

Item Evaluation

Item 7.5 Budgetary, Financial, Market, and Strategy Results

Key Factor References

Item	KF Cat.	Key Factor
1	P.1b(2)	Key Market Segments and Key Requirements Recent high school graduates inside/outside service area; non-traditional, transfer, former students focused recruitment, information about institution, easy access to services. Primary customers: credit students, over 70% in 3-county service area.
2	P.1b(3)	Key Student and Other Customers and Requirements Career-seeking students degree completion info, academic support services. Transfer transfer articulation, degree completion info, academic challenges. Non-degree-seeking workforce skills, adult learner needs. Dual Credit college credit courses, collaboration with high school schedule.
3	P.2a(2)	Competitiveness Changes National/regional estimates: declines in high school graduates over next decade; some peers/competitors lowering admissions standards; dual-credit academies, articulation agreements, collaboration with local employers to increase entry pathways; more attention to instructor qualifications due to increase in high school enrollment.
4	P.2a(3)	Comparative Data peers, competitors, national averages, best-in-class IPEEx2, CCSSE, CollUnivPA-HR; Nome Zevil DASHER; other Baldrige winners; NCCBP, Cost and Productivity Project, NSC.
5	P.2b(1)	Strategic Advantages Student success outcomes, societal responsibility outcomes, partnerships, affordability.
6	P.2b(2)	Strategic Challenges Decreased state funding, influx of dual-credit high school students, increased competition for students, demands to close achievement gap, ensuring qualifications of incoming FT/PT faculty; Covid-19 pandemic, related disruptions.

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Strengths

Item	KF Ref.	++	Strength	As Evidenced By	Le	T	C	I	Item Ref.	~Key Theme
1	P.2a(3), P.2b(1), P.2b(2)		Some financial performance results demonstrate sustained top-decile or top-quartile levels.	The bond credit report (Figure 7.5-6) is positive. For cost containment, CCNWs results are equal to or better than those of the DASHER top peer (Figure 7.5-8). The percentage of expenditures for instruction and academic support (Figure 7.5-9) outperforms the DASHER top peer, while cost per enrollment is lower than all three comparators (Figure 7.5-10). MULTIPLE	y	y	y		7.5a (1)	
2	P.1b(2), P.2a(3)		Beneficial trends for market performance and growth, with some results comparing favorably to in-state competitors and the top decile are reported	There is consistent growth in dual-credit enrollment (Figure 7.5-11), which is now above the best in the state; for total number of customers (Figure 7.5-14) CCNE outperforms the best competitor and equals the DASHER top peer. In addition, market share penetration in the three-county service area is better than that of the best service-area competitor (Figure 7.5-12). While CCNW has compared favorably in DC High School as compared to the state, it is below the DASHER measure in the noncredit credit market penetration. The strength was noted for the DC High School growth. Cost per enrollment has continued to be low and is much better than the three national benchmarks of IPED, Dasher, and NCCBP. OVERALL	y	y	y		7.5a (2)	
3	P.2a(3), P.2b(1), P.2b(2)		Revenue and margin results have remained stable or are better than benchmarks.	For example, net asset position (Figure 7.5-4) is better than the NCCBP comparison, revenue and expenditures outperform the IPEEx2 top quartile (Figure 7.5-2a), and net margin continued to improve from 2016 to 2019 (Figure 7.5-2b). OVERALL	y	y	y		7.5a (1)	

Note

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Gaps & OFIs

Item	KF Ref.	++	Gap/OFI	As Evidenced By	Le	T	C	I	Item Ref.	~Key Theme
1	P.1b(3), P.2a(3), P.2b(1)		Some key financial and marketplace measures demonstrate unfavorable performance relative to comparisons.	Market penetration (Figure 7.5-11) levels for credit and noncredit compare unfavorably to Dasher, NCCBP, and best in state benchmarks from AY2018-AY2020. The market share level for the percentage of undergrads in the tri-county service area underperforms the DASHER top peer from AY2015-AY2020. The clock hour or contact hours (Figure 7-5-13), a measure of engagement in student learning, is below all benchmarks, with little growth in hours. OVERALL	y	y	y		7.5a	
2	P.2a(3), P.2b(2)		CCNW reports performance below expectations for achieving its organizational strategy (Figure 7.5-17).	Achievement of strategic goals (Figure 7.5-17) shows performance below expectation in AY2018 with many improving in AY2019, returning to worse levels in AY2020. Programs of importance to CCNW such as student support services pathways and transfer, STEM and preparation of students were all reported in the red area. It is not clear which are strategic initiatives and which are action plans in Figure 7.5-18. Results are shown beginning in fourth quarter AY2020, which is not a full year of results. In addition to the goals in the red area, four are in the yellow area. No results were provided for intelligent risk taking. OVERALL	y	y	y		7.5b	
3	P.1b(3)		Results in some areas of financial and market performance are not segmented by student groups, other customer groups, or programs.	There does not appear to be much focus on students in the various programs and market segments overall. With CC2 of partnering with the local community, results may indicate financial or market results for this partnering. Other areas with limited data are Figure 7.5-1, which groups certificate, workforce and continuing ed into one group and does not provide information on the large student group of credit students. As CCNW does show revenue for one group of students, there may be more data available on-site, but the applicant does not indicate this. Total revenue and expenditures (Figures 7.5-2a, 2b) have no segmentation by program. It is not clear if expenditures are for staff, or other budgetary areas. OVERALL				y	7.5a	

Note

Item Evaluation

Scorebook Navigator™
Software/Service

2021 CCNW Case Study_Training
Education 2021-2022
TN-Center for Performance Excellence
Examiner KM

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Feedback-Ready Comments

Item	Type	Comment	Item Ref.	~Key Theme
6	Strength			
6	OFI			

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Item 7.5 Overall & Final Score

Overall Score

Final Score

50-65%

50
