# Environmental Scan 2015

## Section I: Academic & Student Success

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate</td>
<td>6</td>
</tr>
<tr>
<td>Employment Rate of DU Graduates</td>
<td>6</td>
</tr>
<tr>
<td>Trends in Career Services</td>
<td>9</td>
</tr>
<tr>
<td>Employer Perception</td>
<td>12</td>
</tr>
<tr>
<td>Employer Perception Survey Results</td>
<td>12</td>
</tr>
<tr>
<td>Employer/Industry Skillset Needs and Trends</td>
<td>15</td>
</tr>
<tr>
<td>Regional Employer Skillset Needs and Trends</td>
<td>28</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>30</td>
</tr>
<tr>
<td>Student Achievement Measure (SAM)</td>
<td>32</td>
</tr>
<tr>
<td>Graduate Satisfaction</td>
<td>33</td>
</tr>
<tr>
<td>Recommending Davenport</td>
<td>34</td>
</tr>
<tr>
<td>Reservations against Recommending DU</td>
<td>35</td>
</tr>
<tr>
<td>Reasons for Recommending DU</td>
<td>37</td>
</tr>
</tbody>
</table>

## Section II: Operational Excellence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>43</td>
</tr>
<tr>
<td>Application Trends</td>
<td>43</td>
</tr>
<tr>
<td>Competition</td>
<td>45</td>
</tr>
<tr>
<td>Reasons Potential Students Choose DU</td>
<td>53</td>
</tr>
<tr>
<td>Barriers for Potential Students</td>
<td>55</td>
</tr>
<tr>
<td>Potential Student Trends/Opportunities</td>
<td>57</td>
</tr>
<tr>
<td>Regional Potential Student Trends/Opportunities</td>
<td>63</td>
</tr>
<tr>
<td>Adult Potential Student Trends/Opportunities</td>
<td>69</td>
</tr>
<tr>
<td>High School Potential Student Trends/Opportunities</td>
<td>71</td>
</tr>
<tr>
<td>Community College Potential Student Trends/Opportunities</td>
<td>75</td>
</tr>
<tr>
<td>Athletics Trends/Opportunities</td>
<td>76</td>
</tr>
<tr>
<td>Community Perceptions of Davenport University</td>
<td>77</td>
</tr>
<tr>
<td>Trends in Marketing Tactics</td>
<td>78</td>
</tr>
<tr>
<td>Trends in Financial Aid</td>
<td>83</td>
</tr>
</tbody>
</table>
Retention
- Davenport University’s Retention Rate
- Reasons Students Stop-Out
- Trends in Student Affairs
- Trends in Advising
- Pedagogical/Curriculum Trends
- Technology Trends Impacting Pedagogy/Curriculum

Student Satisfaction
- Student Satisfaction Survey Results

Section III: Financial Viability
Endowment & Giving
- Engaging Alumni
- Industry Trends and Norms

Section IV: Workforce Engagement
Diversity of Workforce
Employee Satisfaction
- Overall Measure
- Areas of High and Low Satisfaction
- Priority Rankings
Purpose and Process

Definition of Environmental Scanning

Environmental scanning enables the understanding of the changing external environment that may impact Davenport University. It also plays a key role in Strategic Planning, as diagrammed below.

The Role of External/Internal Analysis in Strategic Planning

External Analysis
- Scanning
- Monitoring
- Forecasting
- Assessing

Internal Analysis
- Vision
- Mission
- Strengths
- Weaknesses

Focus Areas → Key Performance Indicators → Goals & Targets

Executive Summary

- This environmental scan will try to more directly draw ties between environmental factors and elements of the Davenport University Strategic Plan.
- The accountability movement is hitting higher education hard. The industry continues to finds itself under close scrutiny and skepticism focused mostly on price and value.
- Indeed, some criticism centers, fairly, around effectiveness.
- Some of the now familiar solutions being proposed include: MOOCs; Flipped Classrooms; Hybrid Programs; and Competency-Based models.
- In the economic environment to which graduates will enter, “overall” job availability is improving, although Michigan finds itself ranked 44th in the country ahead of only California, Nevada, Tennessee, Rhode Island, District of Columbia, Mississippi, and Georgia.
- A quick comparison of fast-growing jobs and Davenport’s offerings reflects how well our programs align with job availability.
Section I: Academic & Student Success

Employment Rate
  Employment Rate of DU Graduates
  Trends in Career Services

Employer Perception
  Employer Perception Survey Results
  Employer/Industry Skillset Needs and Trends
  Regional Employer Skillset Needs and Trends

Graduation Rate
Student Achievement Measure (SAM)

Graduate Satisfaction
  Recommending Davenport
  Reservations against Recommending DU
  Reasons for Recommending DU

CONTRIBUTERS
ABOUFADEL, KATHY
BEMBENISTA, IRENE
CLARKSON, BOB
DALEY, KAREN
FEDEWA, DERICK
HOOD, LINDA
IRANI, ALYSSA
JONES, APHRODITE
LOWE, SHELLEY
NELSON, KRISTY
PORRETT, SUSAN
RUNDHAUG, DANIEL
SNEATH, WAYNE
SPANG, LINDA
STROMP, STEVEN
Employment Rate
Defined as DU graduate placement rate six months after graduation, includes those employed full time, part time, self-employed and those in the military.

Employment Rate of DU Graduates
The work status of DU’s degree recipients is determined from an on-going study at DU called the Six-month Graduate Follow-up Survey. The chart below illustrates the work status of DU’s graduates over time. The band of “Currently unemployed and looking...” has consistently narrowed over the past three years (pink band at the top). Most of those employed indicated they were “Employed full-time.”

![Employment Rate Chart]

From the work status responses, we calculate the general employment rate, which currently stands at 87.4%. Within general employment however, we have graduates who are employed in jobs related to their major (field-related) and those who are not. The chart below illustrates the general employment rate (top line, yellow markers) as well as the relationship of the employment to the graduate’s major at DU.

The majority of DU graduates indicated field-related employment; about 64% for the most recent graduating class. We also understand that the rate of those who indicated unemployment is about 13% (white area above the line). Additionally, we understand that the rate of those who indicated employment that was not the field-related employment they desired is about 14% (the
pink band). These two segments combined represent about 26% of the most recently surveyed graduating class, after rounding.

Having identified the population of DU graduates who have experienced an employment deficiency, we can identify the characteristics by which this population differs from those graduates who are successfully employed. The following list highlights the significant differences in the demographic make-up of the deficient population against the success population. Significance is determined by independent samples column proportion z-tests where \( p < 0.05 \); two-tailed.

Those who indicate employment deficiency are more likely to be:

- An ethnicity other than Caucasian (American Indian or Alaskan Native or Asian or Black or African American or Hispanic or Latino or Native Hawaiian and Other Pacific Islander) (22% compared to 14%).
- Age group “40 and Over” (31% compared to 25%)
- Award category “Diploma” (10% compared to 5%)
- Award category “Associate’s Degree” (27% compared to 21%)
- Campus “Battle Creek” (3% compared to 1%)
- Campus “Flint” (3% compared to 1%)
- Campus “Livonia” (9% compared to 6%)
- Campus “Saginaw” (4% compared to 3%)
- Campus “Warren” (11% compared to 8%)
- Undergrad GPA Range “GPAs less than 3.00” (27% compared to 19%)
- Grad GPA Range “GPAs of 3.51 to 3.75” (40% compared to 29%)
No significant differences were found between the deficient and success populations for gender, student level (undergraduate/graduate), academic college or military status (DU’s six-month graduate follow-up surveys, 2014).

**Takeaways from Derick Fedewa, Senior Research Analyst & Steven Stromp, Executive Director of Market Intelligence:**

- The employment deficient population overlaps more with the lower GPA tiers at both undergraduate and graduate student levels, the east/southeast campuses, the lower-level degree categories, the older age bracket, and the historically marginalized ethnicity groups. While many of these factors are out Davenport’s control, it does shed light where treatment tactics may be applied.

- DU should continue to examine markets to be sure they are viable for students seeking jobs.

- Attracting younger students and the phasing out of diploma and associate degree programs should help with the issue of low employment after graduation for some graduates.

- An expansion of the Guaranteed Employment program is likely to have a positive impact on the employment rate.
Trends in Career Services
An Ecosystem of All Partners
There is a generally accepted paradigm shift in Career Services that describes Career Services as an "ecosystem" of all partners: Career Services (CS), alumni, faculty & Staff and employers (Dey & Cruzvergara, 2014).

Takeaways from Shelley Lowe, Executive Director of Career Services:
- Davenport has been partially stuck in the 1970-90 era in our approach, although the institution has done a very good job of converting to professional development vs. career counseling. This shift to Connections and Communities will force Davenport to become better stewards of professional social organizations like LinkedIn, as well as the online communities that best serve the professionals within specific industries and areas of study. Identifying and becoming active/contributing members of these groups will bring visibility of Davenport’s programs and students that DU can’t serve in person. Pushing students to becoming active, contributing members will help them learn to network in an organic setting that is similar to a professional lunch or happy hour on-line.

- Identify all professional organizations at the state and national level for each industry and whether or not they have an on-line networking space. Assign faculty and career services professionals to contribute to these in order to gain university recognition, brand, and contacts and then, based on the group, drive our Registered Student Organization (RSO) members and students to these groups for membership in order to assure that they understand their professions/industries better than anyone else and start the networking process early.

Career Services Moving from “Transactional Model” to Developmental Model
Parents and trustees often ask colleges what more they could be doing to prepare students for their careers. This is driven by a competitive job market, rising loan debt and questions about the value of a college degree. The value of experiential learning has led colleges to rethink how they prepare students. Colleges must now equip students with the ability to adapt to the real world. Common elements among colleges that have overhauled their Career Services include a more developmental approach by helping students over a longer time span. In some cases, this means before students begin classes and beyond graduation. Accomplishing this involves an institutional priority rather than just one office. Moving to this model involves switching from helping students write resumes, for example, to teaching life skills, professional development, conflict resolution, financial literacy and public speaking (Supiano, 2013).
Focus on Outcomes
Institutions are moving to a design that puts Career Services at the forefront because of outcomes. The conversation about return on investment (ROI) and value of higher education has never been more prominent. New measures of success for career services will involve first and lifelong destination data, reputation, and engagement of key stakeholders. A strong focus on assessment and alignment with university strategic goals is critical in showcasing our value at the institutional level. NACE’s First-Destination Survey Standards and Protocols (NACE, 2014) provide guidelines to help institutions collect data in a more standardized manner. Career centers are also finding creative and visual ways to display assessment data in order to better connect with various audiences. Universities such as Carnegie Mellon, George Mason, and University of Florida have replaced their long annual reports with dynamic infographics that give life to data and tell the university’s story in a powerful way (Dey & Cruzvergara, 2014).

Takeaway from Shelley Lowe, Executive Director of Career Services:
✓ Davenport must watch this trend closely. Find new and better ways to document employment outcomes including categorizing incoming students as unemployed, employed, employed in career, employed in program area/field in order to assure we understand our existing and alumni populations more effectively so that we are utilizing/approaching them more effectively.

Centralization
Social media has changed the landscape of service delivery, engagement, and meaning of connectivity among community members. New platforms like CollegeFeed, RecSolu, Handshake, MindSumo, and Mounza have emerged to complement the connectivity efforts of Career Services and extend Davenport’s reach beyond traditional databases that manage schedules, on-campus recruiting, and career fairs (Lowe, 2014).

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✓ Davenport is already on the leading edge of this thinking with incorporating its Excellence System into all curriculum, among other initiatives. However, being mindful of this new and more holistic approach may bring about suggested changes to how Career Services operates and may require more involvement from other areas of the university to support such an effort.
Takeaway from Shelley Lowe, Executive Director of Career Services:

- As the economy continues to improve, we will see more startups emerge in the career services ecosystem, and DUs approach should be to treat them as viable players rather than threats. The more successful career centers will be the ones that are willing to be early adopters, take risks, and give emerging technologies a chance.

- Davenport must move forward utilizing Sales Force as an organization not only to centralize data and information about university contacts, but also to improve what we know about all university contacts including new student leads, applications and registered students, and alumni, where alumni and students are working and our contacts there as well as those members of organizations in which we and our students belong.
Employer Perception

Defined as rating from employers who report “graduates are highly prepared for the workforce” on the Employer Perception Survey.

Employer Perception Survey Results

According to the 2013 Employer Perception Study, Davenport University is a local university specializing in business. Through its quality education, most agree that it produces professionals by preparing students for the workforce in high demand career sectors. Most also agree DU is committed to the community.

However, DU does have a slightly lower academic reputation compared to other universities. It also suffers from not being very well known, and it is known to be expensive. Some employers mention that DU does not offer the degrees they most seek (i.e., engineering) (Employer perception study, 2013).

![Bar chart showing ratings for various aspects of Davenport University's reputation, ranging from 4.1 to 3.6.]
Employers rate their perception of Davenport’s graduates in each of the Excellence System competencies moderately high. Results are positive, but do show some room for improvement. While the perception of Davenport graduate global competence is low, it is of less importance to employers. Other areas, such as professional communication, is of very high importance to employers, yet graduate preparedness in this area is rated moderately. This would be an indication of more focus needing to be put in this area.

Takeaways from Steven Stromp, Executive Director of Market Intelligence:

- Davenport has much to tout to prospective employers of its graduates and to the community about employers’ perceptions of its high quality and preparing students for in-demand jobs.

- Davenport does need to address its slightly lower academic reputation among employers. This may be achieved through several more years of admission standards and quality initiatives.

- General awareness of Davenport among employers should also be addressed, perhaps through various events and partnerships with key employers.
Of employers who have actual experience with Davenport graduates, satisfaction is high, and the majority of employers would consider hiring a Davenport graduate in the future. These positive outcomes are attributed to employers feeling DU students are well prepared and because DU offers a quality education.

Those who have not yet hired a Davenport graduate cite a lack of applications, as well as other candidates being more qualified. Some say DU candidates do not have enough experience or that DU’s curriculum does not fit their company needs (Employer perception study, 2013).

**Considering your experience with Davenport graduates, how satisfied are you with the quality of Davenport University graduates?**

<table>
<thead>
<tr>
<th></th>
<th>Not at all Satisfied</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very Satisfied</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (n=200)</td>
<td>1.5%</td>
<td>4.5%</td>
<td>14.5%</td>
<td>38.5%</td>
<td>41.0%</td>
<td>4.1</td>
</tr>
<tr>
<td>Manager or supervisor of a DU grad (n=127)</td>
<td>2.4%</td>
<td>3.9%</td>
<td>17.3%</td>
<td>35.4%</td>
<td>40.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Co-worker of a DU grad (n=72)</td>
<td>0%</td>
<td>5.6%</td>
<td>8.3%</td>
<td>44.4%</td>
<td>41.7%</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Takeaway from Steven Stromp, Executive Director of Market Intelligence:**

- There is room to grow satisfaction with Davenport’s graduates among employers. Focusing on academic reputation via admission standards and the aforementioned items on the Excellence System are areas to target. Further exploration of programs should also be explored to be sure the university is meeting demands (where potential new programs fit with Davenport’s mission).
Employer/Industry Skillset Needs and Trends

Employers Seek Innovation, e-Portfolios

In a survey of 318 employers with a minimum of 25 employees, the top priority was that graduates must be able to contribute to the innovation in the workplace. Also, there should be capacities to cut across majors, which the employers found to be more critical than the major itself. Liberal arts is still highly regarded as part of the business program; employers endorse a blended model of liberal and applied learning. Employers also find that graduates have skills for entry-level positions but not for advancement. Employers are also expressing a high interest in graduates having an e-portfolio (Employer priorities for college learning and student success, 2013).

As to this last point, Tom McGovern (Rockford Construction) and others on the CoB Advisory Board did express interest in the CMBA's transcript that breaks down competencies by specific sub-areas within a discipline. E-portfolios can be an excellent way of breaking such down even for non-competency programs. Several items can/will impact DU. Programs need to reflect this priority of innovation. Additionally, here is yet further support for cross-discipline degrees. This survey also informs us that we should not cut from our General Education and Excellence System requirements. We are on the right track with internships and with action plans for e-portfolios and Excellence System certification (It takes more than a major: Employer priorities for college learning and student success, 2013).

The Skills Gap

Several recent studies of employers and students report on the skills gap between higher education curricula and employer needs as well as alumni preparedness for the workplace. Employers are reporting graduate’s deficiencies in areas such as “written and oral communication skills, adaptability and managing multiple priorities, and making decisions and problem solving” (Role of higher education in career development, 2012, p. 12). However, alums report a lack of skills in utilizing industry specific technologies (Smith & Caruso, 2010). These findings point to the ongoing need to create more alignment between curriculum and employer and student articulated knowledge and skill needs. Currently, while the DU curriculum has been informed by business and industry standards, assessment of meeting those standards has been less developed.

Takeaway from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:

✓ Throughout the university's programs, innovation needs to be interwoven. Where general education may have been reduced, consider re-incorporating. Continue with the internship/experiential learning requirement in programs. Complete the action plan that incorporates the e-portfolio for the Excellence System along with specific discipline requirements. Finally, innovate ourselves by developing advancement skills, not just entry-level skills, into all of our programs.
Partnering with Industry
The significant trend in universities and colleges in Davenport's region is partnerships with industry relating to academic programs and specific careers in the industry. A great example is the partnership with Jackson National Life Insurance Company and Michigan State University. The other trend is experiential learning, such as service learning or internships. Kettering University had provided great examples of this within their institution. Another trend is industry's interest in wanting to build relationships with colleges and universities in general. Many companies, organizations, and government included are looking to build relationships with colleges and universities to provide educational opportunities for their employees and to provide career opportunities within their talent management models. A great example is the State of Michigan through IPEX opportunity at Davenport University. This finding impacts DU as far as providing innovative ways to partner with industry to provide opportunities for recruiting and to provide quality learning experiences for our students. These opportunities also provide students to be career-ready and builds quality relationships with industry (Jackson hosts official grand opening for new development zone, 2013; Experience it all, n.d.; Innovative and entrepreneurial university, 2013).

Takeaway from Susan Porrett, Executive Campus Director:
✓ It is recommended that DU investigate these models to be able to create DU's own model that is aligned with our mission and vision of our university.

Incorporate More Research into Marketing Program
Marketing Data Analyst jobs are supposed to grow much faster than the average, and Davenport may be able to attract additional students into its marketing program by including this additional curriculum as a specialty or even a major. It may also make our students more marketable to employers (Bureau of Labor Statistics, 2014).

Takeaway from Bob Clarkson, Associate Dean for College of Business and College of Technology:
✓ Davenport’s business curriculum in marketing may benefit from a specialty or an additional major surrounding bringing together big data and the field of marketing. Davenport College of Business should look at the marketing research discipline and determine how our marketing curriculum might benefit from infusing big data analysis concepts.
Opportunity to help Corporations in Emerging Markets
Corporations are struggling to shift focus to emerging markets. Multinational companies are struggling to catch up with the global shift towards emerging economies. Companies from advanced economies need to be more agile to understand local culture and practices and to develop speed in decision making - something that managers in China are generally able to do well. Business schools can help fill the gap by encouraging: aspiration rooted in cosmopolitanism, conceptual frameworks to understand cross-country differences, self-discovery tools, openness to foreign cultures and ideas through immersive modules (Five trends that will shape the future of leadership education, 2014).

<table>
<thead>
<tr>
<th>Takeaways from Bob Clarkson, Associate Dean for College of Business and College of Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Davenport has the opportunity to partner with companies operating in emerging markets to integrate more emerging market information into our business curriculum.</td>
</tr>
<tr>
<td>✔️ Davenport currently has Global Competencies within the Excellence System, but this may not focus enough on emerging markets and global change.</td>
</tr>
<tr>
<td>✔️ Davenport may want to focus some part of our global studies toward helping understand the need for individuals and corporations to be agile related to shifting toward emerging economies and markets.</td>
</tr>
</tbody>
</table>

Hybrid Business/Technology Role
Foote explains the hybrid role: "The broader trend continues to be employers hiring hybrid IT-business professionals with combinations of both business and technology knowledge, experience, and skill sets, unlike those found in traditional IT organizations. ... Clearly there is demand for a mix of specific technical skills along with business and communications skills" (Snyder, 2012). The only certifications that are up and coming deal with cyber security and the certified security analyst. Broader technical skills and knowledge of business is what is and will continue to be desired by employers. Our current programs may be or may become outdated. If competitors develop cross-functional programs before DU, our already sagging CoT enrollments will decrease even more and could also have a major impact on CoB programs.

<table>
<thead>
<tr>
<th>Takeaways from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ More interdisciplinary programs need to be developed in the CoT and the CoB. Current programs need to be revised to incorporate such cross-functional knowledge in more than just one or two courses, but throughout the programs.</td>
</tr>
</tbody>
</table>
Co-op Programs
A new partnership was formed between Udacity and AT&T in which "nanodegrees" are being offered. AT&T is helping with $1.5 million to create these nanodegrees that "will offer bundles of hands-on-job-specific courses, which will also include a capstone project and career support." These nanodegrees are concentrated in the areas of technology—specifically, front-end web development, back-end web development, iOS development, and data analysis. Students participating in these programs will take 6 to 12 months to complete and will get paid internships after completion. Programs such as this pose a threat to the CoT programs which are having difficulty attracting enrollment. However, an opportunity exists as companies become more willing to form such partnerships (Udacity to offer ‘Nanodegrees,’ p.62, 2014).

Takeaway from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:
✓ The CoT is currently working on a strategic plan that includes the idea of a co-op program that would attract students. With some innovative thinking, such a traditional program could lead to these quicker-to-completion type of programs. Also, sound partnerships (either one or two large corporate partners or many medium corporate partnerships would work) would need to found and established.

Needs in Automotive & Aerospace Electronics Field
Working in teams – more and more work is done by cross-functional teams to achieve the desired outcome. Preparation by universities to have students work in teams on projects large and small is highly beneficial. Along with that, soft skills training (effective meetings, conflict resolution, etc.) is important, either embedded through other course work or as specific offerings.

Cost vs. benefit – businesses look hard at the bottom dollar, so students need to understand how to sell their ideas monetarily.

Oral presentation – most business level decision-making is done verbally (face-to-face, Web chat, telepresence), so public speaking skills are a must. Along with that, though, is presentation through PowerPoint or something similar, so skills in building an effective pitch are also important.

Special Needs – there is a lack of opportunity for special needs individuals that are considered “high-performing” in medical terms, but need extra help in social skills and job training. If an individual is not already on disability, it is hard to get the assistance required to get that young adult into the work force.

Basic technical education – there seems to be a lack of basic two-year technical degrees in the area. Much of what is available is geared toward IT/network communications/personal computer applications, which isn’t as thorough as needed for the automotive & aerospace electronics field. Most of our technician hires are from the Military & vacancies are difficult to fill.
**Cross-over between business and technical curriculums** – More understanding between the two viewpoints is necessary in academia as well as in the business world; there has to be a better balance between the bean counters and the techies.

**Industry demand** – the industry is growing at a rate where current hiring cannot keep up with the demand, and the need for engineers is on the rise. Often the schools cannot prepare students with the specifics required, so partnering with local industries can help give students an edge as they become exposed to industry specific knowledge and expertise.

**Sustainable pipelines** – industries are starting to strategize on how to create a sustainable pipeline. The first area for opportunity is at the university level, but we are also driving high school students to become more interested in engineering through our support of programs such as First Robotics.

**Cost effectiveness** -- cost effectiveness is critical to local industry as both engineering solutions and manufacturing solutions need to be cost competitive. Often solutions for problems may not incorporate the latest technology, but rather are the most cost effective approach. Having students trained with a mindset to be aware of the costs of their solutions rather than simply the technology incorporated is a skill that would be beneficial if instilled early.

**Adaptation** – the ability to learn and adapt quickly must be a core competency for businesses and individuals. The world and the economy are constantly changing. If businesses cannot adapt, they will not last through the economic adjustments. Being able to identify and understand the change that is going on around you and to be able to adapt quickly is and will be a critical success factor (VandePol & Walker, 2014).

---

**Takeaways from Daniel Rundhaug, Director of Facilitation and Corporate Learning:**

- The importance of team leadership and team participation in the academic setting to prepare for the workforce.
- The need to stress soft-skill development in collaboration with academic degrees/education.
- Create, expand teaming projects within classes.
- Enhance presentations throughout degree programs and place a stringent evaluation method on them to allow students to grow in their ability within the safety of the university environment.
- Create situations in classes that mimic organizational corporate change (e.g. in the middle of a long-term class project, change the scope of the project that often is reflective of what happens in business).
- Incorporate significant "change experiences" within curriculum to prepare students for a changing environment upon graduation.
- Davenport’s advancement and use of advanced technology to prepare graduates for the business/technological field.
- Incorporate cost-vs.-benefit analysis in courses for students to be able to "sell" ideas internally to his/her upline.
Needs in Footwear Manufacturing

- There are significant needs from a skill development perspective in design thinking methods, 2D and 3D design, footwear designers.
- There are marketing area opportunities in social and digital media training as well as sales and marketing training.
- There is a need for specific curriculum around branding, building strong brands, and product segmentation.
- Leadership development traits needed: international and cultural assimilation, managing in a matrixed environment, managing virtually, managing up / down / across the business.
- Skilled trades needed: maybe not a 4 year degree, but technical training that teaches problem solving, decision making, analysis.
- Retaining millennials and meeting their expectations; career-pathing, being a more nimble quick acting large organization (not bureaucratic), development opportunities, etc. (Freeland, 2014).

Healthcare Industry Trends

- Health Information Management/Technology Trends
  - Affordable Care Act resulting in increased needs surrounding reimbursement, information release, patient security, and using data to measure healthcare quality and reduce costs
  - Healthcare organizations switching from paper to electronic health/medical records
  - Computerized physician order entry
  - Clinical decision support
  - Barcoding for medication dispensing
  - Coding and ICD-10
  - Handheld devices (such as GE’s Vscan portable ultrasound) letting doctors and emergency responders to gather medical data in the field and transmit it to a hospital or emergency room
  - Switch to electronic medical records comes with an increase in security risks and makes patient information more vulnerable
  - Cybersecurity system programming
  - More sophisticated data warehousing software
  - Increasing need to build and use software and systems to manage, retrieve, and analyze data to drive improvements in patient care

Takeaways from Daniel Rundhaug, Director of Facilitation and Corporate Learning:

- The need to stress soft-skill development in collaboration with academic degrees/education.
- Teach graduates how to understand the matrix management system and then how to thrive within it.
• Changing Workforce Needs/Trends
  o Aging US population -- shift from acute to chronic illness care – long-term care services will become much more in demand (home health/assisted living, personal care, adult day care workers)
  o Increase in insurance company claims leading to an increase in need for administrative healthcare roles
  o Demand for RNs and MAs increasing
  o Growth of outpatient and physician offices resulting in need for health care managers possessing strong professional, organizational and leadership skills
  o Rate of cancer increasing, raising the demand for radiation therapists
  o Shortage in acute and long term care workers (especially nurses and paraprofessional staff, such as certified nurse assistants, home health aides, and personal care attendants)
  o Ageing registered nurse workforce
  o Decline in interest in primary care due to high cost of professional education
• Educational programs needed dedicated to addressing risk in healthcare organizations (Duncan, 2014).

<table>
<thead>
<tr>
<th>Takeaways from Daniel Rundhaug, Director of Facilitation and Corporate Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Create leading opportunities to expose students to advanced technologies that are useful in business and medical field contexts.</td>
</tr>
<tr>
<td>✓ Incorporate data analytics into more degree programs as a means for understanding job trends, etc.</td>
</tr>
</tbody>
</table>

Job Multi-tasking in the Health Sector
With the retirement of the baby boomers, and the subsequent drop in population from one-third to one-fourth of the baby boomer population, healthcare education needs to respond. Logic would dictate that if the population is dropping by one-third in the workforce, college graduates must learn how to do three jobs, not just one job. It will be 30 years before all of the aging baby boomers exit the healthcare system, but until then, they will need care, and there will not be enough employees to care for them if those in higher education do not change how they teach one job at a time now (GVSU health economics forecast, 2012).

<table>
<thead>
<tr>
<th>Takeaway from Karen Daley, Dean - College of Health Professions and Linda Spang, Associate Dean, Allied Health:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ This trend will result in less enrollment in programs due to decreased population at target enrollment levels (30 and up).</td>
</tr>
<tr>
<td>✓ Davenport must teach more than one job skill set and embed this idea into all programs. Develop inter-professional training/teams that understand how the others function to meet goals.</td>
</tr>
</tbody>
</table>
Understanding Measurements to Monitor Performance
There is a trend in IT departments both in industry and education that is requiring them to run more lean or stretch dollars to fund both support initiatives and new project initiatives. This means that graduates from IT programs have to be more effective with their ability to compare products, budget effectively, and provide metrics and data to support decision making and show productivity and ROI. During an ITEC meeting this year, many companies reported that they conduct more benchmarking than ever and are using virtualization to help with costs. Per ECampus News, "At the same time, institutions are struggling to keep up with growing IT requirements, which respondents say are due to the increased use of mobile devices and mobility requirements (61 percent), an increase in diversity of IT needs among end users (57 percent), and an increased number of applications (50 percent). Also, 82 percent of IT executives surveyed say their network is more complex today than even two years ago, and there is no additional IT budget to support these new requirements" (Stansbury, 2014). In the College of Technology, it will be more important than ever for students who will be supporting infrastructure, making managerial decisions in IT and managing IT budgets to understand the need to stretch budgets, properly assess budgets and measure implementations on IT projects.

Takeaway from Aphrodite Jones, Associate Dean, College of Technology:
✅ College of Technology courses and programs should consider the need for additional business skills and understanding on measurements to monitor performance, determine critical transactions or business needs, and proper scorecard measurements.

Open Working Environments
Many companies are embracing collaboration and open working environments along with mobile and home-based work schedules. This is not only something that is more common within IT departments nationally, but also locally. IT departments have additional concerns and duties as users in general become more mobile, bring their own devices onto the networks (BYOD) which need to integrate into the IT system and be properly secured, and request more devices for collaboration leading to needs for unified communications strategies and support (ITEC, 2014). Companies such as Haworth and Steelcase are seeing more requests from their clients to construct work environments that allow for collaboration and immediate connection to the internal computing systems from anywhere on or off the work campus. All of the ITEC companies are moving to a more open work space that promotes "spontaneous collaboration" and "war rooms" for brainstorming.

These companies are also seeing employees that want to be both internally mobile (anywhere in the office) and externally mobile (out of the office completely). These companies are finding that obtaining and retaining talent (especially IT talent) makes an agile workforce necessary. They have also reported that their remote workers are some of their most productive workers. Most of them are using Mobile Device Management systems and have found themselves more involved in writing policies in conjunction with HR departments. Most of these companies have reported their IT departments are currently working to define categories of employees based on
their mobility and define IT standards, policies and equipment they will support for these employees. All are defining security policies and plan to reassess them regularly.

Many studies are predicting there to be as many as 18 billion mobile devices by 2019 and other universities are embracing classrooms built for active and collaborative learning to prepare college students for this new work environment (Nagel, 2014). The College of Technology needs to prepare their students to both work in these open and collaborative work environments but also to configure, secure, and support them. It will be important to continue to assess the current trends and the current tools being used to promote remote communication, collaboration and a mobile workforce. Davenport University has been known to be a university that provides cutting-edge technology in its classroom and can continue to do so.

| Takeaway from Aphrodite Jones, Associate Dean, College of Technology: |
| ✓ Davenport University should continue to consider how to keep a classroom environment that embraces collaboration and trends in mobility. The College of Technology should continue to scan for areas related to mobile devices that will change curriculum over the next 5-10 years (best practice security strategies, integration of equipment unto existing networks, and programming for mobile devices). |

Cloud Computing
Cloud computing is continuing to bring further opportunities and threats to IT. With regards to opportunities, it will open new jobs and new fields of study as operating and computing as the cloud continues to expand. As a threat, it could have an impact on the needs of existing IT markets and workers desired in the field. Gartner recently named Cloud/Client Architecture to their Top 10 Trends in IT list for 2015, and Forbes magazine stated, "Mobile computing and cloud computing continue to converge and lead to the growth of centrally coordinated applications that can be delivered to any device.”

Gartner notes that cloud computing is the foundation of elastically scalable, self-service computing for both internally and externally facing applications. Apps that use intelligence and storage of client device effectively will benefit from lowering bandwidth costs, coordination and management will be based on the cloud. The analysis goes on to note that over time applications will evolve to support simultaneous use of multiple devices. In the future, games and enterprise applications alike will use multiple screens and exploit wearable’s and other devices to deliver an enhanced experience” (High, 2014).

Additionally, Forrester has also put cloud computing on its Top Ten list for 2014 and beyond, stating the need for current applications to be rewritten to truly take advantage of the cloud. Meijer even stated in the July ITEC meeting that they would be adding a Cloud Consultant to their permanent staff to manage the applications and services in the cloud and the consumer experiences of its customers using their cloud based applications.
Gordon Food Service indicated their developers would be working in the cloud. Most companies at ITEC stated that they have seen an increase in the need to do vendor comparisons for cloud services and maintain licenses, contracts and service agreements with these entities (ITEC, 2014). This trend will result in new areas of technology that will need coursework to prepare IT graduates with the skill sets for the upcoming technology shifts related to cloud computing. It also shows a need for even more computer science graduates to fill the need for these roles to update applications to take advantage of cloud based benefits. This also means that many IT graduates will need additional knowledge on properly effectively comparing services and cloud companies that have very little history as many are new emerging companies.

**Takeaway from Aphrodite Jones, Associate Dean, College of Technology:**

- Market research should continue in the area of Cloud Computing and its impact on the workforce needs for the next 3-5 years to be sure Davenport University can meet the needs for the technology workforce and train its business students to work in the cloud.

**The Internet of Things (IoT)**

The Internet of Things (IoT) is becoming the most talked about topic in the industry given the number of devices connecting to the Internet and the security concerns that could bring. At this year's Infragard Conference on May 15, 2014 hosted at Davenport University, there were three topics on the IoT and the resulting and growing security concerns centered on wearables and devices.

During Dan Lohrman's (then Michigan's Chief Security Officer) keynote speech, he discussed the concerns around wearables, medical devices with Wi-Fi access and the unsecured items connecting to the Internet and ultimately to everyone's network. He noted that pacemakers (for instance) can be hacked since they have the ability to report out to external devices. This is just one example of many that is a security concern. The growing number of devices that can be controlled by an app on a mobile phone (such as home security systems) are an additional concern. Many of these devices have very limited security measurements in place and can be a vulnerable point on the interconnected web of businesses connected to the Internet. One of the fastest growing security concerns is that of application security (High, 2014).
Takeaways from Linda Spang, Associate Dean, Allied Health:

✓ When the federal government releases definitions for preventive care guidelines required under Affordable Care Act, curriculums for health professions will need to be restructured. Work with more technology in every course to make sure students are comfortable with technology and can use it with a minimum of training when they arrive at clinical site for clinical courses/practicums as well as be able to demonstrate knowledge during job interviews.

Technology Skills Needed in Healthcare

Moving from caring for sick individuals to managing the health of a population along with increasing digital health tools with advancing medical technology and medical models. Students/graduates will need to provide information and complete annual physicals, understand and respond to questions about vaccinations for children and adults as well as be aware of dozens of screening tests and their impact. Students/graduates will also need to be more technology savvy in order to address patient care and need for information that is accurate and timely (Spang, 2014).
Predictive Analytics in Healthcare

Predictive analytics of health care trends with the corresponding rise in use of computers in healthcare to document trends and predict disease trajectories is an in demand skillset at the graduate level. As the general population begin to demand use of health monitoring mobile capabilities (such as the iPhone 6), higher education must adapt to be at the cutting edge of this trend (PwC Health Research Institute, 2014).

Takeaways from Karen Daley, Dean - College of Health Professions:

- Davenport may need to consider a health care track for data analytics, a technology major focused on health IT and integration of health technology throughout all majors.
- Davenport has begun this process with the Master of Science in Health Informatics and Information Management (MSHIIM) as a graduate program.
- Davenport should be open to majors that may only have a small emerging market but are solidly grounded in the future employer skill sets needed to use predictive analytics in healthcare.

Move to Wellness Model in Healthcare

As a result of unsustainable costs and an inordinate share of GDP, the U.S. health care system has a new business model — one that is transforming the delivery system from hospital-centric sick care to a super outpatient model that will emphasize community-based care.

Davenport is still teaching a medical model of treating the sick and has not moved to a wellness model of keeping people well in community-based services. These jobs require a different skill set or at least a health graduate who is adaptable, an entrepreneur and has the ability to read the coming health trends. This trend affects all health majors and the MBA in healthcare directly. Healthcare employers, in anticipation of this trend, are beginning to ask that colleges prepare health majors with more knowledge and skill in community-based healthcare (York, 2013).

Takeaway from Karen Daley, Dean - College of Health Professions:

- Davenport is already moving ahead on some discussion of revisions. However, as the employers decide what skillsets they will need, we will need to keep our fingers on the pulse of this changing landscape.

Needs in Medical Research Industry

- Look at ways to help organizations provide strategic, team building, and communication training for organizations as they evolve.
- Differentiate education offerings by focusing on the generational, distance and team-based nature of work as our organizations continue to evolve.
- Try to focus on getting people engaged in non-degree, skill building (certificates) activities which directly address student needs.
- Traditional university degree offerings will continue to take hits as people (in particular Millennials and Generation Z) shy away from degrees. The key will be to find engagement opportunities to allow to familiarize before you upsell to a degree (Callahan, 2014).

**Takeaways from Daniel Rundhaug, Director of Facilitation and Corporate Learning:**
- Incorporate certifications throughout degree programs or create certifications as a pathway to degree programs.
- The need to stress soft-skill development in collaboration with academic degrees/education.
- Create, expand teaming projects within classes.

**Aging Populations Could Create Programmatic Opportunities**
The elderly population will continue to grow substantially between now and 2050. There may be opportunities for curriculum that reflects industries that will grow with this demographic... assisted living, funeral homes, financial planning, etc. The Bureau of Labor Statistics indicates average growth for some of these jobs, but the population numbers are convincing. There will be large scale job growth in some fields as our population ages (Bureau of Labor Statistics, 2014).

**Takeaways from Bob Clarkson, Associate Dean for College of Business and College of Technology:**
- There may be an opportunity to build curriculum surrounding jobs that will cater to the elderly, such as financial planning, mortuary affairs, managers of assisted living facilities.
- During program reviews, evaluate the potential of adding classes or entire majors that focus on mortuary affairs, managing assisted living facilities and financial planners (or other job categories) that are specifically focused to deal with the needs of the aging population.
Regional Employer Skillset Needs and Trends

Midland/Saginaw
Career Services has been receiving repeat requests from several repeat businesses in the Great Lakes Bay area for our current technology students and graduates. After hiring our tech students, they call back and request others because they feel are students know the hands on piece and not just theory, which they run into with tech students from other colleges in the area. On a monthly basis, Career Services looks for additional technology students to send to employers. DU - Midland/Saginaw has strong technology programs, and the students are getting good paying jobs before they are even out of school. The problem is that the College of Technology has the lowest enrollment of the three colleges. In the past, the market research department had shown that there are not enough technology positions to spend marketing dollars to promote technology programs in the Great Lakes Bay Region. Although this region might not be a technology job hot spot, we are seeing demand for our students and graduates in the technology area and we are being told we do these programs better than our competitors in the area. This could be a potential strong area for DU in the Great Lakes Region to promote a program area that really is differentiated from the local competitors (Nelson, 2014).

Takeaway from Kristy Nelson, Campus Director, Midland/Saginaw:
- Allocate some marketing dollars to promote the tech programs that are offered in the Saginaw/Midland area. Work with the high school admissions team and community college teams to create local programming opportunities to get students to local campus (Saginaw, Midland) for hands on activities or simulations that engages interaction with our faculty.

Holland
Holland has numerous large-international manufacturing firms. While Davenport offers courses in technology, the university does not offer a degree in manufacturing management. Many of these firms have workforces that are aging and will be retiring in the next 10-15 years. Educated employees are needed to take their places. Davenport is losing students to community and other colleges who offer this specialty (Hood, 2014).

Takeaway from Linda Hood, Campus Director, Holland:
- DU should investigate offering a management degree with a manufacturing management specialty.
Traverse City
Davenport’s partner institution, Northwestern Michigan College (NMC), will be announcing a new associate’s degree in Accounting Fraud. DU has been cleared to offer the BBA in Accounting Fraud Investigation in Traverse City. According to the occupational forecasts for Northwest Lower Michigan for 2018, Accountants and Auditor jobs are considered "growing" (Northwest Lower Michigan Employment Data, 2008). DU in Traverse City is poised to fill a need for accounting majors.

Takeaway from Alyssa Irani, Campus Director, Traverse City:
✓ DU would benefit from placing advertisements in the community college newspaper about Accounting Fraud. DU Career Services could have more involvement with Traverse City accounting employers and help students make connections after graduation or gain experience while in school. Most accounting positions are looking for work experience, which is something that has been frustrating for recent grads.
Graduation Rate
Defined as percent of first-time, full-time degree seeking students who graduate within 150% of normal time to completion.

As required by the Federal Government, Davenport tracks the number of first-time, full-time college students (FTIACs) who graduate within 6 years of starting college. The graduation rate has been steadily increasing for Davenport (Davenport University Institutional Research, 2014).

![Davenport FTIAC Graduation Rate](chart.png)

This increase was primarily due to the adoption of admission standards in 2006. Better prepared students lead to more students graduating in a timely manner. Small increases are expected to continue for another few years, primarily because of the increased proportion of enrollment at the W.A. Lettinga Campus, which has better prepared students. Davenport’s previous low graduation rate was a liability. Outside entities would question Davenport about this low number; the DU Communications Department had to create documents in order to explain the low rate. The Grants Department did not receive certain opportunities because of the low number. The current number is respectable and, therefore, less of an issue.

Davenport’s current score places the university in the top half of its peer group. The peer group average is 33%. The current rate of 39% is similar to Ferris State (43%), Saginaw Valley (39%) and Wayne State (32%), but still far from Central Michigan (59%), GVSU (70%) and Western Michigan (55%) (Davenport University Institutional Research, 2014).
Takeaway from Kathy Aboufadel, VP for Institutional Research:
✓ Graduation rate is not likely to raise above 45% unless Davenport again increases admission standards. Small increases could be made if more focus were given to helping traditional full-time students complete their degree quickly. Help may include identifying impediments to course scheduling such as course availability issues, which may delay process towards degree completion.
**Student Achievement Measure (SAM)**

Measure of Grad Rate: Defined as percent of first-time, full-time and transfer full-time bachelor’s degree seeking students who graduate within 150% of normal time to completion.

The SAM rate for 2008 Davenport students is 73%. Nationally, more than one in five students who complete a degree do so at an institution other than the one where they started, according to a recent study by the National Student Clearinghouse Research Center. Yet the typical method for calculating graduation rates, as stipulated by federal legislation, counts only those students who enroll full-time and then start and finish at their first college or university. SAM better accounts for the success of these students.

<table>
<thead>
<tr>
<th></th>
<th>4 Years Later</th>
<th>5 Years Later</th>
<th>6 Years Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated from Davenport</td>
<td>42.3%</td>
<td>51.1%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Graduated from other Institution</td>
<td>2.8%</td>
<td>8.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Still Enrolled at Davenport</td>
<td>19.6%</td>
<td>9.5%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Still Enrolled at other Institution</td>
<td>12.5%</td>
<td>7.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Status Unknown</td>
<td>22.9%</td>
<td>26.2%</td>
<td>27.2%</td>
</tr>
</tbody>
</table>
Graduate Satisfaction
Defined as percent of graduates who would recommend DU to others (with or without reservation).

**Recommending Davenport**
The satisfaction level of DU’s degree recipients is determined from the on-going DU study called the *Six-month Graduate Follow-up Survey*. Graduates are asked if they would recommend DU to a friend seeking the same degree. The chart below illustrates the satisfaction level of DU’s graduates over time.

The majority of respondents, about 58% most recently, indicate they would recommend DU without reservations (dark green band). Thirty-seven percent of recent respondents indicated they would recommend DU, but they have some reservations about doing so (light green band).

Combining the two “Yes” recommendation responses, we arrive at the Graduate Satisfaction rate, which currently stands at 95% after rounding (dark line at the top, yellow markers). The gap from the Graduate Satisfaction line and the top of the chart represents those graduates who indicated “No,” they would not recommend DU to a friend; about 5% of graduates currently.
Takeaway from Stromp, Executive Director of Market Intelligence:

✓ Graduate satisfaction is at an all-time high at 95% recommending DU either with or without reservations. Davenport should leverage this statistic with prospective students to help ease concerns of earning their degree at Davenport being worth their effort and cost.
Reservations against Recommending DU

The following chart illustrates the top 10 reservations cited from the past three graduating classes combined. Cost of attendance is the most frequently cited reservation. Of a similar note, some graduates express their concern about finances as concern about student loan debt, which is rank 7 in the list. After cost of attendance, there is a tier of three reservations having similar frequency to each other. They are: DU education did not land a job, Curriculum needs improvement, and Unhappiness with one or more instructors. The percentages are formed from the base of 1,444 respondents who indicated they would not recommend DU to a friend or they would recommend with some reservations.
Takeaways from Steven Stromp, Executive Director of Market Intelligence:

- Cost of attendance is the number one factor graduates may use when not recommending DU to new prospective students. It is also the top barrier for prospective students. Communication strategies should be developed around cost issues to assure graduates feel Davenport’s education was well worth their money and so that prospective students can be equally as confident regarding their decision.

- Expanding the employment guarantee may help with those who cite Davenport did not help them get the job they wanted. Further communication of the use of Career Services after graduation may also be a good tactic.

- Curriculum issues may be addressed by looking into the Program Review Process to be sure it is meeting the needs of employers as well as improving emphasis on some of the Excellence Systems items employers feel Davenport graduates may be lacking (see Employer Perception).
Reasons for Recommending DU

The following chart illustrates the top 10 reasons for recommending DU cited from the past three graduating classes combined. The most frequently cited reason centers around liking the instructors. Graduates like their DU instructors for a variety of reasons including: they were helpful, caring, knowledgeable, or they offered practical experience with their teaching. Liking DU or enjoying the experience and liking the quality of education round out the top three reasons for recommending. The percentages are formed from the base of 1,790 respondents who indicated they would recommend DU to a friend without reservations (DU’s six-month graduate follow-up surveys, 2014).

Takeaways from Steven Stromp, Executive Director of Market Intelligence:

- Leveraging Davenport’s best instructors as its greatest commodity will not only help maintain and increase graduate satisfaction, but any initiative towards this will also help improve Davenport’s reputation among DU’s potential students.

- Any initiative to recruit, retain and recognize qualified adjunct and full-time instructors can only help DU’s reputation and satisfaction scores.
References


Callahan, J., Vice President for Development and Extramural Administration for Van Andel Research Institute (2014). [Personal interview].


Duncan, E., Senior Vice President for Human Resources for Metro Health (2014). [Personal interview].


Innovative and entrepreneurial university: Higher education, innovation & entrepreneurship in focus, the. (2013, October). Retrieved


Section II: Operational Excellence

Enrollment
- Application Trends
- Competition
- Reasons Potential Students Choose DU
- Barriers for Potential Students
- Potential Student Trends/Opportunities
- Regional Potential Student Trends/Opportunities
- Adult Potential Student Trends/Opportunities
- High School Potential Student Trends/Opportunities
- Community College Potential Student Trends/Opportunities
- Athletics Trends/Opportunities
- Community Perceptions of Davenport University
- Trends in Marketing Tactics
- Trends in Financial Aid

Retention
- Davenport University’s Retention Rate
- Trends in Student Affairs
- Trends in Advising
- Pedagogical/Curriculum Trends
- Technology Trends Impacting Pedagogy/Curriculum

Student Satisfaction
- Student Satisfaction Survey Results
CONTRIBUTERS
ABOUFADEL, KATHY
ASHLEY, BRUCE
BEASLEY, PAUL
BELCHER-GIRARD, CELESTE
BEMBENISTA, IRENE
CLARKSON, BOB
DALEY, KAREN
DEBOER, DAVID
HOFFSWELL, PETE
HOOD, LINDA
IRANI, ALYSSA
JONES, APHRODITE

KSM MEDIA AGENCY
LANDRUM, STEVE
LOWDEN, PAUL
MITCHELL, WILMA
NELSON, KRISTY
ROBERTS, MALIA
SIEVERT, LINDA
SNEATH, WAYNE
SNYDER, STEVE
STEWART, KATHY
STROMP, STEVEN
ZURAW, LACRISSA
Enrollment
Defined as headcount – second session freeze for fall, winter and spring/summer.

Application Trends
Historically, the primary audience for Davenport University has been undergraduate adults. However, new applications in this area have decreased dramatically over the past five years. Reports from other colleges show that this trend is statewide and may be due to changes in the economy.

Although population statistics indicate that the population of new high school graduates has declined, Davenport has managed to capture more of this market due to increased resources being devoted to this area. Increased resources include more athletic teams and admissions representatives (Davenport University Institutional Research, 2014).
Takeaway from Steven Stromp, Executive Director of Market Intelligence:

✓ Enrollment trends are down for most colleges in Michigan. Michigan high school graduates also continue on a downward trend. Despite this, Davenport has made some gains with the high school market. Further ways Davenport can exploit this market should be explored in future planning.
Competitor Enrollment Trends
For all competitors within Davenport’s market areas, there was a 9% decrease in enrollment since the peak year of 2010 through 2013. The decrease from 2012 to 2013 was 3% for all institutions combined that are within DU’s market areas. Private not-for-profit institutions declined steeper than average during the same time period (12% decline since 2010 and a 6% decline from 2012 to 2013). These institutions are more in line with the community college rates of decline than with the private for-profit institutions (much steeper at 51% decline since 2010) and the public 4-year institutions (very little decline at 1% since 2010).

While Davenport retains the second-highest enrollment for private not-for-profit institutions in Michigan behind Baker, it has experienced a 19% decline in enrollment since 2010, above the average 12% decline. Statewide market share for Davenport is 2.2% in the combined regions where it operates. This is down slightly from 2.5% in 2010 (Integrated postsecondary education data system, 2014).

<table>
<thead>
<tr>
<th>Sector</th>
<th>Prior Year Increase/Decrease</th>
<th>2010 to 2013 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private for-profit, 4-year or above</td>
<td>-25%</td>
<td>-51%</td>
</tr>
<tr>
<td>Private not-for-profit, 4-year or above</td>
<td>-6%</td>
<td>-12%</td>
</tr>
<tr>
<td>Public, 2-year (community colleges)</td>
<td>-4%</td>
<td>-13%</td>
</tr>
<tr>
<td>Public, 4-year or above</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Total</td>
<td>-3%</td>
<td>-9%</td>
</tr>
</tbody>
</table>
### Enrollment: Private not-for-profit, 4 year or above

<table>
<thead>
<tr>
<th>Institution (regions combined)</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Prior Year Increase/Decrease</th>
<th>2010 to 2013 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker (in region) Total</td>
<td>27,124</td>
<td>27,546</td>
<td>26,144</td>
<td>23,955</td>
<td>21,541</td>
<td>-10%</td>
<td>-22%</td>
</tr>
<tr>
<td>Davenport University - Total</td>
<td>11,507</td>
<td>11,828</td>
<td>11,701</td>
<td>10,697</td>
<td>9,591</td>
<td>-10%</td>
<td>-19%</td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>5,585</td>
<td>5,534</td>
<td>5,335</td>
<td>5,232</td>
<td>5,000</td>
<td>-4%</td>
<td>-10%</td>
</tr>
<tr>
<td>Madonna University</td>
<td>4,003</td>
<td>4,394</td>
<td>4,458</td>
<td>4,369</td>
<td>4,430</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Calvin College</td>
<td>4,092</td>
<td>3,991</td>
<td>3,967</td>
<td>4,008</td>
<td>4,034</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Lawrence Technological University</td>
<td>3,858</td>
<td>4,258</td>
<td>4,308</td>
<td>4,345</td>
<td>4,023</td>
<td>-7%</td>
<td>-6%</td>
</tr>
<tr>
<td>Hope College</td>
<td>3,230</td>
<td>3,202</td>
<td>3,249</td>
<td>3,343</td>
<td>3,388</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Walsh College</td>
<td>3,013</td>
<td>3,234</td>
<td>3,210</td>
<td>2,835</td>
<td>2,918</td>
<td>3%</td>
<td>-10%</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>2,607</td>
<td>2,852</td>
<td>2,971</td>
<td>2,873</td>
<td>2,809</td>
<td>-2%</td>
<td>-2%</td>
</tr>
<tr>
<td>Aquinas College</td>
<td>2,145</td>
<td>2,186</td>
<td>2,129</td>
<td>2,093</td>
<td>2,001</td>
<td>-4%</td>
<td>-8%</td>
</tr>
<tr>
<td>Kettering University</td>
<td>2,324</td>
<td>2,051</td>
<td>2,004</td>
<td>2,070</td>
<td>1,991</td>
<td>-4%</td>
<td>-3%</td>
</tr>
<tr>
<td>Marygrove College</td>
<td>2,813</td>
<td>2,760</td>
<td>2,473</td>
<td>2,007</td>
<td>1,960</td>
<td>-2%</td>
<td>-29%</td>
</tr>
<tr>
<td>Kalamazoo College</td>
<td>1,384</td>
<td>1,369</td>
<td>1,403</td>
<td>1,379</td>
<td>1,456</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>College for Creative Studies</td>
<td>1,407</td>
<td>1,351</td>
<td>1,382</td>
<td>1,404</td>
<td>1,412</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Albion College</td>
<td>1,738</td>
<td>1,602</td>
<td>1,514</td>
<td>1,382</td>
<td>1,307</td>
<td>-5%</td>
<td>-18%</td>
</tr>
<tr>
<td>Rochester College</td>
<td>882</td>
<td>1,065</td>
<td>1,085</td>
<td>1,059</td>
<td>1,129</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Olivet College</td>
<td>1,235</td>
<td>1,159</td>
<td>1,088</td>
<td>1,190</td>
<td>1,116</td>
<td>-6%</td>
<td>-4%</td>
</tr>
<tr>
<td>Grace Bible College</td>
<td>192</td>
<td>207</td>
<td>320</td>
<td>503</td>
<td>506</td>
<td>1%</td>
<td>144%</td>
</tr>
<tr>
<td>Kuyper College</td>
<td>350</td>
<td>344</td>
<td>324</td>
<td>327</td>
<td>289</td>
<td>-12%</td>
<td>-16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79,489</strong></td>
<td><strong>80,933</strong></td>
<td><strong>79,065</strong></td>
<td><strong>75,071</strong></td>
<td><strong>70,901</strong></td>
<td><strong>-6%</strong></td>
<td><strong>-12%</strong></td>
</tr>
</tbody>
</table>

**Takeaway from Steven Stromp, Executive Director of Market Intelligence:**

✓ A shrinking pool of college students, increased admissions standards and Davenport operating in several shrinking markets all likely helped contribute to a higher than average decline in enrollment. Davenport should examine individual markets to assure the proper mix of programs are being offered and to assure the market is viable for future growth opportunities.
When asked what other institutions they are considering, Davenport potential students mention Grand Valley State University, Baker College, Grand Rapids Community College and Ferris State University most often. Of course, this information is heavily weighted on the west side of the state where Davenport draws more potential students. Top competitors in the consideration set do vary by campus of interest and college of interest. While GVSU is the top alternative considered for business students, Baker leads for health technology students have high interest in Grand Rapids Community College as well as GVSU (Pre-appointment survey report, 2013).

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>All Prospects</th>
<th>Battle Creek</th>
<th>Flint</th>
<th>GR: W.A Lettinga</th>
<th>GR: Downtown</th>
<th>Holland</th>
<th>Kalama-zoo</th>
<th>Lansing</th>
<th>Livonia</th>
<th>Midland</th>
<th>Saginaw</th>
<th>Traverse City</th>
<th>Warren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Valley State University</td>
<td>139</td>
<td>82</td>
<td>25</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>30</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Baker College</td>
<td>118</td>
<td>27</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ferris State University</td>
<td>83</td>
<td>3</td>
<td>33</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lansing Community College</td>
<td>78</td>
<td>2</td>
<td>73</td>
<td>1</td>
<td>4</td>
<td>33</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>67</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>4</td>
<td>33</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>66</td>
<td>1</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>62</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>59</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>56</td>
<td>2</td>
<td>22</td>
<td>10</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Oakland Community College</td>
<td>45</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Macomb Community College</td>
<td>44</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Oakland University</td>
<td>42</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Delta College</td>
<td>41</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>18</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>41</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Wayne County Community College District</td>
<td>39</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>19</td>
<td>1</td>
<td></td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Saginaw Valley State University</td>
<td>38</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>32</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Henry Ford Community College</td>
<td>30</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Everest Institute</td>
<td>28</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ITT Technical Institute</td>
<td>24</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Mott Community College</td>
<td>24</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kalamazoo Valley Community College</td>
<td>23</td>
<td>3</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>21</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aquinas College</td>
<td>20</td>
<td>16</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Northwood University</td>
<td>19</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spring Arbor University</td>
<td>19</td>
<td>5</td>
<td>4</td>
<td></td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Everest Institute</td>
<td>18</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Schoolcraft Community College</td>
<td>17</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kellage Community College</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calvin College</td>
<td>15</td>
<td>11</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walsh College</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Potential Student Competitor Consideration Set
<table>
<thead>
<tr>
<th>College of Interest</th>
<th>All Prospects</th>
<th>Business</th>
<th>Health</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Valley State University</td>
<td>139</td>
<td>64</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>Baker College</td>
<td>118</td>
<td>38</td>
<td>59</td>
<td>12</td>
</tr>
<tr>
<td>Grand Rapids Community College</td>
<td>109</td>
<td>34</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>Ferris State University</td>
<td>83</td>
<td>34</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Lansing Community College</td>
<td>78</td>
<td>28</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>67</td>
<td>25</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>66</td>
<td>29</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>62</td>
<td>25</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>59</td>
<td>21</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>56</td>
<td>23</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Oakland Community College</td>
<td>45</td>
<td>5</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Macomb Community College</td>
<td>44</td>
<td>11</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Oakland University</td>
<td>42</td>
<td>8</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Delta College</td>
<td>41</td>
<td>6</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>41</td>
<td>15</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Wayne County Community College District</td>
<td>39</td>
<td>8</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Saginaw Valley State University</td>
<td>38</td>
<td>11</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>32</td>
<td>12</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Henry Ford Community College</td>
<td>30</td>
<td>8</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Everest Institute</td>
<td>28</td>
<td>5</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>ITT Technical Institute</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Mott Community College</td>
<td>24</td>
<td>11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Kalamazoo Valley Community College</td>
<td>23</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>21</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Aquinas College</td>
<td>20</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Northwood University</td>
<td>19</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Spring Arbor University</td>
<td>19</td>
<td>11</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Dorsey Schools</td>
<td>18</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Schoolcraft Community College</td>
<td>17</td>
<td>6</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Kellogg Community College</td>
<td>16</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Calvin College</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Walsh College</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

*Based on top mentions only. Categories are not mutually exclusive, so individual segments will not add up to total. Prospects can list up to 3 other schools in their consideration set.

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✓ Despite not being a top competitor in individual markets, Baker remains a top competitor when all markets are combined due to its statewide presence. Several community colleges also remain high on the list. Strategies of differentiation should be used to help educate potential students on the benefits of Davenport versus these competitors.
Potential Livonia Competition
In Livonia, there are seven other represented universities/colleges that are direct competition to DU. Schoolcraft College opened their University Center this fall, which brought two new universities to Livonia. Davenport offers similar programs to the other universities/colleges that are located in Livonia which serve the surrounding communities (Colleges and universities, n.d.).

Takeaway from Paul Beasley, Campus Director, Livonia:
✔ Increased local promotion of DU within the community to increase brand recognition is suggested. This can be obtained through increased exposure through the Livonia Chamber of Commerce and other community engagement.

Potential Traverse City Competition
Ferris State University submitted a Letter of Intent to offer a MBA program at the University Center - Traverse City. In addition to CMU's Master of Science in Administration and Spring Arbor's Master of Arts in Organizational Management, this would be direct competition with DU's MBA program that is offered in the region.

Graduate enrollment in Traverse City is down from last year and new graduate enrollment has not met Fall 14 target. With a limited pool of applicants, DU will face tough competition from FSU. FSU is known as having the largest enrollment at the UC and competes with DU in other business majors. FSU's tuition rate is lower than DU and that is often a determining factor for students. Additionally, FSU is entering the second run of a "Mini-MBA" with the local Chamber of Commerce and has created some buzz with the non-credit offerings (Irani, 2014).

Takeaways from Alyssa Irani, Campus Director, Traverse City:
✔ Davenport should develop strategies to connect with graduate students and have reps working with businesses. TC has a number of manufacturing companies with engineers who would benefit greatly from graduate business school.

✔ Davenport may need to consider bringing the Master’s of Management to Traverse City as there is little doubt that the MBA from FSU will be launched and our small market will be saturated.

✔ The DU MBA curriculum may need to offer new courses to stay competitive. It may also make a difference to potential students if Davenport developed more creative ways to get students through 500-level pre-requisites.
Nursing Competition in Midland
Saginaw Valley State University (SVSU) increased the number of seats available in their nursing program by 50% for the 14-15 academic year and can now accept 96 students in fall and 96 students in the winter semester (Knake, 2013).

Takeaway from Kristy Nelson, Campus Director, Midland/Saginaw:
✓ Davenport Midland Campus can only accept 60 nursing seats once per year in the fall. Davenport and SVSU compete for the same students. Not only does the increase in the number of seats impact Davenport, but also SVSU’s ability to start fall and winter semesters.

✓ It is unclear if Davenport in the future could consider asking the state to increase the number of seats available in the nursing program and consider a fall and winter start. This could be something the Dean of the College of Health may want to explore.
**Tuition Comparisons**

It is important to examine tuition comparisons as it is found to be a top barrier not only for Davenport students, but for college students as a whole, according to the Noel Levitz 2014 Student Satisfaction and Priorities Report. Compared to other private not-for-profit institutions, Davenport’s annual average tuition of about $13,500 is well below the average $22,700 in this sector.

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Increase/Decrease From 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrian College</td>
<td>$24,140</td>
<td>$25,560</td>
<td>$27,050</td>
<td>$28,606</td>
<td>$30,208</td>
<td>5.3%</td>
</tr>
<tr>
<td>Albion College</td>
<td>$29,488</td>
<td>$30,650</td>
<td>$32,100</td>
<td>$33,600</td>
<td>$35,454</td>
<td>5.2%</td>
</tr>
<tr>
<td>Alma College</td>
<td>$25,838</td>
<td>$27,340</td>
<td>$28,980</td>
<td>$30,700</td>
<td>$32,400</td>
<td>5.2%</td>
</tr>
<tr>
<td>Andrews University</td>
<td>$20,520</td>
<td>$21,550</td>
<td>$22,680</td>
<td>$23,700</td>
<td>$24,648</td>
<td>3.8%</td>
</tr>
<tr>
<td>Aquinas College</td>
<td>$22,314</td>
<td>$23,206</td>
<td>$23,206</td>
<td>$25,070</td>
<td>$26,280</td>
<td>4.6%</td>
</tr>
<tr>
<td>Baker College Graduate Studies</td>
<td>$9,360</td>
<td>$9,840</td>
<td>$10,080</td>
<td>$10,320</td>
<td>$10,800</td>
<td>4.4%</td>
</tr>
<tr>
<td>Baker College</td>
<td>$7,020</td>
<td>$7,380</td>
<td>$7,560</td>
<td>$7,740</td>
<td>$8,100</td>
<td>4.4%</td>
</tr>
<tr>
<td>Calvin College</td>
<td>$23,810</td>
<td>$24,645</td>
<td>$25,340</td>
<td>$26,480</td>
<td>$28,025</td>
<td>5.5%</td>
</tr>
<tr>
<td>Cleary University</td>
<td>$15,600</td>
<td>$16,560</td>
<td>$17,760</td>
<td>$18,480</td>
<td>$18,720</td>
<td>1.3%</td>
</tr>
<tr>
<td>College for Creative Studies</td>
<td>$28,650</td>
<td>$29,940</td>
<td>$31,440</td>
<td>$33,000</td>
<td>$34,320</td>
<td>3.8%</td>
</tr>
<tr>
<td>Concordia University-Ann Arbor</td>
<td>$20,390</td>
<td>$20,982</td>
<td>$21,600</td>
<td>$22,464</td>
<td>$23,363</td>
<td>3.8%</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>$19,960</td>
<td>$20,808</td>
<td>$21,818</td>
<td>$22,690</td>
<td>$23,598</td>
<td>3.8%</td>
</tr>
<tr>
<td>Finlandia University</td>
<td>$17,936</td>
<td>$18,474</td>
<td>$19,398</td>
<td>$19,980</td>
<td>$19,980</td>
<td>0.0%</td>
</tr>
<tr>
<td>Grace Bible College</td>
<td>$13,400</td>
<td>$14,250</td>
<td>$11,860</td>
<td>$10,460</td>
<td>$12,235</td>
<td>14.5%</td>
</tr>
<tr>
<td>Great Lakes Christian College</td>
<td>$10,800</td>
<td>$11,280</td>
<td>$11,880</td>
<td>$12,480</td>
<td>$12,720</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hope College</td>
<td>$25,500</td>
<td>$26,350</td>
<td>$26,860</td>
<td>$27,650</td>
<td>$28,550</td>
<td>3.2%</td>
</tr>
<tr>
<td>Kalamazoo College</td>
<td>$32,643</td>
<td>$34,017</td>
<td>$35,508</td>
<td>$37,392</td>
<td>$39,027</td>
<td>4.2%</td>
</tr>
<tr>
<td>Kettering University</td>
<td>$27,584</td>
<td>$28,672</td>
<td>$29,536</td>
<td>$33,946</td>
<td>$35,600</td>
<td>4.6%</td>
</tr>
<tr>
<td>Kuyper College</td>
<td>$14,694</td>
<td>$15,866</td>
<td>$16,976</td>
<td>$17,400</td>
<td>$17,900</td>
<td>2.8%</td>
</tr>
<tr>
<td>Lawrence Technological University</td>
<td>$22,638</td>
<td>$24,263</td>
<td>$25,758</td>
<td>$27,300</td>
<td>$28,328</td>
<td>3.6%</td>
</tr>
<tr>
<td>Madonna University</td>
<td>$13,050</td>
<td>$13,740</td>
<td>$14,580</td>
<td>$15,180</td>
<td>$16,200</td>
<td>6.3%</td>
</tr>
<tr>
<td>Marygrove College</td>
<td>$16,000</td>
<td>$16,800</td>
<td>$17,640</td>
<td>$18,520</td>
<td>$19,450</td>
<td>4.8%</td>
</tr>
<tr>
<td>Northwood University-Michigan</td>
<td>$17,430</td>
<td>$18,264</td>
<td>$19,086</td>
<td>$20,040</td>
<td>$21,000</td>
<td>4.6%</td>
</tr>
<tr>
<td>Olivet College</td>
<td>$19,138</td>
<td>$19,710</td>
<td>$20,302</td>
<td>$21,150</td>
<td>$22,200</td>
<td>4.7%</td>
</tr>
<tr>
<td>Rochester College</td>
<td>$15,792</td>
<td>$16,424</td>
<td>$17,394</td>
<td>$17,976</td>
<td>$18,856</td>
<td>4.7%</td>
</tr>
<tr>
<td>Siena Heights University</td>
<td>$18,610</td>
<td>$19,170</td>
<td>$19,934</td>
<td>$20,532</td>
<td>$21,250</td>
<td>3.4%</td>
</tr>
<tr>
<td>Spring Arbor University</td>
<td>$19,250</td>
<td>$19,996</td>
<td>$20,980</td>
<td>$21,998</td>
<td>$22,860</td>
<td>3.8%</td>
</tr>
<tr>
<td>The Robert B Miller College</td>
<td>$8,850</td>
<td>$9,600</td>
<td>$9,990</td>
<td>$10,590</td>
<td>$11,100</td>
<td>4.6%</td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>$28,920</td>
<td>$30,660</td>
<td>$32,500</td>
<td>$34,530</td>
<td>$35,920</td>
<td>3.9%</td>
</tr>
<tr>
<td>Walsh College</td>
<td>$7,320</td>
<td>$9,600</td>
<td>$10,050</td>
<td>$10,800</td>
<td>$11,640</td>
<td>7.2%</td>
</tr>
</tbody>
</table>
However, other institutions in a Davenport potential student’s consideration set are typically NOT other private institutions. As recently as Fall 2013, the top competitors being considered were public 4-year or public 2-year institutions (Source: 2013 Pre-Appointment Survey). When compared with these average costs, Davenport at $13,500 looks slightly more expensive than a public 4-year university ($9,930 average) and dramatically more expensive than a public 2-year college ($2,600 average) (Integrated postsecondary education data system, 2014).

<table>
<thead>
<tr>
<th>Takeaways from Steven Stromp, Executive Director of Market Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ While Davenport has eliminated much of its associate-degree programs, the institution continues to attract those expecting community college prices, thus creating a barrier for these potential students. With price being such a deciding factor, these students are likely not to attend Davenport without dramatic scholarship packages.</td>
</tr>
<tr>
<td>✓ Increased articulation agreements and relationships with community colleges may hold the key to entice students to choose Davenport to complete a 4-year degree.</td>
</tr>
<tr>
<td>✓ For those considering public universities, Davenport needs to be prepared to list the benefits of a DU education versus what they will find at a public university (see Reasons Potential Students Choose DU).</td>
</tr>
</tbody>
</table>
Reasons Potential Students Choose DU

The top reasons Davenport University students choose DU are because of (1) its close location, (2) the availability of financial aid and (3) because the university is an expert in business, health and technology. Other important reasons include (4) that it is career-focused, (5) offers flexible class scheduling, (6) has small class sizes (7) has a good academic reputation and (8) offers online courses.

Younger populations (traditional, 24 and under) and high school are the most differentiated from the average student in that they are more interested in (1) being prepared for high demand jobs, (2) teaching skills employers want, (3) setting/nice buildings (high school), (4) sports teams (high school) and affordability (high school) (Pre-appointment survey report, 2013).

<table>
<thead>
<tr>
<th>Reason</th>
<th>All Prospects</th>
<th>Adult-FTIAC</th>
<th>Adult-Transfer</th>
<th>Traditional</th>
<th>High School</th>
<th>Military</th>
<th>Graduate</th>
<th>Walk-In Appointments</th>
<th>In-Seat Only Interest</th>
<th>Online Only Interest</th>
<th>Mix Online/Campus Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close location</td>
<td>56%</td>
<td>55%</td>
<td>55%</td>
<td>48%</td>
<td>55%</td>
<td>58%</td>
<td>56%</td>
<td>55%</td>
<td>38%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Availability of financial aid</td>
<td>48%</td>
<td>49%</td>
<td>44%</td>
<td>54%</td>
<td>44%</td>
<td>43%</td>
<td>40%</td>
<td>51%</td>
<td>53%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Expert in business health tech</td>
<td>42%</td>
<td>36%</td>
<td>38%</td>
<td>49%</td>
<td>49%</td>
<td>37%</td>
<td>42%</td>
<td>38%</td>
<td>44%</td>
<td>34%</td>
<td>42%</td>
</tr>
<tr>
<td>Career-focused courses</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
<td>34%</td>
<td>38%</td>
<td>31%</td>
<td>35%</td>
<td>28%</td>
<td>34%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>Flexible class scheduling</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>24%</td>
<td>33%</td>
<td>33%</td>
<td>27%</td>
<td>26%</td>
<td>31%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Small class sizes</td>
<td>30%</td>
<td>25%</td>
<td>27%</td>
<td>37%</td>
<td>40%</td>
<td>28%</td>
<td>28%</td>
<td>32%</td>
<td>38%</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
<td>30%</td>
<td>35%</td>
<td>26%</td>
<td>35%</td>
<td>21%</td>
<td>31%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Online courses available</td>
<td>29%</td>
<td>29%</td>
<td>32%</td>
<td>24%</td>
<td>17%</td>
<td>28%</td>
<td>36%</td>
<td>24%</td>
<td>7%</td>
<td>72%</td>
<td>37%</td>
</tr>
<tr>
<td>Prepares for high demand jobs</td>
<td>24%</td>
<td>21%</td>
<td>22%</td>
<td>28%</td>
<td>34%</td>
<td>22%</td>
<td>25%</td>
<td>23%</td>
<td>28%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Teaches skills employers want</td>
<td>23%</td>
<td>24%</td>
<td>21%</td>
<td>27%</td>
<td>27%</td>
<td>19%</td>
<td>22%</td>
<td>24%</td>
<td>26%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Can finish degree in short time</td>
<td>22%</td>
<td>19%</td>
<td>24%</td>
<td>20%</td>
<td>13%</td>
<td>20%</td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Affordability</td>
<td>20%</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
<td>29%</td>
<td>21%</td>
<td>31%</td>
<td>19%</td>
<td>22%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Small campus atmosphere</td>
<td>20%</td>
<td>15%</td>
<td>19%</td>
<td>22%</td>
<td>24%</td>
<td>19%</td>
<td>15%</td>
<td>22%</td>
<td>25%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Acceptance of transfer credits</td>
<td>19%</td>
<td>8%</td>
<td>22%</td>
<td>17%</td>
<td>14%</td>
<td>19%</td>
<td>16%</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Committed to student success</td>
<td>18%</td>
<td>20%</td>
<td>16%</td>
<td>22%</td>
<td>21%</td>
<td>18%</td>
<td>14%</td>
<td>15%</td>
<td>21%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Diverse student population</td>
<td>17%</td>
<td>22%</td>
<td>15%</td>
<td>18%</td>
<td>15%</td>
<td>16%</td>
<td>17%</td>
<td>14%</td>
<td>19%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Internships available</td>
<td>15%</td>
<td>10%</td>
<td>12%</td>
<td>21%</td>
<td>22%</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Know DU students/alumni</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
<td>16%</td>
<td>21%</td>
<td>17%</td>
<td>13%</td>
<td>10%</td>
<td>13%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>14%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>14%</td>
<td>16%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Expert in future job trends</td>
<td>13%</td>
<td>16%</td>
<td>10%</td>
<td>17%</td>
<td>24%</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
<td>17%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Individual support and attention</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>9%</td>
<td>11%</td>
<td>15%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Faculty with real-world experience</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Setting/nice buildings</td>
<td>10%</td>
<td>5%</td>
<td>6%</td>
<td>15%</td>
<td>33%</td>
<td>10%</td>
<td>6%</td>
<td>11%</td>
<td>14%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>On-campus activities</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
<td>14%</td>
<td>15%</td>
<td>10%</td>
<td>9%</td>
<td>16%</td>
<td>15%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Sports teams</td>
<td>7%</td>
<td>2%</td>
<td>3%</td>
<td>14%</td>
<td>32%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>10%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Residence halls available</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>12%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>All Prospects</td>
<td>Battle Creek</td>
<td>Flint</td>
<td>GR: Downtown</td>
<td>GR: W.A. Lettinga</td>
<td>Holland</td>
<td>Kalamazoo</td>
<td>Lansing</td>
<td>Livonia</td>
<td>Midland</td>
<td>Saginaw</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------</td>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Close location</td>
<td>56%</td>
<td>60%</td>
<td>53%</td>
<td>49%</td>
<td>56%</td>
<td>76%</td>
<td>58%</td>
<td>64%</td>
<td>50%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Availability of financial aid</td>
<td>48%</td>
<td>60%</td>
<td>60%</td>
<td>53%</td>
<td>43%</td>
<td>31%</td>
<td>46%</td>
<td>49%</td>
<td>45%</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>Expert in business health tech</td>
<td>42%</td>
<td>42%</td>
<td>35%</td>
<td>60%</td>
<td>44%</td>
<td>43%</td>
<td>38%</td>
<td>40%</td>
<td>43%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Career-focused courses</td>
<td>32%</td>
<td>28%</td>
<td>23%</td>
<td>37%</td>
<td>37%</td>
<td>39%</td>
<td>38%</td>
<td>31%</td>
<td>33%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Flexible class scheduling</td>
<td>31%</td>
<td>36%</td>
<td>30%</td>
<td>33%</td>
<td>29%</td>
<td>40%</td>
<td>27%</td>
<td>38%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Small class sizes</td>
<td>30%</td>
<td>53%</td>
<td>28%</td>
<td>20%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>39%</td>
<td>25%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>29%</td>
<td>34%</td>
<td>15%</td>
<td>33%</td>
<td>42%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>21%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Online courses available</td>
<td>29%</td>
<td>23%</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
<td>31%</td>
<td>21%</td>
<td>27%</td>
<td>31%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Prepares for high demand jobs</td>
<td>24%</td>
<td>32%</td>
<td>19%</td>
<td>28%</td>
<td>29%</td>
<td>27%</td>
<td>29%</td>
<td>25%</td>
<td>18%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Teaches skills employers want</td>
<td>23%</td>
<td>28%</td>
<td>18%</td>
<td>21%</td>
<td>28%</td>
<td>31%</td>
<td>19%</td>
<td>21%</td>
<td>20%</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>Can finish degree in short time</td>
<td>22%</td>
<td>17%</td>
<td>20%</td>
<td>23%</td>
<td>17%</td>
<td>21%</td>
<td>21%</td>
<td>22%</td>
<td>15%</td>
<td>29%</td>
<td>24%</td>
</tr>
<tr>
<td>Affordability</td>
<td>20%</td>
<td>29%</td>
<td>19%</td>
<td>21%</td>
<td>24%</td>
<td>29%</td>
<td>15%</td>
<td>19%</td>
<td>22%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Small campus atmosphere</td>
<td>20%</td>
<td>28%</td>
<td>20%</td>
<td>18%</td>
<td>19%</td>
<td>17%</td>
<td>29%</td>
<td>22%</td>
<td>28%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Acceptance of transfer credits</td>
<td>19%</td>
<td>11%</td>
<td>12%</td>
<td>21%</td>
<td>16%</td>
<td>17%</td>
<td>17%</td>
<td>22%</td>
<td>19%</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Committed to student success</td>
<td>18%</td>
<td>23%</td>
<td>19%</td>
<td>15%</td>
<td>21%</td>
<td>20%</td>
<td>10%</td>
<td>23%</td>
<td>8%</td>
<td>16%</td>
<td>38%</td>
</tr>
<tr>
<td>Diverse student population</td>
<td>17%</td>
<td>15%</td>
<td>17%</td>
<td>23%</td>
<td>16%</td>
<td>11%</td>
<td>17%</td>
<td>19%</td>
<td>22%</td>
<td>12%</td>
<td>19%</td>
</tr>
<tr>
<td>Internships available</td>
<td>15%</td>
<td>19%</td>
<td>15%</td>
<td>23%</td>
<td>16%</td>
<td>12%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Know DU students/alumni</td>
<td>14%</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
<td>21%</td>
<td>19%</td>
<td>6%</td>
<td>17%</td>
<td>9%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>14%</td>
<td>19%</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
<td>21%</td>
<td>14%</td>
<td>19%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Expert in future job trends</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>19%</td>
<td>19%</td>
<td>21%</td>
<td>10%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Individual support and attention</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>11%</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty with real-world experience</td>
<td>10%</td>
<td>19%</td>
<td>6%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
<td>4%</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>Setting/nice buildings</td>
<td>10%</td>
<td>13%</td>
<td>8%</td>
<td>17%</td>
<td>21%</td>
<td>7%</td>
<td>0%</td>
<td>10%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>On-campus activities</td>
<td>10%</td>
<td>13%</td>
<td>17%</td>
<td>9%</td>
<td>12%</td>
<td>11%</td>
<td>4%</td>
<td>10%</td>
<td>8%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Sports teams</td>
<td>7%</td>
<td>19%</td>
<td>4%</td>
<td>14%</td>
<td>18%</td>
<td>4%</td>
<td>0%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Residence halls available</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Takeaway from Steven Stromp, Executive Director of Market Intelligence:**

- Davenport should capitalize on differentiators, such as being the expert in business, health and technology and offering career-focused courses. Davenport should strive to not have close location be the top reason a student chooses DU. Strategies to improve perceptions of academic reputation should be developed.
Barriers for Potential Students

The top barriers for potential students attending Davenport include (1) tuition expense followed by (2) ability to work and take classes. Second-tier barriers include (3) admission requirements, (4) fears about getting a job after graduation, (5) taking on loans, (6) the financial aid process and (7) length of time to obtain a degree.

There are some differences between segments. For instance, adult FTIACs find (1) going to school after being out a long time, (2) admission requirements and (3) getting a job after graduation larger barriers than the average student. High school students have a slightly greater fear of (1) becoming overwhelmed and (2) the time needed for studying (Pre-appointment survey report, 2013).

<table>
<thead>
<tr>
<th>Student Type</th>
<th>All Prospects Fall 2013</th>
<th>Adult-FTIAC</th>
<th>Adult-Transfer</th>
<th>Traditional</th>
<th>High School</th>
<th>Military</th>
<th>Graduate</th>
<th>Walk-In Appointments</th>
<th>In-Seat Only Interest</th>
<th>Online Only Interest</th>
<th>Mix Online/ Campus Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition expense</td>
<td>35%</td>
<td>32%</td>
<td>40%</td>
<td>42%</td>
<td>37%</td>
<td>37%</td>
<td>34%</td>
<td>35%</td>
<td>36%</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>Ability to work and take classes</td>
<td>33%</td>
<td>36%</td>
<td>34%</td>
<td>30%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>26%</td>
<td>30%</td>
<td>27%</td>
<td>37%</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>28%</td>
<td>31%</td>
<td>27%</td>
<td>28%</td>
<td>25%</td>
<td>28%</td>
<td>32%</td>
<td>32%</td>
<td>31%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Getting a job after graduation</td>
<td>27%</td>
<td>31%</td>
<td>25%</td>
<td>31%</td>
<td>29%</td>
<td>24%</td>
<td>23%</td>
<td>28%</td>
<td>30%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Taking on loans</td>
<td>25%</td>
<td>25%</td>
<td>24%</td>
<td>28%</td>
<td>28%</td>
<td>19%</td>
<td>28%</td>
<td>25%</td>
<td>24%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>Financial aid process</td>
<td>24%</td>
<td>24%</td>
<td>22%</td>
<td>29%</td>
<td>28%</td>
<td>18%</td>
<td>22%</td>
<td>28%</td>
<td>25%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Length of time to obtain degree</td>
<td>24%</td>
<td>18%</td>
<td>27%</td>
<td>23%</td>
<td>13%</td>
<td>20%</td>
<td>24%</td>
<td>21%</td>
<td>21%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Going to school after being out a long time</td>
<td>19%</td>
<td>39%</td>
<td>21%</td>
<td>12%</td>
<td>4%</td>
<td>19%</td>
<td>18%</td>
<td>23%</td>
<td>17%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Being able to complete degree</td>
<td>17%</td>
<td>20%</td>
<td>16%</td>
<td>19%</td>
<td>8%</td>
<td>16%</td>
<td>11%</td>
<td>18%</td>
<td>16%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Becoming overwhelmed</td>
<td>15%</td>
<td>18%</td>
<td>14%</td>
<td>17%</td>
<td>21%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Time needed for classes/studying</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>14%</td>
<td>21%</td>
<td>12%</td>
<td>16%</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Classes might not be at convenient times</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Being away from family</td>
<td>5%</td>
<td>8%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Child care availability</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Transportation issues</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Child care cost</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

### Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>All Prospects Fall 2013</th>
<th>Battle Creek</th>
<th>Flint</th>
<th>GR: Downtown</th>
<th>GR: W.A. Lettinga</th>
<th>Holland</th>
<th>Kalamazoo</th>
<th>Lansing</th>
<th>Livonia</th>
<th>Midland</th>
<th>Saginaw</th>
<th>Traverse City</th>
<th>Warren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition expense</td>
<td>43%</td>
<td>40%</td>
<td>45%</td>
<td>43%</td>
<td>39%</td>
<td>38%</td>
<td>40%</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
<td>39%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Ability to work and take classes</td>
<td>38%</td>
<td>32%</td>
<td>24%</td>
<td>35%</td>
<td>39%</td>
<td>41%</td>
<td>33%</td>
<td>32%</td>
<td>38%</td>
<td>35%</td>
<td>36%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Admission requirements</td>
<td>28%</td>
<td>32%</td>
<td>27%</td>
<td>27%</td>
<td>22%</td>
<td>27%</td>
<td>23%</td>
<td>34%</td>
<td>20%</td>
<td>28%</td>
<td>31%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Getting a job after graduation</td>
<td>27%</td>
<td>23%</td>
<td>13%</td>
<td>25%</td>
<td>25%</td>
<td>32%</td>
<td>23%</td>
<td>25%</td>
<td>26%</td>
<td>28%</td>
<td>28%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Taking on loans</td>
<td>25%</td>
<td>32%</td>
<td>20%</td>
<td>23%</td>
<td>28%</td>
<td>28%</td>
<td>25%</td>
<td>25%</td>
<td>23%</td>
<td>28%</td>
<td>28%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Financial aid process</td>
<td>24%</td>
<td>30%</td>
<td>23%</td>
<td>26%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>27%</td>
<td>27%</td>
<td>25%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Length of time to obtain degree</td>
<td>24%</td>
<td>17%</td>
<td>12%</td>
<td>24%</td>
<td>25%</td>
<td>29%</td>
<td>13%</td>
<td>19%</td>
<td>27%</td>
<td>35%</td>
<td>23%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Going to school after being out a long time</td>
<td>19%</td>
<td>32%</td>
<td>14%</td>
<td>27%</td>
<td>14%</td>
<td>24%</td>
<td>24%</td>
<td>32%</td>
<td>21%</td>
<td>17%</td>
<td>20%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Being able to complete degree</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>23%</td>
<td>13%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
<td>14%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Becoming overwhelmed</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>16%</td>
<td>21%</td>
<td>23%</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time needed for classes/studying</td>
<td>13%</td>
<td>19%</td>
<td>9%</td>
<td>13%</td>
<td>19%</td>
<td>21%</td>
<td>12%</td>
<td>14%</td>
<td>18%</td>
<td>18%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes might not be at convenient times</td>
<td>13%</td>
<td>18%</td>
<td>9%</td>
<td>13%</td>
<td>19%</td>
<td>21%</td>
<td>12%</td>
<td>14%</td>
<td>18%</td>
<td>18%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being away from family</td>
<td>5%</td>
<td>0%</td>
<td>4%</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>14%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Child care availability</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>9%</td>
<td>2%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Transportation issues</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>5%</td>
<td>11%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Child care cost</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Return to Table of Contents
Addressing Financial Barriers

The 2014 National Freshman Attitudes Report (Noel-Levitz) indicates that one of the most influential factors affecting student success and degree completion is financial: 40% of the first-generation freshmen report having "financial problems that are very distracting and troublesome." This results in reduced persistence and retention and less success in academic pursuits (2014 national freshman attitudes report, 2014).

Takeaways from Steven Stromp, Executive Director of Market Intelligence:

- Strategies to overcome the top seven barriers should be developed, which may include communication of current initiatives in place to help alleviate these concerns among potential students.

- Despite being reasonable among the private, not-for-profit sector, Davenport needs to examine its tuition and/or address the value of its tuition to the various market segments that expect the university to be more in line with public 2-year and 4-year institutions (see Tuition Comparisons).

- Davenport’s adult population accounts for roughly 73% of its new student population as of fall 2013. There are more barriers for the Adult FTIAC to overcome when choosing whether or not to attend Davenport compared other groups. Davenport should give special attention to initiatives related to helping FTIACs succeed in acclimating to a college environment. Tuition expense, ability to work and take classes and the financial aid process are particular areas of concern for this population. Removing fears of these barriers through up-front messaging may help convert potential students to enrolled students.

Takeaway from Linda Sievert, Director of Student Services, W.A. Lettinga Campus:

- Research scholarship opportunities for both traditional and adult students, such as single parent scholarships and accelerated scholars awards (accelerate degree completion time by taking more than 15 credits per semester with a 25% discount).
Potential Student Trends/Opportunities

Business Outlook
The prediction of the 10 businesses that will boom in 2020 provides an opportunity for updating the business curriculum. Listed as #1 is Data Crunching. This is an opportunity because "marketing and market research are two growing fields where the use of data is exploding" (Newman, 2012).

<table>
<thead>
<tr>
<th>Takeaway from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ While there is some market research in our current marketing program, there is room to move quickly to increase and differentiate Davenport’s program.</td>
</tr>
</tbody>
</table>

Listed at #8 is Management. "Effective management in the future will require basic business knowledge plus the ability to oversee operations in many locations and countries, and some technical know-how. The BLS and IBISWork also expect growing demand for some support fields such as human relations, benefits administration, and event planning” (Newman, 2012).

<table>
<thead>
<tr>
<th>Takeaway from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Here again, Davenport already has a program in place, but could differentiate by interdisciplinary partnerships with technology.</td>
</tr>
</tbody>
</table>

Listed as #10 is Entrepreneurship. "...the need for innovators running their own businesses...means anybody able to come up with better, cheaper ways to serve customers will reap a windfall” (Newman, 2012).

<table>
<thead>
<tr>
<th>Takeaways from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ A potential impact on DU’s business programs could be the result of adjustments to existing business programs as noted above to take advantage in the upcoming areas where the university already has programs.</td>
</tr>
</tbody>
</table>

| ✓ DU needs to research which of these "new" areas offers the most promise and then revise and create curriculum accordingly. |

✓ In the upcoming areas where Davenport does not have existing programs, the opportunity exists to develop cross-discipline programs (business and technology, for example) that take advantage of the new directions. Finally, in the area of entrepreneurship, the opportunity is presented to develop entrepreneurs in the innovation of service vs. product creation.
Upgrading MBA Offerings

Business schools are doing well in the area of international business, especially since "faculty, students, and staff come from almost every country on the planet" (Symonds, 2013). Another area where business schools are doing well is integrating sustainability throughout their MBA programs. An area that business schools are not doing well in, however, is in innovation. "Business schools have fostered entrepreneurship courses, but...no real effective partnerships between business schools and their equivalents in science and engineering. For commercial awareness" (Symonds, 2013). MOOCs (Massive Open Online Courses) are a good start of opening up such dialogs.

Takeaways from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:

✓ This information informs DU where its MBA program is behind other MBA programs and provides opportunity to innovatively improve where the overall MBA programs are failing.

✓ DU's MBA program needs to reach out to other countries.

✓ Sustainability should be interwoven into DUs programs.

✓ Finally, DU should move up exploration of MOOCs--especially those topic areas looking at innovating the business of science and engineering.

Technology Outlook

Computer engineering is ranked as #4 in the 10 businesses that will boom in 2020. "The need for high-level computer experts able to tie systems together is still strong. In finance and investing, for example, high-speed computing is increasingly a prime competitive advantage" (Newman, 2012). There is a threat to our already low-enrolled CoT courses if we do not concentrate on developing such an important aspect into our technology programs. However, there is an opportunity in that the reference does not simply deal with technology but also with the accounting and finance end of business.

Takeaways from Irene Bembenista, Vice Provost for Curriculum Assessment and Graduate Studies:

✓ Look to develop new programs that concentrate on this specific area. Also, it is recommended to develop cross-discipline courses in which finance and accounting programs are adjusted to include knowledge in this area.

Women & Minorities Sought for Technology Programs

Increasing numbers of educational institutions are seeking women and minorities into their technology programs. Additionally many employers both locally and nationally are putting focus
on this with regards to attracting and hiring IT talent, especially in the area of Computer Science. "Only a quarter of IT jobs are held by women and only 3 percent of scientists and engineers are African-Americans" (Rosenblatt, 2014). Code.org (an initiative to get more young people interested in programming) states that in 2012 only 0.7% of the high school AP exams were in computer science (in many cases they are not offered) and of those only 15% were taken by females and only 8% by students of color. These numbers have declined steadily in the last two decades even though the numbers of projected jobs in computer science and other IT fields have been increasing (Promote computer science, 2014).

**Takeaways from Aphrodite Jones, Associate Dean, College of Technology:**

- DU is a leader in technology and diversity initiatives and is positioned well to help close this gender gap in technology education, and as a result is poised to help close the gap in the workforce as well.

- Currently CoT has a student RSO entitled Women in Technology at DU. This group is having discussions of widening their scope to be about diversity in technology with regards to people, careers and ideas. The technology programs should be reviewed to make sure they are welcoming women and minorities and more importantly retaining them. The curriculum should be reviewed for any areas in which women and minorities struggle and provide support.

- Programs that have higher percentages of women or minorities in technology at DU already should be marketed toward females and minorities and opportunities could be presented to engage and assist these students. Any marketing campaigns centered on technology programs should be considered as to their ability to attract diverse candidates to the College of Technology.

- Recently, one of DU's female tech students who is also a student RSO leader received a prestigious internship with an international company headquartered in West Michigan in their security department. She is already showing herself to be invaluable to their team as many DU technology students do in their internships and jobs. Students like this can show the community the strength of the DU programs and the commitment to women and minorities in IT.

**Recruiting Underrepresented Populations (General)**

Underrepresented populations, including African American and Hispanic groups, provide ample opportunity for new student recruitment efforts based on the projected growth of these demographics (Investing in higher education for Latinos, 2011; United States of education, the, 2014).
Partnerning with High Schools to Decrease Underprepared Students

Institutions are partnering with area high schools to increase specific skills in math, reading and writing. This can decrease the number of students who are underprepared and thus need to complete FOL courses. Studies show that such partnerships work. Concurrent with this is providing an opportunity to test out of courses. Students who do not need to complete or accelerate gateway courses are more likely to persist to graduation (Boylan & Saxon, 2012; Hern, 2012; Parker, 2012).

Growth of Older Students

Average years a person is likely to live will be 70 for men, 80 for women, with many living very full lives into their 90s (Daley, 2014).

Takeaway from Malia Roberts, Executive Director of High School Recruitment:
✓  A strategic and focused effort to recruit and retain these populations could continue to grow Davenport's traditional student population.
  o Developing need-based scholarships would help to attract underrepresented groups to Davenport University;
  o Ensuring that our marketing brochures and the DU website is available in different languages (ie. Spanish, Arabic) would help the families of these prospective students to better understand what DU can offer their son/daughter; and
  o Creating a Multi-Cultural Center would play a critical role in both the recruitment and retention of a diverse student population.

Takeaway from Steve Snyder, Associate Dean of Developmental Education:
✓  There should be collaboration between CoAS and College of Urban Education to form partnerships and define the skill sets needed to succeed at DU. Continue to accelerate students in gate keeper courses. Provide test out options.

Takeaway from Karen Daley, Dean - College of Health Professions:
✓  Davenport needs to begin to teach care of the oldest old, prepare for teachers who will want to work until they are 75 (not 65) and teach business, finance and health knowledge for this population.

✓  This may be an opportunity to expand offerings for second and third career students.

✓  Davenport may need to provide support for older students returning to school to re-tool their careers or learn a new career.

✓  Davenport should add appropriate content to courses/majors and provide support services for older adult students.
Environmental Scan 2015

Decrease in Chinese Students
Over the past few years, students coming to DU from China (our Ningbo University partnership) have decreased resulting in decreased revenue, a less diverse campus culture, and a weakening of the partnership with Ningbo. International students pay cash and must prove financial ability to pay tuition before acceptance, and many live on campus and stay to earn an MBA after their undergraduate work as well. Satisfied students often talk about the DU programs to friends and family at home which can lead to increased enrollment and a stronger partnership (Sievert, 2014).

Takeaway from Linda Sievert, Director of Student Services, W.A. Lettinga Campus:
✓ Revisit sending DU representatives to China for recruiting purposes. Market Davenport and rebuild a stronger partnership with Ningbo as part of our international recruitment plan. This could lead to increased enrollment, greater cultural diversity on campus, increased opportunities for cross-cultural learning.

Summer Discounts
To promote the summer term, this past summer Montclair discounted its tuition by up to 17 percent, lowered the price of on-campus housing, and offered free parking. It also analyzed the courses that students had been most often shut out of during the academic year, and not only offered many of those courses during the summer but also e-mailed 4,000 students to let them know the courses would be available. The result: Montclair saw a 10-percent increase in the number of students taking six credits over the summer and a 20-percent increase in those taking nine credits. Some 70 percent of Montclair students who graduate in four years use a summer term. The university also carved out a four-week slot in the calendar in late December to offer courses in a hybrid online and face-to-face format (Blumenstyk, 2013).

In Michigan, of 41 institutions examined by Market Intelligence, 12 indicate on their website that they offer some type of summer tuition discount program (29%). Of the 12 that offer a summer discount, the average discount amount is 33% off the normal tuition.

- The three private for-profit institutions competing in DU’s market areas did not indicate offering any type of tuition discount to summer students.
- Of the 18 private not-for-profit four-year or above institutions, 6 list a discounted summer tuition policy (33%). These discounts range from 12% off the normal price of tuition at Aquinas College up to 68% off at University of Detroit Mercy. The average discount is 45%.
- Of the 11 community colleges operating within Davenport’s market areas, only 2 list summer discounts on their websites (Schoolcraft at an 8% discount, and Mott CC at an 11% discount). The average discount is 10%.
- Of the 9 public 4-year universities in Davenport’s market areas, 4 list summer discount policies. Michigan State University and Northwestern Michigan College do not state their
specific policies. However, Wayne State University offers a 30% discount with the stipulation that the student must have 24 credits during fall/winter and GPA above 2.5 to be eligible. Western Michigan University offers a 17% discount. (Summer discount policy, 2014).

**Takeaway from Steven Stromp, Executive Director of Market Intelligence:**

- Davenport should consider a summer discount policy (somewhere between 17% and 33%). Targeting students that would benefit most from attending in the summer, such as Montclair, is a sound strategy.
Regional Potential Student Trends/Opportunities

Addition of Health Programs – Kalamazoo
The Kalamazoo Campus would benefit greatly from adding the College of Health Allied Health programs as well as Nursing to our offerings. There is data that supports employment opportunities in both areas in the Kalamazoo region (Kalamazoo market review - CoHP programs, 2014). Additionally, Everest Institute recently announced they are closing their Kalamazoo location which opens up more opportunities for DU in Allied Health programs.

Takeaway from Kathy Stewart, Campus Director, Kalamazoo:
✓ Add College of Health Allied Health programs and apply for Nursing in Kalamazoo.

Michigan Health & Hospital Discount - Kalamazoo
Currently, the Kalamazoo Campus has seven students attending who receive the Michigan Health & Hospital discount. With two major hospitals in Kalamazoo, Borgess Medical Center and Bronson Methodist Hospital, there are opportunities to grow this student population. This would allow for an increased enrollment at the campus (Stewart, 2014).

Takeaway from Kathy Stewart, Campus Director, Kalamazoo:
✓ Actively pursue this population by seeking out the opportunity to visit both hospitals to present DU information.

Partnership Opportunity with UPS - Kalamazoo
Kalamazoo currently has one UPS employee attending who receives a discount. There is an opportunity for potential enrollment for Davenport in the Kalamazoo region by partnering with UPS (Stewart, 2014).

Takeaway from Kathy Stewart, Campus Director, Kalamazoo:
✓ Davenport should pursue presenting to the Kalamazoo UPS employees to inform them of the discount they could receive at DU.

The Kalamazoo Promise – Kalamazoo
The Kalamazoo Promise is available to graduates of Kalamazoo Public Schools (Loy Norrix and Kalamazoo Central are the two major high schools) and pays 100% of tuition at any Michigan public college, university or community college as well as 15 private colleges who are members of the Michigan Colleges Alliance. The 15 private institutions agree to fund the difference in cost between their tuition and attending a public university. Students eligible for the Kalamazoo Promise have 10 years in which to begin using the award. Initiated in 2006, 10% of eligible graduates do not use their award right after graduating from HS. The Promise is a barrier to DU’s enrollment although, quantifying it is difficult (Stewart, 2014).
Hispanic/Latino New Student Opportunities – Holland
The number of Hispanic/Latino students at the Holland campus dropped from 42 in 2012-13 to 29 in 2013-14. This is disturbing as the population of Hispanic/Latino residents is growing in the Holland/Zeeland area. University of Michigan and Michigan State University are embedding admissions counselors in area high schools, working with Hispanic youth organizations, and recruiting students with full-ride scholarships (Destination education, n.d.).

Potential Partnership with Mid-Michigan Health – Midland/Saginaw
Mid Michigan Health Care System announced earlier this year that in 2020 they will require their current associate level RN (Registered Nurse) to have a BSN (Bachelor of Science in Nursing). This opens up a potential opportunity to partner with Mid Michigan Health to offer the BSN Completion program on-site at the hospital. SVSU is already in a partnership with Mid Michigan and offering classes on-site. Davenport could have the potential to offer on-site classes for the BSN completion which would increase the number of new and re-entry students at Davenport. Based on a survey that was conducted by Mid-Michigan Health in 2011, there were 2,466 RN nurses that responded in which an estimated 75% only had an associate level (or lower) nursing degree (Michigan center for nursing survey, 2011).

Takeaway from Kathy Stewart, Campus Director, Kalamazoo:
✓  It is unclear if the Kalamazoo Promise board would be open to talks aimed at having Davenport University becoming eligible for Promise recipients. It may be worth having Dr. Pappas request a meeting with the Kalamazoo Promise Director to investigate the potential.

Takeaways from Linda Hood, Campus Director, Holland:
✓  This impacts DU as we are losing a strong potential student base. While DU works extensively with Latino/Hispanic organizations in the community, the university does not offer information to potential students and families in Spanish. The website is only in English, and there are not admissions representatives who speak Spanish or are trained to understand their needs.
✓  Davenport should provide admissions information and financial aid information in Spanish, and hire an admissions representative who is bi-lingual. DU should also advertise in Spanish speaking newspapers and supplements in both Holland and Grand Rapids.
Takeaway from Kristy Nelson, Campus Director, Midland/Saginaw:
- The Campus Director has already been in communication with Colleen Markel from Mid-Michigan Health. She stated that currently they are in a partnership with SVSU but that she would interested in talking to Davenport in the spring about any on-site course offerings that could be done for the BSN Completion but not until spring of 2015. She noted they have also partnered with Ferris in the past as well. The Campus Director and the admissions representative at the Midland Campus have documented the notes in Hobson's and also set a follow up meeting with Colleen in March of 2015.

Education Training Connection (ETC) Paramedic Program Articulation – Midland/Saginaw
Davenport is currently working on setting up an articulation with the Education Training Connection (ETC) and McLaren Bay Regional Hospital that is focused on the paramedic program. Students that complete the paramedic program through ETC and McLaren and receive their state certification will qualify for advanced standing credits in several College of Health Professions bachelor’s degree programs. Currently, Davenport University would be the only college that is involved and will be able market the articulation directly to students in the paramedic program by doing on-site recruitment visits. This articulation is currently being drafted, but if signed could potentially draw students in to several of the College of Health bachelor’s degree programs that are identified in the articulation agreement (Nelson, 2014).

Takeaway from Kristy Nelson, Campus Director, Midland/Saginaw:
- This partnership is currently being developed. Once in place, local staff need to be trained on the articulation and admissions will need to support it by doing on-site recruitment. The Campus Director will continue to build the on-going relationship with ETC and explore other articulation options.

Partnership Opportunities with University Centers – Southeast (SE) Michigan
There is a growing trend in higher education and in SE Michigan of Community Colleges switching their names to College (i.e., Henry Ford Community College is now Henry Ford College) and they are creating University Centers (UC) at their campuses. This fall, Schoolcraft College and Henry Ford College opened their UC and Wayne County - Western is planning to launch theirs in winter 2015 (HFC and Siena Heights University create university center, 2014).

Takeaways from Paul Beasley, Campus Director, Livonia:
- Davenport stands to increase overall exposure and enrollment if the institution is to partner with local University Centers.
- DU should partner with Wayne County Community College - Western Campus and Henry Ford College and enter into an agreement at their University Centers.
Middle College Partnership Opportunities – Southeast Michigan

- Early college students are far more likely to graduate high school.
- 90% of early college students receive a diploma vs. 78% of students nationally.
- Early college students are far more likely to earn a college degree by high school graduation: 30% of early college students earn an associate’s degree or other credential along with their diploma vs. very few students nationally.
- Early college students are far more likely to earn substantial college credit in high school
- Early college students are far more likely to enroll in college immediately after high school.
- 71% of early college graduates enroll in college the semester following graduation vs. 54% of low-income graduates nationally.
- Early college students are far more likely to return to college for a second year—an important early indicator of their likelihood of college completion. 86% of early college graduates who enroll in college persist for a second year vs. 72% of college students nationally (Early college expansion, 2014).

Takeaway from Paul Beasley, Campus Director, Livonia:

✓ These findings could impact DU through increased enrollment and retention. With the growing trend and success of middle college partnerships, DU should seek partners in Southeast Michigan to start a middle college program. There is some interested with Clarenceville High School to discuss this opportunity.

Opportunity to Expand Paralegal – Southeast Michigan

According to O*Net, there is a 15%-20% projected increase in jobs for Paralegals over the next 10 years (Paralegals and legal assistants, 2013). Currently there are a handful of universities that offer this program either at the associate’s or bachelor’s level in the southeast geographic market (Henry Ford College, Baker, Madonna) (ABA approved paralegal education programs, 2014).

Takeaways from Paul Beasley, Campus Director, Livonia:

✓ This is a program that Davenport currently offers in Lansing and Grand Rapids. There is a larger target market for professionals in this field in Metro-Detroit and the addition of this program could increase enrollment.

✓ DU should seek accreditation from the America Bar Association to offer the bachelor’s completion program in paralegal at the Livonia Campus and possibly the Henry Ford College University Center.
Higher Education Need in Flint
The potential student trends for the Flint campus has continued to decline over the past several years for a number of reasons. Recruiting students who fit admissions standards has been a struggle. Davenport reaches the same population who is not meeting requirements. The students who are accepted will be successful, but on a smaller scale. In addition, there are a small amount of students who owe a balance at another college. Those who have met their loan limits would be able to start with DU, but unable to complete a degree. Finally, there is a student trend where students are attending several colleges and not completing a program.

Compounding this issue is that the Davenport brand is not well known in the community and is competing with five other major colleges and universities that are better known. With more than 30,000 students between 15 higher learning institutions in the county, Davenport is only recruiting a small portion of that market. The institutions that are being promoted in the city and county are: U of M Flint, which 52.3% of their students are Genesee County residents, Mott CC, Kettering, Baker, ITT and Michigan State (Undergraduate enrollment growth, 2013; Flint & Genesee Chamber of Commerce, n.d.).

Takeaways from Wilma Mitchell, Campus Director, Flint:
✓ These findings will continue to impact the enrollment for Flint unless the university finds ways of recruiting the "better" student.

✓ The population and demographics for the city and county gives Davenport an opportunity to have a greater share of the market than it presently has.

✓ One of the strongest assets in Flint is education. With five major universities in the area, Davenport could be considered one of the best places to attend to receive a degree.

✓ Davenport can be viable in this market with the number of residents in Flint and Genesee County. With the sheer number of residents in the county and the number of people that do not possess a bachelor’s degree, Davenport should be able to capture more of the market. Only 18.8% of residents in the county have a bachelor’s degree or higher. This could increase the enrollment, build brand awareness and set Davenport apart from the other universities in the area.

✓ Develop a plan that is specific to Flint that would include marketing of high demand programs that can be taken at the Flint location.

✓ Brand Davenport in the Flint community. Consider office space and classrooms in the downtown college culture area.
International Student Opportunity - Traverse City

The local public school system, Traverse City Area Public Schools (TCAPS) and Northwestern Michigan College (NMC) both have developed programs to promote the integration of international students in the region. NMC's strategic plan is to grow international students to become 5% of the total population by 2017. At the current level of enrollment, that would be 233 students.

In addition, Davenport in Traverse City offers a customized Aviation Management Program and has a strong relationship with the Aviation Department. The Director of Aviation and the Head of International Aviation Partnerships are both DU alums. The aviation program continues to grow and increased 2.9% from fall of 2013 to fall of 2014. Students in aviation don't rely on the Traverse City region for employment. They typically begin airline careers or other options at locations throughout the country (Baker, 2014; International Services, n.d.; International Aviation Partnership, n.d.; Welcome International Students, n.d.).

Takeaways from Alyssa Irani, Campus Director, Traverse City:

✓ Davenport in Traverse City used to support international students several years ago and had a good flow of students from NMC and their international efforts. No other school in the University Center can support international students. Since NMC has a "designated school official" through US Citizenship and Immigration services, there might be an opportunity to partner with them and share services.

✓ There is an opportunity to increase international students in Traverse City’s Aviation Management Program. Davenport has been approached by the Director of Aviation and the Head of International Aviation Partnerships looking for opportunities for international students to transition to DU to complete bachelor’s-level programs.
Adult Potential Student Trends/Opportunities

Adult Enrollment Trends
There has been a steady decline in Davenport's adult enrollment. Nationally, the drop-off in total college enrollment the last two years follows a period of expansion between 2006 and 2011, when college enrollment grew by 3.2 million. The drop in enrollment nationally is equally divided between older and younger students (College enrollment declines for second year in a row, 2014).

(Davenport University Institutional Research, 2014).

Estimated Growth of Non-Traditional Student
College enrollment is projected to slow dramatically over the next decade, with most growth in traditionally underserved populations. Along with this, more students are projected to be non-traditional—some combination of part-time attendees, older and working. In fact, only about one-third of college students are 18-21 year old, full-time attendees and about 40% of all college students are older than 25. The rise in enrollment of students 25 and older is projected to be nearly double of younger students through 2020. Similar to minority students, non-traditional students are more than twice as likely to be low income compared to traditional students.

A report from the National Commission on Adult Literacy estimates there are as many as 80 to 90 million Americans with no postsecondary credentials who could benefit from some kind of
higher education, but it will take a dramatic transformation of post-secondary education delivery models to take advantages of that opportunity (Azziz, 2014).

**Needs of the Non-Traditional Market**
Older students are typically employed while attending college and are often juggling responsibilities like parenthood, and so require maximum flexibility in their higher education experience. Institutions must provide innovative solutions, such as robust online and distance learning options, awarding credit for prior work experience and access to college for GED holders. Also, providing more options for progressive credentialing of knowing at the sub-degree level and competency-based training perhaps with blended academic and experiential training, where success is measured by acquisition of specific skills and abilities.

Additionally, cost is of particular concern within the adult group of students. Especially in the face of decreasing public funds for higher education, affordability will be a significant piece of the challenge facing this student group. They will need effective financial advising, easier access to financial aid, and the ability to earn college credit outside of their coursework (Azziz, 2014).

---

**Takeaways from Steven Stromp, Executive Director of Market Intelligence:**

- While declines of the potential student population are projected across the board, the ratio of adult vs. traditional-aged college students is projected to grow even larger in favor of more adult-aged college students.

- Having served the adult student successfully for many years, Davenport is well poised to take advantage of this shift. Davenport must be mindful of the delicate balance between catering to the traditional population and the adult population simultaneously so that the adult population does not feel alienated. Careful branding, positioning and communication will be necessary to keep distinctions between these two very different markets.

- Promoting Davenport’s advantages to the potential adult college student is crucial. Flexibility, finishing a degree early/on-time, online learning, credits for work experience and any cost-saving initiatives should be well communicated as advantages to attending Davenport.
High School Potential Student Trends/Opportunities

The High School Population Trend
There has been a steady decline of the HS graduating class in Michigan. Overall, the decrease has been 7% among statewide public school districts from the 2009/10 school year through the 2013/14 school year (K-12 school data file, 2014).

In 2008-09, Michigan stood at the cusp of a sharp, long-term contraction in its production of high school graduates. Only California lost more graduates than Michigan, and only Vermont have shrunk faster. After peaking in 2007-08 at 123,576 graduates fell. By 2019-20, high school graduates will fall 20% to below 99,000 and the decline is projected to continue indefinitely beyond that (Knocking at the college door, projections of high school graduates, 2013).
A declining graduating class has made HS college enrollment across the state more competitive. Statewide, there has been a 12% decrease in HS enrollment among all colleges/universities from 2009/10 through 2012/13. The decrease from 2011/12 to 2012/13 was 4%.

Despite the downward trend, during this time, some colleges have been able to actually increase HS enrollment. Overall, the 4-year publics have decreased 2% in HS enrollment. However, EMU has steadily increased their HS enrollment. Their increase was 18% in the last year alone. Overall, the public 2-year schools have decreased 5% in HS enrollment. However, several colleges have managed to increase in HS enrollment. Most notably, several colleges on the east side of the state experienced increases: Macomb CC, Henry Ford CC, Schoolcraft and Wayne County CC. Kalamazoo Valley and North Central Michigan College have also experienced notable increases in the HS market.
Davenport’s new HS enrollment increased 18% from 2012 to 2013. New HS non-athletes increased 16% during this timeframe with an additional 42 students, while new HS athletes increased 21% with 27 additional students (Davenport University Institutional Research, 2014).

For the HS market DU is currently attracting, some of the reasoning for choosing DU is the same as prospects overall (close location; available FA; expert in business, health, tech.) However, other differentiating reasons are small class sizes, prepares for high demand jobs, teaches skills employers want, affordability, settings/nice buildings and sports teams.

For the HS market DU is currently attracting, several of the barriers are the same as other markets. However, two unique barriers compared to other segments include becoming overwhelmed and the time needed for studying (Pre-appointment survey report, 2013).

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✓ Despite the challenges with a declining high school graduating class, Davenport has been able to make in-roads by increasing athletic and non-athletic enrollment of high school aged students. Davenport should continue to exploit this niche and grow it beyond its strength in the West Michigan market. Davenport’s differentiators of small class sizes, preparing for high demand jobs, teaching skills employers want, its settings/nice buildings should be accentuated when communicating to potential new direct from high school students.
Middle College, Early College, Concurrent Enrollment & Dual Enrollment

Middle College, Early College, Concurrent Enrollment, and Dual Enrollment all provide excellent opportunities to cultivate long-term relationships with high schools and/or districts to promote matriculation into Davenport University. Across the country, states and school districts are increasingly viewing Early College Designs as a strategy for accelerating the academic and personal development of a wide range of students in a variety of settings, including large comprehensive high schools and entire districts (Early college expansion, 2014).

There is a growing interest in promoting dual enrollment to traditionally underrepresented students, which could increase the diversity of our traditional student body, as well as create a direct pipeline for incoming students (Barnett & Stamm, 2010).

Takeaway from Malia Roberts, Executive Director of High School Recruitment:

- In winter 2014, Davenport's dual enrollment numbers exceeded the enrollment target by registering 150% of the goal, thereby showcasing a need for these types of programs that exists within our markets. To date in fall 2013, 21 students matriculated from a dual enrollment program into DU. Fall 2014, that number totaled 35 students. Further intrusive admission activities could improve this matriculation rate, if deemed viable. Recommendations include:

  - Hiring a coordinator to handle all logistics of the Middle College, Early College, Concurrent Enrollment, and Dual Enrollment programs
  - Identifying obstacles that HS students are challenged by and develop student success tactics to promote academic success. These tactics would be specifically designed to assist high school students who are taking college coursework
  - Recruiting a pool of instructors who would "fit" the role of a Middle College, Early College, Concurrent Enrollment, and Dual Enrollment professor, so that Davenport can expand its reach with these programs without detracting from serving other DU students with the highest quality. Instructors play a critical role in these programs, so identifying people who genuinely enjoy teaching in these environments is important.
  - Participating in national (Middle College National Consortium (MCNC) and state (Michigan Early/Middle College Association (MEMCA)) groups to promote Davenport University as a successful model for such high school programs.
Community College Potential Student Trends/Opportunities

Community College Enrollment Declining
Community college enrollment has been on a downward trend since fall 2010 according to the *Michigan Community College Network Trends in Enrollment Report*, posted on May 29, 2014. The report shows fall enrollment history from 1999 through 2013 (Trends in enrollment, 2014). According to the MACRAO *Weekly Enrollment Report*, head count declined on average by 5%. Average Credit Hour declined on average by nearly 7%. The report was posted on September 23, 2014 (Community college weekly enrollment report, 2014).

<table>
<thead>
<tr>
<th>Takeaways from LaCrissa Zuraw, Director of Community College Recruitment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ These findings support the recent decline in direct transfer students at Davenport University. It reduces the pool of students in which DU has to gain transfer enrollment.</td>
</tr>
<tr>
<td>✓ Continuing to support a Community College team structure will further enhance our abilities to increase transfer enrollment from community colleges because it allows a team of representatives to remain the consistent face of DU and to establish strong, lasting relationships. Our second fall recruiting period suggests progress has been made; however, the team needs to remain diligent and focused strictly on recruiting from the community colleges in order to reach the target.</td>
</tr>
</tbody>
</table>

Community Colleges are offering Four-year Degrees
Under a change in the law, the state’s 28 community colleges can offer bachelor’s degrees in limited subjects, such as culinary arts, maritime technology, concrete technology and energy production. Nursing is a possible continuation on the horizon. There is a push for more and more bachelor’s degrees to be offered at community colleges along with a push to change the definition of what a community college is (Higgins, 2014).

<table>
<thead>
<tr>
<th>Takeaway from Steven Stromp, Executive Director of Market Intelligence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ While Davenport should continue to find ways to partner with community colleges, this “mission creep” does pose a potential threat to Davenport. Should legislation give 2-year colleges the go-ahead to offer additional programs that overlap with Davenport’s offerings (2-year schools are already trying to pass this with nursing), it would negatively impact Davenport as community college is already an attractive option to earn an associate’s degree due to cost savings.</td>
</tr>
</tbody>
</table>

Return to Table of Contents
Athletics Trends/Opportunities

GLIAC (Great Lakes Intercollegiate Conference)
The GLIAC is the regional NCAA DII conference that is located in Davenport’s logistical footprint. Teams in this conference are GVSU, Ferris, Northwood, Saginaw, Wayne State, Hillsdale, along with UP schools and Ohio Schools. Davenport cannot apply for NCAA DII membership without membership in the GLIAC (Lowden, 2014).

Takeaway from Paul Lowden, Director of Athletics:
✔ DU is continuing communication with the GLIAC office, and has helped identify a partner school so that institutions enter the process in pairs. The GLIAC wants even number membership; currently the GLIAC is at 16 members.

NCAA DII Membership
NCAA is a more recognized brand. Davenport competes for students with NCAA DII Schools in Michigan (GVSU, Ferris, Northwood, Saginaw, Wayne State, Hillsdale etc). NCAA schools are more recognized athletically and indirectly could be perceived as being more attractive (Lowden, 2014).

Takeaway from Paul Lowden, Director of Athletics:
✔ Davenport has been actively preparing strategically to enter the NCAA DII process upon GLIAC conference acceptance.
Community Perceptions of Davenport University

Davenport is known throughout its Michigan markets as being (1) good for adult students, (2) offering flexible schedules for working students, (3) having close locations, (4) being an expert in the field of business and (5) being good for those seeking associate degrees.

These community perceptions vary by individual market. Davenport in West Michigan has the most additional key attributes in that it also “owns” the perceptions of (1) preparing students for high demand jobs, (2) is good for recent high school graduates, (3) has a good academic reputation, (4) is good for seeking a bachelor’s degree and (4) is committed to the community (Brand perception study, 2012).

Takeaway from Steven Stromp, Executive Director of Market Intelligence:

- Since Davenport is aware of which key brand attributes it currently does not “own” in the marketplace, but likely should, strategy should be developed and resources attributed to moving the most important into “owned” categories across all market areas. Academic reputation and being the expert in the fields of health and technology are good possible candidates. Resurveying the community in 2015 should also be a priority to determine how perceptions have changed since 2012.

<table>
<thead>
<tr>
<th>Davenport’s “owned” Attributes by Market</th>
<th>Combined Markets (n=7263)</th>
<th>West Michigan (n=300)</th>
<th>Tri-Cities (n=300)</th>
<th>Battle Creek (n=300)</th>
<th>Kalamazoo (n=301)</th>
<th>Lansing (n=301)</th>
<th>Warren (n=302)</th>
<th>Livonia (n=301)</th>
<th>Flint (n=300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good for adult students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Flexible schedules for working students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close location</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expert in field of business</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good for seeking associate</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares students for high demand careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees can be completed online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers individual support/attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good for recent HS grads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good academic reputation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good for seeking bachelor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed to the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenty of financial aid and scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates get good jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expert in field of tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition is reasonable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expert in field of health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good for seeking masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = DU is known for the corresponding attribute based on a mean score of 3.9 or above using a scale where 1=strongly disagree and 5=strongly agree. In order to rate DU’s attributes, respondent had to be familiar with the college by providing a rating of 3, 4 or 5 on a 5-point familiarity scale where 1=not at all familiar and 5=very familiar.

Yellow highlight = the attribute can be considered UNIQUE FOR DU in that market.
Trends in Marketing Tactics

Traditional TV (offline broadcast & cable)
- Live television still provides the highest reach of any single advertising medium.
- In 2014, 81% of US internet users report primarily viewing live TV. 72% of Adults 18-35 report primarily viewing live TV.
- 75% of US internet users report watching traditional TV daily; only 24% watch digital video daily.
- Overall viewing habits are as follows:
  - TV: 4 hours 28 minutes (83% of time spent)
  - Video on computers: 22 minutes (7% of time spent)
  - Video on tablets: 20 minutes (6% of time spent)
  - Video on smartphones: 13 minutes (4% of time spent)
- Television viewing time only eroded by approximately 4% last year
- By 2018, live TV will constitute approximately 70-75% of the average viewer’s time spent with media.

Traditional Radio (AM/FM terrestrial stations)
- Radio is the second most powerful medium in terms of reach (behind traditional television)
- Traditional AM/FM radio stations reach 90% of Americans over the course of a month; 59% are reached daily.
- The PM Drive time (3p-7p) is the most listened-to daypart followed by AM Drive, specifically the 7am hour.
- It is expected that online radio will not overtake Traditional until internet-accessible car radios dominate the mass market. This mass adoption is not expected for another 10-15 years as the used car market experiences turnover.

Takeaway from KSM, Kelly Scott Madison media agency:
- Traditional television is an essential part of the marketing mix and levels must be maintained to maximize reach in accordance with the target market’s viewership. Online video does not yet deliver the reach required to attain efficiencies and mass awareness of brands and products in today’s marketplace. As online viewership increases over the next few years, digital ad dollars should increase accordingly in order to complement traditional TV audiences.

Takeaway from KSM, Kelly Scott Madison media agency:
- Traditional radio will maintain its local reach through the next five years, offering efficient frequency within the commuter and office-listening target segments.
Digital TV

- Digital TV viewers will represent 72.9% of digital video viewers this year, or 56.3% of internet users and 44.7% of the US population. By 2017, more than half of the US population will regularly watch a TV show online.
- There are a smaller number of digital movie viewers than digital TV viewers, likely due to the fact that to view most digital movies, one must go through a paid venue. About one-third of the US population—53.6% of digital video viewers and 41.0% of internet users—will watch a movie online via any device in 2014.
- The number of digital TV and movie viewers will rise 12.4% and 10.8% this year, respectively. Growth will begin to moderate to single digits in 2015 as the audience nears saturation.

Takeaway from KSM, Kelly Scott Madison media agency:

✓ Advertising share of spending in online video should be increased each year in accordance with its viewership. By 2018, share of online video spending should be 30-40% of overall video spending.

Digital Radio

- Digital radio listeners represented more than half of the US population in 2014 and 63.2% of internet users will tune in to digital radio monthly.
- The digital radio audience will continue to rise steadily into 2018. The number of digital radio listeners will climb 8.1% in 2014 and is forecast to grow 5.9% in 2015. Growth will fall below 4% beginning in 2016 as the user base matures.

Takeaway from KSM, Kelly Scott Madison media agency:

✓ Share of terrestrial (traditional AM/FM) radio spending should decrease as digital radio gains momentum. By 2018, all radio advertising expenditures should include at least 20-30% allocation to digital radio.

Mobile

- While most internet users own both a desktop or laptop computer and a mobile device, nearly 10% of the US internet audience will go online only via mobile phone or tablet in 2014.
- This mobile-only audience is expected to grow in the coming years, rising to 13.6% of total US internet users by 2018.
- Mobile-only users are likely to fall into the youngest and oldest age segments and tend to be minorities or individuals with limited incomes.
- Many consumers are purchasing tablets as their primary internet device, as opposed to much more expensive PCs.
Mobile Phone Video

- Viewing a video on a mobile phone is increasingly common, but is still only done regularly by a little more than one in four people living in the US.
- This year, mobile phone video viewers will account for 36.1% of mobile phone users and 28.6% of the US population. By 2018, mobile phone video viewers will begin to near the majority of mobile phone users.
- Nearly all mobile phone video viewers will use a smartphone to consume video content. In 2014, these smartphone video viewers will represent 54.3% of all smartphone users and 28.1% of the US population.
- The number of mobile phone video viewers will increase 18.7% in 2014 and will continue to grow at a rapid rate as people increasingly shift their video consumption to smartphones.

Takeaway from KSM, Kelly Scott Madison media agency:

✓ Increasing mobile video viewing will increase time spent on mobile phones and cut into traditional television viewing more dramatically by 2018.

Mobile Phone Music Listening

- More than one-third of US mobile phone users and just over one-fourth of the US population will listen to music via mobile through direct download or live stream in 2014.
- Nearly all mobile phone music listeners will access their music via smartphone. These smartphone music listeners will account for just over half of all US smartphone users.

Takeaway from KSM, Kelly Scott Madison media agency:

✓ Increasing mobile music listening will increase time spent on mobile phones and cut into traditional terrestrial listening more dramatically by 2018.

Digital Gaming

- More than 40% of internet users and 31.9% of the US population will play games via web browser on a desktop or laptop computer at least once per month in 2014.
- More than one out of three internet users and about half of all social network users will play a game on a social platform at least once per month this year. Growth rates will be slightly higher than that of online casual gamers through 2018, but social gamers are also a mature consumer segment.
More than 58% of mobile phone users will play games on their phone at least once per month in 2014.

This user base is growing strongly, with average gains coming in around 13% to 14% in 2014 and 2015. Increases will be supported by the continued popularity of gaming apps and new smartphone users.

Nearly 79% of mobile phone gamers will play games on a smartphone in 2014. This will increase year after year as the smartphone audience grows.

Social Media

- More than 60% of internet users and about 88% of the overall social network audience will access Facebook at least monthly in 2014.
- The US Facebook user base is almost fully saturated, which leaves little room for major increases. Annual growth rates will fall around 2% and 3% over the next few years, fueled by new users in the youngest and oldest ends of the age spectrum.
- Though usage will remain high, the percentage of Facebook users among social network users will slightly decrease each year of the forecast period as the market becomes increasingly diverse with smaller platforms that target more niche audiences.
- When it comes to the US social network audience, teens 12 to 17 are most likely to use Facebook. Among internet users, young adults 18 to 24 will have the highest percentage of Facebook users. Both of these groups adopted Facebook earlier than other age segments, which leaves little room for growth. However, mobile access is increasing the frequency with which these users visit Facebook.

Mobile Social

- Social network users are shifting more of their usage from desktop to mobile year after year. The majority of mobile phone users are also social network users. Nearly 55% of mobile phone users will regularly access social networks on their devices this year. By 2018, two out of every three mobile phone users, or 53.8% of the US population, will visit a social network via such a device.

Takeaway from KSM, Kelly Scott Madison media agency:

- Gaming, and specifically mobile gaming, has increased consumer time spent with mobile phones. Games are an increasingly popular source of online impressions for advertisers. Expect the development and sponsorship of online games to be a growing ad trend as brands fight for consumer screen time.

- Social media will continue to be an area requiring brand advertising, but the landscape will fragment beyond Facebook by 2018. Paid advertising on Facebook is currently, and will remain over the next few years, a solid investment to reach younger audience targets.
The number of mobile phone social network users continues to rise healthily, fueled both by new smartphone users and already existing smartphone users who are integrating social networking activities into their regular routines. Gains will come in at 16.0% in 2014 and will dip to the single digits beginning in 2015. Between 2014 and 2018, the US mobile phone social network audience will rise from 137.6 million to 177.0 million people.

Media Multi-Tasking

- Consumer percent of time spent media multi-tasking has increased by double digits over the last five years as ownership of smartphones, tablets and other internet-accessible devices has increased. Nearly 60% of TV viewers report multi-tasking while watching TV.
- 30% report that the multi-tasking is unrelated to the TV content they’re viewing at the time.
- 24% of consumers “almost always” use their smartphone while watching TV, 19% “almost always” use a tablet, and 11% use a laptop
- 27% search the internet while watching for more information regarding the content they’re viewing. An additional 32% search the internet later in the week for information related to the content they watched.

Takeaway from KSM, Kelly Scott Madison media agency:
- As with all forms of media, the migration to a mobile phone platform will be pervasive within the next several years. Consumers are increasing their time spent with mobile phones and advertisers must create mobile-friendly environments to capture consumer attention.
- Multi-tasking has not yet been proven to create more distracted viewers. The vast majority of consumers are using alternate devices to enhance their viewing experience. Advertisers have more opportunity than ever before to reach consumers during the point of TV spot contact.
Trends in Financial Aid

Student Loans and Default Rates
Student loans make for big media stories. The issue is that people become concerned when students borrow what might seem like excessive amounts of money. Then they struggle to repay. Default rates have both gone up and come down slightly within the past couple of years. Most of the conversation, however, is not specifically around limiting borrowing but focuses on making it easier for student’s to repay. For example, there is a relatively new law that limits student borrowing of subsidized loans to 150% of the student's program. This law is meant to encourage students to reduce their borrowing and finish their program quicker. In reality, the result is that students are simply shifting to other types of loans.

Default rates also make big news; however, there is not much conversation yet in the federal government about any significant changes in the regulations regarding default rates. The biggest impact is that we will see more students moving from subsidized loans to unsubsidized, a loan that is more costly in the long run (Student loan borrowing reaches new high among more affluent students, 2012; Stratford, 2014; Who defaults and why? 2014).

Takeaways from David DeBoer, Executive Director of Financial Aid:

✓ Davenport can help students through providing more information/education to about repayment options and helping students apply for different repayment options. Davenport can also be more aggressive with encouraging students to apply for third party scholarships.

✓ A cross-functional group that develops a strong "borrower education" program that teaches students more about smart borrowing and about all their options for monitoring their borrowing and for repaying their loans is recommended. This task force would also develop a program to help students apply for third party scholarships so that students can hopefully reduce the need for loans.

✓ Regarding default rates -- so far Davenport's rate is below a regulatory threshold; however, there is a lack of information and control over the loan repayment process of our graduates, which puts Davenport at risk for exceeding the threshold and coming under additional scrutiny. The best method is to hire a company that specializes in default management to work Davenport's graduates and gain control over the outcomes.
HR 4984 -- Annual Loan Counseling

HR 4984 would require that students go through loan counseling at least once per year. Currently, students go through loan counseling only once during their academic career. The bill states: Empowering Students Through Enhanced Financial Counseling Act - (Sec. 2) Amends title IV (Student Assistance) of the Higher Education Act of 1965 to require institutions of higher education (IHEs) to ensure that individuals who receive a Federal Pell Grant or a William D. Ford Federal Direct Loan (other than a Federal Direct consolidation Loan) receive comprehensive counseling regarding the terms and conditions of the Pell Grant or Direct Loan for each year they receive it. Currently, IHEs are required to provide a first-time student borrower of a Direct Loan with counseling regarding the terms and conditions of such loan prior to, or upon the student's receipt of, such loan.

This bill would require that counseling be provided in a simple and understandable manner: (1) in person, (2) online, or (3) through the use of an online counseling tool maintained by the Secretary of Education. It requires the in person and online counseling sessions to use interactive programs that test the individual's understanding of the terms and conditions of the Pell Grant or Direct Loan (H.R.4984 - Empowering students through enhanced financial counseling act, 2014).

Takeaway from David DeBoer, Executive Director of Financial Aid:

✓ HR 4984 is not law and might never become law. However, annual loan counseling is a great idea. Current regulations restrict Davenport from requiring annual loan counseling. With that said, Davenport should form a task force to examine student borrowing and student attitudes towards borrowing. This task force would develop an educational program for students to teach them more about borrowing and monitoring their debt levels.

Pell Grant and First Generation Students

Fifty-one percent of Davenport undergraduate students receive federal grant aid. The primary grant is the Pell grant, meaning that half of Davenport’s undergraduate students are "needy" based upon Federal financial aid calculations. According to Davenport Institutional Research, nearly one-third of Davenport students are first generation. The movie First Generation points out the obstacles that first generation students, especially those from low income families, face when thinking about and trying to enroll in college. A significant obstacle is the misinformation about college admissions decisions and especially about financial aid. First generation students also tend to lack the understanding of systems within higher education, and this lack can lead to higher dropout rates and reduced graduation rates (Supiano, 2014; Castro, 2014; 3 Lessons To Teach Mom And Dad About Paying For College, 2014).
Takeaways from David DeBoer, Executive Director of Financial Aid:

☑ Davenport’s combination of high Pell grant recipients and comparatively high first generation students means that students often come to Davenport without examples of parents, older siblings or others who have attended college. This means that they have to navigate the higher education system somewhat on their own. This can result in students not retaining as they find it easier to drop out that work through a complex system.

☑ Davenport should develop a task force specifically to address the needs of first generation students. It should have some representation from current students and even alumni. The first goal is to gain a better understanding of how the students perceived our processes from admission to advising to scheduling to financial aid to tutoring, etc. The goal is to determine the process hurdles and problems to see what verbiage and description barriers exist and to determine what financial and technical barriers exist.

☑ The second goal then is to establish a plan for addressing the systemic issues, to simplify our processes for students and to develop tools to help students navigate the systems. For example, a student shared that it would be nice to have a graphical, easy to understand, single page that shows him where he stands with his program, his bill, his financial aid, and other processes. He wanted a checklist tailored to him as to what he needed to do next.

Title IV

The laws governing federal financial aid (so-called Title IV) must be renewed every certain number of years. The federal government has begun what is called Reauthorization, which is the process the government uses to review the Title IV and the Higher Education Act in general (5 flaws in the high stakes 'gainful employment' rule, 2014; Field, 2014; O’Connell, 2014; Policy brief, the - Reauthorization of the Higher Education Act, 2014).

The outcome will probably take a couple of years; however, it is clear already that the government will significantly increase program measurements and will interpret the law more literally than we have seen previously. One example of the impact already is the Gainful Employment rules.
Michigan Tuition Grant Statistical Tracking

As part of the State of Michigan budget for the 2014/2015 fiscal year, private non-profit schools like Davenport need to begin submitting data to the State for statistical tracking of students who receive funds through the Michigan Tuition Grant program. In general, Davenport is in good shape with this additional data that needs to be submitted. David DeBoer is one of six financial aid directors across the state who are on a task force with MAICU to develop the tracking standards. MAICU is the Michigan Association of Independent Colleges and Universities. David is helping to develop the guidelines for the type of data that the State will collect and the definitions for the data. The potential long term impact is that MAICU, and specifically Davenport, will need to monitor how the State might use this data to evaluate the Michigan Tuition Grant and how the State might change funding levels based upon that data (DeBoer, 2014).

Takeaways from David DeBoer, Executive Director of Financial Aid:

- So far, as a non-profit university, Davenport must publish certain outcomes only for our non-degree, short-term programs. Proprietary schools must publish data on all their programs. The rules focus on loan debt, tuition costs, graduation rates and employment rates. We can expect that Davenport will need to publish more outcome data that does not necessarily prove whether Davenport is a quality institution. In other words, similar to what we already experience with IPEDs, the new measurements will likely not allow Davenport (or any institution) to tell the whole story of their educational product.

- Through the various national associations that many of Davenport staff belong to, DU needs to have a voice in the discussion while it is happening. A primary and very thorough source is NASFAA (the National Association of Student Financial Aid).

Takeaway from David DeBoer, Executive Director of Financial Aid:

- Davenport needs to stay connected with MAICU. David DeBoer is on the task force and will be the connection between MAICU and Davenport. Dr. Pappas is on the MAICU Board and will receive important information through MAICU.
Retention
Defined as percent of degree-seeking students enrolled in fall who re-enroll or graduate by the following fall.

Davenport University’s Retention Rate
Davenport has experienced small increases in Retention of All Students (graduate and undergraduate). It is expected that small increases in retention will continue as Davenport continues to admit better prepared students and better address the needs of students who are not well prepared academically.

Certain subgroups have consistently had lower retention rates at Davenport. These include:
- Part-time students (63%)
- New students (59%)
- African Americans (54%)
- Diploma or Associate Degree students (60%)
- Active Military (52%)

Student groups with higher retention rates include:
- Residence hall students (78%)
- Athletes (83%)
- Master’s level students (75%)
Because of Federal Reporting requirements, Davenport has comparative data to other universities if freshman-to-sophomore retention of fulltime bachelor’s degree level students is used. On this measure, Davenport (69%) ranks 9th of the 23 universities in its cohort. The top school is University of Houston – Clear Kale with 84% and those lowest are DeVry University – Georgia and South University-Savannah with 46% (Davenport University Institutional Research, 2014).

Takeaway from Steven Stromp, Executive Director of Market Intelligence:  
✓ Davenport can help improve its retention rate by recruiting more residence hall students, athletes and master’s-level students. Additional assistance should be given to the identified sub-groups to help improve their retention rates.
Reasons Students Stop-Out
When Davenport students indicate to advisors that they are not returning for classes, the advisor inquires about their reasons and records that information in Banner. If students do not sign up for classes for future terms, advisors make multiple attempts to contact the student and determine their reasons.

Many of the reasons students stop attending DU are financial-related (outstanding balances, loan aggregate issues, FA termination, etc.) along with personal reasons. Many of the reasons are compounding (i.e., a personal reason impacting academic performance which impacts financial aid eligibility) (Fall 2013 to fall 2014 retention summary, 2014).

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding balance with DU</td>
<td>397</td>
</tr>
<tr>
<td>Personal Reasons Non-financial</td>
<td>390</td>
</tr>
<tr>
<td>Transfer</td>
<td>221</td>
</tr>
<tr>
<td>Work-Related Issues</td>
<td>101</td>
</tr>
<tr>
<td>Loan Aggregate Issues</td>
<td>91</td>
</tr>
<tr>
<td>Medical Reasons</td>
<td>75</td>
</tr>
<tr>
<td>Academic Issues</td>
<td>71</td>
</tr>
<tr>
<td>FA Termination</td>
<td>71</td>
</tr>
<tr>
<td>Incomplete FA File</td>
<td>58</td>
</tr>
<tr>
<td>Payment Process - Dropped</td>
<td>48</td>
</tr>
<tr>
<td>Personal Financial Issues</td>
<td>44</td>
</tr>
<tr>
<td>Incomplete Academic File</td>
<td>42</td>
</tr>
<tr>
<td>External Studies</td>
<td>37</td>
</tr>
<tr>
<td>DU is too expensive</td>
<td>24</td>
</tr>
<tr>
<td>Not accepted to Nursing program</td>
<td>15</td>
</tr>
<tr>
<td>DU does not offer preferred degree</td>
<td>14</td>
</tr>
<tr>
<td>DU Issues Non-academic</td>
<td>10</td>
</tr>
<tr>
<td>Tuition Increase</td>
<td>9</td>
</tr>
<tr>
<td>Academic Suspension/Dismissal</td>
<td>8</td>
</tr>
<tr>
<td>Problems Obtaining a Loan</td>
<td>6</td>
</tr>
<tr>
<td>Lost Compensation or reimbursement</td>
<td>5</td>
</tr>
<tr>
<td>Lost Institutional Aid</td>
<td>4</td>
</tr>
<tr>
<td>Required course(s) not offered</td>
<td>3</td>
</tr>
<tr>
<td>Academic performance issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✔ Review if any additional support can be developed or barriers removed for students struggling with these specific issues.
Trends in Student Affairs

Trends in Residential Housing
There has been a considerable amount of market research done on the needs of college students and the current and upcoming trends in the wants, expectations and "make or break" options related to services and facility offerings now being made available in on-campus student housing and what up and coming trends exist in the university student population: fully accessible housing, adult housing, family housing, themed housing, etc. (10 innovative housing trends in higher ed, 2011; Cheskis-Gold, 2012; Ezarik, 2008; Room and board redefined, n.d.).

Takeaways from Celeste Belcher-Girard, Executive Director of Student Affairs:
- DU must re-visit how it thinks and plans for increases in housing assignments and roll outs of expansions. As DU’s competition continues to upgrade and improve their offerings, we need to be strategic in order to maintain our competitiveness.
- DU has to continue to be vigilant in looking at our residential housing model and exploring and providing state of the art facilities that provide students access to housing options that truly reflect the needs of our current and future on-campus community.
- DU must provide a comprehensive model regarding the direction of our current HRL (Housing & Residential Life) system in order to stay competitive and provide the best possible service to our students. With that, we must critically assess the needs of our students and identify those trends that will provide DU the best positioning for future recruitment and retention at the GR Main campus and explore the possibility of offering housing options at other campuses.

“Family” and Gender-Neutral/Mixed Housing
A variety of institutions have and continue to move toward family housing as well as mixed-gender and/or gender-inclusive housing assignments and housing placement options and services that support adult students/student parents and students who do not conform to gender roles (Beemyn & Curtis, 2005; Devaney, n.d.; Park, 2013).

Takeaways from Celeste Belcher-Girard, Executive Director of Student Affairs:
- As the DU community continues to grow, and DU continues to attract a more diverse student population, we must be more intentional about how we best serve our students and provide a wider variety of options that meet the needs of a wider student population.
- Davenport currently has an opportunity to provide 'family housing" and/or gender-neutral/mixed housing with the acquisition of additional housing facilities. This path will ensure Davenport keeps current in our ability to meet the needs of our ever-changing diverse student population.
Students’ Mental Health
There is a trend of increased student mental health needs along with a lack of support provided at many colleges and universities. This can result in negative impact on student retention, persistence and increase in suicidality. Strong mental health support can certainly increase the performance and wellbeing of the individual students receiving these supports, but the overall impact and improvement on the community cannot be understated. The result is perceived increase in safety at campus, less disruptive or concerning behaviors, and increase in faculty/staff satisfaction (State of mental health on college campuses, n.d.).

Takeaways from Celeste Belcher-Girard, Executive Director of Student Affairs:
✓ Davenport has an increasing student population with mental health needs, some manageable and some quite significant.

✓ DU provides some counseling services at the Grand Rapids – W.A. Lettinga campus, and offers the WellConnect program for other sites, but there is still the need for additional support. More pervasive training and a culture of understanding regarding mental health and strategies for addressing mental health needs is necessary.

✓ Davenport needs to keenly monitor the mental health needs of our DU community at both the GR campus and all campuses to ensure the wellness of our students and our communities.

Title IX Cases
Title IX is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. Institutions must provide support for addressing and managing Title IX cases. ‘Other duties as assigned’ is not enough; training is critical to the campus community and all mandatory reporters. Additionally, bystander prevention is key. Bystander intervention has great potential among other methods to reduce sexual violence on campus (Berkowitz & Gidycz, 2011; Gray, n.d.; Student conduct administration & title IX, 2014).

Takeaways from Celeste Belcher-Girard, Executive Director of Student Affairs:
✓ With updates to federal regulations and expectations for how universities address Title IX concerns, DU needs to continue to support training and educational initiatives.

✓ DU must be prepared to commit resources to provide training and educational initiatives across the university about Title IX, mandatory reporting and bystander prevention for both Davenport’s faculty/staff and our student population and those sub-populations more at risk: residential students and athletes.
Comprehensive Mentoring Programs for African American and Hispanic Students
There are benefits institutionally and individually found in comprehensive mentoring programs. Specifically, the role of mentoring in the success and retention of college students; especially those of color at PWIs (Predominately White Institutions) (Harris, 2012; Role of mentoring in college access and success, 2011; Tucker, 2014).

Impact of VAWA and the Campus SaVE Act
Updates in federal regulations regarding VAWA (Violence Against Women Act) and the Campus SAVE Act (Sexual Violence Elimination) have and will continue to greatly impact current institutional policies and future policy creation and implementation as it relates to sexual violence, prevention and education (Lewontin, 2014).

Importance of Volunteerism
A continual rise in volunteerism across college campuses has been used as a path to employment. An important part of the development and growth of students occurs outside the classroom, the ethical and moral development of students and the growth of civically engaged students, is directly impacted by the depth and breadth of intentional opportunities provided to students for exploration of social justice issues and civic engagement opportunities in the local community (Volunteering in American, 2014).

Takeaway from Celeste Belcher-Girard, Executive Director of Student Affairs:
✓ While DU has had some success in the recruitment of African American and Hispanic students, the institution is not optimizing these recruitment efforts and these students are not retaining and persisting as we would want. Intentional retention programming for these sub-populations are essential.

✓ DU must commit staff and resources to ensure the needs of these populations (African American students – especially males, and Hispanic students) are being supported in order to ensure enrollment efforts breed results of increased retention and persistence of these students.

Takeaways from Celeste Belcher-Girard, Executive Director of Student Affairs:
✓ With updates to federal regulations and expectations for how universities address Title IX concerns, DU needs to continue to support training and educational initiatives.

✓ DU must be prepared to commit resources to provide training and educational initiatives across the university about Title IX, mandatory reporting and bystander prevention for both our faculty/staff and our student population and those sub-populations more at risk: residential students and athletes.
College Costs Causing More Students to be Commuters
As the price tag for a college education continues to grow, more students are opting to live at home and commute to campus. This is a growing trend for traditional-aged students, and seems to be purely financial. Many schools, including Eastern Michigan University, have started to ramp up offerings for commuter students. For instance, there is an oriented geared specifically towards commuters, and work has been done the past several years to help commuter students become more engaged outside of the classroom. Engagement of commuter students is important because the more engaged a student is, the more successful they will be (Stafford, 2014).

Takeaway from Celeste Belcher-Girard, Executive Director of Student Affairs:
✓ DU must ensure that we commit resources and staffing to provide students and our staff/faculty with intentional volunteerism opportunities. Without a committed staff member who is directly focused on volunteerism, this remains difficult to accomplish.

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✓ The majority of students at Davenport overall are commuters, so Davenport is better poised on how to engage commuters than other universities. However, the trend that traditional-aged commuters are on the rise is of special note because it may translate to a different approach to better attract and keep these students engaged in campus life.
Trends in Advising

Support for First Generation Students after Year One
A growing number of colleges and institutions are focusing on support and resources for first generation students upon entrance; however, fewer consider programs for second, third and fourth-year students. Often first generation students have no "collegiate" role models or mentors making the navigation of the academic experience more complex. A plethora of suggestions for promoting first-generation students' academic success are available.

Once identified, continually track first-gen students; bring them to campus early; build support systems around distinctive features of first-gen students; use mentors; institutionalize commitment to this population; build community and promote engagement; focus on financial pressures and support, etc. (Doubleday, 2013; Kluczykowski, 2014; McCormack, 2013).

Takeaways from Linda Sievert, Director of Student Services, W.A. Lettinga Campus:
- There is an opportunity to increase new student enrollment once students are aware of specific resources and support systems available to first generation college students.
- There is an opportunity to increase persistence and retention during the first year and subsequent years for continuing students and build peer mentoring programs for first gen students.
- Consider adding this focus to first-year experience initiatives. Provide training for staff and faculty (best practices for supporting first generation college students). Re-think previous PASS program (Partners in Academic Success) and possibly use successful components when addressing the needs of first generation students.

Re-entry Student Initiatives
In addition to "pop up" chat windows for admissions to colleges and universities, many are also adding "pop up" windows for advising chats which support students who wish to reenter programs. Advisors are then able to pull up the student's past academic records and assess his/her financial capacity to reenter the institution (Sievert, 2014).

Takeaways from Linda Sievert, Director of Student Services, W.A. Lettinga Campus:
- Davenport has not implemented a robust reenter program for several academic years. Re-focusing efforts on this population may build enrollment and further support graduation rate.
- Develop a university strategic plan to build a reentry student initiative with the supportive pieces needed through Marketing, Academics, Advising and Financial Aid.
“Finish What You Started” Campaign
Many colleges and universities implemented a "Finish What You Started" marketing campaign this past fall encouraging students to complete their degrees (Sievert, 2014).

Bridging the Gap between Academics and Advising
Research indicates that universities are attempting to bridge the gap between Academics and Advising to "create a culture of shared purpose." Many universities (DU as well) partner Academics and Advising and target first-year students (i.e., Advisor presentations in HLTH101 and ACES100 classes) (Bridging the gap between academics and advising, n.d.).

Opportunity to Improve First-Year Experience
Utilizing methods to capture the students' perceptions of the first year experience at colleges and universities has produced data which captures how students viewed their entire experience. Through use of student surveys and focus groups, first-year experience class projects, peer mentoring programs, etc., institutions have been able to implement or build upon existing support services students need to thrive academically and personally (Mason-Browne & Young, 2013; Nagy, 2013).
Takeaway from Linda Sievert, Director of Student Services, W.A. Lettinga Campus & Steven Stromp, Executive Director of Market Intelligence:

- Both student persistence and retention may be increased if we consider opportunities to mine the data available (Student Satisfaction, NSSE, Pre-Appointment Survey, etc.) as well as determining what additional information is necessary related to student perceptions of the first year college experience (traditional, adult and transfer).

- Opportunities may exist to include students in university process improvement teams, advisory councils, focus groups, etc. as well as acting on data about why they came to DU, their biggest challenges, fondest memories, overall perception of their first semester, significant things that were most enjoyable/stressful, activities outside of academics, etc.

- Such initiatives may also build communication, cooperation, and collaboration between university departments (Academics, Student Services, Student Affairs, Counseling Services).
Pedagogical/Curriculum Trends

Nanodegrees
Nanodegrees are short term degree programs that focus on "credentialing for the workforce."
With the help of AT&T, Udacity will offer Nanodegrees for four jobs:
1. Front-end web developer
2. Back end web development
3. iOS developer
4. Data analyst

Student debt is on the rise and this is a way to limit debt by shortening the number of classes and the timeline to completion. Other companies besides AT&T that are supporting this are Google, Facebook, Salesforce and Cloudera (Nanodegrees: Industry credentials for today’s jobs in tech., n.d.).

Takeaways from Bob Clarkson, Associate Dean for College of Business and College of Technology:
✓ Nanodegrees can be an opportunity or a threat. They could be an opportunity for DU to develop and promote short-term programs specifically designed to meet employer needs. They could also be a threat to DU's 4-year traditional programs.
✓ Further analysis is needed to define the future of Nanodegrees.

Massive Online Open Classes (MOOC’s) As Delivery Model
Availability of Massive Online Open Classes (MOOCs), such as Coursera as delivery model are increasing. MOOCs are online courses aimed at unlimited participation and open access via the web. A number of institutions are working to create agreements to document completion that would qualify for college credit (Kolowich, 2013; Sander, 2013).

Takeaways from Steve Snyder, Associate Dean of Developmental Education:
✓ Questions to consider regarding MOOCs include: Does DU accept these as transfer credit? Does DU want to get into the MOOC delivery as a means of accelerating degree completion and attracting additional students?
✓ Davenport should consider the financial impact of MOOCs: less tuition, higher enrollment, increased retention in subsequent courses at full tuition.
✓ Davenport needs to examine the potential for this delivery model to expand / support additional competency-based degree completion offerings.
“Social Change” Projects
Business educators can inspire future innovation by turning the focus on those people who are making significant contributions to society. Top social innovators should become role models for a changing business world (5 trends that will shape the future of leadership education, 2014).

Takeaways from Bob Clarkson, Associate Dean for College of Business and College of Technology:
✓ Davenport’s focus in business classes is often on for-profit organizations. DU has an opportunity to excite learners by infusing "social change" projects into the business curriculum.
✓ Faculty should attempt to capture scenarios and case studies that are related to large scale social issues that are on the minds of many of our students. As an example, what might a business plan look like that would revitalize downtown Detroit? Another example, have the College of Health and the College of Business work together to create a socially responsible private sector solution to a large scale Ebola outbreak in the US.

Affective Issues Response Skills
Many studies suggest that the ability to deal with affective issues is as critical to student success as cognitive ability and intellectual capacity. The affective issue response skills include time management, self-efficacy, persistence, optimism, and resilience (Boylan & Saxon, 2012; Schreiner, 2010).

Takeaways from Steve Snyder, Associate Dean of Developmental Education:
✓ While affective issue are addressed in ACES100, not all students take the course. Additional introduction and reinforcement of these skills in discipline-specific applications (e.g. embedded in a math class) can be a powerful contributor to class completion.
✓ Faculty professional development focused on the inclusion of affective issues response skills in courses would be required.
✓ It is recommended to deploy instruments that measure the level of affective issue response skills such as hope, optimism, resilience, efficacy, and thriving as part of the entrance / admission process, after ACES100 and other prerequisite courses.
✓ Observe correlations and predictive ability of embedding affective skill building courses. Then use the results to plan additional initiatives.
Being a Globally-Engaged Institution
With increased enrollment of international students in US institutions and US students studying and seeking degrees abroad, higher education classrooms and universities must do more to become more globally focused and competent. Professor John K. Hudzik, NAFSA’s senior scholar for internationalization and former Dean of International Studies and Programs and Vice President for Global Engagement and Strategic Projects at Michigan State University argues that comprehensive globalization involves, at minimum, the following actions:

- Every undergraduate student given significant exposure to international, comparative, and global content as part of their degree program;
- Learning outcomes established for internationalization, incorporating knowledge, attitudes, and skills outcomes;
- All students have opportunity to engage learning through education abroad;
- All faculty encouraged to enhance international, comparative, and global perspective in their teaching and scholarship;
- The integration of all international students and scholars into the campus living and learning environment;
- All graduate students given understanding of the practice of their profession and discipline in other cultures;
- Routine institutional support of research and of research collaborations abroad; and
- Community engagement that routinely includes connection of local constituencies to global opportunities and knowledge (Hudzik, 2011).

Takeaways from Wayne Sneath, Program Director for Experiential Learning:
- This framework, and others, can serve as an inventory for auditing DU’s current status as a globally engaged institution.
- DU should conduct a focused study of the elements of internationalization mentioned above and their current status in the curriculum, faculty development, admissions, institutional partnerships, and co-curricular activities. From this study should derived metrics to support the growth of internationalization in all areas of the university.

Differentiated Instruction
Author Steven Mintz in “New Models for Higher Education” (2014) argues that there are too many higher education institutions that still rely on a time and credit bound, lecture-exam model of instruction. While this approach may meet the needs of some students, institutions which adapt to differentiated instruction, or the modifying of content, process, and product of learning will meet the needs of a larger, broader, increasingly diverse student body and likely boost gains in recruitment and retention.
This means that universities should work to provide learning opportunities, such as:

- Flipped classrooms
- Competency-based education
- Online learning
- Team-based learning
- Mentored research
- Collaborative education emphasizing peer-to-peer instruction
- Problem-based and experiential learning
- Cooperative education
- Meta-majors: broad, career-oriented content areas that share common courses to keep students on track to a degree (Mintz, 2014).

The challenge is that differentiated instruction means that a wide range of resources must be available to provide more individualized student learning opportunities.

**Takeaways from Wayne Sneath, Program Director for Experiential Learning:**

- Davenport is engaging in some of these practices, but it is unclear how pervasive these approaches are across the curriculum and institution.

- DU should explore the feasibility of creating academic degree tracks which feature these kinds of differentiated instruction. Much like Davenport now designates course delivery methods, learning tracks could be created which favor one or more of these types of differentiated instruction.

**Competency-Based Programs**

Competency-based learning is already used by private institutions like Southern New Hampshire University and Western Governors University and now the University of Wisconsin. It remains a controversial form of granting degrees. The University of Wisconsin, the first major public university to use this system, is charging $2,250 for an all-you-can learn term. The goal is to attract the large amount of people who have some college credits but no degree and have family and work obligations. The danger is that a competency-based program must not confirm some of the negative perceptions, such as a kind of diploma mill or suck resources from a system that is already financially pressured. In order to make sure this doesn’t happen, the University of Wisconsin has hired “success coaches,” who are more involved with students than typical advisors (Carlson, 2013).
The Flipped Classroom
A flipped classroom, where traditional classwork is done at home and home work is done in the class, isn’t necessarily a new concept in the last few years, but its adoption is on the rise. In more colleges nationwide, professors are inverting homework and classwork this way, using technology to give students a head start on classroom sessions (i.e., online lectures) where they can be active participants and not just listeners. The benefit is that flipped classrooms make student active participants. The costs of a flipped classroom may be that it costs slightly more because extra tutors or teaching assistants may be required, and attracting instructors who are willing to be involved in their classrooms in a different way rather than giving traditional lectures may pose a recruiting issue. Another issue is sometimes students feel cheated out of an instructor’s expertise if they are not teaching the class in a traditional way and are instead relegated to helping with homework problems (Mangan, 2013).

Adapting to New Classroom Designs
For many experts, the stand-and-deliver model doesn’t coincide with the way today’s students learn. New classrooms, according to a firm that works with colleges on planning and spacing issues, should be designed so students always work in groups at a series of tables or wheeled

Takeaways from Steven Stromp, Executive Director of Market Intelligence:
✓ Davenport needs to monitor perception of its own competency-based program to assure it is perceived as academically sound so that there is no distinction between a traditional degree from the university and a competency-based degree.

✓ There is still skepticism in the higher education community and the potential student population about competency-based programs. However, there is also an opportunity for a different way of learning. Showing up in a classroom setting is given a lot of weight in the traditional system where students may earn points by simply being present. Competency-based may have some advantage over this type of emphasis to better show mastery of a subject’s material.

✓ The advising process should continue to be reviewed to assure students in this program are given the proper guidance and coaching and that advisors have the resources they need to do so.

✓ Davenport is currently dabbling in flipped classrooms on a case-by-case basis. Coming up with a plan to identify courses where this option may be of the most benefit and piloting its success could be the first step in a more systematic approach to implementing the benefits of this pedagogy.
chairs. Any innovation that make classroom instruction more social, make it more effective (Gardner, 2013).

The New, Nonlinear Path through College

The straight pathway through college isn’t the one taken by about half of students enrolled in College today. Today’s students attend multiple institutions, and extend the time to graduation by taking time off. They mix internships with traditional courses and sign up for alternative providers, such as Corsera, which offer online courses. One-third of students who earn degrees transferred from one college to another on the way. According to the National Student Clearinghouse Research Center, students are more likely to switch from a four-year college to a two-year college rather than the other way around. Some colleges are beginning to shift away from the idea that a certain amount of credit hours need to be taken at their university. This thinking may hold some students back, making them not want to commit to such a university (Selingo, 2013).

Academic Calendars Are Changing

As colleges look to better serve students juggling family and careers, and in response to political leaders pressing for better completion rates, approaches include semesters and summer terms with mini-sessions. One Maricopa Community College, this means it has 48 starts per year, designed to allow some students to start a few weeks after others taking the same 16-week course. This “block plan” is accomplished by its heavy reliance on 1,500 online adjunct instructors. Instructors are trained to keep track of students at different stages of the course. Another advantage is that the system allows for assurance that students are taken through the proper financial aid, advising, placement tests and orientation before rushing them off to start

Takeaways from Steven Stromp, Executive Director of Market Intelligence:

✓ What students are looking for now are easier entrance and exit ramps for them to take breaks, transfer or mix their classroom instruction with on-the-job training and online courses. The future may be a network of institutions with one “home” college that oversees the pathways and eventually grants the credential.

✓ Advisors play a critical role for students who don’t follow a liner path through college, helping guide students from enrollment to transfer or graduation.
class. Another advantage that Arizona State University discovered the new schedule made it easier for students to take fuller course loads. At Montana Western, the black plan was adopted and enrollment increased 22 percent. They attribute it to students taking more control of their learning.

Students are more successful if they are focusing on one-course-at-a-time. Block planning allows for this focus. Students with only one thing to do get engaged with the material and the discipline. Four Canadian universities are now using block programs because learning is “extraordinary” for strong and weak students alike. It can also be beneficial because it allows the timing to incorporate more experiential components such as Study Abroad (Blumenstyk, 2013).

Takeaway from Steven Stromp, Executive Director of Market Intelligence:
✓ Davenport has adopted some of this with 7-week courses and offering a session 1 and session 2. Examining an extreme method of this would include reworking how the institution thinks of online scheduling of courses. There would also be a need to hire additional adjunct instructors.

Accelerated Bachelor’s Degrees
Baker College, GVSU - Holland, and Cornerstone University all offer accelerated bachelor’s degrees to students who already hold an associate’s degree. These programs are short in duration and students attend one night per week (Hood, 2014).

Takeaway from Linda Hood, Campus Director, Holland
✓ These programs are drawing potential bachelor degree candidates from DU.
✓ Davenport could potentially increase enrollment of bachelor degree-seeking students with a program of this nature.
✓ Davenport needs to create a competing program. I authored and administered a program of this nature at another institution. The program was highly successful with two cohorts of students starting each year. Retention and completion was in the high 90 percent range.

Three-Year Bachelor Degrees
To combat rising college costs and student debt, more schools are offering a time and money-saving idea: a three-year bachelor’s degree. Public schools currently offering this degree include Purdue University, the University of Iowa and the University of South Carolina. At least 22 private colleges have introduced the option since 2009. Enrollment, however, has been modest. Accelerated programs require students to give up the perks of traditional college life, but may be a good fit for adult students. Advantages include entering the workforce and earning money a year ahead of other classmates as well as saving on tuition. Purdue estimates that those who opt

Return to Table of Contents
for the three-year plan save $9,290. While these students often incur extra charges for summer courses and added classes during regular semesters, the fees are still lower than another full year of tuition, housing and meal expenses.

These degrees are not without their hurdles. Federal law states that if students are in school for two regular semesters and received the maximum Pell amount for those terms, additional summer study won’t be covered. Another hurdle is that there may be the perception that finishing a degree in three years versus four dilutes the degree’s worth (Korn, 2014).

<table>
<thead>
<tr>
<th>Takeaways from Steven Stromp, Executive Director of Market Intelligence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ A three-year bachelor’s degree program may appeal to Davenport’s adult market, who have already indicated finishing their degree on time is a top barrier to enrolling at the University.</td>
</tr>
<tr>
<td>✓ However, Davenport must keep in mind that current adult students are part-time, so a strict three-year degree phase may be prohibitive to most. Consequently, such a schedule may appeal more to traditional students who want to complete their degree earlier. This would be a relative sub</td>
</tr>
<tr>
<td>✓ Davenport could pilot such a degree, perhaps with specific programs, to gauge the level of interest and potential success.</td>
</tr>
</tbody>
</table>
**Technology Trends Impacting Pedagogy/Curriculum**

**New Communication Mediums**

Communications mediums continue a steady move away from classic mediums such as TV, radio, and telephone to new mediums of mobile communications platforms and social networks. The successful institution will successfully move from old communications channels to new. The new generation of student gathers information and communicates with peers and institutions in a much different way than previous generations. Students will use these new channels to learn. They will find old mediums too structured, inflexible and inefficient (Davies & Fidler, 2011; Kapko, 2014; Katz, 2008).

<table>
<thead>
<tr>
<th>Takeaway from Pete Hoffswell, Network Manager:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ DU needs to continue to utilize these new mediums to stay current with our students.</td>
</tr>
<tr>
<td>✔ DU should focus on degree programs that incorporate both synchronous and asynchronous online learning. Utilize new communications mediums in the virtual classroom (e.g., social media, instant messaging).</td>
</tr>
<tr>
<td>✔ Strengthen student, academic and administrative staff skillsets in new communication mediums.</td>
</tr>
<tr>
<td>✔ Other implications include changing how we market to prospective students, how we communicate with existing students and how we hire ideal candidates for any student facing employment.</td>
</tr>
</tbody>
</table>

**Online 2.0**

In the article, *College 2020*, author Vance Fried argues that by 2020 there will be a greater emergence of “Online 2.0” type university courses: “Online 2.0 takes today’s version of online education to another level by making the whole curriculum competency-based and using self-paced courses that eliminate the need for a course instructor” (Fried, 2014). These courses also “make use of extensive use of video lectures, but integrates them with rich media: online textbooks, interactive graphics, games, etc. as well as integrate adaptive learning technology to anticipate and respond to students’ learning needs (Fried, 2014). The author cites the growth of Western Governors University’s online 2.0 programs (capped at 30% per year) as evidence of the desire and expectation for this type of self-directed learning.
Expanding Online Pedagogy

Online pedagogy emerging trend author Steven Mintz in *Expanding Your Online Pedagogy Toolkit* (2014) argues that the future of online instruction must utilize the following approaches:

1. **Scalability**: new instructional support models—including coaches and peer mentors—allow online courses to effectively reach many more students in the past.

2. **Personalization**: multiple learning pathways tailored to student learning styles, needs, and interests. Just-in-time remediation and enrichment are embedded and content reflects students’ learning goals.

3. **Outcomes-orientation**: mastery of explicit learning objectives, including content and skills, represents its aim.

4. **Data-driven design**: learning analytics provide students, instructors, coaches, and advisers with dashboards that signal student progress and problems in real time.

5. **Social interactivity**: building on the notion of learning as a social process, next-generation online courses encourage student involvement in communities of practice and in personal learning networks, where they have opportunities to collaborate, test ideas, and motivate and assist one another.

6. **Activity orientation**: next-generation online learning involves challenges, inquiry, and problem solving. Students, individually and in small groups, have opportunities to learn by doing. Depending on the nature of the course, they might engage in hypothesis formulation and testing, data analysis, or constructing and applying rubrics. Simulations, in particular, give students opportunities to mimic professional practice and exercise real-world skills (Mintz, 2014).

---

**Takeaways from Wayne Sneath, Program Director for Experiential Learning:**

- With new movements toward enhanced online delivery and competency-based programs, DU is anticipating this trend. However, at this time, the university’s faculty is generally not well prepared for the instructional design and technology implications of moving more traditional course content to the 2.0 format and for the proposed radical change in faculty role. As such, the trend toward 2.0. Type courses represents both an opportunity and threat for the university.

- Continued development of competency-based programs is recommended. However, even more important is faculty professional development in online instructional design principles and requirements to include a broader base of the faculty in the conversion of existing courses toward 2.0 formats. A first step in this direction may be enhanced training on the inclusion of elements of 2.0 approaches in existing course delivery formats: in-seat, online, VISL, and blended.
Takeaways from Wayne Sneath, Program Director for Experiential Learning:

- While some of these features are currently being employed in DU’s online courses, several are in their very early stages and need to be enhanced (learning analytics, social interactivity). This will also create a greater demand for faculty training and communities of practice in these areas.

- DU should review its existing online course design against these principles as well as explore how they are applicable to other delivery formats. The university must also consider the technological and human resources necessary to engage the pedagogical practices.

Adoption of New Classroom Technologies

A 2014 New Media Consortium/Educause report presents six key trends which will accelerate higher educations’ adoption of new technologies in the classroom in the next one, three and five years:

One-Two Years:

1. Growing Ubiquity of Social Media: Faculty, students, and institutions will use forums such as Facebook and YouTube as means for extending formal and informal topic discussions and as elements of research themselves.

2. Integration of Online, Hybrid, and Collaborative Learning: All delivery methods (in-seat, online, hybrid) will see increasing use of online only tools, including peer learning, problem solving workshop spaces.

Three-Five Years:

3. Rise of Data-Driven Learning and Assessment: Increasingly sophisticated student analytics will drive greater individualized student learning plans tailored to individual needs.

4. Shift from Students as Consumers to Students as Creators: Students will move from static consumers of information to makers and creator of information, especially in the areas of media creation, design, and entrepreneurship.

Five or More Years:

5. Agile Approaches to Change: Agile, industry start-up models will drive innovation to allow students to solve real-world problems relevant in business and industry.

6. Evolution of Online Learning: Increasingly sophisticated audio and video tools will allow the online teaching environment to mimic some of the important interpersonal connectedness if in-seat experiences (Johnson & Adams Becker, 2014).
Humanizing Interactions in Online Learning

Students seek not only a connection with faculty and peers, but want a humanized experience, including personal feedback, especially in online learning. Asynchronous interaction (not in real-time) that is facilitated through other programs and applications, such as applications that record audio and video, are much improved and conducive to providing students with feedback (Three social trends that will influence education in 2014, 2013).

Takeaways from Bob Clarkson, Associate Dean for College of Business and College of Technology:

✓ Davenport may want to research the ability to provide video or audio feedback to students within Blackboard to add to the human touch. This will be especially effective for online business students but may be valuable to in-seat students as well.

✓ This may be a way to differentiate Davenport’s programs in general but especially in the CMBA for the final assessment.

✓ Davenport should reach out to Blackboard and find out the possibility to provide video feedback to CMBA students. Currently, this is not being done on a wide scale and may provide a marketing/promotional opportunity for DU on a national level.

IT Support Systems Needed for Expanding Learning Environment

The Internet provides a rich environment for learning that is both flexible and cost effective. As knowledge continues to become more accessible, successful institutions must incorporate the tools it provides in order to remain relevant. Teaching and learning continues to move in a paradigm shift from traditional forms to new, on demand, tailored and just in time forms provided by Information Technology. The new student will demand instruction be at their pace, place, and time of choosing (Fain, 2014; Hewitt, 2014; Kamenetz, 2014).
Bring Your Own Device (BYOD)
Staff and students continue an upward trend in use of personally-owned mobile phones, laptops and other devices on campus. Universities can take advantage by tailoring services to more effectively utilize this Mobility/Bring your Own Device (BYOD) environment (Akuity, 2014; Dillow, 2013; Lindros & Tittel, 2013). At Davenport, staff and students prefer to use their own devices over those provided by DU, if the services are available.

Takeaway from Pete Hoffswell, Network Manager:
- DU will not need as many workstations if users are using their own devices. The increased use of these devices will support anytime/anywhere learning and new communications mediums.
- Create strategies that will allow users to fully access DU services on their own device thereby reducing investment in DU-owned computers.
- Continue to invest in a Virtual Desktop Infrastructure (VDI) that will allow DU services to be delivered on personal devices.
- Maintain a strong WIFI infrastructure to support these devices. Continue to develop wireless printing services.

Takeaway from Pete Hoffswell, Network Manager:
A strong investment in integrating IT to Academics will be not only key to success, but a key to survival. Continue to develop new forms of education following the lines of the Competency-Based Education systems and online learning. Strengthen support services to empower users in these new systems.
Student Satisfaction
Defined as mean score for question: “Overall satisfaction with my experience at Davenport University” on a 7-point scale.

Student Satisfaction Survey Results

Areas of Highest Satisfaction
On a 7-point satisfaction scale, Davenport University’s mean satisfaction score is 6.0. There have been significant increases in the overall satisfaction score each year since 2010. Davenport’s students rate the university very highly in the areas below. Many of these areas are related to the facilities. Instructors and support staff are also rated highly.

<table>
<thead>
<tr>
<th>Areas of Highest Satisfaction</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low student-to-instructor ratio in class</td>
<td>6.39</td>
</tr>
<tr>
<td>Condition of the library</td>
<td>6.30</td>
</tr>
<tr>
<td>Condition of buildings</td>
<td>6.26</td>
</tr>
<tr>
<td>Condition of laboratories/computer labs</td>
<td>6.24</td>
</tr>
<tr>
<td>Campus safety</td>
<td>6.24</td>
</tr>
<tr>
<td>Condition of classroom facilities</td>
<td>6.24</td>
</tr>
<tr>
<td>Availability of services for students with disabilities</td>
<td>6.20</td>
</tr>
<tr>
<td>DU’s support of diversity of people, thoughts and ideas</td>
<td>6.18</td>
</tr>
<tr>
<td>Customer service provided by staff</td>
<td>6.15</td>
</tr>
<tr>
<td>Real-world experience of instructors</td>
<td>6.14</td>
</tr>
<tr>
<td>Availability of academic advisors</td>
<td>6.13</td>
</tr>
<tr>
<td>Library resources</td>
<td>6.12</td>
</tr>
<tr>
<td>Service staff offers to meet your individual needs</td>
<td>6.11</td>
</tr>
<tr>
<td>Assistance from library staff</td>
<td>6.10</td>
</tr>
<tr>
<td>Instructor attitude toward students</td>
<td>6.10</td>
</tr>
</tbody>
</table>

Areas of Lowest Satisfaction
Cost of attendance receives the lowest score, and is the only score in the 4.0 range.

<table>
<thead>
<tr>
<th>Areas of Lowest Satisfaction</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of attendance (tuition and fees)</td>
<td>4.42</td>
</tr>
<tr>
<td>Food/snack options</td>
<td>5.19</td>
</tr>
<tr>
<td>Temperature of classrooms</td>
<td>5.39</td>
</tr>
<tr>
<td>Availability of university scholarships</td>
<td>5.47</td>
</tr>
</tbody>
</table>
Prioritizing Areas of Satisfaction
Davenport University can prioritize its focus in certain areas in order to help maintain or increase the overall student satisfaction score. Below are the recommended areas of focus. These are determined by giving priority to items that are highly correlated to overall student satisfaction, but yet have only moderate scores showing some room for improvement.

<table>
<thead>
<tr>
<th>Areas of Priority</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of out-of-classroom professional learning</td>
<td>5.71</td>
</tr>
<tr>
<td>Referral to off campus services and community resources</td>
<td>5.72</td>
</tr>
<tr>
<td>Availability of services for non-academic needs and personal issues</td>
<td>5.76</td>
</tr>
<tr>
<td>Variety of courses</td>
<td>5.85</td>
</tr>
<tr>
<td>Quality of instructors</td>
<td>5.91</td>
</tr>
<tr>
<td>Quality of course content</td>
<td>5.93</td>
</tr>
<tr>
<td>Practical career oriented course content</td>
<td>5.99</td>
</tr>
</tbody>
</table>

Satisfaction by Segment
In looking at various segments of the university, Davenport can find additional areas of future focus for improving student satisfaction. At the campus level, students attending Livonia, Battle Creek and the Downtown Cook Center give slightly lower ratings.

International students express some level of lower satisfaction based on their scores as do Hispanic or Latino students and those in the College of Arts & Sciences (Student satisfaction study, 2014).

<table>
<thead>
<tr>
<th>Campus</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traverse City</td>
<td>6.63</td>
</tr>
<tr>
<td>Midland</td>
<td>6.27</td>
</tr>
<tr>
<td>Saginaw</td>
<td>6.26</td>
</tr>
<tr>
<td>Holland</td>
<td>6.16</td>
</tr>
<tr>
<td>Online Only</td>
<td>6.04</td>
</tr>
<tr>
<td>Flint</td>
<td>6.02</td>
</tr>
<tr>
<td>Corporate</td>
<td>6.00</td>
</tr>
<tr>
<td>Warren</td>
<td>5.98</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>5.98</td>
</tr>
<tr>
<td>Grand Rapids: W.A. Lettinga</td>
<td>5.93</td>
</tr>
<tr>
<td>Lansing</td>
<td>5.86</td>
</tr>
<tr>
<td>Grand Rapids: Downtown</td>
<td>5.77</td>
</tr>
<tr>
<td>Battle Creek</td>
<td>5.76</td>
</tr>
<tr>
<td>Livonia</td>
<td>5.73</td>
</tr>
<tr>
<td>Student Type</td>
<td>2013/14 Score</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Female</td>
<td>6.04</td>
</tr>
<tr>
<td>First Generation Student</td>
<td>6.04</td>
</tr>
<tr>
<td>Traditional Students</td>
<td>6.00</td>
</tr>
<tr>
<td>Adult Students</td>
<td>6.00</td>
</tr>
<tr>
<td>Military</td>
<td>5.99</td>
</tr>
<tr>
<td>Residential Students</td>
<td>5.97</td>
</tr>
<tr>
<td>Male</td>
<td>5.93</td>
</tr>
<tr>
<td>Athletes</td>
<td>5.84</td>
</tr>
<tr>
<td>International Students</td>
<td>5.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>6.06</td>
</tr>
<tr>
<td>Business</td>
<td>5.99</td>
</tr>
<tr>
<td>Technology</td>
<td>5.88</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>5.77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>2013/14 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>6.12</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6.10</td>
</tr>
<tr>
<td>White</td>
<td>6.00</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5.99</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>5.88</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5.76</td>
</tr>
</tbody>
</table>

**Takeaway from Steven Stromp, Executive Director of Market Intelligence:**

✔ To continue to improve student satisfaction, Davenport should focus on improving the perceptions of out-of-classroom learning, referrals to community resources, services for non-academic needs, and variety of courses. Special attention should be on International students, Hispanic/Latino students, and those attending Livonia, Battle Creek and the Downtown Cook Center.

Return to Table of Contents
References


3 Lessons to Teach Mom and Dad About Paying For College. (2014). Retrieved 2014, from NASFAA website: http://www.nasfaa.org/Main/fa-news/natl/3_Lessons_To_Teach_Mom_And_Dad_About_Paying_For_College.aspx


*Brand perception study.* (2012). Davenport University.


Fall 2013 to fall 2014 retention summary as of November 12, 2014: All degree-seeking students. (2014). Davenport University.


Harris, V. (2012, May). *Effectiveness of African American and Hispanic mentoring programs at predominately white institutions*, the. Ohio University.


*Kalamazoo market review - CoHP programs*. (2014). Davenport University, Market Intelligence.


*Knocking at the college door, projections of high school graduates*. (2013, January). Western Interstate Commission for Higher Education/ACT College Board.


Role of mentoring in college access and success, the. (2011). Institute for Higher Education Policy, Spring.


Stafford, K. (2014, November 8). College students opt to commute as costs creep higher. Detroit Free Press.


Student conduct administration & title IX: Gold standard practices for resolution of allegations of sexual misconduct on college campuses. (2014). Association for Student Conduct Administration.


Student satisfaction study. (2014). Davenport University.

Summer discount policy study. (2014). Davenport University.


Section III: Financial Viability

Endowment & Giving 123
Engaging Alumni 123
Industry Trends and Norms 126

CONTRIBUTER

LUY, PEG
Endowment & Giving

Endowment defined as: funds endowed to DU. Giving defined as: all types of gifts provided to the DU Foundation for giving.

Engaging Alumni

Building Donor Pipelines and Cultivating Relationships
Community colleges are investing more in major gifts; however, without a rich history of alumni and donor relations, the strategy may not produce the desired outcome. Premature asks can leave money on the table and jeopardize long-term potential for cultivating additional gifts (Driving decisions for advancement leaders, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:
- With 60% of DU’s alumni holding an associate’s degree, Davenport looks much like a community college, so threats outlined for them could also affect Davenport.
- Furthermore, Davenport has not had a strong history of alumni support (less than 1%). Our requests for major gifts support today (are we premature in our relationships with some of our major prospects?) for the silent phase of our campaign may mean that we are not cultivating the relationship sufficiently to lead to more substantial support. Furthermore, we have much relationship building to do with our alumni.
- Sustained success in development requires time to develop the necessary alumni engagement, participation and support; however, the focus is on raising dollars today.
- Strategy should be two-pronged:
  1. Investing in both annual unrestricted giving to build donor pipeline and secure sources today, and in major/planned giving to secure larger and more transformational gifts for the future.
  2. Build resources to strengthen alumni relationships with DU.

Engaging Millennials
Millennials (born between 1980-2000) have a median household debt of $13,000. Seventy-five percent would give to another organization before giving to their alma mater; 73 percent plan to give to an alma mater in future; 42 percent never will give (Berkshire, 2012).

To entice millennials to give to their alma maters, best practices dictate to:

- Offer targeted opportunities as they want their donations to benefit students with experiences similar to theirs;
- Communicate through digital media;

Return to Table of Contents
• No phone solicitation;
• Offer great customer service through career center and alumni offices;
• Use colorful storytelling to show how gifts are used;
• Be clear about how money is spent;
• Provide opportunities for giving time and skills; and
• Give a lot of recognition for gifts of even $25-100.

Alumni Behaviors and Preferences
Results of our most recent Alumni Relations Survey (March-May 2014) include:

• Recent grads and younger alums are less likely to donate and attend events;
• Alumni from the west region have the highest donation rate and event participation rate;
• East region alumni show most interest in attending and utilizing career services, university services and discounts;
• There is little interest in events like Homecoming (typically didn't experience that as a student) but a higher interest in travel;
• $25 is the ceiling for what most are prepared to pay for an event;
• Top reasons for not attending events: too busy, too far to travel, won't know anyone; cost is 5th reason;
• There is a positive relationship between attending events and giving;
• Alumni who give and who participate in events were happier with DU programs, more informed about events, more apt to give;
• Alumni prefer communication via eNewsletter and emails; DU Review is third (was 1st in last survey 4 yrs. ago) (Alumni relations survey, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:
✓ As Davenport increases its traditional-aged student population, the university will be attracting more of this age group. As Millennials make up an increasing share of the potential donor base, Davenport will need to adjust messaging and giving channels to match their habits. DU must deliver a value proposition as to why this age group should spend their time and money with DU when there are so many other options available.

✓ It will be important to create a culture of philanthropy with this age group while they are students. DU needs to connect them to Career Services and Alumni Relations before they graduate and continue that connection once they are alumni. DU needs to adjust its messaging and giving channels to connect with what is important to them.

Return to Table of Contents

124
Actions that Boost Donor Retention

- Four out of five first-time donors won't make a second gift;
- Seventy-five percent of first-time donors indicate that their gift wasn't as generous as it could have been;
- Cost to recruit new donors is ten times greater than keeping an existing donor.
- Donors want to make a difference, need to feel appreciation and included or "in the know."
- Donors want to have access to leadership of the organization, and know that their gift was used as intended.
- Actions that boost donor retention include Board thank-you calls, donor recognition events, visits to campus, etc. Meaningful donor recognition/stewardship is critical to donor retention.

(Giving USA: The annual report on philanthropy, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:

- The results of this internal survey reflects much of what the recent Chronicle of Philanthropy study discovered about millenials.
- This information confirms DU’s reputation and interest in the west region vs. the east region. DU needs to work to retain a positive position in the west region and work to enhance reputation in the east.
- The future location of campuses could impact alumni views of DU. As DU builds a residential, traditional-aged student population, the university will need to target activities and messaging for this younger population of alumni.
- DU has established a foundation of regional alumni councils in FY14 and will need to staff them and provide strategic activities that connect them to DU. We will need to monitor the connection between events and giving. We will need to modify communication techniques somewhat. We will need to look at greater connections to young alumni and devote more staff to building a culture of philanthropy.

- Davenport’s stewardship and donor recognition has not been consistent. DU must focus more efforts on how it shows appreciation to donors, particularly since donor acquisition is ten times the cost of donor retention.
- Many colleges and universities have a staff member solely devoted to how the organization expresses appreciation. We are moving toward a time when Davenport will need to make that investment.
Industry Trends and Norms

Alumni Relations Industry Norms
The following statistics are according to a primary research study conducted on alumni relations benchmarks:

- The mean FTE staff devoted solely to alumni relations is 3.69.
- 16.47% of alumni had made a financial contribution to their Alma Mater; community colleges, 2.68%.
- Mean budgets were $307,405 with $195,748 for private institutions.
- 73% use phonations for solicitation; privates, 77.42%.
- The mean for direct mail is 10.41 pieces/person.
- 44.66% had working emails for their alums.
- All spent time on social media as a means of communication.
- Graduates of adult programs were less involved that those that graduated from traditional programs (Alumni relations benchmarks, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:
- In virtually every category, Davenport does not meet the benchmark: staffing ratios, financial contributions, budgets, direct mail pieces, and working email.
- Davenport has been sporadic over the years in efforts to engage alumni. The institution must become consistent devoting staff, budgets, etc., to further develop programs if we hope to achieve greater engagement and financial support.

Trends in Giving
According to the Council for Aid to Education, in 2013:
- Overall support increased 9%;
- Foundations gave 29.6% of all gifts to colleges & universities, more than any other type (some of those would be family foundations--41.5% of all foundations);
- Alumni gave 29.6% (since 2007 foundation support has exceeded alumni giving);
- The percent of alumni who support their alma mater declined again to 8.7%. However, the average gift increased 18.1%;
- Support from foundations and alumni & friends is affected by the economy and stock market;
- Corporate giving did not increase;
- Support by the governing board average 23.2% of the total given;
- 41.1% of all gifts were for endowment, buildings, etc.;
- Endowments increased 9.8%;
- Gifts for current operations represented 58.9% of all gifts;
- Unrestricted endowment gifts declined;
• The number of realized bequests increased from 21 to 25 and the value rose from $5.88m to $8.2m;
• Of the total monies raised, 63% came from the three largest bequests. At master’s institutions it was 89.5%; at associate degree schools: 98.9% (Kaplan, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:
✓ Of all the benchmarks cited, DU saw its endowment grow and its percentage of gifts for capital purposes represent the largest percentage of gifts. However, Davenport does not meet any other benchmarks.

✓ Strategies:
  o Improve alumni engagement;
  o Enhance foundation relationships;
  o Promote legacy gifts;
  o Improve stewardship and donor relations;
  o Expand the type of giving opportunities offered; and
  o Expand DU’s personal approach to all of the above.

Major Gifts are a Trend
More than 75% of all higher education fundraising came from the top 1 percent of donors in 2011 (most recent study by Education Advisory Board), up from 64 percent five years earlier. Institutions continue to raise more money, but from fewer donors.

Major gifts (defined as $25,000 to $10 million) are the trend now and into the future. The tenure for most major gifts officers is now 18-24 months. Non-profit organizations of all kinds are competing for the same small number of individuals with the skillset to be a successful major gift officer, who needs to be able to respond to all types of people (Blumenstyk, 2014).

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:
✓ Davenport needs major gifts officers who can devote all their time to fundraising. The three staff members who do most of the major gifts solicitations also have a multitude of other responsibilities.

✓ We must recruit and retain major gifts officers who will develop long-term relationships on behalf of DU. It takes a period of time to develop the kind of relationship that leads to a major gift. We need to start as soon as possible, particularly as we move forward with our capital campaign.
Bequests are Most Common Form of Planned Giving

Bequests are the most common form of a planned gift with CGAs (Charitable Gift Annuity) a distant second. Bequests are the major gift of the middle class. The average age of someone who makes their first bequest is 40-50; therefore, stewardship is essential.

High-income women are more likely than men to use a complex estate planning tools like a trust. Women are more likely to give a bequest to religious, health, human services and environmental causes than men. Those without children are far more likely to make a planned gift. Only 5.3% of those over 50 have made a bequest commitment, while 33% of Americans are willing to consider one. This equates to untapped giving potential.

One percent of Americans have a CRT (Charitable Remainder Trust), while 5% are willing to consider one. Of those over 30, only 22% say they have been asked to consider a planned gift. Likewise only 37% say they are familiar with the term (Garecht, 2013).

---

Takeaways from Peg Luy, Executive Vice President for Alumni & Development:

- DU has one team member familiar with the various planned giving vehicles and no one who devotes a high percentage of their time to developing planned gifts. Planned gifts are the institution's "insurance" for the future. Because donors typically can give more through their estates than during their lifetimes, energy needs to be focused on this opportunity.

- Provide professional development for staff on the various planned giving tools.

- Have someone on staff who can devote at least 75% of their time to developing planned gifts.
References


Section IV: Workforce Engagement

Diversity of Workforce 131
Employee Satisfaction 139

Overall Measure 139
Areas of High and Low Satisfaction 139
Priority Rankings 141

CONTRIBUTERS
BOOKER, RHAE-ANN
FEDEWA, DERICK
Diversity of Workforce

Employee Diversity & Equity
Employers consciously or subconsciously discriminate against names that sound black or Latino, as reported by the New York Times. One much-cited study found that applicants with white-sounding names received 50 percent more callbacks than applicants with black-sounding names, a significant disparity.

A diversity agenda should expand recruitment, retention, promotion, graduation, and development of diverse talent. For example, women may continue to outpace men as new entrants in the workforce. While these numbers may be promising for reflecting a diverse workforce, a closer examination of workplace outcomes reveal significant disparities in managerial positions, salary, and diversity (Matthews, 2014).

Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:
✓ There is need for increased diversity of employees at DU and all levels. Recruitment and/or access is a critical first step, but only a first step to achieving inclusive excellence.
✓ We must also ensure equity, not just access. Are we increasing diversity, and if so, and at what levels/in what roles?
✓ With expansion in this area, diversity could be leveraged as a competitive difference for DU, which already has larger racial student diversity than many of its peers; and will allow for attracting the best talent from a diverse market.
✓ Provide implicit bias training for those responsible for hiring.
✓ Prioritize the hiring of racially diverse individuals, and enforce greater accountability for achieving diverse hire goals.

Aging Non-Hispanic White Population
By 2015 non-Hispanic whites will be primarily an elderly group. Numbers of non-Hispanic Whites will diminish, while racial and ethnic “minority” groups will grow and have a much younger median age. Aging population of university personnel will retire in large numbers over the next ten years.

Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:
✓ Build solid relationships with communities of color.
✓ Develop a pipeline of non-White prospective employees, and hire more non-Whites.
Growth of Minority and Women-Owned Businesses

Minority and women-owned businesses are and will continue to grow in number and revenue. “Minority businesses make up almost 15 percent of the 28 million small businesses and employ 5.9 million workers in the United States... Business ownership among minorities and women have been on the rise in recent years. Between 2002 and 2007, minority-owned businesses increased 46 percent, while non-minority-owned businesses grew 10 percent during that same period,” according to Minority Business Development Agency. More women and minority groups are starting their own businesses, especially Hispanics, who are the fastest growing minority group in the United States. This finding represents an untapped source of revenue and mutually beneficial relationships (Ordonez, 2014).

<table>
<thead>
<tr>
<th>Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Entrepreneurship classes and programs should create coursework and relationships that encourage and inspire minority and women-owned businesses.</td>
</tr>
<tr>
<td>✔ This strategy could be leveraged to support our student enrollment and employment efforts.</td>
</tr>
<tr>
<td>✔ Make sure the new entrepreneurship center gives adequate resources to address the needs of women and racial minority students.</td>
</tr>
<tr>
<td>✔ Increase the number of faculty and staff with solid connections to communities of color.</td>
</tr>
<tr>
<td>✔ Increase the number of bi-lingual faculty; train faculty in conversational Spanish – offer courses free of charge to faculty and staff.</td>
</tr>
</tbody>
</table>

Increase in Hispanic Population in Michigan and the US.

Numbers of minority elementary and secondary students, along with populations of high school graduates, are expected to continue rising. Numbers of White, non-Hispanic elementary and secondary students and high school graduates are projected to decline in coming years. Capturing minority students into matriculation pools may encourage diversity and general enrollment for institutions of higher learning (Campus diversity: Emerging trends and themes, 2004).
Increase in Asian, Pacific Islander, and Native American populations.
By 2020, minority students are expected to make up nearly half of the nation’s public high-school graduates. Increasing numbers of Hispanic and Asian/Pacific Islander students and decreasing numbers of white students will drive that trend, according to the Western Interstate Commission for Higher Education. Gaps in college-going rates by race and ethnicity have narrowed in recent years. While the share of white high-school graduates who enroll in college the following fall has held steady over the past decade at about 67 percent, for black students, the rate has gone up 5 percentage points, to 62 percent, and for Hispanic students it has jumped 14 percentage points, to 69 percent (Diversity, 2014).

Supplier Diversity
Over the past 10 years, minority-owned businesses have grown at approximately double the rate of all firms in the U.S. economy. There are over 2 million minority firms in the United States,
generating an excess of $205 billion in sales annually. In fact, between 1997 and 2002, 50 percent of the growth of all firms came from minority businesses alone. This growth is important because minority businesses create jobs in minority communities and help build wealth among minority families. Wealthy families can buy more goods and services from corporations.

The most promising opportunity to explore new markets is through supplier diversity. Supplier diversity is the process of sourcing supplies from minority businesses and presents, perhaps, the most rousing opportunity for companies facing changing demographics: the chance to gain a competitive advantage in minority communities by partnering with key stakeholders. With increasing population and business growth rates, it is imperative that corporations learn how to infuse minority employees, customers, and suppliers into their business processes in order to gain and maintain a long-term competitive edge (Whitfield, 2008).

<table>
<thead>
<tr>
<th>Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Engaging with diverse suppliers:</td>
</tr>
<tr>
<td>☑ Creates an opportunity for DU’s spending to reflect the diversity within and beyond the university;</td>
</tr>
<tr>
<td>☑ Enriches the pool of sub-contractors;</td>
</tr>
<tr>
<td>☑ Often lowers net price;</td>
</tr>
<tr>
<td>☑ Allows the university to engage competition;</td>
</tr>
<tr>
<td>☑ Brings in potential employers;</td>
</tr>
<tr>
<td>☑ Potentially creates internship opportunities for students;</td>
</tr>
<tr>
<td>☑ Presents opportunities to buy locally;</td>
</tr>
<tr>
<td>☑ Reduces overall university spending because the pool of competitors is enriched;</td>
</tr>
<tr>
<td>☑ Gives the institution integrity;</td>
</tr>
<tr>
<td>☑ Allows the promotion of DU to those businesses and leverages their networks.</td>
</tr>
</tbody>
</table>

| ✓ DU must set clear benchmarks around supplier diversity and hold employees accountable for achieving them. |

**Racial and International Diversity**

There is need for increased racial and international diversity of students and employees. “Never before have people been required to work together with colleagues and customers from so many different cultures and countries. This allows for a greater exchange of ideas, and a greater understanding of various demographic groups” (Tan, n.d.).

Organizations with greater diversity can understand and penetrate wider and enhanced markets. Because of a more diverse workforce, the market becomes more diverse. In turn, businesses start to work into the markets of the demographic groups they hire. “Our nation and our workforce are both becoming more diverse. The share of people of color in the United States is increasing; more women are entering the labor force; and gay and transgender individuals are making vital
contributions to our economy, while being increasingly open about who they are. To that end, businesses that embrace diversity have a more solid footing in the marketplace than others.” It is shown that businesses that are more diverse perform better in the economy and various markets versus a business that is not as diverse (Burns & Kerby, 2012; Lieber, n.d.; Wade-Golden & Williams, 2013)

### Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:
- The presence of a diverse faculty, staff, administration, and student body enhances the potential of the institution to create the type of learning environment for preparing all students for a diverse and global world.
- Davenport needs to ensure services are in place, especially Student Services, to best serve these populations.
- Hire more international faculty and staff and faculty/staff of color and employees with solid relationships in diverse and/or international communities.
- Continue training opportunities for developing cultural competency.
- Move forward with development of a multicultural center and ensure appropriate support services are in place.

### Global Marketplace
The need to compete in a global marketplace—particularly in new or emerging markets—will force more organizations to pay attention to how diversity and cultural intelligence figure into their business models, understanding of new markets and cultures, increased exposure to diverse domestic and international populations.

There are demographic shifts in the US and throughout the world. Jobs are moving around the world with America transferring jobs to places like India, China and Russia (Bialy, E., 2004; Byrd & Scott, 2014; Tapia, 2013; Wade-Golden & Williams, 2013).

### Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:
- Many employees likely lack significant international experience and relationships with the emerging markets. There is a tendency to think locally or nationally.
- Increase cultural and global competency of employees aimed at developing faculty and administrators to teach and work in more inclusive ways.
International Students in West Michigan
There’s no shortage of colleges and universities in Grand Rapids. Across the city, you’ll find a large public university, a Big 10 medical school and several small, private religious colleges. You won’t find many international students, at least when compared to other parts of the country. According to a new report of the major colleges in Grand Rapids, Calvin College by far had the highest percentage of non-U.S. resident students – 10 percent of student body in fall 2013, according to federal data. At most other schools in the area, including Grand Valley State University, between one and two percent of the undergraduate student body are non-resident students, data show. The majority of Grand Rapids colleges serve bachelor’s level students. About 13 percent of GVSU's students are at the master's level or above.

Four metro areas in Michigan made the list for having the most international students: Ann Arbor, Detroit-Warren-Livonia, Lansing-East Lansing and Kalamazoo-Portage, according to the report (McVicar, 2014).

Census statistics show that immigrants account for about half the scientists and engineers, along with other STEM related jobs in the United States with doctorate degrees. Immigrants are beginning to go to college for degrees in STEM related fields due to a lack of Americans in those fields (Moffett, 2014).

Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:
- International students are an under-tapped resource for DU. The institution is overlooking prospective students and employees.
- Implement effective strategies for increasing enrollment, retention and graduation of international students.
- Ensure adequate resources and staffing is in place for effectively serving international students.

Women, Those with Disabilities and LGBT Persons in the Workplace
Diversity is one of our country’s core strengths. The economic data clearly show that our nation—and, by extension, our workforce—will continue to become increasingly more diverse, as racial and ethnic minorities make up a larger portion of the population, as women continue to enter the workforce, and as gay and transgender individuals, as well as people with disabilities, continue to play a vital role in growing our economy.

People with disabilities are vital contributors to our economy, but the data tell us that our nation is underutilizing their talent. Approximately 27,382,000 Americans (11 percent) have a disability. Yet only 5,722,000 (21 percent) of these individuals are in the labor force. Businesses are not as willing to hire a person with a disability because they see them as a liability rather than an asset (Barton, Burns, & Kerby, 2012).
“Brick and Click”

They are “brick universities,” or traditional residential institutions; “click universities,” or new, usually commercial virtual universities, like Unext.com and Jones International University; and “brick and click” universities, a combination of the first two. If current research on e-commerce is correct, the most competitive and attractive higher-education institutions will be “brick and click.” While consumers appreciate the convenience, ease, and freedom of services online, they also want a physical space where they can interact with others and obtain expert advice and assistance face-to-face. Those most likely to use a “brick and click” approach for their college education would be Non-White youths around the age of 18 who may not want to fully leave a job to pursue a college education, along with non-traditional students reentering college.

The historic march on Washington in August reminds us that the mission of the nation’s historic civil-rights movement is a constantly evolving one. And in this gilded information age, the new challenge is no longer a divide between lunch counters and bus seats, but a digital divide between those who have high-speed Internet access and those who do not. President Obama’s plan to wire 99 percent of U.S. schools is a much-needed part of the solution, but until we get everyone connected at home, the divide will remain.

Online homework and wired-study guides won’t do much for students who are marooned offline at home. Eighty percent of all U.S. jobs will require digital fluency within the next 10 years. Eighty percent of Fortune 500 companies only accept job applications online. College applications, financial aid, class registration and classwork have all moved online. But today, African-American and Hispanic families lag 10 to 20 percentage points behind whites in broadband adoption (Shelton, 2013).

Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:

- DU may be bypassing and marginalizing good talent relative to students and employees; DU’s climate may not be welcoming to these groups.
- DU must ensure employee development opportunities, including education on LGBT and persons with disabilities in order to advance the cultural competency of employees, including implicit bias.
- Prospective students may prefer on-line/blended courses, however, may not choose DU if they are without computer access.
- Give high-speed internet access to at risk populations, (i.e. through community partnerships, etc.).
Income Class Level
Some people are not very affected by the increases in college tuition because they come from families who are on the upper level of the socioeconomic spectrum, while those coming from middle or lower class families are much more affected by these increases. Those from upper-class families are not as affected by these increases, while those lower on the economic scale are facing higher costs to attend college because not only do they have to pay for tuition and other college expenses, but they also have to pay interest on loans to pay for college expenses, which is an issue that people from upper-class families do not experience as much.

As the economy struggles in the wake of the Great Recession, income inequality broke records going back nearly 100 years. According to the study, incomes among the top one percent rose by 31.4 percent between 2009 and 2012, while incomes for everyone else grew just 0.4 percent. The top decile of earners in the economy now captures more than half the total income. The income gap has hit a record high since 1928 (Brodwin, 2013; Fisher, 2012).

**Takeaways from Rhae-Ann Booker, Executive Director of Diversity, Equity and Inclusion:**

- There will be an increase in low-income folks, and prospective students from this group may bypass DU if the cost is out of reach.
- DU employees may not understand unique challenges encountered by low-income students which could contribute to drop out rate of low-income students who do enroll.
- Increase faculty/staff understanding of challenges encountered by low-income students.
- Secure external grants to help ensure appropriate support services are in place.
- Combat implicit bias, which often blinds us to the fact that there are numerous achieving/high-achieving low-income students who excel at DU because of the assets they bring to our learning and work environment.
Employee Satisfaction

Overall Measure
The overall employee satisfaction score had declined slightly from 2012 to 2013 and significantly from 2013 to 2014, yet is on par with competitive institutions.

Areas of High and Low Satisfaction
From the most recent annual Employee Satisfaction Survey results, there are areas in which Davenport excels over other institutions completing the survey and there are areas were DU lags.

The top five areas in order where DU holds significantly larger margins by mean satisfaction score over other institutions are:

1. This institution consistently follows clear processes for orienting and training new employees,
2. The employee benefits available to me are valuable,
3. This institution consistently follows clear processes for recognizing employee achievements,
4. Staff take pride in their work, and tied for fifth,
5. The mission, purpose, and values of this institution are well understood by most employees plus this institution involves its employees in planning for the future.

The five areas where DU lags behind other institutions, in order, are:

1. I have adequate opportunities for professional development,
2. My department has the budget needed to do its job well,
3. I have adequate opportunities for training to improve my skills,
4. This institution makes sufficient budgetary resources available for important objectives, and
5. My department has the staff needed to do its job well.

Takeaways from Derick Fedewa, Senior Research Analyst:

- The relatively deficient areas suggest that with limited or no availability of professional development/training, the labor force at DU may fall behind in the adoption of new skill or expertise needed for effective performance.

- Findings also suggest that as the base of budgets and staff resources spreads thin, process may break down, productivity may falter, or the ability to grow new operations may be compromised.

- Treat the deficient areas on a micro-level. For example, identify the departments with the lowest scores and perform deeper assessment of their needs and concerns.

- On a macro-level, adopt a reinvestment strategy that cuts resources from a lagging area of operation and reinvest the resources into another area demonstrating more promise.
**Priority Rankings**

The priority ranking below combines satisfaction scores and the impact each question has on overall satisfaction (derived importance). The highest priorities are given to areas where importance is highest and satisfaction is lowest. These are areas that would benefit from some level of improvement in perception, and will have the most impact on overall employee satisfaction (Employee satisfaction study, 2014).

<table>
<thead>
<tr>
<th>Satisfaction Survey Item</th>
<th>2014 Priority Rank</th>
<th>DU Satisfaction 2012</th>
<th>DU Satisfaction 2013</th>
<th>DU Satisfaction 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Culture and Policies - This institution makes sufficient staff resources available to achieve important objective</td>
<td>1</td>
<td>3.31</td>
<td>3.21</td>
<td>2.91</td>
</tr>
<tr>
<td>Campus Culture and Policies - This institution does a good job of meeting the needs of staff</td>
<td>2</td>
<td>3.49</td>
<td>3.47</td>
<td>3.18</td>
</tr>
<tr>
<td>Campus Culture and Policies - Employee suggestions are used to improve our institution</td>
<td>3</td>
<td>3.31</td>
<td>3.55</td>
<td>3.18</td>
</tr>
<tr>
<td>Campus Culture and Policies - This institution makes sufficient budgetary resources available to achieve important objectives</td>
<td>4</td>
<td>3.45</td>
<td>3.08</td>
<td>2.76</td>
</tr>
<tr>
<td>Work Environment - I have adequate opportunities for advancement</td>
<td>5</td>
<td>3.13</td>
<td>3.18</td>
<td>2.97</td>
</tr>
<tr>
<td>Campus Culture and Policies - There is good communication between staff and the administration at this institution</td>
<td>6</td>
<td>3.29</td>
<td>3.42</td>
<td>3.22</td>
</tr>
<tr>
<td>Work Environment - I am paid fairly for the work I do</td>
<td>7</td>
<td>3.25</td>
<td>3.29</td>
<td>3.03</td>
</tr>
<tr>
<td>Campus Culture and Policies - There is a spirit of teamwork and cooperation at this institution</td>
<td>8</td>
<td>3.62</td>
<td>3.73</td>
<td>3.43</td>
</tr>
<tr>
<td>Campus Culture and Policies - This institution does a good job of meeting the needs of its faculty</td>
<td>9</td>
<td>3.49</td>
<td>3.47</td>
<td>3.25</td>
</tr>
<tr>
<td>Campus Culture and Policies - The reputation of this institution continues to improve</td>
<td>9</td>
<td>3.76</td>
<td>3.83</td>
<td>3.52</td>
</tr>
<tr>
<td>Campus Culture and Policies - This institution plans carefully</td>
<td>11</td>
<td>3.51</td>
<td>3.41</td>
<td>3.24</td>
</tr>
<tr>
<td>Campus Culture and Policies - Staff are treated fairly and with respect</td>
<td>11</td>
<td>3.79</td>
<td>3.85</td>
<td>3.64</td>
</tr>
<tr>
<td>Satisfaction Survey Item</td>
<td>2014 Priority Rank</td>
<td>DU Satisfaction 2012</td>
<td>DU Satisfaction 2013</td>
<td>DU Satisfaction 2014</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Work Environment - My department has the budget needed to do its job well</td>
<td>13</td>
<td>3.27</td>
<td>2.86</td>
<td>2.58</td>
</tr>
<tr>
<td>Work Environment - I am empowered to resolve problems quickly</td>
<td>13</td>
<td>3.49</td>
<td>3.61</td>
<td>3.44</td>
</tr>
<tr>
<td>Campus Culture and Policies - Efforts to improve quality are paying off at this institution</td>
<td>15</td>
<td>3.56</td>
<td>3.77</td>
<td>3.48</td>
</tr>
<tr>
<td>Campus Culture and Policies - The leadership of this institution has a clear sense of purpose</td>
<td>16</td>
<td>3.90</td>
<td>3.79</td>
<td>3.53</td>
</tr>
<tr>
<td>Campus Culture and Policies - There is good communication between the faculty and the administration at this institution</td>
<td>17</td>
<td>3.27</td>
<td>3.40</td>
<td>3.19</td>
</tr>
<tr>
<td>Campus Culture and Policies - This institution involves its employees in planning for the future</td>
<td>18</td>
<td>3.63</td>
<td>3.65</td>
<td>3.38</td>
</tr>
<tr>
<td>Campus Culture and Policies - Administrators share information regularly with faculty and staff</td>
<td>19</td>
<td>3.34</td>
<td>3.55</td>
<td>3.27</td>
</tr>
<tr>
<td>Work Environment - I have adequate opportunities for professional development</td>
<td>20</td>
<td>3.69</td>
<td>3.36</td>
<td>2.86</td>
</tr>
</tbody>
</table>

**Takeaway from Derick Fedewa, Senior Research Analyst:**

- In order to increase employee satisfaction, it is suggested several of the top priority areas be addressed, such as:
  - Increasing staff resources to achieve important objectives;
  - Meeting the needs of staff;
  - Increasing perception that employee suggestions are used to improve the institution;
  - Increasing budgetary resources available to achieve important objectives;
  - Increasing opportunities for advancement;
  - Improving communication between staff and administration;
  - Increasing compensation.
References


Employee satisfaction study. (2014). Davenport University/Noel Levitz.


