



# **Transforming Institutional Effectiveness**

*A unified, data-driven approach to align investments  
and strategic planning*

March 2023

# Our Roots: Innovation from Within Higher Ed



**2010**

First generation platform at UMGC



**2016**

HelioCampus spun out to serve higher education



**2020**

HelioCampus adds Benchmarking capabilities



**2021**

HelioCampus adds Assessment capabilities



**Future**

Accelerating higher education's path to achieve mission & sustainability

# Ball State At-a-Glance

- 2021-2022 Enrollment: 20,319 (from all IN counties, all 50 states, 80 countries; the majority from IN)
- 2021 First-Year Class Profile:
  - 44% first-generation students in the admitted first-year class
  - 25% ethnic minority
  - 3.5 average high school GPA
  - 97% qualified for financial aid



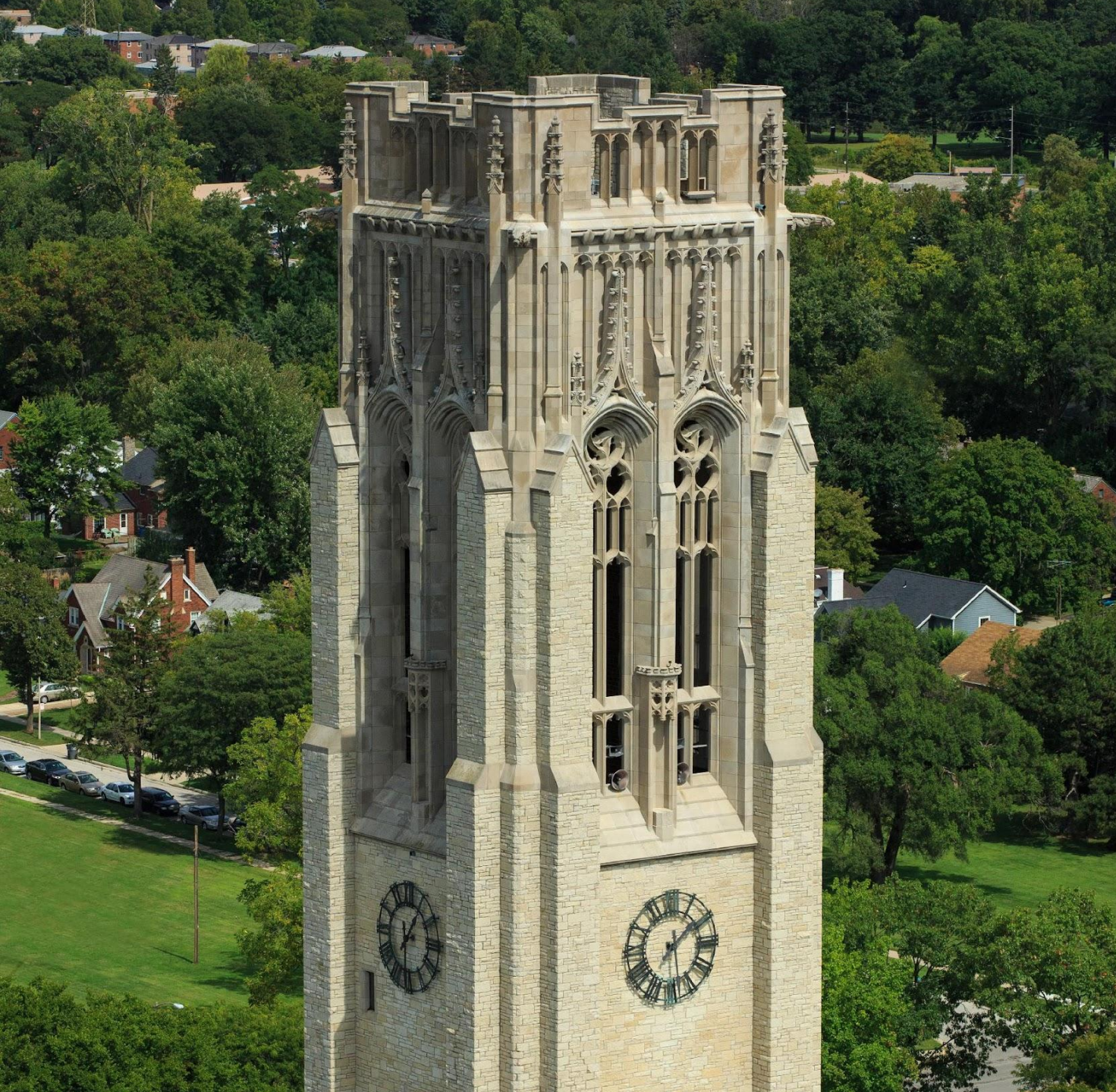
**BALL STATE  
UNIVERSITY**



# Ball State At-a-Glance

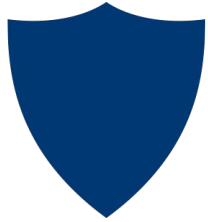
- Best First-Year Experience in Indiana
- Career Services Excellence Award
- Excellence in Diversity Award (7 years in a row)
- 112 Academic Majors
- 94% Graduate Placement Rate
- 14:1 Student-Faculty Ratio; 22 students avg. per class
- 150+ Study Abroad Programs
- 790 acres + 425 Natural Areas of Research Property
- Nationally recognized for Environmental Sustainability: 46 Geothermal buildings; 16 LEED-Certified Facilities; Locally sourced food in dining
- Top reputation for supporting students with disabilities
- 19 NCAA Division I Sports





## **MISSION**

The University of Toledo improves the human condition as a public research university and academic medical center whose mission is to educate students to become future-ready graduates, cultivate leaders, create and advance knowledge, care for patients and engage our local, national and global communities.



Established  
1872



Public University  
in NW Ohio



R2  
Doctoral



14  
Colleges



300+  
Academic Programs



Academic  
Medical Center



15,000+  
Students



MAC  
Athletics



Community  
Engaged



Ranked Academics  
& Social Mobility

# Frostburg State University At-a-Glance



- Frostburg, MD
- Public, 4 year university
- 4,068 students
- 78% Maryland residents
- Expansion from traditional markets to adult learners and graduate students
- Pell Grant Recipients: Undergrads Receiving Pell = 35%
- 72% freshman-to-sophomore retention rate
- 36% UG Minority

# Internal and External Pressures Impacting Institutional Effectiveness

## Institutional Effectiveness Evolution Drivers

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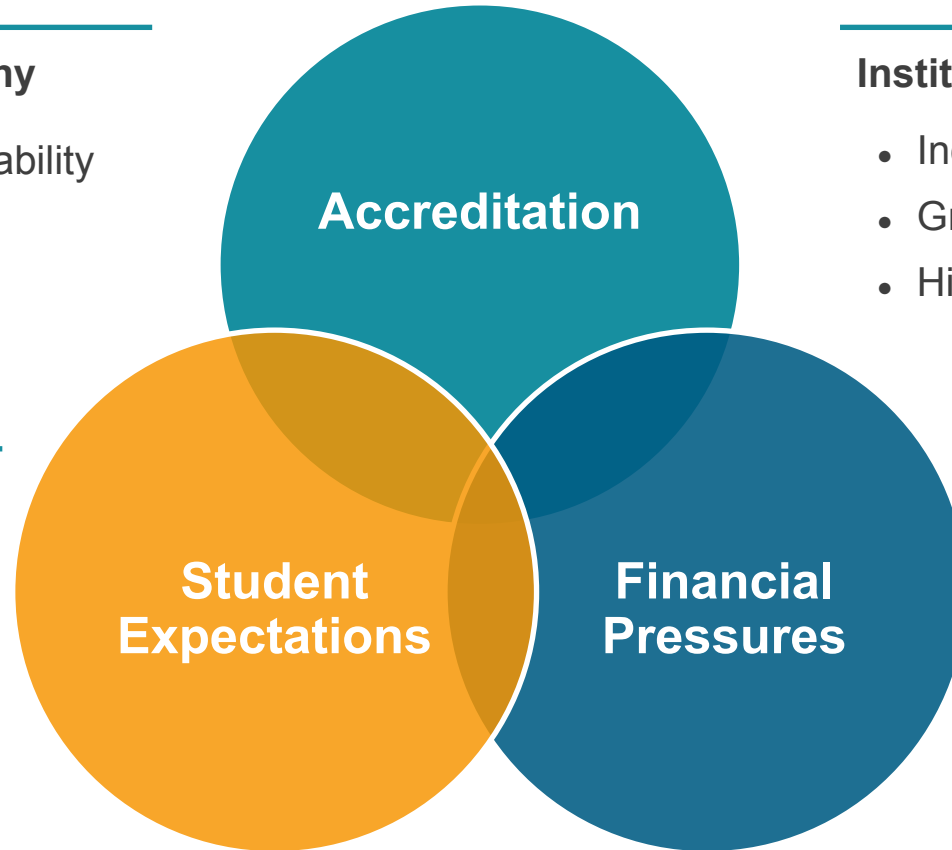
### Accreditation Bodies Under Scrutiny

- Greater focus on financial sustainability
- Expanded focus on student learning outcomes

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### Student Expectations

- Value of a degree
- Skills & job placement
- Career outcomes



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### Institutional Requirements Expanding

- Increased focus on continuous improvement
- Greater need for institutional data & systems
- Higher demands on existing staff

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### Cost Containment

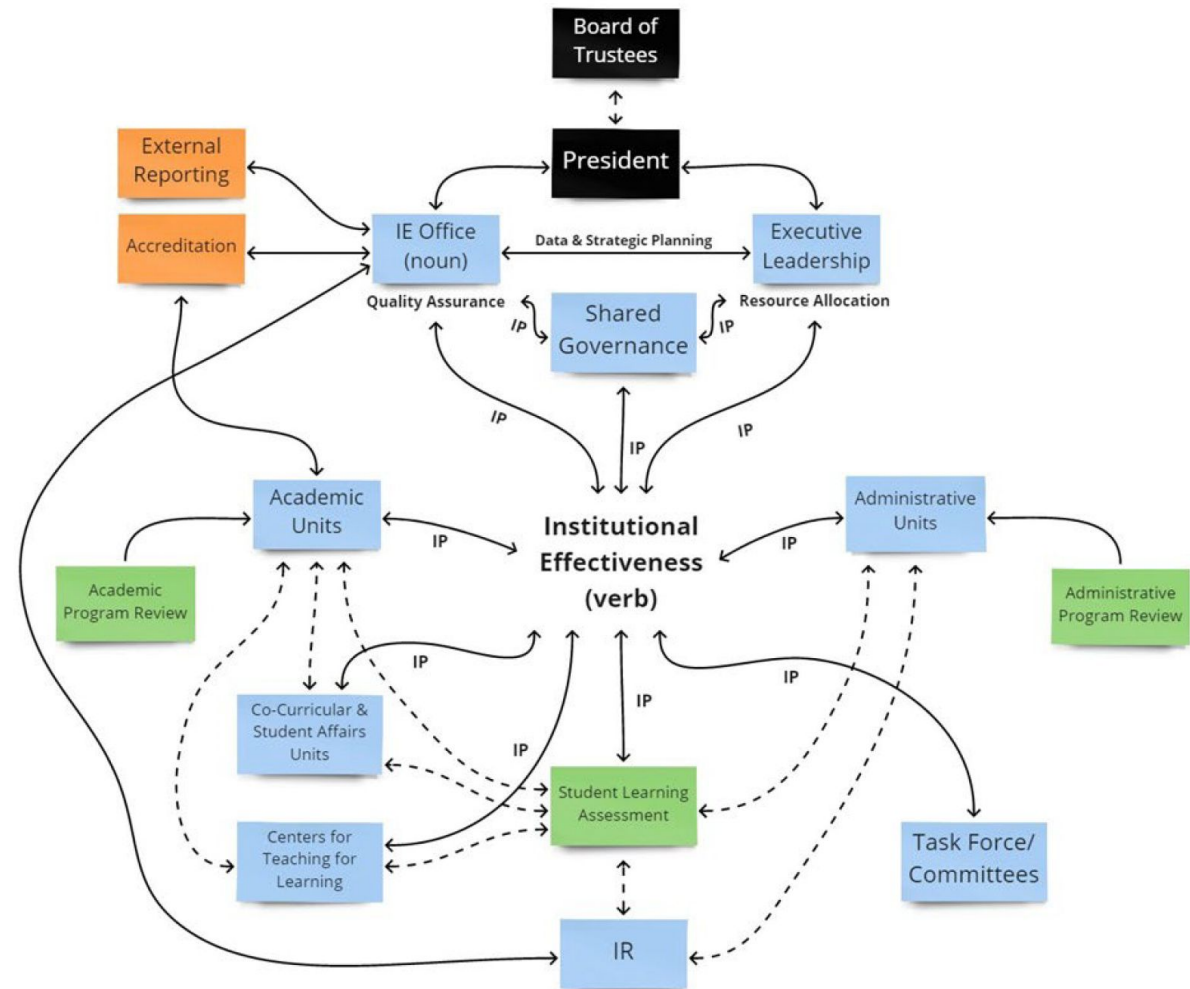
- Increased Operating Costs
- Staffing Constraints
- COVID-19 Impact



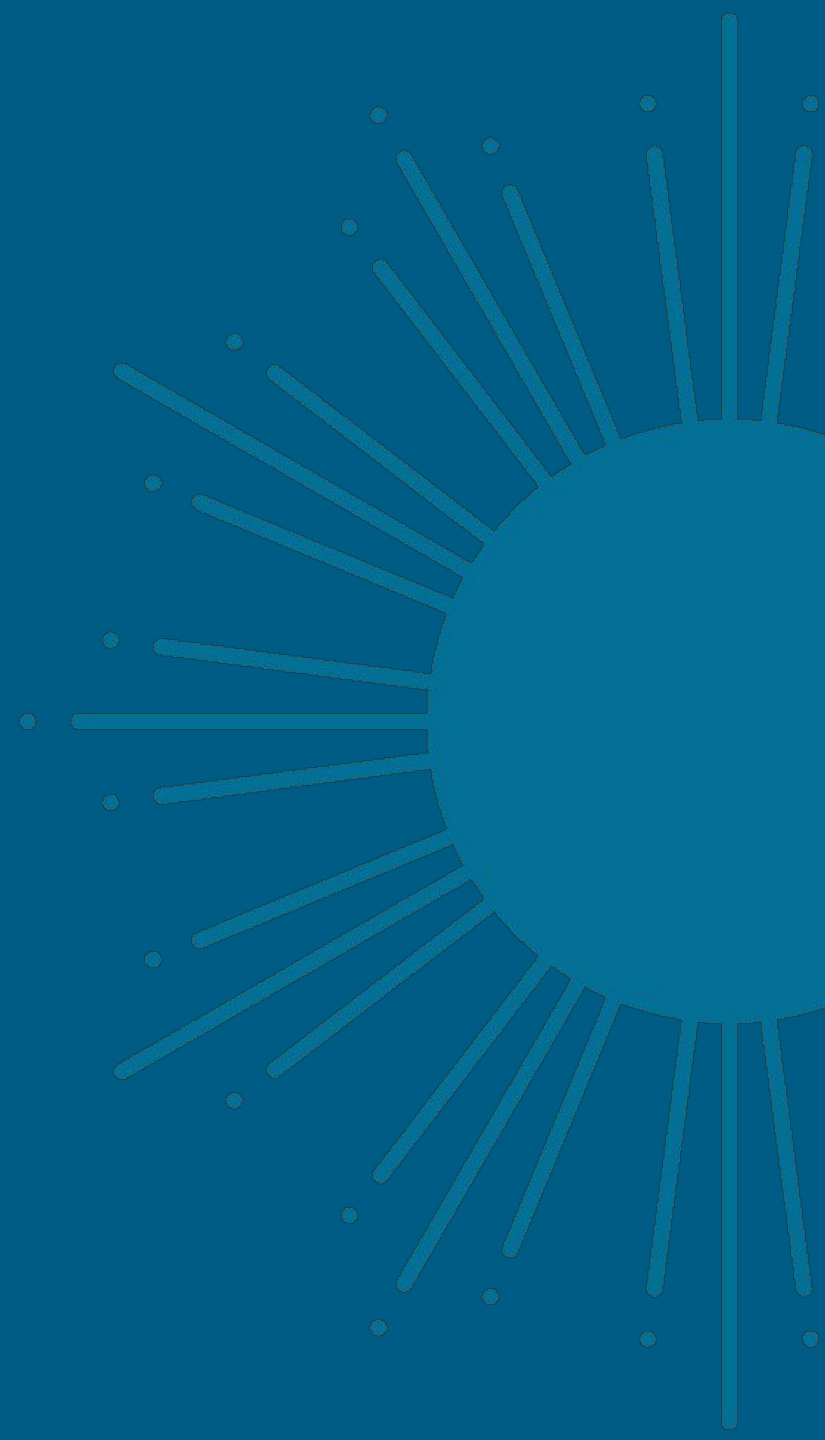
# A Model of Institutional Effectiveness

## The Crossroads of Evidence

*Institutional Effectiveness professionals are both translators and integrators – and universities need these people who know how to interpret the data...they assist in developing data-informed strategic plans, financial forecasts, enrollment plans, and other assessments of institutional efficacy.*



**Ball State University**



# Destination 2040: Our Flight Path

## Strategic Plan Goals

1. Undergraduate Excellence and Innovation
2. Graduate Education and Lifetime Learning
3. Community Engagement and Impact
4. Scholarship and Societal Impact
5. Institutional and Inclusive Excellence





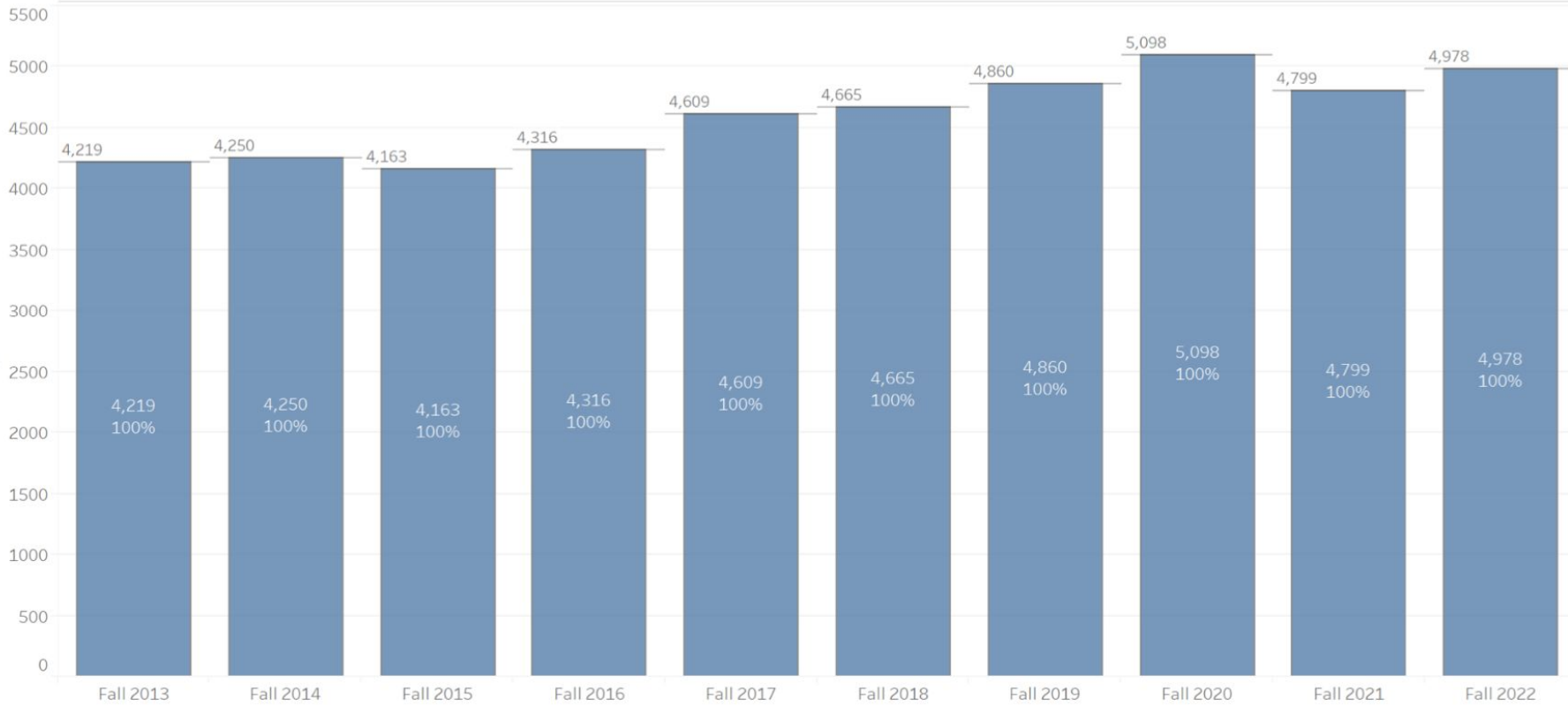
# ENROLLMENT | Trend - Headcount

Live data, will not match census reporting  
Date Refreshed: 3/23/2023

Measure Selection  
Headcount

Dimension Selection  
Aggregate

- Term Type  
Fall
- Term  
All
- Student Level  
All
- Primary Major Degree Type  
All
- Student Primary College  
All
- Student Primary Major Departm..  
All
- Student Primary Major Program  
All
- Student Residency  
All
- Student Gender  
All
- Race/Ethnicity (IPEDS)  
Multiple values
- Student Entry Type  
All
- Student Group  
All



Filters| Measure Selection: Headcount, Breakout Dimension:Student Level, Term Type: Fall, Term:Fall 2013, Fall 2014, Fall 2015 and 7 more, Student Level:Undergraduate & Graduate, Student Primary College:All, Student Primary Department:All, Student Primary Program:All, Student Residency:All, Student Gender:All, Race/Ethnicity:Asian, Black or African American, American Indian or Alaskan Native and 5 more

Legend: ■



# RETENTION AND GRADUATION | Retention and Graduation Grids

Live data, will not match census reporting

Date Refreshed: 3/23/2023

## Cohort Term

Fall 2022

Student Level  
Undergraduate

Student Entry Type Cohort  
First-time Undergrad

Student Degree Type  
Multiple values

Student Primary College  
All

Student Primary Major  
All

Student Primary Program  
All

Primary Major Department  
All

IPEDS Ethnicity  
All

Sex  
All

Student Full Time Part Time  
Full Time

Student Degree Seeking Status  
Degree Seeking

## Retained or Graduated Grid

Cohort Term	1 TERM	2 TERMS	3 TERMS	4 TERMS	5 TERMS	6 TERMS	7 TERMS	8 TERMS	9 TERMS	10 TERMS	11 TERMS
Fall 2018	100% 3,698	91% 3,379	75% 2,769	71% 2,640	69% 2,548	66% 2,452	65% 2,406	64% 2,366	63% 2,315	62% 2,297	54% 1,982
Fall 2019	100% 4,024	92% 3,690	80% 3,220	73% 2,955	69% 2,776	67% 2,687	65% 2,608	64% 2,556	10% 409		
Fall 2020	100% 3,535	88% 3,121	72% 2,553	68% 2,413	64% 2,280	62% 2,199	0% 16				
Fall 2021	100% 3,218	90% 2,901	73% 2,345	69% 2,229	0% 1						
Fall 2022	100% 3,437	91% 3,145									

## Graduation Grid

Cohort Term	3 TERMS	4 TERMS	5 TERMS	6 TERMS	7 TERMS	8 TERMS	9 TERMS	10 TERMS	11 TERMS
Fall 2018		0% 5	0% 13	5% 181	10% 359	49% 1,823	54% 1,982	54% 1,983	54% 1,982
Fall 2019		0% 7	0% 16	5% 214	10% 409	10% 409	10% 409		
Fall 2020		0% 9	0% 16	0% 16	0% 16				
Fall 2021	0% 1	0% 1	0% 1						

Source: Retention Extract | Cohort Term Fall 2022

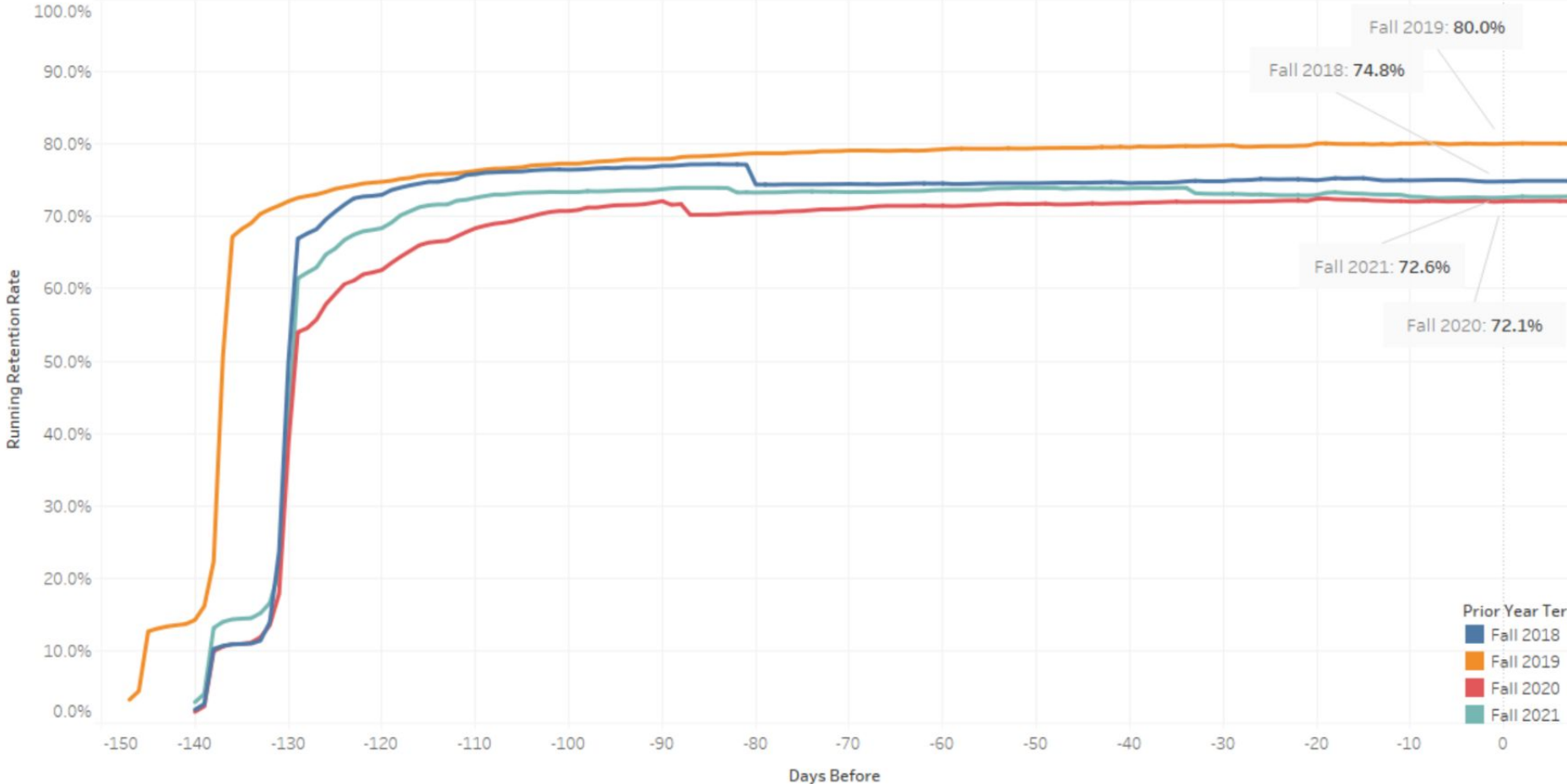
Data Dictionary



# Retention Tracker | As of Day Percentage

Retention Tracker

- Student Level  
Undergraduate
- Student Entry Type  
First-time Undergrad
- Primary Major Degree  
Multiple values
- Primary Major College  
All
- Primary Major Department  
All
- Primary Major Program  
All
- FT/PT Indicator  
Full Time
- IPEDS Ethnicity  
All



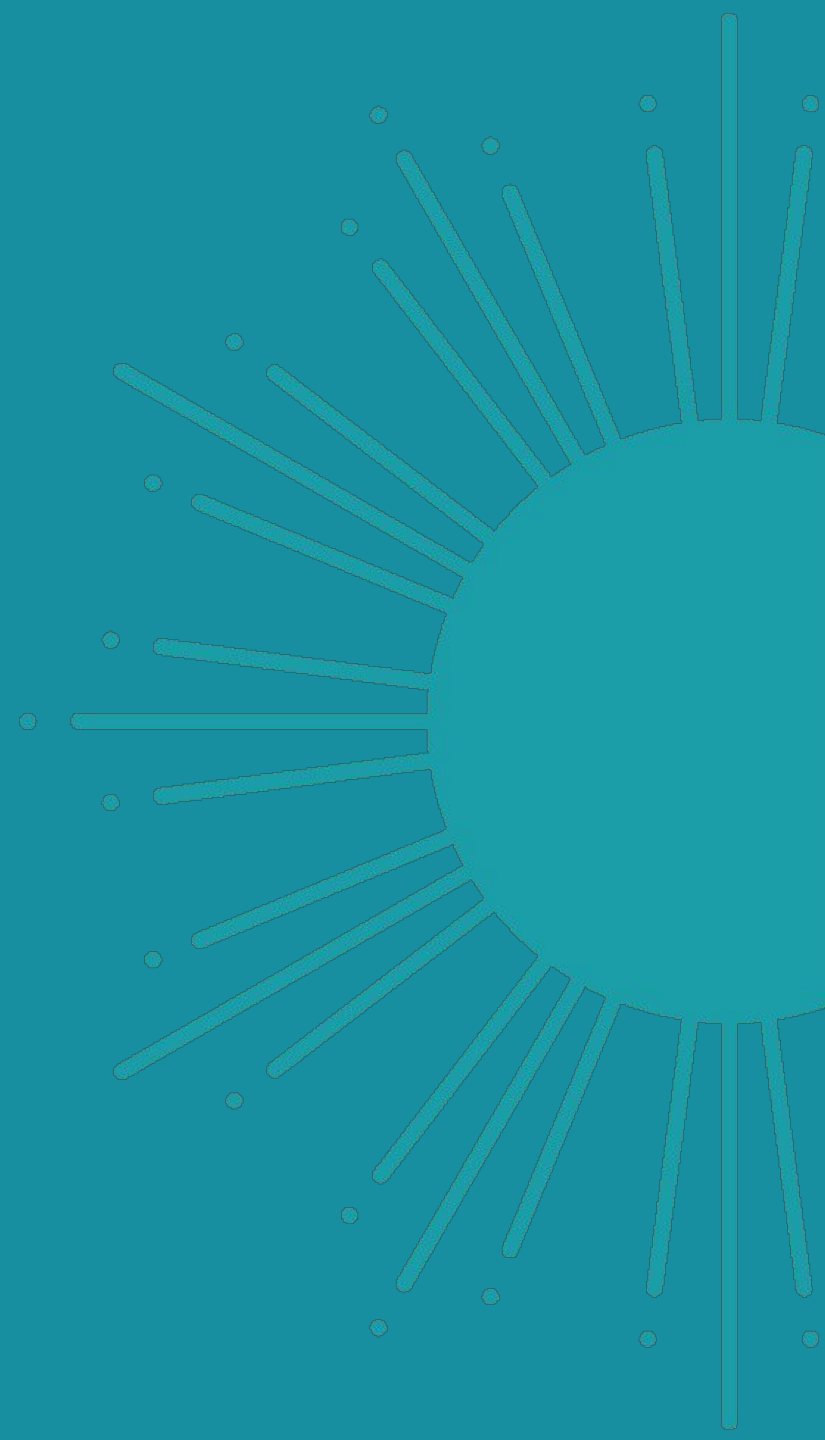


**BALL STATE  
UNIVERSITY**

**Student Success Initiative**

- A Ball State University team is participating in the California State University (CSU) Student Success Analytics Certification program. The team is responsible for completing a data action project as part of the program. The Miller College of Business (MCOB) Team is looking explicitly at DFWI courses.
- MCOB is exploring the equity gaps for students as it relates to performance in their core classes. The team will use the DFWI Dashboard to identify the class(es) with the most significant equity gaps for each department within the College.
- The goal is to develop a final toolkit for MCOB administration and faculty that includes:
  - An overview of observations gleaned from the analysis of the dashboard
  - Research
  - Best/High Impact Practices
  - Campus Resource Summary and Suggestions

**Frostburg State University**





# Approach and Goals

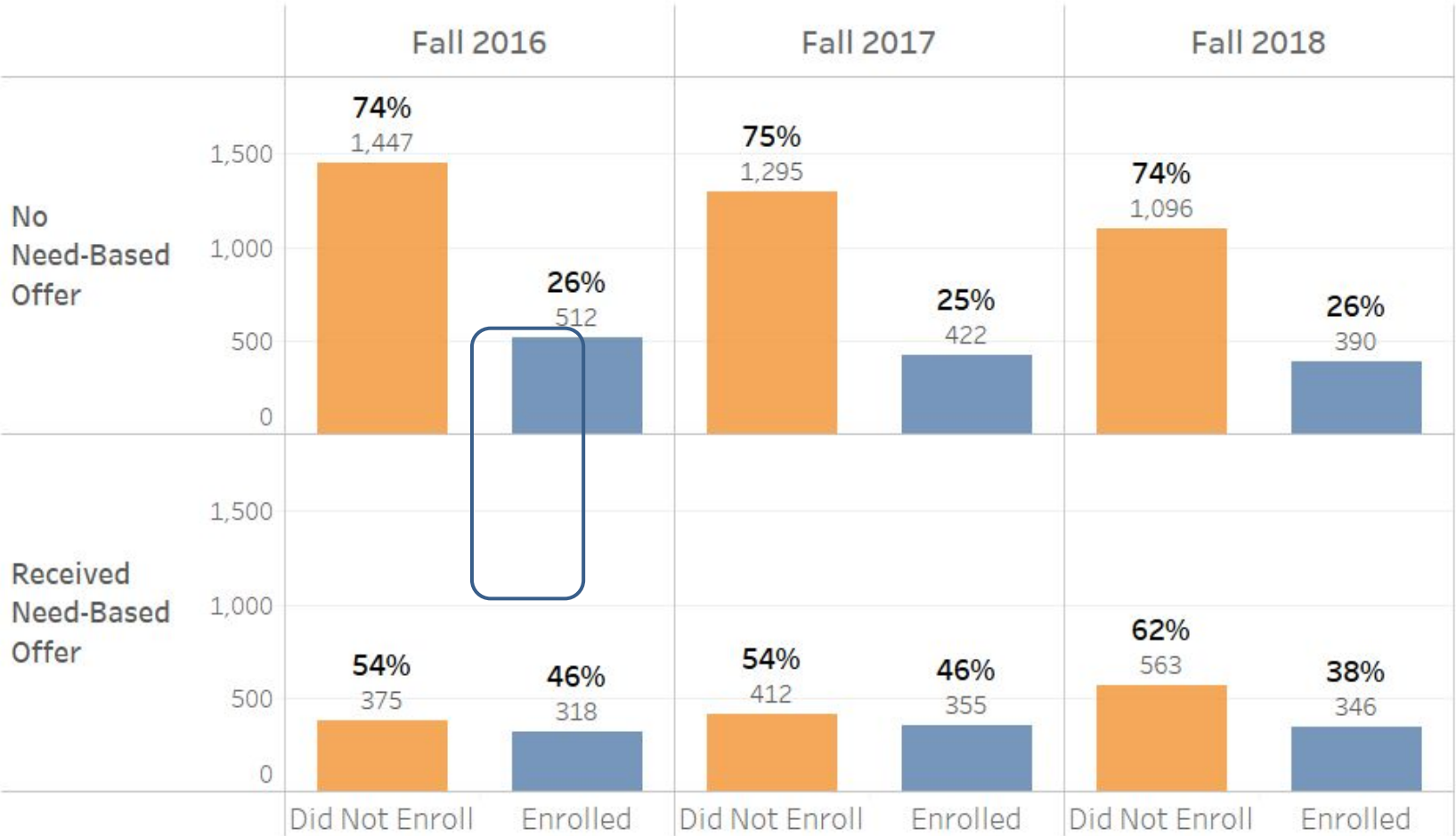
## Questions:

- How can we use financial aid strategically to increase yield and retention?
- How does increasing total aid impact enrollment and net tuition revenue?

## Goals:

1. Get more aid to more students to meet more need
2. Use institutional aid to reduce the financial burden on our core student
3. Have as many of the likely-to-graduate receive some type of aid
4. Want to get to the point where we are not leaving money on the table

# Admissions Yield and Need-based Offers



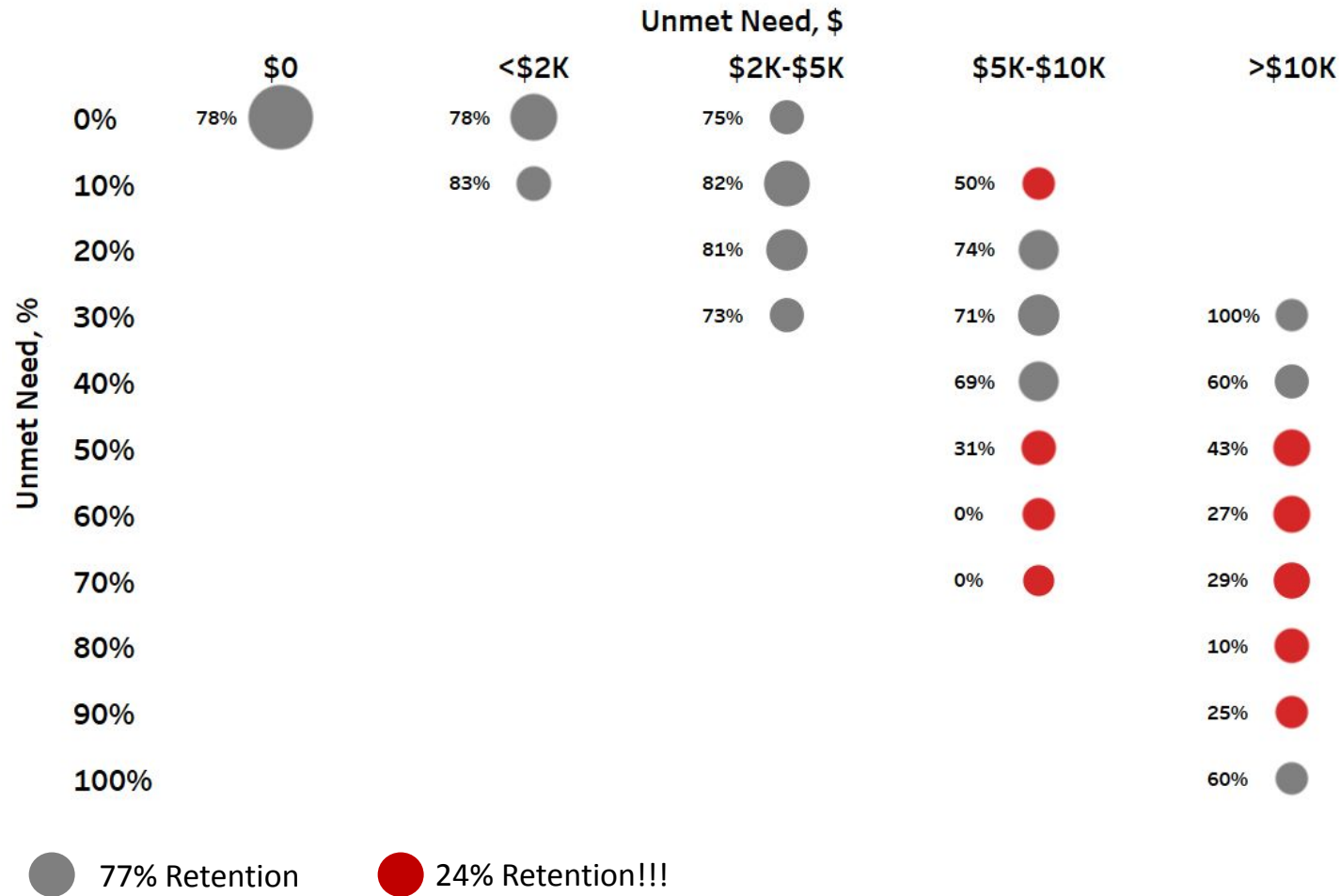
## WHAT'S IMPORTANT?

Yield increased when students were offered need-based aid

Supports the idea that students are attending local CC's for financial reason

# Unmet Financial Need

Unmet Financial Need (Absolute and Relative to Total Cost of Attendance) Effect on Retention  
 First-time, full-time, degree seeking undergraduates Fall 2010-Fall 2016



## WHAT'S IMPORTANT?

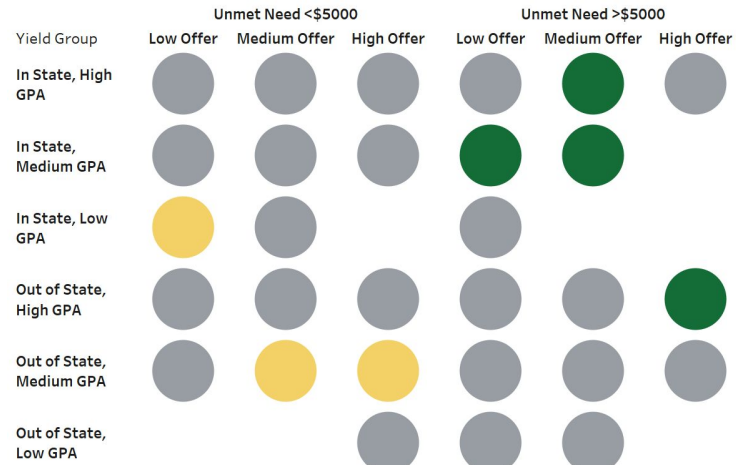
- There is a strong effect of unmet need on retention
- A cliff exists above \$5K and 50% unmet need

# Reviewed 3 different models

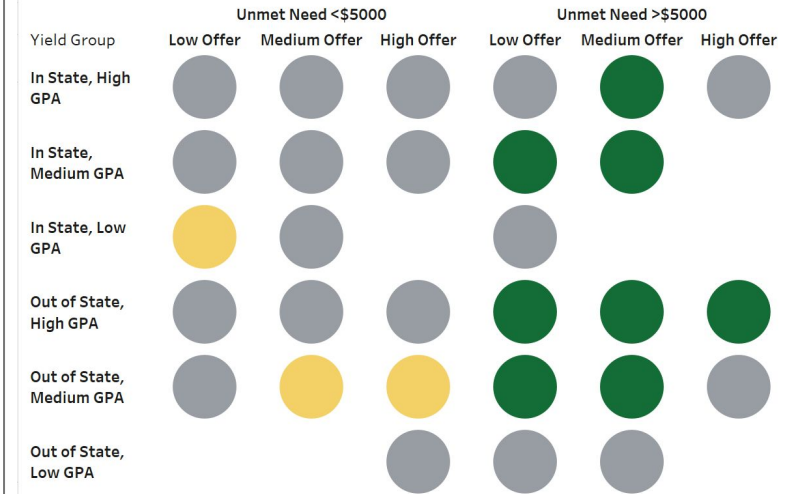
## Increased revenue, same aid budget



## Aid increase



## Targeted aid increase



Decrease

Change in Aid Offered

Increase



# Apps (completed) and enrollments by Academic Plan, FTS

## • Apps

### – UP

- Pre-eng, pre-prof
- Psych (from undecided?)
- Nursing
- Athl training/ex sports science
- Bus admin

### – DOWN

- Biology
- Health Science
- Engineering
- Undecided
- Music

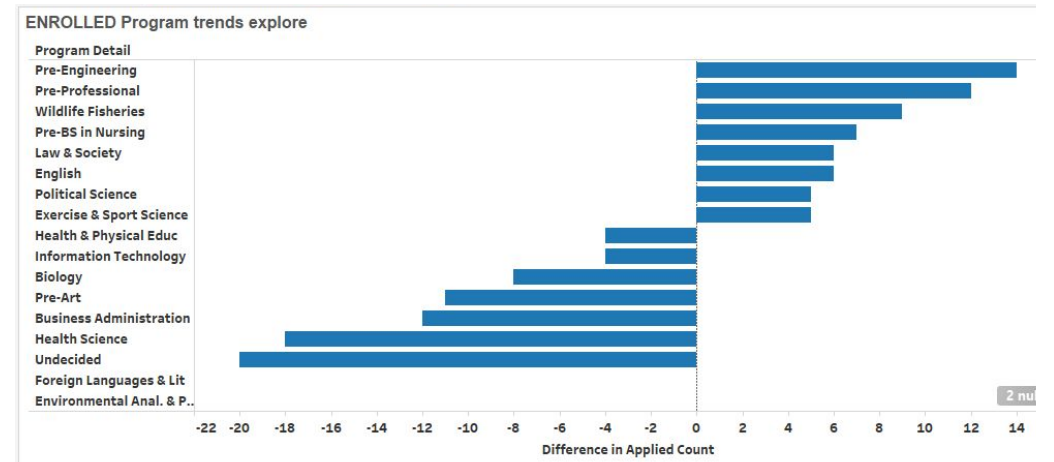
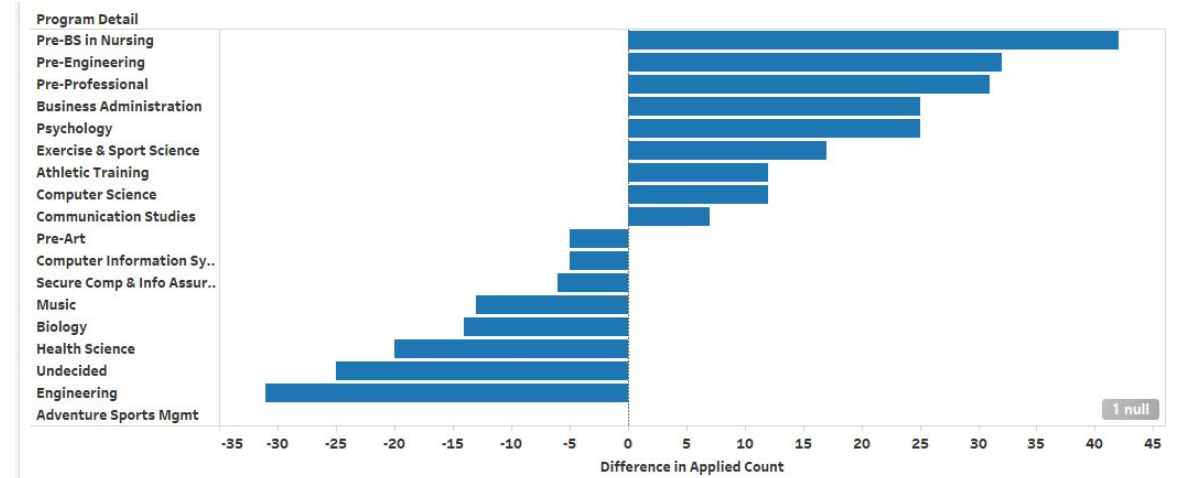
## • Enroll

### – UP

- Same as apps

### – DOWN

- Business
- undecided
- Health sci
- Pre-art
- biol



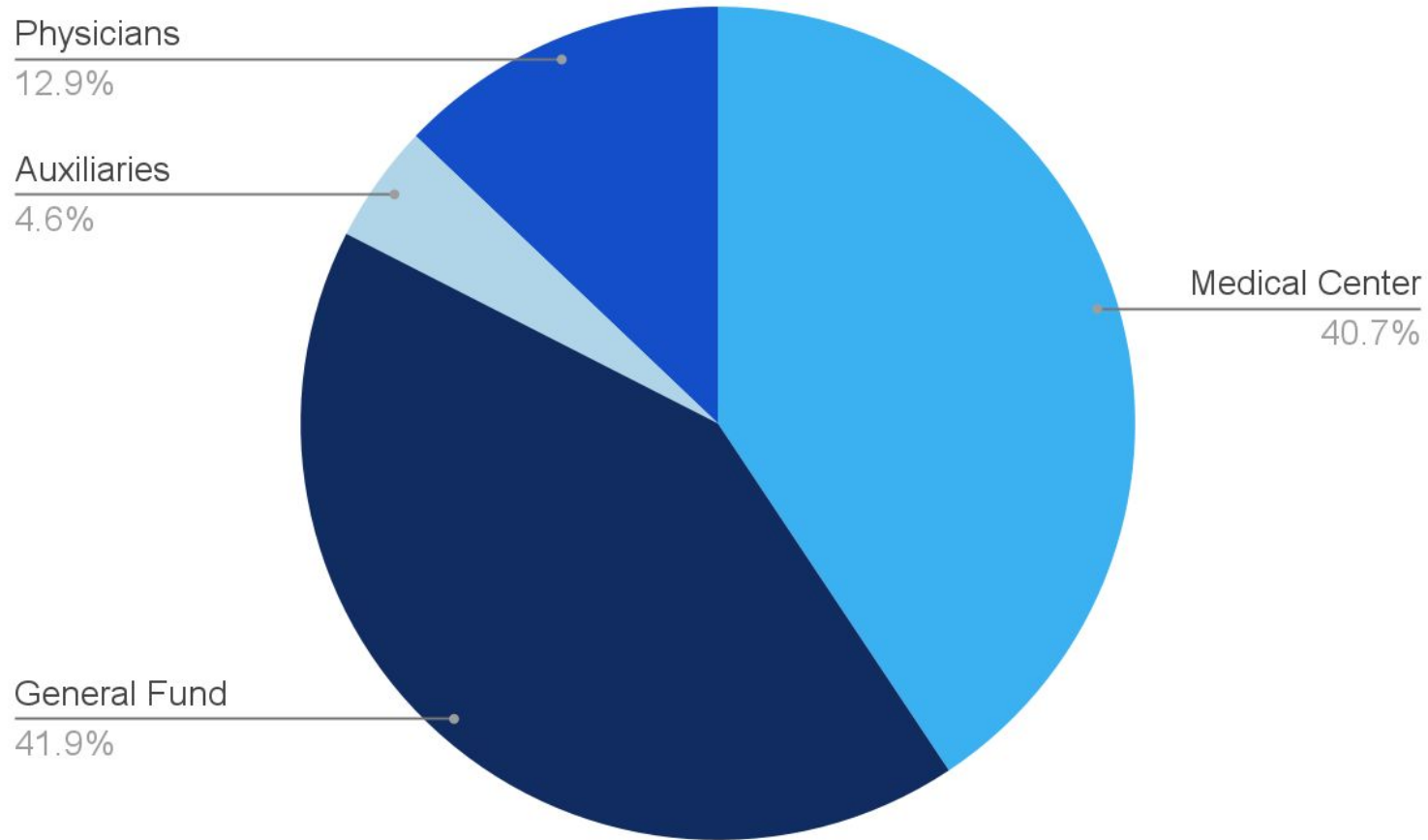
# Where are TRNs coming from, how are these numbers changing?

MD only cc  
new enrollments  
(Δ enrollments)

PI Name	APPL-Admit Type Rollup / TIME-Term Year Transfer			
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Grand Total</b>	<b>400 (-32)</b>	<b>349 (-51)</b>	<b>367 (18)</b>	<b>291 (-76)</b>
Community C Baltimore County	25 (-5)	26 (1)	19 (-7)	30 (11)
Bowie State University	(-4)	2 (2)	1 (-1)	4 (3)
Univ Maryland Eastern Shore	3 (-2)	4 (1)	(-4)	2 (2)
Harford Community College	11 (6)	12 (1)	7 (-5)	8 (1)
Baltimore City Cmty College	(0)	(0)	(0)	1 (1)
Baltimore City Cmty Coll Lbrty	2 (-1)	1 (-1)	3 (2)	4 (1)
Notre Dame of Maryland University	(-1)	(0)	(0)	1 (1)
Salisbury University	1 (1)	2 (1)	1 (-1)	2 (1)
Montgomery College Rockville	14 (10)	12 (-2)	9 (-3)	10 (1)
Montgomery College Takoma Park	7 (4)	8 (1)	5 (-3)	5 (0)
College of Southern Maryland	20 (-6)	18 (-2)	18 (0)	18 (0)
University of Maryland College Park	2 (-3)	2 (0)	2 (0)	1 (-1)
Stevenson University	3 (2)	1 (-2)	1 (0)	(-1)
St Mary's College of Maryland	(-1)	1 (1)	1 (0)	(-1)
Carroll Community College	13 (-7)	9 (-4)	13 (4)	12 (-1)
Chesapeake College	4 (1)	2 (-2)	3 (1)	1 (-2)
Garrett College	38 (5)	41 (3)	33 (-8)	30 (-3)
Hood College	2 (1)	1 (-1)	3 (2)	(-3)
University of Maryland University College	(-2)	1 (1)	5 (4)	1 (-4)
Montgomery College Germantown	7 (-16)	9 (2)	5 (-4)	1 (-4)
Anne Arundel Community College	15 (-10)	16 (1)	17 (1)	12 (-5)
Hagerstown Community College	57 (4)	43 (-14)	54 (11)	49 (-5)
Wor-Wic Community College	1 (-2)	2 (1)	5 (3)	(-5)
Prince George's Community College	9 (-8)	6 (-3)	10 (4)	5 (-5)
Towson University	1 (0)	1 (0)	7 (6)	1 (-6)
Cecil Community College	(-8)	6 (6)	8 (2)	1 (-7)
Howard Community College	25 (7)	25 (0)	21 (-4)	6 (-15)
Allegany College of Maryland	90 (9)	52 (-38)	69 (17)	52 (-17)
Frederick Community College	46 (-2)	40 (-6)	47 (7)	30 (-17)



# Enterprise Revenue - FY23 Budget



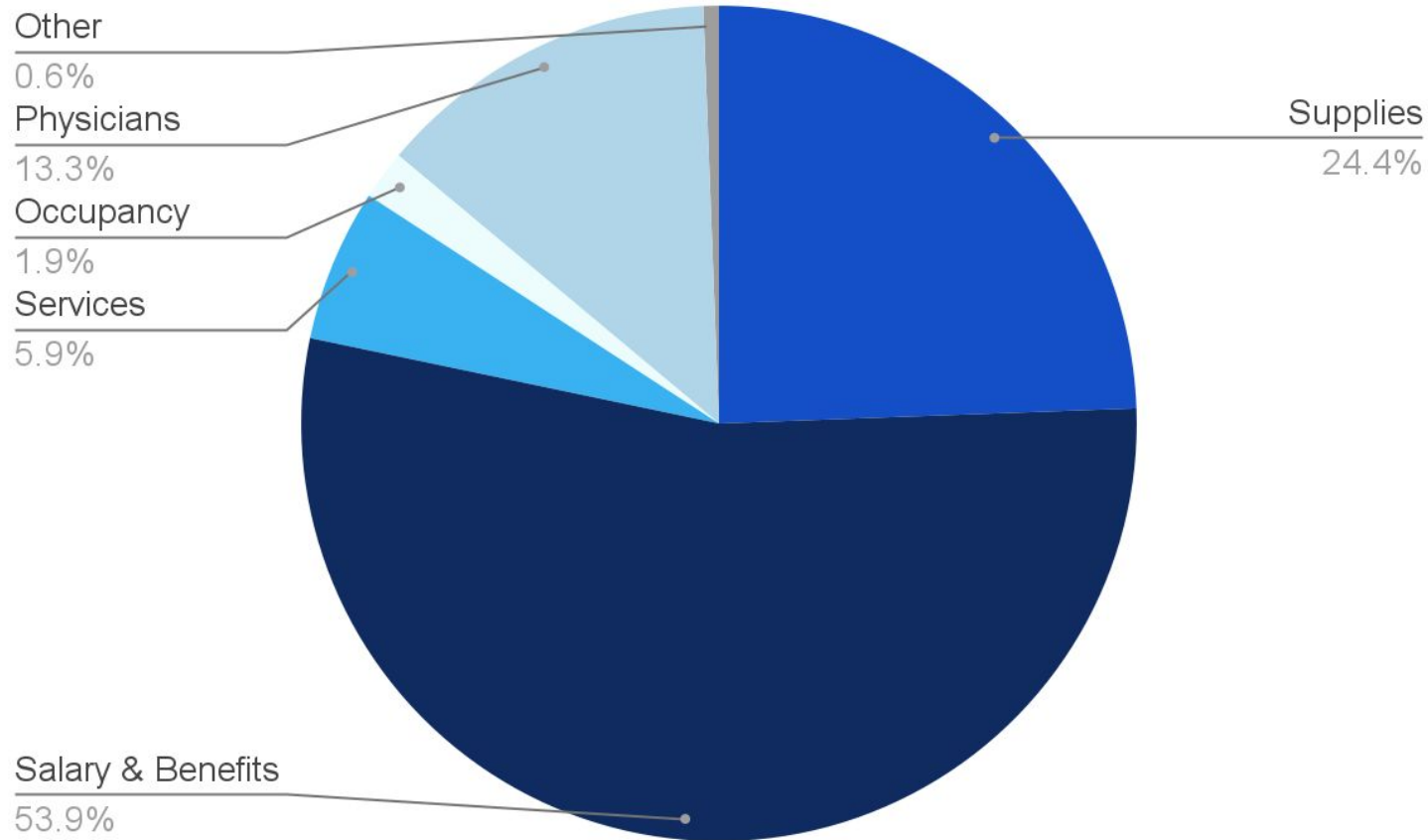
**Total  
Revenue  
\$946.4M**



(In Millions)



# Enterprise Operating Expenses - FY23 Budget

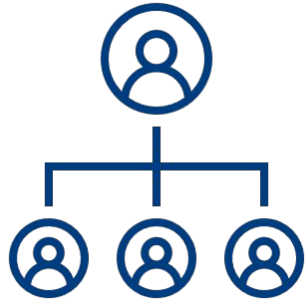


**Total  
OP Expense  
\$909.8M**



(In Millions)

# What is Incentive-Based Budgeting (IBB)?



Incentive-based budgeting is a **management philosophy** designed to support the achievement of a college's mission by **de-centralizing budget authority** – transferring it from central administration to individual colleges.



The primary goal of performance-based budgeting is to **incentivize** individual college or academic units to take ownership over their revenues and expenses while keeping their own interests **in line with the overall mission**.

# IBB Guiding Principles for UToledo

UToledo's approach to budgeting and resource allocation will:

- Promote **healthy fiscal performance**, creativity, and innovation by providing **incentives and flexibility** to University units.
- Establish reliable, **short and long-term fiscal expectations** that allow units to **actively plan** for and manage to multiple budgetary years.
- Allocate resources to **mission-centric offerings** with an eye on promoting a **university-wide culture** that is collaborative and data-driven.
- Utilize a **transparent budget methodology** that is clear, precise, and **simple to understand and operationalize**.
- Ensure there are **open lines of communication** with campus stakeholders, including faculty, staff, and students, as it relates to model methodology, processes, and management.

A woman with glasses, wearing a dark sleeveless top, stands at the front of a room, gesturing with her hands as if presenting. She is holding a small device in her right hand. In front of her, several people are seated at desks, looking towards her. One man on the left is looking at a laptop. Another man in the background is looking at a whiteboard. The room has a brick wall and a whiteboard with some diagrams. The entire image is overlaid with a semi-transparent orange filter.

# Questions?

# Spring Reading! Institutional Effectiveness 2.0 Guide Book: A New Path Forward for Higher Education



Learn More:

<https://www.heliocampus.com/en/institutionaleffectivenessguide>