Enrollment Management: Strategy, Alignment and Inequality

UPCEA Marketing and Enrollment Management Seminar
Denver, CO

A Presentation by John (Jack) Maguire
Founder & Chair Emeritus, Maguire Associates, Inc.
November 5, 2015
The term “Enrollment Management” was first used in a 1976 article in Boston College’s alumni magazine.
Enrollment Management is a process that brings together often disparate functions having to do with recruiting, funding, tracking, retaining and replacing students as they move toward, within and away from the University.

reduce fragmentation by systematizing and integrating these fields into one grand design.
The merging of such disparate disciplines into the hybrid called Enrollment Management is, more than anything else, an effort to confront private higher education’s uncertain future synergistically, i.e., in a way that will allow our integrated efforts to be greater than the sum of their individual parts.
Are We Losing Control?

Today, colleges and universities face unprecedented challenges that undermine their sense of institutional control.
Stealth Applicants

When more and more candidates for admission are “stealth applicants” who, having researched the school on the Internet, fly in under the institutional radar...

How does the school control its student recruitment and messaging?
What a Wicked Web

When any rumor – whether true or false – can be posted by anyone, gain traction and spread virally through an ever-expanding universe of online social networks...

How does a school control its institutional reputation?
Rankings Tyranny

When third-party entities like U.S. News & World Report have so much influence over public perception of relative institutional quality that they can seduce institutional leaders to “game the system” in ways that actually undermine the school’s mission...

How can a college or university control its distinctive identity and promise?
As a result, in far too many schools, Enrollment Management has become synonymous with a narrow view of Marketing that is more about gaining short-term competitive advantage at the point of enrollment and less about finding the best fit between school and student to the long-term benefit of each.
The Traditional Enrollment Funnel

- An image borrowed from business marketing.
  - Prospective students are like “sales leads” that become increasingly “qualified” as they move through successive stages.
  - Thereby meriting an increasing expenditure of time and money to convert them into enrolled students.
  - The funnel implies completion of a one-time sale at the point of enrollment.
The Multi-Funnel Model

A considerable improvement over the single-funnel model.

- Adopts a life-cycle perspective.
- Provides entry points at different phases.
- Speaks to who is making decisions at each phase.
- Allows institutional agency in promoting conversions.
Is That Your Funnel Answer?

The Funnel is an outmoded, defective metaphor.
Is That Your Funnel Answer?

The Funnel is an outmoded, defective metaphor.

It does not account for outflows and “nonflows.”
Is That Your Funnel Answer?

The Funnel is an outmoded, defective metaphor.

It does not account for outflows and "nonflows."

But, worst of all, it perpetuates a simplistic focus on conversions at the point of student enrollment.
# Dark Matter Populations

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Prospects</td>
<td>Who never enrolled</td>
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<tr>
<td>Prospects</td>
<td>Who never inquired</td>
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<tr>
<td>Targeted Prospects</td>
<td>Who never inquired</td>
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<tr>
<td>Inquirers</td>
<td>Who never applied</td>
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<td>Applicants</td>
<td>Who never admitted</td>
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<tr>
<td>Applicants</td>
<td>Who never inquired</td>
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<tr>
<td>Enrollees</td>
<td>Who never graduated</td>
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<tr>
<td>Admits who never</td>
<td>Who never enrolled</td>
</tr>
<tr>
<td>Admits who never</td>
<td>Who never enrolled</td>
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<tr>
<td>Alums</td>
<td>Who never supporting</td>
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<tr>
<td>Alums</td>
<td>Who never supporting</td>
</tr>
<tr>
<td>Support</td>
<td>Who never supporting</td>
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</tbody>
</table>
The Dark Matters

These “dark” populations matter for two very compelling reasons.

• **They can teach us.**
  Shining the light of analysis on these dark matter populations can yield many valuable insights – both tactical and strategic.

• **They are markets.**
  These populations continue to be audiences and potential markets for the school’s programs and services.
Communities Are Where You Find EM

We need to expand our thinking to include the cultivating, nurturing, and leveraging of a Community of Communities ($C^2$) that includes communities of influence, as well as communities of students, faculty, alumni, advocates, stewards, donors, etc.

$EM=C^2$ is our name for this reformulation of Enrollment Management – a new EM with Community at its core.
It doesn’t take an Einstein...

... to know that Enrollment Management needs to be reformulated for the new world of higher education – a world in which virtual communities proliferate, global boundaries are erased, “stealth applicants” abound, and *U.S. News*, Twitter and Facebook shape the expectations of those making college choice decisions.
EM = C²

A New Formula for Enrollment Management

- **E = Enrollment** redefined and broadened to describe, from the community member’s perspective, a process of joining, experiencing, contributing to and transitioning from all kinds of virtual and physical communities.

- **M = Management** redefined and broadened to describe, from the institution’s perspective, a process of understanding, inspiring, engaging and leveraging all kinds of virtual and physical communities.

- **C² = Community of Communities** where the institutional community is redefined as the current expression of mission and values that inspire and hold together its various affiliated communities over time.
## The EM=C² Matrix

<table>
<thead>
<tr>
<th>E-Axis</th>
<th>M-Axis</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLLMENT</td>
<td>UNDERSTAND</td>
<td>INSPIRE</td>
</tr>
<tr>
<td>JOIN</td>
<td>A conceptual framework to facilitate thinking and strategizing around this new formula for EM.</td>
<td></td>
</tr>
<tr>
<td>FULFILL</td>
<td>The vertical <strong>E-Axis</strong> displays four phases of Enrollment in communities.</td>
<td></td>
</tr>
<tr>
<td>REPRESENT</td>
<td>The horizontal <strong>M-Axis</strong> displays four dimensions of Management of communities.</td>
<td></td>
</tr>
<tr>
<td>STEWARD</td>
<td>The 16 points of intersection provide myriad opportunities to put <strong>EM=C²</strong> into practice.</td>
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</table>
### The EM=C² Matrix

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<tr>
<td>JOIN</td>
<td>Understand why and how individuals select and join (or do not) this community.</td>
<td>Inspire individuals to select and join this community.</td>
</tr>
<tr>
<td>FULFILL</td>
<td>Understand why and how members fulfill (or do not) their needs in this community.</td>
<td>Inspire members of this community to more meaningfully fulfill their needs.</td>
</tr>
<tr>
<td>REPRESENT</td>
<td>Understand why and how members of this community choose to (or not to) represent the school.</td>
<td>Inspire members of this community to represent the school.</td>
</tr>
<tr>
<td>STEWARD</td>
<td>Understand why and how members choose to (or not to) steward the school.</td>
<td>Inspire members of this community to steward the school.</td>
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</table>
The M-Axis: ENGAGING Communities

• At critical “touch points” when students and other constituents make specific requests of the institution, how timely and effective is the response? Is the school missing opportunities to make those experiences positive ones?

• The Satisfaction-Retention Matrix can help think through how the school can better engage students and other communities.
The M-Axis: ENGAGING Communities

Satisfaction-Retention Matrix

<table>
<thead>
<tr>
<th>SATISFIED?</th>
<th>RETAINED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

SATISFIED?
- YES
- NO

RETAINED?
- YES
- NO
The M-Axis: ENGAGING Communities

Satisfaction-Retention Matrix

SATISFIED?

YES

Satisfaction

YES

All enrollees begin their college experience in this quadrant.

NO

RETAINED?

YES

NO
The M-Axis: ENGAGING Communities

Satisfaction-Retention Matrix

SATISFIED?

YES  NO

RETAINED?

YES

All enrollees begin their college experience in this quadrant.

NO

Some may become less satisfied but continue to persist.
The M-Axis: ENGAGING Communities

Satisfaction-Retention Matrix

SATISFIED?

YES

All enrollees begin their college experience in this quadrant.

NO

Some may become less satisfied but continue to persist.

RETAINED?

YES

NO

Some may become so dissatisfied they drop out.
The M-Axis: ENGAGING Communities

Satisfaction-Retention Matrix

SATISFIED?

YES

All enrollees begin their college experience in this quadrant.

YES

RETAIRED?

YES

NO

Some may become less satisfied but continue to persist.

Some may be compelled to drop out for various reasons, despite being satisfied.

Some may become so dissatisfied they drop out.
You Gotta Love IT

• Advances in Information Technology – especially the emergence of integrated databases – make possible a wealth of new knowledge and insight about the many communities served by the institution.

• Without these IT tools it would be far too difficult to keep track, much less make sense, of the multiplicity of individual and community interactions.

• Fortunately, these myriad interactions leave behind a digital data trail. And this data trail contains interpretive information.
To understand and control this complex flow, reliable computerized information systems are essential. Standardized definitions, agreed to by all relevant departments, are necessary components of a useful data base. Most important of all, the coordination of data retrieval, with analysis and timely decision-making based on that data, must be maintained across departments.
In summary, there is no necessary contradiction between using sophisticated information systems to respond to shifting student needs and maintaining a humanistic vision of what fundamentally constitutes a good education.
Implementing $EM=C^2$

- Translating $EM=C^2$ theory into practice requires strong, energetic leadership to overcome the “silo mentality” that so often characterizes colleges and universities.

- Other organizational mechanisms have also proven useful:
  - adhocracies
  - integrated systems
  - dashboards, templates, common metrics
  - new silo-spanning positions
So, how in practical terms might this new approach to Enrollment Management work?
The **EM=C²** Matrix at Work

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</tr>
<tr>
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<tr>
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</tr>
<tr>
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<td>STEWARD</td>
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</tr>
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</table>

Train “front-line” staff (employees and volunteers) to seek out in their interactions with the school’s various constituencies an improved understanding of how the school is or is not meeting their needs and expectations.

Multiple Community FULFILL Phase
In Conclusion

After 35+ years, Enrollment Management has only begun to fulfill its potential as a professional discipline.

The time is ripe to assert a new, multidimensional, nonlinear approach that embraces the reality of a global, socially-networked marketplace, and does so in large part by harnessing the power of the information technologies that enable and track the behaviors of its many communities.
In Conclusion

This $EM=C^2$ approach seeks to influence rather than control these communities — through data-driven insight, values-based inspiration, highly responsive assistance, and flexible facilitation.
Questions to be Addressed

• What explains the alarming indicators of national economic and social decline afflicting the U.S.?

• How is American higher education and the discipline of enrollment management implicated in and affected by these larger, societal trends?

• What can we do as practitioners and leaders in the field of data analytics to reverse these negative trends?
The Vicious Cycle
of Denial, Fear, and Self-Interest

Income Inequality
The Vicious Cycle
of Denial, Fear, and Self-Interest

Have & Have-Not Colleges

- Income Inequality
- Have & Have-Not Colleges
The Vicious Cycle
of Denial, Fear, and Self-Interest

Diminished K-12 Teacher Quality
The Vicious Cycle
of Denial, Fear, and Self-Interest

Lowered Standards & Expectations

- Income Inequality
- Have & Have-Not Colleges
- Diminished K-12 Teacher Quality
- Lowered Standards & Expectations

The Vicious Cycle
of Denial, Fear, and Self-Interest
The Vicious Cycle
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Decline in STEM Competitive Standing
The Vicious Cycle of Denial, Fear, and Self-Interest

Loss of Employment & Income

1. Loss of Employment & Income
2. Decline in STEM Competitive Standing
3. Diminished K-12 Teacher Quality
4. Lowered Standards & Expectations
5. Have & Have-Not Colleges
6. Income Inequality
Income Inequality

• Wealth of compelling data demonstrating the **negative effects of income inequality** in nations and societies around the world.

• These effects in life expectancy, disease morbidity, high school dropout rates, violent crime, drug abuse, trust, and social mobility related to **gap between levels of income**.

• **U.S. income inequality has grown dramatically.**

• The U.S. also displays some of the most **negative societal effects**.
Americans Underestimate Inequality

This figure shows the actual wealth distribution in the United States, along with results of a survey that asked Americans to estimate and report their ideal distributions. Respondents vastly underestimated the actual level of wealth inequality in the United States, and also constructed ideal distributions that were far more equitable than both the actual and estimated distributions.

Source: Michael I. Norton and Dan Ariely, “Building a Better America - One Wealth Quintile at a Time,” Perspectives on Psychological Science 2011, 6: 9. Available at: https://www.people.hbs.edu/mnorton/norton%20ariely.pdf. Notes: Because of their small percentage share of total wealth, both the “4th 20%” value (0.2%) and the “Bottom 20%” value (0.1%) are not visible in the “Actual” distribution.

Source: “Inequality in the United States: Understanding Inequality with Data” Curated by Sharon Jank & Lindsay Owens www.inequality.com/slides
U.S. Income Distribution
By Top .01%, .1%, 1%, 10% and Bottom 90%

1980

Median Income in Millions of Dollars

- Top 0.01%: 3.3
- Top 0.10%: 0.67
- Top 1.00%: 0.33
- Top 2.0-10.0%: 0.092
- Bottom 90.0%: 0.024
U.S. Income Distribution
By Top .01%, .1%, 1%, 10% and Bottom 90%

1980 vs. 2008
U.S. Income Distribution
By Top .01%, .1%, 1%, 10% and Bottom 90%

1980 vs. 2008

Median Income in Millions of Dollars

+ 400%
16.5

+ 400%
3.3

+ 150%
0.83

0%
0.092

-23%
0.0185

-23%
0.024

Top 0.01%  Top 0.10%  Top 1.00%  Top 2.0-10.0%  Bottom 90.0%
Unemployment Rates in the U.S. for Workers in Selected Deciles of the Household Income Distribution, 4th Quarter 2009 (in %)

- Lowest ($12,499 or less) - 30.8%
- Second ($12,500 to $20,000) - 19.1%
- Fourth ($30,000 to $39,999) - 12.2%
- Sixth ($50,000 to $59,999) - 7.8%
- Eighth ($75,000 to $99,999) - 5.0%
- Ninth ($100,000 to $149,999) - 4.0%
- Top ($150,000 or more) - 3.2%

工人类别:
- 劳务员（最低工资）
- 社会工作者 ($20-$50k)
- 护士与老师 (Nurses & Teachers)
- 财务专家、CEO (最高薪水2008 = 112.5M)
- 运动员，电影明星 (Athletes, Movie Stars)
Inequality Has Increased With Each Expansion in the Postwar Era

The bottom 90 percent experienced a decline in income from 2009 to 2012, meaning their share of income gains was negative. Source: Pavlina R. Tcherneva calculations based on data from Thomas Piketty and Emmanuel Saez and N.B.E.R.

Top 1 Percent Share of Total Income

Source: Thomas Piketty and Emmanuel Saez, “The Evolution of Top Incomes: A Historical and International Perspective”
Health and Social Problems are not Related to Average Income in Rich Countries

Index of:
- Life expectancy
- Math & Literacy
- Infant mortality
- Homicides
- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – including drugs & alcohol addiction
- Social mobility

Health and Social Problems are Worse in More Unequal Countries

Index of:
- Life expectancy
- Math & Literacy
- Infant mortality
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- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – including drugs & alcohol addiction
- Social mobility

www.equalitytrust.org.uk
Have & Have-Not Colleges

• Top 20 private universities with the largest endowments account for 60% of the total endowment value of all private institutions.

• Same 20 institutions represent 6.3% of total private post-secondary enrollment and only 1.7% of total post-secondary enrollment.

• These best-endowed institutions are virtually identical to the 20 top-ranked national universities.
Have & Have-Not Colleges

• The “Have” institutions disproportionately serve the “Have” students and families.
  
  ○ In 2008-9, the wealthiest private institutions (with endowments of over $4 billion) had the lowest percentages of students with Pell Grants – ranging from 5.7% to 15.1%
  
  ○ Whereas, Pell Grant recipients accounted for roughly 38% of students on average at all public and non-profit institutions.
U.S. Population vs. Students in Selected Types of Colleges

Percent Below Average Annual Family Income Levels

<table>
<thead>
<tr>
<th>Income $ (Thousands)</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>120</th>
<th>135</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Below Income $</td>
<td>8</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>90</td>
<td>97</td>
<td>82</td>
<td>70</td>
<td>25</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Community College
- U.S. Population
- Three Urban Universities
- Billion Dollar Club
- Selective Liberal Arts

SOURCE: Data supplied by selected institutions.
UMass must cut $10.9m to pay for raises

Legislators reject supplemental outlay for schools

By Laura Krantz
GLOBE STAFF

The University of Massachusetts will cut $10.9 million from its budget this year because the Legislature did not grant the system an extra pot of money it sought to cover pay increases for staff and professors, President Martin T. Meehan said Thursday.

It is too early to know what will be eliminated, but UMass is worth of retroactive raises that are part of new three-year contracts with staff and faculty unions, which represent about 6,000 workers across the campuses.

In September, Meehan appeared to be confident UMass would get the $10.9 million for the raises, because he went ahead and paid back wages to employees, in part to quiet outcry from the unions, before knowing if the Legislature would allocate the money.

The decision to not allocate the money is a blow to Meehan, who took over in July promising to bring more revenue to the university.

We appreciate the attempt that the

Harvard University reports $62 billion surplus

Cash account slashed in sign of new confidence

By Laura Krantz and Beth Healy
GLOBE STAFF

Harvard University posted a $622 million surplus for the year ended in June, its largest in the turbulent period since the financial crisis of 2008.

The surplus was up from $22 million the previous year and represented 1 percent of the university's revenue, according to Harvard's annual report, released Thursday. Total operating revenue rose 3 percent, to $4.85 billion.

Harvard receives 85 percent of its operating revenue from the endowment.

In a sign that Harvard sees its finances as much improved since the 2008-2009 period, the university disclosed that it had reduced its cash account to $1.6 billion from $2.1 billion. It maintains a floor of $1.2 billion.

Harvard experienced a cash crunch in the financial crisis, when its endowment lost one-quarter of its value and the university had to dip into its cash in the aggressively invested endowment as well. Layoffs, cost cuts and other measures were introduced to right the institution's finances.

Harvard is still keeping a lid on new debt issuance in the wake of the crisis. It held its total debt at $5.6 billion last year, and in the third quarter paid down $300 million of debt, lowering the total to $5.3 billion.

The university received many large gifts from donors last year, as part of a major fund-raising campaign.

Harvard President Drew Faust, in her letter in the annual report, said, "Despite continued pressure on sources of revenue, including further declines in federally sponsored research dollars and volatility in the financial markets, we once again achieved a balanced budget."

Harvard's endowment, meanwhile, reported a modest 5.8 percent investment return for fiscal 2015. Three high-level investment managers have left the fund.

The school's $37.6 billion endowment is the largest in the higher-education world.
## SAT’s vs Income

<table>
<thead>
<tr>
<th>FAMILY INCOME</th>
<th>AVERAGE SAT SCORE (OUT OF 2400) FOR 2013 COLLEGE-BOUND SENIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0,000-$20,000</td>
<td>1326</td>
</tr>
<tr>
<td>$20,000-$40,000</td>
<td>1402</td>
</tr>
<tr>
<td>$40,000-$60,000</td>
<td>1461</td>
</tr>
<tr>
<td>$60,000-$80,000</td>
<td>1497</td>
</tr>
<tr>
<td>$80,000-$100,000</td>
<td>1535</td>
</tr>
<tr>
<td>$100,000-$120,000</td>
<td>1569</td>
</tr>
<tr>
<td>$120,000-$140,000</td>
<td>1581</td>
</tr>
<tr>
<td>$140,000-$160,000</td>
<td>1604</td>
</tr>
<tr>
<td>$160,000-$200,000</td>
<td>1625</td>
</tr>
<tr>
<td>More than $200,000</td>
<td>1714</td>
</tr>
</tbody>
</table>

Source: Lani Guinier, *The Tyranny of the Meritocracy: Democratizing Higher Education in America*
Degree vs SAT’s vs Income

**It’s Not All About Aptitude: Percentage of Students Who Received a Four-year College Degree or More, by Test Scores and Income, 2000**

- **Low score**
- **Middle score**
- **High score**

Quoted in Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream by Suzanne Mettler.
College Completion by Income and Year of Birth

The figure shows that there is a great deal of inequality in college completion by income group. In the most recent cohort, just 9% of students from the lowest income group finish college as compared to 54% from the highest income group. Moreover, the increase in college completion over time has not been equally distributed. Rates increased just 4 percentage points for the lowest income group (from 5% to 9%), but grew 18 percentage points for the highest income group (from 36% to 54%).

Source: “Inequality in the United States: Understanding Inequality with Data” Curated by Sharon Jank & Lindsay Owens
www.inequality.com/slides
Institutions have high concerns with all aspects of the value environment of higher education, with the majority of the concern placed upon the sustainability of the high cost, high discount pricing model for higher education. In general, it appears as though institutions are slightly more concerned than in the previous year about all of the issues facing college enrollment.

How concerned are you about the following issues facing college enrollment?

- **The sustainability of the high cost, high discount pricing model for higher education**: 29% extremely concerned, 24% concerned, 35% very concerned, 9% not very concerned, 4% not at all concerned.
- **The public focus on defining the value of higher education**: 18% extremely concerned, 18% concerned, 37% very concerned, 37% not very concerned, 8% not at all concerned.
- **The discussion of a student debt “bubble” in the public sphere**: 18% extremely concerned, 18% concerned, 35% very concerned, 35% not very concerned, 8% not at all concerned.
- **The possibility of government accountability for higher education outcomes**: 14% extremely concerned, 14% concerned, 27% very concerned, 42% not very concerned, 16% not at all concerned.
- **Need for traditional undergraduate institutions to adapt to new models of higher education (e.g., online, hybrid, adaptive…)**: 9% extremely concerned, 9% concerned, 25% very concerned, 44% not very concerned, 20% not at all concerned.
- **The strategic use of merit aid to shape incoming undergraduate classes**: 8% extremely concerned, 8% concerned, 22% very concerned, 41% not very concerned, 25% not at all concerned.
- **The impact that college rankings have had on the undergraduate admissions practices at your school**: 6% extremely concerned, 6% concerned, 13% very concerned, 33% not very concerned, 38% not at all concerned.
- **The use of early application/admission programs in undergraduate admissions**: 8% extremely concerned, 8% concerned, 24% very concerned, 50% not very concerned, 16% not at all concerned.
Have & Have-Not Colleges

• Self-perpetuating cycle in which wealthy alumni of elite universities “bring sand to the beach.”

• Huge endowments confer a hidden discount in the form of a sticker price far below the actual cost of educating students.

• Unfair programmatic and reputational advantage in attracting wealthy families and the financial aid resources to out-compete for the most capable students.
Diminished K-12 Teacher Quality

- The teaching profession is **not highly respected** in our society.
  - Disproportionately come from the bottom half of their high school classes.
  - Unlike Japan, Finland, and Canada where teachers are drawn from the top academic 10% of high school graduates.
  - “Call me old-fashioned, but I don’t think one hedge fund manager (making an obscene $1 billion per year) is worth **20,000** teachers!” ~*Robert Reich*

- The undervaluing of teachers has steered many of the most capable potential teachers away from the profession, reducing the overall quality of the pool that we rely on to educate our children.
Lowered Standards & Expectations

• **Grade inflation** is common in our colleges and universities, as reflected in rising GPA’s and declining time spent studying.

• We are **expecting less from students** in terms of course preparation and content mastery.

• Is this the inevitable by-product of not attracting the most qualified teachers and the low esteem in which our society holds the teaching profession?
Decline in Competitive Standing

- Where once the United States had the highest college completion rates in the world, **we now rank 12th** among 25-35 year-olds.

- In **Math and Science**, **we have dropped below the top 20 countries** in elementary and secondary school exam scores.
Loss of Employment & Income

• We’re now **losing high-skill jobs** to countries with better STEM-educated workers.

• Our persistent high unemployment and low income is concentrated in population groups with inadequate STEM educations.

• Thus has EDUCATION – the traditional lever in our society for moving people out of poverty into the middle class – been turned into a **barrier that blocks social mobility** and exacerbates the gap between the Haves and Have-Nots.
Social Mobility: Unequal Opportunities

Figure 12.2 Social mobility in the USA increased to 1980 and then decreased.\textsuperscript{272}
Social Mobility is Higher in More Equal Rich Countries

www.equalitytrust.org.uk
Are we powerless to halt and reverse our descent along this downward trajectory?
The Virtuous Cycle
of Data-Based Knowledge, Awareness and Understanding

Compile Relevant Data
The Virtuous Cycle
of Data-Based Knowledge, Awareness and Understanding

Apply
Sophisticated
Analytics

Compile Relevant Data

Apply Sophisticated Analytics
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Extract Meaningful Insights
The Virtuous Cycle
of Data-Based Knowledge, Awareness and Understanding

Present Evidence in Compelling Fashion

Compile Relevant Data
Apply Sophisticated Analytics
Extract Meaningful Insights
Present Evidence in Compelling Fashion
The Virtuous Cycle
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Create Leadership Awareness
The Virtuous Cycle of Data-Based Knowledge, Awareness and Understanding

Monitor Effects of Policy Changes
In Conclusion . . .

- Changing our nation’s educational priorities, policies, and practices will require political will; and that will require changing deeply ingrained opinions and attitudes.

- Only by marshaling compelling evidence of the urgent need for change and of the dangerous consequences of continued denial can we create the virtuous cycle...
In Conclusion . . .

reversing the Prospect of Decline through the Power of Knowledge.
QUESTIONS