



Massachusetts Department of Higher Education

2019 -
2020

**Revised
Campus
Strategic
Planning
Guidelines
and
Procedures**

Handbook for Institutions

Campus Strategic Planning Guidelines and Procedures

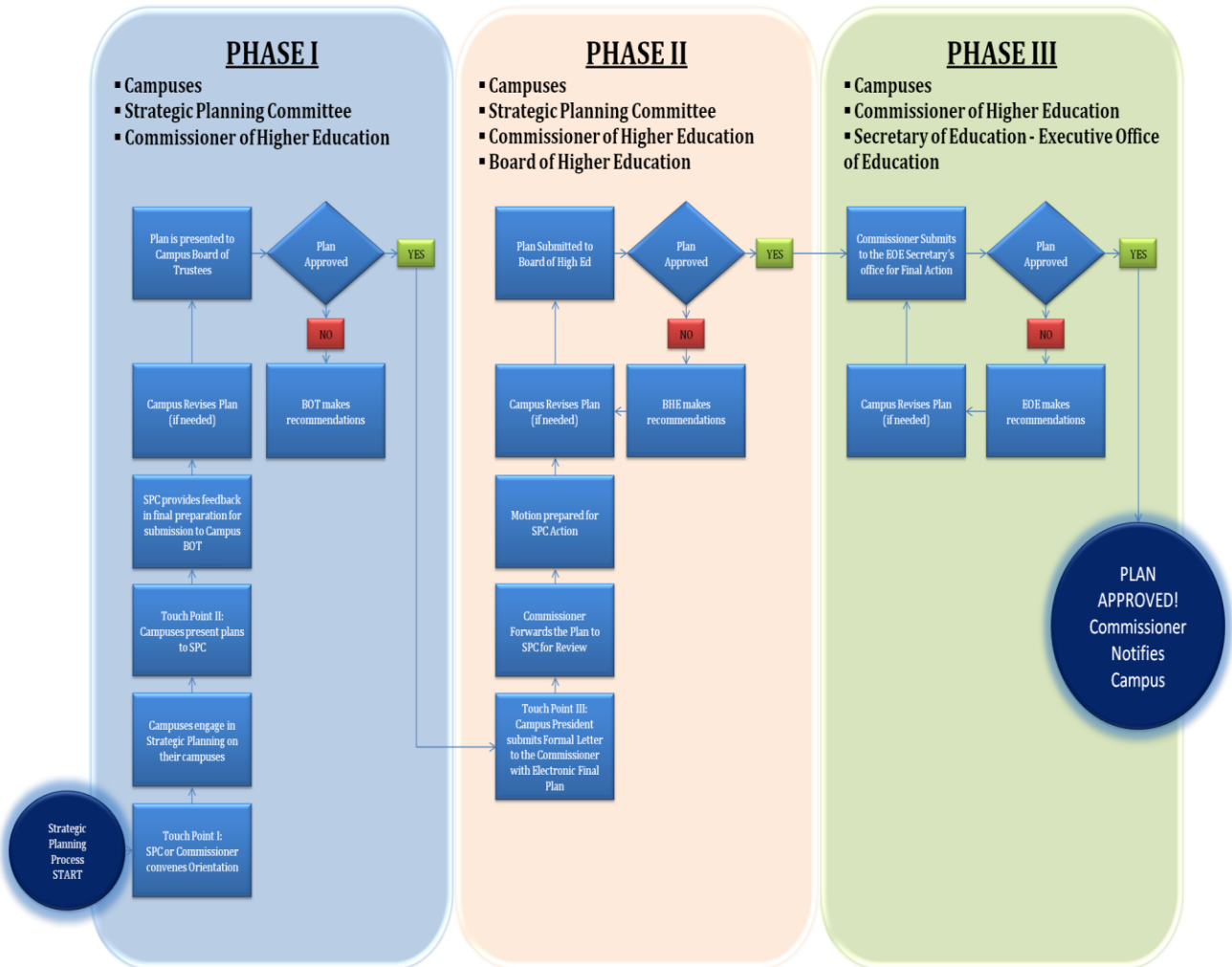
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STRATEGIC PLANNING PROCESS MAP¹



¹ After a Partnership Plan for a special mission institution has been approved, it shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education.

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MESSAGE FROM COMMISSIONER

Dear Colleagues,

This year we begin our second cycle of developing campus strategic plans in collaboration with the Strategic Planning Committee of the Board of Higher Education. Our touch points process and evolving guidelines are carefully aligned to the changing landscape in public higher education. As we strategically grow this system in the Commonwealth of Massachusetts it continues to be essential that we recognize both our calibrated effort to work as a whole, even as we differentiate the uniqueness of our institutions and the significance to the regions where they reside. I say this while further acknowledging that the faculty and staff members that teach and guide our students within each institution make an important difference in their success. Thus, when you set out to develop the strategic pathway for your campus over the next five years, it is your leadership as well as the full participation of all members of your campus community and the members of the Strategic Planning Committee, that is vital to ensuring the right strategic plan to guide your institutions and our students into future success.

The Board of Higher Education (BHE) staff and I wish to support your efforts in every way we can. The BHE has further revised its' guidelines beginning this year, to ensure that Massachusetts' public institutions are working together even more closely toward the best outcomes for public education across the state. Adding some performance metrics to the guidelines, which have been developed over time in a coordinated way with campus leaders, will enable us to be responsive to the needs of the Commonwealth in an alert and timely manner. This Campus Strategic Planning Handbook has been prepared to help us continue working in the coordinated and intentional way we have so carefully established. The calibration of campus and student needs with our statewide research, planning and strategic direction bodes well for the future of public higher education in Massachusetts.

Let our journey be productive and inspiring as we learn together, create improved student success rates, and provide high quality academic opportunities and learning experiences that are strategic and responsive to the needs of Massachusetts' citizens and communities.

Sincerely,

Carlos E. Santiago
Commissioner

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INTRODUCTION

A fundamental responsibility of the Board of Higher Education (BHE) is to provide overall direction to the Massachusetts system of public higher education. The Board enacts this responsibility by establishing statewide goals and regularly measuring and reporting progress toward these goals. Review and approval of campus strategic plans is another important aspect of this role. The BHE uses its review of campus strategic plans to inform its own system-wide efforts and to support campuses as they set their own strategic directions. The BHE will be guided in this endeavor by the BHE Campus Strategic Planning Committee (SPC).

Chapter 15, Section 7 of MGL states that the Secretary of Education will, in consultation with the council (BHE) “...have the authority to approve, reject, or propose amendments to said plan.” New strategic plans should satisfy the requirements of both the Department of Higher Education (DHE) and the Executive Office of Education (EOE), to avoid sending mixed signals or duplicating effort. They should also be sufficient for DHE/BHE approval of “Partnership Plans” that govern special-purpose campuses with tuition retention authority. Partnership plan proposals shall include performance standards specific to the mission of the institution, and to the extent possible they should be aligned with the performance measurement system in effect across the public system.

While current system-wide goals build upon those of the past, college-level plans can be strengthened by expanding their scope beyond addressing current goals, to include a fuller consideration of strategic opportunities, challenges, and choices, as well as the institution’s underlying business model. New plans should serve not only as a roadmap for an individual campus, but as part of a coherent plan for the higher education system as a whole – at both a regional and statewide level. In addition, such plans should provide a reliable and sufficient basis for guiding the BHE and staff in evaluating the strategic purpose of any new program proposals.

GUIDING PRINCIPLES AND CRITERIA FOR REVIEW

The BHE recognizes that each campus has its own unique mission, culture and community and that it is situated in a specific region. To support autonomy and individuality, campus strategic plans should reflect these unique characteristics. In addition, each individual campus plan must also be reflective to the statewide goals for public higher education in Massachusetts. The following principles guide the BHE’s criteria for reviewing campus strategic plans:

- **Be true to mission.** Each campus should select a planning process that works best for its’ unique mission, culture, community, and region.
- **Focus on goals.** Each campus should determine how to best align their strategic plans with system-wide goals, and to organize their work and resources to achieve strategic objectives. When relevant, metrics from the performance measurement reporting system should be incorporated in the measurement plans for tracking progress toward goal completion.
- **Address statewide strategy:** Each campus should provide evidence of how it will address the equity agenda for public higher education in Massachusetts with attention to short- and long- term student success.

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The BHE will review campus strategic plans based on the following four criteria: campus planning process; goals; strategies; and metrics.

A. THE CAMPUS PLANNING PROCESS

The planning process should be transparent and inclusive. *“Planning and evaluation are systemic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and external perspectives...”* (NECHE Standard 2.1).

The planning process should be a vehicle for cultivating a commitment from all members of the campus community, allowing institutions to grow, change and adapt practices as needed to achieve their goals.

B. GOALS

The plan should explicitly address the system goal of EQUITY, including college participation, college completion, and closing gaps. The BHE’s specific embrace of the equity agenda is expected to result in continuing improvement in performance outcomes. The hard work of disaggregating data and identifying where barriers to success exist for specific populations will be significant to successful planning. Other elements previously incorporated such as student learning outcomes, workforce alignment, and preparing citizens can also be addressed. The plan should also be aligned with regional economic and workforce development priorities and include close consultation with other public institutions in the region to ensure strategic alignment, program integration, and cost-effectiveness, while closing gaps and increasing completion rates. Plans should include initiatives to deepen integration with local P-12 districts, including vocational-technical schools and identify opportunities for innovation. In addition, plans should provide a sufficient framework for new programs that BHE will be asked to consider for approval, as well as highlight areas of strategic divestment (i.e. what programs or elements a campus expects will sunset during this period).

- i. **Campus goals.** In the early phase of planning, campuses should take the opportunity to define their individual benchmarks and goals clearly in the context of the overarching system strategy focused on equity. BHE’s strategic plan review will focus on system-wide goals even as BHE recognizes that campus strategic plans will include areas of focus, such as financial goals and benchmarks that are clearly defined and specific to a campus’ unique identity. The BHE will look for goals to be reflective of where the campus is situated among peer institutions. The BHE is particularly interested in understanding enrollment estimates and projections as they relate to the strategic plan as well as the array of programs a campus may be planning to develop. Enrollment projections should include metrics reflective of the population pipeline, the Commonwealth’s employment needs, and the campus expected capacity for traditional as well as on-line and competency-based learning.
- ii. **Changes in system-wide goals.** The BHE may decide to amend or extend the system-wide goals to be included in campus strategic plans, but such changes will not require campuses to modify plans

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previously approved by the BHE. Rather, the BHE will discuss with campus leaders how the modified statewide goals can most reasonably be advanced within the framework of the current plan or in the next strategic planning cycle. The evolution of the Performance Measurement Reporting System helps the individual campus strategic goals and benchmarks to be understood in each campus context. The BHE expects that a Partnership Plan² aligns with the system-wide goals with specific performance standards relevant to the mission of the institution.

C. STRATEGIES

The most pressing challenge for both community colleges and state universities is the need to close persistent opportunity and achievement gaps that are tracked by race, socioeconomic status and gender. At both the community colleges and state universities, some metrics reveal progress for all racial/ethnic subgroups but no narrowing of gaps between white students and students of color, while others show worsening patterns with respect to both gaps and outcomes for students of color. The DHE will continue to monitor these trends to ensure new interventions and redesign efforts serve as a mechanism to improve success rates for students of color and not only white students.

The campus strategic plan should provide “...*realistic analyses of internal and external opportunities and constraints...*” (NECHE Standard 2.3) to achieve its’ goals. The BHE will specifically review plans with regard to the strategies and programs that each campus uses to achieve specific institutional objectives and do so in the context of the statewide equity agenda. The Board does seek to understand that a campus has a plausible theory of action and operational business plan underlying its proposed strategy.

D. METRICS

To the maximum extent possible, the plan should include clear measures for evaluating progress on strategic planning goals over the course of the plan’s duration, including both qualitative and quantitative methods (NECHE Standards 2.6, 2.7, 2.8). The measurement plans should incorporate metrics from the Performance Measurement Reporting System (see Attachment A) when relevant. It is expected that all strategic plans will incorporate the student success metrics focused on first year progress and long-term success.

Campuses may also devise public data dashboards that can be used by college boards (and others) to evaluate progress over time.

Touch Point II (details below) will include an informed dialog between the campus and members of the SPC. The measurements plans will be reviewed for use of the PMRS metrics to monitor progress. The Student Success metrics in the context of each institution will provide a focus for the SPC. This should enable deeper understandings around factors that influence the metrics as well as their implications for the campus plan

The Partnership Plan for special mission institutions must include budget and enrollment projections for each year, projections for total student charges for each year, projections for in-state and out-of-state enrollments for each year, and plans to ensure continuing access to the institution by residents of the commonwealth and

² Specifically related to statute that governs the Massachusetts College of Art and Design and the Massachusetts Maritime Academy

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affirmative action policies and programs that affirm the need for and a commitment to maintaining and increasing access for underrepresented students.

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THE STRATEGIC PLANNING PROCESS

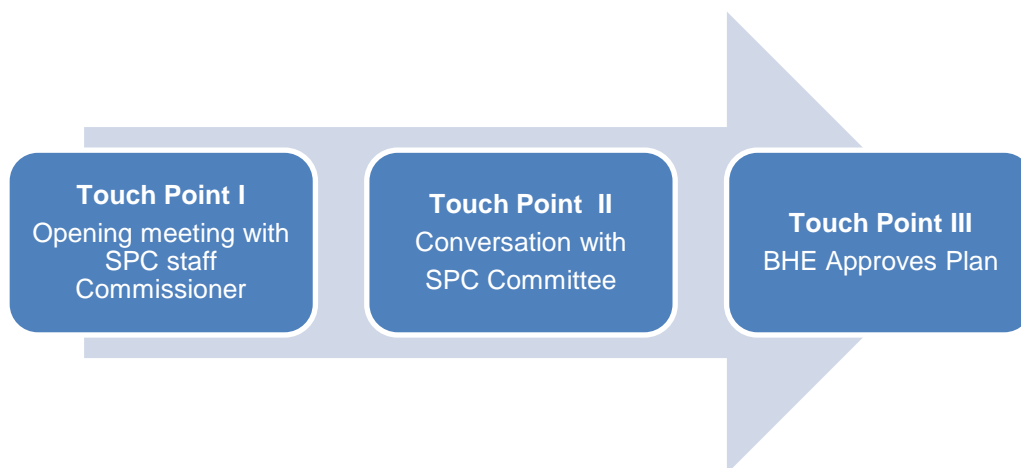
The following principles guide the BHE's process for reviewing campus strategic plans:

- A. **Communication is critical.** Communicate with campus constituents at the front end of the planning process, beginning a year in advance, and continue throughout the planning process. Facilitate the plan's progress toward approval by the BHE. Recognize and support the consensus-building nature of strategic planning and avoid making substantive changes late in the planning process.
- B. **Establish a partnership.** Develop a collegial, partnership-approach to BHE and campus interaction. Understand the power and importance of the Board's equity agenda to the future of public higher education. Facilitate the development of supportive relationships among planning groups from the various institutions in the Massachusetts system including cross-segment and cross-sector partnerships.
- C. **Foster mutual learning.** Share effective practices among and between campuses and the BHE.

PROCESS OVERVIEW

The BHE will use a three-touch point process for reviewing campus strategic plans. DHE staff can provide support for campuses as needed and helpful during this process.

Each phase in the process is reviewed and campuses are provided with an opportunity to share information and insights regarding their planning process. SPC members offer guidance to the campuses regarding what they will be looking for when it comes time to approve the plan.



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PHASE I

TOUCH POINT I

A. **Kick-Off** - Campus Cohort convenes with Strategic Planning Committee staff and Commissioner

At the direction of the Commissioner, BHE staff work with a cohort of campuses or an individual campus for the SPC Kick-Off. The strategic planning process begins with Touch Point I, a convening of the SPC staff and Commissioner with the President and campus leadership teams that will be engaged in strategic planning.

B. **Campus Engagement** - Ensures a spirit of collaboration and inclusivity

Campus leaders work to engage faculty, students, staff and administrators in a highly inclusive and collaborative planning process. The system-wide equity agenda should be clearly communicated to all constituencies. BHE staff will support campuses with an online platform of strategic planning resources, practices, and documents that Massachusetts public campuses have found helpful. BHE staff will work to link campuses that are at similar stages in their strategic planning cycle, and provide mutual learning opportunities.

TOUCH POINT II

C. **Campus and Committee Convene** - Campuses present work-in-progress and SPC provides feedback during the public meeting of this committee of the BHE.

Prior to a campus board vote and at a point in the process where the overall shape of the plan has been given preliminary definition, the committee and the campus will discuss the emerging plan including goals, metrics, and strategies linked to system-wide goals and objectives. This takes place when it is still early enough that changes can be made without major disruption to campus-level work. Touch Point II (TP II) is intended to be collegial and formative in nature. The SPC will look for the inclusion of any relevant PMRS metrics in the plans for measuring progress towards goals. The SPC will expect that the First Year Progress rates including gateway courses, accumulated credits and retention data and the long-term outcomes rates (graduation for state universities, comprehensive student success for community colleges) will be discussed during the presentation and referenced in the draft plan.

The purpose of the TP II conversation is to increase the SPC's knowledge and understanding of the campus plan, and to provide the campus with a clear signal from SPC as to whether the emerging plan fits with the statewide equity agenda consistent with the BHE's strategy for public higher education in the Commonwealth.

The SPC is expected to be knowledgeable of the draft plan being presented, be able to identify the strengths of the plan and provide feedback directly related to the Student Success Data consistent with the equity strategy and helpful to the campus plan. The campus should expect to move forward with input from the SPC regarding the strengths of the plan as well as any modifications or additions

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recommended by the SPC. If a plan fails to address the BHE equity strategy, a campus will be expected to revise and to strengthen that aspect, bringing it into greater alignment with the equity agenda and then resubmit the plan. In all cases, the BHE expects to use existing structures for monitoring enrollment, finances and campus achievement of the system-wide goals reflected in strategic plans.

The campus provides a draft copy of the strategic plan to staff **at least 21 business days prior to the SPC meeting**, which will be circulated among SPC members prior to the next TP II public committee meeting. The campus may bring any hard copy materials for use during the meeting with the SPC. The campus should provide staff with a power point or link to any electronic materials for use during the meeting **3-5 business days ahead of time**.

D. Campus Board Approval

Each institution must obtain their campus board of Trustees approval before submitting the plan to the SPC. Campus boards may make suggestions and recommendations to modify the plan before their final votes. In all cases the campus board must approve the strategic plan proposal before it moves to the SPC.

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PHASE II

TOUCH POINT III

A. Formal Submission

After the plan is approved by the campus board, the President sends a formal letter with the approved plan to the Commissioner. Any SPC recommendations during TP II should be clearly incorporated and marked in the final plan. Campus staff collaborates with board staff to ensure all aspects of the plan are included in the correct, accessible format. The Commissioner forwards the plan to the members of the SPC.

B. SPC Review

SPC members review the plan and provide feedback to the Commissioner. Clarifying questions from the SPC members will be the subject of discussion between the Commissioner and the campus President as necessary.

STRATEGIC PLANNING COMMITTEE ACTION

C. SPC Action

Staff prepares a motion to be brought forward for SPC action. At this juncture, the plan may be approved by SPC and moved for full BHE action. It is also possible that the plan may need to be revised and resubmitted at the next SPC meeting. The Board expects that revisions would be addressed prior to a plan being brought for SPC vote.

D. SPC Approval

A motion is brought forward and the SPC formally votes to approve the plan.

BOARD OF HIGHER EDUCATION ACTION

E. BHE Action

Subsequent to SPC approval of the campus strategic plan, the motion is brought forward for BHE action. BHE will approve the plan or make recommendations for revisions.

F. BHE Approval

The SPC motion is brought forward for full BHE approval.

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PHASE III

EXECUTIVE OFFICE OF EDUCATION REVIEW

A. Secretary Review

Following BHE approval of the campus strategic plan, the Commissioner submits the plan to the Secretary of the Executive Office of Education for review.

B. Secretary Response to the Commissioner

The Secretary will provide final approval of the plan or make recommendations for final revisions.

C. Campus Notification

The Commissioner will notify the campus President of the Secretary's final approval.

MONITORING CAMPUS PROGRESS

The BHE will use existing statutory and policy structures for monitoring campus achievement of the system-wide goals reflected in campus strategic plans, including presidential evaluations and performance measurement and data dashboards. Incorporating the Performance Measurement Reporting System metrics into the campus strategic plan as a way of measuring progress toward goals, is expected to be both an emergent process as well as one that ensures system-wide metrics are used as a guide in monitoring institutional progress.

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SUBMISSION

SUBMITTING YOUR PLAN

Final Strategic Plans should be submitted by providing one printed copy to Dr. Winifred M. Hagan at the Department of Higher Education with a flash drive containing an electronic copy in MS Word Format. Also email a copy to whagan@dhe.mass.edu, jkeller@dhe.mass.edu and csantiago@dhe.mass.edu.

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Appendix A: Performance Measurement Review System Metrics

BHE Approved Key Performance Measurement Indicators

Access Metrics

Fall Undergraduate
Enrollment Headcount

Graduate Enrollment
Trends

Enrollment Representation of Underserved Populations

Enrollment of Pell-
Eligible Students

Affordability Metrics

Tuition and Fees as
Percent of State and
Regional Family Income

Student Loan Debt at
Graduation

Unmet Student Financial Need

Student Loan Default Rate

Student Success and Completion

On-Time Credit
Accumulation

Timely Completion of Gateway Course in Math and English

First-Year Retention

Student Engagement

State University
Graduation Rates of
First-Time Students

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State University
Graduation Rates of
Transfer Students

Comprehensive Success of First-time and Transfer Students

Community College Six-Year Student Success

Workforce Alignment and Outcomes

Degree Production in
Fields Associated with
High-Demand
Occupations

Comparison of Pre- and Post-Enrollment Earnings

Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation

Enrollment in High-Value, Non-Credit Workforce Development

Fiscal Stewardship

Modified Composite
Financial Index (CFI)

Expenditures Devoted to
Instruction

Cost of Degree Production

Deferred Maintenance/Facilities Maintenance

Instructor and Classroom
Utilization

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Access Metrics

| | |
|-----------------------------|---|
| Metric | |
| Definition | |
| Purpose | Fall Undergraduate Enrollment Headcount |
| Segment | Number of students enrolled for credit in the fall term and fiscal year. |
| Comparison/Benchmark | To assess whether colleges and universities are maintaining expected levels of enrollment. |
| Data Source | SU, CC |
| Timeline | Campuses will establish expected enrollment levels using a common benchmarking methodology. |
| | HEIRS |
| Metric | 2019 |
| Definition | |
| Purpose | Graduate Enrollment Trends |
| Segment | Number of graduate students enrolled for credit in the fall term and fiscal year. |
| Comparison/Benchmark | To assess whether universities are maintaining expected levels of enrollment. |
| Data Source | SU |
| Timeline | Campuses will establish expected enrollment levels using a common benchmarking methodology. |
| | HEIRS |
| Metric | 2019 |
| Definition | |
| Purpose | Enrollment Representation of Underserved Populations |
| Segment | Latinx and African American students as a percent of total enrollment. |
| Comparison/Benchmark | To assess whether college and universities are enrolling a population fully representative of their service area. |

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|------------------------------|--|
| Data Source | SU, CC |
| Timeline | Comparison to Latinx and African American representation in the service area |
| Methodology Notes | HEIRS, Census |
| | 2019 |
| Metric | Note that the visualizations are limited to a trend view of the share enrollment composed of Latinx and African American students. Benchmarks for representation will be included when the DHE completes the Equity Strategic Framework in collaboration with the Colleges and Universities. |
| Definition | |
| Purpose | Enrollment of Pell-Eligible Students |
| Segment | Enrollment of Pell Grant recipients as a percent of total undergraduate enrollment. |
| Comparison/Benchmark | To monitor enrollment of students from lower income backgrounds. |
| Data Source | SU, CC |
| Timeline | Comparison to the Pell Student enrollment of similar institutions |
| Methodology Notes | IPEDS |
| | 2019 |
| Affordability Metrics | This metric is compiled from the financial aid survey in IPEDS for the total undergraduate population. |

| | |
|-----------------------------|---|
| Metric | |
| Definition | |
| Purpose | Tuition and Fees as Percent of State and Regional Family Income |
| Segment | Tuition and mandatory fees as percent of median and lowest quintile of household income at the state and county levels. |
| Comparison/Benchmark | To assess whether tuition and fees are affordable at the full spectrum of income levels in the predominant region served. |
| Data Source | SU, CC |
| Timeline | Comparison to similar institutions |

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| Methodology Notes | HEIRS and Census |
| | 2019 |
| Metric | Tuition and Fees is from the HEIRS Fiscal Tuition and Fee Survey (https://www.mass.edu/datacenter/tuition/AppendixTuitionFeesWeight7.asp). Income benchmarks are from https://www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html |
| Definition | |
| Purpose | Student Loan Debt at Graduation |
| Segment | Average loans accumulated by associate and bachelor's degree completers (MA residents only) at time of graduation. |
| Comparison/Benchmark | To monitor the indebtedness of public higher education graduates. |
| Data Source | SU, CC |
| Timeline | Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark. |
| Methodology Notes | HEIRS Completions File and DHE Financial Aid File |
| | 2019 |
| Metric | Degree Completers are identified in the HEIRS Degree and Certificate File. Loans are identified in the DHE Financial Aid File. Loan amounts are the sum of the loans reported in the financial aid file between the entry date and the date of the degree conferral. The average is the total loans accumulated divided by total graduates. |
| Definition | |
| Purpose | Unmet Student Financial Need |
| Segment | The difference between the sum of a full-time student's expected family contribution (EFC) and non-loan aid and the direct costs (tuition and fees, books and supplies) of a student's education. |
| Comparison/Benchmark | To monitor whether the combination of federal, state and institutional aid limits out-of-pocket expenses to a family's ability to pay. |
| Data Source | SU, CC |
| Timeline | Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark. |
| Methodology Notes | DHE Financial Aid File |
| | 2019 |

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|---------------------------------------|---|
| Metric | <p>This metric is limited to MA residents, enrolled full-time in fall and spring, who apply for and or receive financial aid and are included in the year end financial aid file submitted to the DHE. Direct Costs is the sum of tuition and fees and books and supplies reported in the fall and spring terms. EFC is the full-year EFC. Non-Loan aid includes grants, scholarships and waivers from all sources (Federal, State, Institution and Other). Unmet need based on direct costs is equal to (Tuition and Fees + Book and Supplies) - (EFC+Non Loan Aid).</p> <p>In the detailed view of unmet student need an unmet need based on total educational costs is included for informational purposes. Total educational costs is the sum of tuition and fees, books and supplies, room and board and other expenses.</p> <p>The total educational cost value is the total education costs reported in the Financial Aid File. Unmet need in this case is equal to Total Educational Cost - (EFC+Non Loan Aid).</p> |
| Definition | |
| Purpose | Student Loan Default Rate |
| Segment | Percentage of a school's borrowers who enter loan repayment and default within three years. |
| Comparison/Benchmark | To monitor whether students leaving with loan debt are able to afford the debt accumulated while enrolled in public postsecondary education. |
| Data Source | SU, CC |
| Timeline | Comparison to state default rates of similar institutions. |
| Methodology Notes | USDOE |
| | 2019 |
| Student Success and Completion | https://www2.ed.gov/offices/OSFAP/defaultmanagement/instructions.html |

| | |
|-------------------|---|
| Metric | |
| Definition | |
| Purpose | On-Time Credit Completion |
| Segment | Percent of first-time, full-time, degree-seeking students completing at least 24 credits in first academic year. Percent of part-time, degree-seeking students completing at least 12 credits in the first academic year. |

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|-----------------------------|--|
| Comparison/Benchmark | To assess institutional performance with regard to timely student progression toward a degree or certificate. |
| Data Source | SU, CC |
| Timeline | Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark. |
| Methodology Notes | HEIRS |
| | 2019 |
| Metric | HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Credit completion is based on completed courses in the HEIRS annual course file. Credits from courses flagged as developmental are excluded. |
| Definition | |
| Purpose | Timely Completion of Gateway Course in Math and English |
| Segment | Percent of first-time degree-seeking students completing college-level math and English classes by end of first academic year and by the end of second academic year, disaggregated by initial enrollment in developmental courses. |
| Comparison/Benchmark | To assess institutional performance with regard to timely student progression toward a degree or certificate. |
| Data Source | SU, CC |
| Methodology Notes | Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark. |
| Timeline | HEIRS |
| | HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Course completion is based on completed course in the HEIRS annual course file. A Gateway Math course is the first course completed with a CIP code of 27 that is not flagged as remedial. A Gateway English course is the first course completed with a CIP code of 23 that is not flagged as developmental or ESL. |
| Metric | 2019 |
| Definition | |
| Purpose | First-Year Retention |
| Segment | Percent of first-time, full-time, degree-seeking students returning the year after initial enrollment. |

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|-----------------------------|---|
| Comparison/Benchmark | To assess institutional performance with regard to timely student progression toward a degree or certificate. |
| Data Source | SU, CC |
| Timeline | Comparison to similar institutions |
| Methodology Notes | HEIRS , IPEDS |
| | 2019 |
| Metric | IPEDS is the source used for the primary retention view which focuses on comparison to national peers. HEIRS is the source for the retention equity gap analyses. Due to differences in HEIRS and IPEDS reporting there may be small differences in the retention rates from the two sources. |
| Definition | |
| Purpose | State University Student Engagement |
| Segment | A composite measure of student engagement based on scores on items from the National Survey of Student Engagement that are associated with high-impact learning practices. |
| Comparison/Benchmark | To assess whether four-year institutions are supporting participation in high impact practices. |
| Data Source | SU |
| Timeline | Comparison to similar institutions |
| Methodology Notes | NSSE |
| | 2020-2021 |
| Metric | TBD |
| Definition | |
| Purpose | State University First-Time Student Graduation Rates |
| Segment | Percent of first-time, full-time, degree-seeking students graduating within four years of entry and within six years of entry. |
| Comparison/Benchmark | To assess whether institutions are promoting graduation of first-time, full-time students. |
| Data Source | SU |
| Timeline | Comparison to similar institutions |
| Methodology Notes | IPEDS, HEIRS |

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| | |
|-----------------------------|---|
| | 2019 |
| Metric | IPEDS is the source for the overall graduation rate, as well as for equity views for race and gender. The Pell equity view uses HEIRS and comparison is only available for the segment. Due to differences in reporting the total graduation rate in the Pell view may differ slightly from the total graduation rate in the views using IPEDS. |
| Definition | |
| Purpose | State University Transfer Student Graduation Rates |
| Segment | Percent of new transfer, degree-seeking students graduating within four years disaggregated by number of transferable credits. |
| Comparison/Benchmark | To assess whether institutions are promoting on-time graduation of students who enter as transfers. |
| Data Source | SU |
| Timeline | Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance. |
| Methodology Notes | HEIRS |
| | 2019 |
| Metric | New Transfer Degree Seeking Students are identified in the HEIRS fall term file. Completion within four years is based on bachelor degrees found the HEIRS Degree File |
| Definition | |
| Purpose | Comprehensive Success of First-time and Transfer Students (IPEDS Expanded Outcomes) |
| Segment | Percent of first-time and transfer students (full- and part-time) who graduate or transfer within eight years of entry or remain enrolled after 8 years. |
| Comparison/Benchmark | To assess institutional performance with regard to timely student progression toward a degree or certificate. |
| Data Source | SU, CC |
| Timeline | Comparison to similar institutions |
| Methodology Notes | IPEDS |
| | 2019 |

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| Metric | The source is IPEDS. For more on outcomes measure methodology see: https://nces.ed.gov/blogs/nces/post/expanding-student-success-rates-to-reflect-today-s-college-students |
| Definition | |
| Purpose | Community College Six Year Comprehensive Student Success Rate (VFA) |
| Segment | Percent of new students (including transfers and first-time students) who graduate, transfer, attain 30 credits or remain enrolled six years after initial entry. |
| Comparison/Benchmark | To assess whether institutions are promoting attainment of the success outcomes associated with the complex mission of community colleges. |
| Data Source | CC |
| Timeline | Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance. |
| Methodology Notes | HEIRS, Voluntary Framework of Accountability (VFA) |
| | 2019 initial, 2020 enhanced |
| Workforce Alignment and Outcomes | HEIRS and NSC are the data sources for this indicator. The metric methodology is similar to the official VFA Six-Year Outcomes Measure described on pages 42-46 here: https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf . However, it is not possible to perfectly replicate the VFA methodology with HEIRS data. The primary difference is in the identification of the initial cohorts. As a result, campuses currently participating in the VFA may notice small differences in the outcomes reported by VFA and the outcomes reported here. |

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| Metric | |
| Definition | |
| Purpose | Degree Production in Fields Associated with High Demand Occupations |
| Segment | Certificate and degree production in fields associated with high demand and projected growth. |
| Comparison/Benchmark | To assess whether institutions are promoting completion of degree and certificates aligned with occupations that will be of employment benefit to students and also meet the needs of the Commonwealth's economy. |
| Data Source | SU, CC |

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| Timeline | Trend in Count and Share |
| Methodology Notes | HEIRS and Burning Glass |
| | 2019 |
| Metric | This metric shows share of conferrals (BA/BS for State Universities and AA/AS for Community Colleges) aligned to high-demand career fields. These career fields include Healthcare Practitioners and Technical, Computer & Mathematical, Management for both Associate's and Bachelor's with the addition of Business and Financial Operations and Sales & Related for State Universities. For a CIP code crosswalk to these categories, please see Notes on High-demand Career Fields following this metric glossary. Note this metric currently excludes undergraduate certificates. The DHE is working to develop a methodology for identifying high demand certificates. |
| Definition | |
| Purpose | Comparison of Pre and Post Enrollment Earnings |
| Segment | Annual earnings prior to enrollment compared to annual earnings post-graduation or at last known date of enrollment for students entering as non-traditional students. |
| Comparison/Benchmark | To monitor the wage record gains attributable to postsecondary enrollment and award completion. |
| Data Source | SU, CC |
| Timeline | Trend |
| | HEIRS, DUA Wage Records |
| Metric | 2020 |
| Definition | |
| Purpose | Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation |
| Segment | Annual earnings one and five years after completion or last known date of enrollment for students entering postsecondary education compared to earnings of HS graduates without postsecondary education. |
| Comparison/Benchmark | To monitor the wage record gains attributable to postsecondary enrollment and award completion. |
| Data Source | SU, CC |

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| Timeline | Trend |
| | HEIRS, DESE, DUA Wage Records |
| | 2020 |
| Metric | |
| Definition | |
| Purpose | Enrollment in High-Value, Non-Credit Workforce Development Courses |
| Segment | Enrollment in non-credit courses associated with positive employment and earning outcomes. |
| Comparison/Benchmark | To monitor the wage record gains attributable to postsecondary enrollment and award completion. |
| Data Source | CC |
| Timeline | Trend |
| Recommendations | HEIRS, DESE, DUA Wage Records |
| | 2021 |
| Fiscal Stewardship | DHE should improve non-credit activity identification in HEIRS and analyze wage record and employment data to identify non-credit courses and programs associated with positive outcomes. |

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| Metric | |
| Definition | |
| Purpose | Modified Composite Financial Index (CFI) |
| Segment | CFI is an index of four financial ratios: primary reserve, viability, return on net assets, and net operating revenues. The index will be adjusted for recent changes in GASB reporting standards to more accurately reflect the balance sheets of the institutions. |
| Comparison/Benchmark | To assess the financial health of the institutions. |
| Data Source | SU, CC |
| Timeline | An established benchmark for good performance. |
| | HEIRS Fiscal |
| Metric | 2019-2020 |

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| Definition | |
| Purpose | Expenditures Devoted to Student Instruction and Support |
| Segment | Expenditures committed to instruction, academic support and student services relative to expenditures on institutional support costs. |
| Comparison/Benchmark | To assess whether institutions are allocating sufficient funds to instruction and student support. |
| Data Source | SU, CC |
| Timeline | Comparison to similar institutions |
| Methodology Notes | IPEDS |
| | 2019 |
| Metric | This a ratio of the per FTE adjusted combined expenditures on instruction, academic support and student services to the FTE adjusted expenditure on institutional support costs. |
| Definition | |
| Purpose | Cost of Degree Production |
| Segment | Total expenditures per degree produced. |
| Comparison/Benchmark | To monitor whether institutions are expending reasonable resources per degree produced. |
| Data Source | SU, CC |
| Timeline | An established benchmark for good performance. |
| | HEIRS Fiscal, IPEDS |
| Metric | 2020 |
| Definition | |
| Purpose | Deferred Maintenance/Facilities Maintenance |
| Segment | Percent of state appropriation and retained tuition revenue allocated to capital adaptation and renewal. |
| Comparison/Benchmark | To monitor whether institutions are allocating sufficient revenue to maintaining and restoring physical resources. |
| Data Source | SU, CC |
| Timeline | Five percent of budget devoted to capital adaptation and renewal is the BHE authorized requirement. |

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| | HEIRS Fiscal |
| Metric | 2019 |
| Definition | |
| Purpose | Instructor and Classroom Utilization |
| Segment | Instruction and classroom resources allocated per student. |
| Comparison/Benchmark | To monitor whether institutions are allocating instructor and classroom resources in an efficient manner. |
| Data Source | SU, CC |
| Timeline | An established benchmark for good performance. |
| | HEIRS Fiscal |
| | 2020 |