Strategic Planning by the Numbers: Using Optimizing Academic Balance to Grow Your Academic Program

Orlando, FL | January 26, 2015
Kenneth L. Hoyt, Ph.D. President
The Higher Education Practice, LLC
After participating...

- You will learn to use Optimizing Academic Balance (OAB) analysis to improve your bottom line by reducing academic program costs of ineffective programs.
- You will also learn how to grow new academic programs with market potential.
Strategic Planning by the Numbers: Using Optimizing Academic Balance to Grow You Academic Programs

College/University Strategic Planning by the Numbers 2015-2020

Key Performance Indicators

STRENGTHS/WEAKNESS/THREATS/OPPORTUNITIES

Academic Measures: 2010-2014

Peer Institutions  Aspirant Institutions

2020 Goal

- Student Faculty Ratio
- Graduation Rate 6-Year
- Retention Rate
- Minority Retention Analysis
- Average ACT/SAT
Academic Measures Continued

Peer Institutions/Aspirant Institutions/2020 Goal Faculty Compensation: Professor, Associate, Assistant Learning Outcomes:
• Placement/ 1 year After Graduation
• Optimizing Academic Balance Results by Major
• Quality Measures:
Total number of FT Faculty
Total Number of PT Faculty
Enrollment Measures

- UG FTE Enrollment
- Grad FTE Enrollment
- Non Traditional FTE Enrollment
- On Line FTE Enrollment
- Total Headcount Enrollment
- Average Financial Aid
- Discount Rate
- Yield Rate
- Acceptance Rate
- Minority Enrollment:
- List by Ethnicity
- International Students on Campus
Administrative Measures

Peer Institutions/Aspirant Institutions/2020

Goal

• Number of Staff
• Average Staff Comp. increase
• Percent of Alumni Donors
• Total Number of Donors
• Total Budget
• E&G Budget
Resource Measures

- Endowment/Student
- Net Tuition Revenue
- Debt
- CFI Indicators:
  - Primary Reserve Ratio
  - Viability Ratio
- Return on Net Assets
- Net Operating Revenues Ratio
Campus Support/Facilities Measures

- Facilities Master Plan $ Needed
- Deferred Maintenance $ Needed
Using Commercial Survey Measures

- HERI CIRP
- HERI CSS
- SSI/Student Satisfaction Inventory
- IPS/Institutional Priorities Inventory
- ASP/Adult Student Priority Survey
- Priority Survey for Online Learners
- NESSE Data
- Adult Learner Inventory
- Survey of Academic Advising-ACT
- Alumni Survey- ACT

USING COMMERCIAL SURVEY HANDOUT AVAILABLE
Other Health Measures

- Number of Residential Students
- Study Abroad # of Participants
- Service Learning Number Participates
- Community Engagement Projects
- Information Technology:
  1. Awards
  2. IT 99.9999 Performance
  3. Wireless Network
Fund Raising Comparative Measures

- Amt. Spent/$ Raised
- Gift Rev. as % Spent
- Amount Spent Alumni Relations
- Amount Spent on Const. Relations
- Amount Raised as % of E&G
- Amount Raised for Operations as % E&G
- Amount Spent as % E&G
- Amount Spent/Student/Alumnus
- Amount Spent on Alumni Relations
- Amount Spent/Construction/Student/Alumnus
- Amount Spent on IA/Student/Alumnus
Fund Raising Comparative Measures:

- Amount Raised/Student/Alumnus
- Average $ Raised/Professional
- Expense %/FR/Alumni/Const.
- For more information on strategic planning contact:

Kenneth L. Hoyt, Ph.D., President
The Higher Education Practice, LLC
www.HigherEdPractice.com
Klhoyt@HigherEdPractice.com
908 310 6943
Englewood, FL and Fairport Harbor, OH
FUND RAISING COMPARATIVE CHART AVAILABLE
Locating Strategic Planning Measures

- Council of Independent Colleges KIT/ FIT
- IPEDS Institutional Profile Data
- NACUBO/ CASE Surveys (i.e. discount rate/ FR Cost)
- SCUP Surveys
- NAICU publications
- Commercial Surveys
- Retention and Graduation Improvement
# Council of Independent Colleges

## CIC KEY INDICATORS TOOL 2013

### PART A: STUDENTS AND FACULTY

### NATIONAL AND MID EAST REGION

<table>
<thead>
<tr>
<th>Section</th>
<th>Tab Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td><strong>INTRODUCTION</strong></td>
<td>1-6</td>
</tr>
<tr>
<td><strong>CIC BENCHMARKING SERVICES</strong></td>
<td><strong>SERVICES</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>KIT TRENDS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENTS</strong></td>
<td><strong>STUDENTS TRENDS</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td><strong>FACULTY TRENDS</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

### STUDENTS

1. **Total Fall Enrollment**
   - By Region: [1R ENROLL](#) 10
   - By Financial Resources: [1F ENROLL](#) 11
   - By Enrollment Size: [1S ENROLL](#) 12
   - By Carnegie Classification: [1C ENROLL](#) 13
<table>
<thead>
<tr>
<th>Category</th>
<th>By Region</th>
<th>By Financial Resources</th>
<th>By Enrollment Size</th>
<th>By Carnegie Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Enrollment</td>
<td>2R FY ENROLL</td>
<td>2F FY ENROLL</td>
<td>2S FY ENROLL</td>
<td>2C FY ENROLL</td>
</tr>
<tr>
<td>Admissions Yield Rate (%)</td>
<td>3R ADMIT YIELD</td>
<td>3F ADMIT YIELD</td>
<td>3S ADMIT YIELD</td>
<td>3C ADMIT YIELD</td>
</tr>
<tr>
<td>Retention Rate (%)</td>
<td>4R RETENTION</td>
<td>4F RETENTION</td>
<td>4S RETENTION</td>
<td>4C RETENTION</td>
</tr>
<tr>
<td>Graduation Rate (%)</td>
<td>5R GRAD RATE</td>
<td>5F GRAD RATE</td>
<td>5S GRAD RATE</td>
<td>5C GRAD RATE</td>
</tr>
</tbody>
</table>
CIC Continued

- FACULTY

  Student/Faculty Ratio
  - By Region  6R STUDENT FAC  30
  - By Financial Resources  6F STUDENT FAC  31
  - By Enrollment Size  6S STUDENT FAC  32
  - By Carnegie Classification  6C STUDENT FAC  33

  Part-Time Faculty (%)
  - By Region  7R PT FAC  34
  - By Financial Resources  7F PT FAC  35
  - By Enrollment Size  7S PT FAC  36
  - By Carnegie Classification  7C PT FAC  37

  ______________________________
CIC Continued

- **Assistant Professor Average Salary ($)**
  - By Region 8R ASST PROF 38
  - By Financial Resources 8F ASST PROF 39
  - By Enrollment Size 8S ASST PROF 40
  - By Carnegie Classification 8C ASST PROF 41

- **Associate Professor Average Salary ($)**
  - By Region 9R ASSOC PROF 42
  - By Financial Resources 9F ASSOC PROF 43
  - By Enrollment Size 9S ASSOC PROF 44
  - By Carnegie Classification 9C ASSOC PROF 45

- **Full Professor Average Salary ($)**
  - By Region 10R PROF 46
  - By Financial Resources 10F PROF 47
  - By Enrollment Size 10S PROF 48
  - By Carnegie Classification 10C PROF 49

**APPENDIX**

- Data Information: Definitions, IPEDS Sources, and Formulas

Note: The individual pages for each indicator are identified on the tabs as "R" for region; "F" for financial resources; "S" for enrollment size; and "C" for Carnegie classification.
Switch to Documents Drive

• Council of Independent College KIT Part B
• Council of Independent Colleges FIT
• CFI and DOE Ratios
• NACUBO/CASE Comparative Cost of FR
• Commercial Surveys Analysis
Retention and Graduation Improvement

Largest Attrition Occurs between 1st & 2nd Years
Then between Soph & Junior Years

Address 1st Year
Address Soph Year
Address Throughout

% Students Continuing

Start 100%
1st -> SO 74%
SO -> JR 61%
JR -> SR 59%
4 yr Grad Rate 47%
5 yr Grad Rate 53%
6 yr Grad Rate 55%
## Pre-Matriculation Watch List

Your Tool for Improving *1st-2nd Yr Retention* through Early Intervention with At-Risk Students

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Probability Will <em>Not</em> Return</th>
<th>Gender</th>
<th>Race</th>
<th>Major</th>
<th>GPA</th>
<th>Unmet Need</th>
<th>Other Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 103</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 104</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 203</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 204</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 205</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 206</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Students *LEAST* Likely to Return for Second Year

New Students *MOST* Likely to Return for Second Year
Pre-Matriculation Examples

Relative Importance of 1st-2nd Year Attrition Factors

Lower <-- Relative Importance --> Higher

- Major: 20%
- Home State: 18%
- Unmet Need: 17%
- FAFSA Rank: 16%
- Ethnicity: 11%
- HS GPA: 11%
- Application Date: 7%
Pre-Matriculation Examples

Sample 1st-2nd Year Critical Attrition Issues to Address

- Overall 1st Yr Attrition: 26%
- Home State = Ohio: 53%
- Intended Major = Biology: 53%
- Unmet Need >= $7,500: 51%
- FAFSA Rank < 3: 47%
- Ethnicity = Hispanic: 46%
Pre-Matriculation

1st-2nd Yr Attrition Rises Rapidly as Unmet Need Rises

- Need met: 19%
- $1 - $2,499: 22%
- $2,500 - $7,499: 32%
- >= $7,500: 51%

# Students

- 0
- 20
- 40
- 60
- 80
- 100
- 120
- 140

Attrition %

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%

Enrolled Attrition Rate

Legend:

- Enrolled
- Attrition Rate

Academic Impressions
# Post Matriculation Watch List

## Your Tool for Improving Graduation through Improving Soph - Junior Retention with At-Risk Students

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Probability Will Not Return</th>
<th>Gender</th>
<th>Race</th>
<th>Major</th>
<th>GPA</th>
<th>Unmet Need</th>
<th>Other Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 103</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 104</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 203</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 204</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 205</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 206</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Sophomores *LEAST* Likely to Return for Junior Year
- Sophomores *MOST* Likely to Return for Junior Year

**Image Description:**

- The table lists student characteristics including ID, Name, Probability Will Not Return, Gender, Race, Major, GPA, Unmet Need, and Other Characteristics.
- For Sophomores, the table indicates which students are least likely and most likely to return for junior year.
Post Matriculation

Relative Importance of Soph-Junior Attrition Factors

- 1ST SEM SOPH GPA: 24%
- MAJOR: 23%
- REMEDIAL COURSES: 20%
- UNMET NEED: 17%
- RESIDENCE HALL: 8%
- HOME STATE: 7%

Lower <-- Relative Importance --> Higher
Post-Matriculation

Sample Soph-Junior Year Critical Attrition Issues to Address

- Overall Soph-Junior Yr Attrition: 25%
- 1st Sem Soph Cum GPA < 2.0: 51%
- Major = Biology: 48%
- 1 or More Rem Courses Repeated: 47%
- Unmet Need >= $7,500: 46%
- Residence = Smith Hall: 46%
- Home State = Ohio: 35%
Post-Matriculation

Smith Hall Appears to Be a Problem

<table>
<thead>
<tr>
<th>Name</th>
<th>Enrolled</th>
<th>Attrition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>46%</td>
<td>22%</td>
</tr>
<tr>
<td>Tabor</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Alexandar</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Bradley</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Factor Analysis

How High-Performing Schools Ranked (1-12) Factors Affecting Retention

- Welcoming Campus Climate
- Admissions Practices
- Faculty Involvement w/Students
- Acad/Stu Support Services
- Fin Aid Packaging
- Multicultural Affairs/Density Officer
- Board/Admin Policy
- Parent/Relative Involvement
- Collaborate w/Community Orgs
- Data Collection/Progress Tracking
- Social/Cultural Programming

High <- Performance -> Low
High <- Importance -> Low
Financial Aid Factor Analysis

Your Tool for Improving Retention through Identifying Institutional Factors that May Affect It
Example of Financial Aid Packaging
Financial Aid Packaging

College/University is sensitive to the financial needs of students and attempts to:

- meet or exceed student need
- maximize scholarships/grants over loans for students keeping student/family debt low
- provide campus/community employment for students as part of aid package
- provide financial counseling for students and families on the cost of education and debt management
Financial Aid Example

D=Dean, E=Executive, F=Faculty, FA=Fin Aid, IT=IT, O=Oth Admin, R=Registrar, SF=Stu Fin, SL=Stu Life
RESHAPING YOUR CURRICULUM TO GROW THE BOTTOM LINE
Optimizing Academic Balance (OAB)

“If you believe in reincarnation, come back as an academic program and enjoy eternal life.”

Robert C. Dickenson, Prioritizing Academic Programs and Services
Reshaping Your Curriculum to Grow the Bottom Line: Optimizing Academic Balance (OAB)

...is an academic program analytical process that can provide an institution with a thorough examination of the program mix, demand and cost for all academic program offerings, undergraduate, graduate and non traditional.

...with this analysis in hand, an institution is able to make strategic academic decisions to optimize the balance among mission, academic program quality, market potential, cost and revenue.

©Copyright 2012 The Higher Education Practice, LLC
The OAB Process

Reshaping Your Curriculum to Grow the Bottom Line
Optimizing Academic Balance: Mission, Quality, Market Potential, Cost and Revenue

Mission & Quality
Evaluate Current Academic Program Mix

Determine Desired Academic Program Mix
Costs (faculty salaries & benefits & departmental budgets) vs. Revenues (using proxy of Student Credit Hours)

Optimize Market Potential to Fit Desired Program Mix
Prospects
Inquiries
Applicants
Admitted Students
Enrolled Students

Re-allocate Resources for Desired Program Mix
Marketing
Recruitment
Program Support

Optimized Academic Program Mix
Program Options: Increased, New, Stable, Reduced or Eliminated

Graduates
The Academic *Unit of Analysis*:

- Optimizing Academic Balance (OAB) utilizes market potential data (inquires, applicants, admitted students, enrolled students (matriculates), juniors and graduates) to measure demand for each program, student credit hours (SCH) generated by program as a proxy for revenues and the direct costs for teaching (faculty and departmental costs) each program.

The key to OAB analysis is using a common unit of analysis like the academic department.

- Armed with this information, institutional leaders are able to consider the long-term viability of academic programs, identify opportunities for growth or expansion, and understand where costs may need to be contained or eliminated, all within the context of the institutions mission, academic program quality, and strategic goals.
Cost

• The cost of each major is based on faculty salaries and benefit information and department operating budget

• In calculating the costs for teaching a program consideration is given for each course a faculty member (including adjuncts) teaches in the program

• For faculty members who teach in more than one department, this course-level analysis of costs allows you to apportion a faculty member’s compensation to the appropriate academic program
Data Required to Do OAB Analysis

- Course information data from the registrar by program
  - Department prefix ENG, BIO, CHE, course number
  - Term and year
  - Section number
  - Course title
  - Faculty name
  - Second faculty name (if team taught)
  - Program identification (traditional, nontraditional graduate)
  - Credit hours for course
  - Student count
  - General education

- Market Potential Data  Inquires, Applicants, Admitted Students, Enrolled Students (Matriculates), Juniors and Graduates from the registrar and enrollment Management
Data Required (cont.)

• Salary and benefit direct expense from CFO and CAO:
  – Name (faculty ID#)
  – Base salary
  – Benefits
  – Overload salary amount
  – Home department (Art, English, Music, etc.)
  – Identification of faculty as full- or part-time
  – Standard adjunct faculty salaries
  – Identification of any non-teaching duties (i.e. Dept. chair/admissions) will be subtracted from the course teaching expense
  – Number of course hours for standard teaching load
  – Department operating budget amount
Selected Illustrations from a Sample School

• Assessing external demand for academic programs
  – Inquiries by program and state

• Illustration of demand by inquiries, applicants, enrolled students, and graduates

• Illustration of cost per student credit hour by program

• Combining demand and cost
  – What does it mean?

• Resulting possible strategies
  – What can we do with what we know?
Where Is Demand for Our Programs Coming from?

Geographic Demand for Sample School's Programs Varies Significantly by State
Inquiries by Program & State

Equine Studies | Biology | Theatre Arts | Communication | Business | English | History | Compute Info Sys | Criminal Justice | Elem Education | Sociology

Other | State 6 | State 5 | State 4 | Neighbor 3 | Neighbor 2 | Neighbor 1 | Home State
# Combining External & Internal Demand with Cost/Student Credit Hour (SCH)

<table>
<thead>
<tr>
<th>Program</th>
<th>% of Inq</th>
<th>% of App</th>
<th>% of Enroll</th>
<th>% of Grads</th>
<th>Cost/SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1.0%</td>
<td>1.4%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>$131</td>
</tr>
<tr>
<td>Political Science</td>
<td>1.2%</td>
<td>1.6%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>$162</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>5.9%</td>
<td>3.7%</td>
<td>2.9%</td>
<td>2.4%</td>
<td>$190</td>
</tr>
<tr>
<td>Comp Info Systems</td>
<td>2.9%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>0.8%</td>
<td>$213</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>3.0%</td>
<td>3.8%</td>
<td>4.6%</td>
<td>4.1%</td>
<td>$175</td>
</tr>
<tr>
<td>Communication</td>
<td>3.9%</td>
<td>4.8%</td>
<td>3.7%</td>
<td>2.4%</td>
<td>$173</td>
</tr>
<tr>
<td>Psychology</td>
<td>6.2%</td>
<td>5.6%</td>
<td>8.3%</td>
<td>8.3%</td>
<td>$176</td>
</tr>
<tr>
<td>Biology</td>
<td>3.9%</td>
<td>3.0%</td>
<td>2.8%</td>
<td>2.0%</td>
<td>$210</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>1.9%</td>
<td>1.2%</td>
<td>2.1%</td>
<td>2.3%</td>
<td>$247</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>15.1%</td>
<td>13.4%</td>
<td>9.5%</td>
<td>9.3%</td>
<td>$205</td>
</tr>
<tr>
<td>Sociology</td>
<td>1.0%</td>
<td>1.3%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>$143</td>
</tr>
<tr>
<td>History</td>
<td>1.7%</td>
<td>3.1%</td>
<td>5.0%</td>
<td>7.8%</td>
<td>$142</td>
</tr>
<tr>
<td>English</td>
<td>3.1%</td>
<td>4.2%</td>
<td>5.8%</td>
<td>8.8%</td>
<td>$159</td>
</tr>
<tr>
<td>Elem Education</td>
<td>10.6%</td>
<td>14.3%</td>
<td>16.8%</td>
<td>16.7%</td>
<td>$161</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>18.7%</td>
<td>18.3%</td>
<td>16.7%</td>
<td>15.6%</td>
<td>$105</td>
</tr>
<tr>
<td>Business</td>
<td>20.0%</td>
<td>18.7%</td>
<td>15.9%</td>
<td>14.9%</td>
<td>$118</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
What We Know Now & What It May Mean

Optimizing Academic Program Balance at Sample College

- Low Cost/SCH Opportunities if Increase App & Yield Rates
- Modest Cost/SCH Opps if Increase # Inqs
- High Cost/SCH but Regional & National Demand Requires Multiple Strategies
- High Cost/SCH Poor Performance - Consider Reducing or Eliminating

% of Inq | % of App | % of Enroll | % of Grads | Cost/SCH
---|---|---|---|---
Mathematics | Comp Info Systems | Art & Design | Communication | Psychology | Biology | Theatre Arts | Equine Studies | Sociology | History | English | Elem Education | Criminal Justice | Business | % of Total Group | Cost per Student Credit Hour (SCH)

$0 | $50 | $100 | $150 | $200 | $250
0% | 2% | 4% | 6% | 8% | 10% | 12% | 14% | 16% | 18% | 20% | 22%

$0 | $50 | $100 | $150 | $200 | $250

What We Can Do with What We Know

- **Enhance the Liberal Arts A**
  - History, English, and Sociology perform well in the market among current inquiries and are very attractive to current students
  - They are among our highest quality programs
  - They are modest cost in terms of cost/SCH
  - **Strategy = increase inquiries through targeted purchases of prospect names and other methods, especially web-based**

- **Enhance the Liberal Arts B & Strengthen Regional/National Reputation**
  - Biology is a relatively expensive program but we have invested in its quality
  - It is our second strongest w/respect to national/regional demand
  - However, it does not do well in converting that demand
  - **Strategy = increase inquiries and improve application & enrollment rates & improve internal retention**
What We Can Do with What We Know

• **Reduce Costs by Eliminating Weak, Expensive Programs**
  – Fashion Design and Computer Information Systems (CIS) are both relatively high cost yet poorly performing programs
  – Neither is central to our mission
  – CIS has aging faculty nearing retirement age and early retirement is an option
  – Competition for Fashion Design in nearby, large city is proving to be insurmountable
  – *Strategy = phase out both programs in next three years*
What We Can Do with What We Know

• **Build on Strength in Elementary Education**
  – Elementary Education is among our highest quality programs
  – It performs well among current inquiries
  – It has modest cost/SCH
  – **Strategy = increase inquiries through targeted purchases of prospect names and other methods, especially web-based**

• **Grow Profitable Programs in Criminal Justice and Business**
  – Both programs are relatively low cost with respect to cost/SCH
  – They have the highest number of current inquiries
  – But both perform below the median with respect to application and yield rates as well as internal retention rates
  – **Strategy = improve application and yield rates & invest in faculty development (particularly for adjuncts) to improve quality**
What We Can Do with What We Know

• **Ensure the Strength of Our Most Widely Recognized, Quality Program**
  – Equine Studies has long been among our highest quality programs
  – It also has the highest demand outside our state and region
  – It is the only program in which we are highly selective among our applicants and has excellent retention and graduation rates
  – We are at capacity with respect to our facilities
  – However, our application rate is less than it could be and has slipped in recent years

• **Strategies**
  – Reverse decline in application rate
  – Conduct rigorous analysis of cost of:
    • Expanding capacity and
    • Building on reputation by expanding inquiry pool outside the state to increase demand to meet expanded capacity
What We Can Do with What We Know

- **Build Demand to Match Our Recent Large Investment in Theatre facilities**
  - We recently made a multi-million dollar investment in new theatre and related facilities
  - However, demand for Theatre Arts is not reflecting this investment even after an extensive analysis prior to construction
  - **Strategy:**
    - Completely reevaluate the role of Theatre Arts in the curriculum as well as its strengths and weaknesses
    - Revisit the nature of the local competition
    - Revisit analysis of potential demand
    - In context of above, make appropriate changes in the program, increase number of inquiries for newly designed program and improve application rate
Reshaping Your Curriculum to Grow the Bottom Line
Optimizing Academic Balance: Mission, Quality, Market Potential, Cost and Revenue

Mission & Quality
Evaluate Current Academic Program Mix

Determine Desired Academic Program Mix
Costs (faculty salaries & benefits & departmental budgets) vs. Revenues (using proxy of Student Credit Hours)

Optimize Market Potential to Fit Desired Program Mix
- Prospects
- Inquiries
- Applicants
- Admitted Students
- Enrolled Students

Re-allocate Resources for Desired Program Mix
- Marketing
- Recruitment
- Program Support

Optimized Academic Program Mix
Program Options: Increased, New, Stable, Reduced or Eliminated

Graduates
Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by Department of Major

% of Total Group

% of Inq  % of App  % of Admit  % of Enroll  % of Jun  % of Grad  Cost/SCH

Department of Major

Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by Cost per Student Credit Hour (SCH)
Sorted by Applications
Sorted by Admitted
Sorted by Enrolled

Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by % of Enrolled Students

% of Total Group

% of Inq % of App % of Admit % of Enroll % of Jun % of Grad

Cost/SCH

Classics
Gender Studies
Geography
Geology
Environ Studies
Art & Art Hist
Philosophy
Communication
Religion
Chemistry
English
History
Music
Soc & Anthro
Political Science
Biology
Languages
Theatre & Dance
Math & CS
Nursing
Physics
Health & Exer Science
Psychology
Econ & Man
Education

% of Inq  % of App  % of Admit  % of Enroll  % of Jun  % of Grad  Cost/SCH
Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by % of Juniors

% of Inq  % of App  % of Admit  % of Enroll  % of Jun  % of Grad  Cost/SCH
Sorted by Percent of Total Juniors
Sorted By % of Graduates

Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by % of Graduates

% of Total Group

% of Inq % of App % of Admit % of Enroll % of Jun % of Grad

Cost/SCH


% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group

% of Total Group
Sorted By % of Grads-%of Enrolled

Optimizing Academic Balance at a Traditional Liberal Arts College
Sorted by (% of Grad) - (% of Enroll)
General Education SCH Relative to Cost/SCH Sorted by GE SCH 2011-12
Please feel free to contact me if you would like a free copy of this presentation or a copy of the OAB data collection tool.
QUESTIONS
Thank you!

Please remember to complete the event evaluation. Your comments will help us continually improve the quality of our programs.