COMPREHENSIVE SCAN

YOUR DREAMS
OUR PLAN

2018-2025 STRATEGIC PLAN

OZARKS TECHNICAL COMMUNITY COLLEGE

Mission Statement

The college mission is to provide accessible, high quality and affordable learning opportunities that transform lives and strengthen the communities we serve.

Vision Statement

The college vision is to serve our communities by expanding opportunities for personal and professional growth through our commitment to excellence and innovation.

Core Values

Quality	Diversity	Integrity
Opportunity	Innovation	Affordability
Accessibility	Collaboration	Personal Growth
Learning	Respect	Professional Growth

As Ozarks Technical Community College sets out to begin its annual strategic planning process, information on the external environment of the college has been collected in order to assist in planning strategically for the future. This report is a compilation of important issues and trends that impact the institution and the communities it serves.

The purpose of this document is to anticipate and plan for the opportunities and challenges that OTC will face in the future. Key findings have been categorized into five areas of change: demographics, higher education, economy and workforce, public policy and politics, and technology. These five trend areas interact to shape the environment in which OTC functions.

The emerging trends identified in this report inform the strategic planning process at OTC and are vital to setting and achieving the goals and initiatives of the college. As planning for the future continues, information about these areas provides a context for decision-making related to how OTC fulfills its mission.

demographics

higher education

economy & workforce

public policy

technology

17,567
2017-2018
Unduplicated
Enrollment

2,343
OTC students
graduated in
2017— including —
**781 A+ students
& 149 veterans**

MEDIAN
STUDENT AGE
20

**59%
FEMALE**

**41%
MALE**

STUDENT BODY

94%
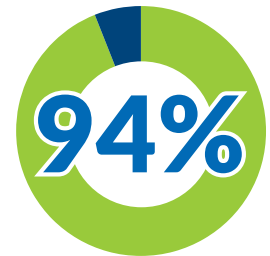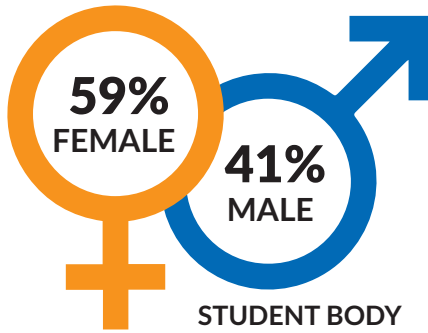
of our graduates
find employment or
continue their education
at a four-year institution

79%
of students work
while attending OTC
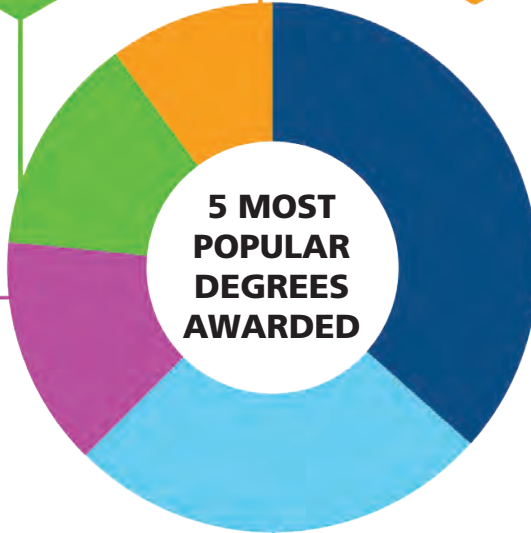
1 IN 7 STUDENTS ARE
UNDERREPRESENTED
MINORITIES

59%
OF STUDENTS
ARE FIRST
GENERATION
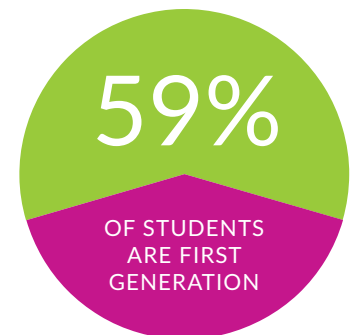
272 DEGREES
BIOLOGICAL CLINICAL SCIENCE

328 DEGREES
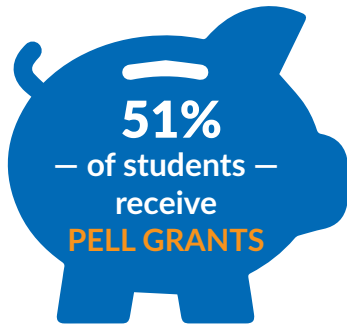BUSINESS & MARKETING

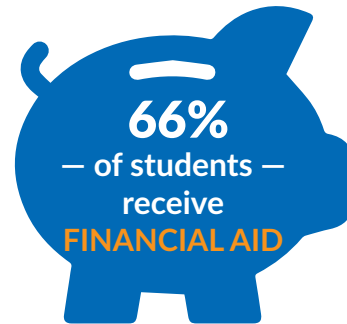**5 MOST POPULAR DEGREES AWARDED**

416 DEGREES
ALLIED HEALTH

945 DEGREES
ASSOCIATE OF ARTS

765 DEGREES
TECHNICAL EDUCATION

51%
— of students —
receive
PELL GRANTS

66%
— of students —
receive
FINANCIAL AID

MORE THAN
2,000
A+ STUDENTS
SERVED ANNUALLY

651
students
awarded
scholarships

MORE THAN
$900,000
IN SCHOLARSHIPS AWARDED

Staying close to home

Most public two-year college students attend local colleges.

Median distance from students' home to colleges in miles

46 mi
Private
nonprofit
4–year

18 mi
Public
4–year

8 mi
Public
2–year

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Most community college students live within eight miles of the college they attend, far closer than students who attend public and private four-year colleges and universities. When selecting a college, factors such as proximity, transportation, affordability and flexibility play a key role for low-income students, particularly for students of color. Local community colleges are often the best options for these students. Also, more than 60 percent of community college students juggle jobs and school, which is another factor for them in selecting a local two-year college.

Rural vs. urban degree completion

Rural areas have higher attainment in associate degrees but lag behind on bachelor's degree completion.

College completion

■ Census 2000   ■ ACS 2008–12

Nonmetropolitan

Metropolitan

Percent of degree completions

21%	23%	
7%	9%	
16%	19%	
23%	22%	
7%	8%	
28%	32%	

Some college   Associate degree   Bachelor's degree or higher   Some college   Associate degree   Bachelor's degree or higher

Education attainment
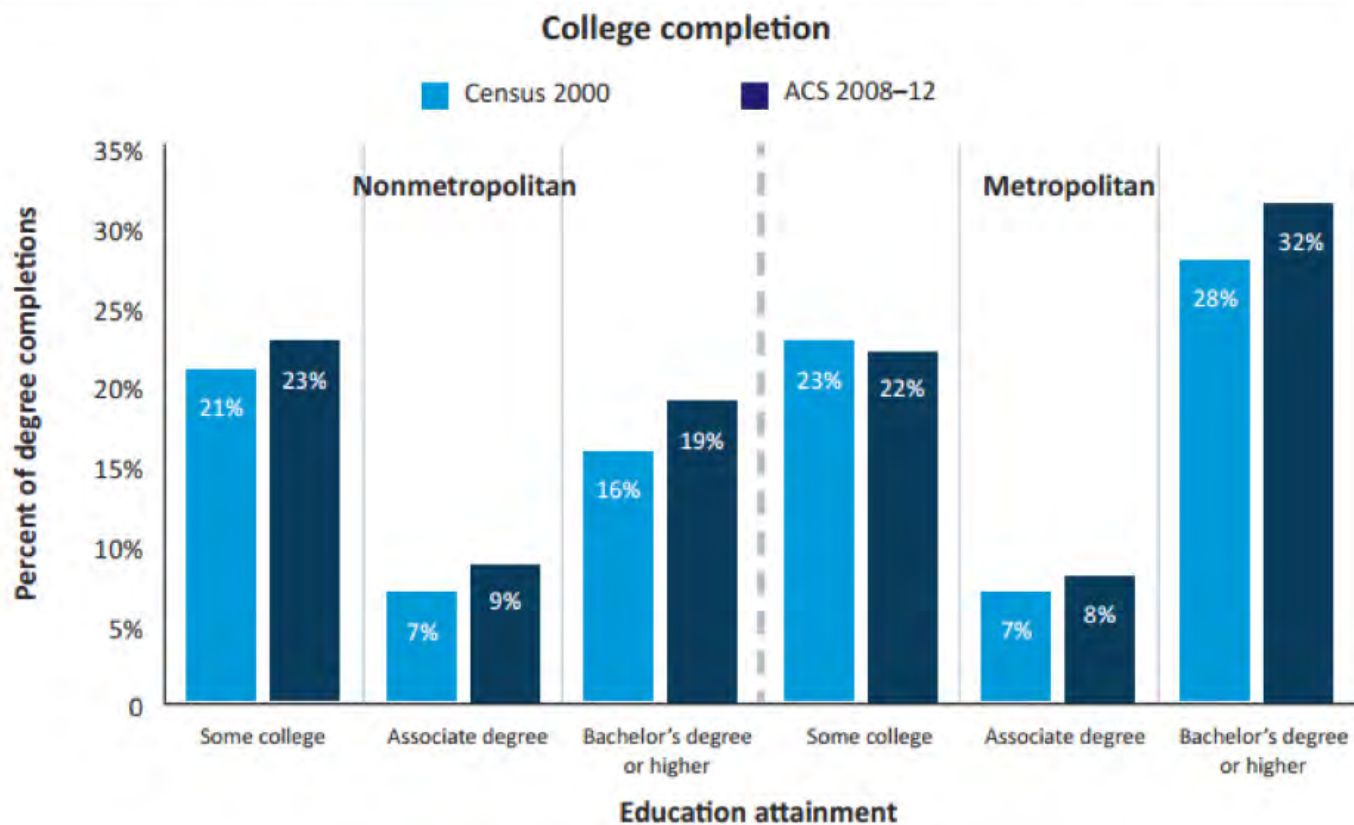
Source: Marre, A. W. (2nd Quarter), 2014. College Education in the Post-Recession Rural Economy. Choices Magazine, Vol. 29, No. 2. Retrieved from http://www.choicesmagazine.org/choices-magazine/submitted-articles/college-education-in-the-post-recession-rural-economy.

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ASSOCIATION OF
COMMUNITY
COLLEGES

Associate-degree attainment is higher in rural areas than urban areas, according to U.S. Census data. Urban and rural areas both showed a 7 percent attainment of associate degrees in 2000, but the rate increased in 2008-12 to 9 percent in rural areas, compared to 8 percent in cities. Bachelor's degree attainment is significantly higher (32 percent) in metropolitan areas compared to non metropolitan areas (19 percent).

Watching the economy for enrollment trends

Enrollment trends at community colleges can typically be predicted based on how the economy is doing.

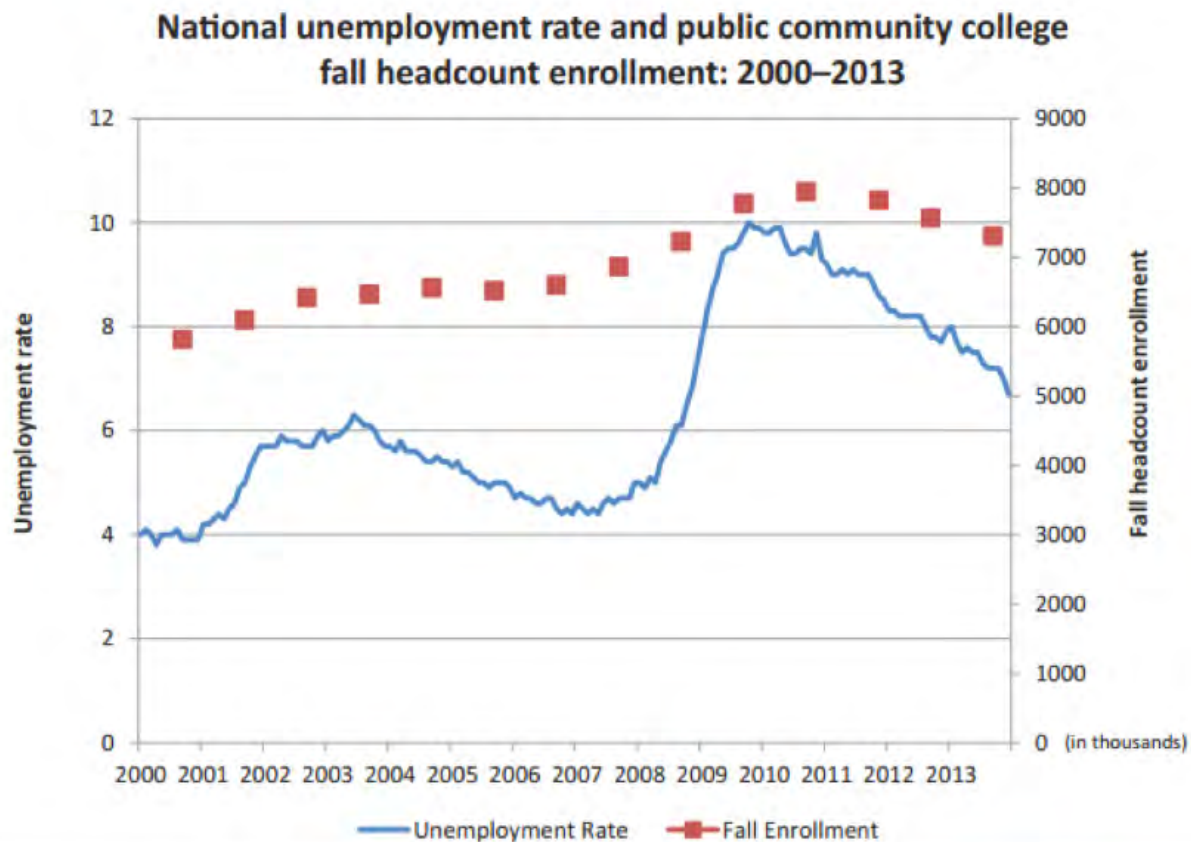National unemployment rate and public community college fall headcount enrollment: 2000–2013

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

CAMPUS 2025
The Right Design Decisions for Your Campus Across the Next Decade

Makerspaces

Makerspaces allow students to convert their ideas into physical objects, supporting hands-on learning and cross-discipline collaboration.

Institutions that opt to create a makerspace must invest in a minimu... threshold of equipment

- Laser cutter
- 3D printer
- Graphic design soft...
- Vinyl cutter
- Circuit board router...
- Sewing machine

Case Study: Case Western's Sears think[box]

12	Patents procured
$3M	Funding raised through venture capital, other campaigns across 12 patents
110K	Visitors; 20% from outside community

Industry Interface Spaces

As more private research funding flows into higher education, institutions create different types of space for interaction between students, faculty, and private business.

	Student-Facing Incubators	IP-Transfer Incubators	Private Research Partnership Space
Goal	Give students real-world experience	Better commercialize IP	Expand research and funding sources
Co-working Space	✔	✔	
Private Offices		✔	✔
Lab Space	None	Limited; for adapting IP into product	Extensive; for generating new IP
Resource Intensiveness	Low	Medium	High
Institutions Most Likely to Utilize	Baccalaureate, Master's	Established Research	Aspiring Research

Corporate-Inspire...

Administrative employees increasin... work in more open-layout floorpla... with cubes or benches, benefiting... productivity and teamwork.

Case Study: University of Toronto's Facilities Department

30%
Reduction in number of closed offices

25%
Decrease... workstati...

Staff Satisfaction with Productivi... in Open Office Space

59%	26%	15%
Enhanced Satisfaction	No Impact	Diminished Impact
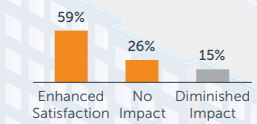
Flexible and Shared Research Labs

Institutions increasingly move to bench-style labs that serve multiple researchers, promote collaboration, and provide high flexibility to accommodate turnover without reconfiguration.

Installation of standard equipment package minimizes future customization:

- Movable, modifiable benches
- Movable casework
- Lighting control, with blackout option
- Fume hoods
- Cleanrooms
- Reverse osmosis system

Infrastructure Accommodates Future Equipment Needs

- Connections for high- and low-pressure compressed air
- Closed-loop condenser water system, chilled water, DI water
- Powerful HVAC to handle climate control
- Access to exhaust shafts
- Utilities in ceiling, overhead carriers
- Small, adjoining rooms for storage, climate-controlled research

300
square feet per researcher in UC Boulder's shared labs

97%
of University of Alberta's researchers in shared lab space

1) Scott Bennett, "Libraries Designed fo...
2) Excludes on-campus and alternative...
3) Bowling Green State University.
4) Retention rate is measured fall to fal...
5) Bowling Green State University, Bow...
   http://www.gensleron.com/cities/2...

EAB | Facilities Forum

OZARKS TECHNICAL COMMUNITY COLLEGE

Libraries

Less space is dedicated to shelving; it's instead repurposed for other student needs, focusing on comfort, collaboration, and connectivity.

Typical 2015 Library Space Allocation[1]

The average annual circulation rate from open stacks is only 13%

- **19%** *Study Space*
- **8%** *Information Services*
- **6%** *Instructional Space*
- **0.75%** *Writing Center*
- **0.25%** *Food*

Print Collection **66%**

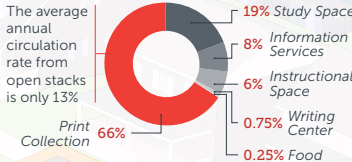Most colleges and universities will renovate the library around the concept of the "learning commons," including:

- Collaborative study spaces
- Food and drink
- Academic support services
- Comfortable meeting spaces
- Easy Wi-Fi and outlet access

d **Office Spaces**

Increases in non-tenure-track faculty create opportunities for less space-intensive workstations, like cubes and shared offices, to accommodate focus on teaching.

Decreased Need for Private Offices

While some privacy for student meetings needed, non-tenured faculty not dedicating time to individual research like tenured faculty.

Increased Emphasis on Location

Student accessibility is key for instructors focused exclusively on teaching.

Active **Classrooms** and **Learning Spaces**

Institutions create more classroom space dedicated to active learning, which centers on student interaction and engagement and has shown to improve learning outcomes. However, active learning classrooms do require investment of space and resources.

35% Extra space needed for a typical active classroom.

Small, physical changes in learning spaces have a bigger impact on learning outcomes than expensive technology.

Whiteboards on walls	Low
Swivel chairs or chairs with wheels	
Group tables or reconfigurable tables	
No tiered flooring	*Resource Intensiveness*
Acoustic dampeners	
Multiple monitors around classroom	
Screen share technology for faculty to pull up student screen	High

Typical Impact on Learning Outcomes
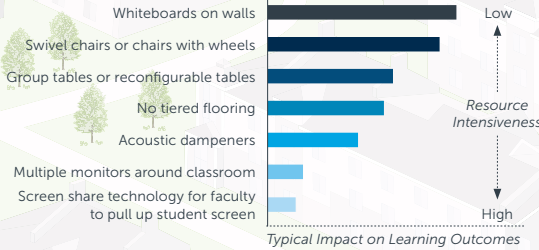
Community-Centric **Residence Halls**

Institutions continue to invest in luxury-style halls to compete with private developers and boost enrollment, but increase emphasis on community-centric halls that boost freshman and sophomore retention.

$4B–$5B Estimated size of the student housing market

300% Increase in the supply of off-campus housing units from 2010 to 2014[2]

Case Study: BGSU's[3] Emphasis on Communal Space Drives Retention Rate[4]

2012	2015
69%	78%
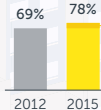
New residence hall design emphasizes common areas like lounges, study and social spaces, and kitchenettes, which constitute 30% of square footage.[5]

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r Learning," CLIR, 2003.
e, non-purpose-built housing.

l for full-time students attending college for the first time.
rling Green, OH; Gensler,
015/2/11/the-on-campus-experience-and-alumni-giving.html.

Learn more about how your campus should respond to each trend.

eab.com/ff/campus2025

More education = better jobs

Higher educational attainment leads to increased earnings and lowers the likelihood of unemployment.

Unemployment rates and earnings by educational attainment, 2016

Unemployment rate	Median weekly earnings
2.7%	$1,156
3.6%	$819
4.4%	$756
5.2%	$692
7.4%	$504

Bachelor's degree   Associate degree   Some college, no degree   High school diploma   Less than a high school diploma
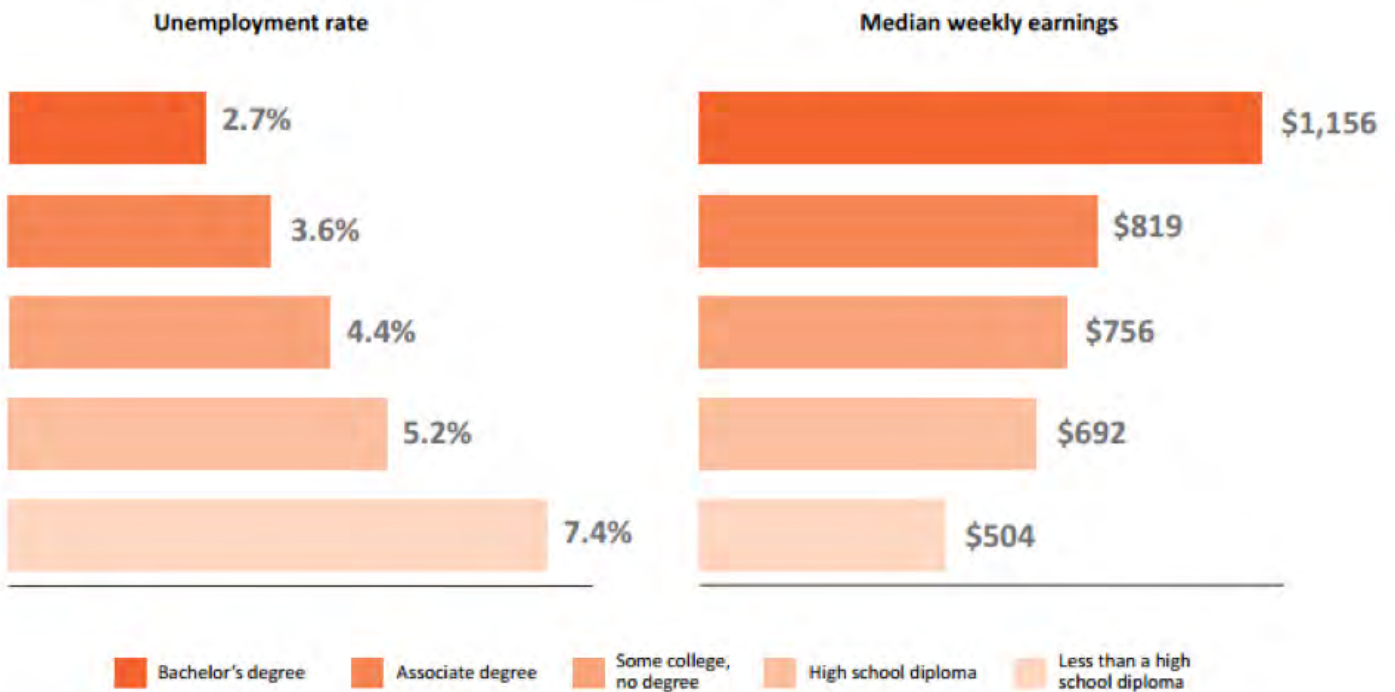
Source: *Bureau of Labor Statistics, Current Population Survey "Career Outlook: More Education: Lower Unemployment, Higher Earnings," April 2017.*

Editor's note: *Data are for individuals age 25 and older. Earnings are for full-time wage and salary workers.*

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WELL-DESIGNED CAREER PATHWAYS PROGRAMS MAY INCLUDE A RANGE OF STRATEGIES AND SUPPORT SERVICES:

- Occupational skills instruction
- Basic skills instruction
- Career and financial aid counseling
- Childcare assistance
- Transportation assistance

Why career pathways?

One strategy for addressing the diverse needs of this student population is the development of career pathways models, which enable low-skilled adults to combine work and education while obtaining in-demand credentials that support career advancement. Career pathways include:

- course sequence pathways
- stackable credentials
- articulated credentials providing multiple entry points into an industry
- wraparound services to support students

Well-designed career pathways programs also include a range of strategies and support services that enable working adults and other students to persist and succeed in post-secondary education and training.

Source: National Skills Coalition, "Investing in Postsecondary Career Pathways" (2017)

Questions for colleges as they consider advising

Colleges should consider a range of issues as they assess their advising policies and practices. Colleges can use the questions below as a starting point for conversations among advisors, faculty, and the entire college community.

1. **How does your college determine how many advisors it needs?** Are all credential- and transfer-seeking students advised every term? Is not advising them every term acceptable? Do 15-minute sessions once per term provide enough advising? If some students need to be advised more than once per term, does your college have the capacity to manage that need? What would it take to meet with all students for the necessary amount of time prior to each term?

2. **Have expectations for advisors changed at your college in the past five years?** If so, has the college updated the advisors' job description? What training does your college offer advisors so that they are prepared for their current role?

3. **Do advisors talk with students about their outside commitments?** Are advisors making sure students have the information they need to balance work, children, and other commitments with coursework?

> "
> [When I started college] I had no, really, footing. I just came in, took some classes and I was working full-time. . . . I never felt like I had direction. I never felt like anyone was there, had my back, or was helping shape me . . . at least giving me constructive feedback on what I needed to be doing to get where I wanted to go.
> "
>
> — STUDENT

4. **Does your college's advising include early career exploration?** If so, is it for all students? If not, when does career exploration happen?

5. **How are advisors talking to students about transfer?** Do your advisors ensure that students' courses will transfer to their institution of choice and into their program of choice at that institution?

6. **Is advising consistent at your college?** Are students receiving consistent information from all advisors?

7. **What is the faculty role in advising at your college?** How do faculty members view their role in advising? How do faculty and advisors share information?

8. **How are advisors integrated into the classroom?** Are faculty members encouraged to bring advisors into their classrooms?

9. **How are advisors monitoring student progress?** How often do they talk with students about their progress?

10. **Is your college tracking data on advising and assessing student outcomes based on the data?** Is assessing advising services, and revamping them if necessary, part of your college's student success agenda?

11. **Are some students receiving more comprehensive advising services than others?** What might disaggregated advising and engagement data reveal? Are you ensuring that students of color, for example, are being guided to programs of study that have high earning potential? If not, do advisors need training to ensure that they are intentional about avoiding bias? If different types of students are having different advising experiences, how can your college bring successful models to scale?

12. **What do your students and advisors say about advising?** Consider holding focus groups to capture students' and advisors' thoughts. To download focus group guides to use with students or advisors, visit www.cccse.org/nr2018.

Source: Center for Community College Survey of Student Engagement (CCSSE), "Show Me the Way: The Power of Advising in Community Colleges" (2018)

Prepared for the workforce

Technical career students most strongly feel that their education prepared them for their jobs.

How well does post-high school education prepare students for the workforce?
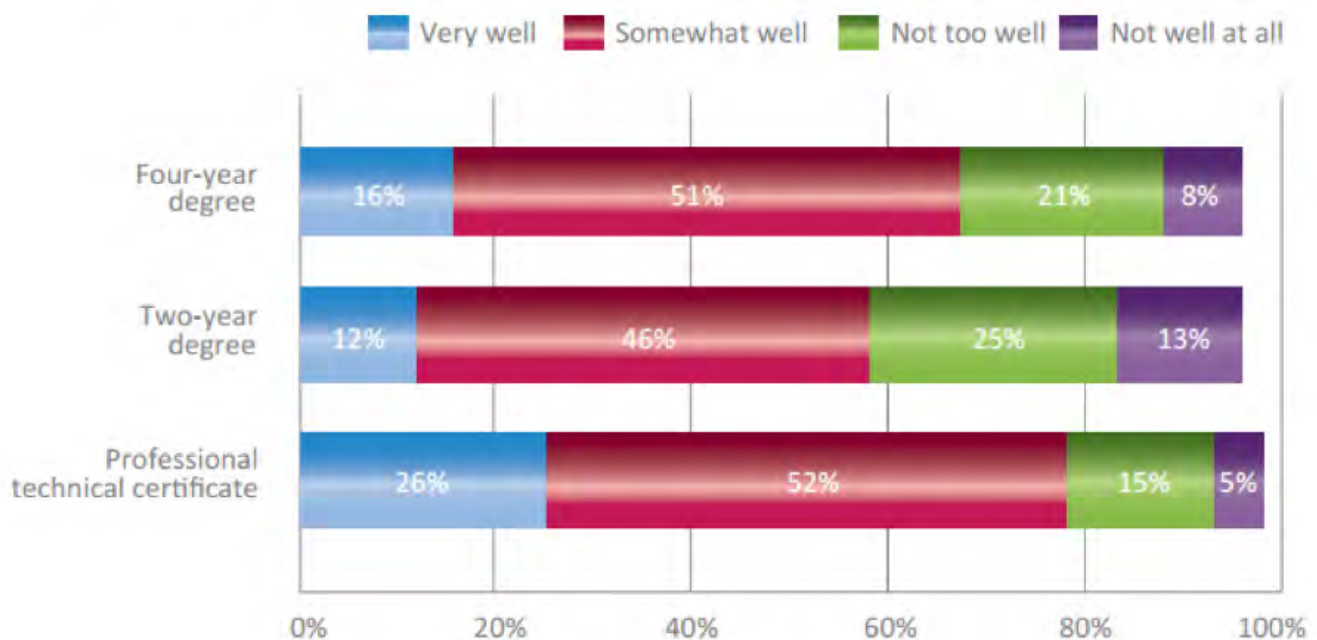
Legend: Very well | Somewhat well | Not too well | Not well at all

Degree type	Very well	Somewhat well	Not too well	Not well at all
Four-year degree	16%	51%	21%	8%
Two-year degree	12%	46%	25%	13%
Professional technical certificate	26%	52%	15%	5%

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OTC ECONOMIC IMPACT & RETURN ON INVESTMENT

ECONOMIC IMPACT

$234
MILLION IMPACT

5,579
JOBS

IMPACTS CREATED BY OTC

ADDED INCOME	JOBS
$63 MILLION Operations Spending Impact	2,383
$1.9 MILLION Construction Spending Impact	46
$17.1 MILLION Student Spending Impact	367
$152 MILLION Alumni Spending Impact	2,782
$234 MILLION Total Impact	5,579 Total Jobs

TOP INDUSTRIES IMPACTED BY OTC

INDUSTRY	TOTAL INCOME	JOBS
Healthcare & Social Assistance	$45 M	882
Management of Companies & Enterprises	$20.1 M	225
Professional & Technical Services	$16.2 M	418
Accommodation & Food Services	$15.1 M	413
Manufacturing	$14.9 M	213
All Other Industries	$122.7 M	3,428

95%
of OTC graduates stay in MISSOURI

Source: Emsi

FISCAL YEAR (FY) 2015-16

EVERY DOLLAR SPENT

STUDENTS	Local TAXPAYERS	State & Local TAXPAYERS	SOCIETY
$5.30	**$4.70**	**$6.50**	**$12.50**
Gained in lifetime earnings for students	Gained in added taxes and public sector savings for local taxpayers	Gained in added taxes and public sector savings for state & local taxpayers	Gained in added state revenue & social savings for society
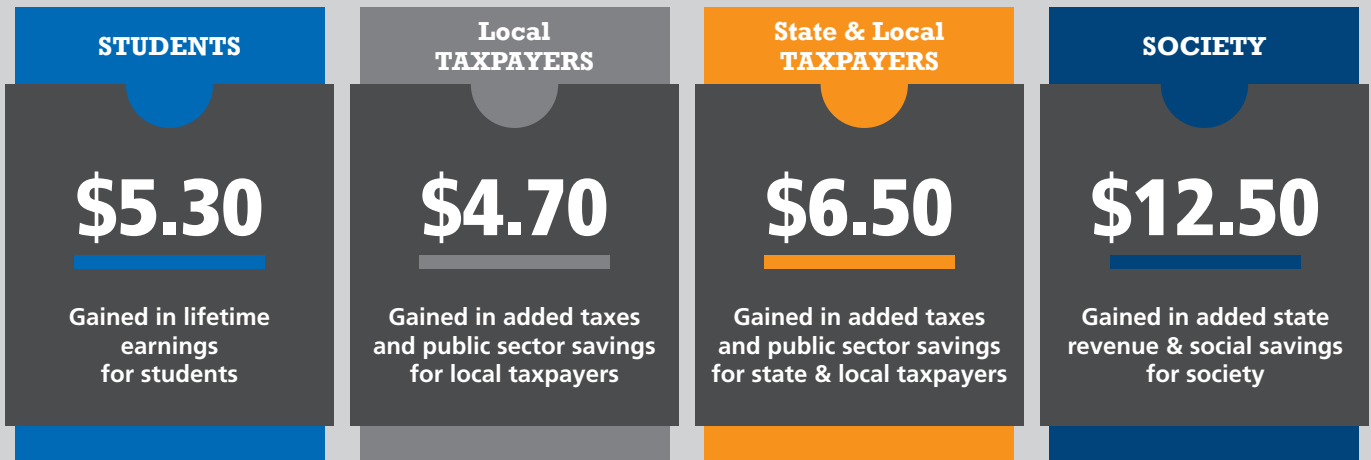
RETURN ON INVESTMENT

HIGHER EARNINGS BY EDUCATIONAL LEVEL AT CAREER MIDPOINT IN THE OTC SERVICE AREA

- < HIGH SCHOOL — $17,200
- HIGH SCHOOL — $23,400
- ASSOCIATE — $26,600
- BACHELOR'S — $30,400

STUDENT RATE OF RETURN

- 18.5% — AVG. ANNUAL RETURN FOR OTC STUDENTS
- 7.2% — STOCK MARKET 10-YEAR AVG. ANNUAL RETURN
- 0.6% — AVG. INTEREST EARNED ON SAVINGS ACCOUNT
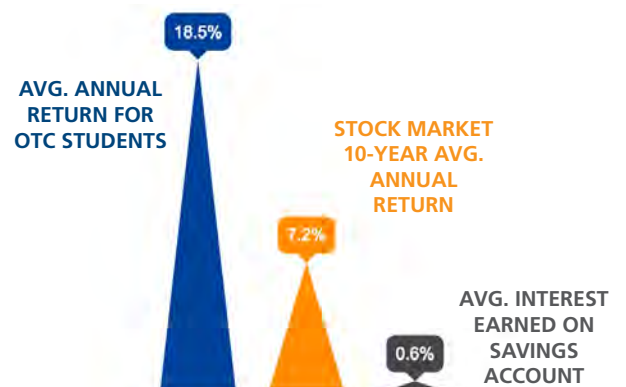
Impact on national economy

During the analysis year, America's community colleges and their students added **$809 billion** in income to the U.S. economy, approximately equal to the **5.4%** of the nation's Gross Domestic Product. The economic impact of community colleges break down as follows:

- Over the years, students have studied at America's community colleges and entered or reentered the workforce with newly-acquired skills. Today millions of former students are employed in the U.S. workforce.

- The accumulated contribution of the increased productivity of former students working in the U.S. amounted to $806.4 billion in added income in 2012.

INCOME CREATED BY AMERICA'S COMMUNITY COLLEGES IN 2012

$806.4 billion
Effect of student productivity

$2.6 billion
Effect of international student spending

$809 billion
Total effect

FOR EVERY $1 SPENT...

$4.80
Gained in lifetime income for STUDENTS

$25.90
Gained in added income and social savings for SOCIETY

$6.80
Gained in added taxes and public sector savings for TAXPAYERS

Source: Emsi

Ozark Top Openings

The Ozark region is expected to have more than 90,000 total job openings between 2014 and 2024. This includes openings created by new job growth, as well as those created through the need for replacement workers. Replacement openings occur due to retirement, turnover, or transferring to another occupation.

During this projection period, the 20 occupations with the greatest number of total openings include 4 Office and Administrative Support Occupations and 4 Food Preparation Occupations. "Retail Salespersons" and "Combined Food Preparation and Serving Workers" are the occupations that are expected to have the greatest number of total openings, with over 4,000 total openings for each.

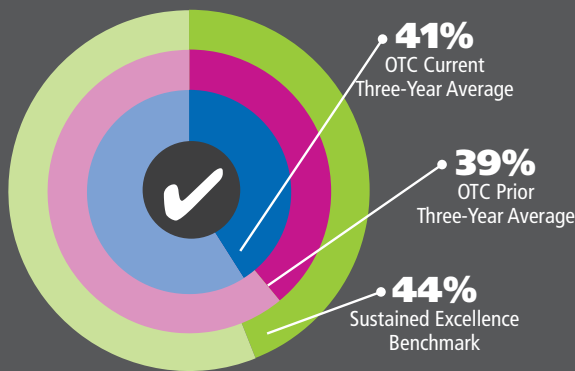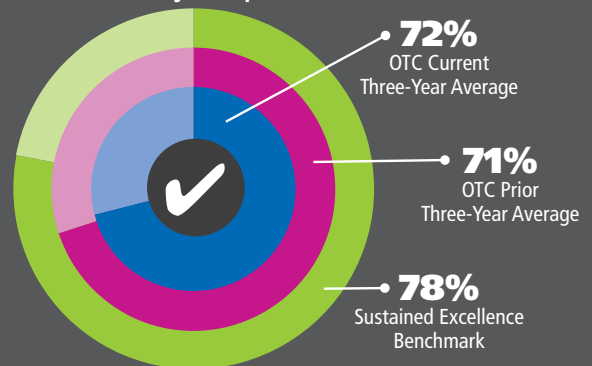| Occupation	2014 Est. Employment	2024 Proj. Employment	Growth Openings	Replacement Openings	Total Openings	Average 2015 Wage
Retail Salespersons	9,730	10,800	1,070	3,372	4,442	$26,026
Combined Food Preparation and Serving Workers	7,412	9,265	1,853	2,395	4,248	$19,170
Waiters and Waitresses	5,279	6,027	748	2,540	3,288	$18,142
Cashiers	6,121	6,673	552	2,604	3,156	$19,533
Registered Nurses	5,614	7,216	1,602	1,325	2,927	$54,819
Customer Service Representatives	4,508	5,531	1,023	1,110	2,133	$29,875
Office Clerks, General	5,916	6,560	644	1,276	1,920	$26,605
Nursing Assistants	4,015	5,016	1,001	907	1,908	$23,229
General and Operations Managers	4,187	4,764	577	1,060	1,637	$79,485
Laborers and Freight, Stock, and Material Movers, Hand	3,678	4,088	410	1,095	1,505	$25,844
Heavy and Tractor-Trailer Truck Drivers	6,034	6,495	461	1,026	1,487	$41,593
Maintenance and Repair Workers, General	3,165	3,628	463	829	1,292	$31,141
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,420	3,939	519	679	1,198	$23,452
Stock Clerks and Order Fillers	2,963	3,169	206	940	1,146	$24,567
Cooks, Restaurant	2,104	2,657	553	557	1,110	$21,020
First-Line Supervisors of Food Preparation and Serving Workers	1,950	2,384	434	579	1,013	$29,996
Maids and Housekeeping Cleaners	2,569	2,960	391	613	1,004	$19,413
First-Line Supervisors of Retail Sales Workers	2,975	3,290	315	665	980	$39,279
Secretaries and Admin Assistants, Except Legal, Medical, and Executive	4,681	5,148	467	493	960	$28,828
Childcare Workers	1,793	2,086	293	529	822	$19,218

State performance funding indicators *(2017)*

Institutions can meet performance funding indicators by improving over their prior performance or meeting a national benchmark for sustained excellence.
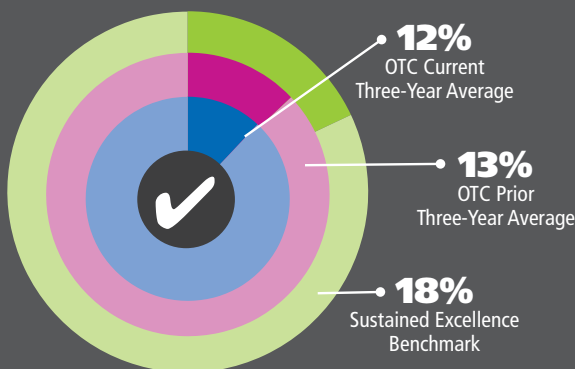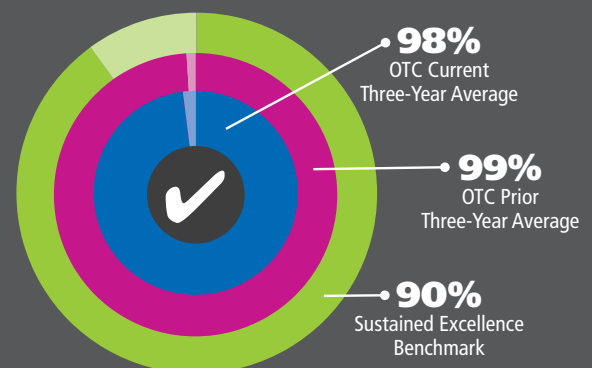
Met ✔   Not Met ✖

Three-Year Completion Rate

41%
OTC Current Three-Year Average

39%
OTC Prior Three-Year Average

44%
Sustained Excellence Benchmark

Non-Core Expenditures as a Percent of Total Expenditures

12%
OTC Current Three-Year Average

13%
OTC Prior Three-Year Average

18%
Sustained Excellence Benchmark

Graduate Outcomes

91%
OTC Current Three-Year Average

89%
OTC Prior Three-Year Average

75%
Sustained Excellence Benchmark

Percent of Attempted Credit Courses Successully Completed

72%
OTC Current Three-Year Average

71%
OTC Prior Three-Year Average

78%
Sustained Excellence Benchmark

Licensure/Certification Exam

98%
OTC Current Three-Year Average

99%
OTC Prior Three-Year Average

90%
Sustained Excellence Benchmark
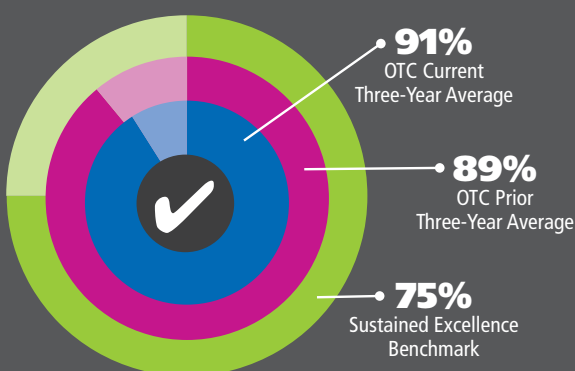
Tuition and Fees as a Percent of Median Family Income (by Service Area)

8%
OTC Current Three-Year Average

8%
OTC Prior Three-Year Average

8%
Sustained Excellence Benchmark
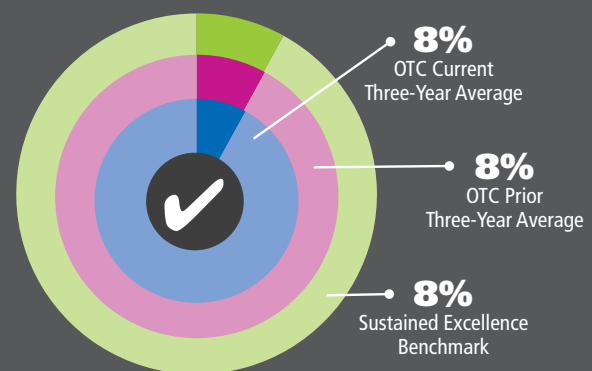
Authorize and fund a program dedicated to supporting and expanding innovative community college and industry partnerships.

Increase funding for the occupational and adult basic education programs authorized in the Workforce Innovation and Opportunity Act.

HIGHER EDUCATION ACT REAUTHORIZATION

WORKFORCE DEVELOPMENT

PERKINS CAREER & TECHNICAL EDUCATION ACT REAUTHORIZATION

TAX BENEFITS FOR HIGHER EDUCATION

ALLIED HEALTH & NURSING LEGISLATION

Ensure continued eligibility and access to federal student aid for the neediest students.

Maintain a strong commitment to Pell Grant funding.

Reinstate the year-round Pell Grant program.

Increase the total eligibility period from 12 to 14 semesters.

PELL GRANTS

12

COMMUNITY COLLEGE *FEDERAL LEGISLATIVE PRIORITIES*

AACC & ACCT support these legislative priorities

Recognize the critical role community colleges play in rural economic development.

Provide resources for essential programs in rural areas.

Ensure rural areas have access to broadband internet service.

RURAL ECONOMIC DEVELOPMENT

STEM COMPETITIVENESS

INTERNATIONAL EDUCATION PROGRAMS

HIGHER EDUCATION ACT FUNDING

WELFARE REFORM

VETERANS

technology

TOP 10 IT ISSUES 2018

The 2018 Top 10 IT Issues show how digital technology is remaking higher education through four key themes: institutional adaptiveness, improved student outcomes, improved decision-making, and IT adaptiveness.

The top IT issue for 2018 is
#1 INFORMATION SECURITY

Developing a risk-based security strategy that keeps pace with security threats and challenges

69% of all U.S. institutions that have conducted a risk assessment did so for planning and prioritizing institutional information security work.
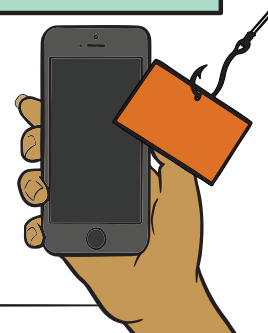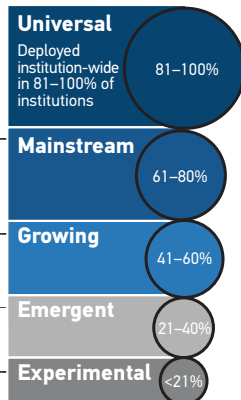
#2 STUDENT SUCCESS

Managing the system implementations and integrations that support multiple student success initiatives

The digital capabilities deployment of student success technologies among U.S. institutions in 2016:
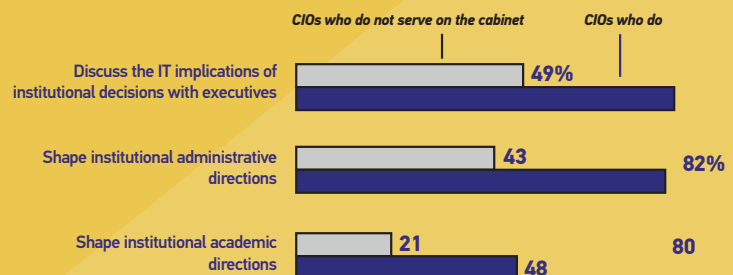
- Degree audit
- Credit transfer/articulation system
- Course/program recommendation system
- Advising center management
- Education plan creation/tracking system
- Academic early alert system
- Advising case management system for student interaction tracking
- Student extracurricular activities management system
- Student co-curricular activities management system
- Student success data warehouse/operational data store
- Student self-service referral to social/community resources
- Student success analytics dashboards

Universal Deployed institution-wide in 81–100% of institutions — 81–100%

Mainstream — 61–80%

Growing — 41–60%

Emergent — 21–40%

Experimental — <21%

#3 INSTITUTION-WIDE IT STRATEGY

Repositioning or reinforcing the role of IT leadership as an integral strategic partner of institutional leadership in achieving institutional missions

In a survey of CIOs, ECAR found that 42% of respondents serve as members of the president's or chancellor's cabinet. Those who do are positioned to have a significant impact on institutional strategy.

*CIOs who do not serve on the cabinet* — *CIOs who do*

Discuss the IT implications of institutional decisions with executives — 49% —

Shape institutional administrative directions — 43 — 82%

Shape institutional academic directions — 21 / 48 — 80

#4 DATA-ENABLED INSTITUTIONAL CULTURE

Using BI and analytics to inform the broad conversation and answer big questions

The EDUCAUSE Maturity Index for analytics shows that most institutions are developing a decision-making culture.

Experimental	Initial	Developing	Established	Optimized
5%	21%	46%	26%	3%
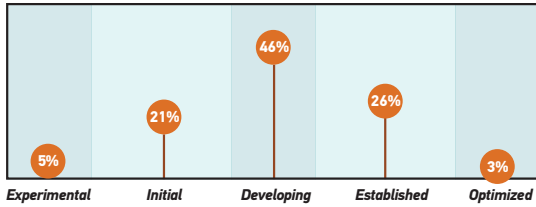
#5 STUDENT-CENTERED INSTITUTION

Understanding and advancing technology's role in defining the student experience on campus (from applicants to alumni)

25% of U.S. institutions have a system to track co-curricular activities

27% of U.S. institutions have a system to track/manage extracurricular activities

#6 HIGHER EDUCATION AFFORDABILITY

Balancing and rightsizing IT priorities and budget to support IT-enabled institutional efficiencies and innovations in the context of institutional funding realities
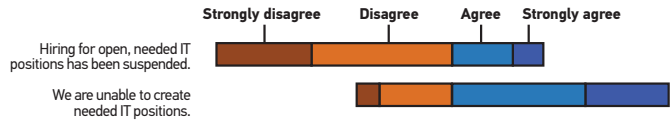
Among U.S. institutions reporting to the EDUCAUSE Core Data Service, the median percentage of total central IT spending on...

transforming the institution: **5%**
growing the institution: **10%**
running the institution: **80%**
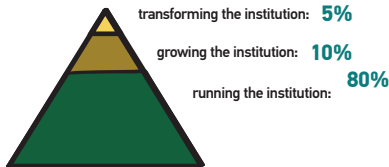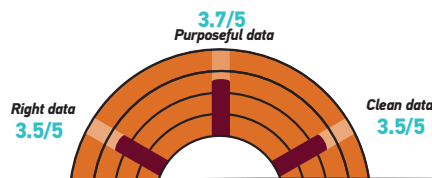
#7 IT STAFFING AND ORGANIZATIONAL MODELS

Ensuring adequate staffing capacity and staff retention in the face of retirements, new sourcing models, growing external competition, rising salaries, and the demands of technology initiatives on both IT and non-IT staff

ECAR workforce research found that there is demand for IT professionals in higher education, but there are obstacles to creating new IT positions.

Strongly disagree | Disagree | Agree | Strongly agree

Hiring for open, needed IT positions has been suspended.
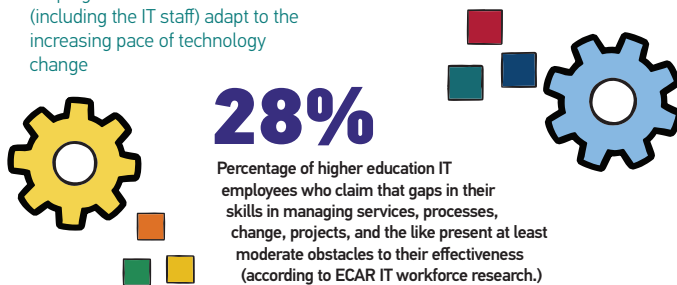
We are unable to create needed IT positions.

#8 (TIE) DATA MANAGEMENT AND GOVERNANCE

Implementing effective institutional data governance practices

The maturity levels of analytics data efficacy at the median U.S. institution are still developing.
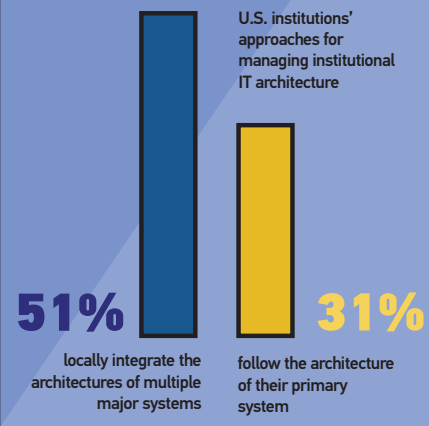
3.7/5 Purposeful data

Right data 3.5/5

Clean data 3.5/5

#8 (TIE) DIGITAL INTEGRATIONS

Ensuring system interoperability, scalability, and extensibility, as well as data integrity, standards, and governance, across multiple applications and platforms

U.S. institutions' approaches for managing institutional IT architecture

51% locally integrate the architectures of multiple major systems

31% follow the architecture of their primary system

#10 CHANGE LEADERSHIP

Helping institutional constituents (including the IT staff) adapt to the increasing pace of technology change

28%
Percentage of higher education IT employees who claim that gaps in their skills in managing services, processes, change, projects, and the like present at least moderate obstacles to their effectiveness (according to ECAR IT workforce research.)

TO LEARN MORE about the Top 10 IT Issues, visit educause.edu/issues. To access the latest publications, including reports and infographics, from the EDUCAUSE Center for Analysis and Research, visit educause.edu/ecar.

MILLENNIAL MINDSETS & COLLEGE ADMISSIONS

2015 SOCIAL ADMISSIONS REPORT | Millennials, Plurals, the iGeneration - students today view technology as an extension of themselves and adopt new resources at exceptional speeds. So how do colleges navigate the changing perceptions of these digital natives during the admissions process?

VISUAL FIRST

TOP 3 Social Media Apps for Researching College

67%   62%   48%

80% WATCHED video from college
44% WATCHED video from student
DURING COLLEGE RESEARCH

DISTINCT & UNIQUE

"I would like to receive communication from college admissions tailored specifically to me."

YES **91%**

EXPERIENCED RESEARCHERS

Digital Natives
Device Used To Research Colleges

51% Laptop
21% Desktop
28% Hand Held Device

59% VISIT COLLEGE WEBSITES on mobile at least ONCE a week

Changing Perceptions
ONLINE RESOURCES
Most Searched — **83%** Scholarship Info
Least Searched — **52%** College Rankings

3 OUT OF 4 STUDENTS FIND COLLEGE REVIEW & SCHOLARSHIP SITES VERY USEFUL

SAVVY CONSUMERS

Number of Colleges Applied to:
8%   39%   20%   33%
1-3   7-10   4-6   +10

TOP 5 Activities on Mobile
Visited college website on mobile 81%
Scheduled campus visit 40%
Submitted college application 35%
Took virtual tour 33%
Downloaded app from college 18%

App Happy :)
-top reasons to download apps-
42% 43% 48% 57% 68%
Updates on admissions information
Learn college specific information
Submit an application
Communicate with college representatives
Take a virtual tour

INSTANT GRATIFICATION
Expected Response Time from College Reps
62% WITHIN 24 HOURS

PRIVACY SENSITIVE
Private Messaging Apps
Secret 3% Firechat 4% WhatsApp 43% Whisper 14% Yik Yak 21% GroupMe 35%
Reserved for Friends, Not Admissions
Social Media 2   Messaging Apps 1   Text 3

#socadm15
Source: Social Admissions Report survey of 1800 high school students registered to Chegg

Uversity Chegg

E-LEARNING TRENDS:
MOBILE AND VIDEO LEARNING

>60% of all online video is now consumed on mobile.

By 2019, video will be responsible for **80%** of the internet traffic in the world.

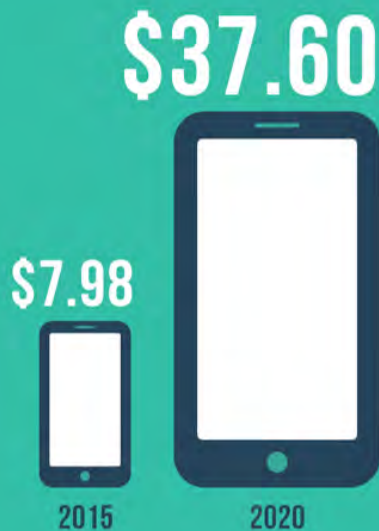**67%** of people now use mobile devices to **ACCESS LEARNING**

+43% **INCREASE IN PRODUCTIVITY** when using a mobile device (smartphone, tablet, smartwatch, etc.) in contrast to non-mobile device users.

87% OF MILLENNIALS say that their smartphone **NEVER** leaves their side

Expected growth of mobile learning market from 2015 to 2020

$37.60

$7.98

2015   2020

98% of organizations said they would implement video as part of their digital learning strategy.

Source: ZEQR, "E-Learning Trends to Watch Out for in 2018" (2018)

A few examples of best practices

Digital community college winners from the Center for Digital Education (2017-2018)

Thomas Nelson Community College, Va. (enrollment 10,000 students or more)

After the recommendation by its Education Technology Advisory Committee, the college purchased laptops for its faculty to provide better mobility and enhanced productivity and creativity. At faculty request, IT completed a Windows 10 migration on all academic computers across the college. In addition, the college offers free library checkout of laptops and mobile devices, helping reduce the digital divide. Another success involves Reynolds leveraging technology to help students with developmental math through Math Central, a model that combines math coaches and access to computer-based instruction.

Walters State Community College, Tenn. (Enrollment between 5,000 and 10,000 students)

The college collaborates with the Northeast Tennessee Technical Education Association, which represents K-12 programs in the upper East Tennessee, 10-county area, in programs such as Welding, Computer Applications, and Solar Energy. The college participates in the Tennessee Transfer Pathways programs in Computer Science, Agriculture, and Pre-Veterinary Science that make use of collaborative technologies used in the classroom. Additionally, the college's dual enrollment program continues to offer multiple modes of delivery to all dual enrollment students including online, desktop video, video-streaming, and hybrid classes.

Manchester Community College, N.H. (Enrollment of 5,000 or fewer students)

In addition to virtual reality crime scenes with 360-degree cameras for use in Cybersecurity classrooms, and simulation labs used in the Nursing department, Manchester Community College opened an Advanced Technologies Building for its HVAC, Electrical Technology and Mechatronics curriculum. Mechatronics combines the study of mechanical and electrical systems with software programming. The structure has exposed infrastructure to help students understand and work with the newest technology, and 14 different specialty labs with the latest automation technology.

The survey also revealed insights about community colleges' technology priorities. Colleges surveyed indicated that mobility devices/app support is their top priority in the coming year, followed by cybersecurity tools and testing, website redesign/updates, upgrading classroom technologies, digital content and curriculum, and disaster recovery/business continuity

YOUR DREAMS
OUR PLAN

2018-2025 STRATEGIC PLAN

OZARKS TECHNICAL COMMUNITY COLLEGE