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(statements referring to specific individuals have been removed)

LOMA LINDA UNIVERSITY

Graduate Studies ACE

JANUARY 2019

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Prepared for Loma Linda University

January 2019

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Executive Summary

This written report summarizes the observations, findings and recommendations from the Credo team's January 15-17, 2019 visit to Loma Linda University.

Loma Linda University (LLU) engaged Credo to assess enrollment and marketing strategies, look for efficiencies, and, in the words of the President, "point out the hidden value we don't see."   This is an opportune time for LLU to take stock and make changes as necessary to help achieve the next level of enrollment growth in order to fulfill mission.

The Credo team for this project was deep and experienced, bringing talents and wisdom from a variety of relevant areas of expertise (see team bios in Appendix 1). Credo focuses on independent higher education and nearly half of its work is with faith-based institutions of all types including LLU's sister institutions La Sierra, Pacific Union, Southern Adventist, Union, Walla Walla and Washington Adventist. Credo's two senior vice presidents, Dr. Joretta Nelson and Tim Fuller, played key speaking and facilitation roles in the August 2018 Adventist Higher Education Summit in Chicago.

Guiding Principles
Several principles both emerged from and guided our team's work including:
- One size does not fit all when it comes to the Schools and even some programs. With your flagship programs (medicine, dentistry and pharmacy) for example, you have plenty of applicants and little trouble reaching capacity. Other programs must recruit, not just receive applications.
- While we see need for restructuring, changing the organization chart does not necessarily fix everything. As Peter Drucker said: "Culture eats strategy for breakfast" and our Credo corollary is "and then it has the org chart for a mid-

morning snack." Whether the lines on the organization chart are solid or dotted, strong working relationships between key areas must be present.

- The recommended changes will require courageous leadership to address and, in some cases, plow through the political, culture and personal obstacles which will emerge. We encourage you to have a plan and move forward with vigor and resolve, sensitive to but not controlled by feedback.
- We believe it takes a campus to recruit (and retain) a student. Our schedule reflected this belief. While the recruiting and marketing teams bear primary responsibility for meeting enrollment goals, they cannot do it alone.

A critical part of our team's work was the conversations Dr. Bill Husson had with each of the deans. These leaders are vital to the ongoing success of LLU, and as such we include their collective thoughts in the Executive Summary section. Dr. Husson summarized his impressions of his time with them as follows:

The deans were enthusiastic and collectively indicated that they supported this study. It was their hope that the study would assist in clarifying a number of areas related to their interpretation of the division of services between the University and their Schools.

The universal message that all Schools need to find ways to increase enrollments was clear to all, though the finer points of cost efficiency, market relevance, and increased resources didn't factor as strongly. Many issues were specific to each School. However, there was consensus in a number of areas.

Most Schools felt that marketing was a problem. Even though there was a lack of clarity between marketing and recruiting, it was clear that most deans felt that the branding and marketing was primarily focused on the hospital, even if not intentional.

Many of the non-flagship Schools feel that new online programs (or existing non-clinical ground-based programs converted to online modality) are appropriate to increase enrollment. Nursing has successfully embraced the online modality. There is concern that the current support resources are not sufficient to allow most Schools to develop this outreach.

There are significant differences in the approach to setting goals in each of the Schools that ranged from individual departments leading the way to no enrollment goal setting. While Schools were aware that more enrollments were desired by the University, no precise University strategy was evident.

Some University standardization in terminology, processes and reporting mechanisms would help. The apportionment of staff FTEs did not seem proportional to the student populations served by each School.

Concerns were expressed by many Schools that the local and California regional markets were not being tapped and the national Adventist market was not (nor had ever been) relevant to many of the programs being offered. There also seemed to be differences of opinion as to the recruitment of non-Adventist students even within specific Schools.

On the pages that follow our team shares 50 recommendations, many of them with sub-recommendations. The recommendations live as a unified whole; no one recommendation will turn LLU enrollment back in a positive direction. We have prioritized the list to give you our collective wisdom about which group of recommendations should be pursued first. Some of the most impactful recommendations will take time, discipline and focus to implement; we expect a leadership team full of mission-focused people to pursue enrollment strengthening with vigor because of the potential impact on the Kingdom for the glory of God.

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Points of Praise

In our opening meeting, the president asked our team to "help us see the hidden value we don't see." The following list is our attempt to do that in sample, summary form; LLU is a strong institution with much more to celebrate than this list.

BRAND: Our experience on campus demonstrated a clear articulation by both students and staff of the Loma Linda University brand. These students and faculty were able to share their passion for the education that they are engaged in, connecting it to the ultimate goal of serving others and fulfilling their calling. The brand is known, lived, and shared. There was a sense that the students were experiencing what they "signed up for."

INNOVATION: The School of Public Health is to be commended for establishing two MOU's and a summer "Careers in Public Health" program, all of which are providing income sources and prospective students for the university. The recent exchange rate benefit ("Tuition at Par") for Canadian students is also an example of an entrepreneurial spirit in support of enrollment growth.

STUDENT EXPERIENCE: The opportunity for 775 of 4,000 student to be involved in global experiences is greatly enhancing the educational experience of the Loma Linda student body. This achievement should be marketed heavily!

GREAT EXAMPLES OF CROSS-SCHOOL SUCCESS: Alumni directors from the Schools have been voluntarily collaborating twice a month.
Some examples of early wins from these meetings include:
- Combined clear articulation of the value proposition.
- Reflected a great balance between the concept of "One Loma Linda" and affinity to School relative to working with alums.
- Have made the cultural turn of one Homecoming, which occurs in February!

COMMITMENT: Loma Linda University has talented faculty and staff who are passionate about their jobs and committed to the values and brand of the institution. We found this in all aspects of our interviews with Schools, Shared Services Teams, and Central Enrollment Team. We found many individuals who were committed to collaboration and quality.

SDA SYSTEM: The School has an incredible opportunity to continue to impact, influence, and recruit students from the Adventist system of universities, churches hospitals and clinics worldwide. We see this as a tremendous advantage.

Theme: Quick wins

While some of these recommendations are captured elsewhere, we include them here as a reminder change and impact from our work can come quickly.

Short-Term Priority: Begin within 3 months

Recommendation #1
Unplug Explorer and put in a landing page that simplifies information gathering and request process.

Recommendation #2
Create strategy around One Loma Linda with the new marketing team and get it out in the next few weeks.

Recommendation #3
Issue institutional credit cards to staff who travel regularly. Expense reconciliations are problematic. Issuing LLU credit cards will allow for smoother planning and less headache for your staff on the road. This could also help with managing budgets. If Concur is the system to which travel and reimbursement is used, campus-wide training should be implemented.

Recommendation #4
Review website and outdoor computer kiosk for outdated information.

Mid-Term Priority: Begin in 3-6 months

Recommendation #5
Clean up email best practices (update flows, change sender information; embed pictures, videos or links into the e-mails that are part of the Comm Flows).

Recommendation #6

Develop a way for the university to be more involved in ongoing professional development/certification for medical center employees. This seems like a One Loma Linda opportunity.

Recommendation #7

Expand several online programs to other states even if SARA restrictions stay in place.

Recommendation #8

Implement the recommendation regarding increasingly strategic use of endowed scholarships.

Theme: Clarity and Authority

This is an unusual theme for an assessment like this, but LLU is an unusually strong institution with several distinctive and strong Schools and a tradition of independent decision-making. This independence must continue as it relates to professional accreditation, but we believe the next phase of LLU growth will require a greater degree of centralized decision-making and authority. In particular, LLU must:

1. Determine who has the final say in messaging and strategies, including decisions about the Adventist/non-Adventist recruitment targets.
2. Take steps to reduce silo mentality and avoid current levels of sub-optimization.
3. Clarify and communicate <u>the</u> process for new program development across the university.
4. Create a template for new program development.
5. Identify the more profitable programs.

LLU is a crown jewel in the Adventist system with a beautiful campus, a bevy of strong programs (including several with national reach), dedicated faculty and staff and a compelling mission and focus. As mentioned later, your strategic enrollment plan must include university-wide clarity around your enrollment targets for Adventist and non-Adventist students. This should include an overall university mix goal as well as relevant School goals, but the latter must not trump the former.

This theme includes recommendations to bring clarity, including clarity about where the authority lies to make decisions which impact the university. This lack of clarity is impeding your ability to function effectively and efficiently and must be addressed. We came across this while focusing primarily on enrollment and marketing, suggesting this need for clarity is impacting other critical areas of LLU functionality.

Short-Term Priority: Begin within 3 months

Recommendation #9

Clarify the concept of One Loma Linda – you have made a choice to think of yourselves as One Loma Linda, a choice which you reported was viewed favorably by WASC. With another visit coming up next year, it is critical to show tangible evidence you have made progress in both defining and living this out. What does One Loma Linda mean? How will you know when it has happened? What metrics of success do you expect to achieve? We recommend you form a working group to envision and identify action steps to build a One Loma Linda sensibility. Leverage current successes like advancement and alumni to model for others.

Recommendation #10

Determine who has the final say in regard to messaging and strategies. Collaboration between the department/School university marketing is vital. But what happens when there is disagreement on message or strategy? Who has the final say? This must be addressed and implemented as part of the recommended structure changes.

Recommendation #11

Clarify Terms and Definitions – we heard a lot of confusion about the following topics:
- The difference between marketing and recruitment.
- The difference between Shared Services and the Central Office (what is included under each category).

The second difference seems simple to solve with a clear listing of services included in each, but our restructuring recommendation to follow will add to the list so we recommend holding off on the compilation.

We recommend the services provided by Central and Shared Services be further delineated to the University to mitigate the confusion and associated distrust. Perhaps changing the title of one, or both, of the designations would aid in clarifying the distinctions. For example, renaming Central to University Services could assist in clarification.

For the first difference, we recommend university-wide adoption of the following common higher education application of the terms in an enrollment context:

- Marketing: The strategy and tactical execution of print, digital, event and promotional communications aimed at influencing an audience to take a next step in the admission funnel.
- Recruitment: The day in and day out work of influencing a student to the next step in the admission funnel using marketing materials, personal interaction (phone, email, text, social media, and face-to-face on and off-campus), relationship building and persuasion through both pro-active and automated means.

LLU makes an unusual distinction between recruitment and admission processes and teams; on most campuses this function is seamless, especially to the applicant who does not notice (or care) about the difference between the primary driver of the recruiting relationship and the behind-the-scenes processing necessary to facilitate the process of admission. The entire function is often referred to as the Office of Graduate Admission with the common understanding such a title covers both recruitment and admission as well as the underlying systems which support both functions.

We distinguish here between the admission process and the actual admission decision. Admission standards are established by the faculty and carried out by the admission/recruitment staff. In your flagship programs, admission decisions should be made by academic leadership within the Schools/departments given the level of selectivity. Their admission practices must align with university goals. Other programs could empower enrollment leadership to carry out a significant number of admission decisions which fall clearly at or above desired standards (or well below them) to ensure a more efficient notification to students.

"Marketing" functions vary widely…. non-professional designers, administrative assistants doing social media, web updates, etc. Some Schools have competent professionals, others have administrative assistants with marketing responsibilities that may be outside their skillset.

Recommendation #12

We recommend that LLU Admissions create regular reports outlining recruiting funnel data with this year's goals, last year's actuals and YTD numbers be created for all programs for all Schools.

Recommendation #13

Clarify Operating Margin Goals with the Associate Deans for Finance.

Mid-Term Priority: Begin in 3-6 months

Recommendation #14

Take steps to reduce silo mentality. We heard some staff speak negatively of silos on campus, while others gave the impression that silos were a "badge of honor." Silos are rarely, if ever, effective in higher education. We recommend taking steps to break down silos, starting with intentional efforts of department leaders to connect and cooperate. Cross-departmental projects and informal or formal gatherings can contribute to a collaborative spirit that reflects the desire for One Loma Linda.

Recommendation #15

Clarify and communicate the process for new program development. We heard several different approaches from the Schools. We recommend clarifying and communicating the process for new program development including the timeframes for submission and required elements for consideration – see Recommendation #16.

Recommendation #16

Create a template for new program development. Some interviewees indicated that the new programs that are not fiscally responsible have been developed. It was also pointed out that it becomes painfully obvious 1x/year at graduation when you see 1 or 2 graduates from a program. There does not appear to be a process for development of goals, accountability measures, milestone evaluations, or sunset provisions for new programs. We recommended that a structure for the vetting of new programs be developed and communicated to the University. As part of that process, the elements of new program proposals should include:

- Relationship to the University mission and strategic plan.
- A financial analysis (proforma).
- Explanation of the potential effect on other Schools.
- Consideration of the impact existing programs within the School addressing program "cannibalization".
- Establishment of goals.
- Identifying responsible parties for goal attainment.
- Key dates for measurement of the milestones associated with goals.
- "Sunset" provisions – what will constitute discontinuation of the program.
- Demonstration of marketplace interest.

- A clear path to a minimum of 50 students per program.
- Market feasibility data.

Recommendation #17

Identify the more profitable programs and seek approaches to increasing enrollment or conducting a cost-benefit analysis of the program expansion opportunities and needs. Several Schools indicated they had additional capacity for students. However, there were many Schools that presented restrictions to increased enrollment related to accreditation, class size, physical space restrictions, faculty to student ratio, and clinical and practicum site limitations. The Schools' Associate Deans for Finance indicated they knew the student net tuition revenue (NTR) by program within their schools. Using this information, the University could ascertain the more profitable programs within the individual Schools providing guidance on the programs that should be considered for focused recruiting efforts, enhanced marketing, potential expansion, etc. We recommend each School identify the programs providing greater student NTR and identify inhibitors, if they exist, to growth of these programs. Programs with higher NTR and existing capacity for growth should be identified and promoted within the strategic enrollment plan. For School's programs that have higher NTR but have a restriction or limitation of growth, we recommend evaluating the inhibitors and conducting a cost-benefit analysis to ascertain the value of overcoming the hurdles associated with expansion to determine if the value of pursuing program expansion.

Theme: Organization

Loma Linda University must make changes to its organizational structure around enrollment and marketing in order to achieve its next level of strategic enrollment health. There are too many independent functions, too many inefficiencies and too many opportunities for greater collaboration to stand still.

Short-Term Priority: Begin within 3 months

Recommendation #18
Centralize critical enrollment functions under a revitalized and re-imagined Office of Enrollment Management. Enrollment is and will continue to be a vital part of the success of Loma Linda University. As such, the new leader of this important division should be at the vice-presidential level, an experienced enrollment professional who reports to the president and sits on the cabinet. He or she must oversee a staff of professionals who are known for their collaboration, innovation and expertise. The VPEM must be armed with the authority to impact enrollment university-wide. To achieve this, it is essential to centralize the core components of the enrollment operation. The current structure is cumbersome, bogged down by silos and independent decision making. We believe standardizing systems and processes will ultimately bring about cost-savings in personnel and operations. We recommend the following functions be embedded in the Office of Enrollment Management:

- Recruiting: Centralization of this function means that every recruiter across the Schools will now report under the VPEM. However, this does not mean that there will not be program experts, or that all recruiting will be done the same for every School. "Account Executives" will be assigned to each School, and their primary work will be for the programs of those Schools. School deans and faculty will still contribute significantly to recruiting efforts through on-campus events and appointments. In addition, we see it vital that academic personnel lead efforts to build relationships with local feeder Schools and employers.
- Admissions processing: The Admissions Office is responsible for the collection of application materials for every School and providing service to prospective

students during the application process. Once files are complete, School Deans and faculty carry the responsibility for admission decisions – although in some instances for undergraduate programs and less stringent graduate degrees, admissions officers could be charged with the authority to make decisions. Communication to admitted and denied students can be shared between Admissions and the Schools.

- Financial Aid: Financial aid is a critical tool for meeting enrollment goals, and as such should be part of the enrollment management function.
- Student Retention: We suspect that in some cases, enrollment decline has much to do with retaining current students as it does with recruiting new students. Enrollment "management" is about new AND continuing students. We recommend that retention be part of the enrollment management portfolio, and that staffing be assigned to assessing this and implementing programs in support of student retention.

Recommendation #19

Move all recruiters to the Central Office.

- All recruiters report to Vice President for Enrollment Management.
- Create a strong dotted line connection for recruiters and each School.
- Shift recruiter roles to a full focus on recruitment not recruitment and marketing.
- Shift non-recruitment duties to other positions.
- Cross train to recruit across all Schools / programs.
- Provide coverage for each other (functional redundancy).
- Establish standard qualifications and expectations for all recruiters; hire and evaluate accordingly.

Recommendation #20

Clarify all roles within structure with regard to meeting enrollment goals.

- Marketing – Generate leads, build communication plans, establish program messaging.
- Recruiting – Generate leads, execute moves management, close enrollment decisions, build networks and partnerships.
- Advising – Move students through process from application to enrollment.

- Faculty/Program Chairs/Deans – Assist in closing deals, representing programs at events, and establishing criteria for admission to the university (and in many programs, making the admission decision).

Recommendation #21
We recommend that LLU create a common protocol and expectation for enrollment goal setting with specific timelines for all Schools. From our interviews across the Schools, there is no collective sense of enrollment expectations from the University let alone who would articulate those expectations.

Recommendation #22
Process map recruitment and admission functions from point of initial inquiry to enrollment.
- Identify opportunities for improving efficiency and effectiveness.
- Standardize processes and policies across all Schools / programs.

Mid-Term Priority: Begin in 3-6 months

Recommendation #23
Shift student experience responsibilities (Student Life) from its current nesting under VPEM to a position under the Provost. A primarily graduate institution such as Loma Linda may not need a full-fledged Student Development division, but it should at least have staff assigned to the care of students. This function only complicates the important work of the VPEM and should be removed from his/her portfolio. We recommend the Office of the Provost would be a good landing place for Student Life staff.

Recommendation #24
The University should be transparent about the process by which faculty are evaluated.

Recommendation #25
Develop a process manual for all recruiting functions across all programs.

Recommendation #26
Retool the process for establishing tuition levels and the timing/process for communicating same. Best practices across higher education suggest that tuition-setting typically is the responsibility of the chief finance officer, because he/she understands the big picture in terms of institutional enrollment and income needs. School personnel often do not have the motivation to increase enrollment or income to support university goals, but they should still be consulted in the process because of their knowledge of the market and more intimate understanding of the cost of doing business within their programs.

The current practice of having a different tuition structure for nearly every program is impractical and inefficient. Efforts should be made to streamline the price points. One option might be to take an average of several programs (for example, one program might charge $1000/unit, another $1100, and a third $1200; perhaps all three programs could charge $1100. As necessary, fees could be higher for certain programs to supplement the cost of education within that discipline.

In regard to timing, the Administration is to be commended for understanding the need for early approval of tuition levels; an August decision by the Board of Trustees one year prior to implementation is excellent! However, these decisions are in a number of cases not being communicated to Financial Aid (via the portal) in a timely manner, due in part to the current practice of deans and others making last-minute additions to the price after Board action. This practice should stop, and the Financial Aid Director should be apprised of tuition/fee levels as soon as the decision is finalized.

Theme: Data, Systems, Research & Processes

Short-Term Priority: Begin within 3 months

Recommendation #27

Leadership at the highest level of the university should indicate that the use of SLATE is an expectation, not an option. Armed with this clear message, leaders should prioritize the roll out of SLATE for all Schools, setting a date for all programs to be up and running. The three SLATE Captains should be joined at the hip, modeling collaboration and overseeing ongoing training and expanded use of the system. SLATE leads should be established for each School; this should be a working group that fully embraces the CRM as "our friend" and represents that philosophy to the School.

After completion of the process mapping of the student experience (see earlier recommendation), build out the utility of SLATE beyond the inquiry stage to manage the relationship with the prospect throughout the full funnel (inquiry to enrolled). The next step is to build out communication flow beyond the inquiry stage for every School.

Efforts should be made to ensure that all recruiters and admission team members have received initial training and can demonstrate competence in the use of this powerful tool. Training should focus on territory management and prospect relationships with the end goal of moving them through the funnel to the point of enrollment. SLATE is very intuitive and recruiters can easily be trained to get the information that they need to manage their prospect pools.

Track the right information including student interests, source codes, affinity indicators, legacy relationships and all statuses by date (don't override past status or dates). Ultimately, this powerful tool can be used for data mining and connect to yield analysis and research on student success at Loma Linda including degree outcome data.

Mid-Term Priority: Begin in 3-6 months

Recommendation #28
Leverage medical research – leverage your medical research results and agenda as a recruiting and awareness tool. This is a value-add for a potential student to know they could enroll at a School where research is done, study with faculty who are doing research and potentially partner with faculty in future research. This needs to get more visibility on your website (in general and by School) with the intended target in mind as copy and visuals are developed. In other words, there might be two levels of depth to research write-ups; one for potential students, another for researchers and funding sources.

Recommendation #29
Develop and implement a comprehensive enrollment research agenda. This leads to finding your "so what?".   The following are elements of a comprehensive enrollment research agenda:
- Yield rates along the funnel (and by program, gender and other key variables).
- Source code analysis/return on investment.
- Funnel trends by college/university or feeder Schools.
- Application and deposit trends by month.
- Competitive analysis.
- Market Research - awareness, brand clarity (3-5 differentiators).
- Campus visit totals and event yield rates by type and month.
- Admitted student research.
- Predictive modeling (School of Dentistry currently uses a version of predictive modeling).

Form an admissions "data team" to identify, analyze and monitor utilization of data to best inform the recruitment and admissions processes, activities and programs.

- Systems matter – You cannot analyze data you have not collected efficiently.
- Staffing matters – Leadership that has the ability to gather, analyze, report and help determine "now what" is a critical component of a "well-oiled" enrollment operation.
- Partnerships matter – The partnership with IT to maximize the use of SLATE and Banner makes a huge difference.
- Balance matters – The right amount of staff time and energy focused on data analysis combined with efficient systems and processes for gathering and reporting data is an important, but somewhat tricky balance to achieve.
- The most important questions to answer with enrollment research are "so what and now what?" In other words, it is not enough to simply conduct research; you must analyze it and apply the results to strategy evaluation and development.

Recommendation #30
We recommend that LLU create regular (monthly or weekly as appropriate) management reports on enrollments listing goals, last year's actuals and actuals to date for each School distributed to all School Deans and finance officers. These reports will help each School better grasp their enrollment status vis a vis the overall University. We further recommend collecting enrollment data in credit hours as well as overall enrollment numbers and displaying data for all terms in given fiscal years.

Long-Term Priority: Begin in 6-9 months

Recommendation #31
Pipelines - Growth can be "built" in terms of specific pipeline program growth rather than "gathered" without any tactics or growth goals.

Pipeline plans for GPS programs should include the following:
- Added marketing initiatives to generate higher volumes of leads specifically for the targeted program.
- Innovative recruitment initiatives designed to improve the yield from application to enrolled student in the targeted program.

- Pipeline champion and/or other faculty involvement to support both lead generation and recruiting initiatives. This "champion" comes from outside the enrollment management function.
- Tracking and monitoring of key performance indicators. Measure what matters to enrollment results. Determine what the lead indicators will be to meeting growth goal.

Theme: Strategy

LLU's enrollment and marketing strategies are a collection of mostly independent ideas, tactics and means of execution. Our recommendations in this section are intended to bring a university-wide perspective and organizing principle to these strategies.

Short-Term Priority: Begin within 3 months

Recommendation #32

Develop an intentional, multi-expert plan to turn around enrollment in Public Health – we heard a variety of explanations for the drop in Public Health enrollment including strategy, competition, scholarships, and leadership. We recommend creation of a turnaround task force involving School leadership, faculty, marketing, finance and recruitment to determine department-by-department plans for growth, informed by funnel analysis and appropriate market and competition research.

Recommendation #33

Hold off on the development of new undergraduate programs – we do not recommend pursuit of new undergraduate degrees for the following reasons:

- This involves more than simply adding programs and degrees. You would also have to add the support systems, activities, housing and other elements to serve 18-19-year olds.
- Your current undergraduate programs attract and serve a group of students focused on their major after their first two years of college. The typical first-year college student changes their major several times; are you equipped to allow/deal with that level of mobility?
- This would do damage to your feeder institutions in the Adventist system in particular and also justify their continued intrusion into your world of health care programs.

Recommendation #34

Create a culture around customer service. This should start with the leadership team and filter down throughout the entire university. Campus faculty and staff need to be told of the culture change / shift and have an understanding of the vision and why it is important.

Design your own Loma Linda University brand of customer service and train across campus. Customer service includes campus faculty and staff as well as the systems and processes utilized across campus. This is one area your competitors are doing and doing well.

The student experience should be foremost on everyone's mind. This includes all aspects of the experience, from recruitment to enrollment and from enrollment to graduation.

Example areas to focus on:
- Website.
- Communication Flow.
- Class / Course registration.
- New staff orientation.
- New student orientation.
  - Programming for new students to develop relationship.

Mid-Term Priority: Begin in 3-6 months

Recommendation #35

Develop a Strategic Enrollment Plan - as LLU considers the development of its next strategic plan, we recommend the develop of a strategic enrollment plan for the university with "mini-plans" rolling up to it from each of the Schools. The plan should include:
- Clear enrollment goals for each School and program set to meet university priorities. These should be set by university leadership in consultation with School leadership.

- A university perspective on and supporting goals for the appropriate balance between Adventist and non-Adventist students. At present there are a wide variety of interpretations of mission fit, Adventist focus and other matters relative to enrollment composition targets.
- A robust foundation of data which assumes a regular rotation of marketing and enrollment research, full utilization of SLATE across LLU and vigorous application of data to ongoing marketing and recruitment strategy evaluation and development.
- Mobilization of key campus (deans, faculty, current students) and off-campus (alumni, feeder Schools, system hospitals) partners in the enrollment/recruitment efforts.
- Intentional strategies to dramatically increase the number of MOUs with partner campuses and organizations. These must be developed by the Provost and the Deans in partnership with department, marketing, finance and enrollment leadership to ensure clarity, communication and sound business planning.
- Delineation of the strategy mix necessary to meet enrollment goals in each School including the right balance between travel, communication flow, marketing, open houses, digital media, direct mail and personal contact from recruiters.

The last point highlights the need to find the right balance between these types of strategies. In our team's experience all are valuable; at present LLU's approach is too heavily weighted towards travel with a number of road warriors visiting the same places in less coordinated way. While travel will continue to be an important and valuable strategy for LLU, it must be coordinated university-wide, measured regularly for impact and funded appropriately.

Recommendation #36
Develop "The Softer Landing Plan" – LLU denies admission to several thousand medical and dental School applicants every year. Many of these students are marvelous mission fits for LLU and capable students worth recruiting for another program. We recommend adding language to denial letters which invites these students to explore other programs which may meet their desire to be involved in the

health sciences. This language should include links to relevant programs and an invitation to connect with a recruiter from one of these other Schools. We do not recommend a cold call strategy by recruiters from other programs, though. We believe this will produce some additional students, present a gentler answer of "no" and build additional awareness of LLU's breadth of degree offerings. The assumption is that the admission date for the Medical and Dental Schools is early enough that those not admitted could still be considered for these other programs if they have interest.

Recommendation #37
Pursue articulation agreements with strong UG programs – focus on local/regional faith-based university partners to build and/or strengthen existing pipelines. We see this as a productive alternative to the development of new undergraduate programs. From our work with numerous undergraduate institutions, many of them are pursuing clearer pathways for their graduates into high-quality graduate programs like LLU offers. As part of this recommendation, take the opportunity to formalize current Adventist relationships as well.

Recommendation #38
Ensure that the price point for each academic program is set in a manner that will encourage fulfillment of enrollment goals and maximize net tuition income. Competition is growing for Loma Linda, and enrollment has been declining on a number of fronts at the university. It is paramount to understand each program's place in the market and be priced, or discounted, accordingly. For programs that have seen enrollment declines, we recommend a price elasticity study to better understand the market, Loma Linda's place in the market, perspective of current and future applicants and their willingness to pay, and the potential impact of lower or higher pricing on both enrollment and income. Resetting a program's price for all students may make good business sense, or it might be better to discount the price for students with high need. This may also be a way to establish merit scholarships that can contribute to marketing and yield efforts.

Recommendation #39
Establish a more comprehensive strategy for awarding and distributing endowed scholarships. Each year a significant portion of endowed scholarships are not awarded,

in part because of an apparent "save/stash away for the future" philosophy as well as a convoluted awarding process. We recommend that a member of the Advancement Team and the Director of Financial Aid be charged with the responsibility of overseeing an aggressive effort to effectively utilize endowed scholarships annually, in order to support students and help achieve enrollment goals. Given the high cost of education and increasing student debt, for the sake of Loma Linda students, there should be an expectation to utilize all available funds annually. It is the responsibility of the Director of Financial Aid to see that funds are awarded annually. Scholarships that are more general in nature should be awarded through the Director of Financial Aid, keeping in mind enrollment goals; scholarships that require School Deans to be involved in the selection of recipients should still be coordinated closely with Financial Aid, utilizing the FA staff housed in each of the Schools. Any endowed scholarships that are need-based (even those that the donor has requested School Dean involvement) should be reviewed and approved by Financial Aid. The Advancement representative and the Director of Financial Aid should work closely to identify scholarship needs to share with prospective donors. The development staff should be encouraged to seek endowed scholarships that have as few limitations as possible to help ensure annual distribution.

Recommendation #40
There is a significant growth opportunity in online programs in multiple Schools. We recommend that LLU create a University Center for Online design, support, and management of logistics including the LMS, video production, streaming and formatting.

We recommend that this Center provide learning design expertise to all LLU Schools and assist them in assuring quality according to WASC and other industry standards.

Theme: Marketing

The Loma Linda University brand is strong, well known, and fully embraced by both students and staff. Marketing efforts are currently haphazard, but there is a desire to improve in the way that the Schools communicate to prospective students. But with no strategy, decentralization, and tools that are at best lacking, and at worst pushing prospective students away in frustration, there is anxiety and confusion in how to bring in more students for enrollment. The following recommendations are presented to address the marketing needs that were uncovered during the visit to campus. Examples presented include links to content on the Caylor Solutions website.

Short-Term Priority: Begin within 3 months

Recommendation #41
Create a comprehensive marketing and communications strategy specific to the Loma Linda University focused on enrollment.

This strategy would include several aspects, including the following:
- Overall brand awareness strategy and campaigns promoting "One Loma Linda."
- Internal marketing and communication campaigns to build trust and transparency.
- Development of "elevator pitch" for each School/program/degree as well as an overall pitch for the LLU brand.
- Tiered enrollment marketing plans and templates for Schools (Tier one for SOM, Dentistry, and Pharm; Tier two for other Schools).
- Development of prospective student personas to better identify and plan for various audiences in each School.
    - Adventist and non-Adventist students.
    - Southern California students.
    - Christian College/University students.
    - JR/Community College students.
    - Academies.
    - Minorities/First Gens/Etc.

- Complete audit of campus marketing and communications.
- Development of campaign templates, print templates (viewbooks, program sheets, open house announcements, etc.), digital templates (website, email, microsites, social media) and comm flow templates.
- Development of messaging for each School and examples in written and visual formats.
- Development of brand book to illustrate photography styles, typography, colors, etc.
- Increase personalization in all aspects of enrollment marketing.
- Development of University editorial calendar, with details of individual School and departmental editorial calendars to plan ahead, automate email announcements/comm flow and social media needs.
- Create a content strategy with the editorial calendar for each School to develop for regular content creation for blogs, social media, news, outcomes and testimonials.
- Develop search engine marketing (SEM) and pay-per-click (PPC) strategy for key programs that need growth.
- Improve search engine optimization (SEO) for programs through blogs that answer the questions that are asked of the programs/degrees to create lateral access to pages through search engines.
- Development of automation tools to create higher touch with less effort required by recruiters.
- Collaboration with MarCom and Schools in the development of this strategy.

Recommendation #42
Review and improve website with a critical eye to user experience and enrollment.

Current website contains many problems that are currently hindering the user experience and may be impacting enrollment for all aspects of the university. The following list illustrates many of the issues that need addressed:
- Improve search - Current native Drupal search that is limited to keywords should be reviewed. Consider third-party options to improve the search experience.
- Review analytics to establish hierarchy for content and navigation.

- Deliver more "benefit" message on landing pages of Schools and programs. Currently, most of the messaging tends to be announcement driven rather than delivering benefits and messaging to support the overall mission of the School.
- Improve usability and reduce clicks – The current site has navigation that is not user-friendly and cumbersome. The following example illustrates just one issue.
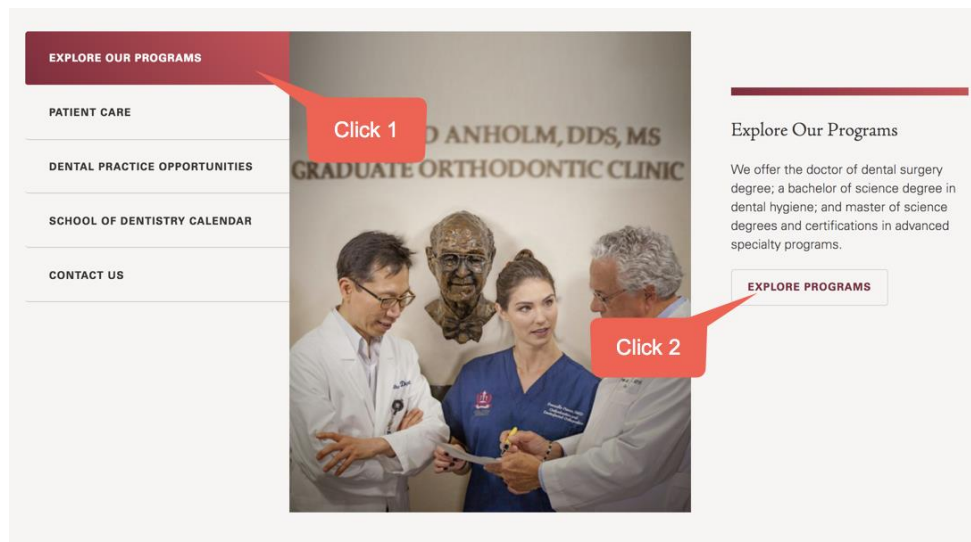
Others would be improve [overall site navigation](#) to improve ease of use as well as to create a more standardized experience.
- Best practices for links (new window for external links).
- Consider different layouts for differentiation between Schools.
- Add more outcomes and testimonials to pages.
- Add more call to action to pages (RFI, Visit, Apply Now)
  - RFI forms need to require: Name, Email, Phone and Program. Optional information will be address and previous School.
  - Ask for the minimal needed to begin a relationship in the RFI forms. Other info can be gathered later.
- Consider adding AudioEye.com for accessibility issues and to assist those with disability without burdening the limited staff to constant updates.
- Add more emotion and messaging to the website through use of better photography, video, and more variety in the design.

In addition, the brand and mission should be clearly communicated through photography, video, messaging, and other "passive" means rather than statements. In addition to the clarity of the messaging in the various passive forms, the Loma Linda University Lifestyle expectation should be within the About Us section on the main website as well as a link within each School's web page. Currently, the expectation is only fully listed on the application. This should be available for prospective students prior to the point of applying and could also be part of the comm flow and presented as a positive way to build community.

Recommendation #43
Immediately remove the current "Explorer" from the website. The antiquated technology and "forced" path will be a deterrent for both Millennials and Generation Z (your target audiences). These audiences (which will be identified thoroughly in the Persona exercise in the strategy phase) need to have multiple ways to discover and experience the information that they seek. They do NOT want to be forced into a pathway that they do not control.

Since this was designed, in part at least, to showcase LLU's Christian and Adventist distinctives and filter potentially spurious applications, you must include language which makes this point clearly through another means.

Here are our specific concerns about Explorer and recommendations for addressing them:
- Explorer is hurting the student experience with too many screens to get to the end goal of finding out more info.
- Create a page of all programs/degrees in alphabetical order with the option to filter by School. The programs/degrees should be hyperlinks to program pages within Schools. This page should be emotive, inviting, easy to use, with options to sort the information by each student's desires.
- Schools should have tuition information available on internal pages but do not lead with this information. Links to this information, as well as additional outcomes and testimonials should be part of the communications flow and nurturing email campaign.
- RFI form or link should be on all program pages.

- The new RFI forms should have an immediate automated "admin" response, followed up by a comm flow that starts the following business day at 9:00 PST appearing to be a personal email from the VP of Enrollment with additional information (PDF) and introduction to the School/program recruiter.

Recommendation #44
Implement best practices on all electronic email communications for comm flow.
- Set up SLATE to create best practice comm flow messaging for inquires, processing, and conversion for Admit to Deposit.
- Emails should come from an individual and not a "admin" account.
- Emails should be short and sweet rich with links.
- Use logic in email comm flow to establish where they filled out the form...should not send them back to where they just came from (i.e. Explorer Page). Every communication should provide the following:
  - Education on the programs with additional links.
  - Encouragement to take the next step.
  - Invitation to connect to answer questions and build relationship.
  - Clear call to action should be suggestion of next steps...meeting, call with a link to a scheduling tool, etc.
  - Closing with name, email, phone and any other contact methods (texting, social media, etc.) to make it as easy as possible for the recipient to connect with recruiter.
- A PDF of program brochure should be sent automatically within 24 hours from recruiter of program to establish the relationship and trust.
- Intersperse nurturing campaign/comm flow (automated) with both personal looking emails and HTML based emails to create more personal touches.
- Improve the nurturing timeframe to be an immediate (admin automated) email and then within 1 hour (business hours) and then next morning (after hours). There should be more contact in the first few weeks before the timing stretches out.
- Use information to create data-driven communications...e.g. sending out emails with photos specific to School/program of interest. Consider dynamic content on website with memory of user to serve up relevant interest information on

home page. All printed communications coordinated with relevant program info.

- Better use of additional SLATE tools for communication flow and intelligence for recruiters (pages visited, actions taken in comm flow).

Recommendation #45

The following are "low hanging fruit" that can make a difference:

- Pay attention to "details" of email signatures and other places that will improve the University brand (.edu emails) compared to the overall Health brand (.org emails).
- Clean up SEO information to better present the mission on search results:

You visited this page on 1/7/19.

professionals to combine clinical excellence with a Christian ...

work in premier **health** care organizations around the world.

- Comprehensive training on marketing and regular marketing roundtables (weekly or monthly) for professional development of marketing teams (and coordinators) should occur as well as a shared forum for peer suggestions and best practices.
- Create strategy around One Loma Linda with the new marketing team and get it out in the next few weeks.
- Develop, share and promote 3-5 target messages for each academic program, focusing on outcomes, practical learning experiences and tangible examples of faculty mentoring:
    - Bring a group together to include marketing, faculty, recruitment and admissions.
    - Be mindful of your audience and "the voice."
    - Make this available to all internal stakeholders on the website.
    - Refresh as needed or annually at minimum.
- Extend marketing outreach and possibly articulations to local colleges including junior colleges. Nursing and Allied Health programs could especially benefit from these relationships. These prospects would be identified and represented in the Persona exercise in the marketing strategy.

Mid-Term Priority: Begin in 3-6 months

Recommendation #46
Building on the success of the recent restructuring of the development officers within the Schools to a centralized office, we recommend that the same process be completed for the marketing duties.

Marketing should be centralized in the shared services with marketing coordinators assigned to serve Schools as embedded account executives, limited to coordination and management of marketing needs and content updates for the website and social media. This model would be similar to what is in place in most of corporate MarCom departments.

Shared marketing services team needs to import key people from the Schools to add higher education expertise to the general marketing acumen. Additional training should take place for all marketing personnel to assure best practices for higher education marketing is understood and followed.

In addition, the following elements are recommended:

- Intentionality should be done in structure to assure that trust is restored and built with the Schools.

Recommendation #47
Assess the target messages of your competitor set and strategically position your program messaging to assure clarity for the end user and demonstrate differentiation, outcome, and ultimately return on investment (ROI) for the programs.

- Identify top three competitors for each academic program.
- Review websites and secret shop to determine their primary program messaging.
- Determine "must have' messaging to demonstrate level playing field, standard metrics of quality.
- Determine potential differentiators for Loma Linda's messaging.

Recommendation #48
(redacted)

Theme: We just couldn't help ourselves

These recommendations may fall outside the scope of our project but seemed important enough to include with our report.

Mid-Term Priority: Begin in 3-6 months

Recommendation #49
Provide grace in the budget development process for FY 2019-20 recognizing estimates are being made with limited historical data. The University has initiated the conversion from Ellucian Banner to an Oracle based system. The Oracle system given the acronym "LLIFT" (Loma Linda Integrated Financial Transformation) is being utilized for the University's financial management system platform. There is frustration with the conversion timeline. The original completion date of April 5th has been missed and it is unclear if a new completion date has been established. Those interviewed expressed the need for routine budget reports to assist them in tracking expenses and in preparation of the 2019-20 budget requests. We recommend communicating the revised timetable for system conversion and provide the School's with grace in budget development recognizing that development of the upcoming fiscal year's budget will be developed with limited historical data from the current fiscal year.

Long-Term Priority: Begin in 6-9 months

Recommendation #50

Provide students the opportunity to interface across disciplines to enhance their educational experience. Loma Linda has the unique advantage of offering a faith-based education in many of the sciences and is missing out on the opportunity to take advantage that comes with the synergy of a science-rich campus. We recommend that consideration be given to increasing both the formal and informal opportunities for students to connect with those in different fields of study. One option could be in a theology class; another could be in a clinical setting. Our interviews on campus confirmed that students are looking for this experience to contribute to their growth and development as people and as professionals.

Conclusion

The 50 recommendations in this report live as a unified whole; no one recommendation will turn LLU enrollment back in a positive direction. Our hope is that through the prioritized list you will be able to confidently discern which to implement first. It is worth noting that some of the recommendations with the highest impact will take time, discipline and focus to implement; we expect a leadership team full of mission-focused people to pursue enrollment strengthening with vigor because of the potential impact on the Kingdom for the glory of God.

Loma Linda University is an impressive collection of strong health care educational opportunities. We found talented people deeply dedicated to the mission across the university and at every level of service. We believe LLU's best days are ahead of you as you create a more unified, coordinated and efficient enrollment and recruiting function.

CREDO

Appendix I:

Credo Team Bios and Roles on the Project Team

Tim Fuller, *Senior Vice President / Owner* – Credo Christian higher education marketplace leader; LLU Project Lead

Tim brings subject-area expertise to enrollment, research, and strategic planning as a member of Credo's Executive Leadership team. In his role, Tim is a primary collaborator within the higher education marketplace leading strategic planning projects and consulting with independent colleges and universities in the areas of enrollment, research, and comprehensive projects. Tim is a frequent conference speaker with a variety of higher education organizations on topics of strategic planning, enrollment, the future of higher education and research. Tim has been in higher education and consulting since 1980. Prior to joining Credo, he served at Houghton College for 27 years, the last 15 on the senior cabinet, supervising admission and student financial services, in addition to coordinating student persistence efforts. Tim earned a B.A. from Houghton College and an M.B.A. at State University of New York at Buffalo.

Amy Tomko, *Vice President for Enrollment Solutions* - Enrollment Management Lead

As a supportive, empowering leader for the Enrollment Solutions team at Credo, Amy contributes energy and enthusiasm to comprehensive enrollment consulting projects, interim admission and enrollment leadership work, undergraduate and graduate admission assessments, admitted student research, predictive modeling and financial aid solutions. Amy is passionate about bringing customized solutions to Credo's campus partners who are committed to building and shaping sustainable enrollments. Amy's extensive enrollment background positions her well to appropriately challenge enrollment professionals to implement change and to move campuses forward to meet strategic goals. Amy has worked in enrollment management since 1982, coming to Credo from the University of

Mount Union where she served for two decades on the President's leadership team as Vice President of Enrollment Services. She holds her B.A. from the University of Mount Union and her M.Ed. from Kent State University.

Bart Caylor, *Affiliate Consultant* – Marketing Lead

Bart is the President and Founder of Caylor Solutions. As a first-generation college-student, Bart has developed a passion for education with first-hand experience of how it can change lives. After developing his first EDU website in 1997, for his alma mater Anderson University, Bart has worked with institutions of all sizes to increase the effectiveness of their marketing and communications, especially through digital, while improving metrics in enrollment and development.

His goal is to partner with his clients to help them thrive by providing marketing and communication expertise and solutions as they face the challenges of an ever-changing landscape. Bart's website experience has included work with many CCCU and ABHE schools, as well as other public and private colleges, universities, and K12 institutions. He also has experience working on web and marketing projects for AT&T, RCA, Schlage Locks, American Bible Society, Iams Pet Food, and other consumer brands. He is a sought-after speaker on using digital and traditional marketing for enrollment (both traditional undergrad Gen Z students as well as adult and online prospects) and a trusted partner of many private, small schools.

William J. Husson, Ph.D., *Affiliate Enrollment Consultant* – Academic Program Lead

Dr. Husson, a higher education consultant, has served as both Dean and Vice President at Regis University. For over 30 years Dr. Husson supervised the growth and development of the University's professional studies programs. These programs served over 12,000 learners annually in accelerated, graduate and undergraduate programs on multiple campuses and online. He has also established a number of international joint programs. Dr. Husson has served as a consultant to many colleges and universities regarding the organization and development of accelerated degree completion programs for adult campus-based and online programs.

His areas of expertise are organizational development, strategic planning, faculty and curriculum development, systems integration and student recruitment and retention. Bill holds a doctorate in Human and Organizational Systems from the Fielding Graduate University in Santa Barbara, California.

**Jan Haas**, Senior Affiliate Consultant (CFO Colleague) – Finance Lead

Jan brought two decades of experience in health care administration before serving Cairn University (PA) for another sixteen years (2000 - 2016). As Senior Vice President, Finance and Administration for the Philadelphia-based university, Jan wore the various hats of Chief Business Officer and Treasurer, along with Assistant Secretary for the board of trustees, President of a real estate LLC, and board member of the Regency Foundation. His leadership responsibilities at Cairn included Technology Services, Campus Services, Safety and Security, Human Resources, Food Services, Campus Store, Financial Aid, and Business Services. Cairn's School of Business utilized his well-honed presentation and teaching skills for courses in organizational finance. During his tenure at Cairn, the school moved from a Bible College to full university status, expanding its offerings to become a leader in Christian higher education in the region. He also served the industry as a board member and chairman for the Association of Business Administrators of Christian Colleges (ABACC) where he guided their growth and was a frequent presenter and contributor. Jan's twenty years in the world of health care included corporate-system hospital settings, affording him a diversified management background that involved responsibility for both health care professional and general operational departments along with strategic planning, new program development, public relations, marketing, and a variety of subsidiary activities. He gained extensive experience in both for-profit and not-for-profit medical center related entities. In Jan's words, "the disciplines gleaned from my years in a rapidly changing industry provided a solid platform to enter higher education. My passion is to move institutions to the next level of performance. There is much to be done." Jan earned a Bachelor of Science degree in Biology and a varsity letter in lacrosse from Pennsylvania State University. After working in medical research, he obtained a Master in Business Administration from Temple University.

Amy Galbraith, *Enrollment Consultant* – Recruitment Lead

Amy serves the area of enrollment solutions where she consults in the areas of undergraduate and graduate admissions, financial aid, and overall enrollment planning. An enrollment professional since 2005, Amy is passionate about serving students and independent institutions of higher education. She has great expertise in and enthusiasm for moving admissions teams from planning to action. Prior to joining the Credo team, Amy was Assistant Director of Enrollment Management at the Wake Forest University School of Business where she led program events and graduate student recruitment. Amy found her passion for higher education when she started her career at High Point University's Office of Undergraduate Admissions. She served as Associate Director of Admissions, working with entering freshman, international students, transfer students, and non-degree seeking students. Throughout her career, she gained effective skills in strategic planning, territory management, and recruiting. Amy received her B.A. in Human Relations from High Point University.

Lindsay Goemann, *Project Manager*
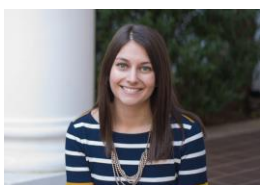
Lindsay brings energy, creativity, and innovation as she coordinates client communications and manages projects for the Enrollment Solutions team. From executive communications to report building and service delivery, Lindsay is the lynchpin connecting undergraduate and graduate admissions, financial aid, and strategic enrollment planning services. With experience in higher education, client relations, and consulting, Lindsay treats each client like her only client, and builds relationships with warmth and humor. Directly before joining Credo, Lindsay held client-focused positions in tech and consulting, navigating fast-paced environments, sharpening her communication skills, and managing comprehensive, multi-phased projects. Before that, as a student at Tulane University, in addition to her studies, Lindsay worked on campus both as an intern for the Tulane Athletics Fund and the Office of the President, assisting with events, communications, and cultivation activities. Her time at Tulane inspired her passion for higher education and underscored her professional goal of making education accessible for everyone.

Lindsay earned her B.S. in Marketing and Communications, making her one of the only 27 percent of students who directly use their major in their career!

Greg Vaughan, *Affiliate Enrollment Consultant* – Enrollment Management and Recruitment Consultant

Greg is an experienced and knowledgeable professional in the field of higher education enrollment. He has worked in enrollment-related capacities for his alma mater, Biola University, for the majority of his 40+ years at the institution, including the last 10 years at the cabinet level. As Vice President of Enrollment Management, Greg's responsibilities have included admissions, financial aid, retention, intercollegiate athletics, church relations, academic advising and career development. Greg carried primary responsibility for the development of Biola's Welcome Center and the programs encompassed there. His areas of expertise are staff development, strategic planning, training & coaching, and budget management. Greg holds a Bachelor of Arts Degree in Communication from Biola University and a Master of Arts Degree in Social Science from Azusa Pacific University.

Appendix II:

New Program possibilities suggested by Schools:

Public Health:	Lifestyle and Nutrition
	Online
	Executive formats
Allied Health:	MS Orthotics & Prosthetics
	Post Professional Respiratory Care
	Entry level (AS) Respiratory Care
	AS Cardio Electro Psychology
	Health Informatics
	Physician Assistant
Religion:	Doctorate in Religion & Health
	Dual degrees with Faith-based Colleges in Southern California
Behavioral Health:	MSW Online
	DMFT Online
	Undergraduate

Appendix III:

School	Grow?	Issues Impacting Growth	Recruitment Strategy Perspective	Category
Allied Health	Yes (non-clinical)	- Practicum - Locations - Probation - Marketing	Hunt	Core
Behavioral Health	Yes	- Cost - Marketing plan - strategy	Hunt	Core
Dental	Dental, No Hygiene, Yes	- Space - cost	Select	Flagship
Medical	Minor if any	- Residency - Clinical	Select	Flagship
Nursing	Yes	- SARA - Clinical - State Board	Find	Core
Pharmacy	Yes	- Competition - Rec. strategy	Select	Flagship
Public Health	Yes	- Strategy - Competition - Leadership	Hunt	Core
Religion	No	- Core thread throughout all programs	Hunt	Core
Online	Yes	- Infrastructure - Buy in	Hunt	Pilot

Perspective – the Credo team developed this chart to capture information about the Schools on one page. We recognize the limitations of looking through the School lens solely, as there are departments within core Schools operating at capacity where growth would be difficult. We chose to name Online as the 9th School as a point of emphasis and recognition of the need for this to function at a university-wide level for maximum efficiency and platform development.