
Arkansas State University



White Paper

**Enrollment Projections 2012-2016
and Associated Implications**

Prepared by

**Dr. G. Daniel Howard, CGFM, CFRE
Interim Chancellor
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Arkansas State University Enrollment Projections 2012 – 2016 and Associated Implications¹

Introduction:

Arkansas State University anticipates continuing and substantial enrollment growth as measured during consecutive fall semesters 2012-2016, despite increases in undergraduate admission standards for all undergraduate students and selective increases in graduate admission standards. In fall 2011, ASU enrolled 13,900 undergraduate students who met the criteria for being counted by the Arkansas Department of Higher Education (ADHE) for purposes of the state funding formula and 300 international students enrolled in English as a Second Language (ESL) for a grand total of 14,200. Although a best-faith effort has been put forth in predicting enrollment over the next five (5) years, it is important to keep in mind that there are numerous variables that influence student enrollment. Generally speaking, the longer the time frame of the prediction, the more variance is likely to be seen between the predicted enrollment and the actual enrollment.

Enrollment Projections:

Specifically, it is anticipated that student enrollment will increase approximately 23% to 26% over the next five years with students qualifying to be counted by ADHE increasing 3,130 (i.e., 13,900 to 17,030) or 23% and in combination with ESL students (who are not countable by ADHE, but are actually enrolled full-time and pay tuition and fees) increasing by a total of 3,630 (i.e., 14,200 to 17,830) or 26%. The preponderance of predicted enrollment increases at ASU is derived from two primary sources:

- a) international students enrolling in academic programs offered by ASU at the undergraduate and graduate levels and in English as a Second Language (who are not counted by ADHE) and
- b) students enrolled in academic programs offered by ASU and delivered by distance learning via a large-scale model in which ASU has a contract with Academic Partnerships, LLC (AP) for AP to provide non-academic support services (i.e., marketing, learning management system {EPIC}, and technical support).

It should be noted that all students enrolled in the large-scale distance learning programs take all courses that comprise their academic programs remotely from ASU. As a result, they do not attend classes on the ASU campus and the university does not need to provide classrooms, laboratories, residence halls, food service facilities, or parking spaces for them. However, it will be necessary to employ academic support personnel (admissions, financial aid, registrar, student accounts, and information technology) and to provide suitable office space and parking to accommodate these support personnel. All international students must be full-time, by immigration law, and virtually all of these students will attend all of their classes on the ASU campus. Therefore, ASU will need to take action to accommodate this anticipated growth of international students. Enrollment predictions have been made to reflect students that are countable by ADHE and total students enrolled (both countable and not countable by ADHE) and to identify those students who will take courses on campus and require associated facilities and those students who will neither be on campus nor require campus facilities, although they will require support personnel to provide them with academic services.

¹ N.B.: Prepared by G. Daniel Howard, Ph.D., CGFM, CFRE, October 1, 2011

The tables below depict enrollment projections 2012-2016 both with and without English as a Second Language (enrollment in which is not considered by the Arkansas Department of Higher Education for headcount and funding formula purposes, but represents actual full-time students attending ASU).

Table 1. Projected Enrollment Without ESL (i.e., Countable by ADHE)

Year	Number of Students	Annual Amt. Increase	Annual % Increase	Cum. Amt. Increase	Cum. % Increase
2011	13,900	N/A	N/A	N/A	N/A
2012	14,100	200	1.44%	200	1.44%
2013	14,750	650	4.61%	850	6.12%
2014	15,509	759	5.15%	1,609	11.58%
2015	16,269	760	4.90%	2,369	17.04%
2016	17,030	761	4.68%	3,130	22.52%

Table 2. Projected Enrollment With ESL

Year	Number of Students	Annual Amt. Increase	Annual % Increase	Cum. Amt. Increase	Cum. % Increase
2011	14,200	N/A	N/A	N/A	N/A
2012	14,500	300	2.11%	300	2.11%
2013	15,250	750	5.17%	1,050	7.39%
2014	16,109	859	5.63%	1,909	13.44%
2015	16,969	860	5.34%	2,769	19.50%
2016	17,830	861	5.07%	3,630	25.56%

Assumptions Associated with Enrollment Predictions:

Assumptions utilized in developing enrollment predictions include, but are not limited to, that ASU will continue to engage actively and effectively in recruiting well-qualified international students and that no event (e.g., a major international terrorist action such as that which occurred on September 11, 2001; natural catastrophe of epic proportions; the outbreak of major war; or a global economic meltdown) will occur that may influence the success of attracting and matriculating well-qualified international students. Further, it is assumed that ASU will be successful in obtaining reaffirmation of its regional accreditation with The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in early spring 2013, and that this will include a favorable decision by HLC to allow ASU to continue to offer an increasing number of academic programs on a large-scale distance learning model with non-academic support provided by AP.

On a more tactical level, it is assumed that due to higher admission standards, the number of domestic students enrolled at ASU will decline by 150 in 2012, remain flat in 2013, and increase by one percent thereafter. Much of the decline in the number of domestic students enrolled is expected at the undergraduate level (especially first-time freshmen due to higher admission standards), but there should be some counterbalancing influence by higher graduation rates among better prepared undergraduate matriculants and an increase in transfer students, due in part to the lottery scholarships,

and a modest increase in graduate student enrollment (separate and apart from graduate programs offered online by large-scale delivery) with AP.

Accordingly, domestic student enrollment growth (not related to large-scale distance learning) over the next five years is projected at 1.6% (i.e., 180), which is not substantively material; therefore, implications for meeting the needs of this small group are not developed in the ensuing narrative. A net increase of 200 students in 2012 is expected to occur among those who will be engaged in academic programs offered by distance learning on a large-scale model with non-academic support services provided by AP and a net increase of 500 students enrolled in large-scale distance learning in each of the ensuing four years.

Finally, it is projected that international student enrollment will increase by a net 250 students per year with approximately 40% (i.e., 100) enrolling in ESL and 60% (i.e., 150) enrolling in academic programs. Of those international students who are expected to be enrolling directly into academic programs, it is anticipated that 60% (i.e., 90) will be undergraduate students and 40% (i.e., 60) will be graduate students. The below table depicts the projected enrollment growth for 2012 – 2016 disaggregated by selected categories relevant to the underlying assumptions and implications of this growth.

Table 3. Composition of Projected Enrollment

	Actual					2016	2011 - 2016	
	2011	2012	2013	2014	2015		Number	Percent
Domestic Students (not distance learning)	11,026	10,876	10,876	10,985	11,095	11,206	180	1.6%
Domestic Students (AP/HEH Related)	2,086	2,286	2,786	3,286	3,786	4,286	2,200	105.5%
International Students (Not ESL)	788	938	1,088	1,238	1,388	1,538	750	95.2%
International Students (ESL)	300	400	500	600	700	800	500	166.7%
Projected Total w/ ESL	14,200	14,500	15,250	16,109	16,969	17,830	3,630	25.6%
Projected Total w/o ESL	13,900	14,100	14,750	15,509	16,269	17,030	3,130	22.5%

Assumptions:

1. Domestic students will decline by 150 in 2012, remain flat in 2013, and increase by 1% thereafter.
2. AP/HEH related students will increase by 200 in 2012 and 500 per year thereafter.
3. International students will increase by 250 per year.
4. 40% of international students will enroll in ESL.
5. 60% of international students will enroll in academic programs.
6. 60% of the international students enrolling in academic programs will be undergraduate students.
7. 40% of the international students enrolling in academic programs will be graduate students.
8. 90% of the international students beginning undergraduate academic programs will be freshmen.
9. 10% of the international students beginning undergraduate academic programs will be transfer students.

Implications of Predicted Enrollment Growth:

Although there are many implications for a projected student enrollment growth of approximately 24% over the next five years (i.e., 2012-2016) the ensuing will focus on the need for additional faculty, staff, classrooms, housing, cafeteria space, and parking.

- ***Faculty and Staff Needed to Support Predicted Enrollment Growth***

With regards to the addition of faculty to meet the projected net increase in students during the next five years, most of the faculty teaching load for courses and programs offered by large-scale distance learning can be accommodated by current faculty lines (either through reassignment or overload). For example, in an attempt to reduce the time it takes to earn an undergraduate degree, a new state law requires (among other things) public institutions of higher education in the State of Arkansas to reduce the number of undergraduate semester credit hours for completion of a baccalaureate degree to 120 unless there are accreditation, licensure, or other similar requirements that mandate coursework beyond 120 semester credit hours.

It is expected that this law will cause a reduction in the general education core requirements (taught primarily, but not exclusively, by faculty in the College of Humanities and Social Sciences) for most of the baccalaureate degrees awarded at ASU. It may be possible to engage some faculty members in the College of Humanities and Social Sciences in teaching courses by distance learning to substitute for the classes or class sections they may no longer be offering due to the law restricting the number of semester credit hours in most baccalaureate degree programs. Similarly, the College of Education has found that many students prefer courses and academic programs at the graduate level to be offered by distance learning rather than by the in-class presentation format. This has caused the College of Education to offer some academic courses and programs only by the distance learning format and to reallocate faculty for this purpose.

However, there probably will be a need to add a limited number of faculty lines to academic areas in which large-scale distance learning is or is likely to become most intensive (e.g., academic programs offered by large-scale distance learning in the College of Education, the College of Nursing and Health Professions, and the College of Humanities and Social Sciences). In addition, there will be a pressing need to hire a substantial number of teaching assistants for master's level and below courses and programs, and adjunct instructors for educational specialist and above courses and programs. It is expected that these teaching assistants and adjunct instructors will work remotely from campus.

Staffing for the expansion of large-scale distance learning for the Bachelor of Science in Interdisciplinary Studies (BSIS) will be labor intensive and generally will adhere to the following pattern: One staff member in Admissions for every 1,000 applicants and one staff member in Financial Aid, Registrar's Office, Student Accounts, and Information Technology for each 500 students. Presuming that it takes 1,000 applicants to produce 500 students and 50% of the growth in large-scale distance learning will be students enrolled in the BSIS, program growth will require the addition of 10 staff members during the next five years. Staffing for the expansion of large-scale distance learning for all academic programs other than the BSIS is less labor intensive by approximately 50%; therefore, it is expected that an additional five staff members will be required during the next five years to meet this need. Accordingly, it is expected that a total of 15 additional staff members will be required to support the growth of student enrollment in large-scale distance learning (10 staff members to support the BSIS and five staff members to support all other academic

programs = 15 additional staff members). Funding to cover the costs of additional faculty and staff to support the anticipated increase in students enrolled in large-scale distance learning, in which AP will provide non-academic services, will be derived from revenue paid by the students enrolled in these programs, which may be supplemented with funds provided in association with the state funding formula (if funds are awarded from this source in the future and understanding that out-of-state students are not counted in the formula).

In association with the anticipated growth of 1,250 international students at ASU during the next five years, it is expected that the number of international students who will require English as a Second Language (ESL) will increase approximately 167% (i.e., from 300 students to 800 students = 500 additional students). Since the teacher-pupil ratio in the ESL program is targeted at 15 students to one full-time instructor, this will require 37 additional full-time ESL instructors over the next five years (i.e., 500 additional students/15 students to each full-time instructor = 33 full-time instructor equivalents). During the same period, the number of international students who are enrolled in academic programs is expected to nearly double (from 788 students to 1,538 students = 750 additional students).

One of the distinguishing factors of the best institutions of higher education in the United States is a disproportionately higher percentage of international students than less prestigious institutions of higher education. Typically, this ranges from 10% to 30% of the student population. For example, in 2009-2010, according to *Open Doors* (the most reliable and quoted source on international students in the United States), the percentage of international students at Columbia University was 28%, University of Southern California, 23%, Stanford University, 22%, Cornell University, 20%, Georgia Institute of Technology, 20%, Harvard University, 18%, University of Illinois, 17%, New York University, 17%, Penn State University, 10%, University of Wisconsin, 10%, and Boston University, 10%. Presuming that the five-year projection of international and other student enrollment at ASU is correct, the percentage of international students excluding ESL will be 9.0% (the comparative number with the institutions above) and including ESL it will be 13.1%. This will move the enrollment of international students at ASU to the threshold of that found at some of the best institutions of higher education in the United States.

Of the projected growth by 750 in international students who are expected to enroll in academic programs, 60% (i.e., 750 new students x .60 = 450 students) are anticipated to be undergraduate students and 40% (i.e., 750 new students x .40 = 300 students) are likely to be graduate students. Of the 450 expected to be undergraduate students, 90% (i.e., 450 new students x .90 = 405 students) are anticipated to be first-time, full-time freshmen and 10% (i.e., 450 new students x .10 = 45 new students) are likely to be upper division transfer students. Since international students may take only one academic course online per semester by U.S. immigration law and very few international students enrolled at ASU actually take any academic courses online, the impact of online instruction for international students enrolled at ASU is considered not material for this report.

Presuming that a full-time equivalent undergraduate faculty member teaches four, three-credit hour courses (i.e., 12 semester credit hours), with an average of 21 students in a course, they would be able to teach 84 students (i.e., four courses x 21 undergraduate students per course = 84 undergraduate students per undergraduate faculty member). Given the 450 projected increase in undergraduate international students over five years, this would require 5.4 full-time equivalent undergraduate faculty members (i.e., 450 new undergraduate students/84 students per instructor =

5.4 faculty members); however, it is expected that some of the students could be distributed into courses taught by faculty in existing lines.

Presuming that a full-time equivalent graduate faculty member teaches three, three-semester credit hour courses (i.e., nine semester credit hours) with an average of 21 students in a course, they would be able to teach 63 graduate students (i.e., 21 graduate students per course x three courses per instructor = 63 graduate students per graduate faculty member). Anticipating an increase of 300 international graduate students in the next five years, this would require 4.8 full-time graduate faculty members (i.e., 300 graduate students/63 graduate students per graduate faculty member = 4.8 full-time equivalent graduate faculty members); however, it is expected that some of the students could be distributed into courses taught by faculty in existing lines. In other words, the expected number of full-time faculty equivalents needed to address the projected five-year increase in the number of international students is 10.2 (i.e., 5.4 faculty members at the undergraduate level and 4.8 faculty members at the graduate level) with the expectation that fewer faculty members may be needed if some of the international students can be accommodated in courses/classes taught by faculty members in existing faculty lines.

Academic programs in which the highest percentages of international students enroll are offered (in descending order) by the College of Business, the College of Communications, and the College of Sciences and Mathematics. As with all other undergraduate students, a number of the students enrolling as first-time freshmen and undergraduate transfer students will take a number of general education courses through the College of Humanities and Social Sciences. Accordingly, new faculty lines or reassignment of faculty lines will likely affect the four colleges identified above more than any other of the colleges at the university.

International students completing ESL and those who enter directly into academic programs must take a bridge course. This bridge course is designed to help international students understand more fully the American system of higher education, develop the ability to engage in library research and write scholarly papers, gain greater mastery of English, and obtain other knowledge and skills that will help them survive and thrive at ASU. The approved student-to-teacher ratio for bridge courses is 30:1 and one full-time instructor equivalent may teach 120 to 150 students per semester (depending upon the mixture of graduate and undergraduate students). Accordingly, it will be necessary to hire 5.5 additional full-time equivalent instructors to support the bridge program for international students (i.e., 450 international undergraduate students/150 undergraduate students per instructor = 3 instructors) + (300 international graduate students/120 graduate students per instructor = 2.5 instructors).

In addition to new faculty to support academic courses and new instructors for ESL and the bridge courses, four additional staff lines will be needed in the Office of International Programs (OIP) to provide academic support services for international students. Specifically, it will be necessary over the next five years to hire an immigration advisor, an international admissions specialist, an international tax advisor, and an international logistical support specialist. In addition, the OIP will need to hire a number of promising graduate assistants and work-study students to improve the effectiveness and efficiency of full-time OIP employees. Funds to cover all ESL instructors, OIP staff, and associated graduate assistants and work-study students will be derived from revenue associated with the ESL program, international application fee, and international student fee; accordingly, no other tuition or legislative appropriations will be necessary to support these projected staffing increases.

- ***Classrooms and Office Space to Accommodate Predicted Enrollment Growth***

With regards to the addition of a limited number of faculty members to support large-scale distance learning and accommodating the expansion in the number of international students in academic programs, the completion of the new Humanities and Social Sciences Building will provide ample space for a substantial amount of this growth (directly and indirectly). This new building will be considerably larger than Wilson Hall, which currently houses most faculty members in the College of Humanities and Social Sciences. Specifically, Wilson Hall has 86,188 gross square feet and 45,778 net assignable square feet (NASF) and the new College of Humanities and Social Sciences Building will have 120,625 gross square feet and 93,625 net assignable square feet for a total increase of 34,437 gross square feet (i.e., $120,625 \text{ GSF} - 86,188 \text{ GSF} = 34,437 \text{ GSF}$) and a total increase of 47,847 net assignable square feet ($93,625 \text{ NASF} - 45,778 \text{ NASF} = 47,847 \text{ NASF}$).

It should be noted that the substantial variance between the NASF for the new Humanities and Social Sciences Building and the NASF for Wilson Hall is attributable, in substantial part, to the fact that the auditorium in Wilson Hall is not available for occupancy as a consequence of a substantial backlog of deferred maintenance. A cost/benefit analysis recently has been initiated to determine whether or not it may be advantageous to refurbish this auditorium to serve primarily, but not exclusively, as a large classroom to help accommodate larger sections of selected academic courses that will be necessary for ASU to achieve its new role and scope and develop national prominence as a research institution. When Wilson Hall is vacated by the College of Humanities and Social Sciences, relief will be provided to the College of Education and the College of Nursing and Health Professions for needed space. Further, space occupied by Criminology, Sociology, and Geography in the International Student Center will be vacated as this department moves into the new Humanities and Social Sciences Building, providing some relief for the Office of International Programs.

It is anticipated that a new College of Business Building will be funded through the Capital Campaign, and it is expected that it will be larger than the current College of Business Building and will provide ample space for faculty offices as well as classrooms to accommodate anticipated enrollment growth. None of the courses comprising large-scale delivery of academic programs by distance learning will be offered on campus or require any classroom space whatsoever. Space for support staff for these programs has been developed in the former Jazzman's Café on Johnson Avenue. It will accommodate the additional 15 staff members that are projected to be needed to support the enrollment growth in large-scale distance learning. Although ASU will need to hire a considerable number of teaching assistants at the master's degree level and below and adjunct instructors at the educational specialist degree level and above to support the efforts of regular full-time faculty teaching academic courses in the large-scale distance learning model, none of the teaching assistants or adjunct instructors will require any office space on campus as they will be working off-campus out of space they will provide for themselves.

One of the most profound impacts of the anticipated enrollment increase over the next five years is related to English as a Second Language, in which an enrollment growth of 500 is predicted. This translates into the need for 33.33 full-time equivalent ESL instructors, 5.5 full-time equivalent bridge class instructors, office space for these instructors, two more 24-station ESL labs for students, and at least 18 new classrooms. It also requires the addition of four new staff members in the Office of International Programs and office space for them. Completion of the refurbishment of the former Smith Center for Excellence in Education (now the International English Studies Building) and reassignment to the ESL program of the space to be vacated by the Criminology, Sociology, and

Geography Department in the International Student Center, when the Humanities and Social Sciences building is completed, will allow for this growth. However, it may be necessary to manage classroom space for ESL courses in such a way as to offer three, four-hour courses in most classrooms Monday through Friday (e.g., 8:00 a.m. -12:00 p.m., 12:30 – 4:30 p.m., and 5:00 p.m. - 9:00 p.m.).

- ***Student Housing to Support Predicted Enrollment Growth***

Demand for additional student housing in association with predicted enrollment growth is tied directly to international students, primarily (but not exclusively) those international students who are enrolling directly into baccalaureate programs as first-time freshmen or into English as a Second Language (ESL) to first-time freshmen. Of the expected increase of approximately 1,250 international students over the next five years, 450 are expected to enter undergraduate programs directly, with 405 of those as first-time freshmen who are expected to need housing. It is also anticipated that of the 500 predicted to enroll in ESL, 300 will become first-time freshmen upon completing the ESL program and will need housing. In combination, it is expected that 705 additional beds will be needed for international students (405 first-time freshmen + 300 ESL to first-time freshmen = 705). Further, a number of the international undergraduate transfer students and a number of the international graduate students would prefer on-campus housing if it were available and equal to or less expensive than off-campus housing. There is also a growing desire for this type of housing by many American students (irrespective of expected enrollment growth).

Accordingly, it would be reasonable to plan on and construct general purpose student housing to support at least 400 to 500 beds as soon as possible and to consider adding additional beds thereafter (depending upon actual enrollment growth and student housing demands going forward). Should this housing be constructed, it may be beneficial to convert Arkansas Hall from double-occupancy rooms (to which most students are opposed) to single-occupancy rooms that will improve the desirability and usefulness of Arkansas Hall into the future (even though this option would reduce the number of beds by approximately 185).

Consideration needs to be given to the growing population of Honors students at ASU. Creating more designated housing for them would enable these students to live proximate to one another to encourage creative synergies and to help recruit a larger number of Honors students in the future. Accordingly, there is a need for an additional 100 beds for Honors students. Demand for non-traditional housing in the Village is expected to continue and it would be reasonable to create an additional 112 beds for this purpose distributed in one, two, and three-bedroom configurations.

Further, ASU has held preliminary discussions about the need for and desirability of constructing on-campus housing for sororities. These discussions are projecting four 20-bed housing units (four units x 20 beds = 80 beds) and four, six-bed housing units (four units x six beds = 24 beds), for a total of 104 beds (80 beds + 24 beds = 104 beds). Sororities would be expected to raise philanthropic support for construction of their chapter rooms or membership fees will need to be assessed to cover these costs (if such rooms are needed), and to have their national organizations endorse long-term leases with ASU in which rental fees are guaranteed. In the event that sorority housing is created with a 104-bed capacity, it is estimated that approximately 50 percent of the beds would be filled by sorority members currently living in residence halls and the remainder from sorority members living in off-campus housing. This would add to the number of students living on campus, but would free up approximately 52 beds in the residence halls for other students.

It is expected that funding for the construction of new student housing and housing for sororities would be derived from student revenue bonds tied to student housing rental fees paid by students. Since it is more economical to prepare one comprehensive bond issue rather than multiple small ones, it may be prudent to bundle all of the above housing needs along with the need for funds to replace the heating, ventilation, and air conditioning system (HVAC) in Kays Hall and the need for an additional new dining facility (described in the ensuing) together. Accordingly, Table 4 provides a synopsis of these items along with an estimate of bond cost.

Table 4. Projected Student Housing Needs and HVAC Upgrade for Kays Hall

Item	Square Footage	New Beds	Bond Cost
Sorority Housing	11,413	104	\$ 7,195,408
Non-Traditional Housing (Village)	59,220	112	\$ 10,686,649
Freshman Residence Hall	87,456	450	\$ 17,740,701
New Housing for Honors	30,586	100	\$ 7,213,357
New Dining Facility	7,500	N/A	\$ 2,620,000
Replacement of HVAC in Kays Hall	N/A	N/A	\$ 3,300,000
TOTAL	196,175	766	\$ 48,756,115
N.B: Annual Debt Service: \$3,099,716			
N.B: Bond Rate: 4.8% (Principal and Interest)			

- **Parking for Additional Faculty, Students, and Staff**

In order to accommodate the projected increase in student enrollment during the next five years, due and appropriate consideration needs to be given for parking to accommodate the students, faculty, and staff who will be needed to support these students. Although the anticipated growth in the number of students enrolling in large-scale distance learning courses and programs over the next five years is expected to be 2,200 students, they will not require any parking on campus (except at graduation ceremonies) as they will take all courses comprising the various academic programs remotely from the ASU campus. However, it will be necessary to accommodate the parking needs of approximately 15 additional support staff for large-scale distance learning courses and programs. Since the support staff will be housed in the former Jazzman’s Café (which has been refurbished for this purpose) and there is parking provided at this site for the 15 additional staff, no additional parking will be needed to support the expected expansion of 2,200 new students in large-scale distance learning over the next five years.

The greatest need for parking is associated with an expected increase in the number of international students. Specifically it is anticipated that 46.5 new employees comprised of ESL instructors (n = 37), bridge course instructors (n = 5.5), and OIP staff (n = 4) will be added during the next five years in addition to 10.2 full-time equivalent faculty members. Approximately 30 of the new ESL instructors will be housed in the International English Studies Building. Additional parking spaces behind this building and the Nursing and Health Professions Building will be created for these employees. The other seven ESL instructors, the 5.5 bridge course instructors, and the four new OPI staff members will

be housed in the International Student Center (when the Department of Criminology, Sociology, and Geography vacates the International Student Center and moves into the new Humanities and Social Sciences Building) and the associated parking spaces behind the International Student Center formerly used by the Department will accommodate these new employees.

It is expected that additional parking will be created near the new Humanities and Social Sciences Building to accommodate a number of its new occupants, both faculty and staff. Similarly, when a new College of Business Building is constructed (hopefully with funds contributed in the Capital Campaign) it is expected that a limited amount of additional parking will be added to accommodate additional faculty to serve the international students who will enroll in courses and programs offered by the College of Business and the College of Communications. Limited growth of faculty in other colleges should be accommodated by existing parking spaces and or marginal increases in parking spaces.

Unlike American students, the overwhelming majority of whom own motor vehicles and park them on campus, the percentage of international students who will own or expect to park motor vehicles on campus is fairly limited. Moreover, since the preponderance of international students who will join ASU will choose to stay in campus-provided housing (presuming it is equal to or less expensive than off-campus housing), it is expected that their vehicle parking needs for the predicted increase in the number of international students will be addressed fully by the inclusion of additional parking spaces when new student housing is created. Since many international students are accustomed to and comfortable with walking greater distances than American students or they are inclined to ride bicycles more than American students, the university will ensure that attention is given to sidewalk improvement and the installation of additional bicycle racks.

It should be noted that international students will be treated no differently than American students with regards to student housing, so that all students will have the same opportunity for placement in student housing depending upon their eligibility. For example, all students qualifying for Honors may compete for housing in the Honors residence hall; juniors and seniors will be given precedence for more desirable student housing than freshmen or sophomores; and graduate and married students will be given precedence for apartment-style housing over undergraduate or unmarried students.

- ***Dining Capacity Expansion to Accommodate Projected Enrollment Growth***

The capacity of the dining facility in the Student Union is virtually at its upper limit and a number of discussions have already been held on campus as to the inherent value of creating additional dining capacity at another location on campus that would be closer to new campus housing on the eastern side of campus. As new housing is planned to accommodate student enrollment growth, due and appropriate consideration will need to be given to creating a new dining hall that will meet short-term growth, have the capacity to meet longer-term growth, and take some of the stress away from the existing dining hall in the Student Union. Funds for new dining capacity may be included in the student revenue bonds that will need to be sold by ASU to construct new student housing to address anticipated student enrollment growth.

Summary and Conclusions:

A best faith effort to predict student enrollment growth from 2012-2016 at ASU based on a set of reasonable assumptions grounded in observations over the past three years suggests that overall student enrollment is likely to increase by approximately 26% when English as a Second Language is included and 23% when it is not. It must be noted that there are many factors, both tangible and intangible, that may influence actual enrollment.

Nearly all of this enrollment growth is expected to be derived from two sources (i.e., large-scale distance learning with non-academic support provided by Academic Partnerships, LLC, (AP) and international students). Since students enrolled in large-scale distance learning will not attend any courses on-campus, their potential impact upon campus infrastructure is minimal. Due to the nature in which the courses are offered, the number of new faculty members needed to support them is fairly modest. Conversely, all of the international students will attend all of their courses on campus and their demands upon campus infrastructure are substantial and it will take a number of new instructors and faculty members to support them.

Completion of the Humanities and Social Sciences Building will be critical to serving these students, and the construction of a new College of Business Building will be helpful and will add additional capacity for future enrollment growth. Since student housing and the student dining facilities are at capacity and demands for more and better student housing and expanded dining facilities are increasing (irrespective of enrollment growth), it will be necessary to construct additional student housing (including additional housing for Honors students) and on-campus housing for sororities without delay and to consider adding student dining facilities at a physical location closer to the newest student housing.

It is expected that this report also will help to inform the development of the new Campus Facilities Master Plan for Arkansas State University.

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Please feel encouraged to share with me, chancellor@astate.edu, any issues, concerns, or suggestions that you may have for improving this White Paper, "Enrollment Projections 2012-2016 and Associated Implications," or Arkansas State University. Your feedback is important and will be given full consideration. Thank you for taking the time, energy, and effort to read and reflect upon this White Paper and for any constructive comments that you may offer.