

2019



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.





OTC by the numbers

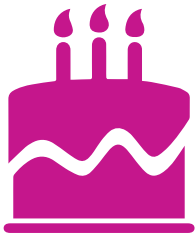
16,751

2018-2019
Unduplicated
Enrollment



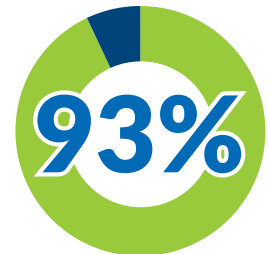
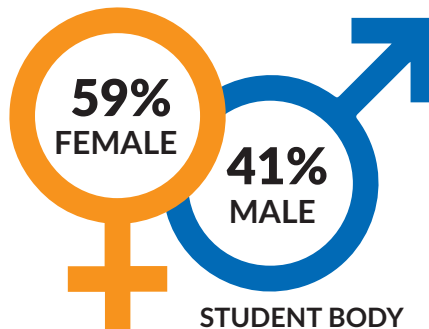
2,506

OTC students
graduated in 2018
— including —
738 A+ students
& 143 veterans



MEDIAN
STUDENT AGE

20



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

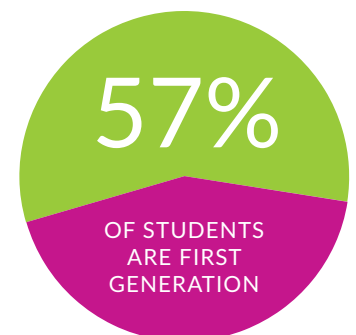


82%

of students work
while attending OTC



1 IN 7 STUDENTS ARE
UNDERREPRESENTED
MINORITIES



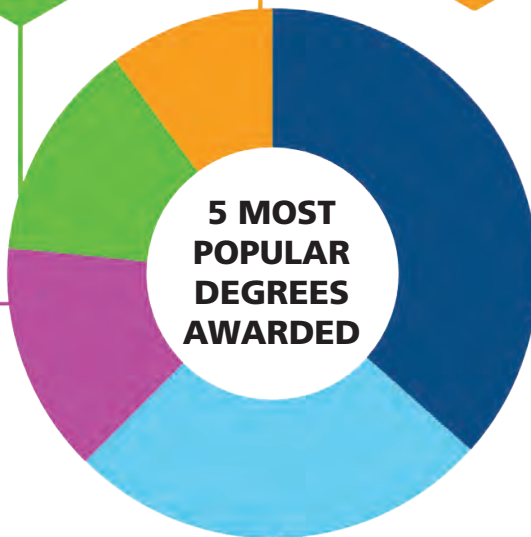
344 DEGREES
BIOLOGICAL CLINICAL SCIENCE



340 DEGREES
BUSINESS & MARKETING



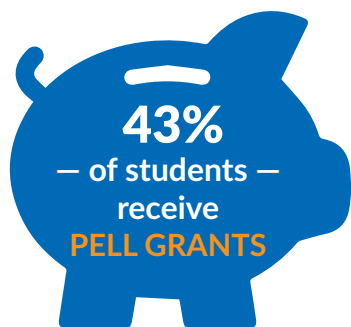
407 DEGREES
ALLIED HEALTH



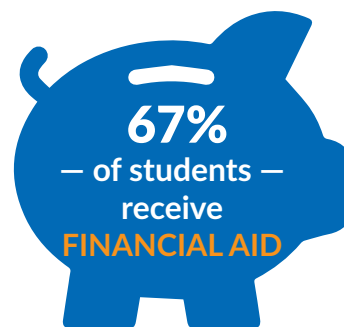
925 DEGREES
ASSOCIATE OF ARTS



953 DEGREES
TECHNICAL EDUCATION



43%
— of students —
receive
PELL GRANTS



67%
— of students —
receive
FINANCIAL AID

MORE THAN
3,000
A+ STUDENTS
SERVED ANNUALLY

849
students
awarded
scholarships



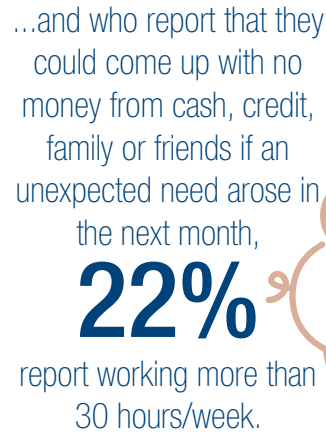
MORE THAN
\$900,000
IN SCHOLARSHIPS AWARDED

Source: Office of Research, Strategic Planning and Grant Development



demographics

Among students who receive Pell Grants...



Source: Center for Community College Survey of Student Engagement (CCSSE), "Re-Engaging Data" (October 2017)

POVERTY

Homelessness, food insecurity, and poverty affect college students.



36%

of college students reported not knowing where their next meal was coming from.



31%

of college students come from families at or below the Federal Poverty Guideline. The majority of college students (53%) come from families at or below twice the poverty level.



9%

of college students reported being homeless within the past year.

Source: Lumina Foundation, "Who is Today's Student?" (2019)

SUCCESS

Economic background dramatically affects success in school and work, especially when race is factored in.



1.6x

Ninth-graders from high-income families are 1.6x more likely than students from low-income families to pursue an education beyond high school.



11%

of young adults from low-income families earn bachelor's degrees by age 24, compared with 58% from high-income families.



5x

Students from low-income households are 5x more likely to move out of poverty if they earn a college degree.



THINK YOU KNOW THE FACTS?

TODAY'S COLLEGE STUDENTS ARE...

BALANCING MULTIPLE RESPONSIBILITIES



**THREE-QUARTERS
OF COLLEGE STUDENTS**

COMMUTE TO CLASS WHILE JUGGLING PARENTING,
WORKING AND BOTH.



STUDENTS WORK ON AVERAGE

**19 HOURS
PER WEEK**



ABOUT

40 PERCENT
OF COMMUNITY-COLLEGE STUDENTS
WORK 20 OR MORE HOURS
PER WEEK.

40 PERCENT
ATTEND SCHOOL ONLY
PART-TIME.



Source: Lumina Foundation, "Beyond Financial Aid" (2018)

**Today's students:
older, more diverse,
working, raising
families, and often
struggling. Share the
facts. #TodaysStudent**



64%

of college students work, and
40% of them work full time.



49%

of college students are
financially independent from
their parents.



6%

of college students serve or have
served in the U.S. armed forces.



24%

of college students have
children or other dependents.



57%

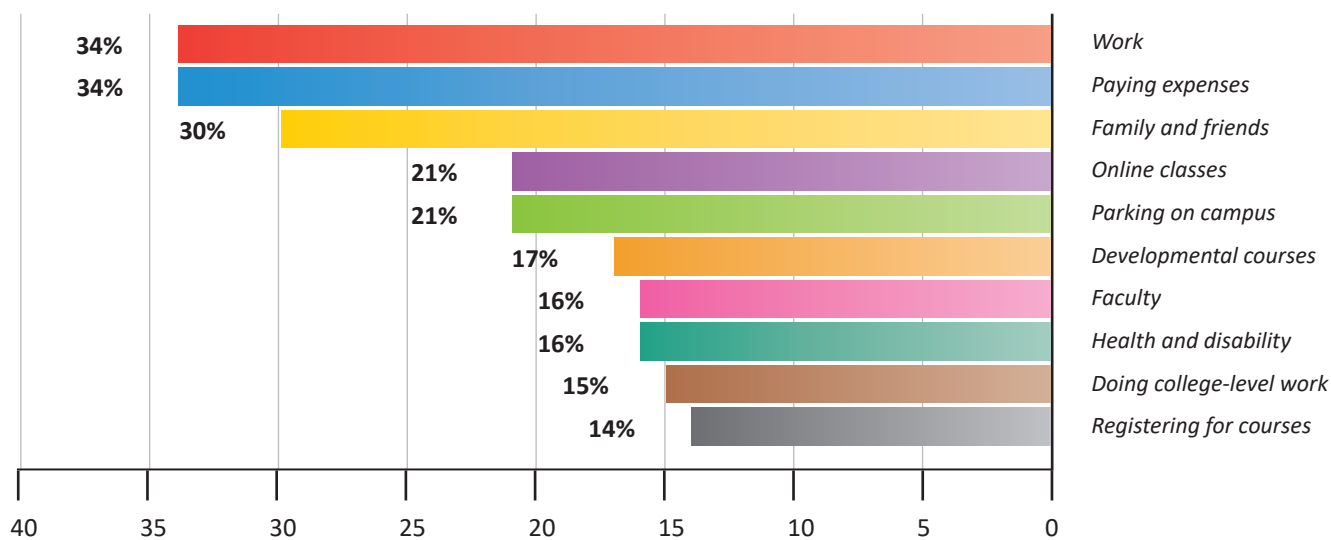
of students live independently
– away from their parents or
campus housing.



Challenges to success

Work, expenses and family issues are the top three challenges to success cited by community college students.

Top 10 challenges to college success,
according to community college students



Editor's note: The figures exceed 100 percent because students could select several categories in the survey.

Source: Percontor, "What Challenges to Success Do Community College Students Face?" January 2019.



Working, paying expenses, and family and friends are the top challenges facing many community college students, according to a recent survey. A breakdown of those categories shows the specific hurdles. For example, of students indicating work as a challenge, having work hours that do not leave time for study was most often cited (61 percent), followed by not being paid enough to cover expenses while in school (49 percent). A work schedule that hampered students' ability to use campus resources was also a challenge (36 percent), as was work schedules that conflicted with classes (35 percent). Among those who said paying expenses was a barrier, living expenses were most often cited (71 percent), followed by books, software and supplies (58 percent), and tuition and fees (55 percent). In regards to family and friends, difficulty balancing demands of family and friends (72 percent) was most often noted, followed by difficulty dealing with the health of family and friends (35 percent).

Source: Lumina Foundation, "Who is Today's Student?" (2019)

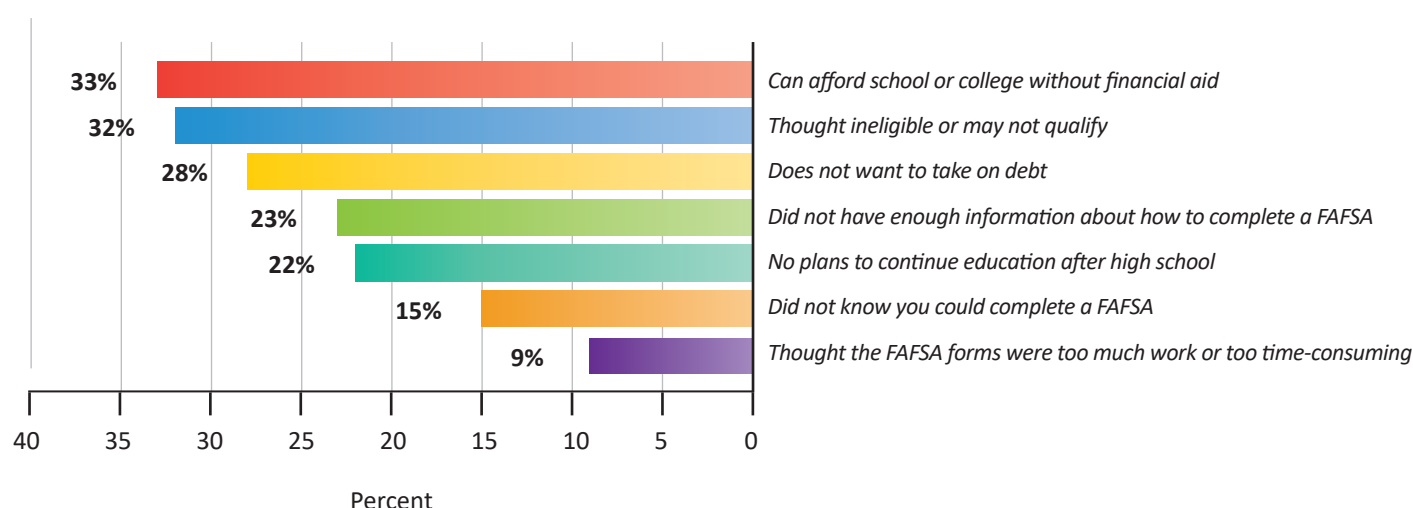
higher education



Why students don't submit a FAFSA

One-third of students who don't complete the Free Application for Federal Student Aid say they didn't because they can afford college without financial aid, and nearly another one-third didn't because they didn't think they were eligible for it.

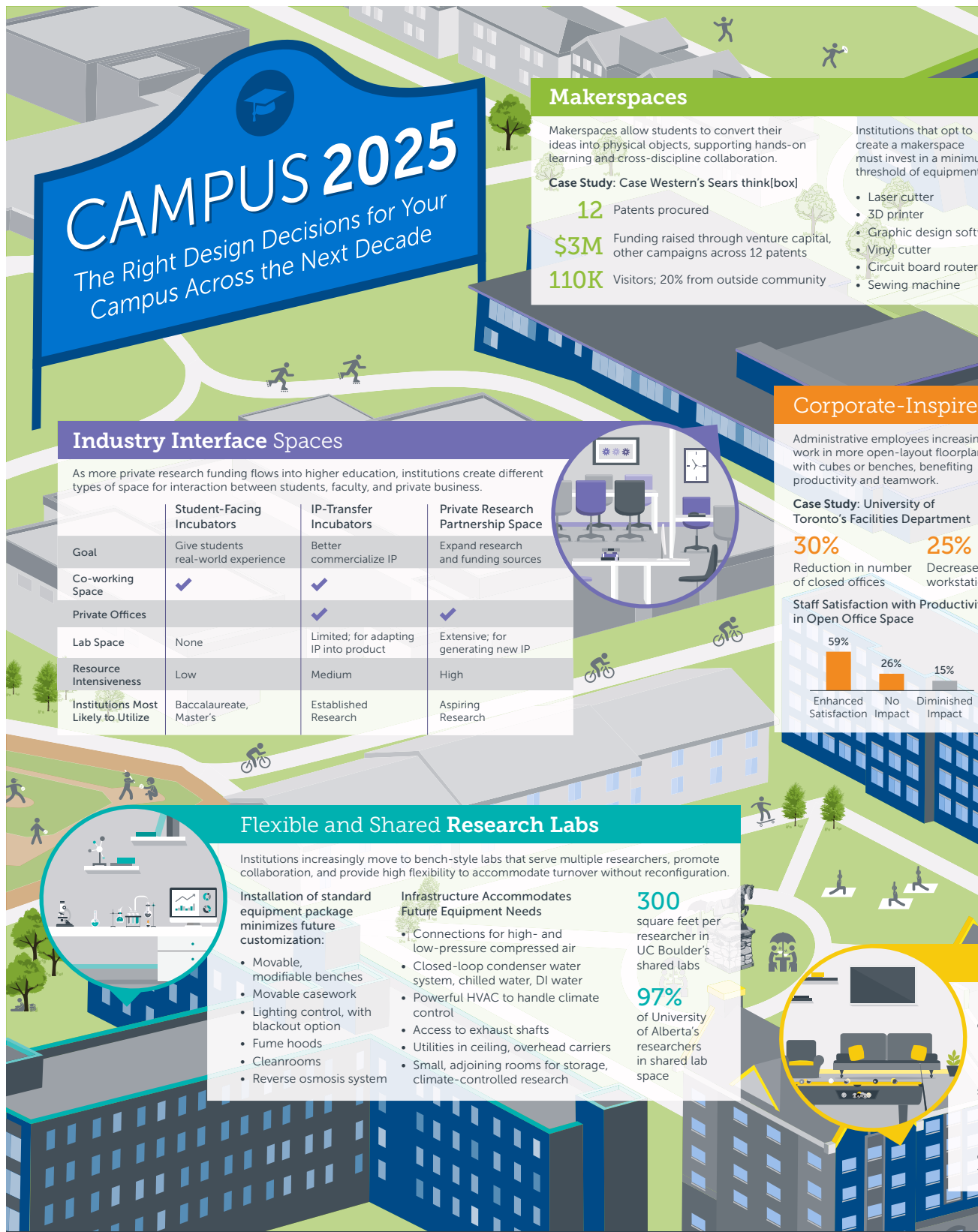
Percentage of fall 2009 ninth-graders without a completed Free Application for Federal Student Aid (FAFSA), by reasons for not completing a FAFSA



Source: U.S. Education Department, "Stats in Brief: Why Didn't Students Complete a Free Application for Federal Student Aid (FAFSA)? A Detailed Look," December 2018.



Almost one-third (32 percent) of a cohort of students who didn't complete a Free Application for Federal Student Aid (FAFSA) thought they were ineligible or may not qualify, according to a federal report. Nearly one-quarter (23 percent) didn't have enough information on how to complete the FAFSA, while 15 percent didn't know they could complete one. Nine percent thought the form was too much work or too time-consuming. The report also shows a disparity among race/ethnicity. About one-third (34 percent) of Hispanic students and 27 percent of black students did not complete a FAFSA because they or their family didn't have enough information on how to complete it, compared to 18 percent of white students and 22 percent of Asian students. Completing a FAFSA is important for college-going students not only because it's an application for federal student aid, such as grants and loans, but also states, institutions and private funders often use the application when they consider awarding their own financial aid.



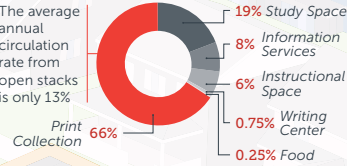


Libraries

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

Typical 2015 Library Space Allocation¹

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



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

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

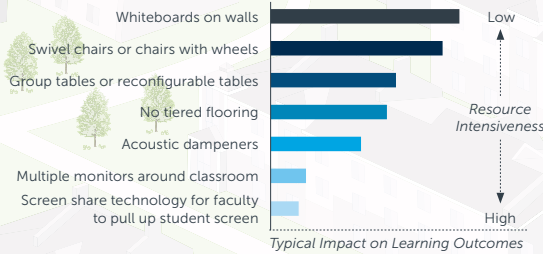
Student accessibility is key for instructors focused exclusively on teaching.

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.



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.

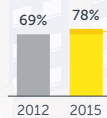
\$4B-\$5B

Estimated size of the student housing market

300%

Increase in the supply of off-campus housing units from 2010 to 2014²

Case Study: BGSU's³ Emphasis on Communal Space Drives Retention Rate⁴



New residence hall design emphasizes common areas like lounges, study and social spaces, and kitchenettes, which constitute 30% of square footage.³

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

eab.com/fff/campus2025

©2016 The Advisory Board Company • eab.com • 31947



NATIONAL DATA FOR NEW FRESHMEN INDICATES:

CAREER GUIDANCE



> **70%**

of new freshmen
want help with
selecting an
educational plan to
get a good job

ACADEMIC SUPPORT



49%

of new freshmen
want help with
writing skills



78%

of new freshmen
want instruction
on how to take
college exams

SOCIAL ENGAGEMENT



67%

of new freshmen
want information
on clubs and social
organizations
at college



56%

of new freshmen
want to meet
an experienced
student to
seek advice

FINANCIAL SUPPORT



67%

of new
freshmen
want to talk
with someone
about getting
a scholarship



51%

of new freshmen
want to talk
with someone
about getting a
part-time job

REQUESTS FROM SPECIFIC STUDENT POPULATIONS:

MATH SKILLS



52%

of new freshmen
at **community and
technical colleges**
want help improving
their math skills

TUTORING



53%

of new **first-
generation**
freshmen want
tutoring in one
or more courses



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?
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.

“

[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

”

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

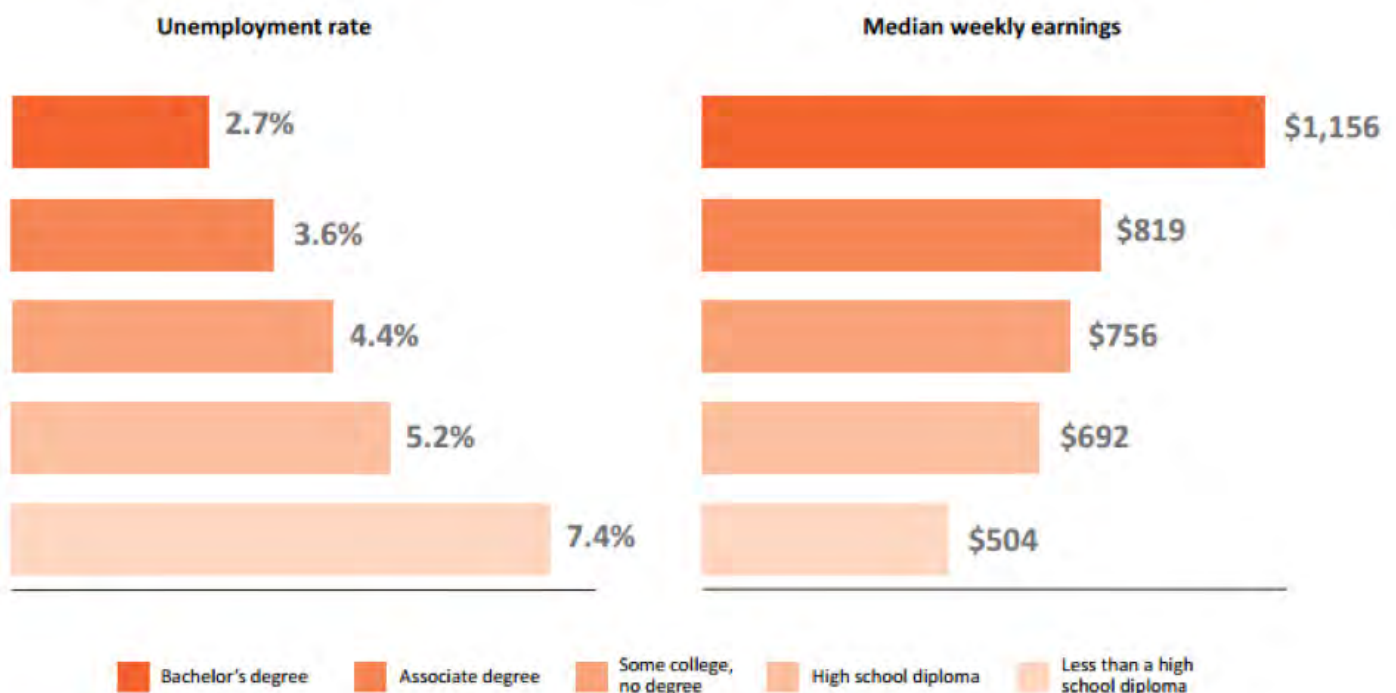
economy & workforce



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



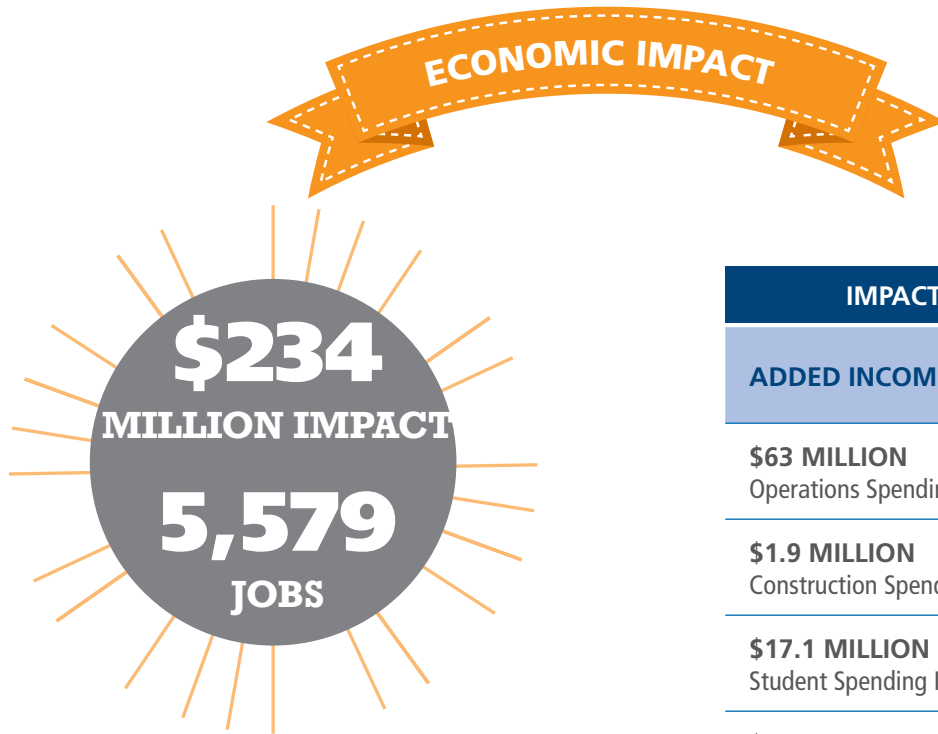
Source: Bureau of Labor Statistics, Current Population Survey [“Career Outlook: More Education: Lower Unemployment, Higher Earnings.”](#) April 2017.

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





OTC ECONOMIC IMPACT & RETURN ON INVESTMENT



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

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

95%
of OTC
graduates
stay in
MISSOURI

Source: Emsi



FISCAL YEAR (FY) 2015-16

EVERY DOLLAR SPENT

STUDENTS

\$5.30

Gained in lifetime earnings for students

Local TAXPAYERS

\$4.70

Gained in added taxes and public sector savings for local taxpayers

State & Local TAXPAYERS

\$6.50

Gained in added taxes and public sector savings for state & local taxpayers

SOCIETY

\$12.50

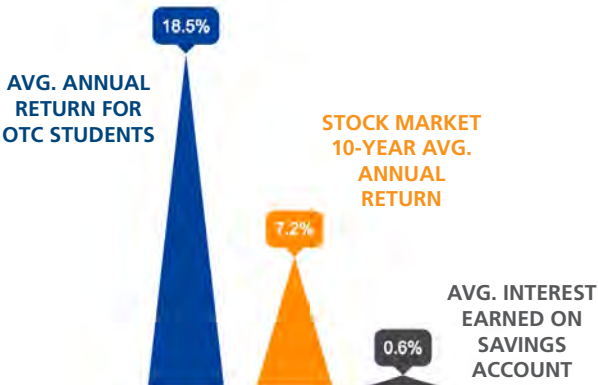
Gained in added state revenue & social savings for society

RETURN ON INVESTMENT

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



STUDENT RATE OF RETURN





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.



Source: Emsi



Occupational Projections

MERIC produces occupational projections that estimates labor demand over a 10 year period. MERIC categorizes these occupations using its **Now-Next-Later** categorization system to help job seekers understand the training, education and experience requirements for various occupations.

Now jobs generally require short to medium term training (12 months on-the-job or classroom training) and no postsecondary education.

Next jobs generally require 12 months or more of on-the-job training or combined work experience and/or an associates or some postsecondary education.

Later jobs generally require a bachelor's or advanced degree and may also require additional work experience.

For **Now** occupations, front line service positions lead the way in total openings including: *Food Prep & Serving Workers, Retail Salespeople, Cashiers, Waiters/Waitresses, and Customer Service Reps.* *Home Health Aides* and *Personal Care Aides* are the fastest growing **Now** occupations.

Truck Drivers, Nursing Assistants, and Cooks will have the most openings for the **Next** category of occupations. *Respiratory Therapists, Paralegals, Plumbers, Pipefitters & Steamfitters, and HVAC and Refrigeration Mechanics & Installers,* are the fastest growing **Next** occupations.

For **Later** occupations, *Registered Nurses, General & Operations Managers, and K12 Teachers* will have the most openings. *Software Developers* and health care related positions such as *Nurse Practitioner* and *Physical Assistants* are the fastest growing.

Ozark Region Long-Term Occupational Projections

Occupation	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Replacement Openings	Total Openings	Median Wages	
NOW							
Food Prep. & Serving Workers	7,753	9,613	1,860	15,730	17,590	\$18,893	🔥
Retail Salespersons	9,195	10,215	1,020	13,846	14,866	\$22,200	🔥
Cashiers	7,206	7,775	569	13,897	14,466	\$19,220	🔥
Waiters and Waitresses	5,131	5,756	625	10,202	10,827	\$18,529	
Customer Service Representatives	5,380	6,043	663	7,205	7,868	\$29,172	🔥
NEXT							
Heavy and Tractor-Trailer Truck Drivers	7,473	8,767	1,294	8,544	9,838	\$40,620	🔥
Nursing Assistants	3,952	4,720	768	4,825	5,593	\$23,266	🔥
Cooks, Restaurant	3,218	3,761	543	4,836	5,379	\$20,320	🔥
First-Line Supervisors of Retail Sales Workers	3,141	3,494	353	3,456	3,809	\$38,044	🔥
Bookkeeping & Accounting Clerks	2,659	2,845	186	3,026	3,212	\$32,272	🔥
LATER							
Registered Nurses	6,385	8,006	1,621	3,624	5,245	\$54,224	🔥
General and Operations Managers	3,609	4,168	559	3,125	3,684	\$72,391	🔥
Secondary School Teachers	2,375	2,736	361	1,736	2,097	\$46,174	
Accountants and Auditors	1,433	1,727	294	1,375	1,669	\$54,024	
Elementary School Teachers	1,738	2,001	263	1,309	1,572	\$54,929	

🔥 denotes occupations within the top ten for on-line job ads in 2017 in the region within the respective Now-Next-Later classification.

Source: MERIC Occupational Projections, 2016-2026



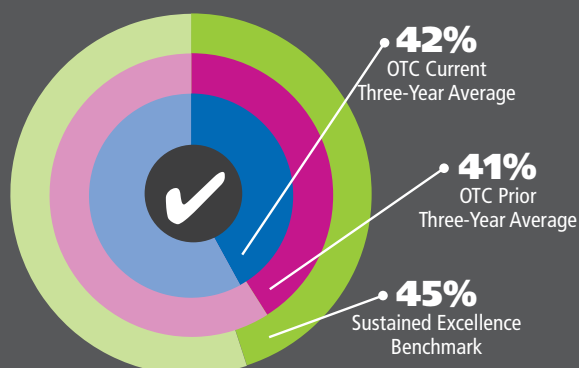
public policy

State performance funding indicators (2018)

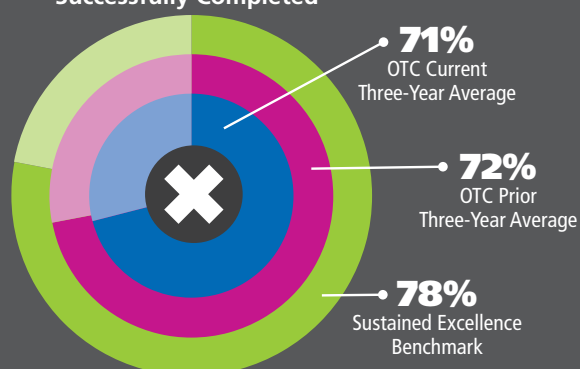
Institutions can meet performance funding indicators (marked with an *) by improving over their prior performance or meeting a national benchmark for sustained excellence.



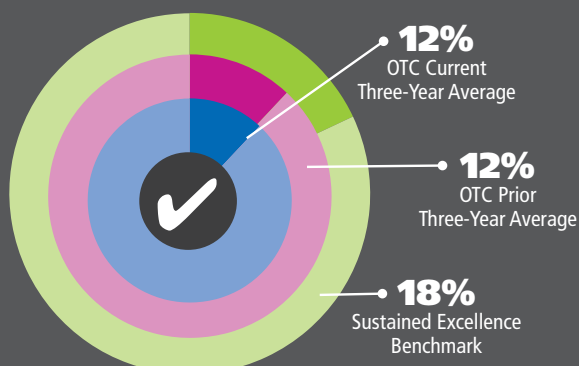
Three-Year Completion Rate*



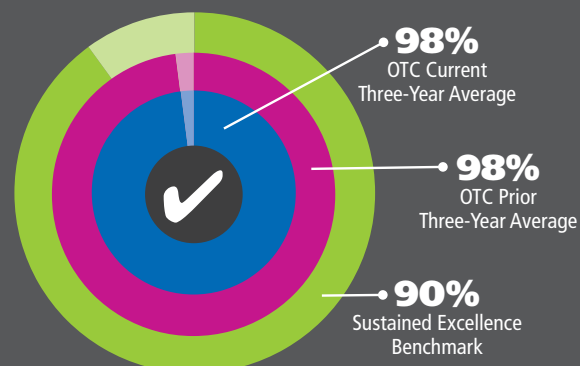
Percent of Attempted Credit Courses Successfully Completed



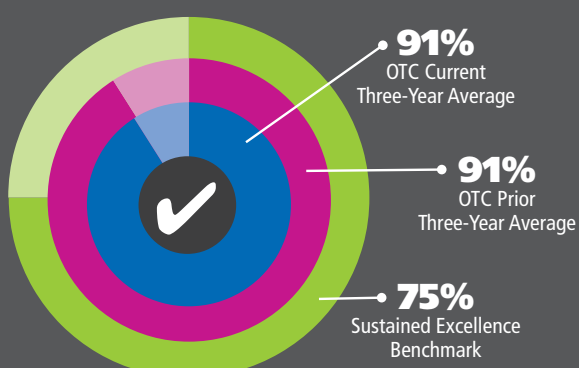
Non-Core Expenditures as a Percent of Total Expenditures



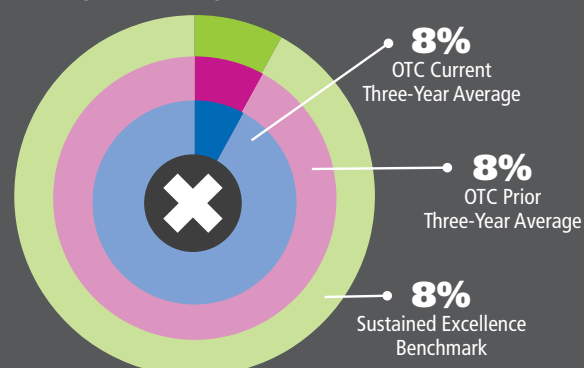
Licensure/Certification Exam*



Graduate Outcomes*



Tuition and Fees as a Percent of Median Family Income (by Service Area)

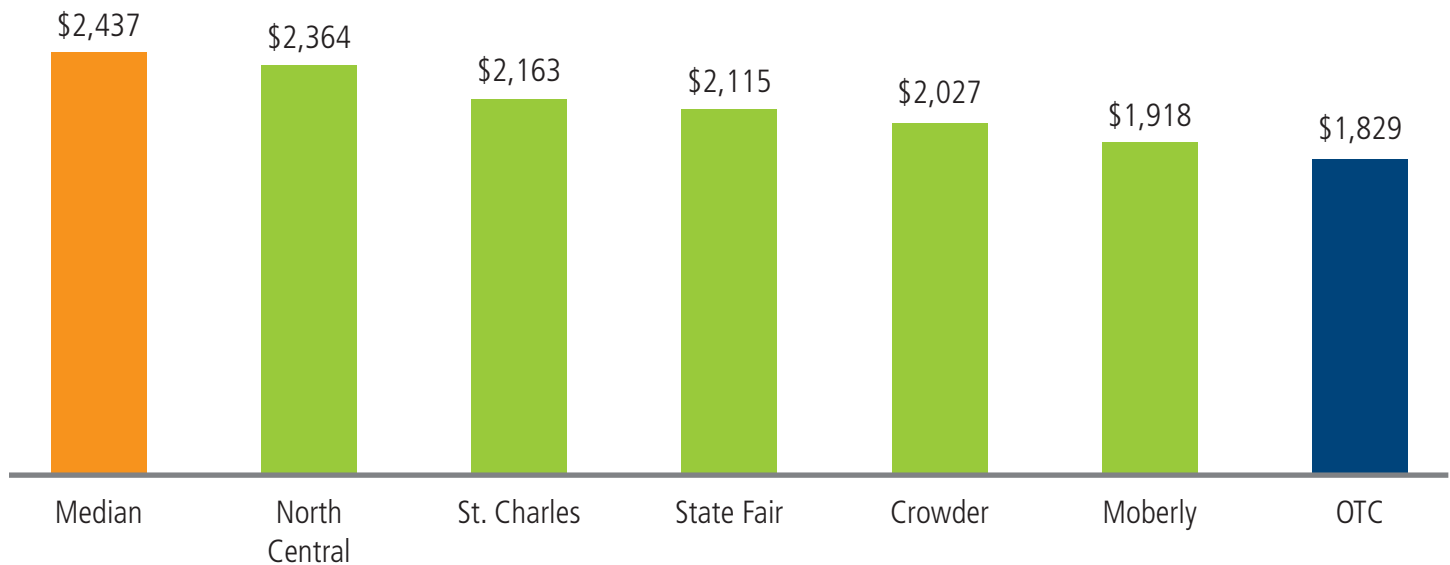


Source: Office of Research, Strategic Planning and Grant Development



State Legislative Priority: Equity Funding for MCCA Colleges Below the Median

The values on this graph represent State Appropriations per FTE Enrollment.



Source: MDHE Fall 2018 Enrollment, FY 2020 Appropriations

American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT) Federal Priorities



Extend Pell Grant "Second Chance" program for incarcerated individuals.



Simplify the FAFSA process to support greater community college student participation in federal student aid programs.



Encourage quality innovations in higher education, including in competency-based education, dual enrollment, guided pathways, and other educational advancements.



Increase funding for state grants under the Carl D. Perkins Career and Technical Education Act (CTE).



Establish more accurate measures of community college success.

Source: American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT) Community College Federal Legislative Priorities for the 116th Congress



technology

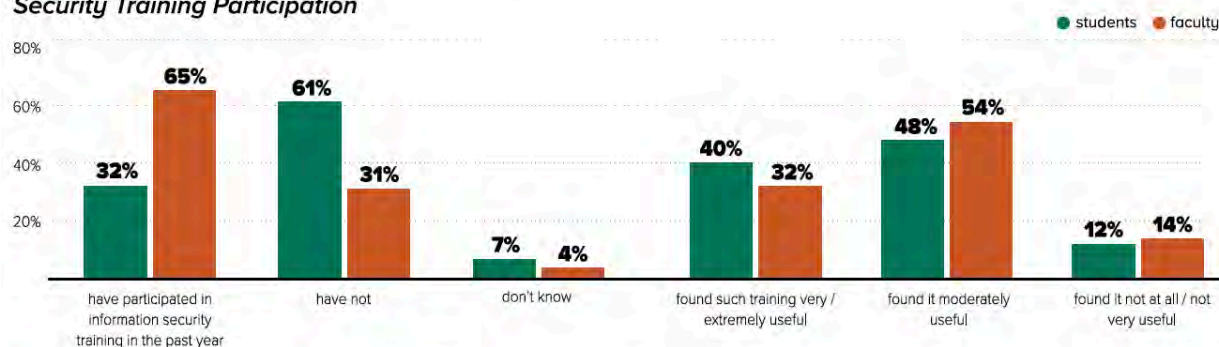
The Numbers Behind the Issues

What higher education stakeholders say about the 2019 Top 10 IT Issues

1 Information Security Strategy

What It Means: Developing a risk-based security strategy that effectively detects, responds to, and prevents security threats and challenges

Security Training Participation

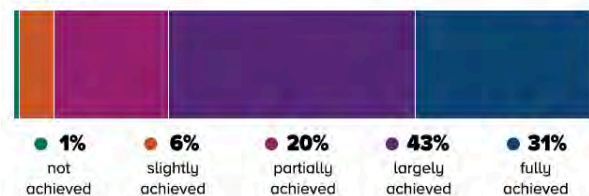


2 Student Success

What It Means: Serving as a trusted partner with other campus units to drive and achieve student success initiatives

Collaboration for Success

Our institution supports collaboration among people from different departments and units to effectively support student success initiatives:

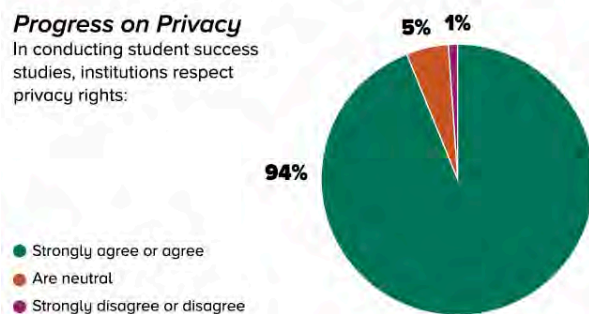


3 Privacy

What It Means: Safeguarding institutional constituents' privacy rights and maintaining accountability for protecting all types of restricted data

Progress on Privacy

In conducting student success studies, institutions respect privacy rights:



4 Student-Centered Institution

What It Means: Understanding and advancing technology's role in optimizing the student experience (from applicants to alumni)

Moving toward the Mainstream, with Room to Grow

Mainstream



• Degree auditing

Growing



• Advising center management
• Credit transfer / articulation system / dual enrollment

Emergent



• Advising case management
• Education plan creation/tracking
• Academic early alert
• Course/program recommendation
• Extracurricular and co-curricular activities management
• Student success data warehouse / operational data store
• Applications for students to access their data

Experimental



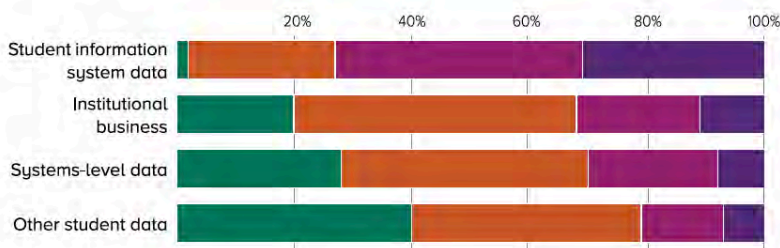
• Self-service referral to social/community resources
• Student success analytics dashboards
• Student success analytics system (e.g., predictive modeling)
• Consent platform for opt-in/opt-out

5 Digital Integrations

What It Means: Ensuring system interoperability, scalability, and extensibility, as well as data integrity, security, standards, and governance, across multiple applications and platforms

The State of Integration

- Institution does not collect usable data
- Data is collected but not integrated
- Data is systematically collected and integrated
- Data is systematically collected, integrated, and used

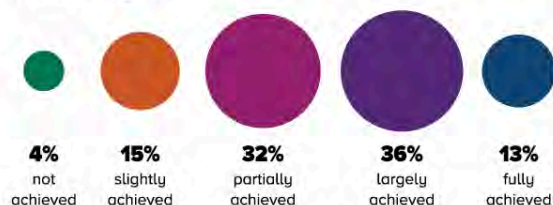


6 Data-Enabled Institution

What It Means: Taking a service-based approach to data and analytics to reskill, retool, and reshape a culture to be adept at data-enabled decision-making

Data and Decision-Making

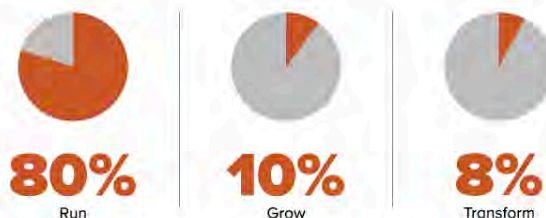
Our institution makes sure the use of data to make decisions is accepted throughout:



7 Sustainable Funding

What It Means: Developing funding models that can maintain quality and accommodate both new needs and the growing use of IT services in an era of increasing budget constraints

What IT Spending Does for Institutions

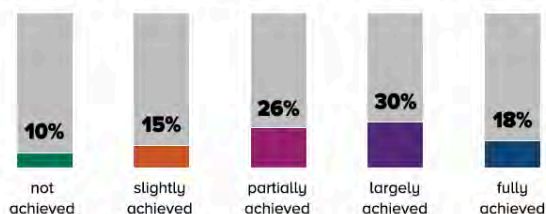


8 Data Management and Governance

What It Means: Implementing effective institutional data-governance practices and organizational structures

Transparent Technology and Community Understanding

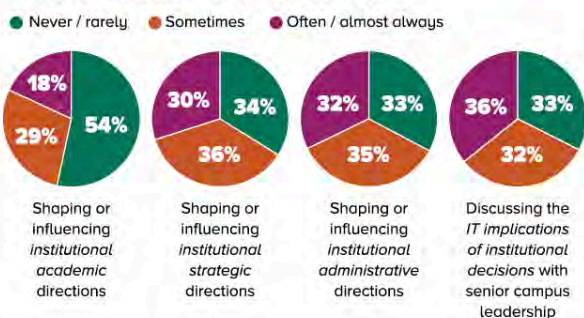
Our IT governance process makes decisions in a transparent manner that builds community understanding and creates a campus-wide view of technology standards and services:



9 Integrative CIO

What It Means: Repositioning or reinforcing the role of IT leadership as an integral strategic partner of institutional leadership in supporting institutional missions

The Activities of IT Professionals



10 Higher Education Affordability

What It Means: Aligning IT organizations' priorities and resources with institutional priorities and resources to achieve a sustainable future

On the Way to Alignment

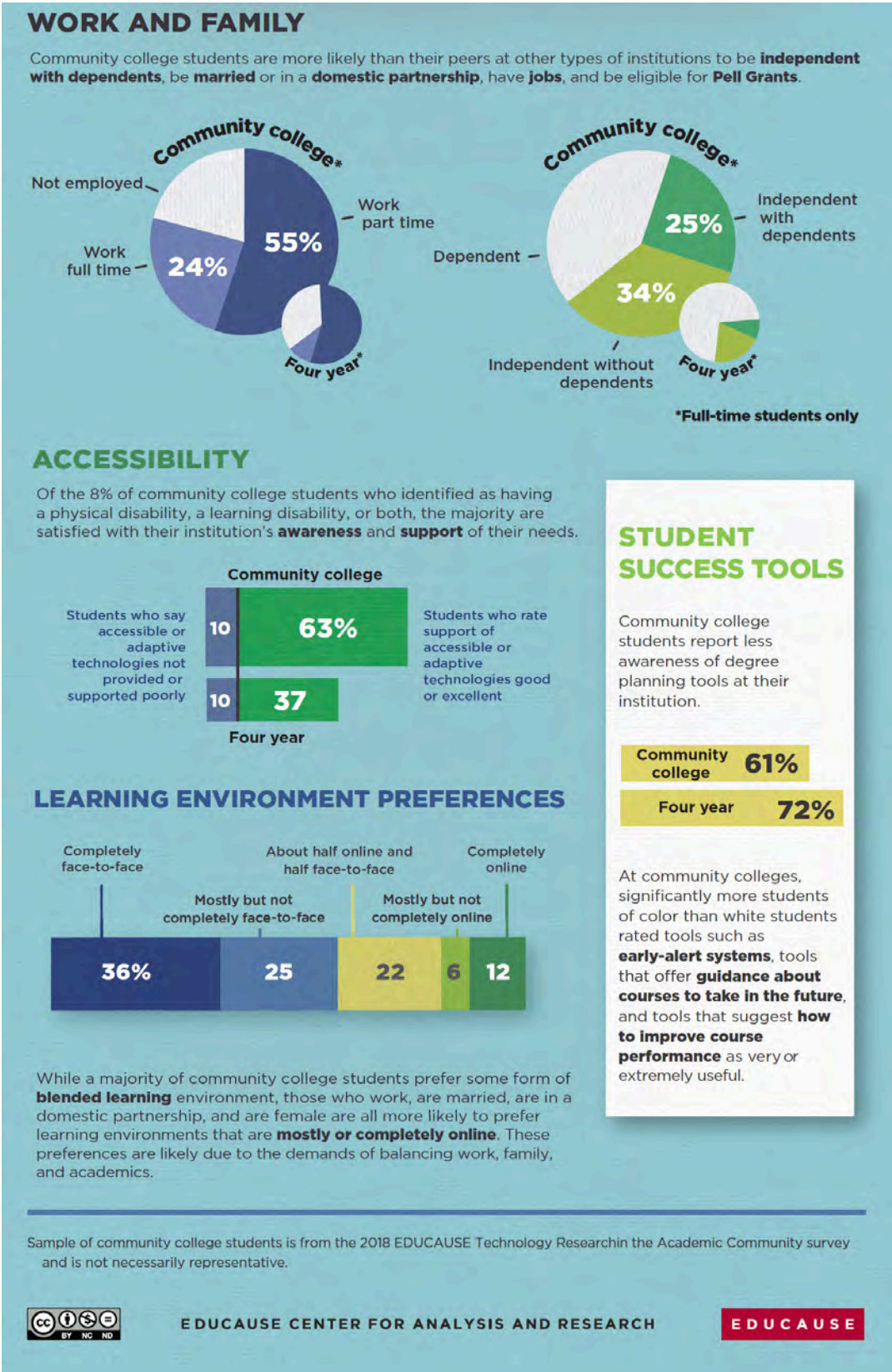
Our IT governance process prioritizes IT Investment in accordance with institutional goals



To learn more about the Top 10 IT Issues, visit educause.edu/issues. To access the latest publications from the EDUCAUSE Center for Analysis and Research, visit educause.edu/ecar.



Community College Students and Information Technology





Community College Information Technology Priorities



1. Mobility (devices and app support)



6. Network modernization



2. Website redesign and update



7. Disaster recovery and business continuity



3. Cybersecurity tools and testing



8. Computer refresh



4. Digital content and curriculum



9. Desktop virtualization



5. Server consolidation and virtualization



10. Cloud Migration

Source: 2017-18 Digital Community Colleges Survey



Three Technologies Community Colleges Should Be Watching Closely

Haugabrook advises community college leaders to closely watch the development of these three innovative technologies:

1

ARTIFICIAL INTELLIGENCE

AI has the potential to significantly improve college operations. It gathers personalized data for chatbots that can give adult learners, online students and others highly tailored responses to questions anytime of the day or night. This has ripple effects on support services. For example, call centers may see a decline in inquiries, which frees staff to devote their expertise to more productive tasks than answering phone queries.

2

BLOCKCHAIN

These secure, unalterable digital ledgers can create master records of student credentials to authenticate what students have learned throughout their educational careers.

3

INTERNET OF THINGS

Digital sensors feeding data to analytics systems give colleges insights to improve campus operations, reduce energy costs and identify students who may be at risk of dropping out. For example, devices that capture when students swipe their identity cards at oncampus events and organizations provide valuable information for faculty and advisors.

“There’s often a strong correlation between participation in those types of activities and the likelihood of students reaching their academic goals,” Haugabrook says. “And seeing students achieve their goals is the ultimate return on investment.”

Source: Center for Digital Education, “Campus 360: Tomorrow’s Innovation, Today” (2018)



YOUR DREAMS OUR PLAN

2018-2025 STRATEGIC PLAN

OZARKS TECHNICAL COMMUNITY COLLEGE