

How Shifts in Course Demand Impact the Liberal Arts

The Future of the Arts & Sciences Part III



Ashley Delamater
Senior Analyst
EAB Strategic Research

adelamater@eab.com
202-266-6552

Academic Affairs Forum

Managing your audio



Use Telephone

If you select the “use telephone” option, please dial in with the phone number and access code provided.

The screenshot shows a window titled "Audio" with a minus sign icon in the top-left corner. Inside, the "Audio Mode:" label is followed by two radio button options: "Use Telephone" (which is selected with a green dot) and "Use Mic & Speakers" (which is unselected). Below these options, the text "Dial: +1 800 555 1212" is displayed, followed by "Access Code: 141-607-114" and "(and [additional numbers](#) ..)". At the bottom, a green message states "You are connected to audio". A red diagonal line is drawn across the left side of the window.

Use Microphone and Speakers

If you select the “mic & speakers” option, please be sure that your speakers/headphones are connected.

The screenshot shows a window titled "Audio" with a minus sign icon in the top-left corner. Inside, the "Audio Mode:" label is followed by two radio button options: "Use Telephone" (which is unselected) and "Use Mic & Speakers" (which is selected with a green dot). Below these options, there is a status bar containing a microphone icon, the word "MUTED" in red, and a speaker icon followed by ten zeros. At the bottom, there is a blue link labeled "Audio Setup".

Managing your screen



Questions:

To ask the presenter a question, please type into the question panel and press send.

Questions Panel

The screenshot shows the GoToWebinar interface. On the left is a vertical toolbar with icons for chat, a question (highlighted with an orange arrow), a screen, and a help icon. The main window has a menu bar with 'File', 'View', and 'Help'. It contains two panels: 'Audio' and 'Questions'. The 'Audio' panel shows 'Audio Mode' with 'Use Telephone' selected, and provides dialing information: 'Dial: +1 800 555 1212', 'Access Code: 227-984-025', and 'Audio PIN: 70'. It also includes a note: 'If you're already on the call, press #70# now. (and [additional numbers](#) ..)'. The 'Questions' panel features a large text input area with the placeholder '[Enter a question for staff]', a 'Send' button, and scrollbars. At the bottom, a banner reads 'How to Schedule a webinar? Webinar ID: 202-981-385' and 'GoToWebinar™'.

A Note on Our Data



Academic Performance Solutions is designed to empower leaders with department-specific performance and cost data –as well as contextualized peer benchmarks – needed to make more effective decisions. AAF members that currently participate can access their APS platform to drill into many of the metrics highlighted in this webinar. For more information, visit eab.com/aps.

The Key Drivers of Arts & Sciences Performance



Trends by Major



Disciplinary Trends
Institutional Variation
Demographic Preferences



Career Outcomes



Placement and Salary
Occupational Distribution
In-Demand Skills



Course Enrollments



Majors vs. Non-Majors
General Education
Transfer Credits



The Economics of Arts & Sciences



Instructional Costs
Research Costs
Cross-Subsidies

Key Findings



Placement and Salary

- Undergraduate major is strongly correlated with career outcomes such as job placement rate and early career salary
- Major/ career choice appears to depend on “meaningfulness” as much as expected salary (with nursing as the only discipline high on both measures)
- Career “engagement” depends more on high impact educational experiences than major



Occupational Distribution

- Pre-professional majors correlate with higher salaries because they track students into a small number of high paying occupations while liberal arts majors lead to a diversity of occupations with a much wider range of compensation
- An important contributor to career outcomes for pre-professional majors are the built-in supports for career exploration which are often lacking in liberal arts programs



In-Demand Skills

- Increasing evidence indicates that technical skills may be less valuable for long-term career outcomes than “soft skills”
- Liberal arts proponents often argue for an advantage for their disciplines in soft skills but little evidence exists to support this claim
- Many valuable technical skills (such as web design, basic data analytics) can be easily acquired during (or immediately after) a liberal arts education

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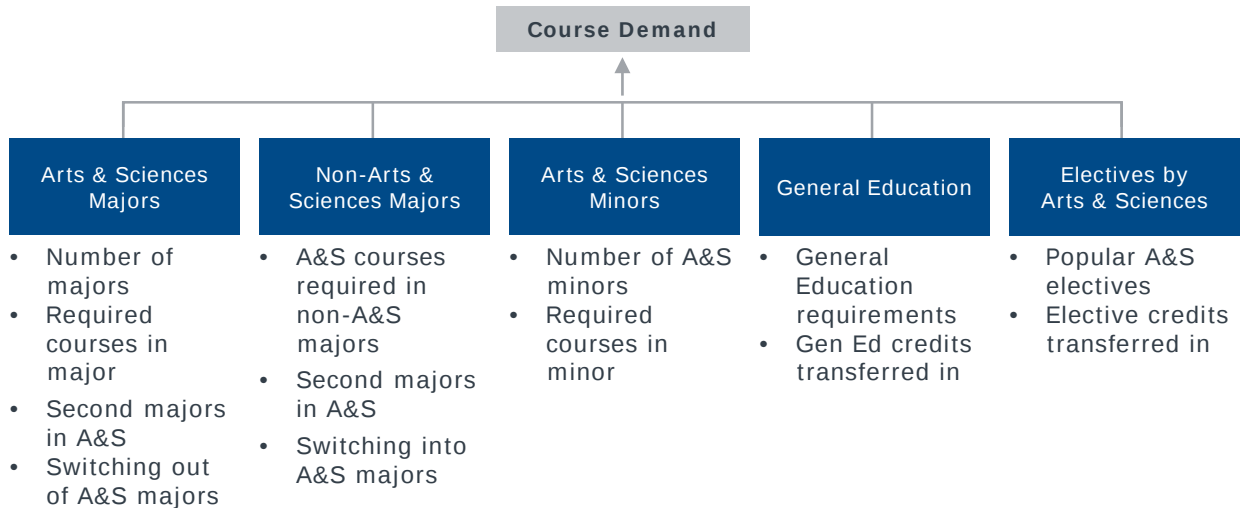
The Economics of Arts & Sciences



Instructional Costs
Research Costs
Cross-Subsidies

Much More than Majors

Many Factors Drive Course Demand in Arts & Sciences

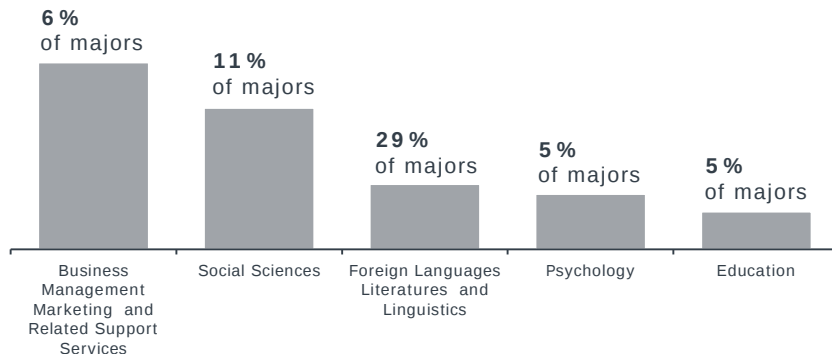


Two for the Price of One

Second Majors Popular But Not a Significant Driver of Student Credit Hours

Most Popular Second Majors

2015-16 Conferrals, Second Major Bachelor's by 2-Digit CIP Code



12.5%

20-29 year olds with a double major, 2015

22%

of second majors are in the humanities

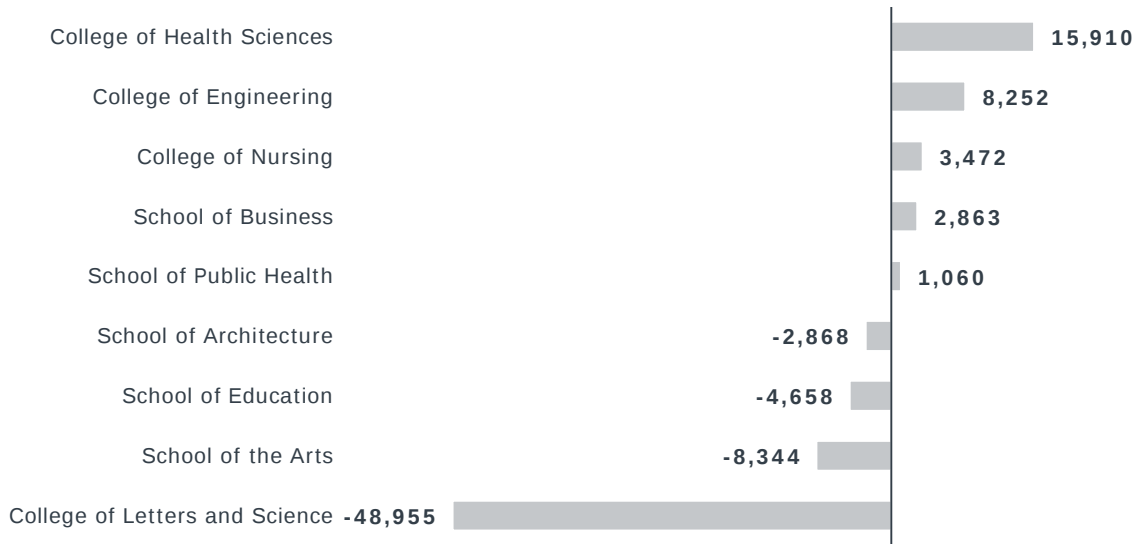
“We found some evidence that certain combinations of double majors confer advantages over a single major, but they weren’t overwhelming...students who combine liberal arts with a business or STEM major don’t earn more money than if they majored in business or STEM alone”

Dr. Joni Hersch, Co-Author, “The Private and Social Benefits of Double Majors”

Where Did All the Students Go?

A College of Arts & Sciences Seeing Steep Declines in Demand

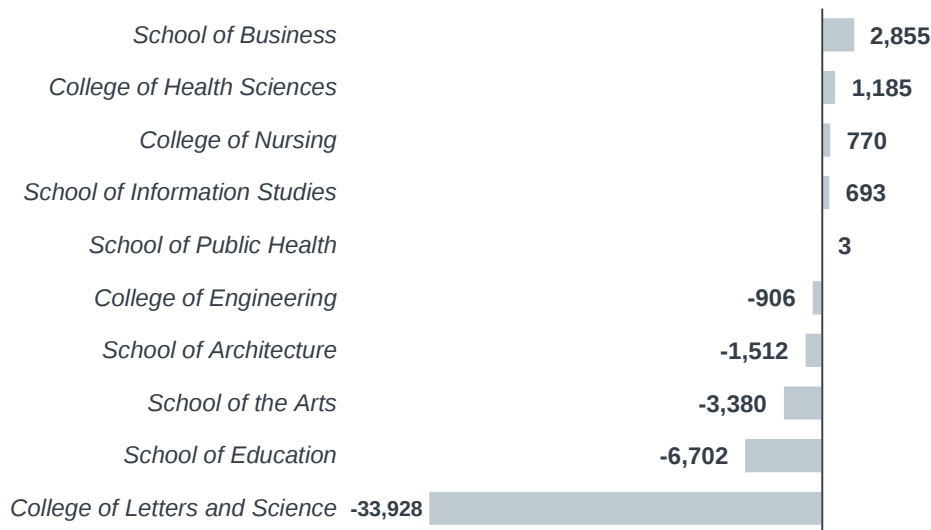
Change in Attempted Student Credit Hours by College, 2012-2016



Don't Take Me Down With You

Falling Demand from Majors in Other Colleges Contributes to Decline in A&S

College of Arts & Sciences, Change in Attempted Student Credit Hours by College of Student Major, 2012-2016



Increasing Inter-Dependency

- 50% of credits taught in the College of A&S are taken by majors in other colleges (down from 56% in 2007)
- Colleges of Health Sciences, Nursing and Engineering had strong growth in majors but translated into relatively small increases in SCH taken in Arts & Sciences

Too Big to Succeed?

The Challenge of Gen Ed Revitalization



Unintended Consequences of a Gen Ed Overhaul

- 2012 launch new general education program that is more flexible and spreads courses across broader set of units
- New general education program broadly supported by campus
- Humanities, particularly the English department sees significant declines in the following three years

40%

Decline in English majors between 2012 and 2014



“Gen Ed is the third rail of faculty politics at our institution. It was designed decades ago apparently as a way to guarantee that each department would have enough students to teach. We’ve never had an honest conversation about what students really need, and so our students see it simply as a burden that distracts from their major.”

Provost, Public Liberal Arts College



Curricular Reform Efforts Collapse Over Lack of Consensus

- Proposed curriculum aimed to streamline requirements, promote student decision, required a secondary field of study, and a mentored scholarly experience
- Arts & Sciences faculty concerned streamlining and added elements would divert students

Source: Flaherty C, “Where have all the English Majors Go?” IHE, 2015; Greenberg M, “Why UMD Has Lost Almost Two-Fifths of Its English Majors,” American Inno, 2015; The New General Education Program at UMD slide presentation, August 2011; Flaherty C, “Duke undergraduate curricular reform vote tabled indefinitely after years of work,” IHE, 2017.

The Evolution of General Education



From Cafeteria to Meaningful Experience



"I want a college degree so that one day I can work to solve environmental sustainability problems and help people in developing countries get clean water."

Typical Practice

Transcript

- English Composition
- General Chemistry
- Biology of Sustainability
- Intro. to Anthropology
- Environmental Studies 1



*"I **took** some courses in different topics and learned about the majors I could study."*



Northern Illinois University

General Education Themes

Transcript

- Scientific Journalism
- Water Chemistry
- Biology of Sustainability
- Natural Resources in Society

Theme: Sustainability



*"I **learned** how I can combine skills across disciplines to research solutions to global resource shortages."*



Experiential Pathways

Transcript

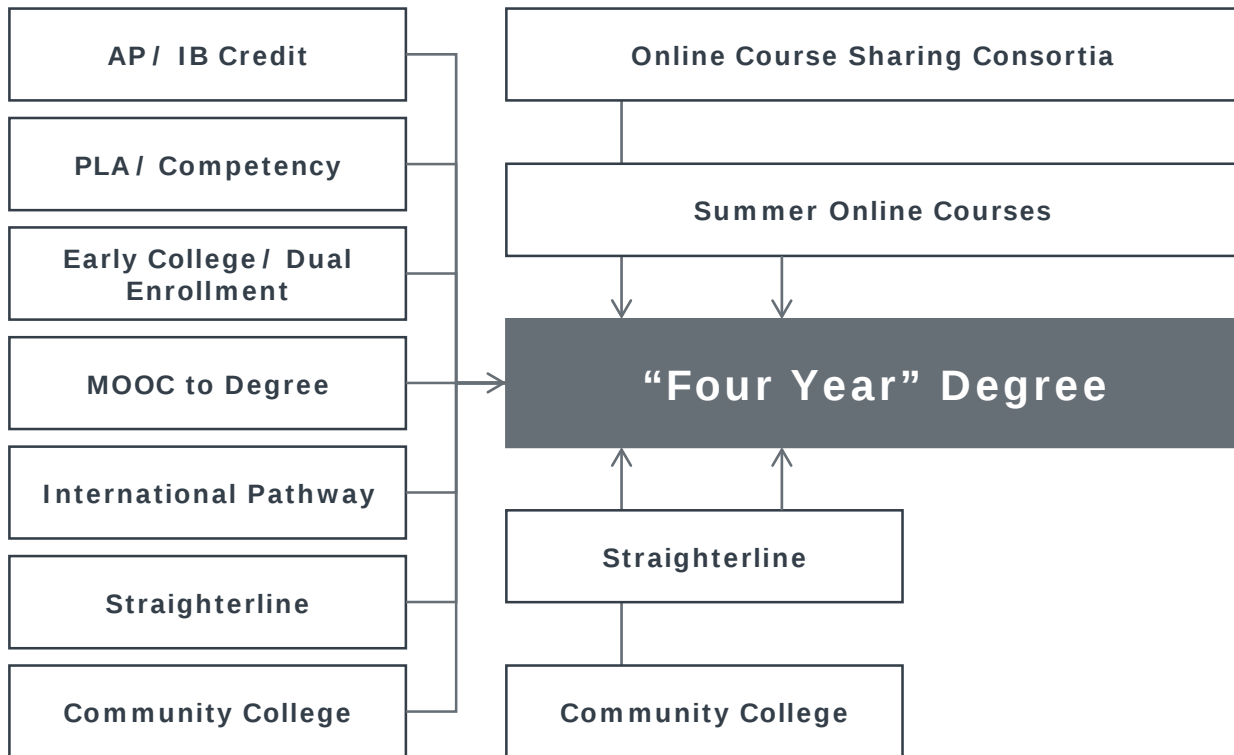
- Scientific Journalism
- Water Chemistry
- Biology of Sustainability
- Natural Resources in Society
- Environmental **Internship** at Water for People



*"I **did** research during my internship that put my knowledge into action, and tested a new water purification method."*

Proliferating Paths to College Credit

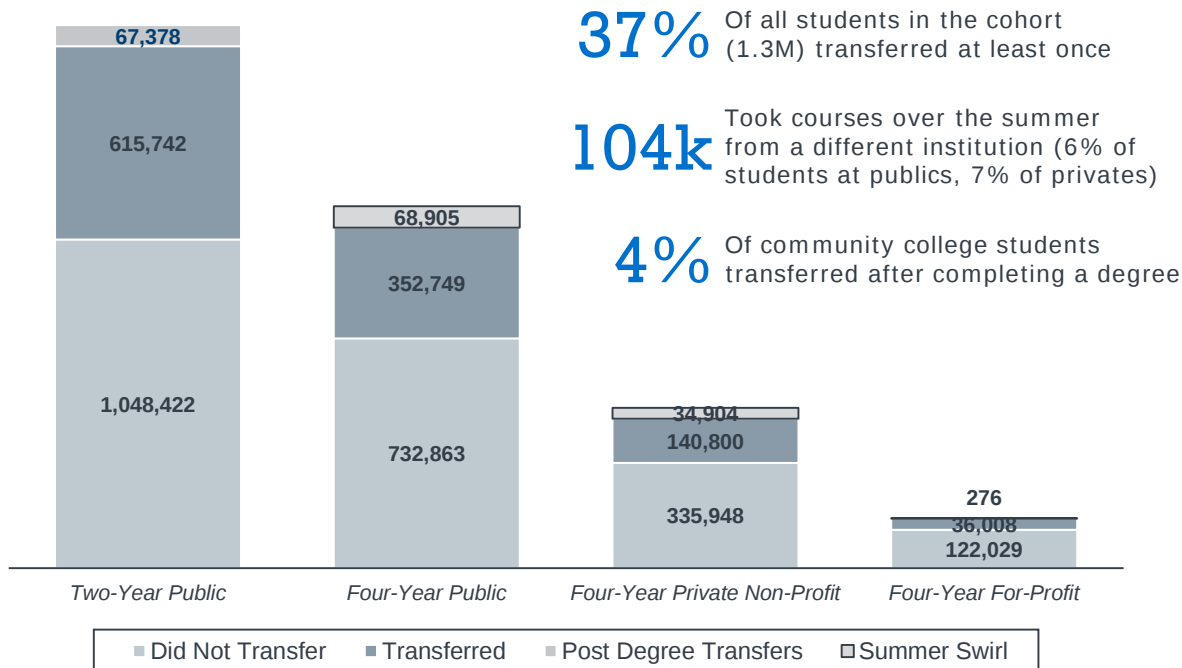
The Many Causes of “Credit Leakage”



The Transfer Imperative

Over One Third of All Students Transfer at Least Once

Transfer Destinations by Starting Institution, 2008 Cohort



A Balancing Act



I'm not going to tell students to limit the number of transfer credits they bring in because they want to get through their programs quickly or they want to have additional opportunities. While it impacts our revenue, it's really in the interest of the individual student and their success. If they're good credits, in the sense that they articulate well with the courses we have here then more power to you. That's why we spend a lot of time coordinating with community colleges at the course level.

*Dean of Arts & Sciences
Public Research University*



It used to be that students needed a 4 or 5 on the AP exam. However, the state had us lower that to a 3 because they're interested in saving students money by increasing the credits they bring into the university. I get that, but how will it impact student performance in subsequent courses? It's up to us to prove students need to get a 4 or 5.

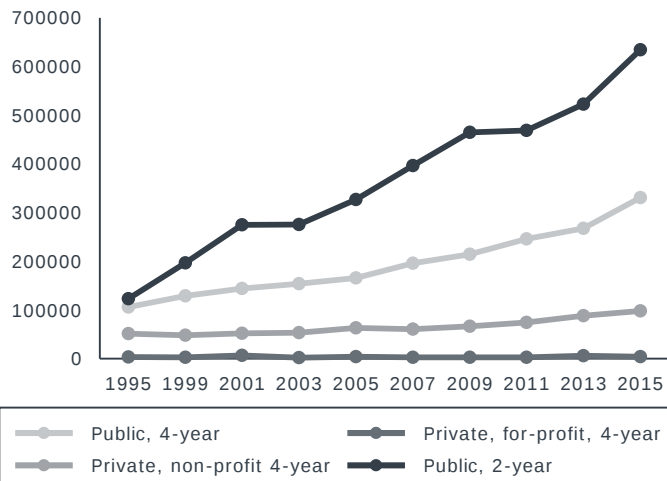
*Chair of English
Public Research University*

Why Wait Until College?

Many States Pushing Early College and Dual Enrollment Credit in High School

High School Enrollments in College Rising...

Fall Undergraduate Enrollments Among Students Aged 17 or Younger by Sector, 1995-2015



Dual Enrollments Making up Significant Portion of FT Enrollments at Community Colleges

State	Dual Enrollments at Percentage of FTIC
KY	34%
NH	33%
ND	30%
IA	27%
KS	25%
TX	25%



2015 Department of Education Launches Experiment to Provide Federal Pell Grant Funds to HS Students Taking College Courses for Credit

1/3

Of dual enrollment students who matriculated at a 4-year after HS had not earned a credential 5-years later

Educational Malpractice or Cost-Effective Solution?

Education vs. Credentialism



John Warner,
IHE Blogger

"StraighterLine is the logical extension of credentialism, and is a prime example of Tressie McMillan Cottom's "LowerEd," a bargain basement experience that passes muster for credit at for-profit institutions interested in efficiency, or non-profit public institutions... that are perpetually strapped for resources."

"StraighterLine does not seek to build the world's most immersive courses or pretend to be the right solution for every student. However, we do seek to provide much better value than many students are currently receiving...If our courses are "Lower Ed," then Lower Ed is being offered by just about every college in the country. Colleges just get to price it higher."



Burk Smith, CEO
Straighterline



"StraighterLine is a perfectly viable alternative to a credential. At least as far the English 101 course goes, however, it is malpractice if that standard is meaningful education."

"[Y]ou and similarly concerned faculty could demand that your college stop taking transfer credit. You could also demand that your college stop taking CLEP and AP credits. Given the business implications, I suspect your college will dismiss this out-of-hand. "



"I'm talking about teaching, my friend. I don't care much for business and you'll find no love for institutional politics or business practices from me. I don't teach anymore because I was making \$11 an hour for the privilege."

Tactics for Growing Student Credit Hours

Increasing Cross-Credit Flow

Expanding Exposure to Discipline

- Leverage introductory and first-year courses to expose more students to the discipline
- Proactively recruit students into course offerings
- Build courses that are not only interesting to students, but may specifically appeal to students in other units

Summer Course Recapture

- Provide online summer courses students would otherwise take from another institution over the summer and transfer in
- Offerings should be consistent to allow students to build them into their academic plans

Complementary Programs

- Provide programs that complement and support the interests and goals of students from other units
- Build experiential elements into these programs like internships or study abroad
- Example: Program on German language and culture for engineering students

Interdisciplinary & Joint Programs

- Interdisciplinary: providing a significant portion of the curriculum to a program in another unit (e.g. BA Commerce through business leveraging humanities courses)
- Joint: This may be jointly offered degrees (e.g. Management + Psychology) or a single degree jointly offered by two departments (e.g. Management + Social Science)

Key Findings



Majors vs. Non-Majors

- Number of majors is not a useful metric for the health of many liberal arts departments
- Second majors, minors, and courses required for majors outside the College of Arts & Sciences are significant factors in demand for liberal arts courses



General Education

- Arts & Sciences departments have long depended on general education to maintain course enrollments but modifications to requirements and changing patterns of credit transfer have the potential to significantly impact their enrollments
- Attempts to align general education requirements with student success or more integrated learning outcomes often founder on their potential impact on student credit hour trends in specific departments



Transfer Credits

- State-wide and system initiatives as well as increasing competition for a shrinking 18-22 year population have led to a broad range of initiatives to facilitate credit transfer across institutions
- Anecdotal data indicates that the transfer of credits from community college, early college, and online courses is reducing demand for lower division liberal arts courses



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Future of Arts & Sciences Webinar Series

Understanding the Institutional Economics of Enrollment Trends

Wednesday, May 30, 2018

1:00 PM ET – 1:30 PM ET

Avoiding the Most Common Mistakes in New Program Planning

Wednesday, June 27, 2018

1:00 PM ET – 2:00 PM ET



EAB

2445 M Street NW, Washington DC 20037
P 202.266.6400 | F 202.266.5700 | eab.com