

Leadership Summit
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Strategic Planning Focus Group

Opening the Door: Exploring Ways to Expand Financial Aid

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General Input:

- The white paper did not include data on high school graduation demographics to inform who the target students might be.
- The current financial aid method is efficient; those who can pay more than those who can't. This method captures more affluent students as tuition increases.
- Alumni want to see more money going to international students but not at the expense or before an investment going to domestic students.
- Offering access to Reed College is of high importance.
- Middle class students are getting lost in the current system. Because of their access to information they may be more aware of tuition discounts than low-income students, but they don't qualify for those discounts.
- Low-income potential students may not know about tuition discounts, thus perceive the college as inaccessible to them because of the advertised cost of attendance.
- Access to low-income students is important to attract a diverse class. Ethnic diversity from affluent students of color does not guarantee diversity of perspectives. The strategy must include targeting a cross-section of minorities across social economic class.
- It is important to graduate a continuum not a divide.

Questions:

- Why does Reed cost so much?
- Is Reed missing out on students because they aren't offering merit-based aid?
- What is the number of students in the middle class bracket (100-200K)?
- What percent of students qualify for Pell grants at competitor schools?
- How is the year abroad paid for?
- How many of students attending identified Reed as their first college choice?
- Do students self-select out because of academic rigor?

Suggestions:

- Reduce cost
 - Cut the study abroad program.
 - Students graduate in 3.5 vs 4 years.

- Cut cost in faculty/staff wages, “Can someone do the job for less?”
 - Reduce impact of cost to students by identifying a feeder school (e.g. establish a partnership with PCC) so students spend less time at Reed.
- Fundraise
 - CrowdSourcing
- Look at need and look at merit, but redefine merit to include overcoming adversity as part of the definition.

Raw Notes:

- International students with Financial Aid make up 3%
- Provide scholarships to international students
- Preference toward Domestic Aid > International
- Supporting students the want to give aid to
- Scholarship opportunities
 - o Minimum \$100,000 to do so
- "Come Anyway" policy failure
- Aid given to students with need, no merit aid
- We offer bottom package financial aid because there is no merit aid
- Selectivity peaked in millennial; applications for Reed have decreased since then
- Competitive position means an increase in merit aid
- Project future financial aid based on % increase of cost of EOU
- Expand aid to expand access
- Other schools expand financial aid window
- Are the financial aid statistics consistent over time?
- Number of students receiving aid has increased
- High School grad rates not included in packet
- Competition to "Buy Students"
- Donut Hole problem
- Get the most money by applying to the most expensive school
- Lowest debt amount of all of Oregon
- Schools after graduation even though it's the highest tuition
- Different definition of "need blind"
- Transition from loans to grants for middle class is expensive
- Shift of financial aid from door to middle class at expense of poor students
- Does quirky have to be a requirement to be a Reedie?
- Iconoclastic students from all over with no financial aid constraints is ideal
- Socioeconomic diversity is imperative
- Pell Grant indicative of increasing socioeconomic diversity
- Fundraising is imperative to raising funds for Reed
- Tie recent grads (1–5 years out) to Reed to get them involved in long term giving
- Giving rate is lower at Reed than at comparable schools
- No Peer-to-Peer giving
- Sticker shock; families unaware of discounts and ways to pay for college
- "Looking hard for the diamond in the rough"
- Invest in the middle class
- Everyone is competing for full-pay students
- Graduation rates is higher for students with Financial Aid
- Personal education loans
- Creation of schedules for debt repayment
- Study abroad programs are backwards
- Competition to buy students
- Donut hole in socioeconomic makeup; middle class not represented

- Extend financial aid qualifications
 - o Yale has a cut-off of \$125,000
- Cost of higher education is mostly human labor
- Tuition increased by 3%/year, financial aid has increased by 6%/year
- Those who can afford to pay, more than those who cannot
- Perception of value vs. price
 - o Ex. of Sarah Lawrence tuition decreasing
- Raise average loan; make financial aid broader, not deeper
- Honest faculty to student ratio
- Administrative staff can help with graduation rates
- Could we find good feeder schools?
- "This is a luxury product", Nigel Nicholson
- How many students do not apply because of sticker shock?
- Reed is self-selecting because of rigor
- Did a good job of decreasing the number of inquiries
- Market Research on High School students who apply
- Raise awareness of financial aid to lower class
- Pool of lower income students increase
- How much debt is reasonable?
- Possibly take a semester off – concern with Science students
- Labor - could someone do the same job for less?
- Partnering with schools to increase transfer students
 - o Reduce rigor shock
- Alter class size
- Attracting students in 100-200k bracket
- Reducing costs to students
- Marketing Reed as a place where you have to work very hard
 - o Thereby affecting the applicant pool
- More inquiries than applications
- Conducting market research about pool
- Reputation more important than sticker price
- Consider that these students will be able to somewhere
- Prospects for students?
- Middle class students have class privileges that help
 - o Find more opportunities
- Admission sensitive to merit based on class based opportunities
- Target cross section of class, but attention to economics of Reed
- Reverse income bias concerns
 - o Attract gifted students from poorer schools
- Crowd source campaign for collective scholarship
- Overcharge full-pay students to increase financial aid
- Culture of accessibility
- Low loan debt at graduation
- Need blind vs. need sensitive, commitment addressing
- Loans taken out by middle class students
- Trade-off, more aid to middle class than international

- Considering diversity, class, and nationality
- Attracting students to engage in community service
- Consider statistics compared to peer institutions
- Merit aid vs. self selecting and what students would we target for merit aid
- Reputation and how its connected to merit aid
- Merit aid to attract full pay and increase endowment
- Statistics on how many view Reed as 1st choice
- Mindfulness of schools attend instead of Reed
- Marketing of Reed to prospective students
- Intellectual mission – market more than quirkiness
 - o Quirkiness falls under this
 - o Which students do we target to achieve this?
- Financial aid students, higher retention
- Attracting students from schools designed for low-income students
- Fundraising
- Maintain links with recent grads through free events and calls admits; links encourage donations
- Ideas can come from switchboard-like sources
 - o Keeps alumni connected
- How to convince alumni that Reed money
- Encouraging current students to give in the future
- Considering financial aid budget if Reed expands enrollment
- Cohesion within class
 - o Connected encourages giving