10 Keys to Thriving in the Current Economy

SEM XIX

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WHY ARE WE HERE TODAY?
The external environment colleges and universities operate in is changing quickly

1. Dramatic changes in student markets

2. Public expectations for a wide variety of high quality student services

3. Shrinking government funding

4. Greater needs for an institution-wide understanding of how to best react to the emerging student trends, needs and markets.

Leadership Concerns

What we asked higher education leaders and longtime observers in national media:

▪*What do recent economic upheavals mean to colleges and universities?*

▪*What are the fundamental issues facing higher education in the coming decade?*

▪*Do we face unprecedented long term economic circumstances and challenges?*

▪*What must institutions be doing today to respond to issues and challenges?*

What We Learned – Highest Level Summary:

- *Our fundamental challenges remain unchanged, but the urgency to address those challenges will be accelerated by economic necessity.*

- *Higher education as an industry will undergo transformations similar to those experienced by other industries over the last 50 years.*

- *Changes in technology and the global economy point toward solutions to these issues.*

Workshop Agenda

I.   SEM Primer

II. Institutional Challenges

III. Environmental and Economic Scan

IV. 10 Keys to Thriving in the Future

V.   Key Factors for Governing Boards and Executive Leadership

VI. Q&A

Core Enrollment Principles

- No Enrollment Effort is Successful without QUALITY Academic Programs to Promote

- Recruitment and Retention is an On-going, Multi-year PROCESS with Strong Access to Research and DATA

- +80% of Enrollments come from REGIONAL student markets for BS/BA degrees

- The Most Successful Recruitment Programs Clearly DIFFERENTIATE the Student Experience from Competitor's Programs

- The Most Successful Retention Programs Clearly Address Students' Needs and Regularly ENGAGE Students in Academic and Non-Academic Programs

Jay W. Goff, AACRAO SEM 2007

Integration of Core Mission Plans

Academic program planning – answers "what"
- Faculty composition/capabilities drive programs
- Permanent faculty: long term investments

Facility planning – answers "where"
- Master plans take 5/10/20+ year perspectives

Enrollment planning – answers "who"
- Driven by programs, demographics, economy
- Multi-year impacts on revenues and costs
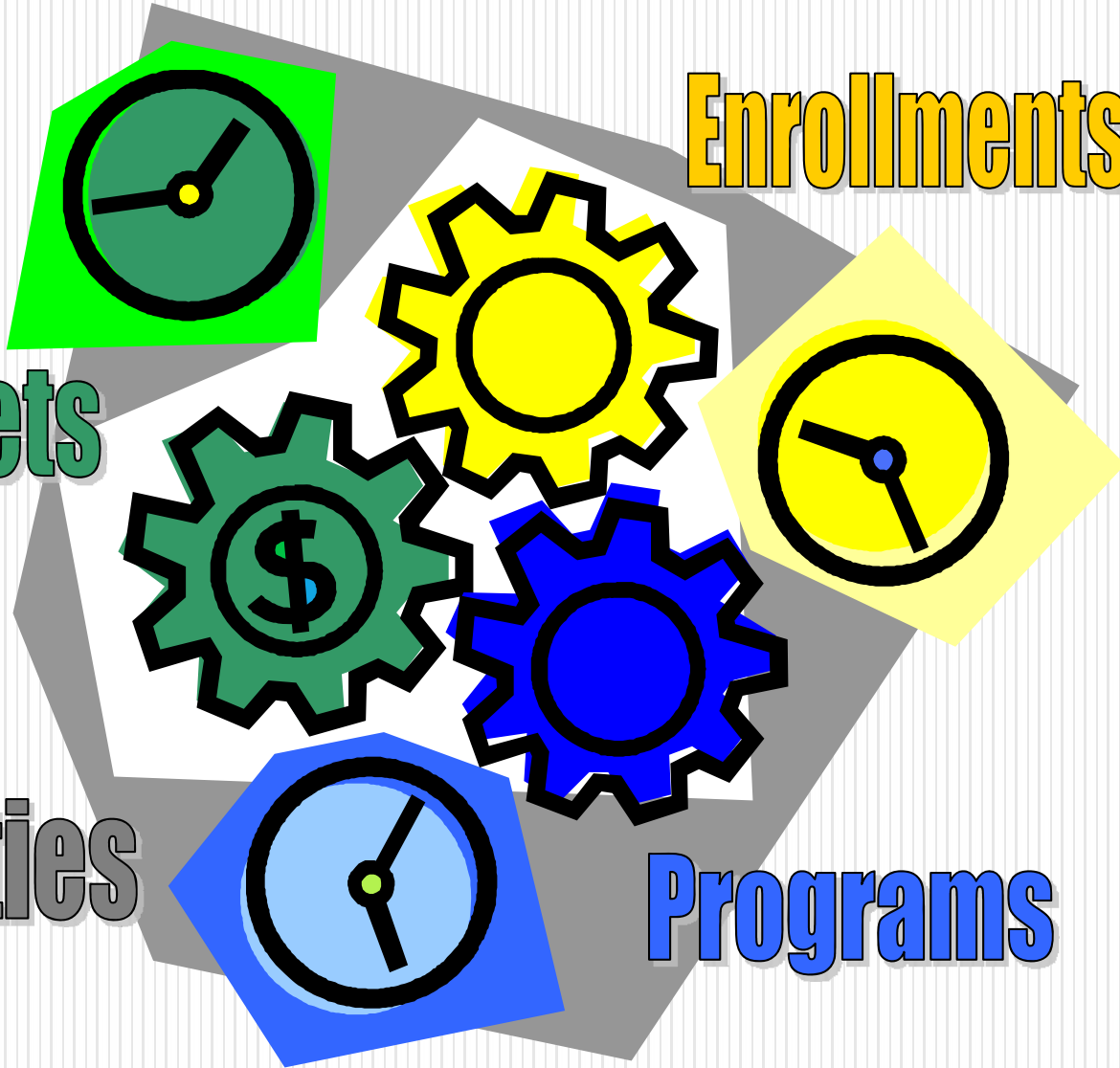
Budget planning – answers "how"
- Operating: annual/biennial based on current revenues
- Capital: resource, opportunity, strategy-driven

Enrollments

Budgets

Facilities

Programs

I. SEM Primer

What is SEM?

Strategic Enrollment Management (SEM) is defined as "a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students where 'optimum' is designed within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture."

Michael Dolence, AACRAO SEM 2001

- Research
- Recruitment
- Retention

The Purposes of SEM are Achieved By…

1. Establishing **clear goals** for the number & types of students needed to fulfill the institutional mission

2. Promoting **students' academic success** by improving access, transition, persistence, & graduation

3. Promoting institutional success by enabling effective **strategic & financial planning**

4. Creating a **data-rich environment** to inform decisions & evaluate strategies

5. Improving process, organizational & financial **efficiency** & outcomes

6. Strengthening **communications & collaboration** among departments across the campus to support the enrollment program

Don Hossler & Bob Bontrager, ACE 2007

Role of the Chief Enrollment Manager

Enrollment leaders serve many roles throughout the change management process, such as that of a visionary, encourager, storyteller, facilitator, arbitrator, problem solver, manager and coach.

Jim Black, AACRAO SEM 2003

CEMs are Systems Thinkers Adept at Influencing Change

What is Included in a SEM Plan?

1. Strategic Framework: Mission, Values, Vision
2. Overview of Strategic Plan Goals & Institutional Capacity
3. Environmental Scan: Market Trends & Competition Analysis
4. Evaluation and Assessment of Position in Market
5. Enrollment Goals, Objectives, & Assessment Criteria
6. Marketing and Communication Plan
7. Recruitment Plan
8. Retention Plan
9. Student Aid and Scholarship Funding
10. Staff Development and Training
11. Student/Customer Service Philosophy
12. Process Improvements and Technology System Enhancements
13. Internal Communication and Data Sharing Plan
14. Campus wide Coordination of Enrollment Activities

II. Institutional Challenges

George Mason University

Mason Locations

Mason Overview

- Public institution, one of 6 VA state doctoral institutions. Began as a branch of the University of Virginia, became a full-fledged university in 1972

- Current year (2009-10) annualized enrollments are projected to be 32,200 headcount and 24,500 FTE

- Offers 68 Undergraduate, 72 Master's, 27 Doctoral and 1 Professional degree on 3 campuses (Fairfax, Arlington and Prince William County)

- Budgeted student-to-faculty ratio of 14.7:1

- Awarded approximately 7300 degrees in 2008-09
  - Most in VA when certificates are included
  - Most master's degrees awarded in VA

Mason Enrollments Fall 1999-2009
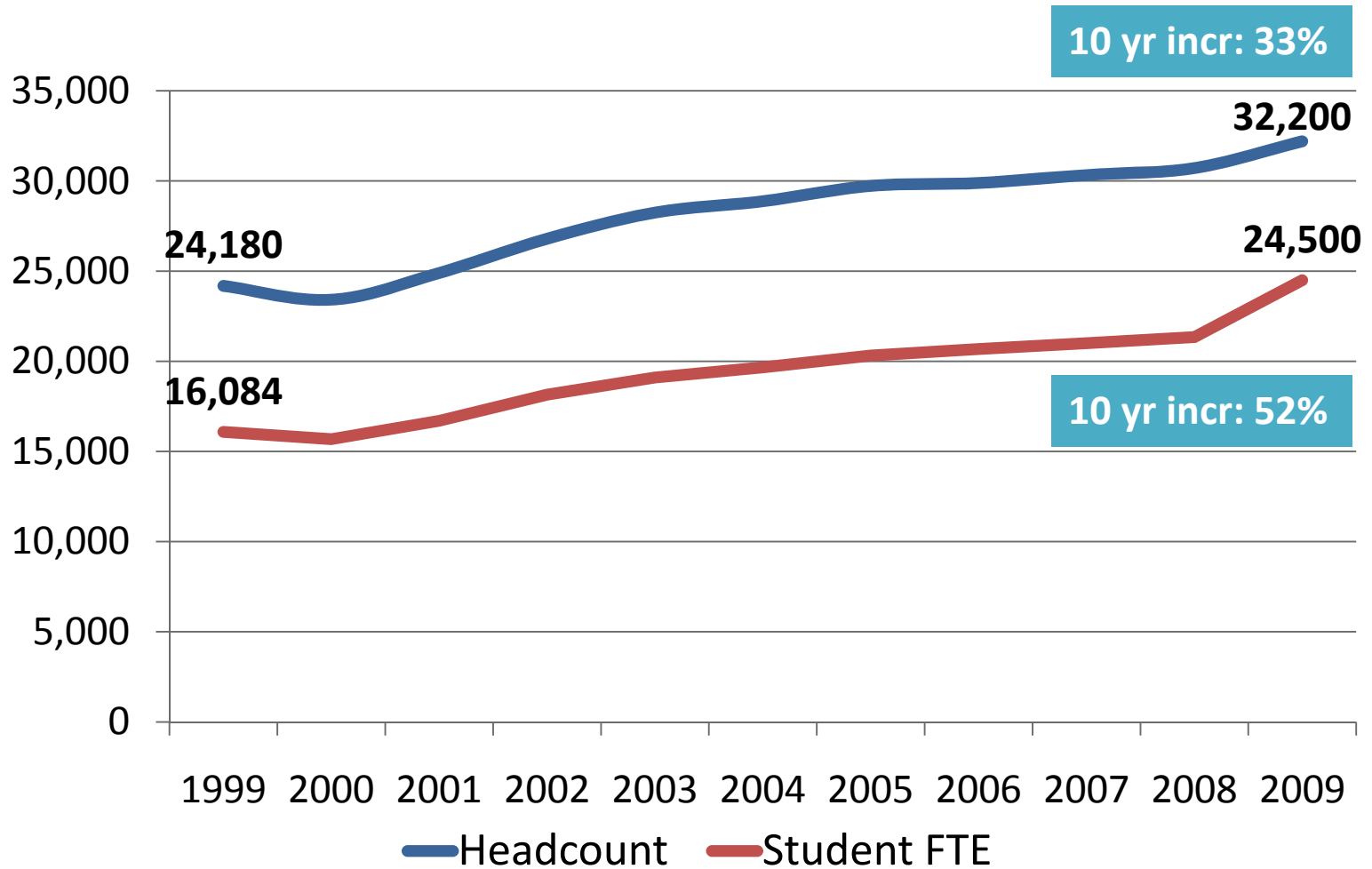
Student Profile

Approximate distributions by level:

- 61% Undergraduate
- 36% Graduate
- 2% Law

Residency

- 70% Northern VA
- 13% Other VA
- 17% Out of State

Gender – 55% Female

Racial/Ethnic Diversity

- 32% Racial/ethnic Minority
- 8% International/Non-resident Alien
- 60% White
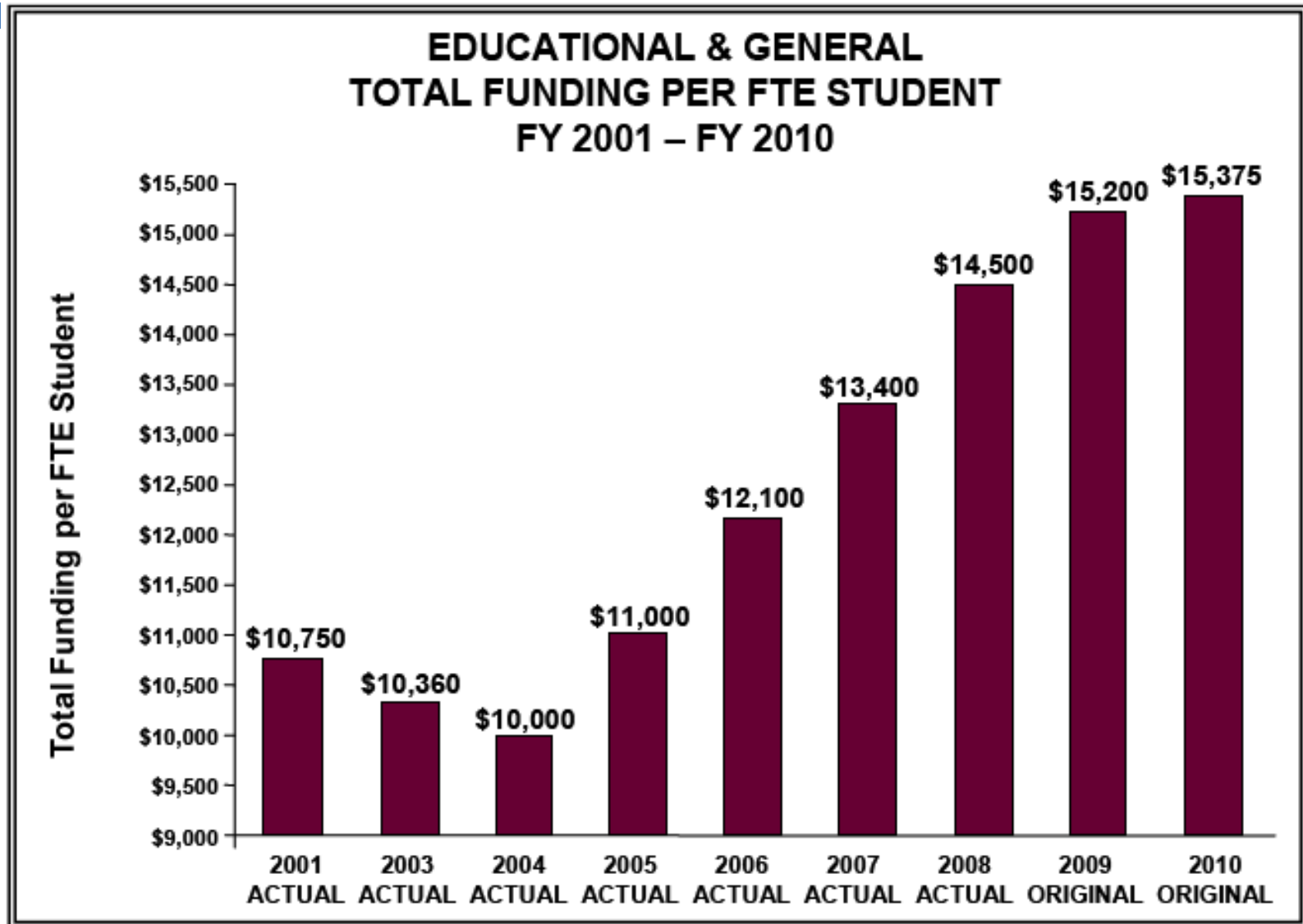 - *Of those reporting, 25% did not report their race/ethnicity*

Distinctions – 2009

- USN&WR #1 "Up and Coming" institution
- Princeton Review top 100 "Best Value" colleges
- Kiplinger's "Best Values in Public Colleges"
- Forbes / Center for College Affordability top 200 "Best Buys" colleges (#146)
- Top 100 North and Latin American Universities by the Academic Ranking of World Universities conducted by Shanghai Jiao Tong University's Institute of Higher Education
- Ranked #86 in the world for impact and performance of Web presence by Spanish Cybermetrics Lab comparison of 4,000 world institutions
- AARP Best Places to Work (#10)
- Chronicle of Higher Education "Great Colleges to Work For" (recognized in 13 categories)
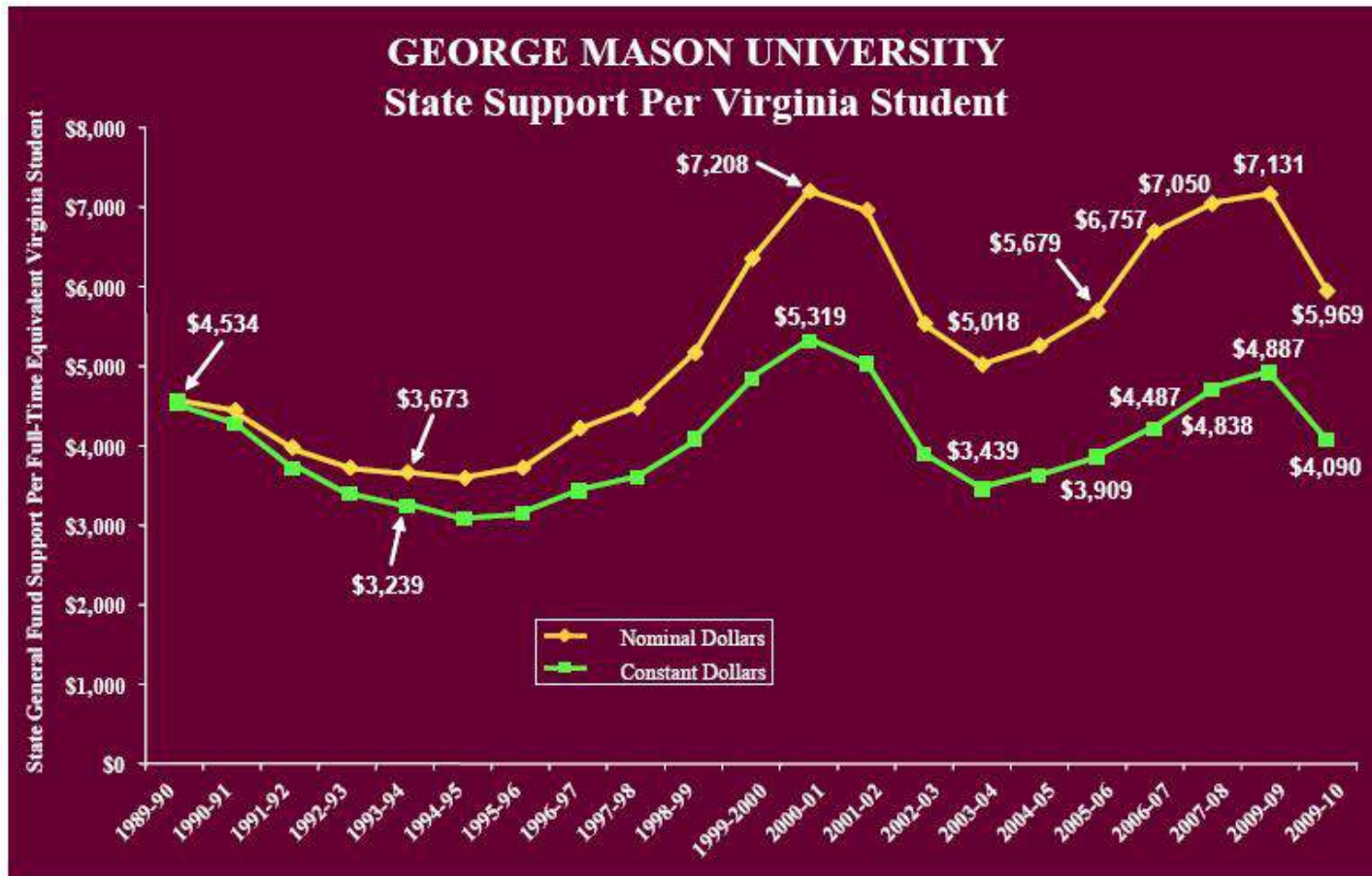
Budget Overview

PROGRAM	REVISED BUDGET FY 2007	REVISED BUDGET FY 2008	REVISED BUDGET FY 2009	ORIGINAL BUDGET FY 2010	FY09 TO FY10 % CHANGE
Educational & General *	$325.8M	$357.9M	$370.1M	$382.0M	3.2%
Auxiliary Enterprises	130.9M	142.9M	162.6M	173.9M	7.0%
Sponsored Research	71.6M	76.7M	91.6M	100.7M	9.9%
SUBTOTAL OPERATING	$528.3M	$577.5M	$624.2M	$656.6M	5.2%
State Student Financial Assistance	11.2M	12.0M	13.0M	14.3M	9.6%
Capital Outlay	85.0M	120.0M	256.2M	216.2M	-15.6%
TOTAL	$624.5M	$709.5M	$893.5M	$887.1M	-0.7%

* FY2010 includes $21.0M in Private Funds and $10.9M in Federal ARRA funds.
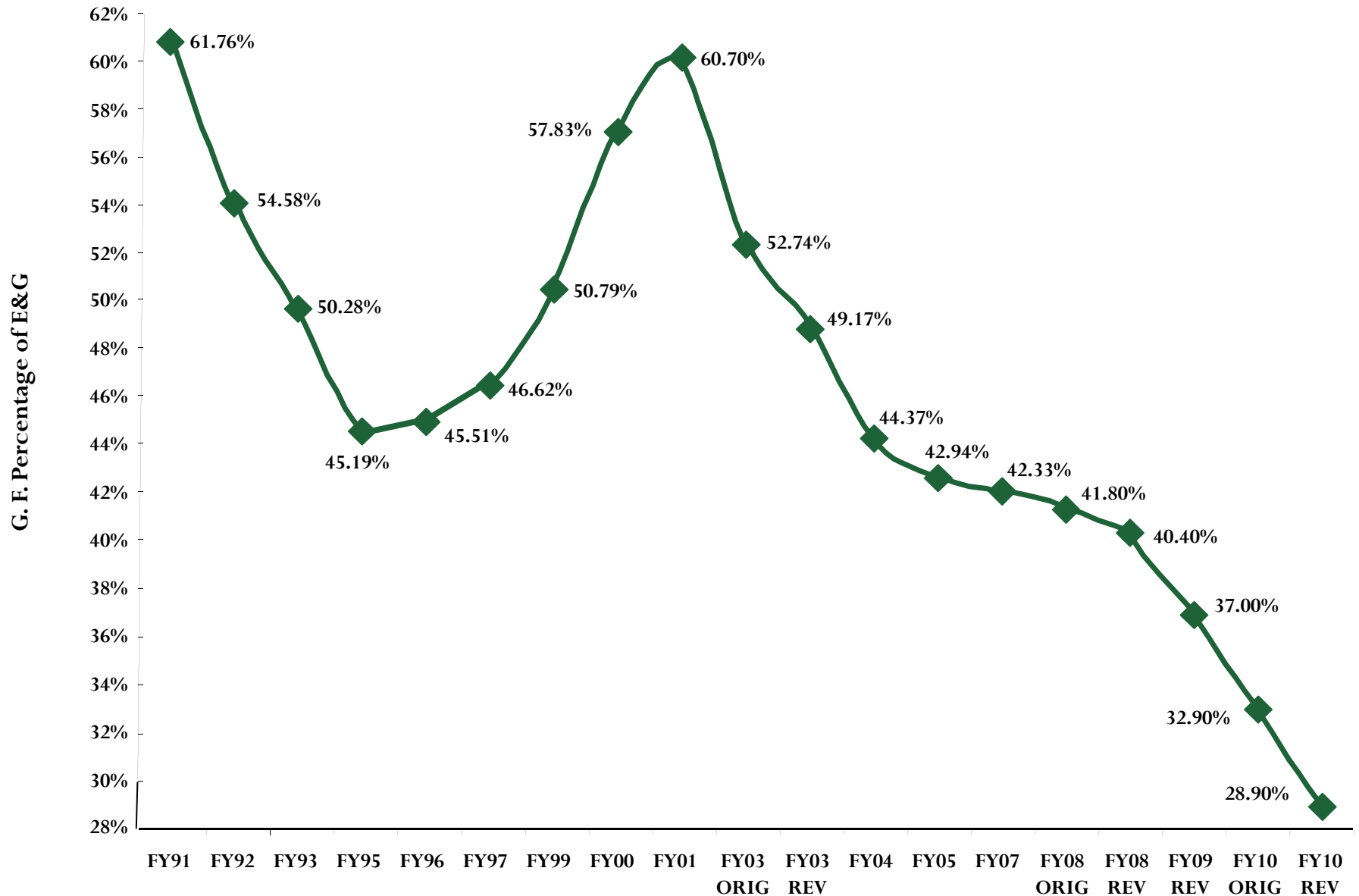
Mason E&G Budget Per Student FTE

EDUCATIONAL & GENERAL
TOTAL FUNDING PER FTE STUDENT
FY 2001 – FY 2010

Year	Total Funding per FTE Student
2001 ACTUAL	$10,750
2003 ACTUAL	$10,360
2004 ACTUAL	$10,000
2005 ACTUAL	$11,000
2006 ACTUAL	$12,100
2007 ACTUAL	$13,400
2008 ACTUAL	$14,500
2009 ORIGINAL	$15,200
2010 ORIGINAL	$15,375

GEORGE MASON UNIVERSITY
State Support Per Virginia Student

General Fund % of Support Trend Analysis

G. F. Percentage of E&G

- 61.76%
- 54.58%
- 50.28%
- 45.19%
- 45.51%
- 46.62%
- 50.79%
- 57.83%
- 60.70%
- 52.74%
- 49.17%
- 44.37%
- 42.94%
- 42.33%
- 41.80%
- 40.40%
- 37.00%
- 32.90%
- 28.90%

FY91, FY92, FY93, FY95, FY96, FY97, FY99, FY00, FY01, FY03 ORIG, FY03 REV, FY04, FY05, FY07, FY08 ORIG, FY08 REV, FY09 REV, FY10 ORIG, FY10 REV

General Fund Budget Reduction History

	GF Reduction	Percent
FY08	$6.8M	5%
FY09	$9.7M	7%
FY10	$11.2M	8%
FY 10 September 2009	$17.6M	15%
TOTAL	$45.3M	35%

Capital Projects in Progress: $850M+

CONSTRUCTION EXPENSES

$256M
$216.2

Dollars in Millions

Year	Amount
1991	$3.5
1992	$4.8
1993	$10.5
1994	$19.9
1995	$13.7
1996	$14.7
1997	$28.9
1998	$23.8
1999	$11.2
2000	$8.1
2001	$4.8
2002	$20.9
2003	$32.2
2004	$29.3
2005	$25.8
2006	$35.9
2007	$85.0
2008	$120.0
2009	$256.0
2010*	$216.2

* Projected

Calendar Year

Fairfax Campus – Capital Projects in Progress
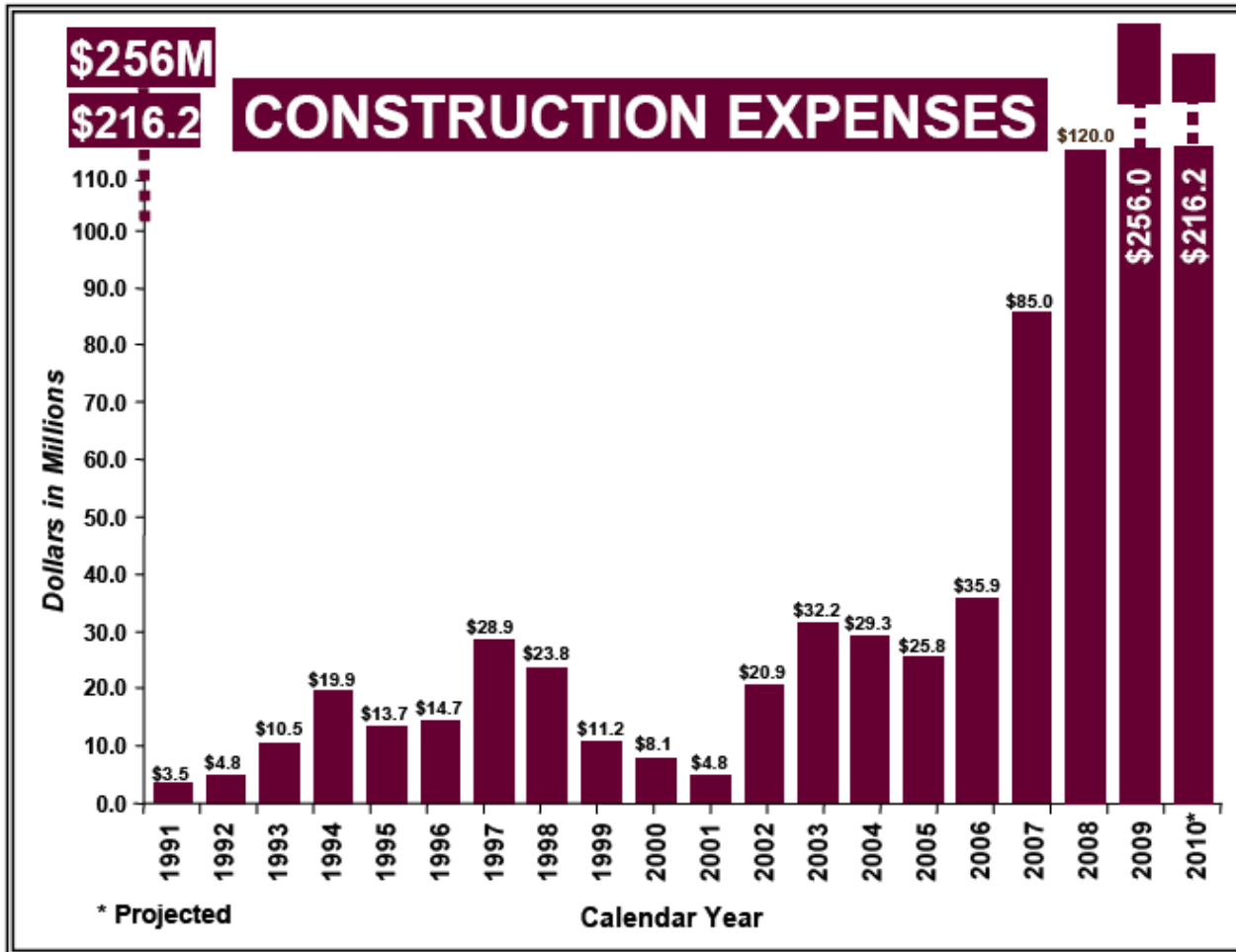
Total Assignable Space

	FTE	E&G	AUX ENT	TOTAL
1997	17,257	1,085,000	1,048,000	2,134,000
2003	20,223	1,350,000	1,360,000	2,710,000
2007	22,705	1,539,000	1,862,000	3,401,000
2009	22,348	1,705,000	2,798,000	4,503,000
2012	24,419	2,157,000	4,808,000	6,965,000

+???%   +99%   +358%   +226%

Achieving Excellence

PROBABLE FUTURE:

✓   STATE (G/F)   =   Declining % of support

✓   NEW BUILDINGS   =   No state support to operate/ maintain

✓   PRIVATE FUNDS   =   Probably improving, but often very specifically restricted/ designated

✓   ENROLLMENT   =   Trend from state is not to fund GROWTH

Building Excellence
Balancing Priorities

MAINTAIN ACCESS

IMPROVE RESOURCE (PRIVATE/PUBLIC) BASE

BUILD/MAINTAIN ACADEMIC SPIRES OF EXCELLENCE

MANAGE DYNAMIC CAPITAL PROGRAM

IMPROVE STUDENT QUALITY

IMPROVE FACULTY SALARIES

KEEP PRICE AFFORDABLE

Missouri University of Science and Technology

S&T Miners Aren't Your "Average Joe"

- 52 National Merit Scholars
- 80% ranked in the top 30% of their high school class
- 71 Valedictorians & Salutatorians
- Average ACT of 27.7 (upper 10% in nation)

- +70% have over 13 hours college credit
- 895 Bright Flight Scholars*
- 1,426 Access Missouri Scholars*
- Mid-range ACT score of 26-31*

All students

What is Missouri S&T?

- A Top 50 Technological Research University
- 6800 students: 5200 Undergrad, 1600 Graduate
- 90% majoring in Engineering, Science, Comp. Sci.
- Ave. Student ACT/SAT: upper 10% in nation
- +70% of Freshmen from upper 20% of HS class
- 23% Out-of-State Enrollment
- +90% 5-Year Average Placement Rate at Graduation
- Ave. Starting Salary in 2009: +$57,300
- Highest Starting Salaries of all Midwestern Universities (#5 among US public universities)

S&T Affordability

- **Current Undergraduate Students**

  - Average parent income: $ 78,250
  - Family incomes below $50,000: +35%
  - First generation college students: 29%
  - Pell Grant eligible students: 22%

- **Graduation Statistics**

  - Approximate indebtedness: $ 23,000
  - Average 2009 starting salary: $ 57,521

What is Missouri S&T?

A Top Public University

Missouri S&T ranked 64th among the nation's top public universities (U.S. News & World Report, 2010 America's Best Colleges, September 2009).

Top 5 Starting Salaries among Public Universities

Missouri S&T named in payscale.com's list of highest average starting salaries for graduates (www.payscale.com, Aug. 2009)

Top 15 Public Colleges for Getting Rich   *#1 in the Midwest!*

Missouri S&T ranked 12th on Forbes magazine's list of "Best Public Colleges for Getting Rich" (www.forbes.com, Aug. 2008)

Top 20 STEM Research University

Missouri S&T named in Academic Analytics' "Top 20 Specialized Research Universities - STEM" (www.academicanalytics.com, Jan. 2008)

Top 25 Entrepreneurial Campus

Missouri S&T ranked 22nd on Forbes 's list of "America's Most Entrepreneurial Campuses" (www.forbes.com , Oct. 22, 2004).

Top 25 Connected Campus

Missouri S&T named in Princeton Review's "America's 25 Most Connected Campuses" (www.forbes.com, Jan. 19, 2006).

Top 30 Safest College Campuses

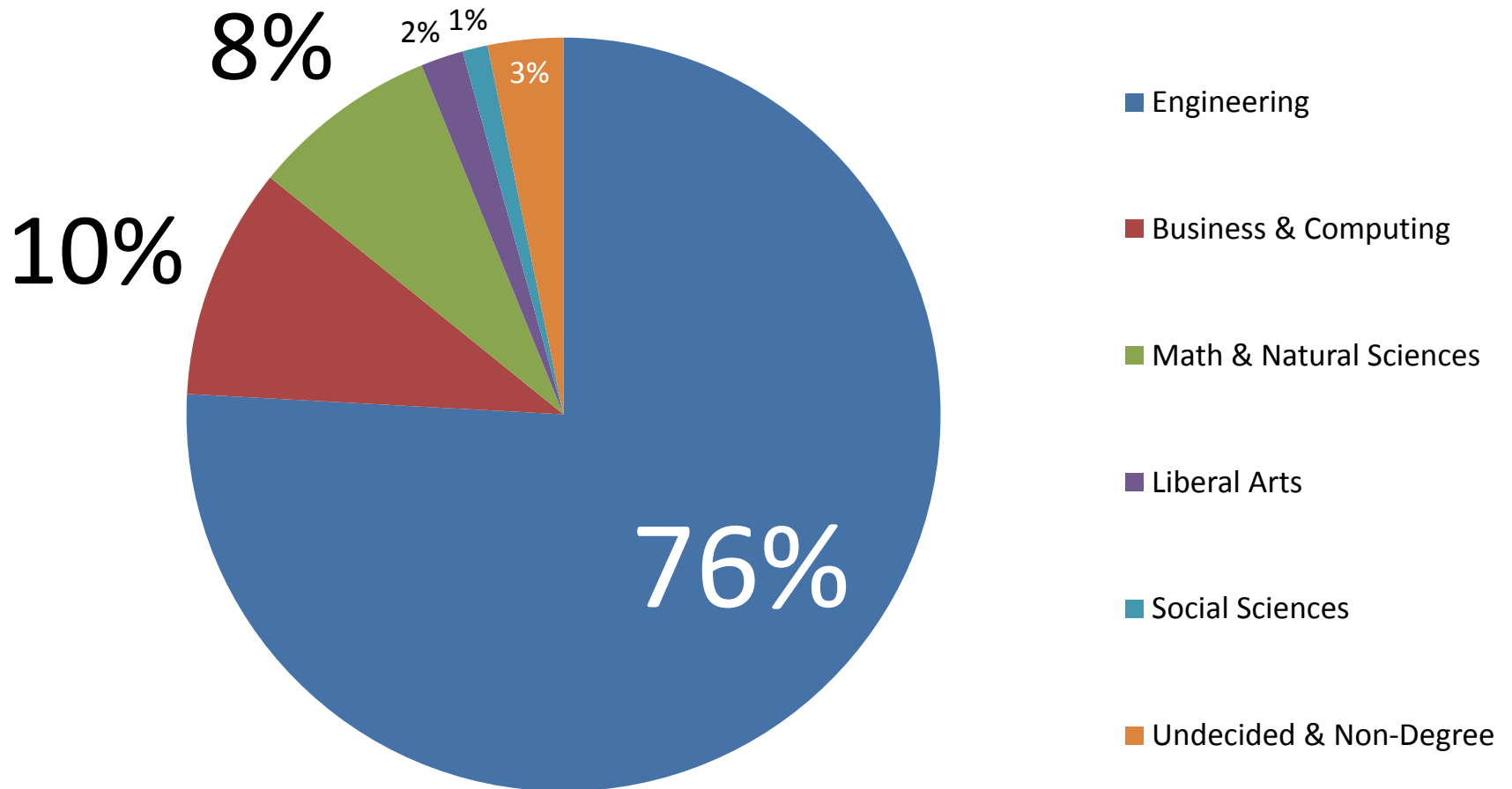Missouri S&T ranked #27 in Reader's Digest's "Campus Safety Survey" (www.rd.com, 2008).
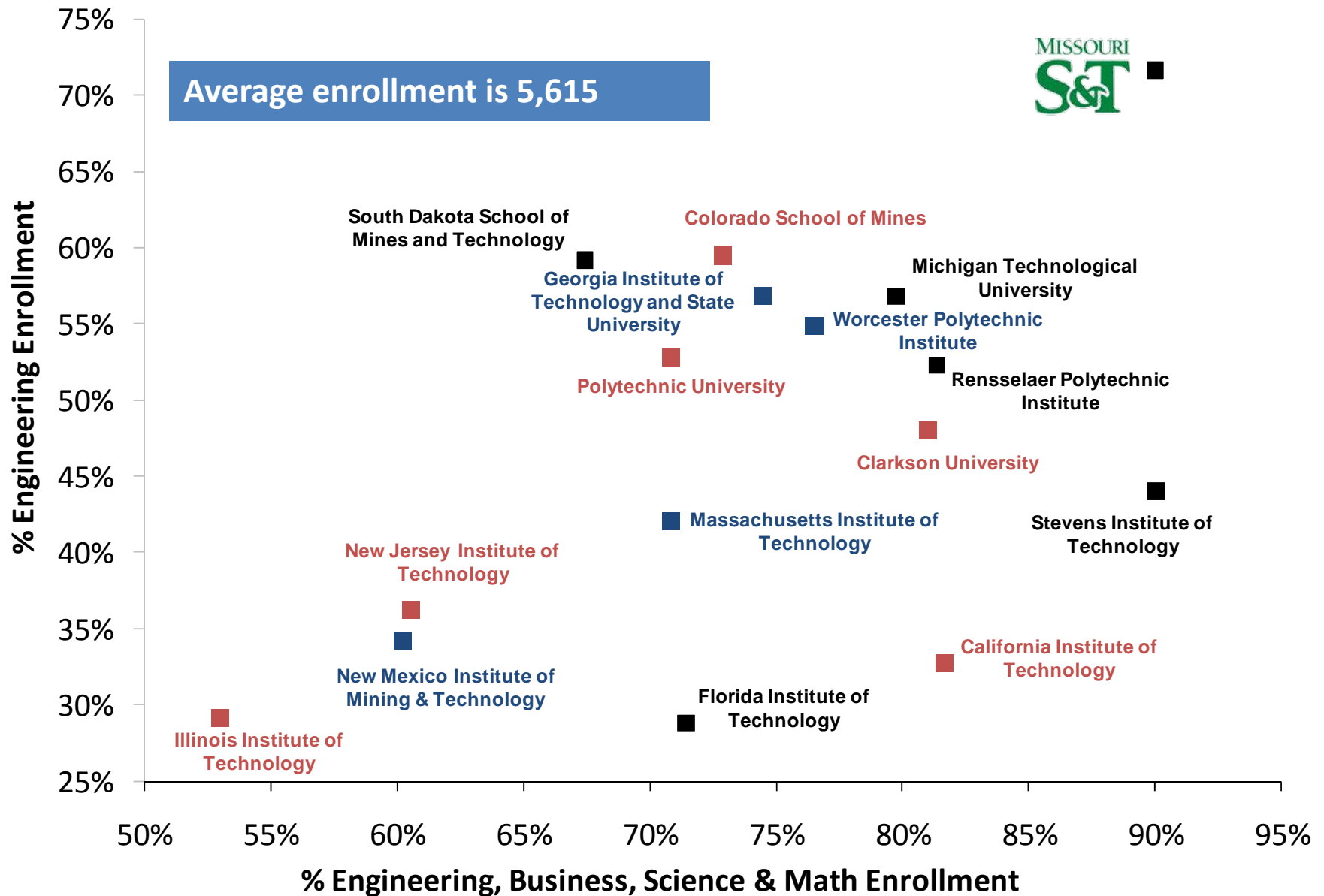
Top 50 Best Values among National Universities

Missouri S&T ranked 5th among the nation's national public universities and 37th overall (U.S. News & World Report, 2010 America's Best Colleges Guidebook, September 2009).

Distribution by Academic Groupings
Fall 2009

MISSOURI S&T

8%

10%

2% 1%

3%

76%

- Engineering
- Business & Computing
- Math & Natural Sciences
- Liberal Arts
- Social Sciences
- Undecided & Non-Degree

Life as a National Outlier

% Engineering Enrollment

% Engineering, Business, Science & Math Enrollment

Average enrollment is 5,615

MISSOURI S&T

South Dakota School of Mines and Technology

Colorado School of Mines

Georgia Institute of Technology and State University

Michigan Technological University

Worcester Polytechnic Institute

Polytechnic University

Rensselaer Polytechnic Institute

Clarkson University

Massachusetts Institute of Technology

New Jersey Institute of Technology

Stevens Institute of Technology

New Mexico Institute of Mining & Technology

California Institute of Technology

Florida Institute of Technology

Illinois Institute of Technology

Strategic Enrollment Management Plan
2007-2011

Increase Success of Students
- Retention Rates
- Graduation Rates

Increase College Going Rate & Access
1. Access & Affordability
2. Pipeline of College Ready Students
3. Strategic Partnerships
4. Outreach/Education
5. Scholarships

Expanding Current Markets & Capturing New Markets
1. Out-of-state students
2. Transfer Students
3. Female Students
4. Underrepresented Minority Students
5. International Students
6. Graduate Students
7. Nontraditional Students
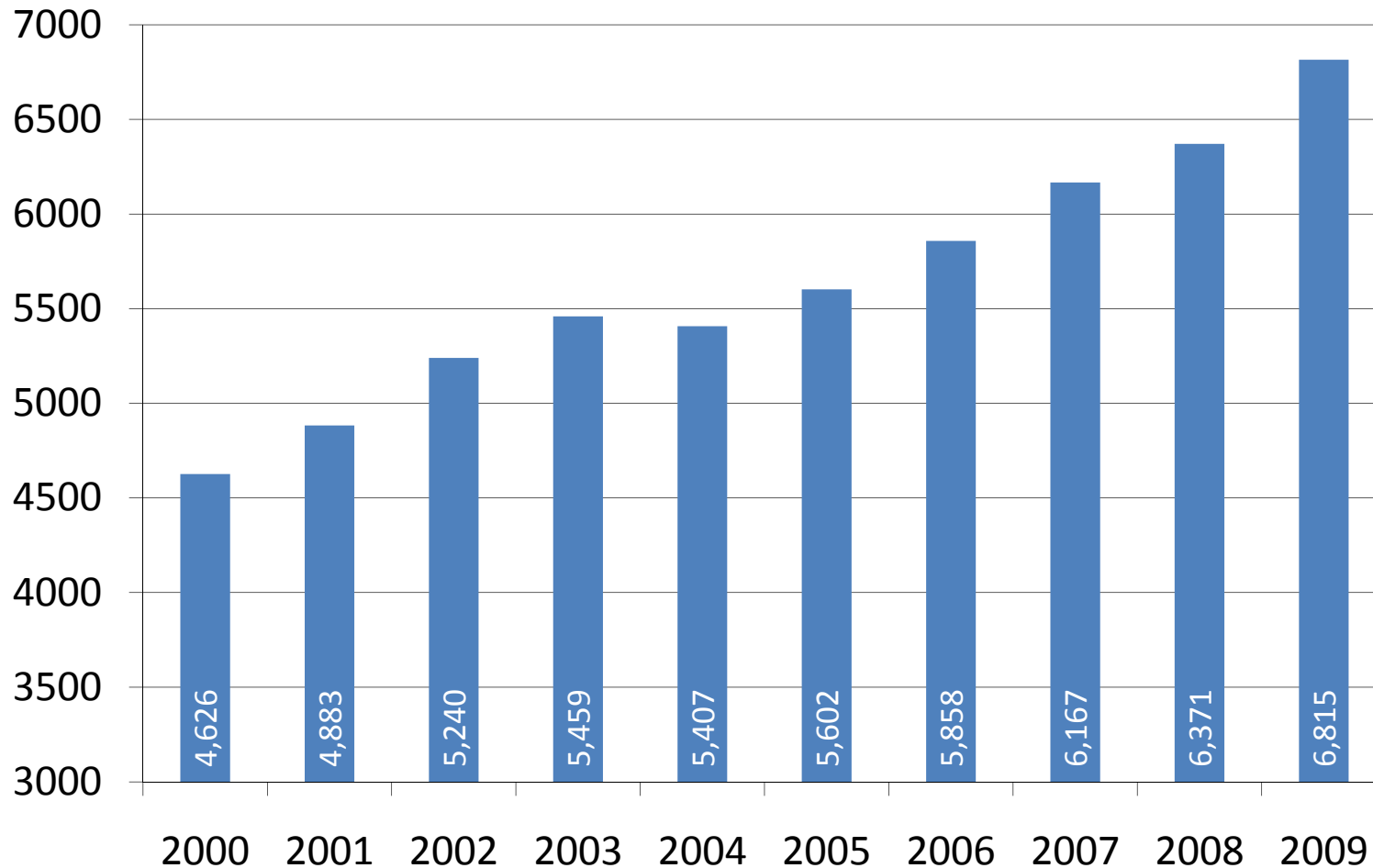
2001-2009 Enrollment Change

- 41% Increase in Undergraduates (1507)
- 41% Increase in Female Students (+435)
- 73% Increase in Graduate Students (+682)
- 91% Increase in Minority Students (+342)
- 40% Increase in Non-Engineering Majors

- Since 2005, 60% of Growth due to Increased Retention Rates
- 87% to 88% Retention Rate Achieved and Sustained
- 62% Graduation Rate Achieved. 65% possible by 2010

- Lower discount rate from +38% to 27%
- Generated over $21 M in additional gross revenues

Growth by Academic Fields
2000 to 2009

- **Engineering**

  60 % increase: 2000: 3272, 2007: 4666, 2009: 5149

- **Business, Computing & Information Sciences**

  51 % increase: 2000: 454, 2007: 619, 2009: 687

- **Liberal Arts**

  52 % increase: 2000: 83, 2007: 121, 2009: 126

- **Math & Natural Sciences**

  42 % increase: 2000: 392, 2007: 524, 2009: 555

- **Social Sciences**

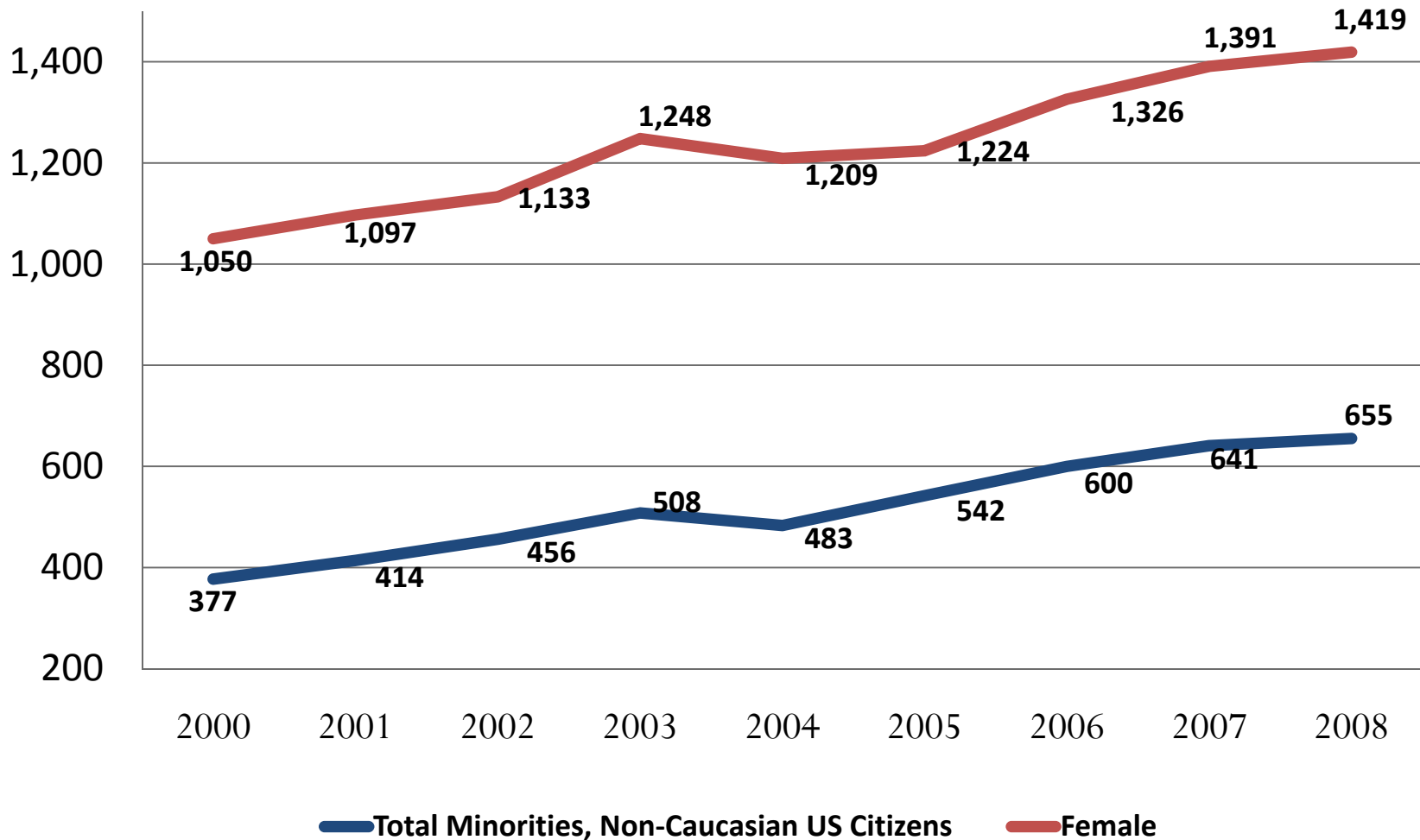 5 % decrease: 2000: 79, 2007: 98, 2009: 75

- **Undecided**

  36 % decrease: 2000: 346, 2007: 139, 2009: 223

Enrollment Diversity

35% increase in Female Students
86% increase in Minority Students

Chart data:

Total Minorities, Non-Caucasian US Citizens
- 2000: 377
- 2001: 414
- 2002: 456
- 2003: 508
- 2004: 483
- 2005: 542
- 2006: 600
- 2007: 641
- 2008: 655

Female
- 2000: 1,050
- 2001: 1,097
- 2002: 1,133
- 2003: 1,248
- 2004: 1,209
- 2005: 1,224
- 2006: 1,326
- 2007: 1,391
- 2008: 1,419

Diversity of Enrollments

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2000 -2009 change
Undergraduate	3698	3756	3849	4089	4120	4313	4515	4753	4912	5205	41%
Graduate	928	1127	1391	1370	1287	1289	1343	1414	1459	1610	73%
TOTAL	**4626**	**4883**	**5240**	**5459**	**5407**	**5602**	**5858**	**6167**	**6371**	**6815**	47%
Enrollment By Location											
On-Campus	4393	4575	4848	4983	4936	5101	5389	5649	5764	6154	40%
Distance or On-Line	233	308	392	476	471	501	469	518	607	661	184%
Enrollment By Ethnic Group											
American Indian/Alaskan Native	24	26	23	27	23	21	20	33	33	44	83%
Asian-American/Native Hawaiian	127	128	137	151	142	158	198	198	191	174	37%
Black, Non-Hispanic	168	197	213	230	218	237	245	271	299	352	110%
Hispanic-American	58	63	83	100	100	126	137	139	132	149	157%
Non-Resident, International	590	723	819	749	600	565	585	619	674	819	39%
Ethnicity Not Specified	171	179	209	253	298	253	250	242	248	291	70%
White, Non-Hispanic	3,488	3,567	3,756	3,949	4,026	4,242	4,423	4,665	4,794	4,986	43%
Total	4,626	4,883	5,240	5,459	5,407	5,602	5,858	6,167	6,371	6,815	47%
Total Minorities, Non-Caucasian US Citizens	377	414	456	508	483	542	600	641	655	719	91%
% of Total	8%	8%	9%	9%	9%	10%	10%	10%	10%	11%	
Under-Represented Minority US Citizens	250	286	319	357	341	384	402	443	464	545	118%
% of Total	5%	6%	6%	7%	6%	7%	7%	7%	7%	8%	
Non-Resident, International	590	723	819	749	600	565	585	619	674	819	39%
% of Total	13%	15%	16%	14%	11%	10%	10%	10%	11%	12%	
Enrollment By Gender											
Female	1,050	1,097	1,133	1,248	1,209	1,224	1,326	1391	1419	1485	41%
	23%	23%	22%	23%	22%	22%	23%	23%	22%	22%	
Male	3576	3786	4107	4211	4198	4378	4532	4776	4952	5330	49%
	77%	77%	78%	77%	78%	78%	77%	77%	78%	78%	

% State Support vs % Student Fees
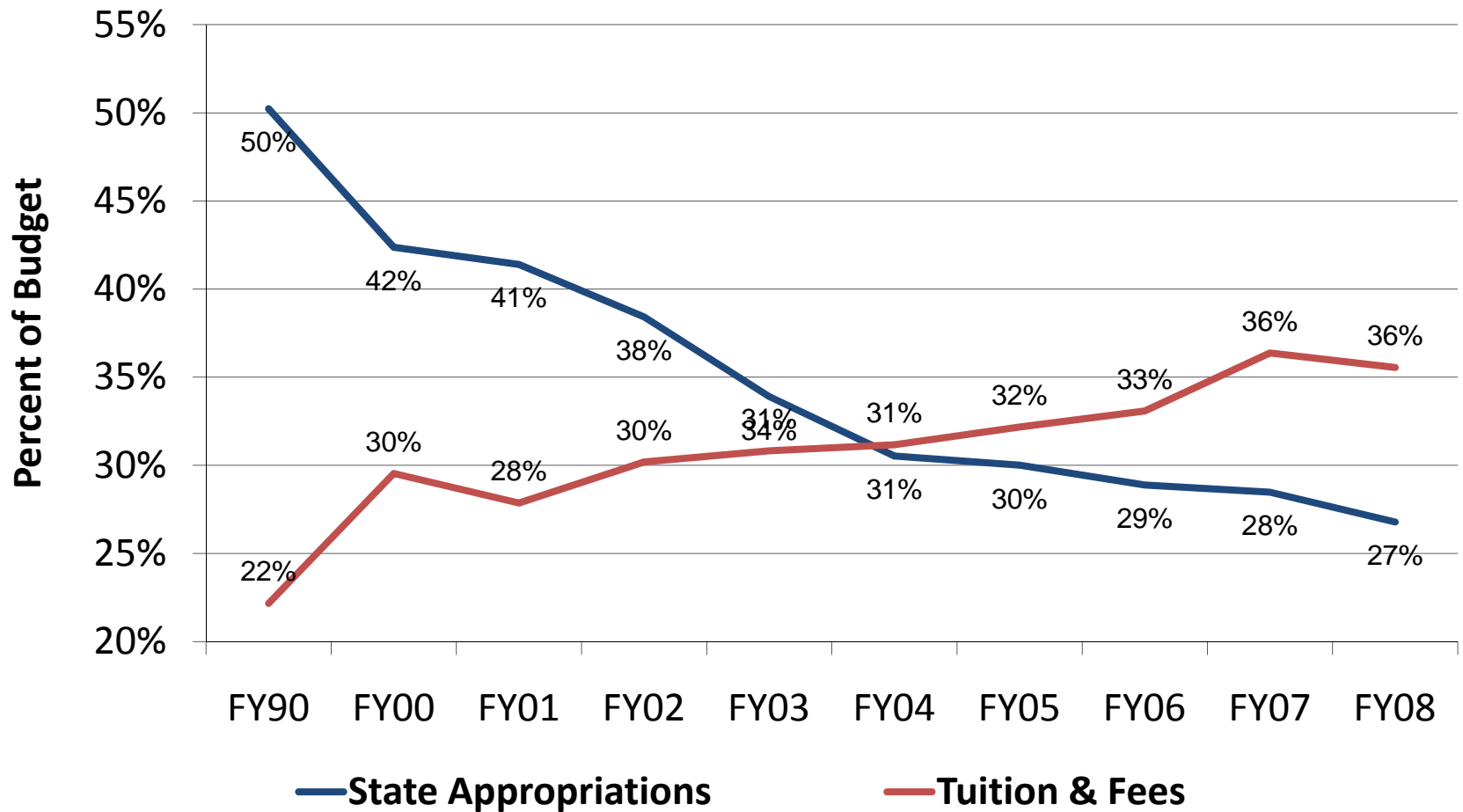
FY08 Current Fund Revenue

Legend:
- State Appropriations — 27%
- Tuition & Fees — 35%
- Grants & Contracts — 21%
- Gifts — 5%
- Auxiliary Enterprises — 7%
- Endowment Income — 3%
- Other — 2%
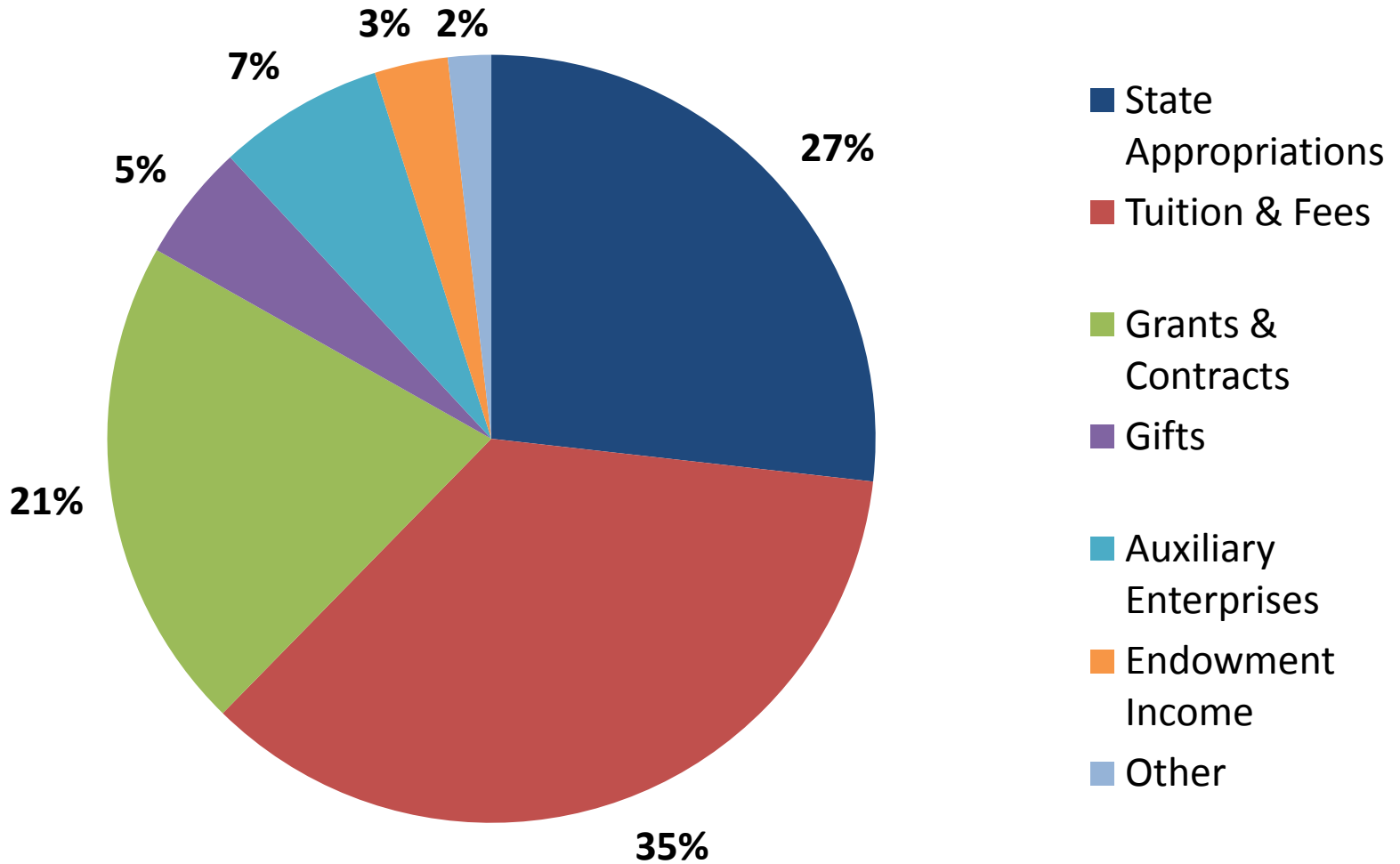
FY10 Budget

			Change	
			Amount	**Percent**
Enrollment	Fall '00	Fall '09 Projected		
Total On-Campus	4,393	5,866	1,473	34%
Other Programs	233	645	412	177%
Total	4,626	6,511	1,885	41%

FY10 Budget

REVENUE	Original Budget			Change	
	FY 01	FY 10		Amount	Percent
Total Fee Revenue	29,458,500	60,086,000		30,627,500	104%
Financial Aid	(11,459,000)	(17,899,300)		(6,440,300)	56%
Offset Aid		310,000		310,000	
Net Fee Revenue	17,999,500	42,496,700		24,497,200	136%
Dist/Cont Ed Recovery	150,000	700,000		550,000	367%
State Appropriations	50,474,819	50,355,560		(119,259)	0%
Recovery of Indirect	2,946,000	6,650,000		3,704,000	126%
Gift/Endowment Assessment	–	350,000		350,000	
Miscellaneous Revenue	287,298	150,000		(137,298)	-48%
NET General Revenue	71,857,617	100,702,260		28,844,643	40%

FY10 Budget

EXPENSE	Original Budget		Change	
	FY 01	FY 10	Amount	Percent
Chancellor's Office	492,601	662,036	169,435	34%
Administrative Services	9,623,632	12,030,886	2,407,254	25%
Student Affairs	2,243,645	3,014,671	771,026	34%
University Advancement	1,779,468	2,960,542	1,181,074	66%
Campus Accounts	4,336,202	6,823,977	2,487,775	57%
Academic & Instruction Departments	28,288,070	37,738,541	9,450,471	33%
S&T MSU Co Op Engr Program		504,400	504,400	
Dedicated Indirect (SRI & Res Spt)	883,800	1,662,500	778,700	88%
Deans	2,994,646		(2,994,646)	-100%
Provost Departments	3,349,625	4,477,101	1,127,476	34%
Enrollment Management	1,652,334	3,099,315	1,446,981	88%
Graduate Studies		344,999	344,999	
Info Access & Tech Services	4,116,391	5,979,121	1,862,730	45%
Sponsored Programs	2,277,616	2,667,916	390,300	17%
Undergraduate Studies	360,745	1,889,056	1,528,311	424%
Global Learning	677,729	1,195,444	517,715	76%
Staff Benefits	8,781,113	15,651,755	6,870,642	78%
Total Expense Budget	71,857,617	100,702,260	28,844,643	40%

20,000 fewer potential engineering majors

College Bound ACT Tested Students Interested in Any Engineering Field

> 5%
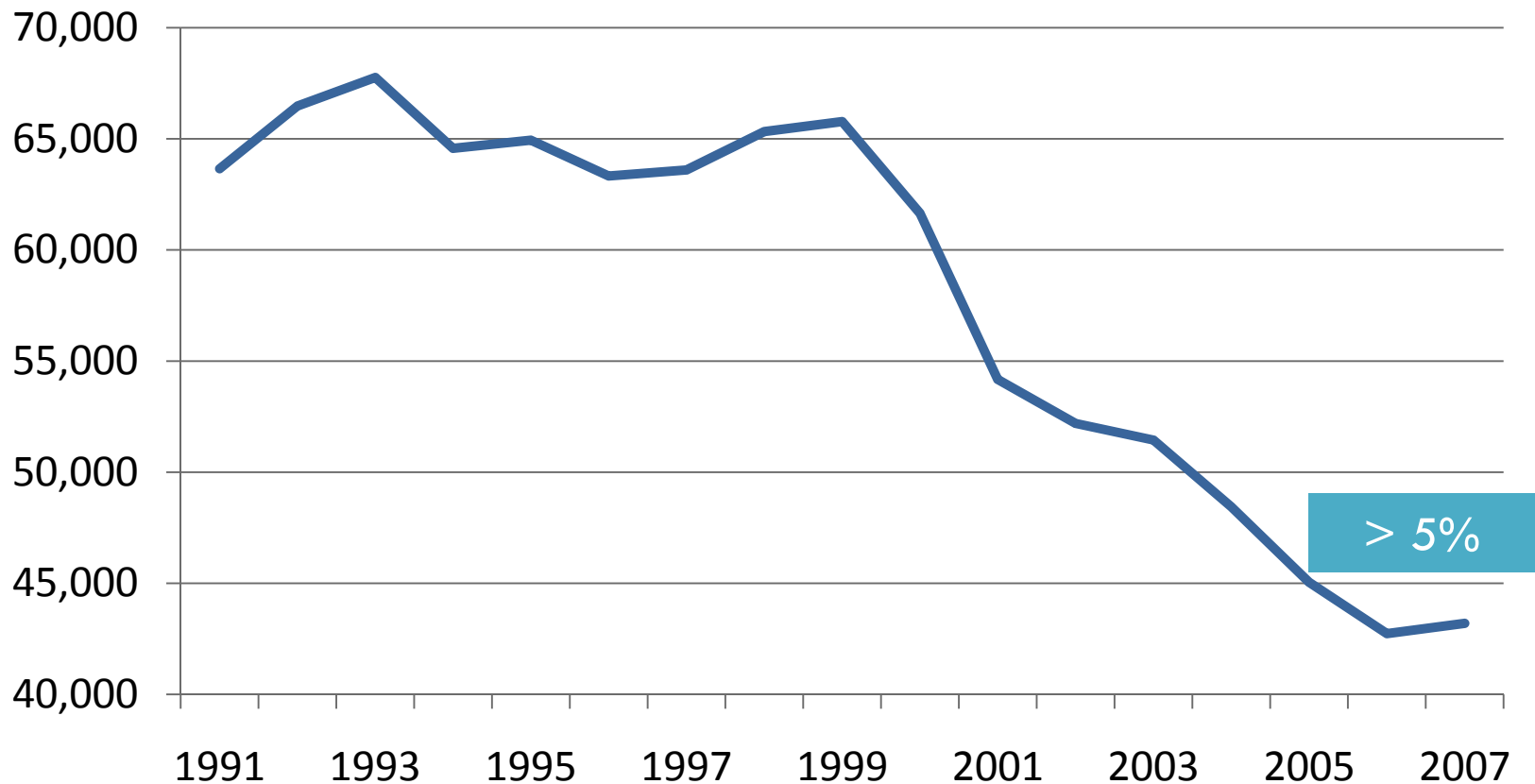
Missouri's 2008
Student Funnel for ALL Engineering Fields

- High School Seniors: 72,467
- High School Graduates: 61,752
- ACT Testers/College Bound: 47,240
- Any Engineering Interest (all testers): 1,768
- Any Engineering Interest, (+21 testers): 1,256

  (21 = MO average score / 50%)

- Engineering Interest, +24 comp. score: 961

  (24 = UM minimum for auto admission)

- Missouri S&T Freshmen Engineering Enrollees: 681   71% S&T market share

SOURCES: MODESE 2009, ACT EIS 2008, PeopleSoft

Increase Enrollment and Manage the Academic Portfolio:

- Missouri S&T will increase its enrollment by improving access, expanding diversity, increasing retention, expanding extended learning activities, controlling tuition, and providing more endowed scholarships.

- Missouri S&T will balance the academic portfolio and the student experience by increasing market share in areas such as life sciences and biotechnology, energy, business and management, communication, the liberal arts, and education in science, technology, engineering and mathematics.

Strategic Plan Goals

	Actual				Original Goal	Goal		
	2000	**2006**	**2007**	**2008**	**2009**	**2009**	**2010**	**2011**	**2012**
Total Enrollment	4,626	5,858	6,167	6,371	6,815	6,300	6,425	6,550	6,550
Undergraduate Students	3,698	4,515	4,753	4,912	5,205	4,730	4,770	4,800	4,800
Graduate Students	928	1,343	1,414	1,459	1,610	1,570	1,655	1,750	1,750
Freshmen Class	696	977	1,051	1,056	1,134	1,005	995	985	975
Transfer Class	210	266	276	286	337	300	300	300	300
American Indian/ Alaskan Native	24	20	33	33	44	32	34	36	36
Asian-American	117	198	198	191	174	220	230	240	240
Black, Non-Hispanic	159	245	271	299	352	315	325	335	335
Hispanic-American	53	137	139	132	149	160	175	190	190
Total Female	1,071	1,326	1,391	1,419	1,485	1,425	1,450	1,480	1,500
Undergraduate Female	860	1,016	1,052	1,101	1,161	1,100	1,115	1,125	1,135
Graduate Female	211	310	339	318	324	325	335	355	365
Freshman Female	196	221	255	273	268	250	260	270	275
Transfer Female	45	70	74	67	89	85	90	90	90
On-campus	4,393	5,389	5,649	5,768	5,768	5,655	5,735	5,825	5,825
Distance Education	233	469	518	603	603	645	690	725	725

#1 Question:
How Did it Happen…?

silver bullet

or

strike of lightening?

the truth is………

silver buckshot:

+92 strategic institutional, policy, market, facility, partnership and program changes

III. Environmental and Economic Scan

Resources

- www.act.org (retention study and tracking charts, education policy/tends)
- www.ama.com (marketing trends and applications)
- www.collegeboard.org (student psychographics
- www.collegeresults.org (four-year retention benchmarking)
- www.educationalpolicy.org (retention calculator)
- www.nces.gov (Digest of Education Statistics)
- www.higheredinfo.org (college participation rates)
- www.noellevitz.com (funnel analysis)
- www.stamats.com (teen and parent trend analysis)
- www.wiche.org (student projections)
- www.educationtrust.org (k-18 environmental scans and best practices)
- www.lumina.org (research underserved and adult student groups)
- www.greentreegazette.com
- www.pewinternet.org (communication and internet trends)
- www.postsecondary.org (education trends and issues reports)
- www.communicationbriefings.com (tactics and analysis)
- Chronicle of Higher Education August Almanac
- Recruitment and Retention in Higher Education

Understanding the Impact of a New generation of students: Millennial Enrollments

- About 30% of students want more, not less, parental involvement

- Majority of students take nomadic paths to degree completion:

  - almost 60% of students graduating from college attend more than one institution, a number that has steadily risen

  - 35% of students attend three or more colleges/universities before they graduate

SOURCES: Hanover Research Council 2009, College Board & Arts & Sciences Group 2008, STAMATS 2008

Heavy Competition for Students
Number of Colleges and Universities, 2005-06
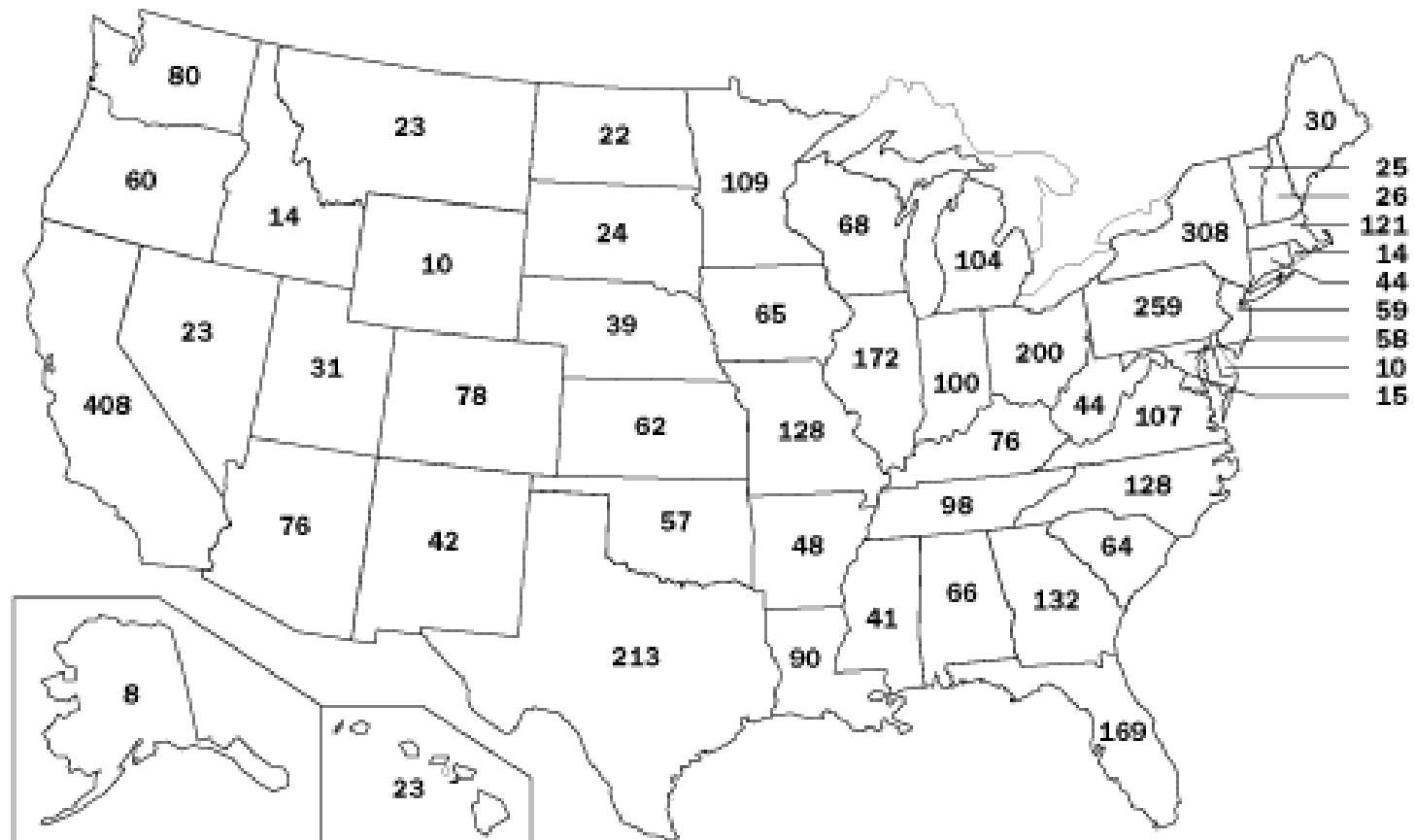
Employment

Percent change from year ago
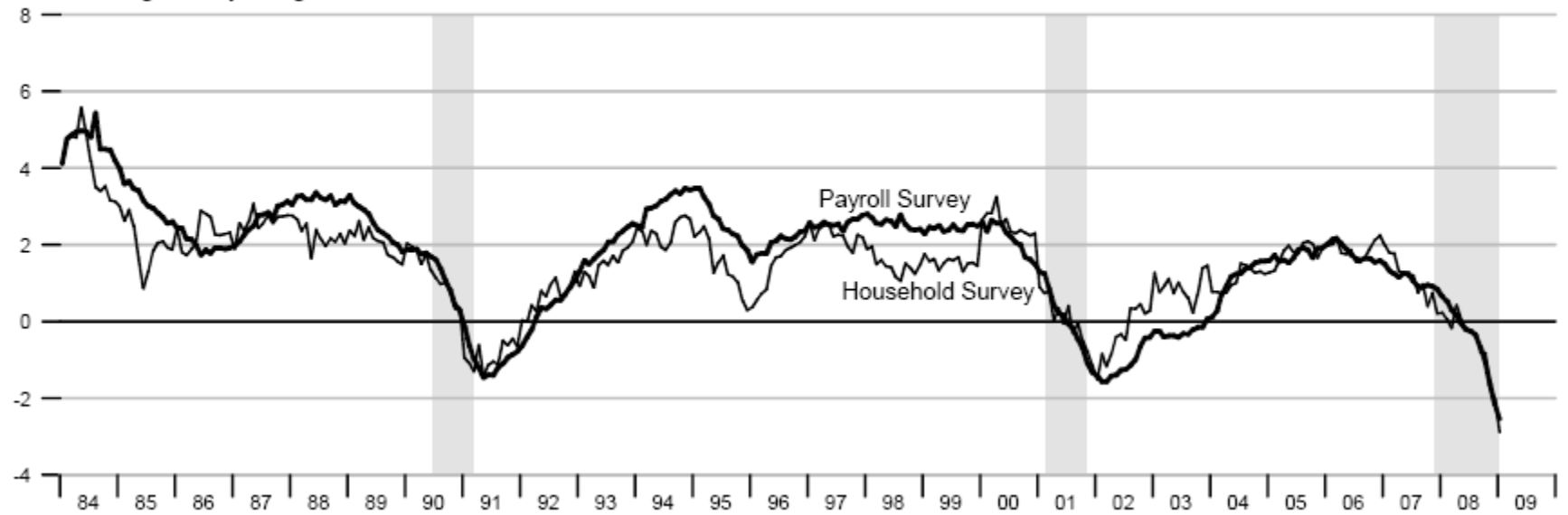
Source: St. Louis Federal Reserve

46%: The Economy Has Changed Which College Students will Attend

Degree To Which College Plans Have Changed Because Of Current Economic Climate

At this point, we do not know, 26%

Not influenced our plans, 28%

Plans have changed dramatically, 12%

Caused us to modify our plans somewhat, 34%

SOURCE: Longmire & Company, Inc. 2009 "Study of the Impact of the Economy on Enrollment"
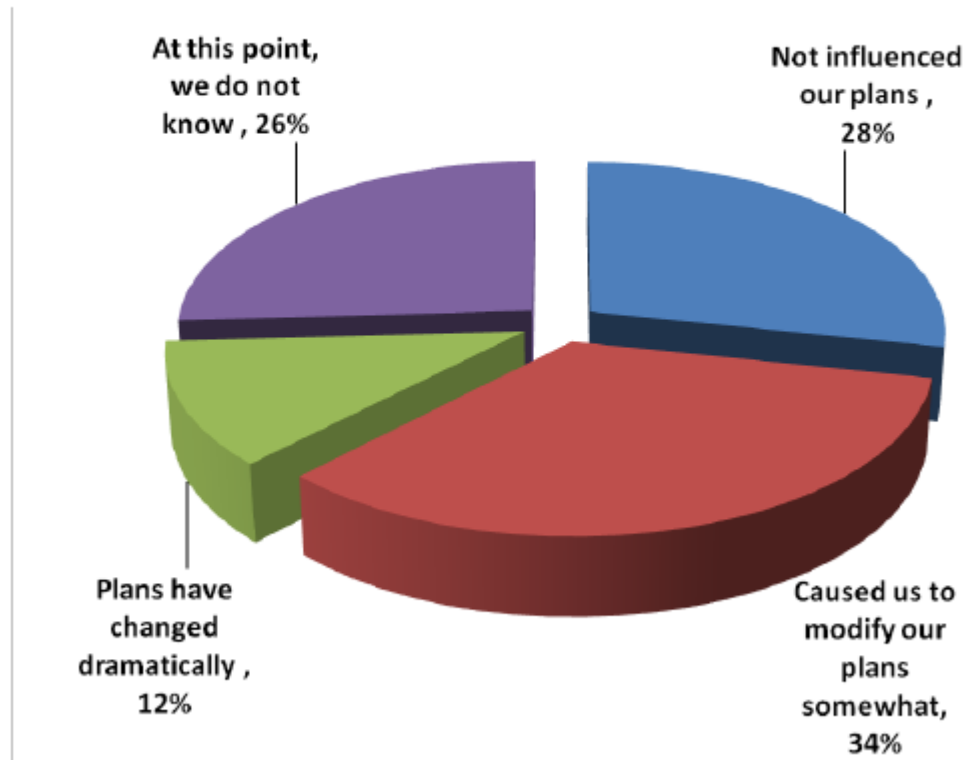
76% indicated they would be "somewhat" or "very likely" to consider a more expensive institution if it could deliver greater value.

Likelihood of Reconsidering a College Initially Perceived As Too Expensive

	Nationally	Middle States	Midwest	New England	South	Southwest	West
Very likely	33%	31%	32%	16%	38%	43%	31%
Somewhat likely	43%	44%	45%	48%	41%	38%	44%
Not very likely	19%	19%	19%	29%	19%	16%	22%
Not at all likely	4%	6%	4%	7%	3%	4%	4%

Challenge: Changes in the College-Bound Student Markets

- The Midwest and Northeast will experience a 4% to 10% decline in high school graduates between 2009 – 2014 (WICHE)

- The profile of college-bound students is rapidly becoming more ethnically diverse and female dominant (NCES, WICHE, ACT, College Board)

- The number of students interested in engineering, computer science, and natural science degrees has declined to record lows (ACT, CIRP)

- More full-time college freshmen are choosing to start at two-year colleges (IPED, MODHE)

- More students are enrolling in more than one college at a time (National Student Clearinghouse)

- Future student market growth will include more students requiring financial aid and loans to complete a degree (WICHE)

Percent Change in Population for Counties and Puerto Rico Municipios: April 1, 2000 to July 1, 2008

The Trends are Diverse: Regions within Regions

Percent change in population

- 30.0 or more
- 20.0 to 29.9
- 8.0 to 19.9
- 0.0 to 7.9
- -4.9 to -0.1
- -9.9 to -5.0
- Less than -9.9

U.S. percent 8.0

Source: U.S. Census Bureau, Population Division, Vintage 2008 Population Estimates
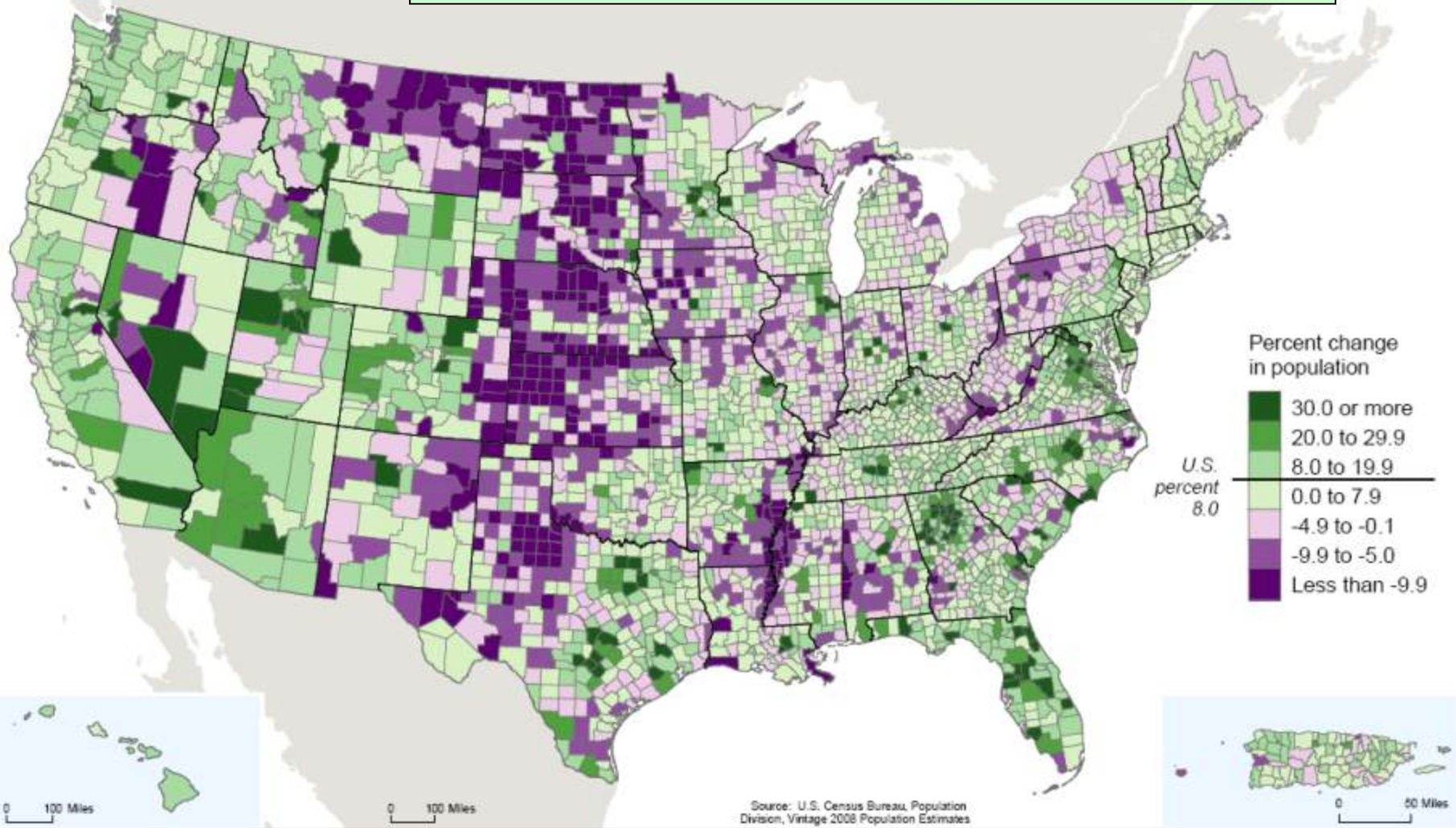
The NEW National Picture

Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15

Legend:
- -10% or less
- -5% to -9.99%
- -4.99% to 5%
- 5.01% to 10%
- 10.01% to 20%
- Greater than 20%
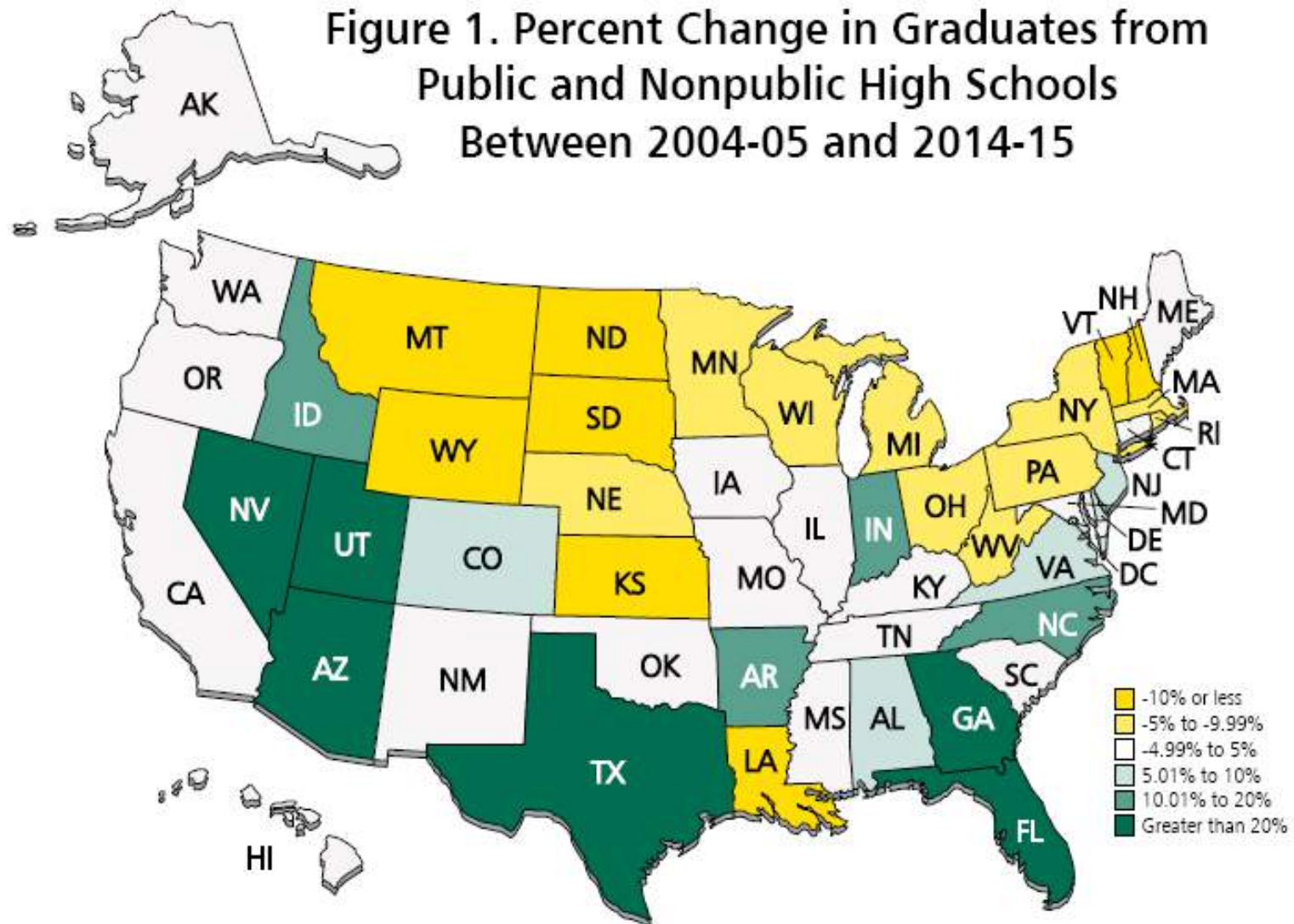
National vs.. Regional Trends

Figure 2.7. Public and Nonpublic High School Graduates by Region 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)

Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.

SOURCE: WICHE, 2008
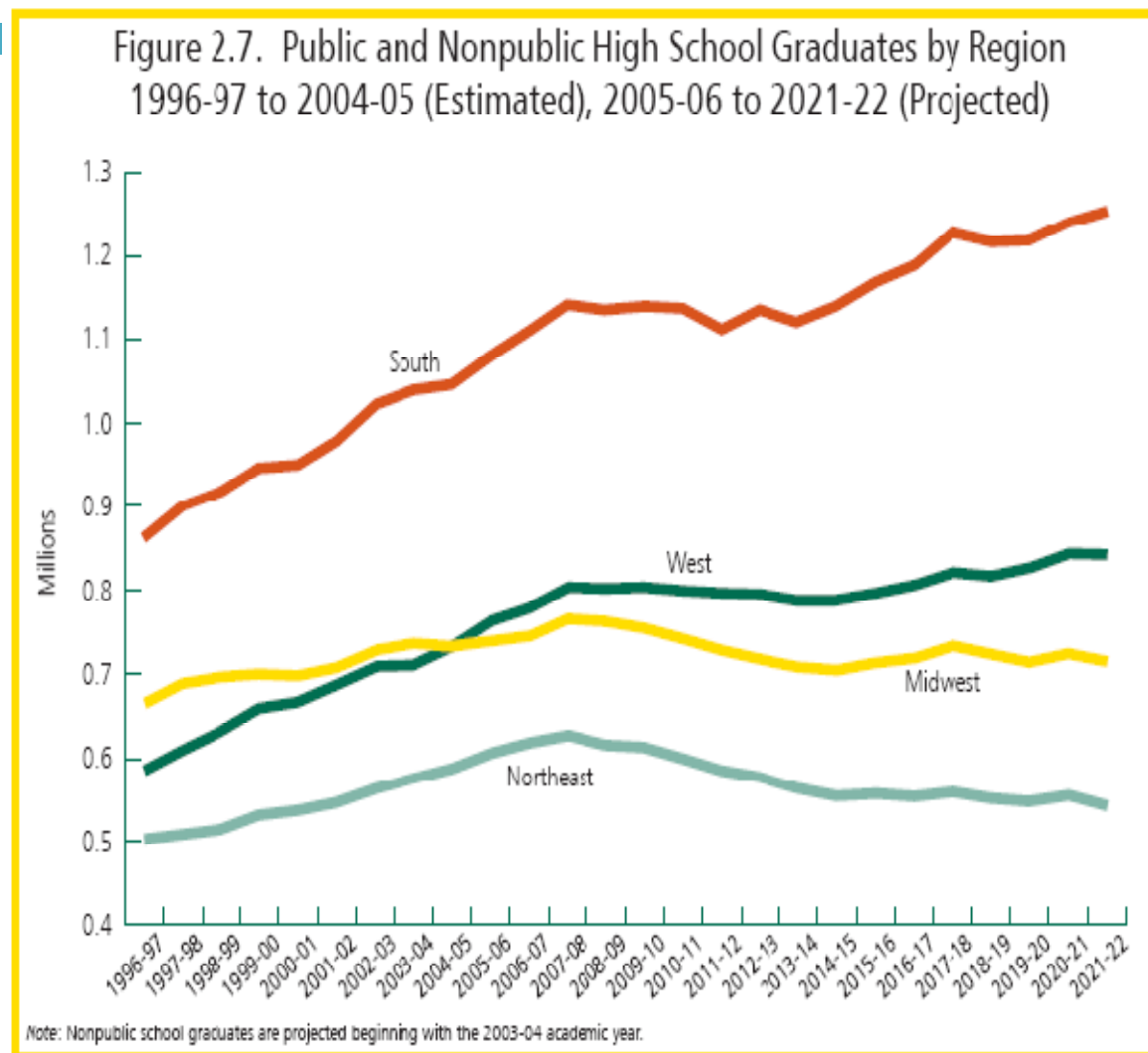
Female Enrollments Exceed 57% of All College Students

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2015

SOURCE: NCES, The Condition of Education 2006, pg. 36
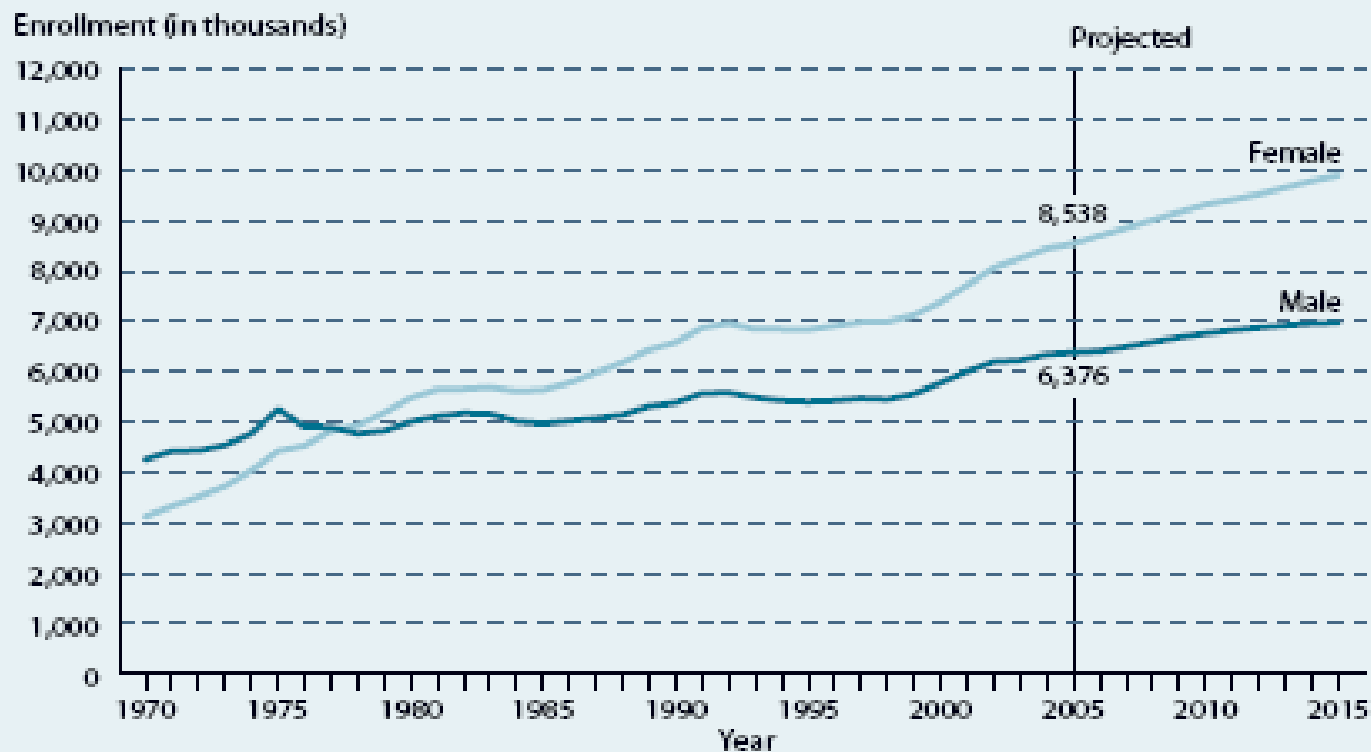
Births in the U.S. by Race/Ethnicity
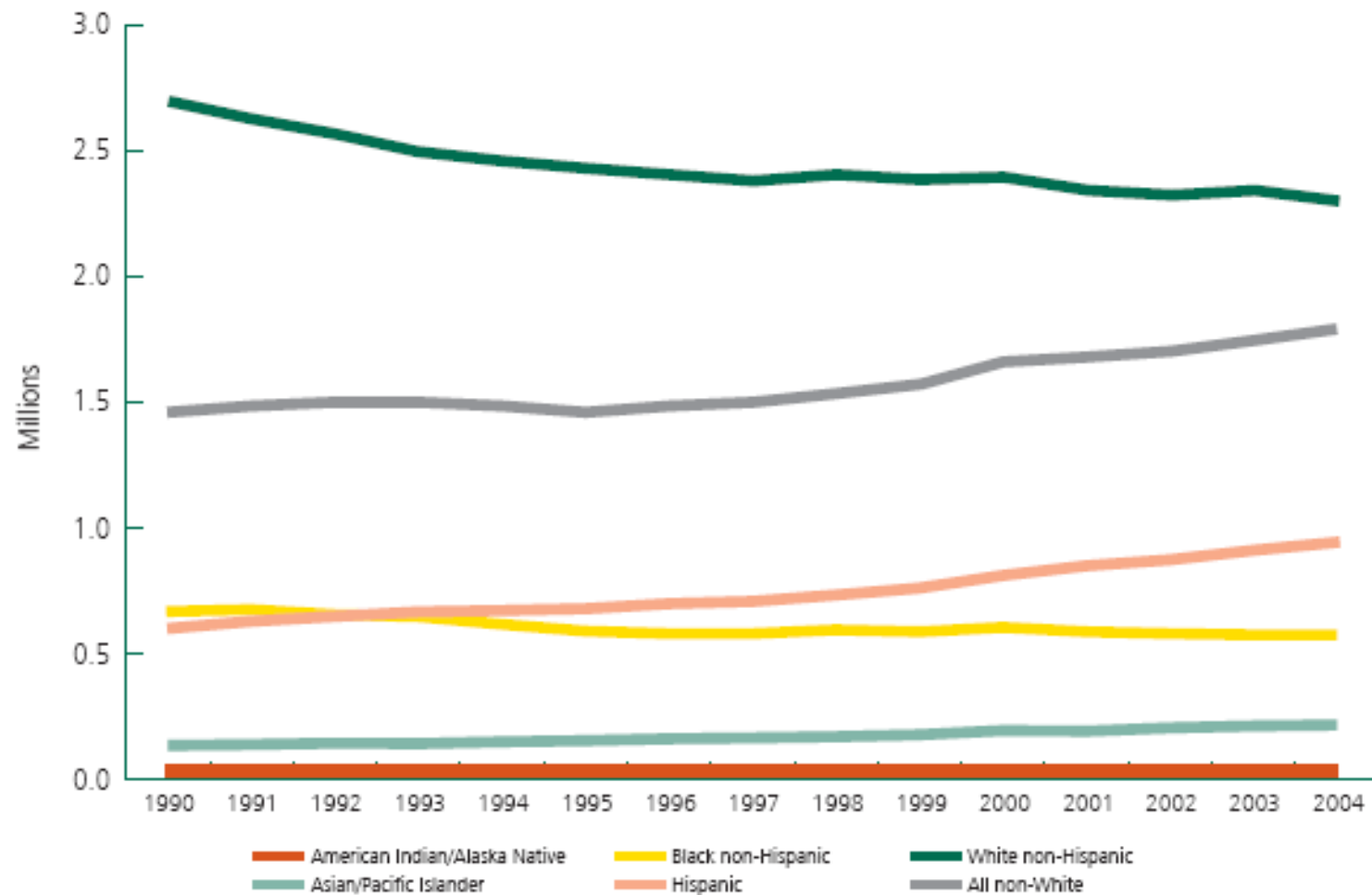
SOURCE: National Center for Health Statistics, Centers for Disease Control and Prevention

Changes in Race/Ethnicity: US

Figure 3.4. Cumulative Percent Change in U.S. Public High School Graduates Relative to 2004-05 by Race/Ethnicity
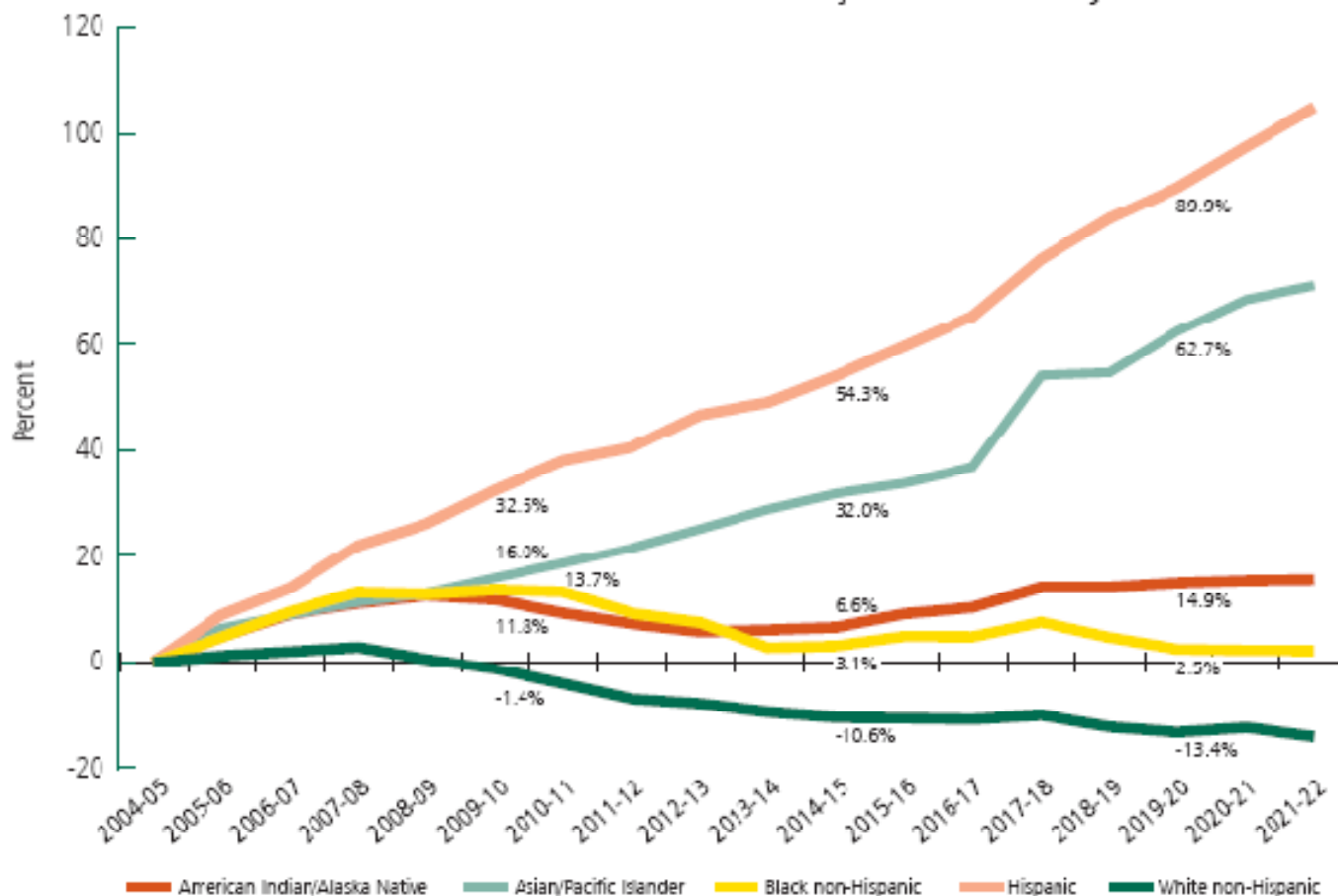
Changes in Race/Ethnicity: SOUTH

Figure 3.15. Public High School Graduates in the South by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

Changes in Race/Ethnicity: WEST

Figure 3.9. Public High School Graduates in the West by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
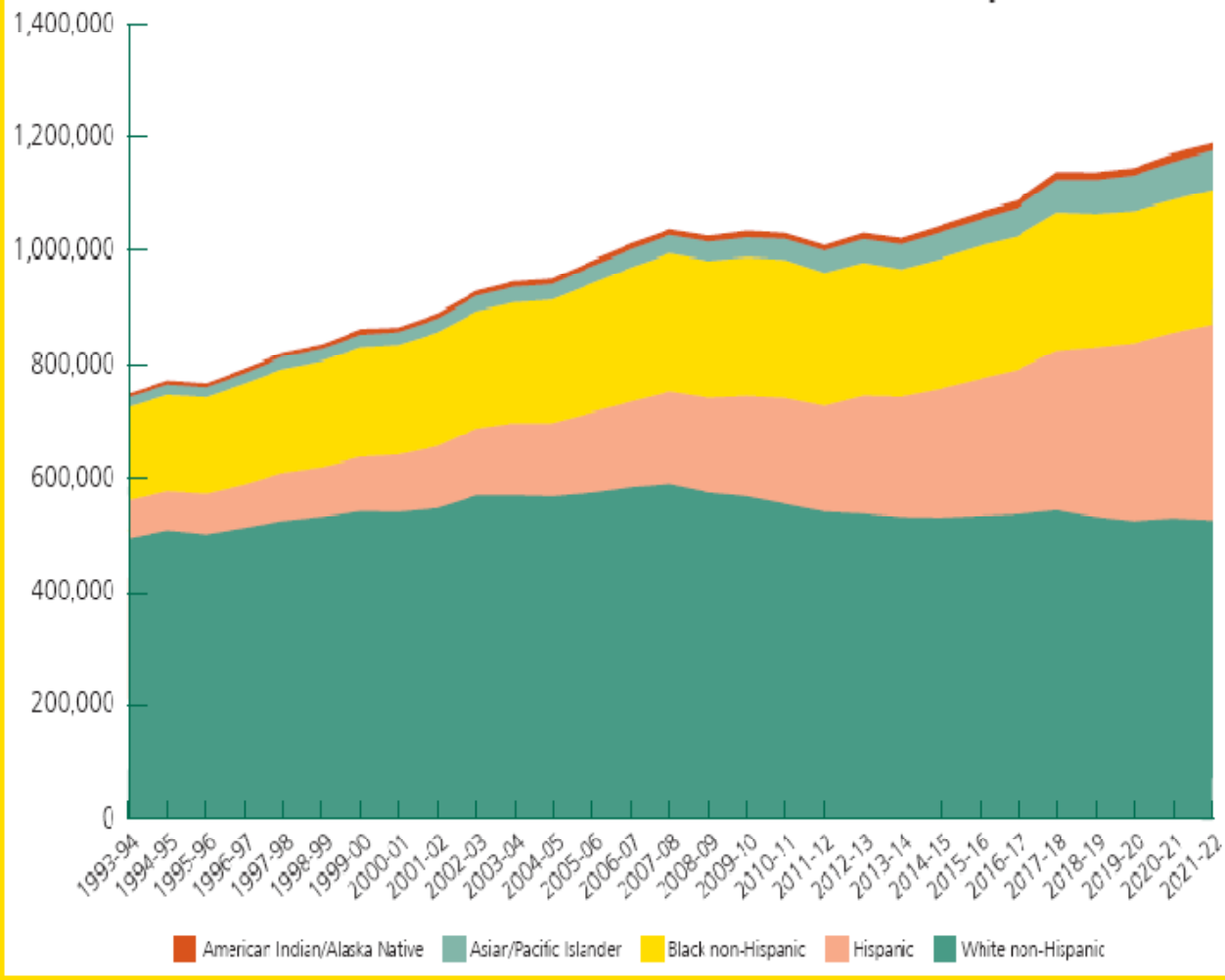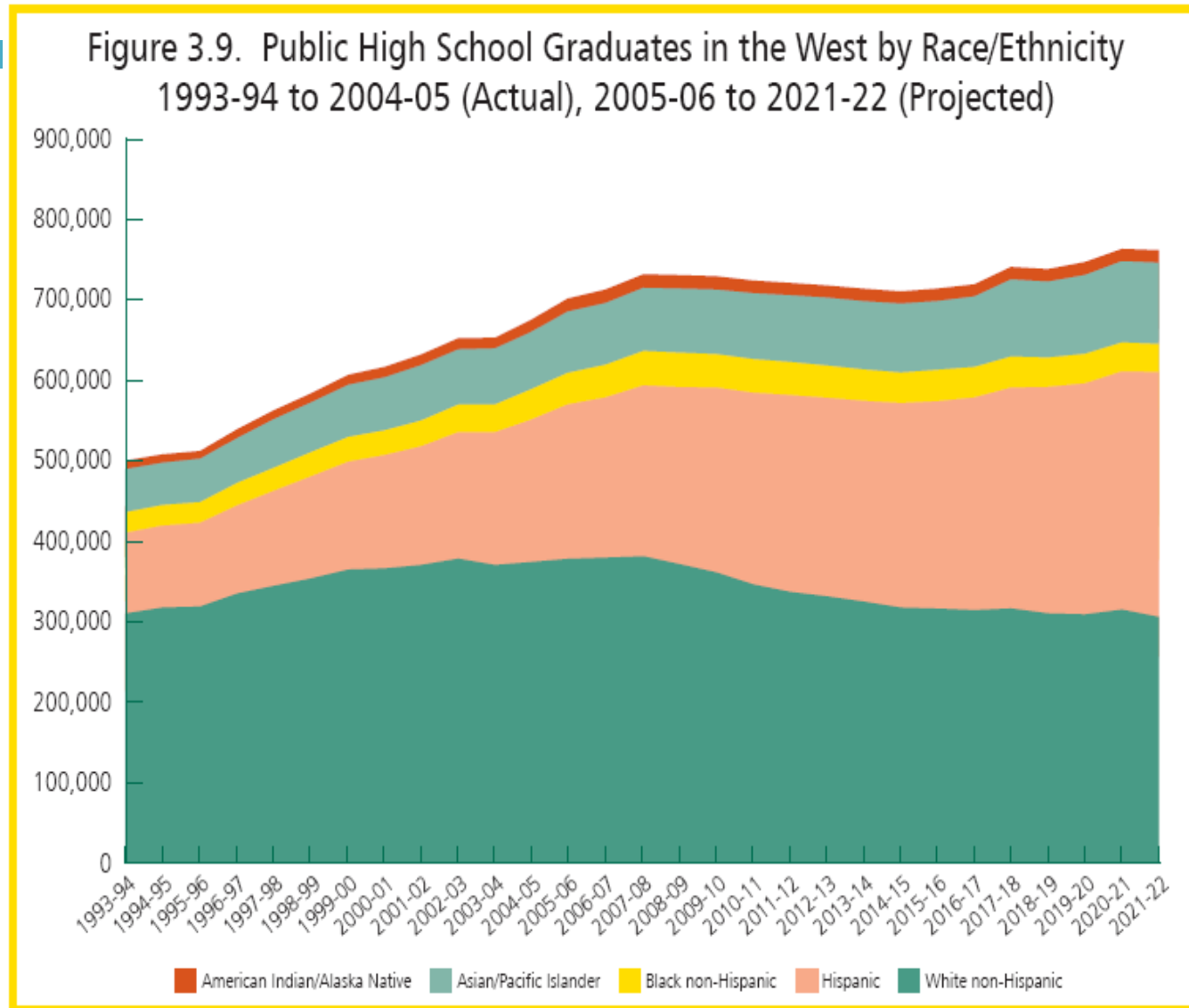
Changes in Race/Ethnicity: MIDWEST

Figure 3.11. Public High School Graduates in the Midwest by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
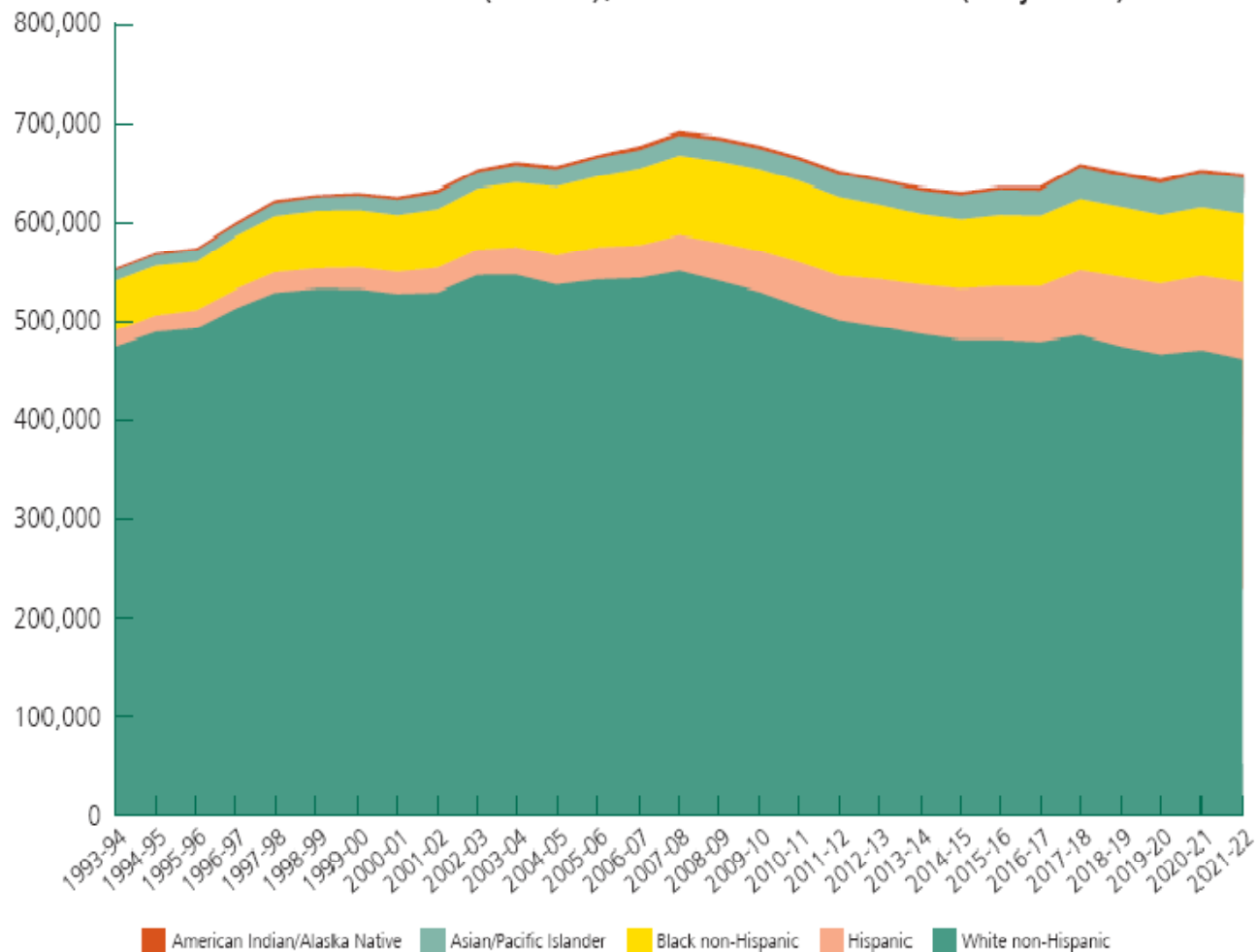
Changes in Race/Ethnicity: NORTHEAST

Figure 3.13. Public High School Graduates in the Northeast by Race/Ethnicity 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
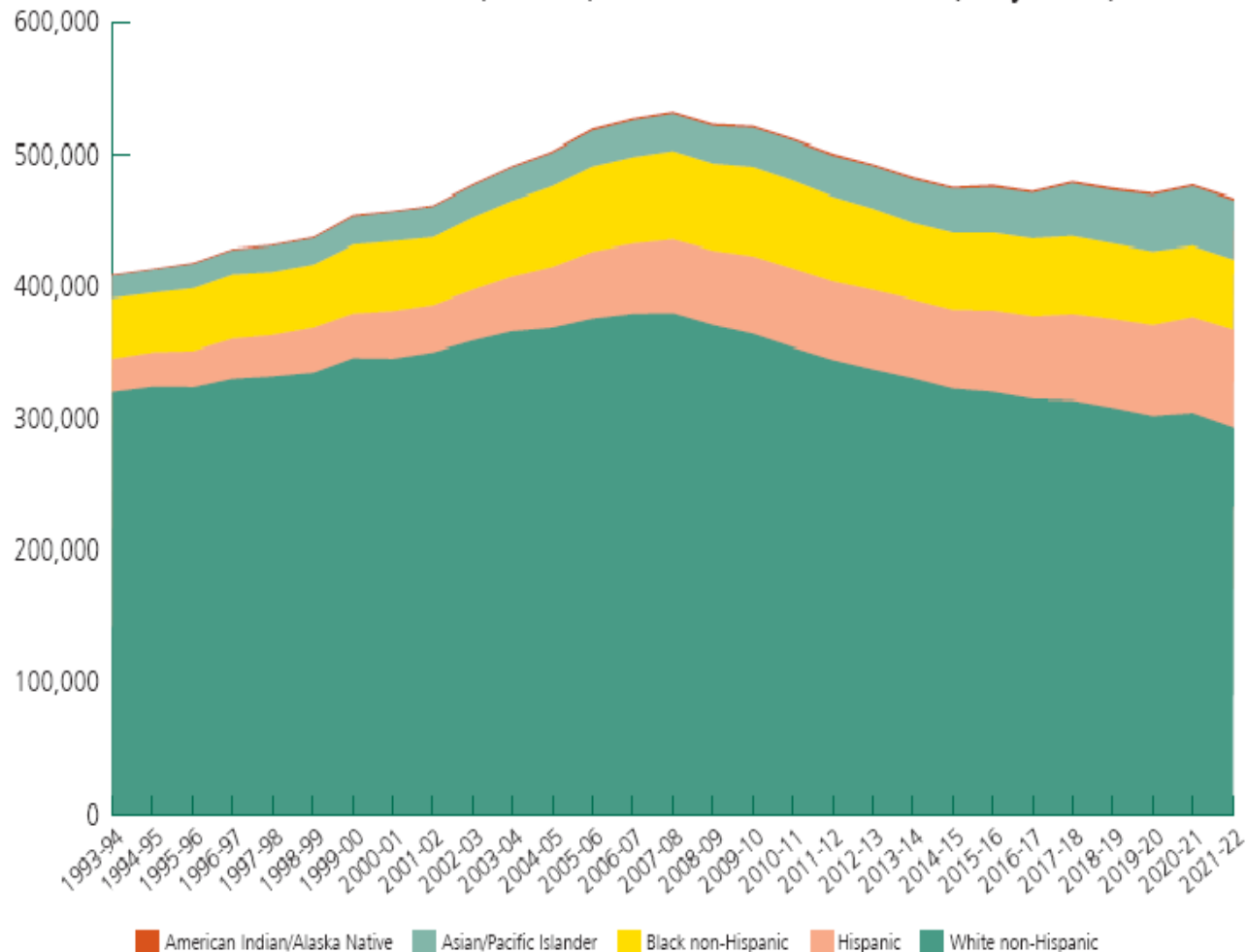
Change in Public High School Graduates by Ethnicity 2005-2015

Change in Public High School Graduates by Race and Ethnicity (2004-05 to 2014-15)		
	Cumulative Growth over Ten Years	Percentage Growth
African American	+ 12,000	+ 3%
American Indian/Alaska Native	+ 2,000	+ 7%
Asian-American/Pacific Islander	+ 46,000	+ 32%
Hispanic	+ 207,000	+ 54%
White	- 197,000	- 11%

SOURCE: College Board 2008 "Achieving the Dream of America"

Anticipated Changes by State

Anticipated State Changes in Public and Nonpublic High School Graduates (2004-05 to 2014-15)		
	Definition	States
Stable Production	Changes between -5% and +5%	Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee and Washington (17 states)
Slowing Production	Losses between −5% and -10%	Massachusetts, Michigan, Minnesota, Nebraska, New York, Ohio, Pennsylvania, Rhode Island, West Virginia and Wisconsin (10 states)
Dwindling Production	Losses of 10% +	Kansas, Louisiana, Montana, New Hampshire, North Dakota, South Dakota, Vermont and Wyoming (8 states)
Manageable Expansion	Increases between +5% and +10%	Alabama, Colorado, Delaware, District of Columbia, New Jersey and Virginia (5 states and D.C.)
Rapid Expansion	Increases between +10% and +20%	Arkansas, Idaho, Indiana and North Carolina (4 states)
Explosive Growth	Increases of 20%+	Arizona, Florida, Georgia, Nevada, Texas and Utah (6 states)

SOURCE: College Board 2008 "Achieving the Dream of America"

College-Going Rates of High School Graduates Aged 18 to 24 by Ethnic Group, 1999-2006
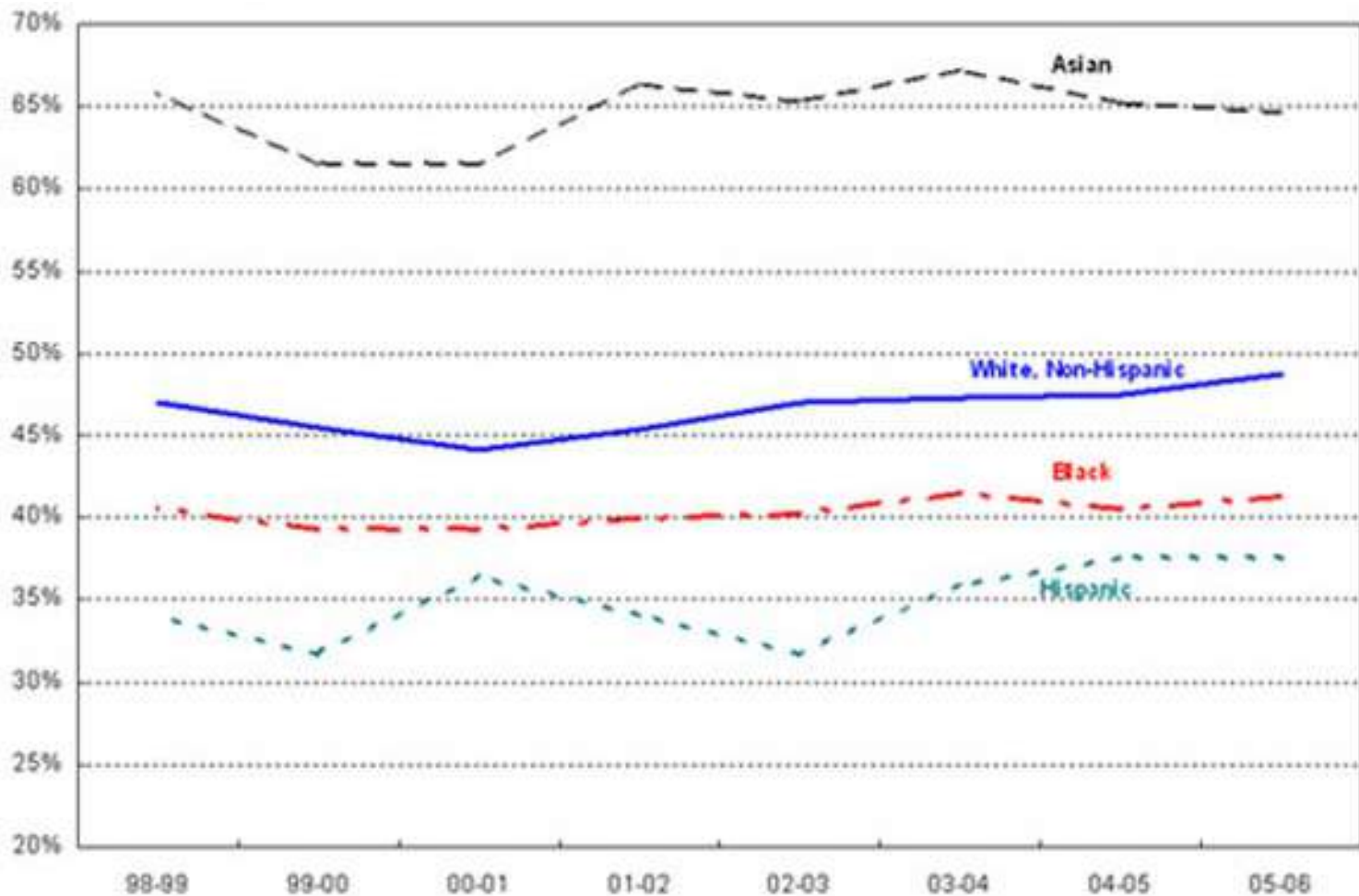
SOURCE: U.S. Census Bureau

ACT's Reading Between the Lines:
2005 ACT-tested High School Graduates Meeting College Readiness Benchmark for Reading
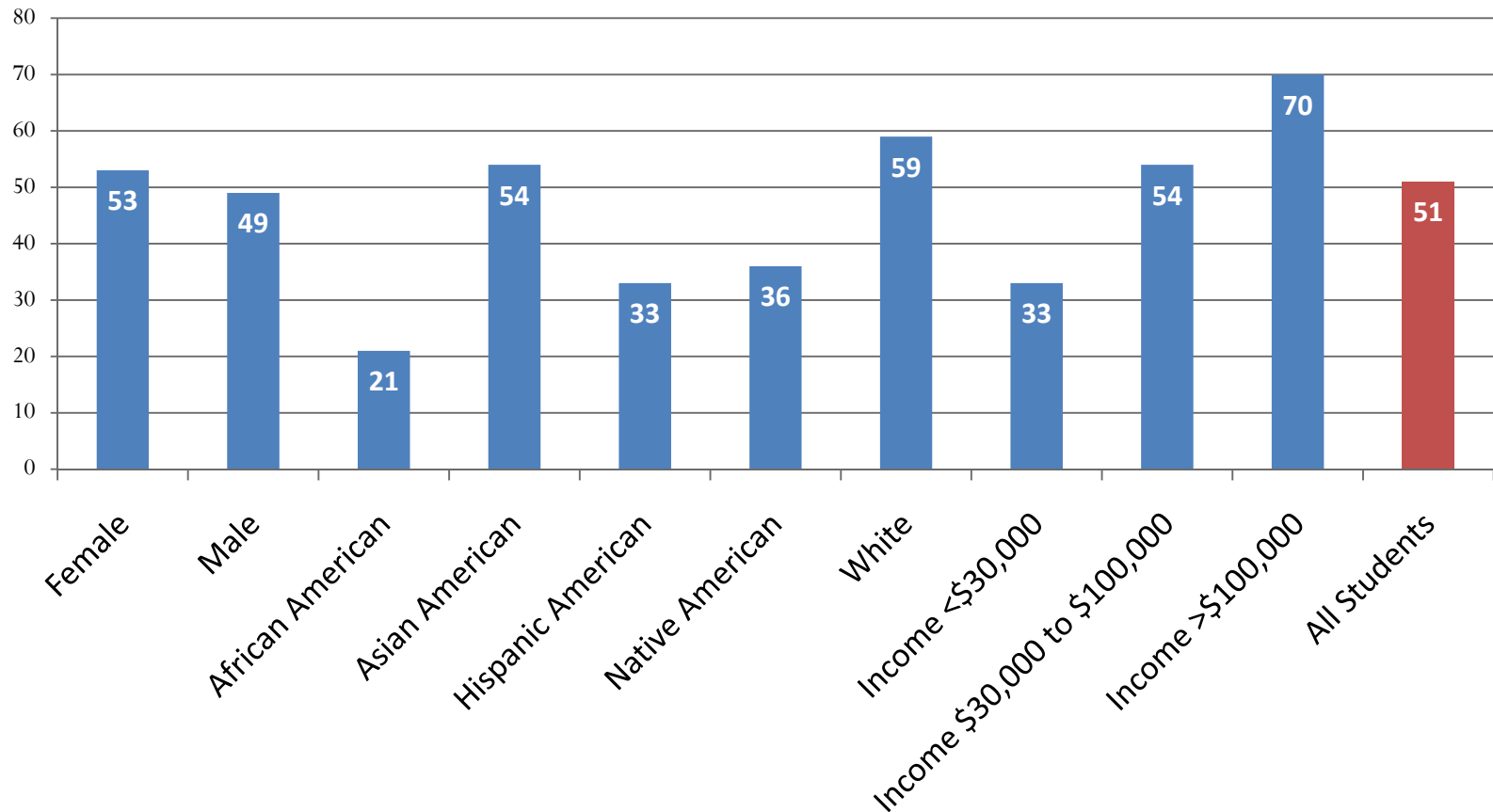
http://www.act.org/research/policymakers/pdf/reading_summary.pdf

College-Going Rate of Recent U.S. High School Graduates 1992-2004
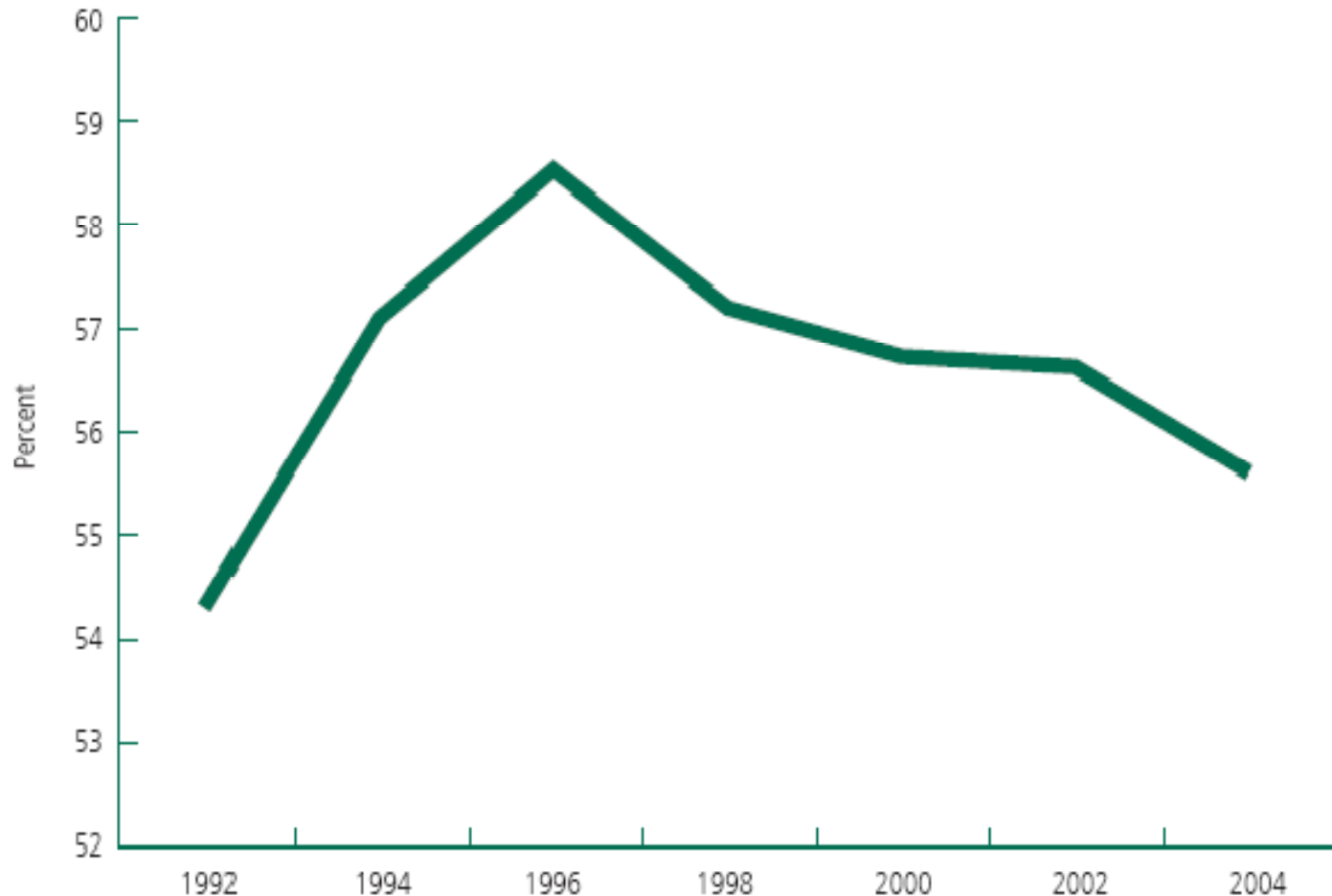
SOURCE: National Center for Higher Education Management Systems (NCHEMS), www.higheredinfo.org

College Progression Rates

NCHEMS 2006	For every 100 Ninth Graders	# Graduate from High School	# Enter College	# Are Still Enrolled Their Sophomore Year	% of 9th graders who graduate from HS on time, go directly to college, return for their second year, and graduate within 150% of program time
Missouri	100	77.2	44.1	28.8	20.9
Nation	100	68.6	42.3	28.4	19.7

Fastest-Growing Occupations 2006-2016

Fastest-Growing Occupations (2006-16) with Very High Annual Earnings Requiring at Least a Bachelor's Degree			
Occupation	Job growth in decade	% increase over decade	Education required
Network systems/data analysts	140,000	53.4	Bachelor's
Computer software engineers/applications	226,000	44.6	Bachelor's
Personal financial advisors	72,000	41.0	Bachelor's
Veterinarians	22,000	35.0	First Professional
Financial analysts	75,000	33.8	Bachelor's
Computer systems analysts	146,000	29.0	Bachelor's
Database administrators	34,000	28.6	Bachelor's
Computer software engineers/software	99,000	28.2	Bachelor's
Physical therapists	47,000	27.1	Master's
Physician assistants	18,000	27.0	Bachelor's
Total Job Growth in 10 years	879,000		

SOURCE: Bureau of Labor Statistics

Change in Intended Major 1976-77 to 2006-07

College Board, 2007

Legend: 76-77, 86-87, 96-97, 06-07

Categories: Business, Engineering, Education, Biological Sciences, Computer Science, Social Sciences, Art, Music, Drama, Health Professions

Source: CIRP
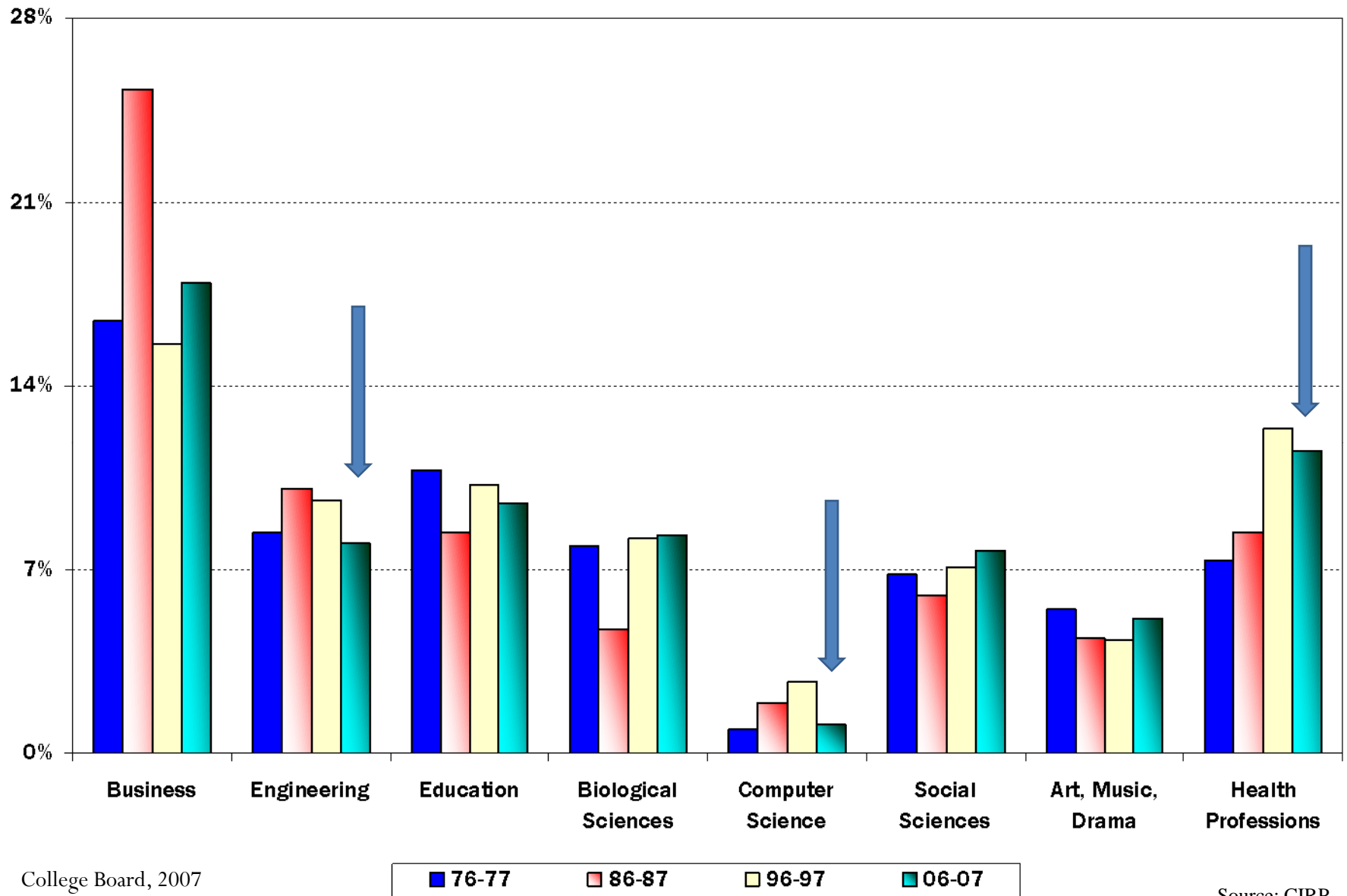
Basic Enrollment Funnel

Do not discount the value of funnel management and analysis

PROSPECTS

INQUIRIES

APPLICANTS

COMPLETED APPLICATIONS

ADMITTED STUDENTS

ACCEPTANCE FEE PAID

ATTEND ORIENTATION

ENROLLED

GRADUATED

ACTIVE ALUMNI

Strategic Planning

Tactical Planning
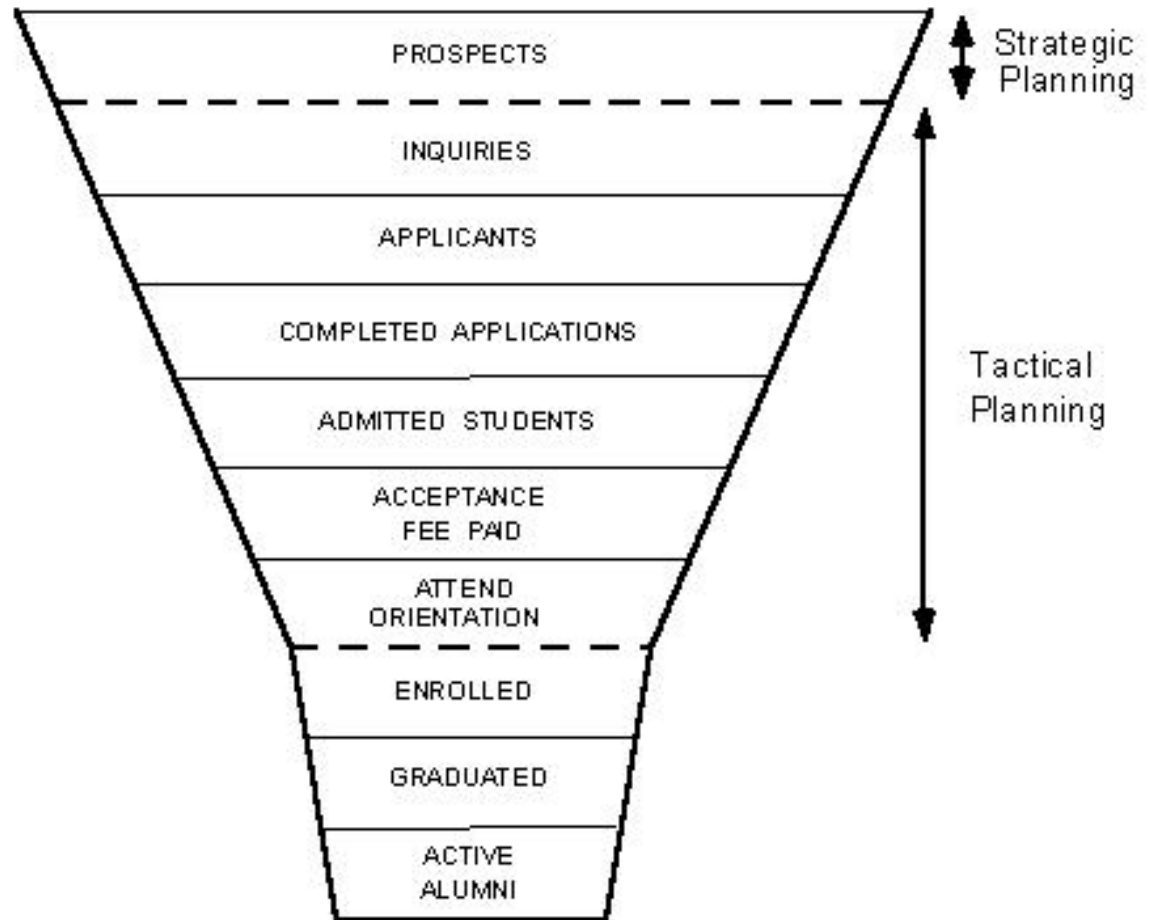
27% Planning to Submit Fewer Applications

Impact of the Economy on Volume of Applications Submitted

- More applications will be submitted, 12%
- Volume of applications won't be influenced, 61%
- Fewer applications will be submitted, 27%
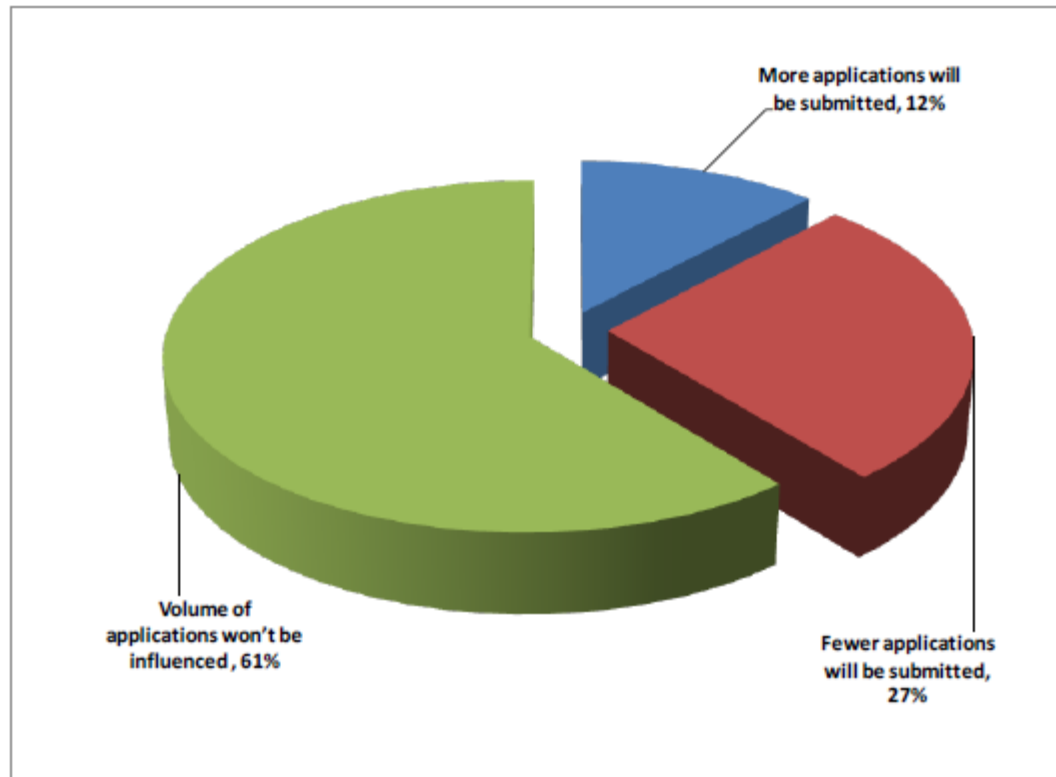
% of 1st Year Students at Four-Year College Who Return for 2nd Year

Percentage of First-Year Students at Four-Year Colleges Who Return for Second Year

Source: Compiled from ACT Institutional Data Files.

Public Institutions
Private Institutions
All Institutions

SOURCE: ACT 2009
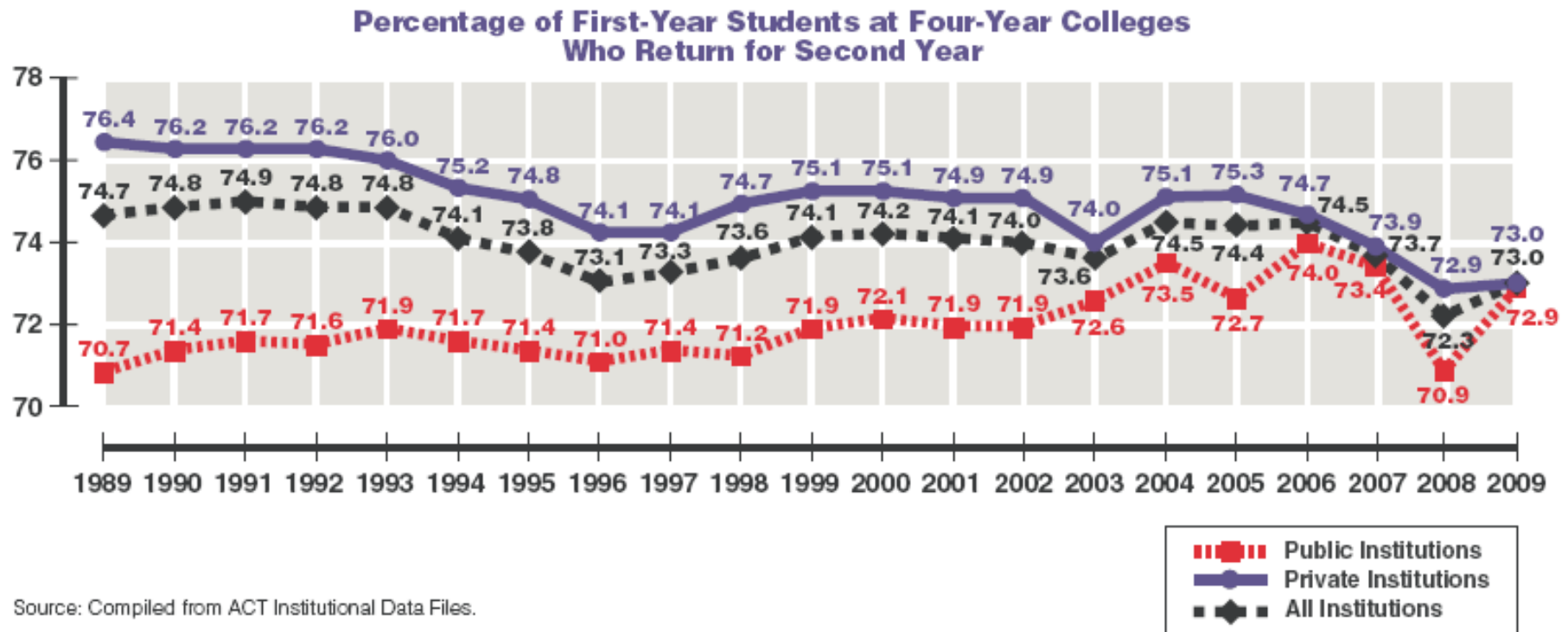
Retention Trends   1983-2009

Freshman to Sophomore Year

	Highest %	Lowest %	Current %
Two-year public	53.7 ('08)	51.3 ('04)	53.7
BA/BS public	70.0 ('04)	66.4 ('96, '05)	67.6
MA public	71.6 ('06)	68.1 ('89)	69.8
PhD public	78.1 ('04)	72.9 ('08)	74.4
Two-year private	72.6 ('92)	55.5 ('08, '09)	55.5
BA/BS private	74.0 ('89)	69.6 ('08)	69.9
MA private	78.0 ('85)	72.3 ('08)	72.0
PhD private	85.0 ('85)	80.4 ('08)	80.6
National	68.7 ('07)	65.7 ('08)	65.9

SOURCE: ACT, 2009

Completion Rates   1983-2009
Two-Year College (Associates Degree in 3 years or less)

	Highest %	Lowest %	Current %
Public	38.8 ('89)	27.1 ('07)	28.3
Private	66.4 ('90)	50.2 ('08)	51.6
All	44.0 ('89)	28.9 ('07)	30.8

* Completion of associate's degree in 3 years or less

SOURCE: ACT, 2009

Completion Rates   1983-2009
Four-Year Colleges

	Highest %	Lowest %	Current %
BA/BS public	52.8 ('86)	39.6 ('06)	43.0
MA/MS public	46.7 ('86)	37.0 ('00)	38.4
PhD public	50.6 ('89, '90)	45.0 ('01)	48.7
BA/BS private	57.5 ('06)	53.3 ('01)	55.9
MA/MS private	58.4 ('88)	53.5 ('01)	54.8
PhD private	68.8 ('86)	63.1 ('05)	65.1
National	54.6 ('90)	50.9 ('01)	52.6

* Completion of bachelor's degree in 5 years or less
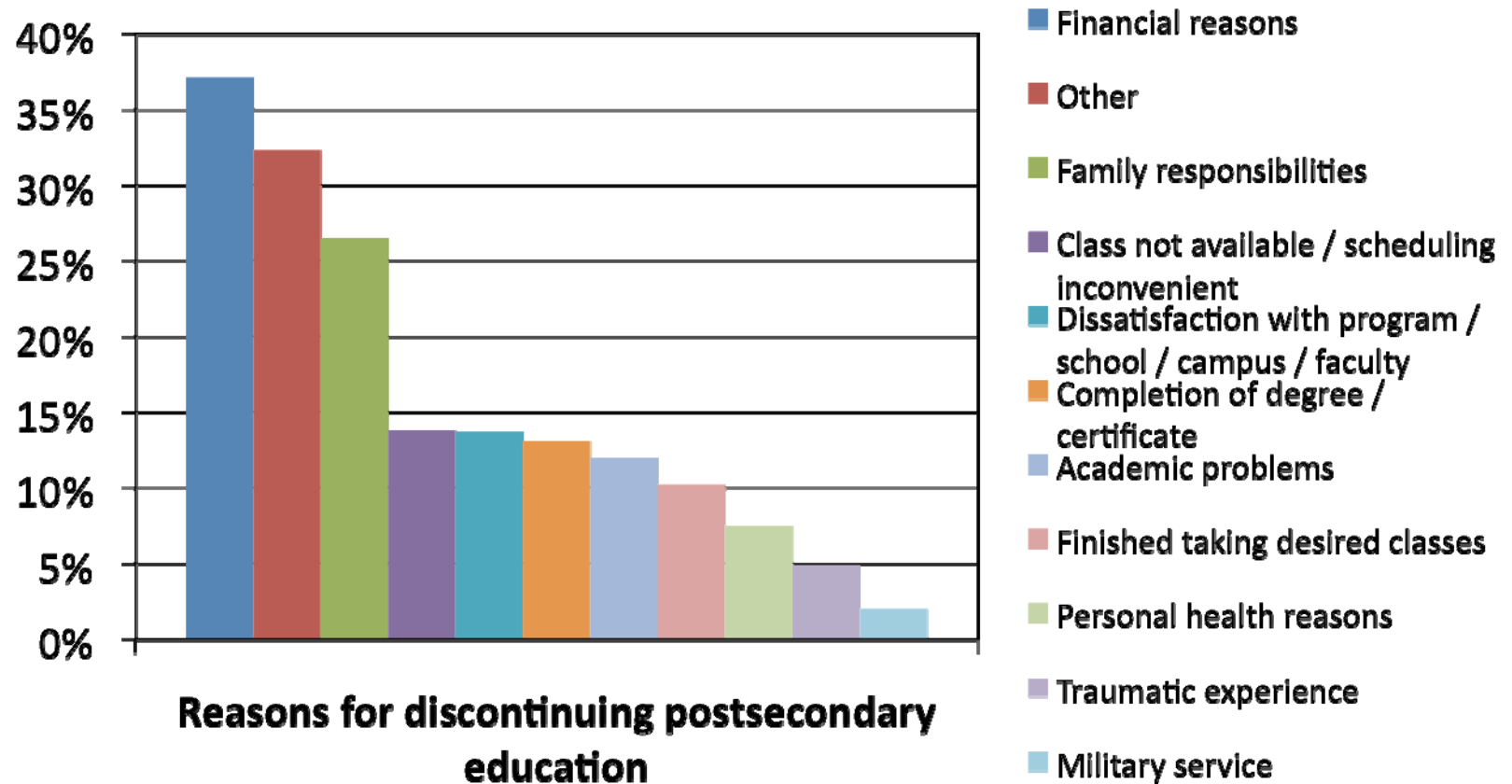
SOURCE: ACT, 2009

Financial Considerations the Most Common Reason for Leaving College

SOURCE: ELS:2002 "A First Look at the Initial Postsecondary Experiences of the High School Sophomore Class of 2002 (National Center for Education Statistics)

Attainment Trends

Figure 2.9: Education Level of Individuals Ages 25 and Older, 1940–2006
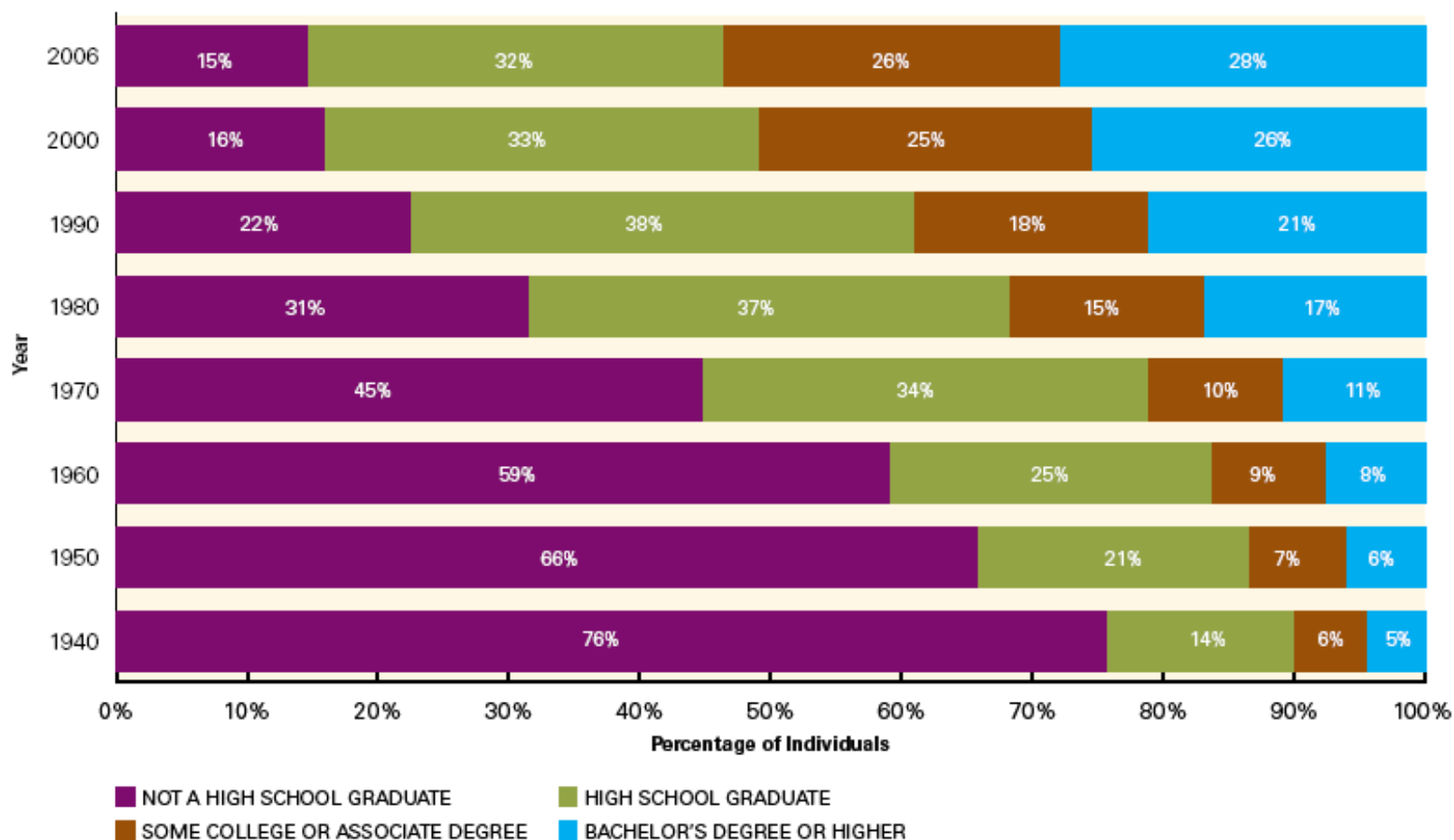
Note: Percentages may not add up to 100 due to rounding.
Source: U.S. Census Bureau, 2006a, Table A-1.

Need for Bachelorette Degrees

Assuming current rates of college attendance, persistence and "off shoring" do not change, analyst Anthony P. Carnevale concludes that **by 2012, the U.S. will face a cumulative 10-year shortage of:**

- 850,000 associate degrees
- 3.2 million bachelor's degrees
- 2.9 million graduate degrees

The National Center for Higher Education Management Systems estimates:

- 55% of the population will need college degrees by 2025 in order to equal degree attainment in top-performing countries, a potential "degree gap" of 15.6 million

SOURCE: College Board 2008 "Achieving the Dream of America"

U.S: 3rd Out of 30 OECD Countries in Overall Postsecondary Attainment in 2005

United States (38%)

Percent of Adults Ages 25-64 with Associates Degree or Higher

Canada, Japan, United States, Finland, Denmark, Norway, Australia, Korea, Iceland, Netherlands, Belgium, Sweden, United Kingdom, Ireland, Switzerland, Spain, Luxembourg, New Zealand, France, Germany, Greece, Austria, Hungary, Poland, Mexico, Slovak Republic, Czech Republic, Italy, Portugal, Turkey
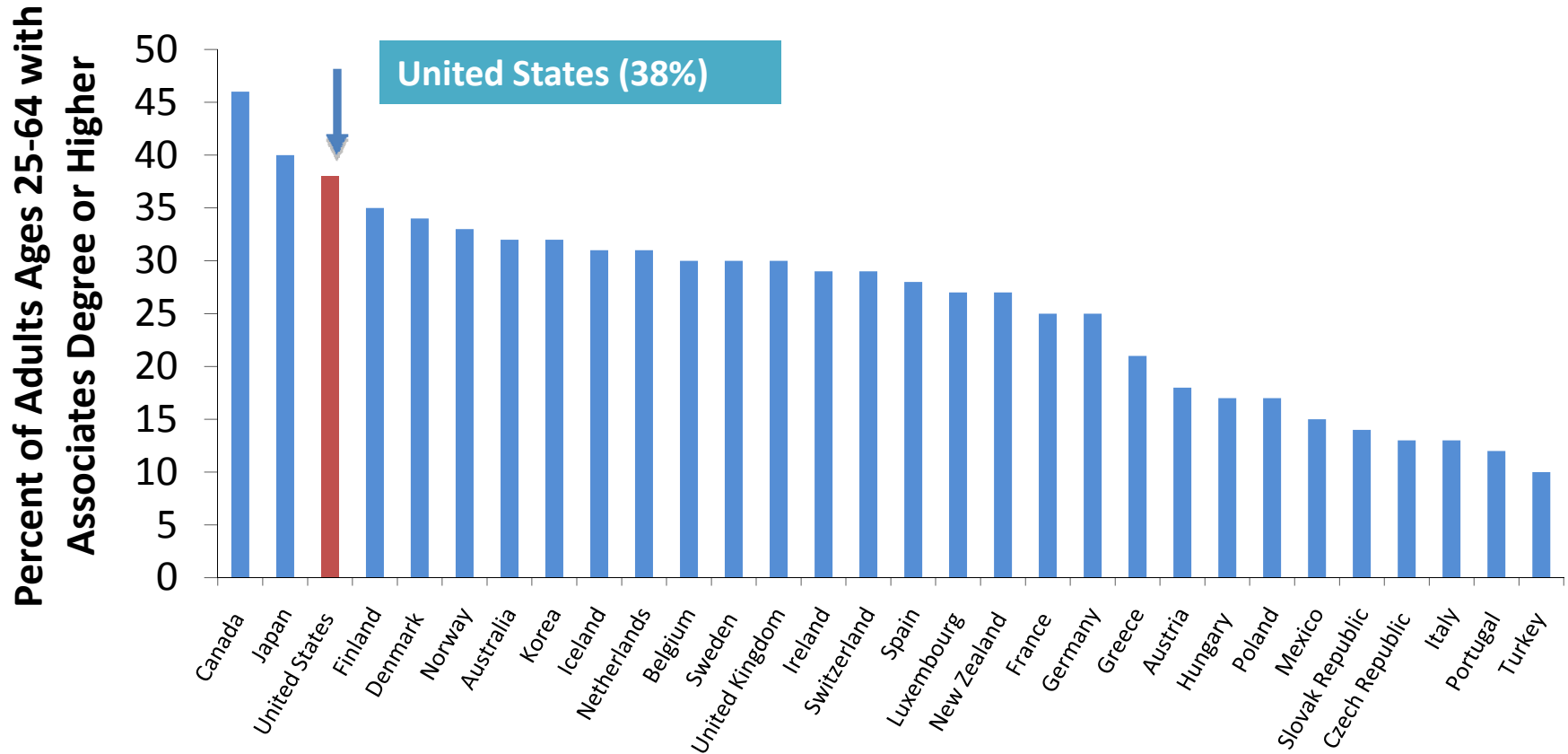
U.S. Tied for 17th Out of 22 OECD Nations in High School Graduation Rates
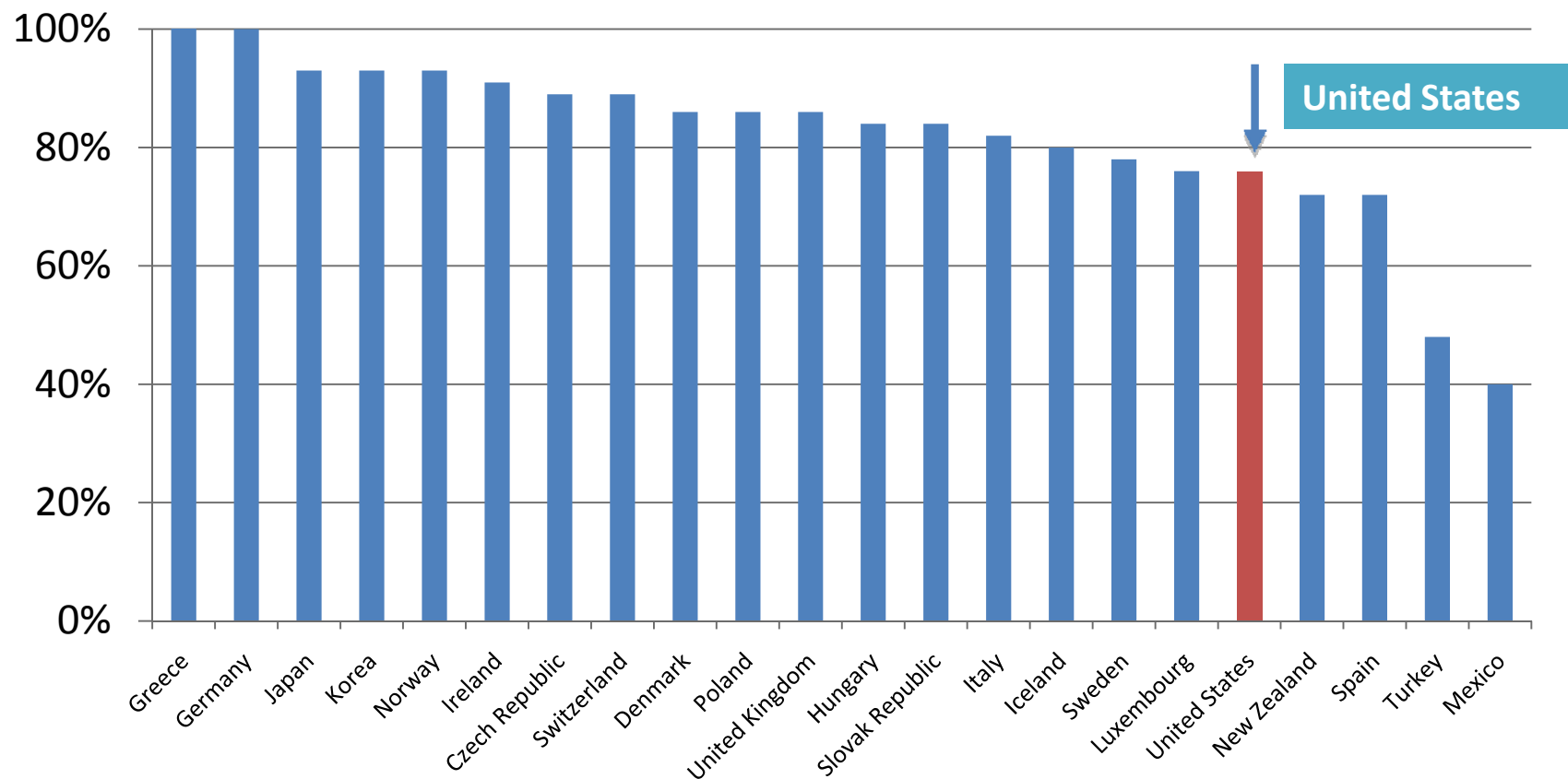
Note: Data is for 2005 and refers to "percentage of upper secondary graduates to the population at typical age of graduation." Source: 2007 OECD Education at a Glance, *www.oecd.org/edu/eag2007.*

As college prices have escalated while family income growth has stalled, student debt has increased dramatically in recent years.
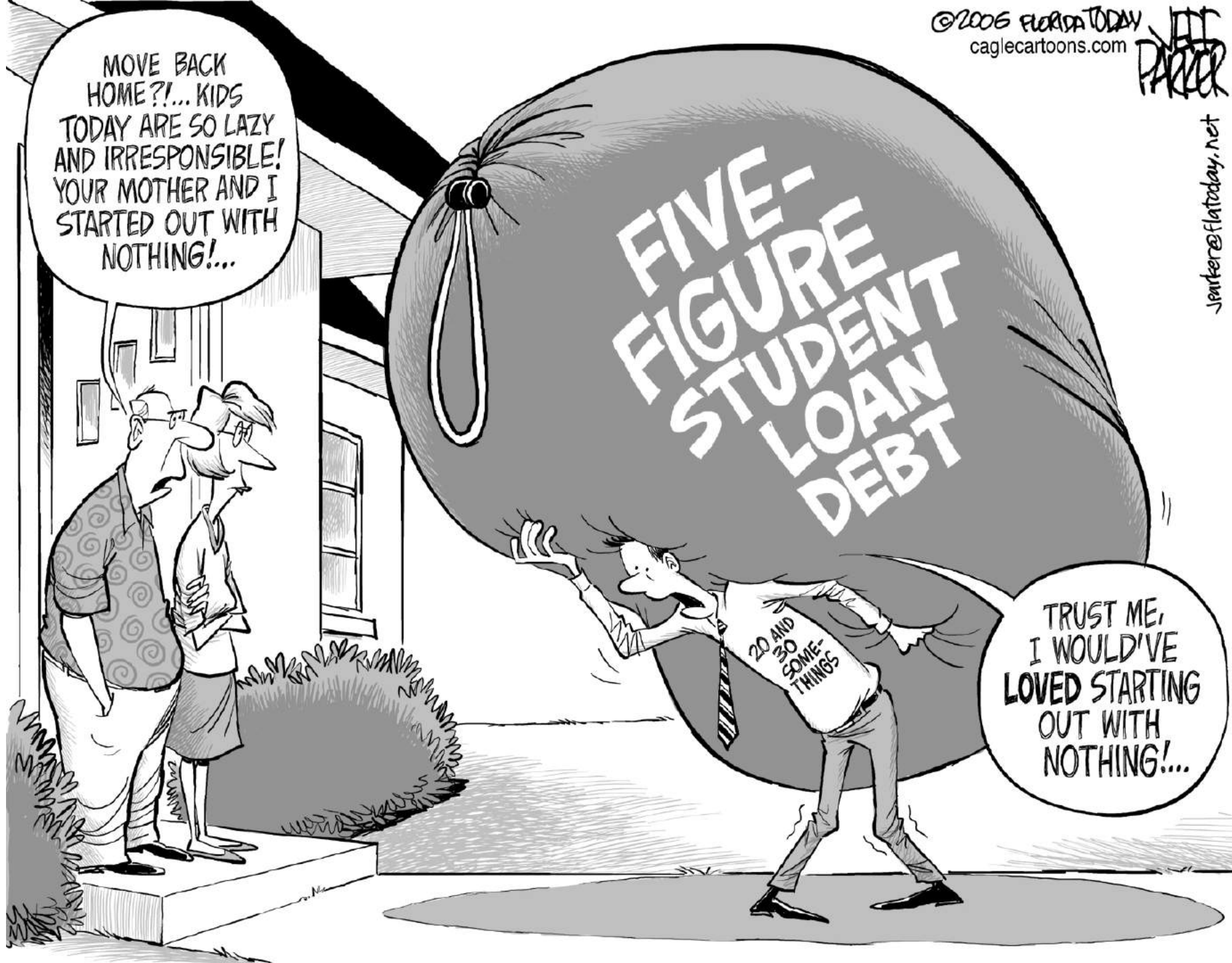
Percentage of Full-time, Full-year Undergrads Who Received Any Student Loans, by Institution Type
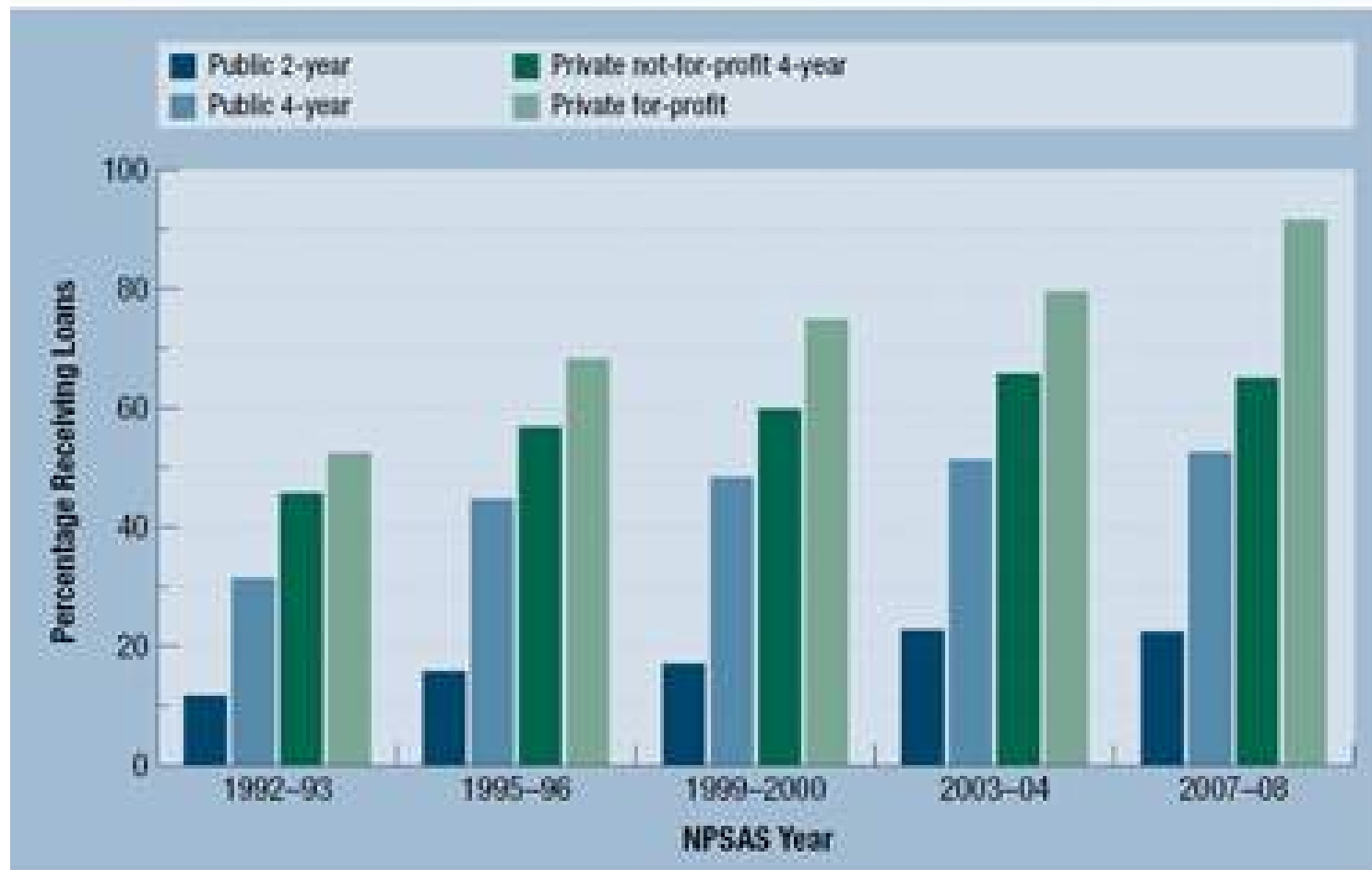
SOURCE: U.S. Dept of Education, National Center for Education Statistics, National Postsecondary Student Aid Survey (1993-2008).

IV. 10 Keys to Thriving in the Future

Moving Back to a Buyers Market

10 Keys to Thriving in the Current Economy: Moving Back to a Buyers' Market

1. Focus Communications on the Value and Outcomes of the Student Experience
2. Be Transparent about the Budget Process
3. Manage in a Business Like Fashion
4. Push Retention efforts to Implement Fundamentals
5. Beef up Financial Aid Staff and Support
6. Be Prepared for Increased Competition: Focus on Core Markets and Institutional Competencies
7. Support the new Majority: a Transfer Student Friendly Programs
8. Make Pre K-20 planning and programs a Fundamental Business Practice
9. Embrace Academic Program Restructuring
10. Plan for a Healthy Faculty Mix

BREAK

10 Keys to Thriving in the Current Economy

SEM XIX

November 9, 2009

Guilbert Brown

Director of Budget & Financial Planning

George Mason University

Jay Goff

Vice-Provost and Dean of Enrollment Management

Missouri University of Science & Technology

IV. 10 Keys to Thriving in the Future

Moving Back to a Buyers Market

1. Focus Communications on the Value and Outcomes of the Student Experience

Be able to demonstrate Quality related to Institutional Mission and, ultimately, the Public's Return on Investment (ROI)

Keys to Attracting and Enrolling Students

1. Sending the right message to the right students, at the right time, in the right format.

2. The development and management of a multi-level prospective student communication plans.

3. Consistently sending our messages through well- trained, committed, caring individuals across the campus.

4. Having the appropriate resources to implement the plans.

Highest Yielding Enrollment Activities

Campus Visit/Summer Camps

- Over 70% of the students who visit campus or attend a camp apply.
- About 61% of these applicants enroll, so about 42% of our high school level camp attendees end up enrolling.
- 2009's freshmen report that around 26% of the students attending at least one summer program

Telecounseling

- Increases students attendance at HS/CC visit, receptions & campus visitation

Regular Communication/Relationship Development

- Current communication plans provide contacts every 2 to 4 weeks from the end of the Junior Year to the April of Senior Year
  - General Plan: 14 to 18 contacts/communications
  - Minority or Women: 21 to 27 contacts/communications
  - Minority Women: 28 to 36 contact/communications

"Now that I have a college education, maybe I'll be able to earn enough money to pay for my college education."

"The public does not believe that colleges need to choose among maintaining quality, expanding access, and holding down costs"

- *Squeeze Play: How Parents and the Public Look at Higher Education Today, National Center for Public Policy and Higher Education, 2007.*

"Governing boards and institutional leaders must move beyond the 'iron triangle' of seemingly conflicting choices – improving quality, increasing access, and yet constraining costs – toward a 'culture of accountability.'"

- *Moving Beyond the Iron Triangle, Arne Duncan, U.S. Secretary of Education, Trusteeship (Association of Governing Boards of Universities and Colleges), September/October 2009.*

What Does the Public Think?

2007 National Center for Higher Education and Public Policy Study found:

- 87% believe higher education improves job prospects
- 67% believe higher education is worth the investment
- 78% believe students have to borrow too much to attend
- 62% believe many qualified and motivated students don't get the opportunity to attend
- 86% believe those who really want a college education can obtain one if they're willing to make sacrifices
- 71% believe students at two-year community colleges can learn as much as during their 1st two years at a four-year college or university
- 76% of high school student parents are worried about how to pay for their children's higher education
- 52% agree "colleges are like a business" and care more about the bottom line than educational values
- 44% say waste and mismanagement are "very important" factors in driving up costs (an additional 37% say they are "somewhat important" factors in cost)

What Does the Public Think?

2007 National Center for Higher Education and Public Policy Study found (continued):

- 48% believe their state's public college and university systems need to be fundamentally overhauled
- 56% say colleges could spend a lot less and still maintain excellence
- 68% believe community colleges should be used to hold down college costs
- 67% believe college facilities should be used nights and weekends and more Internet courses should be used to increase efficiency
- 30% support reducing the number of courses required for a degree so people can graduate in fewer than four years
- 31% support consolidating programs even though students may need to travel further to study in their chosen field

Source: Squeeze Play: How Parents and the Public Look at Higher Education Today, National Center for Public Policy and Higher Education, 2007.

MEASURING UP **2008**

Benefits

Benefits

Educational Achievement
Adults with Associate's Degree
or Higher
Adults with Bachelor's Degree
or Higher

Economic Benefits
Increased Income from Some
College
Increased Income from
Bachelor's Degree

Civic Benefits
Population Voting
Charitable Contributions
Volunteering

Adult Skill Levels
Quantitative Literacy
Prose Literacy
Document Literacy

State Grades
- A
- B
- C
- D
- F
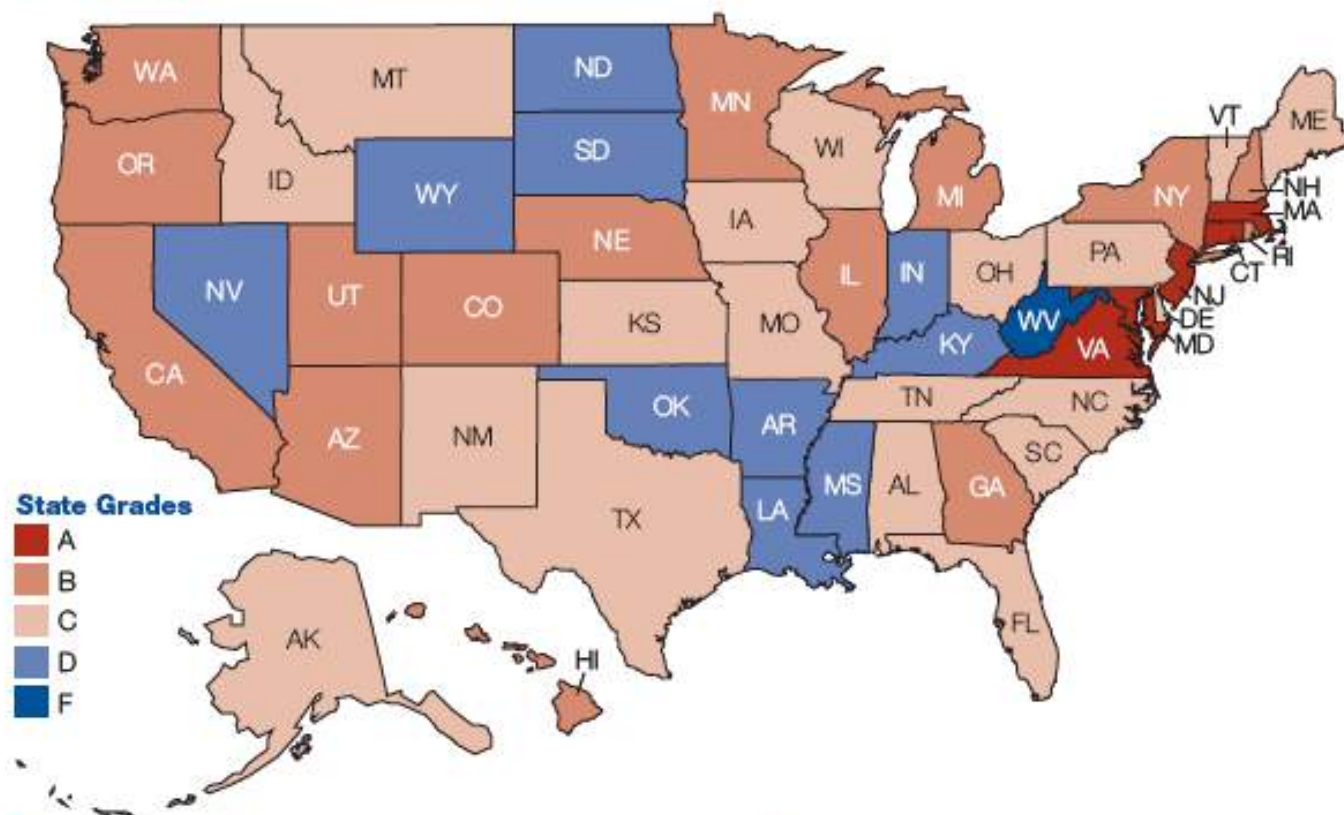
A Connecticut, Maryland, Massachusetts, New Jersey, Virginia. **B** Arizona, California, Colorado, Georgia, Hawaii, Illinois, Michigan, Minnesota, Nebraska, New Hampshire, New York, Oregon, Rhode Island, Utah, Washington. **C** Alabama, Alaska, Delaware, Florida, Idaho, Iowa, Kansas, Maine, Missouri, Montana, New Mexico, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Vermont, Wisconsin. **D** Arkansas, Indiana, Kentucky, Louisiana, Mississippi, Nevada, North Dakota, Oklahoma, South Dakota, Wyoming. **F** West Virginia.

Maryland is the top-performing state in benefits.

Education, Earnings, and Tax Payments

Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005

Education Level	After-Tax Income	Taxes Paid	Total
Professional Degree	$74,500	$25,500	$100,000
Doctoral Degree	$59,500	$19,900	$79,400
Master's Degree	$46,600	$14,700	$61,300
Bachelor's Degree	$39,000	$11,900	$50,900
Associate Degree	$31,500	$9,100	$40,600
Some College, No Degree	$29,000	$8,100	$37,100
High School Graduate	$24,900	$6,600	$31,500
Not a High School Graduate	$18,800	$4,600	$23,400

Earnings and Tax Payments

Note: Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.
Sources: U.S. Census Bureau, 2006, PINC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors.

The bars in this graph show median earnings at each education level. The lighter segments represent the average federal, state, and local taxes paid at these income levels. The darker segments show after-tax income.

Midwest's Largest Career Fair

- Over 660 Companies recruit on campus:
  - +4,250 on-campus interviews

- Average starting salary for graduates at commencement:
  - over $57,300

- Over 500 students completed a co-op or internship for +160 companies around the world
  - $2,650 average monthly co-op salary
  - $2,875 average monthly internship salary

- 90% of grads have secured firm plans at graduation

- Mid-career average salary for <u>all</u> graduates:
  - $95,200 (Payscale.com, August 2009)

  - Many top corporations, such as Shell Oil, Caterpillar, Toyota and Boeing list Missouri S&T as a "Top 20 Key School" for finding their future leaders

Focus On Outcomes: Career Success for Grads

Affordability

Affordability

Family Ability to Pay
At Community Colleges
At Public 4-Year Colleges
At Private 4-Year Colleges

Strategies for Affordability
Need-Based Financial Aid
Low-Priced Colleges

Reliance on Loans
Low Student Debt
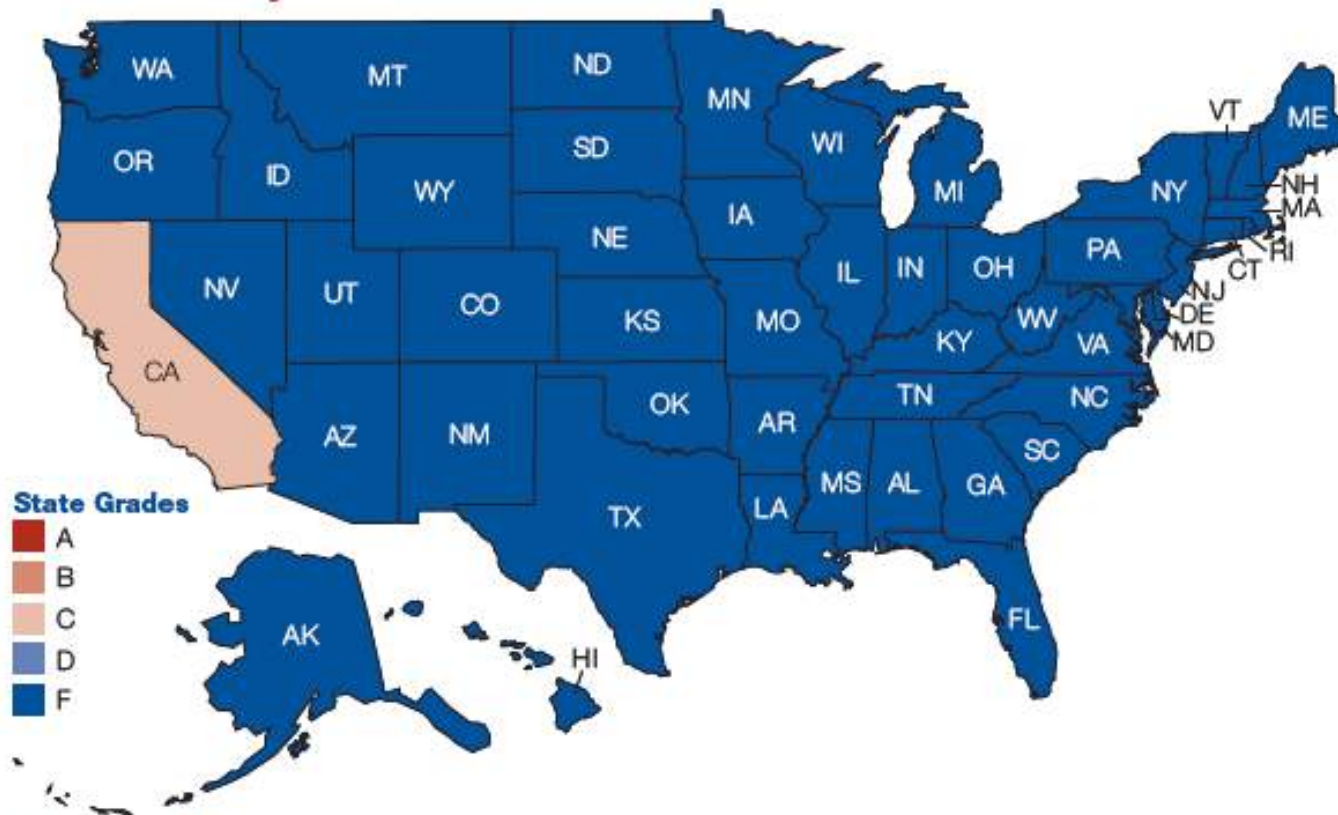
C California. F Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

California is the top-performing state in affordability.

Net Tuition and Fees, Net Room and Board and Other Costs, and Total Grants in Constant 2007 Dollars by Income Group, Full-Time Dependent Students at Public Institutions

Legend: ● Net Tuition and Fees ⋯⋯Published Tuition and Fees ● Total Grants ● Net Room and Board and Other Costs

Public Four-Year

Y-axis: Prices and Grant Aid in Constant 2007 Dollars

Income groups (with years 92-93, 95-96, 99-00, 03-04, 07-08): Lowest Income, Lower-Middle Income, Upper-Middle Income, Highest Income

Net Tuition and Fees, Net Room and Board and Other Costs, Average Grants, and Total Published Cost of Attendance, 2007-08				
	Income Group			
Public Four-Year	Lowest	Lower-Middle	Upper-Middle	Highest
Net Tuition and Fees	$0	$1,920	$4,510	$5,590
Net Room and Board and Other Costs	$9,400	$10,810	$10,980	$11,280
Average Grant Aid	$7,090	$4,350	$2,240	$1,820
Total Published Cost of Attendance	$16,490	$17,080	$17,730	$18,690

Sources: NCES, *NPSAS,* 1993, 1996, 2000, 2004, 2008; U.S. Census Bureau*, Current Population Survey,* Annual Social and Economic Supplement, 2007.

Net Tuition and Fees, Net Room and Board and Other Costs, and Total Grants in Constant 2007 Dollars by Income Group, Full-Time Dependent Students at Private NFP Institutions
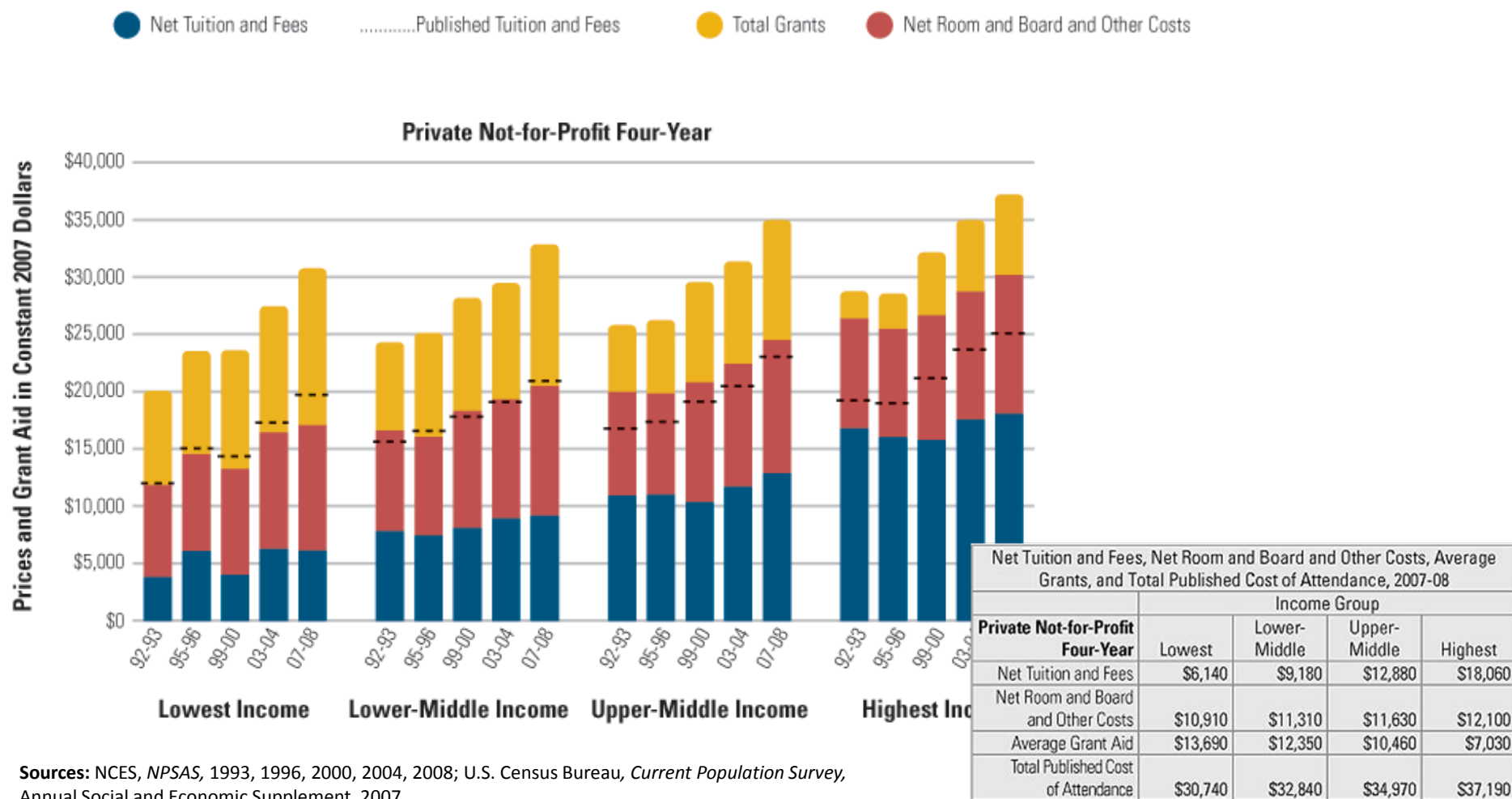
● Net Tuition and Fees   ....Published Tuition and Fees   ● Total Grants   ● Net Room and Board and Other Costs

Private Not-for-Profit Four-Year

Lowest Income   Lower-Middle Income   Upper-Middle Income   Highest Inc

Net Tuition and Fees, Net Room and Board and Other Costs, Average Grants, and Total Published Cost of Attendance, 2007-08				
	Income Group			
Private Not-for-Profit Four-Year	Lowest	Lower-Middle	Upper-Middle	Highest
Net Tuition and Fees	$6,140	$9,180	$12,880	$18,060
Net Room and Board and Other Costs	$10,910	$11,310	$11,630	$12,100
Average Grant Aid	$13,690	$12,350	$10,460	$7,030
Total Published Cost of Attendance	$30,740	$32,840	$34,970	$37,190

Sources: NCES, *NPSAS,* 1993, 1996, 2000, 2004, 2008; U.S. Census Bureau*, Current Population Survey,* Annual Social and Economic Supplement, 2007.

Net Tuition and Fees, Net Room and Board and Other Costs, and Total Grants in Constant 2007 Dollars by Income Group, Full-Time Dependent Students at Private For-Profit Institutions

Legend: ● Net Tuition and Fees ········Published Tuition and Fees ● Total Grants ● Net Room and Board and Other Costs

Private For-Profit

Y-axis: Prices and Grant Aid in Constant 2007 Dollars ($0 to $40,000)

X-axis groups: Lowest Income, Lower-Middle Income, Upper-Middle Income, Highest Income (each with 92-93, 95-96, 99-00, 03-04, 07-08)

Net Tuition and Fees, Net Room and Board and Other Costs, Average Grants, and Total Published Cost of Attendance, 2007-08				
	Income Group			
Private For-Profit	Lowest	Lower-Middle	Upper-Middle	Highest
Net Tuition and Fees	$8,360	$11,960	$13,560	$13,870
Net Room and Board and Other Costs	$8,150	$8,600	$9,410	$12,070
Average Grant Aid	$3,610	$1,680	$370	$160
Total Published Cost of Attendance	$20,120	$22,240	$23,340	$26,100

Sources: NCES, *NPSAS,* 1993, 1996, 2000, 2004, 2008; U.S. Census Bureau*, Current Population Survey,* Annual Social and Economic Supplement, 2007.

Completion

Completion

Persistence
Students Returning at 2-Year Colleges
Students Returning at 4-Year Colleges

Completion
Bachelor's Degree Completion in 6 Years
All Degree Completions per 100 Students
All Degree Completions per 1,000 Adults with No Degree
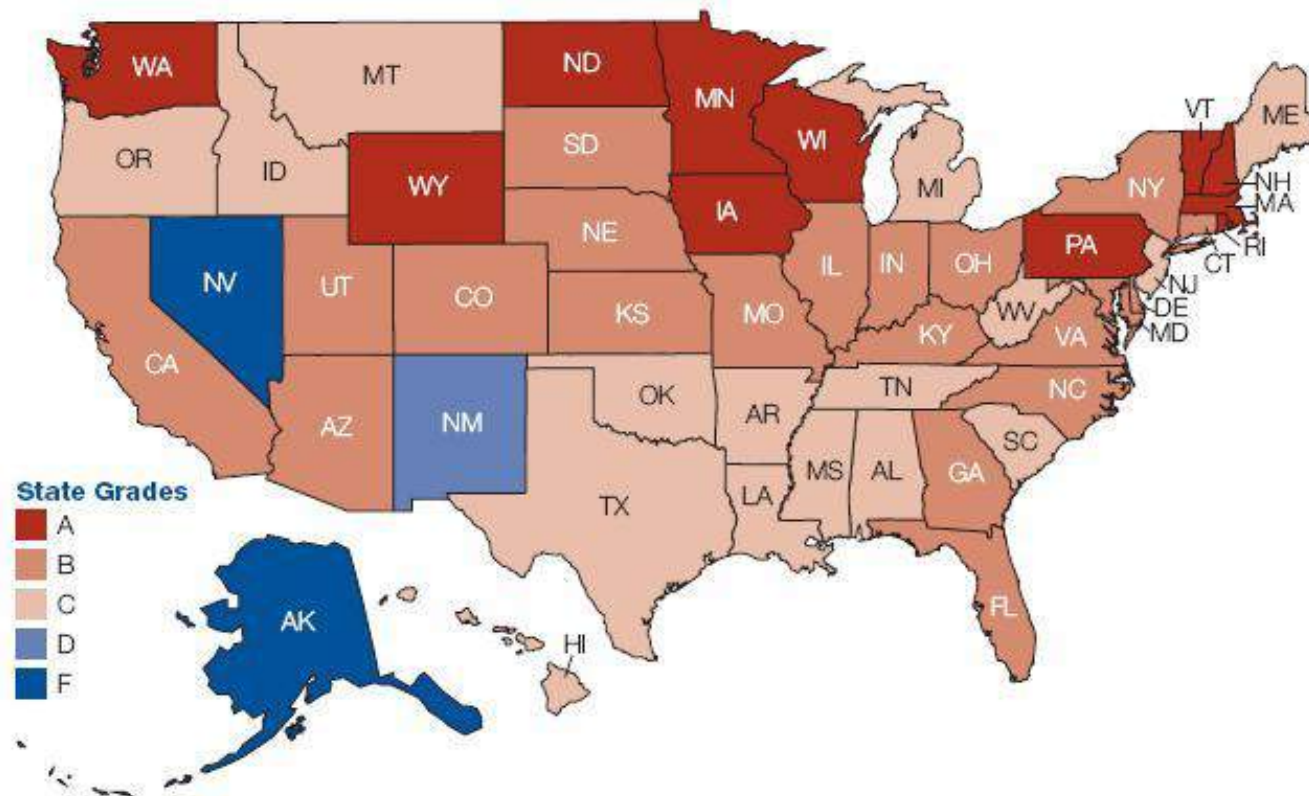
A Iowa, Massachusetts, Minnesota, New Hampshire, North Dakota, Pennsylvania, Rhode Island, Vermont, Washington, Wisconsin, Wyoming. **B** Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Maryland, Missouri, Nebraska, New York, North Carolina, Ohio, South Dakota, Utah, Virginia. **C** Alabama, Arkansas, Hawaii, Idaho, Louisiana, Maine, Michigan, Mississippi, Montana, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, West Virginia. **D** New Mexico. **F** Alaska, Nevada.

Iowa is the top-performing state in completion.

George Mason University - Summary of Benchmarks and Targets (State Council of Higher Education in Virginia)

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	**In-State Enrollment**	25,006	25,083	23,829	Passed
2	**Under-represented Enrollment**	7,727	7,314	6,929	Achieved
3	**Degree Awards**	7,124	7,281	6,917	Passed
4	**Affordability**	*No data at this time.*			
5.1	**Need-based borrowing $**	$3,030	$4,128	$4,278	Achieved
5.2	**Need-based borrowing %**	71.9%	75.9%	78.5%	Achieved
6	**Tuition Assessment**	*No data at this time.*			
7	**High-need Degrees**	2,079	1,513	1,393	Achieved
8	**SACS Program Review**	*Institution has provided a statement on current SACS program reviews.*			Achieved
9	**100-200 Courses**	*No data at this time.*			
10	**Degrees per FTE Faculty**	5.2	4.8	4.7	Achieved
11	**Retention Rate**	82.6%	78.6%	77.6%	Achieved
12	**Degrees per FTE Students**	23.4%	22.3%	22.0%	Achieved
13	**Transfer Agreements**	*Institution has provided evidence of increasing numbers of transfer agreements.*			Achieved
14	**Degree Transfers**	1,063	332	0	Achieved
15	**Dual Enrollments**	*Does not apply to four-year institutions.*			
16	**Economic Development**	*Institution received overall satisfactory scores from survey respondents.*			Achieved
17	**Research Expenditures**	$46,361,561	$45,856,340	$45,847,303	Achieved
18	**Patents & Licenses**	13	8	0	Achieved
19	K-12 Partnerships	*Institution received overall satisfactory scores from survey respondents.*			Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					Achieved

[Institution was certified as having fully met the performance standards of the Restructuring Act and Appropriation Act by action of the Council June 8, 2009.](#)

Learning

?

State Grades
Incomplete
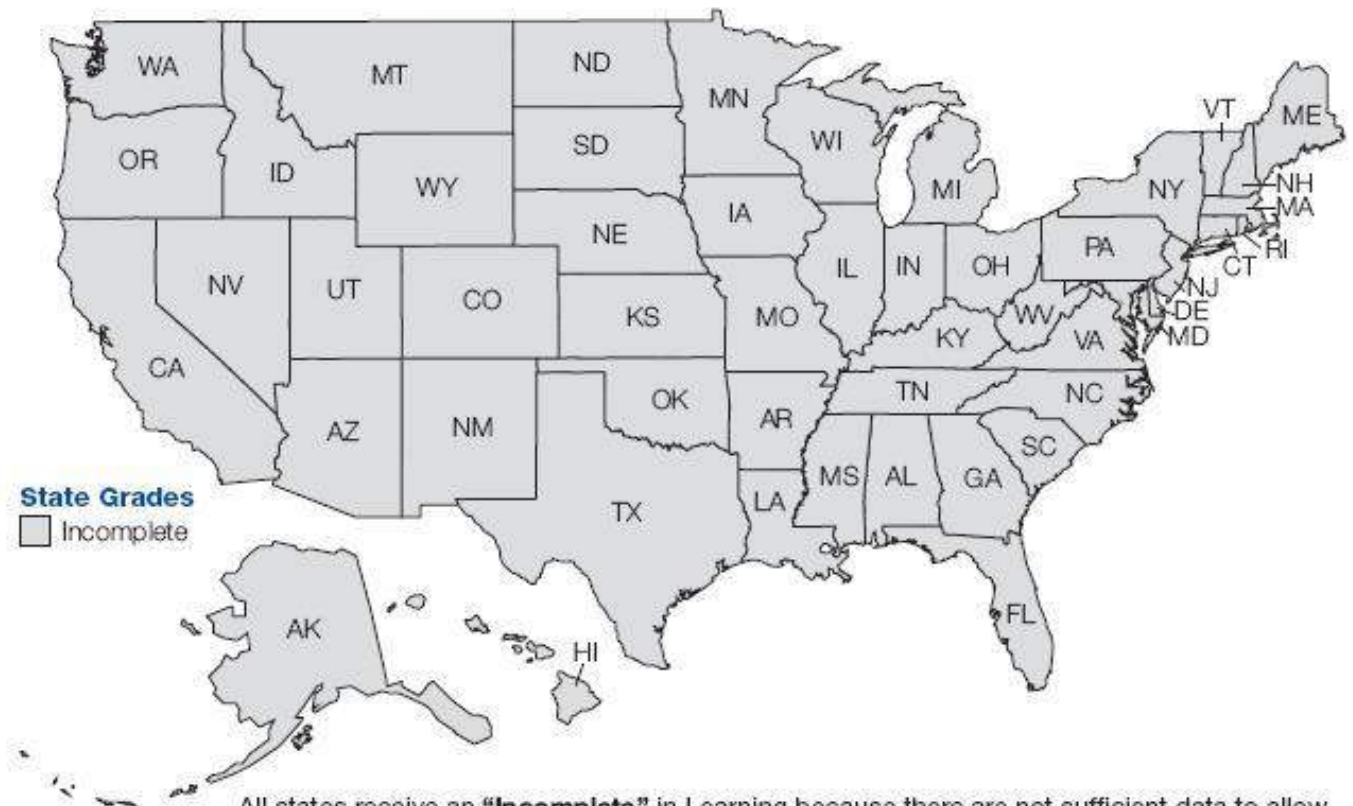
All states receive an **"Incomplete"** in Learning because there are not sufficient data to allow meaningful state-by-state comparisons.

Mason's Contribution and Current Importance: Mean Comparison

Skill	Contribution	Importance
Ability to work independently	3.46	3.63
Critical thinking	3.32	3.59
In-depth knowledge in major	3.32	3.27
Ability to work in groups	3.28	3.49
Problem-solving skills	3.26	3.66
Writing	3.25	3.34
Oral communication	3.16	3.65
Social interaction	3.09	3.51
Global perspective	3.06	2.94
Creativity	3.00	3.30
Information technology	2.96	3.28
Quantitative reasoning	2.92	3.05
Leadership	2.84	3.49
Scientific reasoning	2.84	2.79

☐ importance ■ contribution

Key Indicators Suggest

- The general public highly values the contributions our institutions make to individuals and society.

- Nevertheless we will be increasingly called upon to explain the value of our programs to individual and societal stakeholders.

- We have many successful stories to tell with regard to access, and affordability, and outcomes for individuals and society.

- The public is inclined to support costs associated with maintaining program quality and rigor when paired with sound management practices including appropriate efficiencies.

2. Manage in Business-like Fashion

Diversify Revenues by becoming More Imaginative About the Range of Income Sources - Manage and Explain Costs in the Context of an Institutional Business Model

The Business of Higher Education

Our missions in common: the public good
- Public payers (gov't, students, donors)
- Public purposes (research, instruction, services)

Higher ed accounting discretely tracks diverse funding sources and uses
- Fund accounting maintains walls of separation to ensure legal and regulatory obligations are met
- Complexities arise when the same individuals and facilities serve multiple purposes and are funded from multiple revenue sources with differing restrictions on use

Business Model Challenges

Priorities are mission-driven

- Multiple constituencies want a say, and can demand a say

Most costs are fixed, not variable

- Tenure and shared governance define an academic *ethos* emphasizing long term views
- Instructional programs are multi-year
- Most institutional budgets are annual

Revenues Must be Tracked by Source and in Many Cases Categorical Use

- Tuition and fees
- Federal, State & Local appropriations
- Federal, State & Local grants & contracts
- Private gifts, grants and contracts
- Health care
- Endowment income
- Educational sales & services
- Auxiliary sales & services
- Other sources

Expenditures are Reported by Function and Many Revenues are Restricted to Specific Functional Uses

- Instruction
- Research
- Public Service
- Academic Support
- Student Services
- Health Care
- Institutional Support
- Plant Operation & Maintenance (O&M)
- Scholarships & Fellowships

The Current Paradigm

"Economically, a college is part church and part car dealer and can only be understood that way."

Gordon Winston, Williams College in Economic Stratification and Hierarchy Among U.S. Colleges and Universities, 2000.

Cost = Price + Subsidy

PRIVATE SECTOR   HIGHER EDUCATION

PRICE   COST

PROFIT   SUBSIDY

COST   PRICE

Gordon Winston, Williams College (1998)
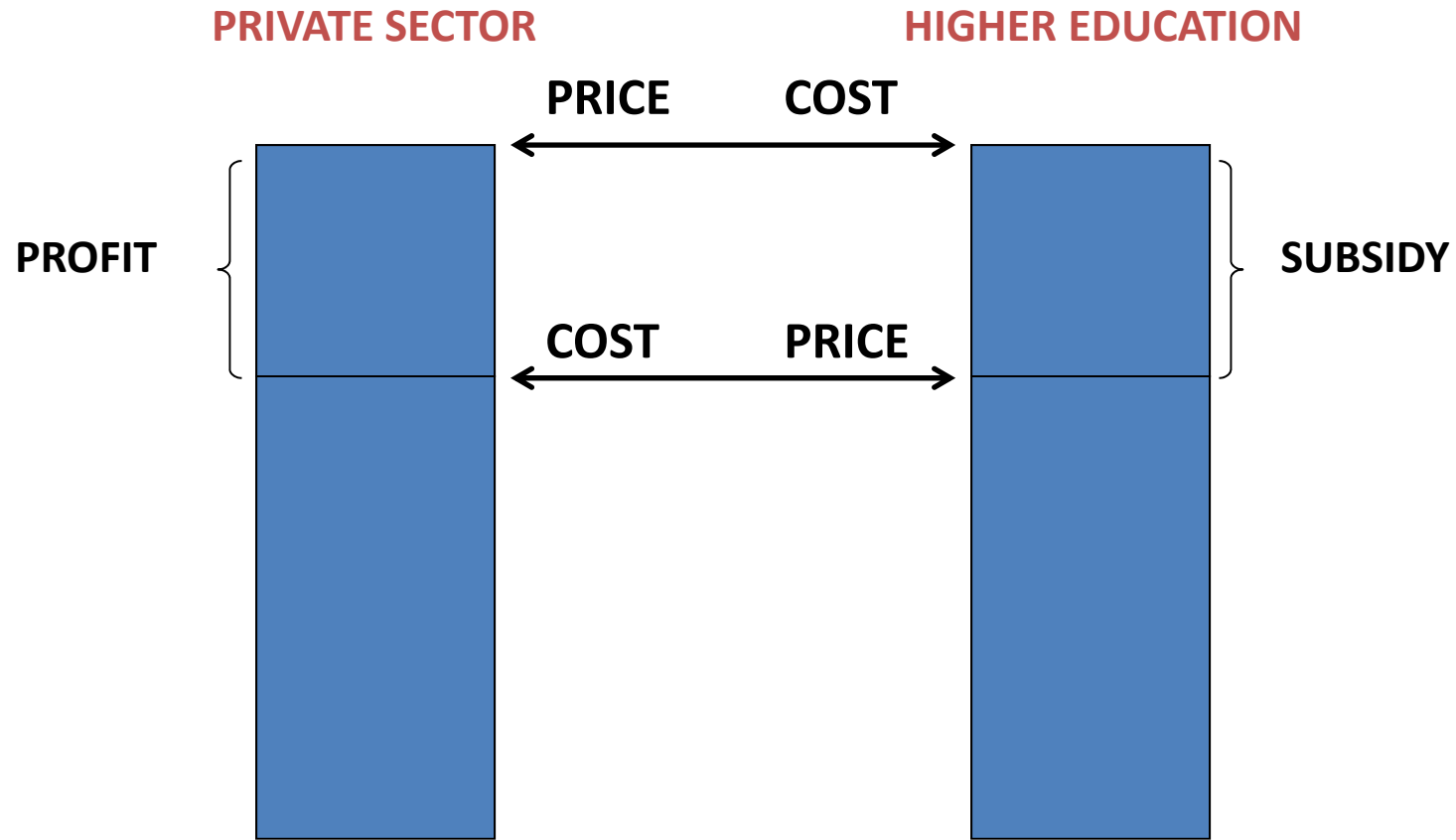
If Cost = Price + Subsidy, then

- Institutions will tend to spend all available funding (they do)
- Reductions to subsidies will tend to increase prices (they do)
- Except where excess capacity exists, increased enrollments create a need for increased subsidies and/or price increases (they do)
- "There is no pure cause and effect relationship between price (tuition) and cost (what institutions actually expend…)" (Middaugh, 2005)

How Do We Measure Quality?

USN&WR Ranking Criteria and Weighting for National Universities and Liberal Arts Colleges

- Peer Assessment
- Retention
- Faculty Resources
- Student Selectivity
- Financial Resources
- Graduation Rate Performance
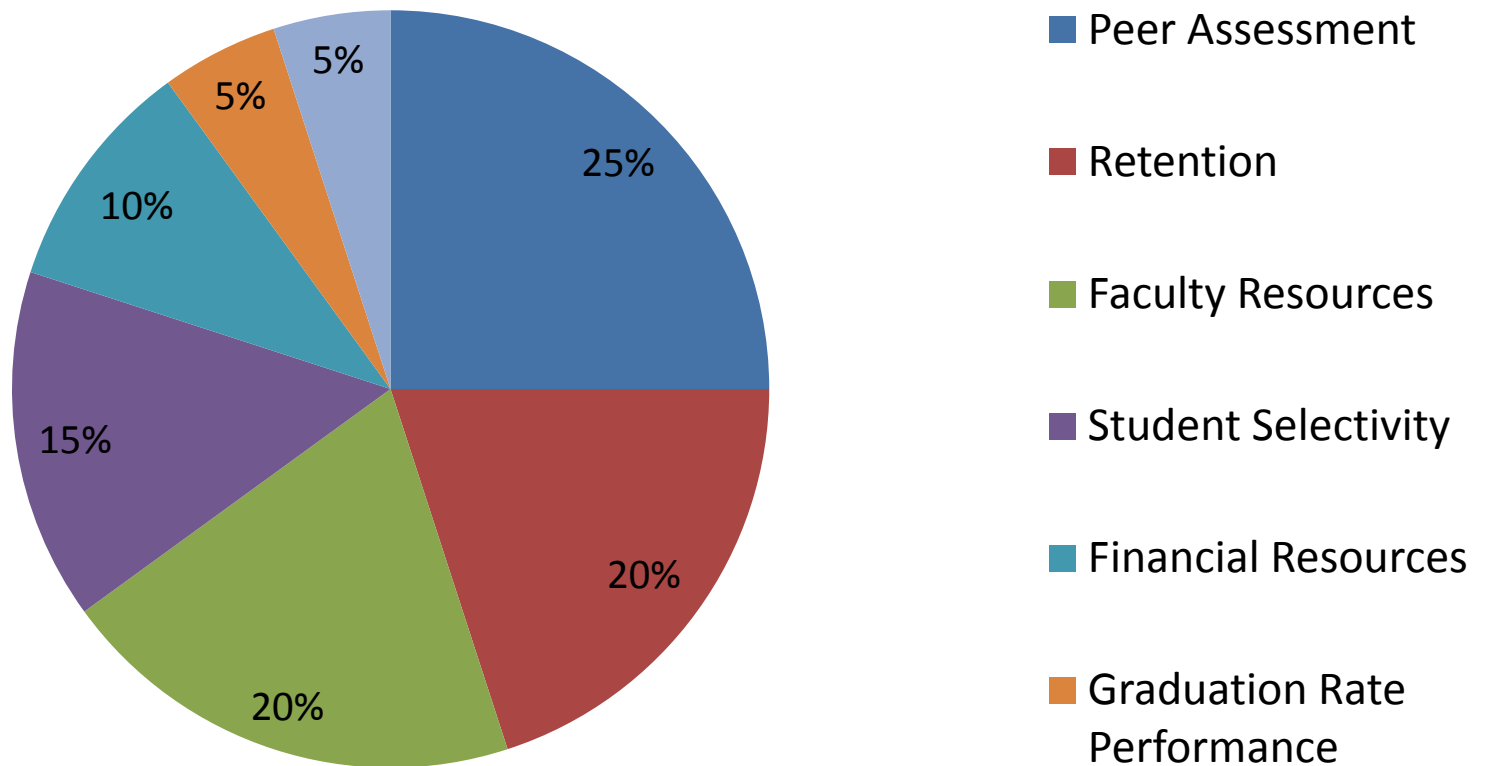
Source: U.S. News & World Report annual ranking of colleges, 2008.

Educational Costs and Total Enrollments
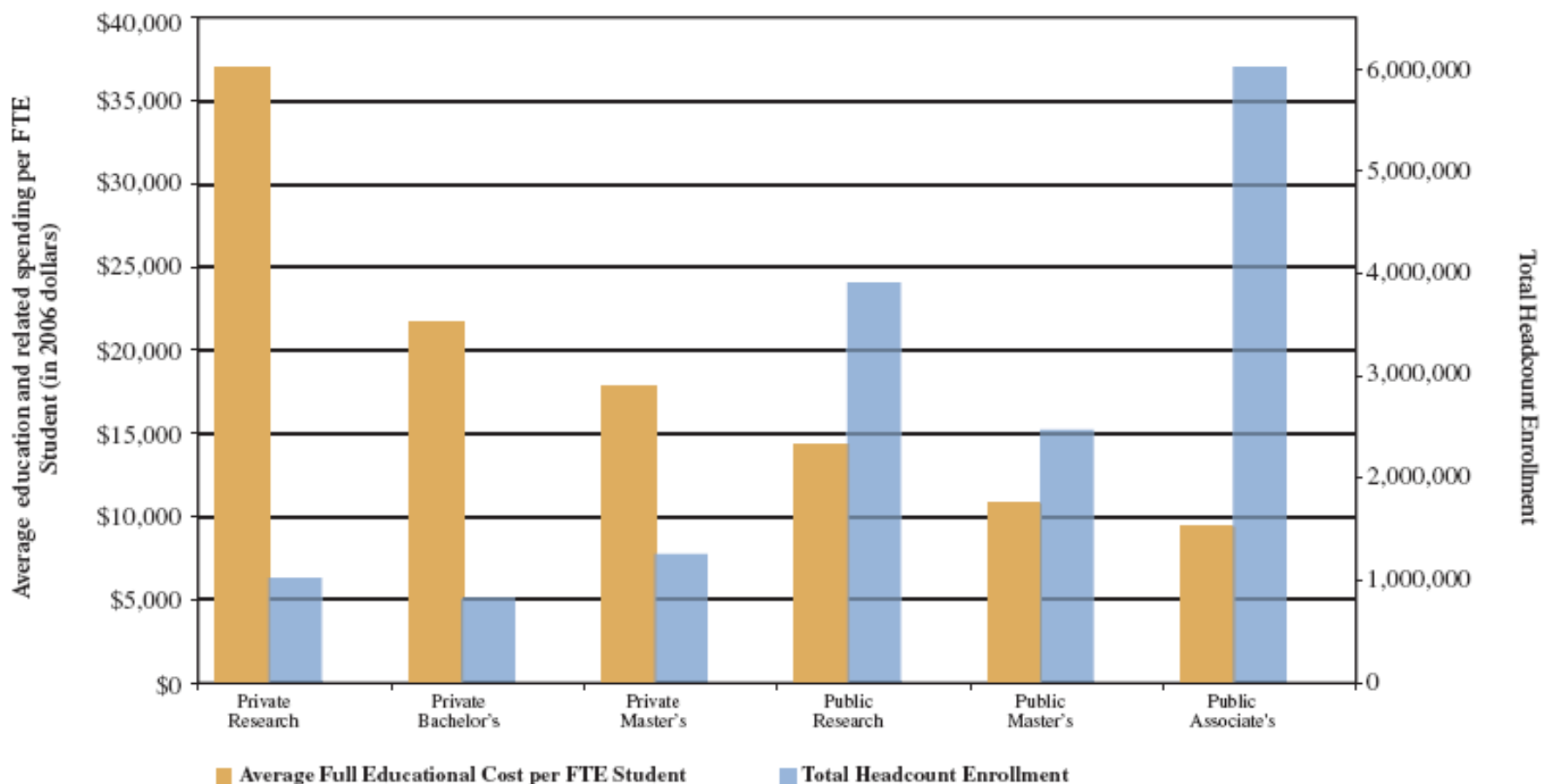
Source: Delta Cost Project, funding information from Delta Cost Project-IPEDS Database, 10-year matched set; enrollment from IPEDS enrollment database.

Paradigm Shift or Description?

"More resources should arguably go to those schools whose students can and will use them most productively but on behalf of society and not just their own individual gain – whether directly or indirectly, *society* should benefit from differences in allocation of educational resources among colleges and universities."

Gordon Winston, Williams College in Economic Stratification and Hierarchy Among U.S. Colleges and Universities, 2000.

Guiding Philosophy at Mason

"An institution of higher education should not be run like a business, but it should be run in a business-like fashion."

- Alan Merten, President

"It is important to measure what you value; rather than value what is easily measured."

- Maurice Scherrens, Senior Vice President

Academic Performance Indicators

1. Demand (student headcount)
2. Resources & Support (faculty and supporting staff)
3. Output & Productivity - Degrees granted and course FTES
4. Revenue & Expenditure
5. Operational Efficiency (Ratios-faculty and student, cost per FTE student taught, and research expenditure per FTE faculty)
6. Outcome (Effectiveness) - Graduating Senior Surveys, Post-graduate license pass rates, employer evaluations, graduate school acceptance rates
7. Space data

Achieving Excellence

CURRENT STATUS:

- By all standards, the E&G resources per FTE student at George Mason lags far behind the resources per FTE at our peer group institutions, sister doctoral institutions in Virginia or other IHE that we reviewed during annual BOV planning sessions.

TOTAL FUNDS PER FTE STUDENT FY 2006	
Boston University	$30,649
George Washington University	27,468
SUNY – Buffalo	19,902
University of Maryland	23,219
GEORGE MASON UNIVERSITY	12,619
PEER AVERAGE	$20,132

GEORGE MASON UNIVERSITY
US NEWS ACADEMIC PROGRAM RANKINGS

GRADUATE PROGRAMS	RANK
Biological Sciences*	152
Computer Science	65
Education	65
Fine Arts	93
History**	51
Law	38
Intellectual Property Law	**29**
Nursing	63
Psychology**	151
Clinical	**71**
Industrial/Organizational**	**6**
Public Affairs	45
Nonprofit Management	**15**
Public Management Administration	**26**
Public-Policy Analysis	**27**
Social Work	82

UNDERGRADUATE PROGRAM	RANK
Business*	99

Unless otherwise noted, these programs were ranked in the 2009 publication.
* Ranked in 2008.   ** Ranked in 2006.

Paradigm Shift?

We used to think having less funding per student was a bad thing, indicative of relative(ly less) quality, but if we're delivering equal or better quality at less cost isn't that a competitive advantage, and a good thing?

What if we measured quality based on educational outcomes?

Building Excellence Creatively

MAINTAIN ACCESS

IMPROVE RESOURCE (PRIVATE/PUBLIC) BASE

BUILD/MAINTAIN ACADEMIC SPIRES OF EXCELLENCE

MANAGE DYNAMIC CAPITAL PROGRAM

IMPROVE STUDENT QUALITY

IMPROVE FACULTY SALARIES

KEEP PRICE AFFORDABLE

Fairfax Campus – Capital Projects in Progress
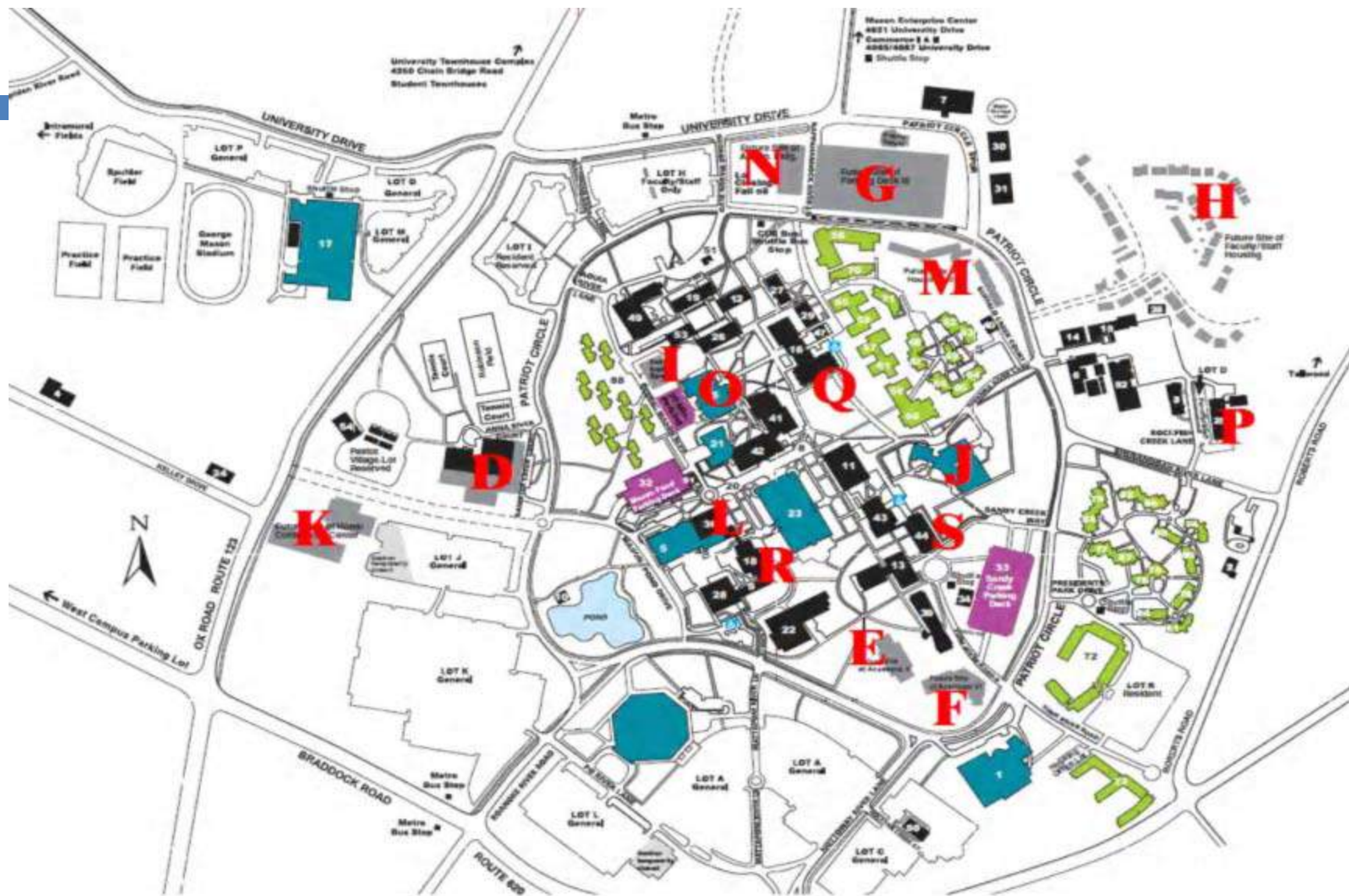
Masonvale Housing
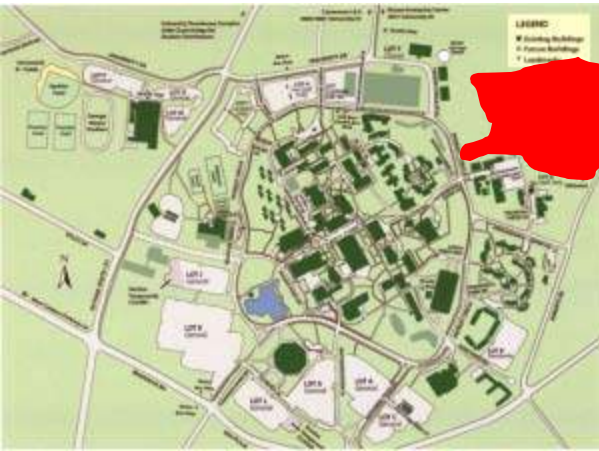
Completion Date
5/10/2010

Masonvale Housing

Masonvale Housing

Final Delivery 05/03/10
36 units
"A" units: 14 (1 BR stacked flats)
"B" units: 6 (2 BR Apt.)
"D" units: 16 (3 BR Suburban TH)

Approximate Delivery
11/17/09 - 32 units
"A" units: 6 (1 BR stacked flats)
"B" units: 6 (2 BR Apt.)
"C" units: 7 (2 BR Urban TH)
"D" units: 3 (3 BR Suburban TH)
"E" units: 10 (3 BR Urban TH)

Approx. Delivery 03/09/10
39 units
"A" units: 10 (1 BR stacked flats)
"B" units: 12 (2 BR Apt.)
"C" units: 7 (2 BR Urban TH)
"D" units: 10 (3 BR Suburban TH)

Intermediate Delivery 8/27/09 –
40 units
"A" units: 8 (1 BR stacked flats)
"B" units: 12 (2 BR Apt.)
"C" units: 8 (2 BR Urban TH)
"D" units: 7 (3 BR Suburban TH)
"E" units: 5 (3 BR Urban TH)

Initial Delivery 7/03/09 – 10 units
"A" units: 2 (1 BR stacked flats)
"C" units: 2 (2 BR Urban TH)
"D" units: 4 (3 BR Suburban TH)
"E" units: 2 (3 BR Urban TH)

Cotswolds Hill Lane
Bredon Hill Lane
Pershore Lane
Evesham Lane
Staffordshire Lane

Emerging Trends

- The same "follow the dollar" logic that FASB and GASB apply to restricted funds may ultimately be demanded by legislatures and the general public with regard to tuition revenue and public appropriations supporting instruction.

- Understand your institutional business model and what activities specific revenue streams are supporting. Be prepared to explain how tuition and student fee revenues directly benefit activities with which students are engaged.

- Develop revenue sources other than tuition revenue to supplement research, public service an other non-instructional activities.

3. Be Transparent about Finances and Resource Allocation

Invite Everyone to be Involved and Drive the Initial Budget Planning with a Focus on Students' Ability and Willingness to Pay

Financial Surprises in the Economy

Sacred cows slain in the past 18 months

1. Home prices won't go down.
2. Wall Street rocket scientists have tamed risk.
3. A 401(k) account is going to pay for your retirement.
4. A house is a great way to save money for the long term.
5. Buy and hold stocks for the long term.
6. "Asset allocation" is a good defense against losses.
7. Financial regulators are there to protect homeowners and small investors like you.

Source: MSNBC.com, 9/15/09

"What we didn't have but obviously needed was an alarmist."

Annual Percentage Changes in State Tax Appropriations for Higher Education per Full-Time Equivalent (FTE) Student and in Tuition and Fees at Public Four-Year Institutions in Constant 2008 Dollars
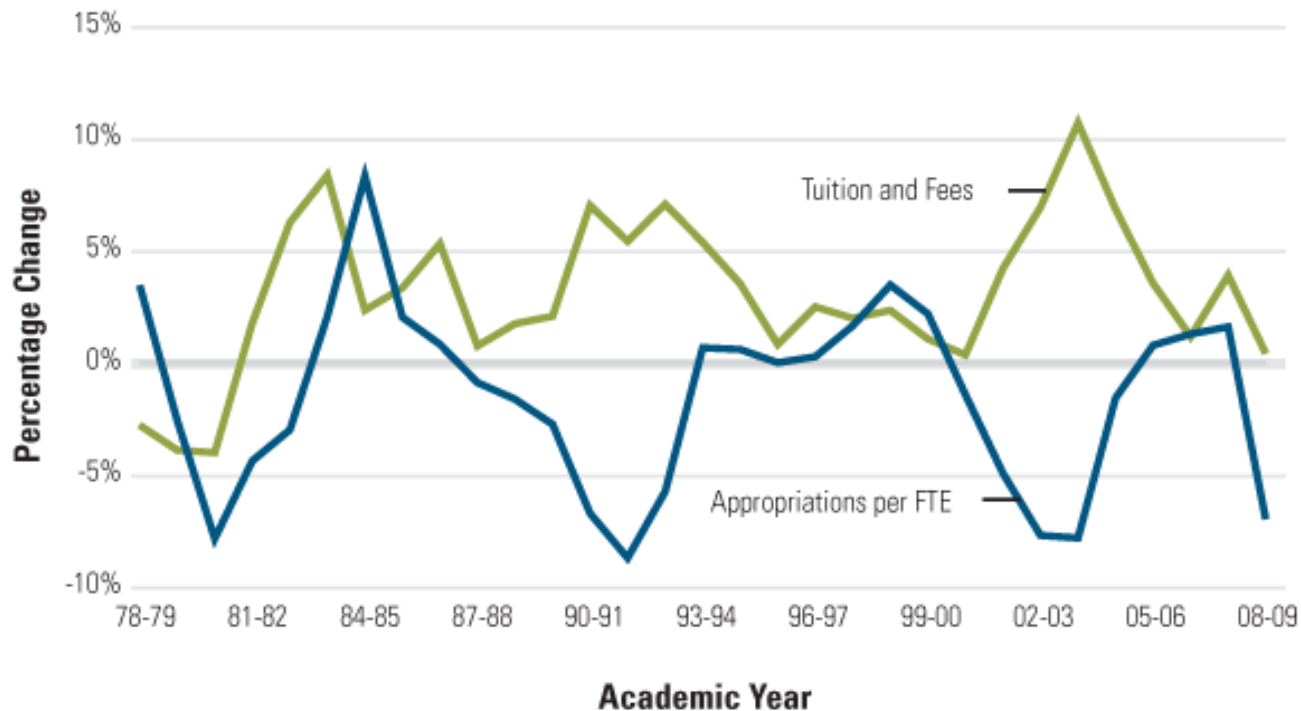
Public Institutions: Increasingly Tuition Dependent

(in 2006 CPI adjusted dollars)

	1991	% of total	1998	% of total	2006	% of total
Community Colleges						
Net tuition revenue	$ 1,445	21%	$ 1,930	26%	$ 2,539	31%
State/Local appropriations	5,346	79%	5,633	74%	5,585	69%
Total resources	6,791		7,563		8,124	
Appropriations per $1 tuition	3.70		2.92		2.20	
Masters' Institutions						
Net tuition revenue	$ 2,445	29%	$ 3,432	36%	$ 4,770	45%
State/Local appropriations	5,956	71%	6,210	64%	5,809	55%
Total resources	8,401		9,642		10,579	
Appropriations per $1 tuition	2.44		1.81		1.22	
Research Universities						
Net tuition revenue	$ 3,293	27%	$ 4,521	34%	$ 6,410	44%
State/Local appropriations	8,714	73%	8,837	66%	8,113	56%
Total resources	12,007		13,358		14,523	
Appropriations per $1 tuition	2.65		1.95		1.27	

Source: Delta Cost Project, IPEDS Database, 20-year matched set. Median state and local appropriations per FTE student vs. net tuition revenue per FTE student.

Net Tuition as a Percent of Public Higher Education Total Educational Revenues, U.S., Fiscal 1983-2008

Recession

36.2%

32.6%
5 year

30.6%
10 year

23.5%
25 year
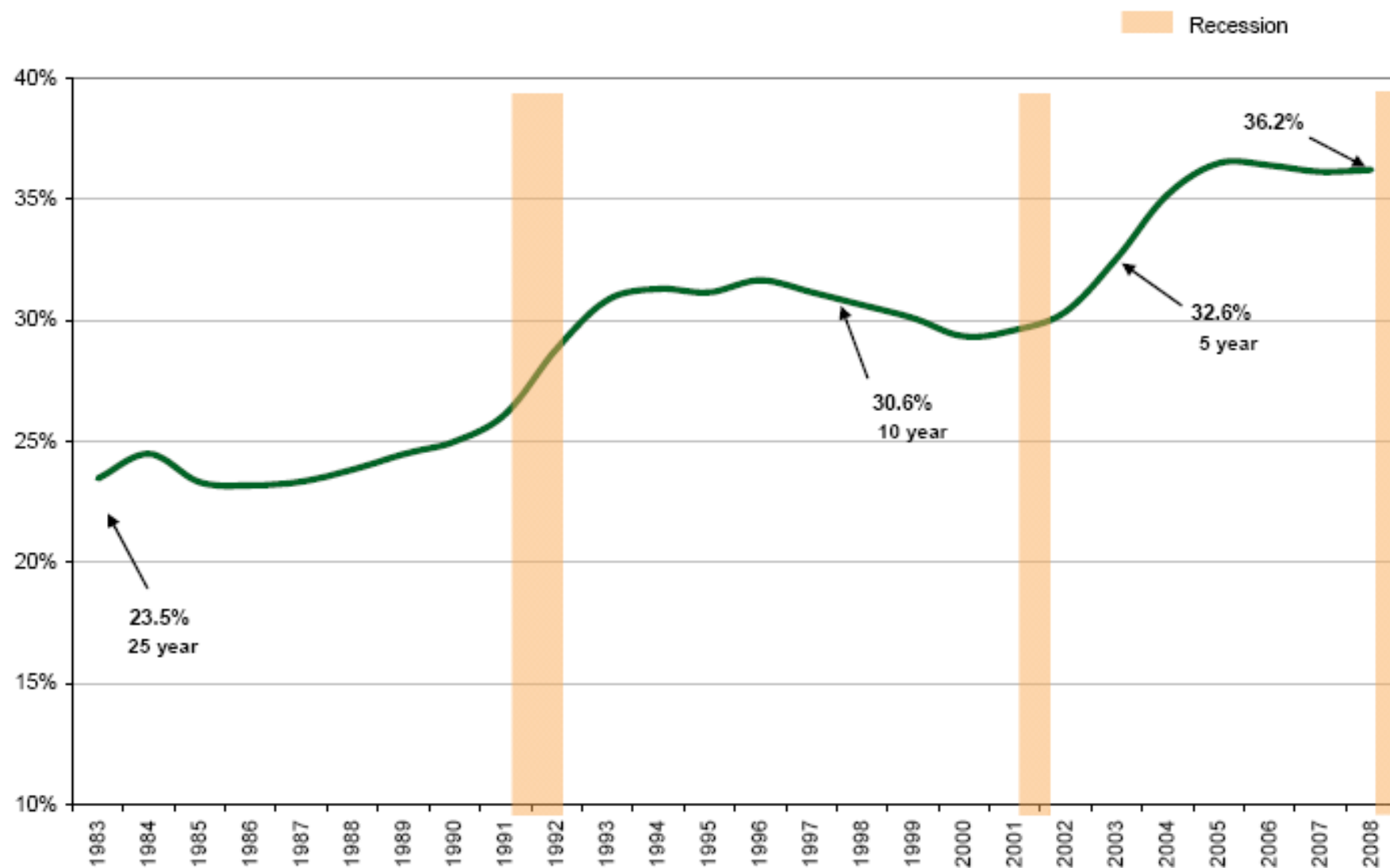
The Spectrum of Published T+F Rates
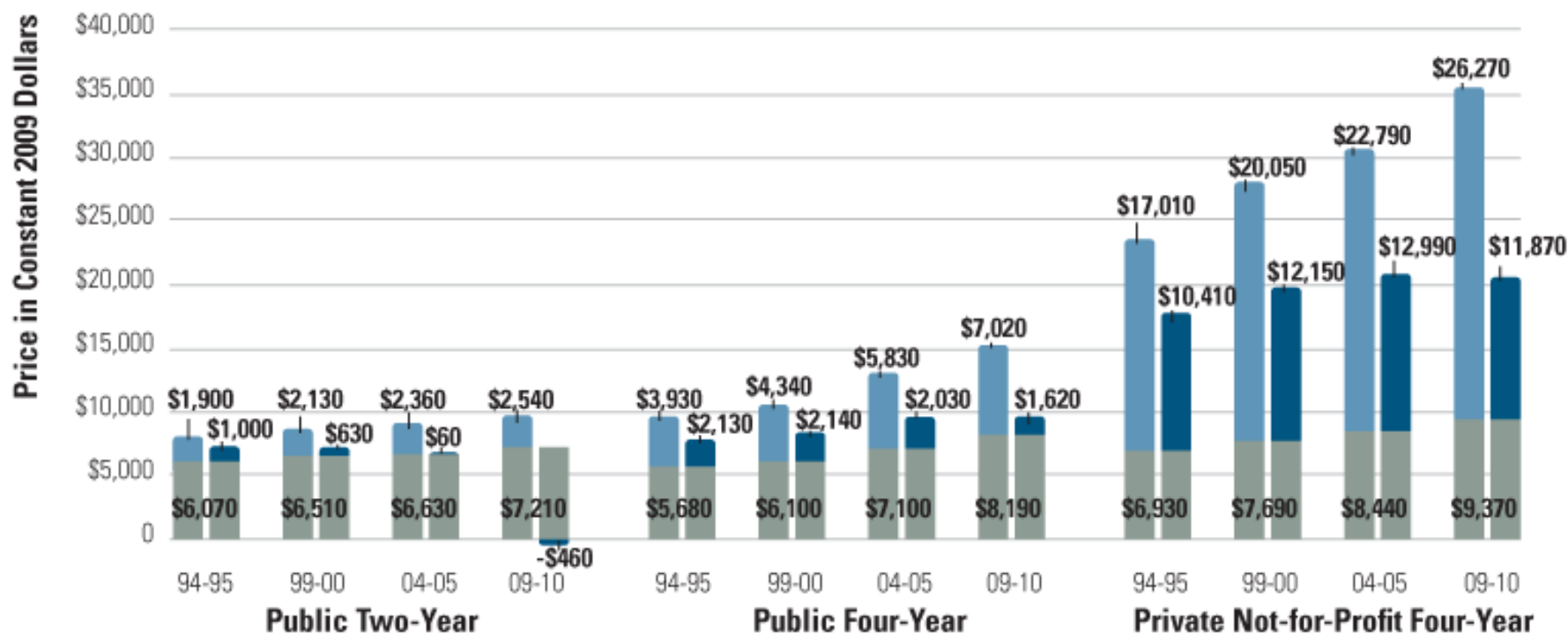
Source: The College Board, Trends in College Pricing 2009.

Distribution of Full-Time Undergraduates at Four-Year Institutions by Published Tuition and Fees, 2009-10

Public and Private Not-for-Profit Four-Year Combined

Tuition and Fees	Percentage
$39K and over	2%
$36K to < $39K	4%
$33K to < $36K	2%
$30K to < $33K	3%
$27K to < $30K	5%
$24K to < $27K	5%
$21K to < $24K	5%
$18K to < $21K	4%
$15K to < $18K	4%
$12K to < $15K	4%
$9K to < $12K	10%
$6K to < $9K	29%
$3K to < $6K	23%
Under $3K	1%

Percentage of Full-Time Undergraduates
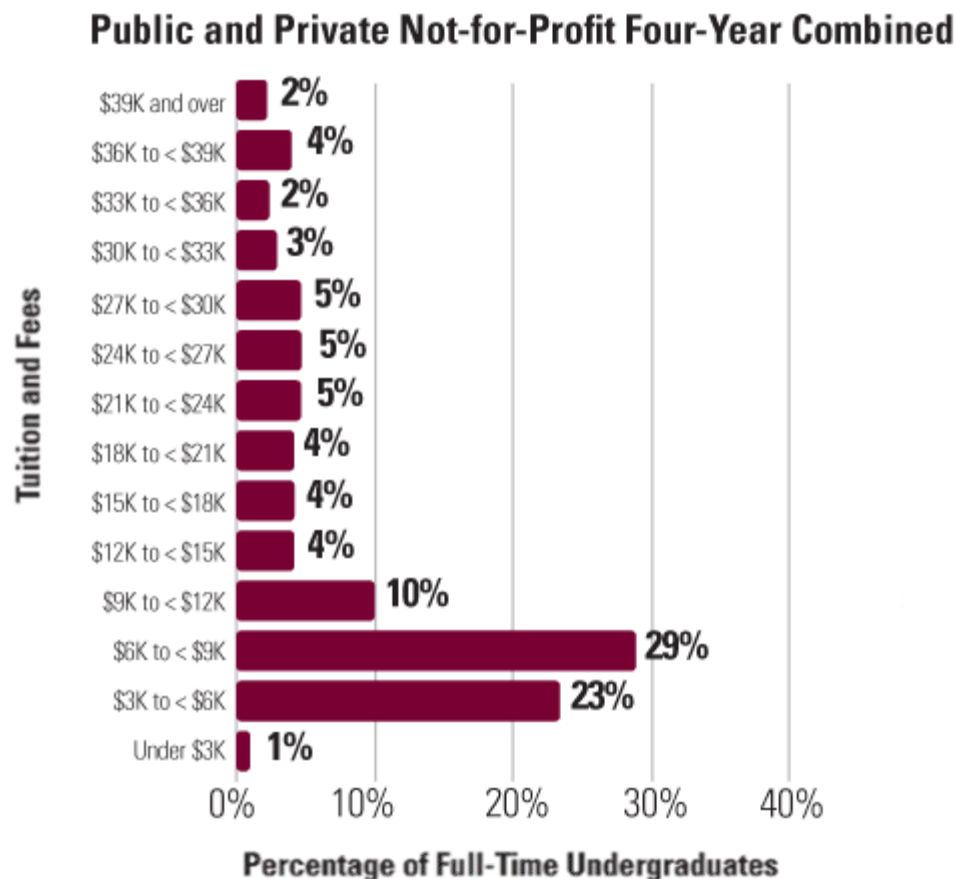
Ten-Year Trend in Student Aid and Nonfederal Loans per FTE Used to Finance Postsecondary Education Expenses in Constant (2008) Dollars, 1998-99 to 2008-09
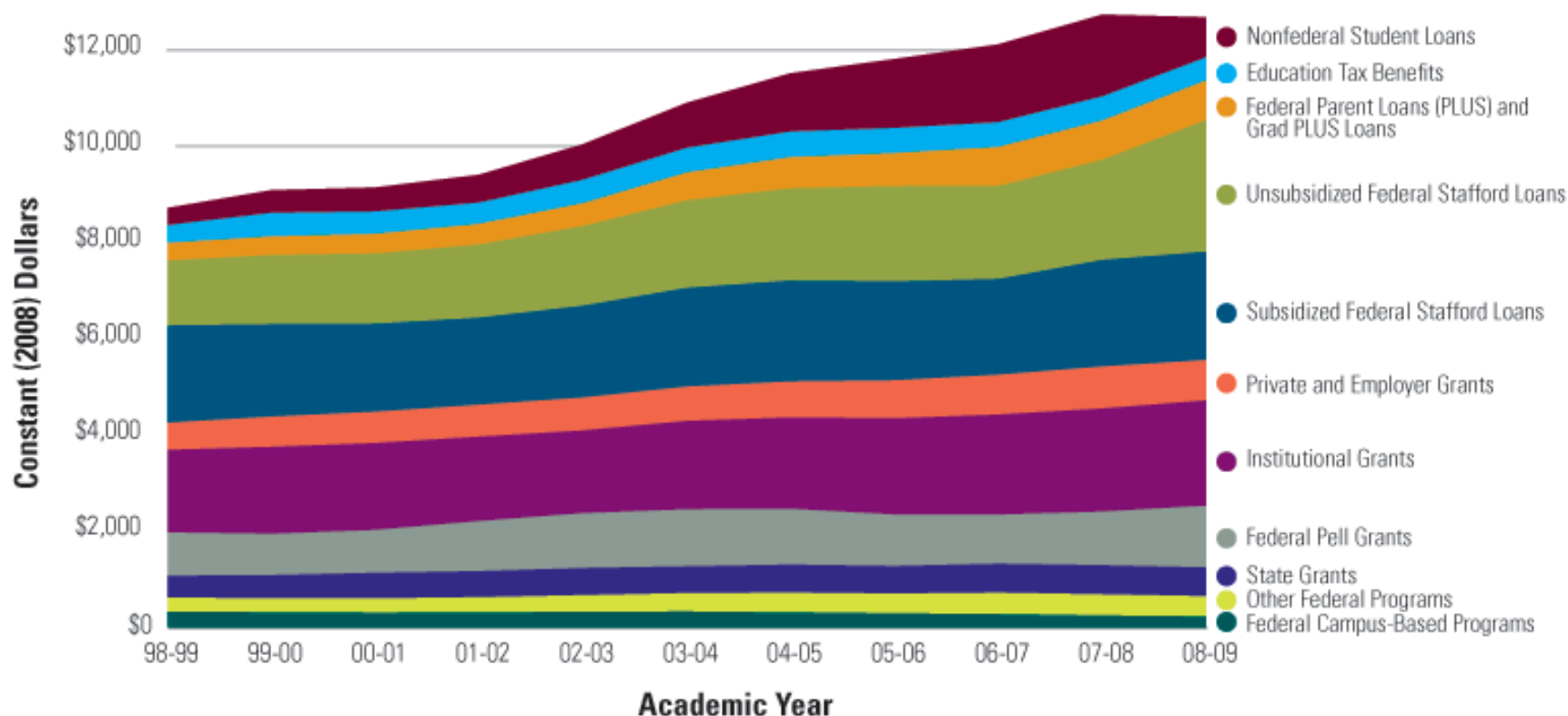
Grants and Loans as a Percentage of Funds from Total Aid and Nonfederal Loans, 1994-95 to 2008-09
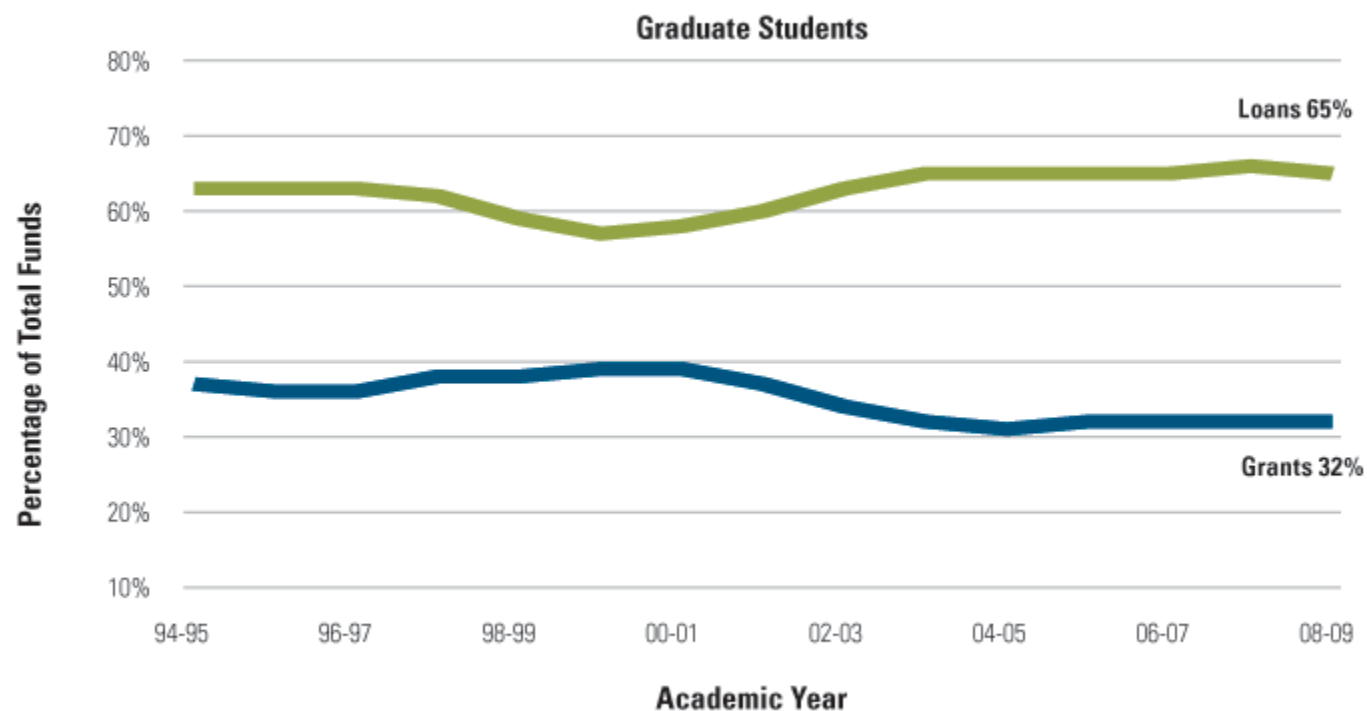
Average Non-Need-Based and Need-Based Institutional Grants and Average Federal plus State Grants per Full-Time Dependent Student at Public Institutions by Parent Income, 2007-08

Average Non-Need-Based and Need-Based Institutional Grants and Average Federal plus State Grants per Full-Time Dependent Student at Public Institutions by Parent Income, 2007-08

Institutional Non-Need-Based Grants · Institutional Need-Based Grants · Federal + State Grants

Public Two-Year
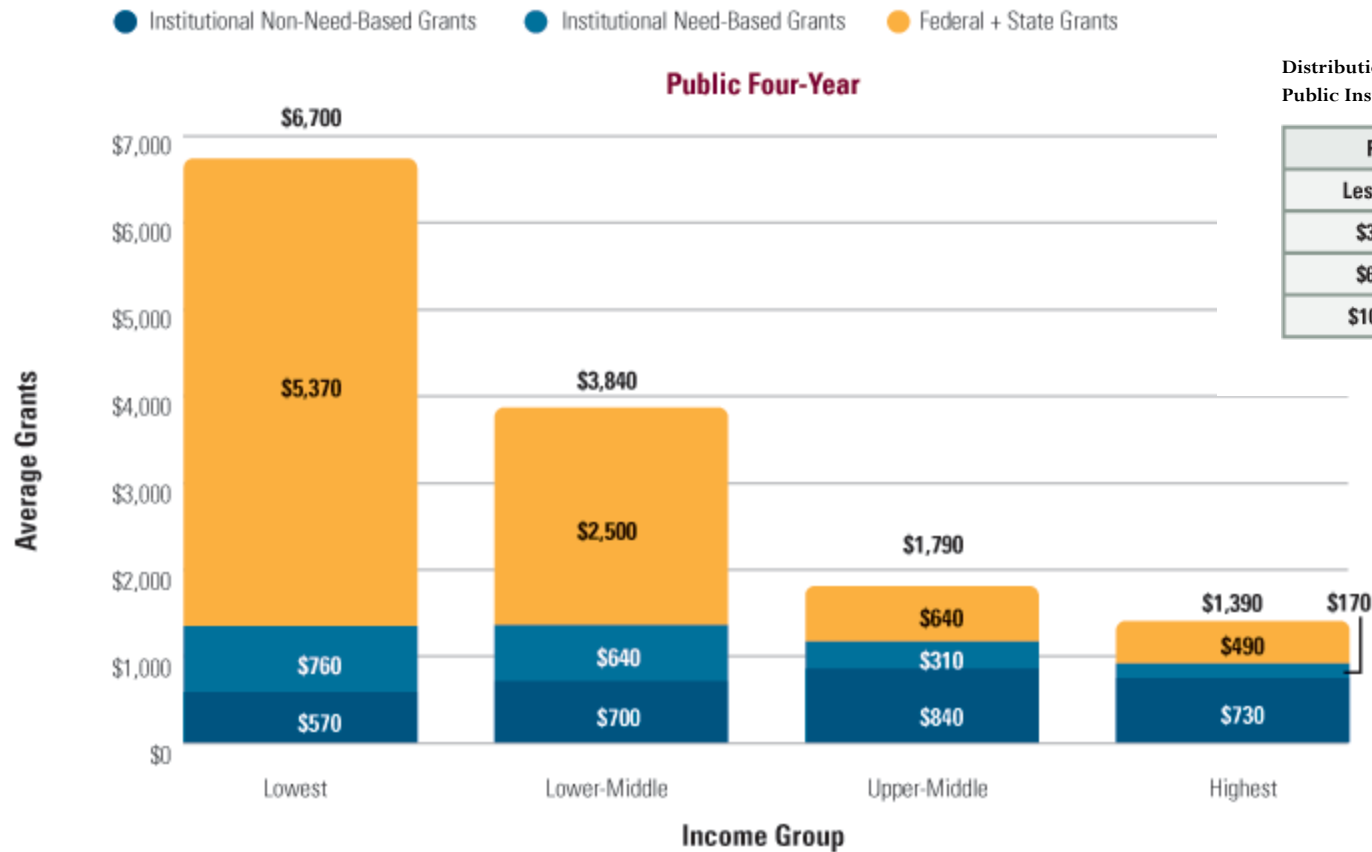
Distribution of Full-Time Dependent Students in Public Institutions by Income, 2007-08

Parent Income	Public Four-Year
Less than $32,500	18%
$32,500–$59,999	19%
$60,000–$99,999	30%
$100,000 or more	33%

Average Non-Need-Based and Need-Based Institutional Grants and Average Federal plus State Grants per Full-Time Dependent Student at Private Four-Year Institutions by Parent Income, 2007-08

Average Non-Need-Based and Need-Based Institutional Grants and Average Federal plus State Grants per Full-Time Dependent Student at Private Four-Year Institutions by Parent Income, 2007-08

● Institutional Non-Need-Based Grants   ● Institutional Need-Based Grants   ● Federal + State Grants

3rd Price Level (Between $24,341 and $30,975)

- Lowest: $16,950 total — $7,010 (Federal + State), $5,690 (Need-Based), $4,250 (Non-Need-Based)
- Lower-Middle: $12,990 total — $3,430, $5,190, $4,370
- Upper-Middle: $11,660 total — $880, $4,960, $5,820
- Highest: $8,420 total — $390, $2,270, $5,760

Highest Price (Greater than $30,975)

- Lowest: $21,040 total — $7,160, $11,080, $2,800
- Lower-Middle: $16,120 total — $3,140, $9,800, $3,180
- Upper-Middle: $11,480 total — $660, $7,520, $3,300
- Highest: $5,760 total — $240, $3,060, $2,460

Sources: NPSAS, 1993, 1996, 2000, 2004, 2008; U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2007.
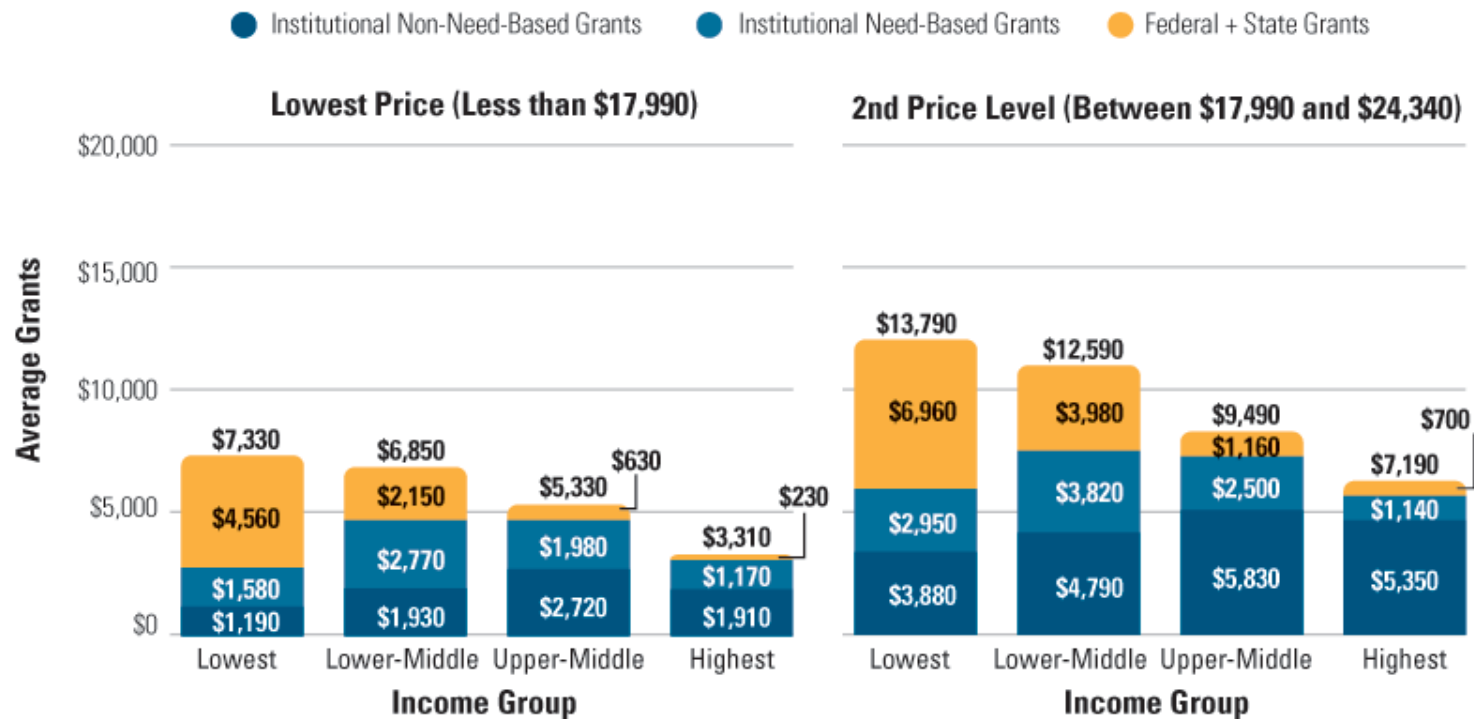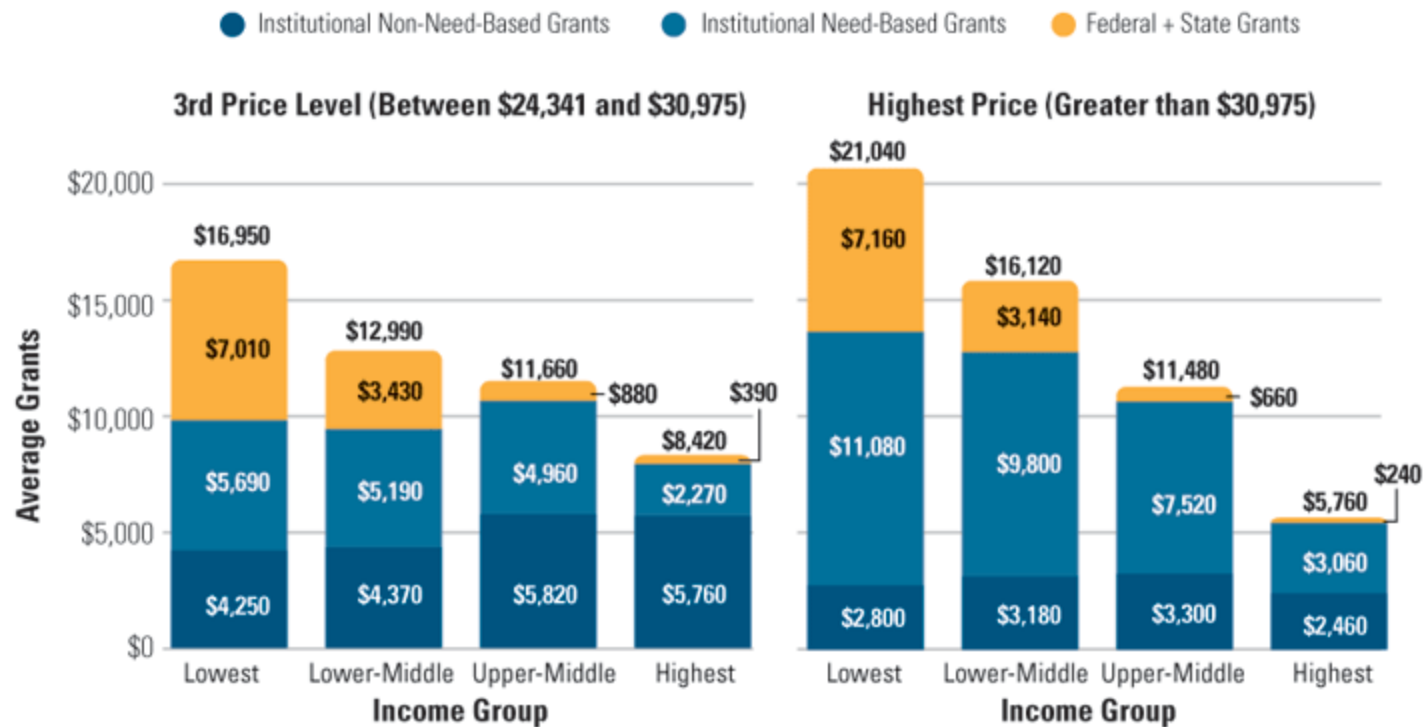
Oregon State Strategy: 360° Transparency

Share complete information at every stage
- "Street level" understanding of budgetary incentives
- Year-round University Budget Committee
- Regular Cabinet, Provost Council, Faculty Senate reports
- Engagement with student leadership
- Inform the press, legislative and gubernatorial representatives
- Utilize public meetings and web tools to engage involvement

Budget role: honest brokerage
- No topics "off limits" to open inquiry and analysis
- Strategies open for discussion from inception to completion
- Data and analyses equally shared with all participants

Transparency Examples

- Monthly financials, quarterly management reports and annual budgets posted to web
  - Complete explanatory text, detailed financial schedules, trend and "special interest" analyses

  http://oregonstate.edu/budget/managementreports.htm

- Share analyses such as NACUBO cost of education study

- "Tuition plateau dialogue"
  - Budgetary analysis presented to student groups, faculty senate, student leadership
  - Web site established to solicit feedback, comments

http://oregonstate.edu/leadership/president/tuitionPlateau.html

Transparency Examples (cont'd)

- Sources and Uses analysis
  - 100% of revenues and expenses allocated to mission-critical units using agreed upon cost accounting methodologies
  - Analysis based on transaction-level data

http://oregonstate.edu/budget/Rebasing/budgetrebasing.htm

- Made transaction-level financial records available to everyone on campus (at OSU, every budget from FY96 to COB yesterday)

http://oregonstate.edu/~dennisb/videos/nacubo/demo1.html

Tangible Outcomes

- Student leadership revised primary legislative agenda to increasing state support (rather than freezing tuition)

- Data-driven budget plans to eliminate E&G subsidies for non-E&G activities (auxiliaries, public service)

- Enhanced credibility with system board, governor and legislature (grounded in credibility with faculty, students and media)

- Enhanced culture of objective analysis throughout the institution ("what makes sense, can be accomplished")

Lessons: More Often Than Not…

- Faculty and students "rise to the occasion" when included in budget planning processes

- Cynics and critics are defused by free flows of information – and can become significant assets to planning efforts

- Expanded budget process involvement improves both the quality and efficacy of outcomes

- Risks of disclosing "sensitive information" < risks of concealing critical information

Practicing Transparency

- Explaining financial and policy linkages to diverse audiences (including faculty, legislators, students, parents and governing boards) are likely to be of increasing importance in the future.

- There will always be competing interests for limited resources – true transparency invites a public dialogue for resolving differences.

- On most campuses it is not possible to allocate budget funds to *every* worthwhile proposed activity – transparent processes and information flows garner support for allocation decisions.

4. Push Fundamental Retention Programs, especially for Students who Traditionally Fail

Implement Fundamental Structures, Eliminate Attrition from Processes and Improve Engagement from a Student/Family Perspective

Fundamental Student Retention Conclusions

1. Studies indicate that financial aid helps increase persistence for students who need and receive financial aid.

2. Studies indicate that certain student populations such as:
   - older students,
   - African Americans & Hispanics,
   - students who work more than 30 hours weekly, and
   - first generation college students have persistence problems.

3. Schools can improve retention rates by:
   - accurately determining when and why students withdraw
   - Up-to-date information helps administrators determine better strategies for increasing retention rates
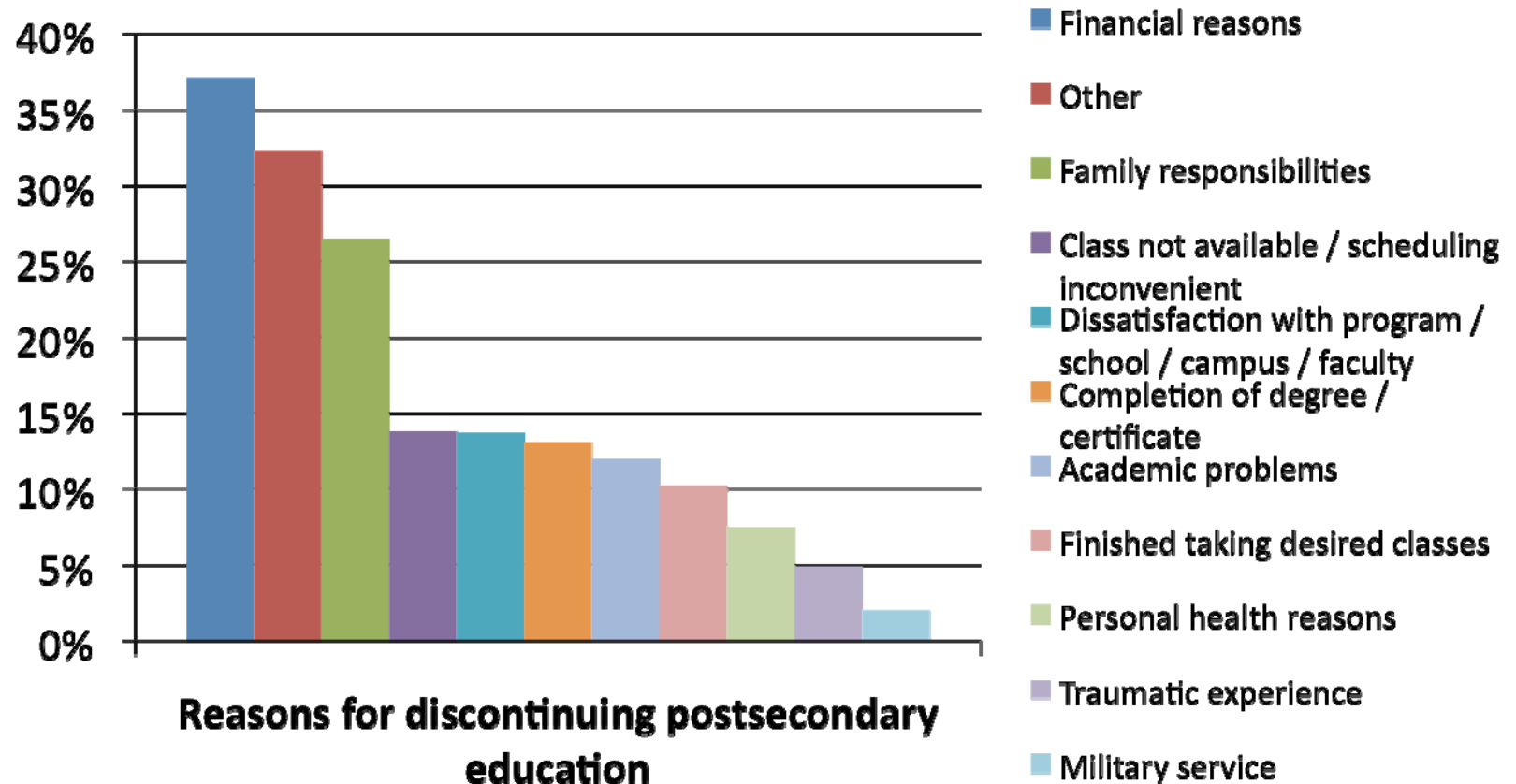
SOURCE: DANA Center Retention Report, 1998

Financial considerations the most common reason for leaving college

Legend:
- Financial reasons
- Other
- Family responsibilities
- Class not available / scheduling inconvenient
- Dissatisfaction with program / school / campus / faculty
- Completion of degree / certificate
- Academic problems
- Finished taking desired classes
- Personal health reasons
- Traumatic experience
- Military service

X-axis: **Reasons for discontinuing postsecondary education**

SOURCE: ELS:2002 "A First Look at the Initial Postsecondary Experiences of the High School Sophomore Class of 2002 (National Center for Education Statistics)

Income Disparities: Median Family Income by Race/Ethnicity 2003

Source: US Census Data
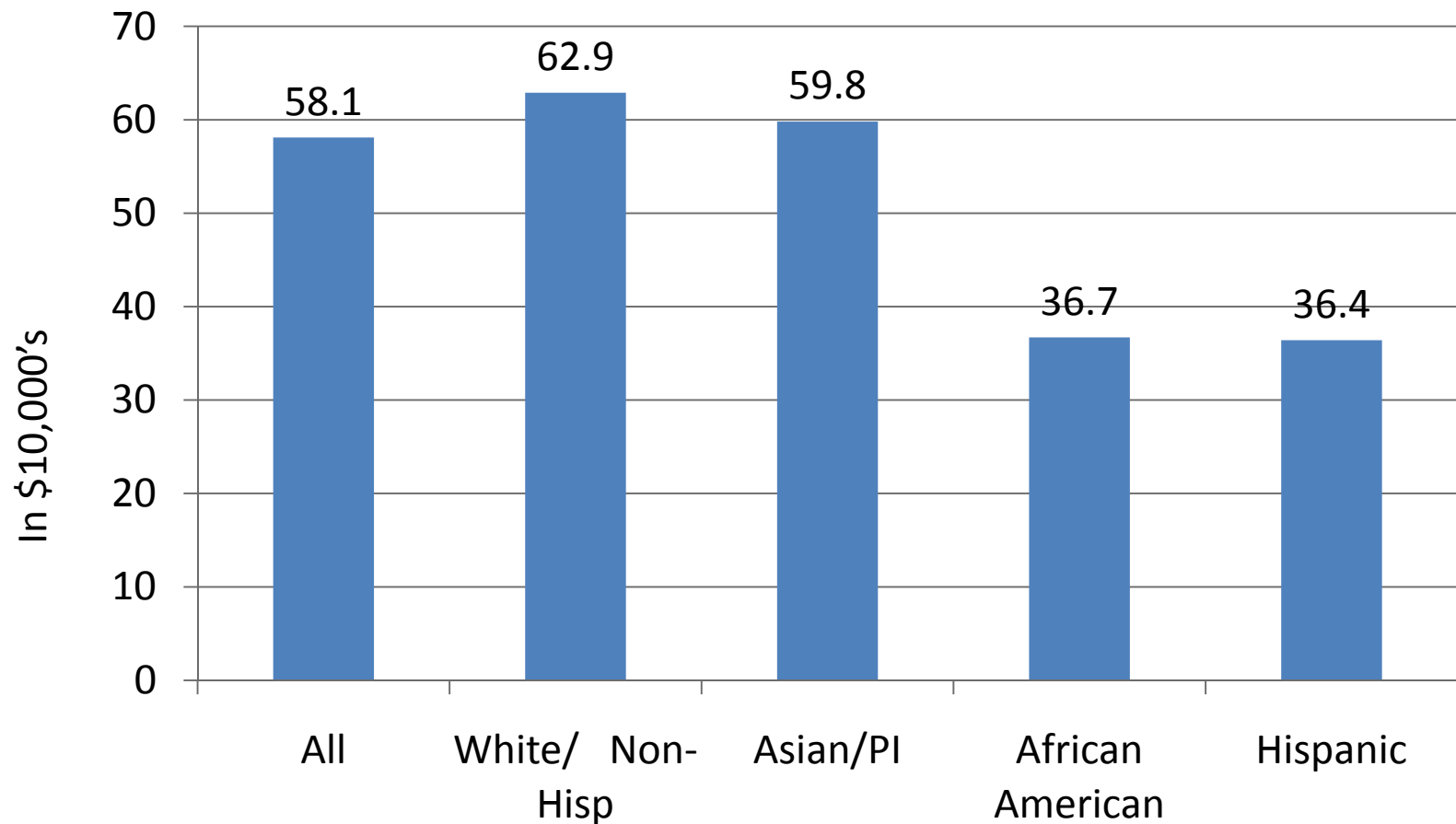
Income and Attainment

Estimated Baccalaureate Degree Attainment by Age 24 by Family Income Quartile 2005
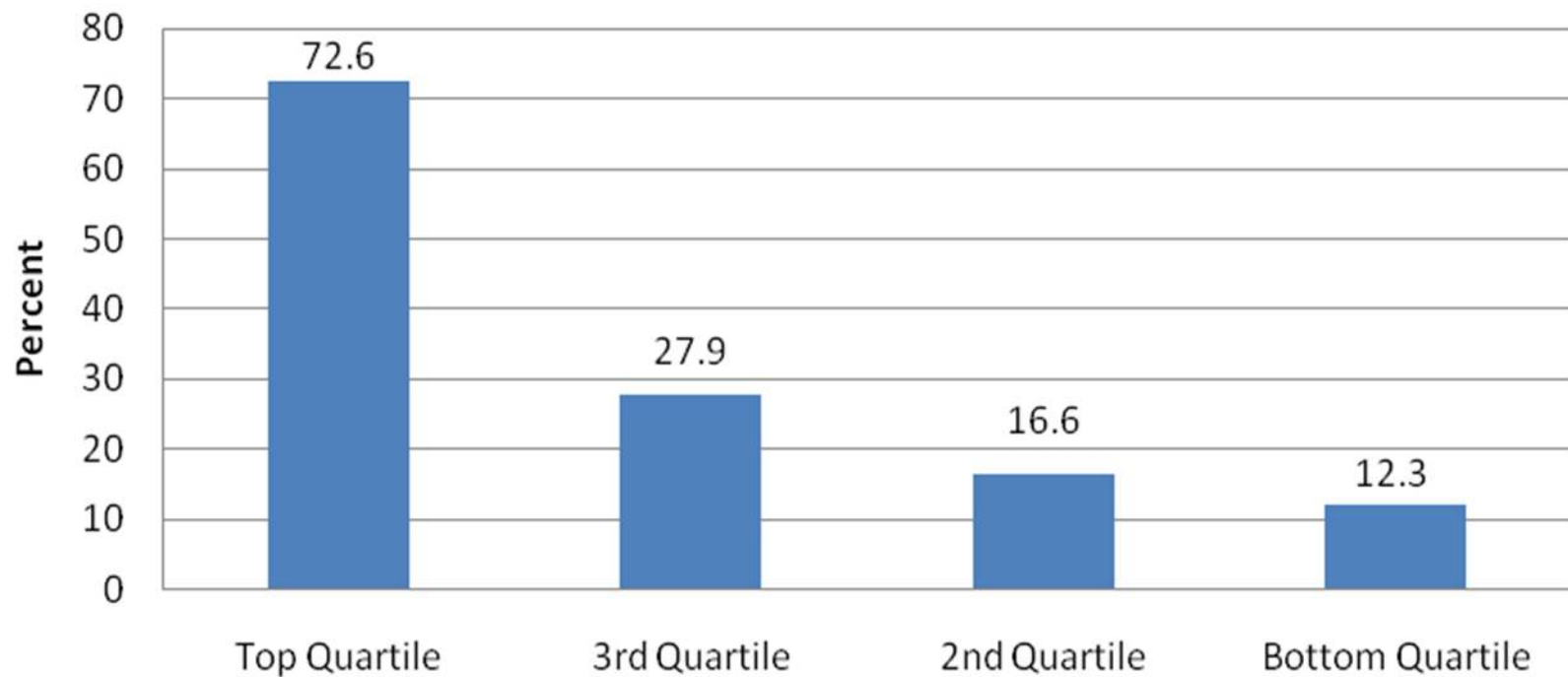
Postsecondary Educational Opportunity, 2006

Identifying Interests of Incoming Students
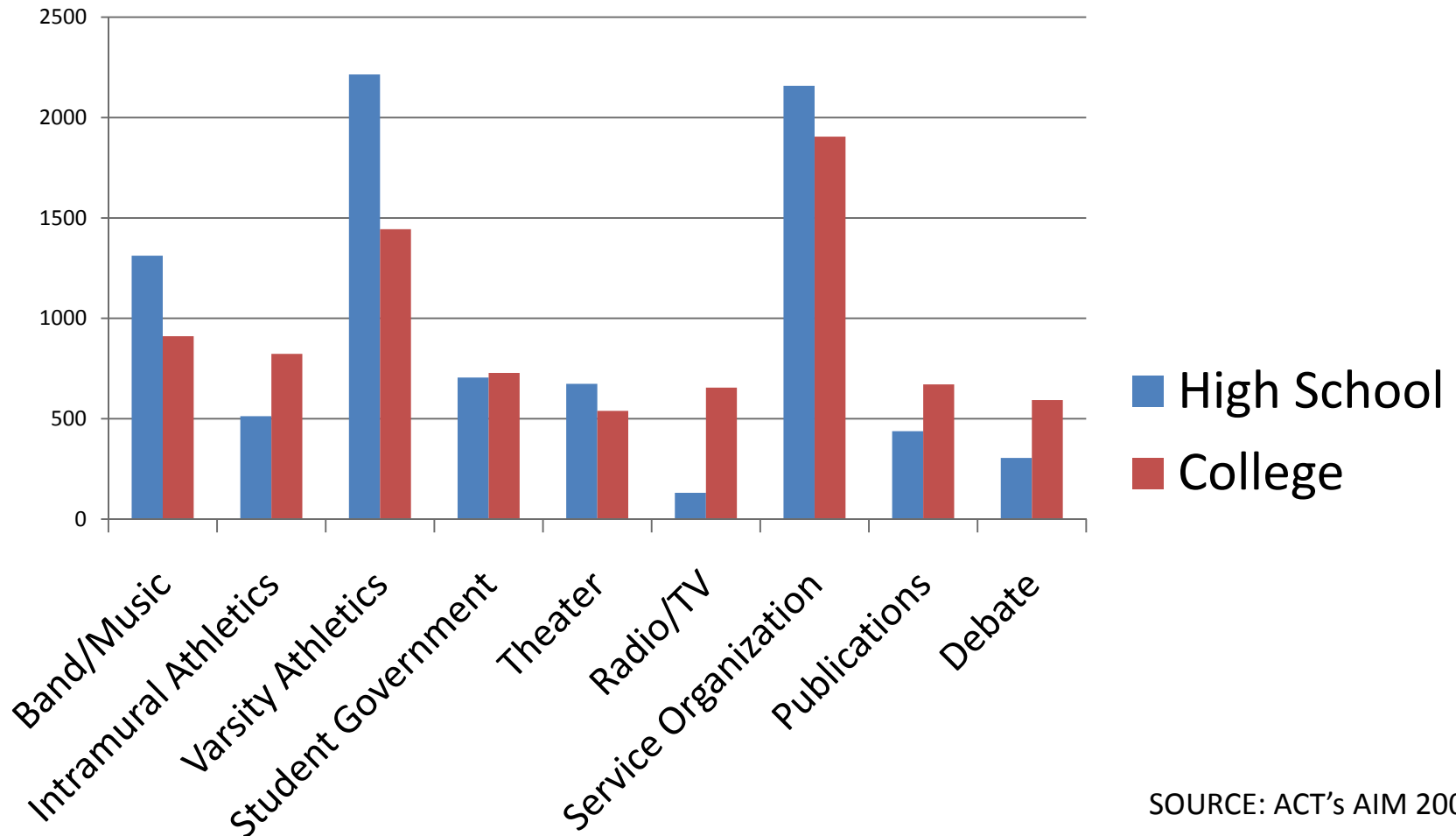
SOURCE: ACT's AIM 2008

Incoming Students' Self-Identified Interests and Needs
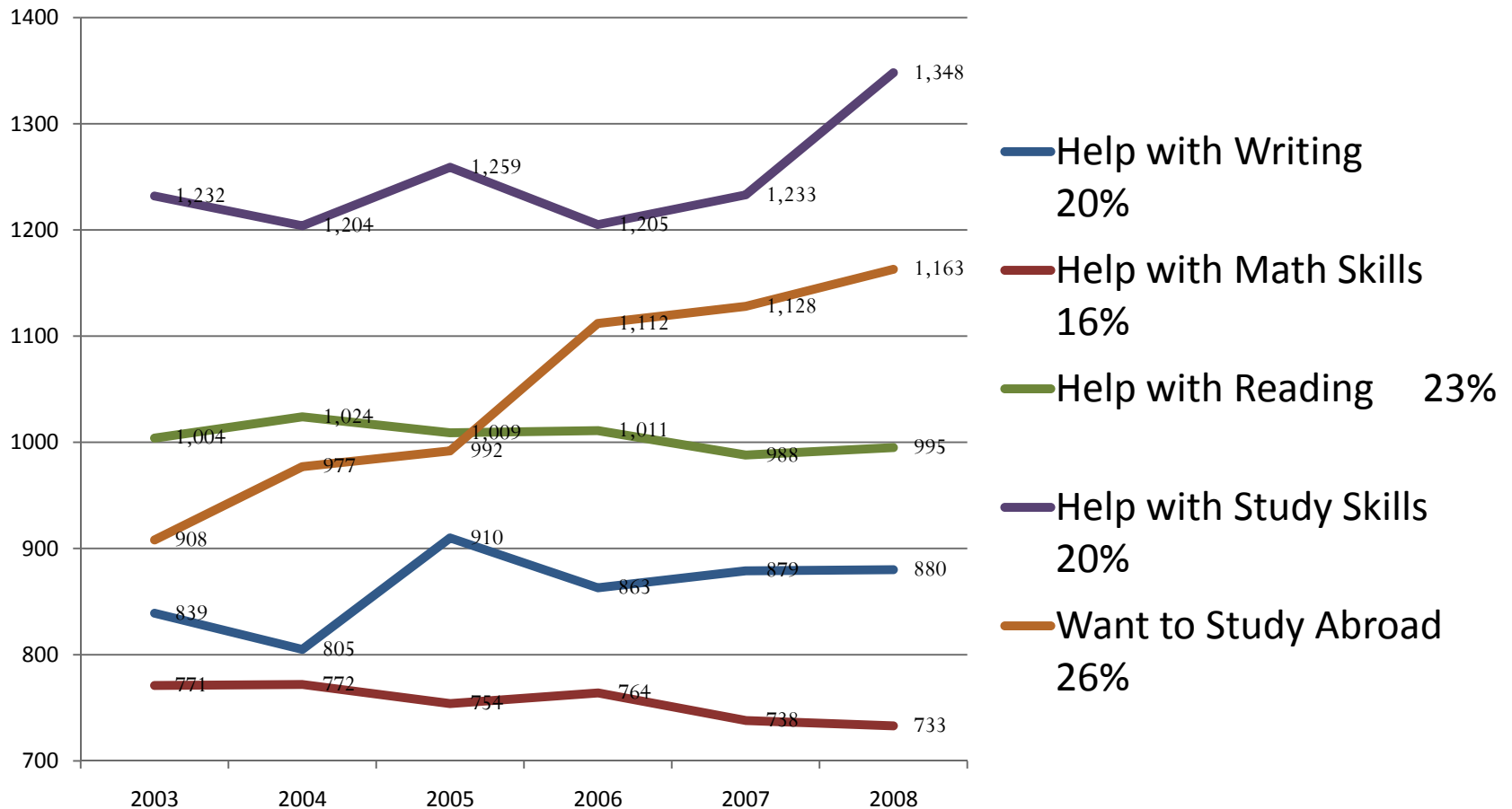
SOURCE: ACT's AIM 2008

Fundamentals of Effective Retention Programs:

1. Designate a visible individual to coordinate a campus-wide planning team.
2. Conduct a systematic analysis of the characteristics of your students.
3. Focus on the nexus of student characteristics and institutional characteristics.
4. Carefully review the high impact strategies identified in through the survey.
5. Do not make first to second year retention strategies the sole focus of planning team
6. efforts.
7. Establish realistic short-term and long-term retention, progression, and completion goals
8. Orchestrate the change process.
9. Implement, measure, improve!

The Landline is Still a Lifeline for Teen Social Life.

- Phone conversations and face-to-face meetings are the most frequently chosen ways to communicate with friends outside of school

- Multi-channel teens – those teens who use the internet, instant messaging, text messaging a cell phone, *and* social networking sites – are more likely to turn to cell phones and digital media when communicating with friends.

SOURCE: Teens and Technology, Pew Internet & American Life Project Summary of Findings

A Lot of Talking Going On

Multi-Channel Teens Are Super Communicators

The percent of teens who communicate with their friends every day via these methods...

	All teens (n=935)	Multi-channel teens+ (n=265)
Talk to friends on landline telephone	39%	46%
Talk on cell phone	35	70*
Spend time with friends in person	31	35
Instant message	28	54*
Send texts	27	60*
Send messages over social network sites	21	47*
Send email	14	22

Source: Pew Internet & American Life Project Survey of Teens and Parents, October-November 2006. n=935. Margin of error for teens is ±4%. +Multi channel teens are defined as teens who use the internet, have cell phones, use instant messaging, text messaging and use social network sites.* indicates statistically significant differences between the percentages in the row.

The Role of Parents & Communications

- 90% choose their kids' colleges on the web

- 82 % plan to play a pivotal role in helping their children make the final decision about college

- 17% entrust their child to make that decision independently

SOURCE: Circling Over Enrollment: The E-Expectations of the Parents of College-Bound Students, 2009

Emerging Trends

1. Have an executive level leader, clear goals based on benchmarks and designated funding for improving retention.

2. Building retention goals into the strategic plan and employee performance contracts.

3. Have a standing executive committee to examine retention issues

4. Following -up with leaving students after the fourth week to reduce attrition rates and increasing the "stop-out" levels

5. Centralized unit to provide communications and support for students' families. Parents are searching for clear demonstrations of academic excellence and campus safety.

5. Beef up Financial Aid Staff and Support:

Redefining the role of the Financial Aid Counselor
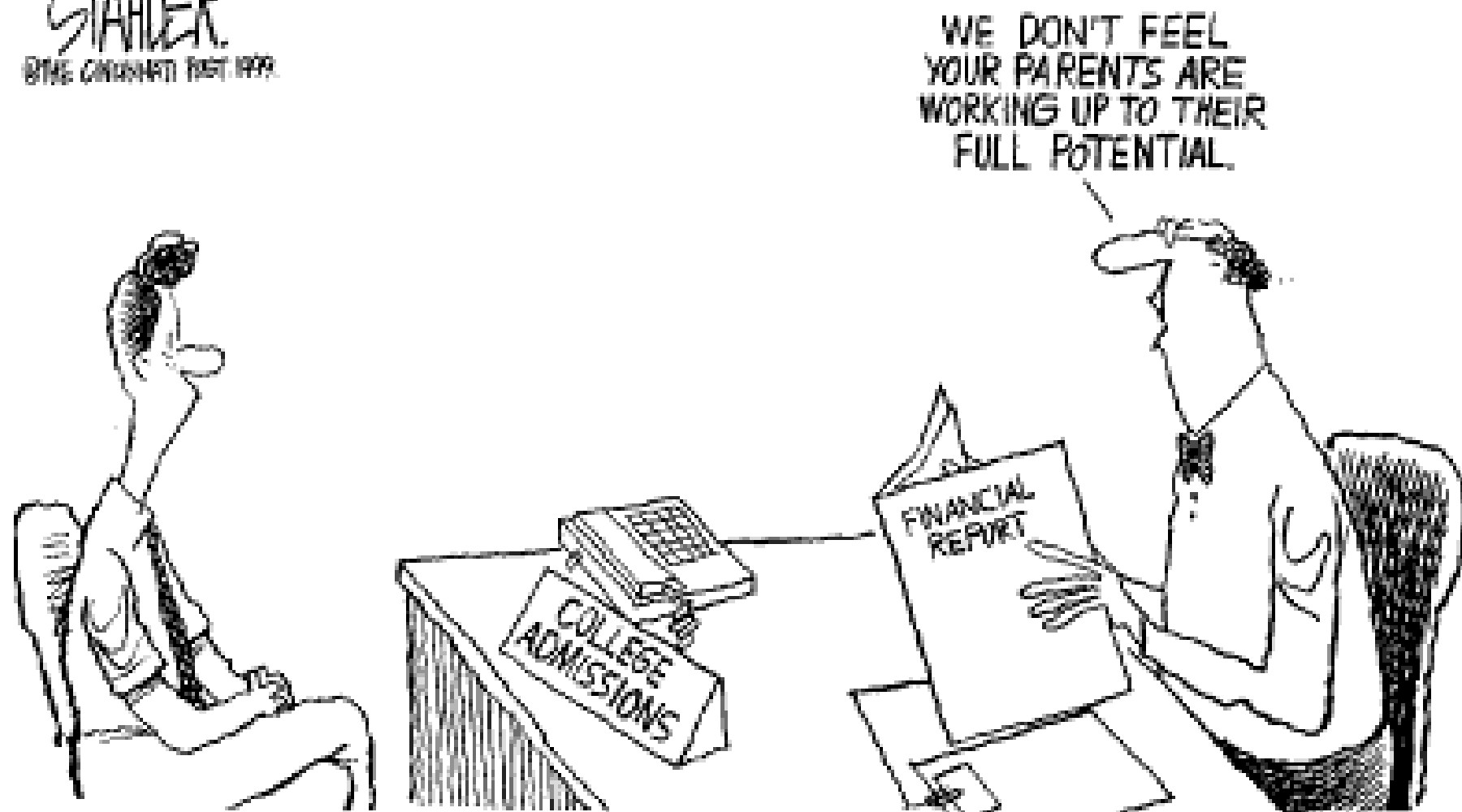
Factors Most Noted in Choosing a College

- Majors & Career Programs Offered
- Location/Campus Characteristics
- Cost/Affordability
- Campus Size/Safety
- Characteristics of Enrolled Students
- Selectivity

6% Increase in Total FAFSA Applications Over AY 2008-09

- 74% of schools saw an increase in their FAFSA applications

- Large differences among the various school types:
  - 7% of private colleges and 13% of public colleges saw their FAFSA filings rise by over 20%,
  - over 1/3 of proprietary schools saw a similar increase. One other point here is that overall,

SOURCE: NAFSA survey of 3,300 colleges/universities, Sept. 2009

Figure 10b: Educational Appropriations for Public Higher Education Institutions: Total Appropriations in Constant (2006) Dollars (in Millions), Appropriations per FTE Student in Constant (2006) Dollars, and FTE Enrollment (in Thousands), 1980-81 to 2006-07
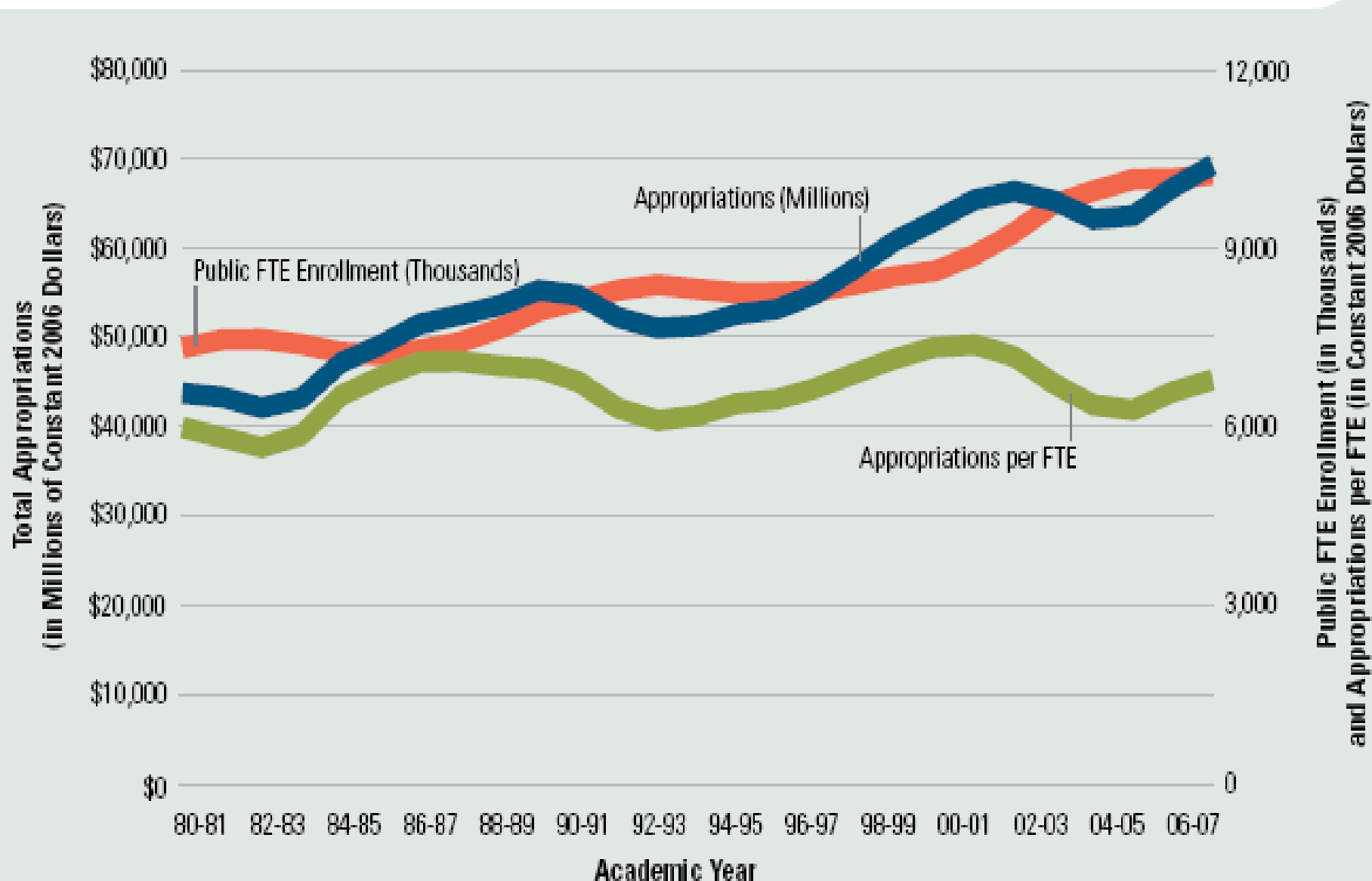
Percent For Whom Financing was a Major Concern 1992-93 to 2006-07 (Selected Years)

College Board, 2007

Source: CIRP
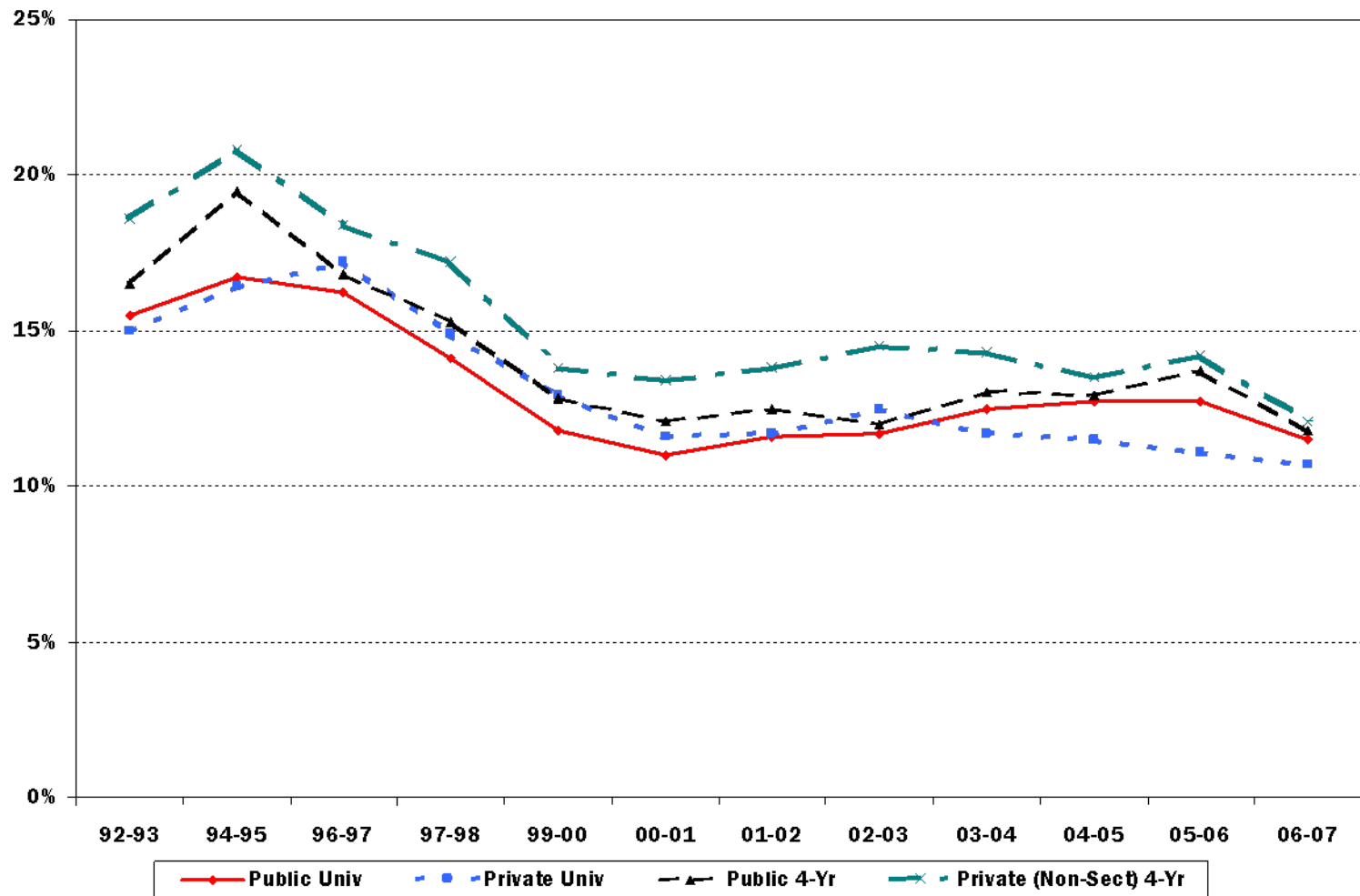
Chart 3. Average Unmet Need Among Full-Time, Full-Year Dependent Undergraduates and Maximum Federal Loan Limit
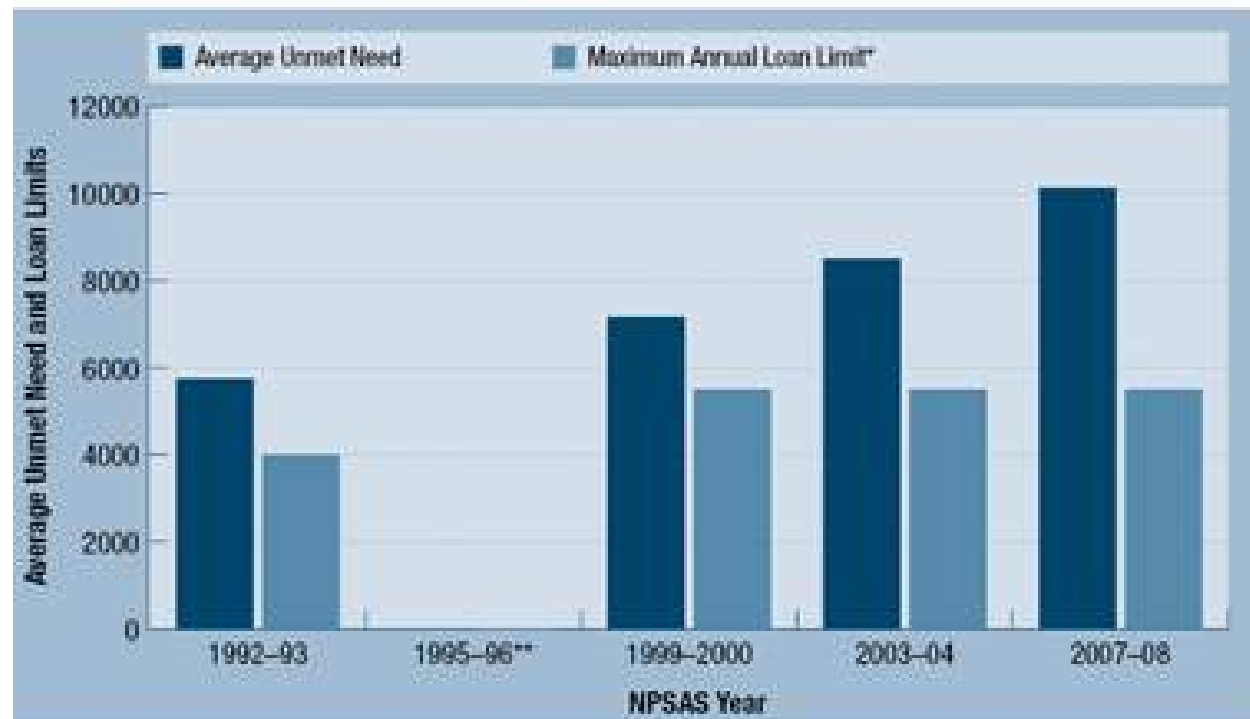
*The maximum annual limit on Stafford loans for dependent undergraduates in their junior and senior years, including both subsidized and unsubsidized loans. Annual loan limits are lower for freshman and sophmore students. Historical data on federal loan limits can be found here: http://www.finaid.org/loans/historicallimits. phtml.

**The NPSAS 1995–96 dataset available through the Undergraduate Data Analysis System did not include a variable calculating total student budget minus expected family contribution and total grant aid.

Source: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Survey (1993–2008). Author analysis with Undergraduate Data Analysis System.

Chart 4. Percentage of All Undergraduates Receiving Private Student Loans

Average Student Borrowing is on the Rise

US Averages:
2003: $3,344
2007: $4,608
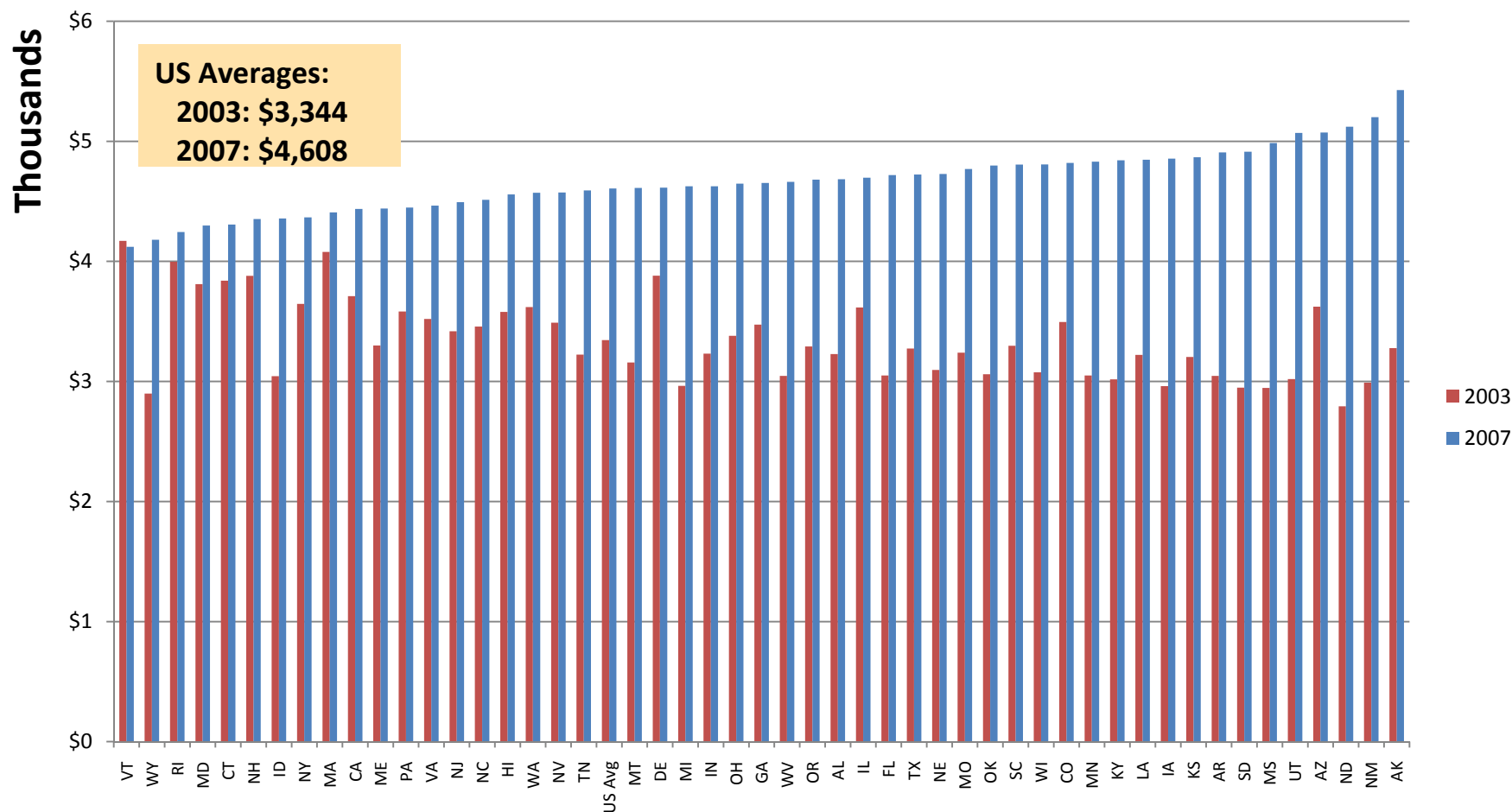
Source: Measuring Up, 2004 and 2008 databases. Includes subsidized and unsubsidized Stafford and PLUS loans made to students and parents.

Chart 1. Ten-Year Default Rate Among 1992–93 Bachelor's Degree Recipients, by Debt Level
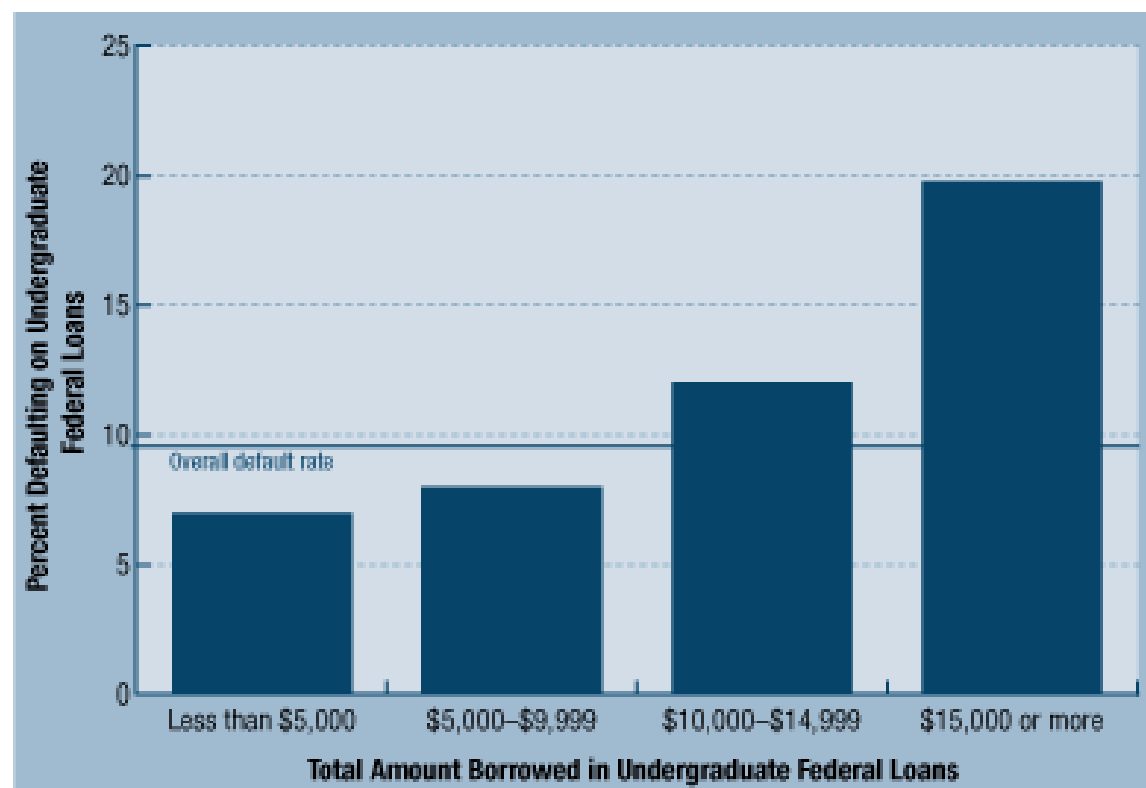
Source: Susan P. Choy and Xiaojie Li, Dealing With Debt: 1992-93 Bachelor's Degree Recipients 10-years Later. Table 18: Among 1992-93 bachelor's degree recipients who had no additional degree enrollment and took out Stafford loans, percentage who ever defaulted, by selected student characteristics: 2003.

Chart 2. Ten-Year Default Rate Among 1992–93 Bachelor's Degree Recipients, by Salary
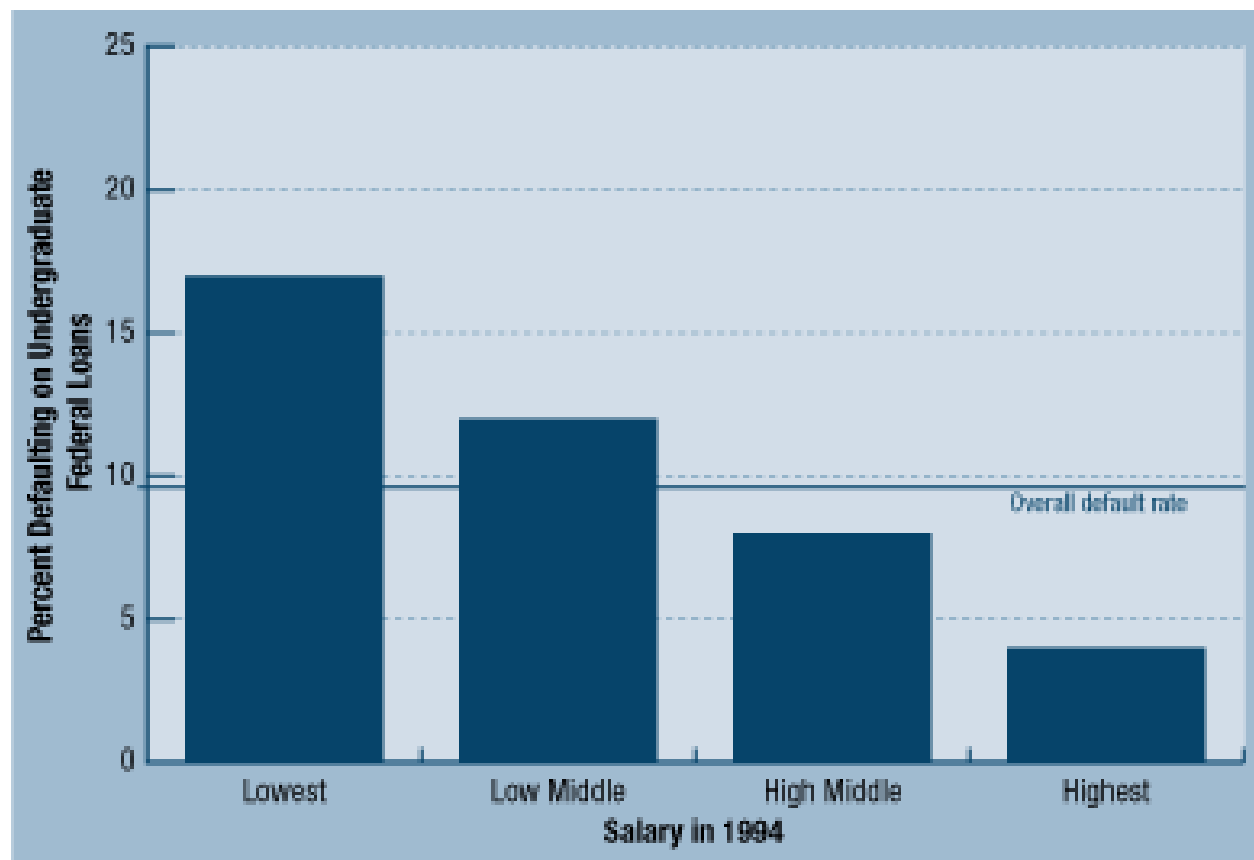
Source: Susan P. Choy and Xiaojie Li, *Dealing With Debt: 1992-93 Bachelor's Degree Recipients 10-years Later*, Table 18: Among 1992-93 bachelor's degree recipients who had no additional degree enrollment and took out Stafford loans, percentage who ever defaulted, by selected student characteristics: 2003.

Chart 3. Ten-Year Default Rate Among 1992–93 Bachelor's Degree Recipients, by Race/Ethnicity
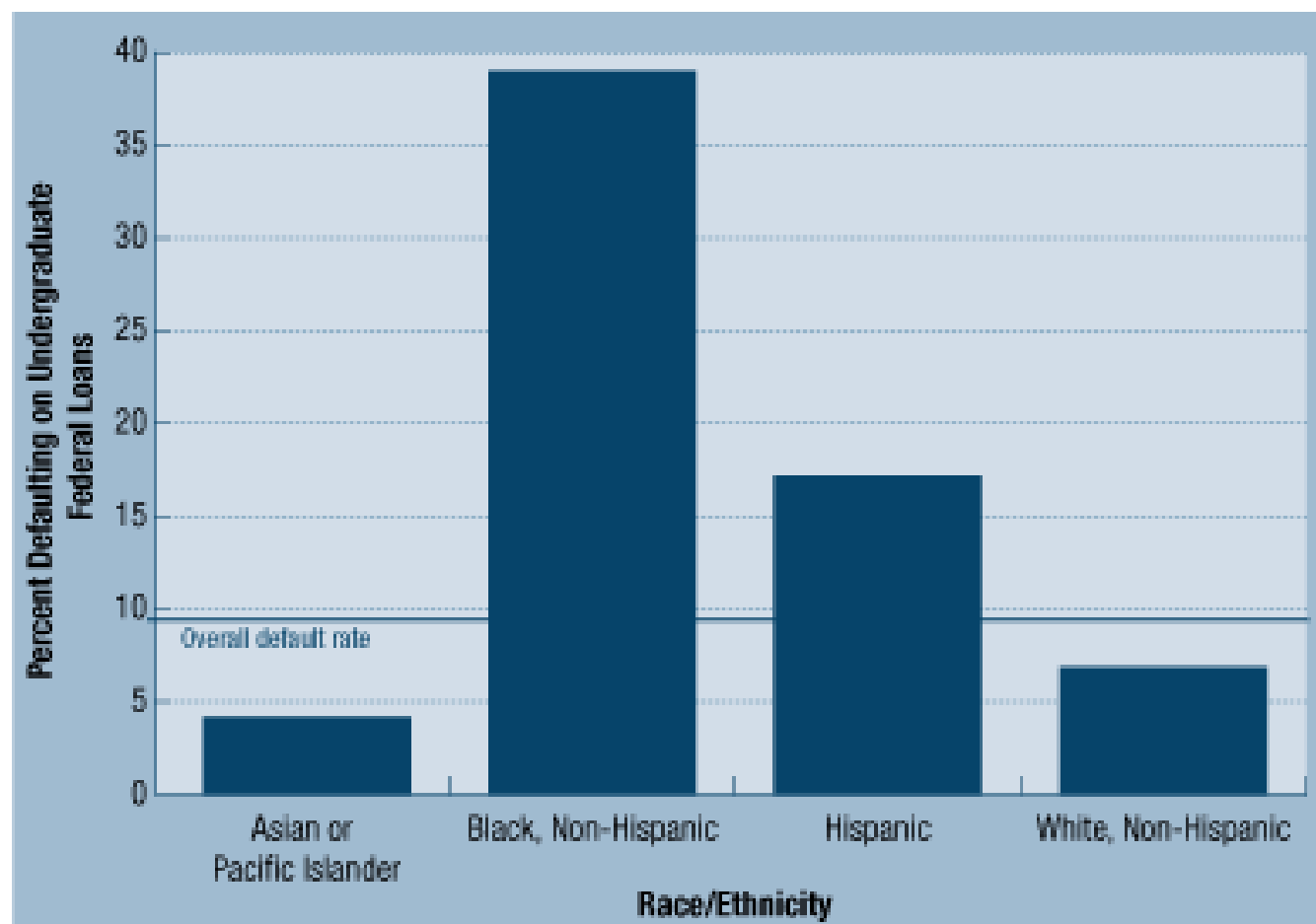
Source: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), Data Analysis System, calculations by author.

Emerging Trends

1. Expanded FA staff to handle large increases in aid requests (FAFSAs) and Special Circumstance Appeals

2. Creation of Student Loan Specialist positions

3. Dedicating 10% to 20% of fee increases toward Need-based aid

4. Extended training for admissions / recruitment staff to counsel families on financial planning and options

5. Capital campaigns solely focused on raising need-based aid

6. Prepare for Increased Competition

Focus on Core Markets and Institutional Competencies
by Embracing the Institutional Footprint

Some Trends that have not Changed:

The Golden Circle for Recruitment

+70% enroll within 140 miles of home

+80% enroll in home state

Regional Focus

Students' Home Counties

Fall 2009

% Change in Enrollments
Fall 2005 - Fall 2009
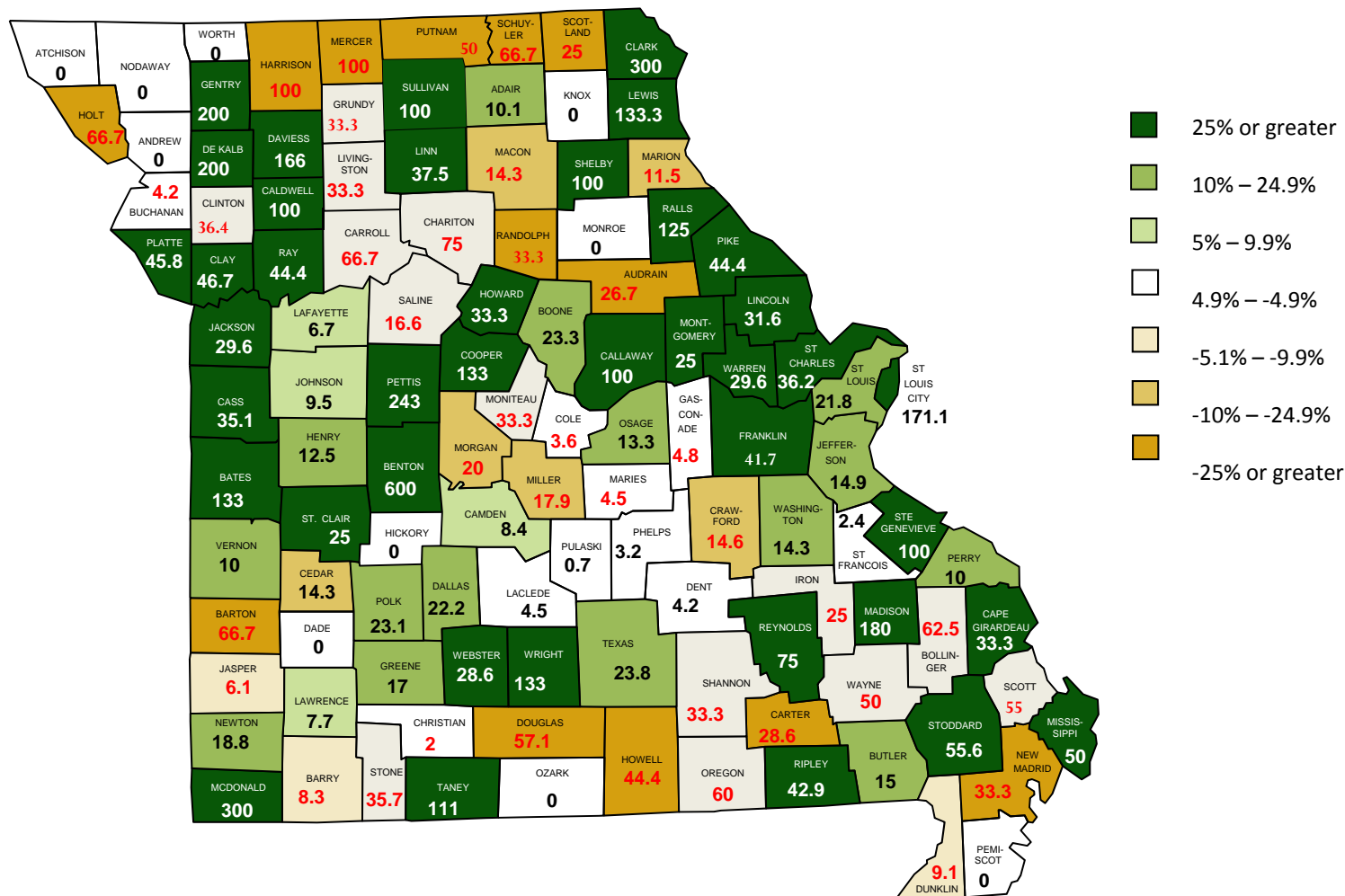
% change in Missouri population by county 2000-2008
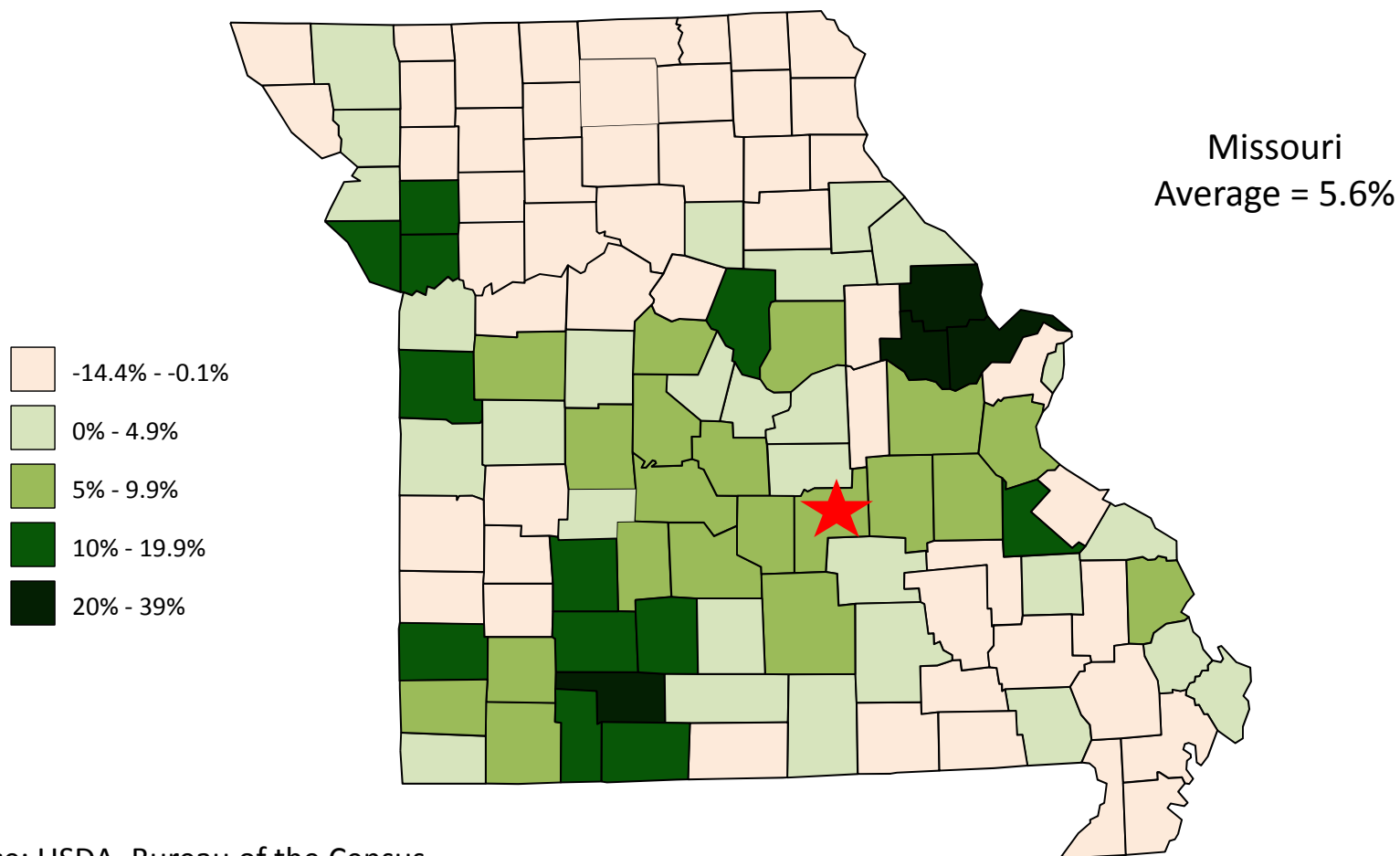
Missouri
Average = 5.6%

Legend:
- -14.4% - -0.1%
- 0% - 4.9%
- 5% - 9.9%
- 10% - 19.9%
- 20% - 39%

FS2009 Missouri First Time College Freshman

Legend:
- FS2009 First Time College Enrollees
- FS2009 First Time College Admits
- FS2009 First Time College Applicants
- FS2009 First Time College Inquiries
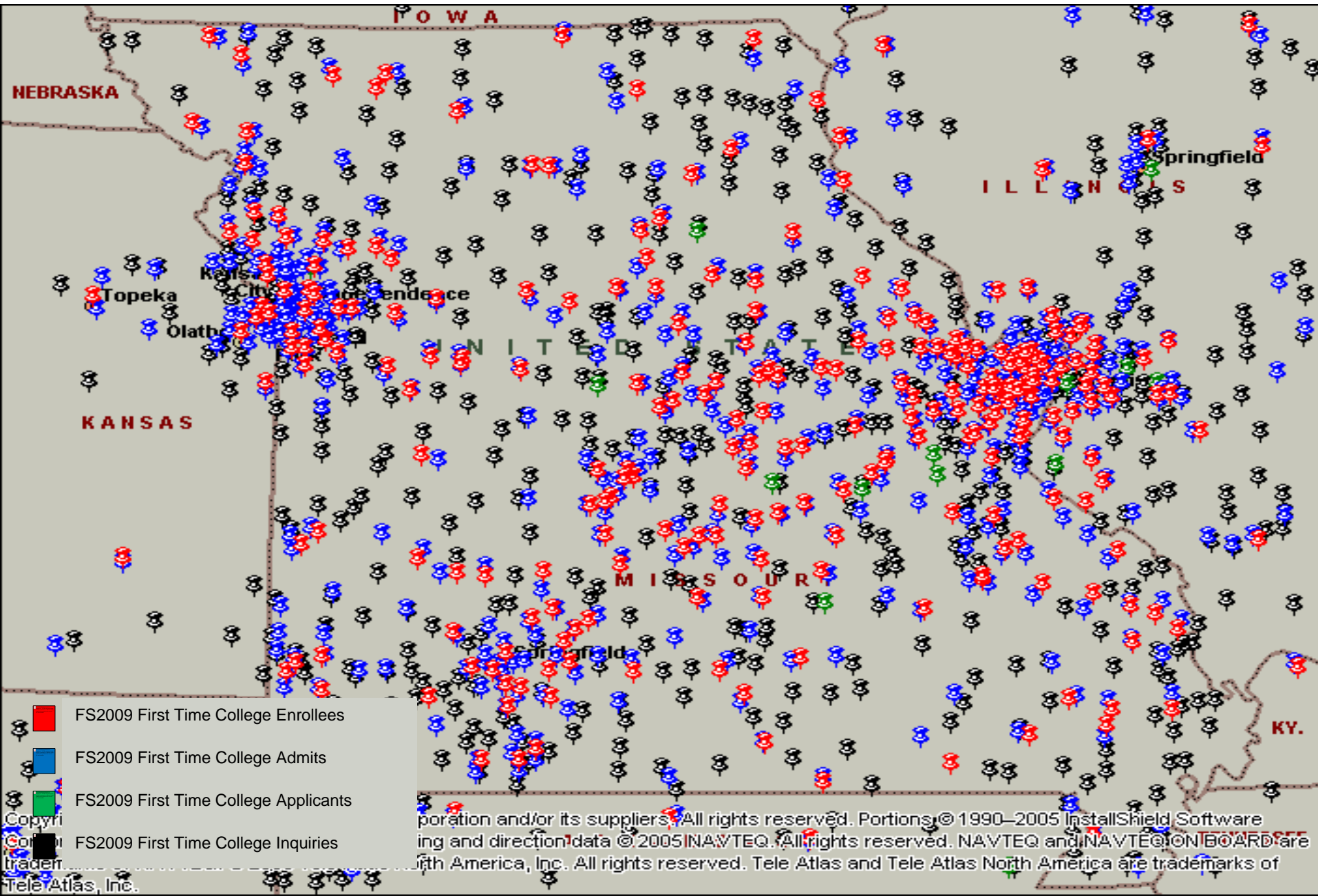
Territory Assignments: Balancing Service Regions by Interest Density
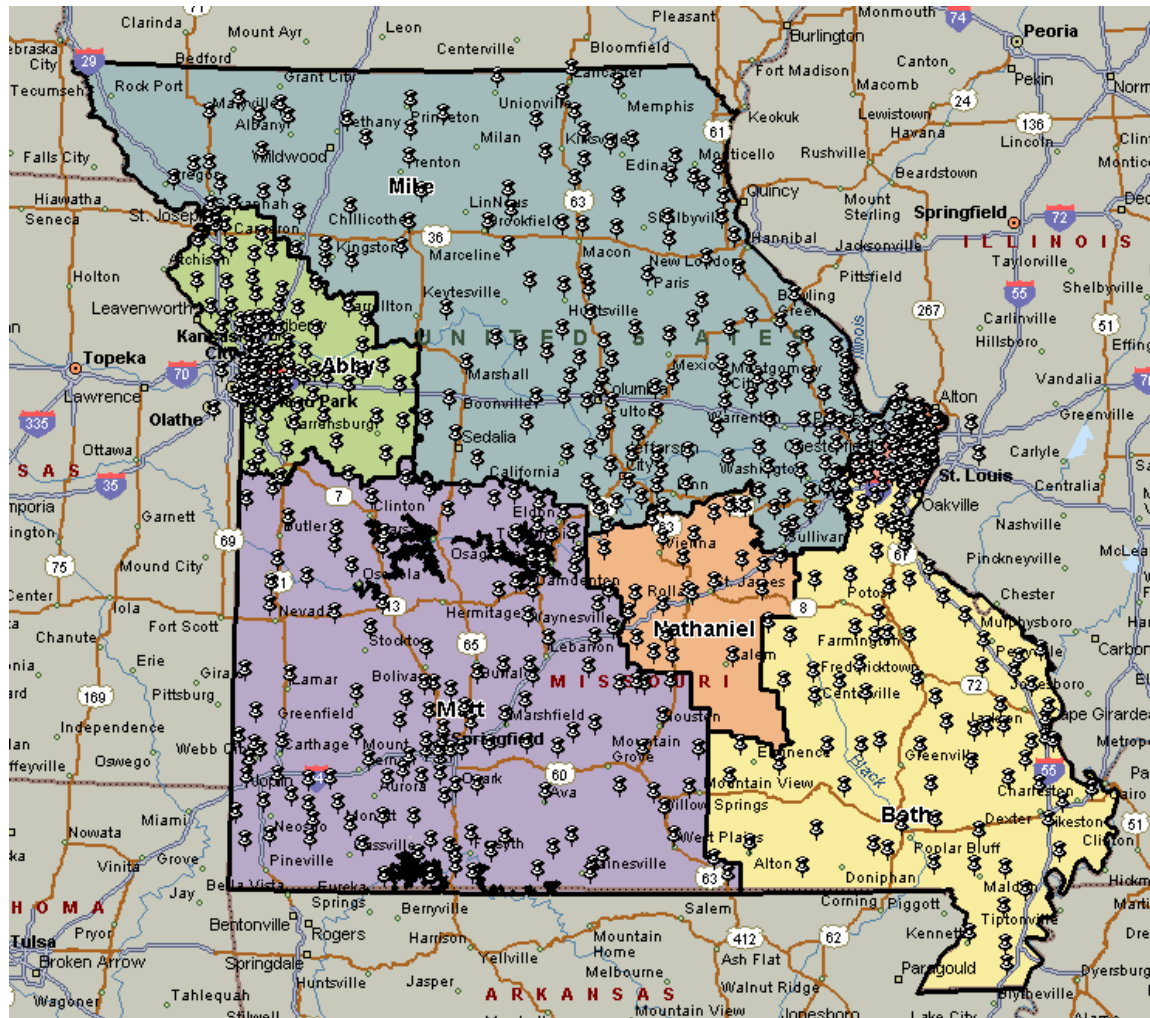
National Reach

Students' Home States

Fall 2009

Legend:
- +25 students (dark green)
- 10-24 students (gold)
- 1-9 students (cream)

State values shown on map:
WA 48, OR 6, ID 3, MT 2, ND 2, MN 23, WI 21, MI 16, NY 15, ME 1, VT 2, NH 2, MA 14, CT 3, RI, CA 48, NV 5, UT 5, WY 2, SD 2, NE 38, IA 32, IL 441, IN 26, OH 30, PA 22, NJ 6, DE, MD 13, DC 2, AZ 19, NM 4, CO 28, KS 126, MO 4,673, KY 15, WV 4, VA 19, TX 128, OK 51, AR 64, LA 10, MS 7, AL 22, GA 22, TN 14, NC 13, SC 7, FL 17, AK 6, HI 2

Total Enrollment

- 49 states & 51 nations
- 73% Missouri residents
- 11% minority students
- 12% international students

% Change in Enrollments
Fall 2006 - Fall 2009
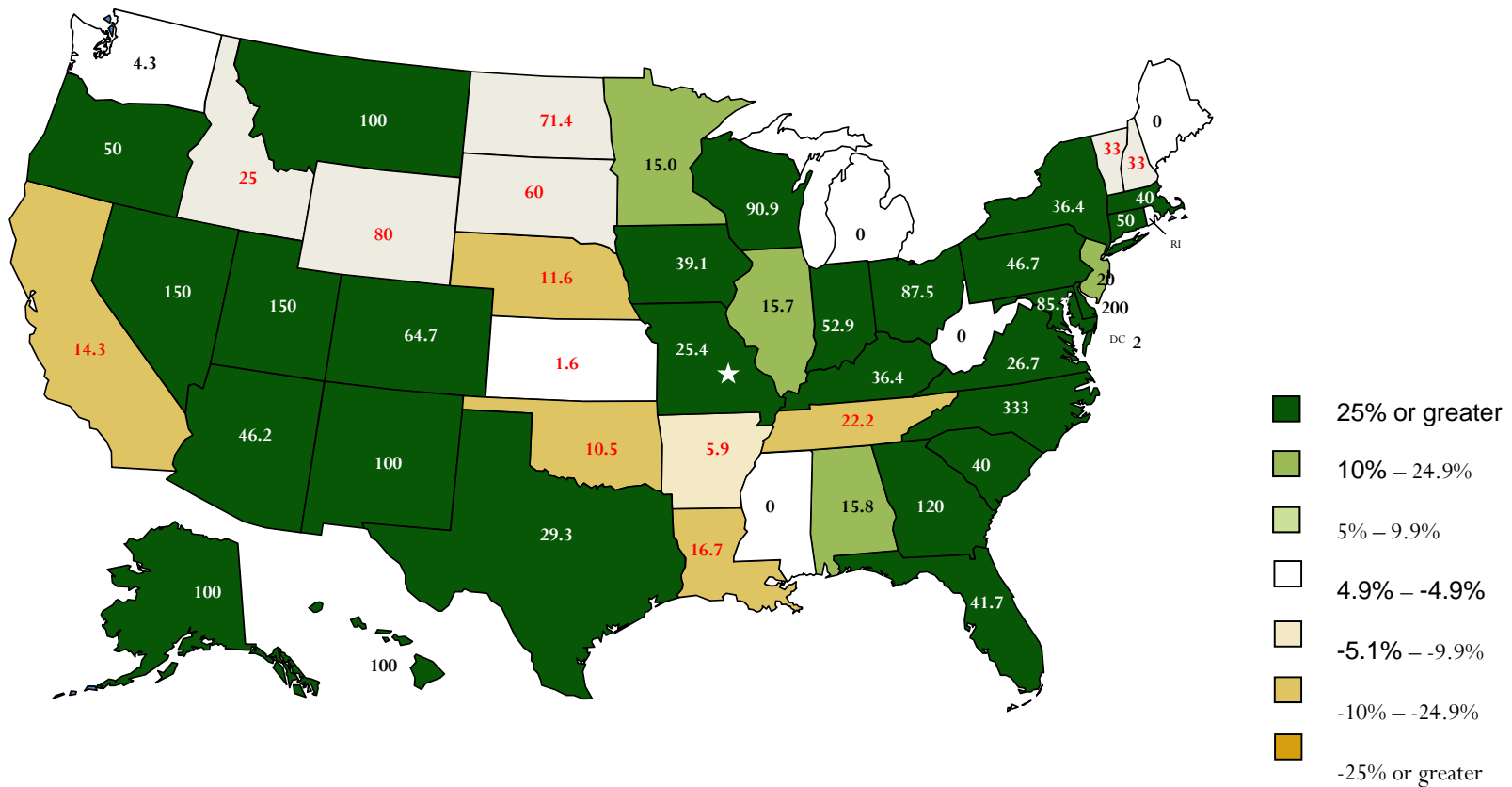
FS2009 Domestic First Time College Freshmen

Legend:
- FS2009 First Time College Enrollees (red)
- FS2009 First Time College Admits (blue)
- FS2009 First Time College Applicants (green)
- FS2009 First Time College Inquiries (black)
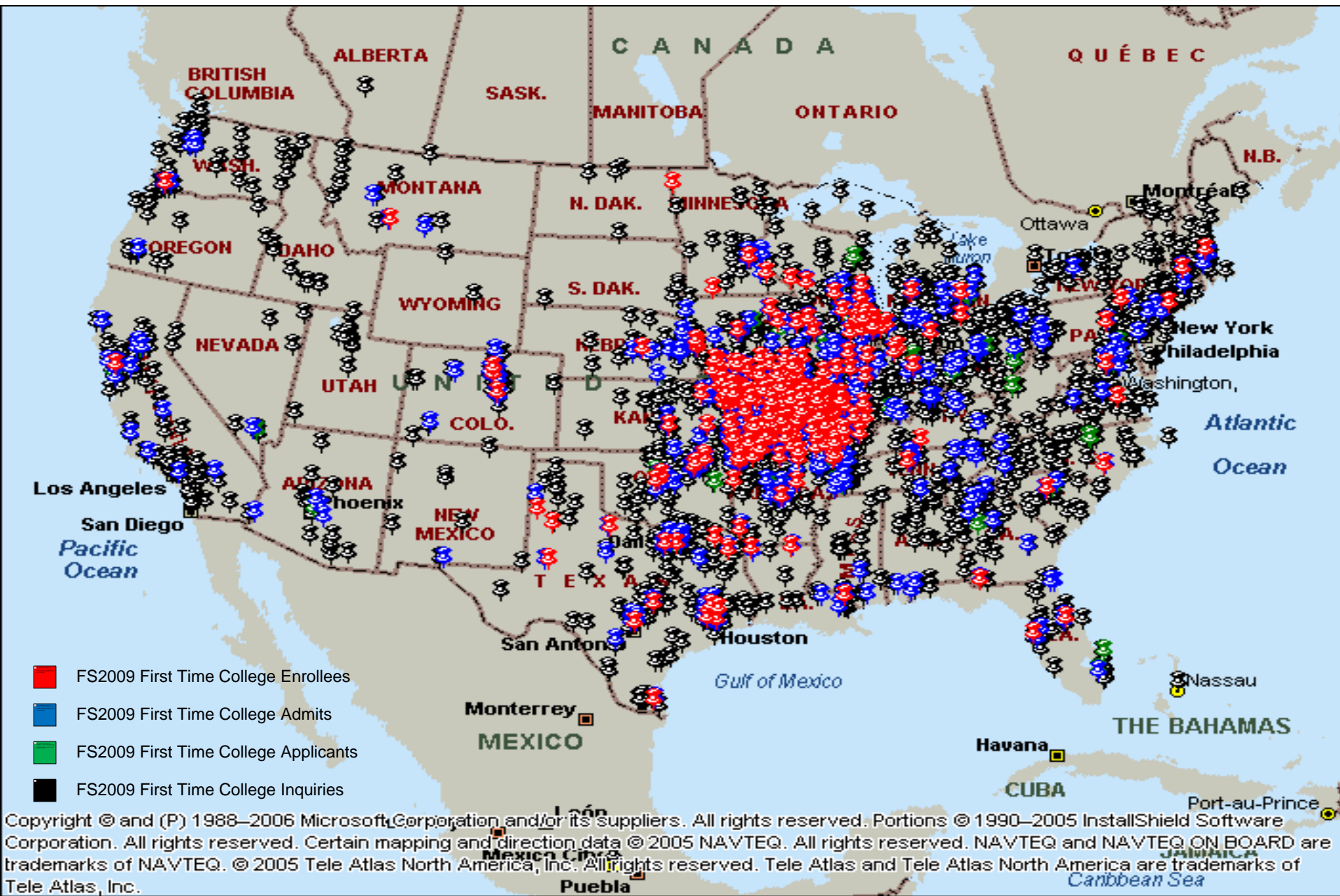
Fall 2009 Freshman Inquiries and Out of State Target Markets
Red Circles Mark Top 5 Out-of-state Interest Growth since 2005
Graphed by 3 Digit Zip Code Regions
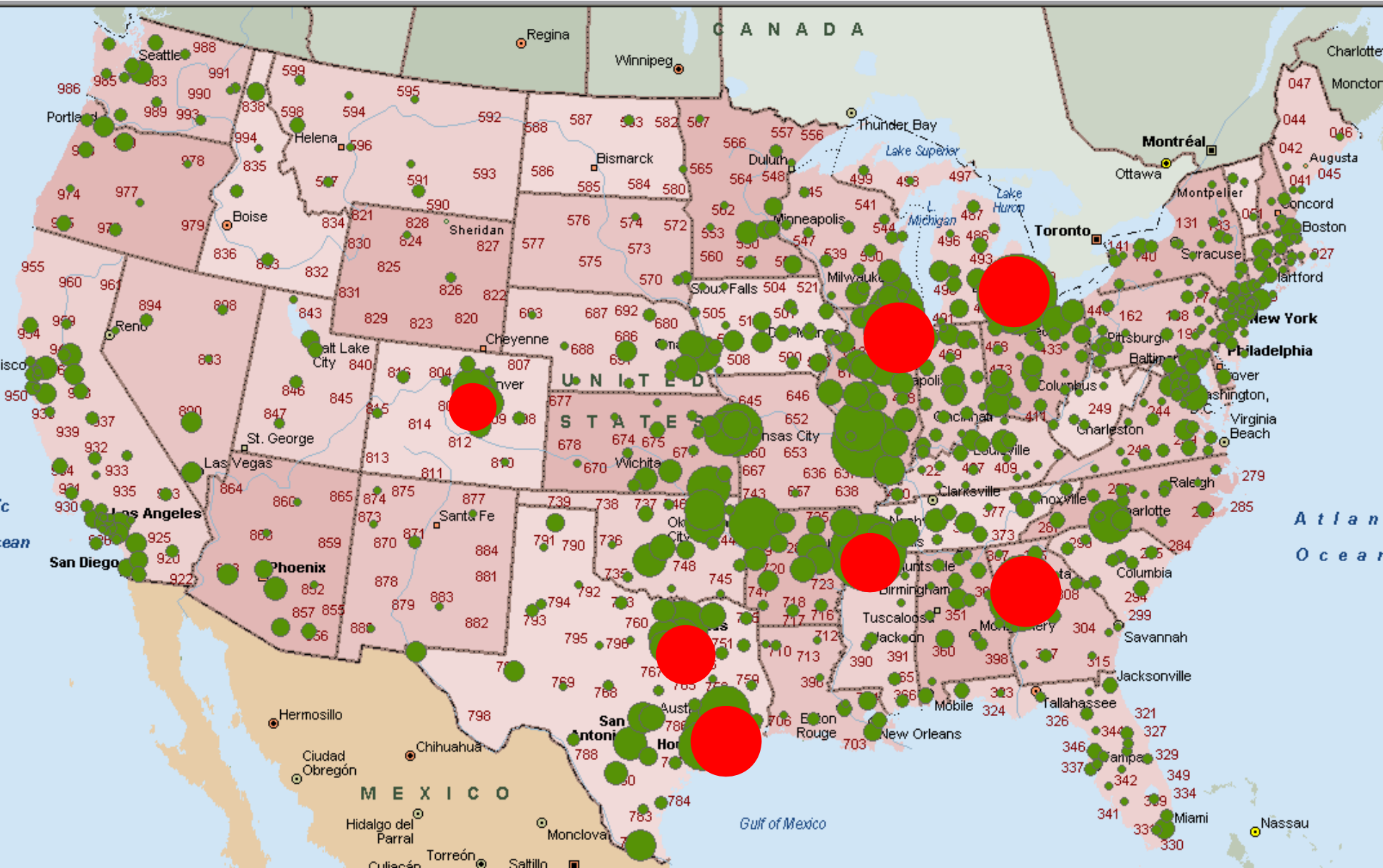
National Service Regions

Global Focus

Distribution of Total Number of Student Visas Issued in 2006 by Country
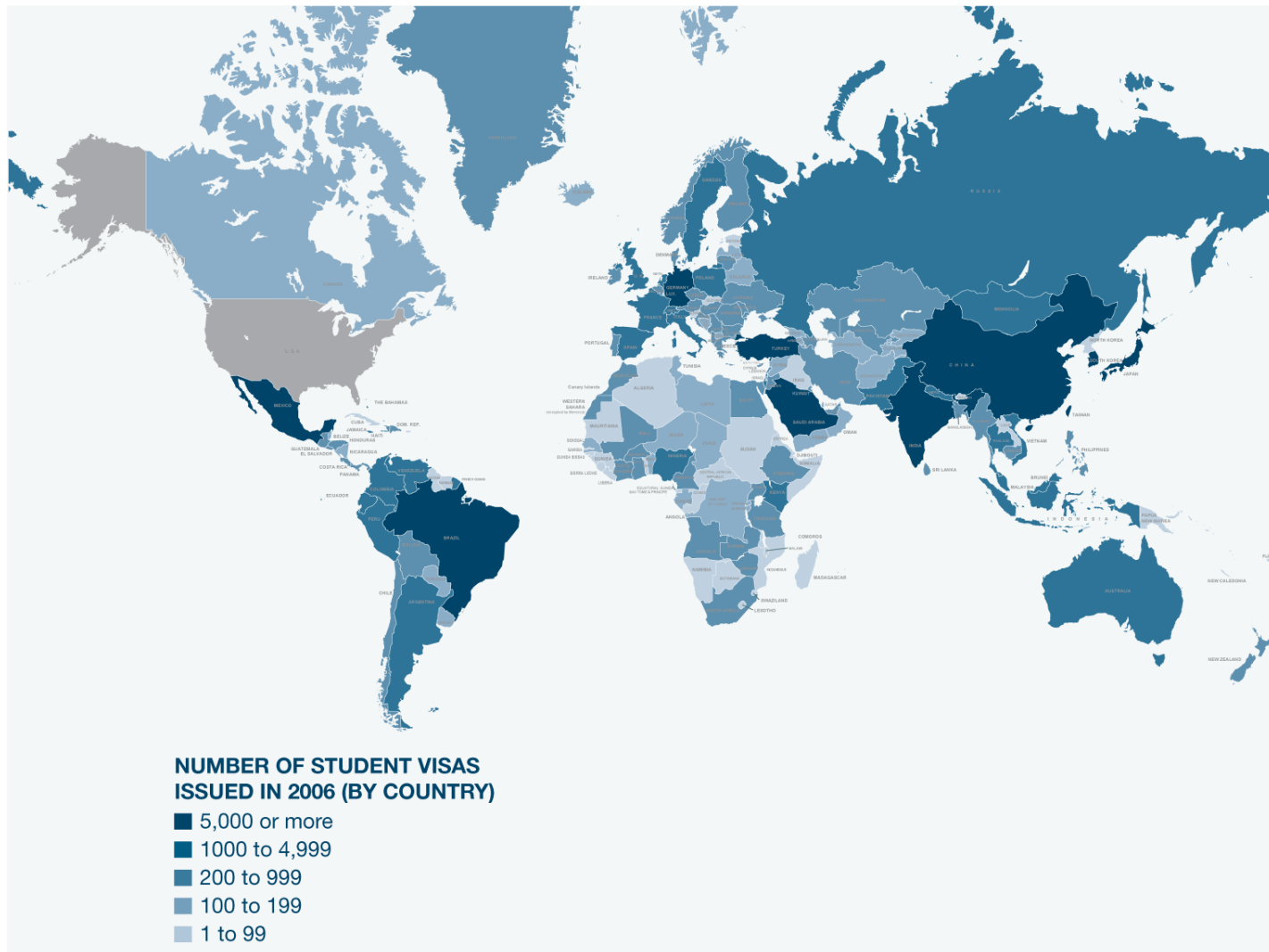
Chart 1. Change in Total Number of Student Visas Issued to the Top Sending Countries, FY 1998 – FY 2006†
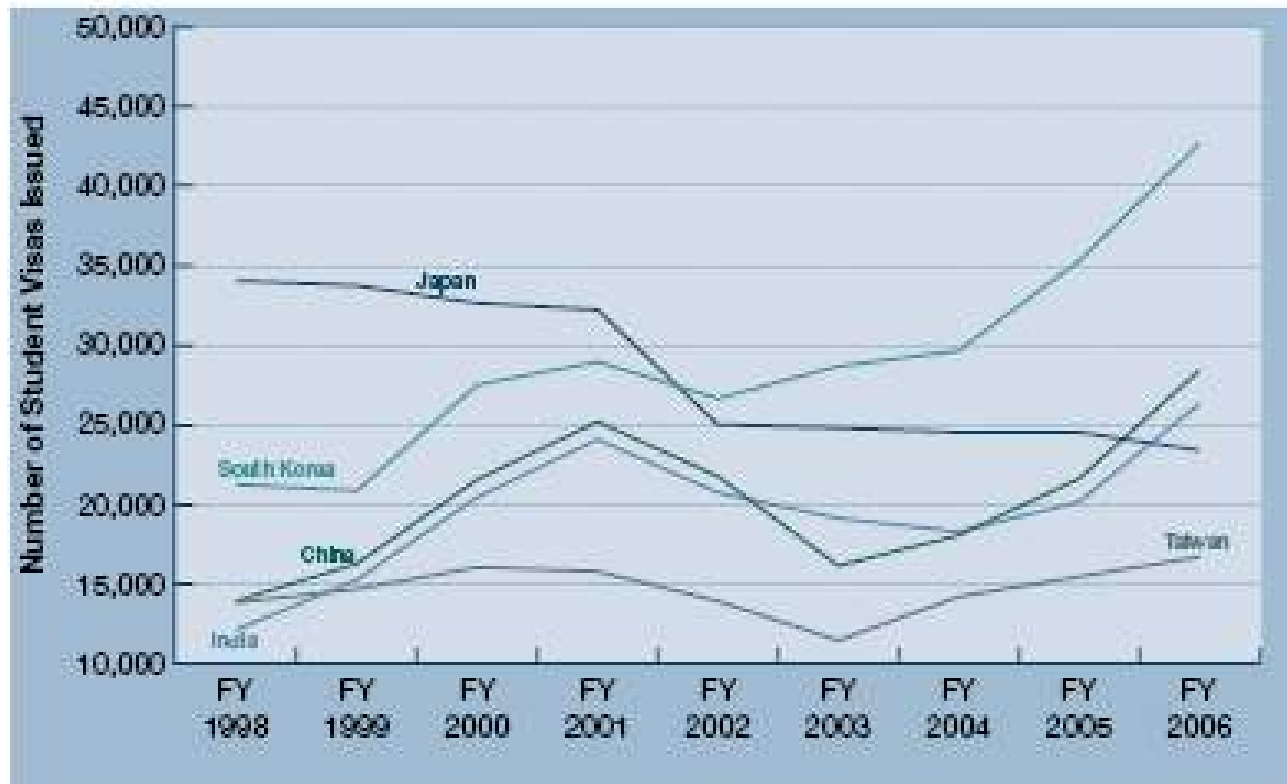
Source: Chart data compiled from U.S. State Department *NIV Detail Tables* for FY 1998 through FY 2006.

†FY 2006 data is preliminary.

S&T's Global Presence
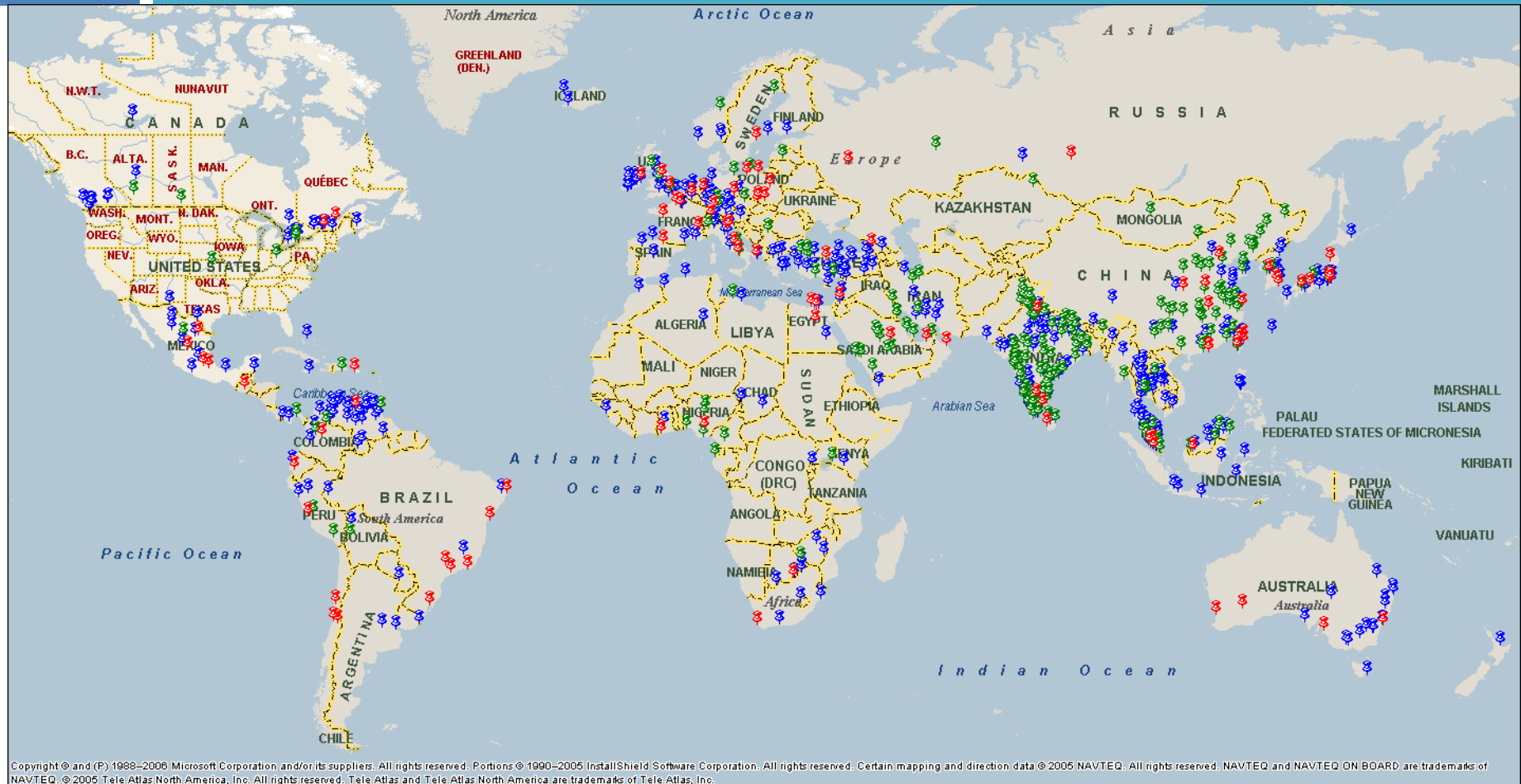
Blue =   S&T Alumni

Green =   Current Students

Red =   MOA universities

Emerging Trends

1. Training staff to be more aware of competitor institutions and how to support students enrolling in multiple colleges

2. Normalization of in-state and out-of-state tuition gap – either through discounting or implementation of flat fee standardization

3. Thorough tracking of graduates and their achievements is expected vs traditional rankings

4. Merit aid focused on regional students with STEM and Research interests to build graduate student talent benches and funding opportunities

7. Support the new Majority: Transfer Students

A Transfer Student Friendly Program Aligns Institutions, Degrees and Processes

$12 Billion for Community Colleges
2010-2020

President Obama has charged all

higher education institutions with a mission:

**By 2020 the U.S. will have the highest proportion
of college graduates in the world.**

Funding is designed to modernize and renovate

the community college campuses

Areas of Concern Along the P-12 Pipeline

- Only 2 of 10 eighth graders ready for college prep curriculum in high school (ACT 2008)

- College-Going Rate (%) - 2006 Fall First-Time Freshmen Directly out of High School

    Missouri: **57.1**   Nation: 61.6

- A Larger Proportion of Missouri Students Starting at Community Colleges

- Freshmen Headcount Distribution at Missouri Colleges & Universities (DHE 2008)

	1982	1987	1992	1997	2002	2007
Community College	31%	24%	31%	30%	36%	41%
Public College/University	51%	55%	47%	46%	42%	39%
Private College/University	18%	21%	22%	24%	24%	20%
Total Freshmen	39,505	33,560	35,034	35,184	41,135	48,181

Emerging Trends

1. Designated staff to support transfer students and support programming

2. Advising staff training to properly place students with increasing amounts of transfer credit

3. Moving beyond program to program articulation: creation of sets of associate degrees designed for transfer in different fields. These would include general education and defined courses to meet major requirements.

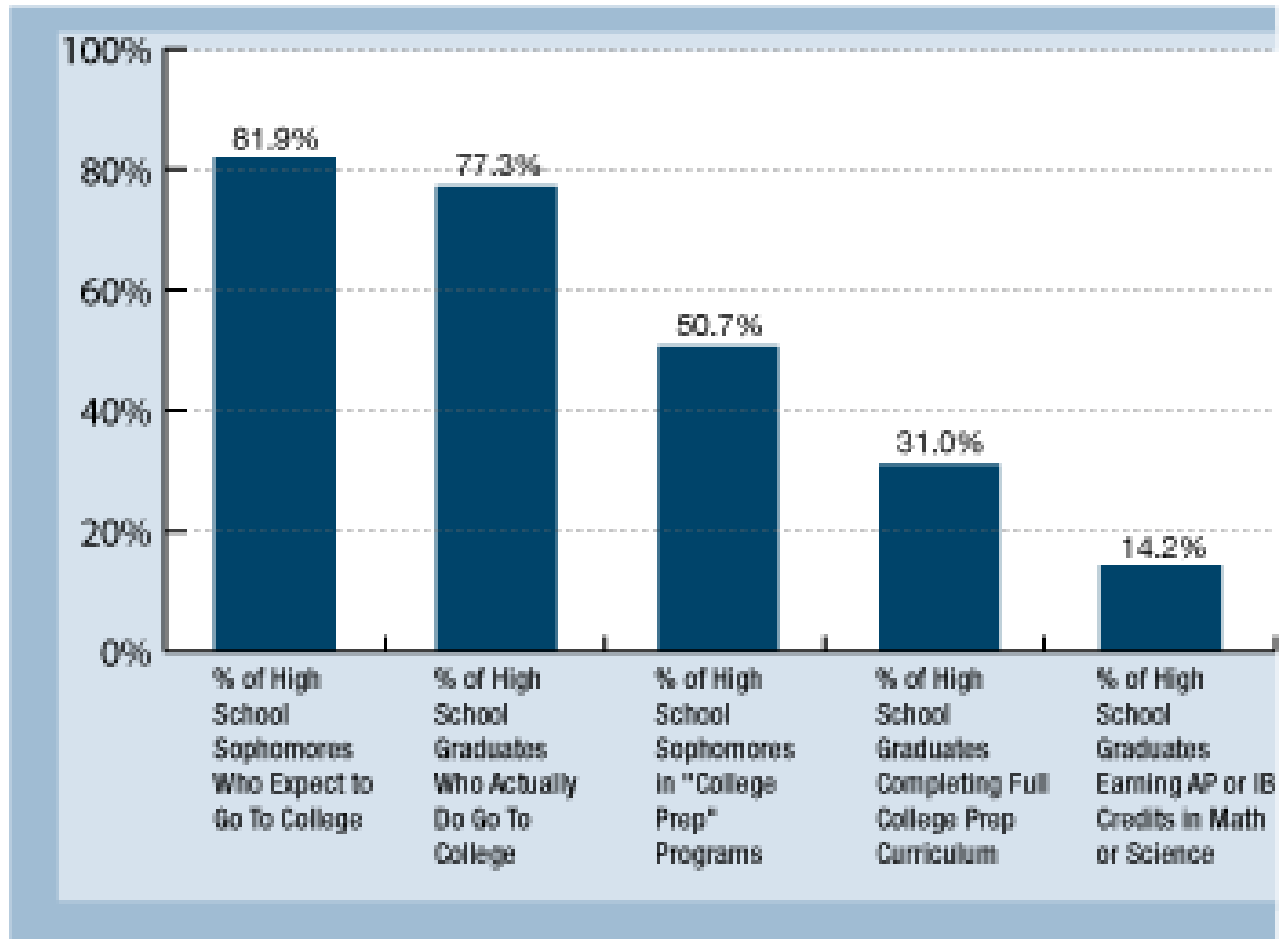4. Statewide general education curriculum for early transfer to a university

8. Make Pre K-20 planning and programs a Fundamental Business Practice

Key to Increasing the College Going and Matriculation Rates

"Room, board, books, and tuition—I draw the line at corkage fees."

Aspirations, Coursetaking, and Outcomes for High School Students

Bar chart showing:
- % of High School Sophomores Who Expect to Go To College: 81.9%
- % of High School Graduates Who Actually Do Go To College: 77.3%
- % of High School Sophomores in "College Prep" Programs: 50.7%
- % of High School Graduates Completing Full College Prep Curriculum: 31.0%
- % of High School Graduates Earning AP or IB Credits in Math or Science: 14.2%

Source: Education Sector compilation of high school student aspirations, coursetaking, and outcomes from various sources. See end of article for more detail.

BaseYear of the Educational Longitudinal Study of 2002, U.S. Department of Education, National Center for Education Statistics, 2005.

Increasing the college going rate is key

Figure 2.5. College-Going Rate of Recent U.S. High School Graduates 1992-2004

WICHE, 2008
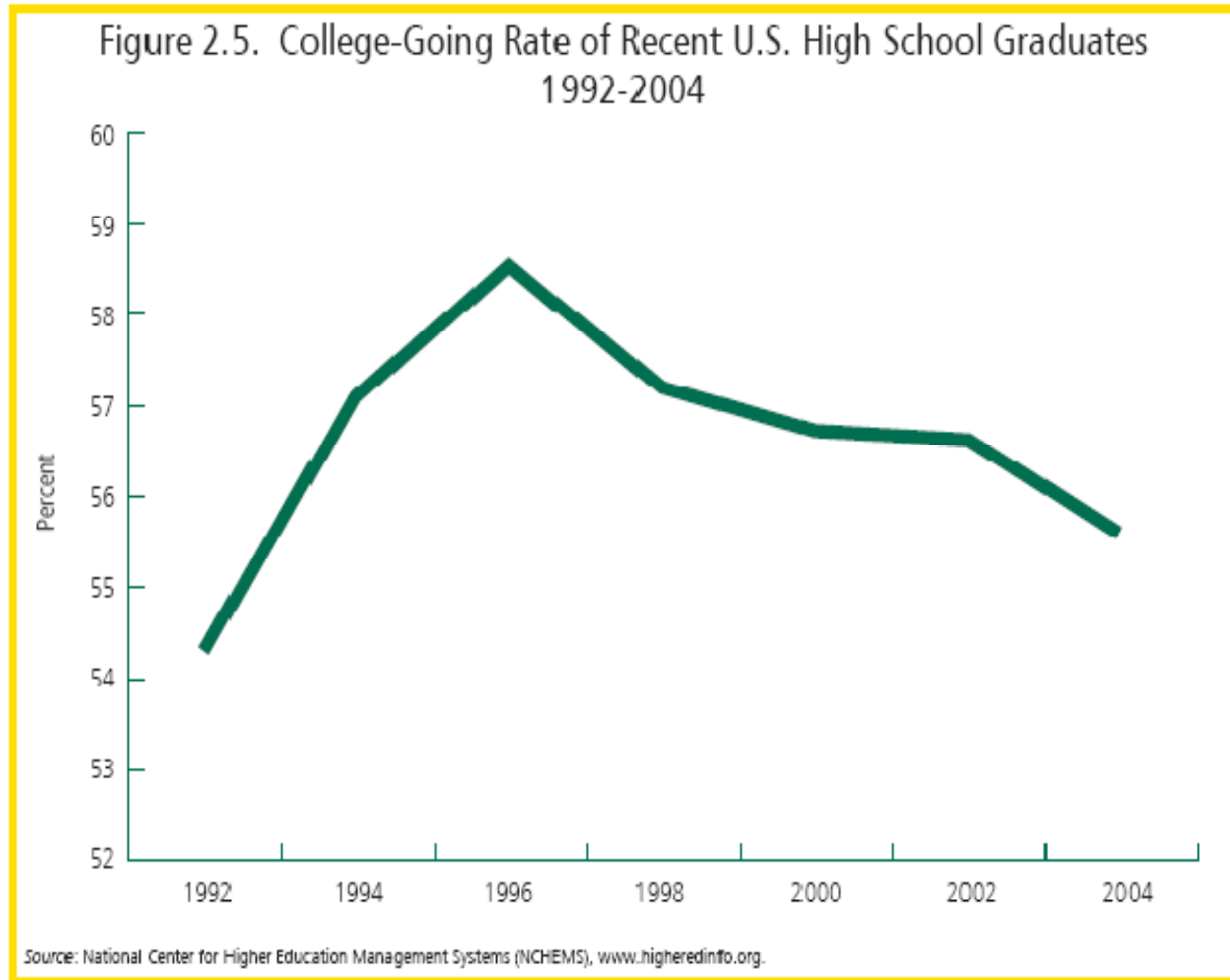
More than 30% of College Freshmen Need Remedial Courses

PARTICIPATION IN REMEDIAL EDUCATION: Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area:
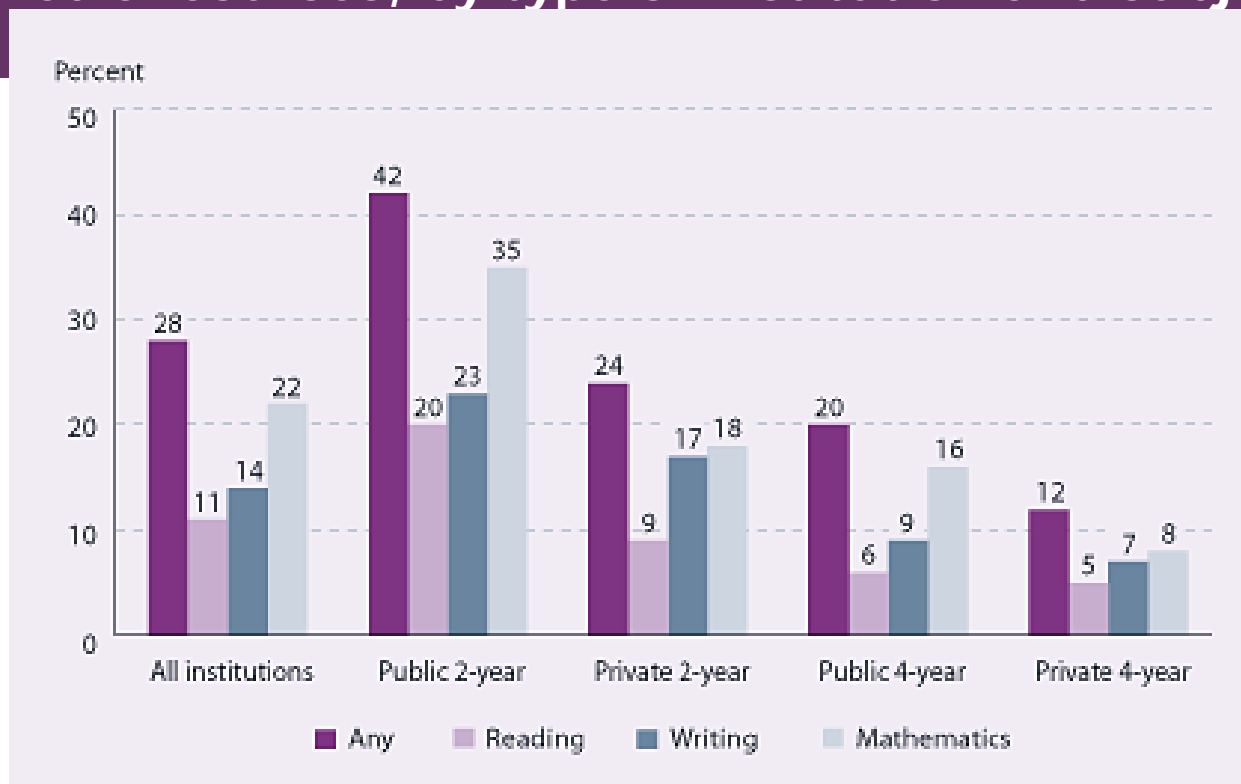
NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. The categories used for analyzing these data include public 2-year, private 2-year, public 4-year, and private 4-year institutions. Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately. The estimates in this indicator differ from those in indicator 18 because the populations differ. This indicator deals with entering freshmen of all ages in 2000 while indicator 18 examines a cohort (1992 12th-graders who enrolled in postsecondary education).

The High Price that Colleges, Students, Families, and Taxpayers Pay to get Students "Up to Speed" for Postsecondary Education

SOURCE: Alliance for Excellent Education, 2006
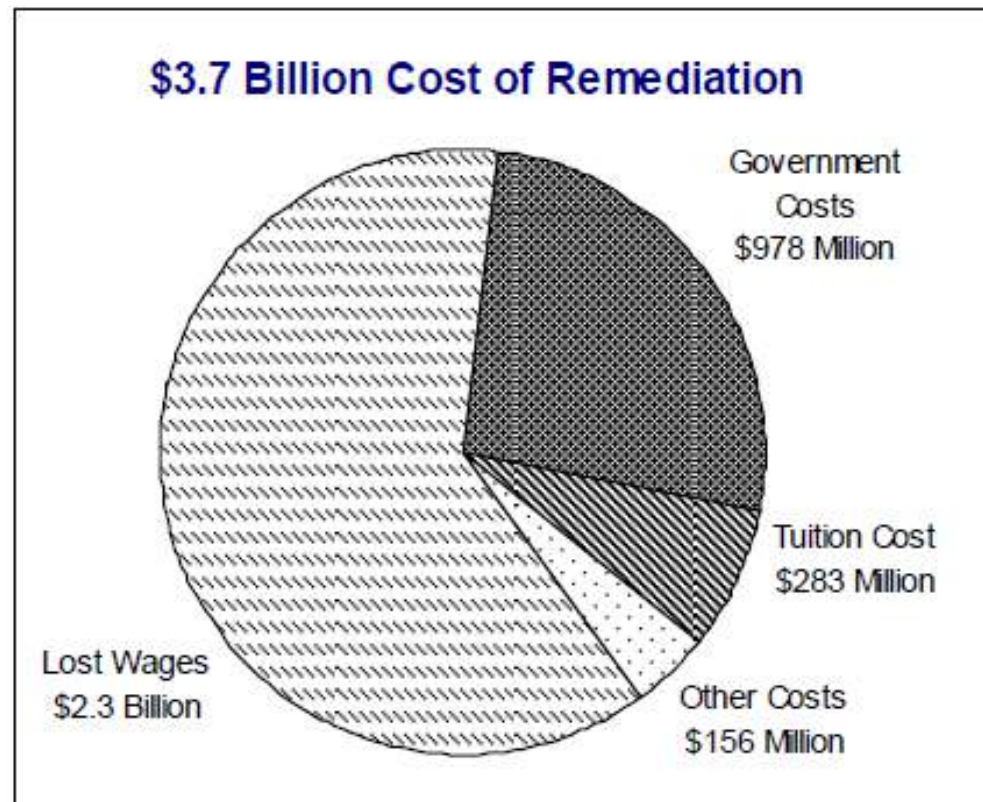
Percentage of High School Graduates Enrolled in College by Ethnicity

Figure 13a: Percentage of Recent High School Graduates Enrolled in Postsecondary Education by Race/Ethnicity, 1973–2006
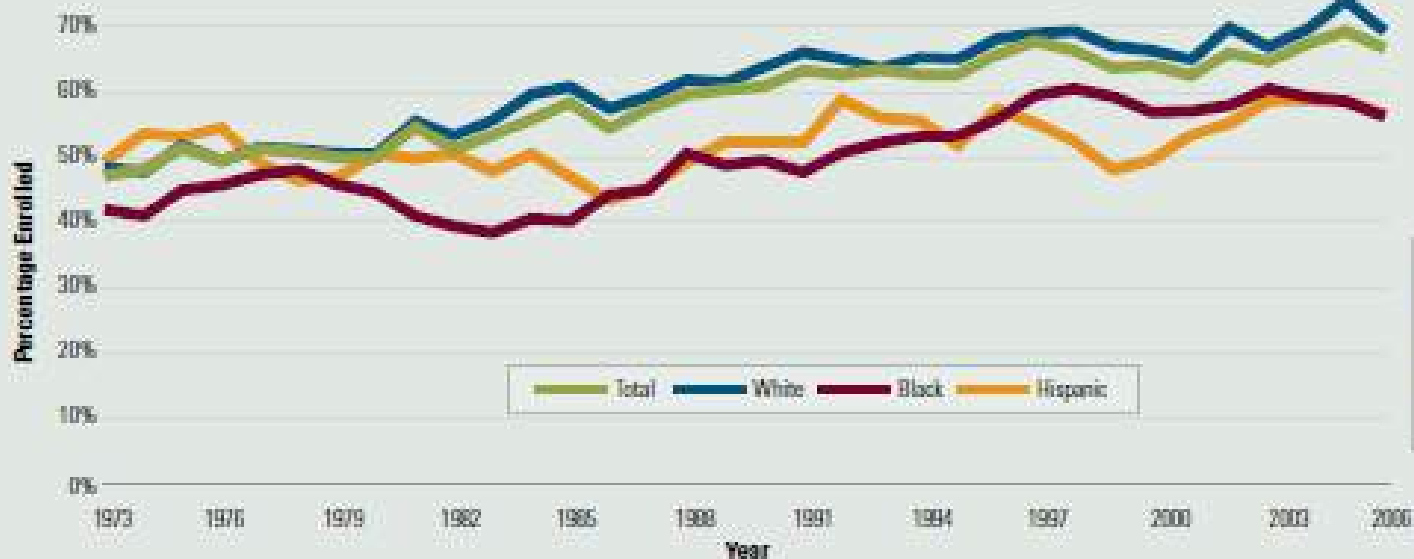
	Total	White	Black	Hispanic
1976	49%	49%	45%	54%
1986	54%	57%	44%	43%
1996	65%	67%	55%	57%
2006	66%	69%	56%	58%

Note: Figures for blacks and Hispanics represent three-year moving averages because of the small sample size.
Source: NCES, Digest of Education Statistics 2007, Table 192.

Who Does Not Graduate High School?

- Only about 58 percent of Hispanic students and 55 percent of black students will graduate on time with a regular diploma, compared to 81 percent of Asian students and 78 percent of white students (EPE, 2008).

- Among all races and ethnicities, females graduate at a higher rate than their male peers—75 percent versus 68 percent (EPE, 2008).

- Graduation rates are significantly lower in districts with higher percentages of students who are eligible for free or reduced-price lunches (a measure of poverty) (Swanson, 2004).

- High school students living in low-income families drop out of school at six times the rate of their peers from high-income families (U.S. Department of Education, National Center for Education Statistics, 2004).

- The lowest-achieving 25 percent of students are twenty times more likely to drop out of high school than students in the highest achievement quartile (Carnevale, 2001).

The Achievement Gap Remains a Challenge

National Assessment of Educational Progress (NAEP) Reading Scores for Missouri Eighth Graders[10]

	Below Basic	Basic	Proficient (at grade level)	Advanced
Nation	27%	43%	27%	2%
State	25%	44%	29%	3%
White	18%	45%	34%	3%
Black	49%	40%	10%	<1%
Hispanic	42%	46%	11%	1%
Low Income	37%	45%	17%	1%
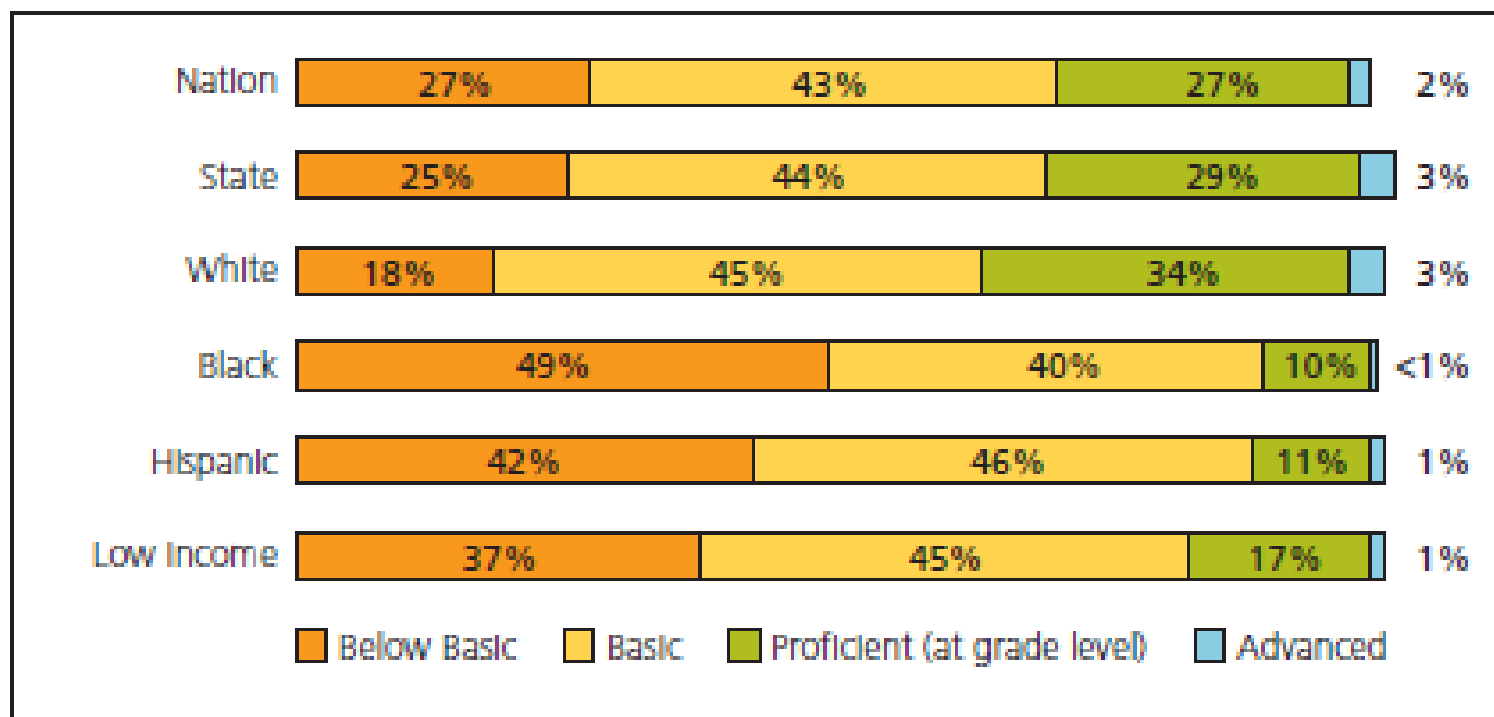
Missouri High School Graduation Rates (Class of 2005)

State-Reported[5]	U.S. Department of Education-Reported[6]	Independently Reported[7]
86%	81%	77%

Missouri High School Graduation Rates by Race (Class of 2005)[8]

	Missouri	Nation
All Students	77%	71%
White	79%	78%
Black	60%	55%
Hispanic	59%	58%
Asian	81%	81%

SOURCE: AEE 2008

Missouri College Graduation Rates[9]

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	57%	56%	33%	32%
White	60%	59%	33%	33%
Black	38%	41%	34%	27%
Hispanic	52%	48%	34%	34%
Asian	67%	66%	30%	34%
Native American	38%	39%	30%	29%

*Graduation within six years of entrance (Cohort from 2000–2006)
**Graduation within three years of entrance (Cohort from 2003–2006)

Identify the Important Transition Barriers

1. Lack of Early Childhood Education
2. Quality of Teacher Preparation
3. Curriculum Alignment
4. Culture of K-12 Education: Low Expectations
5. Lack of Community and Industry Involvement in Schools
6. Effective Use and Integration of Technology
7. Proper Collection and Interpretation of Data
8. Lack of Understanding College Readiness
9. Proper Assessment Systems and Longitudinal Data
10. Capacity and Quality of Educational Leadership
11. Mental Health Issues
12. Math and Science Education
13. Literacy / Communication Skills
14. Guidance Counseling
15. Parental Involvement (Lack)
16. Money and Finances
17. General Information on Colleges
18. Lack of Role Models or Mentors
19. Physical Health Related Issues

Potent Key Points to Identify

- **Pre-Kindergarten:** 22 % of US 4-year-olds are enrolled in preschool programs; only 3% of 3-year-olds are enrolled.

- **4th GRADE:** Math and Science reading needs to be at textbook level (8th grade)

- **8th GRADE:** Only 2 of 10 Eighth Graders Ready for a College Prep High School Curriculum

- **12th GRADE**: Only 57% graduate and go on to enroll in post-secondary education within one year of high school graduation

Identify Existing Barriers and Support Along the Student Pipeline

	Student Lifecycle																				
Barriers / Problems																					
		Elementary School					Middle School				High School				College/University - Undergraduate				University – Graduate/Professional School		
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12 - HS Diploma	13 - certificate	14 - AA/AS	15	16 - BS/BA	17 - Grad	18 - MS/MA/MFA/MBA/JD	19 - PhD/MD	20 - PhD/MD
Type of Support																						

SAMPLE: S&T's Pre-College Programs
by 2008, 26% of S&T's freshman class attended an on-campus pre-college program

Summer Programs	1	2	3	4	5	6	7	8	9	10	11	12	College Freshmen
Camp Invention (1 week)	■	■	■	■									
Aerospace Camp (4 days)				■	■	■	■						
Robotics Camp (3 days)						■	■	■	■				
Missouri Academy for Youth Advancement (MAYA) (1 month)								■	■	■	■		
It's A Girl Thing! (3 day)							■						
Summer Solutions (girls) (1 week)									■	■			
Summer Research Experience										■	■	■	
Summer Research Academy										■	■		
Summer Transportation Instit. (1 month)										■	■	■	
Business Tech Week											■	■	
Jackling Introduction to Engineering (1 week)											■	■	
Minority Introduction to Technology & Engineering (1 week)											■	■	
Nuclear Engineering Camps (1 week)											■	■	■
C.H.I.P. Camp Computer Highly Interactive Program (4 days)											■	■	
Materials Camp (1 week)											■	■	
Explosives (1 week)											■	■	
Hit the Ground Running (3 weeks)													■

Embracing a P-20 Philosophy

1. Produce an **inventory** of initiatives and their outcomes related to pre-college pipeline efforts (pre-kindergarten through 12th grade) that help prepare students to succeed in college and their careers.

2. State-wide P-12 initiatives to improve college readiness and going rates

3. Outreach activities that emphasize reading

9. Embrace Academic Program Restructuring

Chart 1. States with Virtual School Programs

Chart showing States (y-axis, 0–30) versus Year (x-axis):
- 1997: 5
- 2000: 15
- 2003: 19
- 2006: 28

"There aren't any icons to click. It's a chalk board."

Percent of Population Enrolled in College by Age

Figure 13b: Percentage of Population Enrolled in Postsecondary Education by Age, 1970–2006
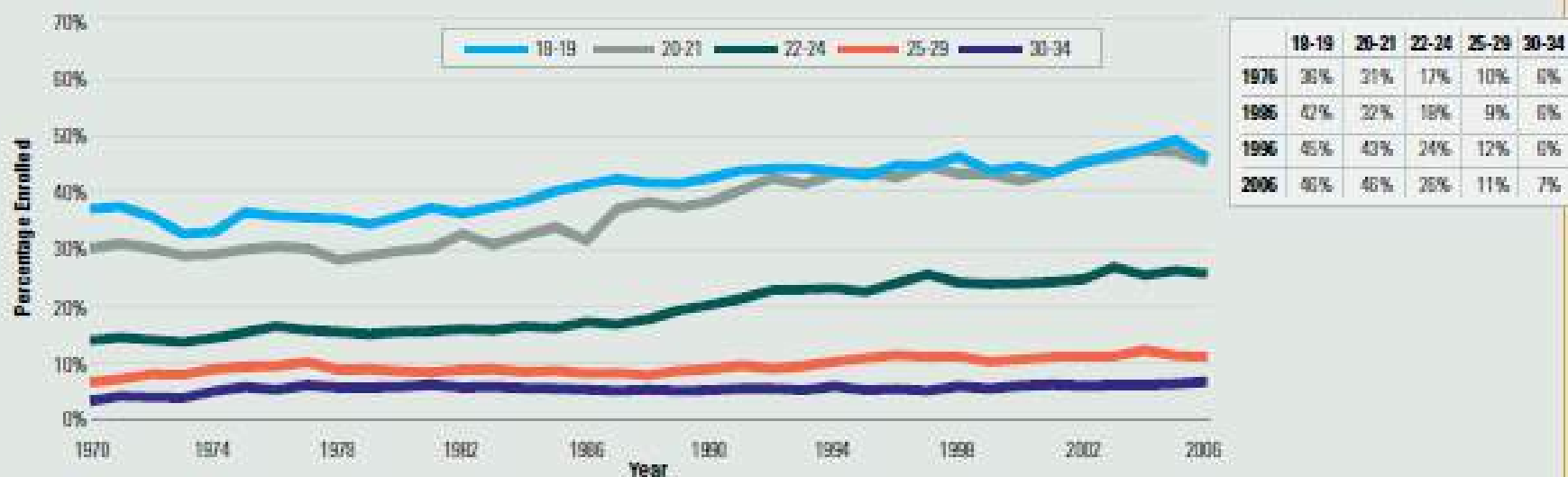
Source: U.S. Census Bureau, *Current Population Survey*, 1970-2006.

SOURCE: College Board, TRENDS IN COLLEGE PRICING 2008

Distribution of Degrees Granted

Figure 14a: Degrees Granted by Level and Institutional Type, 1995–96 and 2005–06

SOURCE: College Board, TRENDS IN COLLEGE PRICING 2008

Map of 46 Bologna Process Participating Countries

Key principles of the Bologna Process

1. Creation of a Three-Cycle Degree System: Bachelors – Masters - Doctorate
2. Mobility of Students and Faculty
3. Quality Assurance
4. Employability

5. European Higher Education Area in the global context
6. Joint Degrees
7. Recognition of Qualifications
8. Equality of Opportunities
9. Lifelong Learning

Emerging Trends

1. **Blended Learning** to Expand Access and Capacity while Preparing Students for a Global Work Environment

2. **Compartmentalize / Deconstruct Degree Programs** by Learning Objectives: Re-make Traditional Programs to meet the Short-term learning needs of Adult Students and Employers

3. **Open learning** ("OpenCourseWare) options for credit

4. Review of policies regarding **three year degrees** acceptance for graduate programs.

5. **Required study abroad and cooperative learning** (Co-op) experiences

10. Plan for Healthy Faculty Mix:

Develop Solid plans for Attracting and Supporting Non-tenure Track and Adjunct Instructors

College cutbacks make it harder for students to earn degrees

Sherrie Canedo stands on the campus at the California State University East Bay in Hayward, Calif., Sept. 23. Canedo, **a fifth-year senior at Cal State-East Bay**, was recently told **she must finish her degree through independent study** because most of the courses she needs to finish her ethnic studies degree were cut completely. "I don't feel that's an acceptable way to learn," said Canedo, who's working two jobs and trying to string together enough financial aid to finish a degree that has become longer and more expensive than she bargained for. "I'm paying to be taught in a classroom with teachers who are willing to help me."

ERIC RISBERG ~ Associated Press

SAN FRANCISCO -- It isn't just tuition increases that are driving up the cost of college. Around the country, **deep budget cuts are forcing colleges to lay off instructors and eliminate some classes**, making it harder for students to get into the courses they need to earn their degree.

The likely result: **more time in college**.

American Federation of Teacher's FACE Campaign

- AFT's Faculty And College Excellence (FACE) initiative is a national campaign to reverse the crisis in instructional staffing at our nation's colleges and universities.

FACE is designed to achieve two goals:

1. Achieving full equity in compensation for contingent faculty members; and
2. Ensuring that 75 percent of undergraduate classes are taught by full-time tenure and tenure track faculty and that qualified contingent faculty have the opportunity to move into such positions as they become available.

Part-Time and Full-Time Faculty at 2-Year and 4-Year Institutions
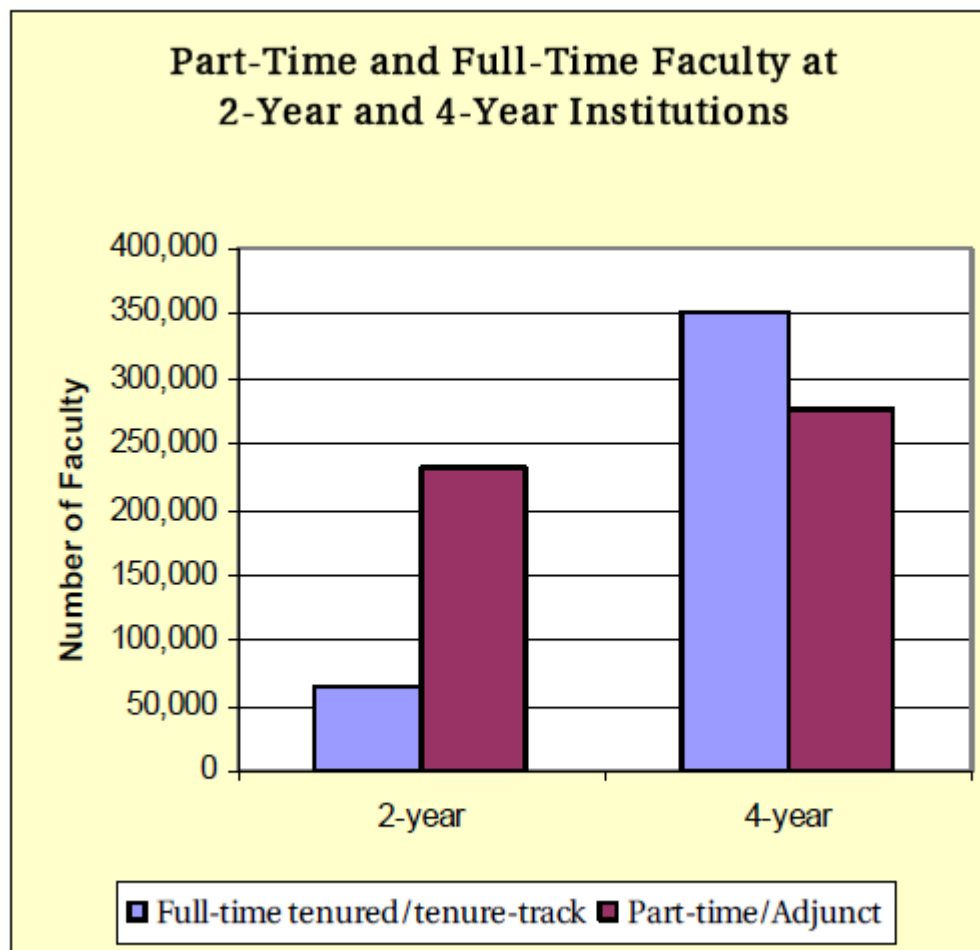
Source: *2005 Digest of Education Statistics*, U.S. Department of Education.

Enrollment Growth and Faculty:
Fall 1997- Fall 2005
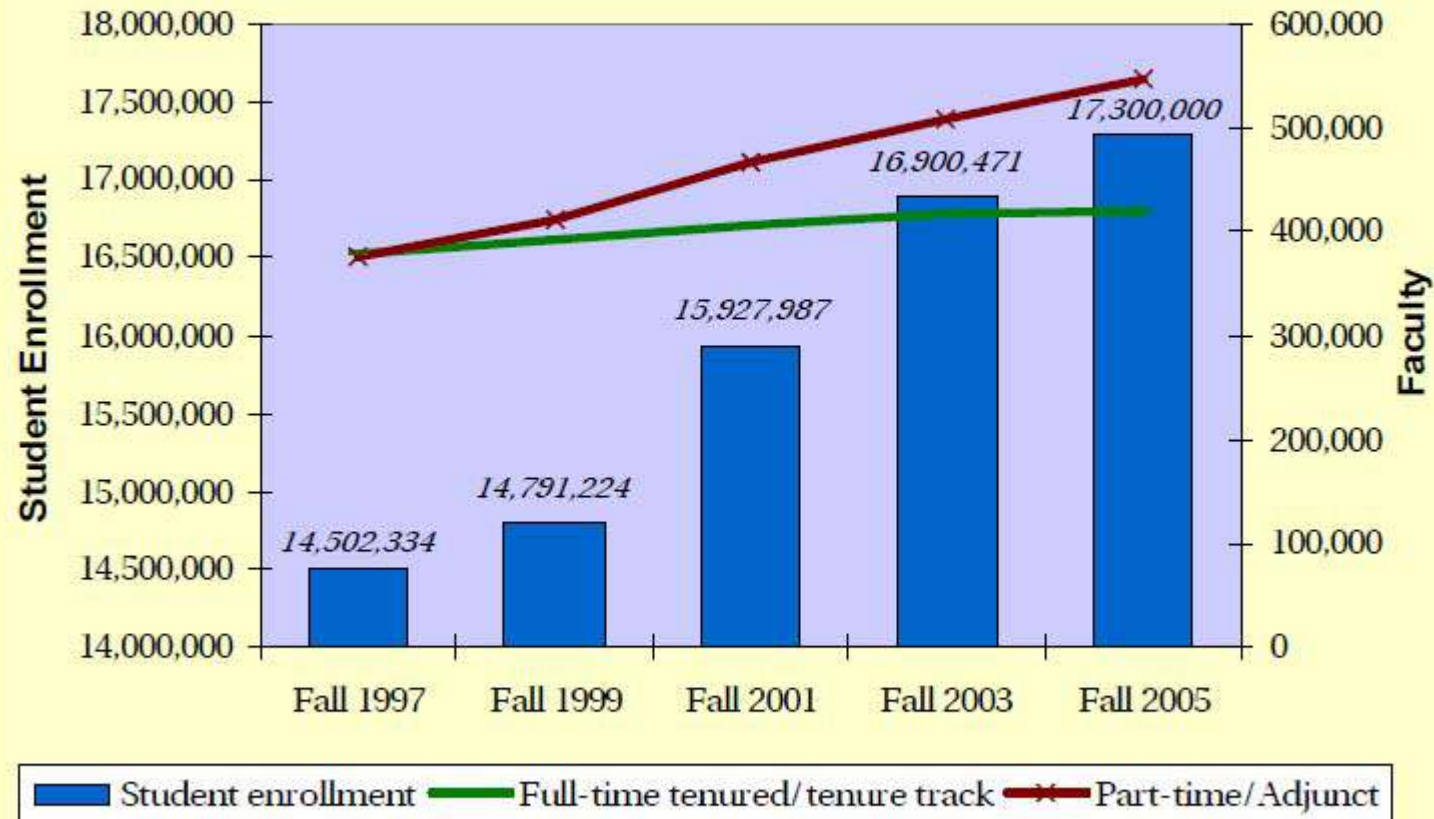
Source: *2005 Digest of Education Statistics*, National Center for Education Statistics, U.S. Department of Education; 1997-2005 Fall Staff surveys, National Study for Postsecondary Faculty, U.S. Department of Education.
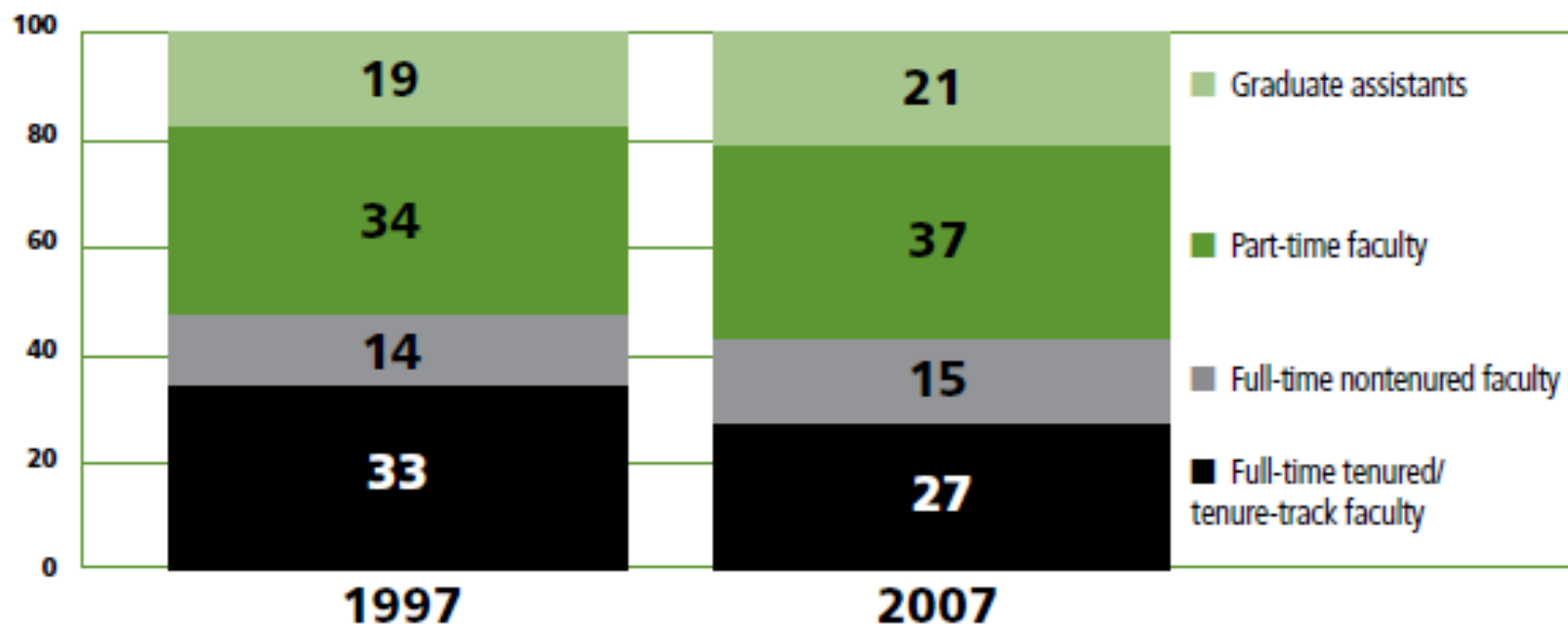
Number of Instructional Staff: Fall 2005

Full-time tenured/tenure-track 35%

Part-time/Adjunct 47%

Full-time nontenure-track 18%
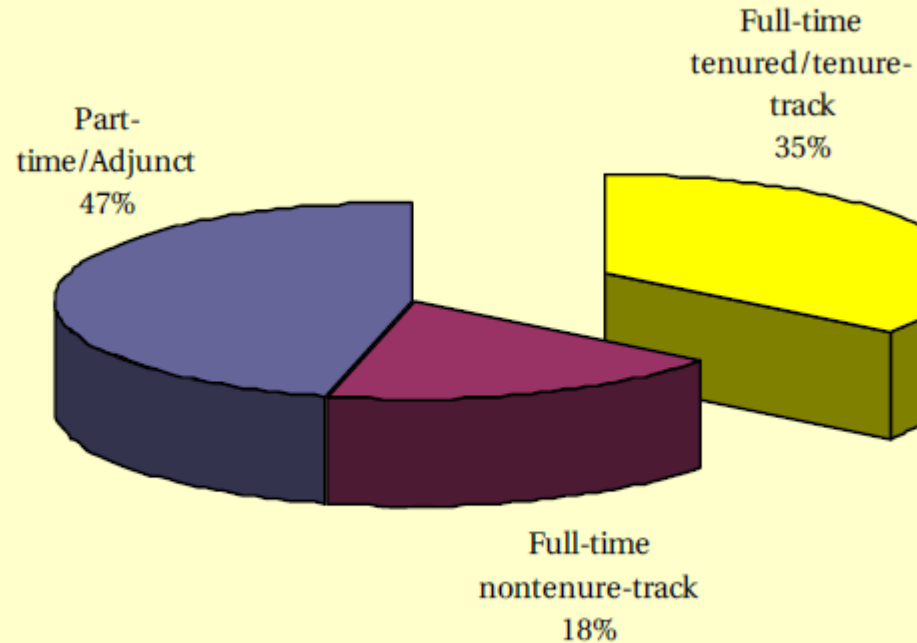
Source: *2005 Fall Staff Survey*, National Survey of Postsecondary Faculty: U.S. Department of Education.
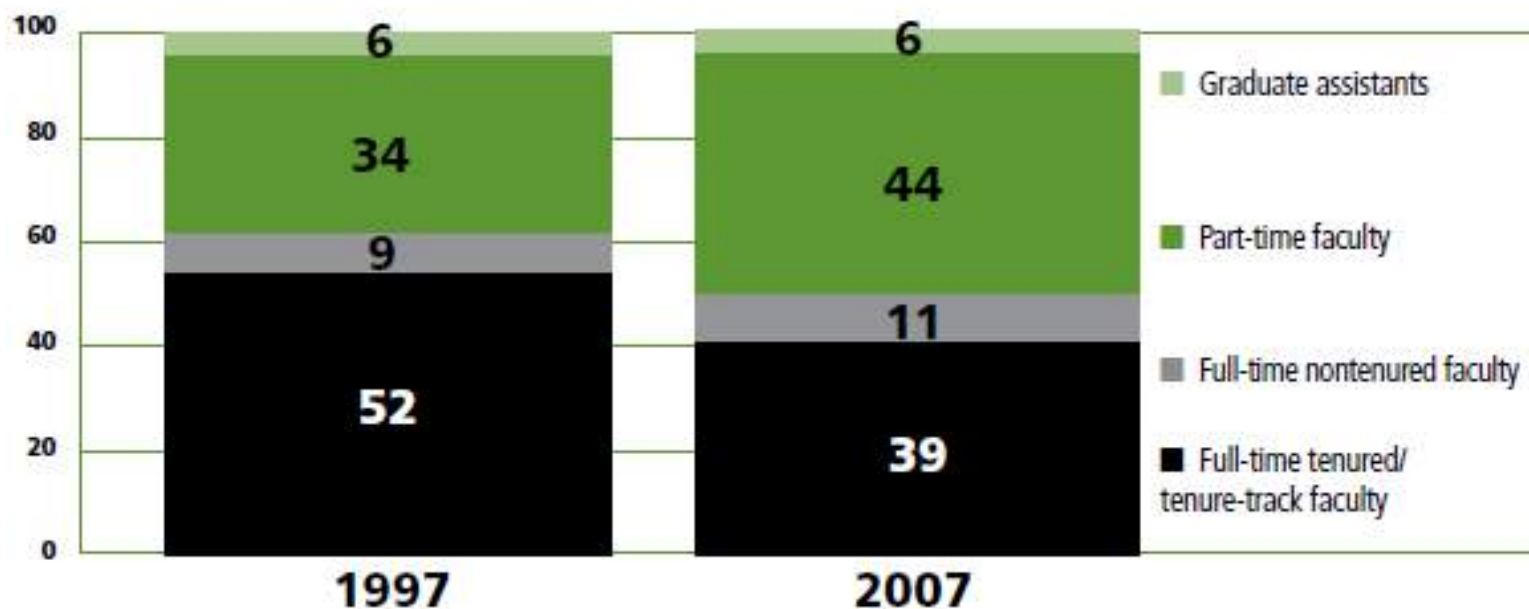
Two Year Colleges

Figure 2. Percentage distribution of instructional staff by type: 1997 and 2007

Four Year Public Comprehensive Universities

Figure 4. Percentage distribution of instructional staff in public comprehensive institutions, by type: 1997 and 2007
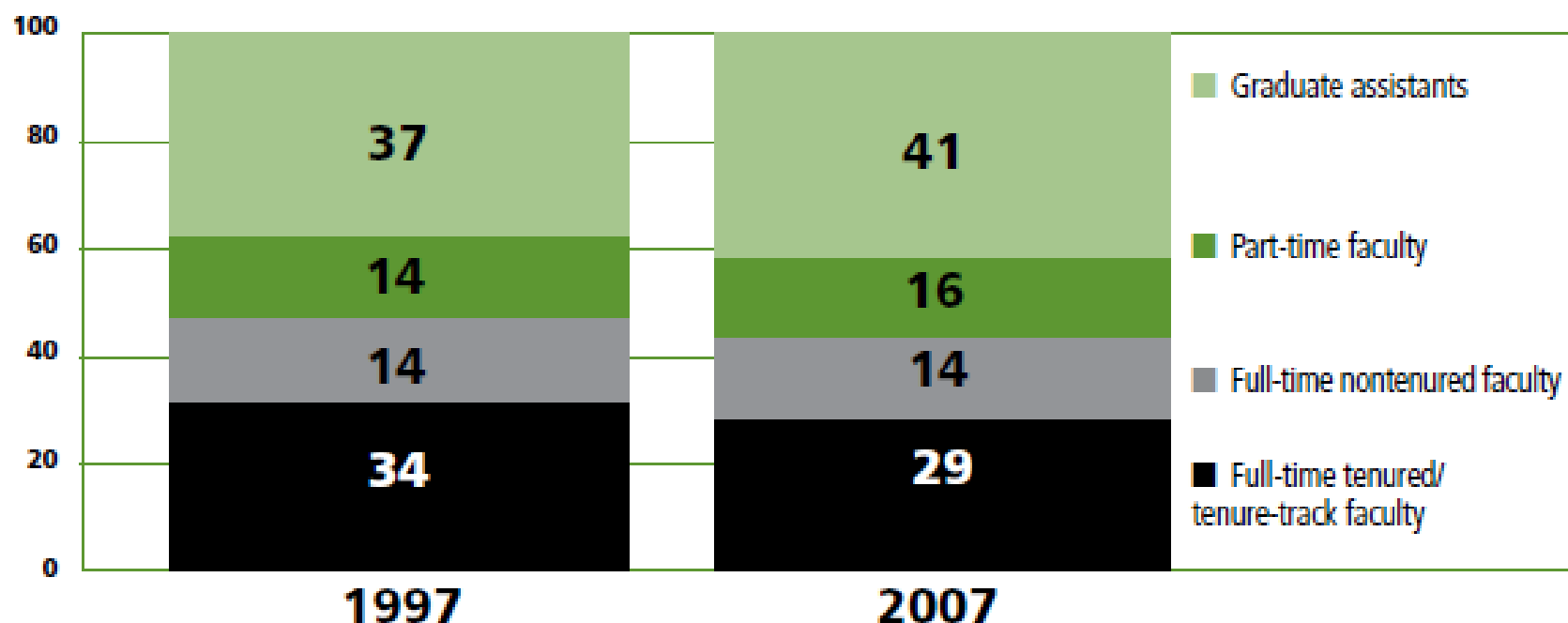
NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Public Research Universities

Figure 5. Percentage distribution of instructional staff in public research/ doctoral institutions, by type: 1997 and 2007

NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Differentiating "Great" Faculty

- **"Recruit for Skills and Hire for Fit"** current corporate hiring mantra

- **Faculty promotion programs emphasizing quality teaching, advising and mentoring abilities:** research accomplishments are important to prospective students, but most market data suggest parents and high school students are more concerned with whether faculty facilitate learning and students' professional development

V. Key Factors for Governing Boards and Executive Leadership

Questions for Boards to Consider

- **What is your institution's comprehensive enrollment plan?** Is it attainable with planned levels of investment and institutional infrastructure?

- **How does your institution integrate enrollment, academic and financial planning?** Are these interdependent plans addressed in an integrated fashion at the board level?

- **What provisions does your multi-year financial plan include to address changing student demographics and other anticipated environmental changes and trends?**

- **What measurable outcomes can be used to determine SEM success in the context of your mission?**

Key Indicators for Board Review

- Establish and report performance in comparison to specific quantifiable outcomes that reflect institutional mission and enrollment goals

- Average discount rates (or net revenue) and retention characteristics by targeted student characteristics

- Total educational costs per student and portion of costs covered by tuition and fees by rate category

- Portion of student budget funded by grants, loans, work and family by income level for students receiving need-based aid

Best Practice Considerations

- Multi-year financial plans reflecting student retention characteristics, enrollment patterns, net revenue, instructional and student support investments

- Transparency in the allocation and use of financial resources from the classroom to the board room

- Clearly articulated relationships between institutional strategic goals and resource allocations

- Ongoing integrated multi-year planning between facility, academic, enrollment and financial leadership

VI. Q&A

10 Keys to Thriving in the Current Economy

SEM XIX

November 9, 2009

Guilbert Brown

Director of Budget & Financial Planning

George Mason University

Jay Goff

Vice-Provost and Dean of Enrollment Management

Missouri University of Science & Technology

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Guilbert Brown

- Guilbert Brown is the Director of Budget & Financial Planning at George Mason University. He is co-author of the book "SEM and Institutional Success: Integrating Enrollment, Finance and Student Access" (AACRAO Publishing, 2008). He has also served as the chief budget and planning officer at Rice University, Georgetown University and Oregon State University. From 1995-2000 he conducted workshops on strategic planning and budgeting for the National Association of College & University Business Officers (NACUBO), and has conducted workshops and annual meeting sessions for NACUBO, the Society for College & University Planning (SCUP), American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Association of Governing Boards of Universities and Colleges (AGB). He has served as a consultant to private and public institutions on linking strategic enrollment management with financial planning, budget and planning processes, technology strategy, cost analysis and organizational change.

- Mr. Brown is a Phi Beta Kappa graduate of the University of Denver with degrees in political science and philosophy.

Think. Learn. Succeed.

Jay W. Goff

- Jay W. Goff is Vice-Provost and Dean of Enrollment Management at Missouri University of Science and Technology. Mr. Goff believes in building a team oriented and data driven workplace that stresses service focused student success plans. His mission-centric approach achieved record enrollments, retention and graduation rates.

- Mr. Goff has been active in helping higher education professionals and students develop leadership skills and engage in strategic planning. He has written articles and presented many regional and national conferences, focusing on the values of team building and training, quality student-service systems and data-driven planning. He has worked with over 30 public and private institutions throughout the United States, Turkey, Canada, Mexico, China, Sri Lanka, Oman and Malaysia.

- Mr. Goff completed his undergraduate and graduate degrees in communication studies with a focus on organizational communication from Southeast Missouri State University and the University of Kansas, respectively.

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