduates.
- In 2000, 18.2 percent of district residents age 25 and older were college graduates.
- In 2010, 86.5 percent of district residents age 25 and older were high school graduates.
- In 2010, 31.5 percent of district residents age 25 and older were college graduates with an associate degree or higher.
- In 2014, 1 percent fewer students are expected to graduate from district public and private high schools combined.
- In 2015, 3 percent fewer students are expected to graduate from district public and private high schools combined.
- In 2016, 3 percent fewer students are expected to graduate from district public and private high schools combined.

The above information shows a 4.4 percentage point increase for district residents age 25 and older holding a high school diploma and a 13.3 percentage point increase in the number of district residents age 25 and older holding an associate degree or higher. The above information also shows a modest but steady decline in the total number of high school graduates over the next 3 years.

Sources

2012 Enrollment for High Schools in Moraine Valley’s District and Graduation Projections through 2016 (numbers reported by individual high schools)

U.S. Census Bureau (Census 2000 Summary File 3)

U.S. Census Bureau (2011 American Community Survey, Table B15002 – 5-year estimates)
Implications from the Community

- See Demographics Trend #5

Implications from Moraine Valley Faculty and Staff

- The average age of our students may rise.
- This may be an opportunity to increase out-of-district enrollments.
- We may need to increase the use of technology in class.
- There may be an increased need for faculty and staff training.

Trend #3: Educational Access Through Mobile Devices

College students are increasingly relying on mobile technology to access and manage their education, which poses opportunities for increased learning and accessibility but also threatens academic integrity.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

According to a survey of 270 community college administrators, when asked to state how their faculty and students use tablet computing devices, over 77 percent of respondents stated that their faculty and students use the tablets for “accessing educational apps.” (Instructional Technology Council, 2013). Over 75 percent of respondents stated that they use the tablet to access online courses. Additionally, 67.5 percent stated that they use the tablet to take notes, and track data and events.

To respond to this escalating usage, community colleges are encouraging students to bring their own devices (BYOD) to campus in order to foster greater engagement and collaboration between students and instructors. Despite the growing use of tablets, most college students still prefer PCs for their educational work, as PCs are often cheaper and easier to use for longer essays and projects. Still, tablet sales are set to overtake PCs by 2015. The BYOD approach, however, poses several concerns, including security breaches, bandwidth limitations, and privacy issues (Violino, 2012). Student dishonesty — especially in the light of new technology — remains a significant issue in higher education.

Although 82 percent of college students own PCs and 80 percent have smartphones, only 18 percent own tablets. Tablets have limited functionality and their keyboards are often uncomfortable for students who have to type longer essays (Fottrell, 2013).
As the computing power of smartphones increases, students will rely on them for even more support during their education. The increase in digital textbooks, many of which can be easily read on a mobile computing device, will spur major changes to publishing and the types of texts that campuses sell. Students will continue to make their educational experience mobile.

**Sources**


**Implications from the Community**

- This is a great opportunity to serve different audiences.
- There may be a disconnect between faculty and student knowledge.
- Role of faculty could drastically change; faculty development needs could change.
- May be difficult to find software targeted to meet different levels/needs.
- Leads to loss of interpersonal interaction.
- Privacy and copyright issues.
- May increase or decrease retention.
Implications from Moraine Valley Faculty and Staff

- Colleges may need to address the needs of those students who do not have mobile devices.
- Additional professional development may be needed.
- A technical component may need to be added as a graduation requirement.
- Maintaining open-source software will benefit students.

Trend #4: College Readiness

Many students who lack the academic, organizational, and social skills needed to be successful in college will continue to enroll at Moraine Valley.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

According to the Illinois eReport Card Public Site (2012), over the last four years, no high schools within Moraine Valley’s district have met the adequate yearly progress (AYP) benchmarks in reading and math. The college has seen the effects of these low marks: 43.2 percent of incoming freshmen will take at least one developmental course (“Factbook”, 2012, p. III-14). During the 2011-12 academic year, 62 percent of all Moraine Valley students were enrolled in at least one developmental education course (“Factbook”, 2012, p. III-16). This figure is higher than the most recent statewide figures, according to the Illinois Community College Board, which indicates that 48.7 percent of all Illinois community college students enroll in developmental education courses (p. 7). From 2007 to 2012, 52 percent of all Moraine Valley students enrolled in developmental education courses earned a passing grade (“Factbook,” 2012, p. III-42).

As developmental education faces increasing scrutiny from lawmakers, colleges and high schools will need to collaborate more closely on curriculum and study skills. Colleges will need to take proactive steps to ensure that students do not flounder in developmental education courses.

Sources


**Implications from the Community**

- Needs of developmental students are different; for example, they may need more structure, time management skills, increased need for student services, etc.
- Investing money in successful programs, such as bridge programs, may benefit developmental students and increase their retention.
- Financial aid for developmental courses could be exhausted before degree classes are completed.
- Issues with state oversight of college readiness.
- Common core could create collaborative model.

**Implications from Moraine Valley Faculty and Staff**

- See Demographics Trends: #3 incomes, #4 poverty, and #6 diversity of high school students.
- The need for student support services will continue to increase.
- The number of students needing developmental education will increase.
- Students may use up too much of their financial aid on developmental courses.
- Larger numbers of students with poor academic and other skills will reduce college retention rates.

**Trend #5: Increasing Collaboration with Feeder Schools**

As the number of underprepared college students grows, collaboration efforts with feeder schools are increasing to ensure college-ready high school graduates.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

Since 1959, ACT has collected and reported data on students’ academic readiness for college. The ACT College Readiness Benchmarks are the minimum ACT college readiness assessment scores required for students to have a high probability of success in credit-bearing college courses – English composition (English test benchmark score of 18), social sciences courses (reading test benchmark score of 22), college algebra (mathematics test benchmark score
of 22), and biology (science test benchmark score of 23). Nationally in 2013, 26 percent of all ACT-tested high school graduates met the ACT College Readiness Benchmark in all four subjects. Sixty-four percent of graduates met the English ACT College Readiness Benchmark, 44 percent met the Reading Benchmark, another 44 percent met the Mathematics Benchmark, and 36 percent met the Science Benchmark. Approximately 31 percent of all 2013 graduates met none of the ACT College Readiness Benchmarks, meaning they were not prepared academically for first-year college courses in English composition, college algebra, biology, and social sciences.

In Illinois, every 11th grade student takes the ACT as part of the Prairie State Achievement Exam (PSAE). Below is a summary of the ACT assessment scores for each of the public high schools in Moraine Valley’s district.

<table>
<thead>
<tr>
<th>Feeder High School</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Percent Ready for College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew High School</td>
<td>21.8</td>
<td>22.1</td>
<td>21.7</td>
<td>22.2</td>
<td>64.7</td>
</tr>
<tr>
<td>Argo High School</td>
<td>17.9</td>
<td>19.4</td>
<td>18.3</td>
<td>19.3</td>
<td>33.6</td>
</tr>
<tr>
<td>Eisenhower High School</td>
<td>16.5</td>
<td>18.1</td>
<td>16.9</td>
<td>17.9</td>
<td>21.5</td>
</tr>
<tr>
<td>Evergreen Park High School</td>
<td>21.8</td>
<td>21.6</td>
<td>20.9</td>
<td>20.6</td>
<td>55.0</td>
</tr>
<tr>
<td>Oak Lawn High School</td>
<td>19.4</td>
<td>20.0</td>
<td>19.5</td>
<td>19.6</td>
<td>39.1</td>
</tr>
<tr>
<td>Reavis High School</td>
<td>18.0</td>
<td>20.5</td>
<td>19.3</td>
<td>19.8</td>
<td>40.9</td>
</tr>
<tr>
<td>Richards High School</td>
<td>18.8</td>
<td>19.7</td>
<td>18.6</td>
<td>19.1</td>
<td>38.6</td>
</tr>
<tr>
<td>Sandburg High School</td>
<td>22.8</td>
<td>22.8</td>
<td>22.4</td>
<td>22.6</td>
<td>65.6</td>
</tr>
<tr>
<td>Shepard High School</td>
<td>18.9</td>
<td>19.5</td>
<td>18.7</td>
<td>19.4</td>
<td>37.2</td>
</tr>
<tr>
<td>Stagg High School</td>
<td>20.7</td>
<td>21.1</td>
<td>20.8</td>
<td>20.9</td>
<td>51.7</td>
</tr>
<tr>
<td>Total Illinois Public High Schools</td>
<td>19.9</td>
<td>20.5</td>
<td>20.1</td>
<td>20.3</td>
<td>45.6</td>
</tr>
</tbody>
</table>
The redesigned Illinois School Report Card shows measures of student college and career readiness. The individual high school report cards indicate that the percent of in-district high school graduates in 2013 that were assessed by the Illinois State Board of Education (ISBE) as “ready for college course work” ranged from a low of 21.5 percent among Eisenhower High School graduates to a high of 65.6 percent among Sandburg High School graduates.

The lack of academic preparation among recent high school graduates is evidenced by the high percentage of these students who are taking remedial courses during their first year at Moraine Valley. Among in-district high school graduates of 2012, 49 percent took one or more remedial courses during their first year at Moraine Valley. Forty-five percent of them took remedial mathematics, 18 percent took remedial reading, and 16 percent took remedial communications.

In a report on “Year-two Evaluation of the Illinois College and Career Readiness Act Pilot Sites,” the Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign, cites the rationale for the College and Career Readiness Pilot Act that was passed by the Illinois state legislature in 2007:

“The General Assembly finds that there is a direct and significant link between students being academically prepared for college and success in postsecondary education. Many students enter college unprepared for the academic rigors of college and require noncredit remedial courses to attain skills and knowledge needed for regular, credit course work.”

In “Reclaiming the American Dream: A Report from the 21st-Century Commission on the Future of Community Colleges,” the Commission includes the following recommendation:

“Dramatically improve college readiness: By 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.”

The Commission called for the following implementation strategy:

“Implement large-scale and effective collaborations with K-12 districts at both leadership and faculty levels, aimed at developing a college-going culture, building students’ college success skills, and expanding dual/concurrent enrollment and other strategies for accelerating the progress of students on the college pathway.”
Sources


Implications from the Community

- Students often don’t know where their best fit is.
- Positive impact of collaboration on increasing enrollment.
- Collaboration needs differ for each school.
- Dual enrollment may decrease the number of underprepared students.

Implications from Moraine Valley Faculty and Staff

- Getting information to parents about the importance of a college-prep high school curriculum will decrease the number of underprepared students.
- Increasing dual-credit options will benefit students financially as well as academically.
- Collaboration with the high schools continues to be important; and identifying individual needs for K-12 schools.
- Collaboration and marketing strategies will differ per school.
- More high school career days may help students become more prepared for further education.
LABOR FORCE

Trend #1: New Job Openings

The labor forecast for new job openings between 2010 and 2020 in Cook County will focus on jobs requiring less than a bachelor’s degree.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

In 2018, 47 percent of jobs will require middle skills. Middle skills jobs are defined as those jobs that need more than a high school credential but less than a bachelor’s degree.

Sources


Implications from the Community

- Large shortage of middle-skilled workers (critical issue for business).
- Will lead to a larger pool of people to fill positions.
- These workers may need specialized skills.
- Programs may need to be revised because of industry changes.
- Labor forecast for new job openings focuses on increased jobs instead of college.
- Certification will be important.
- There will be more enrollments in career programs.
- National STEM push may work against the culture of “not everyone needs bachelor’s.”
Implications from Moraine Valley Faculty and Staff

- College may want to review and/or increase certificate offerings to match community demand.
- College should look not only at Career and Technical Education programs for review, but also general education.
- A definition and review of mid-skill jobs should be assessed for the Chicago area.
- College should look for ways to connect employees to new skills to gain credentials.
- College should elevate/raise awareness of Career Programs.
- College may need to expand internal and external internship opportunities for student.
- Program updates and additions may require specialized faculty to teach special skills.
- Moraine Valley will experience the same middle-skills gap when hiring.

Trend #2: Skills Gap

Over the next five to 10 years, a skills gap (the difference between job performance skills available in the workforce and the performance requirements of employers) will become increasingly evident, particularly in “middle-skill” occupations.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Before the 1980s employers provided entry-level training to the majority of middle-skilled workers, largely blue collar. The entry-level requirements for middle-skill jobs have risen from high school graduate to some post-secondary education and training.

Sources


Implications from the Community

- Identifying where the gaps are may be needed.
- Lack of social skills is an issue (e.g., communication).
- Some schools have stopped providing vocational training.
- Even entry-level positions will require some skills.
- Post-secondary education will require intern/externships to provide real-life experience.
- Rapid changes in technology increases skills gap.
- Special skills are needed to handle customer complaints.

Implications from Moraine Valley Faculty and Staff

- College has an opportunity to help foster entrepreneurship in area.
- College needs to expand contextualized learning specifically for writing, speech, problem solving, critical thinking (21st century skills).
- College will have an increased opportunity to provide retraining.
- Moraine Valley may need to explore delivery of instruction, scheduling, availability, length (e.g., technology use, weekend and accelerated courses).

Trend #3: Multiple Generations

The workforce is increasingly made up of multiple generations.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

Millennials, generation X, and baby boomers make up the work force. These various generations have different expectations of the employer, projected career growth, and levels of adaptability to technology.

Sources


Implications from the Community

- Generational preferences can create an adversarial environment.
- The way people learn differs between generations.

Implications from Moraine Valley Faculty and Staff

- Staff and faculty will need to be skilled in handling and fostering diversity within the classroom and in other venues (learning styles, questions asked, needs, etc.).
- Multiple generations will change classroom dynamics.
- Full-time faculty/adjunct skill set (teaching style) will need to be trained to handle the demands of the multiple-generation classroom.

Trend #4: Service-based Economy

The top-five job categories in the Chicago region between 2008-2018 are expected to be in sales, office and administrative support, business and financial operations, food preparation, service, and management.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

The local economy is moving from a manufacturing-based to a service-based economy, and additionally health care support positions (i.e., nurses’ aides, medical assistants) will decrease.

Sources


Implications from the Community

- Curriculum needs to be geared toward 21st century jobs.
- Well-rounded graduates will be more successful.
- Customer-service skills and training applies across industry.
- Individuals may have to broaden their work search parameters.
- Some of these are lower-wage positions and will impact the tax base negatively.
There may be a shift to seeking alternative sources of revenue.
Enrollments may be impacted negatively.

**Implications from Moraine Valley Faculty and Staff**

- Moraine Valley will need to increase certificate offerings in special areas.
- College should look not only at CTE (Career and Technical Education) programs for review, but also general education.
- College will need to review current programs to match demand.
- A definition and review of middle-skill jobs should be assessed for the Chicago area.
- College should look for ways to connect employees to new skills to gain credentials.
- Need for internship opportunities for students, both internal and external.
- Addition of new and relevant career programs could provide a positive shift in enrollment.
- Program updates and additions may require specialized faculty to teach special skills.
- College has an opportunity to foster entrepreneurship.
- Moraine Valley needs a better understanding of the relationship between certificates and employment (intern, mentor).

**Trend #5: Unemployment in Chicagoland Area**

Unemployment is slowly declining in the Chicago-Joliet-Naperville metropolitan area with a projected rate of 6.5 percent in the next 3 to 5 years.

**Probability of Change for the Next 3 to 5 Years: Moderate**

**Supporting Rationale**

Mass layoffs in the metropolitan area have declined since peaking in 2009, and the economy has enjoyed 27 consecutive months of growth dating back to 2011.

Chicago Federal Reserve Bank President Charles Evans predicts the unemployment rate to be 6.5 percent sometime in early to mid-2015.

**Sources**


Implications from the Community

- Opportunities to offer training to the unemployed.
- Only positive implications.

Implications from Moraine Valley Faculty and Staff

- Moraine Valley programs should align with job growth areas.
- Workers re-established in a career would not be seeking education.
- As employment stabilizes, people may send children to college (community college plus four-year) and seek personal enrichment opportunities.
- College will need to provide flexible offerings as people return to the workforce.
- Underemployed individuals need options for training.

Trend #6: Technology Skill Set

Knowledge of and the application of technology will increasingly be valued as a skill set in the labor force.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Technology is a complementary function, which leads to broader job responsibilities for staff or line workers, decentralized decision-making and self-managing teams. Moreover, in some industries it affords companies the opportunity to be more productive with less human capital.

Source


Implications from the Community

- Critical thinking and problem-solving skills will become more important to prepare workers to move from old technology to new technology.
- Allows people to interact (collaboration) with other companies to do a common job.
- Libraries are a less intimidating environment to learn to use technology.
- Opportunities to expand outlets for technology/learning.
Implications from Moraine Valley Faculty and Staff

- Misconceptions might exist of what it means to be “tech savvy.”
- The college will need to decide if students need more technology skills.
- College will need to plan to update infrastructure for technology.
- College needs to understand employer expectations (for technology skills) to effectively train students.
- Students will demand increased access to technology support while on campus and in the classroom.

Trend #7: Educational and Health Services Job Growth

Occupational growth in educational and health services is expected to increase at a larger rate than for all occupations.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

Growth in education and training occupations is projected to grow by 23.8 percent with professional services and business growing at a rate of 15.5 percent between 2013 and 2020 in LWIA 7 (Cook County).

**Source**


**Implications from the Community**

- Supporting aging population.
- Education is not “global” enough to stay current with the workforce.
- Business is growing its own educational programs to fill the gap of a slow-moving educational system.

**Implications from Moraine Valley Faculty and Staff**

- College will need to be increasingly flexible and responsive in offering new programs.
- College will need to be competitive in attracting qualified faculty.
- College will need to plan for the increased expense of health programs, materials and equipment.
• College will need to explore opportunities to expand health care programs.
• College will need to be innovative in providing alternatives for those not admitted to competitive programs.

**Trend #8: Growth in STEM Jobs**

Science, Technology, Engineering, Math (STEM) jobs rank among the best-paying and fastest-growing jobs in the 21st-century economy.

**Probability of Change for the Next 3 to 5 Years:** Medium

**Supporting Rationale**

With global economic growth expected to be driven by the life sciences, alternative energy, aging populations, and consumption in emerging markets, many business leaders fear shortages of STEM talent to fill the growing number of STEM-related jobs in the coming years.

**Sources**


**Implications from the Community**

• STEM fields are not promoted enough to girls and young women.
• There are not enough math and science specialists in grade school classrooms.
• There are not enough students prepared for STEM jobs.
• Not enough partnerships with businesses early on in students’ journey.
Implications from Moraine Valley Faculty and Staff

- College will need to expand STEM programs to satisfy employment demand for certificates, associate’s degrees, and to provide for transfer programs for those students who will need to pursue a four-year or more degree(s).
- This growth in STEM will provide opportunities for partnership with universities.
- Pathways approach may be needed to develop a broader view of career pathways.
- Moraine Valley will need to increase certificates in special areas.
- College should look not only at CTE (Career and Technical Education) programs for review, but also general education.
- College will need to ask the question, “Do current programs match demand?”
- A definition and review of middle-skill jobs should be assessed for the Chicago area.
- College should look for ways to connect employees to new skills to gain credentials.
- Addition of new career programs could increase enrollment.
- Program updates and additions may require specialized faculty to teach special skills.
- Moraine Valley could experience same middle-skills gap when hiring.
- College can increase the opportunity to tie completion to earning a certificate.

Trend #9: Decline in Manufacturing Jobs

Moderately high-tech industries such as chemicals, machinery, electrical equipment, and appliances are growing in the Chicago area, but manufacturing in the future is not expected to return to the higher levels found before 2000.

Probability of Change for the Next 3 to 5 Years: High

Support Rationale

Manufacturing in the Chicago region is more likely to expand in moderately high-tech industries. They account for 1.21 times their percentage of jobs nationwide. Manufacturing jobs increased by 5 percent in the Chicago area and 4 percent across the U.S. Manufacturing offers average wages about 16 percent higher than other industries in the region. Even though Chicago lost 32 percent of its manufacturing jobs between 2001 and 2010, it is more specialized in manufacturing subsectors most notably food manufacturing now than it was a decade ago. The percentage of its jobs that are in manufacturing was 1.11 times the national percentage in 2011, up from 1.08 in 2001.

The report, “Locating Chicago Manufacturing: The Geography of Production in Metropolitan Chicago” compares manufacturing in the 14-county tri-state region, from Kenosha County, Wis., to Jasper County, Ind., to national data.
Sources


Implications from the Community

- Students and parents are not educated about high-tech industry jobs.
- Communication between education and industry is lacking.
- There is a decline in manufacturing jobs and a change in the types of jobs.
- Training needs have changed; needed skills are not always identified.
- Employer expectations have changed.
- Not enough re-education for manufacturing jobs.

Implications from Moraine Valley Faculty and Staff

- Moraine Valley should look to industry to determine staff needs and training needs in today’s environment.
- Moraine Valley should look at ways to communicate opportunities in the manufacturing industry.

POLITICS

Trend #1: Environmental Conservation and Government Regulation

Increasing public awareness and legislation around environmental conservation will have an impact on government regulation, business decisions, and consumer choices, especially choices regarding energy and fuel.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

- Illinoisans spend almost 10 percent of their income every month on gas — and prices are expected to keep rising. Illinois is dangerously dependent on oil. With rising global demand and instability in the Middle East pushing oil prices ever higher, oil dependence takes an enormous bite out of individuals’ paychecks and the economy.
- Higher costs for heating, air conditioning and water will drive the efforts of the college to seek more efficiency.
- Moraine Valley is a member of the Illinois Green Economy Network (IGEN), which exists to share best practices in sustainability between all community colleges in Illinois (the third largest community college system in the nation) and their respective communities with the goal of spurring economic development in a way that leads to healthier, equitable, vibrant, and more sustainable communities in Illinois.
- As the college continues its facilities master plan, we will face environmental compliance and maintenance of the physical plant.

Sources


Environment Illinois. www.environmentillinois.org


Implications from the Community

- Higher fuel and transportation costs affect the budget.
- Sustainability requires more costs upfront (e.g., light bulbs).
- Sustainability efforts might help the economy in the future.

Implications from Moraine Valley Faculty and Staff

- College will probably need to budget additional money on transportation, heating, cooling, and increased in energy costs.
- Increasing student transportation costs could affect students’ attendance on campus.
- Rising transportation costs might call for the college to make scheduling and curriculum changes as students are less inclined to attend five days.
- College will need to increase flexibility for students through creative course delivery systems.
• With the cost of food rising, the college might find itself faced with students needing emergency funds and/or help.
• College will need to create more courses to meet sustainability expectations and careers.
• College will need to adjust processes to be more sustainable.
• College may have to be creative in looking for alternative sources of energy.
• College should continue its process of planned maintenance and replacement, which initially might have higher costs, but in the long run avoids costly repairs down the road and loss of cutting-edge status.

Trend #2: Rising Tuition Rates

Over the next 3 to 5 years, rising tuition rates will continue to lead many to believe that institutions are more concerned with their financial well-being rather than the needs of students.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

• The proportion of people who think colleges are more concerned with their financial well-being than with giving students a quality education continues to grow, according to an annual survey of the public’s view of higher education.
• A nationwide poll conducted in December 2010 found that 60 percent of respondents believed colleges are “like most businesses and mainly care about the bottom line,” compared with 32 percent who said colleges are mostly interested in “making sure students have a good educational experience.”
• In 2007, 52 percent of people polled said colleges were more concerned about being in the black, with 43 percent saying education was the biggest concern of institutions.
• Higher education has been knocked off the pedestal of public opinion in recent years because of the perception that colleges are not doing enough to innovate and keep costs low for students.
• Six out of 10 Americans now say that colleges today operate more like a business, focused more on the bottom line than on the educational experience of students. Further, the number of people who feel this way has increased by five percentage points in the last year alone and is up by eight percentage points since 2007.
• The perception that a college education is out of reach for many qualified students was high during the recession years of the early 1990s, dropped in the years of economic boom, but climbed sharply as the recession intensified last year and has reached its highest measured point in our most recent survey, with 69 percent saying that there are
many qualified people who do not have access to higher education, up from 47 percent in 2000 and up by seven percentage points in the last two years.

Sources


Implications from the Community

- Students may focus on career programs instead of transfer programs.
- College will be unattainable for some, especially first-generation students.
- Because of costs, reduced incentive from parents to go to college.
- More students have to work and more are working full-time.
- Voters may not understand issues.

Implications from Moraine Valley Faculty and Staff

- Rising tuition and fees could negatively affect the college’s image.
- Enrollment could decline.
- Rising cost could make education unattainable for some.
- Tuition increase equals enrollment decline and a decline in college funds.
- The college may need to create a new marketing plan, be strategic about tuition, and educate consumers on the reasons for tuition and fee increases.
- Customer service will become more important with the need for the college to evaluate, change as necessary, and update services.
- Class sizes and number of offerings may decline with decreased enrollment.
- Students’ negative attitudes about parking may increase as they demand more services with rising tuition.

Trend #3: Accountability in Postsecondary Education

State and federal attention will continue to focus in the next 3 to 5 years on accountability in postsecondary education with a shift to performance and outcomes rather than enrollment and access.
Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- The Higher Education and Opportunity Act of 2008 gives every indication federal regulation is not expected to go away and more could be forthcoming.
- Federal regulation of higher education has been increasing over time and is driven primarily by rising tuition costs over the last 10 years.
- Illinois has passed state legislation and the Illinois Board of Higher Education has been awarded federal funds to establish a P-20 longitudinal data system for Illinois public school institutions. Development plans for the comprehensive statewide initiative began in 2009.
- The Obama Administration is promoting a new ratings system for colleges and universities that would link federal (and potentially state) funding to schools’ affordability and performance.
- Illinois currently lacks incentives for colleges to improve performance or meet state standards.

Sources


Implications from the Community

- Business communities will push for meaningful certificates.
- Many students are ill-prepared.
- Students are not following prescribed programs so they can graduate on time.
• Students are not taking ownership of their education and may not be ready for responsibility.
• Students feel entitled.

Implications from Moraine Valley Faculty and Staff

• College will need to create ways for students to graduate.
• Open access/door will always challenge the college’s graduation rates.
• Curriculum needs to prepare students adequately for jobs and/or transfer.
• Accountability requirements could increase conflict of quality vs. quantity and tension between outcomes vs. process.
• College will be called upon to create more “experiences” for students.

Trend #4: Shift in Revenue Sources

The college district is increasingly becoming more dependent on its authority to levy property taxes and to increase tuition and fees.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

• The college district’s revenue sources are changing, with the college district budget increasingly relying on local sources as the state’s financial ability to pay its share continues to diminish.
• Local communities are playing an increasingly visible role in district leadership. Constituent voters are showing an increasing interest in the tax burden, questioning the direction of the College, and affecting the outcome of elections.
• Moraine Valley Community College is limited to the lesser of 5 percent or the increase in the national Consumer Price Index (CPI) for the year proceeding the levy year. The limit can be increased only with College District 524 voter approval via referendum.

Sources


Implications from the Community

- Low enrollment may limit course offerings which prevent students from finishing degree in a timely fashion.

Implications from Moraine Valley Faculty and Staff

- College will continue to be limited by the tax cap.
- The college faces competition with other schools for the same students.
- The college needs to ensure that classes run on a regular cycle so students can graduate on time.
- College will need to increase its flexibility in course scheduling to allow student to graduate on time.
- The college will have to learn to do more with less money.
- The state will probably continue to decrease its funding of community colleges, causing colleges to rely more on tuition and fees since local tax dollars are capped.

Trend #5: Declining State Funding

State commitments to fund higher education in the near future will be much less reliable than in the past.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- Illinois, Indiana, and Ohio are among the states considering or already using a performance-based funding model for higher education.
- Illinois lawmakers passed a resolution establishing the Higher Education Finance Study Commission to analyze the best practices implemented in other states such as Ohio and Indiana, for incentivizing certificate and degree completion, including incentives for students and for institutions.
- Donald Sevener, executive director of the Illinois Board of Higher Education, says Illinois’ fiscal and economic problems are at least partly the reason for the renewed interest in performance funding.
Sources


Implications from the Community

- Even between articulation partners, there is more competition for limited public dollars.

Implications from Moraine Valley Faculty and Staff

- See Trend #4

Trend #6: Illegal Immigration

Illegal immigration will continue to strain resources in the State of Illinois in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- Analysis based on current estimates of the illegal immigrant population residing in Illinois indicates that population costs the state’s taxpayers more than $3.5 billion per year for education, medical care and incarceration. That annual tax burden amounts to about $695 per Illinois household headed by a native-born resident. Even if the estimated $465 million in sales, income, and property taxes collected from illegal immigrants are subtracted from the fiscal outlays, net costs still amount to more than $3 billion per year.
- The three cost areas discussed in this analysis (education, health care and incarceration resulting from illegal immigration) are the major cost areas. They are the same three program areas analyzed in a 1994 study conducted by the Urban Institute, which provides a useful baseline for comparison. Other studies have been conducted in the interim, showing trends that support the conclusions of this report.
• Based on estimates of the illegal immigrant population in Illinois and documented costs of K-12 schooling, Illinoisans spend more than $3.1 billion annually on education for the children of illegal immigrants. This estimate does not include programs for limited-English students, remedial educational programs, or breakfast and lunch programs available to students from low-income families.

• An estimated 10 percent of the K-12 public school students in Illinois are children of illegal immigrants.

• Taxpayer-funded, unreimbursed medical outlays for health care provided to the state’s illegal immigrant population amount to an estimated $340 million a year.

• The uncompensated cost of incarcerating deportable illegal immigrants in Illinois state and local prisons amounts to about $55 million a year. This estimate only includes prison costs. It does not include short-term or other detention costs, related law enforcement and judicial expenditures, or the monetary costs of the crimes that led to incarceration.

Sources

Martin, Jack (Director of Special Projects) / (2007) / FAIR / Federation for American Immigration Reform / www.fairus.org


Implications from the Community

• This may be an untapped potential to fill programs.
• More illegal immigrant students may strain resources.
• Grants are not available for these students.
• Cultural differences in the classrooms may increase.

Implications from Moraine Valley Faculty and Staff

• Illinois probably will continue to allow undocumented students to pay in-state tuition.
• College will need to increase professional development for faculty/staff on undocumented students.
• While the college has an excellent diversity training program, the college will need to keep that training up-to-date by addressing more diverse populations.

Trend #7: Rising Tuition Cost

Tuition cost will continue to rise due to declines in government funding in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

- State support for colleges and universities has dropped $440 million in inflation-adjusted dollars over the past 15 years.
- One-quarter of the way through fiscal year 2014, most Illinois community colleges still have not received first-quarter payments due from the state. This degree of instability exacerbates the impact of longer-term erosion of state support.
- Illinois community colleges ranked 46th in the nation in spending on education and related services per student. They rank 31 in the nation in the subsidy provided by state and local taxes.
- The state share of community college spending on education and related expenses has fallen from 28 percent to 17 percent, while the proportion of spending covered by student tuition has risen from 28 percent to 40 percent.
- A decade ago, the Monetary Award Program grant covered 100 percent of average tuition and fees for eligible students. Now the maximum award covers less than half those costs. Last year, more eligible students did not receive a MAP grant than those who did because the money ran out.
- State mandates, such as tuition and fee waivers for veterans, cost community colleges and universities $30 million annually.
- Average tuition and fees for full-time students at two-year colleges reflected a 3.5 percent increase from $3,154 to $3,264 in 2012-13 to 2013-14.
- At public two-year colleges, appropriations fell from 62 percent of total revenues in 2000-01 to 51 percent in 2010-11; appropriations per FTE (full-time equivalent) student fell by 2 percent from 2000-01 to 2005-06 by 22 percent over the next five years.
- At public two-year colleges, average net tuition revenue per FTE student grew by 51 percent between 2000-01 and 2010-11, and subsidies per student declined by 29 percent in constant dollars.

Sources


Implications from the Community

- Loans cost more because interest rates are increasing.
- Parental assistance is needed for students to get loans.
- Lower salaries may mean less qualified instructors.
- Reduced enrollment means even less state funding.
Implications from Moraine Valley Faculty and Staff

- Students will rely more on loans to pay tuition.
- Rising tuition costs will offer a continued opportunity for Marketing and Creative Services, and Admissions recruiters to show the monetary and quality value of a Moraine Valley degree.

Trend #8: Health Care Costs

Employers and employees will bear the burden of increased health care costs in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- An increase in average health care premium at large U.S. companies is expected to return to 6 to 7 percent in 2014, up from 3.3 percent in 2013.
- Analysis by Aon Hewitt, as reported by the Society for Human Resource Management, shows that the average health care costs at large public-sector firms are projected to increase to $11,176 per employee in 2014; that employees will be asked to contribute 22.4 percent of total health care premium, or $2,499; and that out-of-pocket costs are expected to rise to $2,470 for the average employee.
- Workers’ share of health care costs (including premium contributions and out-of-pocket costs) will have increased almost 150 percent from $2,011 in 2004 to $4,969 in 2014.
- Beginning in 2018, employers will pay a 40 percent excise tax on the value of total health care premiums in excess of fixed threshold limits of $10,200 per employee per year (PEPY) for individual coverage and $27,500 for family coverage.
- Employers with self-funded plans are required to calculate annual premium equivalents for purposes of the Cadillac tax calculation.
- In light of looming federal requirements, employers are faced with continuing to offer group health benefits despite the current trend of 6 percent annual insurance premium increases, or eliminate benefits altogether and take the penalty at $2,000 for each employee.
- Employers who choose to eliminate group health and “make employees whole” may face significant employer net cost increases that could drive total health care costs as high as $17,269 PEPY in 2014.
• Under the 6 percent annual group plan trend assumption, employers will not hit the Cadillac tax thresholds for active employees in 2018-2020. However, if trend rates increase by 9 percent annually from 2010 onward, it is estimated employers will be subject to the tax beginning in 2018.
• In light of uncertainty with the Affordable Care Act, this trend should be revisited and updated yearly.

Sources


Implications from the Community

• Means fewer resources for education and student services.
• Forces increased tuition cost.
• Higher tuition means students taking fewer classes.
• Unknown right now.

Implications from Moraine Valley Faculty and Staff

• Increased health care costs will decrease resources for education.
• After parents pay for health care, there will be less money left over for tuition.
• Employee morale/retention decrease as health care benefits decrease.
• Affordable Health Care Act may change value of and/or the parameters for hiring adjuncts.

SOCIAL VALUES

Trend #1: Single-Father Households

The number of single-father households is increasing.

Probability of Change for the Next 3 to 5 Years: Low

Supporting Rationale

• In 1960, about 14 percent of single parent households were headed by fathers; that number grew to 24 percent in 2013.
• There has been an increase in the number of fathers gaining custody of children through the courts.
• Childbirths outside of marriage have continued to increase.
• Education level attained is linked closely to prevalence rate for single-father households.

Sources

Implications from the Community
• May cause more absenteeism, less contact with school, more interaction with police.
• Increase in stress levels for the father.
• Missed opportunities due to one parent covering all, including nurturing, family time, skills.
• Financial dynamics can change because of limited child support.

Implications from Moraine Valley Faculty and Staff
• Single-father households will increase the need and number of hours for childcare.
• Creative scheduling and course offering may need to be devised to serve this group.
• Attendance and retention may prove an issue with this group.
• Increases in vocational training offerings may be needed to serve single fathers.
• Expanded marketing services and Admissions recruits may be needed to reach this group.
• Single fathers may require financial support.
• An increase in student service may be needed for this group, such as specialized counseling support and mentoring services.
• The college will need to educate this group on the availability of resources.
Trend #2: Multigenerational Households

Growth of multigenerational households is increasing as seen in the number of adult children assuming the care of aging parents and grandparents assuming primary care of grandchildren.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- Multigenerational households are categorized based on one of the following four categories: older adults, younger adults, gender, and race and ethnicity.
- The number of multigenerational households has increased from 6.2 million in 2008 to 7.1 million in 2010.
- The growth rate during this two-year period was faster than the previous eight years combined.
- The baby-boomer generation is going through late middle age; when life circumstances occur (widowed, declining health, poverty), the adult children take the role of caregiver or share the household.
- Older adults (65 and over) have experienced cuts to Medicare and are turning to adult children for financial support.
- The economic downturn has affected adults especially those between the ages of 18 and 29 — who are unemployed or out of the workforce.
- The economy has made it difficult for those between the ages of 25 and 34 to find jobs or begin careers. These boomerang children were once independent and have now returned home.
- There is an increase in immigration particularly from Latin America and Asia. Race and ethnic background has an impact on the incidence for living in a multigenerational household. Hispanics, blacks, and Asians are more likely than whites to have a multigenerational living arrangement.
- There is a documented rise in the age of first marriage.
- 7.7 million children are living with a grandparent; of these children, 3 million are cared for primarily by the grandparent.
- Of the 60 percent of grandparents who serve as primary caregivers, 70 percent were the primary caregiver for two or more years.
- Parents have lost their jobs.
- More states are creating guardianship laws.
- Parents cannot raise a child due to addiction.
- Parents are incarcerated.
Sources

http://www.pewsocialtrends.org/2011/12/14/marriage-rate-declines-and-marriage-age-rises


Harrell, R., Kassner, E., and Figueiredo, C. (2011, April). Multigenerational households are increasing. Retrieved from AARP Public Policy Institute website:
http://assets.aarp.org/rgcenter/cci/econ-sec/fs221-housing.pdf


http://www.pewsocialtrends.org/2012/03/15/the-boomerang-generation


Implications from the Community

- Multiple languages spoken at home may be an advantage.
- Mutual support may be a benefit.
- Housing needs are different.
- May cause an increase in: absenteeism, mental health issues, unsupervised children, lack of communication with schools, uncertain future/goals for youth, and stress levels.
- Children may have increased caregiver responsibilities.
- May cause an increase in domestic issues/police intervention.

Implications from Moraine Valley Faculty and Staff

- Attendance may be a challenge for caregivers.
- Different methods of course delivery will need to be developed for this population.
• Parent care program would offer a needed service for these caregivers.
• The college will need to educate this group on the availability of resources.
• Less support for first-time college students.
• The college will need to increase the number of stackable credentials for this group, as they may drop in and out as they work toward additional qualifications and/or a degree.
• Counseling and advising services will need to address this population.

Trend #3: Video and Social Media

Video and other visual content will become a critical piece of any solid content strategy related to social media in the future.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

• Video and social media without a doubt will continue to grow, and as Cisco predicts, 85 percent of all Internet traffic in 2015 will be video.
• Today, communication is all about social media: people are as much (if not more) influenced by the content on Facebook, YouTube, and Twitter as that on traditional online channels.
• With the emergence of micro video apps like Twitter’s Vine and now Instagram’s video-sharing feature, we are seeing even more movement toward real-time video sharing.
• People ages 20 to 29 years spend more time than other age groups using social media (43 percent spending 11+ hours weekly, up from 41 percent in 2011), followed by 30- to 39-year-olds (35 percent spending 11+ hours per week, down from 37 percent in 2011).

Sources


Implications from the Community

- Benefits are quick/efficient communication, information at fingertips (GPS, for example).
- Can lead to bullying/inappropriate use, an increase in violence/de-sensitivity.
- Online connections may increase vulnerability of children.
- Can lead to poorer communication and social skills.
- Has caused changes in educational skill sets (e.g., not teaching cursive writing).
- The digital divide is a concern; not everyone has the same access to technology.
- It can be difficult to learn and maintain needed skills with ever-changing technology.

Implications from Moraine Valley Faculty and Staff

- The college will need to monitor and control its social media and electronic sources.
- The college will need to remain current with technology.
- The college will need to periodically review its policies for social media and its uses.
- Social media will change educational skill sets.
- Social media will continue to have far-reaching social implications for individuals and institutions.
- Possibility that electronic materials will replace textbooks.
- Use of social media can affect changes in learning styles that the college must address in its instruction.

Trend #4: Changing Societal Definitions of Race

Traditional, historical, and societal definitions of race and racial classification will increasingly be challenged and subject to change.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

- “About 15 percent of all new marriages in the United States in 2010 were between spouses of a different race or ethnicity from one another, more than double the share in 1980 (6.7 percent).” (Wang, 2012)
- “More than one-third of Americans (35 percent) say that a member of their immediate family or a close relative is currently married to someone of a different race.” (Wang, 2012)
- By the year 2020, minority students will account for 45 percent of the nation’s public high-school graduates, up from 38 percent in 2009.
- “Birthrates and migration patterns are altering the racial and ethnic composition of the population.” (Hoover, 2013)
- The number of white and black high school graduates will decline and the number of “Hispanic and Asian-American/Pacific Islander graduates will rise.

Sources

Funderburg, L. (2013, October). The changing face of America: We’ve become a country where race is no longer so black or white. Retrieved from National Geographic website: http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text


Implications from the Community

- Some children are confused about how to identify themselves.
- Not as much “weight” toward identification/classification.
- Race/ethnic definitions/classifications are changing.

Implications from Moraine Valley Faculty and Staff

- The college will need to continue to honor and explore diversity.
- Changes in diversity classifications may create tracking challenges.
- The college should continue to seek grant funding/opportunities to assist diverse populations.
- Changes in the census/demographics of the college’s district will affect how the college needs to serve its population.
Trend #5: Mental Health Issues

The number of students and others experiencing mental health issues is increasing, yet support services and health coverage for those afflicted is decreasing.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- In a 2012 survey, 88 percent of college counseling center directors reported that the number of students with severe mental health issues continues to increase. In the same survey, directors reported that 39 percent of the students they work with have severe psychological problems. (NSCCD 2013, p. 5)
- Seventy percent of directors believe that the number of students with severe psychological problems on their campus has increased in the past year. (AUCCCD 2011-2012)
- Several states, including Illinois, which made substantial cuts to services for the mentally ill previously, have made further cuts for the 2012 fiscal year.
- From 2009 to 2011, Illinois cut its total mental health budget by more than 30 percent, almost $114 million in general revenue funding for mental health. Furthermore, there are even fewer options for those individuals who lack private insurance.
- In 2010 and 2011, the Moraine Valley counseling staff needed to hospitalize three or four students each year for psychiatric reasons. During 2012, there were five students requiring psychiatric hospitalization; in 2013, there were 10.

Sources


L. Bailey, personal communication, December 5, 2013


Implications from the Community

- Insurance/ability to pay is an issue for students; providing needed support services an issue for colleges.
- More students are diagnosed; there is a possibility that some are over-diagnosed.
- Mental health issues still have a stigma attached.
- There are financial impacts for businesses and society.

Implications from Moraine Valley Faculty and Staff

- With funding decreasing for mental health issues for students, the college will be faced with coming up with innovative ways to assist this student population.
- Additional support services will be required to meet the needs of this population.
- Faculty and staff will need additional education to manage this group.
- The college will need to reach out to make additional connections with social service agencies.
- The student population needs to be made aware of the special needs of this population through sensitivity training.
- Support groups may need to be formed on campus to address this population.

Trend #6: Campus Violence

There has been a nationwide rise in campus violence, which has increased the need for effective campus threat-assessment policies, and changed the role of campus police/security and counseling services.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- According to one recent report, the number of directed assaults has increased on college campuses from 1990 to 2009. The rise in assaults is due in part to the rise in enrollment.
- Campus police/security personnel have come under growing pressure to address and prevent targeted violence and related threatening activity.
- “College counselors are increasingly being called upon to assess ‘risk’ and protect the college community from harm.” (Davenport, 2009).
• Colleges and universities have recently incorporated several policies and procedures, including developing threat-assessment teams, to address safety and direct threat concerns on college campuses.

• In one study, 7 percent of university counseling center clients had fears that they would lose control and act violently.

Sources


Implications from the Community

• College procedures for violent acts may need to be reviewed.

• Having sufficient personnel with the proper training may be a financial issue for colleges.

Implications from Moraine Valley Faculty and Staff

• Preparation/readiness will need to be in the forefront for college safety.

• The college will need to continue and expand its training/education on campus security.

• The college will need to commit to creating a stronger culture of civility among all populations on campus.
Trend #7: Tobacco-Free Policies

Federal and state legislation regarding a clean-air environment will increase pressure on institutions to develop smoke-free policies in the next 3 to 5 years.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

- In September 2009, the American College Health Association adopted a no-tobacco-use policy, and encourages colleges and universities to become a tobacco-free environment, both indoors and out.
- Arkansas, Oklahoma and the Commonwealth of Northern Marina Islands have all adopted state laws requiring 100 percent smoke-free public colleges and universities both indoors and out.
- The State of Iowa requires all public and private colleges and universities to be smoke free, indoors and out.
- As of July 2013, 14 Illinois colleges and universities have implemented smoke-free policies on their campus.
- Neighboring community college campuses, including the City Colleges of Chicago (all 7 campuses), College of DuPage, and McHenry Community College, have all adopted smoke-free policies.

Sources


Implications from the Community

- Focus on wellness is mostly accepted; this would have increased health benefits.
- Some feel this is an infringement on the rights of smokers.
- Issues with e-cigarettes.
• Smoking is an addiction; the negative stigma for smokers is increasing.
• Should health care insurance/costs for smokers increase?
• Enforcement will be an issue.
• Medical marijuana is an unknown.

Implications from Moraine Valley Faculty and Staff

• Tobacco restrictions will need necessary enforcement.
• Necessary resources will be needed to enforce policies.
• Clear policies will need to be devised and communicated.
• Resources to help people quit should continue.

Trend #8: Autism Spectrum Disorder

The increasing diagnosis of young children with autism spectrum disorder will result in larger numbers of autistic students transitioning to adulthood and postsecondary education.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

• By the year 2023, a half-million individuals with autism are expected to reach the age of 21, at which point they are no longer eligible for educational and support services.
• Young adults diagnosed with autism spectrum disorder (ASD) have varied ability, from cognitive impairment through superior IQs.
• Individuals diagnosed with ASD experience specific challenges with higher education (social isolation, difficulty with changing routines, lack of appropriate supports) and are far less likely to attend college than the general-education population, and those who do attend college are less likely to complete a degree.
• Final rule changes to Section 503 will require government contractors to “recruit, hire, and retain” individuals with disabilities. To maintain government contracts, employers must achieve, record, and report a 7 percent utilization goal.

Sources


Implications from the Community

- These students will require services and support to be prepared for society and the workforce.
- Some students may be over-diagnosed.
- These students may have fewer opportunities.

Implications from Moraine Valley Faculty and Staff

- Building awareness of the autism spectrum across campus will be needed.
- Support services for autistic students will need to be increased.
- The college will need to be proactive in addressing this population.
- Alternative funding sources will need to be identified, especially with tight resources.
- “Ability to benefit” policies will need to be revised.
- The college will need to partner with social agencies.

Trend #9: Philanthropy

Alumni have become, and continue to be, an increasingly important target group for philanthropy and fundraising for community colleges.

**Probability of Change for the Next 3 to 5 Years:** Moderate

**Supporting Rationale**

- With the majority of former community college students returning to live and work in the communities where they studied, this population has enormous potential to become engaged as advocates and volunteers, as well as financial supporters.
- According to research conducted by the Council for Resource Development in 2006, about 80 percent of alumni live within an hour of the community college they attended. Therefore, when community colleges are conducting community-based giving campaigns, they are actually raising money from alumni.
- In a recent survey by the Council for Aid to Education, community colleges reported that 34.5 percent of contributions they received in 2010 were from individuals who are not alumni. It is suspected that some of those donors actually are alumni who have not been identified as such.
- Funding from federal and state, due to our current financial climate, will force community colleges to seek an innovative and entrepreneurial spirit. Community colleges will have to revamp and outreach in the community, both public and private, to garner resources. It is no longer business as usual. Outside sources of revenue will be needed for program development, athletics and scholarships. Community colleges will
have to build stronger relationships and partnerships while securing stronger relevance, like the four-year institutions, especially in the fundraising arena.

- Now more than ever, alumni need to be asked to give and support, whether it is a name on a building, a special art or science wing, an athletic field, a nursing facility, or other campus support.

Sources


Implications from the Community

- Colleges will continue to seek funds from alumni.
- Competition for charitable giving will increase.
- Many alumni have limited financial resources.
- Donations may fluctuate.
Implications from Moraine Valley Faculty and Staff

- Invest in alumni and current students to create awareness of their role in philanthropy.
- The college will need to create a comprehensive program to attract alumni support.
- Culture of philanthropy will need to be strengthened and marketed.
- Building relationships will be key to increasing fundraising.
- Network opportunities will be a key to increasing donor bases.

Trend #10: Growth in Muslim Population

Cook County is predominately Catholic; however, the Moraine Valley district will experience increased growth in the Muslim population due to the proximity of the Mosque Foundation of Chicago and the rapid growth of this population.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

- Of the top 101 counties with highest percentage with the most Muslim estimate adherents, Cook County ranks #34.
- Of the top 101 counties with highest percentage with the most Orthodox Denominations adherents, Cook County ranks #43.
- In Cook County, 69.3 percent of the population is Catholic; 7.8 percent, Jewish; 3.1 percent, Muslim; and 2.1 percent, Lutheran.
- Muslims have become the third-largest religious group in the state after Roman Catholics and independent evangelicals, not to mention the fastest-growing one.
- The Mosque Foundation of Chicago was located in several Chicago locations (rented and owned) prior to building the Mosque in Bridgeview, IL, which opened its doors in 1981.
- The Mosque is open 16 hours per day, with at least 5,000 individuals attending prayer, and offers study circles in Arabic, English and Spanish.

Sources


Implications from the Community

- Increasing diversity may help create cultural tolerance, acceptance, and/or understanding.
- Growth in this population may create the potential for cultural conflict and/or discrimination.

Implications from Moraine Valley Faculty and Staff

- Continuing awareness of the population and its culture will enhance service to this population.
- The college will need to develop programs for staff and students to enhance cultural understanding.
- Additional programs will need to be developed to address the needs of the Muslim population.

Trend #11: Active Lifestyle in Retirement

Older adults plan to work and/or continue an active lifestyle in retirement for longer periods of time.

Probability of Change for the Next 3 to 5 Years: Low

Supporting Rationale

- There is little time to relax in retirement as today’s baby boomers are used to living in the fast lane and have no plans to slow down. Not only do many of them want to continue working when they retire, they also want to live in communities that foster active lifestyles that stimulate their bodies and brains every day.
- The 2010 Del Webb Baby Boomer Survey reports that 65 percent of baby boomers have participated in or plan to participate in volunteer activities during retirement.
- [There is] a rising interest in retirements that are far more active than the old stereotype of moving to Florida, never to work again. Among those retired, 4 percent are looking for a job, and 11 percent are already working again.
• Of the 42 million Americans at the age of 65 or above, 18.7 percent remain in the labor force, according to the American Time Use Survey. They typically work 6.25 hours a day. On the other hand, the ATU Survey found that Americans over the age of 65 devoted 6 hours and 40 minutes a day to socializing, relaxing and leisure.

Sources


Implications from the Community

• The composition of the workforce may change.
• Active retirees may create a potential pool of volunteers.
• Programs for retirees may increase enrollments
• Retirees with limited means or resources may not be able to take classes.

Implications from Moraine Valley Faculty and Staff

• Older staff may increase the cost of insurance benefits paid by the college.
• Lack of staff turnover will create limited job opportunities for newcomers.
• Additional courses will need to be created to meet the needs of this population.
• Retirement policies will be affected and need to be monitored.
• Changing job outlooks might be affected by this group.

Trend #12: Gender and Sexuality Minorities

Society is becoming increasingly more accepting of lesbians, gay men, bisexuals, transgender people, and other gender and sexuality minority (GSM) groups. As a result, there are increasing numbers of students who identify as members of GSM groups. On the other hand, recognition and inclusion of these groups in social and legal forms and services to these populations still lag behind.
Probability for Change in the next 3-5 years: High

Supporting Rationale

- Approximately 3.5 percent of the population identifies as lesbian, gay, or bisexual, and 0.3 percent identify as transgender.
- People are “coming out” to themselves and their friends and families earlier than previous generations.
- These groups are also increasingly more vocal about the specific struggles they face.
- There has been a significant change in social values toward supporting gay marriage.
- Stressors associated with gender and sexuality negatively impact enrollment, retention, and graduation of GSM students.
- GSM students face prejudice and discrimination on college campuses.
- GSM students are still more likely to be rejected by family members, which make higher education less accessible.
- GSM students face prejudice and discrimination on college campuses. Such discrimination can come in category specification on forms and legal documents, lack of gender-neutral facilities, and in lack of resources and services specific to this population.

Sources


There are no implications for this trend because it was submitted after the community breakfast materials were prepared.

TECHNOLOGY

Trend #1: Security

Information security threats will continue to be a major concern and issue that will impact both our community and college.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

There are several significant drivers that make this a continuing trend, including the growth in cloud computing, expansion of mobile computing, and new and emerging technologies. The threat of not understanding or anticipating this trend can result in lost institutional resources, reputation, and safety of both our students and staff.

Cloud Distrust

“Cloud computing” has been a security buzzword for years, but it is now moving from being a nebulous buzzword to a more segmented, specific set of technologies that are gradually being adopted across the board. In speaking with two executives from Barracuda Networks – Sanjay Ramnath, director of product management, and Klaus Gheri, vice president of product management for EMEA – they both agreed that cloud computing is moving from the buzzword phase to actual deployment. “Cloud computing was much too broad of a term for a long time,” Ramnath said. “Things are starting to settle down [into specific use cases] where IT is leveraging the cloud for specific things.” Ramnath pointed to how some of their customers are using cloud-hosted apps or building internal private clouds as examples of the increasing segmentation and differentiation of cloud usage. (Beaver)

Mobile Complexity

Mobile devices – and the now ubiquitous Bring Your Own Device (BYOD) acronym – are also hot security topics, as IT has to contend with an ongoing onslaught of devices making their way into corporate offices. During an interview with Charlie Pulfer, the vice president of Product Marketing for information security vendor Titus, he mentioned that the U.S. Department of Defense has recently announced that it is working on a program to allow wider use of Android
and iOS smartphones in the military. While traditional IT departments are grappling with how to manage security and maintain compliance with corporate directives, the military is getting into the game as well. Not just BYOD but mobile apps as well. The lack of control most businesses have over mobile apps is one of the greatest risks in information security today. Be it questionable apps their users are installing at will or apps that are being developed for business reasons, there are security vulnerabilities from practically all perspectives. Mobile users increased by 62 percent in 2011. Getting optimized for mobile is no longer an option. Twice as many people over 55 years old visited social media sites on their phones compared to 2010, and mobile use of social networking is up 62 percent overall. (Richardson)

**IPv6**

Companies will have to start taking v6 seriously when devices they buy from China only have a RFC 6434 compliant v6 stack. By 2014, even the U.S. will have companies implementing it; badly, or to do it right. Network attacks, largely a solved problem today, will come roaring back. (Messmer)

Arbor Networks reported distributed denial-of-service attacks (DDOS) against IPv6 networks. (Nazario)

**The Era of Collaboration Security is Unfolds**

Information security has become too vast for any one person to know all of it, and so we specialize and work to help one another. Many consultants depend upon reach back to their company or their professional network when they run into something beyond their understanding. This is going to grow, and social systems may develop to support it. There are several private mailing lists already to support the exchange of security information, including the common vulnerability exploit (CVE) database. The idea is that everyone is vetted; maybe they all have a certification and have signed an NDA (non-disclosure agreement) so you can ask questions you might not otherwise ask. The need is great, and we can expect to see this grow and develop, perhaps in surprising ways. (Northcutt)

**Twenty Critical Security Controls for Effective Cyber Defense**

Over the years, many security standards and requirement frameworks have been developed in attempts to address risks to enterprise systems and the critical data in them. However, most of these efforts have essentially become exercises in reporting on compliance and have actually diverted security program resources from the constantly evolving attacks that must be addressed. In 2008, the U.S. recognized this as a serious problem. The National Security Agency
(NSA) began an effort that took an “offense must inform defense” approach to prioritizing a list of the controls that would have the greatest impact in improving risk posture against real-world threats. A consortium of U.S. and international agencies quickly grew, and was joined by experts from private industry and around the globe. Ultimately, recommendations for what became the Critical Security Controls were coordinated through the SANS Institute. The Critical Security Controls effort focuses first on prioritizing security functions that are effective against the latest advanced targeted threats, with a strong emphasis on “what works” — security controls where products, processes, architectures, and services are in use that have demonstrated real-world effectiveness. Standardization and automation is another top priority, to gain operational efficiencies while also improving effectiveness. The U.S. State Department has previously demonstrated more than 94 percent reduction in “measured” security risk through the rigorous automation and measurement of the top 20 controls. (SANS)

Sources


Implications from the Community

- Companies have growing concerns about protecting client and customer confidentiality.
- Consumer products will grow more cloud dependent leading to increased security concerns.
- The security industry will grow.
• Professionals in all fields will want more information to feel secure in the emerging IT environment.
• Security concerns will differ across generations.
• Security can be costly and take away from availability of funds for other areas; security breaches can also be costly.
• The learning curve in training and use of new technology is increasing.
• Security may be overzealous which inhibits public access to data.
• Security concerns can hinder data sharing between institutions.
• Systems compatibility issues exist, and there is a lack of industry-wide standards.
• Public and private sectors will have particular/special needs.

Implications from Moraine Valley Faculty and Staff

• A security breach could affect the college’s reputation and risk liability.
• College systems are potentially vulnerable to IT security concerns.
• Financial resources are needed to sustain costs of high-level security.
• More advanced/continuous training will be needed.
• Colleges want their students to trust that their information is secure.
• Some students are not aware of security issues with their own information (e.g., sharing passwords).
• Other students are more conscientious about security practices such as not sharing their social security number.
• Students and employees are vulnerable to ID theft.
• Graduates with IT security skills will be highly employable.
• Public Wi-Fi has vulnerabilities.

Trend #2: Mobility + Anytime/Anywhere

Mobility devices will continue to alter the way we live, work and learn. Perpetual advancements in devices, continuous connectivity, and faster adoption rates will present many challenges.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

“Through 2015, 25 percent of Global 2000 I and O organizations will implement dedicated roles to manage the consumer technology used for accessing enterprise applications and data, up from less than 5 percent in 2013.” (Govekar and Haight)
“...leaders know that end users are dismantling the boundaries between their personal and professional technology usage. End users are no longer simply bringing their own devices for use in the enterprise, but also their own applications and cloud services.” (Govekar and Haight)

“...higher education raises understandable concerns about IT infrastructure, planning and governance, security practices, support strategies, teaching and learning, and fiscal implications.” (Dahlstrom)

“BYOD are opportunities to diversify and expand the teaching and learning environment.” (Dahlstrom)

“Students are ready to use their mobile devices more for academics, and they look to institutions and instructors for opportunities and encouragement to do so.” (Dahlstrom, Walker and Dziuban 5)

Many of our district high schools are currently providing mobile devices to students for educational purposes. (Moraine Valley Community College, Center for Teaching and Learning)

Sources


Implications from the Community

- BYOD (bring your own device) impacts educational infrastructure and pedagogy (applying knowledge vs. retaining knowledge).
• The use of mobile devices in consumer transactions will grow and potentially transform paper processes.
• Constant connection leads to increased stress; can also lead to burnout due to 24/7 expectations.
• Telecommuting will increase.
• “Brick and mortar” services will decrease.
• The threat of a breakdown in connectivity may create a need for risk/crisis management.
• Information literacy is paramount when information is always accessible.
• Costs for mobile infrastructure are sometimes prohibitive.
• Platform consistency complicates structures.
• Digital natives and digital immigrants will need to interact and have the skills to do so.
• The digital divide is also due to not being able to afford devices.
• Teacher/student authority in technology is often inverted.
• Mobility increases security efficiency of many current processes.
• Different devices need different security.
• Mobility increases access to many services in remote areas (e.g., medical services in rural).
• Organizations need to develop people-friendly procedures.
• Device compatibility is an issue for mobile devices.
• There are differing opinions about banishing or embracing cell phones in the classroom.

Implications from Moraine Valley Faculty and Staff

• The demand for online education will continue to increase.
• Lack of devices can eliminate access for low-income students.
• BYOD (bring your own device) can fragment teacher prep.
• Advancements in devices could improve the quality of distance learning.
• College would need increased funding for support services, training for faculty and students, curriculum re-design, and infrastructure.
• The quality of students’ work is lower due to multi-tasking and fragmentation.
• May lead to a decrease in soft skill development and weaker social relationships.
• Changes in policies/procedures for providing mobile access will be required.
• Devices promote increased access to faculty and peers.
• Bandwidth capacity is an issue at peak hours.
• Employees and students struggle with work/life balance due to constant connectivity.
• The demand for mobile app developers will increase.
• Faculty can productively use/incorporate in teaching/learning.
• Blackboard/ Moraine Valley learning technologies are not mobile friendly, limits use of student devices.
Easy access to information/content doesn’t translate to critical thinking skills.
- Pace of technology change is costly for institutions.

**Trend #3: Cloud Computing and Virtualization**

The technologies we use will be increasingly cloud-based, forcibly changing the ways we currently do business with data and storage.

**Probability of Change for the Next 3 to 5 Years:** High

**Supporting Rationale**

Remote working arrangements will continue to proliferate expanding outside country boundaries forcing employers to be more innovative in how they use collaboration tools. HR data is secure in the cloud. When it is done right, cloud is just as secure as on-site, on-premise software solutions. (Galer)

Outsourcing some capabilities to the cloud makes the most of what is on-site by freeing time, budget and people. It is cheaper. It is faster. Data-intensive computing in the cloud can be six times faster than in isolated data centers. It is greener. In 2006, the Department of Energy estimated that U.S. data centers would quadruple by 2020. Consolidating and sharing resources can curb the waste of data center sprawl and reduce greenhouse gas emissions. (Microsoft)

Students are demanding more technology services from their schools. It is important not only to keep pace with their evolving needs, but also to prepare them for the demands of the workplace tomorrow. At the same time, education institutions are under increasing pressure to deliver more for less, and they need to find ways to offer rich, affordable services and tools. Those educators who can deliver these sophisticated communications environments, including the desktop applications that employers use today, will be helping their students find better jobs and greater opportunities in the future.

Cloud computing can help provide those solutions. It is a network of computing resources — located just about anywhere — that can be shared. They bring to education a range of options not found in traditional IT models. (Microsoft)

The use of distance education is growing exponentially. According to recent SLOAN-C Annual Report (Allen and Seaman, 2010), in fall 2009, over 5.6 million students were taking at least one online course. This is an increase of nearly one million students over the number reported the previous year. Cloud computing is a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage,
applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction. (Grance)

“Cloud computing is a major technology trend that has permeated the market over the last two years. It sets the stage for a new approach to IT that enables individuals and businesses to choose how they’ll acquire or deliver IT services, with reduced emphasis on the constraints of traditional software and hardware licensing models,” said David Cearley, vice president and Gartner Fellow. “Cloud computing has a significant potential impact on every aspect of IT and how users access applications, information and business services.” (Cearley)

Enterprises of all sizes virtualize to consolidate and reduce costs, but this is only the beginning. Many organizations are expressing an interest in expanding virtualization to improve automation and operational expenses, building private clouds for speed, extending into a hybrid cloud and perhaps even migrating to the public cloud for maximum flexibility, and to optimize capital expense. There are several stages in the road map, and each should be planned strategically, rather than one-step at a time. (Bittman)

Virtualization¹ and globalization are transforming the workplace.

Virtualization, in computing, refers to the act of creating a virtual (rather than actual) version of something, including but not limited to a virtual hardware platform, operating system (OS), storage device, or network resources. http://en.wikipedia.org/wiki/Virtualization

Sources


Implications from the Community

- Many industries (e.g., banking) have taken the lead while other industries lag.
- Increasing transferability of records will benefit students and customers.
- Policies to help support and regulate new cloud-based processes will be needed.
- May lead to cross-organizational partnerships that result in cost savings.
- Applications such as Google docs presents opportunities for collaboration.
- Some institutions are uncertain about cloud computing and don’t trust it will work.
- Currently, functionality is not always there.
- Cloud computing will reduce the amount of infrastructure needed.
- It can cost more to access the data.
- One downside is spending too much time training on cloud tools and less time on content/academics.

Implications from Moraine Valley Faculty and Staff

- Leads to greater access for college employees to student data, no longer limited to working from one office.
- Training to use cloud resources is an issue.
- A downside is no redundancy if cloud is unavailable.
- Implications are different for each department.
- Costs for hardware, security risks for student and files, and virus threats will be reduced.
- Will probably need to have technical disaster/backup plan.
- Trust perception may affect adaption.
- Teacher availability will increase and access in virtual machines in many disciplines.
- Costs for students will be reduced through use of virtual machines.
- Use will differ by generations (digital divide).

Trend #4: Infrastructure Impact and Growth

The demand on infrastructure services will continue to grow as a result of increasing trends in sustainability (paperless), mobile devices, storage needs, anytime/anywhere learning, social media, the adoption of digitally intensive teaching methods, and other new policies that demand resources.

Probability of Change for the Next 3 to 5 Years: Moderate
Supporting Rationale

The dependency on infrastructure services on campus has increased as a result of the digitization of educational content as well as the growing use of personal digital devices such as laptops, tablets and smartphones.

IT infrastructure is growing in every type of industry, requiring more resources to sustain this growth.

Gartner reports “technology is disrupting education, expanding the education ecosystem beyond traditional lecture halls and classrooms.” (Lowendahl, Harris, Rust, Weiner)

“Massive open online courses are being widely explored as alternatives and supplements to traditional university courses, especially in STEM+ disciplines. Led by the successful early experiments of world-class institutions, MOOCs have captured the imagination of senior administrators and trustees like few other education innovations have. As the ideas evolve, MOOCs are seen as an intriguing alternative to credit-based instruction.” (Johnson, Adams Becker, Estrada, Martín)

The use of services such as Google Apps, YouTube, and others “enables students of all ages to instantly share media and collaborate on projects — from anywhere there is Internet access.” (Johnson, Adams Becker, Estrada, Martín)

Balancing the demands of home, work, school, and family results in people wanting “easy and timely access not only to the information on the network, but also to tools, resources, and up-to-the-moment analysis and commentary. These needs, as well as the increasingly essential access to social media and networks, have risen to the level of expectations.” (Johnson, Adams Becker, Estrada, Martín)

Social media has become an embedded part of daily life and “can no longer be a forbidden fruit as collaboration between and among students is a desirable pedagogy.” (Lowendahl, Rust)

Sources


Implications from the Community

- Owners of infrastructure (Verizon, etc.) will exercise great power.
- High speed is necessary to stay competitive.
- Differences in infrastructure can add to the digital divide.
- Virtual schools pose a potential threat to place-based schools and related infrastructure.
- Adaptability/individualized educational interventions are increasing and affect technology needs.
- Students will improve with new and diverse technical skill sets.
- Corporate or other (non-public) structures may be best positioned to deliver infrastructure and to benefit from industry-focused training.
- Educational reforms are short-sighted if they assume equal access to technology.
- Costs for more equipment and more people will increase.
- Businesses must decide whether to outsource or build their own.
- The right IT infrastructure is needed to provide excellence in service, for example live (mobile) technology to do charting with patients in room.

Implications from Moraine Valley Faculty and Staff

- Being forced to commit to an alliance with a specific company (e.g., Cisco, Blackboard) is an issue.
- Support for contemporary service expectations will be necessary.
- The ability to serve multiple mobile devices may be needed.
- Identifying priorities and keeping up with shifting priorities may be difficult.
- The coming of “big data” will bring new issues/exacerbate current ones.
- Current technologies (e.g., Blackboard) have limitations.

Trend #5: Data Analytics

Analytics (the collection and analysis of data from multiple sources) will continue to be valued and used in organizations, including colleges and universities, in improving organizational performance, decision-making, and to remain competitive.

Probability of Change for the Next 3 to 5 Years: High
Supporting Rationale

The collection and analysis of data (from multiple sources) will continue to aid in understanding and adapting quickly to the changing needs of students and the community. This data also will assist in making key business decisions, but it all provides the support for communicating organizational performance to primary stakeholders.

Although higher education analytics might be in a hype cycle, analytics has become a staple of other industries: retail, finance, insurance, health care, government. Even in higher education, few believe that analytics will go away. A growing emphasis on institutional performance, including calls for cost containment and outcomes-based funding tied to measures of college completion, requires that institutions have the capacity to understand what drives not only their performance but also that of their students. (Oblinger, 2012)

While BI [business intelligence] serves a distinct purpose for sharing, summarizing, and manually exploring data and metrics, more advanced analytic capabilities can aid — and even automate — decision making. (Laney, 2012)

In the EDUCAUSE Analytics Sprint held during the summer of 2012, it became clear that those campuses that are successful in using analytics have built an institutional culture that values data and asks good questions. Successful data analytics activities require tearing down the silos of information around a campus and encouraging cooperative analysis of the data that can, for example, improve student success and retention and reorganize campus activities to maximize gain and reduce cost. (Grajek, 2013)

Data-driven decision management is usually undertaken as a means of gaining a competitive advantage. A study from the MIT Center for Digital Business found that organizations driven most by data-based decision making had 4 percent higher productivity rates and 6 percent higher profits. (Rouse, 2013)

Sources

Bichsel, Jacqueline, EDUCAUSE Center for Applied Research. Analytics in Higher Education – Benefits, Barriers, Progress and Recommendations

Oblinger, Diana (July 2012), EDUCAUSE President and CEO. Let’s Talk … Analytics. Retrieved from http://www.educause.edu/ero/article/lets-talk-analytics

Laney, Douglas, Gartner (February 2012). Ten Reasons to Reach Beyond Basic Business Intelligence
Implications from the Community

- Use and overuse of data will continue to be a political debate.
- Organizations are expected to make data-informed decisions.
- Data will be used to inform/influence consumer/student/customer choice.
- K-12 testing will lead to increase data collection.
- Debates around relevance of selected measures will persist.
- Integrity/validity of data may negatively affect decisions.
- Data-driven vs. data-informed will be a balance issue.
- Qualitative measures will be balanced with quantitative.
- The public sector may not be able to participate (due to regulations) in “Big Data” collection/analysis.
- Use of analytics increases privacy concerns.
- There will be an increase in expectations for accountability.
- Maintaining, keeping, accessing and modeling of data will remain issues.
- Data can be used for student interventions and competency testing.

Implications from Moraine Valley Faculty and Staff

- Security and privacy concerns can lead to incomplete data.
- Outside agents, government, parents will expect more data, more accountability, and increased reporting.
- It may be necessary to set priorities and develop a data use plan.
- Assuring integrity of the data is necessary.
- Analytics can improve:
  - course placement.
  - identifying students who may need academic interventions.
  - ability to make enrollment projections.
  - targeting potential Moraine Valley students.
  - efficiencies in course scheduling.
  - shorten time to degree.
  - increase completions.
  - overall quality of data.
- labor market data to provide students with career opportunities.
- data sharing.
- aid student success.

**Trend #6: Technological Dependency**

The increasing reliance on technology and digital devices in education, the workplace and personal lives will likely increase the generational and socio-economic digital divide.

**Probability of Change for the Next 3 to 5 Years:** Moderate

**Supporting Rationale**

The phrase “digital divide” has evolved into two distinct areas: generational digital divide and socio-economic digital divide.

A *generational digital divide* exists in our society — younger generations have grown up with technology and digital devices, making them faster in adopting new technologies. Whereas, older generations have a greater need for basic computer/device/Internet/application skills and technology training.

The *socio-economic digital divide* still exists — access to required technologies has been dramatically reduced by schools, colleges, and libraries providing free access to computers and the Internet for those who may not have it available to them in their homes.

Lack of access to software, hardware, and technological knowledge is no longer the technological barrier to learning that it was prior to 2005. (Karp, 2013)

“But there is much more to be done to make sure we fully unleash the potential of this revolution in the way we communicate, learn, and work.” (Sperling, 2013)

“The vast majority of CPS (Chicago Public Schools) middle school and high school students have access to the Internet, but only half of them regularly use it to do academic work.” (Karp, 2013)

“Boys and high-risk students — defined as special-education students, poor students, or those who are over-age for their grade — also use technology less than their peers. And though race doesn’t seem to be the main determinant of technology use, it is a factor: white, Asian and multi-racial students use the Internet for school more than black, Native American and Latino students, according to the study.” (Karp, 2013)
STEM (Science, Technology, Engineering, and Math) programs are being implemented on the Moraine Valley campus. This supports the fact that there is a gap of STEM – educated students and workforce.

“An April 2012 Pew Center study showed 88 percent of Americans over the age of 18 have a cellphone (smartphone or otherwise), and 66 percent of Americans age 18-29 have smartphones. But only 57 percent of Americans have a laptop.” (Goodman, 2013)

“This technology is doing more than just enriching lives; it is creating jobs.” (Sperling, 2013)

“A fast, reliable Internet connection is as essential to the modern economy as electricity or phone service, and over the last four years, the country has made tremendous progress investing in and delivering high-speed broadband to an unprecedented number of Americans.” (Sperling, 2013)

Providing “equal access” to technology is a growing trend. This means no student, or faculty member, is without the necessary equipment (device or hardware), nor without the necessary software/application/app. This is a one-to-one access as opposed to a BYOD (Bring Your Own Device) model. (Zurier, 2013)

Sources


Implications from the Community

- Institutions will accept ubiquity of devices.
- There are generational differences in the use of technology.
• There is a potential for stratification based on economic status.
• Institutions will work to ensure equity and the right balance of devices and text-based resources.
• Different institutional policies may impact student transitions.
• Institutions and agencies will feel pressure to conform to technology department norms.
• Everything is now digital – no more paper back-up. It is reality.
• A level playing field is needed with access for all and a common set of tools.

Implications from Moraine Valley Faculty and Staff

• Non IT literate students may be alienated.
• Tests for technology literacy may be needed, along with remedial training in technology.
• The need for student support services may increase.
• Colleges can work on balancing the importance of technology and soft skills.
• Students expect incorporation of technology in the classroom.
• Training needs for faculty and staff to use technology effectively will increase.
• Accelerated pace of change leads to increased costs.

Trend #7: Social Networking/Social Media

Social media will continue to facilitate communication and collaboration between individuals, which will influence the way users interact in professional, personal, and educational settings, as well as continue to increase the demand for constant connectivity and access to information.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

Merker’s article succinctly states the importance of social media, “Research shows that social networking is the most popular online activity among today’s Internet users. Thus, colleges and universities must jump on the bandwagon and consider how best to address social networking to meet growing student expectations.” (Merker)

Making content, as well as the content experts, available to students and colleagues promotes collaboration, learning, and personal and professional development. (Gesser) This is best done through social media tools that expand beyond the walls of the classroom and create connections that last much longer than a typical class.
Social media is becoming increasingly connected to data analytics, which explains part of the reason for the rise in that industry as well. New social media tools are being developed to mine the interactions between users. These interactions can then be used to create a person’s social graph. Educational institutions can use these social graphs to better understand and communicate with students, prospective students, and educators. (Johnson, Adams Becker and Cummins)

A social graph represents the sum of all of a person’s online social connections and provides a means to search and navigate those connections. (Johnson, Adams Becker and Cummins)

Social media tools are so embedded into every aspect of industry today that the discussion of creating courses and certificate programs to train students in the effective use of these tools has begun. Colleges that have implemented social media certifications are seeing that students are finding the knowledge gained very helpful in securing jobs. They are also receiving great responses from the business community about the new program. (Ullman)

Social networking has become a necessary piece of the job search. One needs to be aware of their online image in both the negative effects of inappropriate language and photos as well as the positive aspects of sharing content related to their area of expertise. (Matta)

LinkedIn, one example of a social networking site, allows college a contextual tool for connecting current students, prospective students, and alumni. These groups can reach out to each other for informational interviewing, potential leads, and examples of companies that have found that college’s graduates. (Goral)

Olenski’s article on B2B marketers highlights the underlying theme that companies are building their marketing content strategies around the use of social media. These channels are so imbedded into individuals’ lives that businesses realize their importance in getting their business/product seen. Education should be no different. The chart above (Olenski) highlights the list of social media channels and the corresponding percentages of B2B marketers who use them.
Sources


Implications from the Community

- Multiple platforms complicate communications.
- Multiple platforms improve reach and message crafting.
- Organizations must understand different audiences (generational) need different messages.
- More unfiltered/viral information will be transmitted (for better or worse).
- Job search/recruiting is online, network-based.
- Cyber-bullying is an issue.
- Policies and procedures will need frequent review.
- Our culture is still heading toward human-to-human communication.
Implications from Moraine Valley Faculty and Staff

- Faculty/staff recruitment can benefit from adaption.
- Social media is a powerful recruitment and communication tool. It also has negatives; for example, lost message control.
- Social media can be used by employees and students in a negative way; for example, cyber-bullying.
- Facebook relationships can be a challenge to academic integrity.

Trend #8: Online Education

Today’s consumers demand and/or need online options to further their education and achieve a degree or certificate.

Probability of Change for the Next 3 to 5 Years: Moderate

Supporting Rationale

Currently the charge from the U.S. Department of Education is to “increase college access, quality, and completion by improving higher education and lifelong learning opportunities.”

The community college student ranges from late teens through the older adult. Many have family and work responsibilities that preclude them from sitting in a classroom two to three times a week. Employers would benefit from a nontraditional venue for providing ongoing training and education for employees.

Investing in expanding and supporting quality, affordable, online education would meet the learning and fiscal needs of current and potential students in the Moraine Valley district and beyond. This would be a positive move toward the continued effort to increase enrollment, degree and certificate completion at the college, and provide lifelong personal development for all those we serve.

The top ten online colleges are also among the fastest-growing colleges in the nation, showing the importance of offering online degree options.

“Online learning delivered on- and off-campus, on mobile devices as well as on traditional desktops — and often involving collaboration between and among learners — is growing as education institutions and agencies respond to stakeholder preferences for personalization...”

(Gartner - Predicts 2014)
Sources


http://www2.ed.gov/about/reports/strat/plan2011-14/draft-strategic-plan.pdf

Gartner - Predicts 2014: Technology Drives Education Toward Transformation, 20 November 2013 G00258319
Analyst(s): Bill Rust, Allen Weiner, Marti Harris, Jan-Martin Lowendahl, and Terri-Lynn B. Thayer

Implications from the Community

- Working professionals will use online education for flexibility.
- Education will often be “hybrid,” a mix of online and classroom.
- Can be used to fast-track/accelerate educational experience.
- The “classroom” has changed.
- Most institutions feel like they have to have online programs; mobility is driving it.
- The quality of online education is very important.
- Accreditation is or will be an issue.
- Not all agree on how increasing online options will affect brick-and-mortar institutions.
- Colleges are still working on what delivery mix makes the most sense.
- Verification of students/security continues to be an issue.

Implications from Moraine Valley Faculty and Staff

- Demand by students is increasing.
- Online course retention is still lower than face-to-face.
- Old college policies/procedures may not work for global audiences and the needs of diverse online students.
- Colleges have multiple competitors for online enrollments.
- Students not prepared for online will continue to enroll in online.
- Security/student/academic integrity is a concern.
Trend #9: Technology Support

Ever-changing technology will demand training of the workforce in current and future technological skills, business and social skills, and related advanced skills.

**Probability of Change for the Next 3 to 5 Years:** Moderate

**Supporting Rationale**

The globalization of economies around the world will mandate 24/7 support to keep pace with consumer demand for around-the-clock service.

*CIO Insight (2013)*

Tech skills on the rise are MS.net, Python, Ruby, HTML5, Restful Web Services, JavaScript, and JQuery. Expertise in mobile applications will be highly sought by CIO managers. Workers will be needed who combine abstract tech, math and engineering thinking, and social business acumen. Also, workers will be asked to possess visualization and imagination skills, not just the more typical programming skills.

*IBM Tech Trends Report (2012)*

Market skills gaps will be extreme in mobile computing, business analytics, cloud computing, and social business.

*ReadWrite Technology News (2013)*

Twenty-five percent of companies plan on hiring people with SaaS (software-as-a Service) and virtualization specialties. Companies will need workers with skills in JavaScript, JQuery, PHP and MySQL. Also in high demand will be iOS ecosystem developers with HTML5 skill set. Tablets will shape the way we engage students with computer technology.


Learning analytics, using bit data, will be used to gain insight into student behavior and learning, and will aid in the design of course management systems that personalize education. Colleges will have to train faculty to use student-specific data to customize online course platforms. Like never before, science faculty will be challenged to use tablets to enable direct and active learning in discovery processes that require critical and analytical thinking. Will faculty be up to this challenge since it will be transformative to education? Faculty training will have to acknowledge the rise and importance of digital media literacy across the entire curriculum. This trend will require the engagement of all faculty.
Gartner Group Strategic Tech Trends (2013)

IT departments should play the role of IT as a service broker, and train staffs to manage cloud provider relationships. The marriage between mobile computing and the cloud will not be an easy one and will require skilled technicians to surmount the technical challenges.

The Internet of Things (a term proposed by Kevin Ashton in 2009) has the potential to change the world, just as the Internet did. Maybe even more so. The research into the Internet of Things is still in its infancy. The Internet of Things has the potential to transform industries and the way we live. Technical skills will be changing rapidly as the Internet of Things matures and transforms the way we live.

Sources

CIO Insight (2013)


ReadWrite Technology News (2013)


Gartner Group Strategic Tech Trends (2013)

Implications from the Community

- Organizations will support employees; they will view employees as learners.
- There will be increased involvement by organizations in technology and training.
- Costs of professional development for K-12 will increase.
- IT staff and hiring will increase.
- Jobs are becoming more technologically sophisticated.
- Institutional costs for both training and salaries will rise.
- Specialists will replace generalists.
- Is 24/7 operation an expectation or a requirement?

Implications from Moraine Valley Faculty and Staff

- Support services may need to respond to a multitude of technologies and training needs.
- Technology management should be proactive rather than reactive.
- Beta testing is critical to success.
- 24/7 support is expected.
- Staff training needs and costs will rise.
Trend #10: The Evolving Learning Space

In the next 3 to 5 years, technological innovation, change, and adaptation will continue to influence and change communication, teaching and learning, and redefine roles of students and faculty.

Probability of Change for the Next 3 to 5 Years: High

Supporting Rationale

Methods and tools for teaching are changing. Online learning and MOOCs are redefining what traditional learning is; lecture capture, flipped classes, adaptive learning, and most recently gamification are being used to help students learn/retain; and social media such as Facebook and Twitter have become ways of interacting with students and soliciting feedback.

Gartner reports “Technology is disrupting education, expanding the education ecosystem beyond traditional lecture halls and classrooms.” (Lowendahl, Harris, Rust, Weiner, 2013)

“Adaptive learning promises to solve part of one of education’s biggest problems: scalable education at a reasonable cost. Adaptive learning promises to extend the reach of a teacher by allowing him or her to focus more on intervention where the student actually needs pedagogical support, rather than providing/administering one-size-fits-all lectures.” (Lowendahl, Harris, Rust, Weiner, 2013)

“The 2012 and 2013 Horizon STEM Advisory Boards both agreed that the rapidly growing number of resources that are at students’ fingertips through the Internet is changing the role of the STEM educator. It is no longer as acceptable for instructors to act solely as lecturers, dispensing information at the front and center of a classroom; instead there is a shift towards educators becoming learning designers and guides who help students navigate the abundance of content that is at their disposal.” (Johnson, Adams Becker, Estrada, Martín, 2013)

“We are in the midst of a complete shift in the devices we use. As smartphones and tablets become more and more capable and user interfaces more and more natural, old methods of computing seem place-bound and much less intuitive. People increasingly expect to be connected to the Internet and the rich tapestry of knowledge it contains wherever they go, and the majority of them use a mobile device to do so. According to the 2013 “ICT Facts and Figures” report from the ITU Telecommunication Development Bureau, the mobile market consists of over 6.8 billion subscribers, with a majority living in developing countries. The unprecedented evolution of these devices and the apps that run on them has opened the door to myriad uses for education. Learning institutions all over the world are adopting apps into their curricula and modifying websites, educational materials, resources, and tools so they are
optimized for mobile devices. The significance for teaching and learning is that these devices have the potential to facilitate almost any educational experience, allowing learners organize virtual video meetings with peers all over the world, use specialized software and tools, and collaborate on shared documents or projects in the cloud, among many other things. Although there are still likely many uses that have not been realized yet, over the past several years mobile learning has moved quickly from concept to reality.” (Johnson, Adams Becker, Estrada, Martín, 2013)

“Online learning is not new; the category encompasses any learning that takes place through web-based platforms, whether formal or informal. The learning can be structured as in traditional courses or entirely self-paced. What has made the topic new is the recent and unprecedented focus on learning via the Internet that has been fueled by massive open online courses (MOOCs). Online learning has “come of age;” quality concerns, while still important, are no longer the center of the conversation. The design of online learning is (more and more) specifically intended to encompass the latest research, the most promising developments, and new emerging business models in the online learning environment. At many institutions, online learning is an area newly ripe for experimentation — some would argue it is undergoing a sea change, with every dimension of the process open for reconceptualization. On campuses around the globe, virtually every aspect of how students connect with institutions and each other to learn online is being reworked, rethought, and redone. Universities, schools, and vendors everywhere are actively exploring solutions to assessment and learning at scales that are completely fresh and new.” (Johnson, Adams Becker, Estrada, Martín, 2013)

“Virtual and remote laboratories reflect a movement among education institutions to make the equipment and elements of a physical science laboratory easily available to learners from any location, via the web. Virtual laboratories are web applications that emulate the operation of real laboratories and enable students to practice in a “safe” environment before using physical components. Students can typically access virtual labs 24/7, from wherever they are, and run the same experiments over and over again. Some emerging virtual lab platforms also incorporate reporting templates that capture the results of experiments so that students and teachers can easily review the outcomes. Remote laboratories, on the other hand, provide a virtual interface to a real, physical laboratory. Institutions that do not have access to high-caliber lab equipment can run experiments and perform lab work online, accessing the tools from a central location. Users are able to manipulate the equipment and watch the activities unfold via a webcam on a computer or mobile device. This provides students with a realistic view of system behavior and allows them access to professional laboratory tools, whenever they need. Additionally, remote labs may alleviate some financial burden on institutions if they are able to forgo purchasing specific equipment and instead use the remote tools.” (Johnson, Adams Becker, Estrada, Martin, 2013)
“The games culture has grown to include a substantial proportion of the world’s population, with the age of the average gamer increasing with each passing year. A 2013 report by the Entertainment Software Association showed that the average age of game players in the U.S. is 30 years. As tablets and smartphones have proliferated, desktop and laptop computers, television sets, and gaming consoles are no longer the only way to connect with other players’ online, making game-play a portable activity that can happen in a diverse array of settings. Gameplay has long moved on from solely being recreational and has found considerable traction in the worlds of commerce, productivity, and education as a useful training and motivation tool. While a growing number of educational institutions and programs are experimenting with game-play, there has also been increased attention surrounding gamification — the integration of gaming elements, mechanics, and frameworks into non-game situations and scenarios. Businesses have embraced gamification as a way to design incentive programs that engage employees through rewards, leader boards, and badges, often with a mobile component. Although more nascent than in military or industry settings, the gamification of education is gaining support among educators who recognize that it is well established that effectively designed games can stimulate large gains in productivity and creativity among learners.” (Johnson, Adams Becker, Estrada, Martín, 2013)

“Massive open online courses are being widely explored as alternatives and supplements to traditional university courses, especially in STEM+ disciplines. Led by the successful early experiments of world-class institutions, MOOCs have captured the imagination of senior administrators and trustees like few other education innovations have. As the ideas evolve, MOOCs are seen as an intriguing alternative to credit-based instruction.” (Johnson, Adams Becker, Estrada, Martín, 2013)

The use of services such as Google Apps, YouTube, and others “enables students of all ages to instantly share media and collaborate on projects — from anywhere there is Internet access.” (Johnson, Adams Becker, Estrada, Martín, 2013)

Balancing the demands of home, work, school, and family results in people wanting “easy and timely access, not only to the information on the network, but also to tools, resources, and up-to-the-moment analysis and commentary. These needs, as well as the increasingly essential access to social media and networks, have risen to the level of expectations.” (Johnson, Adams Becker, Estrada, Martín, 2013)

Social media has become an embedded part of daily life and “can no longer be a forbidden fruit as collaboration between and among students is a desirable pedagogy.” (Lowendahl, Rust, 2013)
Table 1: Comparison of “Final 12” Topics Across Three NMC Horizon Research Projects

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<th>Time-to-Adoption Horizon: Two to Three Years</th>
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<td>Wearable Technology</td>
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Sources


Implications from the Community

- See Technology Trends #4 and #8.
- Access to expert lecturers is becoming global.
- Teachers are becoming facilitators.
- There will be more “flipped” classrooms (where the instructor pre-records the lecture, and class time is used for discussion).
- Learning will be lifelong peer-to-peer, not restricted to schools only.
- More competency-based training will be offered in the work place.
- Learning spaces are not just physical.
Implications from Moraine Valley Faculty and Staff

- See Trend #9.
- Increasing expectations of students for technology to be integrated and available.
- Nontraditional and older students may not attend college due to fear of technology.
- The more we evolve the more prepared students will be for the workplace.
- Students will experience varied level of technology integration across sections.
Appendix B

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