Game Changers and the Game Itself – Creating a Culture of Performance Management as the Key to Making New Strategies the New Normal

Dream-hoarding: households with combined income greater than $112k are pulling away from the rest
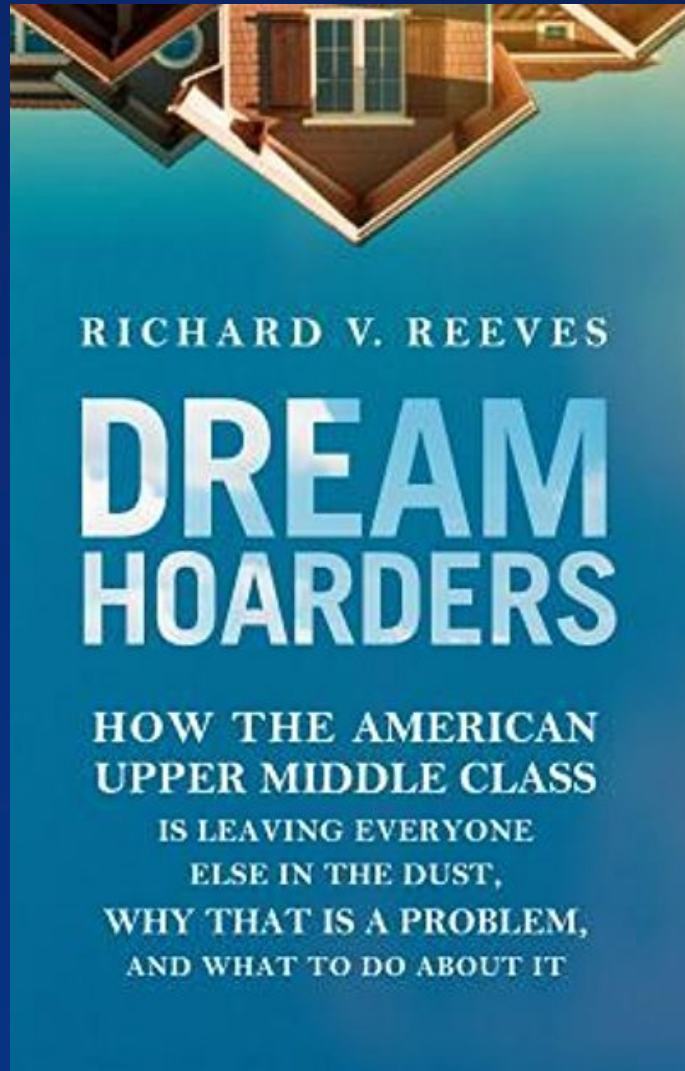
- The top fifth of U.S. households saw a $4 trillion increase in pretax income between 1979 – 2013.
- The combined rise for the bottom 80 percent, by comparison, was just over $3 trillion.
- The gap between the bottom fifth and the middle fifth has not widened at all. In fact, there has been no increase in inequality below the eightieth percentile.

All the inequality action is above that line.

*While plans for four-year college continue to grab the headlines, **community colleges, which have so much potential as an engine of upward mobility, remain "America's forgotten institutions."***

RICHARD V. REEVES

DREAM HOARDERS

HOW THE AMERICAN
UPPER MIDDLE CLASS
IS LEAVING EVERYONE
ELSE IN THE DUST,
WHY THAT IS A PROBLEM,
AND WHAT TO DO ABOUT IT

There are more than 20 million Americans enrolled in college right now

5% of students complete their associate degree within 2 years

19% of students complete their bachelor's degree within 4 years

CCSNH's mission centers on student success, aligning with workforce and ed attainment needs
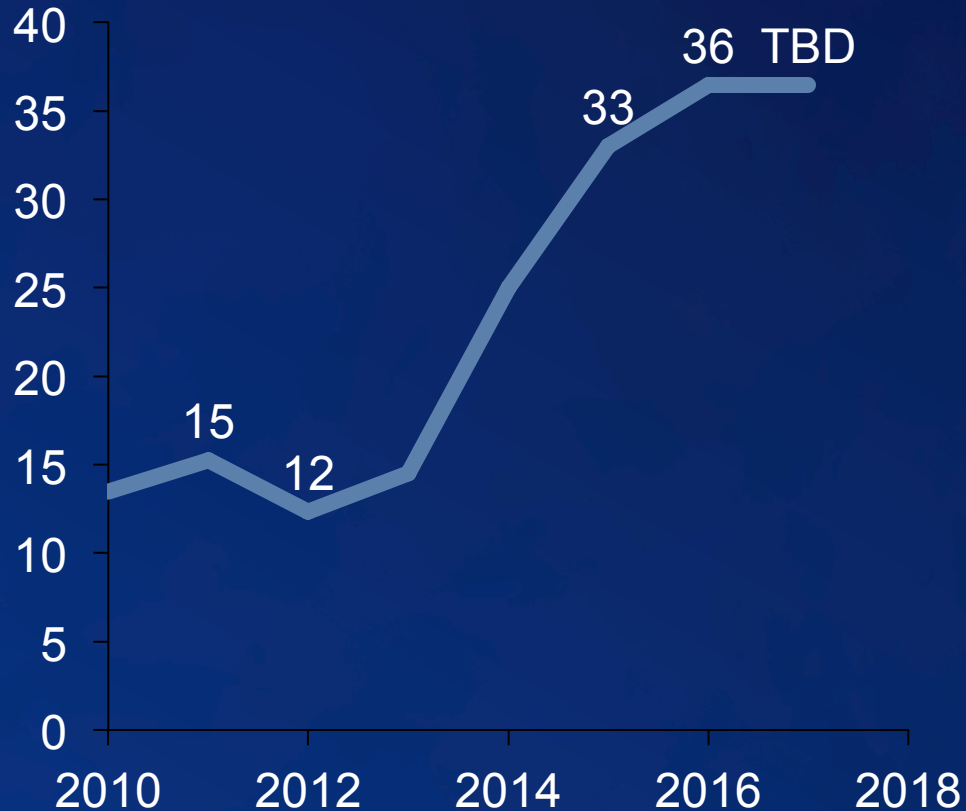

- CCSNH serves 25,500 students annually, which translates to roughly two percent of the adult population of New Hampshire any given year is a CCSNH student

- For Fall 2018 - 43% are 20 years old or under, 26% ages 21-25, and 31% ages 26+

NH Opioid Epidemic Summary

Drug Overdose Death Rates By Year

- **With nearly 500 overdose-related deaths in 2017, exceeds motor vehicle accidents as cause**
- **Leading cause of death for young people in the state**
- **Virtually tied with Ohio for second-highest rate in country**

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How CCSNH dilutes societal "hoarding" --- relentless focus on mission

CCSNH Mission Statement

Our purpose is to provide residents with affordable, accessible education and training that aligns with the needs of New Hampshire's businesses and communities, delivered through an innovative, efficient, and collaborative system of colleges. CCSNH is dedicated to the educational, professional, and personal success of its students; a skilled workforce for our state's businesses; and a strong New Hampshire economy.

Why 65?
Approximately 65% of jobs in NH by 2025 will require postsecondary education

—Georgetown U. Center on Education and the Workforce

The Community College System of NH (CCSNH) and the University System (USNH) introduced **65 by 25**, a goal to help ensure that 65 percent of adults 25 and older in New Hampshire will have some form of post-secondary education, from certificates to advanced degrees, by 2025.

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NH Residents with an Associate's Degree have lower unemployment rates than those without

**New Hampshire Labor Force Statistics
Unemployment Rate
2017 Annual Average**

**New Hampshire Labor Force Statistics
Weekly Wages
2017 Annual Average**

Unemployment Rate chart:
- 1.9%
- 1.2%
- 2.9%
- 3.7%
- 6.3%
- -68%

Weekly Wages chart:
- $1,296
- $950
- $756
- $722
- $451
- +32%
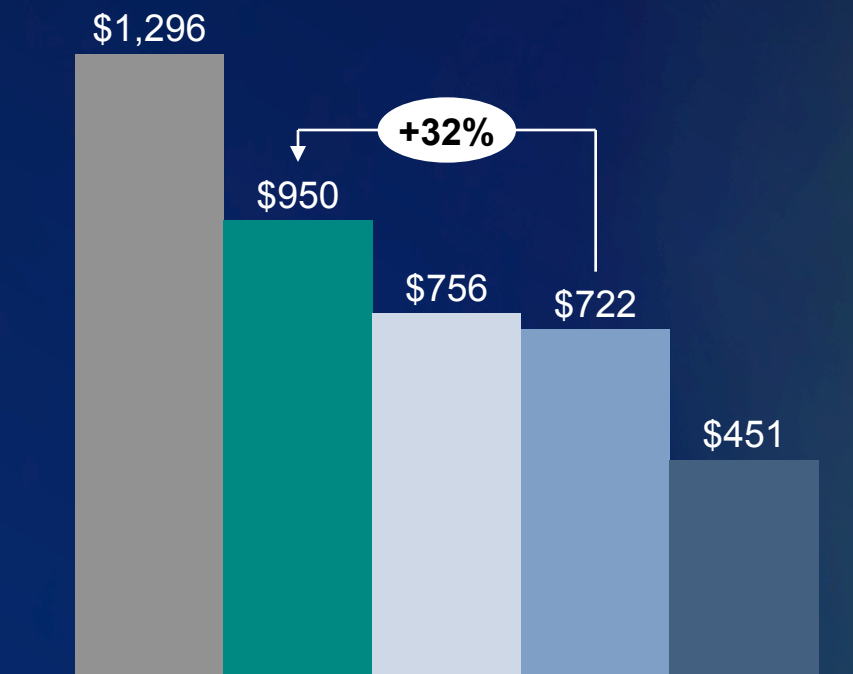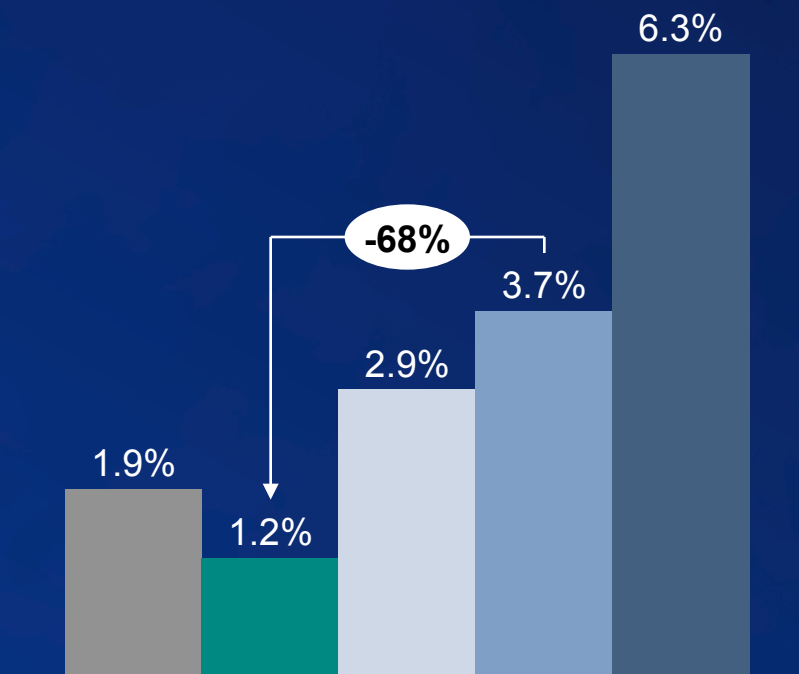
Legend: Bachelors+ | Associates | Some College, no Degree | HS Grad | Less than HS Grad
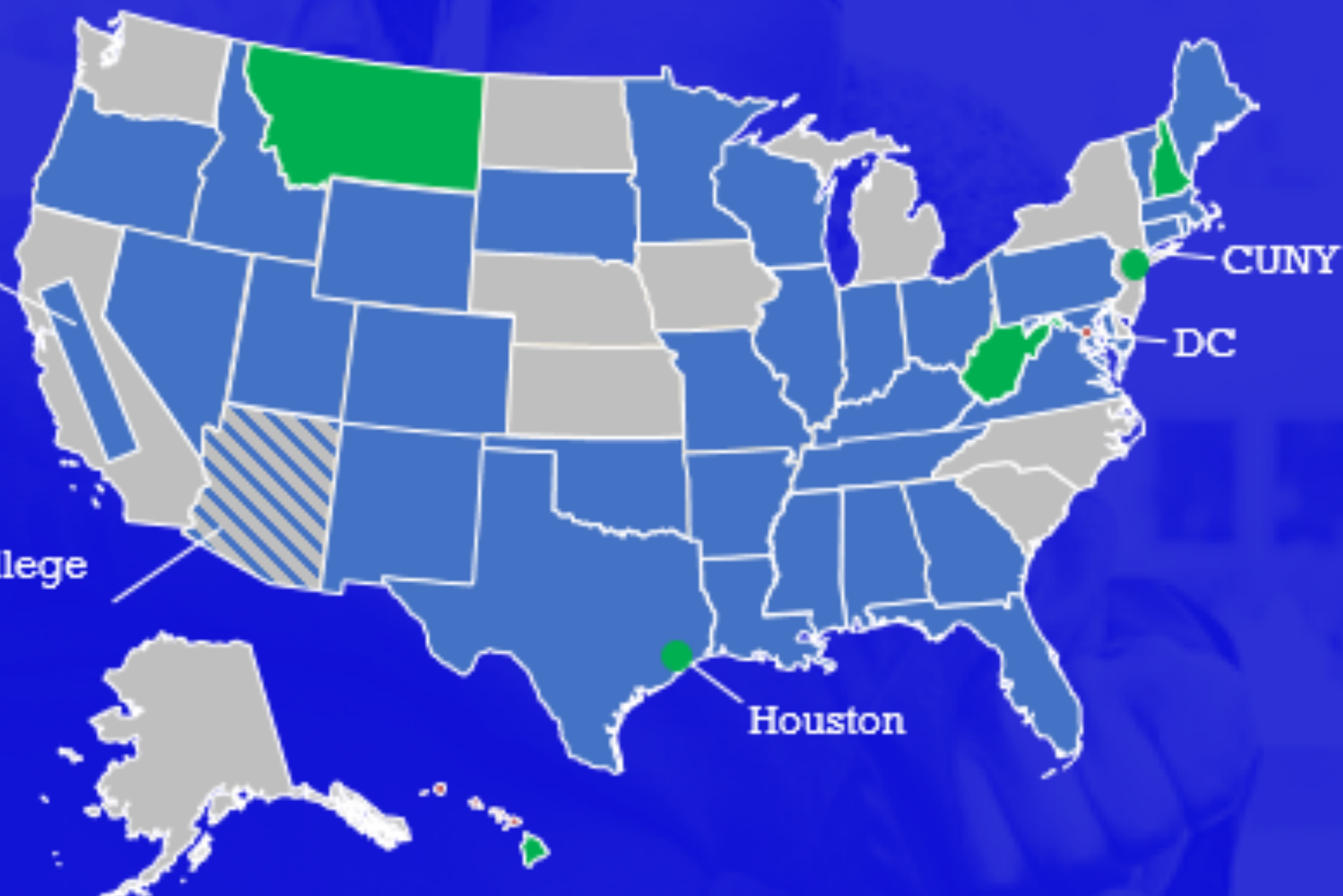
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Game Changers

Central Valley
Higher Education
Consortium

Complete College
Arizona
Consortium

CUNY

DC

Houston

We need to make sure enough students graduate with a valuable credential to meet 65 by 25

- All programs must have economic and transfer value

- This translates, in the classroom, to vibrancy in teaching and learning, on top of curriculum informed by 4-years and employers

Student GPS means helping students succeed by making plans that are

Relevant	Intentional and Structured	Pace to Completion
• Purposeful choice • Appropriate Math • Faculty-authored pathways • Understanding of what it takes to be successful in College	• Meta-major-based academic pathway choice • Prescribed semester-by-semester coursework • Block scheduling • Registrations *on plan*	• Firm understanding of what "two-year" college actually means • Acceleration for developmental education

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GPS strategies represent levers from which we forward our success agenda

Pathway Relevance

- **Purpose First**
- **Math Pathways**
- **Guided Pathways**

Emsi

- All students access Career Coach technology in advising process for purpose-driven decision-making
- Math pathways in place at most Colleges, with co-requisites designed from them
- All programs of study mapped, semester-by-semester
- Transferable first-semester success courses for all

Pathway Intentionality

- **Structured Schedules**

EAB

- Seven common focus areas, including with K-12
- Introducing technology to all Colleges to ensure all students register onto semester-by-semester plans
- Enabling predictive and block scheduling
- Enabling measures around plan quality

Pathway Pace

- **Co-requisites**

15 to FINISH

- Co-requisites impact majority of students by Fall 2018
- 15/30 credits the new normal for full-time

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CCSNH is working with University System on 2+2's

Plans developed and already underway with University of New Hampshire and Plymouth State University in particular

Pathways and Articulation
Faculty met across disciplines between CCSNH and USNH to construct 2+2, 8-semester maps for students to transfer from community college to baccalaureate without credit-hour loss.

Student Support
Student support staff across both institutions developed plans around technology and process integrations to help humanities students moving between institutions avoid "transfer shock."

Stakeholder Engagement
System leadership, faculty, staff and outside partners worked on promoting humanities vision and values throughout New Hampshire over the course of the three years of the grant.

Within a year, most CCSNH graduates have job in NH

Percent of CCSNH certificate and degree completers employed in New Hampshire, Aggregation of 2013 - 2016

	Unknown Outcome	Employed in New Hampshire
Great Bay	26.7%	73.3%
Lakes Region	17.7%	82.3%
Manchester	20.3%	79.7%
Nashua	29.1%	70.9%
NHTI	19.1%	80.9%
River Valley	27.0%	73.0%
White Mountains	25.3%	74.7%
CCSNH	22.8%	77.2%
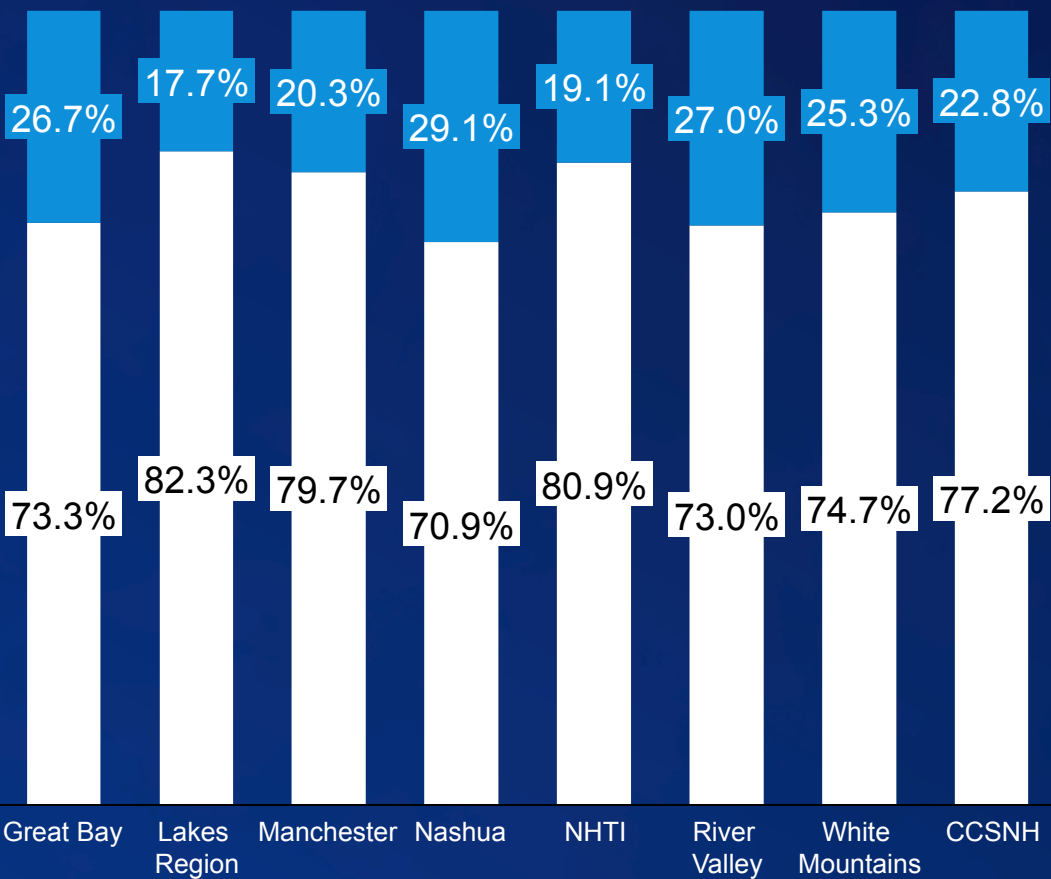
Unknown Outcome

Employed in New Hampshire

Percent of completers employed in NH, year-to-year

2013: 76.5%
2014: 76.4%
2015: 79.4%
2016: 76.4%
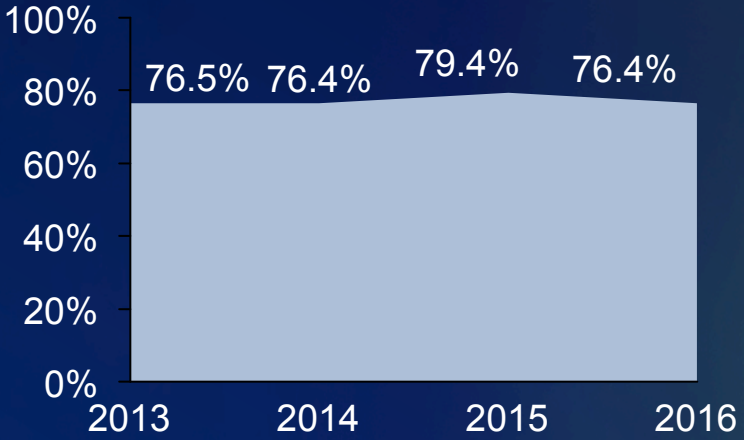
Notes and Considerations
- For those who work in NH, seven percent live out-of-state
- *Data does not include self-employed or unemployed, including continuing education full-time at baccalaureate level*
- 2015 saw greater employment in-state, every other year remarkably consistent (~76.5%)

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CCSNH is working towards 65 by 25, having increased total awards 13 percent in last five years

Total Awards – Last Five Years

+13%

Year	Awards
2014	2,353
2015	2,357
2016	2,496
2017	2,395
2018	2,663
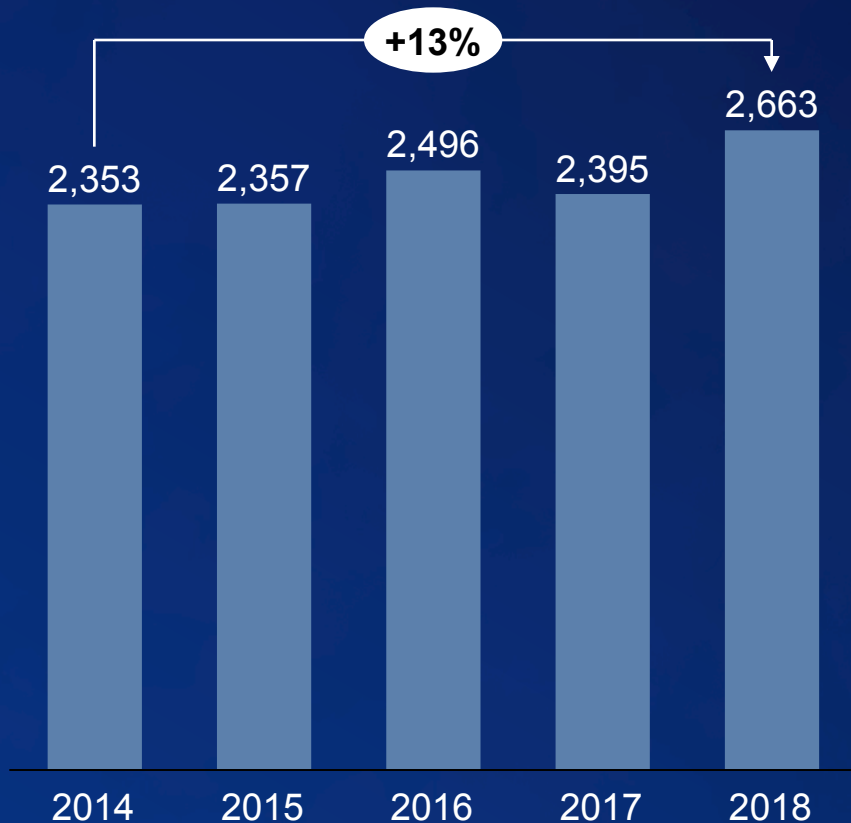
3-year Grad Rate – Last Five Years

+19%

Year	Grad Rate
2013	21%
2014	22%
2015	23%
2016	23%
2017	25%

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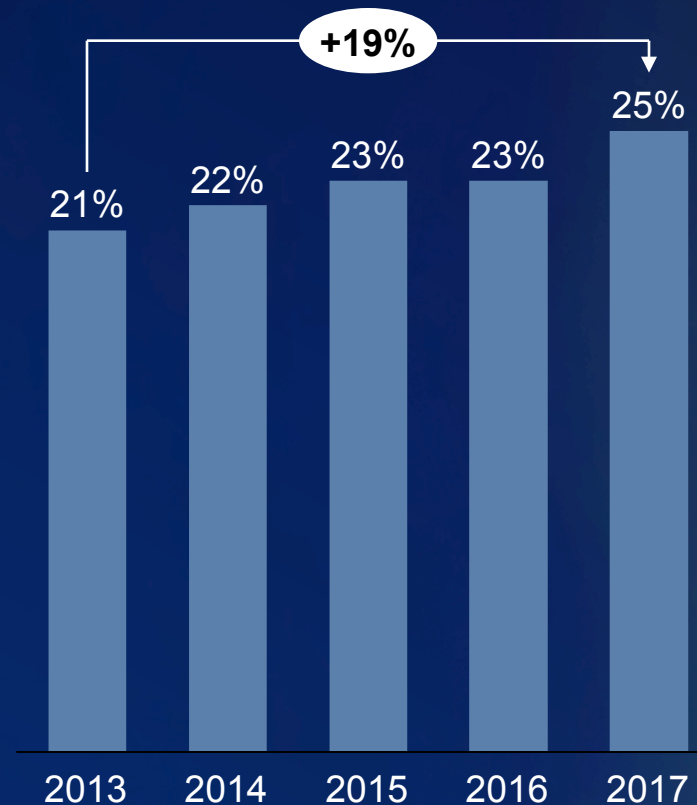
These are lagging indicators of game changers implemented in earnest at start of last year, doubled-down this Fall

14

For CCSNH – College is a great equalizer. One of two examples from NY Times UpShot series

Chance a poor student has to become a rich adult

The share of children who were from the bottom fifth of incomes as students and moved to the top fifth as adults.

26th out of 690 two-year colleges

No. 25 Burlington C.C.	No. 26 Nashua C.C.	No. 27 Southeast Technical Institute
21%	20%	20%
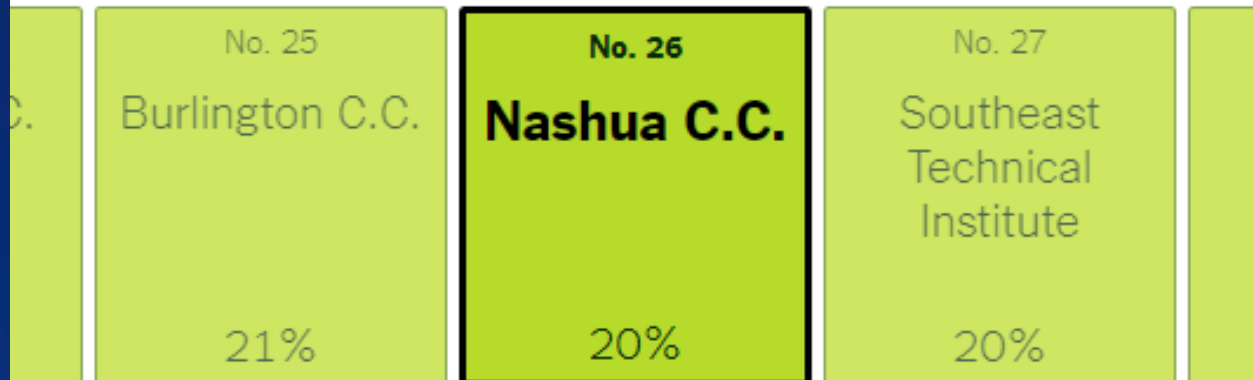
Which type of organization is more likely to be using data to transform its industry and realize its mission statement?

Future of workforce, baccalaureate, and civic engagement

Future of spice and texture in dehydrated foods

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We report on four of nine key performance indicators for IPEDS, including top-line ones on completion

	Rationale	IPEDS Req.
Total Awards	This is the "65" in 65 by 25.	
Total Enrollment	*Leading indicator* of total awards	
Admission from NH HS	*Leading indicator* of total enrollment	
Term-to-term retention	*Leading indicator* for awards | enrollment	*Fall-to-Fall*
Intro course success	*Leading indicator* for awards, retention	
FT 150% | PT 6-yr. grad rates	Timely completion as success measure	
# of credits earned in first year	*Leading indicator* of retention | grad rates	
Transfer post-completion	Incentivizes retention and reverse transfer	
Median $'s post-completion	Indicates market value of credentials	

- Four of the above measures represent completion and post-completion goals, with the other five serving as their leading indicators
- This is not an exhaustive list -- many of our other measures are slices of the above, or interventions and leading indicators to move the needle on them

Principles and process of performance dialogs
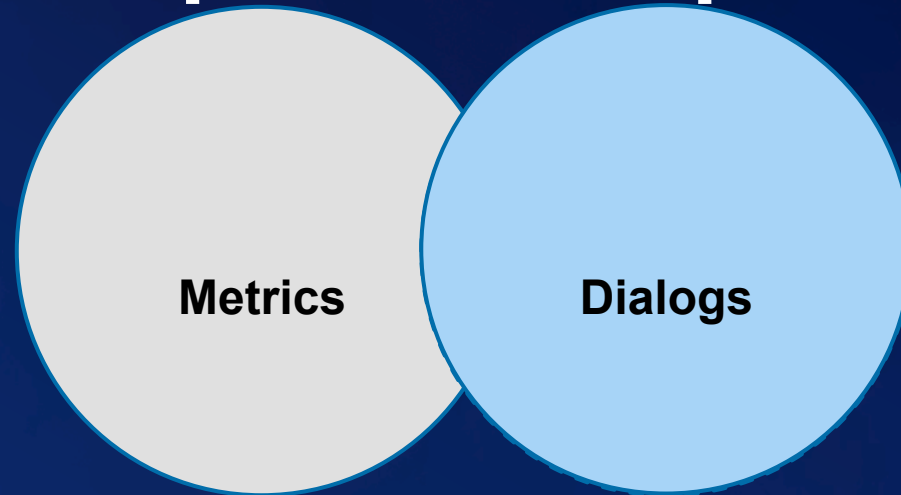
Metrics

Dialogs

Long-term outcomes	**Description** • Overview of outcomes / KPIs with less frequency • *E.g., 65 by 25 metrics*	**Dialogs**	**Description** • Frequency depends on organizational level • *E.g., Monthly CFO meeting. Board?*
Leading indicators	• Overview of effectiveness and efficiency factors that influence outcomes	**Operations**	• Identify actions to improve outcomes • E.g., Action Items

Best-in-class performance management systems demonstrate strength at each element

… There is a clear view of what **success** look like—across the organization and with relevant partners

1 Set direction & context

2 Establish clear accountabilities and metrics

… **Accountabilities are clear, KPIs & scorecards are balanced and cover performance and health,** and metrics cascade where appropriate

6 Ensure actions, rewards, & consequences

Superior and sustainable performance and health management

3 Create realistic budgets, plans, & targets

… **Actions** are taken to improve performance, and there are visible **consequences** for good and bad performance

… Targets are **stretching** but also **fully owned** by management and are supported by appropriate **resources**

5 Hold robust performance dialogues

4 Track performance effectively

… **Performance reviews** are both challenging *and* supportive, focused, fact-based, and action-oriented

… **Reporting** gives a **timely** view of performance at **appropriate detail**, without burdening the organization

20

Guiding Principles for Performance Dialogs

Description

System-wide ownership for our goals

- The purpose of Performance Dialogs is to provide a process to **continually review and refine organizational practices using a data-driven, evidence-based lens**
- Every individual in the organization has **ownership and responsibility in realizing goals**

Leadership and management capacity

- Our system must have **leaders at all levels** model change management mindsets and behaviors
- Train, develop, and **coach individuals to identify problems through data and work with their teams to address** the problems proactively and effectively

Culture of data inquiry

- Train and develop individuals to quickly **analyze data to solve organizational problems**
- Encourage individuals to creatively and persistently inquire **using data to understand complex problems**

Culture of action and accountability

- Develop **agility to address problems** and follow-through
- Accountability system needs to be simple, transparent

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Student Success Dashboard – As of 8/28/2018

	Dummy data supplied	This week	Last Time	YTD Target	FY Target
1	Enrollment (unduplicated - Fall)	20,000	19,000	20,002	40,000
2	Adult learners enrollment (26+)	5,000	4,000	5,001	10,000
3	Spring-to-Fall Retention	62.5%	60.0%	62.1%	
4	75% complete, enrolled for FA	1,679	1,657	2,000	2,500
5	3-year Graduation Rate for 19	19%	19%	n/a	27%
6	Enrolled in the Fall, in cohort	500	500	n/a	434
7	Avg. credits attempted (FT)	14.2	14.3	14.3 (Fall close)	
8	Avg. credits attempted (PT)	7.0	7.0	6.8 (Fall close)	
9	PT / FT Mix	37%	38%	35% (Fall close)	
10	Credits activity – FY 2019	150,000	140,000	175,000	350,000

On Target   **Watch** (<2% from target or other)   **Off Target** (>2% from target for KPI)

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CCSNH has students at 100 percent complete in DegreeWorks, and another nearly 3000 at 75%+

As of 8/28/2018

Dummy data supplied

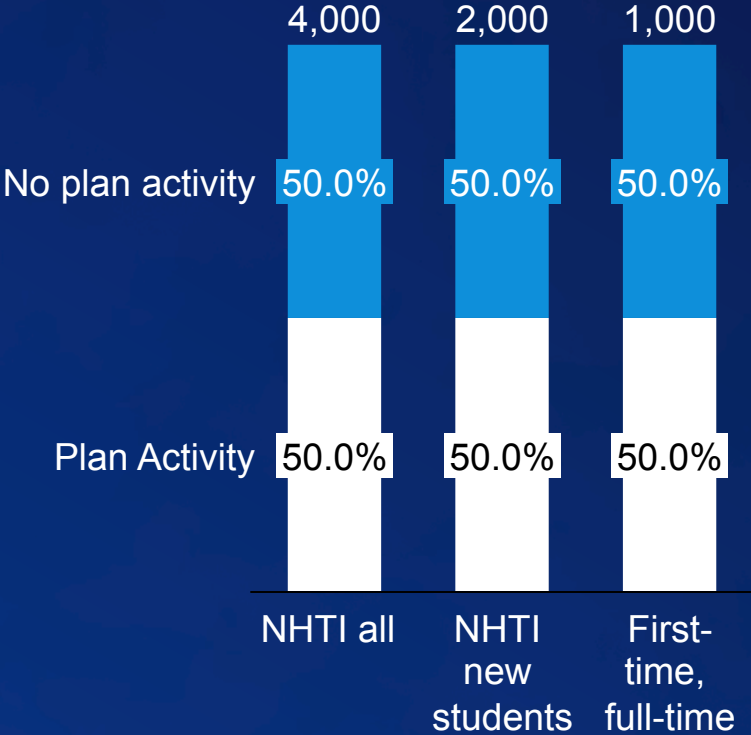|	GBCC	LRCC	MCC	NCC	NHTI	RVCC	WMCC	CCSNH
Total	600	600	600	600	600	600	600	4,200
	100	100	100	100	100	100	100	700
	100	100	100	100	100	100	100	700
	100	100	100	100	100	100	100	700
	100	100	100	100	100	100	100	700
	100	100	100	100	100	100	100	700
	100	100	100	100	100	100	100	700
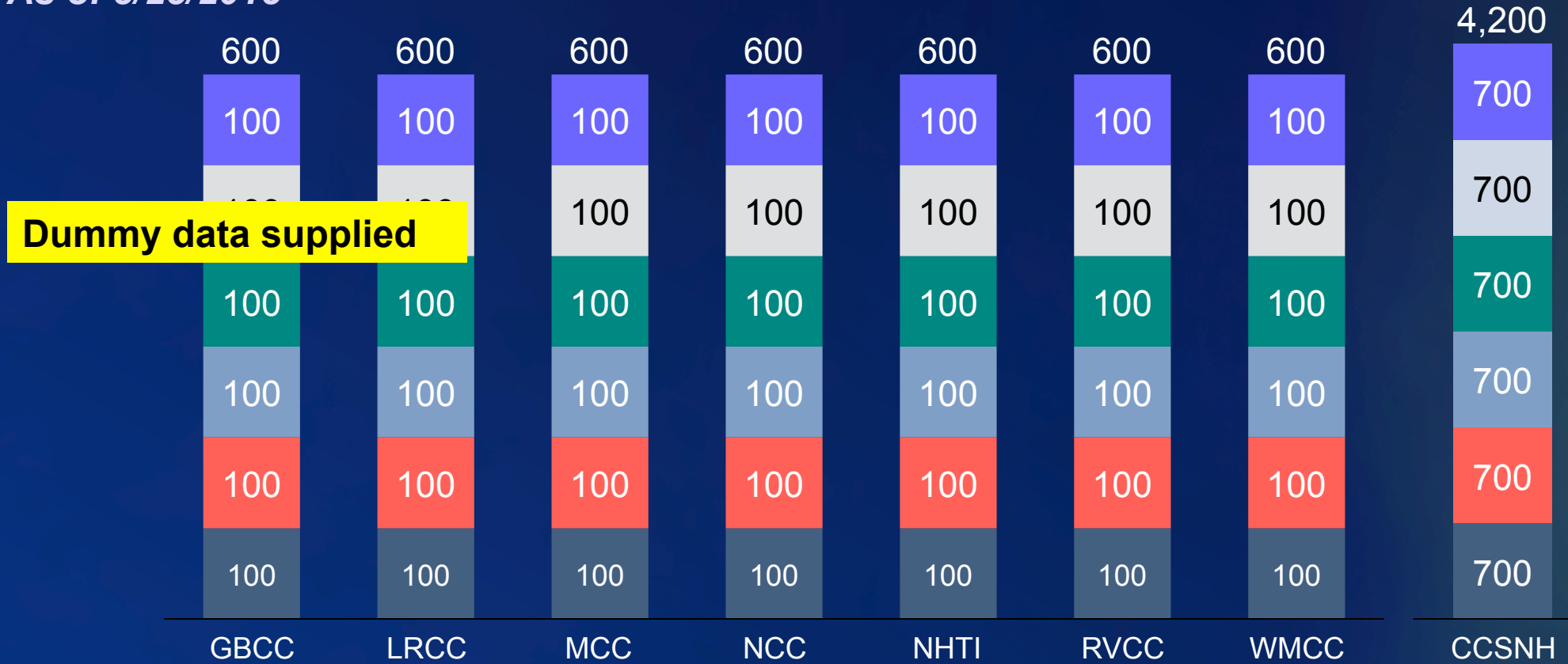
Legend:
- DW 75 -99, last reg before SP18
- DW 75 - 99, here SP, not FA
- DW 75 - 99, registered FA
- DW indicates 100 percent, not registered fall
- Grad App Pending (201830)
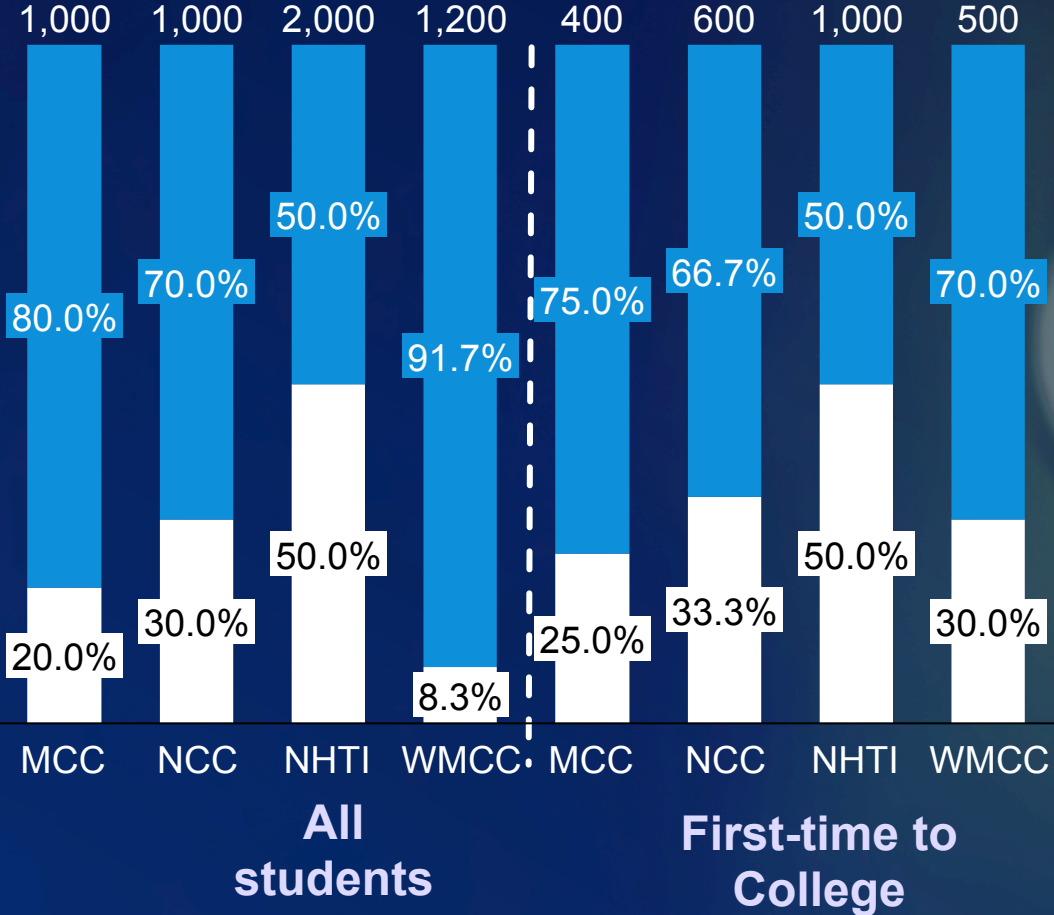- Awarded this year (201830)

EAB Navigate Use – Fall 2018 Registered Students

Most Planner Activity is at NHTI

	4,000	2,000	1,000
No plan activity	50.0%	50.0%	50.0%
Plan Activity	50.0%	50.0%	50.0%
	NHTI all	NHTI new students	First-time, full-time

Dummy data supplied

Login activity across the Colleges

	1,000	1,000	2,000	1,200	400	600	1,000	500
	80.0%	70.0%	50.0%	91.7%	75.0%	66.7%	50.0%	70.0%
	20.0%	30.0%	50.0%	8.3%	25.0%	33.3%	50.0%	30.0%
	MCC	NCC	NHTI	WMCC	MCC	NCC	NHTI	WMCC
	All students				**First-time to College**			

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Questions for Discussion

- What present performance dialogs do you have set up?

- What levels of the organization?

- What metrics?

- Do the measures change enough to compare tactics?

- Do the measures tie to predictive models and targets?

- More importantly, does the work underway tie to these measures, and do these, in turn, have measures for adoption and utilization (e.g., percent of students registering for co-requisite remediation; percent of new students enrolled onto semester-by-semester education plans)?

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Focus on performance dialogs must go hand-in-hand with vigilant attention to classroom experience

- Relationships must be strong between Administration and Faculty, and between Colleges and System Office

- To avoid coming across as wonky bureaucrats, administrators should acknowledge not having been in a classroom in years, and be open on questions of relationship and governance

- Radical vulnerability does not come at the expense of dramatically improving data-driven decision making, but it does demand genuine data democratization

- Demands for time at meetings to show data relevant to work should be relentlessly reciprocated with requests to shadow advising sessions, security, IT…and to attend classes taught by great professors

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