

# Academic Portfolio Review

## *Undergraduate & Graduate Highlights*

University of Missouri – Kansas City  
April 6, 2017

**rpk** GROUP  
from mission to market  
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# Agenda

- Welcome & Introductions
  - Barbara Bichelmeyer, Provost
  - Sharon Lindenbaum, Vice Chancellor
  
- Project Update
  - Barbara Bichelmeyer and Sharon Lindenbaum
  
- Sharing of Findings to Date
  - Rick Staisloff, Principal rpk GROUP
  - Alisa Cunningham, Specialist, rpk GROUP
  
- Small Group Discussions & Report Out
  - Rick Staisloff
  
- Next Steps:
  - Barbara Bichelmeyer, Sharon Lindenbaum,  
Rick Staisloff, Eric Vogelweid, UM System  
Assistant Vice President and Controller
  
- UM System Assumptions and Approach
- Further Analysis
- Milestone Dates

# Academic Portfolio Review: What it IS and What it is NOT

- The Academic Portfolio Review can be described both in terms of what it is and what it is not.
  - It is a new way to understand revenue and expense structures within the academic portfolio.
  - It is a shift from a “spending” lens to a “return on investment” lens.
  - It is a framework and analysis to better equip stakeholders to make decisions about how to invest and reallocate dollars.
  - It is not a one-time project, but rather a new lens which can be applied across the academic portfolio in an ongoing process.

# Framework – Academic Portfolio Review

## ■ Flow of analysis

- Student demand and yield – Who is interested in these programs, and do they come?
- Instructional activity – Where are the compressions in the portfolio?
- Retention and degree production – How successful are we with these students?
- Revenue and expenses – What's the net revenue from each piece of the portfolio?

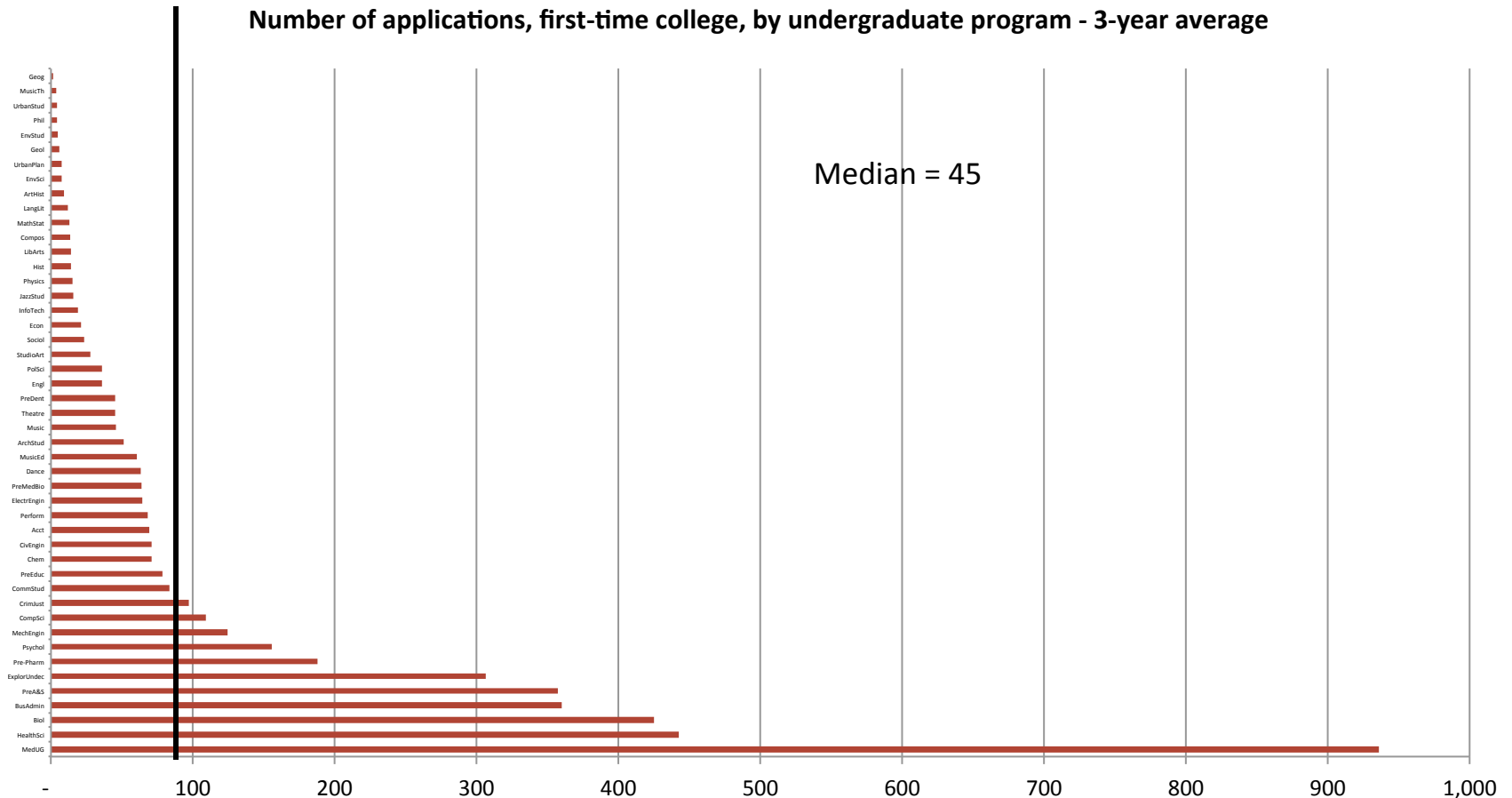
## ■ Assumptions

- Covers the time period FY 2014 to FY 2016 (3-year averages)
- Analysis focuses on available data collected at the level of degree or certificate program, both undergraduate and graduate programs

# Undergraduate Programs

# Demand Ranges Widely by Program, From <10 Applications to More than 900

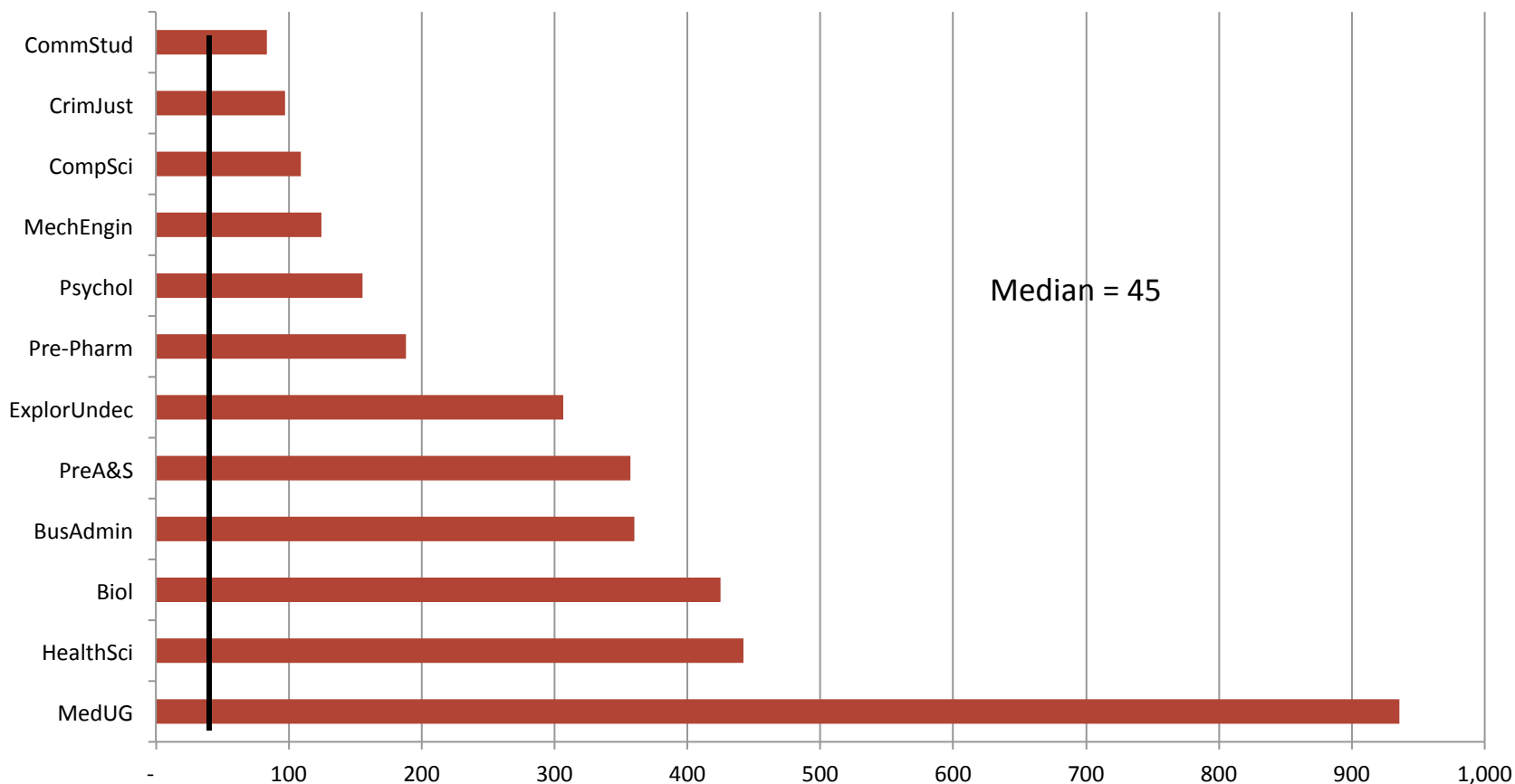
- 9 programs have fewer than 10 applications from first-time college students



Note: Applications are distributed; if prospective students apply to more than one program they are counted in all. Nursing, DentHyg Pharm-UG, and Education programs generally do not accept first-time college students directly into the program and are not included; some programs may have a low number of first-time college applications due to other reasons. No data available for GISCert, LaborStudCert, PropelCert, FilmStud (new programs) or French, German, Spanish, or SixYearLaw (discontinued programs).

# Highest Number of Applications to Medicine UG, Followed by Health Science and Biology

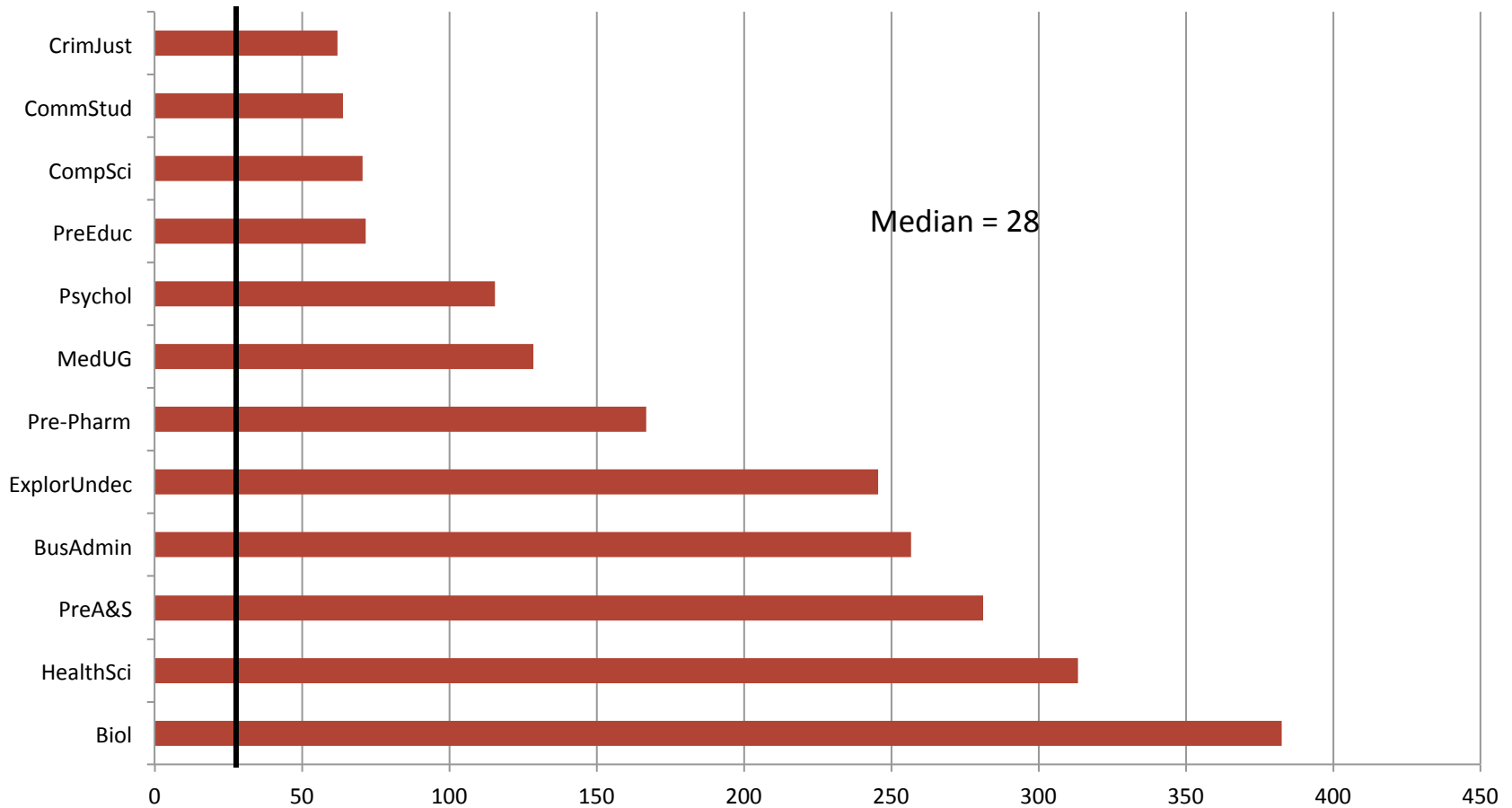
Number of applications, first-time college, by undergraduate program - top 12



Note: Applications are distributed; 3-year averages; if prospective students apply to more than one program they are counted in all.

# Highest Number of Acceptances are in Biology, Health Science and Pre-Arts & Sciences

Number of acceptances, first time college, by undergraduate program - top 12

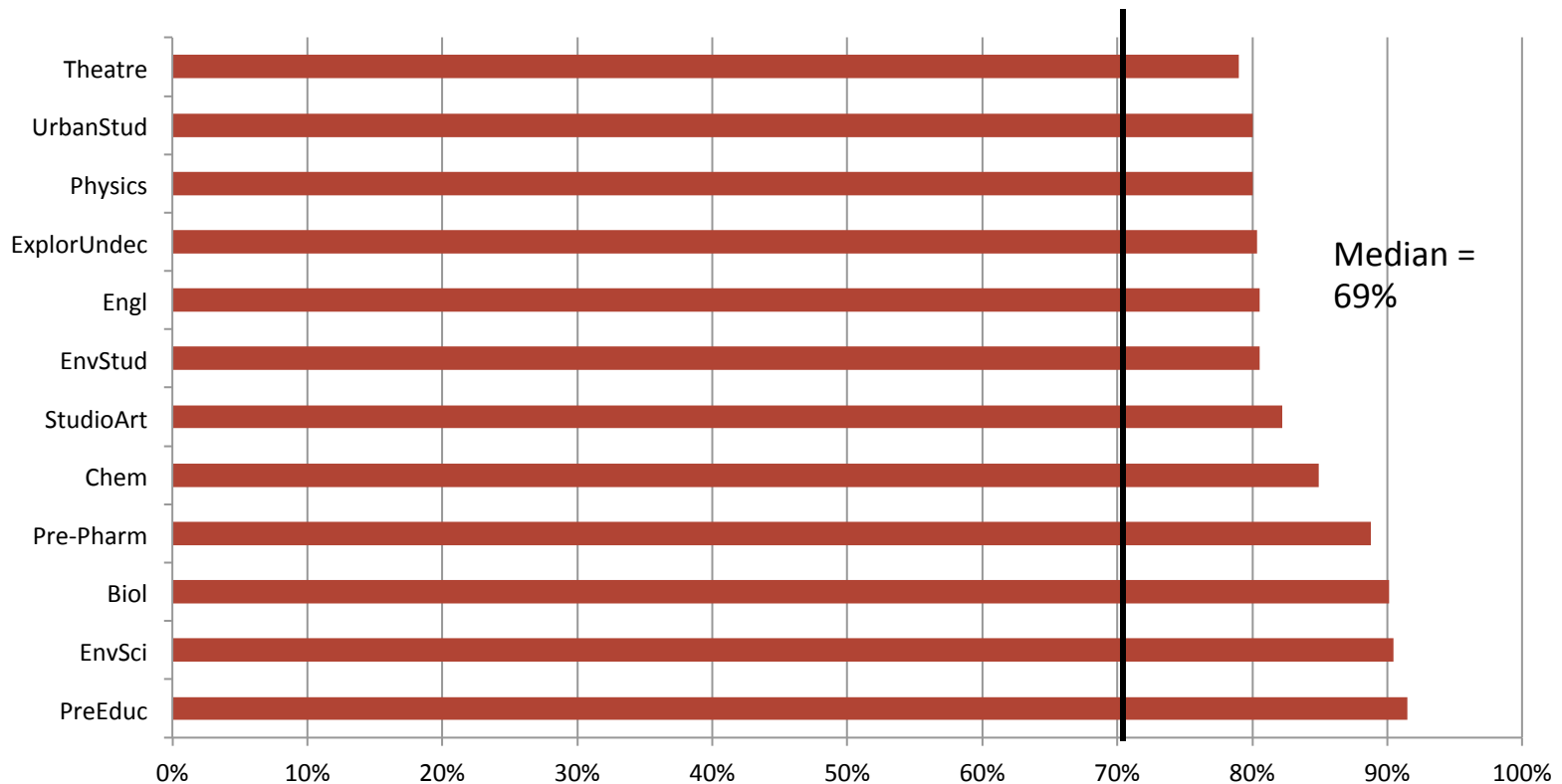


Note: Acceptances are distributed; 3-year averages; if prospective students are accepted to more than one program they are counted in all. First-time college is regular plus provisional acceptance.



# In 8 Programs, Acceptance Rates are More than 80%

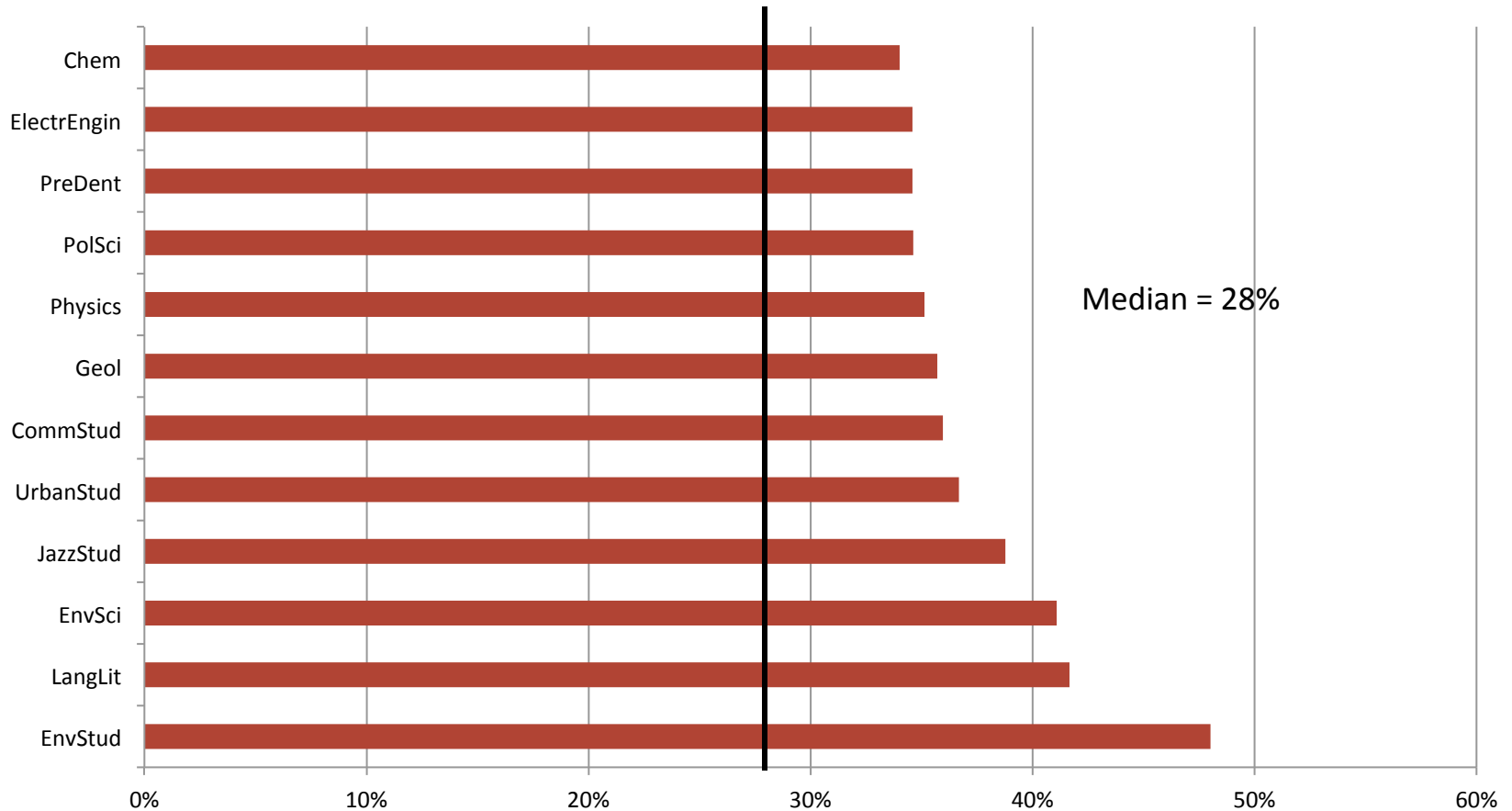
Percentage of applications that are accepted, first time college, by undergraduate program - top 12



Note: Applications and acceptances are based on distributed data, 3-year averages.

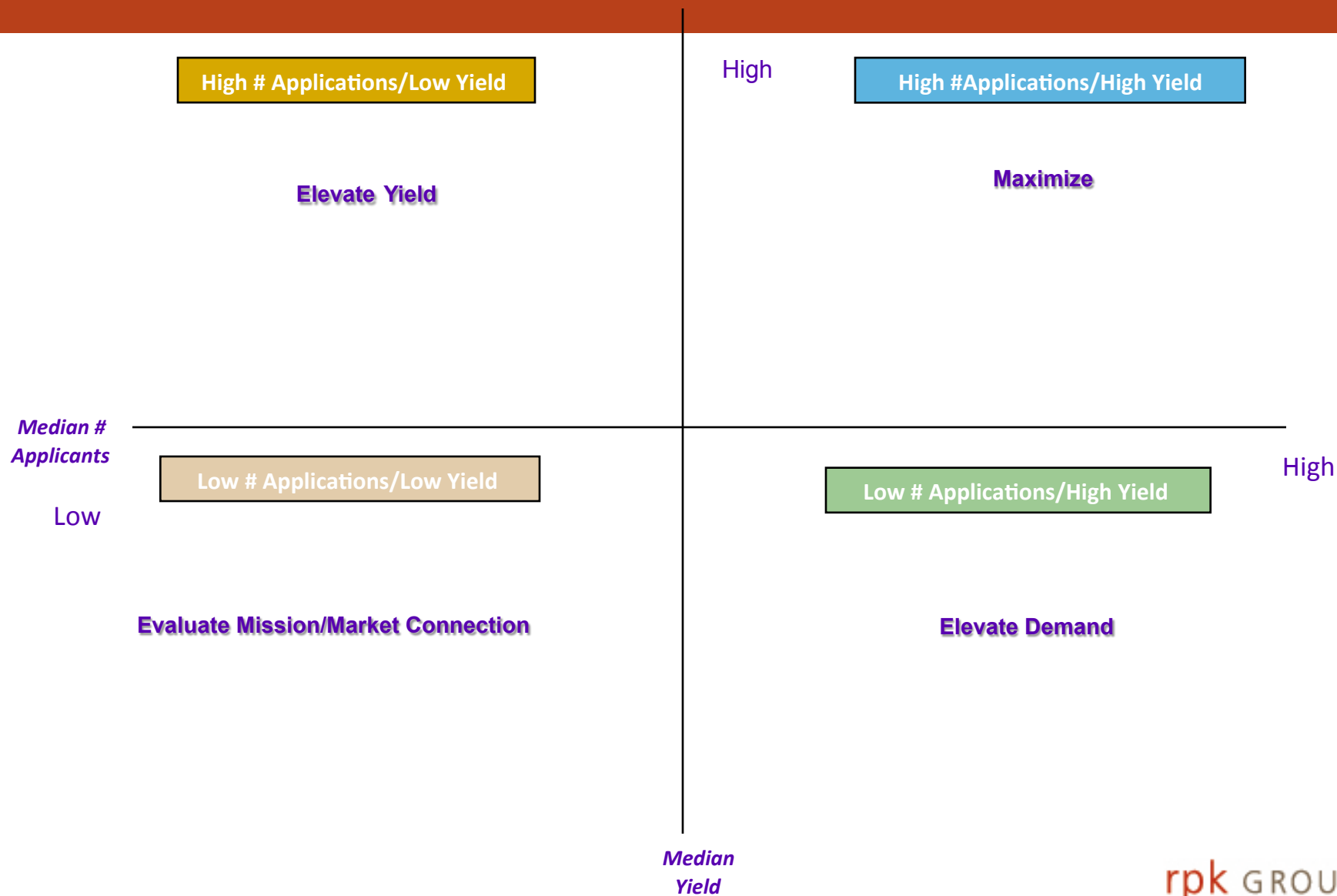
# EnvStudies Has Highest Enrollment Rate

Percentage of applicants that enroll, first time college, by undergraduate program - top 12

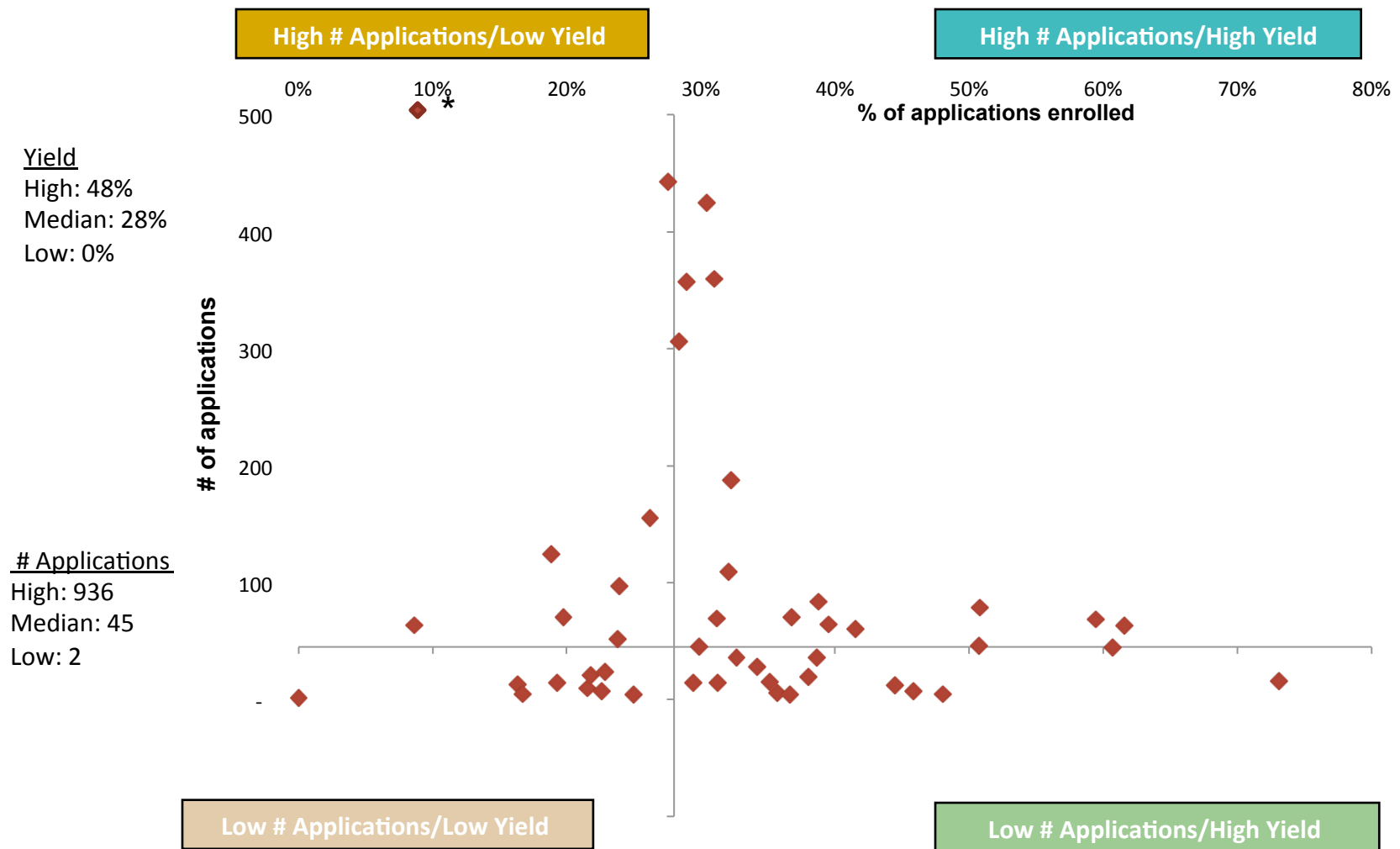


Note: Applications and enrollments are based on distributed data, 3-year averages.

# Opportunities Exist to Improve and Maximize Yield



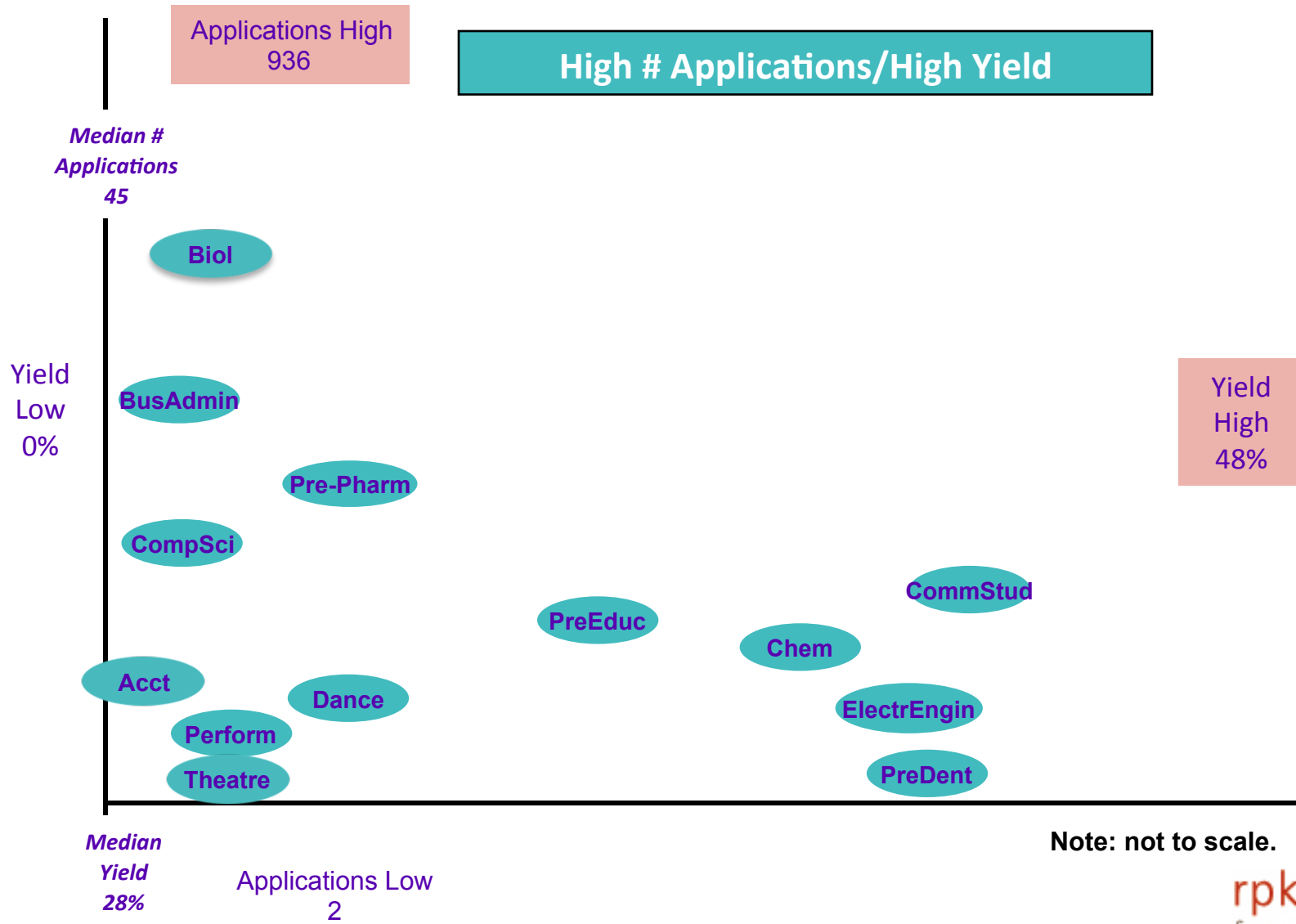
# Demand/Yield in Undergrad Programs



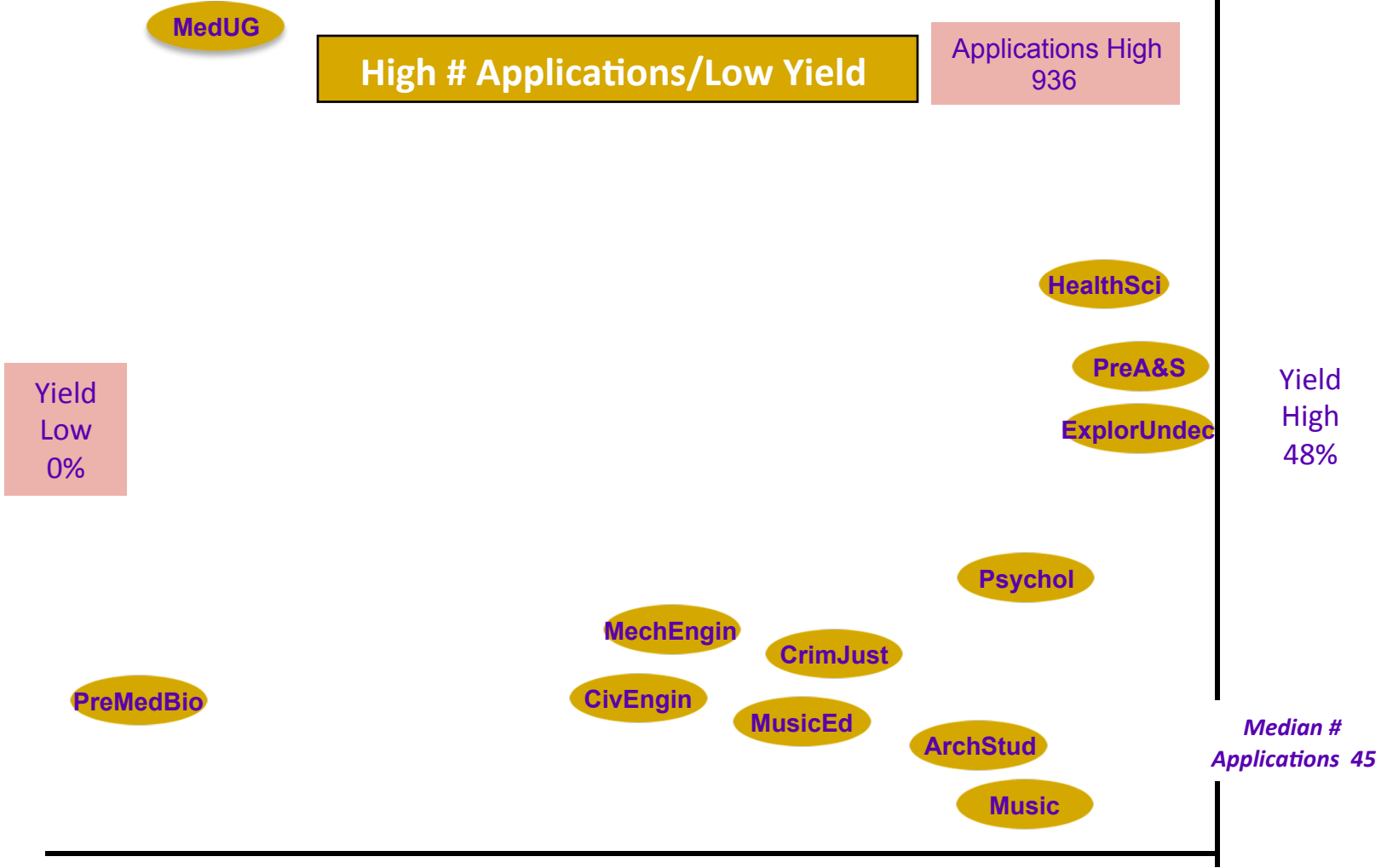
\* Number of applications for MedUG is outside the scale at 936.

Note: Yield is defined as % of applicants that enrolled. Based on distributed data. Some programs have no data available because they are new, do not directly accept first time college students, or have been discontinued.

# Build on Programs with High Demand and High Yield

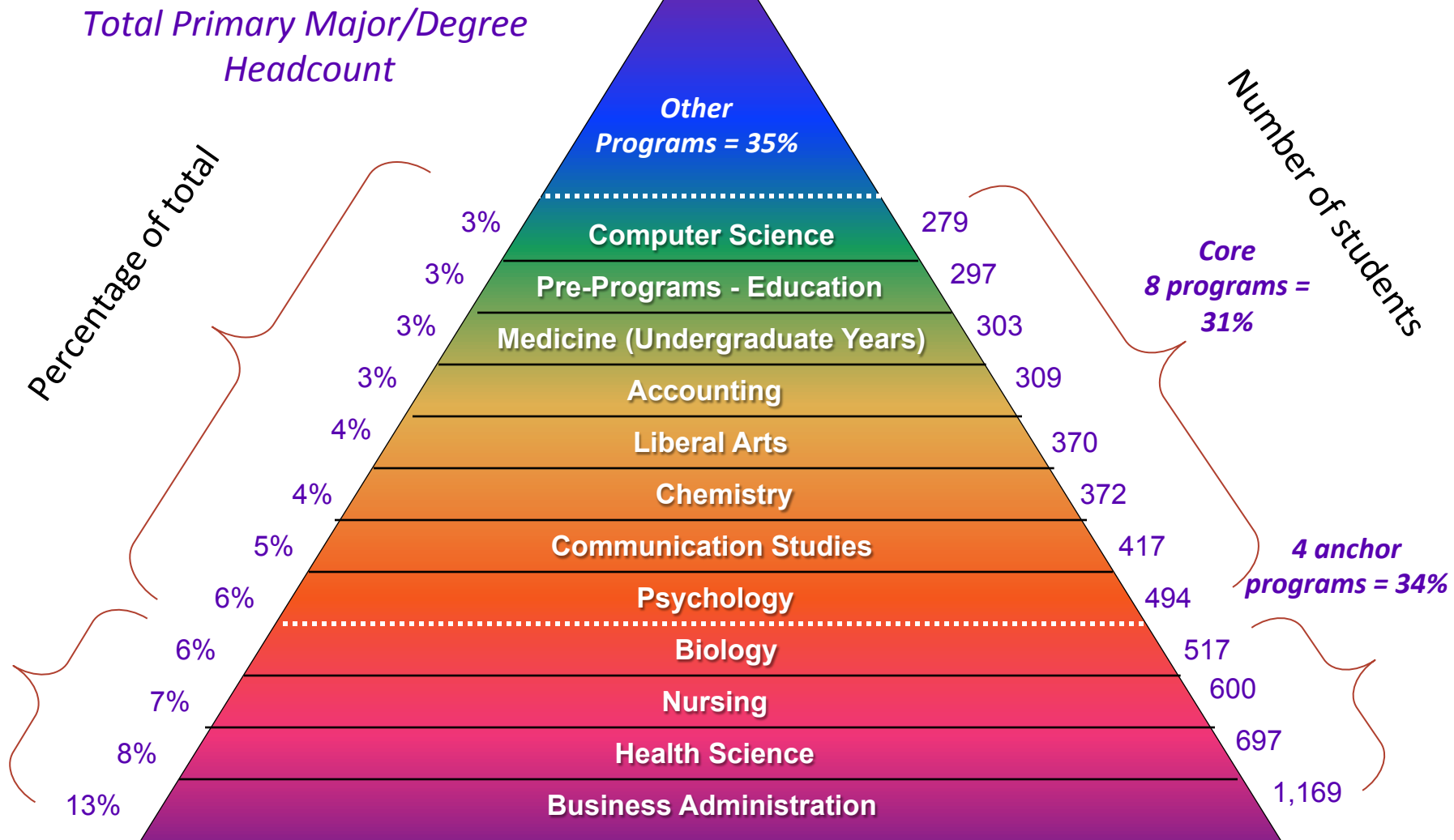


# High Demand, But Improve and Maximize Yield



Note: not to scale.

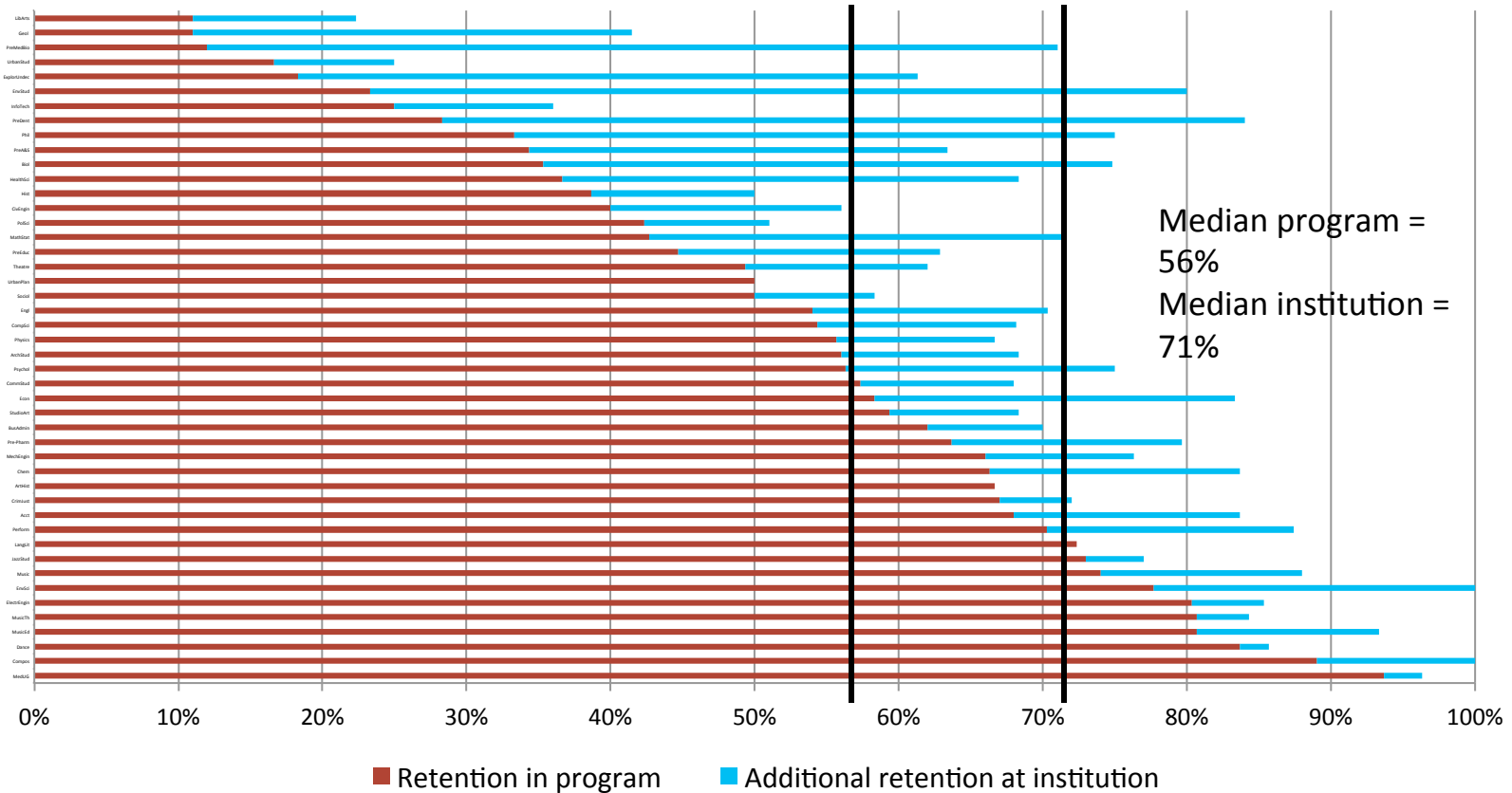
# More Than One-Third of Students in Four Programs



Note: End of term headcount aggregating to end of FY. 3-year averages. Based on students' primary major/degree (unduplicated headcount). Data for discontinued programs not included in analysis. No data available for GISCert, LaborStudCert, PropelCert, FilmStud (new programs) or Conservatory programs.

# First-Year Retention in Program Varies Widely; Retention At UMKC Higher

Retention rates, first time college, by undergraduate program - 3-year averages

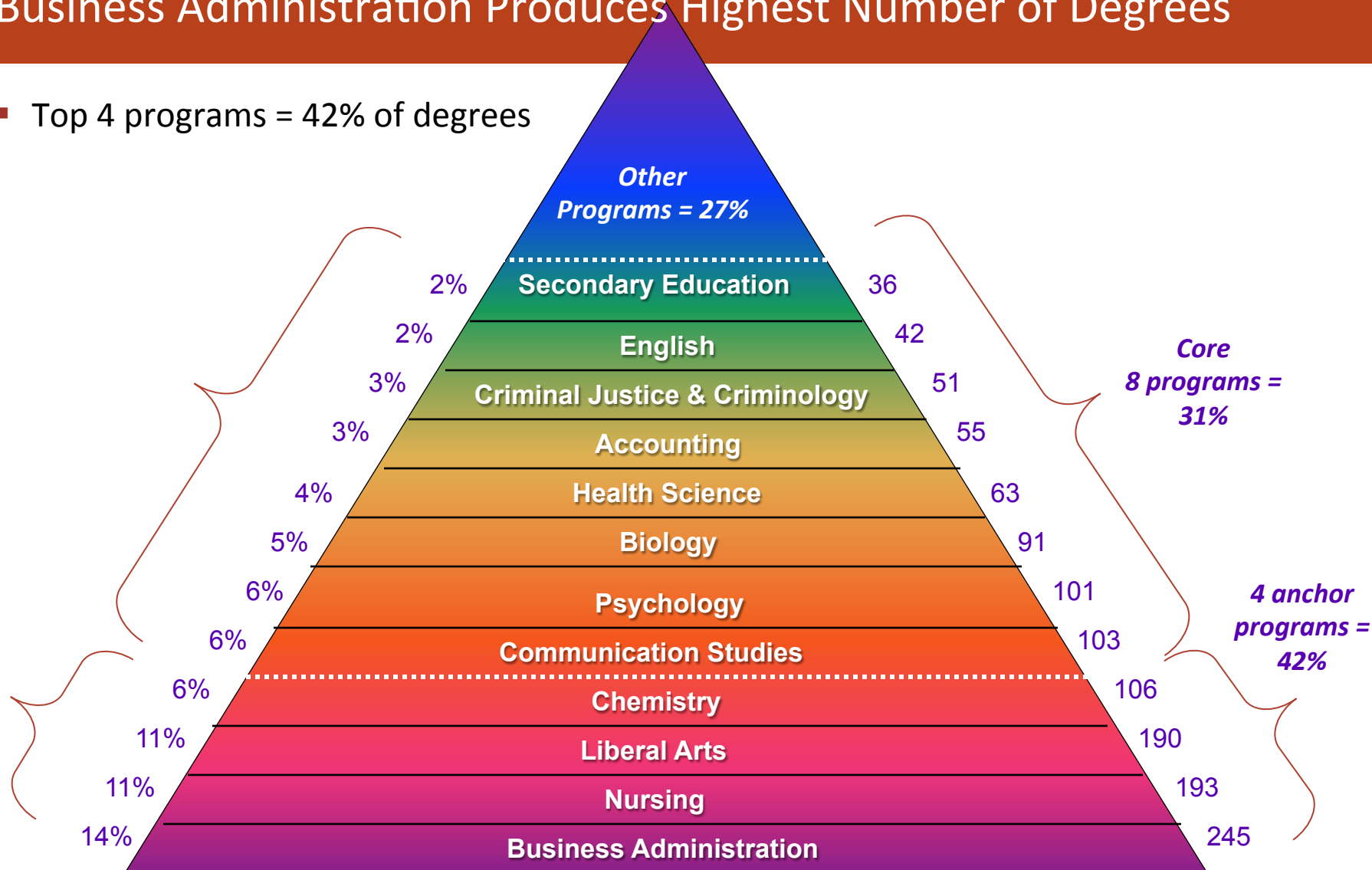


Note: Retention based upon a student's primary major/degree as defined by their first semester in that career. When cohort was zero in program data was recoded as zero at institution for purposes of graph. Nursing, DentHyg, Pharm-UG and educational programs generally do not accept first-time college students directly into the program and are not included; some programs may have low cohorts due to other reasons. SixYearLaw, French, Spanish and German programs were discontinued and excluded from analysis. No data available for FilmStud, GISCert, LaborStudCert, PropelCert (new programs).



# Business Administration Produces Highest Number of Degrees

- Top 4 programs = 42% of degrees



Note: Based on distributed data, as students can earn more than one credential (no primary degree). Percentages are of the total number of degrees (not the number of students who earned degrees). No data available for ArchStud, FilmStud, MedUG, PharmUG, LaborStudCert, PropelCert, Undec, PreMedBio, PreDent, PreA&S, PreEduc, Pre-Pharm, SixYrLaw; some are new programs while others don't lead to degrees.

# Grouping Programs with Similar Profiles

## Elevate Yield

### High demand, low yield, high degrees

Civil Engineering, Criminal Justice & Criminology, Health Science, Mechanical Engineering, Psychology

### High demand, low yield, low degrees

Music Education, Music

## Maximize

### High demand, high yield, high degrees

Accounting, Biology, Business Administration, Chemistry, Communication Studies, Computer Science, Electrical and Computer Engineering

### High demand, high yield, low degrees

Dance, Performance, Theatre

## Mission/Market

### Low demand, low yield, high degrees

Economics, History, Sociology

### Low demand, low yield, low degrees

Mathematics & Statistics, Art History, Composition, Geography, Music Theory, Philosophy, Urban Planning & Design

## Elevate Demand

### Low demand, high yield, high degrees

English, Political Science, Environmental Science, Liberal Arts, Studio Art

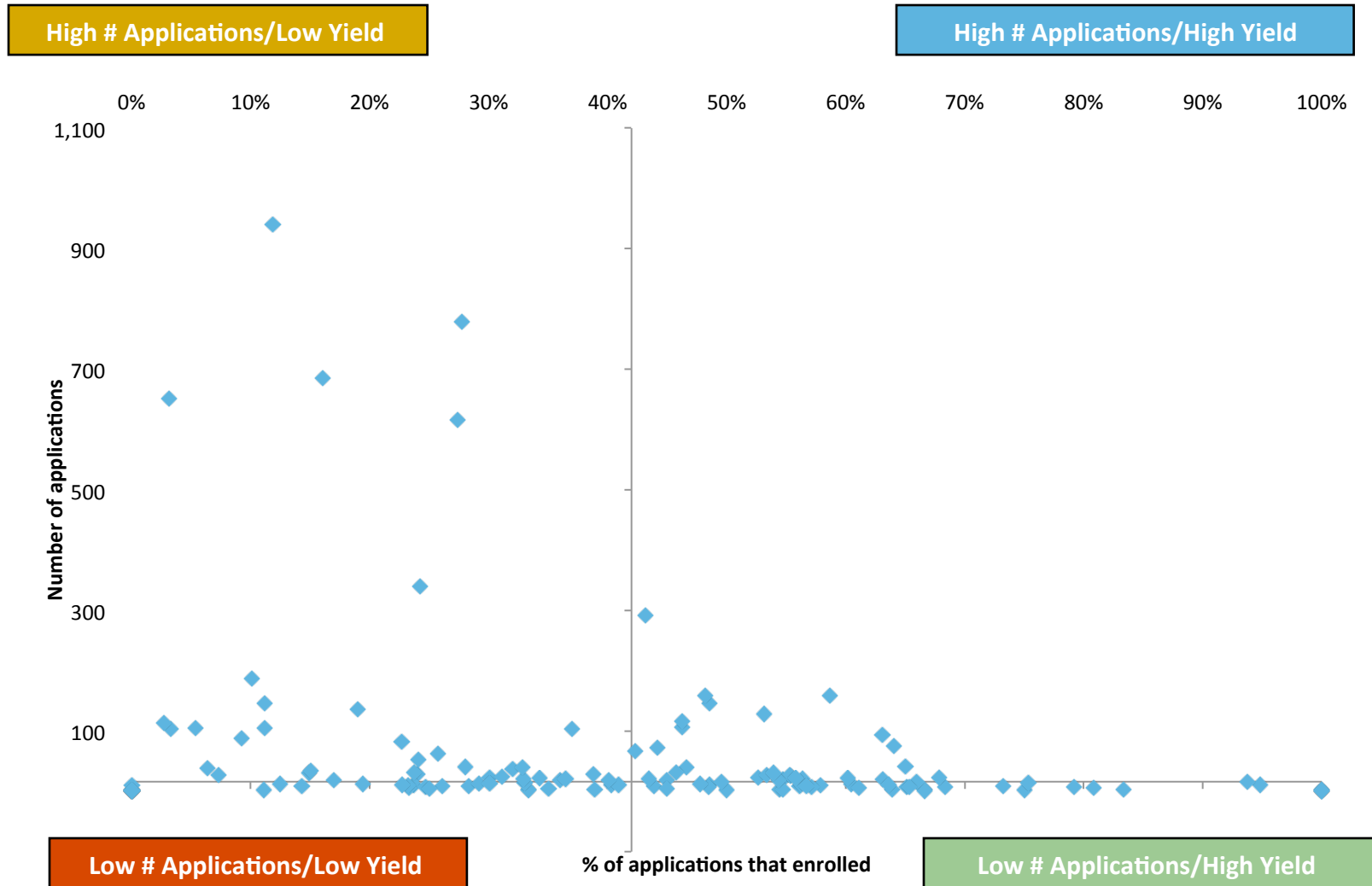
### Low demand, high yield, low degrees

Environmental Studies, Geology, Information Technology, Jazz Studies, Languages & Literatures, Physics, Urban Studies

Note: Some programs (new or discontinued programs) did not have demand/yield data and therefore are not included. In addition, some programs did not have degree data, largely because they do not result in a degree, and are not included.

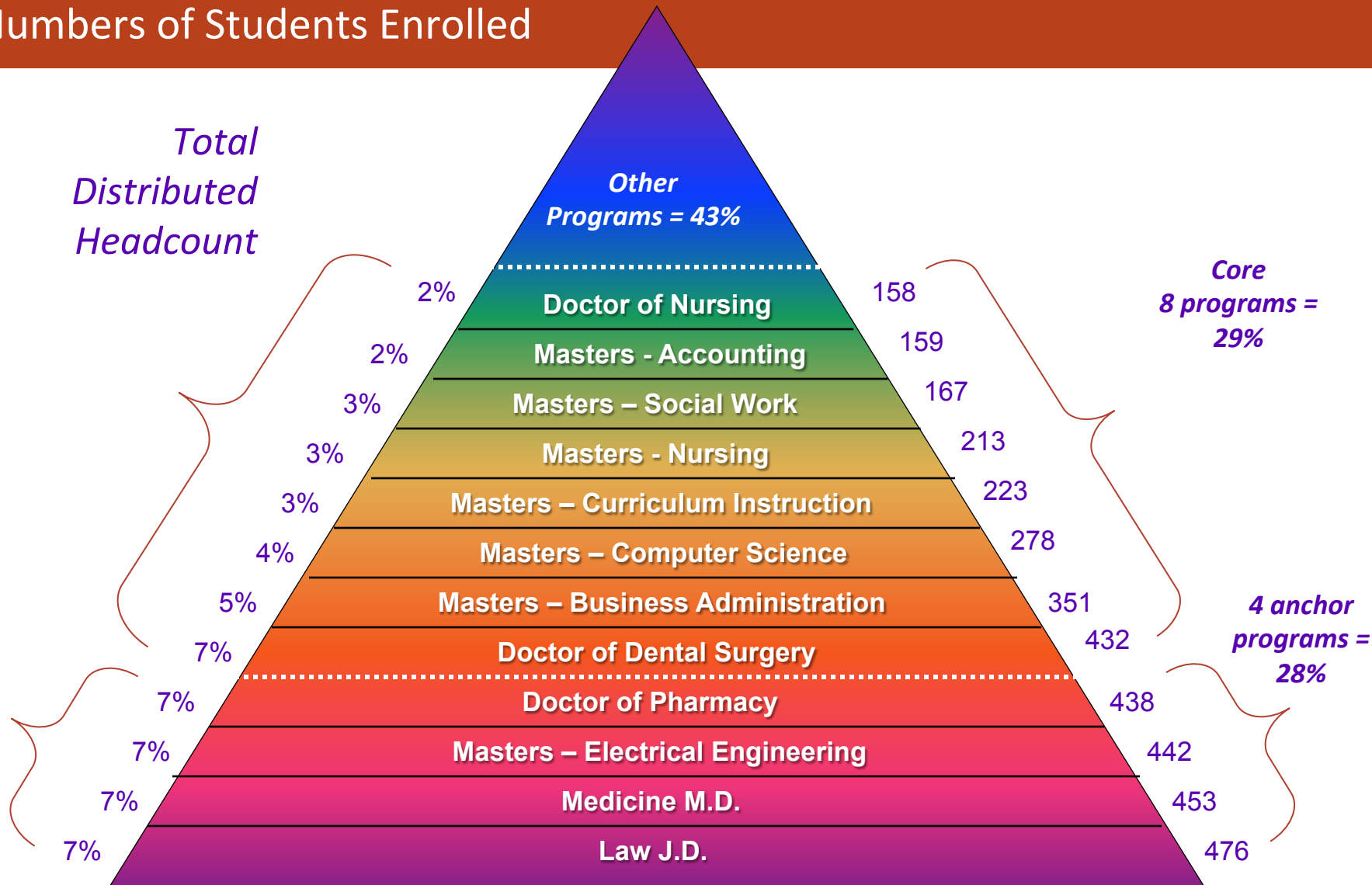
# Graduate Programs

# Demand and Yield in Graduate Programs



Note: Yield is defined as % of applications that enrolled. Based on distributed data, 3-year averages (by full year, not semester).

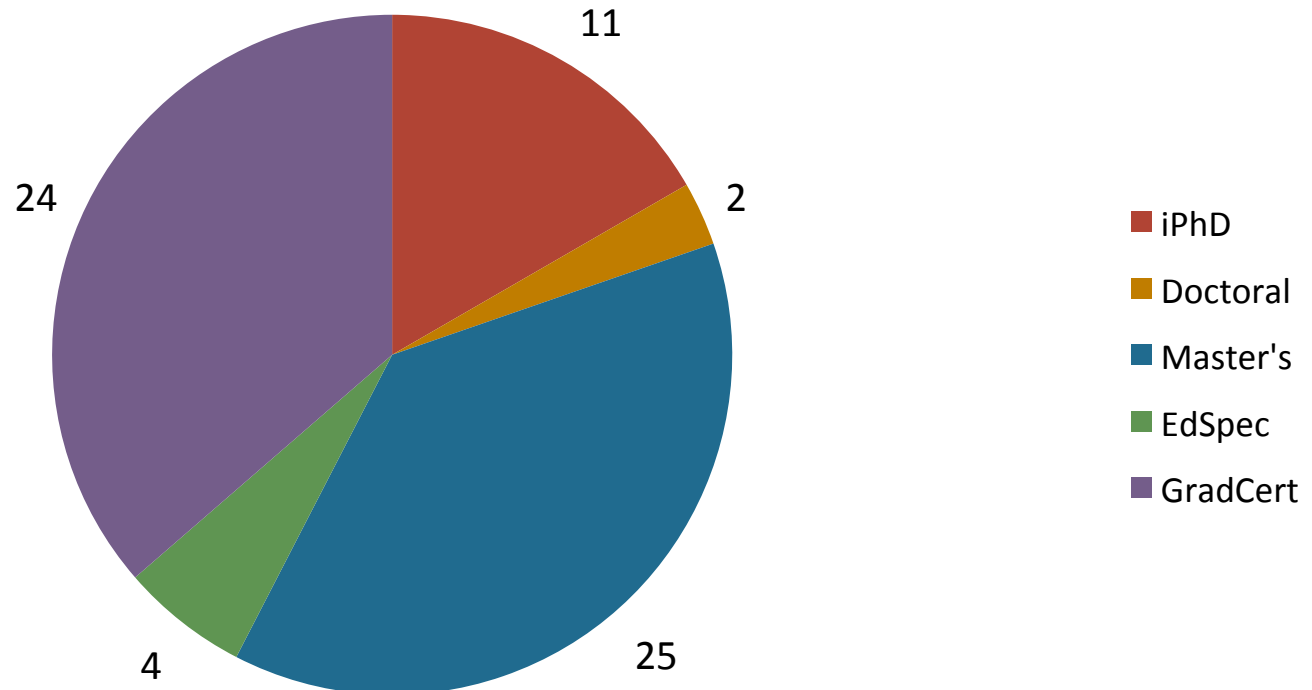
# Masters – Electrical Engineering and Professional Programs Have Highest Numbers of Students Enrolled



Note: End of term headcount aggregating to end of FY. 3-year averages. Based on distributed headcount. Percentages are of the total number of distributed headcount (not the actual number of students). Data not available for GRCTHistPres GRCTHolStud (new programs).

# Almost 70 Programs Have <20 Students

Programs with less than 20 students (distributed), 3-year average



Note: Does not include two new graduate certificate programs with no data. Several programs are new and a few are in the process of being discontinued.

# Small Group Discussions

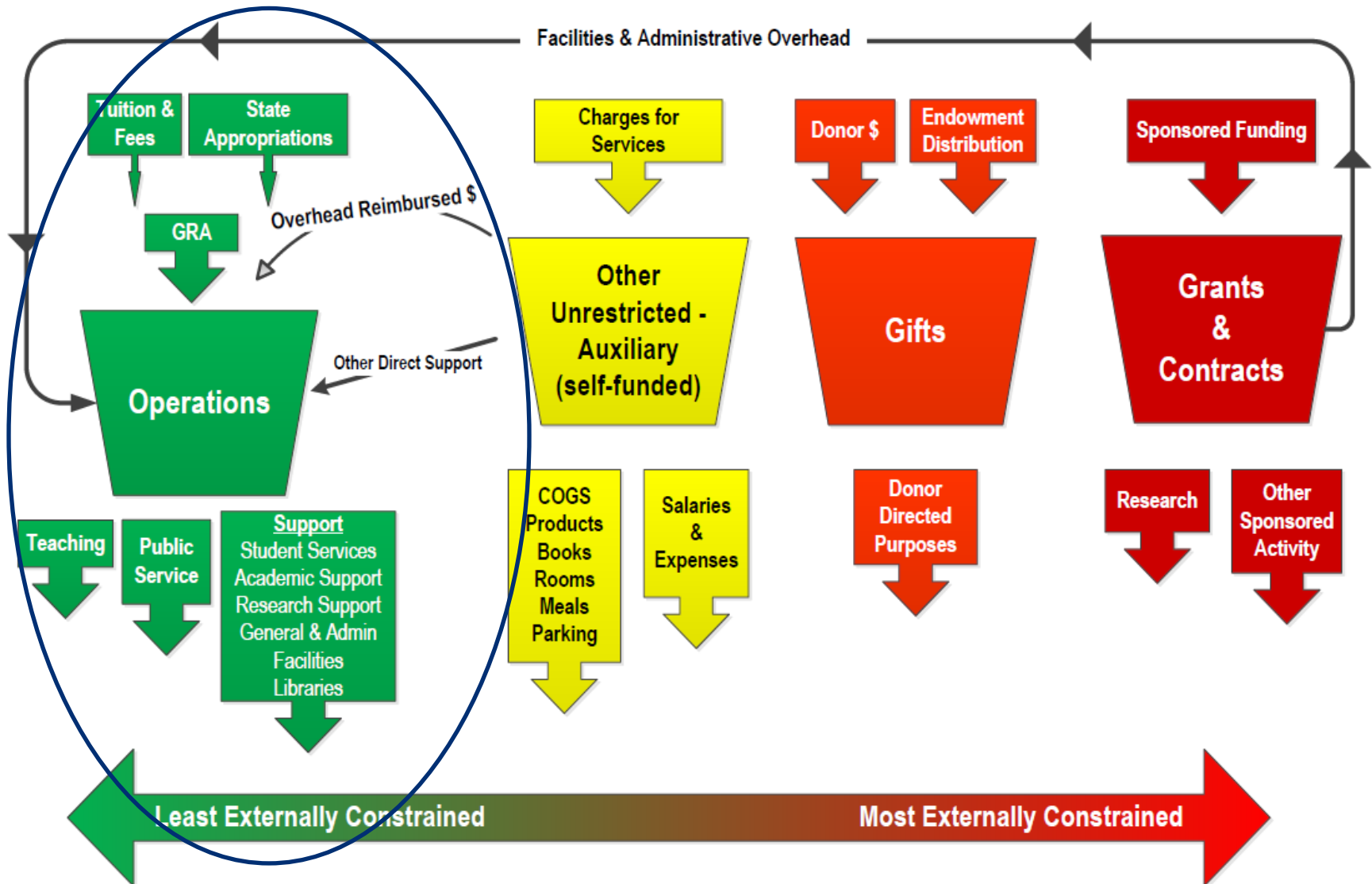
- As you review the data/analysis, please consider the following 3 questions:
  - How different is this data set from data you've received in the past?
  - If you had this data available on a regular cycle, how might it inform your decision making?
  - As we communicate data to various stakeholders, what should we consider? What obstacles should we be prepared to overcome?

# Next Steps

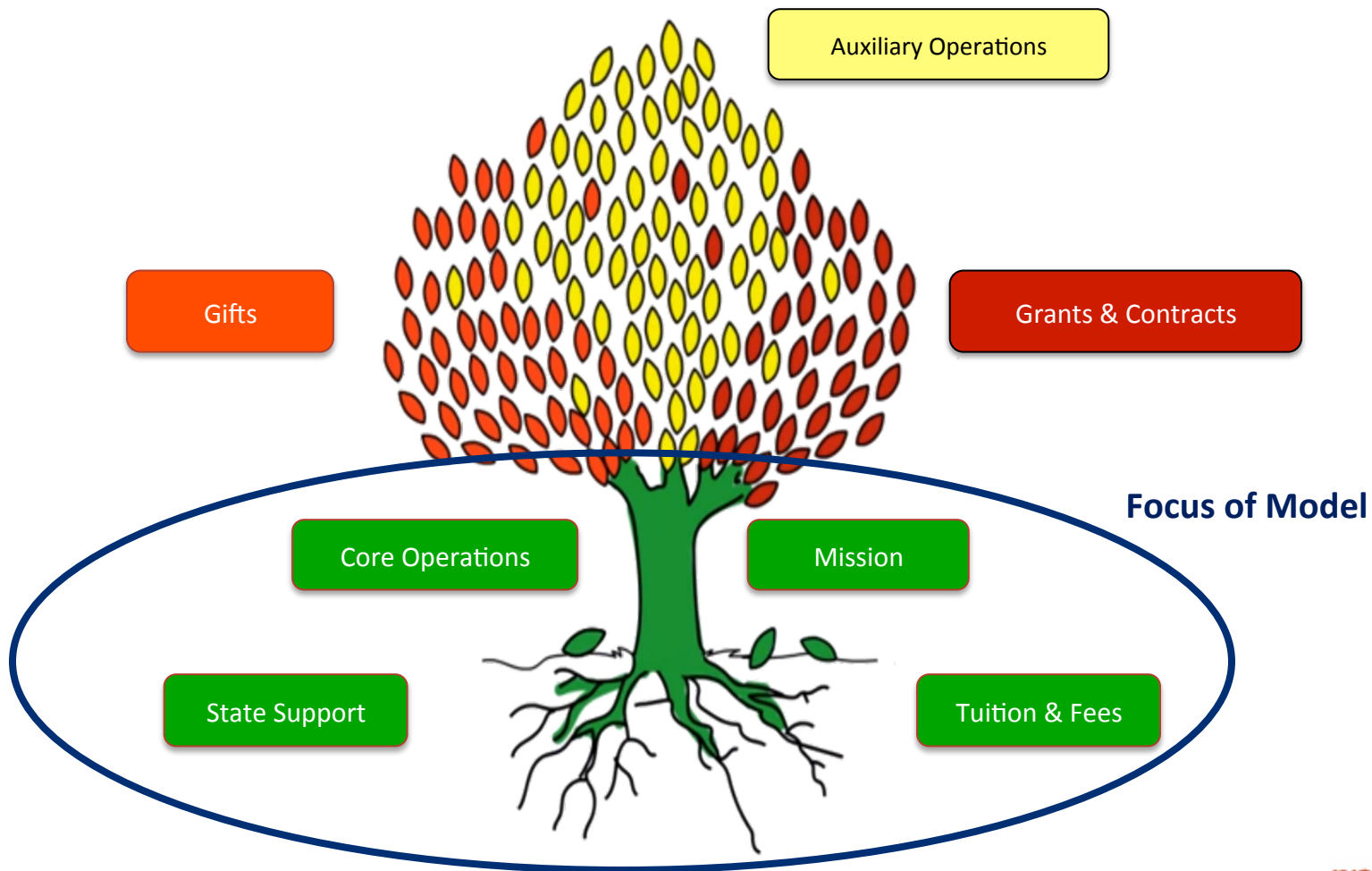
- UM System Assumptions and Approach
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# Model Focuses on the Operating Fund



# The Funding Tree



# Two Approaches

## Transcript Approach

### By course:

- Who Teaches (direct salary)
- Department cost
- College cost
- Indirect cost

Aggregated

### By Student:

- Gross Tuition Revenues
- Institutional Scholarships
- Net Revenues

Aggregated

### By End of Term Major

- Joined with Demand and other Student-centric Metrics

## Departmental Approach

### By Student:

- Gross Tuition Revenues
- Institutional Scholarships
- Net Revenues

Disaggregated

### By course:

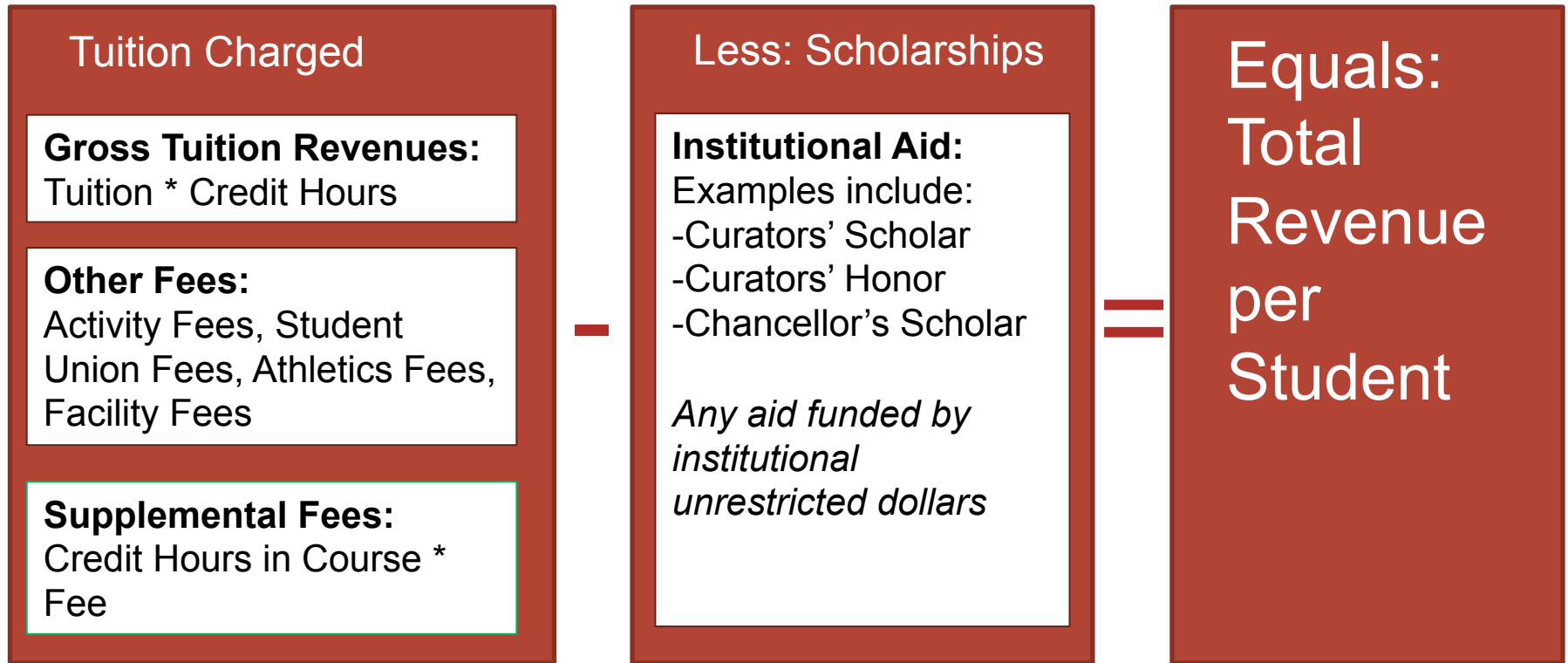
- Who Teaches (direct salary)
- Department cost
- College cost
- Indirect cost

Aggregated

### By Teaching Department

- Joined with input and output metrics

# Transcript Approach Revenue Model



## Excluded:

- Housing & Dining
- Books

## Excluded:

- Federal Aid
- Donor Funded Scholarships
- Federal Work Study

# Transcript Approach: Costing Model

