2020 Task Force
Phase I Progress Report

March 18 & 19, 2013

2020 Goals

• A system-wide enrollment of 16,000 students
• A 50% increase in research expenditures (~$150 million per year)
• Subject to
  – Sustainable growth
  – Enhanced quality
  – Minimum additional State resources
2020 Approach - Considerations

- Historical data to inform the nature of the required transition
- Peer data to inform the feasibility/sustainability of the required transition
- Institutional mission to ensure the required transitions fulfill our responsibility to the citizens of the state
  - Wide breath of faculty research and creative activities with differing expenditure profiles
  - Increased demand and support for general education courses to service increased enrollment
  - Additional student support services to ensure successful retention

2020 Approach - Modeling

- Target changes in key university characteristics
  - Student body profile
  - Faculty mix
  - Research and creative activities
- Link changes in enrollment, faculty, and research & creative activities
  - Revenues (e.g., tuition, F&A)
  - Costs (e.g., new faculty, infrastructure)
Data Sources

Enrollment
• Common Data Sets
• Institutional Research & Assessment
• Peer Institutions

Research
• National Center for Science and Engineering Statistics
• Expenditures Recalculated in 2009 $
Historic Research Expenditures

- Past efforts to accelerate expenditure growth yielded short-term changes but not long-term sustainability
  - Culture & Climate
  - Faculty Retention
  - Fiscal Sustainability

Current Enrollment & Expenditures

- Differential missions of colleges result in differing relative contributions to teaching and research expenditures
- A few investigators serve as catalyst for funded research
- The bulk of research expenditures across the country (>90%) are in STEM related disciplines
Key University Characteristics

- **Student Enrollment**
  - Undergraduate, Graduate, Professional
  - Degree Seeking, Other
  - Full-time, Part-time
  - In-State, Out-of-State
  - STEM, Other

- **Faculty**
  - Student:Faculty Ratio
  - Teaching, Research, Both
  - STEM
  - Teaching Assistants

- **Research**
  - Expenditures by College
  - Expenditures per Faculty and Type
  - Expenditures per STEM Faculty, Other
  - Fraction of Grant Active Faculty
  - Effective F&A Rates

Data is often not readily available

Key Model Parameters

- Fraction FT Undergraduate Students (88±2%)
- Fraction Out-of-State Undergraduate Students (29±5%)
- Fraction Non-Degree Students (10±2%)
- Fraction Graduate Students (22±2%)
- Fraction FT Graduate Students (50±3%)

- Law & WWAMI Enrollment
- Fraction Full Time Faculty (80±2%)
- Student Faculty Ratio (17.8±1.3)
  - *SENRALS (12.7±0.9)
  - **BEELASSAA (24.6±1.8)

- Per Faculty Research Expenditures ($152±17K)
  - *SENRALS ($223±25K)
  - **BEELASSAA ($56±6K)

*Colleges of Science; Engineering; Natural Resources; and Agriculture & Life Sciences - Surrogate for STEM
**Colleges of Business & Economics; Education; Letters, Arts & Social Sciences; Art & Architecture
### Coupled Enrollment - Research Model

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2020</th>
<th>Difference</th>
<th>2012</th>
<th>2020</th>
<th>Difference</th>
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<tr>
<td>Total Enrollment</td>
<td>73%</td>
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<td>12,312</td>
<td>73%</td>
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<td>NSF Expenditure</td>
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<td>Total Undergraduate</td>
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<td>88%</td>
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<td>Graduate Students</td>
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<td>50%</td>
<td>3,520</td>
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<td>Graduate Students %</td>
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<td>Less Law &amp; WWAMI</td>
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<td>Gross Enrollment</td>
<td>11,930</td>
<td>15,618</td>
<td>3,688</td>
<td>31%</td>
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<td>Non-Degree Students</td>
<td>569</td>
<td>7%</td>
<td>1,120</td>
<td>7%</td>
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<td>Enrollment Goal</td>
<td>11,361</td>
<td>14,498</td>
<td>3,137</td>
<td>28%</td>
<td>3,138</td>
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<td>Undergraduate</td>
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<td>Full-time</td>
<td>870</td>
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<td>Part-time</td>
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<td>44%</td>
<td>1,378</td>
<td>44%</td>
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<tr>
<td>Graduate Enrollment</td>
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<td>Full-time</td>
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<td>44%</td>
<td>1,378</td>
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<td>Part-time</td>
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<td>University Faculty FTE</td>
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<td>Active GAF FTE</td>
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<td>Total University FTE</td>
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<td>Undergraduate FTE</td>
<td>5,210</td>
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<td>1,448</td>
<td>46%</td>
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<td>SENRALS Students FTE</td>
<td>338</td>
<td>450</td>
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<td>SENRALS Student‐Faculty Ratio</td>
<td>12.8</td>
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<tr>
<td>SENRALS Average Expenditure per FTE</td>
<td>229$</td>
<td>229$</td>
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<tr>
<td>BEELASSAA Students FTE</td>
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<td>6,658</td>
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<td>2</td>
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<td>BEELASSAA Student‐Faculty Ratio</td>
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<td>24.7</td>
<td>26.5</td>
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</table>

### Path Forward

- **Developing scenarios (April)**
  - Default - bigger but the same
  - Increased fraction of dual enrollment, part-time graduate students, online programs
  - Move toward peer average undergraduate enrollment fraction with increased STEM enrollment
  - Decoupling enrollment growth from research growth
  - Other scenarios
- **Complete models (May)**
  - Several example scenarios
  - Recommendations on path forward to engage the larger university community in refining and implementing 2020 goals and strategies