

# **Enrollment Management and Strategic Planning for Graduate Students**

**Jesuit Graduate Admission Professionals  
Professional Development Meeting  
April 6, 2011**

### **Eduventures Works with Institutions to Identify and Gather the Information that Will Help Them Address Challenges, Make Decisions, and Accomplish Goals**

- *What is the broad context?*
- *What is our context?*
- *How are we both similar and unique, within the broad context?*
- *How have others addressed similar challenges?*

***What are your institution's strategic goals for graduate education?***

### Shaping Our Discussion

***The Path Forward: The Future of Graduate Education in the U.S.***

**Published April 2010.**

**This report is the product of the Commission on the Future of Graduate Education in the U.S. (CFGE), a joint effort of the Council of Graduate Schools (CGS) and Educational Testing Service (ETS).**

**It provides the starting point for the rest of our discussion.**

### *The Path Forward* Highlights Current Trends in Graduate Education

- **The Pathway to Graduate School**

- Graduate applicant pool
- Enrollment trends at the graduate level
- Who chooses to go to graduate school?
- Influx of “nontraditional” students

- **Graduate Degree Recipients**

- Types of graduate degrees
- Trends in degrees awarded
- Non-completion
- Graduate degree recipients & the workforce
- Different occupations/different skills
- Where do graduate degree holders work? (master's & doctoral)

- **Understanding International Competition**

- Changes in international education
- Retaining share of international students
- Quality & reputation
- Changes in global demographics & student mobility
- Public policy & visas
- Employment opportunities

### ***The Path Forward* Identifies Vulnerabilities and Recommendations Regarding Recruitment, Retention and Career Development for Graduate Students**

- **Current Vulnerabilities in the University Domain**

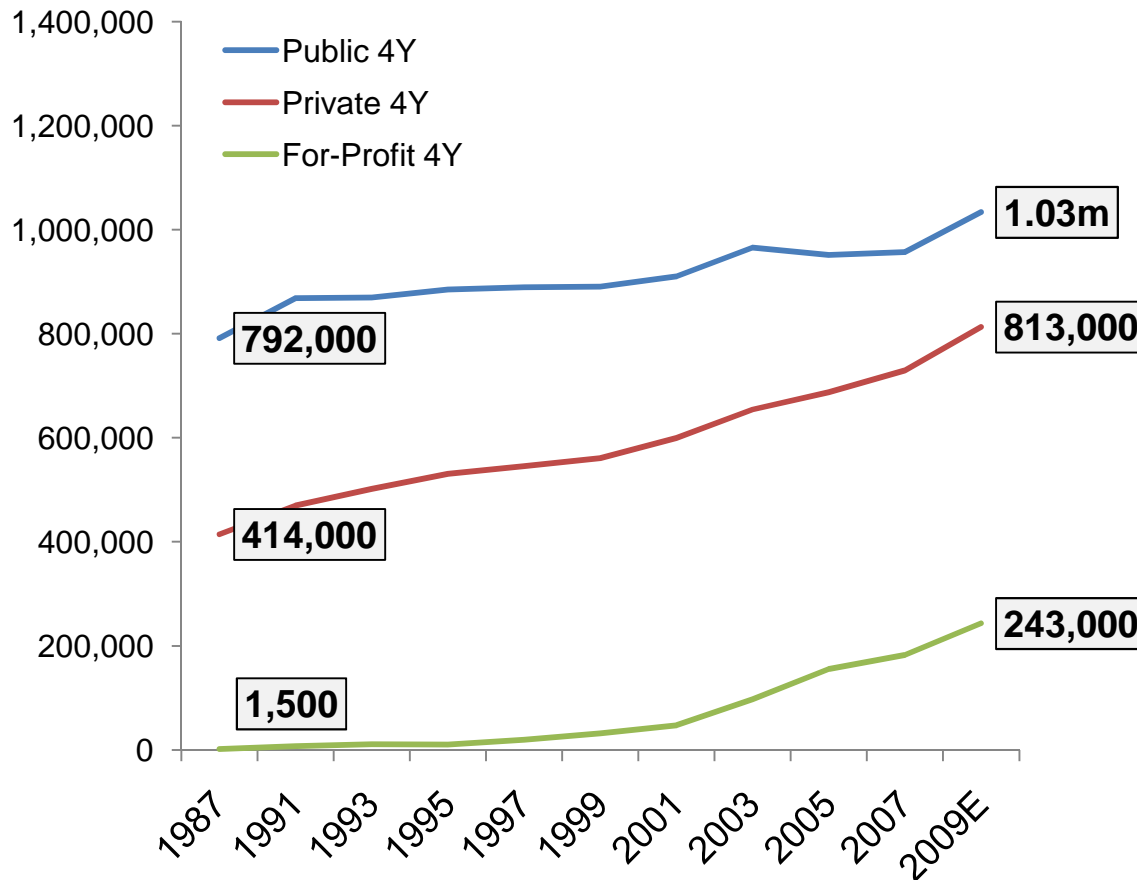
- Attrition in graduate education
- Getting & keeping students in the university
- Providing career path transparency (especially at doctoral level)

- **Recommendations for Universities**

- Improve completion rates
- Clarify career pathways for graduate students
- Prepare future faculty
- Prepare future professionals
- Establish & expand programs to identify talented undergraduate students

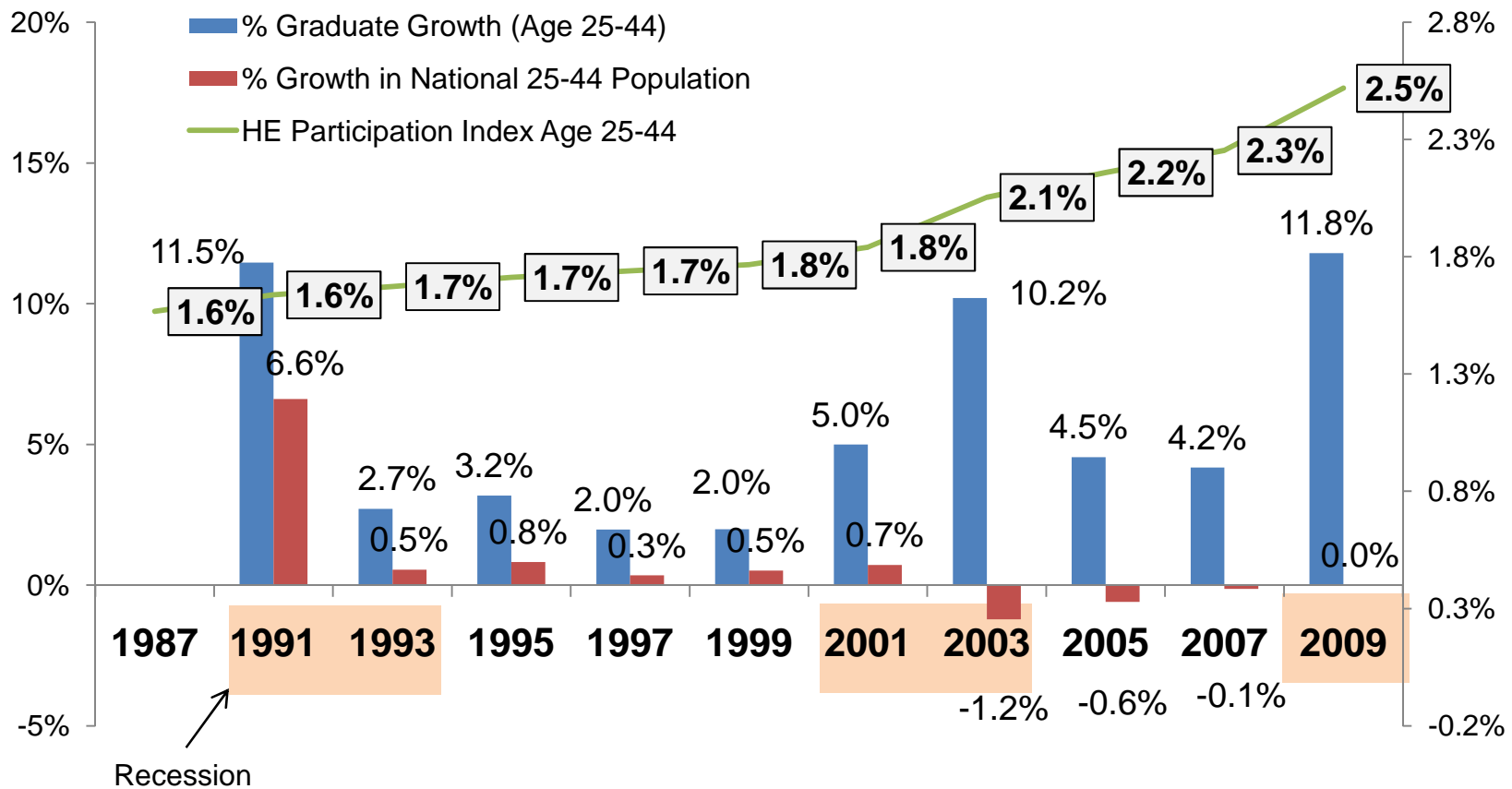
## Strong Adult Graduate Growth Across All Sectors; For-Profit Contribution to Date Much More Limited Than at Undergraduate Level

Age 25+ Graduate Students by Control 1987-2009E



Source: IPEDS and Eduventures analysis

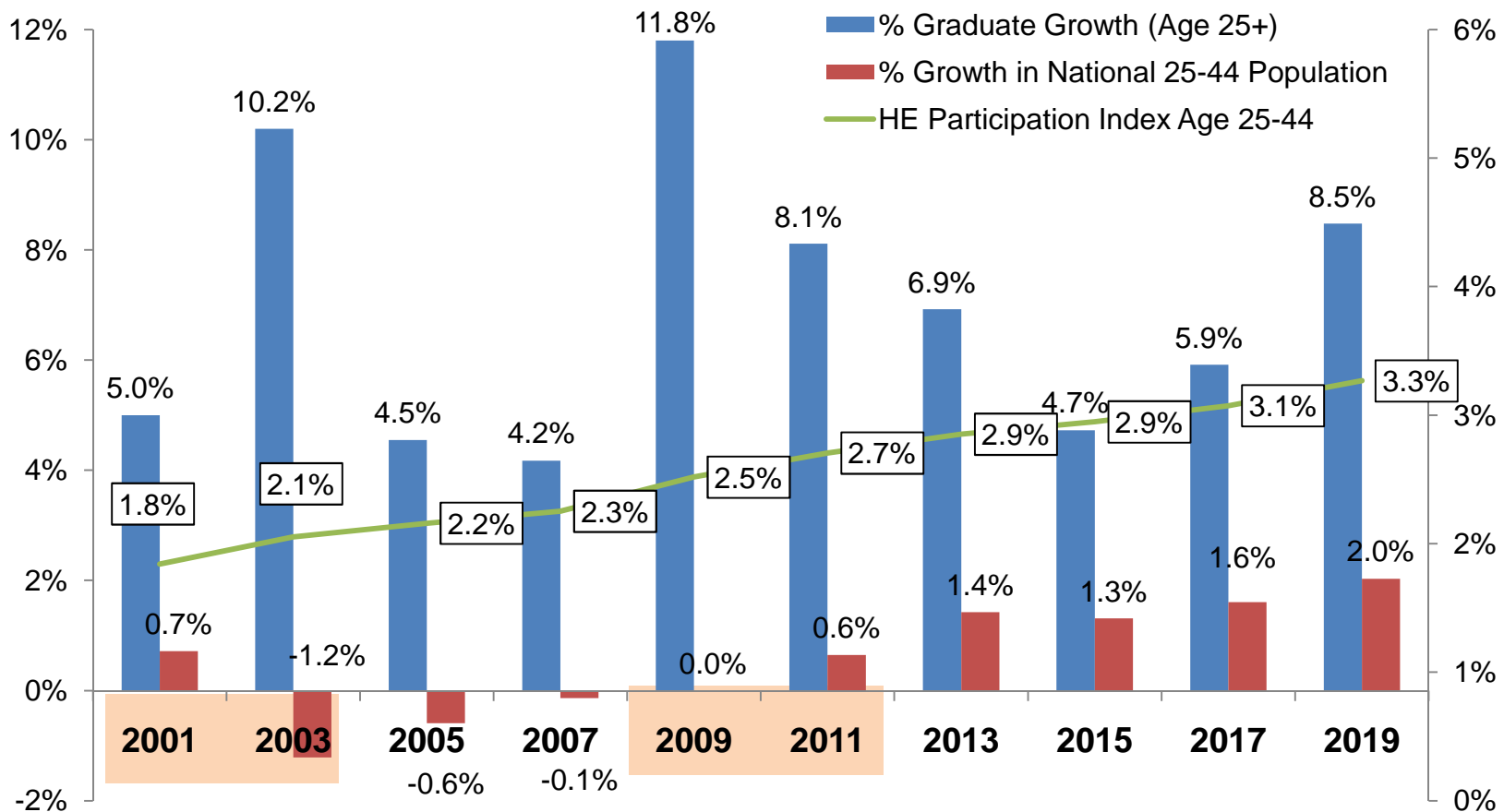
## Adult Graduate Participation: Strong Growth and the Power of Counter-Cyclicality



**Online-** c.27% of the adult graduate market is 80%+ online (2009)

Source: IPEDS, U.S. Census and Eduventures analysis

## Projection 2019- Upward Pressure from Bachelor's Volume and Demographic Boost Will Limit Slowdown as Economy Recovers

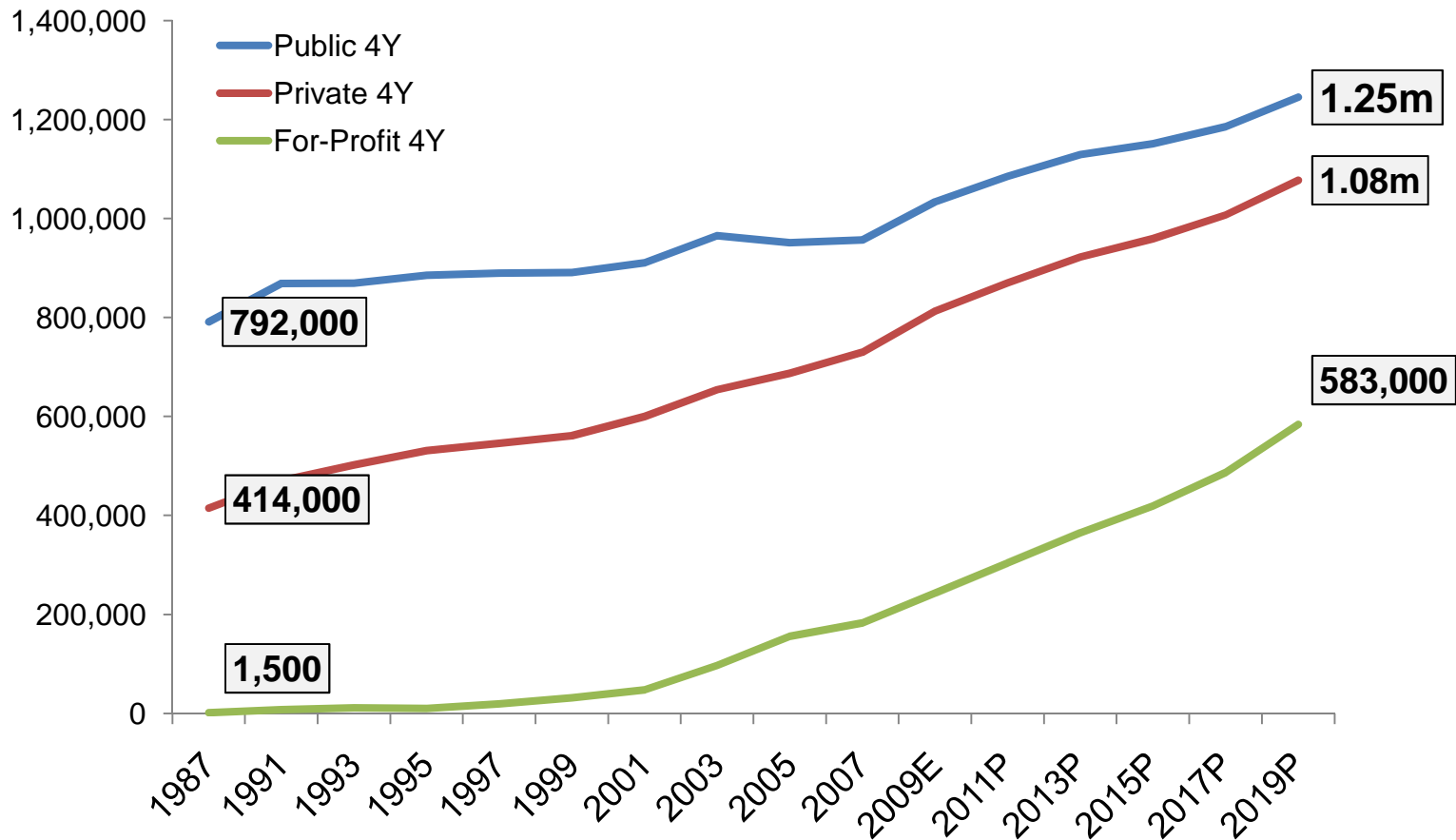


**Online-** by 2015, c.50% of the adult graduate market will be 80%+ online

Source: IPEDS, U.S. Census and Eduventures analysis

## Projection 2019: Healthy Future for All

**Age 25+ Graduate Students by Control 1987-2019P**



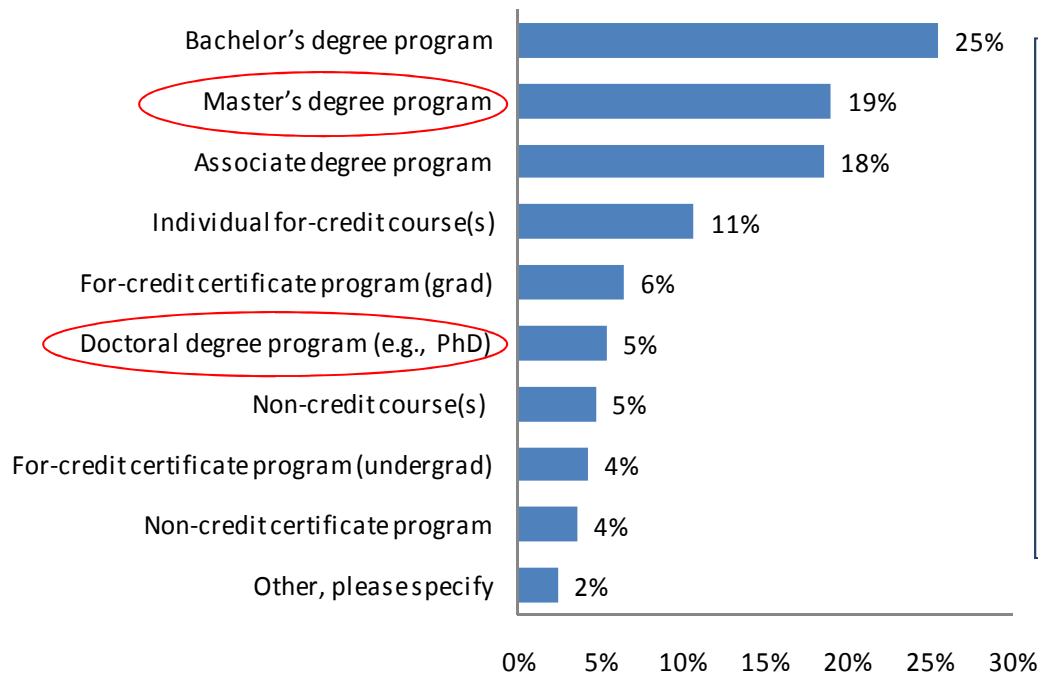
Source: IPEDS and Eduventures analysis

### Eduventures Analysis Based on a Nationally Representative Survey of 1,507 Prospective Adult Students, Conducted in February 2009

- Eduventures analysts worked with a survey fielding company to recruit a nationally representative sample of 1,507 prospective adult students
  - **Respondents to the online survey were qualified as adult students holding a high school diploma or above and *planning to enroll in a college or university delivered course or program within the next 2 years***
- Survey respondents represent a range of course and program types and curriculum disciplines, and reflect the diversity of the national CPE market:
  - 37.6 years old (avg.); 58% married; 59% have children
  - 83% currently employed; median household income of \$60,000-\$70,000
  - 70% planning to study part-time (20% not sure, 10% full-time)
  - **26% motivated by changing careers; 13% personal interest/personal enrichment**

## Adult Program Interests: 1 in 4 Adult Learners Plan to Begin Graduate Degrees Within Two Years

Anticipated Course/Program Type



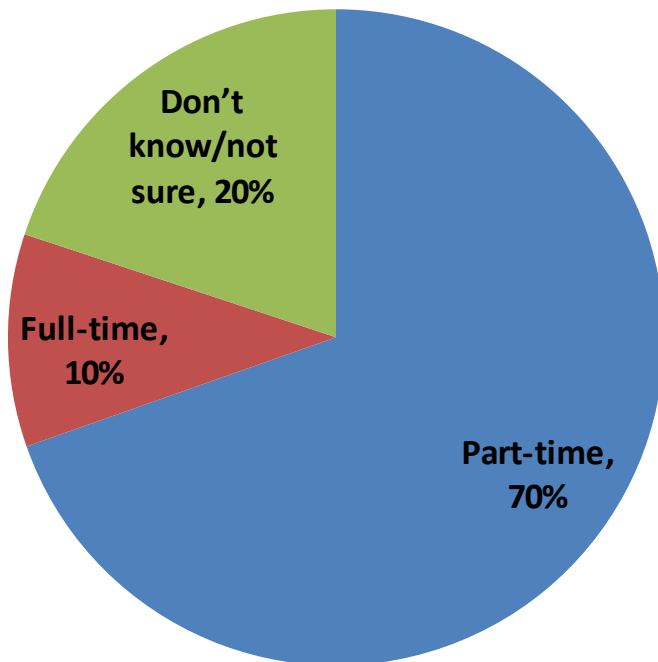
### Top Curriculum Areas Across All Program Types

Business	23.4%
Education	10.5%
Computer sciences/ info Technology	8.2%
Health professions and related sciences	8.0%
Nursing	5.2%
Psychology	3.0%
Law and legal studies	2.7%
Engineering	2.6%
Communications, journalism, PR	2.2%
Visual arts	2.2%

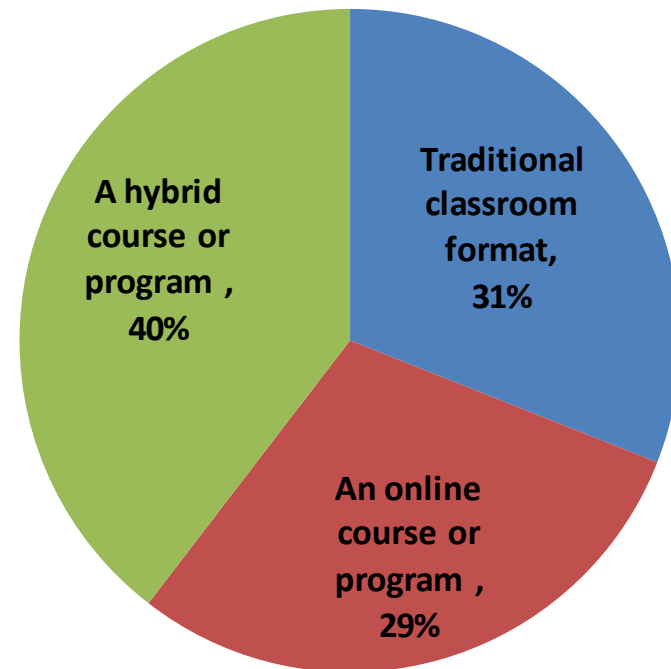
Degree programs: 67%  
 Certificate programs: 14%  
 Individual courses: 16%  
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 Credit: 88%  
 Non-credit: 10%

## Adult Learners Expect to Enroll Part-Time and Participate in a Combination of Traditional and Online Courses

Part-Time or Full-Time Attendance Plans

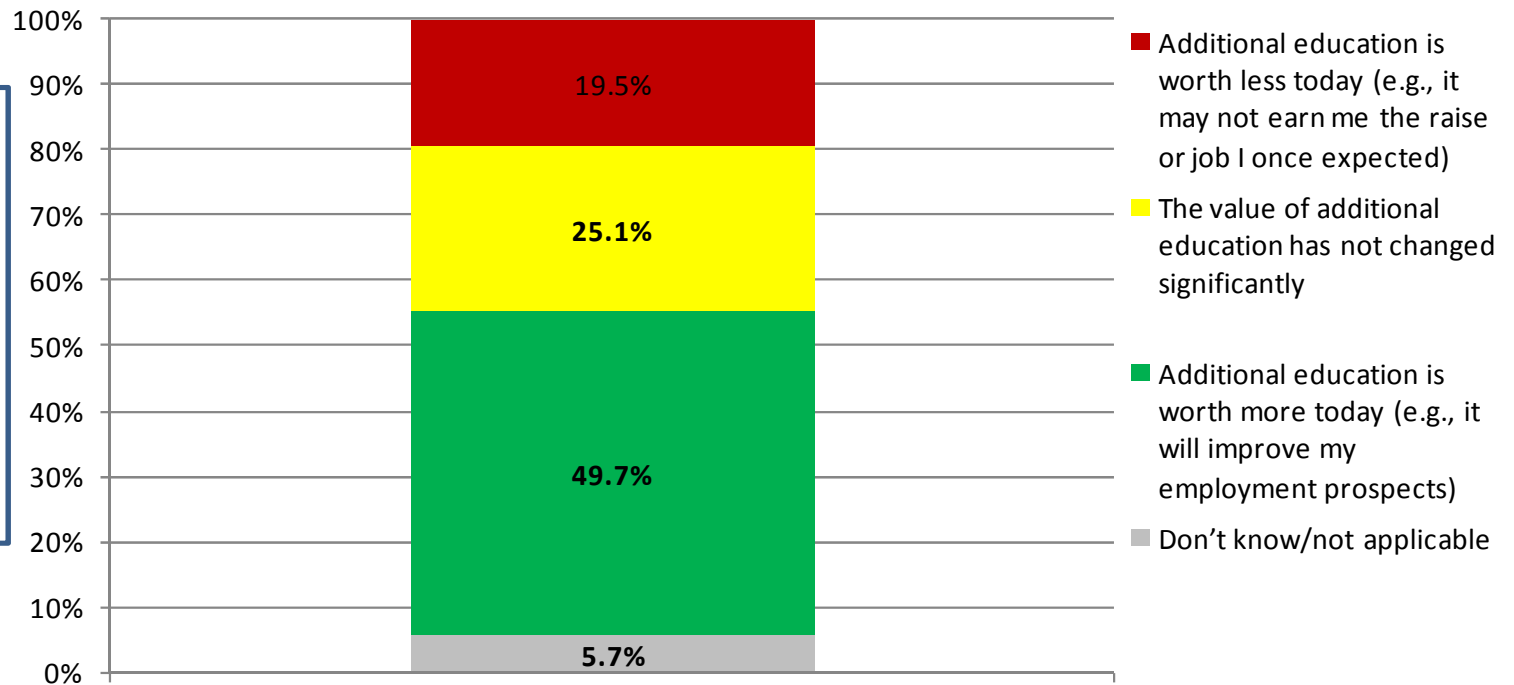


Anticipated Delivery Format



## Encouragingly, Many Adult Learners See Increased Value In Investing in Continuing Education Due to the Changed Economy

**Q: Generally, do you feel that your personal investment in additional education (i.e., completing a course, certificate, or degree program) will be worth more or less today compared to 1 year ago, given how the economic environment has changed?**

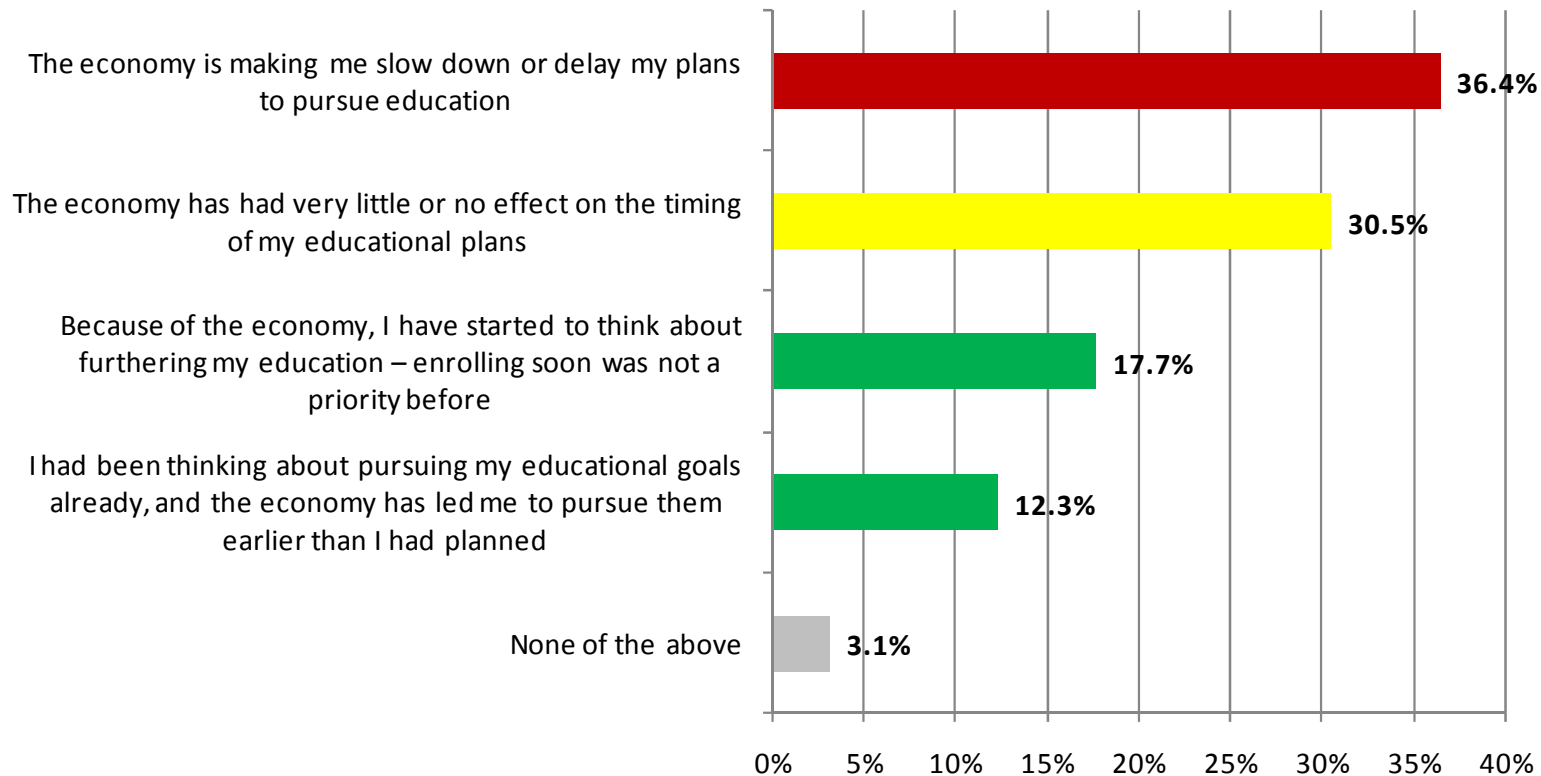


In a separate survey question, 73% of respondents agree with the statement, "I am confident that the course or program that I am enrolling in will be worth the time and money that I am investing in it."

**Despite great negativity in the economic environment, many adult learners remain confident that their investment in continuing their education will pay dividends for them. Most interestingly, a greater share believe that the changed economic environment has *increased* the value of education: In this way, the poor economy is likely to drive increased demand for continuing and professional education.**

## However, the Economy Is Simultaneously Slowing Down and Accelerating Many Prospective Students' Enrollment Plans

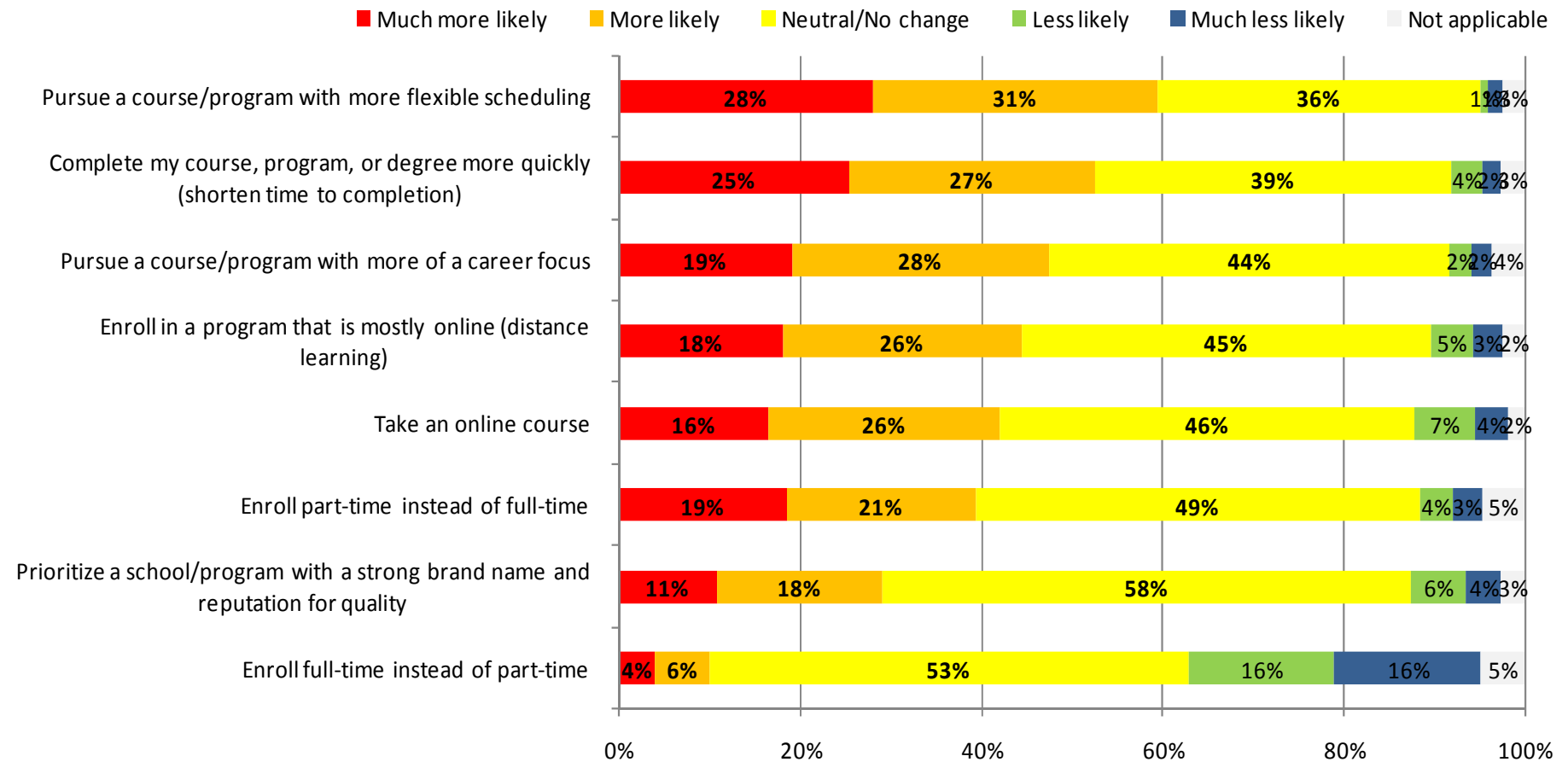
**Q: Which of the following best describes the impact that the current economic environment has had on your decision to consider enrolling in a college course or program at this point in time?**



**It is important to recognize that the current economic environment is causing a significant portion of adult learners to slow down or delay their educational plans, just as it is leading others to enroll sooner. Exactly how and why the economy is impacting enrollment plans will be explored throughout this analysis. Note that a larger share of respondents (61%) reports the economy is either having no effect or a positive effect – which may be a net positive. In addition, generally, those who see education as more valuable today are speeding up their enrollment plans, while those who see education as worth less are more likely to slow down.**

## Large Shares of Adults Are More Likely to Pursue More Flexible Schedules, Accelerate Time-to-Completion, Take an Online Course, or Enroll Part-Time

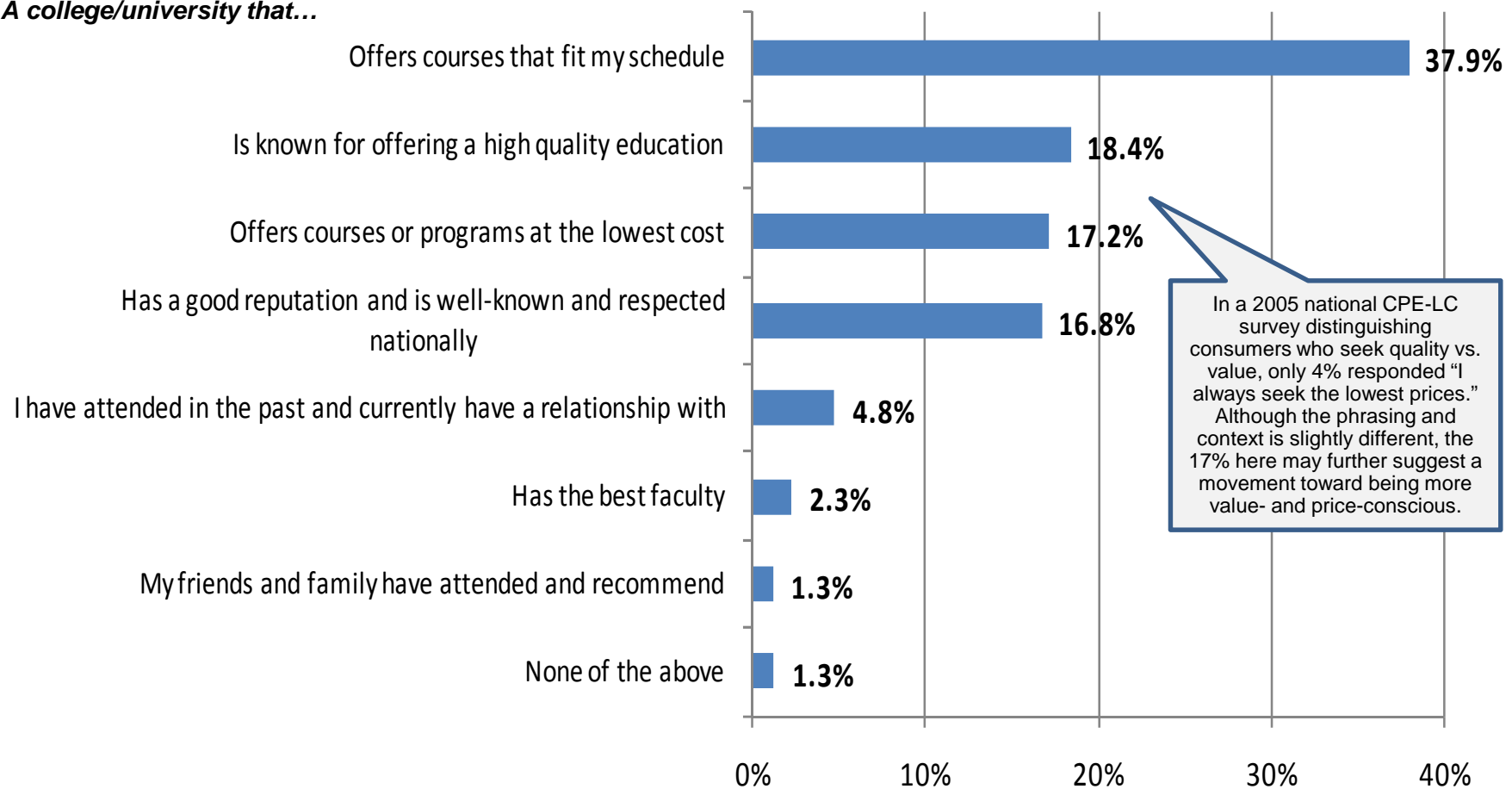
**Q: Due to the current state of the economy and your personal financial situation, are you more or less likely to do the following things? Note: If the economy and your personal financial situation have no impact on your decision to do any of these things, please choose “Neutral/No change.”**



## When Asked to Choose Between Important Institutional Attributes, Scheduling/Flexibility Often Wins Out Over Other Dimensions

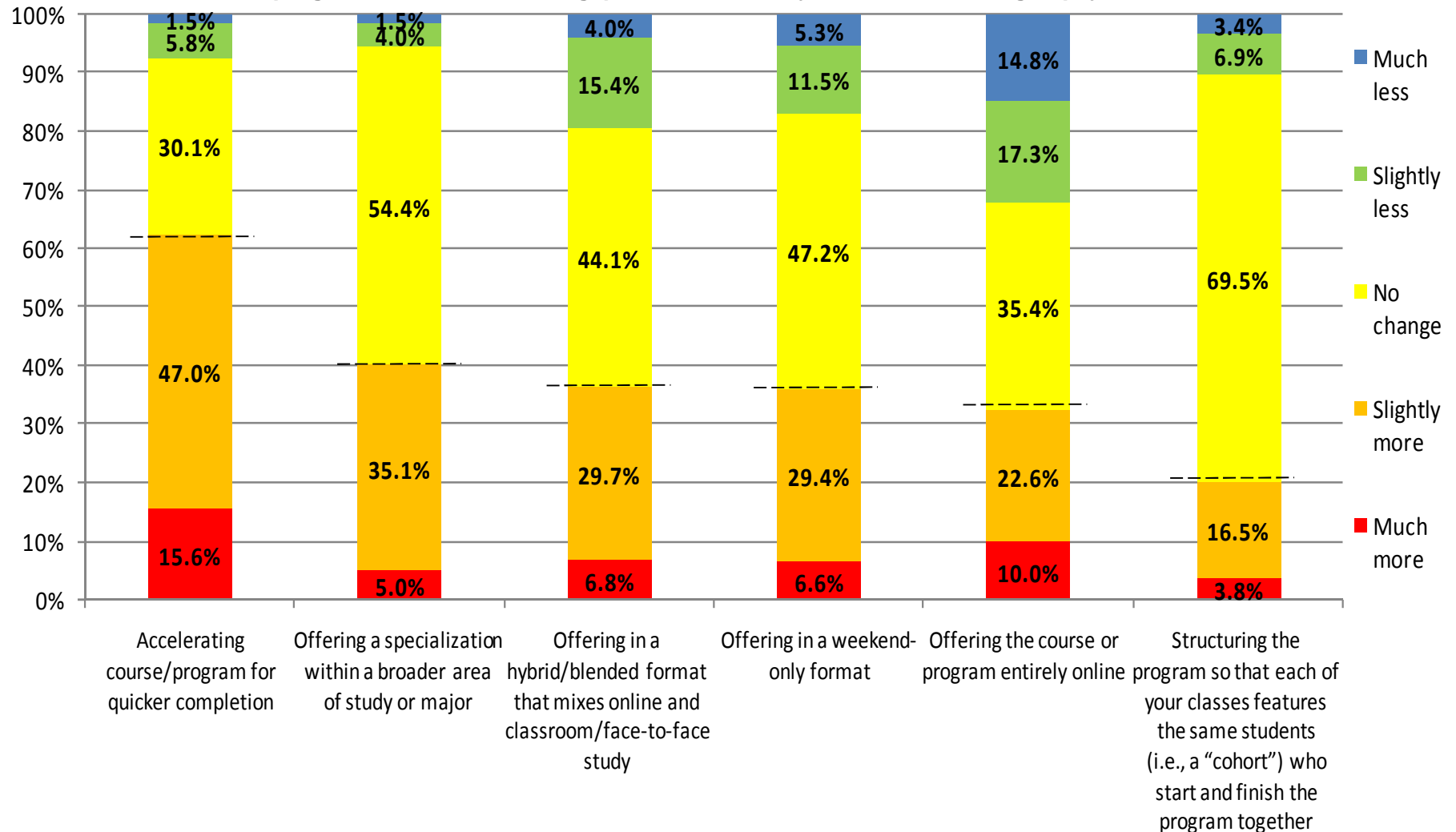
Q: Which of the following *best* describes the type of institution you would be most interested in attending? (Select one)

*A college/university that...*



## 35-60% of Adults Report That They Would Pay a Price Premium for Acceleration, Curricular Specialization, Hybrid/Blended, and Weekend Formats

Q: If a college or university were to adapt its standard offerings to provide you a course or program with the following special characteristics, how would it affect the total price (i.e., tuition and fees) that you would be willing to pay for such a course or program? For the following, please indicate if you would be willing to pay...



# The Economic Climate Is Affecting the Timing and Ways that Adult Learners Would Prefer to Pursue Their Education

### Key Findings

**A greater ROI for consumers' pursuit of continuing education** - The state of the economy is leading many prospective adult students to see continuing education as more valuable today, relative to a year ago.

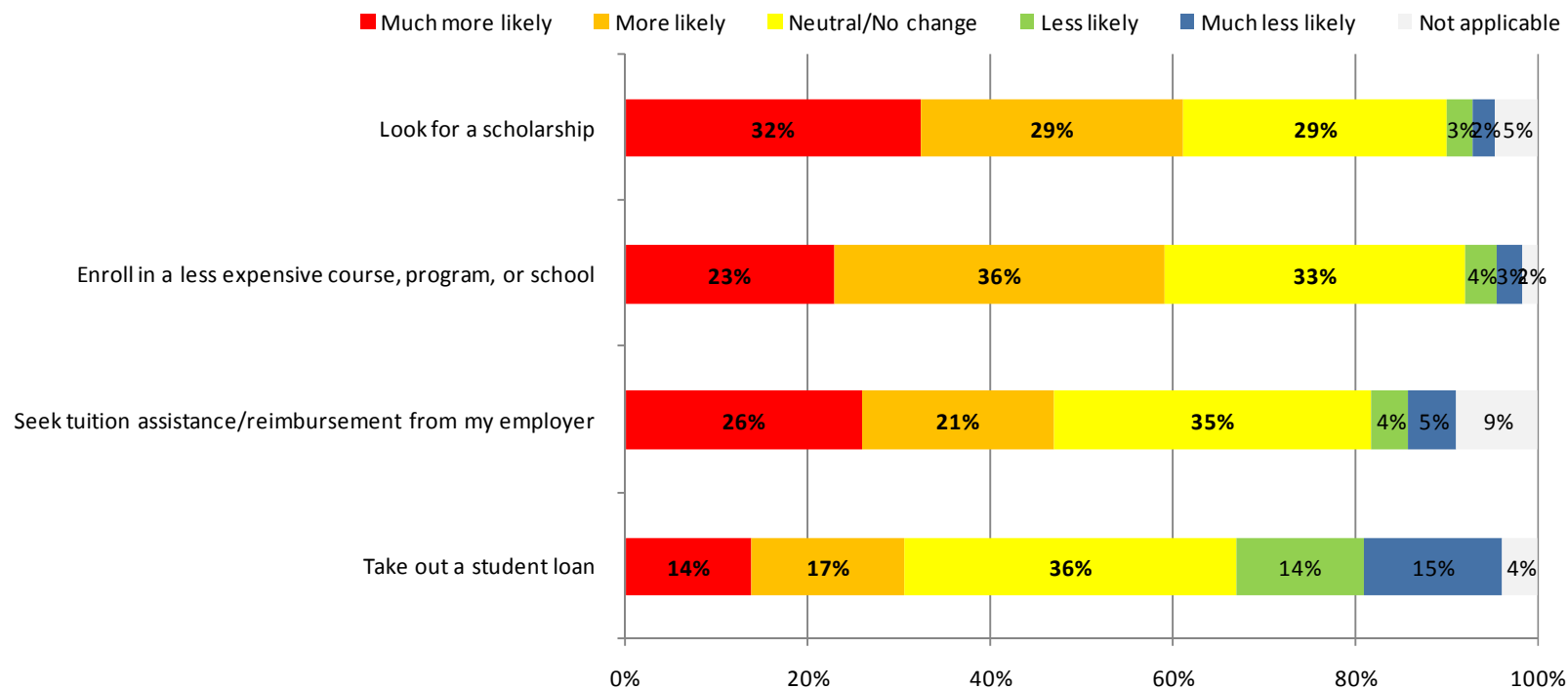
**Changes in enrollment decision-making** - The economic environment and its financial constraints are not impacting all adult learners' enrollment plans equally: some are accelerating their plans to enroll, others are slowing down or delaying their enrollment plans and still others report that the economy has little or no impact on their plans. Not only are some taking longer to make enrollment decisions, they are also in some cases planning to take fewer courses than they might have.

**New behaviors, preferences, and demands** – Due to the economy, a large number of adult learners report that they are more likely to pursue courses/programs with more flexible scheduling, complete a course or program more quickly, seek more of a career-focused curriculum, or enroll in an online course or program.

**Willing to pay a price premium for responsive offerings** – 61% of adult learners report that they are willing to pay more for an accelerated course or program, and 35-40% would pay more for curricular specialization, hybrid/blended formatting, and weekend -only or fully online formats.

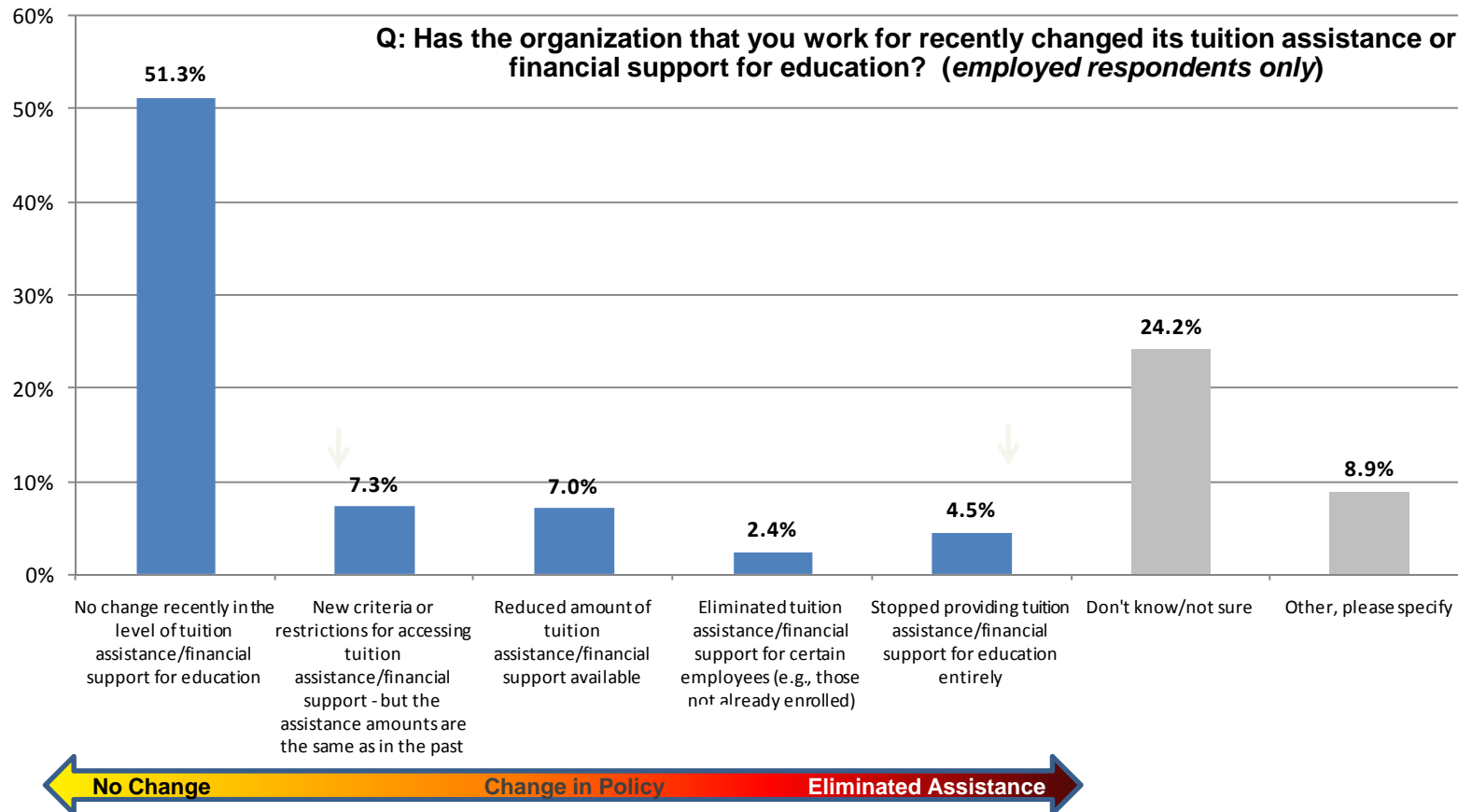
## The Economic Environment Makes Many Adults More Likely to Look for Scholarships and Seek Out Less Expensive Offerings

**Q: Due to the current state of the economy and your personal financial situation, are you more or less likely to do the following things? Note: If the economy and your personal financial situation have no impact on your decision to do any of these things, please choose "Neutral/No change."**



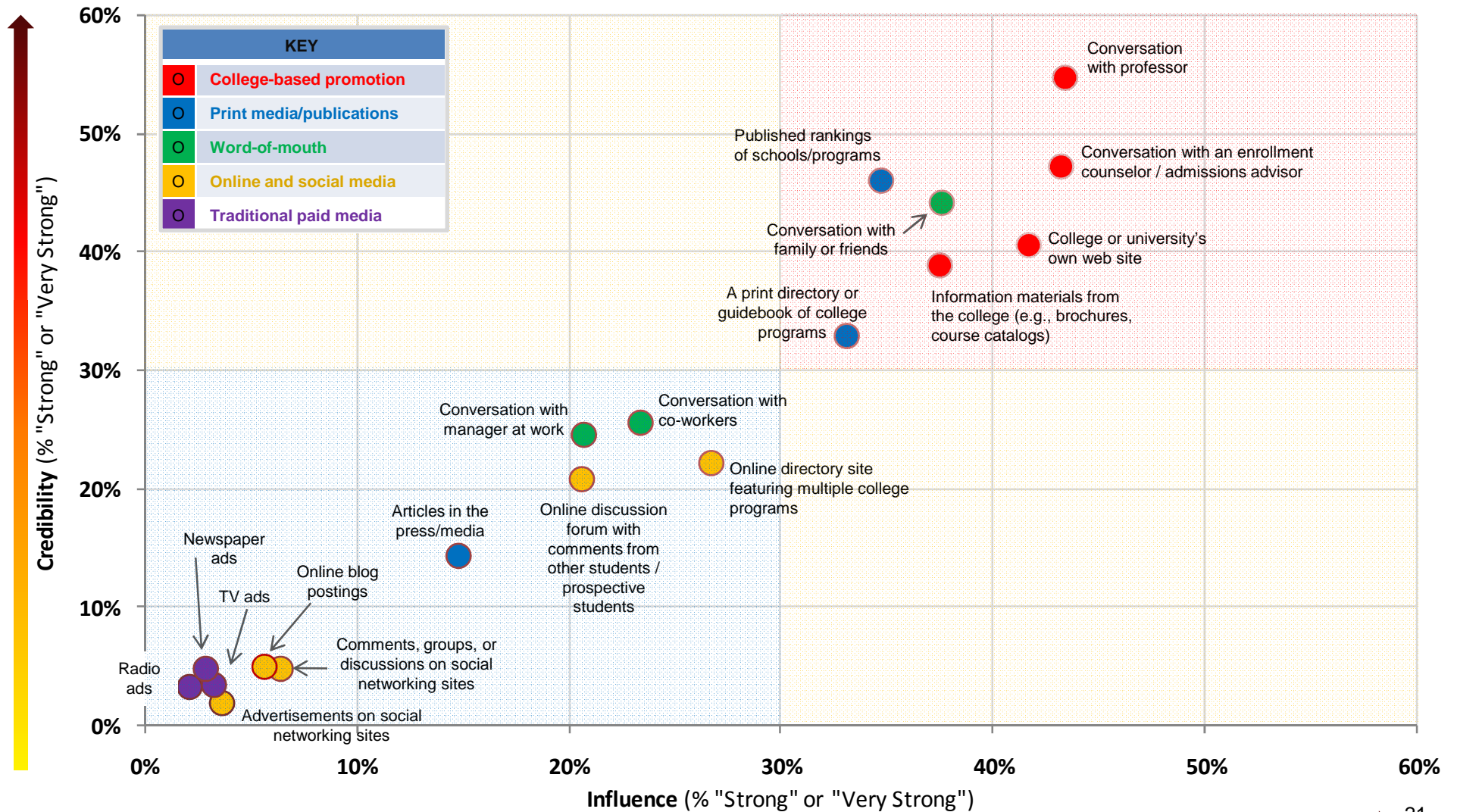
**Institutions who are able to provide scholarships or other forms of assistance or creative financing/payment plans should be poised to benefit.**

## Approximately 20% of Employed Respondents Report Recent Changes in Their Employers' Tuition Assistance/Financial Support Policies



**Institutions must carefully assess and monitor their audiences' reliance on employer tuition support, particularly on a program-specific basis. New restrictions and policies do of course also impact *current students*.**

## Marketing Channel Influence and Credibility Are Strongly Correlated: College-Based Promotion Leads and Traditional Paid Media Lags



# Cost, Job Stability, and Tuition Assistance Concerns Make for an Uncertain Environment; College-Based Marketing Is Most Influential

### Key Findings

**New cost concerns and financing plans** – Due to the economy and their personal financial situation, 59% of adult learners are likely to enroll in a less expensive course, program or school, and 61% are more likely to look for a scholarship. Although many prospective students are still likely to consider student loans (assuming they qualify), open-ended and quantitative survey responses reflect a new aversion to debt within a particular segment of the population.

**Employer tuition assistance relatively stable but at risk** – Survey results indicate that only about 20% of employers have made changes to their tuition assistance policies due to the economy, with the outright elimination of assistance rare and new restrictions or limitations more common. Still, slightly fewer prospective students plan to use tuition assistance, and 43% lack confidence in their employer's ability to support their pursuit of education.

**College-based promotion leads in influencing enrollment decisions** - College and university web sites, print materials from the college, professors, and enrollment counselors/advisors lead the information sources that consumers rate highly in terms of their influence and credibility in enrollment decisions. The power of word-of-mouth and emerging online channels (e.g., blogs, directories, social networking sites) is also important to evaluate.

### The Economy Is Affecting the Timing and Ways That Students Expect To Attend Graduate School – But That’s an Aerial View...

- *What are the motivations and preferences influencing your graduate students’ enrollment decisions?*

**To market effectively to different groups of graduate students, identify their key enrollment drivers and tailor services and recruitment efforts to address their primary interests.**

**Institutions study enrollment drivers across multiple groupings, to get an accurate sense of the nature and decision-making processes of their current graduate student populations.**

## What Are Key Drivers And Differences Between On-Campus and Online/Off-Campus Graduate Students?

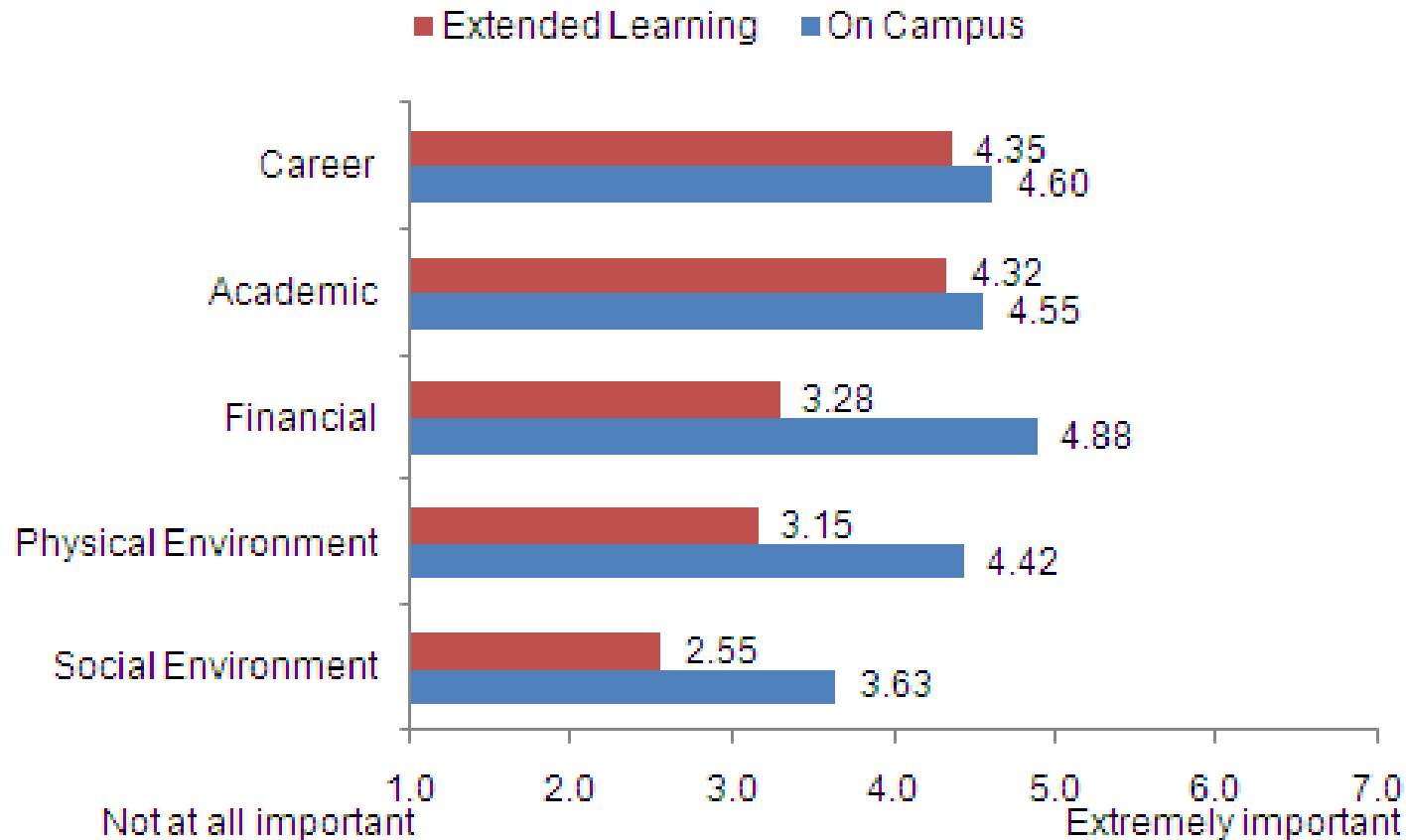
	On Campus	Extended Learning
Number	675	209
Percent	76%	24%
<b>Student Status</b>		
Full time	86%	28%
Part time	14%	72%
<b>Degree Type</b>		
Master's	60%	71%
Professional Degree^	1%	9%
Doctoral/ Ph.D	38%	12%
Grad Cert/Other*	1%	8%
<b>Academic Discipline</b>		
Arts and Humanities	10%	8%
Business	3%	15%
Education	15%	33%
Life Sciences	21%	21%
Physical Sciences, Mathematics and Engineering	28%	3%
Social and Behavioral Sciences	22%	20%

- Overall response rate was 16.03%
- Margin of error at a 95% confidence level is 1.35%
- The majority of respondents (76%) were enrolled On Campus students. The remaining respondents (almost 24%) consisted of Extended Learning students.
  - Extended Learning students are defined as participating in off-campus and/or online courses.
  - **The majority of Extended Learning students are pursuing a Master's degree (71%) and attending part-time (72%)**
- STEM majors were most prevalent among On-Campus students; Education was the most popular discipline among Extended Learning students

\*Students enrolled in graduate certificate and other programs were not included in the statistical analyses

^Although the percentage of students enrolled in Professional Degree programs is quite small, this degree type was included in the statistical analyses due to its significance as a unique student population

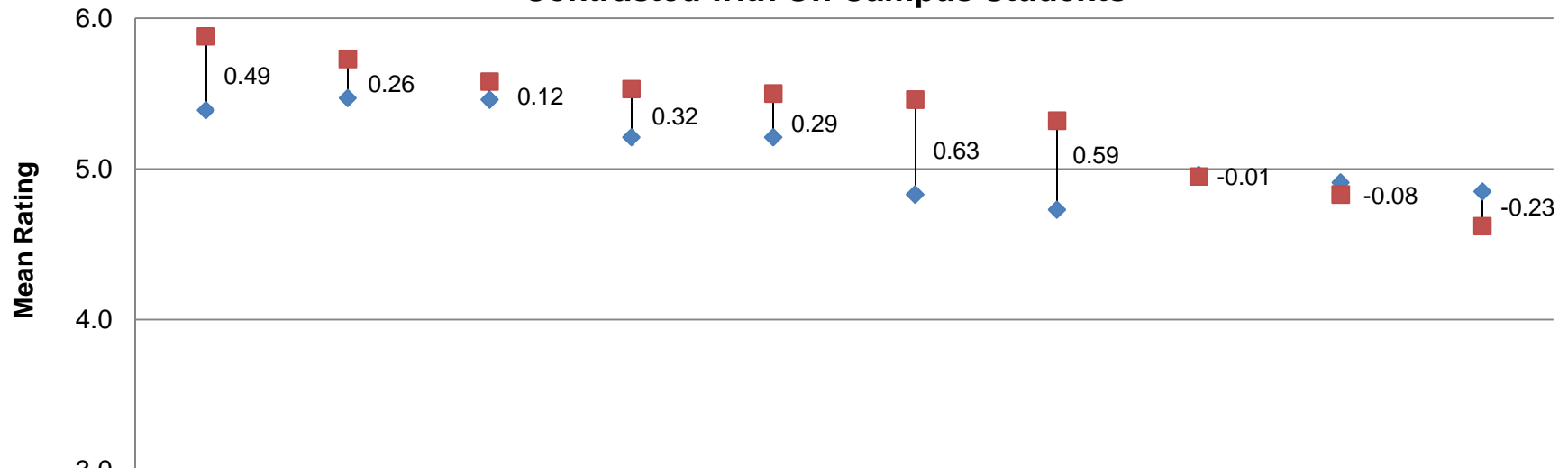
## Financial Enrollment Drivers Are Most Important to On Campus Students; Extended Learning Students Are Pulled by Career Prep and Academics



**Social environment is by far the least important enrollment driver for both student groups.**

## Marketability, Time to Degree and University Reputation Are More Important Enrollment Drivers For Extended Learning Students

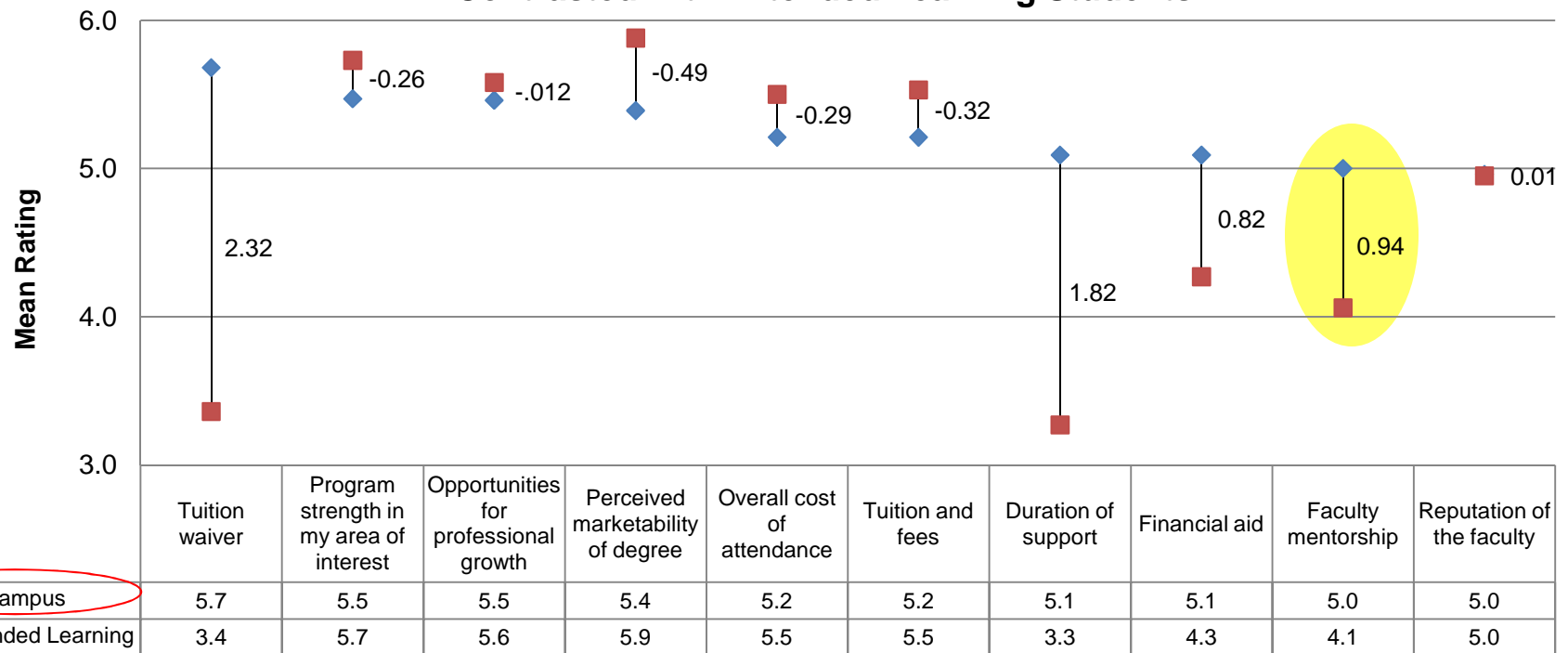
Top 10 Enrollment Pulls for Extended Learning Graduate Students, Contrasted with On Campus Students



	Perceived marketability of degree	Program strength in my area of interest	Opportunities for professional growth	Tuition and fees	Overall cost of attendance	Average time to degree	Overall reputation of the university	Reputation of the faculty	Opportunities for professional networking	Quality of technology
◆ On Campus	5.4	5.5	5.5	5.2	5.2	4.8	4.7	5.0	4.9	4.9
■ Extended Learning	5.9	5.7	5.6	5.5	5.5	5.5	5.3	5.0	4.8	4.6

## Financial Aid Drivers Yield Sharp Discrepancies Between On Campus and Extended Learning Students

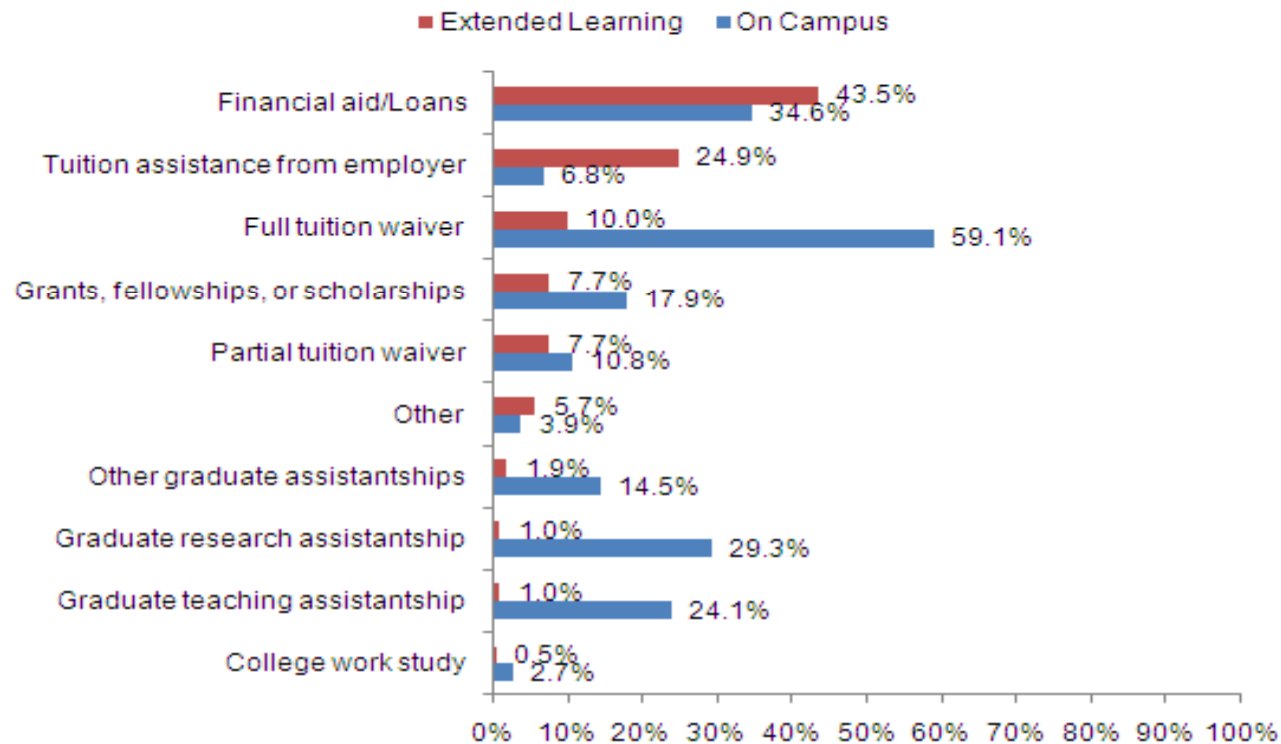
Top 10 Enrollment Pulls for On Campus Graduate Students, Contrasted with Extended Learning Students



**Disparities in financial support between On Campus and Extended Learning students likely contribute to their differing mean ratings. Gaps in faculty mentorship ratings, however, may signal disparate career-related opportunities between On Campus and Extended Learning students that should be addressed.**

## Full Tuition Waivers Are Far More Common Among On Campus Students (nearly 60%) Compared to Extended Learning Students (10%)

*Q. Please indicate whether you currently receive financial assistance in the following ways:  
Respondents who received financial assistance*



**Be careful not to assume or overestimate the amount of financial aid coming from employers. Although employee tuition assistance is more common among Extended Learners, only 25% of students in this study were receiving it –**

## What Are Key Drivers And Differences Between Graduate Students Across Different Degree Types and Academic Disciplines?

Student Status	
Part-Time	19%
Full-Time	81%
Degree Type	
Master's Degree	38%
Professional Degree	17%
Doctoral/ Ph.D	41%
Grad Cert/Other*	3%
Academic Discipline	
Arts and Humanities	7%
Business	13%
Education	13%
Physical Sciences	15%
Life Sciences	19%
Social and Behavioral Sciences	33%

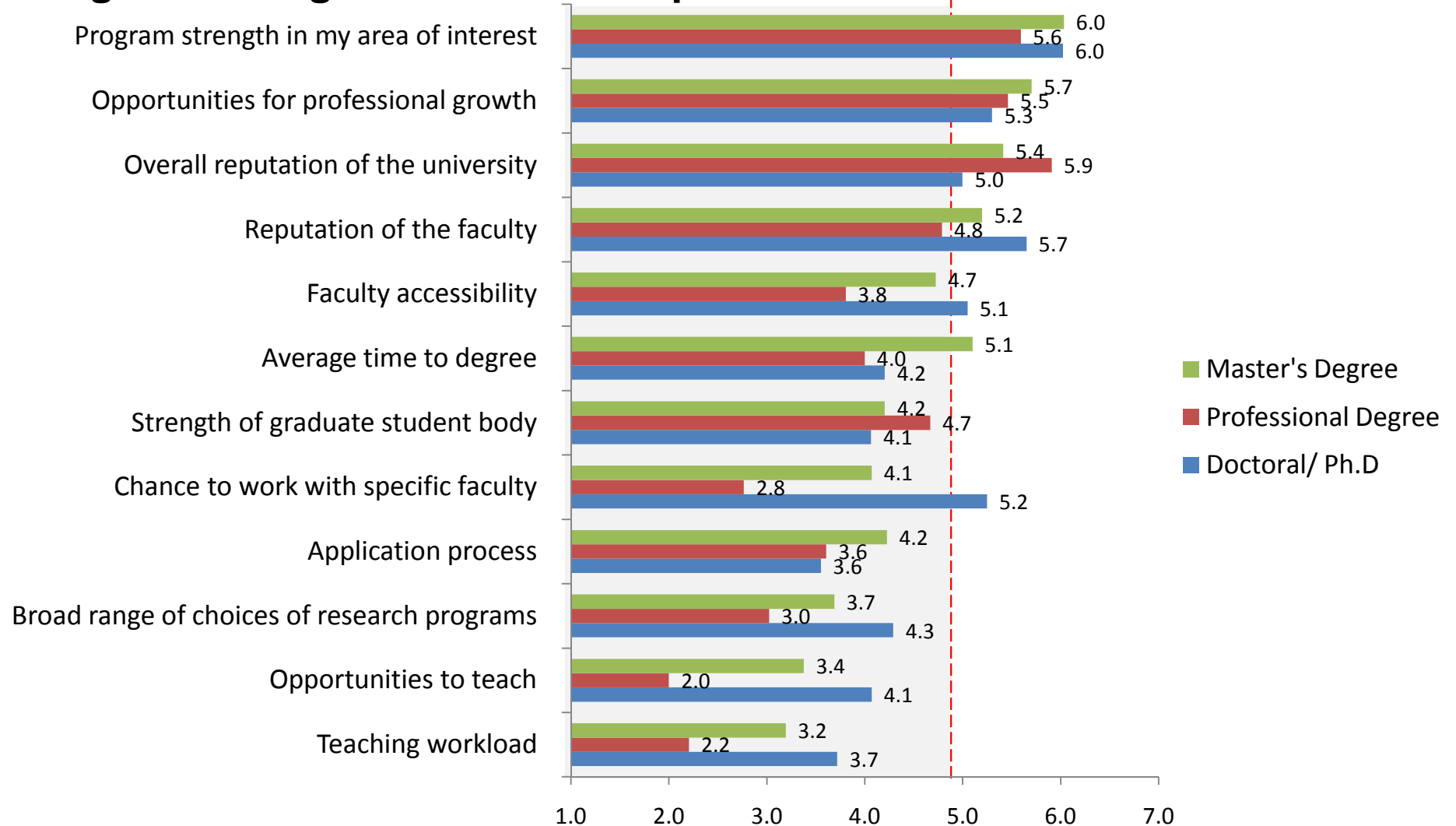
- Overall response rate was 18.52%
- Margin of error at a 95% confidence level is 2.67%
- Students enrolled in Master's Degree and Doctoral/Ph.D programs represent equally large student segments (38% and 41%)
- The largest share of students are enrolled in Social and Behavioral Sciences (33%)

\* Students enrolled in graduate certificate and other programs are not included in the statistical analysis conducted throughout this report

## Key Enrollment Drivers Vary Among Master's, Professional and Doctoral Students

Enrollment Drivers	Masters ( > 5.0)	Professional ( > 5.0)	Doctoral ( > 5.0)
<b>Most Prominent Driver</b>	<b>Academic (6.0)</b>	<b>Career (6.2)</b>	<b>Financial (6.2)</b>
Academic	<ul style="list-style-type: none"> <li>• <b>Program strength in area of interest (6.0)</b></li> <li>• Opportunities for professional growth</li> <li>• Overall reputation of university</li> <li>• Reputation of faculty</li> <li>• Average time to degree</li> </ul>	<ul style="list-style-type: none"> <li>• Overall reputation of university</li> <li>• Program strength in area of interest</li> <li>• Opportunities for professional growth</li> </ul>	<ul style="list-style-type: none"> <li>• Program strength in area of interest</li> <li>• Reputation of faculty</li> <li>• Opportunities for professional growth</li> <li>• Chance to work with specific faculty</li> <li>• Faculty accessibility</li> <li>• Overall reputation of university</li> </ul>
Career	<ul style="list-style-type: none"> <li>• Marketability of degree</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Marketability of degree (6.2)</b></li> <li>• Opportunities for professional networking</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty mentorship</li> <li>• Marketability of degree</li> </ul>
Financial	<ul style="list-style-type: none"> <li>• Overall cost of attendance</li> <li>• Tuition &amp; fees</li> </ul>	<ul style="list-style-type: none"> <li>• Overall cost of attendance</li> <li>• Tuition &amp; fees</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tuition waiver (6.2)</b></li> <li>• Duration of support</li> <li>• Availability of:                             <ul style="list-style-type: none"> <li>• Teaching assistantships</li> <li>• Research assistantships</li> </ul> </li> <li>• Stipend level</li> <li>• Financial aid</li> <li>• Health benefits</li> <li>• Overall cost of attendance</li> <li>• Grants, fellowships, scholarships</li> </ul>
Physical environment	n/a	n/a	n/a
Social environment	n/a	n/a	n/a

## Program Strength Is The Most Important Academic Enrollment Driver

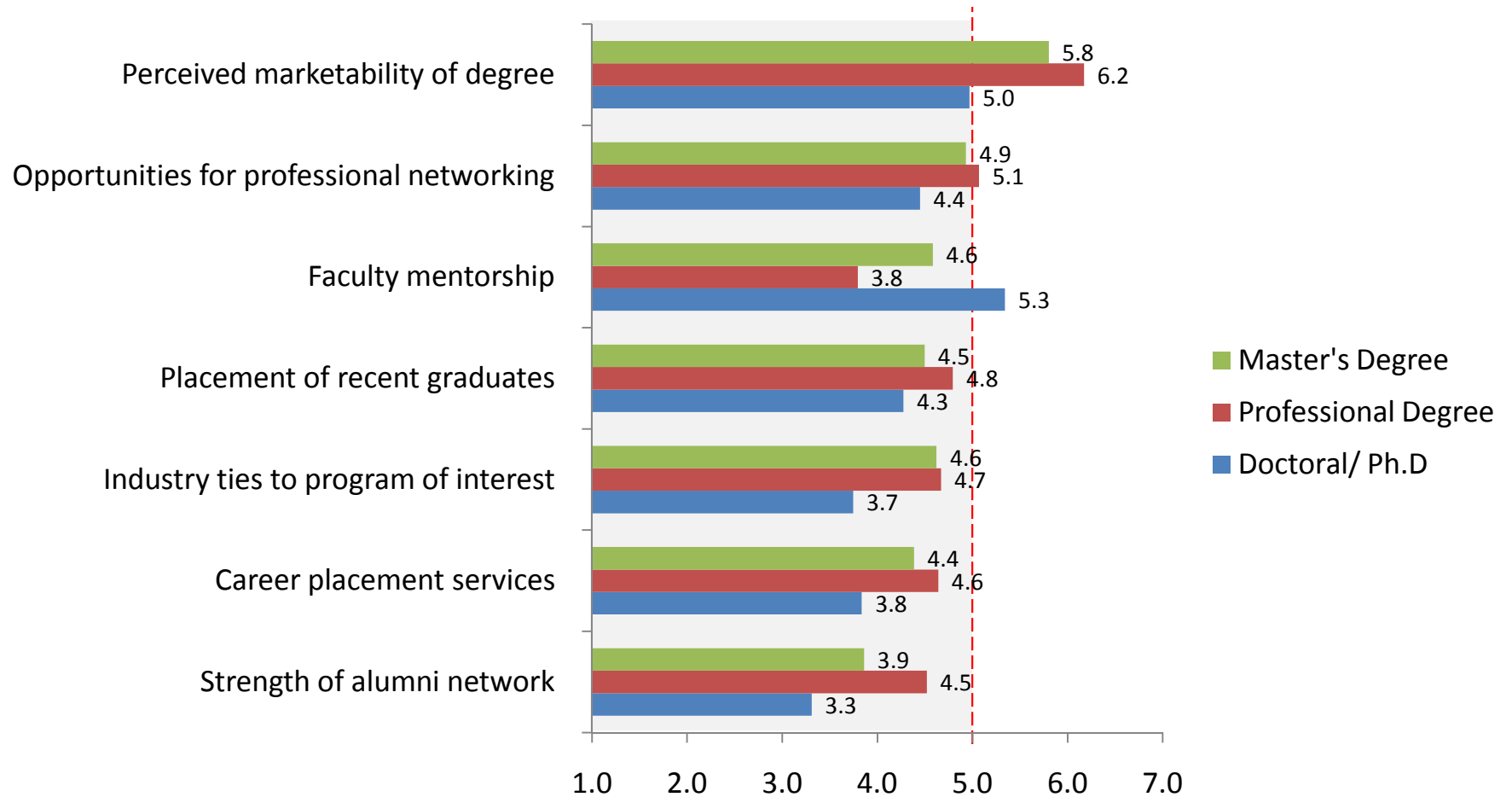


**It is important to keep in mind that master's and professional degree-seeking respondents are also primarily driven to graduate school for professional growth opportunities.**

## *How Would You Expect Academic Enrollment Drivers to Differ Across Graduate Programs at Your Institution?*

<b>Top Academic Enrollment Drivers for All Degree Types</b>	<b>Life Sciences</b>	<b>Physical Sciences, Mathematics, and Engineering</b>	<b>Social and Behavioral Sciences</b>	<b>Arts and Humanities</b>	<b>Education</b>	<b>Business</b>
Overall reputation of the university	5.2	5.2	5.3	4.7	5.5	6.0
Program strength in my area of interest	6.0	5.9	5.8	6.1	6.2	5.9
Opportunities for professional growth	5.6	5.2	5.3	5.8	5.8	5.9
Reputation of the faculty	5.4	5.4	5.2	5.7	5.3	5.2

## Overall, Marketability of Degree Is the Most Important Career Driver

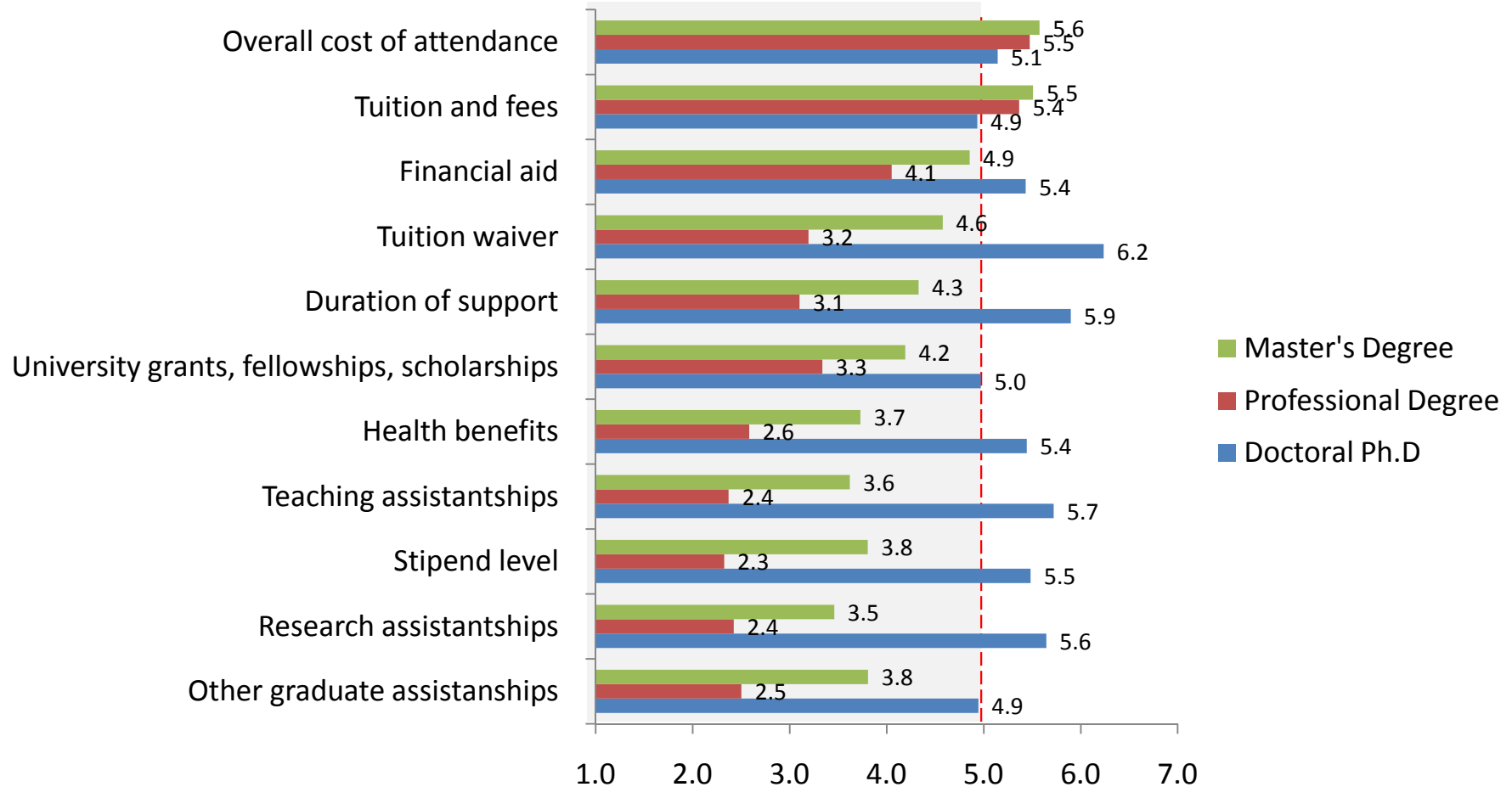


**Overall, marketability of the degree is most important to master's and professional degree respondents. Faculty mentorship is most important to doctoral/ PhD respondents.**

## How Would Career Enrollment Drivers Compare at Your Institution?

Top Enrollment Drivers for All Degree Types	Life Sciences	Physical Sciences, Mathematics, and Engineering	Social and Behavioral Sciences	Arts and Humanities	Education	Business
Perceived marketability of degree	5.4	5.2	5.6	4.6	5.9	6.2
Faculty mentorship	5.1	5.0	4.5	5.8	4.7	4.1
Opportunities for professional networking	5.0	4.6	4.5	4.4	5.0	5.2
Placement of recent graduates	4.4	4.2	4.4	4.5	4.5	4.8
Industry ties to program of interest	4.5	4.5	3.8	3.4	4.6	4.8

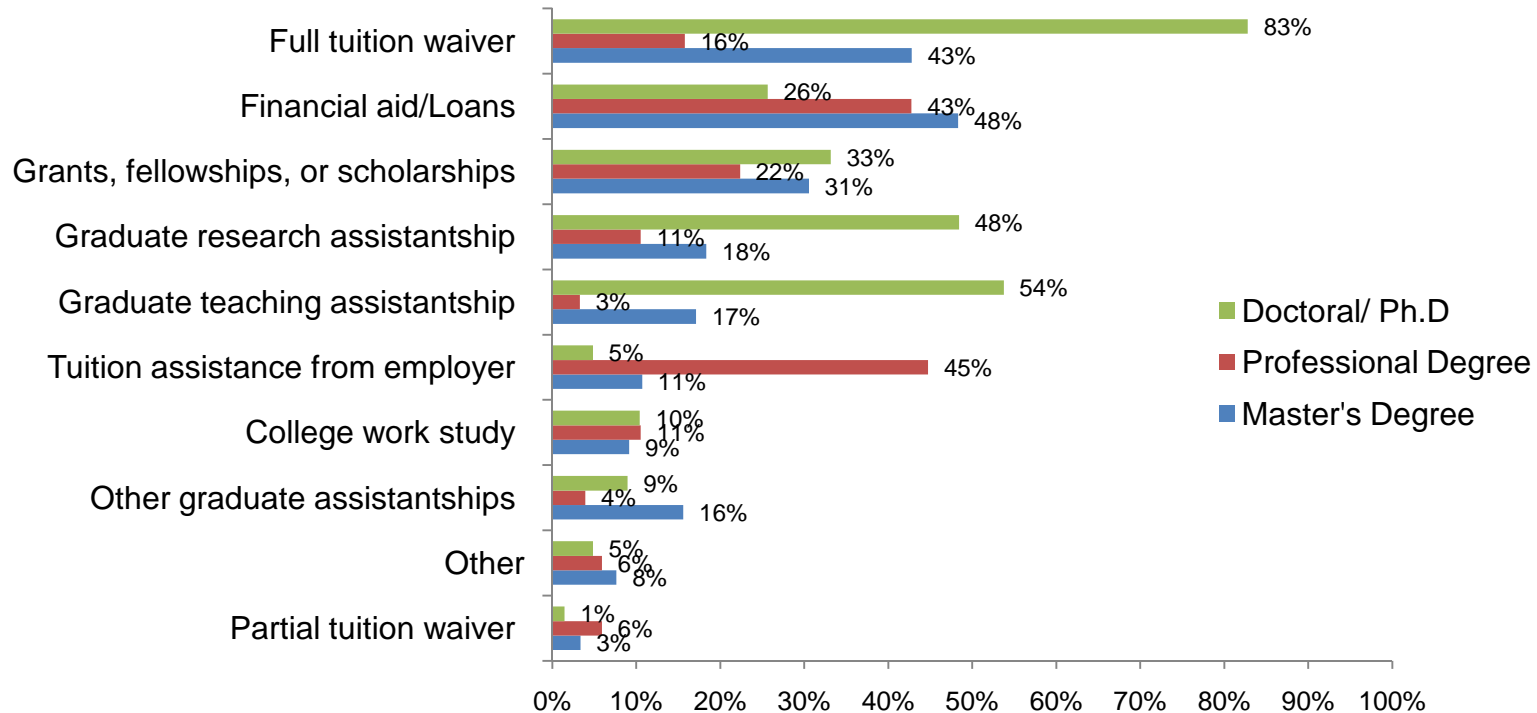
## Cost of Attendance and Tuition Are the Most Important Financial Drivers For Master's and Professional Degree Students



**Not surprisingly, the most important financial enrollment drivers for respondents in doctoral/ PhD programs are remarkably different.**

## Not Surprisingly, Full Tuition Waivers Are Most Prevalent Among an Overwhelming Majority of Respondents Enrolled in Doctoral/PhDs

*For those respondents who received financial assistance: Q. Please indicate whether you currently receive financial assistance in the following ways:*



- Tuition assistance from employers and financial aid/loans are most prevalent among respondents enrolled in Professional degree programs
- Financial aid/loans followed by full tuition waiver are most prevalent among respondents in Master's degree programs

## *How Would Affordability Drivers Vary at Your Institution?*

<b>Top Enrollment Drivers for All Degree Types</b>	<b>Life Sciences</b>	<b>Physical Sciences, Mathematics, and Engineering</b>	<b>Social and Behavioral Sciences</b>	<b>Arts and Humanities</b>	<b>Education</b>	<b>Business</b>
Overall cost of attendance	5.3	5.1	5.7	5.3	5.4	5.1
Tuition and fees	5.2	5.1	5.5	4.9	5.2	5.0
Financial aid	5.0	5.4	5.3	5.3	4.6	3.7
Tuition waiver	5.3	6.1	4.8	6.4	4.4	3.7
Duration of support	5.0	5.7	4.6	6.1	4.2	3.4
Research assistantships	4.8	5.7	3.9	4.4	3.2	3.1
Teaching assistantships	4.7	5.5	4.0	6.2	3.0	3.0

## ***The Path Forward* Observes that International Students Are a Growing Presence in Graduate Education**

- International doctoral and research students make up a total of 24% of the total graduate population worldwide.
- Likewise, in U.S. graduate programs, international representation is far more notable at the doctoral level.

Doctoral Degrees	% Awarded to International Students	
	1997	2007
Total	21%	43%
Engineering	44%	71%
Physical sciences	24%	57%
Education	9%	19%

### Growing and Sustaining International Graduate Enrollment Is a Substantial Financial Commitment

- *What are your institution's strategic goals for international graduate enrollment?*
- *What are the current barriers to growing international enrollment?*

**To attract and sustain international graduate enrollment, use knowledge of students' interests and interactions to build strong, "internationalized" infrastructures.**

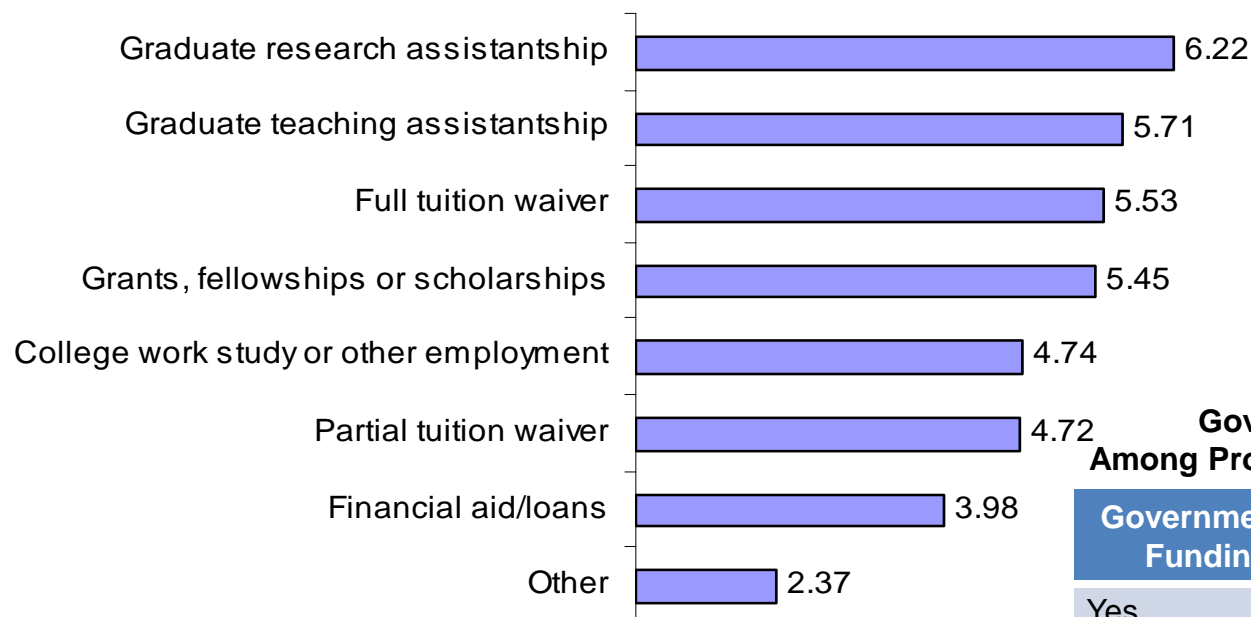
## Nearly All Enrollment Drivers Are Very Important to Prospective International Graduate Students – A Strong Contrast to Domestic Students; Financial Factors Are Paramount

Enrollment Drivers	International ( > 6.0)
Most Prominent Driver	Financial & Academic (6.5)
Financial	<b>Availability of:</b> <ul style="list-style-type: none"> <li>• <b>Research or teaching assistantships (6.5)</b></li> <li>• <b>Grants, fellowships, scholarships (6.5)</b></li> <li>• Financial aid</li> </ul>
Career	Availability of research grants
Academic	<ul style="list-style-type: none"> <li>• <b>Program strength in area of interest (6.5)</b></li> <li>• Research opportunities</li> <li>• Particular specialization fields</li> <li>• Quality of teaching &amp; instructional environment</li> </ul>
Physical environment	<ul style="list-style-type: none"> <li>• Research &amp; computing facilities</li> <li>• Libraries, centers, institutes</li> <li>• Affordable housing</li> </ul>
Social environment	n/a

## Few Prospective International Students Receive Funding from Their Home Countries to Study in the U.S., But They Are Confident About Receiving Institutional Aid

**Q: “How likely do you feel you are to receive financial assistance in each of the following ways?”**

Scale: 1=Not likely at all, 7=Very likely



**Government Funding by Level of Need Among Prospective Graduate International Students**

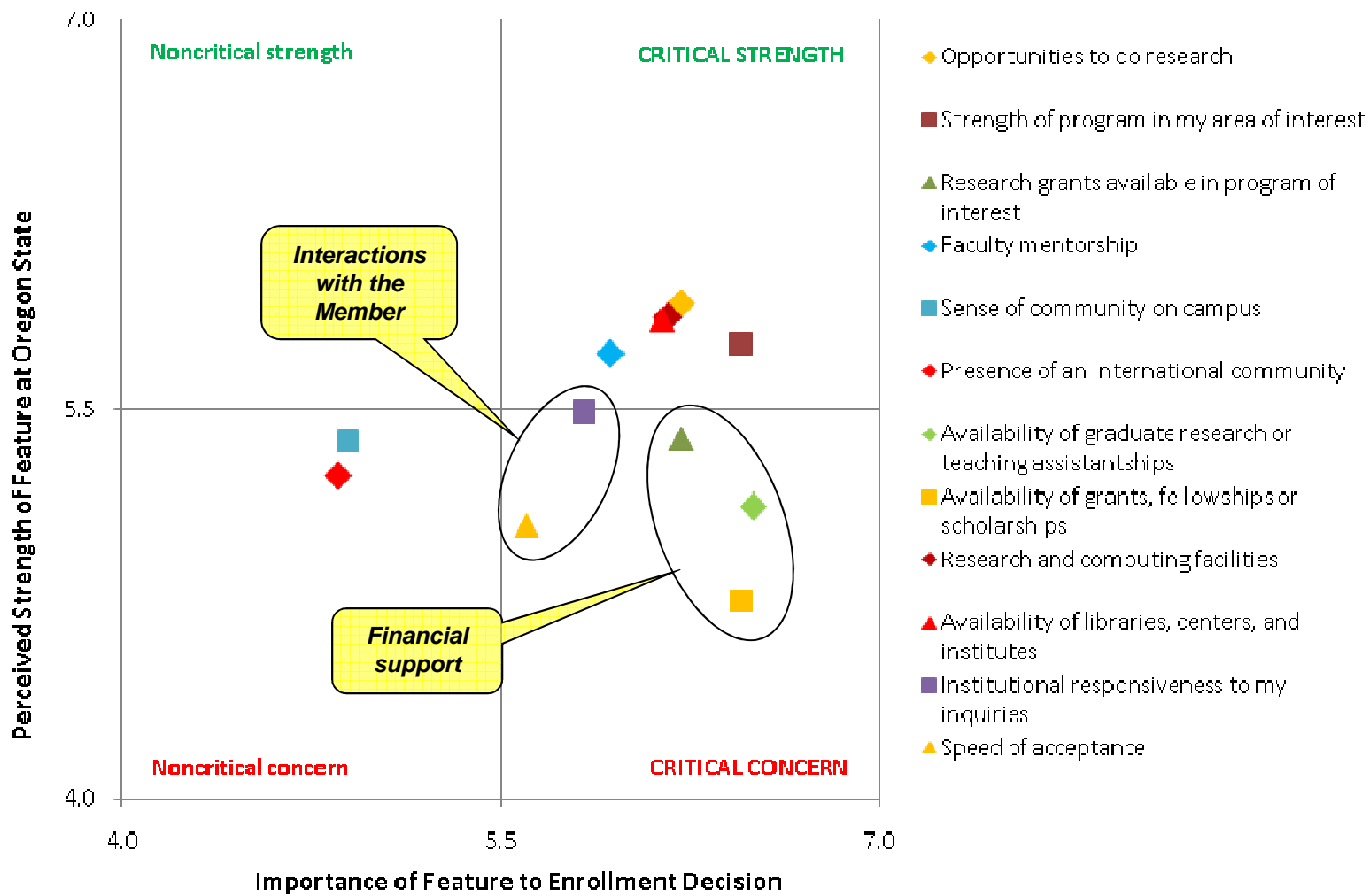
Governmental Funding	Mean Level of Need	N	Percent
Yes	4.26	19	9.8%
No	5.83	175	90.2%
All students	5.68	194	100.0%

Q: “Would you receive governmental funding from your own country for studying in the U.S.?”

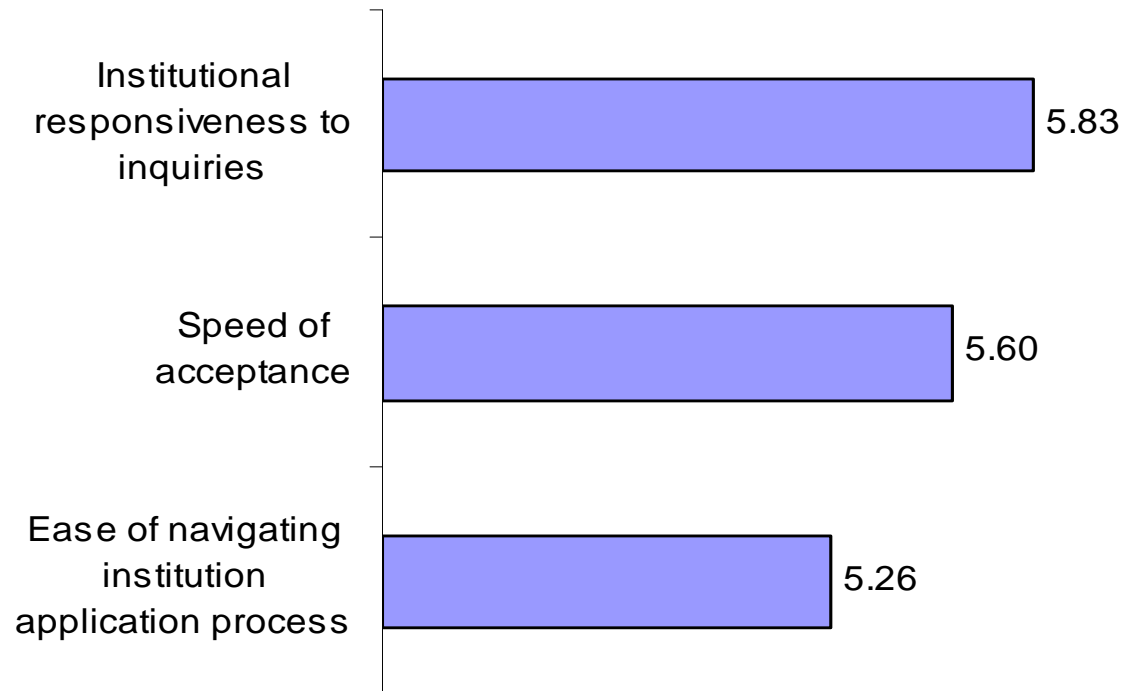
Q: “Please indicate your level of need for financial aid for graduate-level study in the U.S.”

Scale: 1=I have no need for financial assistance, 7=I cannot study in the U.S. without financial assistance

## To Strengthen Recruitment Efforts, Universities Seek to Identify How Well Prospective International Graduate Students' Perceptions of the Institution Align with Their Top Enrollment Drivers



### Timely Communication and a User-Friendly Application Process Are the Most Important Institutional Operations Factors Influencing International Enrollment



Q: "Please rate the importance of each of the following in deciding where to attend graduate school."

Scale: 1=Not at important at all, 7=Extremely important

# Graduate Enrollment Managers Put Technology and Services in Place That Will Support the Institution's Strategic Goals for International Graduate Enrollment

Communication with a university and personal connections with faculty are valuable features in recruiting prospective graduate students, and especially important for cultivating and sustaining enrollment among international students. While attention to these activities alone may not be adequate to grow new audiences of prospective graduate international students, problems in these areas can discourage or deter students from considering the member institution beyond the level of initial interest. Marketing to prospective graduate international students must also be complemented by infrastructure that will enhance yield, including:

- Methods for identifying international students from among the total pool of interested, prospective graduate students.
- Capacity to respond to students across potential cultural and language barriers, including translation capabilities on admission Web pages for international students.
- Administrative system for processing international student applications, with special attention to identifying and minimizing points of delay.
- Faculty culture that recognizes and supports institutional goals for enhancing international graduate student enrollment, and interacts with interested students in manners that foster success. These efforts would be uniquely valuable for enhancing students' knowledge and perceptions about the strengths of the member's academic programs for research, and career preparation as well.

### ***The Path Forward* Asserts that Attrition Rates Among Graduate Students Are Too High**

**Most research focuses on doctoral attrition, but master's attrition is important to understand too.**

Because of the number of students who enroll part time in master's programs while continuing with full-time jobs, it is often difficult to determine whether a student has dropped out or has simply slowed down to attend to other time demands.

### ***The Path Forward* Specifically Notes the Chilling Effect of Graduate Student Debt**

- National Postsecondary Student Aid Study (NPSAS), conducted by the National Center for Education Statistics, indicated that nearly 74% of students enrolled in master's degree programs and 86% of students enrolled in doctoral programs received some type of financial aid in 2007–2008
- Increasing costs to students associated with higher education, ranging in 2007–2008 from an average of \$28,375 to \$38,665 per year for master's and \$32,966 to \$46,029 for doctorates
- *Pressing Issues Survey* conducted by the CGS in 2009 revealed that almost half of graduate deans report that graduate student financing is one of the most pressing issues they face.
  - Graduate deans from both doctoral and public institutions were more likely to indicate this to be a pressing issue than those respondents from master's or private institutions.

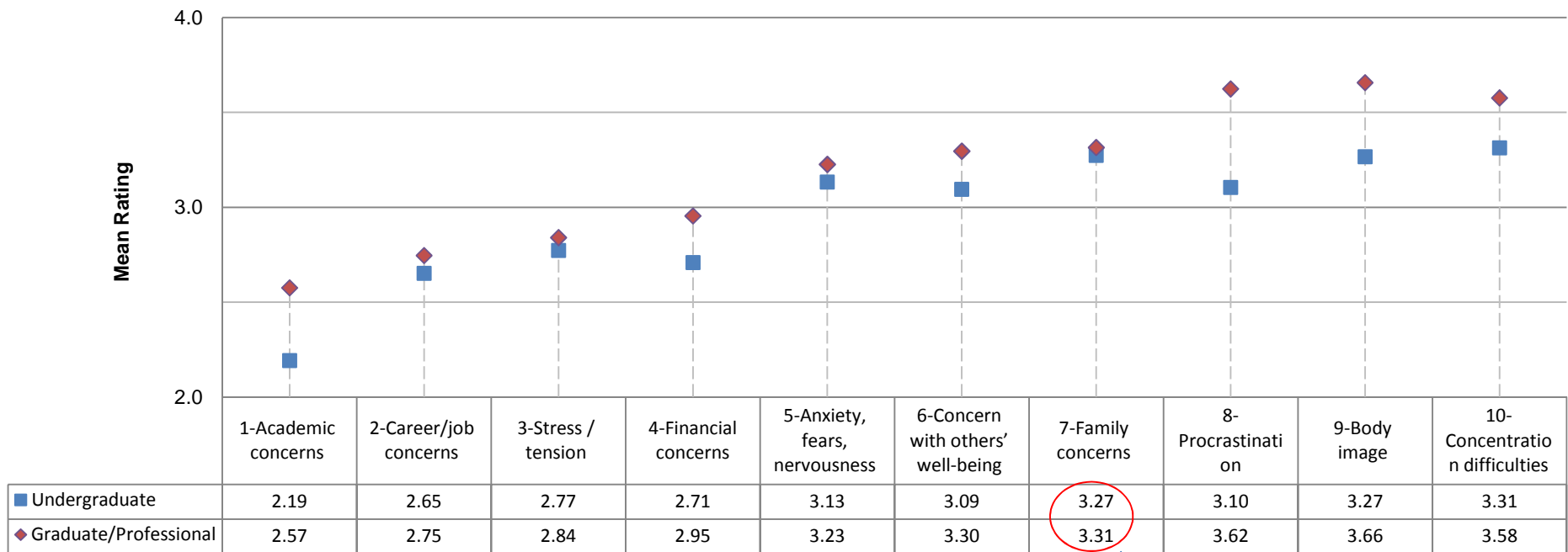
### Supporting Graduates to Degree Demands Coordinated Efforts Across Enrollment Management Services

- *What are the most prevalent threats to graduate student persistence at your institution?*
- *What are effective support services and programs for graduate students?*

**To strengthen graduate support and completion, devote greatest attention to support and services that can ameliorate students' worries and enrollment challenges.**

## Graduate Deans Aren't Alone in Worrying About Student Financing: Finances Are Among the Top Stressors for Graduate Students Too

*During the past 12 months, to what extent have the following issues been a concern for you?  
For the purposes of this study, "concern" is defined as something that has caused you sadness, panic, anxiety, fear or other negative feelings.  
1=Extremely concerned, 5=Not at all concerned*



*Mean ratings are statistically significant across class standing at  $p < .05$ , unless noted otherwise.*

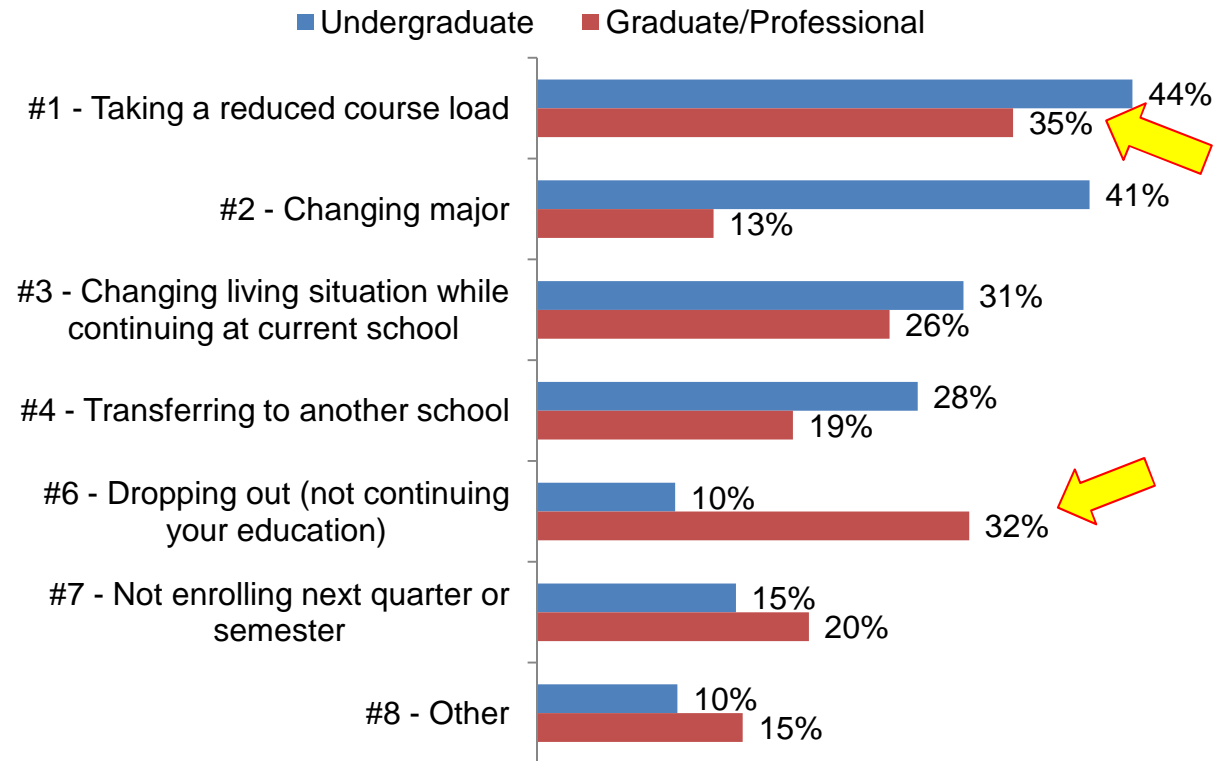
No significant differences

## After Reducing Course Loads, Graduate Students Are Likely to Consider Dropping Out

**Q: Are any of the issues you indicated as concerns causing you to consider altering your academic plans in the following ways? Check all that apply**

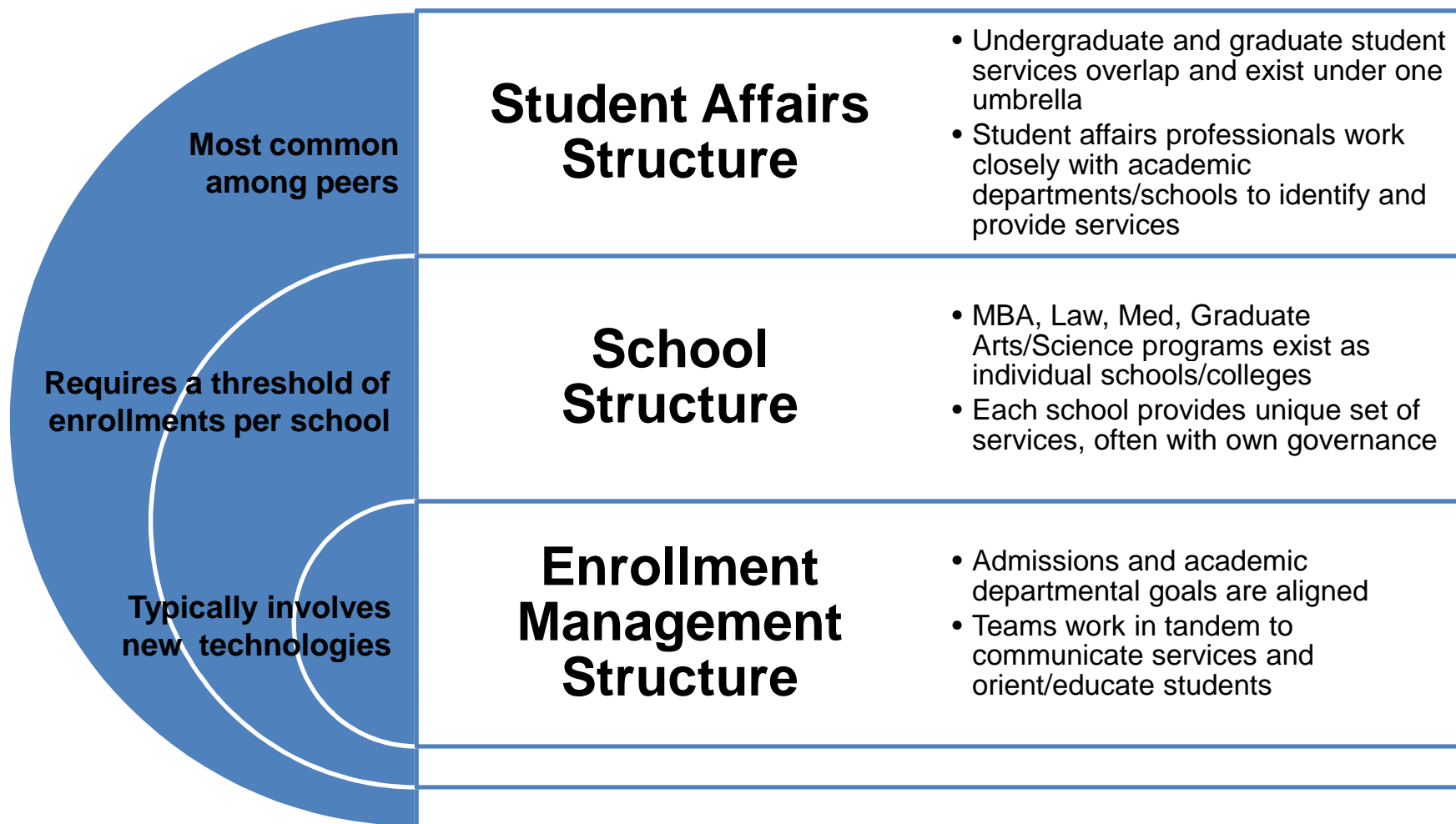
**N = 4724**

Student Category	% Reporting academic impact
<b>All students</b>	<b>37%</b>
Undergraduate	42%
Graduate / Professional	29%



All findings are statistically significant at  $p < .05$

## In a Benchmark Study of Graduate Student Support Services at Jesuit Institutions, Three Organizational Models Emerged



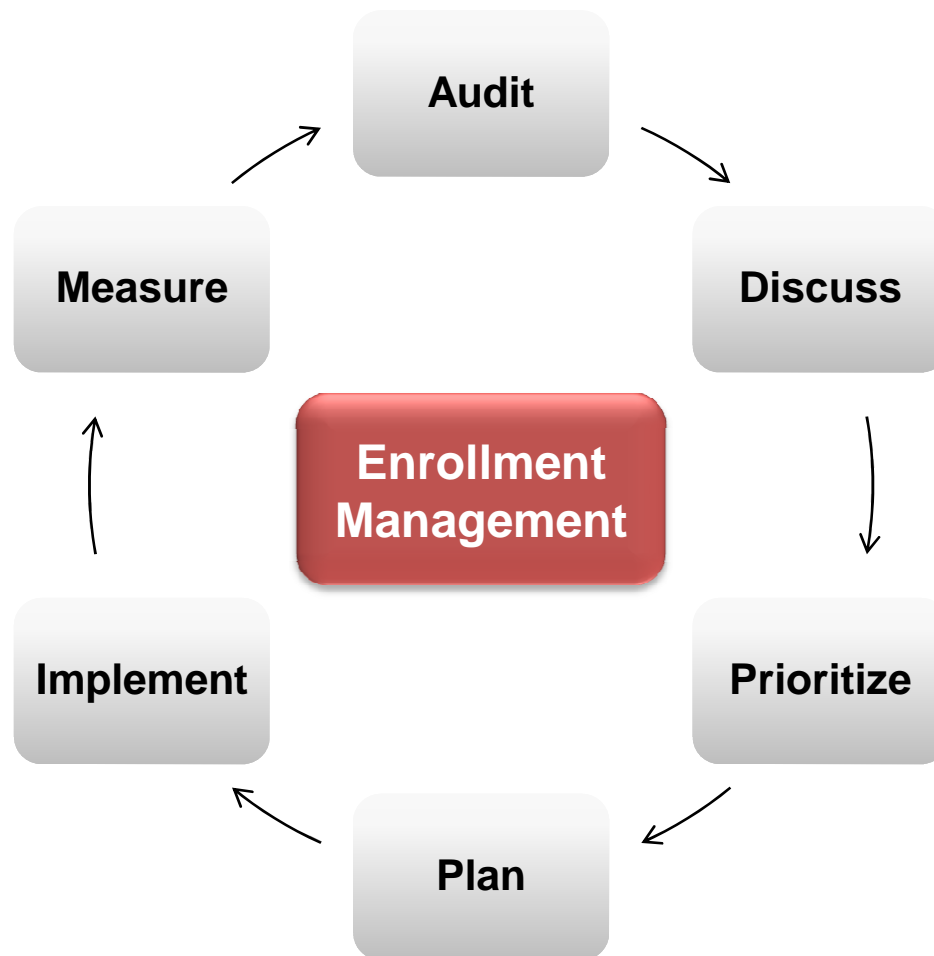
## Grad Services Are Provided Through Multiple Channels; Grad-Focused Offices Centralize More Services While Supporting Schools/Departments

<i>Graduate Student Service</i>	Graduate Service Centralized with Undergraduate Services	Graduate Service Decentralized by School/Department	Graduate Service Centrally Coordinated by Graduate-Focused Office
Access to on-campus psychological counseling services	✓		
Access to recreation/fitness facilities	✓		
Campus-wide orientation for graduate students			✓
<b>Career planning services</b>	<b>Open to all students</b>	<b>✓</b>	<b>Workshops &amp; events</b>
Departmental orientations for graduate students		✓	
Disability support services	✓		
Funding to support research or conference attendance		✓	✓
Funding to support student-initiated programs		✓	✓
Graduate Student Association	Joint student governance structure	✓	✓
Graduate student newsletter		✓	✓
Graduate student services website		✓	✓
Graduate student-only social/networking events		✓	✓
Graduate student-only spiritual retreats	Open to all students	✓	✓
Medical insurance subsidized by the University	✓		
Off-campus roommate matching service	✓		
On-campus graduate student housing	✓		
On-campus health services	✓		
Social or networking programs		✓	✓
University-sponsored graduate student community service initiatives	Open to all students	✓	✓
University-sponsored graduate student organizations	Open to all students	✓	✓

## Services to Support Mental Health, Physical Health, and Disability Needs Are Deemed Among the Most Important for Graduate Students

How important do you feel this service is for your campus? <i>1 = Not at all important, 5 = Extremely important</i>	# of Peers Offering the Service	% Offering Rating	Mean Rating
Access to on-campus psychological counseling services	7	43%	5.00
Disability support services	7	43%	5.00
On-campus health services	7	43%	5.00
Campus-wide orientation for graduate students	6	50%	5.00
<b>Graduate student services website</b>	<b>4</b>	<b>50%</b>	<b>5.00</b>
Medical insurance subsidized by the University	4	50%	5.00
University-sponsored graduate student community service initiatives	3	33%	5.00
<b>Career planning services</b>	<b>8</b>	<b>38%</b>	<b>4.67</b>
Funding to support research or conference attendance	7	43%	4.67
Departmental orientations for graduate students	7	29%	4.50
Funding to support student-initiated programs	7	29%	4.50
Graduate student-only spiritual retreats	3	67%	4.50
Graduate Student Association	6	67%	4.25
Access to recreation/fitness facilities	8	38%	4.00
University-sponsored Graduate Student Organizations	8	38%	4.00
Graduate student-only social/networking events	7	43%	4.00
Social or networking programs	7	29%	4.00
Graduate student newsletter	4	50%	4.00
Off-campus roommate matching service	4	25%	4.00
On-campus graduate student housing	4	50%	2.50

## Enrollment Management Is an On-Going Process



- As you examine your strategic enrollment management plan, keep in mind these easy initial questions:
  - What are you already doing?
  - How can you easily improve on those strategies?
  - What are the 1-2 new strategies we can pursue in the near term that would not require too many additional resources?

**Regardless of one's role on campus, everyone is part of the enrollment management team!**

# Enrollment Management Learning Collaborative

## Eduventures is the Industry Leader in Collaborative Research and Consulting for Higher Education

The **Enrollment Management Learning Collaborative (EM-LC)** focuses on common challenges in:

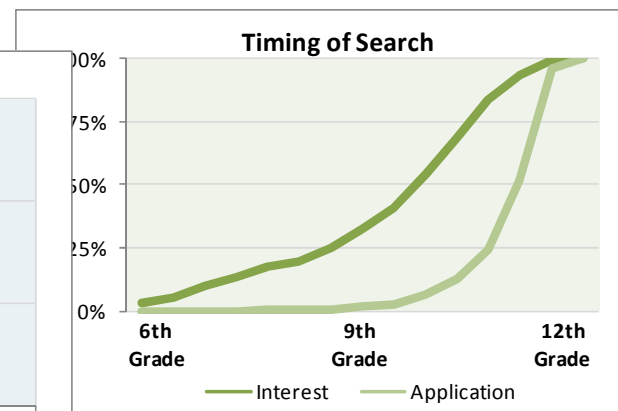
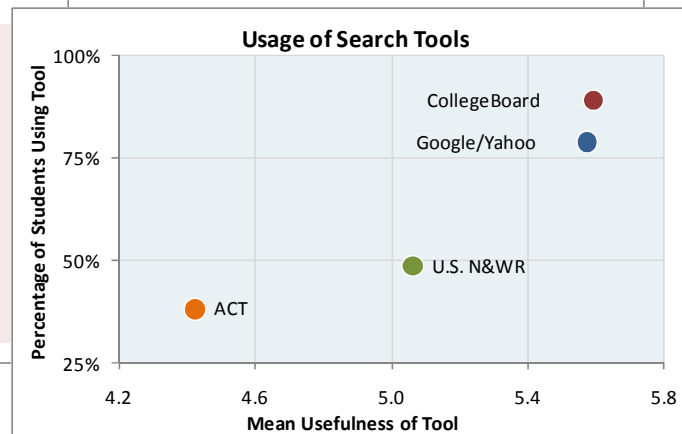
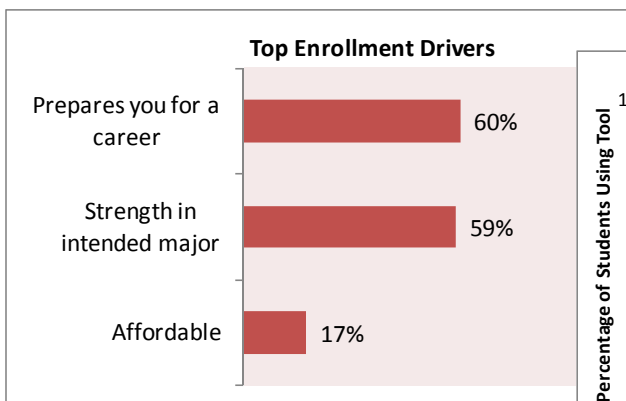
- Recruitment
- Marketing and communications
- Affordability and financial aid
- Operations and budgets
- Retention and student success
- Outcomes



- Eduventures was founded in 1993
- Headquartered in Boston, MA
- Sole focus on higher education
- Provide analysis and consulting to the higher education community through six distinct Learning Collaboratives and our Consulting Services division
- Eduventures Learning Collaboratives currently serve a membership of over 300 higher education institutions

# The EM-LC Collects Longitudinal Data on The Prospective Student Market

Get the Message Right for Your Market	Maximize the Effectiveness of Communications	Understand the Realistic Landscape of Interest for Your Inquiries
Enrollment Drivers	Media Mix	Competitive Positioning
<ul style="list-style-type: none"> <li>• Key changes in importance of enrollment drivers over time</li> <li>• Segmented by race, region, skill, and gender, institution type interest, and primary academic interest</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of print</li> <li>• Usage of Web</li> <li>• Top Web applications</li> <li>• Student portals</li> <li>• Social media</li> <li>• 3<sup>rd</sup> party online search tools</li> </ul>	<ul style="list-style-type: none"> <li>• Application volume and trends</li> <li>• Interest and application to your institution and competitor institutions</li> <li>• Key information on changing competitive sets for your inquiries</li> </ul>



# EM-LC Leaders Are Polled Annually for Insight on Strategic Priorities and Resource Allocation

EM Priorities	Allocation of Resources
<ul style="list-style-type: none"> <li>• Strategic directions from EM leaders</li> <li>• Organization</li> <li>• Priority focus</li> </ul>	<ul style="list-style-type: none"> <li>• EM division responsibilities and staffing levels</li> <li>• Budgets and staffing in for EM direct reporting units</li> <li>• Marketing and Communications Operational budgets</li> </ul>

*“Positioning for us is not really positioning ourselves in one direction; we have to position ourselves in several directions at once and against different competitors depending on where we are and what the circumstance is.”*

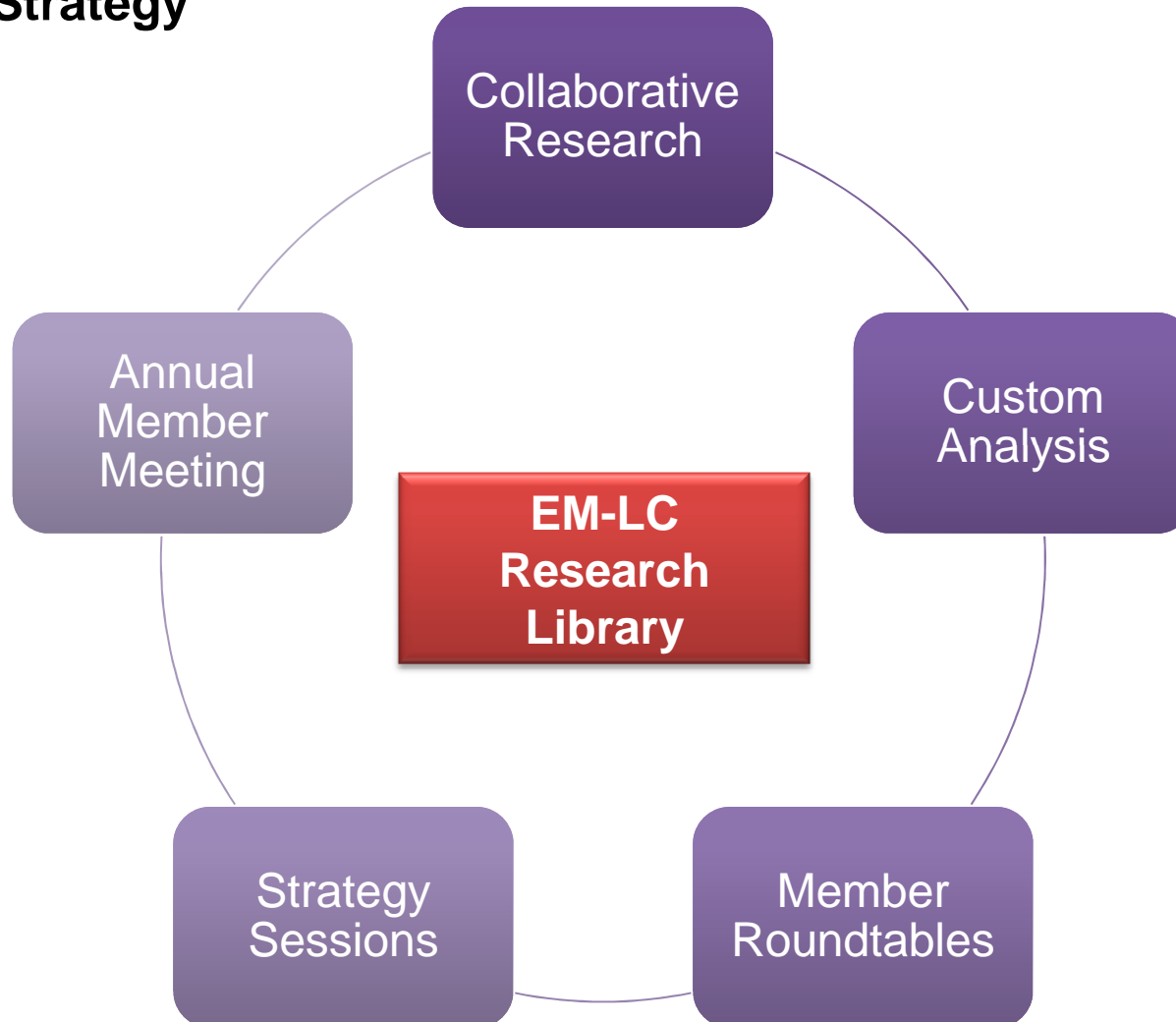
*- Enrollment Leader at a Large Public Institution*

**Officer-driven admissions:** more than 20% of FTEs at the level of admissions officers.

**Distributed admissions:** more than 50% of FTEs at the admissions officer and permanent support staff level.

**Officer-delegated admissions** more than 50% of FTEs at the student, part-time, or other level.

## Enrollment Management Learning Collaborative Members Use Research, Advising, and Professional Development Tools to Advance Institutional Enrollment Strategy



## Flexible Packages Based on Your Needs and Budgets

Components	Campus Focus	Enrollment Essentials
Participation in two national collaborative data collections	✓	✓
Five aggregate reports based on national data collection	✓	✓
Customized comparison of your institution to peers based on national data collection	✓	✓
Occasional research briefs on special topics	✓	✓
Consecutive custom analysis on campus specific topics	✓	
Strategy Sessions with Eduventures Analysts	✓	✓
Access to the Enrollment Management Research Archive	✓	✓
Peer networking at Eduventures' Annual Member Meeting	✓	✓
Ability for your team to participate in Member Roundtables	✓	✓

**For more information please  
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