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.

**Undergraduate enrollment**

Undergraduate admissions activity continues to be strong for us, with applications up about 4% over last year at this time. Recall that we have had significant gains in applications over the last four years, setting new records each time and growing these numbers, a significant proxy of demand, more than 120 percent over that period. Also, the last two years our new enrolling classes are the two largest in Loyola’s history, and we believe we can keep this momentum going.

Here are some data that express our admissions position, as of February 13, 2013:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>5817</td>
<td>6048</td>
<td>4%</td>
</tr>
<tr>
<td>Acceptances</td>
<td>3579</td>
<td>3375</td>
<td>-6%</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>1647</td>
<td>1895</td>
<td>15.1%</td>
</tr>
<tr>
<td>New England</td>
<td>359</td>
<td>300</td>
<td>-16.4%</td>
</tr>
<tr>
<td>Northeast</td>
<td>317</td>
<td>360</td>
<td>13.6%</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>395</td>
<td>344</td>
<td>-12.9%</td>
</tr>
<tr>
<td>Mid-west</td>
<td>571</td>
<td>575</td>
<td>0.7%</td>
</tr>
<tr>
<td>Southeast</td>
<td>939</td>
<td>1039</td>
<td>10.6%</td>
</tr>
<tr>
<td>Southwest</td>
<td>487</td>
<td>555</td>
<td>14.0%</td>
</tr>
<tr>
<td>West</td>
<td>824</td>
<td>885</td>
<td>7.4%</td>
</tr>
<tr>
<td>International</td>
<td>285</td>
<td>289</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

We are pleased with the gains in state, where yield rates (the percentage of admitted students who enroll) are better than for students outside the state.

We do expect our admitted student totals to come in slightly higher than last year, despite being behind right now. Our applications surged early in 2013 and they are a little later to completion and acceptance.
Our main foci at this time are to continue to grow applications through the spring; grow the pool of accepted students; and work to yield a strong number of our accepted students. The latter requires a campus-wide effort and we have the support of the community in helping us attract and engage students and families. Our Honors program has significantly expanded its recruitment work with us as well. All of this has allowed us to tell a full story and one that speaks to the value of our campus and product, essential elements in these highly competitive times.

In our last report, we noted that Hurricane Sandy could have an impact on applications in the Northeast. At this point, we’d say that both it and Hurricane Isaac, which hit the Southern U.S., will have a minimal impact on our efforts, just perhaps in that a few thousand students have decided not to enroll in private universities based on the upset the storms have had on their families.

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 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.loyo.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

Fall to spring undergraduate retention was slightly better than last year, with 92% of our first year students returning for the spring. 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 feel good about our plan and the odds of retaining our classes to meet our budget goals for Fall 2013.
We started a new position on campus three years ago, director of retention and student success. This position reports to the vice president for enrollment management and is currently staffed by Elizabeth Rainey, who has been with us for two and a half years.

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.

You will recall this chart which shows the major reasons first-year students do not persist. These data were collected mostly through in-person interviews with the fall 2011 cohort. The top reason is academic performance, followed by financial ability to pay, distance from home, “fit,” and financial choice. As appropriate, we share our retention data with each of the Colleges, department heads, Student Affairs, library liaisons and all other offices who are eager to help more students persist. We find that thorough open communication about retention has helped us garner campus-wide support in our efforts.

Here is how we are working to address these major issues:
Fit, engagement, and transition

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.

Mission and Ministry offers several off-campus retreats that connect students to Loyola, its mission and to each other. This September, Liz was one of the staff members on the Freshman Retreat, which had a record number of participants - over 40 - and inspiring feedback. One first-year student from California said, "I found people like me there [...] I was so unhappy those first few weeks I was looking at other schools, but now that I've been on the freshmen retreat I know there is a place for me at Loyola."

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 the spring.
- We used text messages to remind students of critical deadlines
- We continue to send parents monthly updates about campus
- IT is also helping us design an in-house CRM to improve our tracking system as we communicate with students and families

Class shaping and finances
Our long term plan is to fund higher levels of financial need and slightly reducing some of our merit scholarships to achieve this goal. We will 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.

As we have said large, demand will allow us to shape our classes into more retainable cohorts and, in time, allow us to drive down discount rate and grow net revenue. We are now entering an era where our goals will be relatively constant and this will create favorable conditions for us in our efforts to achieve several things at the same time – preserve academic profile and quality of students, improve retention, grow revenue, reduce discount, and improve our rankings.

We are now working with everyone to grow demand to a new level; this will be essential for us to stay ahead of the shifts in the marketplace and allow us to shape our classes in the direction that we need to grow revenue and student success simultaneously.

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.

Academic success

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, we had an overall faculty participation rate of 50% for early warning submissions, which is the highest rate since we started tracking participation 2 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.

As aforementioned, we are establishing two major mentoring programs – one with staff to students and another student to student – to establish a stronger foundation of support in this time of significant transition for first-year students. Also, as above, we are
spending more time and effort on students already on probation with the goal of helping them achieve both short and long term success.

Another key development is the creation of the Retention and Student Success Summit, led by Provost Manganaro. You can expect to hear more about this campus-wide, holistic effort to address our improving student success at every system – academic and otherwise – and touch point on the campus.

Registration activity

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. My 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.

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.

I am grateful for the support of Marc Manganaro, our new provost. He has been very engaged in the retention discussion and will be working with all of us to develop some new initiatives from Academic Affairs. These will be grounded in data and informed by best practice.

**Long term financial aid plan**

Our long term strategy is to continue to increase demand for a Loyola education and to work toward reducing our discount rate while increasing net tuition revenue by both percentage and aggregate dollars. Here are some recommendations and plans for achieving this consistently going forward:

As you can see from the budget documents, our discount rate continues to come in high. We are working to reduce some of our merit scholarships over the next year or two in
order to bring the financial aid budget more in line with our university’s goals. Currently, the variance is about $1000 per undergraduate student for the year.

We have changed some of our financial aid practices, moving to a more efficient and exhaustive model in the awarding of need-based funds. Over time, we will be reducing our highest merit offers and began this work with the fall 2013 class.

In addition, we are hiring a new financial aid director. The points of emphasis for this role will be on customer service, strategic packaging of financial aid, and expertise in budgeting. Our previous director, Cathy Simoneaux, will stay on as an associate director, working in information and compliance. The nature of the job has changed and we need to take a more strategic direction in how our Office of Scholarships and Financial Aid operates.

We are also working with a nationally recognized firm, Stephen S. Brooks and Co., on our discount rate work. Brooks is offering us counsel and advanced financial aid models and we look to the present and the future with how we enroll and fund classes. Brooks has back-tested our data and allowed us to create short and long term plans for bringing down discount in a measured and reasonable manner. Our first round of scholarship offers – just released – reflect a decrease in rates over last year.

These changes will help us and the university better manage discount rate.

**Mission in enrolling students**

I spoke with the Mission and Ministry board committee during the October meetings. I discussed how we enroll students for mission and how our Catholic and Jesuit identities are expressed in our marketing materials, communications to students, websites, and other various elements of our plan.

Our mission grounds us in our work, giving it purpose and direction. I see mission and identity as a tremendous benefit as we communicate to students about both learning skills and learning life; as we speak of value and also values. Our team is committed to promulgating the 12 Jesuit ideals and making sure students arrive on campus fully aware of our identity, and ready to explore it through their experiences.

Mission and its many virtues are, of course, essential in any discussion of value.

**Hurricane Issaac**

We worked with the Office of Institutional Advancement to raise funds for current students affected by Hurricane Isaac. This generated about $11,000 immediate use funds that we used to help these students remain enrolled at Loyola.
Construction

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.

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.

External conditions

We have to continue to be mindful of disappointing facts about our nation’s economy – stubbornly high unemployment, a slow to recover housing market, volatile and uncertain financial markets, difficult lending conditions for middle and lower middle class families, and the very public debates about college price. I am sure you have read that real wealth in the U.S., adjusted for inflation, is now at the same levels as it was in 1992. (see: http://usatoday30.usatoday.com/money/economy/story/2012-06-11/wealth-shrank-in-recession-fed-says/55528036/1).

We do not make excuses about this. Rather, our planning will account for it and enrollment management will make the case for expanded marketing investments to capture more market share and grow demand in spite of these developments.

Graduate/professional enrollment

Enrollment Management consults with the graduate programs on marketing, recruitment, and retention. We have worked with the College of Law, assisting in their search for a new admissions dean and their marketing and admissions strategy. We have been involved with pricing strategy for our professional and continuing studies program; we have worked on recruitment and scholarship strategy with MBA, Music, and Counseling.

Graduate and professional enrollment, as you know, has performed at the level of the market, which has seen declines over the last year. We are working together to see what efficiencies can be created to grow enrollment and revenue. These are challenging times
for higher education enrollment, but Loyola has great programs and faculty. We are confident we can adjust and then, once again, make gains.

We will continue to work with these programs and we are very excited to be partnering with Provost Manganaro on the vision he creates with all of us for our graduate and professional programs.

**Assumptions – enrollment and pricing**

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 will be 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.

It is clear that the pricing of our programs, along with our assumptions for enrollment, retention and revenue will be very important in the months and years to come. We continue to monitor our performance in light of the pricing and loan debate in the public square, the unusual economic conditions of our time, our own students and families’ ability to pay, the metrics of demand, opportunities to grow net revenue, the need to grow student persistence and success, and our fixed will to legislate enrollment management through the prism of Loyola’s mission.

In all programs, levels, and delivery methods, we are looking at tuition pricing and crafting a long term strategy to position Loyola successfully now and in the years to come. As we have said, the external economic environment is something we have to pay attention to, along with the debates on price in the public square; and we must make sure that our efforts fit comfortably within the realities and expectations of the marketplace.

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.