Strategic Plan

Quincy University Environmental Scan ~ November 2016
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Introduction

Quincy University began the process of developing a new strategic plan in November of 2014. Over the course of 2015 and early 2016, the university collected qualitative data from a wide cross section of university stakeholders. In August of 2016 the committee identified a need for an environmental scan. An environmental scan was developed in September of 2016 to inform the University’s strategic planning process, Assist the Board of Trustees and Executive Team in data-driven decision making, and prepare for the upcoming Higher Learning Commission Accreditation process.

A good environmental scan will help an organization understand and respond effectively to changes in its environments. The 2016 environmental scan provides information on:

❖ Demographics
❖ Higher education
❖ Economics
❖ Technology
❖ Politics

Because the external environment in which Quincy University operates is continually changing, the environmental scan should be updated periodically to reflect the most recent available information on key opportunities and challenges facing the University.

History

November 2014 - Planning meetings with President and Board Chair

February 2015- Initial Strategic Planning (Core) Committee Meeting, Community (Faculty, Staff, Administration, Alumni, Business Community, Student) S.W.O.T. Analysis Survey

May 2015 - Development of 5 Pillar Areas and 26 Themes derived from S.W.O.T. analyses, SPC sorted theme areas into pillar areas

September 2015 - Adoption of OGSM Method

October 2015- Objectives developed by Executive Team, continued planning for subcommittee Process

November 2015- Kick off meeting with Strategic Plan subcommittee members

December 2015-April 2016- Subcommittee Meetings, development of OGSM’s for each pillar. Subcommittees comprised of 10-12 members, including one representative Vice President from each pillar-area, two representative administrators, one staff member, two faculty members, one alumni, one community member and one student leader.

March 2016- Phone consultation with Dr. Johnson re: Drafts

May 2016- Survey of Subcommittee Members re: subcommittee work

August 2016- Compilation of Subcommittee OGSMs
2015 QU Community Stakeholder Survey Summary

In early 2015, the Strategic Plan committee surveyed internal and external constituents regarding QU’s Strengths, Weaknesses, Opportunities and Threats (S.W.O.T). Demographics of the participants are below:

Faculty and Staff (60 Responses)

Adams County Business Leaders (124 Responses)

Alumni (69 Responses)

Attended Quincy College/University
### Aggregated S.W.O.T. Themes

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Threats</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| • Small size  
• Strong Academics  
• Strong Athletics  
• Franciscan Values  
• Community Engagement  
• Friendly  
• Leadership Opportunities  
• Graduate Degree Program Offerings | • Financial Management  
• Organizational Management  
• Infrastructure  
• Enrollment Management (i.e., Admissions & Retention)  
• Inter-Departmental Communication  
• Morale  
• Diversity  
• Technology  
• Location  
• Marketing  
• Community Engagement & Collaboration (particularly with business community) | • Enrollment Management  
• Academic Programming* (Innovation and/or Current Program Investment)  
• Technology  
• Diversity  
• Financial Management  
• Organizational Management & Leadership  
• Morale  
• Online education alternatives and general competition  
• Cost of Higher Education  
• Location | • Improved Marketing (i.e., both potential students & donors)  
• Academic Programming (i.e., both innovation and investing in current programs)  
• Academic Programming* (Innovation and/or Current Program Investment)  
• Technology  
• Diversity  
• Financial Management  
• Organizational Management & Leadership  
• Morale  
• Inclusion of Alumni  
• Inclusion of Business  
• Community Inclusion  
• Improved Articulation with Community Colleges |
The S.W.O.T community survey process yielded 22 distinct areas of focus (Themes) that served as the basis for developing Strategic Planning Objectives. Based on information derived from the community S.W.O.T. Surveys, 5 goal areas were developed as a framework for the new Strategic Plan.

Themes/Goal Areas Identified

- Academic Excellence
- Enrollment Management
- Franciscan Identity
- Finances
- Campus Environment

The goal areas were then used as categories by which the themes derived from the surveys could be sorted by members of the Strategic Plan committee. A 70% agreement decision rule was utilized to support “Fit” of themes into respective goal categories.

Results of Themes/Goals Categorization

<table>
<thead>
<tr>
<th>Themes</th>
<th>%</th>
<th>Goal Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franciscan Values</td>
<td>100%</td>
<td>Franciscan Identity</td>
</tr>
<tr>
<td>Academic Rigor</td>
<td>100%</td>
<td>Academic Excellence</td>
</tr>
<tr>
<td>Marketing</td>
<td>100%</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>100%</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Financial Management</td>
<td>89%</td>
<td>Finances</td>
</tr>
<tr>
<td>Inter-Departmental Communication</td>
<td>88.9%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Morale</td>
<td>88.9%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Location/Regional Issues</td>
<td>88.9%</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Strong Academics</td>
<td>88.9%</td>
<td>Academic Excellence</td>
</tr>
<tr>
<td>Friendly Environment</td>
<td>88.9%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>88.9%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Cost of Higher Education</td>
<td>77.8%</td>
<td>Finances</td>
</tr>
<tr>
<td>Improved Articulation with Community Colleges</td>
<td>66.7%</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Graduate Degree Program Offerings</td>
<td>66.7%</td>
<td>Academic Excellence</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>66.7%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Community Engagement &amp; Collaboration</td>
<td>66.7%</td>
<td>Campus Environment</td>
</tr>
<tr>
<td>Leadership Opportunities</td>
<td>55.6%/33.3%</td>
<td>Academic Excellence/Campus Env.</td>
</tr>
<tr>
<td>Concern for Online &amp; University Competition</td>
<td>55.6%/44.4%</td>
<td>Enrollment Management/Academic Exc.</td>
</tr>
<tr>
<td>Technology</td>
<td>44.4%/44.4%</td>
<td>Academic Excellence/Campus Env</td>
</tr>
<tr>
<td>Strong Athletics</td>
<td>44.4%/44.4%</td>
<td>Enrollment Management/Campus Env</td>
</tr>
<tr>
<td>Small Size</td>
<td>44.4%/22.2%</td>
<td>Enrollment Management/Campus Env</td>
</tr>
<tr>
<td>Diversity</td>
<td>44.4%/Varied</td>
<td>Franciscan Identity/All Categories</td>
</tr>
</tbody>
</table>
Resulting Categories and Pillar Areas

- **Enrollment Management**
  - Enrollment Management
  - Marketing
  - Local/Regional Issues
  - Improved Articulation with Community Colleges
  - Concern for Online & University Competition
  - Small Size
  - **Strong Athletics**
  - Diversity

- **Finances**
  - Financial Management
  - Cost of Higher Ed
  - Diversity

- **Academic Excellence**
  - Strong Academics
  - Academic Rigor
  - Academic Programming
  - Graduate Degree Program Offerings
  - Leadership Opportunities
  - Technology
  - Diversity

- **Franciscan Identity**
  - Franciscan Values
  - Diversity

- **Campus Environment**
  - Inter-Departmental Communication
  - Morale
  - Friendly Environment
  - Infrastructure
  - Organizational Management
  - Community Engagement & Collaboration (Business Community & Alumni)
  - **Leadership Opportunities**
  - Technology
  - Strong Athletics
  - Small Size
  - Diversity

*Note: Items in teal are secondary items in the category*
Demographics
U.S. Population Projections, 2015-2040
Areas of Change over the next ten years, 2014-2024

Private postsecondary degree-granting institutions
Enrollment in private postsecondary degree granting institutions
- increased 71% between 1998 and 2012; and
- is projected to increase 16% between 2012 and 2023 (as compared to 15 percent for public)

Change in High School Graduates

![Map of the United States showing high school graduates by state]

**Key**
- States that will have severe overall declines in high school graduates (decreases greater than or equal to 10 percent)
- States that will have a moderate overall decrease in high school graduates (decreases between 3 and 10 percent)
- States that will have a minimal overall change in high school graduates (less than 3 percent change, up or down)
- States that will have a moderate overall increase in high school graduates (increases between 3 and 10 percent)
- States that will have large overall increases in high school graduates (increases greater than or equal to 10 percent)


Change in the Age of Students

By 2023, students 25 and older will represent 43.6% of all college students.
Enrollment in postsecondary degree-granting institutions of students who are 18 to 24 years old
- increased 52 percent between 1996 and 2010; and
- is projected to increase 10 percent between 2010 and 2021.
Enrollment in postsecondary degree-granting institutions of students who are 25 to 34 years old
- increased 45 percent between 1996 and 2010; and
- is projected to increase 20 percent between 2010 and 2021.
Enrollment in postsecondary degree-granting institutions of students who are 35 years old and over
- increased 32 percent between 1996 and 2010; and
- is projected to increase 25 percent between 2010 and 2021.

**Nontraditional Students**
Seven characteristics identify nontraditional students: being independent for financial aid purposes, having one or more dependents, being a single caregiver, not having a traditional high school diploma, delaying postsecondary enrollment, attending school part time, and being employed full time. (National Center for Education Statistics 2011-2012 Postsecondary Student Aid Studies)
Family Income/Ability to Pay

Tuition Rising, Incomes Falling

Percent of students whose families pay 100 percent or more of their annual income to cover the net price of college, 1996-2012

Figure 1 2026: The Decade Ahead, Chronicle of Higher Education

National College Readiness Benchmarks

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Based on a nationally stratified sample, the Benchmarks are median course placement values for these institutions and represent a typical set of expectations. ACT College Readiness Benchmarks were revised for 2013 graduating class reporting. The ACT College Readiness Benchmarks are:

<table>
<thead>
<tr>
<th>College Course</th>
<th>Subject Area Test</th>
<th>Original ACT College Readiness Benchmark</th>
<th>Revised ACT College Readiness Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>English</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Reading</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>

Figure 2 ACT College Readiness Report 2015

Quincy University Student Population Characteristics:

College Readiness (Incoming Freshmen ACT)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Percent Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Subscore</td>
<td>QU Freshman 2016</td>
</tr>
<tr>
<td>English</td>
<td>75% (203/272)</td>
</tr>
<tr>
<td>Reading</td>
<td>53% (144/272)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48% (130/272)</td>
</tr>
<tr>
<td>Science</td>
<td>42% (115/272)</td>
</tr>
</tbody>
</table>
Minority Student Population

### Minority Student Body

![Minority Student Body Chart]

<table>
<thead>
<tr>
<th>Race</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Black or African American</td>
<td>149</td>
<td>121</td>
<td>138</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>15</td>
<td>16</td>
<td>19</td>
</tr>
</tbody>
</table>

Freshmen Demographics FALL 2016

### 2016 Freshman Class

![2016 Freshman Class Chart]

- **First Generation**: 35%
- **Pell Eligible**: 36%
- **Minority**: Pending

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>35%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>36%</td>
</tr>
<tr>
<td>Minority</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Environmental Scan | Quincy University | November 2016
Percent of Entering Students Receiving Pell & Percent with Financial Need 2012

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percent Pell</th>
<th>Percent Freshmen with Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culver-Stockton College</td>
<td>57%</td>
<td>93%</td>
</tr>
<tr>
<td>Saint Xavier University</td>
<td>57%</td>
<td>93%</td>
</tr>
<tr>
<td>Quincy University</td>
<td>50%</td>
<td>92%</td>
</tr>
<tr>
<td>Monmouth College</td>
<td>52%</td>
<td>88%</td>
</tr>
<tr>
<td>Millikin University</td>
<td>39%</td>
<td>86%</td>
</tr>
<tr>
<td>Illinois College</td>
<td>36%</td>
<td>86%</td>
</tr>
<tr>
<td>Aurora University</td>
<td>43%</td>
<td>86%</td>
</tr>
<tr>
<td>Benedictine University</td>
<td>44%</td>
<td>83%</td>
</tr>
<tr>
<td>Lewis University</td>
<td>35%</td>
<td>83%</td>
</tr>
<tr>
<td>Saint Ambrose University</td>
<td>25%</td>
<td>82%</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>North Central College</td>
<td>23%</td>
<td>80%</td>
</tr>
<tr>
<td>Southern Illinois University-Carbondale</td>
<td>23%</td>
<td>79%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>24%</td>
<td>79%</td>
</tr>
<tr>
<td>Augustana College</td>
<td>24%</td>
<td>79%</td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>43%</td>
<td>77%</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>43%</td>
<td>76%</td>
</tr>
<tr>
<td>Southern Illinois University-Edwardsville</td>
<td>36%</td>
<td>76%</td>
</tr>
<tr>
<td>McKendree University</td>
<td>34%</td>
<td>74%</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>41%</td>
<td>74%</td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>28%</td>
<td>74%</td>
</tr>
<tr>
<td>Bradley University</td>
<td>23%</td>
<td>69%</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>23%</td>
<td>68%</td>
</tr>
<tr>
<td>Truman State University</td>
<td>23%</td>
<td>58%</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>23%</td>
<td>54%</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>21%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Figure 3 2015 Human Capital Report
Quincy University Faculty and Staff (Fall 2016)

Full-time Instructional Staff by Race/Ethnicity

- Hispanic/Latino: 47
- American Indian: 0
- Asian: 2
- Black or African American: 0
- Native Hawaiian: 0
- White: 0
- Two or More Races: 3

FT Instructional Staff by Gender

- Men: 144
- Women: 2

FT Staff by Race/Ethnicity

- Hispanic/Latino: 21
- American Indian: 6
- Asian: 5
- Black or African American: 0
- Native Hawaiian: 0
- White: 0
- Two or More Races: 0

FT Staff by Gender

- Men: 85
- Women: 75
Quincy University - TIAA CREF participants, FT Age Distribution (Fall 2016)

QU Employee Attrition (NOTE: Still Need: Great Colleges to Work For Baseline Survey)

Figure 4 Human Resources Oct 2016  
NOTE: 2016 Numbers are through Oct 20th, 2016
Higher Education
Income by Educational Attainment

National

Median Income by Educational Attainment, 1964 - 2013
(Males)

Adams County Median Earnings in the Past Five Years by Educational Attainment- 25 Years and Older
Figure 5 U of I Env. Scan
Co-Curricular Activities and Academic Achievement

**Activity and Achievement: What’s the Connection?**

There are wide-ranging benefits to student participation in high school activities. Students can develop new skills, broaden their experiences, practice social skills, and increase their appeal to college admissions personnel. In addition, ACT data indicate that, regardless of a student’s high school GPA, involvement in high school activities is often associated with higher ACT Composite scores. At the same time, results typically identify a point of diminishing returns, one where many activities are associated with a drop in ACT scores. The adjacent graph depicts the relationship between ACT scores and the number of high school activities for 2016 graduates.

*Figure 6 ACT College Readiness Report 2016*

Quincy University Metrics

**Enrollment by State**

![Quincy University First-Time Undergraduate Enrollment By State](image)
### Top Enrollment Feeder Schools

#### Top 30 Recent Matric Feeder High Schools (2013-2015)

<table>
<thead>
<tr>
<th>HS Name</th>
<th>City</th>
<th>State</th>
<th>APPS 13-15</th>
<th>ADMITS 13-15</th>
<th>MATRICS 13-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUINCY SENIOR HIGH SCHOOL</td>
<td>QUINCY</td>
<td>IL</td>
<td>153</td>
<td>110</td>
<td>71</td>
</tr>
<tr>
<td>QUINCY NOTRE DAME HIGH SCHOOL</td>
<td>QUINCY</td>
<td>IL</td>
<td>53</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td>CAMP POINT CENTRAL HIGH SCHOOL</td>
<td>CAMP POINT</td>
<td>IL</td>
<td>28</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>WESTERN HIGH SCHOOL</td>
<td>BARRY</td>
<td>IL</td>
<td>24</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>HANNIBAL HIGH SCHOOL</td>
<td>HANNIBAL</td>
<td>MO</td>
<td>30</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>MARQUETTE CATHOLIC HIGH SCHOOL</td>
<td>ALTON</td>
<td>IL</td>
<td>19</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>SEYMOUR HIGH SCHOOL</td>
<td>PAYSON</td>
<td>IL</td>
<td>18</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>PALMYRA R-I HIGH SCHOOL</td>
<td>PALMYRA</td>
<td>MO</td>
<td>22</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>FITSWICK HIGH SCHOOL</td>
<td>FITSWICK</td>
<td>IL</td>
<td>22</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>SAINT JOHN VIANNEVY HIGH SCHOOL</td>
<td>KIRKWOOD</td>
<td>MO</td>
<td>21</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>UNIV HIGH SCHOOL</td>
<td>MENDON</td>
<td>IL</td>
<td>20</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>CHRISTIAN BROTHERS COLLEGE HIGH SCHOOL</td>
<td>ST LOUIS</td>
<td>MO</td>
<td>18</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>LIBERTY HIGH SCHOOL #2</td>
<td>LIBERTY</td>
<td>IL</td>
<td>17</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>SAINT DOMINIC HIGH SCHOOL</td>
<td>O'FALLON</td>
<td>MO</td>
<td>14</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>BELLEVILLE TOWNSHIP HS WEST</td>
<td>BELLEVILLE</td>
<td>IL</td>
<td>13</td>
<td>12</td>
<td>6</td>
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<tr>
<td>HAMILTON HIGH SCHOOL</td>
<td>HAMILTON</td>
<td>IL</td>
<td>10</td>
<td>8</td>
<td>6</td>
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<tr>
<td>GALENburg HIGH SCHOOL</td>
<td>GALENburg</td>
<td>IL</td>
<td>22</td>
<td>20</td>
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<tr>
<td>EDWARDsville SENIOR HIGH SCHOOL</td>
<td>EDWARDsville</td>
<td>IL</td>
<td>19</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>JACKSONv IL HIGH SCHOOL</td>
<td>JACKSONv IL</td>
<td>IL</td>
<td>18</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>BROWN COUNTY HIGH SCHOOL</td>
<td>MT STERLING</td>
<td>IL</td>
<td>14</td>
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<td>5</td>
</tr>
<tr>
<td>ROCHESTER HIGH SCHOOL</td>
<td>ROCHESTER</td>
<td>IL</td>
<td>10</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>EUREKA HIGH SCHOOL</td>
<td>EUREKA</td>
<td>MO</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>JOUET TOWNSHIP HIGH SCHOOL #WEST</td>
<td>JOUET</td>
<td>IL</td>
<td>14</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>BEEFORDTOWN SENIOR HIGH SCHOOL</td>
<td>BEARDSTOWN</td>
<td>IL</td>
<td>14</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>DESMET JESUIT HIGH SCHOOL</td>
<td>SAINT LOUIS</td>
<td>MO</td>
<td>13</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>PROVIDENCE CATHOLIC HIGH SCHOOL</td>
<td>NEW LENOX</td>
<td>IL</td>
<td>13</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>SACRED HEART-GRiffin HIGH SCHOOL</td>
<td>SPRINGFIELD</td>
<td>IL</td>
<td>11</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>MCHENRY COMMUNITY HIGH SCHOOL WEST</td>
<td>MCHENRY</td>
<td>IL</td>
<td>10</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>LINDEBERG HIGH SCHOOL</td>
<td>SAINT LOUIS</td>
<td>MO</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>FRANcois HOWEL HIGH SCHOOL</td>
<td>SAINT CHARLES</td>
<td>MO</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 7 2015 Human Capital Report

### Cost of Attendance (Quincy University)

- Total cost of attendance, Total price for in-district students living on campus 2015-16
### Degrees conferred by Major (Undergraduate and Graduate)

<table>
<thead>
<tr>
<th>Major</th>
<th>Master's</th>
<th>Bachelor's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations, Advertising, and Applied Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Education, General</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Business Administration and Management</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Special Education and Teaching, General</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elementary Education and Teaching</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Music Teacher Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Education Teaching and Coaching</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Education, other</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sign Language Interpretation and Translation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English Language and Literature, General</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Biology/Biological Sciences/General</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education/fitness</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Sport and Fitness Administration/Management</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Psychology, other</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice, Safety Studies</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Human Services, General</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graphic Design</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health Services/Allied Health/Health Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Registered Nursing/Registered Nurse</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Business Administration and Management, General</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Management Science</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Marketing/Marketing Management, General</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*Source: QU Office of Institutional Research*
Faculty Teaching Distribution (All Disciplines) Fall 2015
- Ratio of FT to ADJ Enrollment: 71% FT vs. 29% ADJ
- Ratio of FT to ADJ Student Credit Hours: 74% FT vs. 26% ADJ
- Ratio of FT to ADJ Load Hours: 69% FT vs. 31% ADJ
- Note: Individual Discipline enrollment ratios ranged from a low of 41% FT to 59% ADJ to a high of 93% FT to 7% ADJ
  Source: QU Office of Institutional Research

US News and World Report Ranking
Regional Universities Midwest Rankings
- 2017: #74 of 171 Schools (score 55/100)
- 2016 #68
- 2015 #69
- 2014 #77
- 2013 #98
- 2012 #91

Best Value Schools Regional Universities (Midwest)
- 2017: #25 of 38 Schools

Assessing Market Position
Quincy University Student Body and Outcomes Comparisons

Top 25 Competitor/Cross-Ap Schools*  90 Peer Institutions**

Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2014

Percentile ACT Scores of first-time, degree/certificate-seeking undergraduate students: Fall 2014

Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14

Graduation rate and transfer-out rate (2008 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2014)
Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2008 cohort

25 Cross Ap Schools:
Augustana College (Rock Island, IL)
Aurora University (Aurora, IL)
Benedictine University (Lisle, IL)
Bradley University (Peoria, IL)
Culver-Stockton College (Canton, MO)
Eastern Illinois University (Charleston, IL)
Illinois College (Jacksonville, IL)
Illinois State University (Normal, IL)
Lewis University (Romeoville, IL)
Loyola University Chicago (Chicago, IL)
McKendree University (Lebanon, IL)
Millikin University (Decatur, IL)
Monmouth College (Monmouth, IL)
North Central College (Naperville, IL)
Northern Illinois University (Dekalb, IL)
Saint Ambrose University (Davenport, IA)
Saint Xavier University (Chicago, IL)
Southern Illinois University-Carbondale (Carbondale, IL)
Southern Illinois University-Edwardsville (Edwardsville, IL)
Truman State University (Kirksville, MO)
University of Illinois at Chicago (Chicago, IL)
University of Illinois at Springfield (Springfield, IL)
University of Illinois at Urbana-Champaign (Champaign, IL)
University of Missouri-Columbia (Columbia, MO)
Western Illinois University (Macomb, IL)

90 Peer Institutions identified by the following criteria:

Geographical region: Great Lakes IL IN MI OH WI;
Plains IA KS MN MO NE ND SD
Sector: Private not-for-profit, 4-year or above
Degree-granting status: Degree-granting
Highest degree offered: Master’s degree
Institution size category: 1,000 - 4,999
Institutional category: Degree-granting, primarily baccalaureate or above
Has full-time first-time undergraduates: Yes
Miscellaneous Indicators: Title IV participating
**Quincy University Survey Results (FALL 2016 Freshmen/225 Respondents)**

**Why are you at QU?**

1. Received good scholarship (69.6%)
2. Athletic Program (45.5%)
3. Size of the University (43.3%)
4. Academic Program (42.4%)
5. Stay near my home (36.6%)
6. Academic Reputation (12.9%)
7. QU is a Franciscan, Catholic University (12.1%)
8. Cost of the University (10.3%)
9. Family Member Attended (7.6%)
10. Parents insisted (4.5%)
11. Nowhere else to go (3.6%)
How satisfied are you with:

Figure 9 North Campus

Figure 10 Main Campus
Economics
Colleges are often driven by the needs of regional or national businesses for particular knowledge and skills. Campuses that are aware of what the labor market is likely to need can ensure that their graduates are prepared for available employment and that programs are in place to recruit and retain faculty and students. (Grummon, 2013)

Regional Employer Needs

Did you know? QU brings Talent to Quincy. While only 25% of QU’s incoming student population comes from the Quincy area, 40% of QU graduates live and work in the Quincy Area.

Community Leader Perceptions

Source: 2015 Quincy and Adams County Vision Survey of Community Leaders (board members, business owners, company presidents, key community stakeholders) ~ Quincy Adams County Branding Commission

In a regional workforce survey conducted in 2015, the number one desired benefit identified across all workforce categories is salary increase.

Twenty-three percent (23.6%) of the seeking different employment respondents stated that experience, training, and educational opportunities would be an important consideration in accepting a new job. The subset of seeking different employment is identified as those who are actively looking to change jobs but are still employed.

Projected Employment: Quincy, Chicago and St. Louis

The US Department of Labor Bureau of Labor Statistics Employment Projection for 2014-2024 projects employment in the State of Illinois to increase just under 6%. However, certain concentrations of occupations will see a higher rate of growth including Business and Financial Operations (9% growth, 345,820 new and replacement jobs), and Mathematical Scientists (including statisticians) (26.92% growth, 7,467 new and replacement jobs). In the Western Illinois Region (Adams, Brown, Hancock, Henderson, Knox, McDonough, Pike, Schuyler, and Warren Counties), projected job growth is lower, averaging 3.68% overall for a total of 3,893 new jobs in the next 10 years. However, Business and Financial Operations Occupations will see a 4.95% increase in new and replacement jobs (176 jobs).

In Adams County (pop 67,103), the population 25 years and older (45,935) with a Bachelor’s' degree or higher is 20.8% vs. 31% for the State of Illinois and 32.7% nationwide.

Source IDES http://www.census.gov/quickfacts/table/PST045213/17001/embed/accessible

Illinois Manufacturing

Illinois manufacturers currently employ 570,000. Data suggests that roughly 50 percent of current manufacturing workers will retire in the next 10-15 years. That means we need to find 285,000 workers which equates to between 19,000 and 28,500 jobs annually (10 or 15 years).

At the same time, the required workforce is becoming more educated in manufacturing. For example, the share of the manufacturing workforce with a BA degree increased from 16.3 percent in 2000 to 19.6 percent in 2011. The share with a graduate/professional degrees rose from 5.7 percent to 8.6 percent over the same time period. At the same time, the share of the US factory workforce with less than a high school education dropped from 14.1 percent to 10.8 percent. This trend continues to grow exponentially faster with technology.

There are references in the links to various data. For example, the Manufacturing Institute links to studies from diverse sources including MAPI, Deloitte, US Bureau of Labor Statistics, Gallup Survey, and more. Below is a summary from one of the MAPI links as well that summarizes the implication for manufacturers. (Sent by Jim Nelson, Vice President of External Affairs for the Illinois Manufacturers’ Association)

Sources:
http://www.themanufacturinginstitute.org/~/media/827DBC76533942679A15EF7067A704CD.ashx
https://www.mapi.net/forecasts-data/aging-urbanizing-world
https://www.mapi.net/system/files/attachments/files/S-144%20Worforce%20needs%20%26%20talent.pdf

National Workforce Trends

Delivering Retirement

The proportion of the population 65 years and older that was not in the labor force declined from 81.5 percent in 2004 to 77.0 percent in 2014. The percentage of people 65 years and older who said they did not work because of retirement fell from 72.5 percent in 2004 to 68.1 percent in 2014. As mentioned above, recent surveys conducted by EBRI have shown an increase in the number of people who plan to delay retirement.
Projected National Employment Trends

**Fastest Growing Occupations**

**2014–24, projected**

### Fastest Growing, Overall

Fast-growing occupations show how the economy is changing:
4 of the 5 fastest growing occupations are related to healthcare.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment Change</th>
<th>Median Annual Wage, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind turbine service technicians</td>
<td>4.8</td>
<td>$31,050</td>
</tr>
<tr>
<td>Occupational therapy assistants</td>
<td>14.1</td>
<td>$67,870</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>11.9</td>
<td>$55,570</td>
</tr>
<tr>
<td>Physical therapist aides</td>
<td>19.5</td>
<td>$35,100</td>
</tr>
<tr>
<td>Home health aides</td>
<td>848.4</td>
<td>$21,920</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics

### Occupations with Most New Jobs

Occupations adding the most jobs show that there will be more opportunities for employment in healthcare, retail trade, and food services.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment Change</th>
<th>Median Annual Wage, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal care aides</td>
<td>458.1</td>
<td>$20,980</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>435.3</td>
<td>$67,490</td>
</tr>
<tr>
<td>Home health aides</td>
<td>748.4</td>
<td>$21,920</td>
</tr>
<tr>
<td>Combined food preparation &amp; serving workers, including fast food</td>
<td>343.5</td>
<td>$16,510</td>
</tr>
<tr>
<td>Retail salespersons</td>
<td>714.2</td>
<td>$21,780</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics

### Fastest Growing Occupations, Bachelor's Degree or Higher Required

Occupations that typically need a bachelor’s degree for entry tend to pay well.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment Change</th>
<th>Median Annual Wage, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse practitioners</td>
<td>44.7</td>
<td>$98,390</td>
</tr>
<tr>
<td>Physical therapists</td>
<td>27.8</td>
<td>$94,020</td>
</tr>
<tr>
<td>Statisticians</td>
<td>10.1</td>
<td>$80,110</td>
</tr>
<tr>
<td>Physician assistants</td>
<td>26.7</td>
<td>$98,180</td>
</tr>
<tr>
<td>Operations research analysts</td>
<td>27.6</td>
<td>$78,530</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics

### Fastest Growing Occupations, Some Postsecondary Education Required

These fast-growing occupations require some postsecondary situation, but less than a bachelor’s degree, and have above-average pay.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment Change</th>
<th>Median Annual Wage, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind turbine service technicians</td>
<td>4.8</td>
<td>$31,050</td>
</tr>
<tr>
<td>Occupational therapy assistants</td>
<td>14.1</td>
<td>$27,870</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>31.0</td>
<td>$55,370</td>
</tr>
<tr>
<td>Commercial divers</td>
<td>1.6</td>
<td>$50,470</td>
</tr>
<tr>
<td>Web developers</td>
<td>19.5</td>
<td>$54,920</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics

---

Environmental Scan | Quincy University | November 2016
## QU Revenue & Expense Distribution and Comparison

### Top 25 Competitor/Cross-Ap Schools*  
### 90 Peer Institutions**

#### Percent distribution of core revenues, by source: Fiscal year 2014

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Your Institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private gifts, grants, and contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment return</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other core revenues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core revenues per FTE enrollment, by source: Fiscal year 2014

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Your Institution</th>
<th>Comparison Group Median (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$5,091</td>
<td>$13,049</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>$4,960</td>
<td>$5,957</td>
</tr>
<tr>
<td>Private gifts, grants, and contracts</td>
<td>$5,934</td>
<td>$2,490</td>
</tr>
<tr>
<td>Investment return</td>
<td>$1,303</td>
<td>$4,124</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>$396</td>
<td>$396</td>
</tr>
</tbody>
</table>

#### Percent distribution of core expenses, by function: Fiscal year 2014

<table>
<thead>
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<th>Expense function</th>
<th>Your Institution</th>
<th>Comparison Group Median (N=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td></td>
<td></td>
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<tr>
<td>Academic support</td>
<td></td>
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</tr>
<tr>
<td>Institutional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other core expenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core expenses per FTE enrollment, by function: Fiscal year 2014

<table>
<thead>
<tr>
<th>Expense function</th>
<th>Your Institution</th>
<th>Comparison Group Median (N=95)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other core expenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank:
Academic year 2014-15

*25 Cross Ap Schools:
- Augustana College (Rock Island, IL)
- Aurora University (Aurora, IL)
- Benedictine University (Lisle, IL)
- Bradley University (Peoria, IL)
- Culver-Stockton College (Canton, MO)
- Eastern Illinois University (Charleston, IL)
- Illinois College (Jacksonville, IL)
- Illinois State University (Normal, IL)
- Lewis University (Romeoville, IL)
- Loyola University Chicago (Chicago, IL)
- McKendree University (Lebanon, IL)
- Millikin University (Decatur, IL)
- Monmouth College (Monmouth, IL)
- North Central College (Naperville, IL)
- Northern Illinois University (Dekalb, IL)
- Saint Ambrose University (Davenport, IA)
- Saint Xavier University (Chicago, IL)
- Southern Illinois University-Carbondale (Carbondale, IL)
- Southern Illinois University-Edwardsville (Edwardsville, IL)
- Truman State University (Kirksville, MO)
- University of Illinois at Chicago (Chicago, IL)
- University of Illinois at Springfield (Springfield, IL)
- University of Illinois at Urbana-Champaign (Champaign, IL)
- University of Missouri-Columbia (Columbia, MO)
- Western Illinois University (Macomb, IL)

**90 Peer Institutions identified by the following criteria:

- Geographical region: Great Lakes IL IN MI OH WI; Plains IA KS MN MO NE ND SD
- Sector: Private not-for-profit, 4-year or above
- Degree-granting status: Degree-granting
- Highest degree offered: Master's degree
- Institution size category: 1,000 - 4,999
- Institutional category: Degree-granting, primarily baccalaureate or above
- Has full-time first-time undergraduates: Yes
- Miscellaneous Indicators: Title IV participating
Historical Need, Institutional Grant and Discount Rate at QU

- Avg Need, All (all aid filers)
- Avg Institutional Grant (matrics)
- Average Net Tuition Revenue
- Unmet Need (for those with need)
- Discount

$9,014  $9,236  $9,296  $8,646  $9,504
$8,868  $8,855  $8,814  $8,197  $8,479
$15,126  $15,944  $16,538  $18,375  $18,519
$27,097  $28,198  $27,496  $27,238  $31,047

2011  2012  2013  2014  2015
US Department of Education Fiscal Strength Score

One of many standards, which the Department utilizes to gauge the financial responsibility of an institution, is a composite of three ratios derived from an institution's audited financial statements. The three ratios are a primary reserve ratio, an equity ratio, and a net income ratio. These ratios gauge the fundamental elements of the financial health of an institution, not the educational quality of an institution.

The composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. Schools with scores of less than 1.5 but greater than or equal to 1.0 are considered financially responsible, but require additional oversight. A school with a score less than 1.0 is considered not financially responsible. However, a school with a score less than 1.0 may continue to participate in the Title IV programs under provisional certification.

<table>
<thead>
<tr>
<th>Audit Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1.6</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1.9</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1.6</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1.4</td>
</tr>
</tbody>
</table>
**QU Financial Aid Default Rate**

FY 2013 National Cohort Default rate is 11.3 percent (Published Sept 2016)

<table>
<thead>
<tr>
<th>FY 2013</th>
<th>FY 2012</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>6.6</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Source: Federal Student Aid, An Office of the U.S. Department of Education


**QU Median Family Income 2011-2015**

*Base Population Domestic Freshmen - Further Excluding: Internationals, Athletes, Tuition Exchange/Remission*
Technology
Technological advances affect postsecondary education in many ways: how students are taught, where they learn, what research faculty members can pursue, how institutions are operated and managed—in short, the basic mission of virtually all campuses. For many years, campuses struggled to decide whether to invest in technology. Now, technological investment is a given, from wireless computer networks to electron microscopes.

Understanding what technology will appear next—in students’ hands or elsewhere—should be a priority for any environmental scanning process. In reality, higher education creates and propagates advances in technology as often as it must respond to them from the outside. (Grummon, 2013)

**QU Online Coursework**

- **QU Online Course Enrollments**
  Fall 2016: 408 students enrolled in Online courses (duplicated count) vs. 5,611 in the classroom for a total of 6,019 course enrollments (Graduate and Undergraduate)
- **Fail Rate (Grade of D,F, or W)**
  - Spring 2016
    - 11 Graduate Classes were taught online with 70 students. 3 students received a grade of D, F, or W representing a 4% Fail Rate.
    - 35 Undergraduate Classes were taught online with 294 students. 18 students received a grade of D, F, or W representing a 6% Fail Rate.
    - For all courses (46 courses with 364 students) DFW/Fail Rate was $\frac{21}{364} = 6\%$
- **Data to Collect**
  - How many online courses offered in Fall 2016
  - How many online courses offered in Fall 2015, Fall 2014, Fall 2013, Fall 2012
  - Cost analysis of per credit in the classroom vs. per credit online? Is there a cost savings? Exactly how is that realized?
  - Feedback from students who take online classes. What are the benefits? Drawbacks?

**Online Learning Trends (National)**

- More than half (57\%) of all U.S. higher education students (8 Million students) were taking at least one online course in the fall of 2014.
- Nearly two-thirds of institutions (63.3\% Fall 2015) report that online learning is critical to their long-term strategy. This is down from 70.8\% in 2014, but still much higher than the 57.2\% rate in 2003.
- Only 29.1\% of chief academic officers believe their faculty accept the value and legitimacy of online education. This rate is lower than the rate recorded in 2004. Chief academic officers at institutions with large distance enrollments have the most positive view of their faculty’s acceptance; 60.1\% of those at institutions with 10,000 or more distance enrollments report faculty acceptance. In contrast, only 11.6\% of the leaders of institutions with no distance offerings believe their faculty accept the value and legitimacy of online education.

Effectiveness of Online Teaching

- **Online Instructional Video**
  Research shows students have a limited attention span for online videos in coursework. EDUCAUSE contributing author Melanie Hibbert explains, “A consistent finding across many courses and programs at SCE is that the average amounts of time viewers watch media (in aggregates) is approximately four minutes. This average viewing time repeats across programs and courses, even when considering longer-form videos. To clarify, this does not mean every video is watched an average of four minutes; rather, this is the average number when examining entire categories, such as all media produced in one semester or all media produced in one year.” She goes on to advise, “When producing longer-form lecture content, media is often chunked into shorter content segments. Producing 45-minute lectures that "copy the classroom onto the Internet" is not recommended.” (Hibbert, 2014)

- **Online teaching requires more faculty time and effort**
  “Most online courses are very similar in design to existing face-to-face courses. These courses typically run on the same semester schedule, cover the same corpus of material, represent the same number of credit hours, and are led by a single faculty member who is directly interacting with his or her students. One result of building online courses that mirror the existing face-to-face framework has been they place additional demands on the faculty that teach them. Academic leaders are well aware of this – they report they believe it takes more time and effort for a faculty member to teach on online courses than to teach a corresponding face-to-face course. In 2006 40.7 percent of academic leaders reported they believed that it required more faculty time and effort to teach an online course. Six years later the belief is held even more strongly – the most recent results show 44.6 percent of chief academic officers now report this to be the case, with only 9.7 percent disagreeing.” (Allen 2013)

- **Students in online course work have lower rates of success**
  o Research shows online success rates are on average 10% lower than traditional
  o Black students and students with lower levels of academic preparation were the ones most likely to fail to finish a class, or get a lower grade. Those groups already have lower performance levels in college, and the gaps worsened in online courses. (aa, 2014)
  o Students most likely to succeed were successfully academically in their first term, were transfer-oriented, or were taking a more than full-term course load. (aa, 2014)

**SOURCE:** Note: Concentration of research is in community colleges due to enrollment volume
Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas
Di Xu and Shanna Smith Jaggars February 2013 CCRC Working Paper No. 54
[http://ccrc.tc.columbia.edu/publications/adaptability-to-online-learning.html](http://ccrc.tc.columbia.edu/publications/adaptability-to-online-learning.html);

Online Course-Taking and Student Outcomes in California Community Colleges (April 2015)
Cassandra M.D. Hart, Elizabeth Friedmann, Michael Hill

Technology in the classroom

Use of Electronic Devices for Courses, 2016

Although nearly four-fifths of students said they used their smartphones for courses, less than half regarded that device as very or extremely important. The smartphone was also the device that faculty members were most likely to ban, or discourage use of, in the classroom. Laptops were the most popular device among students and were also the device whose classroom use faculty members were most likely to encourage or require.

<table>
<thead>
<tr>
<th>Device</th>
<th>Students who use device for courses</th>
<th>Students who regard device as very/ extremely important</th>
<th>Faculty members who encourage or require use of device in classroom</th>
<th>Faculty members who ban or discourage use of device in classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop</td>
<td>95.0%</td>
<td>93.1%</td>
<td>37.9%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Smartphone</td>
<td>79.0%</td>
<td>45.6%</td>
<td>15.2%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Tablet</td>
<td>39.0%</td>
<td>41.3%</td>
<td>30.6%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Wearable technology</td>
<td>7.0%</td>
<td>23.8%</td>
<td>5.4%</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

Notes: More than 71,000 students were surveyed from February to April 2016 at 183 institutional sites across 11 countries, and findings were developed from a representative sample of 10,000 students from 153 colleges and universities in the United States. Faculty findings were developed using 12,070 faculty survey responses from institutions in the United States, from among more than 33,000 responses from faculty members at 339 institutions in 10 countries. The faculty survey was conducted from February to March 2015. Percentages of students who regard a device as very or extremely important are based on the respondents who reported using the devices academically. Percentages of faculty who neither encouraged nor discouraged use of devices are not shown.

SOURCE: EDUCAUSE CENTER FOR ANALYSIS AND RESEARCH

Figure 11 Chronicle of Higher Education Almanac ~ August 2016

Figure 12 Wakefield 2016
Politics
Postsecondary education is often funded and controlled by governments, thus making it ultimately responsible to the political process for its maintenance and growth.

Information on trends in politics is readily available on the World Wide Web through blogs, e-mail lists, news feeds, and online news sources. Newspapers and magazines often focus on political conflicts across the globe, as well as more locally.

Movement toward more conservative or liberal policies is often evident in commentaries on popular culture, as well as politics. Any political changes that might affect the willingness of a country, state, or region to fund and support education are ones that must be watched over time. (Grummon (2013)

U.S. Department of Education
- College Scorecard
- Changes in FAFSA
- Funding Formula for State and Community Colleges

State Grants
- Map Grants

Student Debt (Regional Labor Report, National Statistics)

Student Debt
Student debt is a growing concern, and along with a necessary educated workforce is a challenge for our local and national economy. According to the Wall Street Journal, 40 million people, roughly 70 percent of recent graduates, have an average debt load of $33,000. It is for this reason that student debt is addressed in this study.

The data indicates that 38.5 percent of the 18–29 year olds have student debt. This compares to 24.9 percent for the 30–54 year olds and 7.6 percent for the 55–64 year olds. The debt amounts for the younger available workforce are skewed towards the lower end of the debt balance spectrum where the distribution of the debt appears to widen for the older age groups.

![Student Debt by Age Group](Figure 13 GSG Labor Supply)