

Strategic Planning Template

Public Education, Peer, and Aspiration Institutions

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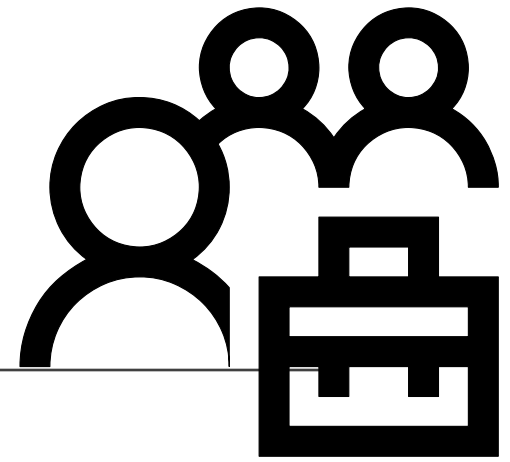


Committee Charge

Conduct an analysis of organization structure and key processes and perform a comparative review. Assess the University's position in respect to Accrediting and Funding agencies, Peer and Aspirant Institutions. Utilize existing data to determine potential gaps and improvement opportunities that need to be addressed. Conduct a comprehensive review of how well the entire University is positioned in each area (student data, headcount FTE's, graduation and retention, faculty salaries, % of terminal degrees, research awards, transfers, accreditation ranking, rankings, etc.) Make recommendations that will facilitate improvement and better outcomes.



Data Collection / Analysis



Peer Comparisons:

- WSSU has a set of official peers that are non-UNC schools that were derived in conjunction with the UNC System office. These peers were identified because of their similarity to WSSU on key measures of enrollment and student success and because they are publicly funded.
- A set of UNC peers within the same Carnegie classification were also identified for the strategic planning process.
- Two aspirant peers, one public (Tennessee State University) and one private (Villanova) were also identified.



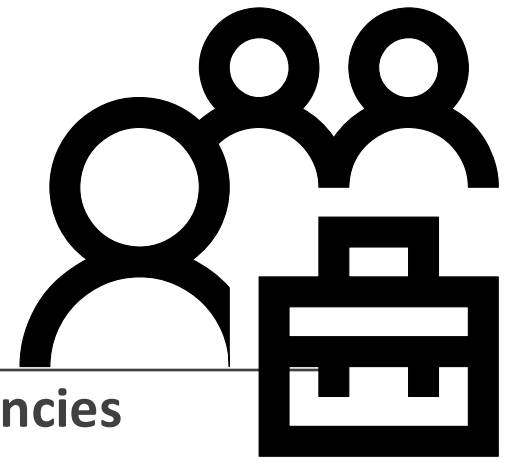
Data Collection / Analysis

Data Collection:

- Integrated Postsecondary Educational Data Systems (IPEDS) data were used to create comparison reports for student, tuition and fees, revenue and expense, and faculty salary data between WSSU and its peers
- University websites were used to find and compile data related to federally recognized accredited programs and accolades for a subset of six peers
- National Center for Science and Engineering Statistics Higher Education Research and Development (HERD) data were used to compile research award dollars for peers



Data Analysis – EXTERNAL

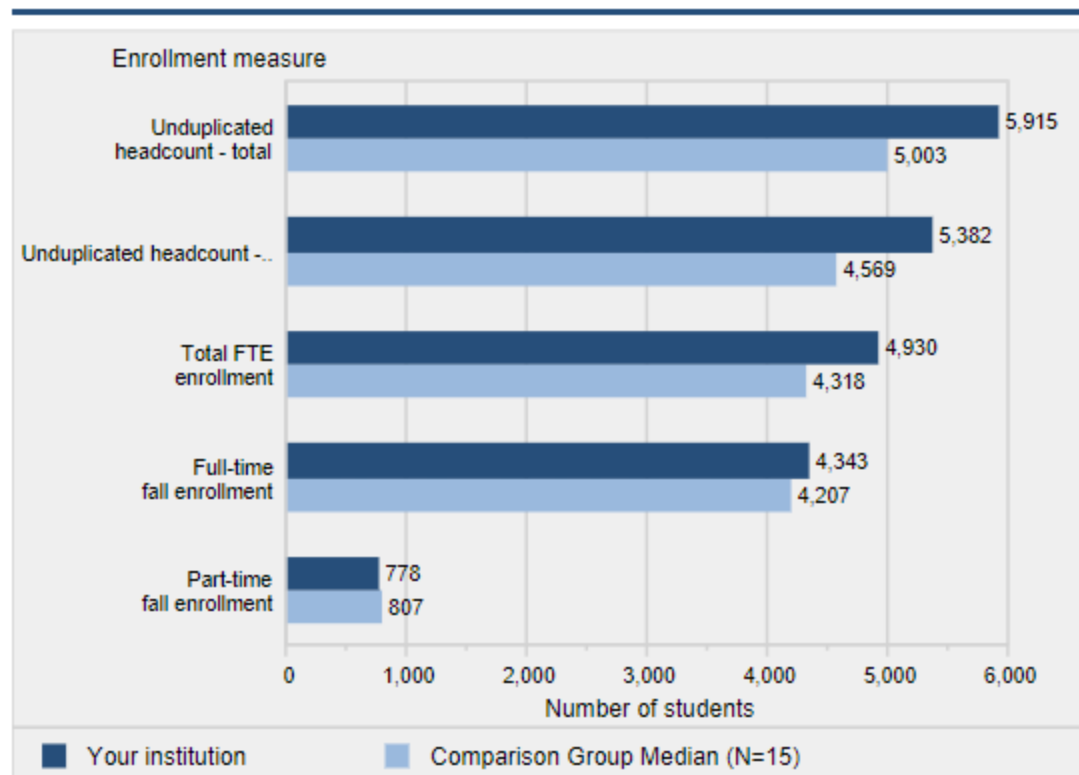


• Public Education, Peer and Aspirant Institution, Accrediting/Funding Agencies

- Peer and Aspirant Institution Data Compiled
 - Student Data
 - Headcount FTE's
 - 8-, 6- and 4-Year Graduation Rates
 - Retention
 - Accrediting Agencies Data
 - Funding Agencies Metrics
 - Research Expenditures / Dollars
 - Faculty Salaries
 - Etc.



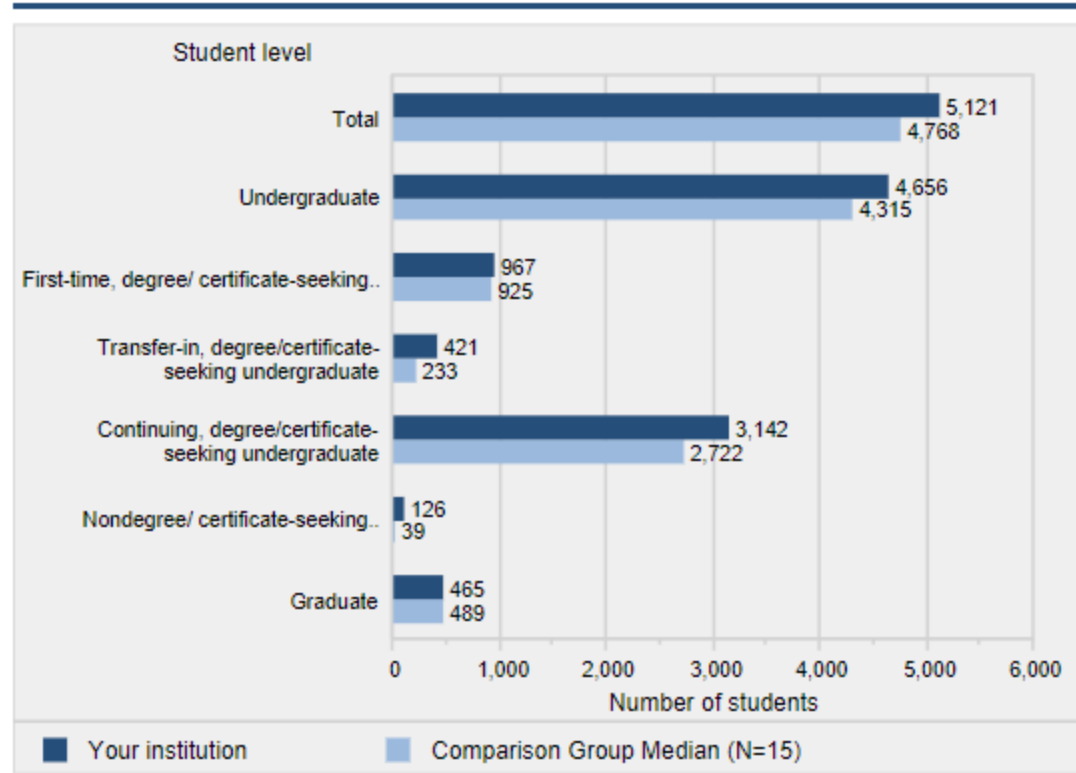
Figure 6. Unduplicated 12-month headcount of all students and of undergraduate students (2018-19), total FTE enrollment (2018-19), and full- and part-time fall enrollment (Fall 2019)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Enrollment component and Spring 2020, Fall Enrollment component.

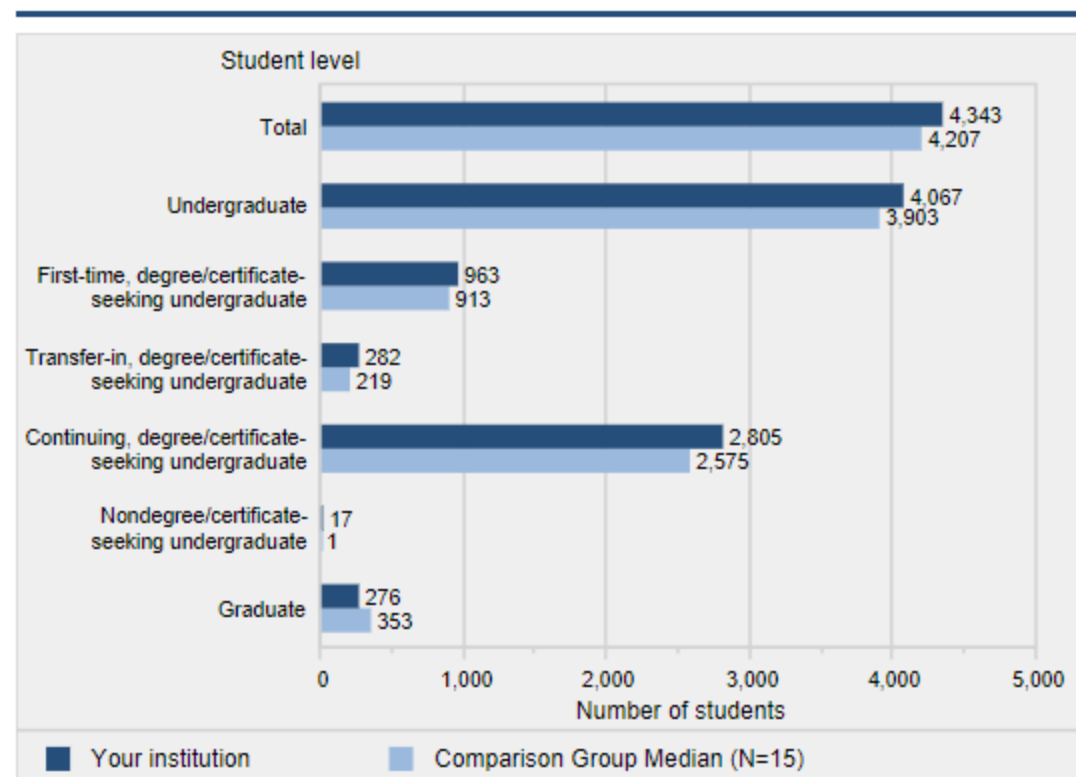
Figure 7. Enrollment, by student level: Fall 2019



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

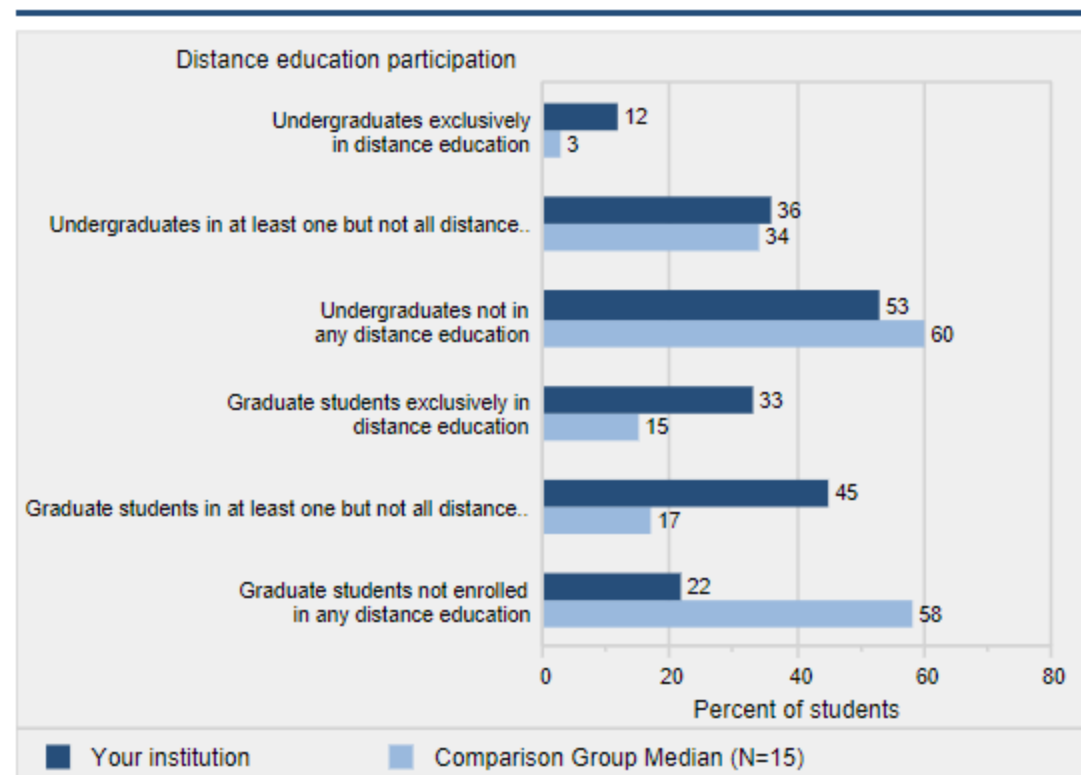
Figure 8. Full-time enrollment, by student level: Fall 2019



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

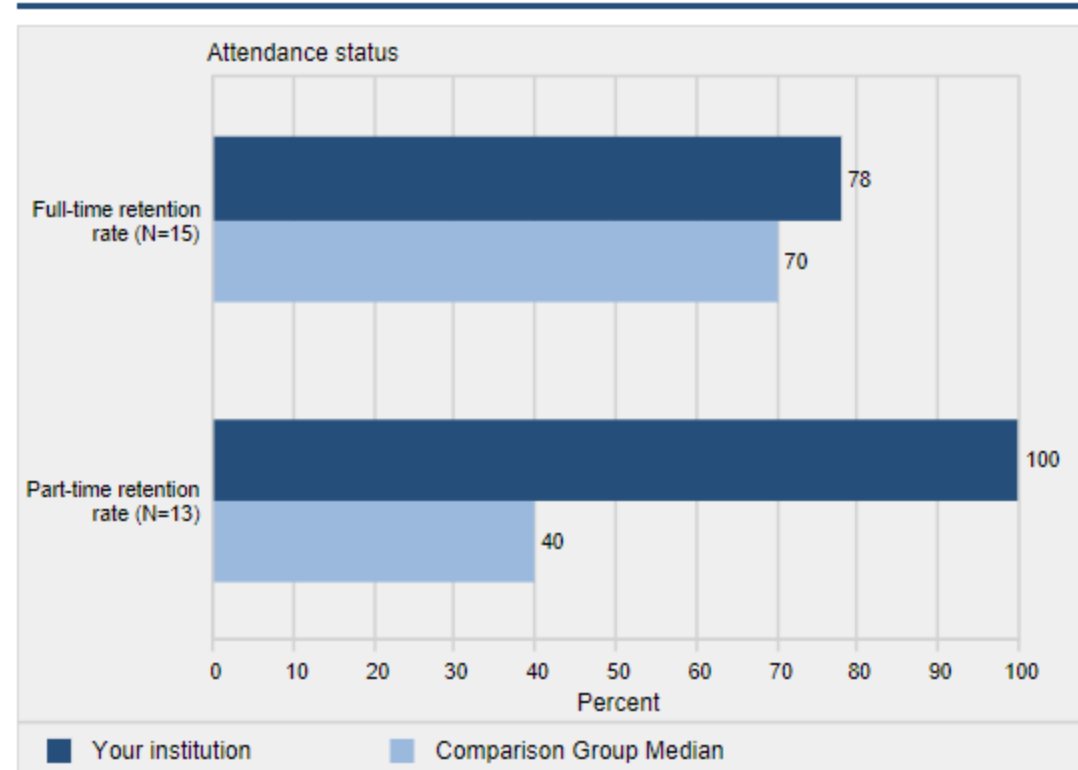
Figure 12. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2019



NOTE: N is the number of institutions in the comparison group.

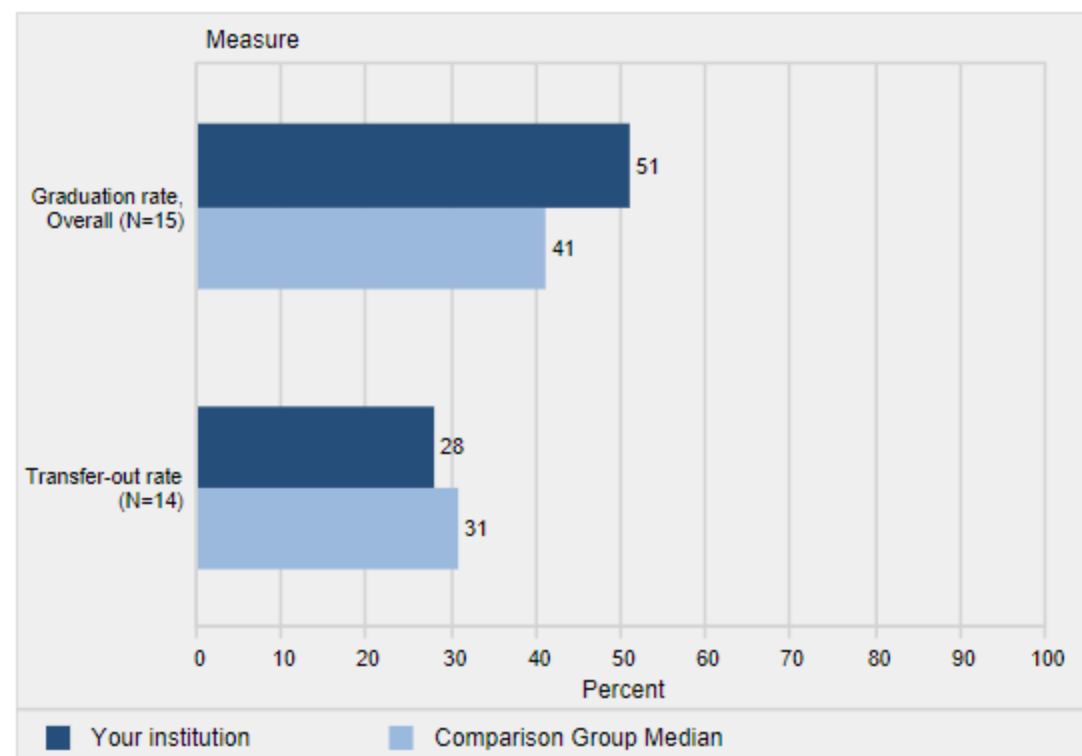
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

Figure 22. Retention rates of first-time bachelor's degree seeking students, by attendance status: Fall 2018 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2018 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2019. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2018 and retention based on August 1, 2019. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

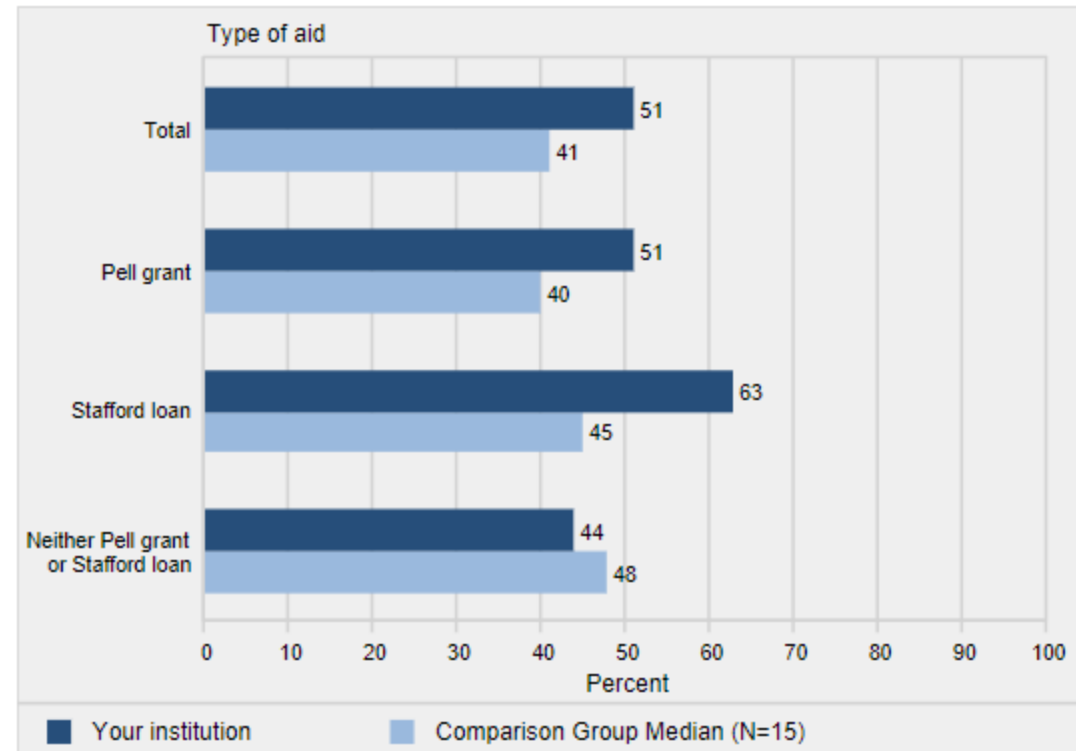
Figure 23. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rate. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

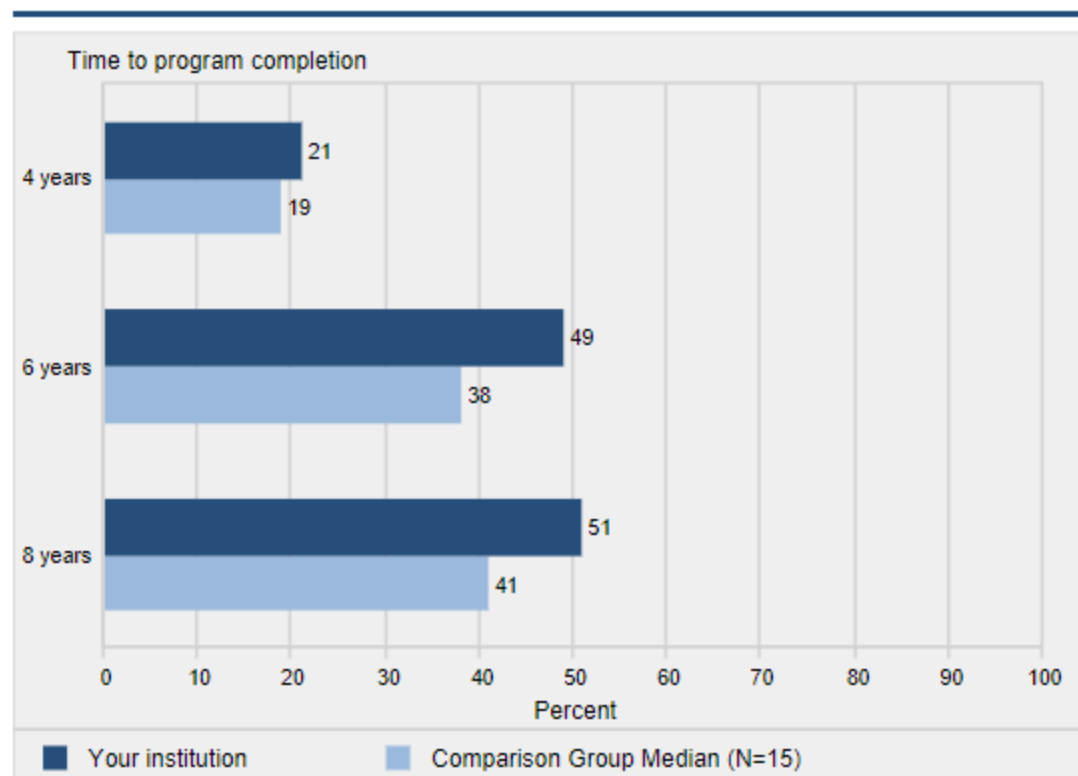
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation

Figure 26. Graduation rates of full-time, first-time bachelor's degree -seeking undergraduates within 6 years, by type of aid: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in

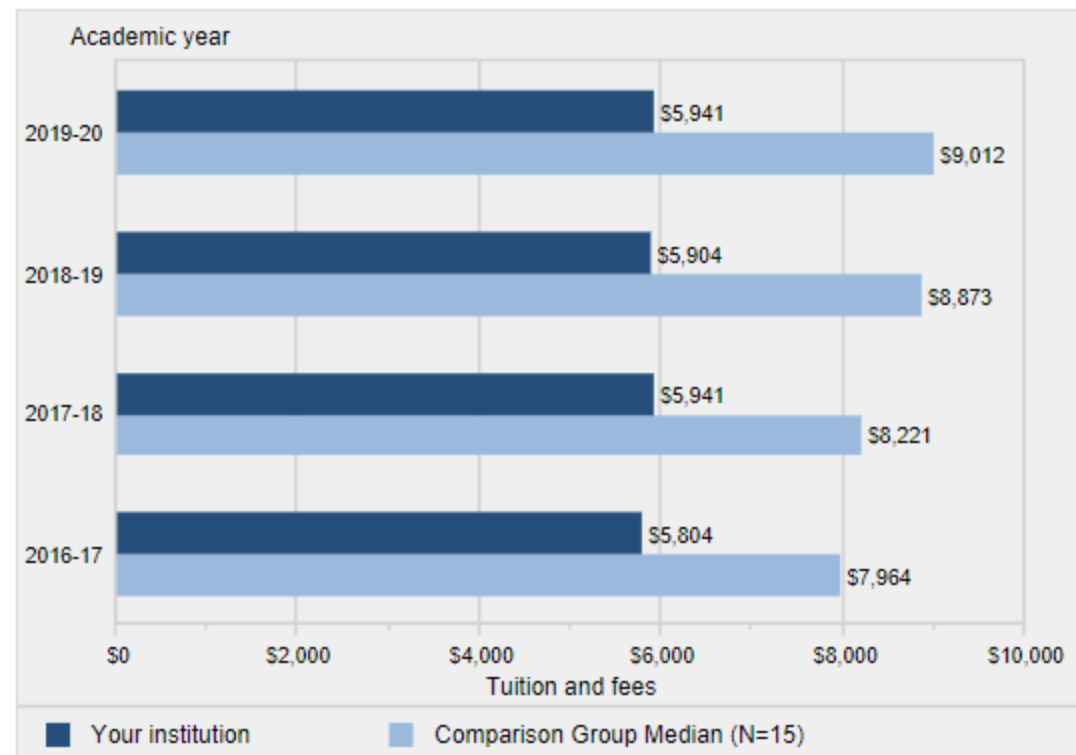
Figure 27. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2011 cohort



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, 200% Graduation Rates component.

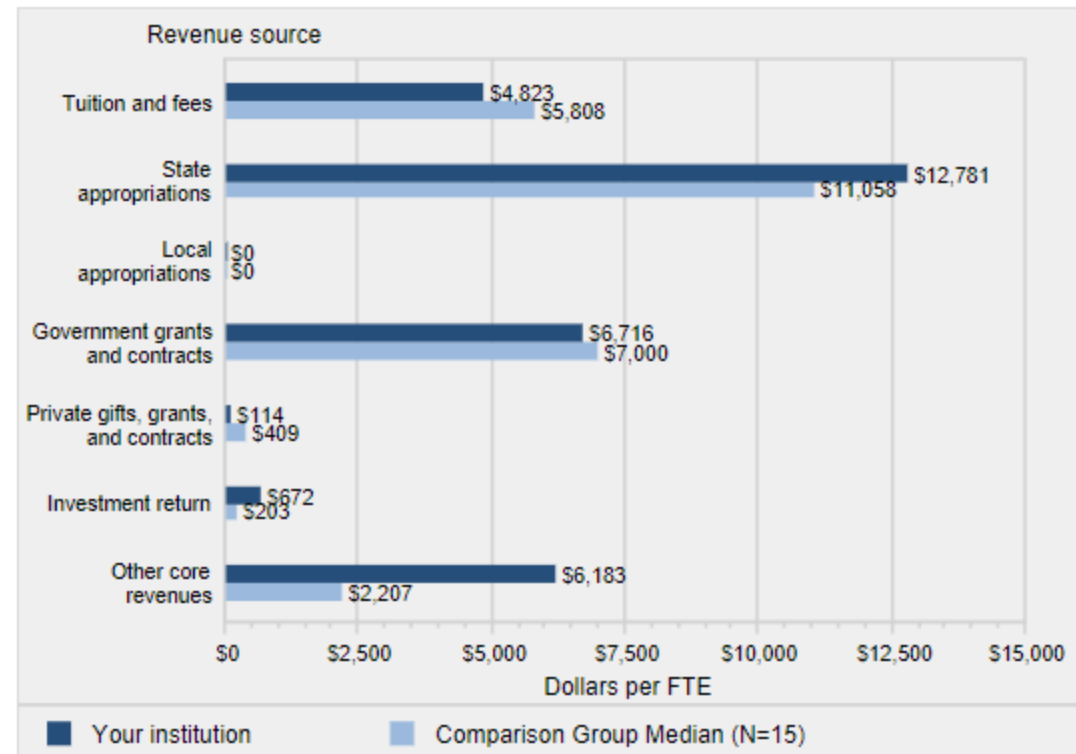
Figure 15. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: Academic years 2016-17 to 2019-20



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Institutional Characteristics component.

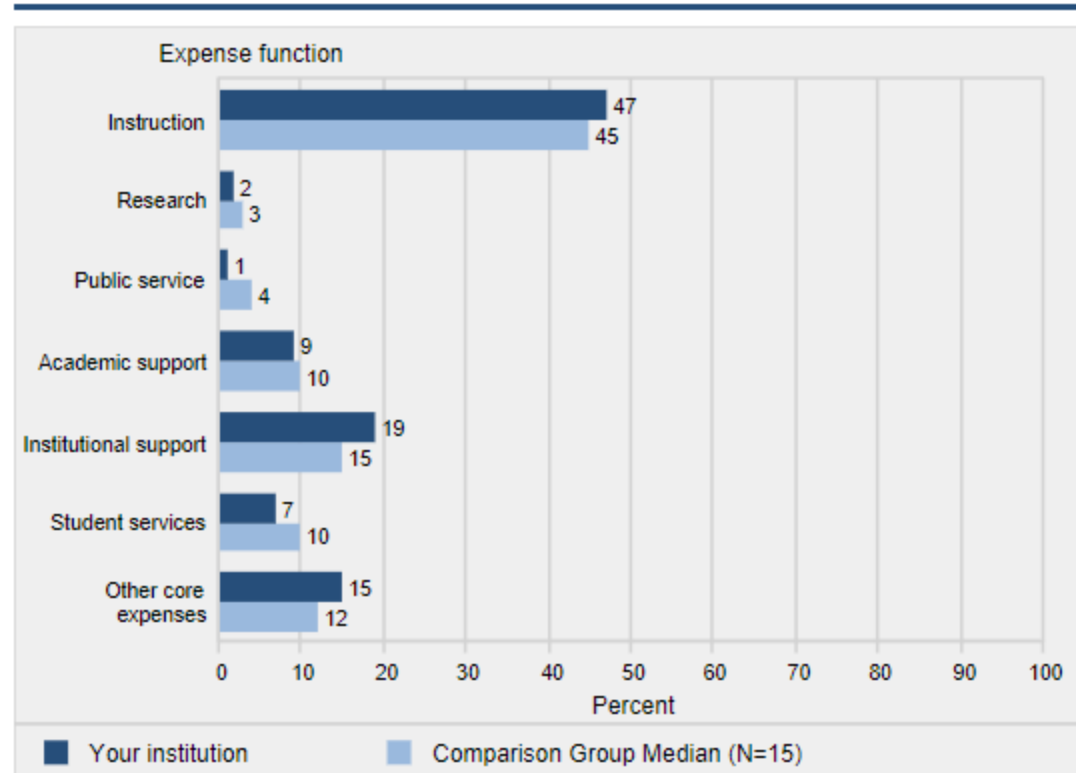
Figure 31. Core revenues per FTE enrollment, by source: Fiscal year 2019



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For details on calculating FTE enrollment and a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, 12-month

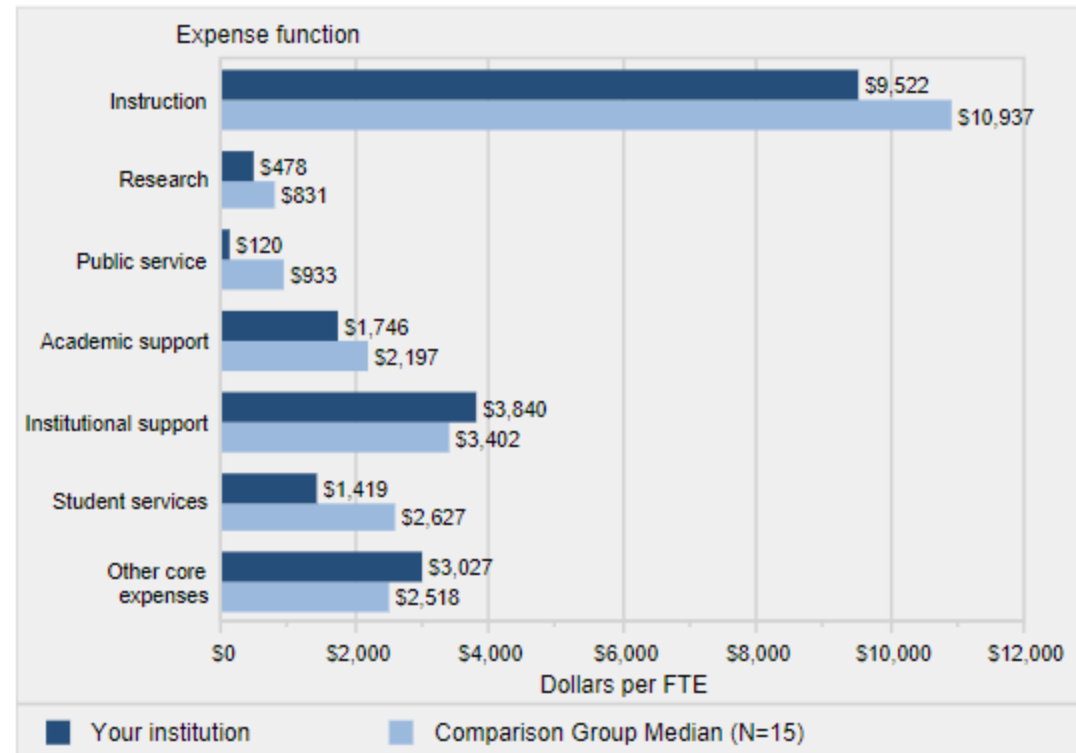
Figure 32. Percent distribution of core expenses, by function: Fiscal year 2019



NOTE: For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Finance

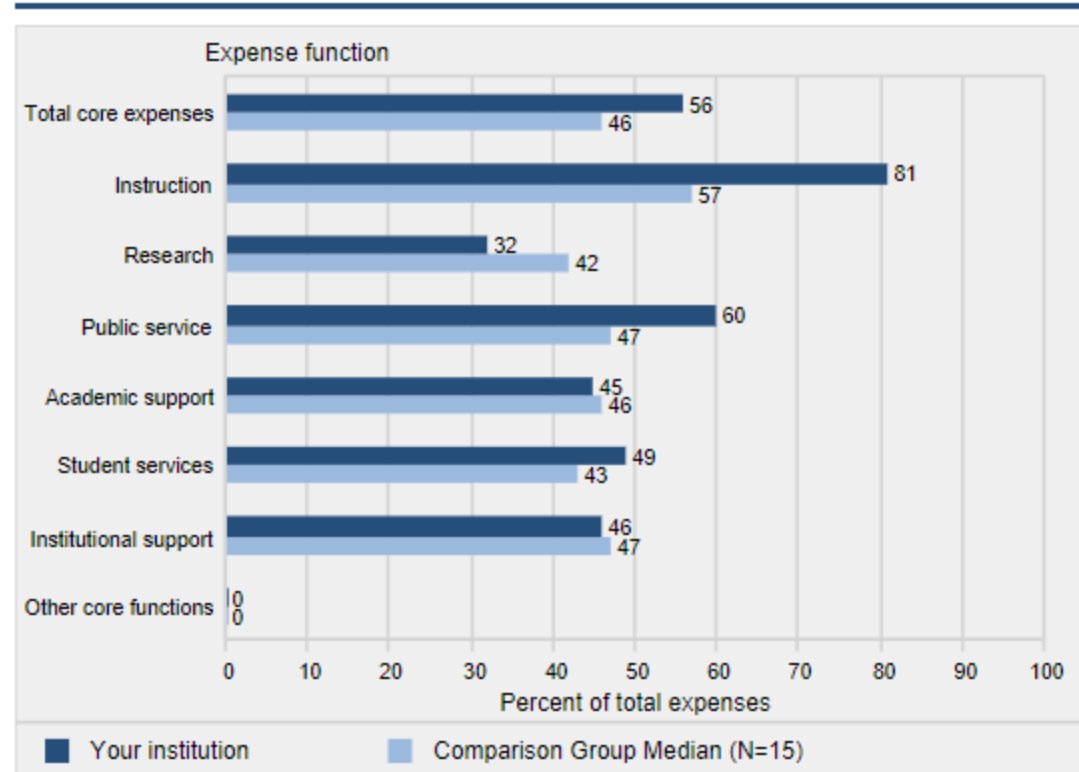
Figure 33. Core expenses per FTE enrollment, by function: Fiscal year 2019



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Enrollment component and Spring 2020, Finance component.

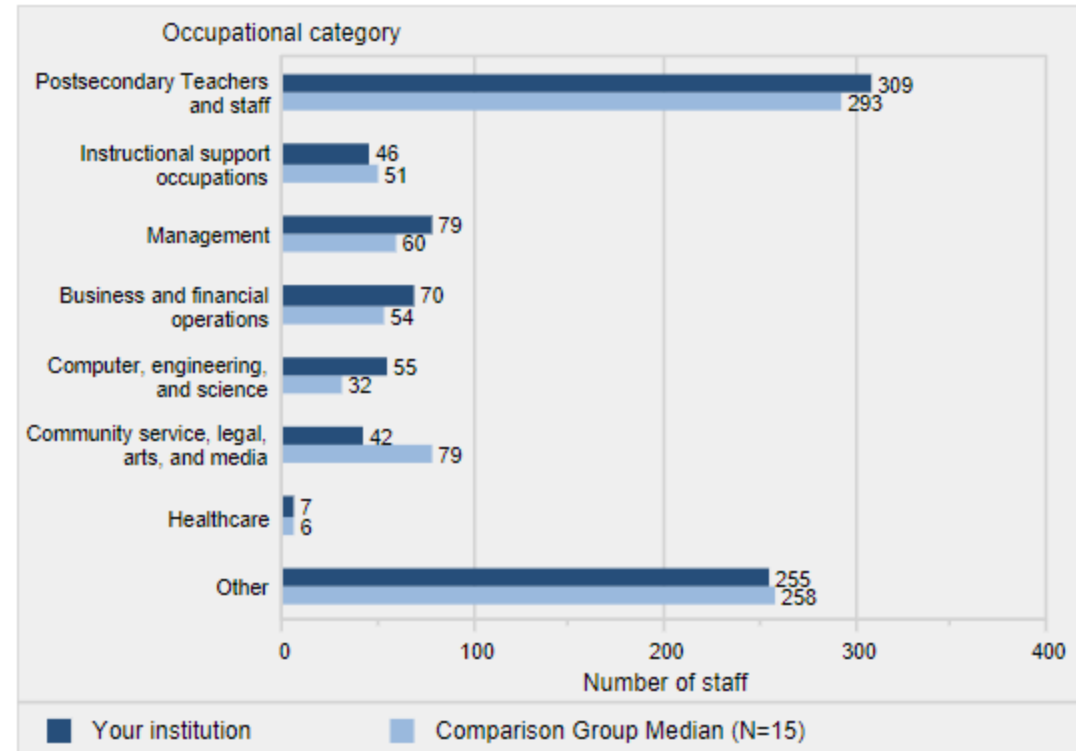
Figure 35. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2019



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Finance component

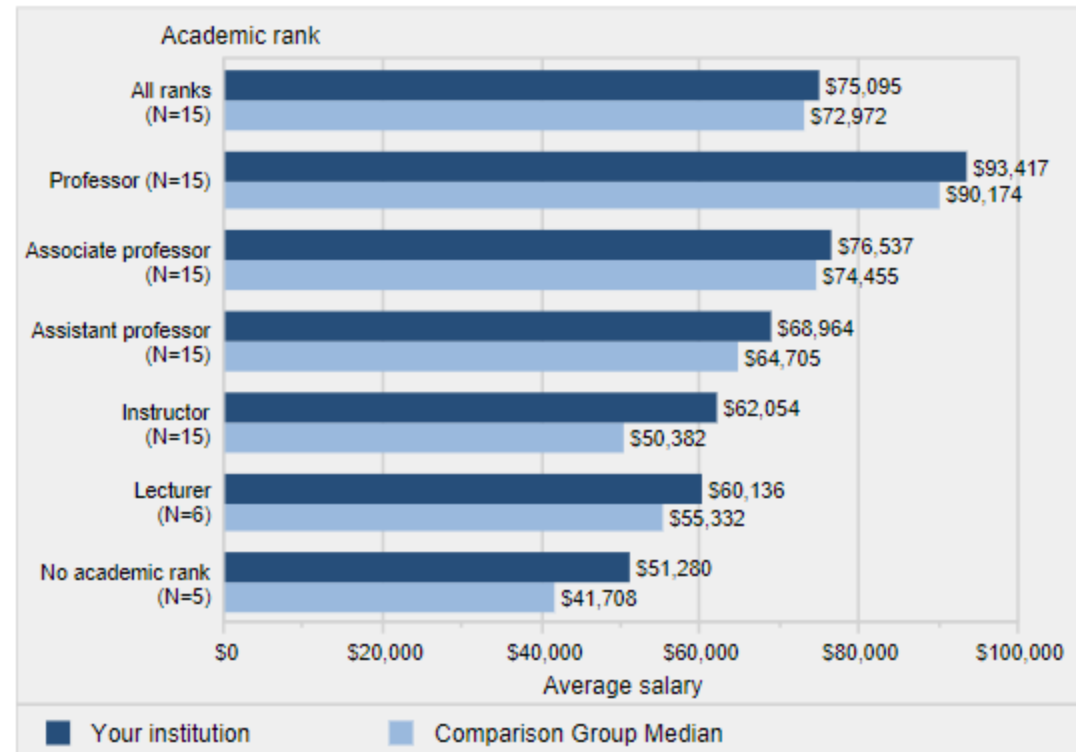
Figure 36. Full-time equivalent staff, by occupational category: Fall 2019



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Human Resources

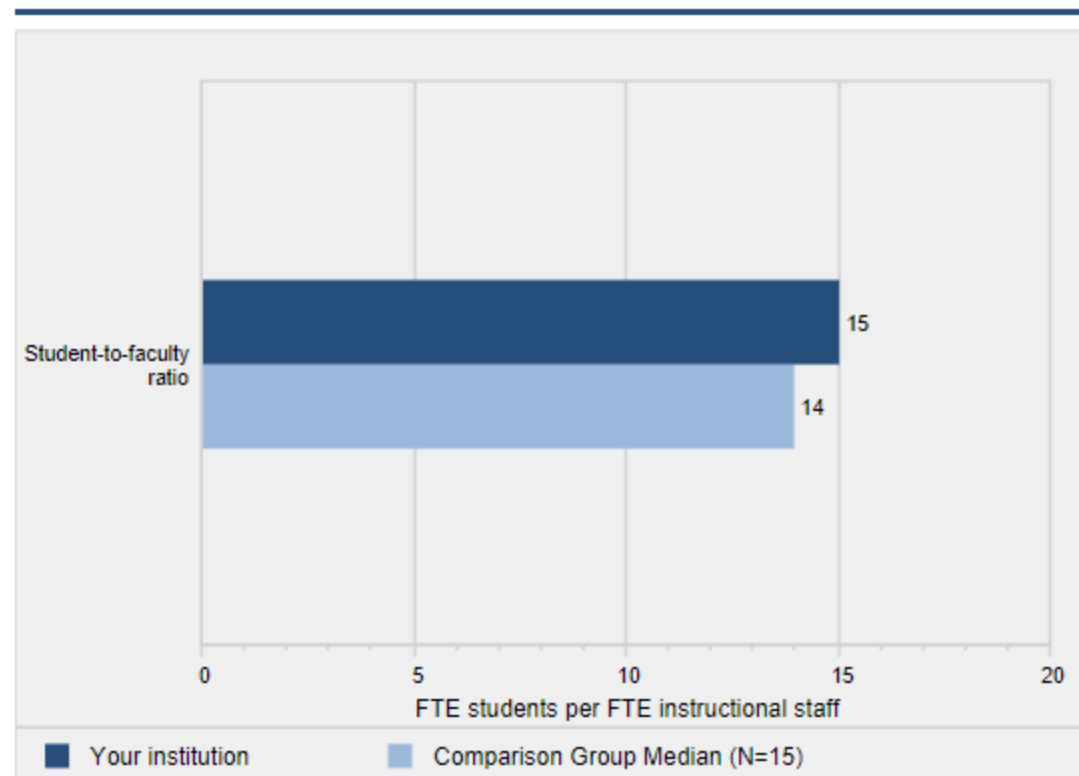
Figure 37. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2019-20



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Human Resources component.

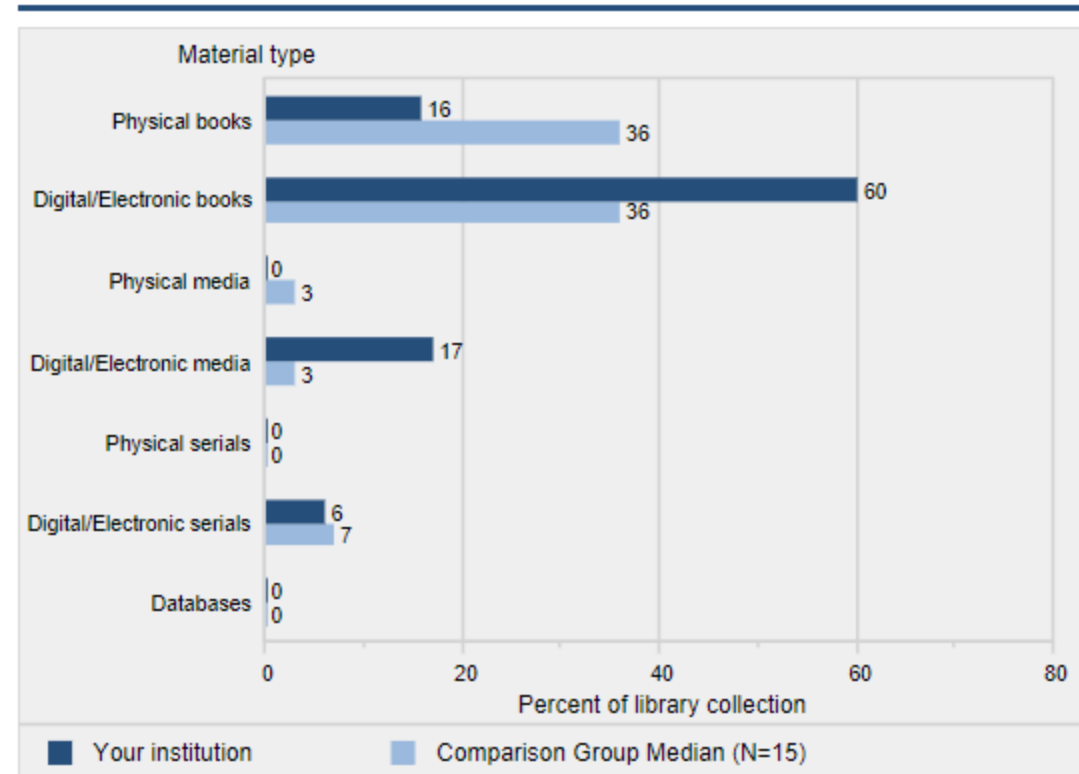
Figure 38. Student-to-faculty ratio: Fall 2019



NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

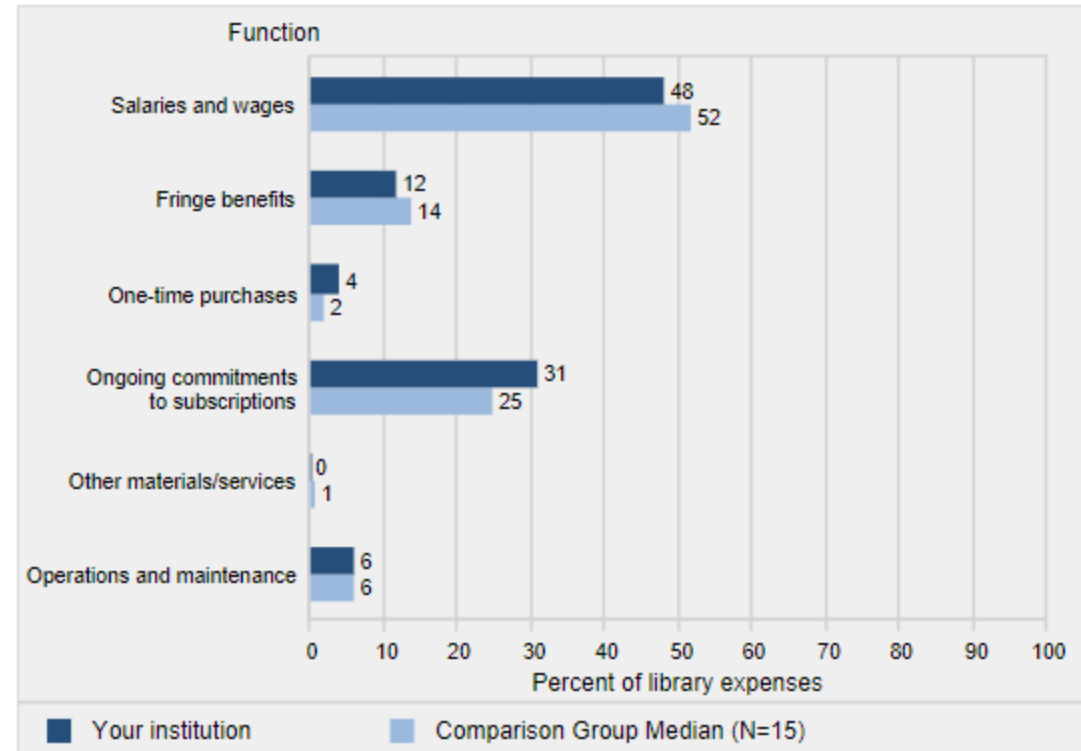
Figure 39. Percent distribution of library collection, by material type: Fiscal Year 2019



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Academic Libraries component.

**Figure 40. Percent distribution of library expenses, by function:
Fiscal Year 2019**



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Academic Libraries component.

Research

Unit of Measure: Thousands of Dollars			
<Fiscal Year>	2019		
<institution name>	R&D Expenditures by \$	Headcount of R&D Personnel	
			2019/2020 New Awards
Alabama State U.	2,577	89	
Coppin State U.	243	0	
Delaware State U.	23,017	236	\$3,210,000
Eastern Illinois U.	700	0	\$3,878,585
Fayetteville State U.	4,695	457	\$17,443,527
Francis Marion U.	362	0	\$8,300,000
Norfolk State U.	8,050	69	
North Carolina Cent	16,227	526	\$33,177,922
South Carolina State	3,659	235	
SUNY, Potsdam	235	0	
Tennessee State U.	15,236	385	\$47,861,500
U. Maryland, Easter	7,133	101	\$20,773,871
Virginia State U.	11,457	190	
Western Carolina U.	2,633	109	\$5,569,854
Western Illinois U.	2,373	57	
Winston-Salem Stat	2,011	120	\$27,687,291

Number Programs Accredited by Fed Recognized Agencies

Institution	# Accred Federally Recognized Programs
Alabama State University	
Delaware State University	
Eastern Illinois University*	16
Western Illinois University	
Coppin State University	
SUNY College at Potsdam	
Francis Marion University	
South Carolina State University	
Tennessee State University	
Norfolk State University*	25
Virginia State University	
University of Maryland Eastern Shore	16
Winston-Salem State University	4
Fayetteville State University	9
North Carolina Central University	17
Western Carolina University	5

Accolades

Aspirant School Data IPEDS

Fall 2019	WSSU	Tennessee State U	Villanova
Total Enrollment	5121	8081	10848
Undergraduate Enrollment	4656	5875	6865
Graduate Enrollment	465	2206	3983
Transfers New Enrollment	421	502	62
Percent Undergraduate Distance Exclusively	12	3	1
Percent Graduate Distance Exclusively	33	12	33
Tuition and Fees	5941	9012	55280
Percent of Students Awarded any Aid	90	82	52
Retention	78	64	96
6-Year Graduation All Undergraduates	51	32	90
6-Year Graduation African American Students	53	30	84
Instructional Expenses as % of Total Core Expenses	47	39	45
Academic Support Expenses as % of Total	9	6	16
Institution Support Expenses as % of Total	19	9	17
Student Support Expenses as % of Total	7	10	21

Summary of Findings: Headcount FTE's; 8-, 6- and 4-Year Graduation Rates; Retention

- Headcount and FTE's are similar between WSSU and its peers (Peers were identified because of similarity to WSSU so this makes sense)
- Undergraduate enrollment in distance education was similar between WSSU and peers for both "exclusively" and "any" enrolled in distance courses.
- Retention rates for first time freshmen are higher at WSSU than peers.
- Hispanic and White grad rates are lower for WSSU than peers.
- Four-year graduation rates while low (21% WSSU) are higher than peers (19%).
- Six- and eight-year graduation rates are both higher than peers.



Summary of Findings: Tuition, Fees, Expenditures

- Tuition and fees per FTE enrollment are lower for WSSU than peers and State Appropriations are higher.
- Government Contracts and Grants, Private Gifts and Contracts per FTE are lower for WSSU than peers while Investment Return and Other core revenue per FTE are greater than peers.
- Distribution of Expenses by Source are greatest for instruction for both WSSU (47%) and peers (45%) followed by Institutional Support (WSSU 19% and peers 15%). Academic Support is 9% for WSSU and 10% for peers and Student Services are 7% for WSSU and 10% for peers.
- However, Expenditures by source per FTE enrollment are lower for WSSU than peers for Instruction, Research, Public Service, Academic Support and Student Services. Institutional Support and Other Core are higher for WSSU than peers.



Summary of Findings: Research Expenditures and Funding Agencies Metrics

R&D Metrics Analysis	Numerical Values
Mean R&D Expenditures	\$6,272,812
Mean Head Count of Research Personnel	160.875
mean% of R&D to Annual Awards	32%
Mean % of R&D to Awards by Research Intensive	46%
Mean % of R&D to Awards by Non-Research Intensive	14%

Among the peer institutions we are within one standard deviations below the average in R&D expenditures and research personnel head count.

We are two standard deviations below the mean for % of R&D expenditures by New Awards.

We are within one standard deviation of the mean for Non-Research Intensive institutions.



Summary of Findings: Faculty and Staff Numbers and Salaries

- Number of faculty positions is similar between WSSU and peers.
- The number of positions in Management, Business and Finance, and Computer and Engineering are greater at WSSU than peers.
- Instructional Support and the category of Community Service, Legal, Arts and Media have less positions than peers.
- Average salaries across all levels of faculty are higher at WSSU than peers.



Summary of Findings: Library

- WSSU has less books than peers but has more digital and electronic media.
- Salaries appear similar between WSSU and peers.



Summary of Findings: Accrediting Agencies Data

- WSSU appears to have less programs accredited by federally recognized agencies than a select group of peers.



Summary of Findings: Accolades

- WSSU does not list local city accolades.
- WSSU has a good list of accolades compared to peers.
- WSSU's School of Health Sciences seems to be driving our accolades.



Summary of Findings: Other



Summary of Findings: Aspirant Institutions

Enrollment: While a little larger, TSU is already part of our peers so their data is comparable to ours. Villanova is considerably larger.

Retention & Graduation: TSU's retention and graduation are not as good as WSSU while Villanova's are considerably better across all student populations.

Tuition & Fees: TSU is higher than WSSU and Villanova being a private institution is considerably higher.



Strengths

- Full-Time Retention Rate while not a strong as we would like is very good among peer institutions
- Strong overall consistent enrollment
- Strong Part-Time Retention Rates
- Low Transfer-out Rates
- Low and consistent Tuition compared to peer and public aspirant institutions.
- Electronic library book availability is excellent
- Number of degrees awarded
- Average salaries of FT instructional staff
- Recent increases in research productivity is contributing to new trends



Weaknesses

- Undergraduate 4-year graduation rate
- Majority of accolades can be attributed to Health Science (particularly nursing) thus we have too much reliance on a single program
- Higher percentage of loans granted to first-time degree students than peer institutions
- Instructional support has less support than peers with administrative support higher
- Fewer federally-recognized accreditations than our peers
- Low R&D expenditures imply grant funded infrastructure is a weakness, since spending is not in alignment with acquisition
- Less state and local grants and less institutional grants than peers
- Low military educational benefits for veteran education



Opportunities

- Increase undergraduate and graduate enrollment by increasing the percentage of students enrolled in distance education courses and programs.
- Increase the undergraduate 4-year graduation rate through continued use of data analytics resources (EAB), advising tools, and more student support professionals
- Increase R&D proposals and awards through continued investment in resources that are available to the campus community (EAB, Office of Sponsored Programs, etc.).
- Increase revenue streams from private gifts and contracts
- Improve allocations to support research, academic support, student services and instruction including expanding the work of CITI with faculty.



Opportunities

- Increase accreditation of more programs
- Grow nursing enrollment
- Grow overall undergraduate enrollment
- Increase military outreach
- Diversify online offerings in both SOHS and CASBE
- Opportunity to partner with other UNC Schools on programs to increase enrollment



Threats

- 4, 6, 8-year graduation rates
- Unknown long-term effect of pandemic on retention and FTE headcount
- High reliance on state appropriations
- Low tuition and fees as compared to other programs, which can be an impediment to our ability to reinvest in our infrastructure and ability to grow



Priorities or Areas of Focus

- **Long-term - Program Diversification/Growth:** WSSU appears to have less programs accredited by federally recognized agencies than a select group of peers. Diversify on-campus and online offerings in both SOHS and CASBE at undergraduate and graduate levels to increase enrollment and reduce risks to state budget allocation.
- **Long-Term - Resource Allocation Analysis:** Increase R&D proposals and awards through investment in personnel and investment in electronic resources making business management tasks more efficient for the campus community. Improve instructional effectiveness through CITI work.
- **Short-term - Data-driven Decision Making:** Increase student retention and graduation rates through targeted use of data analytics resources and advising tools to guide implementation of effective support activities, interventions and programs.

