



Assessment of Strategic Indicators 2005

*A Progress Report on the Strategic Plan for Guilford College 2005-2010:
Creative Leadership for the 21st Century*

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Make no little plans, they have no magic to stir men's blood. Make big plans, aim high in hope and work and let your watchword be order and your beacon beauty.

--David Burnham

An integral part of the strategic plan enacted by the Board of Trustees in October 2004 was the inclusion of five sets of quantitative strategic indicators to measure progress toward the three continuing goals and two operational goals. This “dashboard” would be one of two ways that the College would assess the plan. The other would be the monitoring of the completion of the many action steps needed to accomplish each objective (that was linked, in turn, to one or more larger goals).

What is a strategic indicator? A strategic indicator is a mission-centered, high-level measure of organizational performance in critical decision areas used to shape, inform, and support policy-making. It connects planning and action, provides concrete targets around which to mobilize enthusiasm and resources, improves accountability for results, and promotes the use of data for decision-making.

Strategic indicators advance benchmarking by using industry standards or the competition to evaluate and often improve key programs and services. Some of the most salient indicators relate to efficiency and productivity, financial outcomes, student and educational outcomes, and rankings published by *U. S. News and World Report*.

Evaluation of strategic indicators. The acronym C-A-S-H suggests the four ways that Guilford College could evaluate its strategic indicators: comparatively with similar institutions, with reference to a national average or industry standard, and historically within the same institution over time.

- **Comparison.** The strategic plan identified separate groups of peer and aspirant institutions to which Guilford College could be compared. *Peer institutions* are colleges and universities that are similar to the Guilford of today as well as the Guilford of the near future, during the first few years of the implementation of the

strategic plan. Factors that determine similarity include endowment, educational expenses, revenue, enrollment, faculty size, and academic reputation. Peers included Albright College, Oglethorpe University, and Stonehill College. *Aspirant colleges* represent goals. Since Guilford intends to use the strategic plan to strengthen all aspects of college life, because of the plan's implementation, Guilford should become more like its current aspirant group and should expect to have a new group of peers in 2010. Aspirants included Furman University, Goucher College, and Sarah Lawrence College.

- **Averages.** National averages can be gained through the annual IPEDS survey by different size of institution and control as well as from *U. S. News and World Report* and other sources. Another source for Guilford College is the National Survey of Student Engagement (NSSE) that is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. In the first six years, over 970 different colleges and universities have participated in NSSE. The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP the nation's largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. Finally, the Higher Education Data Sharing (HEDS) is a consortium of 130 private colleges and universities that supports member institutions through the collection and sharing of national comparative data needed for effective strategic planning.
- **Standards.** Standards include our own goals derived from the strategic plan, ratings needed for bond covenants or to achieve a certain bond rating, or industry standards.
- **Historical.** This is Guilford College over time. It allows the college or university to detect shifting student satisfaction, academic reputation, revenue dependencies, expense priorities, and other strategic indicators.

Assessment of Results. Attached are five tables that report Guilford College's progress to date on the strategic plan. Each table lists the continuing or operational goal and strategic indicators, both internal and comparative. It shows where the College has been (2004), is now (2005), and hopes to be when the plan ends (2010). With a few exceptions like total debt, the 2010 goals are derived from the May 2005 "working version" of the strategic plan. We are also trying to clear up a few anomalies in the data, e.g., inconsistencies in NSSE reporting. The tables also compare Guilford College to our aspirant and peer groups. A range within these groups is useful information since just reporting the median or average can be deceptive when a few institutions in the comparison group are much higher or lower than everyone else.

Rather than repeat the data that are in the tables, this assessment focuses on what may be considered the most significant trends. *Strategic indicators that are also part of the U. S. News annual rankings are italicized.*

Continuing Goal 1: Excel at Education. Guilford College has the most work to do in participation in community service (31%-33% versus 70% goal), academic reputation in the *U. S. News* assessment score (2.7 in 2004 and 2005 versus 3.3 goal), and percentage of students who reported academic reputation as a very important reason for choosing Guilford (40% in 2004 and 2005 versus 70% goal). The expectation is that implementation of “principled problem solving” and “The Guilford Challenge” in one to two years will help to improve these scores. For example, it is likely that “The Guilford Challenge” will borrow from Kalamazoo College and other institutions in mandating that students attend a certain number and type of events as a graduation requirement. “Principled problem solving” is intended to be an organizing principle of the curriculum that will also provide higher visibility among the nation’s colleges and universities.

Areas of better performance include average class size (holding at 18.6 even though the strategic plan allows a rise to 20 by 2010), student-faculty ratio (16.7:1 versus 16:1 goal), and percentage of classes under 20 students (67% versus 65% goal). The latter is also better than the averages of both peer (51%) and aspirant colleges (65%). The maintenance of these trends will be critical as enrollment continues to grow until 2010, because the strategic plan calls for increasing the number of faculty positions at the same rate as enrollment growth.

Continuing Goal 2: Expand our Academic Community. The major focus of this goal is the growth of the enrollment to 3,300 (including Early College) by 2010.

- For both the traditional and non-traditional (CCE) populations, the College is on target to reach their respective head count goals of 1500 and 1700 by 2010. The traditional totals are lower than the averages of our peer and aspirant groups while the CCE totals are higher.
- Part of growing enrollment is new admissions where the yield rate (percentage of admitted students who enroll) of 26% is below the goal of 30%. Average SAT scores (1137-1145) —optional at Guilford College—are not quite as close to the 2010 goal of 1225 but the goal is higher than the averages of our peers (1116) and even our aspirants (1214). Where we are not yet doing as well is the percentage of traditional students in the top 10% of their high school class. The 2004-2005 rates of 13%-15% are below the 2010 goal of 25% and the averages of our peers (40%) and aspirants (35%).
- Another part is retaining current students where the percentages of traditional students retained to sophomore year (73%-76%) and to the junior year (64%-65%) already approach the 2010 goals (80% and 70%).

Another way that the plan intends to expand our community is through inter-institutional cooperation. At present, the consortium is the main vehicle where less than 1% of Guilford traditional students enroll for classes at other institutions compared to an 8% goal. The alliance with UNCG to offer 3-2 or 4-1 programs where Guilford undergraduates can also obtain graduate degrees will boost these percentages. SACS is now considering a proposal for a joint MBA program with sports medicine likely to follow.

Continuing Goal 3: Strengthen Quaker Presence and Diversity. In these areas, Guilford College is generally doing well. The percentages of faculty and staff who are Quaker, female or people of color now approximate or exceed 2010 goals and are usually higher than the average of our peers but not as high as our aspirants are. The percentages of students in the same categories are also near 2010 goals except for traditional students of color where the 10% in 2004 and 2005 is still some distance from the 18% anticipated in 2010. Where we hope to see these numbers reflected in campus climate and racial harmony will be revealed in the NSSE survey now being administered.

Operational Goal 1: Stewardship and Accountability. This is the most financially driven of all goals.

- The restoration of a balanced budget is reflected in achieving the 2010 goal of 100% of expenses covered by revenue in 2005 compared to 97% in 2004 and much lower percentages in earlier years.
- Tuition and fee revenue accounts for 77% of total revenue, and is a major factor in whether the budget is balanced. The College may exceed the 2010 goal of \$24,260 since recent fee hikes have modestly exceeded the 5% assumed in the plan. Interestingly, our 2005 tuition of \$21,640 (exclusive of room and board) is lower than the averages of our peers and aspirants.
- The ratio of staff to faculty is 1.7 to 1 or almost at the goal of 1.6 to 1 in 2010. This measure of administrative efficiency improves as the ratio decreases but the effects on academic support, student services, and other departments that serve the academic program must be carefully watched. By this indicator, Guilford College is more “efficient” than both our peer (1.8) and aspirant (1.9) colleges.
- The amount of endowment has increased slightly from 2004 to 2005 but must grow almost \$25 million more (50%) by 2010 to meet the goal of \$75 million. Endowment per student—a classic measure of overall financial condition—has eroded with the growth in enrollment but is slated to climb to \$25,000 per student by 2010. Another concern is that current endowment per student (\$20,967) badly trails the averages of both peer (\$79,301) and aspirant colleges (\$58,641). This underscores the need to increase our endowment to *at least* the \$75 million envisioned in the plan.

- Annual total gifts are reasonably close to the 2010 goal already (\$11 million) but the percentage of alumni contributing is far from the 34% goal and actually dropped from 24% in 2004 to 21% in 2005. A more student-based approach to annual giving and a more permissive policy about accepting restricted gifts is intended to boost the percentage, as is a second annual giving officer recommended for the capital campaign.
- Average faculty salaries are still below market but are on target to meet the estimated 50th percentile salary of \$63,700 in 2010. Faculty have received average raises that total 15.5% since 2002. The percentages of full-time faculty teaching during the day and at night increased from 2004 to 2005 enroute to the goals in 2010 of 90% and 70% respectively.
- At \$36.2 million, the level of debt has been adjusted to reflect the \$9.5 million in bonds issued for the new student apartments and community center. Assuming no new debt and prompt payments of debt service, the debt level will return to about its 2004 level by 2010.

Operational Goal 2: Improve Campus Community. Much of the data for these indicators are derived from NSSE that is still being analyzed or the Group Management Questionnaire (GMQ) for which a separate report is available and has been distributed to the community and trustees.¹ HEDS data about the percentage of students who are satisfied with their experience at Guilford (87 %) or feel a sense of pride (77%) are above the 2010 goals of 75%.

What do we do now? These data will continue to be refined and analyzed. It is likely that more strategic indicators will change, e.g., to obtain a more comprehensive picture of diversity and student quality. An important task for the Strategic Long Range Planning Committee next academic year will be to decide if progress toward goals is acceptable or whether changes in the content or sequencing of action steps is necessary. In June, the board will receive an updated Fact Book that provides much more detail about a wide range of college data beyond the strategic plan.

Other data. At a recent meeting of SLRP, we discussed achievements and concerns as we approach eighteen months of plan implementation. These qualitative data provide another perspective to assess the plan. SLRP did not attempt to reach consensus on these findings.

Achievements

- Community Center is completed.
- Apartments are completed.
- People have a clear acceptance of changes.
- The pace is comfortable.

¹ *GMQ Results 2005.*

- Campus is seeing results.
- Faculty salary increases were implemented.
- Campus community time was created.
- Ombudsperson was hired.
- Improved definition is being developed for Principled Problem Solving.
- *Quakerism 101* was offered in fall 2005 and spring 2006.
- Enrollment projection numbers are on target.
- Faculty and staff have been added according to the strategic plan.
- We are growing our faculty positions responsibly and strategically which in turn results in a stronger commitment from the faculty.
- We have more multi-year contracts for faculty to strengthen academic program and advising and build community.
- Increased percentages of full-time faculty exist in day and evening.
- We have progressed in the areas of multicultural issues in terms of training and programming. Bias Incident Group was established.
- The student NSSE has been completed.
- Campus master plan is being completed and readied for more community input.
- College has achieved a balanced budget and 5% spending rate from endowment as the plan promised.
- Assessment is now being done and reported, e.g., year end review for 2004-05 and year beginning preview for 2005-06, results of GMQ to evaluate faculty and staff satisfaction.

Concerns

- Clarity needs to be improved even more as to the exact meaning of PPS and “The Guilford Challenge,” although both have made good progress.
- Plan implementation is another responsibility on top of everything else, especially SACS reaffirmation.
- Timelines were pushed back due to SACS and finances. Can we complete plan by 2010?
- Focus is needed on student outcomes for SACS as well as the plan, because they are most important.
- Communication is always a challenge.
- We are not meeting our retention goals as stated in the plan. We have lost more traditional and CCE students this year than we did a year ago. The plan states we would lose fewer.
- Community spaces and time have not erased splits on campus, e.g., traditional and CCE students.

**GUILFORD COLLEGE ANNUAL
EFFECTIVENESS INDICATORS**

Continuing Goal 1							
<i>Excel at education that transforms our students and our world</i>							
Internal Indicator	Guilford College FY 10 Goal			Guilford College 2005	Guilford College 2004		
1. % of total budget of CPPS from external funding	10%			N/A	N/A		
2. % of students participating in institutional community service each year	70%			33%	31%		
3. <i>U.S. News peer assessment score</i>	3.3			2.7	2.7		
4. NSSE: % of all students reporting "excellent" educational experience	72%			Spring 2006	N/A		
5. % of all students participating in digital portfolio initiative	100%			N/A	N/A		
6. % of students receiving co-curricular transcript	100%			N/A	N/A		
7. Average class size	20			18.6	18.4		
Comparative Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004	Peer Average		Aspirant Average	
				Range	Rank (of 14)	Range	Rank (of 9)
1. CIRP: % of students reporting academic reputation as a very important reason for choosing Guilford	70%	46 %	40%	55%		68%	
				47%-63%	3	59%-77%	3
2. <i>6 year graduation rate (traditional students)</i>	70%	68%	58%	64%		72%	
				42%-82%	4	50%-85%	5
3. <i>% classes under 20</i>	65%	67%	67%	51%		65%	
				21%-72%	3	46%-91%	5
4. <i>Student-faculty ratio</i>	16:1	16.7:1	16.3:1	15.0:1		10.3:1	
				13.1:-25.2:1	11	6.5:-14.0:1	8
5. <i>Education expenses per FTE student</i>	\$14,700	\$13,777	\$13,429	\$15,685		\$23,789	
				\$9.2-\$21.0K	11	\$17.8-\$30.7K	7

Continuing Goal 2
Expand our academic community

Internal Indicator	Guilford College FY 10 Goal			Guilford College 2005	Guilford College 2004		
1. % of traditional students involved in inter-institutional programs *	8%			1%	1%		
2. % traditional students involved in inter-institutional programs *	14%			8 (Fall 2005) = 1%	1%		
3. % of total student credit hours taught to non-Guilford College inter-institutional students	5%			11 (Fall 2005) = 1%	1%		
4. % of non-degree student credit hours	5%			1%	1%		
5. Admission yield for traditional students	30%			26%	26%		
6. % of first-year traditional cohort that is retained to junior year	70%			64%	65%		
* More students are enrolled in spring than in fall.							
Comparative Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004	Peer Average		Aspirant Average	
				Range	Rank (of 14)	Range	Rank (of 9)
7. Traditional student enrollment	1500	1297	1244	2119		2239	
				923-3308	8	1260-2891	7
8. Non-traditional student enrollment	1700	1299	1181	651		85	
				113-1860	4	5-207	2
9. <i>First-year retention rate (traditional students)*</i>	80%	73%	76%	80%		86%	
				67-93%	9	76-92%	7
10. <i>Average SAT</i>	1225	1137	1145	1116		1214	
				1030-1210	8	1050-1330	7
11. <i>% of traditional students in top 10% of high school class</i>	25%	13%	15%	30%		34%	
				16-44%	9	7-68%	9

* Retention data only applies to a cohort of first-time, full-time first year students. We have no more than two or three CCE students who fall into this category.

Continuing Goal 3 <i>Strengthen our Quaker presence and enhance campus diversity</i>							
Internal Indicator	Guilford College FY 10 Goal			Guilford College 2005		Guilford College 2004	
1. % of faculty and staff completing "Quaker Principles" training program	80%			16%		0%	
2. % of faculty and staff completing diversity and institutional racism training	100%			N/A		0%	
3. % of students (traditional) who are people of color	18%			10%		10%	
4. % of students (traditional) who are international students	3%			1.5%		2%	
5. % of Quaker faculty	9%			9%		9%	
6. % of Quaker students (traditional)	9%			9%		9%	
Comparative Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004	Peer Average		Aspirant Average	
				Range	Rank (of 14)	Range	Rank (of 9)
7. % of faculty who are people of color	17%	15%	17%	9%		18%	
				3%-12%	2	5%-55%	5
8. % of staff who are people of color	22%	22%	22%	15%		25%	
				4%-36%	3	4%-98%	3
9. % of students (all) who are people of color	23%	23%	22%	19%		25%	
				6%-40%	6	9%-94%	2
10. % of students (all) who are international students	3%	1.5%	1%	2%		2%	
				2%-7%	11	0%-4%	5

11. % of faculty who are female	46%	46%	46%	51%		46%	
				28%-81%	8	29%-61%	5
12. % of staff who are female	58%	61%	58%	61%		59%	
				49%-82%	8	47%-66%	6
13. % of students (traditional) who are female	53%	52%	54%	64%		56%	
				56%-100%	11	0%-72%	6
14. % of students (non-traditional) who are female	73%	73%	72%	71%		61%	
				54%-97%	4	0%-83%	3
15. NSSE: % of students who are “satisfied” or “very satisfied” with campus climate.	75%	Spring 2006	N/A	65%		76%	
				62%-68%	(2 of 14)		(1 of 9)
16. NSSE: “very satisfied” that there is a commitment to racial harmony at Guilford College (my college).	75%	Spring 2006	N/A	84%		96%	
				82%-86	(2 of 14)		(1 of 9)

Operational Goal 1 Stewardship and Accountability							
Internal Indicator	Guilford College FY 10 Goal			Guilford College 2005	Guilford College 2004		
1. % of \$ amount of cash received to total campaign goal	57%			N/A	N/A		
2. % of operating budget covered by annual revenue	100%			100%	97.1%		
3. Level of debt	\$30.2*M			\$36.225M	\$29.0M		
4. % of first choice hiring offers accepted for tenure track positions	90%			80%	80%		
5. % of courses taught by full-time faculty (day)	90%			84%	82%		
6. % of courses taught by full-time faculty (evening)	70%			59%	57%		
7. Number of APPA standards met or exceeded	11			N/A	N/A		
Comparative Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004	Peer Average		Aspirant Average	
				Range	Rank (of 14)	Range	Rank (of 9)
8. Tuition and fees – traditional students	\$24,260*	\$21,640	\$20,270	\$22,689		\$26,792	

				\$14,348- \$28,760	8	\$16,684- \$34,042	8
9. Room and board	\$7,700*	\$6,530	\$6,330	\$7,509		\$8,179	
				\$5,530- \$10,206	10	\$6,426- \$11,464	8
10. E&G revenues/student FTE	\$14,900*	\$13,483	\$12,982	\$14,700		\$20,241	
				\$10.0- \$20.1	13	\$15.1- \$26.7	9
11. Amount of endowment (per NACUBO)	\$75M*	\$57.6M	\$56.9M	\$56.8M		\$158.7M	
				\$24.1- \$118.2M	9	\$51.9- \$429.7M	8
12. <i>Endowment per student FTE</i> (per NACUBO)	\$25,000*	\$25,275	\$29,227	\$24,000		\$65,000	
				\$9,000- \$55,000	9	\$25,000- \$146,000	9
13. <i>% of alumni making contributions</i>	34%	21%	24%	26%		30%	
				15%- 35%	8	13%- 49%	8
14. Total gift receipts - excluding government funding (per CAE VSE Program)	\$11M*	\$4.9M	\$3.6M	\$5.6M		\$8.7M	
				\$3.0- \$11.6M	3	\$3.0- \$17.4M	5
15. <i>Average faculty salary</i> (all ranks combined)	\$63,700*	\$48,849	\$45,000	\$56,767		\$62,767	
				\$44.2- \$65.7	11	\$58.8- \$72.7	8
16. Ratio of staff FTE to faculty FTE	1.6	1.7	1.6	1.8		1.9	
				1.4- 2.3	10	1.4- 2.3	5

- *In Nominal Dollars*

Operational Goal 2 <i>Improving our Campus Community</i>			
Internal Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004
1. NSSE: % of traditional students reporting "quite a bit" or "very much" support to thrive socially on campus	71%	Spring 2006	35%
2. NSSE: % of non-traditional students reporting "quite a bit" or "very much" support to thrive socially on campus	71%	Spring 2006	35%
3. NSSE: % of students reporting "quite a bit" or "very much" academic support available	93%	Spring 2006	83%
4. NSSE: Average student score on emphasis on campus life activities items (max = 4)	3.5	Spring 2006	2.7
(2004 data applicable 2003 results)			

Comparative Indicator	Guilford College FY 10 Goal	Guilford College 2005	Guilford College 2004
5. HEDS: % of students who are “satisfied” or “very satisfied” with their experience at Guilford	75%	87%	87%
6. HEDS: % of students who are “satisfied” or “very satisfied” in feeling a sense of pride about Guilford	75%	77%	77%
7. FSSE: Average percent of faculty who are “satisfied” or “very satisfied” on the level of satisfaction items on the survey (Spring 2006)	75%	Spring 2006	N/A
8. GMQ - All College Average	7.5	7.0	N/A
9. GMQ - Goal #1: Purpose and Direction.	7.5	7.4	N/A
10. GMQ - Goal #2: Group Climate.	7.5	7.3	N/A
11. GMQ - Goal # 3: Conflict.	7.5	7.0	N/A
12. GMQ - Goal # 4: Reward, Appreciation, and Recognition.	7.5	6.2	N/A
13. GMQ - Goal # 5: Communications	7.5	7.1	N/A
14. GMQ - Goal # 6: Group Process and Meeting Design	7.5	7.2	N/A
15. GMQ - Goal # 7: Leadership	7.5	7.1	N/A
16. GMQ - Goal # 8: Supervision	7.5	6.6	N/A

The maximum score per variable on the GMQ is 9.0.

The eight variables reported are based on the All-College Averages.