

Environmental Scanning

We are suggesting that we conduct the “Environmental Scanning” phase of our work by looking at the following general categories of information. We have assigned a member of the SPAC (in parentheses) primary responsibility for sharing resources, reviewing information related to the category, and providing a conclusion summary for their assigned category. The bullets listed below each category suggest information that might be examined as part of the review and individuals with whom SPAC may wish to consult to gain further insight into the implications of the category to the strategic planning process.

1. New developments in curricular content and pedagogy such as new curriculum concentrations, exchange programs, globalization and ways of teaching and learning. (Paul)
 - Data from the NACE Survey
 - Survey of CEOs
 - Deb Cartwright regarding the findings of the Curriculum Commission
2. Trends in student demographics in terms of ethnic and racial groups, international origin, gender, and socioeconomic groups, all or some of which might have a significant impact on enrollments, revenues, financial aid, facilities, and programs. (Gina)
 - IPEDS Data
 - WICHE Data
3. Student demand – what do students want? Institutions often concentrate on what faculty and staff want rather than what students want and what will be marketable. (Lou Ann & Clifton)
 - CIRP data
 - Student Senate Vision Document
 - NACE Survey
 - Millennial Generation Information
4. Economic trends that affect price inflation, affordability of tuition, ability to pay, faculty and staff job markets, employment opportunities for students and graduates, and the availability of private and government support. (Deb)
 - Lumina Foundation
 - Career Center 1st Destination Report
 - Dave Rector and/or Marty Eisenberg
5. Status of current and emerging competitors that includes not only other traditional colleges and universities but also proprietary institutions and corporate training programs; (Richard)
 - Art & Science Report
 - Melody Chambers
6. Changes in federal or state policies such as funding priorities, accountability procedures; resource development over the next five years (Teri and Brad)
 - Candy Young and/or Dave Rector

7. Implications the technological revolution in teaching, student services, safety and security regulations, and information access (Donna)
8. Shifts in accreditation standards that may affect decisions about curriculum, finances and facilities, assessment, and other functions of the institution as well as relevant existing assessment data. (Doug)
 - Trends in accreditation
 - Pertinent Internal Assessment Data
 - Karen Smith