

# BOARD OF REGENTS, STATE OF IOWA



**MAGUIRE ASSOCIATES, INC.**

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## **COMPANY ADDRESSES**

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## **AUTHORIZED SUBMITTER**

James Murtha, Chairman & CEO

## **PROJECT CONTACT**

Ismael Carreras, Vice President of Research  
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## **FORM OF BUSINESS**

Maguire Associates is an S-Corporation, incorporated in the Commonwealth of Massachusetts.

## **PARENT CORPORATION**

Maguire Associates is not owned or controlled by a parent corporation.

## **IOWA SMALL BUSINESS INFORMATION**

Maguire Associates is not a small business or certified targeted small business as defined in Iowa Code (2015) section 15.102.

It is with pleasure that we at Maguire Associates respond to this Request for Proposal to provide Educational Program Demand Consulting services to the State of Iowa Board of Regents (BOR).

The BOR governs Iowa's three public universities in the state (University of Iowa, Iowa State University, and the University of Northern Iowa). Historically, the three institutions have provided most of their program offerings at their home campuses, though they are beginning to offer some of their programs in Des Moines (for example, the University of Iowa offers both undergraduate and graduate Social Work degrees, and both U Iowa and Iowa State offer MBA programs in the city). Additionally, there are four other higher education institutions (Drake University, Grand View University, Des Moines University, and the Des Moines Area Community College) that are located in Des Moines.

By mid-2016, the BOR will be acquiring the property of the AIB College of Business, a Des Moines-based, private, non-profit institution that announced its orderly closure in January 2015 after over 90 years of existence. In the original announcement, AIB revealed that they would be gifting their 20 acre campus to the University of Iowa. In February, the BOR announced that the campus would function as a Regional Resource Center (RRC) where the three public universities would be able to provide academic programming to the metro area. Based on data from the Iowa Data Center, the population of the metro Des Moines area has grown at a faster rate than any other part of the state, and by 2025, the population of the 9-county metro Des Moines area is expected to grow by 33% over 2000 population figures (<http://www.iowadatacenter.org/browse/projections.html>). This represents a major opportunity for the BOR to take advantage of a growing service area, particularly among millennials, who are migrating to the area at a faster rate than other traditional millennial hotspots like Austin, Seattle, and Dallas (<http://www.desmoinesregister.com/story/money/business/development/2015/10/02/des-moines-millennials-home-buyers-real-estate-realtor/73202620/>).

Against this backdrop, the BOR seeks to determine current and long-term demand for various undergraduate and graduate programs and certificates in the Greater Des Moines area, and also seeks insights as to the optimal location for the RRC from which to deliver the majority of its educational programs. In our proposal, we describe two sets of activities that address these objectives, as follows:

- An **Environmental Scan** that leverages secondary research such as demographics and labor force projections, current offerings among BOR and Des Moines area institutions, and historical enrollments at BOR institutions by program; and
- A series of **Primary Research Activities** (qualitative and quantitative) with key stakeholders to determine the educational plans and needs from the community.

We have put together a proposal that will meet the February 24-25 presentation to the Board of Regents, though this timeline is very aggressive and does not provide any allowances for slippage in the timeline. The cost for conducting all phases of this research is proposed to not exceed \$88,400.

Since our founding in 1983, Maguire Associates has conducted many projects similar to the one proposed here. We have decades of expertise in strategic planning, branding and image development, competitive positioning, marketing, enrollment management, student satisfaction and persistence, and alumni engagement – all of which provide us with the multifaceted perspective that this project requires.

We have conducted program demand studies with other institutions and entities, including Adelphi University (Garden City, NY), Holy Names University (Oakland, CA), and Claremont Graduate University (Claremont, CA). We have also conducted a project for the South Dakota Board of Regents that evaluated the administrative performance Sioux Falls University Center, a location designed for the South Dakota public universities to serve the community with degree and certification programs (mix of face-to-face and distance learning). We have combined insights from our research with long experience to provide practical, useful advice to our clients.

We are ready to answer any questions you have about our proposed approach, our firm and staff, and the proposed budget. We know we can contribute to the BOR success of the RRC. Thank you again for inviting us to prepare this proposal for your consideration. We offer this document as the beginning of a conversation that will culminate in a project design closely aligned with your most pressing issues and budget.

## **ABOUT MAGUIRE ASSOCIATES**

Maguire Associates was founded over 30 years ago in 1983, and is a leading research-based consulting firm that focuses on education and works primarily with colleges and universities. We have served over 500 client institutions, including independent and public schools, colleges and universities, and educational systems; consortia; and government organizations. The firm, which is privately held, is based in Concord, Massachusetts and has 25 employees. Six of these staff members work primarily on consulting projects, six on research engagements and eight on predictive modeling work. However, there is considerable fluidity depending on the demands of any given project, and in practice, many projects combine research, modeling, and/or consulting components.

The senior officers include the *Chairman Emeritus and Founder*, John (Jack) Maguire, *Vice Chair* Linda Cox Maguire, *Chairman & CEO* Jim Murtha, *Senior Vice President* Bob Gay, and *Vice Presidents* Ismael Carreras and Emily Coleman. Biographies of all of Maguire's senior officers, social science researchers and data analysts can be found on the company website at [maguireassoc.com/about/our-team/](http://maguireassoc.com/about/our-team/). Testimonials concerning the quality of Maguire Associates' work may be found at [maguireassoc.com/our-clients/success-stories/](http://maguireassoc.com/our-clients/success-stories/).

Our nationally-recognized expertise in higher education market research has long been validated by our partnership with *The Chronicle of Higher Education*. For many years, we have been designing and staffing major, highly publicized research initiatives for *The Chronicle* in which we have surveyed and interviewed large, national samples of students, parents, admissions officers, college presidents and other key audience segments. Most recently, we have completed a survey for *The Chronicle* of employers with interesting, useful results that were published in *The Chronicle* with key insights also published on the Maguire Associates website.

We are a team of market research and predictive modeling analysts, statisticians and econometricians as well as branding, marketing and communications experts all fluent and deeply experienced in precisely the needs outlined in the Iowa Board of Regents assignment.

Maguire Associates offers a proven record of successfully working with other public institutions as they re-evaluate their traditional strategies and redefine their strategic approach to achieve enrollment goals. For example, our successful public-sector partnerships include work done with Pennsylvania State System of Higher Education (14 universities); Connecticut State Colleges and Universities (17 institutions); the University System of Georgia; University of Massachusetts at Lowell; the University of Cincinnati; Indiana State University; University of Michigan at Ann Arbor; and Indiana University Purdue University at Indianapolis. For a complete list of clients by type, see the Appendix on page 22.

## **FINANCIAL STABILITY**

Maguire Associates is a privately held company. Since right of access to the information the firm provides in the public domain is limited and discretionary, the management of Maguire Associates requests that the details of the company's finances be shared at a later stage in the selection process and hope that you will accept this position as reasonable. However, we believe that Maguire Associates' presence in the marketplace for 30 years attests to our firm's financial viability.

Maguire Associates is committed to sound, ethical, and socially responsible practices. The company recognizes and conforms to the prohibition of offering gifts, services or gratuities to potential suppliers. Maguire Associates is financially sound, does not have any plans to restructure the company and is not the subject of any legal actions or governmental investigations.

## PROJECT TEAM

Maguire Associates will develop a project team responsible for the management and execution of your project. The project will have a project leader and specialist consultants who, together, will be responsible for meeting the projects goals and time line. This team will be supported by additional research staff who are expert in the technical aspects of conducting secondary research, survey administration, data processing and analysis.

Ismael Carreras will be the lead on this project. He is an 18-year market research professional who has led and supported numerous branding studies across a range of industries, including the biopharma industry for ten years, and has supported several higher education consulting studies at major public universities and university systems, including the Connecticut State Colleges and Universities (CSCU), the University of Louisville, the University of Michigan Ross School of Business, and the Pennsylvania State System of Higher Education (PASSHE).

Supporting Ismael as a consultant is Jim Murtha, Jim has over three decades of higher education administration experience, along with other team members, whose biographies are listed below.

### **ISMAEL E. CARRERAS | VICE PRESIDENT OF RESEARCH | ACCOUNT MANAGER**



Ismael will serve as this account's manager. His specific role will involve managing the overall project scope, design, and relationship with the BOR, and assuming ultimate account responsibility for the project.

Ismael E. Carreras is a nationally recognized expert in market research design and analysis, having spent more than 14 years helping clients with their critical business decisions. He is known for making complex statistical topics approachable to colleagues and clients alike. Ismael directs the overall Maguire Associates research portfolio, working across the board in leadership, management, client services, and sales. Prior to joining Maguire Associates, Ismael was a Senior Research Director and Leader at Quintiles Market Intelligence (formerly Eidetics), where he was instrumental in establishing and refining many quantitative

methodologies. He was the 2011 co-winner of the American Marketing Association's David K. Hardin Award for Best Paper in Marketing Research magazine titled, "How informative is your segmentation? A simple new metric shows surprising results." Ismael has led research two engagements with the University of Michigan-Ross School of Business and one for the University of Louisville, and has managed other research engagements for the Connecticut State Colleges and Universities and the Pennsylvania State System of Higher Education. His positions as Assistant Dean of Admissions at Bates College and as an intern at Maguire Associates, along with his doctoral dissertation exploring the factors influencing college application decisions among Latino students, have given him a deep understanding of higher education. Ismael received both a M.Ed. and a Ph.D. in Educational Research, Measurement, and Evaluation from Boston College, where he currently lectures on such subjects as statistics, attitude and opinion measurement, and design of experiments. He holds a B.A. in psychology from Bates College.

## JIM MURTHA, CHAIRMAN & CEO (CONSULTANT)



Jim Murtha brings a wealth of management experience to Maguire Associates, having held senior roles in both public and private institutions of higher learning for over thirty years. In addition to experience in finance, budgeting, enrollment management and human resources, Jim is trained in survey research and quantitative methods, has conducted his own research, directed large-scale research operations, and managed major computer and data facilities.

Beginning in 1998 and for over 13 years, he served as Executive Vice President and Chief Operating Officer of The New School in New York's Greenwich Village. At the end of his New School tenure, Jim served as special advisor to the President, focusing on construction and real estate matters. As New School's chief administrator, Jim worked closely with former

President Bob Kerrey to expand and improve facilities, bolster finances, grow degree enrollment to over 10,000 students, and sharply expand the ranks of full-time faculty. As a fitting capstone to their work on behalf of The New School, in fall 2013, the University Center will open at the intersection of 14<sup>th</sup> Street and Fifth Avenue. This award-winning, LEED gold facility will add more than 375,000 square feet to The New School's campus. Designed by Skidmore, Owings and Merrill's Roger Duffy, the 16-story center will house design studios, laboratories, a student residence, interdisciplinary classrooms, and much more.

In 1979, while completing his doctorate in sociology at Columbia University, Jim secured a research position at The City University of New York (CUNY). He and his colleagues conducted numerous studies on post-graduation status, retention, and the effects of educational interventions in predicting success in college. This work figured prominently in improving CUNY's academic reputation and setting the stage for major reforms. Beginning in 1985, Jim directed CUNY's institutional research effort and later served as Associate Dean for Planning, Acting Budget Director, and finally as University Dean for Information Services.

In 1995, he joined Baruch College as Vice President for Administration where he managed several rounds of New York State imposed budget reductions, modernized technology, and collaborated with the provost to expand the College's summer offerings. He guided the launch of a 450,000 square foot vertical campus construction project, which now provides Baruch's students and faculty a state-of-the art educational, recreational, and performing arts facility.

Jim has served as an adjunct faculty member at Columbia University, Queens College (CUNY), St. John's University, and Baruch. In fall 2011, he rejoined the Baruch faculty to teach *The Finance of Higher Education* in the College's master's program in the Higher Education Administration. He chairs the Board of Trustees of New England College in Henniker, New Hampshire, and serves as a member of the advisory board of the Institute for Irish American Studies at the City University of New York.



Working with Ismael and Jim will be a project manager, who will have day-to-day responsibility for the project. This person will have more regular direct conversation with the BOR team to provide status updates and ensure that the research phase of the project is proceeding as expected. This person will directly report to Ismael on the project, and will include one of the following:

### **JOHANNA TROVATO | CONSULTANT**

Johanna has been at Maguire Associates for over 8 years, and is an experienced consultant in managing and executing all phases of our research engagements. She has served as the day-to-day research leader for several clients, including Saint Michael's College, Emerson College, Emmanuel College, Babson College, and the New York Institute of Technology. A native of Germany, Johanna holds a Diplom in Social Sciences (equivalent of an M.S. in Social Sciences) from Justus-Liebig-Universitaet in Giessen in Germany.



### **SARAH ENTERLINE | ASSOCIATE VICE PRESIDENT OF RESEARCH**



Sarah joined Maguire Associates in 2015, and brings with her a diverse skill set and expansive research expertise demonstrated in her leadership of research teams and service to clients in the P-20 education field across the country. She possesses a keen and approachable style that education leaders frequently rely on to support data-informed decision-making; set and monitor strategic goals; and meet local, state and federal requirements. Sarah's research portfolio includes studies of climate and culture; professional development; student and employee engagement; attrition and retention of students and staff; learning and practicing social justice; and community involvement. Most recently, Sarah was Vice President of Research for K12 *Insight*, a research and technology company based in Virginia, and, in 2014, she was the inaugural winner of the Kim Fries Early Career Award, awarded by the New

England Educational Research Organization. As one of the Boston College's youngest Ph.D. recipients, Sarah received her degree in Educational Research, Measurement and Evaluation in 2007 and stayed on to found the Office of Assessment and Accreditation at the Lynch School of Education where she directed school-wide efforts to manage data; assess and evaluate programs; conduct surveys; and prepare accreditation reports. Her systems were adopted by the university and beyond as a model of program assessment and internal, formative evaluation. Sarah presents at regional and national conferences and has published in journals including *The Journal of Teacher Education*, *The New Educator*, *Measurement and Evaluation in Counseling and Development*, *Catholic Education*, and *The Teacher Educator*.

Maguire Associates analysts support with logistics, design, and analysis of our engagements, and often participate on client calls and meetings. We will have one such analyst on this project, who will directly report to Ismael, and will include one of the following:

### **MARGEAU FRIGON | ANALYST**

Margeau Frigon joined the firm in 2015, and is involved in building predictive models for enrollment management modeling, and the collection and processing of data for clients. She holds a bachelor's degree in mathematics and applied psychology, as well as an M.Ed in education research, measurement and evaluation from Boston College. Margeau began at Maguire Associates as an intern while completing her master's program.



### **ROSEANNA HOPPER | ANALYST**

Roseanna joined Maguire Associates in 2015, and works as an analyst for both the predictive modeling and the survey research teams at the firm. She holds an A.B. in Mathematics and Statistics from Smith College, with a minor in East Asian Languages – Japanese. During her time at Smith College, she worked for four years as a research assistant in the Office of Institutional Research, with a research focus on students' self-reported quantitative skills.

## **TERMINATIONS, LITIGATION AND DEBARMENT**

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During the last five (5) years, Maguire Associates has not had a contract for services terminated for any reason.

During the last five (5) years, Maguire Associates has not had any order, judgment or decree of any Federal or State authority barring, suspending, or otherwise limiting the right of Maguire Associates to engage in any business, practice, or activity.

During the last five (5) years, Maguire Associates has not had any pending or threatened litigation, administrative or regulatory proceedings, or similar matters that could affect our ability to perform the required services. Maguire Associates, nor any owners, officers, or primary partners, have ever been convicted of a felony.

During the last five (5) years, Maguire Associates have not discovered any irregularities in any of the accounts maintained by Maguire Associates on behalf of others.

## PHASE I: ENVIRONMENTAL SCAN

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The purpose of Phase I is to establish the context – demographic and labor market – that is driving future demand for degrees in the Des Moines metro area, to map that demand onto capacity, and ultimately to prioritize program areas of focus for the RRC.

### DEMOGRAPHIC AND LABOR MARKET PROJECTIONS

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Maguire Associates will synthesize information from population projections and labor market projections to set the context for new program development. We will examine local population demographics and Bureau of Labor Statistics projections at an appropriate level of granularity. This will allow us to size the market and to identify the need for educational credentials that meet the future labor market demands of the Des Moines metro area.

This analysis will focus on the Des Moines market that can be defined at the level of zip code, by driving distance, or similar parameters. We will make the decision about these market areas with the BOR. The suggested primary service area will be Polk County, but also include portions of other counties such as Dallas, Jasper, Story, Warren, Marion, Madison, Boone, and Marshall, and other areas that fall within a one-hour drive time of Des Moines.

Within these areas we will provide detailed demography and labor projections:

- Number of traditional-aged students
- Number of adults within a specified age range
- Educational attainment
- Household income
- Race/ethnicity
- Industry growth or decline
- Occupational growth or decline
- Projected market for higher education programs
- Specific degree programs that meet market needs

These projections, in conjunction with a review of educational credentials typically necessary for specific occupations, will allow Maguire Associates to give the BOR a detailed vision of market demand for particular programs that articulate well to the workplace and the economic needs of the Des Moines area. This will be further analyzed by types of degrees granted, as well as costs and delivery formats associated with those degrees, if available.

This work will identify potential underserved programs in the area and allow the BOR to find an unoccupied or marginally occupied position in the market for specific programs.

### **EXAMINATION OF BOR ENROLLMENT DATA**

Maguire Associates will request undergraduate and graduate enrollment trend data by academic program from the Iowa Public Universities in order to identify opportunities to grow programs that speak to market demand.

## PHASE II: PRIMARY RESEARCH

We anticipate leveraging both qualitative and quantitative research to explore demand for specific undergraduate and graduate degree and certificate programs. The exact mix of qualitative and quantitative will depend on the scope and size of stakeholder audiences, along with the availability of contact information (i.e., names and email addresses).

You have listed a broad range of stakeholder audiences for these efforts, including students and related groups, employers, policy makers, and higher education institutions. Our matrix below indicates our recommended methodology for engaging these audiences based on conducting such research for other clients.

AUDIENCE	QUALITATIVE	QUANTITATIVE
Prospective Students		X
Current Students		X
High school career advisors	X	
Admissions personnel from Iowa's Public Universities	X	
HR Managers	X	
State Policymakers (key legislators and state agency directors)	X	
Des Moines higher Education institutions (level TBD)	X	
Provosts and Deans from Iowa Public Universities	X	

## QUALITATIVE RESEARCH

We recommend conducting qualitative research with High School Advisors, Admissions Personnel, HR managers, State Policymakers, and Des Moines higher education institution representatives, along with Iowa Public University Provosts and Deans, based on the fact that the overall population sizes for these groups are rather finite and are not sufficiently robust to conduct quantitative research. Our approach is typically to conduct a series of 30 minute one-on-one executive interviews that are conducted over the telephone. The executive interview format maximizes scheduling flexibility, a critical criterion for busy professionals.

Please note that we have not recommended conducting research with parents of current or prospective students. In our experience, most institutions do not collect parent contact information among undergraduate parents as distinct from student contact information (i.e., email addresses). In addition, we generally do not see meaningful differences between parent and student perceptions that warrant the additional expense of including these audiences as part of the research design.

We will rely on the BOR to provide us with contact information for potential participants, with the goal of getting between 5 and 10 participants within each group. These interviews will explore issues around market demand for future degrees and certificate programs that could be best leveraged in Des Moines, along with impressions about the AIB

campus location. For high school advisors, we recommend providing a \$50 Amazon.com honorarium as a thank you for participation. For the remaining audiences, we do not recommend providing an incentive. In all cases, respondents would be recruited via email and asked to complete a brief qualification survey that asks them to indicate their availability to participate in an interview.

## QUANTITATIVE RESEARCH

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For populations where we expect to have a sufficient number of respondents, namely prospective college-bound students from Des Moines (traditional aged and adult learners), and current university students who live in the Des Moines service area defined in Phase I of the project. We will invite respondents via email to participate in a 15-minute survey focused on measuring demand for a series of programs, preferred delivery formats, and interest in pursuing those programs at the RRC.

The source of the names will depend on how the BOR can provide access to prospective and current student lists at the individual colleges and university. If the BOR is not able to facilitate access to those names in a reasonable timeframe, we can explore purchasing a direct marketing list of names and email addresses, and qualify those names through initial screening questions at the beginning of the online survey. For both audiences, we are anticipating offering a \$10 Amazon.com honorarium to the first 100 respondents, while the remaining respondents will be eligible to win one of four \$50 Amazon.com certificates.

## DELIVERABLES

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We will deliver two PowerPoint presentations for Phase I (Environmental Scan) and Phase II (Primary Research) of the project. The Phase I presentation will be delivered via a web-based teleconference, whereas the Phase II presentation will be delivered in person at the BOR Offices as part of the final visit.

We will also make all quantitative survey data files available in any desired format. We transmit documents using our secure server on Basecamp, a user friendly FTP site.

## COMPREHENSIVE LIST OF ASSUMPTIONS

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### OVERALL

- Project will require two visits to BOR campus by two members of Maguire staff (project beginning and conclusion), with intervening meetings taking place via web-based teleconferences.
- Each visit lasts no more than one day at BOR offices, with Maguire Associates staff traveling the day before.
- BOR will provide contact information for employers, policy makers, and educational institutions (Provosts and Deans among the BOR and Des Moines-based institutions).
- The BOR will be reasonably quick in reviewing, adjusting and ultimately approving interview protocols and draft survey instrument(s).

### **PROJECT KICKOFF VISIT**

- Project will be awarded the week of November 9, 2015, with a kickoff visit taking place as early as possible.

### **QUALITATIVE AND QUANTITATIVE RESEARCH**

- BOR will be identified as the project sponsor for all audiences.
- We assume a survey completion rate of 5-10% for the survey audiences (that is, 5% of current students will complete the survey). The number of completed surveys will be below our expected rates if the completion rate falls below 5%.
- Any data/lists provided to Maguire Associates by the BOR will be provided as an Excel sheet or SPSS file, with one line per individual and each field or variable in its own column.
- All list purchases needed to recruit participants (guidance counselors, current and prospective students) will be billed at cost.
- Value of incentives will be determined in concert with the BOR, supplied by Maguire Associates for external audiences and billed to the University at cost.
- External panel expenses and any printing / mailing costs will be billed to the BOR at costs.
- Online survey length to not exceed 20 minutes.
- Timelines will be flexible if the BOR fails to meet a milestone, such as final approval of the instrument and providing necessary lists for conducting the initial qualitative and quantitative research.

## CONNECTICUT STATE COLLEGES AND UNIVERSITIES, BOARD OF REGENTS FOR HIGHER ED.

**Braden J. Hosch, Ph.D.**, *Former Director of Policy & Research and Interim Director of Academic Affairs*

Current contact information:

**Braden J. Hosch, Ph.D.**, *Assistant Vice President for Institutional Research, Planning, and Effectiveness*

Stony Brook University

Office of Institutional Research, Planning, and Effectiveness

192 Administration Bldg.

Stony Brook, NY 11794-1707

[braden.hosch@stonybrook.edu](mailto:braden.hosch@stonybrook.edu); (631) 632-6210

Connecticut State Colleges and Universities (CSCU) engaged with Maguire Associates to develop a comprehensive strategic enrollment plan for the system of twelve community colleges, four state universities, and an online college. Maguire Associates is performing extensive research and analysis as a foundation for the plan, including quantitative survey research, focus group facilitation and interviews with multiple constituencies. The project will culminate in the delivery of a final strategy that includes recommendations on enrollment and financial aid, brand position for the system, retention and system-level operations.

## THE COLLEGE OF NEW ROCHELLE

**Kevin Cavanagh**, *Vice President for Enrollment Management*

The College of New Rochelle

29 Castle Place

New Rochelle, NY 10805

[kcavanagh@cnr.edu](mailto:kcavanagh@cnr.edu); 914-654-5085

Maguire Associates has worked with the College of New Rochelle (CNR) for the past several years. Recently, we performed a program portfolio assessment, which included an environmental scan, competition assessment, program mix and competitiveness assessment, and an analysis of recent trends and variables. In other projects, we have provided financial aid modeling and retention, an enrollment assessment, optimization of student recruitment, and capacity and pricing analyses.

## CLAREMONT GRADUATE UNIVERSITY

**Patricia Easton**, *Vice President for Enrollment and Student Services*

Claremont Graduate University

Claremont, CA 91711

[patricia.easton@cgu.edu](mailto:patricia.easton@cgu.edu); 909-607-3689

Claremont Graduate University (CGU) engaged Maguire Associates to conduct program portfolio and market analyses to better understand their competitive positioning, and integration with brand positioning. Additionally, Maguire Associates has worked on a financial aid and price examination, analyzing the enrollment funnel and exploring programmatic opportunities within the funnel.

In this section, we list some examples from recent project that give some indication as to the types of analyses and outputs conducted on other projects that might be relevant here.

The table below summarizes an analysis conducted as part of an evaluation of a graduate university academic portfolio to prioritize programs for focused recruitment efforts. In the example below, we recommended that the institution prioritize their efforts on Management, Computer and Information Sciences, and Public Health, namely given a combination of strong enrollment demand, growing enrollment at the university, increasing employment demand, plus the availability of enrollment capacity and good opportunity to leverage financial aid differently to meet financial and enrollment targets.

**Summary of Program Priority Analysis**

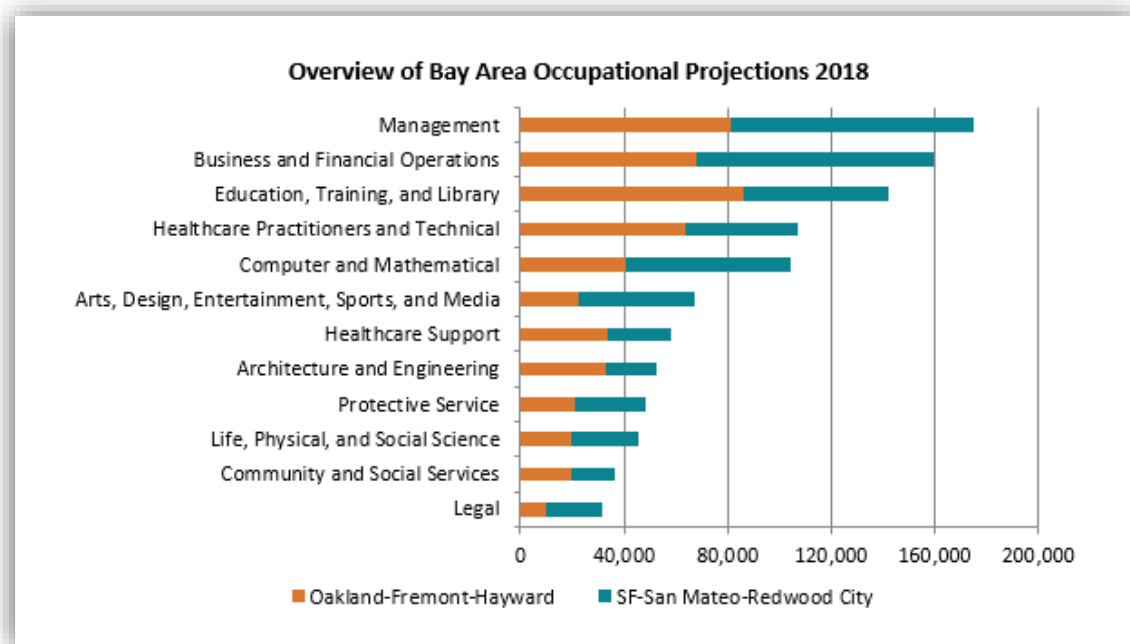
Program	Academic Distinction	Tuition Cost	Enrollment Demand	CLIENT Enrollment Trend	Employment Demand	CLIENT Capacity	CLIENT Aid Leveraging	Total Rating	Priority
Mgmt.	★	★	★★★★	★★½	★★★★	★★★★★	★★★★	★★★★½	1
Comp / Info Sciences	★★	★	★★★★	★★★★	★★★★	★★★★	★★★★	★★★★½	1
Public Health	N/A	★	★★★★★	★★★★★	★★★★	N/A	N/A	★★★★½	1
Visual Arts	★★★	★★	★★★★	★	★★	★★★★	★★★★	★★★	2
Arts Mgmt.	N/A	★	N/A	★★★	★★★	★★★★	★★★★	★★★	2
Social Sciences*	★★★	★	★★★	★★★	★★★	★*	★★★★★*	★★★	2
Religion	★★★★	★	★★★	★	★	★★★★	★★★★½	★★★	2
Education	★★	★	★★	★	★★	★★★★★	★	★★½	3
Math	★★★	★	★★★★★	★★★	★★★	★	★★★	★★½	3
Psychology	★★	★	★★★	★★★★	★	★	★★★★	★★½	3

Social Sciences include Economics and Political Science. \* Political Science data not available.

The figure below uses data from the Bureau of Labor Statistics to identify future projected job growth across a range of general occupation categories separately for two major metro areas of the San Francisco Bay area on behalf of a University client in that vicinity. These data reveal that areas in Management, Business, Education, Healthcare Occupations, and Computers and Mathematical are expected to drive nearly two-thirds of jobs requiring post-secondary education in this market.

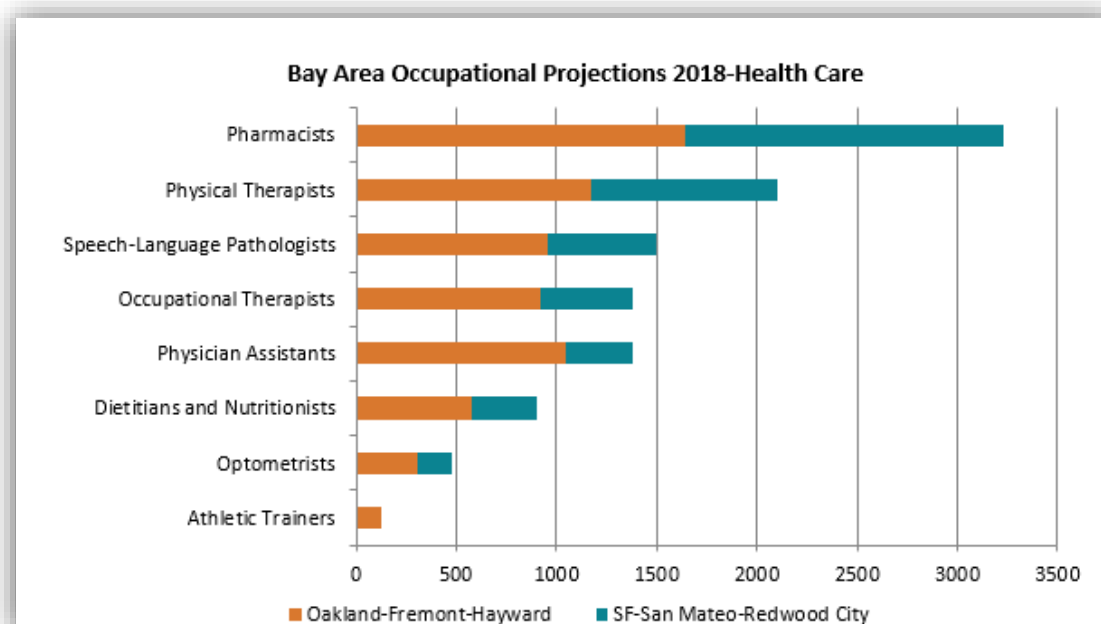


## Regional Occupational Projections



We can also drill down on the same BLS data to identify the top future occupations within the large categories. In the figure below, we see that Pharmacists and Physical Therapists will be in high demand within the health care category.

## Detailed Occupational Projections



Another technique that we can employ uses preference data for programs to generate optimal portfolio bundles that maximize customer research. This technique is Total Unduplicated Reach and Frequency analysis, or TURF, and is widely used in consumer marketing applications. TURF identifies bundle combinations of items that attract or appeal to the greatest number of unique respondents. In the example below, done on behalf of a graduate school seeking to optimize part-time course offerings within its school of business, we can see that offering courses in *finance*, *management*, and *marketing* would help this client reach 73% of the potential population. For an explanation of how TURF works, see <http://www.sawtoothsoftware.com/support/technical-papers/turf-related-papers/a-simple-introduction-to-turf-analysis-2012>.

### TURF Analysis

Bundle of Master's Level Business Programs	Unduplicated Reach	Incremental Add
Finance	37%	-
+ Management	60%	23%
+ Marketing	73%	13%
+ Organizational Leadership	80%	7%
+ Accounting	87%	7%
+ Global business	92%	5%
+ Entertainment, Media, and Technology	94%	2%
+ Economics	96%	2%
+ Operations Management	97%	1%
+ Human Resources	98%	1%
+ Statistics and Data Models	99%	2%
+ Logistics/Supply Chain Management	100%	1%

## COST OF SERVICES

The table below contains our cost proposal and is split up into a *general project management fee* that accounts for a fixed portion of account management operations and reporting (independent of the number of activities performed), and the specific activities outlined in the scope of services. These costs reflect the upper bound, “not to exceed” estimates of professional fees and direct expenses.

PROJECT COMPONENTS		COST	DELIVERABLE/ MILESTONE
General Project Management		\$28,400	
Phase I			
	Environmental Scan	\$9,200	Interim Presentation
Phase II			
	Qualitative (interviews) Research	\$20,800	Final Presentation
	Quantitative (survey) Research	\$30,000	
<b>PROFESSIONAL FEES NOT TO EXCEED</b>		<b>\$88,400</b>	
Additional Fees			
	Estimated Travel Costs	\$3500	
	Estimated Survey Incentives	\$3000	

The General Project Management expenses will be billed on a monthly basis, with the remaining professional fees billed upon completion of the project milestones outlined above. The total anticipated hours for this project has been budgeted to total 442 at a blended hourly billing rate of \$200. We recognize that the BOR as a matter of policy will retain 10% of every invoice, which will be released at the acceptance of the final deliverable.

## TIMELINE

We are prepared to begin work as soon as is necessary. We anticipate that the whole project will take 16 weeks to complete.

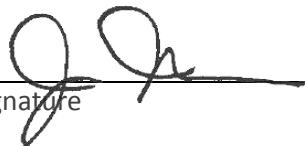
Please note the timeline you have requested is very aggressive and requires that all of the stakeholder audiences that we plan to reach can be done so in January. The 5-week period between Thanksgiving and beginning of the new calendar year is not feasible for conducting primary research, which does constrain the number of available of weeks prior to the end of February Board of Regents meeting..

WEEK OF	ACTIVITIES	DELIVERABLES
<b>Nov 9</b>	BOR awards project	
<b>Nov 16</b>	Visit campus	
<b>Nov 23 – Dec 14</b>	Conduct Environmental Scan Design interview protocols Design survey instruments	Interview protocols Survey instruments
<b>Dec 21</b>	Conduct Environmental Scan BOR teams review and approve interview protocols and survey instruments	
<b>Dec 28-Jan 5</b>	Complete Environmental Scan Program and test interview instruments and protocol	
<b>Jan 12-Jan 25</b>	Recruit interview participants Conduct interviews Launch and field surveys	Present Environmental Scan findings to BOR team
<b>Jan 28</b>	Recruit interview participants Conduct interviews Analyze survey data	
<b>Feb 1</b>	Recruit interview participants Conduct interviews Analyze survey data	
<b>Feb 8</b>	Recruit interview participants Conduct interviews Generate report findings	Present initial draft of Primary Research report to BOR team
<b>Feb 15</b>	Finalize report	
<b>Feb 22</b>	Present findings to BOR	Present final report to BOR

## AUTHORIZATION TO RELEASE INFORMATION

The Bidder hereby assures and represents with respect to this proposal that:

1. It possesses legal authority to submit this proposal; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Bidder's governing entity authorizing the submittal of this proposal, including all assurances, representations contained herein, and directing and authorizing the person signing below to act in connection with the application and to provide additional information as may be required.
2. It will comply with all applicable federal and state equal opportunity and affirmative action requirements.
3. All statements and information made or furnished to the Board are true and correct in all material respects. Bidder has not knowingly made any false statements in its proposal. Bidder acknowledges that supplying any information determined to be false, misleading or deceptive will be grounds for disqualification from consideration.
4. Bidder hereby authorizes the Board to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Bidder in response to this Request for Proposal. It authorizes the Board to research the company's history, make credit checks, contact the company's financial institution, contact former and current clients of the company, and perform other related activities necessary for reasonable evaluation of this proposal.
  - The Bidder acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Bidder acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the Board or may otherwise hurt its reputation or operations. The Bidder is willing to take that risk.
  - The Bidder hereby releases, acquits, and forever discharges the State of Iowa, Board of Regents, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
  - The Bidder authorizes representatives of the Board to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the undersigned's proposal submitted in response to this Request for Proposal.
  - The Bidder further authorizes any and all persons or entities to provide information, data, and opinions with regard to the undersigned's performance under any contract, agreement, or other business arrangement, the undersigned's ability to perform, the undersigned's business reputation, and any other matter pertinent to the evaluation of the undersigned. The undersigned hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
  - A photocopy or facsimile of this signed Authorization is as valid as an original.



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Signature

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**James Murtha, Chairman & CEO**

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Type or Print Name, Title

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**October 8, 2015**

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Date

This form must be signed by an authorized representative of the Bidder and submitted to the Board along with Bidder's proposal.

**RFP:** Higher Education Needs Assessment for the Des Moines Area

**ENTITY:** Board of Regents, State of Iowa

**RFP RELEASE DATE:** September 11, 2015

## PUBLIC COLLEGES AND UNIVERSITIES

Connecticut State Colleges & Universities Board of Regents (CT)  
Pennsylvania State System of Higher Education (PA)  
South Dakota Board of Regents/Sioux Falls University Center (SD)  
SUNY System Office (NY)  
University System of Georgia (GA)

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American University of Central Asia (Kyrgyzstan)  
Bloomsburg University of Pennsylvania (PA)  
Bridgewater State University (MA)  
Brooklyn College (NY)  
Buffalo State College (NY)  
Cincinnati State Technical and Community College (TN)  
College of Charleston (SC)  
Colorado School of Mines (CO)  
Columbia Basin College (WA)  
Delaware County Community College (PA)  
Delta State University (MS)  
Eastern Connecticut State University (CT)  
The Evergreen State University (WA)  
Florida International University (FL)  
Framingham State University (MA)  
Georgia College & State University (GA)  
Georgia Institute of Technology (GA)  
Indiana State University (IN)  
Indiana University Bloomington (IN)  
Indiana University Northwest (IN)  
Indiana University of Pennsylvania (PA)  
Indiana University - Purdue University Indianapolis (IN)  
Iowa State University (IA)  
Keene State College (NH)  
Kent State University Graduate School of Management (OH)  
Kennesaw State University (GA)  
Kutztown University (PA)  
Massasoit Community College (MA)  
MCLA (Massachusetts College of Liberal Arts) (MA)  
Metropolitan State University (MN)  
Miami University (OH)  
Middlesex Community College (MA)  
Millersville University (PA)  
Montclair State University (NJ)  
Murray State University (KY)  
Northern Kentucky University (KY)  
The Ohio State University (OH)  
Ohio University (OH)  
Roxbury Community College (MA)  
Rutgers University Graduate School of Management (NJ)  
Stony Brook University (NY)  
Tottori University (Japan)  
UCLA-University of California, Los Angeles (CA)  
The University of Alabama School of Law (AL)  
University of Cincinnati (OH)  
University of Delaware (DE)  
University of Maine (ME)  
University of Maine Farmington (ME)

University of Maryland, Baltimore County (MD)  
University of Massachusetts (MA)  
University of Massachusetts Dartmouth (MA)  
University of Massachusetts Lowell (MA)  
University of Michigan (MI)  
University of Michigan-Flint (MI)  
University of Missouri-Kansas City (MO)  
The University of New Mexico (NM)  
University of Northern Colorado (CO)  
University of Oklahoma (OK)  
University of Pittsburgh (PA)  
University of Pittsburgh at Bradford (PA)  
University of South Carolina (SC)  
University of South Carolina Beaufort (SC)  
The University of Tennessee at Martin (TN)  
The University of Tulsa (OK)  
University of Ulster (Northern Ireland)  
University of Vermont (VT)  
University of Virginia (VA)  
The University of Virginia's College at Wise (VA)  
Vienna Economics University (Austria)  
Western Technical College (WI)  
William Paterson University (NJ)  
Worcester State University (MA)  
Yamagata University (Japan)

## PRIVATE COLLEGES AND UNIVERSITIES

Adelphi University (NY)  
Agnes Scott College (GA)  
Albany Medical College (NY)  
Algemene Besturenbond (Holland)  
Allegheny College (PA)  
Alliant International University (CA)  
Alvernia University (PA)  
American University (DC)  
Amherst College (MA)  
Anna Maria College (MA)  
Arcadia University (PA)  
Art Center College of Design (CA)  
Assumption College (MA)  
Avila University (MO)  
Babson College (MA)  
Bard College at Simon's Rock (MA)  
Bates College (ME)  
Bay Path College (MA)  
Baylor University (TX)  
Bellarmine University (KY)  
Benjamin Franklin Institute of Technology (MA)  
Bentley University (MA)  
Berklee College of Music (MA)  
Bethany College (WV)  
Boston Architectural College (MA)  
Boston College (MA)  
Boston College Carroll Graduate School of Management (MA)  
Boston College School of Law (MA)

The Boston Conservatory (MA)  
 Boston University (MA)  
 Boston University Corporate Education Center (MA)  
 Boston University Metropolitan College (MA)  
 Boston University Sargent College (MA)  
 Boston University School of the Arts (MA)  
 Boston University School of Education (MA)  
 Boston University School of Law (MA)  
 Brandeis University (MA)  
 Brandeis University International Business School (MA)  
 Brown University (RI)  
 Bryant University (RI)  
 Bryn Mawr College (PA)  
 Bryn Mawr Graduate School of Social Work (PA)  
 Bucknell University (PA)  
 Calvin College (MI)  
 Canisius College (NY)  
 Capital University (OH)  
 Carnegie Mellon University Tepper School of Business (PA)  
 Case Western Reserve University (OH)  
 The Catholic University of America (DC)  
 Centenary College of Louisiana (LA)  
 Chapman University (CA)  
 Chicago-Kent College of Law (IL)  
 Clarkson University (NY)  
 Coe College (IA)  
 Cogswell Polytechnical College (CA)  
 Colby College (ME)  
 Colgate University (NY)  
 College of the Holy Cross (MA)  
 College of Mount St. Joseph (OH)  
 College of Mount Saint Vincent (NY)  
 The College of New Rochelle (NY)  
 College of St. Joseph (VT)  
 Colorado Christian University (CO)  
 Columbia College Chicago (IL)  
 Columbia University Business School (NY)  
 Columbia University School of Journalism (NY)  
 Connecticut College (CT)  
 The Cooper Union (NY)  
 Cornell Tech (NY)  
 Cornell University (NY)  
 Cornish College of the Arts (WA)  
 Creighton University (NE)  
 Curry College (MA)  
 Dean College (MA)  
 Denison University (OH)  
 DePaul University (IL)  
 Dickinson College (PA)  
 Dominican College (NY)  
 Dominican University (IL)  
 Dordt College (IA)  
 Dowling College (NY)  
 Drew University (NJ)  
 Drexel University (PA)  
 Dunwoody College of Technology (MN)  
 Elmira College (NY)  
 Embry-Riddle Aeronautical University (AZ)  
 Emerson College (MA)  
 Emerson College Division of Continuing Education (MA)  
 Emmanuel College (MA)  
 Endicott College (MA)  
 Fairleigh Dickinson University (NJ)  
 Felician College (NJ)  
 Fisher College (MA)  
 Fordham University (NY)  
 Franklin & Marshall College (PA)  
 Franklin Pierce University (NH)  
 Fresno Pacific University (CA)  
 Furman University (SC)  
 Gettysburg College (PA)  
 Gonzaga University (WA)  
 Gordon College (MA)  
 Goucher College (MD)  
 Greenville College (IL)  
 Guilford College (NC)  
 Hamline University (MN)  
 Hampshire College (MA)  
 Hartwick College (NY)  
 Harvard University (MA)  
 Harvey Mudd College (CA)  
 Hastings College (NE)  
 Hebrew College (MA)  
 Heidelberg University (OH)  
 Hellenic College (MA)  
 Hiram College (OH)  
 Hobart and William Smith Colleges (NY)  
 Hofstra University (NY)  
 Hollins University (VA)  
 Holy Names University (CA)  
 Hood College (MD)  
 Houghton College (NY)  
 Iliff School of Theology (CO)  
 Illinois Institute of Technology (IL)  
 Iona College (NY)  
 Institutes of Technology Ireland (Ireland)  
 Ithaca College (NY)  
 John Brown University (AR)  
 John Carroll University (OH)  
 Johns Hopkins University (MD)  
 Johnson & Wales University (RI)  
 Juniata College (PA)  
 Kentucky Wesleyan College (KY)  
 King College (TN)  
 The King's College (NY)  
 King's College (PA)  
 La Roche College (PA)  
 La Salle University (PA)  
 Lambeth College (England)  
 Landmark College  
 Lasell College (MA)  
 Lawrence University (WI)



Le Moyne College (NY)  
 Lehigh University (PA)  
 Lewis & Clark College (OR)  
 Liberty University (VA)  
 LIM College (NY)  
 Linfield College (OR)  
 Liverpool John Moores University (England)  
 Loyola Marymount University (CA)  
 Loyola University Chicago (IL)  
 Loyola University Maryland (MD)  
 Lycoming College (PA)  
 Lynchburg College (VA)  
 Lynn University (FL)  
 Malone University (OH)  
 Marian Court College (MA)  
 Marietta College (OH)  
 Marlboro College (VT)  
 Marquette University (WI)  
 Mary Baldwin College (VA)  
 Marymount University (VA)  
 Marymount Manhattan College (NY)  
 The Master's College (CA)  
 Mercy College (NY)  
 Mercyhurst University (College) (PA)  
 Meredith College (NC)  
 MGH Institute of Health Professions (MA)  
 Millikin University (IL)  
 Millsaps College (MS)  
 MIT Sloan School of Management (MA)  
 Molloy College (NY)  
 Monmouth College (IL)  
 Monmouth University (NJ)  
 Monterey Institute of International Studies (CA)  
 Morris Brown College (GA)  
 Mount Holyoke College (MA)  
 Mount Ida College (MA)  
 Mount Saint Mary College (NY)  
 Mount Sinai School of Medicine (NY)  
 Mount Vernon Nazarene University (OH)  
 Muhlenberg College (PA)  
 National University (CA)  
 Nazareth College (NY)  
 New England College (NH)  
 The New School (NY)  
 New York Chiropractic College (NY)  
 New York Institute of Technology (NY)  
 Newbury College (MA)  
 Niagara University (NY)  
 Nichols College (MA)  
 Northeastern University (MA)  
 Northeastern University School of Law (MA)  
 Northwestern College (IA)  
 Northwestern University (IL)  
 Northwestern University (IL)  
 Northwood University (MI)  
 Norwich University (VT)  
 Notre Dame College (OH)  
 Oberlin College (OH)  
 Oglethorpe University (GA)  
 Ohio Northern University (OH)  
 Ohio Wesleyan University (OH)  
 Oral Roberts University (OK)  
 Pace University (NY)  
 Pace University School of Law (NY)  
 Pacific University (OR)  
 Palm Beach Atlantic University (FL)  
 Paul Smith's College (NY)  
 Pennsylvania Academy of Fine Arts (PA)  
 Pennsylvania College of Art (PA)  
 Pepperdine University (CA)  
 Philadelphia University (PA)  
 Pine Manor College (MA)  
 Pitzer College (CA)  
 Point Loma Nazarene University (CA)  
 Principia College (IL)  
 Quinnipiac University (CT)  
 Quinnipiac University School of Law (CT)  
 Randolph College (VA)  
 Regis College (MA)  
 Regis University (CO)  
 Rensselaer Polytechnic Institute (NY)  
 Rhode Island School of Design (RI)  
 Rhodes College (TN)  
 Rice University (TX)  
 Ripon College (WI)  
 Roberts Wesleyan College (NY)  
 Rockefeller University (NY)  
 Roger Williams University (RI)  
 Roger Williams University School of Law (RI)  
 St. Andrews Presbyterian College (NC)  
 Saint Anselm College (NH)  
 St. Bonaventure University (NY)  
 St. John's University (NY)  
 St. John's University Law School (NY)  
 Saint Joseph's College (ME)  
 Saint Joseph's University (PA)  
 Saint Louis University (MO)  
 Saint Mary's College (IN)  
 Saint Mary's College of California (CA)  
 Saint Meinrad School of Theology (IN)  
 Saint Michael's College (VT)  
 Saint Peter's College (NJ)  
 Saint Xavier University (IL)  
 Samford University (AL)  
 Samford University Cumberland School of Law (AL)  
 Santa Clara University (CA)  
 Santa Clara University School of Law (CA)  
 Sarah Lawrence College (NY)  
 Seattle University (WA)  
 Seattle Pacific University (WA)  
 Sewanee: The University of the South (TN)  
 Siena College (NY)  
 Simmons College (MA)

Skidmore College (NY)  
 Smith College (MA)  
 South Dakota State University (SD)  
 South Texas School of Law (TX)  
 Southern New Hampshire University (NH)  
 Southwestern University (TX)  
 Spring Arbor University (MI)  
 Spring Hill College (AL)  
 The Staff College (England)  
 Stanford School of Medicine (CA)  
 Sterling College (VT)  
 Stevens Institute of Technology (NJ)  
 Stonehill College (MA)  
 Suffolk University (MA)  
 Swarthmore College (PA)  
 Syracuse University (NY)  
 Teachers College, Columbia University (NY)  
 Thomas Jefferson University (PA)  
 Thomas Jefferson University School of Health Professions (PA)  
 Trinity University (TX)  
 Trinity Lutheran Seminary (OH)  
 Tuck School of Business at Dartmouth (NH)  
 Tufts University School of Dental Medicine (MA)  
 Union College (NY)  
 Union Institute & University (OH)  
 Union University (TN)  
 United States Naval Academy (MD)  
 University of Central Lancaster (England)  
 The University of Chicago (IL)  
 University of Dayton (OH)  
 University of Detroit Mercy (MI)  
 University of Hartford (CT)  
 University of La Verne (CA)  
 University of La Verne School of Law (CA)  
 University of Miami (FL)  
 University of Notre Dame (IN)  
 University of the Pacific (CA)  
 University of Puget Sound (WA)  
 University of Richmond (VA)  
 University of Rochester (NY)  
 University of St. Thomas (MN)  
 University of San Diego (CA)  
 University of San Francisco (CA)  
 The University of Scranton (PA)  
 Urban College of Boston (MA)  
 Ursuline College (OH)  
 Vassar College (NY)  
 Vaughn College of Aeronautics and Technology (NY)  
 Villanova School of Business (PA)  
 Wabash College (IN)  
 Wake Forest University (NC)  
 Walsh College (MI)  
 Washington University (MO)  
 Washington and Lee University (VA)  
 Washington International University in Virginia (VA)  
 Wellesley College (MA)

Wentworth Institute of Technology (MA)  
 Westmont College (CA)  
 Wheaton College (IL)  
 Wheeling Jesuit University (WV)  
 Wheelock College (MA)  
 White Pines College (NH)  
 Whittier College (CA)  
 Whitworth University (WA)  
 Widener University (PA)  
 Wilkes University (PA)  
 Willamette University (OR)  
 Willamette University School of Law (OR)  
 William Jewell College (MO)  
 Wittenberg University (OH)  
 Worcester Polytechnic Institute (MA)  
 Xavier University (OH)  
 York College of Pennsylvania (PA)

## INDEPENDENT/SECONDARY SCHOOLS

Academy of Notre Dame (MA)  
 Allendale Columbia School (NY)  
 Asheville School (NC)  
 Bear Creek School, The (WA)  
 Beaver Country Day School (MA)  
 Boston College High School (MA)  
 Bryn Mawr School (MD)  
 Buckingham Browne & Nichols (MA)  
 Cambridge Friends School (MA)  
 Cape Cod Academy (MA)  
 Catholic Memorial School (MA)  
 Chapel Hill-Chauncy Hall School (MA)  
 Chapin School, The (NY)  
 Cheverus High School (ME)  
 Choate Rosemary Hall (CT)  
 Coalition of Girls' Boarding Schools (MA)  
 Cristo Rey New York High School (NY)  
 Culver Academies (IN)  
 Dexter-Southfield School (MA)  
 Elizabeth Seton Academy (MA)  
 Emma Willard School (NY)  
 Fontbonne Academy (MA)  
 Hudson Catholic High School (MA)  
 Iowa Mennonite School (IA)  
 Kent Place School (NJ)  
 Lexington Christian Academy (MA)  
 MacDuffie School (MA)  
 Malden Catholic High School (MA)  
 Marlborough School (CA)  
 Maumee Valley Country Day School (OH)  
 Miami Country Day School (FL)  
 Middlesex School (MA)  
 Milton Academy (MA)  
 Moorestown Friends School (NJ)  
 Mount Saint Joseph Academy (MA)  
 Northfield Mount Hermon School (MA)

Notre Dame High School (MA)  
 Our Lady of Nazareth Academy (MA)  
 Phillips Academy (MA)  
 Phillips Exeter Academy (NH)  
 Providence Country Day School (RI)  
 Putney School (VT)  
 Roxbury Latin School, The (MA)  
 St. John's Jesuit High School (OH)  
 St. John's High School (MA)  
 St. John's Preparatory School (MA)  
 Saint Martin de Porres High School (OH)  
 St. Mary's Junior and Senior High Schools (MA)  
 St. Timothy's School (MD)  
 Scranton Preparatory School (PA)  
 Sonoma Academy (CA)  
 Summit Country Day School (OH)  
 Trinity-Pawling School (NY)  
 University School of Cleveland (OH)  
 Washington Christian Academy (MD)  
 Wellington School (OH)  
 Willows Community School, The (CA)  
 Wooster School (CT)  
 Wyoming Seminary (PA)  
 Xavier High School (CT)

## OTHER EDUCATIONAL CLIENTS

Association of Governing Boards of Universities & Colleges (DC)  
 Association of Independent Colleges and Universities in  
 Pennsylvania (PA)  
 Association of Independent Schools in New England (MA)  
 Boston Middle Schools Project (MA)  
 BTEC (England)  
 The Chronicle of Higher Education (DC)  
 The College Board (NY)  
 The College Board Enrollment Planning Service (NY)  
 Columbia Earth Institute (NY)  
 Council for Christian Colleges & Universities (DC)  
 Educational Testing Service (NJ)  
 Lilly Foundation (IN)  
 Lincoln Institute of Land Policy (MA)  
 Massachusetts Higher Education Assistance Corporation (MA)  
 Nellie Mae (MA)  
 New England Boarding Schools' Marketing Project (MA)  
 Northeastern University Torch Scholars Program (MA)  
 Partnership for Excellence in Jewish Education (MA)  
 Sea Education Association (MA)  
 UCAR (University Corporation of Atmospheric Research) (CO)  
 The Woodrow Wilson National Fellowship Foundation (NJ)

## OTHER CLIENTS

Alden Seminars (MA)  
 American Association of Homes & Services for the Aging (DC)  
 American Legacy Foundation, The (DC)  
 Boardsource (DC)  
 Boston Herald (MA)  
 Boy Scouts of America (MA)  
 Braun, Inc.  
 Campaign for John Silber (MA–Governor)  
 Campaign for President Bill Clinton  
 Campaign for Prime Minister Andreas Papandreou (Greece)  
 Campaign for Senator Edward Kennedy (MA)  
 Campaign for Senator Robert Kerrey (NE)  
 Campaign for State Senator Michael Barrett (MA–Governor)  
 Celtic Vision (MA)  
 Channel 5/WCVB-TV (MA)  
 Charles H. Hood Fund (MA)  
 Children's Television Workshop (NY)  
 City of Woonsocket (RI)  
 General Mills (MN)  
 Harcomm Associates (MA)  
 Jeremiah E. Burke High School (MA)  
 Learning Resources Network (NC)  
 Massachusetts State Government/Secretary of State's Office (MA)  
 MTV  
 New Hampshire Democratic Committee (NH)  
 Providence Journal (RI)  
 Private Independent Camps (IN)  
 Rhode Island Department of Economic Development (RI)  
 Turning Technologies (OH)  
 United Cerebral Palsy (DC)



# MAGUIRE ASSOCIATES



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