

2020



COMPREHENSIVE SCAN

YOUR DREAMS OUR PLAN

2018-2025 STRATEGIC PLAN

OZARKS TECHNICAL COMMUNITY COLLEGE

Mission Statement

The college mission is to provide accessible, high quality and affordable learning opportunities that transform lives and strengthen the communities we serve.

Vision Statement

The college vision is to serve our communities by expanding opportunities for personal and professional growth through our commitment to excellence and innovation.

Core Values

- | | | |
|---------------|---------------|---------------------|
| Quality | Inclusion | Integrity |
| Opportunity | Innovation | Affordability |
| Accessibility | Collaboration | Personal Growth |
| Learning | Respect | Professional Growth |

As Ozarks Technical Community College sets out to begin

its annual strategic planning process, information on the external environment of the college has been collected in order to assist in planning strategically for the future. This report is a compilation of important issues and trends that impact the institution and the communities it serves.

The purpose of this document is to anticipate and plan for the opportunities and challenges that OTC will face in the future. Key findings have been categorized into five areas of change: demographics, higher education, economy and workforce, public policy and politics, and technology. These five trend areas interact to shape the environment in which OTC functions.

The emerging trends identified in this report inform the strategic planning process at OTC and are vital to setting and achieving the goals and initiatives of the college. As planning for the future continues, information about these areas provides a context for decision-making related to how OTC fulfills its mission.





OTC by the numbers

2019-
2020

16,131

Unduplicated
Enrollment



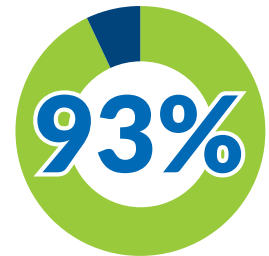
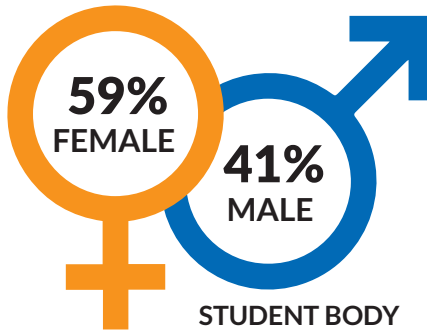
2,267

OTC students
graduated
– including –
892 A+ students
117 veterans



MEDIAN
STUDENT AGE

20



of our graduates
find employment or
continue their education
at a four-year institution

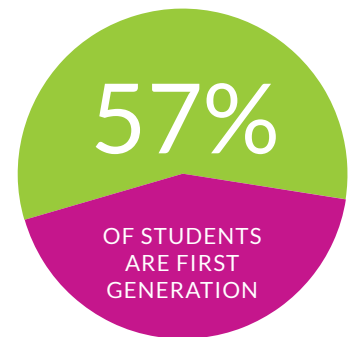


82%

of students work
while attending OTC



**1 IN 7 STUDENTS ARE
UNDERREPRESENTED
MINORITIES**



Source: OTC Office of Research & Governmental Affairs

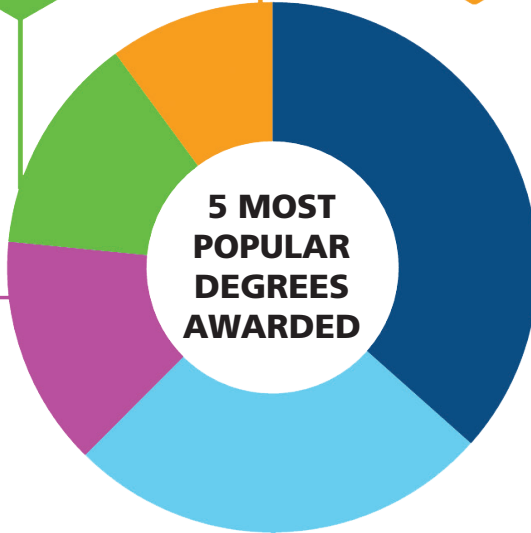
256 DEGREES
BIOLOGICAL CLINICAL SCIENCE



264 DEGREES
BUSINESS & MARKETING



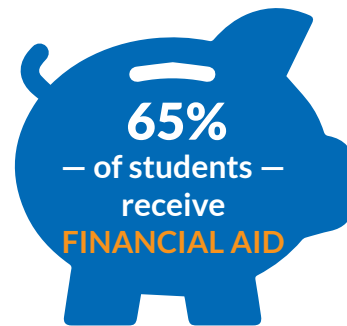
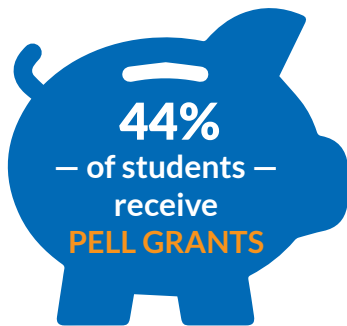
654 DEGREES
ALLIED HEALTH



736 DEGREES
ASSOCIATE OF ARTS



764 DEGREES
TECHNICAL EDUCATION



MORE THAN
3,000
A+ STUDENTS
SERVED ANNUALLY

958
students
awarded
OTC Foundation
or Institutional
scholarships



MORE THAN
\$1.6M
IN SCHOLARSHIPS AWARDED

Source: OTC Office of Research & Governmental Affairs



demographics

National Data: Basic Needs Insecurity and Student Well-Being

From April 20-May 15, 2020, The Hope Center surveyed 38,000+ students (from 39 two-year and 15 four-year colleges and universities) across the United States to examine how the pandemic has impacted them. The data below is a snapshot of some of the key findings about students' basic needs security and well-being, as indicated by employment status, academic engagement, food and housing insecurity.

As you review the data on the next few pages, consider how we can best support our OTC students facing similar challenges.

38K+ STUDENTS TOLD US THAT...

NEARLY
3 IN 5
were experiencing
basic needs insecurity

THE
BLACK/WHITE GAP
IN BASIC NEEDS
INSECURITY WAS
19 percentage
points

FOOD INSECURITY
AFFECTED
44% at two-year
institutions
38% at four-year
institutions

15% & **11%**
AT FOUR-YEAR
INSTITUTIONS & AT TWO-YEAR
INSTITUTIONS
were experiencing
HOMELESSNESS
due to the pandemic



5.8 out of every 10 students experienced
basic needs insecurity due to the pandemic

BASIC NEEDS INSECURITY AMONG STUDENTS EMPLOYED PRE-PANDEMIC, BY IMPACTS ON JOB SECURITY

Rate of basic needs insecurity



Reduced hours/pay: 63%

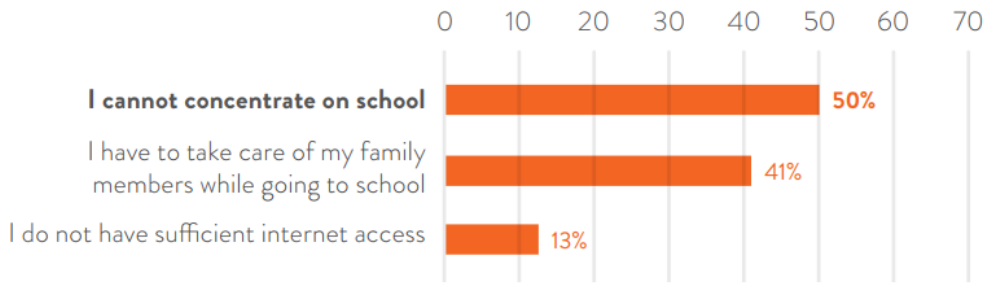


I lost this job: 69%

Source: The Hope Center, "2020 #RealCollege During the Pandemic Survey" (2020)

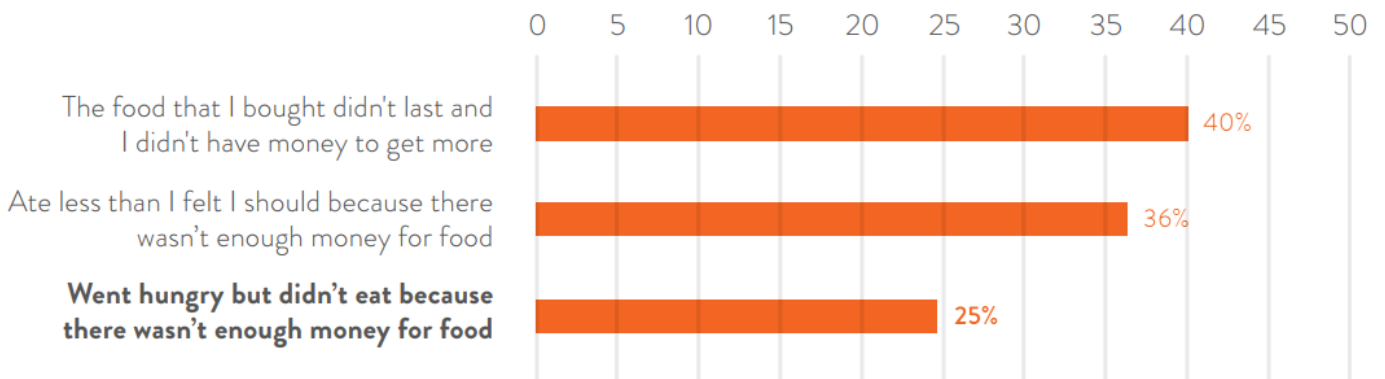


ACADEMIC CHALLENGES, BY COLLEGE TYPE



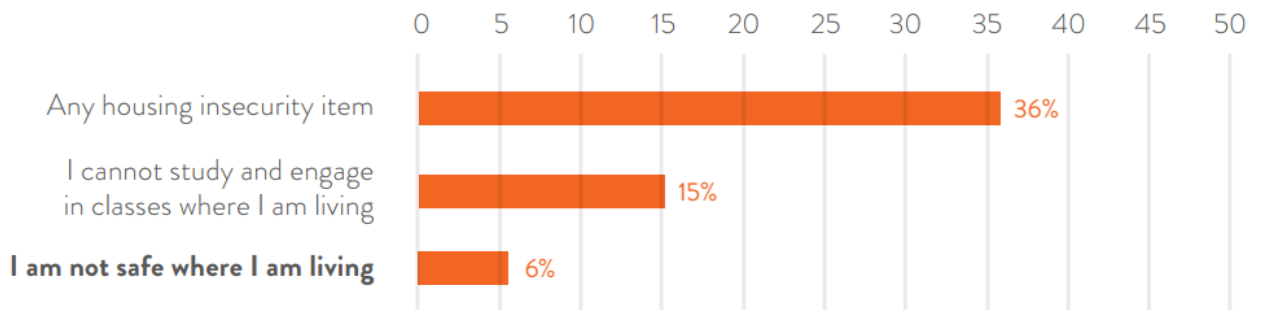
Two-Year

FOOD INSECURITY ITEMS, BY COLLEGE TYPE



Two-Year

HOUSING INSECURITY ITEMS, BY COLLEGE TYPE



Two-Year

Source: The Hope Center, "2020 #RealCollege During the Pandemic Survey" (2020)



KEY ITEMS TO CONSIDER:

Even prior to COVID-19, The Hope Center found half of community college students experienced basic needs insecurity. As you reviewed the data in this section, think about the following items in relation to how OTC can best communicate care for our students:

Students are humans first. The more a student feels connected to and understood by their college, the more likely they are to stay enrolled and engaged.

- **How can we check in with students frequently during this period to provide emotional support and reliable information?** Pro-active and regular check-ins from multiple people are highly recommended!
- **How can we provide faculty and staff with information about supportive resources so they can disseminate them?** It is critical students receive information repeatedly, as when they are stressed, they are less likely to recognize and receive it the first time it is offered.
- **How can we create student-friendly materials to explain what is happening and what to do?** Students need information that is clear, sound and delivered appropriately.

Putting time and energy into supporting students through this crisis will result in better outcomes for students and for colleges and universities. The types of outreach described above will help students feel connected and committed to their institution. In turn, they will be more likely to endure this crisis with their education and health intact, complete their degrees, and repay their loans.

higher education



Ruffalo Noel Levitz (RNL), the leading provider of solutions for higher education enrollment and student success, publishes an annual study about student motivations utilizing data collected from their various survey instruments (OTC participates in their Student Satisfaction Inventory every 3-years; most recently in 2019). The data on the following pages are key insights from their 2020 and 2019 National Freshman Motivation to Complete College Reports outlining challenges, and opportunities to help students complete a college degree.

ENTERING FIRST-YEAR STUDENTS ARE HIGHLY MOTIVATED TO COMPLETE A DEGREE, BUT ONLY 3 IN 10 STUDENTS ACTUALLY GRADUATE

Percentage of Incoming Freshman
Dedicated to Finishing Their Degrees

92%

Two-year Public College Students

Graduation Rate
within 3 years

28.6%

Two-year Public College Students

In this section, four opportunities RNL developed based on their survey findings to help students complete their degrees are presented for your consideration. For each opportunity, think not only how we can leverage our resources to help students complete their degree, but to meet any of their educational goals.



OPPORTUNITY #1 – PROMOTE SOCIAL CONNECTIONS AND CAREER OPPORTUNITIES WITH TODAY’S STUDENTS

For the last three years, RNL reports have shown that meeting new friends is a top priority for students. In recent years, career-related issues have been the top priorities of entering freshmen, including five of the top ten priorities shown below. Students also placed a high priority on improving study skills, taking exams, and discussing scholarship options.

The data below is based on RNL’s survey of incoming freshman:

TOP 10 PRIORITIES FOR INCOMING FRESHMEN

Meet new friends	73%	Talk about getting a scholarship with someone	67%
Get help selecting an educational plan to get a good job	73%	Talk with someone about salaries and future occupation	60%
Talk about qualifications needed for certain occupations	69%	Meet an experienced student to seek advice	56%
Receive help to improve study skills	69%	Help selecting an occupation suited to my interests	56%
Would like instruction on how to take college exams	68%	Talk about advantages and disadvantages of certain occupations	50%

KEY ITEMS TO CONSIDER:

- The need for peer connections is a priority for almost three-quarters of entering students. How can we help OTC students connect with one another?
- Because career planning weighs heavily on the minds of first-year students, how can we make career development resources and information easily available to entering students?
- How can OTC make sure incoming students can connect early with resources for academic support so they can start strong during the first term?

Source: Ruffalo Noel Levitz, "2020 National Freshman Motivation to Complete College Report" (2020)



OPPORTUNITY #2 – BUILD A FULL FIRST-YEAR PROGRAM

RNL found by the second term a significant percentage of students do not get the help they requested, and a significant number of students are still seeking help in these areas. This is evidence that intentional and integrated support for first-year students is needed in the second term as well as in the first.

The data below is based on RNL's Mid-Year Student Assessment of Entering Freshmen:

TOP REQUESTS FOR ASSISTANCE FROM ENTERING FRESHMEN AND RESULTS AT MID-YEAR

	REQUESTED IN 1ST TERM	RECEIVED IN 1ST TERM	STILL WANT IN 2ND TERM
Meet new friends	73%	41%	28%
Get help selecting an educational plan to get a good job	73%	42%	51%
Talk about qualifications needed for certain occupations	69%	45%	50%
Receive help to improve study skills	69%	54%	37%
Would like instruction on how to take college exams	68%	51%	37%
Talk about getting a scholarship with someone	67%	N/A	N/A
Talk with someone about salaries and future occupation	60%	34%	51%
Meet an experienced student to seek advice	56%	N/A	N/A
Help selecting an occupation suited to my interests	56%	38%	45%
Talk about advantages and disadvantages of certain occupations	55%	34%	49%

KEY ITEMS TO CONSIDER:

While a large portion of students are requesting academic support services and career development, there are gaps in the assistance first-year students seek and what they say they received. Knowing this, how can we:

Develop multichannel communication campaigns for students (texting, social media, email). RNL recommends using something like a “CAN” approach—communications that emphasize *congratulating, alerting, and nudging* students through multiple means. How can we create messages that appeal not only to students who are seeking help, but those who may be reluctant to take advantage of resources for assistance?

Source: Ruffalo Noel Levitz, “2020 National Freshman Motivation to Complete College Report” (2020)



OPPORTUNITY #3 – ADDRESS ADULT LEARNERS’ SPECIFIC RISKS AND TAKE ADVANTAGE OF THEIR STRENGTHS

As the enrollment growth of traditional-aged students is expected to flatten to 3 percent between now and 2027, adult learner enrollment is also predicted to increase (according to the U.S. Department of Education).

Here are how the motivations of incoming adult learners compare to those of traditional students:

MATH AND SCIENCE CONFIDENCE	Traditional	Adult
Math has always been a challenge	42%	55%
Have a hard time solving complex math problems	44%	52%
Pick up new vocabulary quickly	63%	71%
Figure out deeper meanings in their readings	56%	62%
Be friends with people who have different political opinions	72%	83%
Have higher levels of career decision making	65%	74%
Have lower levels of confusion about career directions	25%	18%

TOP 5 REQUESTS FOR ASSISTANCE FOR ADULT LEARNERS



68%
Instruction on how to take college exams



63%
Help to improve study habits



59%
Talk about getting a scholarship with someone



58%
Talk about qualifications needed for certain occupations



54%
Help selecting education plan to get good job

KEY ITEMS TO CONSIDER:

- Adult learners bring many strengths with them to college. How can we utilize these in the classroom and in the campus community?
- Adult learners also have their own needs and challenges, particularly in the area of math. How can we help tailor our outreach to older students so that they are more likely to persist?
- How can we make use of the insights above in our recruiting practices for adult learners? RNL suggests incorporating the top requests for assistance, and the resources you have available for adult learners, into our marketing materials, especially our webpages dedicated to adult learners.

Source: Ruffalo Noel Levitz, “2019 National Freshman Motivation to Complete College Report” (2019)



OPPORTUNITY #4 – EQUIP STUDENT SUCCESS ADVOCATES WITH INDIVIDUAL RISK AND RECEPTIVITY DATA

Student success advocates (also known as advisors, faculty, staff, success coaches, first-year seminar instructors, and peer mentors) need to be aware of data that could indicate whether a student possesses risk factors or behaviors that could impact their collegiate success.

The data below is based on RNL's Mid-Year Student Assessment of Entering Freshmen:



TWO-YEAR STUDENTS HAVE LESS CONFIDENCE AND MORE CHALLENGES IN KEY AREAS:

	Two-Year	Four-Year Public
Confidence in grasping complex scientific ideas	47%	61%
Confidence in writing clear and well-organized papers	62%	73%
Challenges solving complex math problems	51%	41%
Challenges organizing ideas on paper	29%	22%



KEY ITEMS TO CONSIDER:

- What are some of the key risk factors or behaviors you have observed/experienced of OTC students that could impact their collegiate success?
- With those key risk factors or behaviors in mind, what are some ways we can mitigate the challenges students may experience and provide the support they need to be successful?

Source: Ruffalo Noel Levitz, "2019 National Freshman Motivation to Complete College Report" (2019)



Civitas Learning, an education technology company, reviewed the impact of thousands of student success initiatives from several higher education institutions.

They learned institutions see varying degrees of success with different initiatives. This is relative to how the initiative is deployed, the way it is managed, the students they supported, and more.

First year students benefitted the most from these five student services:

Note, the figure in parenthesis (i.e. 6.06 lift) refers to the percentage point increase in persistence based off the National Student Clearinghouse First-Year persistence rate for all institutions – 74%. The persistence rate for community colleges is 62%. Persistence is defined as continued enrollment (or degree completion) at any higher education institution — including one different from the institution of initial enrollment — in the fall terms of a student's first and second year.



Advisor meetings (7.07 lift in persistence)



Supplemental instruction (6.06 lift)



Tutoring (5.20 lift)



Scholarships (5.03 lift)



Developmental ed programs (3.08 lift)

KEY ITEMS TO CONSIDER:

Barbara Bichelmeyer, Provost and Executive Vice Chancellor of UMKC, is quoted by Civitas Learning in this report:

“One of the hardest things institutions try to do is to stop engaging in some of the practices that have long been part of our culture and our history — but if we are going to better serve each of our students and change their outcomes, this is what we need to do.”

Like UMKC, OTC has also begun taking a much more critical look at what student success initiatives are most effective for our students. What are the top priorities you feel OTC overall needs to develop better strategy for to best serve our students?


Source: Civitas Learning, “What Really Works: A Review of Student Success Initiatives” (2020)


economy & workforce



Most of us envision a postsecondary credential leading to economic and social mobility. The reality is that, in today's world, it's tricky to know which credential will lead to which rung of the mobility ladder. Multiple studies point to disconnects between today's new employees and the workplaces they will enter.


WHY A POSTSECONDARY CREDENTIAL MATTERS

 **11.5** million net new jobs for workers with postsecondary education

 **80,000** net new jobs for workers with a high school diploma or less


THE EMPLOYER RECRUITING EXPERIENCE

 **6.2** million job openings in America are unfilled

 **73%** of employers say finding qualified candidates is somewhat or very difficult

 **34%** of employers say universities have not prepared students for jobs

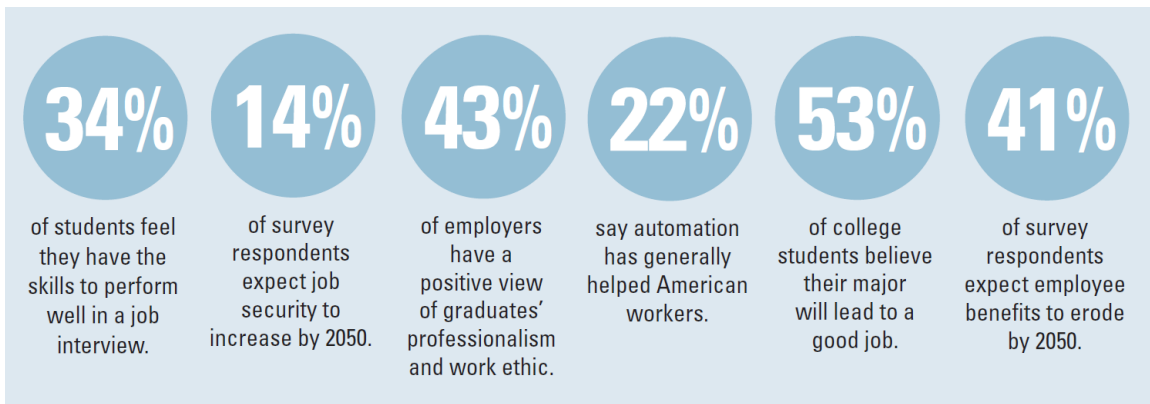
LONG-TERM OUTLOOK

 **65%** of GenZ jobs don't even exist yet.

 **47%** of U.S. workers hold jobs likely to be automated

Sources: America's Divided Recovery: College Haves and Have Nots, Center on Education and the Workforce, 2016 — Labor Department Report, June, 2017 — Career Readiness/Skill Survey, Cengage, September 2018 — The Future of Jobs Report, World Economic Forum, 2016 — "The Future of Employment: How susceptible are jobs to computerization?" Frey and Osborne, University of Oxford

Recent research reports, compiled by the Lumina Foundation, illustrate some of the challenges and opportunities the nation faces as we prepare for the future of work.

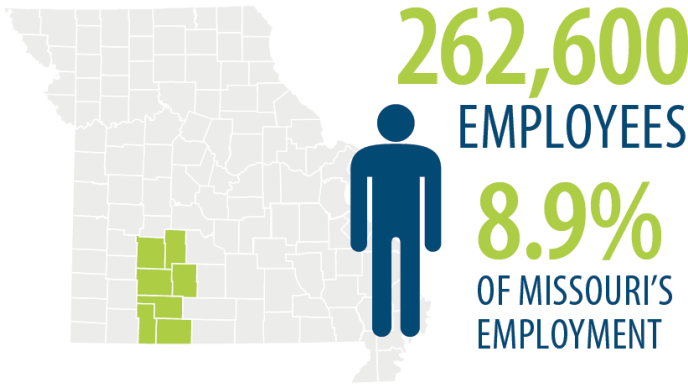


Sources: Lumina Foundation, "The Future of Work" (2020); Lumina Foundation, "Unlocking the Nation's Potential" (2019)

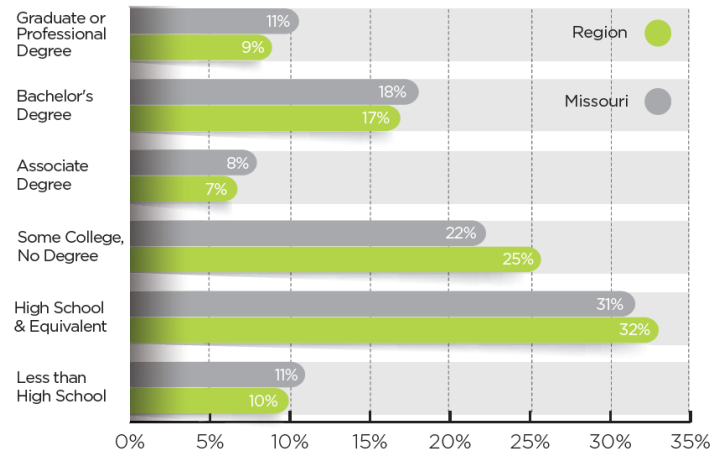


OZARK REGION

The Ozark Region is comprised of 7 counties, including Greene County. The top industry is Health Care and Social Assistance, which accounts for 17% of the region’s employment. The average annual wage for all industries in the Ozark Region is \$39,463.



Educational Attainment



Annual Demographics – Ozark Region

County	% of total population with Associate Degree or higher	2019 Average Annual Wages
State of Missouri	36%	\$50,530
Greene	38%	\$44,708
Christian	36%	\$33,818
Dallas	18%	\$27,871
Polk	27%	\$36,221
Stone	25%	\$30,937
Taney	24%	\$32,080
Webster	23%	\$34,175
Ozark Region Average	33%	\$39,463

KEY ITEMS TO CONSIDER:

As you review the items in this section, are there opportunities for OTC to expand or develop new programs to meet the workforce needs of our region?

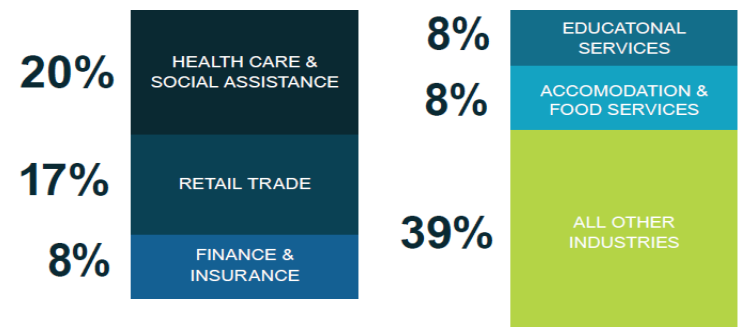
Sources: Department of Higher Education & Workforce Development, "Missouri Workforce 2019 Ozark Region" (2019); Ozark Region Dashboard: <https://meric.mo.gov/regional-profiles/ozark> (July 2020)



Ozark Region Top 10 Employers

Mercy Health
Missouri State University
O'Reilly Automotive Inc
Lowe's Companies, Inc
CoxHealth
Bass Pro Shops
Jack Henry & Associates
Springfield Public Schools
Phoenix Home Care
Citizens Memorial Hospital

Ozark Region Top Industries



Ozark Region Top Grade Careers as of July 2020

The following careers have above average results based on a combination of projected total job openings, projected percent growth, and average wages. OTC provides educational opportunities for these careers through our credit and noncredit programs.

Standard Occupational Classification Title	Grade*	Annual Openings	Average Wage
Electricians	A	153	\$52,403
Computer user support specialists	B+	132	\$40,551
Heating, AC, and refrigeration mechanic and installers	B+	97	\$42,715
Medical Secretaries	B+	212	\$32,958
Nursing Assistants	B+	559	\$24,551
Automotive service technicians and mechanics	B	223	\$40,774
Bookkeeping, Accounting, and Auditing Clerks	B	321	\$33,037
Bus and Truck Mechanics and Diesel Engine Specialists	B	77	\$39,881
Carpenters	B	159	\$37,497
Licensed Practical and Licensed Vocational Nurses	B	127	\$38,475
Maintenance and repair workers, general	B	338	\$32,172
Medical Assistants	B	120	\$26,699
Pharmacy Technicians	B	108	\$29,456
Teacher assistants	B	179	\$23,982
Welders, cutters, solderers, and brazers	B	178	\$38,588

*Occupations with a grade of B or B+ have above average results in at least one of the three variables, while occupations with a grade of A or A+ have above average results in at least two of the three variables. In general, higher graded occupations earn more and have higher growth rates.

Sources: Department of Higher Education & Workforce Development, "Missouri Real Time Labor Market Summary" (2020); Ozark Region Dashboard: <https://meric.mo.gov/regional-profiles/ozark> (July 2020)



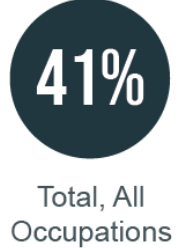
MISSOURI'S MIDDLE-SKILL OCCUPATIONS

Middle-skill jobs are broadly defined as occupations that require some training after high school but less than a bachelor's degree. Low-skill jobs are those that only require a high school education, while high-skill jobs require at least a bachelor's degree. Middle-skill occupations are an essential part of Missouri's workforce, accounting for four out of every 10 jobs. Meeting the continued demand for middle-skill occupations will be an important factor in maintaining a strong economy in the state. Middle-skill jobs can also offer good pay or career pathways with industry-recognized training and credentials that can be as short as a few months. This is important given that seven out of 10 Missourians, and Americans, do not have a bachelor's degree, so middle-skill jobs offer an opportunity for better pay and advancement.

MIDDLE-SKILLED JOBS



Occupation Groups With Above Average Percent of Middle-Skill Jobs



Source: Department of Higher Education & Workforce Development, "Missouri Middle-Skill Jobs Report 2016-2026" (2020)



INSTALLATION, MAINTENANCE, AND REPAIR OCCUPATIONS

Top Skills

Baseline	Specialized
Preventive Maintenance	Repair
Troubleshooting	HVAC
Physical Abilities	Plumbing
Communication Skills	Customer Service
Computer Literacy	Predictive Maintenance

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

Top Certifications

Automotive Service Excellence Certification
Environmental Protection Agency Certification
EPA CFC/HCFC Certification
CDL Class A
Security Clearance

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

PRODUCTION OCCUPATIONS

Top Skills

Baseline	Specialized
Physical Abilities	Packaging
Communication Skills	Repair
Detail-Oriented	Basic Mathematics
Work Area Maintenance	Scheduling
Computer Literacy	Machinery

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

Top Certifications

Forklift Operator Certification
CDL Class A
ServSafe
Welding Certification
Food Handler Certification

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

CONSTRUCTION OCCUPATIONS

Top Skills

Baseline	Specialized
Communication Skills	Repair
Troubleshooting	Hand Tools
Physical Abilities	Electrical Work
Computer Literacy	Painting
Problem Solving	Carpentry

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

HEALTH CARE SUPPORT

Top Skills

Baseline	Specialized
Communication Skills	Patient Care
Physical Abilities	Vital Signs Measurement
Teamwork / Collaboration	Scheduling
Computer Literacy	Phlebotomy
Organizational Skills	CPR

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

Top Certifications

Certified Nursing Assistant
Certified Medical Assistant
First Aid CPR AED
Basic Cardiac Life Support Certification
Basic Life Saving (BLS)

Labor Insight Burning Glass June 1, 2017 - May 31, 2019

Source: Department of Higher Education & Workforce Development, "Missouri Middle-Skill Jobs Report 2016-2026" (2020)



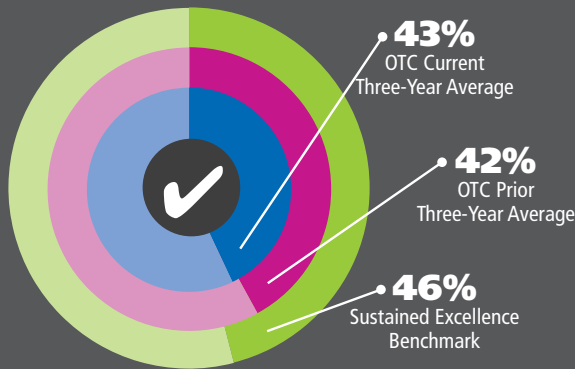
public policy

State performance funding indicators (2019)

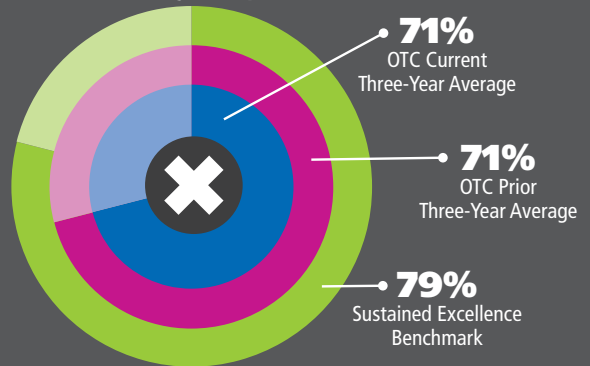
Institutions can meet performance funding indicators (marked with an *) by improving over their prior performance or meeting a national benchmark for sustained excellence.



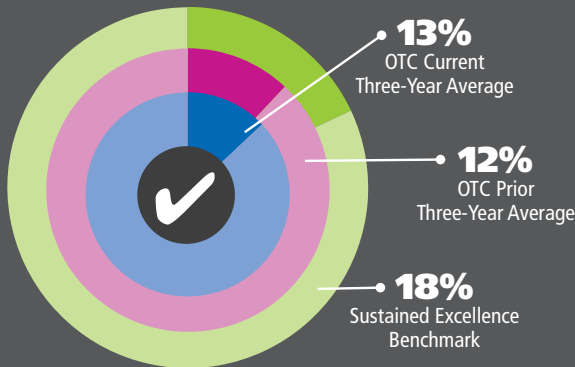
Three-Year Completion Rate*



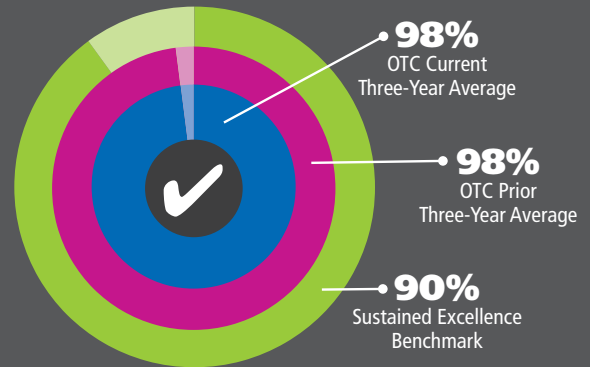
Percent of Attempted Credit Courses Successfully Completed



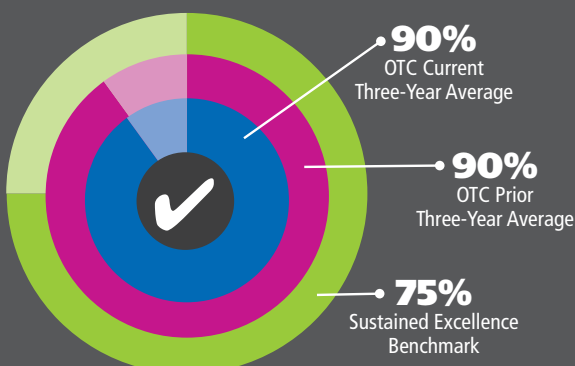
Non-Core Expenditures as a Percent of Total Expenditures



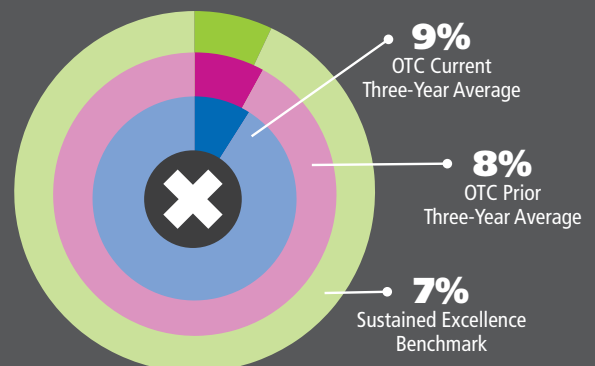
Licensure/Certification Exam*



Graduate Outcomes*



Tuition and Fees as a Percent of Median Family Income (by Service Area)



Source: OTC Office of Research & Governmental Affairs



Community College Position on Senate Stimulus “4.0” Legislation

The Senate is expected to consider funding legislation to address COVID-19 issues in the coming weeks, following approval by the House of Representatives of the HEROES Act, H.R. 6800. At this time of economic crisis, community colleges urge the Senate to consider the following in its stimulus legislation.

- Provide \$46 Billion for Higher Education, Using the Institutional Allocation Formula in H.R. 6800; Refine the Maintenance-of-Effort (MOE) language
- Adopt the HEROES Act Language for the Institutional Use of Stabilization Funds
- Establish Dedicated Community College Job Training Funding and Provide More Flexible Workforce Education Opportunities
- Temporarily Alter the Lifetime Learning Tax Credit to Cover \$2,000 in Workforce-Oriented Training
- Include Institutions of Higher Education in the Main Street Lending Program and Paycheck Protection Program
- Make Public Institutions Eligible for Employee Retention and Family Medical Leave Act Tax Credits
- Support Students During the Pandemic

Additional Legislative Support

Support for the Success for Rural Students and Communities Act.

Support for a federal infrastructure package that includes community colleges.

Support for funds allocated from state and county CARES Relief dollars to community college workforce training efforts.

Support for federal and state funds for completion of the Center for Advanced Manufacturing.



technology

Each year, EDUCAUSE, a higher education technology association, releases their “Top 10 IT Issues” based on recommendations from an expert panel of IT and non-IT leaders, and selected by their membership of over 100,000 IT leaders and professionals committed to advancing higher education.

The 2020 Top 10 IT Issues tell a story of how higher education is beginning its digital transformation journey. Colleges and universities are working to unmake old practices and structures that have become inefficient and are preparing to use technology and data to better understand and support students and to become more student-centric.

2020 Top 10 IT Issues



Information Security Strategy: Developing a risk-based security strategy that effectively detects, responds to, and prevents security threats and challenges.



Student Retention and Completion: Developing the capabilities and systems to incorporate artificial intelligence into student services to provide personalized, timely support.



Privacy: Safeguarding institutional constituents’ privacy rights and maintaining accountability for protecting all types of restricted data.



Improved Enrollment: Using technology, data, and analytics to develop an inclusive and financially sustainable enrollment strategy to serve more and new learners by personalizing recruitment, enrollment, and learning experiences.



Sustainable Funding: Developing funding models that can maintain quality and accommodate both new needs and the growing use of IT services in an era of increasing budget constraints.



Higher Education Affordability: Aligning IT organizations, priorities, and resources with institutional priorities and resources to achieve a sustainable future.



Digital Integrations: Ensuring system interoperability, scalability, and extensibility, as well as data integrity, security, standards, and governance, across multiple applications and platforms.



Administrative Simplification: Applying user-centered design, process improvement, and system reengineering to reduce redundant or unnecessary efforts and improve end-user experiences.



Student-Centric Higher Education: Creating a student-services ecosystem to support the entire student life cycle, from prospecting to enrollment, learning, job placement, alumni engagement, and continuing education.



The Integrative CIO: Repositioning or reinforcing the role of IT leadership as an integral strategic partner of institutional leadership in supporting institutional missions.

Source: EDUCAUSE, “Top 10 IT Issues 2020” (2020)

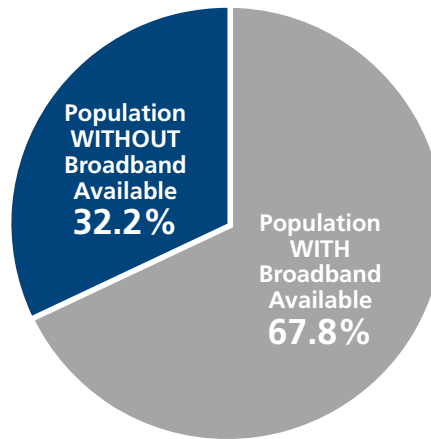


OTC STUDENT ACCESS TO TECHNOLOGY AND BROADBAND INTERNET

As part of internal research conducted by OTC’s Strategic Planning and Grant Development Office, additional information was learned about our 12-county service region access to technology and broadband (the FCC indicates broadband commonly refers to high-speed Internet access that is always on and faster than the traditional dial-up access.) This research found within our service region, many OTC students have limited access to computers and internet needed to complete their course work, which was exasperated during the COVID-19 crisis.

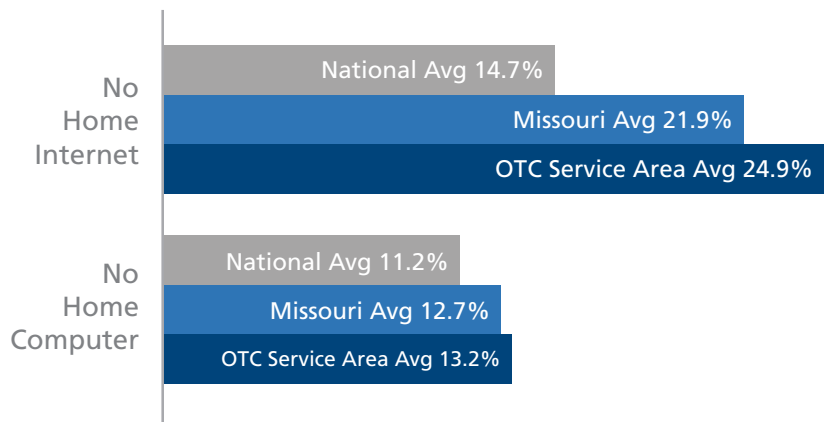
Broadband Access

In 2019, only 67.8% of the service region had access to broadband, and with an average low-end cost of \$65 per month, it was out of reach for many of our students even if it was available in their area. In addition, the vast majority of residents have only 1 or 2 internet provider options. This lack of broadband competition has made it possible for Internet Service Provider’s to overcharge customers for subpar internet speeds.



Access to Technology

Within OTC’s 12 county region, 24.9% of the population does not have internet at home and 13.2% do not have a home computer.



Sources: IMLS, “IMLS Indicators Workbook” (2020).
 Weighted area analysis of OTC service region based on census.gov and broadbandnow.com data sets.
<https://www.versatek.com/how-lack-of-internet-service-providers-hinders-public-education> and <https://www.fcc.gov/general/types-broadband-connections>



6 Big Takeaways to Help Your Campus Strengthen Your Digital Presence and Engage More Students

based on survey data of high school sophomores, juniors, and seniors

- 1 Optimize your multichannel mix.** Students use a wide variety of methods for researching colleges, from the traditional print and email to the emerging like VR tours. It's key to analyze which channels are the best investment for your target audience so you can expand your reach while also managing those channels well.
- 2 Communicate visually as much as possible.** Generation Z is a generation of images, videos, memes, and visual communication. The more visual your content can be, the greater levels of engagement you will achieve.
- 3 Invest in search.** SEO requires strategies built on sound analytics and data. To dominate the search categories you want, you need to balance both organic SEO strategies as well as smart paid interactive marketing so that you can capture student interest for all the terms you want.
- 4 Make search a truly mobile experience.** Go beyond mobile optimized web pages and think more broadly about how to engage students on their phones. Shorter responsive forms, more visual content, text messaging flows—do everything you can to make it easier for students to research your institution from the palms of their hands.
- 5 Have a website with multiple “welcome” mats.** More and more students are not coming through the front door of your home page. They are finding pages on academics, campus life, cost, and other key considerations. Make sure that, no matter where they may end up, they can start engaging with your campus and find their own informational pathways.
- 6 Personalize at every opportunity.** Finally, an overarching theme of open-ended responses and specific questions in the study this year demonstrate that students appreciate and expect your communications with them to be personalized. They appreciate tools on your website that allow them to customize and filter their experiences. They want you to let them know how your institution and programs will meet their unique needs AND that you want them to enroll.

KEY ITEMS TO CONSIDER:

As OTC continues to strengthen current and develop new strategies to support global college operations and all aspects of the student experience, how can these insights shape the way we communicate with our Generation Z students?

Source: Ruffalo Noel Levitz, "2019 E-Expectations Trend Report" (2019)



YOUR DREAMS OUR PLAN

2018-2025 STRATEGIC PLAN

OZARKS TECHNICAL COMMUNITY COLLEGE