

ENROLLMENT MANAGER

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RECENTLY PASSED OMNIBUS SPENDING BILL INCLUDES SURPRISINGLY GOOD NEWS FOR COLLEGES AND UNIVERSITIES

John W. Dysart
President
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Congress has just passed an omnibus spending bill that increases education funding significantly. The funding increases came as a surprise to most higher education advocates. The President signed the bill despite a late threat to veto the package.

It has been interpreted as a rebuke to the plans and proposals of President Trump and The Secretary of Education, Betsy DeVos. The bill contains no cuts for education despite reduction recommendations by the administration and myriad "school choice" initiatives did not receive financial support. The bill did not include \$250 million for school choice requested by DeVos.

- The maximum award for the Federal Pell Grant increased by \$175 to \$6,095.
- Funding for Federal Campus-Based programs increased by \$247 million.
- Funding for the Federal Supplemental Educational Opportunity Grant increased by \$107 million to a total of \$840 million. It represents the largest annual increase for the program in history. The Secretary of Education had advocated eliminating funding for this program. Another proposal sought to absorb FSEOG into the Federal Work-Study program.
- The House approved the measure by a vote of 256-167, while the Senate passed it by a vote of 65-32.
- The bill increases appropriations for education by \$2.6 billion to \$70.9 billion.
- The Federal Work-Study program received an additional \$140 million for a total of \$1.13 billion. The administration had hoped to cut funding for this program by 50%.
- The spending bill included \$35 million for Historically Black Colleges and Universities.



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ON 100% RECYCLED PAPER

OMNIBUS SPENDING BILL INCLUDES SURPRISINGLY GOOD NEWS CONTINUED:

- Support for Title III programs increased by 14%.
- GEAR UP funding grew by \$10 million to \$60 million.
- Support for TRIO increased by \$60 million to a total of \$1.01 billion.
- The Public Service Loan Forgiveness Program received \$350 million.
- Head Start support increased by \$610 million.
- The bill includes \$15 million in increased funds for Hispanic Serving Institutions.
- Funding for the Work Colleges Program increased by \$1.2 million to nearly \$10 million.

There is a need for even greater funding for education as such investments have stagnated in recent years. This is, however, a positive step in the right direction.

THE ENVIRONMENTAL LEADER: HOW SUSTAINABILITY OFFERS A COMPETITIVE EDGE IN ENROLLMENT

Dr. Marylouise Fennell
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Dr. Scott D. Miller
President
Virginia Wesleyan University

“In a crisis, the best thing to do is the right thing. The worst thing to do is to do nothing,” President Theodore Roosevelt famously said.

His advice could have been written about today’s environmental challenges; doing nothing is not an option for our campuses. We cannot wait to model ways to minimize the crisis of global warming emissions and to foster environmental protection. Today’s colleges must, therefore, add yet another hat, that of “environmental leader,” to their plethora of roles.

There is another compelling reason for encouraging sound environmental practices: green initiatives can offer a competitive edge among prospective students. Curbing emissions and using clean, renewable energy sources will not only stabilize and reduce long-term energy costs, but also attract budding young environmentalists while fostering new opportunities for student research and synergistic relationships with external organizations.

Although the financial impact of some environmental initiatives is a significant concern, many cost little or nothing. Even small, incremental steps, such as recycling cooking oil and scrap metal, reducing food and paper waste, and purchasing sustainable products, can achieve measurable results—and appeal to a young generation concerned with leaving this world better than they found it.

The non-profit Second Nature (secondnature.org) constitutes an important nationwide commitment to stabilizing the climate. In addition to signing on to this effort as an institution, we recommend the following to build your sustainability profile:

Lead by example. Institutions must demonstrate through deeds, not just words, a commitment to good stewardship of the environment. Consumption habits, for example, can include recycling efforts, utilizing hybrid vehicles, offering a bicycle-sharing program on campus, and reducing paper waste. Universities can ensure new campus construction meets LEED-certification standards or the equivalent, and that all new appliance purchases are ENERGY STAR-certified. Campus dining services and other vendors often have a financial stake in

HOW SUSTAINABILITY OFFERS A COMPETITIVE EDGE IN ENROLLMENT CONTINUED:

reducing waste and lowering energy consumption; they can set a good example for students and faculty.

Gain strength in numbers. More than 600 colleges and universities in every state and the District of Columbia have committed to Second Nature's Climate Leadership Network to take action on climate and to prepare students through research and education for the challenges of the 21st century. These institutions report on their yearly progress, publicly sharing their climate action plans, greenhouse gas inventories and more.

Engage prospective students and the campus community. Green campus initiatives offer an ideal vehicle for involving current and prospective students in achieving progress while fostering relationships. We envision, in accord with Second Nature, "humanity thriving through healthy, just, and sustainable living within a dynamically changing earth system. We see higher education playing a prominent leadership role in shaping research, learning, and communities that inspire and operationalize this positive future."

Set measurable goals. Institutions signing on to the Climate Commitment show dedication to establishing concrete plans for reducing greenhouse emissions within two years. These include, but are not limited to, completing an energy inventory within one year of signing. In the words of the organization's pledge, "Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical, and civil society. (In so doing) they will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop."

Sustaining the environment in which we educate students is an active process that must continually go forward, change with the times, but also foster and preserve valued traditions. Our current and prospective students in environmental studies represent the real hope for all of us. They have embraced the cause of a cleaner, healthier environment that will enrich our lives and those of generations to come.

As visionary conservationist President Theodore Roosevelt might have said, there is no better time than now to act to preserve our natural heritage, sustain our resources as a nation and inspire our youth to work vigorously for their own future. We encourage colleges and universities to lead the way—strengthening their own financial and environmental future in the process.

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HOW SUSTAINABILITY OFFERS A COMPETITIVE EDGE IN ENROLLMENT CONTINUED:

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Dr. Marylouise Fennell, RSM, a former president of Carlow University, is senior counsel for the Council of Independent Colleges (CIC) and principal of Hyatt Fennell, a higher education search firm.

PRIORITIZING PROFESSIONAL ADVISING AND INTERVENTION FOR AT-RISK STUDENTS WHEN RESOURCES ARE SCARCE

John W. Dysart
President
THE DYSART GROUP

Retention and completion are real challenges at so many colleges and universities. Institutions serving large numbers of at-risk students face daunting obstacles.

In my experience, systematic tracking, professional academic advising and active intervention can make a material difference in retention, completion and graduation rates. Unfortunately, implementing such an approach requires investments and many schools just do not have sufficient resources to introduce these initiatives institution-wide immediately.

- Tracking software is necessary to monitor academic progress, participation in co-curricular activities, financial aid application rates, outstanding balances in the Business Office or missed payments, class attendance and more.

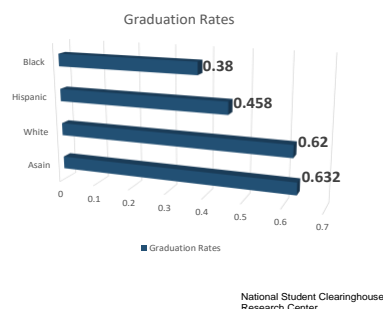
- Individuals will need to be hired to provide advising, tracking and intervention services and the larger the institution, the more professionals needed.
- It likely will be necessary to hire an operational supervisor for the initiative depending on the number of professionals in the division.

It is understood that total funding may not be available immediately, but it still makes sense to begin the implementation process, piecemeal if necessary.

Colleges and universities without sufficient resources may need to consider prioritization. In other words, it may be necessary to identify those student populations most at risk to serve in the short-term.

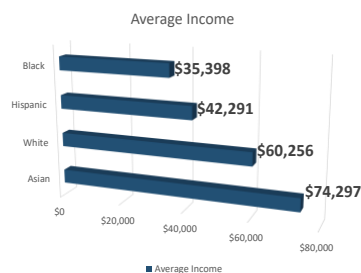
- You may wish to prioritize by ethnicity as there are significant differences in graduation rates as a function of ethnicity.

6-YEAR GRAD RATES BY ETHNICITY



- Recall that there are material differences in family income as a function of ethnicity.

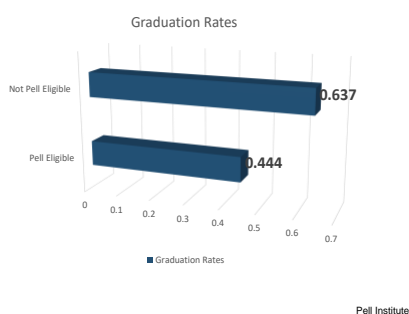
DIVERSITY AND AVERAGE INCOMES



PRIORITIZING PROFESSIONAL ADVISING AND INTERVENTION FOR AT-RISK STUDENTS WHEN RESOURCES ARE SCARCE CONTINUED:

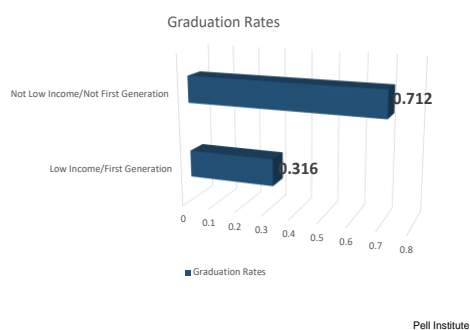
- Recipients of Federal Pell Grants are less likely to graduate in six years than their non-recipient peers.

6-YEAR GRAD RATES BY PELL GRANT ELIGIBILITY



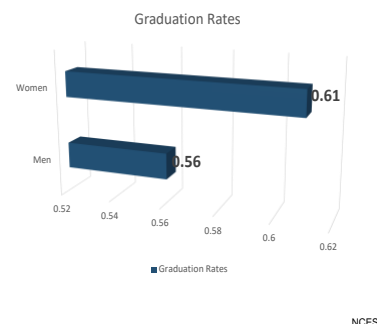
- First-generation college students are at higher risk for attrition. Consider the implications for income levels and first-generation status on six-year graduation rates.

6-YEAR GRAD RATES FAMILY PARTICIPATION



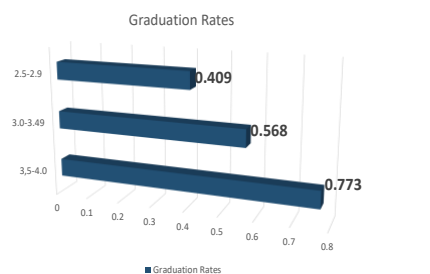
- Gender can make a difference. Males are less likely to graduate from college than females. This is important because males are also less likely to attend college generally.

6-YEAR GRAD RATES BY GENDER



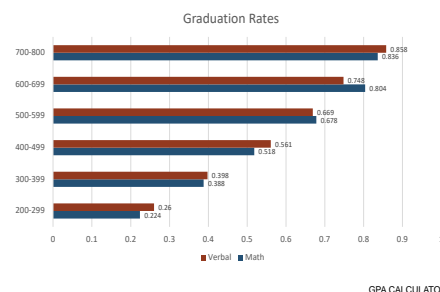
- Obviously, levels of pre-college academic preparation influence graduation rates. Students with low high school grade point averages are less likely to graduate than students who perform better in high school.

6-YEAR GRAD RATES BY HIGH SCHOOL GPA



- The College Board's SAT test scores correlate with graduation rates. Students with higher test scores are much more likely to graduate within six years than those with low test scores.

6-YEAR GRAD RATES BY SAT



PRIORITIZING PROFESSIONAL ADVISING AND INTERVENTION FOR AT-RISK STUDENTS WHEN RESOURCES ARE SCARCE CONTINUED:

Sometimes, the ability to identify your student populations most at-risk for attrition is not enough to limit investments in retention activities. I recently held a meeting with a group of administrators at a private college seeking to focus the new retention initiative on those populations most at-risk.

The IT department conducted some initial research to break out the new student class as a function of ethnicity, first generation attendance, pre-enrollment academic characteristics, gender and eligibility for the Federal Pell Grant. Even after throwing gender out of the equation, this particular institution found that 70% of their newly enrolled students were at-risk based upon one or more of the characteristics.

The College agreed to reduce the number of students eligible for the retention initiative by selecting only those with two or more of the characteristics. This exercise dropped the number to 50% of the newly enrolled population.

Finally, it was decided to include only those students exhibiting three or more of the at-risk characteristics. The new calculation reduced the eligible population below 25% of newly enrolled students.

While it is unfortunate that not every college or university has the resources to effectively address attrition issues with proven tactics, it may be necessary to be more selective in the students served initially.

Perhaps improving retention rates even for a small percentage of the total enrollment will generate sufficient new resources over several years to expand the number of students served.



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