



Developing an Action Plan Using Institutional Data: Student Learning and Student Engagement

Overview

This small-group workshop will focus on examining institutional data related finance and enrollment at The College of the Whimsy Isles (CWI), which faces stringent budget constraints and difficulties with student recruitment and retention. As outcomes of this workshop, participants will:

- Analyze and interpret multiple sets of financial and enrollment data in the context financial challenges
- Use those analyses to identify issues that require action;
- Work across enrollment management and financial “departmental lines” to establish an integrated 3 year action agenda to make the college more sustainable.
- Communicate results of the activity to the larger group.

The College of the Whimsy Isles: The Situation

As noted above, CWI faces challenges both to enrollments and finances in both the near-term and longer-term. In its last response to a CWI Mid-Term Report, the commission that accredits CWI expressed concerns over the college’s financial sustainability. The president has instituted a hiring freeze and a 2% across-the-board budget cut for the current fiscal year, but she realizes that colleges cannot achieve long term solutions in that way alone. She wants to find ways to reverse the current trends. So she has asked you to serve on a “special action group” to study issues related to student achievement, graduation rates and engagement. She also wants to act ahead of time to ease the concerns of the accrediting commission. She wants you to formulate and submit an action plan to address one or more weaknesses in these areas. Thinking strategically the special action group must move beyond reactive, crisis mode operations and seize the opportunity to think broadly and creatively about strategic financial issues.

Within the scope of this case study workshop, you have the following five tasks:

1. Study and the financial and enrollment trends for the overall institution and *each campus* and provide an assessment of their *strengths and vulnerabilities*.
2. Reach consensus in identifying an proposals that will *increase institutional sustainability*.
3. Complete an *action plan* to implement that proposal.
4. Come together with your *companion group* to share your findings and develop a joint 3-year action plan that incorporates both increased enrollment revenues and sustainable institutional savings that will allow all three campuses to thrive.
5. Report your joint findings to the larger group of workshop participants.



A note on your group work.

CWI has developed a set of communication principles to enhance purposeful dialogue in the day-to-day work of the college. Among them are three that you should think about when conducting your group work.

- ✓ Encourage participation from all group members. Don't assume that silence means agreement or that people have nothing to say.
- ✓ Be patient. Allow people to complete their thoughts before responding.
- ✓ Think about the impact of your words on others. If you have questions or critical perspectives, voice them in a respectful way that keeps the focus on issues and not on individuals.

The College of the Whimsy Isles: Institutional Profile:

The College of the Whimsy Isles (CWI) is a public two-year institution supported by the Confederation of the States of the Whimsy Isles (CSWI), with a total estimated population of 147,500. CWI consists of three island states Oroa, Eniwo, and Tikini, each of which is home to a CWI campus. The campuses are roughly 350 miles apart, with only moderate Internet connectivity. The central college administration is housed on the Oroa campus. The College was founded in 1987 and offers associate-level degrees in Business, Education, Nursing and Liberal Arts and vocational certificates in carpentry, automotive maintenance and repair, electronics, marine resources and public safety.

Other Pertinent CWI facts:

Mission Statement

As a student-centered institution, The College of the Whimsy Isles (CWI) has as its mission to prepare students to achieve successful life paths in their chosen fields of study and to become ethical and responsible citizens of Oceania and the larger global community. (Adopted 2010)

Institutional Learning Outcomes (ILOs)

- The CWI graduates will demonstrate excellent qualifications in their chosen fields of study.
- CWI graduates will develop and exhibit a passion for life-long learning.
- CWI graduates will become productive contributors to the economy and society of The Republic of the Whimsy Islands.
- CWI graduates will demonstrate the ability to think critically and solve complex problems.
- CWI graduates will demonstrate the ability to communicate successfully in multi-cultural settings.
- CWI graduates will demonstrate understanding of the history and culture of Oceania and their place in the larger global community.



(Adopted 2010)

Demographics

- The current FTE enrollment is 2,187.
 - Ninety-four percent of all CWI students are under the age of 24.
 - Sixty-five percent of CWI students are female.
 - Ninety-six percent of students are residents of CSWI.
 - Ninety-five percent of CWI students receive Pell Grants.
 - In the previous five years, between 78%-81% of entering students have tested into one or more developmental courses.
 - In the previous three academic years, the average of student FTEs in developmental courses ranged between 30.1%-32.7% of total CWI FTEs.

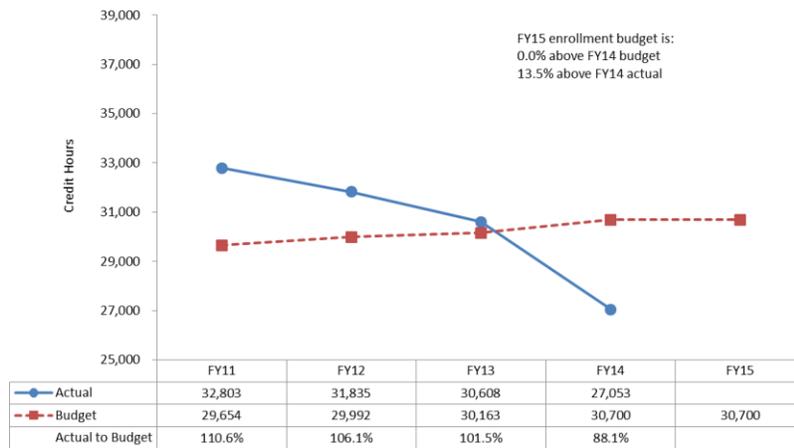
Student Completion and Retention

- Including both degree and certificate programs the CWI two-year completion rate is 13%; the three-year completion rate is 18%, a figure that has remained fairly constant over the previous three years.
- Fall-to-fall retention rates for new students over the last three academic years averaged 48%. Fall-to-fall-to-spring retention rates for returning students over the last three years have averaged 22%.
- CWI has an Admissions Office, but not a formal Enrollment Management function.
- In the academic years (AY) new student enrollment (headcount) at CWI has dropped by 42 and 79 respectively. By campus, the numbers are as follow:

Exercise I

Total Credit Hour Trends (Actual and Budgeted) at CWI Campuses –Fiscal Years 2011-2014 with Budget projects for FY 1

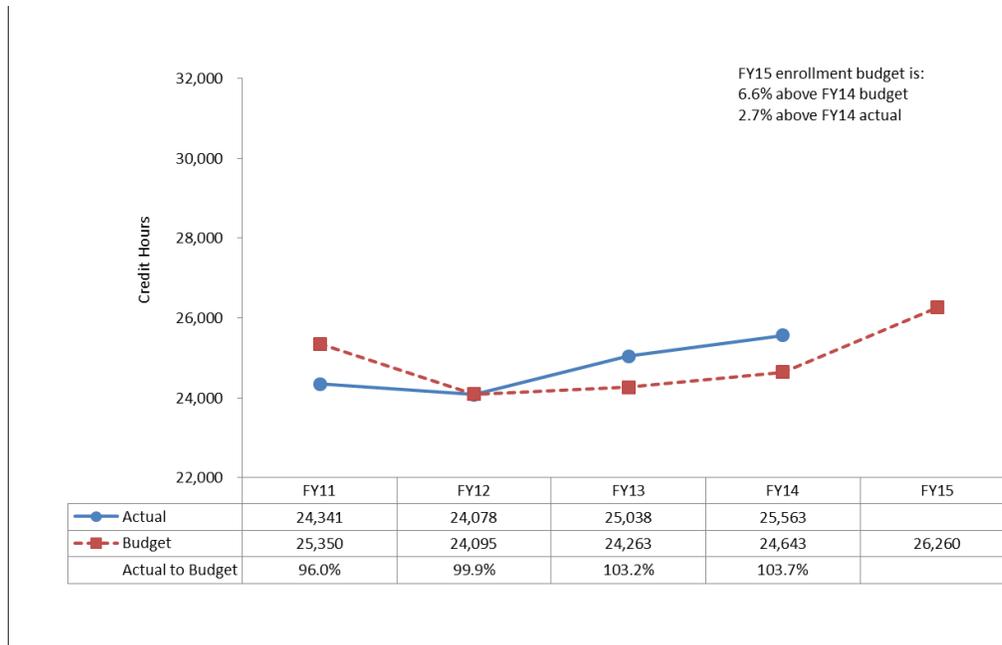
Figure 1. Oroa



Observations:

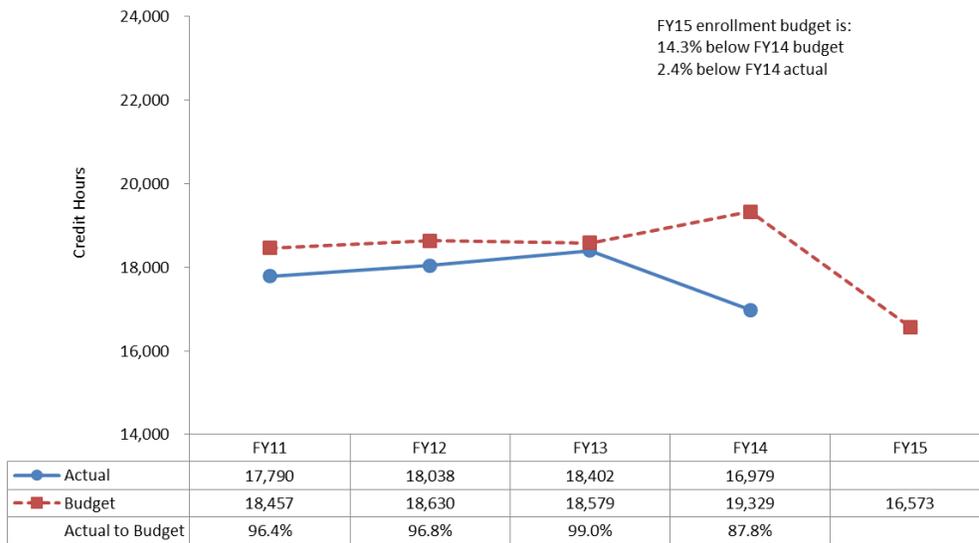
	Enrollment Group	Finance Group
<i>What are your initial observations?</i>		
<i>What is the long term trend you observe?</i>		
<i>What year (if any) saw a significant change?</i>		
<i>What would be 2 significant changes to have made the year following?</i>		
<i>Identify 2 potential strategies for the next two years.</i>		

Figure 2. Eniwo



	Enrollment Group	Finance Group
<i>What are your initial observations?</i>		
<i>What is the long term trend you observe?</i>		
<i>What year (if any) saw a significant change?</i>		
<i>What would be 2 significant changes to have made the year following?</i>		
<i>Identify 2 potential strategies for the next two years.</i>		

Figure 2. Tikini



	<i>Enrollment Group</i>	<i>Finance Group</i>
<i>What are your initial observations?</i>		
<i>What is the long term trend you observe?</i>		
<i>What Year (if any) saw a significant change?</i>		
<i>What would be 2 significant changes to have made the year following?</i>		
<i>Identify 2 potential strategies for the next two year (FY 15 & 16).</i>		

**Exercise II**

Changes in the entering class, coupled with lower retention rates, indicate significant loss of tuition income and that CWI will face increasing financial pressures in the future.

Table 4. New Student Enrollment (Headcount) at CWI—Academic Years 2011- 2014

Campus	2010-11 AY	2011-12 AY	2012-13 AY	2013-2014 AY	% Change
Oroa	440	427	408	306	-30.5%
Eniwo	215	212	197	217	0.8%
Tikini	250	243	198	149	-40.6%
CWI Totals	905	882	803	671	-25.8%

Table 5. Change in Credit Hour Generation at CWI—Academic Years 2011- 2014

	2010-11 AY	2011-12 AY	2012-13 AY	2013-2014 AY	% Change
Oroa	33803	32835	30608	27053	-20.0%
		-2.9%	-6.8%	-11.6%	
Eniwo	24341	24078	25038	25563	5.0%
		-1.1%	4.0%	2.1%	
Tikini	17790	18038	18400	16979	-4.6%
		1.4%	2.0%	-7.7%	

Table 6. Net Change in Tuition Revenue at CWI—Academic Years 2011- 2014

Campus	2010-11 AY	2011-12 AY	2012-13 AY	2013-2014 AY	3 Year Total
Oroa	NA	(\$212,960)	(\$489,940)	(\$782,100)	(\$1,485,000)
Eniwo	NA	(\$57,860)	\$211,200	\$115,500	\$268,840
Tikini	NA	\$54,560	\$79,640	(\$312,620)	(\$178,420)
Totals		(\$216,260)	(\$199,100)	(\$979,220)	(\$1,394,580)

Table 7. Campus Expenditures at CWI—Academic Year 2014

Oroa AY 2014

Expenditures		
Salaries, Wages, & Benefits	\$ 10,792,141	67.8%
Fuel & Electricity	\$ 1,209,277	7.6%
Goods & Services	\$ 3,722,295	23.4%
Capital Expenditures	<u>\$ 192,367</u>	1.2%
	\$ 15,916,080	

Ewino AY 2014

Expenditures		
Salaries, Wages, & Benefits	\$ 8,982,888	75.3%
Fuel & Electricity	\$ 632,300	5.3%
Goods & Services	\$ 2,306,852	19.3%
Capital Expenditures	<u>\$ 1,700</u>	0.0%
	\$ 11,923,740	

Tikini AY 2014

Expenditures		
Salaries, Wages, & Benefits	\$ 7,067,102	65.1%
Fuel & Electricity	\$ 703,798	4.4%
Goods & Services	\$ 3,030,128	19.0%
Capital Expenditures	<u>\$ 51,050</u>	0.3%
	\$ 10,852,078	



	Enrollment Group	Finance Group
<i>What is the status of the 3 campus System in this 4 year period?</i>		
<i>What is the relative status of each campus in this 4 year period?</i>		
<i>Develop 3 “sustainability strategies” for the Oroa Campus.</i>		
<i>Develop 3 “sustainability strategies ” for the Eniwi Campus.</i>		
<i>Develop 3 “sustainability strategies ” for the Tiklini Campus.</i>		
<i>How would you integrate these “sustainability strategies ” for the entire CWI System?</i>		

Your Next Step

Your next step is to recombine as a joint special action group to present an integrated action plan that will bring the College of the Whimsy Isles to financial sustainability in 3 years.

CWI System Action Plan

What amount of revenue will be generated through increased enrollment?

- What enrollment targets must they achieve?
- How much revenue will be generated?

(1 student = 30 credits x \$220/credit . . . or \$6600 in revenue)

- What action steps will be used?
- How much will these steps cost?
- How will the costs be shared among the campuses?

What amount of funds will be offset through budget reductions?

- What budget categories will be reduced?
- What amount of financial savings must they achieve?
- How will they impact services to students?
- How will the reductions be shared among the campuses?



Sandy Pond Associates Fiscal Case Study Workshop Evaluation

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

<p style="text-align: center;">Survey Items</p> <p>Please complete this evaluation of today's workshop. Your opinions will help to evaluate and improve such activities. When you complete the evaluation, please return it to one of the vice presidents in attendance or to Norma Edwin.</p>	Scale				
	Poor	Good			Excellent
<p>1. Describe the overall level at which this workshop achieved its stated outcomes of developing your skills and abilities in the following areas?</p> <ul style="list-style-type: none"> • Analyzing and interpreting multiple sets of financial and related institutional data in the context of a college's Mission and its stated purposes; • Using those analyses to identify issues that require action; • Reaching consensus on the relative importance of those issues; • Selecting an issue for action; • Developing an action plan to address that issue within the context of a defined and limited budget; • Communicating results of the activity to the larger group 	1	2	3	4	5
2. Describe the quality of workshop materials.	1	2	3	4	5
3. Describe the level of organization in this workshop.	1	2	3	4	5
4. Describe the level at which the presenter explained your tasks and facilitated the group work.	1	2	3	4	5
5. Describe the level of the presenter's knowledge and interest in carrying out this workshop.	1	2	3	4	5
6. Describe the level of value you would attach to this workshop in helping you participate in college planning and decisions.	1	2	3	4	5
7. Describe the chances that you would attend another such workshop given by this presenter.	1	2	3	4	5
8. Comments					