

## COMMUNICATING INSTITUTIONAL VALUE TO PROSPECTIVE STUDENTS

#AItraining



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**ai** ACADEMIC  
IMPRESSIONS



### LEARNING OUTCOME

## After participating...

...you will be able to use data and stories to clearly articulate  
the value of your institution's educational outcomes.

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■ MAIN TOPICS TO  
BE COVERED

- Perceptions of value among prospective students and parents
- Key components of value
- Documenting value with key data
- Reporting outcomes on the web

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VALUE DEFINED

## HIGHER EDUCATION VALUE EQUATION

$$\textit{Prestige} + \textit{Quality} + \textit{Price} = \\ \textit{Value of a College Education}$$

*Focus, The Lawlor Group - October, 2012*



## KEY PERCEPTIONS OF VALUE

- *Prestige: The higher the brand recognition, the higher the willingness to pay*
- *Quality: Modern facilities; engaged, accomplished faculty; evidence of successful outcomes*
- *Price: As sticker price increases, net price becomes the starting point in gauging value*



## PUBLIC POLICY MAKERS



- Access
- Affordability
- Outcomes

## EDUCATION for LIVING ...AND FOR MAKING A LIVING:

### Gallup & Purdue U. 5-yr study (starting Sp. '14) measures value beyond salary

- 30,000 grads per year surveyed -150k total
- Effect of college on habits of living and quality of life, in addition to career and finances
- Data can be cut by public/private, race, gender
- Will assess community engagement, career promotions, ROI in salaries

## AUDIENCE MATTERS:

### Inside Higher Ed Survey (by Gallup) Spring '13

- List Price vs. Net Price message is not getting through: 2/3 of parents surveyed would restrict college choice based on list price.
- Needy families must be convinced of affordability
- Non-needy students/families must be convinced they are paying for substance, outcomes, and alumni networks that matter
- 41% of parents say the main purpose of college is to get a good job, yet 47% believe there are avenues to employment other than college
- All families need to better understand costs and how aid (including merit scholarships) works



## AUDIENCE UNDERSTOOD

- Each audience has different values and expectations.
  - Understand values of each audience
  - Ask and listen (research)
  - Position the institution's value and worth
  - Find the intersection of the audience's values with your value
  - Let your storytelling be guided by the intersection of values and value



## 10 COMPONENTS OF VALUE

### STUDENT EXPERIENCE:

- Knowledge experiences
- Leadership experiences
- Internships
- Field experiences
- Networking opportunities

### RESULTS AFTER GRADUATION:

- Graduate school placement and success
- Post-graduate fellowships
- Starting/mid-Career salaries
- Degree ROI
- Alumni quality of life



## CHAT

What components of value might we be missing?

## SKILLS IN DEMAND BY EMPLOYERS

10 COMPONENTS  
OF VALUE

- Ability to work in teams
- An understanding of science and technology
- The ability to write and speak well
- The ability to think clearly about complex problems
- The ability to analyze a problem and develop a workable solution
- A global context
- Ability to be creative and innovate in solving problems
- Ability to apply knowledge and skills in a new setting
- Understanding of numbers and stats
- Ethics and integrity

Source: Hart, P (2007)

"How should colleges prepare students to succeed in today's global economy"

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## ESSENTIAL LEARNING OUTCOMES FOR EMPLOYERS: Updated from 2013 AAC&U Survey

- 95% say grads need skills that enable them to contribute to innovation in the workplace
- 93% say that a capacity to think critically, communicate clearly and solve complex problems is more important than an employee's college major
- 80% want employees to have a broad base of knowledge across multiple disciplines, though field-specific skills are also important
- Over 75% say teamwork, problem solving skills and applied knowledge in "real-world" settings are critical
- All expect employees to demonstrate a sense of personal and social responsibility, locally and globally

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## WHAT DOESN'T HELP...

*Time Magazine's Oct. 7, 2013 issue on what the class of 2025 should know*

- Cites Chronicle of Higher Ed data claiming that half of employers survey say they have trouble finding recent college graduates to hire
- Describes the proposed federal rating system as an effort to make colleges and universities more accountable
- Claims that 36% of college grads did not show any significant cognitive gains over two years (from the 2011 book "Academically Adrift") and that 83% of college grads didn't know what the Emancipation Proclamation ordered
- Demonstrates soaring prices projected through 2025 compared to lower housing prices



## WHAT DOESN'T HELP...

*"Degrees of Value: For too many Americans, college today isn't worth it" (Wall Street Journal, Jan. 3, 2014)*

- Cites website "Onion" - "30 Year-Old Has Earned \$11 More Than He Would Have Without a College Education"
- Discusses average student debt of \$29,400
- Cites recent Gallup study that 40% of college grads are in jobs that do not require a college degree
- Claims tuition in all sectors has risen at an annualized rate of 7.45% from 1978-2011 compared to 5.8% for health care and 4.3% for housing. Incomes grew at a rate of 3.8%.
- Concludes that a rigorous education is a tremendous asset for employment and citizenship, but that colleges need to halt the growth in cost



■ ...AND FINALLY

From *Inside Higher Ed*, Feb. 26, 2014:

- If provosts could grade themselves on how well they're preparing students for success in the work force, they'd give themselves an A+.
- They did in *Inside Higher Ed's* 2014 [survey of chief academic officers](#). Ninety-six percent said they were doing a good job.
- In [a new survey by Gallup](#) measuring how business leaders and the American public view the state and value of higher education, just 14 percent of Americans -- and only 11 percent of business leaders -- strongly agreed that graduates have the necessary skills and competencies to succeed in the workplace.

<http://www.gallup.com/strategicconsulting/167552/america-needs-know-higher-education-redesign.aspx>



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How do we address this negative press?

**DATA GATHERING**



SEEK TO **UNDERSTAND, GATHER and PROMOTE** INFORMATION ON VALUE COMPONENTS AT YOUR INSTITUTION



■ **INTERNAL DATA SOURCE:**  
**Augustana's Senior Survey**

*Three questions aim directly at determining seniors' feelings about the value of the Augustana experience:*

- What is the likelihood of choosing to come to Augustana again? (fulfillment, loyalty)
- How certain are you that your post-graduate plans are a good fit? (intrinsic satisfaction about choices)
- Do you already have a full-time job or grad school offer?  
(assurance, security, outside confirmation)



■ **INTERNAL DATAS SOURCE:**  
**Augustana's Senior Survey**

Gathers information on value components:

- Knowledge experiences
- Leadership experiences
- Internships
- Field experiences
- Networking opportunities
- Job placement
- Graduate school placement
- Skills in demand by employers

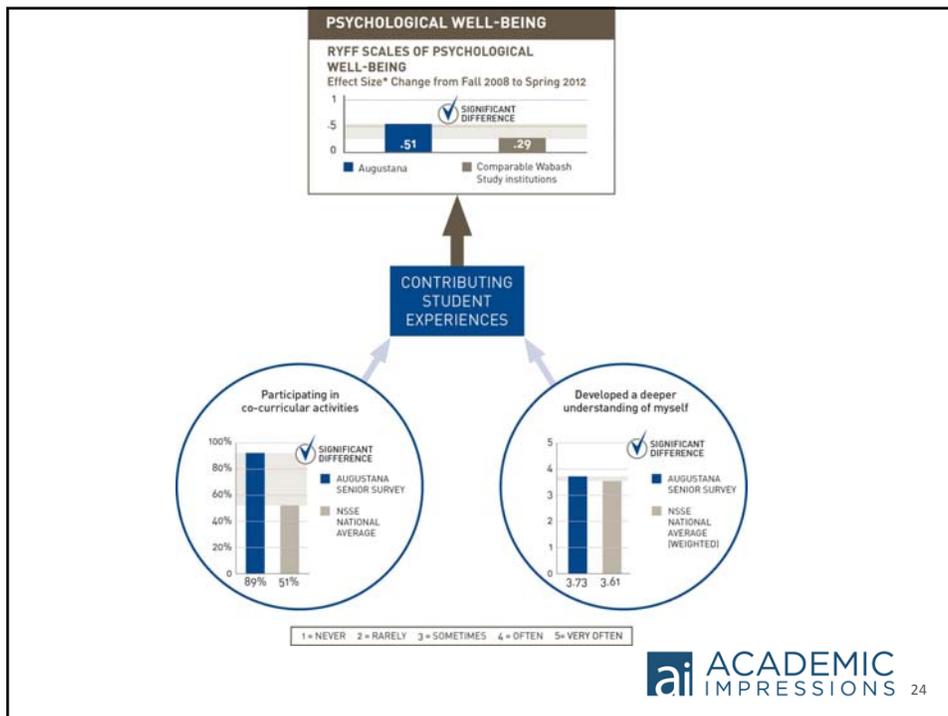
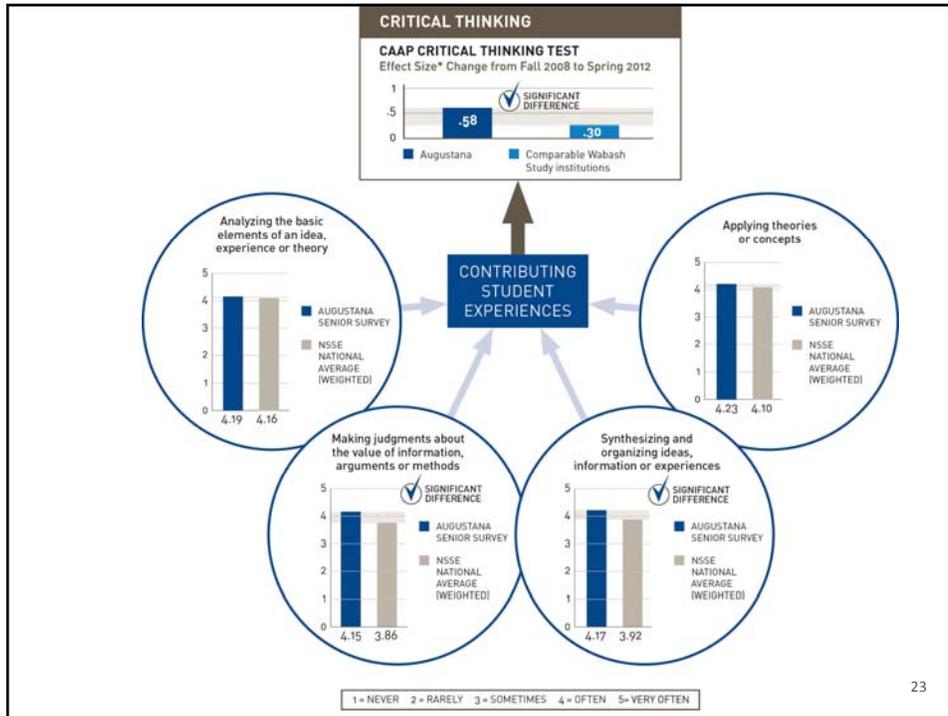


■ **EXTERNAL DATA  
SOURCES**

Gather Data from outside your institutions:

- NSSE
- NACE
- PayScale
- Luminosity
- Collegiate Learning Assessment
- College Straight Talk (alumni surveys)
- Other 3<sup>rd</sup> party studies

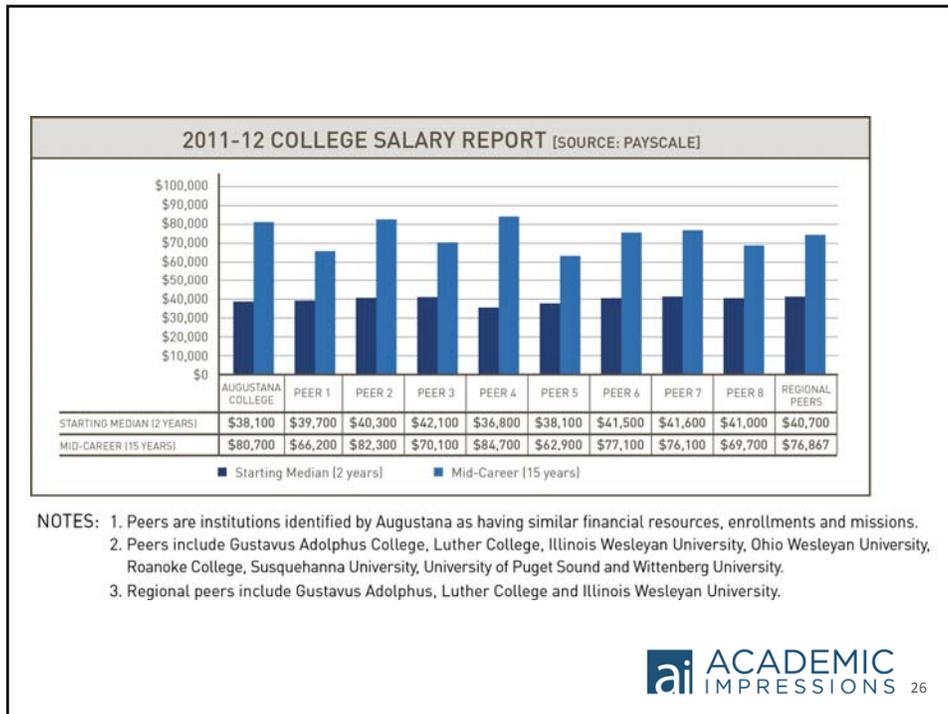




**Liberal Arts Colleges by Salary Potential - Full List**

RANK	SCHOOL NAME	STARTING SALARY	MID-CAREER SALARY
1	Harvey Mudd College	\$66,800	\$135,000
2	United States Naval Academy (USNA) at Annapolis *	\$72,200	\$122,000
3	United States Military Academy (USMA) at West Point *	\$76,000	\$120,000
4	Williams College	\$53,600	\$113,000
5	Colgate University	\$49,700	\$111,000
6	Washington and Lee University	\$52,100	\$108,000
7	College of the Holy Cross	\$44,300	\$107,000
8 - tie	Swarthmore College	\$54,800	\$104,000
8 - tie	Amherst College	\$53,000	\$104,000
10 - tie	Bucknell University	\$49,300	\$102,000
10 - tie	Claremont McKenna College	\$49,600	\$102,000
10 - tie	Union College, New York	\$50,000	\$102,000
13	United States Air Force Academy (USFA) *	\$65,400	\$101,000
14 - tie	Davidson College	\$39,400	\$99,800
14 - tie	Virginia Military Institute (VMI) *	\$52,300	\$99,800
16	Haverford College	\$37,500	\$98,700
17	Dickinson College	\$44,500	\$97,800
18	Bates College	\$46,600	\$97,500
19	Wesleyan University (Middletown, Connecticut)	\$45,200	\$97,000
20	Lafayette College	\$54,100	\$96,400

Source: <http://www.payscale.com/college-salary-report-2013/liberal-arts-colleges>

## KALAMAZOO COLLEGE

featured in *Wall St. Journal* Feb. 20, 2014 --- Using the Collegiate Learning Assessment Tool

- That lack of information is "this huge paradox sitting at the center of higher education," said Richard Freeland, Massachusetts Commissioner of Higher Education. At most schools, "we don't really know what learning is going on."
- Now, as prospective students and their cash-strapped families eye schools with greater skepticism since the recession, a handful of schools like Kalamazoo, St. Olaf College in Minnesota and Sarah Lawrence College in New York are moving to open that black box. They are betting that a whiff of fresh air will give them a competitive advantage—and woo back parents and employers whose faith in the value of a college degree has been rattled.



## Educational Quality Assessment



Framework and graphic courtesy of  
[National Institute for Learning Outcomes Assessment](#)

- Elements of Educational Quality**  
 The degree to which students attain learning outcomes; patterns of student participation in facets of the learning environment and patterns of student retention and graduation; perceptions and opinions about the learning environment; and description of the College's learning environment
- Assessment Plans**  
 Guidelines for assessing educational quality, descriptions of data collection tools and approaches that will be used, and the timeline for implementation
- Assessment Resources**  
 Information provided to help faculty and staff understand, develop, implement, communicate, and use evidence of educational quality, including institutional data and links to helpful external assessment websites
- Current Assessment Activities**  
 Projects and activities recently completed or currently underway to gauge educational quality, explore where potential improvements might be made, or respond to requests for accountability
- Evidence of Educational Quality**  
 Results of assessment activities
- Use of Evidence**  
 How evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement and inform institutional decision-making, planning, goal setting, faculty development, course revision, and program review

Educational Quality Assessment pages maintained by [Paul Sotherland](#)  
 This page was last updated on 31 October 2012 28

Source: <https://reason.kzoo.edu/eqal/>

## KALAMAZOO in *WSJ*

- In 2005, along with 29 other schools, Kalamzoo took part in a longitudinal study that gave freshmen a test to measure their problem solving, reasoning and critical thinking. The same test (Collegiate Learning Assessment) was administered to them as seniors. The amount students improved over time was at or above the 95th percentile in each category.
- When high-school seniors come for a campus visit, they attend a 15-minute Power Point presentation showing that the effect that Kalamazoo has on students is huge.
- When John Chipman, the father of a high-school senior recently accepted to Kalamazoo, learned of the school's performance this week, he was impressed, but he wished he had data from other schools. "We've visited eight or 10 schools so far," he said. "Would it be nice to have some data to look at to be able to compare how well these schools are really teaching? It would be a huge help."
- <https://reason.kzoo.edu/eqa/eeq/>



## Evidence of Educational Quality



In this section we provide evidence of educational quality at Kalamazoo College garnered from surveys, direct measures of student learning, and datasets that reveal characteristics of our students and alumni.

The transformative power of a Kalamazoo College education is reflected in a variety of indicators. Senior scores on the "Level of Academic Challenge" and "Enriching Educational Experiences" benchmarks of the National Survey of Student Engagement (NSSE) are consistently well above those of our Carnegie peers. In successive administrations of the Collegiate Learning Assessment (CLA), a direct measure of skills in written communication, problem solving, and analytical reasoning, Kalamazoo seniors have performed "above expected" relative to their SAT scores, and the degree of change in CLA scores from the first to the fourth year places Kalamazoo College in the 99th percentile among colleges and universities nationally that have participated in the CLA. Kalamazoo College also ranks 14th among the nation's four-year liberal arts colleges for the percentage of graduates who go on to earn doctoral degrees, and is the only Michigan college or university among the top 25 institutions nationally.

Links to current evidence are as follows:

### 1. To what degree do our students attain intended learning outcomes?

- [2011 Breadth Poster](#)
- [2012 Breadth Analysis](#)
- [2012 HLC Presentation on Breadth at Kalamazoo College](#)
- [2012 Focus Groups on Breadth](#) (password protected for internal use only)
- [Results from the Collegiate Learning Assessment \(CLA\)](#)
- [2012 CIRP-CSS, NSSE & the CLA](#) (password protected for internal use only)
- [Baccalaureate Origins of Doctorate Degrees](#)
- [2005 K-Plan Outcomes Study](#)

### 2. What are patterns of student retention and graduation?

- [Retention/graduation rates on College Navigator](#)
- [2012 HIP Study Findings](#) (password protected for internal use only)

### 3. What are perceptions of and opinions about the College's learning environments?

Source: <https://reason.kzoo.edu/eqa/eeq/>



**Colleges Producing the Most Satisfied -  
and the Most Successful - Alumni**

<p><b>Top Satisfaction QUALITY OF TEACHING</b></p> <ol style="list-style-type: none"> <li>1. UCLA</li> <li>2. Penn State University</li> <li>3. Kenyon College</li> </ol> <p style="text-align: center;"><a href="#">More</a></p> <p><b>Top Outcomes STARTING SALARIES</b></p> <ol style="list-style-type: none"> <li>1. University of Pennsylvania</li> <li>2. Stanford</li> <li>3. Harvard</li> </ol> <p style="text-align: center;"><a href="#">More</a></p>	<p><b>Top Satisfaction OVERALL COLLEGE EXPERIENCE</b></p> <ol style="list-style-type: none"> <li>1. University of Michigan</li> <li>2. University of the Pacific</li> <li>3. University of Iowa</li> </ol> <p style="text-align: center;"><a href="#">More</a></p> <p><b>Top Satisfaction STUDENT DIVERSITY</b></p> <ol style="list-style-type: none"> <li>1. Harvard</li> <li>2. Oregon State</li> <li>3. American University</li> </ol> <p style="text-align: center;"><a href="#">More</a></p>	<p><b>Top Satisfaction SOCIAL ENVIRONMENT</b></p> <ol style="list-style-type: none"> <li>1. Syracuse University</li> <li>2. University of Virginia</li> <li>3. Colgate College</li> </ol> <p style="text-align: center;"><a href="#">More</a></p> <p><b>Top Satisfaction CONTACT WITH FACULTY</b></p> <ol style="list-style-type: none"> <li>1. Denison University</li> <li>2. Mt. Holyoke</li> <li>3. Smith College</li> </ol> <p style="text-align: center;"><a href="#">More</a></p>
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**“Best Colleges” -  
But Best for Whom?**

Other college rankings and “best” lists for the most part just grab whatever data about colleges and universities is already available and then come up with composite scores that give heaviest weightings to the things they think are most important.

In contrast, we allow you to not only tell us the factors our calculations should take account of but also how much importance we should give each of them in generating recommendations tailored just for you.

**Do You Really Care How  
College Presidents Rate Each Other?**

Believe it or not, these guys’ opinions of the other colleges make up almost a quarter of the US News rankings.

You aren’t alone if you can’t see the relevance of their ratings - more than 67 colleges including Stanford and Yale refuse to complete US News’s annual “peer review survey.”

The opinions that really matter are of course from the people who’ve already been there, done that - the college alumni themselves.

Source: <http://collegestraighttalk.org/AlumSatisfactionOverview.htm>

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## APPLYING VALUE AND DATA TO MESSAGE



**FRAMEWORK:**

**TEN QUESTIONS TO GUIDE VALUE  
COMMUNICATION**



**TEN KEY STRATEGIC  
QUESTIONS**

1. What do you want value to mean for your college?
2. How does price relate to value in your story?
3. What questions will you ask to confirm that graduates find value in their education?
4. What experiences at your institution are most important in contributing to the perception of value?
5. How intentional is your institution in preparing graduates for a global economy?



■ TEN KEY STRATEGIC  
QUESTIONS

6. Do you routinely connect institutional practice to national data and benchmarks?
7. How are you demonstrating that your graduates have what employers want?
8. Do you have all the institutional data you need to demonstrate value?
9. Does your data make a strong case for value? If not, how can you position what you have to show value?
10. Are you telling powerful success stories that demonstrate clear value and ROI?



 POLL

**Which of the following describes ways that you are demonstrating that your graduates have what employers want?**

*(Select all that apply)*



## RESULTS AFTER GRADUATION

- **Preparing Leaders:** Between two-thirds and 80% of public and private college grads say they learned to be a leader (Hardwick-Day, 2011)
- **High-quality experience:** The same proportion said this was important to getting them into grad school or finding first job (Hardwick-Day, 2011)
- **Higher salaries:** Pay Scale and other resources focused on alumni salaries  
<http://www.payscale.com/best-colleges> and  
<http://www.businessweek.com/articles/2012-04-09/college-roi-what-we-found>



## RESULTS AFTER GRADUATION

- **Lifetime earnings:** On average, college grads make 80% more than high school grads (Newsweek, 9-9-12)
- **Better employment:**
  - Unemployment rate of college grads is 4.5% v 8.1% nationally; for recent grads 6.8% vs 24% for recent high school grads (Center on Education and the Workforce, Georgetown U, 2012)
  - Underemployment for recent college grads is 8.4% vs 17.3% for recent high school grads (Center on Education and the Workforce, Georgetown U, 2012)



**RESULTS AFTER GRADUATION:**

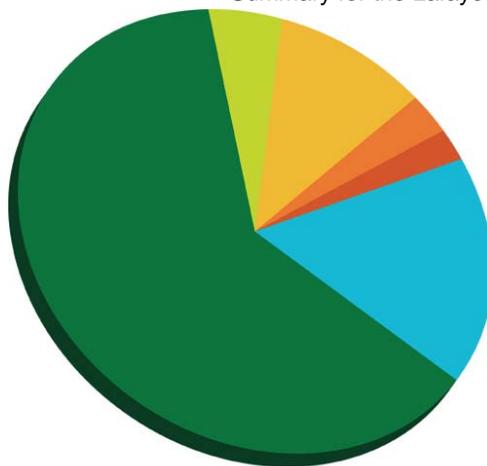
Use caution when reporting “placement rates”

*Chronicle of Higher Education, Dec. 17, 2013, reports:*

- Kean State College released its placement survey of the class of 2012 showing that 94% reported being employed or engaged in further education
- Syracuse University reported that 84% of the class of 2012 was working or attending graduate school
- But different definitions are used making it impossible to compare: Kean counts graduates who have found full or part-time employment, a paid or unpaid internship or who are a full or part-time student in grad school. SU counts only full time employment and full time grad school



Post Graduate Data  
Summary for the Lafayette College Class of 2013



**Total respondents = 535**

NOTE: Outcomes data for the Class of 2013 is obtained through a survey undergraduate degrees, teaching certifications and other certification and travel compensated term-of-service positions conducted six months after graduation. Of the 566 bachelor degree recipients, 535 graduates responded to the survey – a **95% survey response**.

**CATEGORY DEFINITIONS**

*Employed:* includes full-time positions, military service, fellowships, paid internships, and compensated term-of-service positions

*Continuing Education:* includes graduate degrees, post-baccalaureate programs, additional undergraduate degrees, teaching certifications and other certifications

*Health Professions Programs:* includes Dentistry (D.D.S.), Medicine (M.D., M.D./Ph.D., D.O.), Optometry (O.D.), Podiatry (D.P.M.), Veterinary Medicine (D.V.M.)

*Other:* includes graduate or professional school applications in process, part-time or temporary employment, unpaid internships, preparatory courses, non-credit programs, volunteer work and travel



## DELIVERING THE MESSAGE

*Talk about your value everywhere, all the time*

- Print
- Video
- HTML email
- Newsletters
- Public relations efforts
- Social networks
- Live programming
- Phone calls
- Messaging
- Advertising

## STORIES THAT CONVEY VALUE

- **Teamwork** - cultural center in New Orleans
- **Use of Science/Technology in "real world"** - clean water to Haiti
- **Communicate well** - finalists in speech and debate
- **Think clearly about complex problems** - NAE Grand Challenges

## STORIES THAT CONVEY VALUE

- Understanding global contexts - working with Malagasy students
- Applying knowledge in new settings - internship with NHL team
- Creativity in problem-solving -finalists in the Federal Reserve Challenge
- Ethics - helping low-income families file taxes

<http://www.lafayette.edu/>

The screenshot shows the Lafayette College website homepage. At the top, the URL <http://www.lafayette.edu/> is displayed. The main header features the Lafayette College logo and navigation links for CURRENT STUDENTS, FACULTY & STAFF, ALUMNI, and PARENTS & FAMILIES. A search bar is also present. Below the header is a red navigation bar with links for ABOUT the College, ACADEMICS departments & programs, ADMISSIONS applying to Lafayette, TUITION & AID financial information, CAMPUS LIFE activities & athletics, and AFTER GRADUATION continuing connections. A secondary navigation bar includes links for VISIT, APPLY, GIVE, WORK, and REQUEST INFO. The main content area features a large image of students and a prominent red box titled "Grand Challenges in Haiti" with the subtext "Students help provide clean water to impoverished families." To the right, another red box titled "Cross-Train Your Brain" highlights high-level research and field experience. The page footer includes the ai ACADEMIC IMPRESSIONS logo and the number 44.



**RESOURCE**

## Investment Prospectus

Augustana College



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## INSTITUTIONAL EXAMPLES OF COMMUNICATION



## Alumni success is a powerful chapter in the Lafayette story.

Our secret? Big dreams and careful preparation through rigorous academics, leadership opportunities, and *Gateway*, a unique career development program that students can start in their first year.

- ▶ 94% of graduates are employed or in top grad schools or internships within six months of graduation
- ▶ We rank 5th among top liberal arts colleges in starting median salaries
- ▶ In net 30-year return on investment, *Bloomberg BusinessWeek* places Lafayette No. 17 among 1,248 colleges and universities nationally and No. 2 among liberal arts colleges
- ▶ Top companies and professional schools recruit Lafayette grads, including ExxonMobil, IBM, JPMorgan Chase, Polo Ralph Lauren, Walt Disney, and Berkeley, Columbia, Cornell, Duke, Harvard, Princeton, Penn, and Stanford

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THE LAFAYETTE INVESTMENT YOU SHOULD KNOW... DON'T TAKE OUR WORD FOR IT HOW WE MAKE IT HAPPEN OUR ALUMNI WHAT'S NEXT?

### A world of opportunity. A lifetime of return.

You Should Know...

Statistic	Percentage
of our grads are employed, continuing their education, in internships or in volunteer work 6 months after graduation.	95%
of our students graduate, with 89% finishing in four years. Lafayette is among the top 10 schools in the country for four-year graduation rate, according to U.S. News and World Report.	91%
of Lafayette students have had an internship or other field experience by their senior year.	78%

Source: <http://launchyourlife.lafayette.edu/value/>

■ LAFAYETTE COLLEGE:  
New Responsive Web Site promoting the  
value of a Lafayette degree

<http://launchyourlife.lafayette.edu/value/>

- Uses Twitter Bootstrap theme
- Teaser on homepage, academics, admissions and after graduation pages
- Pushed out in search and prospect emails

<http://www.augustana.edu/>

Augustana College  
Rock Island, Illinois

SEARCH

HOME INFORMATION ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS

Worth knowing: Students here get a better opportunity to learn to synthesize and organize information. Example: Political science majors researching violence in Brazil in a way more like graduate school. Read about them >>

My AUGIE CHOICE

Students share how they use their \$2,000 in Augie Choice funding

EVENTS  
March 18  
March 19  
March 20

AUGUSTANA MAGAZINE

<http://www.augustana.edu/>

## Worth knowing:

Students here get a better opportunity to learn to synthesize and organize information. Example: Political science majors researching violence in Brazil in a way more like graduate school. [Read about them >>](#)



<http://wp.stolaf.edu/outcomes/>

## ST. OLAF COLLEGE

search

CURRENT STUDENTS | FACULTY/STAFF  
PARENTS | VISITORS | ALUMNI

HOME ABOUT ACADEMICS ADMISSIONS THE ARTS ATHLETICS OUTCOMES GIVING

A comparative alumni research study commissioned by the Annapolis Group — a consortium of the nation's leading liberal arts colleges, including St. Olaf — provides impressive evidence of that outcome.

St. Olaf graduates carry with them a mindset and toolkit of skills that are critical to future success:

- the ability to write clear prose
- quantitative reasoning
- knowing how to ask the right questions to solve problems
- working productively in groups
- learning in community with others
- functioning in a multicultural environment
- appreciating the arts.

As a result, St. Olaf graduates are in high demand among employers and graduate schools across the nation. A survey of the Class of 2011 one year after their graduation demonstrates the broad range of success our graduates experience.



<http://stolaf.edu/apps/recentgradsurvey/>

ST. OLAF COLLEGE

## Return on investment survey



<http://www.colgate.edu/distinctly-colgate/success-after-colgate>

## Colgate University

[Academics](#) [About Colgate](#) [Campus Life](#) [Distinctly Colgate](#) [Admission & Financial Aid](#)

HOME - DISTINCTLY COLGATE - SUCCESS AFTER COLGATE

### Success After Colgate

At Colgate, we consider the success of our alumni, young and old, to be one of our most prominent distinctions.

#### Liberal Arts at Work

For high school students looking at colleges and considering career paths, one factor to consider is what opportunities a specific major might provide after graduation.

A new tool developed at Colgate allows users to select any of the 52 majors and see what alumni who graduated with a particular major are now doing.

Use the dropdown menu to get started!

CHOOSE A MAJOR



<http://www.colgate.edu/distinctly-colgate/success-after-colgate/success-after-colgate-results?major=ENGL>

## Colgate University

Academics About Colgate Campus Life Distinctly Colgate Admission & Financial Aid

HOME - DISTINCTLY COLGATE - SUCCESS AFTER COLGATE - SUCCESS AFTER COLGATE RESULTS

### Success After Colgate / English

#### Co-Owner

QUOTABLE CARDS  
1992 graduate

#### Senior Editor

BLOOMBERG LP  
1988 graduate

#### Producer - Disney Interactive Media Group

WALT DISNEY COMPANY  
2008 graduate

#### Teacher

MASSACHUSETTS DEPARTMENT OF EDUCATION  
2010 graduate

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## University of Texas Unveils a New Tool for Judging a Degree's Worth

*Chronicle of Higher Education, Jan. 16, 2014*

- [www.utsystem.edu/seekut/](http://www.utsystem.edu/seekut/)
- This is an on line database where you can compare salaries, student loan debts and job prospects for people in hundreds of majors and occupations
- Contains data on 68,000 alumni who graduated from 2007-2011 and remained in Texas
- For example, the average English major earned \$36,519 the first year out and \$48,059 after five years, with an average debt of \$20,187
- The average petroleum engineering grad was making \$105,713 in the first year and \$150,537 after 5 years

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2014 Princeton Review  
**Best Value Colleges**  
**GETTYSBURG COLLEGE**

**\$47.1 MILLION**  
awarded in Financial Aid last year

**80% GRADUATE IN 4 YEARS**  
MORE THAN  
(Double the national average)

**94% OF THE CLASS OF 2012**  
had a job or was in graduate school one year after graduation

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**CHAT**

Can you identify other institutions that effectively communicate value?

**ai ACADEMIC IMPRESSIONS 58**

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## FINAL THOUGHTS AND KEYS MOVING FORWARD



### ■ STORIES ABOUT VALUE ARE NOT ENOUGH...

#### ***WE MUST EXPLAIN COST V. PRICE***

- No one pays the full cost
- Valuable experiences cost more
  - Low student to faculty ratio
  - Adding new in demand programs
  - Technology
  - Resources
  - Energy, insurance, maintenance, etc.

*Higher education demands: Hi-tech and High-touch.*



## ■ CLOSING THOUGHTS

- Distinguishing characteristics that separate one institution from another.
- Distinctive **value characteristics** increase the market position of the institution and its strength
- Focus your worth claim on the audience and elements that matter most.



## ■ A WORTH CLAIM?

- Bold symbols and language about your value and values;
- A base built on advantages and reinforced by evidence;
- Anticipatory thinking, because worth is fully comprehended through future success;
- Emotion and attendance to the primary needs of a deciding student.





## TAKEAWAYS

- Value is relative—get used to it
- Communicating your value is critical
- Matching messenger with audience is critical
- Select strategic method of communicating value
- Value first; then affordability



## QUESTIONS



## EVALUATION

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