



Fordham University, Graduate School of Education

Enrollment Stabilization Plan

Eduventures

Jane Smalec

October 2007

- Executive summary
- Current situation
- Survey results
- Projections
 - Demand for teachers in New York City
 - Impact on Financial Plan of current initiatives and new programs
- Recommendations and next steps
- Appendices
 - Summary of Applicant Survey Data
 - Summary of E-mail Survey Data

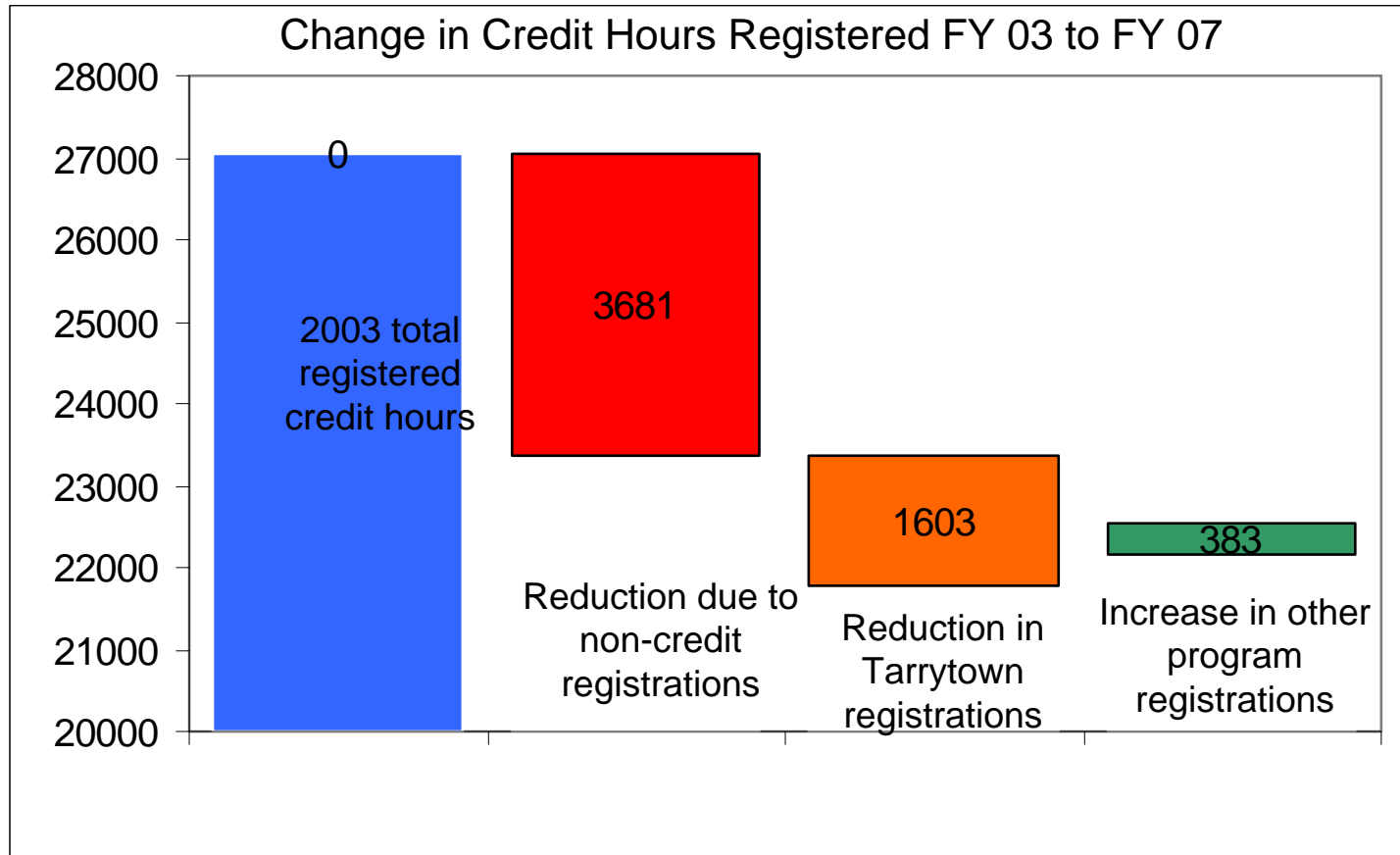
- Fordham Graduate School of Education retained Eduventures to assist in the development of a plan to stabilize and reverse a trend of declining enrollments, which has resulted in a significant current and projected operating deficit at the school
- Declining enrollments are due in part to the pruning of programs; increases in enrollments in other programs to offset these did not materialize
- Fundamentals for demand for teachers and administrators in NYC appear to be relatively stable for the next five years
 - Job opportunities for Fordham graduates are attractive and the areas of shortage of certified teachers are clearly identified
- Fordham faces a large number of competitors in NYC. Primary competitors are Columbia and NYU
 - 37% of survey respondents applied only to Fordham
 - 80% of survey respondents believe the value of their Fordham degree equals or exceeds the costs
 - Price sensitivity is less than if the primary competitors were CUNY and Pace.
- Strategic aspirations align with this competitive positioning

- Survey respondents were satisfied or very satisfied with most dimensions of academic services; faculty expertise received the highest rating
- Almost all of the survey respondents had not applied to any online or hybrid programs and have not taken online courses
- GSE plans to close its financial gap through better blocking and tackling in its admissions/enrollment operations, and launching new programs or revitalizing enrollment in existing ones
- To increase applicants and enrollments, Fordham GSE needs a comprehensive marketing plan
 - Benchmark data from other peer 15-20 other graduate schools of education, both about what they do and how much they spend, will serve to inform the new marketing plan
- In light of the finding that some segments of the student population may be less price sensitive, making more strategic use of the combination of its financial aid and graduate assistantships should also be evaluated.
- Determining the appropriate program lineup and structure for operations at a Westchester county location, so as to enhance the school's reputation while making a positive bottom line contribution, also needs further research

- Executive summary
- Current situation
- Survey results
- Projections
 - Demand for teachers in New York City
 - Impact on Financial Plan of current initiatives and new programs
- Recommendations and next steps
- Appendices
 - Summary of Applicant Survey Data
 - Summary of E-mail Survey Data

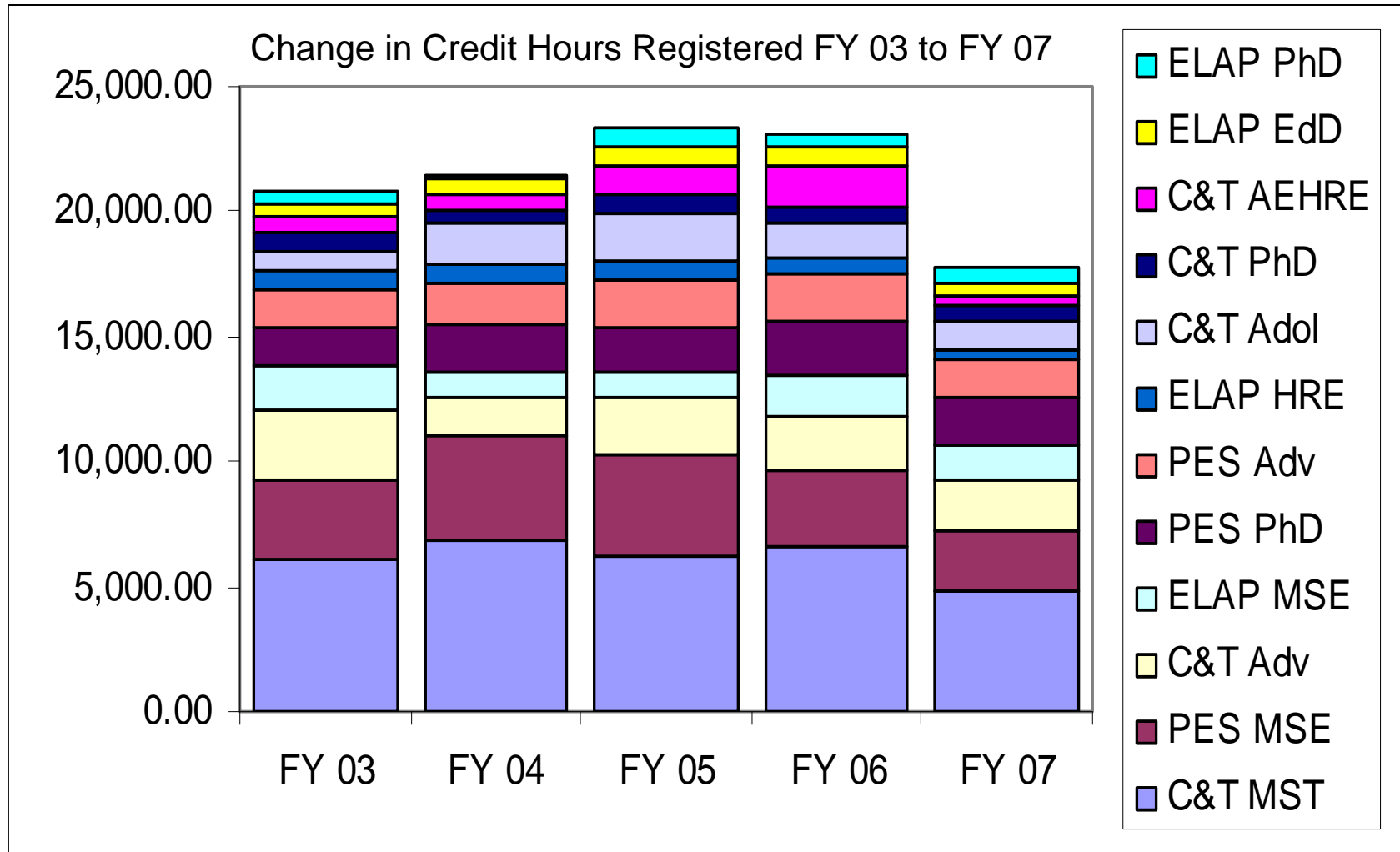
Two Areas Account For the Entirety of the Decline in Registered Credit Hours

A Reduction in Registered Credit Hours in Non-Credit and Tarrytown Programs has Not Been Offset by Increases in Other Programs



Source: Fordham Supplement to Annual Report; Eduventures Analysis

No Other Program Areas Have Grown Consistently and All Disappointed in FY 07



Source: Fordham Supplement to Annual Report; Eduventures Analysis

- Executive summary
- Current situation
- Survey results
 - Who responded
 - Where are they from and who else did they apply to
 - How they heard about Fordham
 - What they liked
 - What is their perception of the value of their degree
- Projections
 - Demand for teachers in New York City
 - Impact on Financial Plan of current initiatives and new programs
- Recommendations and next steps
- Appendices
 - Summary of Applicant Survey Data
 - Summary of E-mail Survey Data

Survey Respondents Were Mostly Alumni or Current Students

- Gender: 72% female
- Average age: 47 years
- Race: 73% Caucasian
9% Hispanic
8% Black
3% Asian
- 30% have a total household income of \$50,000-\$100,000
- Marital Status: 52% Married
30% Single
8% Divorced
4% Widowed

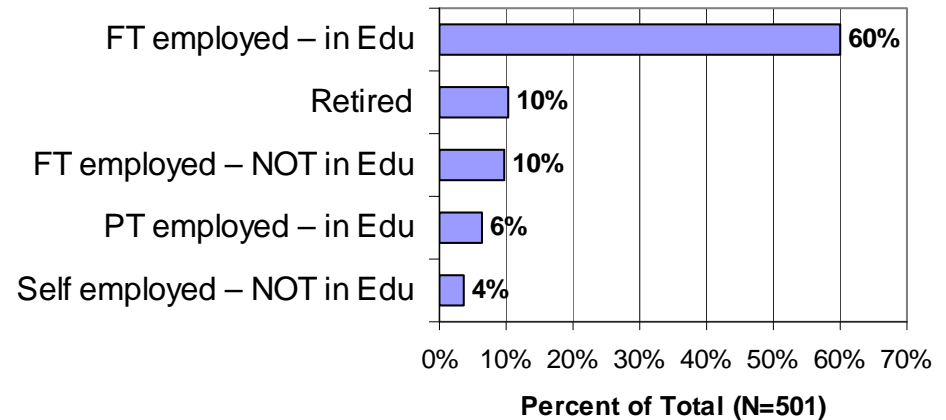
Group	Count	Percent
Current student at GSE	39	8%
Alumnus/alumna of GSE	444	89%
I applied but did not enroll	11	2%
I inquired but did not apply	1	0%
None of the above	6	1%
Total	501	100%

Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

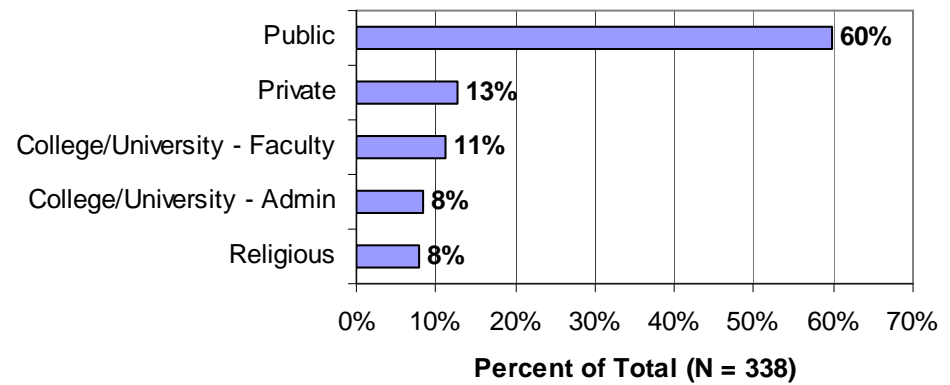
Most Students and Alumni are Employed in Education

- The majority of GSE graduates find employment in education
- Of the graduates who work in education, most work in public schools

Employment Status - Top 5 Responses

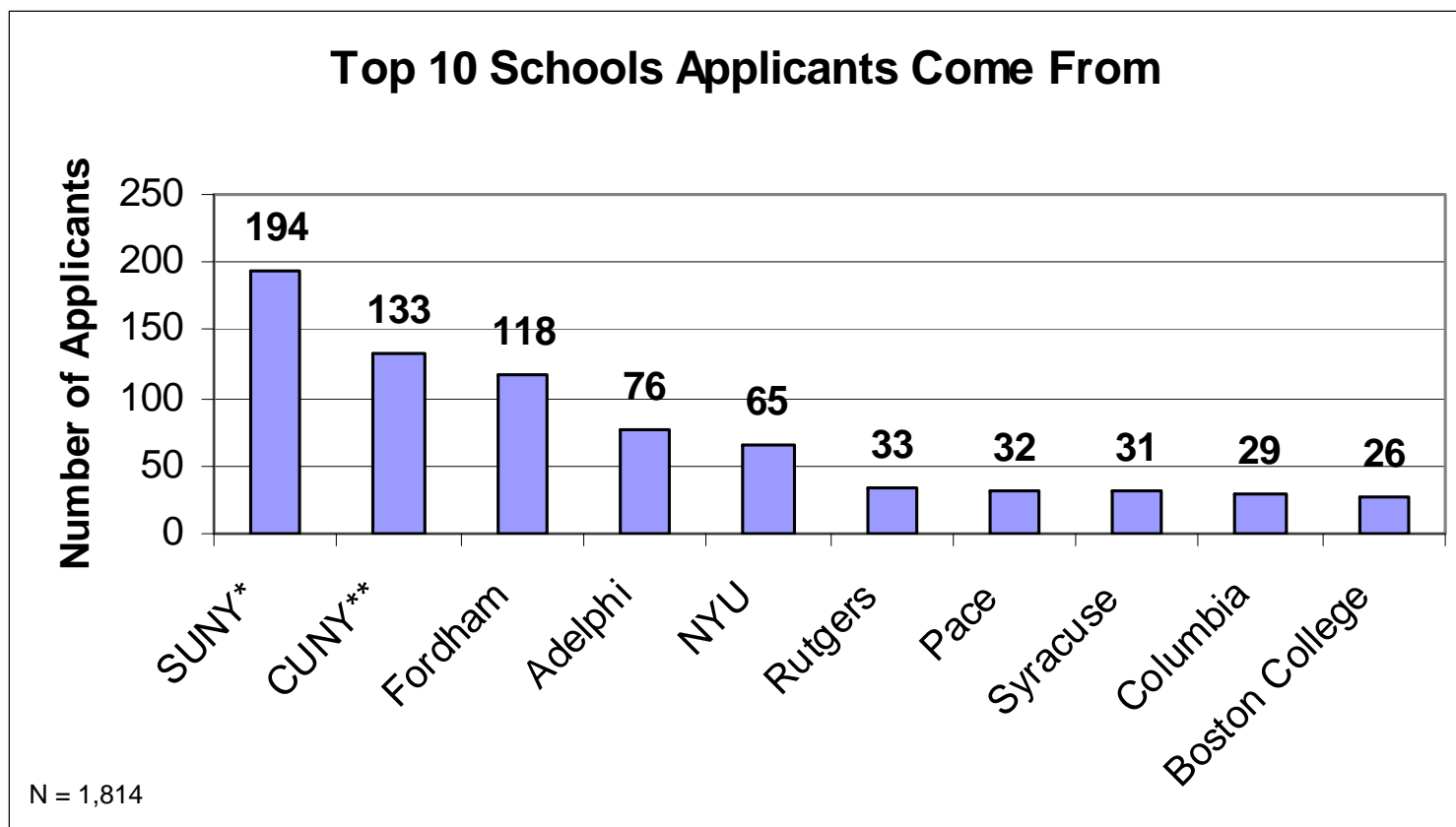


In which type of educational institutions are you currently employed?



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Fordham Attracts Applicants Well Beyond the New York City Subway



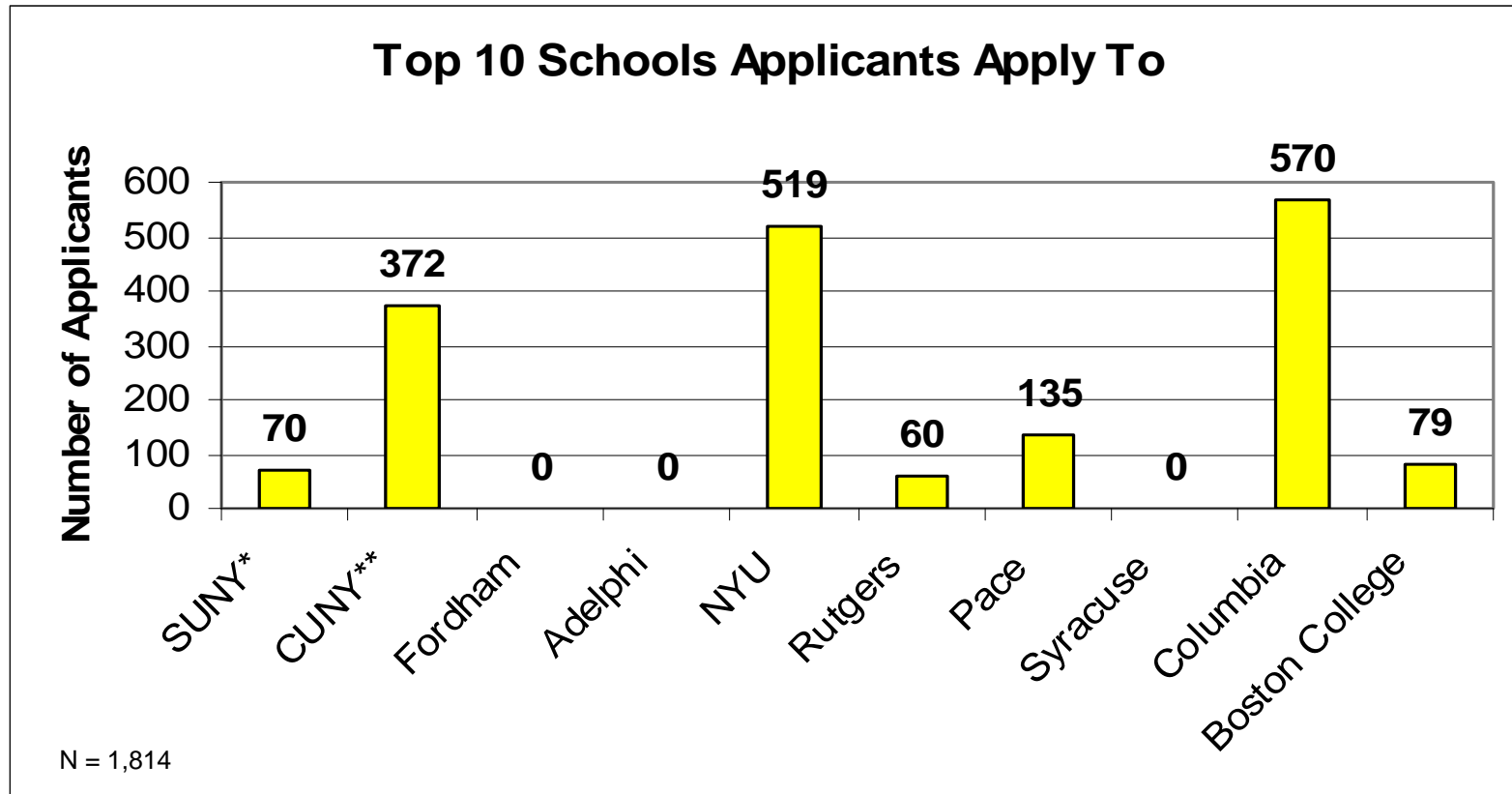
*The majority of the SUNY applicants come from Binghamton (31% of all SUNY schools), Albany(24%), and Stony Brook (12%)

**The majority of the CUNY applicants come from Lehman College (23% of all CUNY schools), Baruch College (23%), Queens College (13%), Hunter College (11%)

Source: Eduventures Analysis of Fordham Applicant Survey September 2007

Fordham Applicants Come From a Variety of Geographies but Tend to Focus Their Search in New York City

Columbia TC and NYU are Fordham applicant other top choices



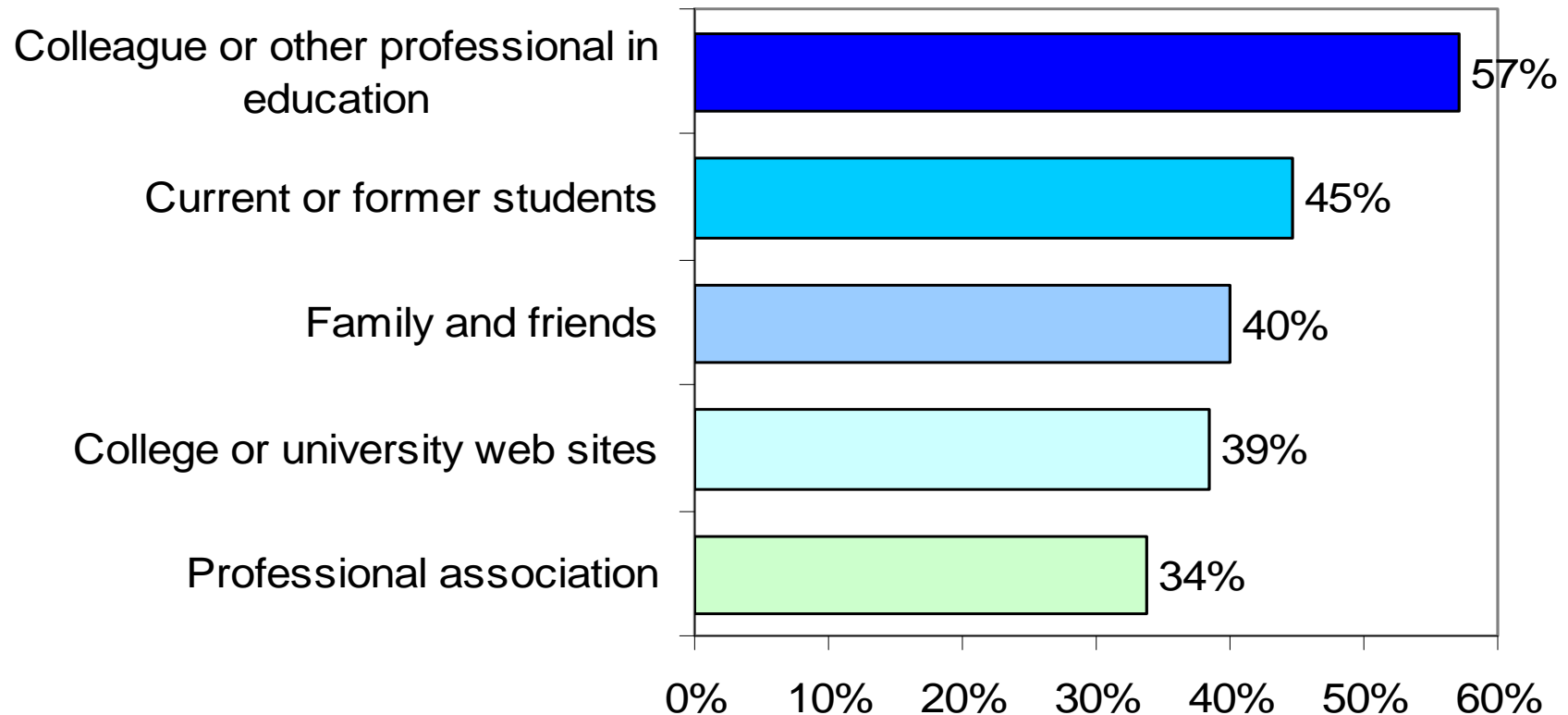
*Students who applied to Fordham also applied to these SUNY locations: Albany (49% of all SUNY schools)

** Students who applied to Fordham also applied to these CUNY locations: Hunter College (47% of all CUNY schools), Queens College (14%), The Graduate Center (12%), and CCNY (10%)

Source: Eduventures Analysis of Fordham Applicant Survey September 2007

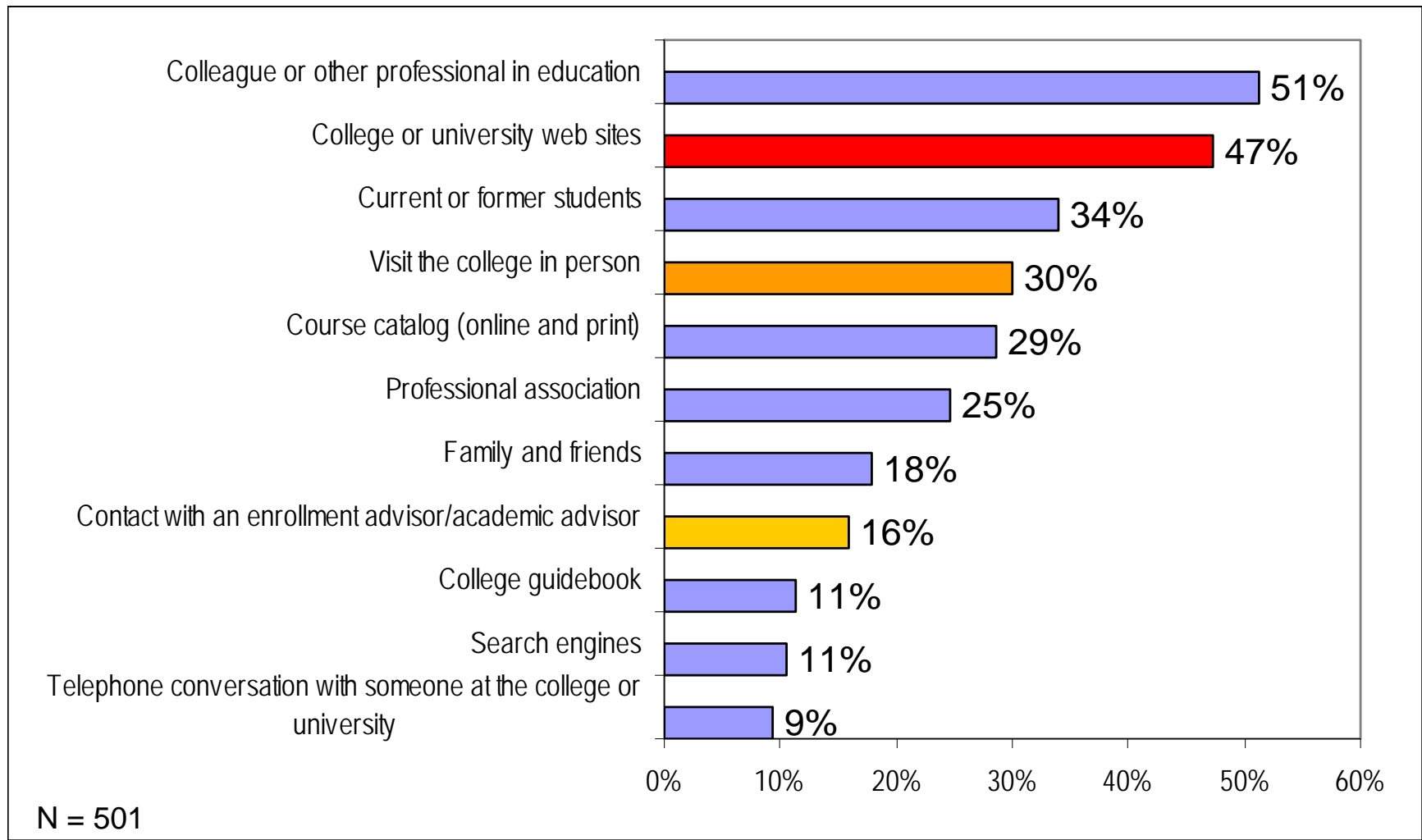
Word-of-Mouth is the Main Way That Students Became Aware of Fordham

Which of the following sources raises your awareness of colleges or universities offering degree programs of interest to you? (select all that apply)



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

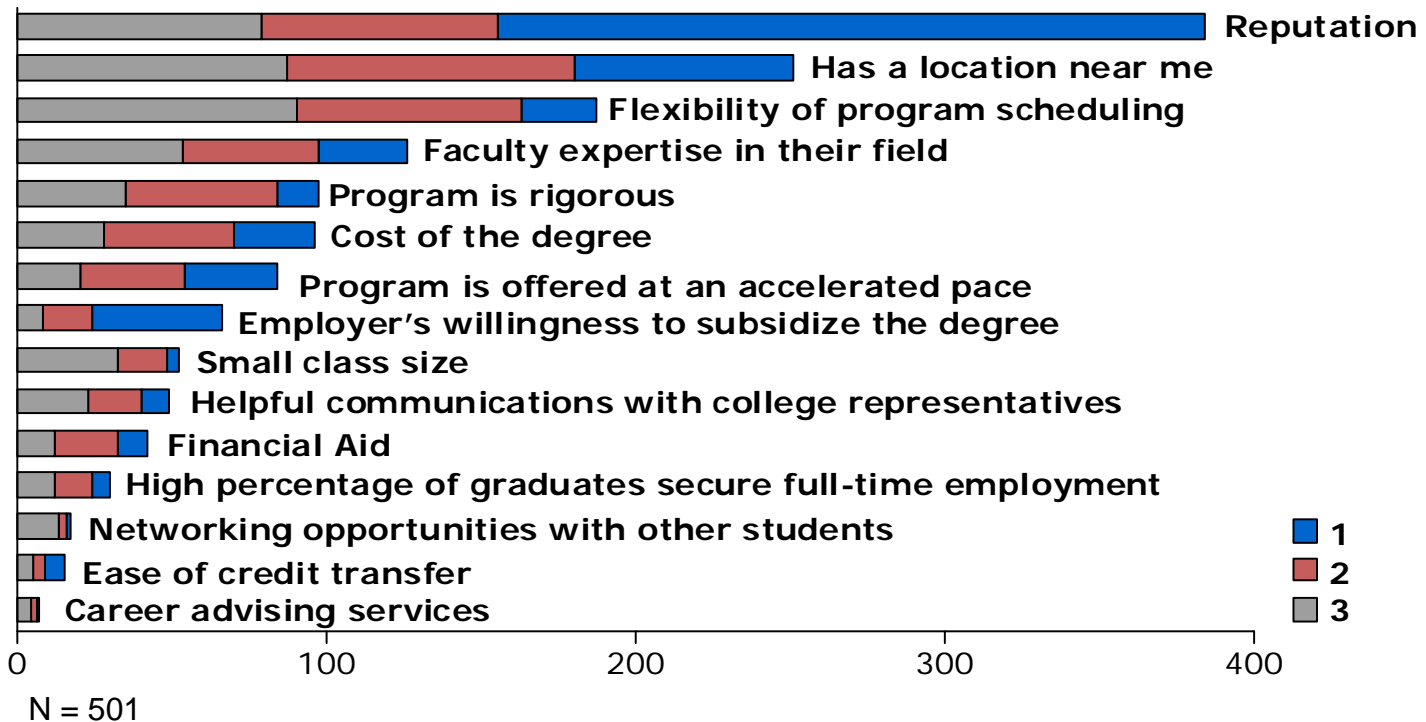
The Web Site is the Second Most Important Source for More Information About a Program of Interest



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Reputation Was the Most Significant Factor in the Decision About Which Colleges to Apply to

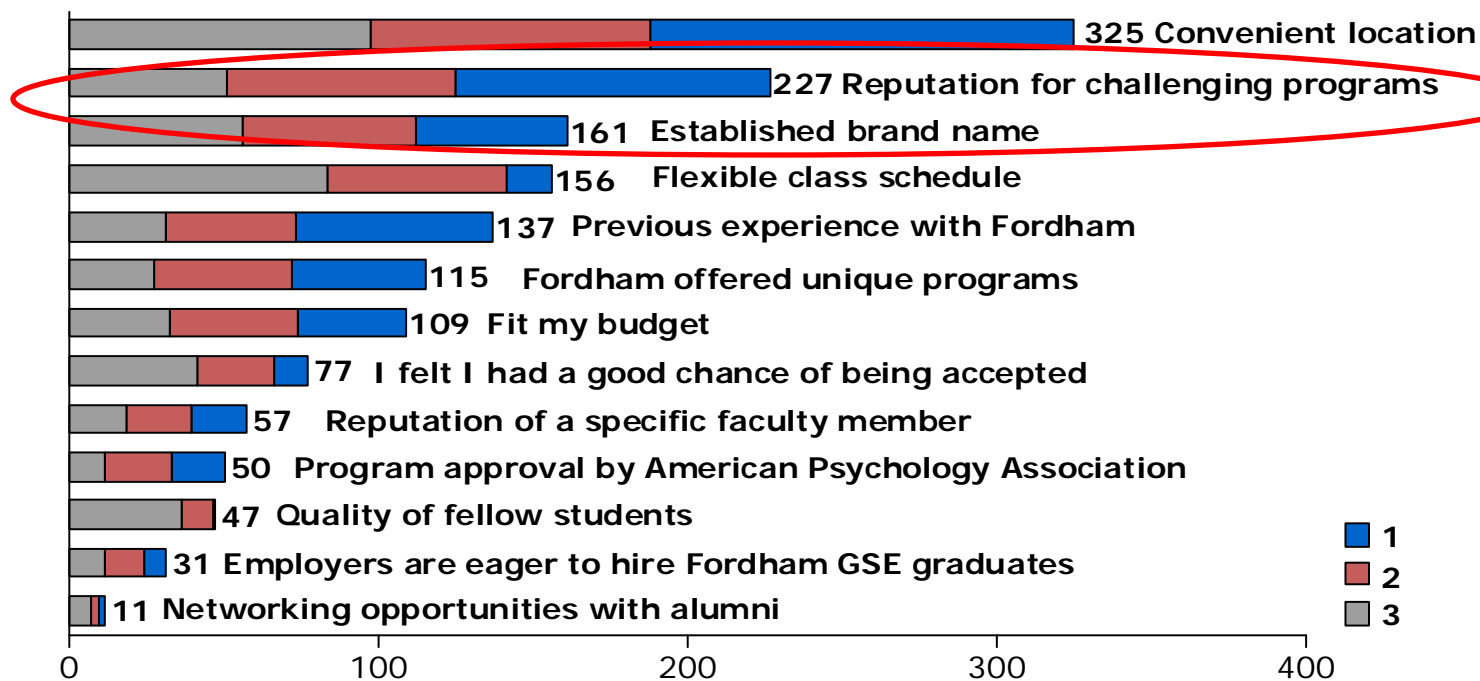
Three most important factors that affected which colleges or universities you chose to apply to during your application process



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

And Fordham Already Had Strong Brand Name Recognition

Top-three reasons for applying to/inquiring about Fordham

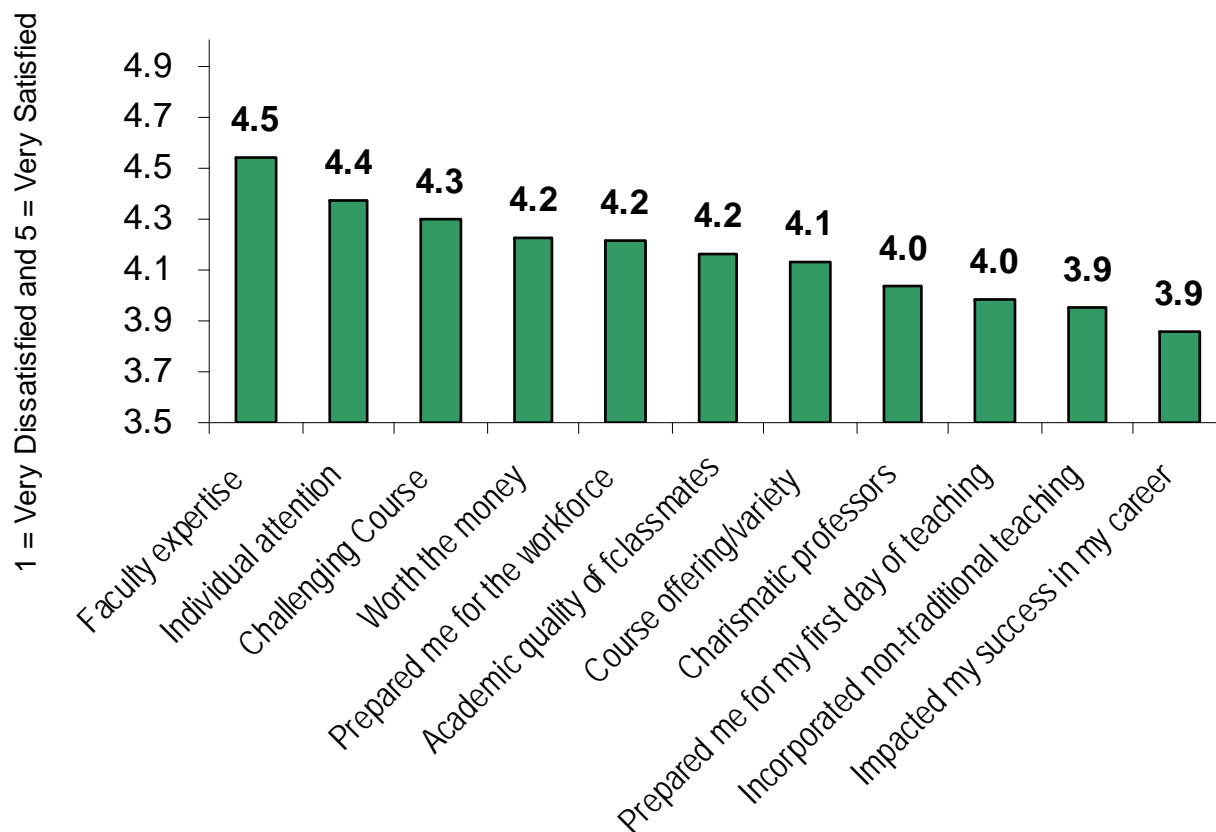


N = 501

Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Students Are Well Satisfied With Their Fordham Experience

Please rate your level of satisfaction with each of the following aspects of Fordham University GSE*



*Since “Does not apply to my experience” was an answer choice, the number of respondents varies. All data points have a respondent size (N) of 452 to 482 except for “Prepared me for my first day of teaching” which has a respondent size (N) of 304. since 89% PES and ELAP students selected “Does not apply.”

Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

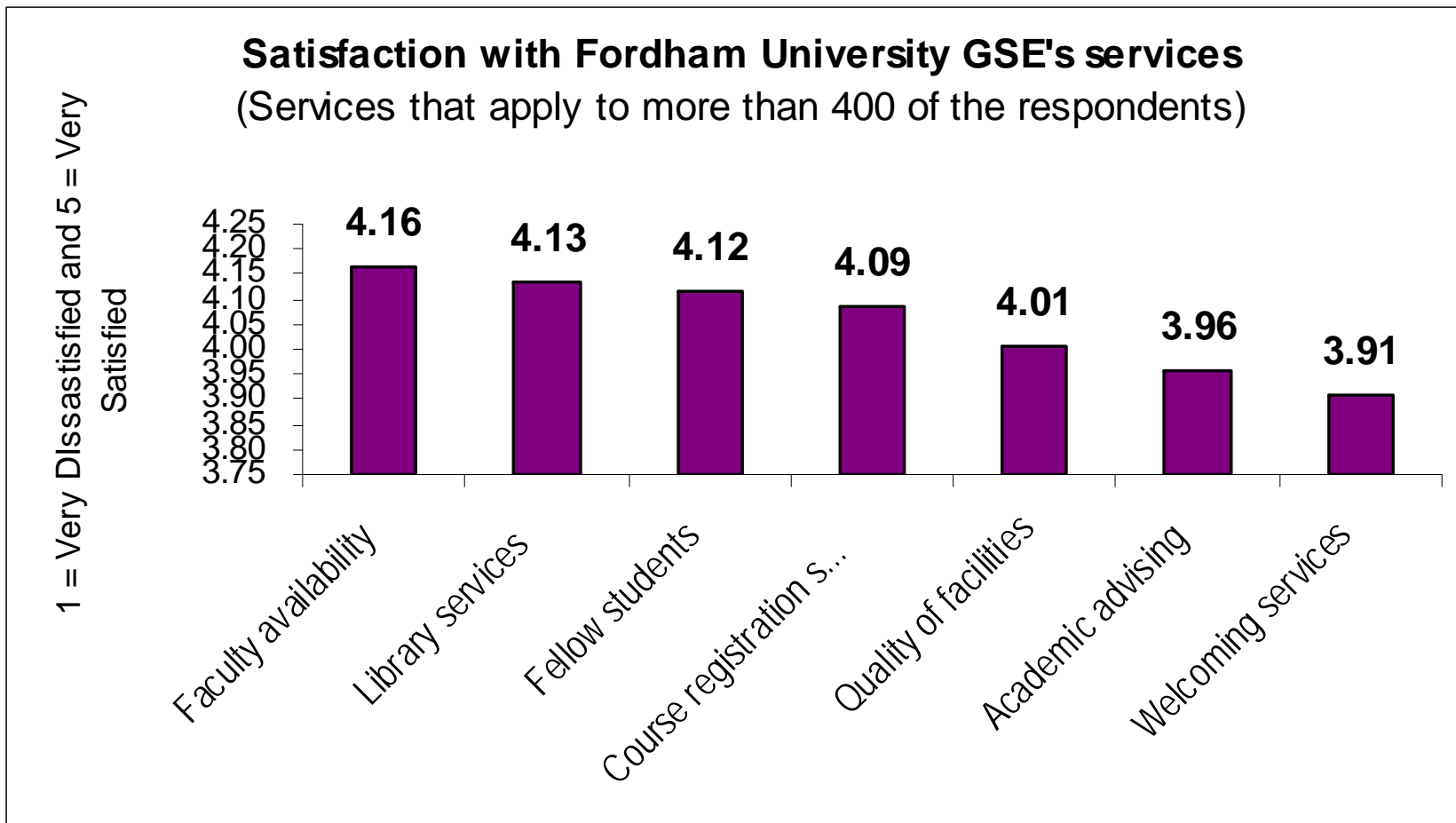
The Differences in Levels of Satisfaction Are Generally Statistically Insignificant

Response to: “Please rate your level of satisfaction with each of the following aspects of your Fordham University GSE academic experience”

	Overall (avg)	ELAP	PES	C&T	MST
Overall (avg)		4.21	4.06	4.29	4.04
Faculty expertise in their field	4.51	4.59	4.58	4.60	4.26
Individual student attention from faculty	4.38	4.47	4.31	4.43	4.30
Course offering/variety	4.11	4.16	3.98	4.30	3.99
Preparation of graduates for the workforce	4.22	4.23	4.02	4.47	4.17
Academic quality of fellow classmates	4.12	4.08	4.05	4.26	4.08
Courses were academically challenging	4.27	4.33	4.18	4.40	4.16
Prepared me well for my first day of teaching	4.04	4.17	3.94	4.17	3.86
Professors were charismatic	4.02	4.12	3.83	4.11	4.01
Professors used non-traditional teaching methods	3.95	4.00	3.85	3.96	3.98
Had the greatest impact on my success in my career	3.85	3.91	3.84	4.10	3.56
Program was well worth the money I paid for it	4.22	4.26	4.11	4.38	4.11
Number of respondents (N)		103	101	99	88

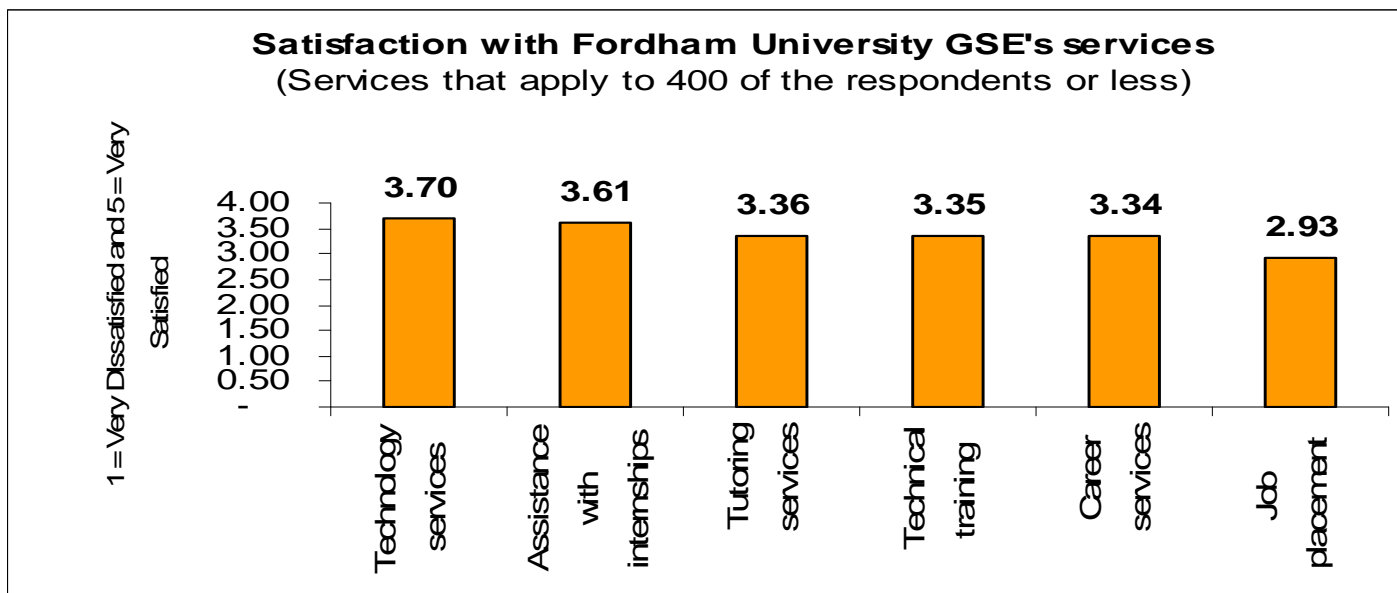
Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Where Students Used Services, Levels of Satisfaction Were Quite High



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Although Not All Students Used These Services, Satisfaction Ratings Were Lower



	ELAP		PES		C&T		MST	
	Valid	N/A	Valid	N/A	Valid	N/A	Valid	N/A
Career services	50	53	70	31	66	33	64	24
Job placement	33	70	57	44	48	51	52	36
Assistance with internships	43	60	83	18	56	43	47	41
Technology services	80	23	90	11	73	26	80	8
Technical training	48	55	53	48	46	53	60	28
Tutoring services	25	78	30	71	31	68	32	56

N/A- Not Applicable

Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

And the Differences in Response By Division Were Again Relatively Insignificant

Please rate your satisfaction with the Fordham University Graduate School of Education's services:

	Overall	ELAP	PES	C&T	MST
Overall	3.74	3.63	3.84	3.80	
Career services	3.38	3.38	3.33	3.32	3.48
Welcoming, application, and enrollment services	3.87	3.94	3.70	3.96	3.95
Course registration services	4.08	4.09	3.90	4.15	4.19
Assistance with internships	3.61	3.79	3.18	3.77	3.87
Job placement after graduation	3.00	3.03	2.86	3.02	3.12
Quality of facilities	4.00	3.89	3.84	4.20	3.97
Faculty availability outside of the classroom	4.14	4.27	4.06	4.30	4.07
Fellow students' contribution to my learning experience	4.06	4.12	4.00	4.14	4.03
Technology services	3.77	3.59	3.72	3.89	3.70
Technical training for online learning technology	3.41	3.06	3.36	3.37	3.50
Academic advising	3.97	3.99	3.86	4.14	3.90
Library services	4.12	4.19	4.04	4.26	4.06
Tutoring services	3.43	3.28	3.33	3.39	3.56
Number of respondents (N)		103	101	99	88

Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries, September 2007

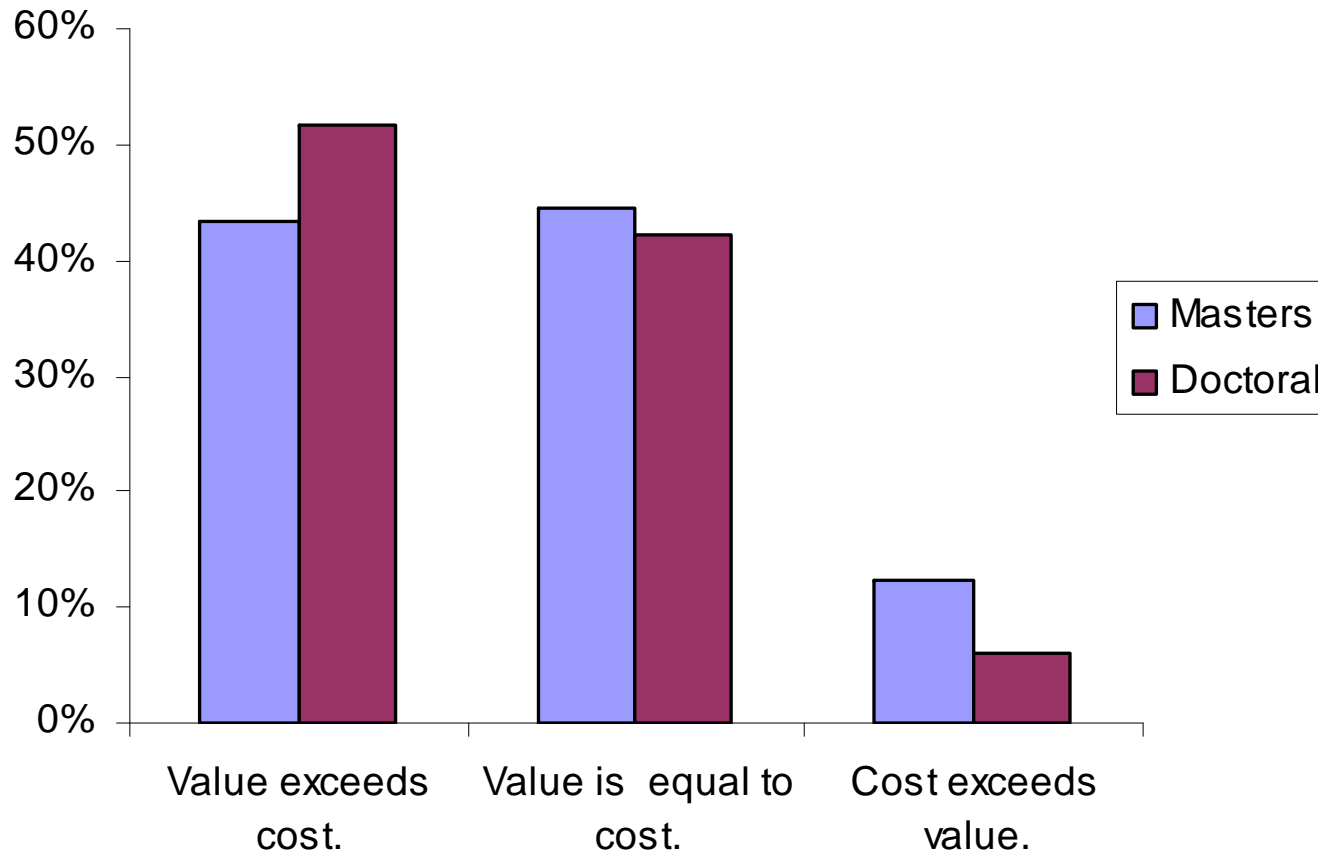
Students' Needs Vary by Their Program of Study

Top-three Areas Where Fordham Can Improve

	MST	C&T	ELAP	PES
1	Employer/ university relations	Hybrid and Online courses	Parking	Employer/ university relations
2	More courteous student support services	Parking	Hybrid/Online courses	Hybrid/Online courses
3	Reputation	Employer/ university relations	Employer/ university relations	More responsive customer service
	MST students are most career focused	C&T and ELAP students require flexibility		PES students are career focused and require flexibility

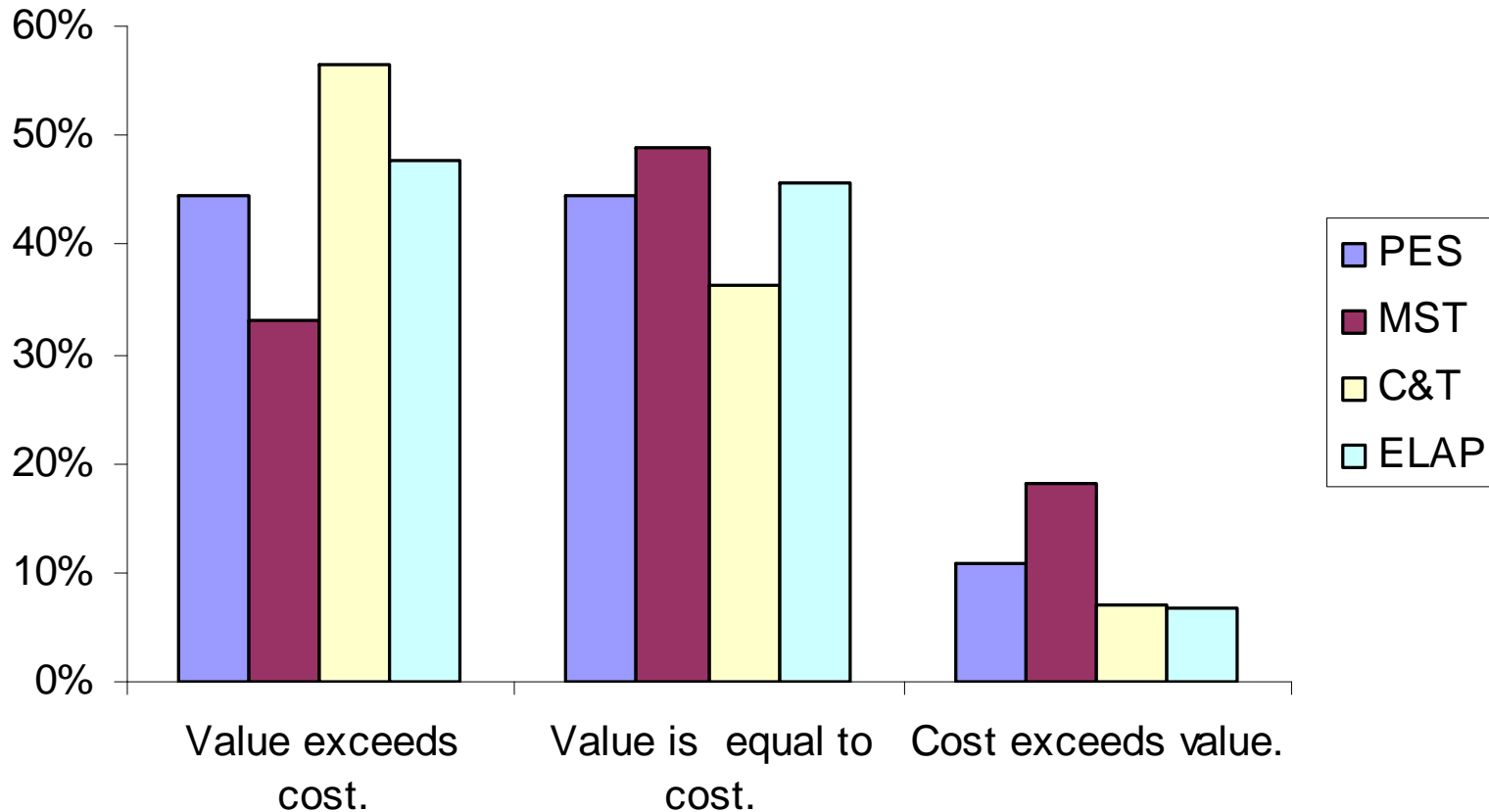
Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

Most Respondents Think That the Value of Their Degree is Equal To or Exceeds the Cost



Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

As Might be Expected, the MST Segment is the Most Price Sensitive



N = 501

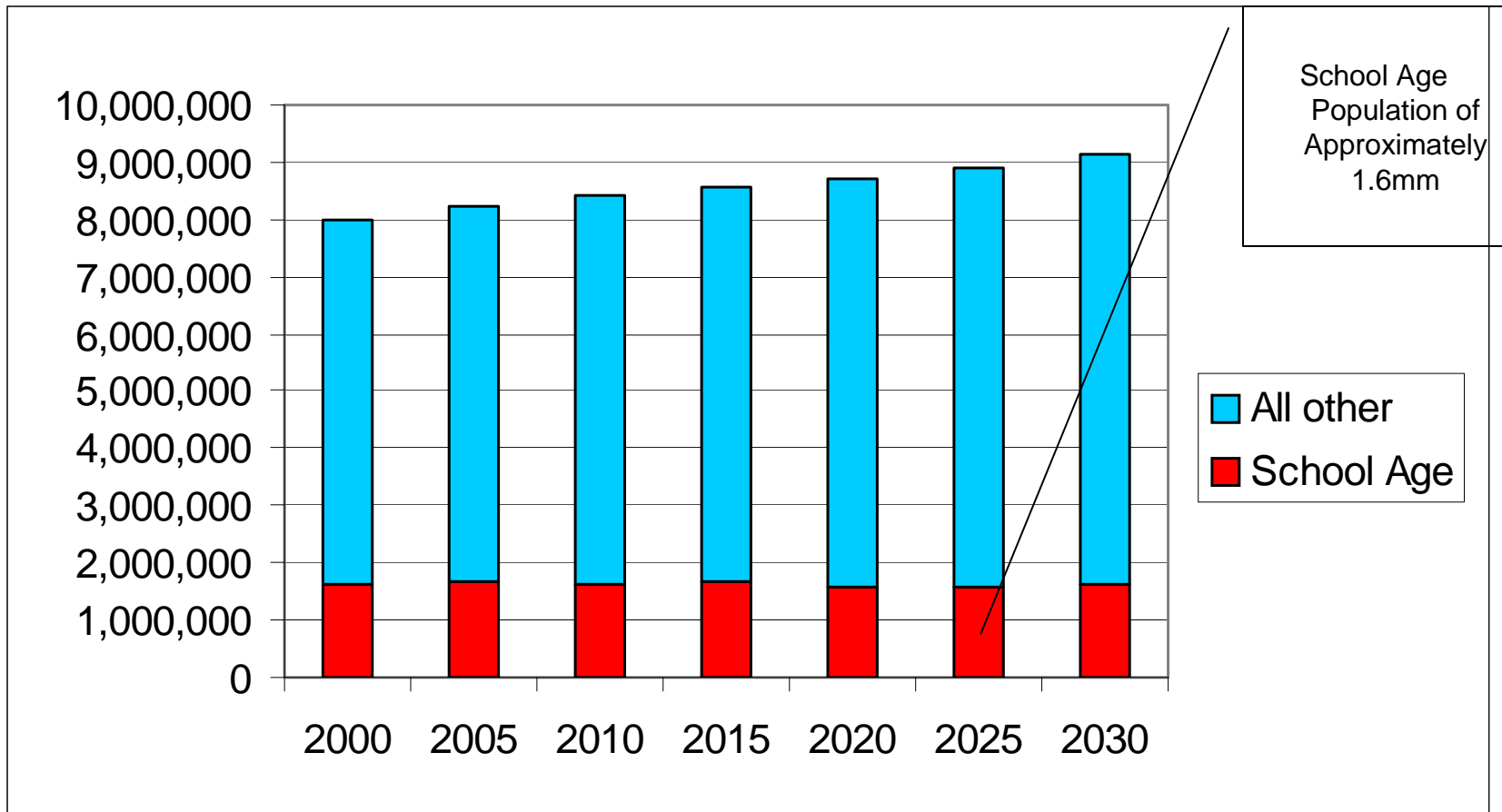
Source: Eduventures Survey of Fordham Students, Alumni, and Inquiries September 2007

- Executive summary
- Current situation
- Survey results
- Projections
 - Demand for teachers in New York City
 - Impact on Financial Plan of current initiatives and new programs
- Recommendations and next steps
- Appendices
 - Summary of Applicant Survey Data
 - Summary of E-mail Survey Data

Highlight of Supply and Demand for Teachers in New York City

- While NYC population is expected to grow in aggregate between now and 2030, the school age population is expected to remain relatively constant
- A slight decline in the school age population between now and 2020 could imply a minor reduction of teachers (approximately 300 in a total teaching workforce of approximately 90,000)
- The school age population loss is not equally distributed by borough
- Need for new teachers is expected to remain at between 6,000 and 8,000 per year according to the NYC Dept. of Education
- For Fordham University GSE graduates, there will be steady demand
- For the area outside of NYC, further information gathering and analysis is required

While the Population of NYC is Projected to Increase During the Next 22 Years, the School Age Population is Expected to Remain Approximately Constant

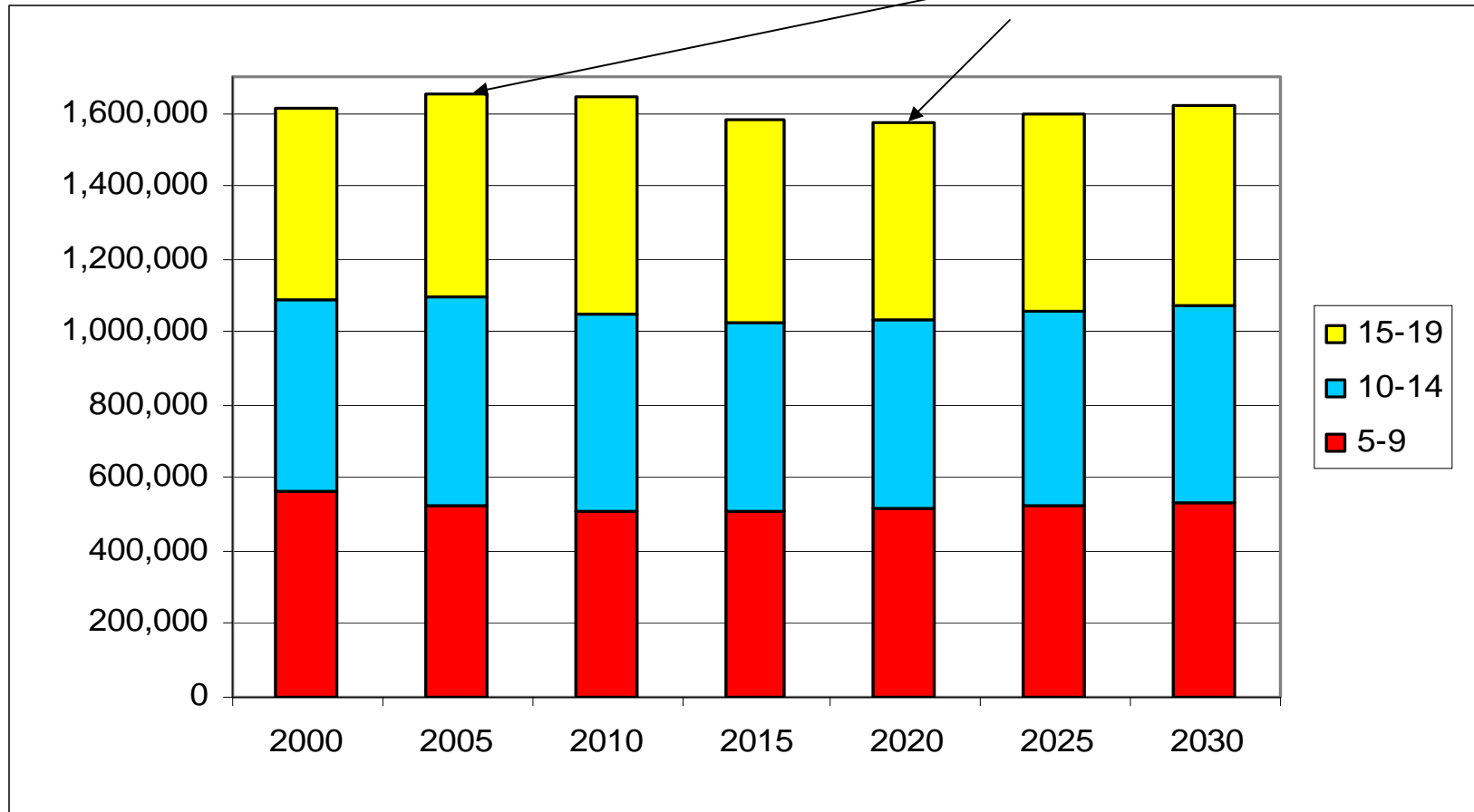


Source: New York City Population Projections by Age/Sex & Borough published by The City of New York Dept of City Planning
December 2006

Overall School Age Population Will Decline Slightly From 2005 Through 2020

At the City's current ratio of 18 students per teacher this implies a loss of about 300 teaching jobs during the time period

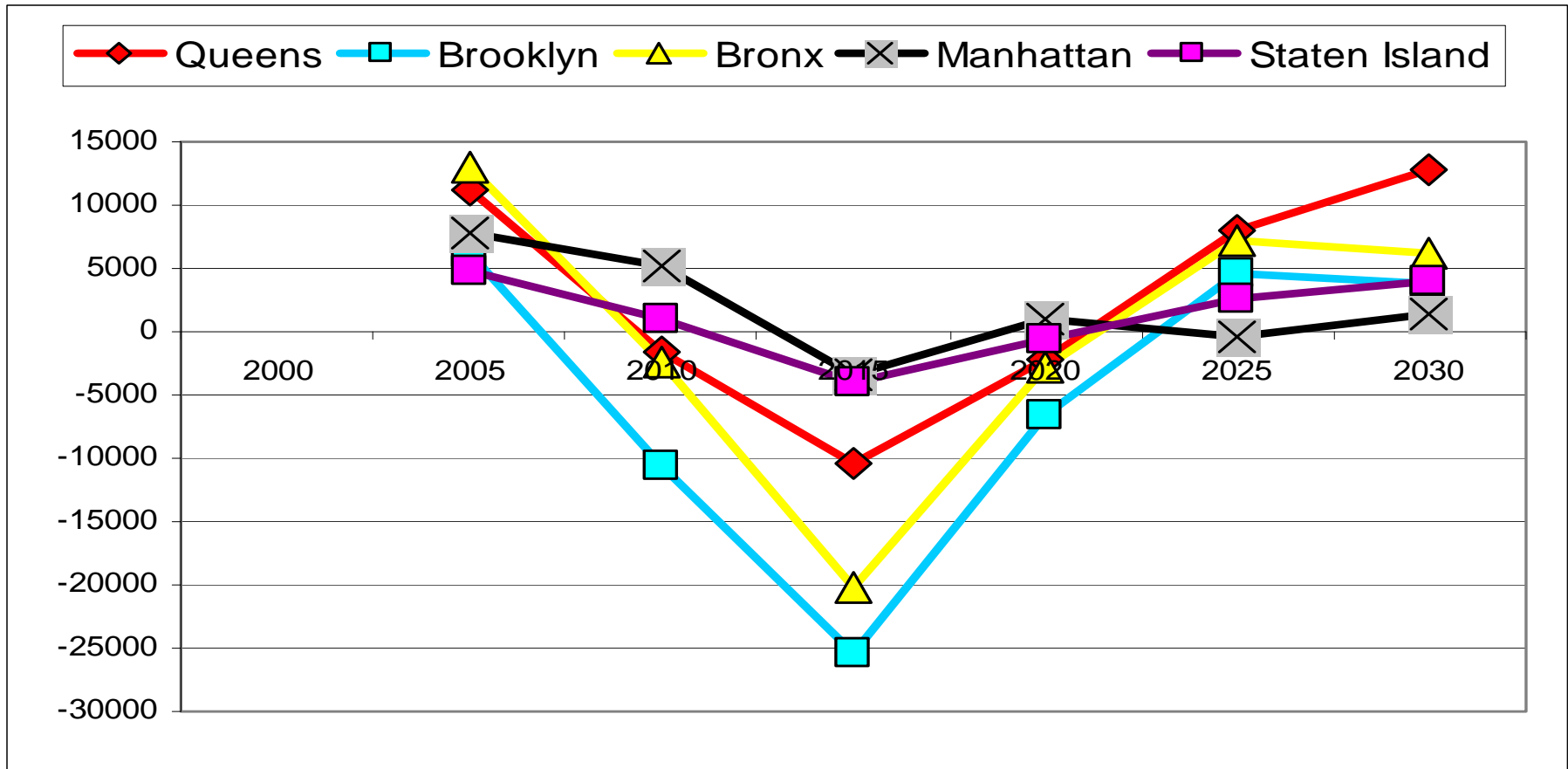
Decline of about 83,000 Students



Source: New York City Population Projections by Age/Sex & Borough published by The City of New York Dept of City Planning
December 2006

The Decline in School Age Population Varies by Borough

Brooklyn and the Bronx are projected to have shrinking school age populations between now and 2020, whereas the other three boroughs will remain relatively constant



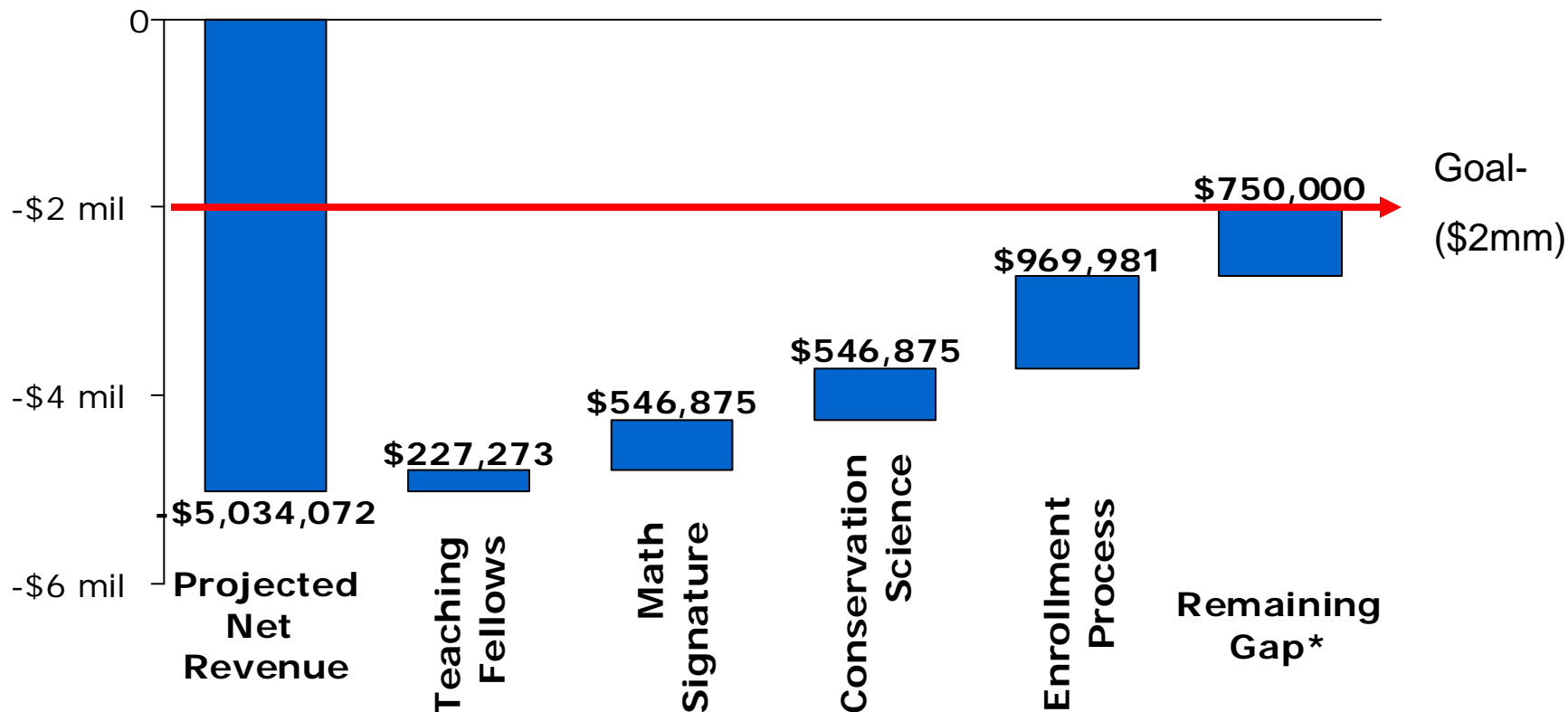
Source: New York City Population Projections by Age/Sex & Borough published by The City of New York Dept of City Planning

December 2006

- In the latest school year, 2007/2008, NYC hired/replaced about 7,000 new teachers or approximately 8%
- This rate is consistent with a recently published NCES report showing “leavers” to be about 8.5% of the teaching workforce nationwide
- NYC and NY state have not published forecasts of teachers needed
- According to Joel Rose of the NYC Dept of Education, in a telephone conversation with Eduventures, the rate of hiring is expected to remain at between 6,000 and 8,000 new teachers per year, implying no major expected changes in:
 - The numbers of schools
 - Class size
 - Relative compensation
 - Rate of retirement
 - Other initiatives
- New hires are expected to include about 2,500 teachers with alternative certification
- Critical need areas will continue to include STEM, special education, and bilingual education

Tuition from New/Re-Launched Programs Could Improve Net Revenue in FY 09 to (\$2.75mm)

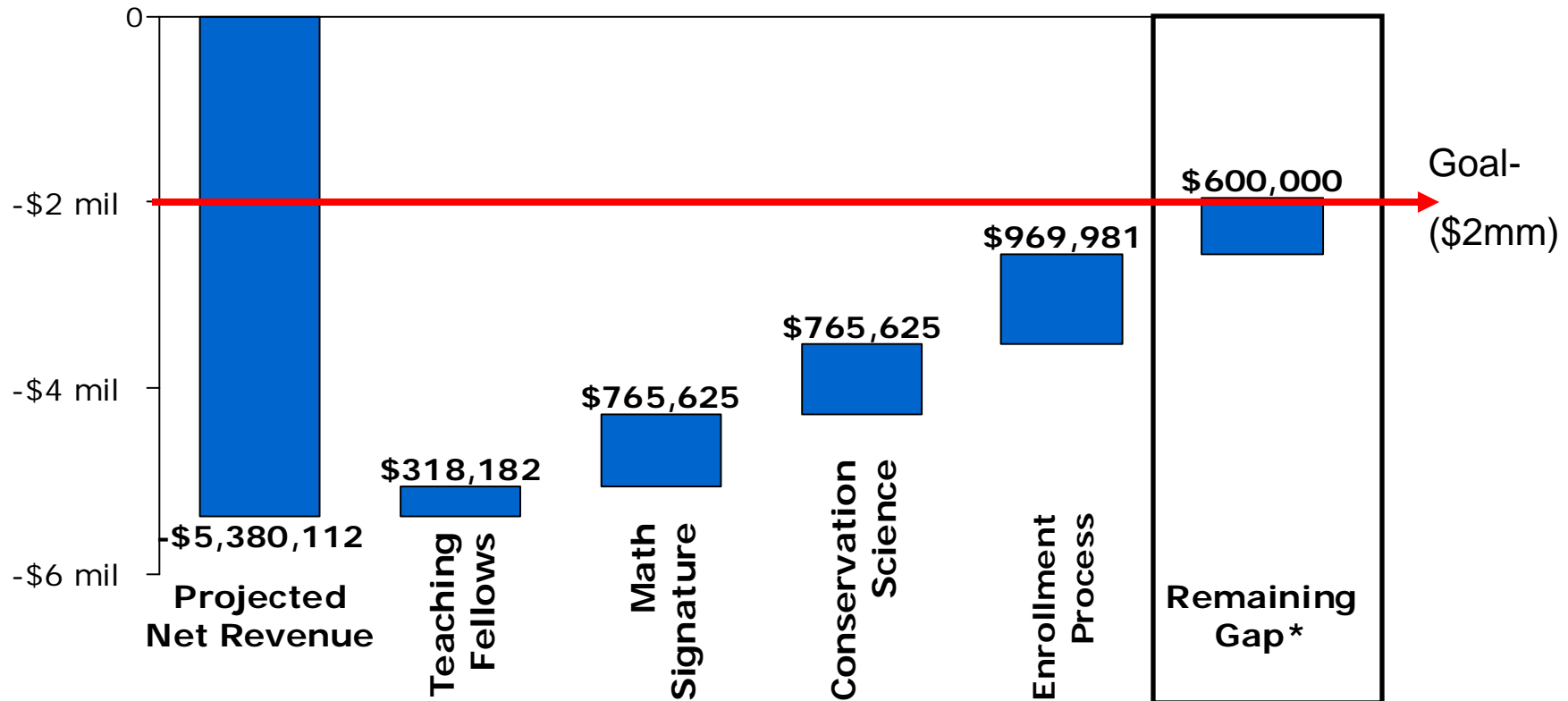
Impact of Initiatives on FY 09 Net Revenue
before quantifying incremental expenses



Source: Eduventures estimates based on Fordham GSE 2008 Financial Plan; FY 09 = July08 to June 09

And, to (\$2.4mm) in FY10

Impact of Initiatives on FY 10 Net Revenue before quantifying incremental expenses



Source: Eduventures estimates based on Fordham GSE 2008 Financial Plan; FY10 = July 09 to June 2010

- Students applying to Fordham do so because of its brand and reputation
- The Fordham reputation reaches well beyond the New York Subway
- Applicants tend to apply either to Fordham only or to Fordham, NYU and Columbia.
- Students are typically well satisfied with their Fordham experience and especially with faculty expertise
- Areas of improvement are not always within the School's control
- Identified sources of net revenue improvement will help reduce the operating deficit but not yet bring it to the targeted level and enrollments at Tarrytown may decline more before they can be rebuilt at the new Westchester location
- Several opportunities for improvement in marketing, enrollment and admissions have been identified already

- Executive summary
- Current situation
- Survey results
- Projections
 - Demand for teachers in New York City
 - Impact on Financial Plan of current initiatives and new programs
- Recommendations and next steps
- Appendices
 - Summary of Applicant Survey Data
 - Summary of E-mail Survey Data

- We recommend that Fordham GSE initiate a Custom Inquiry through its membership of the Schools of Education Collaborative to create a dataset about the marketing activities, and the level and typical content of marketing spend by peer schools.
 - Custom inquiries usually take between 10 to 12 weeks to complete so the data could be available in mid January

- Further consultative assistance is also recommended to confirm the impact of proposed initiatives on the financial plan and on net revenue projections
 - A more detailed model of enrollments, credit hours, and net tuition per credit hour needs to be created to confirm that the initiatives defined to date will yield the projected improvements in net revenue
 - The school and Eduventures need to determine how the expansion of other initiatives might assist in the closing of the gap to goal (Center for Educational Partnerships, Partner Support Organizations)
 - As part of this work, and in light of the findings from the survey, Eduventures would analyze the use of financial aid in FY 07, 06, and 05, and make recommendations about the more strategic use of this expense as well as how to encourage and facilitate students finding third-party scholarships

- Further consultative assistance is also recommended in marketing and enrollment management
 - To successfully launch specialized new programs and increase enrollments Fordham needs a targeted marketing plan to reach out to potential applicants. There is a **strong sense of urgency associated with this in order for enrollments to increase in FY 09 (July 2008 to June 2009)**.
 - The school needs a comprehensive marketing plan that will incorporate best practices from the benchmarking study
 - The Dean and the staff need metrics throughout the year about progress towards enrollment goals so that mid-course corrections can be taken earlier to address impending shortfalls. Eduventures would recommend the creation and implementation of an Enrollment and Marketing Dashboard to achieve this.
 - The project would include the revision of the applicant data sheet so as to ensure capture of its data into a system where it can be analyzed.
 - A marketing plan should include capture and segregation of information about students who apply but don't enroll, and a instrument of survey of this body every year to stay up to date on competitive information and pricing

- Longer term, consultative assistance is also recommended in strategic planning for Westchester County operations once the University's decision about a new location for Graduate School Studies is known
 - When the University's decision has been made about a new location and base for the graduate schools in Westchester county, the school will need an assessment of demand and assistance in developing a strategic plan for the staffing and operation of this facility