

NC State Strategic Plan Metrics

May 23, 2016

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Agenda

- Overview state performance funding model.
- Student snapshot AY 2016.
- Overview data related to college strategic plan areas: Access, Success and Resources. Three-year trends. Problem and opportunity observations.

Peer colleges for benchmarking

- Belmont
- Central Ohio Technical
- Edison State
- Eastern Gateway
- Rhodes State
- Zane State
- Marion Technical
- Northwest State
- Rio Grande
- Southern State
- Terra State
- Washington State

FY 2009-2013

Primarily enrollment-based with inclusion of success points (5% to 10%)

Stop Loss (99%-96%)



FY 2014

50% enrollment + 25% course completion + 25% success points

97% stop loss



FY 2015

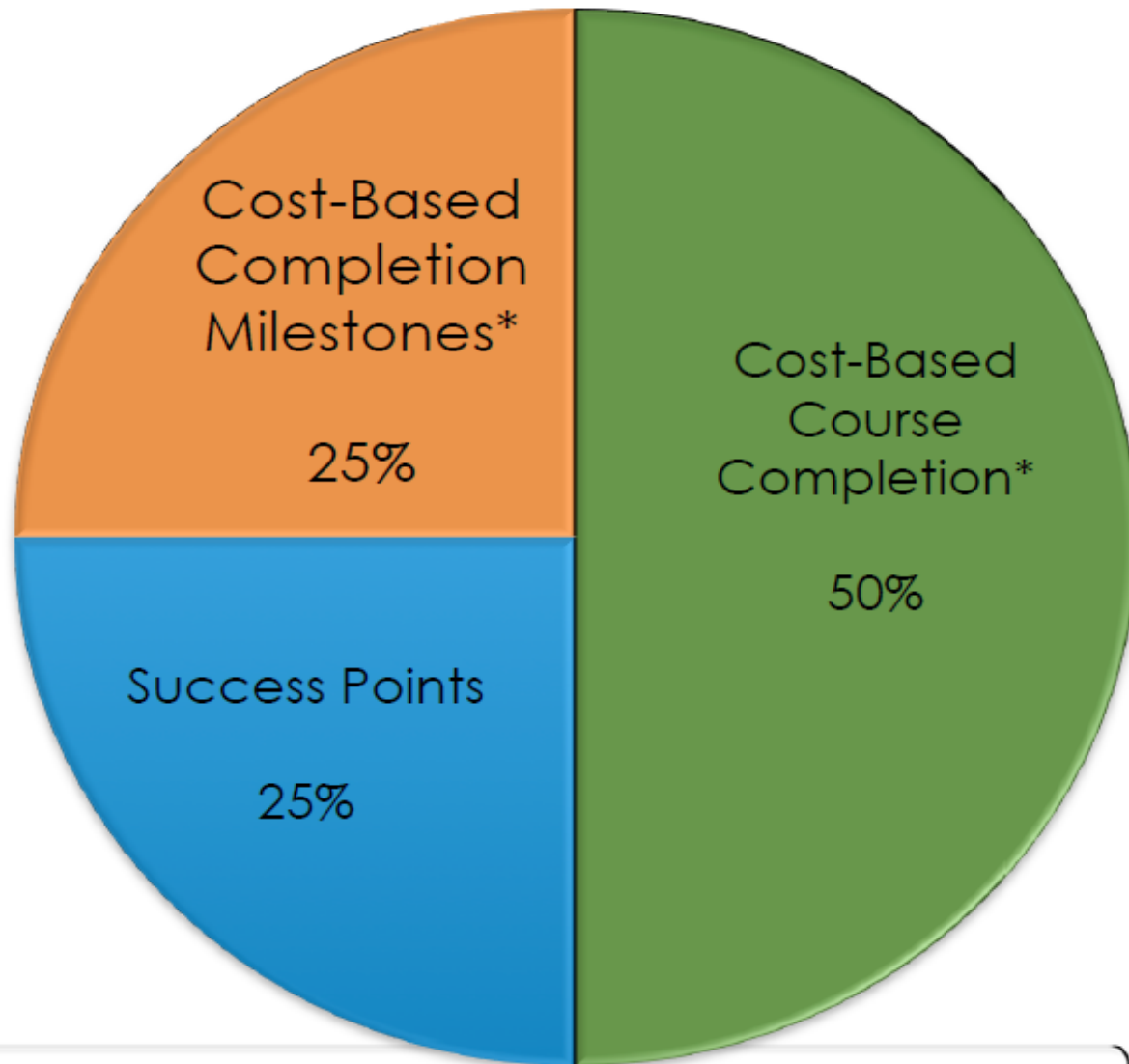
Elimination of enrollment component

Combination of course completion (50%), success points (25%) & completion metrics (25%)

At-risk or access category application

No stop loss

FY 2016 Framework Summary



All data averaged over three years

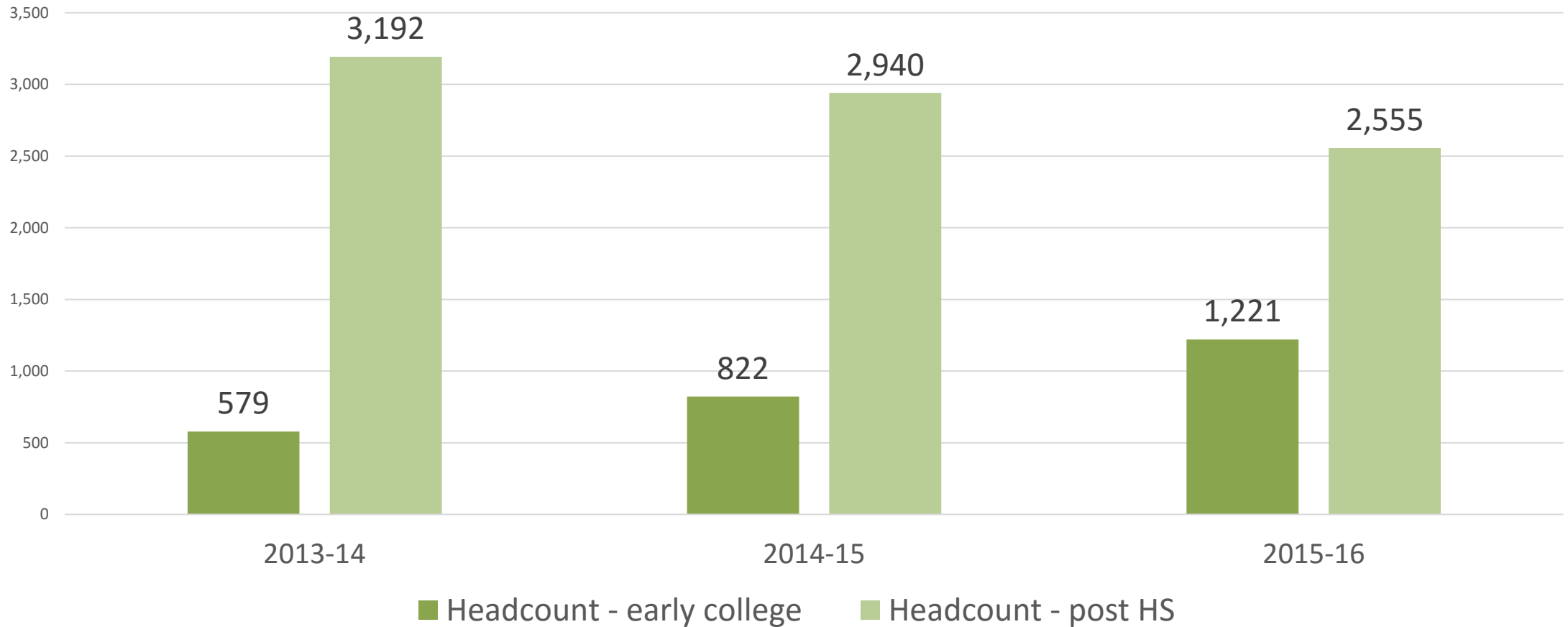
* Access Category Weights Applied

- **ADULT** (over age 25 at time of enrollment)
- **LOW-INCOME**, Pell Eligible (ever in college career)
- **MINORITY** (African American, Hispanic, Native American)
- **ACADEMICALLY UNDERPREPARED** (using remediation free standards, math only for FY 16)

Snapshot of students in AY 2015-16 (all)

- 3,776 unique students
- 60% female
- Average age = 23.8
- 7% minority (Department of Higher Ed definition)
- 41% Pell eligible
- 27% full-time in fall
- 60% technical major, 9% transfer major, 31% undeclared

Need to consider two populations.....



High school vs. post high school population

High school

- 1,221 unique students
- 54% female
- Average age = 16.9
- 4% minority
- Pell N/A
- 17% full-time
- 89% undeclared, 8% technical and 3% transfer

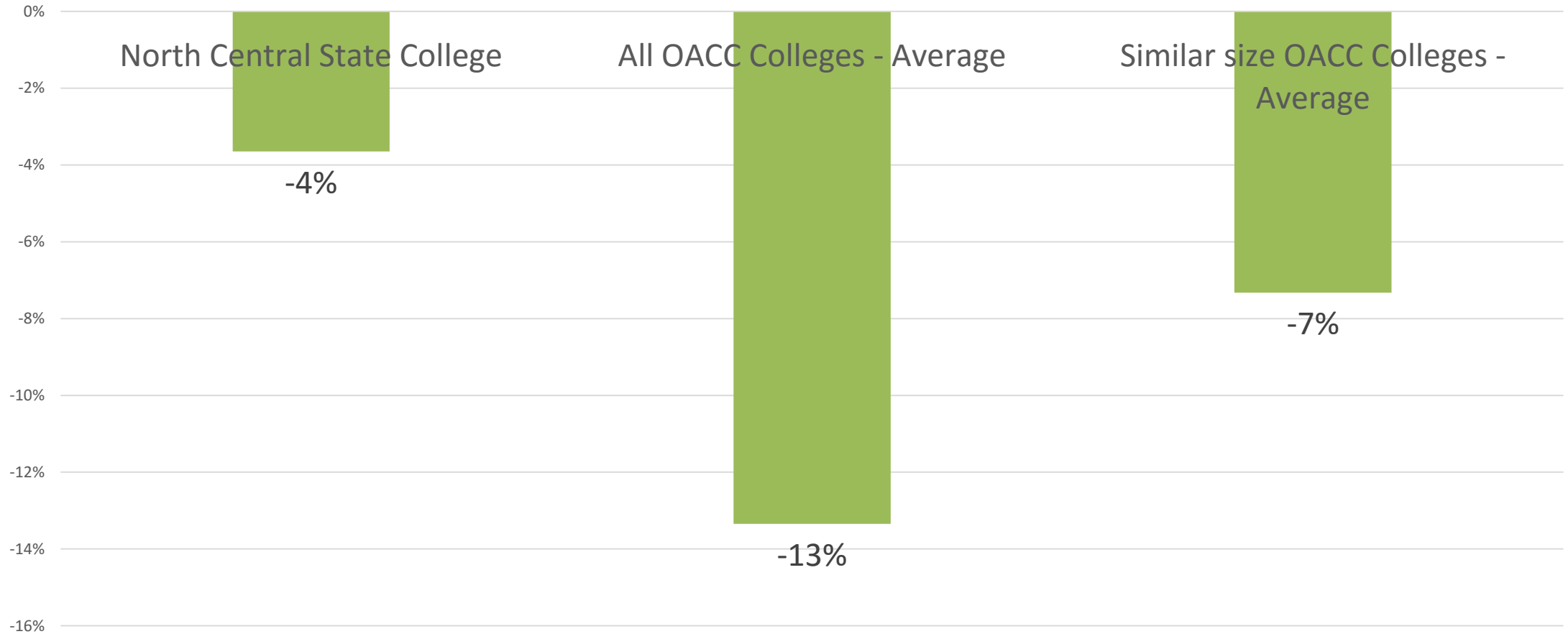
Post high school

- 2,555 unique students
- 62% female
- Average age = 27.1
- 9% minority
- 61% Pell eligible
- 32% full-time
- 85% technical, 12% transfer and 3% undecided

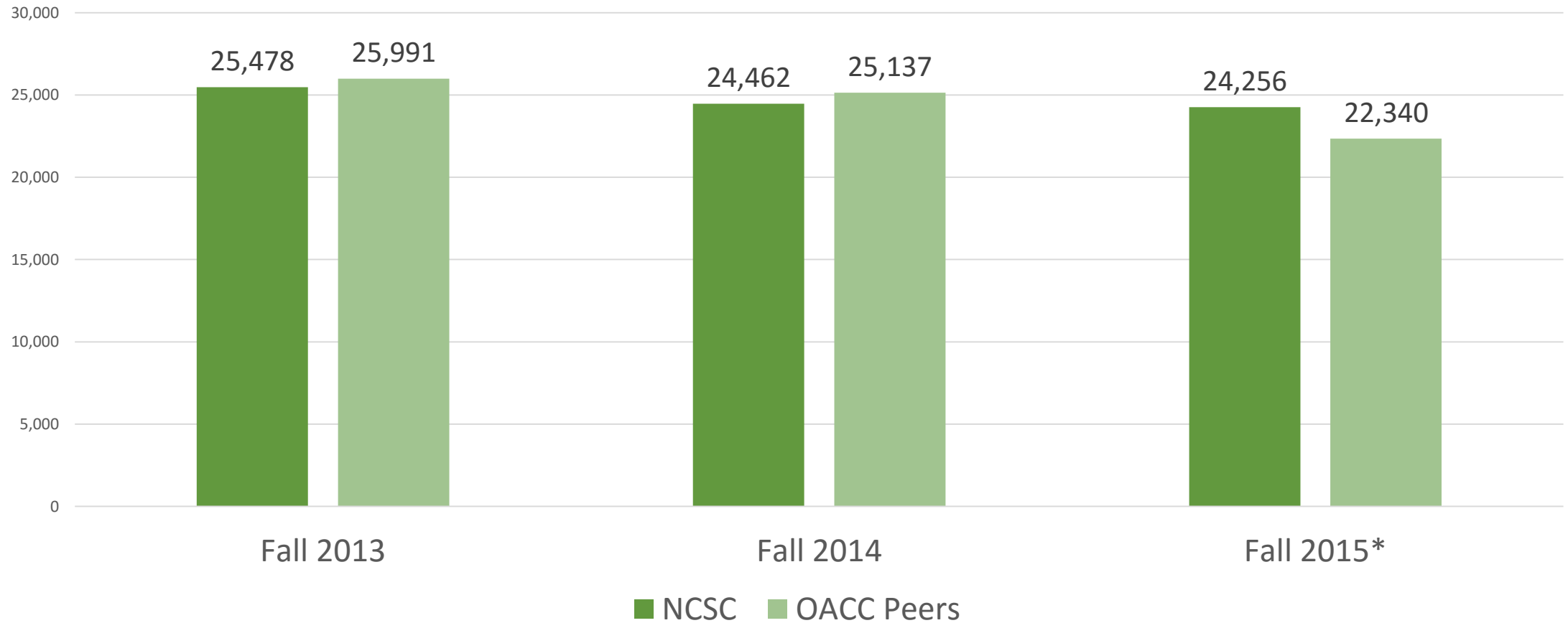
Access Strategies

- Foster a student-welcoming and community-collaborative culture (state access population focus, other groups)
- Provide affordable and viable learning opportunities in high demand and emerging technologies, transfers (program focus)
- Offer effective outreach and delivery – online/hybrid, outreach centers, early college, block scheduling and face-to-face (modality focus)

Preliminary headcount changes, FA 2013-15

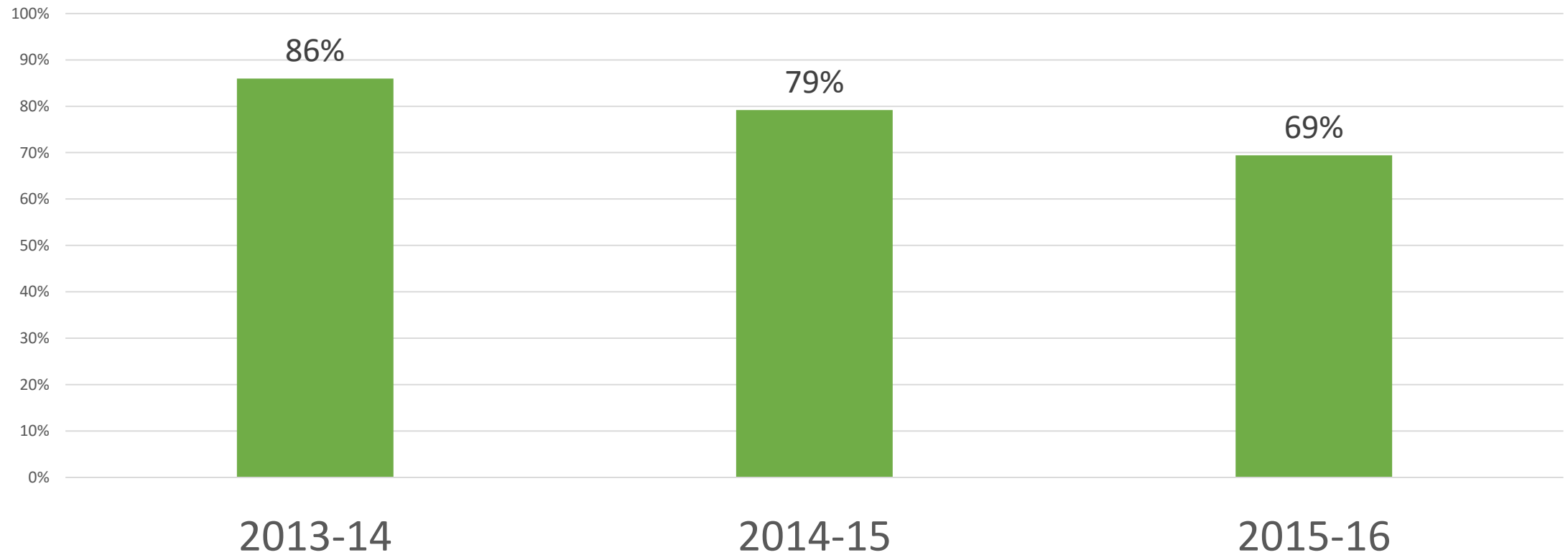


Credit Hours, FA 2013 - 15

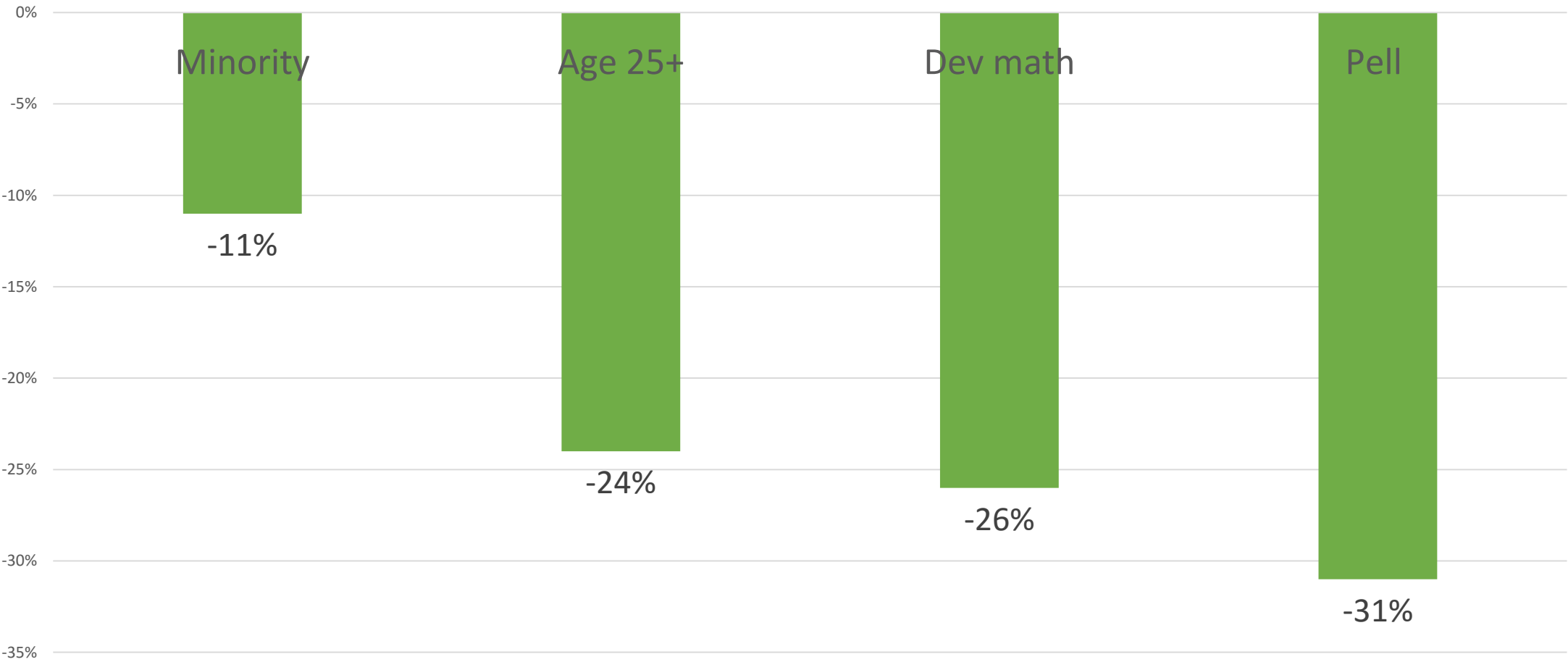


Strategy 1: welcoming and inclusive culture

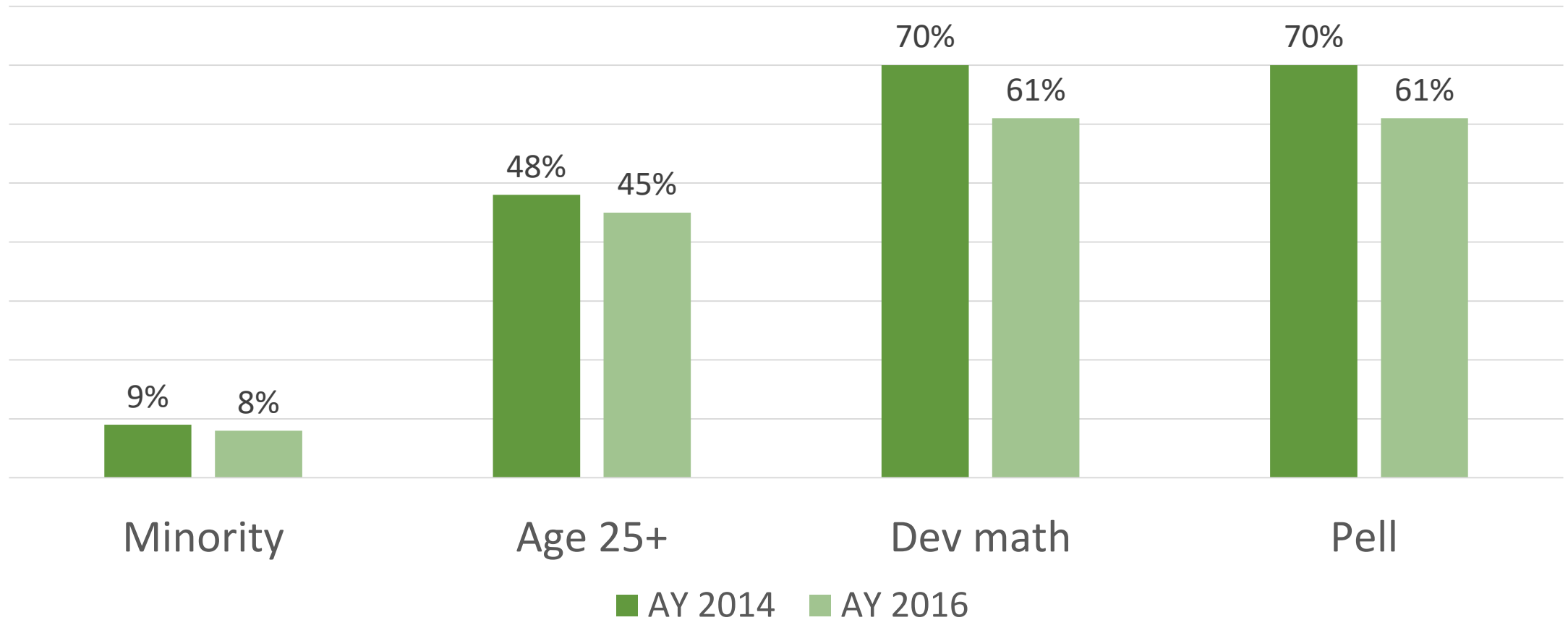
Pct. of Headcount with at Least One Demographic Access Factor



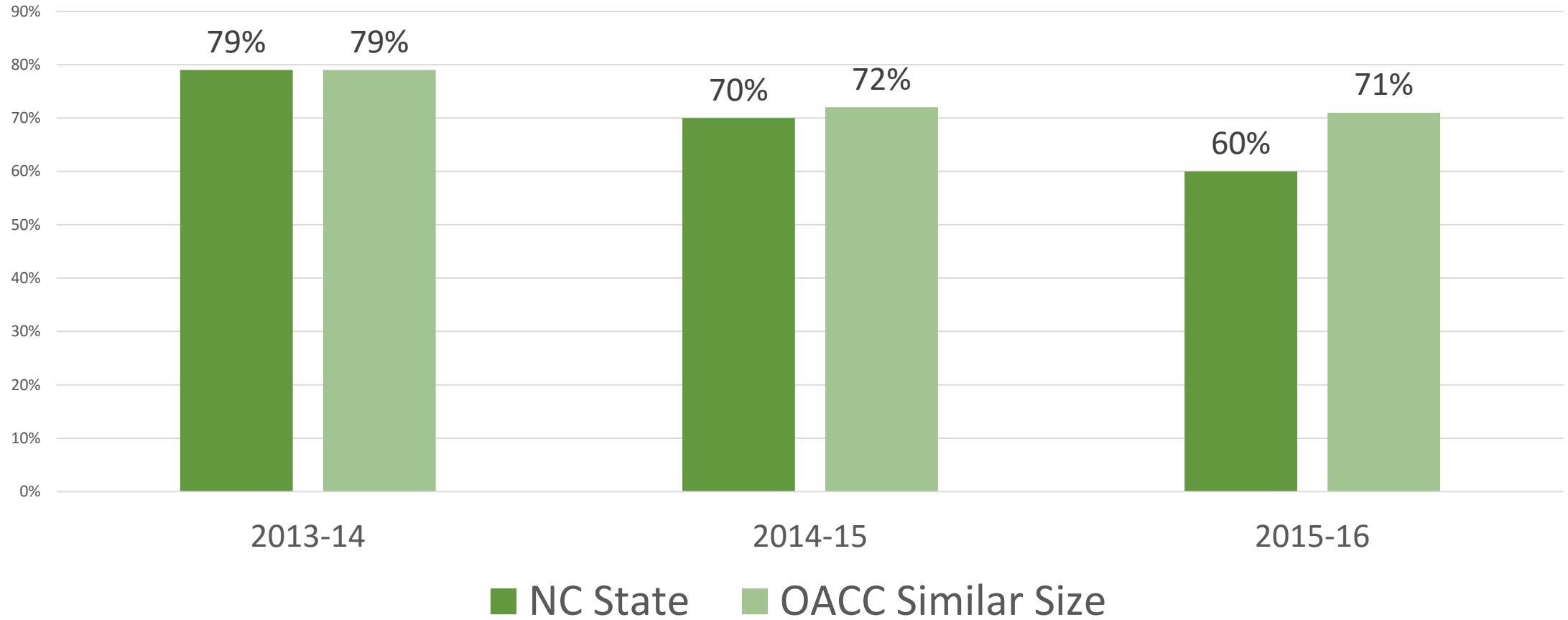
Access group changes from 2014 to 2016



Access populations – exclude CCP



Access students as a % of completed FTE



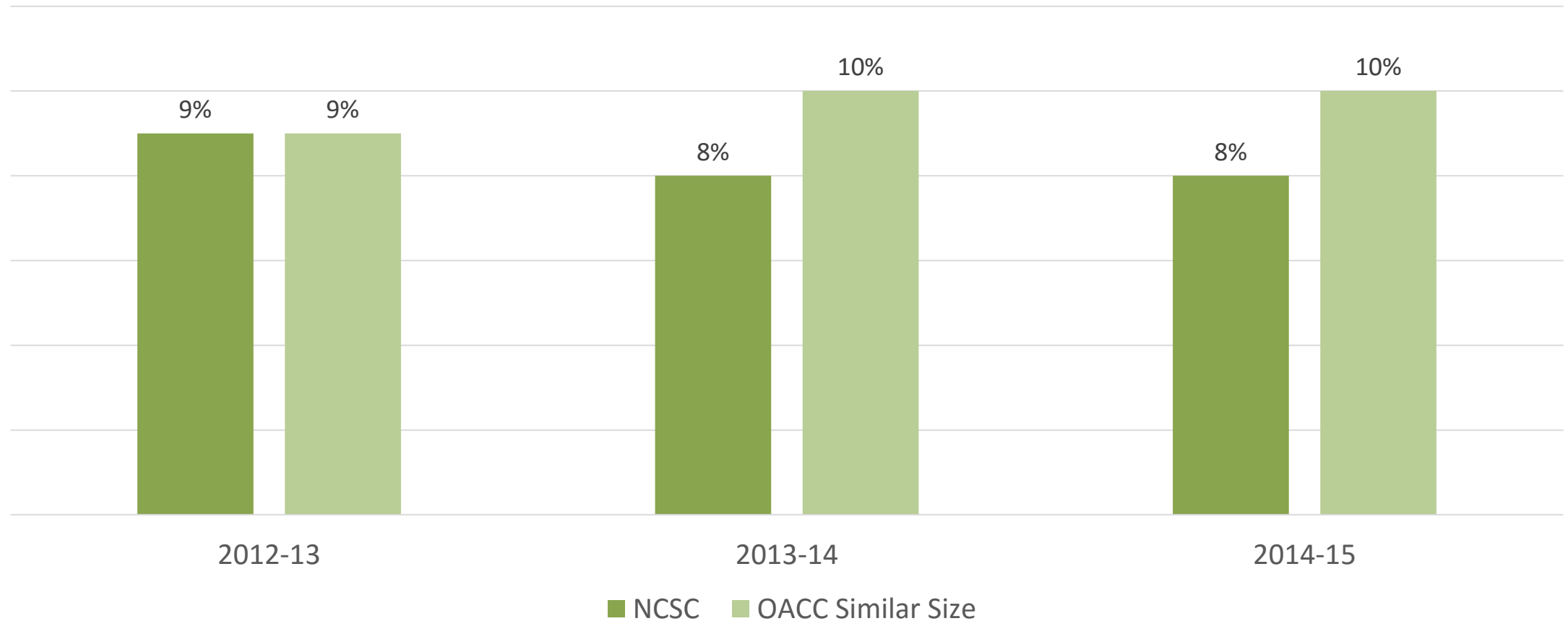
Problems

- Low demographics in service area
- Losing post high school populations
- Competing with improving economy
- Competition from colleges, universities, and online institutions
- CCSSE proves our students have very busy lives
- Risk seeing a reduction in a significant amount of subsidy related to access populations
- Potential risk to historical access mission of college
- Adults tend to be good students, but there are fewer of them

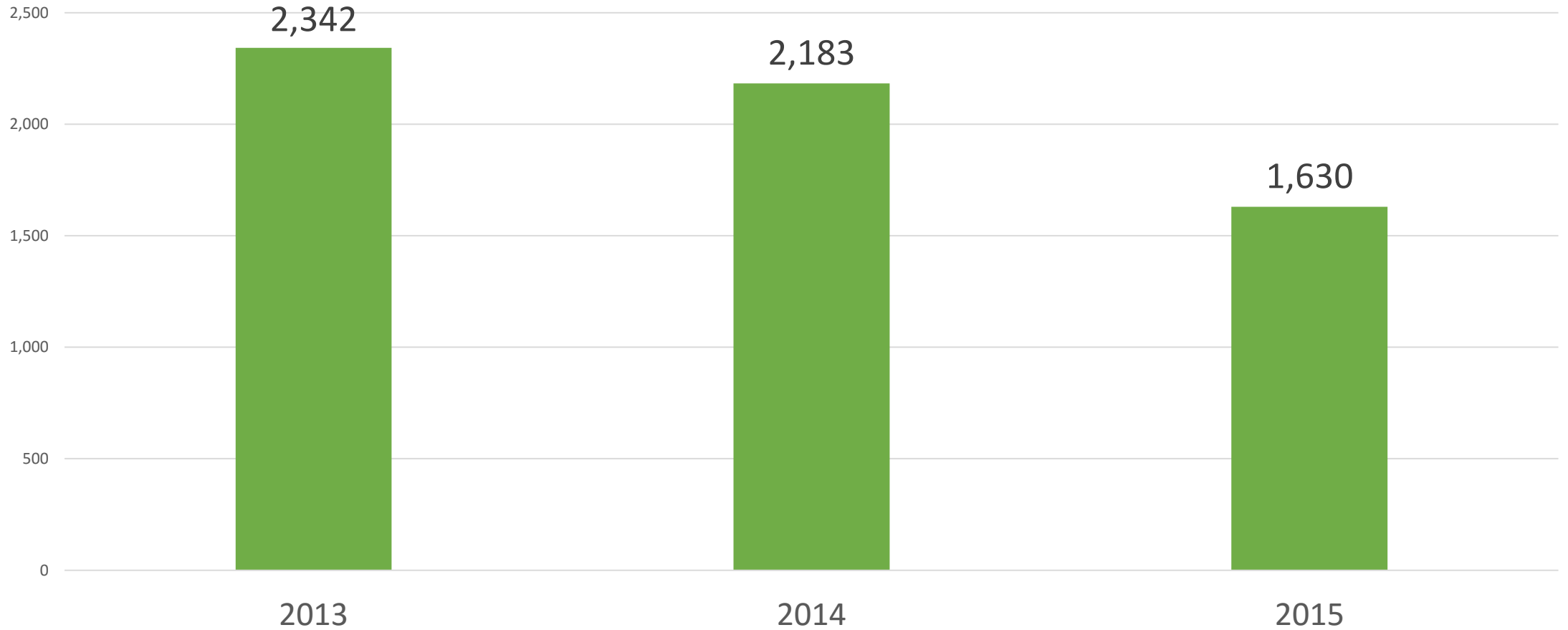
Opportunities

- Remaining stable in headcount and hours while peers declining
- Started forming some adult cohorts
- Programs on or affiliated with campus serving access groups (Solutions, Success Unlimited, TRIO)
- Students coming in better prepared for math
- Excellent scholarships to offer access populations (TFS to career tech)
- Excellent support services to offer access populations
- Marketing to adults: certificates, cohorts, credits for experience
- Satellite in Ashland County along the I-71 Corridor

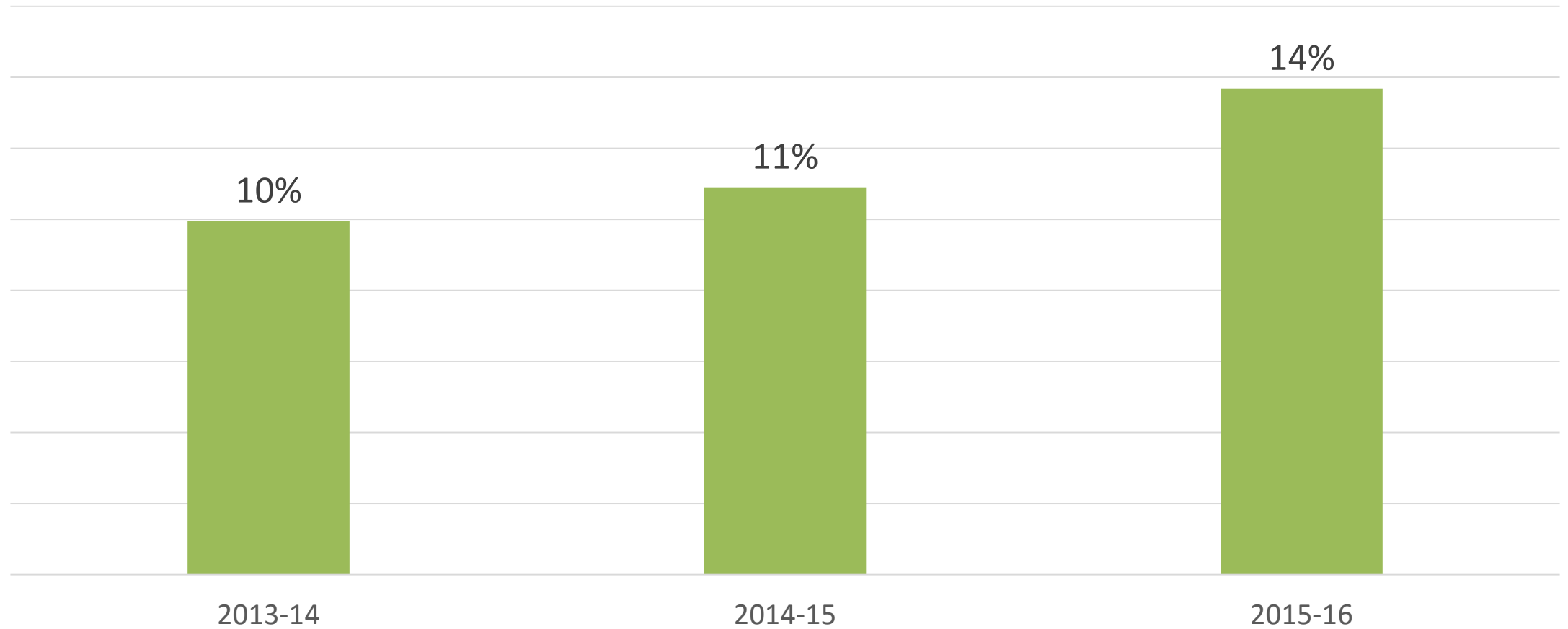
Biggest student pool – high schools. Matriculators as % of headcount



Regional public high school graduating classes



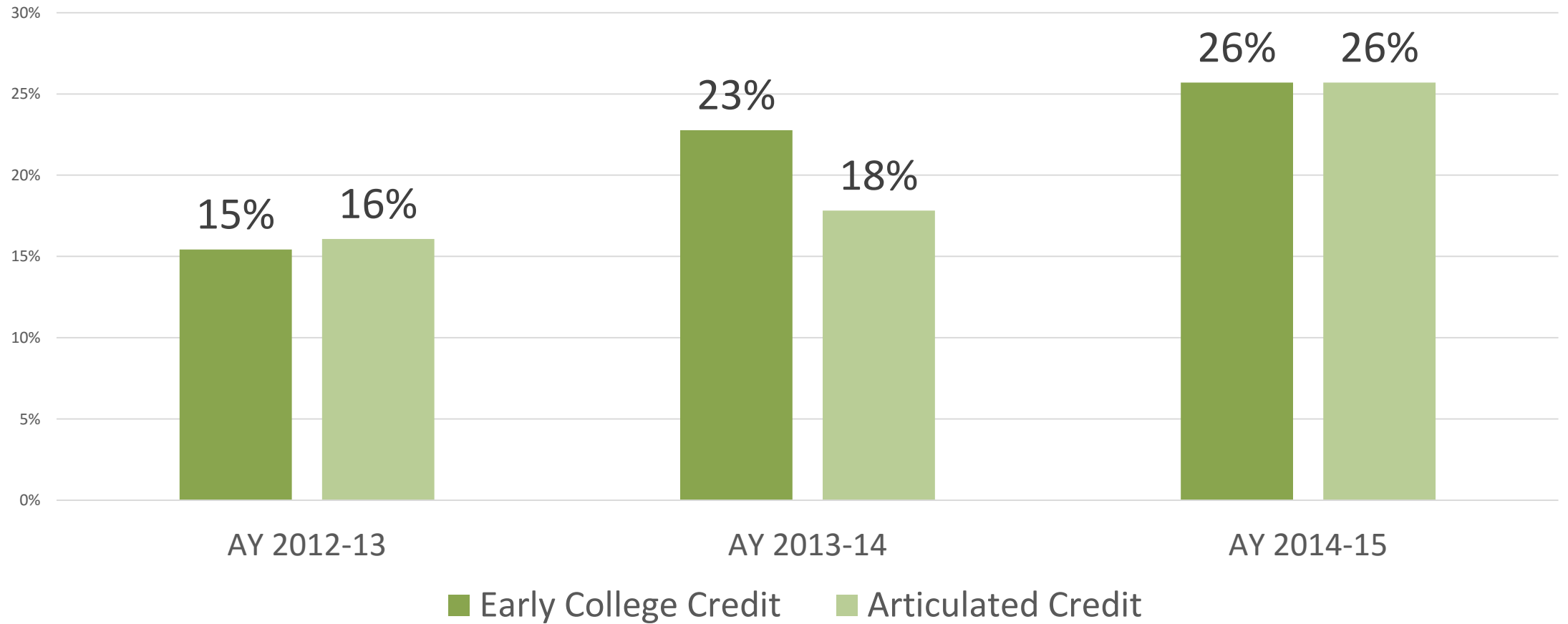
Matriculators as Pct of Graduates



Top feeders last three years of matriculators (career-tech students counted within home school)

- Madison (80)
- Shelby (61)
- Lexington (58)
- Mansfield Senior (57)
- Galion (55)
- Clear Fork (53)
- Ashland (51)
- Ontario (35)

Pct. High School Matriculators with Prior Credit



Problems

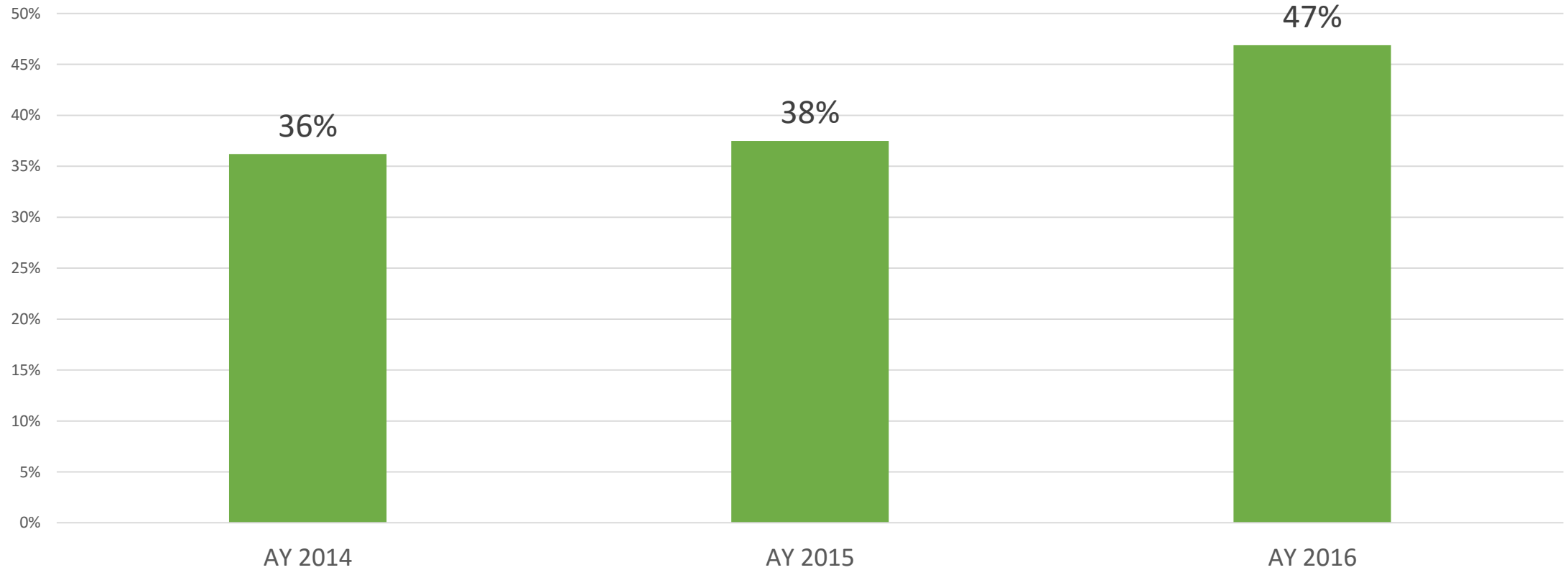
- Shrinking high school population
- Intense competition for high school graduates (24% regional grads who attend a community college go somewhere other than NCSC)
- Image problem with higher education with many families
- Lack of understanding of value proposition NC State offers
- High school counselors too overwhelmed
- Dual enrollment system is complex for parents to navigate
- Students don't plan ahead, parents don't guide them

Opportunities

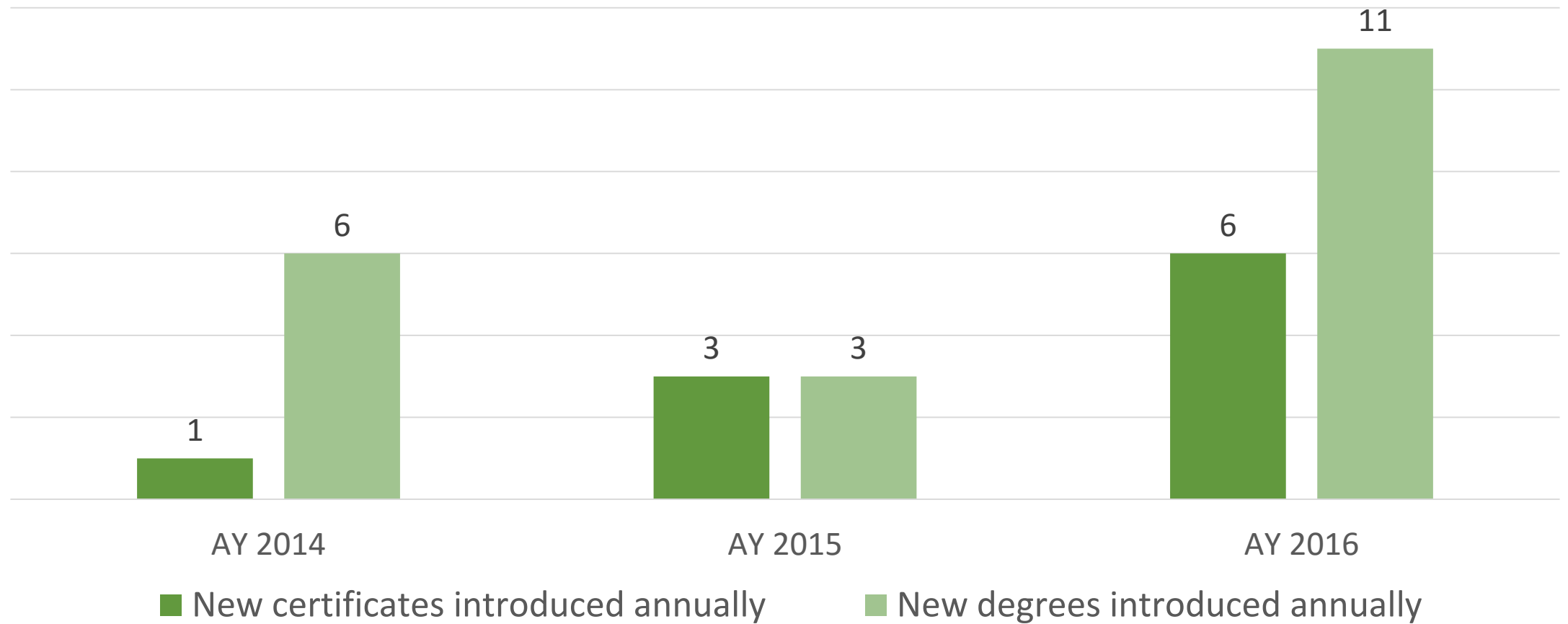
- Parents are weary of debt, but don't qualify for Pell (Tuition Freedom)
- Built strong relationships with high school counselors through CCP program
- Helping CCP students think about educational pathways
- Cementing relationships with primary feeders – career tech centers
- Cheryl working with Mansfield Senior students
- Parent boot camps
- Focus on showing career (especially) and transfer pathways

Strategy 2: affordable and viable learning

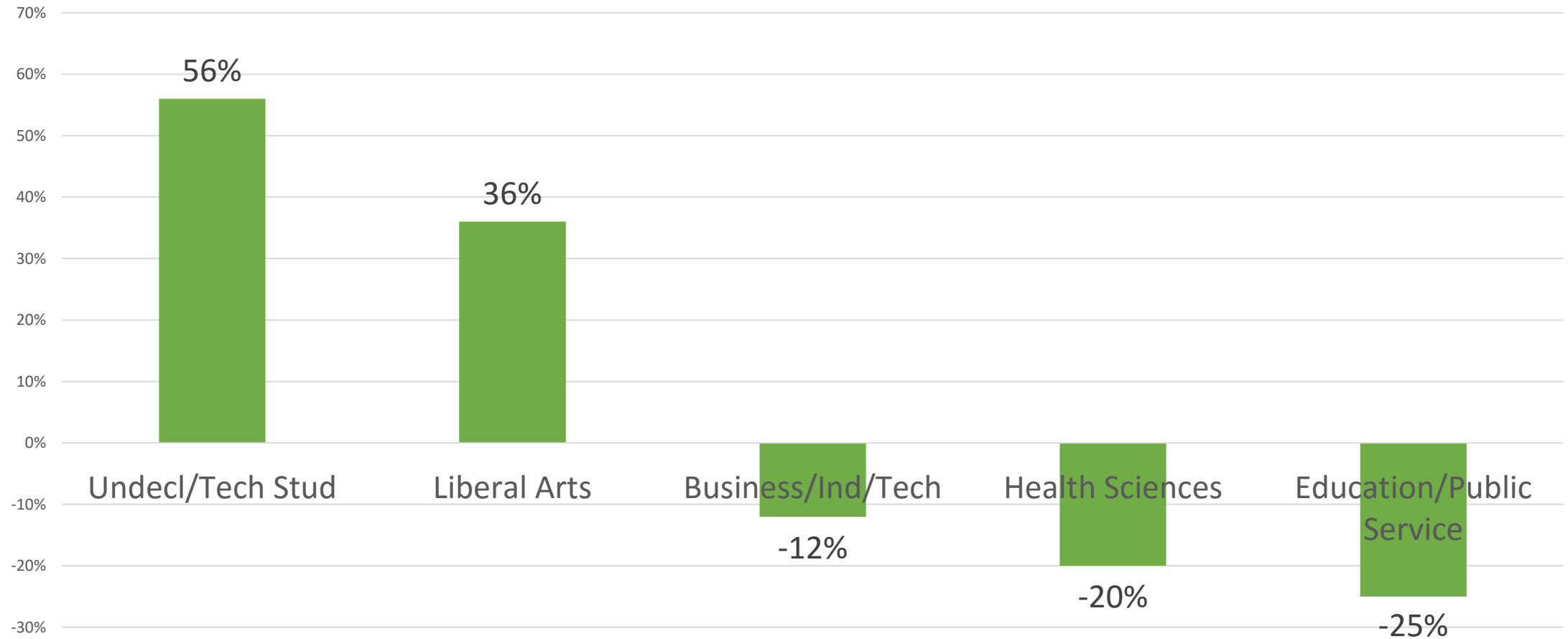
Ratio of newer programs to total programs



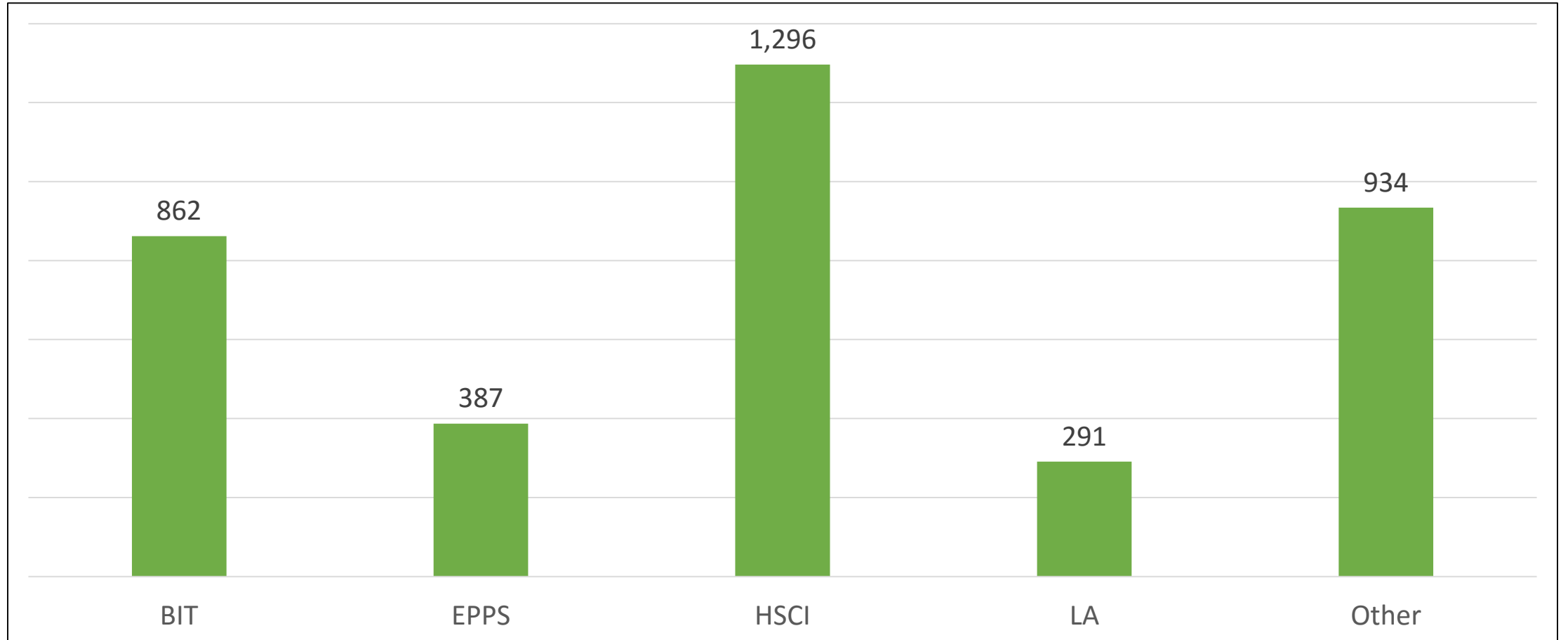
New programs introduced



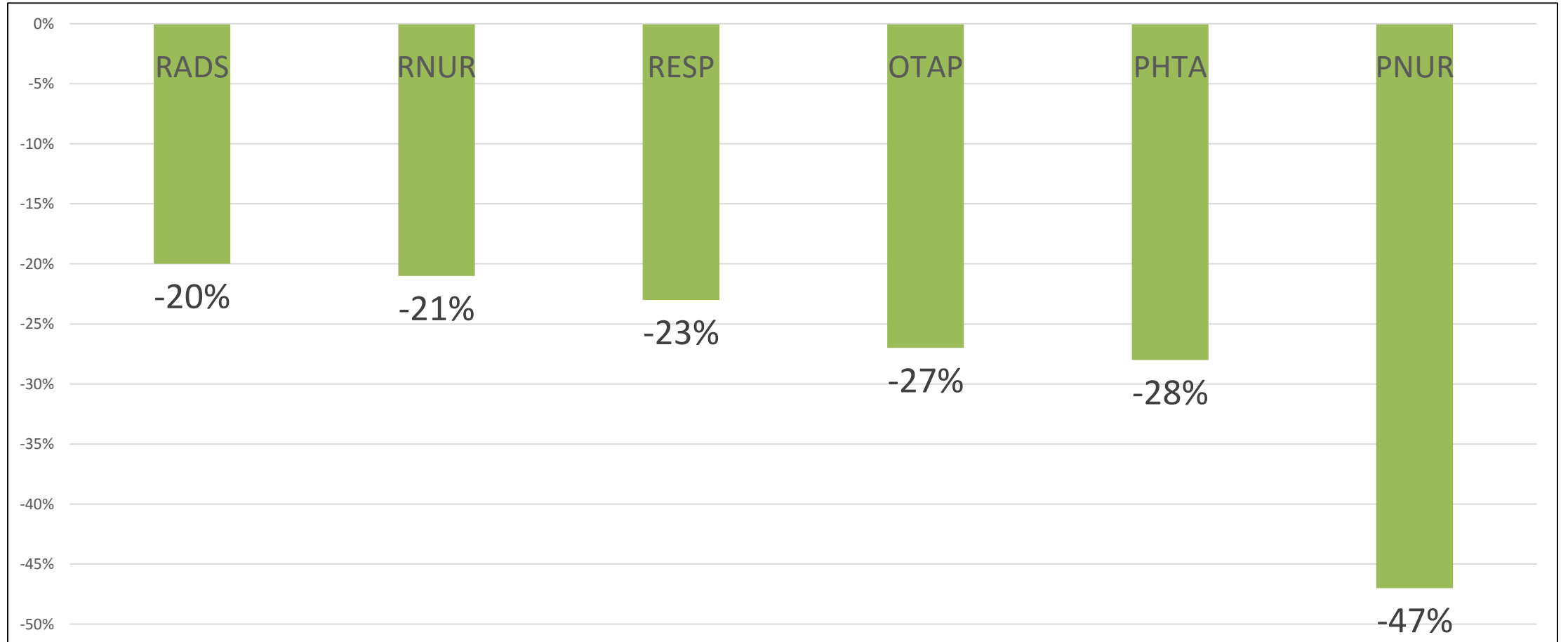
Change in Headcount Majors, 2013-15



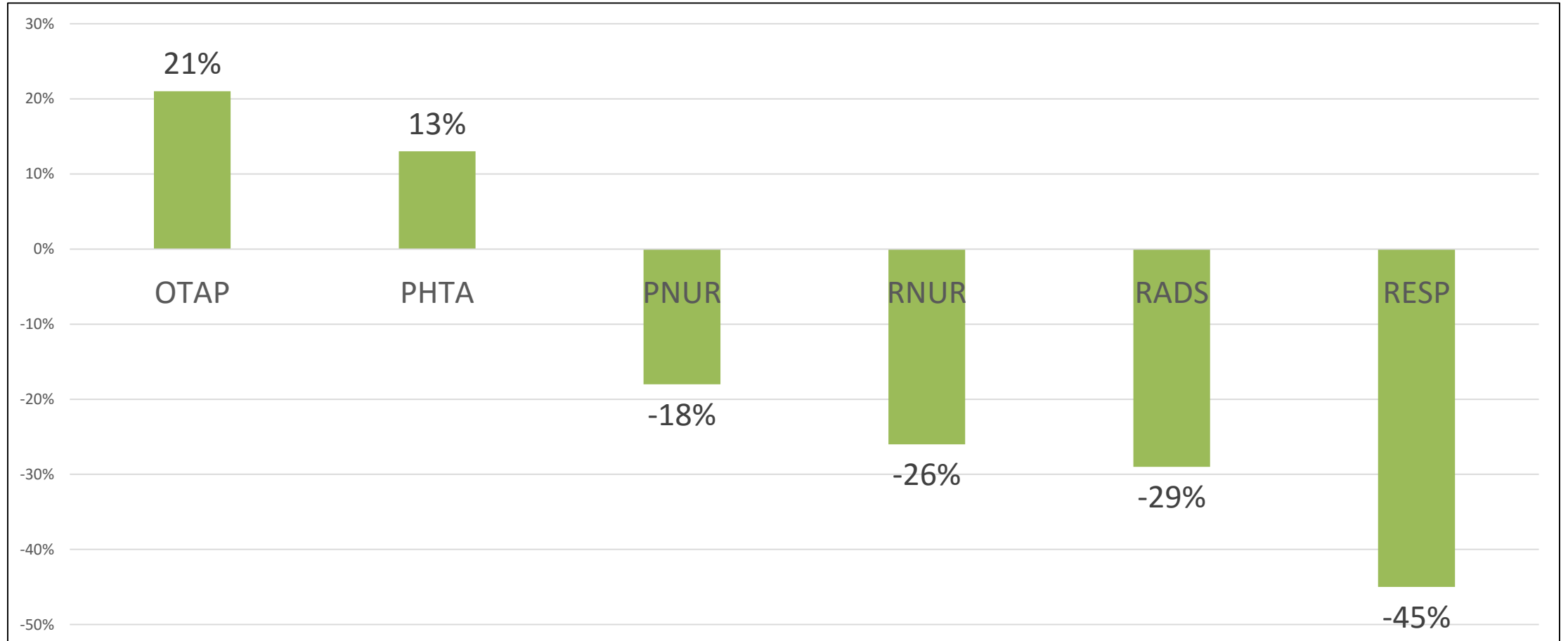
Division sizes by major, avg. 2014-16



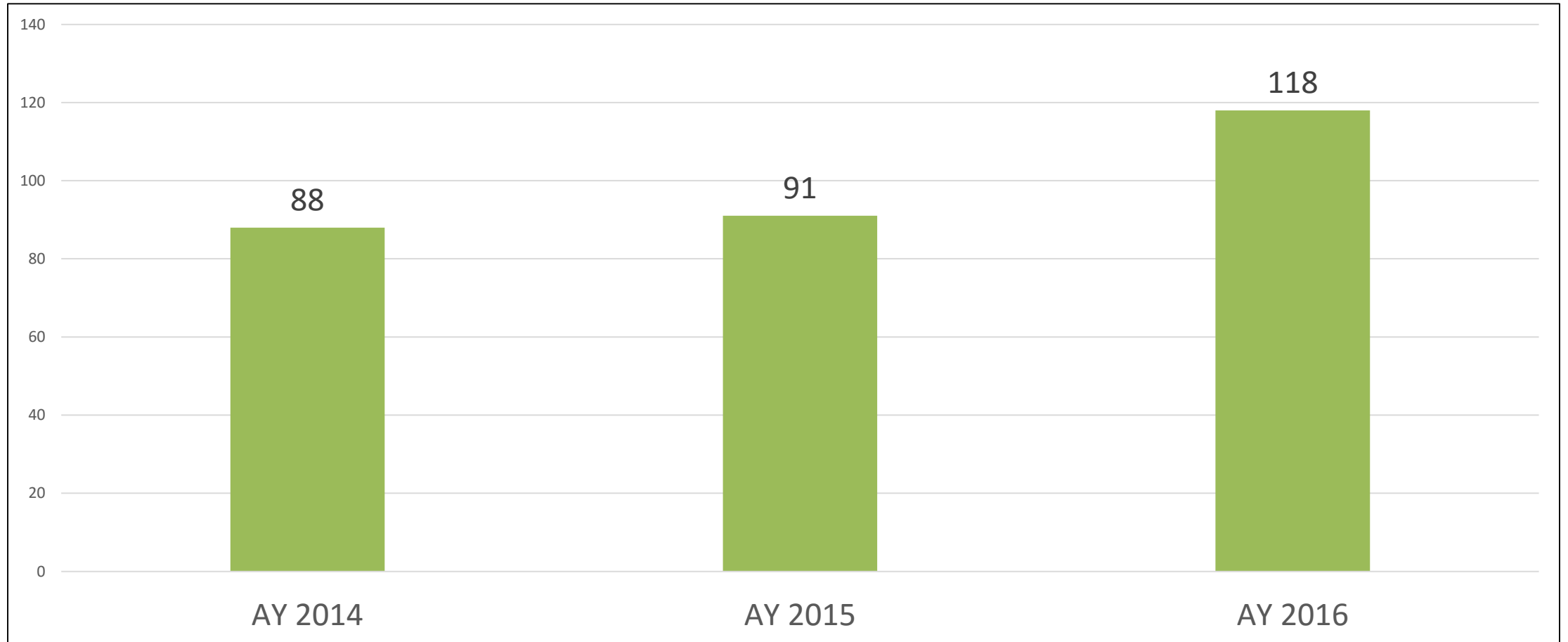
Pre-health enrollment changes, 2014-16



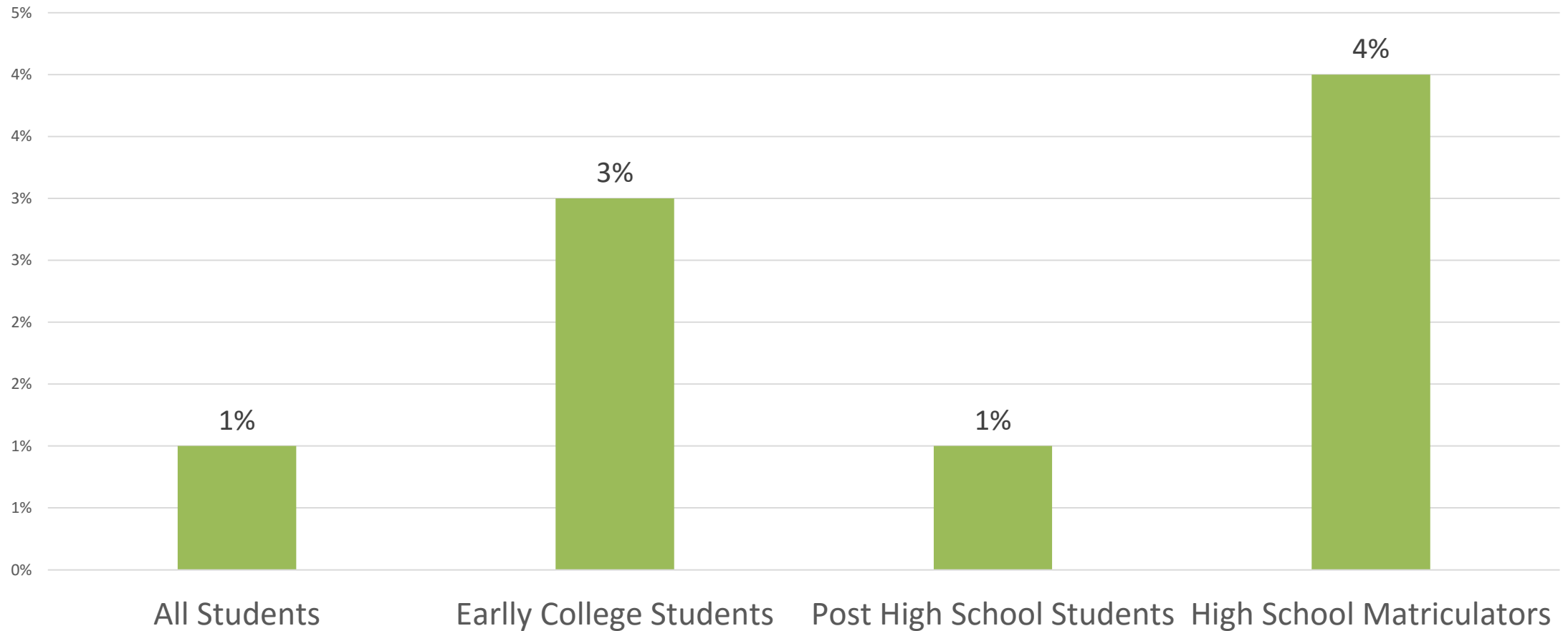
Health program enrollment changes, 2014-16



Certificate majors (excludes Community Health Worker)



Change in % of service area residents attending other OACC colleges, FTE



Problems

- Massive transition period of teaching out and starting up programs. Can be hard to get traction.
- Faculty turnover, especially in Public Service.
- Intense competition is limiting recruit pools, especially for health programs. Remaining students generally aren't as strong.
- Accreditation has forced some health programs to increase entrance requirements.
- May be confusion amongst prospects about career goals.
- May be confusion between technical and transfer degrees for same discipline.
- Capturing more regional market share.

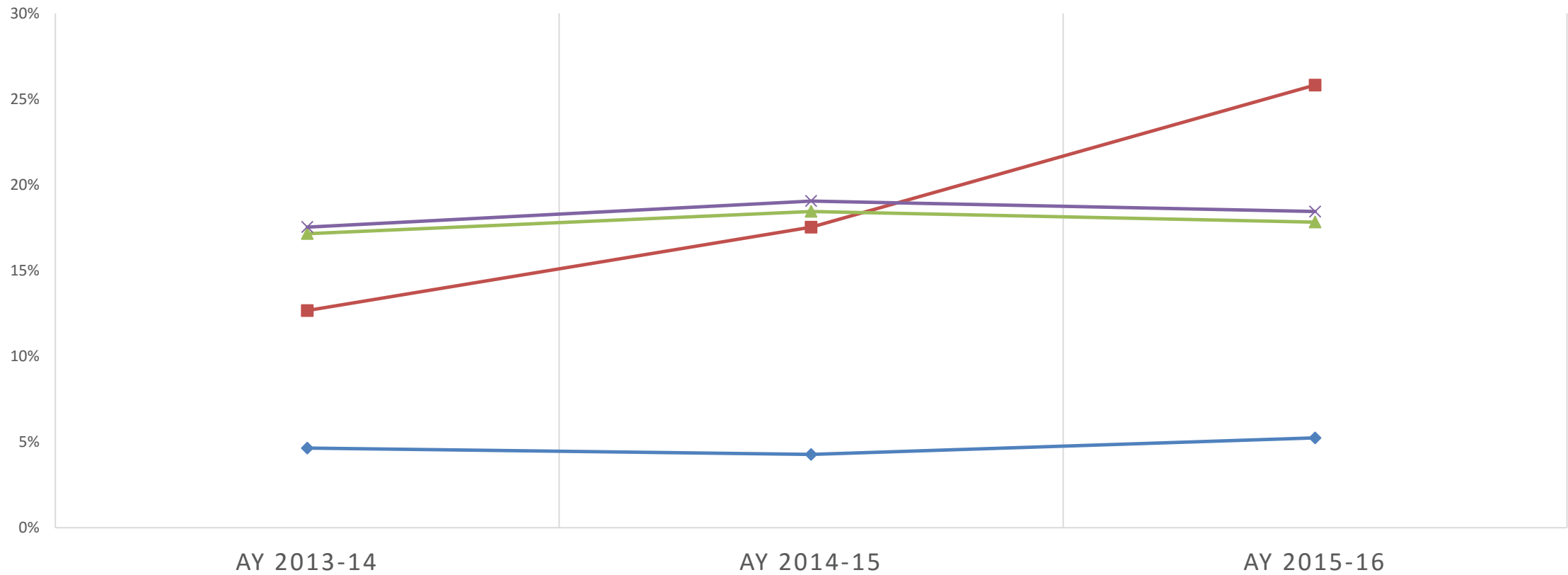
Opportunities

- Rework program offerings, such as is being done in BIT with computer science and engineering.
- Embed more Title IV certificates. Public Service program?
- Embed industrial certificates within the program.
- Continue working on advising model, especially with health science.
- Implement AS General degree for pre-health students.
- Clarify degree paths/advising between the technical and terminal so all parts of the college win.
- Analyzing if can offer programs that students are traveling out of area to obtain – if makes financial sense.

Strategy 3: alternate learning modes

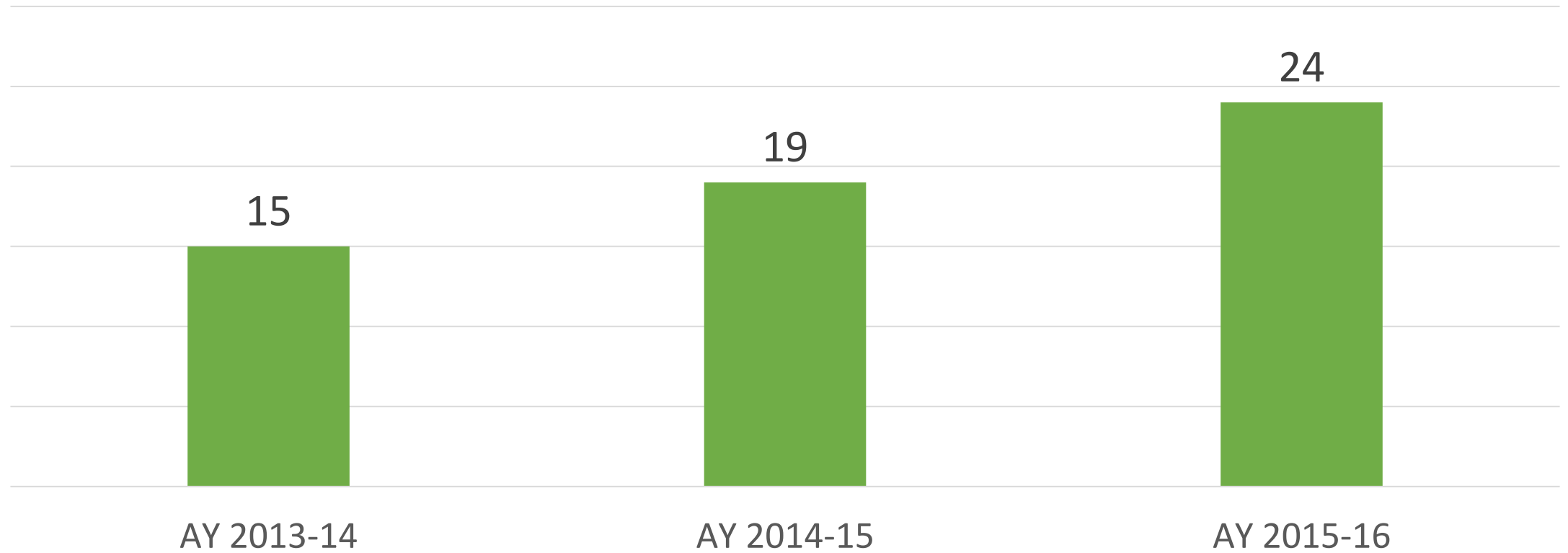
PCT. OF CREDIT HOURS BY MODE

—◆— Satellite —■— Early College —▲— Distance —×— Cohort

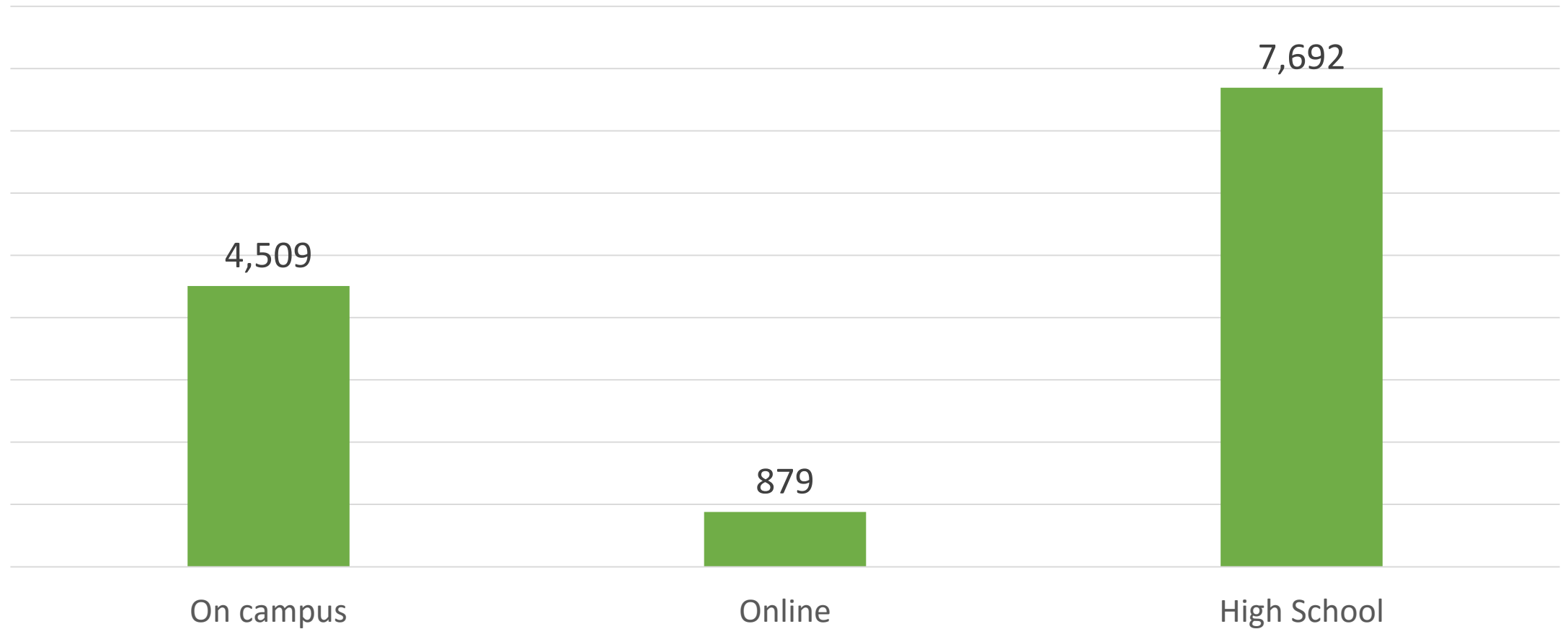


Early college

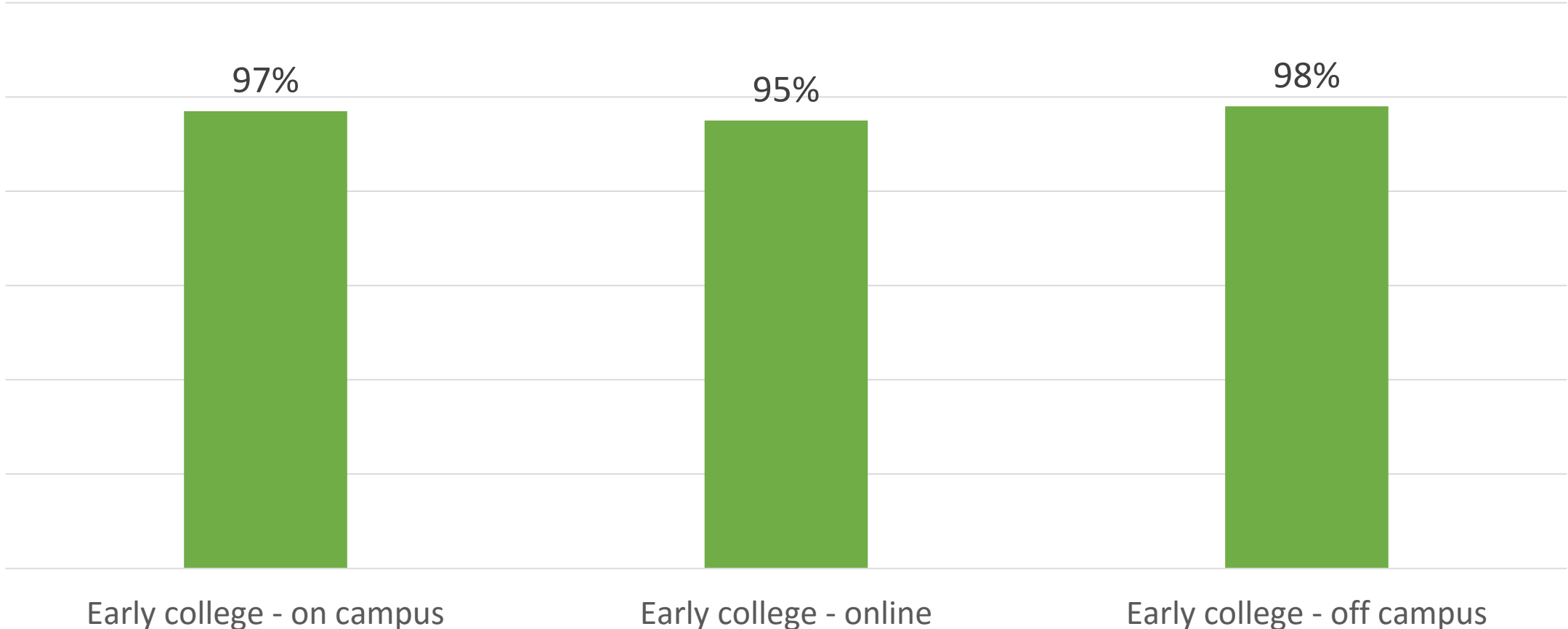
High School Sites Participating in Early College/CCP



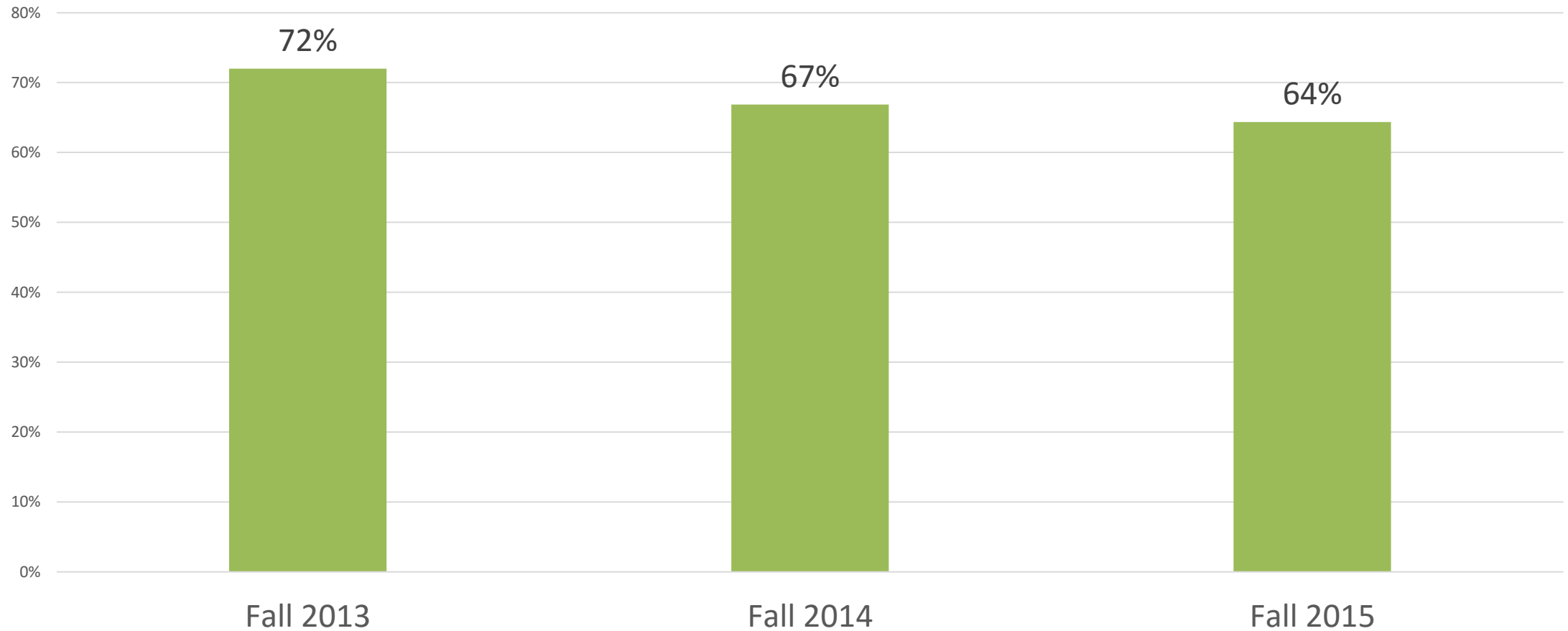
Hours consumed by CCP students in AY 2016



Average early college success (Fall 2013-15)



New students, no prior college credit. Both early college and transfer in.



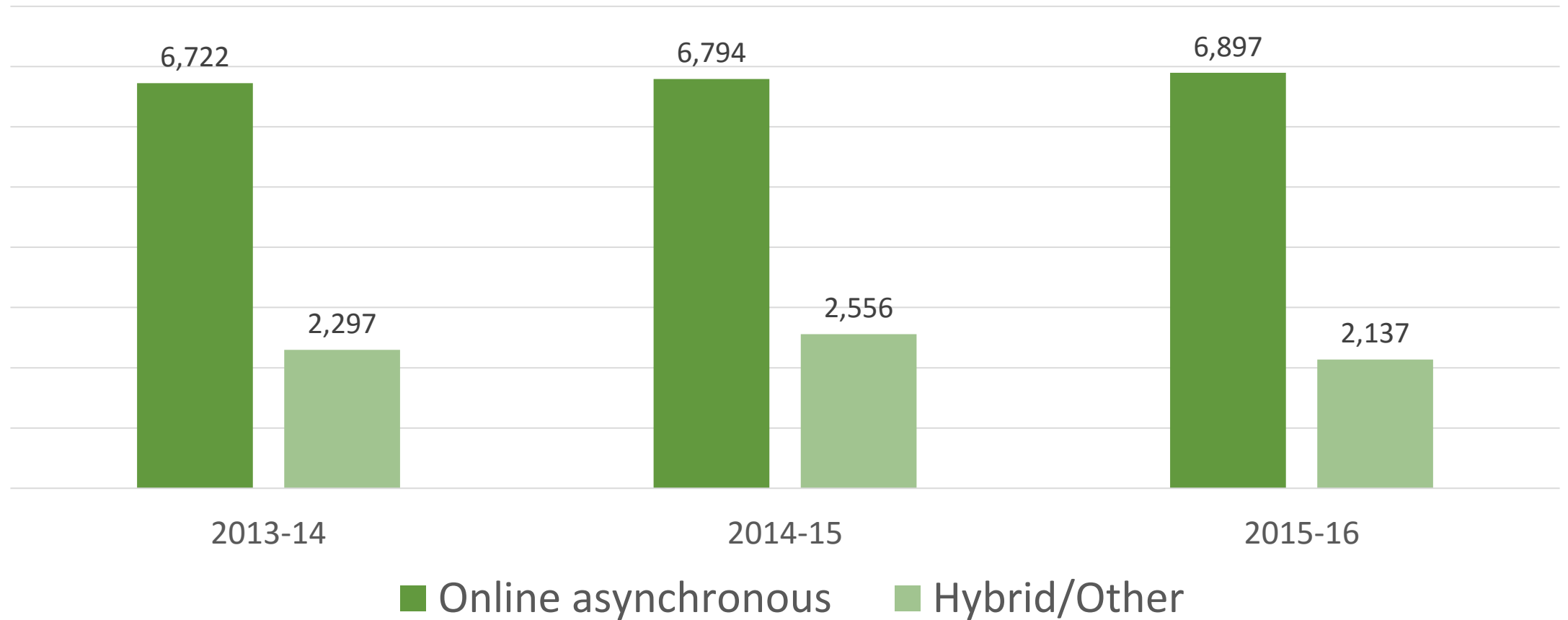
Problems

- CCP not always same level of tuition as regular student
- Tuition formula always subject to change by state
- Risk of putting all eggs in CCP basket
- Soft skills challenges in classroom
- How to advise all off-campus students?
- Managing the mass of CCP students, especially off campus
- Ensuring advising and services to transfer in students

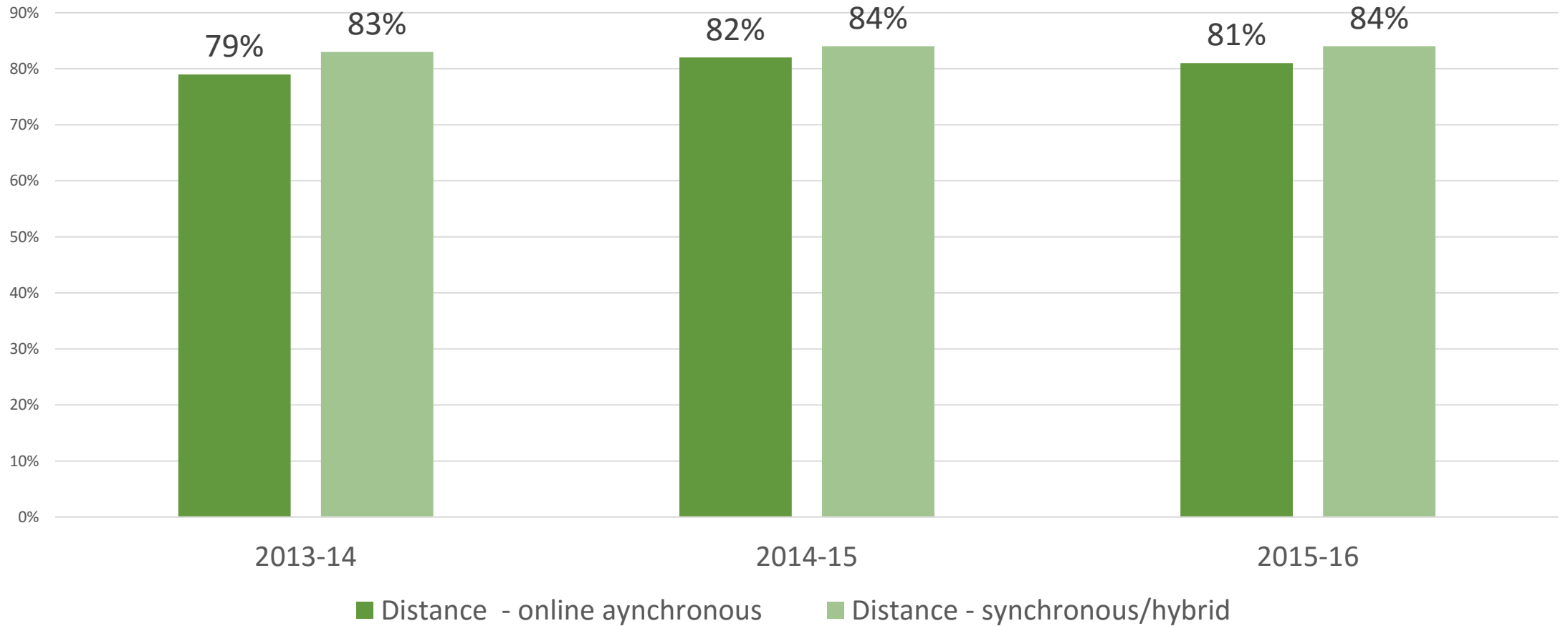
Opportunities

- Tuition Freedom Scholarship. We will make money back on subsidy formula.
- Advising CCP students, including off campus, on career pathways.
- Bridging our CCP program and our transfer-out articulations.
- Honors College.
- Expanding pool of adjuncts to teach on campus.

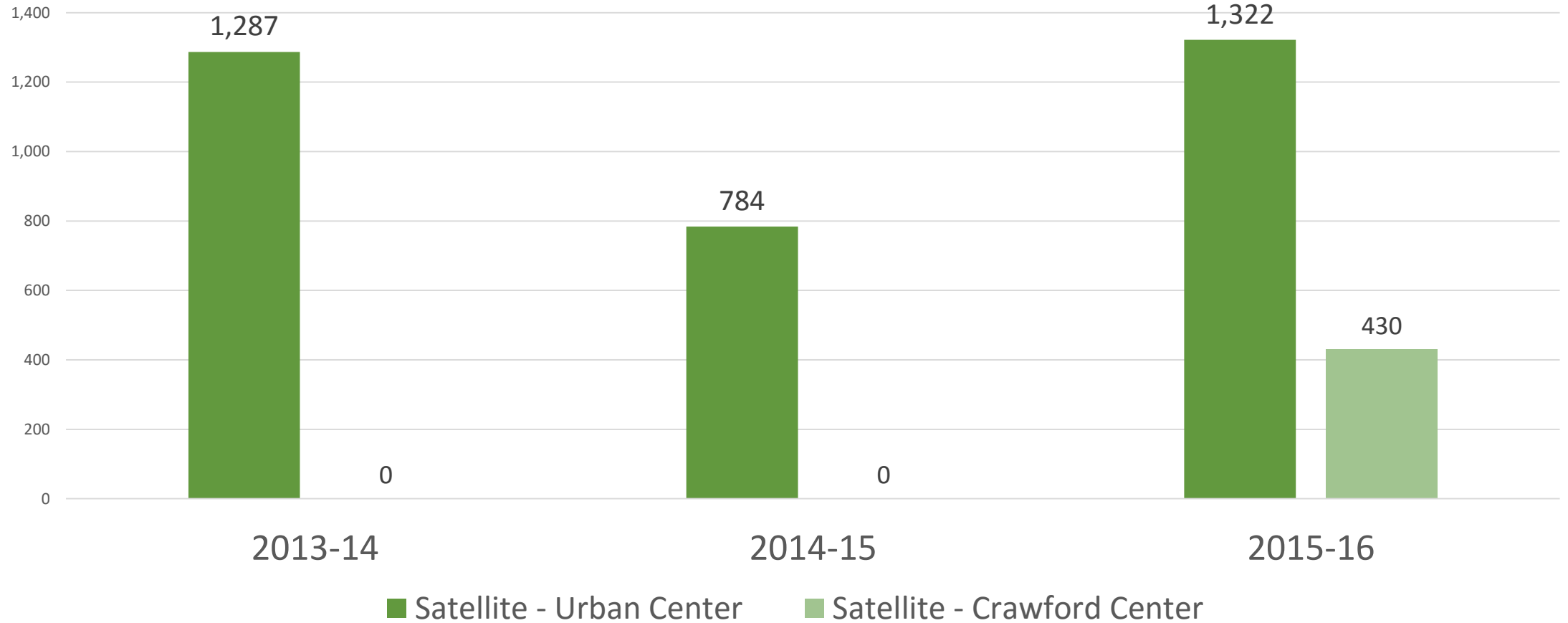
Distance Learning – Credit Hours



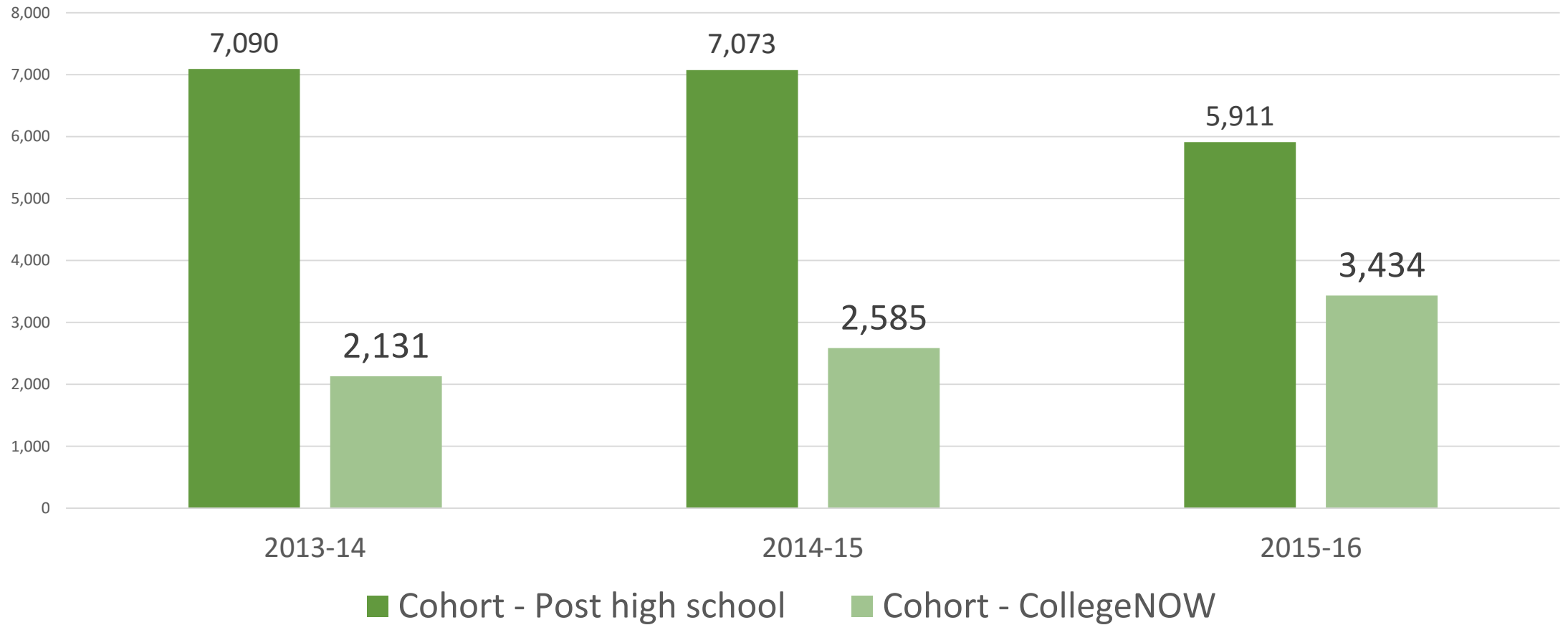
Distance course success rates



Satellite – credit hours



Cohort – credit hours



Problems

- Distance hours appear stuck, and hybrids are declining.
- Cohort hours are declining.
- Had to teach out our defacto cohort program, paralegal, due to low demand.
- Cohort programs take a lot of coordination to do it right.

Opportunities

- Encourage programs that have never taught distance to do so.
- Increase hybrid and flipped classroom methods.
- Place more strategic programs, like cohorts, at outreach centers.
- Encourage more programs to see if adopting the paralegal approach could work. Would lost FTE be offset by increased graduates?
- Study the business cohort program to see how model could be improved and expanded.

Success strategies

- Uphold a student-centered learning environment (measure with course success metrics including access breakouts)
- Foster student goal formation and completion (intermediate success milestones to completion)
- Maintain a culture of excellence (graduate and employer data)

Component 1: Course Completion (50%)

Cost-Based Calculation

- Average statewide cost based on level of course and subject area (aggregation of CIP codes)
- # of FTE who pass course * determined cost

Access category weight

- *15% for any student with one (or more) risk factors*

Component 2: Success Points (25%)

Developmental Education Success

- # of Students completing developmental education Math and enrolling in first college-level math course (1 point)
- # of Students completing developmental education English & enrolling in first college-level English course (1 point)

12 Credit Hours

- # of students earning first 12 college-level credits (1 point)

24 Credit Hours

- # of students earning first 24 college-level credits (1 point)

36 Credit Hours

- # of students earning first 36 college-level credits (1 point)

Component 3: Completion Milestones (25%)

Associate
Degree
Completions

Certificate
Completions

Transfer w/
12+credit
hours

Cost-Based Model

Access Category Weights

25% for one access category

66% for two access categories

150% for three access categories

200% for four access categories



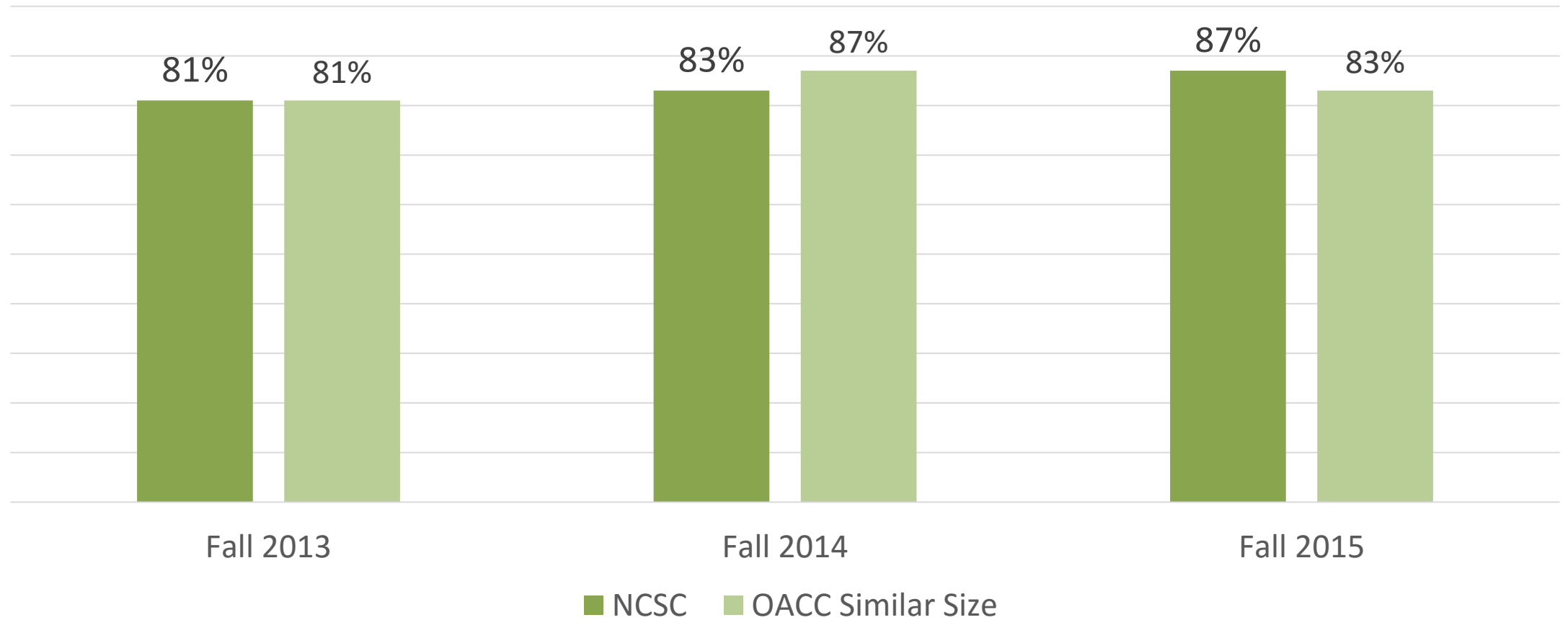
**MAY THE
ODDS
BE EVER
IN YOUR
FAVOR**



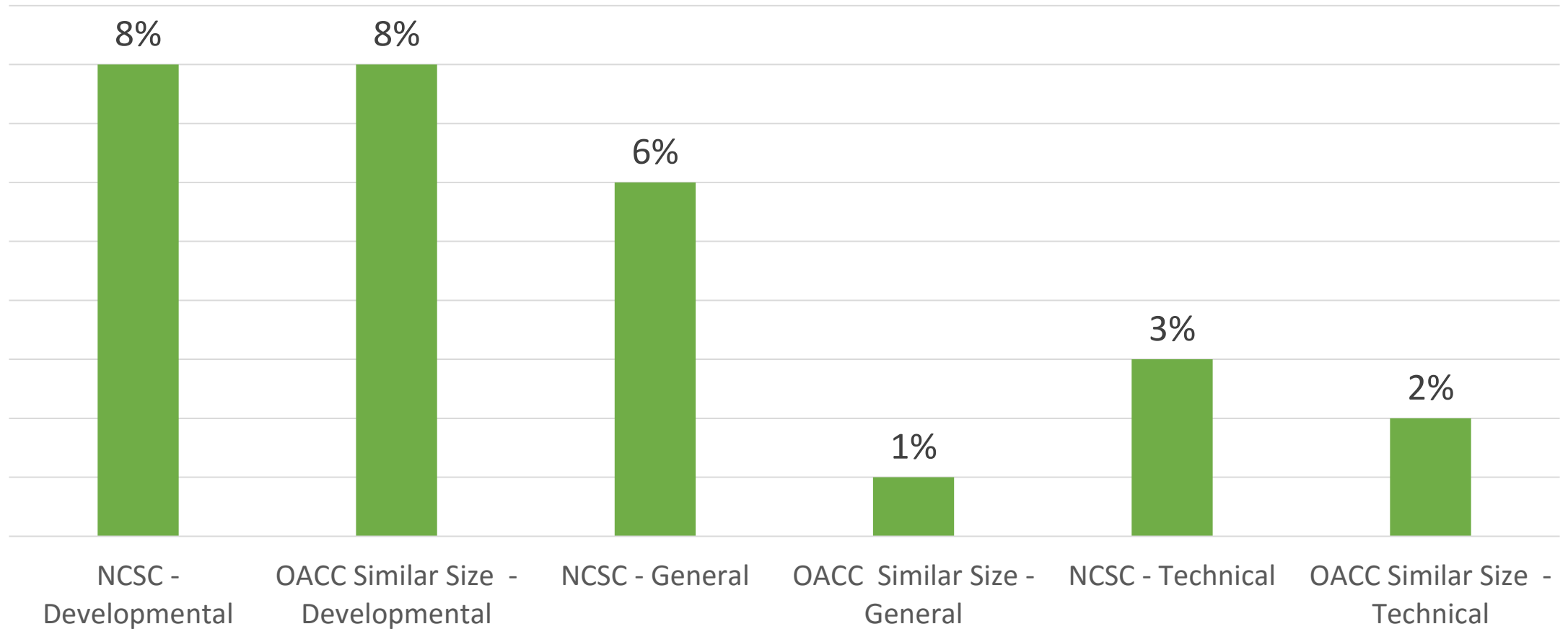
Distribution of SSI by Area

	Course Completions (FTE)	Course Completions (FTE) - Access	Success Points	Assoc. Degrees	Assoc. Degrees Access	Certificates	Certificates - Access	Transfers	Transfers - Access	Formula Total FY 2015
FY 2015	44%	4%	22%	17%	6%	0%	0%	5%	1%	100%
FY 2016	43%	5%	23%	17%	6%	0%	0%	5%	1%	100%
FY 2017	45%	5%	22%	14%	8%	0%	0%	4%	1%	100%

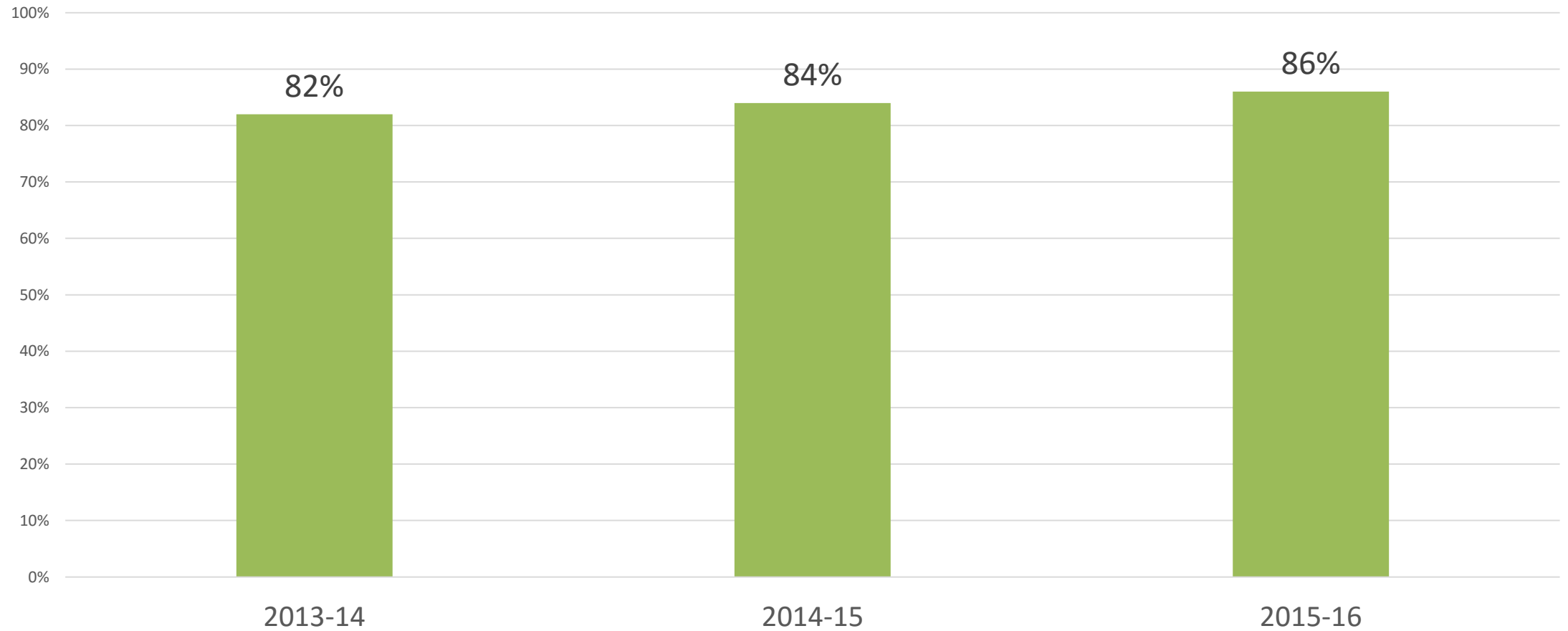
Course Success (Pass with a D or better)



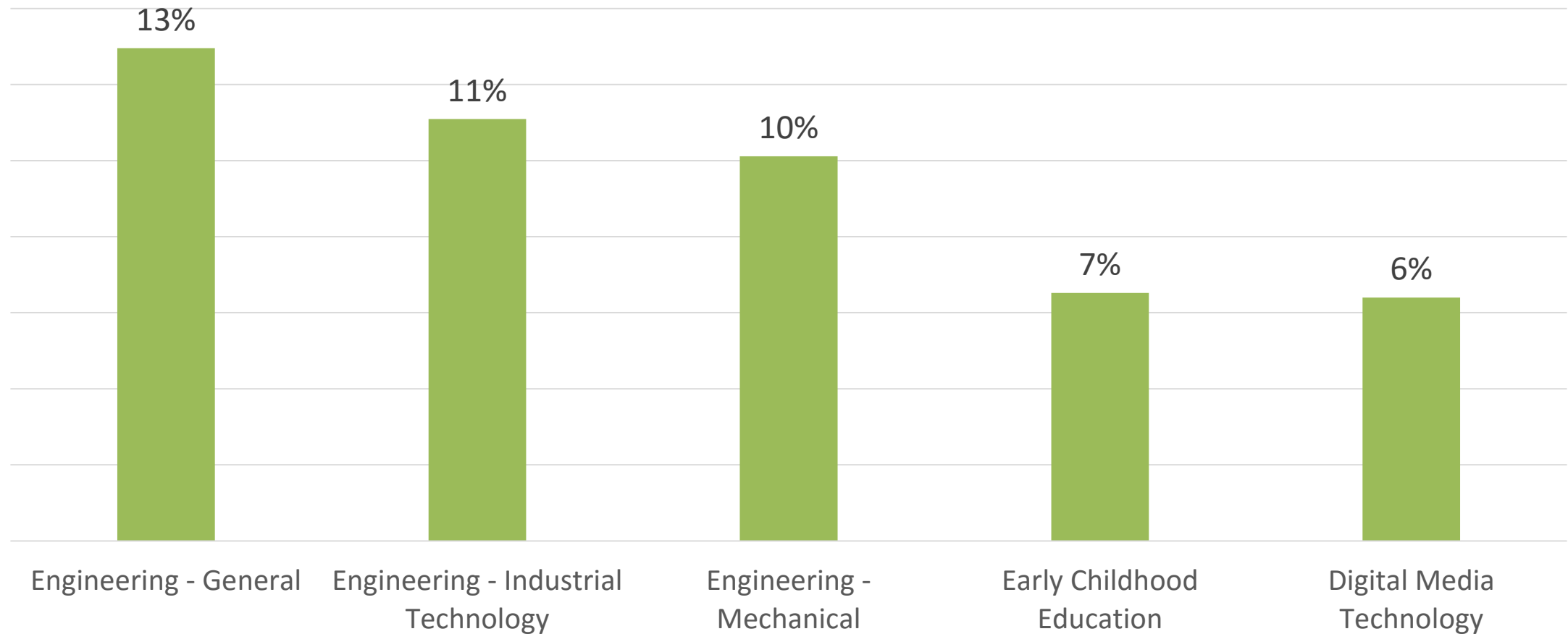
Improvements in course success



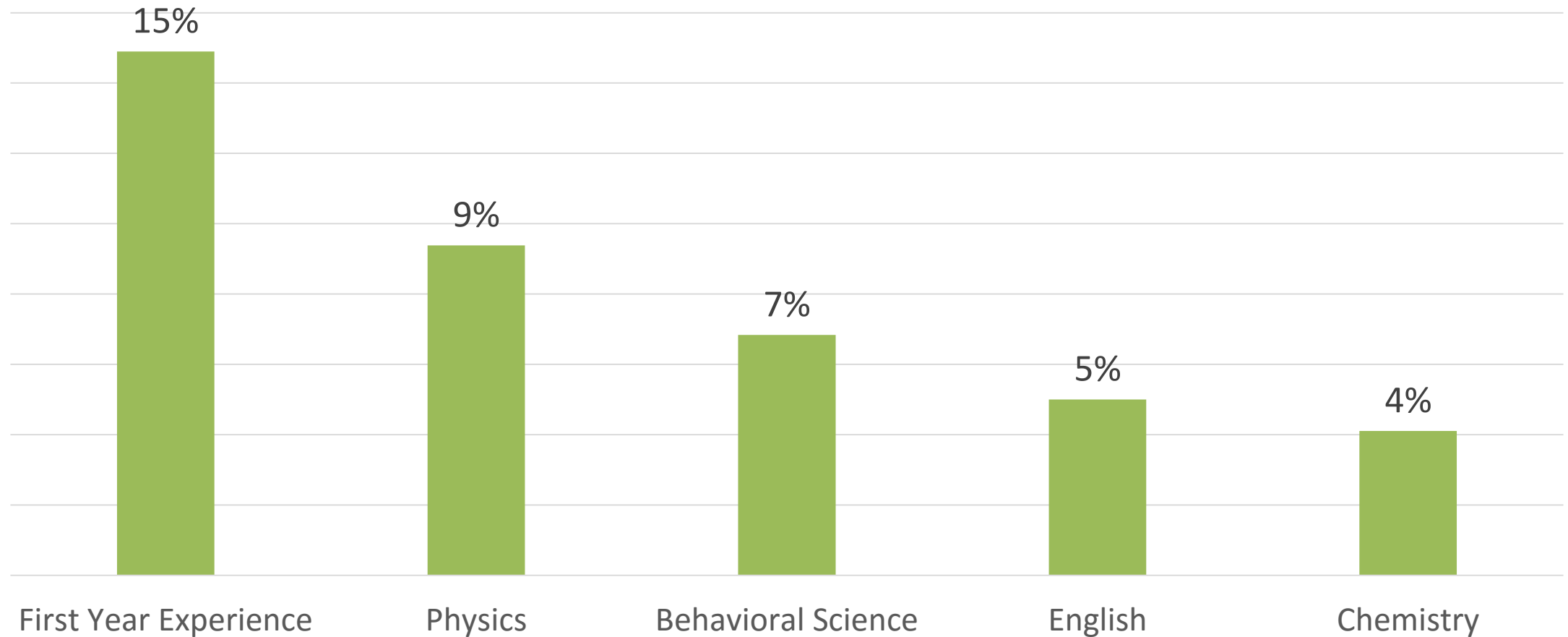
On campus/online success rates



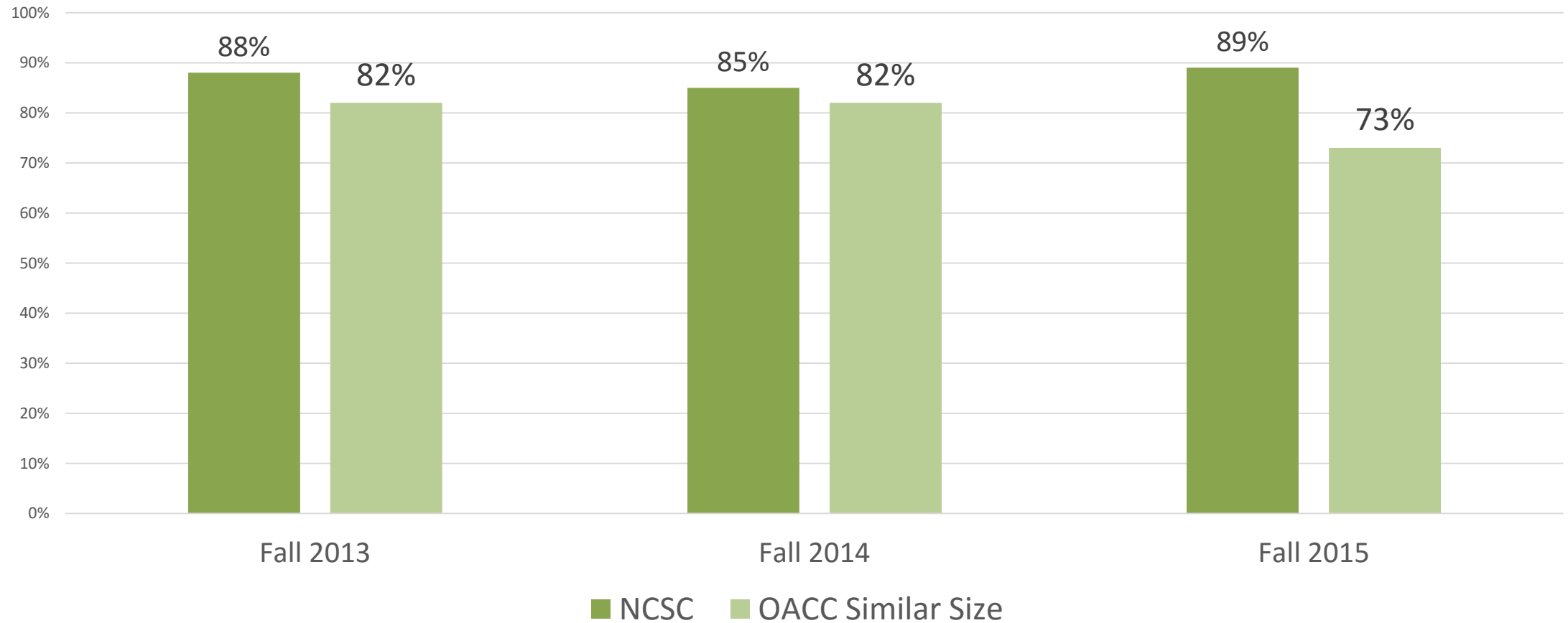
Top improvements in technical course success, 2014-16, on campus/online



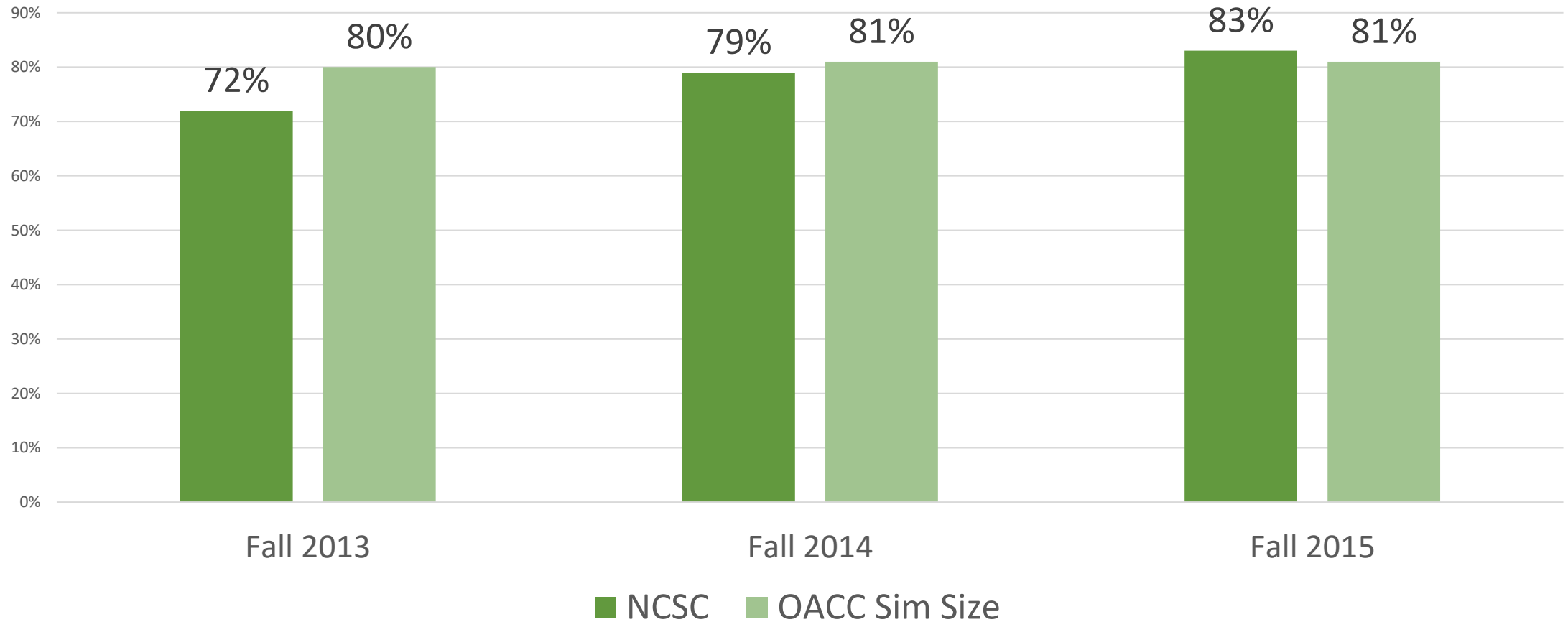
Top improvements in general education course success, 2014-16, on-campus/online



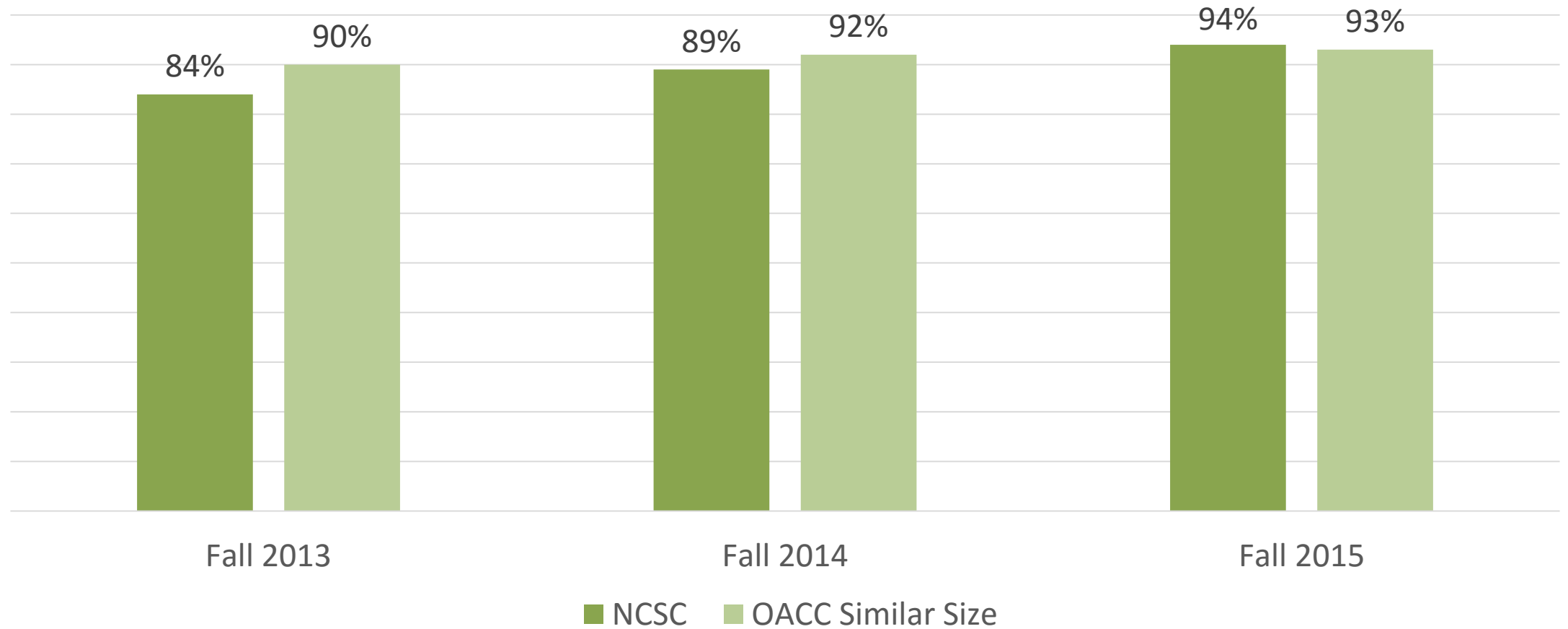
College-level math success, all students



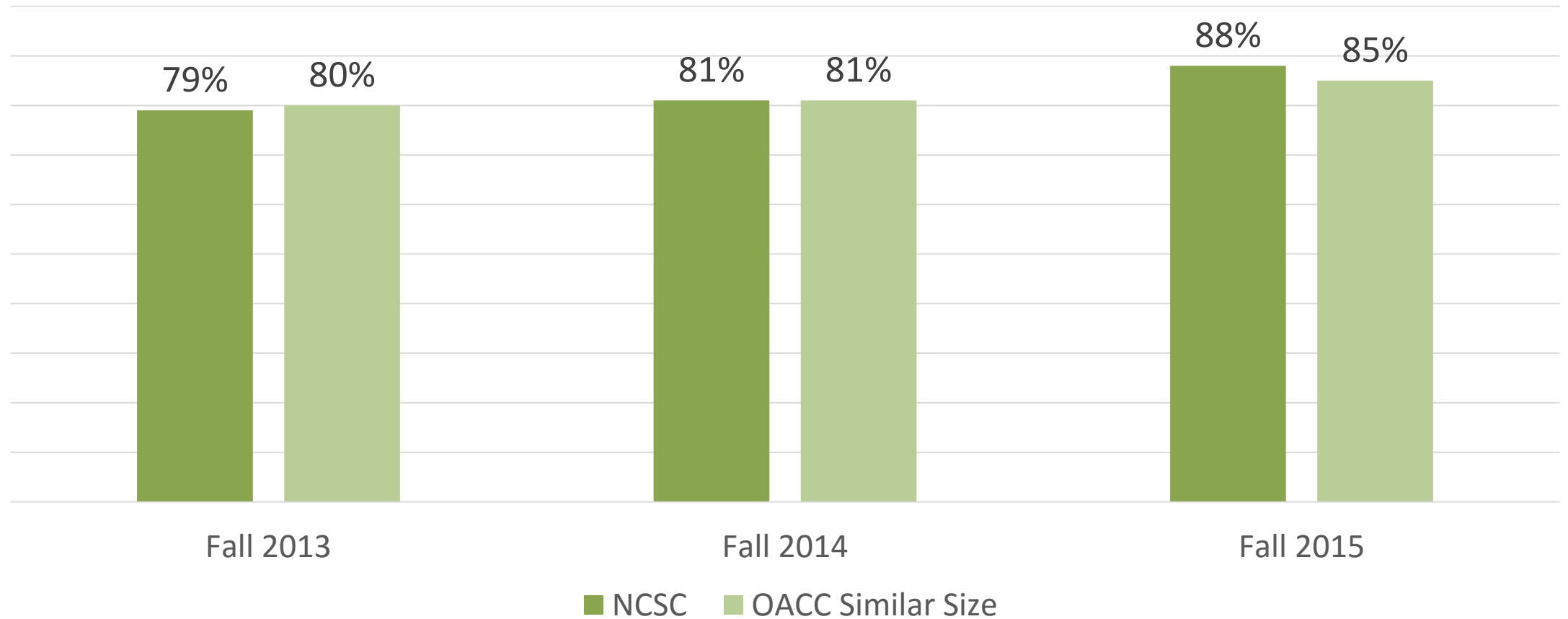
College-level English success, all students



Engineering technology course success, all



Other business course success, all



Problems

- Aren't many
- Tending to see slight declines in course success across health science
- Both NCSC and OACC declined for nursing, but we declined more

Opportunities

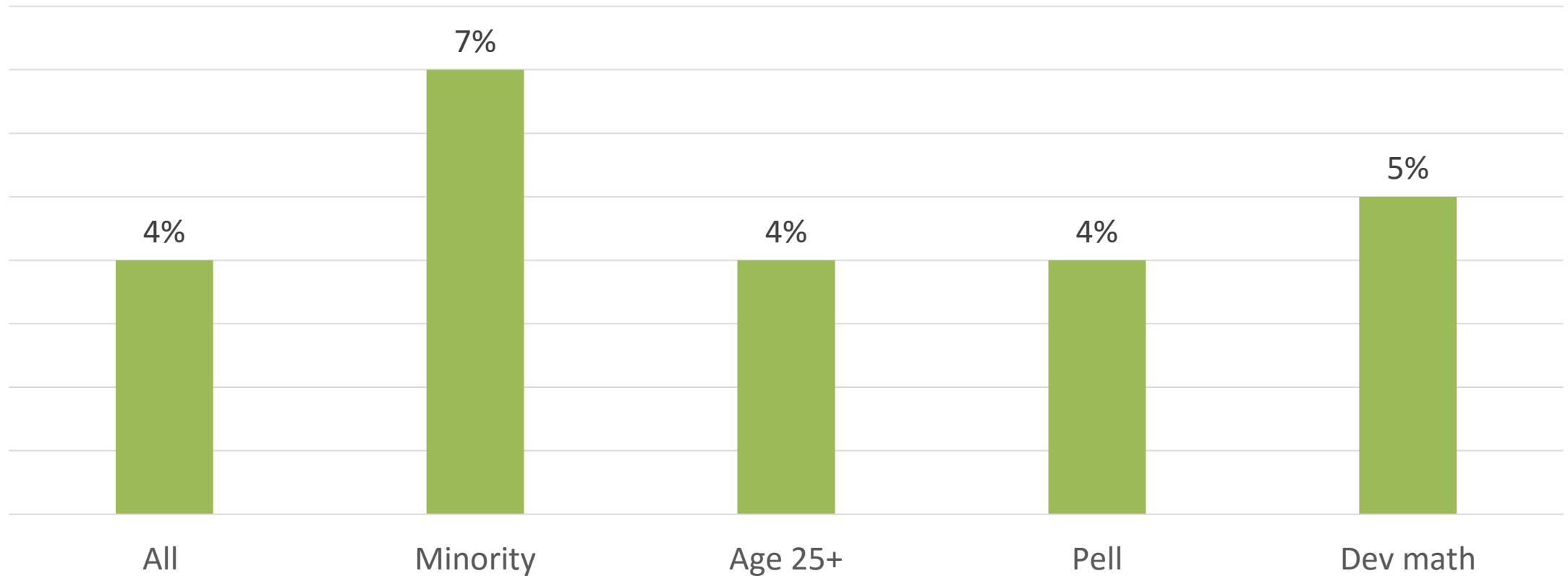
- Developmental writing and reading have improved but are still lower than the peers (72% to 75%)
- Co-reqs and transition to MATH 0073 should help improve math success
- New policies such as academic withdrawal and mid-term grades

Credit completion by access – bad news

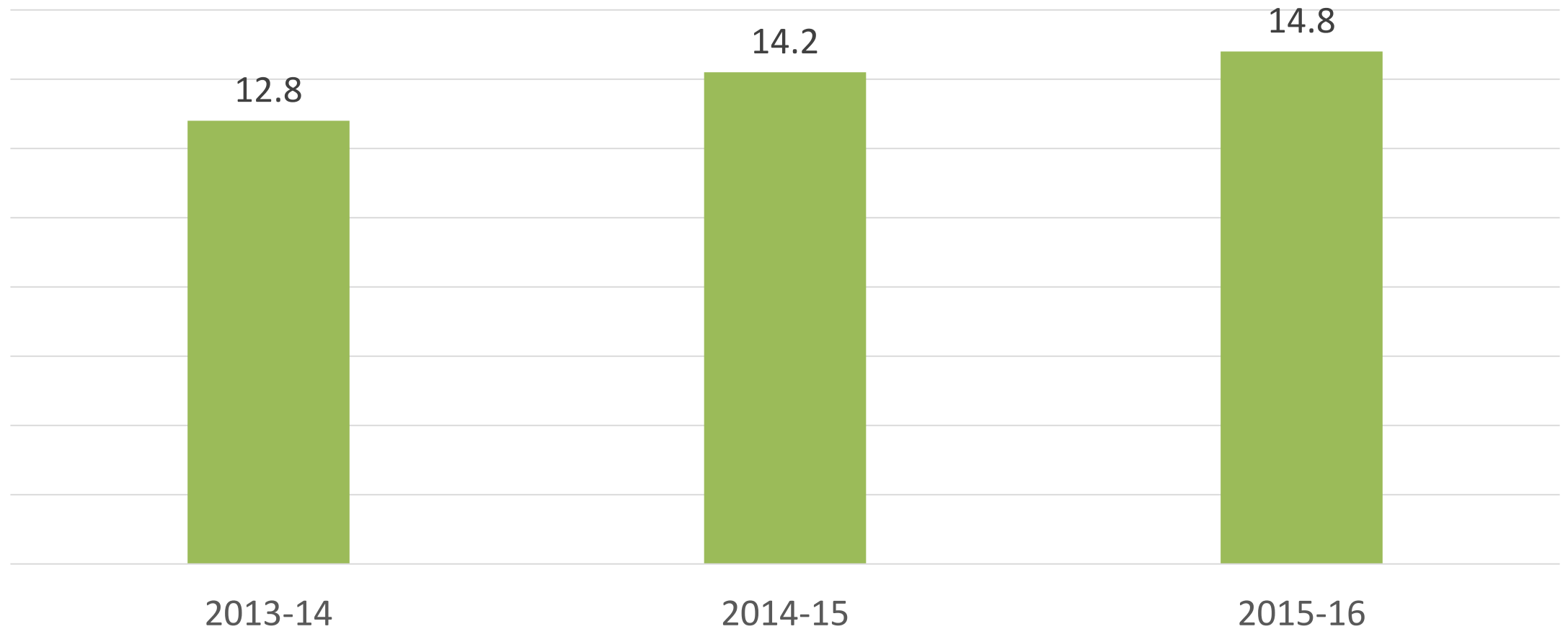
- Every category in # of credits completed has declined, but that is a factor of lower enrollment. Two year declines in completions for on-campus students (mostly enrollment driven):
 - Any access category: 20%
 - Minority: 12%
 - Adults: 28%
 - Pell: 29%
 - Dev math: 26%

Credit completion by access and cohorts

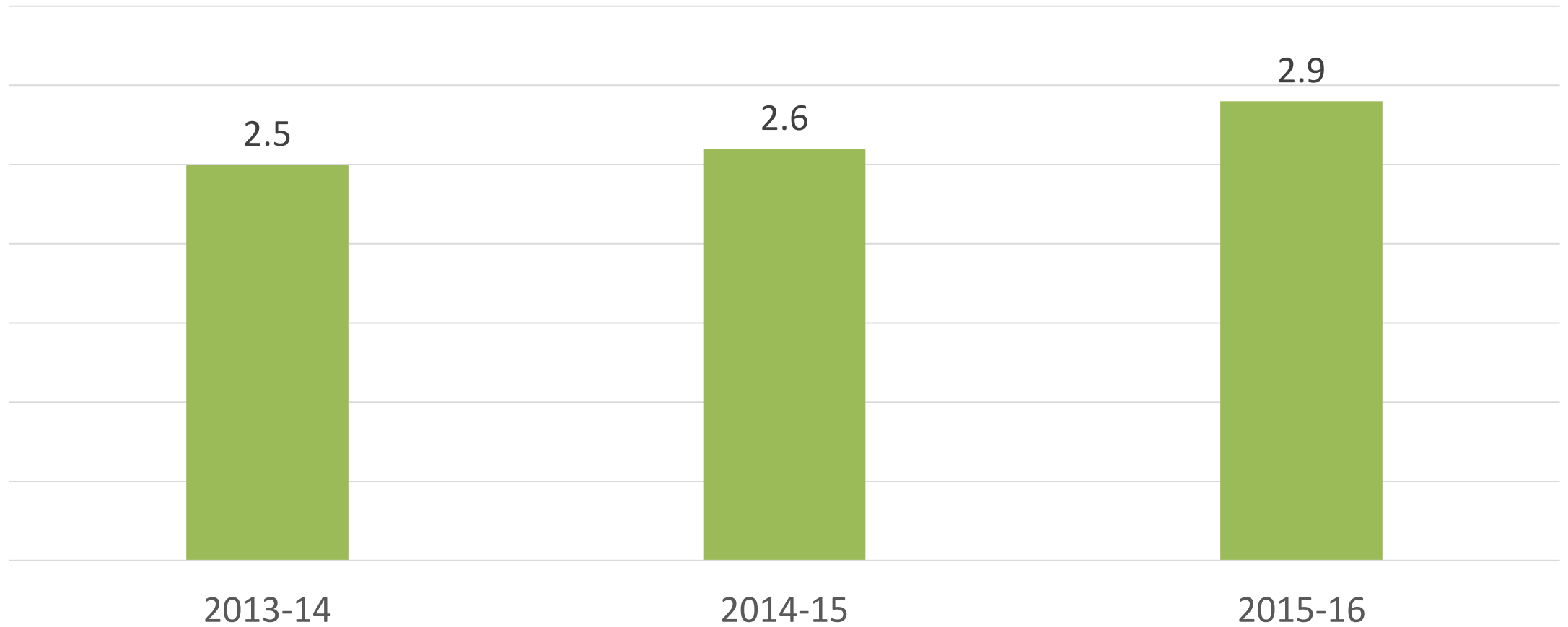
Improvement in On Campus Course Success, AY 2014-16



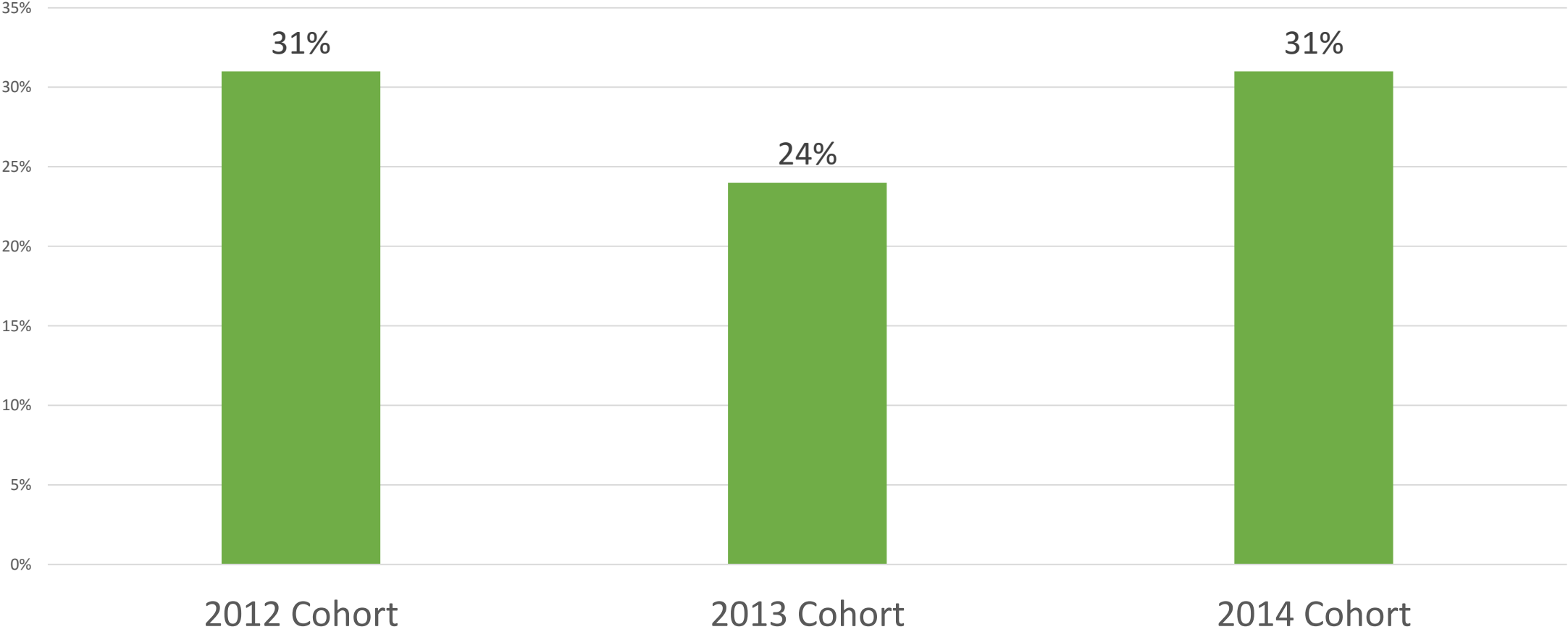
Year one credits completed by incoming post high school cohorts



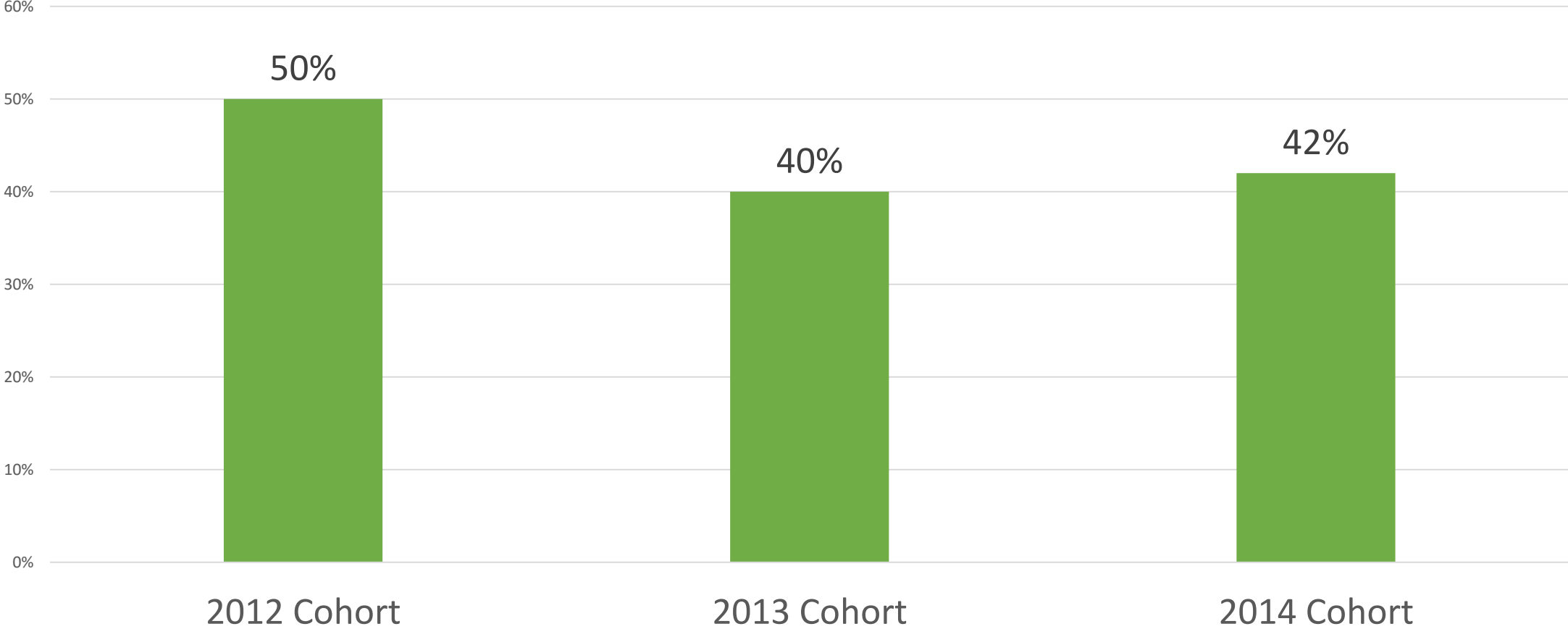
Year one GPA of incoming fall cohorts



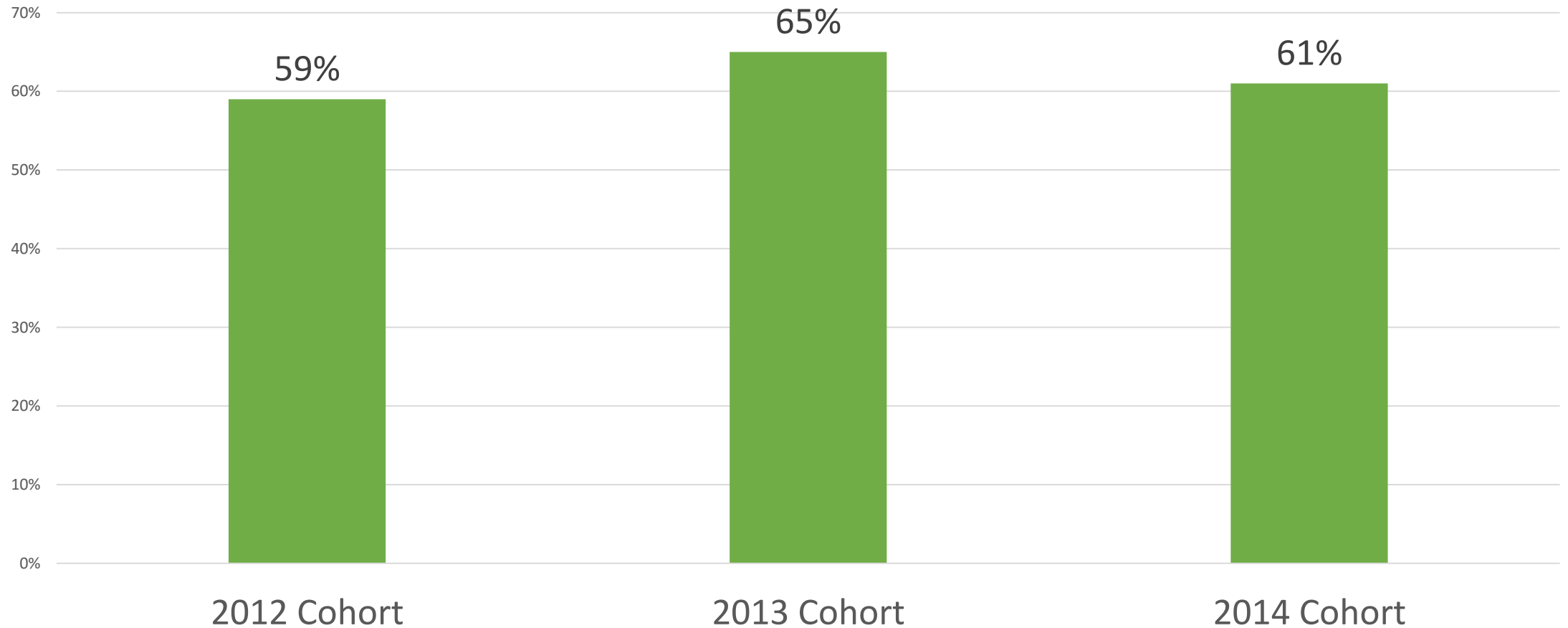
Dev math sequence completion in one year, fall entering cohorts



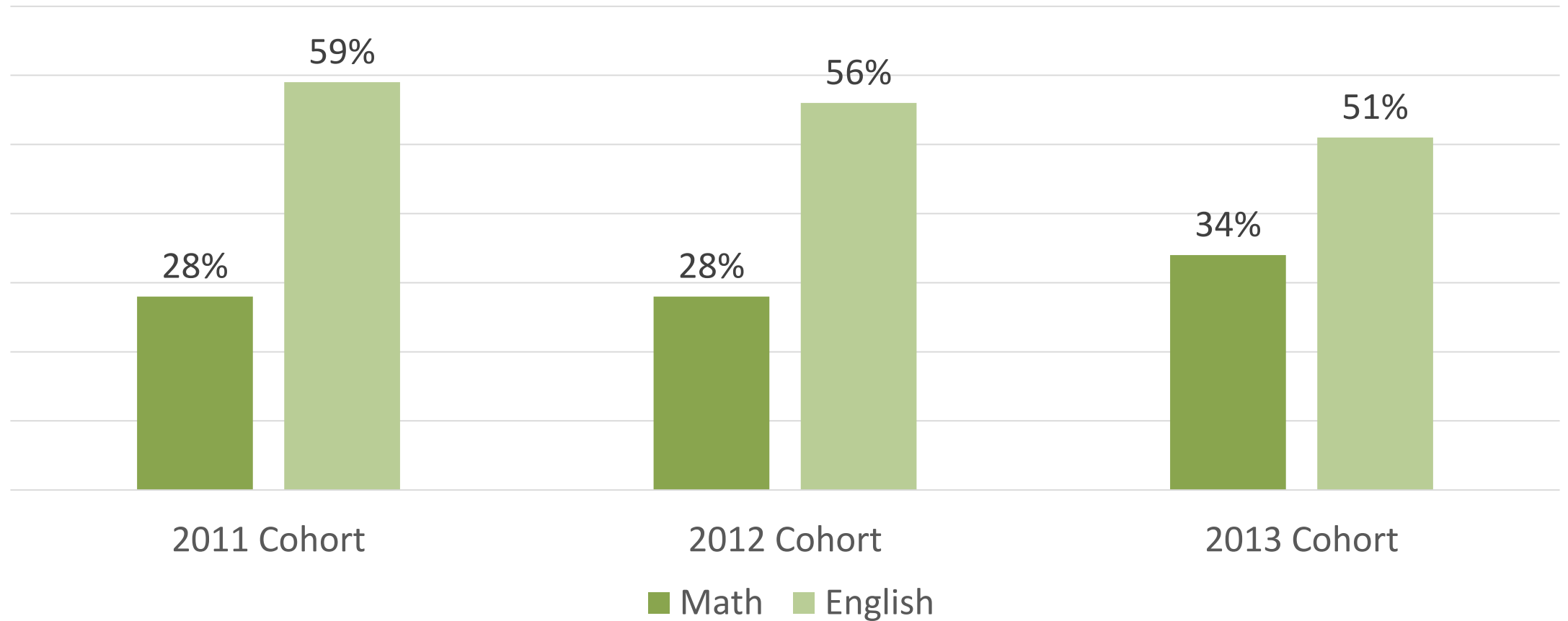
Dev writing sequence completion in one year, fall entering cohorts



Dev reading sequence completion in one year, fall entering cohorts



Gateway completion in two years



Completion of college-level credits

2B3. Entering cohort students completing college-level credits (dev excluded)	2012 Cohort	2013 Cohort	2014 Cohort
Complete 12 within year	58%	54%	59%
Complete 24 within one year	25%	22%	25%
Complete 36 within 2 yrs (2011-13 cohort)	36%	26%	21%

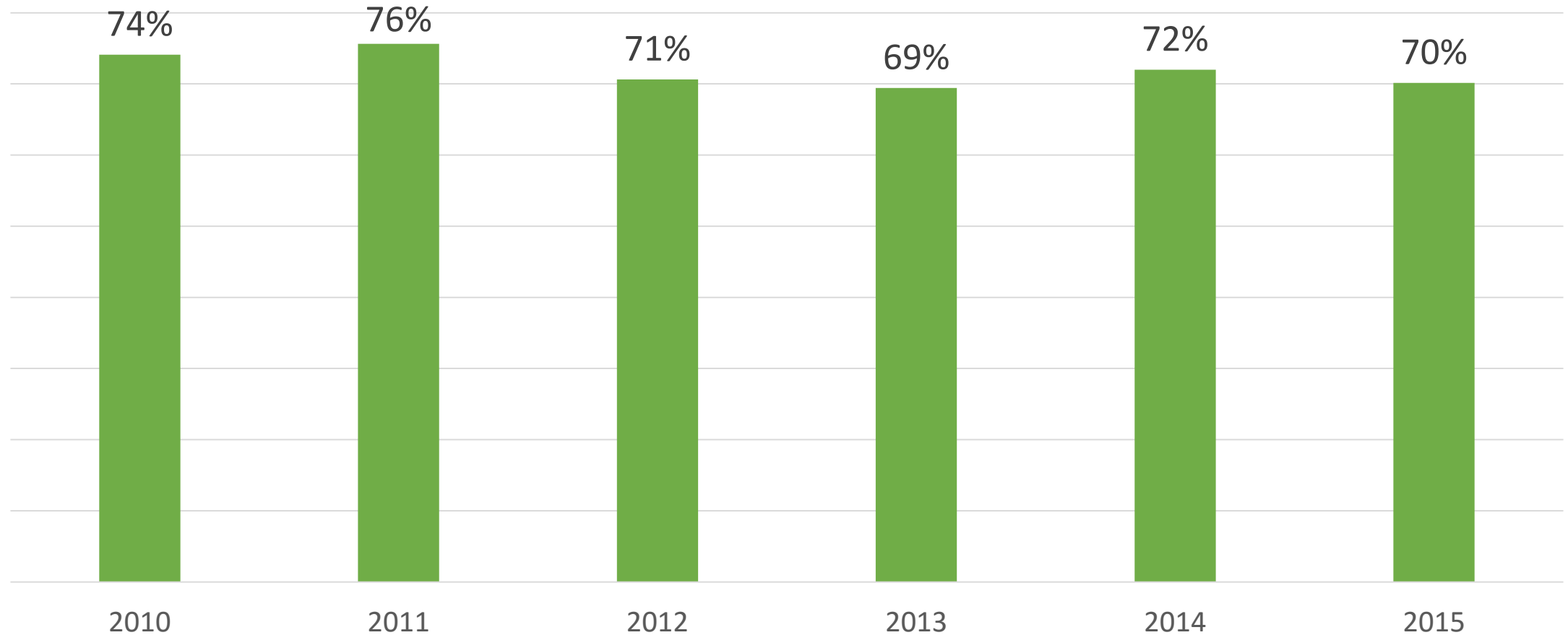
Problems

- Primarily enrollment issue in terms of declining numbers.
- Sequence completion in writing and reading is an ongoing challenge area, even though the numbers are small.
- Huge difference in gateway completion between developmental and college-ready students.
- Lower minority course completion.
- Lower dev math average credits completed.
- Completion of 36 college credits within two years declining.

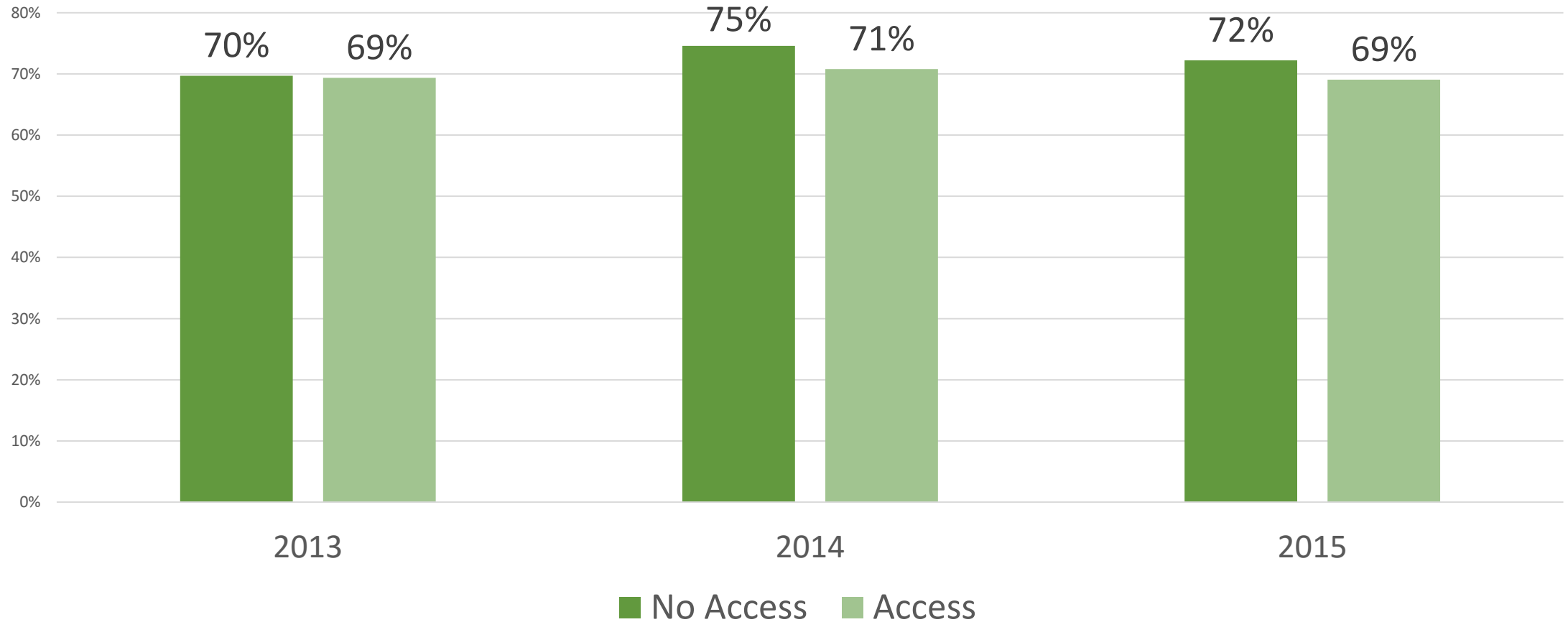
Opportunities

- Combining of MATH 0070 and 0072 to eliminate leakage.
- Continued implementation and improvement of math co-requisites through statistics pathway, as well as English labs.
- Continued use of embedded tutors in all developmental and gateway courses.
- Potential to combine writing and reading into single course.
- Continued enforced sequencing of dev and gateway first.
- Advising, advising, advising.

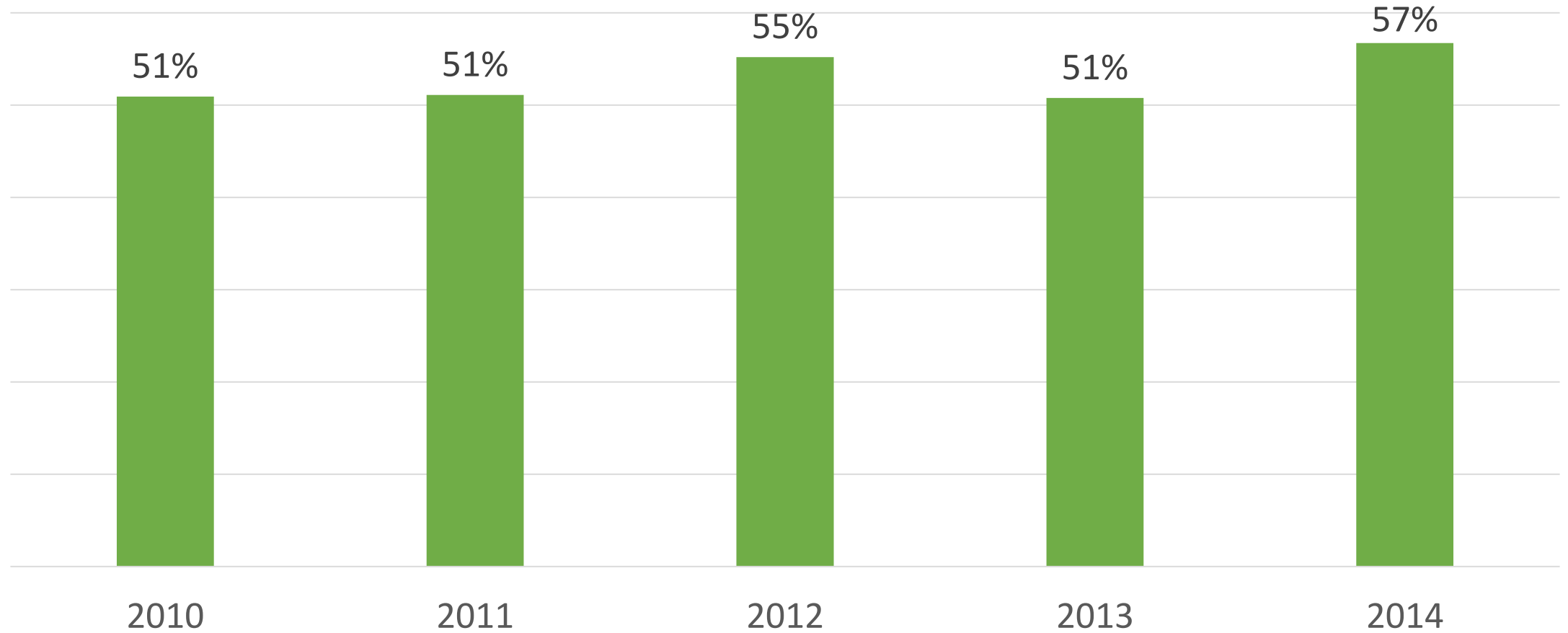
Persistence – fall to spring for entering post high school cohorts



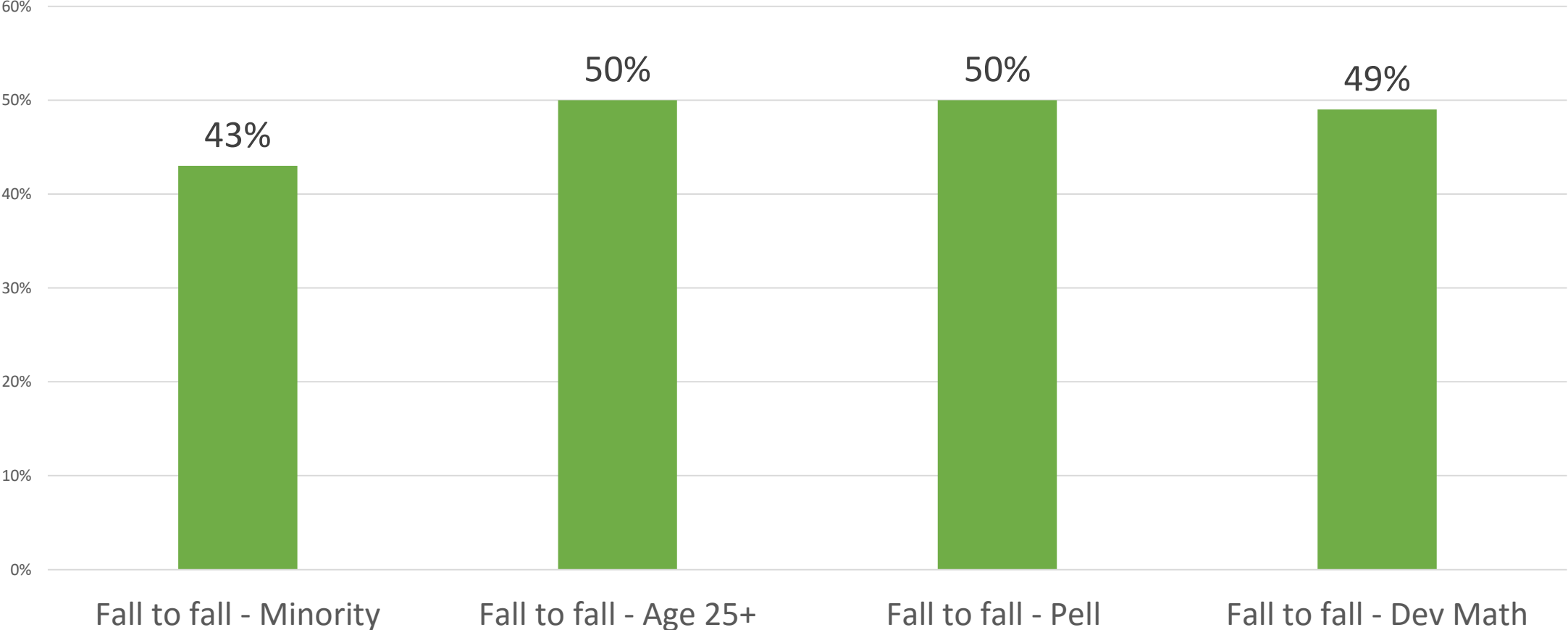
Fall to spring – access vs. no access



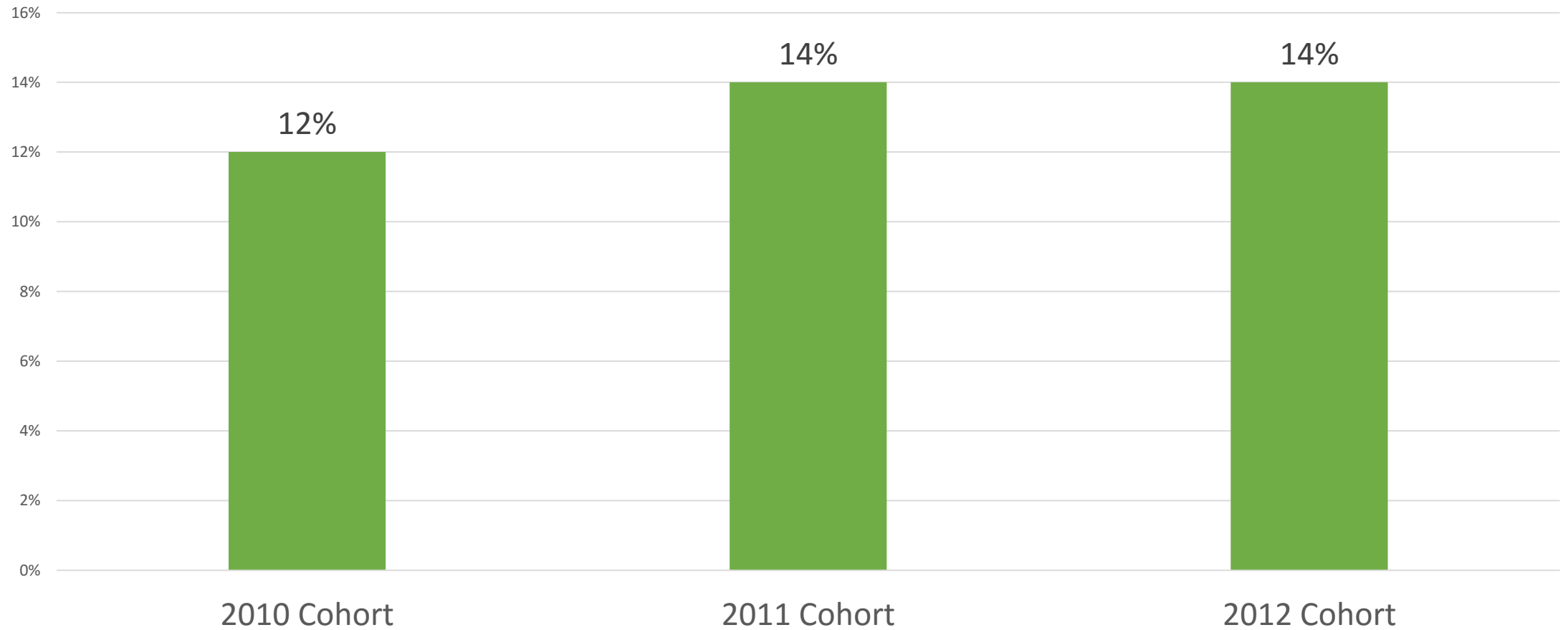
Fall to fall persistence



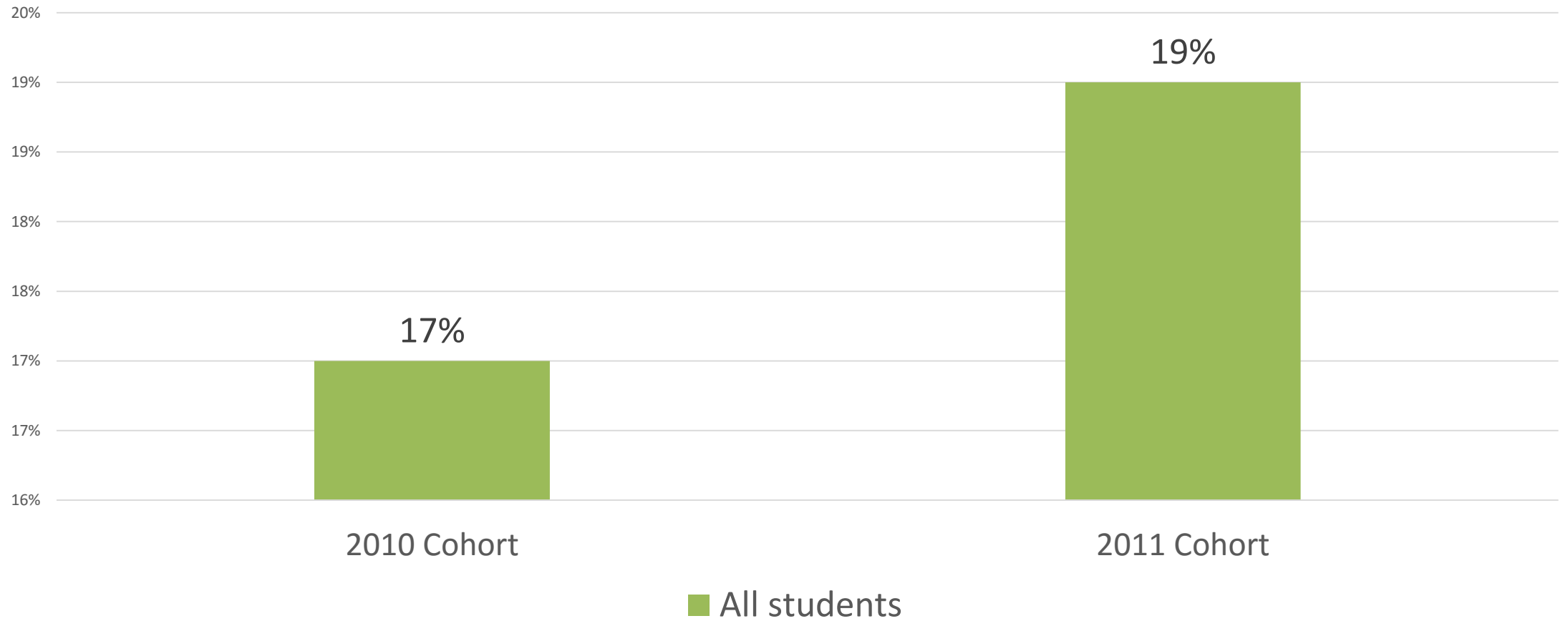
Average fall-to-fall persistence by access group (3 cohort years)



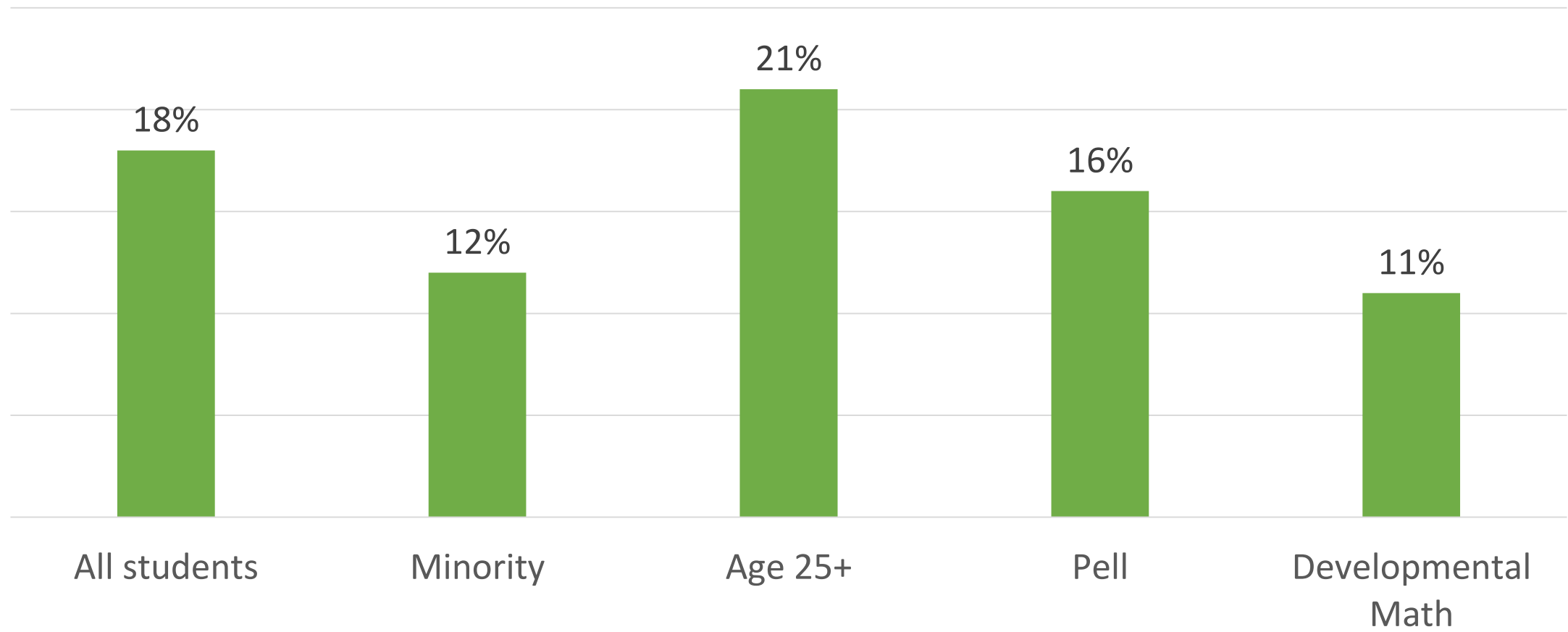
Graduate within three years



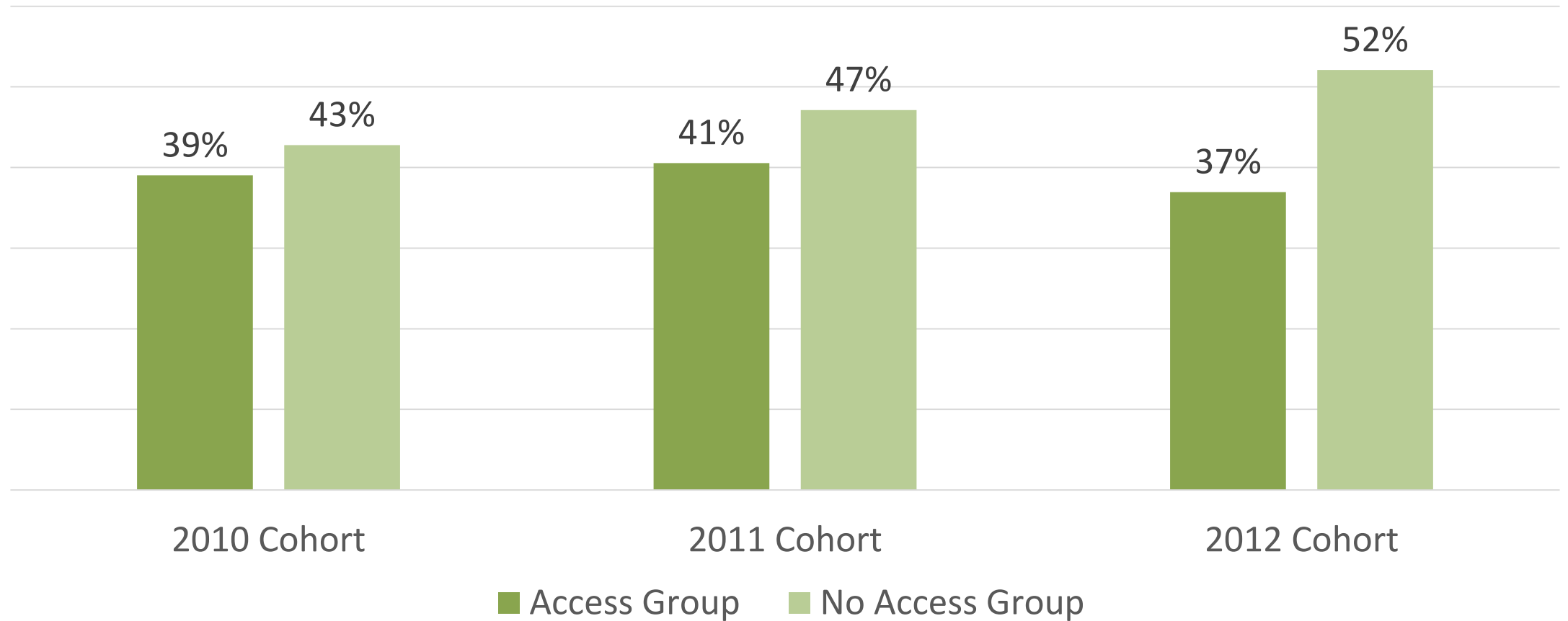
Graduation rate – 4 years



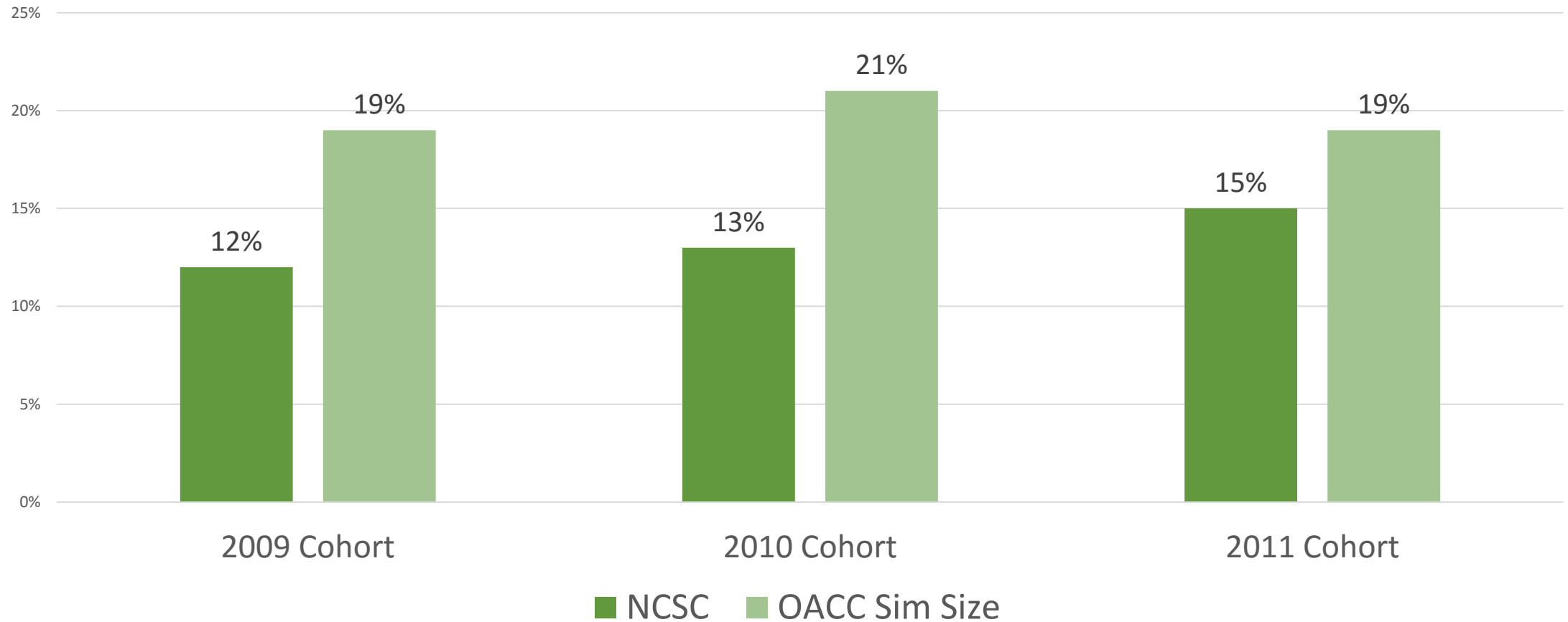
Average graduation rates by access group



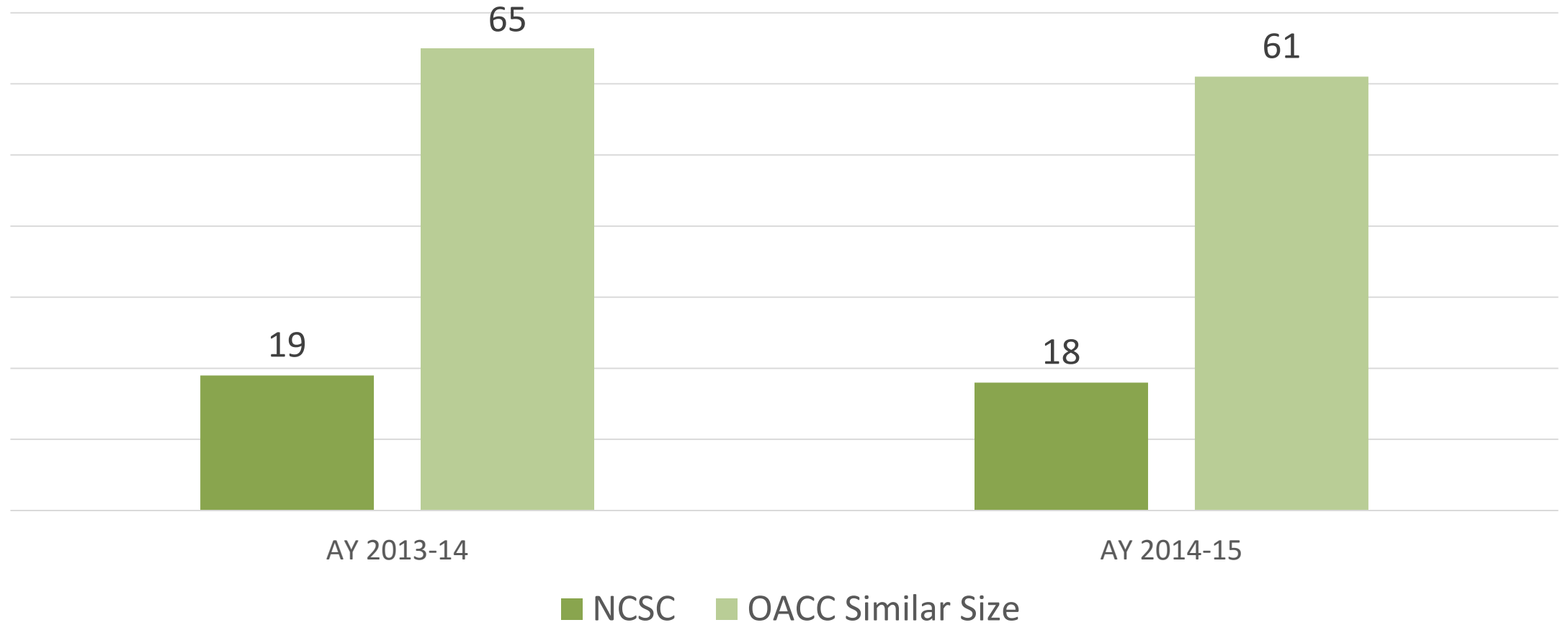
Graduate, transfer or re-enroll in 3 years



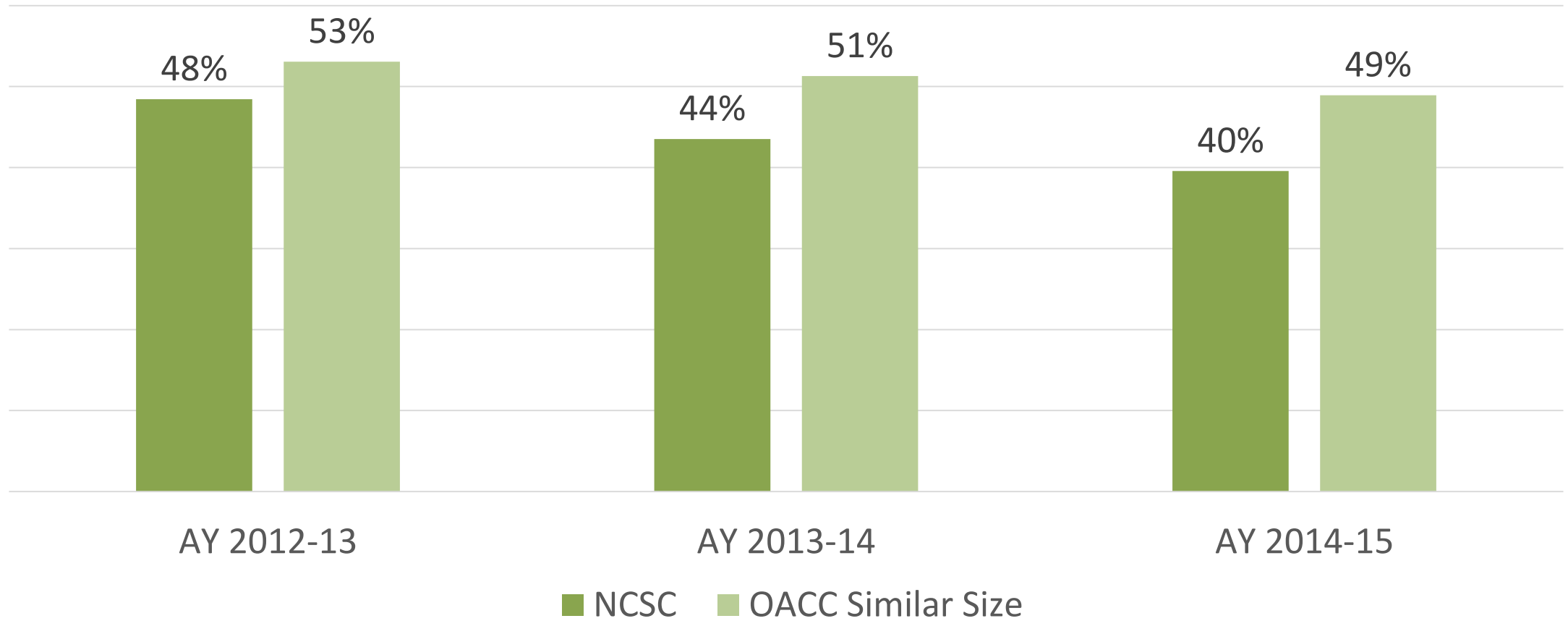
Benchmark comparison, three-year graduation rates for entering full-time students



One-year certificates granted



Access completers to total completions



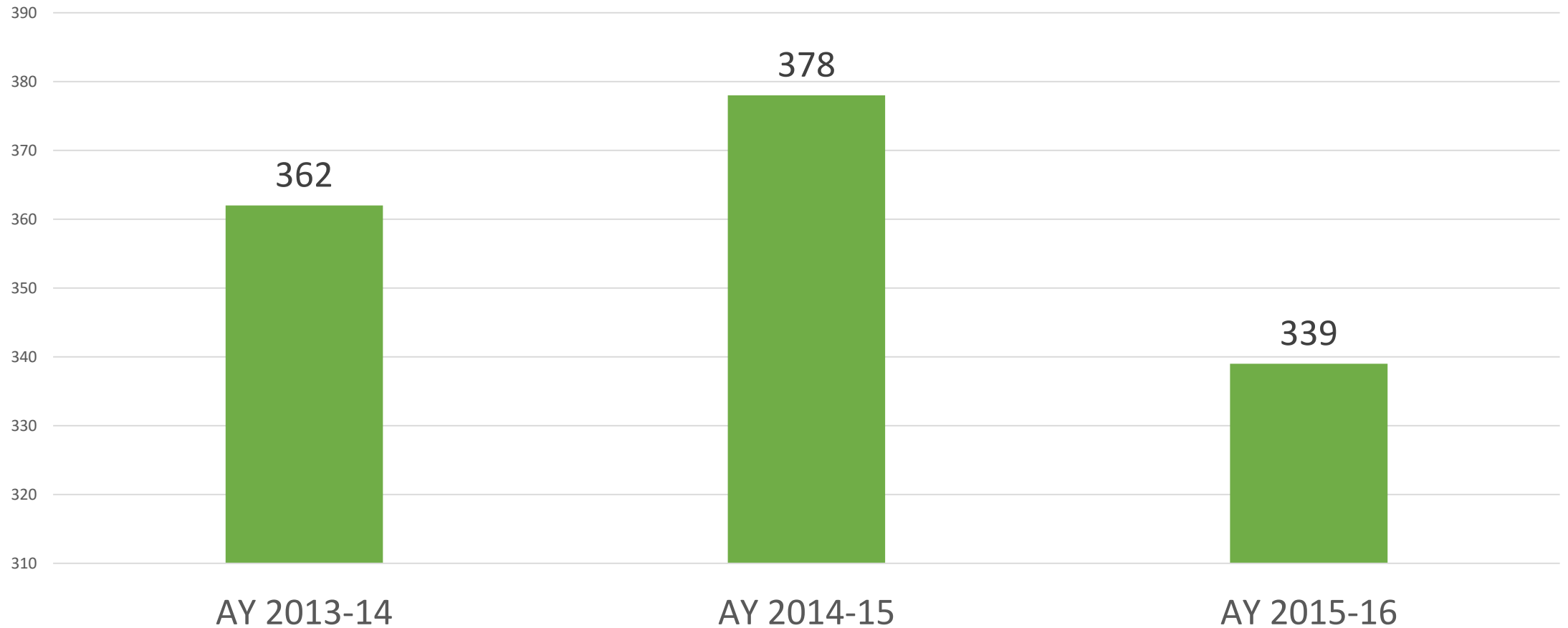
Problems

- Drop off of next term persistence for adults and minorities.
- Minorities and dev math significantly lag in fall to fall persistence.
- Overall graduation rates are low.
- Best performing subgroup for graduation (adults) are disappearing.
- Significant difference in cumulative success after three years between access and no access.

Opportunities

- Use of certificates to boost completion rates.
- Targeted efforts toward adult students given historical performance.
- Use supports such as TRIO to target completion toward all access groups.
- Remove all barriers to graduation, such as petition fee.
- Supplement petition process with auto-awards.
- Advising, advising, advising.

Completions – total degrees and major certs



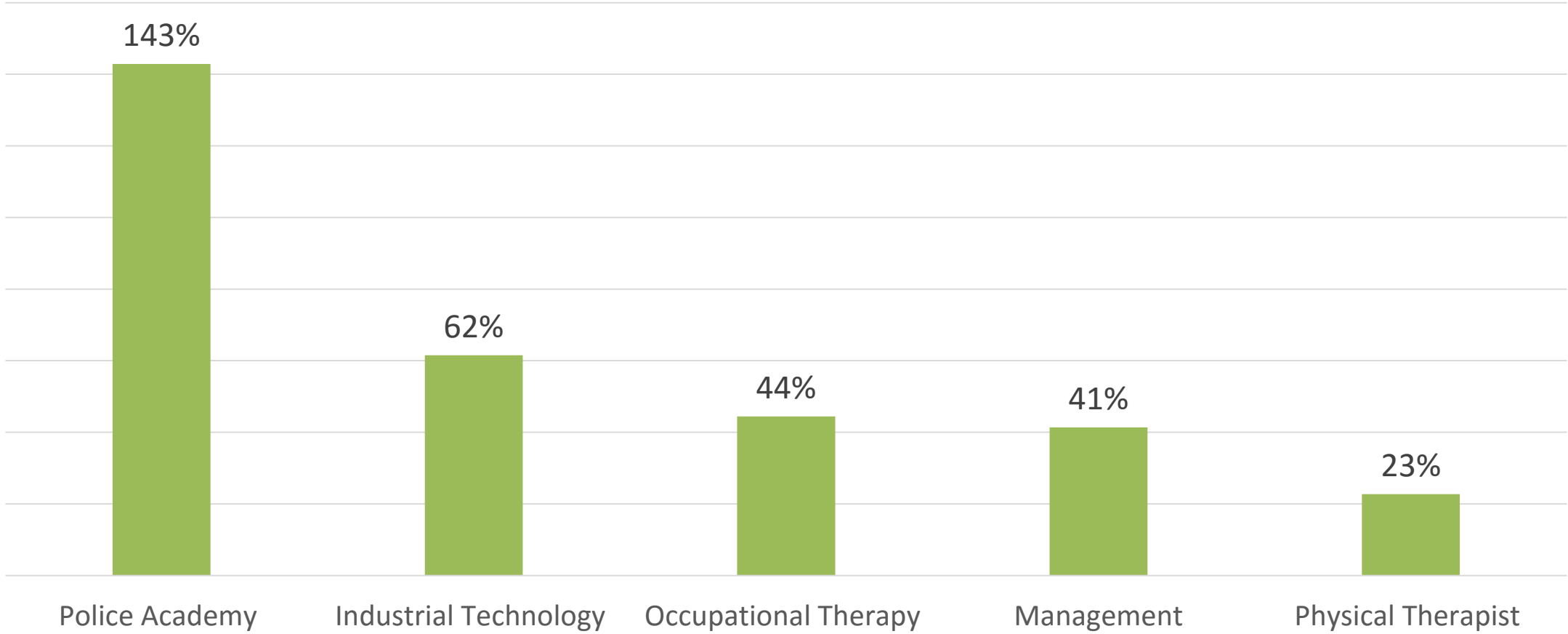
Ratio of degrees/major certs to on-campus FTE

- AY 2014 – 21%
- AY 2015 – 24%
- AY 2016 – 24%
- Looking at it this way, we were actually more efficient this year even though we produced fewer numerical degrees.

Degree by type

Degree by Type	AY 2014	AY 2015	AY 2016
Technical Degrees - CollegeNOW	20	29	37
Technical Degrees - Other	320	335	290
Associate of Arts/Science - Technical Focus*	2	3	2
All Other AA/AS Degrees	20	11	10

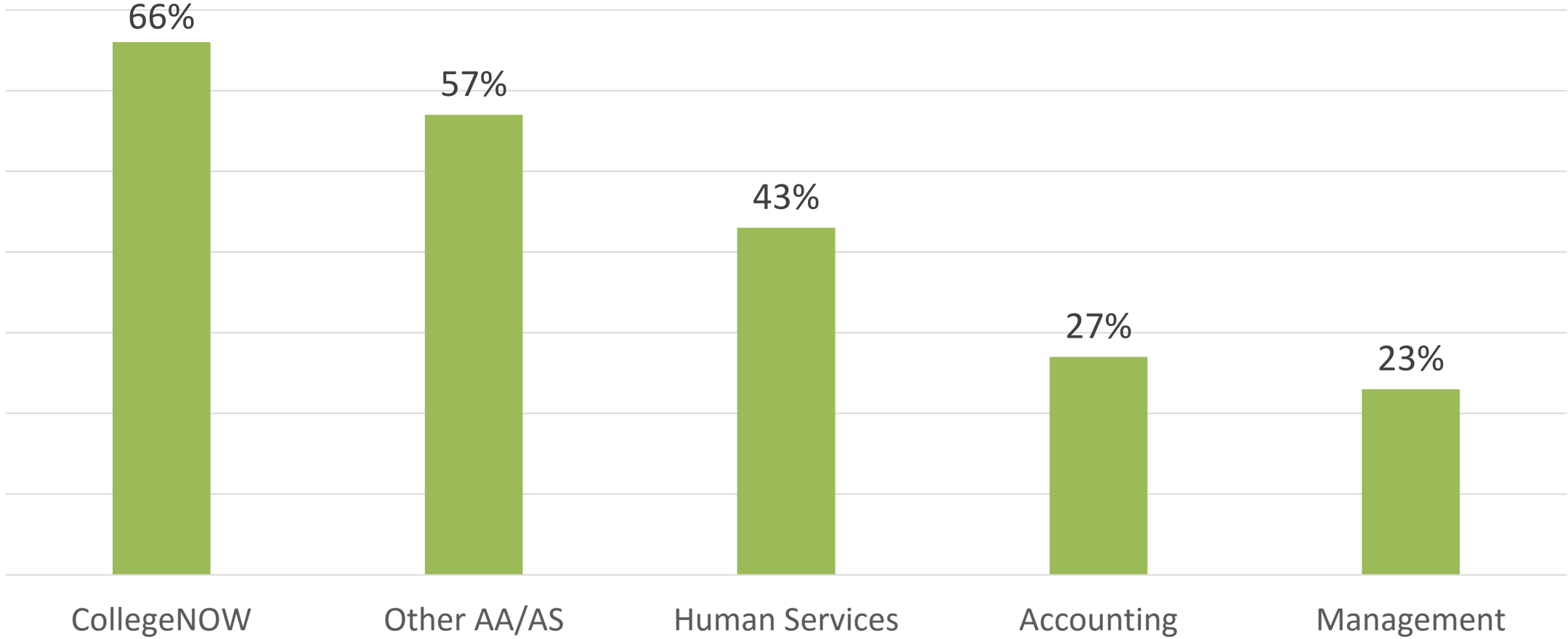
Top increases, programs > 10 graduates



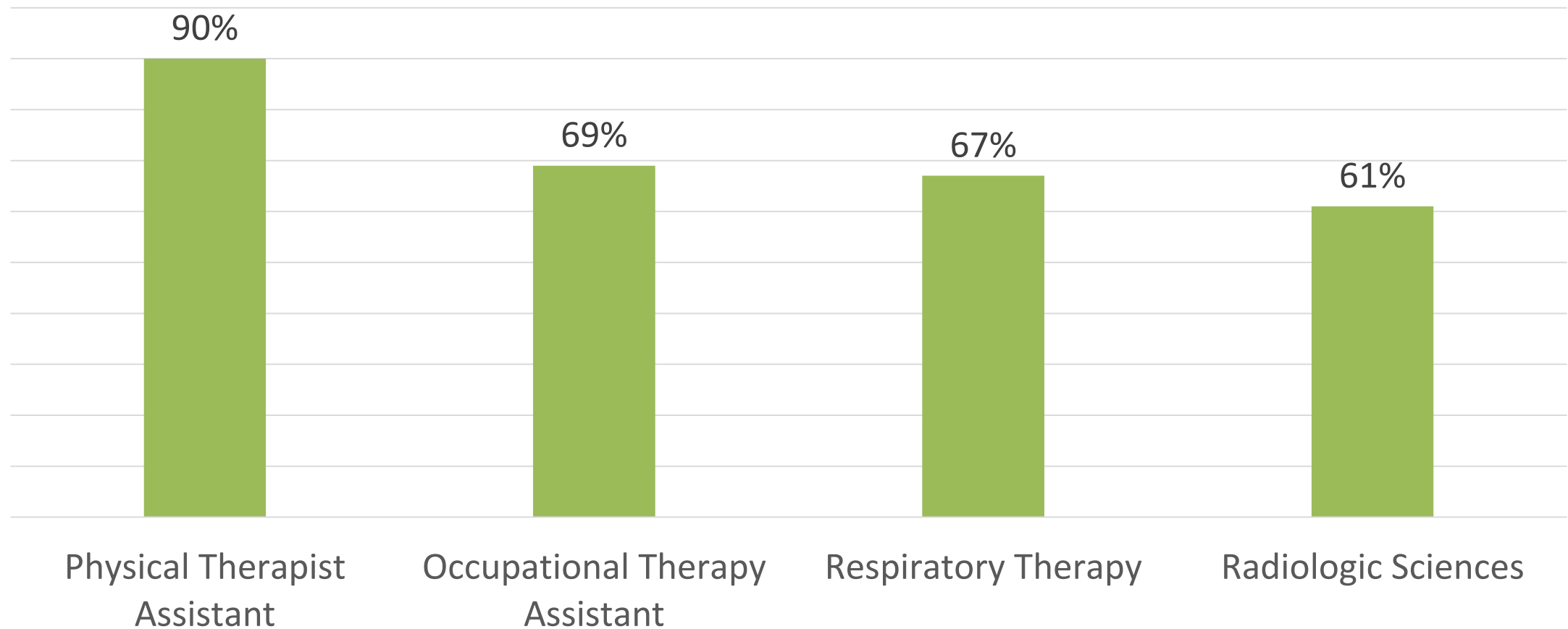
Transfer one year within spring graduation

	AY 2013	AY 2014	AY 2015
Spring graduates - all	23%	21%	23%
CollegeNOW	72%	47%	75%
Other Associate of Arts/Science	50%	80%	50%

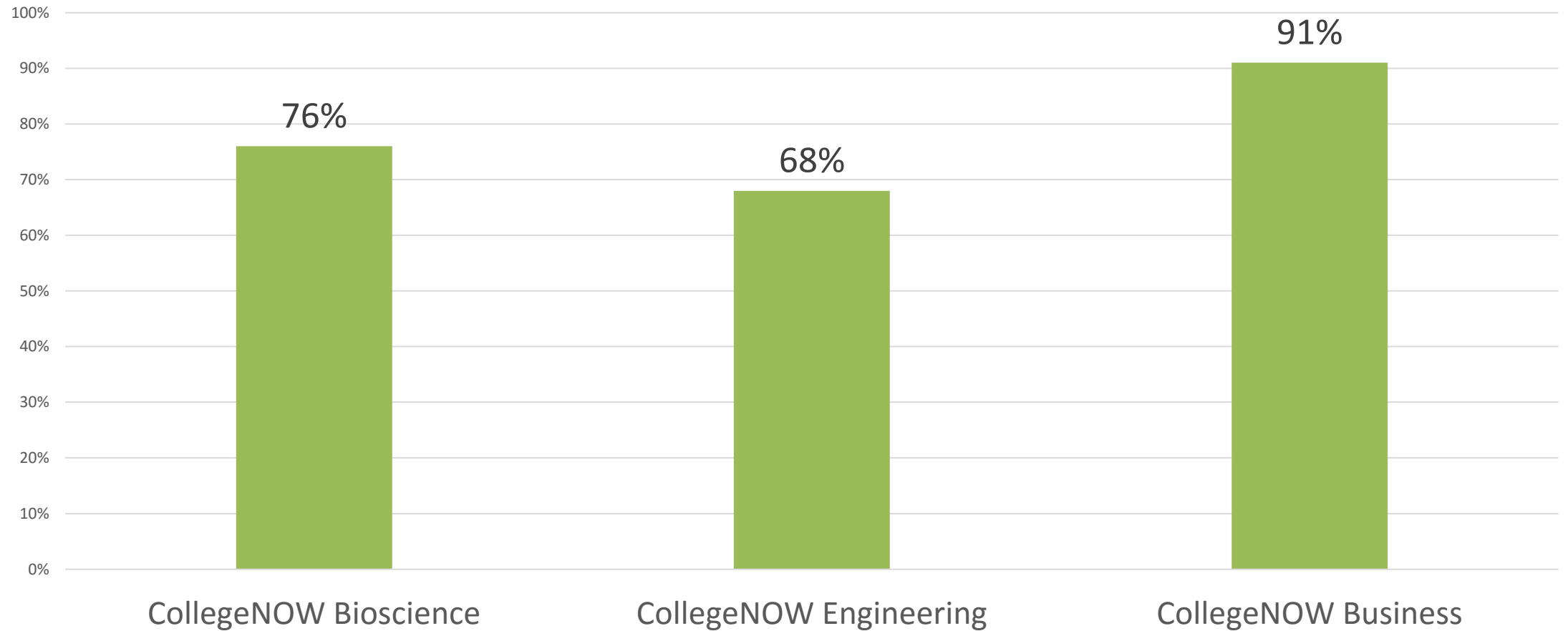
Top transfer programs



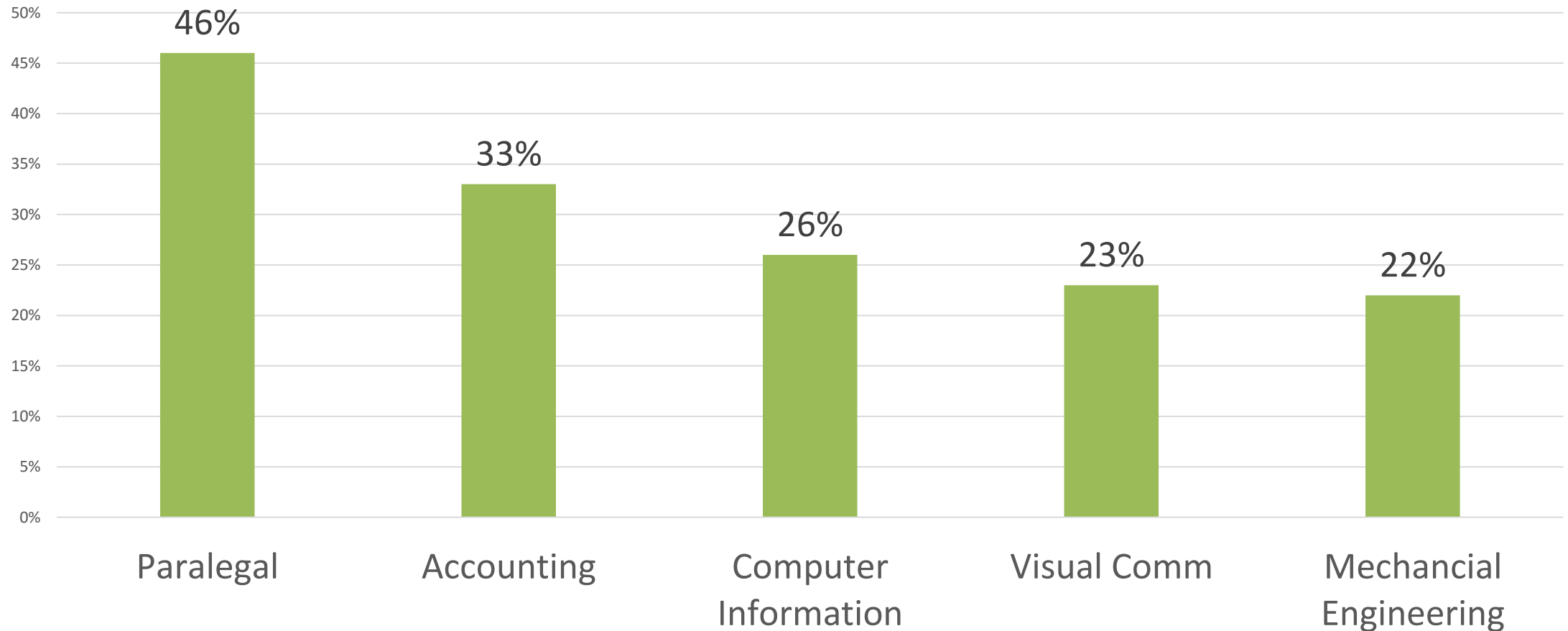
Graduation rates – top health science, within 2 years of gateway class



CollegeNOW, within two years of entering



Other programs, within 4 years of entering college



Problems

- Major credentials took a 10% drop.
- Given program transitions in BIT and enrollment challenges in other divisions, may get worse before it gets better.
- Transfer degrees outside of CNOW only about 4% of all degrees.
- Still relatively flat for transfer of graduates.
- Some programs really struggle with graduation rates.

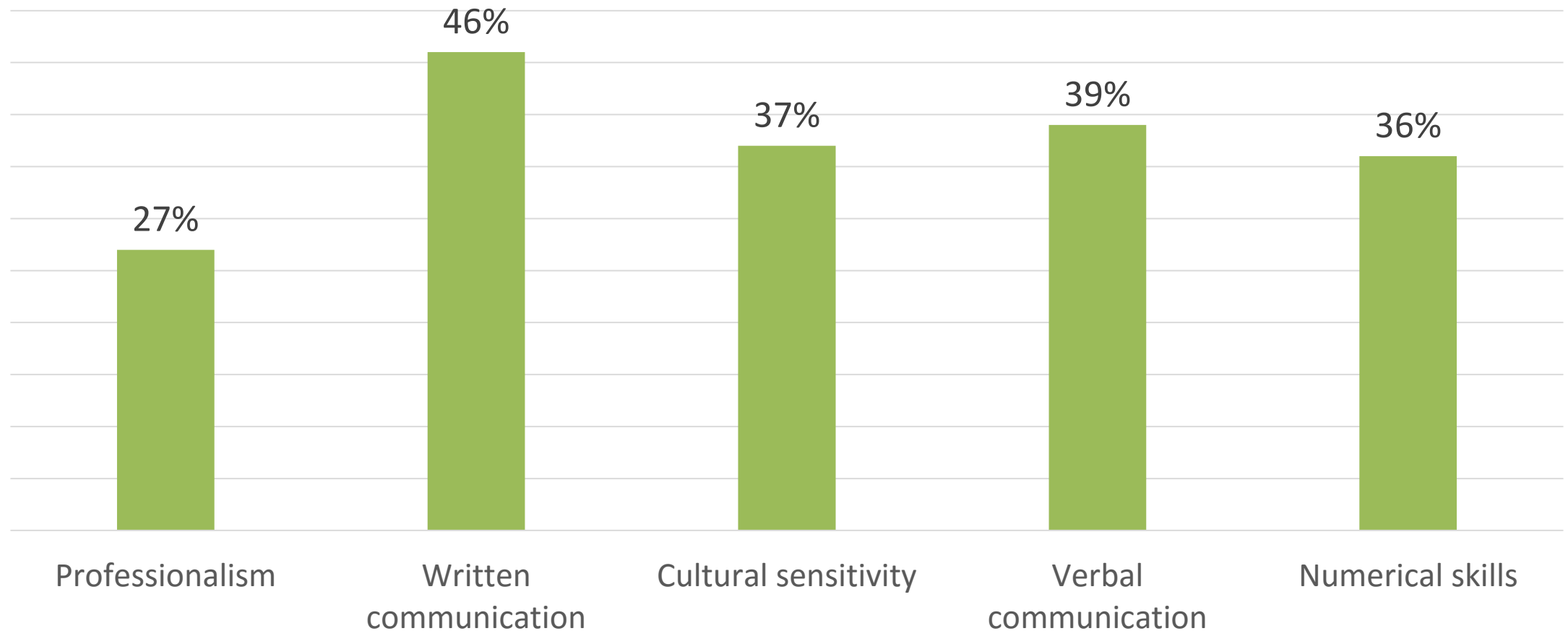
Opportunities

- Establishing more structure to programs to force completion.
- Possible expansion of formal or informal CollegeNOW.
- On-campus degree completions building off of MVNU and Franklin models.
- Advising, advising, advising.

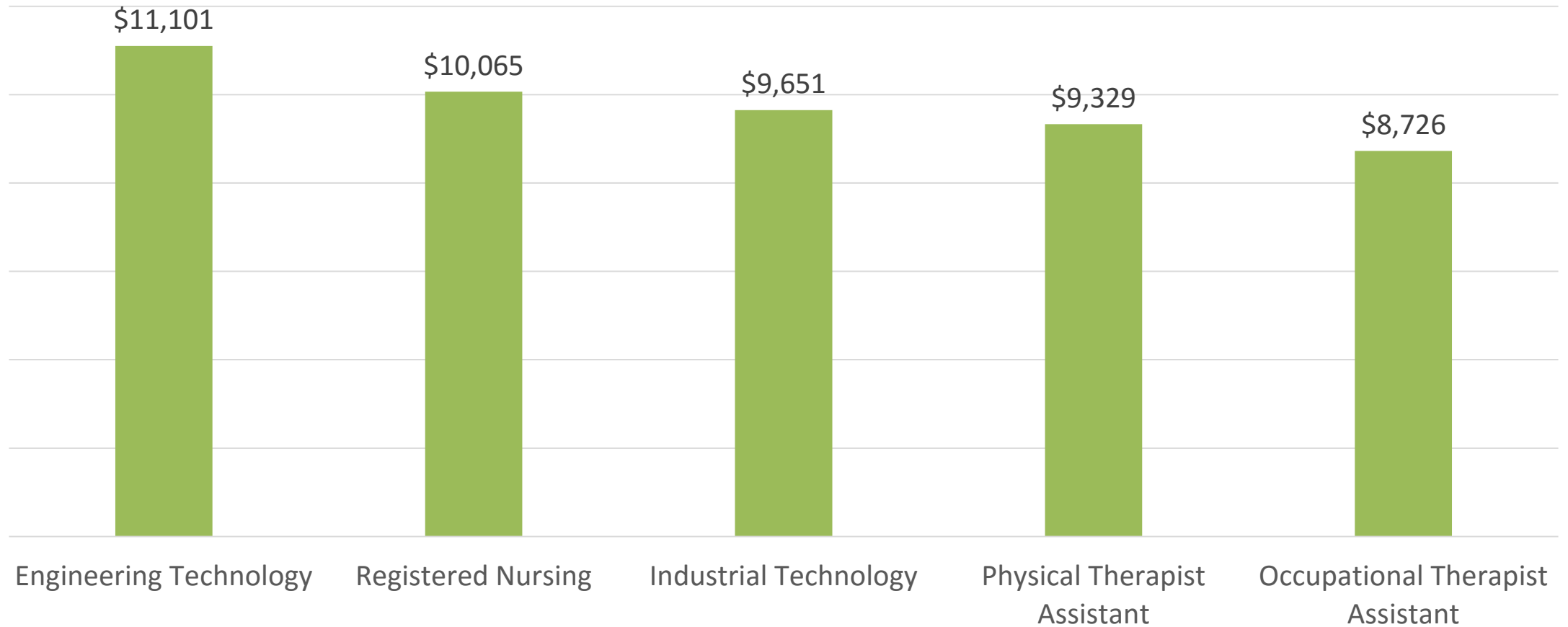
Graduate and employer satisfaction

- Concern that response rates are too low (three year average 15% for graduates and 40 employers annual)
- Taking that into account, 63% of graduates ranked us above average or better for quality of education as relating to job requirements. Thirty-two percent marked us average.
- Ninety-six percent of employers were satisfied or very satisfied with graduates they had recently hired.

Key graduate skills marked by employers as average or below



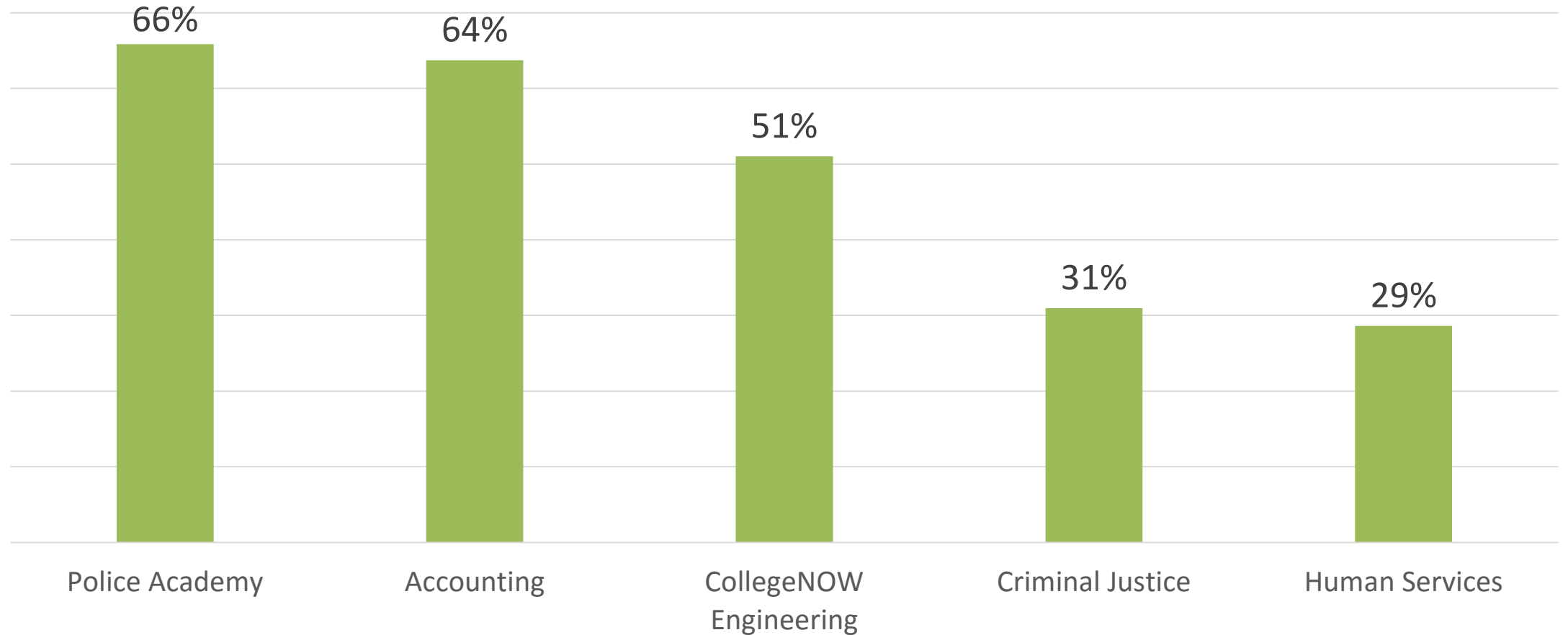
Highest avg. quarterly wage six months after graduation, AY 2012-14



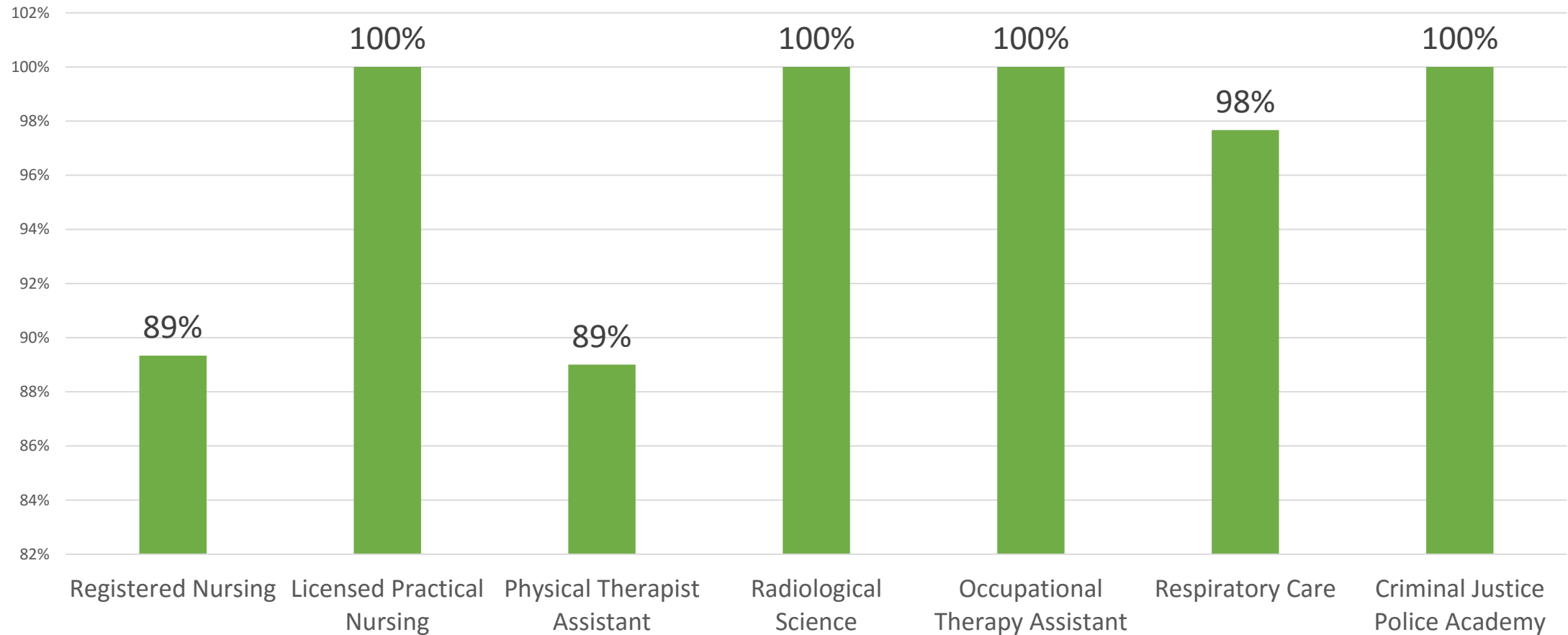
Average wages of graduates (2012-14) six months after graduating (N=945)



Largest increases in quarterly wages, 2012-14 graduates



Average licensure rates for graduates



Problems

- Need to get better response on graduate and employer surveys. Maybe do a graduate survey as part of petition process.
- Concern over certain general education and soft skills by employers
- Overall wages dipped for graduates in most recent year, especially for health science

Opportunities

- Improved engagement of graduates and employers on needs (example, program advisory boards)
- Tracking average wages to identify highest growth programs

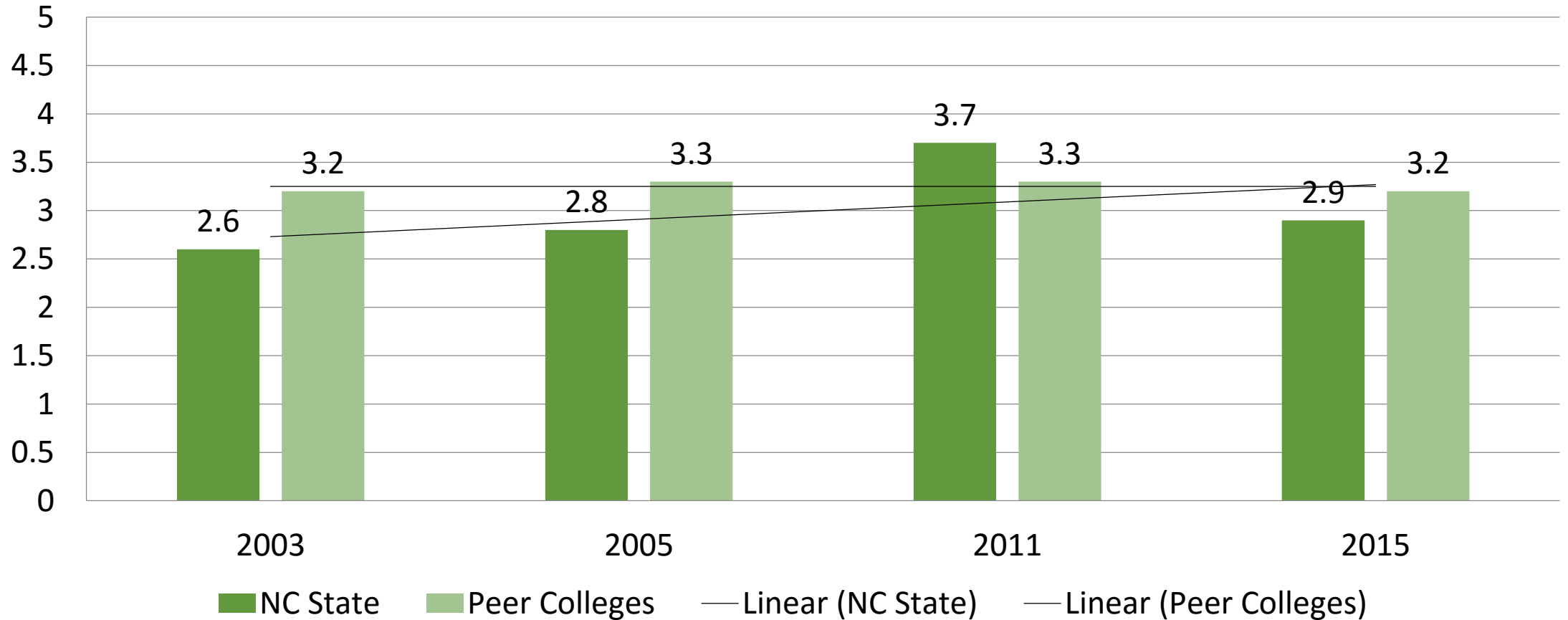
Resources strategies

- Be a great place to work
- Increase fiscal resources and accountability
- Align and optimize college assets and infrastructure

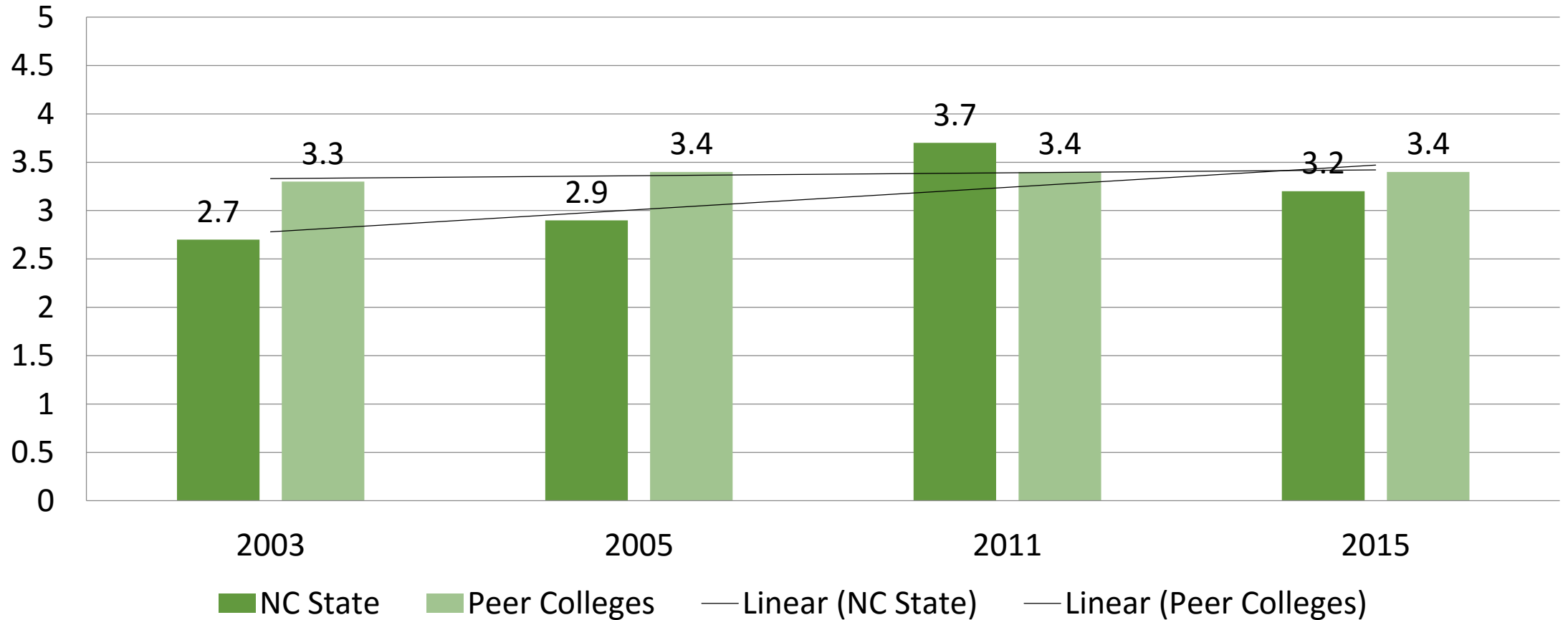
Be a great place to work

- Measured primarily via the “Campus Quality Survey” taken by employees
- Survey administered in 2003, 2005, 2011 and 2015
- Results reflect both individual questions and indexes that “roll up” results into general areas. The survey measures satisfaction in 8 different categories based on the performance gap between “what it should be” and “what it is.” The smaller the gap the better.
- Given wild swings in recent history, consider results over long term. Look at how the trend lines are moving.

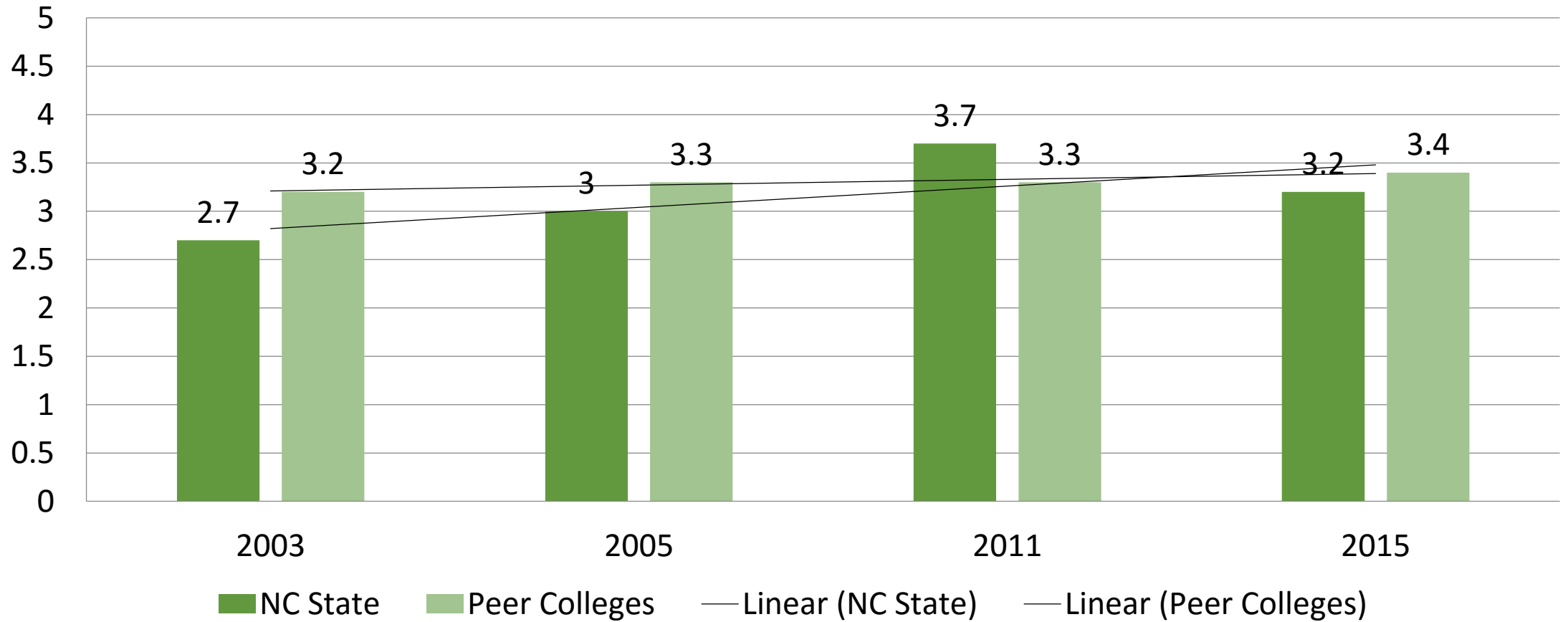
Index – Employee training and recognition



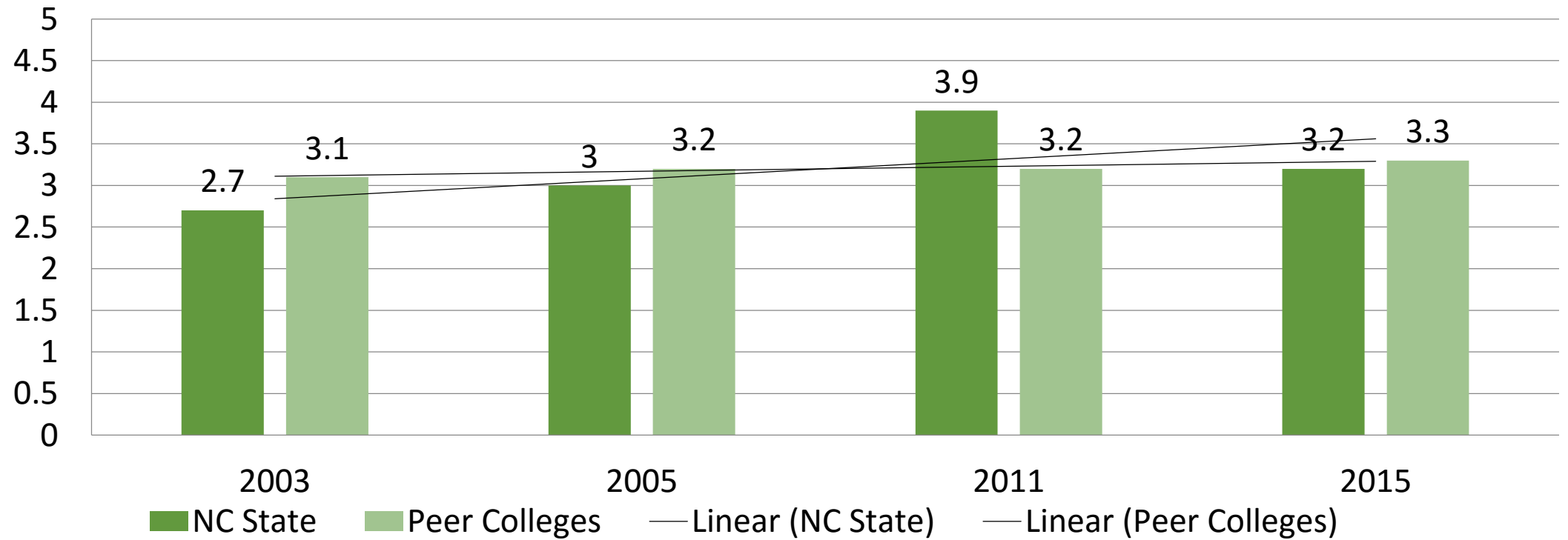
Index – empowerment and teamwork



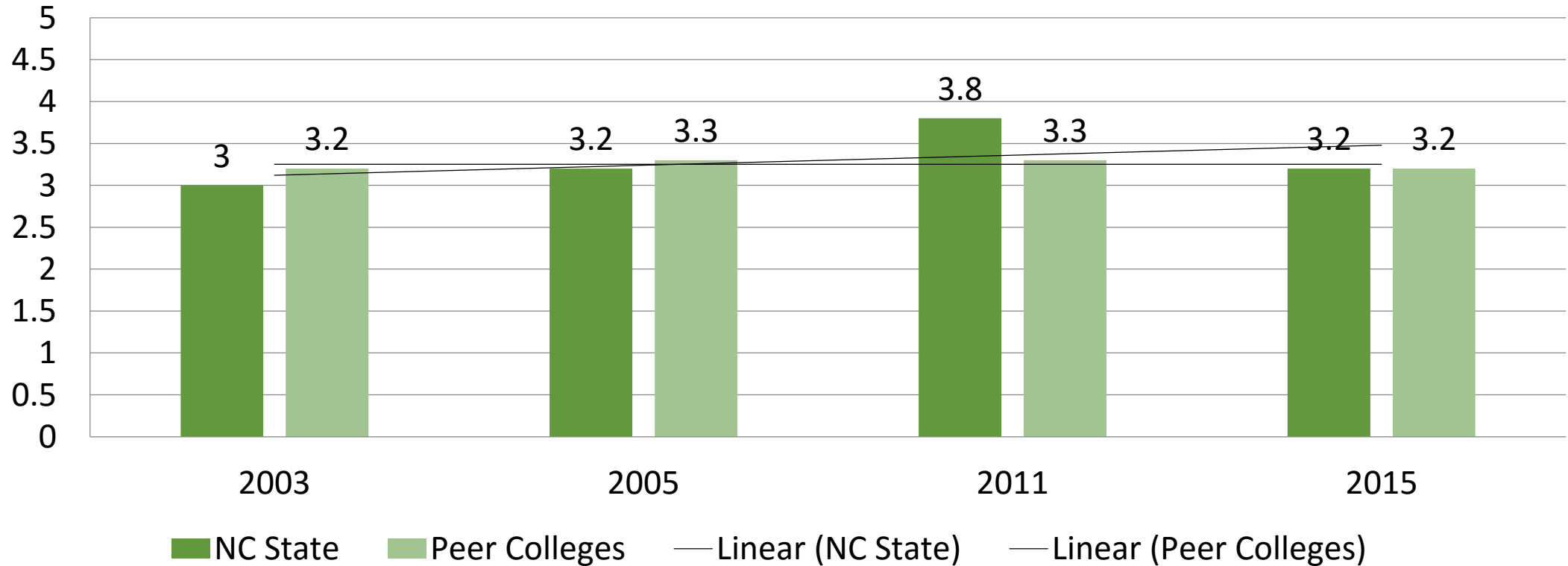
Index – customer focus



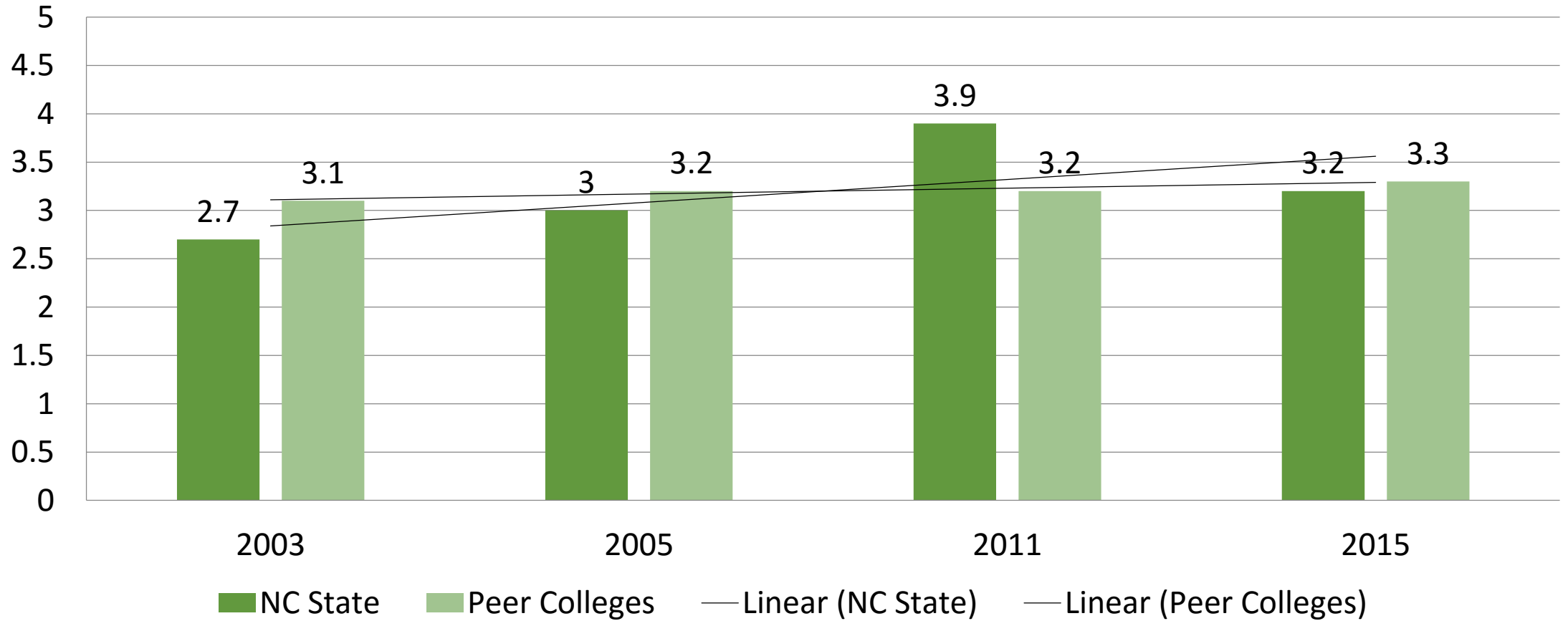
Index – measurement and analysis



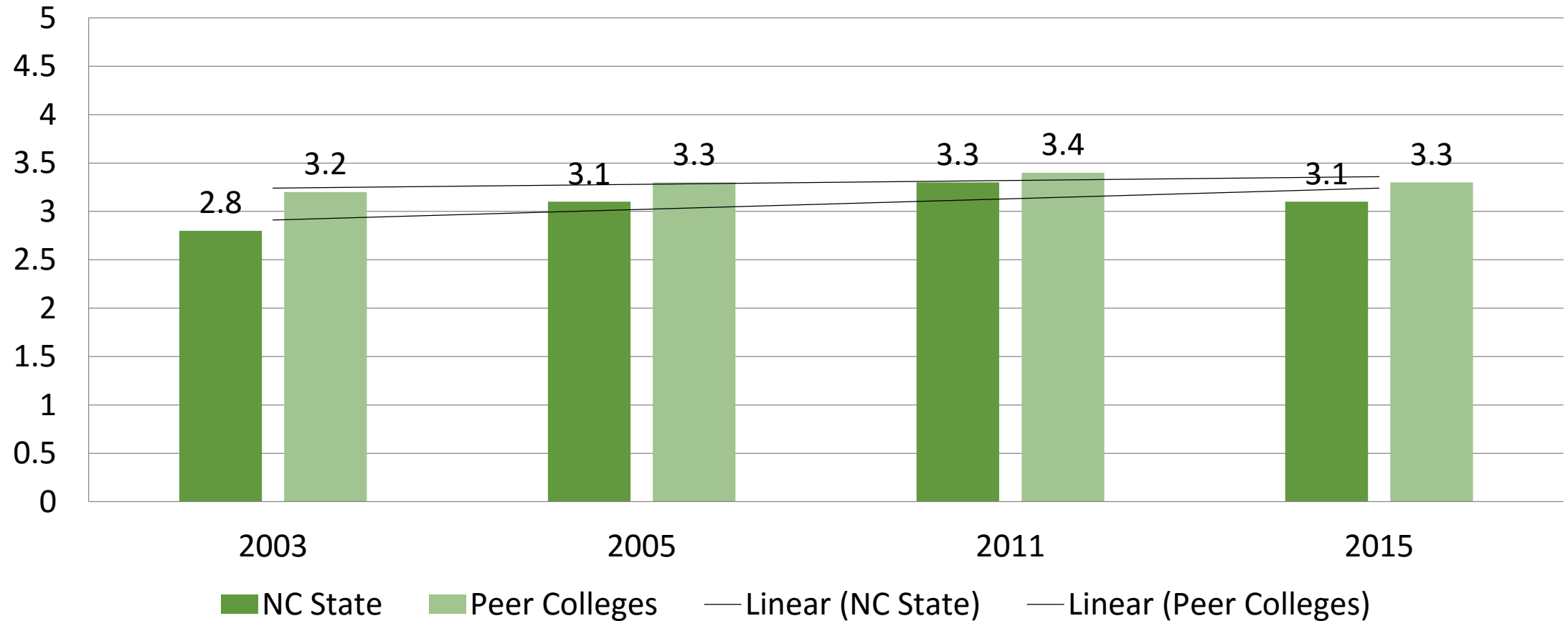
Index – strategic quality planning



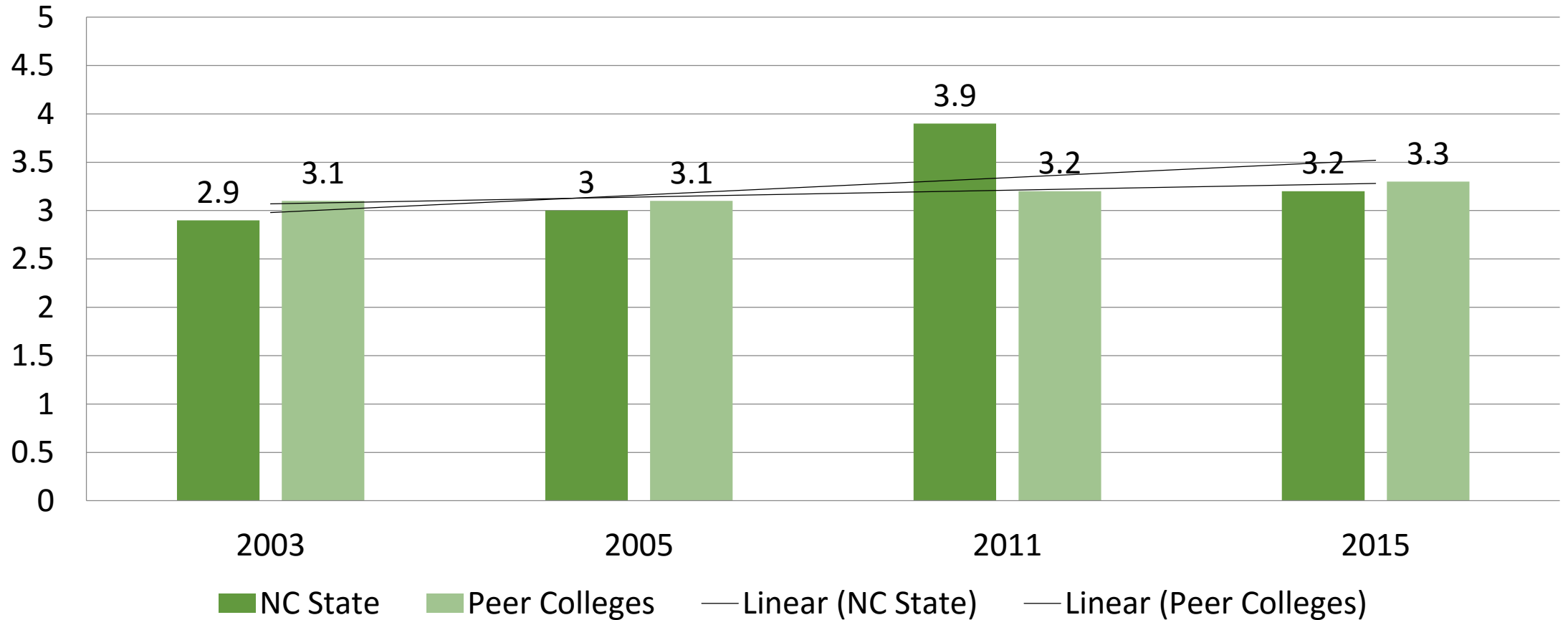
Index – quality assurance



Index – quality productivity/improvement results



Index – top management leadership/support



Strategic Planning Goals – State of the Mission

A Qualitative Evaluation - Resources

The Ten Smallest Performance Gaps (better results)

- 1. People feel their work is making a difference;**
- 2. they have the freedom to express their ideas;**
- 3. the college uses state and national data to compare its performance to others;**
- 4. the mission, purpose and values are familiar to them;**
- 5. the department meets as a team to coordinate work;**
- 6. faculty and staff take pride in their work;**
- 7. job performance is evaluated fairly;**
- 8. someone at work has discussed their progress with them in the last 6 months;**
- 9. the college believes in continuous quality improvement; and**
- 10. administrators have confidence in the employee.**

Strategic Planning Goals – State of the Mission

A Qualitative Evaluation - Resources

The Ten Largest Performance Gaps. This is the list we need to improve upon.

- 1. There are no effective lines of communication between departments;**
- 2. morale is low;**
- 3. there is no special training to improve customer service;**
- 4. employees are not rewarded for outstanding performance;**
- 5. process for selecting/training/recognizing employees is not carefully planned;**
- 6. there is no spirit of teamwork;**
- 7. compensation is not fair;**
- 8. written operation procedures don't clearly define who is responsible;**
- 9. employees suggestions are not used to improve; and**
- 10. it is not easy to get information at the college.**

Individual questions surveyed - top challenges identified

- 1. There are effective lines of communication between departments**
 - 2. Morale is high at the College as a whole**
 - 3. Employees are rewarded for outstanding job performance**
 - 4. Employees receive special training in improving customer service
(third in this year's survey)**
- Then we conducted a follow-up survey to drill down further at fall 2015 convocation**

Fall 2015 Convocation Survey

The college community identified three top challenges to the first question on department communication (43 out of 92 responses):

- a. Departments are not talking to each other due to being busy and lack of time (16)
- b. Departments are not talking to each other due to departmentalism (silos)(15)
- c. Communication not cascading down from administration (12)

Fall 2015 Convocation Survey

The college community identified three top challenges to the second question on morale (47 out of 103 responses):

- a. High workload (17)
- b. Lack of appreciation/recognition/incentive (17)
- c. Low pay/raises (13)

Fall 2015 Convocation Survey

The college community identified three top challenges to the third question on rewarding job performance (43 responses out of 56):

- a. More on-going (non-monetary) recognition (20)
- b. Pilot performance reward program (merit based, peer recognition) (13)
- c. Low pay, minimal to no raises (10)

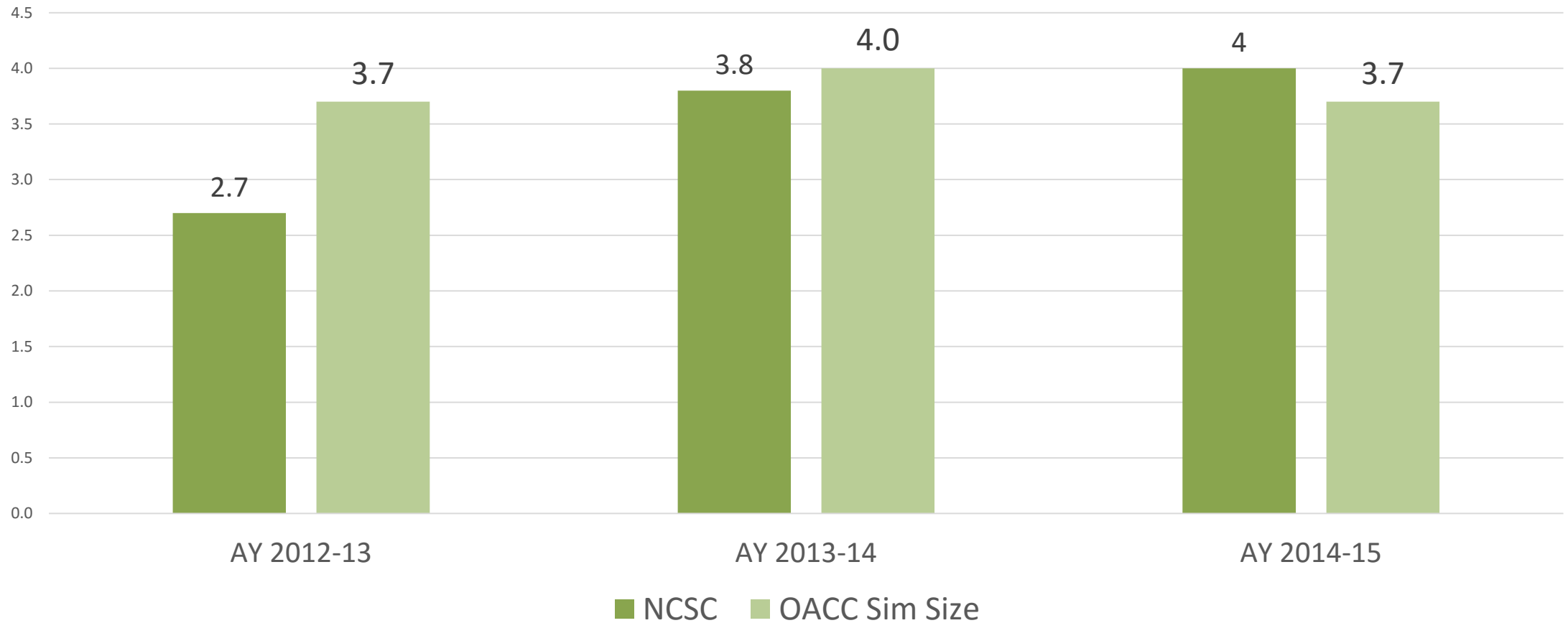
Problems and opportunities

- What has gone right to address these three areas in the past year?
- What has possibly not worked out?
- What else realistically could be done?

What College did the past year to address concerns

- System wide interdepartmental communication of the President's Report and NCStatement
- Provided \$20 per individual for Thanksgiving
- New health plan provided two-months holiday premium saving several hundred dollars in premiums for two months
- College closed for two weeks over the holidays allowing employees more family time with pay
- Established the 4-day summer schedule to allow for 3-day weekends
- Created an Earned-Time-Off for part-time faculty and staff
- The Student Success Leadership Institute team is made up of 60% faculty
- Faculty and staff associations are represented on Cabinet
- More faculty are participating in strategic planning
- Started the fun committee

Resources – Financial Ratio Composite Score

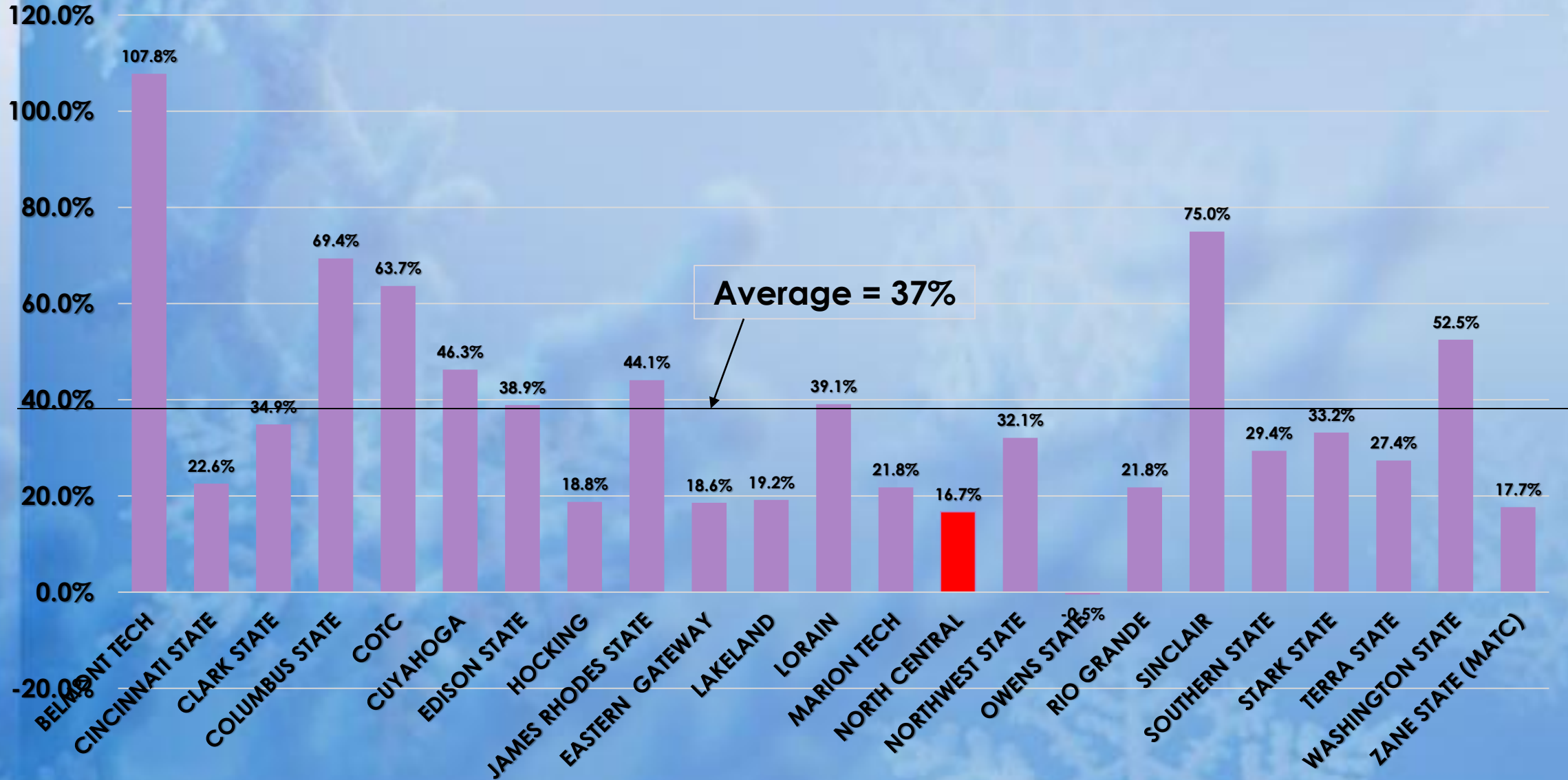


Components of Fiscal Score

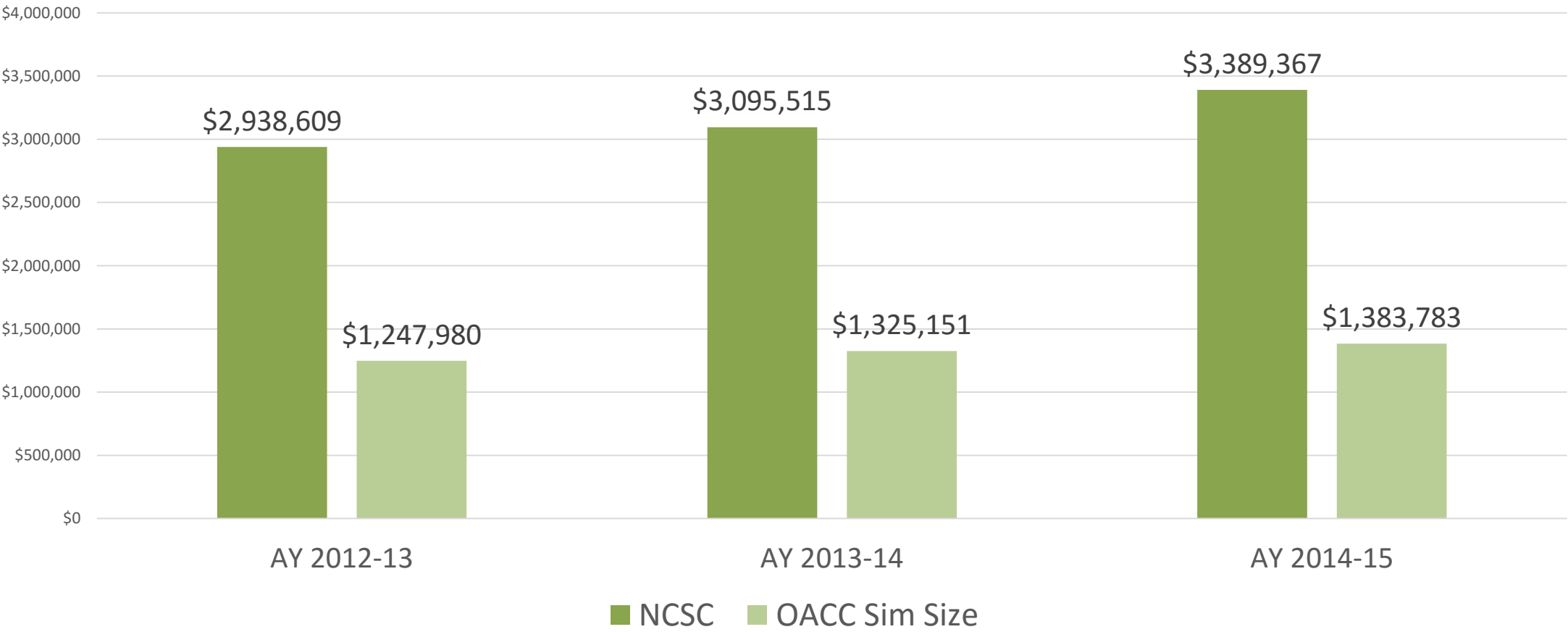
	AY 2013	AY 2014	AY 2015	Avg.
Primary reserve subscore (expendable net position/operating expenses)	2	3	3	2.5
Viability subscore (expendable net position/plant debt)	5	5	5	5.0
Net income subscore (Change in total net position/revenues)	1	4	5	2.5

Institutional Vital Signs: NCSC vs. OACC

Primary Reserve

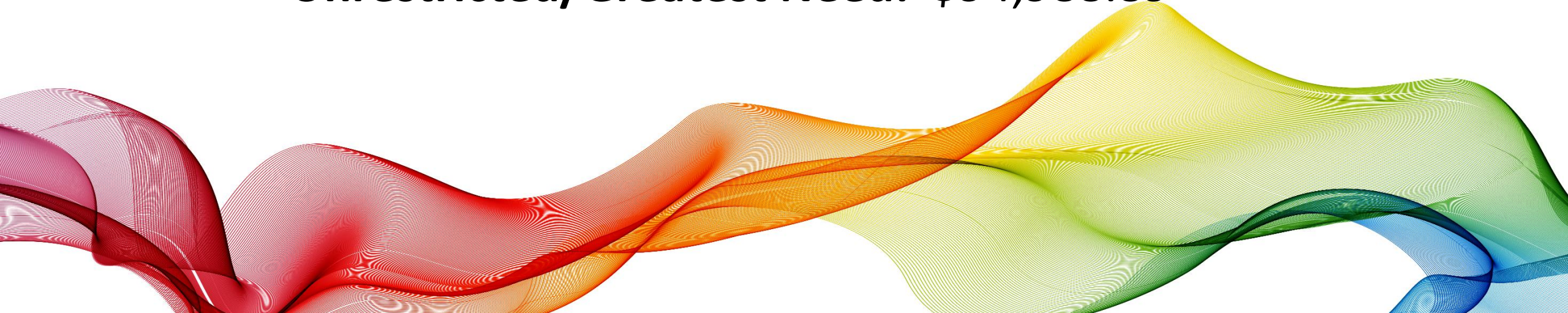


Annual endowments

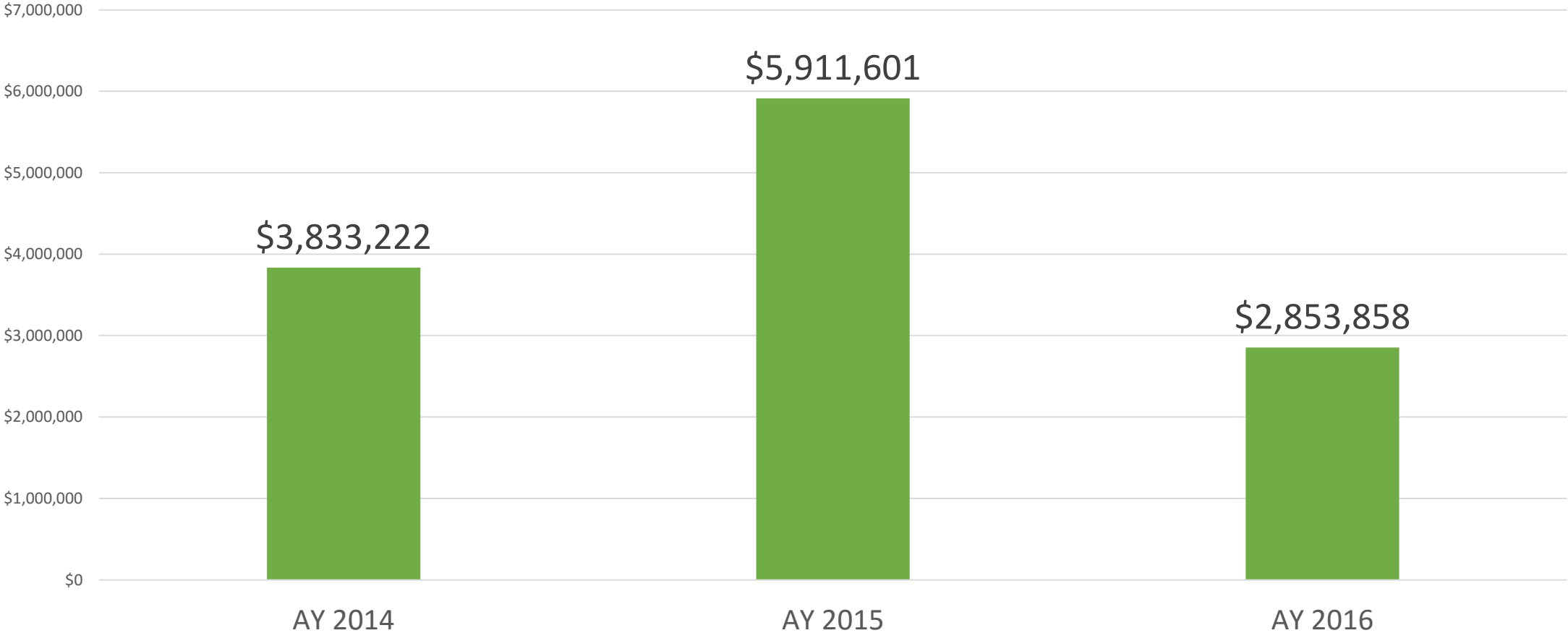


Emerald Club

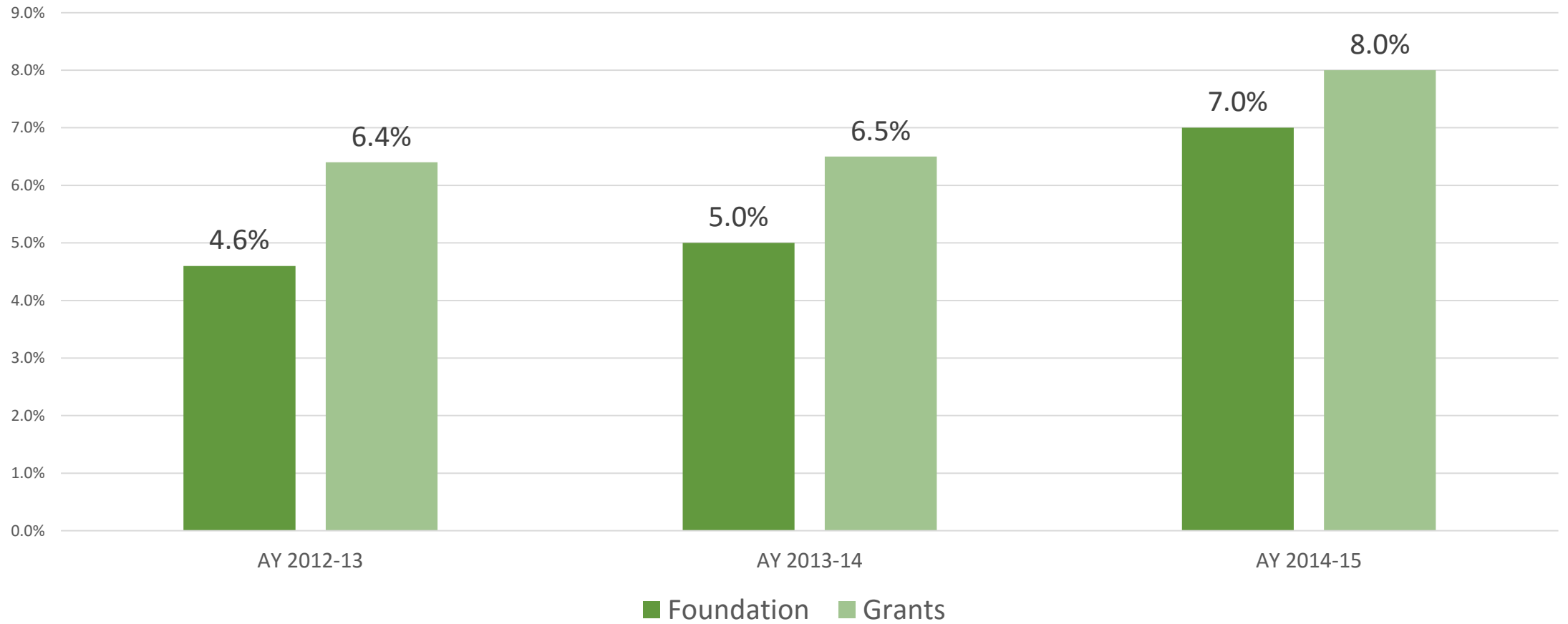
- **\$300,584.23**
 - **Sponsorships (which include Hall of Excellence, Graduate Picnic, Alumni Newsletters): \$53,000**
 - **Scholarships: \$135,550.34**
 - **Unrestricted/Greatest Need: \$94,988.89**



Annual grant awards



Foundation and grants as % of operating funds



Problems

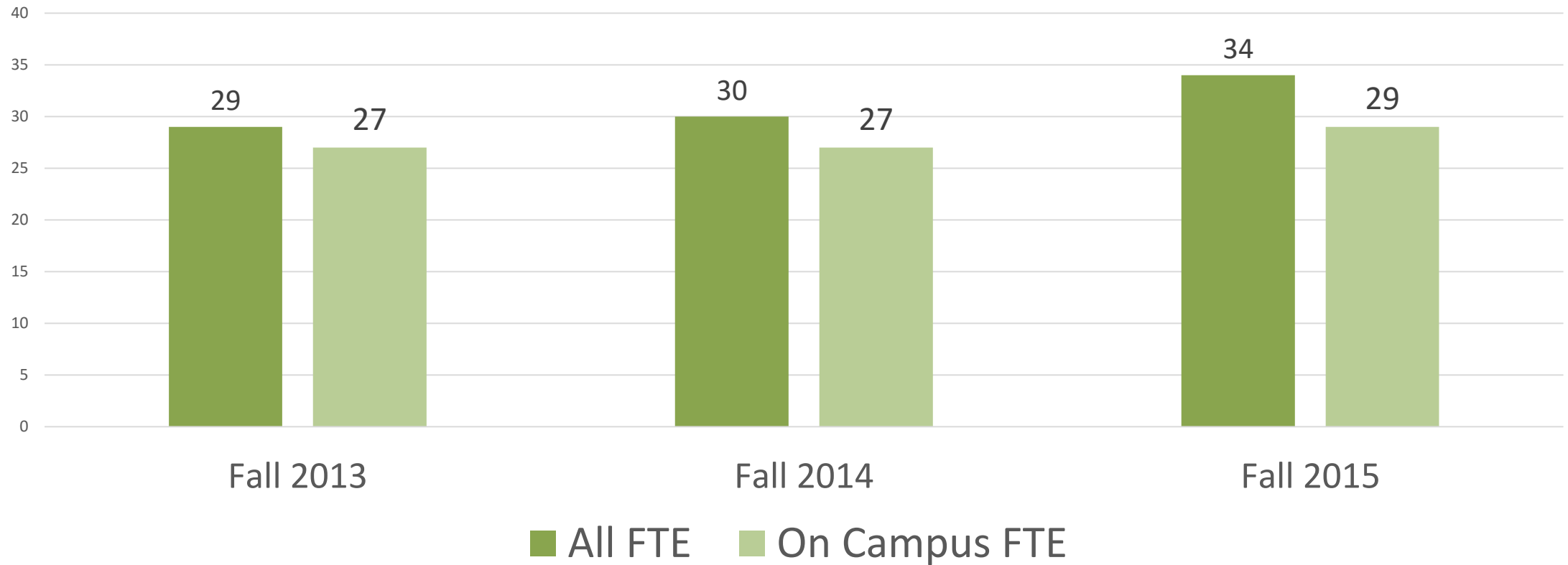
- Still have very weak reserve. All it takes to wreck it is unforeseen emergency like a blown gas line.
- Foundation is doing great with endowment, but is struggling somewhat with day to day operating funds.
- Grants are temporary. Some large ones like TAACT are nearing completion or weaning grant funds like Title III.
- Grants cannot supplant normal day to day operations.

Opportunities

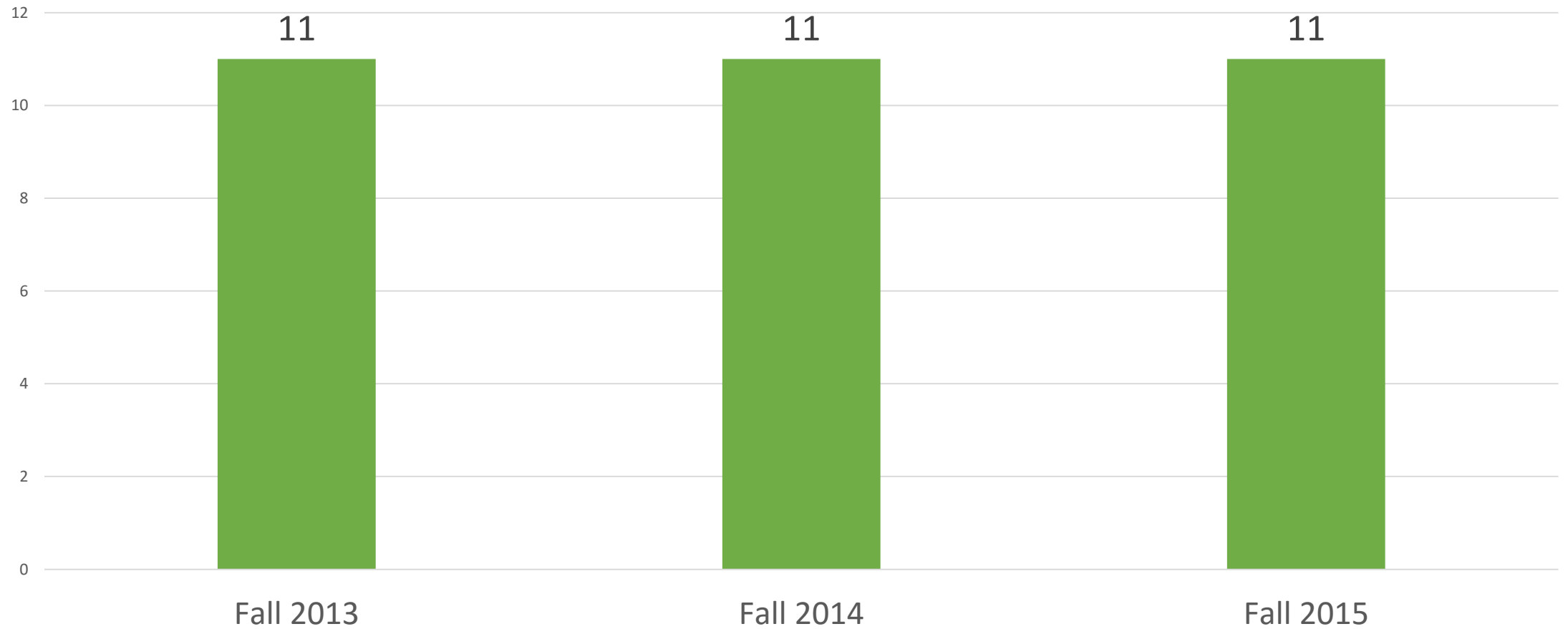
- Use grant funds to develop sustaining programs and structures, like we did with engineering overhaul with Title III funds.
- Use grant funds to purchase capital equipment.
- Use grant funds as a bridge for new hiring, with goal of using student retention and performance funding for ongoing. Strategy of Title III.

Costs and staffing

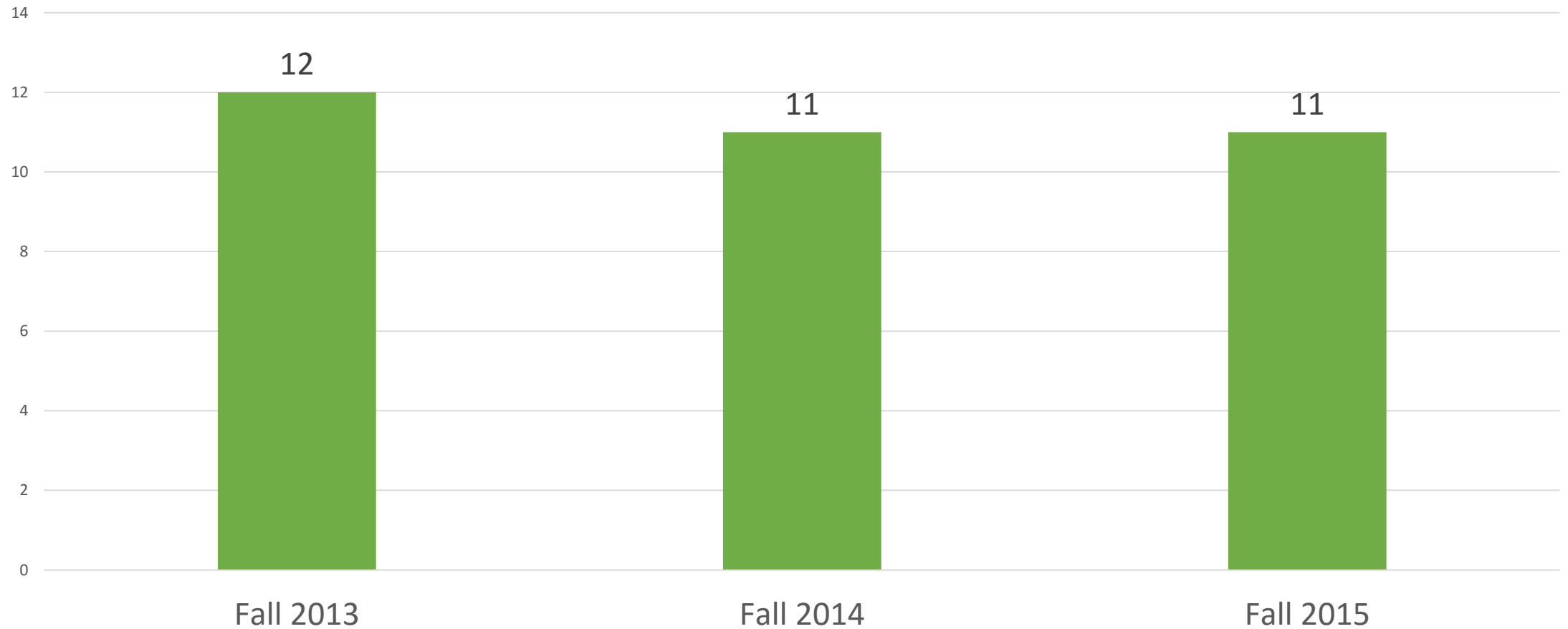
Student Term FTE to Full-Time Faculty



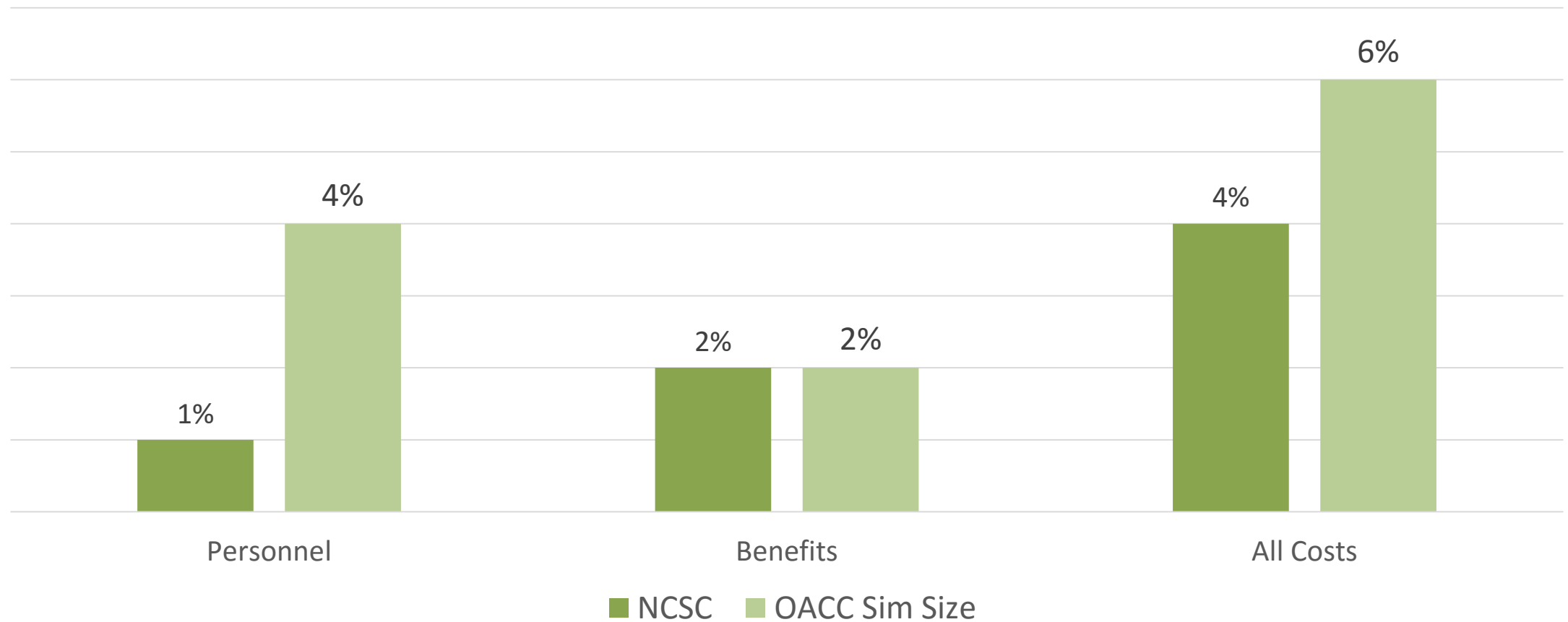
Student FTE to all full-time faculty and staff



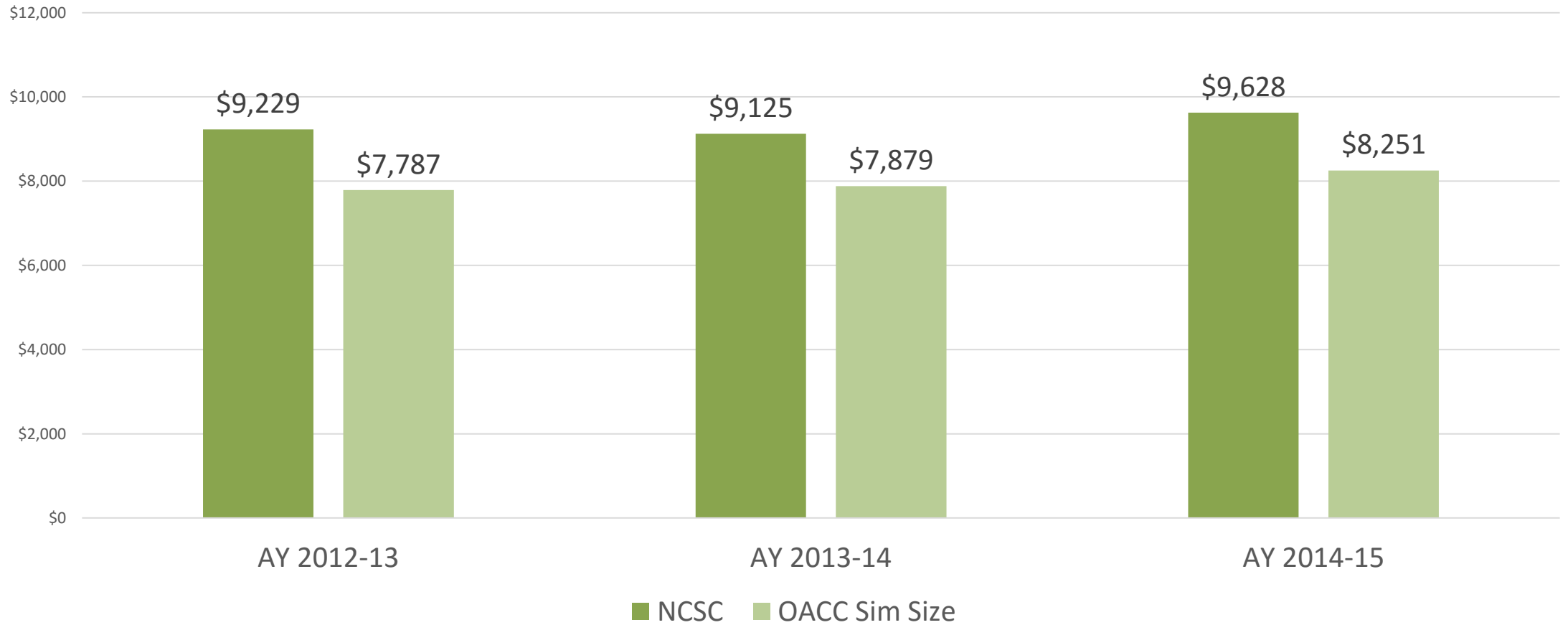
On campus student FTE per full-time employees (exclude grant funded staff)



Change in unrestricted costs per FTE, 2013-15



Unrestricted costs per FTE



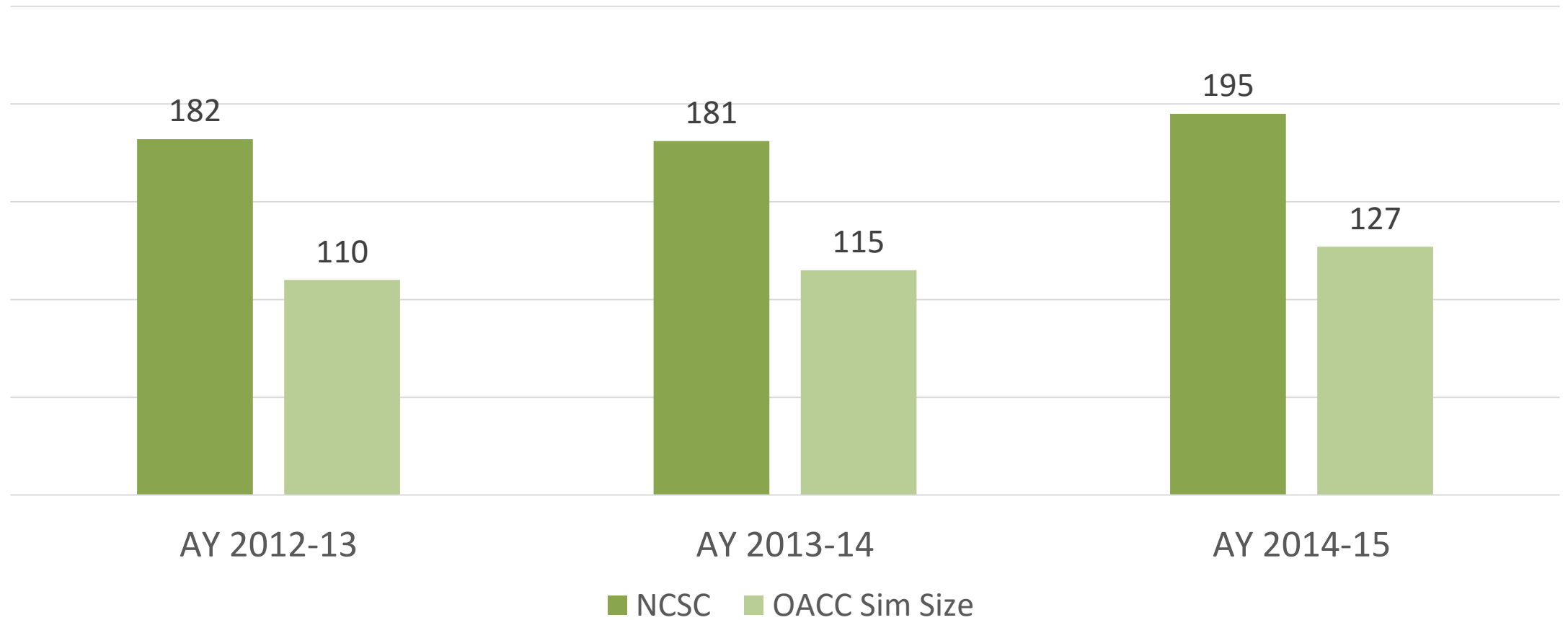
Problems

- Costs per FTE are still higher than peers – trying to keep up with falling FTE
- Both personnel and benefit costs per FTE higher than the peers
- Equipment costs per FTE lower than the peers
- Travel/entertainment (eg, professional development) are lower than the peers

Opportunities

- Get more FTE!

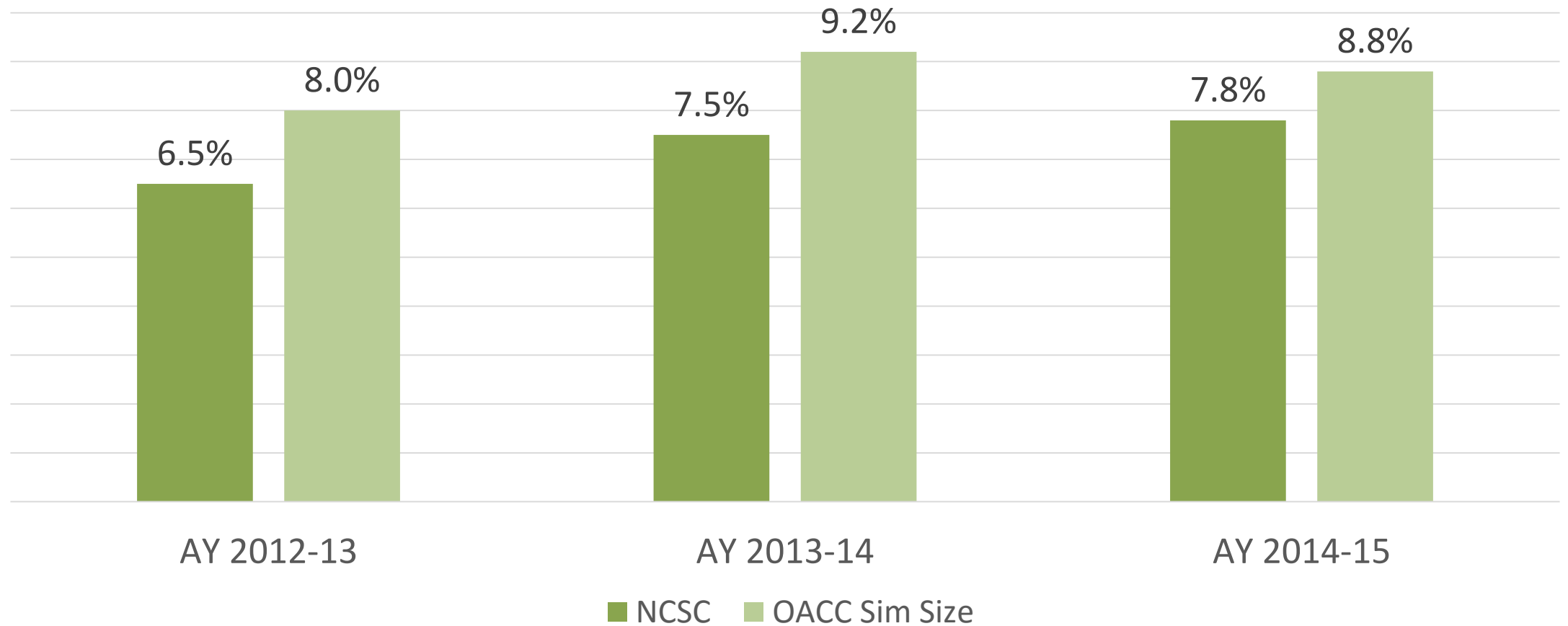
Facilities – Square footage per FTE



Ratios of all FTE vs. On-campus FTE

	AY 2013	AY 2014	AY 2015
Square footage per FTE	182	181	195
Square footage per on-campus FTE	212	219	265

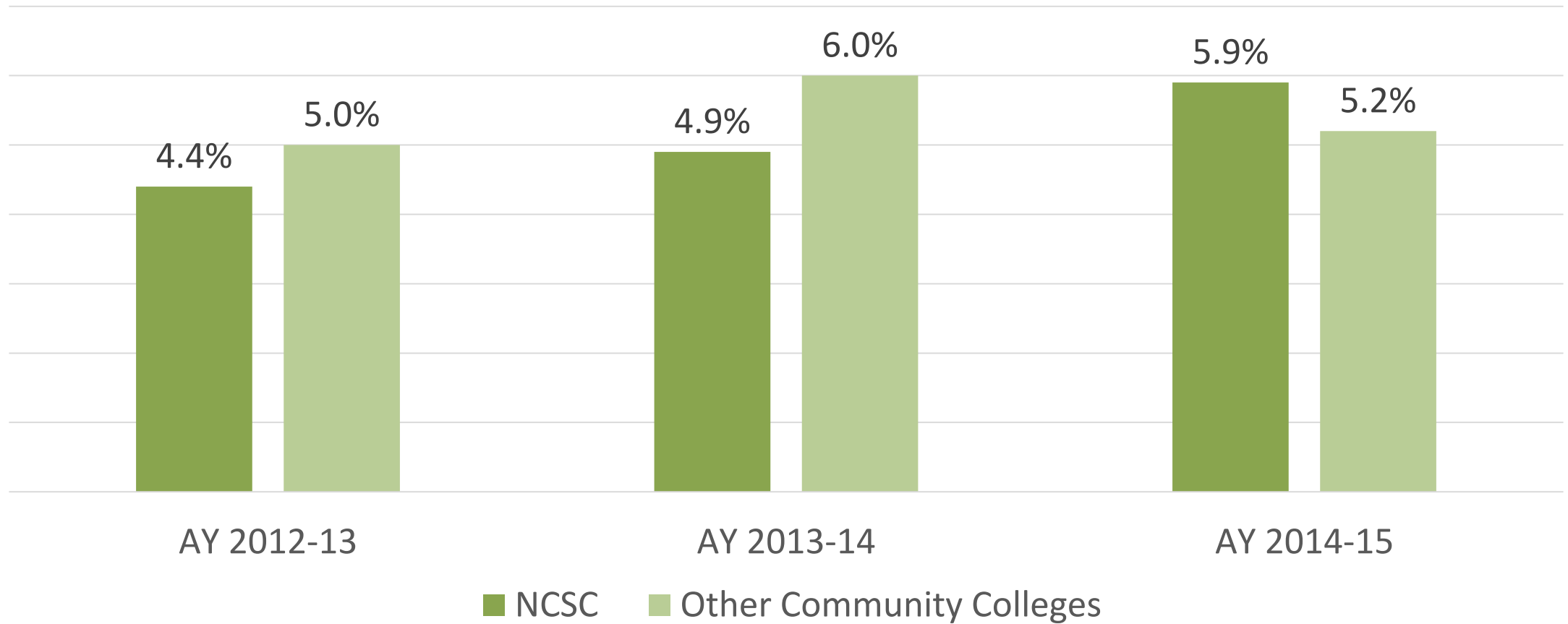
Plant maintenance as Pct. of operating costs



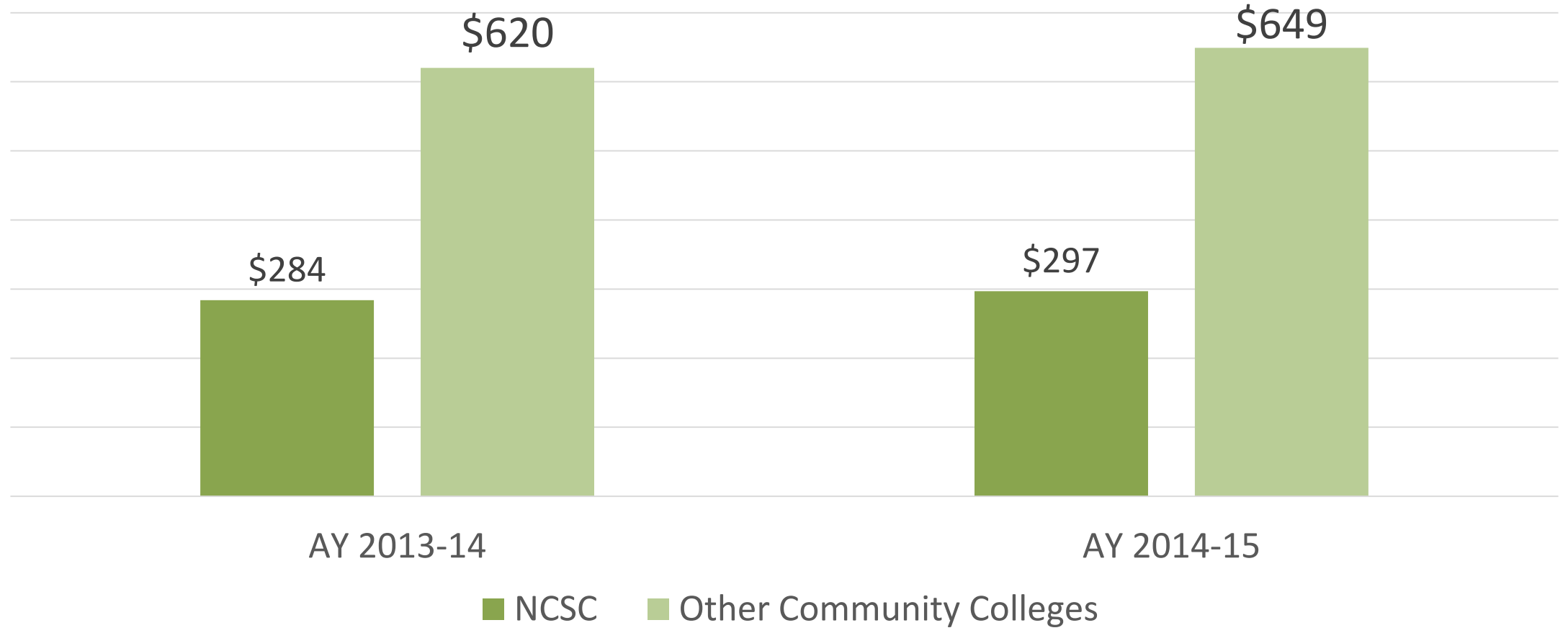
Key facility costs

	AY 2013	AY 2014	AY 2015
Facility employee cost per square foot	\$2.05	\$2.08	\$2.29
Kehoe/Urban gas cost per square foot	\$0.17	\$0.26	\$0.30
Kehoe/Urban electric cost per square foot	\$1.10	\$1.18	\$1.51
Shared services cost per main campus (NCSC and shared buildings) square foot	\$5.15	\$5.34	\$4.88

IT as percentage of operating costs



Training expenditures per IT staff



Problems

- Square footage to FTE is 54% higher than the peer average.
- Square footage to on-campus FTE is risen 25% in last two years.
- Electricity costs have risen 76% in last two years.
- Natural gas costs have risen 37% in last two years.

Opportunities

- Strategically filled critical facility positions while holding shared services costs flat.