Trend #1: Social Media in the Classroom
Increasing use of social media in the classroom.

Trend #2: Student Driven Learning
Increase use student-generated course content and emphasis on self-directed learning.

Trend #3: Living at Home
Fewer college students are living with their parents while attending college.

Trend #4: More College Students Working
More college students are working.

Trend #5: High Risk Students
More students are at risk of failing academically and/or departing college early because of poor academic preparation, prior school performance, or other personal reasons.

Trend #6: Underserved Students
Community colleges face struggles in helping underserved students meet their academic, career and personal goals.

Trend #7: Leadership
Distrust in senior organizational leadership leading to low employee morale and engagement.

Trend #8: Women See Value
Men do not report valuing college as much as women do.

Trend #1	Increasing use of social media in the classroom.
	In a 2013 study of faculty use of social media:
	• 41% of faculty have used social media in their teaching
	• 70% of faculty have visited a social media site within the last month
	• 79% of faculty say that digital communication/social media use has increased their communication with students.
	• 65% of faculty say that use of digital communication/social media has increased the number of hours they work.
	• A notable obstacle to improving digital literacy is developing a consensus of all the elements it encompasses. The American Library Association defines digital literacy as "the ability to use information…to find, understand, evaluate, create and communicate…..", European models (JISC) take a more holistic stance by describing digital literacy as "those capabilities, which fit an individual for living, learning, and working in a digital society" (Johnson, Adams-Becker, Cummins, Estrada, Freeman, and Hall, 2016, 24).
	• A professor's response to students' questions about recent events between police and the community was to compile a "course reader" which was shared with students and later an online community of HE educators.
	• 'Although the overall number of users of social networking sites has leveled off since 2013…there continues to be growth in social media usage among some groups that were not among the earliest adopters, including older Americans.' 'Usage amonth those 65 and older has more than tripled since 2010.' (Pew Research Center, 2015).
	• Nine in ten young adults (ages 18-29) use social media. (Pew Research Center, 2015).
Direction of Change for the next 3-5 years	The trend of using various social media in the classroom will increase and potentially impact JCCC's ability to engage and retain students. Increasing our students' familiarity with various social media sites through classroom use will also increase their understanding of social media in the work environment.
Probability of change for the next 3-5 years	High probability of increased faculty use of social media sites for teaching and student engagement.
Opportunity or Threat	Opportunity

Support Rationale	The number of faculty who use social media in the classroom continues its steady year-to-year growth. In general, faculty see considerable potential in the application of social media and technology to their teaching; but, continue to have reservations about student privacy, assessment of shared work and integrity of student submissions.
Sources	Seaman, Jeff and Hester Tinti-Kane. "*Social Media for Teaching and Learning*". Babson Survey Research Group, October, 2013. http://dev.pearsonlearningsolutions.com/assets/downloads/reports/social-media-for-teaching-and-learning-2013-report.pdf *New Survey: College Faculty Increasingly Use Social Media for Teaching and in Professional, Personal Lives*, Faculty Focus, October 18, 2013. http://www.facultyfocus.com/articles/edtech-news-and-trends/new-survey-college-faculty-increasingly-use-social-media-for-teaching-and-in-professional-personal-lives/ Johnson, L., Adams-Becker, S., Cummins, M., Estrada, V., Freeman, A., and Hall, C. (2016). *NMC Horizon Report: 2016 Higher Education Edition*. Austin, Texas: The New Media Consortium. Zamudio-Suarez, F. (2016). Her students asked about police shootings. So she created a guide for them. *The Chronicle of Higher Education, November 2, 2016.* Retrieved from http:/www.chronicle.com Perrin, Andrew. *Social Media Usage: 2005-2015*. Pew Research Center (Oct. 2015). http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/

Trend #2	There is a trend toward allowing students to develop course content and have more control over their educational experience and learning outcomes. Using social media tools such as You Tube, Twitter, etc., students are able to create, organize, share and respond to course content. These interactive experiences are popular with students and have been shown to improve learning outcomes and student engagement.
Direction of Change for the next 3-5 years	More and more educational institutions are incorporating student generated content into the curriculum using various social media tools. Many schools have replaced clicker systems with cell phones, use Twitter to display classroom questions and create and post YouTube videos. Using these interactive tools, students can easily communicate with the instructor and with other students. Social media tools allow student to access and interact with globally available course content and experts.
Probability of change for the next 3-5 years	There is a high probability that the trend toward more student generated content and individualized learning will continue into the future.
Opportunity or Threat	Opportunity
Support Rationale	Today's students are comfortable with social media sites and are increasingly interested in participating in developing course content and self-directed learning experiences. Institutions are becoming structured in ways that allow them to constantly evolve, this includes deviating from hierarchical decision-making processes to promote collaborative strategies that incorporate student voices (Johnson, Adams-Becker, Cummins, Estrada, Freeman, and Hall, 2016, p 8). The increase in Web 2.0 applications and software to support Student Generated Content can be viewed as an indication that this trend will continue. (wikibooks.org).
Sources	Dabbagh, Nada and Anastasia Kitsantas. "*Personal Learning Environments, Social Media and Self-regulated Learning: A natural formula for connecting formal and informal learning"*. Internet and Higher Education. Vol. 15. Pgs. 3-8 (retrieved online) Okoro, Ephraim. *"Integrating Social Media Technologies in Higher Education: Costs-Benefits Analysis".* Journal of International Education Research. (8:3) pg. 255-259. (retrieved online) https://en.wikibooks.org/wiki/User-Generated_Content_in_Education/Learning_by_Creating

	https://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies/Introduction
	Johnson, L., Adams-Becker, S., Cummins, M., Estrada, V., Freeman, A., and Hall, C. (2016). *NMC Horizon Report: 2016 Higher Education Edition*. Austin, Texas: The New Media Consortium.

Trend #3	Fewer college students are living with their parents while attending college.
Direction of Change for the next 3-5 years	Steady or slight decline
Probability of change for the next 3-5 years	It is difficult to project this trend as it is closely tied to the economy. However, as the economy continues to improve, this trend should decline.
Opportunity or Threat	Both
Support Rationale	Although roughly half of college students still choose to live at home while attending college, research conducted by Sallie Mae shows a decline in that number (down from 57% in 2013 to 48% in 2015) as well as a decline in the percent of students choosing a college close to home (down from 59% in 2013 to 53% in 2015). (PewResearch, 2016, and GoodCall, 2015).

With nearly 400 apartment complexes located within Johnson County, students who do not want to live with their parents have numerous options for affordable housing. (Johnson County Fast Facts) |
| **Sources** | Fry, R. (2016). For First Time in Modern Era, Living with Parents Edges Out Other Living Arrangements for 18-34 Year Olds. *PewResearch Social & Demographic Trends (*http://www.pewsocialtrends.org/2016/05/24/for-first-time-in-modern-era-living-with-parents-edges-out-other-living-arrangements-for-18-to-34-year-olds/)

Williams, Terri (2015). It's Cheaper to Live at Home While Attending College. So Why Are Fewer Students Doing It? *GoodCall.* (https://www.goodcall.com/news/its-cheaper-to-live-at-home-while-attending-college-so-why-are-fewer-students-doing-it-02085)

http://www.jocogov.org/government/about-johnson-county/fast-facts |

Trend #4	More college students are working.
Direction of Change for the next 3-5 years	Expected to increase.
Probability of change for the next 3-5 years	Although there is no statistical probability associated with this trend, it appears to be related to the state of the economy. It is expected that the trend of college students working will continue to increase as the cost of college will also continue to increase.
Opportunity or Threat	Both an opportunity and a threat.
Support Rationale	More college students were working jobs while enrolled as full-time students in 2012 than in 2011, according to a study released by the U.S. Census Bureau. (Daily Free Press, 2013) Of the 19.7 million college students in the U.S., 72 percent worked at least a part-time job. Among these students, 20 percent worked full-time, year-round jobs. (American Council on Education, 2006) Students with full-time jobs blame tuition and the poor economy for having to work while attending school. (Perna, 2010) This can be considered an opportunity because a working student may also be one who is looking for an education that is more reasonably priced. This can be considered a threat because students may not have the time to attend school if they are working. Working may also impact the students' ability to study. More than 20 percent of the working adult population has started college, but has not completed a degree. This increased dropout rate reflects a student body that juggles work with academic responsibilities. To govern effectively, boards must help reduce the dropout rate by creating policies to enable students to make informed decisions. To retain students, boards should consider reducing the time required for a student to graduate, lessens the number of choices, and provides more predictability and structure. (Jones, 2011). According to a CNBC report, more than 70% of students work while attending college. (CNBC, 2015) Kansas was ranked 28th in the Online College Labor Market (2015). (#2)
Sources	American Council on Education (2006). Working their way through college: Student employment and its impact on the college experience.

Retrieved from:
http://www.acenet.edu/AM/Template.cfm?template=/CM/ContentDisplay.cfm&ContentFileID=1618.

Perna, L. W. (2010). Understanding the Working College Student, *Academe, July-August.*

The Daily Free Press. (January 31, 2013). Boston University. Retrieved from: http://dailyfreepress.com/2013/01/31/more-students-working-while-enrolled-in-college-study-suggests/

Carnevale, A., Jayasundera, T., Repnikov, D., & Gulish, A. (2015). State online college job market: Ranking the States. Center on Education and the Workforce, McCourt School of Public Policy.

Jones, S. (2011). Freedom to fail: The board's role in reducing college dropout rates. Trusteeship (January/February 2011), 1-5.

http://www.cnbc.com/2015/10/29/more-college-students-are-working-while-studying.html (Oct. 2015)

Trend #5	More students are at risk of failing academically and/or departing college early because of poor academic preparation, prior school performance or other personal reasons.
Direction of Change for the next 3-5 years	Defined as those students whose academic preparation, prior school performance, or personal characteristics may contribute to academic failure or early departure from college. (Negative trend).
Probability of change for the next 3-5 years	Likely. Faculty and staff have the ability to change the trend by the support and interest they show for their students.
Opportunity or Threat	Opportunity
Support Rationale	• Rates of persistence to graduate lags substantially behind peers. Only 26.2% of students who take at least one remedial course graduate, compared to 59.4%. (Chen, 2005) • White institutions also may be high risk because of the challenges faced from marginalization and discrimination (Fires-Britt & turner,

	2001; Torres 2003).
	• Research on high-risk college students who have succeeded is relatively limited. None of the studies of student-faculty interaction has targeted high-risk students specifically. (Astin, 1993; Cox & Orehovec, 2007; Kuh & Hut; Pascarella & Terenzini, 1991, 2005). • In 2010, six national community college organizations (American Association of Community Colleges, Association of Community College Trustees, National Institute for Staff and Organizational Development; League for Innovation in Community College, Phi Theta Kappa, and Center for Community College Student Engagement) committed to improve rates of student completion (degree & credentials) by 50% by 2020 (+ of 4.6 million). From 2010 to 2014, community colleges "were only 17% of the way toward meeting the goal… (p 7). To meet the goals, colleges must increase the rate success of incoming students or the number of incoming students or both (p. 8). (#1) • About half of students in two-year colleges completed all the remedial courses they attempted, compared to 59% of the students at public four-year institutions (AACC, 2016).
Sources	The Impact of Faculty and Staff on High-Risk College Student Persistence, Laurie A. Schreiner, Patrice Noel, Edward 'Chip' Anderson, Linda Cantwell. Journal of College Student Development, Vol. 52, Number 3, May –June, 2011, pp. 321-338 (Article). http://muse.jhu.edu/journals/summary/v052/52.3.schreiner.html American Association of Community Colleges (2015). *Community College Completion: Progress toward goal of 50% increase* Completing remedial courses. (2016). American Association of Community Colleges, *Data Points 4*(21).

Trend #6	Community colleges face struggles in helping underserved students meet their academic, career and personal goals.
Direction of Change for the next 3-5 years	The landscape of higher education continues to shift, with a greater number of students enrolling in 2 year institutions.
Probability of change for the next 3-5 years	Preparing for these new student populations will require JCCC leadership to meet them where they are. Addressing student engagement and retention will be paramount. A redefining of roles of counselors, student affairs professionals and faculty to become of agents of innovation regarding student retention.
Opportunity or Threat	Threat and an opportunity
Support Rationale	Many prospective community college students will increasingly represent historically underrepresented populations, including students of color, recent immigrants, students with disabilities, and students from low-income households. (Bueschel, 2009) Many are first generation students and adult students. Historically, first year retention rates at community colleges has been low for decades, and low graduation rates are perennial concerns across higher ed, especially at two year institutions. (Barr & Schuetz, 2008) The economy is in recovery and has added 11.6 million jobs since January 2010. However, the number of low-skilled jobs continue to decline. Workers with a high school diploma or less must attain postsecondary credentials if they want to complete effectively in growing high-skill career fields. (2016)
Sources	Barr, J., & Schuetz, P. (2008) Overview of foundational issues. In P. Schuertz & J. Barr (Eds.) Are community colleges under-prepared for under-prepared students? (pp 7 – 16), New Directions for Community Colleges, 144. Bueschel, A. C. (2009) the landscape of policies and practices that support student preparation and success. In a.c. Bueschel & A. Venezia (EDS) Policies I practices to improve student preparation and success (pp. 1-10), New Directions for Community Colleges, 145. Stebleton, M.J. & Schmidt. L (2010) Building Bridges: Community College Practitioners as Retention Leaders. Journal of Student Affairs, Research and Practice, 47 (I). 78 – 98. Available at: http://journals.naspa.org/jsarp/vol47/iss.1/art5/ Carnevale, A. P., Jayasundera, T. & Gulish, A. (2016). *America's divided*

	recovery: College have and have-nots. Center on Education and the Workforce, McCourt School of Public Policy, Georgetown University.

Trend #7	Distrust in senior organizational leadership leading to low employee morale and engagement.
Direction of Change for the next 3-5 years	Increasing
Probability of change for the next 3-5 years	High
Opportunity or Threat	Threat
Support Rationale	Statistics show an increasing trend toward a general distrust of senior leadership in private and public sector organizations with a resulting lack of employee engagement in work and low employee morale. • According to recent surveys by Franklin Covey, only 51% of employees have trust and confidence in senior management. • National statistics from a 2013 Gallup poll "State of the American Workplace" confirms that 70 percent of employees in the U.S. are "not engaged" or are "actively disengaged." (pg. 8). The report goes in a state by state analysis to report that 53% of Kansas employees are classified as not engaged in their work and 18%

	are actively disengaged (pg. 63). Gallup defines "engaged" employees as those "involved in, enthusiastic about, and committed to their work," and who "contribute to their organization in a positive manner."
	• 47% of employers think that employee trust has declined as a result of the way their company has managed cost reductions (Hewitt, pg. 2).
	• Nearly quarters (23%) of employers rate their organization's employee morale as low. (Career Builder).
	• Employee trust in a company is based on five values: organization's credibility; respect; fairness; pride; and camaraderie. Organizational problems are caused by an increase in employee distrust, not an increase in employee distrust. Indicators of values that specifically lead to employee distrust include: organizational disrespect for employees; dissatisfaction with employees; and unfairness in employee treatment.
	• In 2015, JCCC employees participated in an employee engagement survey administered on behalf of the college by Quantum Workplace. 49.9 % of employees responded to the survey. Categories rated as most favorable included: ethics, job satisfaction, & trust with coworkers. Items rated least favorably included: communication, feeling valued, & trust in senior leaders. A follow-up survey will be administered spring, 2017.
	• "Appreciative administrators actively and intentionally seek to create a work environment that celebrates the strengths and skills of each team member and the organization as a whole as a launching pad for dreaming how to improve and then acting on the plans that are co-created as a unit. Appreciative administrators do not try to hoard power, they instead empower their employees to become the best selves in order to create an innovative organization that can step up and face the challenges facing higher education." (Nulty, Quay, & Dorsey 2016).
Sources	CareerBuilder, Inc. Nearly a quarter of employers rate their organization's employee morale as low." http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?id=pr538&sd=11%2fl7%2f2009&ed=12%2f31%2f2009&siteid=cbpr&sc_cmp1=cb_pr538
	Franklin Covey. "Speed of Trust Statistics". http://www.myspeedoftrust.com.
	Gallup, "State of American Workplace: Employee Engagement Insights for U.S. Business Leaders", 2013.
	Hewitt Associates. "Cost reduction and engagement survey". http://www.hewittassociates.com/_MetaBasicCMAAssetCache_/Assett/A

rticles/2009/HewittSurvey_Highlights_Cost_Reduction_and_Engagment_0
42009.pdf.

Elsback, K. D., Stigliani, I. & Stroud. A. (2012). The building of employee distrust: A case study of Hewlett-Packard from 1995 to 2010. *Organizational Dynamics, 41,* 254-263.

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Nulty, E., C., Quay, S., & Dorsey, M., F. (2016) Supervision and evaluation practices to promote faculty research and development. *Journal of Higher Education Management 31*(1), 1-13.

Trend #8	Men do not report valuing college as much as women do.
Direction of Change for the next 3-5 years	Expect men to value college more.
Probability of change for the next 3-5 years	If the economy does not improve, there is a chance that men will start to value a college education.
Opportunity or Threat	Opportunity.
Support Rationale	At a time when women surpass men by record numbers in college enrollment and completion, they also have a more positive view than men about the value higher education provides. (Wang, 2011) This information is important for recruiting and retention purposes. Jobs for men in the area surrounding JCCC have been plentiful for quite some time. Why would a man want to go to college if he can make enough money to sustain his lifestyle without a college degree? It does not appear that the economic downfall has hit the Johnson County area as hard as other parts of the country. If it does finally hit here, jobs will become harder to find. At the same time we expect to see an increase in military personnel (more men) looking for jobs. Men may need to improve their skill set to become more competitive. This can be done by

	attending college.
	Currently the trend is for men to not value a college degree as much as women. Men tend to not see the benefit of a degree as much as women.
	When recruiting students, this may need to be taken into consideration.
	Women in community colleges had a higher completion rate than men (41.5% and 35.7% respectively).
Sources	Wang, W., & Parker, K. (2011). Women See Value and Benefits of College; Men Lag on Both Fronts, Survey Finds, PewResearch Social & Demographic Trends. Retrieved from: http://www.pewsocialtrends.org/2011/08/17/women-see-value-and-benefits-of-college-men-lag-on-both-fronts-survey-finds/ Juszkiewicz, J. (2106, March). *Trends in Community College Enrollment and Completion Data, 2016,* Washington, DC: American Association of Community Colleges.