The purpose of this group is to

- do a deep and thorough investigation of university enrollment trends and opportunities,
- propose a comprehensive enrollment strategy/forecast that aligns with university mission and priorities, and is achievable and affordable within a five-year planning window,
- assess current obstacles/vulnerabilities, internally and externally, to recommend enrollment priorities with clearly identified strategies and benchmarks,
- highlight implications, academically, financially (investment needed/revenue expected) and in terms of student support.

The primary focus of this group is on developing a sound resources platform for university planning. The group is not tasked to make judgments about the profile/demographics of the student body. Rather its focus is on an optimum mix of headcount, quality and affordability.
Working Group Members:

• Jill Albin-Hill
• Roberto Curci
• Cyrus Grant
• Douglas Keberlein Gutierrez
• Matt Hlinak
• Pam Johnson
• Amy McCormack, Chair
• Elizabeth Silk
Fall Headcount Enrollment - Fall 2011 to Fall 2015

- Undergraduate
- Graduate
- Total

- Fall 2011: 1,659, 1,953, 3,748
- Fall 2012: 1,594, 1,995, 3,612
- Fall 2013: 1,401, 2,069, 3,470
- Fall 2014: 1,318, 2,180, 3,498
- Fall 2015: 1,424, 2,272, 3,696
Graduate Enrollment Overview & Historical Trends

Graduate Schools Fall Term Headcount Enrollment

- SOE
- GSLIS
- BSB
- GSSW
- SPCS
Enrollment Overview & Historical Trends

Trend in New Freshmen Enrollment - Selectivity and characteristics

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Hispanic</td>
<td>47%</td>
<td>49%</td>
<td>54%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Freshmen in Top 25% of HS Class</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
<td>48%</td>
<td>51%</td>
</tr>
<tr>
<td>Pell Award</td>
<td>60%</td>
<td>58%</td>
<td>62%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>First Generation</td>
<td>47%</td>
<td>43%</td>
<td>60%</td>
<td>60%</td>
<td>63%</td>
</tr>
</tbody>
</table>

New Freshmen Admissions Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>1769</td>
<td>2521</td>
<td>2727</td>
<td>3056</td>
<td>3509</td>
<td>3692</td>
<td>4161</td>
</tr>
<tr>
<td>Gross Admits</td>
<td>1277</td>
<td>1545</td>
<td>1609</td>
<td>1745</td>
<td>2113</td>
<td>2240</td>
<td>2611</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>72.2%</td>
<td>61.3%</td>
<td>59.0%</td>
<td>57.1%</td>
<td>60.2%</td>
<td>60.7%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>405</td>
<td>427</td>
<td>416</td>
<td>406</td>
<td>497</td>
<td>473</td>
<td>484</td>
</tr>
<tr>
<td>Yield</td>
<td>31.7%</td>
<td>27.6%</td>
<td>25.9%</td>
<td>23.3%</td>
<td>23.5%</td>
<td>21.1%</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

Source: Admissions Office
### West Suburban Deans Fall 2015 Enrollment

#### (Head Count Numbers)

<table>
<thead>
<tr>
<th>Institution</th>
<th>New Freshmen</th>
<th>New Transfer students</th>
<th>Total Adult Degree Completion</th>
<th>Total Undergraduates</th>
<th>Total Graduate</th>
<th>Grand Total</th>
<th>Ratio FR/TR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2015</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Aurora University</td>
<td>640</td>
<td>606</td>
<td>491</td>
<td>410</td>
<td>3580</td>
<td>526</td>
<td>5423</td>
</tr>
<tr>
<td>Benedictine University</td>
<td>445</td>
<td>674</td>
<td>471</td>
<td>540</td>
<td>3347</td>
<td>770</td>
<td>5954</td>
</tr>
<tr>
<td>Concordia University</td>
<td>294</td>
<td>300</td>
<td>178</td>
<td>190</td>
<td>188</td>
<td>211</td>
<td>5013</td>
</tr>
<tr>
<td>Dominican University</td>
<td>484</td>
<td>473</td>
<td>151</td>
<td>144</td>
<td>2272</td>
<td>2180</td>
<td>3696</td>
</tr>
<tr>
<td>Elmhurst College</td>
<td>478</td>
<td>510</td>
<td>311</td>
<td>290</td>
<td>2840</td>
<td>160</td>
<td>3298</td>
</tr>
<tr>
<td>Judson University</td>
<td>148</td>
<td>201</td>
<td>64</td>
<td>68</td>
<td>1118</td>
<td>289</td>
<td>3257</td>
</tr>
<tr>
<td>Lewis University</td>
<td>702</td>
<td>744</td>
<td>478</td>
<td>453</td>
<td>632</td>
<td>715</td>
<td>6706</td>
</tr>
<tr>
<td>North Central College</td>
<td>599</td>
<td>579</td>
<td>251</td>
<td>280</td>
<td>NA</td>
<td>NA</td>
<td>2962</td>
</tr>
<tr>
<td>Saint Xavier University</td>
<td>621</td>
<td>571</td>
<td>343</td>
<td>362</td>
<td>396</td>
<td>442</td>
<td>3929</td>
</tr>
<tr>
<td>Trinity Christian College</td>
<td>191</td>
<td>190</td>
<td>105</td>
<td>100</td>
<td>1237</td>
<td>262</td>
<td>1406*</td>
</tr>
<tr>
<td>University of St. Francis</td>
<td>181</td>
<td>217</td>
<td>174</td>
<td>178</td>
<td>318</td>
<td>358</td>
<td>3907</td>
</tr>
<tr>
<td>Wheaton College</td>
<td>605</td>
<td>607</td>
<td>60</td>
<td>62</td>
<td>2463</td>
<td>2432</td>
<td>2929</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>5388</strong></td>
<td><strong>5672</strong></td>
<td><strong>3077</strong></td>
<td><strong>3077</strong></td>
<td><strong>3351</strong></td>
<td><strong>3756</strong></td>
<td><strong>46419</strong></td>
</tr>
<tr>
<td><strong>DU market share</strong></td>
<td><strong>9.0%</strong></td>
<td><strong>8.3%</strong></td>
<td><strong>4.9%</strong></td>
<td><strong>4.7%</strong></td>
<td><strong>0.2%</strong></td>
<td><strong>0.6%</strong></td>
<td><strong>8.0%</strong></td>
</tr>
</tbody>
</table>

*includes dual enrollment students
## Tuition Rate Overview & Historical Trends

### Annual Tuition and Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Peer (USD)</th>
<th>Dominican (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>$23,000</td>
<td>$24,000</td>
</tr>
<tr>
<td>FY10</td>
<td>$24,700</td>
<td>$25,710</td>
</tr>
<tr>
<td>FY11</td>
<td>$26,000</td>
<td>$26,610</td>
</tr>
<tr>
<td>FY12</td>
<td>$27,880</td>
<td>$27,730</td>
</tr>
<tr>
<td>FY13</td>
<td>$29,591</td>
<td>$28,810</td>
</tr>
<tr>
<td>FY14</td>
<td>$30,110</td>
<td>$29,770</td>
</tr>
<tr>
<td>FY15</td>
<td>$31,622</td>
<td>$30,670</td>
</tr>
<tr>
<td>FY16</td>
<td>$32,715</td>
<td>$31,570</td>
</tr>
<tr>
<td>FY17*</td>
<td>$33,149</td>
<td></td>
</tr>
</tbody>
</table>

*Preliminary

*Peers* and *Dominican* tuition trends are depicted in the graph above.
Undergraduate Challenges

- Very high numbers of low income student
- MAP dependency and uncertainty
- Retention drop
- Slight drop in ACT and Middle 50%
- International Students
  - Saudi Student Funding Gone
  - Challenge to maintain numbers & NTR
  - Opportunity to expand diversity among students

Graduate Challenges

- Declining enrollments in core programs
- Growth will come from innovation
PELL Dependency

% of First-time, Full-time Freshmen Receiving Pell Grants

- **Dominican University**
  - Fall 2010: 55%
  - Fall 2011: 60%
  - Fall 2012: 59%
  - Fall 2013: 57%
  - Fall 2014: 59%

- **Peer Average**
  - Fall 2010: 37%
  - Fall 2011: 35%
  - Fall 2012: 35%
  - Fall 2013: 37%
  - Fall 2014: 36%
2014-15 MAP Awards at Competitor Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount Awarded</th>
<th>UG Enrollment</th>
<th>MAP Recipients</th>
<th>Average MAP Award</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benedictine University</td>
<td>$ 5,130,449</td>
<td>3,818</td>
<td>1392</td>
<td>$3,686</td>
<td>36%</td>
</tr>
<tr>
<td>Columbia College Chicago</td>
<td>$ 7,365,318</td>
<td>9,003</td>
<td>1906</td>
<td>$3,864</td>
<td>21%</td>
</tr>
<tr>
<td>Concordia University</td>
<td>$ 2,388,408</td>
<td>1,538</td>
<td>583</td>
<td>$4,097</td>
<td>38%</td>
</tr>
<tr>
<td>DePaul University</td>
<td>$ 20,066,476</td>
<td>16,153</td>
<td>5256</td>
<td>$3,818</td>
<td>33%</td>
</tr>
<tr>
<td>Elmhurst College</td>
<td>$ 3,736,686</td>
<td>2,853</td>
<td>891</td>
<td>$4,194</td>
<td>31%</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>$ 15,477,176</td>
<td>18,155</td>
<td>4252</td>
<td>$3,640</td>
<td>23%</td>
</tr>
<tr>
<td>Lewis University</td>
<td>$ 5,740,806</td>
<td>4,752</td>
<td>1411</td>
<td>$4,069</td>
<td>30%</td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>$ 9,457,934</td>
<td>10,322</td>
<td>2227</td>
<td>$4,247</td>
<td>22%</td>
</tr>
<tr>
<td>North Central College</td>
<td>$ 3,393,201</td>
<td>2,782</td>
<td>781</td>
<td>$4,345</td>
<td>28%</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>$ 7,417,721</td>
<td>8,412</td>
<td>2883</td>
<td>$2,573</td>
<td>34%</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>$ 5,520,129</td>
<td>3,793</td>
<td>1553</td>
<td>$3,554</td>
<td>41%</td>
</tr>
<tr>
<td>Saint Xavier University</td>
<td>$ 6,461,301</td>
<td>2,974</td>
<td>1623</td>
<td>$3,981</td>
<td>55%</td>
</tr>
<tr>
<td>University of Illinois-Chicago</td>
<td>$ 30,253,396</td>
<td>16,718</td>
<td>7724</td>
<td>$3,917</td>
<td>46%</td>
</tr>
<tr>
<td>Dominican University</td>
<td>$ 4,898,202</td>
<td>2,180</td>
<td>1132</td>
<td>$4,327</td>
<td>52%</td>
</tr>
</tbody>
</table>
Reducing Dependency on low income students

- Replace MAP in the near term to maintain enrollments
  - Increases discount; decreases net tuition revenue

- Develop out-of-state and international recruitment strategies

- Add Adult UG degree completion programs
  - Example: RN to BSN

- Add high demand programs/DIV III Athletics
  - Broadens pool
  - Protects retention

- Increase the numbers of transfer student
  - Informatics, evening weekend business program
Undergraduate Opportunities

Strengthen the middle, supplemented by strong honors and transitions programs

• Goal to improve retention and graduation rates

More transfer students to manage discount and replace lower freshmen numbers

• Manages capacity for academically at risk students & housing constraints

Expand geographic reach

• Manages MAP dependency and generates R&B revenue

International – replacing Saudi, plus retention and residential stabilization
Retention

Full-time, First-time Freshmen
Fall-to-Spring and Fall-to-Fall Retention Rates

% of Fall that Returned Next Fall
% of Fall that Returned Spring


81.6% 81.2% 81.7% 82.5% 80.7% 78.6%

94.4% 93.1% 92.9% 94.1% 95.2% 95.8% 93.6% 92.6% 89.0%
Graduate Retention

Fall to Fall Retention, Degree-Seeking Incoming Graduate Student Cohorts

BSB
GSLIS
GSSW
SOE
SPCS
TOTAL GR

FA10 Cohort
FA11 Cohort
FA12 Cohort
FA13 Cohort
FA14 Cohort
Fall 2015 to Spring 2016: Undergrads

- Weaker freshman class led to more academic performance issues
- Increasing percentage of Pell grant recipients has increased the numbers of students with financial challenges
- We may have reached the tipping point in the number of riskier students we can effectively support.

Fall 2015 to Spring 2016: Grad

- Attrition was higher than expected for many programs; needs program level attention
Looking Forward

Balancing competing priorities

• Recruit high-quality students, maintain diversity and affordability, and grow revenues.

• Tasked with balancing mission and margin.

How can we address our institution's immediate needs without losing sight of long-term strategies?
<table>
<thead>
<tr>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current programs are generally stable or declining</td>
</tr>
<tr>
<td>Growth will come from innovation and new programs/delivery</td>
</tr>
<tr>
<td>Continued pressure on pricing</td>
</tr>
<tr>
<td>Increase in discount rate</td>
</tr>
<tr>
<td>Improve retention</td>
</tr>
</tbody>
</table>
Fall Headcount Enrollment - Historical and Forecast

Projection 2018 - 2022
Projections 2018 - 2022

Graduate Schools Fall Headcount: Historical and Forecast Enrollment

- SOE
- GSLIS
- GSLIS
- BSB
- GSSW
- SPCS
- PA/HLTH

Data points for each academic year from FA11 to FA21.
Looking Forward

Translating Enrollment into Resources: Challenges and Opportunities
Observations

FY 17-FY 19: Decline in Net Tuition Revenue

- Modest increase in discount could be conservative.
- Ongoing MAP cuts will impact discount and/or near term enrollment.
- Flat overall revenues from graduate education during period of replacement of SCH.
- Deans & Budget Committee to address expense side.
Opportunities for Growth

**UG**
- Improve Retention
- Change freshman/transfer mix
- Business Evening & Weekend Program

**Graduate**
- Improve Retention
- MSIM
- Health Sciences
- Business (RD/MBA, New, MSA)

**Adult Ed**
- Technology Certificates to Degrees
- Healthcare (RN to BSN)

**Continuing Ed**
- Revenue Goals versus Enrollment Goals
- CEUs, certificates, Prep
- Business Executive Education

**International**
- Higher NTR
- Diversity goals
- Housing revenue

**Online**
- Innovative/Quality
- Demand
- Classroom capacity
A Lifelong Partnership
Potential to Serve Students Across a Career and a Lifetime

The Promise: “Institution of Choice”
"Try Before You Buy" Offerings
Low Commitment Paid Offerings
Certificate-to-Degree Stacks

Post-Degree Add-Ons
Second Master’s
Executive Education
Post-Graduate Certificate

The Reality:
Portfolio rarely aligned to serve students at every point along a career path
Repeat enrollments not guaranteed, even if you offer courses matched to exact need

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Leverage Brennan’s AACSB Accreditation & our Catholic heritage and Chicago location

- Launch evening track for undergraduate business majors
- New UG business majors: Health Care Management & Entrepreneurship

Grow Brennan Business Scholars and international students
International

Undergraduate
- Replace, manage loss of Saudi students
- International Partnerships/Exchanges

Graduate Growth Opportunities
- China, exchange programs, ELS

Requires Investments
- Recruitment, Student & Academic Support

3 Years for Results
**Online**

**Sections** coded in Jenzabar

Online defined as more less than 20% of time F2F

<table>
<thead>
<tr>
<th>AY</th>
<th>BSB ONLINE</th>
<th>HB</th>
<th>GSLIS ONLINE</th>
<th>HB</th>
<th>GSSW ONLINE</th>
<th>HB</th>
<th>SOE ONLINE</th>
<th>HB</th>
<th>RCAS ONLINE</th>
<th>HB</th>
<th>SPCS ONLINE</th>
<th>HB</th>
<th>Total</th>
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<tr>
<td>2015</td>
<td>17</td>
<td>6</td>
<td>19</td>
<td>28</td>
<td>13</td>
<td>1</td>
<td>54</td>
<td>51</td>
<td>44</td>
<td>31</td>
<td>39</td>
<td>1</td>
<td>304</td>
</tr>
<tr>
<td>2014</td>
<td>18</td>
<td>4</td>
<td>20</td>
<td>24</td>
<td>7</td>
<td>7</td>
<td>42</td>
<td>57</td>
<td>46</td>
<td>21</td>
<td>41</td>
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<td>2013</td>
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<td>25</td>
<td>5</td>
<td>45</td>
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<td>2012</td>
<td>17</td>
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<td>24</td>
<td>5</td>
<td>5</td>
<td>90</td>
<td>90</td>
<td>5</td>
<td>10</td>
<td>26</td>
<td></td>
<td></td>
<td>172</td>
</tr>
</tbody>
</table>

Online options exist today:

- Business (MBA)
- LIS & MSIM
- TFA
- Legal Studies
- Courses in RCAS and GSSW

Future Growth Options

- Social Work w/ weekend option
- Health Sciences?

Need new revenue options
Beyond the Classroom Ideas

**Revenue Generating Investment Ideas**

- **Business ventures that have student involvement**
- **Summer academies & camps**
- **Language and cultural experiences for local adults/high school students**
- **Expand study abroad programs to local community (to subsidize student programs)**
- **STEM academies for minorities and women (govt. & foundation grants available)**
- **Wellness clinic: Nutrition, GSSW, PA, PT/AT**
Next Steps for Strategic Planning Process

1. Translate opportunities for growth into $$.  
2. Determine investments needed.  
3. Prioritize those with greatest potential to improve retention and/or generate new dollars.  
4. Develop a strategic implementation plan with timelines and measurable goals.