

Navigating Financial Headwinds Initiative - White Paper
University Council Resource Committee - Net Revenue Growth Team
February 6, 2019

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Introduction and Context

In October 2018, as part of a “Navigating Financial Headwinds” planning initiative, President Pribbenow charged a subgroup of the University Council Resource Committee (UCRC) with developing a white paper on net tuition revenue growth across all three of Augsburg’s enrollment segments: traditional undergraduate, degree completion (AU), and graduate. Our charge centered on one question with multiple dimensions: How should Augsburg equip and support a net tuition growth strategy? We were invited to consider - as appropriate - university structure, governance, academic program capacity, relevant academic policies, revenue growth potential across different program areas, new investments required, and projected expenses and net margins. The strategy embedded in the charge - *strengthen* traditional undergraduate programs, *innovate* in adult learning and degree-completion, and *grow* graduate programs - informed our approach to this work.

The charge recognizes the importance of other sources of revenue (philanthropy or auxiliary services). It notes that net tuition at Augsburg currently accounts for 79% of the operating revenue. A comprehensive institutional strategy - evident in the current endowment campaign - might ultimately reduce Augsburg’s reliance on net tuition revenue, even as we grow net revenue. This might be achieved by growing the endowment and other means. Yet, because endowment goals are largely met by planned gifts, the impact of a larger endowment on operating revenue - as important as that will be to Augsburg’s future - will not be fully realized quickly. In the short term, our sharpest strategic focus must be on growing net tuition revenue.

We understand, further, that this work is intended to point the University community in what our group perceives to be some of the most productive directions if we are to achieve the net revenue growth the models suggest that we need to sustain - or deepen - what we offer our students and region. Our recommendations are not meant to limit how we think and respond to the current challenges or adapt to unanticipated opportunities in the future.

Net Tuition Growth Assumptions

Net tuition revenue growth is crucial to our vision of Augsburg as a sustainable university with an inspiring set of commitments to inclusive excellence, place, democratic engagement, and interfaith leadership. Reversing an immediate - and looming - decline trend in enrollment is essential to our economic health and ability to sustain our current size, quality, and services. New thinking on resource allocation will also be crucial. Further, achieving net tuition revenue growth on the scale described in this report will require that we act to mitigate an array of internal barriers - equitable compensation, recognition and rewards, resources required to improve the student experience, timely access to

market and program data, decisions made on the basis of this data, capacities for market-sensitive program development, and other structural/cultural factors.

The work will require deeper collaboration between Academic Affairs, Enrollment Management, Marketing, and Finance divisions of the University if we are to avoid the following pitfalls common to these efforts (EAB research):

- Program investments that are not aligned to institutional enrollment goals;
- Academic program proposals that are not oriented to enrollment/market realities;
- Programs that do not signal or highlight career relevance;
- New program proposals that do not favor smartest bets;
- New program launches that do not embed validation plans/processes for sustainability; and
- Growth that does not generate new net revenue (“profitless growth”)

We began our work by reviewing current assumptions and financial models to understand the relative and potential impact on net tuition revenue growth for each enrollment segment. That analysis illuminated the depth and degree of the challenge we face - unfavorable demographic trends and projections, fierce competition for students across all enrollment segments, and the scale of the new net revenue (relative to investment and risk) required to meet projected budget goals.

The greatest potential for growth in net tuition revenue exists in the traditional undergraduate program. Reaching a sustainable enrollment, through modest growth, of more than 2,000 students, together with continued 3% gross tuition increases that targets a traditional undergraduate annual net tuition increase of 4%, is crucial. Achieving a 2,000-student enrollment by or before 2025 would also provide the opportunity to adjust the overall student profile that would, in turn, modestly reduce the discount rate. Investing to achieve a 1-2 point increase in first-year retention will also contribute to growth. To be clear: such strategic efforts must be effective in drawing market share from competitors. This will require aggressive, ongoing, and fast-paced effort in a highly competitive environment.

Our revenue assumptions also require (a) innovation in adult programs to achieve and sustain annual net tuition revenue totaling \$4.5MM by FY 2021 - an increase of \$2MM from current annual revenue - and (b) incremental growth of 6% in annual graduate net tuition revenue. Achieving these goals will require that we aggressively re-position ourselves to serve adult learners - whether in certificate, training/personalized courses, degree-completion, and/or accelerated graduate programs. It will require that we carefully analyze the costs and risks of implementing new programs - to ensure that we do not realize “profitless growth” in these enrollment segments. To the degree that “curricular clusters” and overlapping “networks” of course/program architecture might serve multiple programs simultaneously, or to the degree that we consider structural integration of 2+3 degree-completion-to- graduate programs, we can achieve efficiencies even as we expand our portfolio - on the basis of available evidence about the market as well as internal strengths - to attract new adult and graduate learners to Augsburg.

We believe that achieving net tuition revenue growth on the scale described above requires significant action and change that impacts all enrollment segments of the institution. It will be necessary to:

1. *Strengthen* the undergraduate program, starting in Fall 2019, in ways that position it to recapture market share from competing, online, and aspirant institutions.
2. *Innovate* in programs and adult learning experiences, creating a skill development/degree-completion/pathway to graduate program structure that is entrepreneurially independent, behaves like a for-profit player in its response to market opportunities, and creates a new architecture to serve different types of adult learners in different programs - and aims to recapture them as lifelong learners at the institution.
3. *Grow* graduate enrollments - through strong leadership, optimizing enrollments in existing offerings, and new programs. Such growth will require a structure and culture that is equipped to develop, test, market, and launch at least two new (or substantively refreshed) enrollment-driven/market-responsive programs each year - it will also require that we equip ourselves to critically assess - and sunset, as appropriate - programs that do not meet metrics of sustainability.
4. A final note about our Rochester program, which serves adult learners in degree-completion and graduate programs. With existing resources and location, we have been unable to grow. To thrive in Rochester will require a more attractive (and lower cost) presence that better aligns, officially, with “power players” such as Mayo Clinic. Investigate the potential to co-locate in a desirable “destination” location. Consider institutional co-delivery partners.

These changes must be marketed in differentiated, compelling, data-driven ways that resonate with prospective students across different program areas. Some of what is proposed here would require significant cultural change.

SECTION ONE:

Strengthen the traditional undergraduate program - to achieve 4% annual net tuition growth and enroll 2,000 total students by 2025

Overview and Context

Students in the traditional undergraduate program account for over 70% of Augsburg’s net tuition revenue, and represent 55.3% of the total budgeted revenue. The higher education landscape for recruiting traditional undergraduate students is highly competitive. At the most basic level, American higher education suffers from a problem of oversupply: more seats at colleges but fewer students to fill them. Equally challenging are economic conditions that limit families’ ability to pay. Together, these factors have resulted in relatively flat net tuition at private institutions over the past decade or so. Despite rising costs in employee compensation and benefits, student services and physical plants, these conditions have forced universities to both raise discount rates and reduce tuition increases, resulting in flat or falling net revenue for most institutions. Like many institutions, Augsburg has achieved greater efficiencies over this period of time - and while we will continue to monitor costs and expenses, reducing expenses will not provide a solution to the challenges ahead.

Although Augsburg currently holds a competitive advantage in recruiting students from historically underrepresented groups, nimble institutions are also aggressively pursuing the same student demographic by creating demand-driving student experiences. It is essential for Augsburg to address the margin compression that we (like other institutions) are experiencing.

Recommendations - Strengthen Our Competitive Advantage

Augsburg is recognized regionally for student-centered learning in an intentionally diverse urban environment dedicated to the public, democratic mission of higher education. Our commitments to equity and inclusion inform learning that builds intercultural capacities necessary for collaborative interdisciplinary approaches across difference to “wicked problems” - a top skill sought by employers in the 21st century. We have deep histories, too, and demonstrated success with experiential and interdisciplinary approaches to learning, integration of liberal arts and professional studies, mentored undergraduate research through URGO and STEM programs, community-engaged learning, and global understanding derived from critical reflection as part of international experiences. The National Survey of Student Engagement (NSSE) consistently shows that our students engage in high-impact practices more frequently than students at other institutions in our region. Across all programs, we offer learning that is informed by Lutheran values of intellectual humility, vocational discernment, social justice, service to neighbor that requires that we “be the neighbor” (not exclusively the host), and a commitment to relationships rooted in mutuality. We are recognized, too, for our students’ success in securing prestigious awards such as the Fulbright. We prepare students for whom higher education was not designed to make a living, make a life, and build community.

We recommend the following concepts and suggested actions to improve market demand and a sustainable market position:

1) **Radically strengthen Augsburg’s value proposition to achieve a multifaceted, improved market position.** In a highly competitive education landscape, Augsburg will enhance external awareness of the unique value of an Augsburg student experience that translates into more students choosing to join the Augsburg community. In this context, “external perception of value” means perception of the quality of the core academic experience as part of the entire student experience - and its promise of preparing students to meet their career goals - as understood by prospective students and their families.

Augsburg must forcefully and systematically make the case to Generation Z (GenZ), that equitable, diverse, and inclusive classrooms produce the most desirable outcomes - for individuals, for businesses, and for communities - in a diverse, global economy and in a pluralist democratic society. We will strengthen market-sensitive messaging around institutional/program identity - understood *not only in terms of market perception but market behavior*: while it matters that Augsburg is recognized for the work we are doing to prepare students for a diverse global economy and for a pluralist democratic society, it matters even more that market perceptions drive behavior in ways that lead students and their families to choose Augsburg. Some suggested directions for investment:

- Understand through internal or external research how current and prospective students perceive our value proposition. (A program that allows some high school students to take selected classes at Augsburg might help with such research.)
- Validate the value proposition through existing and aspirant external recognition - rankings, awards, student research, athletics achievements and accomplishments of faculty, staff, and alumni. Selected recognitions must be used to inform and craft market value and awareness, relative to regional competitors.
- With informed market research we will prioritize and implement new major/program initiatives that drive net tuition revenue growth. We must develop programs that serve our neighbors in new (and even thus far unimagined) ways.

2) Define, articulate and implement ongoing improvements to the student educational experience, building on our history of high-impact practices, our capacities to create culturally inclusive learning experiences for our students, and our commitments to social justice.

As we radically redefine our value proposition we must live deeply into those ideals across all departments. Suggested directions for investment:

- Delivery a nationally recognized signature general education experience, flexible to transfer students and integrated into Aug Sem. We must deliver a unique and attractive signature experience for Generation Z (GenZ). In summary connect general education to successful first job career outcome. Provide all students experiences to practice in “translating” the skills and understandings developed through coursework into the qualities sought by modern employers helps create desirable career outcomes for our graduates.
- Create a niche market position by designing a GenZ vocation technology platform. This could be a unique way for our students to show the world what’s happening at Augsburg, via social media etc. while also helping them craft a narrative about how their particular gifts might be used to meet the world’s needs.
- Begin immediately to provide foundational dimensions of superior student experience: Include an intuitive and accessible degree audit function (currently in development.)
- Substantially expand peer mentors across all majors and programs enabling students to experience multiple mentors. (Consider including alumni and current parents as mentors.)
- Scale and expand academic success bridge programs to improve first year success and retention.
- Study and address curb appeal improvements for the residential experience, the aesthetic experience of the campus, and the appeal of dining on campus.
- Introduce an Augsburg Summer program that is 90% online and brings non-degree seeking students into the soul of Augsburg with a signature experience.

Additionally, we must support creativity and innovation - and cultivate a culture of learning that views failure as a healthy - and necessary - part of innovation, growth, institutional maturity, and success. An innovation fund to support program growth and development should be established - with the understanding that some new programs will fail. Incentive and recognition programs could be created to reward faculty and staff for distinctive, high-quality classes or programs.

3) **Adopt a new multifaceted, competitive recruitment and marketing strategy focused on improvements in market research, analytics, and artificial intelligence.** This new marketing strategy would leverage recommendations #1 and #2 by focusing on inclusive excellence.

- Invest and embark on a specialized recruitment/marketing effort to increase both STEM and Fine Arts Majors by 20% for new students.
- Enrollment and Marketing divisions will collaborate with a concentrated effort to produce an instrumental recruitment marketing plan to better coordinate messaging and media to reinforce key messages and program-level strategies. Improve utilization of admissions data analytics to target prospective students with a more personalized and distinctive engagement and communication flow.
- Enrollment/Marketing and Academic Affairs divisions should deepen collaboration as well as access to and application of market research and analytics to maximize the probability of success for existing and new academic programs.
- Develop methods to evaluate retention validity as it relates to admission to Augsburg.
- Reengineer the thinking behind recruitment into a “coaching role” by eliminating processing and back room operations for admissions counselors. Reduce stress and anxiety during the application process by understanding the mindset of 17-year-olds, together with removal of all unnecessary barriers. Communicate with parents in multiple languages.
- Execute a thoughtful recruit-back program for all segments through admissions (readmits)
- **Lobby and support external pricing and financial aid policy changes**, related to ending the current price/discounting practices with underfunded aid. Also participate and support external changes to the FAFSA (Free Application for Federal Student Aid) process that result in a shortened streamlined application that students only need fill once during their undergraduate attendance. Continue to examine and take appropriate actions that support the significant impact that state and federal student aid policy contributes to net tuition revenue growth.

SECTION TWO:

Innovate in Adult Undergraduate and Degree Completion Programs - *to achieve and sustain annual income of \$4.5M+ by 2025*

Overview and Context

Augsburg University has been recognized as a regional leader in offering degree programs for adults but - like many “legacy programs”- has experienced steady declines in adult enrollments. We entered the market early with Weekend College - with programs that stacked on the undergraduate program and that aligned, broadly with growing student interest in business, health care, and education. More recently, many other institutions have entered the market with new degree-completion programs specifically designed and targeted to today’s students. Such programs are often taught by adjunct faculty and sometimes based in free-standing entrepreneurial units of an institution, which enables these programs to function flexibly and nimbly - in program mix, in delivery modality - in response to shifts in student interest and demand. It also enables them to price programs in ways that have great market appeal to price-sensitive students. To regain market share, we must innovate and adapt to changing external realities, expand the program portfolio, building on the untapped strengths while leveraging institutional mission, strengths, and identity.

Given institutional commitments, strengths, and reputation for inclusive teaching and learning, what might we do to help advance quality educational opportunities that align with mission and provide attractive options for this enrollment segment? How do we position ourselves to meet the needs of working adults throughout their careers - while (perhaps) also providing intellectual opportunities for senior adults who have the time and inclination to learn for the sake of learning? These are key questions for the institution at this juncture, given the net revenue increases we seek to ensure sustainability.

After a decade or more of declining enrollments, we propose a “reboot” of programs designed for adults at Augsburg that will achieve an annual total revenue of \$4.5MM by 2025.

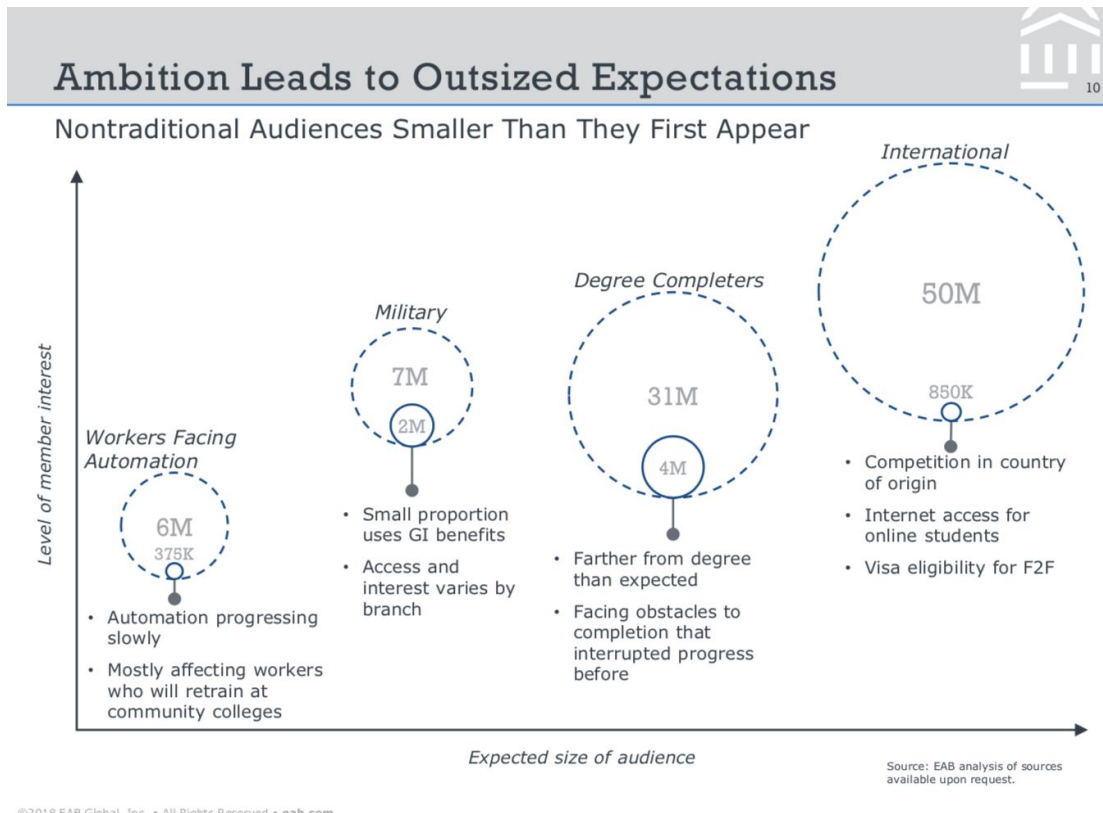
Higher Education and Adult Students

Adult students represent a growing population on America’s campuses. Some facts:

- 44 million adults ages 25-64 hold only a high school degree (26% of the population)
- Another 21% - 35 million - have attended college but never earned a degree
- Currently, 27% of undergraduate students are over the age of 25
- One in four undergraduates are parents (more than 1 in 10 are single parents)
- Compared to the ‘traditional age’ students, more adult students are female and more are African American, more attend part time and more receive Pell Grants.

At the same time, current research (Educational Advisory Board - EAB) cautions that nontraditional markets are actually smaller than they first appear or are reported to be: the size of the degree completion market nationally is often reported to be 31M, but only 4M (12%) of this group have two years’ worth of college credits (and are the most likely to seek or complete degrees), 32% are one-term enrollees, and 56% are multiple term enrollees with < 2 years of academic progress.

The data argues for realistic expectations - relative to students seeking degree completion as well as to potential revenue, given price sensitivity and credit-taking behavior. Additional context: *according to recent MPCC data, non-traditional program enrollments among the Minnesota private colleges and universities has declined 25% over the past five years.* While the report does not analyze the reasons for this decline, we speculate that national competition for these students in online programs, a low unemployment rate, a strong economy, and a shortage of skilled workers might be contributing factors. In any event, EAB research suggests that the market is actually much smaller than we sometimes hear - and certainly smaller than national demographic data suggests.



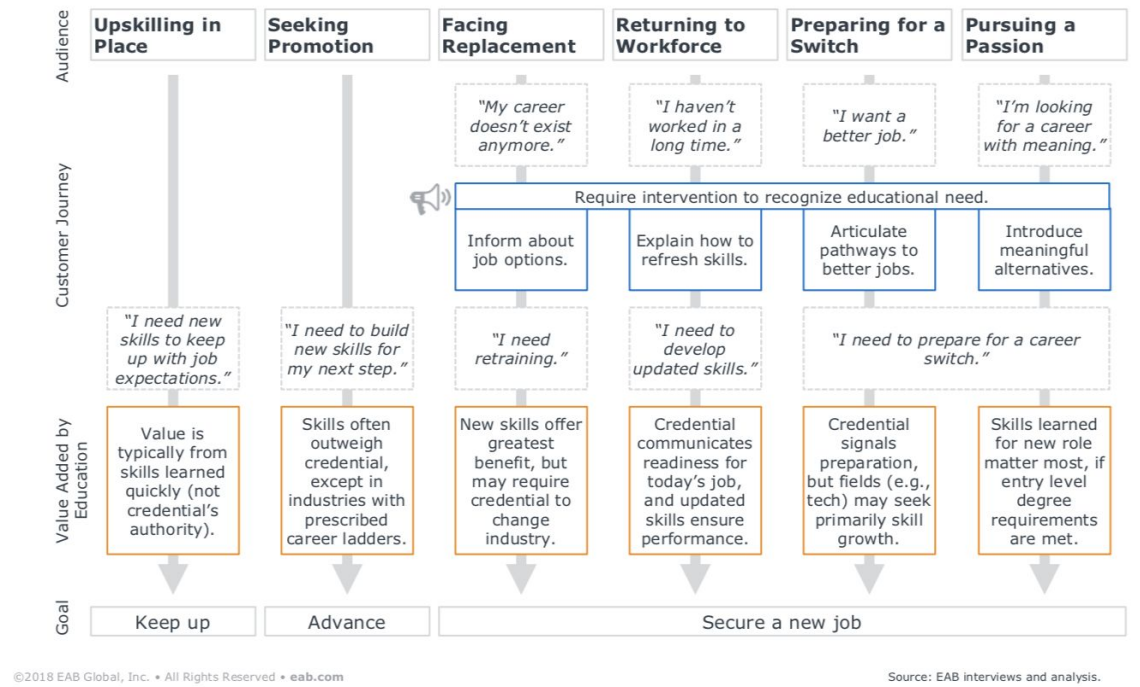
A differentiated market - adult learners are not monolithic

There may be opportunities to reposition ourselves in the adult learner market by expanding our perception of the adult learners we serve. Only some in this group are actual “degree completers” - not all seek the credential (whether certificate or degree). The motivations of adult learners are more complex - some do seek the degree, but others seek skill development in order to keep up with expectations for the positions they already hold; others seek promotion (skill development) or retraining in a rapidly evolving workforce. Still others might be looking for more meaningful work - which might require both skills and credentials. Finally, there may be adults who, in retirement, seek opportunities to learn for its own sake.

Getting Beyond “Working Professionals”



Complex Motivations and Inflection Points Across Career Lifecycles



The strategies we adopt must be tailored to particular programs. The evidence suggests, for example, that one of the highest needs in the state of Minnesota is for registered nurses. Augsburg's Nursing program in Minneapolis has seen recent growth, while the program in Rochester has declined. What additional actions are necessary to develop - and sustain - the internal expertise to understand the reasons for the decline - and respond appropriately?

Some institutions respond to this need by hiring internally. Others seek the expertise of consultant art who provide tailored advice to specific institutions: [Art&Science](#), [Hanover Research](#), and [Gray Associates](#) are examples of companies that provide these services. (EAB, to which Augsburg currently subscribes, provides access to research, tools, and best practices on these issues in higher education but not advice tailored to the institution in this way.)

It is clear that we cannot describe the AU program as one coherent program. It is currently comprised of four degree pathways for adults and each one targets a different student population. We need to develop a student-first approach based on our understanding of who we can and will serve well. With greater understanding of each of our adult students' expectations, challenges and goals, we should develop opportunities and strengthen our current programs to match.

Innovation already underway

In the past year or so, Augsburg's Business Administration department has modeled innovative strategies designed to enhance quality, meet student needs, and optimize efficiencies across enrollment segments. These strategies include: a pilot implementation of an 8-week schedule; additional online options;

intentional outreach from the partnership with faculty and the AU director to make adult students feel welcome and part of Augsburg. These innovations underscore the importance of flexibility - and invite consideration of what structures will serve us best: a separate, free-standing, entrepreneurial adult learning unit? Or a free-standing “School of Business” that can innovate and be entrepreneurial - in alignment with institutional objectives - according to what it perceives best serves its students? These questions deserve analysis - and action.

Suggested directions for investment:

We are ready to attempt major change and innovation in Augsburg’s adult and degree completion programs. These programs will be offered under the auspices of a new free-standing unit, perhaps joined with a graduate school in order to serve the adult market more holistically and seamlessly.

Directions for all programs

- Identify and remove the current barriers (academic and nonacademic, to increase the market competitiveness of Augsburg’s adult education portfolio.
- Increase “flexibility” (beyond standardized “hybrid” format) in legacy program modalities, as appropriate to student needs and goals, in Nursing, Business, and Education to accommodate the multiple demands of our working adults.
- Add more online classes (aim for 30% of course offerings for AU students each semester). Add fully online degree-completion options for adult learners - if market data indicates that we should.
- Establish clear criteria for enrollment in our adult degree completion programs (discontinue crossover from traditional undergraduate at reduced tuition rates.
- Develop unique/specific high-impact practices for adults that leverage their expertise
- Partner with industry to promote degree completion among their employees (or train, re-train) - short programs could lead to certificates - certificates could lead to degree-completion - an undergraduate degree could lead to graduate programs and degrees.
- Go to where the students are - develop partnerships that would enable Augsburg faculty to teach on-site, for example, for some employers, or in close proximity to where students work.
- Achieve strategic alignment with graduate programs - consider marketing to “degree completion + master’s”.

Goals to improve student experience

- Review and improve a range of services and programs to support adult students
 - Extended hours or online portals for administrative offices
 - Flexible calendar
 - Academic advising extended to night, online
 - Enhance and make more visible our PLA policy
- Offer “guest registration” options in fall and spring
- Make campus a more welcoming environment
- Create “connecting” opportunities (for both on-campus and online classes)
- Develop opportunities for all students to come together
- Improve accessibility and convenience - technology/mobile platform
- Add “instructional designers” to support the development of “clean design” online courses
- Create funding opportunities for faculty and adjuncts to move to online delivery modalities

Introduce innovative structures - independent units with multiple outward-facing points of entry - a new business model

- 1. Short-term, non-degree course cluster offerings - focus on skill development**
 - Identify or develop new sets of courses and learning experiences that focus on market-responsive skill development (degree optional) that enroll students from multiple program areas - that may be flexibly combined to develop the skills working adults need - in such areas (for example) as integrative health, hospitality, non-profit, global health, public health, inclusive leadership, change management, social innovation, and entrepreneurship
 - Hire entrepreneurial leader free to operate in market-driven enterprise explicitly dedicated to responding to workforce needs - while also providing potential entry points to degree completion and/or graduate programs
 - Staff classes exclusively--or whenever possible--with adjuncts or FT faculty teaching on overload contracts - to create sustainable business model for the price-sensitivity required in non-traditional markets

- 2. Degree-completion for working adults (25+ years old with 3+ years of full-time experience in the workforce)**
 - Expand set of degree-completion programs through thematic additions in areas of institutional strength to recruit and enroll 300 new students.

- 3. Liberal studies - with some professional or market-sensitive options possible**
 - Create structural overlap with traditional undergraduate program
 - Consider staffing exclusively - or to the highest possible degree - with adjuncts and full-time faculty on overload in order to price competitively and ensure sustainability
 - Offer flexible curriculum - courses from various combinations of departments in liberal arts divisions - arts/humanities/social sciences/natural sciences - the mix of experiences in perspectives and methodologies matters - not the specific department offering the course
 - Flexible formats - low-residency, accelerated, online, hybrid - always more than traditional F2F options alone - at least 3-4 courses offered each semester, including summer, and planned for diversity of experience and inclusion of core business/leadership or health/science emphases.

NEXT STEPS

- Move quickly to set into motion some new program opportunities as early as Fall 2019
- Complete feasibility actions to determine key directions that promise to meet or exceed NTR growth.
 - Identify leadership for feasibility phase
 - Assume need to market specific program differentiations
 - Determine the optimal enrollment and associated changes for existing programs
 - Identify optimal delivery mode solutions

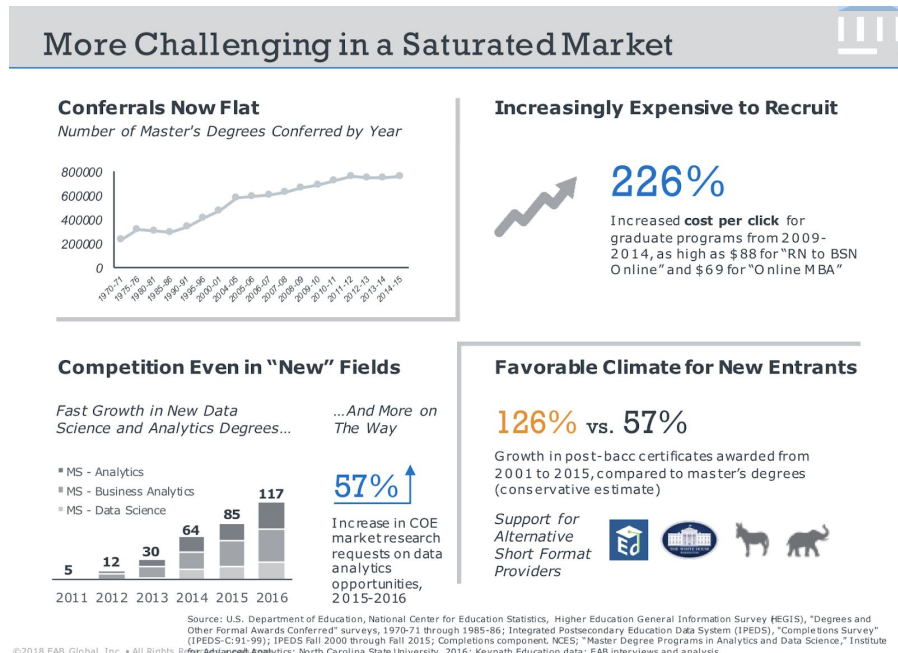
- Determine key academic expansion initiatives beyond existing programs through market research and analytics
- Clearly delineate Adult programs from traditional undergraduate program through intentional design and ways in which learning outcomes might be met
- Establish necessary policies, curricular changes, pricing, and services that support a reset in Augsburg's positioning in the Adult education market - as appropriate to particular program segments and markets - and as allowed by accreditors.

SECTION THREE:

Grow the Graduate Portfolio - to achieve 6% annual growth in gross revenue starting in 2020

Overview and Context

In recent years (2013-2018), Augsburg's graduate enrollments have grown 22%. This is especially impressive in the context of national data (see EAB chart below), which points to a flattening in recent years in the number of master's degrees awarded nationally - perhaps, in part, because more adult learners are seeking alternative credentials or value skill development more than the credential of a degree. In our review of peer institutions, we were surprised to find that many offer more programs but enroll fewer students than Augsburg. This points to relative strength - and distinction - in our graduate offerings. Occupations that typically require a master's degree are, as a group, projected to grow faster than any other enrollment segment (although the projected numeric growth for some occupations is small). Of the ten fastest-growing master's degree occupations, six are in healthcare.



Given increased competition, it has also become more challenging (and expensive) to recruit students for graduate programs. Finally, we would do well to keep in mind that programs that respond to market demand cost more to deliver - and that any potential net revenue increase might be minimized by additional expenses.

There are many “generic” graduate programs available nationally and in the regional market - many respond - as does Augsburg’s portfolio - to market trends in business, health care, and education. This points to an opportunity for distinction in the market for programs that anticipate future workforce needs.

Among the schools we reviewed, Agnes Scott stood out in this regard (and indeed, was recognized as the most innovative school in the country - among national liberal arts institutions - in the 2019 edition of US News’ Best Colleges). Along lines previewed in the “Adult Undergraduate” section of this White Paper, Agnes Scott is introducing graduate certificates that can be applied toward requirements of master’s degrees, to support flexibility as students pursue their educational goals - <https://www.agnesscott.edu/graduateprograms/index.html>.

When designing these programs, they asked “what expertise is needed for the future of Atlanta? How can we best prepare people for unknown economic and social demands through graduate instruction?” They sought to identify programs that will give graduates the knowledge and agility they need to thrive - and are adding programs in Writing and Digital Communication, Data Visualization, Social Innovation, Global Leadership, as well as a 13-month Post-Baccalaureate Pre-Medical Program available through the undergraduate program. While these may or may not be programs that make sense for Augsburg, the framing and structure is compelling.

Recommendations

- Seek market research growth opportunities in graduate education
- Consider market analytics to determine profile of students who enroll at Augsburg - and market to them
- Define a value proposition for graduate education at Augsburg that is compelling - that aligns with institutional mission, reputation, and strength - and with the emerging workforce needs in our region
- Develop (per the Agnes Scott model) certificates as entry (or credits that can be applied to degree programs) - use to test market in first 3 years - then review for continuation, expansion, or sunset
- Rethink the webpage landing for Graduate Studies - and highlight the compelling case for graduate studies at Augsburg
- Improve the quality of the student experience
 - Develop better support (“belonging”) for graduate students who are often only here on weekends
 - Create “connecting” opportunities (for both on-campus and online classes)
 - Develop opportunities where all students come together
- Identify current programs that will drive enrollment while keeping the “soul of Augsburg”
 - PA - grow to 42 by 2022, then seek approval for 45 by 2025 and 50 by 2030

- MBA - grow through constellation of add-on certificates that could be pursued independently - market to Auggies with the MBA
- MA in Education - market as professional development certificates as well as professional development enhancement
- MSW - addition of LADC option in 2019-20, monitor for growth in following years or expansion to other /'new' programs
- Pursue new master's program possibilities (degree or certificate) that build on areas of strength (see Appendix)
- Identify pathways from undergraduate into graduate programs - either while an undergraduate (4+1 perhaps) or intentional outreach +3- and +5-years post-graduation
- Improve IT service/mobile platform to increase access and convenience

NEXT STEPS:

- Complete feasibility study - and articulate action steps - start small and move quickly to seek innovative revenue growth that exceeds 6% NTR growth annually.
 - Identify enrollment growth for existing programs through market research and analytics
 - Identify enrollment potential for spin off new programs from existing portfolio through market research and analytics
 - Identify completely new program growth that contributes 1/3 of growth goal through market research and analytics
 - Assume necessity to market specific program differentiations
 - Identify optimal delivery mode solution

APPENDICES

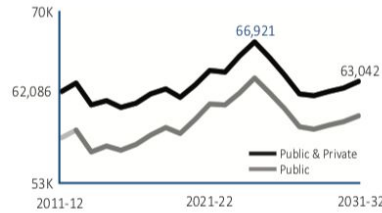
I. Minnesota high school graduate projections and demographic facts i.e. average number of schools to which students apply, GenZ, etc.

MN High School Graduates Projections -

https://www.ohe.state.mn.us/pdf/KnockingOnCollegeDoor_MN.pdf

MINNESOTA

- 62,700 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates is projected to increase by 7.8% between 2011-12 and 2024-25, the next highest year for Minnesota.



School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
				Alone, or Any Race	White	Black	American Indian/Alaska Native	Asian/Pacific Islander (combined)		
2000-01	61,144	4,563	56,581	916	50,714	1,840	643	2,468		
2001-02	62,023	4,583	57,440	1,032	51,052	2,122	661	2,573		
2002-03	64,034	4,602	59,432	1,139	52,363	2,495	736	2,699		
2003-04	63,890	4,794	59,096	1,238	51,688	2,510	799	2,861		
2004-05	62,663	4,272	58,391	1,322	50,749	2,637	848	2,837		
2005-06	62,915	4,017	58,898	1,501	50,551	2,973	778	3,095		
2006-07	64,427	4,930	59,497	1,690	50,534	3,323	890	3,060		
2007-08	65,486	5,077	60,409	1,788	50,762	3,678	830	3,351		
2008-09	63,970	4,241	59,729	1,997	49,455	3,969	901	3,407		
2009-10	63,969	4,302	59,667	2,176	49,048	4,194	902	3,347		
2010-11	64,062	4,705	59,357	2,485	48,561	4,119	698	3,495	32	457
2011-12	62,086	4,585	57,501	2,497	46,875	3,869	671	3,589	46	582
2012-13	62,871	4,616	58,255	2,827	46,735	4,293	674	3,725	26	851
2013-14	60,719	4,572	56,147	2,796	44,881	4,051	647	3,587		
2014-15	61,115	4,396	56,719	3,166	44,876	4,109	629	3,716		
2015-16	60,515	4,246	56,269	3,160	44,553	4,116	611	3,614		
2016-17	60,914	4,049	56,866	3,531	44,278	4,377	584	3,769		
2017-18	61,766	4,022	57,744	3,572	44,428	4,658	586	4,157		
2018-19	62,303	3,809	58,494	3,973	44,454	4,829	593	4,174		
2019-20	61,508	3,581	57,927	4,113	43,676	4,778	580	4,276		
2020-21	62,751	3,393	59,358	4,208	44,899	4,810	567	4,411		
2021-22	64,107	3,315	60,792	4,731	45,322	5,140	555	4,456		
2022-23	63,982	3,221	60,762	4,712	45,294	5,198	496	4,538		
2023-24	65,482	3,595	61,888	5,064	45,718	5,498	497	4,491		
2024-25	66,921	3,583	63,338	5,374	46,089	5,877	515	4,789		
2025-26	65,359	3,469	61,890	5,032	44,697	5,996	546	5,176		
2026-27	63,737	3,365	60,372	4,920	43,638	5,785	529	5,042		
2027-28	61,839	3,271	58,568	4,481	42,473	5,795	479	4,916		
2028-29	61,634	3,285	58,348	4,045	42,138	5,698	488	4,927		
2029-30	62,061	3,300	58,762	4,246	41,987	6,153	452	5,323		
2030-31	62,382	3,311	59,071	4,094	42,106	6,526	478	5,258		
2031-32	63,042	3,345	59,697	4,095	42,185	6,843	458	5,533		

II. A New Architecture for Program Mix - An Initial List from the UCRC-NRGT

The lists below need to be evaluated for market resonance but are perceived by our team to align with mission and market opportunities. Of particular interest is creating pathways between programs, offering certificates as on-ramps to degrees, and creating more flexibility for delivery modalities appropriate to the discipline and the market.

Traditional Undergraduate

Honors program experience
Emerging leaders
Digital communication
Peace, justice, and conflict resolution
Food studies
Critical diversity studies
Theatre for justice and education
Bachelor of Fine Arts degree (BFA)
Nonprofit Leadership
Entrepreneurship
Diaspora, refuge, and migration studies
Social innovation/entrepreneurship
Pre-engineering
Nursing
Sport Management
Exercise Science (Non-Physical Therapy)
Athletics maximized 220 to 250
Marching Band and/or Drum Line
Gaming team and a really cool location/space
Global Health Sciences
Data Analytics
Certificates with gainful employment, 3+2, 3+1 graduate programs
Inclusive Leadership
Stacking of undergrad, certificate, graduate etc.
5th year - science sequence to prepare for health fields - pre-med, PA, veterinary, etc.

Adult Degree Completion and Continuing Studies

Strategy - recognize diversity of adult learners - offer multiple pathways - not all of which are degree-completion
“Business” areas - Management, Marketing, Entrepreneurship, Data Analytics, Leadership
“Service” areas - Education, Social Work, Nursing, etc.
“Liberal Arts” areas - liberal studies, psychology, arts, 5th-year science pre-medical

leading diverse cultures and communities
Peace, justice, and conflict resolution
Social innovation and entrepreneurship
Learning opportunities for those transitioning to or in retirement

Graduate Programs

Strategy - position relative to institutional strength and emerging regional needs - focused on skills as well as degree/credential

- Health Administration
- Global Health
- Inclusive Leadership - and other interdisciplinary opportunities that leverage our strengths in health programs while enhancing our commitment to diversity
- Psychology
- Urban Studies
- Peace, justice, and conflict resolution studies
- Digital communication
- MFA low residency - social justice film
- Music, Media, and Management
- Social innovation and entrepreneurship

III. Notes on recent program changes/innovations (University Committee on Academic Planning - UCAP)

Undergraduate

- Graphic Design - Art Department
- New Media Studies - Communication Studies Department
- 3+2 joint M.Div. with Luther Seminary
- Biochemistry
- Environmental studies
- Business accreditation sought

Adult undergraduate

- Communication Studies - AU - retired

Graduate

- Master of Arts in Education relaunched as Master of Arts in Teaching - to align with market understanding of MAT as licensure program
- Master of Arts in Education approved - new format and focus
- Addiction Studies/Chemical Dependency (LADC) in Social Work
- DNP - FNP - cohort size increase
- Physician Assistant - growth plan - from 30 to 42 (by 2022)