ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES

Thursday, May 16, 2013
Monroe Library, Seminar Room 4
1:00 – 3:00 p.m.

Agenda

1. Call to Order
   Dr. Malveaux

2. Approval of Minutes of December 6, 2012
   Dr. Malveaux

3. Student Government Association Report
   Ms. Barnes and Mr. Badr

4. Student Success Initiative
   Drs. Manganaro and Petty
   Mr. Liberto

5. Program Updates
   a. Academic Affairs
      Dr. Manganaro
   b. Student Affairs
      Dr. Petty

6. Enrollment and Retention Update
   Mr. Liberto

7. Faculty Handbook Revisions
   Dr. Manganaro ACTION

8. Executive Session
   Dr. Malveaux

*Attachment
Present: Floyd Malveaux, M.D., Chair; Gail W. Jock, Vice Chair; Bentley Anderson, S.J.; Jim Bowler, S.J.; Michael Braden, S.J.; Rachel Kent; Joe O'Keefe, S.J.; Kevin Poorman; Richard Salmi, S.J.; Ileana Suquet; Khaled Badr; Eileen Doll; Mary Oriol; Sal Liberto; Marc Manganaro and Cissy Petty.

Guest: Gita Bolt

A regular quarterly meeting of the Academic and Student Affairs Committee of the Board was held on Thursday, December 6, 2012, at 1:00 p.m. in Monroe Library, Seminar Room 4. The minutes of October 4, 2012 were approved.

Student Government Association Report
Mr. Khaled Badr, Student Government Association (SGA) President, gave a report on SGA’s budget and activities. Funds for SGA’s budget are raised from student fees. SGA creates a budget to support the University Programming Board, student organizations, and programs for students such as graduate test reimbursement and educational software subsidies. The student Senate votes on the entire budget and makes adjustments as needed. SGA oversees the University Programming Board. SGA continues to support its newspaper readership program, holiday airport shuttles, and Peanut Butter and Jelly Tuesdays.

Program Updates

Academic Affairs
Dr. Manganaro gave updates on implementation of the new Common Curriculum, Monroe Hall renovations, strategic planning, budgets and instructional efficiency, and retention. Criteria for the new Common Curriculum have been established and new/revised courses are being submitted for approval by relevant workgroups and committees. We will be appointing a director of the Common Curriculum in the spring. The new Common Curriculum will be implemented in fall 2013.

Monroe Hall renovations are on schedule. It is a challenge to keep the building operating throughout construction. We are very conscious about the effect on students as well as faculty and staff and are working to minimize the impact. Faculty and staff in the math, sociology, and political sciences departments are moving into a new temporary, modular building located on the Mercy Hall parking lot. The Strategic Planning Team met throughout the fall. Committee members focused on student satisfaction data and current issues in higher education.

This year’s budget challenges brought to the fore the need to give special attention to instructional efficiency. Dr. Manganaro has been working with the deans on which courses faculty teach, course enrollment headcount, course rotation, and stipends. This initiative will lead to improved equity in teaching loads across colleges and budget savings.
Drs. Manganaro, Petty and Mr. Liberto are convening a university-wide retention and student success summit on December 19. Representatives from offices across the university will participate in developing action plans to improve retention and student success. Committee members discussed factors contributing to lower retention rates, such as students moving from full-time to part-time status, and an increased number of conditional admits and at-risk students. Mr. Liberto noted that declining retention is not just in conditionally-admitted students but also among students in all profiles. Dr. Malveaux asked for updates on the summit at future meetings.

Student Affairs
Dr. Petty gave a presentation on Loyola’s student affairs educational model. Since arriving at Loyola seven years ago, she has worked to develop cooperative, collaborative relationships among student affairs offices and with mission and ministry, academic affairs, and the other major offices across the university. She said it is easy for student affairs folks to grasp the principles of Jesuit education because student affairs work, at its very center, is about care of the whole person. Over the years, student affairs has moved from a model of in loco parentis to a model of student services driven by a sort of consumerism, to where it is now, student development. There is independent thought among professionals on how to deliver this, but the focus is on care of the whole person. She discussed ways in which Loyola integrates the principles of Jesuit education and Good Practices for Student Affairs and Catholic Colleges and Universities into all student affairs programs. Committee members commended Dr. Petty on her presentation and work. Discussion ensued on ways in which there could be a greater connection with the academic division to further integrate Catholic social teaching in the classroom and co-curriculum programs.

Enrollment and Retention Update
Mr. Liberto reviewed a detailed report on enrollment and retention he prepared for this meeting. He discussed the impact of Hurricane Sandy on fall enrollment and applications for next year. In discussing retention, he pointed to the continued high level of unemployment as an external factor affecting retention. Mr. Liberto also noted that in the last two years we have enrolled two of the largest incoming classes in Loyola’s history. As our enrollment goals stabilize, we will have the opportunity to enroll more retainable classes and to shape our classes financially. We are looking to modify merit-based aid in order to more fully fund high-need students while at the same time reducing the discount rate. It may take several years to do this and we are using a financial aid consultant.

Committee members discussed the need to have adequate academic support programs in place to support the students we enroll. Loyola has an infrastructure that offers a certain amount of support but we need to have an internal discussion on whether it is enough support. Faculty also need to be educated on the class profile and needs because they are an integral part of retention. Mr. Liberto said we have started to tackle these areas and will more adequately address them in the coming semester.

Honorary Degree Nominations
Dr. Malveaux said the honorary degree nominations would be handled in executive session.

At 2:30 p.m., the Trustees adjourned to executive session.
STUDENT SUCCESS CAMPUS FORUM
Thursday, April 11th
12:30 p.m.
Roussel Hall

Student Success Workgroups

- Recruitment, Admissions, Financial Aid Packaging, and Marketing to Prospective Students
- Academic Advising
- Academic and Career Support Services
- Pricing Sensitivity Study and Pricing Strategy
- Course Scheduling, Rotation, Frequency of Offerings, and Coordination of Assigning Times for Course Offerings
- Campus Service Areas
- Co-Curricular Programs and Activities, Campus Life, Campus Traditions, and Student Engagement
- Instructional Effectiveness
Timeline

Thursday, April 11th  Forum
Thursday, April 18th  Last day to submit feedback by online comment card and email
Thursday, April 25th  Final workgroup action plans due
Thursday, May 2nd  Summit meeting
Wednesday, May 8th  Plans presented to the President and the Strategic Planning Team

Recruitment, Admissions, Financial Aid Packaging, and Marketing to Prospective Students

Membership
Roberta Kaskel, Student Affairs - Chair
Marc Manganaro, Provost
Cissy Petty, Vice President, Student Affairs
Keith Gramling, Admissions
Nicole Rios, Admissions
Michael Giorlando, Athletics & Wellness
Barbara Ewell, Faculty Senate
Cathy Simoneaux, Financial Aid
Mark Fernandez, Humanities and Natural Sciences
Donna Bourgeois, Institutional Research and Effectiveness
Forrest Stanford, Law
Tom Ryan, Loyola Institute for Ministry
Terry Fisher, Marketing
Georgia Gresham, Music and Fine Arts
Susan Zengel, Professional and Continuing Studies
Meredith Hartley, Public Affairs
Sonya Duhe, Social Sciences
Khaled Badr, Student
Recruitment, Admissions, Financial Aid Packaging, and Marketing to Prospective Students

Action Plans

• Faculty Involvement in Recruitment-College and/or Department Specific Individualized Recruitment Plans
• Faculty, Department, and Student Role in Preventing Summer-Melt
• Faculty Involvement in Recruitment-Phone Calls
• Graduate Programs Action Plan
• Marketing Subgroup Action Plan
• Creation of a Strategic Enrollment Management Plan

Academic Advising

Membership
Thom Spence, Humanities and Natural Sciences - Chair
Kellie Kennedy, Athletics & Wellness
Lyse Herrera, Business
Debbie Danna, Center for International Education
Liz Rainey, Enrollment Management
Judith Hunt, Humanities and Natural Sciences
Don Hauber, Humanities and Natural Sciences
Jai Shanata, Humanities and Natural Sciences
Rich Wilson, Humanities and Natural Sciences
Hillary Eklund, Humanities and Natural Sciences
Brad Petitfils, Institutional Research and Effectiveness
Laura Hope, Music and Fine Arts
Bob Thomas Social Sciences
Laura Beatty, Social Sciences
Maria McBride, Social Sciences
Jill Boatright, Student Affairs
Michael Falotico, Student
Academic Advising

Action Plans

- Academic Advising Council
- Updating academic advising website: http://academicaffairs.loyo.edu/advising
- Course Descriptions on LORA
- Course Request Form
- Summer Orientation: Continental Breakfast and Meet & Greet with LOYNO Faculty

Academic and Career Support Services

Membership
Teri Gallaway, Library - Chair
Sarah Smith, Academic Resource Center
Zach Bracey, Athletics & Wellness
Donna Rochon, Human Resources
Patrick Corbin, Humanities and Natural Sciences
Frank Jordan, Humanities and Natural Sciences
Alice Kornovich, Humanities and Natural Sciences
Joelle Underwood, Humanities and Natural Sciences
Donna Bourgeois, Institutional Research and Effectiveness
Malia Willey, Library
Vicki Vega, Music and Fine Arts
Lisa Martin, Social Sciences
Tamara Baker, Student Affairs
Brooks Zitzmann, Student Affairs
Robert Bell, Writing Across the Curriculum
Andrew Ketcham, Student
Margaret Vienne, Student
Academic and Career Support Services

Action Plans

• Program for Underprepared Biology and Chemistry Majors (Note that this program can be expanded to other natural science majors if it yields positive results)

• Optimization of Blackboard for Student Success

• Career Development

• Textbook Initiative

• Work Study Recruitment and Retention

• Implement the Retention Management System tool from Noel Levitz, beginning with College Student Inventory (CSI) 2013F and incorporating the Student Retention Predictor (SRP) once CLA data collected

Pricing Sensitivity Study and Pricing Strategy

Membership

Bret Jacobs, Vice Provost, Information Technology - Chair
Marc Manganaro, Provost
Sal Liberto, Enrollment Management
Leon Mathes, Financial Affairs
Michael Barrera, Financial Aid
Charles Nichols, Humanities and Natural Sciences
Uriel Quesada, Humanities and Natural Sciences
Cindy Caire, Institutional Research and Effectiveness
John Lovett, Law
Ann Cary, Social Sciences
Vincenzo Sainato, Social Sciences
Logan Williamson, Student Affairs
Pricing Sensitivity Study and Pricing Strategy

Action Plans

• Clearly articulate the populations that Loyola chooses to serve

• Disjoin pricing strategies for Loyola’s undergraduate, graduate, online, non-traditional, summer, and law programs.

• Identification of Loyola’s Actual Market Competitors

• Develop Tuition Pricing Sensitivity Model

• Develop alternate pricing strategies

Course Scheduling, Rotation, Frequency of Offerings, and Coordination of Assigning Time for Course Offerings

Membership

Mary McCay, Humanities and Natural Sciences - Chair
Lydia Voigt, Senior Vice Provost
Lisa Tinkler, Athletics & Wellness
Angie Hoffer, Business
Mary Brazier, Humanities and Natural Sciences
David Moore, Humanities and Natural Sciences
Cindy Caire, Institutional Research and Effectiveness
Tony Decuir, Music and Fine Arts
Melissa Landry, Professional and Continuing Studies
Christian Bolden, Social Sciences
Marcus Kondkar, Social Sciences
Mike Rachal, Student Records
Will Maye, Student
Course Scheduling, Rotation, Frequency of Offerings, and Coordination of Assigning Time for Course Offerings

Action Plans

• Clarifying Student Billing
• Academic Scheduling
• Coordinating Activities with Academic Advising

Campus Service Areas

Membership

Alicia Bourque, Student Affairs - Chair
Germayne Turner-Nash, Athletics & Wellness
Lisa Alexander, Enrollment Management
Tara Johnson, Financial Aid
Heather Mack, Institutional Research and Effectiveness
Kathleen O’Gorman, Loyola Institute for Ministry
Nancy Bernardo, Music and Fine Arts
Gail Howard, President’s Office
Craig Beebe, Residential Life
Amy Boyle, Residential Life
Robbie Reed, Student Affairs
Judy Vogel, Student Finance
Kathy Gros, Student Records
Julia Gurney, Student
Campus Service Areas

Action Plans

- Enhance communication of pertinent information to students and parents
- Implement consistent customer service training and satisfaction assessment

Co-Curricular Programs and Activities, Campus Life, Campus Traditions, and Student Engagement

Membership

Karen Reichard, Women's Resource Center- Chair
Laurie Leiva, Alumni Affairs
Brett Simpson, Athletics & Wellness
Erica Svoboda, Athletics & Wellness
Laura Alexander, Campus Ministry
Kurt Bindewald, Campus Ministry
Josh Daly, Campus Ministry
Kenneth Weber, Campus Ministry
Kristy Magner, Center for International Education
Heather Roundtree, Co-Curricular Programs
Judith Hunt, Humanities and Natural Sciences
Heather Mack, Institutional Research and Effectiveness
Daniela Marx, Music and Fine Arts
Seth Hagler, Residential Life
Roger White, Social Sciences
Alison Cofrancesco, Student Affairs
Jasmine Barnes, Student
Michael Olausen, Student
Co-Curricular Programs and Activities, Campus Life, Campus Traditions, and Student Engagement

Action Plans

• Campaign to Build and Articulate Positive Identity Among Loyola Student Body
• Create a framework for more meaningful and productive collaboration
• Improve communications to incoming students
• Sophomore Residency Policy Review

Instructional Effectiveness

Membership
Maria Calzada, Dean, Humanities and Natural Sciences- Chair
Melanie McKay, Vice Provost, Faculty Affairs
Bill Locander, Dean, Business
Naomi Yavneh, Honors
Patricia Dorn, Humanities and Natural Sciences
Laura Murphy, Humanities and Natural Sciences
John Sebastian, Humanities and Natural Sciences
Brad Petitfils, Institutional Research and Effectiveness
María López, Dean, Law
Mike Olson, Dean, Libraries
Brian Sullivan, Library
Don Boomgaard, Dean, Music and Fine Arts
Kelly Brotzman, Service Learning
Carol Ann MacGregor, Social Sciences
Luis Mirón, Dean, Social Sciences
Angel Parham, Social Sciences
Mara Steven, Student
Instructional Effectiveness

Action Plans

- Gather appropriate information/data to inform plans and decisions.
- Stop the “Bleeding.” Find out what courses need the most attention.
- Provide Faculty Development Opportunities

Question and Answer

To submit comments or suggestions electronically please visit http://academicaffairs.loyno.edu/feedback
Or email Desireé Rodriguez at Desiree@loyno.edu

Our mission cultivates a learning community in the Jesuit tradition, which engages students in the full development of all human qualities. The Office of Student Affairs embraces the role of educating students by providing programs and services that support Jesuit and Catholic values.

Student Affairs & Student Success

In early spring 2013, the Office of the Provost convened the Retention and Student Success Committee, a summit of eight workgroups designed to develop action plans in response to the 2011-2012 Student Satisfaction Inventory data. The Provost requested staff and faculty volunteer to participate in the workgroups and the response from Student Affairs was overwhelmingly positive. A total of 17 professionals from Student Affairs, almost one-third of the entire Student Affairs staff, joined a workgroup and two Student Affairs Directors served as workgroup chairs. Thus, all Student Affairs departments were represented in the Student Success initiative.

In addition to the work group foci and in response to Student Satisfaction Inventory (SSI) data, the Office of Student Affairs conducted the following:

- Engaged in a 3-hour Directors meeting to review pertinent SSI data
- Developed internal departmental action plans to promote student success
- Conducted student focus groups to acquire depth and meaning regarding the SSI data

Student Affairs continues to be energetic and active partners in supporting the achievement of the university goals and final action plans related to the Student Success initiative. We look forward to implementing the next phase of the timeline this summer 2013.

JASPA - Ignatian Medal for Outstanding Service

Loyola’s Vice President for Student Affairs, M.L. “Cissy” Petty, Ph.D., was honored by the Jesuit Association of Student Personnel Administrators with the Ignatian Medal for Outstanding Service at its annual conference in Orlando, Fl, March 16. The award, established in 1997, is conferred on individuals who have truly distinguished themselves by the breadth and depth of service they have given to the association or for the significant influence they have had on JASPA’s direction, programs and services.

Petty was elected as JASPA’s president in 2011 and has been serving in that role since March 2012. According to her award nominators, JASPA has made significant strides over the past two years under Petty’s leadership in reforming its planning processes, developing strategic goals for the organization and expanding the organization’s professional leadership base.

“This work was entirely inspired by Cissy’s dedication and vision and would not have been accomplished without her. Cissy is indeed an example of all that is right with student affairs leadership,” according to her nominators.

JASPA was founded in 1954 as part of the AJCU, and its members represent the 28 Jesuit colleges and universities in the U.S. and affiliate members from other institutions. The primary purpose of the Jesuit Association of Student Personnel Administrators is to discuss, identify and promote principles and practices applicable in the area of student affairs in Jesuit colleges and universities.
Residential Life

**Buddig Hall Renovation**
Residential Life is looking forward to the completion of Phase 1, a major renovation to Buddig Hall, in summer 2013. Phase I included a new HVAC system, updated mechanical systems, roof repairs and new waterproofing to the exterior of the building. The remainder of the building will receive new, efficient windows and window treatments in time for Loyola’s tallest building to reopen for occupancy in August 2013.

**Cabra Hall Renovation**
A major renovation to Cabra Hall is currently in its final stages and building will be brought to life as an apartment-style student housing community. Cabra Hall will reopen in August 2013, housing 163 upperclass students.

The Office of Student Affairs and the Department of Residential Life will host an open house to celebrate Cabra Hall’s grand reopening in September 2013.

Occupancy
Residential Life sustained excellent occupancy results for 2012-2013 by being on target with current budget projections and 7% ahead of last fiscal year.

Dining Services: Sodexo Completes Dining Master Plan

**Planning for the Future**
In October 2012, Sodexo began preparing a dining master plan to map out the next 5-10 years at Loyola. Recognizing that a positive campus dining experience contributes to student retention efforts, the first step in planning was research. We conducted several surveys and focus groups to understand guest preferences for variety, atmosphere, brands and hours of operation. Our dining master plan will be rolled out in phases over the next three years and focuses on value, variety and convenience.

On the main level of the Danna Student Center, we are expanding our retail offerings as well as updating our current concepts. CC’s Coffee and Smoothie King will be renovated and refreshed and AFC Sushi will move upstairs into the food court. Our convenience store, The Market, will be remodeled to carry a wider variety of products with an updated layout. New concepts will include a Subway and the Original Burger Company, featuring Angus beef, grilled chicken and veggie burgers with more than 24 toppings to truly build an original burger.

Our approach to resident dining is to take the best and most innovative ideas from around the country and adapt them to meet the needs and preferences of the Loyola community. Over the next two years we will visit several campuses in our quest to create the ideal resident dining experience, with a focus on a wide variety of freshly prepared, attractively presented dishes in a welcoming, communal atmosphere. Behind the scenes, we will install an air conditioning system in the kitchen.

**New Concepts Coming Soon**
Satchmo’s, the musical and meeting space located in the basement of the Danna Center, will offer a perennial student favorite: freshly baked pizza.

On the first floor of Carrollton Hall, we will unveil a new concept to campus. We are currently finalizing a contract with a local brand that ranked high in our research and continues to extend our support of local business.

In response to requests for more late-night options, we will partner with food trucks to bring local favorites on campus up to three nights a week. We expect to offer a variety of trucks including The Fat Falafel, La Concinita, Beignet Roulet, Empanada Intifada and the BBQ truck Grilling Shelling.

Our master plan also includes expansion of our sustainability efforts, continued employee development and community outreach, all aligned with our Uptown Campus Dining pillars and in support of Loyola’s Jesuit and Catholic values.
Athletics: Pride of the Pack - Justin Romaire

Justin Romaire was named the 2013 Ignatian Award for Outstanding Senior Man. Romaire, a chemistry major from Harvey, LA, was a four year letter winner for the Loyola baseball team. He will graduate magna cum laude in May and will attend Yale University in the fall to pursue a PhD in Chemistry.

Romaire did extensive research for four years in organic chemistry as an undergraduate at Loyola. In the summer of 2011, he was invited to participate in a research project at the University of Texas-Austin. The John Ehret High School graduate spent the 2012 Christmas break as an Ignacio Volunteer in Belize. He described his time in the Mayan village as “the most influential and invigorating time of my life. Experiencing the cultural differences in Belize, gave me a new perspective and it is something that I will always cherish.”

It is the second consecutive year that a student athlete has earned the Ignatian Award. Women’s basketball player Keiva Council won the Outstanding Senior Woman Award in 2012.

The Ignatian Staff Fellows Program

Mr. Robert A. Reed, Assistant Vice President for Student Affairs and Dr. Ricardo Marquez, Assistant Director for The Jesuit Center, initiated the Ignatian Staff Fellows program for the 2013-2014 academic year as an outgrowth of the AJCU Ignatian Colleagues Program.

In its mission statement, Loyola University New Orleans professes that “through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.” This program assists in educating staff in the rich traditions of Ignatian spirituality.

The program is a mission-driven staff-development project intended to align staff work with the distinctive Ignatian and Jesuit character of the university. The Ignatian Staff Fellows Program offers staff the opportunity to participate in a year-long series of workshops on Jesuit education. Participants in the Ignatian Staff Fellows conclude their experience with a deeper understanding of the history and educational mission of the Society of Jesus, and the intellectual, spiritual and social dimensions of Ignatian spirituality.

A major premise of the program is the belief that all members of the Loyola community, regardless of religion, can “be Ignatian.” This program enhances awareness and understanding of the distinct character of the university.

Ignatian Staff Fellows will participate in a yearlong set of experiences such as reading, written reflections, group discussions, workshops, retreats and possibly an immersion trip.

By completing the experiences, Fellows will understand the life of Ignatius Loyola and the early history of the Society of Jesus; Ignatian spirituality as expressed through the Spiritual Exercises; and the educational mission of the Society of Jesus. At the conclusion of the program, each Fellow will serve as mentors for the next cohort of Fellows selected for the program.

Featured Student Leader: Jasmine Barnes

This spring the Student Government Association elected its 2013-2014 student government president, Jasmine Barnes. Jasmine has been an active student leader at Loyola since she arrived on campus in 2010. She has held the position of president of the Black Student Union and has also served as a Resident Assistant, member of LUCAP, Student Government Senator, among many other campus positions.

Her Vision for the Future

Jasmine’s mission for her role as SGA President is for the students’ voice to be heard, engaged and encouraged to grow and strengthen.

Some of her action items include:
- Motivating student involvement both on and off campus
- Strengthening the relationship between SGA and its constituents
- Hosting Town Hall meetings every nine weeks for students to voice their issues

We look forward to the legacy of leadership that Jasmine will create at Loyola!
What are Graduates Doing?
70% of Loyola graduates are actively engaged in the “entering” stage of their career

Active engagement launching careers 45%
- Full-time employment
- Entrepreneurial activities including performances
- Professional internships and practicums
- Service Year(s), e.g. Peace Corp, Teach for America, or Jesuit Volunteer Service Corp
- Military Service
- Structured gap year to prepare for graduate school, etc.

Graduate or professional school 25%

At time of graduation:
Still seeking employment 26%

Personal Commitments/
Unsure of plans/ unusable data 4%

Total 100%

This snapshot contains information on the undergraduate outcomes for Loyola’s 2012 graduates. All figures are preliminary as data was collected prior to degree completion. 449 graduates participated in the data collection. Final data on the class of 2012 will be released May 2013.

What’s in Store for the Class of 2013 and Beyond?
Employers want Loyola students for internships and post-graduate employment.

150 employers visited campus
1450 internship and job postings
2 Job Fairs ~ 1 Grad School Fair

New Employers Recruiting Students
Google ~ Hewlett Packard ~ Apple
AXA Advisors ~ Bloomberg LP
Louisiana Philharmonic Orchestra

Sampling of 2013 Graduate and Professional Schools
Antioch University Seattle
Arizona State University ~ Boston College
Boston University ~ Cincinnati Conservatory of Music
Eastman School of Music ~ Emerson College
Emory University ~ George Mason
George Washington University ~ Harvard University
John F. Kennedy University
John Jay School of Criminalistics ~ Keel University
Louisiana State University Health and Sciences Center
Louisiana State University School of Public Health
Loyola University New Orleans College of Law
LSU School of Dentistry ~ Manhattan School of Music
Melbourne University ~ New England Conservatory
New York University ~ Notre Dame Law School
Pacific Northwest College of Art
Pepperdine University
San Francisco Conservatory of Music
Santa Clara College of Law
Savannah College of Art and Design
Syracuse University
The Chicago School of Professional Psychology
Tulane University ~ UC Davis ~ University of Chicago
University of Southern California
University of Wisconsin--Madison

Sampling of Employers Who Hired 2012 Graduates
City Year ~ Citi New York ~ Disney
Ernst & Young ~ Exxon Mobil ~ Teach for America
Federal Reserve Bank of Dallas ~ General Motors
GE Capital ~ Generations Hall ~ Goldman Sachs
Invaide NOLA ~ Jesuit Volunteer Service Corp
JP Morgan Chase ~ Louisiana Children’s Museum
New Orleans Museum of Art ~ Oscher Medical Center
Peace Corp ~ Saatchi and Saatchi ~ Shell Oil
Tipitina’s Foundation ~ WWL New Orleans
WVUE Fox
Here is a narrative to describe the work we are doing in Enrollment Management and our points of emphasis for the short and long term.

The higher education economy

It is clear that there are two economies that have an impact on American colleges and universities.

One of these is the one we are most familiar with – unemployment rates and job loss, home equity, the effect of market declines or increases, the impact of natural disasters on economic choice, and so on.

The other that has emerged in recent years is what I call the higher education economy. This one is, of course related to the other, but has its own very specific metrics that help to steer choice among students and families. Some of the key metrics: loan debt upon entering; loan debt upon graduation; the job market for recent graduates; and net price of education.

This year we have experienced pushback on our overall price, our net price, and the taking of loans by many of our families – more so than ever before. Families have been more eager than ever to negotiate and drive up offers by negotiating with several schools at once. We want to account for all of this as we move forward with decisions about pricing, discount rate, and setting enrollment and net revenue targets.

For a good look at how the market is making comparisons these days, see www.collegerealitycheck.com.

This comment is anecdotal and not yet backed up with a full set of data, but we are hearing that many other schools are confronting the same issues this year. We will be able to substantiate this in the summer and fall.

As you are aware, this is not business as usual in higher education. We are taking a full look at our pricing and our revenue models in all of our programs - graduate, professional, and undergraduate - along with issues of enrollment, capacity, and discount rate as we work on our plan for this year and the future.

In all of our programs, we will be looking at pricing and our position in the marketplace. This will be of great benefit to us in both the short and the long term. Our mechanism for this review has been through our Retention and Student Success Summit, which is being lead by Marc Manganaro and his office with university-wide membership. As you know, higher education costs have been in the news and we compete in a marketplace where price and value are key considerations in
students’ enrollment choices. We want to make sure our planning and pricing continues to allow us to be competitive in all of the markets in which we vie for students.

We expect to have good collaboration and discussion to help us determine the next steps on these fronts. We cannot, of course, stand still. Rather, we must adjust to the marketplace and continue to account for its vagaries in our enrollment planning and execution.

**Undergraduate enrollment**

We are composing this report in the second part of April, and so these data are incomplete at this time. They are provided here to offer a snapshot of where we are, with explanations, prior to the May 1st deadline for first-year students to commit to college. We will provide a fuller update to the committee on May 16th on our work in this admissions cycle, along with our plans for the late spring and summer.

We are working hard toward our goals of enrolling 875 new first year students in the fall, and another 130 transfer students. *Unfortunately, deposit commitments for first-years for fall 2013 are behind last year at this time, 273 v. 394.* Some of the delayed decision-making of students is expected, as we changed our financial aid process to allow us to reduce our discount rate. Many students have not yet confirmed their plans, and we continue to work to yield them.

Overall, fall 2013 admission application activity has again been robust, with another large amount of applications. We now have our largest pool of first-year applications ever, 6879, as of this writing. This is a 9.6% improvement over last year’s mark at this time. Transfer applications are up about even. We are down 1.4% in our admitted first year student pool. Overall, visits to campus are about 5% down over last year at this time.

Here are some data that express our admissions position, as of April 23, 2013:

<table>
<thead>
<tr>
<th>First – year Applications</th>
<th>6277</th>
<th>6879</th>
<th>9.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptances</td>
<td>4276</td>
<td>4214</td>
<td>-1.4%</td>
</tr>
</tbody>
</table>

**Applications by region**

<table>
<thead>
<tr>
<th>Region</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>1783</td>
<td>2144</td>
<td>20.2%</td>
</tr>
<tr>
<td>New England</td>
<td>371</td>
<td>337</td>
<td>-9.2%</td>
</tr>
<tr>
<td>Northeast</td>
<td>341</td>
<td>388</td>
<td>13.8%</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>322</td>
<td>278</td>
<td>-13.7%</td>
</tr>
<tr>
<td>Mid-west</td>
<td>598</td>
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<td>11.0%</td>
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<tr>
<td>Southwest</td>
<td>510</td>
<td>597</td>
<td>17.1%</td>
</tr>
<tr>
<td>West</td>
<td>735</td>
<td>808</td>
<td>9.9%</td>
</tr>
<tr>
<td>International</td>
<td>351</td>
<td>323</td>
<td>-8.0%</td>
</tr>
<tr>
<td>US Territories</td>
<td>145</td>
<td>140</td>
<td>-3.4%</td>
</tr>
</tbody>
</table>
Enrollment deposits by region:

<table>
<thead>
<tr>
<th>Region</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>140</td>
<td>94</td>
<td>-32.9%</td>
</tr>
<tr>
<td>New England</td>
<td>21</td>
<td>15</td>
<td>-28.6%</td>
</tr>
<tr>
<td>Northeast</td>
<td>25</td>
<td>10</td>
<td>-60.0%</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>23</td>
<td>11</td>
<td>-52.2%</td>
</tr>
<tr>
<td>Mid-west</td>
<td>30</td>
<td>23</td>
<td>-23.3%</td>
</tr>
<tr>
<td>Southeast</td>
<td>58</td>
<td>54</td>
<td>-6.9%</td>
</tr>
<tr>
<td>Southwest</td>
<td>31</td>
<td>28</td>
<td>-9.7%</td>
</tr>
<tr>
<td>West</td>
<td>35</td>
<td>24</td>
<td>-31.4%</td>
</tr>
<tr>
<td>International</td>
<td>25</td>
<td>9</td>
<td>-64.0%</td>
</tr>
<tr>
<td>US Territories</td>
<td>6</td>
<td>5</td>
<td>-16.7%</td>
</tr>
</tbody>
</table>

Enrollment deposits by college:

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>83</td>
<td>48</td>
<td>-42.2%</td>
</tr>
<tr>
<td>Humanities/Natural Sciences</td>
<td>162</td>
<td>124</td>
<td>-23.5%</td>
</tr>
<tr>
<td>Music and Fine Arts</td>
<td>87</td>
<td>63</td>
<td>-27.6%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>62</td>
<td>38</td>
<td>-38.7%</td>
</tr>
</tbody>
</table>

Transfer applications

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>511</td>
<td>502</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Acceptances</td>
<td>160</td>
<td>161</td>
<td>0.6%</td>
</tr>
<tr>
<td>Deposits</td>
<td>35</td>
<td>44</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

A few points:

One of our major challenges this year was the completion of applications. Students started them, but did not complete them – by sending us their test scores, essays, transcripts, recommendations – at good rates. This will be a major point of emphasis for us in the upcoming cycle.

The lack of completion was especially true in Louisiana, where applications were way up, but acceptances were even with last year (1169 v. 1161).

The Northeast, Mid-Atlantic, and New England regions are suffering major declines in high school graduates and this demographic shift has started to show in our application counts in two of the three.

We continue to do well in the West and Southwest.

We have seen improvement in our transfer student numbers.
As we have said, deposits are due on May 1st (and this is the postmark date for those that come in via mail), so we will have a fuller sense of where the fall 2013 class will “land” in the next two weeks and at the Board meeting in May.

We will continue to accept students after May 1st for fall 2013 admission, as we have always done.

Value

President Wildes has asked us all to take a look at the value of a Loyola education, especially in light of the current debates of the cost of higher education in the public square. We believe that we offer uncommon value to the marketplace, given the strengths of our programs, our campus life, our location, and our net price (after financial aid and discounts have been applied).

I’ve been leading conversations on the campus about these matters and have received some great insights and feedback, which I have posted on my Loyola blog. Here is the link: http://blogs.loyno.edu/sal/.

Being more deliberate about articulating the value and competitive advantages of a Loyola education will grow enrollment yield (the percentage of admitted students that come), strengthen the Loyola story among our students, and advance pride among faculty, students, alumni, and all members of our community. You can expect to hear much more about this in the months to come.

Retention

Retention and graduation rates remain a focal point and we believe our strategy is a good one. We continue to strengthen our programs on the campus that increase student engagement and offer students opportunities to connect to advisors, professors, and staff. You have read about the Student Success Summit, led by the Provost. This effort ties in nicely with the work Enrollment Management and others have done to improve retention and graduation rates. Many of our efforts, like our First in the Pack program, have focused on issues of transition for first year students. Early retention data look good for fall 2013 at this very early stage, as first-years are registering at higher rates than last year at this time. Again, a fuller update will be provided in the Academic and Student Affairs Committee at the May meeting.

Current data

Fall to spring undergraduate retention was slightly better than last year, with 93% of our first year students returning for the spring.

Fall to fall first-year student retention is an extremely important benchmark for us. We achieved an 80% rate in fall 2009; and 82% in fall 2010. The rate slipped to 77% in fall 2011, and 74% last year.
Through the first weeks of registration for fall 2013, we have seen some improvement in activity and it appears more students are interested in returning to Loyola.

All undergraduates:

- As of 4/23/13, we have 416 undergraduates who have not registered for the Fall semester. Our office is working vigorously with these students to get them registered.
- On 4/23/12 (last year), we had 462 undergraduates who hadn’t registered for the Fall semester.

First-year numbers:

- As of 4/23/13, we have 158 first-years who have not registered for the Fall semester.
- On 4/23/12 (last year), we had 180 first years who hadn’t registered for the Fall semester.

Another reason for optimism is that registration last year opened on March 26th, so it had been open for over 4 weeks at this point. Registration this Spring has been open for a little over 2 weeks at this time.

We have many initiatives going at once, including directly working with students who are on academic probation to grow their chances of success; our First in the Pack, first generation student mentoring initiative; a strong focus on upper class retention; and our ongoing communication plan to increase a sense of value among undergraduates to retain them. Our retention and student success summit, which you will be hearing more about, will also enrich our work and opportunities for student and university success.

We continue to use data as a means of guiding action and, thanks to Liz Rainey, our operation has been able to inform the campus of the core reasons why students leave and why they stay. Educating the community has created real leverage in our efforts and we expect this to increase, in a very direct way, student success.

We are also focused on upper class retention and one of our enrollment management associates spends about one-half of her time reaching out to sophomores, juniors, and seniors who might need extra assistance to reach graduation.

In our last update, we discussed how we are working on major issues in student retention. Here are some items that bear repeating:

We launched a program called First in the Pack, which is a collaboration among Enrollment Management and Student Affairs. This series is kicking off several initiatives this year, including a new mentoring program geared toward first generation, first-year students. We have over 50 faculty and staff members who have volunteered to be mentors, and have 16 trained student peer mentors. Mentoring activities for the 45 first-year students began in January and continues through the semester. We will assess the program this summer and expect to expand mentoring opportunities in the fall. We anticipate supporting more first-year students to more fully lead first generation students to success.

We are paying special attention to students on academic probation. This group is the highest risk to not persist for academic performance reasons after the spring term.
Our staff regularly meets with students who need extra help in the transition from high school to college, and, increasingly, we are targeting “at risk” students with one-on-one meetings, text messages, emails and letters to students and their parents to keep them engaged, informed, involved, and encouraged. Liz visited several First Year Seminars and roundtable classes this fall to alert first-year students to resources and places to go for help. These visits yielded several follow-up conversations and referrals. Also, Liz designed and delivered a new “Spotlight” program about time management as part of the Student Affairs-run program to help first-years adjust to college life, called Packport.

We have made a point of growing our communications to students, using many channels – email, paper letters, phone calls, updating our website and through social media, and via text messaging. Some recent examples:

- Enrollment Management and Financial Aid set up tables in the Danna Center to inform students about course registration and financial aid holds, during preregistration and the first week of registration for spring 2013 and fall 2013.
- We used text messages to remind students of critical deadlines
- We continue to send parents monthly updates about campus
- IT created an in-house CRM for us to improve our tracking system as we communicate with students and families

Our long term plan is to fund higher levels of financial need by slightly reducing some of our merit scholarships. We’ll also be working through our recruitment strategy and fundraisers to find ways to free resources to support our neediest students. Certainly, continuing to grow demand over a long period of time will help us do that. We have many needy students right now, and our current bias is to work with admissions to enroll fewer students with high financial need but serve each of them better.

We also believe the Faith in the Future campaign will generate significant funding for our high achieving, high need students and that we will enter a new level of enrollment performance largely due to the generosity of those who recognize the great service we provide to students and their families. Enrollment Management is active in this fundraising effort.

Enrollment Management has been very intentional about increasing campus-wide support for best-practice programs like academic early warning in an effort to guide students toward success and encourage more faculty and staff interaction with all students. This fall and spring, we had an overall faculty participation rate of 50% for early warning submissions, which is the highest rate since we started tracking participation three years ago.

We also have been very aggressive in contacting students at the first sign of trouble, attendance issues, bad midterm grades, social issues, etc. Liz works closely with Academic Affairs and Student Affairs to identify concerning patterns, such as a student missing class and behavioral concerns in the residence hall. We partner with academic advisors, deans, resident chaplains and RAs to contact students of concern. We continue to team up with Academic Affairs, Student Affairs and Mission and Ministry on a highly integrated strategy to serve our students in new and dynamic ways.

We continue to track and communicate with students who have not registered for the upcoming semester. In October, the staff in Enrollment Management and Financial Aid set up tables in the Danna Student Center for eight days during the lunchtime window. The goal was to promote
upcoming registration and to check for financial holds. The staff spoke to over 150 students. Their efforts helped students understand what they needed to do to register while promoting the overall importance of advising and course selection. In March, we enjoyed similar results.

A few other notes:

We are comfortable with the students that we are admitting. At the point of admission, we believe that all of them can be successful at Loyola. It is clear, however, that we want to make sure those students who are less prepared than others have the appropriate resources and guidance to be successful. Clearly, students on the lower end of the range of acceptances (as measured by high school GPA and test scores) persist at lower rates than those in the middle and in the higher end. We continue to work closely with those students and the Academic Resource Center to grow those persistence rates and be mindful of how to shape classes to improve service to and engender the success of these students while improving the university’s persistence and graduation rates.

Construction

We want to reiterate that the construction activity on campus presents both a challenge and an opportunity. Some prospective and current students see the progress; others see the commotion, hear the noise, and fail to see the vision that we do for our campus. Most fall somewhere in between in their assessment of the cranes, hammering, drilling, sawing, and scaffolding.

Here is the link to a letter to the editor of our student newspaper, The Maroon, I sent making the case for construction: http://www.loyolamaroon.com/2.6713/columnconstruction-will-improve-loyola-1.2815985#UXgdGERSYa9

We are working to effectively communicate with students about the benefits of what we are doing. Most of our students will gain from these projects while they are students here. We understand that it is hard for them to appreciate this, especially on days when they can hear the pounding of nails or jack hammering on concrete whilst they take their exams.

As we have said previously in this space, the good news is that we are approaching a positive tipping point where we are with construction. We know that Monroe Hall, as a renovation in place, will be partially completed by December 2013 and students will benefit. Cabra Hall, slated to be completed this summer, should have an immediate impact on both current and future enrollment. There does seem to be excitement among the rising sophomores regarding it.

Taylor Scholars

Through a generous donation by the Patrick F. Taylor Foundation, we have been able to award seven incoming first generation students significant additional funding. I have had the privilege of working personally with the applicants for the $15,000 award. Each of them has been required to interview and submit an essay on what a Loyola education means to them.
Here are some quotes from those essays. They serve as a fitting reminder of why we do what we do and I cannot think of a better way to conclude this report than to give voice to the promise residing in each of these wonderful students:

“As a performer I know that environment is everything. For this reason, I know that I belong at Loyola University New Orleans. The environment is so encouraging. Every single person I have met through my application and selection process has been so helpful and kind. Even the students, normally so engrossed in their own lives at other colleges, seemed overjoyed to help me when I asked about their experiences at Loyola.”
-Linsey Shubert

“Loyola makes the college experience one of discovery and enlightenment. One of the things that hits home is this: the awareness of finding God in all things, and a commitment to being people with and for others. At Loyola it’s about more than a degree. It’s about becoming the person you were meant to be, and becoming someone who can help the world.”
-Alonda Morgan

“As a student, I do better in smaller classes because I can focus. Loyola’s ratio of students to teachers is good for me to succeed. I also feel that Loyola will offer something that nowhere else will. I don’t know what it will be, but that’s what college is all about: finding something about yourself that you would never expect to find.”
-Darius Smith

“It was a dream come true to be accepted back in February. I want to attend a school that will get me involved in class, and aiding the community. I know Loyola will do that and so much more.”
-Rachel Lemoine
To: Kevin Wm. Wildes, S.J.
   President

From: Marc Manganaro
       Provost and Vice President for Academic Affairs

Date: April 29, 2013

Subject: Faculty Handbook Revisions for Board of Trustees Approval

On behalf of the University Senate and the University Faculty Handbook Revision Committee, I am submitting a request to the Board of Trustees for approval of revisions in the Faculty Handbook.

These revisions include:

- Chapter One: Clarify language on responsibilities for periodic program evaluations and move some language from this chapter to the duties of the Standing Council for Academic Planning in Chapter Sixteen.

- Chapter Nine: Add procedures for appeals and hearing for faculty terminations because of program discontinuances.

- Chapter Fourteen: Update name of a committee that can recommend Faculty Handbook revisions.

- Chapter Sixteen: Add language being moved from Chapter One to the duties of Standing Council for Academic Planning.

- Chapter Seventeen:
  - Repeal the Graduate Fellowships Committee and the University Board of Communications;
  - Revise the protocol for the University Courses and Curriculum Committee to reflect current college names and membership titles.
  - Revise the protocol for the University Honors Advisory Board to reflect current membership, responsibilities, and college names

A summary of the revisions is attached. These revisions have been approved by the University Faculty Handbook Revision Committee, the University Senate, and reviewed by the university’s Office of General Counsel.

These changes will be presented as action items to the Academic and Student Affairs Committee and the full Board.

Attachment

6363 St. Charles Avenue, Campus Box 7, New Orleans, LA 70118-6143, 504.865.3034, FAX: 865.3851, www.loyno.edu
CHAPTER ONE: INTRODUCTION

Revise wording in the first paragraph of section, *Priorities Involving Planning* (page 1-6), to clarify responsibilities for planning and assessment. Move some existing wording from this page and insert in the protocol for the Standing Committee for Academic Planning in Chapter 16. The revisions in Chapter One are:

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola University New Orleans is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any proposed new programs, but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

Corresponding changes are also proposed in SCAP’s protocol in CHAPTER SIXTEEN.

CHAPTER NINE: TERMINATION OF FACULTY APPOINTMENTS

Revise protocol under section E., *Procedures for Termination Because of Discontinuances*, to add procedures for appeals and hearings for faculty termination because of program discontinuances. The procedures are consistent with procedures currently specified under other reasons for termination.

CHAPTER FOURTEEN: PROVISIONS FOR FACULTY HANDBOOK REVISION

Revise wording in the sections, *Sources of Proposed Revision* (page 14-1) and *Procedures for Non-negotiated Handbook Revision* (14-2), to change “Administrative Council” to “Deans’ Council” to reflect the current name of the committee. The committee name change was previously approved by the Board in March 2012.

CHAPTER SIXTEEN: COMMITTEES OF THE UNIVERSITY REFERENCED IN THIS HANDBOOK

*Standing Council for Academic Planning (SCAP)*

Revise wording in SCAP’s duty #6 to align with the above revision in CHAPTER ONE and to reflect actual practice by adding one sentence taken from CHAPTER ONE. Revised duty #6 will read:
ACTION ITEM

It shall review proposals for program inaugurations and discontinuances and evaluate such proposals on the basis of criteria voted on favorably by the University Senate and the President. SCAP will advise, in writing, the Board of Trustees, the President, and the University Senate concerning the proposed inauguration or discontinuance. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

CHAPTER SEVENTEEN: OTHER MAJOR COMMITTEE OF THE UNIVERSITY

Graduate Fellowships Committee
Repeal the Graduate Fellowships Committee. This committee has been inactive for years. Both the current and former Graduate Fellowships Coordinators recommended repeal of this committee. When the committee was created, the position of Fellowships Coordinator did not exist; the Fellowships Coordinator now does the tasks assigned to this committee. The current situation, where the Fellowships Coordinator calls on members of the University Honors Advisory Board and others for support as needed works well, and therefore the need for this committee no longer exists.

University Board of Communications
Repeal the University Board of Communications. This committee is recommended for repeal because we no longer have broadcast managers and editorial boards of student publications are managed within the colleges. This committee has been inactive for years and was recommended for repeal by the Vice President for Student Affairs and Associate Provost.

University Courses and Curriculum Committee
Revise the protocol of the University Courses and Curriculum Committee to reflect current college names and administrative responsibility for the Common Curriculum.

University Honors Advisory Board
Revise protocol of the University Honors Advisory Board to reflect current college names, membership, and responsibilities for the University Honors Program.