

**NAPA GROUP RESEARCH**



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## **Trends and Best Practices in Private Higher Education**

***Prepared for Regis University***

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## SUMMARY OVERVIEW

- 1. Higher education’s strategic challenges are complex as the U.S. attempts to regain its preeminent status in global postsecondary education and transform structures, processes and programs to be more flexible and more responsive to changing societal needs.** Innovation, competitiveness and financial stability are significant themes in institutional planning and policy discussions focused on enrollments, costs, infrastructure, delivery methods, partnerships, majors, faculty, quality, access and adult students.
- 2. Jesuit Catholic colleges and universities – in a centuries-old tradition of academic rigor, intellectual exchange and faculty commitment to each student’s personal development – face some additional historic challenges.** Worldwide interdependence and globalization translate into new educational themes and contemporary models are required to maintain moral relevance, service to the community and educational access to talented students regardless of their economic status.
- 3. Pressures for a college education that leads to a job, changing workforce needs and employers’ expectations of graduates are challenging traditional universities to determine where they can make the most impact and compete in a dynamic environment while preserving the best of their traditions, the benefits of liberal education and thriving campus communities.**
- 4. Innovations in academic medical centers, schools of health professions and community health systems today are aimed at preparing new health practitioners with the skills to provide more patient-centered, safer and community-focused health care.** Such trends include interprofessional education, patient communications, patient safety, specialties such as geriatrics and the continuum of community-based care outside the hospital setting.
- 5. Rising costs, rapidly developing new technologies, growing concerns about affordability and cutting waste are driving administrators and boards to take actions to become more cost-effective and efficient and remain available to high-performing students from all walks of life, not simply the elite.** Nimble approaches reminiscent of “start-ups” in the business community target pricing, curriculum, governance, facilities, teaching and the academic workforce.
- 6. The boom in enrollment once forecast through 2020 is now in question as stagnating enrollments, particularly for smaller, tuition-dependent institutions, are forcing strategic responses about institutional business models and market share.** Online course enrollment, the recent upsurge of MOOCs and other multi-institutional partnerships and expanding mobile platforms are altering the business model of U.S. higher education. More than ever prospective students and parents seek education that is affordable, efficiently delivered and directed at career and professional success. This has led to a range of new and sometimes controversial options in technology-assisted online instruction, including self-paced, personalized, adaptive and competency-based programs that unbundle content creation, delivery, assessment and credentialing.

7. **Universities and the business community are partnering to shape courses that will better prepare students for this century's workplace.** This targeted focus on economic development fosters entrepreneurial partnerships and investments in university research and often implemented through venture funding or endowment yields.
8. **The quality of the university workplace, its internal culture and its support for diversity are increasingly strategic themes in institutional planning.** Broader engagement from faculty and staff are fostering collaboration and shaping policies in such areas as leadership and shared governance, professional development, compensation, respect, and work-life balance.
9. **Given the prospect of continuing revenue constraints and the increasing need to prioritize available dollars, simply counting and reporting are insufficient when it comes to metrics and accountability.** Both cost and ROI have become increasingly critical considerations when developing a higher education investment strategy, so that beyond degrees and patents, delivering an educated workforce is the fundamental priority.
10. **As institutional positioning, branding and advocacy are vital to competition and impact, today's marketing and communications programs at colleges and universities have advanced far beyond the traditional roles of "PR," publicity and media relations.** Along with their talents for strategic thinking and analysis, the best communications practitioners are trained to be ever mindful of their various audiences, bring "market reconnaissance" into discussions and translate their knowledge into marketing, communications and advocacy programs directed at multiple internal and external constituencies.

## I. Strategic Challenges for Higher Ed

As higher education institutions transform their structures, missions, processes and programs to be more flexible and more responsive to changing societal needs, they are facing a number of broad-based strategic challenges. Summarized in a report by Educause a decade ago,<sup>1</sup> most of the leading challenges remain broadly across the higher ed landscape and specifically at many institutions – removing boundaries (the blurring of what is on-campus and what is not), establishing interdisciplinary programs, supporting entrepreneurial efforts and technology, redesigning and personalizing student support services, emphasizing connected and lifelong learning, investing in technologically competent faculty, building strategic alliances with others, incorporating learning technologies into strategic thinking, measuring program quality, achieving institutional advantage and transforming bureaucracy, culture and assumptions.

In 2012, the intense focus on disruption, dysfunction, innovation and reinvention has led to furious efforts at change – MOOCs, for example – but still unproven solutions from a long-term perspective. The very value proposition of higher education is being challenged. While many institutions are exploring strategic changes and implementing promising programs to improve higher education access and delivery, there is no agreed-upon panacea for a very dynamic landscape, and it is likely that successful approaches necessarily will be multi-layered and comprehensive.

As a result, the conversations and activities are **big and bold**:

- A focus on the ROI of a post-secondary degree and entrepreneurial ventures providing alternatives to all aspects of traditional higher education – from ways of teaching to course design and delivery and the very reality of residential universities
- A spectrum of opinions about MOOCs – from skeptics to utopians
- Concerns that new models will threaten institutions at all levels – from those focused on access to elite universities with substantial financial resources and, at the same time, squeeze out the institutions in the middle
- Massive consolidation (a few platforms educating the most people) and unbundling the once-integrated components of course content, assessment and credentialing to modules based on convenience, flexibility and price
- State budget cuts, soaring student debt, for-profit institutions, and faculty-led technology start-ups driving alternatives to the traditional university setting
- Evidence that quality can be delivered at all scales, that multidisciplinary perspectives are vital to addressing global challenges and that employers have a voice in what universities teach

And **new practices** are taking shape:

- Course redesign in a variety of disciplines

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<sup>1</sup> “Building a Leadership Vision,” Donald E. Hanna. Educause, July-August 2003.

- Providing forums for faculty to engage in strategic discussions regarding new teaching and learning models and supporting them with resources (professional development, new technologies, data, etc.) for innovation in teaching and emerging learning styles Instructor and institutional dashboards prodded by parent, student, employer and state drives toward college completion
- Rapid growth in game-based learning for a new generation of learners
- Self-paced learning that improves performance and speeds the time to degree
- Accelerated degrees and one of the newest ideas – the “\$10,000 degree” that is being considered in Texas and Florida

## II. Jesuit Catholic Institutions for the Future

With a long history of providing access and opportunity to the disadvantaged and underserved, Catholic colleges are finding it harder to stay true to their mission of access and service in the face of market realities. According to Adolfo Nicolás, S.J., Superior General of the Society of Jesus, globalization<sup>2</sup> presents several challenges to the Jesuit Catholic higher education community:

- The laborious, painstaking work of serious, critical thinking often gets short-circuited by the ability to access so much information quickly and effortlessly and react publicly and immediately in a blog or when the latest opinion can go viral around the world. This combination of new technologies, moral relativism and consumerism limits the fullness of people’s flourishing as human beings and their responses to a world in need of intellectual, moral and spiritual healing.
- Globalization requires action as a universal body with a universal mission to serve others as a worldwide community through local networks.
- The emerging cultural world of students requires finding creative ways to promote transformational depth of thought and imagination as well as to share the fruits of research with the excluded.
- Educating the “whole person” takes on additional meaning as traditional education is necessarily increasing infused with practical skills-based education and technological savvy to appropriately prepare students for careers and an interconnected world.

## III. College Degrees and Workforce Growth

Higher ed is regaining traction among young people – and for the first time, a third of the 25- to 29-year-olds in the U.S. have earned at least a bachelor’s degree, according to a Pew Research Center analysis of

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<sup>2</sup> “Challenges to Jesuit Higher Education Today” by Adolfo Nicolás, S.J., Superior General of the Society of Jesus, at “Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe Conference,” Mexico City, April 23, 2010.

census data. While the U.S. no longer leads the world in educational attainment, the recession and sluggish employment have been factors leading young people to see higher ed as their best option.<sup>3</sup>

Meanwhile, almost half of the jobs lost in the recession that began in December, 2007 have been recovered and virtually all of those jobs required some form of postsecondary education, according to a new study by the Georgetown University Center on Education and the Workplace.<sup>4</sup>

- The majority of U.S. jobs require a postsecondary degree or credential.
- The wage advantage for workers with a bachelor's degree or better over high school has remained high and has held mostly stable at 97 percent.

**Traditional Liberal Education:** A national survey of college graduates released in November 2011 affirms the value of the bricks-and-mortar model of liberal education. The Annapolis Group, which represents 130 private liberal arts colleges, found that among alumni of its member institutions, 77% rate their level of satisfaction with their undergraduate experience as “excellent,” compared with 59% among private colleges graduates overall and 56% among graduates of top-ranked public universities. These alumni also were more likely than other graduates to say that their alma mater had prepared them for life after college, including for their first jobs.<sup>5</sup>

**STEM Careers:** The U.S. is suffering from a shortage of applicants in the science, technology, engineering and math fields -- or STEM. This is especially true for non-Asian minorities and low-income students, who are statistically less likely to be exposed to STEM professionals, have access to STEM education and hold STEM jobs. According to a recent study by Change the Equation, a non-profit initiative to improve STEM education in the United States, there are two job openings for every unemployed STEM professional.

A 2011 report<sup>6</sup> from the Department of Commerce projects that STEM jobs will grow by 17 percent by 2018, compared to 9.8 percent for non-STEM occupations.

- Over the past 10 years, growth in STEM jobs was three times as fast as growth in non-STEM jobs. STEM workers are also less likely to experience joblessness than their non-STEM counterparts.
- In 2010, there were 7.6 million STEM workers in the United States, representing about 1 in 18 workers.
- STEM workers command higher wages, earning 26 percent more than their non-STEM counterparts, and overall enjoy higher earnings whether they work in STEM or non-STEM occupations.

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<sup>3</sup> “Record Number Complete High School and College.” New York Times, 11/5/12.

<sup>4</sup> “College Graduates Lead National Growth Recovery, New Georgetown Study Finds.” Lumina Foundation, 8/15/12.

<sup>5</sup> “Alumni of Liberal-Arts Colleges See Value in Their Degrees” by Eric Hoover. Inside Higher Ed, November 16, 2011.

<sup>6</sup> Economics and Statistics Administration (<http://www.esa.doc.gov>), July 14 2011

## IV. Health Sciences Education and Delivery

Innovations in academic medical centers, schools of health professions and community health systems are aimed at ensuring that new practitioners have the skills needed to provide more patient-centered and community-focused health care through multiple means – increased emphasis on an interprofessional, team-based education for physicians, nurses and other clinicians; curricular topics such as critical thinking/reasoning, geriatrics; a shift to more competency-based assessments; and a focus on more community-based learning to foster social responsibility through service opportunities and earlier introduction of students to patients with the integration of basic and clinical sciences.<sup>7</sup>

Health care is expected to generate more new wage and salary jobs than any other industry between 2008 and 2018. Already the source of 10 of the fastest-growing occupations in the U.S., the sector will add 3.2 million jobs; at 22 percent, the increase in health care employment during 2008-18 will double that predicted for all other industries combined.<sup>8</sup>

**Nursing:** Despite deep budget cuts and resource restraints in many colleges of nursing, the interest in nursing remains high and so does the job placement rate for new BSN graduates, according to preliminary data in the American Association of Colleges of Nursing (AACN) annual survey released in December 2011.<sup>9</sup> With the focus on expanding access to primary care nationwide, many more nurses with doctoral degrees will be needed to provide essential health care services and serve as pivotal members of hospital, outpatient and home health care teams, specifically Advanced Practice Registered Nurses and other specialty roles.

**Allied Health:** Strong forces are converging to make allied health professions among the most opportune career choices for students. The most powerful of these forces – demographics, shifting delivery models and health care reform – also make themselves felt in the educational system that produces pharmacists, physical and occupational therapists and other health care professionals. While fewer pharmacists will be needed in retail settings simply to fill prescriptions, at least six times more will be necessary by 2020 within or in support of hospitals.<sup>10</sup> Growing demand for OT professionals will be driven by the increasing number of people with disabilities or limited function at both ends of the age spectrum who require therapy services and by the health reform trend toward more ambulatory and at-home services.<sup>11</sup>

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<sup>7</sup> “A Snapshot of Medical Student Education in the United States and Canada.” *Academic Medicine*, September 2010.

<sup>8</sup> Quarterly Census of Employment and Wages, U.S. Bureau of Labor Statistics, 2008.

<sup>9</sup> “New AACN Data Show Significant Enrollment Increases in Baccalaureate, Master’s and Doctoral Nursing Degree Programs.” American Association of Colleges of Nursing, December 6, 2011.

<sup>10</sup> Conference on Professionally Determined Need for Pharmacy Services, Pharmacy Manpower Project, Inc. and University of Maryland School of Pharmacy, Baltimore, MD October 29-31, 2001.

<sup>11</sup> Occupational Employment Statistics/Occupational Employment and Wages, U.S. Bureau of Labor Statistics, May 2010.

## V. The Umbrella Issue – College Costs

The costs of new technology, growing concerns about affordability and cutting waste are among the issues universities face as they seek to become more efficient and cost-effective and remain available to high-performing students from all walks of life, not simply the elite. Nimble approaches reminiscent of “start-ups” in the business community target pricing, curriculum, governance, facilities, teaching and the academic workforce at existing institutions.<sup>12</sup> This is coupled with demands by consumers and governing boards that higher education become more relevant and market-driven. While the solutions are only beginning, the trends data is evident from numerous perspectives.

**Institutional finances and strategy:** Analyzing these trends, Bain and Company estimated in a provocative report in 2012 that one-third of the institutions have been on an “unsustainable financial path” in recent years, and an additional 28 percent are “at risk of slipping into an unsustainable condition.” The report analyzed nearly 1,700 public and private nonprofit colleges.<sup>13</sup>

Moody’s reported that for FY 2013, 18 percent of private university and 15 percent of public universities surveyed project a decline in net tuition revenue and one-third project that net tuition revenue will grow by less than 2 percent or decline, a level below the rate of inflation – and thus impacting the ability to provide salary increases or new program investments without other budget cuts. These percentages are higher than before the 2008 recession. Nearly half of all universities reported lower enrollments for fall 2012, particularly smaller colleges with high tuition dependence, weak selectivity/yield rates and soft regional demographics.<sup>14</sup>

Northeastern University is one of a handful of institutions that are radically changing their business models to meet what they see as 21<sup>st</sup> century needs. Northeastern’s model builds regional platforms for graduate educational and collaborations between higher education and industry based on a strategy to be visibly part of the community and understand the community with education supplemented by virtual dimensions. The urban Boston University opened its first regional campus in Charlotte, N.C., in 2010 and in Seattle in early 2013.<sup>15</sup>

**Tuition, fees and student debt:** According to the National Center for Public Policy and Higher Education, average college tuition and fees soared 440% over the past 25 years – more than quadruple the rate of inflation and almost double the rate of health care costs.<sup>16</sup> More than half of the seniors surveyed by the College Board and the Art & Science Group in December 2011 and January 2012 said they had ruled out colleges based on their sticker prices, without considering the availability of financial aid. And 58 percent said they planned to or had applied for aid, while only 7 percent said they could afford go to nearly any

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<sup>12</sup> “Where Will Innovation Begin?” Chronicle of Higher Education, October 20, 2011.

<sup>13</sup> “One-Third of Colleges Are on Financially ‘Unsustainable’ Path, Bain Study Finds.” Chronicle of Higher Education, July 23, 2012.

<sup>14</sup> “More US Colleges Face Stagnating Enrollment and Tuition Revenue,” Moody’s Investors Service, January 2013.

<sup>15</sup> “In Seattle, Virtual University Will Have a Physical Campus, Too.” New York Times, October 29, 2012.

<sup>16</sup> “Will Higher Education Be the Next Bubble to Burst?” by Joseph Marr Cronin and Howard E. Horton. Chronicle of Higher Education, March 22, 2009.

school they chose.<sup>17</sup> Many institutions, particularly those such as Jesuit universities committed to access for qualified students regardless of their economic status, face substantial pressures to provide more financial aid and to continue to raise their discount rates (institutional grants for students who cannot pay the full tuition).<sup>18</sup>

The Institute for College Access and Success reports that the average student-loan debt of borrowers in the college class of 2011 rose to about \$26,500, a 5 percent increase from about \$25,350 the previous year. Two-thirds of graduates with a bachelor's degree had loans. The report covered only public and nonprofit colleges, not for-profit colleges in which students are far more likely to borrow more.<sup>19</sup>

**Other emerging cost issues:** Greater attention to other costs is occurring as institutions evaluate multiple pressures on the bottom line. These include both direct and indirect costs. Direct costs are typically those expended in instruction, such as salaries and benefits, program support (such as libraries) and classroom support. Indirect costs include the costs of recruitment, of fundraising, of physical plant maintenance, recreation centers, administration and financial aid, all which vary from institution to institution. Another new area of cost pressure is the move by advocates of adjunct (non-tenure track and part-time) faculty for more equitable compensation, benefits, even unionization, and for policies and legislation that more fully recognize their contributions. In fact, adjunct faculty now make up the majority of the higher education workforce – nearly two-thirds.<sup>20</sup>

**Reevaluating accreditation:** The National Advisory Committee on Institutional Quality and Integrity has been developing recommendations to overhaul the nation's accreditation system and remove what many perceive as barriers to potential aspects of education reform. Among the impacts of accreditation is financial aid – accreditors serve as gatekeepers to an estimated \$150 billion of federal student aid. One recommendation is to decouple accreditation from eligibility for federal student financial aid; another would eliminate the geographical barriers of the six regional accreditors, while still another would propose a tiered system of accreditation, similar to the Carnegie Classifications.<sup>21</sup>

**Less expensive alternatives – online:** The advent of high-quality online learning has produced new, less-expensive institutional alternatives to traditional universities and is demonstrating positive student learning outcomes. Institutions with such competitive online offerings are responding effectively to the national need for increased college participation and completion.<sup>22</sup> Yet implementing online is not necessarily inexpensive, and substantial upfront investments in technology platforms or partnerships must be taken into account along with the perceived benefits of convenience. At the same time, the

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<sup>17</sup> "Many Prospective Students Are Still Hung Up on Sticker Prices." Chronicle of Higher Education, September 25, 2012.

<sup>18</sup> "The Future of Higher Education and the Strategic Enrollment Planning Imperative," by Kevin Crockett, in Strategic Enrollment Planning: A Dynamic Collaboration, edited by Jim Hundrieser, PhD. Noel-Levitz, 2012.

<sup>19</sup> "Student-Loan Borrowers Average \$26,500 in Debt." New York Times, October 18, 2012.

<sup>20</sup> "Making the Case for Adjuncts," Inside Higher Education, January 9, 2013.

<sup>21</sup> "Advisory Panel Wades into Sticky Accreditation Issues." Chronicle of Higher Education, February 4, 2011.

<sup>22</sup> "The Inevitable Change Ahead," by Clayton M. Christensen and Henry J. Eyring." Inside Higher Education, July 14, 2011.

need to balance costs and access is also matched by continuing emphasis on the importance of place-based education fostering liberal arts as an important ingredient in an educated workforce and blended learning environments on these campuses.

**For-profit colleges:** Enrollments are declining at many for-profit colleges while online courses at traditional universities grow. In October, the University of Phoenix, the nation's largest university, announced it was closing 115 campuses and satellite locations. Enrollment is also down 15 percent at The Washington Post Company's Kaplan University, which is closing 9 campuses, down 21 percent at Career Education Corp., and down 16 percent at ITT Educational Services. This is occurring as for-profit colleges are under increasing government scrutiny. The latest government figures show for-profits have twice the federal student loan default rate of public colleges. These figures also show that while total enrollment in higher ed nationally in fall 2011 fell for the first time in at least 15 years, the overall decline of 0.2 percent was driven by a 2.9 percent drop in the for-profit sector.<sup>23</sup>

## VI. Student Demographics, Enrollment and Success

College enrollments will be more diverse over the next decade, with community colleges and for-profits capturing an ever-larger share of the market. The numbers are not expected to meet President Obama's ambitious goals to make the U.S. the nation with the highest proportion of college graduates by 2020, which will require 3 to 4% annual growth in the number of degrees awarded by colleges and universities:<sup>24</sup>

- **The average age of students will keep trending higher** as people go back to college to obtain additional credentials to advance or change to new careers. From 2007 to 2016, the population of college students ages 18 to 24 will increase by 11.1%, but the population of students ages 25 to 34 will increase by 26.8%.<sup>25</sup>
- **Hispanic and Latino enrollments** (46%) will outpace those of other racial groups. Just after 2020, minority students are likely to outnumber whites on college campuses for the first time.
- **Women's enrollment** will grow by 16% compared with men's by just 8%. By 2020 women will make up 59% of all postsecondary students, up from the current 57.1%.
- **The location of a college**, and the geographic spread of its influence and recruiting area, will remain significant factors as the Northeastern states will see declines and the number of graduates in the Midwest will fall by about 8 percent by 2014-15 and fluctuate after that. In the West, the peak for high-school graduates was reached in 2009 and a slow decline is forecast until 2014-15, when

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<sup>23</sup> "Enrollment Declining at For-Profit Colleges," Associated Press, 10/21/12.

<sup>24</sup> "Shifts in Politics and Policies Complicate College-Completion Agenda for States. Chronicle of Higher Education, August 14, 2011.

<sup>25</sup> "The College of 2020: Students." Chronicle of Higher Education Research, June 2009.

growth will begin again. In the South, the number of graduates will consistently increase, and there will be 9.4 percent more graduates in 2020-21 than in 2008-09.<sup>26</sup>

- The **number of foreign students** in the U.S. continued to climb, led by Chinese students and reaching more than 723,000 in 2010-2011. These strong increases have significant economic impact on the United States, as international students contribute more than \$21 billion to the U.S. economy, through their expenditures on tuition and living expenses, according to the U.S. Department of Commerce.<sup>27</sup>

### The Attainment Gap in Colorado

Colorado's new Master Plan for higher education cites a number of critical issues related to costs and student success.<sup>28</sup> While public investment in higher education has shrunk dramatically, tuition and fees have grown, limiting access for lower- and middle-income families. Beyond funding, the report says that too many students are not academically prepared and fail to obtain their college degrees, a situation exacerbated for students from traditionally underserved populations. As in all states, this has broad implications for the state's economic future. A 2010 study, *The Degree Dividend*, identified three chronic challenges: (1) Colorado ranks among the lowest states in the nation in its funding of public institutions of higher education; (2) Colorado has the second largest degree attainment gap in the country (the gap between the educational attainment of white students and of the next largest ethnic group, the Hispanic/Latino population; and (3) While there are nearly 3.3 million adults aged 25 and older in Colorado, 90% have a high school diploma or higher, yet only 37% hold a bachelors degree or higher.

### Student Life and Student Success

Caring for the "whole student" through integrated services linked to student success is a driving force in higher education today. A major issue is degree completion. Although a slightly higher number of college students now graduate in four years' time compared to a decade ago (39% versus 36%), an average of 56.4% of college students now take five years to graduate.<sup>29</sup> First-generation college students, whose parents do not have degrees, face additional challenges. Often working to put themselves through college and also supporting their families, they have less parental involvement, may have entered college with less academic preparation and study skills and participate in fewer if any extracurricular activities, internships and career networking. Campus resources are vital to building their social and professional connections.<sup>30</sup> Key trends are the First- and increasingly the Second-Year Experience (continued innovations in structured student support services), one-stop shopping for all

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<sup>26</sup> "The College of 2020: Students," Ibid.

<sup>27</sup> Institute of International Education, 2011.

<sup>28</sup> "Colorado Competes: A Completion Agenda for Higher Education." Colorado Commission on Higher Education, October 2012.

<sup>29</sup> Almanac of Higher Education 2011, *ibid*; "Gazing into Higher Ed's Future." *Inside Higher Education*, September 22, 2011; and "Keys to College Students' Success Often Overlooked." *University Business*, December 1, 2011.

<sup>30</sup> "First Generation Focus." *Inside Higher Ed*, March 23, 2012.

student services with an emphasis on customer service and residential facilities with prime emphasis on the common spaces for peer-to-peer interaction in support of the academic mission and informal areas for connecting with others while designing more efficient use of private or shared rooms, suites or apartments.

## VII. Revenue Generation and Industry Partnerships

Universities and the business community are partnering to shape courses that will better prepare students for this century's workplace, too. The trends strongly support the value of a liberal education along with more professionally focused careers. Capital investment, too, is a way in which higher education is reaching out in the economic development arena. An excellent example is Brown University's new \$45 million Warren Alpert Medical School, now housed in a converted, four-story, 134,000-square-foot costume jewelry factory building that dates to 1928.<sup>31</sup> Opened in August 2011, the new medical school is about a mile from campus in the midst of what's been dubbed the "Knowledge District," a 360-acre area intended to draw high-tech, high-wage jobs to Rhode Island.

## VIII. Technology for Administration and Teaching

Trends identified as key drivers of technology adoptions from 2010-15: the ability to work, learn and study whenever and wherever; cloud-based technologies and decentralized IT support; collaborative work by students; more cross-campus collaboration with faculty and departments – all meaning more interactive classrooms and more information at students' fingertips. Challenges include how best to apply emerging technologies for student research and problem-based learning, digital media literacy as a key skill in every discipline and the opportunities offered by mobile computing.

The mobile web is a fact of life at universities now. University Business Magazine's annual "state of the mobile web" survey<sup>32</sup> in 2/12 found that 59 percent of surveyed institutions (total 261) reported having a "mobile solution" (mobile website, accessible website, native mobile device applications, etc.) in place compared to just 37 per cent a year earlier.

Other technology-assisted (and sometimes controversial) learning applications include competency based learning (aimed largely at adult students seeking to earn credit for professional and life experience and close the remaining distance to a college degree), adaptive learning (computerized adjustments according to student learning abilities), self-paced and other personalized learning and assessment software.

### MOOCs and Dynamic Changes in Online and Blended Education

The upsurge of MOOCs – massive open online courses – have caused educators, administrators and boards to evaluate more fully the "what, who and how" of online and blended learning. The shifting landscape for learning options has also sent institutions scrambling to come up with solutions to satisfy

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<sup>31</sup> "Brown Opens New Med School Building," by Erika Niedowski. wpri.com, August 16, 2011.

<sup>32</sup> "The 2012 State of the Mobile Web in Higher Education." University Business, March 28, 2012.

several trends, from demands for greater access, convenience and completion to greater competitive positioning and recruitment. Some of the major developments in the second half of 2012 include:

- The American Council on Education (ACE) will examine select Coursera courses for college credit. Such a move might improve college affordability for the 2000 institutions that currently accept the recommendations of ACE CREDIT, but it will also raise logistical questions for administrators.<sup>33</sup>
- The rise in MOOCs could bring in new revenues to and heighten the brand recognition of major universities while posing challenges to smaller schools and for-profit colleges, Moody's Investors Service predicts.<sup>34</sup>
- The average student pursuing postsecondary education completely online is a white, 33-year-old woman with a fulltime job and a household income of around \$65,000 per year – and she is likely to be studying business – the chosen field of 34 percent of students in fully online programs, according to a new surveys.<sup>35</sup> Meanwhile, the market for online higher education aimed at adults may be reaching maturity and a better-defined product may be necessary to sustain growth so that online education does not become simply a backup to on-campus classes.<sup>36</sup>

## IX. Internal Culture/Workplace

*The Chronicle of Higher Education's "Great Colleges to Work For" survey* identified 12 features of excellent academic workplaces in four broad areas – leadership (collaborative governance, confidence in senior leadership, supervisor or department-chair relationship), careers (professional career development programs, teaching environment, tenure clarity and process), compensation (compensation and benefits, job satisfaction, respect and appreciation) and the workplace (diversity; facilities, workspace and security; work-life balance). One of the highest-scoring statements among more than 20,000 faculty and staff at 310 colleges and universities of all sizes was, "I understand how my job contributes to this institution's mission."<sup>37</sup>

## X. Metrics and Accountability

Given the prospect of continuing revenue constraints and the increasing need to prioritize available dollars, the National Governors Association July 2011 report, *Complete to Compete: From Information to Action - Revamping Higher Education Accountability Systems*, also contains important information for private institutions, because metrics are vital to "navigating the convergence of the rising demand for highly educated workers, fiscal constraints, and an influx of new and different students."<sup>38</sup> Cost and ROI are also critical considerations when developing a higher education investment strategy, so that, beyond

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<sup>33</sup> "Managing MOOC Credits." *University Business*, 11/15/12.

<sup>34</sup> "MOOCs Could Hurt Smaller and For-Profit Colleges." *Chronicle of Higher Education*, 9/12/12.

<sup>35</sup> "The Online Student." *Inside Higher Ed*, 7/25/12.

<sup>36</sup> "Mature Market for Higher Ed." *Inside Higher Ed*, 9/19/12.

<sup>37</sup> "Great Colleges Reap the Benefits of Great Workplace Culture." *Chronicle of Higher Education*, July 24, 2011.

<sup>38</sup> "Complete to Compete: From Information to Action - Revamping Higher Education Accountability Systems." National Governors Association, July 2011.

degrees and patents, delivering an educated workforce is the fundamental priority, the report says. Questions to be asked at the university system level – Are we increasing completion? Improving transitions between campuses and systems? Containing or reducing cost per completion? Investing in the right mix of institutions and programs?

## **XI. Marketing and Communications**

Today’s PR programs at colleges and universities, whether public or private and regardless of size, have advanced far beyond the traditional roles of publicity and media relations. The overwhelming changes in higher education in the past few decades have elevated the role of public relations significantly. Along with talents for strategic thinking and analysis, the best PR practitioners are trained to be ever mindful of their various audiences and bring “market reconnaissance” into discussions. With the president as the principal communicator, assisted by the chief PR officer, the institution’s senior leadership (VPs, deans and directors) must work together to advance relationships with external and internal constituencies. Failure to do so will send conflicting messages across the institution – and beyond.

## **XII. Leadership, Boards and Shared Governance**

The impact of changing trends across university structures, academics and governance has become visible in the relationships among leadership groups at several universities. In recent months, activities at both private and public institutions have brought multiple issues to the forefront. Two examples are NYU and St. Louis University. A third is the University of Virginia (see Napa Group whitepaper – *Joint Governance: A Platform for More Aggressive Change in Higher Education*, October 2012).



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