

Malone University
Environmental Scan of Trends and Implications

Trends Most Likely to Influence the University 2010-2015

	Implications
<p>Economic: stock fluctuations; inflation/recession; federal oversight of financial aid (direct lending); budget tightening at the University level; federal and public perceptions regarding cost escalations, uses of endowments, and student debt loads; uncertainties in banking and loan markets; high unemployment rates; increased tax rates for higher socio-economic family income levels</p>	<ul style="list-style-type: none"> • Constraints in budget allocation due to restrictions placed on University cost centers • Endowment fluctuations directly impacting administrative support, capital projects, institutional development and student scholarships • Direct lending from federal government reduces competition, increases student loan rates and drives up costs • Potential federal control of tuition adjustments and allowable percentage increases • Changes in funding sources for students will require us to be creative and/or provide alternative revenue streams • Need for us to secure more external grant funds for special programs • Difficulties in securing funds needed for targeting and recruitment of underrepresented groups • Need to think about impact on tuition discounting strategies and other pricing strategies • Losing key opportunities to hire best candidates due to inability to competitively pay potential faculty members and capable administrative and marketing staff • Potential changes in EFC rates especially for wealthier families; pressures on personal and family ability to pay • Educational choices being made for economic reasons with less emphasis on spiritual development or Christian focus of institution • Losses in retirement funds mean longer-term, higher paid faculty not retiring – loss of balance in “ranks” and compensation levels • Potential impact on fund-raising strategies and commitments from entrepreneurs and wealthy donors • Increasing pressure from BOT, alumni, politicians, and general public to control costs and reduce tuition increases

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<p>Legal/Political: increased federal scrutiny regarding student learning outcomes, pressures to provide low-cost access to disadvantaged students; changes and demands in accreditation and other regulating agencies; more federal “definitions” (such as meaning of a credit hour, gainful employment, etc) and demands for regulatory reporting; Executive branch push toward Community College assistance; mandated national health care and other social/welfare services</p>	<ul style="list-style-type: none"> • Increasing demand regarding measurements of quality and learning • More paperwork and reporting requirements • Expectations from students for job placement and career assistance • Ways to increase access for disadvantaged students • Potential influx of transfer students • Rate of recent high school graduates gravitating toward lower-cost and geographically close educational options (especially community colleges and lower-cost public in-state options) • Federal assistance may be channeled to public and open-access institutions and away from private selective institutions • Need for healthcare workers, counseling, mental health and support and service industries

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<p>Social/Environmental/Cultural: changing nature of the liberal arts and professions; public perceptions of added value; projections regarding job placements; increasing scrutiny of the role and/or need for higher education; demographic shifts - decline in high school graduates in Northeast Ohio (and larger Midwest and Northeast region)</p>	<ul style="list-style-type: none"> • Decline in choice of CCCU schools as “first choice” – less emphasis on applicants for Christian atmosphere or holistic development (in contradistinction to faculty and alumni perceptions of these values) • Recruitment and enrollment numbers are directly connected to applicant and parental perception of need • Need to develop strategies for assisting graduates with placement and the value of liberal arts degree • Develop ways to inform public about educational value and purpose • Opportunity is here to develop more external partnerships with community, corporate, and civic organizations and church networks • Develop lifelong learning options and alternative venues for training and professional development • More push toward securing immediate employment following graduation • Perceptions of less need for “liberal arts” education (employment concerns trump “developing a philosophy of life”) • Focus on “value” and outcomes in conversations with parents and applicants • Explore changing definitions, perceptions, and educational strategies for liberal arts • Analyze National Labor Relations Board job projections • Monitor emerging industries and societal needs (e.g. shale oil industry, bio-technology, sustainable energies, health care, nanotechnology, etc.) • How do our course offerings consider, contribute to, and respond to these changing environments?

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Reputation: perceptions of Malone	<ul style="list-style-type: none">• Impact on marketing and recruitment initiatives• Malone not perceived as “inclusive,” global, international or diverse in its population and emphases• Clarification of presidential vision and priorities• Increase web-marketing initiatives and use of search engine strategies• Develop successful marketing strategies for emphasizing job placement as well as ecumenical, multicultural, and diversity strengths• Develop appropriate “branding”•

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<p>Changing Technologies:</p>	<ul style="list-style-type: none"> • Increase and enhance web-marketing initiatives • Continued rapid change in hardware and software options will challenge innovation, communication strategies, delivery methods, and instructional practices • Monitor comparative ratios of distance residential students • Develop strategies and innovative structures for creating “community” online • Explore potential for reaching out to international markets • Rapid expansion of social media • How to use media to develop “community” and create spheres of influence • Need for “knowledge” workers, especially those with technological competence • Identify emerging fields and how we might meet these needs
<p>Online Education: Changes in need and demand</p>	<ul style="list-style-type: none"> • Potential changes from residential to online student body • Reconsider modular formats in light of need for flexibility and student demand • How to develop more online communities and what will be the nature of these • Analyze optimal ratios for enrollments in courses and programs • Consider type and number of faculty and staff needed • New skill-sets will be needed by faculty and staff • Additional training and support staff needed for instructional design and delivery for quality online programs • Overcome public/academic perceptions of inferiority • Provide online support (spiritual, personal, professional) for the increasing number of online students • Demonstrate how online education can meet formational and affective needs of students • Rapid rise of alternative delivery options • Re-tooling of for-profits, aggressive marketing, advertisement and branding push; targeting of adult populations and vocational need • Rapid rise and expansion of MOOCs, entrance to market by large well-resourced universities and other entrepreneurial providers

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	<ul style="list-style-type: none">• Acceptance of MOOC credit (American Council of Education and others)
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