UNIVERSITY OF NEBRASKA–LINCOLN

SMART ENROLLMENT GROWTH TASK FORCE

FINAL REPORT APRIL 7, 2017

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EXECUTIVE SUMMARY

The charge to the Smart Enrollment Growth Task Force is three-fold: 1) examine UNL's enrollment management plans, 2) research regional, national, and international opportunities for smart enrollment growth, and 3) review the Chancellor's enrollment growth goals and make a recommendation on an optimal target enrollment.

TASK FORCE ACTIONS

To fulfill this charge, the Task Force:

- Reviewed UNL's current enrollment profile, including the distribution of student types (freshmen and transfer by residency, international, graduate, and professional) with a focus on expanding the diversity of the student population.
- Assessed the current competitive environment.
- Completed a focused situational (SWOT) analysis to identify UNL's strengths, weaknesses, opportunities, and threats.
- Engaged Stamats, an external higher education consulting firm, to complete market research with the following goals:
    - Determine whether our proposed enrollment goals are realistic.
    - Analyze the competitive landscape and recommend avenues for enrollment growth that may have the highest probability of success given UNL's distinctive strengths and market opportunities.
- Created an Enrollment Projection Tool to allow the comparison of alternative enrollment growth scenarios and their bottom line impacts.
- Contacted peer institutions who have successfully increased enrollments to understand their successful growth strategies and gather advice on how to avoid the unintended consequences that come with growth.

RECOMMENDATIONS

Based on this analysis, the Smart Enrollment Task Force recommends the following:

DEFINE ENROLLMENT GROWTH BENEFITS

To gain buy-in from faculty, departments/units, and colleges, the strategic planning process needs to 1) clearly define the advantages of enrollment growth, and 2) justify why our stated target enrollment is the right size for UNL.

Benefits of increased enrollment include:

- expanded educational opportunities,
- increased accessibility,
- a more diverse student body,
- amplification of UNL's role as an economic development engine for Nebraska,
- magnification of UNL's ability to support the economic revitalization of Nebraska communities, and
- creation of a larger alumni network that can promote the university's successes, help recruit students, and generate additional financial support.

UNDERSTAND CHALLENGES TO GROWTH

UNL must also consider the consequences of significant growth. Higher enrollments require:

- increased faculty resources and student support services, and
- an investment in physical and technical infrastructure.

The strategic planning process needs to compare the benefits and costs of rapid enrollment growth and make the case that the benefits substantially outweigh the costs. Lack of attention to these critical components may result in overcrowding and a lower quality student experience.

DEFINE UNL'S OPTIMAL TARGET ENROLLMENT

Market analysis completed by Stamats finds some of the Chancellor's individual enrollment targets may be attainable; however, political, demographic, economic, and competitive market forces will likely prevent our ability to attain the overall enrollment target of 35,000 students by 2025. Based on the analysis presented in this report, we recommend that the enrollment growth projections be revised to a total enrollment level of 30,600 by 2025. This growth is still very ambitious, but attainable with focus and commitment.

CREATE A MORE COHESIVE BRAND

UNL needs to develop a strong, comprehensive and cohesive brand strategy. Currently, the existence of multiple brand identities within UNL colleges and departments/units confuses students and reduces the effectiveness of marketing strategies. Further, as Nebraska's flagship institution, UNL would benefit from a brand that is distinct from UNMC, UNK and UNO. Each campus of the University of Nebraska system should have separate brands that demonstrate their respective value propositions.

DEVELOP THE RIGHT GROWTH INCENTIVES

The strategic planning process should include the development of a budget model that rewards colleges and departments/units for enrollment growth and academic performance. This model should be transparent and developed with input from key campus constituencies. The model should reward both growth in the number of students who declare a particular major and growth in credit hour production.

FOCUS SPECIFIC GROWTH AREAS

The Strategic Planning Task Force should pursue a focused strategy of enrollment growth instead of attempting to grow many programs at the same time. Efforts to increase enrollment should be focused on areas where we have internal strengths and favorable external competitive environments.

Our preliminary analysis indicates there are specific segments of underserved market demand (both for face-to-face and/or online programs) in which UNL's competitive advantages could more easily create growth. These segments include agriculture, education, business, health, and STEM at the undergraduate and graduate levels.

When considering new online programs, the Strategic Planning Task Force should consider not only revenue potential but also the marginal costs per student. Given that we have limited resources, we should focus on creating new programs that are easily scalable and have a low marginal cost per student.

STREAMLINE NEW PROGRAM CREATION

To attain rapid enrollment growth, we need to create new or updated programs and degrees more quickly. Our new program/degree approval process should be re-examined with the goal of shortening completion time while maintaining the principles of faculty governance.

DEVELOP A PLAN FOR SCALING UP RESOURCES

In order to guarantee a high quality student experience, increases in enrollment must be accompanied (and in many cases preceded) by increases in physical resources, student support services, and faculty and staff. The Strategic Planning Task Force should develop a detailed plan for infrastructure improvements and resource management.

EXPAND DONOR AND ALUMNI SUPPORT

UNL needs to forge a stronger partnership with the University of Nebraska Foundation and Alumni Association to further involve the campus in the expansion of donor and alumni engagement, as well as grow the number of endowed funds.

COORDINATE TASK FORCE PARTICIPATION IN STRATEGY DEVELOPMENT

The strategic planning process will be most effective if it includes representation from the Smart Enrollment Growth Task Force as well as coordination among other task forces at UNL and across the University of Nebraska system.

WHAT WE KNOW: CURRENT MARKET LANDSCAPE

UNDERGRADUATE

Excerpts from UNL's 2016-2020 Enrollment Management Plan developed by Amy Goodburn, James Volkmer, and Amber Williams.

UNDERSTANDING DEMOGRAPHIC CHANGES

UNL is called to lead in providing quality higher education in the state of Nebraska, so we must understand critical changes in the populations we serve. According to projections by the Nebraska Coordinating Commission for Postsecondary Education (2015 Nebraska Higher Education Progress Report) the number of high school graduates will increase 9% between 2014-15 and 2020-21. Underrepresented minorities will make up a majority of this growth, with populations increasing 22.4% (from a share of 26.5% to 30%).

Given the changing demographics of the state, our ability to maintain or increase the number of Nebraska students we serve increasingly depends on our success in enrolling a higher percentage of students of color, many of whom will not be college ready. According to ACT, only 50% of underrepresented minorities will meet UNL's admission standards in the coming years. In addition, UNL currently attracts only 18.4% of minority high school graduating seniors who attend postsecondary education, compared to 21% of the majority population (see *Appendix A*).

TRANSFER LANDSCAPE

UNL has seen a decrease of transfer enrollments over the last five years. In the past, UNL's transfer population has been evenly split between other four-year institutions and Nebraska community colleges. As retention on other college campuses has increased, UNL's transfer numbers for this population have decreased. Adding to the slowing momentum on transfer enrollment, Nebraska Community College enrollments continue to shrink (the latest data shows a market retraction of 11.6% from 2011 to 2013). In 2013, only 11% (4,833) of more than 42,000 community college students indicated they planned to transfer to a four-year school upon completion of their program. Of that 11%, only 19.5% (2.15% of the total population) actually completed their program of study and transferred to a four-year school. UNL has maintained the largest market share of the academic transfer population at 40%. The decrease in the number of four-year transfers, shrinking community college enrollments, and the small academic transfer population makes recruiting transfers difficult.

ADJUSTING GOALS FOR DEMOGRAPHIC CHANGE

Demographic challenges in Nebraska indicate UNL will need to enroll additional nonresident and international students to grow. In 2016, UNL enrolled more than 1,000 new nonresident freshmen (see *Appendix A*); however our research indicates we must double our nonresident population in order to reach enrollment targets. UNL faces an extremely competitive market out of state, and currently holds a much smaller market share of nonresident students than our main competitors.

Our analysis has identified two major barriers to recruiting students from outside Nebraska: 1) less than favorable assumptions of what life is like in Nebraska, and 2) because competitors offer aggressive scholarships for nonresident students, UNL has a higher net cost.

INTERNATIONAL RECRUITMENT

UNL has targeted India, Brazil, China, Indonesia, Mexico, Vietnam, South Korea, Turkey, and Malaysia as primary international markets. Populations in these countries demonstrate high levels of English proficiency, economic stability and academic preparation. The bulk of our 122% growth in international markets has come from these countries. Continued success in the international marketplace will be predicated on expediting admissions decisions, increasing enrollment of Intensive English Program students who enroll as degree-seeking students, increasing international travel, building an inquiry pool of qualified students, and strengthening our relationships with agencies and counselors in target countries.

Despite our recent success, the current U. S. political climate makes the future of international recruitment unclear. Federal policy changes and sustained anti-immigrant rhetoric have had a chilling effect for international students who no longer want to study in the U. S. UNL has already experienced a 24% decrease in applications from China (a significant problem for growth as we currently lack diversity in international enrollments and depend significantly on China). Additionally, 10% of undergraduate applications are from Muslim countries which have been targets of recent executive orders on immigration.

GRADUATE

As of Fall 2016, there were approximately 4,720 graduate students and 497 professional students enrolled at UNL, accounting for approximately 19% of the total UNL student population (including professional students). Although growth has been slow, graduate enrollment has increased 7% over ten years, from 4,257 students in 2006 to 4,567 in 2016. A detailed description of graduate recruitment operations is included in *Appendix B*.

Graduate enrollment is largely dependent upon a selection process which varies widely across programs and a student's ability to pay or be funded. Graduate enrollment is also influenced by factors such as faculty research and mentoring capacity. For many graduate programs, there is limited staff or budget to support graduate recruitment efforts.

The following highlights major trends in UNL graduate enrollments over the past ten years.

- Total graduate enrollment has been fairly flat, with a small peak in 2011.
- Graduate enrollment in degree programs has increased slightly since 2006 (13%).
- Non-degree enrollments have decreased since 2006, in part due to improvements in our application process which reduced the need for seeking non-degree admission while awaiting a departmental decision on a degree-seeking application.
- The majority of the student body is comprised of white domestic students (63% in 2016) and international students (23% in 2016), mirroring national enrollment patterns. While Graduate Studies and UNL programs have made efforts to expand access to underrepresented minorities at the graduate level, progress is slow.
- The biggest growth has been in Hispanic students (+77/+91% to 162 in 2016), while the already small American Indian enrollment became smaller (-9/-57% to 9 in 2016).
- For international students, China is our largest market by a large and consistent margin. Chinese enrollment in 2016 is down from a 2012 peak but has grown 38% since 2006. India consistently ranks second, down 12% since 2006 after a dip and partial recovery. Iran has grown steadily, from 5 students in 2006 to 73 in 2016, and displaced South Korea as our third-largest market.
- Most of our growth has come from out of state. Nonresident enrollment increased in number (+651/+32%) and proportion (48% of 2006 enrollment, 58% in 2016), while resident enrollment decreased (-331/-15%).
- Part-time enrollments increased (+307/+15%) while full-time enrollments have nudged up and down to end up flat (+3/0%).
- Full-time students are increasingly nonresident: 72% of 2016's full-time enrollees were nonresident, up from 61% in 2006. Part-time students are mostly resident, but by a shrinking margin: 55% of 2016's part-time enrollees were resident, down from 67% in 2006.
- Doctoral students have outnumbered master's in recent years, but that wasn't true for 2007-2010 and even now the margin is slim (35 students).
- Non-degree enrollments have decreased, in part due to procedural improvements which reduce the need for students to seek non-degree admission while awaiting a departmental decision on a degree-seeking application.

- Enrollments for "first-time graduate, degree-seeking" have increased 33% (+199) since 2006.
- For master's programs, the biggest changes were increases in Education & Human Sciences (+178/+43%) and Business (+168/+67%). The largest decreases were in Arts & Sciences (-84/-27%) and Journalism & Mass Communications (-33/-49%).
- For doctoral programs, the biggest growth was in Agricultural Sciences & Natural Resources (+160/+101%) and Engineering (+129/+78%), offsetting a decrease in Business (-46/-71%).

GRADUATE PROGRAM OFFERING GROWTH

Since 2006, most new graduate programs have been graduate certificates. Only four new degree-granting programs have been created during this time: M.A. in Art History in 2008, Ph.D. in Music in 2010, M.E.M. in Engineering Management in 2015, and Ph.D. in Complex Biosystems in 2016.

The pace for the approval of new degree programs is slow, and there is much greater scrutiny by Board of Regents and the Coordinating Commission on Postsecondary Education around program viability and cost. Federal and state legislative changes (e.g. decreasing support for research and the federal student-loan policy) have slowed graduate growth, and changing student demographics (e.g. fewer high school graduates and a volatile international student market) may impact our ability to recruit, enroll, and retain new students.

PROGRAM CAPACITY

An analysis completed in collaboration with program chairs indicates many doctoral programs are at or near capacity, both in terms of funding and in terms of available faculty mentors. For doctoral programs with the capacity to increase enrollment, increased funding for student support is the single most important factor in attracting additional high quality students. More competitive funding packages are critical in attracting top students for all programs. The number of new faculty would need to grow proportionally to the increase in graduate students. While a program may have capacity to enroll additional students, enrollment growth may be limited by the market demand for graduates in a particular field or discipline.

PROGRAM COMPETITION

At the graduate level, UNL faces competition for graduate students locally, regionally, and in the Big Ten. Within the state of Nebraska, agriculture, architecture, engineering, journalism, and some programs in Arts & Sciences are only offered at UNL. Education and Business Administration have more local competition.

GRADUATE FUNDING: ASSISTANTSHIPS & FELLOWSHIPS

The total number of assistantship appointments has grown from 1,355 in AY 2010 to 2,057 in AY 2016 (an increase of 702 students or 34%). Of the 1,862 GA appointments in AY 2016, 1,143 were on state-aid funding, while 1,095 were on research/other funding.

The minimum required stipend for graduate assistantships (.33 FTE - .49 FTE) for an academic year has increased 18% over the past 10 years. In 2007, the minimum stipend was $7,958. In 2017 the minimum stipend was $9,393. The minimum stipend remained flat between 2008 and 2013, with a 14% increase between 2013 and 2017.

Based on the 2015-2016 Oklahoma State University Graduate Assistant Stipend Survey, the average stipend across all ranks was $16,198. In comparison, UNL's average across all ranks was $17,481. UNL's average stipend was slightly higher than the overall average for both graduate teaching assistants ($16,796 at UNL vs. $15,742 overall) and graduate research assistants ($17,432 at UNL vs. $16,530 overall).

FELLOWSHIP FUNDING

For fall 2016, 435 graduate students received fellowship funds. Currently, the Office of Graduate Studies annually awards 35-38 Othmer fellowships ($8,000), 35-40 Chancellor fellowships ($4,000), 2 Presidential fellowships ($24,000), 2-4 Fling Fellowships ($20,000), and 10-15 Dean's Fellowships ($5,000-$1,500). Funding for these fellowships is provided through the University of Nebraska Foundation. Over the past seven years, UNL has seen a 10% reduction in Foundation support.

The lack of substantial fellowship funds that would allow graduate programs to offer students five years of funding support hinders our ability to compete with peer institutions for the strongest students. Lack of funding also increases Ph.D. students' time-to-degree.

Finally, UNL is one of the few major research universities that does not provide a dedicated fellowship program for underrepresented students. Last fall, Graduate Studies created a McNair Graduate Fellowship with the help of the Foundation, but we have not been able to secure help in promoting the fund. Most recently, a donor has provided funds that will provide five $3,000 fellowships for former McNair Scholars.

PROFESSIONAL: COLLEGE OF LAW

As the only public law school in the state and the *Number One Best Value Law School* in the country according to *National Jurist*, the University of Nebraska College of Law is poised to provide a top quality legal education to Nebraska residents and to attract nonresident students.

In the current market, however, there are several challenges to attracting applicants to law school. Since the fall of 2010, the number of Law School Admissions Tests administered in an application cycle has decreased by 38%. Likewise, the number of applicants to ABA accredited law schools has declined nationally by 35%, and the number of applications those students complete has dropped by nearly 43%. Since 2011, the number of Nebraska residents applying to law school has dropped by 29% and Nebraska Law has seen a 33% decline in applications overall.

To counteract the downturn, the admissions office in the College of Law is concentrating on building stronger relationships with potential applicants at colleges and universities in Nebraska, the Big Ten, and throughout the Midwest. We are attending more traditional recruitment events in these areas as well as working with student populations to increase awareness about the flexibility of the law degree and career options following law school. We are creating more targeted recruitment and retention materials and creating more opportunities for prospective students to make connections with the Nebraska Law community. These efforts include the creation of *Rural Law Opportunities* programs with Chadron State College, Wayne State College and the University of Nebraska at Kearney, and the *Underserved Law Opportunities* program with the University of Nebraska at Omaha. We are confident that in the next year the UNL pipeline will be strengthened through collaboration with the College of Business and the Honors Program. Some of our increased efforts are already starting to pay off. Application numbers have increased by 16% over the past two years, and the fall 2016 entering class was 27% larger than the fall 2015 entering class.

Aside from increasing enrollment in general, the College of Law is also focused on the diversity of its student population. Improving the student body's diversity has proven difficult as law school applicants from diverse populations have also significantly declined. For example, since the fall of 2010 the number of African Americans and Asians applying to law school has dropped by nearly 20% and 27% respectively. The competition among law schools to attract diverse students is increasing with law schools compensating students for travel associated with visiting campus as well as awarding scholarships based on diversity. Attracting diverse applicants to Nebraska Law from across the country in this environment will be difficult. Therefore, the College of Law is focusing its diversity recruitment efforts more locally by partnering with various organizations and departments at UNO and UNL that work with ethnically diverse students.

WHAT WE DID: TASK FORCE METHODOLOGY

In December 2016, the Chancellor's Smart Enrollment Growth Task Force met with the charter to examine UNL's enrollment management plans, consider regional and national opportunities for smart growth, and evaluate UNL's optimal enrollment size.

The Task Force, led by Amber Williams, Director of Admissions, and Tiffany Heng-Moss, Associate Dean for the College of Agricultural Sciences and Natural Resources, included a cross section of college deans, chairs and other members of supportive university organizations. The initial meeting laid the groundwork by reviewing UNL's stated aspirational goals for 2025, which included:

- total student enrollment of 35,000,
- greater than 90% retention rate, and
- six-year graduation rate of 80% (see *Appendix C*).

During review, the Task Force also identified a need to understand UNL's current enrollment profile, including the distribution of student types (freshmen and transfer by residency, international, graduate, and professional) with a focus on expanding the diversity of the student population.

FOCUSED SITUATIONAL ANALYSIS

To evaluate UNL's current environment, the task force completed a situational (SWOT) analysis driven by sub-committees in three areas: undergraduate, graduate and professional. Sub-committees finalized their respective analyses in early February, then reconvened as a full group to further discuss, refine, and organize the information.*

EXTERNAL RESEARCH: MARKETPLACE ANALYSIS

Beyond internal analysis, the task force sought additional market demand research and identified Stamats, a higher education consultant located in Cedar Rapids, Iowa, based on feedback from enrollment management colleagues.

Stamats' primary objective was to identify a full array of potential avenues for boosting enrollment by considering UNL's distinct academic delivery capabilities, enrollment goals and related market demand. Stamats provided a substantial enrollment growth model overview that considered how other institutions have grown in the past, what factors lead to that growth, and what market opportunities currently exist for UNL. Stamats additionally included job opportunity analysis in UNL's core geographic areas and considered the effect of improving reputational rankings.

In summary, Stamats provided a candid assessment of our growth goals and some basic recommendations for UNL's best paths forward.

**Survey feedback from graduate chairs on enrollment capacity was also included in the graduate and professional programs SWOT analysis.*

EXTERNAL RESEARCH: PEER INSIGHTS

The task force gathered feedback from peer institutions which have experienced notable growth with the goal of identifying successful recruitment strategies and their accompanying opportunities and pitfalls. The task force interviewed enrollment management professionals from the following universities:

Institution	2006 Enrollment	2014 Enrollment	Growth
Rutgers University – New Brunswick	33,987	47,928	41.0%
Oregon State University – Corvallis	19,030	27,908	46.7%
Texas A&M University – College Station	45,290	61,490	35.8%
University of Cincinnati – Main	27,567	34,808	26.3%
University of Missouri – Columbia	27,905	35,059	25.6%
Iowa State University – Ames	25,462	33,878	33.1%

ENROLLMENT PROJECTION

James Volkmer, Assistant Dean for Business and Finance for Academic Services and Enrollment Management, provided the task force with an enrollment projection model. The model uses established and/or predictive retention rates to demonstrate the levels of growth necessary for specific student segments in reaching enrollment targets (e.g. minority and nonresident students retain at different rates than the aggregated average, requiring consideration for a more accurate predictive model).

SUPPLEMENTARY RESOURCES

The task force also reviewed the following resources:

- The *2016-2020 Enrollment Management Plan*, prepared by Academic Services & Enrollment Management, which outlines UNL's current recruitment strategies and investments to achieve a student body of 30,000.
- The *Graduate Enrollment Plan 2016-2020*, developed by the Office of Graduate Studies, which articulates graduate growth strategies and recruitment action plans for each graduate program.
- The *Regional and State Employer Demand Dashboards* published by the Advisory Board Company (which provides labor market analytics) to consider potential program opportunities that address market demand.
- Sample financial packages provided by the Office of Scholarships and Financial Aid that are segmented by family incomes for first-year Nebraska residents, financial aid and cost of attendance trends, federal accountability outcomes data points trends, academic merit-based scholarship trends, and a detailed analysis of how UNL compares to peer institutions (see *Appendix D*).
- Several other supplementary reports, articles, and surveys for the undergraduate, graduate and professional programs contributed to the committee's analysis.

CONCLUSION

The Smart Enrollment Growth Task Force completed its review and analysis the beginning of April 2017 and provided a final report to Chancellor Ronnie Green. The final report includes a section with recommendations for the future strategic planning process based on the in-depth research, analysis, and discussions produced by the team.

WHAT WE LEARNED: TASK FORCE FINDINGS

SWOT ANALYSIS

A SWOT analysis is a basic, straightforward organizational heuristic that provides direction and serves as a basis for the development of marketing plans. A SWOT assesses an organization's strengths (*what an organization can do*) and weaknesses (*what an organization cannot do*) in addition to opportunities (*potential favorable conditions for an organization*) and threats (*potential unfavorable conditions for an organization*).

A SWOT analysis separates internal issues (strengths and weaknesses) from external issues (opportunities and threats). A SWOT analysis reveals the environmental factors which will assist the organization in accomplishing objectives (a strength or opportunity) and obstacles that must be overcome or minimized to achieve desired results (weakness or threat) (Marketing Strategy, 1998).

STRENGTHS AND WEAKNESSES (INTERNAL)

The role of the internal portion of SWOT is to determine where resources are available or lacking so that strengths and weaknesses can be identified. From this, organizations can develop strategies to match strengths with opportunities and create plans to overcome weaknesses (Marketing Strategy, 1998). Strengths and weaknesses exist internally within an organization or in key relationships between the organization and its customers. A SWOT analysis must be customer focused to gain maximum benefit: a strength is meaningful only when it is useful in satisfying the needs of a customer (Marketing Strategy, 1998).

OPPORTUNITIES AND THREATS (EXTERNAL)

Organizations must acknowledge the effect of the external environment on their operations. Changes in the external environment can lead to new opportunities and capabilities, or they can prohibit the organization from delivering value to its customers (Marketing Strategy, 1998). Organizations must evaluate changes in the following environments: competitive environment, sociocultural environment, political/legal environment, and internal organizational environment.

TASK FORCE ACTION

The Smart Enrollment Growth Task Force realistically assessed UNL's current environment to determine opportunities to succeed and areas that may cause significant challenges. During the strategic planning process, the SWOT analysis may be helpful to justify UNL's next course of action. As the campus considers the SWOT, the task force urges planners to remain open to possibilities that exist within a weakness and likewise, recognize that an opportunity can become a competitive threat if other universities take advantage of those same opportunities. The following chart is a list of the recurring themes identified within the analysis.

UNDERGRADUATE SWOT

STRENGTH/OPPORTUNITY

- Our status as the flagship NU campus and only land-grant institution translates into strong brand awareness and respect, especially in state. With growth in the right areas, it is possible to increase our brand proposition out of state and internationally.
- We have been able to attract and retain young, cuttingedge, and energetic faculty members that are dedicated to the teaching mission, which will contribute to UNL's ability to recruit and retain students.
- UNL has great synergy between the colleges and academic services, but there is limited integration with student services. With the addition of Student Affairs in the Office of EVC, we have an opportunity to better collaborate and jointly develop strategies to make UNL a 24/7 campus, improve the student experience outside the classroom, and improve retention. Additionally, we have the opportunity to challenge the status quo by considering trimesters as well as weekend and evening course options.
- UNL has strong partnerships with K-12 schools, and we have opportunities to further expand through Nebraska Extension and 4-H.

OPPORTUNITY/WEAKNESS

- With new leadership, our organizational culture is at its most malleable, giving us the opportunity to reexamine the status quo. However, our strategic direction isn't defined yet, and the new leaders are still building trust and respect from the campus.
- UNL has an opportunity to increase nonresident enrollment; however, nonresidents have negative perceptions of the Nebraska brand that extends to the city of Lincoln and the university.
- UNL has state-of-the-art housing, but the costs of housing continue to rise and are becoming prohibitive to our lowest income students.
- Due to the changing demographics, UNL has an opportunity to increase its attractiveness to first generation, low-income, and minority students, but the retention of these populations is currently low. UNL will need to develop a strong infrastructure to ensure the success of these students.

STRENGTH/THREAT

- As the largest NU campus, we have a strong voice in NU system discussions. However, our limited ability to differentiate ourselves among the other NU campuses impedes our opportunities to grow in-state and nationally.
- Admissions and the academic colleges have collaborated to create a recruitment process that is far more relational than any other institution of our size. Given our small state population, we must aggressively compete to recruit top students. The state and university budget environment scares prospective students and is damaging to morale. Additionally, many state schools in the Midwest have similar enrollment growth initiatives. Given our small state population, we must compete to recruit resident students.
- UNL has invested in state-of-the-art classrooms, labs and housing, but UNL lacks the financial infrastructure to support extensive growth (e.g. classrooms, residence halls, office space, academic and student services). UNL needs to consider better classroom utilization.

THREAT/WEAKNESS

- The state and university budget environment is damaging to morale, puts strategic initiatives at risk (e.g. faculty hires, technology, facilities, parking, academic and student services), and scares prospective students.
- Growth requires that we develop unique strategies to recruit and retain specific demographic groups (e.g. high ability, first-generation, international, minority) that will require additional resource investment.
- The U.S. racial climate is tense; Nebraska is not viewed as a progressive state with respect to social justice issues.
- The number of low-income students in the state of Nebraska is increasing, and the financial aid needed to support these students is not keeping pace with the cost of education.
- The U.S. political climate has a chilling effect for international students who no longer want to study abroad. UNL's international enrollment lacks diversity and depends significantly on China. UNL has already experienced a 24% decrease in applications from China; 10% of undergraduate applications are from Muslim countries.

GRADUATE/PROFESSIONAL SWOT

STRENGTH/OPPORTUNITY

- We are the only public, research intensive, doctoral-granting institution in the state of Nebraska.
- We enjoy strong leadership from top-level administration to Graduate Studies Office and a talented faculty with broad base expertise, specializations, and interests who are willing to share expertise with students.
- Opportunities for new program development:
  - a) collaborations among colleges and departments;
  - b) potential partnerships with UNK, UNO, UNMC, and other Big Ten institutions;
  - c) global partnerships;
  - d) there is enough space in the market to build our competitive advantage with new programs;
  - e) new certificate programs may provide vehicles to increase enrollment and support future enrollment in master's degrees;
  - f) new interdisciplinary program development (e.g., Complex Biosystems, Stress Biology) has potential for attracting master's and Ph.D. students;
  - g) growth in master's programs (both traditional and online) are a priority for thriving regional markets such as journalism and mass communications, teaching, accounting, computer science, and business administration.

OPPORTUNITY/WEAKNESS

- Market research and study from outside consultants will help provide additional market and competitive perspective, but our current budget situation may be a limitation.
- Expanding doctoral programs can increase graduate enrollment, but overall, doctoral enrollments are relatively small and programs require significant funding support. For programs with the capacity to increase enrollment, increased funding for student support is the single most important factor in attracting additional high quality students. More competitive packages of stipends and tuition are critical in attracting top students for all programs.
- We have the opportunity to grow in professional/applied master's programs where local and regional competition for master's is not as strong; however our 15-month approval process for new programs is too long to meet emerging market demands. Additional scrutiny by Board of Regents and the Coordinating Commission on Postsecondary Education around program viability and cost makes responsiveness difficult.
- While a program may have capacity to enroll additional students, enrollment growth may be limited by the market demand for graduates in a particular field.
- We need to more intentionally link strong interdisciplinary research centers such as CB3, Nebraska Center for Virology, etc., and innovative programs such as the Emerging Media Arts, Digital Humanities, Minority Health Disparities Initiative with graduate education.
- Education and Business Administration face tough competition locally, regionally, and in the Big Ten.

STRENGTH/OPPORTUNITY (CONTINUED)

- Certificate programs with high demand may serve as revenue sources for the university in addition to the academic benefits they provide for graduate education. Increasing capacity in selected programs may be a good strategy; certificate programs require less personnel investment than graduate and professional programs (high student demand + low-cost university investment = high yield results).
- The key for sustaining and growing enrollments is to have more customer-desired programs offered online. Research indicates that online master's degrees are increasingly more popular among students, especially in business, journalism, and agriculture. The new online revenue model will provide more incentive for graduate units to offer online programs. Target markets include military, agricultural/rural markets, educators, and international students.
- Several graduate programs/research areas have achieved or are approaching national or international recognition.
- UNL has robust learning platforms and other technology resources for growing established online programs and developing new online programs.
- The Office of Graduate Studies recruitment team uses best recruitment practices to build a prospective graduate student inquiry pool though a personalized, relationship-based approach for recruiting and customer service and support.
- With continued tuition remission support, the College of Law can leverage its "Best Value" ranking to increase enrollment despite the competitive student recruitment environment.

OPPORTUNITY/WEAKNESS (CONTINUED)

- Federal and state legislative changes (e.g., decreasing support for research, federal student-loan policy) have made it more difficult to fund graduate students.
- Changing student demographics (e.g., fewer high school graduates, a volatile international student market) may impact our ability to recruit, enroll, and retain graduate students.
- Decisions about graduate enrollment growth are determined at the program/department level.

STRENGTH/THREAT

- As the largest NU campus, we have a strong voice in NU system discussions. However, we have a limited ability to differentiate ourselves among the other NU campuses and this impedes upon our opportunities to grow in-state and nationally.
- Office of Graduate Studies and the academic units have developed recruitment strategies; however, we need to assess recruitment practices and strategies at the graduate program level to determine how application deadlines and offer timelines impact UNL's ability to attract quality students (peers review and admit applicants much sooner than many of our graduate programs).
- We enjoy local brand recognition, but in comparison to the majority of Big Ten institutions, UNL graduate programs are at the bottom (rankings, enrollments, degrees conferred).

THREAT/WEAKNESS

- Graduate education is typically more expensive than undergraduate education; smaller student/faculty ratios and funding support to attract and retain high quality students are two variables that impact cost.
- UNL offers 70 master's majors, 48 doctoral majors, and 30 graduate certificate programs. Since 2006, approximately 32 graduate programs (new majors and certificate programs) have been approved. Of those 32, only two new doctoral majors have been approved (Music, 2010; Complex BioSystems, 2016). No new master's majors have been approved.
- The state and university budget environment is damaging to morale, puts strategic initiatives at risk (e.g. faculty hires, technology, facilities, parking, academic and student services), and scares prospective students.
- The U.S. political climate has a chilling effect for international students who want to pursue a graduate program from the U.S.
- Stipends for new doctoral students are not competitive, and stipends for continuing students are not adequate. Internal resources to support and retain students, in terms of funding packages, limit ability to successfully compete for top students. There is inadequate financial and social support for underrepresented populations.
- Limited incentives to grow graduate programs. The charge to grants is prohibitive. The 40% charged to grants for graduate research assistants serves as incentive for faculty to hire postdoctoral scholars instead of graduate student researchers on grants.
- The current online revenue model provides little-to- no incentive for graduate units to offer online programs.

THREAT/WEAKNESS (CONTINUED)

- Many doctoral and some master's programs are at or near capacity, both in terms of funding and in terms of available faculty mentors. The number of new faculty would need to grow proportionally to the increase in graduate students.
- The current environment in graduate education at UNL will require a cultural shift in graduate programs' philosophy related to recruitment, admissions, and enrollment. Growth (or decline) in undergraduate enrollments should not drive graduate admissions decisions, and capacity should not be defined as a 1:1 relationship.
- Resourcing from within each college/department forces graduate and undergraduate education to compete for resources, weakens across- discipline collaborations, permits resistance to change, and provides no incentives to achieve institutional goals.
- Adding more graduate students while continuing to be intentional about our commitment to our graduate students and their experience at UNL will require more faculty and staff time; expanded office and research space; and an increase in the number of course offerings.
- While a program may have the capacity to enroll additional students, enrollment growth may be limited by the market demand for graduates in a particular area of study.

THREAT/WEAKNESS (CONTINUED)

- An increase in graduate student enrollment is likely to impact the following:
  - **Faculty**: if graduate enrollment were to increase in the basic research areas, the number of new faculty would need to grow proportionally to support the mentoring needs of graduate students.
  - **Funding**: currently, graduate stipends at UNL are low, and as noted previously, we expect continued reduction in federal funding. To support additional doctoral students, we would need to increase funding. As tuition and fees increase, the need for more scholarship support increases to attract the best students and to maintain a diverse student population.
  - **Space**: a proposed increase in graduate students will require an increase in lab and classroom space.
  - **Graduate student retention/student services**: with an increase in enrollment, we might expect an increased expectation for graduate student support services. Over the past two years, Graduate Studies has experienced an increased expectation for more graduate career services. An increase in graduate enrollment may require an increase in staff support.

SWOT CONCLUSIONS

The task force has identified the following themes within the three respective analyses:

- While there are major advantages to being the flagship research institution in the state, there needs to be increased and purposeful brand development to make clearer the UNL value proposition and drive greater brand recognition statewide and beyond.
- UNL must identify and implement systems designed to more fully meet the needs of first generation, low income, and minority students.
- UNL has an opportunity to increase nonresident enrollment; however, nonresidents have negative perceptions of the Nebraska brand that extends to the city of Lincoln and the university.
- UNL has invested in state-of-the-art classrooms, labs and housing, but UNL lacks the financial infrastructure to support extensive growth (e.g. classrooms, residence halls, office space, academic and student services).
- The state and university budget environment is damaging to morale, puts strategic initiatives at risk (e.g. faculty hires, technology, facilities, parking, academic and student services), and scares prospective students.
- Online credit-generating courses (for certification and/or leading to undergraduate and graduate degrees) and a revenue-generating model to support those courses (beneficial to faculty, departments, and the campus) is a viable method for growth in student enrollment.
- UNL could strengthen partnerships between UNL departments/units and NU schools to collaboratively develop additional certificate/degree programs using existing courses.
- UNL should explore offering online graduate and professional/applied degree programs to create a revenue stream that will pay for other programs.
- UNL must streamline the process for creating new programs/courses in order to meet market demands quickly.
- To reduce competition among departments, UNL must explore strategies for resourcing programs (especially graduate) across departments.

STAMATS MARKETPLACE ANALYSIS

The task force engaged with Stamats, a higher education consultant firm, to provide a market analysis of demand and growth opportunities for UNL. The goal of the market research analysis was to provide an external assessment of our growth plans and recommendations for UNL's best paths forward.

See *Appendix E* for the complete Stamats report.

EXECUTIVE SUMMARY (PROVIDED BY STAMATS)

There is no magic bullet to achieving the kind of growth being considered by the University of Nebraska–Lincoln (UNL or the university).

The preponderance of marketplace competitor/comparator data suggests that few of the audience target metrics being weighed by the university are achievable. While there are certainly many steps the university can take in increasing the quantity of students in various channels of enrollment and/or the quality of said students, there are likely political, demographic, economic, and competitive factors that will conspire to prevent the level of growth or increased quality desired.

Throughout this report, we have attempted to provide additional facts about each institution to help explain its growth for undergraduate, adult, and/or graduate enrollment. We have also attempted to provide UNL with specific advice on its own efforts where appropriate. The three framing findings:

- You cannot be all things to all people. Increasing UNL's academic profile at the same time as increasing enrollment in most student categories will be exceptionally challenging. Not only will enhancing student quality and increasing student quantity be at odds with one another, but also there is almost no known record of someone doing this across as many categories as UNL is considering. In the end, you will need to pursue goals of certain expectations with certain audiences—and not choose to accomplish all of these. Focus on the doable, not the distractions.
- Add to this, in UNL's case, there are fundamental concerns about the university's brand, brand awareness, and UNL's relevance in non-Nebraska markets.
    - To this end, this report addresses brand messaging and related considerations we see in our initial review of UNL and the marketplace. There is significant work to be done to enhance the UNL message for you to attract more students, much less the best and brightest from beyond the state.
- Growth will require a significant investment of dollars. Addressing new geographic or demographic markets where UNL now lacks meaningful awareness will require funding the creation and communication of significant compelling and consistent messaging. Pursuing more students of either high quality or in "diverse" categories who have more college options means UNL will only compete if it offers more significant financial support to compete and build classes. Add to all this the obvious investment to be made on campus or in online realms to expand the university's capabilities to deliver the promised educational experiences.

Please also note, in summary:

- Significant growth of universities is frequently the result of mergers/consolidations/new campus situations. This action has resulted in the greatest number of increased institutional headcounts.
    - In one sense, this may be "artificial" to a state system, as one gain in a system's growing university often means another institution's headcount is then lower (closed, reduced number of students reported at main campus, etc.).
        - To this end, it is doubtful that UNL will merge with the other three universities in the Nebraska system. Also, there is no current plan to absorb the Nebraska State College System at this time that we know of. Nor are Nebraska community colleges likely to be merged with state public universities.
- We see a greater commitment to online learning by many institutions that have increased enrollment, both in full and part time. Some of these are with institutions who seemingly did little online programming before and are now making a far more significant play; for others, modest increases in online students are part of several factors increasing their overall enrollment.
- Demographics are not UNL's friend. While Nebraska is a modestly stable and even slightly growing state, it cannot match most of the regions of the country where large growth is occurring (South and West).
    - Many growth universities are in states with much greater populations than Nebraska. Some of these, and others, are also part of a state with much larger and faster-growing Hispanic populations than Nebraska.
    - Considering the prevailing political situation, international students are more likely to be attending institutions on either of the US coasts in the near future to a greater degree than the Midwest. The exception may be large cities (Chicago, Minneapolis) rather than smaller cities like Lincoln.
- The political and cultural climate for funding of higher education in Nebraska (both for Nebraskans and for out-of-state students) will likely influence the university's growth potential. Growing comparator schools in several states appear to have proactive and/or aggressive funding models to invest in students. As UNL seeks to grow its out-of-state population, it is imperative that the state of Nebraska supports this effort with fair and balanced tuition and scholarships to attract these students.

THE WAY FORWARD (PROVIDED BY STAMATS)

UNL's growth needs to start with a commitment from the university's leadership and foundation. This is not simply about doing what you do now "better," filling seats in current programs that have capacity, or taking the current UNL message to a broader audience. Growth will require significant investment in resources, both financial and human. And with this, note these four truisms:

1. **You do not compete in a vacuum**. For every new market you pursue, there are others already there, invested and successful, and more are coming. For every market you currently "own," the same is true. The University of Nebraska at Omaha (UNO) and others both in and near Nebraska are greatly enhancing their efforts in Omaha and—for some—across the state. Your "backyard" is not to be taken for granted.
2. **A strong brand is two things—strong awareness and strong relevance**. If either one of these is not in measurable alignment, the UNL brand is not as strong as it needs to be. Consider this—awareness without relevance means people have heard of you but you have no value proposition in which they are willing to invest. Relevance without awareness means UNL is ideal for people that don't know you exist for their consideration. The investment we cite in this report must apply to both sides of the brand equation.
3. **A disciplined and focused strategy is required. Yes, this is common sense**. However, you need to be truly judicious in deciding upon, investing in, and pursuing any of the lengthy list of potential measures that are in consideration. Yet the overall list spans quality and quantity of the whole and the parts of UNL—when you commit to certain elements of this, the others will distract you, which in our client work over the years is most often what causes core efforts to fail. You cannot be all things to all people. Have the courage to live this moving ahead.
4. **This will require a significant investment of dollars**. Whatever you do, it will cost money, either directly or indirectly. Addressing new geographic or demographic markets where UNL now lacks meaningful awareness will require funding the creation and communication of significant compelling and consistent messaging. Pursuing more students of either high quality or in "diverse" categories who have more college options means UNL will only compete if it offers more significant financial support to compete and build classes. Add to all this the obvious investment to be made on campus or in online realms (infrastructure, personnel) to expand the university's capabilities to deliver the promised educational experiences. In all, this will be an expensive effort but one that—with planning—will pay for itself in return.

It appears that UNL's best paths to growth—while not perhaps to the levels outlined in documentation to us—are most likely to occur with the following actions:

- The University of Alabama (UA) provides a good learning experience for you moving ahead. While some of UA's growth includes undergraduate and graduate medical and health programs UNL does not/cannot offer per the role of the University of Nebraska Medical Center (UNMC), its efforts are worth considering given the small city/flagship/scope similarities to UNL. The story about their strategic and financial commitments to out-of-state students and the University of Alabama brand are important to note (along with other institutions' work detailed) (https://www.nytimes.com/2016/11/06/education/edlife/survival-strategies-for-public-universities.html?_r=0). The aggressive nature of the university's marketing is laudable.
- To this end, UNL has significant opportunity to improve telling its own brand story. Your current website and topline message platform—the substance of, not the particular fonts, colors, and images—does not make the same compelling case to prospective students as the University of Alabama or many other flagship universities. In many instances, UNL presents itself in features (not benefits), in institutional focus (not personal/human), and in broad terms (not relevant or targeted). You need to greatly embellish the UNL message as you begin to more intentionally engage audiences beyond Nebraska's traditional markets.
- Your stated focus to increase the number of out-of-state and international students at UNL intentionally is appropriate. Several examples of institutions doing this are noted in this report, and, logically, with the in-state Nebraska market stagnant, such targeted growth is logical for your future. However, the intention of doing it, the practice of doing it, and the success of doing it are three different measures. The intention requires the practice to be well funded. (UNL's awareness and relevance in new and competitive markets are likely low, requiring marketing investment; the human engagement needs to be significantly and consistently staffed; and financial incentives to jump-start efforts will likely be required.) Only then can success be attained, and even that—per the University of Alabama and others we know and currently work with cited in this report—takes time.
- Make a larger commitment to online learning to increase full- and part-time headcount. In several ways, UNL may be limited in this arena, including factors that are cultural, historic, strategic, or financial. But two things are clear from this project and our national work—online programming is growing in both audience acceptance and expectation, and institutions who have some of the most visible and vibrant growth are expanding their offerings and/or capabilities. Offering more online degrees at any level may attract a greater proportion of out-of-state and international students just by nature.
- Focus on a more significant investment in STEM and health-related fields of study and on academic areas where there is proven likely growth in the future. Clearly, UNMC and even UNO are sister entities in this consideration who will attract STEM and health students as well; but the evidence in the marketplace per this research suggests that such academic areas do contribute to institutional growth, be it modest or aggressive. What else can UNL do?

Finally, we wanted to reiterate that this report is an intentionally broad look at data, information, and ideologies from the marketplace to inform UNL. We are not diving deeply into any one area (the details of an optimum academic program mix for UNL, specific brand messaging, a strategic academic or communication plan for out-of-state students). There may well be a temptation to read something and expect another section of thinking, evidence, or action—and at times we have certainly offered more than we intended initially—but that work is likely in a Phase 2 of planning.

STAMATS ENROLLMENT PROJECTION RECOMMENDATION

The research summary provides a top-level perspective on UNL's professed enrollment goals/targets. Findings were generated from trend analysis (prior decade) on key enrollment characteristics for the entire universe of US colleges and universities (with increased emphasis on institutions most similar to UNL). Analysis also seeks to identify factors which are correlated or associated with sizable enrollment growth and other changes in enrollment dynamics outlined by UNL.

Research findings show the individual goals are extremely ambitious bordering on unrealistic, but they also demonstrate that achievement of specified growth goals is not unprecedented. Moreover, while findings provide little justification for UNL to dismiss individual goals, analysis offers no convincing proof that simultaneous achievement of two or more goals is possible. A reasonable conclusion for UNL is to consider performance goals based on less extreme levels of performance and/or reduce the total number of goals on which to focus.

There are many potential revisions in enrollment goals that might be considered given our research findings. The revised enrollment projections below take advantage of two fundamental adjustments:

- Reduce the number of primary goals and create a hierarchy of importance so potentially incompatible goals are prevented from adversely impacting achievement of every factor. For example, this analysis assumes growth in enrollment for undergraduate students takes precedence over an increase in academic quality of undergraduates. (A reduction in academic quality, however, is not an acceptable trade-off for enrollment growth).
- Temper performance goals for individual factors given the distinct challenges and opportunities facing UNL in the next decade. Rather than develop a goal for every factor based on a fairly consistent (and aggressive) increase, goals reflect UNL's current level of performance and, importantly, fundamental market trends related to UNL's size, shape, and geographic location.

More than a dozen different sets of goals were produced using various current market dynamics and trends as the foundation combined with fairly aggressive growth assumptions. The following depiction is perhaps the strongest and figures are around the midpoint compared to other iterations.

- The base population of prospective undergraduates was generated from projections of high school graduates in core markets extending to 2025. Trends in enrollment incidence for UNL were extended to 2025 to calculate enrollment equivalent to the current year. An "aggressive but attainable" enrollment growth factor was added to the base reflecting the actual increase at the top 10% of all four-year publics in terms of growth for the prior decade. The 2025 enrollment for undergraduates at UNL is projected to be 23,872.
- A parallel process was used to develop the graduate enrollment projection. The 2025 enrollment for graduate students at UNL is projected to be 6,727.
- Projected total enrollment at UNL for 2025 is approximately 30,600 (undergraduate and graduate combined). This projection assumes that a substantial investment is made to generate sizable gains in enrollment success (top 10% of public four-year institutions) which almost certainly requires a sizable increase in effort and recruitment spend.

TASK FORCE CONCLUSIONS FOLLOWING STAMATS' RECOMMENDATIONS

Based on the external market analysis, the task force has identified the following themes:

WHAT WE CAN CONTROL

UNL has the opportunity to act on the following:

- Clearly identify our strategic enrollment goals and invest appropriately.
- Define who we are and how we are unique.
- Define our brand and execute a cohesive brand strategy.
- Consider expanding UNL's undergraduate and graduate online degree opportunities.
- Develop a strategy to expand UNL's educational opportunities within STEM and health-related fields.

WHAT WE CAN'T CONTROL

UNL faces the following challenges:

- The state and federal economic challenges and their impact on future growth.
- As the largest NU campus, we have a strong voice in NU system discussions; however, the one university model presents challenges for us to distinguish UNL as the flagship campus and compete for in-state and out-of-state students.
- Market demand for graduates.
- Competition for non-resident students is steep and UNL is not working in a vacuum.
- Demographics in the state and most of this region is not growing. Many growth universities are in states with greater populations than Nebraska.
- International enrollments are dependent upon the political climate.

FEEDBACK FROM PEER INSTITUTIONS

After reviewing the information from the Stamats report, the task force identified seven high-growth universities with characteristics similar to UNL. Members of the task force contacted each of these schools to obtain more detailed information on the key drivers of the enrollment growth achieved by these schools.

A brief synopsis of the sources of enrollment growth at each of these universities is provided below:

IOWA STATE UNIVERSITY

- Over the last 9 years, enrollment has increased by over 8,400 students, with almost all of this growth coming from undergraduate growth in in-person programs.
- Faculty are not supportive of online learning, so none of the enrollment increase has come from online learning.

UNIVERSITY OF MISSOURI

- Undergraduate enrollment increased over 6,000 students over a 9-year period.
- Enrollment has since dropped sharply after the 2015 race riots, and retention is decreasing.

OREGON STATE UNIVERSITY

- 6-8% annual growth in first-time freshmen.
- 15-18% annual growth in online.
- Increases in low income and first generation enrollment.

TEXAS A&M UNIVERSITY

- Benefited from favorable state demographics. Texas is one of only a few states with a growing high school student population.
- Freshman enrollment increased from 8,000 to 10,000 and transfer enrollment is also up substantially
- Much of the increase in enrollment has been at the College of Engineering, where enrollments have increased from 11,000 to 17,000 in five years.

UNIVERSITY OF CINCINNATI

- Enrollment increase efforts started in 2004, when total enrollment was 33,000; today enrollment is approximately 45,000.
- Approximately one-third of the enrollment growth was from growth in distance/online programs (graduate online plus undergrad online primarily in the allied health fields).
- Retention was 72% in 2004 and is 88% today.
- New freshman and transfer students increased from 2,800 in 2004 to 5,000 today.

UNIVERSITY OF ALABAMA

- Enrollment initiative began in 2002 when enrollment was 20,000.
- Added a medical center in 2010, so some growth is a result of this merger.
- By 2015, the overall student body had increased to 37,100 students, with the majority of growth coming from undergraduate out-of-state enrollment increases in on-campus programs.
- Academic profile improved from 26.1 ACT to 26.6.

RUTGERS UNIVERSITY

- Established an Enrollment Management Office in 2006.
- A substantial part of Rutgers' enrollment growth came from a merger with the University of Medicine and Dentistry of New Jersey in 2013.
- Much of the enrollment growth is from retention gains. First-year retention is now 93% and the 6-year graduation rate is 84%.
- International student enrollment went up from 6% in 2006 to 17% today.

REVIEW OF FINDINGS

A review of the information from conversations with these universities reveals several key themes associated with successful enrollment growth. For more information, please refer to the detailed notes from the conversations with these universities in *Appendix G*.

SPECIFICALLY PLANNED GROWTH

Successful universities strategically planned for enrollment growth. These institutions extensively analyzed data on their current students and on their target markets.

- Oregon State formed a High Achieving Students Work Group to examine correlations between factors such as scholarships, loans, and high school performance and college success rates at OSU.
- Alabama used data analysis to target high school students in areas with large alumni populations, and made big investments in merit aid to attract high ability "influencer" students from these areas. Alabama then used alumni and paid recruiters to build out a pipeline of paying students from these areas.
- Rutgers has taken a scientific big data approach to strategic planning. The Office of Admissions has three full-time statisticians who analyze demographic data, yields by zip codes, etc. and then complete cost/benefit analysis for alternative strategies.
- Schools that did not strategically plan for growth have had substantial unintended consequences and are having difficulty maintaining higher enrollment growth and retention.
    - Almost all of Missouri's growth came from a successful marketing strategy aimed at students in Chicago. Missouri hired three recruiters stationed in Chicago and offered in-state tuition to Illinois students beginning in their sophomore year. Missouri did not have a formal enrollment management process or revenue-sharing model for on-campus enrollment growth. Growth occurred in areas with high costs per students, so budget cuts occurred even though enrollment increased. In addition, there were substantial cultural differences between the Chicago students and the in-state students. These differences were not addressed proactively, resulting in diversity and inclusion issues.
    - Iowa State University also targeted students from Illinois and was one of the first Midwest schools to allow self-reported transcripts. Enrollment has increased rapidly; however, growth in physical infrastructure and student services has not been coordinated with enrollment growth. The result is student and faculty overcrowding (e.g. many faculty have to share offices) and shortages of student support services which has negatively impacted the student experience.

BRAND

Successful universities have well-defined brands and targeted marketing strategies.

- Alabama aggressively markets its winning athletic tradition as part of its brand identity.
- Oregon State's marketing message focuses on student success and particularly focuses on OSU's degree completion rates for low income students. This message is shared through compelling personal stories. In addition to consistent and ongoing internet and television marketing strategies, OSU also meets with business leaders, high school counselors, and student admits to get buy in from these groups.
- Rutgers invested $4.4 million on a three-year branding and marketing campaign. They also created the MyRutgers Future web portal to target high school students starting in ninth grade. MyRutgers provides resources about Rutgers and allows students to track high school courses to see if they meet admission requirements.

FINANCIAL RESOURCES

Successful enrollment growth strategies are accompanied by substantial financial resources.

- Oregon State grew graduate student enrollment by injecting resources to increase faculty grant success, effectively allowing them to fund more graduate students.
- Oregon State started a "Bridge to Success" program that leverages financial aid to cover tuition and fees (for four years) for 3,200 in-state students. Forty-nine percent of Bridge to Success students also get free books and supplies. In addition to this program, the state of Oregon initially provided a budget increase to fund infrastructure at OSU, and a private fundraising campaign called the Student Success Initiative provided new financial resources. Once enrollment increases occurred, a portion of the money generated from enrollment increases was also used to supplement the Student Success Initiative.
- Alabama is spending over $100 million annually in merit aid and has hired an army of recruiters to attract full-pay students from outside the state. Alabama has added 64 buildings in the last ten years, plans to add 300-400 new faculty members in the next 5 years, and has added 8,270 new student housing beds since 2012.
- Rutgers recently built a new upscale Honors College residence hall, added a Retention Office and has invested in 12 regional recruiters (all ex-high school counselors with eight month contracts). Rutgers also provides a federal work studies match of 100%, to encourage on-campus work experience.
- The University of Cincinnati received substantial subsidies from the state of Ohio to provide grants and scholarships to STEM students. The University of Cincinnati was successful at increasing enrollments without substantial resource investments. However, Cincinnati had excess infrastructure capacity and excess faculty resources.
- Many of the schools we contacted invested heavily in regional recruiters and advising services for students.

BUDGET MODELS

Successful enrollment growth is generally accompanied by a budget model that provides colleges with financial incentives for enrollment growth and incorporates performance metrics.

- Iowa State's budget model changed to a Resource Management Model. All of the tuition flows through to the college level, so colleges are incentivized to become much more involved in recruitment and retention. The centralized Admissions Office develops the pool of prospective students and the colleges focus on improving yield.
- Rutgers also uses an RCM budget model (details of this model can be found in *Appendix F*).
- The University of Cincinnati has implemented Performance Based Budgeting. The formula for revenue distribution is transparent and is based on a combination of increases in majors and increases in credit hours taught. Details of the model can be found in *Appendix F*.
- Texas A&M has an enrollment incentive plan. Under this plan, 85% of the tuition revenue, 10% of the fee revenue and 50% of state appropriation increases go to the college generating the student credit hour increases. Texas A&M also moved away from individual fees for different types of services and instead introduced one overall fee to give greater control over the distribution of fee income to the university level.
- At Oregon State University, every dean was charged with developing metrics to measure recruitment and retention success, placement success, and student quality.
- At Alabama, target enrollments were set for each college, and colleges that met those targets received increased funding. However, other than the College of Engineering, most colleges would say that increased funding at the college level did not keep up with the growth in students, so colleges feel they are underfunded.

RETENTION

A large portion of the enrollment growth at fast-growing universities comes from improvements in retention.

- To improve retention, the University of Cincinnati decided to make learning communities non-residential. Students take 3-4 classes together and participate in co-curricular activities. Sixty-five percent of undergraduate students are in a learning community.
- Most of the schools contacted (with the exception of Missouri and Iowa State who are now struggling to keep pace with growth) have invested heavily in advising services for students.
- Cincinnati created a "one-stop-shop" for financial aid, registrar and bursar needs. Staff is cross-trained so a single staff member can answer a student's questions related to any of these areas.
- Cincinnati created faculty development incentives to improve pedagogy in gateway courses. They also increased faculty teaching awards to improve teaching and retention.

STRATEGIC PARTNERSHIPS

Substantial enrollment growth is often accompanied by bold recruitment strategies and strategic partnerships.

- Rutgers created the Rutgers Future Scholars program for low-income students. Rutgers selects 200 seventh grade students every year and inspires and prepares them to meet Rutgers admissions standards. If these students decide to attend Rutgers, they receive free tuition. Over 2,000 students have been accepted with a 98% admissions acceptance rate.
- Rutgers participates in the ACAD international summer conference. Over 1,800 people (mostly international students who want to study in the U.S.) are invited to a U.S. campus each year. Rutgers also partners with other universities who are not direct competitors to host regional receptions abroad using alumni to help staff the receptions.
- Iowa State has a partnership with community colleges that allows community college students to have access to ISU resources including academic advisors, housing, and athletic tickets if students are on the academic transfer track.
- Texas A&M has created relationships with two-year community colleges, including creating an Engineering Academy at the community college level.
- Several universities have developed partnerships with private developers and then leased beds from the developer to increase the availability of competitive housing as enrollment increases.

UNFORESEEN NEGATIVE CONSEQUENCES

All of the schools with substantial enrollment growth experienced some unforeseen negative consequences.

- Oregon State University's international student population exploded but faculty felt the students were not well prepared. Faculty also felt ill-equipped to teach and integrate international students.
- Alabama and Missouri underestimated how the change in student profile would change the campus culture and how in-state students and other stakeholders would view increased enrollment from out-of-state students.
- Cincinnati severely underestimated the need to increase technology as enrollments increased.

ENROLLMENT PROJECTION MODEL

The task force used an Enrollment Projection Model to generate two scenarios—included in the following pages—which provide an overview of the levels of growth necessary to reach desired enrollment goals.

- The first model is based on the Chancellor's aspirational enrollment goal of 35,000 students by 2025.
    - This model includes aggressive new first-time freshmen goals as well as significant retention improvements.
- The second model represents the Smart Enrollment Growth Task Force's recommendation of a total student body of 30,600 by 2025.
    - This model is based on moderate growth in first-time freshmen and moderate retention improvements.

Established and/or predictive retention rates were used to demonstrate the levels of growth necessary for targeted segments to reach desired enrollment goals (e.g. minority and nonresident students retain at different rates than the aggregated average, requiring consideration for a more accurate predictive model).

Current Aspirational Goals – including aggressive retention goals

Fall Enrollment Projection

Enrollment growth to 35,000 by Fall 2025

	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23	Fall '24	Fall '25
First-time Freshmen	5,060	5,308	5,575	5,808	5,759	5,707	5,652	5,596	5,574
Other Freshmen	981	1,015	1,058	1,107	1,174	1,190	1,205	1,219	1,208
Sophomore	4,097	4,240	4,426	4,641	4,926	5,045	5,127	5,200	5,183
Junior	5,221	5,366	5,584	5,865	6,192	6,603	6,881	7,096	7,288
Senior	5,896	6,064	6,271	6,442	6,629	6,847	7,130	7,343	7,488
Unclassified	259	259	259	259	259	259	259	259	259
Total Undergraduate	**21,515**	**22,252**	**23,173**	**24,123**	**24,939**	**25,652**	**26,254**	**26,713**	**27,000**
Graduate	4,567	4,732	4,905	5,086	5,451	5,848	6,278	6,744	7,250
Professional	525	565	582	602	628	655	684	716	750
Total Enrollment	**26,606**	**27,550**	**28,660**	**29,811**	**31,019**	**32,154**	**33,215**	**34,173**	**35,000**
Y/Y Enrollment Change	*2.7%*	*3.5%*	*4.0%*	*4.0%*	*4.1%*	*3.7%*	*3.3%*	*2.9%*	*2.4%*
New Freshman	5,060	5,308	5,575	5,808	5,759	5,707	5,652	5,596	5,574
New Transfers	905	905	905	905	905	905	905	905	905
Fall New Student Requirement	5,965	6,213	6,480	6,713	6,664	6,612	6,557	6,501	6,479
variance to prior year NSE	*200*	*248*	*267*	*234*	*(49)*	*(52)*	*(55)*	*(56)*	*(22)*
variance to prior year NSE %	*3.5%*	*4.2%*	*4.3%*	*3.6%*	*-0.7%*	*-0.8%*	*-0.8%*	*-0.8%*	*-0.3%*

Total Undergraduate Enrollment by Residency

Resident Undergraduate (Incl. in Total)	*15,365*	*15,591*	*15,818*	*15,925*	*15,962*	*15,960*	*15,929*	*15,884*	*15,797*
% Resident	*71.4%*	*70.1%*	*68.3%*	*66.0%*	*64.0%*	*62.2%*	*60.7%*	*59.5%*	*58.5%*
Non-Resident Undergraduate (Incl. in Total)	*4,037*	*4,485*	*5,074*	*5,712*	*6,253*	*6,707*	*7,079*	*7,346*	*7,509*
% Non-Resident	*18.8%*	*20.2%*	*21.9%*	*23.7%*	*25.1%*	*26.1%*	*27.0%*	*27.5%*	*27.8%*
International Resident Undergraduate (Incl. in Tota	*417*	*412*	*410*	*410*	*415*	*422*	*429*	*437*	*443*
% Non-Resident	*1.9%*	*1.9%*	*1.8%*	*1.7%*	*1.7%*	*1.6%*	*1.6%*	*1.6%*	*1.6%*
International Non-Res Undergraduate (Incl. in Total	*1,695*	*1,764*	*1,871*	*2,075*	*2,310*	*2,563*	*2,816*	*3,046*	*3,252*
% International	*7.9%*	*7.9%*	*8.1%*	*8.6%*	*9.3%*	*10.0%*	*10.7%*	*11.4%*	*12.0%*

Total Undergraduate Diversity

Diversity Undergraduate (Excl. Int'l)	*3,238*	*3,529*	*3,892*	*4,311*	*4,726*	*5,159*	*5,606*	*6,042*	*6,471*
% Diverse	*15.1%*	*15.9%*	*16.8%*	*17.9%*	*19.0%*	*20.1%*	*21.4%*	*22.6%*	*24.0%*

First-time Freshmen Enrollment by Residency

Resident New Freshmen	*3,495*	*3,502*	*3,488*	*3,435*	*3,339*	*3,255*	*3,165*	*3,086*	*3,038*
% Resident	*69.1%*	*66.0%*	*62.6%*	*59.1%*	*58.0%*	*57.0%*	*56.0%*	*55.1%*	*54.5%*
Non-Resident New Freshmen	*1,222*	*1,387*	*1,579*	*1,759*	*1,778*	*1,782*	*1,788*	*1,780*	*1,773*
% Non-Resident	*24.2%*	*26.1%*	*28.3%*	*30.3%*	*30.9%*	*31.2%*	*31.6%*	*31.8%*	*31.8%*
International New Freshmen	*343*	*418*	*508*	*615*	*642*	*670*	*699*	*730*	*763*
% International	*6.8%*	*7.9%*	*9.1%*	*10.6%*	*11.1%*	*11.7%*	*12.4%*	*13.1%*	*13.7%*

First-time Freshmen Resident Diversity

FT Freshmen Resident Diversity	*640*	*679*	*721*	*779*	*818*	*872*	*925*	*980*	*1,058*
% Diverse of Resident FT Freshmen	*18.3%*	*19.4%*	*20.7%*	*22.7%*	*24.5%*	*26.8%*	*29.2%*	*31.8%*	*34.8%*

Stamats Estimated Enrollment – with more conservative retention estimates

Fall Enrollment Projection

Enrollment growth to Stamats Projection Estimates in 2025

	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23	Fall '24	Fall '25
First-time Freshmen	4,891	4,923	4,958	4,994	5,033	5,074	5,118	5,164	5,212
Other Freshmen	981	987	993	1,000	1,029	1,058	1,089	1,119	1,129
Sophomore	4,097	4,139	4,168	4,203	4,313	4,440	4,572	4,708	4,767
Junior	5,221	5,366	5,454	5,517	5,579	5,709	5,873	6,050	6,236
Senior	5,896	6,064	6,248	6,301	6,279	6,226	6,209	6,228	6,269
Unclassified	259	259	259	259	259	259	259	259	259
Total Undergraduate	**21,345**	**21,739**	**22,079**	**22,275**	**22,492**	**22,767**	**23,119**	**23,528**	**23,872**
Graduate	4,567	4,703	4,844	4,990	5,196	5,412	5,638	5,875	6,123
Professional	525	565	582	602	604	603	604	604	604
Total Enrollment	**26,437**	**27,007**	**27,505**	**27,868**	**28,293**	**28,783**	**29,361**	**30,008**	**30,600**
Y/Y Enrollment Change	*2.1%*	*2.2%*	*1.8%*	*1.3%*	*1.5%*	*1.7%*	*2.0%*	*2.2%*	*2.0%*
New Freshman	4,891	4,923	4,958	4,994	5,033	5,074	5,118	5,164	5,212
New Transfers	905	905	905	905	905	905	905	905	905
Fall New Student Requirement	5,796	5,828	5,863	5,899	5,938	5,979	6,023	6,069	6,117
variance to prior year NSE	*31*	*33*	*35*	*37*	*39*	*41*	*43*	*46*	*48*
variance to prior year NSE %	*0.5%*	*0.6%*	*0.6%*	*0.6%*	*0.7%*	*0.7%*	*0.7%*	*0.8%*	*0.8%*

Total Undergraduate Enrollment by Residency

Resident Undergraduate (Incl. in Total)	*15,293*	*15,438*	*15,550*	*15,552*	*15,556*	*15,585*	*15,653*	*15,750*	*15,797*
% Resident	*716%*	*710%*	*70.4%*	*69.8%*	*69.2%*	*68.5%*	*67.7%*	*66.9%*	*66.2%*
Non-Resident Undergraduate (Incl. in Total)	*3,913*	*4,132*	*4,363*	*4,544*	*4,711*	*4,885*	*5,076*	*5,283*	*5,475*
% Non-Resident	*18.3%*	*19.0%*	*19.8%*	*20.4%*	*20.9%*	*215%*	*22.0%*	*22.5%*	*22.9%*
International Resident Undergraduate (Incl. in Tota	*412*	*398*	*384*	*374*	*371*	*372*	*377*	*385*	*392*
% Non-Resident	*19%*	*18%*	*17%*	*17%*	*16%*	*16%*	*16%*	*16%*	*16%*
International Non-Res Undergraduate (Incl. in Total	*1,727*	*1,771*	*1,782*	*1,805*	*1,854*	*1,925*	*2,013*	*2,111*	*2,209*
% International	*8.1%*	*8.1%*	*8.1%*	*8.1%*	*8.2%*	*8.5%*	*8.7%*	*9.0%*	*9.3%*

Total Undergraduate Diversity

Diversity Undergraduate (Excl. Int'l)	*3,163*	*3,296*	*3,403*	*3,467*	*3,522*	*3,579*	*3,645*	*3,717*	*3,775*
% Diverse	*14.8%*	*15.2%*	*15.4%*	*15.6%*	*15.7%*	*15.7%*	*15.8%*	*15.8%*	*15.8%*

First-time Freshmen Enrollment by Residency

Resident New Freshmen	*3,422*	*3,407*	*3,392*	*3,377*	*3,363*	*3,348*	*3,334*	*3,320*	*3,306*
% Resident	*70.0%*	*69.2%*	*68.4%*	*67.6%*	*66.8%*	*66.0%*	*65.1%*	*64.3%*	*63.4%*
Non-Resident New Freshmen	*1,098*	*1,129*	*1,162*	*1,195*	*1,229*	*1,265*	*1,302*	*1,340*	*1,379*
% Non-Resident	*22.5%*	*22.9%*	*23.4%*	*23.9%*	*24.4%*	*24.9%*	*25.4%*	*25.9%*	*26.5%*
International New Freshmen	*370*	*386*	*404*	*422*	*441*	*461*	*482*	*504*	*527*
% International	*7.6%*	*7.8%*	*8.1%*	*8.5%*	*8.8%*	*9.1%*	*9.4%*	*9.8%*	*10.1%*

First-time Freshmen Resident Diversity

FT Freshmen Resident Diversity	*620*	*626*	*633*	*639*	*645*	*652*	*658*	*665*	*672*
% Diverse of Resident FT Freshmen	*18.1%*	*18.4%*	*18.6%*	*18.9%*	*19.2%*	*19.5%*	*19.7%*	*20.0%*	*20.3%*

Variance in Year 2025 between aforementioned models

Fall Enrollment Projection

Enrollment Variances (Stamats Estimate vs. Aspirational Goal)

	2025		
	Aspirational Goal	Stamats Estimate	Variance
First-time Freshmen	5,574	5,212	(362)
Other Freshmen	1,208	1,129	(79)
Sophomore	5,183	4,767	(416)
Junior	7,288	6,236	(1,052)
Senior	7,488	6,269	(1,219)
Unclassified	259	259	-
Total Undergraduate	**27,000**	**23,872**	**(3,128)**
Graduate	7,250	6,123	(1,127)
Professional	750	604	(146)
Total Enrollment	**35,000**	**30,600**	**(4,401)**
Y/Y Enrollment Change			
New Freshman	5,574	5,212	(362)
New Transfers	905	905	-
Fall New Student Requirement	6,479	6,117	(362)

Total Undergraduate Enrollment by Residency

Resident Undergraduate (Incl. in Total)	15,797	15,797	(0)
%Resident	*58.5%*	*66.2%*	*7.7 PPT)*
Non-Resident Undergraduate (Incl. in Total)	7,509	5,475	(2,034)
%Non-Resident	*27.8%*	*22.9%*	*(4.9 PPT)*
International Resident Undergraduate (Incl. in Total)	443	392	(51)
%Non-Resident	*1.6%*	*1.6%*	*(0.0 PPT)*
International Non-Res Undergraduate (Incl. in Total)	3,252	2,209	(1,042)
%International	*12.0%*	*9.3%*	*(2.8 PPT)*

Total Undergraduate Diversity

Diversity Undergraduate (Excl. Int'l)	6,471	3,775	(2,696)
%Diverse	*24.0%*	*15.8%*	*(8.2 PPT)*

First-time Freshmen Enrollment by Residency

Resident New Freshmen	3,038	3,306	269
%Resident	*54.5%*	*63.4%*	*8.9 PPT)*
Non-Resident New Freshmen	1,773	1,379	(394)
%Non-Resident	*31.8%*	*26.5%*	*(5.4 PPT)*
International New Freshmen	763	527	(236)
%International	*13.7%*	*10.1%*	*(3.6 PPT)*

First-time Freshmen Resident Diversity

FT Freshmen Resident Diversity	1,058	672	(387)
%Diverse of Resident FT Freshmen	*34.8%*	*20.3%*	*(14.5 PPT)*

Retention Improvement from 2018-2025	7.0 PPT	1.8 PPT	(5.3 PPT)

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APPENDICES

Appendix A: Enrollment Trends for Undergraduate, Graduate and Professional

Appendix B: Graduate Recruitment Operations

Appendix C: Chancellor's Directional Goals for 2025

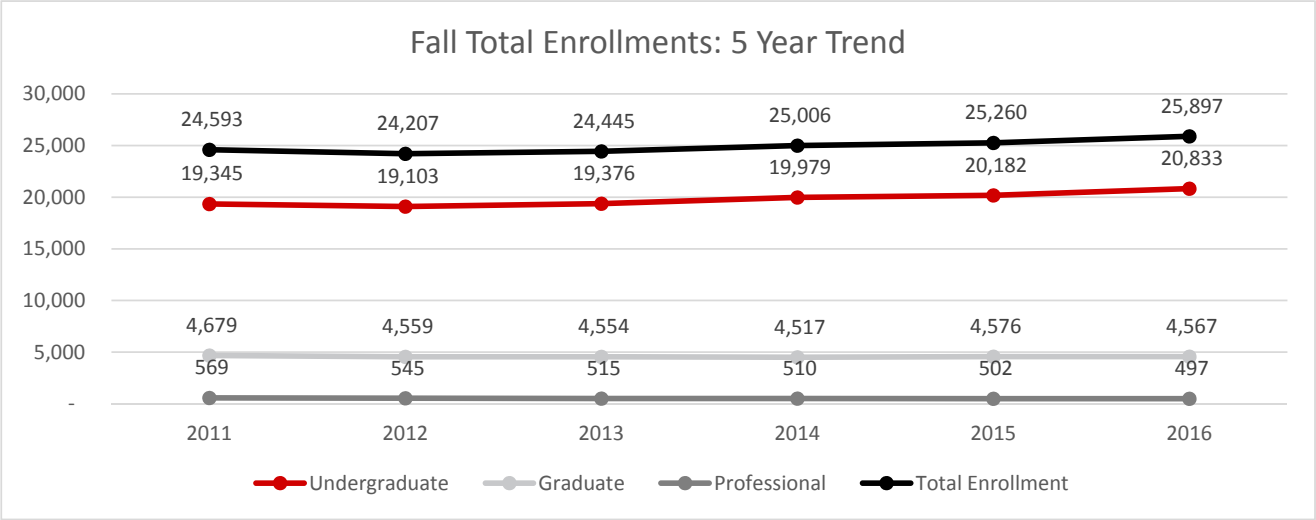
Appendix D: Sample Financial Packages
(*Including review by family incomes for first-year Nebraska resident students, financial aid and cost of attendance trends, federal accountability outcomes data points trends, academic merit-based scholarship trends, and a detailed analysis of how UNL compares to peer institutions. Data provided by the Office of Scholarships and Financial Aid.*)

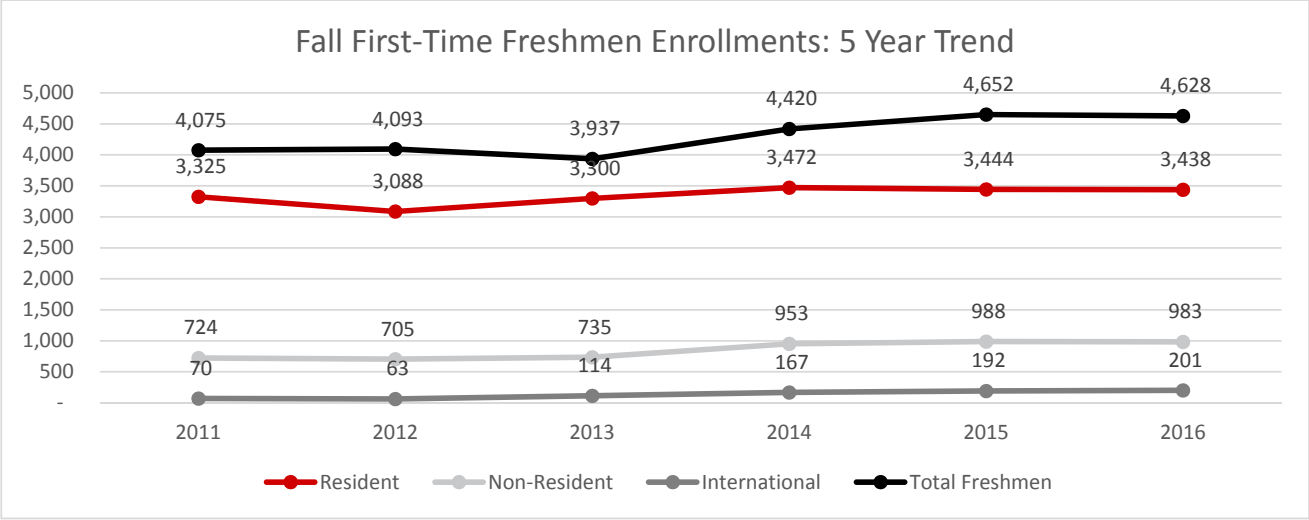
Appendix E: Market Analysis Report (*Provided by Stamats*)

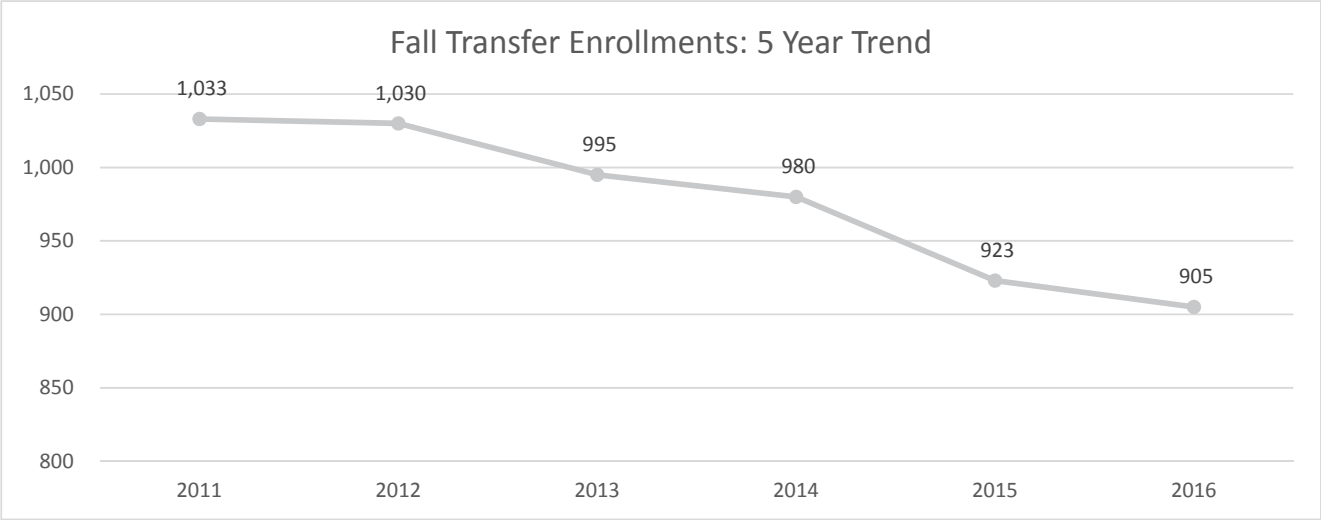
Appendix F: Budget Models for Rutgers and the University of Cincinnati

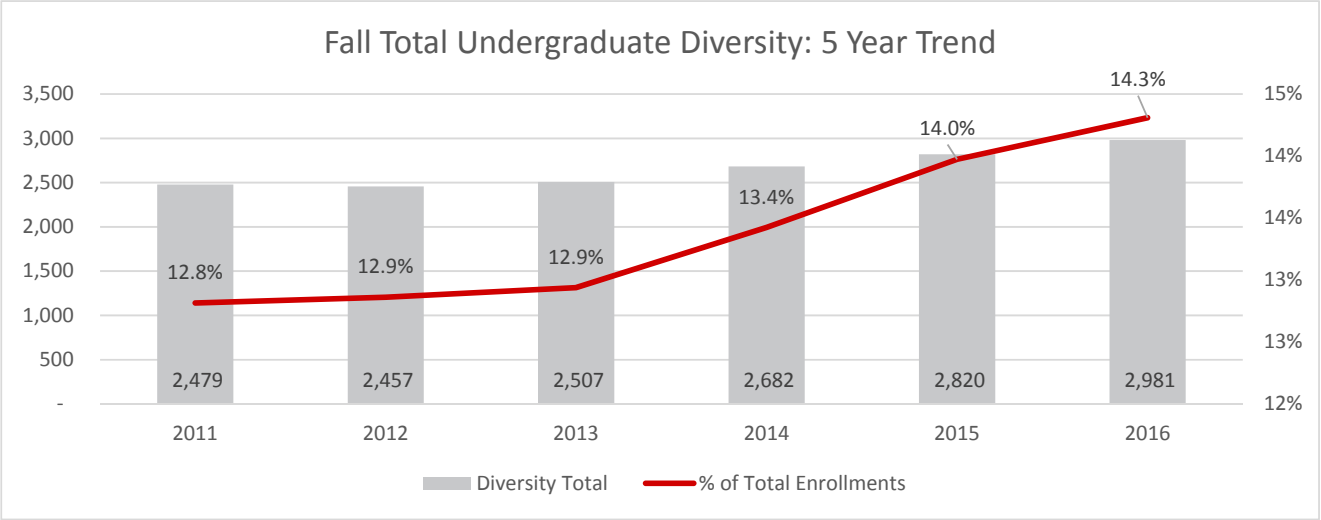
Appendix G: Detailed Notes from Discussions with Peer Institutions

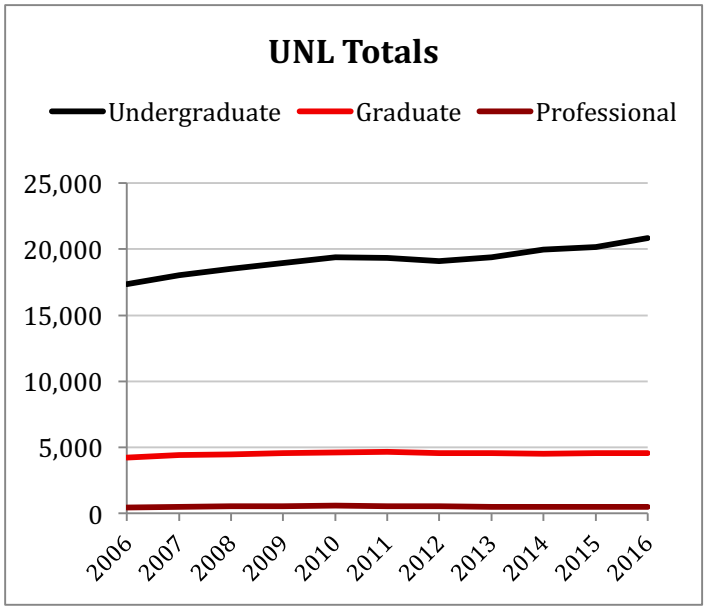
APPENDIX A: ENROLLMENT TRENDS FOR UNDERGRADUATE, GRADUATE & PROFESSIONAL


Fall Total Enrollments: 5 Year Trend
30,000
25,000
20,000
15,000
10,000
5,000
-
24,593
24,207
24,445
25,006
25,260
25,897
19,345
19,103
19,376
19,979
20,182
20,833
4,679
4,559
4,554
4,517
4,576
4,567
569
545
515
510
502
497
2011
2012
2013
2014
2015
2016
Undergraduate
Graduate
Professional
Total Enrollment


Fall First-Time Freshmen Enrollments: 5 Year Trend
5,000
4,500
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
-
4,075
4,093
3,937
4,420
4,652
4,628
3,325
3,088
3,300
3,472
3,444
3,438
724
705
735
953
988
983
70
63
114
167
192
201
2011
2012
2013
2014
2015
2016
Resident
Non-Resident
International
Total Freshmen


Fall Transfer Enrollments: 5 Year Trend
1,050
1,000
950
900
850
800
1,033
1,030
995
980
923
905
2011
2012
2013
2014
2015
2016


Fall Total Undergraduate Diversity: 5 Year Trend
3,500
3,000
2,500
2,000
1,500
1,000
500
-
15%
14%
14%
13%
13%
12%
12.8%
12.9%
12.9%
13.4%
14.0%
14.3%
2,479
2,457
2,507
2,682
2,820
2,981
2011
2012
2013
2014
2015
2016
Diversity Total
% of Total Enrollments



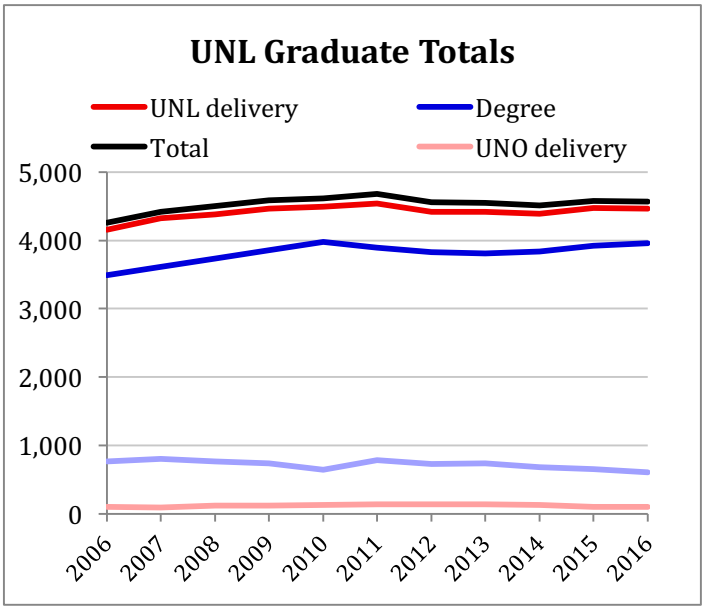
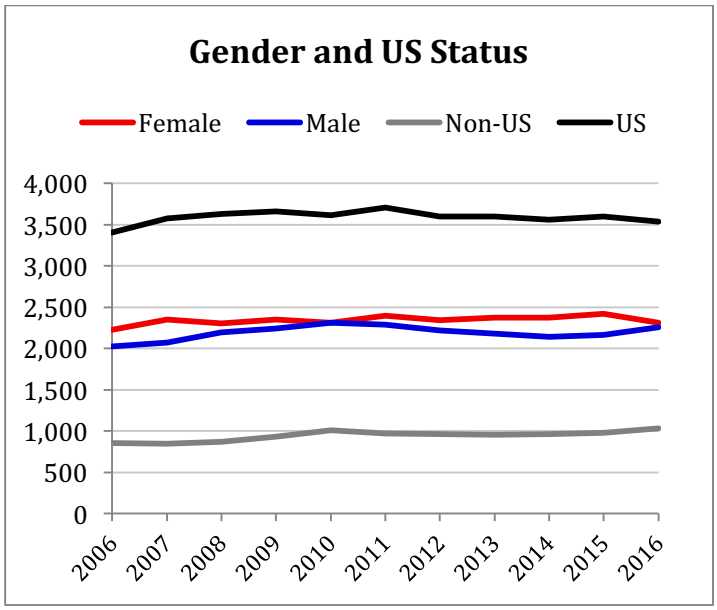


Figure 1: Overview of enrollment at fall census: UNL totals (undergraduate, graduate, and professional) and UNL graduate (with subtotals for degree/nondegree and UNL/UNO delivery). *This IRADS dataset achieves an unduplicated headcount by flattening data for those with multiple objectives; a student simultaneously enrolled as graduate and professional is counted here only as professional, and undergraduate also trumps graduate.*

- Total graduate enrollment has been fairly flat, with a small peak in 2011.
- Graduate enrollment in degree programs has increased slightly since 2006 (13%).
- Non-degree enrollments have decreased since 2006, in part due to improvements in our application process, which reduced the need for students who seek non-degree admission while awaiting a departmental decision on a degree-seeking application.



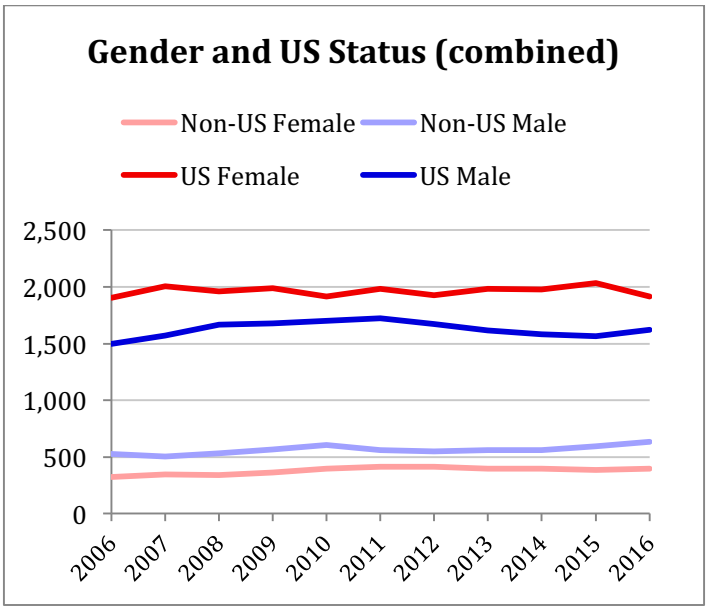
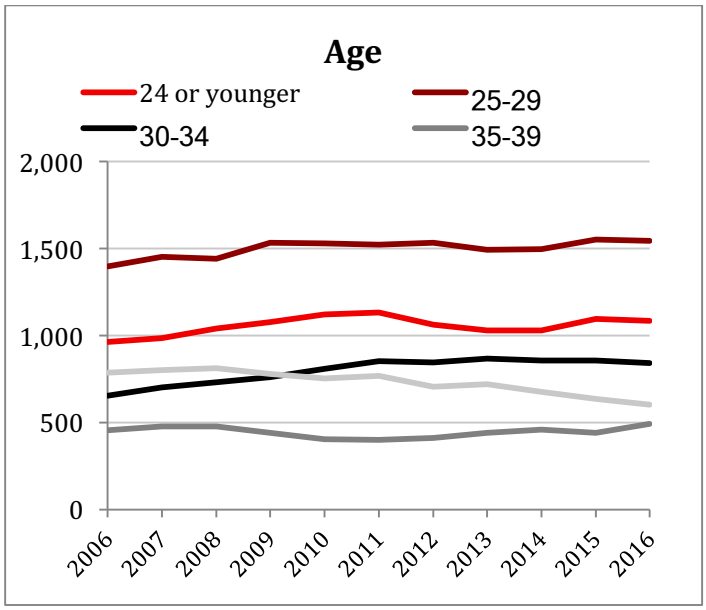


Figure 2: Graduate enrollment at fall census by gender and by status as U.S. (citizen or permanent resident) or non-U.S. (international/non-resident alien).

- These have remained relatively flat, with small growth in non-U.S. students.
- Overall, female students consistently outnumber male students by a small margin (avg. 4%). The gap is larger among U.S. students (55% female) and reversed for non-U.S. (40% female).



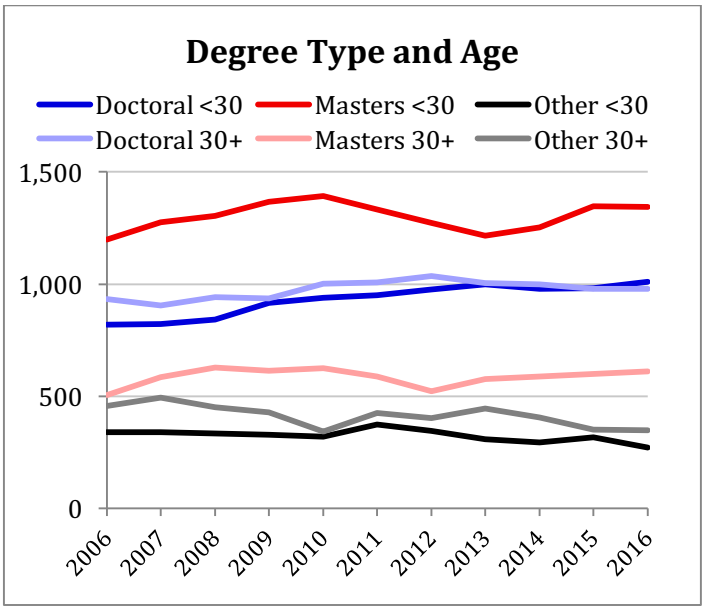
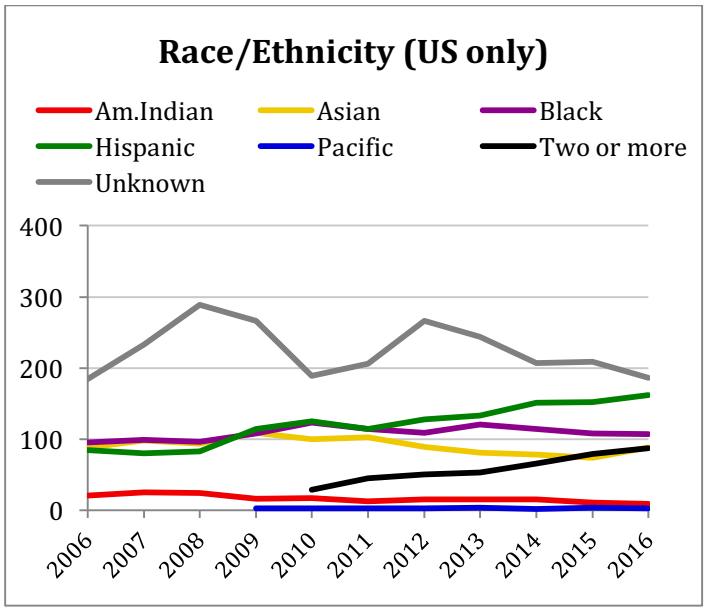


Figure 3: Graduate enrollment at fall census by age band.

- Enrollment growth since 2006 has occurred in younger age bands:
  - 24 or Younger (+124/+13%);
  - 25-29 (+147/+11%);
  - 30-34 (+188/+29%).
- The 35-39 band had less growth (+35/8%) while 40 or older decreased (-184/-23%).
- By degree type, Doctoral and Other (which is mostly non-degree) have average ages close to 30, with very similar <30/30+ trendlines. The average master's student is younger, and the younger master's population has shown more ups and downs.



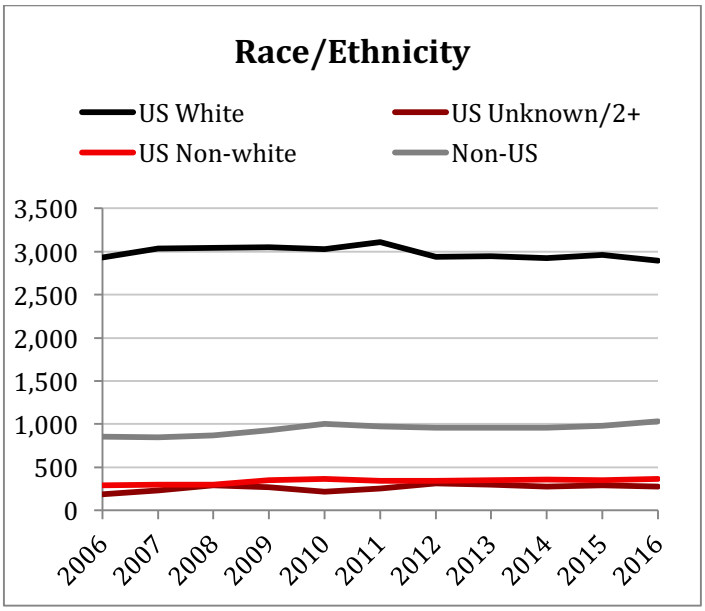


Figure 4: Graduate enrollment at fall census, by racial/ethnic background as defined by IRADS for federal reporting. *Some lines are not continuous due to changes in reporting definitions.*

- The biggest growth has been in Hispanic students (+77/+91% to 162 in 2016), while the already small American Indian enrollment became smaller (-9/-57% to 9 in 2016). However, because each student is counted in only one category, growth in the "Two or More" category creates decreases (or slower growth) in the per-race/ethnicity counts.
- The majority of the student body is comprised of white U.S. students (63% in 2016) and international students (23% in 2016), mirroring national enrollment patterns. While Graduate Studies and UNL programs have made efforts to expand access to underrepresented minorities at the graduate level, progress is slow.

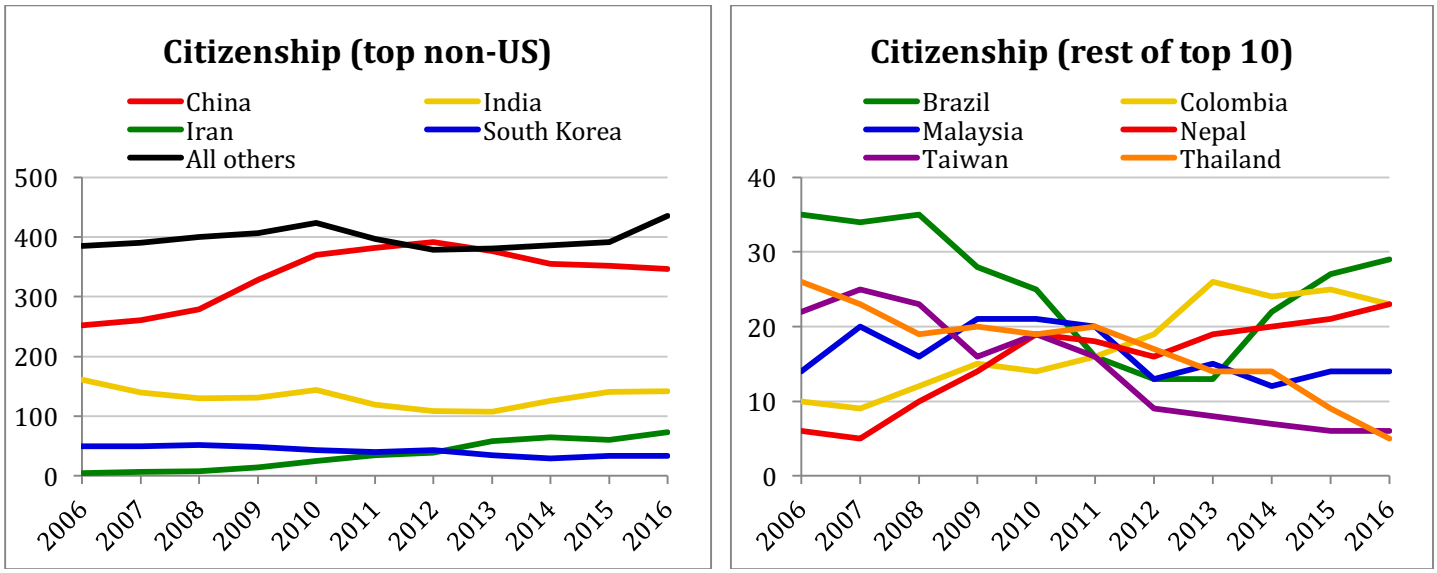
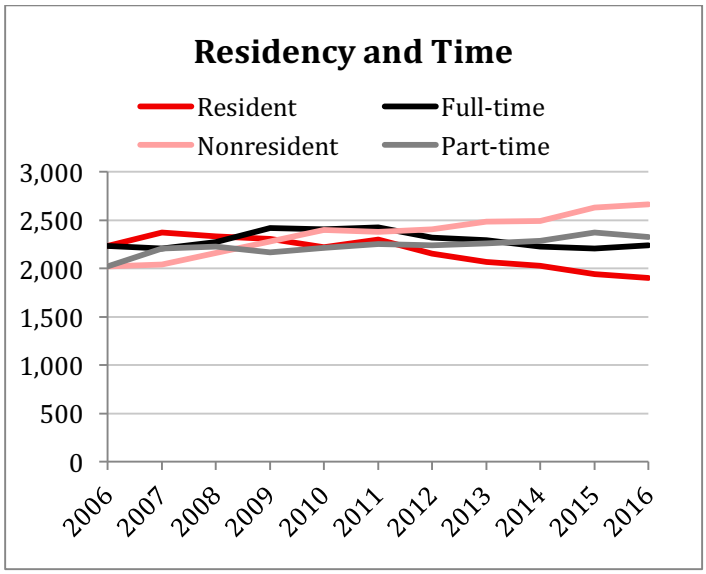


Figure 5: Graduate enrollment at fall census, non-U.S. students only, by country of citizenship.

- China tops the per-country counts by a large and consistent margin. Chinese enrollment in 2016 is down from a 2012 peak but has grown 38% since 2006.
- India consistently ranks #2, down 12% since 2006 after a dip and partial recovery.
- Iran has grown steadily, from #5 in 2006 to 73 in 2016, and displaced South Korea as #3.



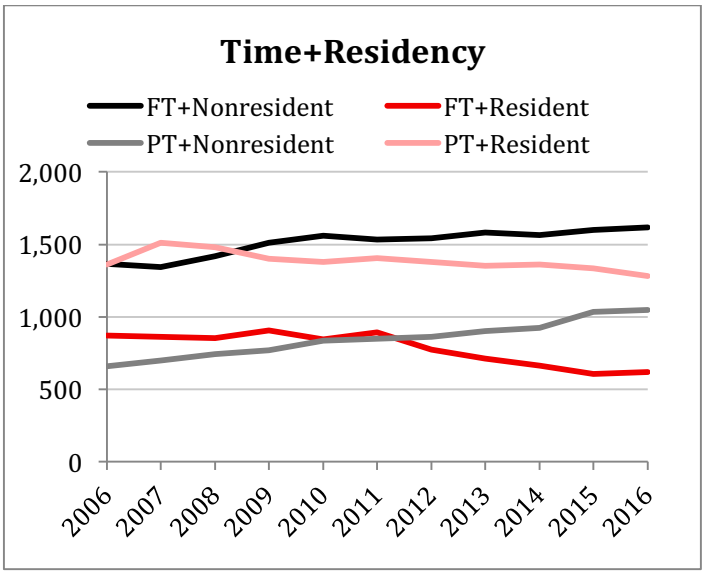
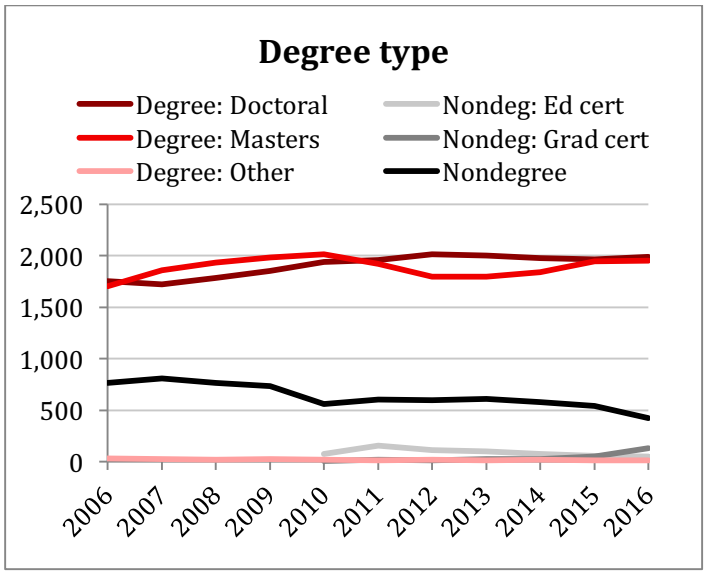


Figure 6: Graduate enrollment at fall census by Nebraska residency status for tuition purposes (resident or nonresident) and enrollment level (full-time or part-time).

- Growth has come from out of state: nonresident enrollment increased in number (+651/+32%) and proportion (48% of 2006 enrollment, 58% in 2016), while resident enrollment decreased (-331/-15%).
- Part-time enrollments increased (+307/+15%) while full-time enrollments have nudged up and down to end up flat (+3/0%).
- Full-time students are increasingly nonresident: 72% of 2016's full-time enrollees were nonresident, up from 61% in 2006. Part-time students are mostly resident, by a shrinking margin: 55% of 2016's part-time enrollees were resident, down from 67% in 2006.



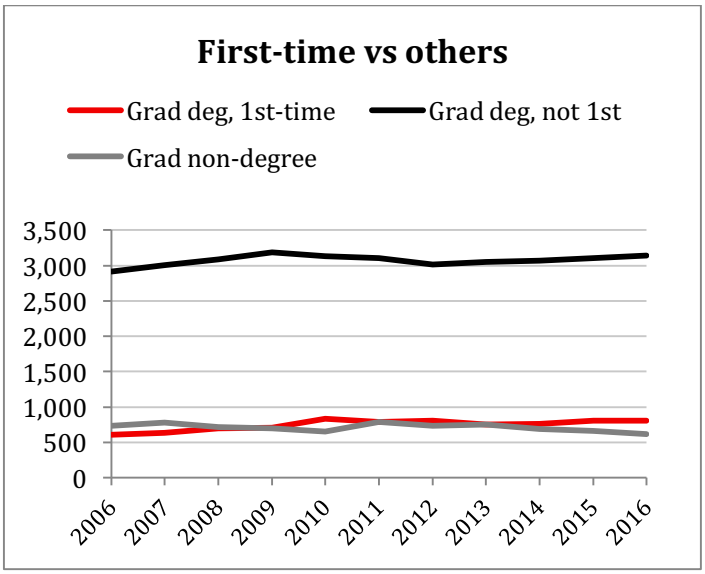


Figure 7: Graduate enrollment at fall census by primary objective's degree type; also by first-time status as defined by IRADS: "first time graduate, degree-seeking", "other graduate, degree-seeking", or "grad non-degree".

- Doctoral students have outnumbered master's in recent years, but that wasn't true for 2007-2010 and even now the margin is slim (35 students).
- Non-degree enrollments have decreased, in part due to procedural improvements, which reduce the need for students to seek non-degree admission while awaiting a departmental decision on a degree-seeking application.
- Enrollments for "first-time graduate, degree-seeking" have crept up 33% (+199).

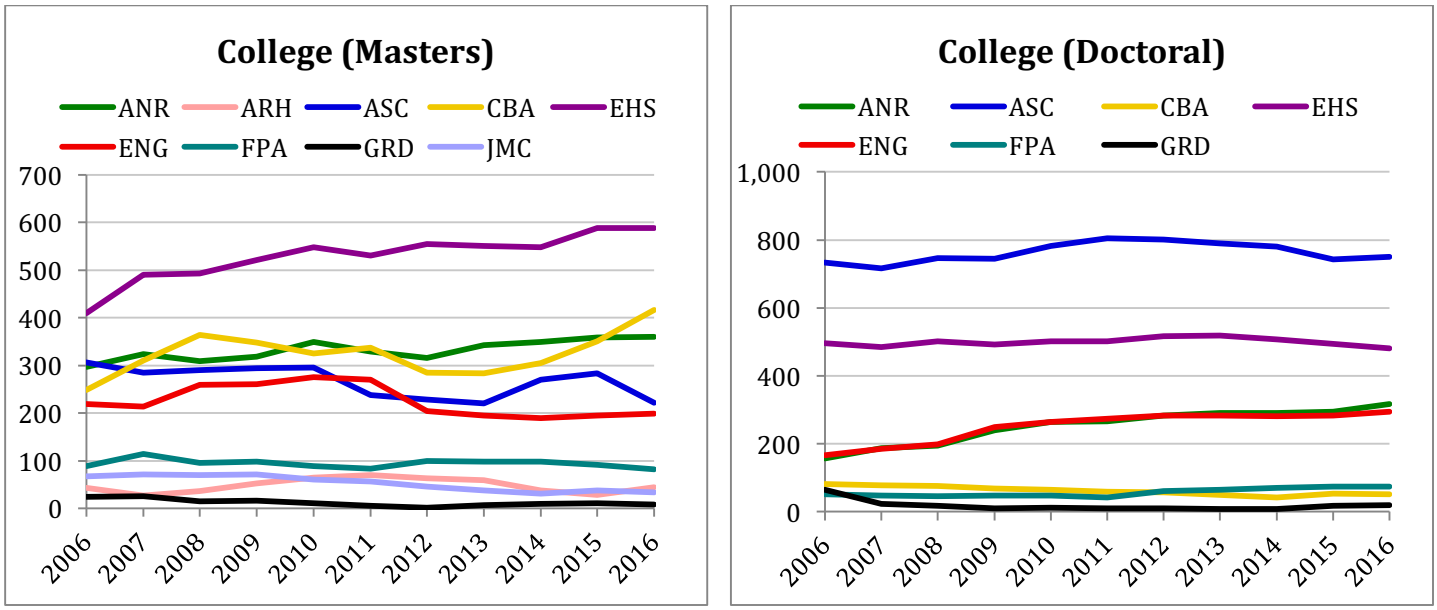
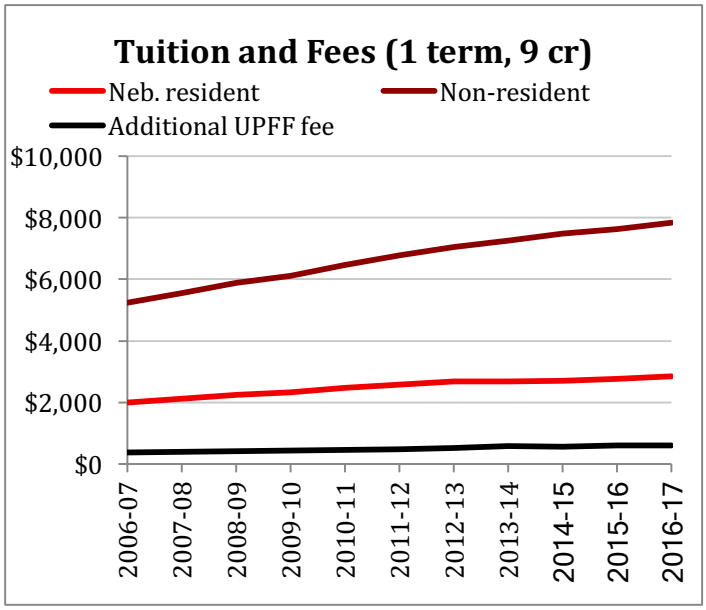


Figure 8: Graduate enrollment at fall census, master's and doctoral only, by primary objective's affiliated academic college and level. *All graduate programs are in the Graduate College; while most are affiliated with a single academic college, the few that are affiliated with multiple colleges are categorized by IRADS in census data as GRD (Graduate Studies) to enable an unduplicated headcount.*

- Master's: The biggest changes were increases in Education & Human Sciences (EHS, +178/+43%) and Business (CBA, +168/+67%), and decreases in Arts & Sciences (ASC, -84/-27%) and Journalism & Mass Communications (JMC, -33/-49%).
- Doctoral: The biggest growth was in Agricultural Sciences & Natural Resources (ANR, +160/+101%) and Engineering (ENG, +129/+78%), offsetting a decrease in Business (CBA, -46, -71%).

Tuition, Fees, and Funding



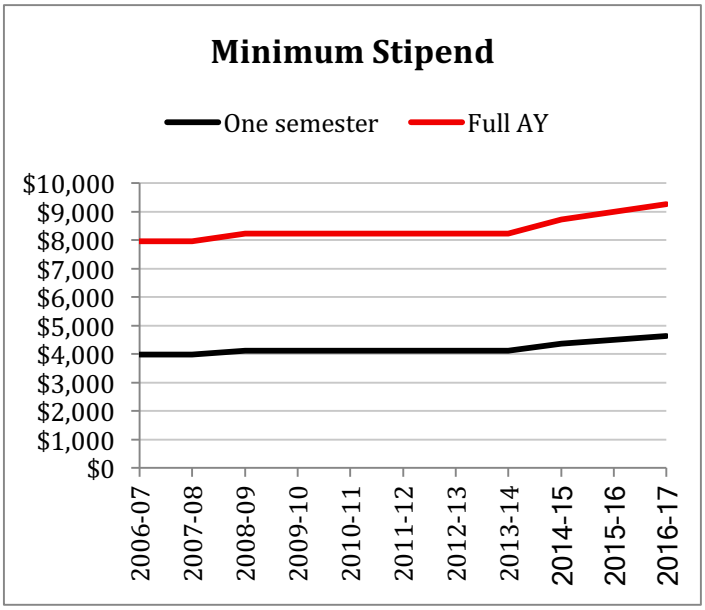
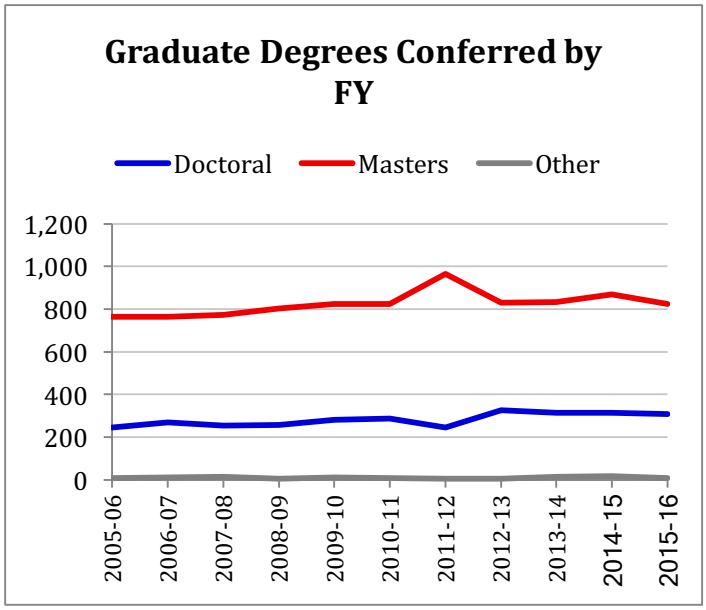


Figure 9: Tuition and fees for a typical full-time, on-campus graduate student (9 credit hours in 1 term); minimum stipend for Graduate Assistants. *Tuition rates shown do not cover all current variations, e.g. for online instruction and courses in Business, Engineering, and Architecture.*

- For the 2016-17 AY, graduate tuition per credit hour for in-person courses is $297.41 at the resident rate and $850.50 at the nonresident rate. Since 2006-07, these rates have increased 41% (from $211.50) for residents and 49% (from $569.75) for nonresidents.
- UNL's minimum required stipend for graduate assistantships (.33 FTE - .49 FTE) for an academic year has increased 18% over the past ten years. In 2007, the minimum stipend was $7,958 and in 2017 the minimum stipend was $9,393. The minimum stipend remained flat between 2008 and 2013, with a 14% increase between 2013 and 2017.
- Based on the 2015-2016 Oklahoma State University Graduate Assistant Stipend Survey, in which 45 institutions contributed data, the average stipend across all ranks (Graduate Teaching Assistants, Graduate Research Assistants, and Graduate Assistants) was $16,198. In comparison, UNL's average across all ranks was $17,481. UNL's average stipend was slightly higher than the overall average for both Graduate Teaching Assistants ($16,796 at UNL vs. $15,742 overall) and Graduate Research Assistants ($17,432 at UNL vs. $16,530 overall).

Graduate Degree Attainment



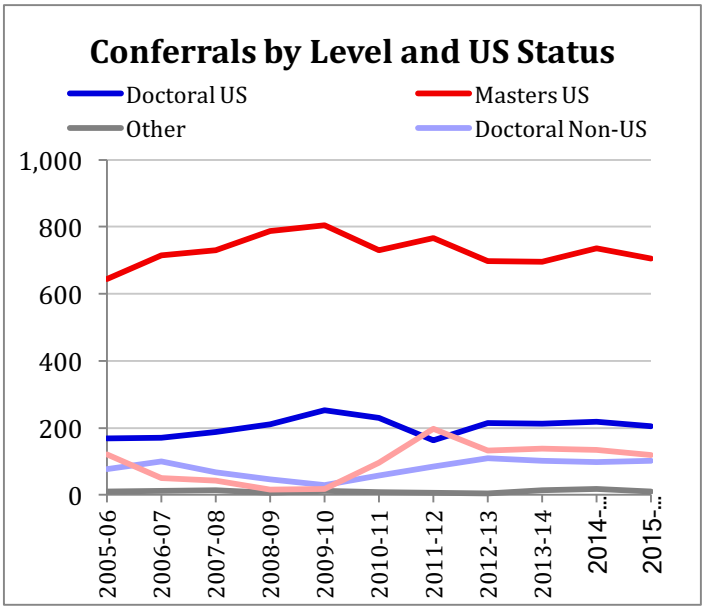


Figure 10: Graduate degrees conferred by fiscal year.

- Conferral counts have climbed gradually for both doctoral (+62/+25%) and master's (+59/+8%).
- Overall, doctoral and master's both have fairly smooth trendlines creeping upward, except in 2011-12 when master's jumped (+139) and doctoral dropped (-41), and both then returned to prior levels.

APPENDIX B:
GRADUATE RECRUITMENT OPERATIONS

GRADUATE RECRUITMENT OPERATIONS

Over the past ten years, the Office of Graduate Studies has developed and implemented a strategic recruitment, admissions and enrollment plan that focused on the following:

- recruiting excellent students in all graduate majors;
- developing efficient admissions procedures that ensure timely processing of applications and outstanding customer service; and
- nurturing the development and delivery of high quality graduate programs;
- investments in staff and technology (i.e., Talisma, GAMES) as well as focused recruitment efforts with the expressed purpose of increasing graduate enrollments.

GRADUATE RECRUITMENT MODEL

Each program has its own recruitment plan, developed in collaboration with the Office of Graduate Studies.

- At the doctoral level, faculty are the primary recruiters.
- The office sends personalized emails to prospects developed from GRE purchased lists, conference attendance lists, the McNair Scholars program, web site inquiries, and emails.
- The Nebraska Summer Research Program, sponsored by the Office of Graduate Studies, offers undergraduate students who are U.S. citizens or permanent residents the opportunity to participate in nationally funded research groups across multiple disciplines.
- Members of the graduate recruitment team travel annually to conferences and schools across the nation to share information about UNL's graduate programs with students from a broad range of backgrounds.

GRADUATE ADMISSIONS PROCESS

Graduate admissions is a completely paperless process in which applicants electronically submit applications and documents needed for review, allowing graduate program faculty to review applications from a common electronic file. All graduate degree-program applications are now handled via GAMES. Processes that formerly took a week (e.g. giving a graduate admissions chair access to a new application) now occur within a single business day. Most graduate programs have specific application deadlines while other programs have rolling deadlines, which can limit their ability to attract and enroll top students.

ONLINE GRADUATE PROGRAMS

Graduate Studies recruitment also includes online graduate programs, specifically the online Master of Applied Science, MBA, and Master of Engineering Management. Maintaining the online offerings website was previously overseen by ASEM Marketing & Communications.

The University of Nebraska Online Worldwide is another source of online inquiries. Online Worldwide is NU's collaborative online initiative providing information and some recruitment for online degrees offered by all four campuses of the University of Nebraska.

APPENDIX C:
CHANCELLOR'S DIRECTIONAL GOALS FOR 2025

Aspirational Goals for 2025

Metric	Current 2016	Target 2025
Total Enrollment	25,897	35,000
Resident/Non-Resident	68% / 32%	60% / 40%
International Enrollment	11%	20%
Undergraduate	20,833	27,000
Graduate	4,567	7,250
Professional	497	750
Diversity	14.3%	25%
Avg. ACT/Percent Top 10%	25.2 / 26%	26.5 / 50%
% 1st Gen Freshmen	22.6%	25%

Student Success Goals:

Metric	Current 2016	Target 2025
First Year Student Retention	82%	90%
Graduation Rate	66.7% in 6 years	80% in 4 years or less

APPENDIX D:
SAMPLE FINANCIAL PACKAGES PROVIDED BY OSFA

SCHOLARSHIPS & FINANCIAL AID

SAMPLE FINANCIAL AID PACKAGES: 2015 - 2016

FIRST-YEAR NEBRASKA RESIDENTS WHO FILE THE FAFSA BY APRIL 1st

Family incomes of $20,000 or less

For **394** families in this income range, the mean Expected Family Contribution (EFC) was $1,235; the median EFC was **$0**. The sample aid package is based on the median EFC.

FAMILY'S FINANCIAL NEED

	Cost of Attendance	$	23,392
	Expected Family Contribution	- $	0
	FINANCIAL NEED	= $	**23,392**

FINANCIAL AID PACKAGE

25%	Federal Pell Grant	$	5,775
2%	Federal SEOG Grant	$	450
8%	Nebraska Opportunity Grant	$	2,000
12%	Min. UNL Grants/Scholarships	$	2,775
	TOTAL GIFT AID	$	**11,000**
13%	Federal Work-Study	$	3,000
15%	Fed Direct Subsidized Loan	$	3,500
8%	Federal Perkins Loan	$	2,000
8%	Fed Direct Unsubsidized Loan	$	2,000
8%	Fed Parent PLUS Loan Option	$	1,892
	TOTAL SELF-HELP AID	$	**12,392**
	TOTAL FINANCIAL AID	$	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

Family incomes of $20,001 to $40,000

For **543** families in this income range, the mean Expected Family Contribution (EFC) was $1,555; the median EFC was **$40**. The sample aid package is based on the median EFC.

FAMILY'S FINANCIAL NEED

	Cost of Attendance	$	23,392
	Expected Family Contribution	- $	40
	FINANCIAL NEED	= $	**23,352**

FINANCIAL AID PACKAGE

24%	Federal Pell Grant	$	5,725
2%	Federal SEOG Grant	$	450
8%	Nebraska Opportunity Grant	$	2,000
12%	Min. UNL Grants/Scholarships	$	2,785
	TOTAL GIFT AID	$	**10,960**
13%	Federal Work-Study	$	3,000
15%	Fed Direct Subsidized Loan	$	3,500
8%	Federal Perkins Loan	$	2,000
8%	Fed Direct Unsubsidized Loan	$	2,000
8%	Fed Parent PLUS Loan Option	$	1,932
	TOTAL SELF-HELP AID	$	**12,432**
	TOTAL FINANCIAL AID	$	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

SCHOLARSHIPS & FINANCIAL AID

SAMPLE FINANCIAL AID PACKAGES: 2015 - 2016

FIRST-YEAR NEBRASKA RESIDENTS WHO FILE THE FAFSA BY APRIL 1st

Family incomes of $40,001 to $60,000

For **577** families in this income range, the mean Expected Family Contribution (EFC) was $4,222; the median EFC was **$3,064**. The sample aid package is based on the median EFC.

FAMILY'S FINANCIAL NEED

Cost of Attendance	$	23,392
Expected Family Contribution	- $	3,064
FINANCIAL NEED	**= $**	**20,328**

FINANCIAL AID PACKAGE

12%	Federal Pell Grant	$	2,725
2%	Federal SEOG Grant	$	450
8%	Nebraska Opportunity Grant	$	2,000
12%	Min. UNL Grants/Scholarships	$	2,761
	TOTAL GIFT AID	**$**	**7,936**
13%	Federal Work-Study	$	3,000
15%	Fed Direct Subsidized Loan	$	3,500
8%	Federal Perkins Loan	$	2,000
8%	Fed Direct Unsubsidized Loan	$	2,000
21%	Fed Parent PLUS Loan Option	$	4,956
	TOTAL SELF-HELP AID	**$**	**15,456**
	TOTAL FINANCIAL AID	**$**	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

Family incomes of $60,001 to $80,000

For **611** families in this income range, the mean Expected Family Contribution (EFC) was $9,451; the median EFC was **$6,700**. The sample aid package is based on the median EFC.

FAMILY'S FINANCIAL NEED

Cost of Attendance	$	23,392
Expected Family Contribution	- $	6,700
FINANCIAL NEED	**= $**	**16,692**

FINANCIAL AID PACKAGE

0%	Federal Pell Grant	$	0
0%	Federal SEOG Grant	$	0
0%	Nebraska Opportunity Grant	$	0
18%	Min. UNL Grants/Scholarships	$	4,300
	TOTAL GIFT AID	**$**	**4,300**
13%	Federal Work-Study	$	3,000
15%	Fed Direct Subsidized Loan	$	3,500
8%	Federal Perkins Loan	$	2,000
8%	Fed Direct Unsubsidized Loan	$	2,000
38%	Fed Parent PLUS Loan Option	$	8,592
	TOTAL SELF-HELP AID	**$**	**19,092**
	TOTAL FINANCIAL AID	**$**	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

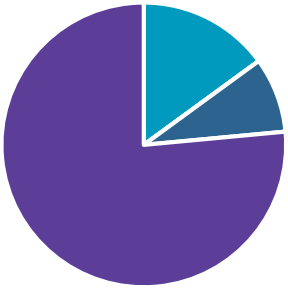
SCHOLARSHIPS & FINANCIAL AID

SAMPLE FINANCIAL AID PACKAGES: 2015 - 2016

FIRST-YEAR NEBRASKA RESIDENTS WHO FILE THE FAFSA BY APRIL 1st

Family incomes of $80,001 to $100,000

For **599** families in this income range, the mean EFC was $16,419; the median EFC was **$12,578**. The sample aid package is based on the median EFC.



FAMILY'S FINANCIAL NEED

Cost of Attendance	$	23,392
Expected Family Contribution	- $	12,578
FINANCIAL NEED	**= $**	**10,814**

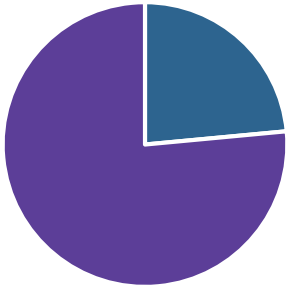
FINANCIAL AID PACKAGE

0%	Federal Pell Grant	$	0
0%	Federal SEOG Grant	$	0
0%	Nebraska Opportunity Grant	$	0
0%	Min. UNL Grants/Scholarships	$	0
	TOTAL GIFT AID	**$**	**0**
0%	Federal Work-Study	$	0
15%	Fed Direct Subsidized Loan	$	3,500
0%	Federal Perkins Loan	$	0
8%	Fed Direct Unsubsidized Loan	$	2,000
76%	Fed Parent PLUS Loan Option	$	17,892
	TOTAL SELF-HELP AID	**$**	**23,392**
	TOTAL FINANCIAL AID	**$**	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

Family incomes of $100,001 and higher

For **1,785** families in this income range, the mean EFC was $44,744; the median EFC was **$27,869**. The sample aid package is based on the median EFC.



FAMILY'S FINANCIAL NEED

Cost of Attendance	$	23,392
Expected Family Contribution	- $	27,869
FINANCIAL NEED	**= $**	**0**

FINANCIAL AID PACKAGE

0%	Federal Pell Grant	$	0
0%	Federal SEOG Grant	$	0
0%	Nebraska Opportunity Grant	$	0
0%	Min. UNL Grants/Scholarships	$	0
	TOTAL GIFT AID	**$**	**0**
0%	Federal Work-Study	$	0
0%	Fed Direct Subsidized Loan	$	0
0%	Federal Perkins Loan	$	0
24%	Fed Direct Unsubsidized Loan	$	5,500
76%	Fed Parent PLUS Loan Option	$	17,892
	TOTAL SELF-HELP AID	**$**	**23,392**
	TOTAL FINANCIAL AID	**$**	**23,392**

Note: The example shown is the average financial aid package for students who file the FAFSA by the April 1st priority date. Students who file after April 1st may not have received as much or any limited need-based funding. The grants and scholarships listed are the minimum target and many students earn academic merit-based scholarships from our office, a College or Department, or an external source in excess of the minimum we offer.

SCHOLARSHIPS & FINANCIAL AID

2015 - 2016 FINANCIAL AID AWARDS

8,979 total financial aid packages prepared for new freshman undergraduate admits

12,637 total financial aid packages prepared for continuing and graduate students

18,453 students supported
for a total of **$258,945,797** from all sources

73% of student body
received some type of financial aid

4,050 freshmen
supported with **$63,326,503**

4,378 total Federal Pell Grant recipients

Federal Pell Grant maximum of **$5,775**

$27,373,446
need-based grant aid provided to students

$1,067,315
work-study funds provided to students

100 students employed as America Reads or America Counts tutors serving **7** Lincoln Public Schools

$3,335,098
Nebraska Opportunity Grants provided to **1,836** students

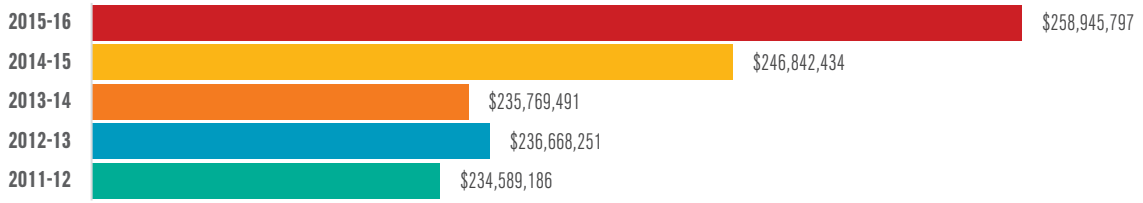
282 financial aid applicants
supported at the Nebraska College of Technical Agriculture campus

Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

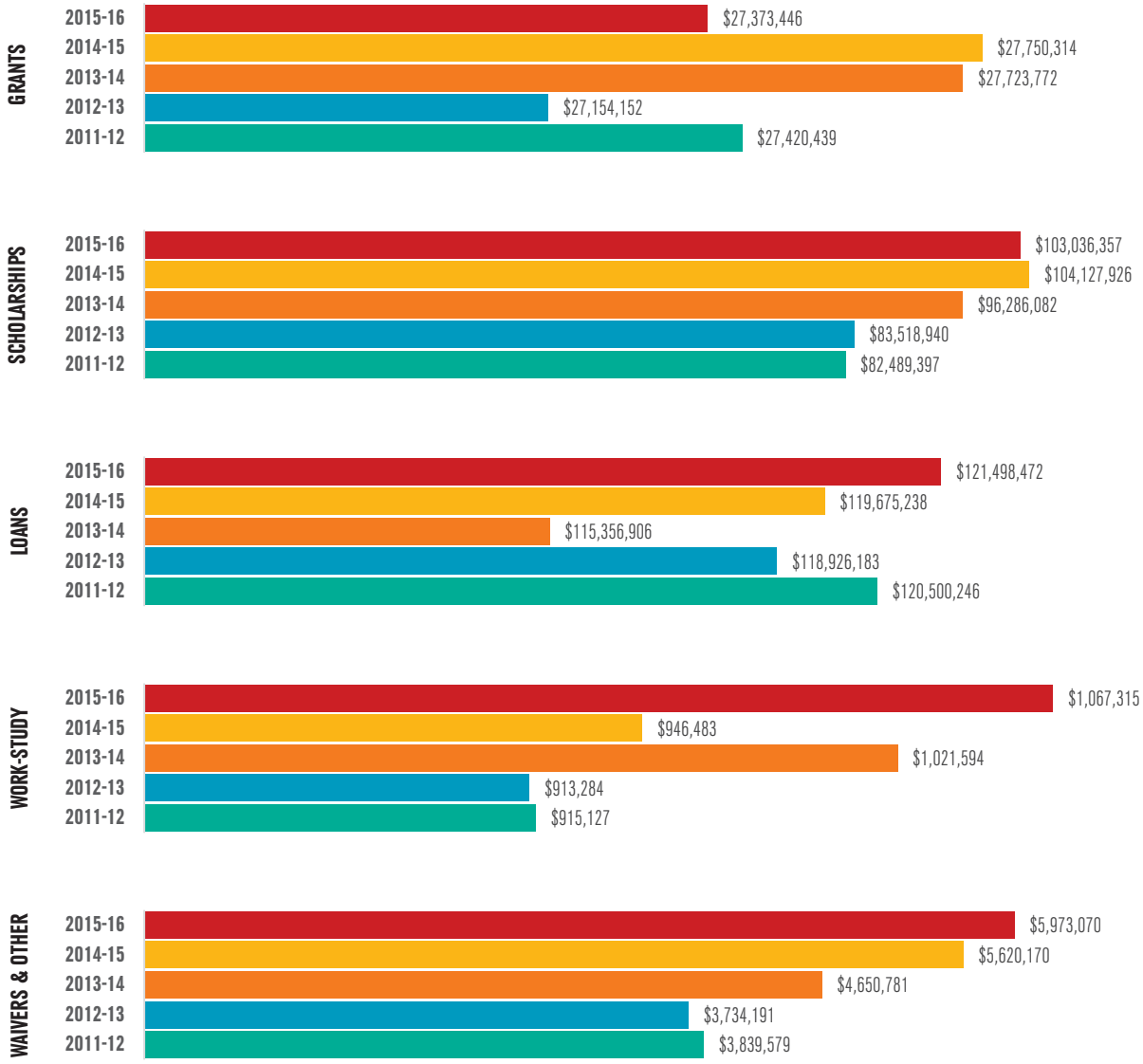
SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS

VOLUME OF TOTAL AID PROCESSED



VOLUME OF AID BY TYPES OF PROGRAM

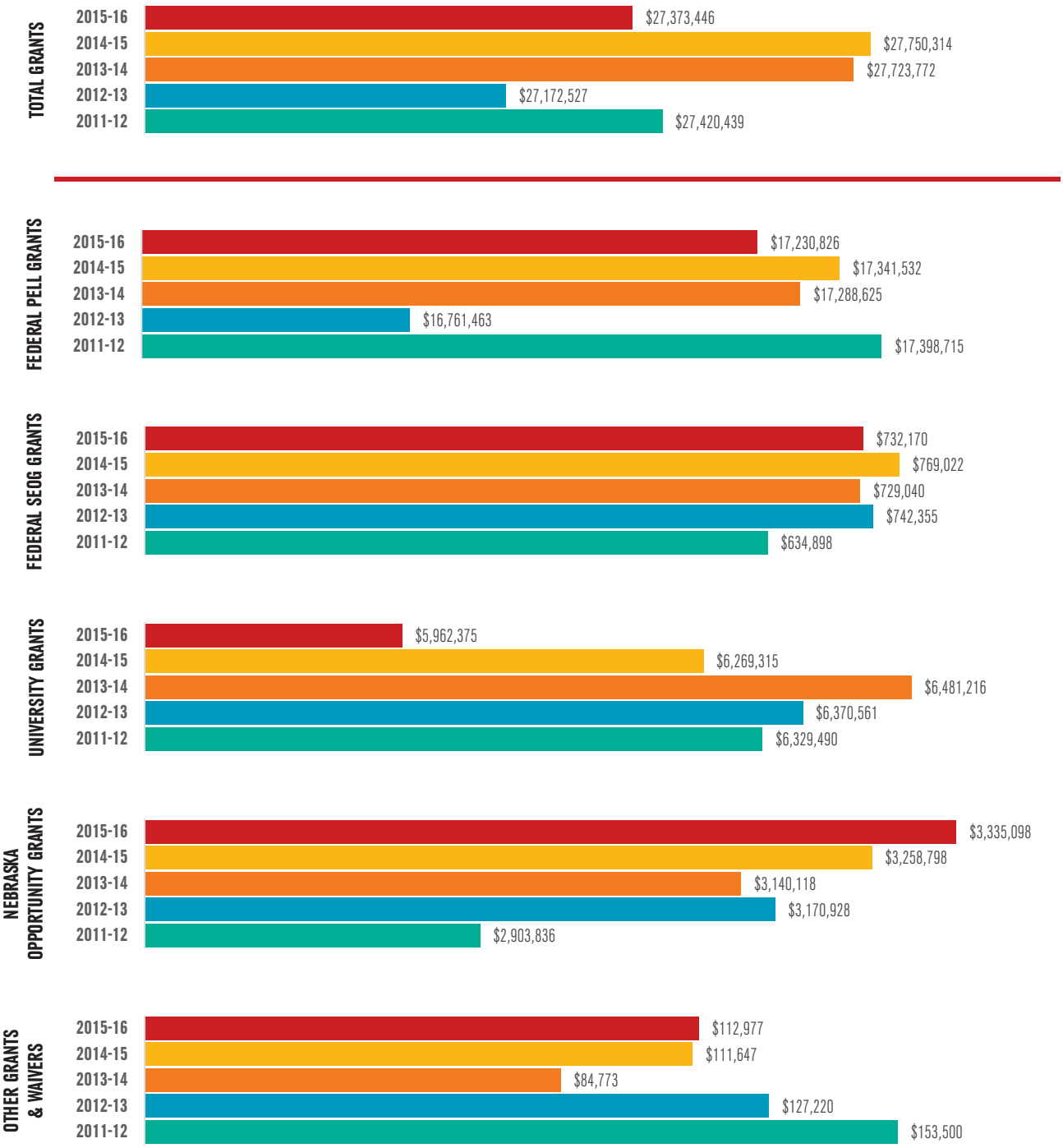


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

VOLUME OF GRANT AID BY SOURCE OF FUNDS

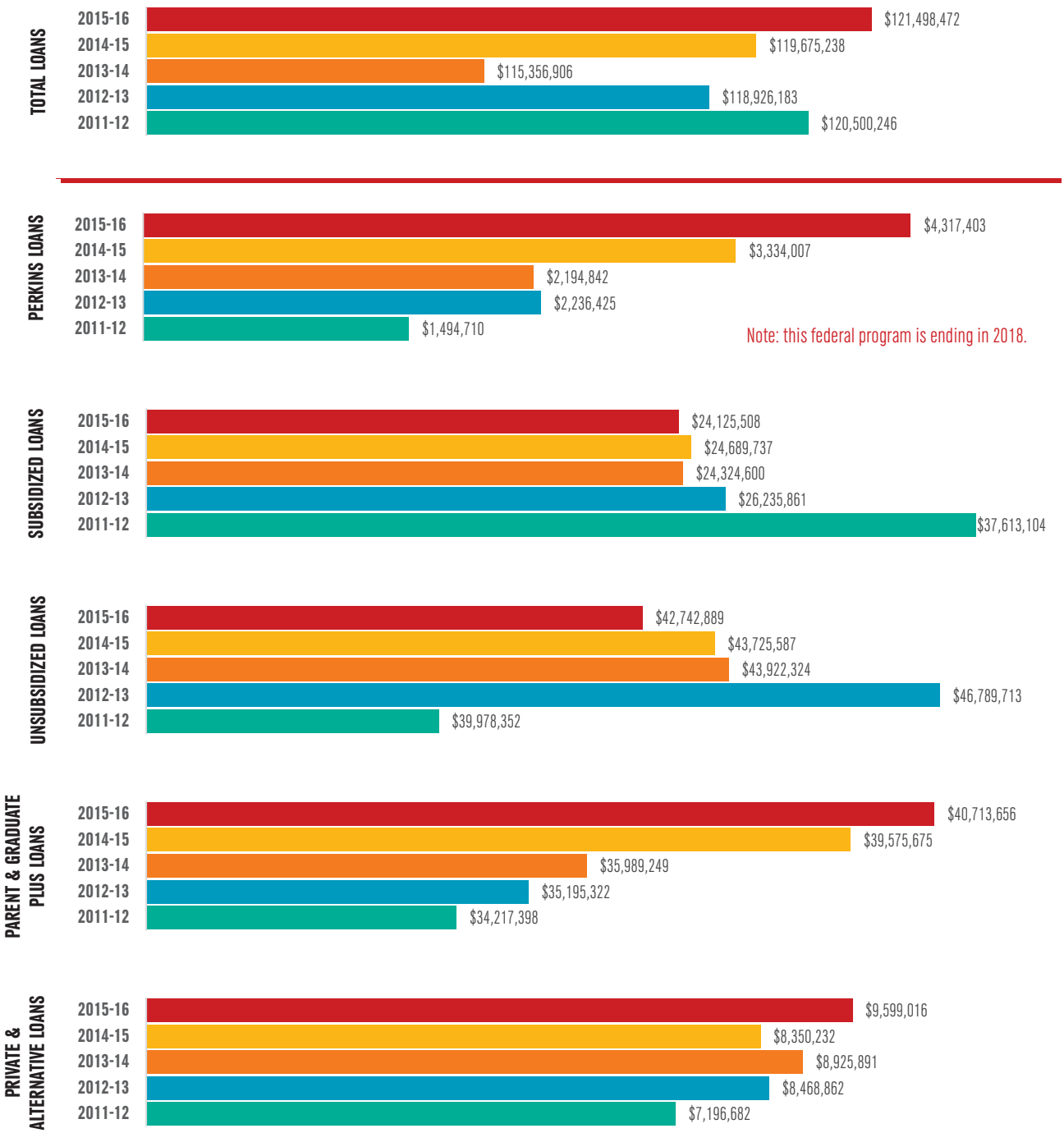


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

VOLUME OF LOAN AID BY SOURCE OF FUNDS

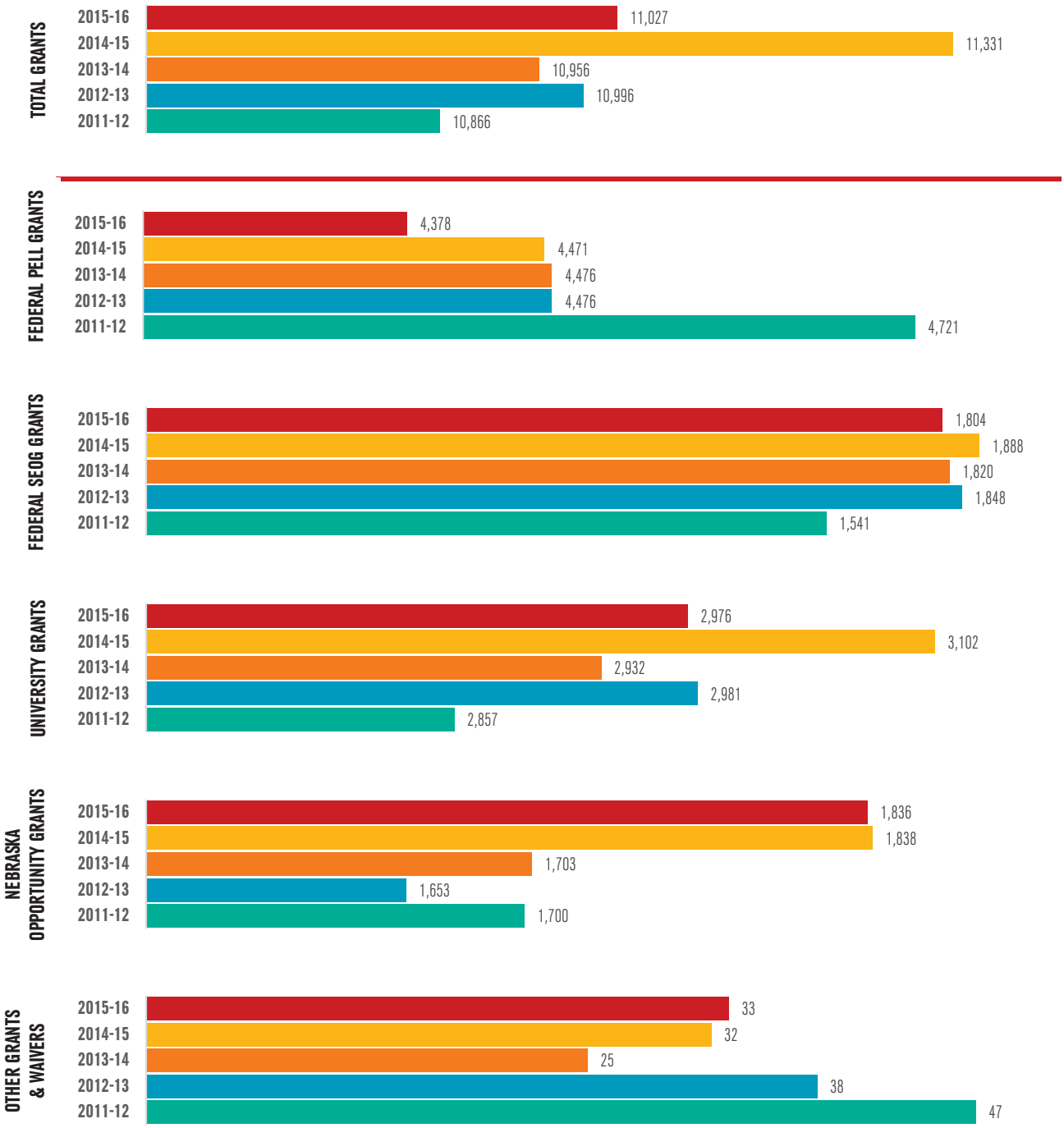


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

COUNT OF GRANT AID RECIPIENTS BY SOURCE OF FUNDS

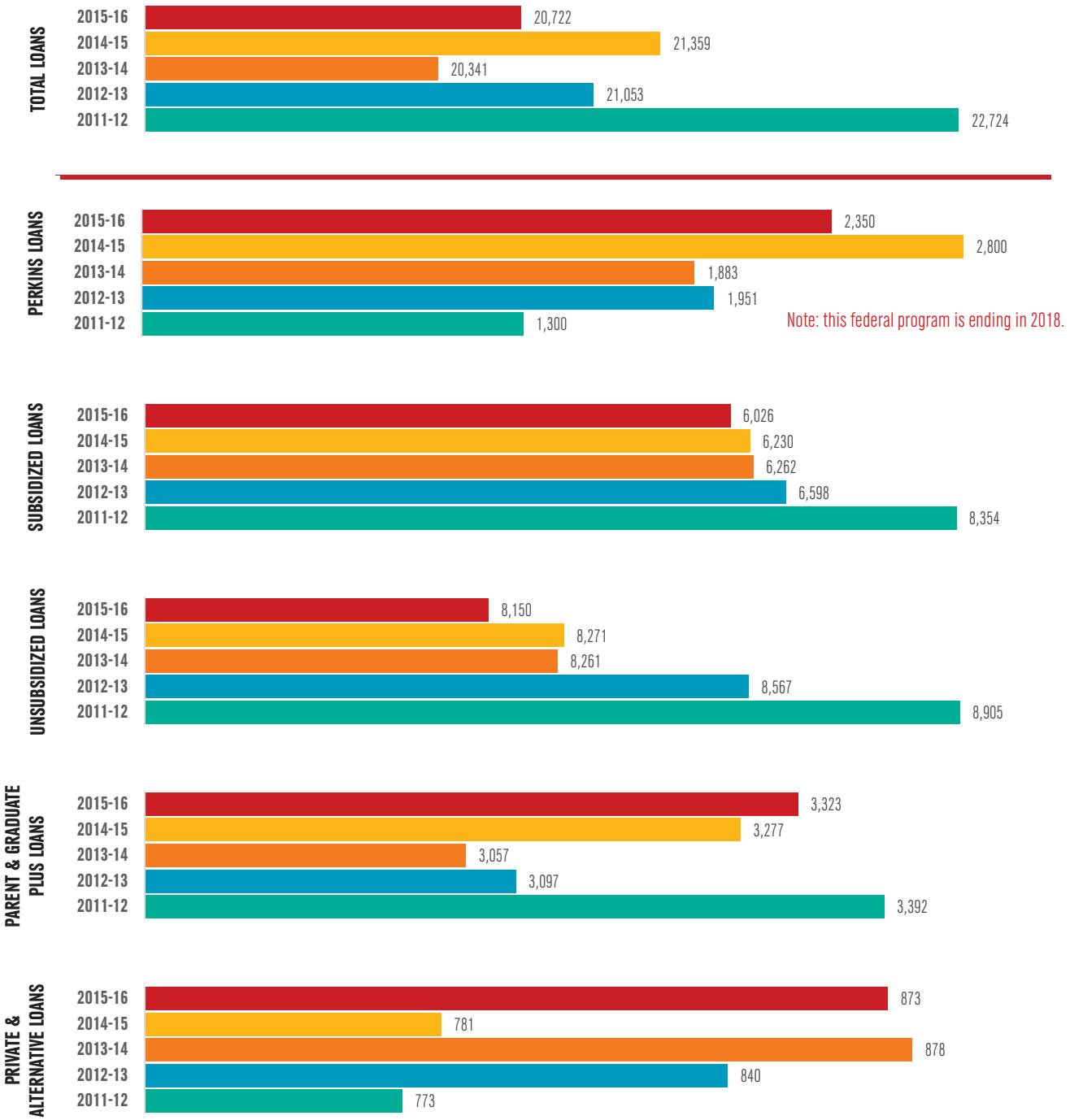


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

COUNT OF LOAN AID RECIPIENTS BY SOURCE OF FUNDS

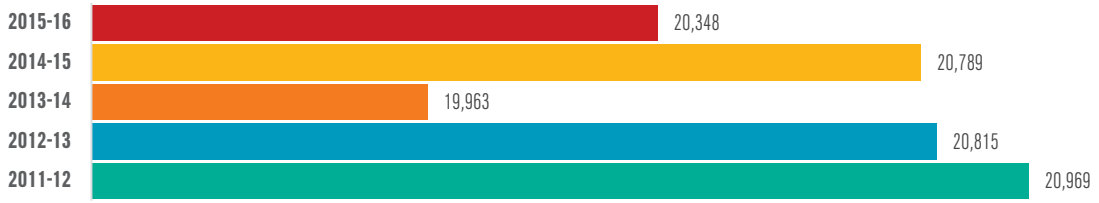


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

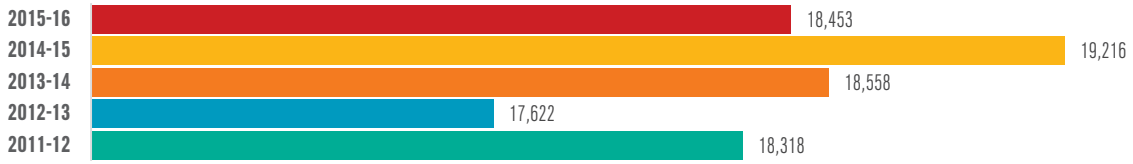
SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

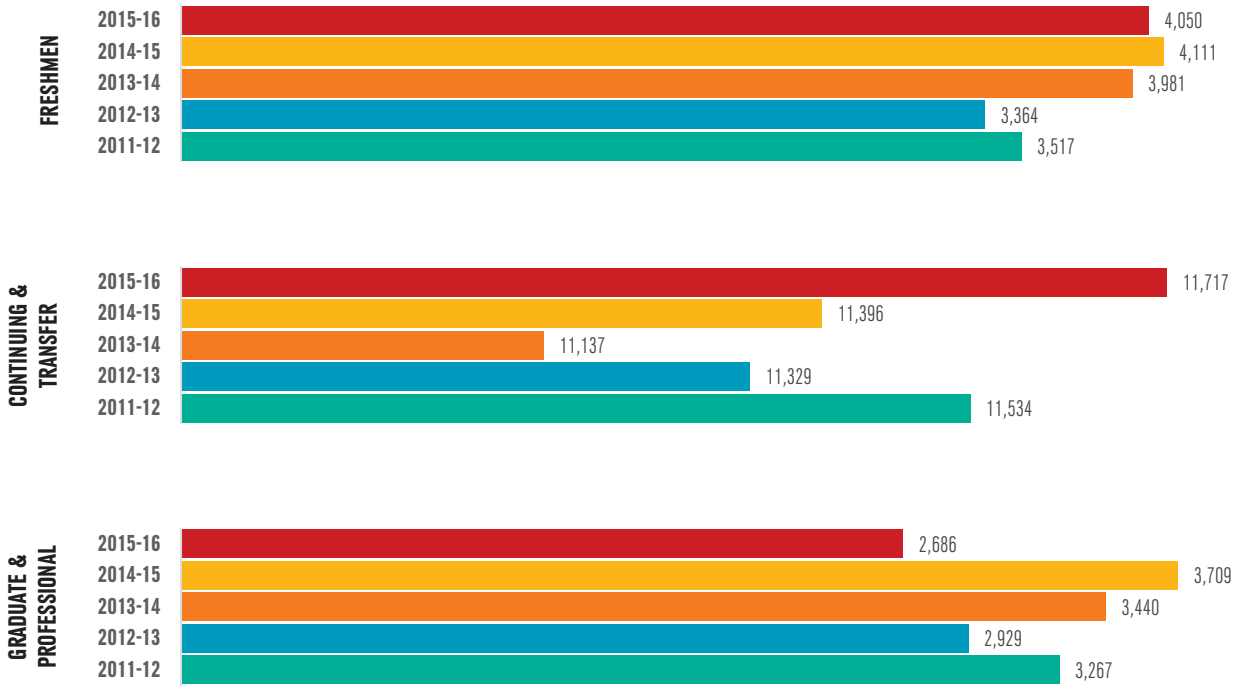
TOTAL SCHOLARSHIP & FINANCIAL AID APPLICATIONS PROCESSED



TOTAL SCHOLARSHIP & FINANCIAL AID RECIPIENTS



TOTAL SCHOLARSHIP & FINANCIAL AID RECIPIENTS BY CLASSIFICATION

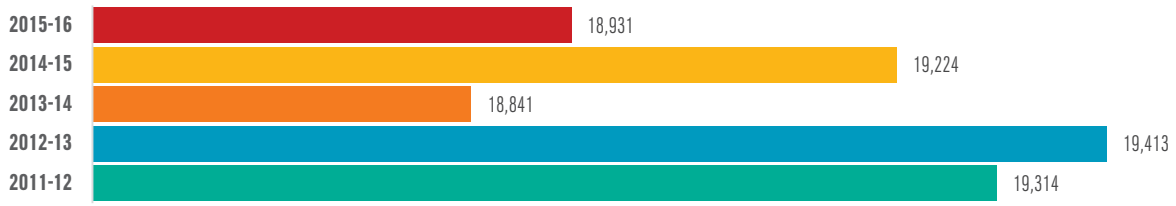


Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

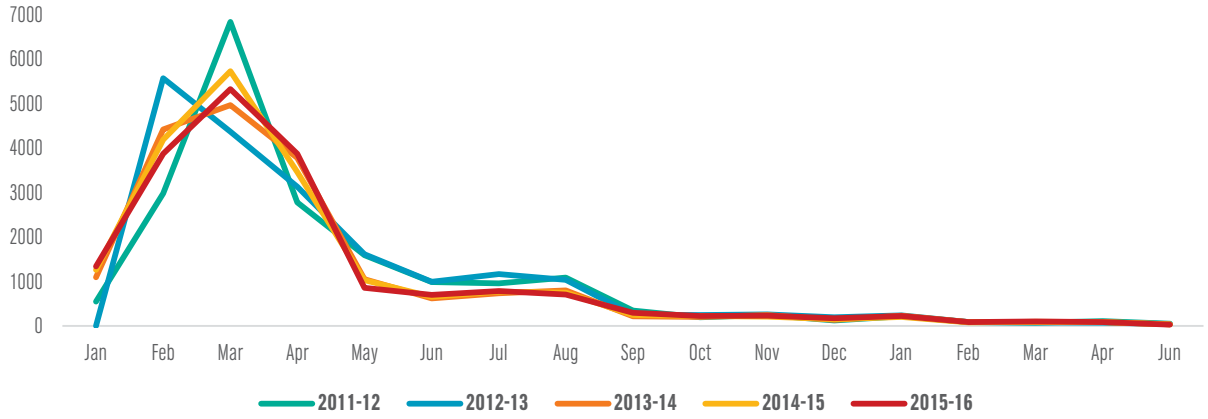
SCHOLARSHIPS & FINANCIAL AID

5-YEAR FINANCIAL AID TRENDS, continued

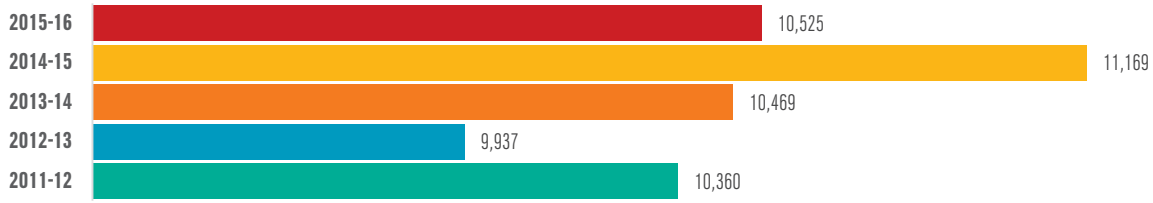
UNDUPLICATED FAFSAs PROCESSED FOR ADMITTED STUDENTS ONLY



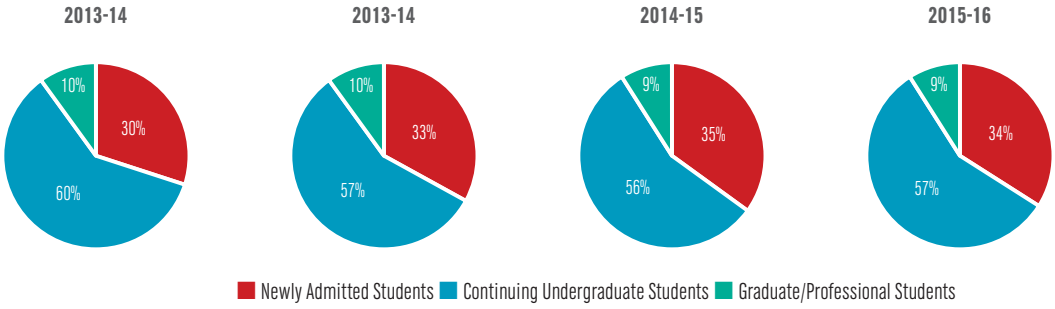
UNDUPLICATED FAFSAs PROCESSED FOR ADMITTED STUDENTS ONLY BY 18-MONTH CYCLE



UNDUPLICATED FAFSAs PROCESSED FOR ADMITTED STUDENTS BEFORE APRIL 1st PRIORITY DATE



PROPORTION OF UNDUPLICATED FAFSAs PROCESSED BY STUDENT CLASSIFICATION



Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

10-YEAR COST OF ATTENDANCE TRENDING

Developing a cost of attendance is required by the federal government and the task is undertaken by the Office of Scholarships & Financial Aid. The estimated figured must be researched, use a variety of data sources, and arrive at reasonable and realistic figures for what students spend on average, although student groups can be differentiated (e.g., undergraduate, graduate, law, etc.).

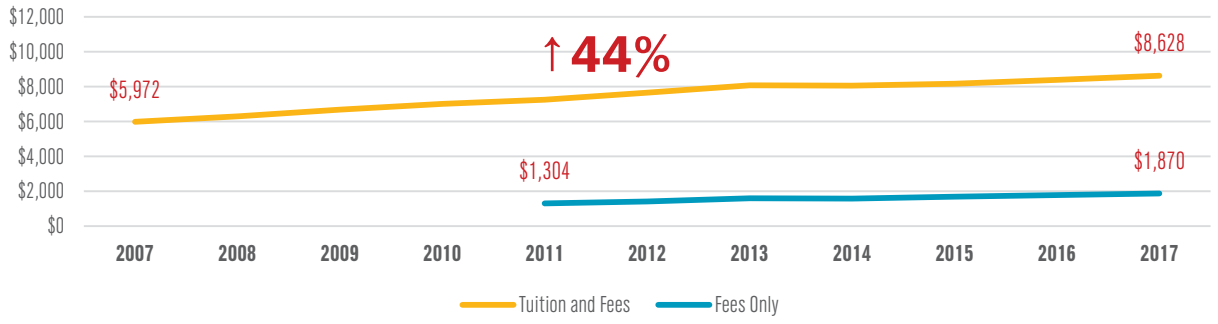
The Higher Education Act of 1965, as amended, identified the cost categories that may be used in the cost of attendance:

- **tuition and fees**
- **room and board**
- **books and supplies**
- **transportation**
- **personal expenses**

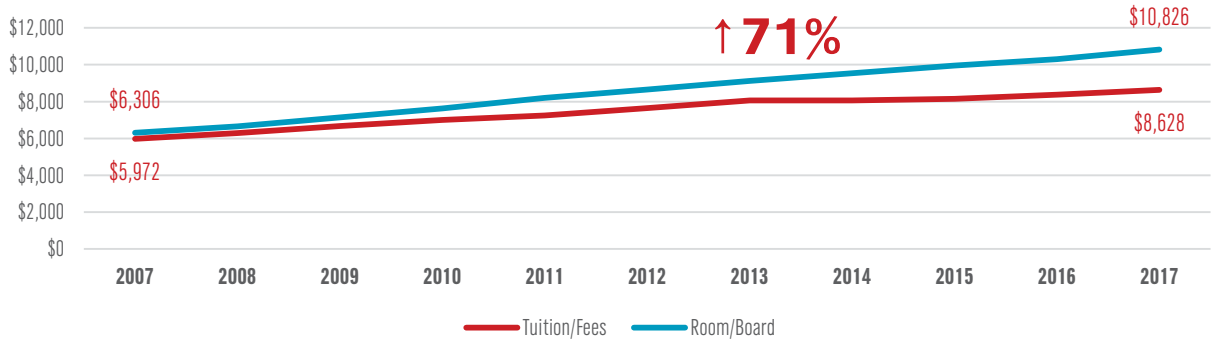
The Office of Scholarships & Financial Aid conducted its **biennial survey** in fall 2015 (and increases certain cost of attendance elements by the consumer price index on the off-years). We consult with researchers, assessment experts, policy analysts, and campus colleagues to arrive at reasonable and realistic figures. The survey was sent to a **random sample of 7,046 students with 1,962 response (27.8% response rate)**.

TUITION & FEES TRENDS – NEBRASKA RESIDENTS

(ENROLLMENT ESTIMATED AT 15 CREDITS PER SEMESTER)

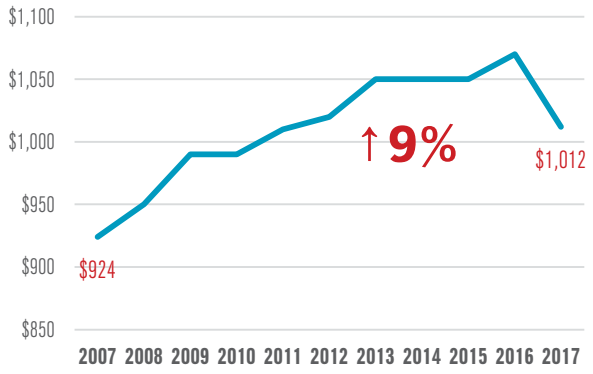


ON-CAMPUS ROOM & BOARD TRENDS

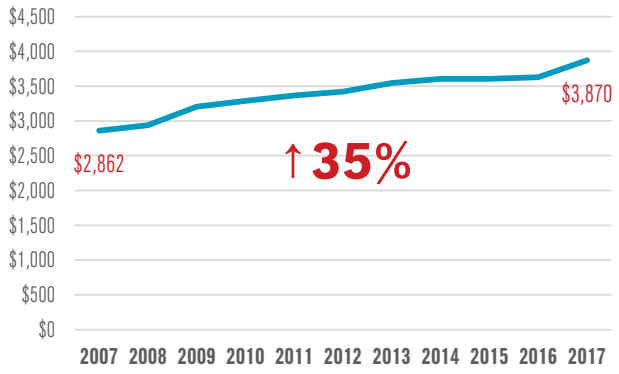


10-YEAR COST OF ATTENDANCE TRENDING, continued

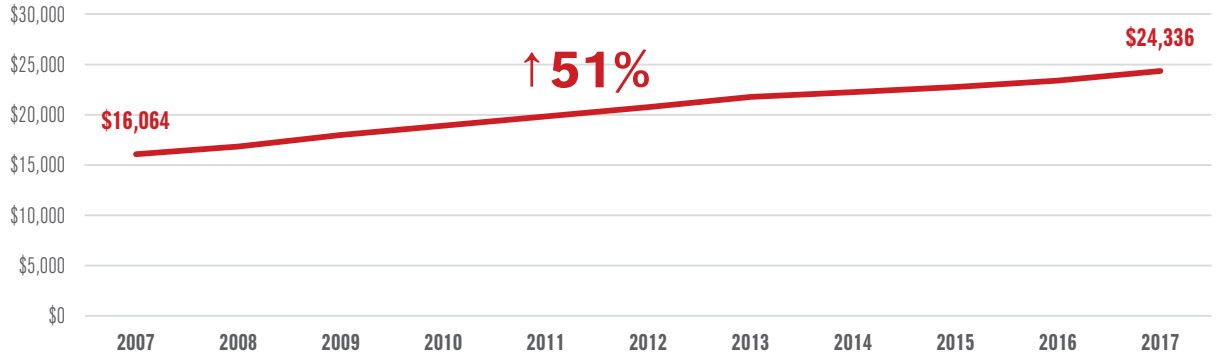
BOOKS & SUPPLIES TRENDS



PERSONAL & TRANSPORTATION TRENDS



TOTAL ESTIMATED COST OF ATTENDANCE TRENDS – ON-CAMPUS NEBRASKA RESIDENTS



COST OF ATTENDANCE OUTLOOK

Direct and indirect college costs are increasing and resources to help defray them are limited. With the early availability of the FAFSA comes an opportunity for early financial aid awarding. However, making an accurate estimate of costs and financial aid is a challenge we must try to meet. Early financial aid packaging requires information be made available to students regarding the cost of attendance yet tuition rates are not usually finalized by then. It is helpful to provide tuition figures at least a year in advance so that accurate estimates can be provided to students in order for students and their families to have the ability to calculate an accurate net college cost. This should be a priority of the State of Nebraska and the University of Nebraska. Despite these challenges, Nebraska residents should know that an education at the University of Nebraska–Lincoln is a **high-quality, affordable college education**.

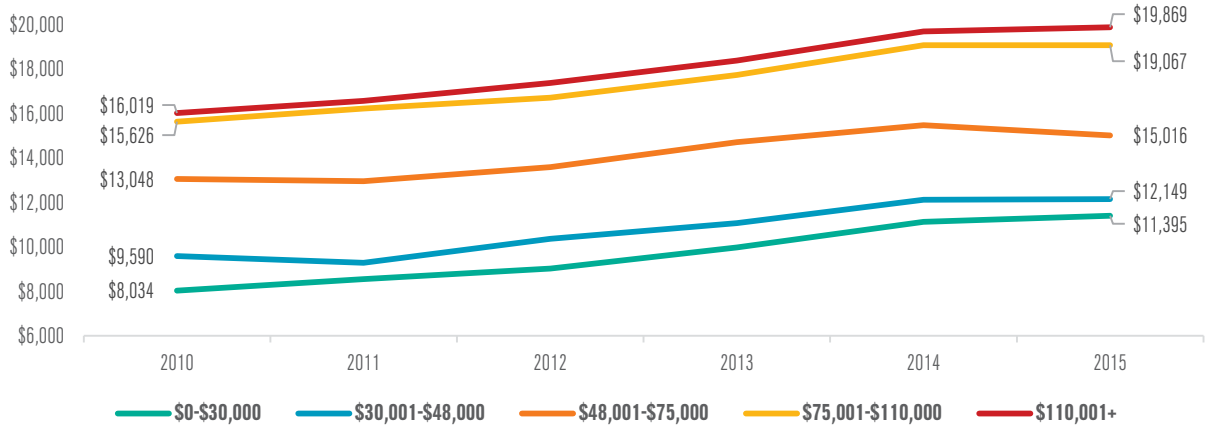
SCHOLARSHIPS & FINANCIAL AID

FEDERAL ACCOUNTABILITY OUTCOMES DATA POINTS TRENDS

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

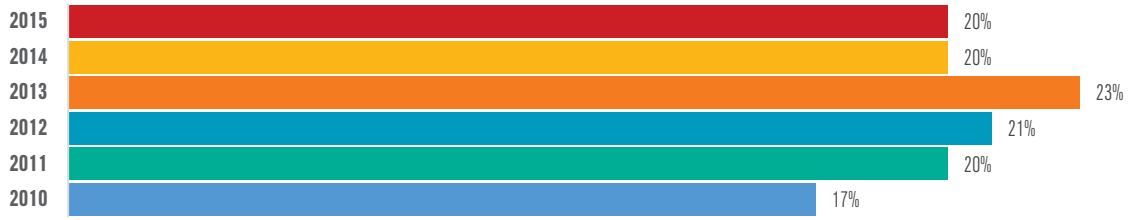
AVERAGE NET PRICE at UNL

AVERAGE NET PRICE BY FAMILY INCOME LEVEL at UNL



While the overall average net price has increased over the six-year period listed by 20%, the various income level bands have increased at varying rates. **Families making between $0 and $30,000 have had an average net price increase of nearly 42%** compared to nearly 27% increase for families making between $30,001 and $48,000, a 15% increase for families making between $48,001 and $75,000, a 22% increase for families making between $75,001 and $110,000, and a 24% increase for families making more than $110,000. We must do a better job of keeping costs low for the lowest income students who have seen a greater increase in net price than their counterparts.

PERCENTAGE OF UNDERGRADUATES WHO RECEIVE A FEDERAL PELL GRANT at UNL



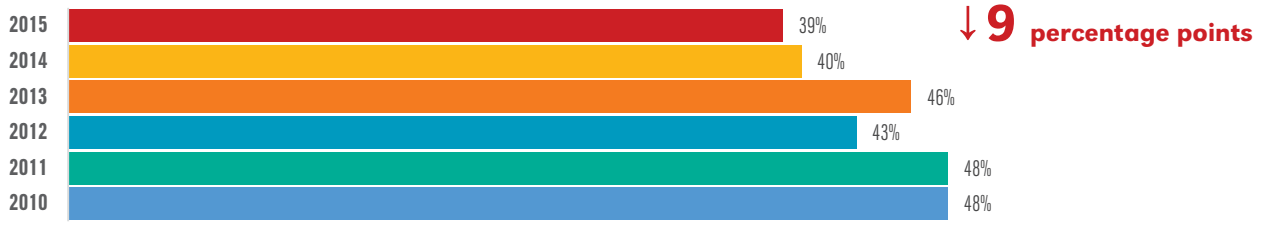
Socioeconomic diversity is important for our student body in producing positive educational outcomes for all students and in providing increased opportunities for social mobility for students of lower incomes.

SCHOLARSHIPS & FINANCIAL AID

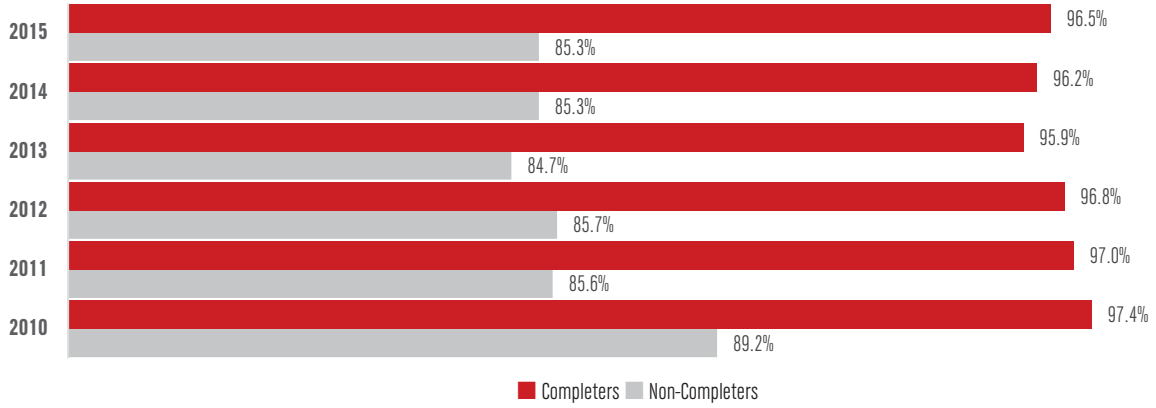
FEDERAL ACCOUNTABILITY OUTCOMES DATA POINTS TRENDS

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

PERCENT OF ALL FEDERAL UNDERGRADUATES RECEIVING A FEDERAL STUDENT LOAN at UNL

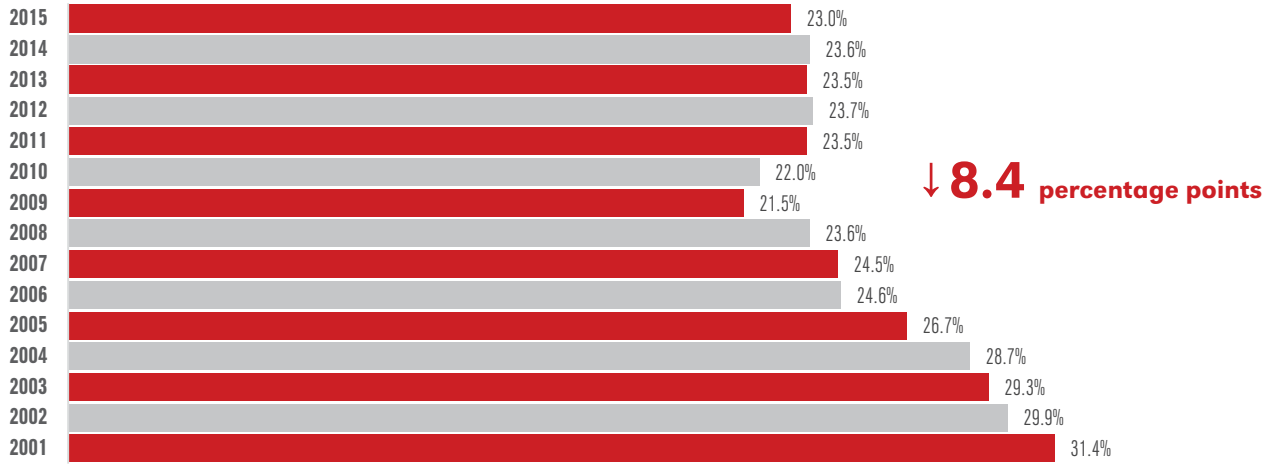


THREE-YEAR REPAYMENT RATE FOR COMPLETERS VS. NON-COMPLETERS at UNL



An important consideration of the student loan debate is how well former students repay their loans whether they complete their degree program or not. **Nationally, most people in student loan default are those who have smaller balances and never completed a credential.**

PERCENTAGE OF STUDENTS WITH FINANCIAL AID WHOSE FAMILY INCOME IS BETWEEN $0 and $30,000 at UNL



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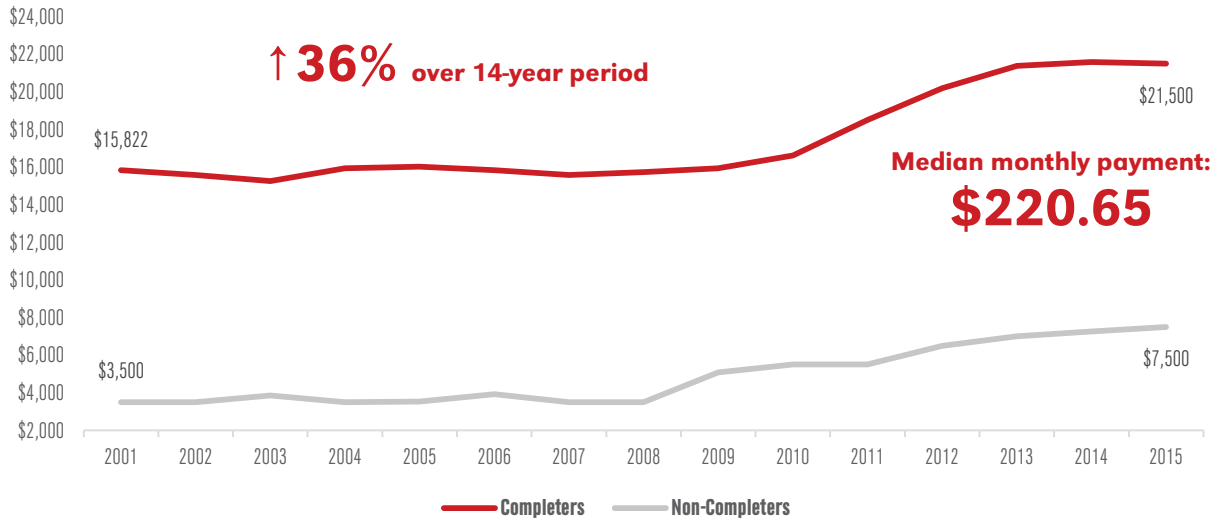
SCHOLARSHIPS & FINANCIAL AID

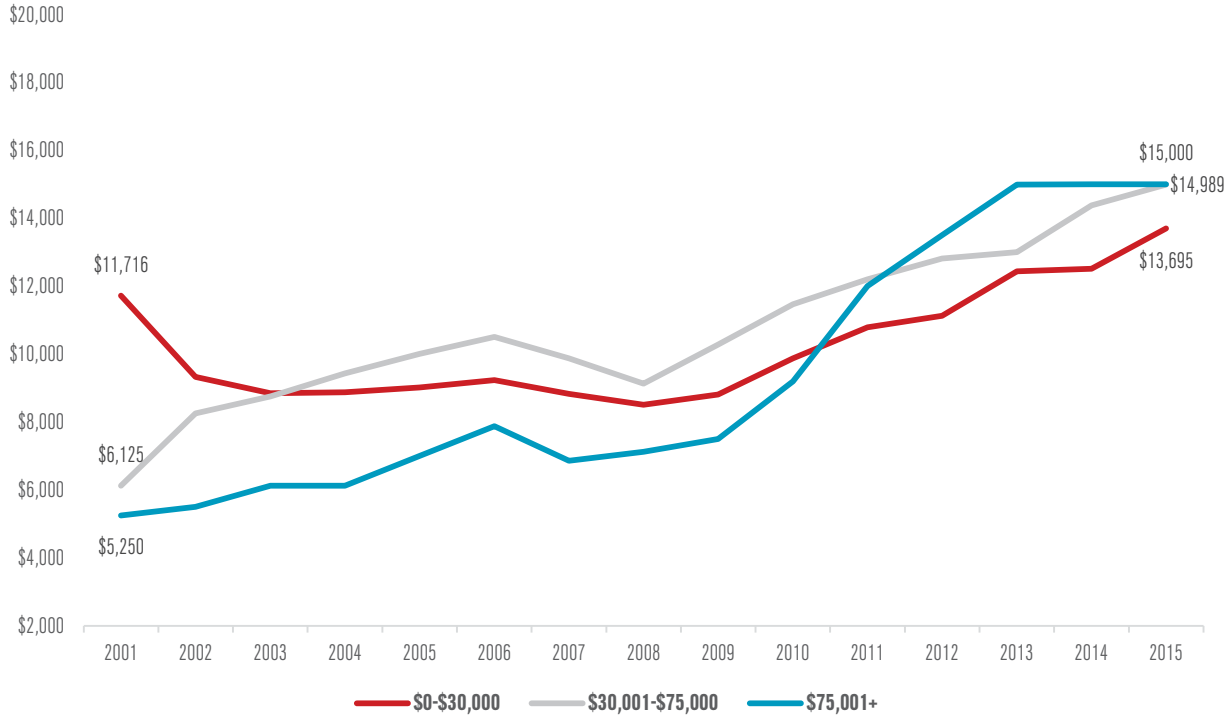
FEDERAL ACCOUNTABILITY OUTCOMES DATA POINTS TRENDS

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

MEDIAN DEBT FOR STUDENTS WHO COMPLETED VS THOSE WHO DID NOT COMPLETE at UNL



MEDIAN DEBT BY FAMILY INCOME LEVEL at UNL

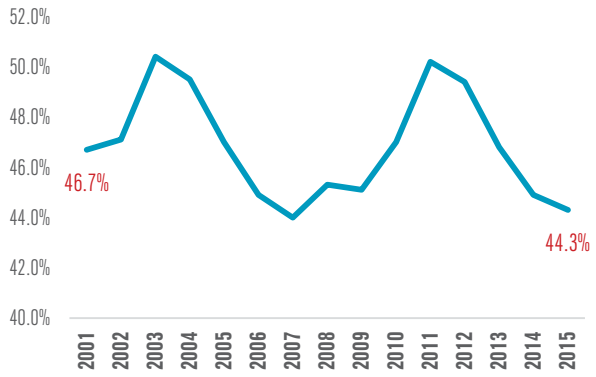


SCHOLARSHIPS & FINANCIAL AID

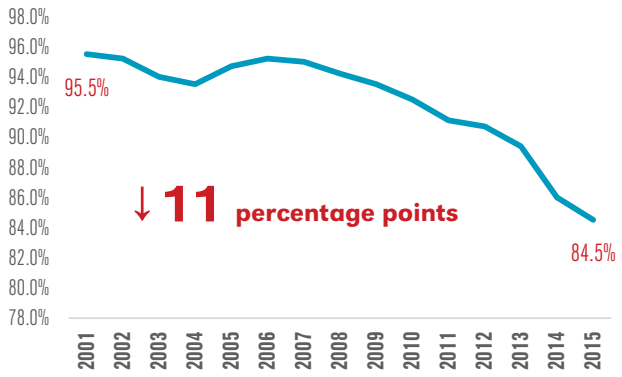
FEDERAL ACCOUNTABILITY OUTCOMES DATA POINTS TRENDS

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

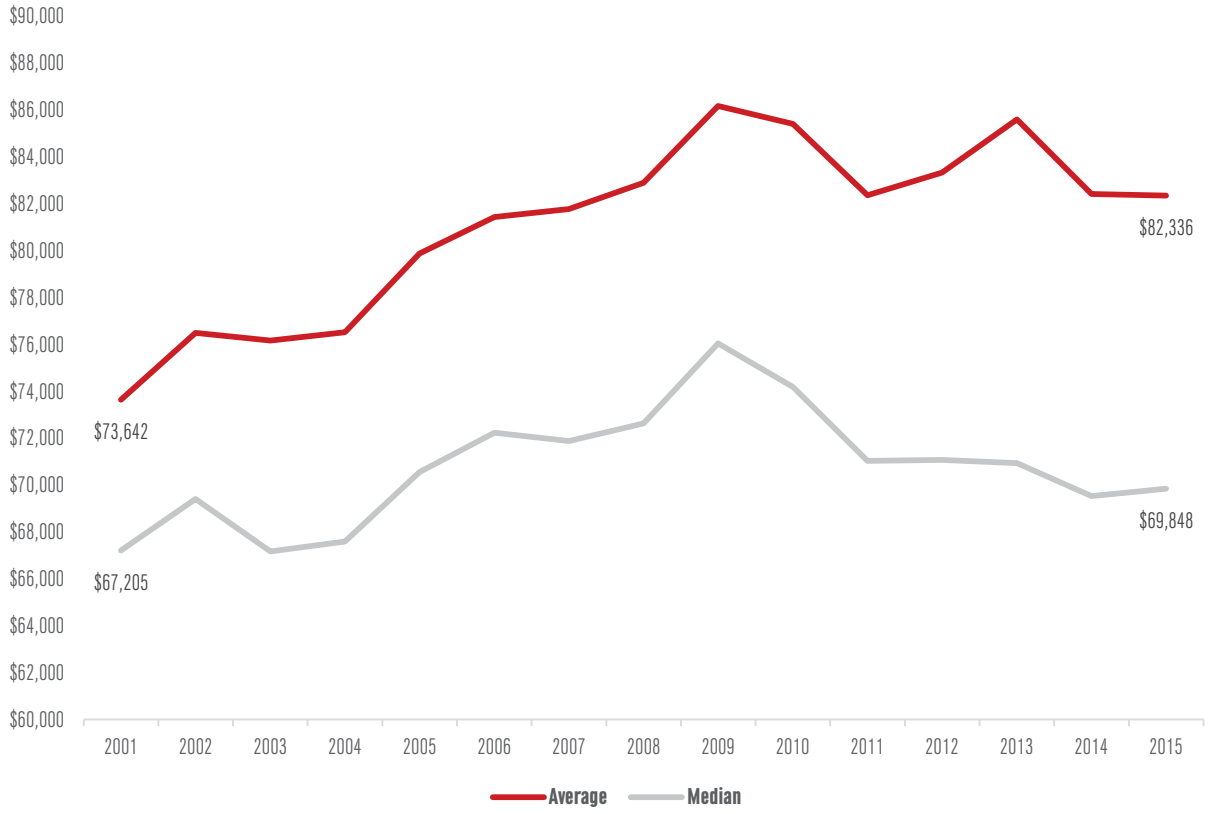
SHARE OF STUDENTS at UNL WHO RECEIVE FEDERAL PELL GRANT WHILE IN SCHOOL



SHARE OF STUDENTS at UNL WHO RECEIVE FEDERAL STUDENT LOAN WHILE IN SCHOOL



AVERAGE & MEDIAN FAMILY INCOME IN REAL 2015 DOLLARS at UNL



Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

SCHOLARSHIPS & FINANCIAL AID

2015 - 2016 FINANCIAL AID AWARDS

11,087 total number of all financial aid recipients demonstrating financial need

$16,282 average financial need of undergraduate students

873 students receiving private and alternative loans for a total of **$9,599,016**

Ranked nationally as a **Kiplinger's Best College Value, 2014**

4,481 students selected for Federal verification,
3,534 students completed federal verification for a
78.9% Federal verification completion rate
(includes all students selected, whether they attended or not)

66.7% Overall six-year graduation rate
56.0% Six-year graduation rate for Pell recipients
73.5% Six-year graduation rate for Unsubsidized Loan only

6,083 parents successfully transferred tax information to the FAFSA through the IRS Data Retrieval tool

25% of first-time students are Federal Pell Grant recipients

29 FTE staff conduct the scholarship and financial aid operations at the UNL and NCTA campuses

Median parental income for all aided dependent students: **$83,227**

Median parental income for all undergraduate students receiving need-based aid: **$48,828**

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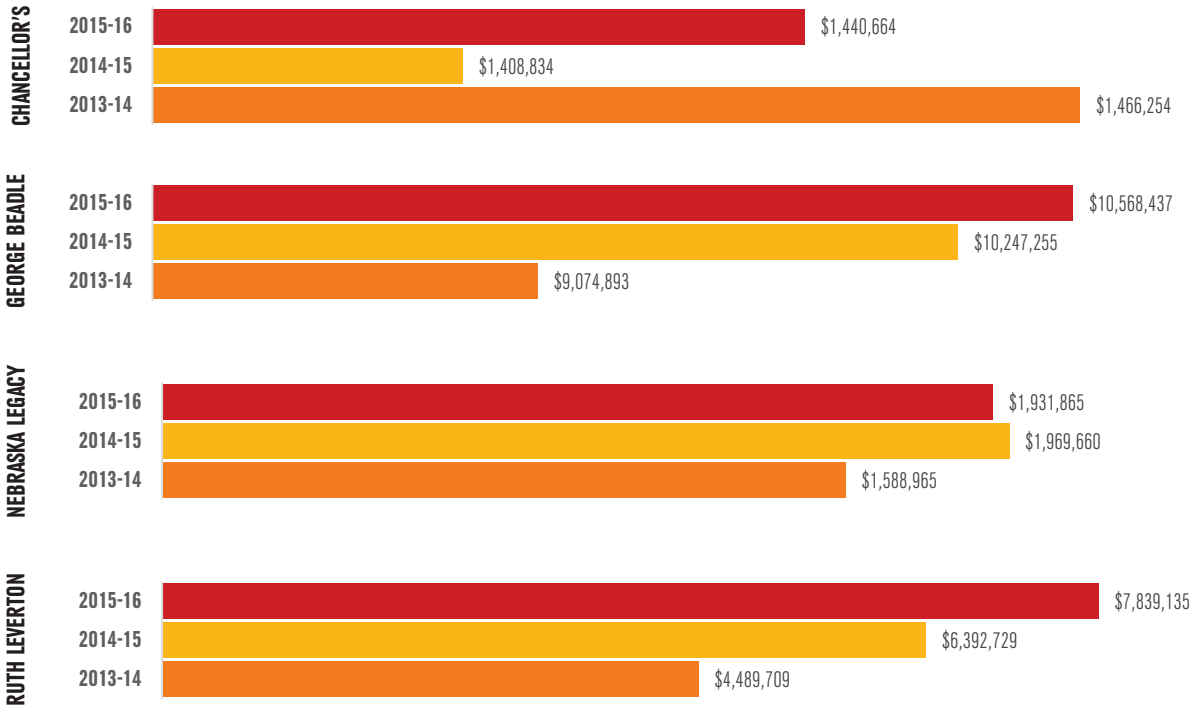
SCHOLARSHIPS & FINANCIAL AID

3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

VOLUME OF MERIT-BASED TUITION SCHOLARSHIPS TO NEW NEBRASKANS

VOLUME OF TUITION SCHOLARSHIPS BY TYPES OF PROGRAM – NEW NEBRASKANS



"PRICE IS WHAT YOU PAY. VALUE IS WHAT YOU GET."

Warren Buffett, Philanthropist and Investor

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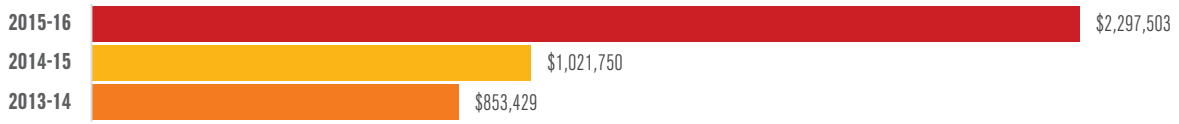
SCHOLARSHIPS & FINANCIAL AID

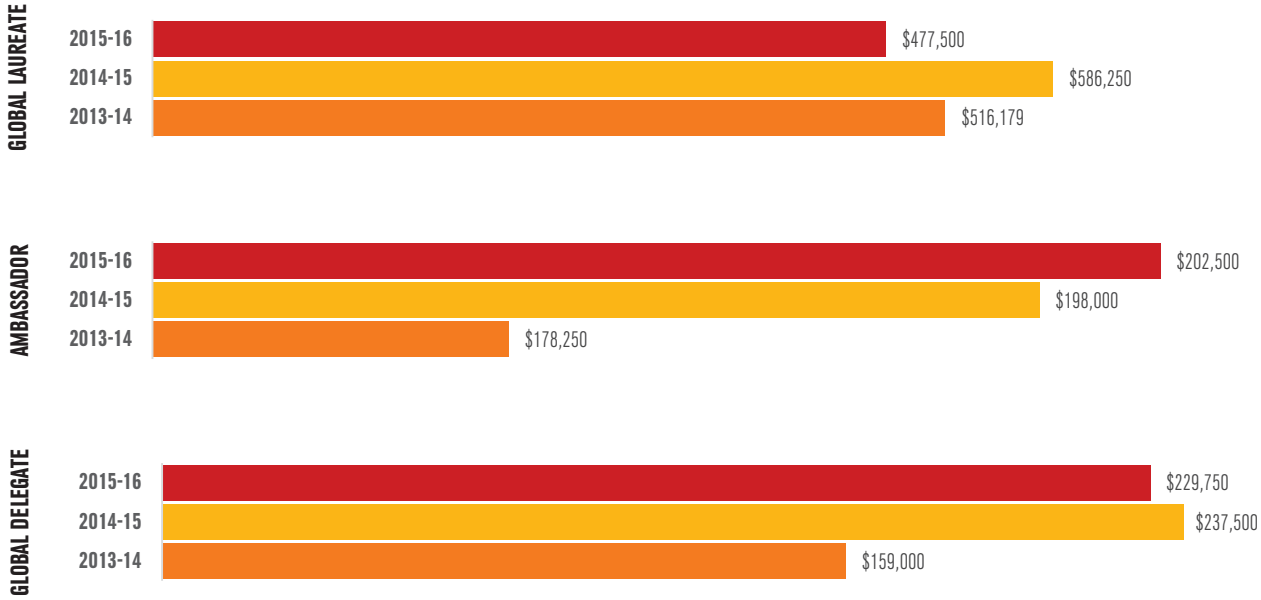
3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

VOLUME OF MERIT-BASED TUITION SCHOLARSHIPS TO INTERNATIONAL STUDENTS



VOLUME OF TUITION SCHOLARSHIPS BY TYPES OF PROGRAM –INTERNATIONAL



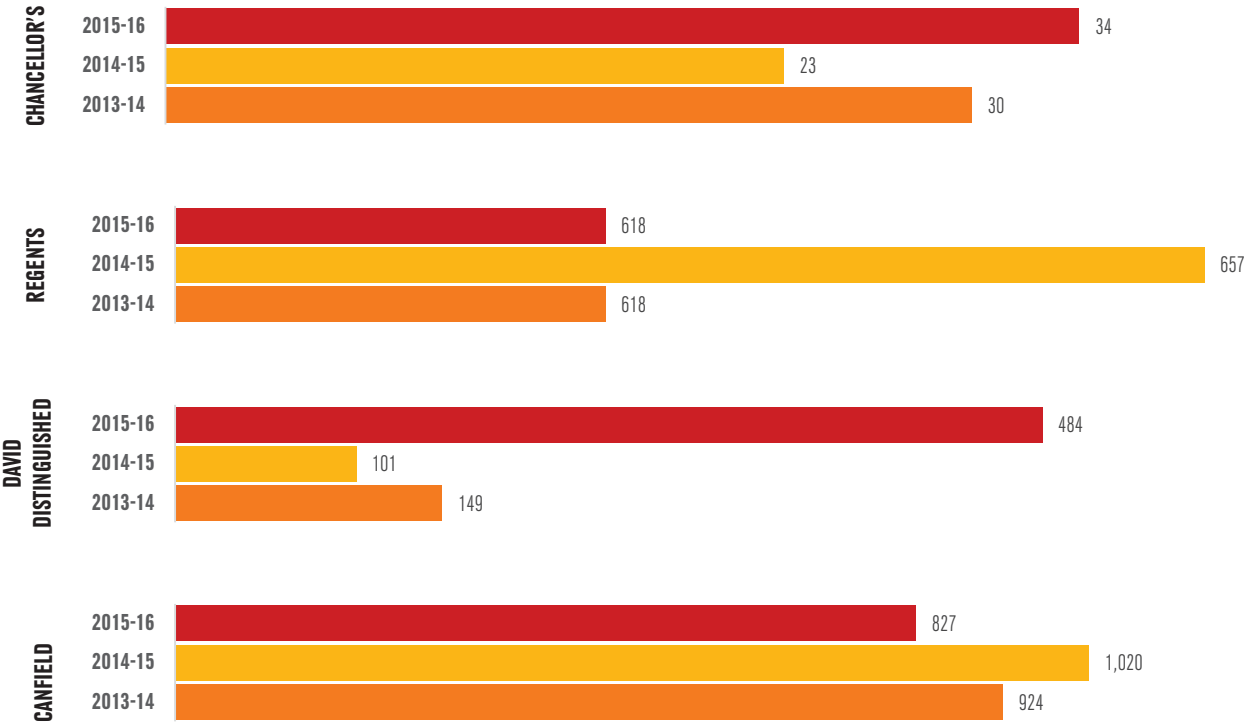
SCHOLARSHIPS & FINANCIAL AID

3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

COUNT OF MERIT-BASED TUITION SCHOLARSHIPS TO NEBRASKA RESIDENTS

COUNT OF TUITION SCHOLARSHIPS BY TYPES OF PROGRAM – NEBRASKA RESIDENTS



NOTE: Traditions Scholarships and Douglas Scholarships (for freshmen) were discontinued, being phased out, with the new fall 2016 incoming class.

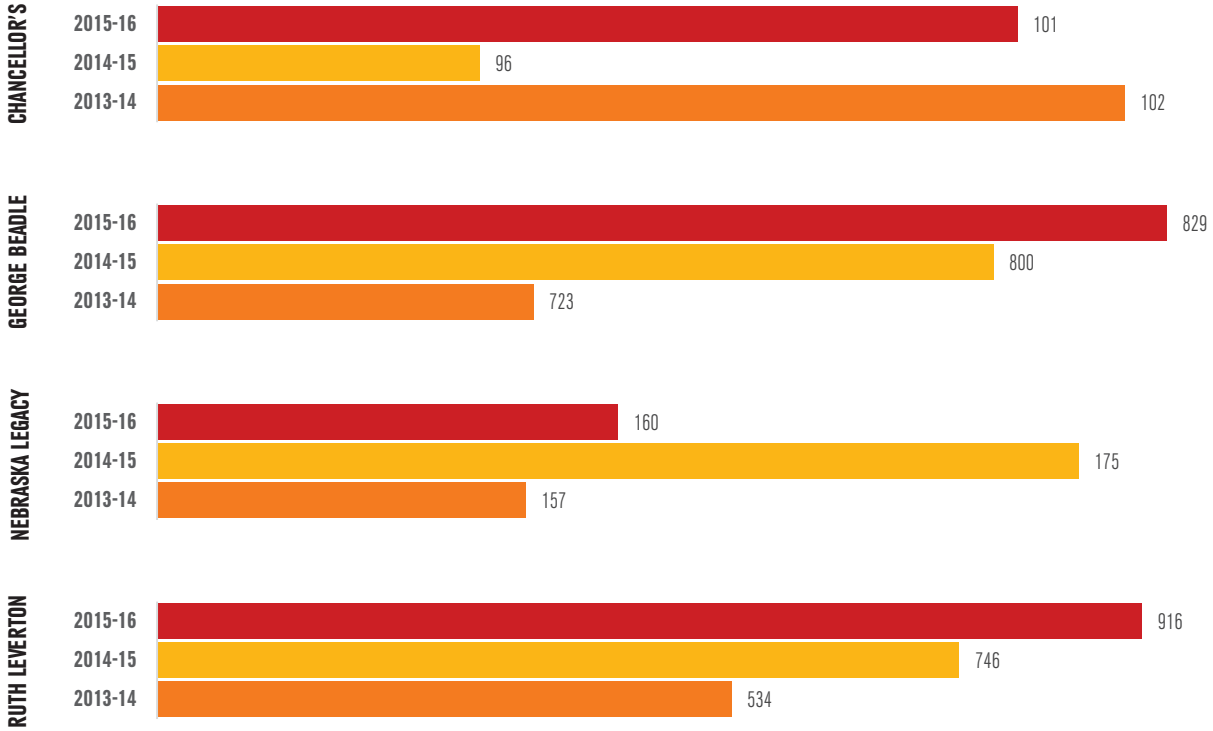
SCHOLARSHIPS & FINANCIAL AID

3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

COUNT OF MERIT-BASED TUITION SCHOLARSHIPS TO NEW NEBRASKANS

COUNT OF TUITION SCHOLARSHIPS BY TYPES OF PROGRAM – NEW NEBRASKANS



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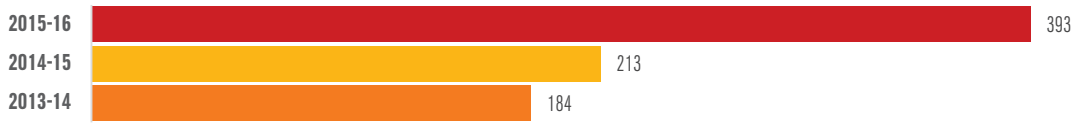
SCHOLARSHIPS & FINANCIAL AID

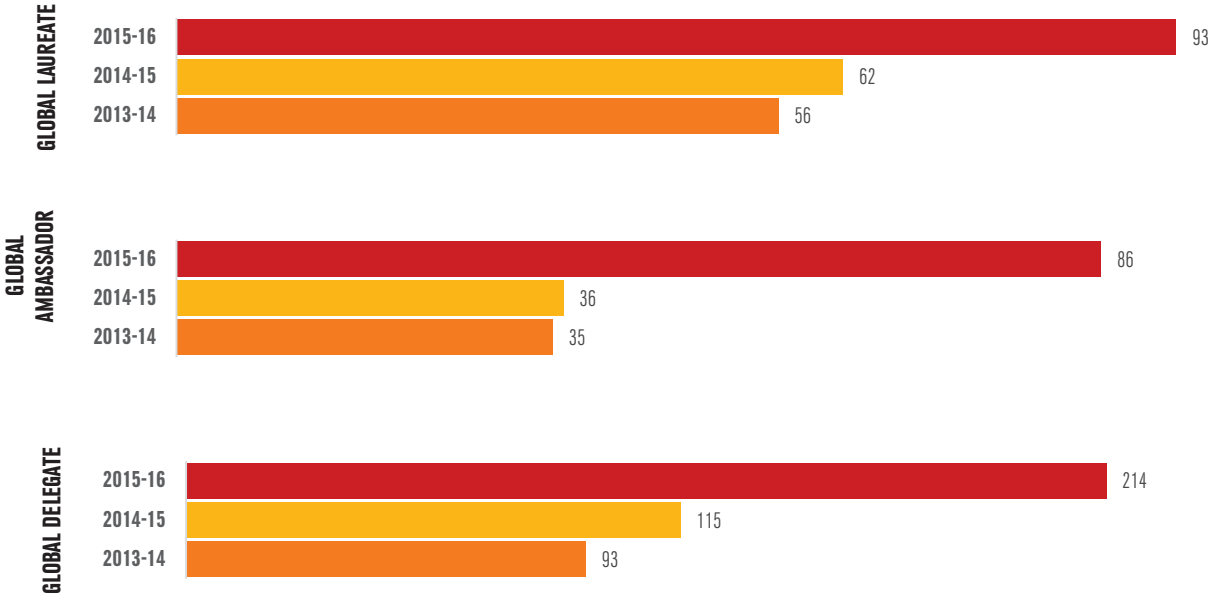
3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

COUNT OF MERIT-BASED TUITION SCHOLARSHIPS TO INTERNATIONAL STUDENTS



COUNT OF TUITION SCHOLARSHIPS BY TYPES OF PROGRAM –INTERNATIONAL

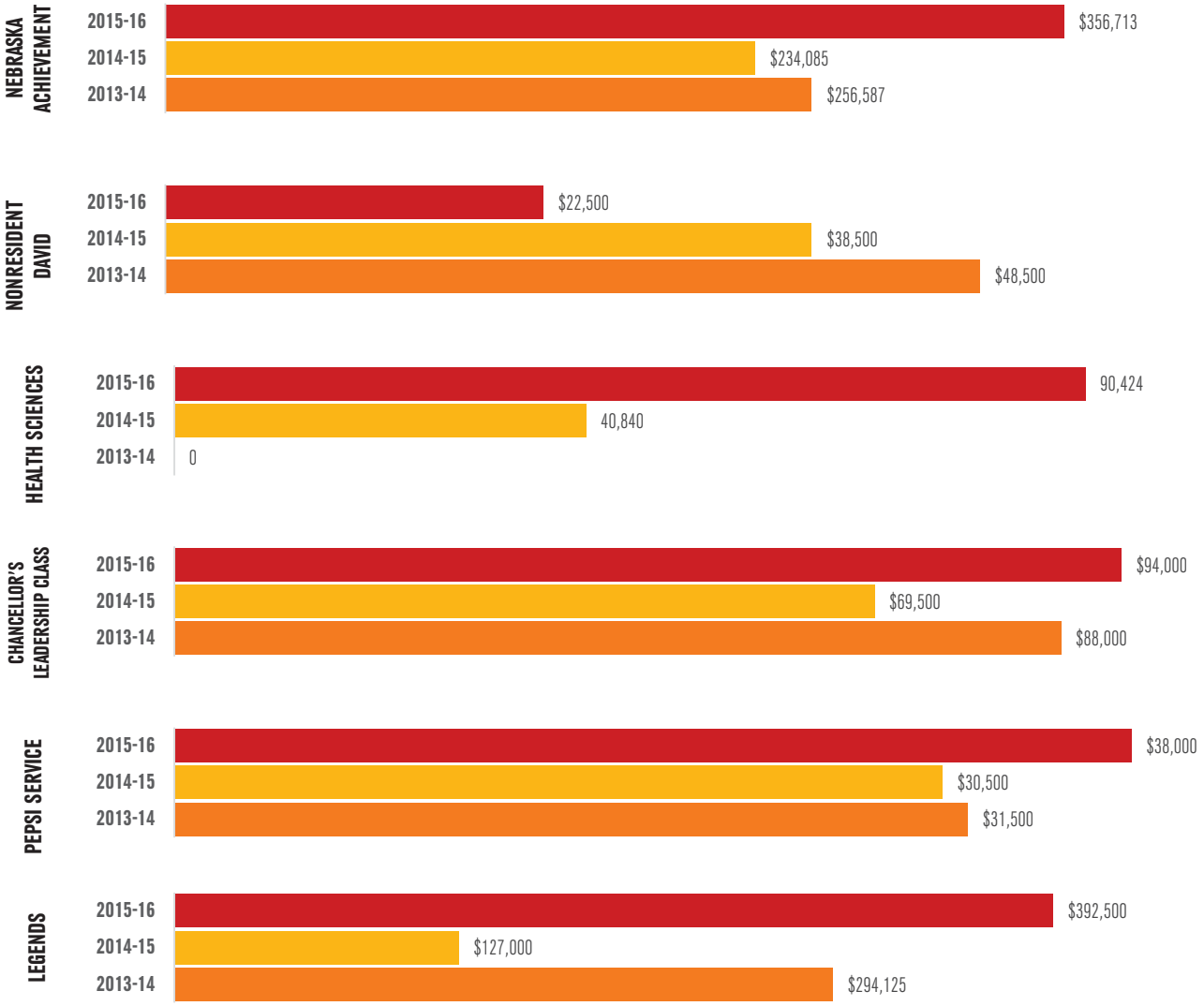


SCHOLARSHIPS & FINANCIAL AID

3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

VOLUME OF LEADERSHIP & DIVERSITY ENHANCEMENT SCHOLARSHIPS BY PROGRAM



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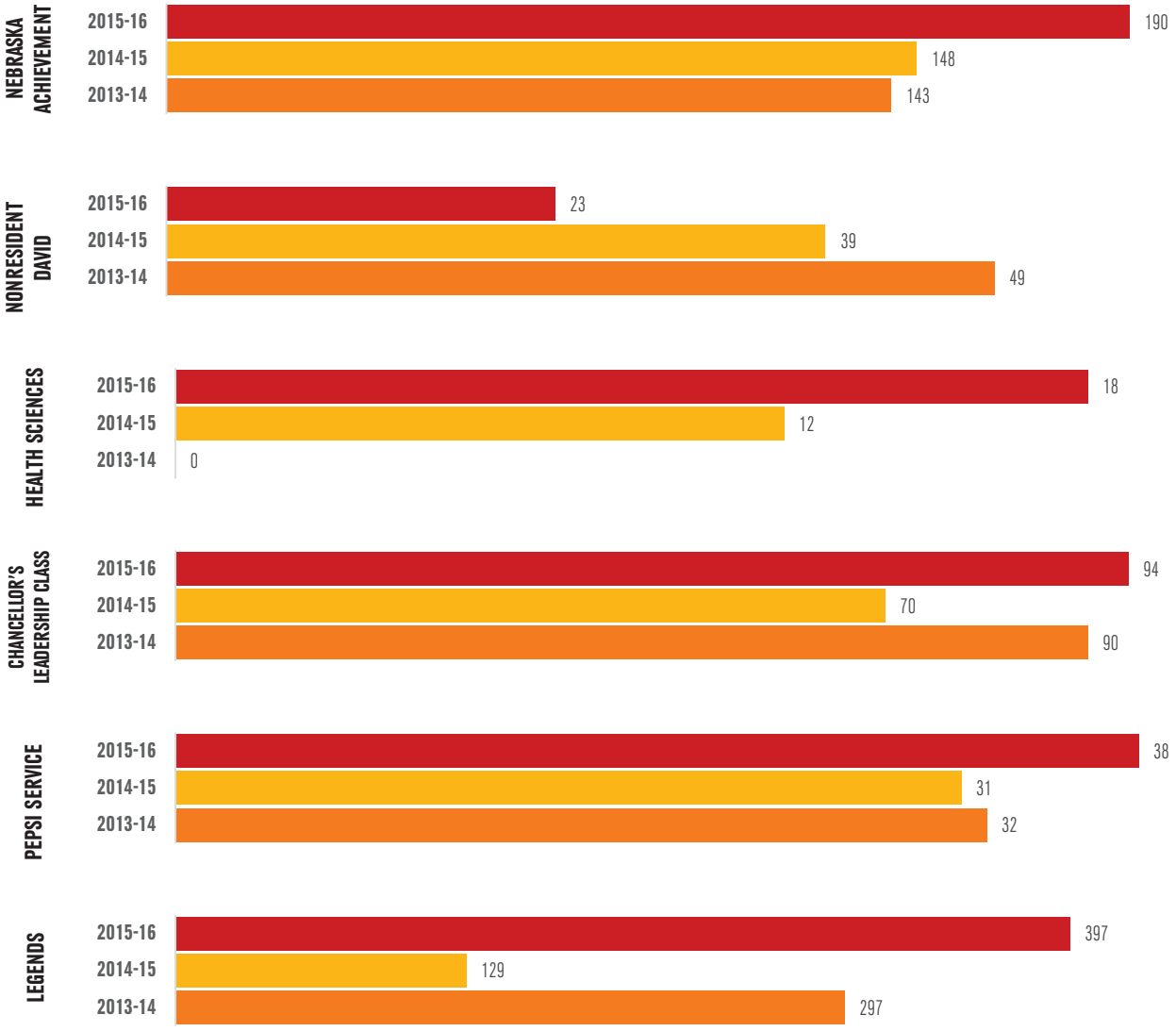
SCHOLARSHIPS & FINANCIAL AID

3-YEAR ACADEMIC MERIT-BASED SCHOLARSHIP TRENDS, continued

(SCHOLARSHIPS TO FRESHMAN, TRANSFER, OR INTERNATIONAL STUDENTS UPON ADMISSION SELECTED BY SCHOLARSHIPS & FINANCIAL AID AND/OR ADMISSIONS)

COUNT OF LEADERSHIP & DIVERSITY ENHANCEMENT SCHOLARSHIPS BY PROGRAM



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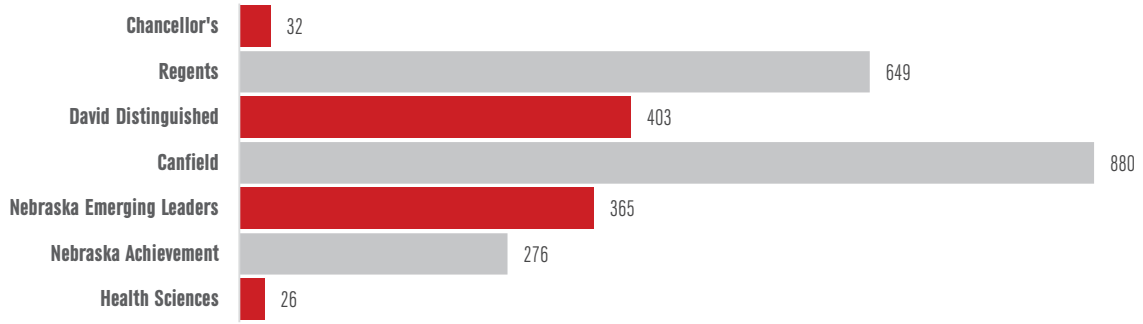
SCHOLARSHIPS & FINANCIAL AID

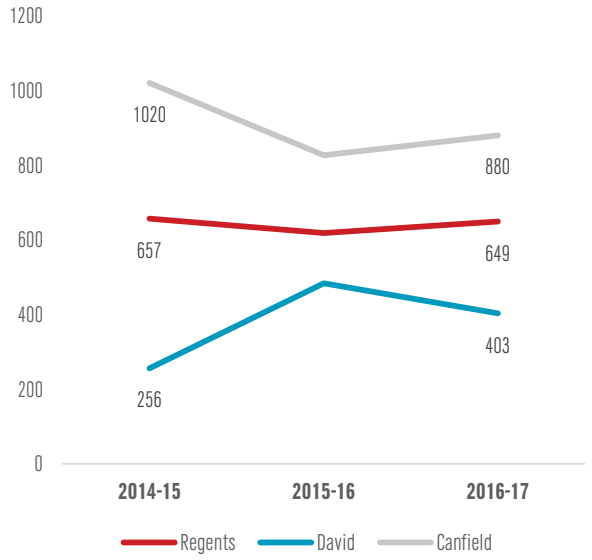
SCHOLARSHIPS OFFERED DURING 2015-2016 for FALL 2016 RECRUITMENT

NEBRASKA RESIDENTS OFFERED RESIDENT TUITION RECRUITMENT SCHOLARSHIPS

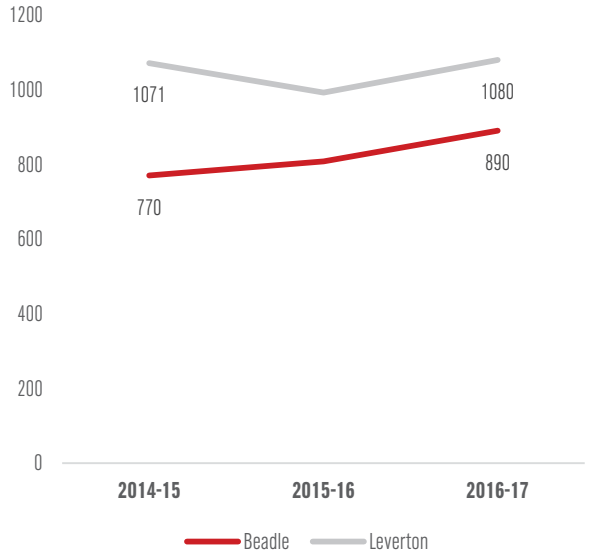


NEW NEBRASKANS OFFERED NONRESIDENT TUITION RECRUITMENT SCHOLARSHIPS

3-YEAR REVIEW OF NEBRASKA RESIDENTS OFFERED RESIDENT TUITION RECRUITMENT SCHOLARSHIPS



3-YEAR REVIEW OF NEW NEBRASKANS OFFERED NONRESIDENT TUITION RECRUITMENT SCHOLARSHIPS



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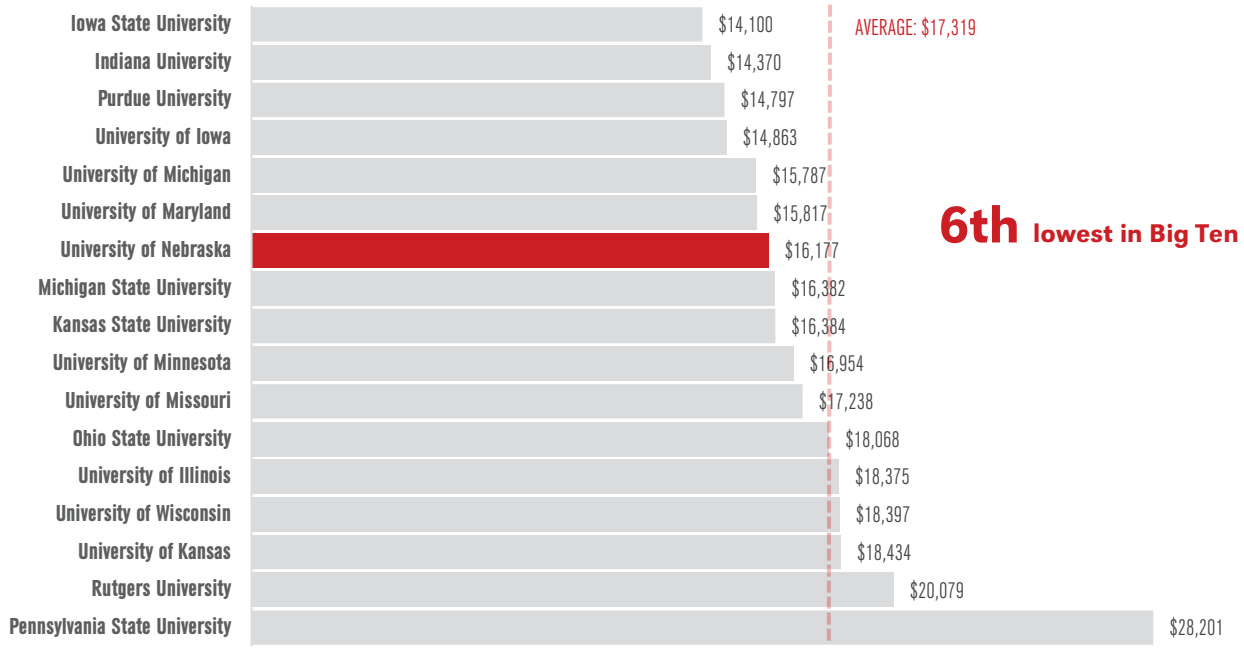
SCHOLARSHIPS & FINANCIAL AID

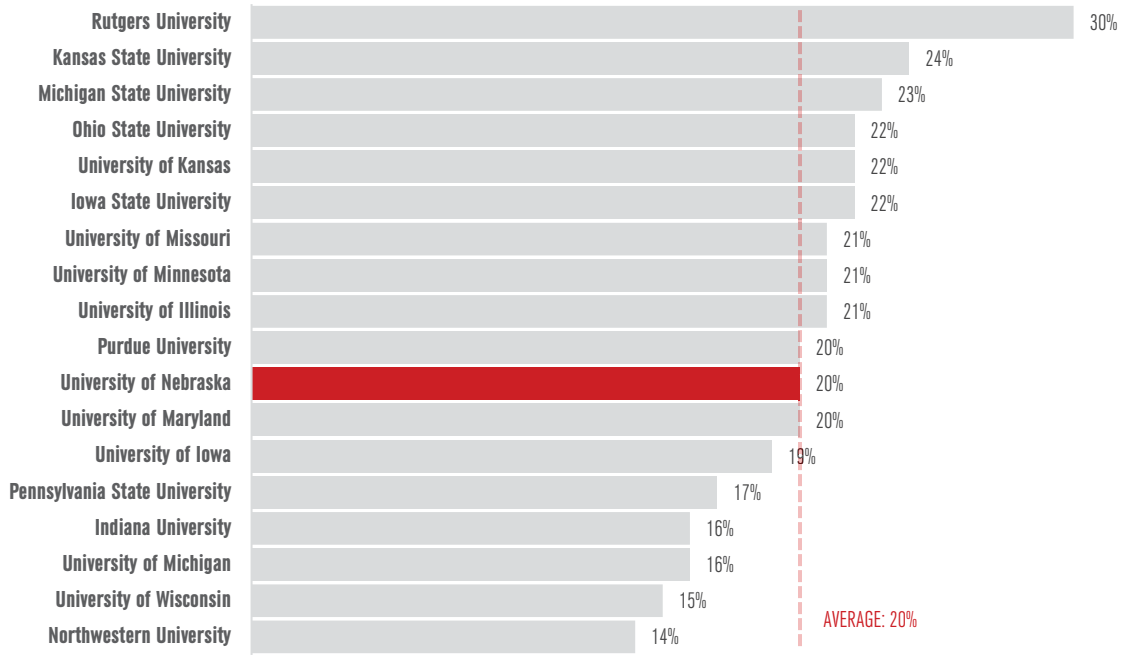
HOW WE COMPARE TO PEER INSTITUTIONS

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

AVERAGE NET PRICE



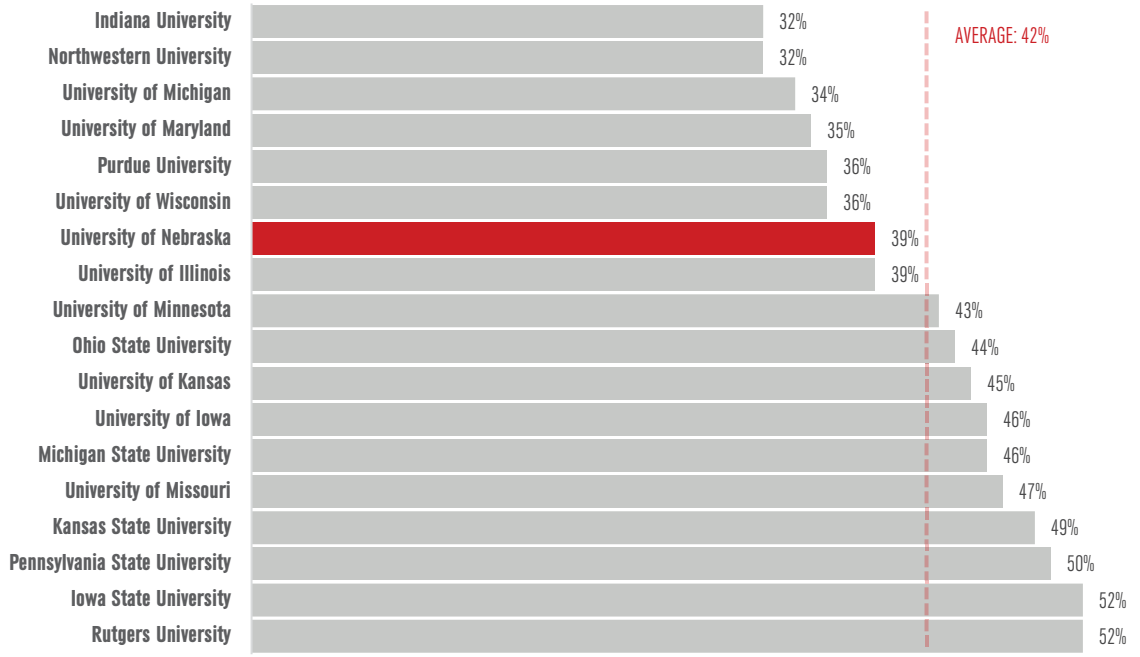
PERCENT OF UNDERGRADUATES WHO ARE PELL-ELIGIBLE



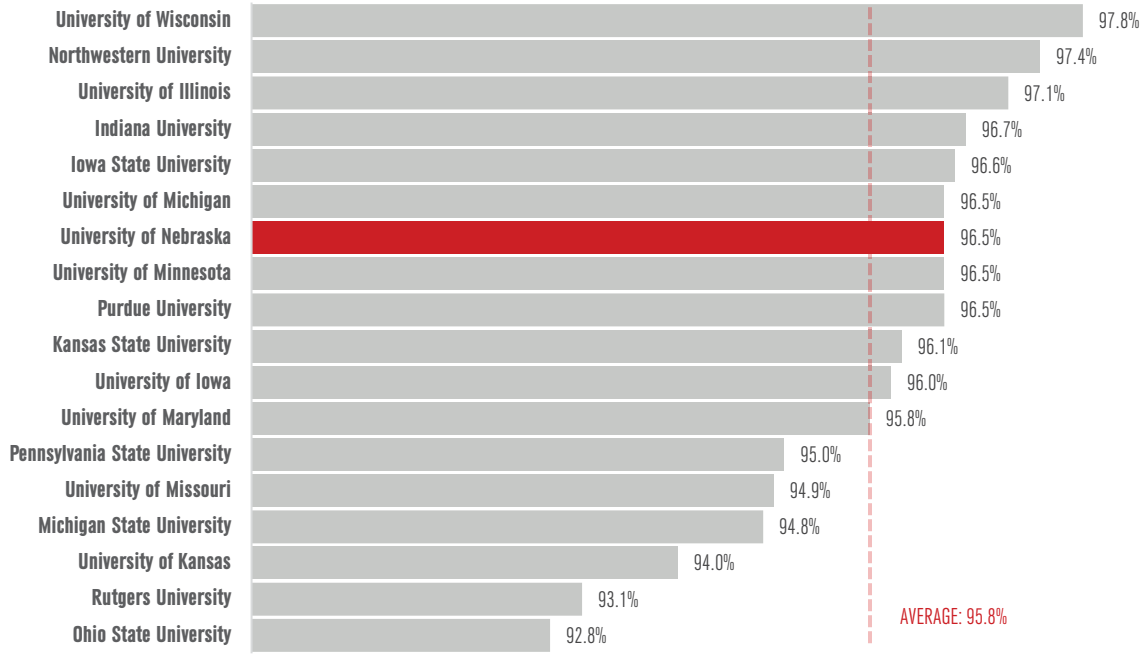
HOW WE COMPARE TO PEER INSTITUTIONS, continued

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

PERCENT OF ALL FEDERAL UNDERGRADUATE STUDENTS RECEIVING A FEDERAL STUDENT LOAN



THREE-YEAR REPAYMENT RATE FOR DEGREE COMPLETERS

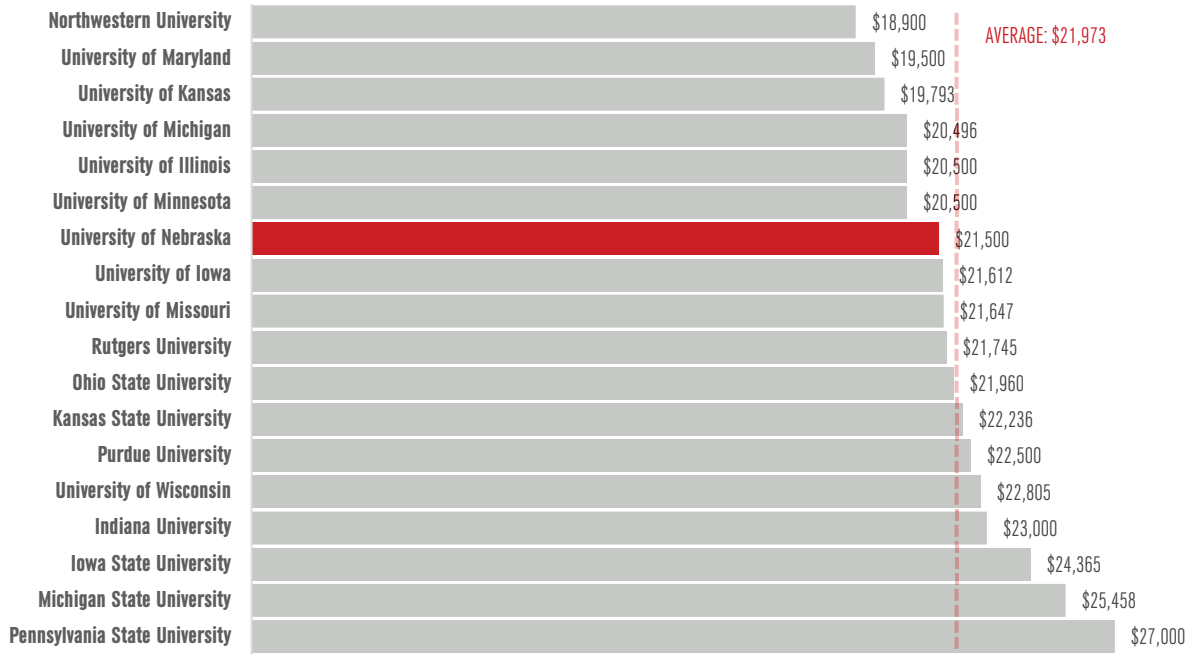


SCHOLARSHIPS & FINANCIAL AID

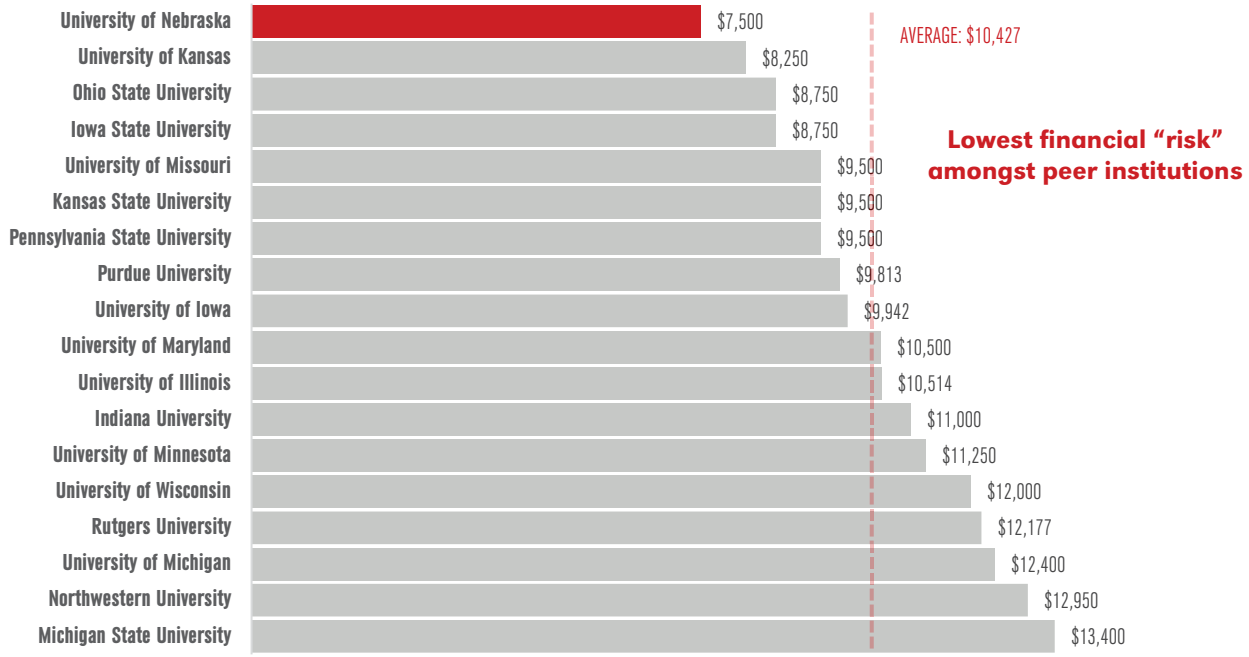
HOW WE COMPARE TO PEER INSTITUTIONS, continued

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

MEDIAN DEBT FOR STUDENTS WHO COMPLETED



MEDIAN DEBT FOR STUDENTS WHO DID NOT COMPLETE

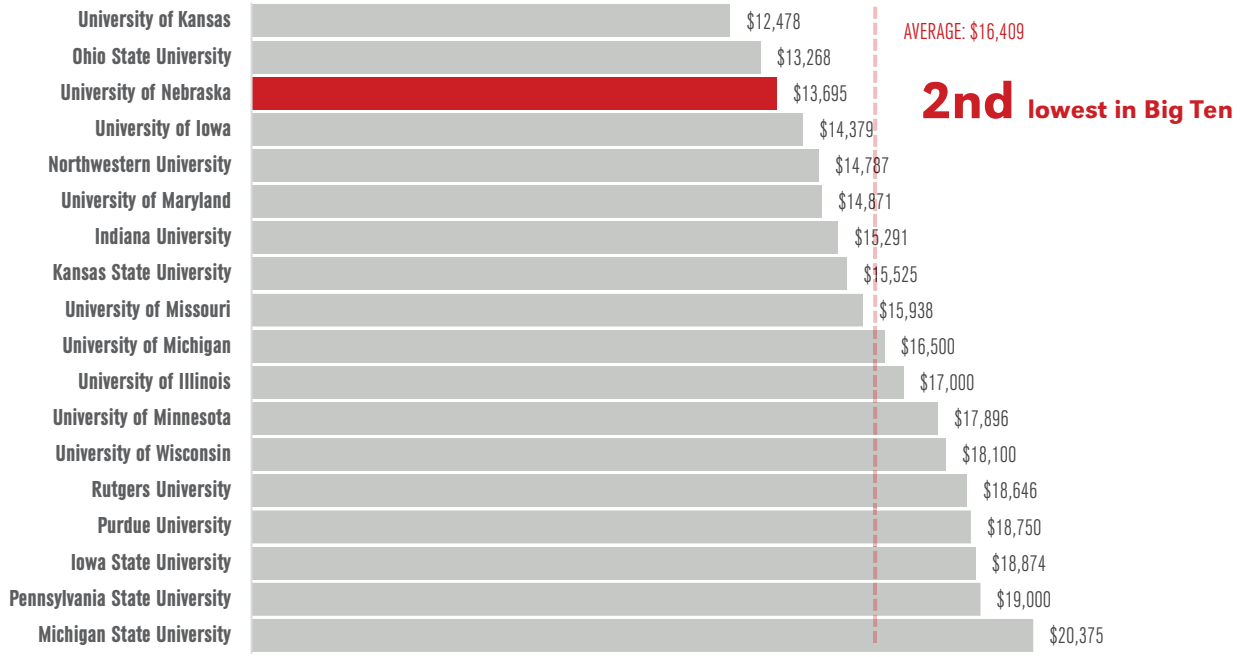


SCHOLARSHIPS & FINANCIAL AID

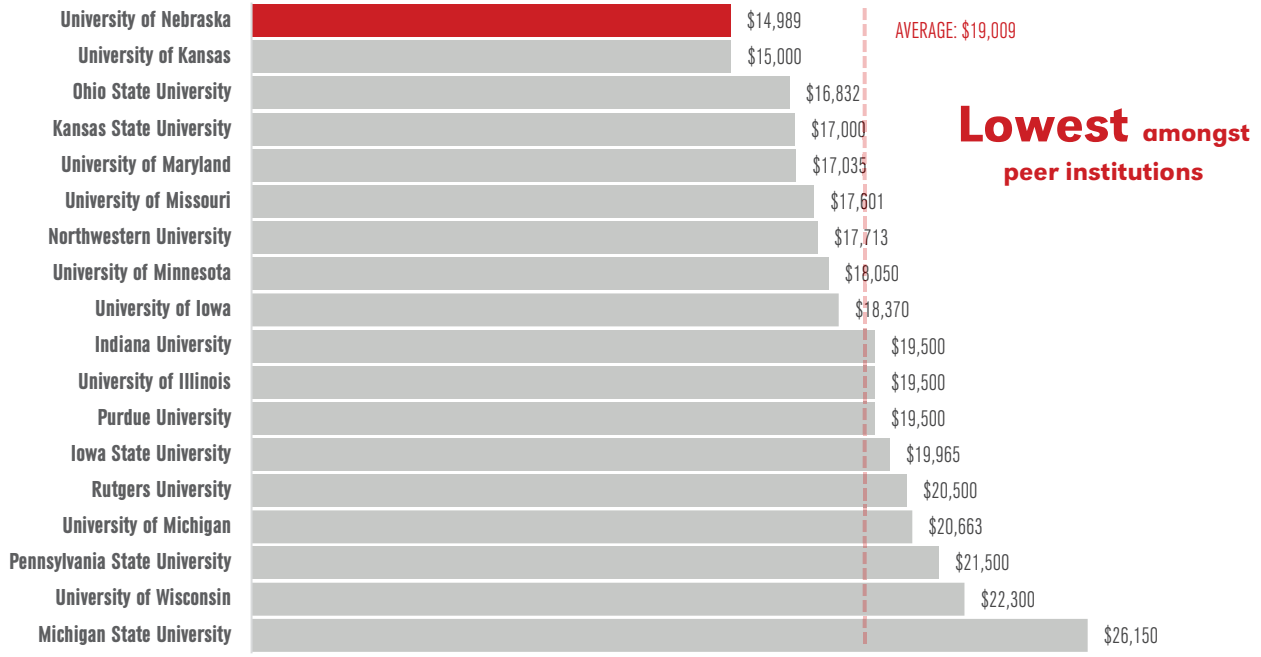
HOW WE COMPARE TO PEER INSTITUTIONS, continued

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

MEDIAN DEBT FOR STUDENTS WITH FAMILY INCOME BETWEEN $0-$30,000



MEDIAN DEBT FOR STUDENTS WITH FAMILY INCOME BETWEEN $30,001-$75,000



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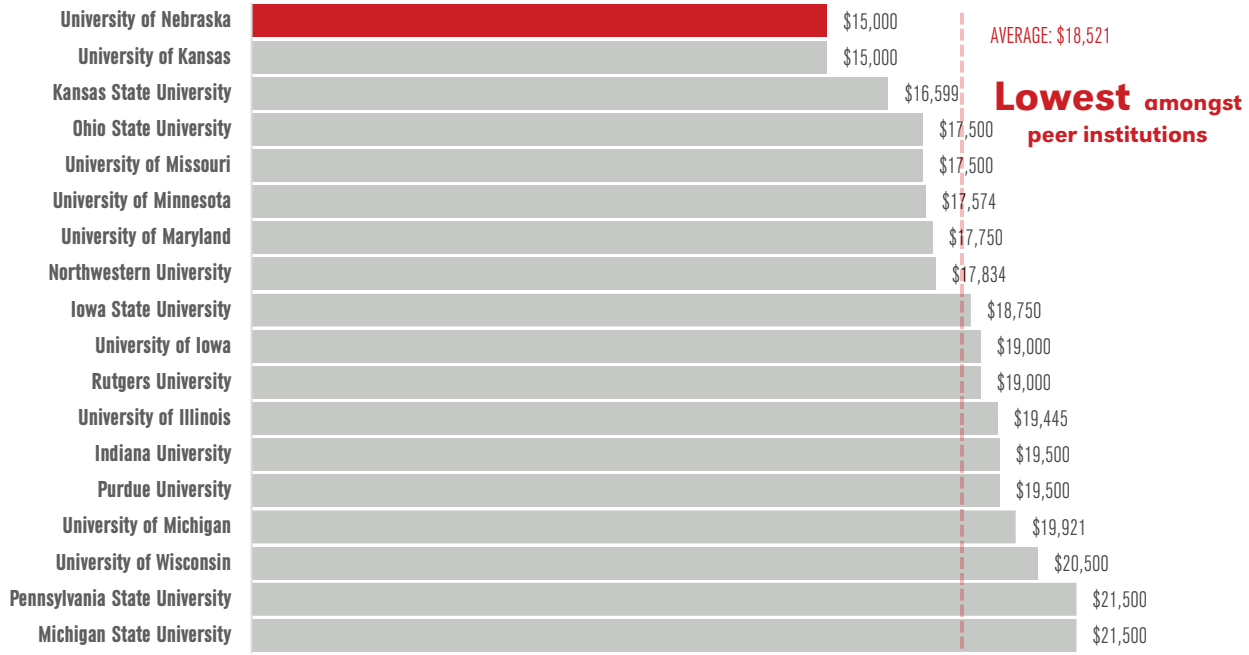
SCHOLARSHIPS & FINANCIAL AID

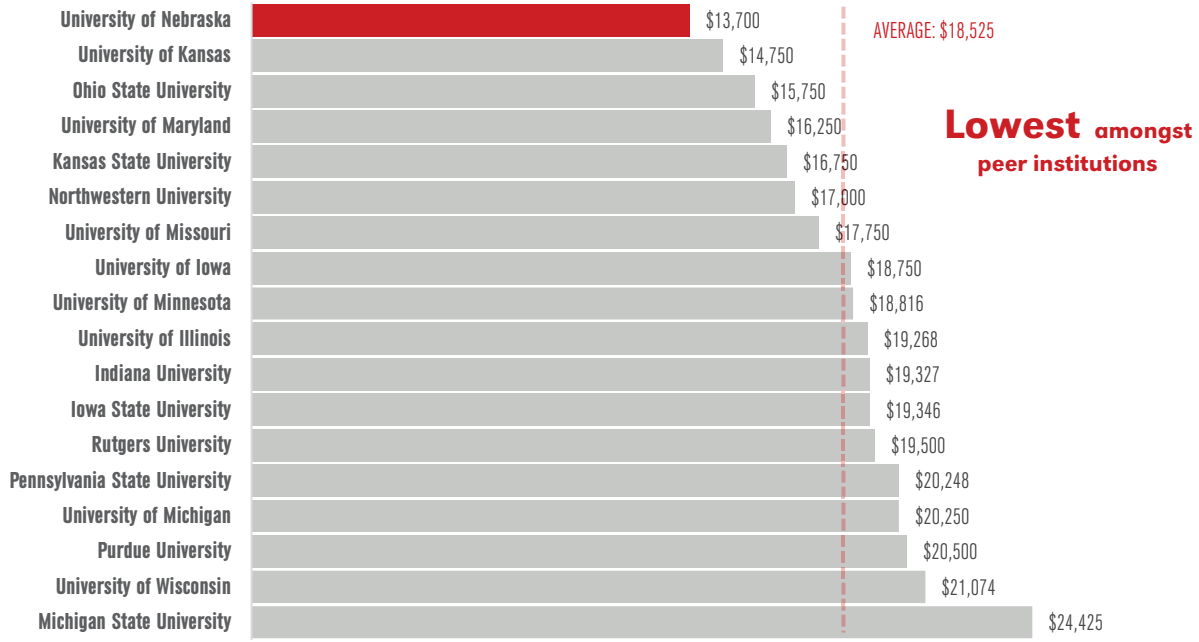
HOW WE COMPARE TO PEER INSTITUTIONS, continued

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

MEDIAN DEBT FOR STUDENTS WITH FAMILY INCOME ABOVE $75,000



MEDIAN DEBT FOR FIRST-GENERATION STUDENTS

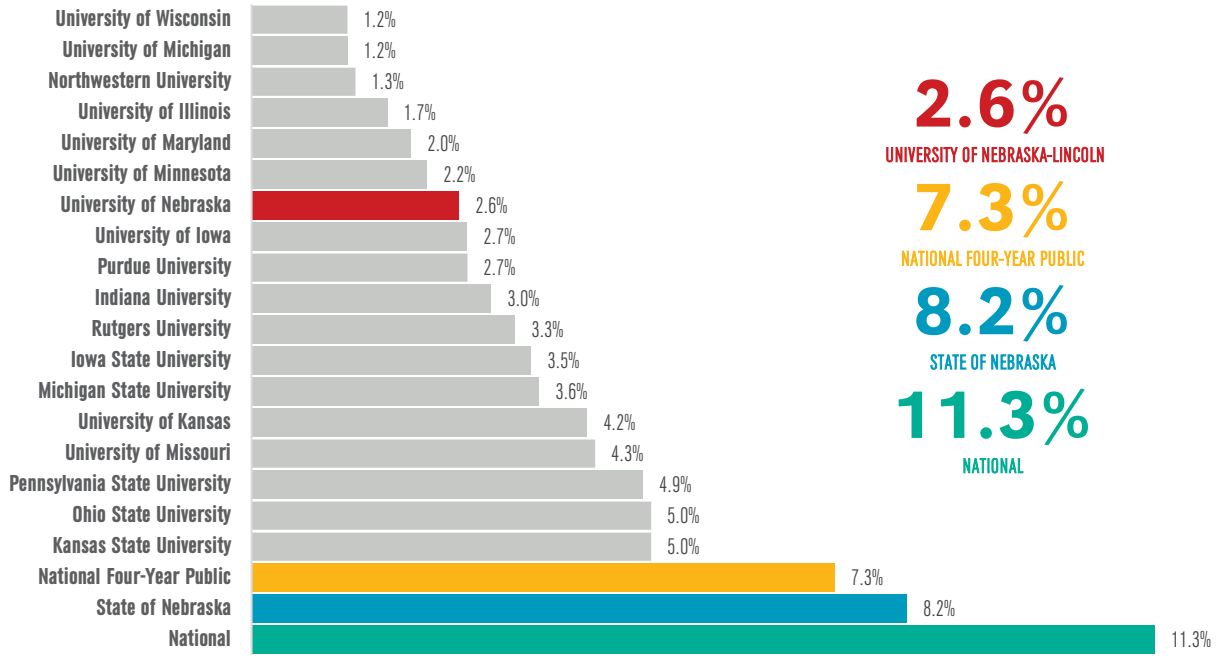


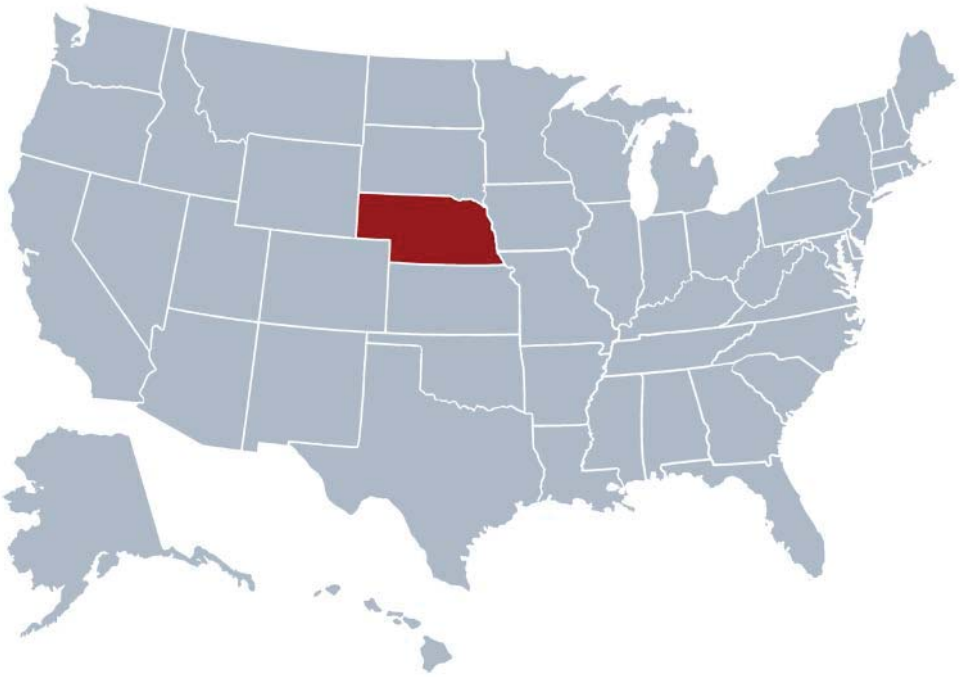
SCHOLARSHIPS & FINANCIAL AID

HOW WE COMPARE TO PEER INSTITUTIONS, continued

(College Scorecard and/or IPEDS Data Published by the U.S. Department of Education as of September 30, 2016)

THREE-YEAR COHORT DEFAULT RATE (2013 COHORT)

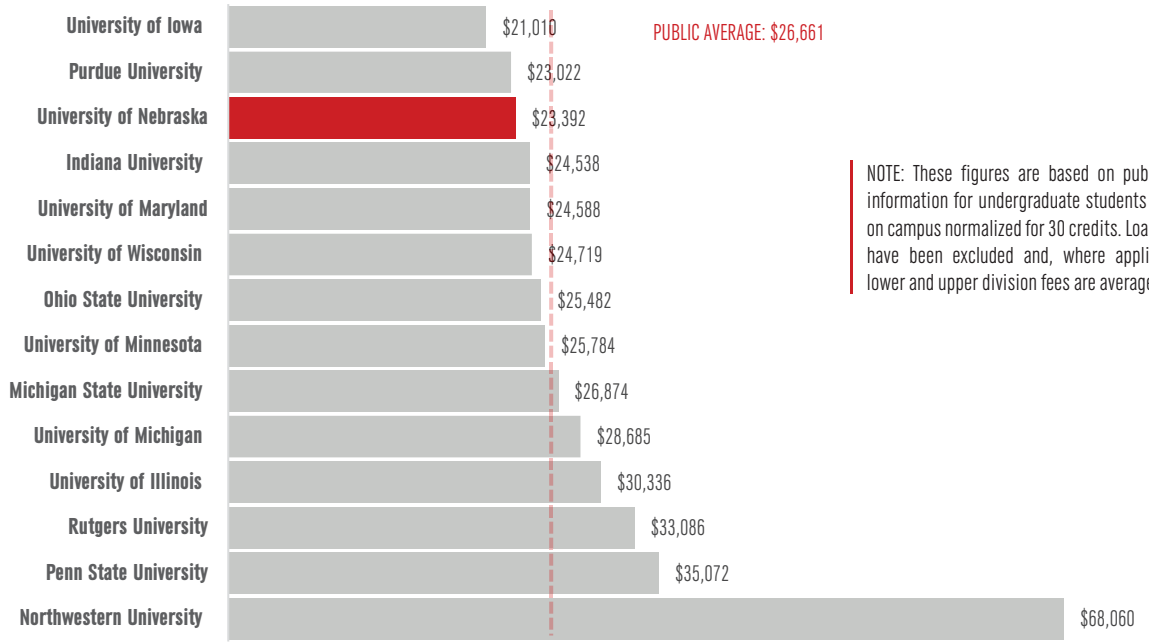




SCHOLARSHIPS & FINANCIAL AID

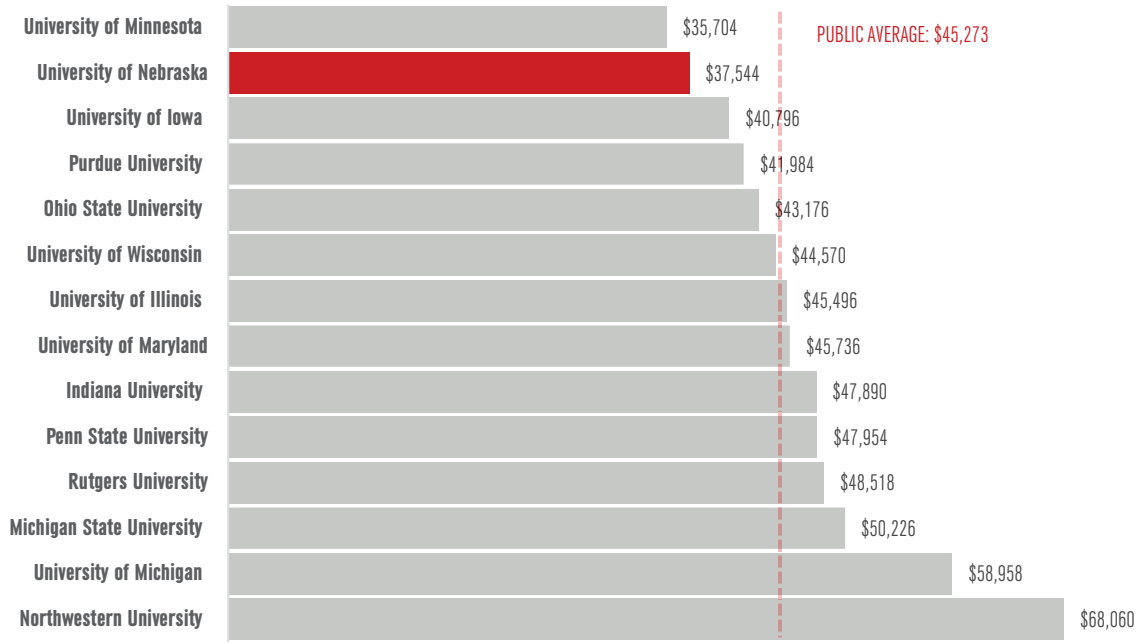
2015-2016 BIG TEN COST OF ATTENDANCE COMPARISONS

DEPENDENT RESIDENT FULL COST OF ATTENDANCE



NOTE: These figures are based on published information for undergraduate students living on campus normalized for 30 credits. Loan fees have been excluded and, where applicable, lower and upper division fees are averaged.

DEPENDENT NON-RESIDENT FULL COST OF ATTENDANCE



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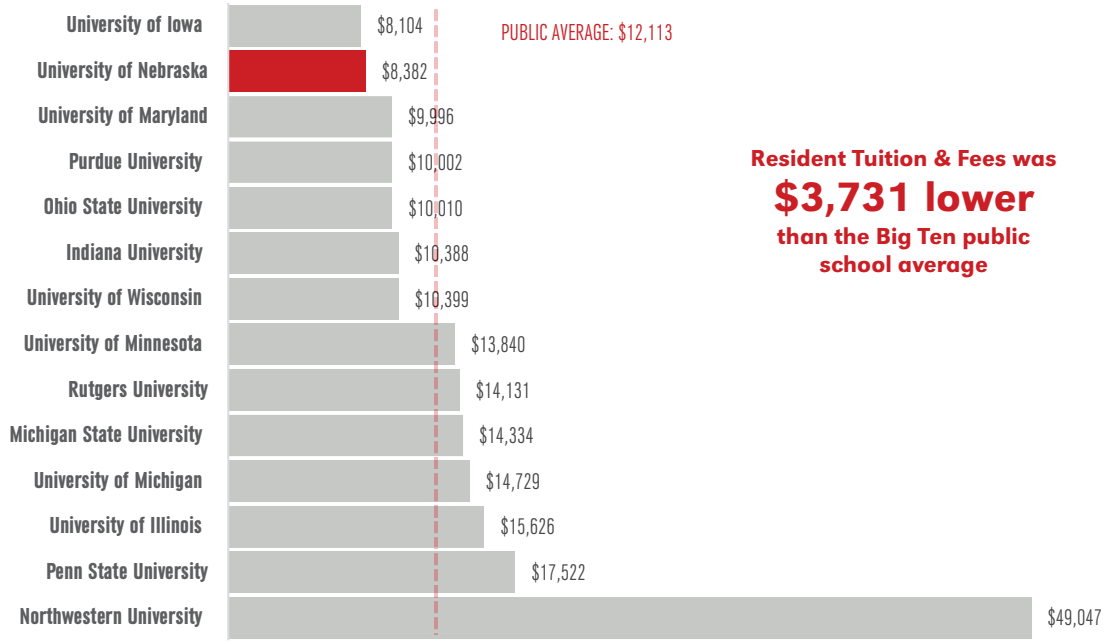
SCHOLARSHIPS & FINANCIAL AID

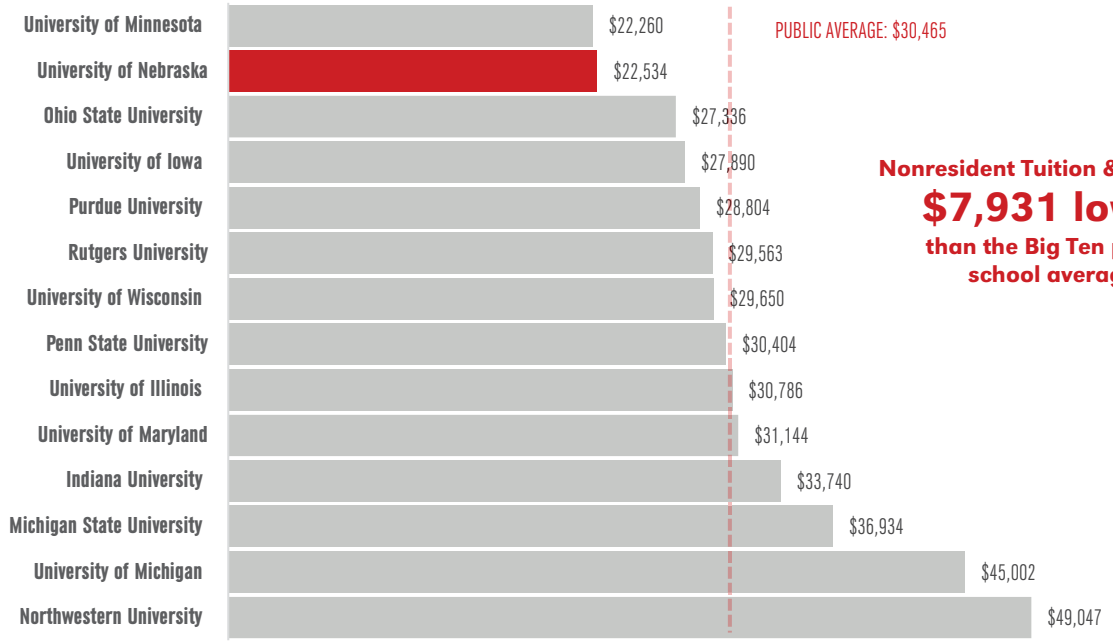
2015-2016 BIG TEN COST OF ATTENDANCE COMPARISONS, continued

DEPENDENT RESIDENT TUITION & FEES



Resident Tuition & Fees was
$3,731 lower
than the Big Ten public school average

DEPENDENT NON-RESIDENT TUITION & FEES



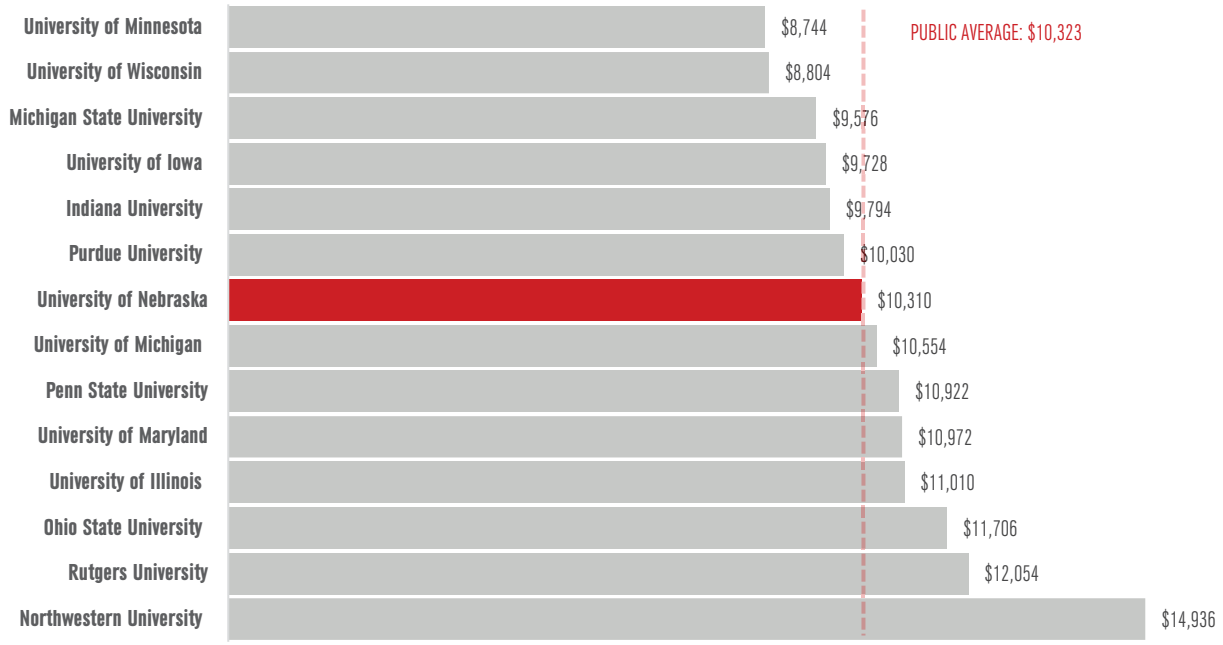
Nonresident Tuition & Fees was
$7,931 lower
than the Big Ten public school average

Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

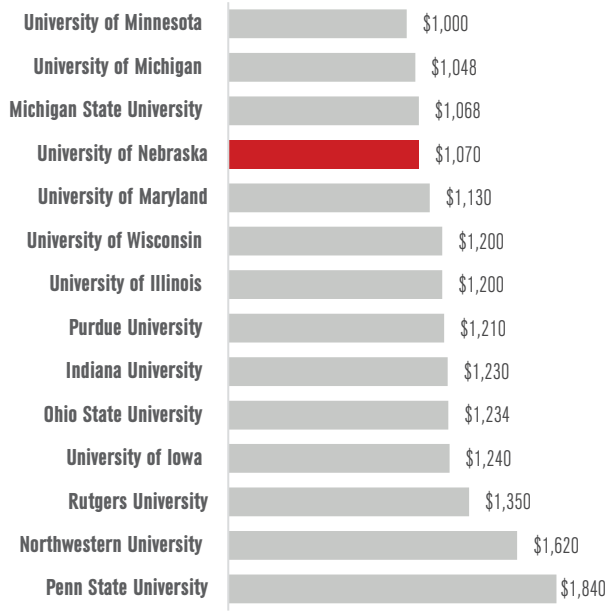
SCHOLARSHIPS & FINANCIAL AID

2015-2016 BIG TEN COST OF ATTENDANCE COMPARISONS, continued

ON-CAMPUS ROOM & BOARD

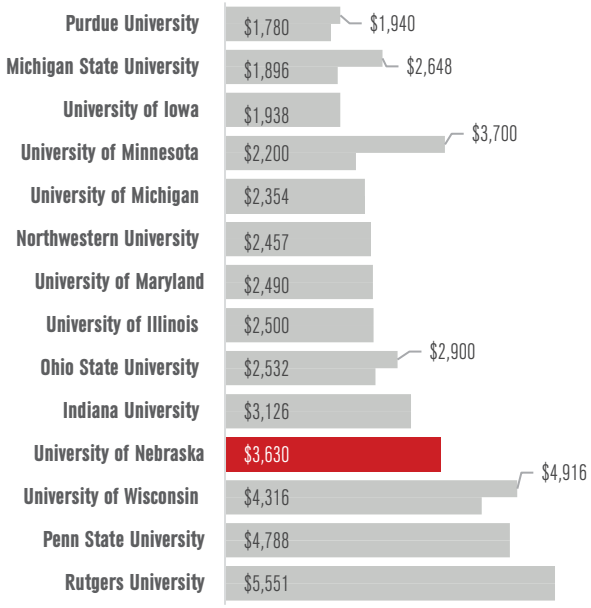


BOOKS & SUPPLIES COSTS



PERSONAL & MISCELLANEOUS COSTS

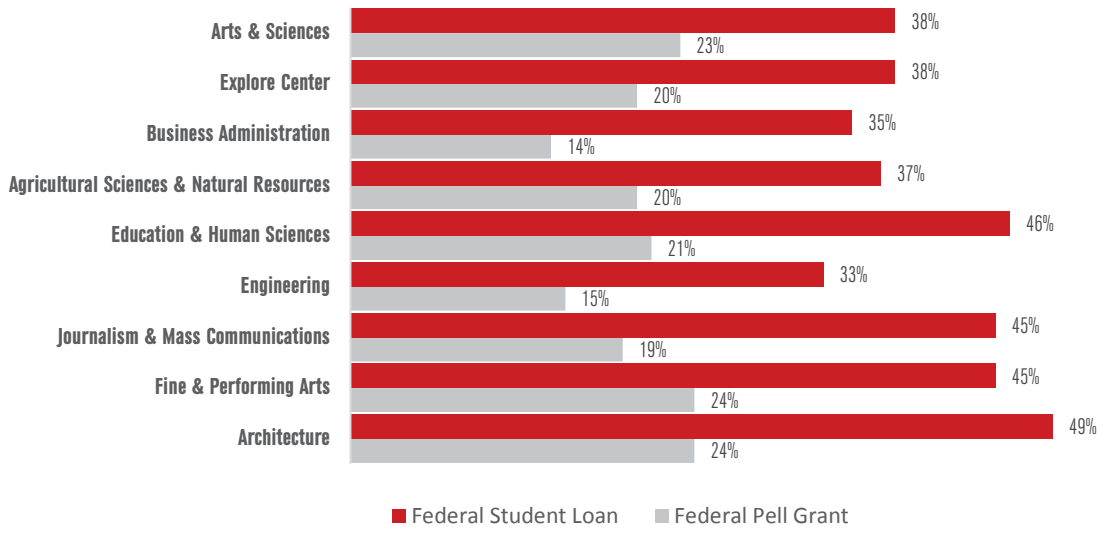
(some schools calculate a separate non-resident figure)



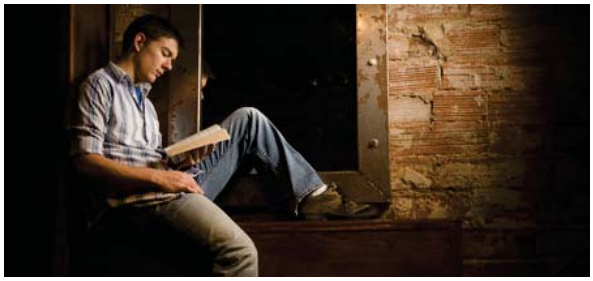
SCHOLARSHIPS & FINANCIAL AID

2015-2016 COLLEGE COMPARISONS

PERCENT OF UNDERGRADUATES WHO RECEIVED A FEDERAL STUDENT LOAN OR PELL GRANT BY COLLEGE



MEDIAN DEBT FOR STUDENTS WHO COMPLETED THEIR PROGRAM BY COLLEGE (MAY 2016 GRADS)



Data for information purposes only. Official data from Institutional Research, Analytics and Decision Support

APPENDIX E:
MARKET ANALYSIS REPORT (PROVIDED BY STAMATS)

March 27, 2017

University of Nebraska–Lincoln

Lincoln, Nebraska

Marketplace Analysis

presented to

Ronnie Green

Chancellor

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Executive Summary

There is no magic bullet to achieving the kind of growth being considered by the University of Nebraska–Lincoln (UNL or the university).

The preponderance of marketplace competitor/comparator data suggests that few of the audience target metrics being weighed by the university are achievable. While there are certainly many steps the university can take in increasing the quantity of students in various channels of enrollment and/or the quality of said students, there are likely political, demographic, economic, and competitive factors that will conspire to prevent the level of growth or increased quality desired.

Throughout this report, we have attempted to provide additional facts about each institution to help explain its growth for undergraduate, adult, and/or graduate enrollment. We have also attempted to provide UNL with specific advice on its own efforts where appropriate. The three framing findings:

- You cannot be all things to all people. Increasing UNL's academic profile at the same time as increasing enrollment in most student categories will be exceptionally challenging. Not only will enhancing student quality and increasing student quantity be at odds with one another, but also there is almost no known record of someone doing this across as many categories as UNL is considering. In the end, you will need to pursue goals of certain expectations with certain audiences—and not choose to accomplish all of these. **Focus on the doable, not the distractions.**
- Add to this, in UNL's case, there are fundamental concerns about the university's brand, brand awareness, and UNL's relevance in non-Nebraska markets.
    - To this end, this report addresses brand messaging and related considerations we see in our initial review of UNL and the marketplace. There is significant work to be done to enhance the UNL message for you to attract more students, much less the best and brightest from beyond the state.
- Growth will require a significant investment of dollars. Addressing new geographic or demographic markets where UNL now lacks meaningful awareness will require funding the creation and communication of significant compelling and consistent messaging. Pursuing more students of either high quality or in "diverse" categories who have more college options means UNL will only compete if it offers more significant financial support to compete and build classes. Add to all this the obvious investment to be made on campus or in online realms to expand the university's capabilities to deliver the promised educational experiences.

Please also note, in summary:

- Significant growth of universities is frequently the result of mergers/consolidations/new campus situations. This action has resulted in the greatest number of increased institutional headcounts.
    - In one sense, this may be "artificial" to a state system, as one gain in a system's growing university often means another institution's headcount is then lower (closed, reduced number of students reported at main campus, etc.).
        - To this end, it is doubtful that UNL will merge with the other three universities in the Nebraska system. Also, there is no current plan to absorb the Nebraska State College System at this time that we know of. Nor are Nebraska community colleges likely to be merged with state public universities.

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- We see a greater commitment to online learning by many institutions that have increased enrollment, both in full and part time. Some of these are with institutions who seemingly did little online programming before and are now making a far more significant play; for others, modest increases in online students are part of several factors increasing their overall enrollment.
- Demographics are not UNL's friend. While Nebraska is a modestly stable and even slightly growing state, it cannot match most of the regions of the country where large growth is occurring (South and West).
    - Many growth universities are in states with much greater populations than Nebraska. Some of these, and others, are also part of a state with much larger and faster-growing Hispanic populations than Nebraska.
    - Considering the prevailing political situation, international students are more likely to be attending
    - institutions on either of the US coasts in the near future to a greater degree than the Midwest. The exception may be large cities (Chicago, Minneapolis) rather than smaller cities like Lincoln.
- The political and cultural climate for funding of higher education in Nebraska (both for Nebraskans and for out-of-state students) will likely influence the university's growth potential. Growing comparator schools in several states appear to have proactive and/or aggressive funding models to invest in students. As UNL seeks to grow its out-of-state population, it is imperative that the state of Nebraska supports this effort with fair and balanced tuition and scholarships to attract these students.

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The Way Forward

We want to note here, if not throughout the body of this report, that UNL's growth needs to start with a commitment from the university's leadership and foundation. This is not simply about doing what you do now "better," filling seats in current programs that have capacity, or taking the current UNL message to a broader audience. Growth will require significant investment in resources, both financial and human. And with this, note these four truisms:

1. **You do not compete in a vacuum.** For every new market you pursue, there are others already there, invested and successful, and more are coming. For every market you currently "own," the same is true. The University of Nebraska–Omaha (UNO) and others both in and near Nebraska are greatly enhancing their efforts in Omaha and—for some—across the state. Your "backyard" is not to be taken for granted.

2. **A strong brand is two things—strong awareness and strong relevance.** If either one of these is not in measurable alignment, the UNL brand is not as strong as it needs to be. Consider this—awareness without relevance means people have heard of you but you have no value proposition in which they are willing to invest. Relevance without awareness means UNL is ideal for people that don't know you exist for their consideration. The investment we cite in this report must apply to both sides of the brand equation.

3. **A disciplined and focused strategy is required.** Yes, this is common sense. However, you need to be truly judicious in deciding upon, investing in, and pursuing any of the lengthy list of potential measures that are in consideration. Yet the overall list spans quality and quantity of the whole and the parts of UNL—when you commit to certain elements of this, the others will distract you, which in our client work over the years is most often what causes core efforts to fail. *You cannot be all things to all people.* Have the courage to live this moving ahead.

4. **This will require a significant investment of dollars.** Whatever you do, it will cost money, either directly or indirectly. Addressing new geographic or demographic markets where UNL now lacks meaningful awareness will require funding the creation and communication of significant compelling and consistent messaging. Pursuing more students of either high quality or in "diverse" categories who have more college options means UNL will only compete if it offers more significant financial support to compete and build classes. Add to all this the obvious investment to be made on campus or in online realms (infrastructure, personnel) to expand the university's capabilities to deliver the promised educational experiences. In all, this will be an expensive effort but one that—with planning—will pay for itself in return.

It appears that UNL's best paths to growth—while not perhaps to the levels outlined in documentation to us—are most likely to occur with the following actions:

- The University of Alabama (UA) provides a good learning experience for you moving ahead. While some of UA's growth includes undergraduate and graduate medical and health programs UNL does not/cannot offer per the role of the University of Nebraska Medical Center (UNMC), its efforts are worth considering given the small city/flagship/scope similarities to UNL. The story about their strategic and financial commitments to out-of-state students and the University of Alabama brand are important to note (along with other institutions' work detailed) (https://www.nytimes.com/2016/11/06/education/edlife/survival-strategies-for-public-universities.html?_r=0). The aggressive nature of the university's marketing is laudable.
- To this end, UNL has significant opportunity to improve telling its own brand story. Your current website and topline message platform—the substance of, not the particular fonts, colors, and images—does not make the

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same compelling case to prospective students as the University of Alabama or many other flagship universities. In many instances, UNL presents itself in features (not benefits), in institutional focus (not personal/human), and in broad terms (not relevant or targeted). You need to greatly embellish the UNL message as you begin to more intentionally engage audiences beyond Nebraska's traditional markets.

- Your stated focus to increase the number of out-of-state and international students at UNL intentionally is appropriate. Several examples of institutions doing this are noted in this report, and, logically, with the in-state Nebraska market stagnant, such targeted growth is logical for your future. However, the intention of doing it, the practice of doing it, and the success of doing it are three different measures. The intention requires the practice to be well funded. (UNL's awareness and relevance in new and competitive markets are likely low, requiring marketing investment; the human engagement needs to be significantly and consistently staffed; and financial incentives to jump-start efforts will likely be required.) Only then can success be attained, and even that—per the University of Alabama and others we know and currently work with cited in this report—takes time.
- Make a larger commitment to online learning to increase full- and part-time headcount. In several ways, UNL may be limited in this arena, including factors that are cultural, historic, strategic, or financial. But two things are clear from this project and our national work—online programming is growing in both audience acceptance and expectation, and institutions who have some of the most visible and vibrant growth are expanding their offerings and/or capabilities. Offering more online degrees at any level may attract a greater proportion of out-of-state and international students just by nature.
- Focus on a more significant investment in STEM and health-related fields of study and on academic areas where there is proven likely growth in the future. Clearly, UNMC and even UNO are sister entities in this consideration who will attract STEM and health students as well; but the evidence in the marketplace per this research suggests that such academic areas do contribute to institutional growth, be it modest or aggressive. What else can UNL do?

Finally, we wanted to reiterate that this report is an intentionally broad look at data, information, and ideologies from the marketplace to inform UNL. We are not diving deeply into any one area (the details of an optimum academic program mix for UNL, specific brand messaging, a strategic academic or communication plan for out-of-state students). There may well be a temptation to read something and expect another section of thinking, evidence, or action—and at times we have certainly offered more than we intended initially—but that work is likely in a Phase 2 of planning.

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Marketplace Analysis of Goals

To best address the broad ask of UNL and address what UNL is trying to achieve, we used the university's provided metrics as goals to attain in 9–10 years as the basis for our endeavor.

UNL Metric		UNL Current 2016	UNL Target 2025
1	Total Enrollment	25,897	35,000
2	Resident/Nonresident	68%/32%	60%/40%
3	International Enrollment	11%	20%
4	Undergraduate	20,833	27,000
5	Graduate	4,567	7,250
6	Professional	497	750
7	Diversity	14.3%	25%
8	Average ACT/% Top 10%	25.2/26%	26.5/50%
9	First-generation college students	22.6%	25%

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Total Enrollment

Goal: UNL would like to increase enrollment by nearly 10,000 students (+35%) in 10 years.

Result: Among the top 100 four-year public institutions, 16 institutions were able to grow by 10,000 students in an eight-year period (2006–2014). These institutions are as follows:

Institution Name	2006 ALL Undergraduate (UG) Degree Seeking & GR_First Prof.	2014 ALL UG Degree Seeking & GR_First Prof.	# Change ALL UG Degree Seeking & GR_First Prof.	% Change ALL UG Degree Seeking & GR_First Prof.
Texas A&M University–College Station	45,290	61,490	16,200	35.8%
Miami Dade College (FL)	45,545	61,470	15,925	35.0%
University of Maryland–University College	30,881	46,644	15,763	51.0%
University of North Georgia	0	15,533	15,533	-
The University of Texas at Arlington	24,825	39,473	14,648	59.0%
University of Central Florida	46,225	60,376	14,151	30.6%
Broward College (FL)	25,162	39,175	14,013	55.7%
Rutgers University–New Brunswick (NJ)	33,987	47,928	13,941	41.0%
Arizona State University–Skysong	0	13,936	13,936	-
Valencia College (FL)	24,207	37,634	13,427	55.5%
Florida International University	36,078	47,703	11,625	32.2%
The University of Alabama	23,593	35,146	11,553	49.0%
Palm Beach State College (FL)	14,574	25,217	10,643	73.0%
Georgia Gwinnett College (started 2006)	0	10,387	10,387	-
Pennsylvania State University–World Campus (online students only)	0	10,296	10,296	-
Utah State University	14,237	24,478	10,241	71.9%

Three states with much higher and/or dense residential populations are noted above among these schools: Texas, Florida, and Maryland. An issue is that Nebraska does not enjoy the same population density as these states.

- *Arizona State University (ASU)–Skysong* is a new campus for Arizona, and the growth is likely due to ASU reporting degrees under this new campus and does not reflect a total increase at the overall institution by this magnitude. Nonetheless, UNL is not geographically located in a metropolitan area like ASU; it is unlikely that the same growth can be achieved.
- *Pennsylvania State University–World Campus* is the online-only student population. Thus, this comparison should be used with caution, unless UNL embarks on a 100 percent online-delivery endeavor.
- *Georgia Gwinnett College* opened in 2006 as a statewide collaboration of several state institutions to serve growing Gwinnett County, which lacked a four-year college. As far as we know, the state of Nebraska, the

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university system, and the state colleges of Nebraska are not planning to create any new campuses, and there is no such unnerved population in the state. Thus, we do not believe this comparison is accurate for UNL to use as a model.

- *University of North Georgia* was established by the University System of Georgia Board of Regents in 2013 by consolidating North Georgia College and State University and Gainesville College.[1] Again, we do not believe that the state of Nebraska has consolidation plans in place among higher education institutions.
- *Rutgers University* merged with the University of Medicine and Dentistry of New Jersey in 2013, which greatly increased its number of students in a short time. As UNL does not have merger plans in place at this time, this scenario also seems unlikely.
- *Utah State University (USU)* grew dramatically when the state of Utah merged two academic institutions, the College of Eastern Utah and USU in 2010. Based on other metrics we see, this is the primary if not sole reason for the growth in the overall student population.
- *University of Alabama* does offer some guidance to UNL in terms of growth. In its growth track, from 2004 to 2013, UA opened a medical center (2004). This may have contributed to some of the initial growth leading to a then record high enrollment in 2013, with 29,443 undergraduates and 5,409 graduate and professional students. This said, more recent figures reported but not available through the Integrated Postsecondary Education Data System (IPEDS) indicated the following:
  - By 2015, the overall student body at UA had increased to 37,100 students.
  - The continued growth was greatly at the undergraduate level. Graduate and professional school enrollment decreased by about 4 percent and 7 percent in 2014–15, respectively.
  - In 2015, there were 31,960 undergraduates, but only 4,649 graduate and 491 professional students (down 269 from 2013).
  - The 2015 freshman class was 7,211 this fall (6,856 in 2014), and its academic profile improved (26.6 ACT in 2015 vs. 26.1 ACT in 2014).
    - Notable to UNL—UA has an Honors College that had 2,261 of these freshmen, which included 174 National Merit and National Achievement finalists.
  - Roughly 54% of UA's undergraduate 2015 class came from outside of the state.

We found this 2016 story about the aggressive strategy of the University of Alabama to be of particular interest. It is important UNL consider the strategic, brand, and financial commitments of the university cited here as a three-part approach to achieving growth (albeit not likely the aggressive growth you are seeking).

https://www.nytimes.com/2016/11/06/education/edlife/survival-strategies-for-public-universities.html?_r=0

[1] From our work in Georgia and Alabama, we know that the consolidation of campuses are statewide initiatives for most publics with the idea of streamlining services and reducing operating costs. This is true of North Georgia (which grew dramatically) as well as many others.

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The Bottom Line: We do not see evidence this metric (10,000 students) can be met in this timeframe without a merger or consolidation of academic institutions in the state of Nebraska. The University of Alabama's growth offers the best example of UNL-type growth, but the eight years measured include the founding of a medical campus and extended academic programs of the type that UNL does not offer (re: UN Med Center).

Resident/Nonresident

Goal: UNL would like to increase total nonresident enrollment from 32 percent to 40 percent by 2025.

Note: IPEDS requires residency/migration data reported for FTFT undergraduate students only. Applying the 8-percent-point increase to the undergraduate population results in a raw number increase of +4,133 undergraduate students. Only four years of data are derived from IPEDS, so we divided 4,133 in half for this benchmark (goal being 2,000 students). Institutions listed here represent those four-year publics that set a precedent for increasing nonresident undergraduate enrollment by >2,000 students over a four-year period.

Stamats works with several of these institutions in different capacities. While we cannot contractually discuss certain aspects of specific projects, we can offer that two of these are flagship universities working with Chuck Reed who share traits with UNL (setting, size, scope, etc.) and have made this list ahead of you by doing the following:

- Doing extensive and consistent research of the target audiences and university stakeholders.
- From this, establishing a brand that is relevant to out-of-state students. This includes campaigns and messaging that are built on data-driven and tested ideas authentic to the institution while universally appealing to all students (in state and out of state).
- Investing in a significant communication campaign that puts this compelling brand in action. These are necessarily comprehensive, and smart, from dollars spent to the consistency of the coverage. Included are the fundamental (campus tour scripts, admissions counselor messaging at college fairs, print and website messaging) to the sophisticated (geo-fencing of prospects, engagement in social media, academic program development).
- Financial awards and support. In both cases, the flagship universities ahead of you with whom we work expanded their merit-based offerings to out-of-state students. Contributing to their success is the fact that neither has a substantially high tuition for out-of-state students (unlike the University of Colorado just ahead of you, or University of California members, not on this list).
- Building on their pasts and their programs. In both cases, the universities did not simply "go national" but rather built a plan of engagement that considered institutional alumni (and related outcomes evidence), current students from certain regions, and specific, distinct academic programs. By targeting specific regions, cities, and even neighborhoods, these universities did not have to spend human and dollar resources in broad and somewhat ineffective ways.

The Bottom Line: No four-year public institutions met this benchmark of achieving a 2,000 increase in nonresident students. The University of Alabama (cited elsewhere) comes closest. Stamats and Chuck Reed work with two of the top six institutions on this list. From these examples, there are clear paths for UNL to consider increasing out-

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of-state enrollment. But even with such effort it will likely require the state of Nebraska to commit to aggressively funding/championing out-of-state efforts.

Institution Name	2015 Nonres Enroll	2012 Nonres Enroll	# Change
The University of Alabama	4,596	3,319	1,277
Arizona State University–Skysong	921		921
University of Arizona	3,252	2,530	722
Ohio State University–Main Campus	1,789	1,203	586
University of Mississippi	2,278	1,713	565
University of Kentucky	1,955	1,410	545
University of Nevada–Reno	1,256	712	544
Arizona State University–Downtown Phoenix	502		502
Kennesaw State University	498		498
University of Connecticut	1,253	789	464
Indiana University–Bloomington	2,642	2,191	451
Auburn University	1,927	1,490	437
University of Washington–Seattle Campus	1,318	903	415
Utah State University	1,315	901	414
University of Kansas	1,446	1,067	379
Mississippi State University	1,363	990	373
California Polytechnic State University–San Luis Obispo	881	508	373
Purdue University–Main Campus	2,160	1,807	353
University of Florida	742	392	350
Temple University	1,143	794	349
The University of Tennessee–Knoxville	728	401	327
Washington State University	739	420	319
Georgia State University	421	111	310
University of California–Los Angeles	851	542	309
University of Colorado Boulder	2,449	2,142	307
University of Nebraska–Lincoln	1,009	749	260

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International Enrollment

Goal: UNL would like to increase total nonresident alien (international) enrollment from 11 percent to 20 percent by 2025.

Note: IPEDS requires residency/migration data reported for FTFT undergraduate students only. Applying the 9-percent-point increase to the undergraduate population results in a raw number increase of +3,109 undergraduate students.

Only four years of data are derived from IPEDS, so we divided 3,109 in half for this benchmark. Institutions listed here represent those four-year publics that set a precedent for increasing nonresident alien undergraduate enrollment by >1,500 students over a four-year period.

The Bottom Line: No four-year public institutions met this benchmark of achieving an increase in 1,500 nonresident alien undergraduate enrollment. The largest increase reported was 682 students from University of California (UC)–Davis in a three-year period.

Note that most of the institutions on this list are coastal state universities. We believe we will be seeing continued strong numbers of international students on both coasts, but Midwest institutions may suffer from the current US government position on international issues.

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Institution Name	2015 International Enroll	2012 International Enroll	# Change	% Change
University of California–Davis	990	308	682	221.4%
University of California–Irvine	1,274	606	668	110.2%
University of California–San Diego	1,234	682	552	80.9%
Arizona State University–Tempe	902	510	392	76.9%
Rutgers University–New Brunswick	644	319	325	101.9%
University of California–Santa Cruz	259	20	239	1195.0%
University of Colorado Boulder	411	183	228	124.6%
San Diego State University	344	121	223	184.3%
University of Iowa	614	398	216	54.3%
University of Massachusetts–Amherst	320	104	216	207.7%
University of Illinois at Urbana–Champaign	1,109	914	195	21.3%
University of California–Berkeley	790	616	174	28.2%
University of Connecticut	273	100	173	173.0%
Northwest Missouri State University	171		171	-
University of Kansas	289	120	169	140.8%
Virginia Polytechnic Institute and State University	449	289	160	55.4%
Kennesaw State University	148		148	-
Miami University–Oxford	269	124	145	116.9%
University of Arizona	507	365	142	38.9%
Valencia College	207	65	142	218.5%
McNeese State University	146	22	124	563.6%
Stony Brook University	402	280	122	43.6%
East Central University	132	13	119	915.4%
California State University–Los Angeles	235	127	108	85.0%
University of California–Santa Barbara	335	234	101	43.2%
University of Nebraska–Lincoln	***201***	***114***	***87***	***76.3%***

To the point of location, note that 10 of the top 25 institutions with large increases in nonresident alien undergraduate enrollment are located in California or Arizona. California, Arizona, Florida, and New York have some of the largest immigrant populations in the United States. Source: http://www.migrationpolicy.org/programs/data-hub/charts/us-immigrant-population-state-and-county?width=1000&height=850&iframe=true

Undocumented students may contribute to these populations as well. It is well known that the border states of California and Arizona have higher numbers of undocumented students. State policies are unclear on this matter as the following *Newsweek* article points out. In all, 20 states allow undocumented students to pay in-state tuition. Source: http://www.newsweek.com/undocumented-students-enroll-higher-education-525289

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Much of what we might offer about international recruitment is currently in flux. The recent political change in US leadership may likely influence the Midwest in terms of international enrollment. This situation will likely have a negative impact on attracting international students to Lincoln or other smaller Midwest cities at a consistent level upon which UNL can plan. This opinion—it is not driven yet by clear data—is from our Stamats clients nationally as well as these sources:

- https://www.nytimes.com/2016/11/17/us/is-it-safe-foreign-students-consider-college-in-donald-trumps-us.html
- https://www.usnews.com/news/best-countries/articles/2016-12-15/election-of-donald-trump-may-deter-international-students-from-us
- http://www.latimes.com/local/lanow/la-me-study-abroad-students-20161124-story.html

Anecdotally, the University of Iowa (in the Big 10 and in the Midwest, with few international residents) has made concerted efforts to recruit Chinese students, followed by those from India and South Korea. While efforts are paying off for the University of Iowa's international student recruitment (per chart), the desired level of growth UNL suggests has not yet been experienced.

- Notable—Nebraska is among the lowest immigrant states in the nation, with 123,000 immigrants. While there may be a plan in the future to increase nonresident alien populations, it will likely come from international students from Asia who have the economic means to pay out-of-state tuition. As no other schools have achieved this level of growth to date, this UNL goal metric should be modified.

Undergraduate Enrollment

Goal: UNL would like to increase total undergraduate enrollment from 20,833 students to 27,000 students (+29 percent or more than 6,000 students) by 2025.

Note: All four-year public institutions meeting or exceeding the total enrollment benchmark increase undergraduate enrollment of >6,000 over a nine-year period are displayed in the table below.

In all, 35 institutions met this goal in the nine-year time period, two of which are Big 10 schools (Rutgers and Ohio State.) The last column in the chart below indicates some explanations for this rapid growth in undergraduate students over time.

The Bottom Line: From a handful of these 35 institutions there is hope to impact undergraduate enrollment at UNL. However, it will require significant financial, political, and human efforts to develop, implement, and execute the needed operational and brand strategies. Little, if any growth, will come from in state, in all likelihood.

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Institution Name	#Change ALL UG Degree Seeking & GR_First Prof.	# Change UG Degree Seeking Only	# Change GR & First Prof.	Explanation
Texas A & M University–College Station	16,200	10,451	5,749	TX
Miami Dade College	15,925	15,925		Bachelor's - FL
University of Maryland–University College	15,763	13,209	2,554	80% distance
University of North Georgia	15,533	14,976	557	Merger
The University of Texas at Arlington	14,648	10,411	4,237	TX
University of Central Florida	14,151	13,023	1,128	Transfer - FL
Broward College	14,013	14,013		Bachelor's - FL
Rutgers University–New Brunswick	***13,941***	***7,808***	***6,133***	***Merger***
Arizona State University–Skysong	13,936	11,340	2,596	New campus
Valencia College	13,427	13,427		Bachelor's - FL
Florida International University	11,625	9,309	2,316	50% distance
The University of Alabama	11,553	10,625	928	Nonresident
Palm Beach State College	10,643	10,643		Bachelor's - FL
Georgia Gwinnett College		10,387		Merger
Utah State University	10,241	8,515	1,726	Merger
Texas State University	9,254	8,609	645	TX
College of Southern Nevada	9,001	9,001		45% distance
Oregon State University	8,878	7,419	1,459	See below
Colorado State University–Global Campus	8,858	6,506	2,352	Online
Ohio University–Main Campus	8,570	6,508	2,062	
Arizona State University–Downtown Phx	8,499	7,581	918	New campus
St Petersburg College	8,459	8,459		Bachelor's - FL
Iowa State University	8,416	7,896	520	
University of Arkansas	8,354	7,529	825	50% non AL
Thomas Edison State University	8,322	7,410	912	50%+ distance
Middle Georgia State University	7,487	7,487		Merger
Northern Arizona University	7,213	8,868	-1,655	58% distance
University of Missouri–Columbia	7,154	6,071	1,083	HS enroll drop
Indian River State College	6,961	6,961		Bachelor's -FL
Ohio State University–Main Campus	***6,887***	***6,645***	***242***	
Seminole State College of Florida	6,562	6,562		Bachelor's - FL
Georgia State University	6,382	6,180	202	Merger
Florida Gulf Coast University	6,260	6,269	-9	50% distance
University of South Carolina–Columbia	5,853	6,490	-637	Merger
California State University–Northridge	5,364	6,918	-1,554	42% distance

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Texas: This is one of the few states experiencing a growth in public elementary and secondary education in the US. Between 2006 and 2011, the number of students in Texas public schools (elementary and secondary) grew by 8.7 percent; in the US the growth was 0.4 percent overall. The boost in the prospective pool of college students in Texas, the large resident population of Texas as a whole, is likely contributing to undergraduate enrollment gains at many of these Texas state universities.

Distance education: We indicate the percentage of undergraduate students enrolled in at least some distance education. For four-year public institutions in 2015, the median percentage of undergraduate students enrolled in some distance education was 26 percent. The schools denoted here have a higher proportion of undergraduate students enrolled in some distance education; this may have afforded some of the enrollment gains.

Merger: Noted earlier in the report, we identified state changes, mergers, and consolidations from several institutions. Here we insert this note to identify these cases again. Some 5 of 35 institutions were in merger/consolidation situations over the past nine years. Perimeter College merged with Georgia State University as well. University of South Carolina merged with Palmetto College to offer online courses and an easy two-year transfer path to a four-year degree with several community colleges in the state. Source: https://www.sc.edu/about/system_and_campuses/palmetto_college/campuses/index.php

Bachelor's degrees: Seven of the 35 schools listed above (20 percent of the list) are **Florida community colleges that were granted permission to offer bachelor's degrees** in primarily business, nursing, and education by the state of Florida. This legislative change in Florida has boosted the undergraduate population significantly. We work with one of these colleges that has expanded enrollment. In turn, its campus facilities have expanded dramatically per state funding, which, in turn, is now helping grow all populations (certificate, two-year, four-year).

University of Central Florida in Orlando, Florida has a widespread community college transfer system in place and 11 campus locations in the state of Florida. Furthermore, 50 percent of the students are involved in some distance education. These three factors combined contribute to the enrollment growth the university has experienced.

University of Maryland–University College has 80 percent of its undergraduate students enrolled only in distance education. More than 90 degrees are offered online. The online delivery of this institution is likely contributing to the rapid growth in undergraduate students.

New Campus: This may be a new campus reported by an existing university and could likely be the effect of a reporting change to IPEDS. Students were likely reported under the main university earlier, but now are reported under this separate entity. In any case, the new campus situations are both in Arizona, a highly populated state.

California State University–Northridge: This is located in Los Angeles and is California's most populous city and the second most populous city in the country after New York City. Approximately 42 percent of the Northridge student body are Hispanic, one of the growing ethnic college groups in the United States. The Pew Report notes that "For the first time, a greater share of Hispanic recent high school graduates are enrolled in college than whites." Lastly, 42 percent of the undergraduate population at Northridge are enrolled in some distance education. Recall the national median was 26 percent for some distance education enrollment at four-year public institutions. These factors combined could contribute to Northridge's enrollment growth. Source: http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/

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University of Missouri (UM): This article points out that while UM had enrollment increases in the past, they are now experiencing a sharp drop in enrollment. The article attributes this to a trough of high school enrollment declines. Recall the racial riots in Missouri in 2015 may have also had repercussions on enrollment as well. Source: http://www.hannibal.net/news/20161209/university-of-missouri-enrollment-drop-follows-decade-long-increase]

University of Alabama: This university has achieved great climbs in undergraduate enrollment, and they are continuing in 2016. The quick facts page from the university, found at https://www.ua.edu/about/quickfacts, indicates that 53 percent of the total population are nonresident students.

University of Arkansas: A recent article states that 49 percent of students are from Alabama, 50 percent are from out of state, and 1 percent are international. More about this situation can be found here: http://news.uark.edu/articles/35361/u-of-a-enrollment-hits-27-194-students-as-overall-diversity-reaches-new-high.

Iowa State University (ISU): The following article confirms the record enrollment gains over the last decade at Iowa State. The president suggests in the article that record numbers of nonresident, US multicultural and international students have contributed to the growth.
Source: http://www.news.iastate.edu/news/2016/09/08/2016-fall-enrollment

Oregon State University: Much of the growth can be attributed to the online e-campus growth and growth at the Bend, Oregon campus location. Growth in first-generation students is also noted. A combination of these factors—some intentional, some circumstantial—have helped Oregon State achieve these gains. Source: http://oregonstate.edu/ua/ncs/archives/2016/nov/osu-overall-enrollment-29-percent-corvallis-campus-increases-less-1-percent

Ohio State University and Ohio University: From our research and analysis, it appears that the Ohio state legislature introduced an in-state tuition freeze in 2012–2013 academic year for undergraduate students. In addition:

- Ohio State University "has added $15 million to need-based financial aid for Ohio undergraduates for the 2015–16 academic year. The President's Affordability Grants will help to reduce costs for one-third of Ohioans on our Columbus campus. Including the 2015–16 expansion, a total of $100 million in need-based aid will be added through FY20 to lower student costs."
- Many other measures are in place at Ohio University to offer more online courses, shorten the time to degree to three years, which could impact the desirability of the institution from delivery and tuition standpoint.

Source: http://regents.ohio.gov/efficiency/5-percent-challenge/OhioU_5-Percent-Challenge-Plan.pdf

In summary, there are many likely contributing factors to the growth at these institutions, albeit not at the desired rate of UNL:

- Seventeen of the 35 institutions above experienced mergers, consolidations, new campus locations (expansion and likely re-distribution of enrollment counts to a new entity), or were Florida community colleges that began offering bachelor's degrees.

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- It is doubtful that these situations could apply to UNL.

- Seven institutions may be experiencing enrollment increases due to higher commitment to online delivery than typical four-year public universities.
  - Committing to a higher online delivery of degrees is something that UNL can introduce, but it is unclear that this single factor alone contributed to the undergraduate growth of these institutions.
- Three institutions were in Texas, a state that is experiencing higher-than-average national growth in the elementary- and secondary-school-age student population. This is in a state that already has a much larger prospective-student base than Nebraska.
- Two Ohio institutions have introduced tuition freezes and other measures to make college more affordable for in-state students. Perhaps these access and affordability measures have made the two state universities more attractive than other options in state.
  - This scenario would take considerable legislative support for UNL to enact.
- This leaves six institutions where the factors contributing to undergraduate growth are less obvious but the undergraduate enrollment gains met the metric. At each institution, it is likely that a combination of factors contributed to their success.
  - The University of Alabama – Cited elsewhere, this university seems to have found a solid growth path. Most of the growth is due to an increase in nonresident students.
  - University of Missouri–Columbia – This university is now experiencing a decline, so this may no longer be a good case study for UNL.
  - Oregon State University – This is greatly due to a combination of factors: online delivery growth, first-generation student growth, and multiple campus locations.
  - Iowa State University – For ISU, a combination of nonresident domestic students and international students and intentional growth in STEM-related programs is likely the explanation for growth. The state of Iowa charged the three state universities with enrollment-based funding measures, resulting in a very aggressive competition in recent years. However, both University of Iowa and ISU leaders have said they do not intend to make continued growth a primary goal going forward. Source:

    http://www.thegazette.com/subject/news/education/higher-education/iowa-university-enrollment-up-but-increase-lower-than-expected-20161019

    In addition, a 2016 state budget shortfall resulted in significant budget adjustments in Iowa affecting state funding for higher education. The future support for UNL's competition in Iowa is unknown at this time.

    - University of Arkansas – Most likely due to an increase in nonresident students and the growth of their Honors College
    - California State University-Northridge – Likely a combination of Hispanic-student growth, a booming overall population in the country's second largest city, and more online program delivery

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Graduate Student Enrollment

Goal: UNL would like to increase graduate student enrollment by nearly 2,500 students in 10 years.

Note: All four-year public institutions meeting/exceeding the increase graduate enrollment >2,500 benchmark over a nine-year period are shown below.

The result—11 institutions met this benchmark.

Institution Name	Change ALL UG Degree Seeking & GR_First Prof.	# Change UG Degree Seeking Only	# Change GR & First Prof.	Explanation
Texas A & M University–College Station	16,200	10,451	5,749	TX
University of Maryland–University College	15,763	13,209	2,554	Online
The University of Texas at Arlington	14,648	10,411	4,237	TX
Rutgers University–New Brunswick	***13,941***	***7,808***	***6,133***	***Merger***
Arizona State University–Skysong	13,936	11,340	2,596	New campus
Pennsylvania State University–World Campus	10,296	5,736	4,560	100% online
The University of Texas at Dallas	8,600	4,953	3,647	TX
Augusta University (GA)	7,793	5,030	2,763	Merger
University of Cincinnati–Main Campus	7,241	4,578	2,663	Tuition freeze
Lamar University	5,042	413	4,629	TX
Georgia Institute of Technology–Main Campus	4,745	1,893	2,852	STEM

Augusta University: "In January 2012, the University System of Georgia Board of Regents ... mandate to consolidate the Augusta State University (ASU) and Georgia Health Sciences." http://www.augusta.edu/gov/info/documents/asu.pdf

Georgia Institute of Technology (Georgia Tech): Over the last decade, Georgia Tech's graduate-student-enrollment counts for its College of Computing have grown tenfold and the College of Business counts have more than doubled. The focus on STEM academic program offerings is likely a large contributor to its graduate student success. In working with Georgia Tech's Scheller College of Business, we can offer that their aggressive (and successful) enrollment campaigns are based on extensive market research, a refreshed brand that works, and a significant investment in the development and execution of marketing campaigns. The urban lure of Atlanta and the brand of Georgia Tech in the technology realm contributed considerably as well.

University of Cincinnati–Main Campus: Large gains have been made in graduate degree completions (and consequently in enrollment) in education, engineering, criminal justice, health professions, and business academic programs. A tuition freeze is in effect for the fourth year in a row. Overall, in five of the past six years, the university has not raised tuition. http://www.bizjournals.com/cincinnati/news/2016/06/21/uc-freezing-tuition-for-fourth-straight-year.html

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Texas A & M University–College Station: A quick review of the graduate-degree-completion data over the past five years suggests that health professions have grown significantly. Many of the programs at the UNMC are part of Texas A&M–College Station.

University of Texas (UT)–Arlington: A review of the graduate-degree-completion data over the past five years suggests that education, health professions, computer sciences, engineering, and social work have grown significantly. From our work in the University of Texas system, we also know that UT–Arlington has invested substantially in its "urban" messaging and aggressive approach to marketing.

University of Texas–Dallas: A review of the graduate-degree-completion data over the past five years suggests that computer science, engineering, and business programs have grown significantly. Note that these programs are the intentional flagship ones of this UT school, originally created as a STEM-first institution in the UT system.

Lamar University: Located near Houston in Beaumont, Texas, Lamar is among the fastest growing Texas colleges and universities. A quick review of the graduate-degree-completion data over the past five years suggests that psychology has experienced sharp growth. Lamar also offers more than 20 graduate programs online. Approximately 71 percent of graduate students in fall 2015 were only enrolled in distance education.

In summary, many of the same institutions experiencing strong undergraduate student growth are also on this list for graduate student growth. Four Texas institutions make the list. There were two mergers, two institutions have made huge commitments to online learning, and there is one new campus. One Ohio campus has a tuition freeze in place.

The large growth at Georgia Tech and UT–Dallas in graduate programs is due to its focus on science and technology degrees, especially in computer science.

- The institutions in Texas have experienced some common growth in computer science, engineering, health, and other tech-related programs, but some of this past growth is just due to the fact that Texas is the second most populous state in the country.

While no single factor can be isolated to explain the graduate student enrollment growth for the 11 institutions above, a larger commitment to online learning and STEM-related fields of study may help UNL achieve higher numbers of graduate students in the future.

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Professional Students

Goal: UNL would like to increase professional student enrollment by nearly 250 students in 10 years. Professional schools reviewed at UNL are law and architecture.

Law

American Bar Association (ABA) reports the following trends on ABA-approved programs:

- From the 2004–2005 to 2012–2013 years, the number of law schools grew from 188 to 201, representing a 7 percent growth in providers. In the last six years, the number of providers has remained approximately unchanged.
- In the same time period, the total law school enrollment including post JD and other degrees grew by 1 percent. In the year 2011–2012 to 2012–2013 the number of total students enrolled declined by 6,345.

IPEDS degree-conferral data suggests that of the 214 programs reporting doctoral degrees conferred under CIP 22.0101, the following trends were noted:

- The average change in the five-year time period was a decline of 19 degrees per institution; these are highlighted in grey on the following table.
- Only 16 institutions posted significant positive increases in degrees conferred (at 19 degrees or more; annualized it would be at least five degrees per year) over the time period reviewed.
- Two of the institutions, Phoenix School of Law and Charlotte School of Law, each increased by more than 200 degrees in the five-year time period.

Result: Understanding that less than 10 percent of the doctoral programs were able to grow conferred degrees by more than 19 degrees in five years coupled with the flat enrollment growth overall (noted by the ABA), it seems unlikely that UNL will be able to seek significant enrollment growth in the law school program.

Institution	2011–2015 Total	Degree Change 2011–2015	Slope/ mean
Western Michigan University–Thomas M. Cooley Law School	4781	-311	-8.7%
Georgetown University	3238	31	0.7%
Harvard University	2928	5	0.1%
George Washington University	2740	-39	-1.3%
Suffolk University	2571	-72	-4.1%
New York University	2449	19	0.7%
New York Law School	2443	-163	-10.4%
Florida Coastal School of Law	2431	-29	-1.9%

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American University	2361	-2	-0.3%
Fordham University	2258	-19	-1.4%
Columbia University in the City of New York	2246	-41	-1.8%
Brooklyn Law School	2112	-119	-7.7%
University of Miami	2104	32	0.4%
The John Marshall Law School	2053	-11	-0.4%
Loyola Marymount University	1965	-27	-1.8%
University of California–Hastings College of Law	1937	-103	-6.4%
Yeshiva University	1919	-17	-0.8%
University of Michigan–Ann Arbor	1910	-24	-1.1%
South Texas College of Law	1904	-62	-2.9%
The University of Texas at Austin	1840	-28	-2.0%
University of Virginia–Main Campus	1818	-8	-0.8%
University of Florida	1717	-102	-6.8%
University of California–Los Angeles	1677	-8	-0.4%
New England School of Law	1625	26	0.3%
Hofstra University	1605	-1	-1.5%
Stetson University	1576	-34	-3.1%
Thomas Jefferson School of Law	1572	-60	-3.2%
Southwestern Law School	1549	20	0.6%
Nova Southeastern University	1543	-12	-3.3%
University of Baltimore	1534	-19	-2.3%
Charlotte School of Law	1528	343	28.3%
Seattle University	1511	-52	-4.3%
DePaul University	1507	-68	-7.3%
Michigan State University–College of Law	1490	16	2.7%
University of California–Berkeley	1488	-32	-3.0%

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University of San Diego	1485	-74	-7.0%
Illinois Institute of Technology	1471	-54	-3.3%
University of Maryland–Baltimore	1470	-26	-2.5%
Northwestern University	1445	1	-0.1%
William Mitchell College of Law	1435	-57	-4.5%
University of Denver	1429	-12	-2.3%
Duke University	1409	-123	-13.4%
University of Houston	1400	-63	-4.3%
Washington University in St Louis	1400	-94	-8.0%
Santa Clara University	1394	-78	-7.0%
Seton Hall University	1390	-100	-7.9%
St. John's University–New York	1371	-28	-2.9%
Emory University	1357	82	6.1%
Temple University	1357	-65	-5.5%
Loyola University–Chicago	1340	19	1.0%
University of the Pacific	1340	-78	-10.3%
Indiana University–Purdue University–Indianapolis	1339	8	-0.5%
University of Pennsylvania	1338	-24	-1.5%
Florida State University	1324	-17	-2.3%
Saint Louis University–Main Campus	1320	-72	-5.6%
Boston College	1319	-39	-2.5%
Southern Methodist University	1310	-41	-4.4%
California Western School of Law	1285	-61	-7.2%
Boston University	1278	-65	-6.1%
University of Minnesota–Twin Cities	1263	-20	-0.6%
University of Wisconsin–Madison	1253	-28	-4.5%
Phoenix School of Law	1251	207	22.1%

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Rutgers University–Newark	1234	-4	-0.9%
Rutgers University–Camden	1233	-90	-6.1%
Tulane University of Louisiana	1228	-3	-1.6%
St. Mary's University	1228	-29	-4.4%
University of North Carolina at Chapel Hill	1224	-14	-1.8%
Widener University–Delaware Law School	1203	-77	-7.6%
Loyola University–New Orleans	1199	-20	-3.8%
Villanova University	1179	-39	-4.8%
University of Pittsburgh–Pittsburgh Campus	1132	-57	-5.1%
Marquette University	1125	4	0.2%
Lewis & Clark College	1123	-31	-1.7%
University of Georgia	1116	-37	-3.0%
Pace University–New York	1106	-71	-7.2%
University of Southern California	1097	7	0.5%
Touro College	1076	-30	-5.3%
University at Buffalo	1076	-46	-5.1%
University of South Carolina–Columbia	1075	-27	-3.2%
Yale University	1073	8	1.1%
Texas Tech University	1072	11	1.1%
Catholic University of America	1066	-119	-14.3%
Ohio State University–Main Campus	1063	-55	-5.8%
Barry University	1060	24	2.5%
Albany Law School	1057	-57	-6.9%
Pepperdine University	1050	-32	-3.7%
St. Thomas University	1048	-57	-5.8%
Arizona State University–Tempe	1045	22	1.3%
Indiana University–Bloomington	1045	2	1.1%

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University of Chicago	1042	-6	-0.9%
Louisiana State University (Agricultural & Mechanical Clg)	1026	15	1.7%
College of William and Mary	1022	-27	-2.2%
University of San Francisco	1009	-58	-6.9%
Northeastern University	1007	-12	-1.4%
University of Illinois at Urbana–Champaign	998	-10	-2.3%
University of Puerto Rico–Rio Piedras	994	-66	-6.6%
Georgia State University	992	5	1.9%
Charleston School of Law	986	-60	-7.4%
Syracuse University	984	0	1.4%
George Mason University	984	-14	-3.0%
Vanderbilt University	979	-12	-1.3%
Cornell University	958	-17	-1.8%
University of Detroit Mercy	956	-78	-9.7%
Stanford University	951	-1	0.4%
University of Washington–Seattle Campus	950	10	2.1%
University of California–Davis	948	-9	-2.7%
Golden Gate University–San Francisco	947	-30	-3.5%
University of Notre Dame	929	-9	-1.9%
Duquesne University	928	-60	-8.2%
Southern University Law Center	915	49	5.7%
Case Western Reserve University	914	-57	-6.5%
University of Connecticut	900	-16	-2.6%
Hamline University	892	-92	-10.1%
Whittier College	879	51	7.0%
Vermont Law School	878	-12	-5.6%
University of Iowa	878	-40	-4.7%

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Florida Agricultural and Mechanical University	864	-8	0.5%
University of Colorado Boulder	849	-9	-1.7%
Oklahoma City University	849	-44	-7.5%
Capital University	848	-27	-4.2%
Atlanta's John Marshall Law School	847	-17	-0.9%
Wayne State University	845	-62	-6.8%
Florida International University	832	-32	-5.5%
North Carolina Central University	828	-1	-1.6%
Mississippi College	826	-34	-3.5%
University of Mississippi	824	-7	0.1%
University of Oklahoma–Norman Campus	824	-15	-4.6%
Valparaiso University	823	-48	-5.9%
Texas Southern University	822	-10	-1.8%
The University of Alabama	818	-15	-2.0%
Roger Williams University School of Law	813	-29	-4.1%
Chapman University	812	-45	-8.0%
Wake Forest University	799	-22	-0.8%
University of Oregon	789	-53	-5.3%
Cleveland State University	783	-80	-11.4%
Northern Kentucky University	778	-34	-4.3%
University of Richmond	767	-6	-0.8%
Gonzaga University	764	-36	-5.4%
Baylor University	761	-40	-7.9%
University of Kansas	759	-36	-7.3%
The University of Tennessee–Knoxville	749	-19	-2.7%
University of Missouri–Kansas City	747	-15	-2.6%
University of Arizona	742	-18	-2.6%
Massachusetts School of Law	736	-49	-8.7%

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University of St. Thomas	734	8	-0.3%
Samford University	717	-38	-7.3%
Brigham Young University–Provo	715	-21	-3.4%
Campbell University	713	14	2.3%
Howard University	712	-15	-4.8%
University of Dayton	707	-59	-11.0%
Washington and Lee University	703	45	6.2%
University of Nevada–Las Vegas	699	2	-1.1%
Creighton University	696	-33	-6.7%
Drexel University	690	-3	-1.4%
University of Akron Main Campus	689	26	2.8%
Mercer University	687	-14	-1.8%
University of Missouri–Columbia	683	-12	-2.5%
University of Arkansas at Little Rock	681	-24	-4.4%
Drake University	681	-43	-6.6%
Washburn University	678	-19	-6.0%
University of Kentucky	667	-7	-2.5%
University of Utah	663	-18	-3.1%
Quinnipiac University	661	-23	-6.3%
CUNY School of Law at Queens College	651	0	0.9%
West Virginia University	648	2	-0.8%
University of Cincinnati–Main Campus	647	-11	-2.8%
University of Arkansas	646	8	1.2%
University of Louisville	637	-21	-4.2%
Western New England University	634	-59	-14.5%
Texas Wesleyan University	629	-229	-53.6%
Regent University	626	2	-0.2%

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University of Memphis	626	-19	-3.4%
University of Nebraska–Lincoln	621	-7	-2.1%
University of Toledo	607	-8	-2.5%
Willamette University	606	-26	-4.2%
Ave Maria School of Law	605	-2	-5.0%
Pennsylvania State University–Main Campus	591	0	-0.3%
University of New Hampshire–School of Law	587	-75	-13.9%
Southern Illinois University–Carbondale	575	-13	-4.3%
Western State University–College of Law–Argosy	564	20	9.3%
University of Tulsa	564	-29	-8.5%
Widener University–Harrisburg Campus	559	-47	-9.0%
University of New Mexico–Main Campus	549	3	-0.4%
University of Idaho	544	-12	-1.0%
University of Hawaii at Manoa	522	15	2.4%
Elon University	511	-21	-4.7%
Northern Illinois University	488	13	3.6%
Faulkner University	482	-7	-3.9%
Texas A & M University–College Station	452		
Ohio Northern University	447	-35	-8.1%
Kaplan University–Davenport Campus	446	-27	-7.2%
University of Southern Maine	442	-12	-2.1%
Appalachian School of Law	426	-34	-7.5%
University of the District of Columbia–David A Clarke School of Law	423	-10	-1.2%
The University of Montana	421	0	-0.4%
Liberty University	409	-30	-8.9%
University of North Dakota	402	-1	-2.0%
University of La Verne	388	-76	-26.8%

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University of Wyoming	371	-1	-0.5%
University of California–Irvine	341		
University of Massachusetts–Dartmouth	336	17	10.4%
University of South Dakota	335	7	2.5%
The Dickinson School of Law of the Pennsylvania State University	323	-19	-9.4%
Trinity Law School	246	29	17.5%
San Joaquin College of Law	224	-8	-1.8%
Taft University System	209	12	2.6%
Belmont University	207		
John F. Kennedy University	196	-1	1.3%
Humphreys College–Stockton and Modesto Campuses	175	14	7.4%
Lincoln Memorial University	145		
The Santa Barbara and Ventura Colleges of Law–Ventura	109	-1	-0.5%
The Santa Barbara and Ventura Colleges of Law–Santa Barbara	107	7	2.3%

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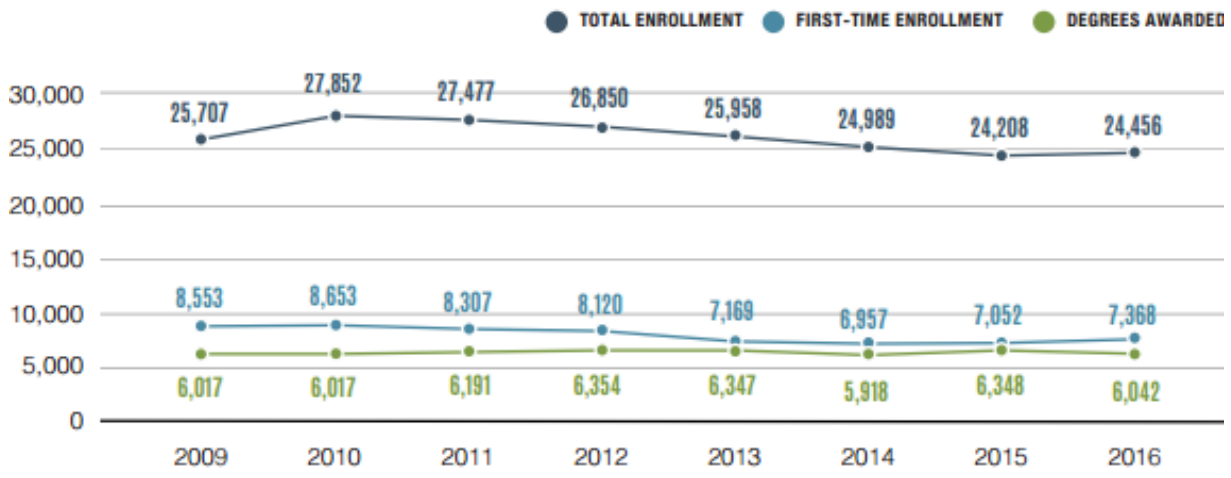
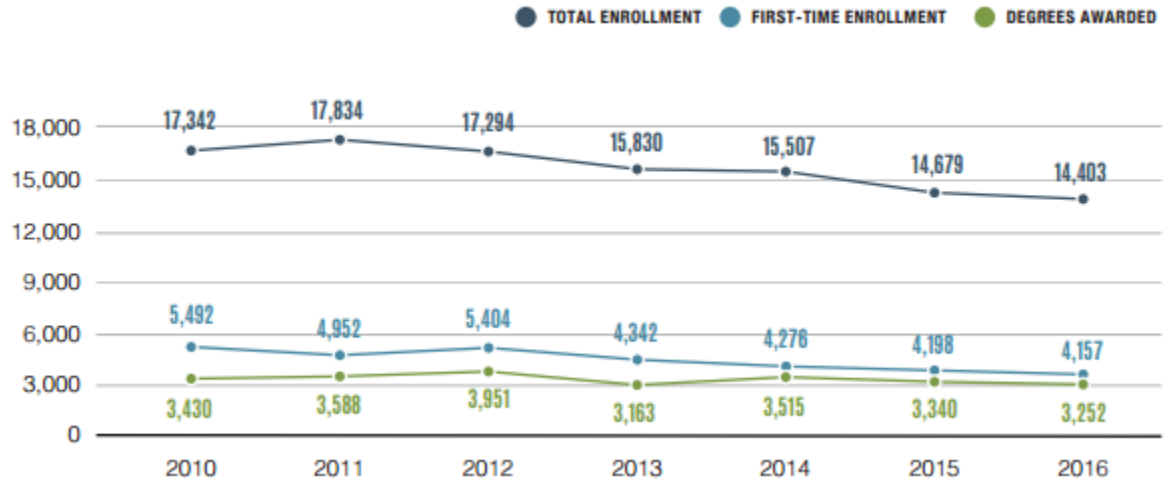
Architecture

The National Architectural Accrediting Board Annual Report 2016 indicates there was a 5 percent decrease in the total number of students enrolled in accredited programs from 2009–2016.



The decline in the number of preprofessional students enrolled is greater; a 17 percent enrollment loss was noted over the 2009–2016 span.



IPEDS data that combines bachelor's, master's, and doctoral architecture degree conferrals over the last five years (including interior and landscape) suggests that 174 conferred at least one degree. Of those programs, only 4 percent or 21 programs could generate an increase of 20 degrees or more over the five-year time period.

Result: Together with the declining total enrollment figures, the even steeper loss of preprofessional student enrollment, and a small percentage of programs that were able to grow significantly in five years, UNL will not likely experience large enrollment growth in the architecture program. Overall, the market for architecture degrees is declining.

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Diversity

Goal: UNL would like to increase the proportion of all students (undergraduate and graduate) identifying as members of racial/ethnic minorities from 14.3 percent to 25.0 percent by 2025. Based on current enrollment trends at UNL, this would require an increase of 5,047 minority students to meet the target proportion of 25.0 percent.

Results: In 2015, 408 public universities in the US reported that at least 25 percent of all students identified as a racial/ethnic minority, of which 38 are historically black colleges or universities (HBCUs). Among these universities that have met UNL's 2025 diversity goal, three are Big 10 schools: University of Illinois at Urbana–Champaign (29.9 percent), University of Maryland–College Park (36.2 percent), Rutgers University–New Brunswick (45.2 percent). It is also important to note that these three Big 10 universities also grew their diversity populations between 2007 and 2015: the proportion of diverse students at University of Illinois, University of Maryland, and Rutgers University increased by 6.7 percentage points, 6.9 percentage points, and 7.8 percentage points.

While these figures represent substantial increases, they do not approach the percentage point increase that UNL has set as a goal for 2025 (10.7 percentage points).

Some of the institutions that have made the most substantial increases in the proportion of students identifying as racial minorities include Humboldt State University, California State–Channel Islands, SUNY Buffalo, California State–San Marcos, and Sonoma State University. With the exception of SUNY Buffalo, the majority of institutions that have made substantial increases in minority populations (both those mentioned above and not mentions) are located in highly diverse regions such as California, Texas, and Florida. These universities, therefore, have greater access to diverse students.

For comparison, the data show that UNL experienced an increase in minority students between 2007 and 2015. In 2007, 8.6 percent of UNL students identified as members of racial/ethnic minorities; by 2015, that proportion had increased to 12.7 percent. In real terms, the number of minority students at UNL increased by 1,220 from 1,985 in 2007 to 3,205 in 2015. Although the data show that UNL has been able to increase the number and proportion of diverse students, substantial efforts would need to be made to approach the goal proportion of 25.0 percent by 2025. Considering the university's location is a relatively nondiverse region of the country, recruiting a large number of minority students will be challenging.

The table on the next page includes 35 public universities with proportions of diverse students at or near 25 percent. If we accept that an institution's diverse population grows over time, it can be argued that these are the institutions that have most recently achieved UNL's diversity goal of 25 percent.

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Institution Name	2007 Diversity %	2015 Diversity %
Indiana State University	14.9%	25.0%
West Virginia School of Osteopathic Medicine	16.5%	25.0%
Mississippi State University	22.4%	25.0%
University of South Florida–Sarasota–Manatee		25.1%
Schoolcraft College	13.9%	25.2%
University at Buffalo	17.1%	25.2%
Wichita State University	16.6%	25.3%
Olympic College	16.4%	25.3%
University of Virginia–Main Campus	19.1%	25.4%
Stockton University	18.7%	25.5%
Potomac State College of West Virginia University	10.7%	25.6%
Radford University	10.6%	25.7%
College of William and Mary	18.4%	25.7%
Eastern Washington University	16.3%	25.7%
University of Alaska Southeast	22.7%	25.8%
Lake-Sumter State College	22.6%	25.8%
University of Central Arkansas	17.8%	25.8%
University of Minnesota–Morris	17.4%	25.9%
Eastern Illinois University	12.2%	25.9%
University of Wisconsin–Milwaukee	15.3%	26.0%
Colorado Mesa University	14.9%	26.0%
New College of Florida	14.2%	26.0%
Southwestern Oklahoma State University	18.8%	26.1%
University of Alaska Fairbanks	26.8%	26.1%
University of Missouri–Kansas City	19.5%	26.2%
Skagit Valley College	14.4%	26.2%
Pennsylvania State University–Penn State Harrisburg	15.4%	26.3%
University of Massachusetts-Dartmouth	11.7%	26.3%
University of Oklahoma–Health Sciences Center	21.7%	26.4%
Ramapo College of New Jersey	18.5%	26.6%
Pennsylvania State University–Penn State Schuylkill	30.9%	26.8%
Morrisville State College	15.9%	27.1%
SUNY College at Potsdam	6.6%	27.3%
SUNY College of Agriculture and Technology at Cobleskill	12.3%	27.4%
Pennsylvania State University–Penn State Berks	16.0%	27.4%

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Additionally, the chart below includes the 32 universities that increased minority students by at least 5,047 between 2007 and 2015. Based on current trends at UNL, the university would need to enroll at least 5,047 minority students by 2025 to meet the 25 percent goal.

Institution Name	2007 Diversity Count	2015 Diversity Count	# Increase in Diversity
University of Central Florida	12,921	27,004	14,083
South Texas College	18,864	32,770	13,906
Broward College	18,766	31,595	12,829
University of Maryland–University College	13,550	24,983	11,433
Texas A & M University–College Station	8,822	20,138	11,316
Florida International University	29,062	39,997	10,935
Valencia College	14,719	25,610	10,891
The University of Texas Rio Grande Valley	15,363	26,103	10,740
The University of Texas at Arlington	9,728	20,070	10,342
Texas State University	8,221	18,236	10,015
Rutgers University–New Brunswick	***13,029***	***22,342***	***9,313***
Kennesaw State University	3,445	12,393	8,948
Georgia State University	11,127	19,696	8,569
California State University–Northridge	17,129	25,565	8,436
University of Houston	18,228	26,171	7,943
California State University–Los Angeles	14,633	22,026	7,393
California State University–Sacramento	11,220	18,415	7,195
Georgia Gwinnett College	-	7,134	7,134
Palm Beach State College	10,023	17,028	7,005
Arizona State University–Skysong	-	6,976	6,976
University of North Texas	10,132	17,019	6,887
Miami Dade College	46,647	53,368	6,721
University of Arizona	9,714	15,893	6,179
Texas Tech University	5,491	11,572	6,081
University of Nevada–Las Vegas	9,823	15,868	6,045
George Mason University	7,742	13,612	5,870
California State University–Long Beach	19,954	25,629	5,675
The University of Texas at Dallas	4,879	10,434	5,555
Florida Atlantic University	10,320	15,560	5,240
St Petersburg College	5,014	10,228	5,214
California State University–Fullerton	19,898	25,063	5,165
California State University–San Bernardino	9,330	14,431	5,101

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Average ACT Score

Goal: UNL would like to increase the average ACT score for incoming students from 25.2 to 26.5 by 2025 (an average increase of 1.3 points). Additionally, UNL would like to increase the proportion of the entering class who ranks in the top 10 percent of their high school class from 26 percent to 50 percent by 2025.

NOTE: No comprehensive and longitudinal datasets exist to analyze the proportion of a university's class by students' high school class ranking. Thus, this section of the report addresses only ACT score data, which are reported by nearly every college or university and for which data are tracked over time.

Results: The data show that 172 public universities in the US increased the average ACT score among incoming students by at least 1.3 points in a nine-year period (2005–2014). The average ACT score increase among these universities was 2.1 points, with the largest increase being 4.5 points (Pennsylvania State University–Penn State Greater Allegheny campus).

Seven Big 10 universities experienced an increase of at least 1.3 points during this time. These institutions and their respective nine-year increases in average ACT scores are University of Michigan (2.0), University of Illinois (2.5), Ohio State University (2.5), University of Minnesota (2.5), Indiana University (2.5), Pennsylvania State University (1.5), and Purdue University (2.0). The average ACT score (in 2014) among these universities was 28.4, and the average increase was 2.2 points.

By comparison, the data show that there has been no material change in the average ACT score among new students at UNL during the most recent nine-year period with average scores remaining at approximately 25.

Collectively, the data from other institutions are encouraging when considering the likelihood that UNL could improve average ACT scores among incoming students. Several comparable and peer universities have been able to successfully increase ACT scores by wider margins in the same span of time.

However, it is important to consider that it is exceptionally challenging to enhance an academic profile while simultaneously increasing enrollment. In other words, enhancing student quality and increasing student quantity are often at odds with one another. It may be that UNL will have to decide which 2025 objective (growth or improving student quality) is most important to the university's strategic goals.

The table below includes all public universities with an average ACT score (or SAT equivalent) of at least 26.5 and the change in the university's ACT score between 2005 and 2014.

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UNITID	Institution Name	2014 Ave ACT (or equiv.) ↓	Increase Over 9 Years
110635	University of California–Berkeley	31.5	4.0
139755	Georgia Institute of Technology–Main Campus	31.5	3.0
170976	***University of Michigan–Ann Arbor***	***31.0***	***2.0***
231624	College of William and Mary	31.0	2.0
234076	University of Virginia–Main Campus	30.5	2.0
110662	University of California–Los Angeles	30.0	3.0
126775	Colorado School of Mines	30.0	2.5
199120	University of North Carolina at Chapel Hill	30.0	2.0
110680	University of California–San Diego	29.5	3.5
145637	***University of Illinois at Urbana–Champaign***	***29.5***	***2.5***
204796	***Ohio State University–Main Campus***	***29.0***	***2.5***
228778	The University of Texas at Austin	29.0	3.0
110705	University of California–Santa Barbara	28.5	3.5
134130	University of Florida	28.5	2.0
178411	Missouri University of Science and Technology	28.5	1.5
196079	SUNY at Binghamton	28.5	2.5
197036	United States Military Academy	28.5	1.5
215293	University of Pittsburgh–Pittsburgh Campus	28.5	2.0
217882	Clemson University	28.5	2.0
110644	University of California–Davis	28.0	4.0
129020	University of Connecticut	28.0	3.0
139959	University of Georgia	28.0	2.0
174066	***University of Minnesota–Twin Cities***	***28.0***	***2.5***
196097	Stony Brook University	28.0	2.0
199193	North Carolina State University at Raleigh	28.0	2.5
228787	The University of Texas at Dallas	28.0	1.5
236948	University of Washington–Seattle Campus	28.0	2.5
110422	California Polytechnic State University–San Luis Obispo	27.5	2.0
134097	Florida State University	27.5	2.5
171128	Michigan Technological University	27.5	2.5
100706	University of Alabama in Huntsville	27.0	3.0
100858	Auburn University	27.0	2.5
126614	University of Colorado Boulder	27.0	1.5
151351	***Indiana University–Bloomington***	***27.0***	***2.5***
163268	University of Maryland–Baltimore County	27.0	2.5
166629	University of Massachusetts–Amherst	27.0	2.5
178615	Truman State University	27.0	1.5

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214777	***Pennsylvania State University–Main Campus***	***27.0***	***1.5***
218663	University of South Carolina–Columbia	27.0	2.5
228723	Texas A & M University–College Station	27.0	1.5
243780	***Purdue University–Main Campus***	***27.0***	***2.0***
100751	The University of Alabama	26.5	2.5
196103	SUNY College of Environmental Science and Forestry	26.5	3.5
231174	University of Vermont	26.5	2.0

First-Generation College Students

Goal: UNL would like to increase the proportion of students identifying as first-generation college students from 22.6 percent to 25 percent by 2025 (an increase of 2.4 percentage points).

Note: Although comprehensive and longitudinal data for first-generation college students are not available, this analysis considers the proportion of an institution's students that receive Pell Grants as a proxy measure for this underrepresented and often underserved student audience. Data from a 2010 report on Pell Grant recipients show that they are significantly more likely to be first-generation college students than students who are not eligible for the Pell Grant: 41.1 percent of Pell recipients are first-generation students compared with 21.1 percent of students who are not eligible.

Thus, although data specifically related to first-generation college students are not available, this analysis of Pell Grant recipients can be used as a proxy measure for an institution's ability to enroll (and serve) an underrepresented segment of the student population.

Results: Among all public universities in the US, approximately 38 percent of students receive the Pell Grant. This proportion has grown over time: in 2009, only 27 percent of students were Pell eligible. In 2015, 21 percent of UNL students received the Pell Grant, which has likewise increased since 2009 (17 percent). UNL's proportion of Pell-eligible students is consistent with findings among other Big 10 schools, which shows that, on average, 19.5 percent of students at Big 10 institutions receive the Pell Grant (an increase from 16.0 percent in 2009). In fact, UNL leads most Big 10 institutions in enrolling high-need students who are also statistically more likely to be first-generation students.

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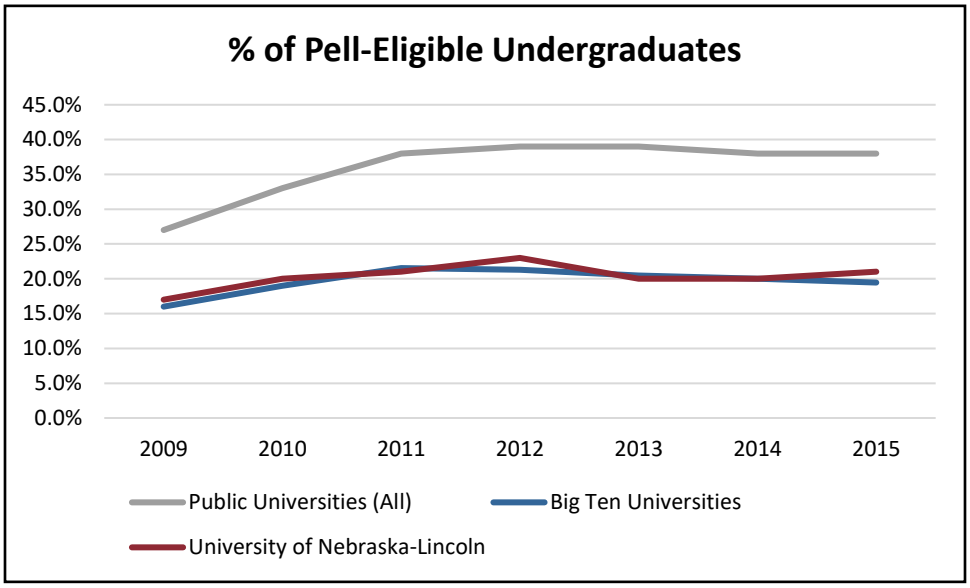
The chart below illustrates the changes in the percentage of Pell-eligible students at UNL, Big 10 universities, and all public universities over time.



Between 2009 and 2015, the proportion of students receiving Pell Grants increased at 92 percent of public universities in the US and the average change was an increase of 9 percent.

Only 56 universities experienced either a stagnated or declining proportion of Pell recipients between 2009 and 2015.

These findings bode well for UNL's ability to further increase the proportion of students who are eligible for the Pell Grant throughout the next several years, which would also assist in increasing the proportion of students who are the first in their families to attend college.

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Tuition

Undergraduate Tuition – Published Price

Institution	Published in-state tuition Undergraduates 2015–2016	Published out-of-state tuition Undergraduates 2015–2016
University of Nebraska–Lincoln	***$6,593***	***$20,760***
University of Minnesota–Twin Cities	$12,240	$20,660
University of Iowa	$6,678	$26,464
Ohio State University–Main Campus	$9,168	$26,496
Rutgers University–New Brunswick	$11,217	$26,607
University of Illinois at Urbana–Champaign	$12,036	$27,196
Purdue University–Main Campus	$9,208	$28,010
University of Wisconsin–Madison	$9,273	$28,523
University of Maryland–College Park	$8,152	$29,300
Pennsylvania State University–Main Campus	$16,572	$30,404
Indiana University–Bloomington	$9,087	$32,440
Michigan State University	$13,560	$36,360
University of Michigan–Ann Arbor	$13,528	$43,148
Northwestern University	$48,624	$48,624

- University of Nebraska can claim to be the least expensive in terms of tuition for in-state undergraduate students but **University of Minnesota–Twin Cities is the least expensive for out-of-state undergraduate students**.

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Graduate Student Tuition – Published Price

Institution	In-state average tuition full-time graduates 2015	Out-of-state average tuition full-time graduates 2015
University of Nebraska–Lincoln	**$6,960**	**$19,914**
University of Iowa	$8,396	$25,574
University of Maryland–College Park	$11,376	$24,534
Indiana University–Bloomington	$8,442	$26,812
Ohio State University–Main Campus	$11,560	$31,032
Purdue University–Main Campus	$9,208	$28,010
University of Wisconsin–Madison	$10,728	$24,054
Rutgers University–New Brunswick	$16,272	$27,648
University of Illinois at Urbana–Champaign	$15,023	$28,213
University of Minnesota–Twin Cities	$15,844	$24,508
University of Michigan–Ann Arbor	$20,638	$41,688
Michigan State University	$16,122	$31,674
Pennsylvania State University–Main Campus	$19,328	$33,142
Northwestern University	$48,624	$48,624

- **University of Nebraska can claim to be the least expensive** in terms of tuition for in-state graduate students among the institutions listed.
- University of Iowa and Indiana University–Bloomington and Purdue University are also quite competitive in the published tuition price.
- University of Nebraska can also claim to be the least expensive for graduate students among the institutions listed.

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Total Cost Undergraduate Students – Includes On-Campus Residence

Institution	Total price for in-state students living on campus 2015	Total price for out-of-state students living on campus 2015
University of Nebraska–Lincoln	**$23,377**	**$37,544**
University of Iowa	$21,010	$40,796
University of Maryland–College Park	$25,137	$46,285
Indiana University–Bloomington	$24,539	$47,892
Ohio State University–Main Campus	$25,579	$42,907
Purdue University–Main Campus	$23,032	$41,834
University of Wisconsin–Madison	$24,673	$43,923
Rutgers University–New Brunswick	$30,398	$45,788
University of Illinois at Urbana–Champaign	$29,764	$44,924
University of Minnesota–Twin Cities	$26,304	$34,724
University of Michigan–Ann Arbor	$27,812	$57,432
Michigan State University	$26,048	$48,848
Pennsylvania State University–Main Campus	$35,068	$48,900
Northwestern University	$68,060	$68,060

- When on-campus residence costs are included, ***University of Nebraska is not the least expensive*** institution. For in-state students, University of Iowa has the lowest total cost to attend.
- For out-of-state students, University of Minneapolis–Twin Cities offers the lowest total cost to attend.
- Out-of-state students may be comparing UNL to competitors more often on this measure. This will be a metric that you will need to watch closely as you try to grow your out-of-state undergraduate population.

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Notes on UNL, Marketplace Brands

Throughout this report, we have liberally used the term "brand."

It is important to understand how critical the concept of brand is to UNL and this growth effort. Brand is not marketing, or marketing's subset, promotion/communication. Brand is best defined by the following:

- When you hear "The University of Nebraska–Lincoln you think of what one thing?" Conversely, a strong brand means when people think of the one thing you want them to relate to you, their first or only answer is "UNL."
- Strong brands mean strong awareness and strong relevance. One without the other is not helpful to the UNL enterprise (though not having either is worse). Investment in higher education brands tends to not address both sides of this equation.
- You—UNL—do not define relevance. Your audiences do, be they stakeholders or external ones. Knowing what audiences value, feel, and want is critical data that is required to build your brand.
- A strong brand is often seen as the only solution to a particular need. To this end, UNL needs to know what your target audiences want. Why would someone from Chicago; Washington, DC; or other markets consider UNL over all the other choices? To this end, why would they actually want to pay for UNL? How are you their best choice?

Primary Observations

- Given the university's desire to increase the size (and/or quality) of the student body, and the demographics and marketplace realities, there is a lack of proper financial resources and staff to handle said growth. The current funding for promotion and personnel is geared towards status quo and perhaps modest growth. What the university is contemplating will require an investment in brand messaging AND brand engagement.

  For example, expanding into highly competitive markets related to UNL's Big 10 geography like Chicago, Minneapolis, Indianapolis, Cincinnati, Cleveland, and the East, etc., comes with two key challenges:

  - First, UNL has to overcome limited recognition beyond name in these areas, requiring financial investment in a consistent, compelling message in markets that are expensive and already highly competitive. What makes UNL special to these students? Why would they come to UNL with so many other, better-known options? Building the case for UNL means creating a conversation about the university where one does not currently exist. This is going to be expensive.
  - Second, the face-to-face, relationship-building effort needed to build trust in UNL outside of your current primary markets will require a larger team of professional recruiters. You cannot rely on alumni to staff distant college fairs—no matter how well intentioned they may be. The relationship building will require individuals committed to year-long, consistent communication with students, parents, counselors, and other influencers.
- This leads to another question—is UNL prepared to handle the physical infrastructure expansion of facilities, faculty, staff, and function to address institutional growth? You need to deliver UNL-branded experiences be it on campus or online—that investment will be significant.

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Website/Lead Message Strategy Observations

The current UNL website has some very good elements and content, no question. It looks good, and several of our clients have named it one of their favorite-looking sites. However, the architecture is a chore (and one gets lost quite quickly while exploring). It is sprawling, built to serve a wide mix of audiences: prospective students of all levels as well as internal audiences including current students, faculty, and staff. But exploring your site as a prospective student, we had trouble navigating via best practices.

As you look ahead, we offer some observations regarding university brand messaging and the broader audiences to influence. This is not a full audit or assessment—it is actually beyond scope—but we feel it important to make these notes after reviewing competitor and comparator institutions in the data analysis.

First of all, *Your Story Matters, Rethink,* and several other taglines/campaigns all live on the UNL site. It is, in a word, confusing compared to other Big 10 and flagship universities that we examined. To help:

- **Strategically, have one clear and compelling brand campaign. And UNL is that one true brand.** One brand campaign has to emerge and be clear to someone who explores the UNL website. As we considered your enrollment challenges ahead in our examination of the current site vis-à-vis flagships in the Big 10, the East, and those similar to you nationally with whom we know and work, this rule comes to mind. Consider:
  - Your current site presents ideas from competing strategies, not just in taglines across realms but in the tone and content of the UNL value proposition. All are well intentioned, but there are many competing things going on here that are then not connected to each other OR in the next layer of messaging. Other than the color red and a template look, these different audiences seem to represent individual brands rather than a singular university.
  - From undergraduate to graduate to professional, from research to teaching, from prospects to alumni, UNL is one brand. Once defined, the powerful brand promise of UNL (whatever that may be, a separate issue) living across academic and social worlds is singular.
  - Sub-brands such as academic divisions and nearly any other unit within UNL has to be clearly part of UNL's DNA, not simply in red color and design motifs, but more importantly, in substance. Even athletics should be identifiable (although NCAA Division I sports can and should live outside certain rules).
  - Note that prospective students rarely return to the website's home page after the initial visit or two, so the next level of high traffic pages—especially in admissions and their academic areas—must conform to this singular UNL brand for true impact. To digress is to confuse and dilute.

  In summation, you need to have one overarching UNL campaign. Sub-brands have the opportunity to build off of this central notion to address their own audiences, but the singular UNL brand must lead.
- **Content looking ahead.** Your website is greatly bereft of the most compelling story of UNL—its outcomes. There are limited stories and statistics of return on investment (ROI), proof of UNL human accomplishment, and things that UNL has done to make the world a better place. In a number of flagship university sites around the country, outcomes (be it about graduate research or undergraduate teaching) is the lead content. As you try to influence new audiences not familiar with the university to the degree you are considering, you will need to significantly address ROI and the distinctive value proposition of UNL.
- **Undergraduate Admissions.** UNL often takes an indirect route to selling itself. Your story framework needs to be built on a more relevant and assured voice for what UNL delivers. Be bold. Remember, there is a fine line between confidence and arrogance—you need to push the confidence since so many competitors of yours do so quite well.
- **Graduate Admissions.** You need to make the case for benefits of UNL to prospective students, proof of the outcome of graduate study at UNL. Emphasize the "why this will be worth it" evidence that is relevant to these students. Why should a student with so many graduate options explore UNL further?

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Appendix: Distance Education

As we consider the role of online education in contributing to enrollment growth as well as its role in positioning UNL to meet the needs of students in the future, it is useful to assess online enrollment trends among other institutions. The table below is a summary representation of online enrollment among various segments of universities in the US throughout the past several years.

	Percent of All Students in Some Distance Education (2012)	Percent of All Students in Some Distance Education (2015)	Change Between 2012 and 2015	% Change in Total Enrollment (2012–2015)	Correlation Between Δ in Distance Ed. and Δ in Enrollment	UNL's Percentile
All 4-Year Institutions	24.3%	30.2%	**5.9%**	2.7%	**0.10990**	67.1%
For-Profits	63.7%	74.0%	**10.3%**	11.5%	**0.06254**	n/a
Public Four-Years	21.7%	26.8%	**5.0%**	2.3%	**0.07039**	60.7%
Flagships	14.4%	20.0%	**5.5%**	2.9%	**0.10066**	87.7%
Big Ten	12.8%	18.5%	**5.7%**	4.4%	**0.15199**	92.3%
UNL	21.4%	31.3%	**9.9%**	4.3%	n/a	n/a

The first two columns of data show the proportion of total students that was enrolled in at least some online courses in 2012 and 2015, respectively. Overall, among all four-year colleges and universities in the US, approximately 30.2 percent of all students were enrolled in at least some distance education in 2015. It is perhaps unsurprising that the proportion is substantially greater among students enrolled in for-profit universities, which have leveraged online learning to a much greater extent than nonprofit institutions. Flagship universities enroll a lower proportion of students in online classes than public universities as a whole, and Big 10 universities enroll an even lower proportion than flagships. In contrast, UNL reported that nearly one-third (31.5 percent) of all students were enrolled in some distance education in 2015, which is greater than the average proportion among Big 10 schools, flagship universities, and even all four-year institutions in the US.

The third column shows the difference in the proportion of students enrolled in distance education between 2012 and 2015. Among all segments of institutions, the proportion of students enrolled in online courses has increased. This proportion has grown most among for-profit universities, but has also increased by a considerable amount (9.9 percent) at UNL. Relative to comparable institutions (Big 10 schools and flagship universities), UNL has more rapidly increased the proportion of students enrolled in distance education.

The fourth column shows the change in total enrollment between 2012 and 2015 (regardless of modality). Enrollment grew among all segments of schools.

The fifth column shows the correlation value between the change in the proportion of students enrolled online and change in total enrollment. Correlations for all segments of institutions are positive, which indicates that there is a relationship between growth in the percentage of students taking online courses and growth in total enrollment. This suggests that increases in the proportion of students enrolled via distance leads to overall increases in enrollment. Interestingly, a similar correlation analysis between the proportion of students enrolled online in 2015 and change in total enrollment between 2012 and 2015 yielded a mix of positive and negative correlation values. This indicates that the quantity of a university's online student population does not have a clear impact on growth in enrollment. Rather, there is a relationship between growth in online enrollment and growth in total enrollment, which suggests that the addition of new programs available via distance leads to gains in enrollment.

The last column includes UNL's percentile ranking among each set of institutions according to the proportion of students enrolled via distance in 2015. For instance, in 2015 UNL ranked in the 67th percentile among all four-year institutions according to the proportion of students enrolled in some distance education. As the data in the table

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show, UNL ranks near the top among flagship universities and Big 10 schools when it comes to the percentage of students taking some online courses.

Among flagship universities, UNL ranks seventh in terms of the proportion of students enrolled via distance in the most recent year for which data are available (2015). The University of Florida leads all flagship universities in leveraging distance education with 57 percent of all students enrolled via distance (28,838 students total). Additionally, some remote universities such as the University of South Dakota and the University of Alaska–Fairbanks have developed fairly robust online offerings and enroll nearly half (47 percent and 46 percent, respectively) of all students in at least some distance education courses.

Flagship Universities	Students Enrolled via Distance (2012)	Students Enrolled via Distance (2015)	% of Students Enrolled via Distance (2012)	% of Students Enrolled via Distance (2015)	Diff. (2012–2015)
University of Florida	23,180	28,838	46%	57%	11%
University of South Dakota	5,199	4,719	51%	47%	-3%
University of Alaska Fairbanks	3,407	3,965	37%	46%	9%
University of Iowa	4,029	12,784	13%	41%	28%
University of Rhode Island	6,748	5,935	41%	36%	-5%
University of North Dakota	4,546	5,260	30%	35%	5%
University of Nebraska–Lincoln	**5,177**	**7,911**	**21%**	**31%**	10%
Pennsylvania State University	13,238	14,355	29%	30%	1%
University of Missouri–Columbia	8,421	10,572	24%	30%	6%
University of New Mexico	6,732	8,059	23%	30%	6%
University of Idaho	3,319	3,286	27%	29%	2%
University of Maine	2,484	3,146	23%	29%	6%
University of Wyoming	3,494	3,640	27%	29%	2%
University of Arkansas	4,026	7,438	16%	28%	11%
University of Oklahoma–Norman Campus	6,061	7,617	22%	28%	6%
University of Utah	7,063	8,598	22%	27%	5%
The University of Alabama	7,537	9,658	22%	26%	4%
University of Massachusetts–Amherst	5,767	7,058	20%	24%	4%
The University of Tennessee–Knoxville	0	6,515	0%	23%	23%
University of Illinois at Urbana–Champaign	8,525	10,720	19%	23%	4%
University of Arizona	10,344	9,660	26%	23%	-3%
University of Kentucky	3,766	6,543	13%	22%	9%
Rutgers University–New Brunswick	4,107	10,652	10%	22%	11%
University of South Carolina–Columbia	5,940	7,094	19%	21%	2%
Ohio State University–Main Campus	7,218	11,747	13%	20%	7%

Among Big 10 schools, only the University of Iowa leads UNL in terms of the proportion of students enrolled via distance (as of 2015) with 41 percent of all students enrolled in at least some distance education. The University of Iowa has significantly increased the number of students enrolled via distance: in 2012, 4,029 students at Iowa were

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enrolled via distance (13 percent of total); by 2015, 12,784 students were enrolled in at least some distance courses (41 percent of all students). The Iowa Board of Regents listed "increasing distance education opportunities" as one of its strategic goals and has charged the public universities within the state to enhance both the quantity and quality of online offerings. The distance education plan at the University of Iowa includes three main values: 1) linking distance education programs to existing, traditional, face-to-face programs that are central to the university's brand; 2) using full-time faculty as distance education instructors; and 3) ensuring that all courses and programs offered online are of "at least comparable quality to programs offered face-to-face." The credit-bearing programs at the University of Iowa with the greatest increases in online enrollment include business, management, marketing, education, and family and consumer sciences. Noncredit programs with increases in online enrollment include courses/programs in agriculture and related sciences, personal awareness and self-improvement, and family and consumer sciences.

Big Ten Universities	Students Enrolled via Distance (2012)	Students Enrolled via Distance (2015)	% of Students Enrolled via Distance (2012)	% of Students Enrolled via Distance (2015)	Diff. (2012–2015)
University of Iowa	4,029	12,784	13%	41%	28%
University of Nebraska–Lincoln	**5,177**	**7,911**	**21%**	**31%**	10%
Pennsylvania State University	13,238	14,355	29%	30%	1%
University of Illinois at Urbana–Champaign	8,525	10,720	19%	23%	4%
Rutgers University–New Brunswick	4,107	10,652	10%	22%	11%
Ohio State University–Main Campus	7,218	11,747	13%	20%	7%
University of Minnesota–Twin Cities	9,439	10,037	18%	20%	2%
Michigan State University	7,921	9,901	16%	20%	3%
Purdue University–Main Campus	4,879	6,346	12%	16%	4%
University of Wisconsin–Madison	2,665	5,634	6%	13%	7%
Indiana University–Bloomington	2,878	4,420	7%	9%	2%
University of Maryland–College Park	1,477	2,935	4%	8%	4%
Northwestern University	1,140	1,628	5%	8%	2%
University of Michigan–Ann Arbor	318	728	1%	2%	1%

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APPENDIX F:
BUDGET MODELS FOR RUTGERS & THE UNIVERSITY OF CINCINNATI

RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

RCM at Rutgers, The State University of New Jersey

APLU CIMA – Summer Meeting

July 13, 2015

J. Michael Gower

Senior Vice President for Finance & Treasurer

Rutgers, The State University of New Jersey

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

History of Rutgers

- Rutgers is the only university in the nation that is a colonial college, a land-grant institution, and a leading public research university
- Rutgers is the nation's eighth oldest institution of higher learning
  - One of only nine colonial colleges established before the American Revolution, and has a centuries-old tradition of rising to the challenges of each new generation

- Rutgers was chartered in 1766 as Queen's College, and renamed Rutgers College in 1825
- In 1864 Rutgers became *New Jersey's land grant university*, as Congress established the nation's land-grant colleges in response to the Industrial Revolution
- In 1924, Rutgers College officially became Rutgers University
- In 1945 and 1956, state legislative acts formally designated Rutgers as *The State University of New Jersey*
- In 1989, Rutgers was invited to join the Association of American Universities, an organization comprising the top 62 research universities in North America
- Today, Rutgers has *31 schools and colleges*, offering 100 undergraduate majors and more than 100 graduate and professional degree programs across four major operating units
- Rutgers has nearly 67.000 students and approximately 23,000 faculty and staff across three campuses in New Brunswick, Newark, and Camden and health sciences campuses in New Brunswick and Newark
- In 2012, the New Jersey Medical and Health Sciences Education Restructuring Act was passed by the New Jersey Senate and Assembly, and signed by the Governor The law *integrated all units of UMDNJ*, except University Hospital in Newark and the School of Osteopathic Medicine in Stratford, *into Rutgers on July 1, 2013*

Rutgers Today

Rutgers is one University with three geographic campuses…

Newark

- Theoretical and applied research
- Emphasis on professional education
- First-rate education in urban setting
- Close working relationship between students and faculty
- Diverse metropolitan campus, proximity to NYC

New Brunswick

- Large, land-grant, AAU campus
- Broad distinction in research and scholarship
- Physical and life sciences hub
- Comprehensive academic offerings
- International recognition in arts and humanities

Camden

- Personalized campus environment
- High-impact civic engagement
- Distinct areas of research excellence
- Engine of opportunity for families and communities
- Educational and economic impact in South Jersey and Delaware Valley

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

fferings

- Integrated graduate and professional education
- Academic rigor

Rutgers Biomedical and Health Sciences

- Organizationally aligned with New Brunswick
- Leader in medical, dental, and health sciences
- Clinical and research excellence
- Public/private partnerships
- Interprofessional education
- Deep engagement with community
- Collaborative programs with all three campuses

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

STRATEGIC PLAN

Strategic Framework

To be broadly recognized as among the best public universities: preeminent in research, excellent in teaching, and committed to community

Themes for academic distinction

- Ethnicity, diversity and migration…
- Creating a sustainable world..
- Health and wellness in individuals and populations
- Educating citizens for a dynamic world
- Creative expression and the human experience

Building on Faculty Excellence

- Recruiting and retaining the strongest faculty
- Research facilities and infrastructure
- Breadth and depth of graduate education
- Professional education as a core strength
- Endowment support for academic effort

Transforming the student experience

- Honors Colleges
- Learning environment
- Culture/social environment
- Student support services
- Faculty interactions
- Physical environment
- Transportation and access

Collaborations and partnerships

- State (NJ)
- Business
- Alumni
- University
- Tech transfer
- Private-public

Enhancing our visibility

- Regional and national brand
- Public spaces
- Public image
- Prospective students and faculty

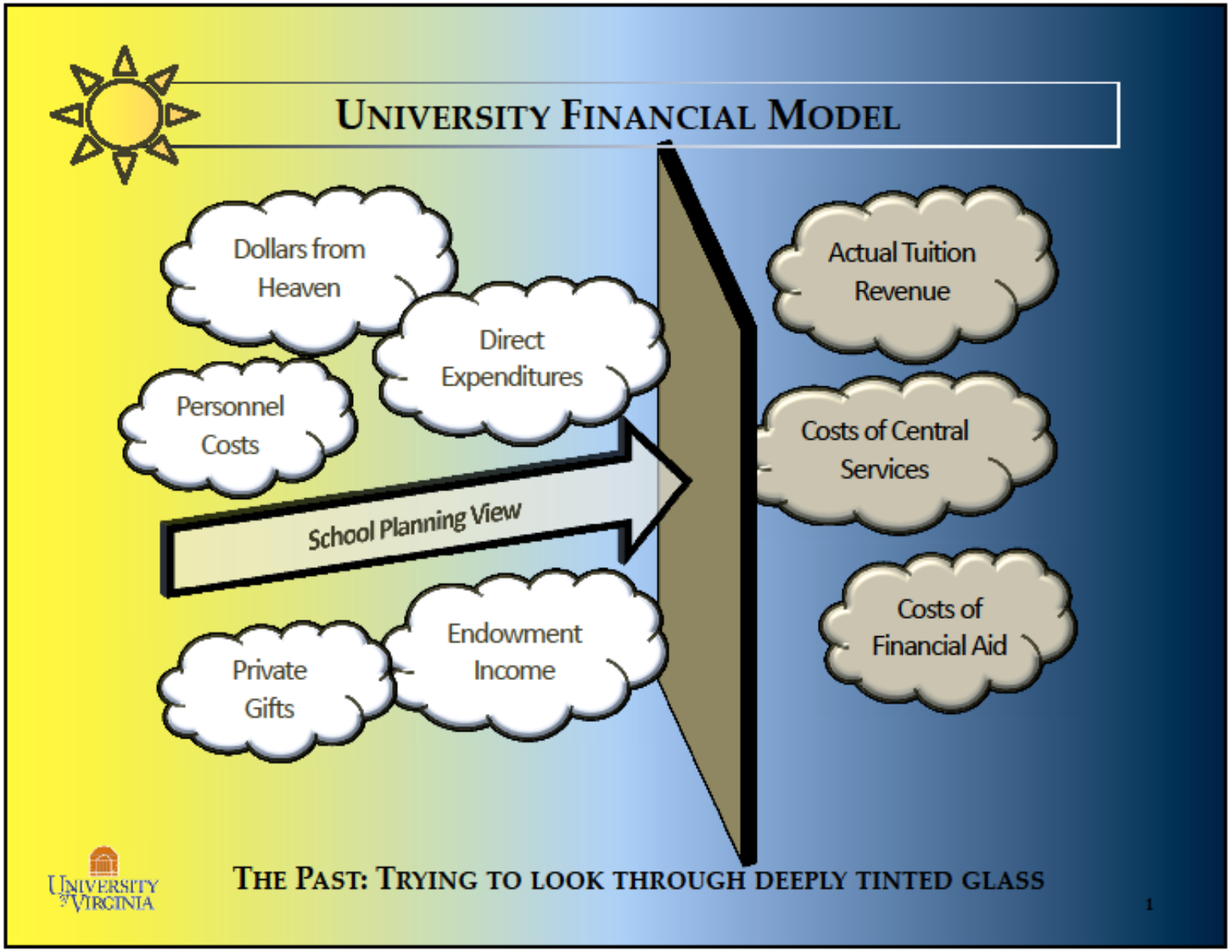
Robust core of sciences and humanities

Cohesive, vibrant, diverse, and inclusive culture

Efficient and responsive processes, infrastructure, supporting staff, and leadership

Financial resources sufficient to fund the aspiration

Similar Budget Issues At Other Universities



Source: University of Virginia – University Financial Model Presentation (6/24/2014)

Responsibility Center Management

- A budget model promoting financial responsibility at a unit level
- Works most effectively in an environment of transparency and accountability
- RCM is a tool – academic leaders have responsibility for using the system to advance the missions of the University

How Does RCM Work?

Revenues are credited to the Responsibility Center that generates them

Schools must then pay for their direct expenses as well as a share of the expenses to fund the Support Units

REVENUE

- Tuition and Fees
- F&A Return
- Other Income

RESPONSIBILITY CENTERS

- Schools
- Research Centers
- Auxiliaries

DIRECT & INDIRECT COSTS

- Direct Expenses
- System-wide Support Units
- Local/ Regional Support Units

Current Budget Model

- All Funds Budgeting (AFB) was a modified version of RCM where a ***flat overhead*** on tuition and F&A was used to fund the costs of support services not directly budgeted to the schools
- Legacy UMD units were on an RCM type model, different from AFB but lacking in transparency for allocated costs

Why Switch to RCM?

Academically Centered - "Academics over Economics"

Provides schools with better data, more control, and greater flexibility over resource decisions

Increased accountability and transparency

Greater focus on long-range strategic planning

RCM enables understanding of "ROI" and priority decisions given limited resources

Allocation of Costs

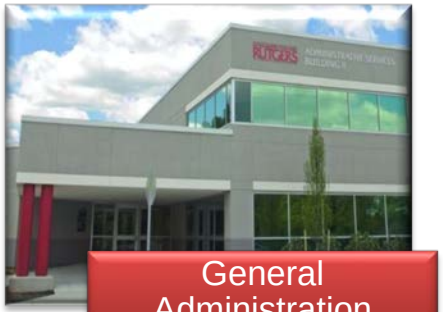
System-wide

Costs that are incurred by system-wide support units providing services to all

Local/ Regional

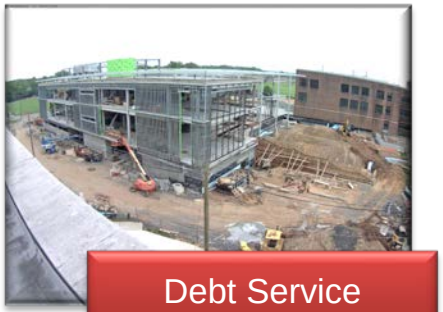
Costs that are incurred by support units providing services at the local/ regional or chancellor level

Allocation of Costs
System-wide Cost Pools



General Administration

Academic and Student Support

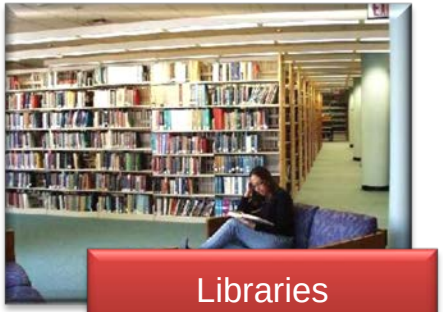


Debt Service

Utilities

Operations and Maintenance

Information Technology



Libraries

Research Support

Metrics for Allocation of Costs

- Cost pools allocated to the schools and other RCs using a metric that is a *reasonable measure of their use of those services*
- The metrics based on “best practices,” verifiable, easy to understand, and uniform
- Our model includes the following metrics: unit expenditures, net assignable square footage, F&A return data, student headcounts and faculty & staff FTE

Who Decided on the RCM Model?

- RCM Steering Committee (Chancellors, CFOs, SVP Finance, SVP Administration, VP Budget) provided policy direction and came to consensus on the current model. This Committee will continue in FY16, adding the SVP Academic Affairs.
- RCM Advisory Committee (representative of deans, support unit heads, and faculty representatives from the Senate budget committee) provided ongoing advice, questions, etc.
- RCM Technical Committee (business managers from major units) reviewed metrics, data sources, and calculations

Time Frame

DESIGN (FY13)

-Read available RCM literature and researched RCM models at other universities

-Determined indirect cost pools and developed methodologies to allocate these costs to the revenue generating responsibility centers

PREPARATION (FY14)

-Advisory committees formed to discuss preliminary RCM budget model

-Develop preliminary budget model

-RCM budget model is continually refined and fine tuned based on committee feedback

TRAINING & TRIAL RUN (FY15)

-Training will be provided through information sessions, small focus groups, hands on computer labs, and documentation

-A trial run of RCM will be implemented on paper and run parallel to AFB

-Assumptions will be tested and “tweaks” made

FULL IMPLEMENTATION (FY16)

-RCM will be fully integrated into the general ledger

Is the Model Done?

- No budget model is perfect or “done”
- Collecting “parking lot” issues for further discussion
- Current model is a significant step forward in increasing the understanding of the true financial position of RCs under a common set of assumptions
- Begun project to automate cost allocations for budget and accounting needs

Systems Work to Support RCM in Progress

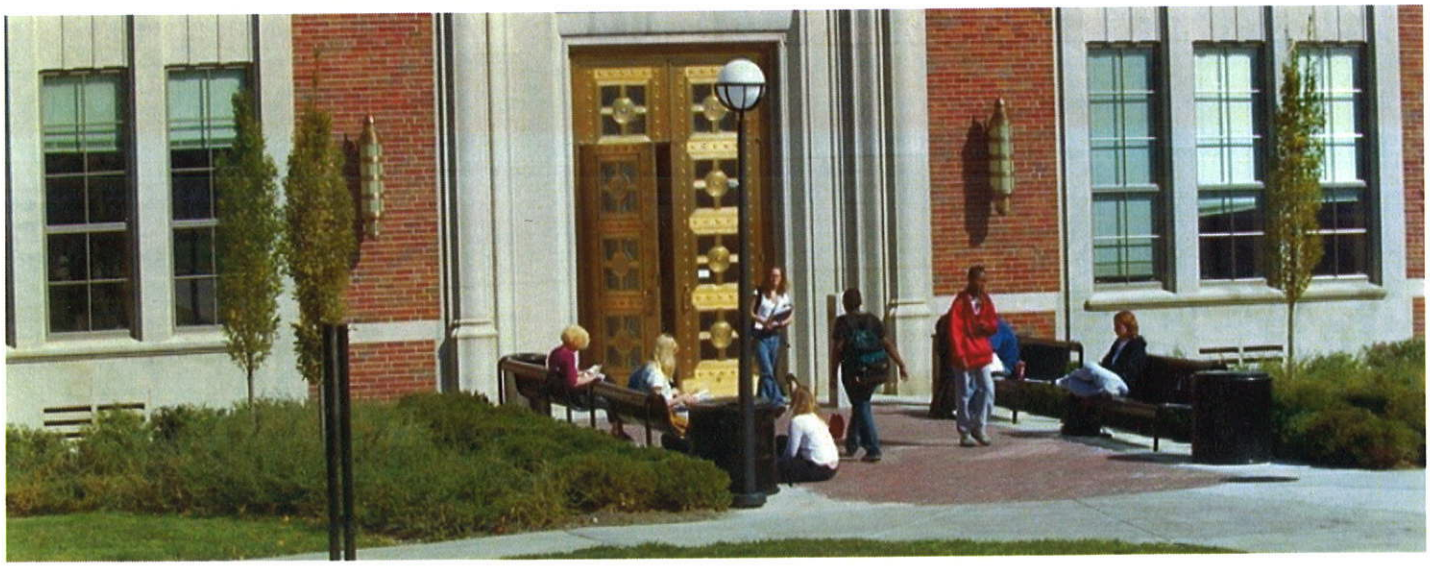
- Hyperion Financial Management
  - Consolidated chart of accounts for both Oracle and Banner
  - Align monthly closing procedures
- Hyperion Planning/Budget and Strategic Finance
  - Align current budget planning tool with RCM
  - Provide tools for “what-if” analysis
  - Overall economic model
- Hyperion Profitability and Cost Management
  - Automate RCM cost allocations (statistics, bases, multiple versions)
  - Foundation for mission-based costing information
- Oracle Fusion “Cloud-Based” Financial System
  - Consolidating from two legacy general ledgers
- Reporting Strategy for Financial Data
  - Relating to other data from new and legacy systems
  - Multiple tools for analytics

Questions?

University of Cincinnati

Office of the PROVOST

Performance Based Budget



The University of Cincinnati's Performance Based Budget (PBB) model links budget allocation to performance. Tuition revenue is the essential performance measure of PBB. The model provides incentive for revenue-producing units to improve performance. These are the key elements of PBB:

- Tuition revenue is assigned to the college of student's primary major.
- When students take courses outside of the college of their major, a portion of tuition revenue is transferred to the college that delivers the course (thereby covering instructional costs).
- Annual tuition revenue targets for each college are based on the prior year's final tuition results. The university has the option of assigning individual colleges additional target amounts based on strategic needs ("threshold" amounts).
- Colleges that exceed their tuition targets receive expense budget increases.
- Colleges that do not meet their targets receive expense budget reductions.

The PBB Development Team provides oversight and continual improvement of the PBB model.

More information can be found on the Frequently Asked Questions page.

For more information about PBB, please contact Business & Financial Affairs.

For more information about PBB data and reports, please contact Institutional Research.

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University of Cincinnati

Office of the PROVOST

Frequently Asked Questions

Collapse All

How does the PBB model support UC's aggregate strategic goals?

PBB encourages colleges to advance UC's core instructional mission. PBB is an incentive model that encourages innovation and entrepreneurship in academic programming. With PBB "splittable revenue," colleges that exceed their tuition targets are rewarded with expense budget increases, which provides additional resources for colleges to continue growing their academic enterprise. The PBB model also provides resources for innovations that are beyond the scope of any one college. Examples include Third Century initiatives and the new student information system.

Does PBB support interdisciplinary programs?

Yes! The PBB model is flexible enough to handle programs that are jointly developed and managed by multiple colleges. Key examples are the master's degrees in health administration and health informatics that are the product of collaboration between the Lindner College of Business and the College of Allied Health Sciences.

Has the quality of the institution suffered since PBB has been implemented?

After several years of PBB, some UC programs continue to have very high national rankings and continue to attract large numbers of applicants. In PBB, colleges are incentivized to increase enrollment and enhancing quality is a very good strategy for doing so.

Is PBB an "across-the-board" model?

PBB operates at the college level. Colleges that exceed their individual tuition targets receive expense budget increases; colleges that do not meet their targets receive expense budget reductions. In the PBB model, there are neither across-the-board tuition growth targets nor across-the-board expense budget cuts.

Is PBB a "growth-only" model?

No, it is not. PBB is a blended model which rewards growth with additional expense budget, and allows for reduction of expense budgets if revenue targets are not met. Prior to PBB, the University did not allow for additional expense budgets due to growth, but utilized reduction in expenses in an across-the-board method based on the performance of the entire University. In the PBB model, if growth happens, it allows the college to generate their own new expense dollars to invest in existing or new programs. If growth doesn't occur, the model allows colleges to have the same targets as the prior year's performance. If a decline in revenue occurs, the model demonstrates how much of an expense budget reduction needs to occur within that specific college.

What is PBB splittable revenue?

Splittable revenue is surplus tuition remaining after a college has met its PBB threshold share, tuition target, and other obligations such as salary increases. This remaining tuition surplus is split between the college and the Provost in the form of expense budget increases.

When a college implements a new program, does that new revenue always get treated the same as all other revenues?

No, if the college gets Provostal approval, that additional revenue can be identified and credited in an isolated manner (one-time revenue) until it is determined that the new program and the revenue is sustainable.

What has been the biggest shift in financial practices since the implementation of PBB?

The biggest shift has been revenue accountability at the local (college) level. Some colleges have even extended that accountability down to the unit level. This allows academic units to make their own decisions about programs.

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4. Business & Financial Affairs
5. Performance Based Budget
6. PBB Development Team

PBB Development Team

Kathy Qualls, Senior Vice President for Academic Finance & Administrative Affairs (chair)

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APPENDIX G:
DETAILED NOTES FROM DISCUSSIONS WITH PEER INSTITUTIONS

Iowa State University

- All growth in-person, undergraduate.
- None from online. Faculty are not supportive of online learning.
- Graduate growth has been very slow. We've increased in a few programs but mostly undergraduate. Graduate recruitment is not centralized and is only departmental and faculty intentionally doesn't want growth.
- ISU fell into the growth and they didn't anticipate the full impact. Budget model changed to resource management model. All the tuition flows through the colleges and therefore, the colleges became more involved in recruitment. The colleges of Engineering and Agriculture are very involved in recruitment. Colleges took more ownership in the recruitment process. Admissions develop the pool and the colleges focus on yield. There is a shared responsibility in new student recruitment.
- Self-reported transcripts ten years ago made it easier to apply. ISU was one of the first in the Midwest. It impacted growth because the application was easy.
- Financial aid budget grew incrementally but recently they increased their resident scholarships to compete with Iowa. ISU had to do something in respond.
- Growth has started to slow down. Most of the growth in the last five years has been in retention versus new students. Currently retention is 88% and 6-year graduation rate is 74%. The colleges became very active in retention due to the budget model.
- Taken advantage of issues with state of Illinois. They were one of the first to step into the area ten years ago.
- There has not been any real enrollment planning. The campus is not bought into the concept of enrollment planning. No strategy. There was no plan to grow. It just happened.
- They have a partnership with the community colleges that allows their students to have access to ISU resources including academic advisors, housing, athletic tickets, etc. Only for students on the academic transfer track that intend to enroll at ISU.
- Did very little to increase international enrollments. They benefited from China but the political climate has decreased those numbers.

Were there any unanticipated negative consequences of enrollment growth?

- ISU didn't realize the impact on the student experience by growing so quickly. Examples include:
- Sidewalks are overcrowded.
- Dining halls are overcrowded.
- The student to faculty ratio has increased from 16-to-1 to 19-to-1.
- The university bus system is too small for the campus and students are regularly late to class.
- The colleges were able to hire more faculty but they are short on faculty office space. Some faculty are sharing offices. This has led to lots of frustration.
- Space and facility infrastructure is an issue because most of the money is funneled to the colleges and they can determine priorities. Some priorities don't align with university needs.
- The campus health center is too small due to growth. They can't hire more providers due to space limitations.

University of Missouri

Overarching Questions:

1. How did your institution achieve its enrollment growth?

Mizzou took advantage of the budget issues in Illinois. They were one of the first schools to invest resources by hiring four recruiters. 100% of their growth was due to Illinois. Growth was not achieved through retention or graduation rates. The focus was new students from Chicago only.

2. What was the single most important factor contributing to your enrollment success? Other factors that were critical to your enrollment growth?
    a. Undergraduate
    b. Graduate/Professional

Mizzou was one of the first universities to take advantage of the turmoil in Illinois. They provided strong scholarships and offered in-state tuition to students. Students could achieve in-state tuition their sophomore year of college. Mizzou didn't have an enrollment management model that focused on revenue. The model was about the size of the class. This has caused some financial troubles at Mizzou. While they have grown in size, the revenue per student has decreased. Therefore, this has impacted the university's ability to provide increased services.
Three additional recruiters were initially hired in Chicago.

Any lessons learned that you would be willing to share with us?
Focus on why UNL wants to grow and, clearly articulate the reasons to faculty. Also, ensure your strategic plan is developed with the "why" in mind.

4. Do you have advice for us as we move forward? *Student affairs is a critical part of growth. Growing from new markets can change the culture of the campus and the student affairs unit must stay ahead of the issues.*

Other questions:

5. What was the cost of achieving the enrollment growth? Reallocation or new resources?
    a. What did you need to do to address capacity? (Infrastructure, staff/faculty, student services, etc.)
    b. Implementation of retention strategies? (learning communities, student success strategies, sophomore on-campus residence halls, etc.)
    Were there any unanticipated negative consequences of enrollment growth?

Mizzou invested in three additional recruiters for Chicago. The academic profile of the class has increased but retention stayed stagnant. Retention may have increased if they had invested in services.

There will be complete disagreement on the consequences. This is a southern institution culturally but in a Midwestern state. Chicago is a culturally different place and we didn't prepare for that in regards to student affairs/involvement. Over time, it lead to the diversity and inclusion concerns we've had. Mizzou needed a

proactive success plan about how to integrate people from different parts of the world. Didn't have a game plan and it's caused the university many issues.

6. How did you get faculty buy-in to support enrollment increases?

We didn't have faculty support. There was no formal enrollment management process. They just grew and there were no conversations about how or why the university was growing. The campus had more students but the budget was still being cut. This is because revenue wasn't a part of the discussion. They were growing in areas that were costing the university money. Faculty didn't see the results of the growth.

7. Did you grow across the board through your existing programs or start new programs?
    a. What markets did you concentrate on (in-state, out-of-state, international, undergraduate, graduate, and professional or a combination of all three, certificate programs)?
    b. How many new programs did you launch to achieve the increased enrollment?

Growth was across the board. No strategy.

8. What is your budget model? Is there an incentive model for online programming? Is there an incentive model for enrollment increases – grad/professional/undergraduate?

No incentive-based model. They are considering a new model. Online growth is rewarded but not traditional on-campus growth. Online is recently growing because there is an incentive to do so and the campus has decreased their enrollments. There are some departments where online and distance cover 30% of faculty salaries.

9. Is your online programming centralized or individualized at the campus-level?
Both. Mizzou online reports to undergraduate studies. Program development is done at the college level but reports to Mizzou online. Student recruitment happens through Mizzou online not undergraduate admissions.

10. Were your enrollment increases driven by increases in new students, increases in retention rates or a combination of both? *New students*

11. Did you leverage partnerships with two- and four-year institutions; international partners, industry partners, non-profit partners, etc.? If so, how did you choose those relationships that were the best mission match?

Mizzou's international enrollment has grown the last few years but this is not a strategic priority.

Oregon State University

Overarching Questions:

1. How did your institution achieve its enrollment growth?
   - Kate came to OSU from Washington State; surprised about the excellent things happening at OSU and felt they were under-branded and not selling well enough. At the same time, they hired a new VP of marketing (Steve Clark - owned media outlets in OR had strong ties with business, nonprofits, and philanthropic groups) that did an amazing job. They began a fundraising campaign to put OSU on map.
   - OSU strategically planned for growth:
     - 6-8% annual growth for F2F;
     - 15-18% annually online-which was faster than they had thought.
     - Continuing to see expansion of online programs; slowed in on campus students.

Key Efforts:

- INCREASED MARKETING for entire campus
- INTERNATIONALIZATION of Student Body (given their location they had a niche market)
- DIVERSIFICATION of STUDENT BODY focusing on first generation and low income students
- INCREASE GRADUATE STUDENT ENROLLMENT due to faculty grant success ($360 million in FY 2016)

<u>INCREASED MARKETING</u>

- President announced his top priority is student success, especially completion rate of low income students.
  - President was able to grab everyone's attention through compelling personal stories (written by VP of Marketing). Shared on campus and at other locations in state. Invited widely to these meetings - Business, HS counselors, student admits (who were recognized), etc. Resulted in statewide and campus buy-in.
  - Consistent and ongoing messaging.

<u>DIVERSIFICATION OF STUDENT BODY</u>

- Under-represented numbers are growing (both low income and first gen)
  - In 2008 started a *Bridge to Success Program* leveraging aid to cover tuition and fees for 3200 in-state students (could keep award for four years). Additionally, 49% of those got books and supplies.
  - *Degree Partnership Program with all OR Community Colleges.*
    - Dedicated staff who work with Community College Students; have 3600 who are admitted through *Degree Partnership Program.*
    - Coordinate financial aid with Community Colleges for seamless transition.
    - Those who come through the Degree Partnership Program graduate with 19 fewer credits than regular transfer students.

2. What was the single most important factor contributing to your enrollment success? Other factors that were critical to your enrollment growth?

RETENTION

- High Achieving Students Work Group - team looking at very specific metrics that are then shared with Deans (correlation between scholarships/loans/college success rate).
- 50% of incoming freshman have HS GPA of 3.7 or higher. Able to use data to demonstrate how this changed students' likelihood of success.

- Every dean is being evaluated on how their college contributes.
    - Fundraising for international work/interns/etc.
    - Put metrics on Deans' to-do list-most Deans embraced. They provide multiple data sources to help them decide who to impact; process they use to recruit and offer coordinated scholarships to students/best practices for retention/etc.
    - Student Success Collaborative provides software that helps Deans/Colleges judge who needs most help.
    - Undergraduate admissions coordinates with Scholarships Office and Deans.

Other questions:

5. What was the cost of achieving the enrollment growth? Reallocation or new resources?

   a. What did you need to do to address capacity? (Infrastructure, staff/faculty, student services, etc.)

   - Higher education initially got an increase in budget so were able to create some infrastructure.
   - Now looking at calculations of tuition increase to meet shortfall.
   - Buy-in has been such that they can carve out dollar amount to keep in Student Success Initiative.
   - Doing an interim funding campaign (between capital campaigns). Fund raising for the next 2-3 years will be for Student Success Initiative: scholarships, undergrad research, etc..

   b. Implementation of retention strategies? (learning communities, student success strategies, sophomore on-campus residence halls, etc.)
   Were there any unanticipated negative consequences of enrollment growth?

6. How did you get faculty buy-in to support enrollment increases?
   - It only makes sense that faculty would be on board as it fits their values. It's been the on-going message and is consistent. Faculty senate meetings dedicated.
   - International Student enrollment exploded so faculty felt they weren't prepared; should have done more training for faculty to help them integrate international students.
   - Student affairs did some of this, but not enough.
   - Fireside chats with President and Provost - anyone on campus can go in and visit with them and dialogue.

Texas A&M University

Overarching Questions:

1. How did your institution achieve its enrollment growth?

1. Texas A&M has been receiving far more applications than they've been admitting students. This is because it's one of two flagships in Texas, and demand continues to increase. It's perceived as one of the two top institutions in the state. Demographics are growing, and therefore the interest in Texas A&M is growing. High schools in the state are growing in enrollments, unlike most states.
2. A dean of the College of Engineering put together a plan for doubling the number of students in engineering. It's at 11,000 students, and he wanted to go to 22,000. They're not there yet, but they're at 17,000. The number has gone from 11k to 17k in five years.
3. Around the time the engineering plan was introduced, the university made a commitment to an enrollment incentive plan whereby 85% of the tuition revenue, 10% of fee revenue and 50% of state appropriation increases would go to the college with the enrollment increase. This pushed resources to the colleges. Revenue from the state is not immediate; there's usually a two-year lag after growth. The incentive plan did not mean that all additional dollars went to Engineering, but the increase was distributed according to increased SCH, so it went to the College of Arts and Sciences, etc.

2. What was the single most important factor contributing to your enrollment success? Other factors that were critical to your enrollment growth?

   a. Undergraduate
   b. Graduate/Professional

   At the time A&M moved to the enrollment incentive model it moved away from individual fees for different types of services and introduced an overall university-level fee. This meant central admin was able to make difficult decisions about where to invest fees rather than conduct business as usual. For example, every time there was an increase in student credit hour production, Student Affairs got more money. The same was true of IT, Libraries, Transport, the Career Center, 13 service units. The one fee (equal to all the original fees) gives greater control at the university.

   State funds are based on a weight per semester, so graduate courses have more weight than undergraduate. However, undergraduate has been the focus of growth.

3. Any lessons learned that you would be willing to share with us?

   A&M did not focus just on the number of students coming in but on retention and graduation. Retention edged up, perhaps not as much as they would have liked. Most of the measures designed to improve this were around academic advising, personal degree-planning tools for students, and an emphasis on students taking 30 hours p.a. in order to retain scholarships (vs. 12 hours per semester previously). Investment in academic advising was significant, and the increased number of advisers was paid for from the enrollment growth incentive plan at the college level.

4. Do you have advice for us as we move forward?

The colleges led the enrollment growth. It was not a top-down measure but was driven by college leadership based on capacity, infrastructure. There has been some investment in buildings, but we've grown faster than we could build. Were we to do this again, we would want to be a little more aggressive up front with infrastructure OR move forward more slowly with growth.

5. What was the cost of achieving the enrollment growth? Reallocation or new resources?

    a. What did you need to do to address capacity? (Infrastructure, staff/faculty, student services, etc.)

    b. Implementation of retention strategies? (learning communities, student success strategies, sophomore on-campus residence halls, etc.)

    c. Were there any unanticipated negative consequences of enrollment growth?

a. A&M added a mix of tenure-track faculty and more non tenure-track faculty. For example in Arts and Sciences, the non tenure-track teach the lower-level classes. They were not adding more majors but were catering to additional SCH. In Engineering, they added more tenure-track and professors of practice.

   They built a financial model around enrollment growth and whether they wanted to maintain similar proportions of tenure-track faculty. Instead of being 75% tenure-track, let's go to 50% tenure-track on new hires. They modeled new investments on the staff side (e.g., academic support – advisers), police and public safety, transportation, etc. Central administration did not add a lot of staff in accounting, payroll, etc. The additions came in academic support, police and public safety, transportation.

b. They had a lot of these things in place already. However, in terms of residence halls, they don't have enough beds on campus to accommodate all freshmen, so off-campus apartments, built by developers, are providing for them. Freshmen are not required to stay on campus; there's no capacity.

c. There was a lot more concern because of the size of campus. People who leave work at 5 o'clock and who are on the roads were put out by the growth. The university should have had more conversation with the people in the community before the growth took place. There was concern that there would be a decrease in the quality of the students with the increase in enrollment. However, the data have not shown that to be the case. Had the university not grown, they might have been able to focus on increasing quality. But they could not have enhanced faculty and staff merit programs and other initiatives without the growth.

6. How did you get faculty buy-in to support enrollment increases?

There were a lot of conversations between deans and departments. Many colleges decided to grow. Departments could see real benefit to an increased in Student Credit Hours. The biggest growth was in the College of Engineering. There was some tension between Engineering and Science because of Engineering's dependence on science – math, chemistry, physics – courses. There should have been more up-front dialogue between the two deans involved. Central admin. worked with the dean of Arts & Sciences to provide funding for the hiring of more faculty in order for the college to be able to grow.

7. Did you grow across the board through your existing programs or start new programs?
    a. What markets did you concentrate on (in-state, out-of-state, international, undergraduate, graduate, and professional or a combination of all three, certificate programs)?
    b. How many new programs did you launch to achieve the increased enrollment?

Most growth occurred in existing programs although the university did add some undergraduate degree programs, namely an interdisciplinary engineering degree (a combo of civil and mechanical), a statistics degree at the undergrad level and an oceanography degree at the undergrad level. Decisions were made at the dean and department head level, depending on capacity. Growth was primarily at the undergrad level, but this did not preclude growth at the graduate level. Since the initial growth spurt, there was been an increased number of out-of-state students.

A&M grew its freshman class from 8,000 to 10,000 students; the class was really large, but it got larger. It also grew transfer enrollment – from 2,500 students to 3,600 students. There was small growth in master's programs. Quite a few master's programs are delivered via distance ed., and each program has grown. The College of Engineering did a market analysis of the skills needed to match industry demand, and that's how the interdisciplinary degree evolved.

There has not been a focus on international enrollment. If the demand was there, then it's part of the mix. But there was no specific outreach, no additional investment made to recruitment of international students.

A&M has added 30 programs in the last five years, but Dr. Pettibon would say say, "Oh, we have hundreds in that."

8. What is your budget model? Is there an incentive model for online programming? Is there an incentive model for enrollment increases – grad/professional/undergraduate?

Enrollment incentive model.

Distance – normal tuition and distance ed. Add-on to tuition and fee structure

Distance education money always flowed to the department; the university does not even tax it.

Historical budget model–Decisions on where to invest are made by the university leadership. They do some modeling, analysis in terms of what each college is generating in terms of weighted semester hours, SCH, tuition and fees, etc. Some 65%-75% of all money goes back to each of the colleges. Two colleges traditionally have been the ones that don't generate as much money as they get; One of them is the School of Government.

A&M has a tiered tuition model. Each college has a different tuition rate. The lowest is liberal arts; the highest is engineering.

9. Is your online programming centralized or individualized at the campus-level?

Definitely not centralized. Six years ago, the Office of Distance Education was dissolved. Distance education is really driven by the faculty in each department.

10. Were your enrollment increases driven by increases in new students, increases in retention rates or a combination of both?

Addressed previously.

11. Did you leverage partnerships with two- and four-year institutions; international partners, industry partners, non-profit partners, etc.? If so, how did you choose those relationships that were the best mission match?

Yes; A&M leveraged relationships with 2-year institutions, community colleges. The College of Engineering created Engineering Academies, co-enrollment programs with community colleges. For the 1st and 2nd year of Engineering, the students take courses taught by the A&M faculty; the community college faculty teach the science and liberal arts requirements. A&M has five Engineering Academies in community colleges around the state–Austin, Houston, Dallas. Professors of practice resident in those areas teach the engineering courses.

They looked at one point at international partners and did not see enough ROI, so they did not expand internationally.

University of Cincinnati

Context:

- Enrollment increase efforts started in 2004 as a result of a crisis at University of Cincinnati:
- New President – Nancy Zemper
- Consistent decreases in enrollment from 1983–2004.
- Decision to get rid of evening college–lost 4,000 students.
- Riots in 2001 following shooting of Timothy Thomas-$3.6 million in damages in areas near campus; $10 million estimated loss due to subsequent boycott-led to reputation that campus was unsafe.
- University had substantial excess capacity – had been doing a large number of capital improvement projects prior to 2004 despite enrollment decreases, and hadn't reduced faculty as enrollments declined, so had substantial excess faculty resources. Because of this, enrollment initiatives didn't require substantial physical improvements or faculty hiring.

Source of enrollment increases:

- Total enrollment was 33,000 in 2004 and is approximately 45,000 today.
- Growth came from three areas:
    - About 1/3 of growth came from growth in distance/online (2/3 of this growth was from graduate online and 1/3 from undergrad online–with most of undergrad online focused on allied health fields).
    - About 1/3 of growth came from retention increases–retention was 72% in 2004 and is 88% today
    - About 1/3 of growth came from growth in new freshmen and transfer students
        - In 2004, new freshman class was 2,800, today is 5,000
    - Much of enrollment growth is in STEM fields because State of Ohio provides incentives for STEM students (grants and scholarships)

Retention:

- Spent a year profiling students to assess the traits of successful students and the traits of unsuccessful students.
- In 2004, had a truly open-access campus (no minimum ACT)
- Tightened admission standards and found that enrollment increased
    - Now have a minimum ACT of 18 (and only take ACT's of 18 if high school grades are good) and an average ACT of 25.7
    - Individual colleges can set higher admission standards (e.g. average ACT in Business was 21 in 2004 and is now 27)
- Learning Communities are not residential. Students take 3-4 classes together and participate in co-curricular activities (e.g. Engineering students take calculus, chemistry, and physics together)
    - 65% of students are in a learning community
- Invested heavily in advising services for students
- Created a "one stop shop" for financial aid, registrar and bursar–processing was still done at separate offices, but student-facing services are combined and staff is cross-trained on all areas so that a single staff member can answer a student's questions related to financial aid, student account questions, and registrar issues.
- Additional resources to provide co-curricular support (particularly in the last two years)

- Faculty development initiatives and incentives to improve pedagogy in gateway courses
    - Some Department Chairs required participation in faculty development programs
    - Some Chairs used participation as part of teaching evaluation process on annual reviews
    - Some Chairs just recognized faculty who did participate, but didn't formally require participation
    - Some Chairs required participation for new faculty or faculty who teach key intro courses
    - Adoption of common syllabi across sections in gateway courses

- PACE program in Business (Professionalism, Academics, Character and Ethics) similar to PrEP program at UNL CBA

<u>Incentives:</u>

- Had substantial faculty buy-in at first because of dire circumstances
- Provided Success Challenge Grants to provide seed money to start new degrees, majors or co-curricular programming to improve retention
    - No longer do this, because Colleges now use revenue sharing under Performance Based Budgeting to fund new initiatives
- Switched to Performance Based Budgeting–if colleges grow, they get additional resources – formula is transparent
    - This was the single most important key to enrollment growth success as it gave colleges an incentive to participate
    - Have had to make some adjustments to support high profile programs that have constraints on growth (e.g. Conservatory of Music)
    - Based on a combination of increases in majors and increases in credit hours taught
    - Details on how Performance Based Budgeting works:
        - https://www.uc.edu/provost/about-us/profile/business/PBB.html
        - https://www.uc.edu/provost/about-us/peopleandoffices/institutional_research/pbb_reports.html

- Increased the number and size of faculty teaching awards and increased recognition of top teachers to incent faculty to improve teaching

<u>Facilities:</u>

- Didn't need substantial upfront investments in facilities or faculty – see Context section
- Have pursued partnerships with private developers instead of building own residence hall space
    - Private partnerships have created 3,000 additional bed spaces
    - University block leases rooms from the developers
- Only first-year students must live on campus

<u>Admissions:</u>

- Regional recruiters in Chicago, Atlanta, Dallas and DC/Maryland
- Strategic partnerships with four community colleges:
    - Seamless transfer with simplified application
    - Clear advising guides – students know exactly which courses will be accepted

    - Do not have common statewide course numbering, but regularly work with community college advisors from these four schools to be sure articulation agreements are current
- Online–completely decentralized–do not use Penn State Online Worldwide model
    - Encourage colleges to be entrepreneurial
    - Marketing of online programs is done at the college level
    - Most of online is at graduate level–specialized masters and MBA
    - Undergraduate online focused on STEM fields–primarily allied health fields as State of Ohio provides scholarships and grants and job outlook is very strong

<u>Miscellaneous:</u>

- Now the University has used up its excess capacity and faculty resources–have reached capacity so further growth will be more expensive
- Underestimated the level of IT support needed as enrollment increases

University of Alabama

1. How did your institution achieve its enrollment growth?
    - Started taking enrollment growth seriously in 2002-2003 with the arrival of a new president; 20,000 students before enrollment initiative
    - Number of students graduating from HS in Alabama predicted to be flat in upcoming years, so out-of-state students have been the main driver for enrollment growth
    - Targeted HS students from other members of the Southeastern Conference and Big Ten as well as Texas because of large alumni population
    - Increase in out-of-state scholarships
    - Increasing diversity (race/ethnicity, socioeconomic status, geographical location) was also a goal
    - Primary target was undergraduate enrollment
    - Majority of enrollment growth has been through on-campus programs vs. new online programs; very few new programs

2. What was the single most important factor contributing to your enrollment success? Other factors that were critical to your enrollment growth?
    - Undergraduate–Not a single factor; timing aligned with market downturn that left University of Alabama in a good position to grow when others could not, increase in scholarship packages; athletics was doing very well and the expansion of the Southeastern Conference also helped; investment in regional recruiters
    - Graduate/Professional–starting to focus on now

3. Funding Model at the level of the colleges?
    - Targeted enrollments set for colleges
    - Other than the College of Engineering, most colleges would say that increased funding at the college level did not keep up with the growth in students; colleges feel that they are underfunded, but still engaged in the process
    - Starting to see an increase in faculty FTE and professional advisors
    - Retention is also starting to become more important

4. Any lessons learned that you would be willing to share with us
    - Transparency of the enrollment growth plan is key for stakeholder involvement
    - Important to gauge how constituents/stakeholders will view increased enrollment from out-of-state students
    - If you plan to change the scholarship model, do your homework to see how it will impact in-state students

5. Do you have advice for us as we move forward?
    - Involvement/engagement of highest level administrators essential, model by example
    - Develop shared vision at the campus and state levels

Rutgers University

How did your institution achieve its enrollment growth?

- Rutgers has been very strategic and comprehensive, focused on attracting stronger students in multiple categories.
- Rutgers was seeing students leaving New Jersey and began making changes in 2006 to attract these students.
- Established the Enrollment Management Office in 2006.
- Use an RCM budget model where production is tied to revenue/tuition. Deans are very involved with focus on strong enrollment growth and retention.
- Financial model rewards colleges with academic gains. Result was higher retention. First year enrollment numbers actually went down 1.5%. First year retention at 93% and the six year graduation rate is 84%.
- Invested in financial aid. Stronger merit/scholarship programs. Need-based discount only for New Jersey students.
- Rutgers does a federal work studies match of 100%. On-campus work experience/affiliation with faculty directly tied to student success.
- Targeted stronger students.
- Created Enrollment Outreach program with a five-year strategic plan. Included goals for all categories/departments. Did not share specifics.
- Began using the Self-Reported Academic Record for admitting in 2007 to speed up the admission process and recognize the work ethic of students. Kept a separate section to identify AP courses. They like the work ethic as a predictor of student success, especially for the low-income prospects.
- Built new Honors College residence hall to attract the top New Jersey students. The new residence hall is very upscale. They wanted a very private college experience, includes advising and research and study abroad opportunities for freshmen.
- Created the Rutgers Future Scholars program for low income students designed to increase the numbers of academically ambitious high school graduates which come from less-advantaged communities; inspire and prepare them to meet Rutgers admissions standards–then provide tuition funding to those how are admitted and choose to attend Rutgers. Select 200 7th graders cover 100% tuition while they attend. Idea is to start early so these students know they have an opportunity to attend college and will study hard to work towards acceptance. Admission standards did not change for this group. Over 2000 have been accepted with a 98% High School graduation rate and a 98% Admissions acceptance rate. Honor commitment even if students attend community college.
- Invested $ 4.4 million in branding and marketing in a three-year campaign.
- Hired twelve regional recruiters. These are ex-high school counselors that work eight months, employed exclusively by Rutgers. They come to campus annually for training.
- Created MyRutgers Future portal to target 9th graders and up. The portal is designed to provide resources about Rutgers, learn about pre-college courses and explore academic majors, etc. Allows students to track high school courses and determine if they meet Rutgers "pre-req." This has helped increase applications. (Use Banner)

- Used 4% return on revenue to invest in out-of-state and international recruitment; increased enrollment from 6% to 17%; for 2017 international apps are up 13% (don't expect yield will be that high given travel ban).
- Rutgers participates in the ACAC international summer conference (registration for 2017 is now). Over 1,800 people from other countries are invited to a U.S. campus each year. Rutgers is able to showcase the university and attract international students. Last year, received 47 applications from Egypt because of this conference. This has been very successful.
    - Rutgers partners with other (some Big 10) schools (non-competitive) to host regional receptions abroad. They share travel expenses, etc.
    - Rutgers will involve alumni members on these trips and merge the group during a reception to help recruit students. Described these events as "high yield"–recent event in Thailand yielded 19 students.
- Rutgers does not contract with recruiters abroad, it has not proven fruitful.

Did you grow across the board through existing programs or start new programs?

- Very aggressive online programs as well. Online programs and graduate programs are not under his direction; could not provide details.
- Added a very supportive advisor program.

What was the single most important factor contributing to your enrollment success? What other factors were critical to your enrollment growth?

- Budget model provided the Deans the opportunity and incentives to grow their colleges.
- Invested in Retention Office funded by the colleges.
- Started a committee in 2007 with representatives from all campuses to research and explore student success factors and strategies. Still meet regularly.

Were there any negative consequences of enrollment growth?

- Challenge has been to maintain diversity.
- There is overcrowding in New Brunswick which dampens their goal of improving the student experience.

Any lessons learned you'd be willing to share with us?

- They have taken a very scientific approach. Office of Admissions has three full time statisticians that analyze demographic data, disciplines in demand and yields by zip code, etc.
- Attach cost and benefit to efforts and evaluate your results.

How did you get faculty buy-in to support enrollment increases?

- Worked very closely with the faculty senate. Faculty is generally very supportive.

Do you have any advice for us as we move forward?

- Out-of-state market is based on income over $150,000.
- Personalize their experience.
- Rutgers is very conscientious about the growth. For instance, limits the number of students from China admitted to their business school so as not to create too many students from one region or category.

What is the financial model? Is there an incentive model for enrollment increases? Is there an incentive model for online programs?

- RCM model focused on tuition revenue and academic criteria. Rewarded those schools/colleges that made academic gains.

What was the cost of achieving the enrollment growth? Re-allocation or new resources?

- No specifics provided other than the above.
- Only minimum tuition increases of 1.5-2.0%.
- Revenue from out-of-state and international improved tremendously. International enrollment went from 6% to 17%, goal is 25%.
- Current international applications are up 13% for coming year.