Integrated Marketing & Communications Plan

TRINITY UNIVERSITY

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Executive Summary

OVERVIEW

The Trinity University Integrated Marketing and Communications Plan (IMC Plan) describes a new, holistic approach to the University's external marketing and communication strategy. The Plan serves as a guide to help reshape brand perception, enhance awareness, and increase applications and enrollment. Secondarily, the implementation of this plan will help build internal culture and pride by fostering engagement among all members of the Trinity community: alumni, donors, staff, students and faculty.

Trinity's primary strengths and opportunities were identified during preliminary research. This research creates a context for the specific competitive position and industry outlook in general. The result of this research, along with ongoing stakeholder collaboration, is the identification of goals and objectives that will be accomplished through the creation and execution of the IMC Plan. Year One: Academic year 2013-2014 and Year Two: Academic year 2014-2015, are accompanied by goals, objectives, strategies, and tactics (G.O.S.T.). Subsequent years follow this same model. However, because these years will be optimized based on learnings from Year One and Year Two, the full G.O.S.T. model for the later years will be reflected during FY15 planning.

JUSTIFICATION

An integrated University marketing and communications plan is needed because alongside increasing competition for desirable students, Trinity has seen a downward trend in applications, enrollment, and new student applicant quality. Observation and research confirm the opportunity to define and promote a cohesive brand identity. This brand will continue gaining equity over time with reinforcement of compelling narratives from stakeholders and the marketing of University strengths.

While those who are already part of the Trinity community are aware of the University's exceptional qualities, there is a pattern among them of vague positivity. This vagueness hinders Trinity's ability to reach current and potential students, families, faculty, and existing alumni with a compelling, succinct, and motivating message. As a result, Trinity is experiencing a decline in enrollment rates coupled with a decline in desired academic profile for new students. This challenge is compiled by an alumni base with limited engagement and a lack of brand awareness, which is addressed in the subsequent goals and objectives.

Part I: Background

> Noted for its rigorous academic program, superb resources, distinguished faculty, and beautiful campus, Trinity University is a **leader among private selective universities.**
>
> *-Trinity University Factbook, 2013-2014*
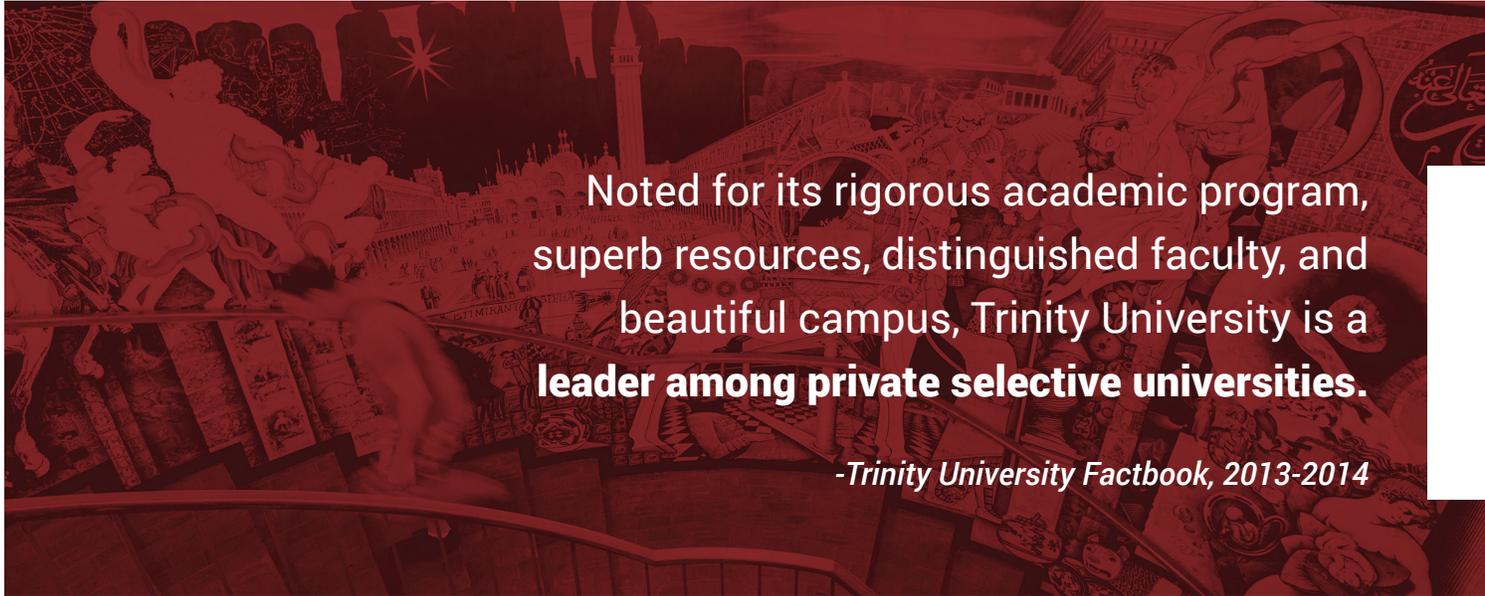
INTRODUCTION

Part I of this document identifies the current environment where Trinity competes for students, seeks to increase brand awareness, and engages alumni and community stakeholders.

The Plan examines three categories of competing institutions in order to identify Trinity's most significant opportunities. Industry trends among private universities are also included to illustrate a broader context.

Once Trinity's specific and broader operational contexts are established, the long-term goals established by the Trinity Tomorrow plan will be addressed.

Finally, Part I concludes with a high-level analysis that synthesizes collected research and observations into strengths and opportunities for ongoing consideration.

Trinity Today

IDENTIFIED CHALLENGES

This section is informed by quantitative and qualitative research that reveals the specific challenges currently facing Trinity University.

Trinity University lacks wide brand visibility.

As qualitative and quantitative research was conducted, it became evident that many current Trinity students lacked awareness of the Trinity brand prior to researching colleges[1]. Though the campus was visible in San Antonio, research revealed a narrative that general awareness of the existence and quality of Trinity was limited among target audiences[2]. Along with market visibility, potential confusion about the Trinity name and affiliation[3] and a lack of internal identity[4] contributed to the lack of brand recognition.

Until recently, Trinity spent limited resources on marketing. As a result, the external audience was vastly unaware of the news and events happening on campus, had limited awareness of the University's attributes, and had rarely encountered Trinity outside of a directed effort to learn about the university[5]. However, some resources were available: students may have met or read about a faculty member, known a current student, or been introduced to a Trinity graduate. Without a consistent brand identity, each individual continued to introduce their own version of the Trinity story, and while their narratives were useful in promoting awareness about the University, they were not part of a compelling, succinct, and memorable whole.

Trinity is losing its ability to recruit the most desirable students.

Trinity is not the first choice for the type of prospective student who would appreciate the university's qualities most. The University is currently perceived as a backup school, not a first choice or aspirational school.

As a result, enrollment decreased[6]. To keep class sizes healthy, Trinity lowered the desired academic profile for incoming students[7]. This, combined with current economic forces, created a situation where Trinity spent an undesirable amount of resources on scholarships, while simultaneously making *U.S. News & World Report*'s list of the 10 schools whose students graduate with the most debt[8].

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1 Trinity Admitted Student Survey Report, 2012
2 Focus group interviews of current students, conducted April 2013
3 Focus group interviews of current students, conducted April 2013
4 Focus group interviews of current faculty and staff, conducted April 2013
5 Trinity Admitted Student Survey Report, 2012
6 Trinity Factbook, 2013-2014
7 Trinity Factbook, 2013-2014
8 http://www.usnews.com/education/best-colleges/the-short-list-college/articles/2013/12/17/10-colleges-where-grads-have-the-most-student-loan-debt

COMPETITIVE ANALYSIS

The universities evaluated in this section are all identified in the Trinity University Factbook for 2013-2014 as "Reference Institutions." As in this document, institutions are grouped according to how they compare with Trinity. Unless otherwise noted, all data is found in the Trinity University Factbook for 2013-2014, or on princetonreview.com. The appendices reflects a side-by-side comparisons of quantitative data for each set of universities.

Similar Institutions

Among other private regional universities, Trinity compares favorably in tuition cost and has the lowest student to faculty ratio. Trinity also stands out in academics: Of the fifteen institutions examined, only Reed College has a higher average high school GPA for incoming first-years (3.9 vs. 3.73). In general, these schools have a much higher out of state population, indicating a broader brand awareness among potential students.

Qualitatively, this group includes the school for #1 Greek Life (DePauw), #1 and #3 Best Classroom Experience (Reed and Grinnell), and the #5 Best Science Lab Facilities (St. Olaf).

Nearby Institutions

Measured against top Texas universities, Trinity is lower than average for tuition costs[9] and these costs are less than several schools to which it is often a second choice, including Rice, SMU, and TCU.

For nearby institutions, a high student to faculty ratio, large campus size, and low tuition cost are all characteristics of public schools. Among the private schools, Trinity has the highest reported average high school GPA, lowest tuition cost, and the second lowest student to faculty ratio.

When it comes to qualitative assessments of these universities, Rice is the exceptional school. It ranks #1 for Quality of Life, and within the top ten for Happiest Students, Best Run College, Great Financial Aid, Best Health Services, and Lots of Race/Class Interaction.

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9 Trinity Factbook, 2013-2014

Aspirational Institutions

In comparing Trinity to a group of schools identified as aspirational institutions, there are a few key observations. First, Trinity is one of the largest schools on this list, while having a tuition cost that is significantly less than the average. Both average GPA and student to faculty ratio for Trinity are comparable to this group as well. Trinity is significantly different from the schools in this category in the share of out-of-state students: On average, 80 percent of students are out-of-state, whereas Trinity yields only 29 percent.

Interestingly, many of these schools that are much more expensive than Trinity are considered Best Value Colleges, including Colby, Wellesley, Williams, Wesleyan, and Swarthmore. Bowdoin dominates this group in quality of life categories, including #1 Best Campus Food, #2 Best Run Colleges, #2 Best Quality of Life, and #4 Best College Dorms.

INDUSTRY OUTLOOK

As the environment for higher education continues to evolve, it is critical to note key challenges faced by institutions.

Nearly everyone has less money to spend.

The recession hit endowments and savings accounts with equal disregard, leaving parents, schools, even government resources depleted. While families have less money to spend, the cost of a college education continues to increase[10]. This is compounded by the fact that recent gains in the economy have not been spread evenly among income levels, meaning the middle class continues to shrink, while making up a larger portion of prospective college students. The unfortunate result is that the price tag can be a significant consideration for high school students and their families when researching universities[11, 12].

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10 http://www.usnews.com/news/articles/2013/10/24/the-rise-in-tuition-is-slowing-but-college-still-costs-more
11 http://www.washingtonpost.com/opinions/higher-educations-biggest-challenge-is-income-inequality/2013/09/06/
     94b809a8-15ac-11e3-be6e-dc6ae8a5b3a8_story.html
12 Trinity Admitted Student Survey Report, 2012

Despite financial concerns, many of the country's top universities boast full classes, which suggests that many families and students are more than willing to invest in an education when the quality is believed to be high. For Trinity, this presents an opportunity to extend its brand awareness and further convey value.

More people are questioning the value of a traditional post-secondary education.

The proliferation of online courses, for-profit universities, and vocational schools all create an environment where it is difficult for some to recognize the value of a traditional college education. This is coupled by the perception that the opportunity cost of going to a four-year, liberal arts university does not have significant return on investment on an individual's career. Quantitatively, it is still true that college graduates make more money[13, 14] over their lifetimes and are physically and emotionally healthier than their peers.

Universities need to meet the needs of increasingly diverse student populations.

Although incoming college students have less diversity in economic background, there is more diversity in every other measure[15]. United States' demographics are changing to be more ethnically and linguistically diverse, and current economic conditions are driving many non-traditional and older students back to the classroom.

Campuses that encourage and embrace diversity with intentional teaching and learning opportunities will provide valuable experiences to their students and important support to their bottom line by growing an engaged alumni base.

Forward-thinking technology use should not be limited to the labs.

An authentic, data-driven, multi-channel digital communications strategy is essential.

The generation of people who are applying to colleges now are native to the Internet. This group is the first to grow up in a truly tech age. Because of this, this group has an expectation that technology is central to their educational experience. Further, they will expect universities to engage with them using technology before and after their years on campus.

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13 Humphreys and Kelly, How Liberal Arts and Sciences Majors Fare in Employment, 2014.
14 http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report.pdf
15 http://www.sumsem.com/testing/2013_trends.pdf

Strengths and Opportunities

An analysis of research conducted in Year One reveals several recurring themes about Trinity's present strengths and opportunities.

STRENGTHS

Trinity delivers a high-quality, relevant and meaningful education to our students.

Trinity combines strong liberal arts instruction paired with exceptional professional and pre-professional programs, resulting in truly powerful career preparation for students. Industry acknowledgement of the University's exceptional academic programs is deserved and is enhanced by a vibrant campus culture and athletic programs, exceptional faculty and staff, and active student organizations.

Trinity has exceptional resources to support learning and foster student growth.

With a healthy endowment and a developing focus on experiential learning, Trinity has exceptional resources to offer students. The new Center for the Sciences and Innovation (CSI) building is an example of Trinity's investment in the future. CSI was designed and executed to intentionally provide infrastructure to support collaboration, empowerment, exploration, and invention.

Trinity has achieved external recognition for both quality and value.

Trinity continues to receive ongoing recognition from influential sources. Examples include:
- *U.S. News & World Report* #1 Regional Universities - West (22 years in a row)
- *U.S. News & World Report* #1 Great Schools at Great Prices - West
- *U.S. News & World Report* Focus on Student Success, Undergraduate Research/Creative Projects
- *U.S. News & World Report* #1 Strong Commitment to Teaching
- *U.S. News & World Report* #33 Best in Undergraduate Engineering
- *Kiplinger's* Best Values in Private Colleges
- *The Princeton Review*'s Best 378 Colleges 2013
- *The Princeton Review*'s Best Western Colleges 2013

Trinity's approach to education is consistent with generational values and desires of incoming students.

Trinity is already remarkably aligned with the upcoming generation of college seekers. Specific ideas that resonate uniquely on the Trinity campus are diversity, inclusiveness and authenticity, entrepreneurship and problem solving, multi-curricular and co-curricular interests, and travel, exploration and crossing boundaries[16, 17].

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16 http://www.forbes.com/sites/onmarketing/2013/05/28/generation-z-rebels-with-a-cause/
17 http://en.wikipedia.org/wiki/Generation_Z

OPPORTUNITIES

Create brand awareness around an intentionally crafted identity.

When Trinity's internal and external messaging consistently recall a brand that is both strong and strategic, it will combat specific challenges currently facing the University, including:

- Observed lack of brand awareness
- Perceived brand weaknesses (e.g., Trinity bubble)
- The potential to be limited in audience by perceived politics (Texas) or religion (Trinity)
- Low current alumni engagement and giving

In addition to removing these obstacles, the opportunity to define and promote a relevant brand message can powerfully increase testimonials, personal narratives and brand engagement, all factors that will help Trinity compete for students and donations.

Highlight exceptional and specific educational opportunities and outcomes.

An explicit focus on the return on investment and Trinity's unique educational approach will help fight growing public skepticism about the value of a liberal arts education. Trinity combines strong liberal arts with exceptional professional and preprofessional programs. The University should emphasize its personalized approach that favors critical thinking and experiential learning over the more commodified education provided by our competitors. In addition, the University should highlight the impact each student can have in a wide range of areas including athletics, research, and community service.

Highlight unique educational opportunities that resonate specifically with current student demographic.

As a strength identified above, Trinity's approach to education is already highly aligned with their desired student population. The opportunity is to make this known. The work of defining the brand identity should place strong consideration on these characteristics, and should be explicit about how Trinity's values reflect those of their desired students. Furthermore, Trinity can separate itself by being bold and authentic. Trinity should identify the specific qualities inherent in successful Trinity students and deliver targeted communication to this audience.

Evolve Trinity's position from value to quality.

The dramatic overall increase in cost of higher education means that most families continue questioning the value proposition. Still, those who are willing to make the commitment are willing to invest in the experience of an exceptional education and the promise of a powerful alumni network. Those familiar with Trinity know that the quality of education is exceptional. Therefore, this message should be promoted to the external and internal audiences.

Trinity Tomorrow

The IMC Plan is a piece of the whole. Because of this, the foundational objectives of the *Trinity Tomorrow* 10-year plan continue to be critical. A selection from the *Trinity Tomorrow* plan is included for reference.

FOUNDATIONAL OBJECTIVES

1. Strengthen market position and improve student recruitment

Trinity will undertake a series of coordinated action steps designed to increase the total number of applicants, to increase selectivity, and achieve a sustainable enrollment model.

2. Be an innovative leader for excellence in teaching and research

The measure of Trinity's academic quality is largely determined by the productivity of our scholars and the effectiveness of classroom instruction. Since the 1980s, Trinity has certainly benefitted from a steady rise in the quality and productivity of our faculty. Active scholarship is the most powerful way that faculty members remain engaged with their fields, contribute new findings, inform their teaching, and gain professional recognition for themselves and the University. Excellence in research brings renown that can only strengthen Trinity's international reputation and remains a valued pursuit that we must build upon and encourage.

3. Improve alumni relations, engagement, and giving

By nurturing relationships with our current and future alumni, we will be assured that students, faculty, and staff continue to benefit from the professional expertise, passion for lifelong learning, and generosity that have always distinguished Trinity alumni. Alumni represent our greatest underutilized resource at a time when their engagement with the University and support has never been more critical.

4. Build the infrastructure to support the needs of the 21st century university

During the two years of the strategic planning process, we engaged in numerous candid conversations with members of the Trinity community. One theme that vividly emerged from these discussions and electronic surveys is that all groups–faculty, staff, students, alumni, and trustees–perceive opportunities for greater institutional coordination. On campus, faculty and staff recounted examples of administrative inefficiency, redundancy, and increasing bureaucratization that make it increasingly time consuming and difficult to accomplish routine tasks. When talking to alumni and community partners, we repeatedly heard that lack of a central organization or inadequate web-based tools makes it difficult to access the resources of the institution. We need both long-term planning and regular reviews to help us determine the most efficient and effective use of all human and financial resources.

Part II: Planning

> Our goal is to leverage all institutional communications to **efficiently disseminate information** to target audiences.
>
> *-Trinity Tomorrow Strategic Plan*

INTRODUCTION

Part II of the IMC Plan provides direction for Trinity's marketing and communications efforts.

Initial goals and objectives lay the groundwork for the upcoming Year-Two, while broader long-term goals and objectives direct marketing and communications efforts for the next three to five years. These sets of goals will be measured and refined accordingly. Part II also identifies target audiences, both internal and external to the University.

With established goals and audiences, this section seeks to help define Trinity's unique brand messages and principles that will inform future marketing efforts.

Goals & Objectives

YEAR-ONE: ACADEMIC YEAR 2013-2014

Though Year-One began in the middle of the academic cycle, this period provides the research, context, and baseline metrics for establishing a well-informed marketing plan. Year-One consists of several tactics with an emphasis on increasing brand awareness in Texas and among first-year applications. These goals and objectives are tactical, which affords the University the opportunity to lay the foundation, measure, and optimize marketing initiatives moving into Year-Two.

Goal #1: Understand and Define Opportunities

OBJECTIVES

1.1	Conduct stakeholder interviews
1.2	Competitive analysis
1.3	Marketing materials audit

Goal #2: Update Marketing Assets

OBJECTIVES

2.1	New marketing website: new.trinity.edu
2.2	New campus resources website: inside.trinity.edu
2.3	Refresh brand identity and content guidelines

Goal #3: Establish Marketing Team

OBJECTIVES

3.1	Build consensus and buy-in
3.2	Define procedures

Goal #4: Create the Integrated Marketing and Communications Plan

YEAR-TWO: ACADEMIC YEAR 2014-2015

In Year-Two, which begins June 1, 2014, goals are focused on addressing the priority to reverse the declining number and quality of new student applications, while also supporting the need to increase Trinity's desirability among future applicants.

Goal #1: Increase Enrollment

OBJECTIVES

    1.1   Increase qualified first year applicants

    1.2   Increase enrollment yield

    1.3   Increase retention of enrolled students

Goal #2: Grow Trinity's Academic Reputation

OBJECTIVES

    2.1   Raise the number of applicants

    2.2   Increase external recognition for academic achievement

Goal #3: Build Brand Awareness

OBJECTIVES

    3.1   Create a consistent storyline

    3.2   Increase awareness and strengthen community relations in major metropolitan markets in Texas and the region

    3.3   Grow the University's community of brand ambassadors

Goal #4: Improve Alumni Relations, Engagement, and Giving

OBJECTIVES

    4.1.   Create and market opportunities that increase alumni participation and the value of the Trinity degree

    4.2.   Lay groundwork for large-scale fundraising campaign

Goal #5: Use Data To Effectively Reach Target Audiences

YEAR-THREE: ACADEMIC YEAR 2016-2017

By year three, the brand resources and seasonal campaigns will be established and optimized. Trinity's brand awareness in the local and Texas communities will increase. Though the competitive landscape will continue to evolve, overarching goals should transition to maintenance and refinement. The University will remain focused on enrollment and reputation, while also adding a more defined effort to spread awareness beyond Texas to other key U.S. states, and increase alumni engagement.

Building upon previous years' initiatives, and utilizing alumni as brand ambassadors, Year-Three will also feature a direct effort to address the objective in *Trinity Tomorrow* that relates to improving alumni relations, engagement, and giving. Year-Three will serve to positively impact alumni by strengthening a solid foundation that increases brand equity as well as the value of the Trinity degree.

Having successfully increased recognition of Trinity's exceptional academic quality in previous years, additional comparative metrics with aspirational universities will continue in an effort to further increase perceived quality. It will also be important during this time to examine and redevelop brand resources as necessary based on market research and overall brand cohesiveness.

Goal #1: Maintain Strong Enrollment
OBJECTIVES

1.1	Enhance quality of first-year applicants
1.2	Increase retention of enrolled students

Goal #2: Continue to Grow Trinity's Academic Reputation
OBJECTIVES

2.1	Increase external recognition for academic achievement
2.2	Seek comparisons with aspirational universities

Goal #3: Strengthen and Broaden Brand Awareness
OBJECTIVES

3.1	Continue to build awareness in major metropolitan markets in Texas
3.2	Strengthen community relations in San Antonio
3.3	Increase brand awareness in key U.S. markets
3.4	Support a community of brand ambassadors

Goal #4: Maintain Brand Consistency
OBJECTIVES

4.1	Create meaningful brand messaging for external audiences
4.2	Grow internal stakeholder support of marketing efforts

Goal #5: Strengthen Alumni Relations, Engagement, and Giving

Goal #6: Use Data To Effectively Reach Target Audiences

Target Audiences

EXTERNAL AUDIENCES

Existing awareness of Trinity and its unique academic offerings are currently limited among key external audiences. Therefore, the opportunity to promote a strong, relevant brand is significant. IMC Plan aim to increase desired outcomes, with brand messaging responding directly to the target group of stakeholders.

Listed below are target external audiences:

Prospective Students: This group will be high-achievers with a desire for academic, interpersonal, and social challenges and opportunities. Ideally, this group will hear about Trinity from a trusted brand ambassador—another student or alumnus. The quality of Trinity's liberal arts education, the unique opportunities for undergraduate research and study abroad, and vibrant campus lifestyle should be the core elements of early brand exposure to this group.

Parents and Families of Prospective Students: This group includes parents, grandparents, siblings, and extended family members, all of whom can influence a student's decision on where to attend college. Especially important in this group are family members who are Trinity alumni. This audience will have unique insights into the prospective student and whether Trinity is a good fit.

Awareness of Trinity might come from a trusted source or even an advertisement, but further attention to the quality of education and the value of the completed degree will drive interest. This group will become highly aware of the financial cost of Trinity's education. This, along with a strong desire to find the best match for the prospective student, are significant factors when considering Trinity.

Adult Influencers of Prospective Students: This group will primarily be high school guidance counselors, teachers, coaches, tutors, private college counselors, and college exam tutors. Their insights into the differences between universities coupled with first-hand knowledge of students' personalities and abilities, make them ideal ambassadors for Trinity. These influencers should be reached with very targeted messaging about Trinity's academic quality, unique campus culture, and the many meaningful opportunities where students can participate and make an impact.

Donors: While strong branding and community relations will be important to acquiring and retaining donors, this group is also a referral resource for potential students. Special effort should be paid to providing donors behind-the-scenes insights into how their donations are supporting Trinity's students. Within the donor group, the University will seek out individuals who can positively impact University reputation and influence on recruitment.

Community Members: This group includes business owners, local politicians, thought leaders, and participants in on-campus events as well as key individuals in traditional and digital media. Their potential to grow into ambassadors, influencers, and donors should be top of mind when reaching out to these individuals and organizations.

While the messaging may be different for each of these groups, there are some core approaches that will be consistent. In the initial phases, the priority will be reaching individuals in identified key markets in Texas with a compelling invitation to visit campus. As the geography expands, so does the message, transitioning from invitations to engaging testimonials, and finally to Trinity's exceptional academic reputation and educational outcomes.

INTERNAL AUDIENCES

Though the majority of resources will be used to increase desired outcomes among external audiences, earning commitment and loyalty from Trinity's internal audiences must always be a priority.

Listed below are target internal audiences:

Staff: The University employs nearly 500 individuals, many of whom are Trinity alumni; 53 percent of these are women and 46 percent are people of color.

Faculty: One hundred percent of Trinity's faculty have a doctorate or terminal degree in their field and they reflect similar ethnic makeup as Trinity's students, though there is a greater share of males among faculty.

Students: The current student population is ethnically diverse, academically strong, and vastly reliant on financial aid: 57 percent of them receive need-based financial aid, while 77 percent receive merit-based financial aid.

Family: Sixty-eight percent of students come from within Texas and represent a wide range of religious beliefs.

Alumni: Any former student who earned credits toward a degree is considered an alumnus, currently about 28,000 individuals. Only 12.4 percent of alumni support Trinity on an annual basis.

Though each of these groups will have their own key perspectives and expectations of Trinity, ideas that are important to all internal audiences include campus safety and quality of life, strong connections with peers and others on campus, high value on academic achievement, a successful alumni network, and a shared and motivating vision.

All demographic data was originally published in the Trinity University Factbook 2013-2014.

KEY STAKEHOLDER PERSONAS

Below are select stakeholder personas that assist in illustrating the University's various target audiences.

Prospective Student: Jenny | Age 17, from Houston, TX. GPA: 3.96 / SAT: 1490

Jenny is interested in going to a small school, but not willing to give up living in a big city. She is looking for a campus that offers social and cultural diversity. She is not sure what she wants to study yet, but she values a strong academic reputation and freedom to choose her own path. As a high-achieving student, she expects scholarships and financial support no matter where she enrolls, but her family will be able to support whatever choice she makes.

Jenny has questions like:
What does the campus look like?
Will I like living in San Antonio?
Will I fit in? Are there student organizations I want to be a part of?
What are the unique academic opportunities at Trinity?

Parent of a Prospective Student: Pamela | Age 46, from Houston, TX. Jenny's mom.

Pamela knows that her daughter Jenny is a bright student with a great deal of potential. She wants her daughter to enjoy the college experience, but also to get a top-notch education in order to prepare her for the future. She likes the idea of Jenny leaving Houston for college, as long as she doesn't go too far away. She has some money set aside for college, but is hoping that Jenny's academic achievements will provide scholarships to support most of her tuition costs.

Pamela has questions like:

> Are San Antonio and the Trinity campus safe?
> What is the campus culture like at Trinity? Will Jenny make friends easily?
> Will we be able to afford for Jenny to attend Trinity?
> How will attending Trinity give Jenny advantages when entering the job market?

Trinity Alumna: Sara | Age 31, from Dallas, TX. Class of 2004, B.A. History and Sociology.

Sara loved her time at Trinity. She remembers the faculty and her educational experiences fondly. Though she misses Texas, she enjoys connecting with other Trinity alumni and has found it a great place for friendship and professional networking. She gets regular calls from the University soliciting donations and, despite her positive memories and fondness for Trinity, she doesn't give often.

Sara now resides in San Diego, California, and works at UC San Diego. She is the president of the local Trinity University alumni chapter.

Sara has questions like:

> How do I stay connected and grow my network?
> What benefits are available to me?
> What does Trinity need from me besides money? How can I give back?
> If I give, how will the money be used?

Brand Messaging Platform

The brand messaging platform is crafted to authentically capture "who" and "what we are" and articulate it in a meaningful way to core audiences.

It identifies Trinity's unique strengths using language that is concise and outward-facing. At the same time, the platform is open to allow for creativity and provide inspiration for creating new stories that can emotionally connect with our audience and ignite action.

TRINITY UNIVERSITY
Discover. Grow. Become.

The Trinity experience establishes a lifelong journey of discovery and growth that inspires and empowers students to become successful.

We provide experiential learning opportunities, challenging viewpoints and a progressive curriculum for continuous discovery — with diversity and a healthy campus culture to encourage our students to grow.

Large School Resources, Small School Environment

At Trinity you'll find boundless resources available to a close-knit community of students and faculty. We're small where it counts and large where it counts. We're a big, small school.

Prepared to Lead

Trinity students are prepared to be effective and influential leaders across all academic and professional disciplines.

Engaged with the World

Trinity provides experiences that encourage all students to look beyond borders and engage with an interconnected and ever-changing world.

A Challenging & Supportive Academic Environment

Trinity attracts students that seek an academic challenge, but not at the expense of their peers. It's challenging, but not competitive. We want them to explore and we give them opportunities to do so.

INTERNAL VOICE: We are not shy about expressing what we value and what we believe in. We are helpful, supportive, and welcoming. We are a tight community, intellectually curious, and drawn to other views outside our own. We are not for everybody, but that's okay. We are proud. We are Trinity.

Part III: Execution
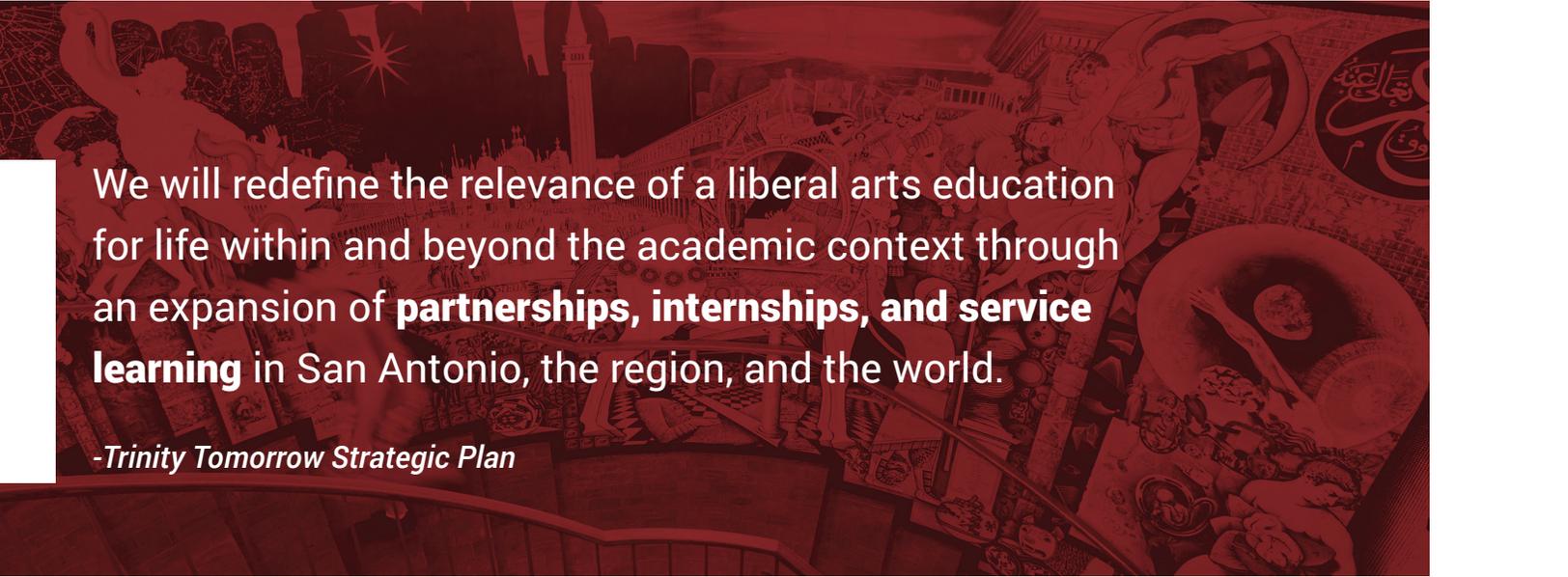
> We will redefine the relevance of a liberal arts education for life within and beyond the academic context through an expansion of **partnerships, internships, and service learning** in San Antonio, the region, and the world.
>
> *-Trinity Tomorrow Strategic Plan*

INTRODUCTION

This part of the document provides a roadmap that will guide marketing and communications efforts towards accomplishing stated goals.

Members of the integrated marketing team are defined in this portion of the Plan: Individuals from inside and outside the Trinity community will collaborate on and contribute to the successful execution of these recommendations.

The outline of the team is followed by recommended strategies and tactics that explicitly align with the Year-Two goals we have identified. Closely related to these recommendations are the key performance metrics that will be used to provide insight and the measure achievements of each initiative. Measurement, diagnostics, and maintenance are crucial to the ongoing health of Trinity's many digital channels, and we have made recommendations for benchmarking and measuring goal attainment.

Marketing & Communications Champions

The success of the plan starts from within. Marketing and communications champions, from both on and off campus, are required to develop and execute the strategies and tactics outlined in this plan.

The entire team is made up of three pillars: Trinity's University Communications team, specialized external consultants, and a well-equipped group of brand ambassadors. Internal support from faculty, staff, and administration is a crucial component of the plan: the marketing champions are brand ambassadors, working to support development and dissemination of brand efforts throughout the organization.

University Communications: Internal Marketing Team

Trinity's internal integrated marketing professionals provide daily management of all mission-critical communications. Led by the VP for Marketing and Communications, this group includes team members from marketing communications (both digital and traditional) and external relations, as well as representatives from alumni, advancement, and admissions offices. The University Communications team will lead the execution and analysis of marketing initiatives, both short-term and ongoing, and will provide an important link between Trinity's internal stakeholders and brand ambassadors to make sure all touch points remain unified and "on brand."

External Consultants

As needed, external partners will offer valuable insight and implementation in areas such as developing marketing strategies, planning and managing programs and initiatives, KPI monitoring and reporting, comprehensive IMC plan reporting, providing general perspective and analysis, and contributing ideas and expertise.

Brand Ambassadors

Faculty and staff are the first essential group of brand ambassadors. Being physically present on campus and accountable to the University as employees gives them both great insight and great responsibility. It is essential to the success of this plan that marketing leaders provide information to this group, while at the same time seeking insight from them. Faculty and staff will serve to support, challenge, and finally share brand efforts put forth by the marketing team.

The second essential group of brand ambassadors are Trinity alumni. Like the staff and faculty, they will have their own insights and experiences informing their perception of the University. Like the faculty, they have a significant interest in seeing Trinity's visibility increased and its reputation enhanced. For these reasons, we expect this group to be highly motivated to participate in these efforts.

Strategies & Tactics

Included in this section are detailed strategies and tactics for each of the Goals & Objectives recommended for Year-Two of this Plan. While many of the strategies and tactics reflected here are already part of Trinity's marketing efforts, they are included because these strategies and tactics are continuously optimized and strengthened in subsequent years.

For reference, the appendix provides a list of the initiatives, with goal alignment, organized according to the cycle of the academic calendar.

YEAR-TWO: ACADEMIC YEAR 2014-2015

Goal #1 **Increase Enrollment**

Get To Know Trinity Campaign

An annual campaign to introduce qualified high school juniors, sophomores, freshmen and their families to Trinity University is recommended, as the challenge of strengthening the brand equity should reach a broad spectrum of audiences and not focus solely on high school juniors. The intent is to create initial awareness of the University to prospective students and move Trinity into their consideration set when narrowing their list of preferred schools.

DESIRED OUTCOMES:
- Primary: Campus visit inquiries
- Secondary: Exploration and consideration of Trinity

TIMEFRAME:
- Annually, February-August

AUDIENCE:
- Primary: College-bound, high-achieving high school juniors
- Secondary: Families of high school students
- Tertiary: High school sophomores, freshman, adult influencers

STRATEGIES:
- Strategy 1: Identify public relations firms in key markets to help increase brand awareness.
- Strategy 2: Encourage existing brand advocates to grow brand reputation and visibility by providing these individuals with Trinity swag.
- Strategy 3: Increase visibility of Trinity through digital and traditional media targeting high school students and parents.

TACTICS:
- Purchase list of qualified prospective students
- Digital advertising (paid media)
    - SEM
    - Display
    - Retargeting
    - Social media
- Email marketing
- Direct mail to students
- Direct mail to parents
- Public Relations in target markets in Texas and region
- Print publications, e.g., *Spirit* magazine, and college guides
- Grassroots initiatives
    - Build brand reputation through increased exposure of Trinity internships, volunteerism, academic rankings, and engagement with the target communities
    - Bring the Trinity experience to those outside campus through ideas such as a "pop up" admissions tables
    - Trinity branded bus with the Trinity experience inside
- Airport marketing
- Sponsorships, e.g., National Debate Tournament
- Television advertising

KEY PERFORMANCE METRICS:
- Number of visits to the website from campaign tactics
- Number of campus visit inquiries
- Brand recognition in the market place (market research)

Apply To Trinity Campaign

Another recommended annual campaign is an effort to encourage high school seniors to complete their application to Trinity. This initiative will rely primarily on digital media tactics to encourage qualified high school seniors and their families in key Texas and regional markets to apply to Trinity University.

DESIRED OUTCOMES:
- Primary: Increase qualified first-year applicants
- Secondary: Campus visit inquiries

TIMEFRAME:
- Annually, August - February

AUDIENCE:
- Primary: High school seniors
- Secondary: Families of high school seniors
- Tertiary: Adult influencers

STRATEGIES:
- Leverage Trinity's growing brand equity and academic reputation to deliver key messages that influence this audience, e.g., value.
- Further segment the prospect pool to create personalized communication.
- Achieve broad visibility among the defined audience through traditional and digital tactics.

TACTICS:
- Digital advertising (paid media)
  - SEM
  - Social media
  - Retargeting
  - Display
- Social media (owned media)
  - Wildfire campaigns
- Optimized landing pages with live chat
- Email marketing
- Personal communication with suspect and prospect pool, e.g., academic interest, faculty-to-student communication, peer-to-peer
- Public relations in target markets in Texas and region
- Grassroots initiatives - continued and amplified from the ongoing Get To Know Trinity campaign
- Airport marketing

KEY PERFORMANCE METRICS:
- Year-over-year increase in new qualified leads
- Year-over-year increase in campus visit inquiries
- Year-over-year increase in applications for new first year students

Yield Campaign

Increasing the number of accepted students who commit to Trinity is the goal of this third annual campaign. A multi-channel approach will create a highly personal connection to accepted first-year and transfer applicants. The intent is to turn accepted students into enrolled students.

DESIRED OUTCOMES:
- Primary: Yield the desired number of first year accepted students

TIMEFRAME:
- Annually, December - May

AUDIENCE:
- Primary: First-year applicants who have been accepted to Trinity
- Secondary: Families of applicants who have been accepted to Trinity
- Tertiary: Transfer applicants who have been accepted, as well as their families

STRATEGIES:
- Use messaging that emphasizes the unique opportunities that come with a Trinity education, e.g. undergraduate research, resources, and exceptional access to faculty and technology.
- Highlight personal narratives of current students and alumni to illustrate why they chose Trinity and why it was so valuable.
- Use highly personalized outreach channels to make students feel welcome and included and to address concerns and questions.

TACTICS:
- Online advertising (paid media)
  - Social media retargeting
  - Display retargeting
- Landing page
  - Personalized content with short videos of faculty and students
- Live chat with designated "faculty," "student," "LeeRoy general" community days.

- Email marketing
  - Admit email
  - Drip campaign
- Direct mail
  - Admit kit
  - Parents outreach
  - San Antonio/campus overview
  - Financial aid info
- Events
  - Trinity 360° (2 dates)
  - Trinity Tower Scholars Day
  - Spring receptions (20)
- Public relations

KEY PERFORMANCE METRICS:
- Year over year increase in percent yield of accepted first year students
- Year over year increase in percent yield of transfers

Retention Campaign

This final campaign recommendation in order to increase enrollment is focused on retaining new students who have committed to Trinity with their deposit. It is imperative to cultivate and sustain excitement and pride about Trinity for new first-year and transfer students.

DESIRED OUTCOMES:
- Primary: Reduce summer melt (lost deposits)

TIMEFRAME:
- Annually, May - September

AUDIENCE:
- Primary: New enrolled first-year students and families
- Secondary: Transfers

STRATEGIES:
- Build brand affinity and loyalty by establishing personal relationships and a sense of community with fellow classmates and the campus.

- Provide authentic insights into campus life, such as athletics and student organizations, as well as Trinity's unique educational opportunities.
- Continue promoting and exposing the value of the Trinity community through public relations.

TACTICS:
- Email marketing
  - Drip campaign (2x/month from deposit to move-in)
  - Video welcome series
- Direct Mail
  - Welcome kit
- Website
- Social media
  - Wildfire campaign(s)
- Merchandise
  - Apparel (T-shirts, sweatshirts)
  - Stickers
- Events
  - Move-In Day
  - New Student Orientation (NSO)
  - Welcome Week
- Public relations initiatives in the target markets in Texas and the region

KEY PERFORMANCE METRICS:
- Year-over-year increase in percent enrollment retention from May 1 through census day

Goal #2 and #3 Grow Trinity's Academic Reputation, Strengthen and Broaden Brand Awareness

Recognition Campaign

As the "Get To Know Trinity" campaign continues within the target market, efforts to increase Trinity's brand equity through positive exposure and brand ambassadors should work in concert with the ongoing enrollment campaigns.

DESIRED OUTCOMES:

- Primary: Create Texas, regional, and national press highlighting Trinity's brand messaging platform
- Secondary: Increase brand awareness among target student populations and adult influencers

TIMEFRAME:

- Ongoing, with content focus changing quarterly

AUDIENCE:

- Primary: Students and families, and general public to build brand ambassadors
- Secondary: High schools with a propensity to produce liberal arts students
- Tertiary: Peer universities and publications involved in college rankings, e.g., *U.S. News & World Report*

STRATEGIES:

- Reach education ranking organizations and individuals with new content related to Trinity's brand messaging platform.
- Foster relationships and provide engagement opportunities for existing and new brand ambassadors
- Engage with alumni through personalized messaging to reconnect and strengthen their relationship with campus and the Trinity brand.

TACTICS:

- Email marketing
- Direct mail
  - Academic excellence brochure
- Social media
  - Begin industry trend forums
  - Contribute to discussions on higher education and faculty areas of expertise
- Website
- Sponsorships, e.g., athletics events
- Grassroots
  - Trinity branded bus with the Trinity experience inside
  - Appearances in market by LeeRoy
  - Engage brand ambassadors through the Alumni Relations Office
- Speakers Bureau
  - Faculty speakers bureau
- Public Relations
  - Traditional, print media
  - Digital outlets

KEY PERFORMANCE METRICS:
- Year-over-year increase in number of national rankings and awards
- Year-over-year increase in number of organizations giving rankings and awards
- Year-over-year increase in share of voice
- Year-over-year increase in brand awareness (market research)

Local Brand Affinity Campaign

While San Antonio will benefit from the broader branding campaigns recommended above, the opportunity to increase the local community's recall and affinity for Trinity University is more significant. It is a recommendation to specifically create and promote opportunities that will bring community members to Trinity's campus and increase visibility of Trinity brand ambassadors in the local community with real-time and guerilla-style marketing.

DESIRED OUTCOMES:
- Primary: Increase brand visibility and sentiment in the San Antonio community.
- Secondary: Increase positive experiences for Trinity students as active participants in local community businesses, events, and organizations.

TIMEFRAME:
- Ongoing, some tactics are seasonal

AUDIENCE:
- Primary: High school and junior high students, their families, and other influential adults
- Secondary: Business owners, politicians, community leaders, and active community participants
- Tertiary: Trinity alumni and donors

GEOGRAPHY:
- San Antonio metro area

STRATEGIES:
- Promote campus-sponsored programs, performances, and events to bring community members to campus.
- Use the Human Resources, Career Services, and Alumni Relations offices to establish relationships with large employers in the San Antonio area.
- Use public relations firms and owned media to promote narratives of Trinity's participation in and positive impact on the San Antonio community.

- Make campus facilities freely available to local events planners; invite and encourage events such as Pecha Kucha and Startup Weekend to host their events on campus.
- Encourage and support Trinity students to participate in community organizations, internships with local businesses, and other off-campus volunteer and work opportunities.
- Build a digital-display marquee on campus property near Hwy. 281 to promote campus events.

TACTICS:
- Brand awareness survey
- Broadcast advertising
  - PBS stations
- Radio advertising
  - PBS stations
  - Streaming radio
- Indoor advertising
  - Airport
- Outdoor advertising
  - Billboard(s)
- Digital advertising
  - Display and retargeting
  - Social media
- Website (owned media)
- Social Media (owned media)
- Public relations
- Grassroots
  - Create opportunities for the Trinity community to engage with San Antonio, e.g., encouragement at local sporting events, bus to provide tutors for high schoolers, Fiesta parade event participation, and Luminaria.
  - Partnership with business leaders and prominent organizations, e.g., Spurs Sports & Entertainment

METRICS:
- Year-over-year increase in campus visits and event attendance from San Antonio.
- Year-over-year increase in share of voice.
- Year-over-year increase in brand awareness (market research)

Goal #4 Improve Alumni Relations, Engagement, and Giving

Alumni Relations and Engagement Campaign

Throughout the IMC Plan, strategies are identified that showcase that Trinity is being a good steward of the brand and working to increase the value of the Trinity degree. As strategies are implemented and optimized, it remains crucial to improve and build upon the strength of alumni relations and giving. The University recognizes that alumni relations is a continuous cycle of relationship building. To complement this ongoing effort, a revived level of alumni relations and engagement will be developed as part of the IMC Plan. It is recommended that the alumni database be mined to segment different audiences and design messages specifically relevant to each audience group. Trinity is about personal relationships and this must carry through to alumni.

DESIRED OUTCOMES:
- Primary: Increase in alumni participation in events and engagement with University communication
- Secondary: Increase in annual giving participation
- Tertiary: Increase positive communication between alumni and Trinity regarding the brand and its reputation

TIMEFRAME:
- Baseline metrics: June - ongoing
- Ongoing analysis

AUDIENCE:
- Primary: Trinity alumni

STRATEGIES:
- Segment messages to distinct alumni audiences, e.g., young alumni will receive a design and message that resonates to that group
- Assist in marketing existing materials and events to alumni to amplify current initiatives, such as Alumni Weekend
- Give to alumni. An important step toward improving perceptions and creating an ongoing positive dialogue with Trinity occurs when alumni unexpectedly receive a gift or can participate in a contest and win a prize. These interactions add to the value of being an alumni and build affinity toward Trinity that can ultimately lead to more giving participation.

- Grassroots:
  - Create new ways for alumni to engage in the community and participate as part of the collective whole, e.g., Siclovia, Luminaria, and Susan G. Komen Race for the Cure®.
  - Connect alumni with current students, e.g., mentoring opportunities, internships, and ongoing email correspondence that helps create a sense of community and highlights common experiences that will engage alumni

METRICS:
- Year over year increase in alumni participation and engagement
- Year over year increase in annual giving participation
- Year over year increase in positive communication and brand value

Annual Giving Campaign

In Year-Two, the groundwork will be set to increase annual giving, in part, by improving relationships with alumni. Broadening the brand ambassador base, connecting the University with target markets, and increasing brand reputation will improve Trinity's value and encourage annual giving.

DESIRED OUTCOMES:
- Primary: Increase in alumni annual giving participation
- Secondary: Increase in annual giving from the external community

TIMEFRAME:
- Baseline metrics: August - ongoing
- Ongoing analysis

AUDIENCE:
- Primary: Trinity alumni
- Secondary: External community, friends and donors

STRATEGIES:
- Integrate and assist in concepts and amplify fresh ways to encourage annual giving, both from the alumni base and the community at large, by capitalizing on Trinity's increased exposure.
- Develop and optimize annual giving fundraising events and efforts

METRICS:
- Year over year increase in alumni participation
- Year over year increase in annual giving from the external community, friends and donors

Goal #5 Use Data To Effectively Reach Target Audiences

Data Analysis Initiative

To increase the efficient use of resources in these marketing efforts, an internally-facing initiative to establish and support data collection and analysis is recommended. This initiative is unique from others in that it will require extensive statistical analysis.

DESIRED OUTCOMES:
- Primary: Identify existing data sources and establish baseline metrics related to recruiting, marketing, giving, and new students.
- Secondary: Identify desired data sources and begin efforts to collect data related to recruiting, applications, and enrollment.
- Tertiary: Establish ongoing data analysis that reveal opportunities to increase efficiency of resources dedicated to recruiting, marketing, and advancement.

TIMEFRAME:
- Baseline metrics: April-July, 2014
- Ongoing analysis

AUDIENCE:
- Primary: Trinity marketing and communications team
- Secondary: Trinity administrators, board, faculty, and staff

STRATEGIES:
- Perform an audit of available data related to admissions, marketing, and advancement costs to determine what analysis is possible.
- Identify data points related to these costs that are possible to collect, not currently being collected, but potentially useful to a meaningful data analysis.
- Implement new data collections processes to address identified opportunities.
- Conduct an analysis of historical data to establish baselines for marketing performance, specifically:
  - cost per complete application
  - cost per new enrolled student
  - cost per new donor
  - cost per donor
  - spend v. giving revenue
  - spend v. tuition revenue

- Conduct ongoing analysis of collected data to reveal cost and effort inefficiencies across these areas.
- Use findings of statistical significance to inform changes in strategy and tactics to more efficient means.

TACTICS:
- Gather and analyze admissions data related to students, such as:
  - Academic achievement in high school
  - Extracurricular participation
  - Athletic participation
  - Standardized test performance
  - Geography
  - Family
  - Finances
  - Legacy status
  - Characteristics of "stealth" applicants
  - Other
- Gather and analyze cost data related to recruiting, marketing, and advancement efforts, such as:
  - Recruiter travel
  - Events
  - Print/direct mail advertising
  - Traditional advertising
  - Salaries
  - Digital advertising
  - Geography

METRICS:
- Year-over-year increase in return on investment from the admissions, marketing, and advancement departments.

Academic Calendar of Initiatives

Seasonal Initiatives

Get To Know Trinity	February-August
Apply To Trinity	August-February
Yield	December-May
Retention	May-September

Ongoing Initiatives

Recognition	Ongoing, content focus changes quarterly
Local Branding	Ongoing, some tactics are seasonal

Measurement

> ## "You can't improve what you can't measure."
>
> *— Stefan Olander, VP Digital Sport at Nike*

Effective measurement is vital to the success of this plan. First, baselines must be established through both quantitative and qualitative research to demonstrate the success of various marketing initiatives. Second, through cycles of data-driven decision making, short- and long-term campaigns will be established to ensure increasing efficiency and return on investment.

To accomplish these things, a three-pillar approach to measurement is identified:
1. Campaign-Defined KPIs
2. Ongoing Digital Health Metrics
3. Long-Term Goal Attainment

Campaign-Defined KPIs

In each of the strategies recommended above, specific key performance indicators (KPIs) are reflected that will reveal the success of the initiative. These KPIs will be established with a project brief early in the lifecycle of the initiative and agreed upon by key team members. If there is an established baseline for KPIs, the project launch will also include quantitative goals measured compared to the baseline. Upon conclusion of an initiative, the actual performance against KPIs will then be re-examined to reveal any opportunities or insights that can help inform future efforts.

Ongoing Digital Health Metrics

On an ongoing basis, metrics associated with all of Trinity's active digital channels will be tracked and assessed. The primary purpose of this effort is to ensure continued high performance of all digital channels. Collecting and analyzing the data regularly ensures that technical problems or poor-performing content are recognized and remedied quickly. At the same time, analysis may provide insights into new opportunities for Trinity to reach existing audiences.

The data will be collected and analyzed monthly, and dashboards and reports will provide the following results to key stakeholders:

- Website metrics, e.g. number of visitors, time on site, and bounce rate, indicate the quality of the audience and the effectiveness of the content reaching them.
- Social media metrics, e.g. conversation and applause indicate our audience's engagement level with our social content.
- Email open rates and click throughs will be examined with new messages.
- Digital PR reports will provide insights on where Trinity is being written about outside of our owned channels.
- High-level insights that highlight excellent performance against metrics and explore opportunities to improve either short- or long-term achievement in the various channels.

Long-Term Goal Attainment

In addition to measuring the success of specific tactics and maintaining the health of digital channels, trending will be tracked to monitor progress towards the mission-critical goals and objectives identified in this document. For each goal, the measurement may be qualitative, quantitative, or a combination of the two. Measurement may happen as often as once per quarter, but never less frequently than once per year. In some cases, measurement and analysis will require explicit allocation of resources.

Stated goals, along with recommended measurement instruments and analysis frequency, are listed in the appendices.

Appendices

REFERENCE INSTITUTIONS

All data and qualitative rankings are compiled from princetonreview.com.

Similar Institutions

Name	City	Enrollment	Avg. GPA	S/F Ratio	% out of state	Tuition	Misc.
Beloit College	Beloit, WI	1,359	3.45	11:1	80%	$40,970	
Bucknell University	Lewisburg, PA	3,532	3.54	9:1	76%	$46,646	
Carleton College	Northfield, MN	2.045	unlisted	9:1	79%	$56,000 (approx)	
College of Wooster	Wooster, OH	2,116	3.66	11.5:1	unk	$41,300	
Colorado College	Colorado Springs, CO	2,008	unlisted	10:1	80%	$43,812	
Denison University	Granville, OH	2,336	3.5	10:1	71%	$42,990	
DePauw University	Greencastle, IN	2,336	3.51	10:1	58%	$38,280	#1 Greek Life
Grinnell College	Grinnell, IA	1,721	unlisted	9:1	88%	$43,270	#3 Best Classroom experience #6 Most Accessible Professors
Lawrence University	Appleton, WI	1,525	3.63	9:1	63%	$40,926	
Lewis and Clark College	Portland, OR	2,141	3.71	12:1	63%	$41,568	
Macalester College	St. Paul, MN	2,039	unlisted	10:1	82%	$45,167	#3 Best Athletic Facilities
Oberlin College	Oberlin, OH	2,959	3.61	unlisted	92%	$44,512	
Reed College	Portland, OR	1,447	3.9	10:1	87%	$45,750	Best Western College Best Value College for 2013 #1 Best classroom experience
St. Olaf College	Northfield, MN	3,176	3.62	12:1	49%	$39,560	#5 Best science lab facilities
Trinity College	Hartford, CT	2,301	unlisted	10:1	82%	$43,570	
AVERAGE		2,066	3.61	10:1	75%	$43,621	
Trinity University	San Antonio, TX	2,353	3.73	9:1	29%	$32,568	Top Western College

Nearby Institutions

Name	City	Enrollment	Public/Private	Avg. GPA	S/F Ratio	% out of state	Tuition	Misc.
Austin College*	Sherman	1,242	private	3.57	12:1	9%	$33,330	#10 Most popular study abroad program * Top overlap school with Trinity
Baylor University*	Waco	12,918	private	unlisted	15:1	22%	$32,574	#5 2014 top entrepreneurial programs: undergraduate * Top overlap school with Trinity
Rice University*	Houston	3,848	private	unlisted	6:1	48%	$36,610	#2 Happiest students #3 Best-run colleges #1 best quality of life #5 Great financial aid #6 Their students love these colleges #10 Best health services #10 lots of race/class interaction * Top overlap school with Trinity
Southern Methodist University*	Dallas	6,357	private	3.65	11:1	50%	$40,770	#8 best career services * Top overlap school with Trinity
Southwestern University*	Georgetown	1,347	private	unlisted	10:1	9%	$33,440	#7 best career services * Top overlap school with Trinity
Texas Christian University*	Fort Worth	8,456	private	unlisted	13:1	33%	$36,500	* Top overlap school with Trinity
University of Dallas	Irving	1,356	private	3.65	10:1	52%	$30,850	#3 Most popular study abroad program
UT Austin*	Austin	39,955	public	unlisted	18:1	5%	$9,790 in-state $33,824 out of state	#4 best health services * Top overlap school with Trinity
UT San Antonio*	San Antonio	25,979	public	unlisted	24:1	3%	$5,928 in-state $16,458 out of state	* Top overlap school with Trinity
Texas A&M*	College Station	40,103	public	unlisted	22:1	unk	$5,296.50 in-state $21,916.50 out of state	* Top overlap school with Trinity
AVERAGE		14,156		3.62	14:1	26%	$26,508	
Trinity University	San Antonio	2,353	private	3.73	9:1	29%	$32,568	Top Western College

Aspirational Universities

Name	City	Enrollment	Avg. GPA	S/F Ratio	% out of state	Tuition	Misc.
Amherst College	Amherst, MA	1,791	unlisted	8:1	87%	$43,860	#5 most politically active students
Bates College	Lewiston, ME	1,753	unlisted	10:1	89%	$45,380	
Bowdoin College	Brunswick, ME	1,795	3.8	9:1	89%	$45,004	#1 Best campus food #2 Best-run colleges #2 Best quality of life #2 Best science lab facilities #4 Best college dorms
Colby College	Waterville, ME	1,863	unlisted	10:1	87%	$43,840	Best value colleges for 2013-private
Pomona College	Claremont, CA	1,607	unlisted	8:1	66%	$43,255	#4 Great financial aid #5 Best-run colleges #5 Best college dorms #7 Best science lab facilities Best Western college
Smith College	Northampton, MA	2,664	3.92	9:1	78%	$42,840	#1 Best college dorms
Stanford University	Stanford, CA	7,063	unlisted	5:1	54%	$41,250	#4 LGBT-friendly #7 Best college library #7 2014 Top entrepreneurial programs: undergraduate #8 Their students love these colleges #9 Great financial aid
Swarthmore College	Swarthmore, PA	1,552	unlisted	8:1	unk	$44,368	#1 Top 10 Best Value Private Colleges #8 Most accessible professors #5 Best classroom experience Best Northeastern College
Tulane University*	New Orleans, LA	8,352	3.49	9:1	73%	$43,150	#4 College city gets high marks #4 Happiest students * Top overlap school with Trinity
Wellesley College	Wellesley, MA	2,481	unlisted	8:1	84%	$43,288	Best Value Colleges of 2013 - Private
Wesleyan University	Middletown, CT	2,882	3.75	9:1	92%	$46,674	Best Value Colleges of 2013 - Private
Williams College	Williamstown, MA	2,052	unlisted	7:1	86%	$46,330	#3 Top 10 Best Value Private Colleges
AVERAGE		2,988	3.74	8:1	80%	$44,103	
Trinity University	San Antonio, TX	2,353	3.73	9:1	29%	$32,568	Best Western College

POSITIONING STATEMENTS
TOP 10 RANKED LIBERAL ARTS COLLEGES, 2014

(Statements as provided by the institutions to U.S. News & World Report)

Williams College 2,052 *(number indicates enrollment)*

Talented, highly motivated students and faculty from across the country and abroad gather in the natural beauty of Williamstown to create a community of learning that is both personal and powerful. Personal are the bonds that grow among faculty and students - in the classroom, lab, theater, and studio and through an endless array of extracurricular activities. Powerful are the learning that results, the impact Williams students go on to have on the world, and the strength of their lifelong attachment to each other and to the place. (All descriptions provided by the respective institution to U.S. News).

Amherst College 1,817

Amherst College is widely regarded as one of the nation's very best liberal arts colleges. Enrolling 1,800 students from nearly every state and more than 40 countries, Amherst features an open curriculum and offers the BA in 33 fields of study. Amherst is part of the Five College Consortium with Smith College, Hampshire College, Mount Holyoke College and the University of Massachusetts at Amherst.

Swarthmore College 1,552

Swarthmore College, a highly selective college of liberal arts and engineering, celebrates the life of the mind. Since its founding in 1864, Swarthmore has given students the knowledge, insight, skills, and experience to become leaders for the common good. The College is private, yet open to all regardless of financial need; and decidedly global in outlook, drawing students from around the world and all 50 states. So much of what Swarthmore stands for, from its commitment to curricular breadth and rigor to its demonstrated interest in facilitating discovery and fostering social responsibility, lies in the quality and passion of its faculty. A student/faculty ratio of 8:1 ensures that students have close, meaningful engagement with their professors, preparing them to translate the skills and understanding gained at Swarthmore into the mark they want to make on the world. The College's Honors program features small groups of dedicated and accomplished students working closely with faculty; an emphasis on independent learning; students entering into a dialogue with peers and teachers; and an examination at the end of two years study by outside scholars. Swarthmore's idyllic, 425-acre arboretum campus features rolling lawns, a creek, wooded hills, and hiking trails, and is located just 11 miles from Philadelphia.

Bowdoin College 1,839

A liberal arts education at Bowdoin is not about being small and safe; it is about having the support to take surprising risks. That means caring more about the questions than giving the right answers, discovering you are good at something you did not think was your strength and making connections

where none appear to exist. Bowdoin's curriculum offers a bold blueprint for liberal education designed to inspire students to become world citizens with acute sensitivity to the social and natural world. Its interdisciplinary focus encourages students to make connections among subjects, discover disciplines that excite their imaginations and develop keen skills for addressing the challenges of a changing world. Bowdoin students achieve at the highest levels but also lead balanced lives. Campus visitors frequently comment on how friendly everyone at Bowdoin is to visitors and how happy everyone seems at Bowdoin. This impression is supported by high retention, graduation and alumni giving rates. The connection to place is vitally important to the educational, social, service and recreational opportunities at Bowdoin. Maine is much more than the College's address. A Bowdoin education is best summed up by "The Offer of the College": To be at home in all lands and all ages; To count Nature a familiar acquaintance, And Art an intimate friend; To gain a standard for the appreciation of others' work, And the criticism of your own; To carry the keys of the world's library in your pocket, And feel its resources behind you in whatever task you undertake; To make hosts of friends ... Who are to be leaders in all walks of life; To lose yourself in generous enthusiasms, And cooperate with others for common ends. This is the offer of the college for the best four years of your life. —Adapted from the original "Offer of the College" by William DeWitt Hyde, President of Bowdoin College, 1885-1917.

Middlebury College 2,516

Located in the quaint New England town of Middlebury, Vermont, Middlebury College offers scenic mountain views and a rigorous liberal arts curriculum that is particularly strong in environmental studies, international studies, sciences, languages and literature. A commons-based residential life system allows students to pursue their interests in an intimate atmosphere while participating fully in the life of the larger college community. Success in NCAA Division III sports competition reflects a culture that embraces the importance of the scholar/athlete. The student body encompasses a broad array of cultures, ethnicities, religions and economic backgrounds, making up a vibrant community with numerous intellectual perspectives.

Pomona College 1,607

Pomona offers its nearly 1,600 students-evenly divided between men and women-a comprehensive curriculum in the arts, humanities, social sciences and natural sciences. With a student-faculty ratio of eight to one, students have the opportunity to work closely and collaboratively with professors who are also top scholars in their fields. Students and faculty challenge each other in laboratories, classrooms, and co-curricular activities, and everyone benefits from the energy generated by such an assemblage of sharp and eager minds. Friendships forged among Pomona faculty and students frequently endure far beyond the four years of college.

Few institutions offer Pomona's ability to combine intimate qualities as an average class size of 15 with such large-scale resources as a two-million-volume library. Fewer have enrolled as talented and high

achieving a student body which is as happy with their environment and choice. As the founding member of The Claremont Colleges, a unique consortium of seven independent institutions on adjoining campuses, Pomona offers its students the experience of a small, academically superb liberal arts college and the breadth of academic and social resources normally associated with major universities.

Students challenge and learn from one another not only in the classroom but also in daily life. On-campus housing is guaranteed, and few students choose to live anywhere else. The extraordinary ethnic and social diversity of its student body gives Pomona a broader mix of backgrounds than just about any comparable educational institution.

Our location—within an hour of the Pacific Ocean, the Mojave Desert, the San Gabriel Mountains and the city of Los Angeles—informs and shapes daily life at the College. There aren't many places in the world where you can ski in the morning, play on the beach in the afternoon, and take in a major league baseball game or an opera at night. Beyond the recreational and cultural possibilities, our location offers unequalled opportunities for field study, community involvement and internships.

Pomona students are so varied that they resist easy categorization. They embrace new ideas, take initiative, ask questions and challenge the status quo. They are as academically capable a group as any college or university can claim, and they are interested in doing something important with their talents.

Our students share a spirit of openness and collaboration. Our students are competitive but not cutthroat —a very important distinction. They work hard, but don't compare grade point averages to peers. Maybe it's the weather or the palm trees but, we tend to think it's something more: a cooperation fostered by faculty in the lab and classroom. Professors encourage collaboration, and many students continue working together after class, forming study groups that meet in the residence halls, in lounges and computer labs and over laptops and shakes at the Coop Fountain.

Students come to Pomona from every state in the nation and from many other countries, from private and public schools, from large cities, suburbs and towns so small they don't appear on most maps. More than one-third are students of color, and a substantial portion are in the first generation of their families to attend a four-year college or university.

To maintain the remarkable strength and variety of Pomona's student body, the College's financial resources are critical. For U.S. citizens and permanent residents, admission decisions are made without consideration of a student's financial circumstances. Over half of Pomona's students receive financial aid from the College to support their study, and the College meets 100 percent of the demonstrated financial need of every enrolled student. This practice ensures that the most capable students will always be able to enroll at Pomona regardless of their financial circumstances.

Carleton College 2,055

Carleton College is a private liberal arts college located in the historic river town of Northfield, Minn., 40 miles south of Minneapolis/St. Paul. Best known for its academic excellence and welcoming campus community, Carleton offers 33 majors and 15 concentrations in the arts, humanities, natural sciences, and social sciences. Carleton's student body is notoriously difficult to categorize, but one word to describe it might be curious. "Carls" are an intellectually insatiable group that approach learning with enthusiasm, energy, and a uniquely Carleton brand of playfulness. Broad-ranging interests are common, and friendships seem to cross all traditional boundaries. As students and alumni will tell you, there's just something different about Carleton. Maybe it's the size (about 2,000 students). Or maybe it's the round-the-clock proximity of so many creative minds (90 percent of students live on campus). Whatever the reason, Carleton is a place where students are likelier to cooperate than compete. The College supports more than 100 student organizations, and features numerous a capella vocal groups, comedy troupes, dance groups and drama groups. The College also sponsors 20 varsity sports, plus a vast club and intramural sports scene with nearly 90 percent of the student body partaking at a wide spectrum of ability levels. Carleton's faculty members are highly respected scholars, researchers, and practitioners in their fields. But, above all, their first priority is teaching. A student-faculty ratio of 9 to 1 ensures that Carleton students have plenty of opportunity for interaction with their professors. Carleton students come from 50 states and 37 other countries. Multicultural students account for 22 percent of Carleton's 2,000 students. More than half of all students receive need-based financial aid and about 80 percent hold jobs on campus. Carleton ranks second among all undergraduate colleges in the number of its students awarded prestigious National Science Foundation Fellowships for graduate study.

The College enrolls more National Merit Scholars than any other small liberal arts college in the country, and has had 18 Rhodes Scholars. The Center for Community and Civic Engagement encourages students to combine traditional volunteer service with scholarly engagement in the community. Opportunities abound for internships, externships, summer research with faculty, and career exploration with alumni. More than 70 percent of the student population participates in off-campus studies. Carleton brings nationally and internationally distinguished guests to campus as visiting faculty and for weekly convocations, which are free and open to the public. Guests have included journalist and presidential adviser David Gergen; co-founder of Politico and Carleton trustee John Harris; Minnesota Governor Mark Dayton; and former U.S. Ambassador to Iraq, Afghanistan, and the U.N. Zalmay Khalilzad. Carleton features the 880-acre Cowling Arboretum (known as "the Arb") that provides a network of walking, running, and cross-country skiing trails adjacent to the Cannon River and east of the campus. The Arb was named among the top 10 places to run in the country by Runner's World magazine. The College also has one of the largest undergraduate libraries in the United States, as well as a science complex that consists of a Center for Mathematics and Computing, and buildings for physics and psychology, biology, and chemistry and geology.

Opened in 2011, the Weitz Center for Creativity is a working lab for creativity where the arts intersect with all disciplines. An 80,000 square-foot Recreation Center opened in 2000, giving Carls a state-of-the-art athletics and recreation facility. Carleton graduates can be found in the forefront of nearly every professional field, and within ten years of graduating, 75 to 80 percent of alumni go on to top graduate and professional schools across the country.

Wellesley College 2,481

Wellesley College, one of the most academically challenging institutions of higher education in the country and widely acknowledged as the nation's top women's college, provides its students with an array of opportunities that create the richest possible educational environment. Wellesley prepares women to realize their own highest ambitions and compete in any setting. Offering more than 1,000 courses in 54 established majors, the College also supports more than 100 student clubs and organizations (as well as 14 varsity teams) that serve a wide range of interests. It is this broad-based educational and experiential excellence, along with its dedicated faculty, small class size (averaging 17-20, with a student/faculty ratio of 7:1), and strong sense of community—that distinguishes Wellesley.

As an institution that focuses solely on the ideals of a liberal arts education (and does not offer graduate programs), Wellesley is able to dedicate all of its academic resources—faculty, facilities, and research support to its undergraduate students. Admission policy is "need-blind" for U.S. citizens and permanent residents, admitting applicants without regard to their ability to pay, and making Wellesley one of the few colleges to meet 100 percent of demonstrated financial need; additionally, its generous policies eliminate loans for students with the greatest need, creating one of the most socioeconomically diverse colleges in the country. In fact, Wellesley awards financial aid over 50 percent of its students. Each year several hundred women spend a semester (or year) studying abroad, where their financial aid applies; cross-registration is available with MIT, Olin College of Engineering, Babson, and Brandeis; and active exchange programs are offered through--among others--the Twelve College Exchange Program and Spelman College. Through its Center for Work and Service, Wellesley offers outstanding career guidance and internship programs with about three-quarters of students engaging in at least one internship. The Center awards stipends of $3,000 each to 300 students a year, making it possible for them to create their own unique internships or take advantage of an otherwise unpaid opportunity. Twenty-one residence halls house students from all four classes and from 63 countries and 48 states, making Wellesley one of the most diverse colleges in the nation.

Celebrated for the many extraordinary facilities on its beautiful 500-acre campus, Wellesley is home to the Lulu Chow Wang Campus Center; the Science Center; the Knapp Media & Technology Center; the Margaret Clapp Library; the Davis Museum & Collins Cinema; the Keohane Sports Center; the Hunnewell Arboretum & Alexandra Botanic Garden and Ferguson Greenhouses; the Jewett Arts Center; the Nehoiden Golf Course; the Newhouse Center for the Humanities; the Pforzheimer Learning and Teaching Center; the Slater International Center; the Wellesley Centers for Women; the Whitin

Observatory; the Wellesley College Theatre; and the Albright Institute for Global Affairs, which educates women for leadership in the world. Alumnae commitment to the College and its mission is renown, and the connections among the 32,000 active alums—including former U.S. Secretary of State Hillary Rodham Clinton '69 and former U.S. Secretary of State Madeleine Albright '59, ABC News anchor Diane Sawyer '67, and former Space Shuttle Commander Pamela Melroy '83—are strong. Wellesley is just outside of Boston, a city rich in theatre, art, sports, and entertainment, and populated with tens of thousands of college students.

Claremont McKenna College 1,264

Established in 1946, Claremont McKenna College (CMC) is an independent undergraduate liberal arts college with a curricular emphasis on economics, government, and public affairs. Unlike many other colleges, which champion either a traditional arts education or the acquisition of professional and technical skills, CMC builds bridges between the two. By combining the intellectual breadth of the liberal arts with the more pragmatic concerns of public affairs, CMC helps students acquire the vision, skills, and values they will need to be leaders in their chosen fields.

Above all else, CMC works to harness its faculty and the depth of its academic offerings to challenge and inspire students. While some colleges emphasize research breakthroughs, at CMC the greatest discoveries are its students. CMC professors are engaged not only in teaching, but also in collaborating with their students. Whatever field a student chooses to study, the emphasis is on impact: exposing students to singular opportunities that prepare them to make a difference in the world.

Originally founded as Claremont Mens College, CMC became co-educational in 1976 and changed its name to Claremont McKenna College in 1981 after trustee Donald C. McKenna. With an on-campus enrollment of approximately 1,200 students, CMC is singular in its approach to a liberal arts education. In a global economy where competition is the rule, CMC offers students a competitive edge.

CMC students expand their intellectual, cultural, and social service horizons through the many one-of-a-kind educational and life-changing opportunities offered at CM with ten leading edge research institutes, offering students and faculty the opportunity to merge research, teaching, and learning.

CMC is also a member of The Claremont Colleges, a consortium of five undergraduate colleges and two graduate institutions. Based on the Oxford/Cambridge model, The Claremont Colleges offer CMC students the intimacy and rigor of a top-tier liberal arts college with the resources of a large research university. It is an opportunity students will not find anywhere else in the United States: a chance to be part of warm, vibrant, cohesive community nestled in the heart of a larger and inviting academic universe.

In September 2007, Robert A. Day, a CMC alumnus, pledged a $200 million gift to CMC and subsequently the Robert Day School of Economics and Finance was established and now offers multiple programs, including a Master of Arts in Finance degree.

In 2011, CMC opened The Kravis Center, which creates a defining architectural identity for CMC. Sunny terraces and breathtaking views of the surrounding Claremont Colleges set the stage for the growth of the collaborative culture in a visionary new facility at CMC. CMC can be summed up as a place that values rigorous academics, gives personal attention to students, and provides an intimate environment. At CMC students can go as far as their imagination takes them.

Davidson College 1,790

An award-winning faculty, exceptional student profile, competitive Division I athletics, top national academic rankings, vital honor code, and nationally-recognized alumni network (64 percent annual fund participation) place Davidson among the nation's leading liberal arts colleges. Close contact with professors brings an unusually high number of students into graduate-level research and publishing. Nearly 70 percent of students study abroad. Need-blind admissions attract a diversity of more than 1,700 students from 46 states and Washington, D.C., and 39 countries. Located in a picturesque college town in the temperate piedmont region near metropolitan Charlotte, N.C. Visit www.davidson.edu.

POSITIONING STATEMENTS
TOP TRINITY OVERLAP UNIVERSITIES, 2013

(Overlap refers to the schools where students accepted to Trinity ultimately enrolled. Statements as provided by the institutions to U.S. News & World Report.*)*

University of Texas, Austin 39,955

In addition to the superb instruction available, one of the special strengths of the University of Texas at Austin is its size. This allows UT to offer great educational variety: there are over 300 degree programs in 17 colleges, and scores of these programs are nationally ranked. UT's size is also reflected in its vast intellectual resources. To mention but a few, the renowned Harry Ransom Humanities Research Center, the McDonald Observatory in the Davis Mountains, the Blanton Museum of Art, and the Teresa Lozano Long Institute of Latin American Studies attract scholars from throughout the world, and are readily accessible to our students. But the greatest assets of UT are its faculty and students, talented and diverse groups with representation from all 50 states and more than 120 nations, who make the learning experience inside and outside the classroom invaluable. Our graduates learn to work in an inclusive and international environment that prepares them for life in the world at large.

Texas A&M 40,103

As the first public institution of higher education established in the State of Texas, Texas A&M University (TAMU) continues to blend its rich traditions and Aggie Spirit with intellectual innovation to develop leaders of character dedicated to serving the greater good. The university's world-class faculty is focused on providing exceptional educational opportunities for all students. TAMU offers more than 120 undergraduate degree programs and 240 master's and Ph.D. programs, as well as a doctorate in veterinary medicine. Many programs are ranked among the very best in their respective disciplines. All students are not only expected to master the depth of knowledge required of their field, but must also incorporate overall learning outcomes determined to be critically important to a university's graduates.

Faculty engage students in high-impact learning experiences so that Aggie students can demonstrate problem solving and critical thinking, effective communication skills, personal and social responsibility, social, cultural and global competence and the ability to work collaboratively. Simply put, Aggies commit to lifelong learning. TAMU is a Tier 1 research university, ranking in the nation's top 25 for total research expenditures ($706 million plus in FY 2011). Groundbreaking research to solve global problems is expected. However, research brings faculty and students together because at TAMU, teaching and research go hand-in-hand. And, research experiences are not restricted to graduate students. More than 3,000 TAMU undergraduate students enroll in research courses each year and many more participate in research projects. Participating in a research project is not only high-impact learning, but also provides students with the opportunity to develop a close working relationship with acclaimed faculty that often leads to scholarships, internships, jobs and admission to top graduate and professional schools.

Another opportunity available to TAMU students is to study abroad. Whether it's a research or service project, an internship or the chance to study in a foreign country, students who do study abroad report that it builds character and self-confidence, and allows them to experience another culture, develop a global perspective and solve problems they will encounter in the real world after college. This focus on educating students for the future has resulted in TAMU's graduates being among the most heavily recruited students in the country. The *Wall Street Journal* named TAMU second in the nation among all universities, public and private, in a survey based on graduates recruiters prefer to hire.

"It's a great time to be in Aggieland" is a statement heard on campus often these days. Following an unprecedented capital improvement program, TAMU continues to grow and evolve. Among the numerous new state-of-the-art facilities are the Interdisciplinary Life Sciences Building, the Mitchell Institute for Physics and Astronomy, the National Center for Therapeutics Manufacturing, a new AgriLife Center, a new Performing Arts and Humanities building and many more. A renovated and expanded Memorial Student Center re-opened in April 2012, and is considered one of the finest student unions in the country. Our outstanding intercollegiate athletics program includes 650 NCAA Divison-1 student-athletes who have distinguished themselves as champions on and off the field, earning several national championships.

TAMU joined the Southeastern Conference in July 2012, and has enjoyed success in the new conference. Baseball is now played in the beautifully renovated Olsen Field at Bluebell Park and major renovations are anticipated for our renowned football stadium, Kyle Field, the Home of the 12th Man. TAMU is committed to excellence and to providing opportunities for leadership in and out of the classroom. Its history, traditions and Aggie Spirit, along with its world-class academics are what make TAMU unique.

Southwestern University 1,394

Changing lives since 1840, Southwestern University is a private, selective national liberal arts and sciences institution, committed to maintaining a dynamic residential community where students are challenged, supported, and engaged.

Southwestern is defined by its core purpose: fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity, and shaped by its core values: cultivating academic excellence, promoting lifelong learning and a passion for intellectual and personal growth, fostering diverse perspectives, being true to oneself and others, respecting the worth and dignity of persons, and encouraging activism in the pursuit of justice and the common good.

Southwestern is comprised of the Brown College of Arts and Sciences and the Sarofim School of Fine Arts. We are distinguished by being one of only 11 Phi Beta Kappa chapters in Texas (where there are more than 100 colleges and universities), and by our century old Honor Code, which commits students to academic integrity and holds them accountable to each other in their endeavors.

Central to the University's curriculum, Paideia is an intentional, interdisciplinary, and integrated academic experience that transcends conventional approaches to teaching and learning by promoting connections among academics, intercultural experiences, civic engagement, and collaborative research and creative works.

Southwestern faculty are excellent teachers, nationally known scholars and artists, and dedicated to student success. Our small classes (average of 14) and low student/faculty ratio (10/1), allow Southwestern faculty to work closely with students to ensure each gets the most out of their undergraduate experience.

A survey of 2011 graduates shows that more than 95 percent of them have found employment or have been accepted to a graduate/professional school. Typically, eighty percent of our graduates who apply to medical, dental, or veterinary school are admitted.

Southwestern students have multiple opportunities to participate in research projects with fellow students and faculty members. Southwestern commits substantial funds to support faculty-student collaborative research, including student travel to national and international conferences. Those projects commonly lead to student-faculty conference presentations and have produced many student coauthored publications.

A Southwestern education often extends beyond campus with more than half of our students studying abroad in places like Rwanda, Greece, Peru, Bulgaria, Germany, Costa Rica, and Spain. Specialized programs in cities including New York, London, and Washington, D.C., offer additional opportunities for students. In addition, while attending Southwestern 60 percent of the class of 2011 completed at least one internship and 29 percent completed two or more.

On campus and off, civic engagement is a high priority. In the most recent academic year, 76 percent of our students participated in service projects, often through Southwestern's many student organizations, collectively logging more than 28,000 hours in community volunteerism and activism.

Southwestern students are environmentally aware and active. This activism has led to many sustainable advances on campus. For example, President Schrum has signed both the Talloires Declaration and the American College and University Presidents' Climate Commitment. In 2010, Southwestern agreed to meet all of its electric needs for the next 18 years through wind power and the two newest buildings on campus are LEED certified.

Ninety percent of Southwestern students are also active as members of 20 men's and women's varsity athletics teams, numerous club sports, intramurals, and outdoor activities. The Southwestern "Pirates" participate in NCAA Division III athletics as part of the Southern Collegiate Athletic Conference.

Southern Methodist University 6,249

SMU cultivates well-rounded leaders with a strong liberal arts foundation. The University offers nationally competitive undergraduate, graduate and professional programs through seven degree-granting schools in humanities and sciences; business; engineering; performing, visual and communication arts; education and human development; law; and theology. Distinctive multidisciplinary undergraduate programs include international studies, environmental science and human rights. Also offered are an honors program with individualized studies, joint programs with the University of Texas Southwestern Medical Center at Dallas, study abroad through 150 programs in 50 countries, funded student research and a living/learning program in urban studies. SMU is one of the few universities in the U.S. to have a voting student member on its Board of Trustees. SMU-in-Taos (New Mexico) offers credit courses and includes excavation of a 13th-century Indian pueblo. One of the top collegiate lecture programs in the nation brings national and international leaders to campus. Student leadership opportunities include internships, community service and involvement in 180 student organizations. SMU's campus is five miles from downtown Dallas, a center of commerce and culture offering opportunities for careers locally and throughout the world. SMU's Meadows Museum houses one of the largest and most comprehensive collections of Spanish art outside of Spain. The George W. Bush Presidential Center, which opened on the SMU campus in spring 2013, consists of a library, museum and independent institute that conducts research and programs on national and international issues.

Texas Christian University 8,456
Opening minds and doors to success.

TCU is all about the experience. This is a place where students learn how to adapt to whatever the future might bring, develop critical thinking skills and expand their creativity. With a choice of rigorous academic programs in 131 undergraduate areas of study, 49 master's level programs, and 23 areas of doctoral study, Horned Frogs have opportunities to search for meaning and examine values, yet graduate well-prepared for professional accomplishment.

Whether in the fine arts or business or engineering, Horned Frogs can develop their full creative potential here. For example, both MBA and undergraduate students at the Neeley School of Business benefit from an experience ranked at the top by Bloomberg Businessweek and U.S. News & World Report - not in spite of, but because of, the focus on the individual.

At TCU, professors love being in the classroom. These mentoring teacher-scholars also conduct well-published, leading-edge research, often with undergraduates at their sides.

Horned Frogs live, learn, and play 24-7 in a 277-acre setting in a vibrant city. They work out in state-of-the-art recreation facilities, catch Big 12 NCAA athletic competition, and participate in 200+ organizations, all without leaving the campus.

That's when they're not providing thousands of hours of volunteer service to their community, interning in New York or LA, practicing journalism in Washington, D.C., experiencing international business in China or perfecting Spanish in Seville.

It's how Horned Frogs are learning to change the world.

Baylor University 12,918
The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community. Chartered in 1845 by the Republic of Texas and affiliated with the Baptist General Convention of Texas, Baylor is both the state's oldest institution of higher learning and the world's largest Baptist university. Established to be a servant of the church and of society, Baylor seeks to fulfill its calling through excellence in teaching and research, in scholarship and publication, and in service to the community, both local and global. The vision of its founders and the ongoing commitment of generations of students and scholars are reflected in the motto inscribed on the Baylor seal: Pro Ecclesia, Pro Texana - For Church, For Texas.

Rice University 3,848

Undergraduate education has remained at the center of Rice University's mission since its founding nearly 100 years ago. Our students have unparalleled opportunities to learn from distinguished faculty through classroom interaction and research collaboration. Rice combines the advantages of a liberal arts college, including small class sizes and a low student to faculty ratio, with the resources and facilities of a premier research university. The distinctive residential college system enhances the Rice experience by allowing students to flourish as individuals in a community of their peers. Rice's comparative advantages lie in our relatively small size, our emphasis on undergraduate education, our focused areas of strength, the relative ease by which we can foster interdisciplinary study, and our possibilities for teaching and research excellence across the range of human knowledge and endeavor. Rice has a median class size of 14, an endowment of $4.4 billion, numerous opportunities for undergraduates to conduct primary research, and a strong sense of community fostered by our residential college system. Rice practices need-blind admission, meets 100 percent of students' demonstrated need, and is consistently heralded as one of the best values in higher education.

Trinity University 2,353

Trinity University is one of the nation's top private undergraduate institutions. Noted for its superior academic quality, outstanding faculty, and exceptional academic and residential resources, Trinity is committed to the intellectual, civic, and professional preparation of its students. Located in historic, culturally rich San Antonio, Trinity offers the most relevant education option for talented students today.

INDUSTRY STATISTICS

Demographic Statistics

- From 2012 to 2019, the number of white college students is expected to increase 5%, while the number of Hispanic students will increase 27%. (College Board)
- In 2011 the number of 18- to 24-year-old Hispanics enrolled in college reached a record 16.5% share of all college enrollments. (Pew Hispanic Center)
- Compared to a decade ago, 31% more international students were studying at U.S. colleges and universities in 2011-12. (Institute of International Education)
- In 2011, 29% of non-veteran Americans age 25 and older had attained a bachelor's degree, while only 26% of veterans had. (U.S. Census Bureau)
- 45% of women ages 18 to 24 were enrolled in college or graduate programs as of October 2011,compared with just 39% of men in the same age group. (U.S. Census Bureau)
- The number of high school graduates peaked in 2008-09 and will decline through 2014-15, still not recovering its peak through 2020-21. (National Center for Education Statistics)

- College enrollment in Fall 2012 dropped by 1.8% from a year earlier, while enrollment at private nonprofit institutions increased 0.5%. (National Student Clearinghouse Research Center)
- Between 2013 and 2020, college enrollment is projected to increase 5% for 18- to 24-year-olds, 16% for 25- to 34-year-olds, and 17% for students 35 years old and older. (National Center for Education Statistics)

Transfer Statistics

- 23.6% of traditional-age students who began in 2006 and completed a degree did so at an institution other than the one where they started.(National Student Clearinghouse Research Center)
- 33% of all college students who began in 2006 transferred at least once within five years. (National Student Clearinghouse Research Center)
- 14.4% of the first-time students who started at a four-year institution in the fall of 2005 subsequently "reverse transferred," enrolling at a two-year institution outside of summer months. (National Student Clearinghouse Research Center)
- Four-year private nonprofit institutions receive only 13.6%of all incoming transfer students.(National Student Clearinghouse Research Center)

Technology Statistics

- 17% of students enrolled in a fully online degree program did not know what type of institution they were attending. Among those who did, 44% were enrolled at a public, 35% at a for-profit, and 21% at a private nonprofit institution. (Learning House)
- Among Americans with mobile phones, more have smartphones(56%) than feature phones (44%). (Nielsen)
- An estimated 43% of 11- to17-year-olds will own and use a smartphone in 2013. (eMarketer)
- 51.1% of smartphone and tablet users now check their email using only a mobile device. (Prosper Mobile Insights)
- Among all parents who have a child between the ages of 12-17, 66% now say they use a social networking site, up from 58% in 2011. (Pew Internet)
- 30% of Internet users age 14-17 record and upload video to the Web, compared to 14% of adult Internet users. (Pew Internet)
- 63% of all teens say they exchange text messages every day with people in their lives, while only 39% call by cell phone and 6% email. (Pew Internet)
- 52% of prospective college students say the Web plays an "extremely important" or "significant" role in their college search. (Noel-Levitz)
- 72% of rising high school seniors in 2012 researched their prospective colleges on a social media site. (Inigral)
- 92% of consumers trust recommendations from friends and family above all other forms of advertising, closely followed by online consumer reviews at 70%. (Nielsen)

Financial Statistics

- The median net worth of middle- income families fell 28% from 2001 to 2010, to $93,150, erasing two decades of gains. (Pew Research Center)
- Real median household income for 2011 fell 1.5% to $50,054, which was 8.1% lower than in 2007. (U.S. Census Bureau)
- Median home equity dropped 42.3% from $95,300 in 2007 to $55,000 in 2010. (Federal Reserve)
- 32% of Americans considered themselves to be in the lower or lower- middle class in 2012, up from 25% in 2008. (Pew Research Center)
- 66% of college seniors who graduated in 2011 had student loan debt, with an average of $26,600 for those with loans, up 5% from the previous year. (Project on Student Debt)
- Upper-middle-income households (80th to 95th percentile) saw the biggest jump from 2007 to 2010 in the percentage with student loan debt, and their average amount of debt also soared. (Federal Reserve)
- The national two-year default rate on student loans rose to 9.1% for the FY2010 cohort (in 2007, it was 4.6% for those who entered repayment in 2005), and the three- year default rate was 13.4% for the FY2009 cohort. (U.S. Department of Education)
- On average, parents plan to pay for 57% of their children's college costs, but the typical family is currently on track to cover just 30%. (Fidelity)
- 69% of families eliminated colleges because of financial considerations at some point in their application process in 2012, up from 56% in 2009. (Sallie Mae)
- 63.9% of first-year students in 2011 agreed (21.5% agreed strongly) that the "current economic situation significantly affected my college choice." (CIRP)
- Half of all full-time students at four- year public and private nonprofit colleges and universities attend an institution with published tuition and fees of $10,282 or less; only 16.7% attend an institution with tuition and fees of $30,000 or more. (College Board)
- Published tuition and fees at private nonprofit institutions rose 3.9% for 2012-13, while institutional student aid budgets increased 6.2%. (National Association of Independent Colleges and Universities)
- The average amount that private nonprofit institutions discounted tuition for first-time, full-time undergraduates increased to 42.8% in 2011, up 5 percentage points from 2001. (National Association of College and University Business Officers)
- The yield rate at private nonprofit institutions dropped to 36.4% in 2011. (National Association for College Admission Counseling)
- In 2012, only 57% of adults believed a college education is a worthy investment, compared to 81% in 2008. (COUNTRY Financial)
- 80% of U.S. adults think the education students receive at many colleges is not worth what they pay for it, and 55% think the average debt load for college students who take out loans is too high. (TIME/Carnegie Corporation)
- The most common response of first-year students in 2011 when asked what reasons were very

important for going to college was "to be able to get a better job," cited by 85.9%; "to get training for a specific career" was cited by 77.6%. (CIRP)

- "This school's graduates get good jobs" was cited by 54.6% of first-year students in 2011 as a reason for choosing their college, second only to "this college has a very good academic reputation" at 63.7%.

Source: http://www.sumsem.com/testing/2013_trends.pdf

TREND REPORTS AND REFERENCE DOCUMENTS

How Marketplace Conditions Will Influence Private Higher Education Enrollment—And How Colleges Can Respond

http://www.sumsem.com/testing/2013_trends.pdf

The Lawlor Group conducts extensive quantitative and qualitative research for independent college and university clients throughout the United States. Based on our recent findings, along with other primary and secondary research available to the general public, we've identified 10 trends in the higher education marketplace that we predict will have a significant impact on student recruitment and enrollment efforts during the coming year. We've also included several recommendations for how college enrollment and marketing administrators can respond to the market trends.

Education Pays 2013: The Benefits of Higher Education for Individuals and Society

http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report.pdf

Education Pays 2013: The Benefits of Higher Education for Individuals and Society documents the ways in which both individuals and society as a whole benefit from increased levels of education. The report examines differences in the earnings and employment patterns of U.S. adults with different levels of education. It compares health-related behaviors, reliance on public assistance programs, civic participation, and indicators of the well-being of the next generation. Financial benefits are easier to document than nonpecuniary benefits, but the latter may be as important to students themselves, as well as to the society in which they participate. In addition to the financial and nonpecuniary benefits of higher education, Education Pays 2013 examines the increases and the persistent disparities across demographic groups in college participation and completion.

How College Shapes Lives: Understanding the Issues

http://trends.collegeboard.org/sites/default/files/education-pays-2013-how-college-shapes-lives-report.pdf

How College Shapes Lives: Understanding the Issues builds on the information presented in Education Pays 2013: The Benefits of Higher Education for Individuals and Society by discussing some of the ways in which the payoff of postsecondary education can be measured and providing insights into why there is confusion about that payoff, despite strong evidence. The report focuses on the variation in outcomes across individuals, helping to clarify that the existence of a high average payoff and the reality of significant benefits for most students are not inconsistent with disappointing outcomes for some. The aim of this report is to provide background and context for readers to help them become more active and constructive participants in discussions of the role of higher education in the United States.

How Liberal Arts Majors Fare in Employment

Debra Humphreys and Patrick Kelly, Association of American Colleges and Universities, 2014. This report is designed to complement other analyses of the employment status of college graduates by presenting data on long-term employment trajectories, with a particular focus on comparisons between graduates with baccalaureate degrees in humanities and social science fields, on the one hand, and graduates with degrees in professional and preprofessional, science and mathematics, and engineering fields, on the other. Using data from the US Census Bureau's American Community Survey, we seek to present a more accurate portrait of the employment outcomes of college graduates— not just their outcomes in the first year after obtaining undergraduate degree, but throughout their working lives.

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