

Creating the Out-of-State University

State Funding and Enrollment Management at Public Research Universities

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Outline

- 1 Introduction: Overview of research program
- 2 Paper 1: Do public universities increase nonresident freshman enrollment in response to declining state funding?
- 3 Paper 2: Nonresident enrollment growth and the socioeconomic and racial composition of public flagships
- 4 Future research: Using “data science” to study marketing and recruiting
- 5 Appendix

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Introduction: Overview of research program

Introduction

Why study enrollment management behavior of colleges and universities?

Growing importance of EM to organizations

- Growing tuition reliance, preoccupation with rankings
- EM ate the offices of admissions, recruiting, financial aid

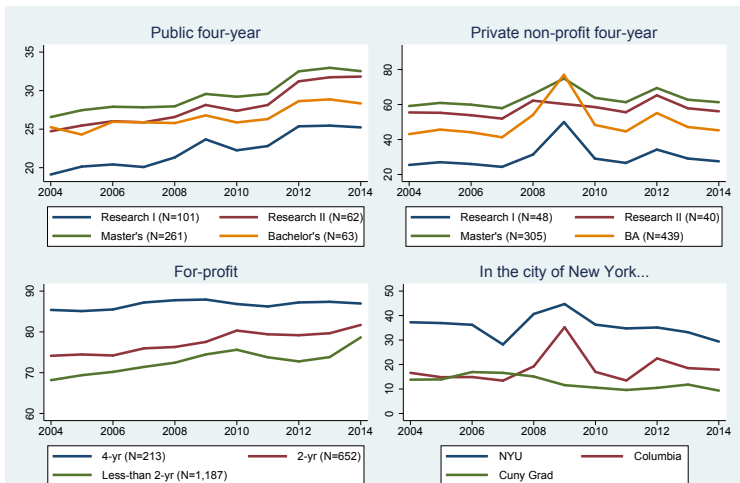
What enrollment goals do orgs pursue?

- The “Iron triangle” of EM: *access, academic prestige, tuition revenue*

My research program

- How do colleges and universities change behavior to generate enrollment from desired student populations?
- Tensions and synergies between enrollment goals
- Are commitments to access real or symbolic?

Mean tuition revenue as a percent of total revenue 2003-04 to 2013-14



Note: For publics, tuition revenue excludes external student grant aid (e.g., Pell)
Use 2000 Carnegie to classify public and private non-profit

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Percent of undergraduates receiving Pell grant aid 2003-04 to 2013-14

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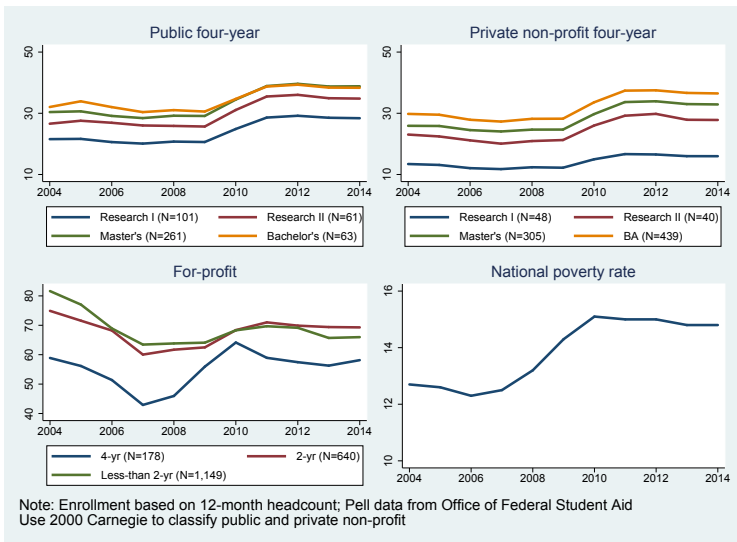
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Paper 1: Do public universities increase nonresident freshman enrollment in response to declining state funding?

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Do public universities increase nonresident freshman enrollment in response to declining state appropriations?

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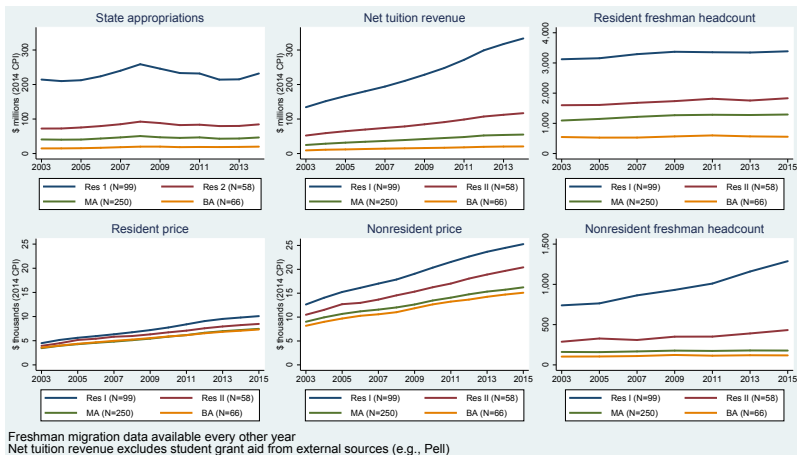
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Conceptual framework

Resource dependence theory (Pfeffer & Salancik)

Basic assumptions

- Survival depends on resources from external environment
- Orgs can be controlled by important resource providers

Menu of strategies to manage reliance on declining resource

- Compliance
 - Acquiesce, show value to resource provider
- Resource diversification
 - Reduce reliance on uncertain resource
 - Change in mission, towards demands of new providers

Incentive to increase nonres after prolonged state cuts

- **H1**: state appropriations have a negative relationship with nonresident freshman enrollment

Conceptual framework continued

Actualizing desire for nonresidents depends on student demand

Nonresident students attracted to “high quality,” public research universities (e.g., Zhang, 2007)

- We define “quality” using 2000 Carnegie Classification
- Results similar when quality defined using U.S. News and World Report Rankings

H2: Negative relationship between state appropriations and nonresident freshman enrollment is stronger at research universities than at masters and bachelors universities

Data and sample

Data

- Organization-level data from IPEDS
- State-level data from various sources (e.g., Census, BLS)

Sample

- 440 public 4-year institutions, defined by 2000 Carnegie

Analysis period

- 2002–03 to 2012–13 academic years

Variables (logged)

- Y_{it} , nonresident freshman enrollment, from IPEDS fall migration
- $X_{i,t-1}$, state appropriations, from IPEDS Finance

Model results

State appropriations (X) and nonresident freshman enrollment (Y)

A 10% decline in state appropriations is associated with:

- (All public universities) 2.7% increase in nonres freshman
- (Research I universities) 5.0% increase in nonres freshman
- (Master's universities) 2.1% increase in nonres freshman

Implications

- When state approps decline, public universities focus on attracting paying customers
- “Mathew effect”: only research universities have strong nonres demand

Paper 2: Nonresident enrollment growth and the socioeconomic and racial composition of public flagships

Tuition rich, mission poor

Nonresident freshman enrollment growth and the socioeconomic and racial composition of public research universities

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	All public research ^a		In US News top 100 ^b		Not in top 100 ^c	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
Tuition						
Sticker price ^d	8,775	27,539	11,054	30,872	6,813	18,488
Institutional aid ^d	2,160	6,843	3,073	7,568	1,374	4,874
Net tuition revenue ^d	6,616	20,696	7,982	23,303	5,440	13,614
High school academic						
SAT score ^e	1,074	1,150	1,131	1,176	1,024	1,079
GPA						
0.5-3.4 (D- to A-)	44%	44%	33%	39%	54%	57%
3.5-4.0 (A- to A)	56%	56%	67%	61%	46%	43%
Socioeconomic						
Income (\$ thousands) ^d	91	116	101	119	81	106
Percent Pell	37.6%	14.2%	33.1%	11.1%	41.4%	22.4%
Parents have BA	56.5%	76.1%	66.2%	79.5%	48.3%	66.8%
Race						
White	61.4%	65.4%	67.3%	64.3%	56.4%	68.5%
Asian	7.9%	15.3%	8.9%	17.9%	7.1%	8.2%
Black	13.0%	5.3%	7.3%	4.3%	17.9%	8.0%
Hispanic	13.3%	8.7%	12.4%	8.9%	14.0%	8.3%
Native/Other	4.3%	5.3%	4.1%	4.6%	4.6%	7.2%
Sample size (unweighted)	1,166	728	596	582	570	146

Notes: Calculations based on 2011-12 freshmen from NPSAS; ^apublic research-extensive, 2000 Carnegie; ^bpublic research-extensive in tiers 1 & 2 of USNWR 2000 National University Rankings; ^cpublic research-extensive in tiers 3 & 4 of USNWR Rankings; ^d2012 CPI; ^eACT converted to SAT scale

Conceptual framework

Relationship between nonres enrollment and racial/socioeconomic composition

Enrollment management goals associated with nonres

- Academic profile; tuition revenue

Behaviors associated with these enrollment goals

- Recruiting in affluent communities
- Emphasizing standardized test scores
- Shift towards “merit” aid
- Expenditure on “consumption amenities,” e.g.:
 - Luxury dorms and facilities; “big time” athletics

Alternative explanation:

- Use revenue from nonres to subsidize access mission (e.g., “no loan” policies)

Hypotheses

Relationship between nonres enrollment and racial/socioeconomic composition

H1: Growth in % of nonresident students is associated with a decline in % low-income students

- Predict stronger relationship at prestigious universities
- Predict stronger relationship in high-poverty states

H2: Growth in % nonresident students is associated with a decline in % underrepresented minority students (URM)

- Stronger relationship at prestigious universities
- Stronger relationship in states with higher percent URM
- Stronger relationship in states with affirmative action bans

Data, sample, variables

Data

- Organization-level data from IPEDS
- State-level data from various sources (e.g., Census, BLS)

Sample (N=105)

- Public research-extensive (2000 Carnegie)

Analysis period

- 2002–03 to 2012–13 academic years

Measures

- X_{it} : % full-time freshman paying nonres tuition
- Y_{it} : % full-time freshman receiving federal grant aid
- Y_{it} : % full-time freshman who identify as Black, Hispanic, Native American or Alaskan Native, or multi-racial

Model results

Relationship between percent nonresident (X) and student composition (Y)

Dependent variable= % full-time freshman receiving Pell

- Increase in % nonres associated with decline in % Pell
- Relationship stronger at prestigious universities

Dependent variable= % full-time freshman who are URM

- Increase in % nonres associated with decline in % URM
- Relationship stronger at prestigious universities
- Relationship stronger affirmative action ban states

Ongoing research

- Does increasing the *number* of nonresident students “crowd-out” the *number* of resident students?

Research significance, contributions

Media coverage

Institutional practice

State policy

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Future research: Using “data science” to study marketing and recruiting

Future research

Using “data science” to study marketing and recruiting

Marketing and recruiting

- Marketing and recruiting are central components of enrollment management
- Scholarly research on EM focuses on financial aid leveraging

How committed are public universities to access?

- Real effort or public relations effort?

Problem

- Researchers don't have data on university recruiting efforts

Future research

Using “data science” to study marketing and recruiting

Enrollment management at the University of Alabama

Year	Freshman enroll			Revenue (\$ mil)		Select expenditures (\$)		
	Resident	Nonres	Pct Pell	State	Tuition	Nick Saban	College Board	Hobsons
2002-03	2,028	626	17.9	121	74			
2003-04	2,278	799	18.0	119	87			
2004-05	2,441	926	23.6	123	105			
2005-06	2,592	1,143	15.9	142	131			
2006-07	2,898	1,480	13.9	166	158			
2007-08	3,040	1,498	12.9	193	188			
2008-09	3,221	1,895	14.2	152	221			
2009-10	3,103	2,013	19.3	134	256	5,636,682	173,578	520,568
2010-11	3,121	2,398	21.2	133	280	5,104,331	204,401	227,427
2011-12	2,825	2,903	19.9	142	338	6,100,394	157,292	480,495
2012-13	2,846	3,525	19.7	136	375	6,157,333	215,594	470,994
2013-14	2,578	3,876	18.1	140	407	6,308,823	228,647	522,422
2014-15	2,462	4,362				7,312,735	228,928	504,900

Author calculations. 2014 CPI. Expenditure data from University of Alabama. Enrollment and revenue data from IPEDS. Enrollment by residency based on total freshman headcount. Pct Pell based on full-time freshman headcount.

Future research

Using “data science” to study marketing and recruiting

“Data science” revolution

- Growing volume and variety of data (e.g., websites, social media, Google search histories, transactions)
- Integrate diverse data sources to solve a problem

Biggest application of data science is marketing

- How can I get you to buy these shoes?
- In higher education, growth in EM/marketing firms

The Chegg Cloud reaches over 1.5 million visitors each month, including popular sites like:




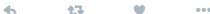
“The Chegg Cloud reaches 8/10 students researching schools online.”


Future research

Mining social media to understand where regional recruiters recruit


@Bama_Southwest

 **Derek Faasse** @BAMA_Southwest · 4 Dec 2015
Heading to @PBhighschool today to talk with students about academics and scholarships at The University of Alabama! #UA20 #BAMABOUND



 **Derek Faasse** @BAMA_Southwest · 2 Dec 2015
I'm at @GilberHSTigers now to talk about opportunities at Alabama! @GHSCOUNSELING #BamaBound #UA20

@UA_Houston

 **UA_Houston** @UA_Houston · 15 Oct 2015
Check out Big Al and talk all things UA at Pearland High School College Fair!
[#heybigal](#) [#bamabound](#)



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Future research

How do universities interact with prospective students on social media

@UA_Admissions



UA Admissions @UA_Admissions · 17 Dec 2015
Roll Tide Shelby!



Shelby Brodie @Shelby_Brodie

Next fall can't come soon enough 🧠❤️ #RollTide🍀
#UA20

🔄 3 ❤️ 6 ⋮



UA Admissions @UA_Admissions · 17 Dec 2015
Congrats on the Honors College, Lily!



Lily Stadler @lilystadler22

Accepted to the University of Alabama Honors College
and got a cute holiday card 🧠❤️ roll tide!!!!!!

🔄 1 ❤️ 5 ⋮

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Creating the out-of-state university

Do public universities increase nonresident freshman enrollment in response to declining state appropriations?

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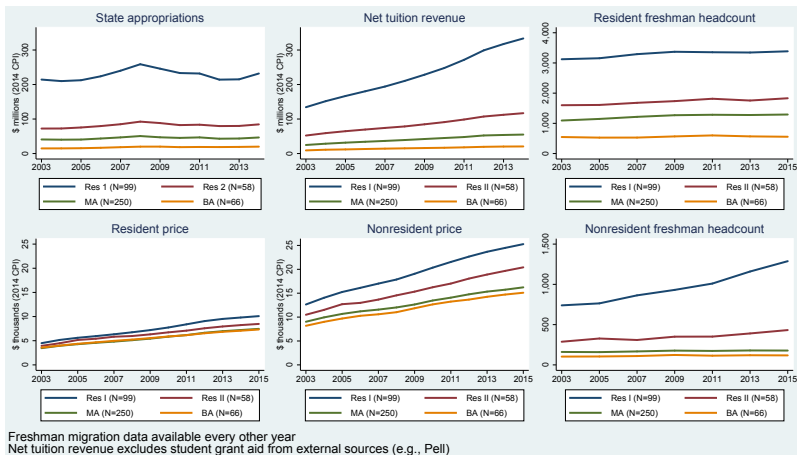
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Literature review

Organizational responses to declining state appropriations

Entrepreneurial responses to declining state support

- Research commercialization; donations and endowment
- But tuition is largest source of revenue growth

Research on nonresident students

- Focuses on demand side, less on supply side
 - But state funding cuts make nonres attractive to orgs
- Rizzo and Ehrenberg (2004): No relationship between state funding and ratio of nonresident to resident
 - Analysis period of 1979-1998

Conceptual framework

Resource dependence theory (Pfeffer & Salancik)

Basic assumptions

- Survival depends on resources from external environment
- Orgs can be controlled by important resource providers

Menu of strategies to manage reliance on declining resource

- Compliance
 - Acquiesce, show value to resource provider
- Resource diversification
 - Reduce reliance on uncertain resource
 - Change in mission, towards demands of new providers

Incentive to increase nonres after prolonged state cuts

- **H1**: state appropriations have a negative relationship with nonresident freshman enrollment

Conceptual framework continued

Actualizing desire for nonresidents depends on student demand

Nonresident students attracted to “high quality,” public research universities (e.g., Zhang, 2007)

- We define “quality” using 2000 Carnegie Classification
- Results similar when quality defined using U.S. News and World Report Rankings

H2: Negative relationship between state appropriations and nonresident freshman enrollment is stronger at research universities than at masters and bachelors universities

Empirical model

What is the relationship between state appropriations and nonresident freshmen enrollment?

Linear panel model

$$Y_{it} = \beta X_{i,t-1} + W'_{i,t-1}\gamma + \delta_t + \alpha_i + \epsilon_{i,t}$$

- Y_{it} is nonresident freshman enrollment
- $X_{i,t-1}$ is revenue from state appropriations
- $W_{i,t-1}$ is institution- and state-level covariates
- δ_t institution fixed effects
- α_i year fixed effects
- $\epsilon_{i,t}$ unit-varying, time-varying error

Assumptions

- Random effects assumption
 - Relax using fixed-effects (within) estimator
- Strict exogeneity assumption
 - Time-varying covariates

Data and sample

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Data

- Organization-level data from IPEDS
- State-level data from various sources (e.g., Census, BLS)

Sample

- 440 public 4-year institutions, defined by 2000 Carnegie

Analysis period

- 2002–03 to 2012–13 academic years

Variables (logged)

- Y_{it} , nonresident freshman enrollment, from IPEDS fall migration
- $X_{i,t-1}$, state appropriations, from IPEDS Finance

Assumptions for time lags [SKIP]

Use example of 2011-12 state appropriations

Assume institutions know 2011-12 state approps by June 2011

- Too late for institutions to increase 2011-12 nonresident freshman enrollment
- Increase recruitment of 2011-12 out-of-state high school seniors in late-search and choice stages
- Leads to increase in 2012-13 nonresident freshman enrollment

Therefore, we apply one-year lag to state appropriations

Time-varying covariates

Attempt to minimize threats to strict exogeneity

Include covariates that plausibly satisfy both conditions:

- 1 Affect on nonresident freshman enrollment, Y_{it} , and
- 2 Conditionally correlated with state appropriations, $X_{i,t-1}$

Nonresident enrollment demand

- Institutional quality; expenditure by category; tuition price; grant aid; state economy

Institutional supply (willingness to enroll nonres)

- State need and merit aid funding; state population by age and race; state politics; enrollment size

Results

State appropriations and nonresident freshman enrollment

	Y= logged nonresident freshman enrollment (IPEDS Fall Enrollment)		
	(1)	(2)	(3)
State appropriations (logged, lagged)	-0.274*** (0.085)	-0.456*** (0.145)	-0.499*** (0.166)
Reference: research (extensive/intensive)			
State approps X MA/BA		0.250* (0.146)	
Reference: research-intensive			
State approps X research-intensive			0.133 (0.146)
State approps X MA			0.291* (0.173)
State approps X BA			0.301 (0.222)
Observations	4,429	4,429	4,429
R-squared (within)	0.121	0.124	0.124
Number of institutions	440	440	440

Cluster-robust (state-level) standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Results

State appropriations and resident freshman enrollment

	Y= logged nonresident freshman enrollment (IPEDS Fall Enrollment)		
	(1)	(2)	(3)
State appropriations (logged, lagged)	0.019 (0.025)	0.045 (0.049)	0.039 (0.054)
Reference: research (extensive/intensive)			
State approps X MA/BA		-0.036 (0.071)	
Reference: research-extensive			
State approps X research-intensive			0.017 (0.065)
State approps X MA			-0.061 (0.075)
State approps X BA			0.138 (0.114)
Observations	4,429	4,429	4,429
R-squared (within)	0.228	0.228	0.232
Number of institutions	440	440	440

Cluster-robust (state-level) standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Results robust to sensitivity analyses

State appropriations and nonresident freshman enrollment

- Only model years when fall migration survey mandatory
- Alternative dependent var (IPEDS Student Financial Aid)
- State appropriations lagged two years instead of one
- Inclusion of revenue covariates

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Scholarship on “privatization”

- Resource dependence theory says orgs change mission when resource providers change
 - When state approps decline, public universities focus on attracting paying customers
- “Mathew effect”: only research universities have strong nonres demand

Racial and socioeconomic composition

- Racial and socioeconomic isolation leads to bad outcomes
- Is growth in share of nonres freshmen associated with declining share of low-income and underrepresented minority students?

Tuition rich, mission poor

Nonresident freshman enrollment growth and the socioeconomic and racial composition of public research universities

The Out-of-State University		All public research ^a		In US News top 100 ^b		Not in top 100 ^c	
		Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
Ozan Jaquette	Tuition						
	Sticker price ^d	8,775	27,539	11,054	30,872	6,813	18,488
	Institutional aid ^d	2,160	6,843	3,073	7,568	1,374	4,874
	Net tuition revenue ^d	6,616	20,696	7,982	23,303	5,440	13,614
Introduction	High school academic						
	SAT score ^e	1,074	1,150	1,131	1,176	1,024	1,079
State funding	GPA						
	0.5-3.4 (D- to A-)	44%	44%	33%	39%	54%	57%
Student composition	3.5-4.0 (A- to A)	56%	56%	67%	61%	46%	43%
	Socioeconomic						
Future research	Income (\$ thousands) ^d	91	116	101	119	81	106
	Percent Pell	37.6%	14.2%	33.1%	11.1%	41.4%	22.4%
Appendix	Parents have BA	56.5%	76.1%	66.2%	79.5%	48.3%	66.8%
	Race						
	White	61.4%	65.4%	67.3%	64.3%	56.4%	68.5%
	Asian	7.9%	15.3%	8.9%	17.9%	7.1%	8.2%
	Black	13.0%	5.3%	7.3%	4.3%	17.9%	8.0%
	Hispanic	13.3%	8.7%	12.4%	8.9%	14.0%	8.3%
	Native/Other	4.3%	5.3%	4.1%	4.6%	4.6%	7.2%
	Sample size (unweighted)	1,166	728	596	582	570	146

Notes: Calculations based on 2011-12 freshmen from NPSAS; ^apublic research-extensive, 2000 Carnegie; ^bpublic research-extensive in tiers 1 & 2 of USNWR 2000 National University Rankings; ^cpublic research-extensive in tiers 3 & 4 of USNWR Rankings; ^d2012 CPI; ^eACT converted to SAT scale

Conceptual framework

Relationship between nonres enrollment and racial/socioeconomic composition

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Rationale actor theory

- Actors have idiosyncratic preferences; allocate scarce resources to maximize utility

Iron triangle of enrollment management

- Access; academic profile; and tuition revenue
- Goal commitment depends on mission and resources
- Synergies and trade-offs between goals

Conceptual framework

Relationship between nonres enrollment and racial/socioeconomic composition

Enrollment management goals associated with nonres

- Academic profile; tuition revenue

Behaviors associated with these enrollment goals

- Recruiting in affluent communities
- Emphasizing standardized test scores
- Shift towards “merit” aid
- Expenditure on “consumption amenities,” e.g.:
 - Luxury dorms and facilities; “big time” athletics

Alternative explanation:

- Use revenue from nonres to subsidize access mission (e.g., “no loan” policies)

Hypotheses

Relationship between nonres enrollment and racial/socioeconomic composition

H1: Growth in % of nonresident students is associated with a decline in % low-income students

- Predict stronger relationship at prestigious universities
- Predict stronger relationship in high-poverty states

H2: Growth in % nonresident students is associated with a decline in % underrepresented minority students (URM)

- Stronger relationship at prestigious universities
- Stronger relationship in states with higher percent URM
- Stronger relationship in states with affirmative action bans

Methods

Linear panel model

$$Y_{it} = \beta X_{i,t-1} + W'_{i,t-1} \gamma + \delta_t + \alpha_i + \epsilon_{i,t}$$

- Y_{it} is proportion low-income (or URM)
- $X_{i,t-1}$ is proportion nonresident freshman
- $W_{i,t-1}$ state-level covariates
- δ_t institution fixed effects; α_i year fixed effects
- $\epsilon_{i,t}$ unit-varying, time-varying error

Estimate causal or correlational relationship?

- Relationship between % nonres and %low-income/URM, allowing enrollment management behaviors to vary
- Control for state-level, not institution-level covariates

Data, sample, variables

Data

- Organization-level data from IPEDS
- State-level data from various sources (e.g., Census, BLS)

Sample (N=105)

- Public research-extensive (2000 Carnegie)

Analysis period

- 2002–03 to 2012–13 academic years

Measures

- X_{it} : % full-time freshman paying nonres tuition
- Y_{it} : % full-time freshman receiving federal grant aid
- Y_{it} : % full-time freshman who identify as Black, Hispanic, Native American or Alaskan Native, or multi-racial

Descriptive statistics

Composition of full-time freshmen, 2002-03 to 2012-13

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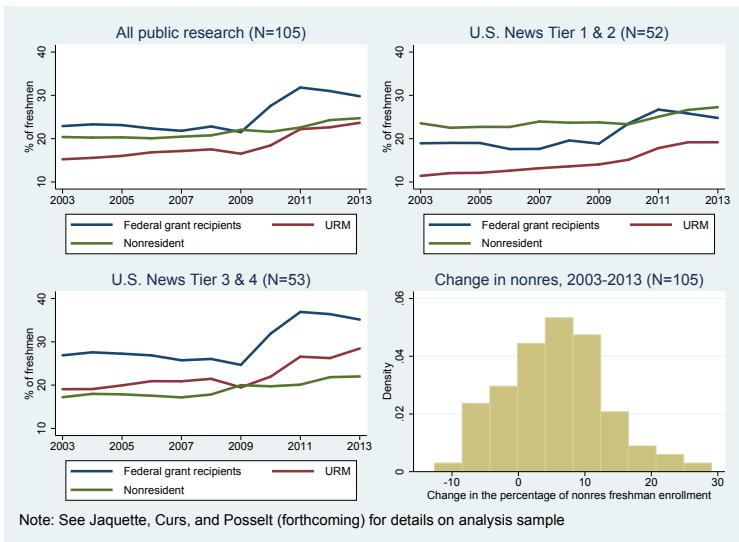
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Modeling

Relationship between percent nonresident and percent low-income enrollment

Y= Percentage of federal grant recipients

	Full sample	USNWR 1&2	USNWR 3&4
Panel A: Base model			
Percentage of nonresident students	-0.168** (0.0722)	-0.271** (0.101)	-0.0037 (0.0501)
R-squared (within)	0.537	0.571	0.606
Observations	1,033	522	511
Number of institutions	105	52	53
Panel B: State poverty rate as moderator			
Percentage of nonresident students	0.403** (0.125)	-0.0710 (0.149)	0.589*** (0.121)
Pct nonres X pct state poverty	-0.0421*** (0.0085)	-0.0240** (0.0094)	-0.0468*** (0.0088)
R-squared (within)	0.571	0.586	0.630
Observations	1,033	522	511
Number of institutions	105	52	53

Cluster-robust (institution-level) standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Relationship between pct nonresident and pct URM

Y= Percent of fulltime freshmen who are underrepresented minority (URM)

	Full sample	USNWR 1&2	USNWR 3&4
Panel A: Base model			
Percentage of nonresident students	-0.0815* (0.0431)	-0.115* (0.0639)	-0.0181 (0.0464)
R-squared (within)	0.625	0.750	0.613
Observations	1,033	522	511
Number of institutions	105	52	53
Panel B: State affirmative action ban as moderator			
Percentage of nonresident students	-0.0498 (0.0386)	-0.0516 (0.0462)	-0.0181 (0.0451)
Pct nonres X State affirmative action ban	-0.181*** (0.0675)	-0.231*** (0.0787)	-0.00018 (0.218)
R-squared (within)	0.633	0.764	0.613
Observations	1,033	522	511
Number of institutions	105	52	53
Panel C: State percent URM as moderator			
Percentage of nonresident students	0.0805 (0.0650)	0.0167 (0.0862)	0.121 (0.0888)
Pct nonres X pct state URM	-0.0059*** (0.00216)	-0.0038 (0.00232)	-0.0067* (0.00385)
R-squared (within)	0.634	0.756	0.618
Observations	1,033	522	511
Number of institutions	105	52	53

Cluster-robust (institution-level) standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Sensitivity analyses

Results robust to sensitivity analyses

- Inclusion of institution-level controls
- Include observations with nonzero “unknown residency”
- Exclude years with new race/ethnicity definitions from analysis sample

Significance

Research significance, contributions

- Media coverage
- Institutional practice
- State policy

Ongoing research

- Do nonresident students crowd-out resident students

Student research

- Public university admissions preferences for res vs. nonres
- Do nonresident students receive more institutional aid than residents?
- Does revenue from nonresident students lower net price for resident students?

Underrepresented minority (URM) as percent of freshman headcount

2010-11 to 2014-15

The
Out-of-State
University

Ozan Jaquette

Introduction

State funding

Student
composition

Future
research

Appendix

