

# **Presidential Task Force**

## **Report on Enrollment Size and Program Capacity**

### **Lafayette College**

**Submitted to  
President Alison Byerly**

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# Presidential Task Force

## Enrollment Size and Program Capacity

### Final Report

In November 2013, President Alison Byerly convened the Presidential Task Force on Enrollment Size and Program Capacity (ESPC) and charged it to:

- Study the enrollment size of the College, in the context of some general consideration of other aspects of the college's programmatic capacity, including the admissions pool, facilities, and calendar; and
- Consider costs and benefits of expanding, maintaining, or reducing the size of the student body, particularly in relation to other programmatic changes (for example, new interim or summer programs) that might affect the college's overall capacity

In addition to two at-large faculty members selected by the President, ESPC includes faculty representatives from two key elected faculty committees concerned with enrollment issues, Faculty Academic Policy and Enrollment Planning Committee. Administrators on the Task Force include the Dean of Admissions and Financial Aid; the Associate Vice-President for Business and Finance Operations; and, the Associate Provost for Academic Operations.

After the kick-off meeting hosted by President Byerly on November 15, 2014, ESPC commenced holding weekly meetings. As a group, we met three times in November and December, once during the winter interim (a joint meeting with the Presidential Task Force on the Integrated Student Experience that was attended by the President), and ten times during the spring semester (meeting minutes are included in Appendix A). The Task Force invited various representatives from different College offices and divisions to meet with us and answer questions; these meetings proved very helpful and we gratefully acknowledge the time and efforts of Grace Reynolds, Director of Residence Life, Mary Wilford-Hunt, Director of Facilities Planning and Construction, Frank Benginia, Registrar, and Gisella Gisolo, Director of International and Off-Campus Study to help facilitate our work.

In addition to our weekly Task Force meetings, we held a series of open meetings with key college constituencies in December and February to solicit their views, concerns, and suggestions about issues related to enrollment size and program capacity at Lafayette. Two of these meetings were held for faculty, one for students, and one for staff and administrators (notes from the discussions at these open meetings are included in Appendix B). The chair also met with a small number of faculty members and administrators one-on-one and spoke to a member of the College's Board of Trustees to solicit their views and concerns. Several ESPC members also met with the representative of the Education Advisory Board on January 28 and attended the Trustee Retreat on January 30. At the Trustee Retreat, the Task Force solicited input from attending trustees, faculty, and administrators via a brainstorming exercise designed to elicit their feedback on possible benefits and costs resulting from an increase or decrease by 200-400 students in the size of the

student body. A content analysis of the responses obtained from this exercise is included in the Appendix C, and a synopsis of themes that emerged from this analysis is offered later in this report.

We thank faculty and staff colleagues as well as the students who met with us for their thoughtful input during the information-gathering phase of the task force's work. Most especially, we thank Simon Tonev and Prof. James Schaffer from the Office of Institutional Research for their timely and comprehensive response to our voluminous request for data; our list of requested data is included in Appendix D.

## I. INTRODUCTION

For several years now, the issue of enrollment size has been a subject of interest at Lafayette, not least because of 1) the financial importance of tuition payments within the college budget and 2) how enrollment size impacts the College's ability to support existing programs and foster the creation of new academic and community initiatives. Since the 1990s, the College has experienced considerable growth in the size of in-coming first year classes and this has led to growth in the overall size of the college. Considerable additions have been made to residence hall capacity and some major additions have been made to teaching facilities (most notably the construction of the Hugel Science Center and Oechsle Hall where the former Alumni Gym was converted for use by the Department of Psychology and the Program in Neuroscience).

The College Master Plan of 2008/09 assumed that the enrollment size of incoming First Year classes would be held at approximately 600 while the size of the Faculty was to grow by 35 tenure-track positions. Proceeds from a major Capital Campaign were, in part, perceived as a way to allow for increased faculty size in the absence of increased tuition revenues. With the economic downturn of 2009 and the financial challenges that followed, President Dan Weiss offered a rethinking of the enrollment size issue and shared a proposal with the faculty that outlined the potential financial gains from a major expansion in the size of the student body. In a 2011 presentation, President Weiss projected an additional one million dollars in revenue annually for every additional 200 students. While the proposal assumed that the size of the faculty and the physical facilities (academic, office, and teaching space) would grow corresponding to the growth in the size of the student body, a detailed analysis of the financial costs and revenues, specifically how the net revenue gain of one million dollars per extra 200 students would be attained, was not presented to the faculty. Following the announcement in the spring semester of 2012 of President Weiss's impending departure from Lafayette, the discussion on enrollment size was put on hold pending the installation of a new President.

Shortly following her inauguration in the fall of 2013, President Alison Byerly formed a Presidential Task Force on Enrollment Size and Program Capacity (ESPC) to study the issue of enrollment size at the College and evaluate how potential actions involving the enrollment size might impact the financial stability of the college, the quality of the academic program, and the character of campus culture. In addition, President Byerly requested the ESPC Task Force to consider ways in which it might prove feasible to make more advantageous use of campus facilities on a year-round basis and thus increase program capacity.

## II. SIZE OF THE COLLEGE

Early on in our discussions, the ESPC Task Force grappled with the definition of what becoming “bigger” or “smaller” might entail. On seeking guidance from President Byerly about this issue, we were advised to consider an increase or decrease of 200-400 students on campus, via a change that would be implemented over a period of years. President Byerly assured the Task Force that an increase in enrollment size by 200-400 students would be implemented while safeguarding the traditional quality metrics of the incoming classes of students and the student-faculty ratio. Accordingly, the Task Force was advised by the President that a decrease in enrollment size by the same number of students could result in a decline in the faculty size and/or reductions in programs of study.

It should be noted that, although we evaluated the possibility of “staying the same size” in some detail, we recognize that the status quo does not truly represent remaining at a constant size; in recent years, the College has grown the size of the incoming class on average by approximately 10 students per year in order to meet budgetary needs. The Task Force considers this slow, unplanned increase in enrollment size to be problematic for several reasons, including the strains it places on already overburdened departments and majors (most additional students seek to major in STEM fields) and on physical facilities and student support services (e.g., classrooms and labs, the library, dining, recreation, parking, and course registration).

Another key question that the Task Force considered was the rationale for changing the enrollment size of the College. Members of the Task Force were advised by individual faculty members and a member of the Board of Trustees to carefully consider *why* the College found it necessary to undertake a change (especially an increase) in its student enrollment and to ensure that increases in revenue not be the only driving force behind such an increase. We take this opportunity to underscore that the Task Force was unanimous in its concurrence with these concerns and supports the view that any change in the size of the College must occur for long-range strategic reasons that are critical to the mission and vision of Lafayette rather than to meet short-term budgetary pressures. Some possible strategic reasons that merit careful evaluation and planning include building new and/or strengthening existing programs at the College; further building on recent gains in the diversity of the student body while purposefully targeting students intending to major in the humanities and social sciences; further strengthening our faculty in terms of diversity and interdisciplinary expertise; and enhancing our financial aid to approach or achieve need-blind admissions.

We have spent our time on this Task Force evaluating the costs and benefits of changing the College’s enrollment size (including maintaining the trend of slowly growing the incoming class) and expanding its program capacity. In order to conduct an evaluation of these dual issues, we have relied on qualitative and quantitative data we gathered since November 2014. In the remainder of this report, we provide our analysis of these data and our conclusions based on this analysis for increasing, decreasing, or maintaining (i.e., ad hoc increases in incoming class size to meet budgetary pressures) enrollment size. We end with suggestions for enhancing program

capacity as potential means to increase revenues without substantial changes to existing physical facilities.

## **IIA. Feedback from College Constituencies**

### ***Summary of Open Meetings***

The Enrollment Size and Program Capacity (ESPC) Task Force held four open meetings, two with faculty members, one with students, and one with staff and administrators, to address questions and concerns about the work of the Task Force and solicit feedback on changing the size of the student body and maximizing program capacity. Feedback from these constituencies was wide-ranging and extensive. Below is a summary of those meetings, highlighting those comments, questions, and concerns that were voiced by multiple attendees or that seemed particularly salient to ESPC. The complete notes from these four open meetings appear in Appendix B. The summary below also incorporates comments received from campus colleagues by individual members of ESPC outside of the open meeting format.

#### *Open Meetings with Faculty (December 5<sup>th</sup> and 9<sup>th</sup>, 2013)*

Two open meetings were held with faculty members. In addition to Task Force members, 14 faculty members attended the first meeting; nine attended the second (some faculty members attended both meetings). Colleagues urged ESPC to pay attention in its evaluations of growing the enrollment size to the impact such growth would have on the physical plant, such as offices, labs, and classrooms (including the informal use of classrooms); the size of the administration; and especially academic quality, as reflected in measures such as student/faculty ratio, program offerings, and number of courses with fewer than 20 students enrolled. ESPC was cautioned not to focus primarily on finances, but to examine an array of impacts. Moreover, there was concern that decreasing the size of the College would not be given a fair hearing. ESPC was asked to consider both short- and long-term consequences of any change, to assess the effect of changes on the athletics program, and to examine how increasing the size of the College would impact diversity and distribution of majors. The Task Force also was urged to consider possible unintended consequences of growing larger, such as impact on library budgets.

#### *Open Meeting with Students (February 19<sup>th</sup>, 2014)*

Approximately 25 students attended the open meeting. While there were exceptions, in general the students seemed opposed to increasing the number of students enrolled. They pointed out that dining services, housing, Skillman library, parking, and the fitness center seem stressed at the present enrollment. They noted that course registration is already frustrating, with students closed out of courses. Students had concerns about altering the current campus climate and the residential experience; one noted that the small size of the College was a major factor in deciding to attend. Students also had concerns regarding the impact of growing larger on student/faculty ratio, on selectivity, on opportunities for one-on-one research with faculty, and on how alumni would perceive the changes.

### *Open Meeting with Administrators (February 20<sup>th</sup>, 2014)*

Approximately 25 administrators attended the open meeting. Among the areas represented were Admissions, Development, Athletics, Campus Life, and the Office of Institutional Research. There was some skepticism expressed that the gain in tuition revenue from increasing enrollment would offset increased costs, particularly if new facilities are needed. There was concern expressed that facilities are already stressed at peak times. Some administrators thought that a larger student body would be appealing to potential applicants. Concerns were raised about the impact of growing larger on student quality and on the distribution of majors. There was a fair amount of discussion about how to increase capacity without significantly increasing costs. For example, attendees offered as options making better use of unpopular class times (although it was conceded that faculty would resist this and that there could be negative effects on student evaluations), expanding the interim and summer programs, staggering meal times, and adjusting admission decisions to reduce potential majors in programs that are heavily stressed. Administrators expressed concerns about maintaining the academic quality of the College if enrollment increased.

### *Highlights from the Brainstorming Exercise at the Trustees Retreat*

As part of the Trustees retreat on January 30, 2014, the ESPC Task Force asked participants to provide their thoughts on potential positives and negatives of the College getting bigger (by 200 to 400 students) or getting smaller (by 200 to 400 students) in terms of “incoming classes (selectivity, appeal of institution),” “educational/learning experience,” “residential experience,” “budget,” “physical plant capacity,” and “other.” The Task Force also provided a space for “comments” and asked respondents to indicate whether they were a Trustee, administrator, or faculty member.

In total, 61 individuals wrote something on the brainstorming worksheets –with 31 identifying as Trustees, eight as administrators, and 17 as faculty. Five respondents did not identify as any of these three types (one wrote in a different designation for him/herself and four did not circle any of the three options we provided). What follows is our analysis of the main themes across the worksheets. A summary of the themes that emerged for each option (getting bigger and becoming smaller) is presented below; the complete content analysis is included in Appendix C.

*Getting Bigger.* The three most common themes, all involving potential positives associated with growth, included the possibility of the generation of greater revenue/more money; the opportunity to increase the diversity of the incoming class and thus the educational and residential experience of students; and expansion of course offerings, departments/programs, and faculty. The next most common themes regarding “getting bigger” concerned negatives that may accompany growth including the potential for a decline in selectivity and the quality of the student body; an increased need to build residential and academic facilities; and an increase in expenditures resulting from such expansion. Less frequently mentioned positive themes associated with getting bigger included stronger appeal to prospective students if the student body was larger; better utilization of the existing physical facilities and space of the College; more student programs and better social life

(“fun”) options for students; improvement in Lafayette’s competitiveness in athletics and; better residential options with expansion of college housing facilities. A number of potential negatives also were mentioned less frequently. These included likely increases in class sizes; an adverse impact on the student-faculty ratio and fewer opportunities for one-on-one student-faculty interaction; overcrowding and urbanized quality to the campus and to campus life; fewer and more cramped residential options; and increased building and renovation costs for new and/or repurposed academic buildings to accommodate the larger student body.

*Becoming Smaller:* Fewer participants provided comments in this section of the exercise. It is noteworthy that some respondents wrote that getting smaller was unlikely to happen. Among those who responded, emerging themes included three positives and five negatives. Improvement in selectivity and the quality of students, smaller class sizes, and greater faculty-student interaction on an individual basis were the common positive themes that emerged. Possible negative outcomes associated with becoming smaller included revenue losses, possible declines in diversity of the student body, a “too small” feel related to the College and campus life, underutilization of our existing physical facilities, and a required cut in the number of programs, departments, and/or faculty. Less common positives that were noted included an improvement in the student-faculty ratio, fewer expenses and costs incurred by the College, and the opportunity to demolish and/or renovate campus buildings that are in disrepair or outdated. Two additional negatives that were mentioned less frequently were that cutbacks would be required somewhere and that classes may become too small and possibly under-enroll.

## **IIB. Trends for Impact of Enrollment Size on Key Quality Metrics**

The data summarized in this section were provided by the Office of Admissions and the Office of Institutional Research. We examined longitudinal data trends within Lafayette and compared trends at Lafayette with those at other small liberal arts colleges in terms of key quality metrics.

*Summary of Trends at Lafayette, 1990 – available date:*

Longitudinal data pertaining to selectivity in admissions, academic quality of enrolled students, diversity (gender, racial, geographic) of enrolled students, and pursuits of enrolled students after graduation were examined. Provided below is a short textual summary of general trends in the data, followed by figures that depict key trends in the data (Figures IIB-1 to IIB-7).

- 1) Selectivity in admissions increased over the period. The number of students applying per year rose from 4143 in 1990 to 6766 in 2013, a gain of 63%. The acceptance rate fell from a high of 63% in 1996 to 34% in 2013, while the yield rate remained between 25% and 30% for the period 1999-2013. The percent of newly enrolled students admitted early-decision trended upward, reaching a high of 49% in 2011 before declining slightly in 2012 and 2013.
- 2) Academic quality of enrolled students (as measured by traditional enrollment quality metrics) generally rose during the period, though small declines occurred in 2012 and 2013. The

percent of newly enrolled students in the top ten percent of their high school classes climbed from a low of 35% in 1994 to a high of 66% in 2007. The mean SAT total (verbal + math) of newly enrolled students went from a low of 1112 in 1994 to a high of 1289 in 2011.

- 3) Diversity (racial/ethnic, geographic) of enrolled students grew significantly over the period. In terms of race/ethnicity, the percent of minority students from the United States among the newly enrolled students rose from just 5.3% in 1996 to 17.8% in 2013. The percent of students from *outside* PA-NJ-NY went from a low of 27% in 1997 to a high of 46% in 2013. The number of foreign nationals among the newly enrolled students, which averaged about 35 per year during the period 2000-2012, jumped to 61 in 2013.
- 4) Diversity (gender) of enrolled students remained roughly constant over the period. The percent of women in the newly enrolled class varied from a low of 44% in 1990 to a high of 54% in 1999. Men outnumbered women within the entering class in each year since 2001.
- 5) After graduation, about 60% of each class enters the workforce, while about 25% enters graduate or professional school. These percentages varied very little during the period 2003-2012. The percentage of students entering health professions programs or law schools declined a bit over the period, from a high of 9% in 2009 to a low of 5% in 2012.

Figure IIB-1

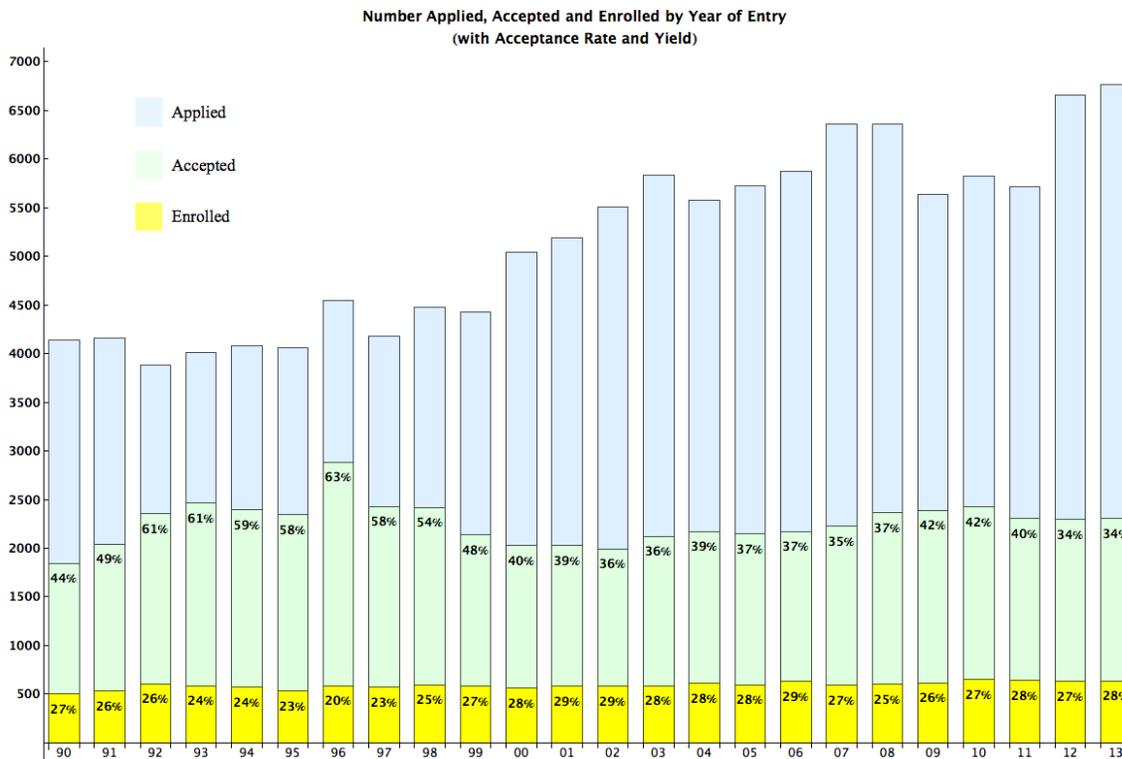


Figure IIB-2

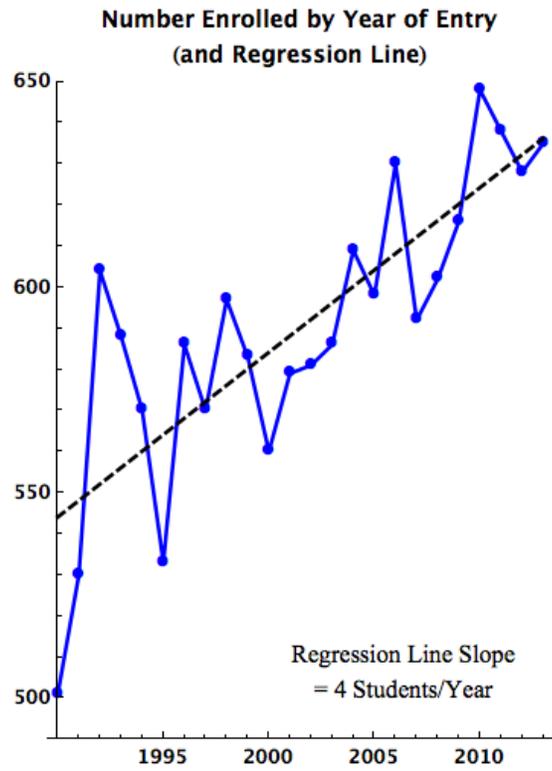


Figure IIB-3

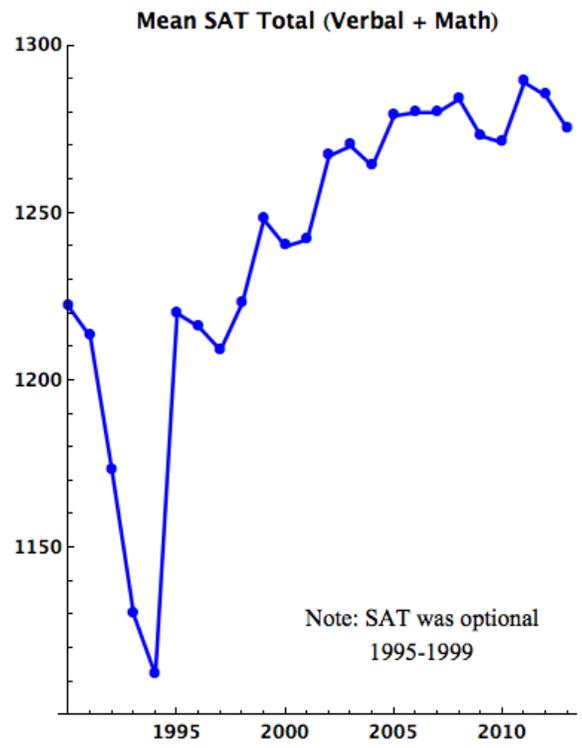


Figure IIB-4

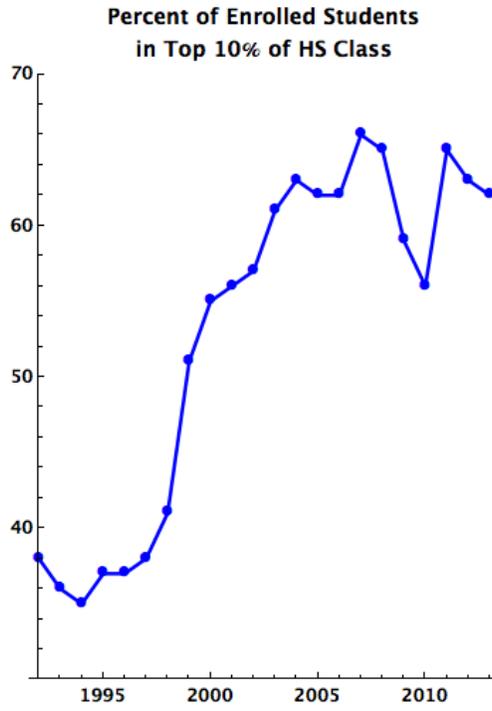


Figure IIB-5

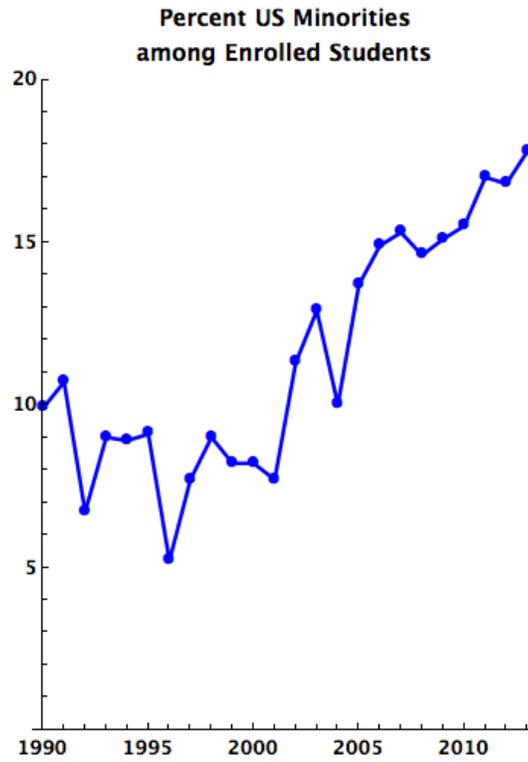


Figure IIB-6

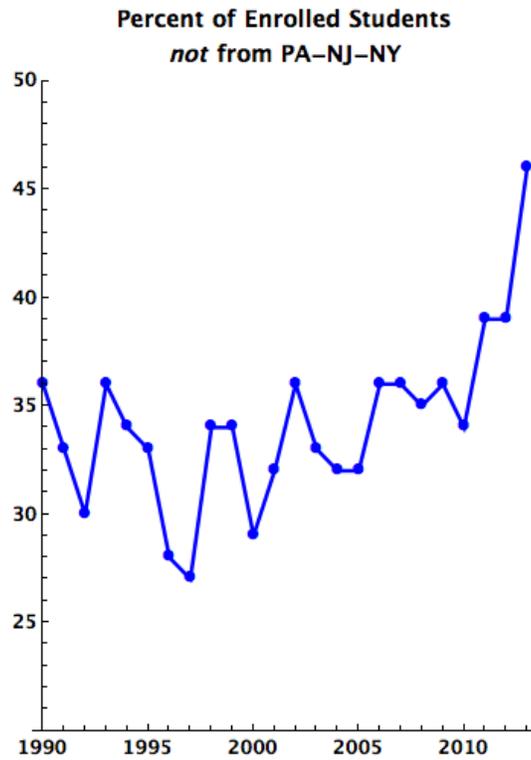
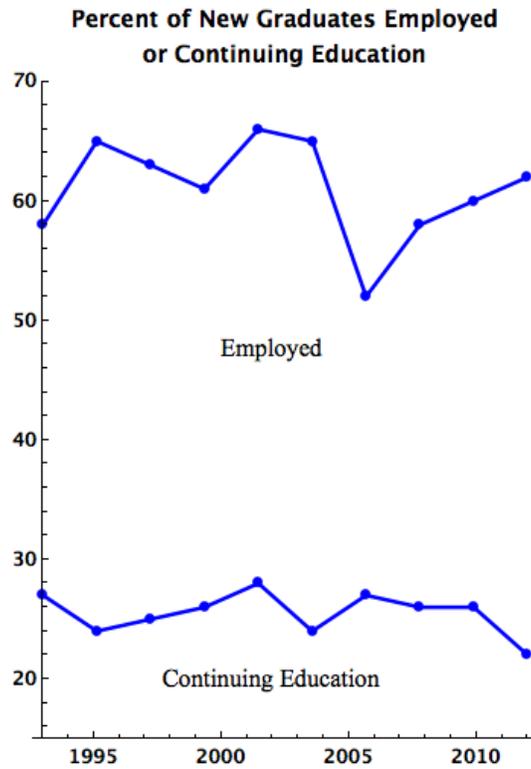


Figure IIB-7



*Comparison across Peer Institutions*

As we began to examine historical enrollment data at Lafayette College and other small liberal arts colleges, we asked the following questions:

1. Which colleges in our Carnegie Class (Baccalaureate Colleges – Arts & Sciences) increased fulltime enrollment by 10-20% from 2006-2012?
2. Which colleges decreased enrollment by 10-20% from 2006-2012?
3. What have been the recent enrollment trends at liberal arts colleges ranked among the Top 50 according to *US News and World Report*?
4. Have these enrollment trends had any noticeable impact on key metrics related to the perception of institutional quality?
5. What are chief enrollment officers at selected liberal arts colleges willing to share about the changes in enrollment at their institutions?

Data provided by Lafayette's Office of Institutional Research, information extracted from the Institutional Common Datasets, and statistics reported in *US News and World Report* used to address these questions are provided below.

The following trends are evident from the data contained in the three Tables in this sub-section:

1. As Table IIB-1 below illustrates, there are more than twice as many colleges in our class that increased as opposed to decreased enrollment between 10-20% in recent years (38 versus 15, respectively, of 267 colleges) (thus, about 14% of colleges in our class increased enrollment between 10-20%). All regions of the country were represented in the colleges increasing enrollment 10-20%. Lafayette College increased enrollment by 5% during this same period, from 2,322 to 2,438.
2. Of the schools that decreased enrollment 10-20%, almost all had fewer than 1500 students in 2006, and with the exception of Morehouse College (-19.6%), all would be considered less selective than Lafayette in terms of acceptance rates. Of the 38 colleges that increased enrollment 10-20%, about one-third had fewer than 1,000 students in 2006, about half had enrollment between 1,000 and 2,000 in 2006, and a smaller number had between 2,000 and 3,000 enrolled students in 2006.
3. Among the Top 50 ranked colleges in *US News and World Report*, 42 have increased enrollment during 2006-2012 (see Table IIB-2 below). The average increase was 7.2%. Bryn Mawr reported the largest percentage increase in enrollment (31.8%). Lafayette is in the top 20% in terms of size in this group of Top 50 ranked colleges (not including the US Military and Naval Academies); however, it is the smallest in this group that has enrollment sizes in 2012 ranging from Bucknell University (at 3,515) to Lafayette (at 2,438).
4. Eleven Liberal Arts Colleges were examined in more detail (see Table IIB-3 in this section); these colleges were selected because they belonged to our group of aspirational peers and/or were liberal arts colleges of similar size. Of these 11 colleges, 10 lowered their admit rate during

2006-2012. Lafayette was the only college among this small sample size that saw a higher admit rate in 2012 versus 2006. The enrollment increases appeared to have no direct impact on *US News and World Report* rankings between 2006 and 2012; 4 colleges improved their ranking, 6 did not, and 1 saw no change. All but two colleges increased their mid-50% mean SAT scores. Enrollment changes had very little impact on student-faculty ratios.

**Table IIB-1**  
**Baccalaureate Colleges – Arts & Sciences**  
**Sorted by enrollment growth +/- 10-20%, between 2006-2012**

<b>INSTNM</b>	<b>INSTLO</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>CHANGE</b>
Morehouse College	Atlanta, GA	2720	2644	2664	2500	2388	2295	2187	-19.6%
St John's College	Santa Fe, NM	435	434	438	420	414	363	351	-19.3%
Georgetown College	Georgetown, KY	1335	1315	1302	1281	1235	1225	1088	-18.5%
Houghton College	Houghton, NY	1307	1260	1289	1246	1196	1187	1085	-17.0%
University of Science and Arts of Oklahoma	Chickasha, OK	1020	966	941	927	907	895	867	-15.0%
Clearwater Christian College	Clearwater, FL	567	566	570	555	538	494	482	-15.0%
Louisiana State University-Alexandria	Alexandria, LA	1400	1309	1284	1296	1295	1271	1196	-14.6%
Millsaps College	Jackson, MS	972	1020	992	998	945	889	833	-14.3%
East-West University	Chicago, IL	1011	1249	1206	1079	977	692	869	-14.0%
Green Mountain College	Poultney, VT	705	748	754	740	685	609	607	-13.9%
Earlham College	Richmond, IN	1223	1176	1168	1105	1164	1057	1065	-12.9%
William Jewell College	Liberty, MO	1159	1108	1056	1030	1018	1018	1011	-12.8%
St John's College	Annapolis, MD	510	480	492	468	466	492	449	-12.0%
Northland College	Ashland, WI	641	630	609	565	533	507	567	-11.5%
Erskine College	Due West, SC	590	565	547	567	541	550	527	-10.7%
<b>Lafayette College</b>	<b>Easton, PA</b>	<b>2322</b>	<b>2349</b>	<b>2334</b>	<b>2365</b>	<b>2362</b>	<b>2423</b>	<b>2438</b>	<b>5.0%</b>
Virginia Wesleyan College	Norfolk, VA	1168	1195	1157	1144	1105	1253	1289	10.4%
Coe College	Cedar Rapids, IA	1181	1220	1249	1225	1288	1312	1304	10.4%
St Lawrence University	Canton, NY	2148	2167	2200	2274	2300	2340	2374	10.5%
Amherst College	Amherst, MA	1648	1690	1699	1750	1795	1791	1822	10.6%
Saint Norbert College	De Pere, WI	1957	2034	2037	2040	2105	2103	2166	10.7%
Stillman College	Tuscaloosa, AL	850	900	1000	1000	1000	1000	943	10.9%
The College of Wooster	Wooster, OH	1828	1759	1864	1803	1955	1982	2031	11.1%
Massachusetts College of Liberal Arts	North Adams, MA	1267	1346	1353	1466	1507	1452	1410	11.3%
New College of Florida	Sarasota, FL	746	766	785	825	801	845	831	11.4%
Wells College	Aurora, NY	469	541	568	557	550	487	523	11.5%
Oglethorpe University	Atlanta, GA	870	890	850	929	990	1001	971	11.6%
Bloomfield College	Bloomfield, NJ	1628	1631	1593	1856	1853	1855	1817	11.6%
Susquehanna University	Selinsgrove, PA	1919	1985	2091	2187	2230	2194	2142	11.6%
University of Minnesota-Morris	Morris, MN	1578	1545	1488	1592	1660	1789	1766	11.9%
Johnson C Smith University	Charlotte, NC	1435	1422	1531	1423	1298	1496	1606	11.9%
SUNY at Purchase College	Purchase, NY	3260	3548	3565	3692	3677	3654	3659	12.2%
Pitzer College	Claremont, CA	918	958	976	986	1033	1058	1041	13.4%
Pennsylvania State University-Penn State	Abington, PA	2429	2431	2634	2638	2698	2792	2763	13.8%
Randolph-Macon College	Ashland, VA	1124	1152	1176	1218	1197	1234	1286	14.4%
Rhodes College	Memphis, TN	1659	1679	1651	1668	1697	1816	1899	14.5%
Westminster College	Fulton, MO	936	959	979	1073	1135	1071	1073	14.6%
Rust College	Holly Springs, MS	750	809	804	907	833	801	860	14.7%
Hanover College	Hanover, IN	971	919	921	932	1005	1061	1116	14.9%

Clafin University	Orangeburg, SC	1595	1175	1593	1714	1755	1803	1837	15.2%
Stonehill College	Easton, MA	2248	2353	2363	2420	2559	2449	2590	15.2%
Washington College	Chestertown, MD	1273	1152	1294	1285	1396	1473	1469	15.4%
Carthage College	Kenosha, WI	2178	2233	2374	2476	2539	2530	2531	16.2%
Alma College	Alma, MI	1214	1294	1336	1376	1383	1379	1414	16.5%
Martin University	Indianapolis, IN	235	261	314	400	339	334	274	16.6%
Bridgewater College	Bridgewater, VA	1498	1530	1497	1574	1673	1637	1748	16.7%
Franklin and Marshall College	Lancaster, PA	1990	2062	2114	2136	2280	2324	2329	17.0%
Centre College	Danville, KY	1144	1185	1196	1216	1241	1309	1343	17.4%
Hobart William Smith Colleges	Geneva, NY	1928	1988	2050	2104	2136	2208	2272	17.8%
Hiram College	Hiram, OH	970	1039	1142	1189	1198	1182	1144	17.9%
Eastern Nazarene College	Quincy, MA	1099	955	810	823	828	850	1302	18.5%
Wesleyan College	Macon, GA	368	379	387	385	404	388	439	19.3%
Salem College	Winston Salem, NC	676	629	604	608	694	805	808	19.5%
Berry College	Mount Berry, GA	1676	1701	1653	1737	1886	1912	2007	19.7%

**Chart IIB-2.**  
**US News & World Report Top 50 National Liberal Arts Colleges**  
**Sorted by enrollment growth or decline 2006-2012.**

<b>INSTNM</b>	<b>INSTCITY</b>	<b>STATE</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>CHANGE</b>
Bryn Mawr College	Bryn Mawr	PA	993	1341	1279	1283	1283	1289	1309	31.8%
Occidental College	Los Angeles	CA	1780	1836	1833	1954	2076	2110	2178	22.4%
Soka University of America	Aliso Viejo	CA	360	262	384	433	438	439	436	21.1%
Centre College	Danville	KY	1144	1185	1196	1216	1241	1309	1343	17.4%
F&M College	Lancaster	PA	1990	2062	2114	2136	2280	2324	2329	17.0%
Pitzer College	Claremont	CA	918	958	976	986	1033	1058	1041	13.4%
Amherst College	Amherst	MA	1648	1690	1699	1750	1795	1791	1822	10.6%
Denison University	Granville	OH	2102	2211	2173	2237	2255	2264	2305	9.7%
Macalester College	Saint Paul	MN	1867	1860	1858	1935	1987	1978	2035	9.0%
Mount Holyoke College	South Hadley	MA	2100	1639	2129	2224	2287	2316	2287	8.9%
Scripps College	Claremont	CA	858	893	947	896	937	961	934	8.9%
Claremont McKenna College	Claremont	CA	1153	1135	1212	1209	1251	1286	1250	8.4%
Davidson College	Davidson	NC	1668	1685	1670	1744	1742	1757	1791	7.4%
Whitman College	Walla Walla	WA	1405	1452	1421	1483	1528	1566	1508	7.3%
Barnard College	New York	NY	2300	2288	2302	2355	2390	2389	2466	7.2%
Harvey Mudd College	Claremont	CA	729	733	737	756	770	776	779	6.9%
Bowdoin College	Brunswick	ME	1726	1710	1719	1771	1755	1773	1831	6.1%
Wellesley College	Wellesley	MA	2200	2233	2190	2186	2294	2225	2330	5.9%
Oberlin College	Oberlin	OH	2744	2718	2790	2842	2901	2907	2889	5.3%
Lafayette College	Easton	PA	2322	2349	2334	2365	2362	2423	2438	5.0%
Connecticut College	New London	CT	1803	1800	1803	1836	1819	1855	1884	4.5%
Middlebury College	Middlebury	VT	2350	2450	2425	2430	2505	2505	2453	4.4%
Washington and Lee University	Lexington	VA	1760	1782	1749	1760	1762	1791	1836	4.3%
United States Military Academy	West Point	NY	4404	4489	3390	4621	4686	4624	4592	4.3%
Swarthmore College	Swarthmore	PA	1477	1485	1478	1510	1510	1536	1537	4.1%
Carleton College	Northfield	MN	1958	1986	1975	1986	1996	2002	2037	4.0%
Grinnell College	Grinnell	IA	1556	1623	1646	1633	1609	1646	1615	3.8%
Pomona College	Claremont	CA	1530	1547	1532	1535	1549	1563	1588	3.8%
Hamilton College	Clinton	NY	1802	1811	1835	1851	1844	1844	1868	3.7%
College of the Holy Cross	Worcester	MA	2790	2817	2866	2897	2862	2872	2891	3.6%

Colgate University	Hamilton	NY	2754	2800	2805	2800	2868	2926	2850	3.5%
Williams College	Williamstown	MA	1970	1971	1971	2031	1999	2012	2033	3.2%
Haverford College	Haverford	PA	1168	1169	1169	1190	1177	1198	1205	3.2%
Gettysburg College	Gettysburg	PA	2505	2478	2454	2498	2462	2505	2569	2.6%
University of Richmond	Richmond	VA	3041	2985	2821	2994	3099	3074	3109	2.2%
Trinity College	Hartford	CT	2149	2185	2204	2162	2182	2034	2195	2.1%
	Saratoga									
Skidmore College	Springs	NY	2573	2603	2594	2585	2690	2648	2621	1.9%
Kenyon College	Gambier	OH	1631	1654	1636	1618	1620	1648	1661	1.8%
Smith College	Northampton	MA	2598	2569	2588	2593	2571	2610	2643	1.7%
Union College	Schenectady	NY	2178	2149	2212	2157	2170	2194	2209	1.4%
United States Naval Academy	Annapolis	MD	4500	4451	4494	4568	4620	4595	4543	1.0%
Bates College	Lewiston	ME	1744	1660	1776	1738	1725	1769	1753	0.5%
Colby College	Waterville	ME	1865	1867	1846	1838	1825	1815	1863	-0.1%
	Annandale-									
Bard College	On-Hudson	NY	1963	1921	2102	1866	1892	1910	1958	-0.3%
	Colorado									
Colorado College	Springs	CO	1990	2034	1972	1966	2040	2010	1983	-0.4%
Bucknell University	Lewisburg	PA	3529	3492	3563	3523	3488	3530	3515	-0.4%
Vassar College	Poughkeepsie	NY	2380	2400	2337	2350	2400	2331	2370	-0.4%
Dickinson College	Carlisle	PA	2372	2355	2365	2340	2373	2364	2341	-1.3%
Sewanee-The University of the South	Sewanee	TN	1498	1461	1466	1465	1401	1429	1455	-2.9%
United States Air Force Academy	USAFA	CO	4520	4467	4543	4634	4619	4413	4120	-8.8%

**Chart IIB-3.  
Enrollment Change at selected Liberal Arts Colleges  
With impact on traditional quality metrics, 2006-2012**

INSTN	CITY	STATE	CHANGE ('06-'12)	ADMIT % '06	ADMIT % '12	RANK '06	RANK '12	MEAN SAT '06	MEAN SAT '12	Stu/Fac '06	Stu:Fac '12	CLASS % >20 '06	CLASS % >20 '12
Hobart William Smith	Geneva	NY	17.8%	65%	60%	67	60	1090-1280	1125-1300			66	66
F&M College	Lancaster	PA	17.0%	45%	38%	41	36	1180-1370	1240-1390	10/1	10/1	50	74
Rhodes College	Memphis	TN	14.5%	50%	49%	45	52	1160-1350	1200-1425	11/1		74	69
Pitzer College	Claremont	CA	13.4%	39%	24%	51	43	1130-1340	1195-1400		11/1	65	69
Amherst College	Amherst	MA	10.6%	19%	13%	2	2	1350-1560	1320-1530	8/1	9/1	72	70
St. Lawrence Univ.	Canton	NY	10.5%	59%	43%	57	56	1050-1250	1150-1320			66	62
Lafayette College	Easton	PA	5.0%	37%	40%	30	39	1180-1370	1210-1380	11/1	11/1	61	57
Bucknell University	Lewisburg	PA	-0.4%	34%	28%	29	32	1230-1390	1220-1400	12/1	10/1	55	57
Dickinson College	Carlisle	PA	-1.3%	49%	42%	41	46	1200-1380	1190-1370			68	74
Earlham College	Richmond	IN	-12.9%	70%	68%	65	82	1100-1350	1000-1280			71	75
Millsaps College	Jackson	MS	-14.3%	82%	61%	82	90	23-30 ACT	23-29 ACT			64	76

Additionally, a member of the Task Force reached out to a small group of chief enrollment officers to solicit their feedback about the rationale for the change in enrollment size and the benefits and challenges at their institution post-enrollment size change (increase or decrease). We chose small colleges that were primarily undergraduate-focused and where personal relationships already existed

so as to foster a greater likelihood of candid conversation. Below is the feedback provided by the chief enrollment officers regarding changes in enrollment at their respective institutions.

*What was the primary motivation for the change in enrollment?*

*Mid-Atlantic Liberal Arts College (LAC):*

- 1) "Enrollment growth (2006-12) was in direct response to financial pressures. A Recession Response Task Force was convened, and exploration of new revenue sources was less successful. Some layoffs were necessary in 2009."
- 2) "Major building boom and infrastructure improvements under former president. There was a perceived capacity to accommodate larger enrollments, and we became punch drunk on the net tuition revenue gains. The board, current president and faculty now are aiming to reduce enrollment from prior highs, but still well above 2006 levels."
- 3) "The prior admissions team was inactive. Enrollment increased from just over 1900 to just under 2300 due to a dramatic change in culture within the admission office. The emphasis now is on initiative, urgency, execution, and relationship building. Net tuition revenue has increased significantly, and the community is happy with the larger budgets now available."

*Southern LAC:*

- 1) "Enrollment growth was accidental. Fixes were needed in financial aid policy, which led to more predictable net tuition revenue results."
- 2) "Enrollment growth was intentional (300 students) to be closer in size to peer institutions."

*Mid-Western LAC*

- 1) "The decline in enrollment from 2006-12 was unplanned. The college lost focus, became a prophet against the rankings, and made an ill-advised move to a less desirable athletic conference."

*West Coast LAC*

- 1) "Enrollment growth was unplanned, and highly scrutinized (part of a well-known consortium of colleges). The enrollment growth was a result of improved yield, hyper-selectivity, and the college achieving a new level of brand recognition and demand where state universities are under constant budget challenges."

*What were the benefits/consequences of this enrollment change?*

*Response from College with Enrollment Decline*

- 1) "Still digging out from hole in 2010-11. Borrowed \$60M for new construction, and lower net tuition revenue is making it difficult to manage higher debt."

*Responses from Colleges with Enrollment Growth*

- 1) "We are even on academic quality, increased diversity, increased international percentage. Faculty:Student ratio is unchanged. Net Tuition Revenue (NTR) has grown, and no further

layoffs were necessary after 2009. Acceptance rate grew slightly, and yield rate dropped slightly. New residence halls and a new dining center were added to accommodate enrollment growth.”

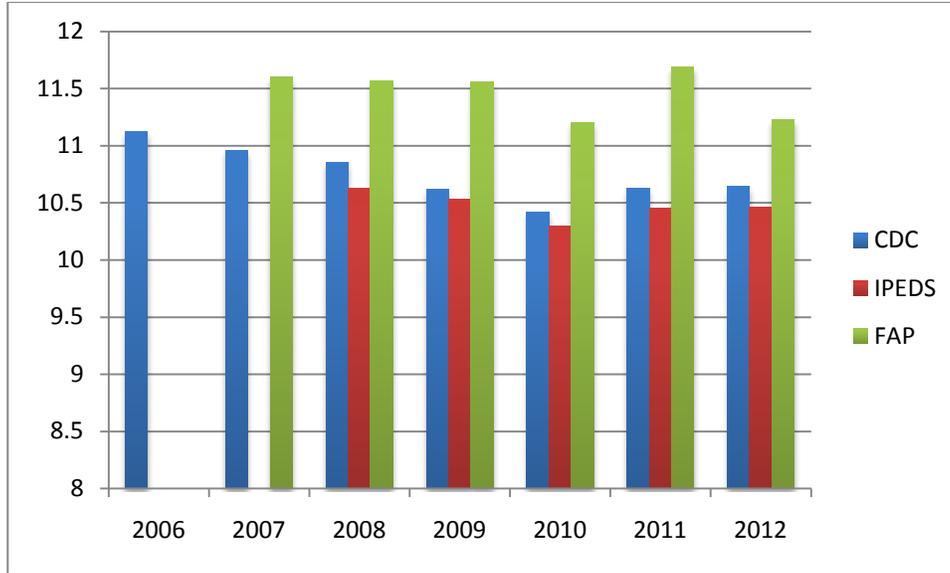
- 2) “Admissions profile has improved. We are now seen as a more attractive option to higher ability students. Retention has improved, and there have been salary raises every year and no layoffs. There has been some pushback from faculty related to the enrollment growth.”
- 3) “Faculty were against growing the enrollment of the college, and there is general agreement that the quality of the college experience declined during this growth period. Now planning to reduce current enrollment totals, but the need to have half the class enrolled without financial assistance is a constant worry about the current model. We are enrolling about 32 first year students in January to help enhance overall net-tuition revenue.”
- 4) “Our campus has changed for the better, we look far less grungy now. Half of the campus has entirely new buildings (enrollment is under 1,100), and we are now able to offer housing to 100% of our students. International enrollment has grown from 3% to 10%.
- 5) “Early Decision enrollment has grown to almost 50% of the class. Discount rate has declined 11 points. Yield rate has improved 14 points. Net tuition revenue has grown from \$13M to \$19M.”

### **IIC. Trends at Lafayette on Faculty/Teaching-Related Indicators**

The Task Force evaluated longitudinal Lafayette data on key characteristics related to the learning experience for students and the teaching experience for faculty members. Data in Figures IIB-1 to IIB-7 below show that:

1. There has been a modest progression toward achieving a 10:1 student-teaching ratio as indicated by the data.
2. There are some notable differences in class size among the various divisions, with the social sciences and natural sciences maintaining the highest numbers.
3. The increase in faculty lines correlates to a reduced reliance on adjuncts.
4. There remains a need for increased diversity of the faculty regardless of which enrollment scenario is followed.

**Figure IIC-1**  
**Student Faculty Ratio in Fall Semesters over Time**

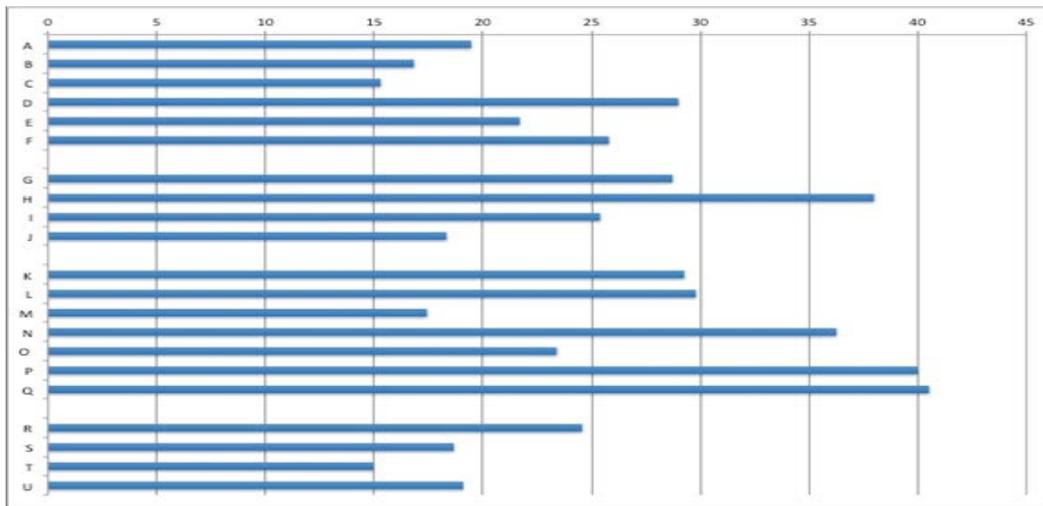


**CDC** - The most commonly requested ratio uses the CDS counts. Here, the Student-to-Faculty ratio is calculated by dividing the Student full-time equivalent (FTE) count by the Faculty FTE count, where FTE is the sum of Full-Time and one-third Part-Time.

**IPEDS** - began (2006) calculating a student-to-faculty ratio for visitors to their "College Navigator" website. This ratio also uses Student and Faculty FTE counts. The individuals that they include are consistent with their own definitions, as described above, but with modifications to make it more consistent with (though not identical to) the CDS number. Specifically, they require the exclusion of Part-Time faculty teaching exclusively non-credit courses (i.e., H1) and the inclusion of administrators and staff whose primary responsibility is not instructional but are teaching for-credit courses (i.e., D and G2).

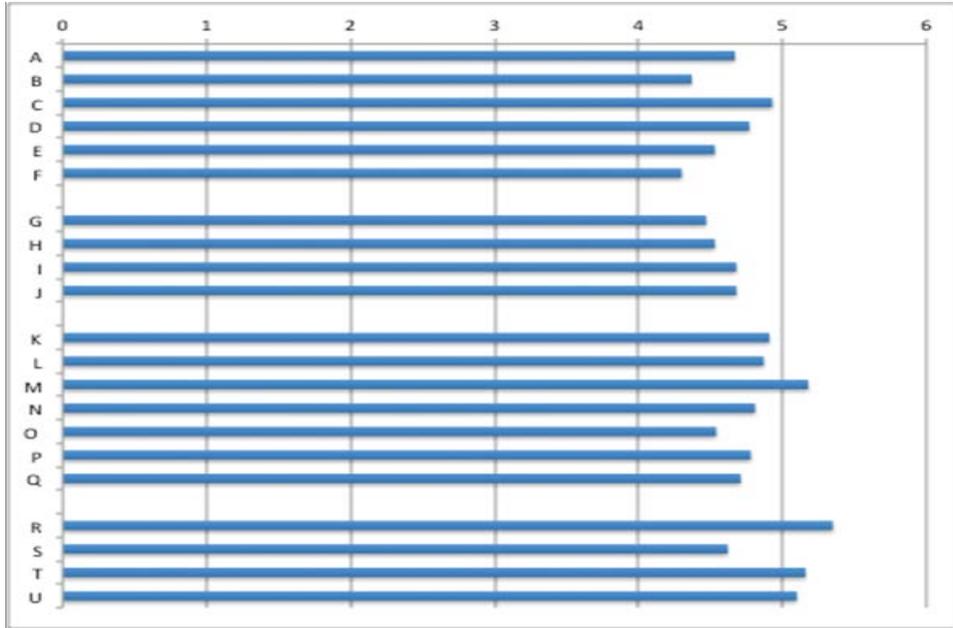
**FAP** - has calculated a ratio that examines active, on-campus Student and Faculty counts for internal planning purposes.

**Figure IIC-2**  
**Three-Year Institutional Average Section Size by Division**



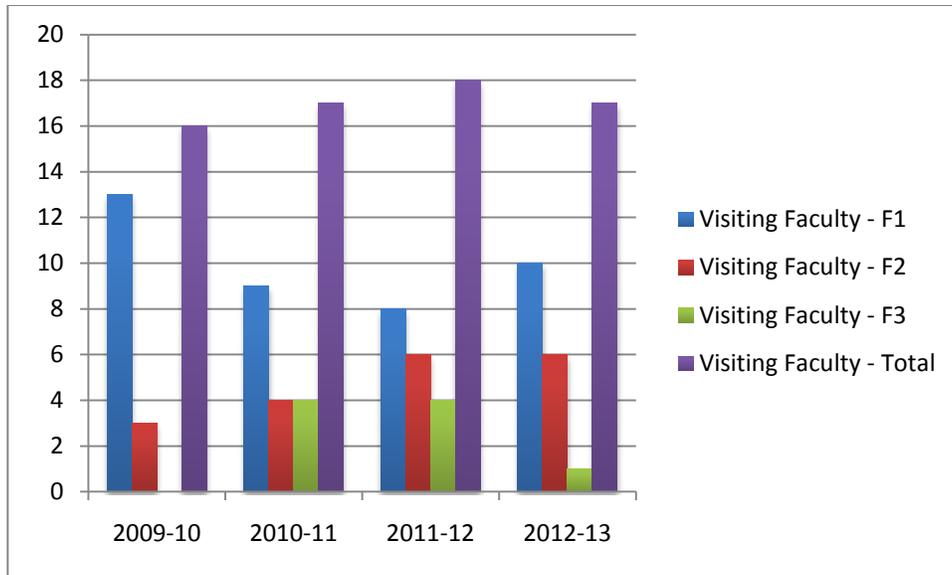
Note: A-F, Humanities; G-J, Social Sciences; K-Q, Natural Sciences; R-U, Engineering

**Figure IIC-3  
Five-Year Average Faculty Teaching Loads by Division**



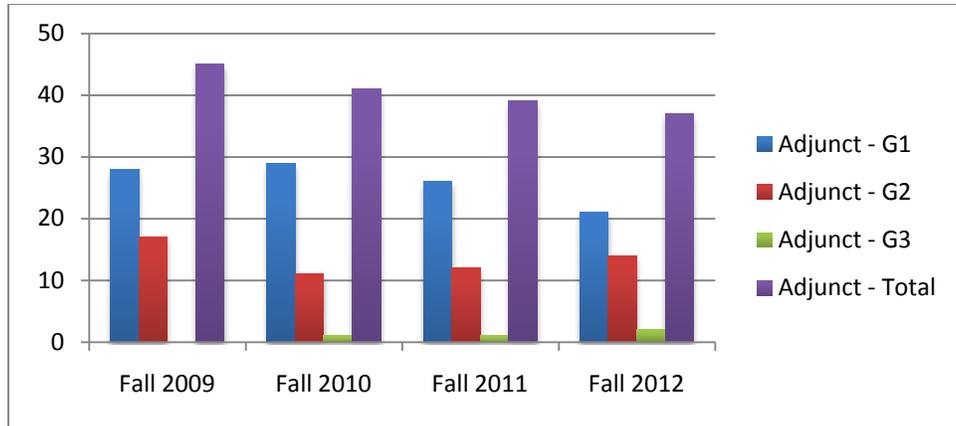
Note: A-F, Humanities; G-J, Social Sciences; K-Q, Natural Sciences; R-U, Engineering

**Figure IIC-4  
Number of Visiting Faculty**



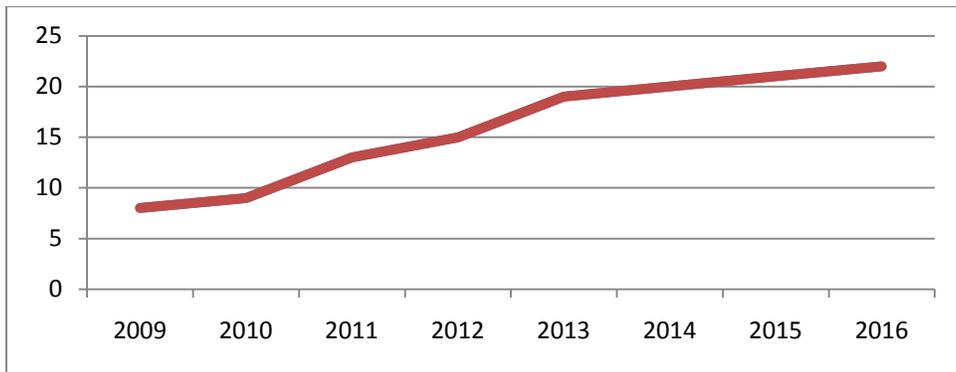
Note: F1 - Replacing faculty on unpaid leave (type C) or filling a vacant position; F2 - Replacing faculty on paid leave (type B); F3 - Non-replacement visitor

**Figure IIC-5  
Number of Adjuncts**

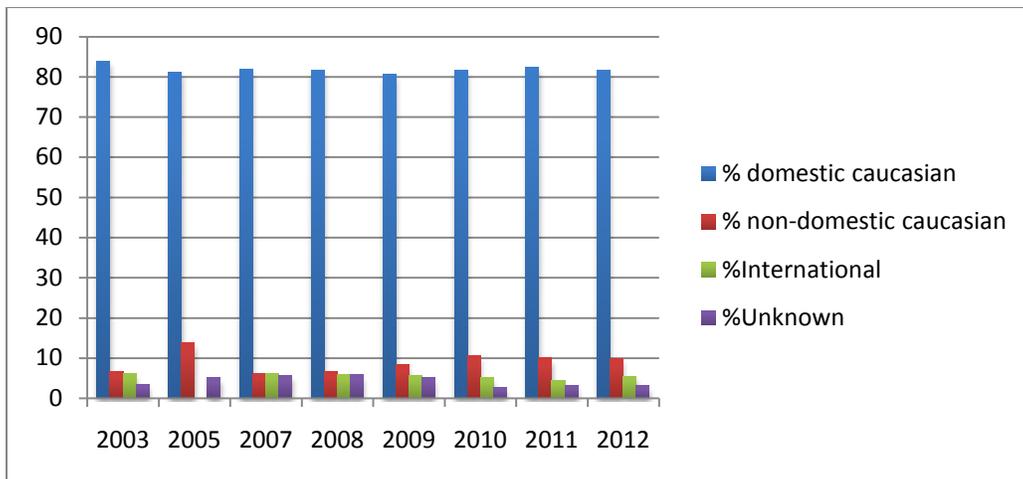


*Note: G1 - HR employment class is primarily instructional; G2 - HR employment class is primarily administrative; G3 - No HR employment class (unpaid)*

**Figure IIC-6  
Number of New Faculty Lines**



**Figure IIC-7  
Diversity of Faculty Body**



*Note: Data not available for 2004 and 2006.*

It is clear that increased student enrollments will require a proportional increase in faculty given that maintaining a 10:1 ratio is an institutional priority. If the institution decides to continue current enrollment levels, strategic increases in faculty numbers could help to adjust inequities in class size among divisions (see Teaching Load figures). If a decision were made to reduce student enrollment in the future, the question arises as to how this would affect the number of teaching faculty. An argument could certainly be made that reducing the student-faculty ratio could be very advantageous for many aspects of the academic program and could serve to provide a better balance in class size among divisions and departments. This could pose considerable budgetary challenges, however, as tuition revenues would decrease with a smaller student body and the size of the faculty or variety of programs may be financially unsustainable unless innovative budget solutions can be identified or new revenue streams generated (see section on Program Capacity).

Based on the data presented above, there are some notable differences in class size among the various divisions, with the social sciences and natural sciences maintaining the highest numbers. With all three enrollment scenarios it appears that adjustments likely need to be made to either reduce or account for these differences. Increasing enrollments will require a proportional increase in total faculty and, perhaps, a concurrent enrollment rebalancing effort among divisions. If the new initiative is toward reducing student enrollments, equity in average class size should be easier to achieve assuming current faculty levels are maintained.

The Task Force noted that the increase in faculty lines appears to have helped reduce reliance on adjuncts and continued increases in new full-time hires should help to continue this trend. The desired formula for adding faculty lines will obviously be dependent upon which of the three enrollment size models is adopted (increasing, decreasing, or staying the same) and the degree to which we try to adjust student-faculty ratios and achieve smaller class sizes across divisions. Data do underscore, however, a continued need for increased diversity of the faculty regardless of which enrollment model is followed. Ideally, this will be combined with our efforts to diversify the student body.

Another means to increase full-time faculty teaching power may be the somewhat controversial option of increasing the size of 100-level (introductory) courses and offering more courses at the 200+ level so that individual upper-level courses may have smaller sizes. As the Table below indicates, Lafayette stands at about 1% in the number of classes that have > 50 students, below several of its aspirational peers. However, Lafayette College is behind all these institutions (a spot shared with Bucknell University) in terms of the number of classes that have <20 students. There also are some notable differences in class size among the various academic divisions at Lafayette especially for 100-level courses, with the social sciences and natural sciences typically maintaining the highest numbers. Although there are no data to indicate student and faculty views on a move to increase the number of classes with >50 students in exchange for potentially decreasing the size of upper-level classes, it is possible that students might be willing to put up with a huge intro class (some might argue that this is part of the collective college experience) in exchange for smaller upper-level seminars. Moreover, it is noteworthy that “classes under 20” is worth 6% of our total US News and World Report score while “classes with 50 or more” is worth 2%. Thus, it is

possible that such a strategy may improve both the number of upper-level offerings and the number of classes sized <20 and thereby also improve the institutional ranking for Lafayette.

**Chart IIC-1**  
**% Class Sizes >50 vs. <20, 2013**

School (Our 25 aspirational peers)	% of classes >50 (2013)	% of classes < 20 (2013)
Carleton College	0%	65%
Davidson College	0%	69%
Washington and Lee University	0%	74%
Grinnell College	0%	62%
Haverford College	0%	79%
Vassar College	0%	68%
Wellesley College	0%	69%
Union College	1%	68%
Hamilton College	1%	74%
Claremont McKenna College	1%	86%
<b>Lafayette College</b>	<b>1%</b>	<b>57%</b>
Pomona College	1%*	70%
Swarthmore College	2%	74%
Colgate University	2%	64%
Middlebury College	2%	68%
Bucknell University	2%	57%
Oberlin College	2%	70%
Bowdoin College	3%	68%
Colby College	3%	68%
Bates College	3%	67%
Williams College	3%	71%
Amherst College	4%	70%
Smith College	5%	66%
Harvey Mudd College	5%	62%
Wesleyan University	5%	68%

\*Note: Pomona is in red because they reported 1%, but according to their Common Data Set, they are at 2%.

## **IID. Physical Space – Capacity Issues**

The Task Force was in agreement that any consideration of increasing the enrollment size of the College must take into careful consideration the capacity of the campus infrastructure and the current physical and facilities’ constraints being experienced on campus. The Task Force was mindful of the necessity to address issues involving future physical planning of the campus and we met with Mary Wilford Hunt to receive input on such issues. While long-range planning under the aegis of the Trustees Committee on Building may be on-going, the Task Force did not have information on any long-range-planning initiatives that the Trustees may be evaluating in anticipation of the impending Capital Campaign. Thus, the Task Force gave attention to physical space and capacity issues based on the information to which it had access.

Below are listed current key physical space allocations<sup>1</sup> at Lafayette College:

<sup>1</sup> Source: Facilities Planning and Construction on March 10, 2014

Classrooms and labs: 146,105 net square feet  
Library space: 82,101 net square feet  
Office space (for faculty and staff): 95,519 net square feet  
Residence halls: 187,169 net square feet  
Dining space: 19,388 net square feet

In addition to the space listed above, the Oechsle Center for Global Education and various spaces comprising the new Williams Arts Campus on the east and west sides of North Third Street are under construction, the latter of which may add to the available instructional and academic office spaces (as well as performance and special event space) inventory as early as Fall, 2014. While these additions may provide improved and some new instructional and office space, it must be noted that the space presently occupied by the Anthropology and Sociology Department in Marquis Hall will, upon the A&S Department's move to the new Oechsle Center for Global Education, be adapted for use by the Office of Public Safety and other administrative functions.

In particular, the academic space (classrooms and labs) is heavily used during the Fall and Spring semesters during prime class hours (9:00 a.m. until 2:30 p.m. Monday through Thursday). These academic facilities are significantly less utilized between semesters and during off-peak hours and during the evening. The College's Registrar estimates that, at present the College could likely accommodate approximately 100-150 additional students without requiring the construction of additional classroom facilities if more use was made of existing classroom and lab space during the early morning, late afternoon, and evening hours. Such adjustments would require "culture changes" involving students, faculty, and the administration in order to implement these scheduling changes. For example, students on sports teams are often disinclined to take classes which end at 4pm; evening classes place strains on many faculty members with family commitments that are especially demanding after 5:30pm; and evening classes necessitate conflict with the vibrant program of evening lectures, films, and presentations that fill the Lafayette calendar (and that are often used to fulfill federal credit hour requirements). The Registrar's estimates do not take into account other facilities and services, however, such as those related to existing residential, dining, library, recreational, and student support which are already strained at certain peak times of the day during the fall and spring semesters (while at other times they are relatively underutilized). As described above, students, faculty, and staff expressed concerns that any increase in the existing enrollment size will also place a stress on the use of non-academic spaces. Unless additional facilities are built, existing ones repurposed or expanded for wider use, or creative solutions are found for less concentrated and more distributed use of these non-classroom spaces, absorption of more students via class scheduling also may undermine the residential and non-academic experience of Lafayette students. Moreover, an increase of 100-150 students would require 10-15 new full-time faculty hires and a commitment to meet their office and lab needs.

If the College grows its enrollment significantly in future years, one challenge will be to better distribute the use of the facilities over a broader time period so as to minimize the number of square feet of new facilities that would need to be constructed to accommodate the growth. If new

academic programs are introduced as a part of the planned growth, those programs may or may not require specialized space. However, even without new programs, specific courses and departments or programs that are already strained for their 100- and 200-level courses will continue to be the most stressed components of the academic curriculum and the Task Force recognizes that these programs need more teaching and faculty office and lab space. A related challenge is that the configuration of some current academic buildings do not allow for additional teaching and faculty space to be located contiguously with the existing departments.

In addition, there may be opportunities to utilize some of the existing space differently such as reducing the space allocated to individual faculty and staff offices. This, of course, would necessitate a culture change that may not be welcomed by members of the College community (for example, if faculty members were asked to share an office).

Since physical space represents costs that are largely fixed, better utilization of space during non-peak times of the year (i.e. the Winter Interim and the Summer) may yield incremental revenues that exceed incremental costs. Program capacity issues related to the issue of physical space are discussed in a later section of this report.

### **IID. Student Support Services**

The student support services we discuss in this sub-section are provided by Bailey Health Center, ATTIC, the Counseling Center, and Skillman Library. The Task Force gathered information about student services from data supplied by the Office of Institutional Research, from private conversations with administrators of the various services, and from comments made by students at the February 19, 2014 open meeting arranged by our Task Force. The information indicates that currently these service providers are near, at, or beyond capacity (see Figures IID-1 to IID-5).

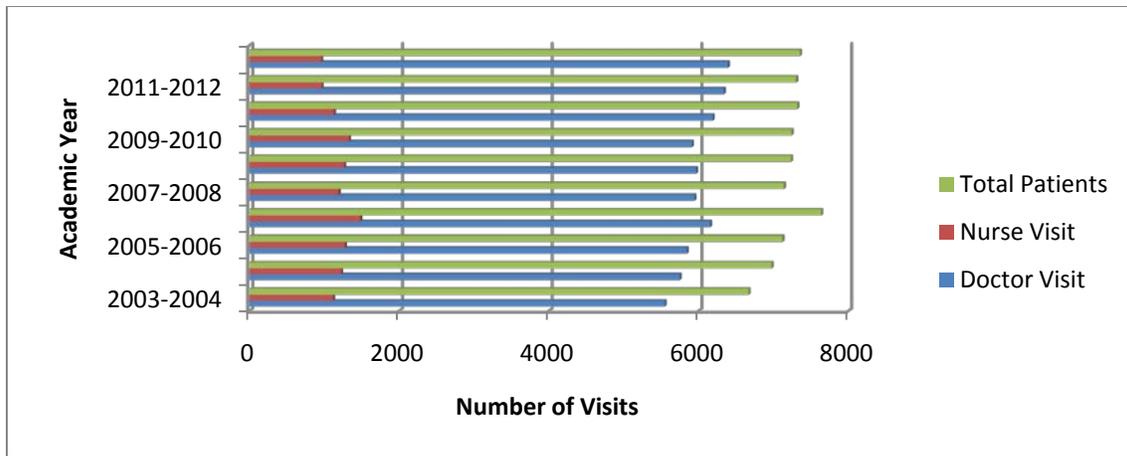
#### *Bailey Health Center*

As seen below, the total number of patient visits has remained nearly constant over the last ten academic years. We note that students are switching from nurse-centered visits to doctor-centered visits; doctor visits have increased by more than 800 over this period. Although total visits to the Health Center have remained nearly constant, some students reported that they had to wait several days to get appointments. This might mean that some students, rather than waiting, are opting for alternative health care support.

While not apparent from Figure IID-1, a health care administrator indicated that the number of international student visits has tripled over the last ten years; while this is likely to be a direct result of the growing number of international students on campus during the same period, a closer examination of the reasons for this trend is warranted. Furthermore, despite the increase in usage trends for health services, health care staffing has recently been cut, possibly contributing to the delays experienced by students in scheduling health care appointments.

**Figure IID-1**

### Health Center Visits per Academic Year

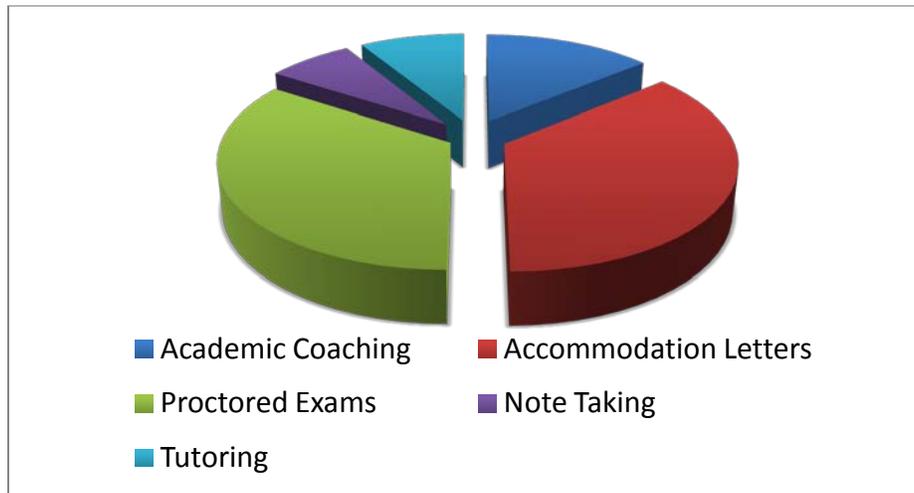


### *ATTIC (Academic Tutoring and Training Information Center)*

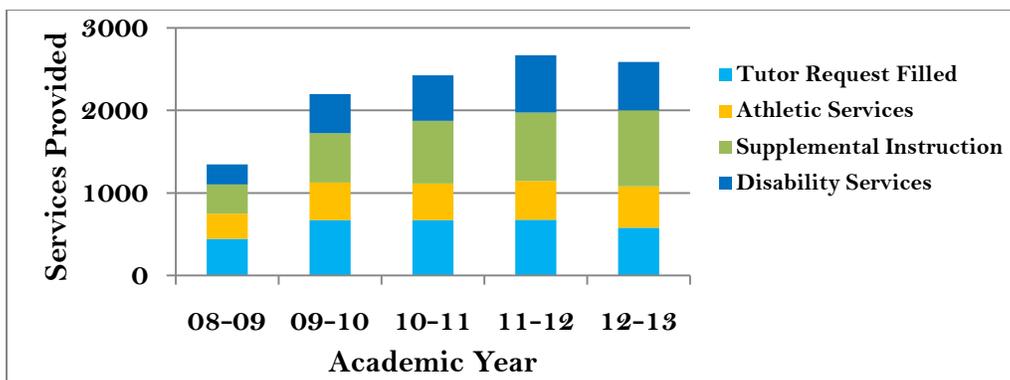
ATTIC coordinates most of the *tutoring support*, with the exception of the College Writing Program, Calculus Cavalry, the Foreign Language & Literature Resource Center, and the Minority Scientists and Engineers tutoring program. Group tutoring and individual tutoring support are available for most Lafayette courses. *Supplemental Instruction (SI)* is a student-led, collaborative learning opportunity, available for many academically-demanding courses. The SI leader is a student who previously excelled in the course, and who works closely with the professor to design materials and run review sessions that support student learning. Students who participate in SI learn how to integrate course content and study strategies while working with their classmates.

The services provided by ATTIC that are most influenced by enrollment growth are disability services, in particular, proctoring exams and processing letters. The Figures below show that the number of students who have self-identified as having a disability has risen steadily, and has more than doubled since 2007-08 and that for the student population as a whole, supplemental instruction has increased significantly. While there are several stresses on ATTIC services, staff indicated that proctoring exams has been a growing concern in terms of staffing issues related to exam proctoring and the limited supply of rooms available for exams is a larger problem. ATTIC staff also must deal with an increase in international students with tutoring needs especially as related to challenges in reading and writing for students with ESL needs. These needs are only likely to increase given the growing number of international students on campus. It is important to note that at present the College has one half-time employee who is responsible for assisting international students with all their campus-related needs and there is a critical need to increase the support staff dedicated to international students.

**Figure IID-2  
Distribution of ATTIC Services for Students with Disabilities**



**Figure IID-3**  
**Services Provided per Academic Year**



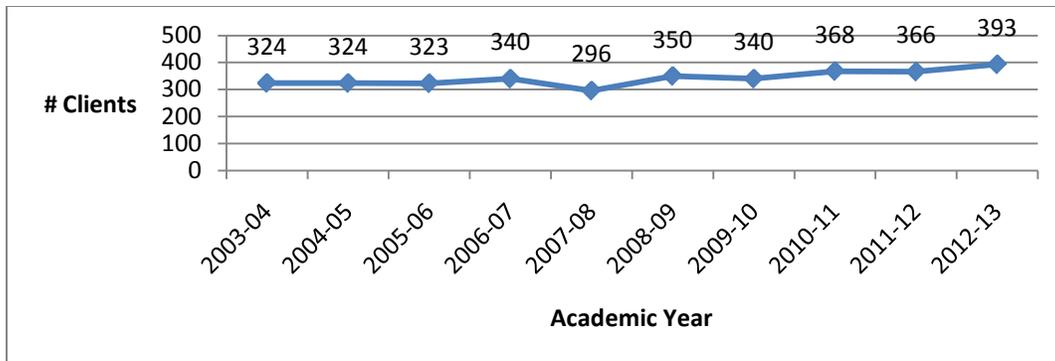
With regard to tutoring, provision of ATTIC services has remained fairly constant, a finding that is somewhat counter-intuitive in light of an increasing student population. This might be explained by the increase in supplemental instruction, which serves multiple students from a specific course, and which includes significant faculty planning of session content. Tutoring services are provided one-on-one or in small groups, and without faculty support.

### *Counseling Center*

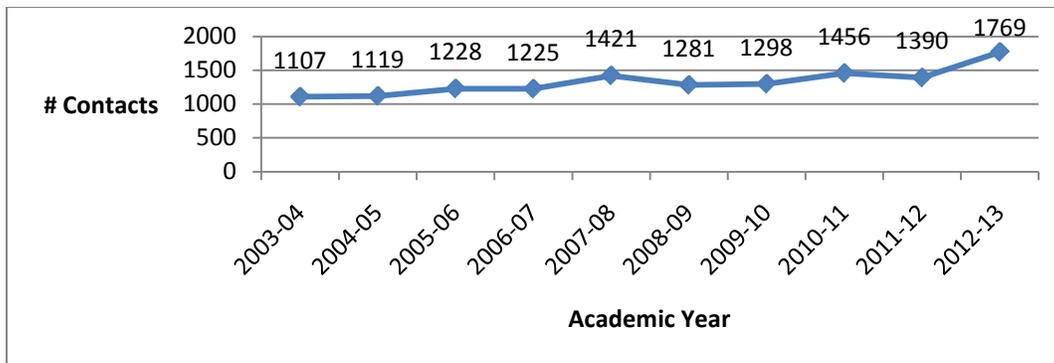
Of the services the Task Force evaluated, those provided by the Counseling Center raise the most concern. Over the past ten years, the percentage of the student body that sought counseling services during each academic year has ranged from 12% in 2005-06 to 16% during 2010-11. The percentage has been 15% for the last two academic years. The 2012 AUCCCD survey reports the average rate for small colleges is between 9-12%. The percentage of students who used services at least once during their four years has ranged from 34% in 2004-05 to 43% during 2012-13. The mean number of contacts is usually under 4 sessions, though in 2012-13 the mean was 4.5.

Because the significant jump in the number of Counseling Center visits from 2011-12 to 2012-13 (see Figures below) may be a one-time event, additional information was collected. From a March 11, 2014 phone interview with Dr. Karen Forbes, Director of Counseling Services, we learned that a jump in demand for counseling is occurring nationwide, and is likely to continue. Because of this, Counseling Services is considering various models to handle the expected growth in student demand for their services. As the Counseling Center provides very important services, demands for these services merit careful monitoring, since it is already operating close to capacity.

**Figure IID-4**  
**Number of Students Seeking Counseling Service by Academic Year**



**Figure IID-5**  
**Total Student Visits to the Counseling Center by Academic Year**



*Skillman Library*

The Task Force was not able to obtain data on how the library space and staff are being utilized. Based on student comments collected at our open meeting, some students believe that the library and similar study spaces are at capacity, at least during periods of peak usage.

## IIE. Budget/Finance: Revenue and Expenditures

The data shared below were obtained from the following sources:

The Integrated Postsecondary Education Data System (IPEDS)  
Dean of Admission and Financial Aid, Greg MacDonald  
Associate Vice President for Finance and Administration, Kari Fazio  
Swarthmore College web site

To examine issues related to the budget/finance, we looked at the College's revenues and expenditures over time and compared our findings with an aspirational institution, Swarthmore, which provides similar information about their budget/finance on their website.<sup>2</sup> We chose to examine expenses in large categories (e.g., combining auxiliary services into one category) with the understanding that it may be possible to make changes within smaller areas (e.g., the college store) but that going into that level of detail was beyond the scope of the Task Force's charge.

A summary of the fiscal information reviewed is provided below and the data, which are charted in Figures IIE-1 to IIE-4, includes the following:

Lafayette College Revenue Trends (fiscal years 2006 through 2013)  
Lafayette College Expense Trends (fiscal years 2006 through 2013)  
Swarthmore College Revenue Trends (fiscal years 2006 through 2013)  
Swarthmore College Expense Trends (fiscal years 2006 through 2013)

The comparison of revenues and expenses provided below cannot be viewed in isolation. A number of additional factors should be noted. During the time frame considered and using information available through the Enrollment Office and through IPEDS,

1. Lafayette increased their enrollments by 5.0% and Swarthmore by 4.1%<sup>3</sup> (Lafayette's fall 2012 enrollment was 2438 and Swarthmore's was 1537)
2. Lafayette increased their faculty by 27 or 13.8% and Swarthmore by 0 (Swarthmore's faculty numbers remained at 194 during this time)
3. Lafayette increased their non-faculty employees by 54 or 12% (458 to 512) and Swarthmore by 30 or 6% (489 to 519)

### *Lafayette vs. Swarthmore Revenues*

- 1) Lafayette has become increasingly more dependent on tuition dollars as part of its revenue stream over the last eight years. Tuition, room, and board have been the primary areas where revenues with respect to total dollars have increased.
  - a. An increase of 50.7% or \$35 million in tuition and fees revenues

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<sup>2</sup> Swarthmore's reporting of revenues and expenses for their annual audit is not done in a way that is directly comparable to Lafayette's reporting (e.g., Swarthmore does not separate out benefits from total compensation dollars). Therefore, conclusions drawn from this comparison can only be general.

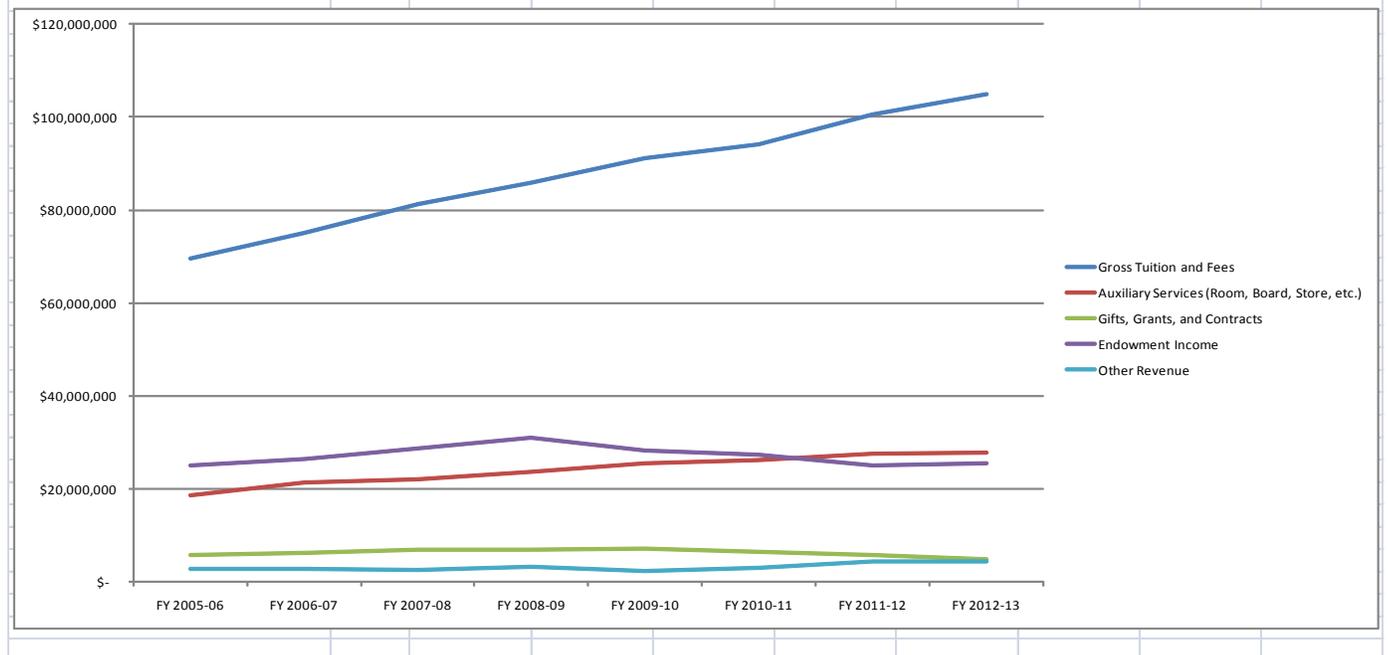
<sup>3</sup> From fall 2006 to fall 2012 based on information obtained from Greg MacDonald

- b. An increase of 48.4% or \$9.1 million for auxiliary services (e.g., room, board, store revenues)
- 2) The trends seen in Swarthmore’s revenues are similar to Lafayette’s; however, Swarthmore’s draw from their endowment does not seem to be based on the average of the past 12 quarters, but instead on a model that responds more quickly to changes in the market. Therefore, they were hit more strongly by a loss of income in 2009-10 but have also been able to draw larger amounts from their endowment during the recent growth in the investment markets. (NOTE: Swarthmore was ending a capital campaign in 2006 that accounts for large revenues from gifts, grants, and contracts during that year). Swarthmore’s changes in revenues related to student charges over this time frame are:
- a. An increase of 42.4% or \$20 million in student tuition and fees
  - b. An increase of 35.2% or \$4.5 million in room and board charges

**FIGURE IIE-1. LAFAYETTE COLLEGE REVENUE TRENDS**

(unaudited, estimated and non-GAAP)

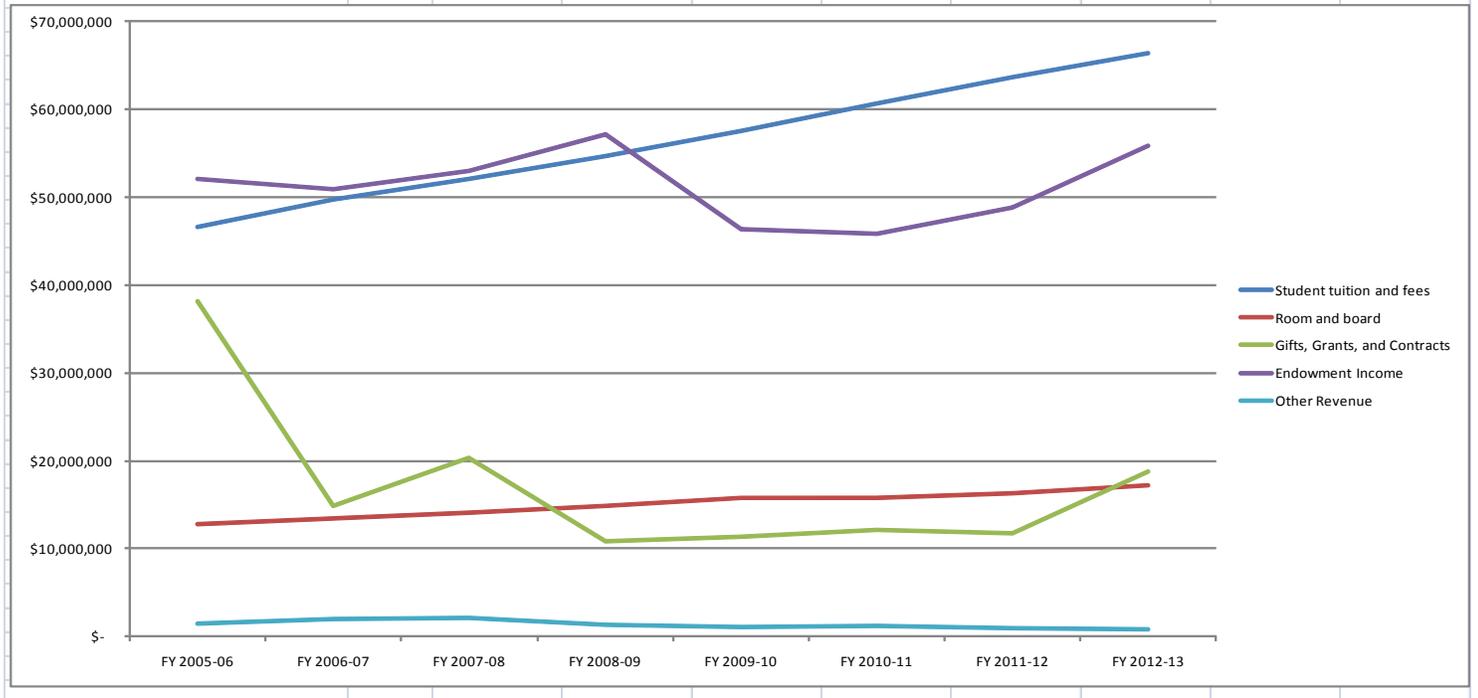
	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Gross Tuition and Fees	\$ 69,613,800	\$ 75,189,800	\$ 81,336,400	\$ 85,951,600	\$ 91,127,900	\$ 94,210,300	\$ 100,458,900	\$ 104,910,500
Auxiliary Services (Room, Board, Store, etc.)	18,705,600	21,371,600	22,058,300	23,787,200	25,591,800	26,106,800	27,482,200	27,761,800
Gifts, Grants, and Contracts	5,679,400	6,334,700	7,029,400	6,941,200	7,193,600	6,445,500	5,821,800	4,854,900
Endowment Income	24,984,900	26,490,000	28,632,800	31,059,000	28,381,200	27,430,800	25,061,700	25,452,200
Other Revenue	2,699,300	2,776,800	2,669,400	3,186,100	2,418,200	3,048,000	4,296,300	4,356,600



**FIGURE IIE-2: SWARTHMORE COLLEGE REVENUE TRENDS**

(FROM FINANCIAL REPORTS)

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Student tuition and fees	\$ 46,650,000	\$ 49,781,000	\$ 52,016,000	\$ 54,696,000	\$ 57,498,000	\$ 60,666,000	\$ 63,713,000	\$ 66,421,000
Room and board	12,725,000	13,457,000	14,070,000	14,887,000	15,777,000	15,790,000	16,266,000	17,204,000
Gifts, Grants, and Contracts	38,144,000	14,873,000	20,319,000	10,829,000	11,342,000	12,119,000	11,741,000	18,730,000
Endowment Income	52,081,000	50,867,000	53,014,000	57,137,000	46,325,000	45,895,000	48,858,000	55,858,000
Other Revenue	1,502,000	2,005,000	2,125,000	1,295,000	1,111,000	1,181,000	874,000	830,000



*Comparison of Lafayette vs. Swarthmore Expenses*

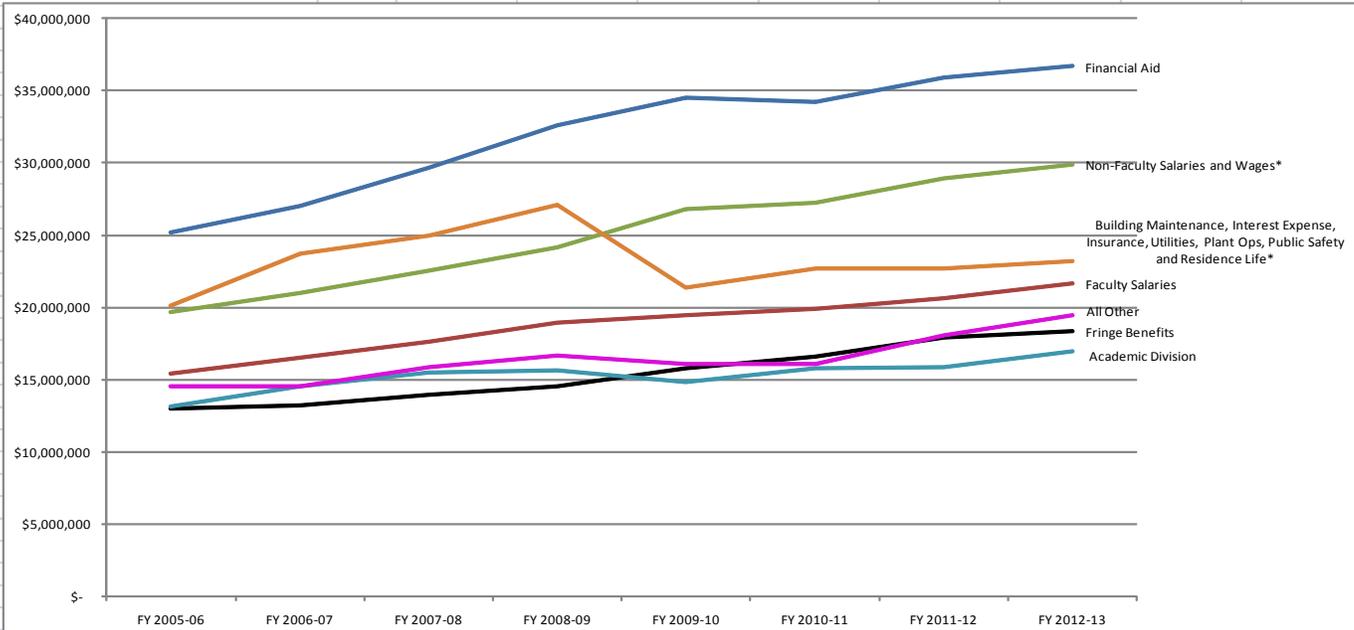
- 1) In the last eight years, expenses in all areas of the College have grown, with the total percentage growth in each area as follows:
  - a. Financial aid: 45.8%
  - b. Faculty salaries: 40.4%
  - c. Non-faculty salaries and wages: 52.1%
  - d. Fringe benefits: 41.5%
  - e. Academic division: 29.4%
  - f. Building maintenance, interest expense, insurance, utilities, plant ops, public safety, and residence life: 15.4%
  - g. All other: 34.3%
  
- 2) In the last eight years, expenses at Swarthmore have grown, with the total percentage growth in each area as follows:

- a. Financial aid: 64.4%
- b. Compensation – Faculty: 20.4%
- c. Compensation – staff: 28.41%
- d. Instruction (less faculty compensation): 39.15%
- e. Academic support, student services, institutional support and auxiliary activities (less staff compensation): 7.64%

**FIGURE IIE-3: LAFAYETTE COLLEGE EXPENSE TRENDS**

(unaudited, estimated and non-GAAP)

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Financial Aid	\$ 25,164,900	\$ 27,031,700	\$ 29,659,000	\$ 32,623,800	\$ 34,499,100	\$ 34,206,700	\$ 35,934,000	\$ 36,684,500
Faculty Salaries	15,429,900	16,509,000	17,636,800	18,908,400	19,467,600	19,928,600	20,634,000	21,666,700
Non-Faculty Salaries and Wages*	19,666,500	21,020,900	22,575,300	24,192,200	26,776,300	27,232,600	28,931,900	29,913,800
Fringe Benefits	12,986,100	13,232,600	13,913,500	14,509,700	15,799,700	16,571,600	17,884,900	18,370,800
Academic Division	13,115,900	14,546,900	15,459,200	15,639,600	14,837,300	15,798,100	15,875,800	16,976,600
Building Maintenance, Interest Expense, Insurance, Utilities	20,121,500	23,732,000	24,949,500	27,119,600	21,385,200	22,671,900	22,677,000	23,230,000
All Other	14,513,100	14,507,000	15,824,000	16,630,700	16,107,000	16,090,100	18,063,300	19,485,000

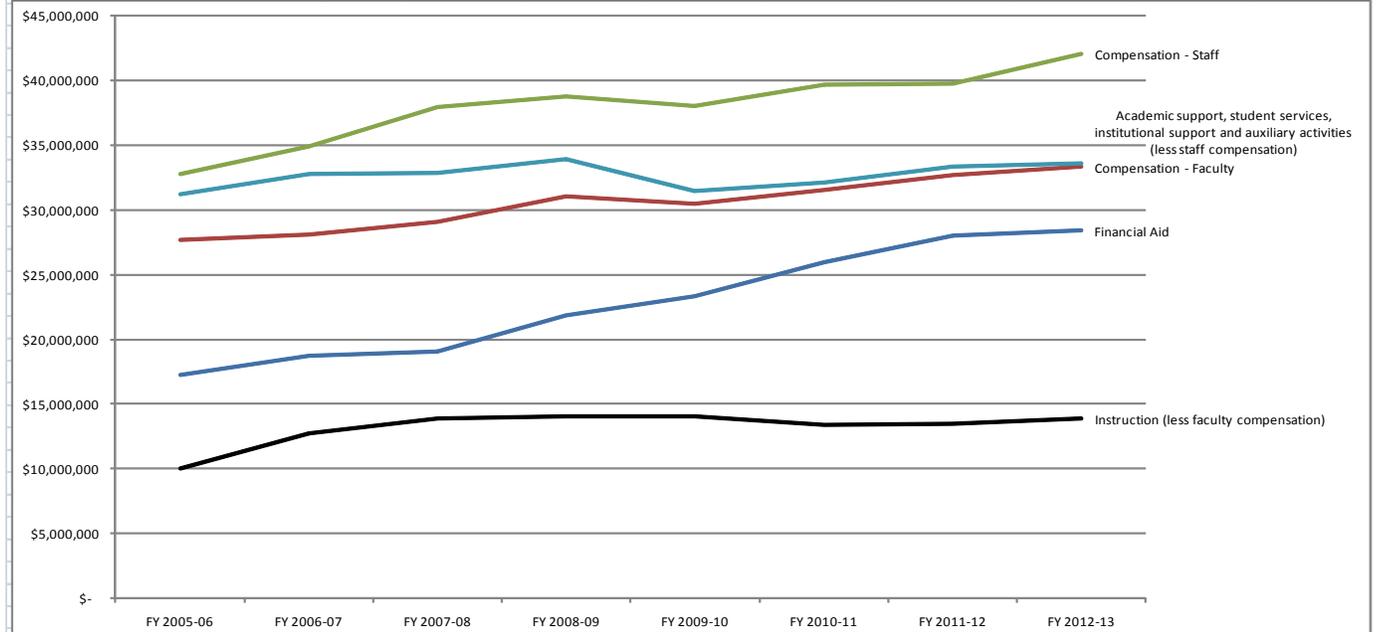


\* Note: Beginning with FY 2009-10, the compensation expenses related to the auxiliary services were consolidated with the primary compensation lines.

**FIGURE IIE-4: SWARTHMORE COLLEGE EXPENSE TRENDS**

(FROM FINANCIAL REPORTS)

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Financial Aid	\$ 17,267,000	\$ 18,769,000	\$ 19,063,000	\$ 21,826,000	\$ 23,347,000	\$ 25,995,000	\$ 28,034,000	\$ 28,395,000
Compensation - Faculty	27,708,000	28,100,000	29,060,000	31,072,000	30,521,000	31,553,000	32,663,000	33,361,000
Compensation - Staff	32,754,000	34,931,000	37,996,000	38,753,000	38,045,000	39,692,000	39,781,000	42,061,000
Instruction (less faculty compensation)	10,003,000	12,749,000	13,864,000	14,036,000	14,039,000	13,405,000	13,452,000	13,919,000
Academic support, student services, institutional support and auxiliary activities (less staff compensation)	31,255,000	32,778,000	32,833,000	33,948,000	31,484,000	32,114,000	33,398,000	33,642,000



\* Note: Beginning with FY 2009-10, the compensation expenses related to the auxiliary services were consolidated with the primary compensation lines.

The following observations regarding items related to the Task Force's charge can be made based on the above data on budget/finance and related matters for Lafayette and Swarthmore:

1. In many ways, the changes in expenses and revenues for Lafayette and Swarthmore are comparable.
2. The growth in Lafayette's revenues over the last eight years is directly related to the increase in student enrollments (i.e., student tuition, room, and board fees). The growth in revenues at Swarthmore is similar taking into account slightly smaller growth in enrollments.
3. Costs related to increased faculty, staffing, and support at Lafayette have increased in parallel with increased revenues. Swarthmore has been able to hold down the increase in costs related to faculty staffing and support below the increases in revenues. This has been done primarily by keeping the size of the faculty constant.
4. Even though Swarthmore has a slightly smaller number of faculty and significantly fewer students, the number of non-faculty employees is comparable to Lafayette's.
5. Even accounting for the increase in numbers of faculty and non-faculty, the compensation budgets at Lafayette have increased more than similar budgets at Swarthmore.

### IIF. EVALUATION SUMMARY

1. The Task Force unanimously agreed that any change (and especially an increase) in enrollment size must be planned strategically based on a clearly articulated and shared vision for the future of the College. Annual ad hoc increases in the size of the incoming class are likely to be detrimental to the academic and residential experience on campus.
2. Selectivity in admissions generally increased at Lafayette over the period covered in this report. Academic quality of enrolled students (as measured by traditional enrollment quality metrics) generally rose during the period, though small declines occurred in 2012 and 2013. Thus, concerns expressed to the Task Force by various constituencies about increases in size automatically resulting in a decline in traditional academic quality of the student body seem unfounded. The College, like its peer institutions, will continue to face challenges related to strengthening student academic quality. However, careful and strategic enrollment management can enable Lafayette to meet this ongoing challenge. Indeed, such enrollment management already has yielded strong results in increasing the diversity of the student body. Diversity (racial, geographic) of enrolled students grew significantly over the period considered by the Task Force; gender composition remained fairly stable. Such strategic enrollment management in the future must encompass the recruitment of students intending to major in the humanities and some social sciences, as the vast majority of growth in applications and enrollment has been in STEM majors.
3. Concerns expressed to the Task Force about increasing enrollment size further also centered on the possible impact of such an increase on the College's selectivity and national ranking. Indeed, these concerns were raised quite strongly in light of the slow but steady increase in the size of the incoming class that has occurred over the last several years. Data reviewed by the Task Force show that Lafayette is not alone in experiencing growth in enrollment in the last several years. More than twice as many colleges in our class increased rather than decreased enrollment between 10-20% from 2006 to 2012; though, a small overall percentage of colleges in our class (14%) increased enrollment between 10-20% over this period. Of the schools that decreased enrollment 10-20%, almost all had fewer than 1500 students in 2006, and all but one would be considered less selective than Lafayette in terms of acceptance rates. Among the Top 50 ranked colleges in *US News and World Report*, 42 have increased enrollment during 2006-2012 with an average increase of 7.2%. Of the 11 selected Liberal Arts Colleges examined in more detail, all but two colleges increased their mid-50% mean SAT scores and enrollment changes had very little impact on student-faculty ratios. The enrollment increases appeared to have no direct impact on *US News and World Report* rankings between 2006 and 2012. Based on these data, there seems to be no clear linear relationship between enrollment size changes and selectivity or ranking of these institutions. Of course, this does not mean that an increase (or decrease) in enrollment size – if poorly planned and managed – might not result in a deterioration of selectivity or national ranking.

4. Trends in class size and reliance on adjunct faculty at Lafayette were evaluated by the Task Force because of their relevance to students' and faculty members' experiences in the classroom. The College surpasses many other selective liberal arts colleges in offering a small percentage of classes that have >50 students but trails its peers in the low percentage of classes that have <20 students. There also are some notable differences in class size among the various academic divisions at Lafayette especially for 100- and 200-level courses, with the social sciences and natural sciences typically offering the largest classes. Because the number of classes with < 20 students is weighted higher by *US News and World Report* than the number of classes with >50 and the sizes of lower-level courses (100- and 200-level courses) are not uniform across the academic divisions at the College, it may be useful to evaluate the feasibility of increasing the percentage of introductory classes >50 at the College. This, in turn, would increase full-time faculty teaching power and might lower the class sizes of upper-level courses as a result of more upper-level course offerings. The recent increases in faculty lines at the College have generally helped to reduce reliance on adjuncts and continued growth in new full-time hires should help to continue this trend. To the extent that Lafayette prioritizes maintaining or enhancing student-faculty ratios and achieving smaller class sizes across divisions, a continued increase in tenure-track faculty lines might be needed regardless of which enrollment model is adopted. The College also continues to face a need to increase the diversity of its full-time faculty, a need that is independent of any changes that are made to its enrollment size. Thus, any efforts to add faculty lines must include as a goal increases in the diversity of the faculty body.
  
5. Classrooms and labs are heavily used in the fall and spring semesters between 9:00 am and 2:30 pm, Monday through Thursday but are significantly less utilized between semesters, during off-peak hours, and during the evening. The College's Registrar estimates that, with substantial changes in campus culture on the part of students and faculty members and minimal changes in classroom and lab facilities, the College could likely accommodate approximately 100-150 additional students via course scheduling changes that span the entire day and week. Such an absorption of additional students, however, does not take into account the availability of residential space especially in the fall semester when the number of students on campus is higher than in the spring (when most students who go abroad for a semester are away). It also does not account for challenges related to changing campus culture regarding course schedules: the possible impact on teaching evaluations for early morning and evening classes (that tend to be lower than for classes taught at more reasonable hours), the likely strain on work-family balance for faculty members teaching early morning and evening classes, the possible decrease in student and faculty attendance at evening co-curricular programming, and the increased strain on already crowded recreational and dining facilities. Specifically, athletes are often disinclined to take classes which end at 4:00 pm; evening classes place strains on faculty members with family commitments; and conflict with the vibrant program of evening lectures, films, and presentations that fill the Lafayette calendar (and that are often used to fulfill federal credit hour requirements).

6. ATTIC and the Counseling Center provide student support services that have experienced increasing demands in recent years; visits to the Bailey's Health Center, while fairly stable over time, sometimes involve long waits for appointments. Comments by students during the open meeting included multiple complaints that sometimes recreational and dining facilities are overcrowded (during peak hours in the day and peak periods in the semester), parking on campus is severely strained, and course registration is stressful (as most students had experienced being closed out of courses). These complaints seem to underlie the general reluctance expressed by students to increase the size of the student body.
7. The Task Force compared changes in expenses and revenues at Lafayette with those at Swarthmore for which the data are publicly available; these changes are comparable across the two institutions. The growth in Lafayette's revenues over the last eight years is directly related to the increase in student enrollments; the growth in revenues at Swarthmore is similar, taking into account slightly smaller growth in enrollments. Costs related to increased faculty, staffing, and support at Lafayette have increased in parallel with increased revenues whereas Swarthmore has been able to keep the increase in these costs below the increases in revenues, mainly by keeping the size of the faculty constant. The number of non-faculty employees at Swarthmore did increase over the last eight years and now, though their enrollments are significantly smaller, the number of non-faculty employees is essentially equal to the number at Lafayette; the compensation budgets at Lafayette have increased more than similar budgets at Swarthmore.
8. The Task Force did not have the data necessary to verify the assumptions underlying former President Dan Weiss's financial models, which projected an increase in revenue of one million dollars for every 200-student increase in student enrollment. The Task Force was unanimous in its view that any financial assumptions need to be carefully vetted in light of the projected expenses that will accrue from hiring new faculty and support staff, building new classroom, lab, and office space (as well as non-academic and residential space) at the College, and increasing financial aid to students, all of which would be essential to increasing enrollment size while maintaining or enhancing the academic quality of the student body and the classroom and residential experience of the students.

## **III. COST-BENEFIT ANALYSIS**

Based on our analysis of the quantitative and qualitative data we gathered and in light of the conclusions we present above, we offer the following summary of costs and benefits associated with the three enrollment models under consideration by the Task Force.

### *Decreasing enrollment size*

*Given the current and future landscape of higher education in terms of diminishing demand in the northeastern region of the country, greater financial need, and the unlikelihood of substantial increases in future tuition rates, a decrease in enrollment size seems to be difficult. The College has fixed operational costs given its physical size and capacity that must be met. Although a decrease in the enrollment size may seem appealing*

in isolation, such a decrease would necessitate corresponding changes that are likely to be unwelcome. Such changes could include a decline in the ability to meet student financial needs, forced elimination or pruning of some programs and departments resulting in losses of faculty and staff positions, and a freeze or cut in faculty and staff compensation. Thus, based on current economic conditions and our present budgetary allocations, shrinking enrollment size as a means to achieve a better student-faculty ratio, smaller class sizes, and less strain on currently strained programs, may be financially unsustainable unless innovative budget solutions can be identified or new revenue streams generated (see section on Program Capacity). Some faculty colleagues have argued that a decrease in the athletic program and administrative/staff positions may be alternate ways to manage budgetary pressures. *However, our administrative and staff positions are in keeping with those of an aspirational peer institution (Swarthmore), and many view the athletic program as an important component of Lafayette's identity for future, current, and past students.* Perhaps curtailing the total number of sports programs at Lafayette or switching some athletic programs from Division I to Division III if this brings a reduction in expenses may be options to consider if these strategies could relieve some budgetary pressures.

### *Increasing enrollment size*

*Assuming that any increase in enrollment size would be strategically planned (e.g., to strengthen existing or add new academic programs matched by the required additional tenure-track faculty; to improve our capacity to be need-blind in financial aid offers, and/or to target the enrollment of students and recruitment of staff and faculty from underrepresented groups), the benefits associated with increasing enrollment size include 1) some potential growth in financial resources from higher tuition revenues net of faculty-, staff-, and facilities-related expenses that will occur from an increase in enrollment; 2) the potential to further enhance the diversity of the student, staff, and faculty, broadly-defined; 3) the capacity to address current areas of high enrollments or to further build on interdisciplinary or other programs and offerings and; 4) the potential to recruit talented students in majors other than in the STEM fields. However, a number of significant costs may accrue from an increase in enrollment size, especially if the growth of the student body precedes a corresponding growth in the faculty, support staff, and physical facilities. These costs include 1) at least a temporary adverse effect on the student-faculty ratio; 2) larger enrollments for existing required or popular courses if there is no concomitant increase in the number of course offerings; 3) additional strains on already strained departments and majors, academic space and services, and non-academic spaces and services related to dining, recreation, and parking; 4) significant capital and operational costs for building new or repurposing existing space for instruction, office, and research use; student support services; student residences; recreational and dining facilities; and parking. A significant challenge associated with an increase in enrollment would be garnering enthusiasm from students, faculty, and staff, since the majority opinion expressed to us during open meetings and individual conversations with members of various groups on campus was a strong preference not to grow the size of the student body because of current strains experienced in academic and residential domains, reluctance over course scheduling too early and too late in the school day, and concerns over the potential loss of a valued small-college atmosphere.*

### *Staying the "same size"*

The Task Force recognizes that “staying the same size” is a misnomer because the enrollment size has crept up fairly consistently in recent years. We recognize that some small unplanned increases may be necessitated by budgetary needs resulting from factors such as the attrition of the student body in the sophomore and junior years; however, this type of incremental increase has resulted in added strain to already overburdened departments and majors (as most additional students major in STEM fields) and to already strained physical facilities and student support services (e.g., classrooms and labs, the library, dining, recreation, parking, and course registration). In turn, these additional strains appear to have resulted in a general discontent among members of different groups on campus, most notably the faculty and students, about the seemingly unrestrained march of the College to increase the size of the student body. In the event that the College adopts the decision not to substantially change its enrollment size, the Task Force strongly urges that these small but steady increases in the size of the incoming class be discontinued and that efforts be made to maximize student retention via an enhanced residential experience, through greater integration of and interaction among our increasingly diverse students. We expect that the Presidential Task Force on the Integrated Student Experience will address these issues better in their report. *Rather than trying to meet budgetary shortfalls by increasing the size of the incoming class each year, the Task Force recommends that Lafayette take steps to enhance use of its program capacity during the winter interim and summer session(s).* Some options for Lafayette to maximize its program capacity are described in the next section on Program Capacity.

### III. PROGRAM CAPACITY

The Task Force recognizes that options developed to maximize the use of Lafayette's program capacity during the winter interim and the summer session(s) may be offer viable sources of additional revenue to the College. Described below are some options that the Task Force discussed; some options involve Lafayette students while others entail programming for non-Lafayette students. While we recognize that some initial costs may be incurred in establishing any of these programs, developing new and sustained sources of revenue seems unanimously preferable to the Task Force members than increasing the size of the incoming class on an annual basis. Evaluating the financial viability of the various options described below is beyond the scope of this Task Force; we offer these ideas as a starting point of a larger discussion of these (and possibly other) strategies for maximizing program capacity and thereby introducing new revenue streams.

#### *Winter Interim*

Information from the Office of Residential Life indicated that, on average, 340 students are on campus during the winter interim. In addition, an average of 80 students (mostly international students) stay on campus during the winter inter-session students (between end of fall semester in December through beginning of Interim session in early January – essentially, when the College is closed over the winter holidays).

Making more efficient use of campus facilities must be considered in any assessment of the College's program capacity. The three week-long Winter Interim has been a part of Lafayette culture for more than 30 years. During this time it has been perceived as an essential element of off-campus courses, in which faculty members accompany students to cities and regions throughout the world and provide learning experiences that would be impossible to accomplish on campus. The Task Force believes that off-campus courses are extremely valuable components of the College's curriculum and deserve continued (if not enhanced) support. However, the great majority of Lafayette students do not participate in an off-campus course during the Winter Interim and there are only about seven or eight on-campus courses presently taught during the interim session. These on-campus courses are not taught "in-load" and, unless a significant change in policy is made regarding the teaching of "in-load" courses during January, there is little likelihood that faculty members will endorse an increase in the number of on-campus course offerings in the foreseeable future. And without a substantial increase in on-campus courses offered during January, it appears certain that the majority of Lafayette students will not be on campus from the date of their last final exam in the fall semester (in mid-December) to the end of January, when the spring semester commences.

If we wish to increase program capacity in terms of using on-campus facilities, two basic options related to the Winter Interim session appear possible:

- 1) We can keep the Winter Interim session in its present form and seek ways to significantly increase the number of on-campus courses taught so that the number of students

participating in January courses can also rise significantly. Accomplishing such an increase will likely be impossible without courses being taught “in-load” and this, in turn, will require careful consideration of how such a shift might impact course offerings in the fall and spring semesters. The college could adopt a model such as that used at DePauw University and **require** all students to spend at least one January session on campus as a way of reducing course demand in the fall and spring semesters. If Lafayette were to embrace Winter Interim in which student participation was required, and courses were taught “in-load,” it would probably also be necessary to lengthen the January session to four weeks, a change that would make it easier for interim courses to meet the College's requirement that all courses that are assigned a full course unit be equivalent to four credit hour courses. Enhancing and strengthening the January Interim so that it allows for more fulsome and efficient use of campus resources is no doubt possible, but it would require much further study to determine how it might be successfully accomplished so as to meet student and faculty needs while still resulting in net revenue gains. An alternative to holding the January interim courses on campus is to offer them on-line. This may have greater appeal for students as they can spend time with family and friends during the winter break while also earning course credit. The Presidential Task Force on Curricular Innovation and Technology is better positioned to offer valuable advice and insight on the feasibility of implementing on-line courses during the Winter Interim so that they would be in accord with contemporary accreditation standards. Of course, an initiative to increase winter interim course offerings will bring to the foreground the issue of who will teach these Winter Interim on-line courses and, if taught by Lafayette faculty, if they also will be taught “in-load.” If the winter interim courses are taught “in-load,” whether in-person or on-line, this is likely to strain class sizes during the fall and spring semesters as fewer full-time faculty will be available to teach during these semesters. Thus, it is likely that additional full-time faculty lines will need to be added if this model is adopted.

- 2) We can eliminate the January Interim session, allowing the spring semester to start two weeks earlier than has been the present practice at Lafayette (this would align with the schedules adopted by LVAIC institutions and most American colleges and universities). Such a change would require all off-campus courses presently taught in January to shift to the late spring or summer; some off-campus courses might be adversely affected by such a shift, but others (such as trips to Russia) are actually better suited for spring/summer travel. By adopting this option, more efficient use of campus facilities is possible during January, as all students will be on campus two weeks earlier than at present. And it will also facilitate a longer Summer Session that might allow for more productive use of campus facilities. Beyond necessitating changes to the off-campus courses historically held during January, the biggest cultural changes to the campus community will involve a loss of time in January that can be used to prepare for the upcoming semester and to work on scholarship, the latter of which many faculty may find particularly problematic.

## *Summer Session*

Information from the Office of Residential Life indicated that approximately 1000 air-conditioned beds are available during the summer. Of these, approximately 650 beds are used by the Johns Hopkins University – Center for Talented Youth (JHU-CTY) program, with about 300 students attending per 3-week session; this program and other camps (see below) are scheduled from mid-June through the end of July, for a six-week period beginning after Alumni Reunion (which uses many air-conditioned buildings) and ending shortly before the fall-semester early-arrival groups return to campus in early-August. Approximately 275 Lafayette students also live on campus during the summer, primarily for the Summer EXCEL program. Additionally, in summer 2013, six Lafayette-sponsored athletic camps were held on campus and three non-Lafayette camps.

At present the Summer Session encompasses the time from graduation in late May through early August when students begin to return for sports programs in anticipation of the start of fall classes in late August. At present about half of the College's dormitory rooms are air-conditioned and deemed suitable for use by students and others staying on campus during the summer months. Two six week sessions of summer classes are administered, but none of the courses are taught "in-load" by faculty and possibly as a result, few courses are offered during the summer sessions; in turn, the attendance by full-time Lafayette students is very limited. However, a small, yet nonetheless significant, number of EXCEL students stay on campus to work on research projects and this use of the campus directly serves the academic mission of the College. For more than a decade Johns Hopkins University has administered a summer program for talented high school students that has generated considerable income for the College (budgeted at \$800,000 for AY 2014-15). The College's association with JHU is a valuable financial asset, but the program's intentional and closely monitored separation from other aspects of summer life on College Hill prevents the College from building upon the JHU program in any meaningful way (e.g. leveraging the JHU program in terms of Lafayette's recruiting efforts).

The College is presently engaged in an on-going effort to air-condition all of our residence halls; this is important in terms of providing a housing infrastructure that could support additional utilization of the campus throughout the Summer Session. The challenge is to discern new programs that could (without excessive investment in terms of money and human resources) advance the College's educational mission while also serving as a source of revenue to support operational expenses.

If we wish to increase program capacity during the Summer Session, three basic options appear possible:

- 1) We can consider ways of significantly increasing the number of on-campus courses taught during the summer so that the number of students taking courses on campus can also rise significantly. Accomplishing such an increase will be impossible without the availability of sufficient air-conditioned residential facilities on campus and is likely not to be met with enthusiasm by faculty unless the courses are taught "in-load," with the latter calling for careful consideration of how such a shift might impact course offerings in the fall and spring

semesters (as also described above). The college could adopt a model such as that used at Dartmouth College and **require** all students to spend at least one summer term (at the end of the sophomore year) taking courses on campus. This would mean that Lafayette College would have approximately one-quarter of the student body on campus during every summer. Such a change would create new strains on dorm renovation efforts that occur in the summer, and thus careful planning of residential space use during the summer would be essential. As suggested for the January interim courses, it will be necessary to assess the feasibility of and student/faculty appeal for these summer courses being offered on-line. Such courses may have greater appeal for students as they can return home during the summer and possibly hold summer jobs/internships as well while also earning course credit. The Presidential Task Force on Curricular Innovation and Technology may be able to offer valuable advice on the feasibility of this option.

- 2) We can consider designing a signature Lafayette program that will serve and enhance the College's educational mission. One possibility discussed by the Task Force would be to develop an institute (or program) for a large number of international students and scholars that offers an immersive cultural and English-language experience for a six- or eight-week period during the summer. Such a program would target international students who will attend Lafayette College as well as other educational institutions in the fall semester. Our proximity to New York and Philadelphia could be leveraged for the cultural immersive component of this program. In addition to the additional revenues, such a program would offer international students pursuing education at US institutions (including Lafayette) in the fall to practice their spoken and written English language skills and to become acclimated with certain aspects of American college life and culture. The program could use international and native Lafayette students as peer mentors, but be developed and run by non-Lafayette staff and adjunct faculty, if deemed to be more financially viable. The development of detailed plans for any summer program focused on international students lies outside the scope of the Task Force, and would require additional planning/assessment before being endorsed by the College.
- 3) We can consider enhancing the use of our physical facilities during the summer without adding to residential burden by developing and offering professional, and K-12 level, and adult-learner day or evening courses for the local Lehigh Valley community. These courses could be taught by non-Lafayette instructors with expertise in specialized areas drawn from the local community. Examples of professional courses that might be offered include cyber security, financial accounting, and public speaking courses. Possible K-12 courses may include STEM education for elementary and middle school students (similar to the CHOICES program offered for middle school girls by Lehigh University) and courses that bridge the humanities and engineering for high school students. The latter may enhance our appeal to local high school students when they are engaged in their college selection process. Careful consideration would need to be given to how such a program would relate to the College's existing A.B. and B.S. curriculum. Finally, adult learner classes (or continuing education programs) can take the shape of established programs around the nation (e.g., the

Elder Hostel program) or a variety of non-credit courses in topics of interest to the local adult-learner community. This may serve as the first step for establishing a college retirement community on College Hill (formally or informally affiliated with the College), in response to a growing trend among retirees around the nation to live close to college campuses for their intellectual, cultural, and athletic vibrancy. Any of these options, and especially any program focusing on STEM fields, would need to ensure that there is no adverse impact on our summer EXCEL students, especially those who are conducting research in science and engineering labs.

### *Conclusion*

It appears that opportunities exist for enhancing the College's program capacity in the context of the Winter Interim and the Summer Session, include eliminating the Winter Interim and commencing classes two weeks earlier than has been the norm, considering on-line options for students to complete courses during the existing winter and summer terms, and developing signature Lafayette summer programs for international students and the local community. This would supplement current campus initiatives encompassing on-campus summer classes, EXCEL Scholar residencies, and the renting of College facilities to the Johns Hopkins program and other outside groups. Determining exactly what would comprise the best foci for such initiatives is beyond the capacity of this Task Force. But an expanded Summer Session, encompassing endeavors both on-campus and/or on-line, would provide time and space for a wide range of activities that would make more productive use of the campus resources and, if done successfully, generate significant operational income for the College on a sustained basis.

## **APPENDICES**

Appendix A: Meeting minutes

Appendix B: Notes from Open Meetings

Appendix C: Trustee Retreat Brainstorming Exercise: Content Analysis

Appendix D: Data Request to Office of Institutional Research