

The background features abstract geometric shapes in shades of blue and orange. On the left, a solid blue triangle points towards the center. On the right, there are overlapping, semi-transparent shapes in orange and blue, creating a layered effect. The central text is set against a white background.

# Recruiting the liberal arts

# The agenda

- ▶ The broader enrollment landscape
- ▶ What do students and parents want?
- ▶ How do we present ourselves?
- ▶ Additional insight into the freshman mindset
- ▶ Discussion

# Sources used

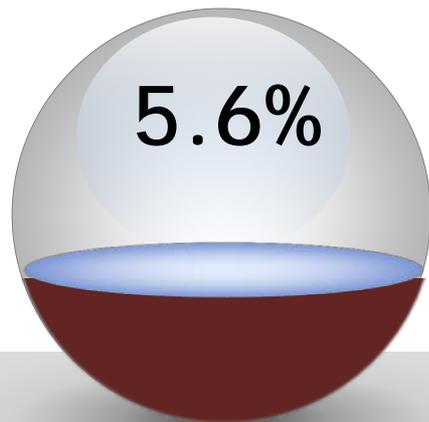
- ▶ Ruffalo Noel Levitz, *2014 E-Expectations Report: The Impact of Mobile Browsing on the College Search Process*. Cedar Rapids, IA: Noel-Levitz, 2014)
- ▶ Ruffalo Noel Levitz (2016). *2016 national freshman motivation to complete college report*. Cedar Rapids, IA: Ruffalo Noel Levitz. Retrieve from [www.RuffaloNL.com/Motivation](http://www.RuffaloNL.com/Motivation).
- ▶ Ruffalo Noel Levitz (2006). *2006 national freshman motivation to complete college report*. Cedar Rapids, IA: Ruffalo Noel Levitz. Retrieve from [www.RuffaloNL.com/Motivation](http://www.RuffaloNL.com/Motivation).

# The broader enrollment landscape

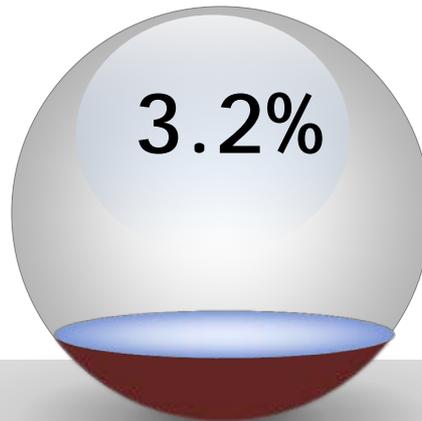
The background features abstract geometric shapes in shades of blue and orange. On the right side, there are several overlapping, semi-transparent shapes: a large orange triangle pointing downwards, a blue triangle pointing upwards, and a greyish-blue triangle pointing to the right. On the left side, there is a blue shape that appears to be a triangle pointing to the right. The overall composition is clean and modern.

# Higher education's compounded annual growth rates are slowing

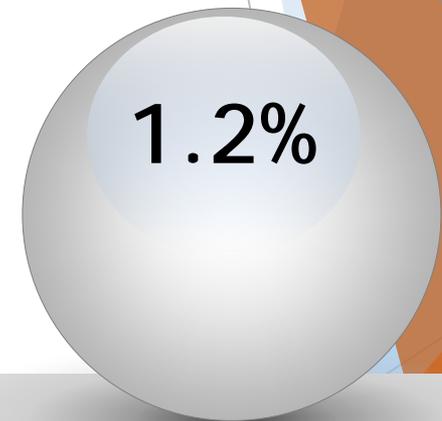
1963-1980



2000-2010



2013-2024



Note: Between 1981 and 1999 the compounded growth rate was only 1%

# Texas

## The competition factor



307,504 high school seniors / 2015-16\*

281 institutions of higher education\*\*

56.2% college continuation rate (172,817)\*\*\*  
(ranks 42<sup>nd</sup> among states)

11.7% leave the state to go to college  
(20,294)\*\*\*\*  
(ranks 38<sup>th</sup> among states)

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Three Largest Institutions†*****	Number of In-state Freshmen****
Texas A & M University - College Station	10,234
The University of Texas at Austin	6,420
Blinn College	5,726

**278 institutions competing for 130,143 students annually**

### Sources:

\*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012

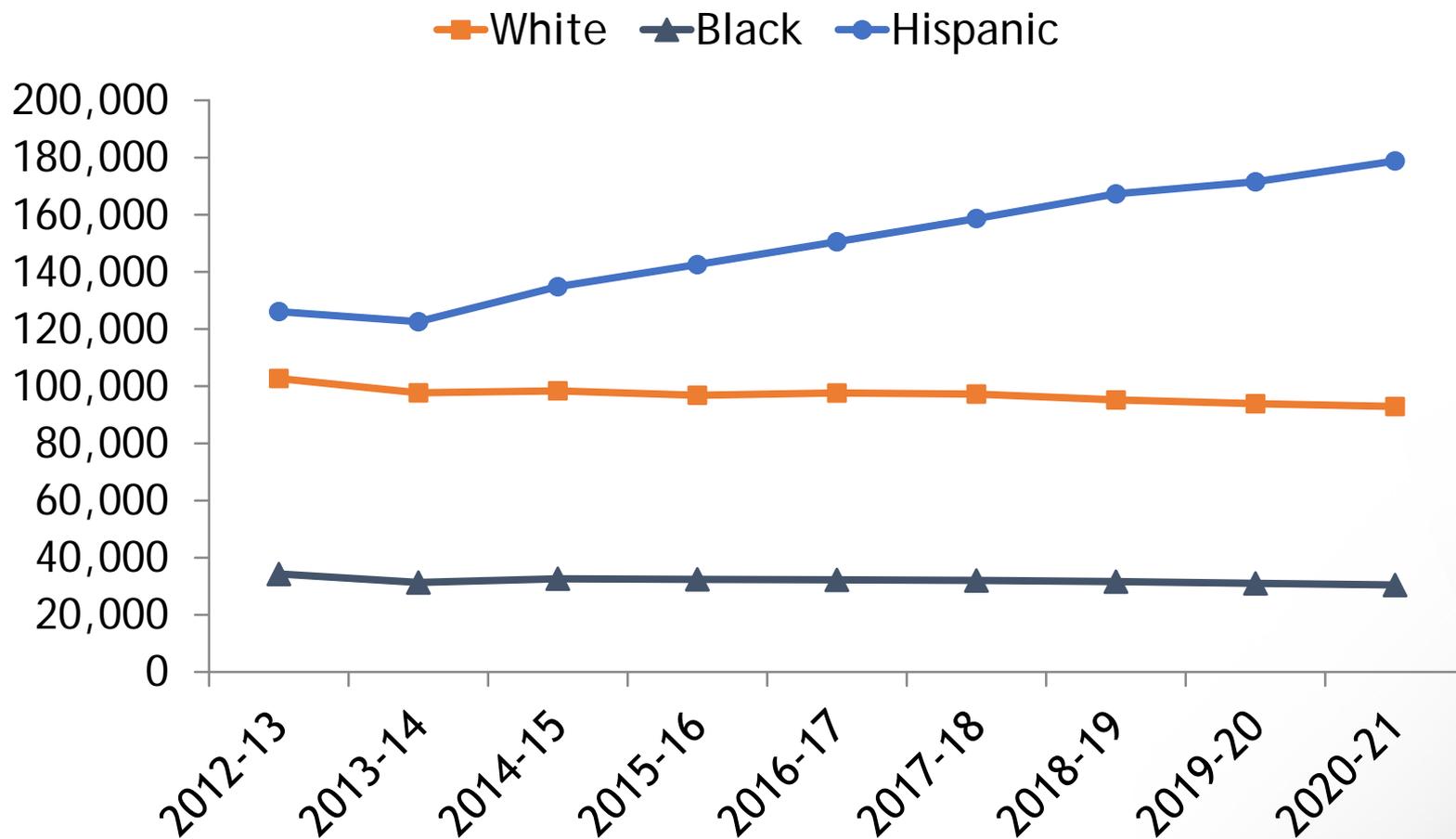
\*\*The Chronicle of Higher Education, 2015

\*\*\*Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

\*\*\*\*Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

\*\*\*\*\*National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

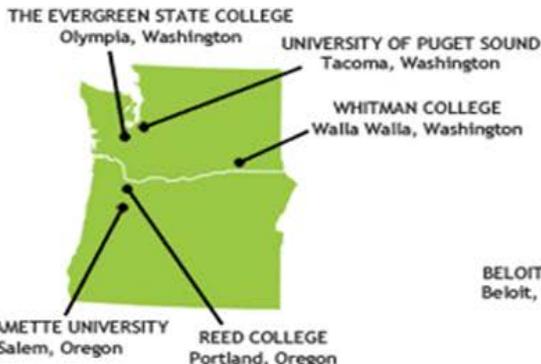
# Projected number of high school graduates by ethnicity: Texas 2012-20



# Future entering classes will potentially be:

- ▶ More ethnically diverse
- ▶ Financially needier
- ▶ Heavier in first or second generation college students
  
- ▶ In addition, the cohort entering in 2017 will experience major changes in the SAT, the FAFSA, and major changes in state curriculum and testing standards.

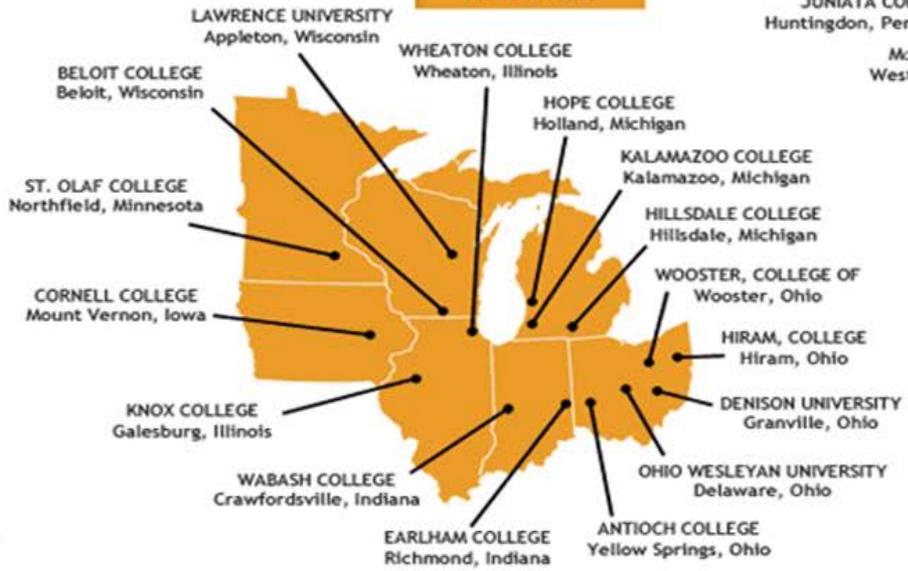
## NORTHWEST



## NORTHEAST



## MIDWEST



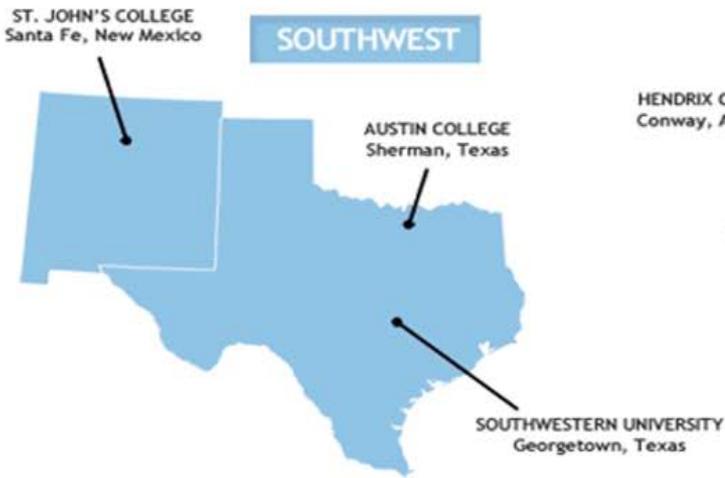
## WEST



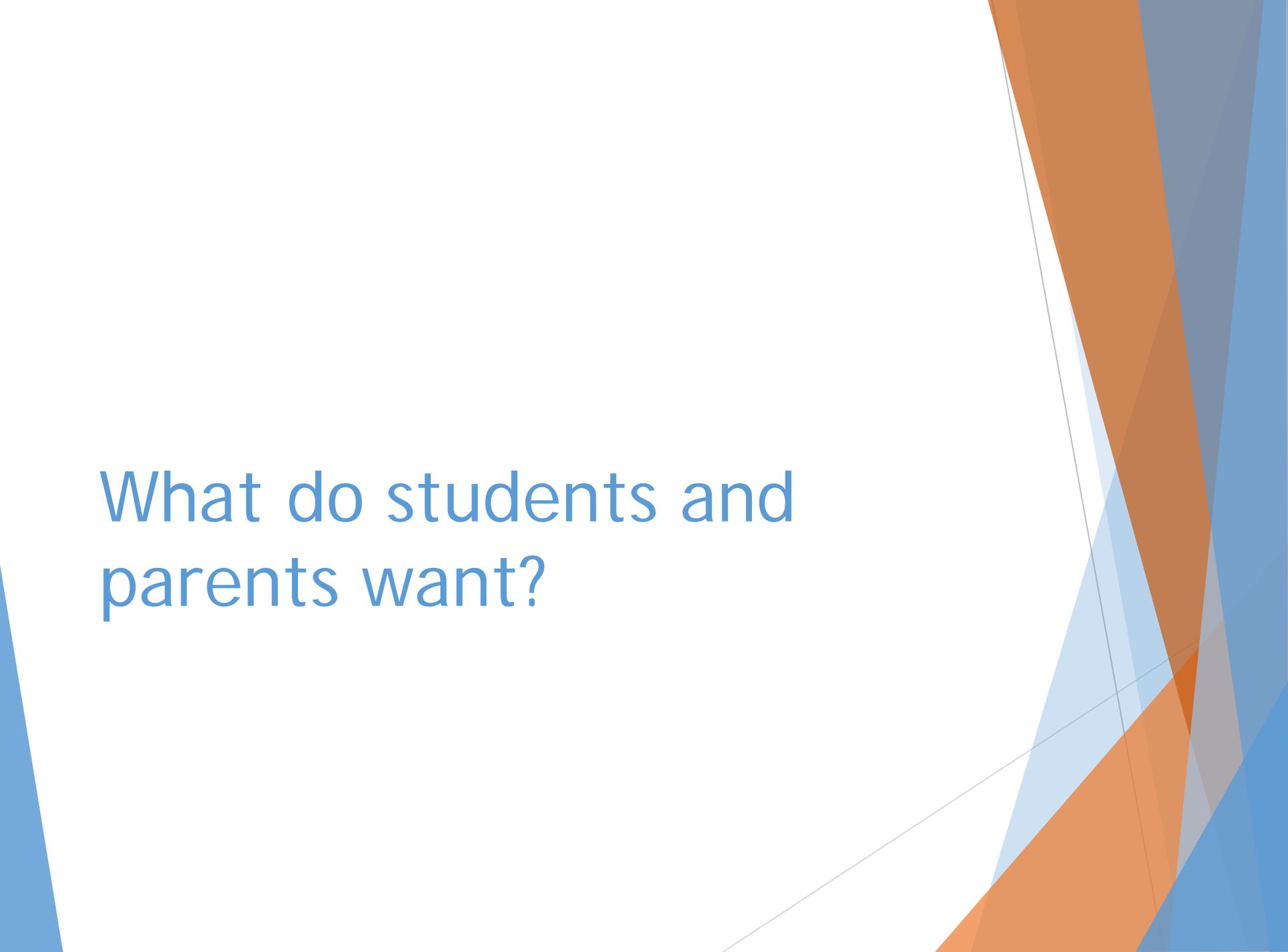
## SOUTH



## SOUTHWEST



What do students and  
parents want?

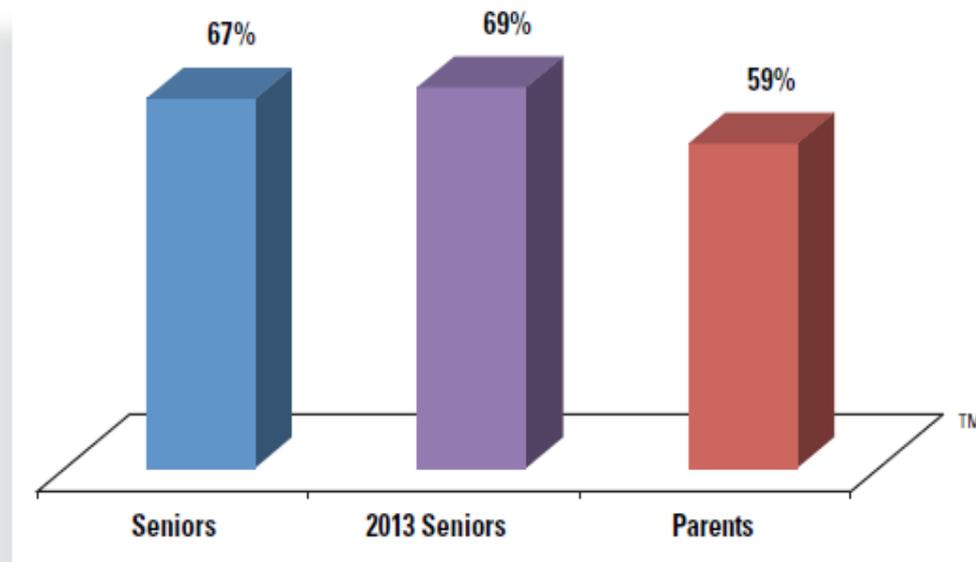


# The career factor

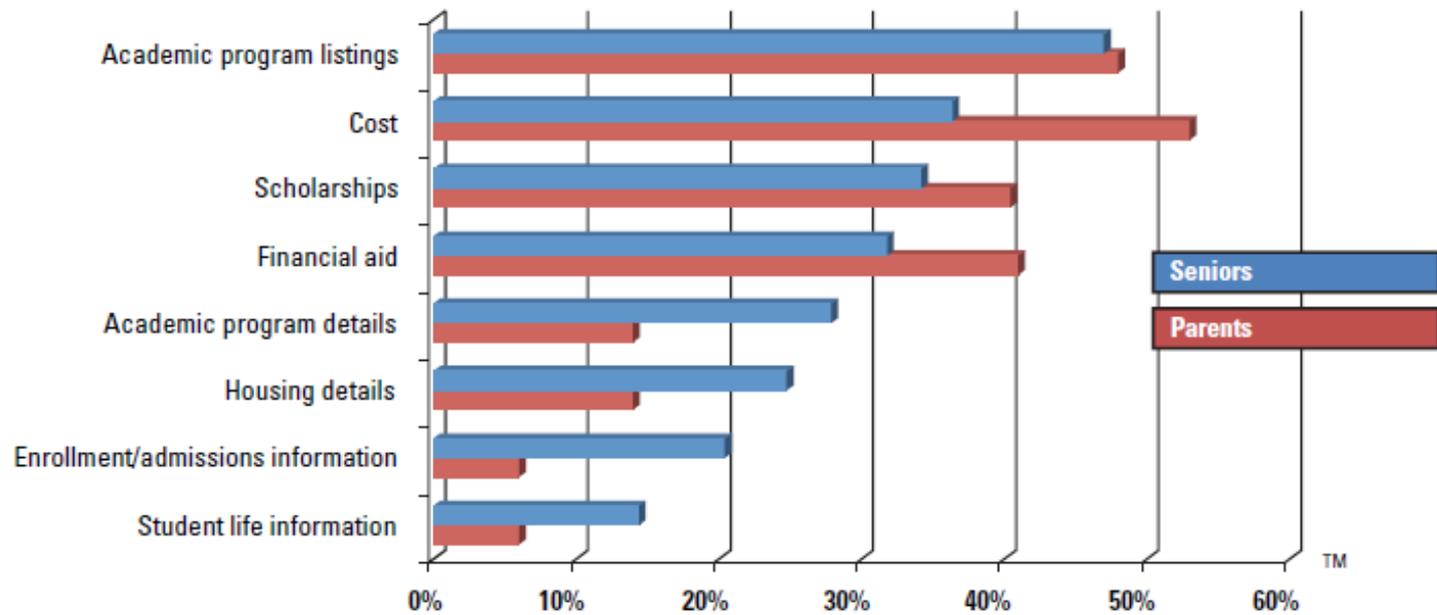
- ▶ Reported major choices by SAT takers indicate that students (and parents) view higher education through the eyes of potential careers.
- ▶ Five areas (biology, business, engineering, health professions, and psychology) account for the reported majors of 61% of test submitters to Austin College.
- ▶ Those same five areas comprise 54% of all SAT test takers in our region. Please refer to your handout.
- ▶ How in the heck are we supposed to turn out good citizens if all these kids want to be doctors, investment bankers, or engineers?

# How do we reach more students effectively?

Figure 10: How many say a college website affects their perception of an institution?



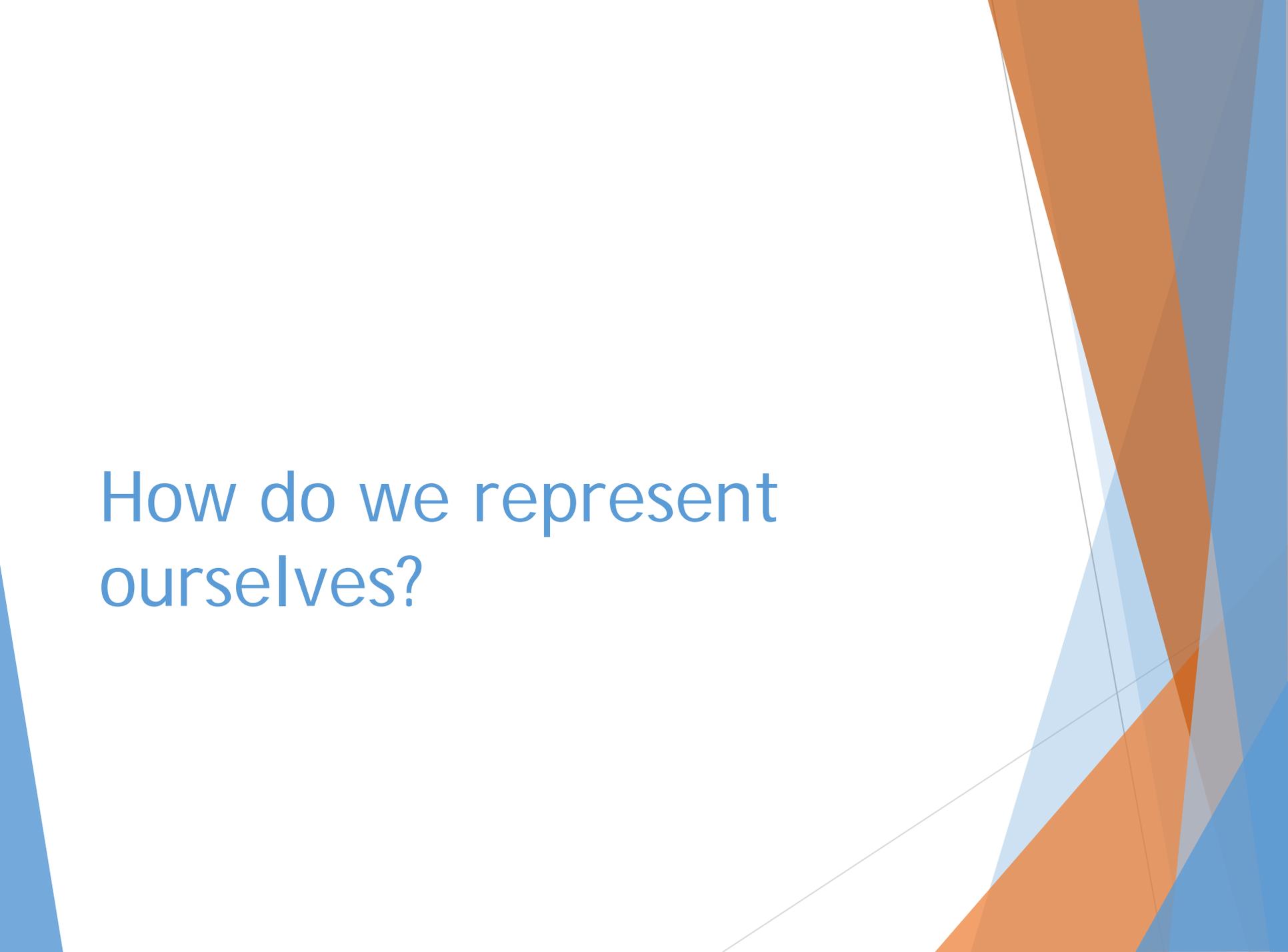
**Figure 12: What are their content priorities when visiting a college website?**  
(Asked for top 3 priorities; aggregate results below)



Where does this fit? How do we reach these kids?



How do we represent  
ourselves?

The background features a series of overlapping, semi-transparent geometric shapes, primarily triangles, in shades of blue and orange. These shapes are positioned on the right side of the slide, creating a modern, abstract design.

# Examples of recruitment strategies

- ▶ Austin College Music Department - targeted approach to generate applications.
- ▶ Dr. Mark Hebert - one man on a mission to convert applicants and admits.
- ▶ Foreign Language - experiential learning and a unique opportunity at AC.

What part of the funnel are we recruiting in these examples?

# How do we talk about careers in a liberal arts context?

## ▶ Gallup Purdue Index

**Purpose Well-Being:** Liking what you do each day and being motivated to achieve your goals

**Social Well-Being:** Having strong and supportive relationships and love in your life

**Financial Well-Being:** Effectively managing your economic life to reduce stress and increase security

**Community Well-Being:** The sense of engagement you have with the areas where you live, liking where you live and feeling safe and having pride in your community

**Physical Well-Being:** Having good health and enough energy to get things done on a daily basis

# We aren't a career factory. We are a success factory.

The odds of thriving in all areas of well-being are:

**4.6x** Higher if ... Engaged at work

**2.5x** Higher if ... [College] prepared me well for life outside of college.

**1.7x** Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.

**1.5x** Higher if ... I had at least one professor at [College] who made me excited about learning.

**1.5x** Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.

**1.1x** Higher if ... I worked on a project that took a semester or more to complete.

**2.0x** Higher if ... Emotionally attached to school

**1.9x** Higher if ... [College] passionate about the long-term success of its students.

**1.7x** Higher if ... My professors at [College] cared about me as a person.

**1.9x** Higher if ... graduates experience all three

**1.4x** Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].

**1.3x** Higher if ... graduates experience all three

# In comparison to 2006 freshmen, 2016 freshmen are more likely to...

- ▶ Question the point of college
- ▶ Feel more pressure
- ▶ Not read for pleasure
- ▶ Believe they have good study habits
- ▶ Feel as though they have strong family support
- ▶ Have identified a potential career path that affects their education plans
- ▶ Expect more academic services like tutoring
- ▶ Be more willing to work and less willing to pursue loans
- ▶ Not get along well with others expressing different options
  
- ▶ Sources: 2016 National Freshman Motivation to Complete College Report (RuffaloNoel Levitz) and 2006 National Freshman Motivation to Complete College Report (RuffaloNoel Levitz)