



The Pot at the End of the Rainbow:

Fiscal Growth and How to Cultivate Donors,
Sponsorships, and Gifts for Learning Centers

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INTRODUCTION

- Geoff Bailey, PhD
- Executive Director, REACH and Testing Services at the University of Louisville
- Past President of the National College Learning Center Association (NCLCA) and current Marketing Officer



- I. Participant Outcomes
- II. UofL and REACH
- III. Demographic 25 Cliff
- IV. Garnering Broad Support
- V. Expanding Base Budgets
- VI. Leveraging Opportunities



TODAY'S
AGENDA

PARTICIPANT OUTCOMES

- Participants will learn how the impending Demographic 25 “cliff” plays a role in budgetary concerns
- Participants will learn how one learning center has diversified their financial support through campus and community partnerships
- Participants will learn ways to garner campus support for LC involvement in development efforts





ABOUT US

State-supported R1 university in KY's largest metro area

1 of 69 to earn recognition as both an R1 and Community Engaged university

3 campuses; 15,830 UGs at the 287-acre Belknap Campus

23,194 total enrollment; 31.3% 1st-Gen; 38.9% Pell-eligible

\$1.3B budget (including \$130M from Commonwealth)

Average ACT: 25.0

7,016 faculty and staff

<https://louisville.edu/about/profile>

REACH

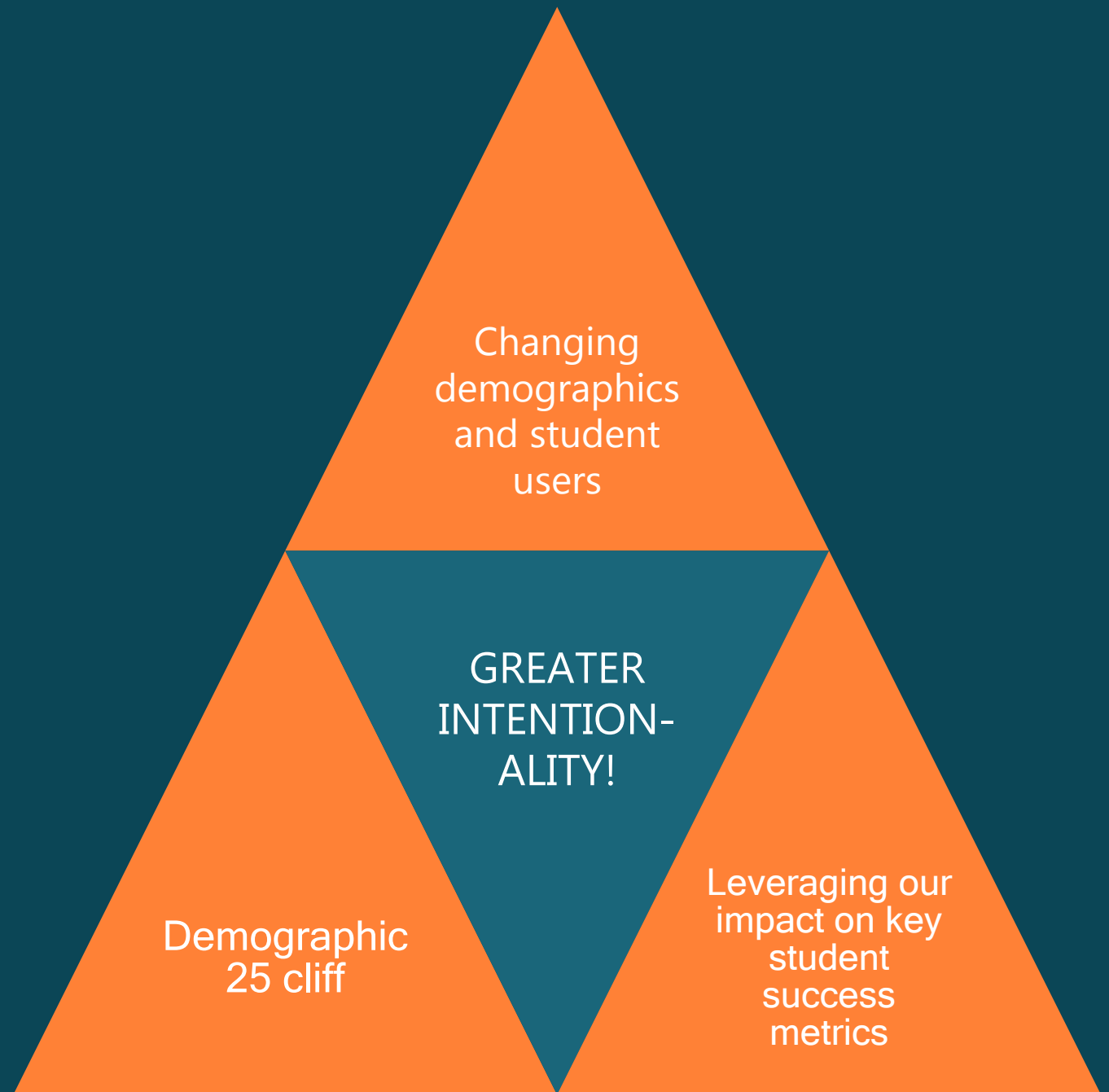


Tutoring (in-person/online; scheduled/drop-in)
Embedded course tutoring (PAL, SLA)
Intervention courses (college readiness)

Academic workshops / Self-help resources
Financial success platform (SmartCards)
Grad/prof school test prep

Academic coaching
Learning contracts
Summer bridge programs

Making the Case for Increased Budgeting in LC's



Demographic 25 Cliff

Based on work of Nathan Grawe¹:

- Involves a dramatic drop in traditional, college-aged population beginning in 2025 (through end of 2030s)
- Two primary changes:
 - Continuing shift in composition of college-going population (i.e., more diverse)
 - Decrease in traditional-aged enrollments due to decline in actual births starting in 2007 (decline of 7.6M babies)

Implications:

- Increased value of access
- Increased premium on retention and persistence
- Declining average net financial income; changing composition offers stability in “full-pay” population



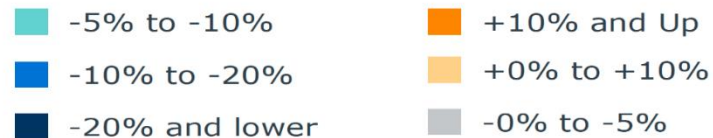
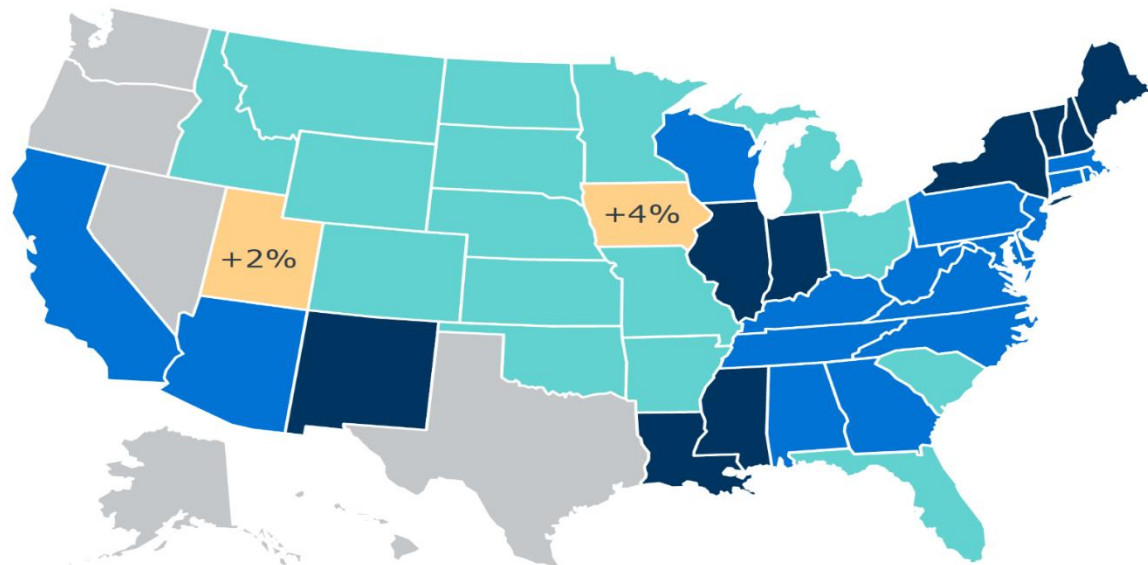
¹ Sources: Grawe, Nathan D., The Agile College: How Institutions Successfully Navigate Demographic Changes, 2021; EAB analysis.

Demographic 25 Cliff

A Nearly-Universal Population Cliff

Falling Birthrates Will Hit Institutions Across the US

Percent Change in the Population of 18-Year-Olds, 2025-2035



Demographics Hit Regional Institutions Much Harder

Change in demand, 2025-2035

-6% *Private Institutions*

-1% *'Elite' Top 50¹ research universities & liberal arts colleges*

-5% *National Top 50-100¹ research universities & liberal arts colleges*

-10% *Regional Ranked¹ outside of Top 100*

1) Based on US News and World Report
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Sources: Grawe, Nathan D., *The Agile College: How Institutions Successfully Navigate Demographic Changes*, 2021; EAB analysis.

Demographic 25 Cliff

The Threat We Were Already Facing

An Only Slightly Less Pessimistic Projection

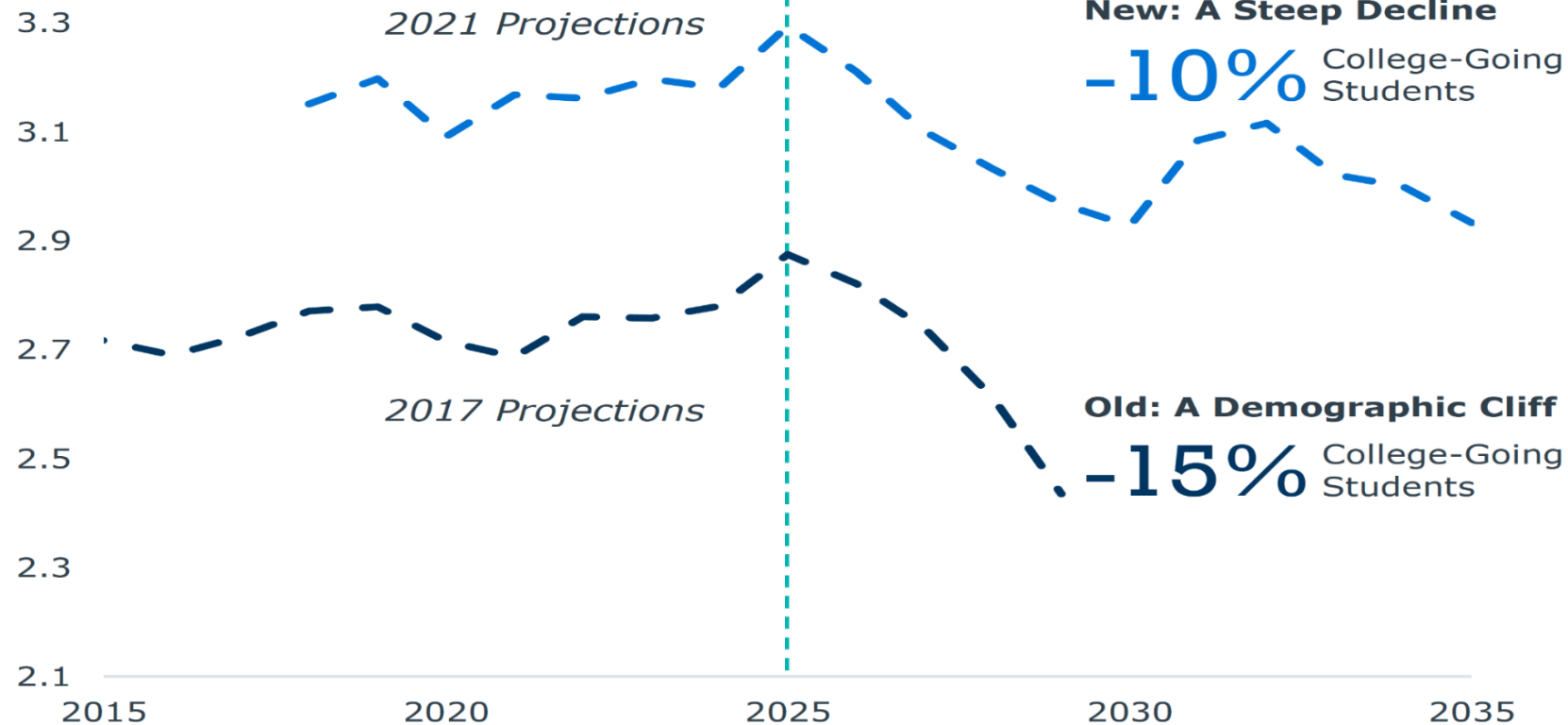


Years of Enrollment Stagnation...

Millions of College-Going Students

Followed by Dramatic Decline

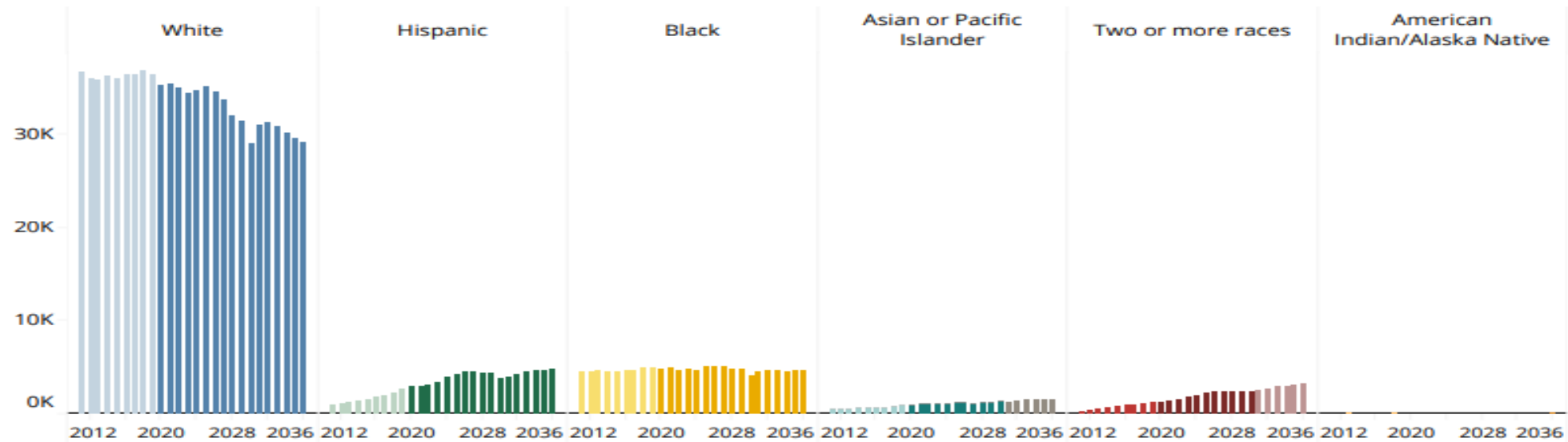
2025 Onwards



Kentucky: High School Graduate Trends, Class 2011 to 2036

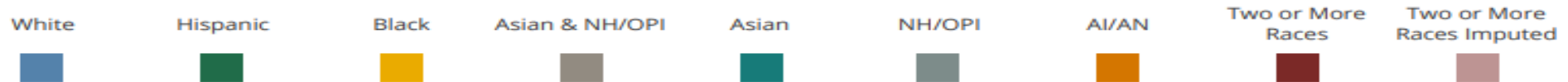
- Between the Class of 2019 and 2036, the share of non-white public graduates is projected to **increase** from **21% to 33%**

Public High School Graduates by Race/Ethnicity



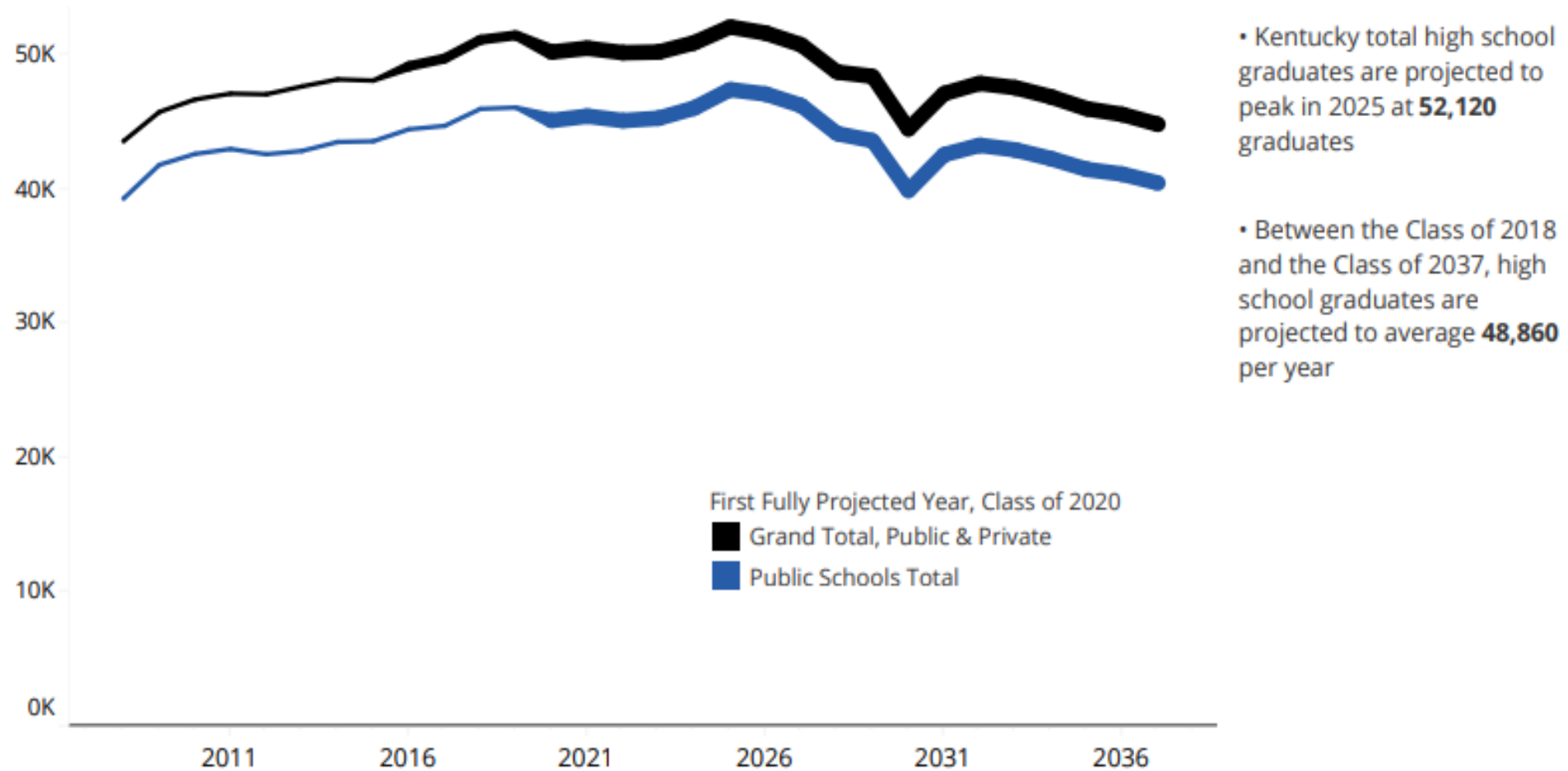
First Fully Projected Year, Class of 2020

Click on a population below to highlight trends in the chart above



! Two or more race values for SY 2030-31 to 2035-36 are estimates and not a fully projected value. For Asian or Pacific Islander: In the years the detail is available, the number that are Asian or Native Hawaiian/Other Pacific Islander (NH/OPI) are charted separately as stacked bars. Beginning with Class of 2031, the combined total of Asian or NH/OPI is charted. Use the button below to view additional charts for projected public high school graduates by race and ethnicity.

Kentucky: Total & Public High School Graduates, Class 2008 to 2037



GARNERING BROAD-BASED SUPPORT AMONG STAKEHOLDERS



1

Identify Current Limitations

- What goals can you not currently achieve with existing budget?
- What impact do you want to achieve?
- How will this benefit students?

2

Establish Allies

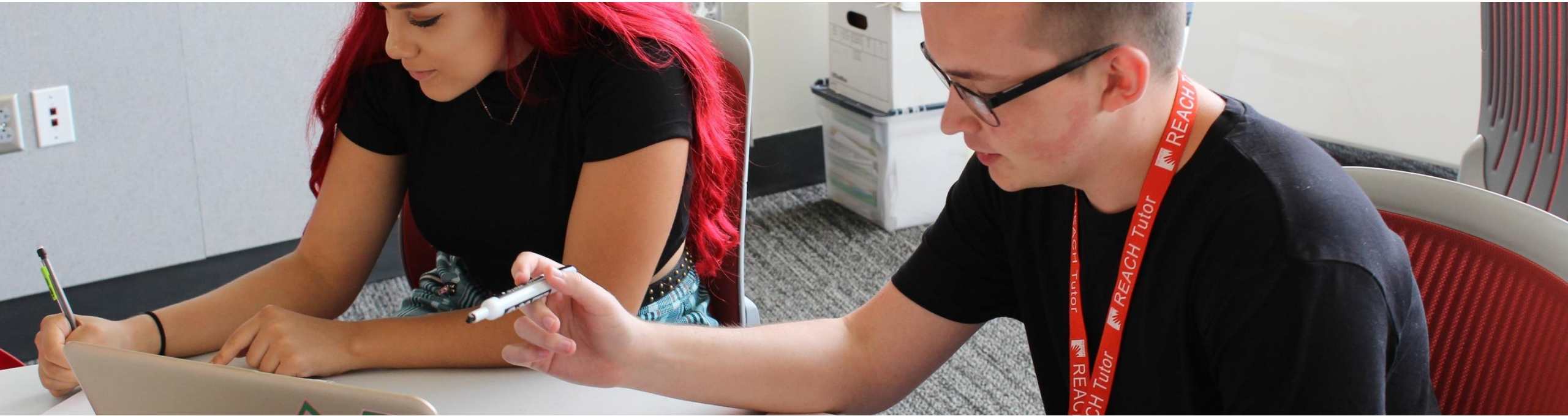
- Advancement / Development
- Alumni Affairs
- Communication & Marketing
- Student Government Association
- Office of Research and Innovation
- Local companies and vendor partners

3

Understand Your Scope/Role

- Permissions by institutional leadership
- Identify contacts / possible donors
- Working with communications and marketing on messaging

GARNERING BROAD-BASED SUPPORT AMONG STAKEHOLDERS



4

Leverage Your Data

- Showcase impact of services on key student populations
- Showcase contributions to key student success metrics (course knowledge, GPAs, retention, graduation rates)

5

Personalize Your Story

- Impact of your services on students' academics/personal lives
- Brings "life" to your data

6

Be Patient yet Determined

- Takes time to develop possibilities
- Carve out time
- Develop multiple possibilities
- Don't let setbacks deter you

REACH Assessment Webpage

<https://reach.louisville.edu/assessment/>

Assessment

2020-2021 Executive Summary

The 2020-21 academic year saw a number of important contributions and new initiatives punctuated by the reality of the COVID-19 global pandemic. Despite the broad learning challenges, stress and anxiety, and self-regulation struggles experienced by our students, the following accomplishments reflect the incredible commitment of the REACH team in serving our undergraduates and espousing the tenets and initiatives inherent in student success:

- Demonstrated three years in a row that we have closed the achievement gap between students of color and Caucasian students through our GEN 103 and 104 intervention math courses
- Continued cohort analyses, which demonstrate that students utilizing REACH tutoring have statistically significant differences in terms of cumulative GPA, retention rates, and graduation rates compared to non-users
- Launched a new peer academic coaching program to provide critical academic skills instruction and campus referrals
- Selected as 1 of 10 learning centers nationwide to serve as a beta testing partner for virtual reality (VR) tutoring by Tutor Matching Service
- Generated over \$2M in tuition revenue for A&S via our intervention course instruction
- Served 55.7% of the 2020 cohort through tutoring services
- Provided 52,649.7 hours of academic support and instruction; a 36.2% decrease from 2019-20AY (82,535 hours, which was the highest ever offered by REACH)
- Students utilizing REACH tutoring 6+ hours had an average cumulative GPA of 3.4 compared to only a 2.5 for those who did not utilize tutoring services (p.9, Figure 5)
- Overall, students who utilized REACH tutoring and services in 2020-21AY had a pass rate (A, B, or C) of 80.1% and a comprehensive pass rate (A, B, C, or D) of 85%.
- Achieved a 75% pass rate (18 of 24) among Brown Forman Engineering Academy in their first Engineering math class (5th year supporting at-risk Engineering students)
 - 87.9% of all BFEA participants (109 of 124) historically passed their first Engineering mathematics course
- Achieved a 88% pass rate among Calculus Preview Program participants in their first Engineering math class (12th straight year of success)
- Provided 1,153 academic workshop hours to undergraduates (+85.2% over 2019-20AY)

Despite the impact of the global pandemic, the critical academic support and retention initiatives offered by REACH are positively impacting students' course grades, cumulative GPA, retention rates, and graduation rates. Year after year, students who take full advantage of REACH significantly outperform non-users. Furthermore, these services are proving invaluable in helping us meet the university's 21st Century Initiative and contributing to the university's performance-based funding model.

Lastly, this report provides a targeted look at our services and the data that helps define the

REACH Annual Reports

2020-2021 Annual Report

2019-2020 Annual Report

2018-2019 Annual Report

2017-2018 Annual Report

2016-2017 Annual Report

2015-2016 Annual Report

SACS Outcome Assessment Reports

2020-2021 OAR Report

2019-2020 OAR Report

2018-2019 OAR Report

2017-2018 OAR Report

2016-2017 OAR Report

2015-2016 OAR Report

REACH Participant/Non-Participant Analyses

Aggregated searches by course/subject, sex, ethnicity, Pell grant status, semester/year, and ABC/ABCD grades

Cards Analytics

Closing the Opportunity / Performance Gap in GEN 103/104 Intervention Math Classes

GEN 103/104 Pass Rates by Ethnicity for AY 2018-19

	% (#) Pass White	% (#) Pass African-American	% (#) Pass Hispanic	% (#) Pass Other Minority	% (#) Pass All Minority
AY 2018-19					
GEN 103	82.0 (168/205)	71.6 (53/74)	87.5 (28/32)	77.3 (17/22)	76.6 (98/128)
GEN 104	68.8 (265/385)	74.3 (84/113)	57.4 (27/47)	57.8 (52/90)	65.2 (163/250)
Combined	73.4 (433/590)	73.3 (137/187)	69.6 (55/79)	61.6 (69/112)	69.0 (261/378)

GEN 103/104 Pass Rates by Ethnicity for AY 2019-20

	% (#) Pass White	% (#) Pass African-American	% (#) Pass Hispanic	% (#) Pass Other Minority	% (#) Pass All Minority
AY 2019-20					
GEN 103	78.3 (234/299)	71.6 (96/134)	77.5 (31/40)	73.3 (44/60)	73.1 (171/234)
GEN 104	72.1 (303/420)	66.7 (108/162)	73.6 (39/53)	75.9 (63/83)	70.5 (210/298)
Combined	74.7 (537/719)	68.9 (204/296)	75.3 (70/93)	74.8 (107/143)	71.6 (381/532)

GEN 103/104 Pass Rates by Ethnicity for AY 2020-21

	% (#) Pass White	% (#) Pass African-American	% (#) Pass Hispanic	% (#) Pass Other Minority	% (#) Pass All Minority
AY 2020-21					
GEN 103	51.1 (186/364)	45.4 (74/163)	59.3 (35/59)	44.8 (30/67)	48.1 (139/289)
GEN 104	58.9 (206/350)	49.6 (64/129)	66.1(39/59)	52 (39/74)	54.2 (142/262)
Combined	54.9 (392/714)	47.3 (138/292)	62.7 (74/118)	48.9 (69/141)	51 (281/551)

GEN 103/104 Pass Rates by Ethnicity for AY 2021-22

	% (#) Pass White	% (#) Pass African-American	% (#) Pass Hispanic	% (#) Pass Other Minority	% (#) Pass All Minority
AY 2020-21					
GEN 103	65.7 (280/426)	55.6 (115/207)	64 (55/86)	60 (57/95)	58.5 (227/388)
GEN 104	60.9 (235/386)	56.6 (86/152)	54.4 (31/57)	61 (50/82)	57.3 (167/291)
Combined	63.4 (515/812)	56 (201/359)	60.1 (86/143)	60.5 (107/177)	58 (394/679)

- 4 years in a row (2018-2022)
- Pearson's Chi-Square test of association to determine if statistically significant relationship b/t pass rate and ethnicity
- No association ($p > .05$)
- All basic assumptions of Chi-Square test met (Cohen, 2008)



Welcome to CARDS ANALYTICS

About REACH

REACH is the University of Louisville's centralized academic support unit for undergraduate students. Our primary goals are to enhance or improve students' academic performance, to help students transition to college life, and to support the university's retention of undergraduate students.

About Our Data

Our analytics dashboard provides users with the ability to analyze the impact of tutoring services on undergraduate student success. Users may compare participant and non-participant performance (course grades and cumulative GPA) based on ACT range, term/academic year, Pell recipient status, sex, race/ethnicity, DFW rate, course, and REACH center. All student data is aggregated.

Definitions

- **GENDER:** Gender is self-reported by the student. For students with "other" or "missing" sex, sex was determined proportionally by the known sex distribution of the student population.
- **GRS COHORT:** The Graduation Rate Survey (GRS) cohort is defined as all first-time, full-time, baccalaureate degree-seeking students entering in the summer or fall semester
- **PELL RECIPIENTS:** Eligibility to receive a Pell Grant is determined at the time of initial enrollment. A "Pell Recipient" is a student who received a Pell Grant at any time during their first year of enrollment as a degree-seeking undergraduate student.
- **RACE:** Race is self-reported by the student. Race is reported by IPEDS race categories. Non-resident aliens are defined by the U.S. Department of Education based on citizenship status.

Questions? Please direct any questions and feedback to reach.louisville.edu or to the Executive Director, Dr. Geoff Bailey, at gkbail01@louisville.edu.

WAYS TO EXPAND BASE BUDGETS

Pool \$ with campus partners	Fees for expertise/ services	Crowdfunding	Corporate sponsorships
Payroll deduction	Revenue generation	Gifts	Naming rights
Internal grants	External grants	Student fees	Free products and services

LEVERAGING OPPORTUNITIES & DIVERSE FUNDING SOURCES



TIMING

- Recognize opportunities
- Tap connections
- Share your successes
- Leverage campus connections and your political capital



TELL YOUR STORY

- Student testimonials and real-life stories
- Interpret your data for donors (not the other way around)
- How new monies will make a difference

LEVERAGING OPPORTUNITIES & DIVERSE FUNDING SOURCES: **TIMING**



Internal one-time grants

Services, programs, and facilities that enhance key student success metrics



Corporate donations

Tapping into corporate priorities and philosophies that align with your LC (e.g., 1st Gen students, social justice, closing the opportunity gap)



External grants

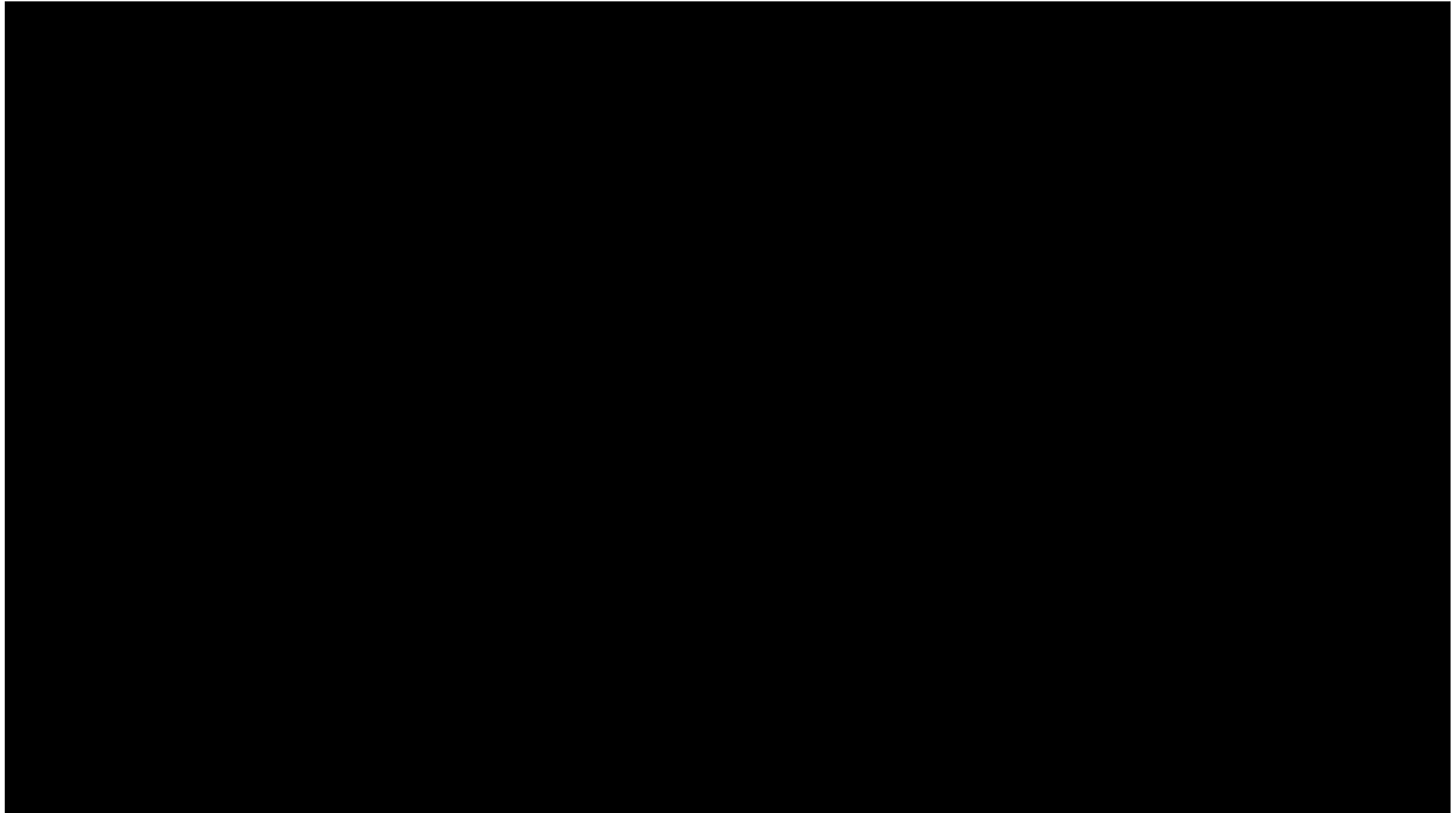
Establishing or expanding services and programs that meet key institutional needs but aren't funded internally



CARES Act

Revenue losses
Student awards
Programs and services to offset impact of pandemic

LEVERAGING OPPORTUNITIES & DIVERSE FUNDING SOURCES: YOUR STORY



REACH - #RaiseSomeL: <https://youtu.be/4bHWJZDJAsE>



LEVERAGING OPPORTUNITIES & DIVERSE FUNDING SOURCES

What we've showcased:

- Closing the opportunity/performance gap
- Reducing time to earn a degree
- Positive impacts on GPAs, retention rates, and graduation rates
- Student narratives
- Impact on the local community
- Innovative approaches and mindsets

REACH EXAMPLES

KY Council for Postsecondary Education (CPE)



- \$80,000 in scholarships to underprepared students who successfully complete college readiness summer bridge

The Gheens Foundation

- \$130,000 for Math Xcelerator summer bridge scholarships (2023-2024)



- 3-year, \$2.45M grant funds our Structured Learning Assistance program in 5 key STEM+H courses



- REACH for Success retention initiative
- \$500/student (195 targeted students)
- Funded by Provost



- \$5,000 seed funding for Math Xcelerator summer bridge

REACH EXAMPLES



- SmartCards financial success platform / modules
- Scholarship dollars totaling \$5,000 year



- \$25,000/summer for Math Xcelerator summer bridge (2022-2024)



- Free workshops and full-length online tests for UofL students



- Beta tester for GoBoard
- Beta tester for VR Oculus Lenses
- Private tutoring

CARES \$



- Expansion of Math Xcelerator in SU21
- Offset revenue losses in Testing Services due to pandemic

REACH EXAMPLES

Internal Student Success Grants



- Remodel satellite center (new front desk, 4 collaboratories, LED lighting, electrical, carpeting)
- Expanded tutoring/ PAL with BIOL, ENGR, PHIS

Crowdfunding



- 2022-23: \$225
- 2021-22: \$485
- 2020-21: \$210
- 2019-20: \$660
- 2018-19: \$521
- 2017-18: \$150

Paid Workshops



- Test taking strategies for Louisville Gas & Electric (LG&E) employees

Fees for Service



- Providing extra tutoring for key LLC partners (e.g., Honors College, ENGR, Dental Hygiene)

Community Partners



REACH EXAMPLES

Speed School of Engineering



- Two (2) new computers to support tutoring in satellite center
 - New center in student services building
- FA2025

Payroll Deduction

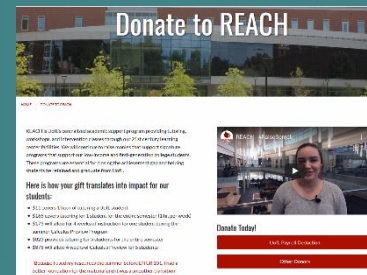


- Monthly deduction options to support programming or technology gift accounts

How Your Gift Impacts Our Students



- <https://reach.louisville.edu/donate/>



REACH EXAMPLES

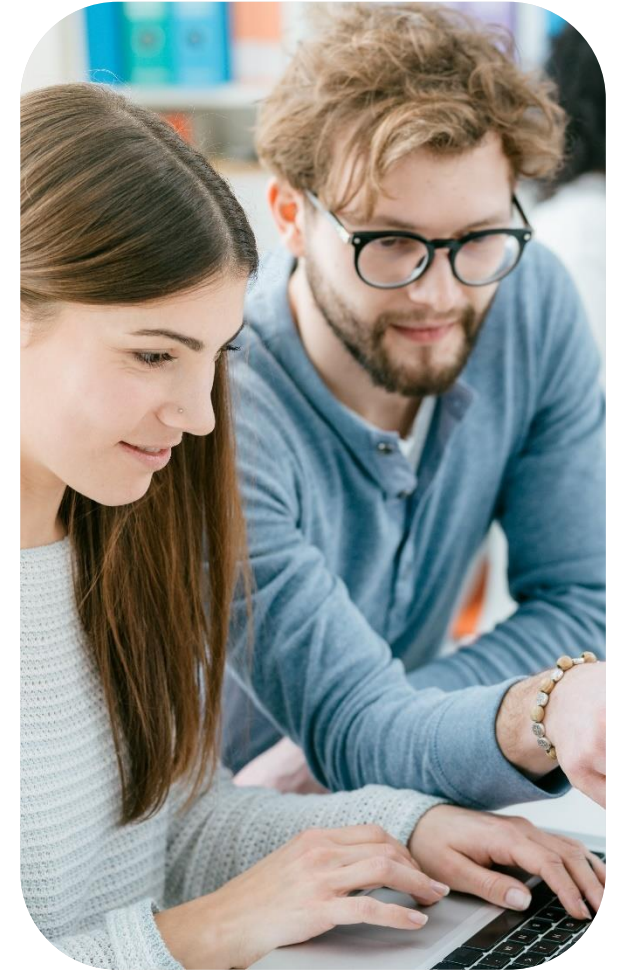


Private Tutoring

- REACH uses Tutor Matching Service
- 10% discount for HS dependents of UofL faculty and staff

ENGR Summer Bridge

Charges for software, tutoring, instructional time, etc.



Charges for “extra” or expanded services

LLC Tutoring



**Renovated REACH Satellite Tutoring Center –
Ekstrom Library**

FUTURE EFFORTS

Math Xcelerator

Long-term funding to help underprepared students in mathematics



\$25,000/year

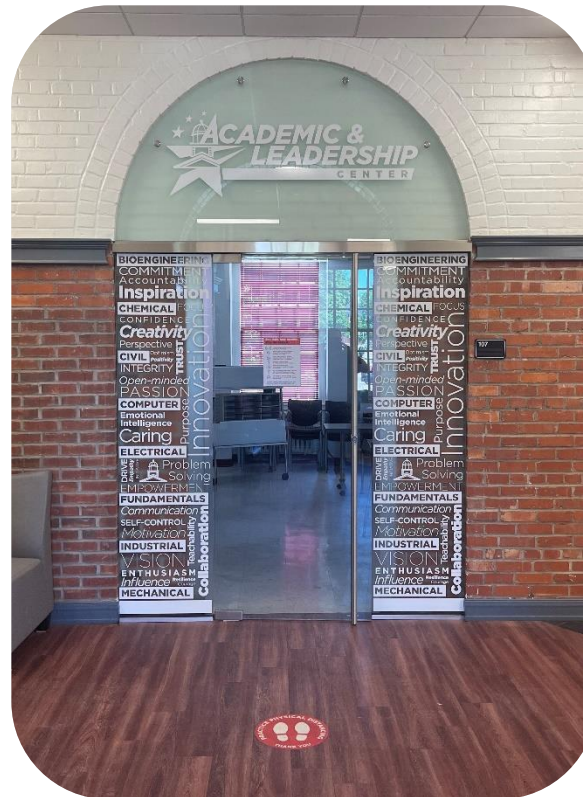


Academic & Leadership Center

Updated furniture for our satellite tutoring center in J.B. Speed School of Engineering



\$50,000



Testing Services

- Naming rights
- Renovating existing space to include new LED lighting, carpeting, sound mitigation, student furniture

\$150-200K





RECAP KEY STEPS:

- Identify current limitations
 - Establish allies
- Understand your scope/role
 - Leverage your data
 - Humanize your story
- Be patient yet determined
 - **Update your funders!**



QUESTIONS?
**Thanks for joining
today!**