The higher education landscape

2023

Nathan Urban - presentation to Lehigh Faculty Senate
Environment for higher education - external drivers

- Demographics will result in reduced demand for undergraduate education, especially in the northeast
- Increased competition means that cost of college is becoming more of an issue
- Public opinion about higher education is increasingly negative
- Availability of low cost online courses - threat or opportunity?
- How should what we teach be influenced by technology?
College enrollment declines for third straight year since pandemic

Report finds undergraduate count is off about 7 percent since fall 2019

By Nick Anderson

Updated October 20, 2022 at 11:36 a.m. EDT | Published October 20, 2022 at 12:05 a.m. EDT
Enrollment Projections

4-Year National Colleges  USNWR #51-100

Source: Nathan D. Grawe, “The Agile College” • Get the data • Created with Datawrapper
Enrollment Projections
4-Year Elite Colleges  USNWR top 50

Source: Nathan D. Grawe, "The Agile College" • Get the data • Created with Datawrapper
As enrollment falls and grows, some colleges add prices

The cost of college has stopped rising faster than inflation for the first time in years. From 1990 to 2022, college tuition and fees have risen 32% while overall inflation has risen 21%.

Source: Bureau of Labor Statistics, data from September each year
Main revenue sources:
- 70% of revenue is from gross tuition + room and board + other auxiliaries (e.g. parking, bookstore, etc)
- 17% is from return on endowment and current year gifts
- 7% is direct and indirect funding of research
### Americans Perceive Higher Ed as a Questionable Investment

Which of the following statements come closest to their view of a college education?

<table>
<thead>
<tr>
<th></th>
<th>A college education is a questionable investment because of high student loans and limited job opportunities</th>
<th>A college education is still the best investment for people who want to get ahead and succeed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Democrats</strong></td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Republicans</strong></td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Independents</strong></td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Young adults (18-34)</strong></td>
<td><strong>70%</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>without degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Young adults (18-34)</strong></td>
<td><strong>49%</strong></td>
<td><strong>51%</strong></td>
</tr>
<tr>
<td>with college degrees</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Survey conducted May 3-6, 2022 among representative sample of 1,662 U.S. adults, with weighted margin of error of +/-3.9 percentage points.

PUBLIC AGENDA
How do we ensure that a Lehigh Education is valuable?

- Economically
- And in terms of intellectual growth

How do we convince others that this is true?

- Economically
- And quality of the student experience

Or should we reduce the cost of a Lehigh education?

- If so, how?
Python & Machine Learning for Financial Analysis

Master Python Programming Fundamentals and Harness the Power of ML to Solve Real-World Practical Applications in Finance

4.3 ★★★☆☆ 46.015 ratings 96,008 students
Created by Dr. Ryan Ahmed, Ph.D., MBA, Mitchell Bouchard
Last updated 7/2022 English English [Auto]

What you'll learn

✓ Master Python 3 programming fundamentals for Data Science and Machine Learning with focus on Finance.
✓ Understand the theory and intuition behind Capital Asset Pricing Model (CAPM)
✓ key Python Libraries such as NumPy for scientific computing, Pandas for Data Analysis, Matplotlib/Seaborn for data
✓ Understand how to leverage the power of Python to apply key financial concepts such as calculating daily portfolio returns, risk and Sharpe ratio.
✓ Understand how to use Jupyter Notebooks for developing, presenting and sharing Data Science projects.
✓ Master Scikit-Learn library to build, train and tune machine learning models using real-world datasets.

$14.99 $44.99 82% off
3 hours left at this price!

Buy this course

30-Day Money-Back Guarantee
Full Lifetime Access

Share Gift this course Apply Coupon

Subscribe to Udemy's top courses
Get this course plus top-rated picks in Data Science and other popular topics. Learn more
What do students need to learn to succeed?

Facts/information is readily available and accessible

Some skills are being automated

“Kai-Fu Lee, AI expert and CEO of Sinovation Ventures, wrote in a 2018 essay that 50 percent of all jobs will be automated by AI within 15 years. “Accountants, factory workers, truckers, paralegals, and radiologists — just to name a few — will be confronted by a disruption akin to that faced by farmers during the Industrial Revolution,” Lee wrote.”
Could AI help you to write your next paper?

Large language models can draft abstracts or suggest research directions, but these artificial-intelligence tools are a work in progress.

Matthew Hutson
AI writing is here, and it’s worryingly good. Can writers and academia adapt?

While AI writing is still in its early stages and far from perfect, it’s clear that it poses a threat to the livelihood of professional writers. After all, if a machine can produce text that is indistinguishable from that of a human writer, why would anyone need to hire a real person to do the job?

It’s not just low-skilled jobs like content writing that are at risk of being automated by AI. Even highly skilled jobs like journalism and novel-writing could eventually be replaced by machines. In fact, one Japanese company has already developed an AI system that can write novels better than humans.

Of course, it will be some time before AI writing becomes good enough to completely replace human writers across all genres and formats. But as the technology continues to improve, the day when machines can do our jobs better than we can is fast approaching.
The Washington Post’s robot reporter has published 850 articles in the past year
OPINION: A master’s degree gives students an edge with fast-moving technology

Students need more training than a bachelor’s degree to thrive in today’s labor market competition

by OLIVER YAO  January 17, 2022
Employers Rethink Need for College Degrees in Tight Labor Market

Google, Delta Air Lines and IBM have reduced requirements for some positions
LinkedIn’s CEO says skills are replacing a college degree in this job market

BY JANE THIER
November 23, 2022 at 12:18 PM EST
Questions?
Trends/drivers

Public skepticism/lack of trust in higher education
- Affordability
- Value/ROI
  - Relevance of what students learn
  - Rise of alternatives
  - Universities are not responsive to market demands
- Politics
- Rise of alternatives

Employer skepticism
- Graduates are not prepared
- Alternatives
- Yet talent is more important than ever

Competition
- 12$ courses
- Google, Amazon, Salesforce, others offering education
- Less need for a degree

Need/ability to learn just in time
- How should that impact higher education? And what we should teach?

Technology
- AI - How will these affect education? How will these affect the jobs of the future?
  - GPT-3
  - Dall-E
- Metaverse VR/AR
- Pharma, biotechnology
- Drones
- Digital access - what are libraries for?
- Importance of simulation and need for experiments
- Large scale data collection efforts
- Electrification/decarbonization

Learning science
Potential undergrad applicants are declining

International student enrollment in US

Change in enrollment of new international students, %

8.8% 2.4% -3.3% -6.6% -0.9% -0.6% -43.0%


Academic year


Change in Undergraduate Enrollment: 2012 to 2029

Regional Universities

Top 50 National Universities
Demographics of higher education are changing
Demand for graduate and professional education is increasing

- Projected 50% increase in demand by 2030 (NCES)
  - Even with declines in international students
- Professional students are very career focused
- Expectations for remote and hybrid learning are high
- Programs must keep up with changing demands
- Non-degree credentials (certificates, exec education, etc) are important
What is Lehigh’s current position?

Strengths

- Lehigh is a STEM-focused comprehensive research university
- Lehigh is ranked 49 by USNWR and 58 by WSJ/THE
- *ROI for undergrad degree is very strong (Rank = 27)*
- Faculty value quality teaching more than most research universities
- Experiential learning programs are well-developed

Weaknesses

- Retention/graduation outcomes are at/below peer group
- *Scale and reputation of research is below peer research universities*
- Yield of accepted students has been weakening, especially given growth plans
- Graduate and especially professional programs are small and uneven in their competitiveness
- We don't have the connection with students typical of small liberal arts colleges
- College enrollment trends do not match our historical strengths (geography, race/ethnicity, gender)

Summary:

- We are currently somewhat of a hybrid of a research university and a liberal arts college
- We provide very strong ROI for graduates
- We must significantly expand research to enhance reputation as a national research university even as we personalize and enhance the undergraduate student experience
How can we improve our competitive position?

- Better student outcomes (contributes 27% of USNWR)
  - Graduation, retention and indebtedness rates
- Enhance reputation and faculty resources (20+% of USNWR)
  - Research is a key component of peer reputation
  - Student satisfaction is a key component of broader reputation
  - Expand and integrate experiential learning
- Build on experience in remote/online education
Academic quality drives demand

Enhanced reputation → Increased enrollment demand → Expand research and Innovate programs

Improved outcomes
Current undergraduate enrollment pipeline

14K applications
6.4K acceptances
23% yield, by 12% yield from regular decision
40% discount rate
**Enrollment by Year per Selected Demographics**

- **Arts & Sciences**
- **Arts Engineering**
- **Business**
- **Engineering & Applied Science**
- **General College Division**
- **Health**
- **Intercollegiate Programs**

**Select Demographic Category Here**

- College

**Selected Demographic**

<table>
<thead>
<tr>
<th>Year</th>
<th>Arts &amp; Sciences</th>
<th>Arts Engineering</th>
<th>Business</th>
<th>Engineering &amp; Applied Science</th>
<th>General College Division</th>
<th>Health</th>
<th>Intercollegiate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1,614</td>
<td>47</td>
<td>77</td>
<td>1,603</td>
<td>16</td>
<td>1,225</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1,831</td>
<td>55</td>
<td>103</td>
<td>1,681</td>
<td>18</td>
<td>1,181</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1,805</td>
<td>44</td>
<td>122</td>
<td>1,726</td>
<td>26</td>
<td>1,160</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>1,702</td>
<td>46</td>
<td>152</td>
<td>1,793</td>
<td>27</td>
<td>1,211</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>1,680</td>
<td>51</td>
<td>178</td>
<td>1,850</td>
<td>28</td>
<td>1,272</td>
<td></td>
</tr>
</tbody>
</table>

**Demographics by Year**

- **Grand Total**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,781</td>
<td>4,869</td>
<td>4,883</td>
<td>4,931</td>
<td>5,062</td>
</tr>
</tbody>
</table>
4 Year graduation rates:

#1 Washington and Lee 92%
Georgetown 91%
Notre Dame 91%
Boston College 90%
Princeton 90%
University of Chicago 90%
Vanderbilt 90%
Washington U 89%
Johns Hopkins 88%
......
Rice 84%
Wake Forest 84%
Emory 82%
......
>#150 Lehigh 80%
4 Year graduation rate by race/ethnicity

Evolution of Selected Graduation Rate by ethnicity:

Selected Graduation Rate in Selected Entering Cohort by Ethnicity:

- Non-Resident Alien: 71.0%
- Black, Non-Hispanic: 60.4%
- Asian or Pacific Islander: 77.4%
- Hispanic: 67.3%
- White, Non-Hispanic: 82.3%
- Two or More Races: 75.0%
- Race or Ethnicity Unknown: 73.7%

Note: Native American or Alaskan Native ethnicity is not represented.

Data are displayed by entering cohort (cohorts are revised due to allowed exclusions).
4 Year graduation rate by financial aid category
Why do students not graduate in 4 years or leave?

- Demographic predictors
  - Gender, race, income
- Survey data
  - What are the reasons that students give?
- Largely not due to academic struggles
Why have students left this year?

Other:
• Closer to home/family
• Lehigh’s learning environment
• Military
• Lehigh’ response to George Floyd’s murder
• Underfunded support centers

GPA of leaving students is 3.5 vs 3.35 for remaining students

Improving retention also enhances net tuition.
Cost of education

- Is the problem value vs financing?
- Financing via income repayment plans
- Decrease time to degree
  - BS in 3 Calendar years by including summer
  - 3+1 BS/MS programs
- More gifts to financial aid
- Modest opportunities for cost cutting
Research vs rankings
All schools ranked better than us are more research active.

**Research Expenditures/year**
- Lehigh = $37M
- Brandeis = $68M
- Rice = $167M

**Sources at steady state**
- ~75% grants and contracts
- ~25% operating budget and philanthropy

Caveat: Not all research is funded, but this is most easily measurable.

**Font size = undergrad enrollment**
Enrollment - Grad and Professional

Enrollment by Year per Selected Demographics

SELECT DEMOGRAPHIC CATEGORY HERE

College

Selected Demographic
- Arts & Sciences
- Business
- Education
- Engineering & Applied Science
- Intercollegiate Programs

Select Table Metric
- Headcount

Demographics by Year

<table>
<thead>
<tr>
<th>Selected Demographic</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>497</td>
<td>457</td>
<td>476</td>
<td>454</td>
<td>436</td>
</tr>
<tr>
<td>Intercollegiate Programs</td>
<td>663</td>
<td>680</td>
<td>735</td>
<td>763</td>
<td>729</td>
</tr>
<tr>
<td>Engineering &amp; Applied Science</td>
<td>449</td>
<td>447</td>
<td>467</td>
<td>450</td>
<td>415</td>
</tr>
<tr>
<td>Business</td>
<td>661</td>
<td>602</td>
<td>618</td>
<td>498</td>
<td>477</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,270</td>
<td>2,186</td>
<td>2,197</td>
<td>2,165</td>
<td>2,057</td>
</tr>
</tbody>
</table>
Priorities for graduate and professional programs

- Better data on students
- Improve recruiting/visibility
- More consistency in student programming and support
  - Career and professional development
  - Mental health
Priorities for graduate programs

Research Graduate Programs - Mostly PhD programs

- Preparation of students for independent research careers
- Not just academic careers
- Quality mentorship is a key
- In some disciplines students facilitate faculty research
- More research support is needed
What is meant by “Research Expenditures”? 

Sources
- Mostly grants and contracts - federal state, local and corporate
- Internal operating funds, faculty startup money
- Philanthropy

Uses
- Research staffing (students, postdocs, technicians)
- Equipment
- Supplies
- Indirect costs (facilities and administration - about 60% of direct costs)
University research expenditures in US

University R&D Funding by Source
expenditures in billions, FY 2018 dollars

What is needed to grow research?

Investments in people and facilities
- HST Building
- Investments in research active faculty
- Seed funding and early stage support

All of these are expensive

A goal is to capture more federal funding
- Infrastructure/energy
- Health esp. vaccines and public health
- Technology (Chuck Schumer - National Science and Technology Foundation?)
- Education (post-pandemic)
- Other areas?
Revenue growth strategies

- Undergraduate enrollment
  - College of Health
  - Enhance yield with distinctive programs
- Graduate/professional programs
  - Programmatic innovation (disciplines and credentials)
  - Better marketing/visibility
  - Online/Hybrid
- Philanthropy/Fundraising
- Expand research
  - College of Health
  - Targeted areas
### Revenue 2011-2020 (annual increases)

<table>
<thead>
<tr>
<th></th>
<th>FY 11-12</th>
<th>FY 12-13</th>
<th>FY 13-14</th>
<th>FY 14-15</th>
<th>FY 15-16</th>
<th>FY 16-17</th>
<th>FY 17-18</th>
<th>FY 18-19</th>
<th>FY 19-20</th>
<th>Delta 2010-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees, net</td>
<td>$152,070</td>
<td>4.1%</td>
<td>4.7%</td>
<td>4.8%</td>
<td>3.6%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>3.0%</td>
<td>-0.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Contributions</td>
<td>$11,982</td>
<td>-10.4%</td>
<td>24.5%</td>
<td>24.5%</td>
<td>-27.1%</td>
<td>24.3%</td>
<td>-19.4%</td>
<td>33.6%</td>
<td>-11.9%</td>
<td>-16.8%</td>
</tr>
<tr>
<td>Investment return</td>
<td>$68,083</td>
<td>2.6%</td>
<td>1.2%</td>
<td>4.2%</td>
<td>5.8%</td>
<td>5.9%</td>
<td>1.2%</td>
<td>3.4%</td>
<td>5.3%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>$37,769</td>
<td>2.5%</td>
<td>3.3%</td>
<td>2.2%</td>
<td>2.9%</td>
<td>3.4%</td>
<td>-1.3%</td>
<td>0.7%</td>
<td>2.9%</td>
<td>-20.7%</td>
</tr>
<tr>
<td>Independent operations</td>
<td>$19,071</td>
<td>-19.9%</td>
<td>-37.6%</td>
<td>10.6%</td>
<td>-4.2%</td>
<td>10.3%</td>
<td>37.6%</td>
<td>43.6%</td>
<td>-47.9%</td>
<td>-26.2%</td>
</tr>
<tr>
<td>Other sources</td>
<td>$8,197</td>
<td>9.0%</td>
<td>4.2%</td>
<td>1.6%</td>
<td>7.3%</td>
<td>-5.9%</td>
<td>6.5%</td>
<td>-2.3%</td>
<td>-1.0%</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Federal grants and contracts</td>
<td>$28,080</td>
<td>14.4%</td>
<td>5.5%</td>
<td>-15.5%</td>
<td>-5.5%</td>
<td>-12.9%</td>
<td>16.3%</td>
<td>2.4%</td>
<td>1.9%</td>
<td>12.4%</td>
</tr>
<tr>
<td>State and local grants and contracts</td>
<td>$9,772</td>
<td>-24.7%</td>
<td>-3.1%</td>
<td>1.7%</td>
<td>0.0%</td>
<td>-13.0%</td>
<td>1.0%</td>
<td>13.1%</td>
<td>4.3%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Private grants and contracts</td>
<td>$8,254</td>
<td>-13.4%</td>
<td>11.7%</td>
<td>-19.5%</td>
<td>-6.3%</td>
<td>-3.6%</td>
<td>26.7%</td>
<td>-16.0%</td>
<td>-15.5%</td>
<td>-15.7%</td>
</tr>
<tr>
<td>Total Grants and Contracts</td>
<td>$46,106</td>
<td>1.1%</td>
<td>5.1%</td>
<td>-13.6%</td>
<td>-4.6%</td>
<td>-11.5%</td>
<td>15.3%</td>
<td>0.8%</td>
<td>-0.2%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Total support and revenues</td>
<td>$297,172</td>
<td>1.5%</td>
<td>2.6%</td>
<td>2.7%</td>
<td>1.5%</td>
<td>2.8%</td>
<td>3.5%</td>
<td>5.0%</td>
<td>-1.8%</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>
A Lehigh undergraduate education should...

Prepare students for a knowledge and relationship-based economy

- Exploit and expand experiential learning programs and access (Mountaintop, entrepreneurship, study abroad, research, arts programs)
- Be personalized - Designed around the goals of each student
  - Customized/bespoke with strong mentoring and advising
  - Rigorous and challenging with connection to the real world
- Be accessible and inclusive

The quality of the education needs to drive students’ choice of Lehigh
Themes for the Lehigh undergraduate education

Rigor and ROI - “Theory to Practice to Expertise”

Personalized and inclusive - “Designed for You”

*Technology and our experience in remote learning can enhance/accelerate these
Lehigh grad and professional education should...

- Have online and/or hybrid options
- Be modular and stackable - including certificates and other credentials
- Be nimble - responsive to the market
- Provide clear ROI
- Increase rankings and visibility

This is especially true for tuition generating programs - rather than PhD programs
Lehigh research must be....

- Larger - goal should be to at least double external funding
- More visible/better known
  - What are our most compelling success stories?
  - How are we addressing the biggest challenges?
- Targeted around areas of strength with high opportunity such as:
  - Health Technology and Data
  - Smart Green Infrastructure
- More strategic and professionalized
Investments to transform Lehigh

Investments that focus on students

- Leverage success in experiential learning to update and innovate our academic programs
- Modernize approach to student advising across the university using technology and people
- Enhance key online courses and programs to increase flexibility and grow professional programs

Invest in critical academic areas

- Grow the College of Health and health science and technology area to critical mass ASAP
- Enhance educational and research programs related to data science/computation
- Connect to national conversation about research priorities
Comments/Discussion

- “Make no little plans. They do not have magic...to stir souls.” -Daniel Burnham
Metrics

- Enrollments
- Persistence and graduation rates
- Diversity
- Rankings
- Research funding and productivity
Other needles to move

- Faculty leadership development
- Enhance innovation for research and academic programs
  - Idea generation
  - Incubation
  - Scaling/stabilization
  - Tech transfer
### USNWR Ranking Components

<table>
<thead>
<tr>
<th>RANKING FACTOR</th>
<th>INDICATOR WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATION AND RETENTION RATES</td>
<td>22%</td>
</tr>
<tr>
<td>SOCIAL MOBILITY</td>
<td>5%</td>
</tr>
<tr>
<td>GRADUATION RATE PERFORMANCE</td>
<td>8%</td>
</tr>
<tr>
<td>UNDERGRADUATE ACADEMIC REPUTATION</td>
<td>20%</td>
</tr>
<tr>
<td>FACULTY RESOURCES FOR 2019-2020 ACADEMIC YEAR</td>
<td>20%</td>
</tr>
<tr>
<td>STUDENT SELECTIVITY FOR THE FALL 2019 ENTERING CLASS</td>
<td>7%</td>
</tr>
<tr>
<td>FINANCIAL RESOURCES PER STUDENT</td>
<td>10%</td>
</tr>
<tr>
<td>AVERAGE ALUMNI GIVING RATE</td>
<td>3%</td>
</tr>
<tr>
<td>GRADUATE INDEBTEDNESS</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
WSJ THE rankings

Resources (30%)
Does the college have the capacity to effectively deliver teaching? The Resources area represents 30 per cent of the overall ranking. Within this we look at:
- Finance per student (11%)
- Faculty per student (11%)
- Research papers per faculty (8%)

Engagement (20%)
Does the college effectively engage with its students? Most of the data in this area are gathered through the THE US Student Survey. The Engagement area represents 20 per cent of the overall ranking. Within this we look at:
- Student engagement (7%)
- Student recommendation (6%)
- Interaction with teachers and students (4%)
- Number of accredited programmes (3%)

Outcomes (40%)
Does the college generate good and appropriate outputs? Does it add value to the students who attend? The Outcomes area represents 40 per cent of the overall ranking. Within this we look at:
- Graduation rate (11%)
- Value added to graduate salary (12%)
- Debt after graduation (7%)
- Academic reputation (10%)

Environment (10%)
Is the college providing a good learning environment for all students? Does it make efforts to attract a diverse student body and faculty? The Environment area represents 10 per cent of the overall ranking. Within this we look at:
- Proportion of international students (2%)
- Student diversity (3%)
- Student inclusion (2%)
- Staff diversity (3%)
<table>
<thead>
<tr>
<th>RANK</th>
<th>COLLEGE</th>
<th>OUTCOMES</th>
<th>RESOURCES</th>
<th>ENGAGEMENT</th>
<th>ENVIRONMENT</th>
<th>AVERAGE NET PRICE</th>
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Change in Enrollment Institutional Sector: 2016 to 2020

[Chart showing enrollment changes across different sectors and years, with specific percentages for each category.]