


IMPACT 2030

The 2030 Student

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**WHAT WILL THE ENTERING
ORU FRESHMAN CLASS OF
2030 LOOK LIKE?**

We do not have to guess.


- The freshman class of 2030 are today's Preschoolers & Kindergarteners!
- Projections of the 17-21 year old population in 2030 are approximately 21,000,000.
- Consider the effects of immigration.
- Consider the rapid growth in Hispanic US population.



**CULTURAL
CONSIDERATIONS**

Declining
Christian
population

Gender
identification
issues



ACADEMIC CONSIDERATIONS

Technological Advances:

- 12 years ago in 2006, we were in pre-iPhone technology.
- Where will we be 12 years from now?

Changes in degree preferences

Changes in faculty status

Economic Issues



RECOMMENDATIONS

Develop

- Develop marketing strategies to reach out to today's preschool & kindergarten parents.

Strengthen

- Strengthen relationships with Christian Schools and ORUEF/ICAA.

Continue

- Continue to strengthen relationships with churches.

Continue & Strengthen

- Continue and strengthen outreach to Hispanic population.



GOVERNMENT & POLICY DISCUSSION

- Government policy could begin talking with families about college finances as early as middle school.
 - We should ask ourselves how early will children start to think about college in 2030.
- Grants and loans could move from being granted to the individual to grant them to the educational institution.
 - Is this an overall good or bad thing?
- It's speculated that tax exempt status for private institutions could be threatened within the next few years.
 - What are the financial implications that this would have for ORU?
- Tuition is raised on average more than the inflation rate.
 - Will school eventually become out of reach for the middle class?
- Millennials are turning from capitalism and are looking towards socialism.
 - This will impact how millennials view the importance and cost of education.



COST AND ITS IMPACT ON EDUCATION

Student debt is worse for women

- Women hold almost two-thirds of the nation's student-loan debt, nearly \$900 billion of the \$1.4 trillion total



ALTERNATIVE FORMS OF REVENUE

- Leverage partnership opportunities.
 - Some colleges are partnering with nonprofits and the private sector to advance their mission while bringing in new revenue.
 - For example, Denver's **Metropolitan State University** (MSU) partnered with **Sage Hospitality** to open a **SpringHill Suites** on its campus. According to **MSU Denver** President Stephen Jordan, the hotel's performance has generated \$2 million in revenue, which will be split between funding university scholarships and improving the hospitality program.
- Fill a need within local industries.
 - Filling a need within local industries is a natural place for universities to bring in additional funds
 - **California State University, Northridge** (CSUN) decided to increase revenue by opening their campus to TV, film, and commercial shoots.

ACCELERATED DEGREES

Purdue is a leading college for 3-year degrees.

"Eighty-six percent of students who started in the fall are in a major that has a three-year option," he says. "It doesn't mean 86 percent are going to do it, but it's at least an option." Students will have access to their four-year financial-aid packages for the three-year plans, he says, "so nobody leaves any money on the table."

College can no longer be an a one-path option;

Students, for years, have pieced informal three-year degrees together. So why make an official accelerated degree?

- Ready-made, available option
- Saves money
- More customized
- Student takes ownership of degree



ONLINE DEGREES

Online students deeply care about their careers and jobs after college

- 72% of online students report job and employment goals as a reason for enrolling, including transitioning to a new career field.
- 77% of schools report that students are asking for “placement/employment” rates in addition to other outcome data, such as completion rates (58%) and post-graduation salaries (48%).



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The 2030 Student

Topic 1:

The makeup and characteristics of the ORU Freshman Class of 2030 are not hypothetical. The Freshmen for the class of 2030 are today's preschoolers and kindergarteners.

Demographic data:

The children of the Millennials, born between 2010 and 2025, are now being referred to as Generation Alpha. The Freshman Class of 2030 will be made up of early Generation Alpha students.

The U.S. Census Bureau estimates that there were approximately 16,000,000 preschool and kindergarten aged children (from a 3-4 and a 5-6-year-old cohort) in the United States in 2016.

The U.S. Census Bureau Projections for 2030 for the 17-20year-old population will be approximately 18,000,000. The 2030 cohort is estimated to be approximately 1,000,000 less than the 2016 cohort. (The 2016 data is a projection from the 2015 mid-decade census.) (Note: The census cohorts in most data tables are listed in 5-year increments. To be constant with the 4-year cohort described in the preschool and kindergarteners data I have created a 4 year cohort extrapolated from the 5-year cohort.) The U.S. has experienced a slight dip in the population of the college-aged cohort over the past few years. The projected population trends suggest that the population of Generation Alpha will stabilize.

Effects of immigration:

The Hispanic population is the fastest growing population in the U.S. According to the U.S. Census Bureau the Hispanic population is 18% of the total U.S. population. It is projected to be 21% in 2030. Publications from the PEW Research Center and the National Center for Educational Statistics point out that Hispanic enrollment in Higher Education has increased by 37% from 2000-2016. They suggest that as those Hispanic families with a Higher Education move from the first generation to second generation, this Higher Education enrollment growth rate will continue to grow rapidly.

Other Considerations:

A change in immigration trends will affect the overall population.

A war will affect population and traditionally higher education enrollments.

Terrorist activity like that of 9/11 has an effect on ease and scope of international enrollments.

Topic 2:

Cultural considerations:

Declining Christian population:

Both the PEW Research Center and Barna Group have data that suggest that church attendance in the United States is waning. PEW indicates that approximately half of the U.S. population self-identifies themselves as “unchurched” or “de-churched”. They define unchurched as those who have not had strong Christian faith or traditions. The de-churched have previously had held Christian faith and family traditions, but for several reasons, these people have discounted their association with formal Church organizations.

The data shows that Millennials and the Gen Y generations have the lowest church attendance of the generations. Both the Barna and Pew data suggest that the growing “unchurched” and “de-churched” population will continue to grow. It also suggests that those of Generation Alpha with parents that do not currently hold strong Christian faith will, in turn, have less Christian faith.” However, an article in the Federalist presents data that suggests that the Millennials’ and the Gen Y’s lack of Christian faith are more of an ongoing “Coming of Age” trend that every U.S. generation experiences. This data suggests that like all other previous generations, as the Millennials and the Gen Y “Twenty Somethings” settle down and have families; they, like their parents, will return to their family tradition, faith, and church.

Gender identification issues:

Fall 2018, Azusa Pacific University announced a change in policy reflective of the changing moral codes in the United States. Azusa Pacific has discontinued its scripturally based opposition to homosexual behavior. While Azusa was not the first

Christian university in the United States to reverse long-held scripturally based opposition to homosexual behavior and other related gender identity issues, it is one of the larger institutions in the Coalition of Christian Colleges and Universities to do so.

Currently, the U.S. Department of Labor allows religious-based employers hiring exemptions which allow Christian Colleges and Universities the right to not hire people who hold nontraditional gender identifications and sexual orientations. The U.S. Department of Education's Office for Civil Rights enforces Title IX which addresses the legal enrollment requirements concerning gender identity. Currently, there are Title IX exemptions for religious institutions. Both the Department of Labor and the Department of Education exemptions are a matter of regulation rather than law.

Federal regulations are primarily initiated from the Executive branch of the Federal Government and are subject to change with the political climate. With Azusa Pacific and other Christian Higher Education institutions dividing the Christian message on this topic; society, in general, will not be able to look to the Church (including Christian Higher Education institutions) for consistent scriptural guidance. In the next twelve years, Christian Institutions holding traditional scriptural views on sexual orientation and gender identity which are accustomed to operating under the hiring and enrollment Title IX exemptions may face serious challenges.

Other Considerations:

A revival will increase the number of people holding a Christian faith.

The current Catholic sex scandal and other scandals in the Church could reduce interest in Christian Higher Education.

Topic 3:

Academic considerations:

Changing technology:

The year 2030 is 12 years from now. Twelve years ago was 2006. To put things into an interesting technology perspective, the year 2006 was pre iPhone technology. Making the situation even more interesting was the fact that very few people who worked in technology-related fields had any understanding of the sea of change that the iPhone

would bring. Additionally, with the iPhone and its dynamic digital interface technology came thousands of spin-off technologies and whole industries.

Determining how the Freshmen of 2030 will use technology is one of the leading education questions of today. Currently, ORU like most universities is heavily invested in online course technology. While online course management has become very sophisticated, it is based on almost 30-year-old technology. Will a 40-year-old technology hold the same position then as it does today? What is the next big thing that will change everything overnight? Riding the cutting-edge wave of technology in the Global Learning Center will allow ORU to possibly get an early look at the next big thing slightly ahead of the Higher Education industry, and potentially ORU could even help shape that next big thing!

Economic issues affecting students:

Changes in degree preferences:

An article in the U.S. National Institutes of Health examines the effects of the “Great Recession” of 2008 on the value that Americans now place on Higher Education degrees. There have been many studies and surveys that have asked the question, “Is a university degree worth having?” Within the Higher Education industry, there is sufficient data to support the claim that a University degree is still beneficial. The article from the U.S. National Institutes of Health provides an outsider’s endorsement of a university degree. However, it points out that the Great Recession did greatly affect the enrollments of many of the traditional liberal arts degrees. A major question for incoming first-year students after the Great Recession is to inquire about a degree’s job potential. Those degrees with lower direct job potential have seen diminished enrollments.

The year 2030 is 12 years from now and will be 22 years after the Great Recession. There are many economic theories that suggest that the U.S. and world economy runs on an approximate 20-year cycle. These theories propose that the economy will reach highs, peaks, and lows, troughs in 20 years intervals. While there are many historical examples where this has not been the case, there are many examples where the economy has followed the 20-year peak and trough cycle. If the economy does follow the 20-year cycle through 2030, the Freshmen may have similar perspectives on job-related degrees as their parents had after 2009. They will have experienced an economic trough in their early High School years and pursuing a degree that has a high return on job perspectives will be very important to them.

Recommendations

Develop marketing strategies to reach out to today's local kindergarten parents.

Strengthen relationships with Christian Schools and ORUEF/ICAA as these families have demonstrated a commitment to similar Scriptural Christian values and traditions.

Continue to build relationships with churches that hold similar values and beliefs as ORU. Especially strengthen relationships with Hispanic churches and ministries.

Continue to fund and develop strategies that will place ORU on the cutting edge of technology.

Continue to explore ways of promoting professional and technical related degrees while maintaining a liberal arts curriculum.

Begin to set aside funds now for institutional discounts/scholarships. The Freshmen of 2030 may very well be entering ORU soon after their family has suffered serious economic challenges.

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