



Breaking the Iron Triangle

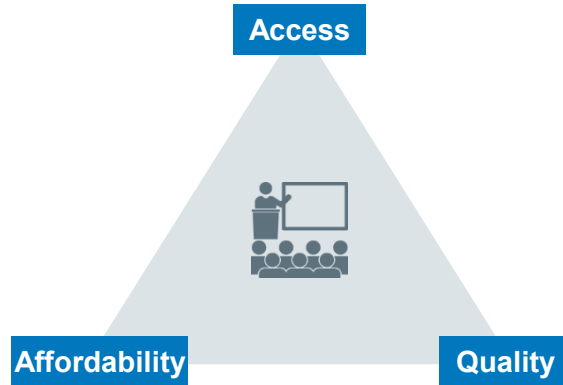
Sustaining Excellence in the New Financial Reality



The Iron Triangle

Challenges Across All Components of Mission

- Increasing gap between high and low income
- Falling behind other countries
- Generational decline in % with a degree



- Rising tuition
- Growing financial need
- Increasing debt

- Stagnant retention and graduation rates
- Questions about learning outcomes
- Employer complaints about skills

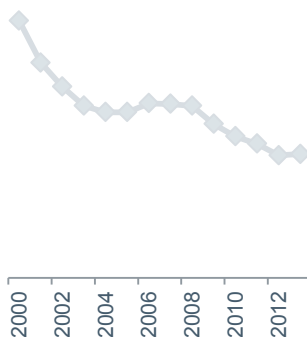
It's Going to Get Worse Before It Gets Better

Economic and Demographic Trends Will Increase the Pressure



Continued Decline in State Funding per Student

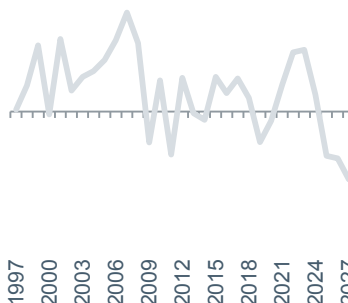
Georgia Educational Appropriations per FTE (Constant \$)



- Shift to outcomes-based funding
- Increased transparency and accountability

Slower Growth in Overall 18-22 Year Old Population

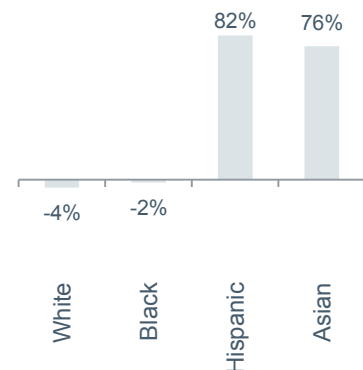
Annual Change in Georgia High School Graduates



- Increasing competition from out-of-state
- Merit aid arms race for top students

All Growth in Non-Traditional Student Populations

Projected Growth in Georgia HS Graduates, 2010-2020



- Rising student support costs
- Higher risk student populations



No Easy Answers

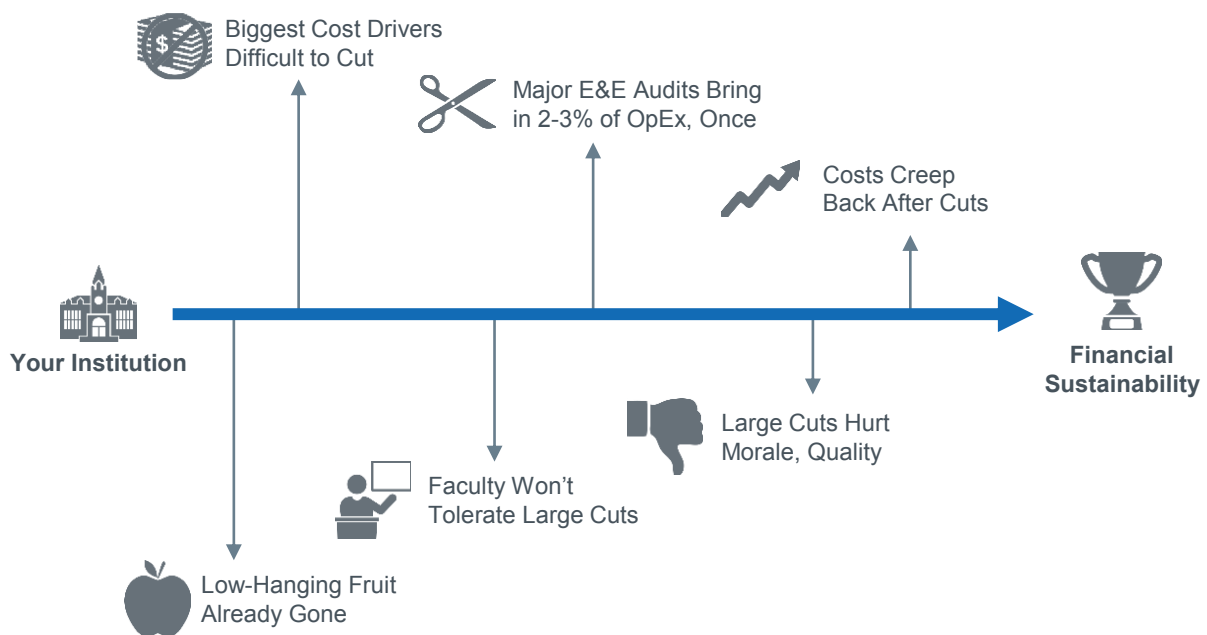
Common Proposals Require Unacceptable Tradeoffs

	Affordability	Access	Quality
Cap student tuition and fees	↑	↓	↓
Encourage disruptive innovation	↑	↑	↓
Raise admissions standards	↔	↓	↑



The Limits of Cost-Cutting Initiatives

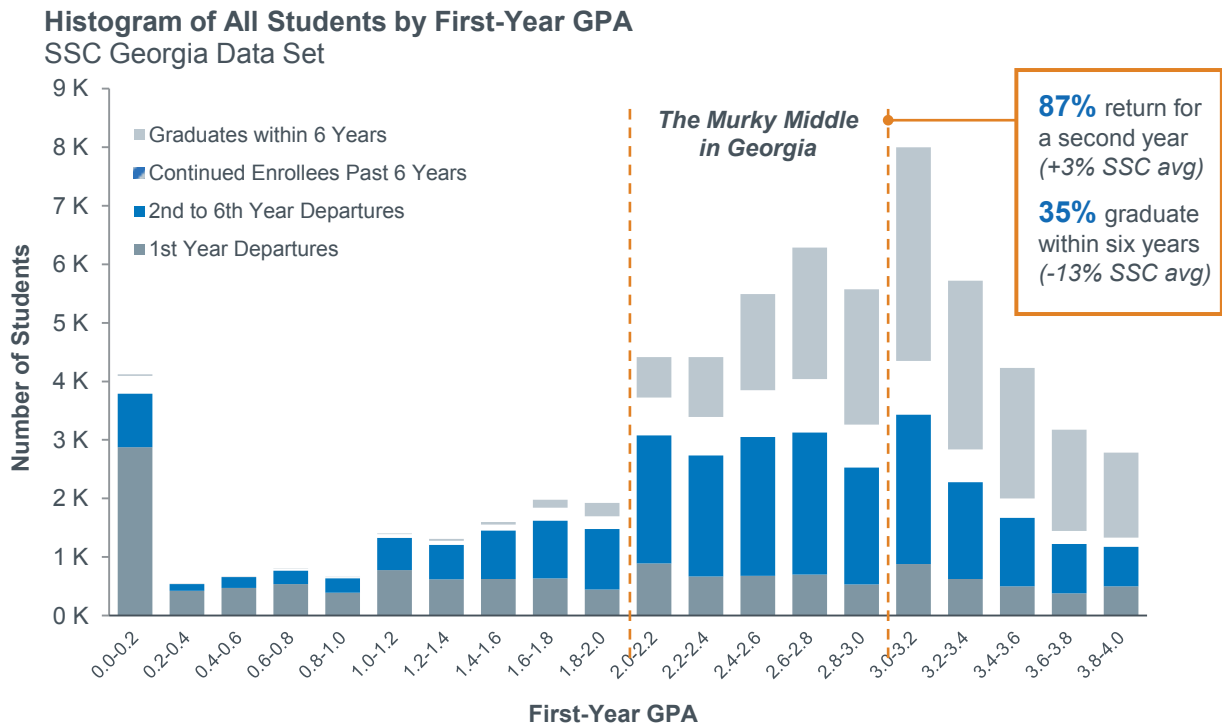
Necessary But Not Sufficient



Finding New Opportunities to Improve



“Murky Middle” Represents Big Chance to Improve Success Rates



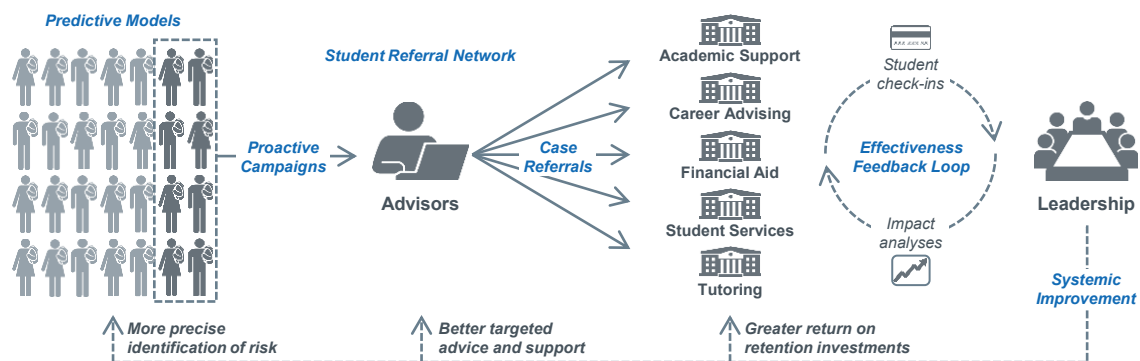
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The “Coordinated Care Network”



Building a Continuously Improving Student Support Infrastructure

- Advisors use risk analytics and alerts to identify and triage struggling students, refer them to appropriate support service, and collect results
- Administrators view utilization reports and outcomes data to assess support service effectiveness and make continuous improvements



- Institutions and EAB partner to improve risk identification, drive systemic change and elevate the impact of the entire system



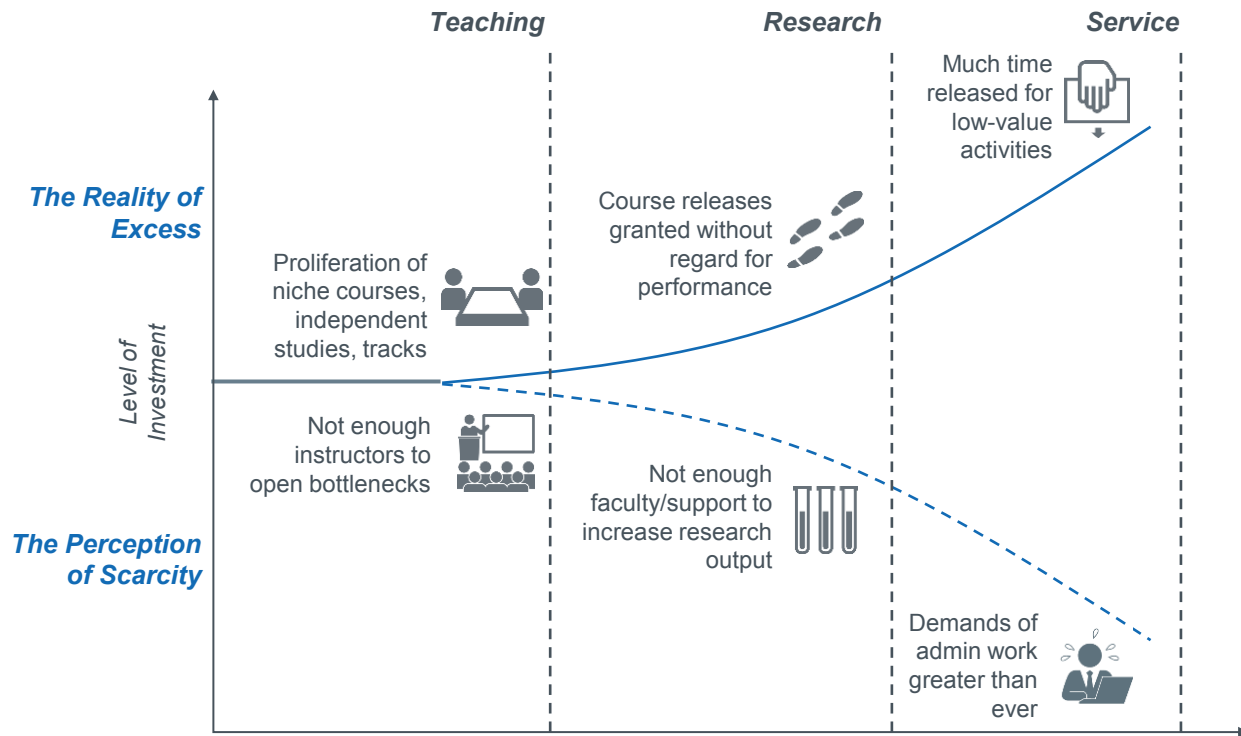
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Source: EAB interviews and analysis



Managing in an Environment of Scarcity

The Disconnect Between Decisions and Consequences



Bringing Transparency to Academic Decision-Making

EAB's Pilot Research Project

A Year-Long Joint Effort Answers Three Key Questions

1

Is it possible to extract and standardize data at the department level?

Yes

EAB Engineers integrate Finance, Human Resources, Student and Financial Aid data

EAB Analysts standardize disparate data definitions to ensure data consistency



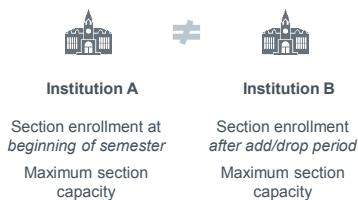
2

Is it possible to benchmark across institutions?

Yes

EAB Implementation Analysts apply the same key financial and quality metric definitions within and across institutions

Definition of Section Fill Rates



3

Are there real departmental and institutional opportunities?

Yes

the results identify new and substantive opportunities for improved academic -resource allocation

Sampling of Opportunity Areas

- Curricular Complexity
- Over- and Under-Filled Sections
- Faculty Administrative Workload
- Program Prioritization

Finding and Reallocating Academic Resources



A Roadmap for Realizing Academic Ambitions



Space Utilization



Course Offerings



Course Success



Curricular Focus



Faculty Workload

- Identify course access bottlenecks
- Better leverage existing space
- Consolidate underutilized sections
- Reduce number of small courses
- Expand bottleneck courses
- Limit high-DFW courses
- Rationalize major curricula
- Defuse inefficient gen ed reform
- Maximize capacity utilization
- Differentiate faculty workloads

50%

Classroom Utilization

33%

Underutilized Sections

20%

Attempted Credits Not Completed

30%

Students Graduating with Excess Credits

60%

Faculty Teaching Less than Standard Load

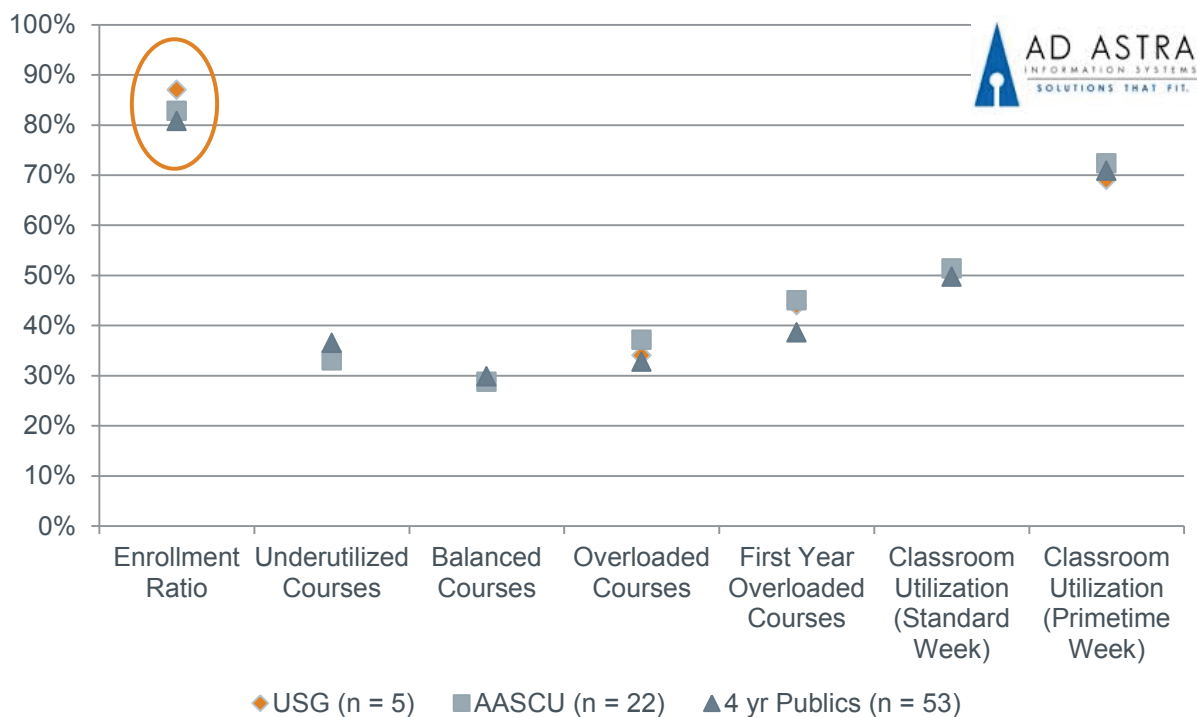
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Space Utilization

Instructional Space Utilization



Benchmarks from Ad Astra's Higher Education Scheduling Index



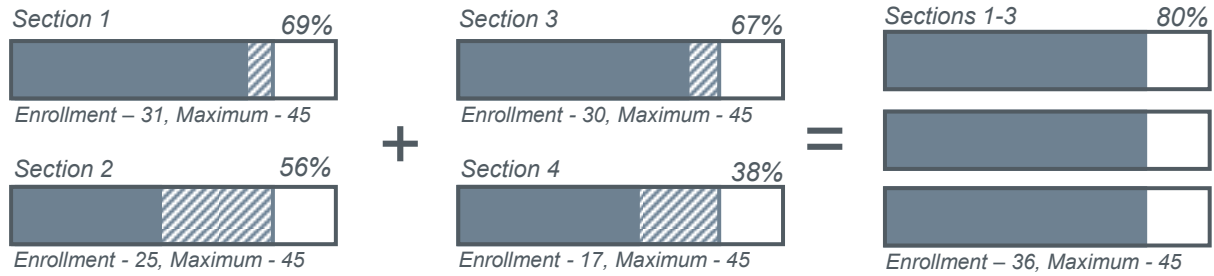
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An Easy Win

Significant Gains by Consolidating Sections Within a Single Course

Lower Division Anthropology Course



Collapsing Sections
Assuming Optimal Fill Rate of 80%

289
Superfluous sections

25% Sections taught by adjuncts	200 Adjunct credit hour savings	\$330,000 Savings from adjunct
75% Sections taught by full-time faculty	875 Full-time faculty credit hour savings	\$1.5M Long-term savings from faculty

1) For analyses, all courses with a maximum enrollment of zero are excluded.
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Source: Education Advisory Board, Gates Research Project.

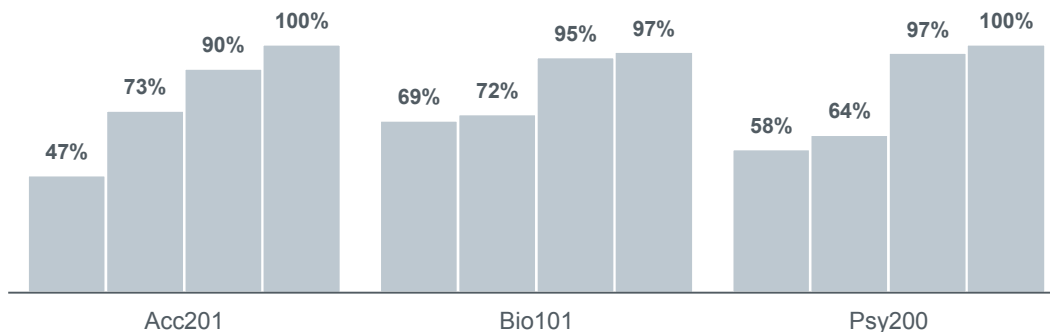


A Clear Opportunity for Improvement

High DFW Variability Within a Course Demands Further Analysis

Failure Rates Vary Drastically, Even Within a Single Course

DFW Rates by Section and by Course, Fall 2013, Public Master's University



“The greatest (financial) impact we can make at our institution is by focusing our attention on improving retention in our lower division courses.”

Chief Business Officer
Public Flagship Research Institution

1) All sections in graphic have a minimum of 19 students.
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Source: Education Advisory Board, Gates Research Project.

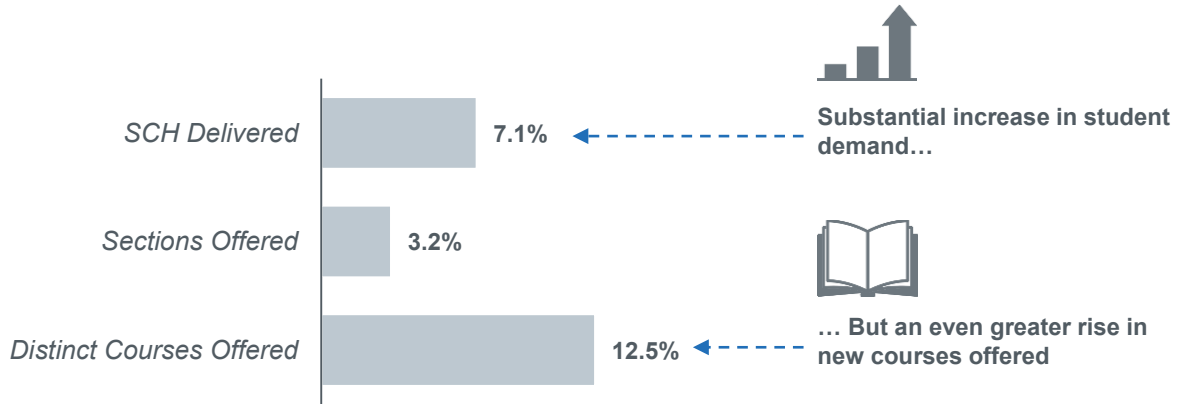


The Rococo Curriculum

Course Diversity Increasing Faster Than Enrollment

Are We Neglecting Bottlenecks in Favor of Curricular Diversity?

Increase in Enrollment, Sections, and Courses, 2009-2013, Public Master's Univ.



Faculty Workload

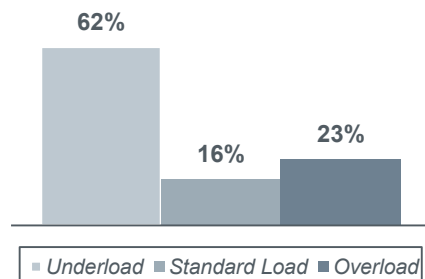


Is It “Standard” If No One’s Doing It?

Large Share of Faculty Time Released or Unaccounted For

Overwhelming Majority of Faculty Don’t Work Standard Load...

Share of Faculty by Load Status¹, Public Master’s University



... Especially at Research Institutions?

57% Share of FT faculty teaching capacity utilized (Representative Department, Public Research Institution)

The Primary Reasons for “Underloading”

- Research Releases
- Service/Admin Releases
- Insufficient Demand
- Alternative Compensation



Who’s Minding the Shop?

“There is a black market on campus for overload, supplemental pay, and reduced loads – no one has any data on this.”

Vice Provost
Public Master’s University

1) Standard load is 24 semester credit hours



EAB

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