

2016 Annual Report



Opportunities



for
All





California State University Chico

2016—Opportunities for All

In 2016, the American Association of State Colleges and Universities (AASCU) forged ahead with efforts to meet our fundamental objective to ensure state colleges and universities (SCUs) around the country and their leaders get the adequate tools, information and support—financial and otherwise—to continue and to promote their provision of accessible quality higher education. Not the least of those efforts is the new national branding initiative Opportunities for All.

This AASCU-led initiative unifies SCUs nationwide in a concerted effort to grow public, lawmaker and business support and knowledge of the significant positive impacts—academic and socioeconomic—of state colleges and universities. As part of Opportunities for All, SCUs join forces to present cohesive and targeted messaging to their respective stakeholders—using strength in numbers to create more potent and effective communications. The resulting budgetary, legislative and emotional buy-in should advance key values of SCUs, including providing high-quality and attainable education to an increasingly diverse student body, and contributing to regional and state economic development.

The work we began this year within the Opportunities for All communications framework is ongoing, and we will continue to make the case to leadership at AASCU's member schools to get involved, and pledge their support for this important higher education movement.

OPPORTUNITIES
FOR ALL
America's State Colleges
and Universities



Montclair State University



President Muriel Howard at the 2016 AASCU Annual Meeting

From the President

This Annual Report outlines the ways in which AASCU has produced, increased and encouraged gains on issues important to our members in 2016. Last year, the operational divisions within AASCU—working separately and collaboratively—developed and facilitated efforts that have added to the strength of state colleges and universities. This was coupled with strong programs and a commitment to support the professional development of our members and their leadership teams.

AASCU employs our highest expertise, advocacy and resources to expanding opportunities for all students on behalf of, and by supporting, our members. Moreover, we remain committed to identifying and leveraging opportunities for significant achievement for public higher education—and prepared for the potential challenges of an evolving higher education landscape.

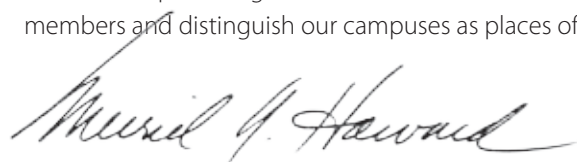
I strongly encourage you to review this report that reflects the energy and enthusiasm with which we pursued our 2016 agenda. This includes launching two major initiatives—Re-imagining the First Year of College (RFY) and Opportunities for All, a national branding campaign. RFY is just one example of our commitment to assisting members in their goal of achieving retention and success for first year students.

2016 also saw the successful launch of the Emerging Leaders Program designed for early-to mid-career professionals; an expanded focus on global education with a particular emphasis on China, Cuba and Brazil; and the introduction of the National Blended Course Consortium, an innovative online platform.

AASCU continued to advance our federal and state policy work; strengthened the corporate partners program thus enhancing our revenue streams, and continued our dedication to the education of service members through the Servicemembers Opportunity Colleges.

These enhancements have been achieved through the work of a talented and dedicated staff in collaboration with our members, many of whom serve AASCU through their volunteer efforts. It is this partnership between AASCU and its members that sets our association apart. It is also one of the values that makes me proud to serve as your president.

AASCU plays a significant role in addressing both the challenges and opportunities that confront our members. But it is through our shared commitment and our vision to be a transformative influence in American public higher education that we can provide effective leadership on behalf of our members and distinguish our campuses as places of public purpose that provide opportunities for all.



Muriel A. Howard
President





Millenium Leadership Initiative Class of 2016

Advancing Your Mission

After decades working alongside our diverse membership, the divisions that comprise the American Association of State Colleges and Universities (AASCU) recognize the exceptional attributes and the benefits of our member institutions from first-hand experience. A principal role of ours is to tap into, innovate and deliver the most beneficial, forward-looking opportunities and resources to ensure that those institutional values, and public higher education overall, thrive.

Our Diverse Future

With the backdrop of rapidly changing community and student demographics at all levels throughout the United States, higher education today, more than ever, requires leaders and faculty who reflect that diversity. Accordingly, state colleges and universities (SCUs) have distinguished themselves as an especially accessible option for a diverse cross-section of state residents, including non-traditional students. AASCU's Millenium Leadership Initiative (MLI), led by the Division of Leadership Development and Member Services, offers needed support to foster that campus diversity and inclusiveness.

An outgrowth of an initiative focused on encouraging an increase of African-American presidents and chancellors, MLI remains one of AASCU's cornerstones in its array of professional leadership development programs. For 17 years, MLI has trained not only African-Americans, but also a diverse cadre of women, Latinos, Asians and others seeking to become an effective institutional leader. As of 2016, MLI has graduated more than 485 participants (protégés), with 113 presidents being produced from the program; 92 are serving in their first presidency and 21 in their second or third presidency.

A review of MLI data for 2016 indicates that currently 54 percent of the MLI graduates who serve as presidents are serving at public AASCU member institutions, compared to 24 percent five years ago. In 2016, the core of MLI's professional development program, the MLI four-day Institute, was held from June 11–14 with 26 participants. Training was provided in sessions ranging from advancement and fundraising, to governance and working with boards. The success of two new sessions on Title IX and campus accountability pointed to the ever-present current concerns about race, inclusion and sexual equity issues.

A three-year grant from USA Funds for \$276,297 was received to help support four specific areas of focus for MLI: individual assessment of each participant; the development of regional symposiums for MLI protégés and AASCU presidents; professional coaching for each protégé; and the support for the development of a session of college value and possible projects undertaken by the protégés on college value on their respective campuses. Each of these areas is extremely important and adds a new dimension to the professional leadership development training received by the MLI protégés. The work on college value by the protégés has helped highlight why understanding and being able to calculate an institution's college value is going to be an extremely important area of focus for colleges and universities, and their presidents in the future.



2016 Emerging Leaders Session



China Studies Institute 2016

Florida International University students



Leadership Focus

The Division of Leadership Development and Member Services (LDMS) links AASCU's presidential membership to the work of the association. It facilitates presidential involvement in the committees, commissions and task forces that allow presidents and chancellors the opportunity to work collectively on issues at the national level. It also provides programming and logistical support for conferences, workshops, and leadership development programs, and engages corporate partners in the work of the association.

One of LDMS' major achievements in 2016 was the successful launch of the Emerging Leaders Program for early- to mid-career professionals seeking to advance in higher education administration. The inaugural class of 25 diverse participants reflected a range of administrative and academic positions, including faculty senate leaders, department chairs, IT professionals, and senior academic, enrollment and student affairs managers.

Some other highlights of our work in 2016 include completing research to validate the AASCU State College and University Presidential Leadership Competency Model, and supporting a convening of presidents and chancellors in April 2016 to discuss and develop strategies for creating more inclusive and equitable institutions in a climate of protests. We also completed qualitative research projects to better understand the professional development needs of AASCU presidential spouses and partners, and conducted a session to solicit ideas from spouses and partners about developing programs to better support them.

International Connections

The technology-driven interconnectedness of the world today means that "international" is the way of the future. Students, educators and institutions must be prepped for the world stage. AASCU's Office of International Education works with partners from across the world to provide quality international services and programming for our member institutions. In 2016, the office worked to deepen our member institutions' linkages with international institutions of higher education, with a particular focus this year on China, Cuba and Brazil. In China, AASCU continued to grow its portfolio of successful programs and initiatives, launching a new dual-degree program for Chinese students from vocational/technical institutions—the PATHPRO 3+2 program—as well as a new short-term exchange program for American students. In Cuba, AASCU partnered with the Institute of International Education to lead a delegation of senior administrators to Cuba's 10th Congress for International Education in February 2016.

Finally, working to expand its network in Latin America even further, AASCU has partnered with the Brazilian Ministry of Education's Language without Borders Program and the U.S. Embassy in Brazil to develop a new short-term exchange program for pre-service teachers from Brazil and the U.S., to be piloted in 2017. In 2016, AASCU's Office of International Education also worked with its longtime partner World Education Services to develop and administer two national surveys on trends in international education: one on international enrollment management and one on international university partnerships.



Student organizations, individual students, faculty and staff working in "The Garden" project at University of Maryland Baltimore County.

Bloomsbury University of Pennsylvania students



Civic Leadership

Increased opportunities to connect people and information also bring new and additional ways to get involved in the processes that affect people and communities around the globe. To that end, given that 2016 was a presidential election year, the American Democracy Project (ADP), a network of more than 250 state colleges and universities, focused much of its energy on its Engage the Election initiative. This yearlong project, organized in partnership with The Democracy Commitment (TDC) and icitizen (a civic engagement app), featured an extensive series of in-person and online events focused on student voting, civic engagement and technology.

In addition to the election initiative, ADP once again partnered with TDC and NASPA: Student Affairs Educators in Higher Education to organize the 2016 Civic Learning and Democratic Engagement Meeting, hosted this year in Indianapolis, Ind. The meeting brought together more than 550 participants, making it the largest AASCU meeting of 2016. Also in 2016, it was announced that the 134 ADP campuses that have participated thus far in Tufts University's Institute for Democracy and Higher Education's signature study, the National Study of Learning, Voting and Engagement (NSLVE), outperformed the 2012 election student turnout of their higher education peers. This finding is significant because it shows that ADP members are succeeding in promoting an atmosphere of democratic engagement on their campuses, perhaps, in part, thanks to their participation in ADP.



Washington State University Vancouver staff and student volunteers help pack Thanksgiving holiday meal boxes.



Western Carolina University



University of Tennessee

#Opps4All

New data released over recent years have tracked the changing “face” —and needs—of the higher education student body. An example of that: Approximately 40 percent of students who are enrolled in colleges and universities in the United States are older than 25. The National Center for Education Statistics also reports that, since 1995–96, at least 70 percent of undergraduates possessed at least one “nontraditional” characteristic.

Nontraditional Students

Approximately half of the more than two million individuals serving in the Active and Reserve Components of the United States Armed Forces are using their VA education benefits to attend college. Servicemembers Opportunity Colleges (SOC) provides college personnel with outreach, training and educational materials on effective policies, practices and strategies to help veterans, servicemembers and their families succeed in their educational endeavors. In 2016, SOC expanded its Career and Technical Education (CTE) Resource List for credit-bearing certificates from degree-granting institutions to include additional certificate programs and institutions.

Also in 2016, more than 120 Education Services Officers (ESOs) and education counselors assigned throughout the world participated in Training for Army Continuing Education System (ACES) and Marine Corps Educational Service Officers, a professional development training course to inform educators of SOC Programs and Services. Additionally, SOC director, Kathryn Snead, contributed a chapter, “The Higher Education Community: Educating America’s Next Great Generation” for Purdue University’s Military Family Research Institute upcoming resource publication focusing on Military Families.

An end result of these SOC initiatives in FY2016 was SOC Degree Network institutions having awarded 600,818 evaluated credits for military training and occupational experiences, resulting in more than \$150 million in tuition assistance (TA) cost savings for DoD Voluntary Education.



University of South Carolina Upstate theater students



Northeastern State University

Student Success

The Division of Academic Leadership and Change (ALC) has committed to the success of the *entire* student body of higher education institutions. ALC has pursued student success initiatives that acknowledge the varying needs of a diverse student population, and provides tailored education opportunities that increase graduation rates and graduate preparedness. A perfect example of this is Re-Imagining the First Year of College (RFY), a major three-year AASCU initiative supported by a \$1.5 million grant from the Bill & Melinda Gates Foundation and a \$328,000 grant from USA Funds.

Working with a group of 44 AASCU institutions from across the country, RFY, launched in February 2016, seeks to identify and test a series of programs, strategies and tools that will increase retention rates and success for first year students. As the first year of RFY draws to a close, each of the participating institutions has created a campus team, participated in a number of national gatherings, interacted with one another via an online learning community, drafted a campus plan for first year student success and—beginning in the fall 2016 semester—began to implement their plan. The RFY campuses' plans vary greatly, but a large number of them include items like co-requisite remediation, predictive analytics, early alert systems, first year seminars, guided pathways, intrusive advising and meta-majors.

That same type of nuts and bolts innovation is what drives the Mathematics Pathways program. AASCU joined with APLU, National Association of System Heads (NASH), Complete College America, the Dana Center at the University of Texas at Austin, the Transforming Post-Secondary Education in Mathematics (TPSE Math) group and others to redesign the mathematics pathway for undergraduate students in a project entitled Advancing Mathematics Pathways for Student Success (AMPSS). The project is led by Brit Kirwin, a mathematician and former head of the University System of Maryland.

The new mathematics pathway would create three options, depending on major and career objectives: college algebra for STEM majors, business majors and a few others; a course in statistical reasoning for the social sciences; and a course in quantitative reasoning or math modeling for the humanities and fine arts. The AMPSS consortium, with day-to-day leadership from AASCU and APLU, has received a nine-month planning grant from the Lumina Foundation and will be submitting a major five-year proposal in August 2017 for a project on curriculum transformation across the United States with a simultaneous focus on state policy and institutional implementation.

Also, in October, AASCU convened a meeting in Washington, D.C., of Public Agenda, the Community College Research Center, the Aspen Institute, the Gardner Institute and Achieving the Dream, in order to begin a project-planning process for the transfer between two- and four-year institutions. The final plenary session of AASCU Academic Affairs will be conducted by Alison Kadlec of Public Agenda, and Davis Jenkins of the Community College Research Center. That will be followed by several regional meetings between two- and four-year institutions to explore how to improve transfer effectiveness.



RFY Innovation Summit, June 2016



Southern Arkansas University



State University of New York Oneonta

Education Innovation

Beginning in 2016, the National Blended Course Consortium (NBCC) courses were launched on an innovative online platform and piloted by faculty members and students from a diverse range of colleges and universities. NBCC aims to address three pressing issues in higher education—cost, access and quality—through the development and dissemination of technology-enhanced interdisciplinary courses for first year undergraduates. Assessment data on student learning outcomes, student engagement and faculty members’ experiences with the courses will be gathered on a continuous basis and used to inform improvements over time. Currently, four NBCC courses are under development by teams of faculty from across the country.

Teacher Education

In 2016, AASCU assembled a Task Force on Teacher Education to assess the state of teacher education at member institutions, identify areas of innovation and success in the field, and highlight the vital role of presidents and provosts in strengthening and supporting the effectiveness of their programs for an increasingly diverse PK–12 student body. The Task Force, chaired by President Virginia Horvath (SUNY Fredonia) and comprised of 14 presidents, system leaders, education deans and PK–12 representatives, met in Washington, D.C., in June.

Following this meeting, the Task Force developed a survey and administered it to presidents and chancellors, provosts and CAOs, and deans of education from across the country. The survey asked respondents to provide basic background information about their teacher preparation programs; to discuss their program’s needs, supports and highlights; to assess the state of public education in their region; and to weigh in on the current federal policy landscape as it pertains to teacher preparation programs.

The Next Frontier

An exciting and impactful work also lies ahead with the official launch in February 2017 of the Frontier Set—a major four-year initiative supported by a \$6 million grant from the Bill & Melinda Gates Foundation. Its goal is to bring together a diverse group of approximately 30 high-potential postsecondary institutions and systems, including six AASCU institutions, to identify and advance campus practices that accelerate student credential attainment rates, especially for low-income students, first generation students and students of color.



Scott Jaschik, *Inside Higher Education*, talks with Council of State Representatives members at their 2016 spring meeting.



Capitol Hill forums are a feature of AASCU's Government Relations' agenda.

Advocacy & Policy Analysis

To empower AASCU members to advocate for their institution with state and local legislators, AASCU equips them with the most up-to-date information in their state. We focus on state policy analysis, emerging trends and other issues across the 50 states. AASCU's work at the national level facilitates college access, affordability and accountability, and is based on a unique member-driven public policy agenda that puts students at the core of our advocacy efforts. However, our efforts move beyond Washington, D.C., to work with our members and their government relations professionals to develop advocacy skills that can be used at the national, state and local levels.

The Division of Government Relations and Policy Analysis (DGRPA) serves as the primary liaison for advocacy and information between AASCU members, Congress and the administration. The Division is charged with developing and facilitating strong working relationships in Washington, D.C., and throughout the country to advocate on behalf of AASCU members. DGRPA also works to develop and execute strategies to attain public funding opportunities, and to foster effective ongoing relationships with elected officials and executive branch staff.

Policy Matters

In May 2016, AASCU released a *Policy Matters* brief entitled "The Promises and Pitfalls of State Free Community College Plans," which reviews the history of state efforts to make community college free through first- and last-dollar programs; the current landscape of free community college programs; and common characteristics of these programs. The report outlines the "promises" of free community college plans, such as increased college affordability for some students; potential for greater participation in higher education; renewed emphasis on jobs requiring an associate degree or certificate; and fewer students attending low-value for-profit colleges.

The authors then present the "pitfalls" of these proposals, including their limited benefits for low-income students; concerns about their effect on student success; and the possibility of program rationing. The paper concludes with policy questions for consideration and thoughts on the tradeoff between the powerful affordability message of these proposals and their limited benefits for the poorest students.

AASCU continues to be a national leader in analyzing state higher education policy. At the beginning of the year, AASCU released the *Top 10 Higher Education State Policy Issues for 2016*, which outlined major policy issues expected to be debated in statehouses during the year, such as college affordability, campus sexual assault and guns on campus. In March, AASCU released a summary of higher education items included in each of the gubernatorial State of the State addresses. In the fall, the annual *Fiscal and State Policy Issues Affecting Postsecondary Education: State Outlook* was released, which summarized higher education policy changes from the state legislative sessions. In December, AASCU released a report with EducationCounsel on enhancing state authorization, and published a brief summarizing the election results and previewing 2017 state and federal legislative sessions.

Top 10 Higher Education State Policy Issues for 2017

By AASCU Government Relations

Introduction

In early 2017, higher education leaders in many states will confront challenging policy environments due to the return of sizable state budget deficits. While much of the nation's attention will be fixated on Washington, with the inauguration and immediate actions of the president-elect, state-level elected officials will be sworn in and renew their work on economic development, education, transportation, health care, and other traditional state-level policy issues. With a national slowdown in state tax revenues and many states facing budget gaps, governors and state legislators will explore solutions to balance holding the line on taxes and maintaining state investments. As a discretionary state budget item, higher education will be among lawmakers' top targets to balance state budgets.

With the slowdown in state economies, higher education's role in economic and workforce development will be a top-tier concern for lawmakers looking to guide state residents into available jobs. Lawmakers will also continue to focus on traditional higher education issues, such as performance-based

funding and dual enrollment. The direction of other policy concerns, such as immigration and campus sexual assault, will at least be partially influenced by the direction of policy discussions in Washington. Academic freedom and civil rights are two emerging state-level higher education issues that could be policy flashpoints in 2017.

State political stakes over the next two years could not be higher. In 2018, gubernatorial elections will take place in 36 states; governors taking office in 2019 will influence redistricting following the 2020 census, which will affect state and federal political power until 2032. In addition, with Republicans controlling Congress, the White House and half of statehouses, if voters sour on the actions of the current class of lawmakers, the conditions are in place for a wave election in 2018 that could at least partially restore power to Democrats and set the stage for the 2020 elections.

Political dynamics in most states will remain similar to 2016, with Republican power in statehouses remaining near 100-year highs. States that have gone from divided control to total Republican power stemming from the November elections will likely see dormant conservative proposals gain new life, while those now with divided control will likely see fewer legislative changes. Republicans will have almost complete control of the Southern state governments and lead most of the Midwestern states. Democrats, meanwhile, will have total control of California, while many states in the West, Mid-Atlantic and Northeast will have divided government.

This paper provides a review of higher education policy issues that state lawmakers are most likely to discuss this year. This 10th annual synopsis includes issues that have been on this list for years, such as



Members of the AASCU government relations division at the 2016 Annual Meeting

Federal Policy

The intersection of several distinct forces made 2016 one of the most eventful years in federal policy for higher education. First, as the Obama administration's last year in office, this past year was a particularly busy one from a regulatory and enforcement perspective. A series of important regulatory initiatives—some, years in making—came to their conclusion in 2016. These included the highly controversial Labor Department rule on overtime pay under the Fair Labor Standards Act; the borrower defense and mandatory arbitration regulation; teacher prep regulations under Titles II and IV of the Higher Education Act; and the final rule on state authorization under Title IV. Beyond the regulatory avalanche, the administration approach to enforcement and oversight was also quite robust on several fronts, including Title IX investigations and compliance reviews for federal student aid. AASCU was actively engaged with the administration on all of these developments.

Second, the November elections cast a long shadow on much of 2016, with affordability and free public colleges playing a major role in a number of campaigns. While different candidates adopted various specific proposals to promote more affordable or entirely free public colleges, virtually all proposals relied on a matching federal state grant partnership along the lines of what AASCU first proposed three years ago.

Finally, the presidential election has created both uncertainty and opportunities in higher education policy, which AASCU has sought to address. In the immediate aftermath of the election, as campuses and immigrant communities became increasingly anxious about the plight of the “Dreamers”—undocumented students brought here as children—AASCU asked the president-elect for help in allaying those concerns, which he subsequently did.

Since the election, AASCU has reached out to both sides of the aisle in both chambers to advance a consensus agenda in support of public higher education. In addition to its active outreach to the policy community, the association has contributed significant policy proposals on issues likely to be on the congressional agenda. AASCU staff has also authored policy papers on state authorization through a grant from the Education Commission of the States, and on risk retention in student loans through a grant from the Center for American Progress.





AASCU 2016 Communications Conference



Solutions Through Communication

The AASCU Communications Division works as a link, support and resource for AASCU member institutions to connect with their diverse communities, in addition to higher education issues and stakeholders. The Opportunities for All (Opps4All) campaign stands as a prime example of the Division’s function in relation to supporting members and their mission.

The needs of our members are always first-line objectives, and that is exemplified in the Opps4All pre-program launch member survey. For AASCU, communications are determined to be “successful” when they meet or exceed the particular needs of the communicators. To ensure that, member expertise and points of view are factors that never go missing. For example, from the initial survey, the resulting Opps4All framework integrated member priorities and core values, along with detailed suggestions, strategies and guidance, as outlined in the *Opps4All Toolkit* publication. What’s more, as part of the Opportunities for All initiative, the Communications Division will continue to act as a partner for members to bolster the campaign—utilizing the agreed-upon Opps4All public higher education strategies and branding for AASCU communications and during AASCU events.

The Division collaborates with all AASCU departments to promote and develop special events and general higher education-focused collateral, including publications. The events include last year’s AASCU Annual Meeting in Miami, Fla., and the AASCU Communications Conference for Senior Professionals in Washington, D.C. The department has an expert hand in essentially all AASCU branding and content (publications, program advertising and otherwise)—with the intent to deliver the most effective messaging possible.



That effective communication objective also means filtering through the political and other noise to pinpoint and provide what’s most relevant to members. Published material, such as the bimonthly *Public Purpose* magazine, the *2016 Elections Wrap-Up*, *2017 Federal Policy Preview* and the white paper *Managing Your Enrollment Destiny*, coupled with web content, web-based press releases and the biweekly *@aascu* newsletter, all fall under the Communications Division’s purview.

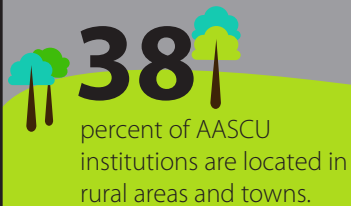
In addition to committing to focus on the news and information that AASCU members require and want, the Division will continue to build on our close relationship with members and AASCU interdepartmental collaboration to create communications that ultimately lead to the most positive outcomes for state colleges and universities nationwide.

AASCU Members are found throughout the United States, including Guam, Puerto Rico and the U.S. Virgin Islands. Member institutions range in size from just under 1,000 to more than 47,000 students, and are located in suburbs, towns and cities, and rural America.

The **average** enrollment of an AASCU school is **10,160**.

The **smallest** AASCU member has **870** students.

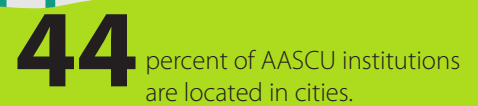
The **largest** AASCU member has **47,906** students.



38 percent of AASCU institutions are located in rural areas and towns.



19 percent of AASCU institutions are located in suburbs.

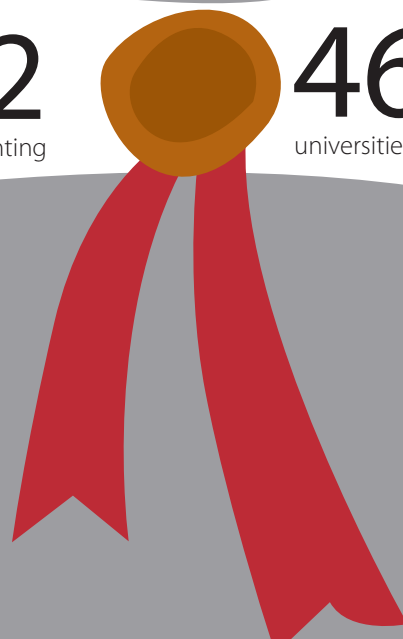


44 percent of AASCU institutions are located in cities.

AASCU institutions have awarded more than

554,892 bachelor's degrees, representing

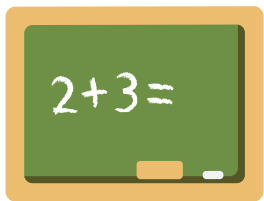
46 percent of all bachelor's degrees granted at four-year public colleges and universities in the United States.



AASCU Members

Member institutions awarded more than 32,500 (actual number of awards: 32,662) associate degrees and sub-baccalaureate certificates.

AASCU members awarded:



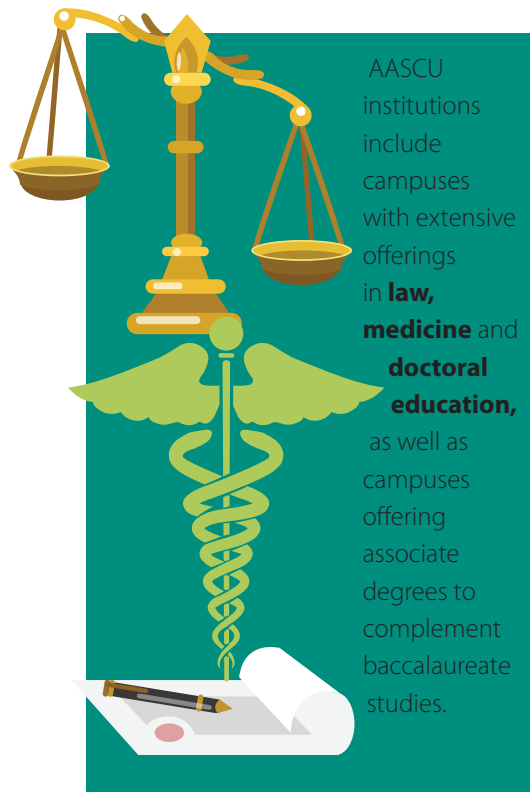
62 percent of all public four-year bachelor's degrees in education.



49 percent of all public four-year bachelor's degrees in business.



51 percent of all public four-year bachelor's degrees in health professions.



AASCU institutions include campuses with extensive offerings in **law, medicine and doctoral education**, as well as campuses offering associate degrees to complement baccalaureate studies.



Carnegie Classifications of AASCU Institutions*

- 65** percent are classified as master's degree institutions.
- 7** percent are classified as doctoral/research institutions.
- 19** percent are classified as baccalaureate institutions.
- 8** percent are classified as research universities.
- <1** percent are classified as associate institutions.

*Note: does not add to 100 percent due to outliers not listed, because they are single institutions; also, see new category of baccalaureate/associate institutions.



Among all public four-year institutions, AASCU colleges and universities educate approximately **44 percent of all minority students**. This includes **56 percent** of all African-American students, **40 percent** of all Hispanic students, **46 percent** of all Native Americans and Alaskan Natives, and **45 percent** of Asians/Pacific Islanders.



Following a nationwide trend, women constitute **57 percent** of all AASCU students.

AASCU campuses educate a diverse group of students, including those traditionally underrepresented on college campuses.

The Students We Serve

Nearly **4 million** (actual number: 3,606,713) students attend AASCU colleges and universities, representing **43 percent** of all students at public four-year institutions and **26 percent** of all students attending four-year colleges and universities.



■ **102** AASCU schools have minority students, constituting at least half of their student population.

■ AASCU represents **37** Historically Black Colleges and Universities and **35** Hispanic-serving Institutions.

■ **Full-time** students constitute **67** percent of all AASCU students; **part-time** students constitute **25** percent.

■ While the majority of students at AASCU institutions attend full time and are in their teens and 20s, our members are charged with educating many nontraditional students. In fall 2014, nearly **1 million** (actual number: 935,530) students at AASCU colleges and universities were **25 years old or older**; **45** percent of **all part-time students** attending a public four-year college or university attend an AASCU institution.



Data from Integrated Postsecondary Data System (IPEDS) of the National Center for Education Statistics (NCES)—the most recent data available.



Annual Meeting 2016



New Presidents Class of 2016

AASCU Membership Benefits

Support for the Public Purpose of Public Higher Education

■ Student-centered Advocacy

AASCU's work at the national level facilitates college access, affordability and accountability, and is based on a unique member-driven *Public Policy Agenda* that puts students at the core of our advocacy efforts.

■ Policy Advisories and Action Alerts

AASCU provides regular and timely updates from Washington on key issues affecting our members and their students. Advisories and action alerts inform members about policy issues and seek their involvement in influencing legislation with their members of Congress.

■ Focus on State Relations

AASCU is the only presidential association that focuses on state policy analysis and emerging trends and issues across the 50 states.

Focus on Presidents, Chancellors and Leadership Teams

■ Member-driven Policy and Programs

AASCU presidents and chancellors help to set AASCU's course on issues of national significance through their work in areas such as formulation of the Public Policy Agenda, Summer Council programming and committee and task force initiatives.

■ Leadership Support

Presidents facing difficult challenges can discuss these in confidence with the AASCU leadership and receive referrals to colleagues who have had experience in similar situations.

The new AASCU Innovations Exchange will link members to resources and best practices in key areas of presidential leadership.

■ Professional Development

Both leadership and professional development are a rich tradition in AASCU that includes an academy for new presidents, leadership renewal for veteran presidents and programs for those exploring the presidency. AASCU also offers programs to support and strengthen the presidential leadership team and to encourage talented administrators seeking career advancement.

■ Exclusive Meetings for Presidents and Chancellors

AASCU presents two meetings annually that provide presidents and chancellors an opportunity to network and to focus on issues relevant to their executive roles and their institutional leadership.

■ Programs for Spouses and Partners

AASCU has long recognized the vital role of the presidential spouse or partner and in doing so offers programming at both the Annual Meeting and Summer Council exclusively for spouses and partners.



President Mildred García, California State University, Fullerton, and her staff show off their 2016 Excellence and Innovation Award for International Education.

Access to Distinctive Programs and Practices

■ Support for Civic and Regional Engagement

AASCU's American Democracy Project and the association's work in developing the "stewards of place" concept have placed AASCU members in the leadership vanguard of these increasingly important and distinctive movements. Both reinforce the public purpose of public higher education.

■ Special Initiatives

AASCU membership gives institutions access to three special initiatives—the funding information services offered by the Grants Resource Center, the leadership development support provided by the Millennium Leadership Initiative (MLI) and the Voluntary System of Accountability (VSA)

■ Public Purpose

The AASCU magazine, *Public Purpose*, provides a national forum that highlights members' distinctive contributions to public higher education and provides topical and timely commentary and analysis.

■ International Programs

Institutions strategically planning a more robust international experience for students and faculties have access to the AASCU Office of International Education.

■ Special Membership Advantages

Enjoy access to office space and a conference room when visiting Washington, D.C. Stay at the **Hamilton Crowne Plaza**, located close to AASCU's offices, and save on lodging rates by utilizing our local rate agreement.

The Division of Administration and Finance employs best practices to be a strategic partner, service provider and resource steward to the AASCU community. The division exists to provide services that support the mission of AASCU. Broadly, these services include: finance, facilities, human resources and IT services. We pursue a continuous improvement approach to deliver efficient and high-quality services. We strive to engender a sense of collaboration and community and to provide an appealing environment that creates a special place in which to work.



AASCU Administration and Finance

Financial statements

Statement of Activities

	FY16	FY15
Grants and Contracts	\$4,915,213	\$4,800,215
AASCU Program Memberships	6,286,174	6,270,445
Meetings and Workshops	1,424,297	1,215,469
Sponsorships and Contributions	680,643	766,086
Net Investment income (loss)	454,040	132,488
Other Revenues	1,194,848	774,222
	<u>14,955,215</u>	<u>13,958,925</u>
Expenses		
Personnel		
Occupancy	588,033	585,068
Printing and Publications	138,328	165,165
Meetings and Workshops	1,317,898	1,017,812
Travel	918,499	619,424
Other Expenses	12,309,606	11,275,891
	<u>15,272,364</u>	<u>13,663,360</u>
Non-Periodic Post Retirement Benefits	169,108	(51,338)
Change in Temporarily Restricted Net Assets	(186,893)	(49,914)
Change in Net Assets	<u>(334,934)</u>	<u>194,313</u>

Statement of Financial Position

Assets

Cash	2,013,661	1,524,451
Investments	10,186,497	9,720,395
Building, Property and Equipment	5,762,149	6,000,407
Receivables	1,005,851	2,740,527
Deposits	461,903	390,528
Other	733,317	683,946
Total Assets	<u>20,163,378</u>	<u>21,060,254</u>

Liabilities and Net Assets Liabilities

Deferred Membership Dues and Fees		
Bond Payable (building ownership)	3,166,436	3,555,231
Accrued Salary, Benefits and Post-Retirement	3,828,729	3,297,315
Accounts Payable	2,531,866	3,236,427
Total Liabilities	<u>9,527,031</u>	<u>10,088,973</u>
Net Assets		
Unrestricted		
Unrestricted	8,751,656	8,899,697
Temporarily Restricted	884,691	1,071,584
Permanently Restricted	1,000,000	1,000,000
Total Net Assets	<u>10,636,347</u>	<u>10,971,281</u>
Total Liabilities and Net Assets	<u>20,163,378</u>	<u>21,060,254</u>

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12/13/2016

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kay.norton@unco.edu
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New Jersey Association of State Colleges and
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Dr. Joe Gow
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University of Alaska Southeast

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Arizona Board of Regents
Northern Arizona University

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Arkansas State University System
Arkansas Tech University
Henderson State University
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University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Arkansas at Pine Bluff
University of Arkansas System
University of Central Arkansas

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California State Polytechnic University, Pomona
California State University
California State University Channel Islands
California State University Chico
California State University Dominguez Hills
California State University Fresno
California State University Fullerton
California State University Maritime Academy
California State University Monterey Bay
California State University Sacramento
California State University San Marcos
California State University, Stanislaus
California State University, Bakersfield
California State University, East Bay
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, San Bernardino
Humboldt State University
San Diego State University
San Francisco State University
San Jose State University
Sonoma State University

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Colorado State University-Global
Colorado State University-Pueblo
Fort Lewis College
Metropolitan State University of Denver
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Connecticut Board of Regents for Higher Education
Eastern Connecticut State University
Southern Connecticut State University
Western Connecticut State University

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Florida Gulf Coast University
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University of North Florida
University of South Florida Sarasota-Manatee
University of South Florida St. Petersburg
University of West Florida

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Board of Regents of the University System of Georgia
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College of Coastal Georgia
Columbus State University
Dalton State College
Fort Valley State University
Georgia College & State University
Georgia Gwinnett College
Georgia Southern University
Georgia Southwestern State University
Kennesaw State University
Middle Georgia State University
Savannah State University
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University of West Georgia
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University of Guam

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University of Hawaii System

Idaho

Lewis-Clark State College

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Illinois Board of Higher Education
Illinois State University
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 Indiana State University
 Indiana University East
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 Kentucky State University
 Morehead State University
 Murray State University
 Northern Kentucky University
 Western Kentucky University

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 Louisiana State University
 Louisiana State University Shreveport
 Louisiana Tech University
 McNeese State University
 Nicholls State University
 Southeastern Louisiana University
 Southern University and A&M College System
 Southern University at New Orleans
 University of Louisiana at Lafayette
 University of Louisiana System
 University of New Orleans

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University of Maine at Augusta
 University of Maine at Fort Kent
 University of Maine at Presque Isle
 University of Maine System
 University of Southern Maine

Maryland

Bowie State University
 Coppin State University
 Frostburg State University
 Morgan State University
 Salisbury University
 Towson University
 University of Maryland Eastern Shore
 University of Maryland University College
 University of Maryland, Baltimore County
 University System of Maryland

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 Framingham State University
 Massachusetts College of Art and Design
 Massachusetts College of Liberal Arts
 Salem State University
 State Colleges of Massachusetts Council of Presidents
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 University of Massachusetts Dartmouth
 University of Massachusetts System
 Westfield State University
 Worcester State University

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 Eastern Michigan University
 Ferris State University
 Grand Valley State University
 Michigan Association of State Universities
 Northern Michigan University
 Oakland University
 Saginaw Valley State University
 University of Michigan-Dearborn
 University of Michigan-Flint

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 Metropolitan State University
 Minnesota State Colleges and Universities
 Minnesota State University Mankato
 Minnesota State University Moorhead
 Southwest Minnesota State University
 St. Cloud State University
 University of Minnesota Crookston
 University of Minnesota Duluth
 Winona State University

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 Delta State University
 Jackson State University
 Mississippi Institutions of Higher Learning
 Mississippi University for Women
 Mississippi Valley State University
 University of Southern Mississippi

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 Lincoln University of Missouri
 Missouri Southern State University
 Missouri State University
 Missouri Western State University
 Northwest Missouri State University
 Southeast Missouri State University
 Truman State University
 University of Central Missouri

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Montana State University Billings
 Montana State University, Northern
 Montana Tech of The University of Montana
 University of Montana-Western

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 Nebraska State College System
 Peru State College
 University of Nebraska
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 University of Nebraska at Omaha
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Nevada State College

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Keene State College
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 University System of New Hampshire

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 Ramapo College of New Jersey
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 Rutgers University Newark
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 Thomas Edison State University
 William Paterson University

New Mexico

New Mexico Highlands University
 Northern New Mexico College
 Western New Mexico University

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 City University of New York, Brooklyn College
 City University of New York, College of Staten Island
 City University of New York, Hunter College
 City University of New York, Medgar Evers College
 City University of New York, York College
 Farmingdale State College (SUNY)
 Purchase College, State University of New York
 State University of New York
 State University of New York-Empire State College
 State University of New York at Fredonia
 State University of New York at Geneseo
 State University of New York at New Paltz
 State University of New York College at Cortland
 State University of New York College at Old Westbury
 State University of New York College at Oneonta
 State University of New York College at Oswego
 State University of New York College at Plattsburgh
 State University of New York College at Potsdam
 SUNY College of Agriculture and Technology at Cobleskill
 SUNY College of Technology at Alfred
 SUNY College of Technology at Delhi
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 The City College of New York, CUNY
 The City University of New York
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 East Carolina University
 Elizabeth City State University
 Fayetteville State University
 North Carolina Agricultural & Technical State University
 North Carolina Central University
 University of North Carolina
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro
 University of North Carolina at Pembroke
 University of North Carolina Wilmington
 Western Carolina University
 Winston-Salem State University

North Dakota

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 Mayville State University
 Minot State University
 North Dakota University System Office
 University of North Dakota
 Valley City State University

Ohio

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 Central State University
 Cleveland State University
 Shawnee State University
 University of Toledo
 Wright State University

Oklahoma

Cameron University
 East Central University
 Langston University
 Northeastern State University
 Northwestern Oklahoma State University
 Oklahoma Panhandle State University
 Oklahoma State Regents for Higher Education
 Rogers State University
 Southeastern Oklahoma State University
 Southwestern Oklahoma State University
 University of Central Oklahoma
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Oregon

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 Southern Oregon University
 Western Oregon University

Pennsylvania

Bloomsburg University of Pennsylvania
 California University of Pennsylvania
 Cheyney University of Pennsylvania
 Clarion University of Pennsylvania
 East Stroudsburg University of Pennsylvania
 Edinboro University of Pennsylvania
 Indiana University of Pennsylvania
 Kutztown University of Pennsylvania
 Lock Haven University of Pennsylvania
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 Slippery Rock University of Pennsylvania
 University of Pittsburgh at Bradford
 University of Pittsburgh at Greensburg
 University of Pittsburgh at Johnstown
 West Chester University of Pennsylvania

Rhode Island

Rhode Island College
 Rhode Island Office of the Postsecondary Commissioner

South Carolina

Clemson University
 Coastal Carolina University
 College of Charleston
 Francis Marion University
 Lander University
 South Carolina State University
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 University of South Carolina Aiken
 University of South Carolina Beaufort
 University of South Carolina Palmetto College
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 Winthrop University

South Dakota

Black Hills State University
 Dakota State University
 Northern State University
 South Dakota State University

Tennessee

Austin Peay State University
 East Tennessee State University
 Middle Tennessee State University
 Tennessee Board of Regents
 Tennessee State University
 Tennessee Technological University
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 University of Tennessee at Chattanooga
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Lamar University
 Midwestern State University
 Prairie View A&M University
 Sam Houston State University
 Stephen F. Austin State University
 Sul Ross State University
 Tarleton State University
 Texas A&M International University
 Texas A&M University-Central Texas
 Texas A&M University-Commerce
 Texas A&M University-Corpus Christi
 Texas A&M University-Kingsville
 Texas A&M University-San Antonio
 Texas A&M University-Texarkana
 Texas Southern University
 Texas State University
 Texas State University System
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 The University of North Texas at Dallas
 The University of Texas Rio Grande Valley
 University of Houston-Clear Lake
 University of Houston-Downtown
 University of Houston-Victoria
 University of Texas at Brownsville
 University of Texas at Tyler
 West Texas A&M University

Utah

Dixie State University
Utah System of Higher Education
Utah Valley University
Weber State University

Vermont

Johnson State College
Lyndon State College
Vermont State Colleges
Vermont Technical College

Virgin Islands

University of the Virgin Islands

Virginia

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Longwood University
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Radford University
The University of Virginia's College at
Wise
Virginia State University

Washington

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Eastern Washington University
University of Washington Bothell
University of Washington, Tacoma
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Washington State University Vancouver
Western Washington University

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Concord University
Glenville State College
Shepherd University
West Virginia State University

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