



### How Have Costs in Higher Education Changed since Today's Entering Cohort were in Kindergarten ?

Delaware Cost Study \* Data 2003 through 2015

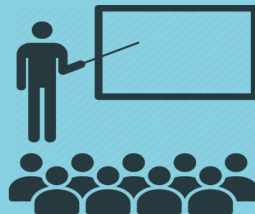
Everyone is asking why a college education is so expensive! It may be surprising to learn that after adjusting for inflation\*\*, the cost of instruction has actually decreased in several disciplines.

#### Cost per Student Credit Hour (\$/SCH)



Used to measure the cost of instruction across disciplines and institutions. Direct Instructional Cost includes salaries, benefits and other non-personnel expenditures.

#### \$65-\$453 / SCH

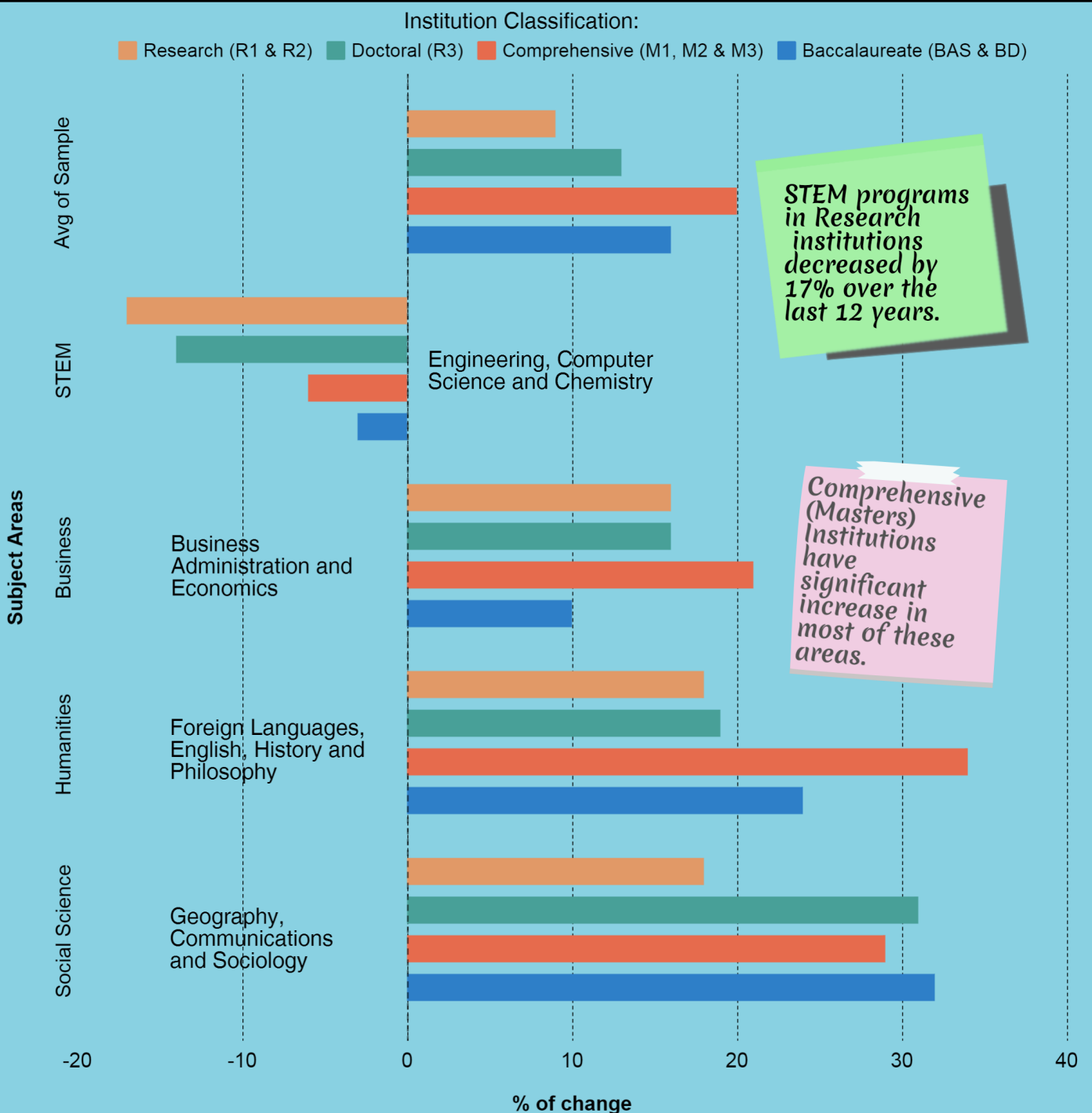


The national average \$/SCH range across the 12 most popular disciplines from 2003 to 2015 (see pp. 2-4 for more detail)

#### 16% or 1.3% per Year



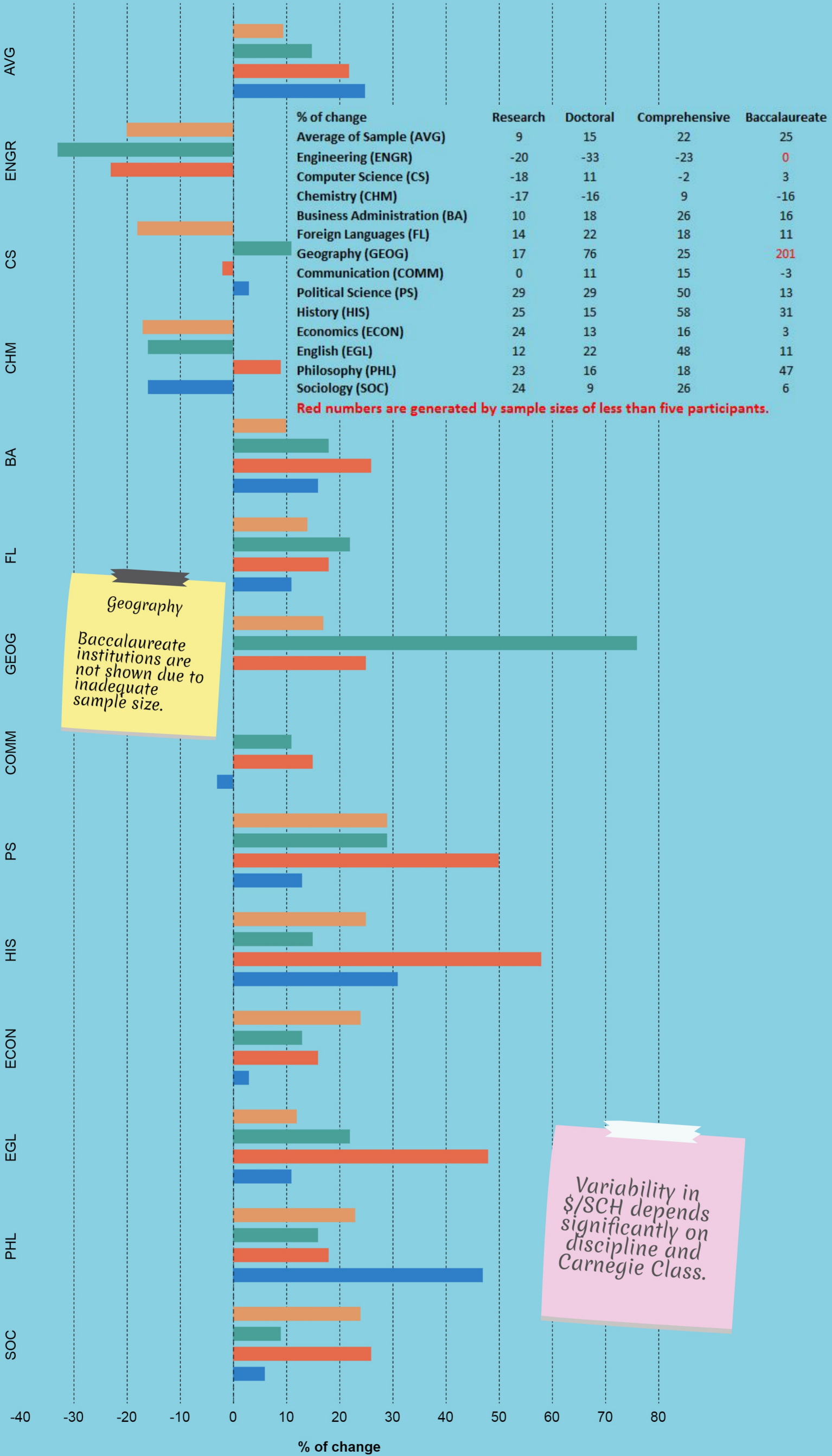
After adjusting for a cumulative rate of inflation of 28.8% over the 12 year period, the overall average percent increase in \$/SCH from 2003 to 2015.



% of Change in \$/SCH by Subject Areas and Carnegie Classifications  
Delaware Cost Study data 2003 vs. 2015

# Percentage of Change in \$/SCH by Programs and Carnegie Classifications from Delaware Cost Study Data 2003 vs. 2015

Institution Classification:  
■ Research (R1 & R2) ■ Doctoral (R3) ■ Comprehensive (M1, M2 & M3) ■ Baccalaureate (BAS & BD)



*Geography*  
 Baccalaureate institutions are not shown due to inadequate sample size.

Variability in \$/SCH depends significantly on discipline and Carnegie Class.

# ZOOM IN ON EACH YEAR, EACH DISCIPLINE, EACH INSTITUTION TYPE

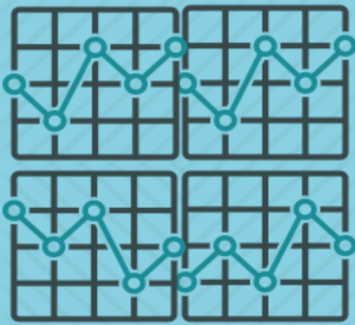


## SCATTER PLOT – DIFFERENT SAMPLE SIZES

We use a scatter plot to depict data points reported by institutions from a Carnegie Classification group for a specific discipline over the 12-year period. A single dot in each plot represents the \$/SCH (inflation adjusted) reported by Institution X for Department Y to Delaware Cost Study in Year 20XX.

## CONNECT THE DOTS – INCREASE AND DECREASE

In each scatter plot, means and medians were computed for each year's data. These values are connected by Red (Means) or Blue (Medians) lines to illustrate cost trends over 12 years in each Carnegie Classification in a specific discipline.



## FACET VIEW – VARIABILITY ACROSS DISCIPLINES AND INSTITUTION TYPES

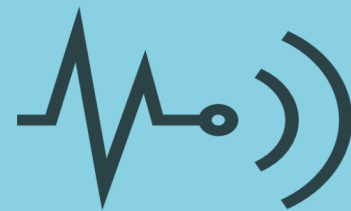
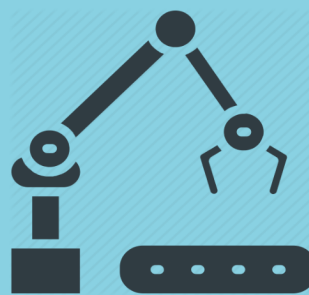
The facet approach allows us to compare and contrast data patterns of one measurement (\$/SCH) across disciplines and Carnegie Classifications.

The plots demonstrate the significant variability in the cost of instruction found among disciplines based on institutional mission as differentiated by Carnegie Classification and the academic focus of the department.



BA = Business Administration  
 CHM = Chemistry  
 EGL = English  
 PS = Political Science

# ELECTRICAL or CIVIL ENGINEERING: IS DIFFERENTIATING ENGINEERING NECESSARY IN REGARDS TO COST EVALUATION?



Engineering programs are often aggregated in instructional expenditure reports, seen as Engineering, General.

The plots below demonstrate the significant variability in the cost of instruction found among engineering disciplines (From Row 2 to 4, Civil, Electrical and Mechanical Engineering).

Significant variability was also found between Row 1, the aggregated General Engineering and each of the other rows.

Means and Medians were computed when 5 or more programs were reported each year.



\* Delaware Cost Study is also known as the National Study of Instructional Costs and Productivity.

\*\* In this report, the costs for each year were converted into 2003 dollars.

Delaware Cost Study is conducted by Higher Education Consortia staff in the Office of Institutional Research and Effectiveness at the University of Delaware.

