Reversing the Decline in Planning School Enrollment

Session Function Code: W516

Presenters:

Robert Mitchell, FAICP
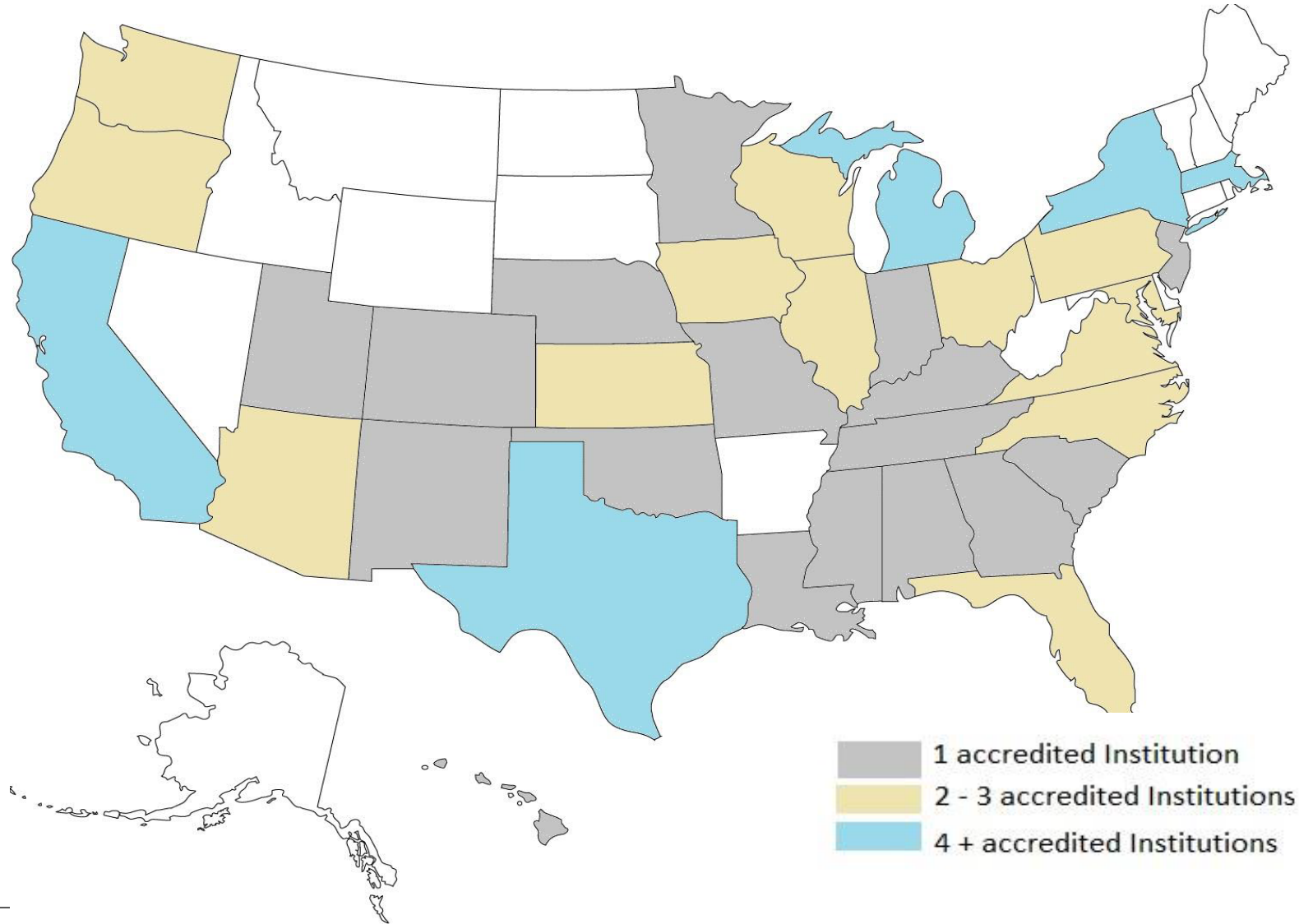
Hing Wong, AICP

Lauri Johnson, PH.D.

APA's 2016 National Planning Conference
Phoenix AZ

Accredited Planning Programs

1 accredited Institution
2 - 3 accredited Institutions
4 + accredited Institutions

Objectives for this session

- Review & analyze the trends in PAB program enrollments
- Examine & understand the reasons behind those trends
- Identify emerging issues regarding planning education, the planning profession and the impacts of enrollment on those issues
- Learn about tools, techniques and strategies used to raise the profile of the profession
- Discuss strategies the four organizations could implement to address the identified issues

Joint Task Force on Enrollment Report

Joint Task Force on Enrollment

- *Where is enrollment declining, increasing, or remaining stable and why?*
- *What should we do to analyze and respond to the decline in enrollments in planning education?*

Task Force - Overview

- Appointed by the Presidents of APA, AICP, ACSP, PAB
- Representatives on the Task Force from each organization
- Establishment of Task Force based on increasing concern regarding enrollments issues at planning schools/programs
- Examined existing information regarding enrollments for colleges & universities, planning programs, and collegial programs
- Developed a survey
- Looked at the complexity of the issue
- Developed a series of questions to further analyze the situation

Students Enrolled in Master's Accredited Programs

Year	No. of Programs	U.S. Citizens and Residents	Foreign	Total Students	% change year to year
2008	67	4485	501	4986	
2009	67	4822	477	5299	6.3%
2010	69	4914	518	5432	2.5%
2011	70	4638	556	5194	-4.4%
2012	71	4336	664	5000	-3.7%
2013	71	4094	757	4851	-3.0%
2014	71	3911	853	4764	-1.8%

Data excludes University of Montreal and the University of British Columbia

Students Enrolled in Bachelor's Accredited Programs

Year	No. of Programs	U.S. Citizens and Residents	Foreign	Total Students	% change year to year
2008	14	1308	35	1343	
2009	14	1305	64	1369	1.9%
2010	14	1282	71	1353	-1.2%
2011	14	1191	86	1277	-5.6%
2012	14	916	84	1000	-21.7%
2013	14	870	87	957	-4.3%
2014	14	822	103	925	-3.3%

Data excludes University of Montreal

Higher Education

Table 1: Estimated National Enrollment by Sector (Title IV, Degree-Granting Institutions)

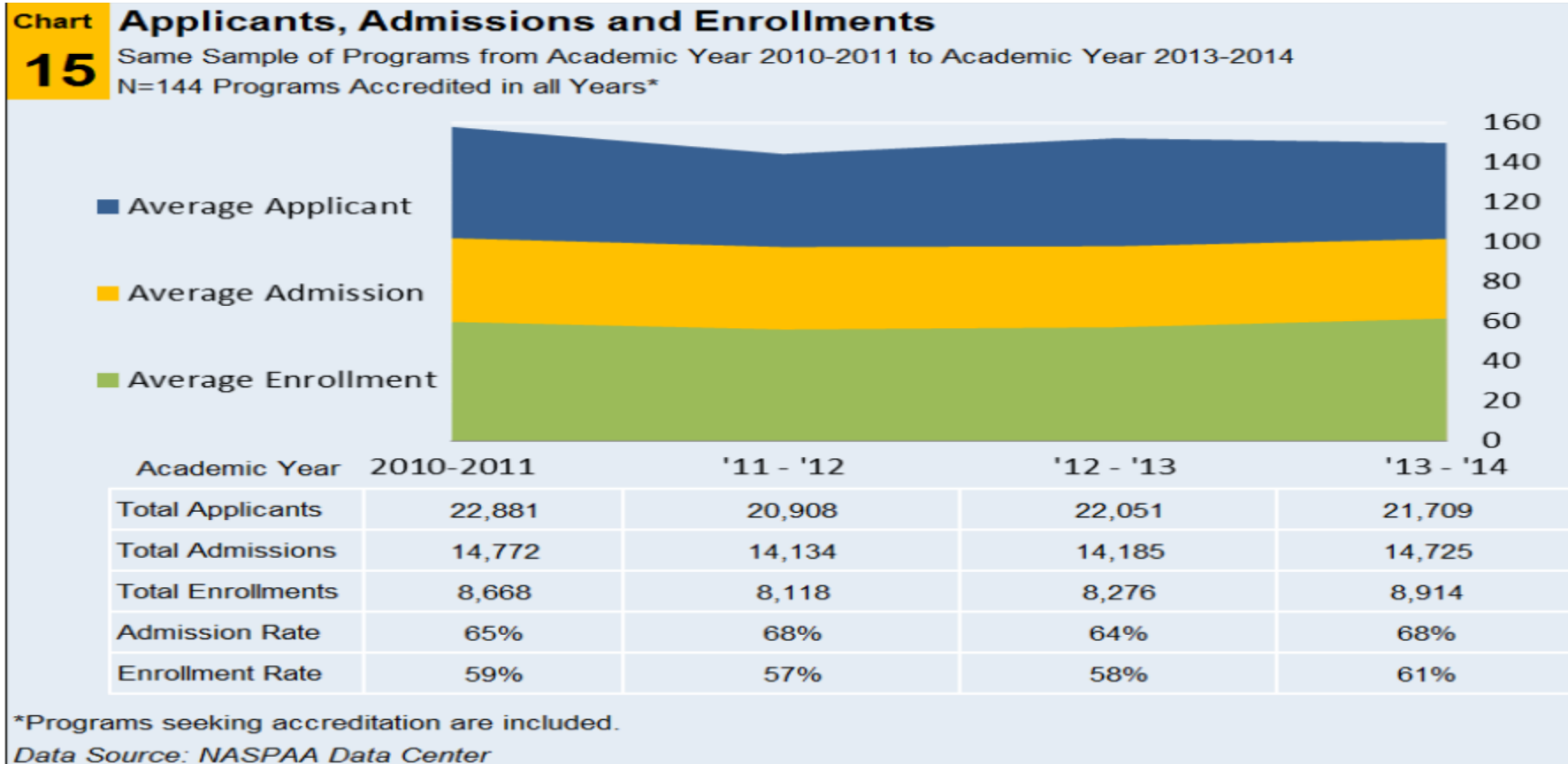| Sector	FALL 2015		FALL 2014		FALL 2013	
	Enrollment	% Change from Prior Year	Enrollment	% Change from Prior Year	Enrollment	% Change from Prior Year
Total Enrollment, All Sectors	19,280,473	-1.7%	19,619,773	-1.3%	19,885,203	-1.5%
Four-Year Public	8,055,192	0.4%	8,020,444	0.7%	7,964,090	0.4%
Four-Year Private Nonprofit	3,811,176	-0.3%	3,823,465	1.6%	3,761,953	1.3%
Four-Year For-Profit	1,134,974	-13.7%	1,315,167	-0.4%	1,321,107	-9.7%
Two-Year Public	5,906,419	-2.4%	6,052,069	-4.4%	6,329,631	-3.3%
Unduplicated Student Headcount (All Sectors)	18,929,736	-1.7%	19,258,730	-1.3%	19,511,518	-1.4%

UNDERSTANDING THE NUMBERS

Table 1 provides counts of fall term enrollments submitted to the Clearinghouse by December 1 of each year. Enrollments represent one student in one institution and thus would count twice a student enrolled simultaneously at two institutions. The unduplicated headcount provides the number of unique students with no double-counting. This figure can be used to determine the percentage of concurrent enrollments in any given year. In each term, about 2.0 percent of total enrollments can be accounted for by students enrolling in more than one institution.

Institutional classifications for the current term are based on the most recently available IPEDS institutional characteristics at the time of publication. Less-than-two-year institutions have been aggregated with two-year institutions. Two-year for-profits and two-year private nonprofits are not shown in the table due to small counts, but enrollments from those sectors are included in the overall totals. Additional notes on data and coverage are included at the end of this document.
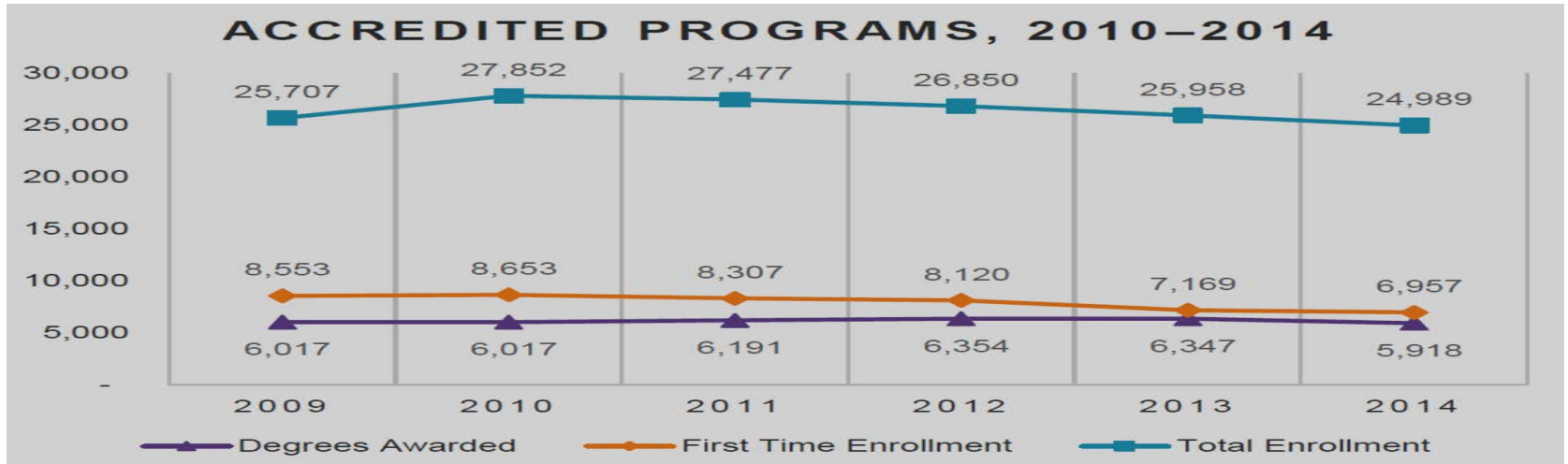
Peer Disciplines

Public Policy, Affairs, and Administration

Chart 15 — Applicants, Admissions and Enrollments
Same Sample of Programs from Academic Year 2010-2011 to Academic Year 2013-2014
N=144 Programs Accredited in all Years*

Legend:
- Average Applicant
- Average Admission
- Average Enrollment

Academic Year	2010-2011	'11 – '12	'12 – '13	'13 – '14
Total Applicants	22,881	20,908	22,051	21,709
Total Admissions	14,772	14,134	14,185	14,725
Total Enrollments	8,668	8,118	8,276	8,914
Admission Rate	65%	68%	64%	68%
Enrollment Rate	59%	57%	58%	61%

*Programs seeking accreditation are included.
Data Source: NASPAA Data Center

: Network of Schools of Public Policy, Affairs and
Administration. 2013-2014 NASPAA Accreditation Data
Report:

Peer Disciplines

Architecture

ACCREDITED PROGRAMS, 2010—2014

Year	Degrees Awarded	First Time Enrollment	Total Enrollment
2009	6,017	8,553	25,707
2010	6,017	8,653	27,852
2011	6,191	8,307	27,477
2012	6,354	8,120	26,850
2013	6,347	7,169	25,958
2014	5,918	6,957	24,989

Landscape Architecture

STUDENT ENROLLMENT - DOMESTIC/INTERNATIONAL

| | 2013 | | | 2014 | | | 2015 | | |
STUDENTS	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Domestic	3,606	1,501	5,107	5,107	1,229	2,688	1,343	1,305	2,648
International	203	292	795	2,350	885	3,235	1,952	868	2,820
Total	3,809	2,093	5,902	3,809	2,114	5,923	3,295	2,173	5,468

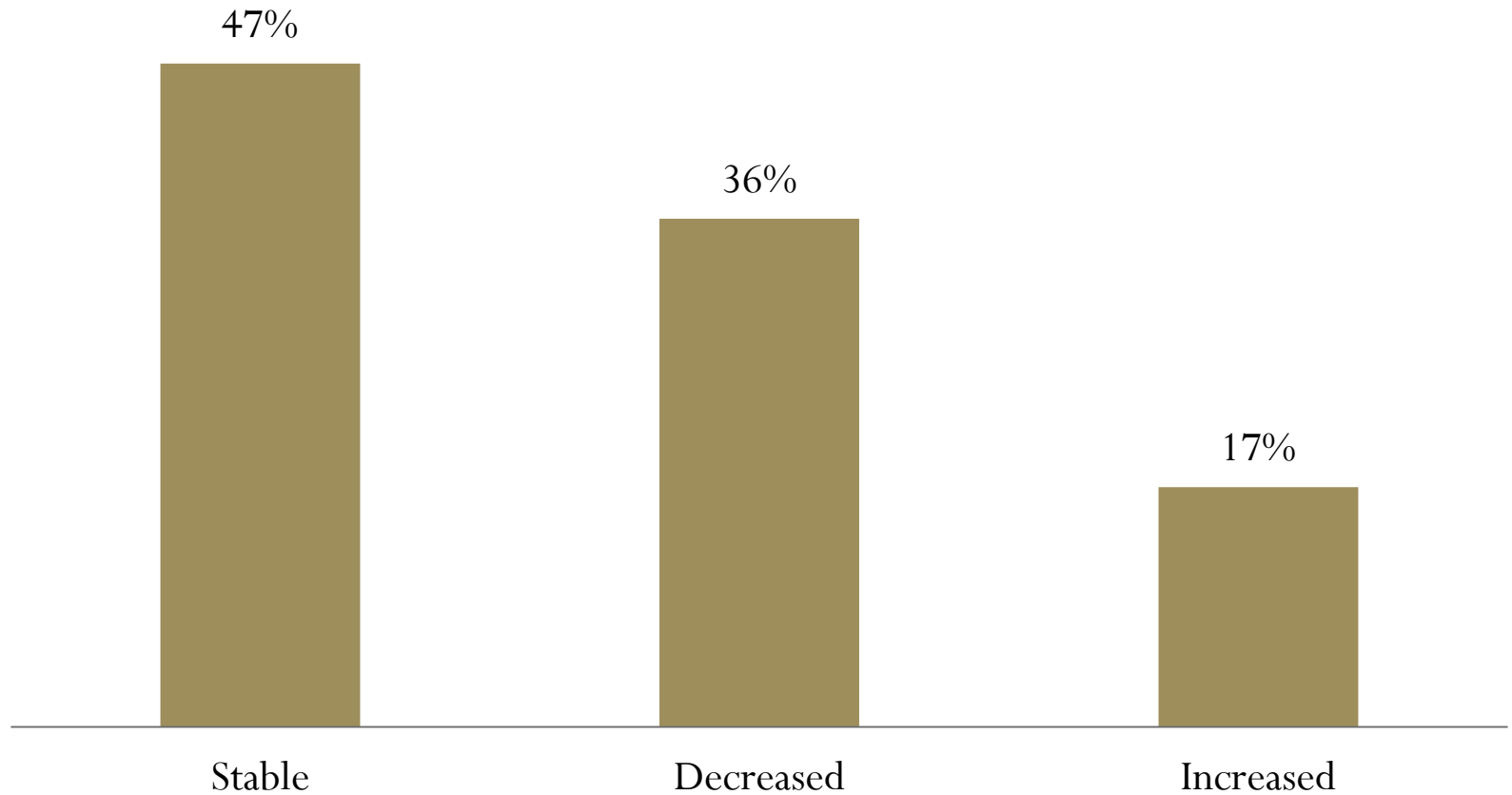Source: National Architectural Accrediting Board. Highlights from the 2014 NAAB
Annual Report; Landscape Architecture Accrediting Board. Annual Report Summary

Joint Task Force Survey

- Task Force developed a survey to understand what was happening at the planning schools

- Survey emailed to PAB schools

- 67% response

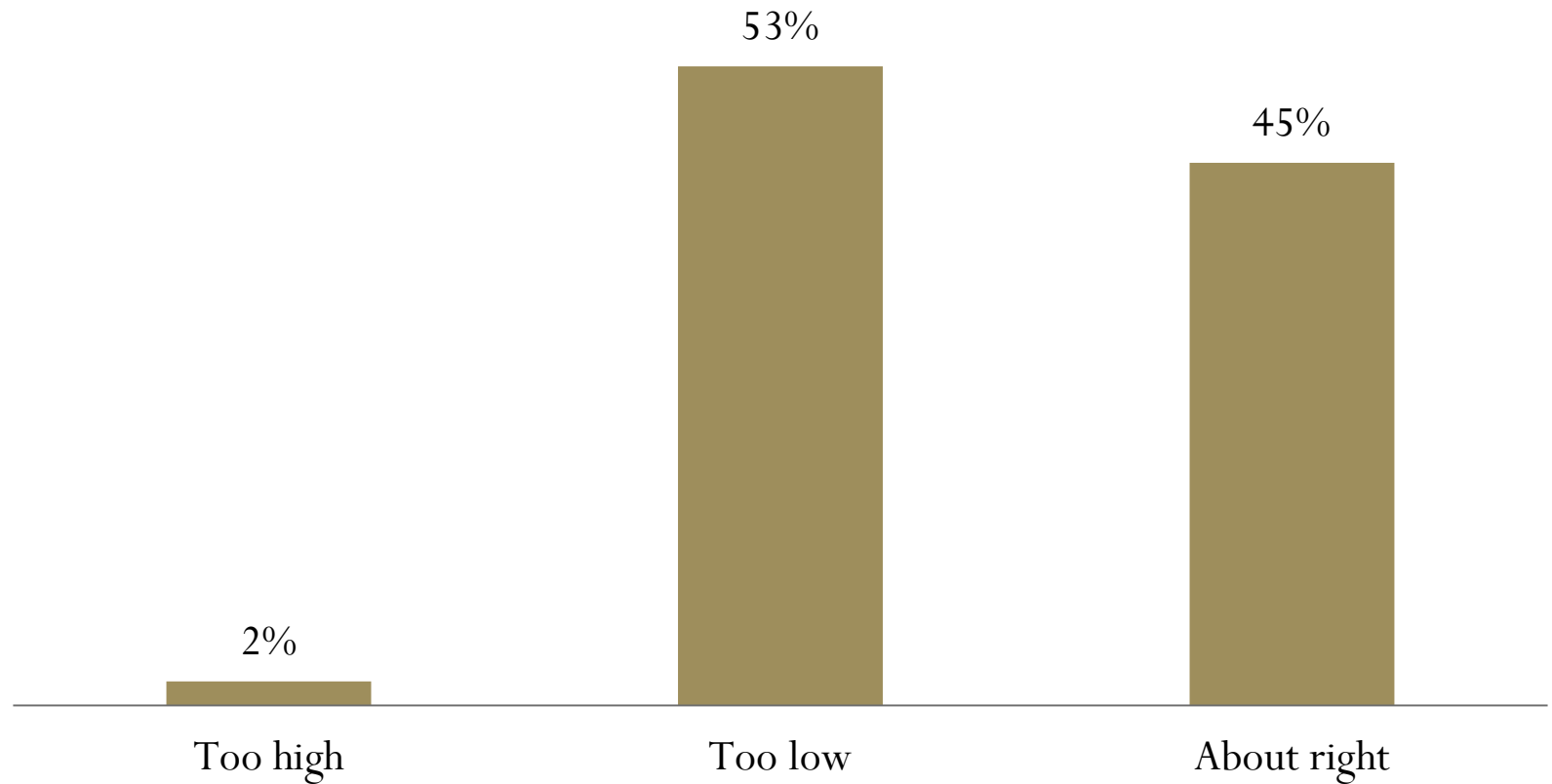- 38 questions

- Wide variety of individual answers

Survey of PAB-accredited Programs

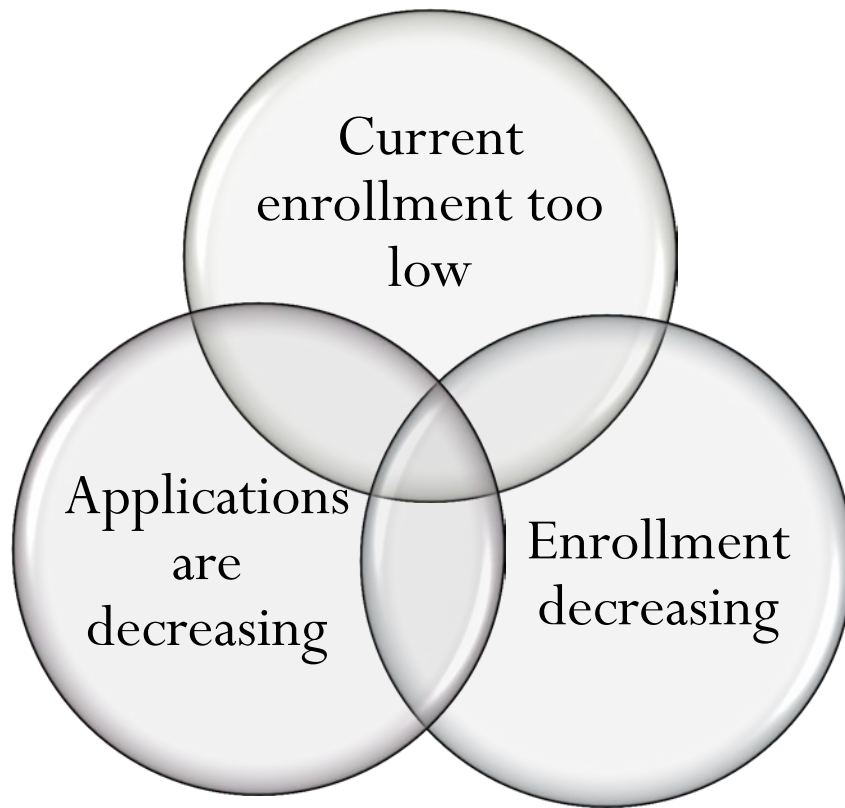**Enrollment at Accredited Masters Program**

47%		
	36%	
		17%
Stable	Decreased	Increased

Survey of PAB-accredited Programs

Current Enrollment Levels

Impacts

Current enrollment too low
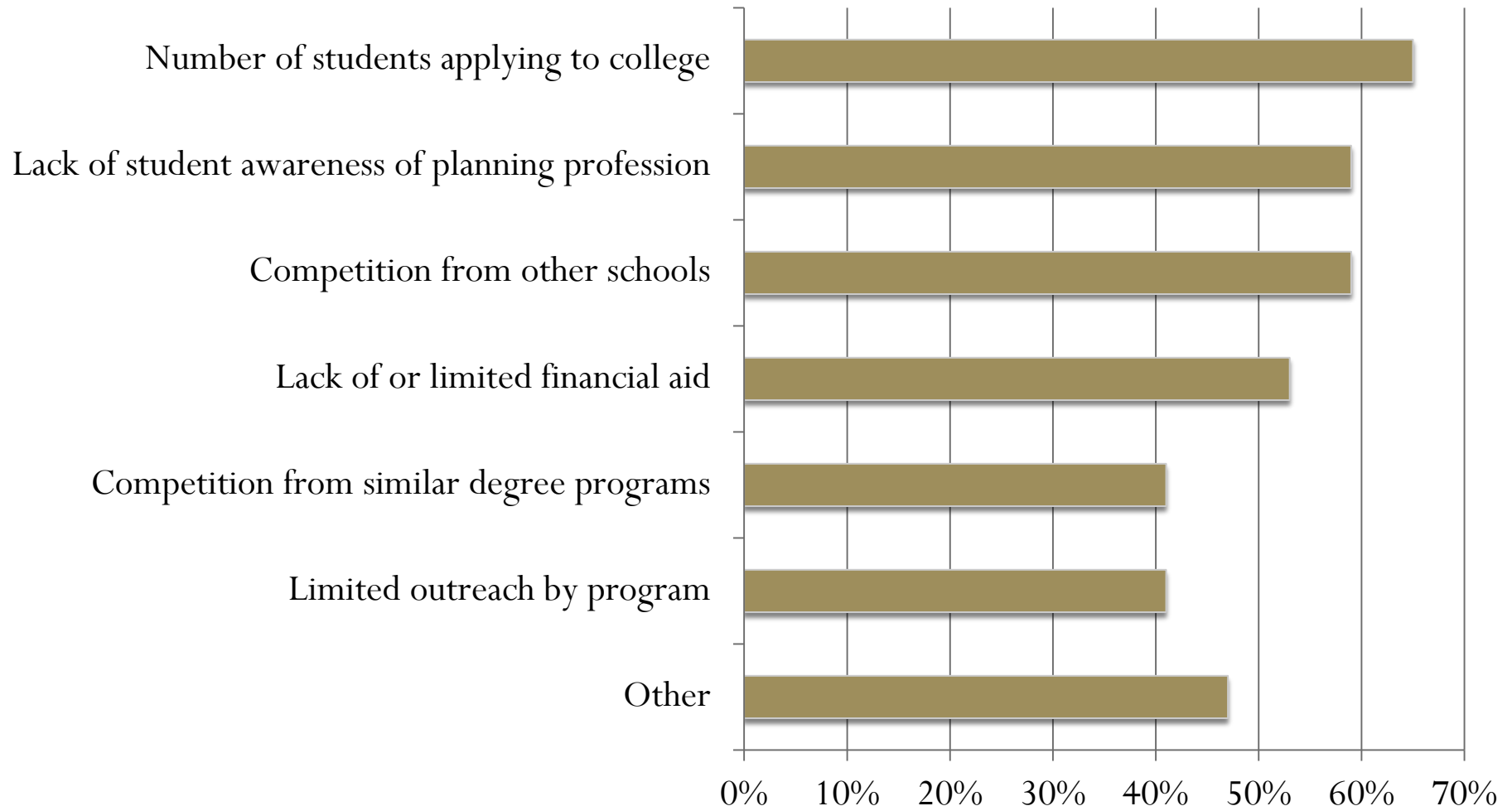
Applications are decreasing

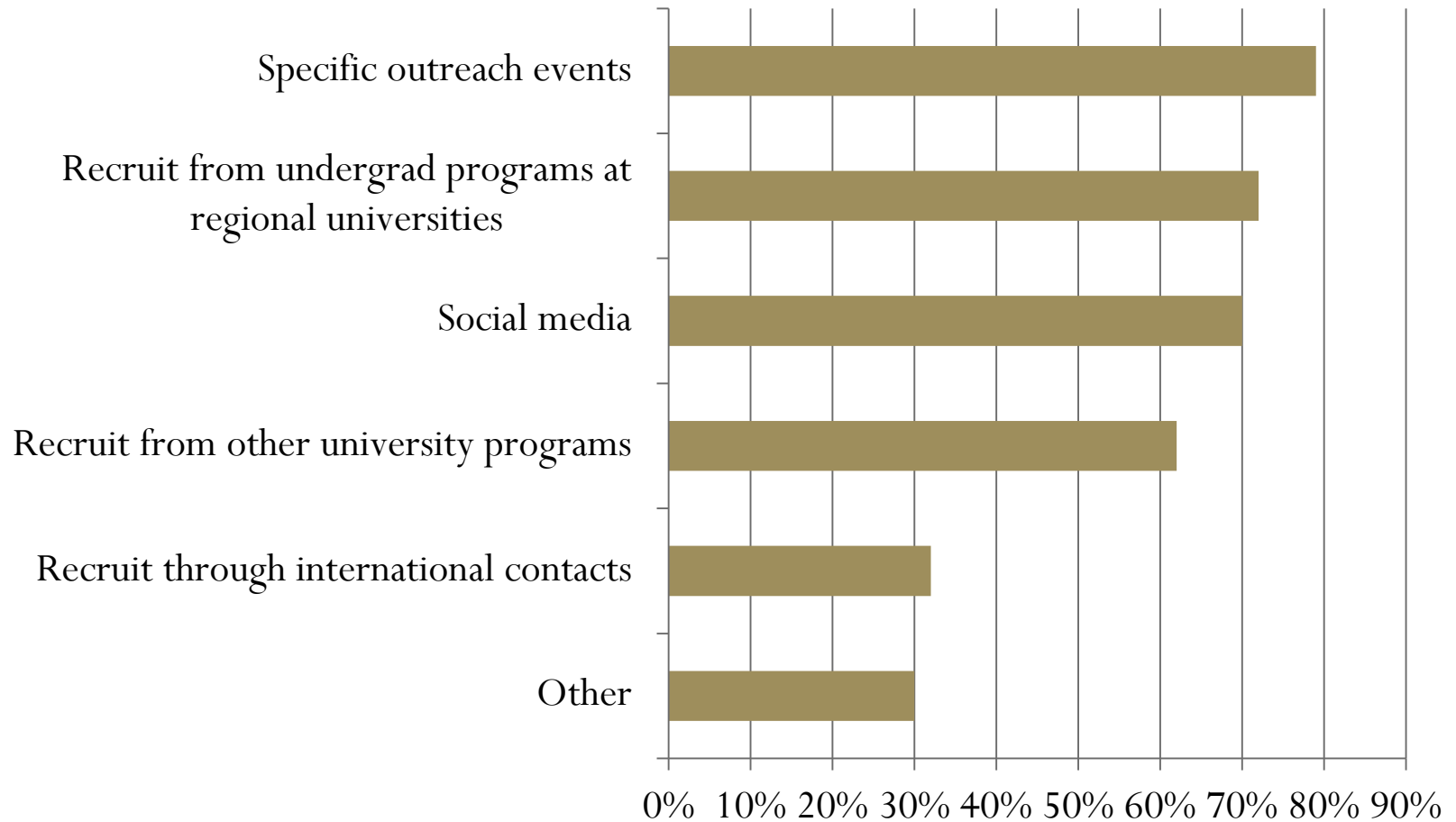Enrollment decreasing

12 Programs

50% reported negative impacts, such as:

- Inability to hire new faculty
- Fewer course offerings; limited number of electives
- Variable student quality
- Concern about declining institutional support

Factors contributing to Decline

Recruitment Strategies

What's Next?

- APA, AICP, ACSP, PAB Review of Report
- Phone follow-up with certain programs
- Additional questions
- Further research
- Investigation of trends for "competing" programs (example: Sustainable Development degrees)
- Understanding suggested "best practices" being implemented at planning schools