

TECHNICAL COLLEGE OF THE LOWCOUNTRY

PHASE 2 ANALYSIS

September 18th, 2019

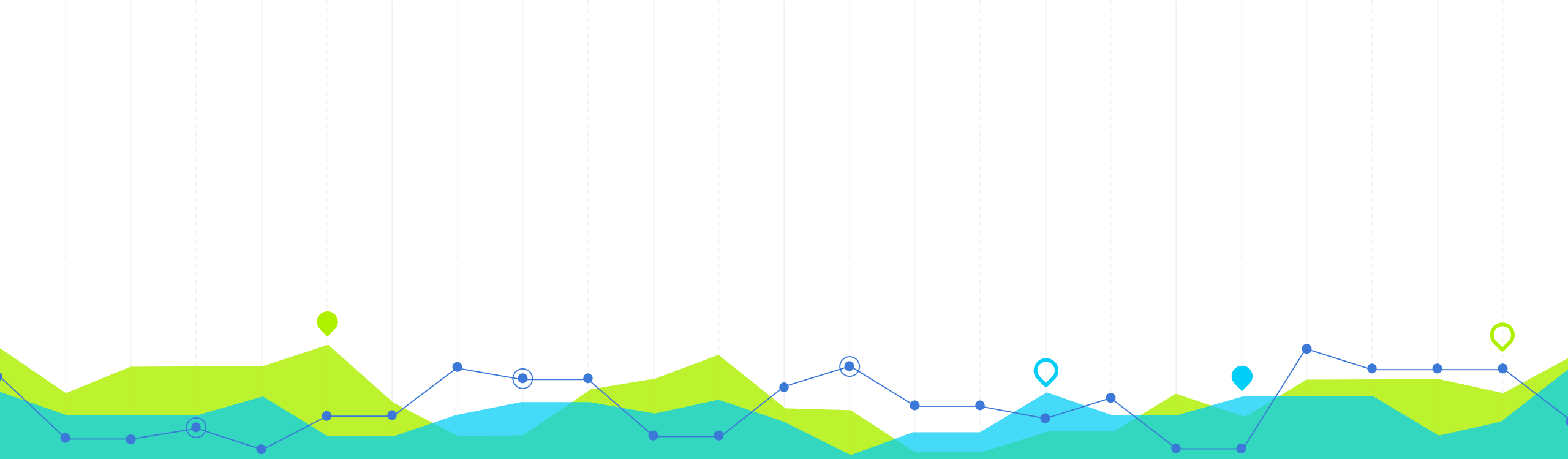
The logo features the words "INS" and "OUTS" in a bold, dark grey sans-serif font. The ampersand "&" is a large, stylized orange graphic that loops around the space between the two words. Below the logo, the tagline "Insights & Outcomes Through Data-Driven Strategy" is written in a smaller, orange sans-serif font. The background of the slide is a teal color with a decorative graphic at the top consisting of a blue line graph with circular markers and a green area chart, all set against a grid of vertical dashed lines.

INS & OUTS

Insights & Outcomes Through Data-Driven Strategy

PREPARED & PRESENTED BY:

Jon Christiansen, PhD
John David McKee



The Student Lifecycle

Applicant, Enroll, Withdrawal

1

Summary

In this section, we will do an overview of the following:

- ◆ First, we will revisit **Applicant Trends**
- ◆ A picture of the entire **Student Lifecycle** from Application to Enrollment and on to Graduation via a Sankey Diagram
- ◆ We will deep dive into **Applicant Profile(s)**
- ◆ From there, we will get into the full **Enrollment Profile(s)**, inclusive of **leavers**, **continuers**, and **finishers**
- ◆ We will also review a profile of students **Withdrawing** prior to the key dates
- ◆ And conclude with the question: *Is there a magic time period prior to enrolling?*

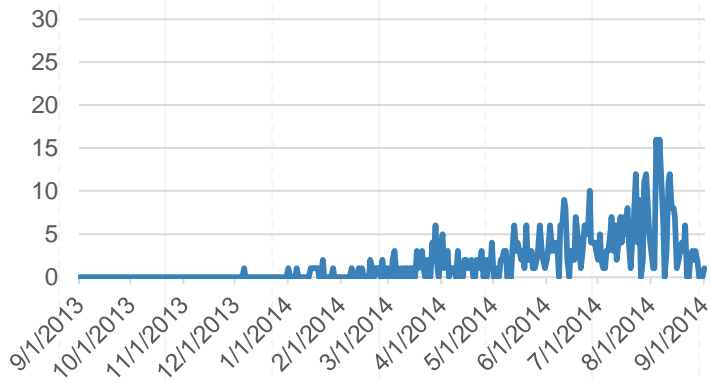
Before we get into Applicant Profiles, let's revisit Applicant Trends



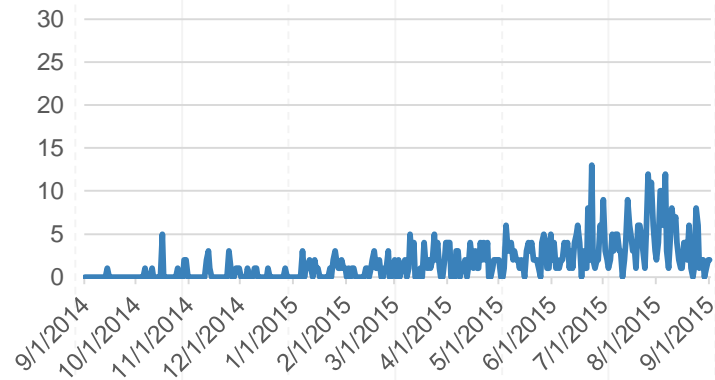
Recall the Cycle of Application Flows by Year

- ◆ Note that, over time, we see some critical growth trends across the full year.

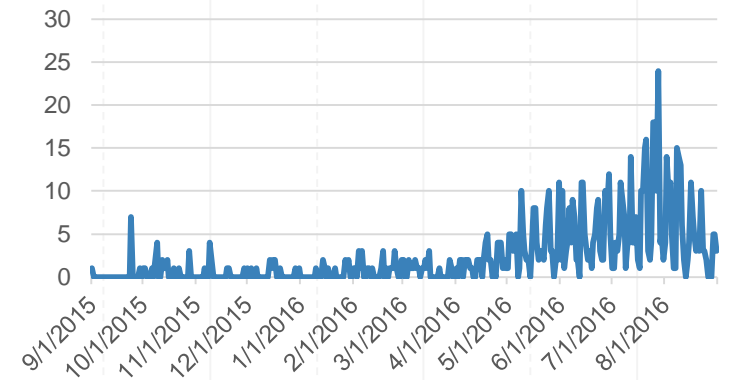
Fall 2014



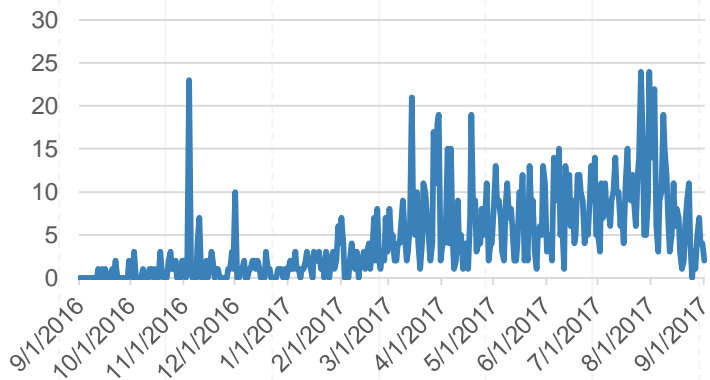
Fall 2015



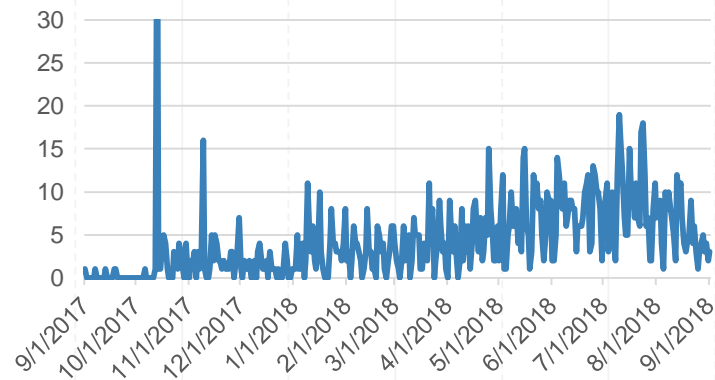
Fall 2016



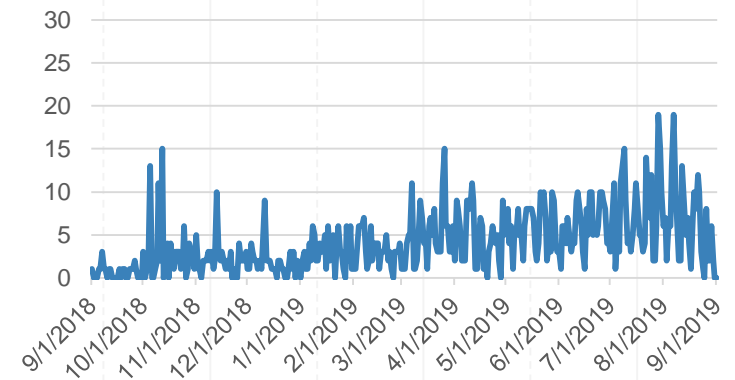
Fall 2017



Fall 2018



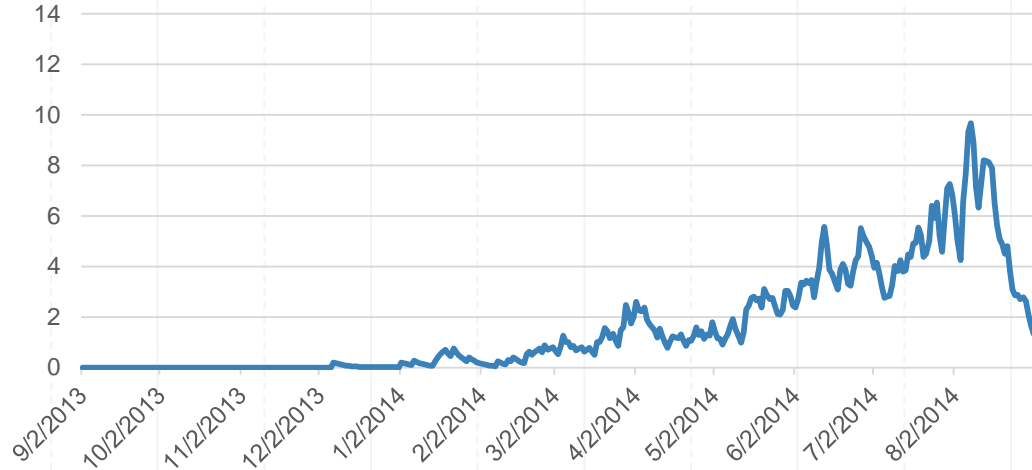
Fall 2019



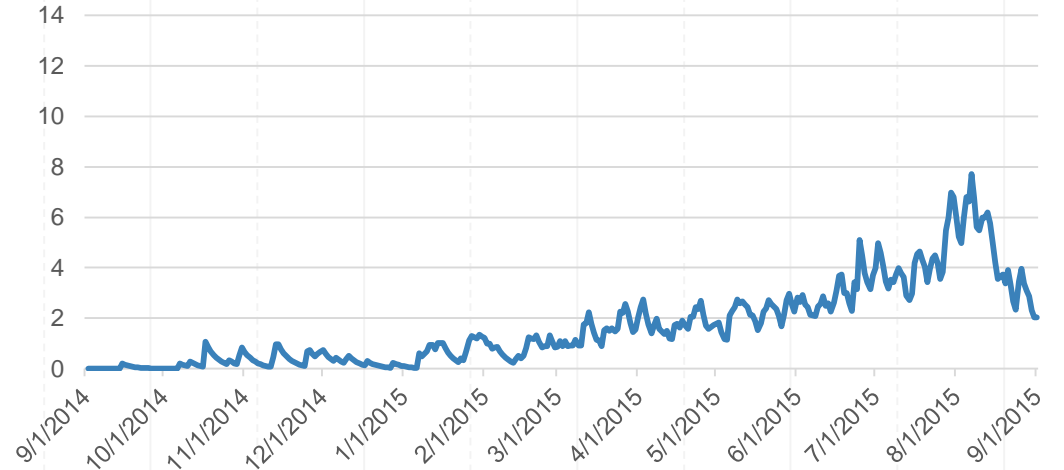
This is what they look like smoothed

- ◆ 2014 doesn't really take off until May/June, where '18 and '19 are off to the races.

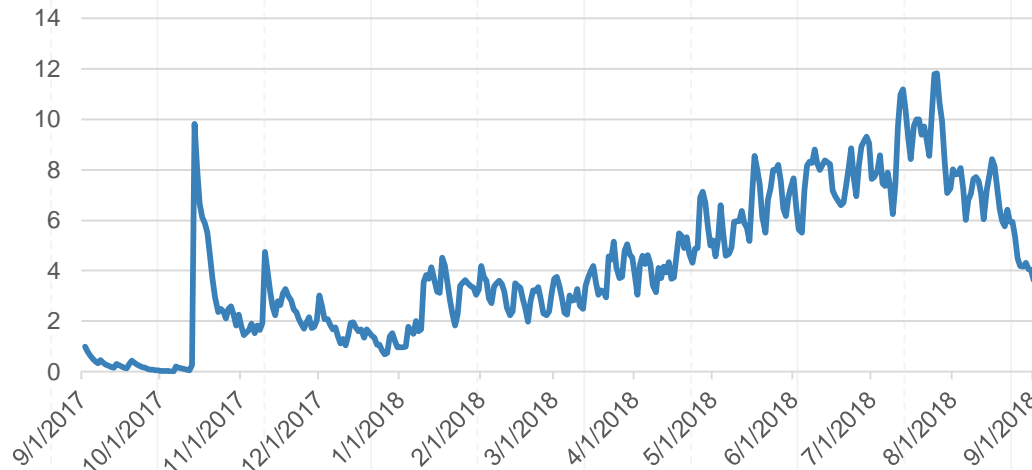
2014 Smoothed



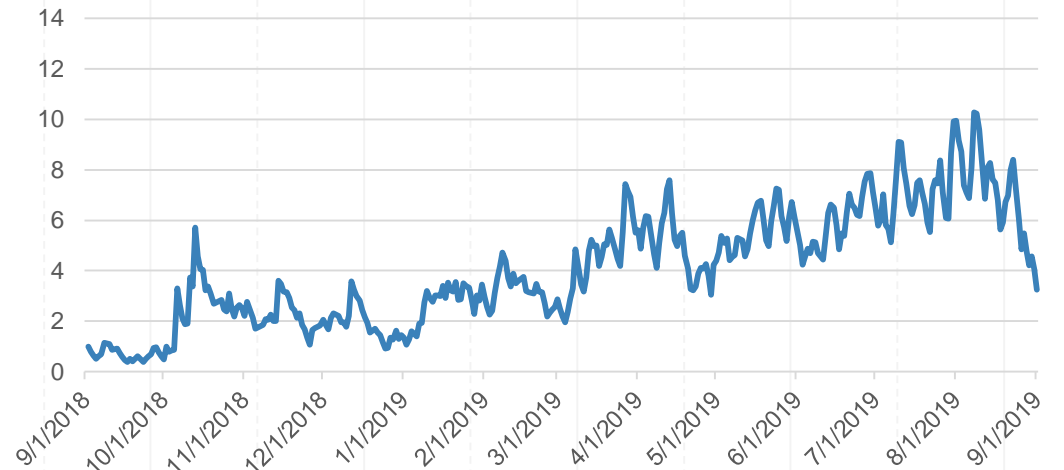
2015 Smoothed



2018 Smoothed



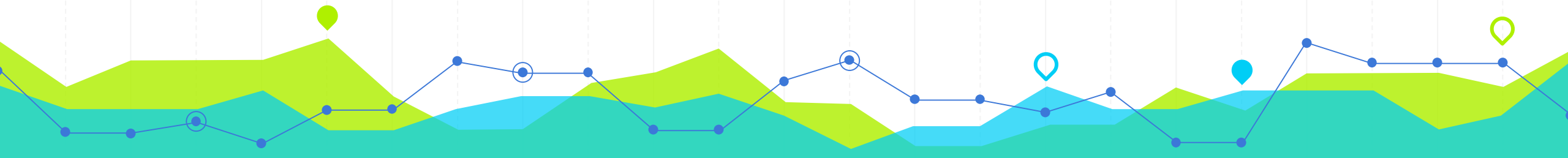
2019 Smoothed



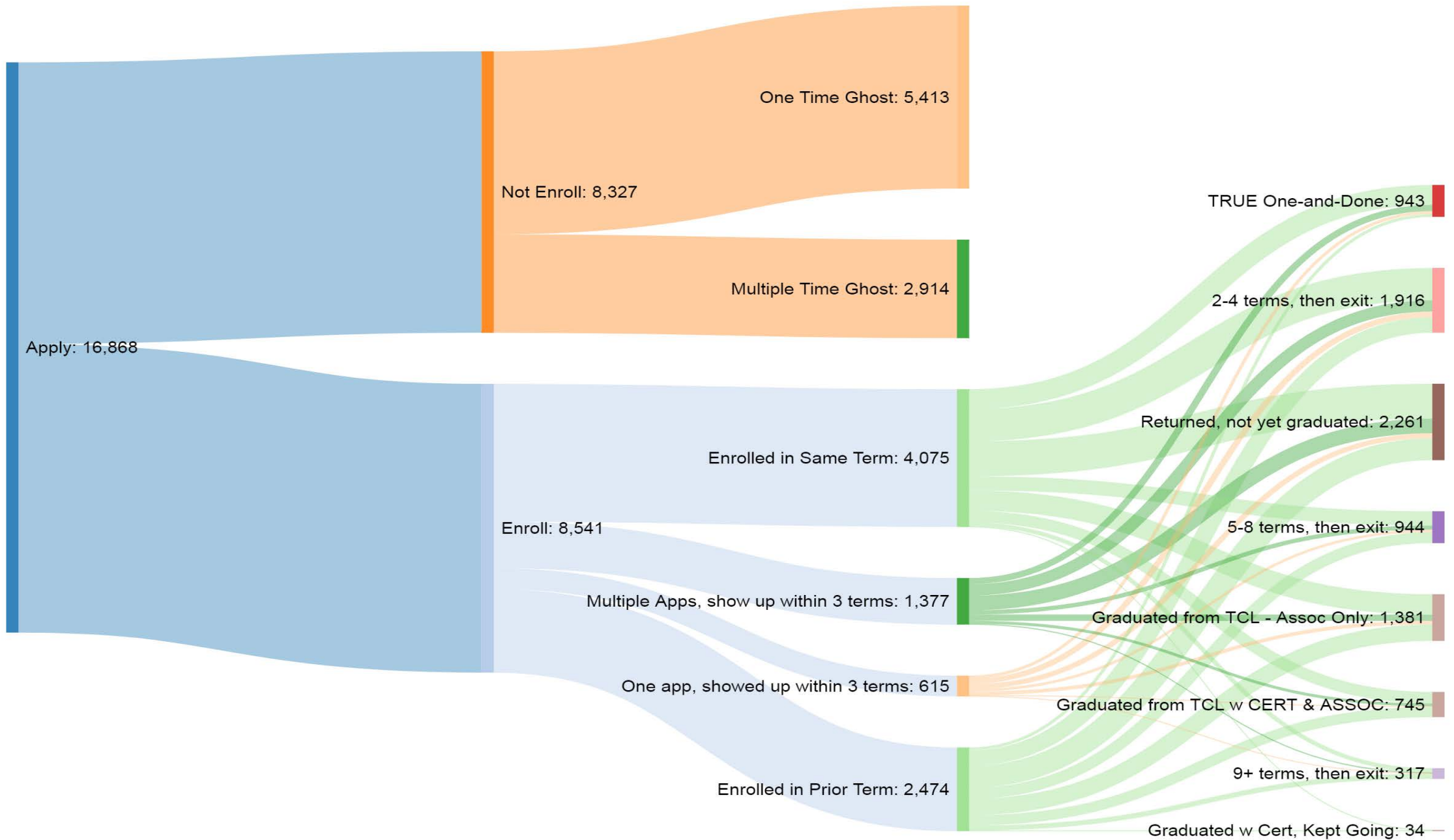
What We Know About Application Trends

- ◆ The trend is linear up as time progresses, but less so as of the last three years
- ◆ Not a random walk
- ◆ Marginally high autocorrelation with a few critical lag draws
- ◆ Most projections with autocorrelation suggest the optimal lag to project is the prior day (like the best way to project the weather tomorrow is to see what it is doing today). We don't have that going on here.
- ◆ Best time to project how many apps will come in is a lag of seven...As in, if you want to project how many apps will come in on Friday, September 13th? Go back and look at how many came in on Friday, September 6th. Then on Friday, September 20th, go look at how Friday the 13th did.
- ◆ Oh, and there is a better window of time to project who will likely enroll.
- ◆ And, that time window of application is of the highest importance. This is critical as we think about setting a marketing and enrollment conversion strategy.

THE STUDENT LIFECYCLE



Looks like this:



Let's start with the front-end of the lifecycle - Applications



Applicant Profiles

Did not Enroll:

- ◆ **One Time Ghost** – submitted one application, did not enroll, and has not submitted another application
- ◆ **Multiple Time Ghost** – submitted multiple applications, did not enroll, and has not submitted another application

Enrolled, but not in Applied Term:

- ◆ **One application, showed up within 3 terms** – submitted only one application, did not show up for term applied into, but showed up within the three-term window to not have to reapply
- ◆ **Multiple apps, show up within 3 terms** - submitted multiple applications, did not show up for term applied into, but showed up within the three-term window to not have to reapply from the last of multiple apps
- ◆ **Was Enrolled in Prior Term** – like a readmit, but for some reason had to submit a new application and subsequently enrolled again

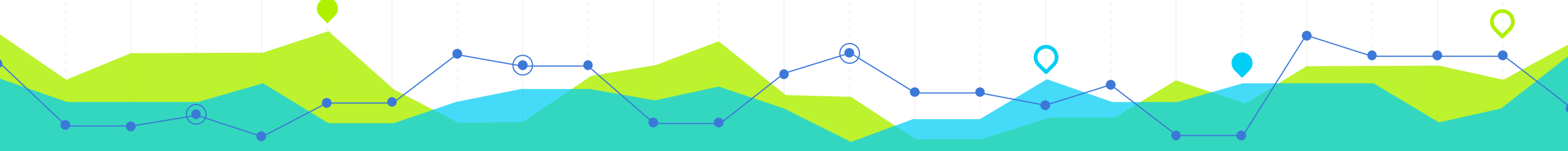
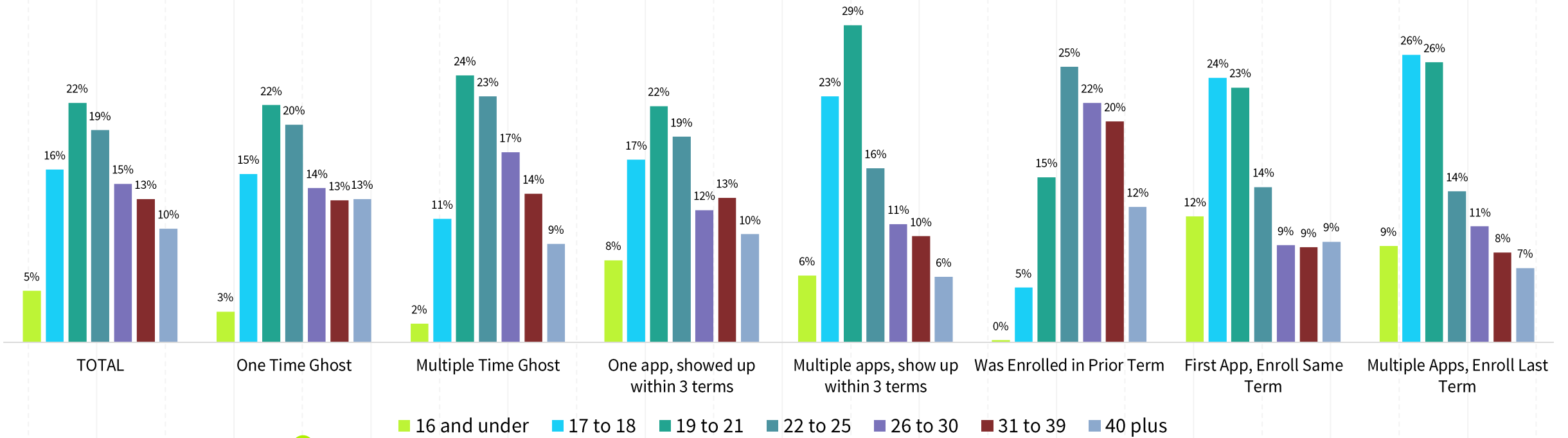
Enrolled in Applied Term:

- ◆ **First App, Enroll Same Term** (The Ideal App) – submitted one application and enrolled in the term applied into
- ◆ **Multiple Apps, Enroll Last Term** – submitted more than one app (74% two apps, 19% three, 7% 4-5) and enrolled in the last term applied into

Age Distribution



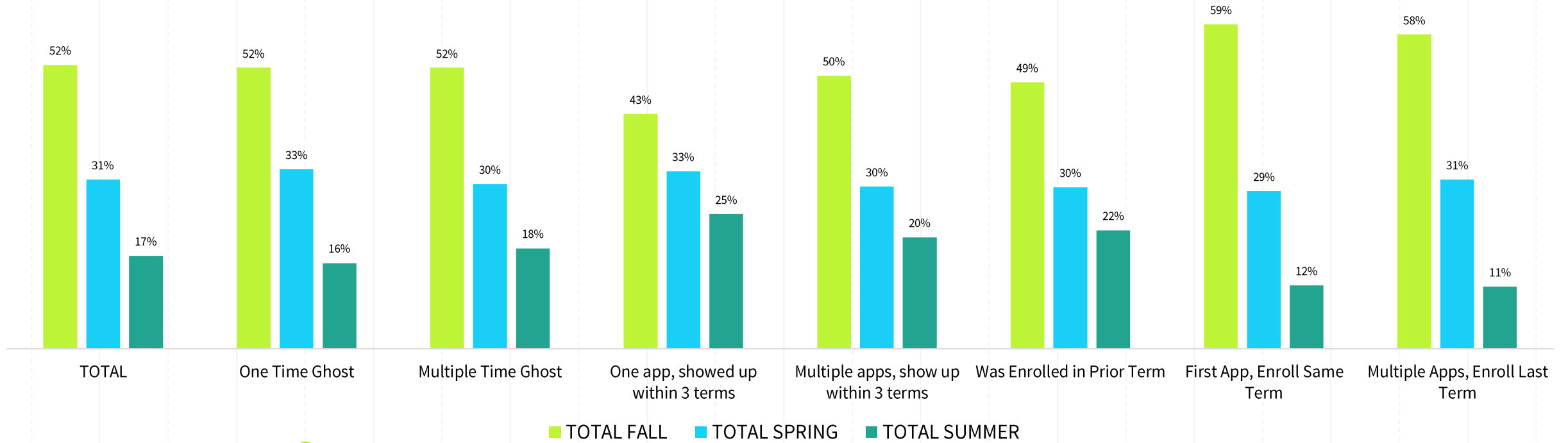
There's some thing worth noting here...



Enrollment Term



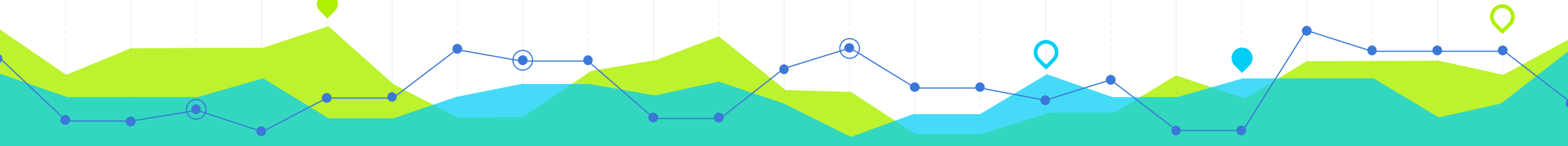
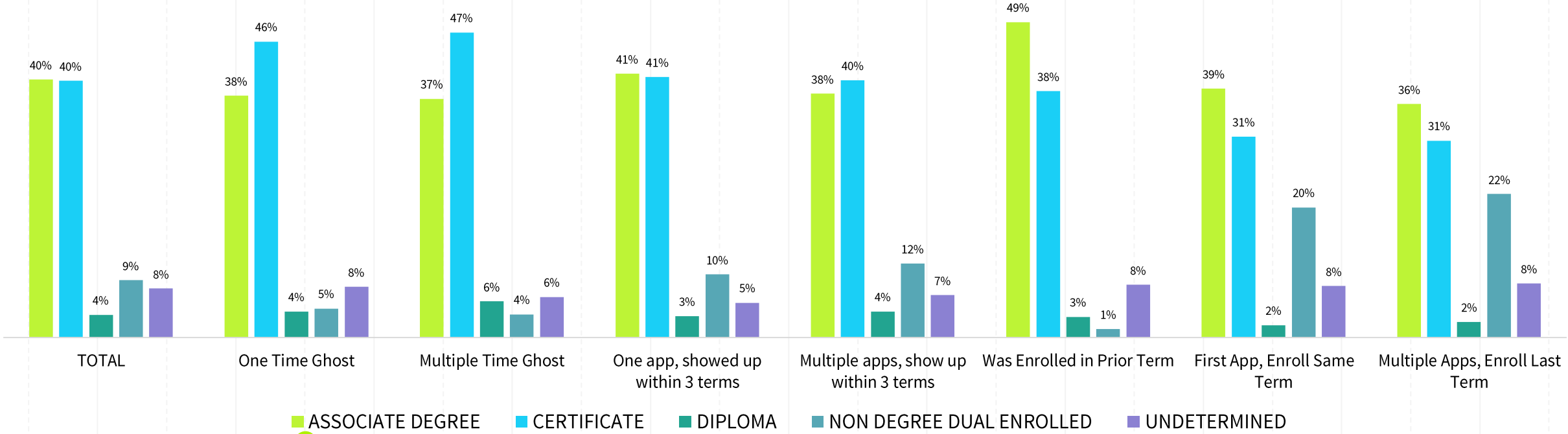
Nothing surprising here.



Degree Level



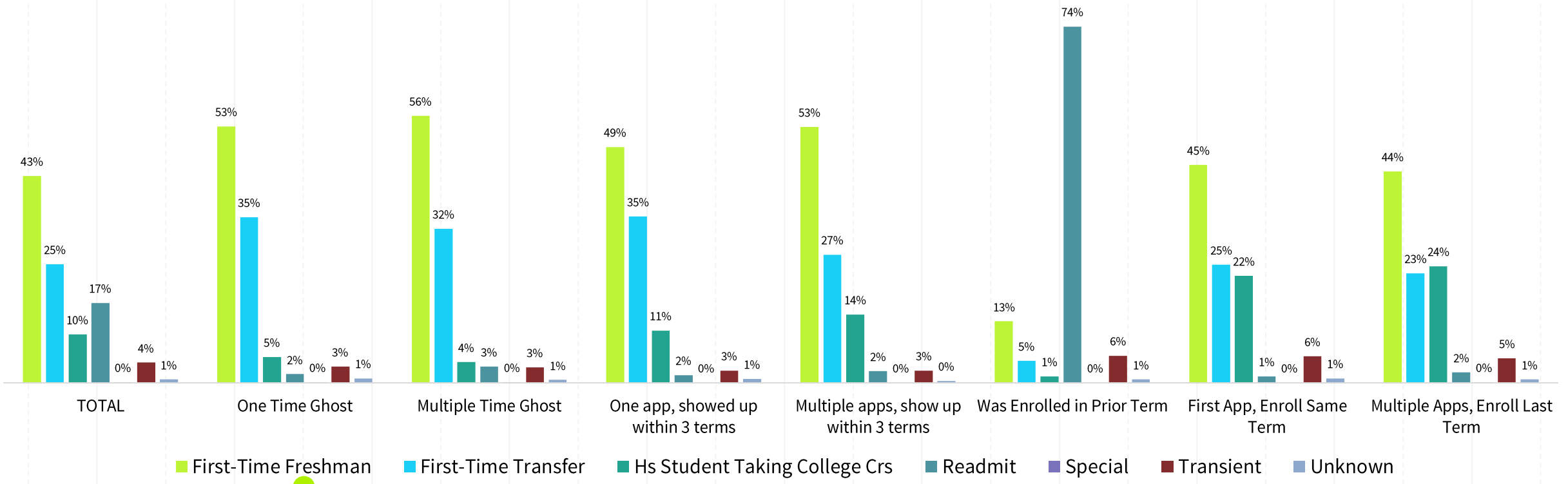
Also nothing surprising here.



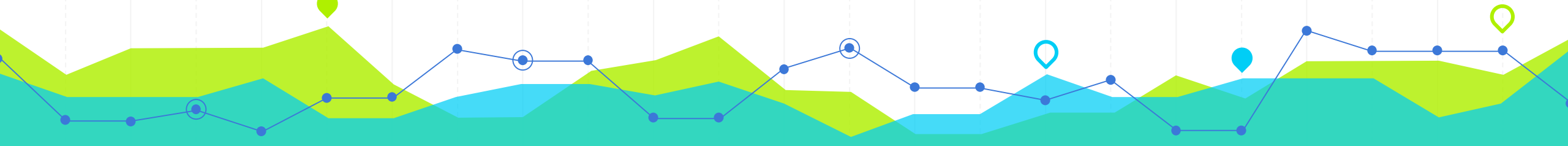
Application Status



Somewhat surprising is the FTF ghosting at such a rate.



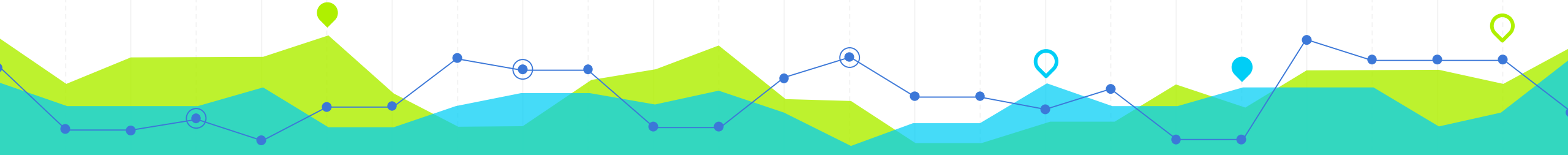
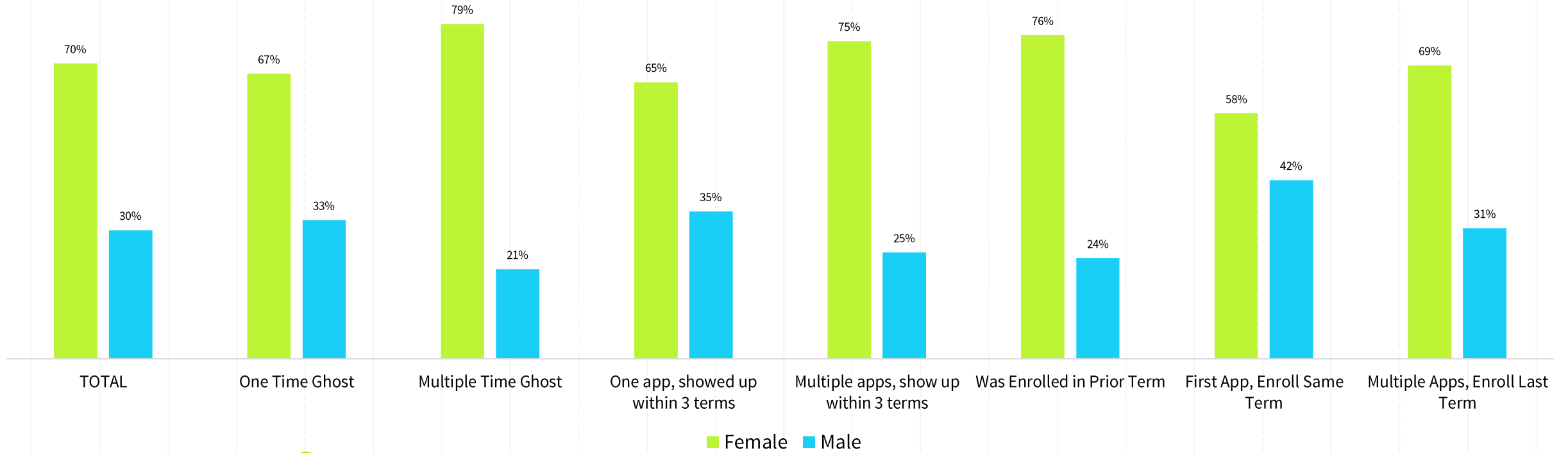
■ First-Time Freshman
 ■ First-Time Transfer
 ■ Hs Student Taking College Crs
 ■ Readmit
 ■ Special
 ■ Transient
 ■ Unknown



Gender



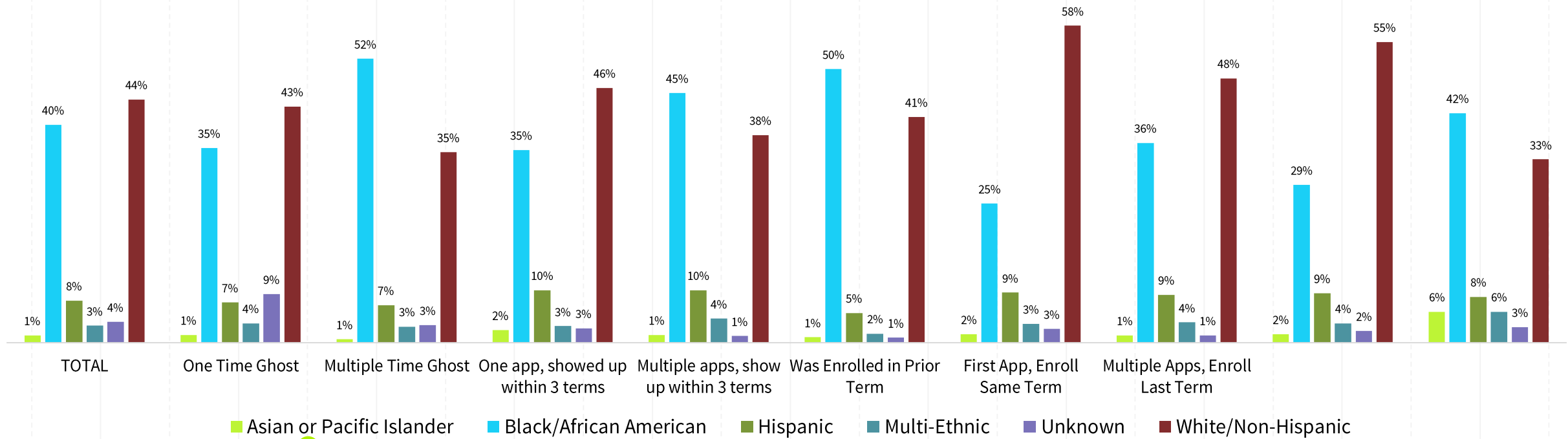
Safe to say getting a few apps will change the proportion of Female to Male.



Ethnicity



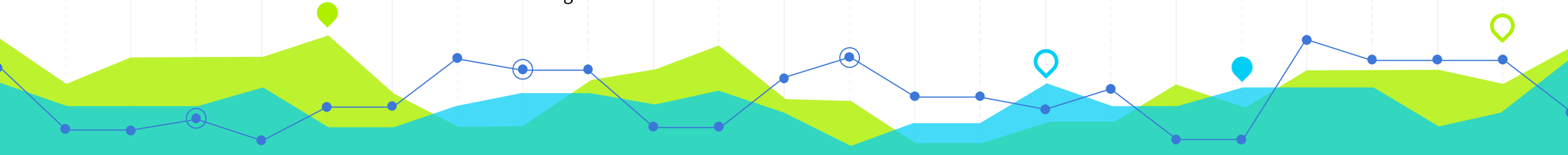
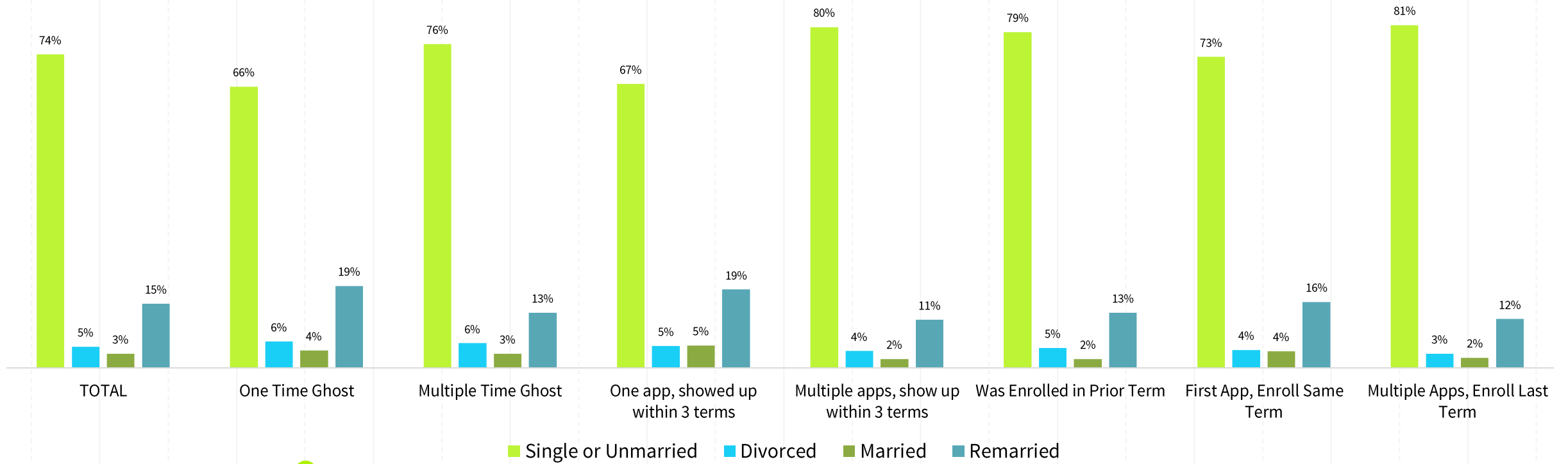
Not much significant here.



Marital Status

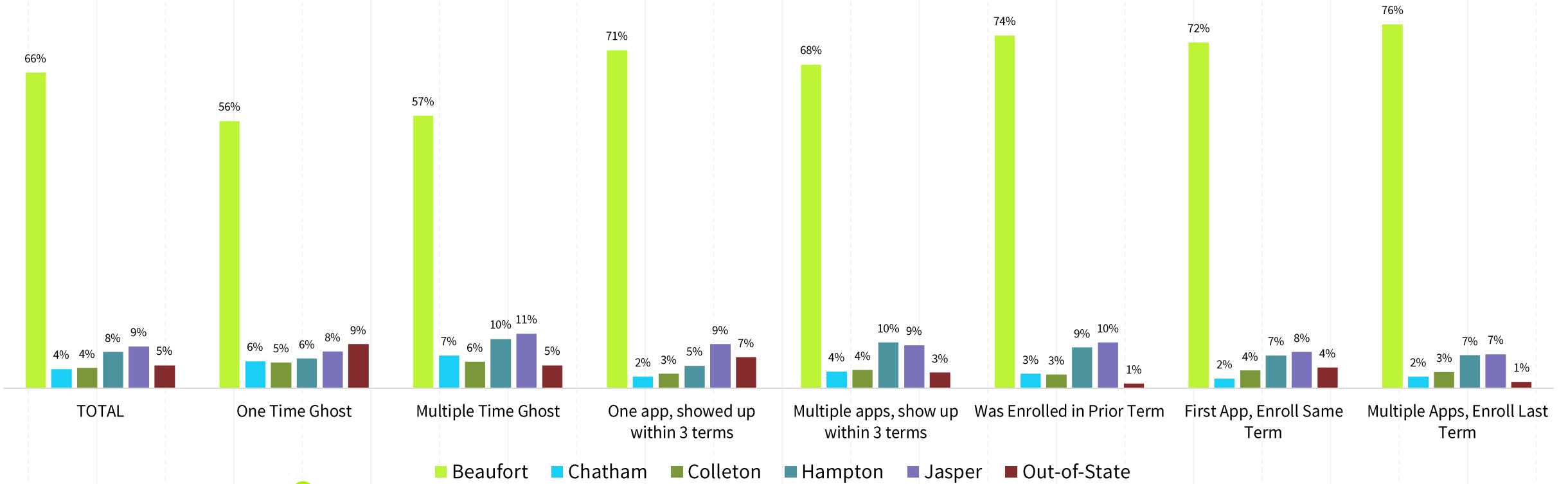


Felt this was worth including.



Residency

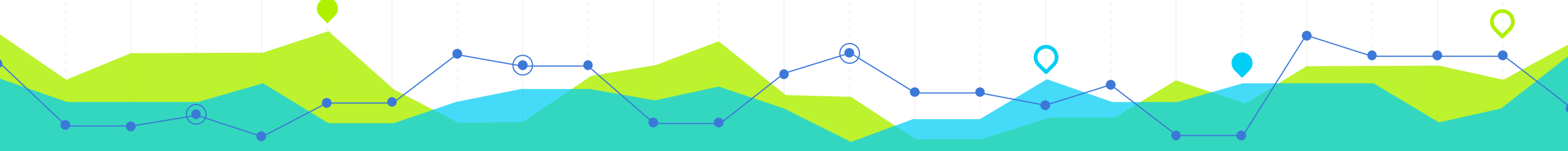
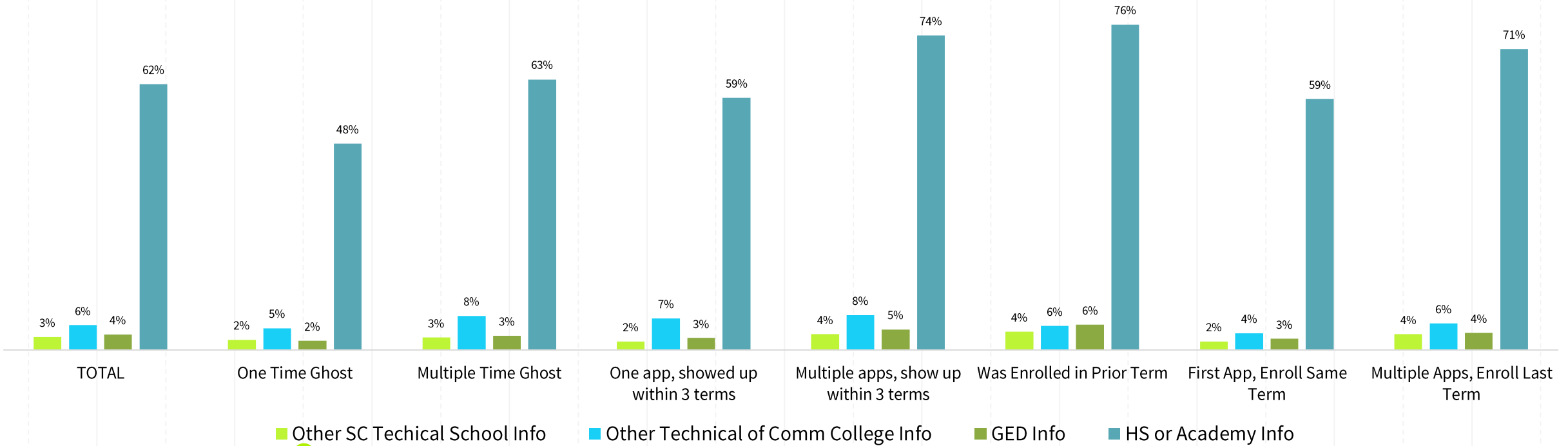
i Nothing surprising per se, although the BFT is somewhat interesting in where they come from. **i**



Academic History



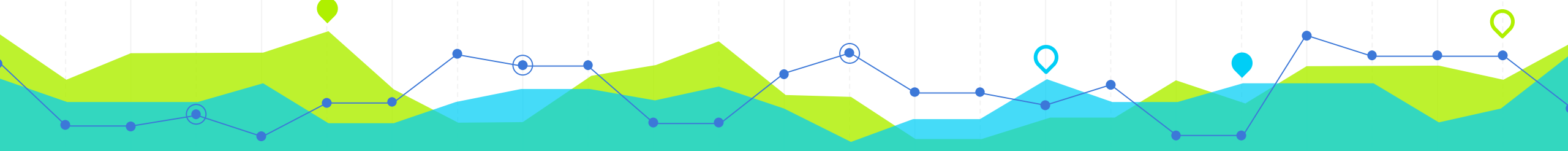
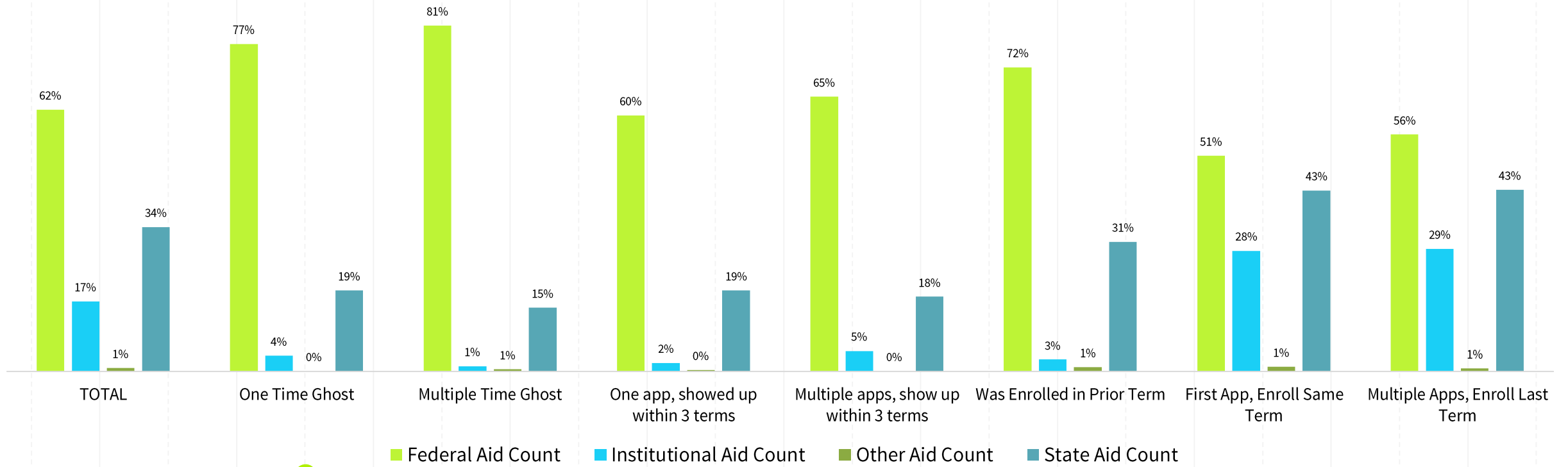
Check out the HS/Academy records. We don't know a lot about our ghosts, hence, ghosts.



Financial Aid - State, Federal, Other



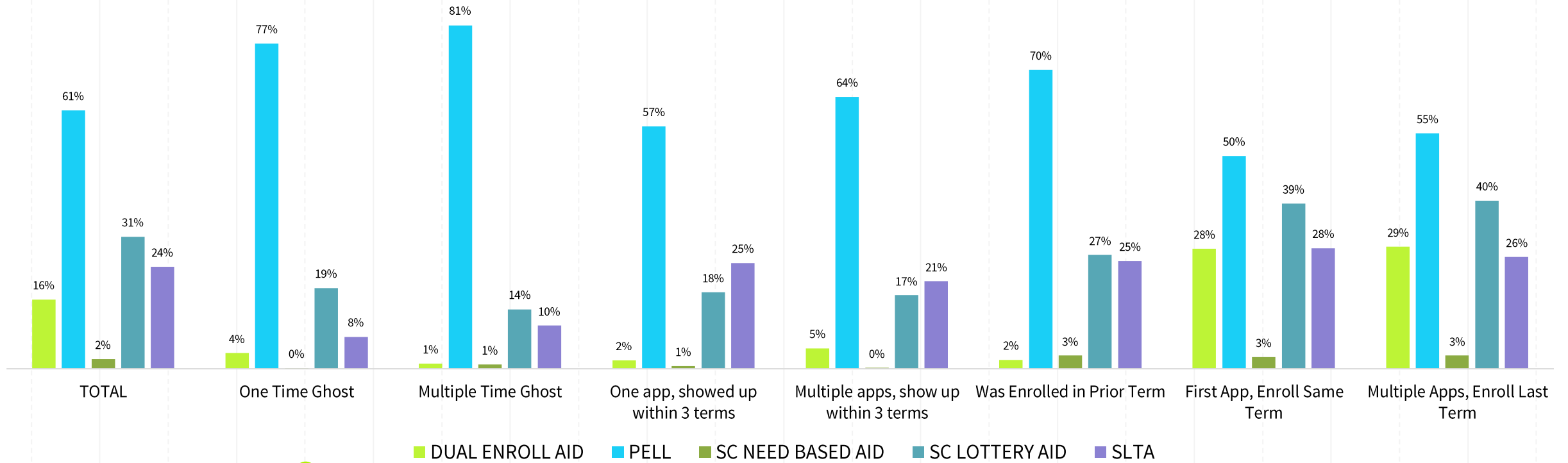
Unsurprising here.



Financial Aid - State, Federal, Other



But surprising here.



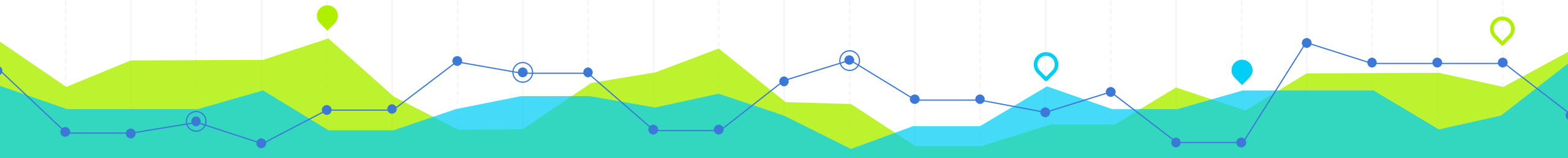
■ DUAL ENROLL AID
 ■ PELL
 ■ SC NEED BASED AID
 ■ SC LOTTERY AID
 ■ SLTA



Top Ten Programs Applied Into

	Total	One Time Ghost	Multiple Time Ghost	One app, showed up within 3 terms	Multiple apps, show up within 3 terms	Was Enrolled in Prior Term	First App, Enroll Same Term	Multiple Apps, Enroll Last Term
Rank #1	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR	Career Development	Career Development
Rank #2	Career Development	Undetermined	Associate in Science - Nursing	Career Development	Career Development	Career Development	Pre-Allied Health Studies - NUR	Pre-Allied Health Studies - NUR
Rank #3	Undetermined	Associate in Science - Nursing	Undetermined	Associate in Science - Nursing	Associate in Science - Nursing	Associate in Science	Undetermined	Undetermined
Rank #4	Associate in Science - Nursing	Pre-Allied Health Studies - PTH	Pre-Allied Health Studies - LPN	Undetermined	Undetermined	Associate in Science - Nursing	Associate in Science	Associate in Science - Nursing
Rank #5	Associate in Science	General Business	Cosmetology	Pre-Allied Health Studies - RAD	Associate in Science	General Business	Associate in Arts	Associate in Science
Rank #6	General Business	Career Development	Pre-Allied Health Studies - RAD	Pre-Allied Health Studies - PTH	General Business	Pre-Allied Health Studies - RAD	Associate in Science - Nursing	Associate in Arts
Rank #7	Pre-Allied Health Studies - RAD	Pre-Allied Health Studies - RAD	General Business	General Business	Pre-Allied Health Studies - LPN	Associate in Arts	General Business	Pre-Allied Health Studies - RAD
Rank #8	Pre-Allied Health Studies - PTH	Associate in Science	Career Development	Associate in Science	Pre-Allied Health Studies - PTH	Medical Office Assistant	Computer Technology	General Business
Rank #9	Pre-Allied Health Studies - LPN	Pre-Allied Health Studies - LPN	Pre-Allied Health Studies - PTH	Cosmetology	Cosmetology	Pre-Allied Health Studies - LPN	Pre-Allied Health Studies - RAD	Pre-Allied Health Studies - PTH
Rank #10	Computer Technology	Cosmetology	Medical Office Assistant	Associate in Arts	Computer Technology	Computer Technology	Pre-Allied Health Studies - PTH	Pre-Allied Health Studies - LPN

So we've beat Applications to death. Now let's
get into the Enrollment Profile...



What Are We Looking At?

- ◆ Data used were Fall terms from Fall 2013 to 2017 – carrying any longer over and we don't get a clear picture of who is truly leaving, staying, or finishing.
- ◆ Data was de-duped to only include one record per student as opposed to what we looked at prior with an application being an application rather than a single student record.
- ◆ Enrollment lifecycles were grouped into eight categories, described on the following slide.

What Are We Looking At?

- ◆ **Total Enrollment Population** – This is the Total Student Enrollment Population, hence being called Total Enrollment Population
- ◆ **All Leavers** – This is the profile of all students that left at any point in the lifecycle and had not returned as of Spring 2019
- ◆ From here, the Enrollment Profiles are grouped into three categories:

Leavers:

- ◆ True One-and-Dones
- ◆ Enrolled Two-to-Four Terms, then Exit
- ◆ Enrolled Five-to-Eight Terms, then Exit
- ◆ Enrolled Nine+ Terms, then Exit

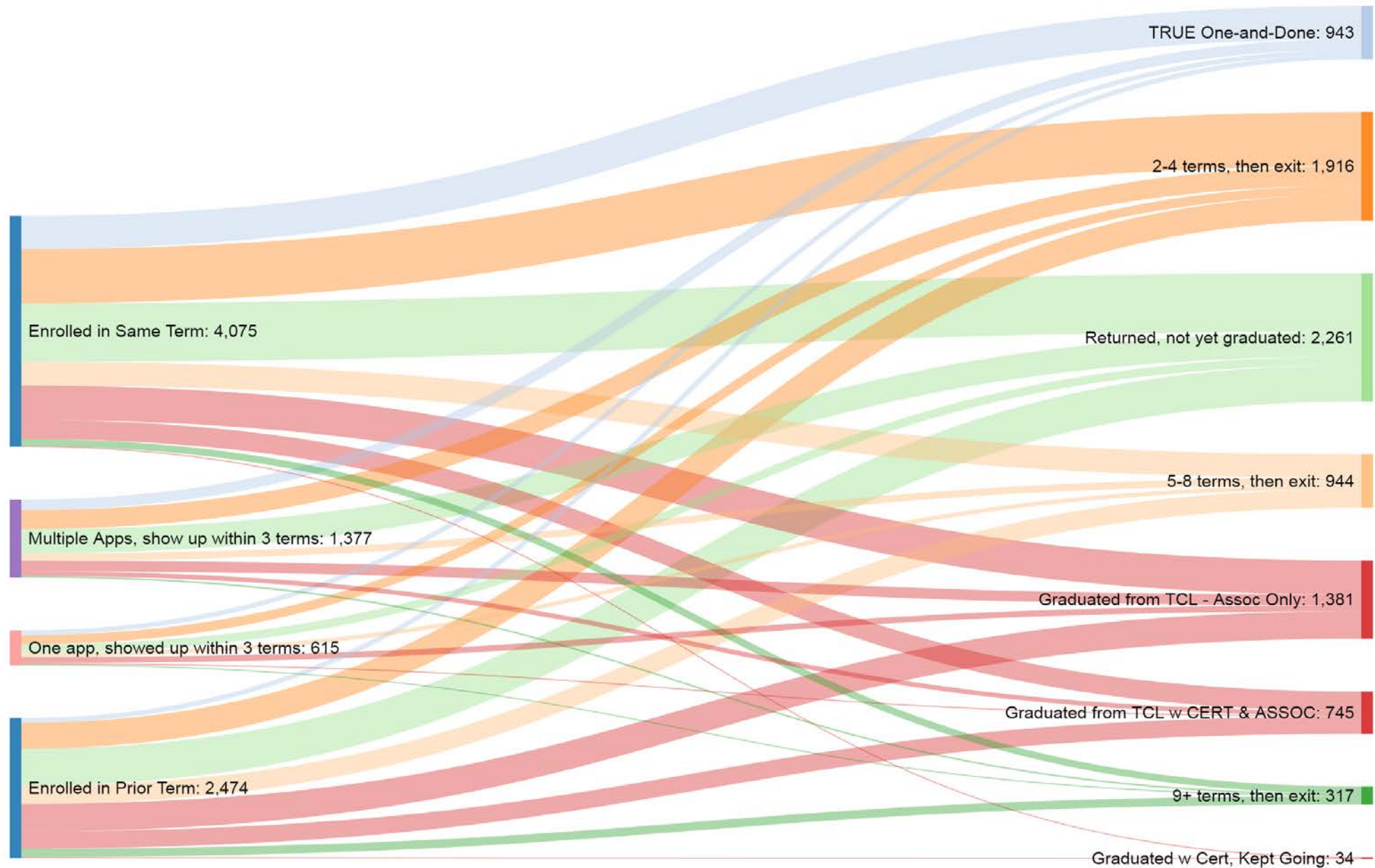
Continuers

- ◆ Returned, but not yet Graduated

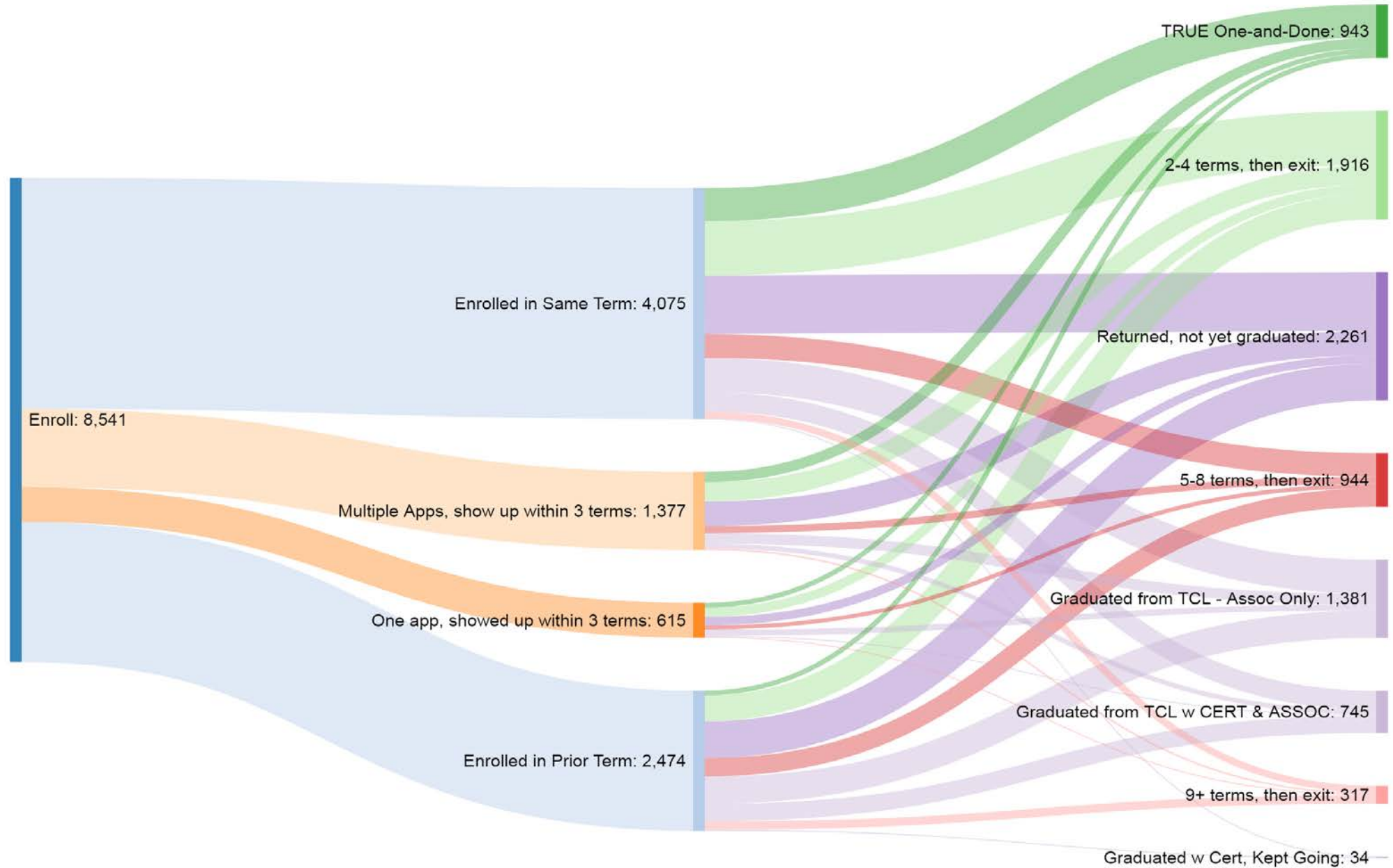
Finishers

- ◆ Finished Associates Only
- ◆ Finished Certificate Only
- ◆ Finished both Associates and Certificate

This is what the enrollment lifecycle looks like:



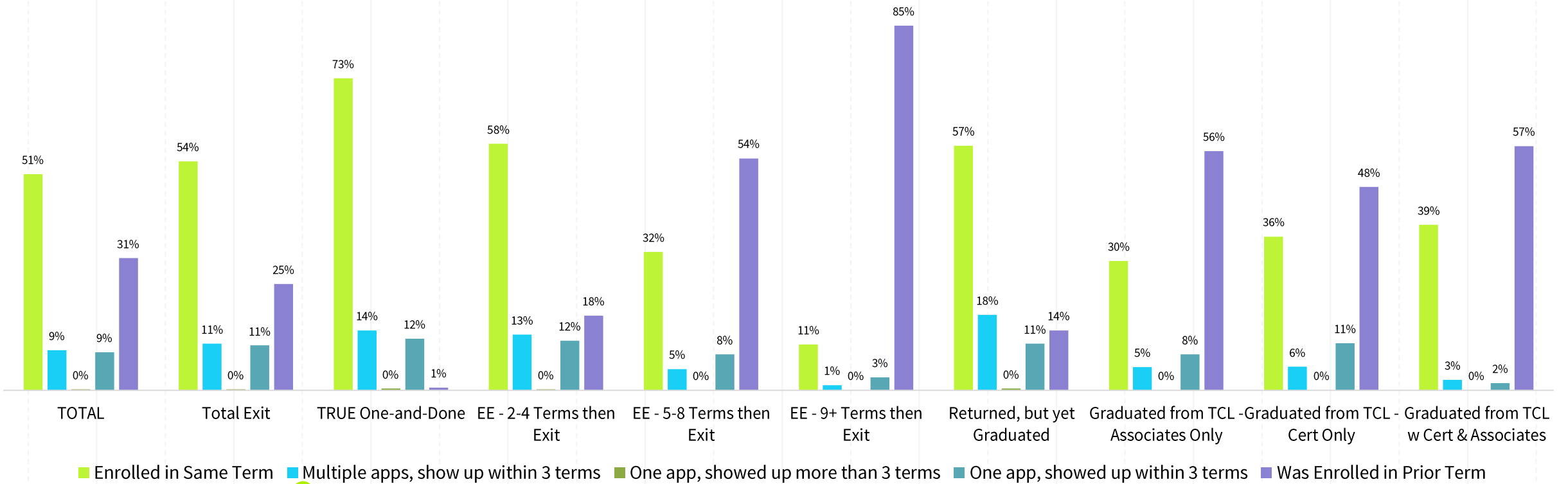
And another look:



Applicant Profile to Enroll Profile



Lots to say here, but some things to consider about bases of origin.



■ Enrolled in Same Term
 ■ Multiple apps, show up within 3 terms
 ■ One app, showed up more than 3 terms
 ■ One app, showed up within 3 terms
 ■ Was Enrolled in Prior Term



All Enrolled Student Breakdown

- ◆ **What does this encompass?** 100% of the population within the four-year period (n = 7,472; courses taken n = 32,368).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (67/33), twenty-something (23; 19/23/31), White/Non-Hispanic (51), and African American (34) and Hispanic (8), mostly In-District Tuition (89), enrolled in two to four courses (22/14/20) with a clean average of 3 courses taken per term, and an average of 14 total courses taken across an average of 43 hours for an average of five terms. Most are from Beaufort county (72) with Jasper (9), Hampton (7), Colleton (4), Chatham (3) and Out-of-State (3) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.0 (2.33/3.0/3.6) with about a third of students withdrawing from a course (34). **For what it is worth, this is spectacular.**
- ◆ **At risk courses.** More than four in ten students (43%) have taken an at-risk course. Most (30) have taken one, but 12% have taken two to four.
- ◆ **Course modality.** Half of all students have had at least one online course. A majority of courses are lecture (73%) followed by online (17) and laboratory (7).
- ◆ **Applications.** Most students only applied at one level (69%), while 28% have applied to two and 3% to three levels.
- ◆ **Education Goals.** About even Associates and Certs (38% & 37%), and most are First-Time Freshman (38%), Continuers (24%) or First Time Transfers (19%) or Dual Enrolled students (15). Half of students first app was as a First-Time Freshman, with 24% as First-Time Transfers, 18% Dual Enroll, and 4% Readmits.
- ◆ **Geography.** More than seven in ten (72) only visit one campus, with 19% visiting two and 9% being completely online. Half of courses are at the Beaufort campus, 22% are at New River, and 25% are online.
- ◆ **Top five programs** are: (1) Career Development (Dual Enroll), (2) Pre-Allied Health – Nursing . (3) Associate in Science, (4) Undetermined, (5) Pre-Allied Health – Rad Tech
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Medical Residency/Fellowship Programs, (4) Business/Commerce, General and (5) Data Processing and Data Processing Technology/Technician
- ◆ **Top five courses taken** are: (1) ENG-101, (2) PSY-201, (3) COL-103, (3b) MAT-102, & (5) HIS-101
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) AHS

On to the Leavers



All Leavers

- ◆ **What does this encompass?** 36% of the population within the four-year period (n = 2,692; courses taken n = 10,522).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (65/35), twenty-something (24; 20/24/31), White/Non-Hispanic (46), and African American (38) and Hispanic (9), mostly In-District Tuition (84), enrolled in two to four courses (20/18/23) with a clean average of 3 courses taken per term, and an average of 10 total courses taken across an average of 30 hours for an average of four terms. Most are from Beaufort county (70) with Jasper (9), Hampton (5), Colleton (5), Chatham (4) and Out-of-State (3) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 2.83 (2.0/2.83/3.5) with about a half of all students withdrawing from at least one course.
- ◆ **At risk courses.** On par with the aggregate, more than four in ten students (43%) have taken an at-risk course. Most (33) have taken one, but 11% have taken two to four.
- ◆ **Course modality.** About half of all leavers have had at least one online course. A majority of courses are lecture (64%) followed by online (24) and laboratory (6).
- ◆ **Applications.** Most students only applied at one level (75%), while 24% have applied to two levels.
- ◆ **Education Goals.** About even Associates and Certs (43% & 42%), and most are First-Time Freshman (49%), Continuers (25%) or First Time Transfers (25%) with barely double-digit Dual Enrolled students in this group. Interestingly, a higher than aggregate percentage were First Time Freshman (64 vs. 50), with a high percentage of First Time Transfers (29%) and markedly lower than aggregate Dual Enroll (2 vs. 18).
- ◆ **Geography.** More than seven in ten (72) only visit one campus, with 17% visiting two and 11% being completely online. Half of courses are at the Beaufort campus, 25% are at New River, and 24% are online.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Associate in Science, (3) Pre-Allied Health – Rad Tech, (4) Pre-Allied Health – Physical Therapy, (5) General Business
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Business/Commerce, General, (4) Data Processing and Data Processing Technology/Technician, (5) Criminal Justice/Safety Studies
- ◆ **Top five courses taken** are: (1) ENG-101, (2) COL-103, (3) PSY-201, (4) MAT-102, & (5) RDG-100
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) CRL

True One-and-Done

- ◆ **What does this encompass?** 9% of the population within the four-year period (n = 705; courses taken n = 2,071).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** High proportion male (41 vs. 33), younger (22; 19/22/27), lower White/Non-Hispanic (44 vs. 51), lower In-District Tuition (80 vs 89), enrolled in two to four courses (26/21/26) with a clean average of 3 courses taken. Most are from Beaufort county (68) and the highest proportion of out of state students (7 vs. 3).
- ◆ **Academic Performance.** High withdrawal rate – less than half (48 vs. 75 aggregate) of attempted hours are completed, with 55% of courses enrolled finishing in withdrawal (vs. 34 on the aggregate). The median GPA is 2.75 (1.5/2.75/3.5)
- ◆ **At risk courses.** Lowest probability of enrolling in an at-risk course (69 vs. 57), and if any taken, it is only one of the two to four.
- ◆ **Course modality.** Lower proportion of taking any course online (35 vs. 51), albeit likely due to low total course participation and online courses coming later in enrollment. Majority of courses are lecture (68%) followed by online (20) and laboratory (8).
- ◆ **Applications.** As expected, most are only one app level (87 vs 65), hence did not apply in from another level.
- ◆ **Education Goals.** Highest percentage of Associates enroll among all groups at 52% with 42% Cert enrollment, and 2:1 FTF to FTT (~66:33). Interestingly, a higher than aggregate percentage were First Time Freshman (63 vs. 50), with a high percentage of First Time Transfers (31%) and markedly lower than aggregate Dual Enroll (2 vs. 18).
- ◆ **Geography.** Highest proportion of only having one campus to visit at 70%, with 28% on two campuses. Half (49%) of courses are taken at the Beaufort campus with an additional 26% at New River. Albeit small at 4%, it is worth noting that this group has the largest proportion of courses at the Hampton campus.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Associate in Arts, (3) Associate in Science, (4) Associate in Science - Nursing, (5) General Business
- ◆ **Top CIP Codes** are: (1) Liberal Arts and Sciences/Liberal Studies, (2) Health/Medical Preparatory Programs, Other, (3) Registered Nursing/Registered Nurse, (4) Data Processing and Data Processing Technology/Technician, and (5) Multi-/Interdisciplinary Studies, Other
- ◆ **Top five courses taken** are: (1) COL-103, (2) ENG-101, (3) PSY-201, (4) RDG-100, (5a) MAT-012 & (5b) MAT-032
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) ELE

Two-to-Four Terms, then Exit

- ◆ **What does this encompass?** 17% of the population within the four-year period (n = 1,258; courses taken n = 4,616).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (63/37), twenty-something (23; 20/23/30), White/Non-Hispanic (48), and African American (36) and Hispanic (10), mostly In-District Tuition (85), enrolled in two to four courses (21/19/26) with a clean average of 3 courses taken per term, and an average of 8 total courses taken across an average of 24 hours for an average of three terms. Most are from Beaufort county (72) with Jasper (8), Hampton (5), Colleton (5), Chatham (4) and Out-of-State (3) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.0 (2.0/3.0/3.5) with about a larger share of withdrawals than the aggregate at 41% (vs. 34%).
- ◆ **At risk courses.** More than four in ten students (42%) have taken an at-risk course. Most (33) have taken one, but 9% have taken two to four.
- ◆ **Course modality.** A lower proportion of two-to-four termers have taken online courses (41 vs. 51). A majority of courses are lecture (68%) followed by online (20) and laboratory (8).
- ◆ **Applications.** Most students only applied at one level (74%), while 24% have applied to two.
- ◆ **Education Goals.** Slightly more Certs (49% & 41%), and most are First-Time Freshman (47%), Continuers (29%) or First Time Transfers (23%) with virtually no dual enroll students. Interestingly, a higher than aggregate percentage were First Time Freshman (65 vs. 50), with a high percentage of First Time Transfers (31%) and markedly lower than aggregate Dual Enroll (1 vs. 18).
- ◆ **Geography.** Three-fourths (74) only visit one campus, with 10% visiting two and 14% being completely online. Half of courses are at the Beaufort campus, 27% are at New River, and 20% are online.
- ◆ **Top five programs** are: 1) Pre-Allied Health – Nursing, (2) Associate in Science, (3) Pre-Allied Health – Rad Tech, (4) Pre-Allied Health – Physical Therapy, (5) General Business
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Business/Commerce, General, (4) Data Processing and Data Processing Technology/Technician, (5) Criminal Justice/Safety Studies
- ◆ **Top five courses taken** are: (1) ENG-101, (2) COL-103, (3) PSY-201, (4) RDG-100, & (5) MAT-102
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) CBJ

Five-to-Eight Terms, then Exit

- ◆ **What does this encompass?** 8% of the population within the four-year period (n = 561; courses taken n = 2,908).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Higher female than other groups (72/28), slightly older twenty-something (25; 21/25/32), White/Non-Hispanic (46), and African American (40) and Hispanic (9), mostly In-District Tuition (87), enrolled in two to four courses (20/18/23) with a clean average of 3 courses taken per term, and an average of 17 total courses taken across an average of 51 hours for an average of six terms. Most are from Beaufort county (69) with Jasper (10), Hampton (6), Colleton (5), Chatham (7) and Out-of-State (1) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 2.88 (2.0/2.88/3.33) with about half of all students withdrawing from a course (49).
- ◆ **At risk courses.** As expected, with more terms breeds the expectation that there will be more at-risk courses taken, as 57% have taken a course relative to 43% on the aggregate. Most (37) have taken one, but 19% have taken two to four.
- ◆ **Course modality.** A high percentage (62%) have had at least one online course. A majority of courses are lecture (61%) followed by online (21) and laboratory (6).
- ◆ **Applications.** Most students only applied at one level (66%), while 31% have applied to two and 3% to three levels.
- ◆ **Education Goals.** Many more Certs (53%) than Associates (42%). Most originated as First-Time Freshman (41%), Continuers (38%) or First Time Transfers (20%) with less than a percent Dual Enroll. Interestingly, a higher than aggregate percentage were First Time Freshman (66 vs. 50), with a high percentage of First Time Transfers (25%) and markedly lower than aggregate Dual Enroll (3 vs. 18).
- ◆ **Geography.** Fewer than the aggregate (64 vs. 72) only visit one campus, with 27% visiting two and 8% being completely online. Half of courses are at the Beaufort campus, 25% are at New River, and 27% are online.
- ◆ **Top five programs:** 1) Pre-Allied Health – Nursing, (2) Pre-Allied Health – Rad Tech, (3) Pre-Allied Health – Physical Therapy, (4) Associate in Science, (5) General Business
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Business/Commerce, General, (4a) Data Processing and Data Processing Technology/Technician, (4b) Criminal Justice/Safety Studies
- ◆ **Top five courses taken** are: (1) ENG-102, (2) ENG-101, (3a) PSY-201 (3b) MAT-102, (5) MAT-110
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5a) CRJ, (5b) HVAC

Nine+ Terms, then Exit

- ◆ **What does this encompass?** 2% of the population within the four-year period (n = 168; courses taken n = 927).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Highest female ratio (80/20), oldest (29; 26/29/37), highest African American (52), then largely White (41), mostly In-District Tuition (90), with a fluctuating course count but an average of 2.5 courses taken per term, and an average of 28 total courses taken across an average of 86 hours for an average of 11 terms. Most are from Beaufort county (71) with Jasper (10), Hampton (8), Colleton (5), Chatham (4) and no Out-of-State in consideration.
- ◆ **Academic Performance.** The median GPA is 2.57 (1.88/2.57/3.2) with a substantial portion (60%) withdrawing from a course.
- ◆ **At risk courses.** The highest proportion (60%) have taken an at-risk course, as expected. Most (35) have taken one, with 25% have taken two to five.
- ◆ **Course modality.** Three-fourths have had at least one online course. A simple majority are lecture (55%) with a high proportion of online (34%).
- ◆ **Applications.** Most students only applied at one level (57%), but this is the largest percentage of having applied at another level, as 39% have done two levels, with 4% at three.
- ◆ **Education Goals.** Perfectly even Associates and Certs (49% & 49%), and most start as First-Time Freshman (40%), Continuers (39%) or First Time Transfers (20%) with barely 1% Dual Enroll. Interestingly, a higher than aggregate percentage were First Time Freshman (62 vs. 50), with a high percentage of First Time Transfers (23%) and markedly lower than aggregate Dual Enroll (3 vs. 18) and the highest rate of Readmits (11 vs. 4 aggregate).
- ◆ **Geography.** About two-thirds (63%) visit one campus, with 27% visiting two campuses and 10% purely online. About half of courses are at the Beaufort campus (45), 20% are at New River, and 34% are online.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Pre-Allied Health – Rad Tech, (3) Associate in Arts, (3a) Pre-Allied Health – Physical Therapy, (3b) Pre-Allied Health – LPN
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Criminal Justice/Safety Studies, (4) Business/Commerce, General and (5) Data Processing and Data Processing Technology/Technician
- ◆ **Top five courses taken** are: (1) MAT-110, (2) MAT-102, (3) ENG-101, (4) MAT-101, (5) HIS-101
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) CRJ

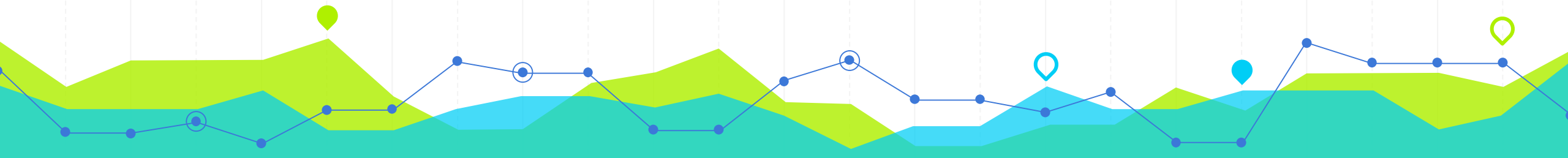
On to the Continuers



Returned, Not Yet Graduated

- ◆ **What does this encompass?** 18% of the population within the four-year period (n = 1,335; courses taken n = 6,302).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (70/30), younger twenty-something (22; 19/22/29), White/Non-Hispanic (45), and African American (37) and Hispanic (4), mostly In-District Tuition (88), enrolled in two to four courses (20/18/23) with a clean average of 3 courses taken per term, and an average of 15 total courses taken across an average of 47 hours for an average of six terms. Most are from Beaufort county (71) with Jasper (8), Hampton (8), Colleton (4), Chatham (3) and Out-of-State (4) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.0 (2.4/3.0/3.5) with about a third of students withdrawing from a course (33), both of which are on par with the aggregate.
- ◆ **At risk courses.** About half (47%) have taken an at-risk course. Most (33) have taken one, but 14% have taken two to four.
- ◆ **Course modality.** More than half (54) of all returning students have had at least one online course. A majority of courses are lecture (64%) followed by online (27) and laboratory (4).
- ◆ **Applications.** Most students only applied at one level (65%), while 32% have applied to two and 3% to three levels.
- ◆ **Education Goals.** Many more Associates than Certs (54 vs. 33), and most originated as First-Time Freshman (51%), Continuers (23%) or First Time Transfers (16%) or Dual Enrolled students (10%). About six in ten originate as a First Time Freshman with a high percentage of First Time Transfers (24%) and a fair share of Dual Enroll (13).
- ◆ **Geography.** Most (72%) visit one campus, with 17% visiting two campuses and 10% purely online. About half of courses are at the Beaufort campus (45), 26% are at New River, and 27% are online.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Associate of Science – Nursing, (3) Career Development, (4) Associate in Science, (5) Associate in Arts
- ◆ **Top CIP Codes** are: (1) Liberal Arts and Sciences/Liberal Studies, (2) Health/Medical Preparatory Programs, Other, (3) Medical Residency/Fellowship Programs, (4) Business/Commerce, General and (5) Data Processing and Data Processing Technology/Technician
- ◆ **Top five courses taken** are: (1) ENG-101, (2) PSY-201, (3) COL-103, (4) ENG-102, (4a) MAT-102
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) CPT, (4) GEB, (5) CRJ

And the Finishers



TCL Grad - Associates Only

- ◆ **What does this encompass?** 12% of the population within the four-year period (n = 882; courses taken n = 5,203).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** High female (75/25), older twenty-something (28; 23/28/36), highest White/Non-Hispanic (65), and lowest African American population (24) and Hispanic (8), mostly In-District Tuition (91), with a clean average of 3 courses taken per term, and an average of 23 total courses taken across an average of 77 hours for an average of nine terms. Most are from Beaufort county (75) with Jasper (6), Hampton (5), Colleton (4), Chatham (3) and Out-of-State (4) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.17 (2.73/3.17/3.67) with less than half the number of reported withdrawals than the aggregate (14% Grads vs. 34% aggregate).
- ◆ **At risk courses.** Half of all grads took an at-risk course. Most (27) have taken one, but 23% have taken two to five.
- ◆ **Course modality.** A majority (81%) had at least one online course. A majority of courses are lecture (64%) followed by online (27) and laboratory (4).
- ◆ **Applications.** Most students only applied at one level (66%), while 29% have applied to two and 5% to three levels.
- ◆ **Education Goals.** Most registrations were First-Time Freshman (27%), Continuers (36%) or First Time Transfers (30%) or Dual Enrolled students (6). **Interestingly, a high percentage submitted the first app as First-Time Transfers** (40 vs. 24 aggregate), with the remainder as First-Time Freshman (43%), Dual Enroll (8%) and Readmits (6%).
- ◆ **Geography.** Most (59%) visit one campus, with the highest percentage of all groups visiting two campuses (34%). Half of courses are at the Beaufort campus, 18% are at New River, and 32% are online.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Associate in Science, (3) Computer Technology, (4) Pre-Allied Health – Physical therapy, (5) Pre-Allied Health – Rad Tech
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Data Processing and Data Processing Technology/Technician, (5) Criminal Justice/Safety Studies, (4) Business/Commerce, General & (5) Code 75
- ◆ **Top five courses taken** are: (1) NUR-265, (2) ENG-102, (3) MAT-110, (3a) NUR-162, (3b) PSY-201
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) AHS, (4) CPT, (5) GEB

TCL Grad - Cert Only

- ◆ **What does this encompass?** 4% of the population within the four-year period (n = 290; courses taken n = 1,539).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (67/33), older (30; 23/30/39), White/Non-Hispanic (56), and African American (30) and Hispanic (8), mostly In-District Tuition (91), enrolled in more courses than the aggregate with an average of 3.3 courses taken per term, and an average of 21 total courses taken across an average of 67 hours for an average of seven terms. Highest Beaufort county (80) with Jasper (6), Hampton (5), Colleton (5), Chatham (2) and Out-of-State (1) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.25 (2.75/3.25/3.71) with very few withdrawals relative to the aggregate (16 vs. 34).
- ◆ **At risk courses.** Most Cert grads were able to avoid the at-risk courses, as only 25% had one, with 8% having two or three.
- ◆ **Course modality.** A lower than average participation in online courses is noted (39% vs. 51%). A majority of courses are lecture (75%) followed by online (15) with virtually no lab (1%).
- ◆ **Applications.** Most students only applied at one level (65%), while 29% have applied to two and 7% to three levels.
- ◆ **Education Goals.** More than half entered as First-Time Freshman (56%), with 26% as First-Time Transfers, 9% Readmits, and 8% Dual Enroll.
- ◆ **Geography.** A majority (77%) only needed one campus, with 25% going between two. The highest percentage of Beaufort campus participation is noted (67 vs. 48 aggregate), with 15% New River and 15% online.
- ◆ **Top five programs** are: (1) Cosmetology, (2) Pre-Allied Health – Nursing, (3) Heat Pump, (3a) Pre-Allied Health – SUR (5) Pre-Allied Health - MTH
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology, (3) Cosmetology/Cosmetologist, General, (4) Liberal Arts and Sciences/Liberal Studies, (5) Medical Residency/Fellowship Programs
- ◆ **Top five courses taken** are: All COS courses
- ◆ **Top five course section departments:** (1) AA, (2) COS, (3) AS, (4) HVAC, (5) AHS

TCL Grad - Associates & Cert

- ◆ **What does this encompass?** 5% of the population within the four-year period (n = 406; courses taken n = 2,489).
- ◆ **Gender, age, race, tuition, course enrollment, residency.** Predominantly female (69/31), older (29; 23/29/39), White/Non-Hispanic (52), and African American (39) and Hispanic (6), mostly In-District Tuition (92), enrolled in more courses than the aggregate with an average of 3.4 courses taken per term, and an average of 21 total courses taken across an average of 78 hours for an average of nine terms. High Beaufort county (77) with Jasper (8), Hampton (7), Colleton (4), Chatham (1) and Out-of-State (3) in consideration as well.
- ◆ **Academic Performance.** The median GPA is 3.44 (3.0/3.44/3.79) with very few withdrawals relative to the aggregate (18 vs. 34).
- ◆ **At risk courses.** Half of dual grads took an at-risk course. Most (30) have taken one, with 20% have taken two to four.
- ◆ **Course modality.** The highest participation in online courses is noted among this group at 66%. A majority of courses are lecture (60%) followed by online (28) and low lab (1%).
- ◆ **Education Goals.** More than half entered as First-Time Freshman (53%), with 26% as First-Time Transfers, 8% Readmits, and 11% Dual Enroll.
- ◆ **Geography.** Half of all students only visit on campus, while 38% visit two and 12% three. A high percentage of courses were on the Beaufort campus (58%), with only 10% at New River, and 26% are online.
- ◆ **Top five programs** are: (1) Pre-Allied Health – Nursing, (2) Cosmetology, (3) Administrative Office Technology, (4) General Technology, (5) Medical Office Assistant
- ◆ **Top CIP Codes** are: (1) Health/Medical Preparatory Programs, Other, (2) Liberal Arts and Sciences/Liberal Studies, (3) Multi-/Interdisciplinary Studies, Other, (4) Cosmetology/Cosmetologist, General, (5) Business/Commerce, General
- ◆ **Top five courses taken** are: (1) PSY-201, (2) ENG-102, (2a) SPC-205, (4) MAT-110, (4a) MAT-102
- ◆ **Top five course section departments:** (1) AA, (2) AS, (3) GEB, (4) AOT, (5) ECE

Now let's visit Withdrawing...

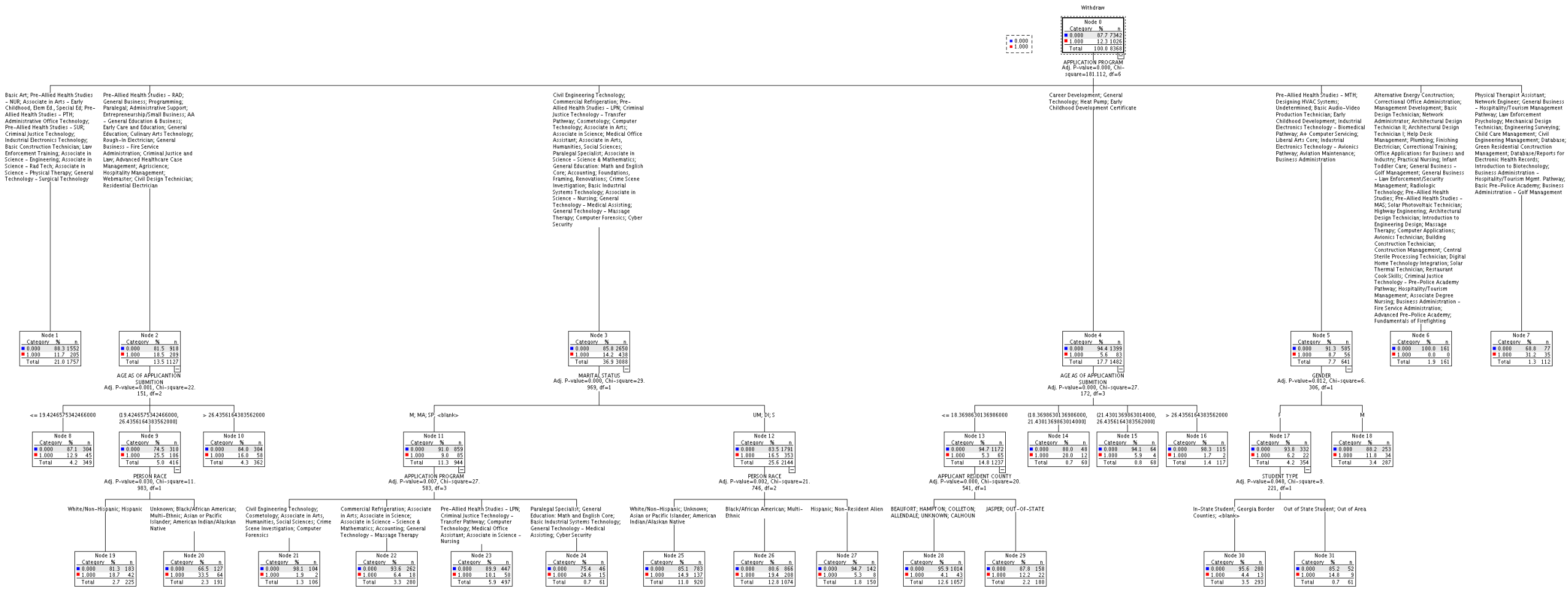


Withdrawals

- ◆ There is nothing much doing here when it comes to exploring differences between those that withdraw vs. those that do not. That's when considering:
 - ◆ Admit Status
 - ◆ Resident County
 - ◆ Race, Gender, Marital Status
 - ◆ Student Type
 - ◆ Program applied into (although Career Dev – HS Dual enroll are much less likely to withdraw than others)
- ◆ **So, the next best option is to see if a model which looks at the combination of factors will tell us something.**
- ◆ **From there, can we predict our withdrawal count, and the probability that an individual student is likely to withdraw?**

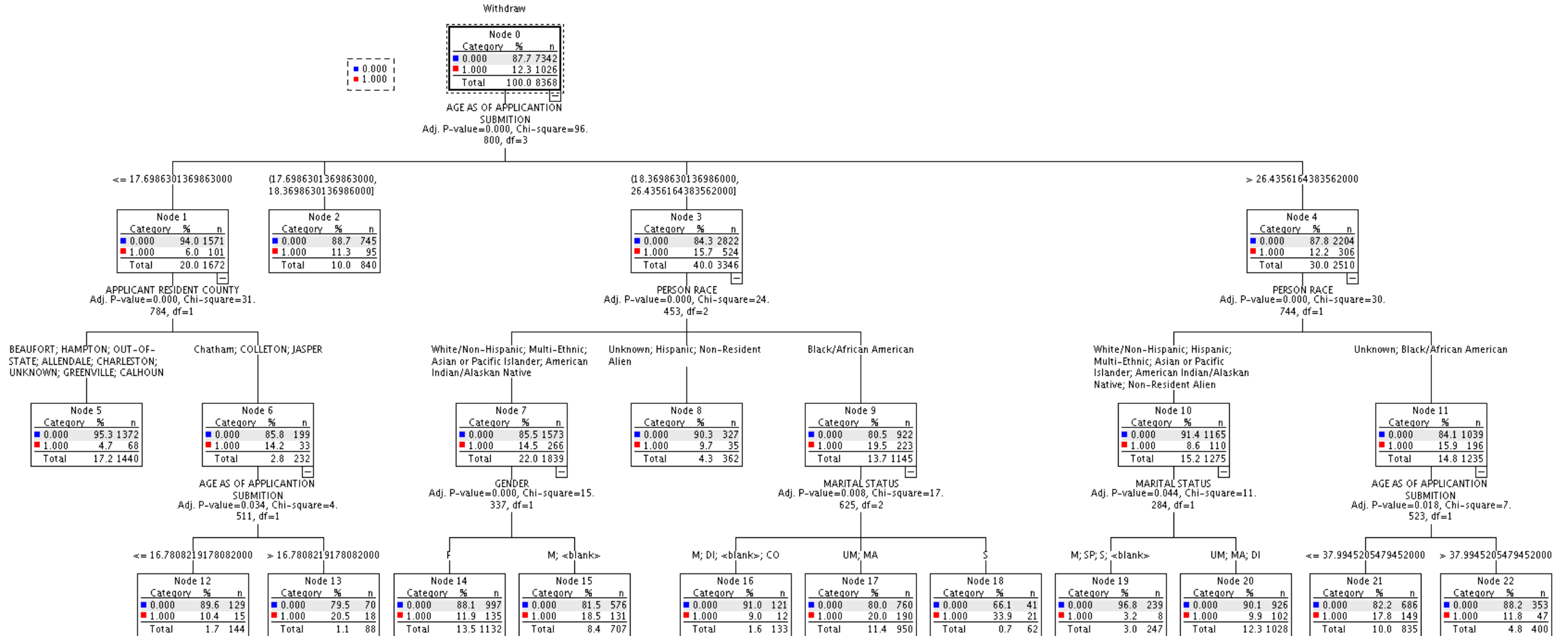
Withdrawal Profile - with Programs

◆ Predictive Model

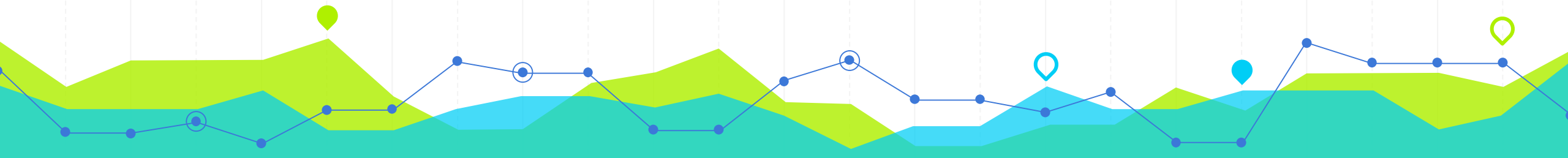


Withdrawal Profile - without Programs

◆ Predictive Model



Now to move on to exits...



As a caveat, this wasn't my favorite exercise, because we have low base sizes per year on certain programs. But the aggregate might tell us a bit more.



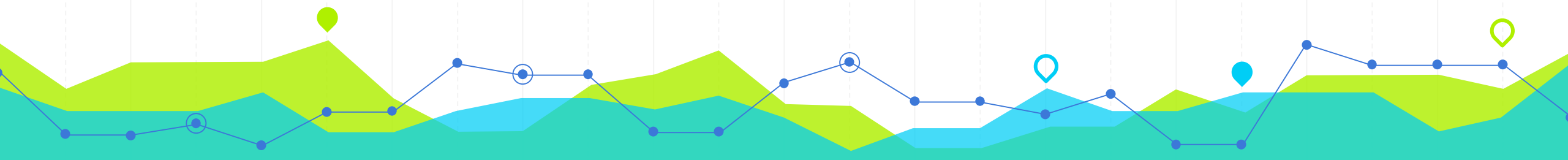
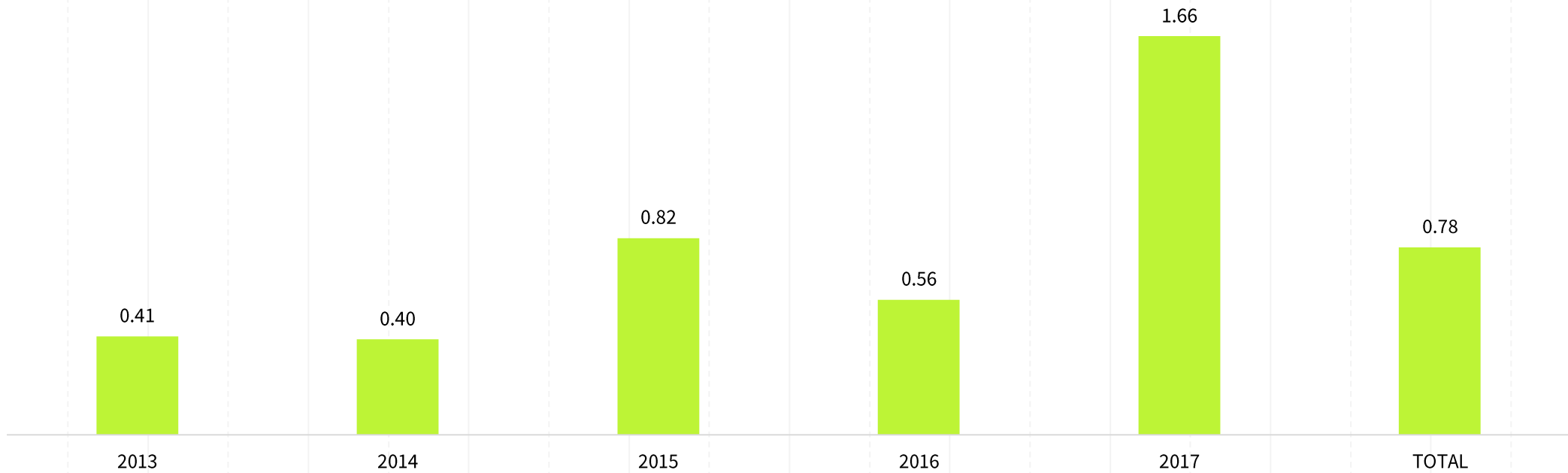
**Should we grade fairly, only Business, Child Care, CJ,
Data Processing, AA/AS and Nursing would be
considered, and will be accounted for in the final grades**



Enrolled to Exit Ratio - Fiscal Years



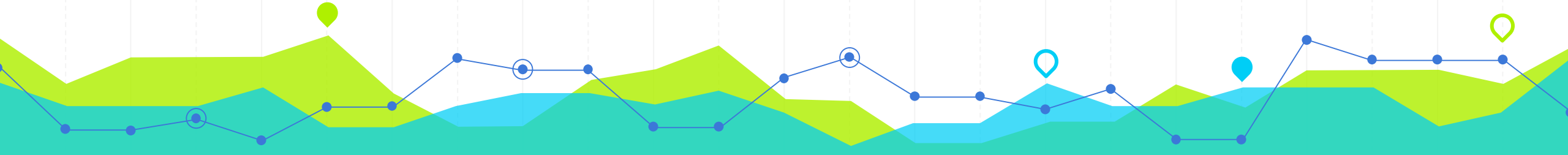
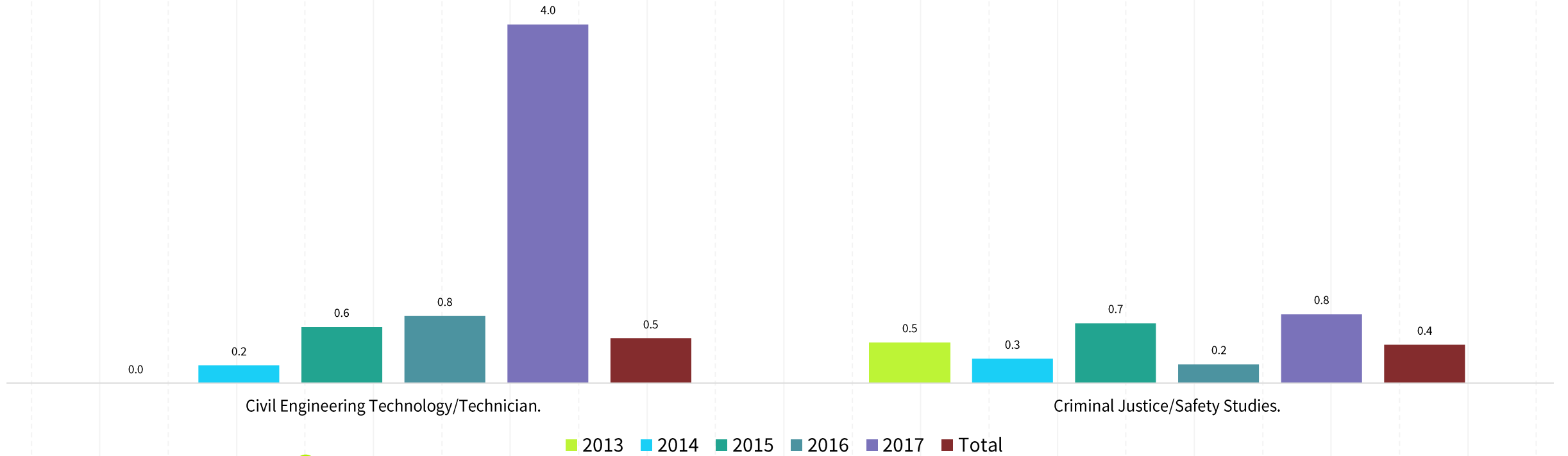
Enrollment in 2017 is starting to pick up for the number of exits, with 1.66 enrollments for every one exit.



Associates Degrees - Indexing Below Average



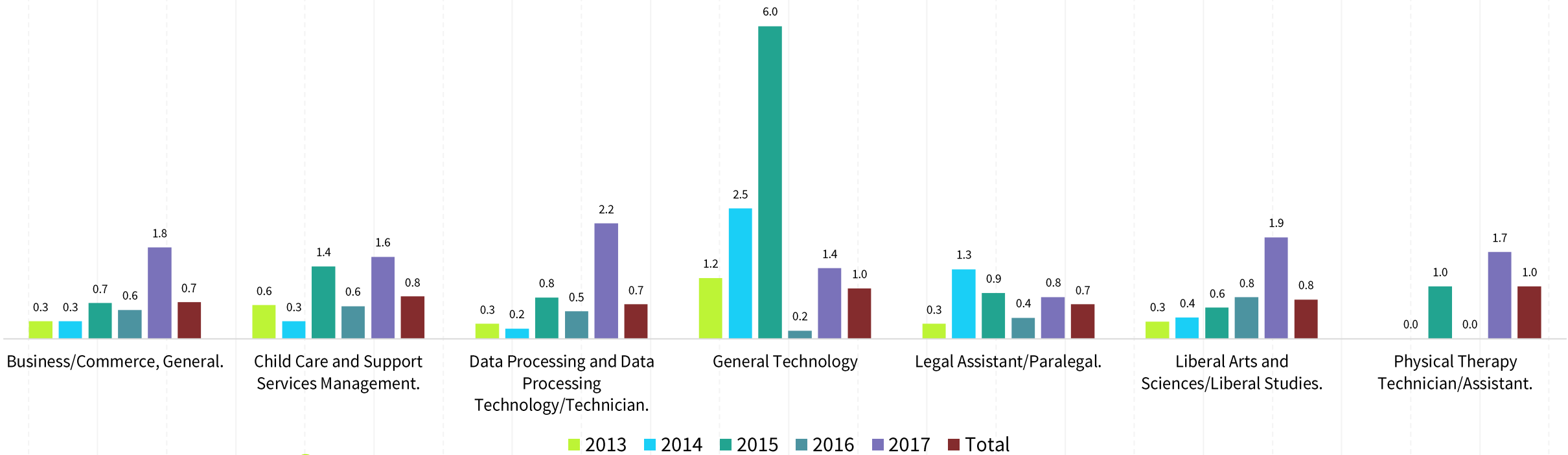
Only two programs are indexing below average.



Associates Degrees - Indexing at Average

Only two programs are indexing below average.

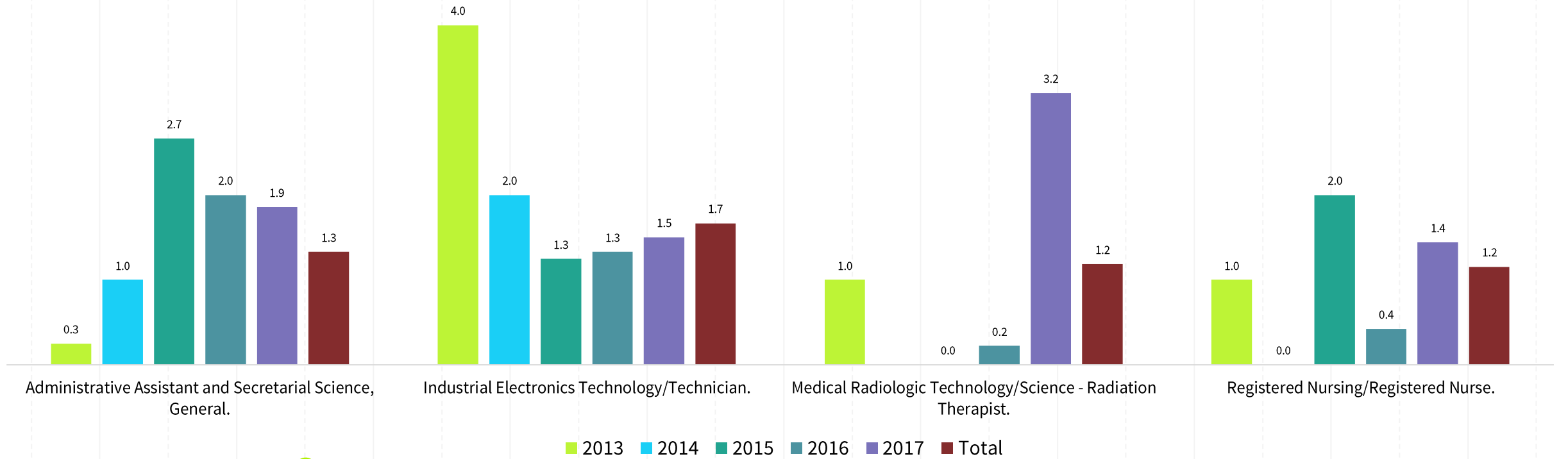
Note that PT Assistant should likely be held out, as enrollment started in Fall 2017, although the proportion of one-and-dones and two-to-four termers are evident.



Associates Degrees - Indexing Above Average



We will see like themes here across the board.



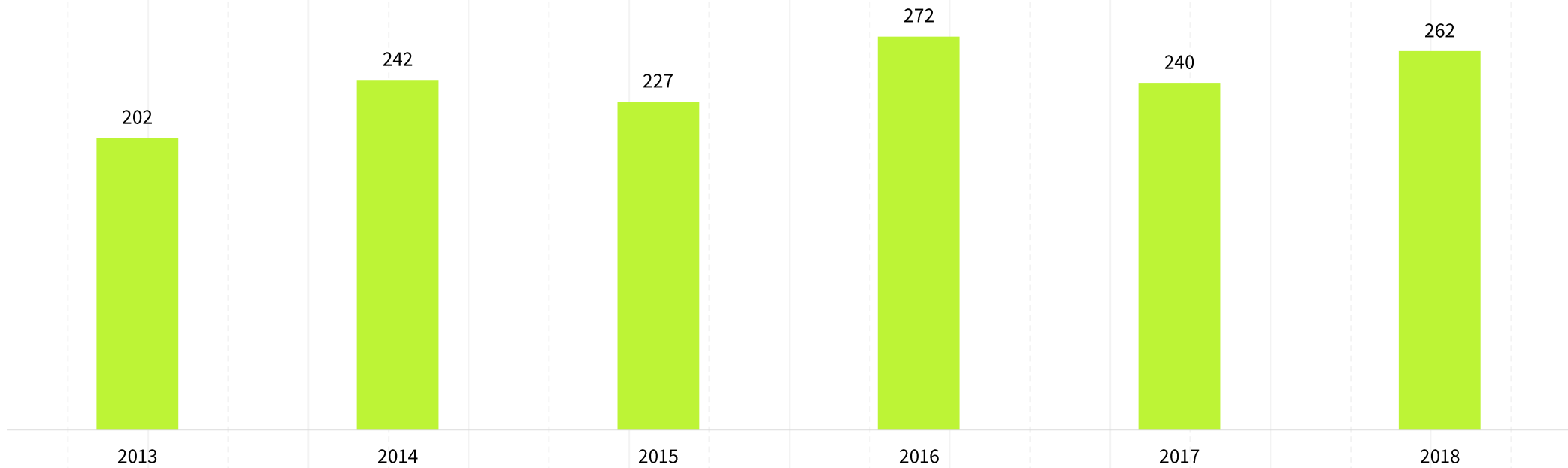
And let's close out with Grads...



Associates Degrees - Total Production



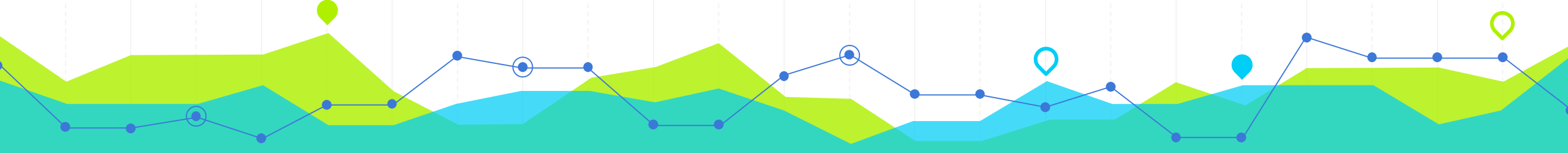
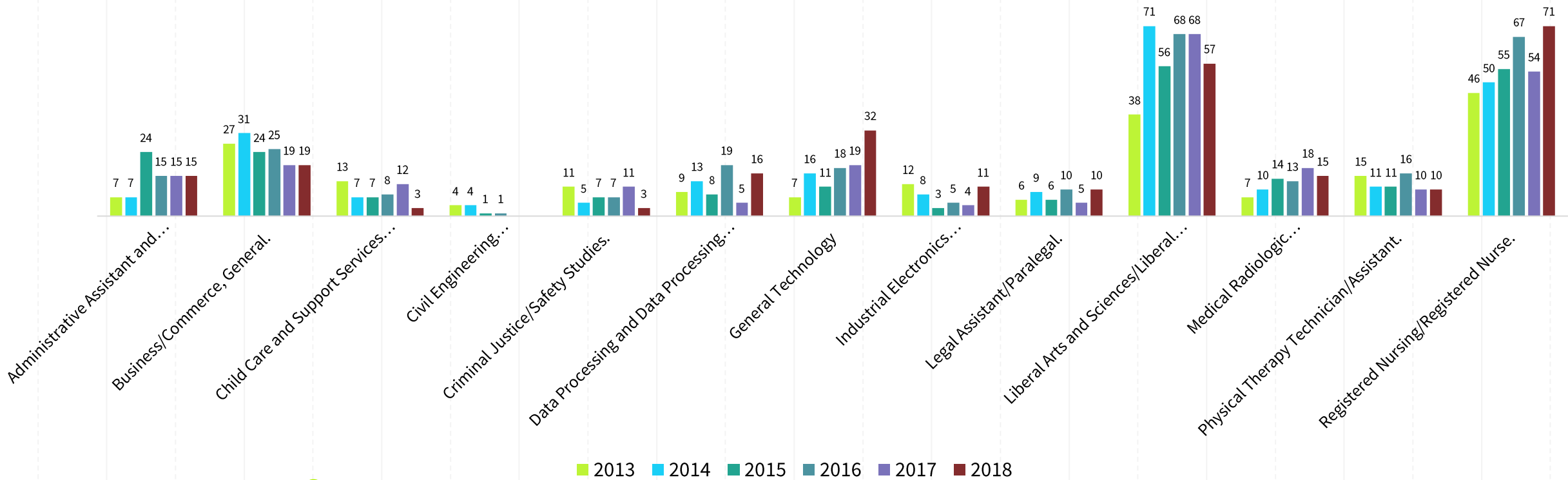
Graduations are trending up, and should continue to as enrollment grows.



Associates Degrees - Total Five-Year Production

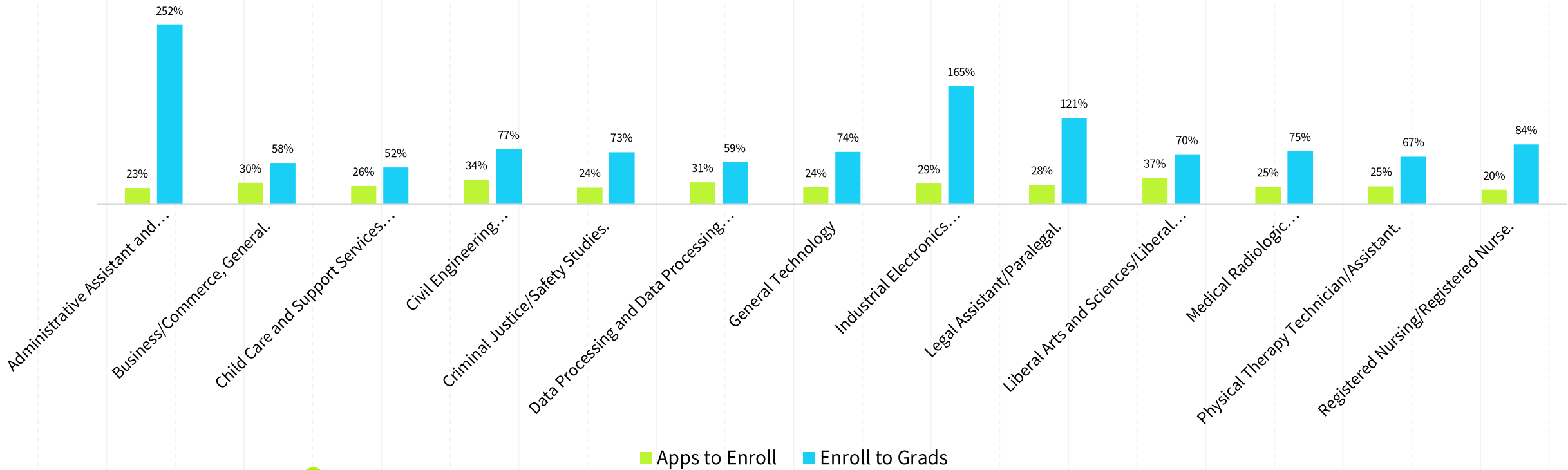


Top producing programs are Nursing and the AA/AS programs.



Associates Degrees - Five Year Yield and Graduation Estimates

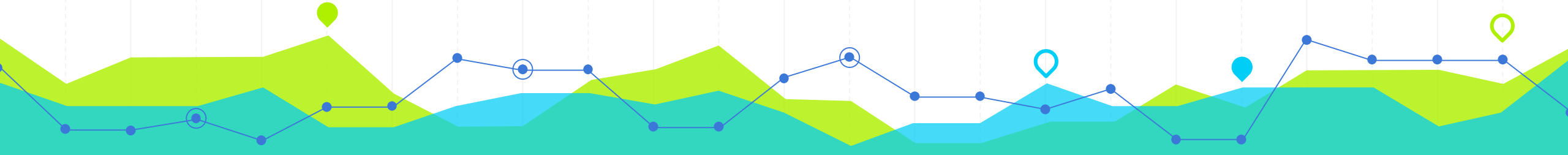
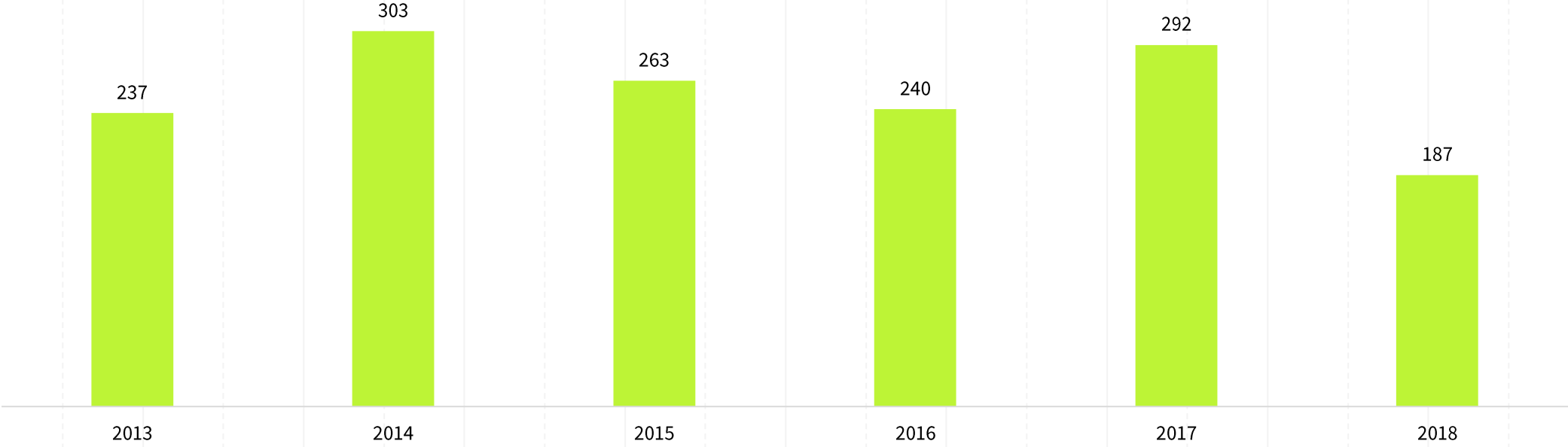
Below is the five-year yield for programs, as well as the percent of grads (2013-2018) per program relative to the five-year enrollment (Fall 2014-2019). Obviously, this is not a relative conversion, but it tells an interesting story for some programs.



Certificates Degrees - Total Production



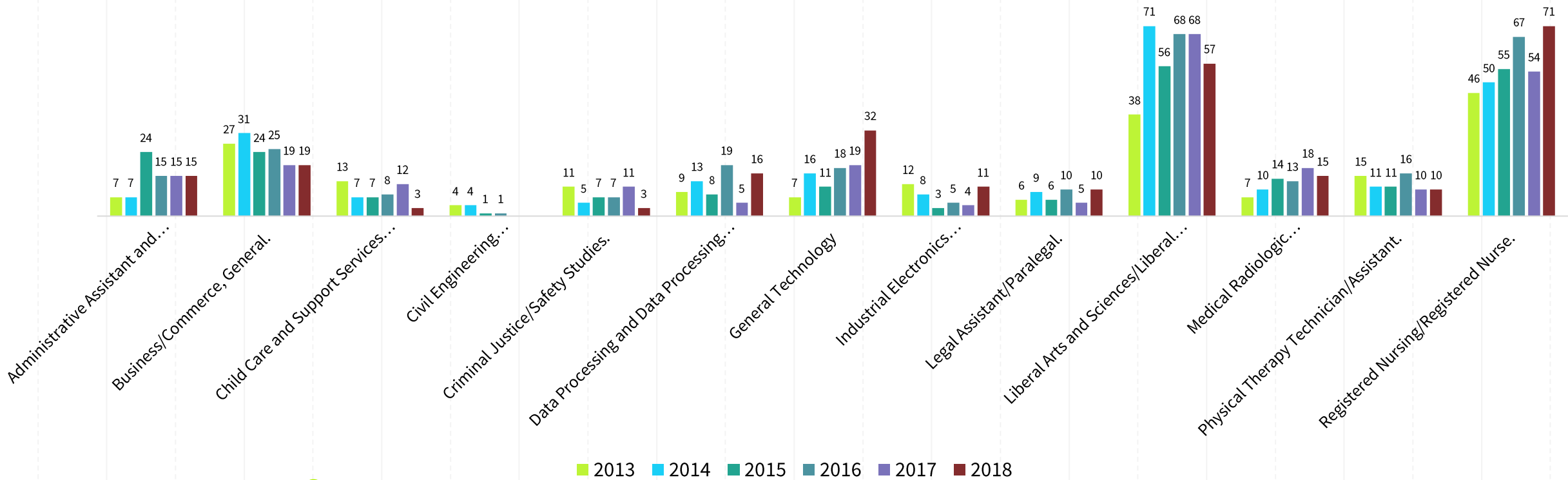
Certificates fluctuate



Associates Degrees - Total Five-Year Production



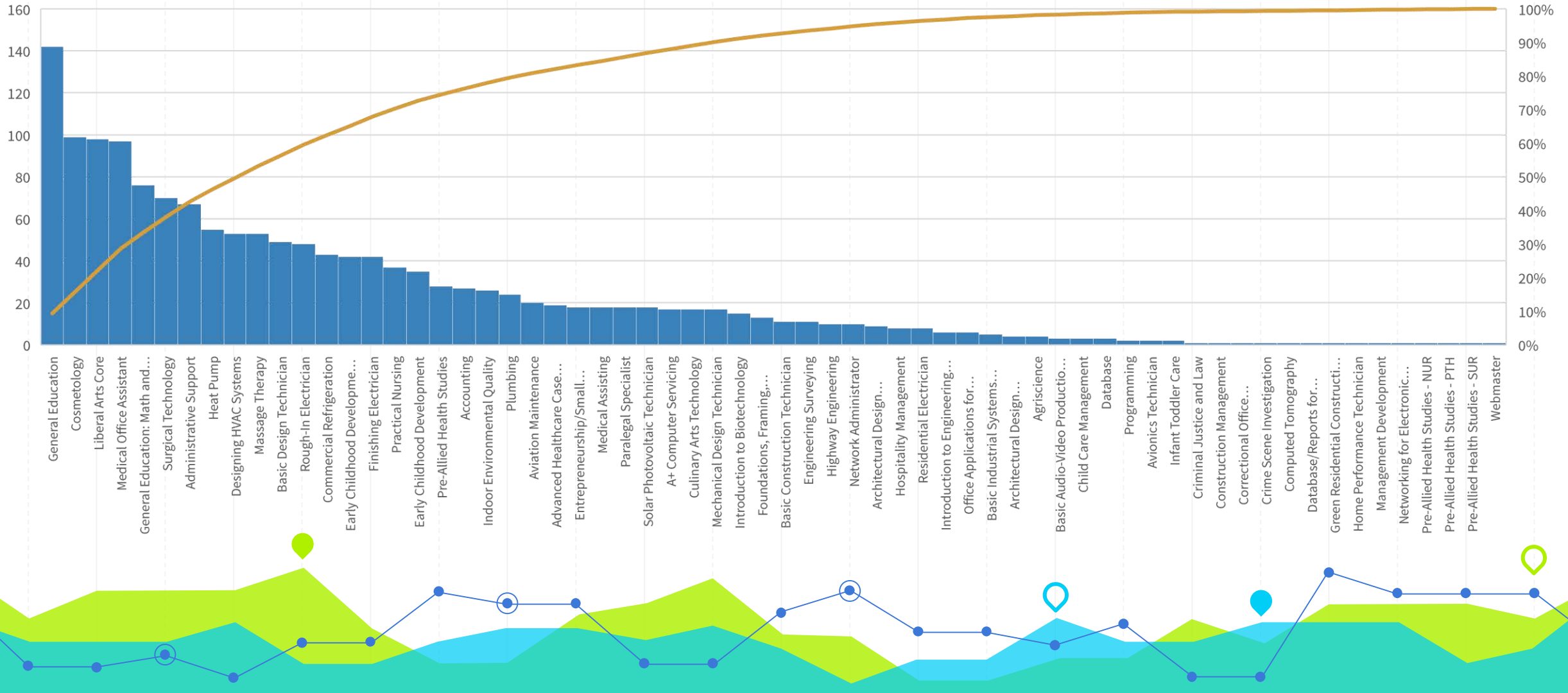
Top producing programs are Nursing and the AA/AS programs.



Certificates - Total Five-Year Production



The top seven Certs out of 66 account for nearly 50% of total five-year production.

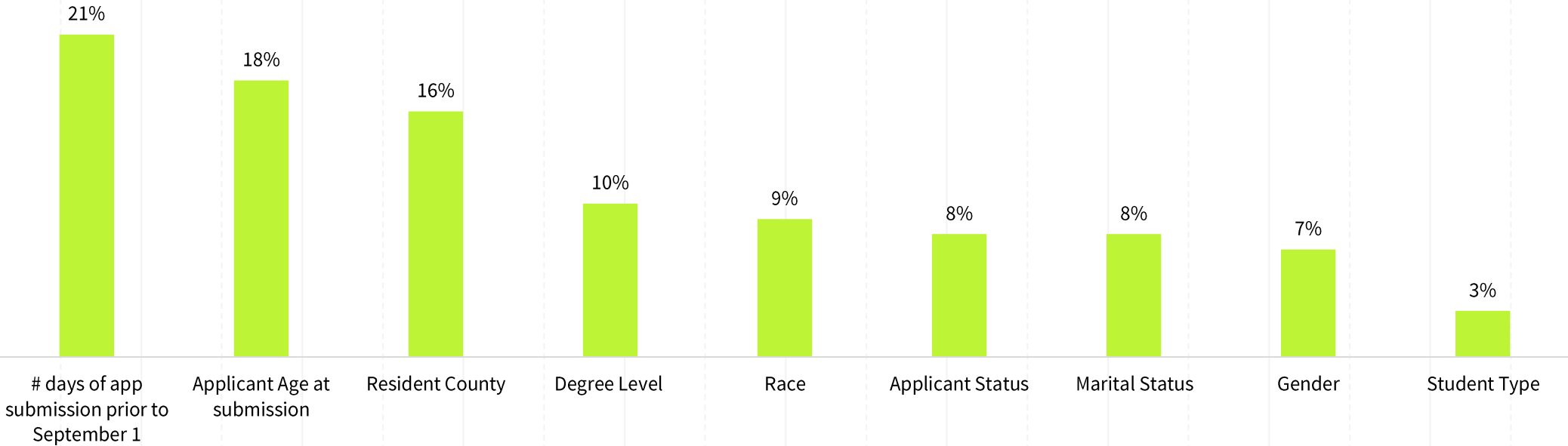


You said something about a magic window?



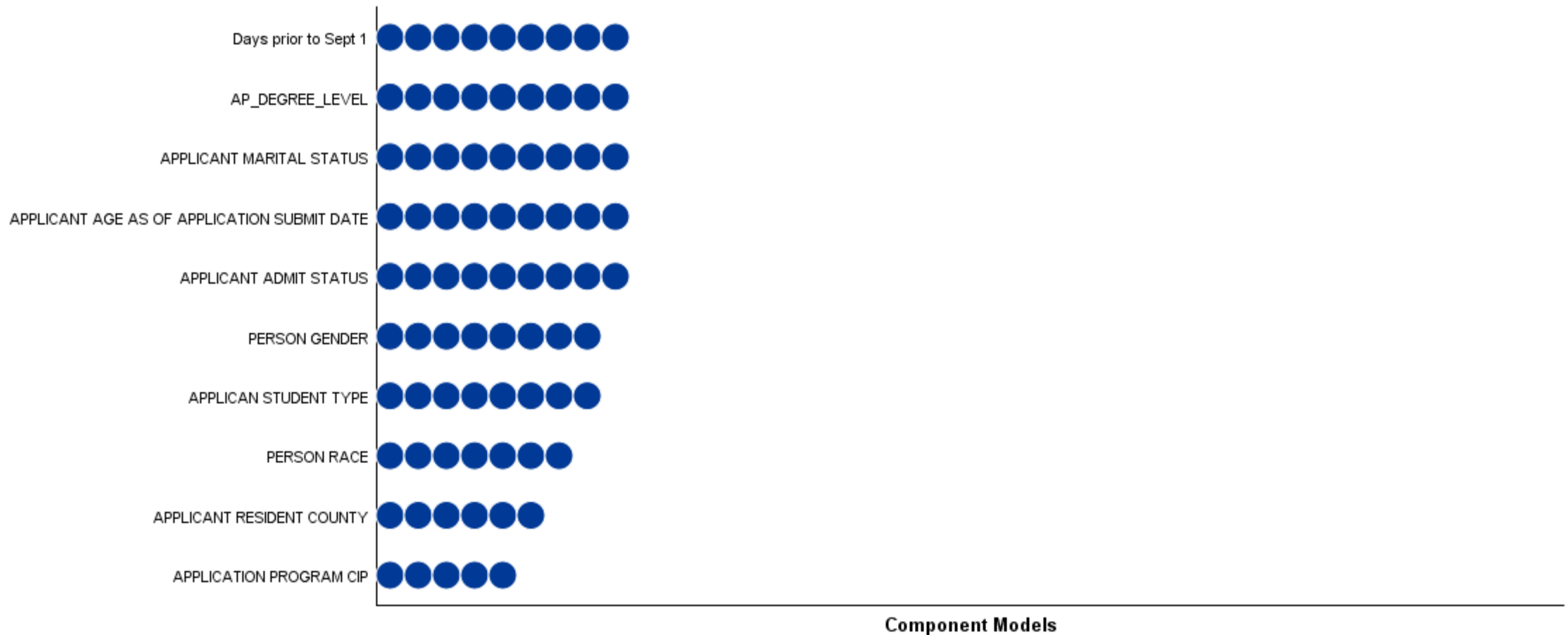
The Magic Window keeps showing up...

i This is an individual model for predicting enrollment with the target of predictive accuracy. Note the first variable is of high importance. **i**



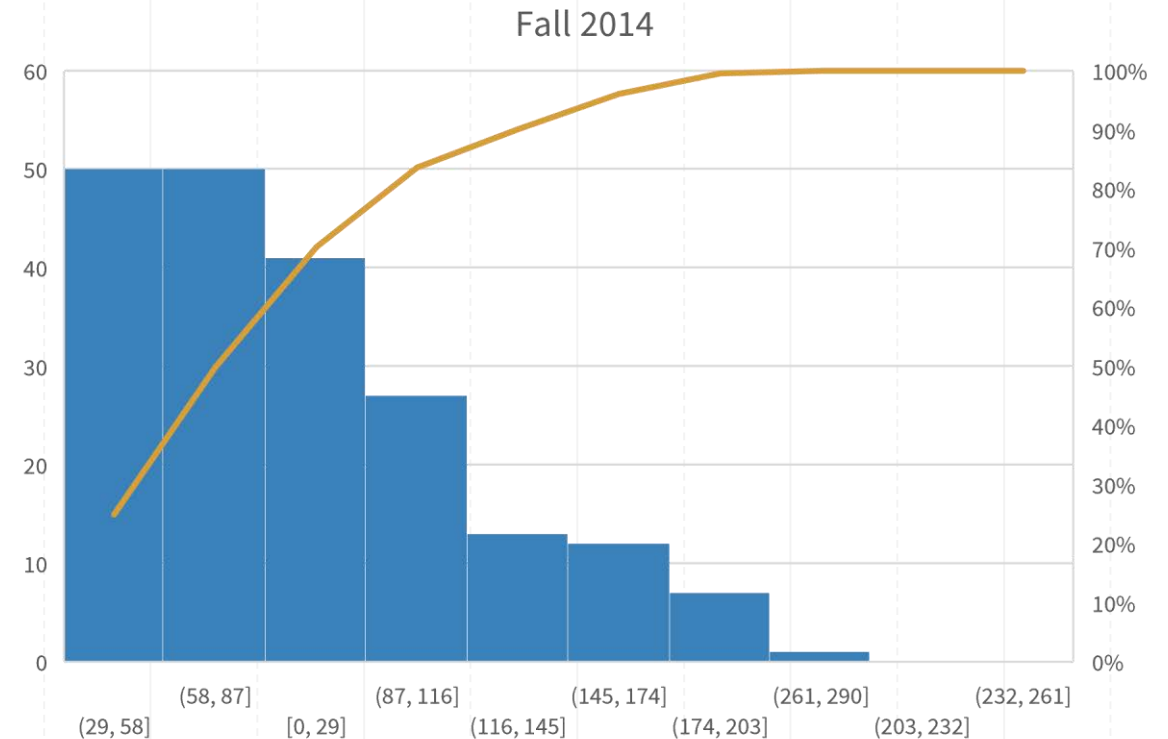
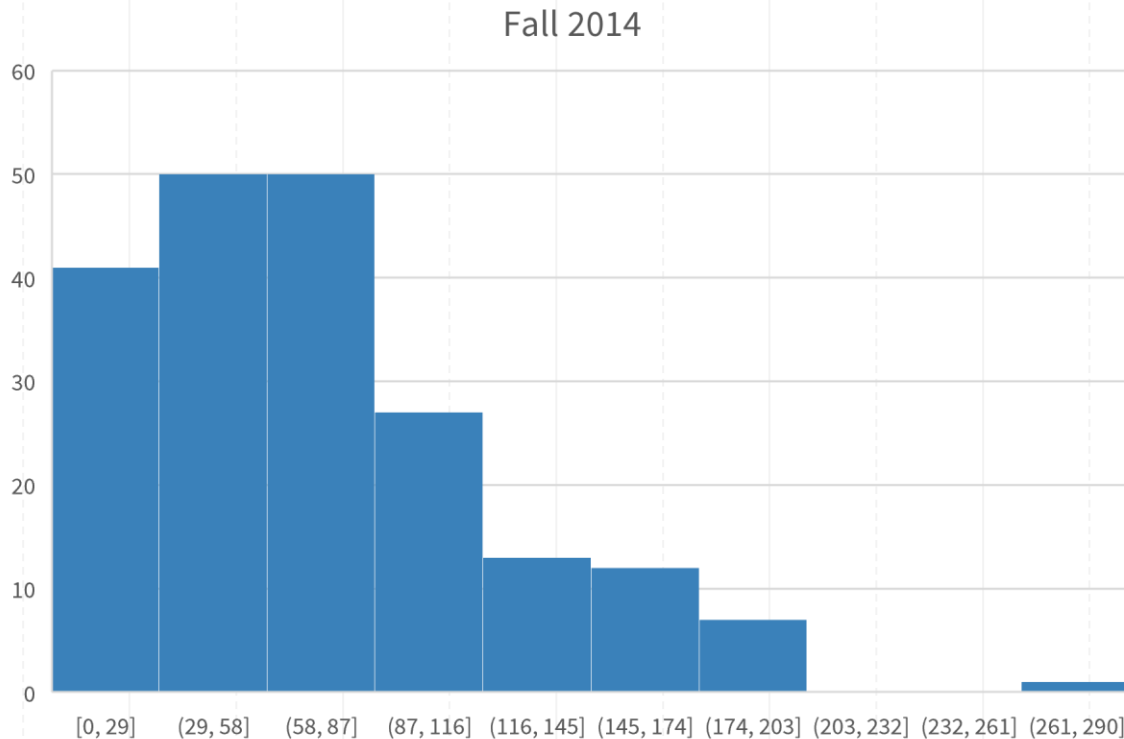
The Magic Window

- ◆ This is an ensemble model that takes the best classifiers and tells us what is the best way to improve predictive accuracy. When we try to predict Enrollment, there is one interesting thing that shows up. That magic window prior to September 1st.



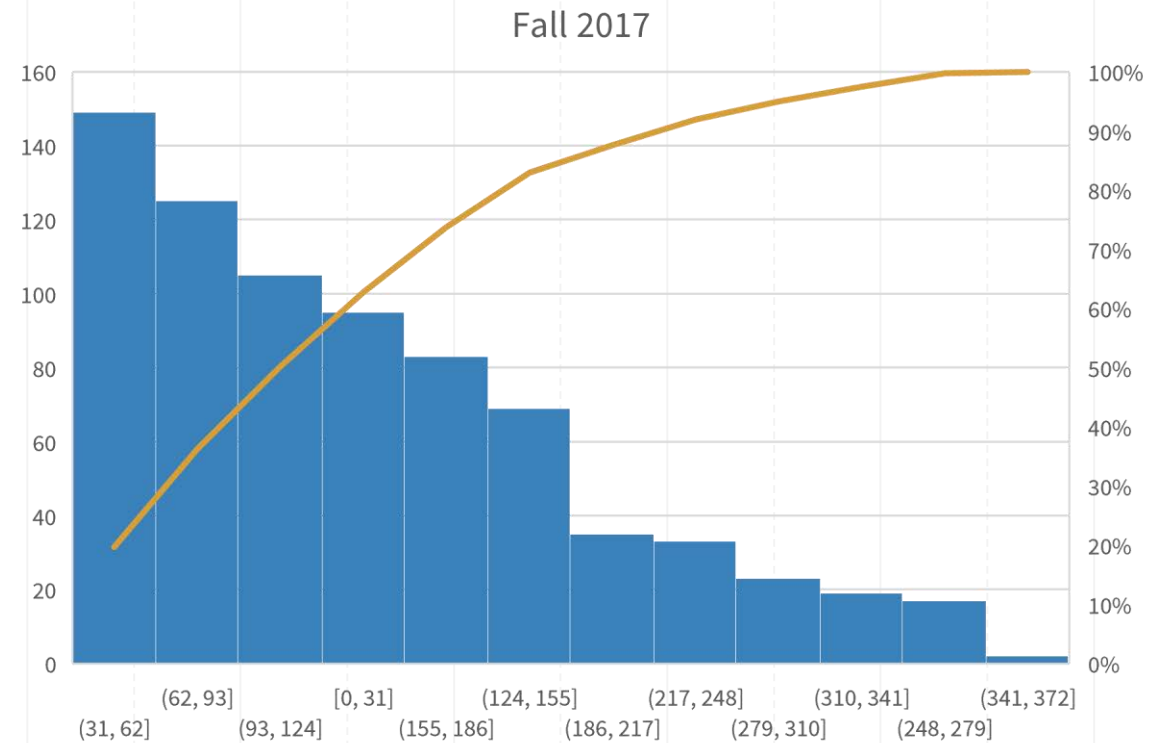
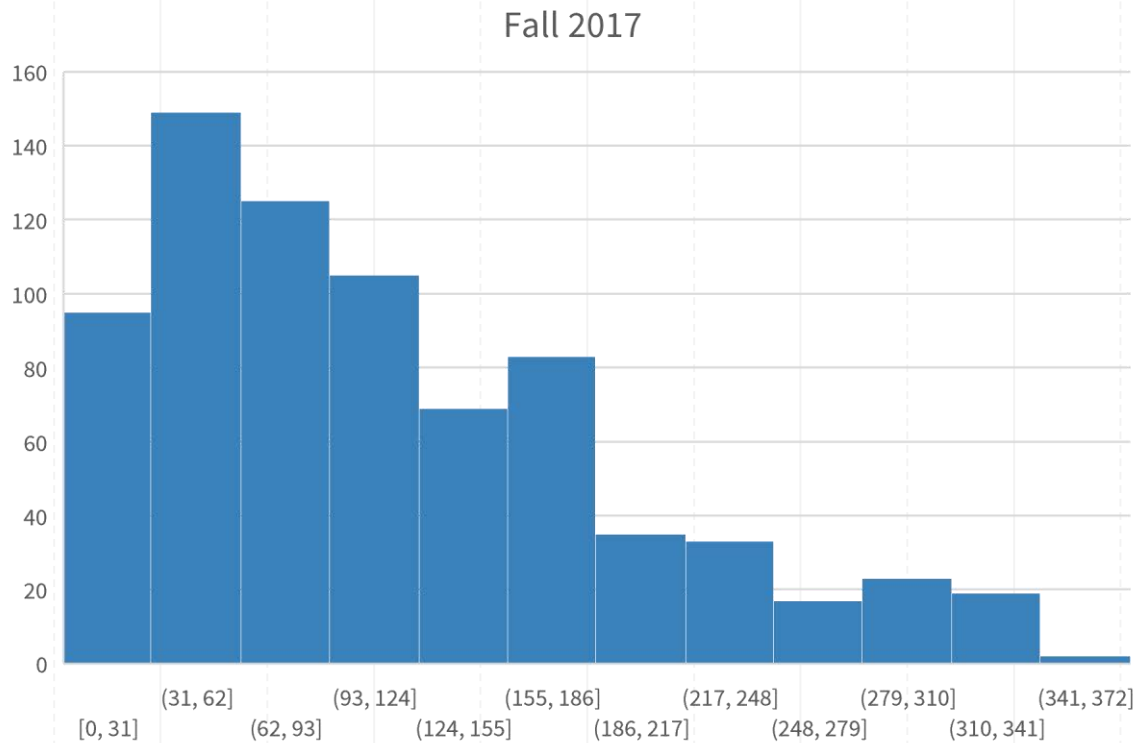
Magic Window of Time - Fall 2014 Associates

- ◆ In Fall of 2014, the bulk of the apps came from within 29 to 87 days of the September 1 window. About a quarter from a month to two out, another third two to three out, and more than 70% from zero to 87 days out. And 80% of enrollment was coming from within five months.



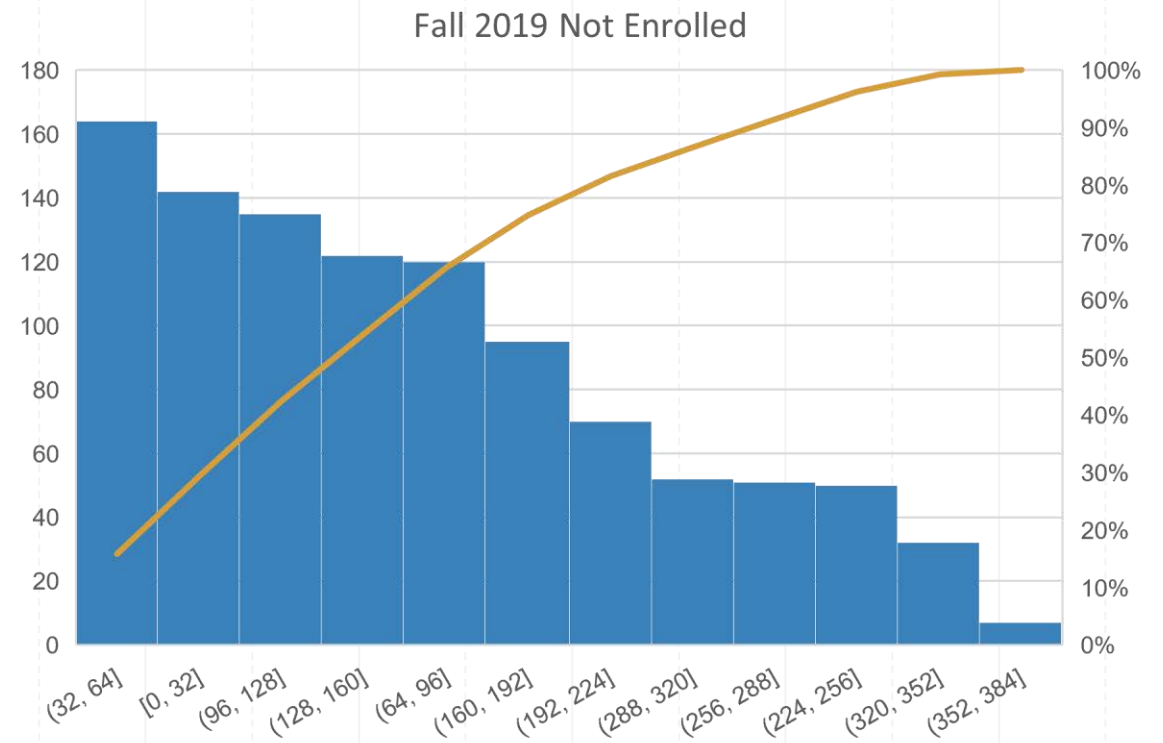
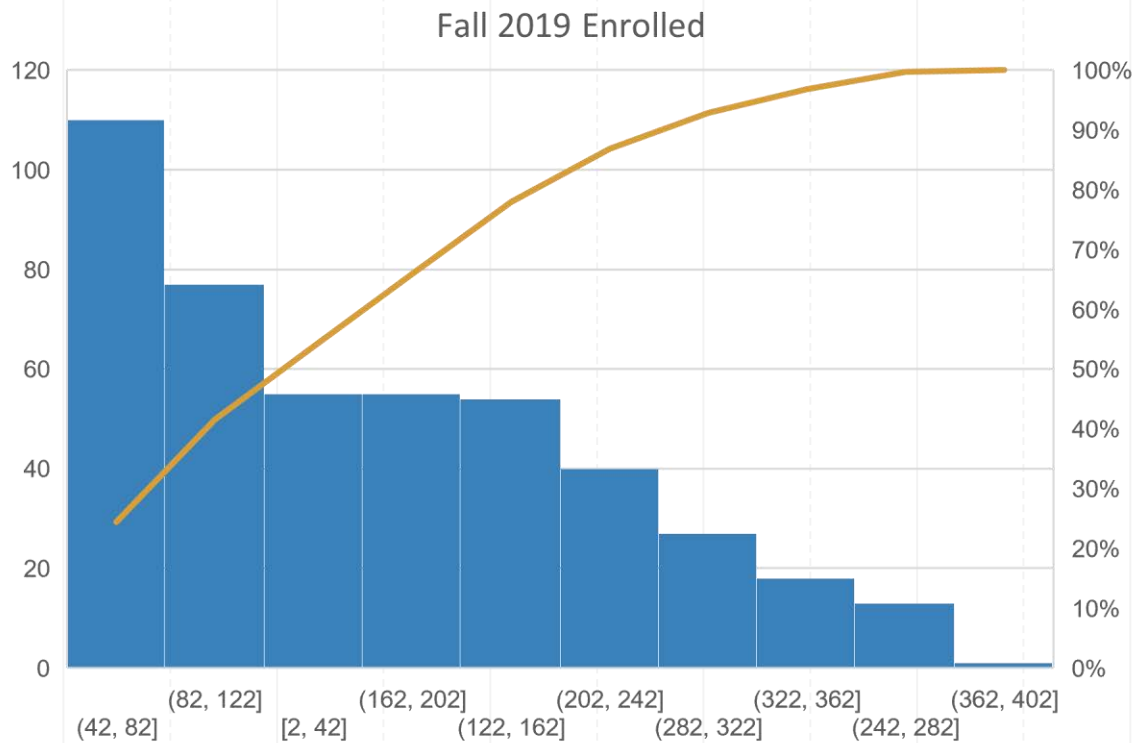
Magic Window of Time - Fall 2017 Associates

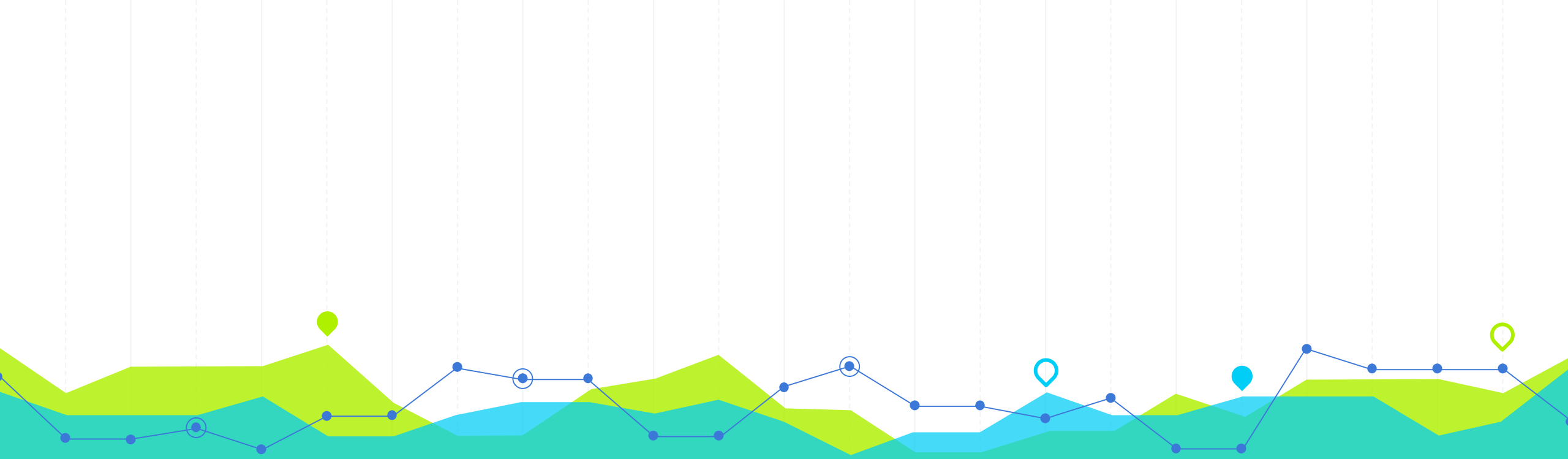
- ◆ In Fall of 2017, we see a different story. The bulk of the apps are prime from that month to two-month window, but we have much greater spread for the window to work. Now, about 60% of enrollment comes from a month to four months out, and the thirty-day window is nearly as strong of a producer as 5-6 months out. Now about that same 80% of enrollment is from zero to six months out.



Magic Window of Time - Fall 2019 Associates

- ◆ Comparing those that Enrolled vs. those that did not, the window appears to be 6 weeks to four months out, where about 50% of the enrollment flows in. The book ends of each side don't give substantial lift.





Student Profile

A Review of the TCL Student(s)

2

INS & OUTS

Insights & Outcomes Through Data-Driven Strategy

The Persona Profiles



THE PERSONA PROFILES
HIGH LEVEL OVERVIEW



Personas were derived algorithmically through computational modeling methods.

Each Persona was customized and made-to-fit our revised targets using current information.

KEY COMPONENTS OF THE PERSONAS

Persona Profiles are
made up of the
following categories:



DEMOGRAPHICS



ACADEMIC JOURNEY



FINANCES



TECHNOLOGY



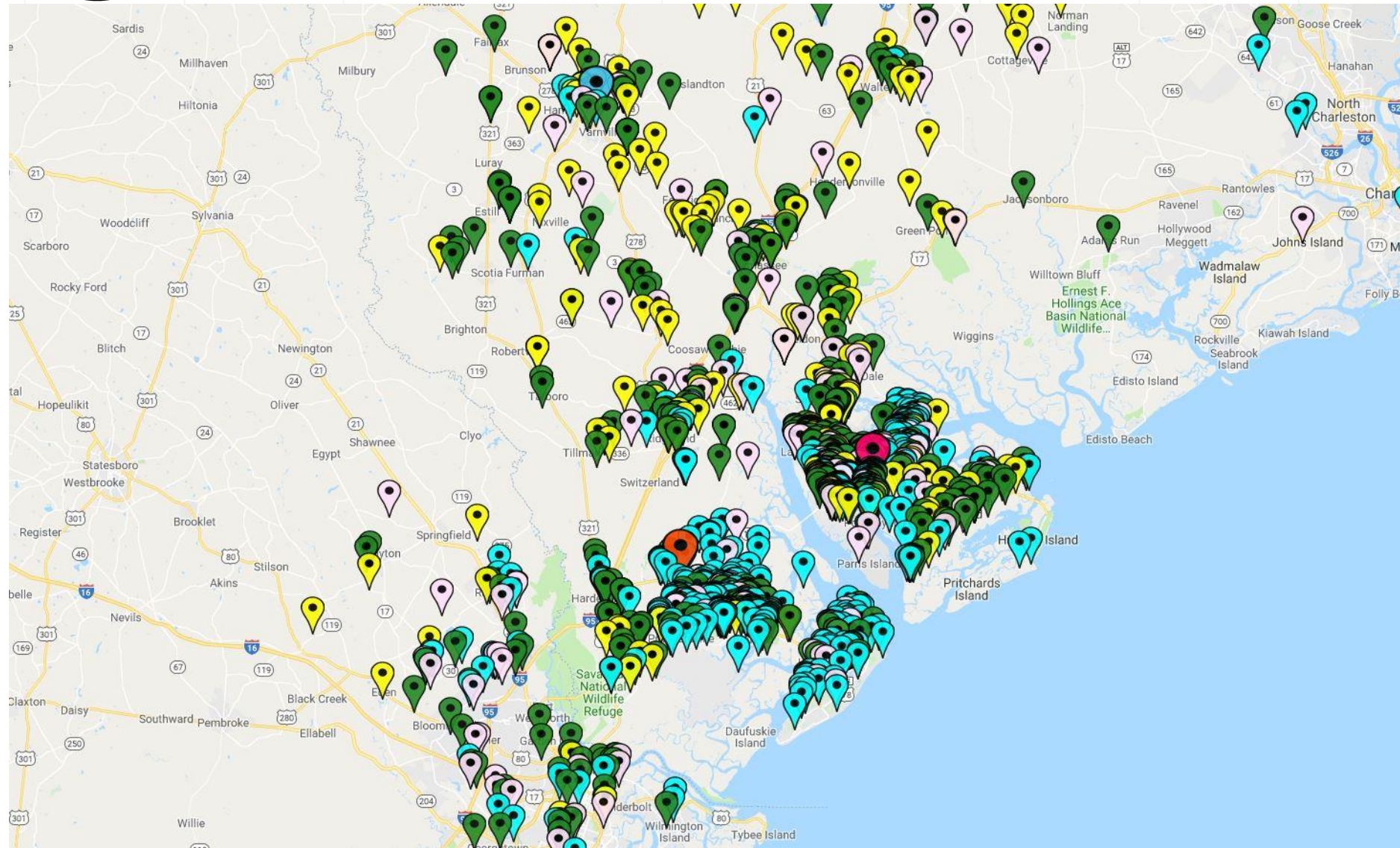
UNIQUE LIFECYCLE



VOCATION



Persona Plotted Locations - All Campuses

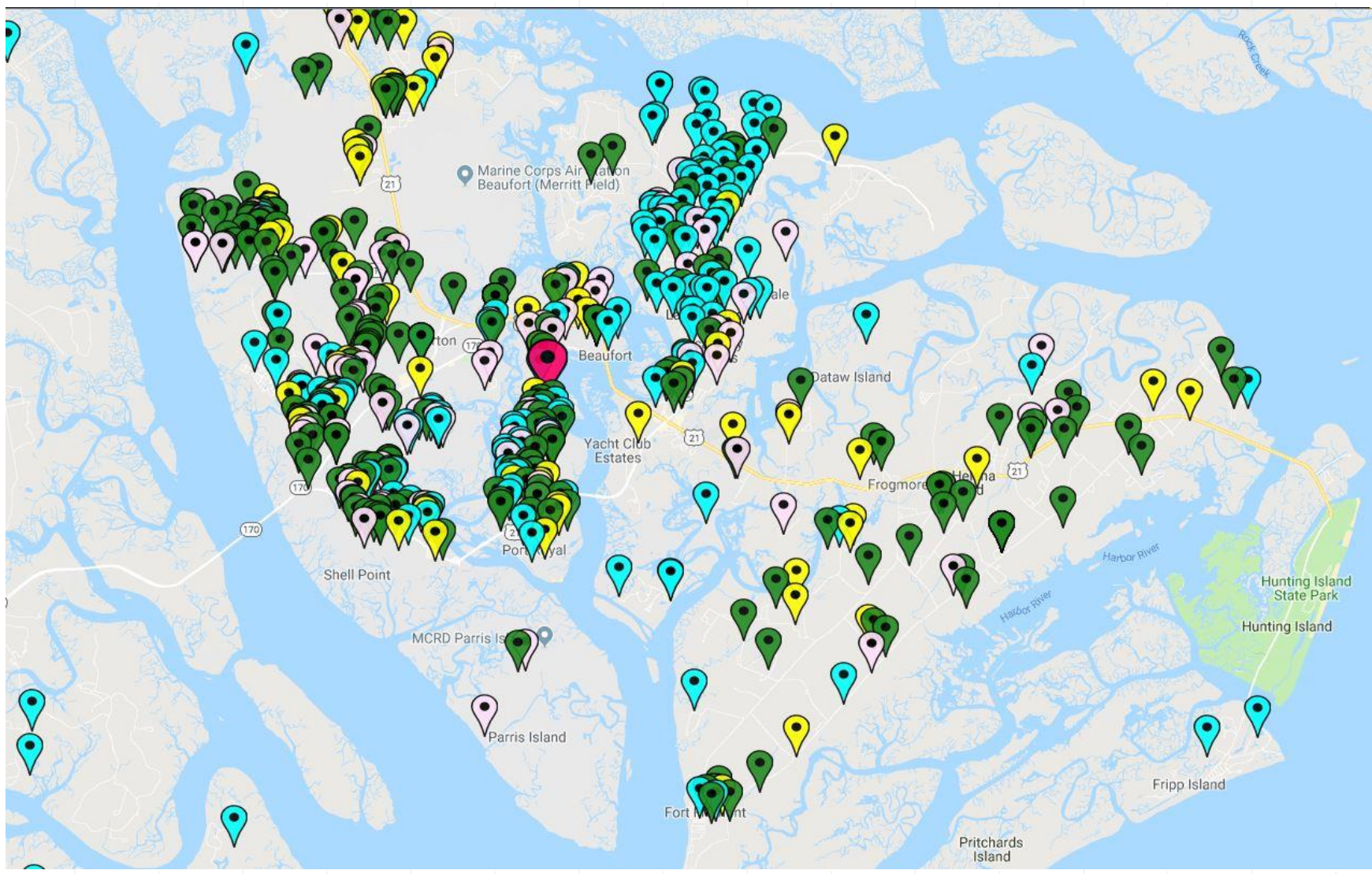


KEY:

- Beaufort Campus
- New River Campus
- Hampton Campus
- Millennial Mel
- Pivoting Patty
- Transitioning Trevor
- Basement Bryan



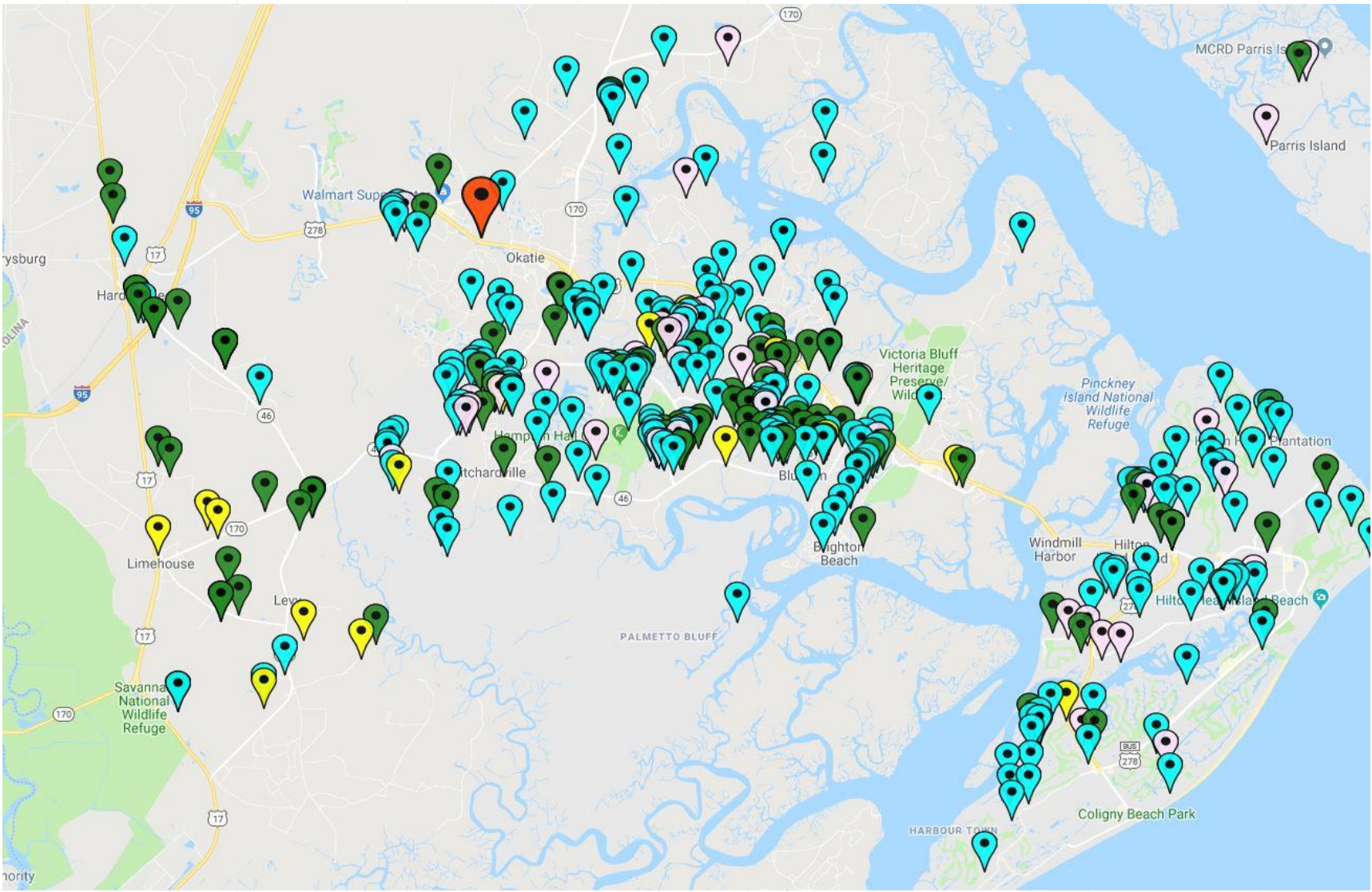
Persona Plotted Locations - Around BFT Campus



- KEY:**
- Beaufort Campus
 - New River Campus
 - Hampton Campus
 - Millennial Mel
 - Pivoting Patty
 - Transitioning Trevor
 - Basement Bryan



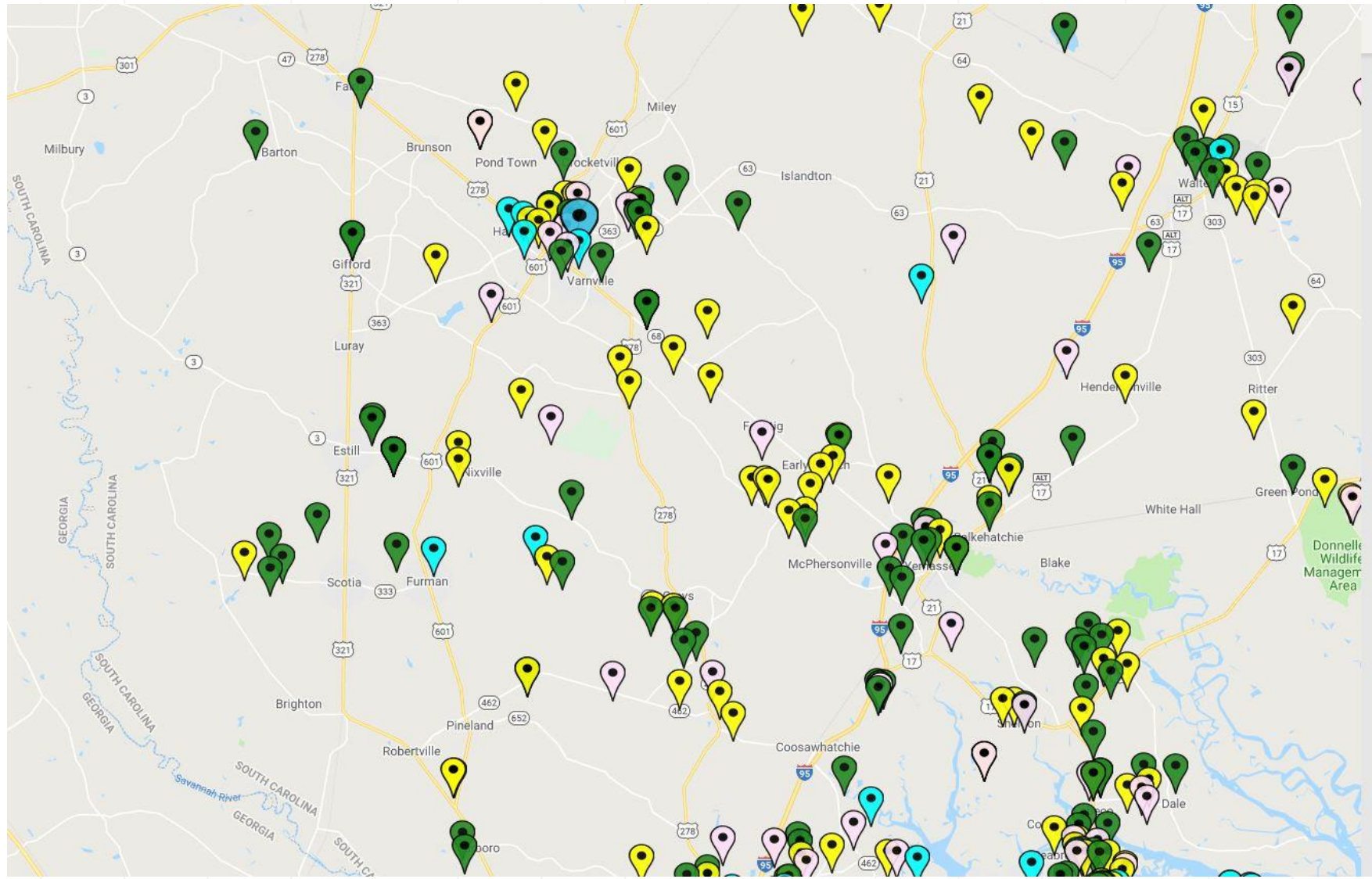
Persona Plotted Locations - Around NR Campus



- KEY:**
- Beaufort Campus
 - New River Campus
 - Hampton Campus
 - Millennial Mel
 - Pivoting Patty
 - Transitioning Trevor
 - Basement Bryan

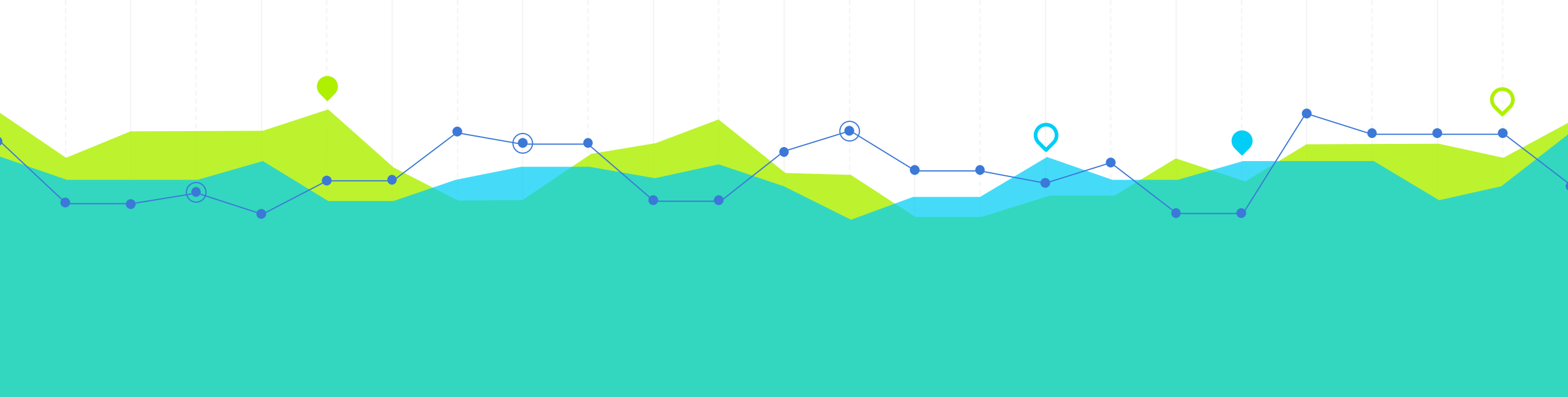


Persona Plotted Locations - Around NR Campus



KEY:

- Beaufort Campus
- New River Campus
- Hampton Campus
- Millennial Mel
- Pivoting Patty
- Transitioning Trevor
- Basement Bryan



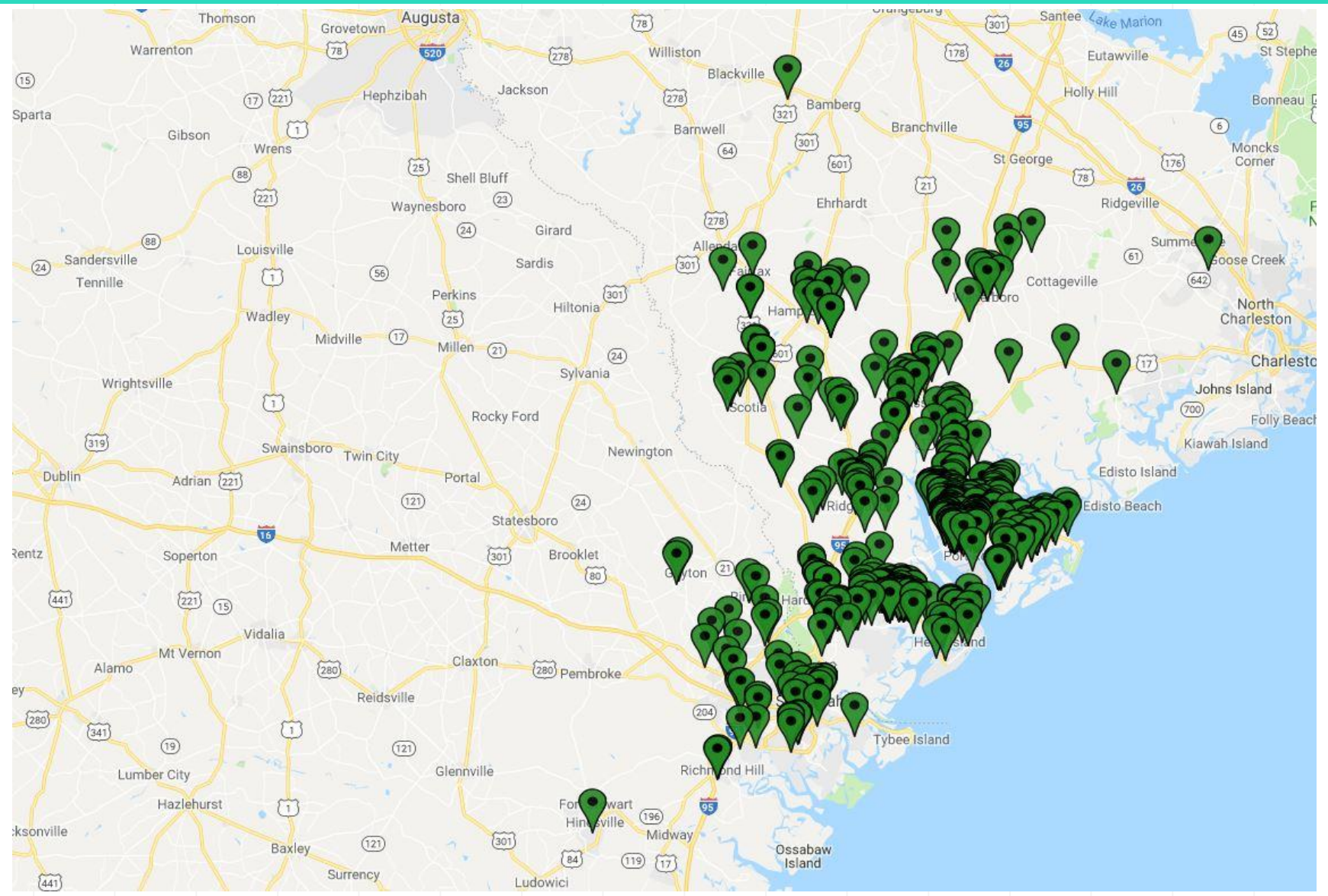
PERSONA #1

Millennial Melvin & Malorie

Primary Persona Segment



Persona 1 Profile: Plotted Locations





Persona 1 Profile: DEMOGRAPHICS



- ◆ **Largest Persona** – Represents 38% of the target population.
- ◆ **Most diverse Persona** – 55% African American, 35% White
- ◆ **28.** The median age is 28: 22 (25th percentile) – 28 (Median) – 33 (75th percentile)
- ◆ **Majority female.** 77:23 Female to Male.
- ◆ **Single.** A majority (80%) are unmarried.
- ◆ **Living alone.** Two thirds (67%) live alone.
- ◆ **Mostly single family detached, but some mobile home.** Mostly single-family detached (63%), but well above average mobile homes (20%).
- ◆ **Some College and High School.** 47% and 39% respectively.
- ◆ **Lower Beaufort** – 65% Beaufort County; 11% Jasper, 9% Hampton, etc.



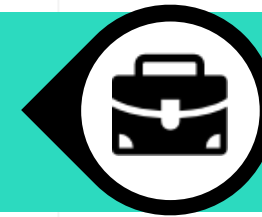
Persona 1 Profile: ACADEMIC JOURNEY



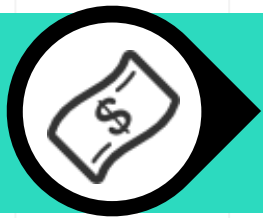
- ◆ **GPA Average and Withdraw Rate – Lowest** at 2.84 and **Highest** with 37%
- ◆ **Terms/Courses/Attempted Hours** – 6, 16, 49, on par with others
- ◆ **Campus Participation (BFT, NR, Online, HPT)** – 69/37/59/5
- ◆ **Top 3 Applicant Categories** – FTF (53), Continuers (33), FTT (30)
- ◆ **Leaver Rate – Higher** at 34%
- ◆ **% Graduating (Assoc., Cert., Both)** – 12/3/8
- ◆ **Top 3 Applicant Profile Categories** – Same Term Enroll (43), Prior Enroll (30), Applied, **Highest** Multiple Apps, Enrolled within 3 (17%)
- ◆ **Top 5 Associates Degrees** – (1) Nursing, (2) AS, (3) CPT, (4) CJ, (5) AA
- ◆ **Top 5 Certificates** – (1) PAH-NURS, (2) PAH-RAD, (3) PAH-PTH, (4) PAH-LPN, (5) MOA



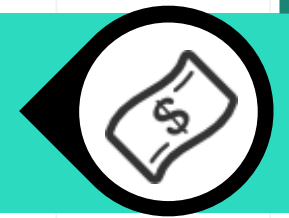
Persona 1 Profile: VOCATION



- ◆ **Largely unknown occupations.** This is common in consumer data when pay is 1099, floating or short term jobs (seasonal Food & Bev, Retail, etc.).
- ◆ **Not Small Business Owners, Not Retired, Not Military.** No hobbyists or curious pursuers here.
- ◆ **Higher probability than other groups to work for a small company.** If not owning a small business, more likely to work for a larger company.
- ◆ Also marked as **Job Switchers**, which is common among the community of college college pursuers.



Persona 1 Profile: FINANCES



- ◆ **Markedly lower income than the field.** Half are below \$30K, with 75% below \$50K.
- ◆ **Practically no investment resources, low to no net worth.**
- ◆ **Practically no discretionary income.** Two-thirds (66%) have no liquid resources
- ◆ **Variable debt.** Many have none, while others are middle of the road.
- ◆ **Very low to null wealth resources.** A majority (89%) have less than \$25K in wealth resources.
- ◆ **Low interest in investments overall,** notably stocks, bonds, mutual funds, and other investments.
- ◆ **Living paycheck-to-paycheck,** a top market trend among this target population (among the largest compared to three other personas). This group frequents ATMs, makes on site deposits (common among 1099 employees), and checks mobile and online banking beyond regularly.
- ◆ **Some New Homebuyers.** Another portion of this group is shifting into a new lifecycle and looking for a home loan and a starter home.
- ◆ **Student Loans.** Heavy tie to student loans overall.
- ◆ Likely to be considered **future investors,** hence their desire to move up in their field, whether they know what it is or not.
- ◆ **Predicted to be underbanked,** meaning soon will be in a position to save and/or invest, but need to be put in a position to do so.
- ◆ **Heavy mobile banking.** A top ten market trend among a possible 300+ trends.



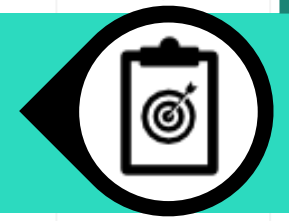
Persona 1 Profile: TECHNOLOGY



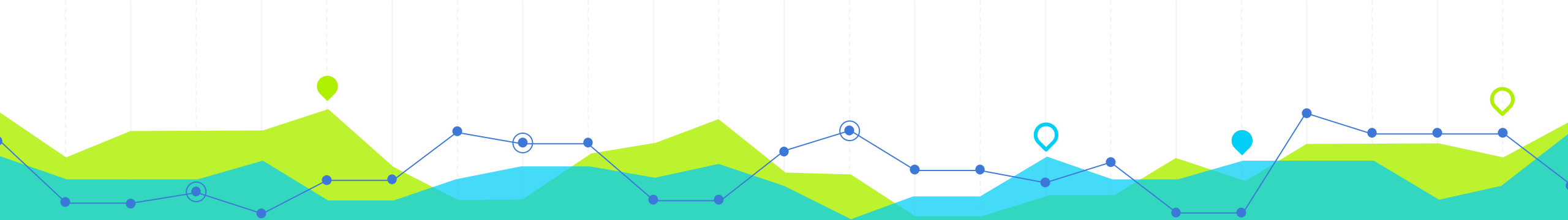
- ◆ **Overall, heavy online and heavy mobile.** If there were one common denominator, it is that this group lives on the web.
- ◆ **Online degree seekers.** Among the three groups with online degree seeking being a key factor of classification.
- ◆ **Mobile everything.** Heavy mobile users (notably mobile browsers), notably mobile purchasing, banking, movies and games. Also enjoy retail text ads. This points to the importance of mobile web integration across the board when recruiting this persona.
- ◆ **Cord cutters.** Save money, run through the net, and consume a bulk of their content on the net. Also, this group is primary cell phone user, meaning the old landline is cut as well.
- ◆ **Heavy social media.** Social media preference customers is a top market trend among this audience.
- ◆ **Facebook = platform of choice.** Significantly more so than other platforms.
- ◆ **Brand active on Facebook.** Significantly more so than the counter audience. Heavy brand likers and category recommenders.



Persona 1 Profile: UNIQUE LIFECYCLE



- ◆ **Fairly stereotypical Millennial**, into living off of \$30 yet making impulse purchases seen on social media or at the between aisle POS stands at Wal-Mart, are big Gamers, enjoy being Green, coffee and exotic sounding foods, bar hopping, and being at the opening weekend of the next Avengers film and making memes about it.
- ◆ **Job Switchers**. Mobile in living, mobile in working, the job switching trigger is among the top twenty predictors among the list of nearly 300 items.
- ◆ **Price conscious shoppers** on all of products, like households, personal care, groceries, etc.
- ◆ **Walmart enthusiasts**. Walmart deal hunters and online deal shoppers. Stock up on products when in a low-cost provider.
- ◆ **Predicted to be future investors**, a top market trend category for those interested in further education.
- ◆ **Latino Culture**. Latin Music is one of the top five distinguishing characteristics among this group.
- ◆ **In the Kitchen**. Considered Master Cooks and Experimental Cooks, this group is less likely to get takeout and cook at home.
- ◆ **Green**. Buy green products and interested in solar energy.



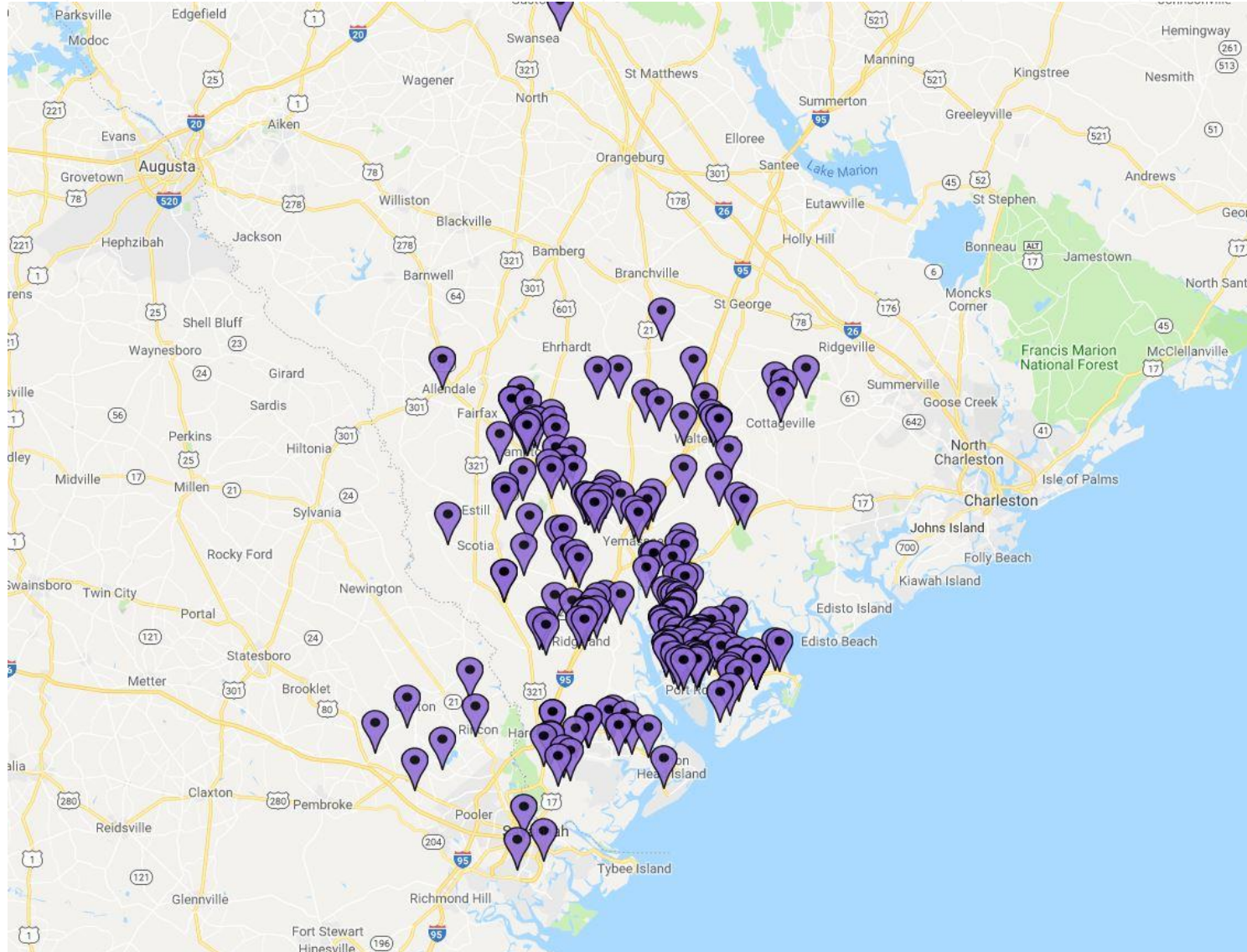
PERSONA #2

Pivoting Paul & Patty

Primary Persona Segment



Persona 2 Profile: Plotted Locations





Persona 2 Profile: DEMOGRAPHICS



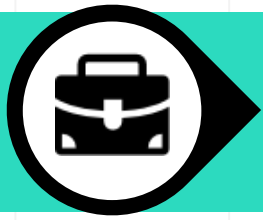
- ◆ **Smaller Persona** – Represents 15% of the target population.
- ◆ **Most diverse Persona** – 53% African American, 38% White
- ◆ **Age highly variable.** The median age is 34: 21 (25th percentile) – 34 (Median) – 52 (75th percentile)
- ◆ **Majority female.** 72:28 Female to Male.
- ◆ **50:50 Single to married** and roughly 50:50 with kids, largely not the child of the individual but another within the household.
- ◆ **Mostly single family detached, but highest mobile home frequency.** Mostly single-family detached (58%), but well above average mobile homes (34%).
- ◆ **High School and Some College.** 60% and 25% respectively.
- ◆ **Lowest Beaufort** – 49% Beaufort County; 20% Hampton, 15% Jasper, 10% Colleton
- ◆ NOTE: Overall, we have little known about their online activity, so technology and lifecycle is lower in association than any other group by far.



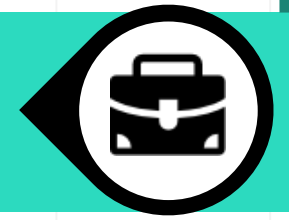
Persona 2 Profile: ACADEMIC JOURNEY



- ◆ **GPA Average and Withdraw Rate – Lower** at 2.88 and **on par** with 32%
- ◆ **Terms/Courses/Attempted Hours** – 6, 16, 49, on par with others (yes, the same as Persona One)
- ◆ **Campus Participation (BFT, NR, Online, HPT) – 72/31/58/8, the highest Proportion of Hampton**
- ◆ **Top 3 Applicant Categories** – FTF (49), Continuers (33), FTT (23)
- ◆ **Leaver Rate – On par** at 30%
- ◆ **% Graduating (Assoc., Cert., Both) – 13/7/9**
- ◆ **Top 3 Applicant Profile Categories** – Same Term Enroll (51), Prior Enroll (32)
- ◆ **Top 5 Associates Degrees – A unique blend:** (1) GNB, (2) Nursing, (3) AOT, (4) ECE, (5) CPT
- ◆ **Top 5 Certificates** – (1) PAH-NURS, (2) PAH-RAD, (3) PAH-PTH, (4) PAH-LPN, (5) MOA



Persona 2 Profile: VOCATION



- ◆ **Largely unknown occupations.** This is common in consumer data when pay is 1099, floating or short term jobs (seasonal Food & Bev, Retail, etc.).
- ◆ **When known, there is a healthy mix of Blue Collar and White Collar work.** A healthy balance of professional/technical along with clerical and trade work.
- ◆ **Not Small Business Owners, Not Retired, Not Military.** No hobbyists or curious pursuers here.
- ◆ **Higher probability than other groups to work for a small company.** If not owning a small business, more likely to work for a larger company.



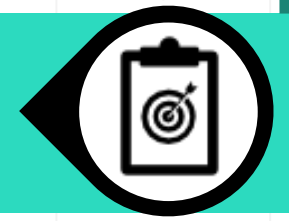
Persona 2 Profile: FINANCES



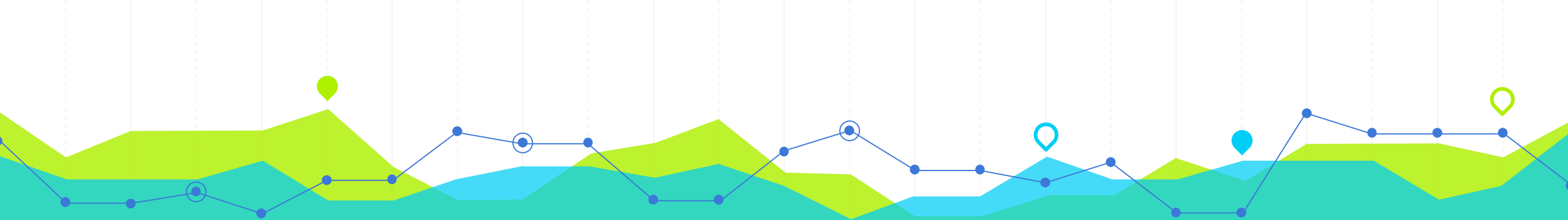
- ◆ **In many ways, this persona looks much like Persona #1, in that they have lower incomes, net worth, but there are subtle differences.**
- ◆ **Markedly lower income than the field.** Half are below \$30K, with 75% below \$50K.
- ◆ **Practically no investment resources, low to no net worth.**
- ◆ **Practically no discretionary income.** Two-thirds (66%) have no liquid resources
- ◆ **Variable debt.** Many have none, while others are middle of the road. A few key market trends emerged in revolving credit cards and credit card attrition.
- ◆ **Very low to null wealth resources.** A majority (89%) have less than \$25K in wealth resources.
- ◆ **Living paycheck-to-paycheck,** a top market trend among this target population.
- ◆ **Student Loans.** Heavy tie to student loans overall.
- ◆ No market trends emerged in this personas financial future, but not because they don't show such promise, more so we know less about them.
- ◆ It is also worth noting that this group is high eligibility for Medicaid, and highest likelihood for being uninsured for health.



Persona 2 Profile: UNIQUE LIFECYCLE



- ◆ **Looks a lot like Persona One, but without the kombucha, but does show up on opening weekend to the new Avengers film.**
- ◆ **Big into the church.** The top trends for this persona were Bible devotion readers and being heavily interested in gospel or Christian music.
- ◆ **Price conscious shoppers** on all of products, like households, personal care, groceries, etc.
- ◆ **Walmart enthusiasts.** Walmart deal hunters and online deal shoppers. Stock up on products when in a low-cost provider.
- ◆ **Balance of the kitchen with QSRs.** Considered Master Cooks and Experimental Cooks, this group is less likely to get takeout and cook at home. Also love the luxury and convenience of QSRs where available.



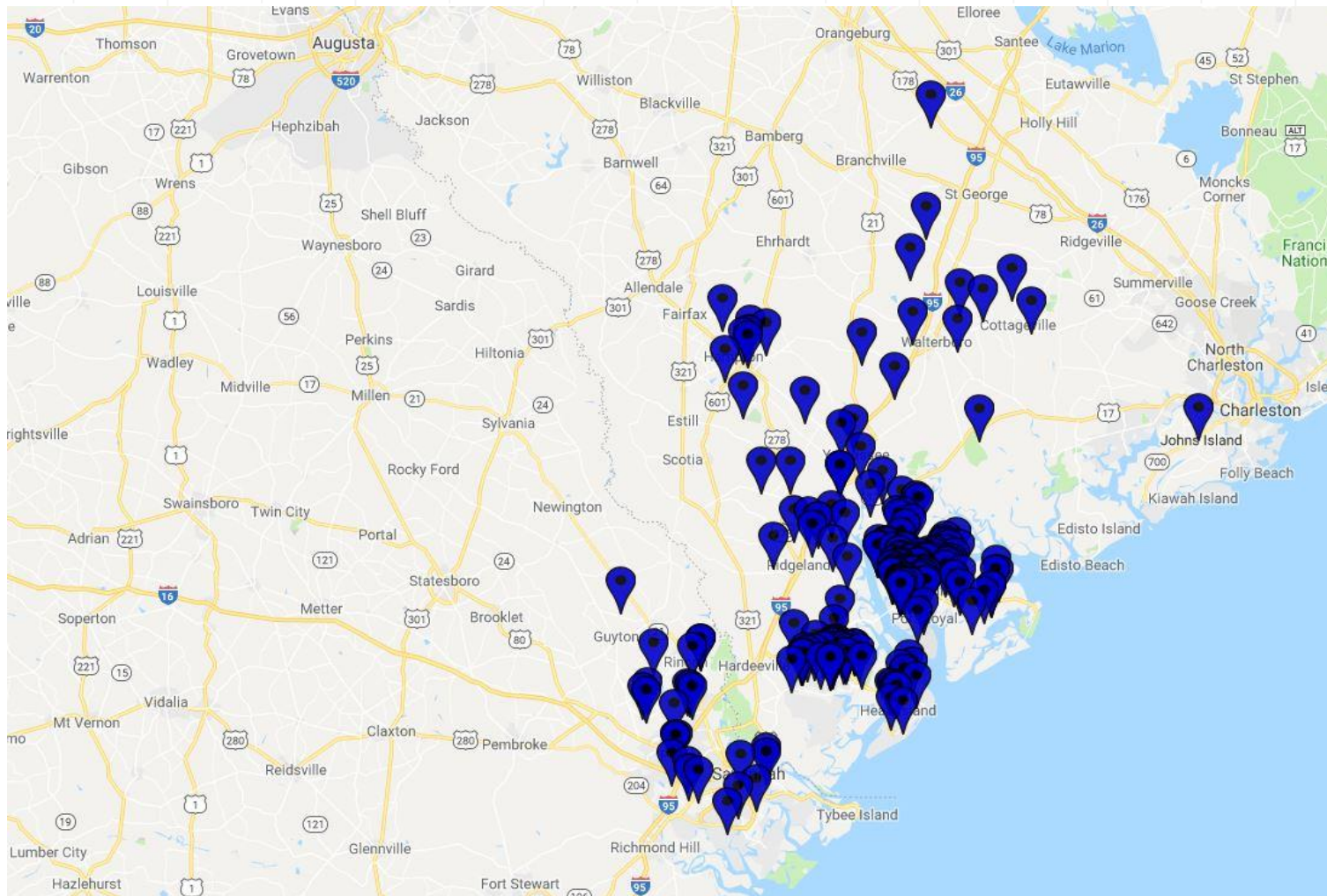
PERSONA #3

Transition Trevor & Tina

Primary Persona Segment



Persona 3 Profile: Plotted Locations





Persona 3 Profile: DEMOGRAPHICS



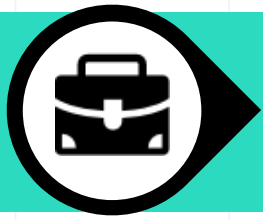
- ◆ **Smaller Persona** – Represents 16% of the target population.
- ◆ **On par diversity Persona** – 34% African American, 59% White
- ◆ **27.** The median age is 27: 22 (25th percentile) – 27 (Median) – 37 (75th percentile)
- ◆ **Majority female.** 72:28 Female to Male.
- ◆ **Largely married, or living with a partner and heavily children households.**
- ◆ **Mostly single family detached, but some mobile home.** Mostly single-family detached (80%), but well above average mobile homes (15%).
- ◆ **Some College and High School.** 38% and 35% respectively.
- ◆ **Lower Beaufort** – 70% Beaufort County, and spread out at 5%-6% among the other four primary counties.



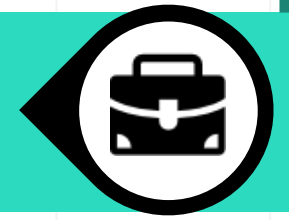
Persona 3 Profile: ACADEMIC JOURNEY



- ◆ **GPA Average and Withdraw Rate – Higher** at 2.99 and **Lower** with only 31%
- ◆ **Terms/Courses/Attempted Hours** – 6, 17, 52, on par with others
- ◆ **Campus Participation (BFT, NR, Online, HPT)** – 72/37/65/2
- ◆ **Top 3 Applicant Categories** – FTF (52), Continuers (29), FTT (28)
- ◆ **Leaver Rate – Higher** at 35%
- ◆ **% Graduating (Assoc., Cert., Both)** – 16/4/9
- ◆ **Top 3 Applicant Profile Categories** – Same Term Enroll (49), Prior Enroll (29), Applied, Enrolled within 3 Terms (12)
- ◆ **Top 5 Associates Degrees** – (1) AS, (2) Nursing, (3) GNB, (4) CPT, (5) AA
- ◆ **Top 5 Certificates** – (1) PAH-NURS, (2) PAH-RAD, (3) PAH-PTH, (4) PAH-LPN, (5) MOA



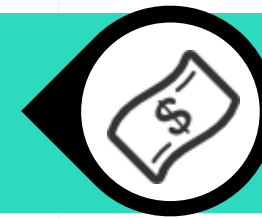
Persona 3 Profile: VOCATION



- ◆ **Highly known occupations.** Much lower presence of 1099 workers.
- ◆ **High proportion of White Collar work.** About half of all work is identified as Professional/Technical, Management, and Sales.
- ◆ **Highest population of Small Business Owners,** albeit not a large audience of such. About 2.5 to 1 of a random draw.
- ◆ **Higher percentage of Military and Retired Military,** albeit much like SBOs, is lower than seen prior.
- ◆ **Higher probability than other groups to work for a small company.** If not owning a small business, more likely to work for a larger company.



Persona 3 Profile: FINANCES



- ◆ **This persona is showing obvious signs of moving up, and are predicted to move up in finances or have hit a new level as of recent.**
- ◆ **Incomes are middle to upper middle class, with median around \$90K. That said, it is obvious that we have some later starter families going on.**
- ◆ Net worth, Discretionary Income, Investment Resources are all **well below pace to the income**, however, the income trigger kicked in with a lot of these folks, suggesting they are on their way to beginning to build wealth.
- ◆ Conservative investors that own 401K plans, Term and Whole Life Insurance plans, and recently purchased a home or is in the market.
- ◆ Most likely to purchase health insurance of the ACA exchange.
- ◆ Also the highest **student loan** probability of all four groups.



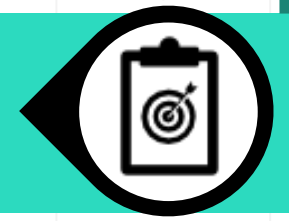
Persona 3 Profile: TECHNOLOGY



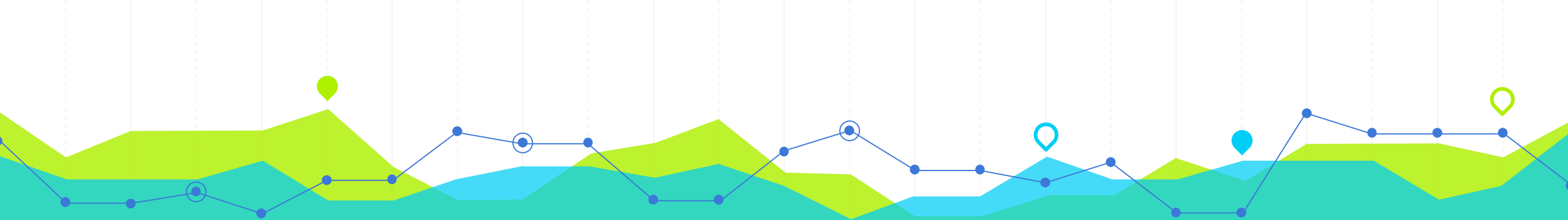
- ◆ **This persona looks much like persona one in terms of tech and social commitment, but with some subtle differences.**
- ◆ **Overall, heavy online and heavy mobile.** If there were one common denominator, it is that this group lives on the web.
- ◆ **Online degree seekers.** Among the three groups with online degree seeking being a key factor of classification.
- ◆ **Mobile everything.** Heavy mobile users (notably mobile browsers), notably mobile purchasing, banking, movies and games. Also enjoy retail text ads. This points to the importance of mobile web integration across the board when recruiting this persona.
- ◆ **NOT Cord cutters.** This group is sticking to the tried and true cable/satellite and landlines for the time being.
- ◆ **Heavy social media.** Social media preference customers is a top market trend among this audience.
- ◆ **No bias to platform of choice.** Use Facebook, Twitter, and Pinterest regularly.
- ◆ **Brand active on Facebook.** Significantly more so than the counter audience. Heavy brand likers and category recommenders.



Persona 3 Profile: UNIQUE LIFECYCLE



- ◆ **Avid readers** of nearly all types of books and magazines, most notably sports, as they are also heavy football enthusiasts and have a particular interest in #16.
- ◆ **Into DIY and home remodels** and enjoy channels that feature such programming.
- ◆ **Give to many causes**, notably childrens causes and causes for cancer.
- ◆ **Gamers, Pet Owners, and love all kinds of music.**
- ◆ **Not on either side of the aisle**, as they are more likely to be swing voters or vote Independent.
- ◆ **Price conscious shoppers** on all of products, like households, personal care, groceries, etc. Also **Walmart enthusiasts**. Walmart deal hunters and online deal shoppers. Stock up on products when in a low-cost provider.
- ◆ **Balance of the kitchen with QSRs**. Considered Master Cooks and Experimental Cooks, this group is less likely to get takeout and cook at home. Also love the luxury and convenience of QSRs where available.



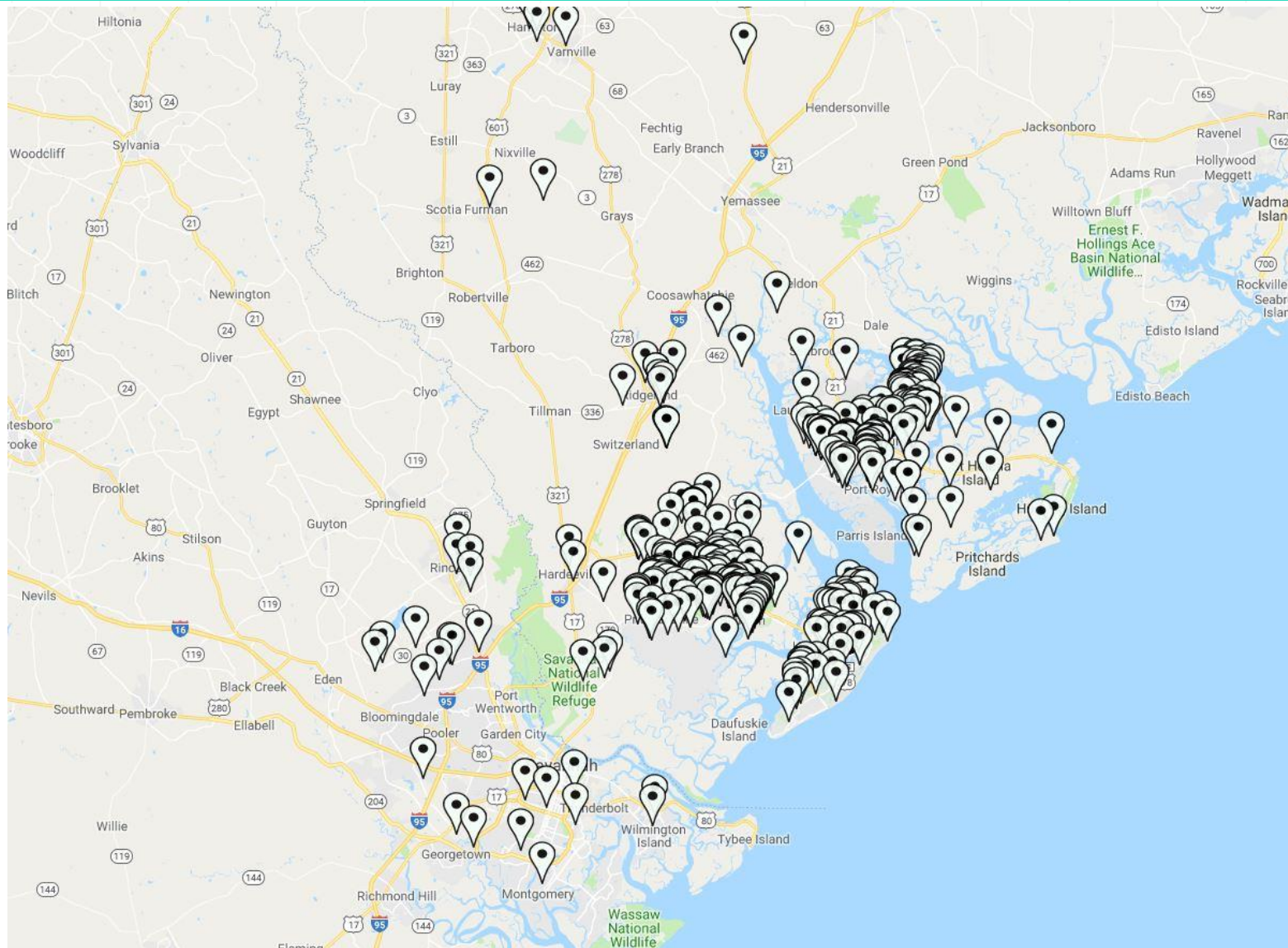
PERSONA #4

Basement Bryan and Bridget

Primary Persona Segment



Persona 4 Profile: Plotted Locations





Persona 4 Profile: DEMOGRAPHICS



- ◆ **Per the name**, it is obvious that we have caught a head of household for students living at home with upper-middle class and above families. Largely, we learned more about the parents than the individuals, but can borrow from both.
- ◆ **Large Persona** – Represents 31% of the target population.
- ◆ **Lowest Diversity Persona** – 69% White, 16% African American
- ◆ **27.** The median age is 27, and it bottom-heavy: 20 (25th percentile) – 27 (Median) – 39 (75th percentile)
- ◆ **Split male to female.** 52:48 Female to Male.
- ◆ **Parents are largely married while kids are largely single or living with a partner.**
- ◆ **All homes, and largely upscale.** 95% in SFDU homes.
- ◆ **Individual some college and HS, parents are college grads.**
- ◆ **Highest Beaufort** – 84% Beaufort County with another 5% out of state.
- ◆ Note: Vocation is largely captured of the parents, so will not be included here.



Persona 4 Profile: ACADEMIC JOURNEY



- ◆ **GPA Average and Withdraw Rate – Highest** at 3.15 and **Lowest** with only 23%
- ◆ **Terms/Courses/Attempted Hours** – 5, 14, 44, on par with others
- ◆ **Campus Participation (BFT, NR, Online, HPT)** – 64/49/54/1; **New River Participation Rate** by far the highest
- ◆ **Top 3 Applicant Categories** – FTF (41), FTT (35), Continuers (28)
- ◆ **Leaver Rate** – Lowest at 22%
- ◆ **% Graduating (Assoc., Cert., Both)** – **Higher** at 19/6/8
- ◆ **Top 3 Applicant Profile Categories** – **Highest Same Term Enroll** (60), Prior Enroll (19), Applied, Enrolled within 3 Terms (12)
- ◆ **Top 5 Associates Degrees** – (1) CPT, (2) GNB, (3) AA, (4) AS, (5) Nursing
- ◆ **Top 5 Certificates** – (1) PAH-NURS, (2) PAH-PTH, (3) PAH-RAD, (4) ACC, (5) COS



Persona 4 Profile: FINANCES



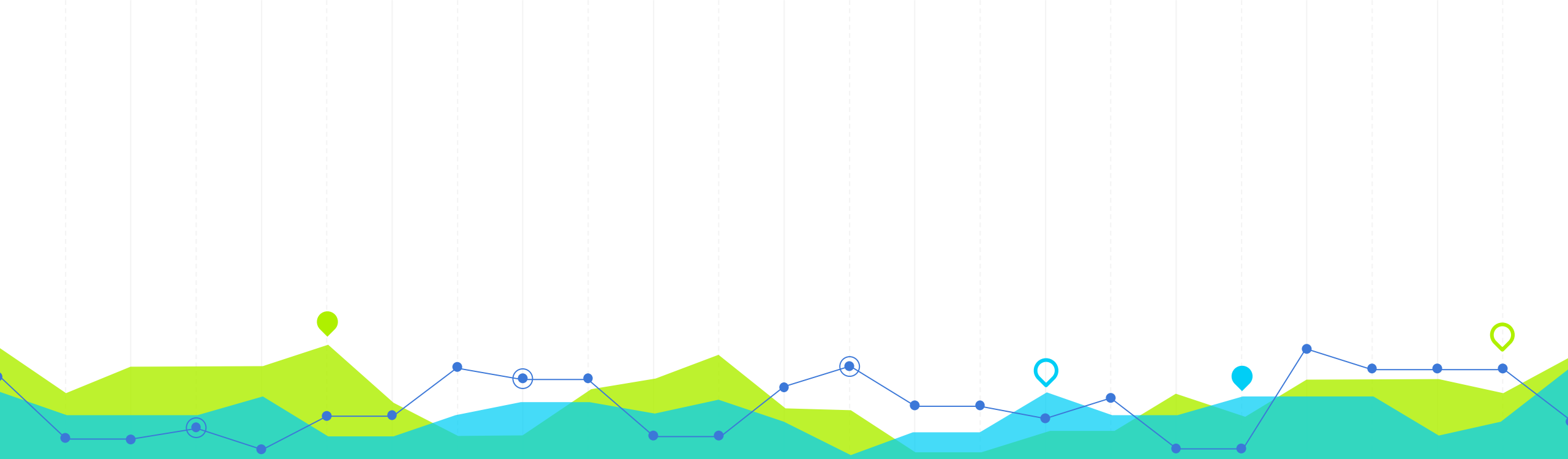
- ◆ **Obviously pointed toward mom and dad having wealth, investment resources, and stout incomes.**
- ◆ **Conservative investors that own 401K plans, 529 plans, and have personal brokers and/or invest online or have an online broker.**
- ◆ **When individual identified, a bulk make below \$25K, however, income in this group is the highest, with 75% making over \$100K.**
- ◆ Highest investment resources, net worth, high discretionary income.
- ◆ Individuals largely tagged with student loans, as expected, given where parental income sits.



Persona 4 Profile: TECHNOLOGY



- ◆ All the indicators of living in a household that fits the Rogers Innovator and Early Adopter group, that is socially and economically mobile, connected to newest innovations and use them regularly.
- ◆ **Heavy Tech Early Adopters**, as shown by one of the top five market trend categories.
- ◆ Heavy into **Wearable** and new first-to-market technology.
- ◆ Use **mobile phones** for purchases, shopping and browsing, and building shopping lists.
- ◆ **Heavy App** users. Use Uber/Lyft, Amazon Prime, and pick-up services with their iPhones over Androids.
- ◆ Not nearly as active on social media as other persona groups.



Program

Program Performance & Updated Grading

3

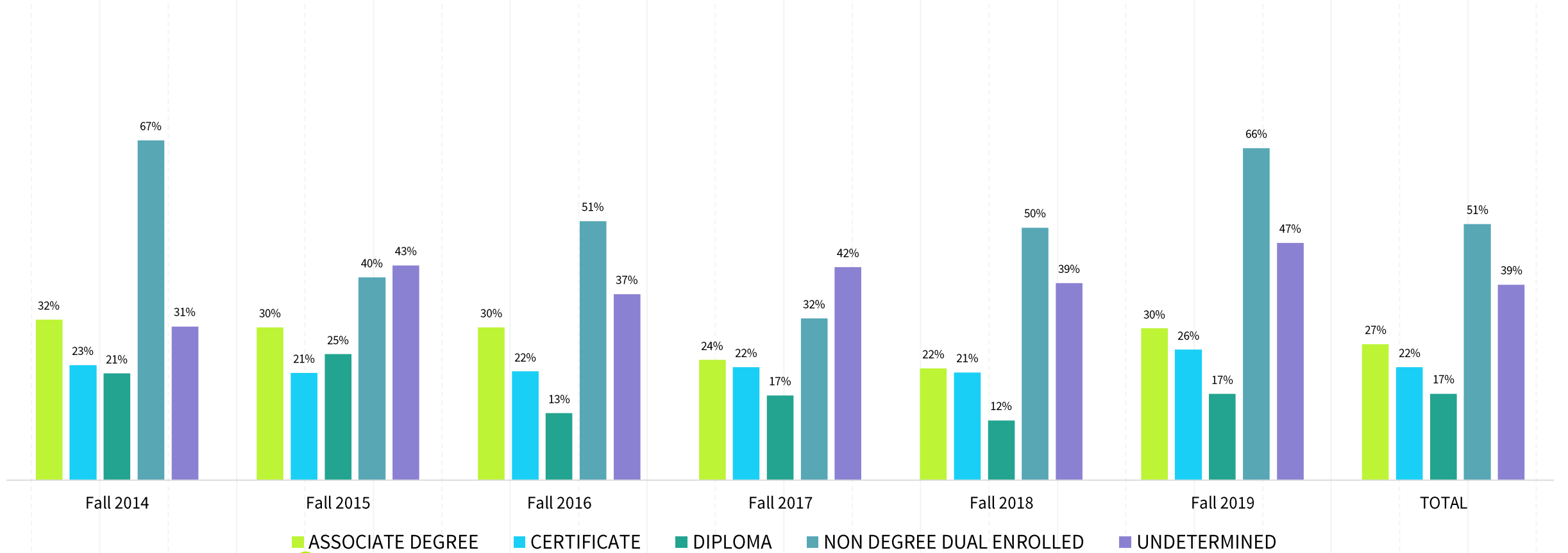
Now, let's review Yield Trends



Yield Trends by Program Level



Note – pull Career Development out, and Cert Yield is 22% on the aggregate.



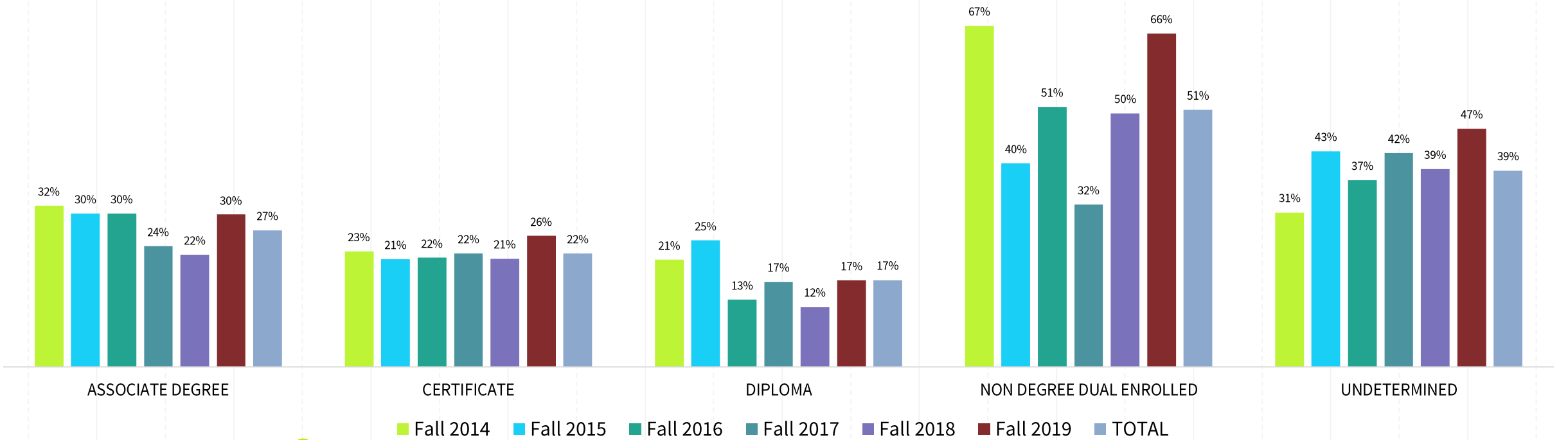
■ ASSOCIATE DEGREE ■ CERTIFICATE ■ DIPLOMA ■ NON DEGREE DUAL ENROLLED ■ UNDETERMINED



Yield Trends by Program Level



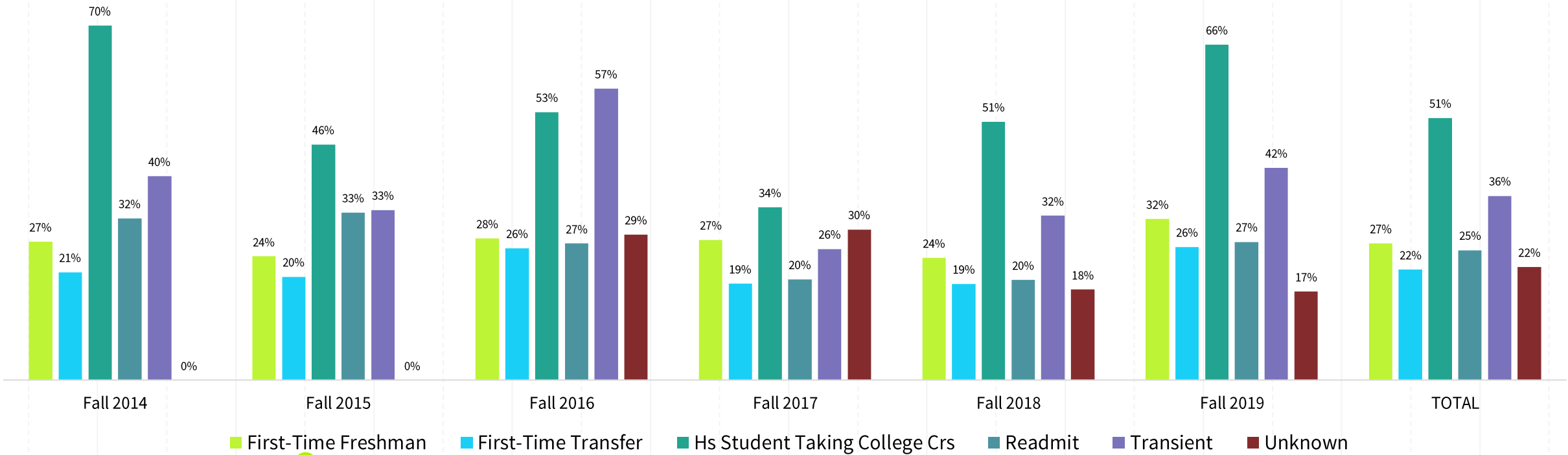
The flip side look, and still unsurprising.



Yield Trends by Applicant Type



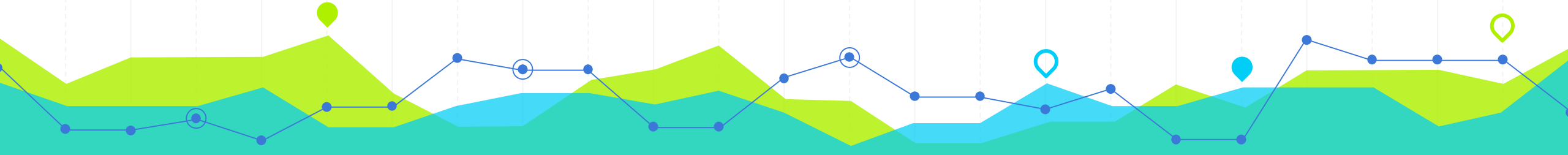
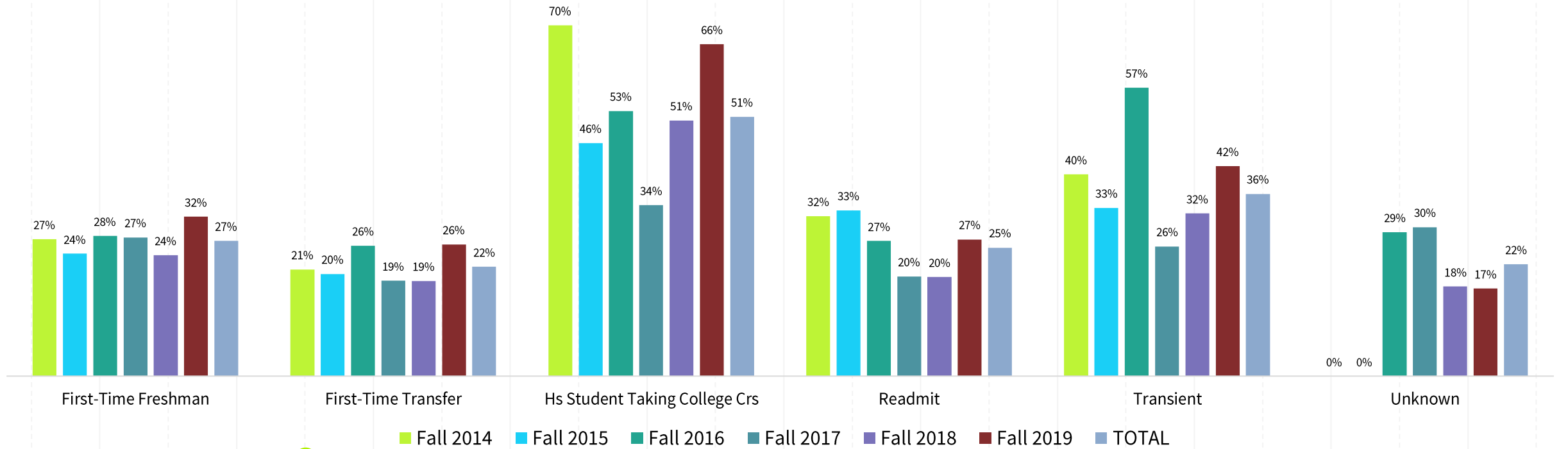
Unsurprising, notably about Dual Enroll.



Yield Trends by Applicant Type



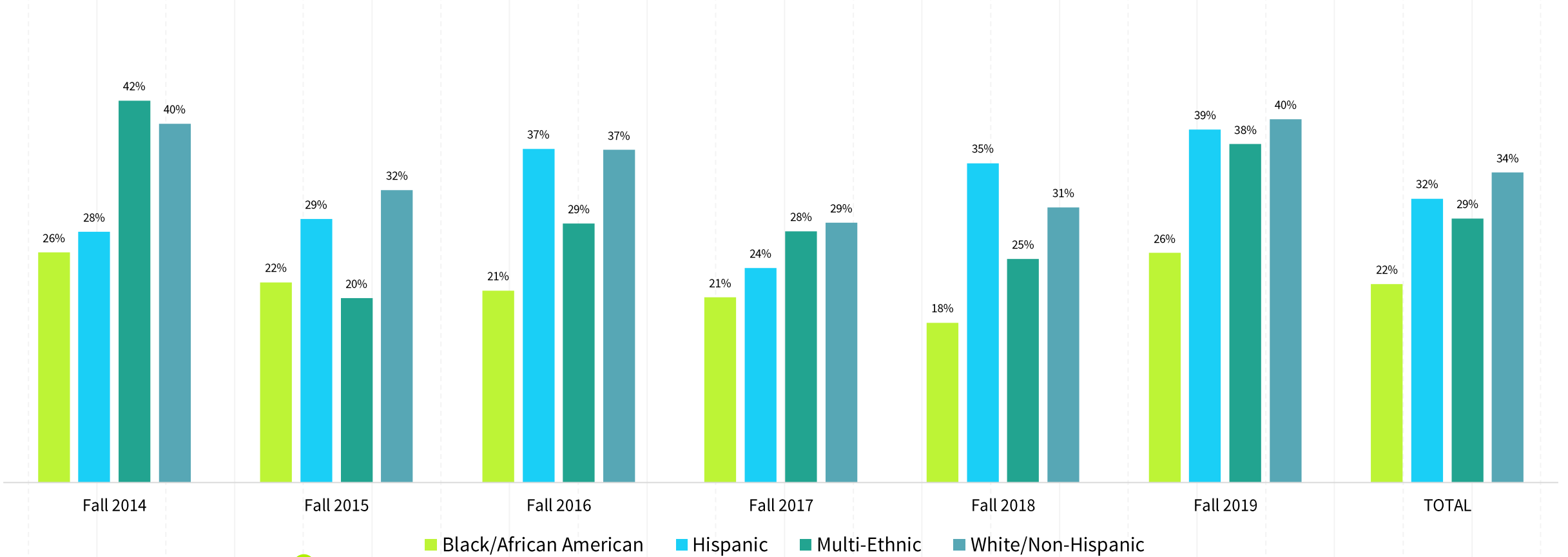
Another look.



Yield Trends by Race



Some things of note here, and more so about program movement.



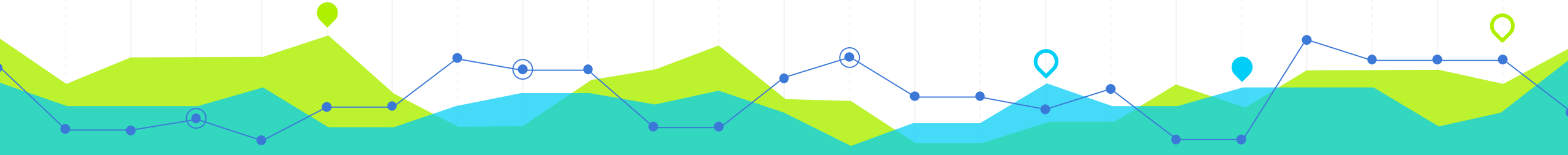
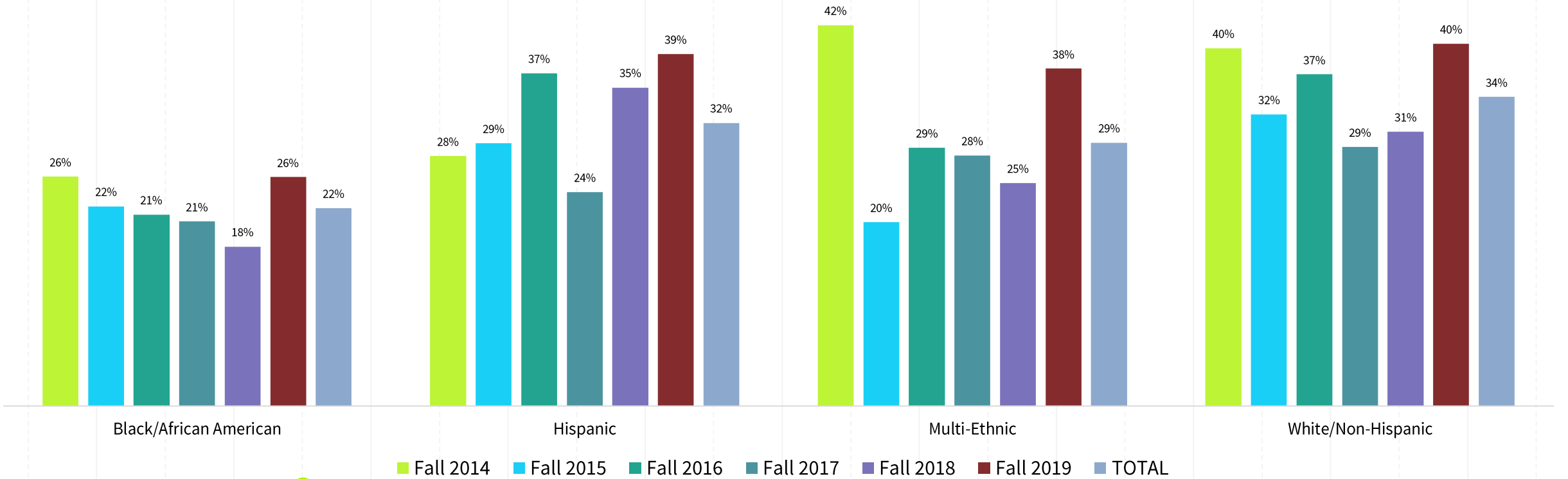
■ Black/African American ■ Hispanic ■ Multi-Ethnic ■ White/Non-Hispanic



Yield Trends by Race



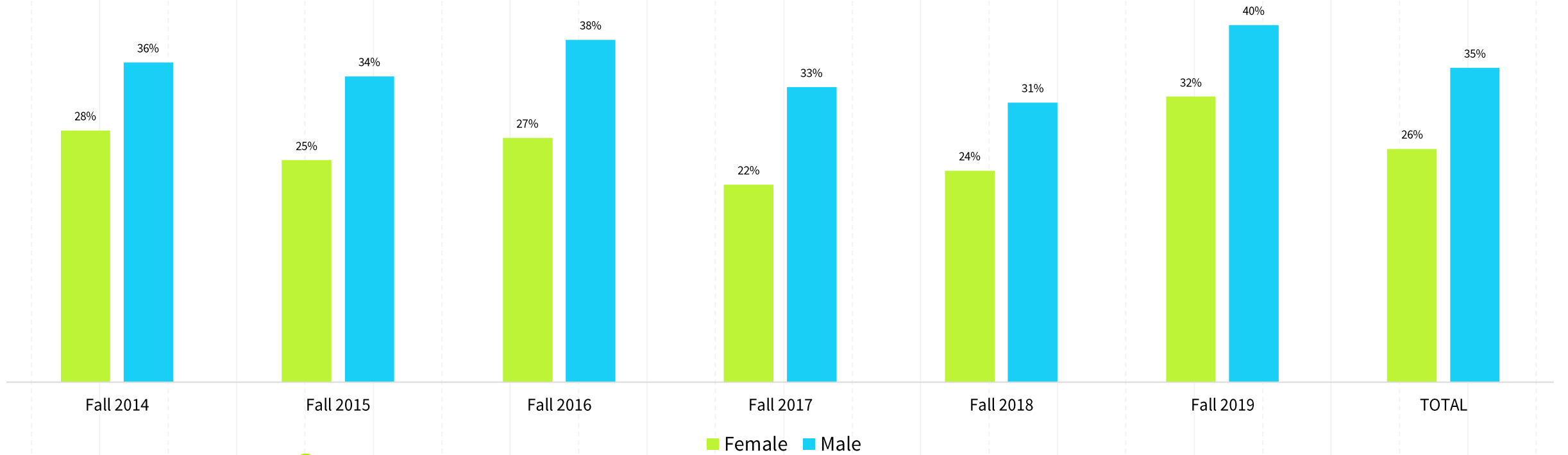
The inverse look.



Yield Trends by Gender



That Fall 2017 yield for Females is interesting, but likely to do pacing new programs.



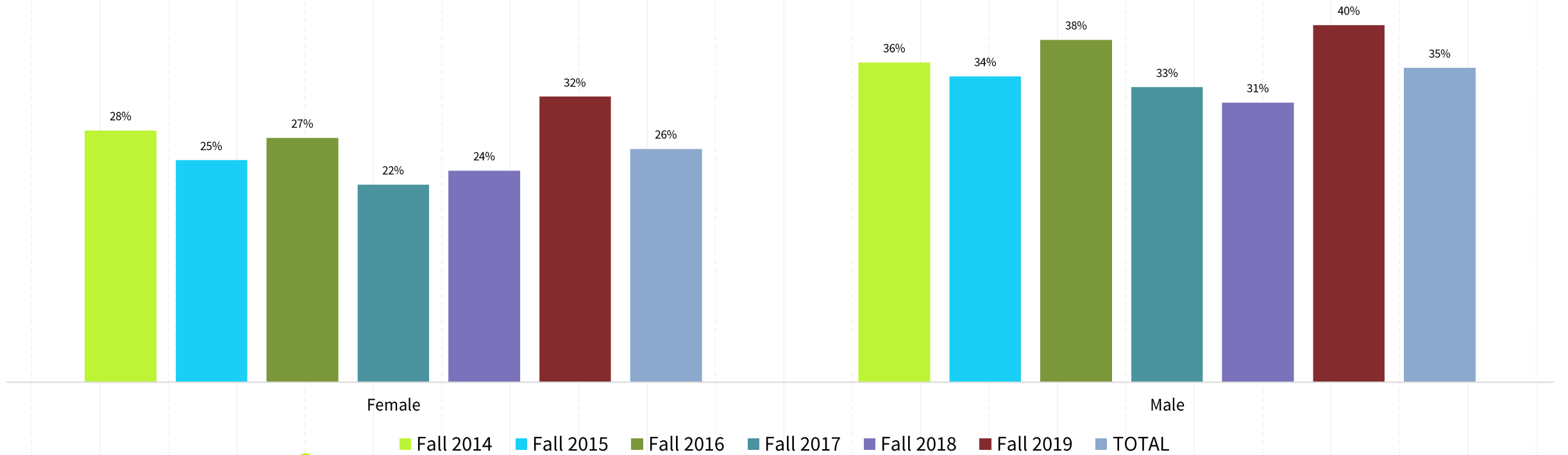
Female Male



Yield Trends by Gender



The inverse.



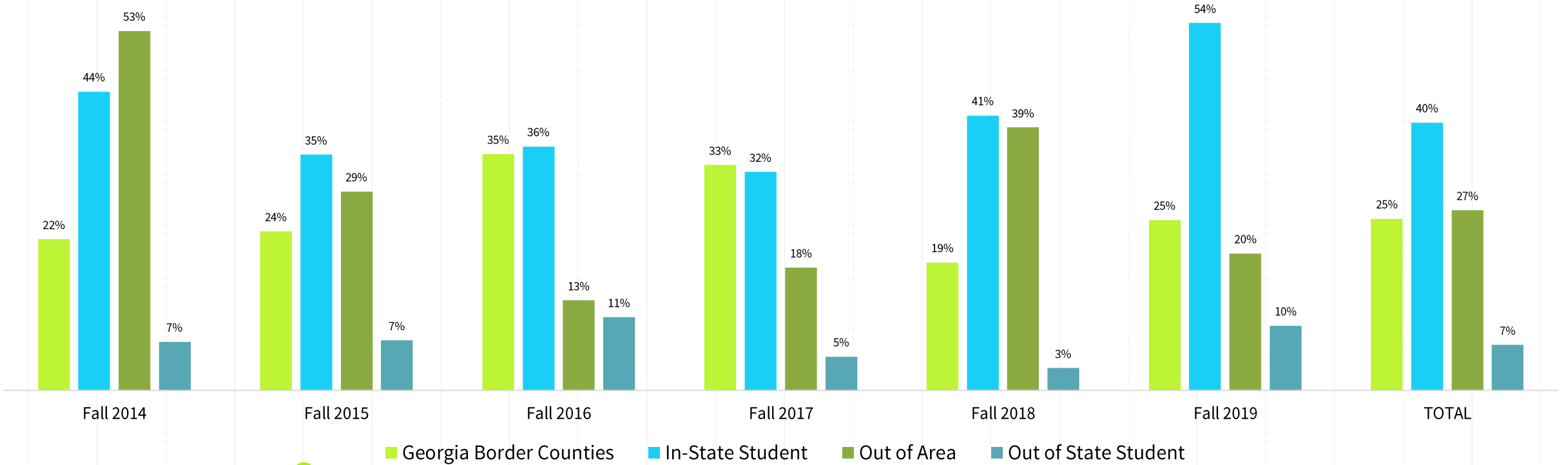
Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 TOTAL



Yield Trends by Residency



Nothing shocking here.



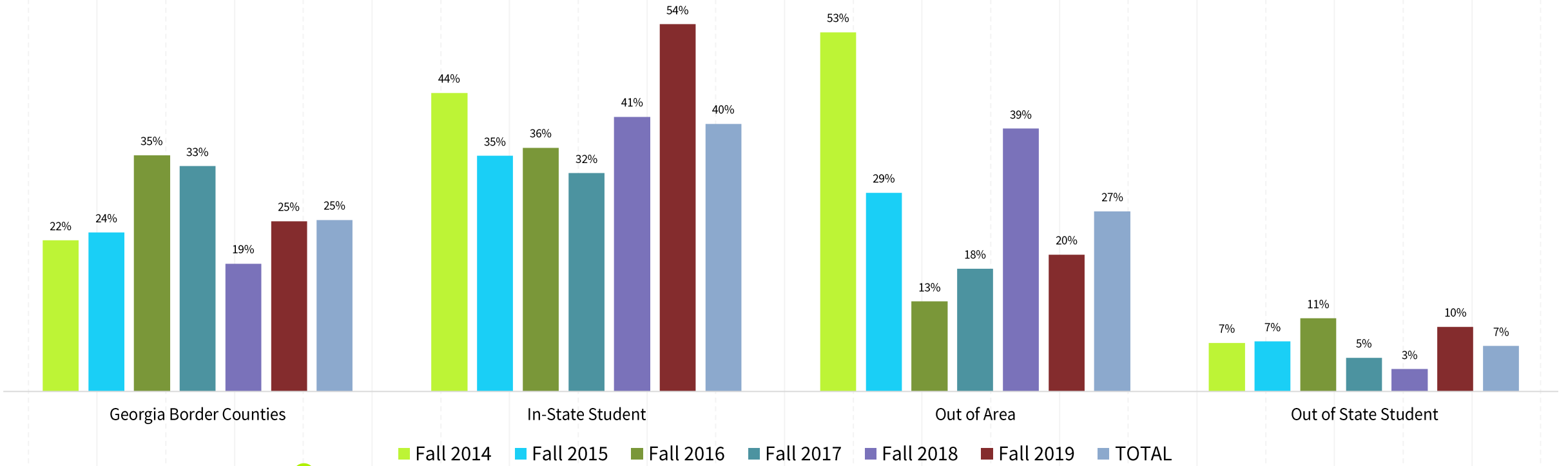
■ Georgia Border Counties ■ In-State Student ■ Out of Area ■ Out of State Student



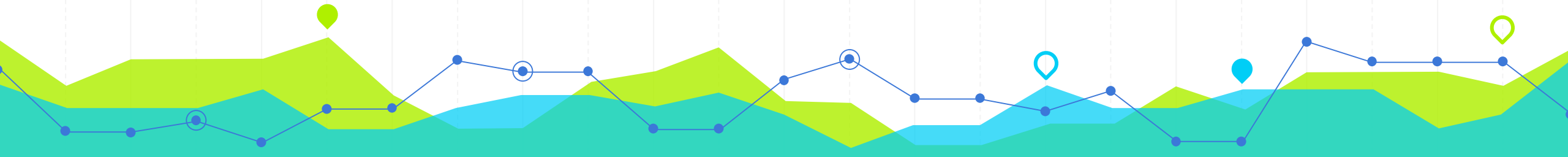
Yield Trends by Residency



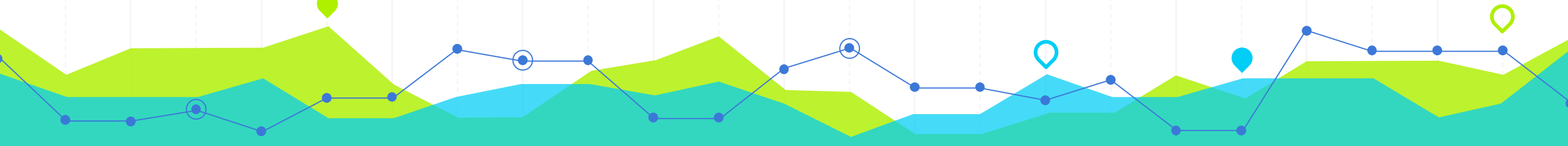
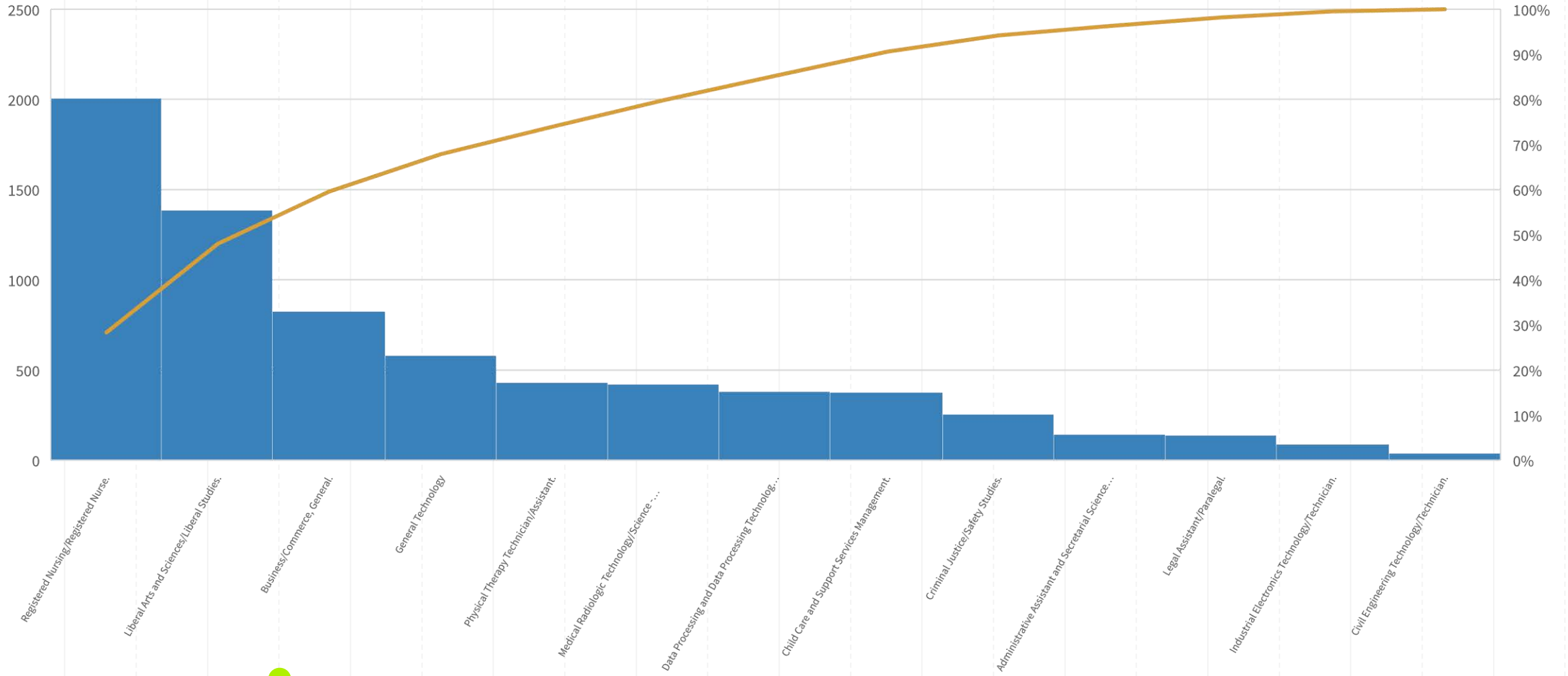
And the inverse.



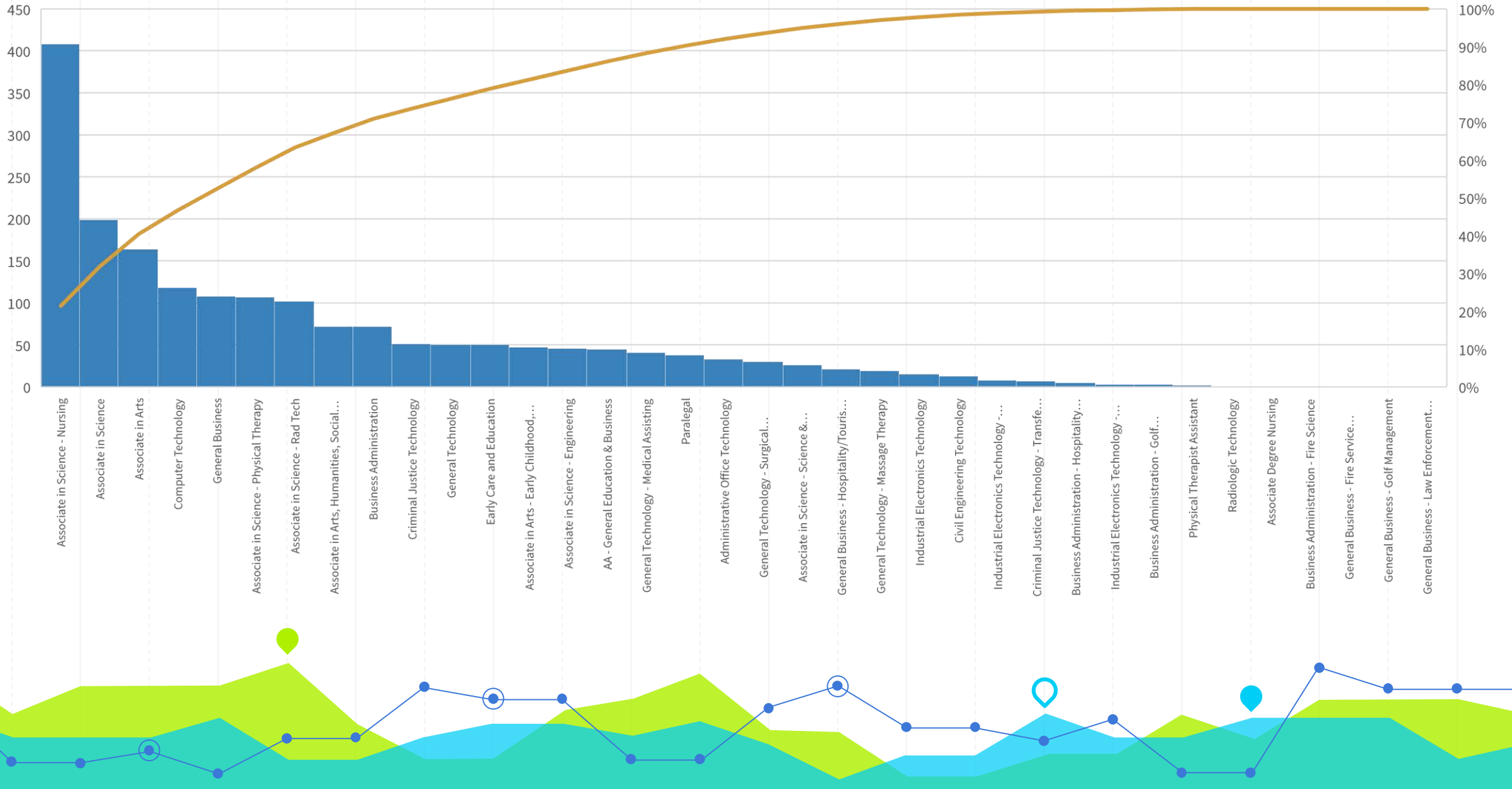
Let's see how this fares by program



Sum of Applications - Fall 2014 - Fall 2019 by CIP

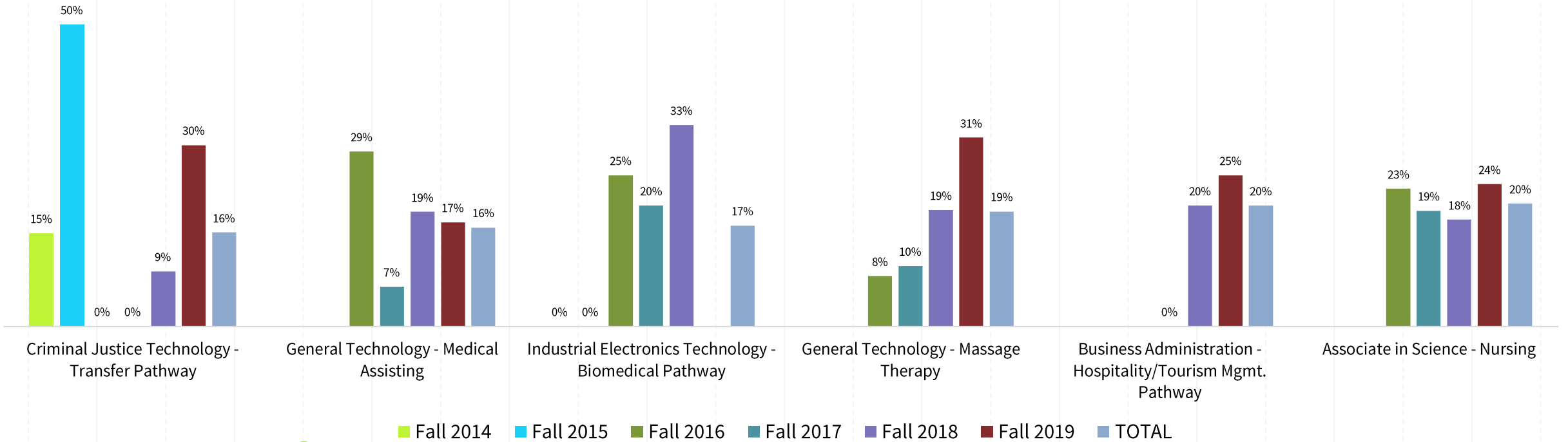


Sum of Applications - Fall 2014 - Fall 2019 by Name



Associate Program Trends - Below Average Yield Level

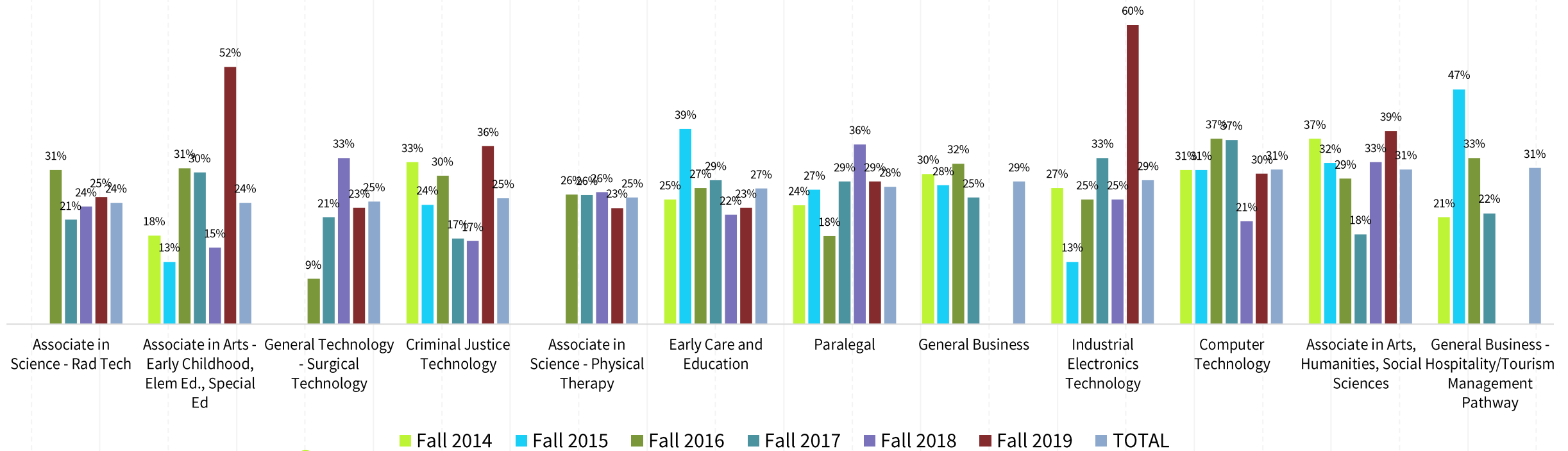
Only six programs fall below average, and some, like nursing, might be explained by other factors not involving actually converting a student.



Associate Program Trends - At Average Yield Level



Twelve programs are hovering around average, many with up years.



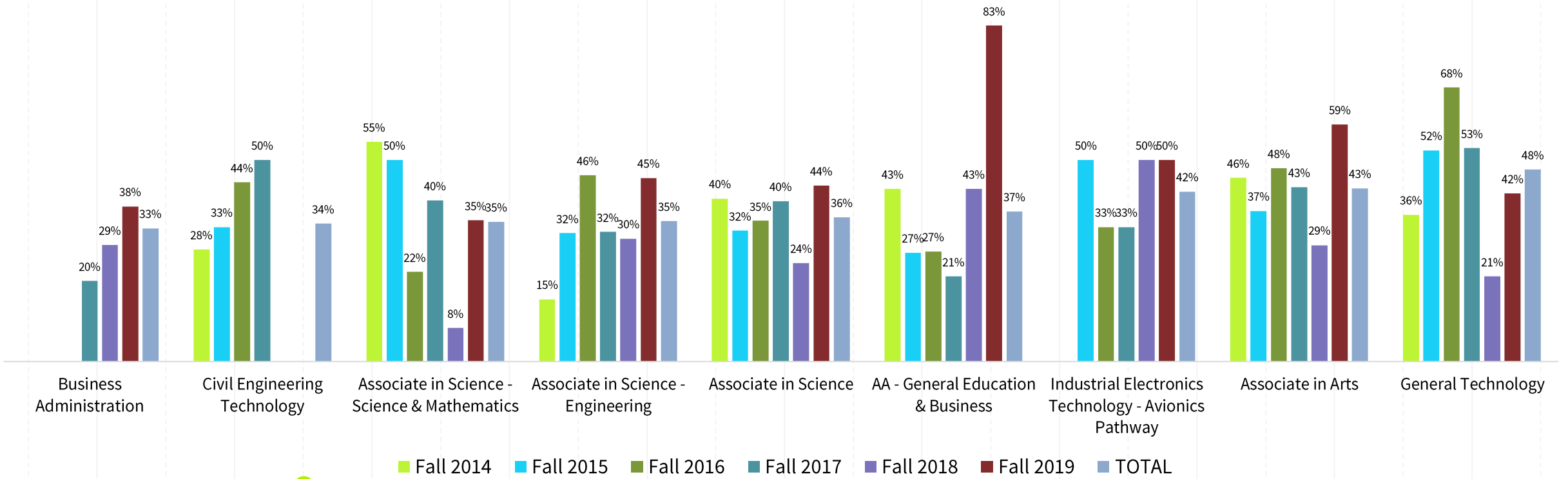
■ Fall 2014
 ■ Fall 2015
 ■ Fall 2016
 ■ Fall 2017
 ■ Fall 2018
 ■ Fall 2019
 ■ TOTAL



Associate Program Trends - Above Average Yield Level

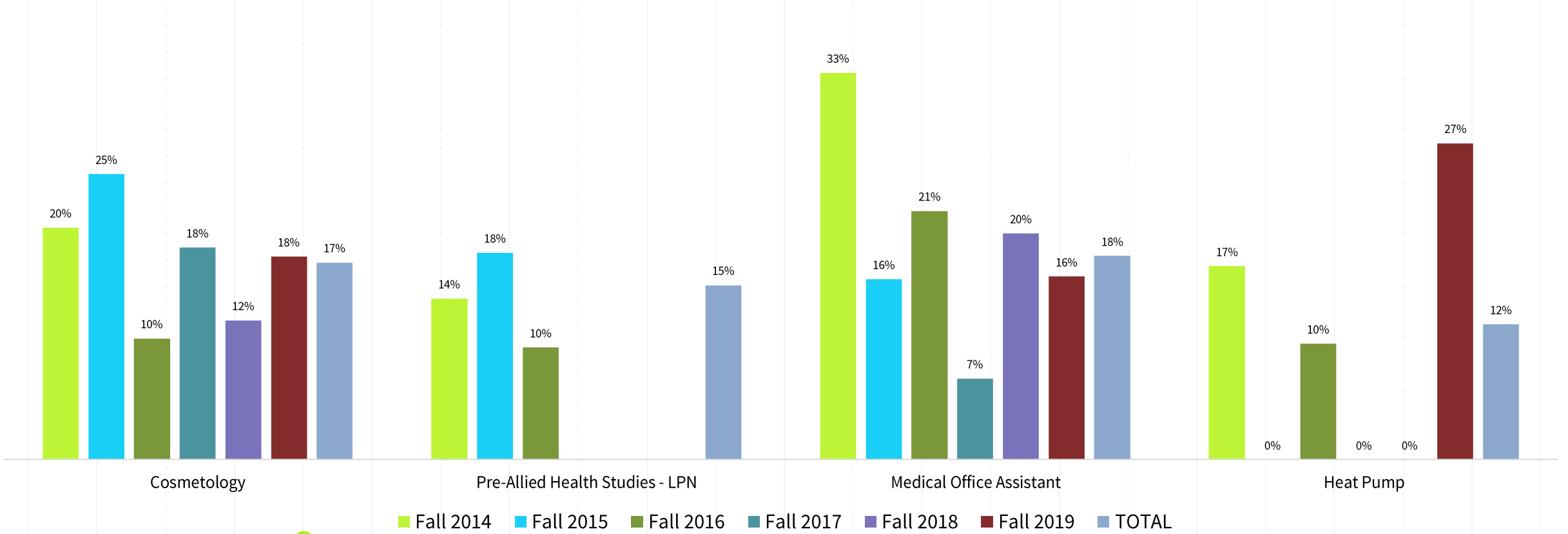


Nine programs are performing above the average yield level and have sound viability in terms of converting students.



Certificate Program Trends - Below Average Yield Level

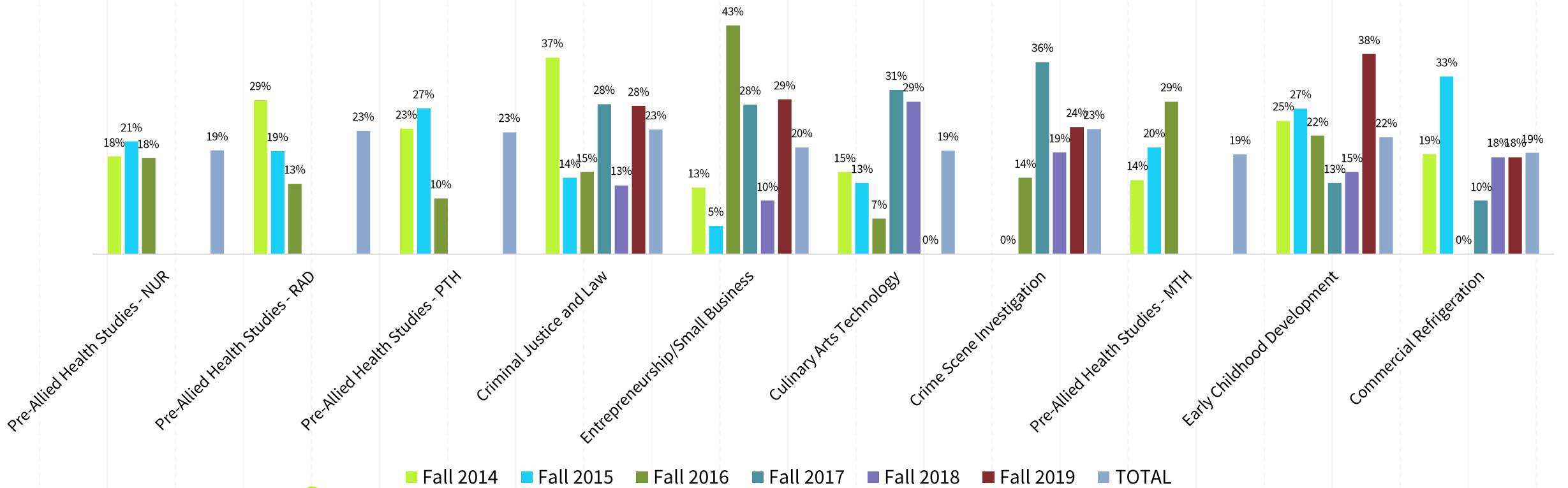
Note: only programs with 50 apps over five years were included.
While some of these programs are on the low end of yield, these programs show up big in the students that continue and finish.



Certificate Program Trends - Average Yield Level



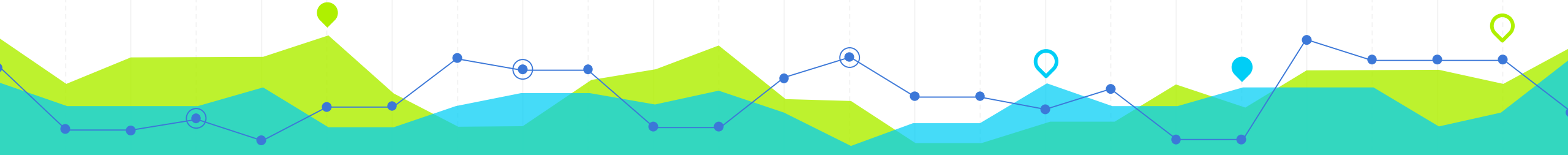
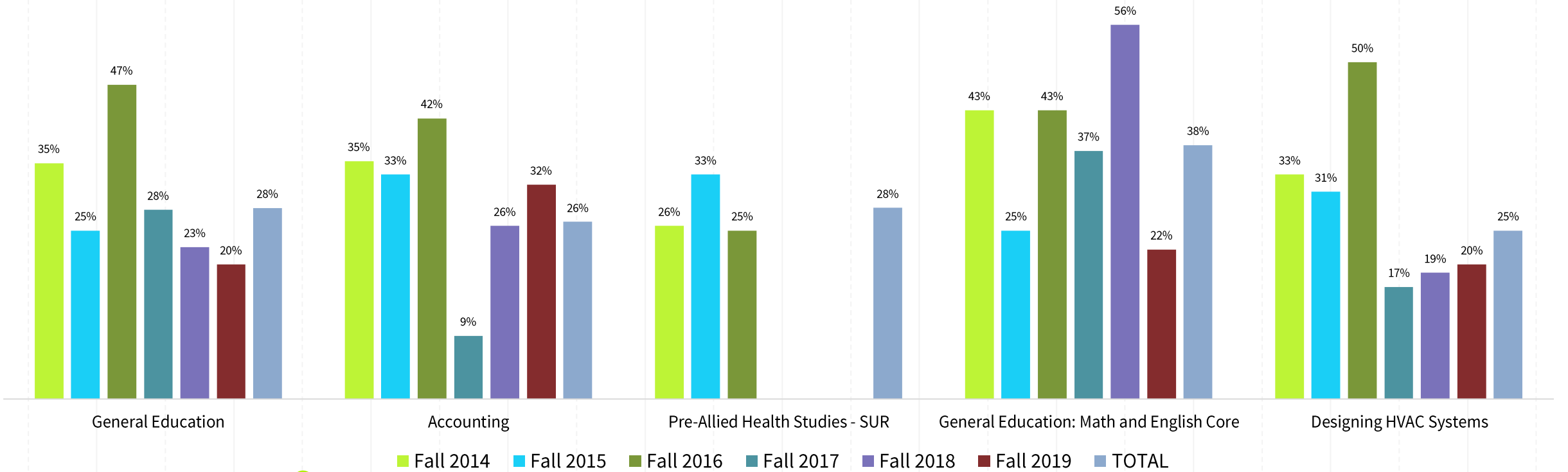
Note: only programs with 50 apps over five years were included.



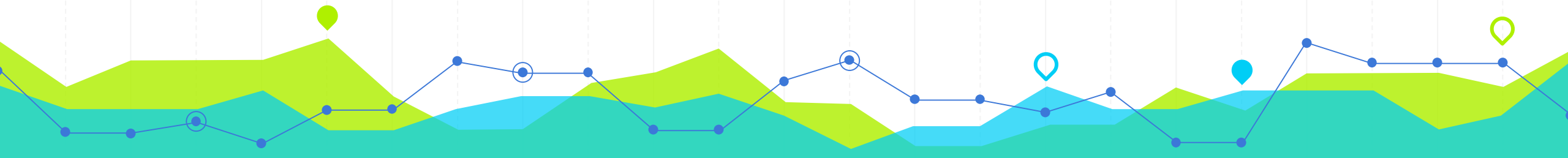
Certificate Program Trends - Above Average Yield Level



Note: only programs with 50 apps over five years were included.



Now that we have added Exit Rates, Graduation, & Yield, what does this do to the final program mix?

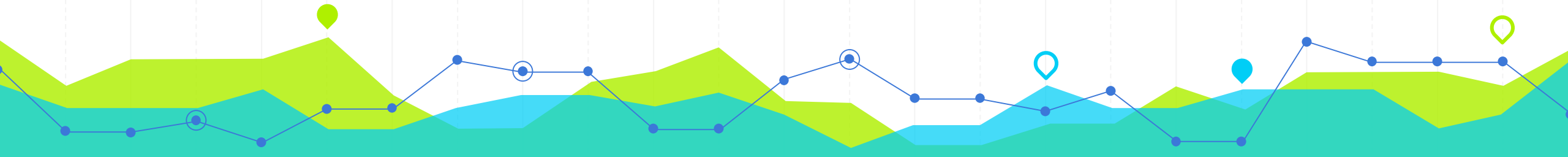


Technical College of the Lowcountry – Overall Program Evaluation

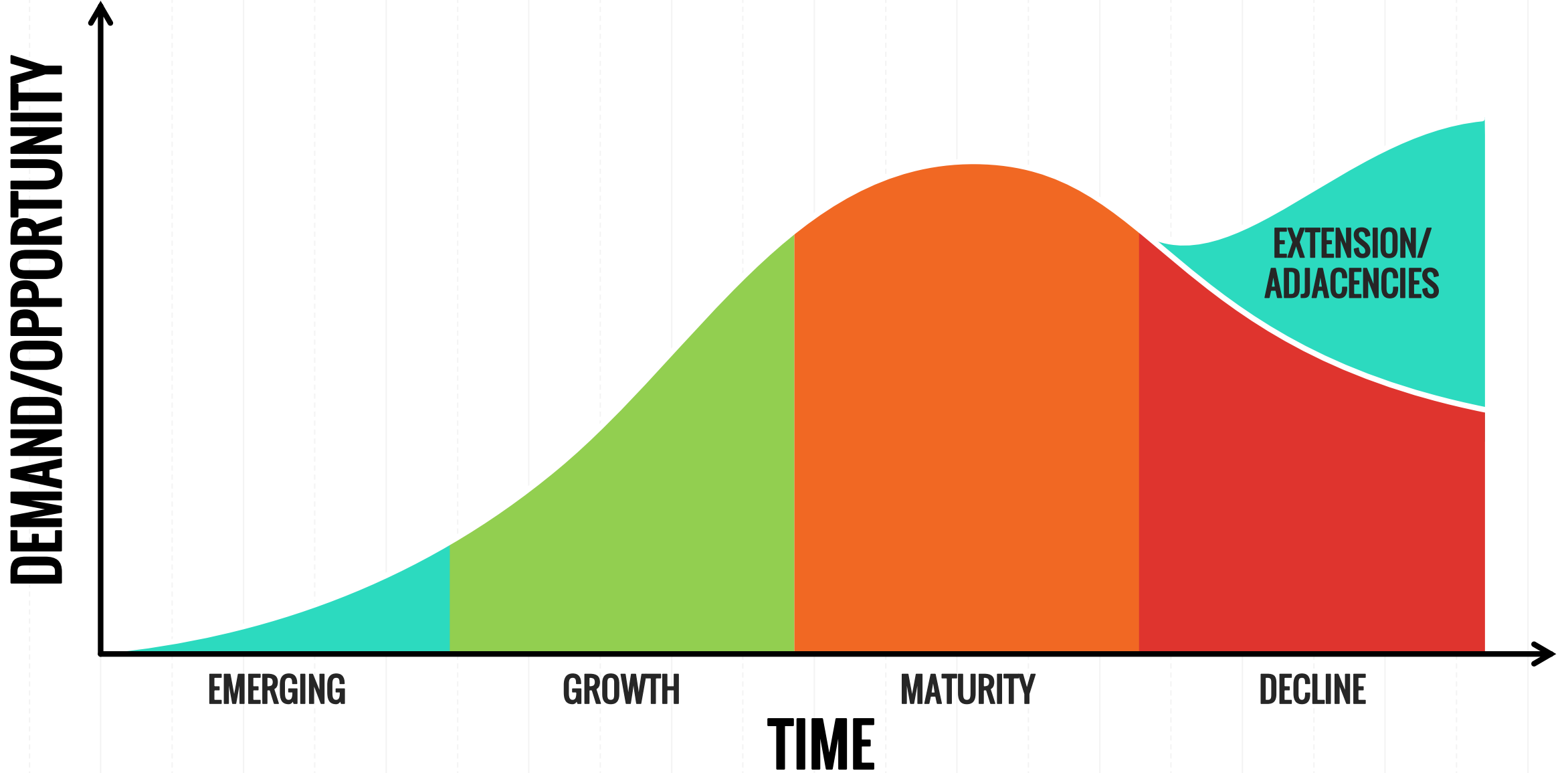
NOTE: Construction Tech is a CERT PROGRAM

	CIP Family	Count of Jobs	Program Trend - US	Program Trend - SC	Program Demand - US	Program Demand - SC	Winning Peer Program	Jobs >= Programs	No SC Degrees, but Jobs	MSA > 50 jobs	MSA > 100 Jobs	MSA Quotient > 1.5	MSA Quotient > 2	Sav. MSA > 100 jobs	13.5% or more growth - US	13.5% or more growth - SC	Auto. Risk	>25% assume Assoc.	>25% have Assoc.	>50% have Assoc.	Assoc. Typical Entry	Tier Set One	Tier Set Two	Yield	Exit Rate	Grad Stats
Physical Therapy Technician/Assistant.	1	1	Growth	Steady	90-100	75-89	N/A	100%	N/A	0%	0%	0%	0%	0%	N/A	100%	No Risk		100%	100%	100%	One	One	Avg.	Trend	Avg.
Business/Commerce, General.	12	12	Growth	Steady	90-100	90-100	N/A	83%	N/A	8%	0%	0%	0%	42%	N/A	75%	No Risk	50%	40%	0%	0%	Two	One	Above	Avg.	Avg.
Medical Radiologic Technology/Science - Radiation Therapist.	3	2	Decline	Steady	90-100	90-100	N/A	67%	N/A	0%	0%	67%	67%	0%	N/A	100%	No Risk		67%	33%	67%	One	Two	Avg.	Trend	Avg.
Liberal Arts and Sciences/Liberal Studies.	1	1	Growth	Growth	90-100	90-100	N/A	0%	N/A	0%	0%	0%	0%	0%	N/A			0%	0%	0%	0%	None	Two	Above	Avg.	Solid
Registered Nursing/Registered Nurse.	2	2	Decline	Steady	90-100	90-100	N/A	0%	N/A	50%	50%	0%	0%	50%	N/A	100%	No Risk	100%	50%	0%	0%	One	Three	Avg.	Solid	Solid
Industrial Electronics Technology/Technician.	2	1	Growth	Erratic	75-89	75-89	N/A	100%	N/A	0%	0%	0%	0%	0%	N/A		Risk		100%	0%	0%	None	Four	Avg.	N/A	Trend
Data Processing and Data Processing Technology/Technician.	2	1	Erratic	Steady	75-89	90-100	N/A	50%	N/A	0%	0%	0%	0%	50%	N/A	0%	Mod. Risk	0%	100%	0%	0%	Four	Four	Avg.	Avg.	Avg.
Child Care and Support Services Management.	2	1	Decline	Steady	90-100	90-100	N/A	0%	N/A	0%	0%	0%	0%	0%	N/A	0%	No Risk		100%	0%	50%	Three	None	Avg.	Avg.	Avg.
Construction Engineering Technology/Technician.	3	1	Decline	Steady	75-89	50-74	N/A	33%	N/A	0%	0%	0%	0%	33%	N/A	0%	Risk		100%	50%	33%	None	None	N/A	N/A	Avg.
Administrative Assistant and Secretarial Science, General.	2	1	Decline	Erratic	90-100	90-100	N/A	100%	N/A	50%	50%	0%	0%	50%	N/A	0%	Risk	100%	100%	0%	0%	Three	None	Avg.	N/A	Avg.
Criminal Justice/Safety Studies.	3	5	Decline	Erratic	90-100	90-100	N/A	33%	N/A	0%	0%	33%	0%	0%	N/A	0%	No Risk		100%	0%	0%	Three	None	Avg.	Below	Avg.
Legal Assistant/Paralegal.	3	1	Decline	Decline	90-100	75-89	N/A	100%	N/A	0%	0%	33%	33%	0%	N/A	33%	Risk		100%	0%	67%	Three	None	Avg.	Avg.	Above Avg.
Civil Engineering Technology/Technician.	1	1	Decline	Decline	75-89	50-74	N/A	0%	N/A	0%	0%	0%	0%	0%	N/A	0%	Risk		100%	100%	100%	Four	None	Above	N/A	Low

So now we do our final evaluation...

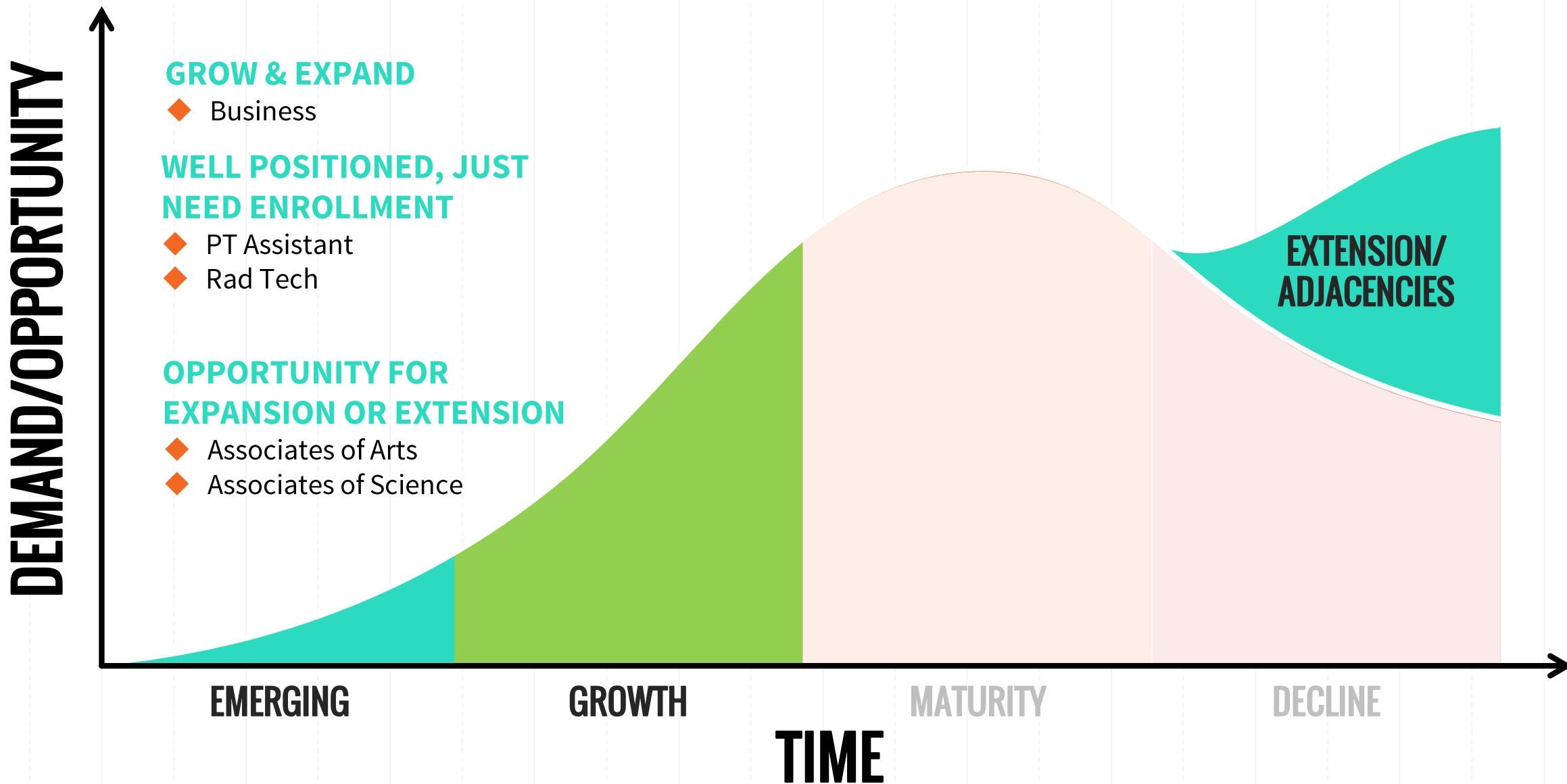


Program Lifecycle



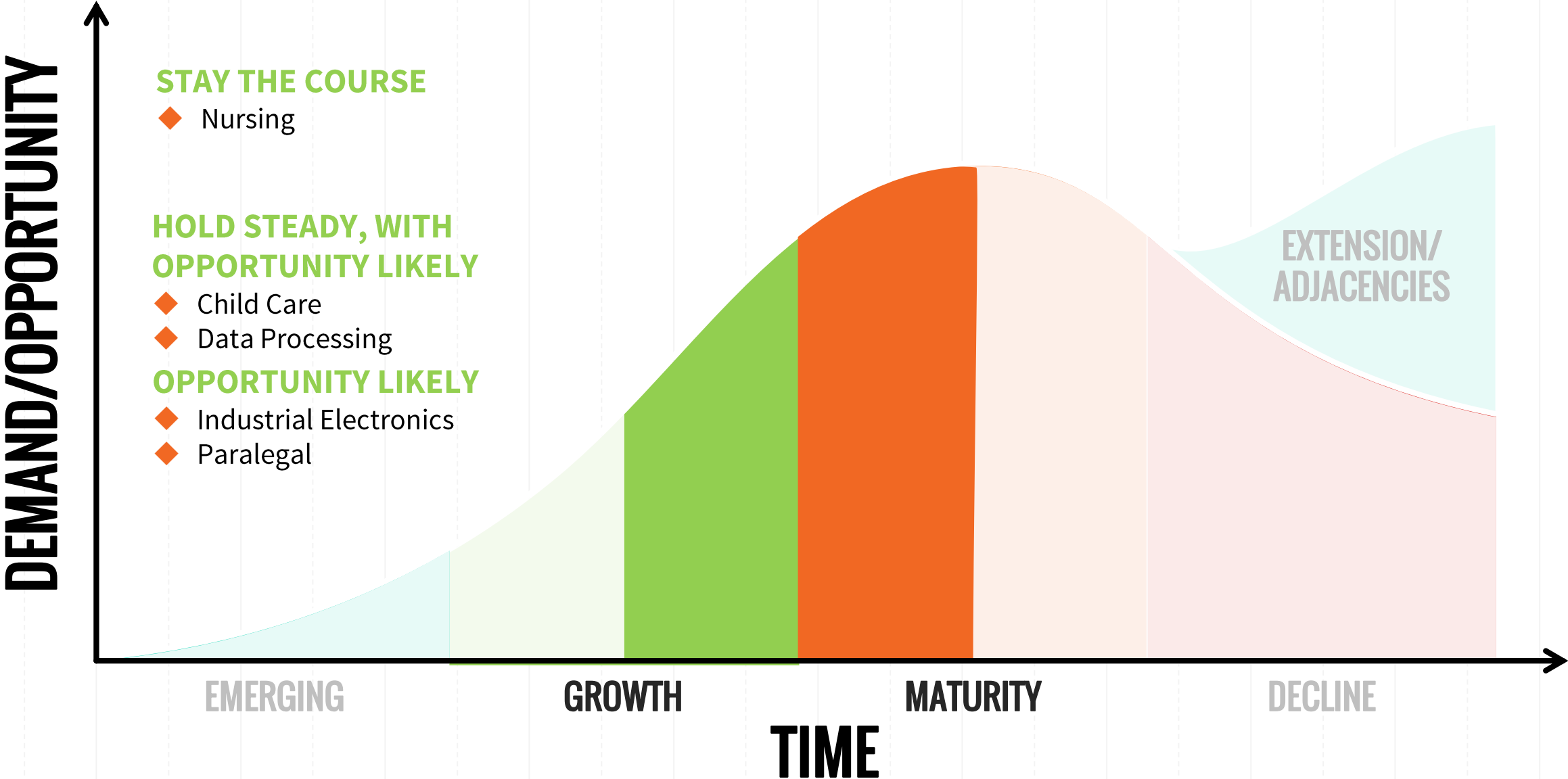
Winning Programs

Good trends, Demand, Job Outlook, and Institutional Performance.



Soundly Positioned Programs

Mostly steady nationally and in SC. Sound financial position. Job demand higher than supply.



Programs Worth Watching

Financially unhealthy in some and moderate position in others. US and SC trends unknown; continual decline with no clear sign of approaching steady state. Job posting trend is erratic and unpredictable. Supply on par or above demand in most, but unpredictable.

DEMAND/OPPORTUNITY

EYE OF THE STORM

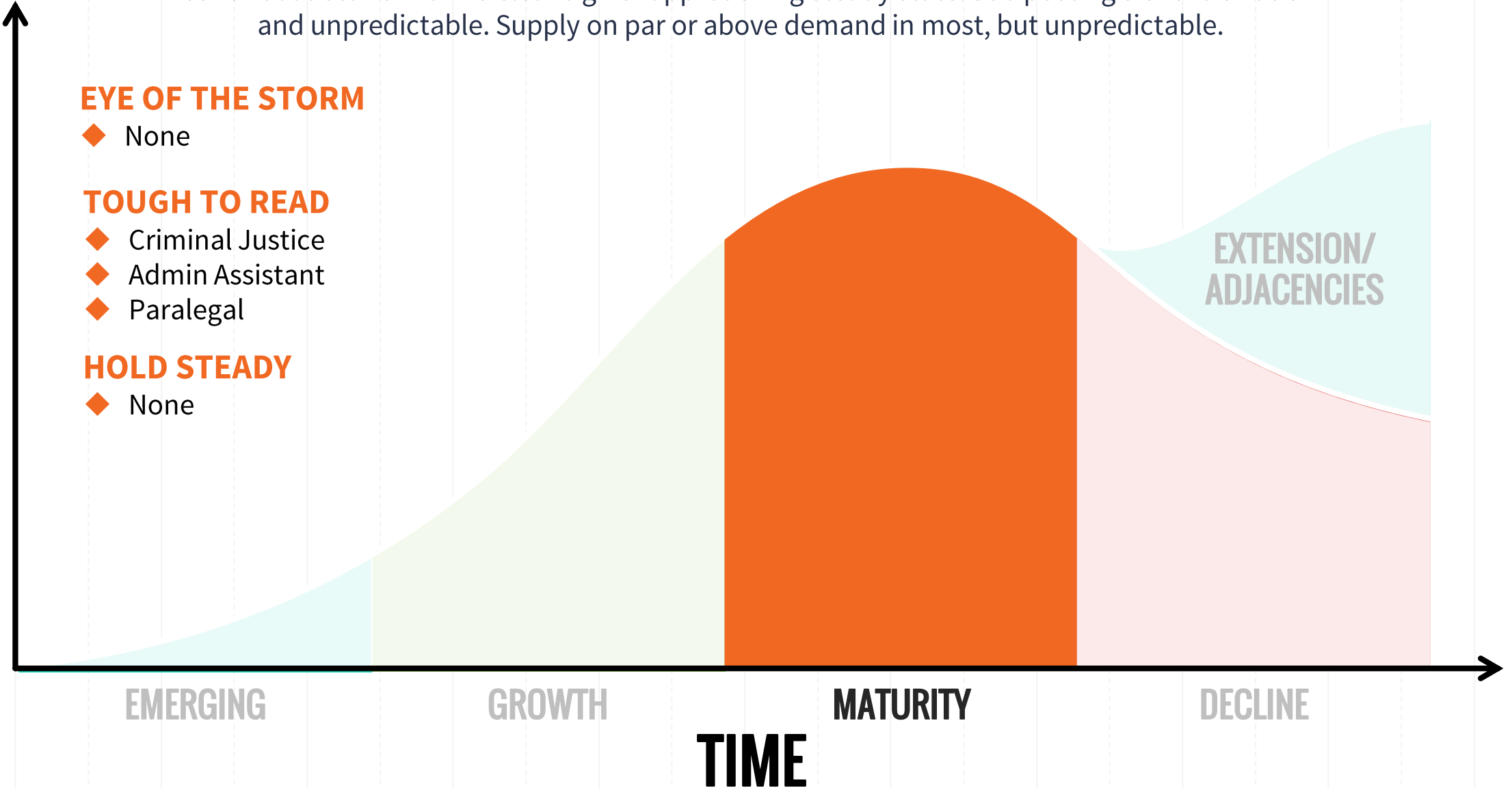
◆ None

TOUGH TO READ

- ◆ Criminal Justice
- ◆ Admin Assistant
- ◆ Paralegal

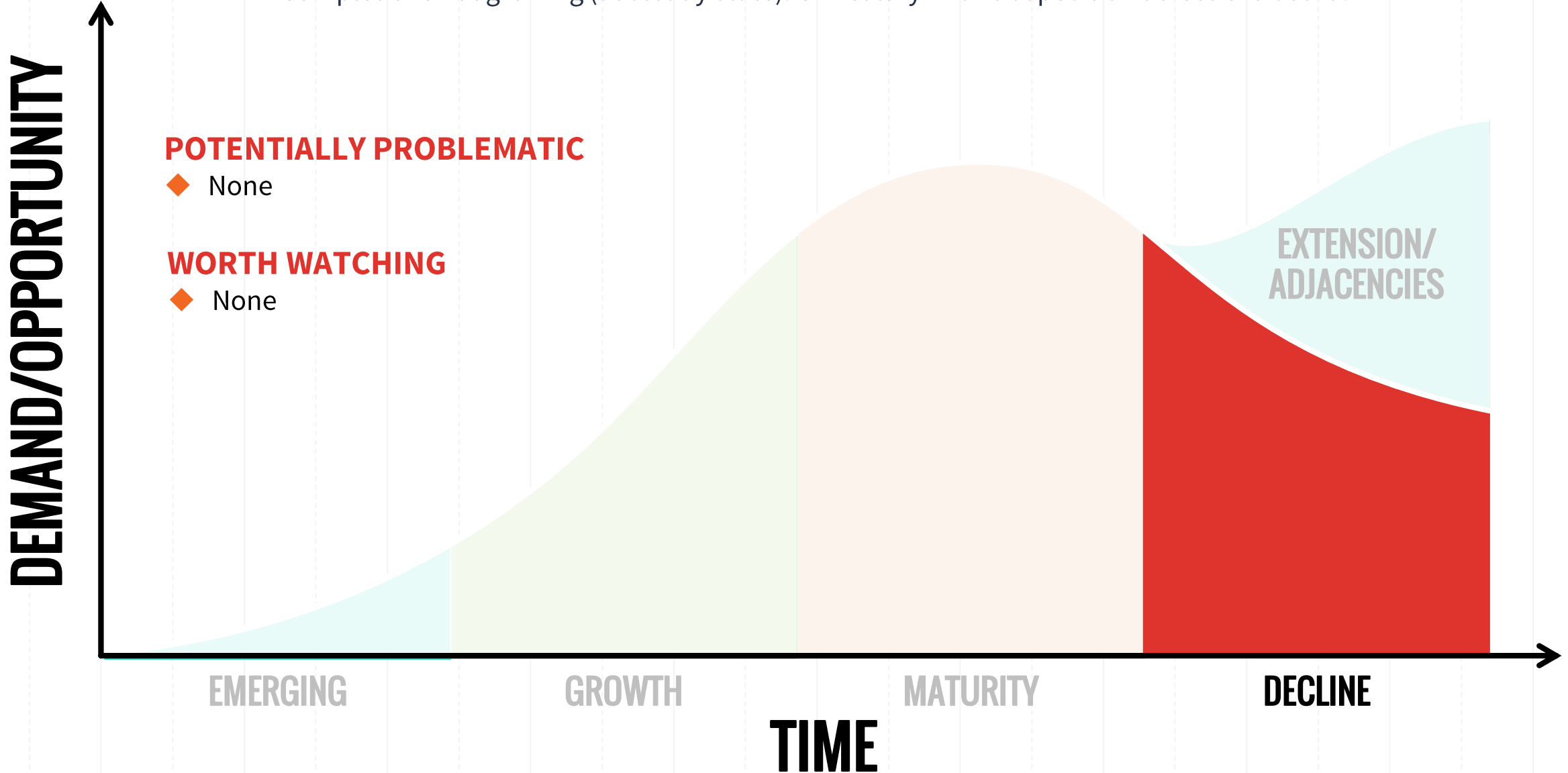
HOLD STEADY

◆ None



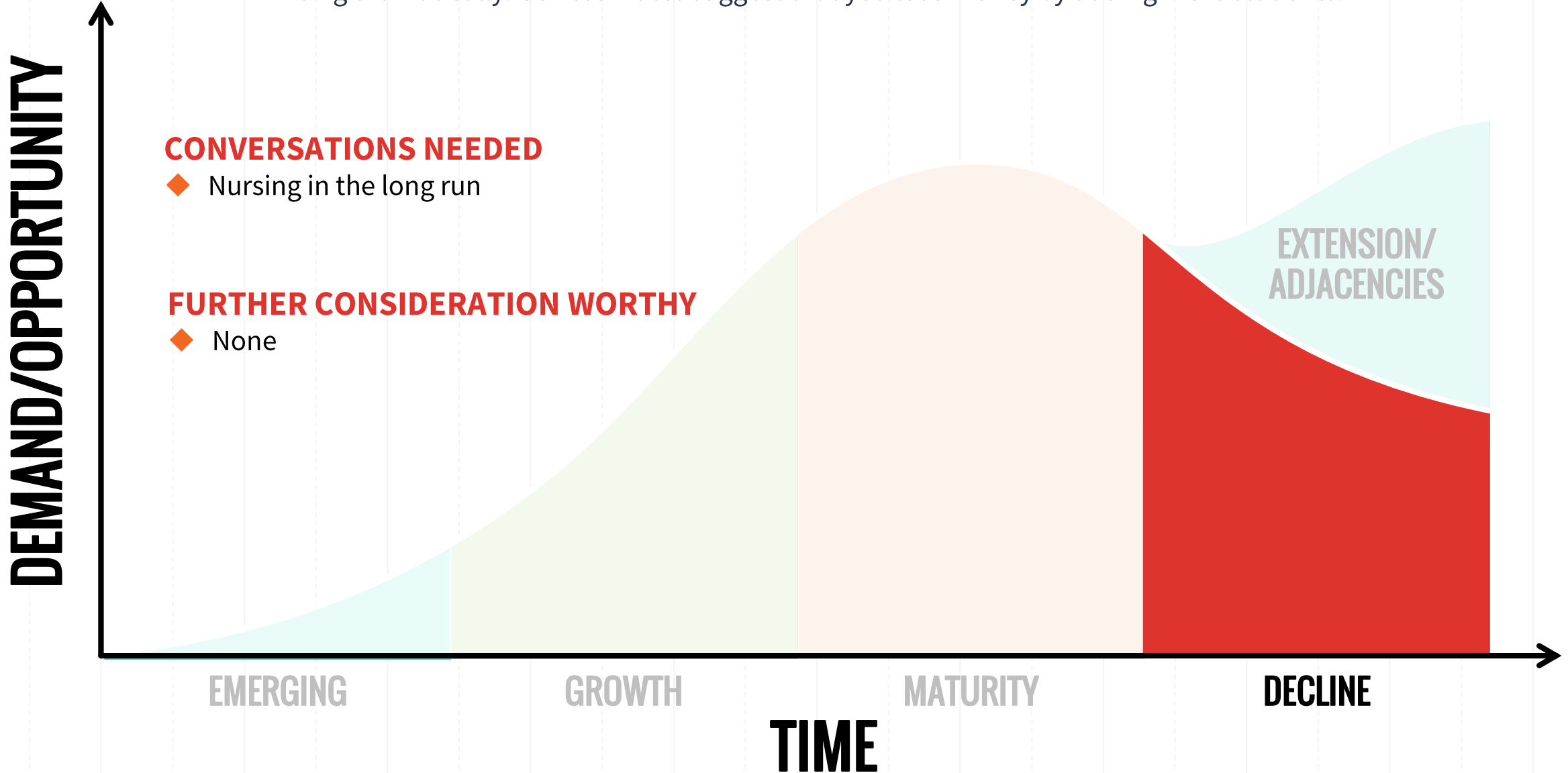
Struggling Programs

Unhealthy state trends. Enrollment no show rate mostly below predicted value.
Completions not growing (at steady state). Unhealthy financial position across the board.

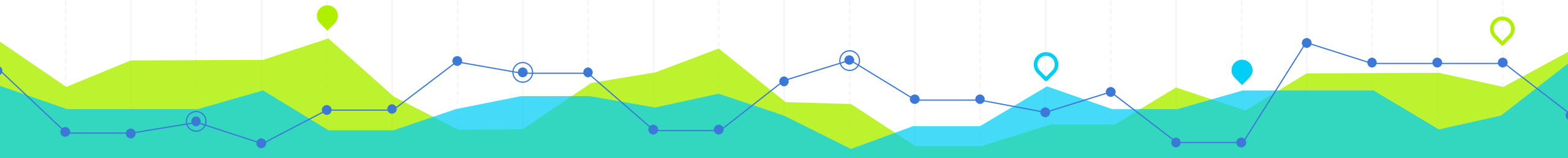


PROGRAMS REQUIRING UNIQUE CONSIDERATION

Rock meets hard place. Extremely unhealthy financial position; however demand across the board is rising dramatically. Our estimates suggest that you lose money by adding more students.

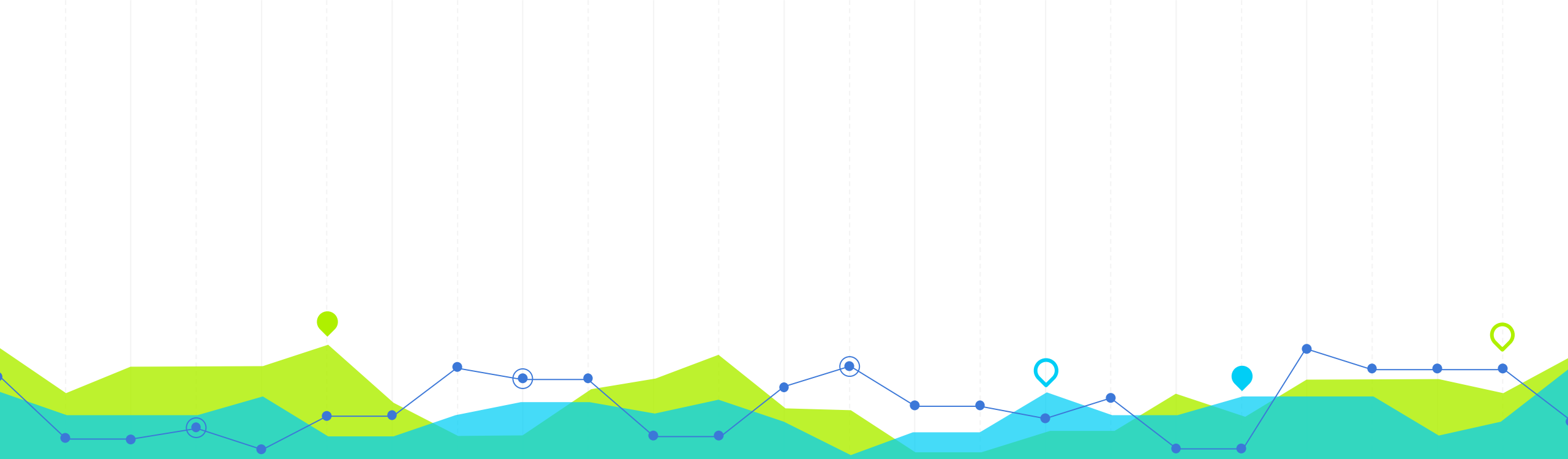


**And we have to catch up on Certs, but here's
where we are**



Technical College of the Lowcountry – Overall Program Evaluation Certificates

	Level	Percentile Category	Trend	Trend Abridged Cat
General Office Occupations and Clerical Services	One to Two	90-100	Inverted U	Erratic
Child Care Provider/Assistant	One to Two	90-100	Likely SS	Steady
Surgical Technology/Technologist	One to Two	90-100	Fall Hard	Decline
Licensed Practical/Vocational Nurse Training	One to Two	90-100	Fall Hard	Decline
Cosmetology/Cosmetologist, General	One to Two	90-100	Fall Hard	Decline
Agroecology and Sustainable Agriculture	Less than one	50-74	Watch	Gray area
Civil Engineering Technology/Technician	Less than one	50-74	Inverted U	Erratic
Solar Energy Technology/Technician	Less than one	50-74	Hard Fall	Decline
Surveying Technology/Surveying	Less than one	50-74	Decline, Likely SS	Erratic
Construction Engineering Technology/Technician	Less than one	50-74	WTF	Erratic
Physical Therapy Technician/Assistant	Less than one	50-74	Decline, Likely SS	Decline
General Studies	Less than one	50-74	Hard Fall	Decline
Building Construction Technology	Less than one	75-89	Likely SS	Steady
Computer and Information Sciences and Support Services, Other	Less than one	75-89	Hard Fall	Decline
Mechanical Drafting and Mechanical Drafting CAD/CADD	Less than one	75-89	Solid Growth	Growth
Electrical and Electronic Engineering Technologies/Technicians, Other	Less than one	75-89	WTF	Erratic
Airframe Mechanics and Aircraft Maintenance Technology/Technician	Less than one	75-89	WTF	Erratic
Industrial Electronics Technology/Technician	Less than one	75-89	Out of Left Field	Gray area
Health/Medical Preparatory Programs, Other	Less than one	75-89	Everything 100	Growth
Legal Assistant/Paralegal	Less than one	90-100	WTF	Erratic
Accounting	Less than one	90-100	Likely SS	Steady
Criminal Justice/Safety Studies	Less than one	90-100	Solid Growth	Growth
Culinary Arts/Chef Training	Less than one	90-100	Hard Fall	Decline
Administrative Assistant and Secretarial Science, General	Less than one	90-100	Decline, Likely SS	Decline
Business/Commerce, General	Less than one	90-100	WTF	Erratic
Liberal Arts and Sciences/Liberal Studies	Less than one	90-100	WTF	Erratic
Industrial Mechanics and Maintenance Technology	Less than one	90-100	U shaped	Erratic
Medical Administrative/Executive Assistant and Medical Secretary	Less than one	90-100	Inverted U	Erratic
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/	Less than one	90-100	Decline, Likely SS	Decline
Child Care Provider/Assistant	Less than one	90-100	Steady	Steady



Academics

Faculty, Courses, etc.

4

Summary

In this section we will review:

- ◆ At-Risk Courses
- ◆ Faculty Performance and groupings
- ◆ Costs near term and long term of a student leaving
- ◆ Students struggling in the classroom – is it the faculty member, the course, or the course + modality?

Let's start with a simple Faculty Profile, looking to estimate the performance of faculty in terms of the student experience...



General Overview

- ◆ One of the first things we do is try to isolate the faculty that are at high risk. This is usually about 15% or so of faculty.
- ◆ When we tried this with your faculty based on the way we break down student experience performance, we didn't find it was 15%. We found it was **one**. Not 1%. One faculty member. Oh, and it looks like said faculty member has not returned, and was only around for a brief period.
- ◆ This associates well with Rate My Professor ratings, where the average rating is 3.74 and the weighted average is a 3.82 out of five (noteworthy that 54 of 90 faculty rated had a 4 or better average).
- ◆ Sure, there are some that could be less trigger happy on the D's and F's, but we saw earlier that we have a lot to be positive about when it comes to students performing, notably when considering the types of programs you offer (especially in the sciences).
- ◆ So it might not be much of a faculty issue, per se, although we did identify a few that might be a little excitable.

Faculty Profile Considerations

- ◆ **High Load – Courses** – Faculty Member teaches four or more courses
 - ◆ Accounts for 8% of all Faculty (between Fall 2016 & Fall 2017)
- ◆ **High Load – Students** – Faculty is responsible for 70+ unique students
 - ◆ Accounts for 12% of all Faculty
- ◆ **High at-Risk Courses** – 25%+ of students are in an at-risk course
 - ◆ Accounts for 9% of all Faculty
- ◆ **Faculty DF Rate** – Range of giving D's or F's in their courses regardless of if the course is at-risk or otherwise
 - ◆ Low = 167; Average = 105; High = 36; Very High = 10
- ◆ **Faculty One-and-Done Rate** – Range of students that are in the one-and-done category of enrollment
 - ◆ Low = 201; Average = 35; High = 19; Very High = 12

Faculty Profile Splits

- ◆ **Group #1 – Meh.** Moderate load and at-risk, average grading distribution and low one-and-done.
- ◆ **Group #2 – Watch-Worthy.** Low load, giving poor grades in lower population at-risk courses, suggesting it might be more about this group than the course
- ◆ **Group #3 – Tough Job.** Higher load and in developmental or Gen Ed with a higher population of One-and-Done but not grading as rough as Group #2
- ◆ **Group #4 – Low Maintenance.** Low load, low at-risk, and generally, low risk overall, with higher percentage in specialist programs

Faculty Profile #1 - “Meh”

- ◆ **N = 70**
- ◆ About 17% are Full Time; About half are teaching at least one online course with high population
- ◆ 19 have at least one at risk course
- ◆ **High Load: Courses** – Above Average (20%)
- ◆ **High Load: Students** – Average (10%)
- ◆ **High at-Risk Courses** – Average (8%)
- ◆ **Faculty DF Rate** – 100% “Average”
- ◆ **Faculty One-and-Done Rate** – 100% “Low”
- ◆ Most common CIPS: Mathematics (8), Writing (7), CIS (5), Nursing (5)
- ◆ Most common top courses (44 unique top courses): English Comp I & 2 (6), Intro to Computers (5), Intermediate Algebra (5)

Faculty Profile #2 - “Watch-Worthy”

- ◆ **N = 44**
- ◆ Only 2% are Full Time; About half are teaching at least one online course but with lower populations
- ◆ 15 have at least one at risk course
- ◆ **High Load: Courses** – Low (2%)
- ◆ **High Load: Students** – None (0%)
- ◆ **High at-Risk Courses** – Above Average (16%)
- ◆ **Faculty DF Rate** – 35 “High,” 9 “Very High”
- ◆ **Faculty One-and-Done Rate** – 38 “Low”, 2 “High”, 4 “Very High”
- ◆ Most common CIPs: Writing (9), Math (4), English Lit (3), Anatomy (3)
- ◆ Most common top courses (31 unique courses, which is high): Intro & English Composition I (9), Intermediate Algebra (5)

Faculty Profile #3 - “Tough Job”

- ◆ **N = 56**
- ◆ Many are Full Time (39%); About half are teaching at least one online course with high populations; 14 have at least one at risk course
- ◆ **High Load: Courses** – Above Average (20%)
- ◆ **High Load: Students** – High (39%)
- ◆ **High at-Risk Courses** – Above Average (17%)
- ◆ **Faculty DF Rate** – 20 “Low,” 35 “Average,” 1 “High”
- ◆ **Faculty One-and-Done Rate** – 35 “Average,” 13 “High,” 8 “Very High”
- ◆ Most common CIPS: History (6), Math (5), Numeracy (5), Psych (5), Writing (5), Literacy & Comm (4)
- ◆ Most common top courses (35 unique courses): Developmental Math or English (11), English Comp (4), General Psych (4), 10 MAT courses

Faculty Profile #4 - “Low Maintenance”

- ◆ **N = 96**
- ◆ Low Full Time (8%); Only a quarter have online courses with low populations
- ◆ Only 6 have at least one at risk course
- ◆ **High Load: Courses** – Low (2%)
- ◆ **High Load: Students** – Low (2%)
- ◆ **High at-Risk Courses** – None
- ◆ **Faculty DF Rate** – 100% “Low”
- ◆ **Faculty One-and-Done Rate** – 93 “Low,” 3 “High”
- ◆ Most Common CIPS: Writing (11), PT Tech (7), Interpersonal Social Skills, Other (6), Rad Tech (5)
- ◆ Most common top courses (61 unique top courses): Developmental Math & English (9), College Skills (6), English Comp I & II (5)

Let's move on to the **At-Risk Courses**, defined as those with a well above average (statistically derived) DF-Rate or DFW-Rate



What do we normally see?



Top At-Risk Courses at one of the largest CCs in the Country:

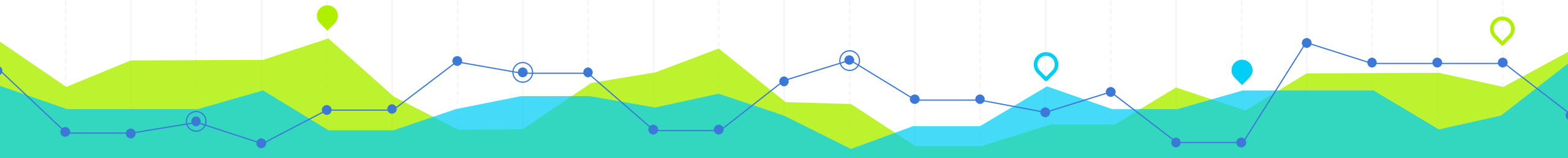
- ◆ First-Year Composition
- ◆ Intro to Physics
- ◆ General Biology
- ◆ Introduction to Human Anatomy and Physiology
- ◆ Introduction to Business Management
- ◆ Curriculum and Environment
- ◆ Computer Usage and Applications
- ◆ Human Behavior in Context
- ◆ Family Ties and Aging
- ◆ Project Management
- ◆ Intermediate Algebra
- ◆ Engineering Analysis Tools and Techniques
- ◆ General Physics I
- ◆ College Algebra / Functions
- ◆ Plane Trigonometry
- ◆ Precalculus
- ◆ Fundamental Chemistry
- ◆ Visual Basic Programming I
- ◆ Retail Management
- ◆ Food and Culture
- ◆ Organic Foods Production
- ◆ Sustainable Kitchen Practices
- ◆ Food Entrepreneurship
- ◆ Sustainable World
- ◆ Environmental Biology
- ◆ Chemistry and Society

Commonalities?

Composition, Science, Math, and mostly Gen Ed.
Nothing in there looks like it doesn't belong.



**So what does an At-Risk Course
look like at Lowcountry?**



Lowcountry Top At-Risk Courses

- ◆ Intermediate Algebra
- ◆ Beginning Algebra
- ◆ American Government
- ◆ Elementary Spanish I
- ◆ Introduction to Sociology
- ◆ Accounting Principles I
- ◆ Microcomputer Applications
- ◆ World Geography
- ◆ Contemporary Nursing Practice I
- ◆ Programming Logic & Design
- ◆ Principles of Management
- ◆ Marketing
- ◆ The Hospitality Industry
- ◆ Document Formatting
- ◆ Green Residential Construction
- ◆ Intro to Computer Servicing
- ◆ Hospitality Management Concept
- ◆ Juvenile Delinquency
- ◆ Computer Servicing Troubleshooting
- ◆ Diversity Issues in ECE
- ◆ Contemporary Mathematics
- ◆ Human Resources Management
- ◆ English Literature I
- ◆ Nutrition
- ◆ Food Service Management
- ◆ Network Fundamentals

Some similarities, right? Composition, Math, yet barely any science when this institution is *heavy* A.S. and health mix. And some of these look like they don't belong. Let's take another look?



Top At-Risk Courses

- ◆ Intermediate Algebra
- ◆ Beginning Algebra
- ◆ American Government **Why is this here?**
- ◆ Elementary Spanish I
- ◆ Introduction to Sociology **Why is this here?**
- ◆ Accounting Principles I
- ◆ Microcomputer Applications
- ◆ World Geography
- ◆ Contemporary Nursing Practice I
- ◆ Programming Logic & Design
- ◆ Principles of Management **Why is this here?**
- ◆ Marketing **Why is this here?**
- ◆ The Hospitality Industry **Why is this here?**
- ◆ Document Formatting
- ◆ Green Residential Construction
- ◆ Intro to Computer Servicing
- ◆ Hospitality Management Concept **Why is this here?**
- ◆ Juvenile Delinquency
- ◆ Computer Servicing Troubleshooting
- ◆ Diversity Issues in ECE **Why is this here?**
- ◆ Contemporary Mathematics
- ◆ Human Resources Management **Why ON EARTH is this here?**
- ◆ English Literature I
- ◆ Nutrition
- ◆ Food Service Management
- ◆ Network Fundamentals

This all begs somewhat of a question. There are some courses that just shouldn't be here. So, we saw that it really didn't look like a faculty issue. Maybe it's something else?



Let's see what happens when we look at
At-Risk courses with *modality* included!

But first, let's review some stats...



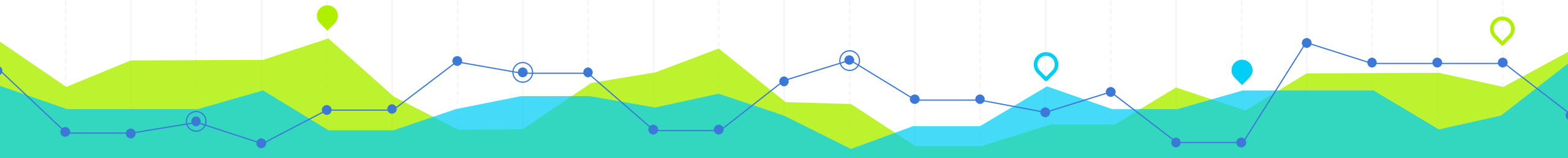
**There are 256 unique courses.
When adding modality, there are 398.**



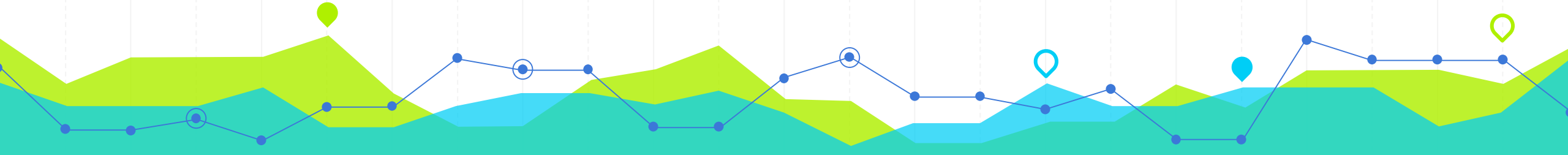
**A total of 114 unique courses are online,
with an additional 77 being web-based.
This is close to half of all unique courses.**



**But, it is only about 30% of all grades handed out
(including Withdrawals)**



When adding modality, there are 37 unique courses considered At-Risk They are...



Top At-Risk Courses when Adding Modality

- ◆ Introduction to Computers ONLINE
- ◆ College Algebra ONLINE
- ◆ Elementary Spanish I LECTURE
- ◆ Microcomputer Applications ONLINE
- ◆ American Government LECTURE
- ◆ Marketing ONLINE
- ◆ Intermediate Algebra LECTURE WEB BASED
- ◆ Document Formatting ONLINE
- ◆ The Hospitality Industry ONLINE
- ◆ Intro to Criminal Justice ONLINE
- ◆ Principles of Management LECTURE WEB BASED
- ◆ Contemporary Nursing Practice I LECTURE
- ◆ Introduction to Business LECTURE WEB BASED
- ◆ Juvenile Delinquency LECTURE
- ◆ Intermediate Algebra WEB BASED
- ◆ Contemporary Mathematics ONLINE
- ◆ Math for Business & Finance ONLINE
- ◆ Public Speaking ONLINE
- ◆ Contemporary Nursing Practice I LECTURE
- ◆ Beginning Algebra WEB BASED
- ◆ Green Residential Construction ONLINE
- ◆ Personal Finance ONLINE
- ◆ Criminal Law I ONLINE
- ◆ Intro to Geography ONLINE
- ◆ Visual Basic Programming LECTURE
- ◆ College Skills LECTURE WEB BASED
- ◆ General Psychology LECTURE WEB BASED
- ◆ Human Resources Management ONLINE
- ◆ Western Civilization to 1689 LECTURE WEB BASED
- ◆ Computer Servicing Troubleshooting ONLINE
- ◆ Database LECTURE
- ◆ Intro to Computer Servicing LECTURE WEB BASED
- ◆ English Literature I ONLINE
- ◆ Intro to Computer Servicing ONLINE
- ◆ Network Fundamentals LECTURE
- ◆ Entrepreneurship ONLINE
- ◆ Principles of Ethics & Leader ONLINE
- ◆ Principles of Management LECTURE

Pick up a theme?



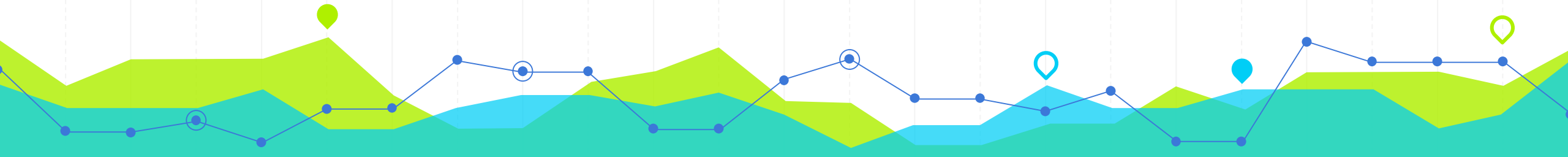
Top At-Risk Courses when Adding Modality

- ◆ Introduction to Computers **ONLINE**
- ◆ College Algebra **ONLINE**
- ◆ Elementary Spanish I LECTURE
- ◆ Microcomputer Applications **ONLINE**
- ◆ American Government LECTURE
- ◆ Marketing **ONLINE**
- ◆ Intermediate Algebra **LECTURE WEB BASED**
- ◆ Document Formatting **ONLINE**
- ◆ The Hospitality Industry **ONLINE**
- ◆ Intro to Criminal Justice **ONLINE**
- ◆ Principles of Management **LECTURE WEB BASED**
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- ◆ Entrepreneurship **ONLINE**
- ◆ Principles of Ethics & Leader **ONLINE**
- ◆ Principles of Management LECTURE

It's almost easier to count the ones that *aren't* online,
but yeah, online represents shy of 50% of courses, and
78% of all At-Risk courses

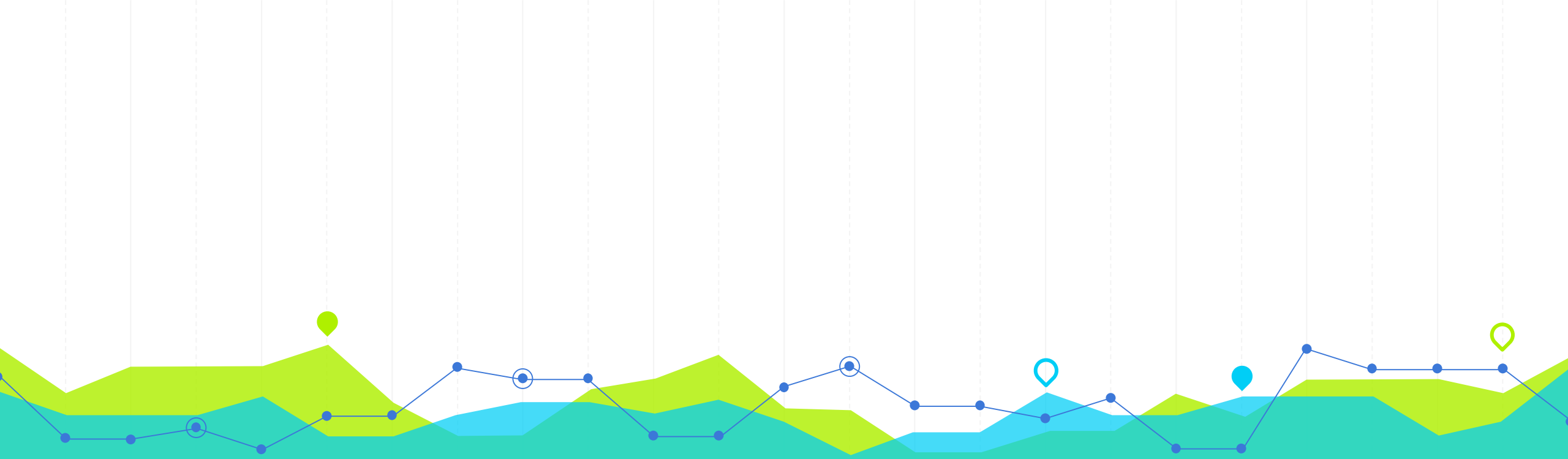


And yet again, there are some in here that don't connect..



Top At-Risk Courses when Adding Modality

- ◆ Introduction to Computers **ONLINE** **Why is this here?**
- ◆ College Algebra **ONLINE**
- ◆ Elementary Spanish I **LECTURE**
- ◆ Microcomputer Applications **ONLINE**
- ◆ American Government **LECTURE**
- ◆ Marketing **ONLINE** **Why is this here?**
- ◆ Intermediate Algebra **LECTURE WEB BASED**
- ◆ Document Formatting **ONLINE**
- ◆ The Hospitality Industry **ONLINE** **Why is this here?**
- ◆ Intro to Criminal Justice **ONLINE**
- ◆ Principles of Management **LECTURE WEB BASED** **Why is this here?**
- ◆ Contemporary Nursing Practice I **LECTURE**
- ◆ Introduction to Business **LECTURE WEB BASED** **Why is this here?**
- ◆ Juvenile Delinquency **LECTURE**
- ◆ Intermediate Algebra **WEB BASED**
- ◆ Contemporary Mathematics **ONLINE**
- ◆ Math for Business & Finance **ONLINE**
- ◆ Public Speaking **ONLINE** **Why is this here?**
- ◆ Contemporary Nursing Practice I **LECTURE**
- ◆ Beginning Algebra **WEB BASED**
- ◆ Green Residential Construction **ONLINE**
- ◆ Personal Finance **ONLINE**
- ◆ Criminal Law I **ONLINE**
- ◆ Intro to Geography **ONLINE** **Why is this here?**
- ◆ Visual Basic Programming **LECTURE**
- ◆ College Skills **LECTURE WEB BASED** **College skills???**
- ◆ General Psychology **LECTURE WEB BASED**
- ◆ Human Resources Management **ONLINE** **HR again?**
- ◆ Western Civilization to 1689 **LECTURE WEB BASED**
- ◆ Computer Servicing Troubleshooting **ONLINE**
- ◆ Database **LECTURE**
- ◆ Intro to Computer Servicing **LECTURE WEB BASED**
- ◆ English Literature I **ONLINE**
- ◆ Intro to Computer Servicing **ONLINE**
- ◆ Network Fundamentals **LECTURE**
- ◆ Entrepreneurship **ONLINE** **Entrepreneurship?**
- ◆ Principles of Ethics & Leader **ONLINE** **Ethics? Can you even be wrong in Ethics?**
- ◆ Principles of Management **LECTURE** **Management?**



Retention Cost Estimates

What's Losing a Student Costing Us?

5

Walkthrough

- ◆ From the outside looking in, it appears that the simple thing to do would be to count the number of students that left and look at the dollars lost, but the reality is not that simple. There are different student classifications, they shuffle between them enough, leave then come back, etc.
- ◆ The above is also how that whole revolution of “50% of marriages end in divorce” argument, when the reality is the number was nowhere near that level.
- ◆ Since we are only looking at the cost of a lost student (which we will defined as lost value, or lost dollars), lumping in faculty spend and student support services likely doesn't fit our immediate need. So instead, we looked at value in two ways:
 - ◆ (1) The **Total Possible Lifetime Value** of a lost student, defined as the dollar estimate (total revenue) yielding from the remaining credit hours to complete the degree.
 - ◆ (2) **Immediate Impact of Next-Term Value**, defined as lost revenue in the following term netted from not returning a student.

Methodology

- ◆ First, we indexed off Fall terms 2013 – 2017. It gives us the opportunity to call it neutral prior to rolling out the nursing program and the like so the trend year-to-year should be consistent (which it is).
- ◆ We considered it important to look at different classifications of students leaving. Part of it is to serve as a primer for reporting on the student lifecycle, but it is worth noting the substantial loss differences at different student lifecycle stages. The standard definition of a “lost student” typically falls under retention logic; that a student is not retained if he does not return for the following fall. But again, this calculation is not that simple. There are several reasons. A great population of students show up months, even years down the road to continue their education. A significant count will start unclassified or otherwise and pivot into a cert or associates program.
- ◆ From the fall periods of 2013-2017 (five terms), there were a total of 7,472 students from an unduplicated count. Among those, 5,545 were enrolled in programs at any point that had an hourly price attached or simply had inconsistencies in the academic records. Those in the Workforce Training and Continuing Ed didn’t qualify here. We can go back and look at that at a later date. That 5,545 was enrolled in an associate, cert, or diploma program. This way, we know how many hours they have attempted, earned, and how many are necessary to classify to the degree.

Necessary Assumptions

- ◆ It is worth noting that there are certain assumptions applied. We simplified lining up remaining courses to completion by assuming that the number of hours earned were in direct contribution to the program of study. We know that this isn't always the case. What is more likely is that students have excess courses not applied to their degrees.
- ◆ Regarding the calculation of the average, we simply used the hours earned and not the attempted hours. We set the bar on the hours earned against total hours for required for completing the program for the estimator. This calculation was performed for each student, at their individual level, and the program in which they were enrolled. We know that attempted hours would suggest greater dollar figures, but we set the target simpler here.
- ◆ It is also worth noting that while we used terms Fall 2013-2017 for this assessment, we used the most recent price-per-credit hour values as to project into today. We can simply say assuming a trend we have seen prior, this is what we would expect to lose in today's dollars.
- ◆ Also, we did not separate certificates from associates degrees in the final calculations. It is more realistic from a business sense to hold them at their own levels, but not weight or balance according to the remaining hours to completion.

Student Categories - Leavers

- ◆ **True One-and-Done Students** (n = 705). These are students that enrolled in a fall and did not return in the following term, and have yet to return from the most recent data file we have. That's not to say they won't come back eventually (more on this later), but for our purposes we classify them here for now. And the term "True" denotes that they left following their enrolled fall and did not have any prior enrollment nor did they come back some time later.
- ◆ **Enrolled 2-4 Terms, then exited** (n = 1,258). These are those that were enrolled between two to four terms and have yet to return and did not graduate. Note that those two to four terms could be prior to Fall 2013 (and many are).
- ◆ **Enrolled 5-8 Terms, then exited** (n = 561). These are those that were enrolled between five to eight terms and have yet to return and did not graduate. Note that many in this group could have enrollment prior to Fall 2013 (and many are).
- ◆ **Enrolled 9+ Terms, then exited** (n = 168). These are those that were enrolled nine or more terms and have yet to return and did not graduate. Note that most in this group could have enrollment prior to Fall 2013.
- ◆ **Total Leavers = 2,692**

Student Categories - Returners

- ◆ **Returned in 2018/Spring 2019 and did not graduate with a terminal degree** (n = 1,335). Simply, the jury is still out on this group. They are still making progress to date, so we consider them a returner. It is also worth noting that those graduating with a terminal degree might not be the appropriate term. We consider “terminal” as the program set in the application, and a student might achieve something along the way. So, if a student is going for an Associate of Science in Business and achieves a Business cert along the way, they fit this category.
- ◆ **Total Returners = 1,335**

Student Categories - Finishers

- ◆ **Graduated from TCL – Associates** (n = 1,228). These are those that were enrolled in any of the fall terms and eventually graduated with an Associates degree.
- ◆ **Graduated from TCL – Certificate** (n = 696). These are those that were enrolled in any of the fall terms and eventually graduated with an Associates degree.
- ◆ Note also that 406 students achieved a Certificate and an Associates Degree, so we need to subtract those out as to not count them twice.
- ◆ **Total Graduated = (1,228 + 696) – 406 = 1,518**

Stop the Academic Assumptions and just get to the
numbers starting with
STUDENT LIFETIME VALUE ESTIMATES (LVE)



Results - Lifetime Value Estimates

- ◆ The first table below reports estimates of ALL LEAVERS, merging all four categories of students that left with different levels of prior investment into a program. Note that the Fall term listed below at the top of the table is the last fall term we have a record on for that student.
- ◆ The “Total N” is the population of students. The “SUM” is the total lost revenue by not eventually graduating students. The Mean is the arithmetic mean, the Median is the exact middle point (the 50th percentile), while the 25th percentile and 75th percentile here are reported as well.
- ◆ All Fall terms are included as an aggregate total, which is perhaps the most important calculation.
- ◆ It is also worth noting that “N/SUM” is included, which is how a mean summary calculation would work. What we see is this calculation lacks significantly in terms of accuracy and precision, hence the methodical approach at a point estimate.

ALL LEAVERS	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	TOTAL
Total N	596	656	507	535	398	2692
SUM	\$2,684,491	\$3,207,935	\$2,226,487	\$2,809,057	\$2,733,280	\$13,700,000
Mean	\$5,887	\$6,253	\$5,566	\$6,936	\$8,359	\$6,502
Median	\$4,750	\$4,940	\$4,275	\$6,840	\$9,120	\$5,700
25th Percentile	\$2,565	\$3,230	\$2,470	\$3,040	\$3,870	\$2,850
75th Percentile	\$9,120	\$9,690	\$8,930	\$10,260	\$11,400	\$10,070
N/Sum	\$4,504	\$4,890	\$4,391	\$5,251	\$6,868	\$5,089

Note: The Fall Term at the top is the last fall term the student stayed in

LVE Results - One-and-Done

- ◆ It's worth noting that this group, while the greatest losses per student, are likely the toughest to retain

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	TOTAL
Total N	138	170	103	122	172	705
SUM	\$1,055,429	\$1,275,910	\$746,143	\$1,150,519	\$1,707,177	\$5,935,178
Mean	\$7,648	\$7,505	\$7,244	\$9,430	\$9,925	\$8,419
Median	\$6,270	\$5,375	\$4,750	\$10,260	\$10,830	\$9,690
25th Percentile	\$3,800	\$3,870	\$4,085	\$4,750	\$5,605	\$4,085
75th Percentile	\$11,400	\$10,830	\$10,830	\$11,400	\$11,400	\$11,400
N/Sum	\$7,648	\$7,505	\$7,244	\$9,430	\$9,925	\$8,419

Note: The Fall Term at the top is the last fall term the student stayed in

LVE Results - Two-to-Four Terms, then Exit

- ◆ Note that Fall 2017 is not quite in a position of full determination given the cut-off point of this assessment.
- ◆ Note too, that these values are lower than the Mean because many students are at the hour requirement but may require other courses to count toward the degree

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	TOTAL
Total N	284	309	273	252	140	1258
SUM	\$1,322,412	\$1,646,415	\$1,284,184	\$1,371,873	\$902,223	\$6,527,107
Mean	\$5,398	\$5,922	\$5,373	\$6,322	\$7,104	\$5,902
Median	\$4,180	\$5,700	\$4,085	\$6,650	\$8,170	\$5,473
25th Percentile	\$2,280	\$2,280	\$2,280	\$2,280	\$3,230	\$2,280
75th Percentile	\$8,930	\$9,690	\$8,550	\$9,120	\$9,690	\$9,120
N/Sum	\$4,656	\$5,328	\$4,704	\$5,444	\$6,444	\$5,188

Note: The Fall Term at the top is the last fall term the student stayed in

LVE Results - Five-to-Eight Terms, then Exit

- ◆ With the median terms at four, we shouldn't be losing these students. When this group has an average of 17 total courses taken across an average of 51 hours for an average of six terms, they are close to at least *some* finish line. It is worth noting that this is a large population of health sciences students.
- ◆ Note that like the prior, Fall 2017 and some of Fall 2016 is not in a position as of yet to determine this.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	TOTAL
Total N	140	135	106	120	60	561
SUM	\$285,250	\$262,760	\$185,330	\$260,255	\$120,080	\$1,113,675
Mean	\$4,388	\$4,530	\$3,564	\$4,647	\$4,618	\$4,333
Median	\$4,180	\$4,645	\$2,525	\$3,990	\$3,895	\$3,990
25th Percentile	\$1,330	\$3,230	\$1,013	\$2,185	\$2,280	\$1,710
75th Percentile	\$7,220	\$6,460	\$5,890	\$6,360	\$6,460	\$6,840
N/Sum	\$2,038	\$1,946	\$1,748	\$2,169	\$2,001	\$1,985

Note: The Fall Term at the top is the last fall term the student stayed in

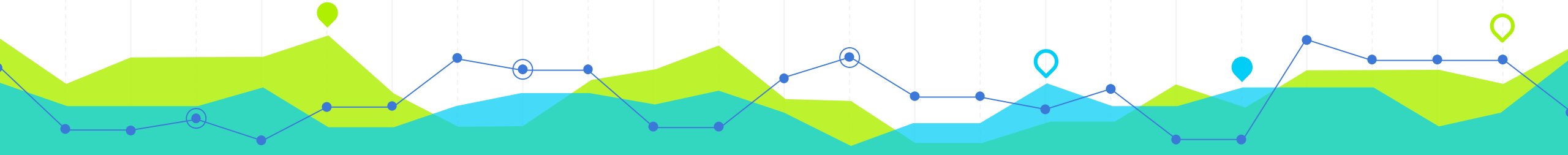
LVE Results - Nine+ Terms, then Exit

- ◆ Admittedly, this is a small group overall, but this group, for all intents and purposes, shouldn't exist within your control.
- ◆ Note too the same assumptions about Fall '16 and '17 as the last group.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	TOTAL
Total N	34	42	25	41	26	168
SUM	\$21,400	\$22,850	\$10,830	\$26,410	\$3,800	\$85,290
Mean	\$2,675	\$3,264	\$1,805	\$2,641	\$1,900	\$2,585
Median	\$2,565	\$1,710	\$1,805	\$2,945	\$1,900	\$2,090
25th Percentile	\$1,330	\$1,520	\$1,140	\$760	\$1,140	\$1,140
75th Percentile	\$4,335	\$5,700	\$2,090	\$3,990	\$2,660	\$3,800
N/Sum	\$629	\$544	\$433	\$644	\$146	\$508

Note: The Fall Term at the top is the last fall term the student stayed in

Now let's look at Near-Term Value



Results - All LEAVERS Near-Term Value Loss

- ◆ The table below reports estimates of ALL LEAVERS for the near term, merging all four categories of students that left with different levels of prior investment into a program. Note that the Spring term listed below at the top of the table is the last fall term we have a record on for that student and would be the continuing following semester from the prior enroll. Thus, the bases correspond with the matching table from the Lifetime Value.
- ◆ The Total N again is the total base for the corresponding term, which was the last the student was noted in record keeping. The Average Hours is the average hours attempted in that prior term (so, the average hours among those leaving after Fall 2013 was 8.7, or, 9). The average price per hour is the average price per credit hour across the entire population. You'll note most are close to \$190, as most of the population got the resident credit hour value. The Semester Total is the sum of all losses in that following term. The loss per student is the total divided by the Total N.

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total N	596	656	507	535	398
Avg. Hours	8.7	8.6	8.7	8.7	8.3
Avg. Price/Hour	196.6	195.9	199.0	204.5	206.2
Semester Total	\$1,016,145	\$1,111,127	\$874,968	\$951,325	\$680,480
Loss per student	\$1,705	\$1,694	\$1,726	\$1,778	\$1,710

Note: The Fall Term at the top is the last fall term the student stayed in

NTV Results - One-and-Done

- ◆ It's worth noting that this group, while the greatest losses per student, are likely the toughest to retain

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total N	138	170	103	122	172
Avg. Hours	8.4	8.9	8.0	8.2	8.3
Avg. Price/Hour	197.6	206.6	208.1	210.4	214.7
Semester Total	\$229,958	\$313,152	\$172,537	\$209,317	\$307,695
Loss per student	\$1,666	\$1,842	\$1,675	\$1,716	\$1,789

Note: The Fall Term at the top is the last fall term the student stayed in

NTV Results - Two-to-Four Terms, then Exit

- ◆ Note that Fall 2017 is not quite in a position of full determination given the cut-off point of this assessment.
- ◆ Note too, that these values are lower than the Mean because many students are at the hour requirement but may require other courses to count toward the degree

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total N	284	309	273	252	140
Avg. Hours	8.9	8.7	8.9	8.9	8.4
Avg. Price/Hour	196.2	192.3	198.9	208.0	201.3
Semester Total	\$495,211	\$515,848	\$482,641	\$467,557	\$235,554
Loss per student	\$1,744	\$1,669	\$1,768	\$1,855	\$1,683

Note: The Fall Term at the top is the last fall term the student stayed in

NTV Results - Five-to-Eight Terms, then Exit

- ◆ With the median terms at four, we shouldn't be losing these students. When this group has an average of 17 total courses taken across an average of 51 hours for an average of six terms, they are close to at least *some* finish line. It is worth noting that this is a large population of health sciences students.
- ◆ Note that like the prior, Fall 2017 and some of Fall 2016 is not in a position as of yet to determine this.

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total N	138	170	103	122	172
Avg. Hours	8.7	8.8	8.8	9.1	8.6
Avg. Price/Hour	197.8	192.2	191.9	196.1	199.0
Semester Total	\$238,462	\$286,596	\$174,523	\$217,757	\$292,576
Loss per student	\$1,728	\$1,686	\$1,694	\$1,785	\$1,701

Note: The Fall Term at the top is the last fall term the student stayed in

NTV Results - Nine+ Terms, then Exit

- ◆ Admittedly, this is a small group overall, but this group, for all intents and purposes, shouldn't exist within your control.

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total N	138	170	103	122	172
Avg. Hours	7.6	6.9	8.2	7.7	7.1
Avg. Price/Hour	191.5	191.8	192.0	190.6	192.9
Semester Total	\$199,726	\$223,567	\$162,954	\$179,229	\$234,785
Loss per student	\$1,447	\$1,315	\$1,582	\$1,469	\$1,365

Note: The Fall Term at the top is the last fall term the student stayed in

While the One-and-Done population only represents 13% of the total population, there are two important considerations to make:

1) Leavers overall are roughly 49% of the total enrolling population.

2) The two to four term periods appear to be the most critical.

If incidence continues at this trend, among that 1,335 of returners, it is possible that a reasonable proportion will not graduate.



THANKS!

Any questions?

You can reach us at
843.229.0378 or jd@insandouts.org

