

# A Futuristic Perspective of Admissions and Recruitment

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10:45 AM – 12:00 PM  
Session: B16  
Stanford Room  
NACAC Competency 6



# Session Description

What will admissions and recruitment look like in 15 years? Join us in a discussion about the future of our profession, as we project trends of demographics, costs, financial aid gaps, and social stratification.

We will explore the potential impact of these changes on how/what we communicate to prospective students about the value of higher education.

# Overview

- Comprehensive Choice Models and the changing landscape of higher education.
- Small Group Activity: Design a recruitment plan for 2028
- Focus on keeping a level playing field

# Futuristic What?

A “Futuristic Perspective” uses past trends to project future possibilities



# Outcomes

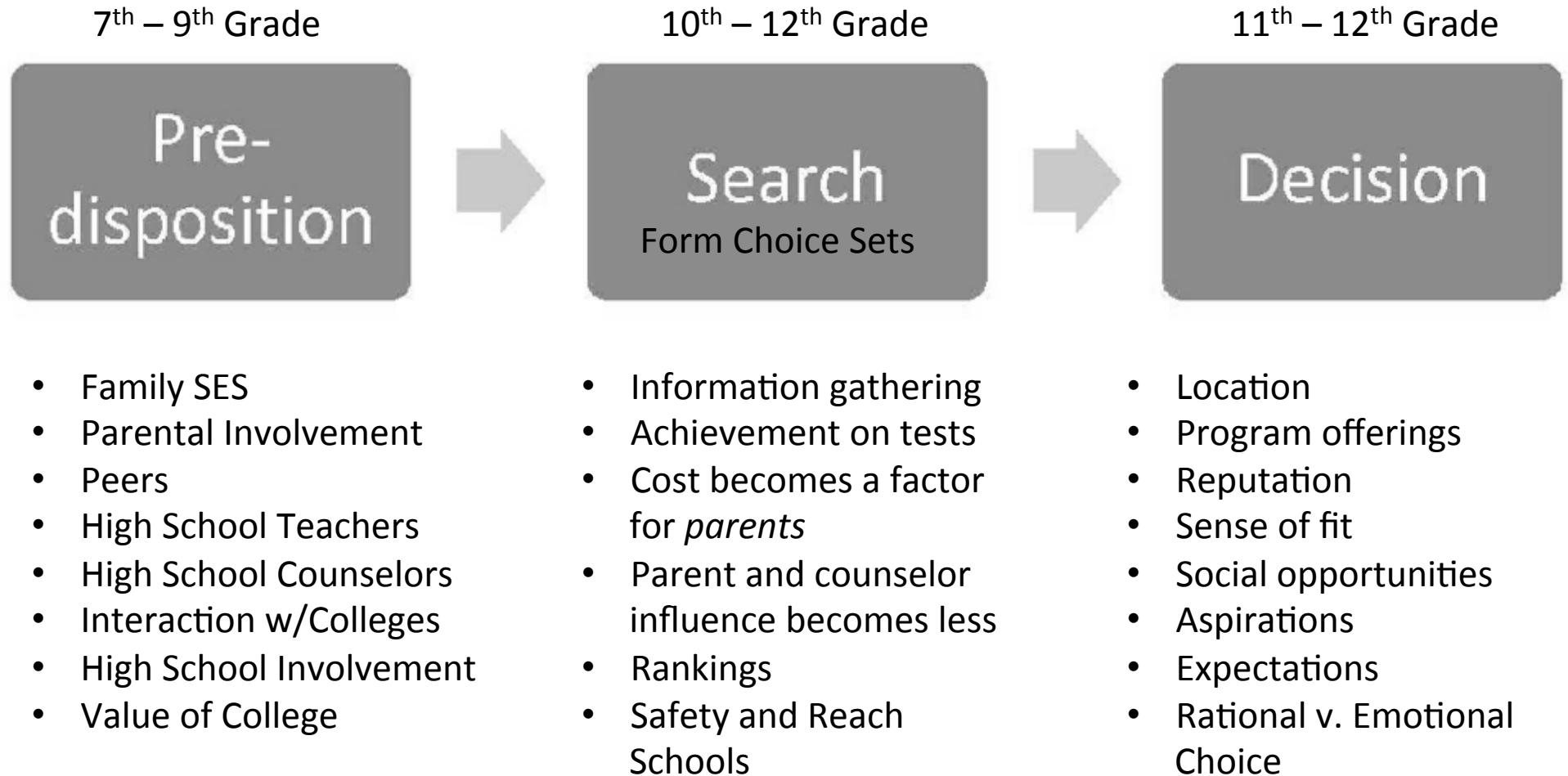
- Reflect on the current financial climate of Higher Education
- Project current trends out 15-years and discuss implications
- We are reflecting and projecting – not necessarily preparing ready made programs to implement on campus.

# Key Concept: Gentrification

A common concept of urban housing in which financially poor or middle class individuals are no longer able to attain desired resources due to price and are displaced.



# Current Literature on College Choice Models



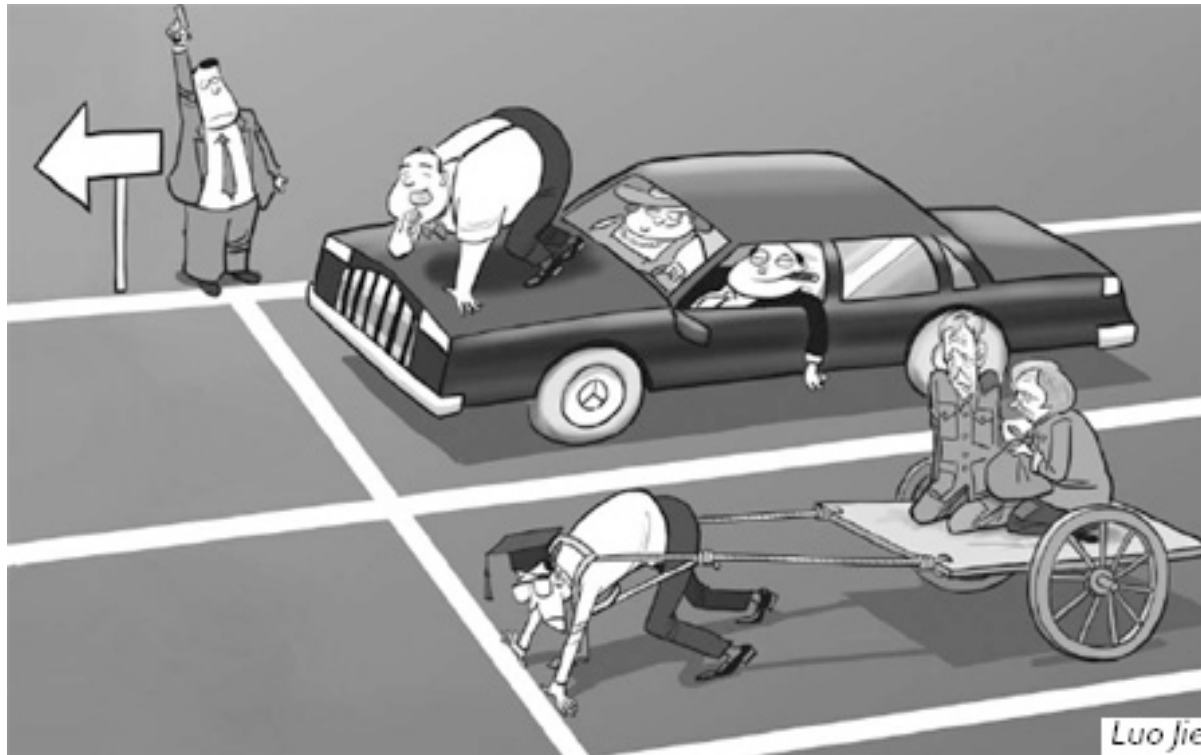
(cited in Bergerson, 2009)

# Key Assumption of College Choice Models:

Access is equal for everyone



# Social Mobility



The highest socioeconomic quartile (top 25%) represents 75% of enrollment at “top-tier colleges and universities”.

Haveman and Smeeding, 2006

*“[Students] often do not see choices outside what they perceive to be available to their particular social group” (p. 41).*

Habitus, Structure (Capital), & Field

# **BOURDIEU: SOCIAL REPRODUCTION THEORY**

Bergerson, 2009

# Habitus

- Societal power that is created and repeatedly reinforced by cultural and symbolic influences
- If you spent your entire life in poverty, having not known anyone who went to college, how would know college is an option?

# Types of Capital (aka Power)

- Economic – Mo' money, Mo' choices
- Social – Who do you know
- Cultural – How does society value my culture?

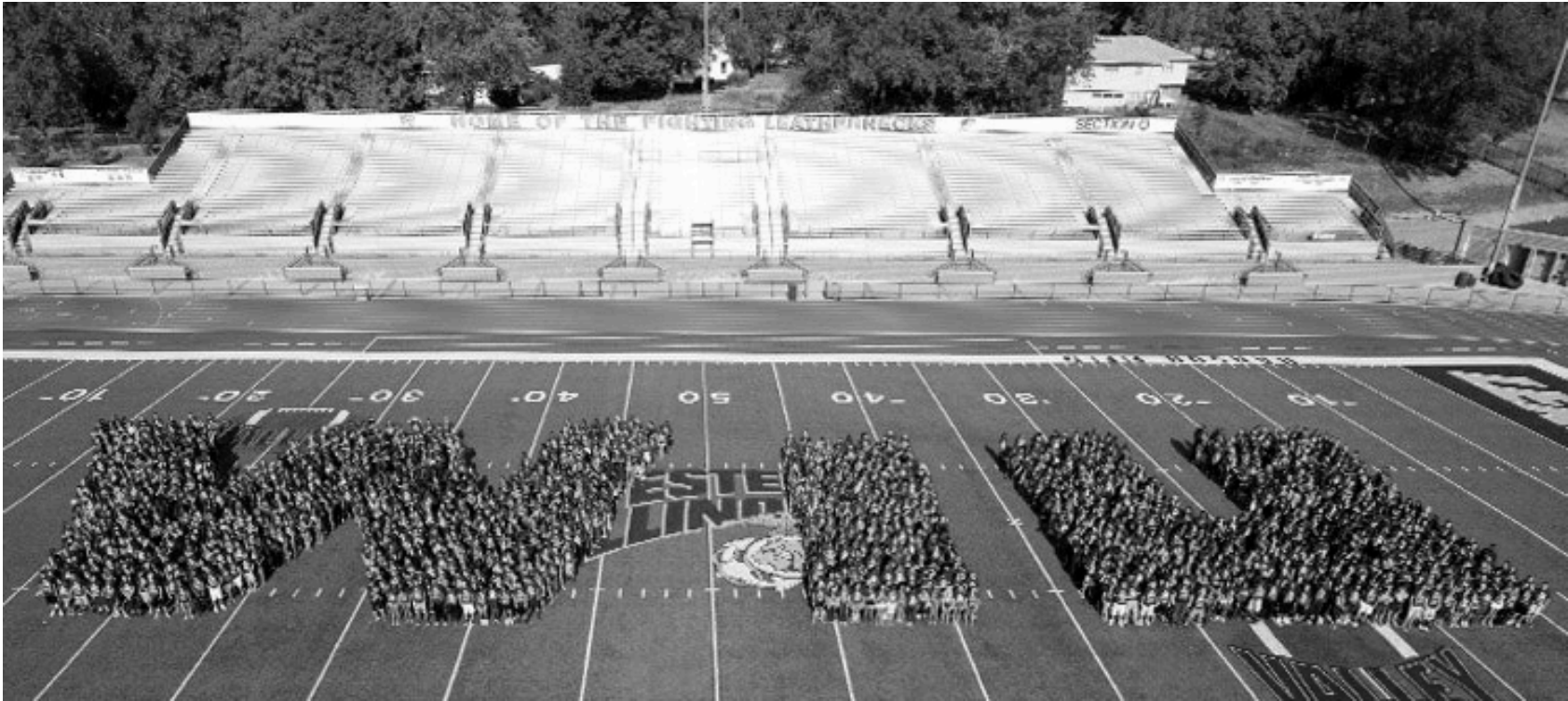
# Field

- Students compete for available capital
- How does the system reward capital?
- How does recruitment strategy (field) value cultural and social capital?

*“We all have a role to play – the President, Congress, parents, students and schools – in making college affordable and keeping the middle class dream alive.”*

*- Arne Duncan, Secretary of Education*

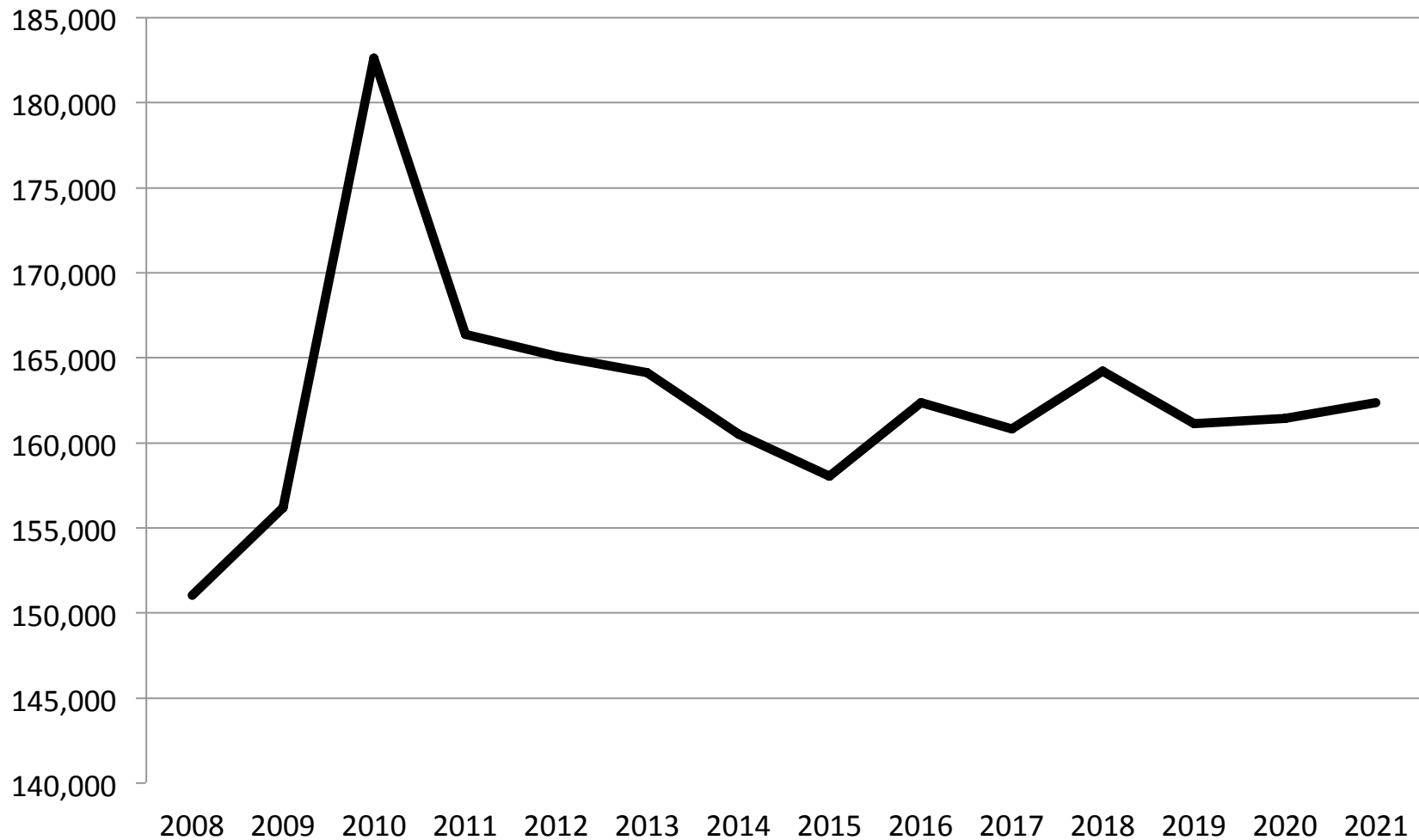
## **OUR CURRENT REALITY AND FUTURE POSSIBILITY**



# PREDISPOSITION

Who has the social and cultural capital to attend college?

# High School Graduates State of Illinois (2008-2021)

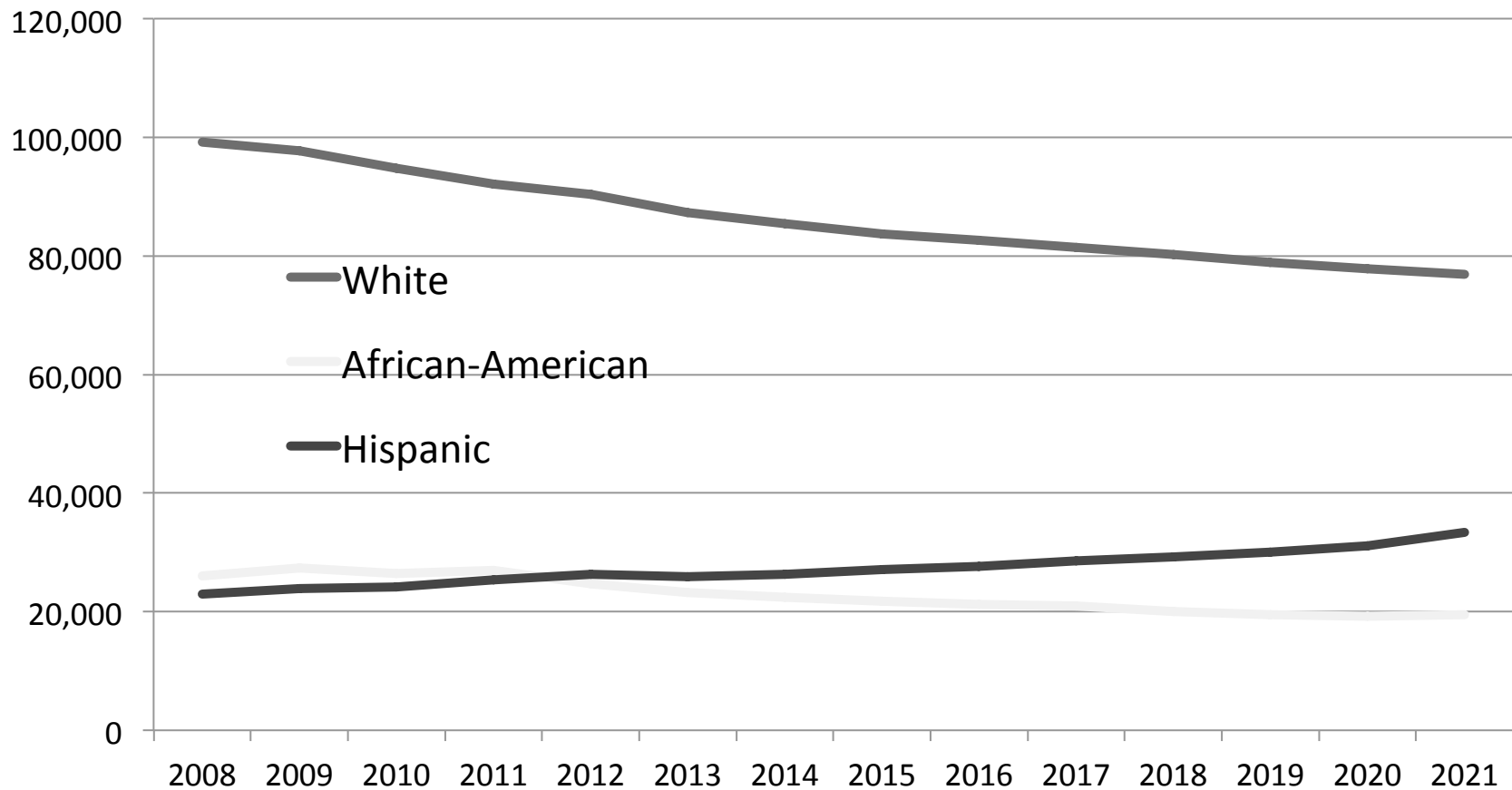


National Center of Education and Statistics



# Changing Demographics

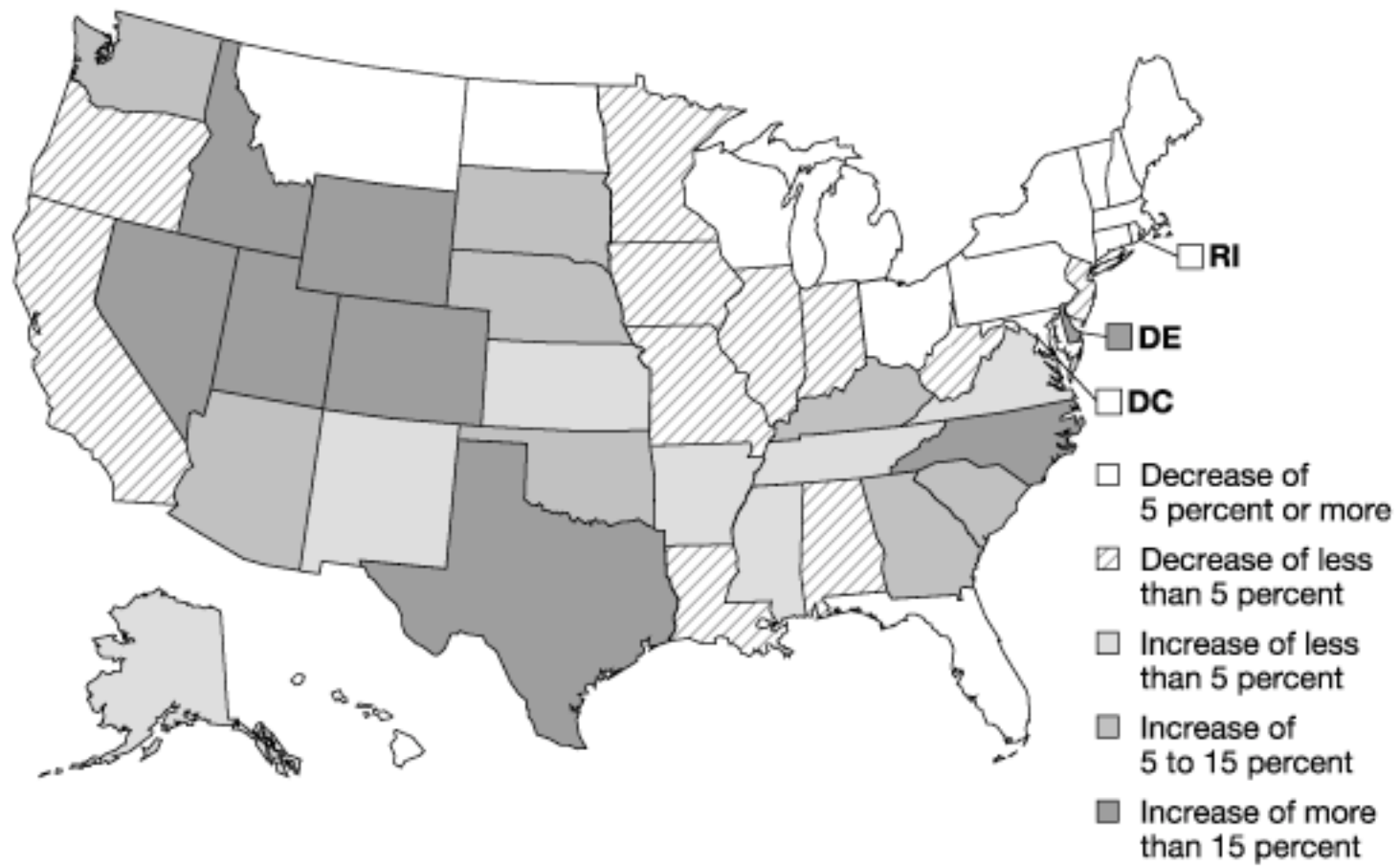
## HS Students in Illinois (2008-2021)



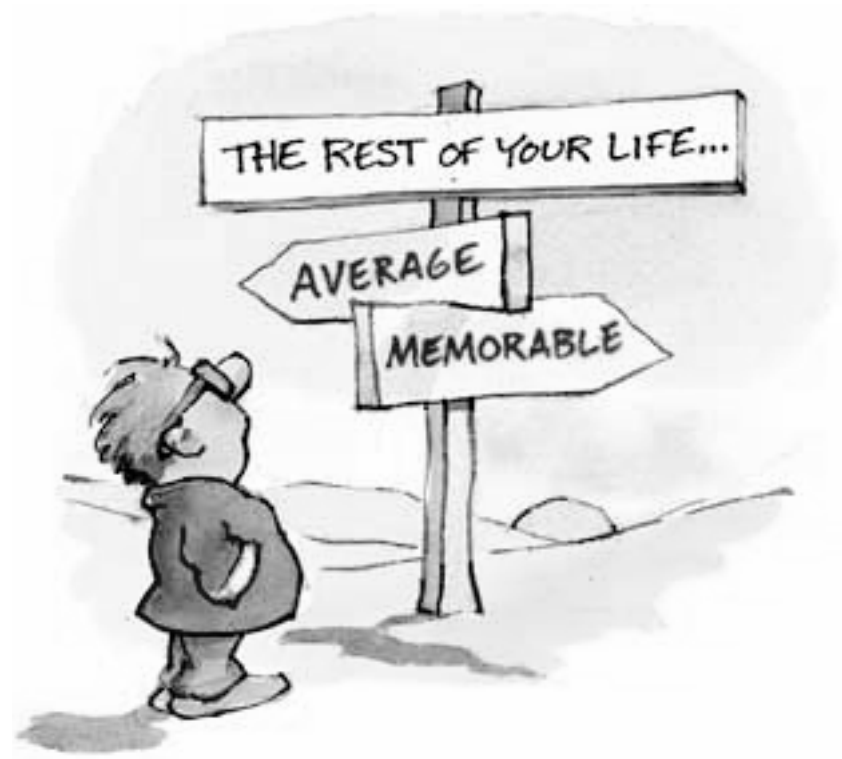
National Center of Education and Statistics

# Location, Location, Location

Projected percentage change in the number of public high school graduates, by state:  
School years 2007–08 through 2020–21



<http://nces.ed.gov/programs/projections/projections2020/figures.asp>

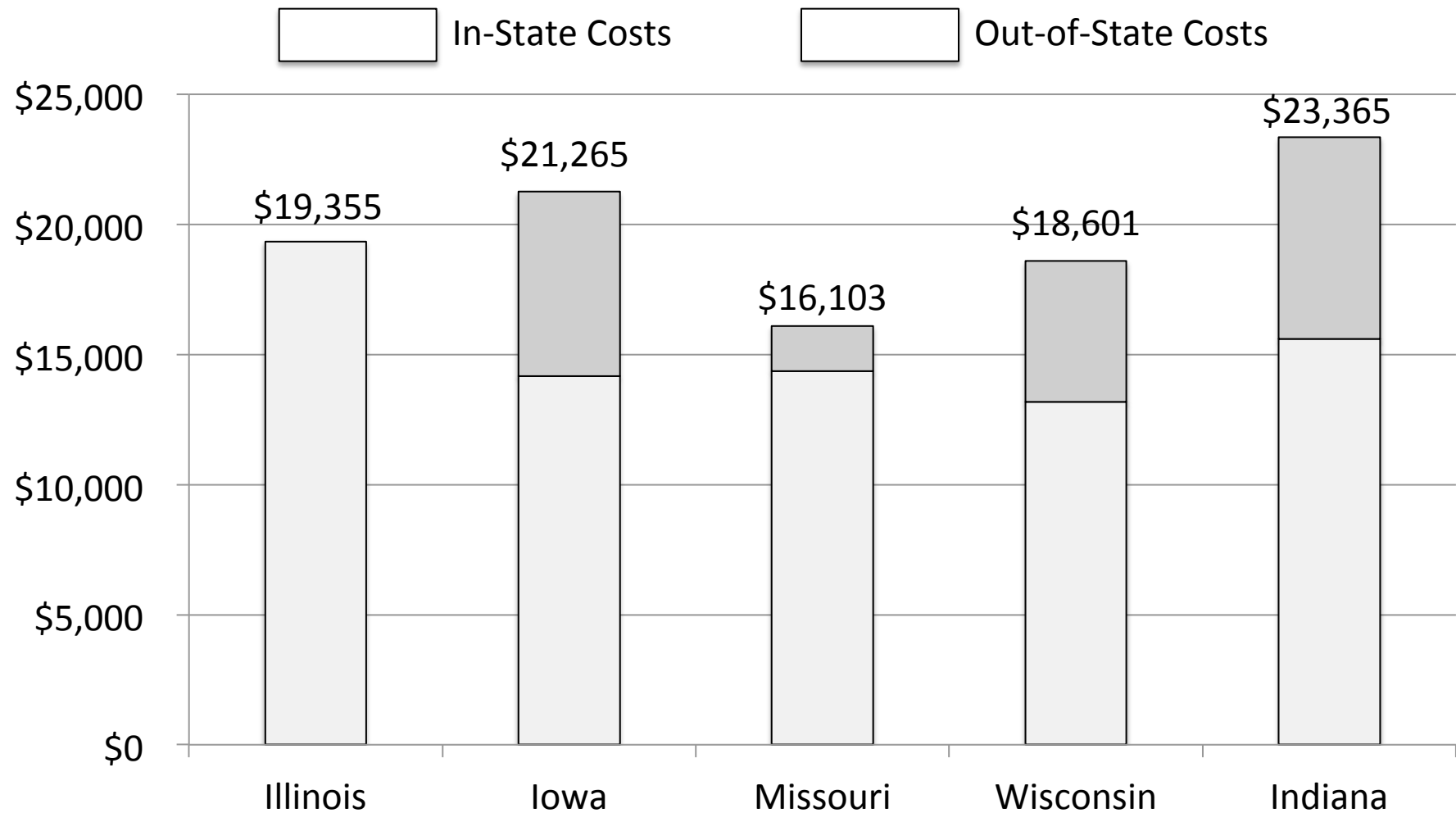


# SEARCH

How are is your institution positioned among competitors?

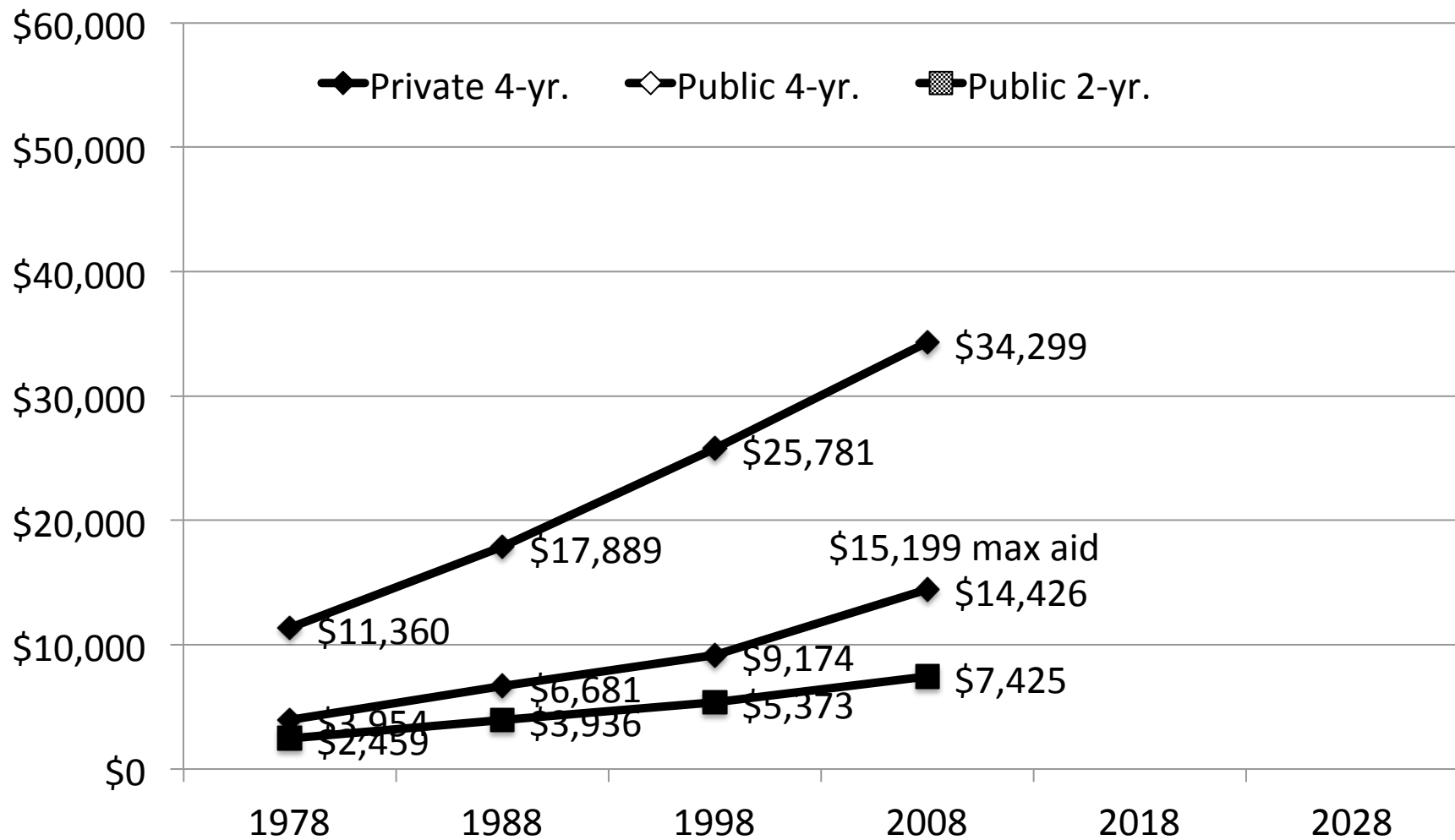
# Restraining Force: Sticker Price

**Average Tuition, Fees, Room, & Board at  
4-year Public Universities (2009-2010 )**



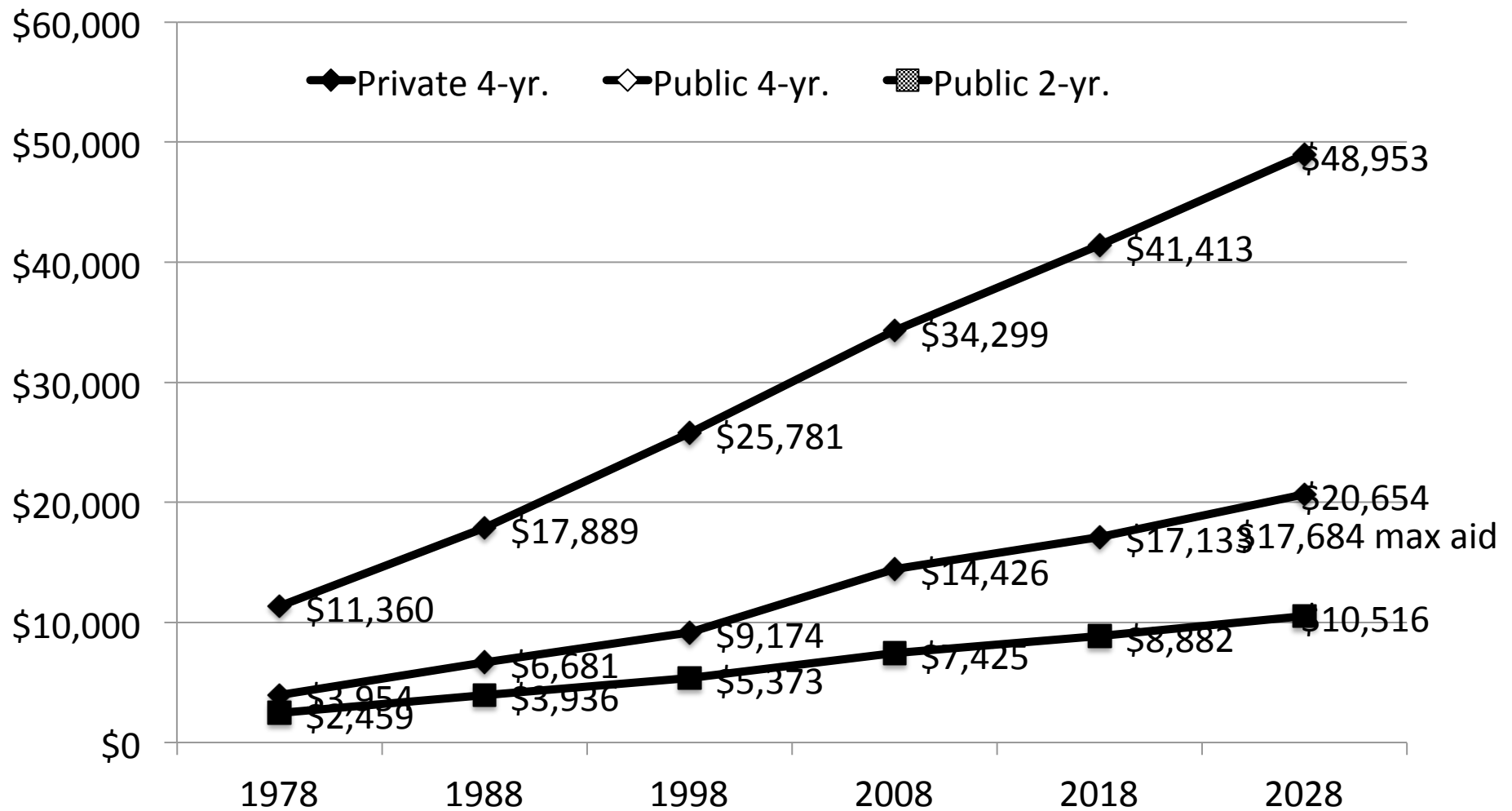
Source: National Center for Education and Statistics

# Tuition, Fees, Room, & Board in 1978 to 2008



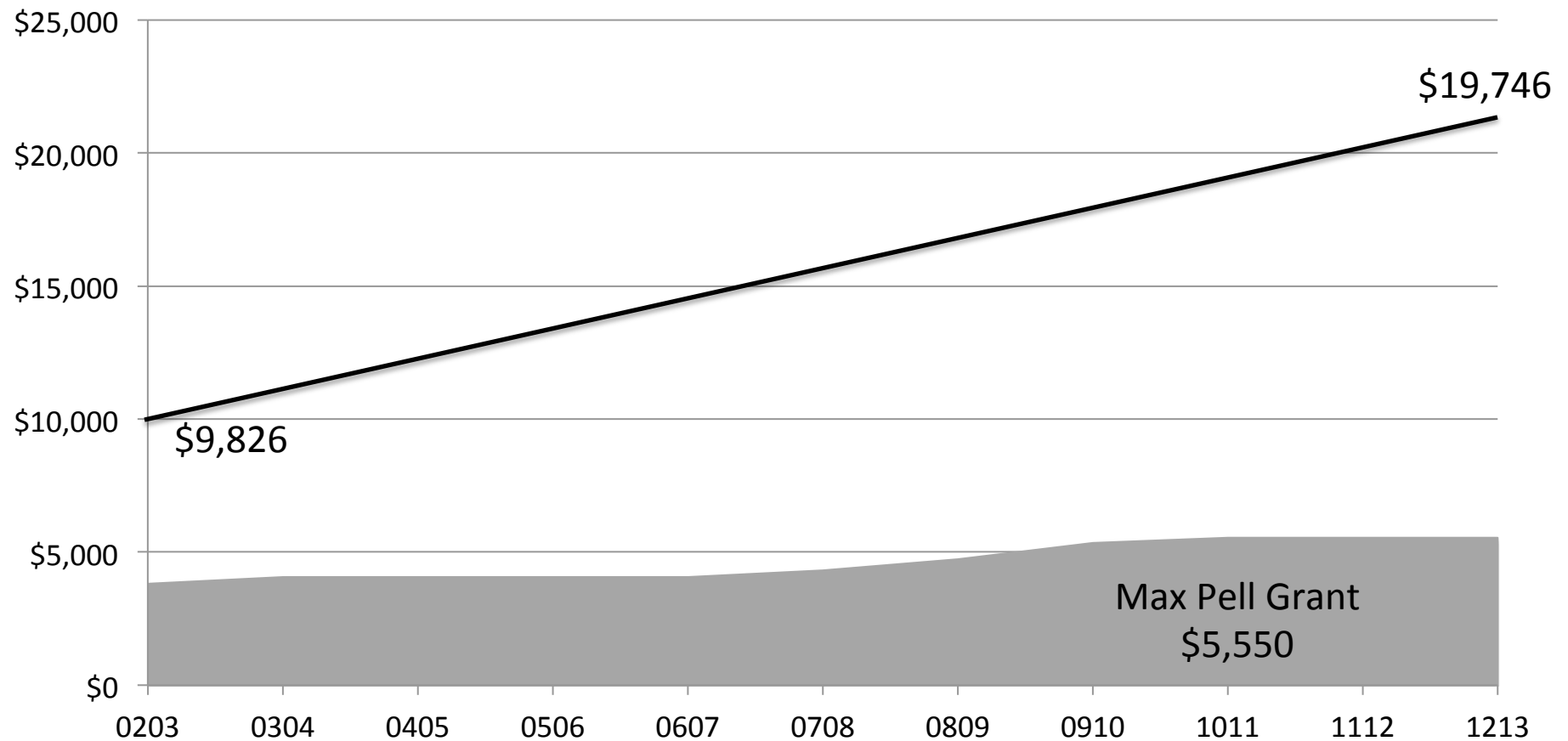
[http://nces.ed.gov/programs/digest/d07/tables/dt07\\_320.asp](http://nces.ed.gov/programs/digest/d07/tables/dt07_320.asp)

# Tuition, Fees, Room, & Board in 1978 to 2028 (Constant \$)

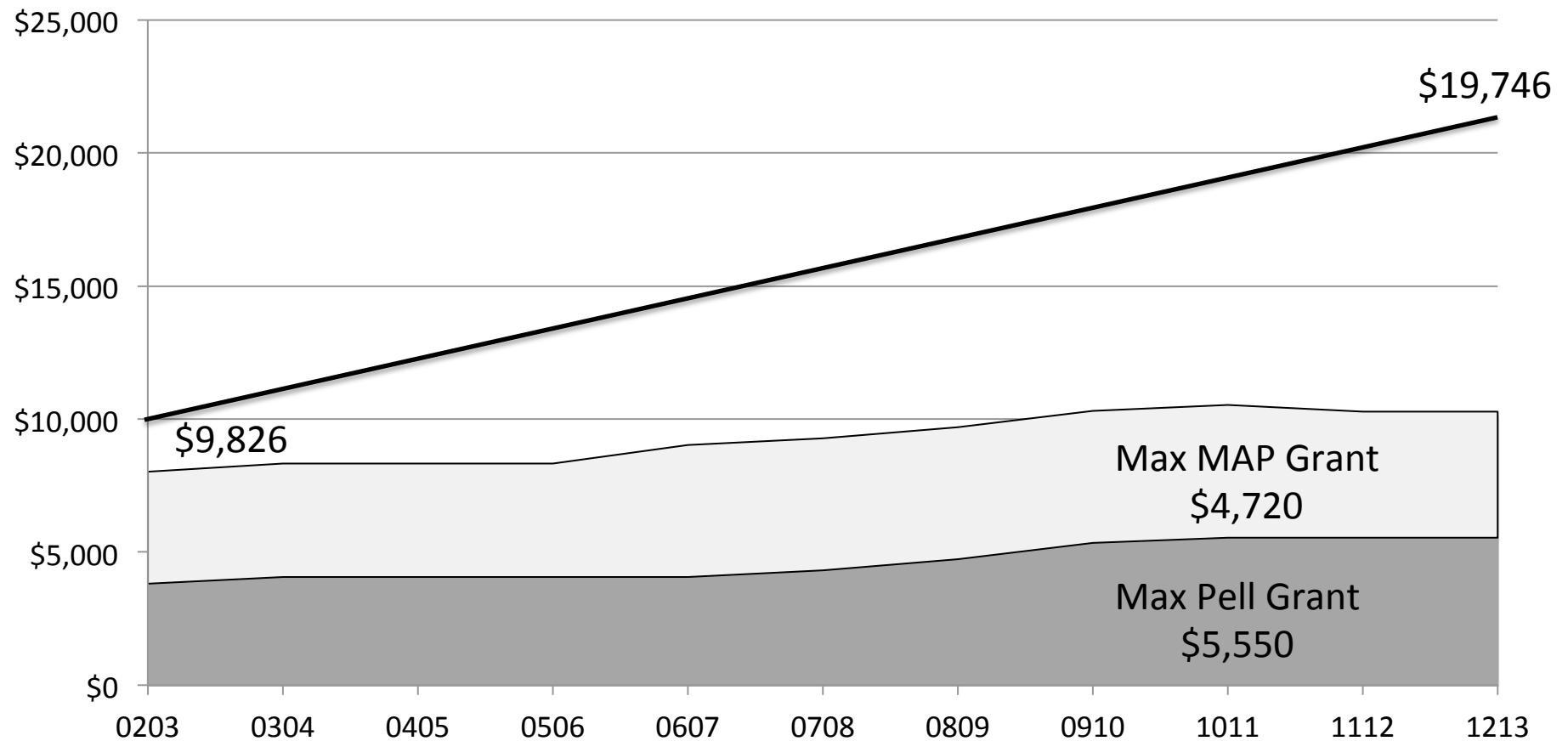


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# The Game Has Changed (Direct Costs v. Maximum Aid)

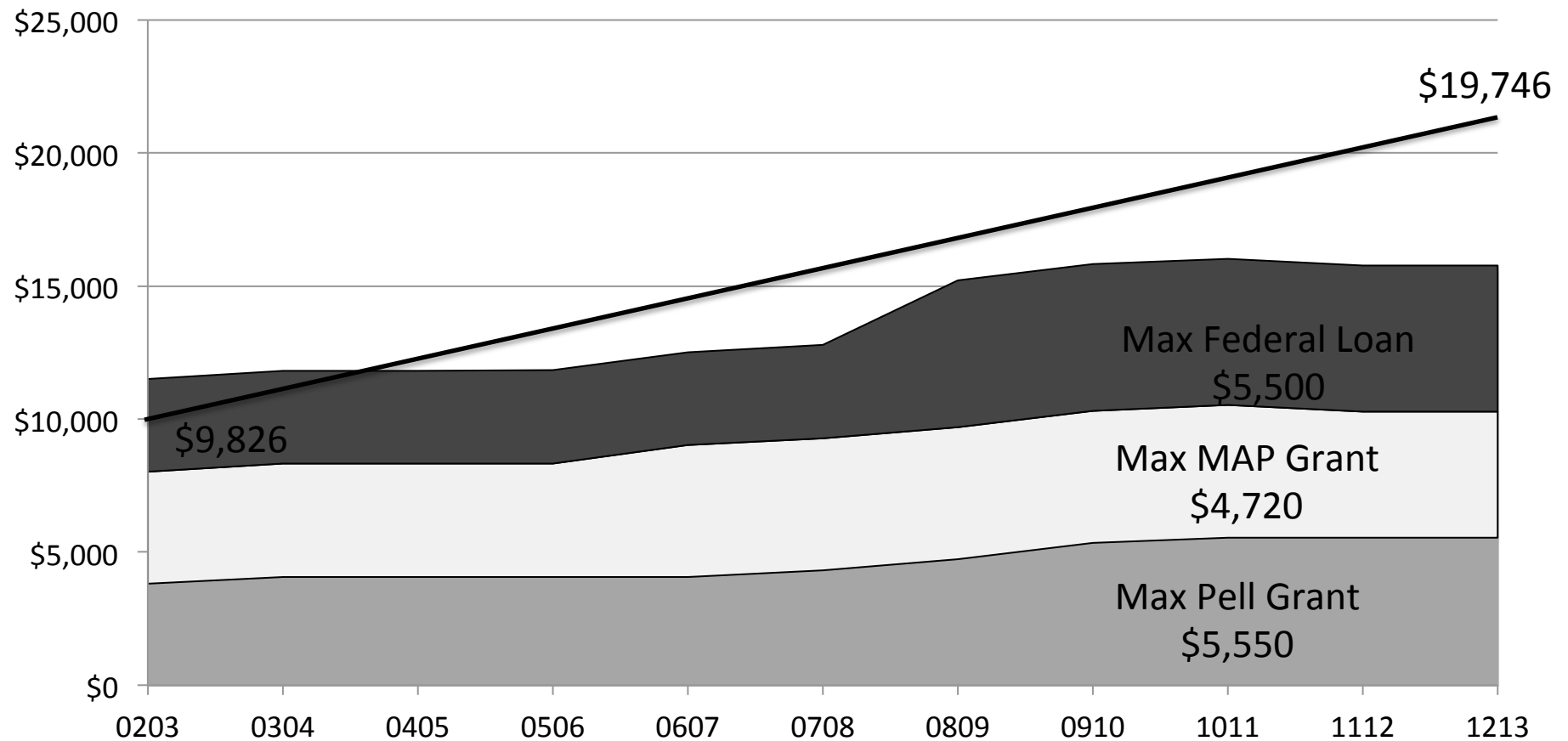


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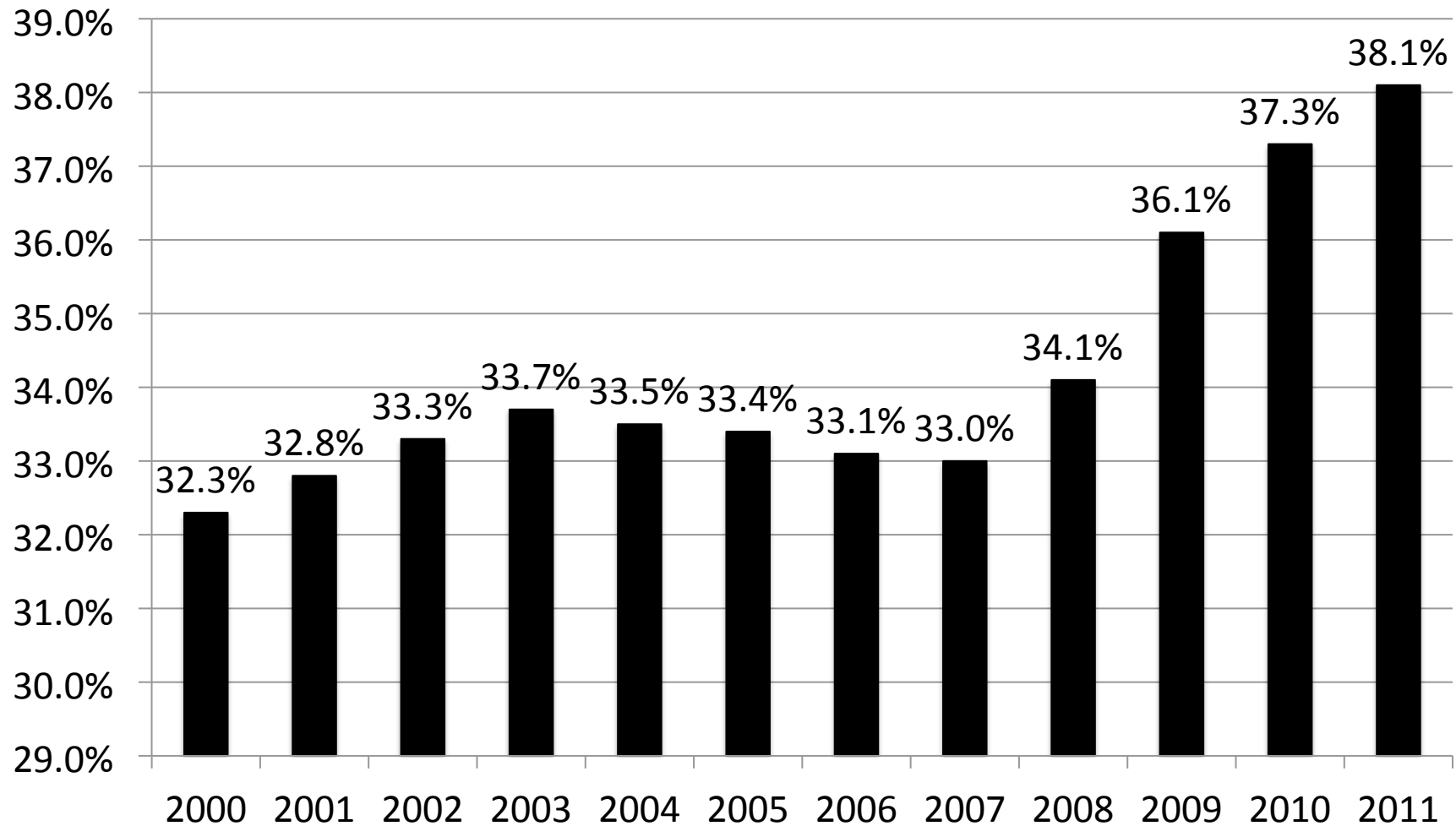




# The Game Has Changed (Direct Costs v. Maximum Aid)



# Average Overall Freshmen Discount Rate, 2000-2011



# Top Three Enrollment Factors



2012 National Research Report

## Why Did They Enroll?

### The Factors Influencing College Choice

An analysis of traditional-aged students

*What matters to students when deciding where to enroll?*

There are a variety of factors that influence a student's decision to enroll. Factors such as cost and the availability of financial aid are universally important at all types of institutions. However, other factors can vary widely by institution type, demographics, class level, and whether the student enrolled at his or her top choice.

Every year, hundreds of campuses administer the Noel-Levitz Student Satisfaction Inventory™ (SSI) to their students. In addition to more than 70 items rated for importance and satisfaction on the general student experience, the SSI includes nine items that address factors in a student's decision to enroll.

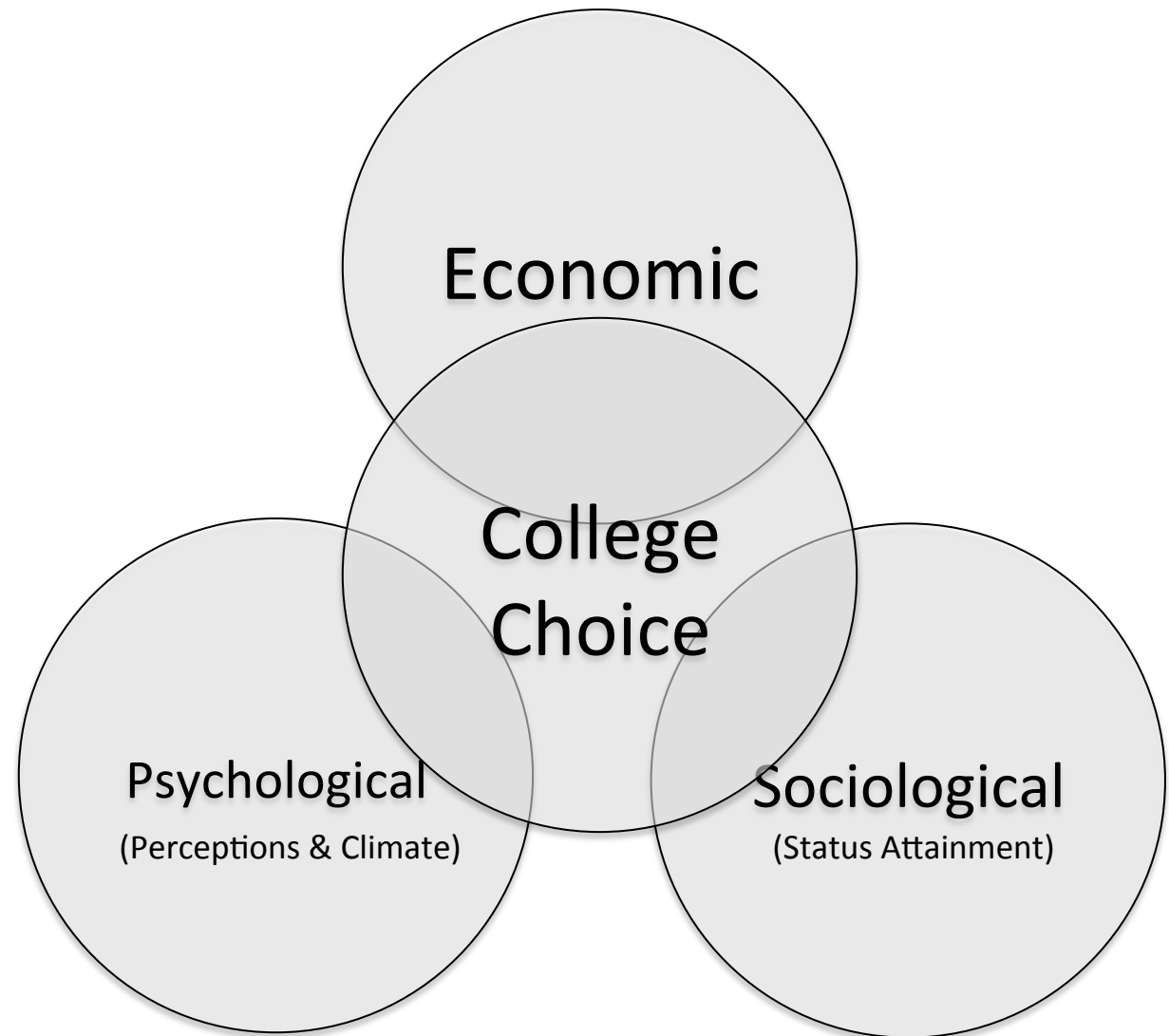
During the fall of 2011, more than 55,000 students from more than 100 public and private four-year and two-year institutions completed the SSI. These students rated the factors to enroll items on a scale of one (meaning not important at all) to seven (very important). This report details the responses from the nationwide pool of data.

In particular, this report has a special emphasis on the nearly 22,000 first-year students who responded in order to see which items scored higher with ratings of important or very important (a ranking of six or seven on the answer scale). Comparisons with upperclass students and between students at their first-choice institution versus those attending their second- or third-choice institution are also provided. In addition, the report highlights trend results in enrollment factors as originally reported in our recent 15-year satisfaction trend reports.

Noel-Levitz®

2012

1. Cost
2. Financial Aid
3. Academic Reputation



# CHOICE

Who do we want our students to be? How can we make sure these students can afford to attend?

(Bergerson, 2009; Paulsen, 1990)

*“Most astronauts are reluctant to discuss UFOs .”*

*- Gordon Cooper, Project Mercury Astronaut*

## **SMALL GROUP ACTIVITY**

# SMALL GROUP ACTIVITY

Creating a recruitment strategy for 2028



Ceteris Paribus – “All things being equal”

Let's assume current trends continue for the next 15 years and see what happens...

# **SMALL GROUP ACTIVITY**

## **Key Assumptions:**

Lack of government support to public colleges and universities will intensify competition.

Financial aid will no longer be enough to cover the cost of a 4-year university for the most financially poor or middle class students.

# **SMALL GROUP ACTIVITY**

## **A letter from your new boss...**

“Welcome aboard. Please recruit more and better students from a smaller and weaker pool of prospects without increased costs, more financial aid, or drastic program changes. Would like to see the results reflected in next year’s class. Best wishes!”

- A. President



# **SMALL GROUP ACTIVITY**

## **Influencing Forces**

African-American and Hispanic students score lower than White students on the ACT and SAT (ACT, 2012)

African-American and Hispanic tend to be from low to middle income families who did not attend college (U.S. Census Bureau, 2010).

ACT/SAT tests influence U.S. News & World Rankings and will likely impact funding support (local, state, and/or federal)

# SMALL GROUP ACTIVITY

|   |  |
|---|--|
| <b>4-Year Private<br/>University</b>      | <b>4-Year Public<br/>University<br/>(Flagship)</b> |
| 4-Year Public<br>University<br>(Regional) | 2-Year<br>Community College                        |

# **SMALL GROUP ACTIVITY**

## Institutional Characteristics

### Location

Northeast, Midwest, South, West

### Setting

Rural, Suburban, College town, Urban

### Selectivity

Open, Traditional, Selective, Highly Selective

 Endowments

# **SMALL GROUP ACTIVITY**

## Predisposition

Who are your *bread-and-butter* students?

Who has the social and cultural capital to attend college?

# **SMALL GROUP ACTIVITY**

## Search

How will you engage students in the search process?

Who influences students choice set and how will you reach the influence-ers?

# **SMALL GROUP ACTIVITY**

## **Choice**

How will you distinguish your institution from others in the choice set?

How will you communicate message of value (i.e. cost) to convert choice into enrollment?

# SMALL GROUP ACTIVITY

## Recruitment Plan



Did you create a level playing field?

How did you or how did you not accomplish this task?

*“Education is the path from cocky  
ignorance to miserable uncertainty.”*

*- Mark Twain*

**FINAL THOUGHTS**



# Higher Education Act of 1965

- Legislation for Federal Grants and Loan Programs
- Reauthorization expires December 31<sup>st</sup>, 2013
- Congress held its first board hearings on April 16<sup>th</sup>.

—

# Gates Foundation RADD Grants

- Stabilizing or Increase Funding
- Reward Outcomes Measures
- Focus & Simplify
- Automatic Income Based Repayment
- Eliminate Loan Subsidy
- Greater Flexibility in Awarding

# The Problem of More Money

- Every + dollar to higher education means  
- dollar to health care
- Pell, EFC, and Stafford formulas are built around available \$, not actual need
- Greater federal or state financial aid funds are just not going to happen!

# Alternative Funding Models

- Income-based Loan Repayment
- Repayment amount dependent upon student income
  - 
  - 
  -

# Alternative Funding Models

- Britain's *Securing a Sustainable Future for Higher Education* (Browne, 2010)
  - students with loans from the government.
  - Guarantees enough aid to cover education, but in the form of loans.

# Implications

- The system as it currently exists will make 4-year colleges unobtainable to students from the lowest SES
- “If you do not have a financial plan, then you do not have a strategic plan” (Fethke & Policano, 2012, p. 197).
- Higher education bubble – system shutdown or system stratification

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