Driving Student Success Initiatives in Higher Education

AACRAO

Advancing Global Higher Education

101ST ANNUAL MEETING

April 12-15, 2015

Baltimore Convention Center

Baltimore, Maryland

www.aacrao.org

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The Higher Education Policy Landscape

Moderator: **Michael V. Reilly (Moderator)**, *Executive Director, AACRAO*

Speaker: **David Baime**, *Senior Vice President for Government Relations and Policy Analysis, AACC*
Terry Hartle, *Senior Vice President, Division of Government and Public Affairs, ACE*
Luis Maldonado, *Chief Advocacy Officer, Government Relations, Hispanic Association of Colleges & Universities*

Overview

David Baime, Terry Hartle, and Luis Maldonado discussed higher education policy and the implications for colleges, universities, and students.

The panelists agreed that the higher education community is facing a busy stretch of legislative and political activity. Although the Higher Education Act is due for reauthorization, it is likely to get pushed to the 115th session of Congress. In the long term, a federal unit record database system may be implemented, while in the short term a college rating system will go into effect. Although new regulations seem to emerge with increasing frequency, the Senate Task Force on the Regulation of Higher Education's recent report clearly outlines the burden of existing regulations on colleges and universities.

Key Takeaways

▪ **The Higher Education Act is unlikely to be reauthorized in the current Congressional session due to competing demands.**

The Higher Education Act is due for reauthorization; however, an open question is whether that will occur during this Congress. All indications suggest it is unlikely. The last reauthorization took years to complete. The current Congress has indicated it won't focus on reauthorization until it first addresses No Child Left Behind. This means that attention will not turn to the Higher Education Act until the spring or summer. The window of opportunity for reauthorization is further shortened by the November 2016 elections. After the July 4th holiday in 2016, little work will get done by Congress. Any substantive work done in the current session will be reintroduced in the 115th Congress. Additional observations about reauthorization:

— *Senator Alexander's white papers outline major issues*. These include "Skin in the Game," which is cost sharing for defaults, accreditation, and creation of a federal unit record data system. The data system is a very controversial topic.

— *Bipartisan support will be needed*. Traditionally, higher education has had bipartisan support in Congress. Although pieces of reauthorization passed in the House last year with bipartisan support, reauthorization still must pass in the Senate. Unfortunately, the current political environment in the Senate does not promote bipartisan cooperation.

— *HACU (Hispanic Association of Colleges & Universities) is interested in aspects of reauthorization that affect student access and retention*. Last year, a significant number of Hispanics enrolled in college. Policies are needed to help them stay in school. Since Hispanic students tend to be averse to loans, HACU supports more education grants instead of loan-oriented policies. Stronger bridges between two- and four-year schools are also desirable. Senator Harkin, who chaired the HELP Committee before his retirement, has supported the MSI Innovation Fund, which is intended to help all minority-serving institutions, HBCUs, and tribal colleges. The higher education community must make the case for why this fund should be part of the reauthorization.

> *"We understand that Hispanic students tend to be very loan averse. They would rather have a job, maybe two or three jobs, than take out a loan. As a result, we are interested in the debate about grants as opposed to student loans."*
> — Luis Maldonado

▪ **The value of a federal unit record database continues to be debated.**

Americans are hungry for information about postsecondary education outcomes. A federal unit record database has been discussed for many years and will be revisited during the Higher Education Act reauthorization. The topic has both supporters and detractors.

— *The decision will mainly be political*. Senator Alexander's white paper collated issues and asked for comments. There is no evidence, however, that sentiments have changed among House Republicans who historically have opposed a federal unit record database.

— *Many issues must be resolved and implementation will take years*. Important questions related to a federal unit record database include privacy protection, coverage and scope, cost, additional work for institutions, and interactions with state longitudinal databases. If this system is authorized, it will likely take 10 years to develop.

— *Students and the public want and deserve more information about post-graduation earnings and employment potential*. Currently, there is no visibility into what happens to students financially after graduation. Yet, the top reason people enroll in college is for economic reasons. Not knowing the answers to these fundamental questions is an untenable situation that can be changed through a unit record data system.

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> *"It's amazing that in a world of data, we can't track students from the time they enter community college and predict their odds of getting a degree or certificate."*
> — David Baime

- **Although the current budget plan includes areas of concern for higher education, the threat of them becoming reality is slim.**

  With Republicans controlling both the House and Senate, it seems more likely that a joint budget resolution will be passed which outlines a framework for the FY2016 budget. There are several items in the budget plan that are concerning for higher education and students. These include freezing Pell Grants for 10 years, reducing funding sources that help pay for Pell Grants, and increasing the cost of federal student loans.

  Although Pell Grants have increased dramatically over the past six years, the cost of the Pell Grant program is basically flat. Program financing is very complex and financing issues are related to mandatory money that is declining and will eventually disappear. This is a byproduct of decisions made by Congress in the 2007 budget reconciliation bill which took loan money and put it into the Pell Grant program.

  On the positive side, however, there are no obvious ways to enact the Pell Grant and student loan reductions that have been articulated in the current budget plan. In addition, during the run up to the 2016 presidential election, it is unlikely that Republicans will make big cuts to student aid.

- **The Obama administration has given community colleges considerable attention, as have other presidents.**

  President Obama has focused quite a bit on community colleges. In 2009, he proposed the American Graduation Initiative which provided $9 billion for community colleges and $3 billion for other institutions. In October 2010, the Obama administration convened a community college summit and earlier this year it proposed America's College Promise, which is free community college tuition for certain programs that meet certain criteria.

  But Obama is not the first president to talk about community college. President George W. Bush proposed a $250 million program for job training that was funded for several years. President Clinton also focused on community colleges.

- **When the President's proposed college rating system materializes, higher education institutions expect to be dissatisfied.**

  The probability that the Department of Education will publish some sort of college ratings before the start of the 2015 academic year is high. What the ratings will look like remains to be seen. Terry Hartle identified three issues:

1. *The system's purpose is unclear.* President Obama has indicated he wants a rating system that will provide consumer information and accountability. Yet, consumer information is already delivered through the White House College Scorecard and College Navigator. To satisfy the President's request, the Department of Education has said it might issue two different ratings for institutions.

2. *The Department of Education has inadequate information to build the rating system.* Despite this limitation, the Department has committed to create a system with the data they have, rather than the data they need.

3. *The peer groups are ill defined.* The President said institutions would be rated in their peer groups. In December 2014, the Department of Education proposed two peer groups—all two-year schools and all four-year schools. These groups are far too broadly defined. Community college applicants, for example, are unlikely to select a school that is in another state, even if it has better ratings.

Although the Department of Education has been asked to peer review their rating formulas, it is not clear they will have adequate time to do so.

> *"I do not think the rating system is something we will be very happy with. The process has been anything but transparent and the Department of Education is facing a serious challenge trying to put something together despite all the data limitations."*
> — Terry Hartle

- **The task force on the Regulation of Higher Education's report will sensitize legislators to the impact of regulations on colleges and universities.**

  This task force was created in December 2013 by four U.S. Senators. The 16 task force members were asked to prepare a report on federal regulation of colleges and universities, and identify ways it could be improved. The report delivered information in four areas:

1. The cost of federal regulation and the associated challenges that institutions face.

2. Approximately 12 regulations were identified that are especially problematic for institutions. Task force members offered ways to improve, streamline, or simplify the regulations.

3. Ways to improve the process by which the Department of Education creates and enforces regulations.

4. A matrix of 50 regulations was developed which includes the reasons why they are challenging.

Although every reauthorization results in more regulations, record keeping, and data submission requirements, it is expected that the task force report will remind legislators to consider the burden they place on institutions before imposing new mandates.

U. S. Government Perspectives on Academic Mobility

Moderator: **Dale Gough (Moderator)**, *Director, AACRAO's International Education Services (IES)*
Speaker: **Heidi Arola**, *EducationUSA Branch Chief, U. S. Department of State*
 Rafael Nevárez, *International Education Specialist in the Office of the Secretary, U. S. Department of Education*

Overview

Heidi Arola and Rafael Nevárez discussed approaches the U.S. Departments of State and Education are taking to promote education diplomacy and academic mobility.

Academic mobility is beneficial because it fosters mutual understanding among diverse groups and contributes to a more stable, prosperous global economy. The U.S. Departments of State and Education have developed strategies and programs to promote academic mobility and education diplomacy. Their objective is to increase the number of international students coming to the U.S., as well as boost the number of Americans studying abroad. Interest in academic mobility is growing worldwide. Ongoing partnerships between governmental agencies and the higher education sector are the key to cross-cultural education and institutional collaboration.

Key Takeaways

- **The U.S. Department of State believes the role of education within public diplomacy is growing.**

 The Bureau of Educational and Cultural Affairs' (ECA) mission is to increase understanding and peaceful relations between the people of the U.S. and other countries through educational and cultural exchanges. ECA supports around 100 programs and 40,000 exchange participants annually in areas from academic to professional, youth exchange, sports, culture, and arts programs. There are three main reasons why the U.S. State Department believes international education is important:

 1. *It fosters mutual understanding*. International education exposes students to diverse world views. Traveling and living outside one's country and comfort zone helps students learn about the people and culture of other nations. Students build ties that last a lifetime.

 2. *It equips a new generation from diverse backgrounds to solve global challenges.* The most pressing global challenges transcend national boundaries and can't be overcome by one country alone. International education prepares the next generation of leaders in all countries to work collaboratively.

 3. *It builds a more stable and prosperous global economy.* The 2014 *Open Doors Report* found that more than 886,000 international students participated in credit-bearing programs at U.S. colleges and universities, an increase of more than 8% from 2013. International students contribute global perspectives and diversity to campuses, and make important financial contributions to the U.S. economy and to their own economies when they return home.

To promote international education, the Bureau of Educational and Cultural Affairs offers 100 programs including the Fulbright Program.

> *"President Obama's statement, 'When we study together, we learn together, we work together, and we prosper together,' encapsulates the U.S. State Department's view on academic mobility and why international education is so important."*
> — Heidi Arola

- **EducationUSA offers services to international students, as well as U.S. colleges and universities.**

 EducationUSA is a U.S Department of State-supported network of 400 advising centers in 170 countries. It has a dedicated staff of approximately 500 advisers worldwide, as well as 14 regional educational advising coordinators (REACs) who serve as on-the-ground experts. Around one quarter of these centers are in U.S. embassies and consulates; the remainder are in Fulbright Commissions, American Spaces, NGOs, and universities. The hybrid nature of the network gives it flexibility.

 EducationUSA's goal is to promote abroad the diversity of U.S. higher education. It serves two core audiences:

 — *International students*. Students are served through in-center services, outreach, and virtual engagement. Special programs are also provided, such as the Opportunity Funds Program. This initiative operates in 40 countries and helps disadvantaged but talented students cover the upfront costs of admission. Grants of up to $8,000 cover testing fees, transportation to advising centers, and airline tickets to the United States.

 — *Accredited U.S. colleges and universities*. EducationUSA holds about 30 education fairs worldwide each year. It also runs one to two regional forums annually. EducationUSA produces the *Global Guide*, which can be accessed online. The guide provides market intelligence for higher education in six world regions, including scholarships and other information that would be useful to international student recruiters. EducationUSA also funds the *Open Doors Report*.

 EducationUSA is working with foreign institutions and governments that want to understand the American education system, develop strategies for workforce development, and engage in institutional partnerships.

 A major student mobility challenge is that only 1.5% of U.S. students study abroad. In addition, the vast majority of American participants in study abroad programs (76%) are Caucasian. The State Department hopes to diversify

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the pool of U.S. students participating in study abroad programs. It also wants American students to travel to less common destinations and learn critical languages like Chinese, Arabic, Hindi, and Russian. To address these issues, in May 2015, the U.S. State Department is launching the Office of Study Abroad. This office will house the Gilman Scholarship Program, as well as the Critical Language Scholarship Program. It will help build advocacy and serve as a resource for U.S. institutions.

- **Innovative approaches are needed to improve academic mobility.**

  The Bureau of Educational and Cultural Affairs has been leveraging technologies and other forms of marketing to connect with people. Insights from different initiatives are:

  — *Virtual encounters are on the rise.* The Bureau uses Facebook, Twitter, Instagram, and other online platforms to engage with individuals. It has also partnered with the private sector on virtual college fairs. Last year, EducationUSA reached 13 million people: 3.5 million were in-person meetings and the rest were virtual.

  — *Websites must be mobile friendly.* In 2013, EducationUSA's website traffic from mobile phones and tablets grew 290%, while traffic from desktops grew 60%. In 2014, smartphone and tablet traffic grew 107%, compared to 0.8% from desktops. When EducationUSA launched a marketing and re-branding initiative a year ago, mobile support was front and center. The new website and logo were designed to be compatible with all mobile platforms.

  — *Creative field marketing pays off.* In Bangkok, a subway and public buses were wrapped with the EducationUSA logo. Within a month, thousands more students contacted EducationUSA. Another creative campaign was an EducationUSA cartoon series that went viral in Saudi Arabia. It generated over 4.5 million views.

- **Education diplomacy plays an important role in the Department of Education's international strategy.**

  In 2012, the U.S. Department of Education created its first international strategy. This strategy has two primary goals: strengthening U.S. education and advancing U.S. international priorities. Three key sub-objectives are increasing global competency, learning from and with other countries, and promoting education diplomacy.

  From the DoE's perspective, education diplomacy is any activity that supports U.S. foreign policy objectives, promotes global stability and progress, and helps strengthen world-class education in the United States. Education diplomacy activities include:

  — *Title VI and Fulbright-Hays.* These programs help strengthen the capacity of U.S. education in foreign languages and international studies. In addition, many students are pleasantly surprised to learn that federal student aid (Title IV) can support their studies abroad.

  — *Bilateral relations.* Examples include ongoing engagement with Mexico in various areas, including higher education exchanges and institutional collaboration, and the U.S.-China state-provincial dialogue, in which national, state, and provincial governments discuss key issues related to education reform.

  — *Multilateral relations.* The Department engages with foreign counterparts within forums like APEC, OAS, OECD and UNESCO to further cooperation in areas ranging from K-12 education reform to increasing higher education collaboration.

  — *Initiatives at higher education institutions.* The international relationships that colleges and universities create are a key component of the nation's education diplomacy.

- **The U.S. Department of Education sees growing interest worldwide in academic mobility.**

  Academic mobility is any cross-border education activity that involves the movement of people, programs, or institutions. One of the multilateral organizations in which the U.S. participates is Asia-Pacific Economic Cooperation (APEC). During the last three to five years, higher education issues have become a higher priority for APEC's education network (EDNET). Top issues relate to accreditation, quality assurance, academic mobility, and workforce development. As a result, the U.S. Department of Education expects to engage more with associations like AACRAO to gather input on these topics.

  Academic mobility is also a concern for the European Network of Information Centres (ENIC), in which 55 countries participate. ENIC was created to help implement the 1997 Lisbon Recognition Convention, which is the only legally binding text pertaining to the Bologna Process. The focus of the convention is the recognition of academic credentials, which is key to academic mobility. The U.S. Department of Education serves as the U.S. information center within the ENIC Network. Requests for credential evaluations are referred to the field.

  > *"The U.S. Department of Education and other governmental agencies value a continued partnership with the higher education sector. It's essential for promoting education diplomacy and promoting collaboration among institutions."*
  > — Rafael Nevárez

Other Important Points

- **EducationUSA 2015 Forum.** This event will be held in Washington, DC from June 30 to July 2, 2015.

- **Google Translate.** Translating materials into multiple languages for international students is often a challenge. One option is to embed Google Translate into the organization's website, as EducationUSA has done.

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Dumb Things Well-Intended People Say: Skills to Increase Diversity Competence

Speaker: **Dr. Maura Cullen**, *Author/Trainer/Speaker*

Overview

Dr. Maura Cullen discussed communication traps, how to avoid them, and what tools to use in their place.

People often make statements intended to be supportive or complimentary, but instead have the opposite effect. This is particularly true in diverse environments. It is critically important that campus academic and enrollment leaders continually increase their diversity competence to enhance departmental, institutional, and student success. That means understanding common communication pitfalls and striving to build a culture of trust. When misunderstandings inevitably arise, it is helpful to recognize that everyone has knowledge and experience that is beneficial to share. When in doubt, take a deep breath, acknowledge what has occurred, and respond in a thoughtful manner.

Key Takeaways

- **Although people often unknowingly hurt others, a workplace built on trust and relationships helps individuals share feelings in nonjudgmental ways.**

  Everyone is ignorant in different areas. As a result, well-intended people often unknowingly say things that cause pain. People consistently receive messages that they are inadequate in some way. These painful incidents stack up and then one unintentional comment or joke can cause a person to implode or explode.

  When people realize that words hurt, they sometimes stop saying anything, out of fear of saying the wrong thing. They stay in safe silos, interacting only with people who think and look like them. That is not a good solution.

  Many diverse individuals come to colleges and universities. The goal is to learn how to interact with many different types of people. That means building relationships and trust. In that type of environment, when mistakes arise, people trust others to tell them and they receive that information with respect. Everyone feels they can share their knowledge and experience, without feeling judged.

  > *"We are so afraid of saying the wrong thing that we say nothing. We stay in our safe silos and hang around people that we have less likelihood of screwing up in front of. Those people think and look like us. The trick is to navigate through many silos because there are so many different people coming to your place of employment."*
  > — Maura Cullen

- **Many well-intended statements are communication pitfalls.**

  Dr. Cullen shared seven examples of well-intended statements that can offend others.

  1. *Some of my best friends are _____."* People often make statements like this to suggest that they have solidarity with another person. The downside is that this statement makes people feel they are being stereotyped. It suggests that knowing one person in a particular group means knowing all of them since everyone is essentially the same.

  2. *"I know exactly how you feel."* The issue with this statement is that it is impossible to know how another person feels. In addition, it's a "conversation flipper," which turns the dialogue away from the individual with the problem. Better ways to communicate empathy include, "I understand," "I can't imagine what that must be like," or "That sounds frustrating, what is it like?"

  3. *"I don't think of you as _____."* This statement is offensive because it suggests that you can only feel comfortable around a person if you pretend they are something else. What would it mean if you had to think of a person exactly as they are?

  4. *"That happens to me too."* This is also a conversation flipper. In addition, it dismisses the other person's experience. This statement implies that if an experience happened to me, it can't be happening to you for the reasons you think it is.

  5. *"I don't see color. I'm color blind."* Don't say this under any circumstances.

  6. *"That's so gay,"* or *"That's so retarded."* These phrases are never intended as compliments and must stop. It is probably not a coincidence that one of the higher suicide rates is seen among gay, lesbian, bisexual, and transgender youth. The weight of comments like these accumulates over time.

  7. *"Where are you really from?"* People with accents get asked this question at a disproportional rate. When someone tells you where they are from, believe them the first time. Asking again makes it seem like you have caught them in a lie. Sometimes people pretend they understand accents to avoid feeling uncomfortable. Sometimes they may try to avoid people with accents entirely. The longer you listen to an accent, the easier it becomes to understand. The hardest conversation is often the first one. On campus, international students feel high rates of isolation. Students with accents deserve our patience.

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- **Communication can be improved by acknowledging and responding to people's needs.**

Despite the best intentions, people make mistakes. Dr. Cullen offered five suggestions for improving communication in the workplace and on campus:

1. *Recognize that everyone has knowledge and experience that others can benefit from*. People can all see the same thing but perceive it very differently. This is happening today with conversations about race in the United States, particularly as it relates to law enforcement and black men. The quality of communication improves when we recognize that everyone has knowledge and experience that is beneficial to share.

2. *When conversations get awkward, stilted, or heated, remember "B.A.R."* There are three steps to take:

   - *Breathe*. Taking a deep breath is relaxing. It gives enough time to develop cohesive thoughts and avoid reacting. It is impossible to say something regrettable when breathing. When in doubt, breathe.

   - *Acknowledge*. Acknowledge what the other person has said. This is not the same as agreeing with them.

   - *Respond*. We can always find something in common with others, and we need to tether ourselves to that. Civility means tethering ourselves to the few things on which we can connect.

   Unfortunately, people usually reverse the steps of B.A.R. They react, rather than responding. They attack, instead of acknowledging. The last thing they do is to breathe.

3. *Accept that "in group"/"out group" language rules can't be changed*. Some groups can tell a joke or use a word and it is fine. Yet if another group does the same thing, it is a problem. When people are outside the group, there is a different set of rules. It's not fair, but those are the rules and there is a huge risk in violating them.

4. *Not everyone is born on third base*. Many people have been given a head start in life compared to others. Barry Switzer said, "Some people are born on third base and go through life thinking they've hit a triple." Dr. Cullen used this baseball metaphor to illustrate that students take many different journeys to reach campus. They may arrive in the same place in life, but some are tired from the journey and some don't know how to navigate the system. Privilege and advantage are unearned. People with advantages must acknowledge they have been given a head start and change the system to make it easier for others.

5. *Equal treatment is not the same as equitable treatment*. Equal treatment creates a system that enables some people to succeed at the expense of others. In reality, one size doesn't fit all and people need different things to succeed. Dr. Cullen used the following scenario. A manager who wants to treat all employees equally gives everyone a new pair of shoes that are women's size seven. Then everyone is asked to complete a hundred yard dash with those shoes. The best runners won't win. Treating people equitably would mean that everyone gets a new pair of shoes that fits them. Equitable treatment makes managers' jobs harder, but it also makes life fairer for employees.

"We can always find something in common with someone else, and we need to tether ourselves to that. Civility means identifying the few things we can connect on."
— Maura Cullen

Trends in Graduate Education

Speaker: **Dr. Jeff Allum**, *Director of Research and Policy Analysis, Council of Graduate Schools*

Overview

Dr. Jeff Allum discussed trends in graduate enrollment and degrees, including changes in student demographic characteristics, institutional characteristics, and fields of study.

Graduate education is a large and evolving enterprise, engaging around 1.8 million students. However, it is a challenging time for graduate education. On the economic front, government funding is diminishing, while the cost of student loans is on the rise. Enrollments in graduate education as a whole are stagnating, especially among education and business programs. Bright spots are visible, however, in healthcare education, international student enrollments, and increasing numbers of female graduates. To prosper, colleges and universities must take a fresh look at how they attract and serve graduate students.

Key Takeaways

- **Graduate education is facing economic pressures.**

  The graduate education context is characterized by economic pressure in four areas:

  1. *Resources are diminishing.* Federal agencies are reducing funds that ordinarily go to universities and faculty. The NIH, for example, has experienced significant funding cuts. In addition, state education funds are declining. During the Great Recession, faculty and research institutions benefitted from funds associated with the American Recovery and Reinvestment Act. However, those monies are now gone.

  2. *Tuition revenue is growing in importance.* In the absence of federal and state funding, colleges and universities must increasingly rely on tuition revenue. According to the State Higher Education Executive Officers Association, tuition revenue now constitutes 47% of all public higher education funds, up from around 33%.

  3. *Graduate education costs more.* Interest rates on student loans are higher than in the past. In addition, subsidized loans may be eliminated. Some politicians have proposed a tax on tuition waivers. Around one quarter (24%) of doctoral students have tuition waivers, averaging about $16,000 tax free. If tuition waivers are taxed, they would need to pay an additional $1,500 in taxes.

  4. *Colleges and universities are under pressure to demonstrate return on investment.* Commoditization of education is evident everywhere; the public wants to understand the return associated with education expenditures.

- **The demographic profile of graduate students in the U.S. is evolving.**

  Graduate students account for approximately 14% of all higher education students in the United States. Although white and Caucasian students represent 62% of graduate students, for the last two years the number of white students enrolling for the first time has been declining.

  Hispanic and Latino students experienced a 5% increase in first-time enrollment in graduate programs. While encouraging, this population needs higher growth rates to catch up with the general population. Black and African American graduate students are on par with the general population. In some years, this group experiences strong enrollment growth and in others, weaker growth. American Indian and Alaska Natives account for only 2,000 of the two million graduate students captured in the Council of Graduate Schools' survey data. This group represents an opportunity area for higher education.

- **Graduate education overall is experiencing sluggish enrollment, but pockets of growth exist.**

  Each year, the Council of Graduate Schools conducts a survey which gathers data about first-time enrollment in graduate programs. Major survey insights include:

  — *Very small changes in enrollment are expected for the next few years.* Overall, year-to-year increases in first-time enrollment have been small. Between 2011 and 2012, there was a 1.8% increase, followed by a 1% increase between 2012 and 2013, and no change between 2013 and 2014.

  — *Private not-for-profits are faring better with enrollment growth than public institutions.* From 2012 to 2013, private not-for-profits enjoyed a 2.6% increase in first-time enrollment; public institutions saw 0.2% growth.

  — *Research institutions are seeing enrollment declines.* For two to three years, institutions with high research activity and doctoral research institutions have seen enrollment decreases.

  — *Both education and business programs show significant losses.* Together, these fields account for 35% of all graduate enrollments nationwide. Education programs have been declining since the Great Recession and business programs have also seen declines which suggest that the MBA brand is being challenged.

  — *Some areas of growth exist.* Health sciences are hot, with a 3.1% increase in full-time enrollment.

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> *"It's a challenging time for graduate education and higher education in general. Graduate enrollment has been in a growth model where we assumed students would keep coming. However, that model is over. We must look at graduate students and prospective students differently than in the past."*
> — Jeff Allum

- **Student debt has a chilling effect on graduate enrollment and is driving ROI conversations.**

  Student debt levels have reached $1.3 trillion and continue to grow. Debt overshadows the positive contributions that graduate schools play in society and creates enrollment obstacles. The median amount of debt differs by program. However, students accumulate considerable debt as undergraduates, though undergraduate debt tends to be concentrated among certain groups. For example, in the graduating class of 2008, over half (55.2%) of black and African American students had undergraduate debt of $20,000 or more. Debt creates a barrier to student interest in graduate education.

- **Political dysfunction in Washington persists, but there has been movement on education policy.**

  The political gridlock in Washington is likely to continue. Since politicians have narrowly defined constituencies, they have no incentive to compromise once in power. The goal of politicians is reelection, even if it means policymaking comes to a standstill. This will not change until at least 2020 when the next census redraws Congressional district boundaries.

  Despite this reality, some progress has been seen on important education policy fronts. The Higher Education Act reauthorization has gotten positive traction. The Council of Graduate Schools is also paying close attention to immigration reform to ensure that policies don't interfere with graduate education or other levels of higher education. Immigration reform is needed to ensure that prospective students can come to the United States to study, and then stay and contribute to the economy.

- **Growth in graduate education will come from different sources than in the past.**

  The traditional growth model for graduate education is ending. The number of graduating high school students peaked in 2010 and 2011 and the number of undergrads is in a lull. However, colleges and universities will see graduate school enrollments coming from different sources than in the past. Five trends are:

  1. *Increased undergraduate enrollment among under-represented groups will translate into more graduate enrollments.* This is an untapped source of students for universities, but will require new ways of thinking. It is not just about getting applications in the door; it is also about completion and reducing attrition. In addition, colleges and universities must promote higher education to underrepresented students as early as middle school.

  2. *Growth in international students will continue, especially in STEM fields.* Math and computer science programs experienced a 17.4% increase in students in one year alone, particularly from China and India. The powerful networks that faculty have developed with institutions overseas are important recruiting mechanisms.

  3. *Master's education appears promising.* The employment community is seeking people with master's-level skills, including "core plus" skills like communication and public policy expertise. The Bureau of Labor Statistics has indicated that workforce demands for individuals with master's-level education will outpace workforce demands for other education levels from now to 2022.

  4. *Professional science master's programs have been emerging.* Over the past 10 years, these small programs have been developed in collaboration with local business and industry. They usually have a heavy science, technology, engineering, or math component.

  5. *Women will continue to make gains in graduate enrollment.* Over the last 15 years, women have made significant gains in graduate enrollment; there are now more women graduating with master's and Ph.D. degrees than men, with no sign that this trend will slow.

> *"Graduate enrollment management is more than applications and securing high yields; it's also about completion, reducing attrition, finding new niche markets, and terminating programs that have outlived their useful purpose."*
> — Jeff Allum

Other Important Points

- **Council of Graduate Schools' Graduate Admissions Project.** This initiative is a one-year baseline project launched in December 2014 and funded by Hobsons. The graduate deans of 500 member institutions will be surveyed to gauge knowledge of holistic admissions processes on campus. A white paper on the holistic admissions process will be published to highlight best practices. In Fall 2015, a group of experts will conduct a workshop to discuss the survey and white paper and to chart a path forward.

- **Doctoral Initiative on Minority Attrition and Completion (DIMAC).** This three-year, NSF-funded project evaluated student-level records from over 7,500 underrepresented minorities in STEM Ph.D. programs. One finding is that underrepresented students who enter Ph.D. programs holding a master's have a better chance of completing than their peers without master's degrees.

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Biographies

Dr. Jeff Allum
Director of Research and Policy Analysis, Council of Graduate Schools

Jeff Allum is the director of research and policy analysis at the Council of Graduate Schools. He oversees the annual CGS/GRE Survey of Graduate Enrollment and Degrees, as well as three annual International Graduate Admissions surveys. He is the co-director of CGS' Doctoral Initiative on Minority Attrition and Completion, and co-PI of the CGS project on Understanding PhD Career Pathways for Program Improvement. While at CGS, he has performed research regarding enrollment, degrees, and student outcomes in Professional Science Master's (PSM) programs, and was the project director of CGS' project on Completion and Attrition in STEM Master's Programs. Allum also provides support to various CGS Best Practices projects, including the project on Enhancing Student Financial Education. Allum spent seven years with the American Chemical Society where he led an array of education, employment, and member research studies. He also served as the director of implementation at the National Skill Standards Board, a board of business, education, labor, and public policy executives charged by the U.S. Congress with implementing a competency based education reform. He has provided research and evaluation consultation on topics including intergenerational learning, youth development, and alternative education. Allum has worked and studied both domestically and internationally, and he has been an instructor of education policy at the graduate level. He earned his doctorate in education policy from George Washington University.

Heidi Arola
EducationUSA Branch Chief, U. S. Department of State

Heidi Arola assumed duty as Branch Chief for the Bureau of Educational and Cultural Affairs' (ECA's) Educational Information and Resources Branch, aka "EducationUSA," in October 2013. Heidi is a career Foreign Service Officer who most recently served as Public Affairs Officer and Deputy Principal Officer at the U.S. Consulate General in Recife, Brazil. Prior to her posting in Recife, Heidi was Deputy Public Affairs Officer at the U.S. Consulate General in Rio de Janeiro. She has also served in Montreal, Canada and Amsterdam, the Netherlands as a consular officer. Heidi Arola is a native of Zimmerman, Minnesota. She attended Anoka Ramsey Community College in Anoka, MN, where she earned her Associate of Arts degree. She also has a Bachelor's degree in English, with a minor in French from Tulane University in New Orleans, LA, and a Master of Science in Foreign Service (MSFS) degree from Georgetown University, in Washington, DC. At Georgetown, Heidi was Editor-in-Chief of the Georgetown Journal of International Affairs and served on the MSFS admissions committee for two consecutive years. Prior to joining the State Department in 2002, Heidi was an English-as-a-Foreign-Language teacher. She was also a Peace Corps Volunteer in Cape Verde, West Africa, and speaks Portuguese, French, Dutch, and Cape Verdean Kriolu.

David Baime
Senior Vice President for Government Relations and Policy Analysis, AACC

David Baime serves as Senior Vice President for Government Relations and Policy Analysis for the American Association of Community Colleges (AACC). In this role, he directs the national advocacy efforts for the nation's 1,200 community colleges and their students. He has particular expertise in student financial assistance, the federal budget, and the federal regulation of higher education institutions. Prior to working at AACC he served as Director of Education Funding for the National Association of Independent Colleges and Universities. Mr. Baime has also worked as Assistant Director of Government Relations for the Association of American Medical Colleges. Mr. Baime holds a bachelor's degree from Haverford College and a Master's Degree in Economics from the London School of Economics. Mr. Baime has a broad array of media contacts who rely on him for inside perspectives on legislative and other policy issues impacting community colleges. He has made numerous radio, television, and Web appearances, including on CNN, Fox News, MSNBC, C-SPAN, and National Public Radio, and is regularly quoted in The Chronicle of Higher Education, Inside Higher Education, and other education publications.

Dr. Maura Cullen
Author/Trainer/Speaker

Dr. Maura Cullen is considered one of the nation's foremost authorities on diversity issues on contemporary college campuses. One of the guiding forces that led her to attaining her doctorate in Social Justice and Diversity Education from the University of Massachusetts is her passion to make diversity training as engaging and enjoyable as possible. With over 30 years of experience as a diversity trainer and keynote speaker, Dr. Cullen has captured the hearts and minds of people, with her dynamic seminars and speaking engagements throughout the United States, Canada, and Australia. She has worked with over 500 organizations with audiences ranging from 8 to 8,000 people, and is the founder of the Diversity Student Summit and author of *35 Dumb Things Well-Intended People Say*.

Dale Gough
Director, AACRAO's International Education Services (IES)

Dale Gough has been Director of AACRAO's International Education Services since 1991. Prior to AACRAO he directed international admissions at the University of Maryland College Park for 18 years. He holds a BA in American Studies from the University of Maryland Baltimore County, and an MA in Human Relations from the University of Oklahoma.

Terry Hartle
Senior Vice President, Division of Government and Public Affairs, ACE

Terry W. Hartle is one of America's most effective and experienced advocates for higher education. At ACE, where he has served for more than 20 years, he directs comprehensive efforts to engage federal policymakers on a broad range of issues including student aid, government regulation, scientific research, and tax policy. His work involves representation before the U.S. Congress, administrative agencies and the federal courts. As an expert voice on behalf of colleges and universities, he is quoted widely in both the national and international media on higher education issues. Given ACE's historic role in coordinating the government relations efforts of some 60 associations in the Washington-based higher education community, Hartle plays a central part in developing public policy positions that impact all colleges and universities. He also oversees the Council's external relations functions, as well as Higher Education for Development (HED), which supports the global development goals of the United States Agency for International Development (USAID), primarily by coordinating the engagement of the higher education community to address development challenges.

Prior to joining the council in 1993, Hartle served for six years as education staff director for the Senate Committee on Labor and Human Resources, then chaired by Sen. Edward M. Kennedy. Prior to 1987, Hartle was director of social policy studies and resident fellow at the American Enterprise Institute, and a research scientist at the Educational Testing Service. Hartle has authored or co-authored numerous articles, books, and national studies and contributes regular book reviews to The Christian Science Monitor

Rafael Nevárez
International Education Specialist in the Office of the Secretary, U. S. Department of Education

Rafael Nevárez is an International Education Specialist in the Office of the Secretary at the U.S. Department of Education. As part of his work on policy matters related to academic mobility, Rafael serves as U.S. representative to the European Network of Information Centers (ENIC) and as a vice president of its steering committee, the ENIC Bureau.

Michael V. Reilly
Executive Director, AACRAO

Mike Reilly joined AACRAO as Executive Director on June 1, 2012. Prior to coming to AACRAO he served as the Executive Director for the Council of Presidents, an association of the six public baccalaureate degree-granting institutions in Washington state. He has more than 25 years of experience in university admissions and enrollment management, including having served as the Associate Vice President for Enrollment Management at both Central Washington University and Humboldt State University

Luis Maldonado, *Chief Advocacy Officer, Government Relations, Hispanic Association of Colleges & Universities*

Luis Maldonado was appointed Chief Advocacy Officer (CAO) at the Hispanic Association of Colleges and Universities (HACU), effective February 28, 2014. He aids the President and CEO of HACU in this position by directing and coordinating activities that advance the mission of the association and is the senior official at the Association's Washington, D.C., office. The CAO has a significant role in addressing, developing, and evaluating legislation affecting Hispanic-Serving Institutions (HSIs) and Hispanic higher education, as well as serving as HACU's direct liaison with government officials, federal agencies, and other educational organizations to develop policies and positions that support the educational success of Hispanic students. Luis has 20 years of combined experience in government relations and advocacy efforts with various organizations in the Washington, D.C. region. He has worked in advocacy for three nonprofit organizations: HACU, in a former position from 2002-05 that included serving in a legislative affairs capacity on behalf of HSIs; and in senior advocacy positions with the Council on Foundations and the American Diabetes Association. His government relations experience includes working at two corporations, TOSCO and Laureate Education, and in policy at the George Washington University Medical Center. He began his career in the early nineties at the Washington, D.C. Office of the Governor of Puerto Rico.

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