

SCH, FTIACS, and Financial Aid



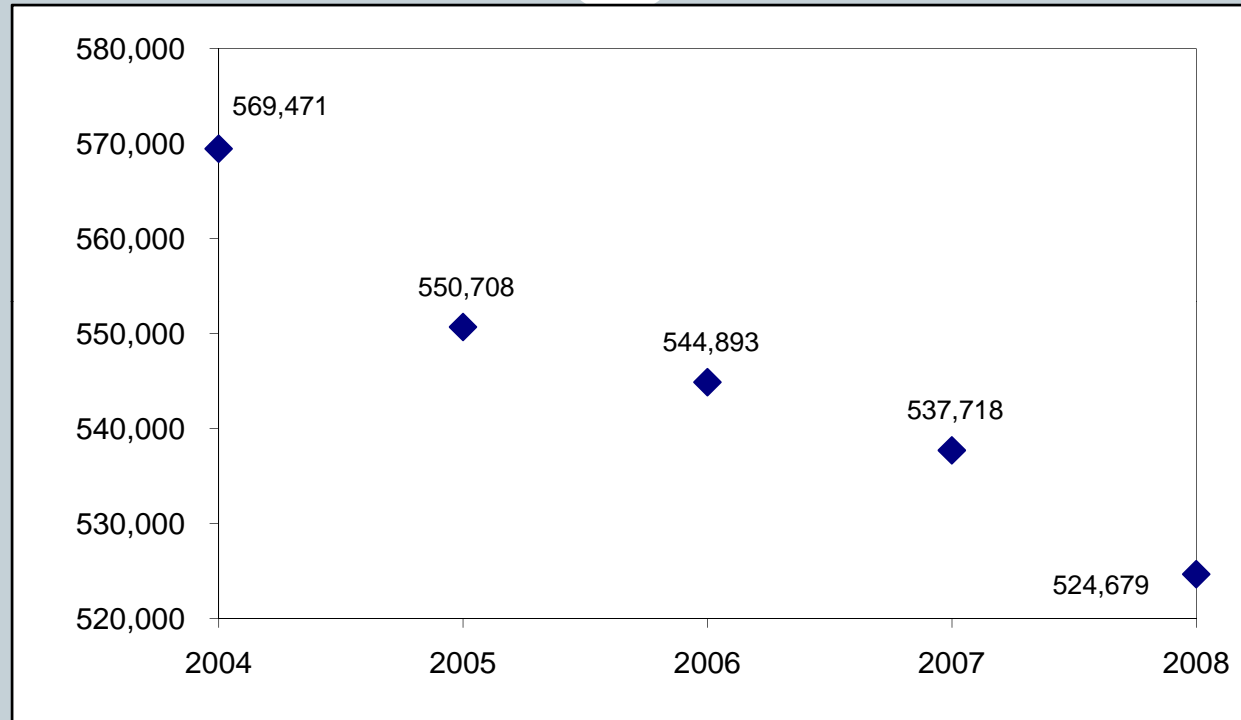
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DEPT. OF PHYSICS AND ASTRONOMY

IDEAS SUBCOMMITTEE
UNIVERSITY BUDGET COUNCIL

UNDERSTANDING EMU'S COST MODEL

DATA OBTAINED FROM IRIM WEBSITE

5 Year Overview of SCH (Academic Years)



- **7.9% decline in SCH over 5 year period.**
- **Total: 44,792 SCH lost over 5 year period.**
- **EMU will lose over 10,000 SCH in 2009.**

Course Levels at EMU



- 000-299 = 100 (freshman) and 200 (sophomore) level courses. “Lower division” undergraduate.
- 300-499 = 300 (junior) and 400 (senior) level courses. “Upper division” undergraduate.
- 500-699 = Masters-level graduate courses.
- 700-999 = PhD-level graduate courses.

SCH by Term and Level: Fall and Winter



Fall	000-499	500-699	700-999	Total
2003	236,411	21,204	692	258,307
2004	225,850	22,348	617	248,815
2005	223,621	22,626	584	246,831
2006	216,903	22,403	704	240,010
2007	213,582	23,198	864	237,644
5 year	-9.7%	9.4%	24.9%	-8.0%

Winter	000-499	500-699	700-999	Total
2004	214,538	20,987	744	236,269
2005	207,480	21,033	804	229,317
2006	203,378	21,791	808	225,977
2007	201,357	22,027	865	224,249
2008	194,728	22,419	1,046	218,193
5 year	-9.2%	6.8%	40.6%	-7.7%

- EMU is trading UG SCH for Grad SCH.
- Contributes to better mix seen in financial data.
- EMU is surviving on mix revenue.
- Fall and Winter are very similar.

SCH by Term and Level: Spring and Summer



Spring	000-499	500-699	700-999	Total
2004	38,224	7,613	227	46,064
2005	37,668	7,269	264	45,201
2006	36,559	7,754	282	44,595
2007	35,474	8,855	245	44,574
2008	33,700	7,909	274	41,883
5 year	-11.8%	3.9%	20.7%	-9.1%

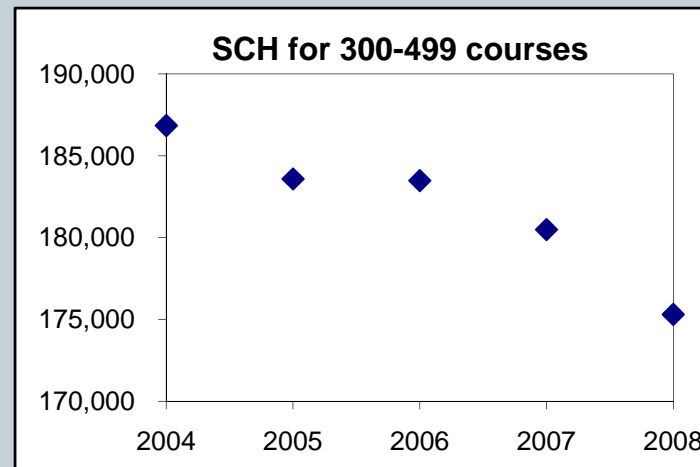
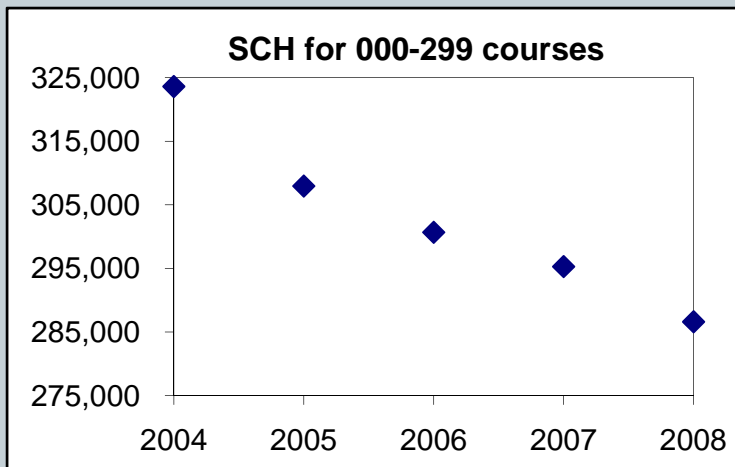
Summer	000-499	500-699	700-999	Total
2003	21,256	7,232	343	28,831
2004	20,532	6,587	256	27,375
2005	20,600	6,651	239	27,490
2006	22,042	6,610	233	28,885
2007	19,915	6,715	329	26,959
5 year	-6.3%	-7.1%	-4.1%	-6.5%

- Spring is very similar to Fall/Winter: EMU is trading UG SCH for Grad SCH.
- What happened to Spring 500-699 level courses in 2008 compared to 2007? (Note: 900 SCH is roughly 20 grad sections)
- Summer is very different. All levels are reduced.

SCH by Year and Level: Inside the UG SCH

Academic Year	000-299	300-499	500-699	700-999	Total
2004	323,583	186,846	57,036	2,006	569,471
2005	307,947	183,583	57,237	1,941	550,708
2006	300,680	183,478	58,822	1,913	544,893
2007	295,289	180,487	59,895	2,047	537,718
2008	286,621	175,304	60,241	2,513	524,679
5 year	-11.42%	-6.18%	5.62%	25.27%	-7.87%
SCH	(36,962)	(11,542)	3,205	507	(44,792)

- EMU has lost over 400 sections at the 100 and 200 level.
- EMU has lost another 250 sections at the 300 and 400 level.



(See note)

History



- During the Kirkpatrick years, there was a large push to increase Graduate level courses (more research, more Grad certificates, more graduate and PhD programs). Departments responded.
- Money from the State would increase to support these efforts. PhD Programs would be self-supporting.
- Grad classes are smaller and have many requirements, as required by accrediting agencies (equipment, facilities, library holdings, research support, teaching stipends).
- Essentially, at EMU, lecturers teach 100 and 200 level courses, and faculty teach 300, 400, 500, 600, and the new 700 level courses.
- Gen Ed is not to blame, as the shedding of 100 and 200 level sections started before the new program began.

Value Added



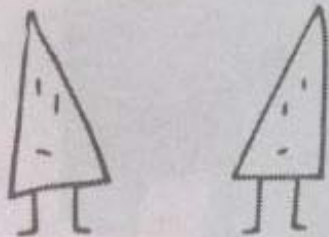
- **Why would students take 100 and 200 level courses at EMU?**
 - EMU costs 3x more than WCC.
 - There are lots of CC in our area.
 - The same adjunct teacher at EMU is also teaching the same courses at the CC.
 - The facilities at EMU are crappy.
 - Transferring credits is easy (EMU advertises this as a “benefit”)
- **Students are making wise economic decisions.**
- **EMU has lots of competition in the local area at the 100 and 200 levels. We need “value added”.**

Eastern Echo (3/9/2009)

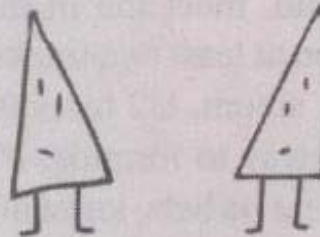


OTHER LIGHT AMUSEMENTS BY ZAC SMITH

So, have you
decided which
college to
attend?



well, U of M
has a good
science program.
But Eastern has
two Sbarro's
pizzas.



Eastern has
two Sbarro's
pizzas?



Looking ahead.....



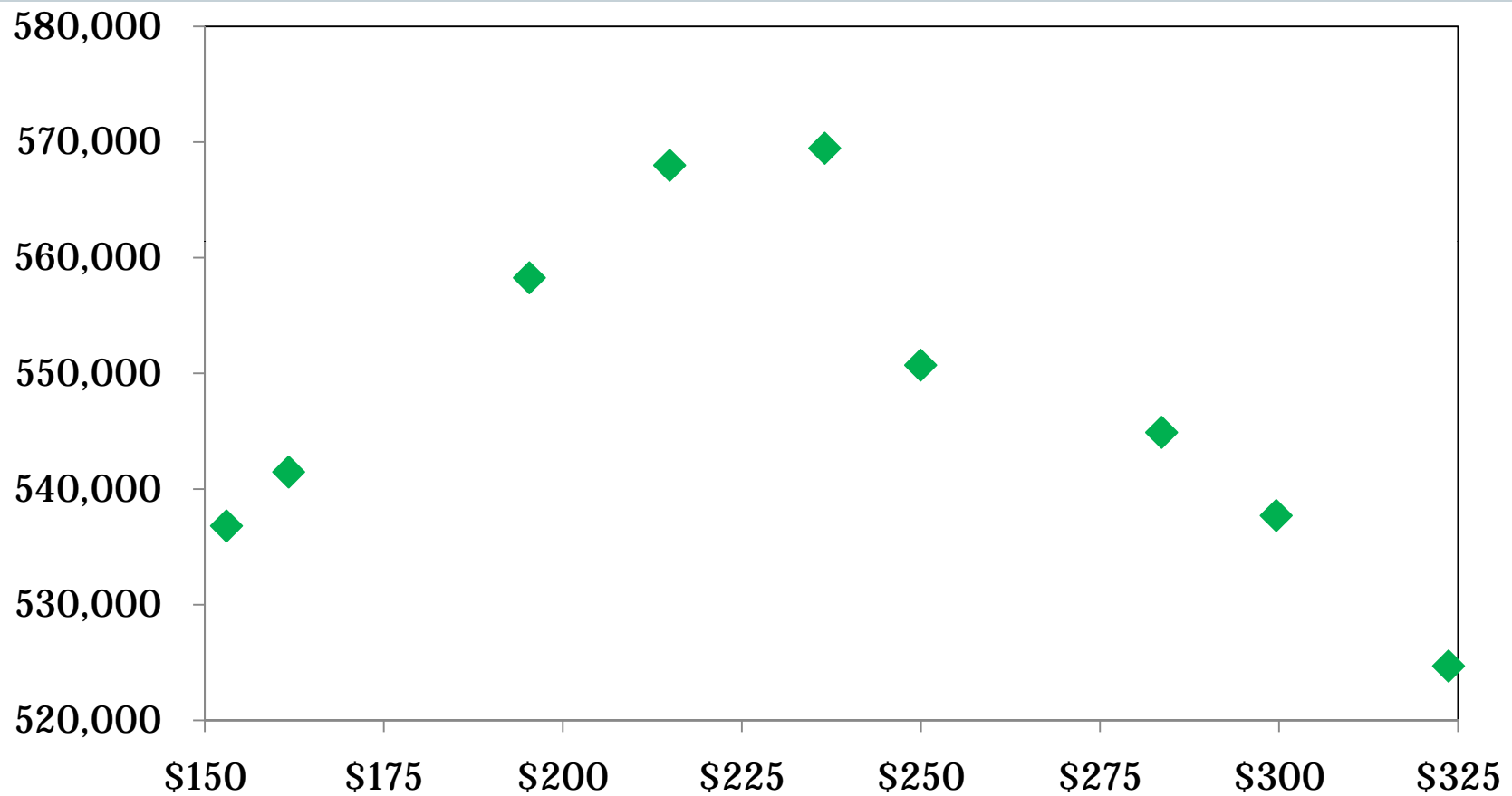
- The trend line of SCH (first graph) predicts 515,000 SCH in 2009.
- The 2009 budget is 514,000 SCH (and we won't make budget).
- We are merely continuing the same downward trend.
- We have not turned a corner.
- Are we really doing anything differently? Evidence?

- The trend line of SCH predicts 505,000 SCH in 2010.

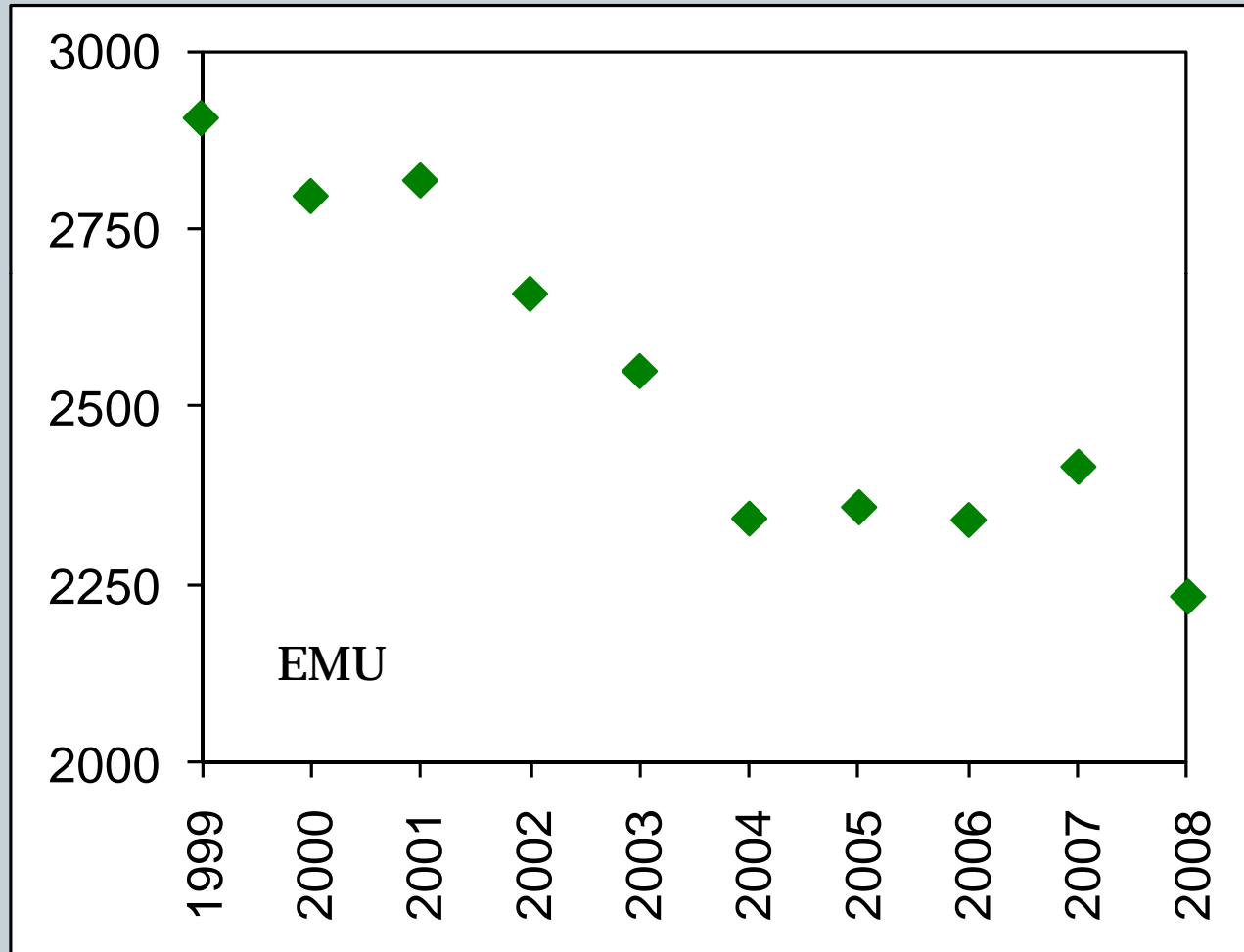
- How many more years will we continue the same approach?

- Maybe EMU needs a different model compared to other public institutions because of our location, reputation, and other intangibles?

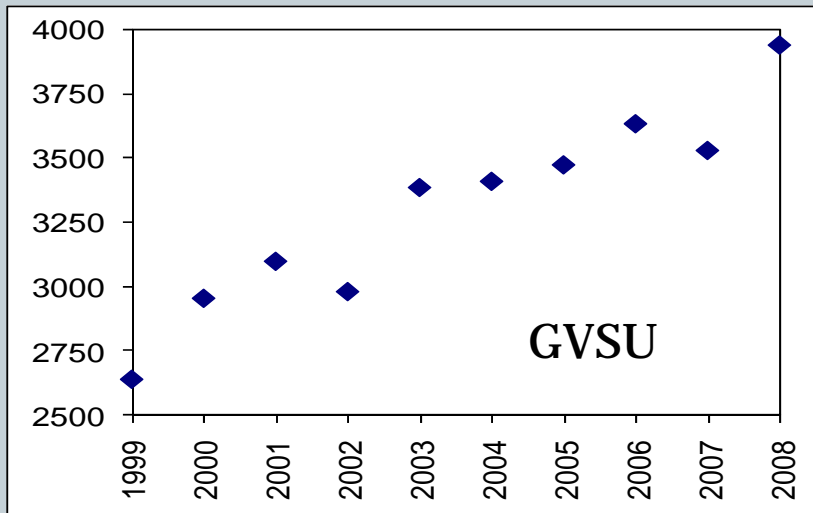
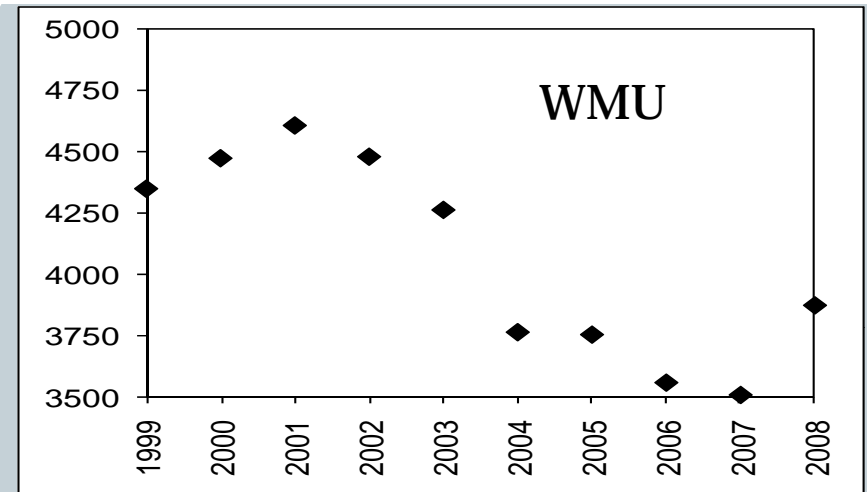
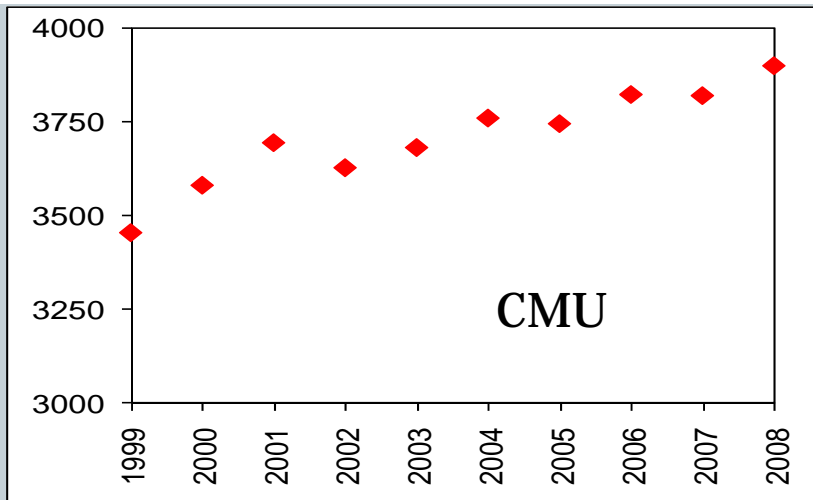
SCH (Units Sold) and Tuition (Cost/Unit)



EMU FTIAC Enrollment



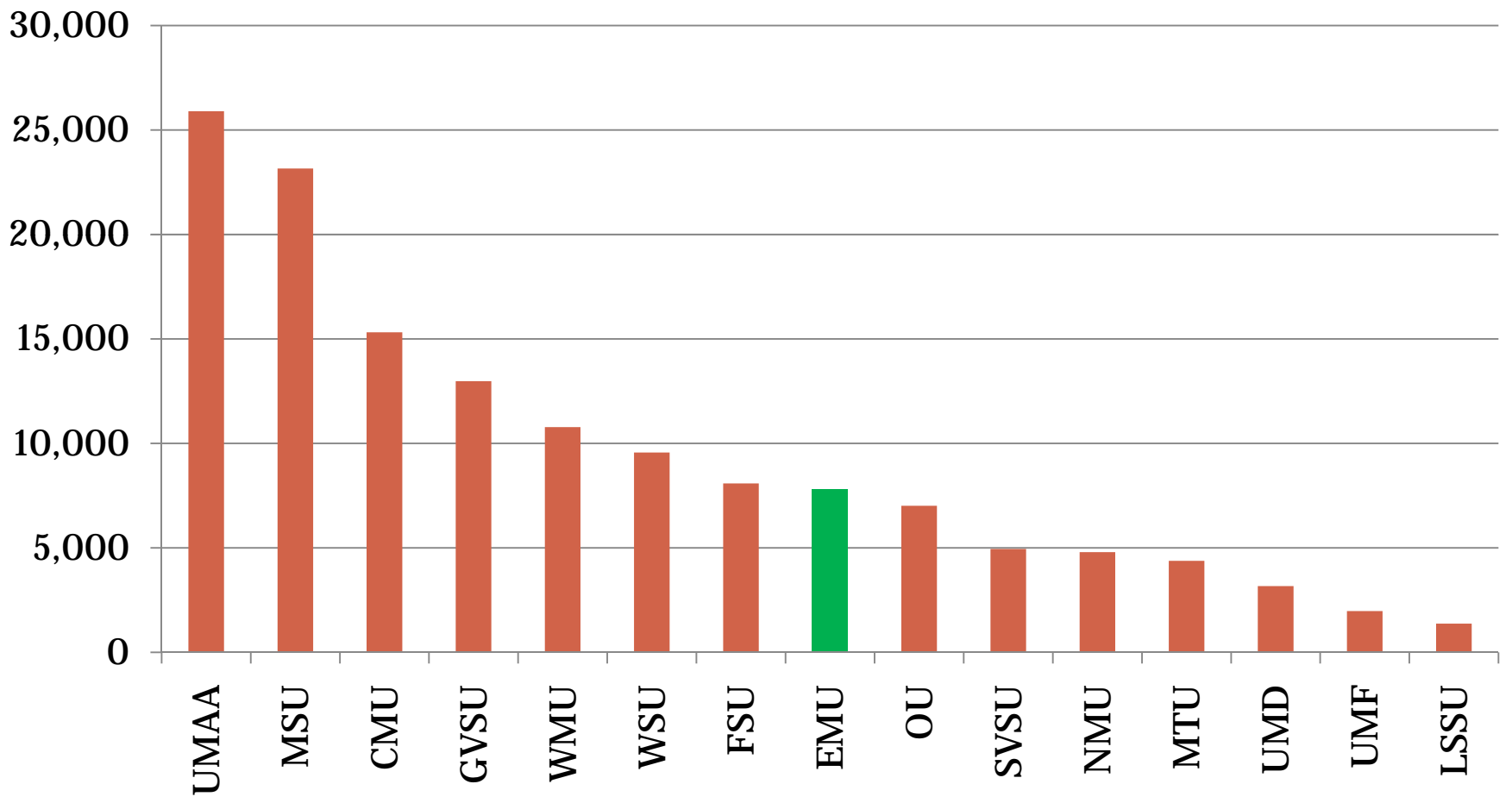
Comparison with Peer Institutions



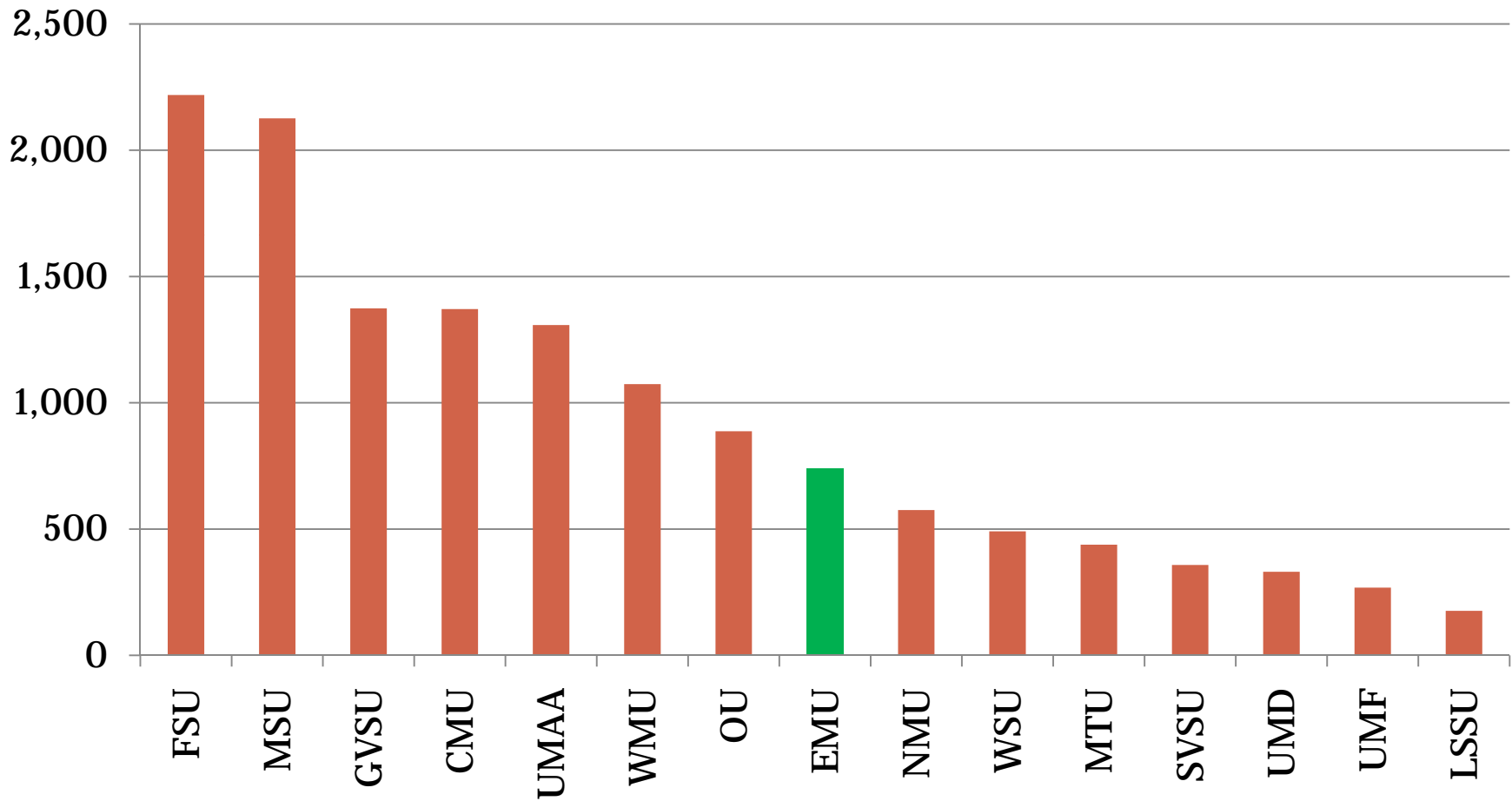
Only 2 of the 15 public universities in MI experienced a decrease in FTIAC enrollment (comparing 1999 to 2008):

- EMU: lost 675 FTIACS (23% loss)
- WMU: lost 474 FTIACS (11% loss)

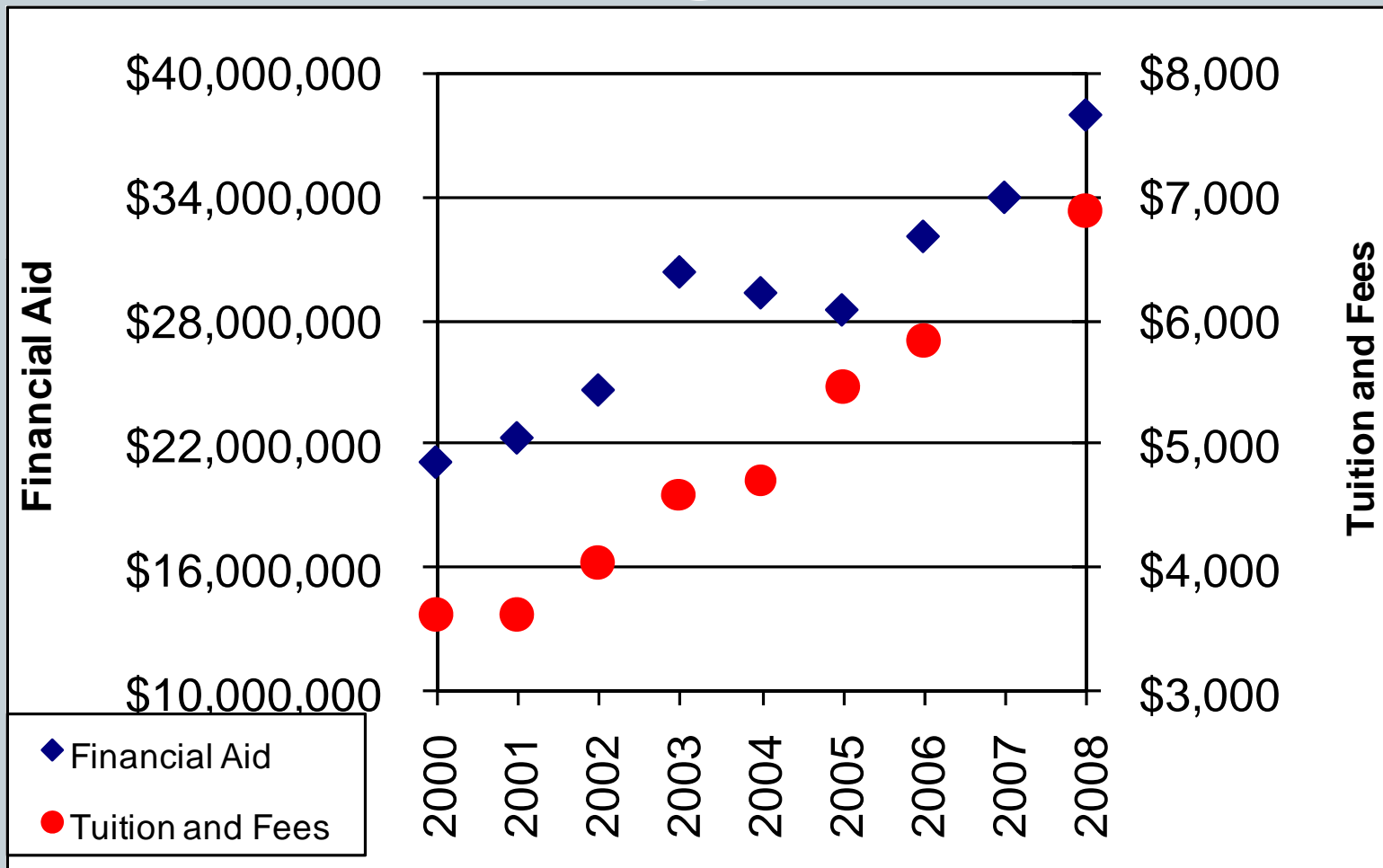
Fall 2009 FTIAC Applications (as of 2/1/09)



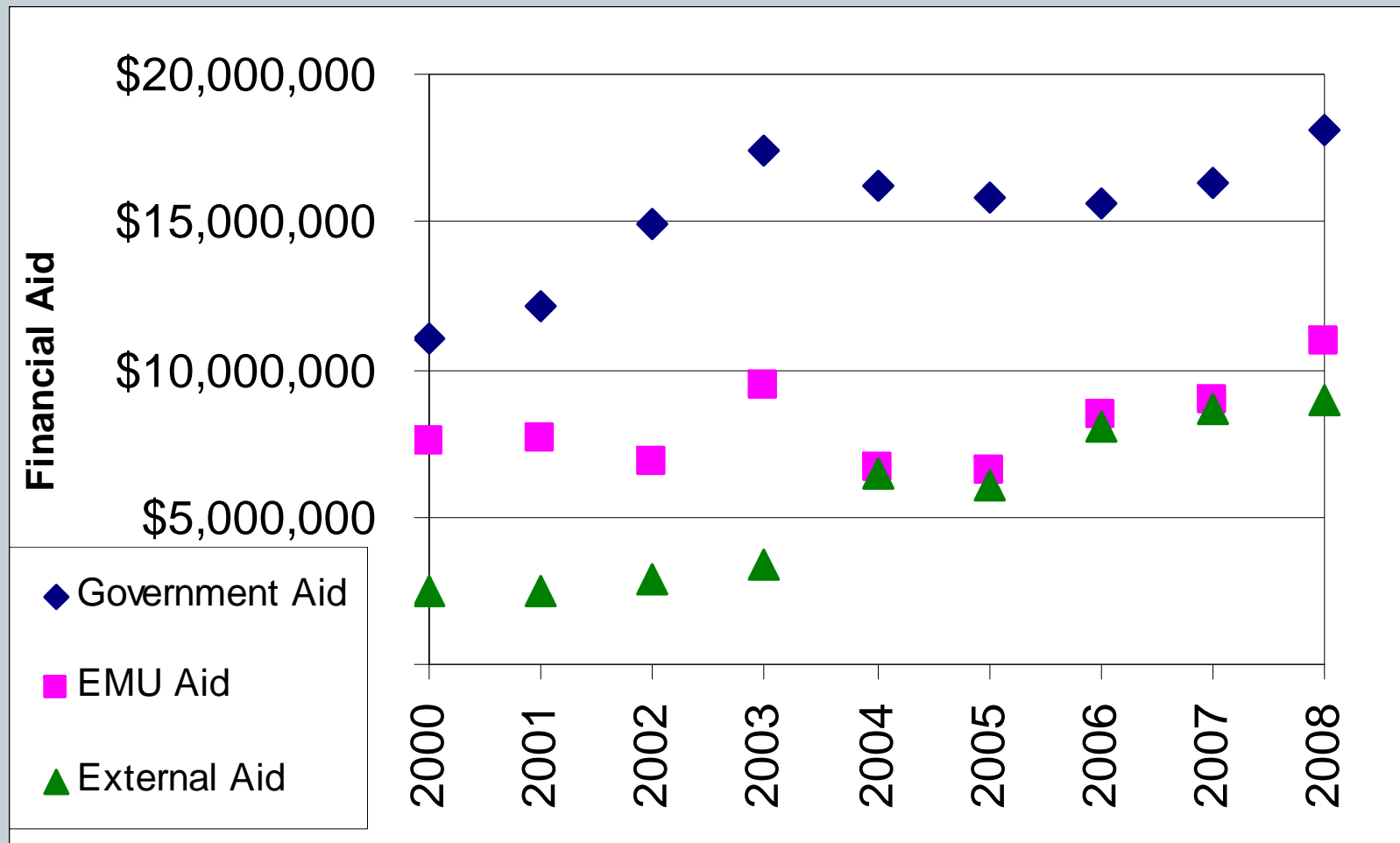
Fall 2009 Transfer Applications (as of 2/1/09)



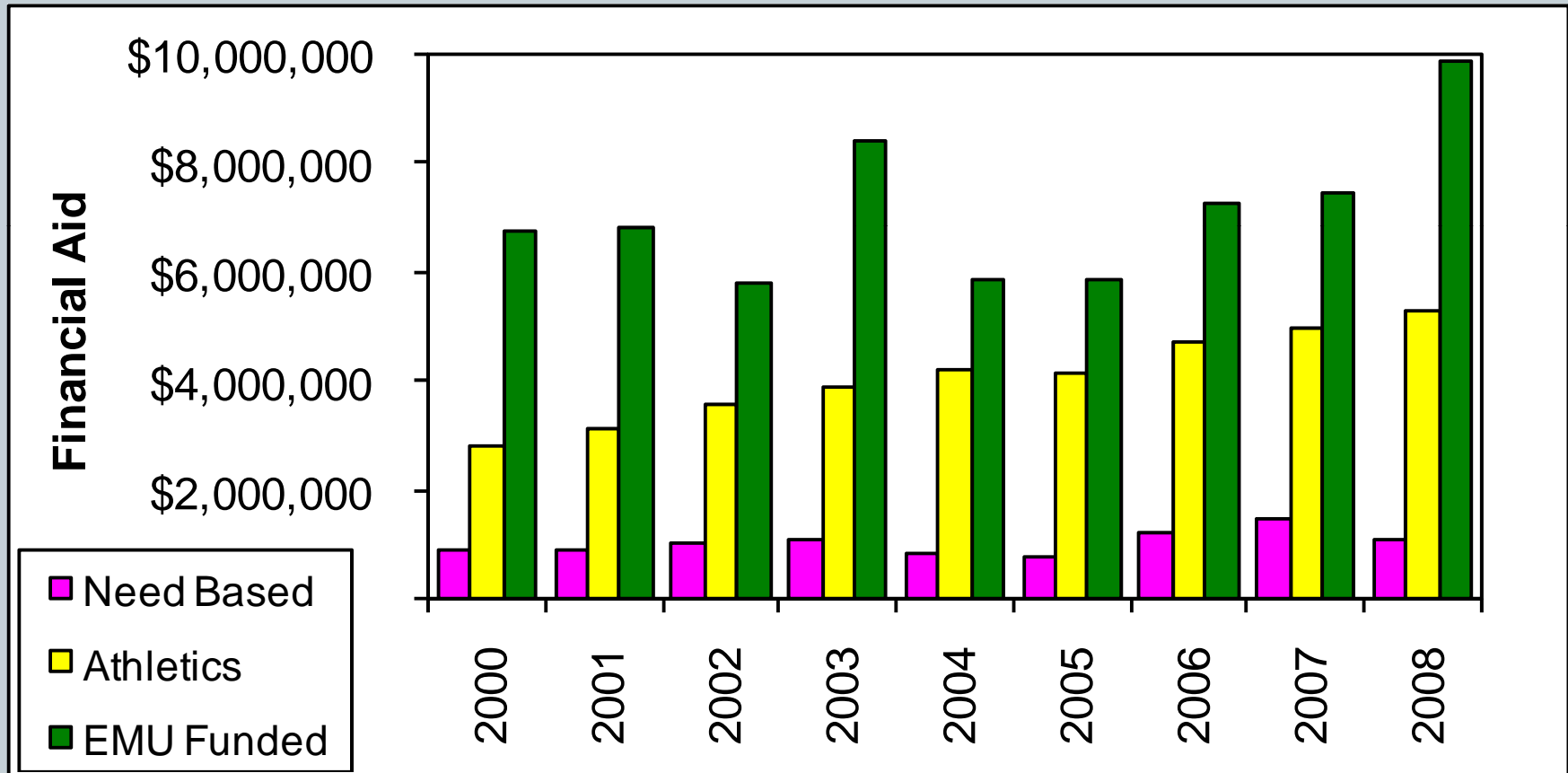
Total Financial Aid at EMU (w/o Athletics)



Components of Financial Aid (w/o Athletics)



EMU's share of Financial Aid



Financial Aid Summary



- EMU cut Financial Aid in 2004 and 2005.
- Government sources cut Financial Aid in 2004 and 2005.
- External sources of Financial Aid increased, but not enough.
- Result: Total Financial Aid decreased 6% over the 2 year period.
- EMU raised Tuition and Fees 19% over the 2 year period.
- When was EMU peak SCH? Coincidence?

“school” = department, program, division, etc.



- **“It is one of the characteristics of our age and it is only reasonable to expect that the school, as well as other organizations, will be called upon to give a reason for its existence.”**
- **“And why should we not ask the question, What is school for? Is it sufficient that it has been an effective factor in the past? Is it more than reasonable that it should show a present day value? The friends of the school should be the first to submit it to the test and determine for themselves what its real purpose is.”**
- **The Normal College News, March 11, 1909**