

BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
CHANCELLOR AND COLLEGE INFORMATIONAL ITEMS

INFORMATION ONLY: **Strategic Plan Update**

The NSCS Strategic Plan Task Force met on October 19, 2021, to continue refining the 2025 Strategic Plan in response to changing dynamics in higher education and across the System. The Presidents have appointed six (6) new representatives to replace students who have graduated or faculty/staff members that have retired or transitioned to other institutions. The Fall 2021 kick-off meeting focused on updating new members and highlighting how the Strategic Plan is used throughout the year during a wide range of stakeholder engagements. On November 15, 2021, updated data for most performance metrics are received from the College Institutional Research staff, and System Office staff draw from several existing reports to update the remaining indicators. These data will be used to prepare the January 2022 version of the 2025 Strategic Plan in preparation for the upcoming legislative session.

After establishing the four (4) outcomes in the current plan, the Task Force worked to identify a comprehensive list of potential indicators that could be used to measure our progress toward these outcomes on an annual basis. Twenty (20) were identified by the Task Force members from a comprehensive list of more than eighty (80) distinct data elements. In some situations, potential performance metrics were removed from consideration due to either the lack of consistent data collection at each College or limited capacity to evaluate trends due to the lack of historical data. It was agreed at the time that a number of these data elements would be revisited in the future as potential "next-generation metrics" that could be included for consideration as efforts begin for the 2030 Strategic Planning process. The Task Force engaged in a preliminary review of these unused data elements and will continue to refine a small subset of "next-generation metrics" and begin consistent data collection efforts through the remainder of the next four (4) years. Lastly, the Task Force previewed several potential metrics related to performance gaps for students of color that might be useful for the NSCS to assess Diversity, Equity and Inclusion (DEI) efforts. The Task Force intends to reconvene in late November to discuss the "next-generation metrics" and DEI measures in greater detail.

The Chancellor will provide a brief overview of the Task Force discussion that occurred on October 19 and solicit feedback from the Board of Trustees as this work continues. The agenda and discussion items from the Task Force meeting can be found in Attachment I. Hard copies of the January 2021 Strategic Plan document will be available at the meeting for the Board of Trustees to review.

ATTACHMENTS:

- 2021 (October) Strategic Task Force Meeting (PDF)

NSCS Strategic Plan Task Force Meeting

October 19, 2021

1. Introduction of New Taskforce Members

Since the last Task Force meeting, several representatives have either graduated, retired, or transferred positions resulting in six new members. A brief overview of the Task Force work on the Strategic Plan will be provided for the new members listed below, along with a review of member roles and responsibilities.

- CSC – Joanne Owens-Nauslar – Community Member & Alumni Representative
- CSC – Aubrie Lawrence – Student Representative
- PSC – Samantha Hernandez – President of Student Senate
- PSC – Tim Borchers – Vice President for Academic Affairs
- PSC – Danny Hayes – Faculty in College of Professional Studies
- WSC – Jessica Palmillas – Student Senate & Student Activities Board

2. Overview of Strategic Plan Stakeholder Engagements

A brief overview of the utility of the strategic plan during stakeholder engagements during the past year will be provided. Feedback will be sought regarding the current design and layout of the existing document, infographics used, narrative, and potential updates to campus spotlights.

3. Next Generation Metrics Review

The complete list of potential performance metrics generated from the Task Force discussions in Spring/Summer 2019 can be found in Attachment I. Those highlighted in green reflect the twenty indicators that were recommended and approved by the Board of Trustees. Eight additional indicators have been highlighted in blue for the Task Force to consider for future strategic planning. Task Force members should review these and be prepared to discuss their viability, in addition to any new indicators that had not been identified in Spring/Summer 2019 that could be considered in the future.

4. Diversity, Equity & Inclusion Measures

Attachment II provides data for performance metrics that could assess the System's success in recruiting, retaining, and graduating students of color consistent with the emphasis on improving diversity, equity, and inclusion at all three Colleges. Task Force members should be prepared to discuss these data elements and assess the viability of integrating one or more of these metrics into the strategic plan to address existing equity gaps.

State College System Outcomes

- **Student Success & Completion** – Ensure all students receive necessary support and resources to enable successful progression and on-time degree completion.
- **Institutional & Academic Quality** – Deliver an array of high-quality academic programs in an environment that successfully prepares students for the range of careers they will experience after graduation.
- **Workforce & Economic Impact** – Expand capacity for colleges to produce graduates who meet workforce needs for Rural Nebraska and surrounding communities to strengthen their role as a magnet for rural community outreach and engagement.
- **Access & Affordability** – Preserve the open access mission by providing all students with affordable undergraduate and graduate degree options in Nebraska.

Outcome Metrics

Student Success & Completion

- Student Progression & Retention
 - Federal retention rates (Pell)
 - Retention for specific degree programs (i.e., STEM) or other programs aligned to specific workforce development needs for the state
 - Evaluation of Fall 1 to Fall 2; Fall 2 to Fall 3; with a goal of increasing retention into years 2, 3 and 4
 - Completion of Credits (successful completion of courses completed by students – i.e., DFW rates)
 - Track retention, 4/5 year graduation rates by freshman and transfer cohorts (WSC)
 - Academic Action (suspension/probation) and the result of applied interventions (do students end up improving their standing?) (CSC)
 - Financial Aid Satisfactory Academic Progress (CSC)
 - Retention only measures fall to fall and it might be additionally helpful to consider persistence and progression rates as a support to retention. Persistence is that term-to-term (fall to spring) enrollment rate and progression takes that 1 step further and looks at who of the fall cohort is registered in spring successfully with good academic standing (GPA above 2.0). CSC does track this information for all student cohorts – freshman, transfer, and graduate (CSC)
- Degree Completion/Attainment
 - On-time degree completion and overall completion metrics (4 and 6 year) (Pell)
 - Total degree production or number of graduates each year
 - Degree production in specific high need workforce areas by region
 - Transfer graduation rates (WSC)

- Progression to professional program without degree completion (medical school, vet school, RHOP, RLOP, 2+2, etc). (CSC)
- Students who stop-out and then return x years later to complete their degree. (CSC)
- Student Progression/Retention/Degree Completion for Targeted Student Populations
 - Transfer students to expand reporting and metrics beyond the traditional Federal Cohorts for First Time-Full Time (FT-FT) students
 - Improving gaps for students of color (American Indian, Hispanic, African American considering that these are projected growth areas for high school graduates by 2026)
 - First Generation, Low Income or Pell Eligible students
 - Improving faculty and staff diversity
- Students Admitted into Graduate School/Graduate school completion and job placement/promotion rates (Student Success/Workforce/Academic Quality)
- Student Engagement
 - Data from the National Survey for Student Engagement (progression on 4 Engagement Indicators)
 - Class attendance (CSC)
 - Identify students in theater, music, athletics, student government, etc. (any “extracurricular” activity enhancing their educational experience) and track these students’ success compared to students who are not in “extracurricular” activities. (CSC)
- Specialized services for key student populations
 - Throughput for students enrolled in transitional studies (development or remedial courses) – Identification and completion rates for critical gateway courses
 - Campus assessment activities for managing key student populations
 - Athletic support (CSC)
- Comprehensive Student Success Model (EAB) (WSC)
 - Student satisfaction regarding quality of academic advising
 - Student research and creativity output (participation/presentation at conferences and publication)
 - Support services for students age 21/entering their Junior year
 - Co-curricular assessment
 - Promote diversity in targeted academic disciplines (STEAM/Engineering)
 - Support services for diverse populations
 - Residential Life engagement data from the Skyfactor Student Success “EBI survey”

Institutional & Academic Quality

- Students completing experiential learning for academic credit (internships, clinical, practicum, field experience)
- Service Learning, research, and non-credit creative activities

- Faculty Credentials & Distribution
 - Full-time or professorial faculty positions – percentage of courses taught
 - Faculty meeting terminal degree requirements for their field
 - Faculty meeting quality assurance review process for delivery of online courses/programs
 - Faculty research and creative activity (WSC)
- Capital investment in infrastructure that supports student learning (academic building, residence, technology)
- Academic Challenge indicator on the NSSE (WSC – 10 years; PSC – 7 years; CSC – 6 years plus 2004-2013 every other year)
- Accreditation
 - Meeting benchmarks for Regional Accreditation
 - Increasing number of individual programs earning accreditation
- Student Outcomes after Degree Completion
 - Capacity to obtain employment within their field of study
 - Successful application to graduate programs or success in fast track degree programs
 - Passage on student licensure examinations
 - Student Outcomes after Degree Completion – currently a majority of this information is gathered by survey administered through Career Services with very low response rates. If this is going to be a metric, we might need to investigate how to improve data quality and quantity so that more weight can be applied to the data that is represented. (CSC)
- Employer and/or alumni feedback
- New Program Expansion (WSC)
 - Evaluation mechanism for new programs to ensure they are hitting benchmarks in subsequent years after creation
- Student/Faculty Ratios and Student/Student Support Role Ratios

Workforce and Economic Impact

- Graduate Employability¹
 - Graduates employed in Nebraska within one year of graduation
 - Employment in defined critical workforce areas
 - Overall graduate placement
 - Number of graduates placed in the state by subject area (CSC)
 - Assessment of “soft skills” to address employer feedback (WSC)

¹ Data expected through data agreement with Nebraska Department of Education.

- Economic impact of a college/system (community/regional/state)
 - Calculation determining economic multiplier for the region/state
 - Total dollars invested (by both legislature and students/families)
- Service to the community or region (Faculty and Student service or volunteer hours to the region)
 - Faculty, staff, and students holding positions on local/regional/state boards, government, or service organization committees/councils (WSC)
 - Diversity contributed to the community or region (CSC)
 - Special interest and Entertainment: Museums, sporting events, fine arts events, exhibits, etc. (CSC)
 - Campus curriculum sponsored events such as CSC's The Big Event and academic programs who take students on visits to high schools (CSC)
- Community and Regional Engagement
 - Pre-K through High school students visiting for events/camps/competitions
 - Use of campus facilities for events and activities
 - Opportunities for Adult Learners and to engage in non-credit bearing coursework
 - Non-degree seeking activities that impact and serve the workforce/region

Access & Affordability

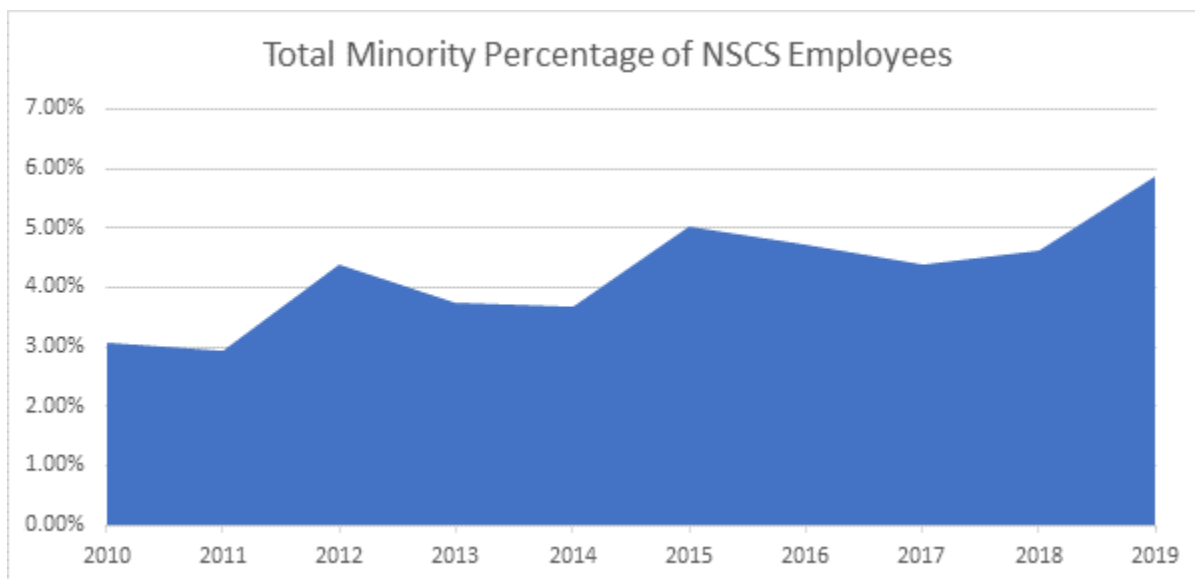
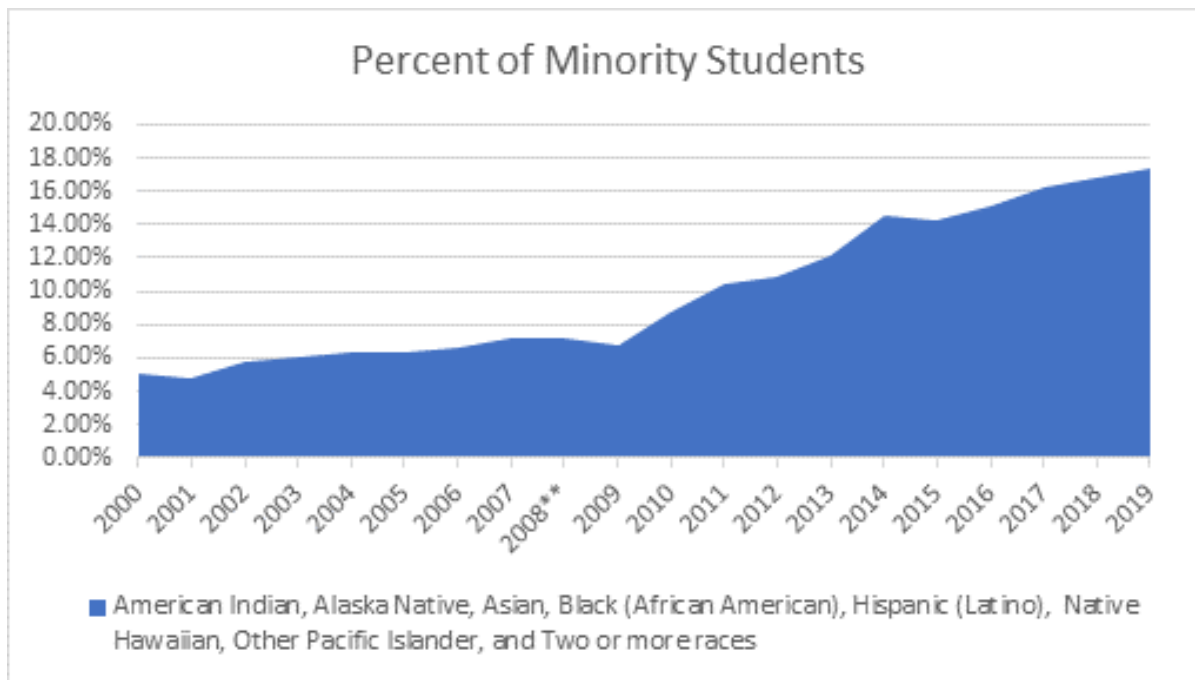
- Student Enrollment
 - Graduate, Undergraduate, Non-degree seeking (WSC)
 - Ratio of Pell Students
 - Total unmet financial need for degree seeking students
- Funding Distributions
 - Percentage of State funding (student/state investment)
 - Family net income vs. cost of attendance
 - Average return on investment for degree holders
- Student Obligations
 - Cohort default loan rates
 - Average loan amounts/debt for students at graduation
- Institutional/State Grant & Aid
 - Waivers or remissions provided by individual campuses
 - US News and World Report alumni giving rates
 - Total net price for individual students
 - Cost to produce a degree (total cost and based on appropriations)

Critical Reflection Points

Does the strategic plan:

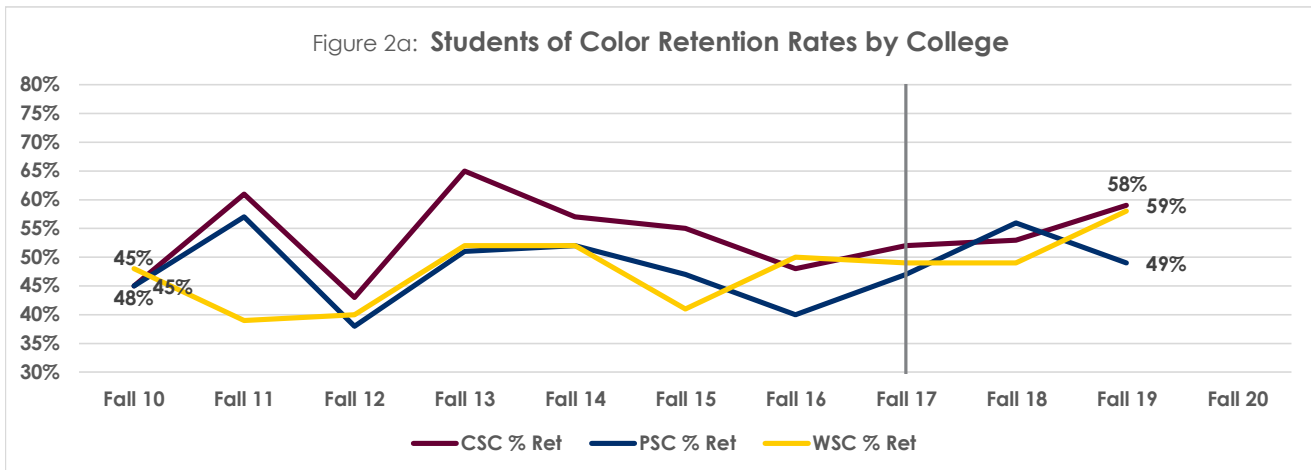
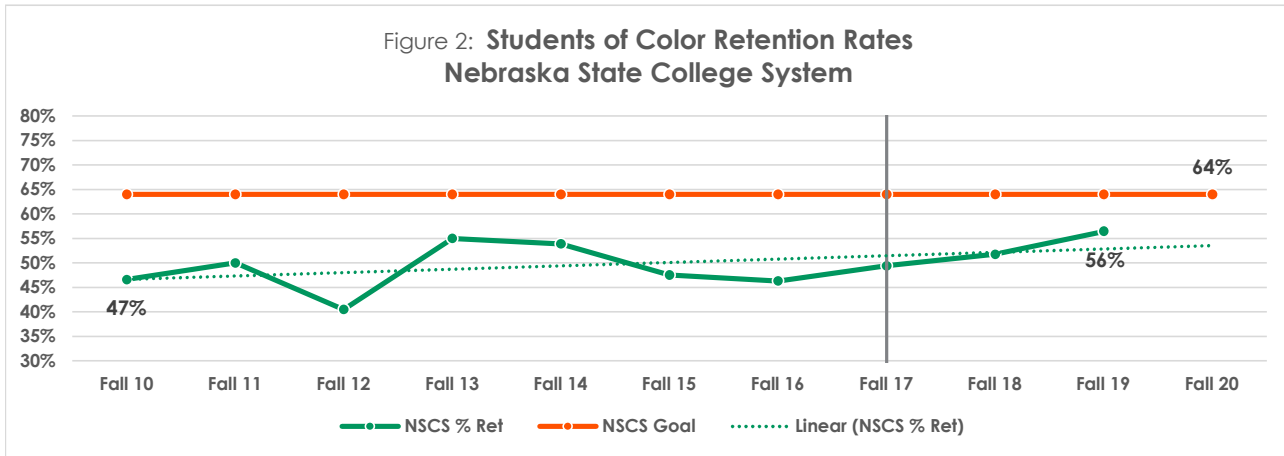
- Effectively position the system for the future higher education needs for the state?
- Emphasize our unique mission as an open enrollment option for Nebraskans?
- Promote equity for students in Nebraska?
- Demonstrate that our campuses are a good investment for Nebraska and that we are making efficient use of state resources?
- Promote continued investments in facilities and infrastructure?
- Are their metrics that are better suited to guide institutional consideration of strategies to meet system-wide goals?

Nebraska State College System
Student/Staff Ethnicity Trends



| Cohort | CSC # SOC | CSC % Cohort | CSC # Ret | CSC % Ret | PSC # SOC | PSC % Cohort | PSC # Ret | PSC % Ret | WSC # SOC | WSC % Cohort | WSC # Ret | WSC % Ret | NCS % Ret | NCS Goal |
|---------|--------------|-----------------|--------------|--------------|--------------|-----------------|--------------|--------------|--------------|-----------------|--------------|--------------|--------------|----------|
| Fall 05 | | | | | | | | | | | | | | |
| Fall 06 | | | | | | | | | | | | | | |
| Fall 07 | | | | | | | | | | | | | | 64% |
| Fall 08 | | | | | | | | | | | | | | 64% |
| Fall 09 | | | | | | | | | | | | | | 64% |
| Fall 10 | 49 | 13% | 22 | 45% | 31 | 13% | 14 | 45% | 81 | 12% | 39 | 48% | 47% | 64% |
| Fall 11 | 64 | 16% | 39 | 61% | 35 | 20% | 20 | 57% | 87 | 13% | 34 | 39% | 50% | 64% |
| Fall 12 | 69 | 17% | 30 | 43% | 48 | 25% | 18 | 38% | 130 | 19% | 52 | 40% | 40% | 64% |
| Fall 13 | 60 | 13% | 39 | 65% | 61 | 22% | 31 | 51% | 130 | 19% | 68 | 52% | 55% | 64% |
| Fall 14 | 91 | 20% | 52 | 57% | 61 | 24% | 32 | 52% | 91 | 13% | 47 | 52% | 54% | 64% |
| Fall 15 | 87 | 21% | 48 | 55% | 53 | 21% | 25 | 47% | 104 | 17% | 43 | 41% | 48% | 64% |
| Fall 16 | 77 | 20% | 37 | 48% | 78 | 30% | 31 | 40% | 104 | 18% | 52 | 50% | 46% | 64% |
| Fall 17 | 94 | 24% | 49 | 52% | 62 | 27% | 29 | 47% | 107 | 18% | 52 | 49% | 49% | 64% |
| Fall 18 | 88 | 24% | 47 | 53% | 57 | 26% | 32 | 56% | 135 | 19% | 66 | 49% | 52% | 64% |
| Fall 19 | 91 | 23% | 54 | 59% | 67 | 24% | 33 | 49% | 136 | 19% | 79 | 58% | 56% | 64% |
| Fall 20 | | | | | | | | | | | | | | 64% |
| Fall 21 | | | | | | | | | | | | | | 64% |
| Fall 22 | | | | | | | | | | | | | | 64% |
| Fall 23 | | | | | | | | | | | | | | 64% |
| Fall 24 | | | | | | | | | | | | | | |
| Fall 25 | | | | | | | | | | | | | | |

Data Note: SOC = Students of Color; Source is the College's IR lead worksheets.



| Cohort | CSC # SOC | CSC # Grad4 | CSC % Grad4 | CSC # Grad6 | CSC % Grad6 | PSC # SOC | PSC # Grad4 | PSC % Grad4 | PSC # Grad6 | PSC % Grad6 | WSC # SOC | WSC # Grad4 | WSC % Grad4 | WSC # Grad6 | WSC % Grad6 | NSCS % Grad4 | NSCS % Grad6 | NSCS % Goal |
|---------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|
| Fall 05 | | | | | | | | | | | | | | | | | | |
| Fall 06 | | | | | | | | | | | | | | | | | | |
| Fall 07 | | | | | | | | | | | | | | | | | | |
| Fall 08 | | | | | | | | | | | | | | | | | | |
| Fall 09 | | | | | | | | | | | | | | | | | | |
| Fall 10 | 49 | 7 | 14% | 13 | 27% | 31 | 3 | 10% | 7 | 23% | 81 | 10 | 12% | 26 | 32% | 12% | 29% | 45% |
| Fall 11 | 64 | 8 | 13% | 23 | 36% | 35 | 3 | 9% | 9 | 26% | 87 | 14 | 16% | 18 | 21% | 13% | 27% | 45% |
| Fall 12 | 69 | 11 | 16% | 27 | 39% | 48 | 4 | 8% | 10 | 21% | 130 | 8 | 6% | 22 | 17% | 9% | 24% | 45% |
| Fall 13 | 60 | 14 | 23% | 20 | 33% | 61 | 6 | 10% | 10 | 16% | 130 | 32 | 25% | 53 | 41% | 18% | 29% | 45% |
| Fall 14 | 91 | 16 | 18% | 34 | 37% | 61 | 10 | 16% | 19 | 31% | 91 | 11 | 12% | 26 | 29% | 15% | 33% | 45% |
| Fall 15 | 87 | 14 | 16% | | | 53 | 9 | 17% | | | 104 | 16 | 15% | | | 17% | | 45% |
| Fall 16 | 77 | 11 | 14% | | | 78 | 6 | 8% | | | 104 | 20 | 19% | | | 13% | | 45% |
| Fall 17 | 94 | | | | | 62 | | | | | 107 | | | | | | | 45% |
| Fall 18 | 88 | | | | | 57 | | | | | 135 | | | | | | | 45% |
| Fall 19 | 91 | | | | | 67 | | | | | 136 | | | | | | | 45% |
| Fall 20 | | | | | | | | | | | | | | | | | | 45% |
| Fall 21 | | | | | | | | | | | | | | | | | | 45% |
| Fall 22 | | | | | | | | | | | | | | | | | | 45% |
| Fall 23 | | | | | | | | | | | | | | | | | | 45% |
| Fall 24 | | | | | | | | | | | | | | | | | | 45% |
| Fall 25 | | | | | | | | | | | | | | | | | | 45% |

Data Note: SOC = Students of Color; Source is the College's IR leads.

