

# State of the University

November 17, 2016

Lesley M. Hallick, Ph.D.  
President

# Pacific University Mission

A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.



# Mission Themes

- Discovery
  - Discovery is an integral and essential component of the education process.
- Achieving excellence by investing in our people
  - Excellence is achieved by supporting the people who deliver and receive the university's programs.
- Sustainability
  - The highest quality programs are delivered in a way that is sustainable, both economically and environmentally.
- Diversity
  - Pacific's missions of education, discovery and service require a rich diversity of ideas, people and cultures.
- Global community
  - Graduates are motivated and prepared to contribute to the global community



# Diversity

- Recruitment of a permanent leader in Equity, Diversity and Inclusion through a national search
  - Core of the search committee will be the Diversity Committee of the University Council
  - The search committee will invite all those interested in contributing to participate in the process
  - Estimated timeline: job description developed in Nov., adv. in Dec/Jan., screening in Jan./Feb., interviews in Mar./Apr., appoint by July 1
- Immediate appointment of an interim team to support Equity, Diversity and Inclusion at Pacific
  - Call for nominations of an interim director resulted in 25 nominees

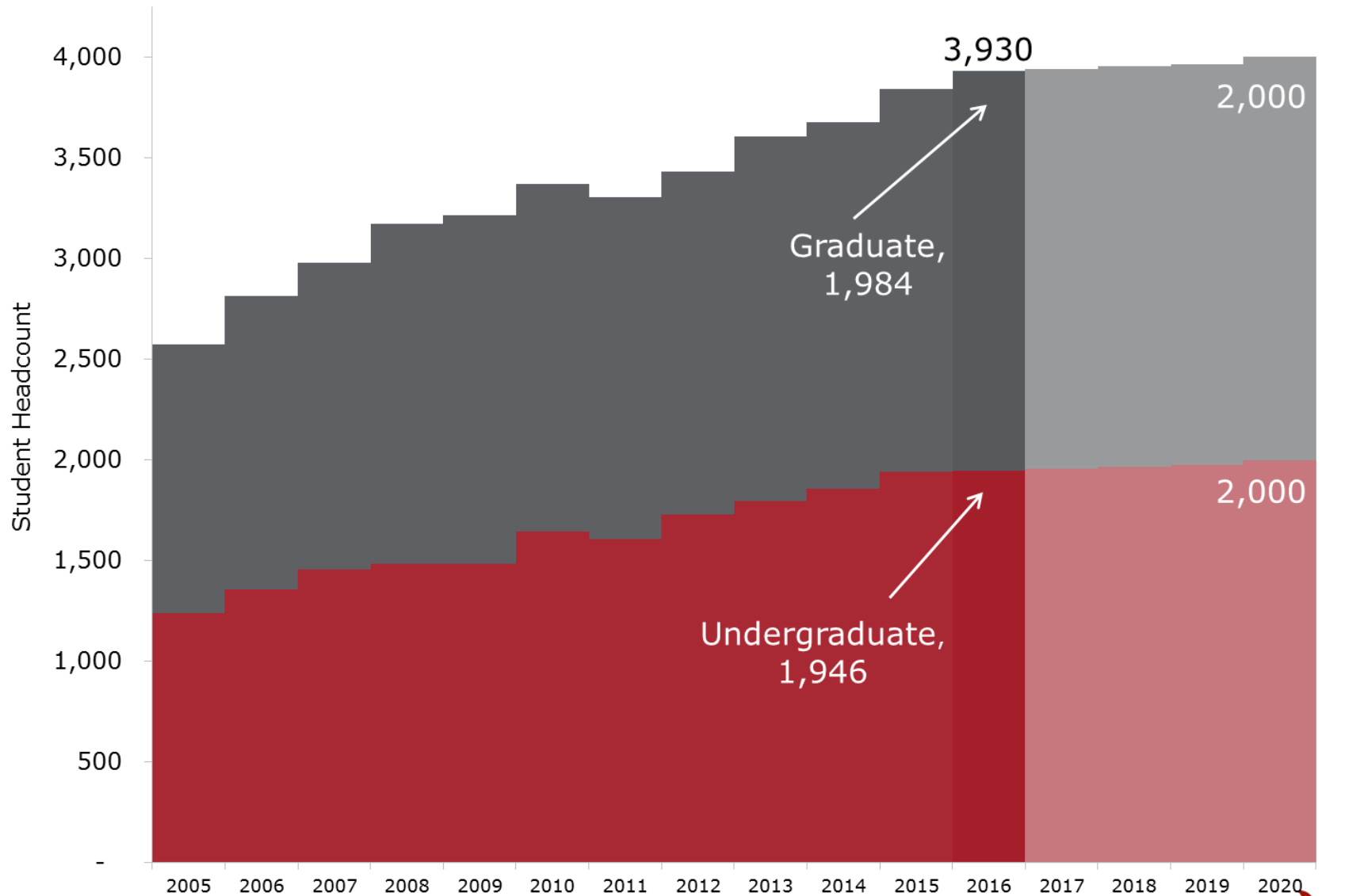
# Interim Equity, Diversity and Inclusion Program

- Co-led by Pete Erschen and Bevin McCarthy
- They will be supported by the entire Cabinet and will report administratively to the Vice President for Enrollment Management and Student Affairs, with a second direct line to the President.
- Their program will be assisted by a panel of people drawn at least initially from the pool of nominees and co-chaired by Daniel Eisen and David Fuentes. This team will have a diverse group of representatives from all campuses.

# The Overall Interim Equity, Diversity & Inclusion Team

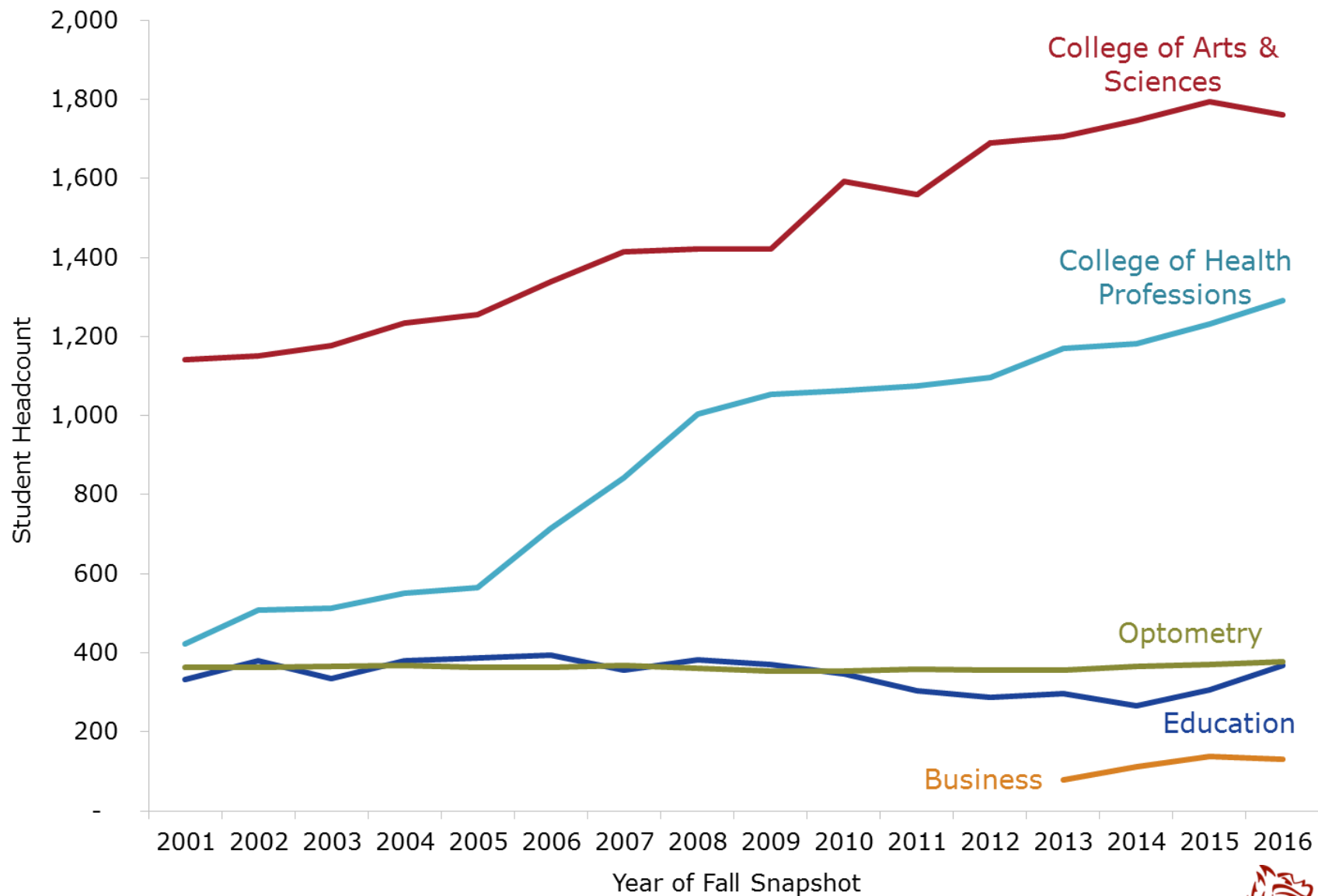
- Will provide a resource to whom faculty, staff, and students who experience bias-related incidents can report, and will then investigate and help adjudicate these incidents.
- Will partner with HR to assure that diversity considerations are a priority in all faculty and staff search and hiring processes.
- Will work with the Search Committee for the permanent Equity, Diversity and Inclusion Officer to build coalitions on our campuses across diversity initiatives already occurring, and will help develop a culture of diversity in all aspects of academic and support programming.
- Will carry out “other duties as assigned” or developed.

# Enrollment Goal of 2,000 + 2,000 by 2020



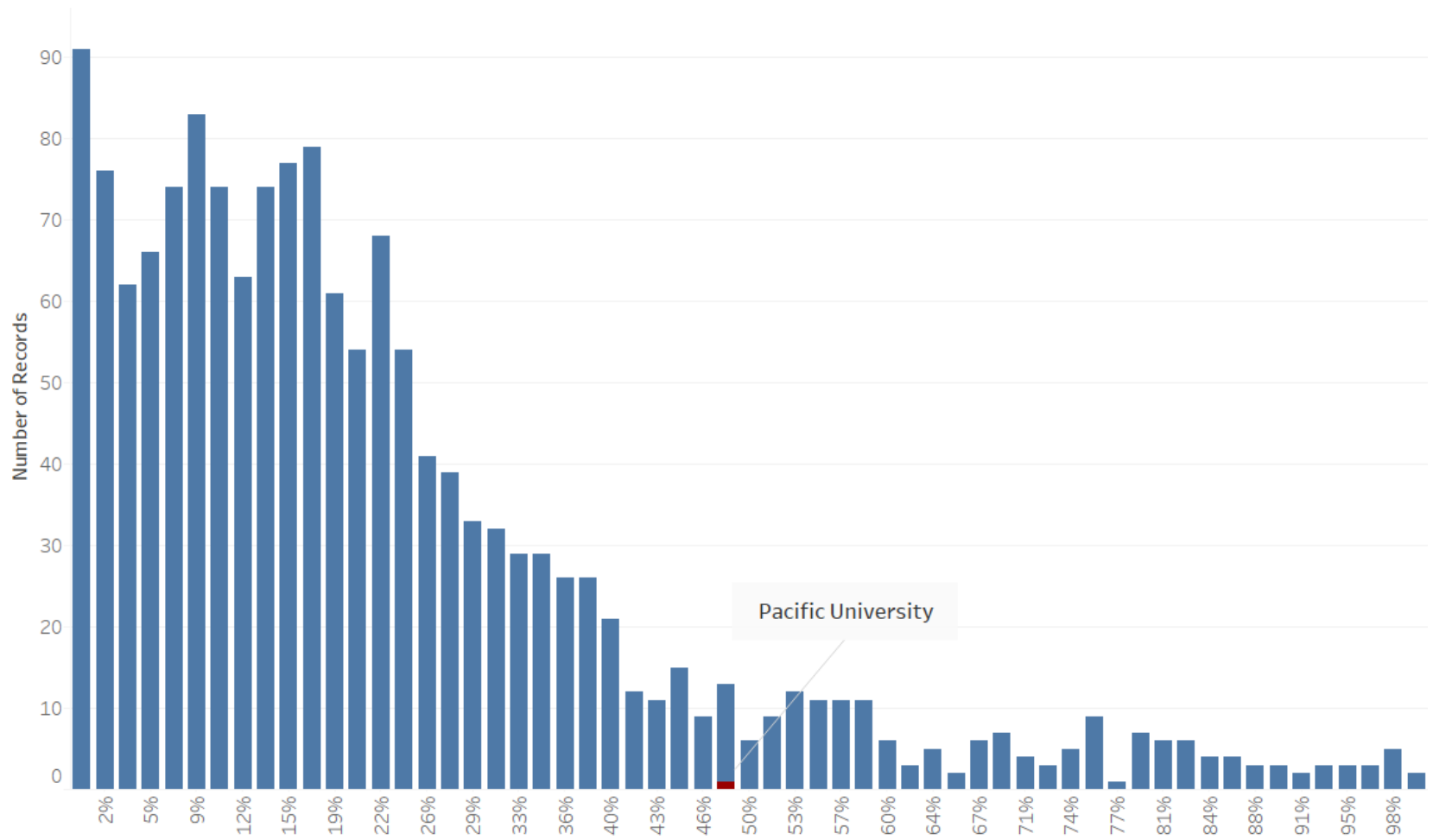
Note: Does not include ELI.

# Headcount Trend by College





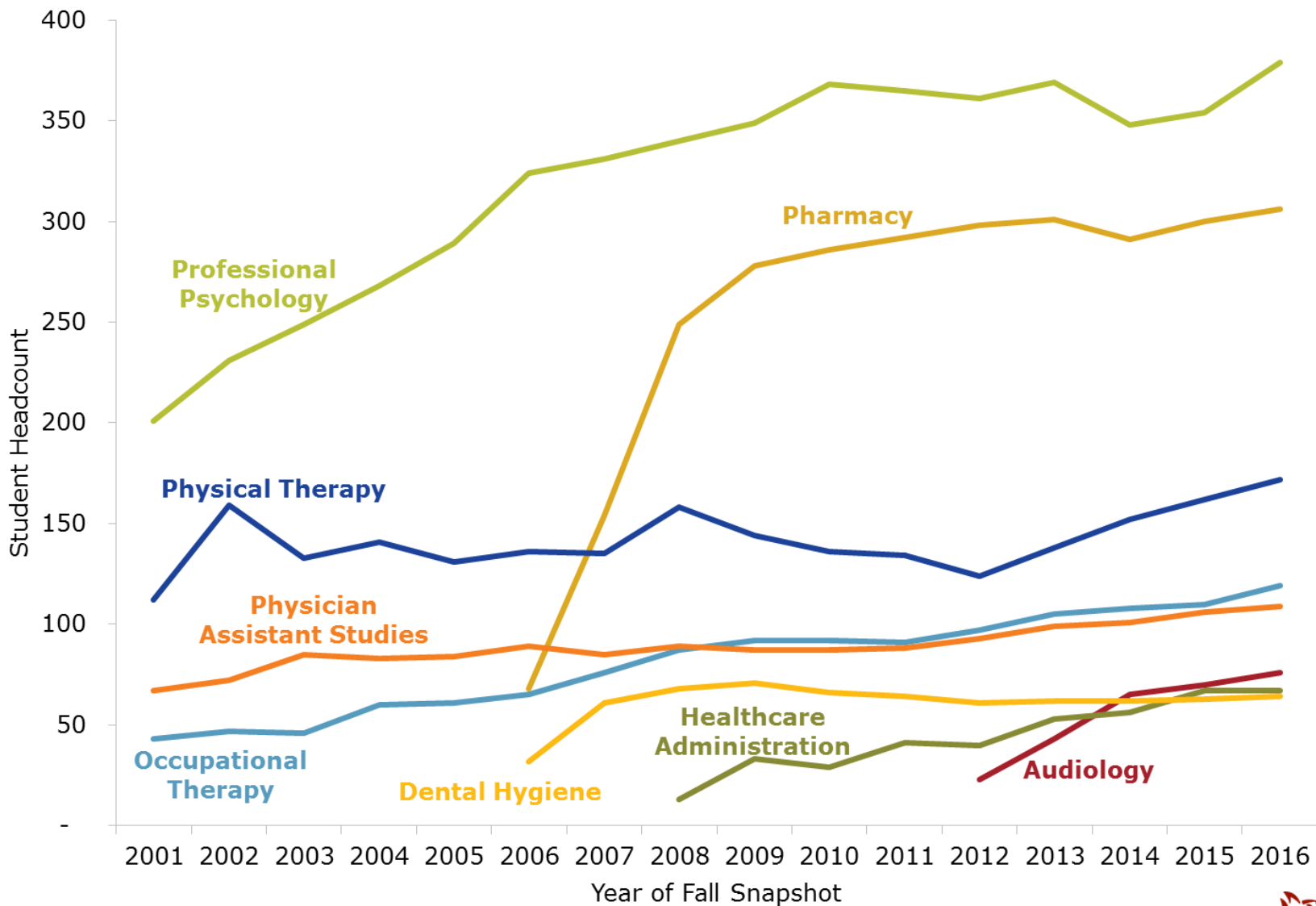
# Pacific's Proportion of UG and GR is a Rare Quality



# **PACIFIC UNIVERSITY PROFILE AND TRENDS**

## **Graduate Enrollment**

# Headcount Trend in CHP



## Graduate Student Demographics Fall 2016

Graduate Student Headcount (HC) by Race and Ethnicity

American Indian	14	1%
Asian	292	15%
Black or African American	33	2%
Hawaiian/Pacific Islander	12	1%
Hispanic	129	7%
Non-Immigrant	109	5%
Two or More Races	60	3%
Unknown	230	12%
White	1,105	56%

Graduate Student Headcount (HC) by Gender

F	1,409	71%
M	575	29%

Graduate Student Headcount (HC) Age

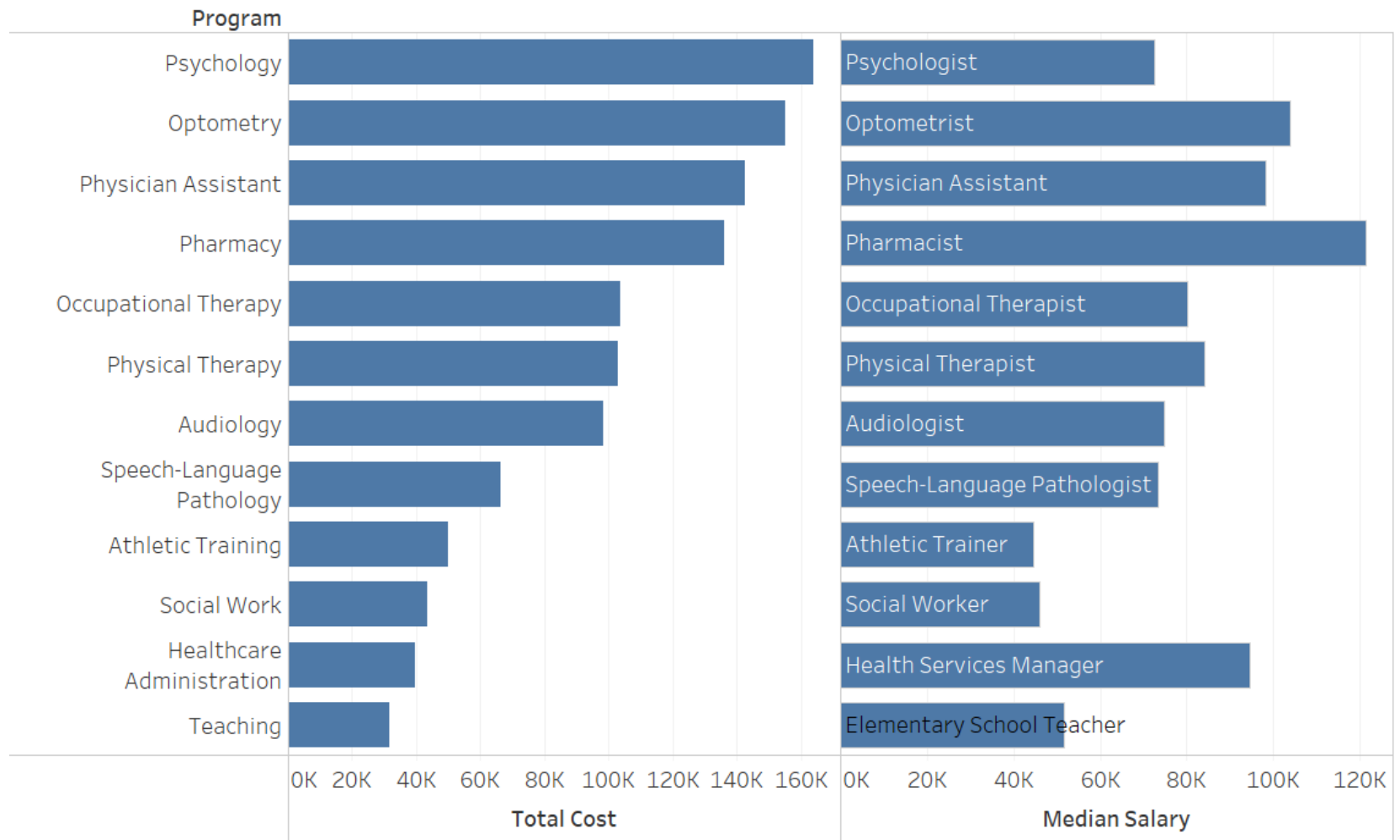
19 to 20	1	0%
21 to 22	178	9%
22 to 29	1,258	63%
30 and over	547	28%

Includes graduate students from all locations and colleges as of the fall census.

# What draws a student to our graduate programs?

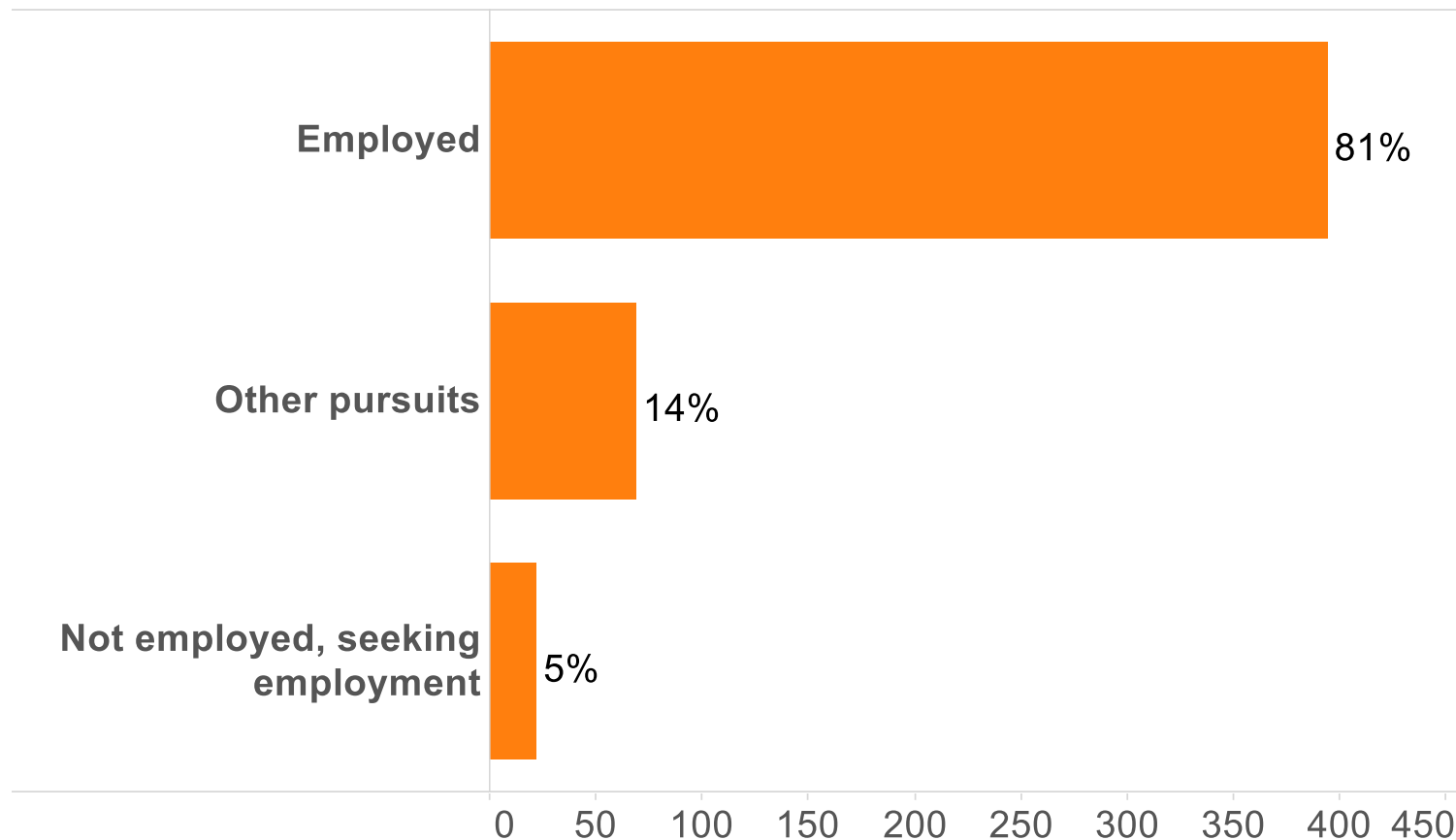
- Reputation of Pacific in their field of interest
- Desire to serve
- In particular, a desire to work with underserved populations
- Intrigued by the inter-professional emphasis
- Professions that lead to “family wage” jobs or those with a favorable quality of life
  - Professions with [cyclical] shortages and therefore opportunities for employment

# Graduate Program Degree Cost and Expected Earnings



# Employment Status of Graduates

## Graduate Programs



Based on 485 responses to the 2012 Alumni Survey of 2008-2012 graduates.

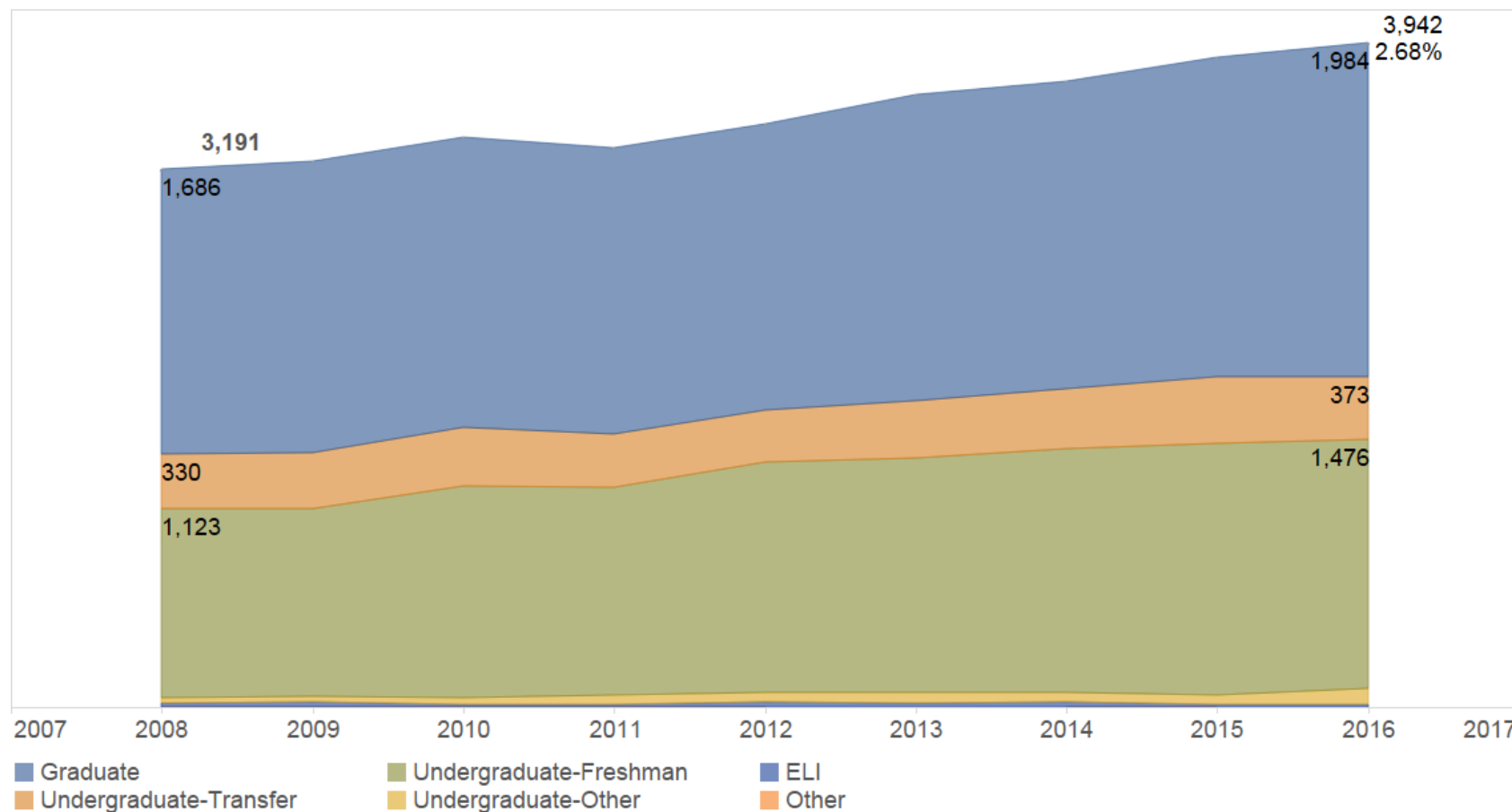
# **PACIFIC UNIVERSITY PROFILE AND TRENDS**

## **Undergraduate Enrollment**

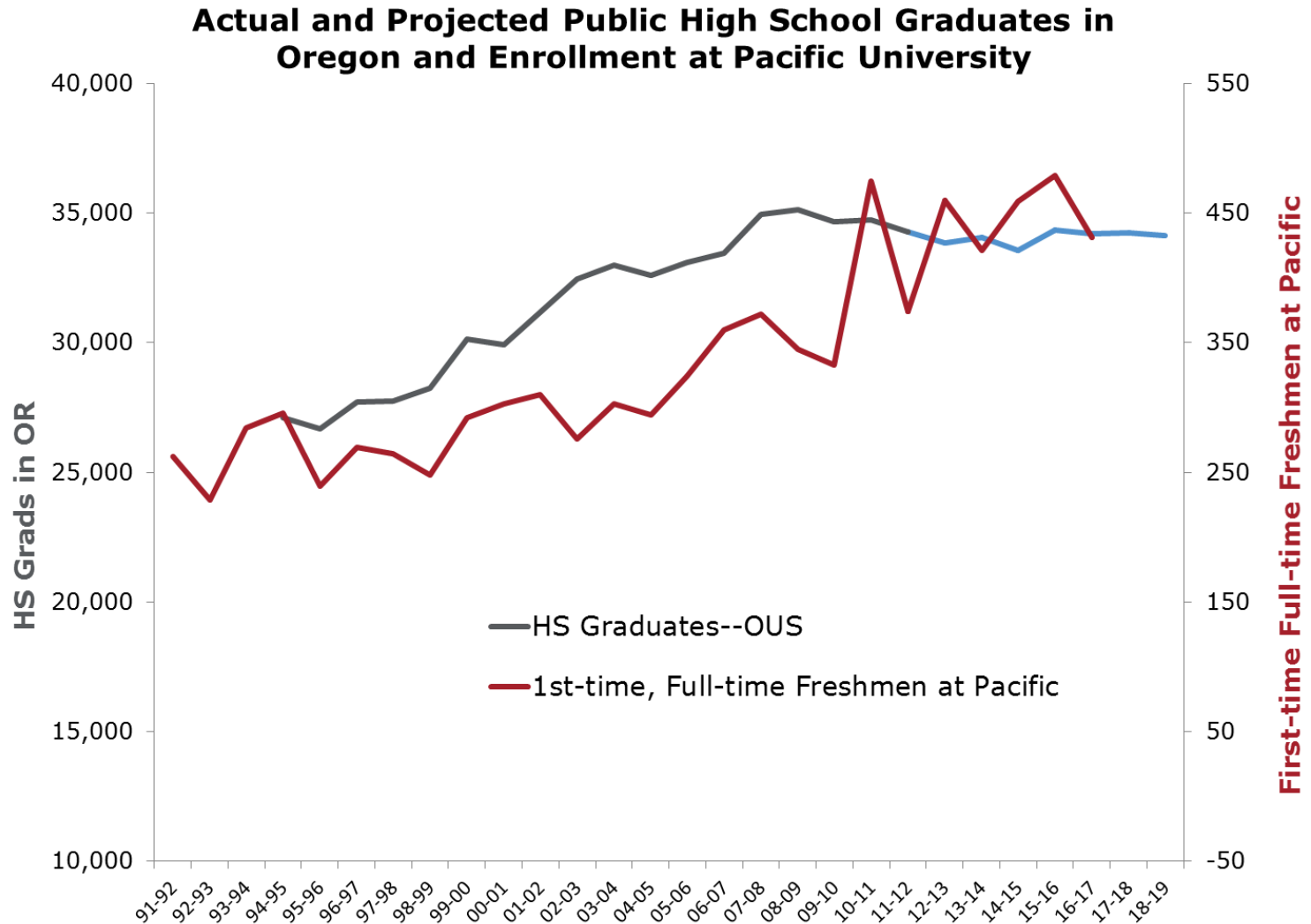


# Fall Enrollment Headcount by Year, Level, and Admission Status

Fall Enrollment Headcount by Year, Level, and Admission Status



High School grads in Oregon follow national trends; they are declining, so future increases require increased market share.



# “Higher Education Bubble” : Supporting Trends

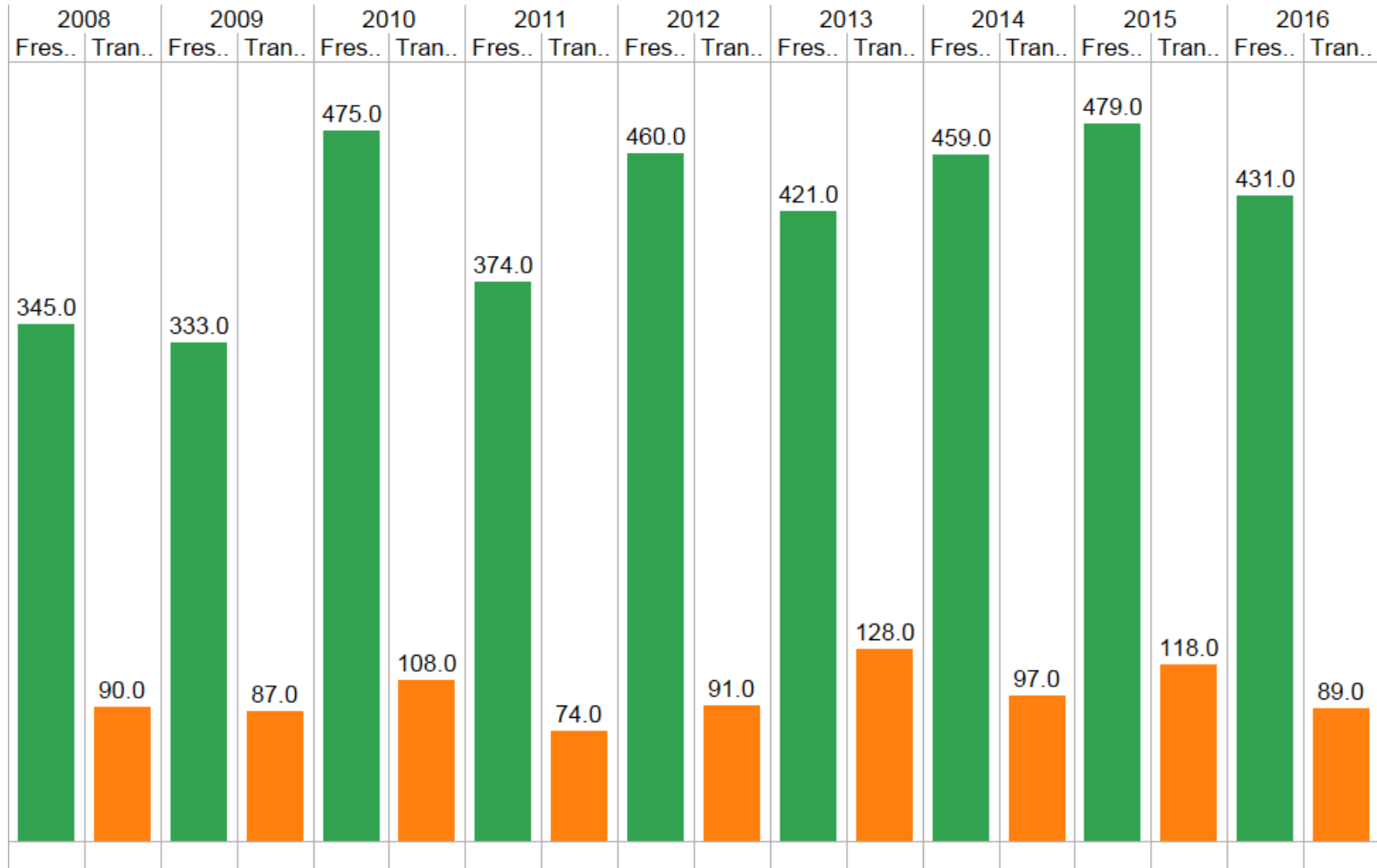
- Student debt continues to grow
  - 68% of graduates of private and non-private institutions left with debt at national average \$30,100 in 2015
- American attitudes towards higher education increasingly skeptical
  - 57% say there are many ways to succeed in today’s world without a college degree
  - 59% say colleges are like most businesses and only care about the bottom line
- College degrees do not help low-income students advance economically
- High debt levels are driving negative wealth and wealth inequality

# “Higher Education Bubble” Countervailing Trends

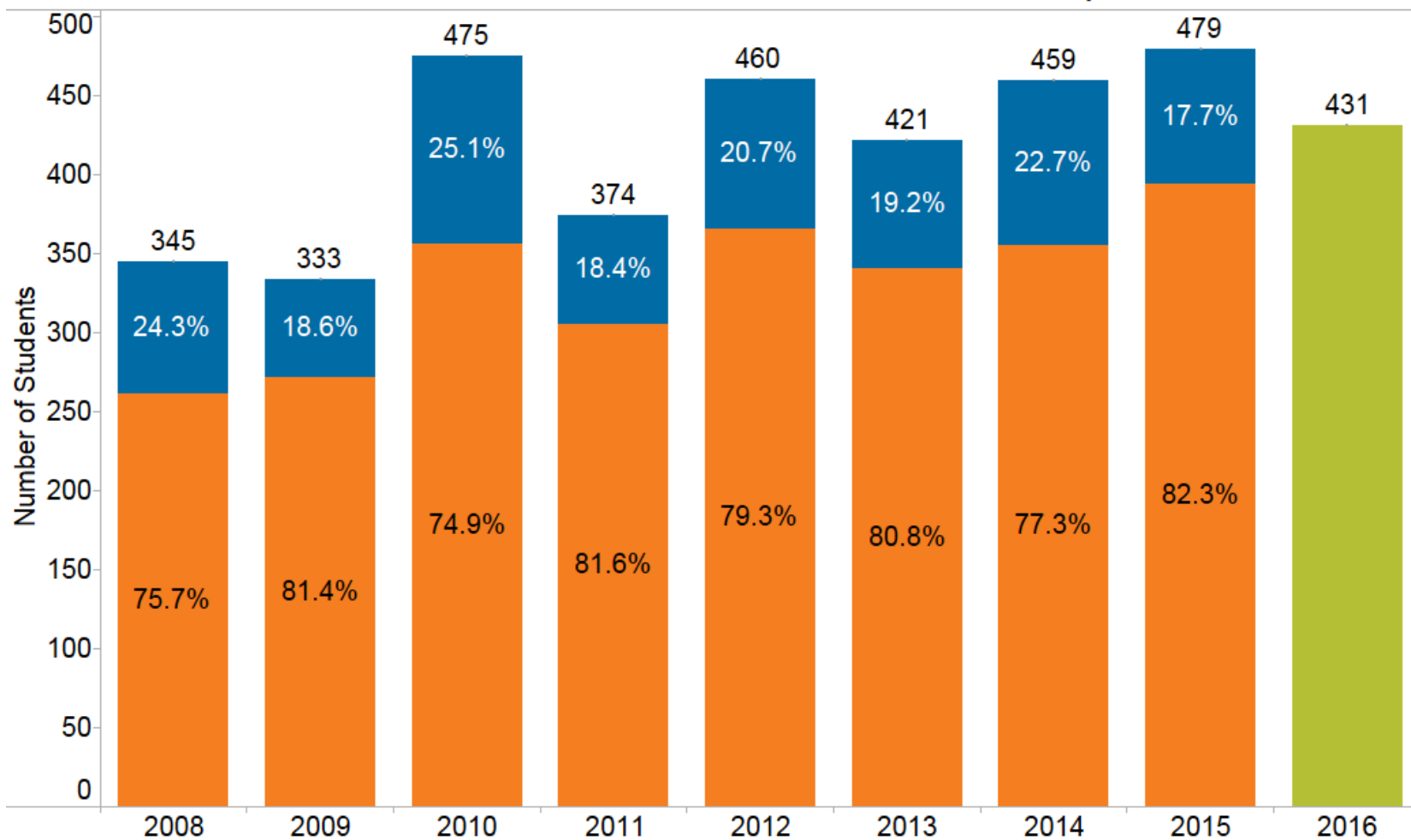
- The Oregon Promise supported 6000 Students
- Maine’s governor offered state aid to public universities if they agreed to a tuition freeze
- Silicon Valley companies are more likely to ask job applicants for college degrees
- Experiencing college might be correlated with longer lifespans
- Wealth inequality is driven mostly by students who graduate without completing a degree; Graduates mostly can afford their debt

# Incoming FGUG Freshman and Transfer Students by Year

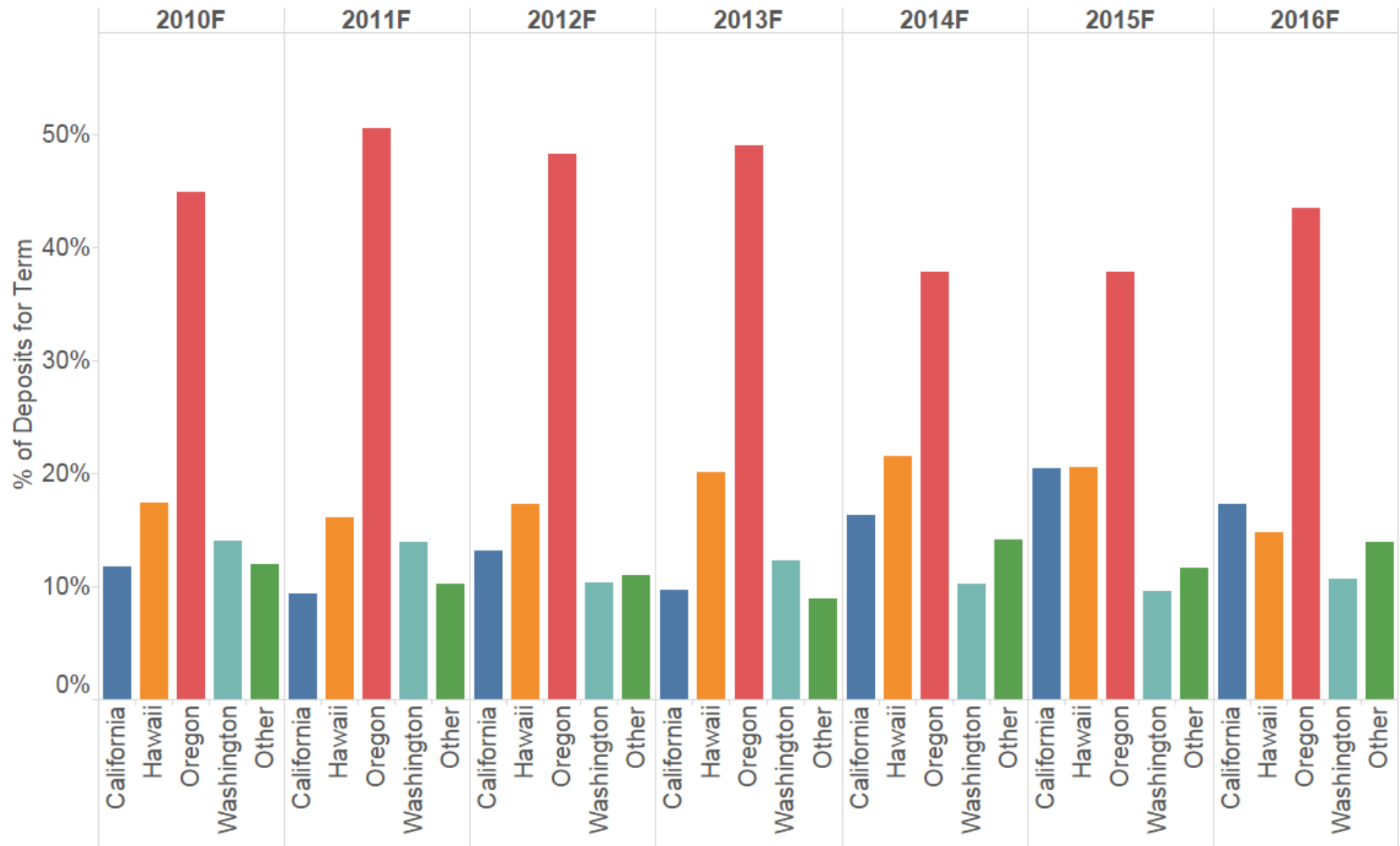
CAS Freshmen and Transfer Student Total Student Headcount by Start Term



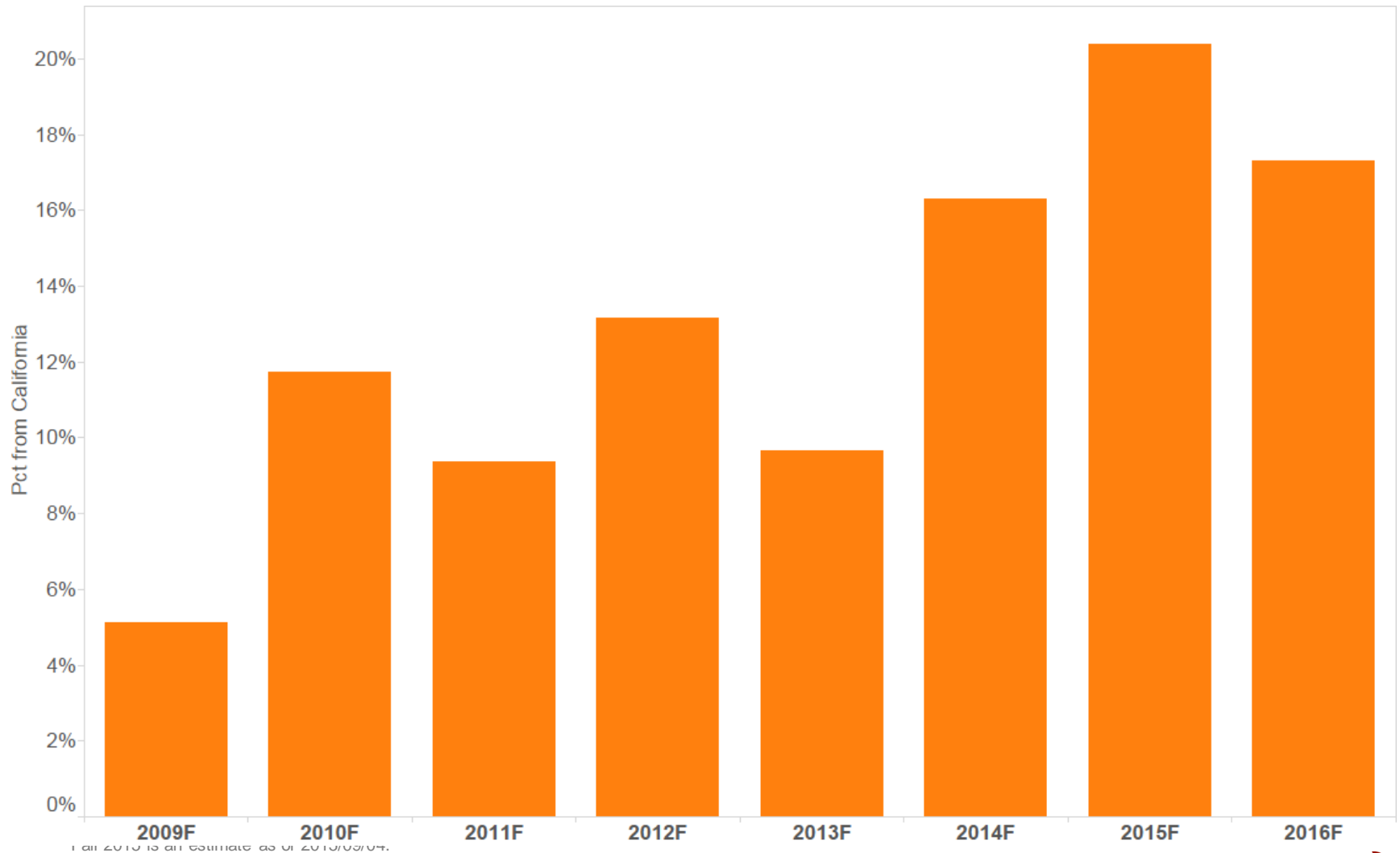
Retention Rates and Headcount of Full-Time First-Time Freshmen by Year



# Freshman Deposits Percent Distribution by State



# Freshman Deposits Percent from California





## Forest Grove Undergraduate Demographics Fall 2016

Forest Grove Undergraduate Headcount (HC) by Race and Ethnicity

American Indian	17	1%
Asian	218	12%
Black or African American	35	2%
Hawaiian/Pacific Islander	43	2%
Hispanic	234	13%
Non-Immigrant	47	3%
Two or More Races	209	12%
Unknown	66	4%
White	919	51%

Forest Grove Undergraduate Headcount (HC) by Gender

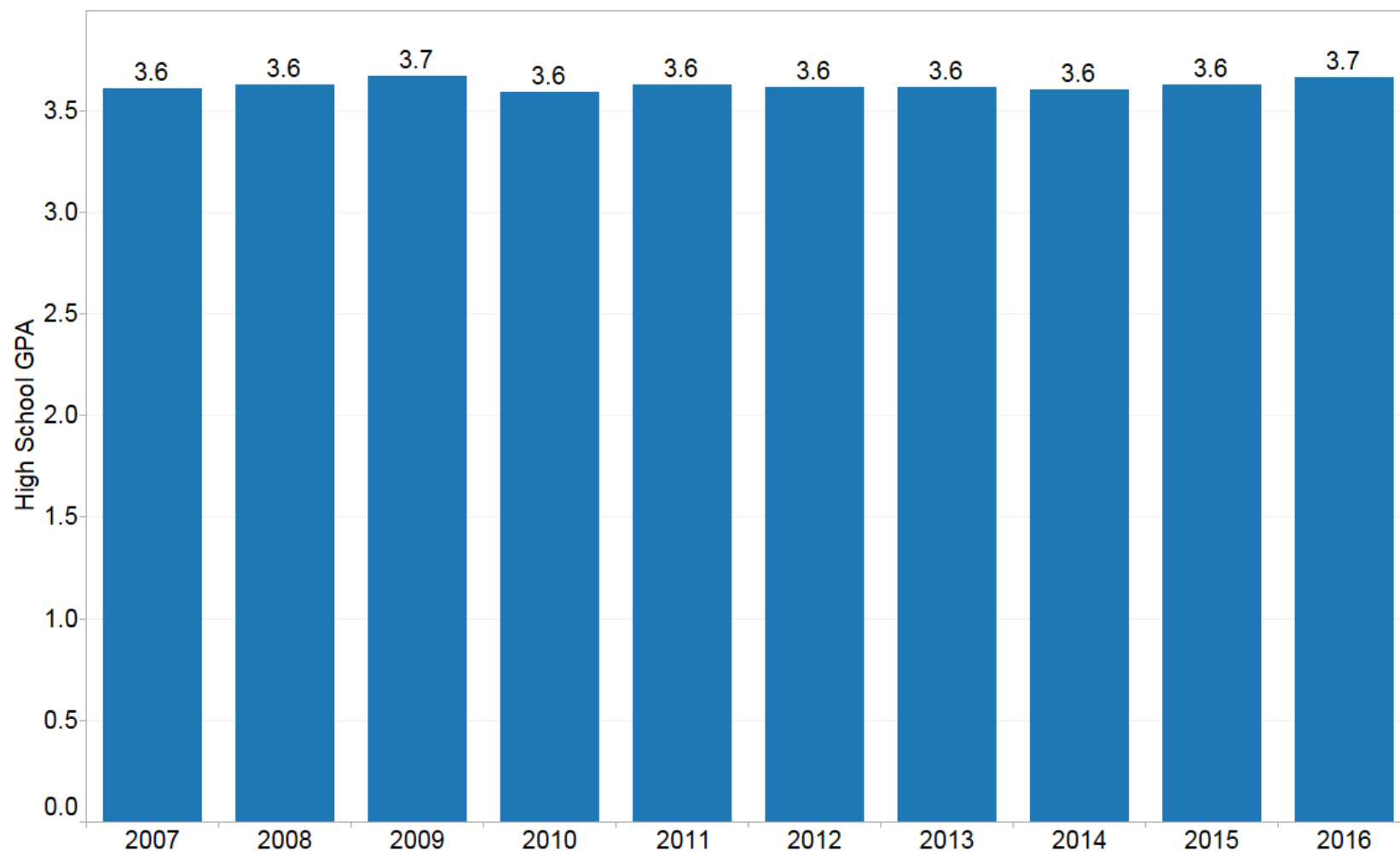
F	1,010	56%
M	778	44%

Forest Grove Undergraduate Headcount (HC) Age

18 and under	475	27%
19 to 20	771	43%
21 to 22	402	22%
22 to 29	86	5%
30 and over	54	3%

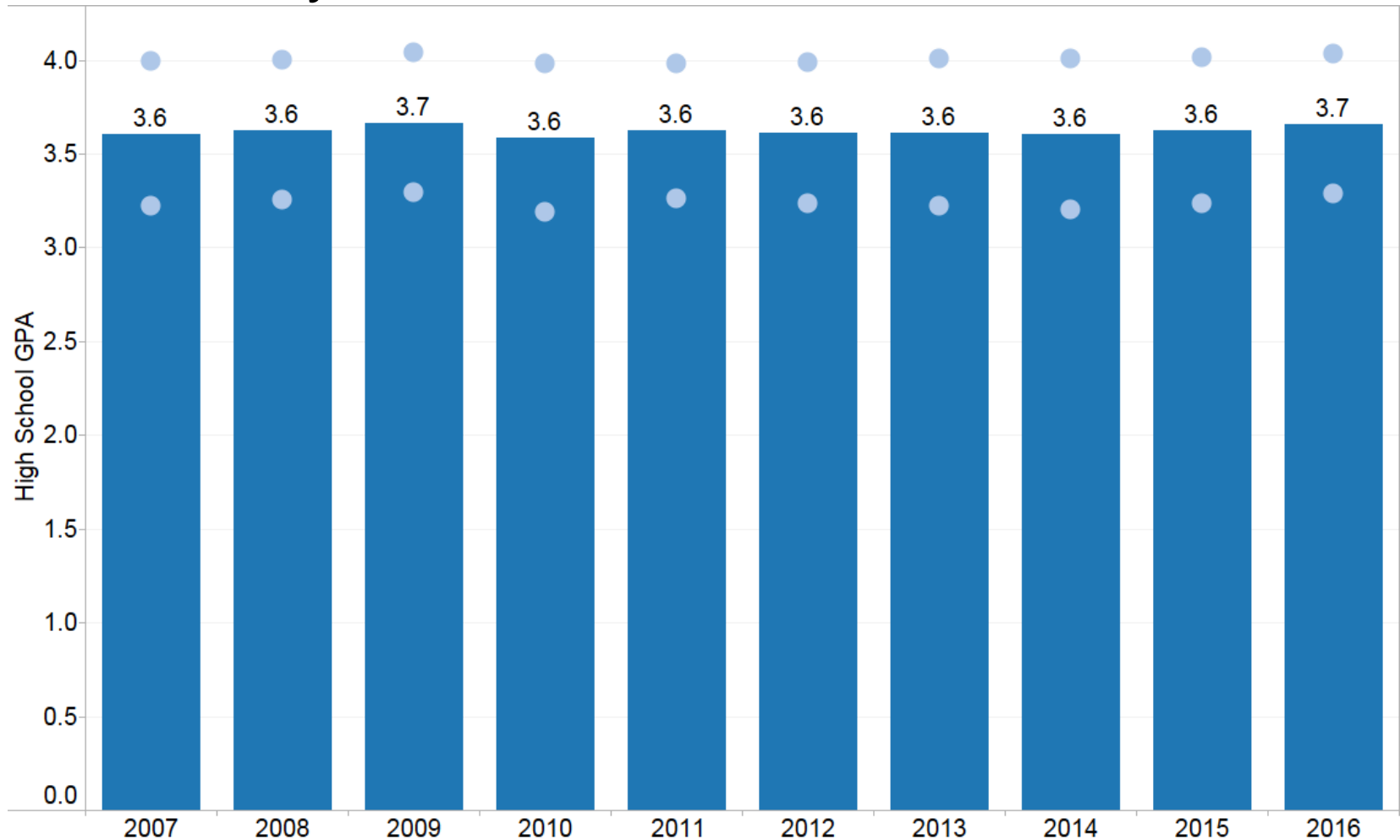
Includes undergraduate students from Colleges of Arts & Sciences, Business, and Education as of the fall census. Excludes CSD post-baccalaureates.

# Freshmen Average GPA by Cohort Year



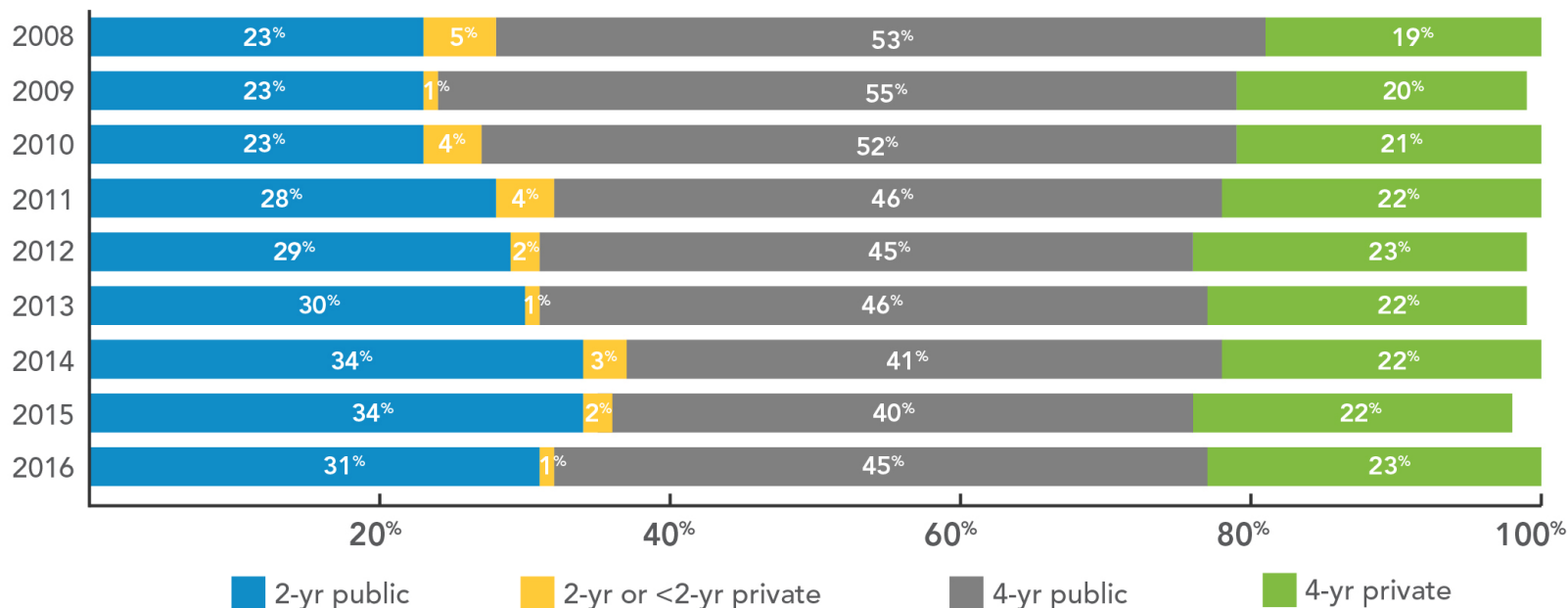
Note: No significant difference in GPA mean over years  $F(9,4015) = 1.62, p = 0.104$

# Freshmen Average GPA with +/- Standard Deviation by Cohort Year



Note: No significant difference in GPA mean over years  $F(9,4015) = 1.62, p = 0.104$   
Levene's Test for Homogeneity indicated equal variances ( $F = 0.86, P = 0.559$ )

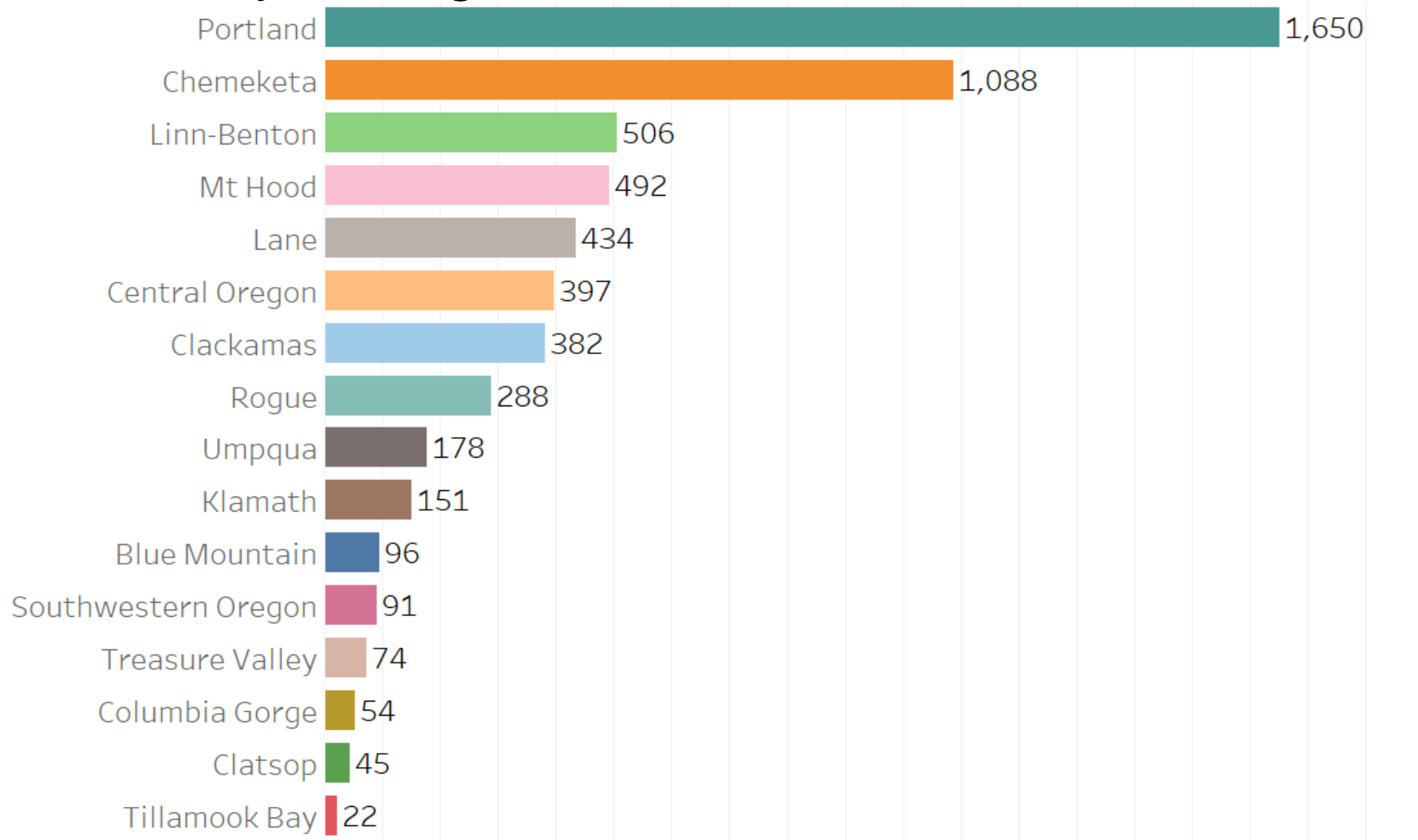
# National Enrollment by School Type 2008 through 2016



Sallie Mae/Ipsos:

After twelve years of increased enrollment in community college, the public college enrollment trend among 18-24 year olds reversed; a higher proportion of families in 2015-16 reported enrollment in four-year public colleges compared to 2014-15.

# Oregon Promise Student Participation by Community College

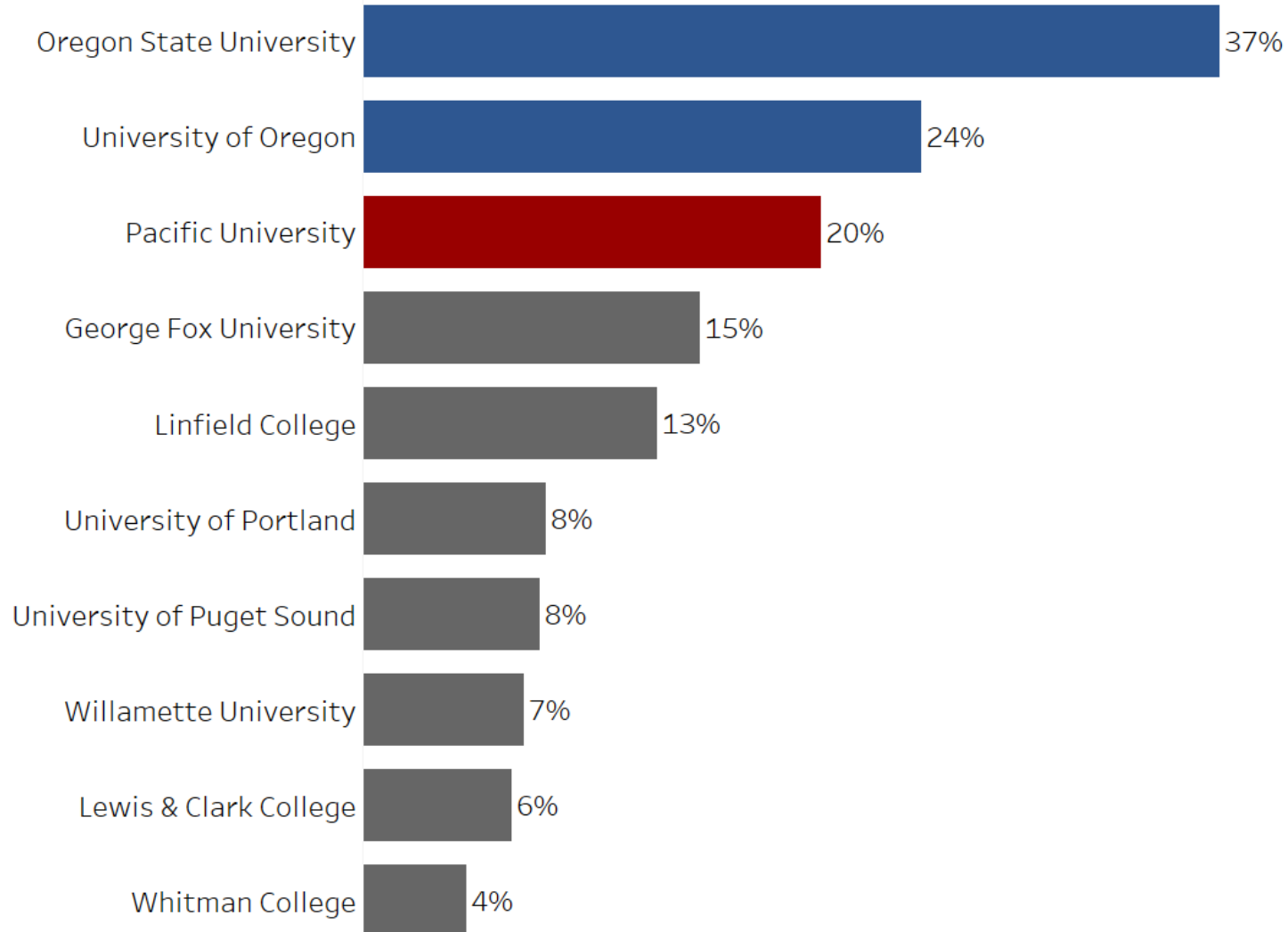


Number of Oregon Promise Students by Community College for Fall 2016.

From: The Oregonian, 2016/10/21, Oregon Promise: About 6000 students are attending college so far

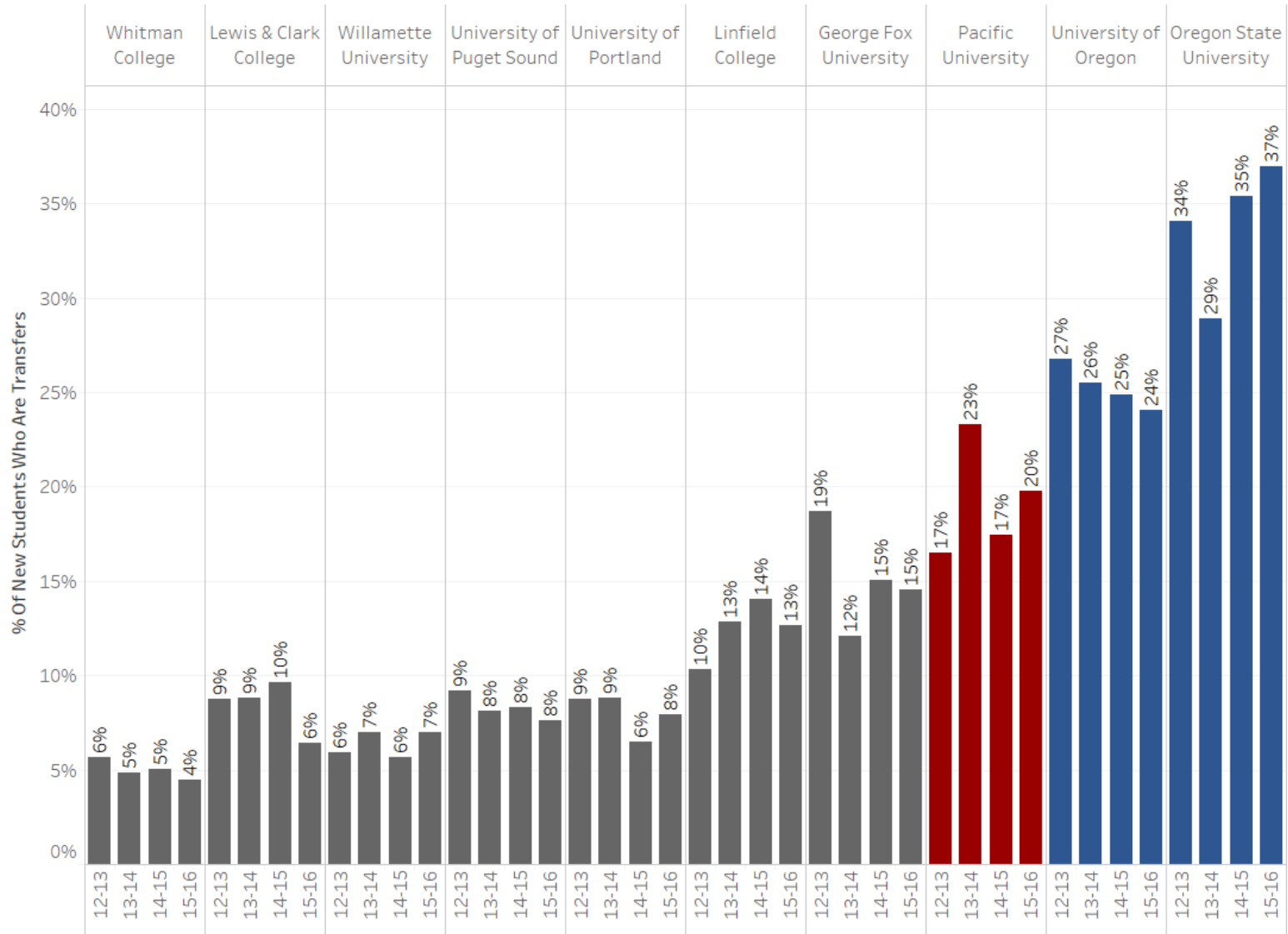
# Prevalence of Transfer Students

New Students Who Are Transfers 2015-16

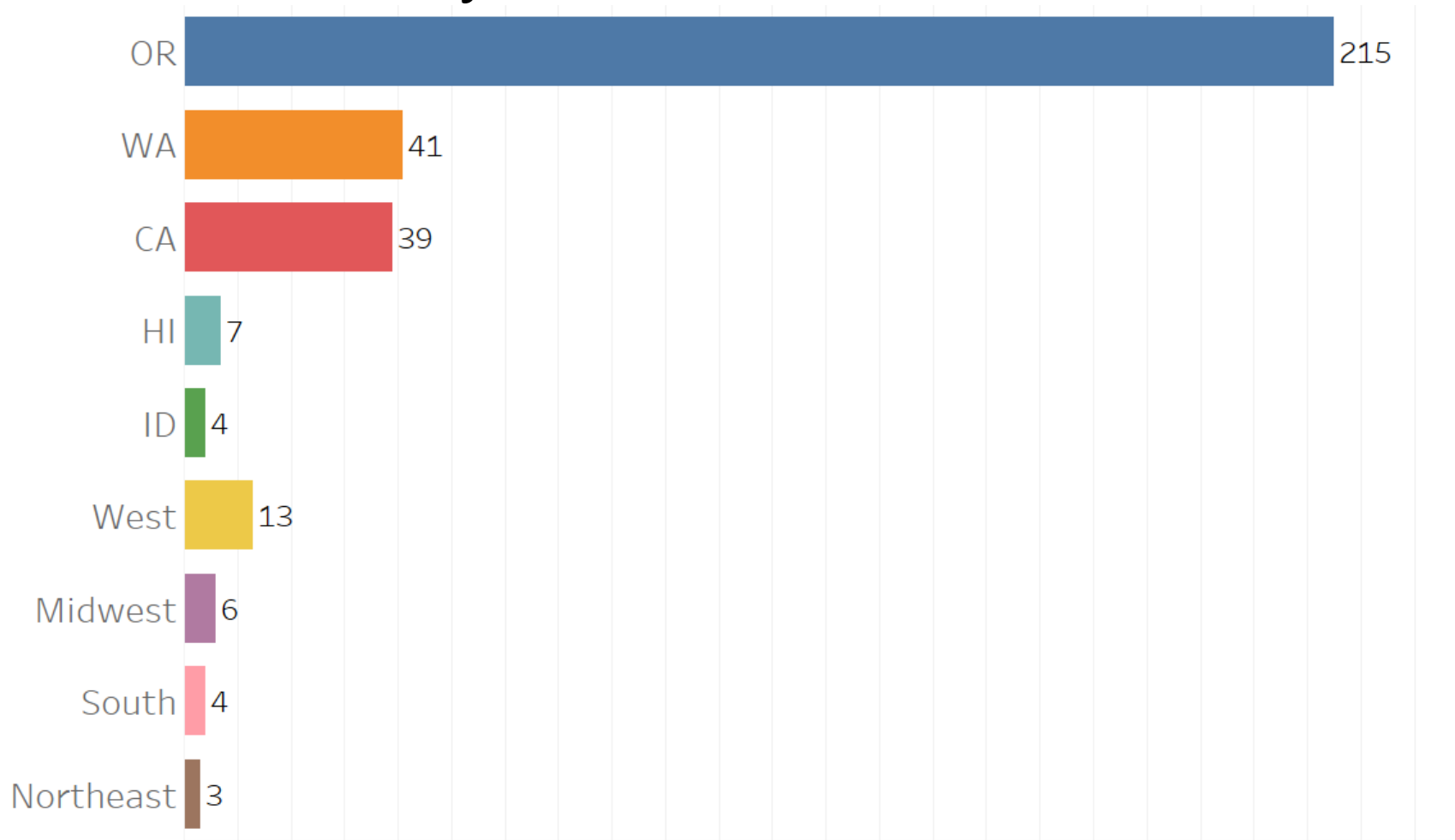


# Trends in Transfer Students

## Trends in New Students Who Are Transfers



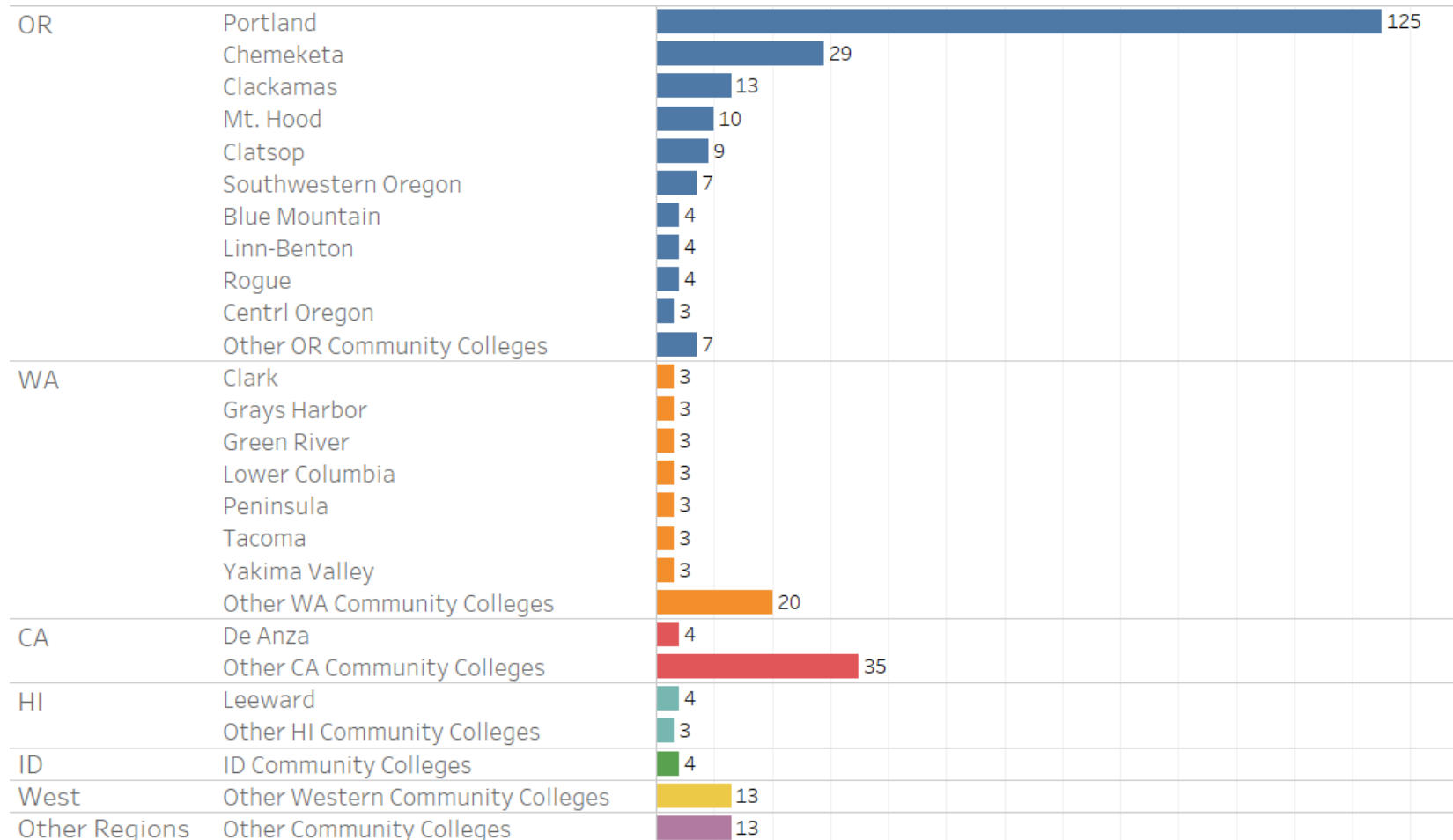
# Community Colleges of Incoming Transfers by State 2013-2016



Sum of Forest Grove incoming transfer students from community colleges by state 2013-2016.

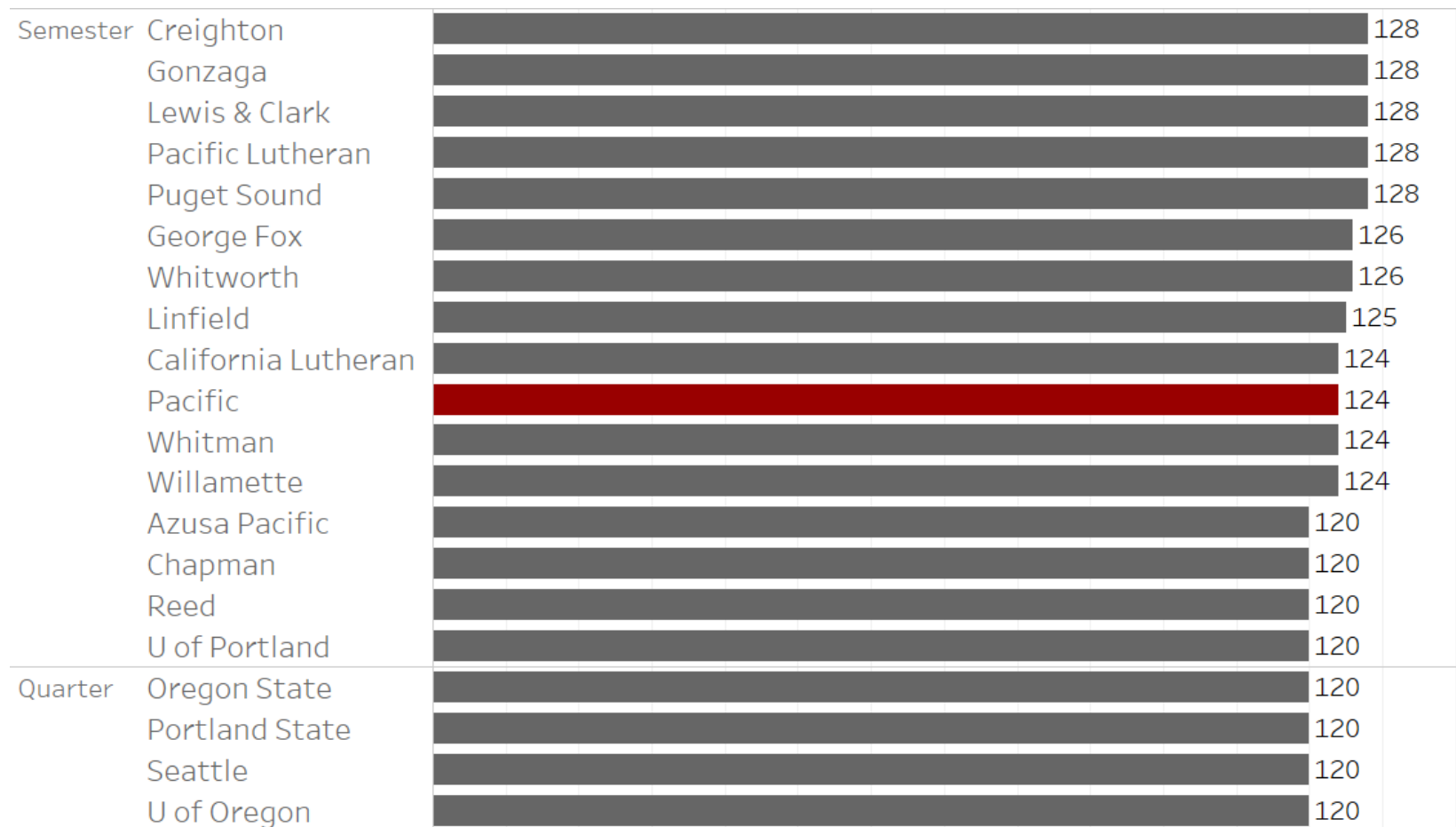


# Community Colleges of Incoming Transfers by State 2013-2016 (Detail)



Sum of Forest Grove incoming transfer students from community colleges by state 2013-2016.

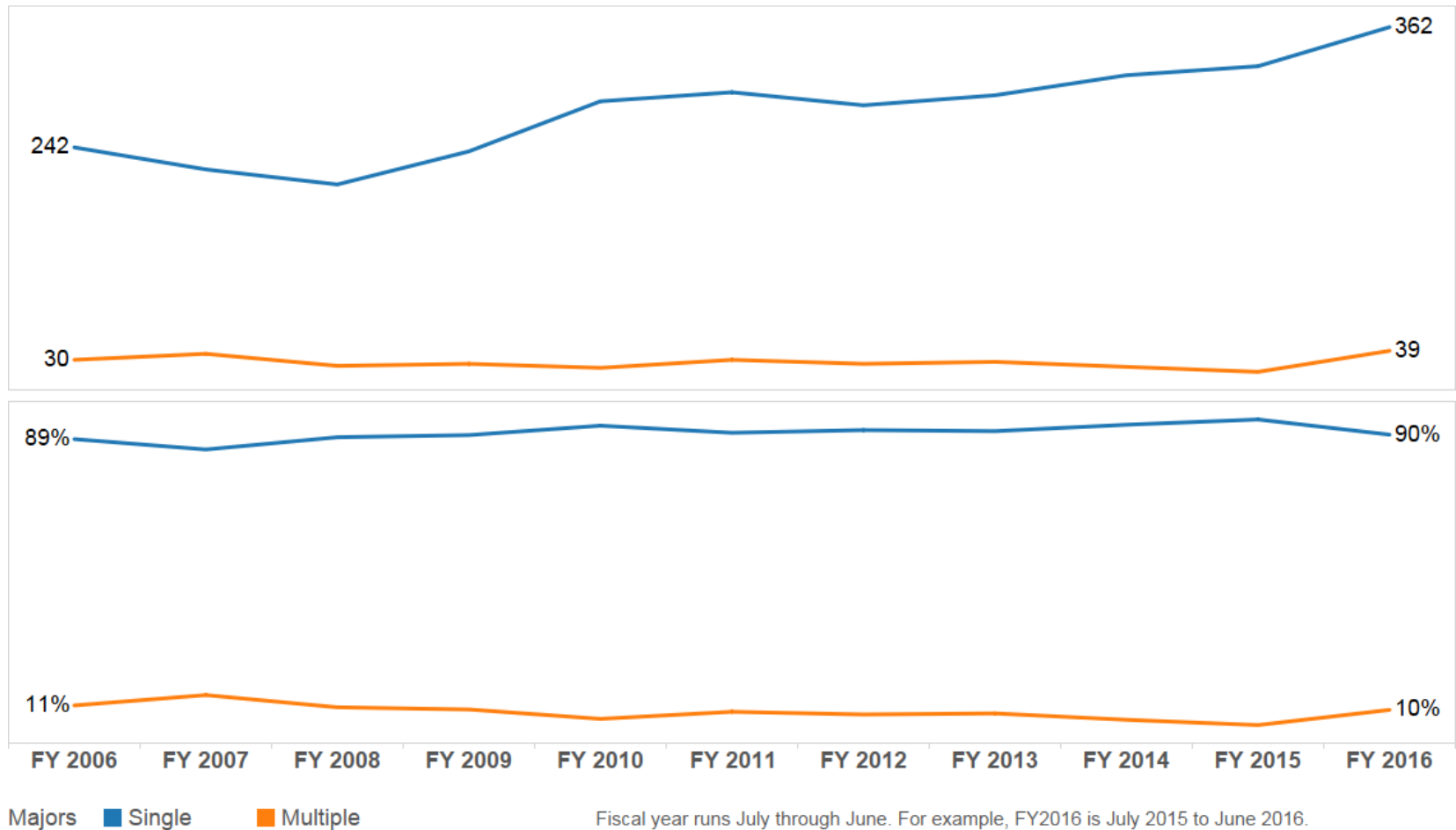
# Credit Requirements for Graduation by Institution



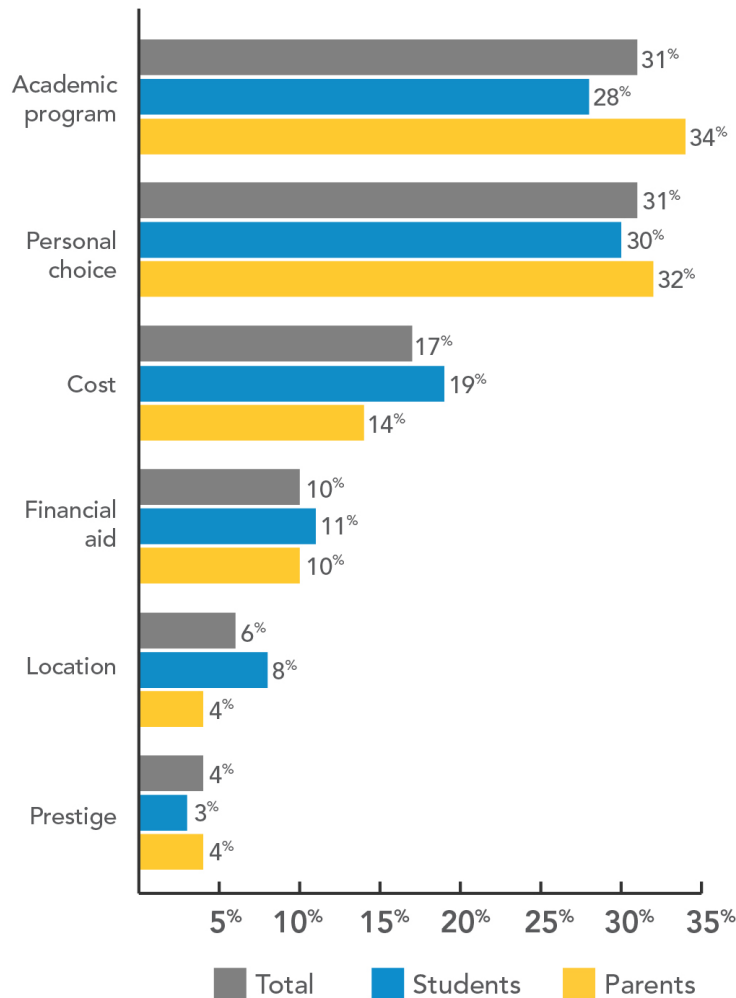
Credit requirement for graduation at each institution. For institutions on a quarter system, the quarter credits have been converted to semester credits using the formula  $\frac{2}{3}(\text{quarter credit}) = 1 \text{ semester credit}$ .

# Rate of multiple majors among grads appears steady

Graduates by Multiple Majors Status by Year



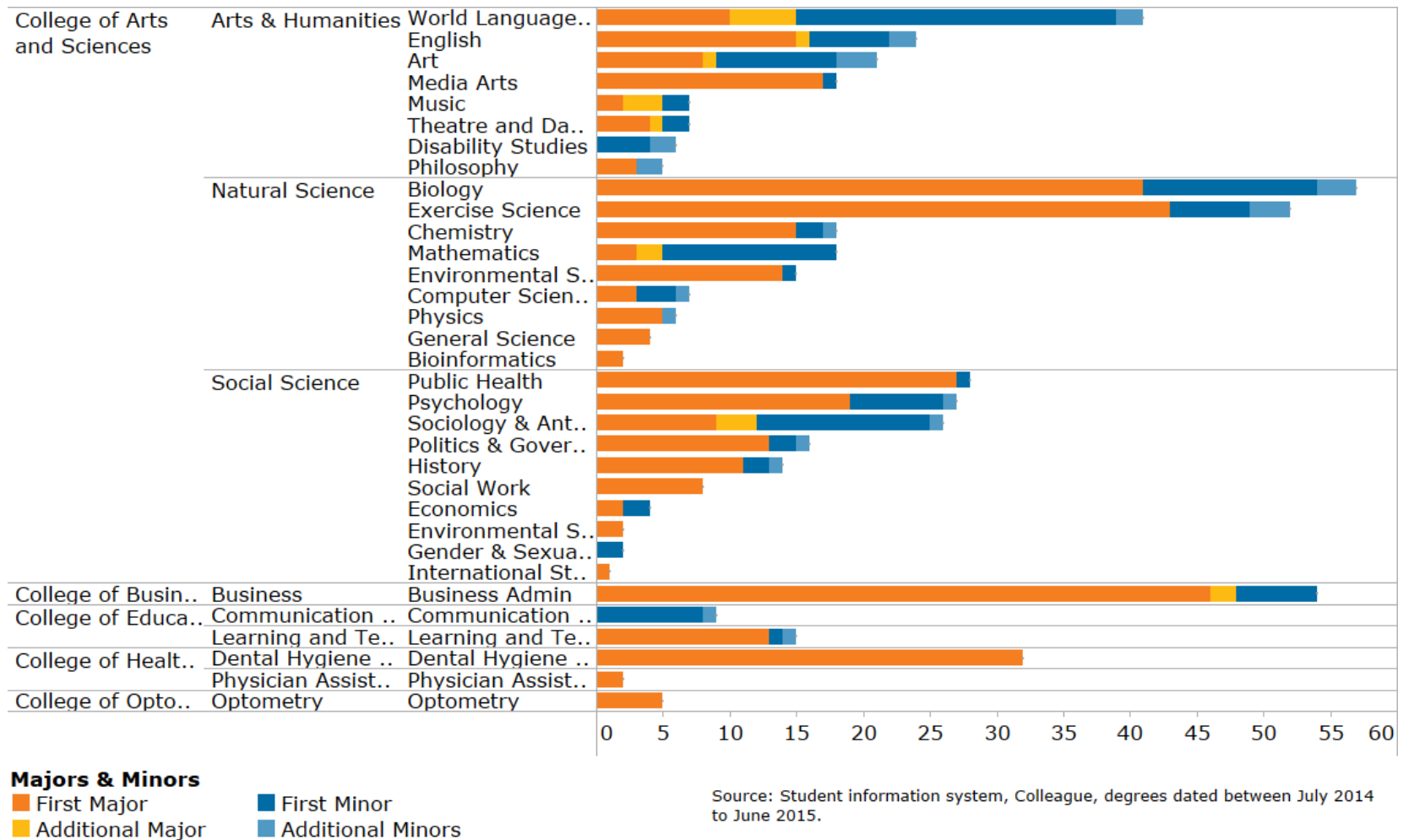
# College Choice Decision Factors



Sallie Mae/Ipsos:

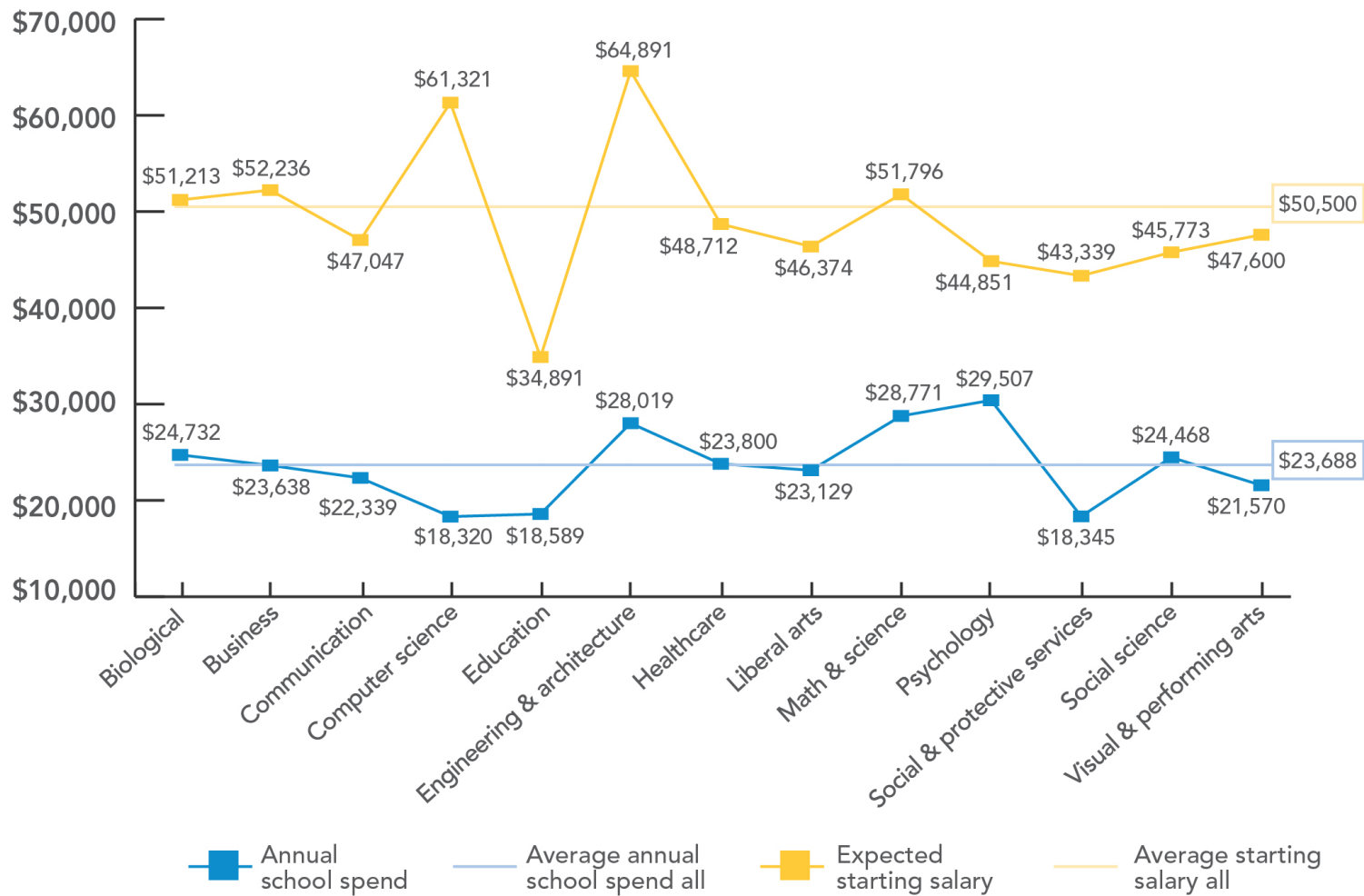
When making the final decision on which school to attend, the academic program and personal preference led as the primary reasons families made their choice, with financial considerations (cost and financial aid combined) a close third.

# Overall Undergraduate Completions 2015-16



Source: OIRA: Student Information System

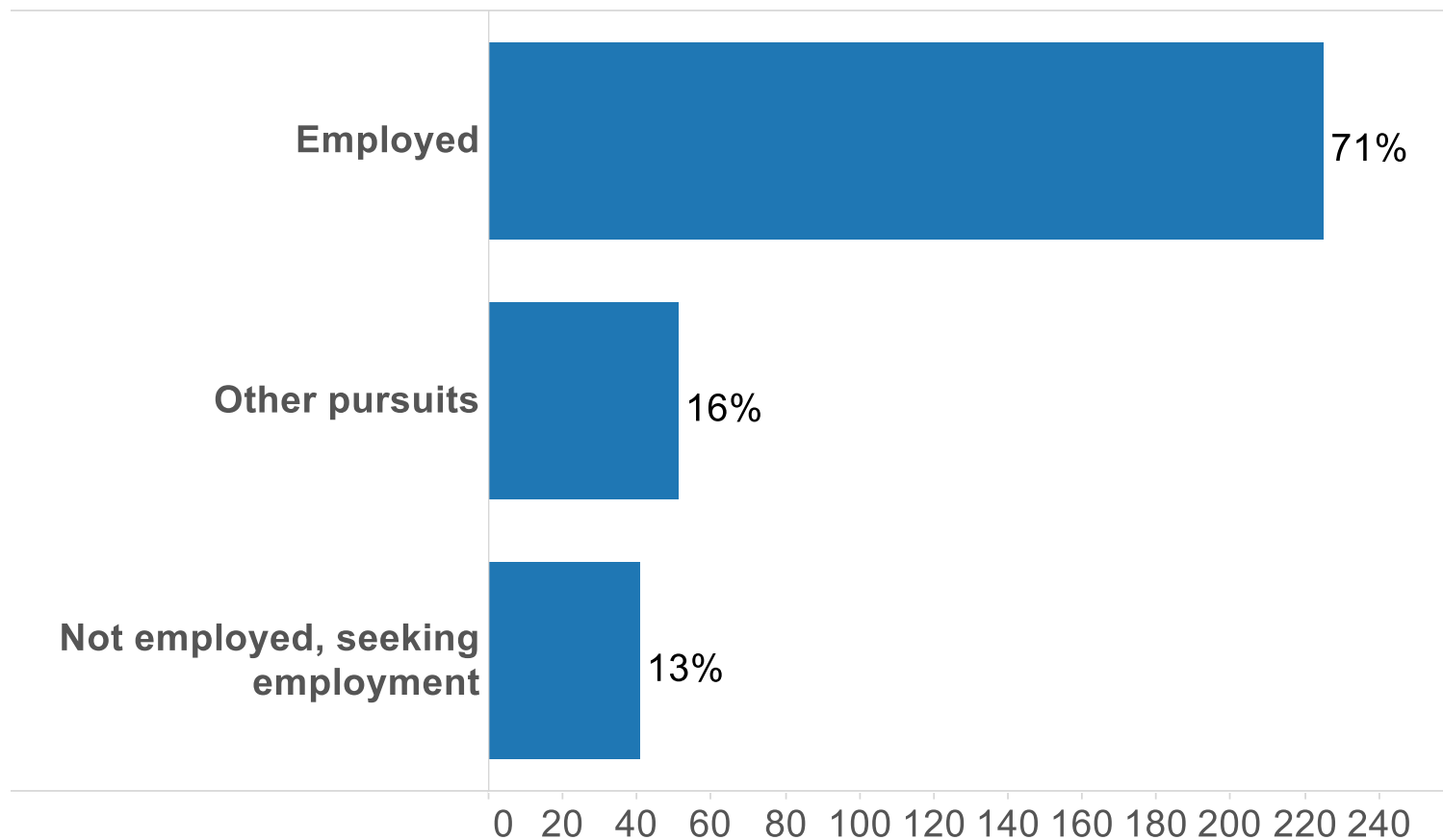
# Average Annual Spend on College and Average Starting Salary by Major



From: Sallie Mae and Ipsos, How America Pays for College 2016

# Employment Status of Graduates

## Undergraduate Programs



Based on 317 responses to the 2012 Alumni Survey of 2008-2012 graduates.

# **PACIFIC UNIVERSITY PROFILE AND TRENDS**

Faculty and Staff



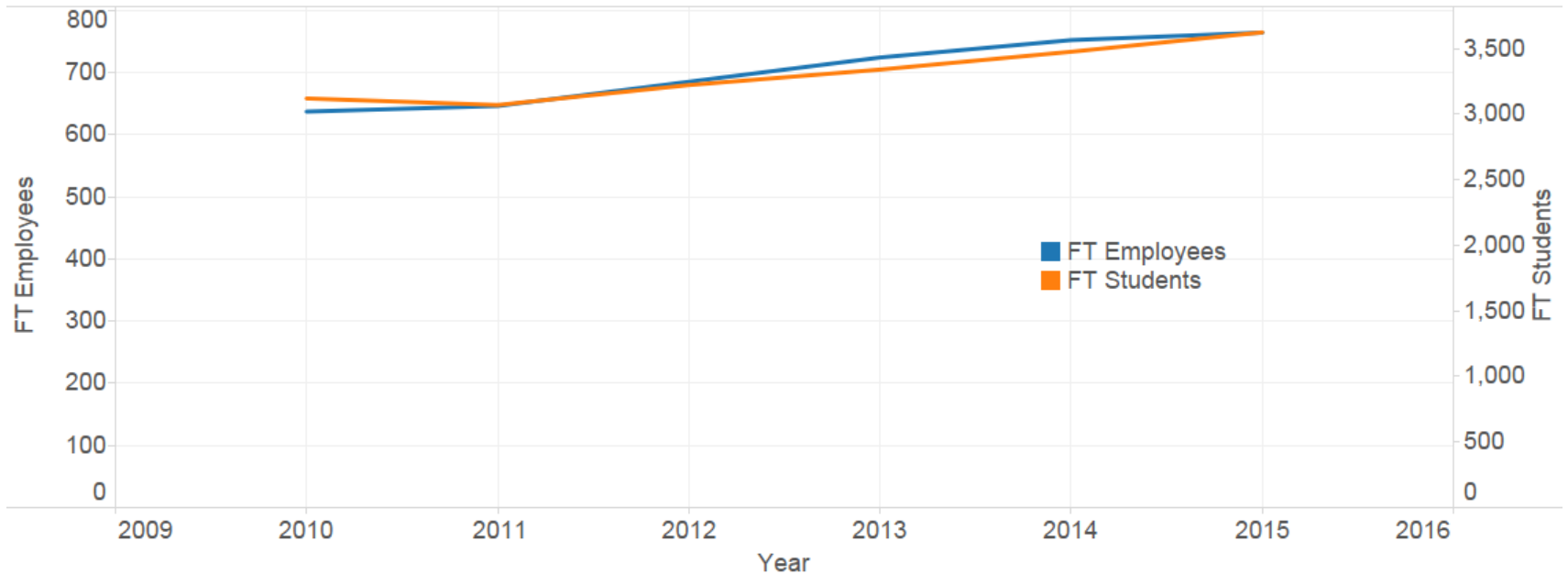
# Salary Comparability Project

- Comprehensive assessment of the progress to date for faculty and staff will be presented in the spring budget forum
- Increasing salaries without significant tuition increases is a mathematical challenge!
- Next year's comparability increases, like the past three, were dependent upon meeting our net revenue goals; however, specific areas can always be revisited if they are not at market
- Even if the next round of increases is delayed a year, every effort will be made to incorporate sufficient across-the-board increases to avoid falling behind

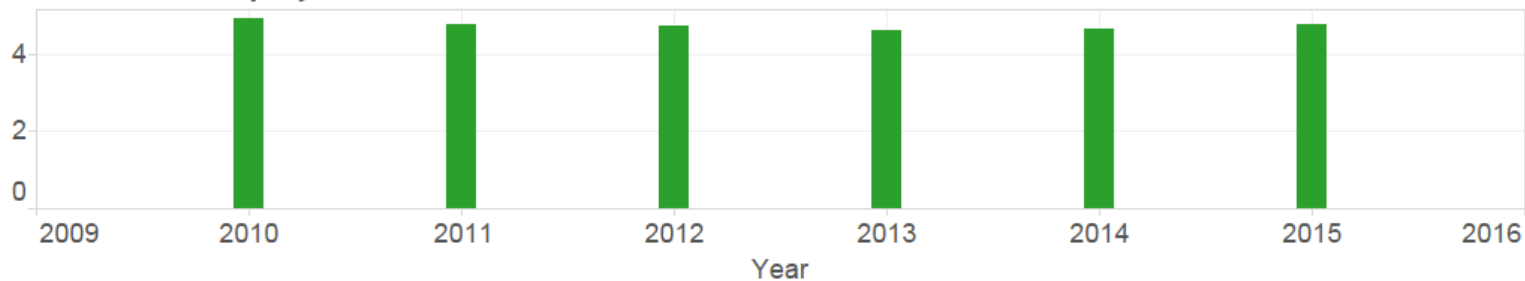
# Student and Employee Trends

We have added faculty and staff proportionately (at least overall)

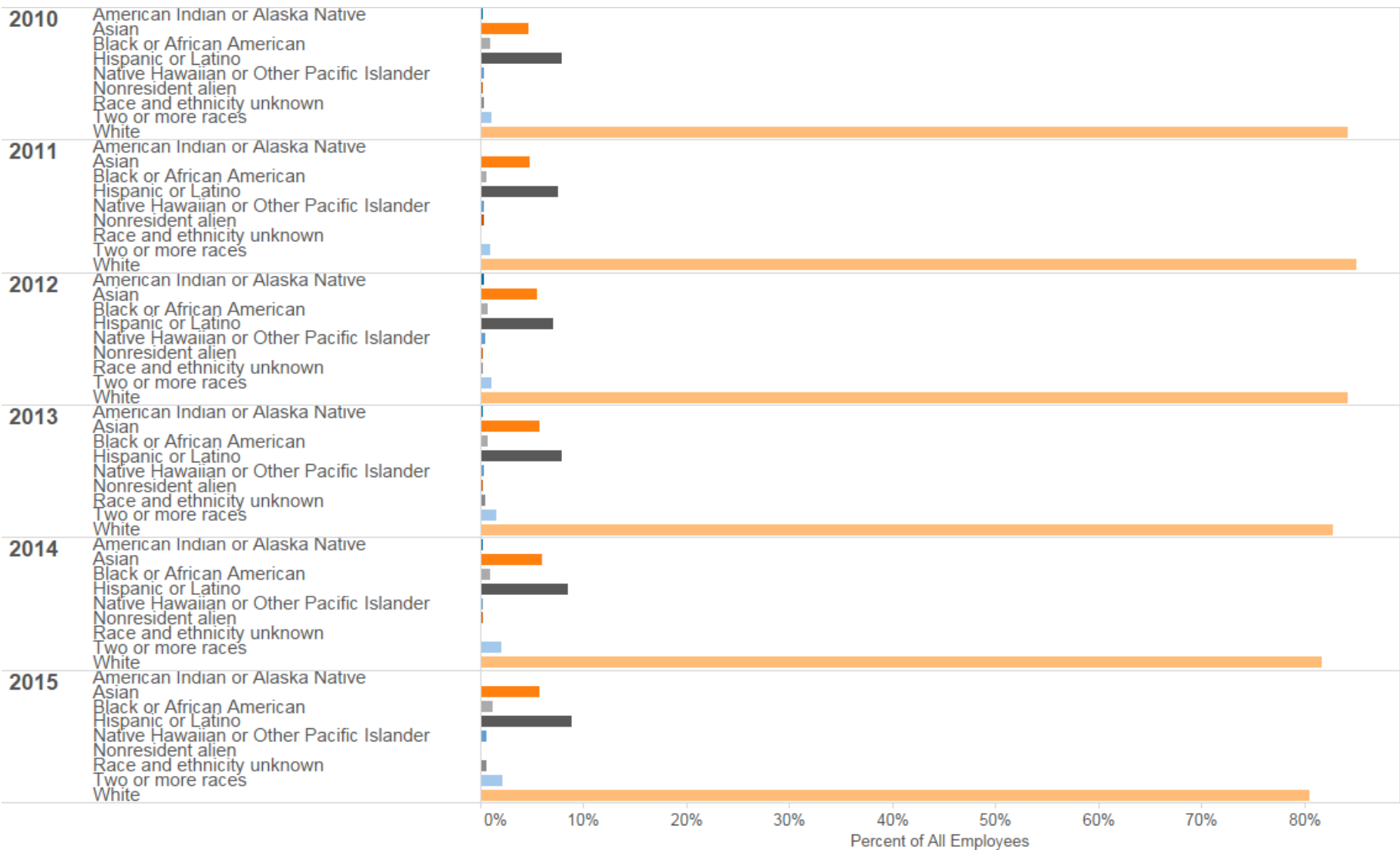
FT Student and Employee Trend



FT Student to Employee Ratio

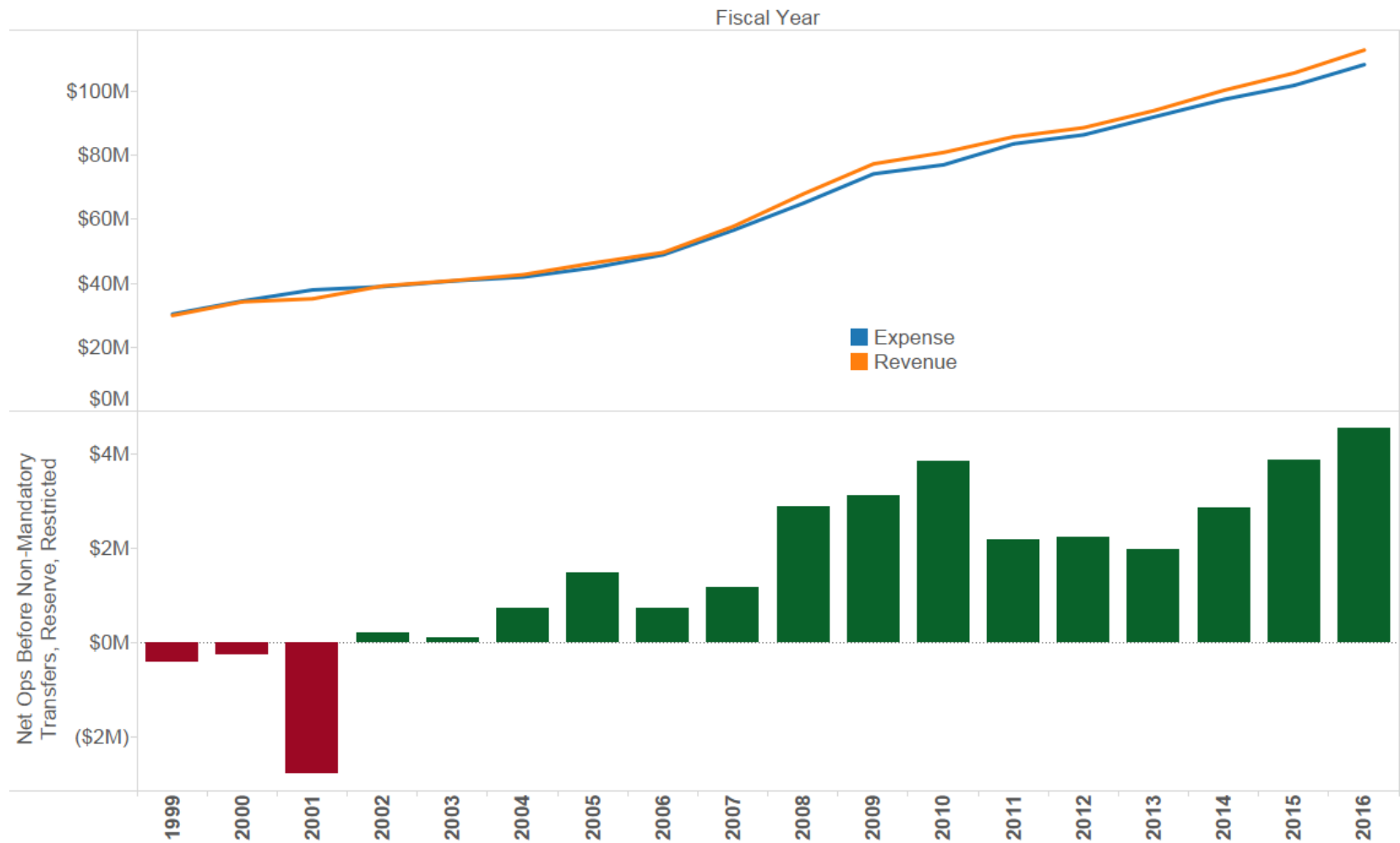


# Distribution of All Employees by Race/Ethnicity



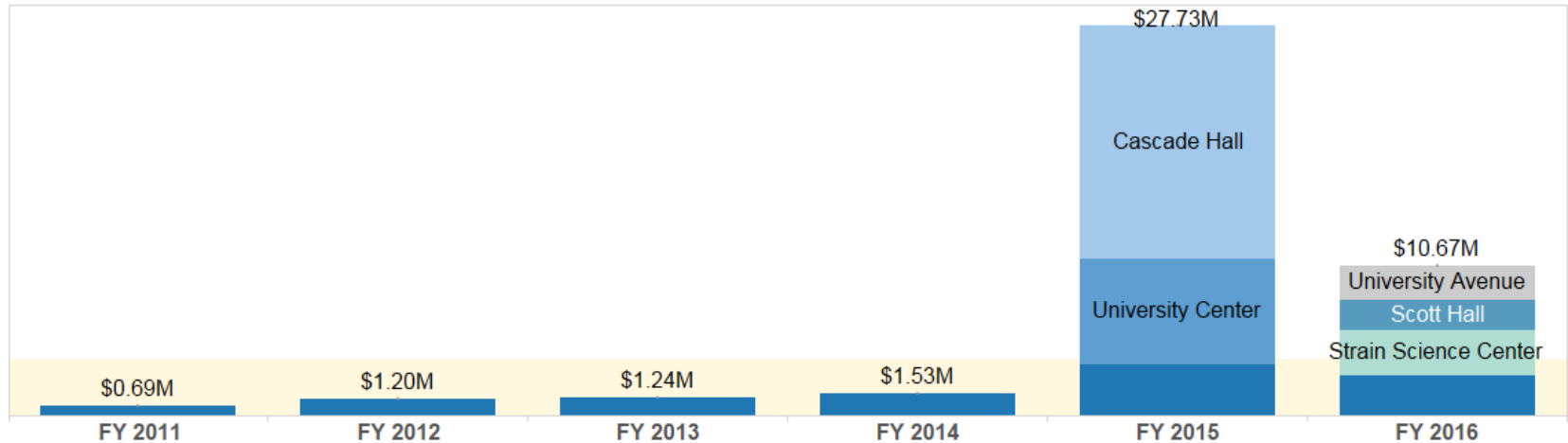
# **PACIFIC UNIVERSITY FISCAL TRENDS & REALITIES**

# Net Operations Trend

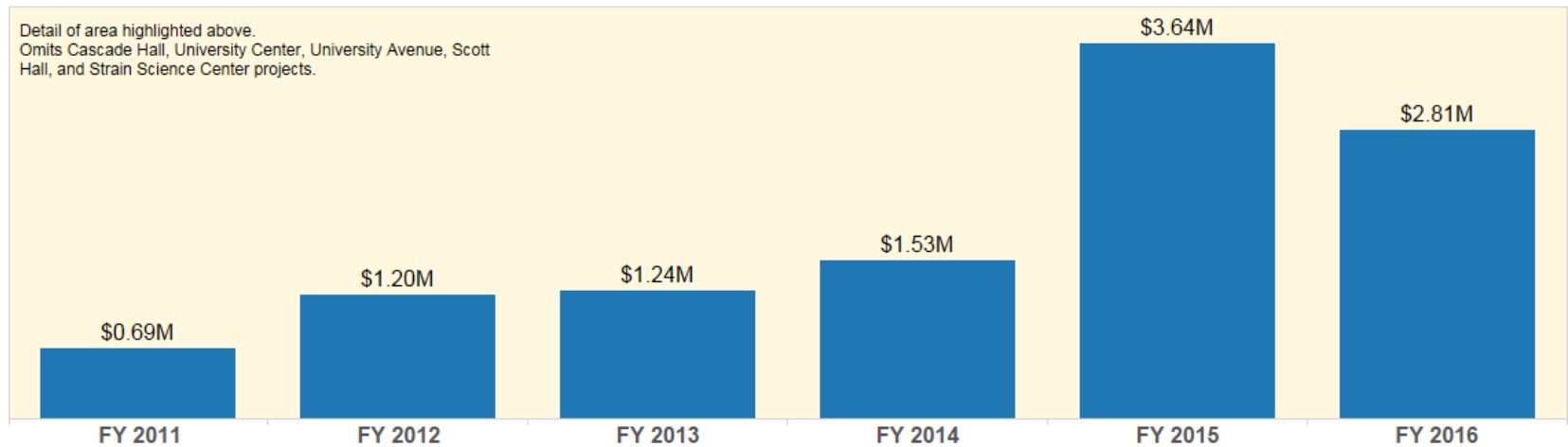


# Capital Spending Trend

Dollars Spent on Facilities/Physical Upgrades by Year



Detail of area highlighted above.  
Omits Cascade Hall, University Center, University Avenue, Scott Hall, and Strain Science Center projects.



# McGill Auditorium Remodel

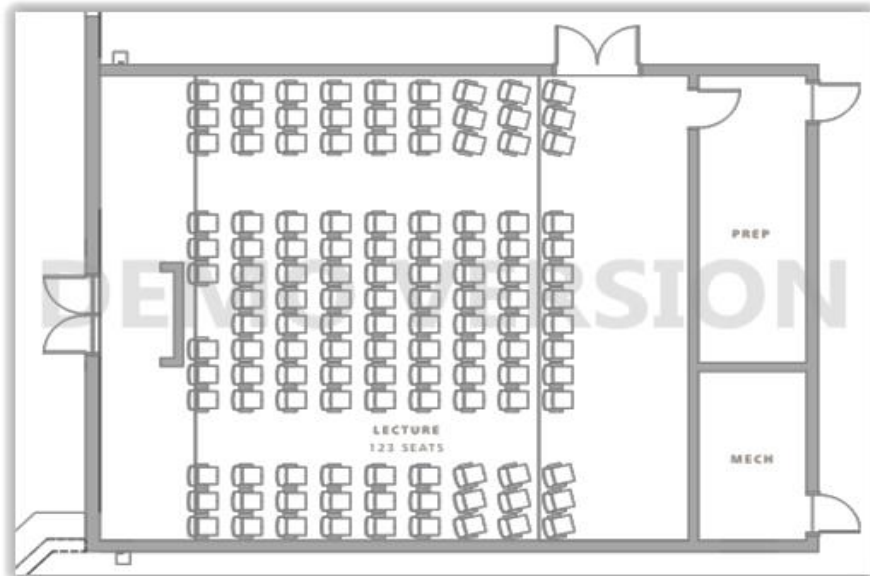
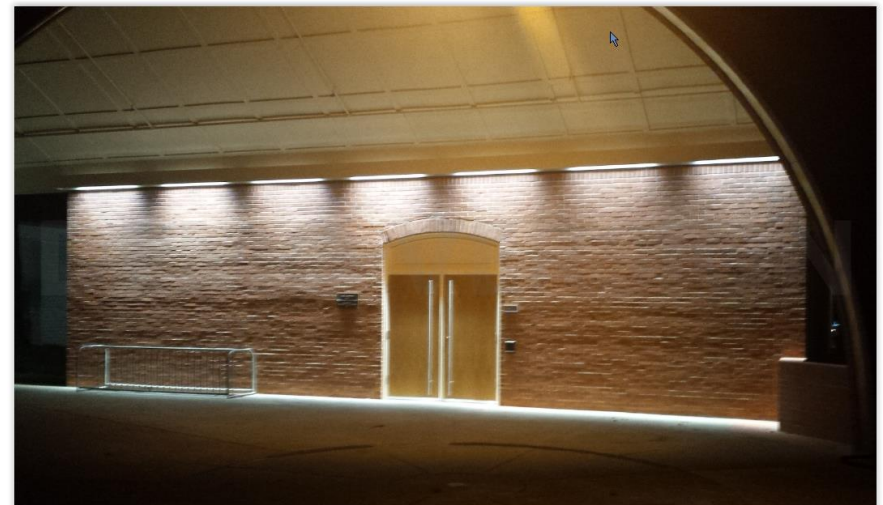
Before



After



Outside Entrance Into Auditorium





# Scott Hall Phase 2 – New Computer Lab

## 2nd Floor – Under construction as of 11-15-2016



Study Pods



Scott Hall  
2nd Floor

Trombley  
Square

Marsh Hall

- COMPUTER / MP CLASSROOM
- STUDY / POD
- CONFERENCE / MPR
- INFO DESK / OFFICES



Expected completion  
date: End of Nov. 2016



# Jefferson Hall Optometry Clinic 1<sup>st</sup> Floor West Wing Remodel

Construction in progress



Conceptual design of an examine lane

## Source of Funds & Delivery (Cost \$2.74M):

- Total gifts and pledges: \$736K
  - Cash received: \$397K
- University funds: Balance remaining
- Project completion date for all phases: April 2017



# College of Optometry Mobile Eye Clinic



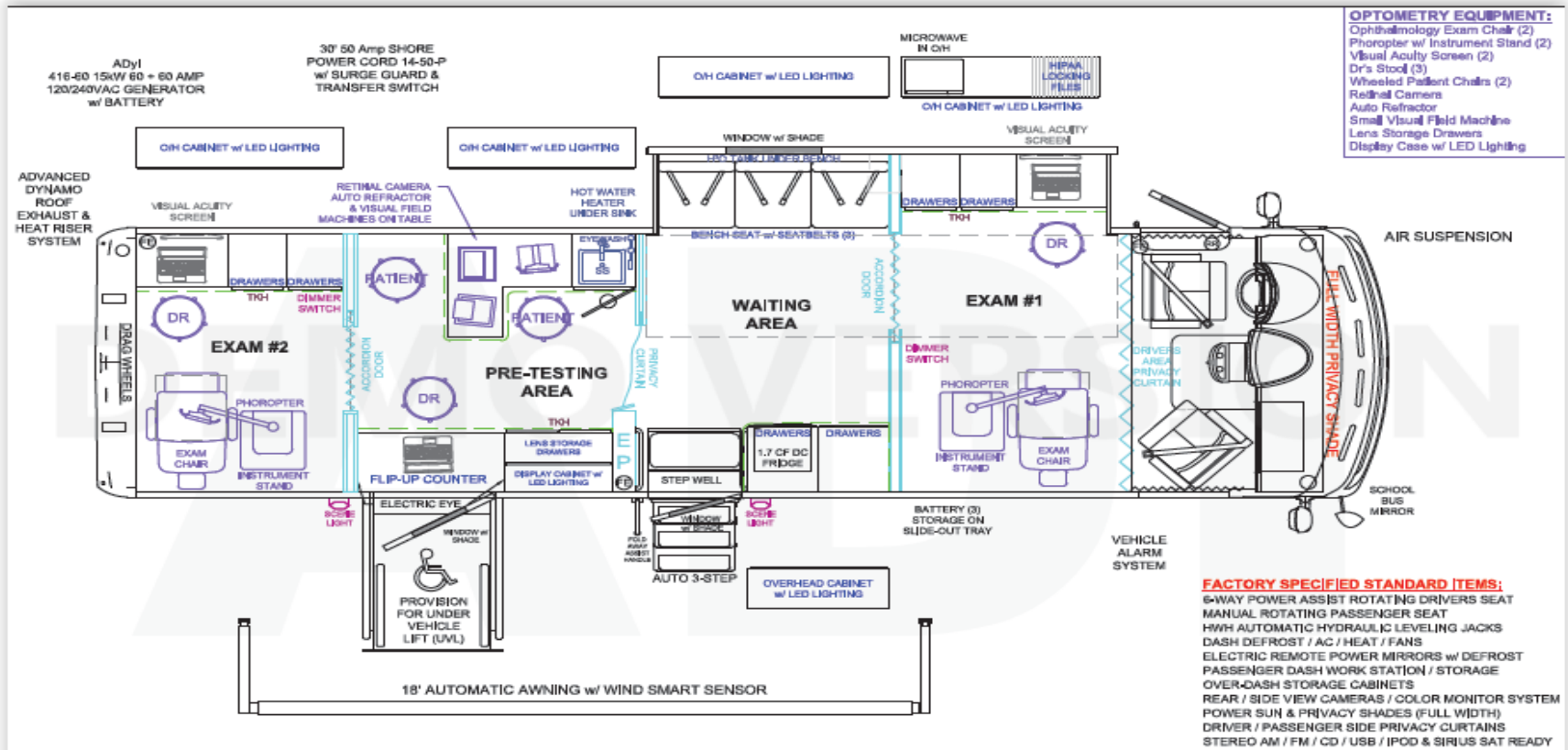
## Vehicle:

- Cost of van and equip: \$315K
- Type & length: Winnebago, 33'
- Inside: 2 exam lanes with pre-Testing and Waiting areas

## Source of Funds & Delivery:

- Total gifts and pledges: \$155K
  - Cash received: \$110K
- University funds: Balance remaining
- Vehicle in use starting Oct. 2016

# College of Optometry Mobile Eye Clinic



## Vehicle:

- Cost of van and equip: \$315K
- Type & length: Winnebago, 33'
- Inside: 2 exam lanes with pre-Testing and Waiting areas

## Source of Funds & Delivery:

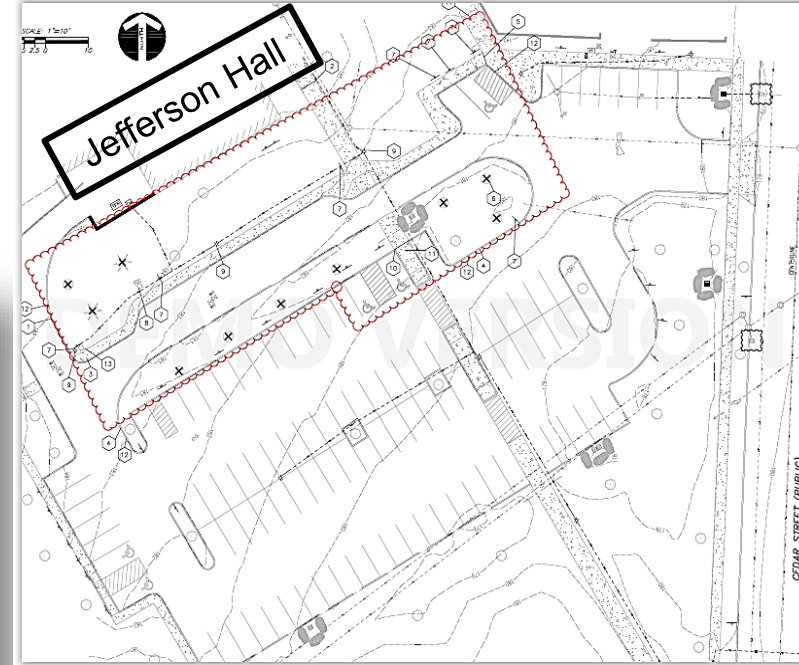
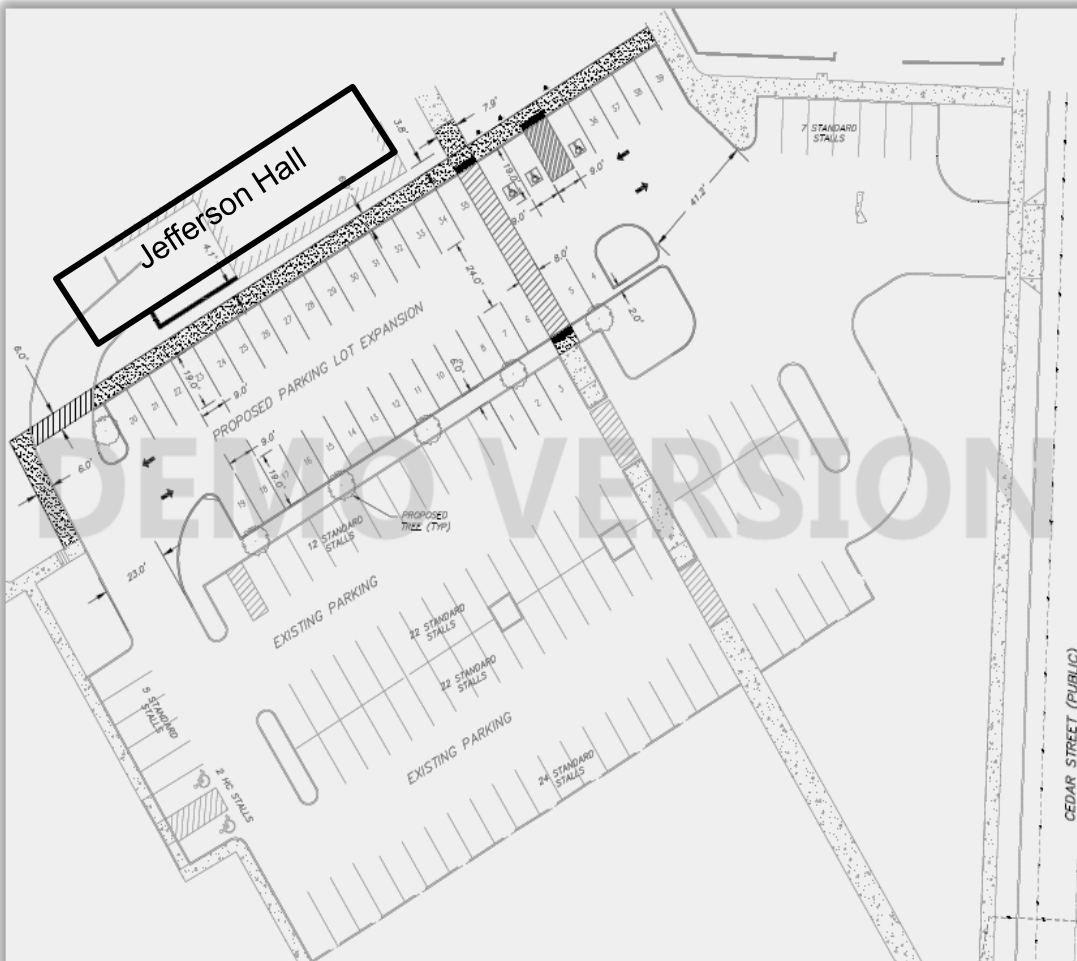
- Total gifts and pledges: \$155K
  - Cash received: \$110K
- University funds: Balance remaining
- Vehicle in use starting Oct. 2016



(Jefferson Hall Parking Lot)

## Before expansion

## After expansion



## Expansion Impact:

- ROM Est. Budget: \$600,000
- Net gain of 35 parking spaces
- Improved ADA parking, lighting, and storm water drainage

# Strain Hall – 2<sup>nd</sup> and 3<sup>rd</sup> Floors

## Remodel of Research Labs (as of 4-29-16)



2nd Floor



3<sup>rd</sup> Floor

# Strain Hall Façade Repair

Completion Date: May 6, 2016

After repairs were completed



During repair work





# School of Pharmacy Vivarium Animal Lab at HPC2 in Hillsboro



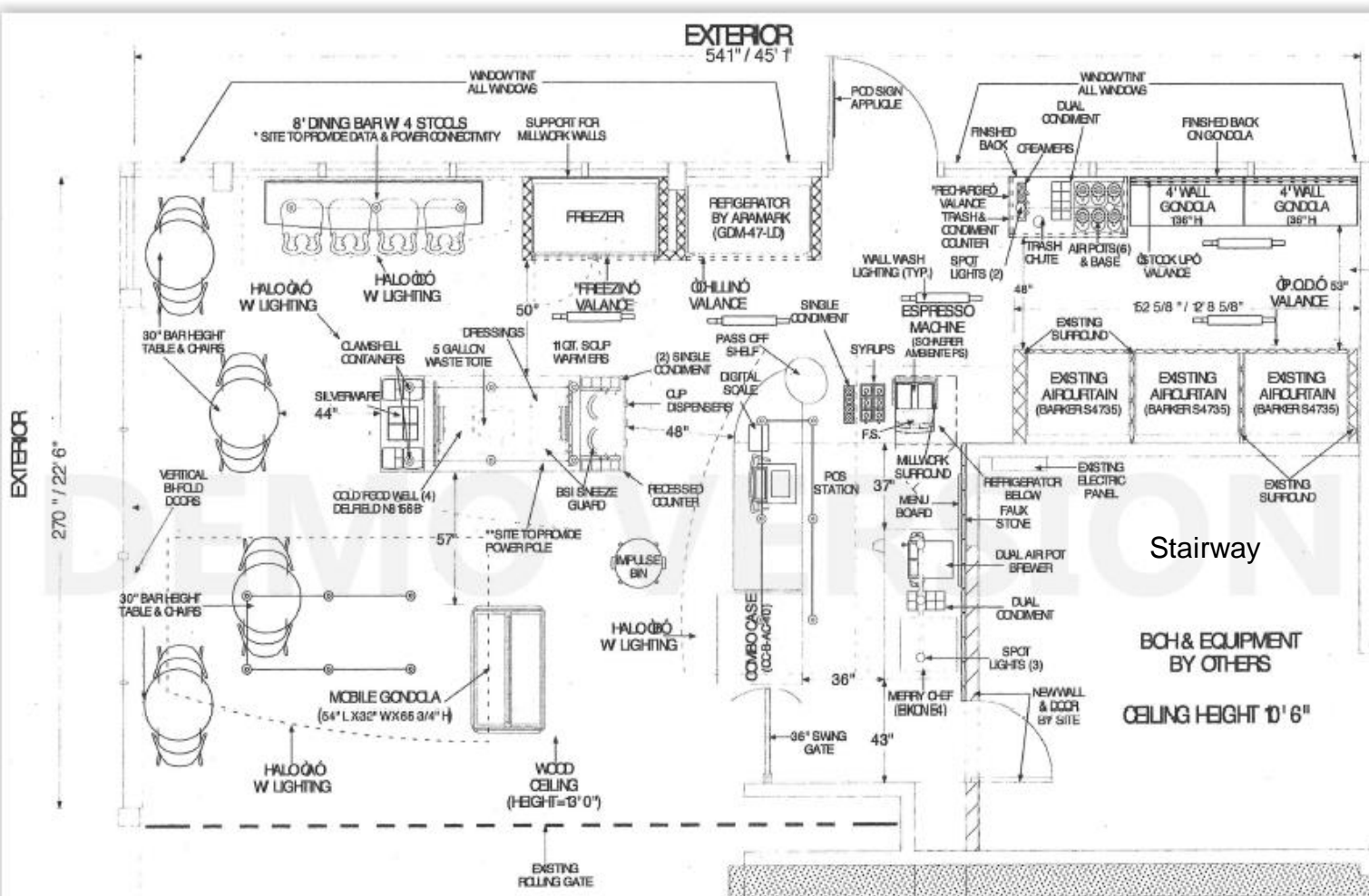
## Lab:

- Budget: \$290,000
- Square feet: 200 SF
- Completion date: 6-30-2016
- Funding: University funds

## Features:

- 80 cages for mice (48) and rats (32)
- Bio-safety hood
- Shelving for storage
- Room secured with ID access and camera

# Food Services Remodel in Creighton Hall by Aramark during Summer 2016



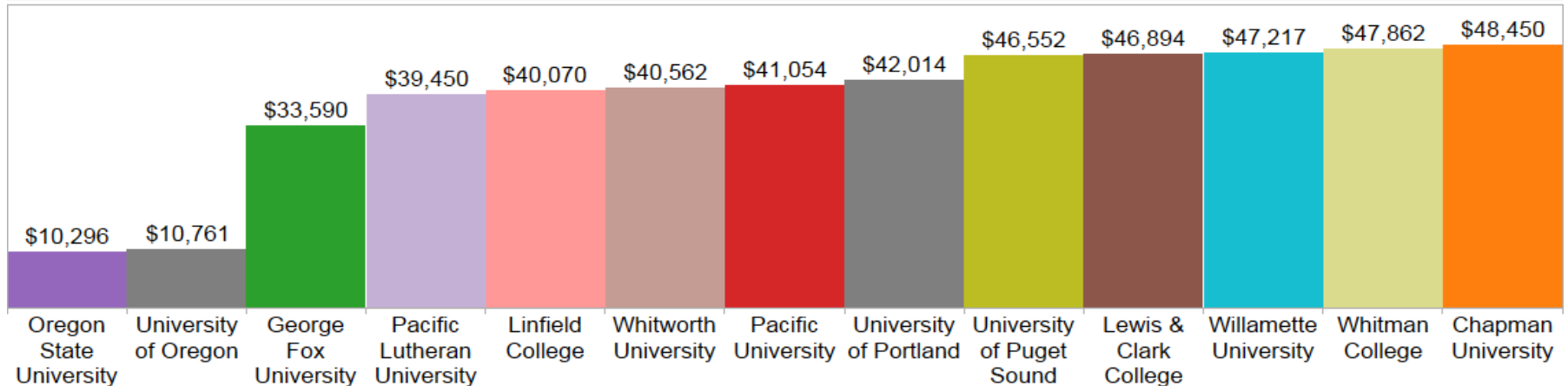
## Plan:

- Remodel Einstein Bagels and replace with Products on Demand (P.O.D.)

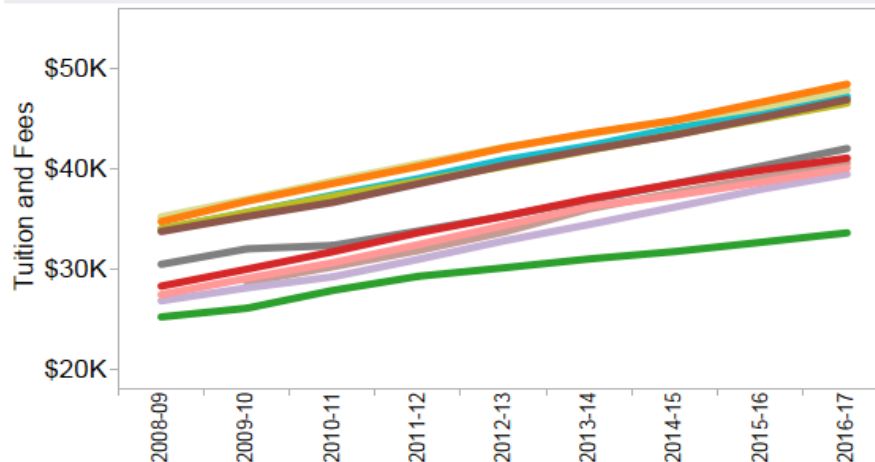


# Undergraduate Tuition/Fee Comparisons

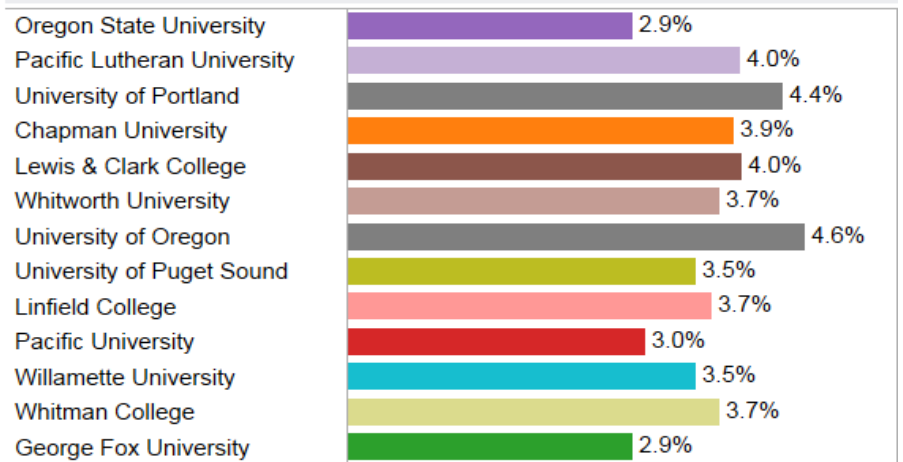
**Tuition and Fees Comparisons 2016-17**



**Tuition and Fees Trends**



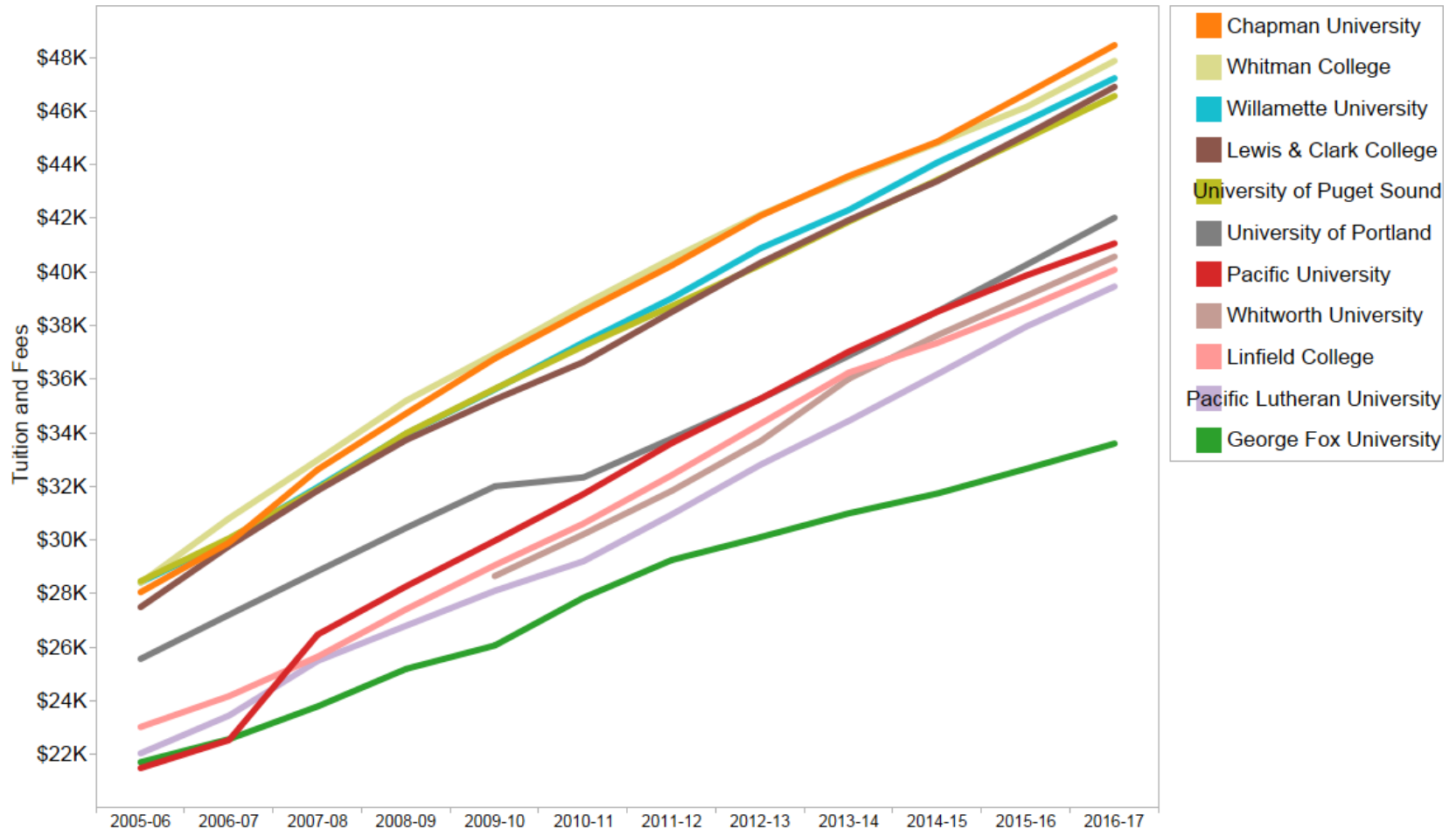
**Current Year Increase over Previous Year**



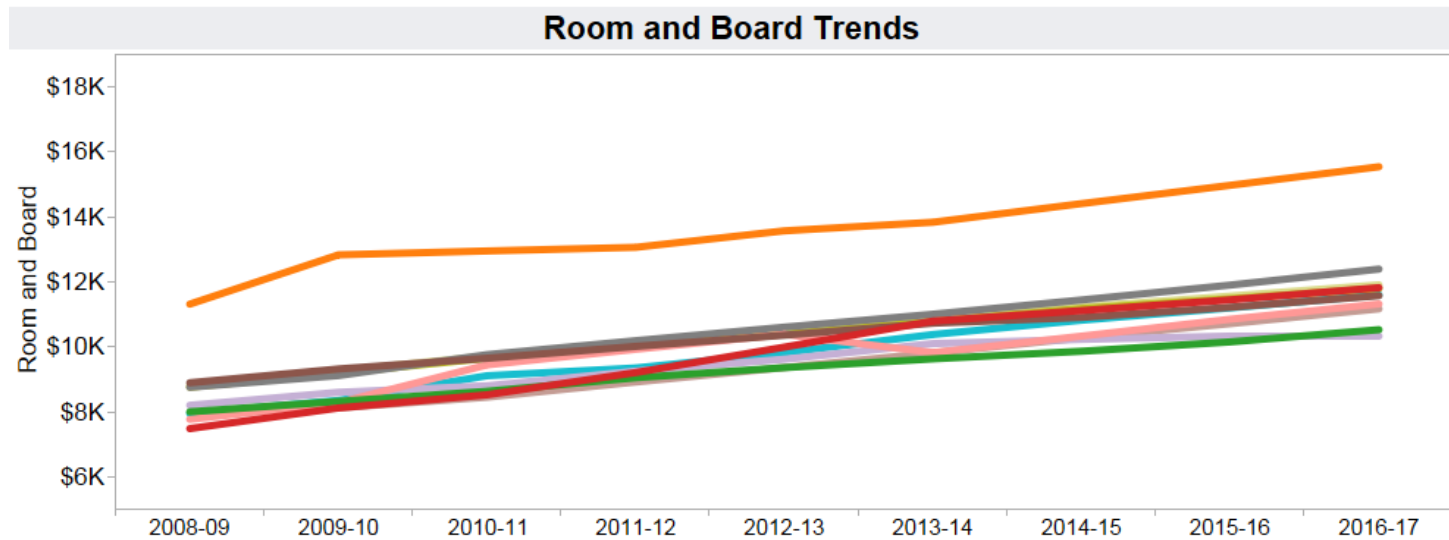
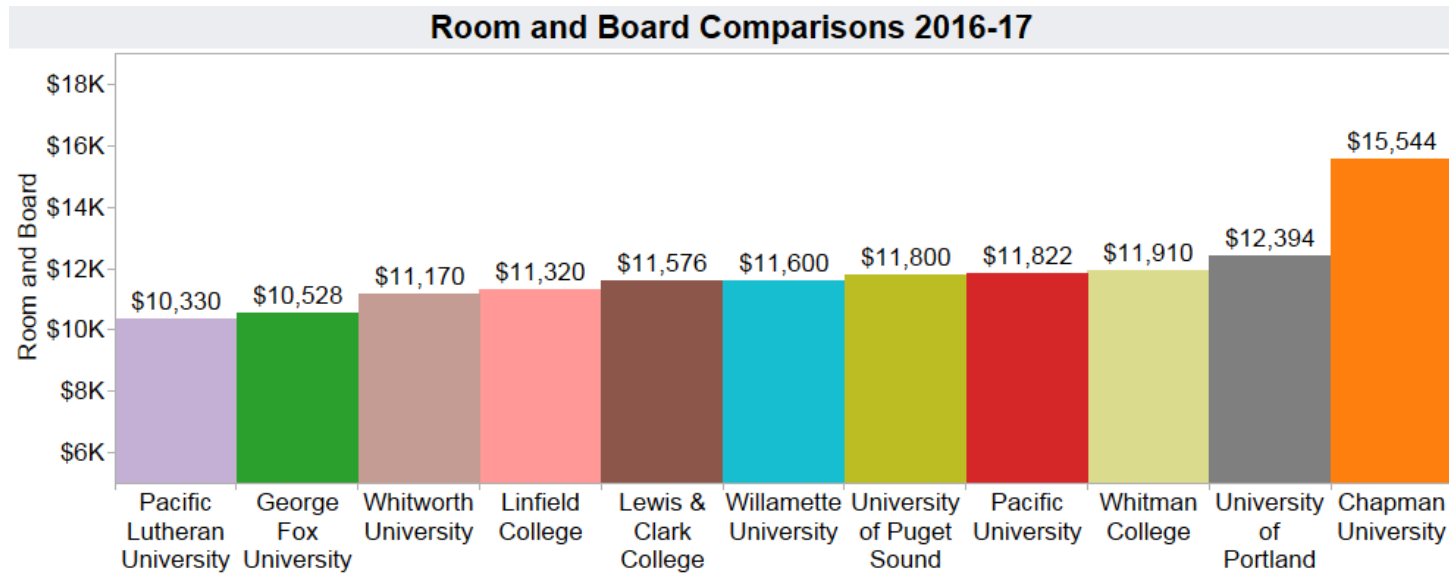
Data provided by IR

# The cost of higher education is too high for many students

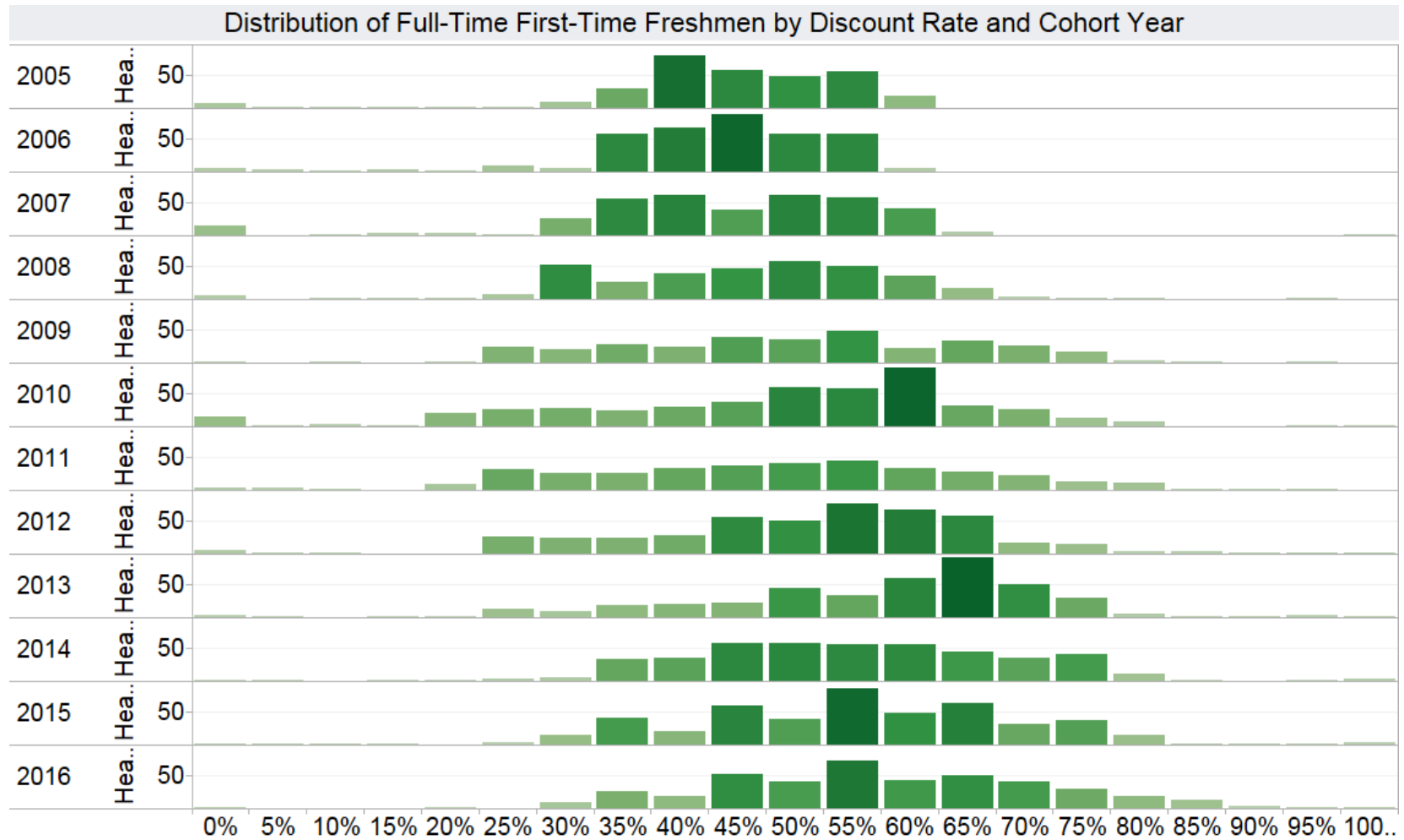
## FG UG Tuition & Fees Longer Trends



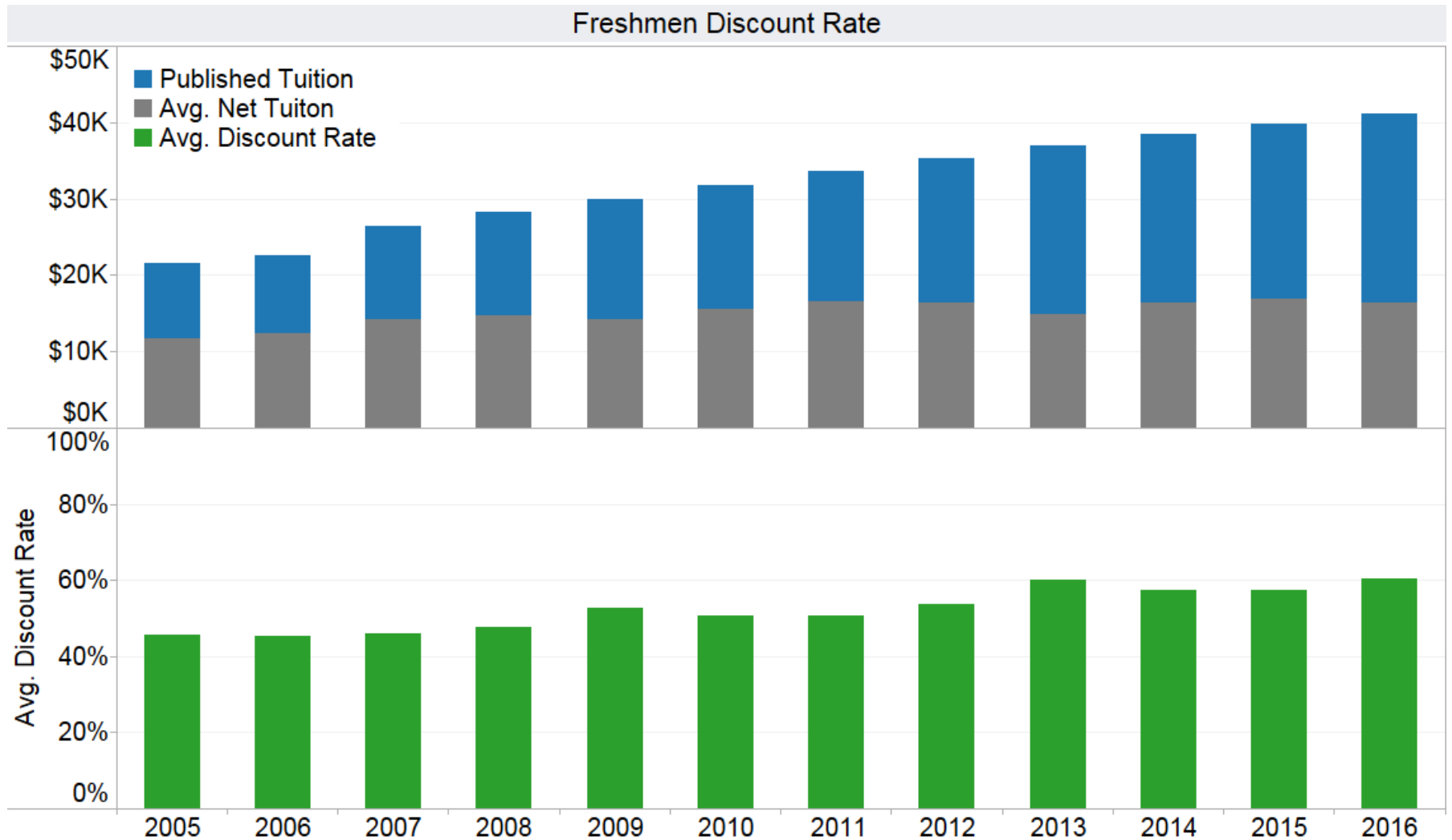
# Room and Board Comparisons



# CAS Freshmen Tuition Discount Distributions



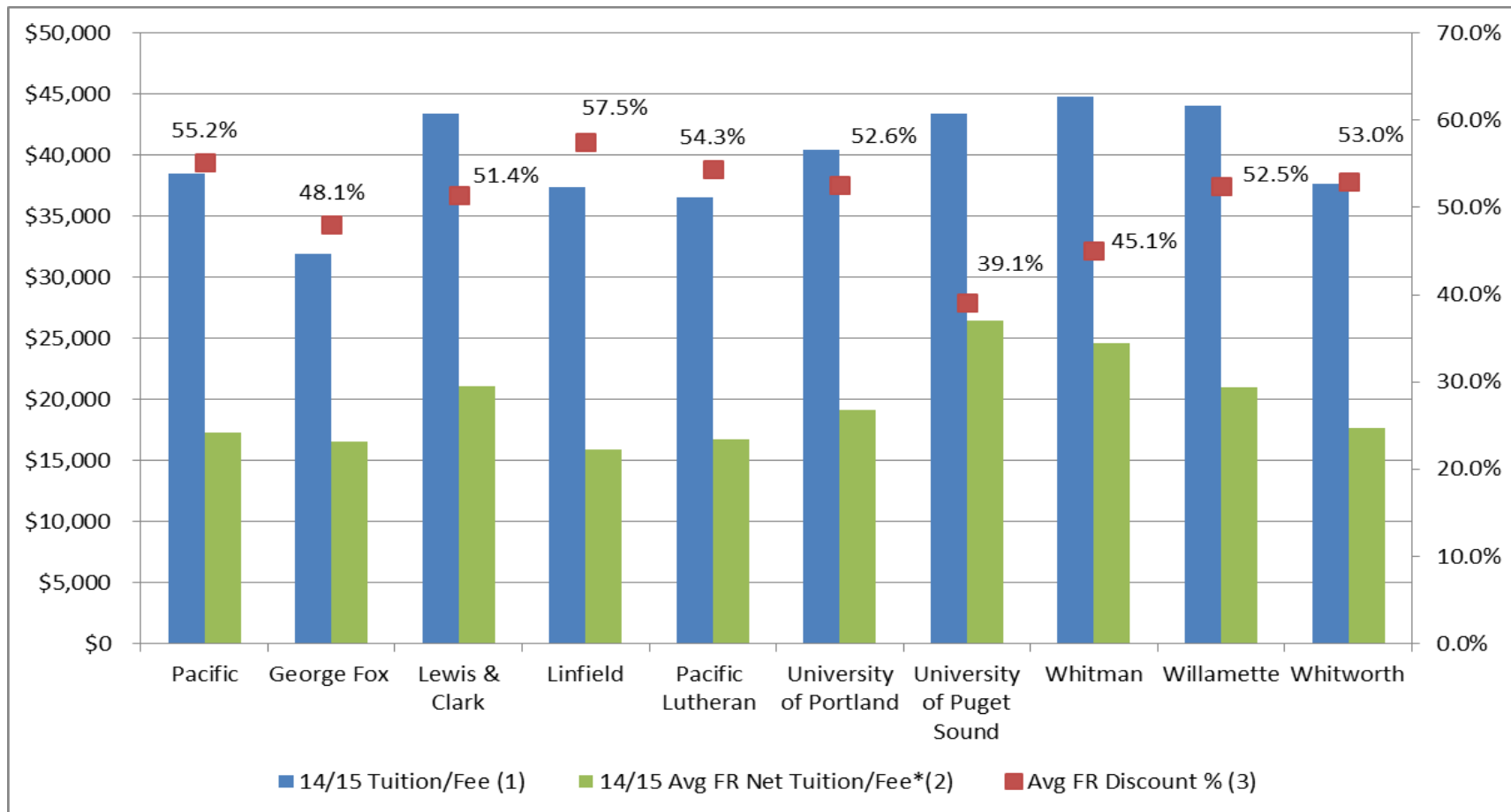
# UG Freshmen Tuition Discount Trend



Excludes tuition benefit students.

Data provided by IR

# FY 14/15 Gross vs Average Net Tuition/Fee Entering Freshmen



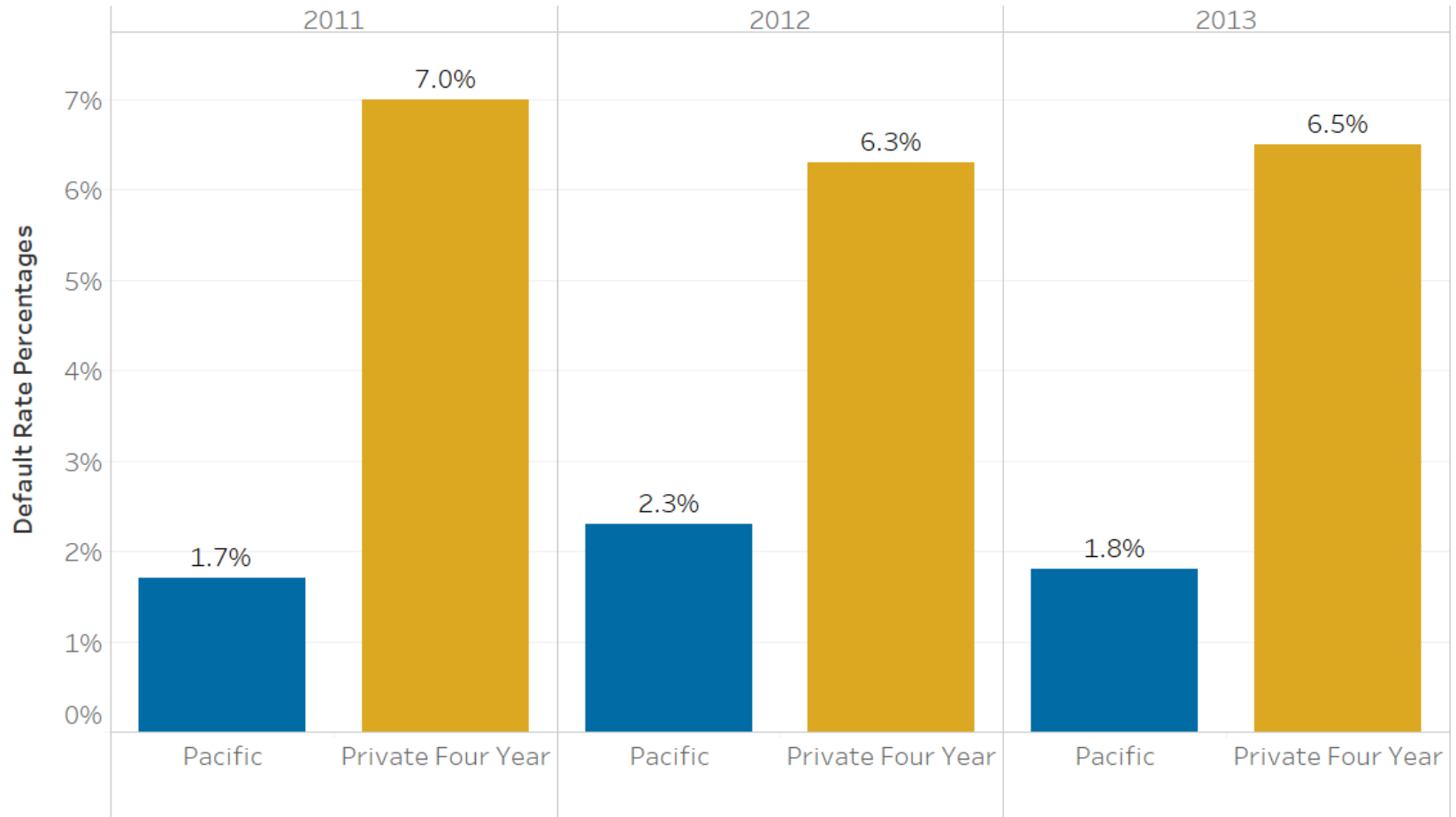
(1) Published Tuition/Fee Rates ~ provided by IR Department & College Navigator

(2) Entering Avg Freshmen Institutional Funded and Unfunded Aid (Does not include state/federal or restricted awards) ~ data per College Navigator Website ([nces.ed.gov/collegenavigator](http://nces.ed.gov/collegenavigator)).  
Calculated Avg Entering Freshmen Net Tuition/Fee (Published Rates less Inst Aid)

(3) Calculated Avg Entering Freshmen Tuition/Fee Discount % (Avg FR Institutional Aid / Tuition & Fee Rate)

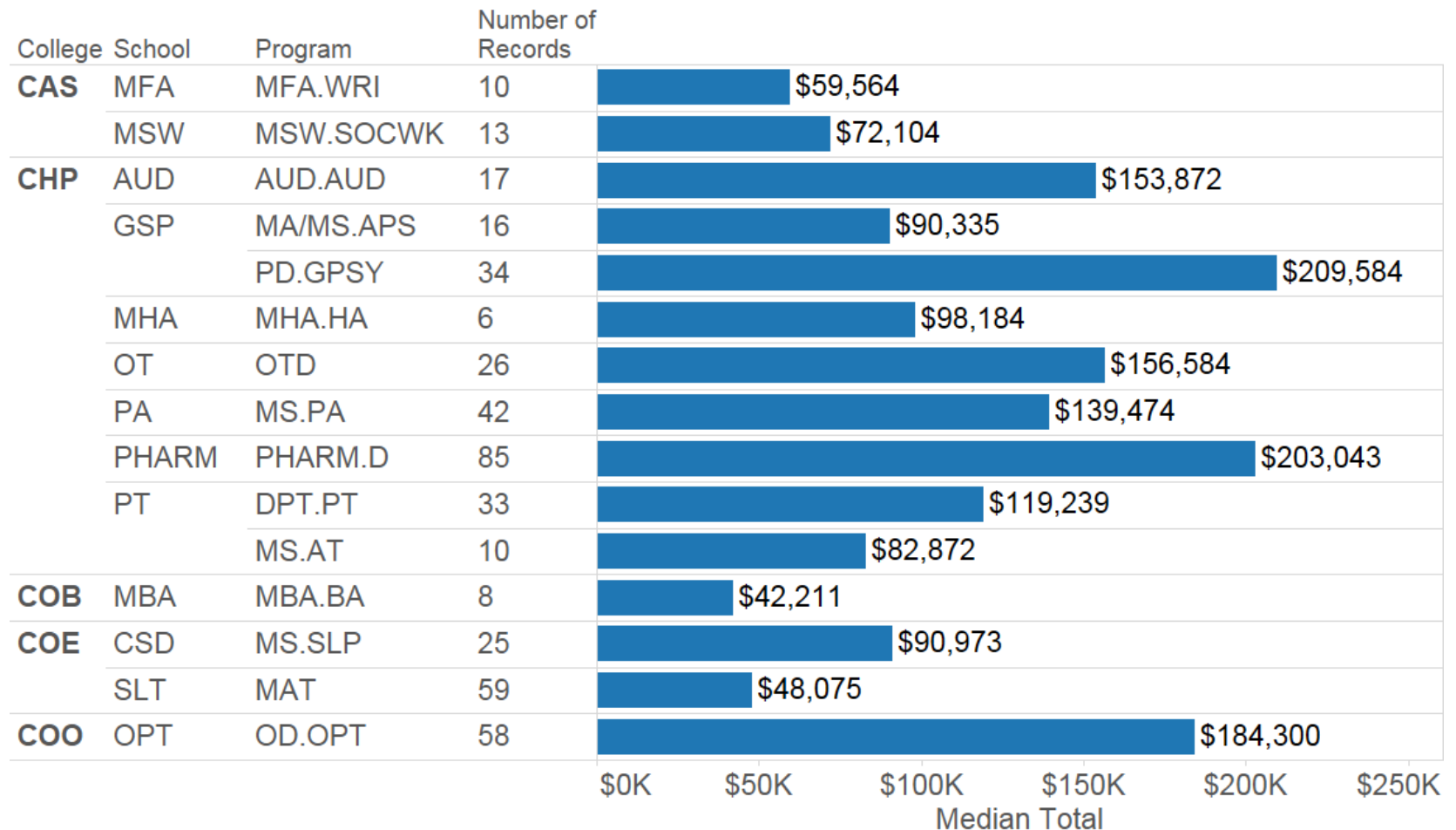
# Student Loan Default Rates among Pacific University Graduates

Official National Cohort Default Rates: Pacific University vs. All Private, Four Year Institutions



Source: Department of Education, Office of Federal Student Aid, Official Cohort Default Rates for Schools

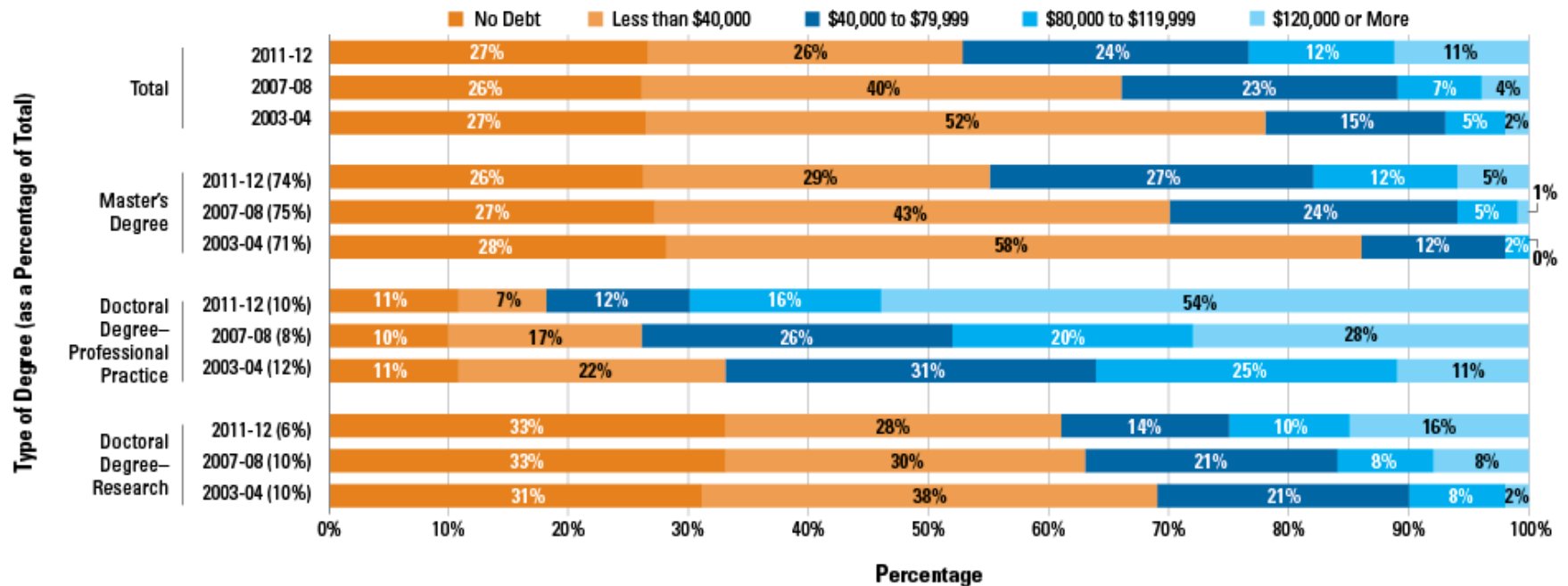
# Graduate Program Debt at Graduation



Debt rate by primary graduate program for graduating classes of 2015-16.



# Cumulative Debt of Bachelor and Graduate Degree Holders

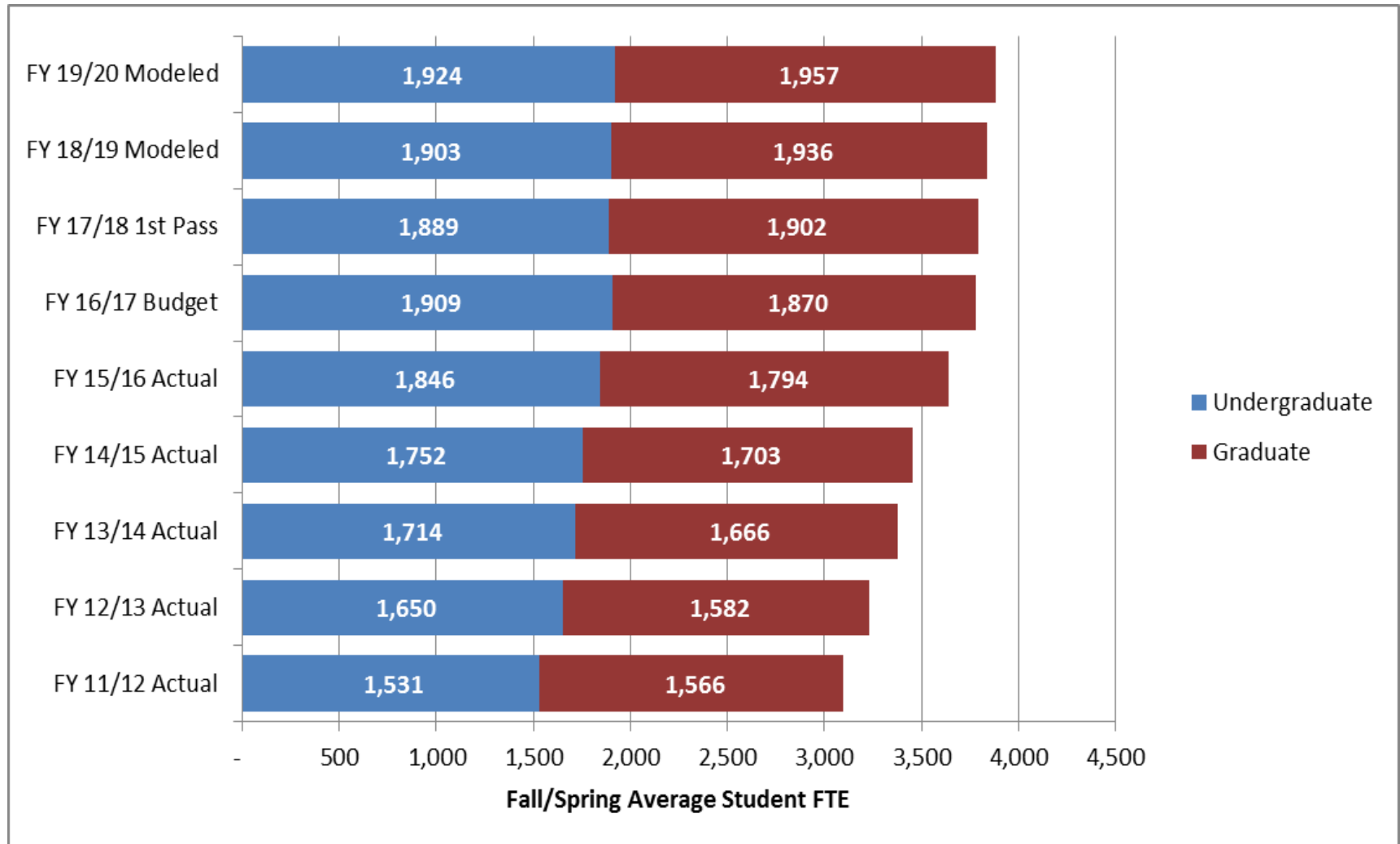


Source: The College Board. <https://trends.collegeboard.org/student-aid/figures-tables/cumulative-debt-undergraduate-graduate-studies-time>

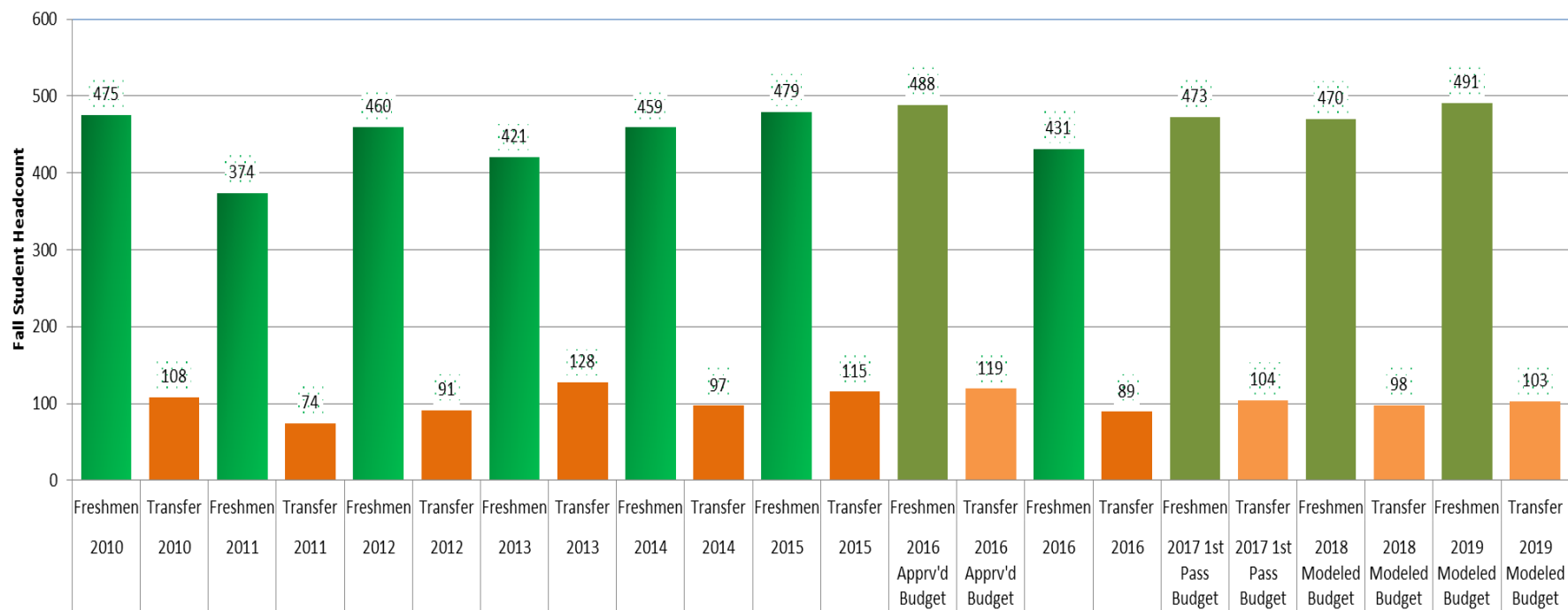
# **PACIFIC UNIVERSITY FISCAL TRENDS & REALITIES**

3 Year Budget/Expense Modeling  
A Transition Year

# Graduate & Undergraduate Avg FTE



# Undergraduate FG New Student Headcount (Modeled Fall 2017, 2018, 2019)



## Freshmen Enrollment Modeling:

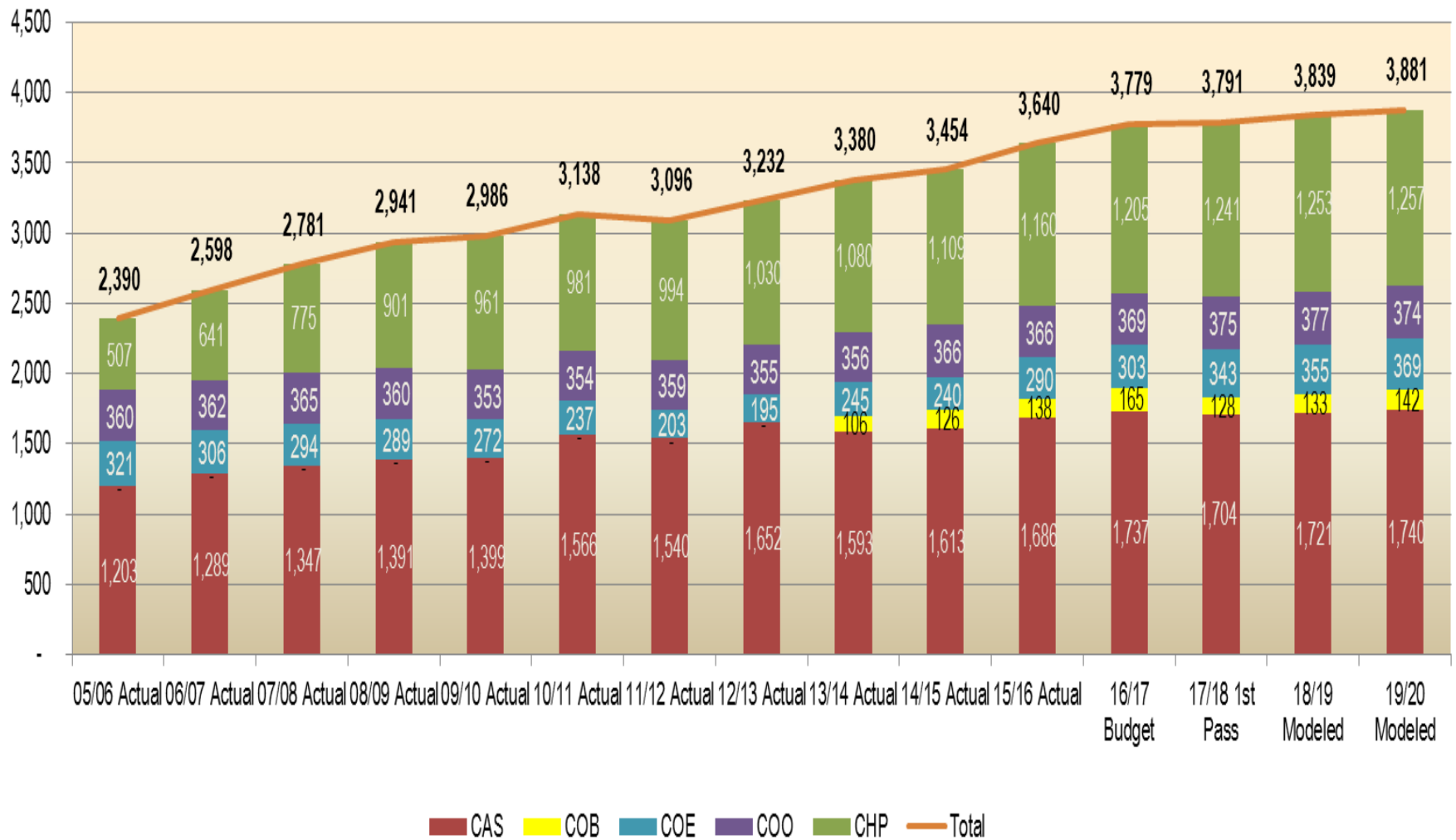
- 2 Year Actual Average + 4%

## Transfer Enrollment Modeling:

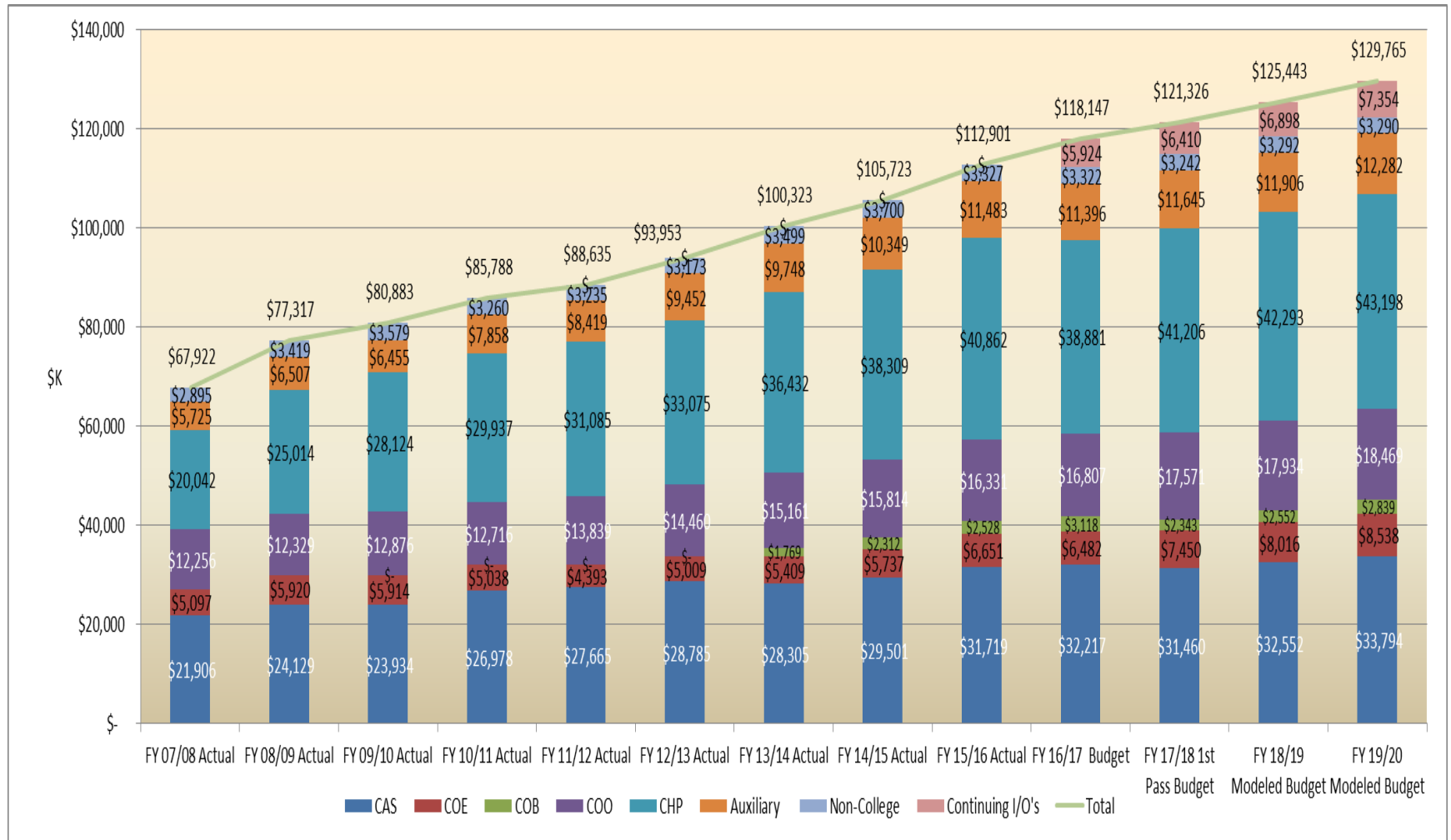
- 2 Year Actual Average + 2%

Historical data provided by IR

# Student Average FTE ~ 1<sup>st</sup> Pass



# Revenue Trend & 3-Year 1<sup>st</sup> Pass Budget



Actual Revenue includes all revenue; operations & strategic/investment opportunity

College includes: Tuition, Financial Aid, Fees, Clinics

Non-College includes: Eli, Athletics, Library, Student Life/Health Center, Advancement, Conferences, Endowment, Study Abroad

FY 12/13: FG UG Net Tuition Allocations to COE. FY 13/14> FG UG Net Tuition/Fee Allocations to COE & COB

# **FISCAL TRENDS & REALITIES**

## **3 YEAR BUDGET/EXPENSE MODELING**

- WHY?
- In order to stop the cycle of budget balancing with one-time fixes that do little to build in efficiencies or invest in program change
- To create a better understanding of the net cost and impact of each program area
- To provide both incentives and processes that allow multi-year solutions to be developed that are responsive to market demands
- To better answer the question: why would a student choose Pacific?

# Career Preparation of Graduates

We are not starting from scratch, but rather from a position of strength. Surveys show that over 90% of graduates feel adequately to very well-prepared ...

- For their career or professional employment and
- To be competitive with peers at their place of employment.



# Areas of Focus for 2016-2017

- Building the Equity, Diversity & Inclusion Program
- Utilizing the 3 year budget process and the Imagine Pacific 2020 data to “right size” the revenue and expenses to meet net revenue goals for each area
  - Additional tools will be developed such as an early retirement incentive for tenure track faculty, the ability to reinvest a portion of efficiency savings in new or existing programs when net revenue targets are met or exceeded, continued focus on retention, etc.
- Enhance the core academic strengths of Pacific and improve our ability to articulate them.

Thank you for all that you do for Pacific!

– Questions or Suggestions?