Annual Update on The Cost Study at the University of Delaware

- Marcia Preston, PhD  •  Jennifer L. Snyder, PhD
Introductions

Jen Snyder

Marcia Preston
Presentation Overview

• Overview of the study

• Research
  • Impact of Faculty Research on Instructional Costs across Carnegie Types
  • Variations in Online Instruction, 2015-2019
  • HBCU versus non-HBCU comparisons

• New features and projects
  • Relevance of Cost Study for Benchmarking
History of The Cost Study and HEC

• The Cost Study at the University of Delaware
  • National Study of Instructional Costs and Productivity
  • Formerly known as the “Delaware Cost Study"
  • A leader in the analysis and benchmarking of discipline-level instructional costs and productivity since 1996
  • Available to all 4-year, non-profit colleges and Universities (U.S., Canada, Lebanon)

• The Higher Education Consortia (HEC)
  • Established in 2015 to promote consortium relationships and research using Cost Study data
  • Based out of an Institutional Research Office
THE COST STUDY
at the University of Delaware
(The National Study of Instructional Costs and Productivity)

Who...
T/TE, other regular, supplemental faculty, TAs

...is teaching what to whom...
Student credit hours, organized class sections, online, undergrad/grad

And at what cost...
Instructional, research, public service expense
National Norm Reporting

Institutional Carnegie Classification

Research (R1&R2), Doctorate/Professional (R3), Comprehensive (M1,M2,M3), Baccalaureate (B1,B2)

Highest Degree Awarded

Doctorate, Master's, Bachelor's, Non-Degree

Proportion of Undergraduate Degrees

0-24% Undergrad, 25-49% Undergrad, 50-74% Undergrad, 75-100% Undergrad
Research Overview

• Impact of Faculty Research on Instructional Costs across Carnegie Types
• Variations in Online Instruction, 2015-2019
• Resource Allocations for HBCU versus non-HBCU institutions
Direct Instructional Expense per FTE Student by Carnegie Class

The Cost Study at the University of Delaware
## Direct Instructional Expense per FTE Student by Carnegie Class

<table>
<thead>
<tr>
<th>Carnegie Class</th>
<th># Institutions</th>
<th>IPEDS</th>
<th>Cost Study *</th>
<th>Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>32</td>
<td>13,720 (4680)</td>
<td>8,630 (2820)</td>
<td>.855**</td>
</tr>
<tr>
<td>R2</td>
<td>32</td>
<td>10,740 (2860)</td>
<td>7,760 (2010)</td>
<td>.559**</td>
</tr>
<tr>
<td>R3</td>
<td>10</td>
<td>8,890 (1710)</td>
<td>6,710 (1430)</td>
<td>.828**</td>
</tr>
<tr>
<td>M1</td>
<td>42</td>
<td>8,840 (2160)</td>
<td>6,690 (1720)</td>
<td>.316*</td>
</tr>
<tr>
<td>M2</td>
<td>12</td>
<td>9,170 (2290)</td>
<td>6,670 (1350)</td>
<td>.935**</td>
</tr>
<tr>
<td>M3</td>
<td>9</td>
<td>9,980 (3270)</td>
<td>7,280 (2650)</td>
<td>.902**</td>
</tr>
<tr>
<td>B1 &amp; B2</td>
<td>9</td>
<td>8,950 (1920)</td>
<td>7,060 (1160)</td>
<td>.666</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>10,440 (3570)</strong></td>
<td><strong>7,410 (2170)</strong></td>
<td><strong>.738</strong>*</td>
</tr>
</tbody>
</table>

*The Cost Study institutional values are a sum of all reported programs, but institutions may not report every program

*p < .05, **p < .01, ***p < .001
The Cost Study vs. IPEDS DIE/FTE Student

- **R1 Institutions**
  - $R^2$ Linear = .731

- **R2 Institutions**
  - $R^2$ Linear = .312

- **M1 Institutions**
  - $R^2$ Linear = .100
DIE/FTE for select majors at R1 institutions

Cost Study DIE per FTE Student for R1 Institutions - Select Majors

Major by 4-digit cip

The Cost Study
at the University of Delaware
DIE/FTE for select majors at R2 institutions

Cost Study DIE per FTE Student for R2 Institutions - Select Majors

Major by 4-digit cip

The Cost Study
at the University of Delaware
DIE/FTE for select majors at M1 institutions

Cost Study DIE per FTE Student for M1 Institutions - Select Majors

Major by 4-digit cip

The Cost Study
at the University of Delaware
Summary

- Cost of Instruction per FTE student is related
- Strength of relationship differs among Carnegie Classes
- Discipline level understanding of cost is important
Research Expense

THE COST STUDY
at the University of Delaware
(The National Study of Instructional Costs and Productivity)

IPEDS Integrated Postsecondary Education Data System

NATIONAL SCIENCE FOUNDATION
ALEXANDRIA, VA 22314
HIGHER EDUCATION RESEARCH AND DEVELOPMENT SURVEY
Relationship between IPEDS, HERDS, and The Cost Study

- IPEDS and HERDS: \( R^2 \) Linear = .889
- Cost Study and IPEDS: \( R^2 \) Linear = .671
- Cost Study and HERDS: \( R^2 \) Linear = .514
Correlation in research expense

<table>
<thead>
<tr>
<th></th>
<th>IPEDS to HERDS</th>
<th>Cost Study to IPEDS</th>
<th>Cost Study to HERDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n )</td>
<td>( r )</td>
<td>( n )</td>
</tr>
<tr>
<td>R1</td>
<td>32</td>
<td>.877***</td>
<td>30</td>
</tr>
<tr>
<td>R2</td>
<td>32</td>
<td>.947***</td>
<td>28</td>
</tr>
<tr>
<td>R3</td>
<td>8</td>
<td>.903**</td>
<td>6</td>
</tr>
<tr>
<td>M1</td>
<td>23</td>
<td>.932***</td>
<td>16</td>
</tr>
<tr>
<td>M2</td>
<td>3</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>M3</td>
<td>5</td>
<td>.946*</td>
<td>3</td>
</tr>
<tr>
<td>B1 &amp; B2</td>
<td>2</td>
<td>1.0***</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>.943***</td>
<td>92</td>
</tr>
</tbody>
</table>
Research Expenses by Major

The Cost Study at the University of Delaware

R1

- Chemistry
- Biology
- Math
- Physics
- Elec Eng
- Mech Eng
- Education
- Business
- Psychology
- Pol Science
- Vis Perf Arts
- Sociology

The Cost Study

HERDS

R2

- Chemistry
- Biology
- Math
- Physics
- Elec Eng
- Mech Eng
- Education
- Business
- Psychology
- Pol Science
- Vis Perf Arts
- Sociology

The Cost Study

HERDS
## The Cost Study and HERDS Correlation by Discipline Level

<table>
<thead>
<tr>
<th>Discipline</th>
<th>R1 Institutions</th>
<th>R2 Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>r</td>
</tr>
<tr>
<td>Chemistry</td>
<td>29</td>
<td>.864***</td>
</tr>
<tr>
<td>Biology</td>
<td>26</td>
<td>.142</td>
</tr>
<tr>
<td>Math</td>
<td>30</td>
<td>.646***</td>
</tr>
<tr>
<td>Physics</td>
<td>28</td>
<td>.966***</td>
</tr>
<tr>
<td>Elect Eng</td>
<td>27</td>
<td>.785***</td>
</tr>
<tr>
<td>Mech Eng</td>
<td>26</td>
<td>.702**</td>
</tr>
<tr>
<td>Education</td>
<td>28</td>
<td>.421*</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>.286</td>
</tr>
<tr>
<td>Psychology</td>
<td>26</td>
<td>.570**</td>
</tr>
<tr>
<td>Pol Science</td>
<td>21</td>
<td>.685**</td>
</tr>
<tr>
<td>Visual Perf Arts</td>
<td>11</td>
<td>-.114</td>
</tr>
<tr>
<td>Sociology</td>
<td>26</td>
<td>.529**</td>
</tr>
</tbody>
</table>
Summary of Research Expense

- Research expenses across studies are related
- Strength of relationship varies by Carnegie Classes
- Discipline level understanding of research expense is important
Faculty Research and Instructional Cost

- Developing multilevel models to explore whether research expense predicts the cost of instruction per FTE student

<table>
<thead>
<tr>
<th>Discipline (cip4)</th>
<th>% of total SCH taught by T/TE faculty</th>
<th>Average # doctoral degrees awarded</th>
<th>Credit hours of individual instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FTE of T/TE instructional faculty</td>
<td>FTE of graduate students</td>
</tr>
</tbody>
</table>
Faculty Research and Instructional Cost

• Research expense was not significant for any of the models

• Significant effect on instructional cost per student
  • Discipline cip4, $F(1, 4222)$=18.7, $p<.001$
  • Percent of SCH taught by T/TE faculty, $F(1, 4218)$=135.5, $p<.001$

• Other variables were not significant.
Online SCH and The Cost Study

• Fall Data and Annual Data
  • % online UG SCH
  • % online Grad SCH
  • % online Total SCH
  • Online SCH/FTE
  • Online SCH/FTE excl. TAs
Number of students enrolled online
(2013-14 IPEDS)

Baccalaureate, Masters, Doctoral
Non-Profit Institutions

- All Online: 79%
- Some Online: 13%
- None Online: 8%

For-profit Institutions

- All Online: 82%
- Some Online: 13%
- None Online: 5%
Number of students enrolled online
(2018-19 IPEDS)

Baccalaureate, Masters, Doctoral Non-Profit Institutions

- All Online: 68%
- Some Online: 19%
- None Online: 13%

For-profit Institutions

- All Online: 84%
- Some Online: 9%
- None Online: 7%

The Cost Study
at the University of Delaware

27
Now... impact of COVID-19
Percent of annual online SCH in 2015
Representative Academic Disciplines Reporting Non-Zero On-line SCH

- Education (13)
- Health Professions (51)
- Business (52)
- History (54)
- Psychology (42)
- Communication (9)
- English (23)
- Biology (26)
- Math (27)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>25%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>30%</td>
</tr>
<tr>
<td>Business</td>
<td>20%</td>
</tr>
<tr>
<td>History</td>
<td>15%</td>
</tr>
<tr>
<td>Psychology</td>
<td>15%</td>
</tr>
<tr>
<td>Communication</td>
<td>10%</td>
</tr>
<tr>
<td>English</td>
<td>10%</td>
</tr>
<tr>
<td>Biology</td>
<td>5%</td>
</tr>
<tr>
<td>Math</td>
<td>5%</td>
</tr>
</tbody>
</table>
Growth in online instruction 2015-2019
Representative Academic Disciplines Reporting Non-Zero On-line SCH

- Education (13)
- Health Professions (51)
- Business (52)
- History (54)
- Psychology (42)
- Communication (9)
- English (23)
- Biology (26)
- Math (27)

- 2015
- 2019
Regional variability in 2019

Regional Variability in Online SCH / FTE Faculty

- Education (13)
- Health Professions (51)
- Business (52)
- History (54)
- Psychology (42)
- Communication (9)
- English (23)
- Biology (26)
- Math (27)

Categories:
- West
- Midwest
- South
- NE
### 2015 to 2019 Growth in Average Cost per SCH

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>2015 $/SCH</th>
<th>2019 $/SCH</th>
<th>Change in $/SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>$265</td>
<td>$276</td>
<td>$11</td>
</tr>
<tr>
<td>Education (13)</td>
<td>$350</td>
<td>$348</td>
<td>-$3</td>
</tr>
<tr>
<td>Health Professions (51)</td>
<td>$334</td>
<td>$356</td>
<td>$22</td>
</tr>
<tr>
<td>Psychology (42)</td>
<td>$198</td>
<td>$229</td>
<td>$31</td>
</tr>
<tr>
<td>Communication (9)</td>
<td>$218</td>
<td>$245</td>
<td>$27</td>
</tr>
<tr>
<td>Math (27)</td>
<td>$168</td>
<td>$192</td>
<td>$24</td>
</tr>
<tr>
<td>History (54)</td>
<td>$205</td>
<td>$248</td>
<td>$43</td>
</tr>
<tr>
<td>Biology (26)</td>
<td>$297</td>
<td>$302</td>
<td>$4</td>
</tr>
<tr>
<td>English (23)</td>
<td>$213</td>
<td>$245</td>
<td>$32</td>
</tr>
</tbody>
</table>

Note: excludes any program where DIE/SCH > $1000.
## Cost to Proportion Online Correlations

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>2015 $/SCH</th>
<th>2019 $/SCH</th>
<th>Growth in $/SCH</th>
<th>Growth in % online SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>$265</td>
<td>$276</td>
<td>$11</td>
<td>10%</td>
</tr>
<tr>
<td>Education (13)</td>
<td>$350</td>
<td>$348</td>
<td>-$3</td>
<td>11%</td>
</tr>
<tr>
<td>Health Professions (51)</td>
<td>$334</td>
<td>$356</td>
<td>$22</td>
<td>5%</td>
</tr>
<tr>
<td>Psychology (42)</td>
<td>$198</td>
<td>$229</td>
<td>$31</td>
<td>10%</td>
</tr>
<tr>
<td>Communication (9)</td>
<td>$218</td>
<td>$245</td>
<td>$27</td>
<td>4%</td>
</tr>
<tr>
<td>Math (27)</td>
<td>$168</td>
<td>$192</td>
<td>$24</td>
<td>0%</td>
</tr>
<tr>
<td>History (54)</td>
<td>$205</td>
<td>$248</td>
<td>$43</td>
<td>0%</td>
</tr>
<tr>
<td>Biology (26)</td>
<td>$297</td>
<td>$302</td>
<td>$4</td>
<td>1%</td>
</tr>
<tr>
<td>English (23)</td>
<td>$213</td>
<td>$245</td>
<td>$32</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: excludes any program where DIE/SCH > $1000.
# Cost to Proportion Online Correlations

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>2015 $/SCH</th>
<th>2019 $/SCH</th>
<th>Growth in $/SCH</th>
<th>Growth in % online SCH</th>
<th>Correlation with Proportion Online SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>$265</td>
<td>$276</td>
<td>$11</td>
<td>10%</td>
<td>$r = -.156, $p = .003, n=357</td>
</tr>
<tr>
<td>Education (13)</td>
<td>$350</td>
<td>$348</td>
<td>-$3</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Health Professions (51)</td>
<td>$334</td>
<td>$356</td>
<td>$22</td>
<td>5%</td>
<td>$r = -.279, $p &lt; .001, n=240</td>
</tr>
<tr>
<td>Psychology (42)</td>
<td>$198</td>
<td>$229</td>
<td>$31</td>
<td>10%</td>
<td>$r = -.258, $p = .005, n=116</td>
</tr>
<tr>
<td>Communication (9)</td>
<td>$218</td>
<td>$245</td>
<td>$27</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Math (27)</td>
<td>$168</td>
<td>$192</td>
<td>$24</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>History (54)</td>
<td>$205</td>
<td>$248</td>
<td>$43</td>
<td>0%</td>
<td>$r = -.322, $p = .004, n=78</td>
</tr>
<tr>
<td>Biology (26)</td>
<td>$297</td>
<td>$302</td>
<td>$4</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>English (23)</td>
<td>$213</td>
<td>$245</td>
<td>$32</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Note: excludes any program where DIE/SCH > $1000.
Business (52) - Scatterplot of DIE/SCH by Proportion of Online SCH for the year (2019)
Health Professions (51) - Scatterplot of DIE/SCH by Proportion of Online SCH for the year (2019)
History (54) - Scatterplot of DIE/SCH by Proportion of Online SCH for the year (2019)
Education (13) – Scatterplot of DIE/SCH by Proportion of Online SCH for the year (2019)
Education Scatterplots by Degree Group

Deg Grp 75-100% UG

$r = -.255$
$p = .039$
$N = 66$

Deg Grp 50-<70% UG

$r = .099$
$p = .466$
$n = 56$

Deg Grp 25-<50% UG

$r = -.253$
$p = .234$
$n = 24$

Deg Grp 0-<25% UG

$r = -.153$
$p = .089$
$n = 124$
Conclusions

• Discipline level variation in online student credit hours
• As percent of online courses increases, cost of instruction trends downward
• Many variables involved in the cost equation that aren't covered here
• Planning for future changes after COVID-19 will require discipline level comparisons
HBCU Comparisons

• The financial resources available to Historically Black College and Universities (HBCUs) has been the subject of much discussion in the past decade.

• A January 2019 report by the American Council on Education describes “… a historical legacy of inequitable funding and investments by federal and state governments, resource inequities (that) continue to plague HBCUs”.

• https://www.acenet.edu/News-Room/Pages/ACE-Brief-Illustrates-HBCU-Funding-Inequities.aspx
Biden's HBCU research agenda

Submitted by Kery Murakami on November 16, 2020 - 3:00am

For decades, and really for as long as historically Black colleges and universities have existed, those running and doing research at the institutions have been angered that the deck has been stacked against their getting federal grants to do research.

Far more of the $100 billion-plus federal agencies give higher education in research and development grants tend to go to the big — predominantly white — institutions.
HBCU Study Goals

• Are HBCU’s resourced differently than other schools that are not HBCUs?
  • Workload
  • Instructional cost per student credit hour
  • Research and public service expense
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Institution</th>
<th>2018 CAR</th>
<th>state</th>
<th>control</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Delaware State University</td>
<td>R2</td>
<td>DE</td>
<td>S</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>University of the District of Columbia</td>
<td>M2</td>
<td>DC</td>
<td>S</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Albany State University</td>
<td>M2</td>
<td>GA</td>
<td>S</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coppin State University</td>
<td>M3</td>
<td>MD</td>
<td>S</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Morgan State University</td>
<td>R2</td>
<td>MD</td>
<td>S</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Simmons College</td>
<td>R3</td>
<td>MA</td>
<td>I</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>North Carolina A&amp;T State University</td>
<td>R2</td>
<td>NC</td>
<td>S</td>
</tr>
<tr>
<td>16</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Elizabeth City State University</td>
<td>B2</td>
<td>NC</td>
<td>S</td>
</tr>
<tr>
<td>17</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Fayetteville State University</td>
<td>M2</td>
<td>NC</td>
<td>S</td>
</tr>
<tr>
<td>18</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>North Carolina Central University</td>
<td>M1</td>
<td>NC</td>
<td>S</td>
</tr>
<tr>
<td>19</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Winston-Salem State University</td>
<td>M2</td>
<td>NC</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Cheyney University of Pennsylvania</td>
<td>B1</td>
<td>PA</td>
<td>S</td>
</tr>
<tr>
<td>20</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tennessee State University</td>
<td>R2</td>
<td>TN</td>
<td>S</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Virginia State University</td>
<td>M2</td>
<td>VA</td>
<td>S</td>
</tr>
<tr>
<td>22</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Norfolk State University</td>
<td>M2</td>
<td>VA</td>
<td>S</td>
</tr>
<tr>
<td>23</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>CUNY - Medgar Evers College</td>
<td>B1</td>
<td>NY</td>
<td>S</td>
</tr>
</tbody>
</table>
Analysis Plan

• Compare HBCU departments to non-HBCU departments in 20 disciplines across 10 years (2009-2019)

• HBCU Data
  • Bootstrap sampling with replacement and 10,000 samples
  • Obtain a 95% confidence interval

• Non-HBCU Institutions
  • Three-year weighted average by discipline based on highest degrees awarded by academic departments
SCH taught per T/TE faculty (fall)
OCS taught per T/TE faculty (fall)

- Biology (26.01)
- Business Administration (52.02)
- COMPUTER & INFO SCIENCES (11)
- EDUCATION (13)
- English (23.01)
- Mathematical Sciences (27.01)
- Nursing (51.38)
- Psychology (42.01)

Legend:
- Non-HBCU: 3 Yr Avg Benchmark
- HBCU: Bootstrap Estimated Mean
The Cost Study at the University of Delaware

Direct Instructional Cost per SCH

- Biology (26.01)
- Business Administration (52.02)
- COMPUTER & INFO SCIENCES (11)
- EDUCATION (13)
- English (23.01)
- Mathematical Sciences (27.01)
- Nursing (51.38)
- Psychology (42.01)

Non-HBCU: 3 Yr Avg Benchmark
HBCU: Bootstrap Estimated Mean

49
Conclusions

• HBCU Faculty teach:
  • Fewer student credit hours per faculty
  • More class sections per faculty
  • Receive less research and public service dollars
  • Cost of instruction: Wider spread in cost of instruction across all programs (sometimes higher and sometimes lower than non-HBCUs)

• Discipline Level Differences are important
New Features and Future Directions
Consortium Relationships

• State Systems
  • University of North Carolina (UNC)
  • State University of New York (SUNY)
  • University of Missouri

• Consortia
  • Southern Universities Group (SUG)
  • Association of American Universities Data Exchange (AAUDE)
    • “[A relationship with HEC] allows AAUDE members to access the Study results in a streamlined manner consistent with our data sharing standards and facilitates consistent and efficient benchmarking efforts. Working with [HEC] to consolidate the results from all AAUDE members allows us to further our goal of improving the quality and usability of information about higher education.” - AAUDE representative to The Cost Study
New Features for Members

• Benchmarks for Online Instruction
  • Table 3 (SCH, OCS, and FTE students per FTE Faculty) and Table 4 (Instructional Cost Ratios) in the web portal now include data for online instruction (Tables 3O and 4O)

• Getting ready to add 3-year benchmarks for Tables 1 and 2 in the web portal

• Link for downloading complete institutional data (in the web portal)

• CIP 2020 Updates
Potential New Features
(seeking feedback!)

1. Discipline-specific peer analyses (by CIP)
2. Adding a “Report Viewer” to the web portal
3. Tableau Dashboards
The Why and How of Participating in the 2020 Cycle

• The importance of establishing a pre-COVID19 baseline of instructional costs and online SCH
  • The 2020 cycle examines Fall 19 SCH and FY 19/20

• Low-cost option for cost benchmarking
  • 1 year of participation ranges from $1,400-$2,225
  • We offer a 25% discount with a 2-year commitment
  • Registration link: ire.udel.edu/cost
Thank you for attending!

Questions?
ire-cost@udel.edu
https://ire.udel.edu/cost/

Jen Snyder: Manager
Marcia Preston: Institutional Research Analyst
Joy Jordan: Member Outreach Coordinator
Jamie Golden: Data Support Specialist