

Developing, **Utilizing**, Leveraging and Investing in Physical Facilities

Big Idea: The 24/7/12 University

Description of the Opportunity

The essence of this concept is to generate additional net income from our existing physical facilities by expanding use of these assets for revenue generating educational activities, especially undergraduate programs, which currently provide the greatest net income to Purdue, and enhanced post-graduate professional offerings. This can be accomplished via a combination of expanding the academic calendar to full-year operation, offering evening and weekend classes to additional communities of students, and expanding the hours we reach students, both on-campus and globally, by using web-based and other methods for delivery of content knowledge and lectures.

How is it Done Now?

The traditional academic calendar spans 8 or 9 months with a large interlude of inactivity over the summer. Summer classes at Purdue currently utilize only 4.7% of the class hours supported by the same facilities in the fall semester. In addition, 96.5% of scheduled instruction takes place between 7:30a and 5:30p on Monday through Friday.

How will We do it Differently?

Expanding the calendar to a balanced trimester approach can take advantage of underutilized facilities during the summer months while allowing students the option to shorten their time to graduation, take advantage of coop and/or study abroad opportunities more easily without delaying graduation, or stay on a traditional fall/spring calendar. Additional revenue from an expanded calendar will rely on increasing student enrollments. Undergraduate programs are currently the primary source of net revenue to the University in the form of tuition, fees, and state funds. Even with no additional state funding support, the opportunity for additional revenue from expanded domestic non-resident and international students could be substantial. One idea would be to create an International College on campus that would attract a balanced mix of students from around the world with an interdisciplinary educational program focused on meeting global challenges. This might create a competitive advantage for recruiting international students that would not be quickly matched by other institutions.

A pricing option that might encourage students to take advantage of the greater flexibility of balanced trimesters would be to charge tuition based on the degree to be earned. A student would pay for a bachelors degree (or up to a limit of say 140 credits) over four years but could take the classes needed for that degree during any combination of terms needed for completion. Purdue would still receive payment for the effort to teach all of the courses required for the degree so should not have a major

impact on tuition revenue, but might be an attractive incentive for some students to take advantage of the opportunities afforded by three terms per year.

Additional opportunities during the summer months and weekends include short courses geared toward alumni and other mid-career individuals. These could be more attractive to such audiences if they combine high-quality classes taught by faculty with some of the many recreational or entertainment aspects available on campus (e.g., golf tournament, theater festival). Expanded opportunities for alumni to connect with Purdue may also pay off long-term in form a development perspective. Leasing facilities for corporate educational conferences might also be considered.

Weekend and evening hours also see much lower use of most educational facilities than the M-F 7:30a - 5:30p period. Some students, however, are attracted to evening classes and, while this may not be the majority of traditional students, this provides an opportunity to make use of otherwise unoccupied classroom and teaching lab facilities. Graduate teaching assistants may find teaching courses during evening hours cause fewer conflicts with their own class schedules, or at least object less to teaching evening courses than faculty members. Another option is to lease these facilities for use by other educational and community organizations that have a high demand for facilities in the evening or weekend hours.

Adoption of computer-based instructional media for content delivery in many courses may also change our notion of when classes should be offered, and free time in existing instructional spaces to serve new or expanded programs. If in-person class meetings focus more on learning new ways of thinking and sharing ideas with classmates, classes may come to be thought of as more social activities that are attractive during evenings and weekends. Providing opportunities for participation in real-time class meetings with students in other parts of the world may also expand our view of appropriate class times. A shift to students viewing lectures and engaging in interactive learning exercises in their dorms or apartments also makes additional classroom space available for instruction that makes the most advantage of face-to-face interaction between professors and students, and among students in group activities.

What are the Milestones?

Key milestones on the way to the 24/7/12 university would be:

1. Create public information campaign and conduct public forums to inform students and staff about the 24/7/12 University concept and seek feedback on any concerns that may need to be addressed during implementation.
2. Modify university calendar to accommodate balanced trimesters. This would likely require shifting to three 13-week terms with 1 week each for exams. Current 50-minute class “hours” would need to be extended to 60 minutes to preserve instructional time.
3. Determine change in capacity during fall and spring terms due to longer class meeting times and extended hours.

4. Develop new definition of “academic year” for faculty pay purposes. May want to define as any 2 terms within a calendar year.
5. Determine any additional need for faculty and other instructional staff to support expanded instructional time.
6. Develop curricula plans for balancing student enrollments across three trimesters rather than two semesters, or determine additional programs during summer trimester.
7. Gradually increase enrollments, particularly non-resident and international students (e.g., new International College), to make use of additional capacity.
8. Monitor net revenue changes, educational assessments, and student satisfaction with changes.

How will We Know it is Successful?

Increased tuition and fee revenue without an increase in instructional facilities while maintaining or improving the quality of education provided to our students.

What is the Revenue Potential (estimate)?

The tuition and fee revenue that could be generated by expanding use of existing facilities is on the order of \$300 million. This is based primarily on increased utilization as a result of shifting to the balanced trimester approach and increasing the number of non-resident students. Some of the principal assumptions here are that the number of students each term would reduce by 15% (10% reduction in capacity due to decreased number of instructional periods caused by expanding “hour” from 50 to 60 minutes, and 5% reduction in available facilities due to a need to perform renovations throughout the year rather than just during summer months), but summer activity could grow by about 18 times. This would increase the number of student terms attended by about 20,000. At a tuition rate of \$14,000/term for non-resident students this is \$280 million. Additional revenue would come from enhanced evening and weekend programs.

What are the Risks?

Potential gains from the balanced trimester approach require achieving a better balance of the instructional load across all terms and increasing the number of students served. This will require overcoming some long-held perceptions of what the educational calendar should look like and also reexamining the balance between performing our education mission and enhancing our reputation.

Whenever change occurs, there is some risk that outside evaluators (i.e., media rankings) may initially take a skeptical view. No progress is ever made without taking some action, however; and preeminent institutions don't gain that status by emulating the metrics of aspirational peers. We should look at whether expanding the number of students served and the opportunities created by a more flexible calendar and hours of operation are a positive contribution to our region and the world rather than whether we move up or down a few points in someone else's prestige ranking scale.

What would be the Potential Impact?

1. Allows students the option to shorten their time to graduation and/or take advantage of coop and/or study abroad opportunities to enhance their educations.
2. Expanded post-graduate class opportunities will allow for alumni to have additional meaningful connect with Purdue which may increase gifts in later years.
3. Increase diversity of the student body by attracting additional non-traditional learners and expanding opportunities for international student enrollment.
4. Increased vitality of Purdue/West Lafayette community with year-round student population.

Status?

New Idea.

Connections to other Sub-committees?

1. Enrollment
2. Global Perspective
3. On-line Learning