The Intersection of Planning

2021 ABHE Annual Conference
February 18, 2021
Tim Fuller, Founder, and Jeff Spear, Founder
Fuller Higher Ed Solutions / CFO Colleague
Overview

- The Context For Planning
- Strategic planning
- Campus master plan
- Financial / budget plan
- Strategic enrollment plan
- Discussion and questions throughout
Planning Context
The Planning Roster Includes:

- Strategic plan (highest level)
- Campus master plan
- Strategic enrollment plan
- Academic plan
- Finance, budget, and operations plan
- Retention plan
- Each plan is about where we are now, where are we going, and how will we get there

Everything rolls up to, supports, and stems from the strategic plan
Ideal Planning Sequence

- **Strategic plan** often leads and includes enrollment goals for all modalities as well as high-level campus plan ideas.
- Strategic enrollment plan follows.
- Campus master plan follows both since it needs the goals and specifics to inform its priorities.
- Financial/budget plan undergirds everything and must be grounded in reality.

But the key is always clear communication because timing is often not ideal given conflicting priorities and urgency.
Other Important Factors

- **A functional and courageous** leadership team
  - Starts with the president
  - Trust
  - Team One principles
  - The will to carry out your plan
  - The willingness to keep people/tradition from capping you
- **The right balance between faith and reality**
- **A strong foundation of data** supporting your thinking
- **Is your board** on board and mobilized to do their part?
Strategic Planning
Elements of a Strong Strategic Plan

- Living
- Connected to resources
- Prioritized
- **Balance** between game-changing ideas and fixes
- Campus-wide ownership
- Board engaged/president accountable
- Measurable goals
- Implementation matters most
- Developed over six-to-nine-month period
The 7 Legal Ways to Get Resources

- Grow
- Raise
- Borrow
- Shift
- Focus
- Alternate
- Partner
<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
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<th>Resources</th>
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What’s Helping or Hurting Progress?

Trust = Action Plan

- Trust = Action Plan
- Alignment & Success = Trust
- Sabotage = Trust
- False Starts = Trust
- Frustration = Trust
- Resistance = Trust
- Anxiety = Trust
- Confusion = Trust

Knoster’s Model for Complex Change: Adapted from Knoster, T. (1991) Adapted by Knoster from Enterprise Group, Ltd.
The Plan to Plan

- **Gather the right context**
  - Data and trends, both internal and external
  - Recent intel on perceptions and student satisfaction (see next slide)

- **Starts with leadership**
  - Senior leader retreat at which you will work hard

- **Engages key constituents**
  - Board
  - Faculty/staff
  - Students?

- **Includes a steering committee**
  - Cabinet x two = maximum size
What People Want

Real Bible U

Bible U Perceived
High School Graduates Profile for

Florida

Projected values are displayed as either thicker or darker in the profile charts. See the notes for more details.

Total & Public High School Graduates, Class of 2008 to 2037

- Florida total high school graduates are projected to peak in 2034 at 265,880 graduates
- Between the Class of 2018 and the Class of 2037, high school graduates are projected to average 244,180 per year

First Fully Projected Year, Class of 2020

- Grand Total, Public & Private
- Public Schools Total
Between the Class of 2019 and 2036, the share of non-white public graduates is projected to increase from 59% to 68%.

**Public High School Graduates by Race/Ethnicity**

Click on a population below to highlight trends in the chart above.

- White
- Hispanic
- Black
- Asian & NH/OPI
- Asian
- NH/OPI
- AI/AN
- Two or More Races
- Two or More Races Imputed
The Plan to Plan

- Establishes planning themes
  - Three to five maximum
  - Initiatives organized under these themes
- Includes three phases
  - Strategic thinking (which never stops, of course) – the splatter phase
  - Strategic planning – winnowing/prioritizing
  - Strategic action – the most important part of planning!
- Guided by goals, metrics, and accountability
  - Look for leading, not lagging indicators
  - Timetables
  - Ownership at cabinet and 2nd level
Timetable Draft

- **Strategic Plan**
  - Six to nine months to get plan ready for board’s blessing

- **Campus Master Plan**
  - Timing depends on scope, but on average six to nine months (and could run concurrent or slightly behind strategic plan development)

- **Financial Planning**
  - Ongoing, but there are key milestones

- **Strategic Enrollment Planning**
  - Six to nine months and should follow the strategic plan’s blessing
Now that we have a strategic plan - how do we move forward?

from Gailbraith, Jay (2014) - *Designing Organizations* - STAR Model
Theme: Goal

Students & Stakeholders

How the theme is realized
How our stakeholders reflect the success of the theme

Financial Resources

Output - additional revenue achieved by reaching the goal.
Input - investments made by the institution to reach the goal.

Internal Processes

How
How we do what we do - our processes

Organizational Capacity

Who & What
People, programs, “stuff”
VISION STATEMENT
Grace will be an exemplary, Christ-centered educational community characterized by innovation, affordability, and real-world preparation.

MISSION STATEMENT
Grace College is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence and preparing for service.
Vision Changing Lives

**Student & Stakeholder**
- Engaged Graduates
- Increased Alumni Support
- Invest in People
- Academic and Personal Development
- Enrollment Pipelines

**Financial Resources**
- Institutional Debt Reduction and Student Affordability
- Campaign
- Invest in Outreach
- Robust Advancement Operation
- A Culture of Giving
- A Culture of Service

**Internal Processes**
- Memphis Partnerships
- Increased Community Partner Support
- Invest in Marketing and Spaces
- Sharing the SCO Story

**Organizational Capacity**
- Values
Campus Master Planning
Best Practice Elements

- Keeps the **student experience** at the center
- Done by people who **understand** higher education
- Isn’t always about new buildings, especially now. What do you need to **repurpose**?
- Considers **adjacencies** – what needs to be next to what?
- Accounts for abundant **3rd space**
- Plans for attractive and compelling **arrival branding**
Key Questions

- **Who** do you intend to become and **how** will you do that?
- How many **students**, doing what, living where? And **why** are they choosing you?
- What are your **signature programs** and what new programs are you considering?
- What operational and organizational **changes** do you need to make to ensure the experience you want students to have?
- What do you know about the **condition** of your existing facilities?
- How much **money** can you find, raise, steal, and spend in the next 3-5 years?
Financial / Budget Planning
First Things first

Historically, many of us started each budget process beginning from scratch, focusing solely on the year to come. We celebrate when the budget balances, even though we accomplish that through one-time activities every year.

In today’s world, we should be viewing each cycle through the lens of a multi-year forecast. Only then can we gauge the impact of one year’s discount escalation or lower than desired recruitment on the longer term.

It’s no longer an option.
The Multi Year Projection as a Starting Point

- Consider our population
- We can demonstrate a history, by class
- Fall juniors versus spring juniors
- Spring freshmen versus the next fall sophomores
- We can go back seven years, including the current fall
- Certain comparisons can become obvious / consistent
- Don’t fall into the trap, believing that second semester, “... is always 91% of fall semester”

It depends on your class distribution
I. Plot your history
## Example College

### Multi-Year Enrollment Trends
- Traditional Population

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<tr>
<td><strong>Fall Enrollments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1st time Freshmen</td>
<td>223</td>
<td>209</td>
<td>259</td>
<td>247</td>
<td>240</td>
<td>262</td>
<td>238</td>
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<td>Freshmen</td>
<td>24</td>
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<td>33</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Sophomores</td>
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<td>195</td>
<td>244</td>
<td>237</td>
<td>222</td>
<td>222</td>
<td>222</td>
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<tr>
<td>Juniors</td>
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<td>180</td>
<td>219</td>
<td>232</td>
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<td>Seniors</td>
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<tr>
<td>Others</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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<td><strong>Total</strong></td>
<td>874</td>
<td>931</td>
<td>960</td>
<td>964</td>
<td>980</td>
<td>1,002</td>
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### New / Returning Students

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<td>New students</td>
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<td>310</td>
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<td>Returning students</td>
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<td>654</td>
<td>674</td>
<td>675</td>
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<td><strong>Annualized Traditional NTR (000s)</strong></td>
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<td>$14,899</td>
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### Spring Enrollments

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<td>234</td>
<td>248</td>
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<td>Sophomores</td>
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<td>196</td>
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<td>216</td>
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<td>Juniors</td>
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<td>182</td>
<td>200</td>
<td>212</td>
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<td>220</td>
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<td>Seniors</td>
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<td>251</td>
<td>242</td>
<td>276</td>
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<td>Others</td>
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<td>4</td>
<td>11</td>
<td>2</td>
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<td><strong>Total</strong></td>
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<td>890</td>
<td>881</td>
<td>918</td>
<td>948</td>
<td>956</td>
<td>936</td>
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### Spring as a % of Fall

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<tr>
<td></td>
<td>96.8%</td>
<td>95.6%</td>
<td>91.8%</td>
<td>95.2%</td>
<td>96.7%</td>
<td>95.4%</td>
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Looking at future enrollments

- **Three sources:**
  - Returning students
  - Transfers in
  - First time in college

- **Three losses:**
  - Graduates
  - Transfers out
  - Drop outs

- Let’s start with the sources
# Example College

## Multi-Year Enrollment Trends
- Traditional Population

<table>
<thead>
<tr>
<th></th>
<th>Avg</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
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<td>31</td>
<td>33</td>
<td>32</td>
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<td>249</td>
<td>261</td>
<td>287</td>
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<tr>
<td>Others</td>
<td>6</td>
<td>5</td>
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<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>956</td>
<td>977</td>
<td>995</td>
<td>1,013</td>
<td>1,045</td>
<td>1,069</td>
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<td>302</td>
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<td>Returning students</td>
<td>645</td>
<td>675</td>
<td>671</td>
<td>697</td>
<td>722</td>
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<td>$15,804</td>
<td>$16,240</td>
<td>$17,089</td>
<td>$17,532</td>
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Looking at future enrollments

- The Model Gives you returners, based on historic trends
- You enter in first time freshmen, transfers and others
- This can show you the impact of a small incoming class on the future
- It also allows enrollment to own its portion of total (gross) revenues
- Always exercise caution (look at the small red numbers)
- Any increase should be justified by solid initiatives
II. Consider your future
Institutional Aid and Admiral Akbar

- Leveraging firms focus on one thing-
  - “Will you land more NTR from this year’s incoming class than last year’s?”
  - Ignored is whether the students recruited for the coming year will retain as well as last year
  - And, did we receive enough last year from new students?
- There is no more significant, multi-year decision that is made than with annual packaging.
### Fall Semester 2020 - 21

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<tr>
<th></th>
<th>FF</th>
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<th>SO</th>
<th>JR</th>
<th>SR</th>
<th>OTHERS</th>
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<td>Population</td>
<td>238</td>
<td>35</td>
<td>222</td>
<td>232</td>
<td>244</td>
<td>7</td>
<td>978</td>
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<td>Gross Tuition and Fees</td>
<td>3,303,187</td>
<td>485,763</td>
<td>3,081,124</td>
<td>3,219,914</td>
<td>3,386,461</td>
<td>100,000</td>
<td>13,576,449</td>
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<td>Less: Discount Aid</td>
<td>1,544,336</td>
<td>179,420</td>
<td>1,299,011</td>
<td>1,297,156</td>
<td>1,296,848</td>
<td>156,678</td>
<td>5,773,449</td>
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<td>Net Tuition Revenue (NTR)</td>
<td>1,758,851</td>
<td>306,343</td>
<td>1,782,113</td>
<td>1,922,758</td>
<td>2,089,613</td>
<td>(56,678)</td>
<td>7,803,000</td>
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<td>Current Year Discount %</td>
<td>46.8%</td>
<td>36.9%</td>
<td>42.2%</td>
<td>40.3%</td>
<td>36.3%</td>
<td>156.7%</td>
<td>42.5%</td>
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<td>NTR per student, annualized</td>
<td>14,780</td>
<td>17,505</td>
<td>16,055</td>
<td>16,575</td>
<td>17,128</td>
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<td>Projected NTR @ SR year</td>
<td>16,607</td>
<td>19,332</td>
<td>17,160</td>
<td>16,976</td>
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<td>Annualized pricing improvement</td>
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<td>4.1%</td>
<td>0.1%</td>
<td>-0.9%</td>
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<td></td>
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<td>Projected annual NTR</td>
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<td>$15,549,712</td>
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### Fall Semester 2021 - 22

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<th>JR</th>
<th>SR</th>
<th>OTHERS</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Population</td>
<td>240</td>
<td>31</td>
<td>219</td>
<td>221</td>
<td>261</td>
<td>5</td>
<td>977</td>
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<td>Gross Tuition and Fees</td>
<td>3,379,036</td>
<td>436,459</td>
<td>3,083,371</td>
<td>3,111,529</td>
<td>3,674,702</td>
<td>72,460</td>
<td>13,757,557</td>
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<td>Less: Discount Aid</td>
<td>1,588,147</td>
<td>171,482</td>
<td>1,382,793</td>
<td>1,293,160</td>
<td>1,459,301</td>
<td>157,963</td>
<td>6,052,845</td>
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<tr>
<td>Net Tuition Revenue (NTR)</td>
<td>1,790,889</td>
<td>264,977</td>
<td>1,700,577</td>
<td>1,818,370</td>
<td>2,215,402</td>
<td>(85,503)</td>
<td>7,704,712</td>
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<td>Next Year Discount %</td>
<td>47.0%</td>
<td>39.3%</td>
<td>44.8%</td>
<td>41.6%</td>
<td>39.7%</td>
<td>218.0%</td>
<td>44.0% (to 4 Student rev)</td>
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<tr>
<td>NTR per student, annualized</td>
<td>14,924</td>
<td>17,095</td>
<td>15,530</td>
<td>16,456</td>
<td>16,976</td>
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<td>Projected NTR @ SR year</td>
<td>16,161</td>
<td>18,333</td>
<td>16,349</td>
<td>16,862</td>
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<td>Annualized pricing improvement</td>
<td>-1.6%</td>
<td>2.8%</td>
<td>-1.9%</td>
<td>-0.7%</td>
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<td>Projected annual NTR</td>
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<td></td>
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<td></td>
<td></td>
<td>$15,416,721</td>
</tr>
</tbody>
</table>

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**Fuller Higher Ed Solutions**

**CFO Colleague**
Institutional Aid

- Roll forward NTR per student into future years
  - Will they exceed CY Seniors in three years?
  - What about other classes?
- What happens to overall NTR with population changes?
  - Discount escalation and reduced populations tend to go together
  - We “get by” this year but set ourselves up for trouble going forward
III. The Aid Trajectory
The End of September

- Take a sounding as soon as billings and posted aid are complete.
- A good model will show the impact of fall versus spring enrollments on projected revenues.
- Auxiliary billings are another leading indicator.
- Estimate where non-traditional offerings will land for the entire year.
  - These have different behaviors than the traditional flow.
## 2020 - 21 Projected Actual versus Budget

### A. Traditional Gross Tuition Revenue

<table>
<thead>
<tr>
<th></th>
<th>Spring Actuals</th>
<th>Summer/Other</th>
<th>% of Year</th>
<th>Spring Actuals</th>
<th>Summer/Other</th>
<th>% of Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual &amp; Projected</td>
<td>248,000</td>
<td>13,576,449</td>
<td>51.1%</td>
<td>13,291,017</td>
<td>12,993,534</td>
<td>48.9%</td>
<td>26,817,983</td>
</tr>
<tr>
<td>Budgeted</td>
<td>257,000</td>
<td>13,301,017</td>
<td>51.2%</td>
<td>12,667,101</td>
<td>26,215,118</td>
<td>48.8%</td>
<td>502,865</td>
</tr>
</tbody>
</table>

### B. Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Spring Actuals</th>
<th>Summer/Other</th>
<th>% of Year</th>
<th>Spring Actuals</th>
<th>Summer/Other</th>
<th>% of Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual &amp; Projected</td>
<td>(5,773,449)</td>
<td>51.1%</td>
<td>(5,494,822)</td>
<td>48.9%</td>
<td>(11,268,271)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeted</td>
<td>(5,697,213)</td>
<td>51.2%</td>
<td>(5,429,770)</td>
<td>48.8%</td>
<td>(11,126,983)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. Net Tuition Revenue

<table>
<thead>
<tr>
<th></th>
<th>Graduate 248,000</th>
<th>Degree Completion 7,803,000</th>
<th>Small Prep 7,498,712</th>
<th>Other (Discounts) 248,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual &amp; Projected</td>
<td>12,495,197</td>
<td>4,909,915</td>
<td>398,718</td>
<td>17,506,330</td>
</tr>
<tr>
<td>Budgeted</td>
<td>17,383,930</td>
<td>122,400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. Non-Traditional Revenue

<table>
<thead>
<tr>
<th></th>
<th>Graduate 248,000</th>
<th>Degree Completion 7,803,000</th>
<th>Small Prep 7,498,712</th>
<th>Other (Discounts) 248,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual &amp; Projected</td>
<td>12,495,197</td>
<td>4,909,915</td>
<td>398,718</td>
<td>17,506,330</td>
</tr>
<tr>
<td>Budgeted</td>
<td>17,383,930</td>
<td>122,400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Aux Revenue

<table>
<thead>
<tr>
<th></th>
<th>Spring Actuals</th>
<th>Fall 3,078,247</th>
<th>Spring 2,946,052</th>
<th>Total 6,024,299</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual &amp; Projected</td>
<td>3,105,713</td>
<td>51.2%</td>
<td>2,969,923</td>
<td>6,065,836</td>
</tr>
<tr>
<td>Budgeted</td>
<td></td>
<td></td>
<td></td>
<td>(41,337)</td>
</tr>
</tbody>
</table>

Projected student revenue variance from current year budget (negative) 542,640

---

## 2021 - 22 Preliminary Student Revenue Forecast (summer term blended in)

### A. Traditional

<table>
<thead>
<tr>
<th></th>
<th>Projected 2020 - 21</th>
<th>Next Year's Population A</th>
<th>Proj CY @ Next Year's Population</th>
<th>Rate Increase</th>
<th>Forecast 2021 - 22</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition</td>
<td>26,817,983</td>
<td>-0.1%</td>
<td>26,790,561</td>
<td>1.4%</td>
<td>27,262,421</td>
<td>1,047,303</td>
</tr>
<tr>
<td>(Financial Aid)</td>
<td>(11,268,271)</td>
<td>-0.1%</td>
<td>(11,256,749)</td>
<td>5.2%</td>
<td>(11,845,700)</td>
<td>43.5% discount rate (718,717)</td>
</tr>
<tr>
<td>Net Tuition</td>
<td>15,549,712</td>
<td></td>
<td>15,533,812</td>
<td>3.0%</td>
<td>15,416,721</td>
<td>328,586</td>
</tr>
</tbody>
</table>

### B. Non Trad.

|                      | 17,506,330          | 350,000                  | 18,300,000                      | 916,070       |

### C. Auxiliaries

|                      | 6,024,299           | 0.1%                     | 6,018,140                       | 133,048       |
The End of September

- Not only a sounding for the current year but a preliminary look at next year.

- Relies on the anchor point of actual billed:
  - Tuition
  - Financial Aid
  - Auxiliaries

- Rolls it all forward based on:
  - Changes in population
  - Changes in prices
  - Changes in aid
IV. The Fall Sounding
Key Points

- Projected recruitment should be justifiable
- Return rates must be demonstrated, based on history
- Aid has to result in NTR growth for the student and school
- A fall sounding is critical for CY and NY planning
- All should be done with transparency
  - Put the model up on the screen
  - Show the impact of various inputs
  - Get buy-in (ownership) from those responsible for inputs
- The five budgets – Operating, Strategic, Capital, Cash, Multi-Year
Strategic Enrollment Planning
Key Elements

- Comprehensive or focused? Depends on your mix of programs and modalities
- Critical to capture the oral tradition of the elders
- Built on a strong foundation of data and research
  - Competitors
  - Trends
  - Historical data including disaggregation by appropriate variables
  - Enrollment and market research plan by which you will gauge your progress
Key Elements

- Complete description of strategies including:
  - Marketing
  - Programs
  - Campus guest experiences of all types
  - Travel
  - Budget resources
  - Virtual strategies (which won’t go away when Covid does)
  - Team composition, roles, and professional development

- Goals – overall and disaggregated by program and other key variables
Creating the SEP

Creating a strong SEP involves more than just the enrollment team:

- Academics – which programs have capacity to grow? Which programs should you add or subtract?
- Finance – business plans for new programs plus the 7 Legal Ways
- Student Life – which parts of the co-curricular experience could contribute to growth?
- Marketing – knowing and telling your story

Time frame? 6-12 months with the right team, leadership, energy, focus, counsel, and completion urgency
For more information on strategic planning and strategic enrollment planning, contact:

Tim Fuller, Founder
Fuller Higher Ed Solutions
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336.263.8778

For more information on financial/budget planning, contact:

Jeff Spear, Founder
CFO Colleague
jeff@cfocolleague.com
740.507.9180