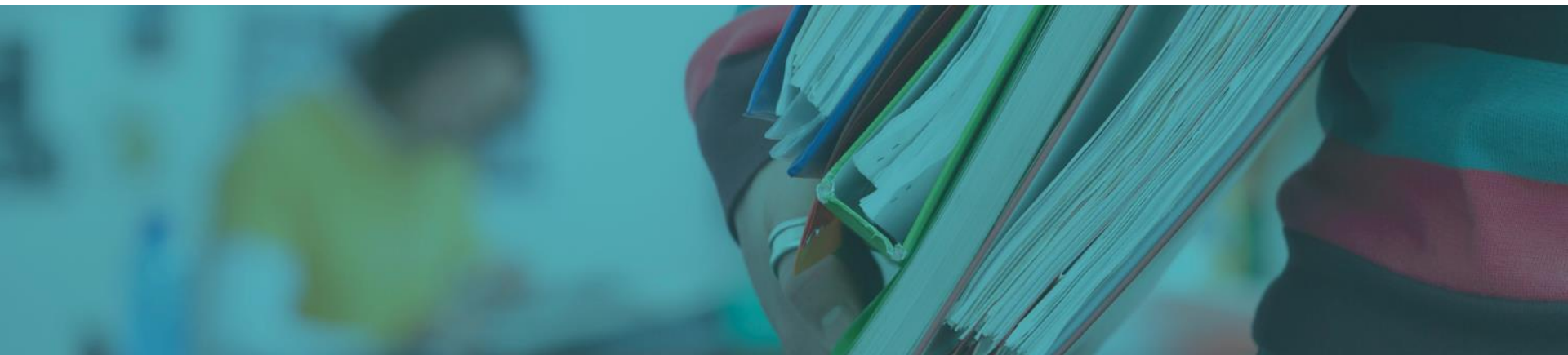




Texas  
Wesleyan  
UNIVERSITY



*Recovering Tuition Revenue and Summer  
School through Academic Sharing*

12/07/2016

# Today's Presenters



**Dr. Allen Henderson:** Provost at Texas Wesleyan

Relevant Prior Academic Experience at Texas Wesleyan:

1. Chairperson of the Psychology Department
2. Director of the Pre-Professional Studies Program
3. Dean of the School of Education



**Dr. Robert Manzer:** Chief Academic Officer for the College Consortium

Relevant Prior Academic Experience:

1. Provost at American InterContinental University (AIU)
2. VPAA at St. Edwards University
3. Dean, College of Arts and Sciences at Ohio Northern University



**Nathan Green:** VP of Growth for the College Consortium

Relevant Prior Higher Education Experience:

1. Founder of Campus2Careers
2. GM of Talent Assessment Division at Pearson (Previously Harcourt)
3. Technology Advisor/Board Member on 3 Higher Ed software companies

# Introducing the College Consortium (CC)

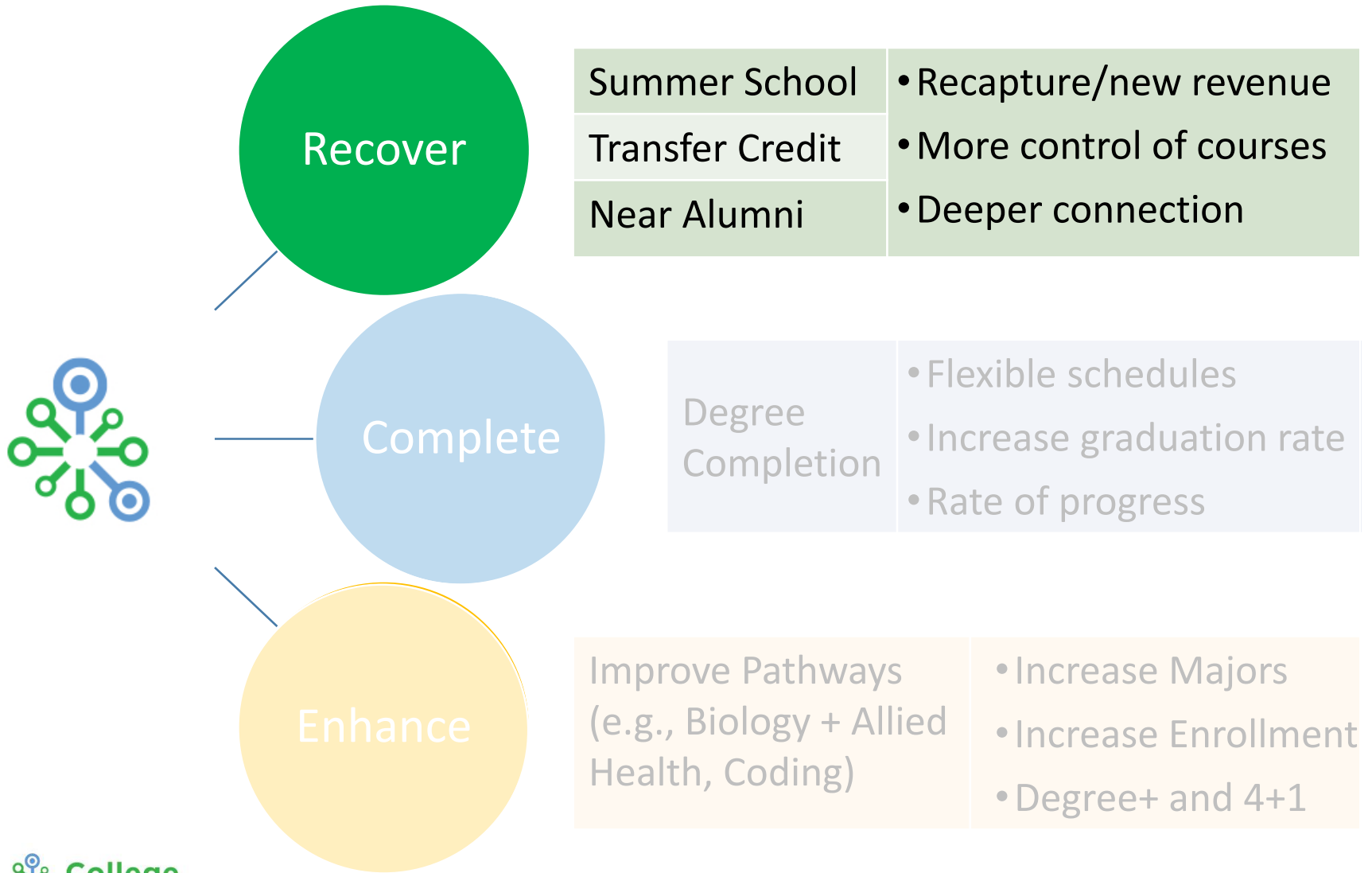
The screenshot displays the College Consortium (CC) website. At the top, there is a green header with the text "CollegeConsortium.org", "Request a Course", "Help", and the Texas A&M University logo. Below the header is a search bar with the text "What course are you looking for?" and a search button. The search bar contains the text "tax". Below the search bar, there are links for "Manage Enrollments", "Request Course", and "Manage Students". A filter section shows "Year: 2017", "Term: All", "Session: All", and a "Clear" button. A "SORT" dropdown menu is also present. The main content area displays a grid of course listings under the heading "Courses". Each listing includes the course title, ACCT number, session information, and an "Enroll" button. The courses listed are:

- Intermediate Accounting III (ACCT 3314 / Undergraduate / Spring 2017)
- Federal Income Tax I (ACCT 3315 / Undergraduate / Spring 2017)
- Taxation of Entities (ACCT 3316 / Undergraduate / Spring 2017)
- Advanced Federal Income Tax (ACCT 3321 / Undergraduate / Spring 2017)
- International Accounting (ACCT 3345 / Undergraduate / Spring 2017)
- Tax Research (ACCT 4325 / Undergraduate / Spring 2017)

At the bottom of the page, there is a green footer with the text "Don't see a course you're looking for?" and a "Request a Course" button.

- The CC helps higher education better meet student needs and institutional goals by sharing online courses (Academic Sharing)
- CC's Academic Sharing Platform (ASP) manages the exchange of courses, credits, and cash between institutions: makes inter-college enrollments easy
- Enrolling Members (EMs) reserve seats in the online courses of Teaching Members (TMs), who sell their open seats to "transient" students at EMs via the ASP
- EMs charge their normal tuition rate to the student, TMs cost is a deeply discounted rate, creating a revenue share
- Current focus is on academic sharing between Private Institutions so they can collaborate and compete

# Benefits of Academic Sharing



# Challenges with the Transfer Process

Colleges are already participating in Academic Sharing, by accepting transfer courses/credits from other Institutions



The challenges with the current model:

1. There is no revenue share with the home institution
2. The student has to find the course themselves
3. The faculty and deans have to review and approve
4. The student has to bring back proof of completion and have the registrar transcript the credits
5. Financial aid and grades don't apply
6. Course is often taken at non-mission aligned institution

The current transfer process results in a “leakage” of time, quality, and revenue for the home (Enrolling) institution.

# The Size of Transfer “Leakage”

UT Austin transferred in 135,000 credit hours last year = \$62M

1 transfer class per student, per year at \$460/credit hour (in-state tuition rate)



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## Automated Transfer Equivalency System

The **Automated Transfer Equivalency (ATE)** system is a searchable transfer credit database for more than 320,000 courses at Texas colleges and universities.

Choose a search method:

- **Search by the UT Austin Course Designation**  
(better for UT students planning to take courses elsewhere)
- **Search by the Sending Institution's Course Designation**  
(better for prospective transfer students)

### TRANSFER RESOURCES

[Automated Transfer Equivalencies](#)

[Common Transfer Credit Issues](#)

[Austin Community College Transfer Guides](#)

[Texas Community College Transfer Guides](#)



# Recovering Revenue and Transfer Courses

The CC has developed a *one-stop-shop* of equivalent summer courses for transfer credit, as well as a recovery roadmap which includes:

## Proposed Project Plan Steps: Transfer Credits Recovery

#	Task - For Transfer Credit Recovery	Owner	Status	Due Date
1	Run transfer credits report	College	New	
2	Identify the scope/amount of transfer credits	CC	New	
3	Identify the most popular transfer courses	CC	New	
4	Planning meeting (see above info)	CC/College	New	
5	Create user accounts for advisors	CC	New	
6	Develop one-stop-shop process/packet	CC	New	
7	Present one-stop-shop to advisors	College	New	
8	Orientation of advisors and other users on the site	CC	New	
9	Implement one-stop-shop program	College	New	
10	Generate recovery revenue report	CC	New	

To identify key participants and set a revenue recovery goal.

# Texas Wesleyan's Model

## Key findings from Texas Wesleyan's summer transfer data:

1. Average of 2 summers = 1,019 transfer courses by currently enrolled students
2. Total "leakage" of \$3.26M (at full tuition rate of \$3,200/course)
3. Total of 178 unique courses transferred in, but fairly consistent year over year
4. Majority of credits are in top 20 course and nearly all are at lower levels

### Recovery Financial Model

Transfer Course Count (Summer Avg)	1,019
Texas Wesleyan Tuition Rate	\$ 3,200
New Summer School Rate	\$ 1,250
TM Avg Course Cost (List Price)	\$ 900
Total "Leakage"	\$ 3,260,800
New Rev Potential for Texas Wesleyan	\$ 1,273,750
New Revenue Potential for TM	\$ 917,100

### Level of Recognized Credit

				% of Total		
	2014	2015	Total	2014	2015	Total
1000	617	432	1,049	51.2%	52.6%	51.8%
2000	571	378	949	47.4%	46.0%	46.8%
3000	15	6	21	1.2%	0.7%	1.0%
4000	2	6	8	0.2%	0.7%	0.4%
	1,205	822	2,027	100.0%	100.0%	100.0%

### Courses Most Recognized On Transfer

Course	Title	2014	2015	Total
1 )	MAT-1302 College Algebra	96	78	174
2 )	BUA-2321 Business Statistics	46	41	87
3 )	ACC-2304 Managerial Account	25	56	81
4 )	HIS-2322 Fund of Mod Am His	47	26	73
5 )	MAT-1310 Bus & Econ Analysis	20	47	67
6 )	ACC-2303 Financial Accounting	31	33	64
7 )	EXS-1220 Basic Concepts of Wellness	33	26	59
8 )	ENG-1302 Composition II	37	16	53
9 )	POL-2000 Political Sci Elect	38	10	48
10 )	HUM-234C The Human Experience	35	11	46
11 )	REL-1321 Intro St World Reli	29	11	40
12 )	SOC-2301 Intro to Sociology	24	16	40
13 )	ENG-2326 Exploring Amer Lit	19	18	37
14 )	ECO-2306 Prin of Econ II	21	15	36
15 )	SPC-1301 Fund of Speech	24	12	36



# Texas Wesleyan's Plan

To meet institutional goals and student needs, we worked with the Consortium to create a *one-stop-shop* of online transfer courses:

1. Approve an equivalent course for the most popular 30 transfer courses
2. Add these courses to RamLink so its viewable to our students and faculty
3. Centralize the enrollment process with our Registrar

**Goal:** Bring back 50% of transfer credit hours and revenue – \$600k of new revenue

**Benefit:** Generates new revenue, offers student more convenience, saves faculty time approving, and increases quality/alignment by selecting Teaching Member

Other interesting findings:

- Price is only one determinant in selecting summer options (and often less important)
- All of Texas Wesleyan's online summer (and semester) courses are full
- Students prefer online, especially over the summer, for convenience

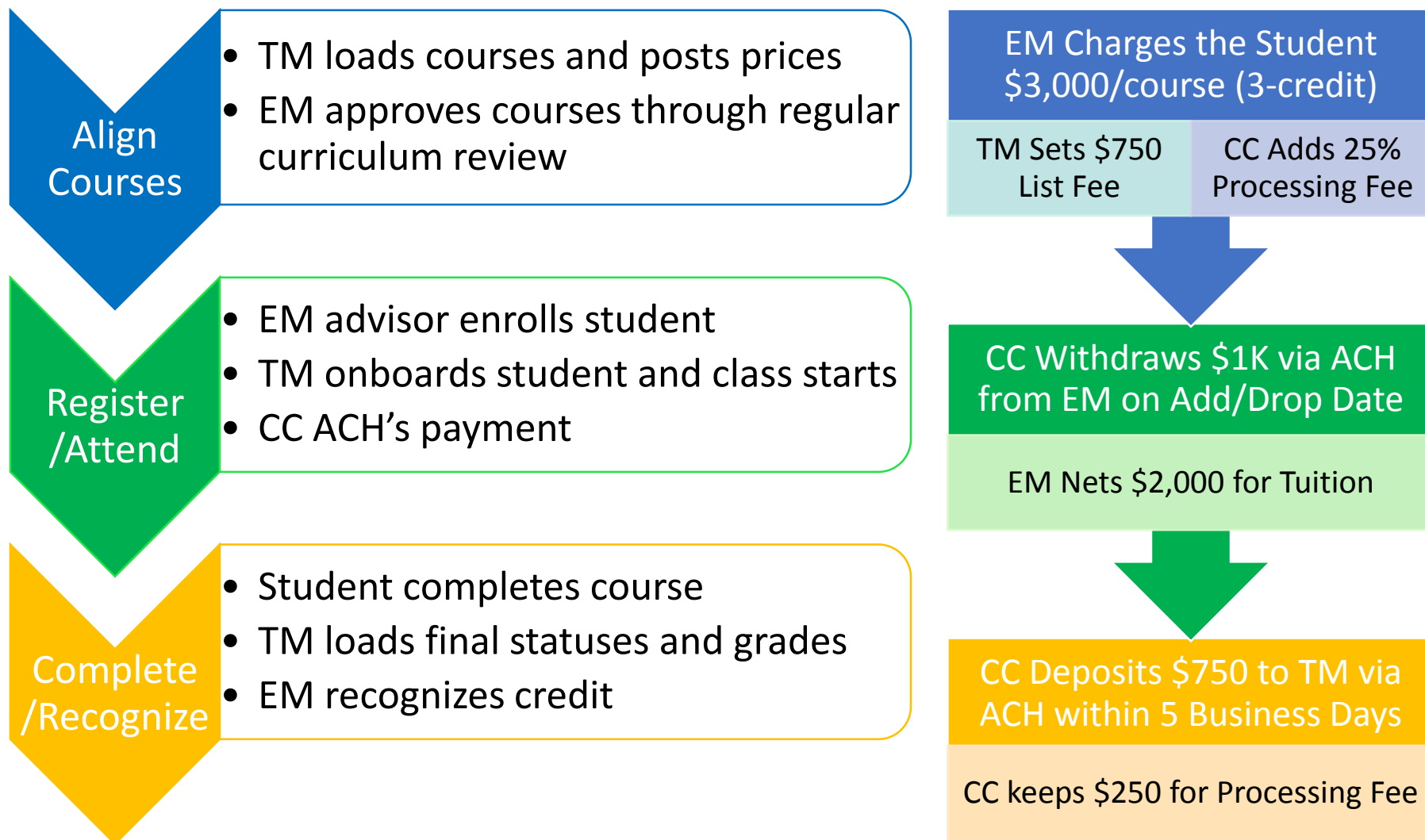
# Other Revenue Generating Opportunities

With a back-up inventory of pre-approved online courses (the one-stop-shop), you can generate additional revenue by:

1. Recovering near-alumni – students who have dropped or stopped out with 90+ credit hours, who can now finish remotely via online courses
2. Creating summer minors – ability for students to enhance their degree over the summer (to avoid block tuition) to earn a minor or specialization
3. Expanding CE/certification options – offer more career and skill-based courses to your students and the community

*“The College Consortium is like Amazon for online courses, so my students can go to one place to request courses we have approved, from aligned institutions, and where we can make money. That is pretty cool.”* Connie, Registrar at Concordia

# Operations to Academic and Revenue Share



# How to Join the College Consortium

Is your college a good fit for the College Consortium?

- ✓ Do you want to offer more programs, majors, or skill-based courses (like Allied Health)?
- ✓ Do you recommend students take classes at other colleges (summer school)?
- ✓ Do you have students who need to take classes remotely (life event, study abroad)?
- ✓ Do you want more online courses but don't want to make an upfront investment?
- ✓ Do you need more options for degree completion (pre-reqs)?
- ✓ Do you have online programs you want to offer to generate more enrollments/revenue?

If Yes to any, contact us to learn more and become a Charter Member:

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Rob Manzer – [Rob@collegeconsortium.org](mailto:Rob@collegeconsortium.org), C: 512.492.2550