North Dakota Higher Education Seminar

Presentation by William E. Kirwan
USM Chancellor
September 26, 2007

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The Context for "Effectiveness & Efficiency"

In 2003-2004, USM facing unprecedented challenges:

- Quality rising
  - 80 top 25 programs
- State Aid declining
  - $120 million cut
- Enrollment surging
  - 30% growth projected anticipated
- Demands increasing
  - "Knowledge Economy"

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Structure for "Effectiveness & Efficiency"

- Board goals
  - Optimize use of available resources
  - Protect quality
  - Expand capacity
- Board Workgroup
- Chancellor's Council
- Faculty and Staff Councils

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E & E Phase I "Academic Action Items"

Action items developed to build capacity

- Faculty Workload
  - 10% increase in teaching loads across the USM
- Time to Degree
  - Degree programs limited to 120 credits
- On-line and out-of-classroom learning
  - 12 credits completed outside traditional classroom experience
- Enrollment management
  - Maximize utilization of "comprehensive" institutions

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E & E Phase I
"Administrative Action Items"

Action items developed to reduce costs and fund quality

- Support and Administration:
  - Centralization of "shared services" such as Audit, Construction Management, Real Estate Development, and other functions
- Procurement
  - Leverage the USM's buying power for "strategic sourcing" to drive down prices
- Enrollment Management Services
  - Streamline student services functions to eliminate unnecessary duplication
- Review Organizational Structure of Special Purpose Institutions

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E&E Phase I
Impact

- Systemic reengineering of administrative processes:
  - Cost-containment, cost-avoidance, strategic reallocation, and alternative-revenue generation
    - Mitigated tuition increases for '05 academic year
    - FLAT tuition for '06, '07, '08 academic years
      - $60 million in cost savings directly attributable to Phase I E&E initiatives in FY '05 through FY'08
- Systemic reengineering of academic processes:
  - Accommodated 25 percent of projected enrollment growth over three years; state paid its share of cost for remaining growth

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E & E Phase II
Academic Initiatives

- Transforming the Academic Model
  - Condensed and Combined Degree Programs
    - Three-year intensive programs and combined bachelor's/master's degrees
  - On-Line Education Strategies
    - University of Maryland University College
      - World leader in online education with 144,000 enrollments
      - Drawing upon UMUC's online expertise to benefit the entire system
    - Design fast-track programming options by offering 4-6 week courses on-line during the fall and spring semesters
    - Offer intensive workshop classes blended with online instruction
    - Expand course offerings and entire degree programs

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E & E Phase II
Academic Initiatives

- Transforming the Academic Model (cont'd)
  - Course Redesign / Curriculum Transformation
    - Based upon the NCAT model, reduce cost structure for large enrollment courses while maintaining quality
  - Competency Test Assessment Program
    - Student learning outcomes assessment
  - Trimester
    - "Pilot" a trimester model that would permit optimal facility use and accommodate increased enrollment
  - Expand Regional Education Centers

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E & E Phase II
Academic Initiatives

- Enrollment Strategies
  - Applicant Referral System
  - Two-year/Four-year Dual Admission
  - Guaranteed Spring Admission/Fall Credit Alternatives
  - Early College Access
    - AP Common Minimum Standards
    - Articulated Partnership Agreements (H.S./University)
  - Renewed commitment to Need-Based Financial Aid

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E & E Phase II
Administrative Initiatives

- Transforming the Administrative Model
  - Shared Services
    - Review transaction processing cycles (billing, collections, accounts payable, disbursements, management functions)
  - Financial Best Practices
    - E-billing
  - Procurement
    - Aggregate procurements
    - Develop procurement web site
  - Energy
    - Implement short and long term conservation measures and develop capacity for leveraging costs.
  - Development and Implementation of On-Line Integration Software

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Overall E&E Summary

- Continuous system-wide reengineering
  - To accommodate rapid enrollment growth
  - To mitigate tuition increases and enhance financial aid
    - Especially need-based aid
  - To protect and enhance quality
- Ensuring accountability through established, easily accessible "dashboard" indicators
  - Transparent data points on student learning and success
    - Time to degree, graduation rates, transfer rates, etc.
- E&E Phases I and II enable USM to expand capacity, promote affordability and enhance quality

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Accountability

- E&E is a vital "first step"
- Also an obligation to provided accountability and transparency
  - Relatively standardized data points
    - costs, degree offerings, graduation rates, etc.
    - core learning outcomes
- AASCU and NASULGC developing Voluntary System of Accountability

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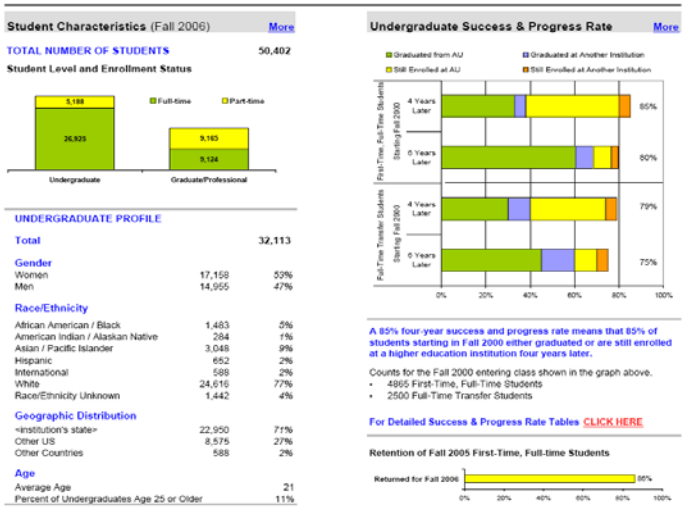
"Accountability University"
VSA Web Template Page 1



Student Characteristics (Fall 2006) More

TOTAL NUMBER OF STUDENTS 50,402

Student Level and Enrollment Status

UNDERGRADUATE PROFILE

Total	32,113	
Gender		
Women	17,158	53%
Men	14,955	47%
Race/Ethnicity		
African American / Black	1,483	5%
American Indian / Alaskan Native	284	1%
Asian / Pacific Islander	3,048	9%
Hispanic	652	2%
International	588	2%
White	24,616	77%
Race/Ethnicity Unknown	1,442	4%
Geographic Distribution		
<institution's state>	22,950	71%
Other US	8,575	27%
Other Countries	588	2%
Age		
Average Age		21
Percent of Undergraduates Age 25 or Older		11%

Undergraduate Success & Progress Rate More

A 85% four-year success and progress rate means that 85% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above.
- 4865 First-Time, Full-Time Students
- 2500 Full-Time Transfer Students

For Detailed Success & Progress Rate Tables CLICK HERE

Retention of Fall 2005 First-Time, Full-time Students

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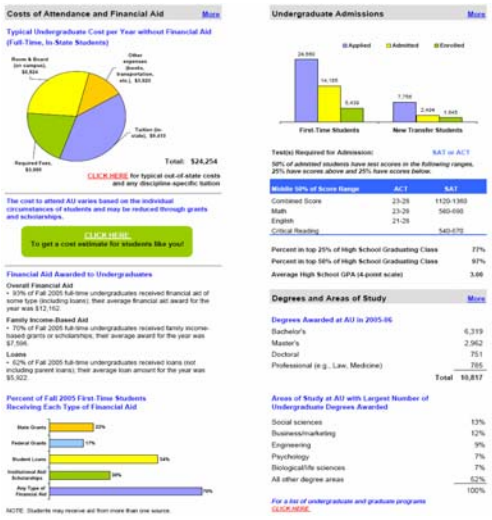
VSA Web Template Page 2



Costs of Attendance and Financial Aid More

Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students)

CLICK HERE for typical out-of-state costs and any discipline-specific tuition

The cost to attend AU varies based on the individual circumstances of students and may be reduced through grants and scholarships.

CLICK HERE To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates

Overall Financial Aid
- 93% of Fall 2005 full-time undergraduates received financial aid of some type (including loans); their average financial aid award for the year was $12,162.

Family Income-Based Aid
- 70% of Fall 2005 full-time undergraduates received family income-based grants or scholarships; their average award for the year was $7,596.

Loans
- 62% of Fall 2005 full-time undergraduates received loans (not including parent loans); their average loan amount for the year was $5,922.

Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid

NOTE: Students may receive aid from more than one source.

Undergraduate Admissions More

Test(s) Required for Admission: SAT or ACT

50% of admitted students have test scores in the following ranges. 25% have scores above and 25% have scores below.

Middle 50% of Score Range	ACT	SAT
Combined Score	23-28	1120-1360
Math	23-28	560-690
English	21-28	
Critical Reading		540-670

Percent in top 25% of High School Graduating Class	77%
Percent in top 50% of High School Graduating Class	97%
Average High School GPA (4-point scale)	3.66

Degrees and Areas of Study More

Degrees Awarded at AU in 2005-06

Bachelor's	6,319
Master's	2,962
Doctoral	751
Professional (e.g., Law, Medicine)	785
Total	10,817

Areas of Study at AU with Largest Number of Undergraduate Degrees Awarded

Social sciences	13%
Business/marketing	12%
Engineering	9%
Psychology	7%
Biological/life sciences	7%
All other degree areas	52%
	100%

For a list of undergraduate and graduate programs CLICK HERE

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"Accountability University"
Student Characteristics – Fall 2006

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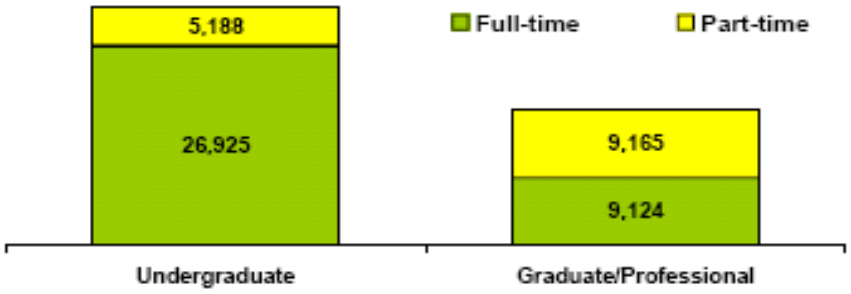

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"Accountability University"
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Race/Ethnicity Unknown	1,442	*4%*

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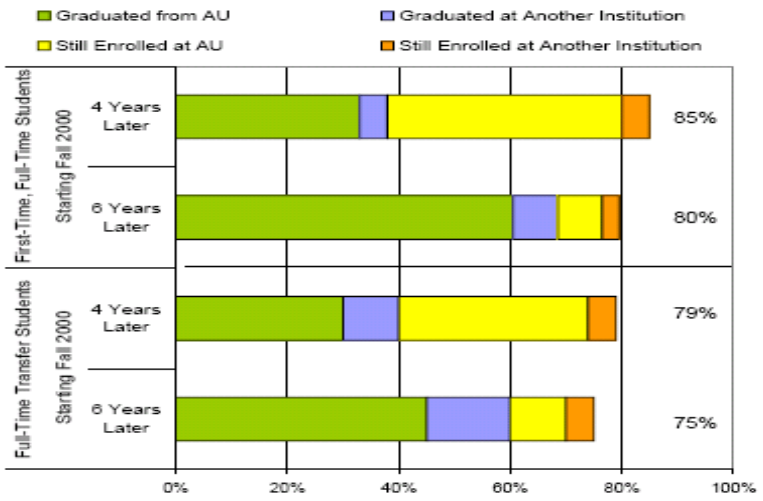
"Accountability University"
Undergraduate Success and Progress Rate



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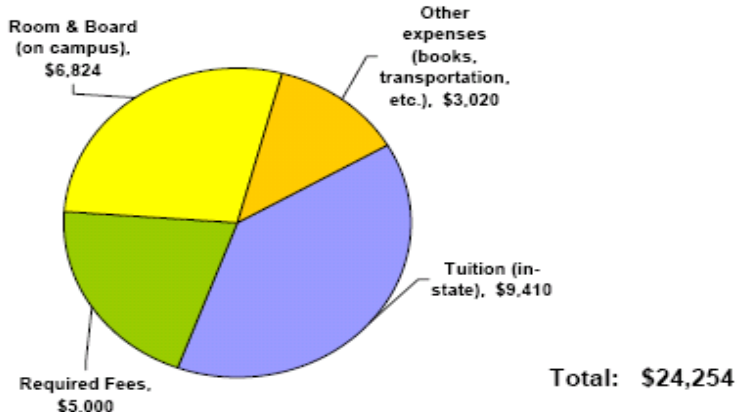
"Accountability University"
Cost of Attendance

Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students)



Total: $24,254

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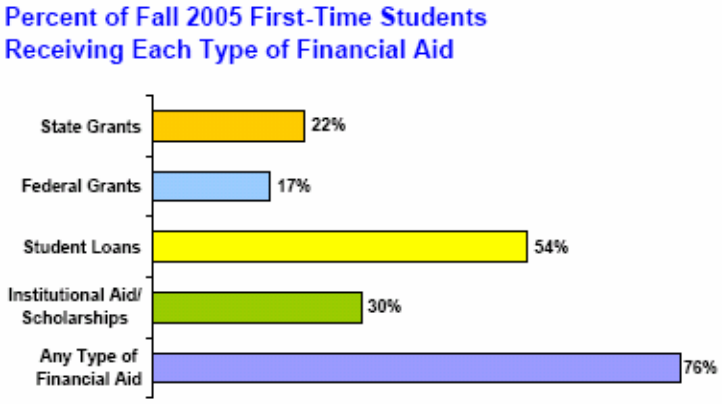
"Accountability University"
Financial Aid



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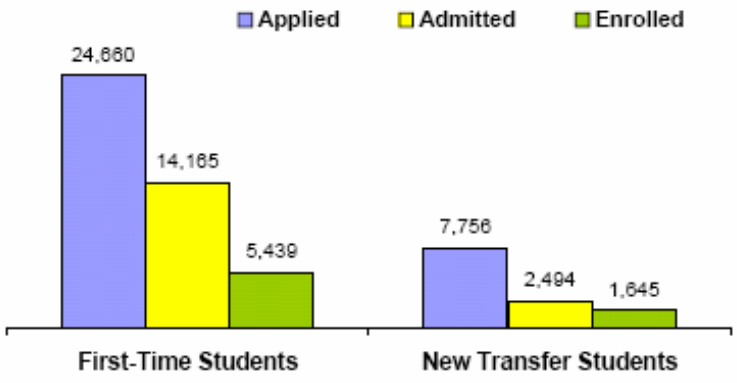
"Accountability University"
Undergraduate Admissions



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"Accountability University"
Standardized Tests & Class Rankings

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"Accountability University"
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"Accountability University"
The AU Community

Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	69%
Undergraduate classes with fewer than 50 students	84%

Instructional Faculty

Total Full-time Instructional Faculty	1,991
% Women Faculty	31%
% Faculty from Minority Groups	13%
% Faculty with Highest Degree	69%

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"Accountability University"
Carnegie Classification of Institutional Characteristics

Basic Type
Research University with very high research activity

Size and Setting
Large four-year, primarily nonresidential

Enrollment Profile
Majority undergraduate

Undergraduate Profile
Full-time four-year, more selective, higher transfer-in

Undergraduate Instructional Program
Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program
Comprehensive doctoral with medical/veterinary

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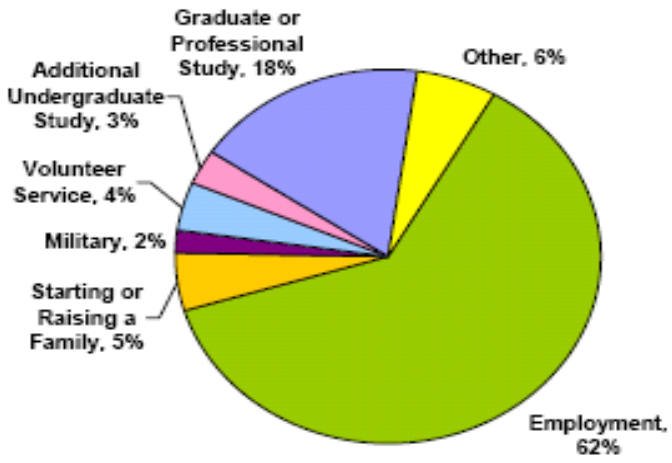
"Accountability University"
Future Plans of Degree Recipients



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"Accountability University"
Student Engagement, Experience and Perceptions

Group Learning Experiences
xx% of seniors participated with other students and faculty members outside of class.
xx% of seniors worked on class assignments and projects with other students.
xx% of seniors managed or provided leadership for a club or organization.

Active Learning Experiences
%% of seniors spend at least 6 hours per week outside of class on academic activities.
xx% of seniors worked with a faculty member on a research project.
xx% of seniors worked on an off-campus committee, organization, or project.
xx% of seniors applied material learned in class to other areas such as jobs or internships.

Experiences with Diverse Groups of People and Ideas
xx% of seniors had discussions with students from a different country than their own.
xx% of seniors had discussions with students whose philosophy of life and personal values were very different from their own.
xx% of seniors had discussions with students whose race or ethnic background was different than their own.

Student Satisfaction
xx% of seniors would attend the same university again if they started over.
xx% of seniors found campus staff to be helpful, considerate or flexible.

Institutional Commitment to Student Learning and Success
xx% of seniors discussed career plans with a faculty member.
xx% of seniors discussed academic programs and requirements with a faculty member.
xx% of seniors used a learning lab or center to improve skills
xx% of seniors talked with a faculty or staff member about personal concerns.
xx% of seniors report working harder than they thought they could to meet an instructor's standards or expectations.

Student Interaction with Campus Faculty and Staff
xx% of seniors worked harder after receiving feedback from an instructor.
xx% of seniors participated in discussions with other students and faculty members outside of class.
xx% of seniors discussed ideas for class assignments, term papers, or projects, with a faculty member.

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"Accountability University"
Student Learning Outcomes

Average Institutional Scores

	Freshman Score	Senior Score
Critical Thinking	44	65
Writing Essay	38	57

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The E&E / VSA Nexus

- E&E enables higher education systems and institutions to meet **THEIR** obligation as responsible fiscal stewards
  - Furthering the goals of access
  - affordability
  - and excellence
- VSA provides parents and students with the information THEY need to make the best possible decisions

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