



RECRUITMENT & ADMISSIONS PLAN

2020 ADMISSIONS CYCLE

Office of Undergraduate Admissions

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Executive Summary

Dear Colleagues,

The Office of Undergraduate Admissions is excited to begin a new recruitment and admissions cycle. We will continue to focus on enrolling bright and diverse freshman and transfer populations. Our primary goal is to maintain the excellence and size of the incoming class of new freshmen and transfers while continuing to diversify the undergraduate population.

The following pages share our objectives, strategies, and tactics to accomplish these tasks, including specific discussion of the following topics:

- Marketing & Communication Plan
- Illinois Resident Recruitment & Admissions
- Non-Resident Recruitment & Admissions
- International Recruitment & Admissions
- Diversity Recruitment & Admissions
- Transfer Recruitment & Admissions
- Campus Visits

The market for recruiting and enrolling talented students is changing. We face greater competition for a declining population in our primary market: the students in the state of Illinois. We have opportunities to diversify enrollment in secondary markets within the U.S. and among international markets without taking away opportunities or resources from our primary market. Sustained growth in campus diversity will be a function of the amount of financial aid and scholarship opportunities available to students. With the changing economic realities within the state of Illinois, we will need to create new pathways for students in order to ensure equitable access for all students. Our ability to compete for new students will be dependent on our depth of understanding of our institutional identity and the breadth of cooperation to communicate a consistent message.

What makes Illinois distinct among our peer universities is that we boast one of the most diverse public schools in the Big Ten (place), we have the best return on investment in the Big Ten (price), and we offer globally top-ranked academic programs that specialize in incorporating opportunities for undergraduate research and innovation (program). These compelling factors of place, price, and program align with how students make their college choice. We intend to collaborate with campus partners in order to highlight these market advantages to prospective students and families.

I look forward to working in partnership with you during the 2019-2020 recruitment cycle!

Sincerely,



Andy Borst, Ph.D.
Director of Undergraduate Admissions

Enrollment Context

The University of Illinois at Urbana-Champaign has a long and proud history of serving the state, nation, and world by providing a world-class education to a sizable student body. Urbana's enrollment already situates us among the largest campuses in the country. Data from the Integrated Post-Secondary Education Data System (IPEDS) shows that Urbana's 2014 enrollment placed it as the 14th largest university in the country. Urbana also had the 6th largest freshman class and awarded the 13th most degrees in the country that year. These metrics reveal we are already among the nation's leaders in providing a world-class education at considerable scale.

While we have long been among the nation's largest universities, our commitment to access has grown significantly in recent years. Between 2000 and 2015, campus undergraduate enrollments grew by 18% (from 27,782 to 32,878), and graduate and professional enrollments grew by 24% (from 9,054 to 11,209). While much of this growth was organic, planned growth occurred in 2006-2007, when the campus freshman class target was increased from 6,100 to 7,100, and in 2009-2010, when the College of Engineering freshman class target was increased from 1,300 to 1,500.

One consequence of this history is that our ability to increase undergraduate enrollments across the board is quite limited. The Urbana campus is already 14th in the nation in number of undergraduate applications (behind six University of California schools with a shared application process that inflates their numbers), so we have little room to grow by building our overall number of applications. We already admit 62% of undergraduate applicants, so we have little room for growth in this metric without substantially changing the profile of the class.

Increasing yield is another way to enroll more students, but most students who turn down our offers of admission cite our high cost of attendance and/or less financial aid than they had hoped for. The university has held resident tuition steady for the last five years and also recently created the new Illinois Commitment program, which covers full tuition and fees for families with resources less than the state median income. Additionally, the State of Illinois has invested more into the need-based MAP grant and created the merit-based AIM High Scholarship. It will take time to evaluate the effectiveness of these programs and their impact on enrollment.

In view of all of this, any growth in undergraduate enrollments must be strategically targeted at specific programs.

Enrollment Goal

The overall goal is to maintain the excellence and size of the undergraduate population. As a land-grant university and part of Illinois' flagship system, our first priority is to enroll resident students and then supplement enrollment with high-achieving non-residents and international students.

Excellence is pursued by enrolling students with high potential for achievement, enrolling a diverse group of students, and providing a high-quality educational experience. This points to the importance of students' academic qualifications, talent, and motivation; the mix of race/ethnicity, gender, family income, and residency among students; the educational resources available to students; and the match between each program's enrollment and its capacity.

Size affects tuition revenue and costs in ways that are readily quantified. While revenue from tuition is important (increasingly so in recent years), revenue *per se* should not be the goal of enrollment growth. Indeed, at a comprehensive university, not every educational program must have revenues that cover its costs. However, we must manage our enrollments and our portfolio of educational programs so the campus as a whole has sufficient revenue to sustain its operations, with some flexibility to explore new opportunities for teaching, research, and service. Moreover, in the current fiscal climate, any enrollment growth or new educational program should at least be revenue neutral and preferably generate revenues that exceed its costs.

Size also affects excellence in ways both real and perceived. Conventional wisdom holds that students learn better in smaller class sections than in larger ones, and that larger institutions cannot be as discriminating as smaller institutions when admitting students. Broadly speaking, excellence is negatively correlated with size. For instance, all of the universities ranked higher than Urbana in *U.S. News & World Report* have smaller enrollments than Urbana, and all but one of our IBHE peer group (the University of Texas at Austin) have smaller enrollments. Thus, increasing enrollment without taking steps to maintain students' academic qualifications and student diversity or a quality educational experience can reduce an institution's impact.

An institution's excellence also has long-term impacts on its reputation. Reputation is enhanced by the factors that drive excellence (i.e., program quality, entering student quality, and diversity), and a solid reputation makes it easier and less expensive to attract a strong and diverse group of students and a strong faculty, which further improves reputation in a virtuous cycle. The opposite cycle—a decreasing reputation that makes it harder to recruit good students and faculty, thus decreasing reputation still further—is one to be avoided at all costs. One way to preserve our excellent institutional reputation is to ensure that any growth in enrollment is consistent with the strategic goals of our campus, and that growth is planned and coordinated so as to enhance our overall institutional impact.

Admissions Philosophy

As a land-grant university and part of Illinois' flagship system, the University of Illinois at Urbana-Champaign has a responsibility to serve the citizens of the state of Illinois, from the power corridors of the Chicago Loop to the cornfields of Southern Illinois. The goal of the admissions review is to execute the will of the faculty and university administration by implementing a fair and equitable process to select from a large pool of applicants those individuals who have challenged themselves academically and show commitment to activities and service expected of University of Illinois alumni.

The University of Illinois seeks to enroll a diverse student body in order to create an inclusive and pluralistic learning environment that respects the varied perspectives and lived experiences of a diverse community. The concept of a diverse student body should be understood to include diversity in many dimensions, including socioeconomic status, veteran status, city/county/state/country of origin, family background, gender, race and ethnicity, and the intersection of these factors. Students learn and achieve more in diverse environments. As we strive to provide the best possible educational environment, our students have a compelling educational need to participate in a diverse learning environment.

Factors we consider for admission include consistent achievement at the highest curriculum level available to the student; competitive scores and subscores on standardized tests in relation to the context available to the student; interest in the major/program and reason for selecting the academic interest area; achievements outside of the classroom that suggest strengths and skills that will enhance the campus community; and unique circumstances that may demonstrate qualities or skills that help a student to succeed (<http://admissions.illinois.edu/Apply/Freshman/review>).

The citizens and legislators of Illinois have consistently reaffirmed that a student's access to quality education, and therefore opportunities in life, should not be determined by the socioeconomic status of one's parents or the school district in which one lives. Our undergraduate admissions review process uses a whole-context holistic review (<http://www-personal.umich.edu/~bastedo/papers/BastedoEtAl2018.pdf>), which takes into account the opportunities in the high school, family background, ongoing hardships, extenuating circumstances, and other contextual factors. It is important to understand the achievements of a student within the setting of various external influences, such as school resources, habitus, and family context that contribute to or hinder a student's accomplishments.

Academic performance, test scores, and other traditional measures of academic merit can vary greatly depending on the socioeconomic status of a student's parents and differences in K-12 contexts. Not everyone has access to a robust college-preparation curriculum, including students in rural high schools, historically underrepresented students, and students from lower socioeconomic backgrounds with less access to Advanced Placement courses. Assessing high school performance through measures like class rank helps assess student performance within the context of the high school; however, fewer than 40% of Illinois high schools track and report class rank on transcripts. Well-documented variance exists in standardized test scores across race/ethnicity, gender, and socioeconomic groups that account for most of the gaps in intergenerational economic mobility. Students who attend high schools with relatively higher expenditures per student have better access to college counselors, private tutors, and test-preparation services. Such differences in wealth, access to college counseling, access to advanced courses, standardized test preparation, and other factors can reinforce class stratification and limit future economic mobility. Our admissions review process focuses on how an individual student maximizes the educational offerings available to him or her and how that student has demonstrated academic achievement within his or her unique context.

Given that we admit by college, we also consider applicants in relation to the other students who have applied to that college, not all applicants to the university. Each college identifies and places unique emphasis on subjective factors that fit within the university's strategic enrollment goals as well as the goals of the college. The college-specific review criteria may change each admissions review cycle. In an effort to demonstrate transparency, these factors can be found on the following website: <https://admissions.illinois.edu/Apply/Freshman/program-criteria>.

Although it is difficult to define all of the factors that are excluded from the admissions review process, in order to promote fairness, we do not consider legacy/donor status, financial need, demonstrated interest, social media presence, counselor/teacher recommendations, or third-party advocate statements.

Office of Undergraduate Admissions Goals 2019-2020

- Reach Provost-approved new enrollment targets for freshmen and transfers.
- Successful implementation of the new and improved Transfer Articulation Guides.
- Implement and define the scope of the new Recruitment & Yield Network.
- Continue to manage the application volume and the timeframe in which we are being asked to deliver admission decisions.
- Expand international recruitment to diversify to secondary and tertiary markets.
- Assess staff classifications to accurately reflect job duties and create clearly defined promotional lines.
- Identify barriers to campus visit capacity for prospective students.
- Identify opportunities to expand recruitment of African American students.
- Ensure successful implementation of the new regional recruitment model.
- Work with the colleges to capture prospective student information from summer camps, recruitment events, and websites.

Marketing & Communication Plan

Overview

In 2018, the University of Illinois commissioned a marketing research firm to assess perceptions, market position, and messaging. The research firm recommended that the university capitalize on its current unique market position among similar universities by embracing the identity as a world-class university with global values, which offers a diverse, collaborative environment focused on impacting lives with work that matters. By espousing these brand characteristics, students were more likely to view the university favorably, feel valued by the university, and recommend the university to others. Most stakeholders agreed that the time had come to stop being quiet about our accomplishments.

The university recently hired a new Chief Marketing Officer (CMO). We will collaborate with the CMO to identify opportunities to better communicate our recruitment strategies and new market opportunities that align with a unified brand strategy for the university.

- We will shift our communication strategies with prospective students from the traditional search process of buying names from testing agencies to align more with ways in which Generation Z students receive information and make decisions.
- By embracing our brand identities, we will focus on developing authentic content from current students to help tell the story of going to college. We will use paid advertisements to push this content to our target audiences. From our market testing over the last year, this strategy should lead to more relevant inquiry information, fewer “secret shoppers,” and a better match between assessing student interest and responding with relevant content.
- In this admissions cycle, we will increase print mail communications, digital ads, photography, videography, and text messaging. The greatest emphasis will be placed on personalized print mailings aimed at building stronger connections with students earlier in their high school careers.
- We will increase the number of targeted messages to underrepresented minority students, downstate Illinois residents, middle-income students, out-of-state students, high-achieving students in markets where we have regional admissions staff, and transfer students.
- Generation Z students view their parents as partners in the decision-making process, so more visible and sharable print mailings will help encourage conversation around Illinois.
- Digital ads within the Illinois Commitment marketing plan proved to successfully reach and engage audiences throughout Illinois; therefore, we suggest broadening the brand-building effort through more digital ads to out-of-state markets and build on the momentum already established.

Branding Communications

- Increase relevancy of content
- Focus on authentic content
- Improve parent focus across communications
- Build brand awareness and reputation

More than other age groups, Generation Z is used to content being highly personal and relevant to them. Our strategy is to use dynamic content to direct appropriate messages to targeted student populations (i.e., “a great microuniversity community” to Chicago students, “a welcoming environment” to international students, etc.).

When it comes to authenticity, being in touch with our audience is the top priority. Creating authentic content that provides a window into student life at Illinois is critical to our marketing strategy.

Our communications will reinforce positive perceptions found in the Bauman brand study performed for the university last year. The study shows that prospective students associate Illinois with “team player,” “good guy,” and “visionary” organization personality types. Specific brand messaging will maintain a light touch until further direction on a campus-wide brand platform is established by the Chief Marketing Officer.

Parents make up a large and growing part of our audience. Data shows that parents increasingly sign up for college communications (90%) and even apply to colleges on behalf of their child (62%). While our communications always put students first, parents are considered a strong secondary audience and will be treated as such in our strategy.

As students move through the admissions funnel from prospects to inquiries to applicants, messaging will change. Each stage of the funnel corresponds to a decision stage, so messaging will focus on those associated decision points (Figure 1.1).

Messaging Through the Admissions Decision Process



Figure 1.1 The admissions decision process

While students are in the awareness stage (sophomores and juniors), they will receive content aimed at helping them explore universities and academic interest areas. Awareness-stage content is built around the idea that Illinois can be a resource as students explore schools and programs they might be interested in.

In the consideration stage (juniors and seniors), students are assumed to be actively exploring a narrowed list of universities or interest areas. In this stage, exploration content should transition throughout the year to marketing content about Illinois.

At the decision stage (seniors), content should focus on Illinois and the application and enrollment process, much like it does now. At this point, we should assume that students have decided where they will apply or have completed applications and are actively making their college choice from a list of schools that includes Illinois.

In the 2020 cycle, we will expand efforts to personalize and differentiate communications as students move from prospect to inquiry to applicant.

Key Audiences

In order to achieve enrollment goals, these segments will receive increased marketing and communications attention in the 2020 cycle:

- Underrepresented minority students
- Illinois high school students (focus on downstate)
- Middle-income students
- Out-of-state domestic students
- High-achieving students
- Transfer students
- Parents

Lead Acquisition

Prospective student names will be acquired through a mix of traditional name buys, organic inquiries, and advertising. Improving our lead-generation strategies has become increasingly necessary with increased competition, an evolving audience, desire for a stronger out-of-state presence, and a focus on increasing diversity on campus. Continued effort will be made to partner with colleges to include their lead acquisitions into our overall pool.

We will shift our focus away from a traditional name-buy strategy. In following with our brand characteristics, we will develop and feature content about general college choice decisions. We will push this content to our target audiences through digital advertising. When students visit our site, they will be asked to share their contact information and identify their academic interest areas. From our testing over the last year, this strategy should lead to more relevant inquiry information, fewer “secret shoppers,” and a better match between assessing student interest and responding with relevant content.

New Communications & Marketing Methods

Admissions and the Office of Communications already host many on- and off-campus events and send several communications specific to targeted groups each year. However, more work is needed to meet new class goals, including the recruitment of underrepresented students.

1. **Increased and targeted communications.** This includes digital advertising, increased direct mail flow, texting, content marketing, and more. Each of these efforts will be specifically tailored to the target group, making it more effective. We will add dynamic content unique to these groups in messages about campus life, Champaign-Urbana, and relevant student experiences.
2. **Advertising.** We will target underrepresented minority students, downstate students, and middle-income students through online and social media advertising. This is a key component of our broader advertising and search strategy.
3. **Compelling content.** This means increasing the quality of print pieces to make sure they are memorable as well as ensuring emails are relevant, important, and personal to the target audience. Adding new photo and video projects will create compelling online content.
4. **Content marketing.** New content marketing efforts will create general college search resources to help our current audience and attract a new audience to engage with Illinois Admissions. This strategy will reinforce positive brand attributes while building a new audience to cultivate.
5. **Storytelling.** A new effort to gather and showcase the Illinois experience through the vehicle of storytelling will give our messaging more impact, making it easy for students to imagine themselves on campus. Capturing these stories in photo and video will make them even more compelling and sharable, especially with the addition of a new student story microsite and an improved blog site to showcase student-generated content.
6. **Key messages for Admissions.** Admissions communications will remain focused on campus-wide messaging. We will hone in on the application process, academics and rankings, location and community, campus life, and success.
7. **Key messages for campus units.** We will encourage colleges and other campus units to focus on key messages that separate themselves from the whole of Illinois. For most colleges, this is a focus on unique academics, post-graduate success and rankings, and differentiating experiences.

Illinois Resident Recruitment & Admissions

Enrollment Goals

The primary focus of the university is to educate the residents of the state of Illinois. From 2006 to 2019, the percent of Illinois residents in the freshman class decreased from 89% to 74.4% (6,385 to 5,706; -10.6%). During the same time, the total number of Illinois high school graduates remained relatively unchanged in size (145,325 to 145,526). The decline in Illinois residents has not been because of a lack of recruitment effort or offers of admission. In fact, the number of admissions offers to Illinois residents increased from 11,007 in 2006 to 14,074 in 2019 (Figure 2.1).

The most significant factor in the decline in Illinois residents has been increased cost. Direct costs (i.e., tuition, fees, and room and board) have increased from \$17,598 in 2006 to \$27,690 in 2019 (\$10,092; 57.3%). Undergraduate institutional aid has also increased from \$10 million in 2006 to \$95 million in 2019. This shift from a low-cost, low-aid model to a high-cost, high-aid model will continue to have a direct impact on the recruitment of Illinois residents. The ability to continue to recruit and enroll talented Illinois residents will be a function of the amount of institutional aid and donor-directed scholarships available to Illinois residents.

	2014	2015	2016	2017	2018	2019 est.
Applicants	17,330	16,892	18,393	18,841	19,661	21,808
Admit %	68.4%	76.5%	71.6%	71.6%	71.0%	64.5%
Admits	11,858	12,917	13,172	13,494	13,961	14,074
Yield	41.9%	42.8%	43.0%	40.7%	41.9%	40.5%
Enrollees	4,974	5,528	5,664	5,507	5,844	5,706

Figure 2.1 Illinois Resident Admissions Numbers, 2014-2019

Overview

- Our primary focus of recruitment is Illinois residents. We receive more applications and admit more Illinois residents than ever before. Our biggest factor in enrolling more Illinois residents is the impact of cost.
- The number of Illinois high school graduates are projected to decline 7% (-10,100) over the next 10 years. High school demographics continue to become more diverse, with increases in Hispanic and Asian American students and decreases in White and African American students.
- Competition for Illinois students continues to increase. The number of regionally based recruitment staff representing various colleges and universities increased from 42 in 2007 to 121 in 2018 in Chicago and from 12 in 2007 to 34 in 2018 in St. Louis.
- Out-of-state flagships and other large research universities offering large merit-based scholarships have become our biggest competitors. The largest market penetration of competitors has been among White students with SATs of 1350 to 1450 in the Chicago suburbs. Resident students cite limited scholarship opportunities as the primary reason for not enrolling at Illinois.
- Despite a declining state population and increased competition, Illinois has improved both its application rate and market share in the university's primary market of Chicago and the surrounding suburbs. With the Chicago Satellite Office and additional regional counselors, Illinois has a larger recruitment staff committed to our primary market than any other institution or city in the country.

Situational Analysis

As the landscape of high school graduates in Illinois begins to change, we continue to implement effective techniques to build the Illinois brand. Projections from sources such as the Western Interstate Commission for Higher Education (WICHE) show a significant decrease in high school graduates in the coming years (Figure 2.2).

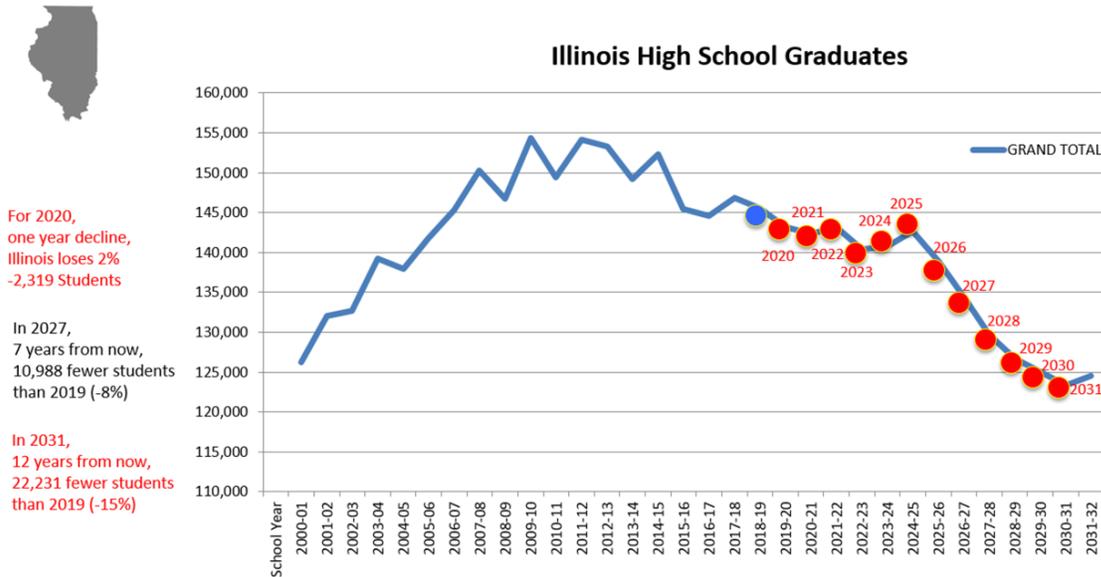


Figure 2.2 Projections of Illinois High School Graduates, 2000-2032

Source: Western Interstate Commission for Higher Education, <http://knocking.wiche.edu/report>, December 2016

In addition to a declining state population of high school graduates, the number of regionally based recruitment staff representing various colleges and universities has increased from 42 in 2007 to 121 in 2018 in Chicago and 12 in 2007 to 34 in 2018 in St. Louis. The National Student Clearinghouse provides data of where students who were admitted to Illinois choose to enroll. Comparing Fall 2010 to Fall 2018 allows us to understand competitors who have increased market share of residents who were admitted to Illinois (Figure 2.3).

University	Fall 2010	Fall 2018	Increase (#)
Purdue University – West Lafayette	153	304	151
Indiana University – Bloomington	173	297	124
Ohio State University	45	141	96
Marquette University	139	204	65
University of Michigan	186	246	60
University of Minnesota – Twin Cities	59	117	58
Iowa State University	61	117	56
DePaul University	166	220	54

Figure 2.3 Competitors and Increased Resident Market Share, Fall 2010 vs. Fall 2018

Source: National Student Clearinghouse

The annual survey of students who declined their offers of admission to Illinois illustrates that a lack of scholarship continues to be the biggest reason they do so (Figure 2.4). It is notable that state budget uncertainty was a more significant factor in the decision-making process for residents than for non-residents or international students, though it was not the most important reason identified.

	All Responses	Residents Only	Difference (%)
Scholarship	46%	50%	4%
Cost	42%	43%	1%
Location	37%	39%	2%
Campus Experience	30%	30%	0%
Advice from family member, friend, mentor, etc.	28%	24%	-4%
Reputation	29%	22%	-7%
Uncertainty of the state of Illinois budget	15%	20%	5%
Communication with staff from my program of study	14%	11%	-3%
Advice from high school counselor, teacher, coach, etc.	15%	11%	-4%
Communication with admissions staff	11%	10%	-1%
Timing of when I found out I was admitted	10%	8%	-2%
Communication materials	9%	6%	-3%

Figure 2.4 Reasons for Declining Illinois Offers of Admission, 2018

EOS/ACT data provides information to examine the total numbers of students who are college ready in the state of Illinois both by location and by test score. Over the past years, Illinois has improved in both application rate (Figure 2.5) and market share (Figure 2.6). Both account for changes in population size over time. Despite a declining population and increased competition, Illinois has improved its application rate and market share in the university's primary market of Chicago and the surrounding suburbs.

The school district with the largest number of students enrolling at Illinois is Chicago Public Schools (CPS). Several school districts in Cook County are not a part of the CPS district. The collar counties around Cook County include Lake, McHenry, Kane, DuPage, and Will. "Downstate" is a commonly referenced moniker and includes most counties in Illinois, from Rockford to Carbondale and Quincy to Charleston (excluding the St. Louis Metro East and local counties). The St. Louis Metro East area excludes all Missouri schools. Local counties include Champaign County and all adjacent counties.

	CPS	Cook Non-CPS	Collar Counties	Downstate	St. Louis Metro East	Local	All Illinois
2012	28.4%	27.1%	20.9%	13.6%	10.1%	17.1%	20.9%
2013	28.2%	26.2%	21.1%	11.3%	9.8%	24.5%	20.2%
2014	34.0%	26.6%	21.2%	11.2%	9.9%	24.9%	20.8%
2015	34.2%	26.0%	20.6%	11.2%	9.4%	23.2%	20.5%
2016	34.4%	28.0%	21.7%	12.1%	9.3%	24.9%	21.9%

Figure 2.5 Application Rate (Number of Students Applying to Illinois), 2012-2016
Source: EOS/ACT Data, 2016

	CPS	Cook Non-CPS	Collar Counties	Downstate	St. Louis Metro East	Local	All Illinois
2012	8.5%	8.1%	7.0%	5.4%	3.8%	8.0%	6.9%
2013	8.7%	8.3%	6.8%	4.6%	3.2%	10.4%	6.7%
2014	8.7%	7.7%	6.4%	4.4%	3.5%	10.1%	6.4%
2015	10.0%	8.7%	7.2%	4.8%	3.5%	11.2%	7.1%
2016	10.3%	9.1%	7.1%	4.7%	3.2%	11.0%	7.2%

Figure 2.6 Market Share (Number of Students Enrolling at Illinois), 2012-2016
Source: EOS/ACT Data, 2016

The greatest potential in increasing application rate and market share of Illinois residents is among students scoring in the middle range of ability (26-31 ACT) who reside in downstate areas (Figures 2.7 and 2.8). By adding new regionally based staff focused on non-resident students (page 17), campus-based recruitment staff have been able to better focus on these areas.

	CPS	Cook Non-CPS	Collar Counties	Downstate	St. Louis Metro East	Local	All Illinois
Top Quartile (32+ ACT)	64.9%	53.0%	54.5%	49.0%	37.1%	64.3%	53.6%
2nd Quartile (29-31 ACT)	51.4%	38.0%	38.1%	28.3%	21.6%	41.7%	38.9%
3rd Quartile (26-28 ACT)	47.7%	24.5%	24.2%	16.1%	11.9%	33.7%	28.1%
4th Quartile (21-25 ACT)	26.2%	8.1%	7.5%	4.4%	2.8%	9.2%	10.3%
Total	34.5%	20.5%	21.7%	12.1%	9.3%	24.9%	21.9%
	n=7,430	n=18,730	n=28,399	n=20,819	n=2,988	n=2,559	n=75,378

Figure 2.7 Application Rate by Location and Ability, 2016
Source: EOS/ACT Data, 2016

	CPS	Cook Non-CPS	Collar Counties	Downstate	St. Louis Metro East	Local	All Illinois
Top Quartile (32+ ACT)	15.3%	17.2%	17.7%	18.6%	13.2%	30.4%	17.1%
2nd Quartile (29-31 ACT)	15.2%	13.5%	13.2%	11.4%	6.3%	21.5%	13.6%
3rd Quartile (26-28 ACT)	15.2%	8.6%	8.2%	6.2%	4.8%	13.0%	9.8%
4th Quartile (21-25 ACT)	8.0%	2.4%	2.0%	1.5%	0.7%	3.7%	3.1%
Total	10.4%	6.9%	7.1%	4.6%	3.2%	11.0%	7.2%

Figure 2.8 Market Share by Location and Ability, 2016
Source: EOS/ACT Data, 2016

As direct costs have increased, resident yield has decreased. The yield rate of Illinois residents decreased from 58% in 2006 to 43% in 2016. Resident yield rate and subsequent enrollment rate will continue to be a function of a student's ability to afford to attend (direct cost minus available financial aid; Figure 2.9).

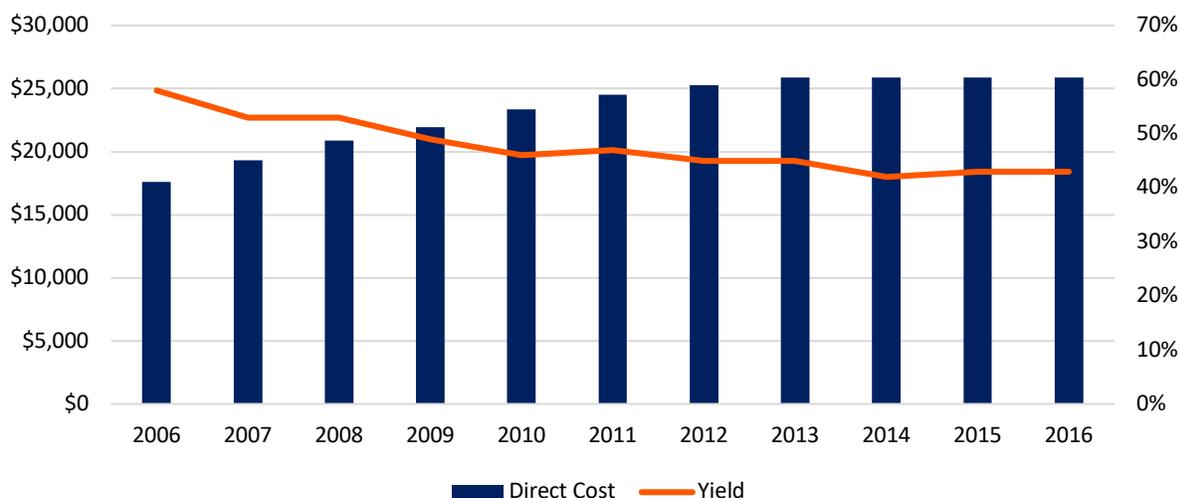


Figure 2.9 Resident Yield vs. Direct Cost, 2006-2016

Current Initiatives

Illinois Commitment

Illinois Commitment is a new financial aid program that guarantees to cover tuition and fees for Illinois residents whose family income is \$61,000 or less who have assets of \$50,000 or less. This program is estimated to impact approximately 1,800 to 2,000 new freshman students and new transfer students each year – approximately 33% of the incoming class. After 4 years, an estimated 7,200 to 8,000 undergraduates will benefit from this program. Illinois will continue to remain need-blind in making admission decisions.

AIM High Scholarships

Beginning with the Fall 2019 semester, the state legislature has allocated \$25 million to be distributed as merit scholarships to residents who attend Illinois public universities. The intent of the program is to stem the flow of Illinois students attending college out of state. We estimate that approximately \$7 million will be allocated to our university. The Illinois Student Aid Commission is still finalizing program details.

High School Visits & College Fairs

We attend high school visits and college fairs that allow us to speak to prospective students directly (Figure 2.10). We do not visit schools that only allow lunchroom visits. Approximately 80% of our overall recruitment travel is focused on in-state recruitment.

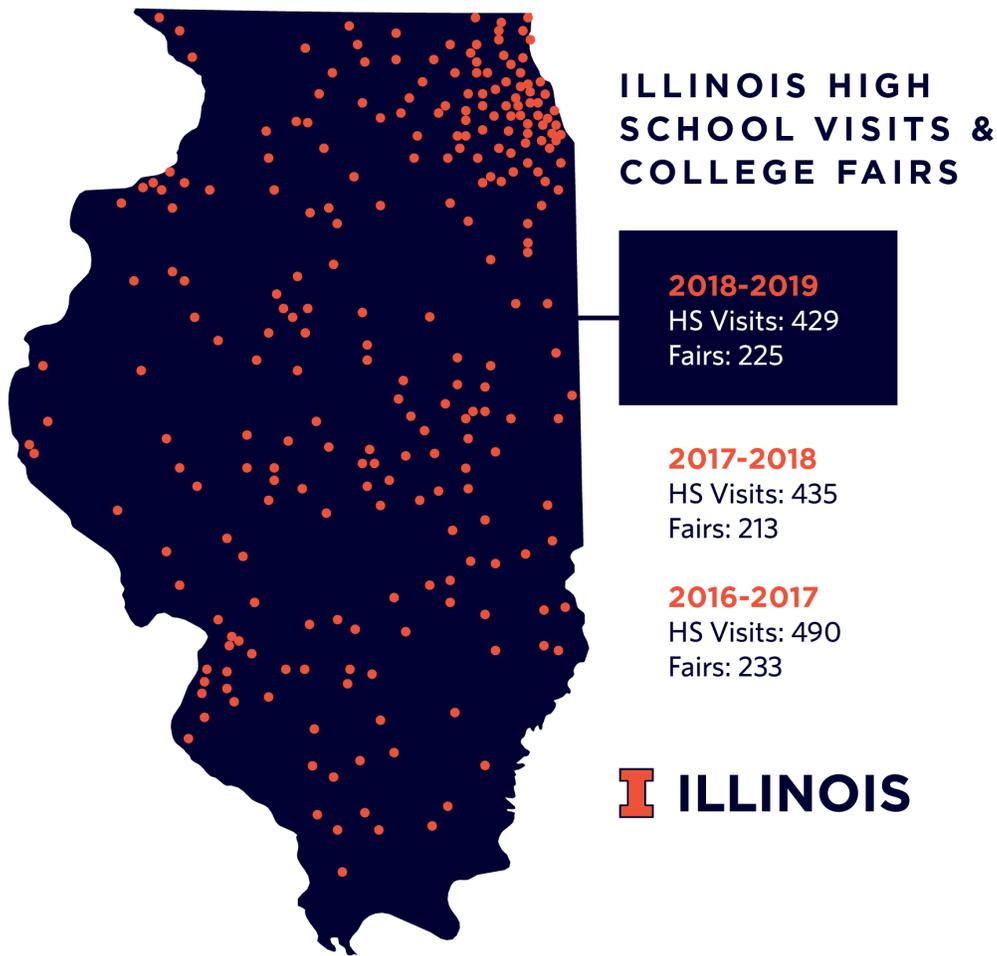


Figure 2.10 Illinois High School Visits and College Fairs, 2016-2017 to 2018-2019

Non-Resident Recruitment & Admissions

Enrollment Goals

The intent of non-resident enrollment is to enhance the overall educational quality of the undergraduate population by recruiting and enrolling some of the most academically talented students throughout the U.S. With a declining in-state population that is experiencing greater competition as well as a potentially volatile international enrollment, it is prudent to recruit non-residents to help supplement the size and quality of the incoming freshman class.

Applications from non-residents have increased over the last several years (Figure 3.1). However, approximately 85% of these applications are for academic programs with limited capacity. Our goal is to grow non-resident applicants across all academic colleges in order to counteract potential enrollment losses from Illinois residents and international students.

	2014	2015	2016	2017	2018	2019 est.
Applicants	8,396	8,367	9,420	9,668	10,019	10,833
Admit %	65.6%	66.8%	60.6%	60.6%	58.3%	59.0%
Admits	5,506	5,593	5,705	5,856	5,845	6,390
Yield	16.6%	16.7%	15.6%	15.3%	14.3%	16.4%
Enrollees	914	934	890	895	837	1,047

Figure 3.1 Non-Resident Admissions Numbers, 2014-2019

Overview

- In contrast to the shrinking Midwest, states in the south and west are expected to experience growth in population over the next four years. Growth is especially notable in states with already large population bases, including California (5.2%), Texas (5.1%), Florida (5.6%), and Georgia (3.6%). In addition, these states send a large number of students out of state for college.
- Students in growing areas of the United States have different levels of demand based on perceived academic quality. The Higher Education Demand Index suggests that students will have higher demand for institutions in the Top 50 of *U.S. News & World Report* rankings than if a university falls within the 51 to 100 ranking. The University of Illinois is currently ranked #46 among national universities and #13 among top public schools.
- Competitors in the Midwest are outperforming Illinois in non-resident enrollment. The primary recruiting strategy implemented by these competitors include the use of regionally based recruitment staff.
- In the last few years, we have increased the number of regionally based staff from one staff member in the Northeast to five staff members in Northern California, Southern California, Texas, Georgia/Florida, and New Jersey/New York. During a three-year evaluation period, these regional positions will focus on increasing applications from non-resident students by over 25% (expected linear growth without intervention). We will also assess effective yield strategies that collaborate with alumni and donor networks. By adding new regional staff, campus-based staff will have additional capacity to increase in-state recruitment by 10%.

Situational Analysis

As within Illinois, graduating high school classes across the country are changing. Using data from the Higher Education Demand Index (HEDI), we can identify trends in projected future growth by market position. From 2012-2029, the forecasted growth in students who will attend “elite” four-year institutions (i.e., top 50 *U.S. News* schools) is expected to continue to be strong in most of the United States (Figure 3.2).

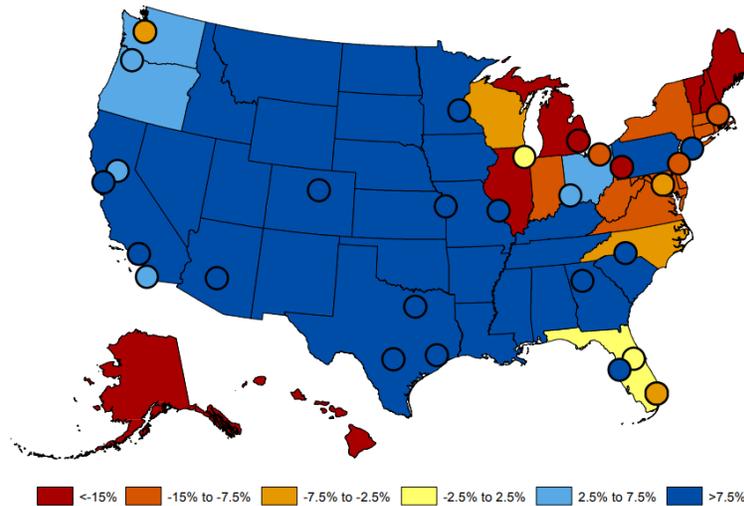


Figure 3.2 Forecasted growth in students who will attend elite national four-year institutions, 2012-2029

Source: <https://people.carleton.edu/~ngrawe/HEDI.htm>

By comparison, the forecasted growth in students who will attend national four-year institutions is expected to be localized in South and West portions of the United States (Figure 3.2).

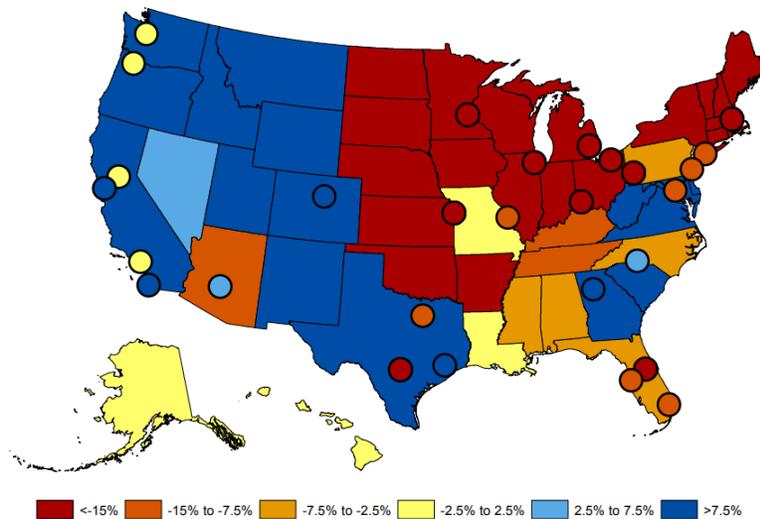


Figure 3.3 Forecasted growth in students who will attend national four-year institutions, 2012-2029

Source: <https://people.carleton.edu/~ngrawe/HEDI.htm>

These analytics, along with internal data trends, will aid us in strategic implementation of time and resources in the form of marketing, recruitment, and yield efforts in key markets across the country. Knowing our successful peer institutions in these geomarkets, we are able to design a series of focused plans to produce the most effective interactions with students. We can identify our primary competitors for non-resident domestic students using data from the National Student Clearinghouse (Figure 3.4). Given the diverse set of primary competitors, it is possible that location, program prestige, and institutional prestige will have varying weights in students' enrollment decisions.

University	Admitted
Purdue University – West Lafayette	364
University of California – Berkeley	242
University of Michigan	233
Georgia Institute of Technology	173
University of Texas – Austin	170
University of California – Los Angeles	134
Cornell University	131
Carnegie Mellon University	124
University of Washington – Seattle	123
University of Maryland – College Park	123

Figure 3.4 Primary Competitors for Non-Residents,
Source: National Student Clearinghouse, 2018

Figure 3.5 identifies states whose students are choosing to study in the Midwest and the competing institutions at which they are choosing to enroll. Several of our primary competitors are enrolling significantly more students from these out-migration states.

Fall 2014	Illinois	Michigan	Purdue	Wisconsin	Ohio State	Indiana	Minnesota	Northwestern	Michigan State	Missouri
California	227	407	269	122	92	228	77	69	93	73
New Jersey	80	282	88	63	133	158	11	21	52	13
New York	63	426	64	125	201	160	14	47	63	12
Texas	38	48	65	15	42	64	28	25	47	183
Massachusetts	23	111	58	40	35	45	8	24	28	5
Pennsylvania	19	98	62	41	177	61	8	12	54	9
Maryland	16	114	21	47	76	52	10	14	28	8
Connecticut	8	107	39	35	46	53	3	9	21	6
Florida	25	83	53	37	54	88	10	20	50	27
Minnesota	23	30	32	753	18	50	Home	5	15	102
Ohio	33	153	132	19	Home	187	15	15	64	17
Georgia	22	41	28	14	26	35	5	14	16	27
Virginia	36	53	38	16	57	40	7	10	22	19
Washington	21	19	21	14	10	6	7	7	8	8
Colorado	18	30	31	16	9	22	17	4	7	57

Figure 3.5 Out-Migration States and Where Their Students Go, 2014
Source: Higher Ed Data Stories, <http://highereddatastories.blogspot.com/2016/01/freshman-migration-2014.html>

With the potential to take market share of states with a large amount of out-migration away from primary competitors, our office has recently placed staff in key geomarkets. Figure 3.6 identifies our non-resident recruitment efforts. Each point on the map indicates where we have historically traveled to actively recruit students. The circles indicate geomarkets where we will continue to send campus-based staff to recruit at college fairs and key high schools. The stars indicate the geomarkets where we have added regionally based staff to increase our recruitment efforts. Figures 3.7 through 3.12 showcase areas we are now targeting in these new geomarkets.



★ Regional Staff Position

● Campus Based Travel Visit

Figure 3.6 Non-Resident Recruitment Geomarkets

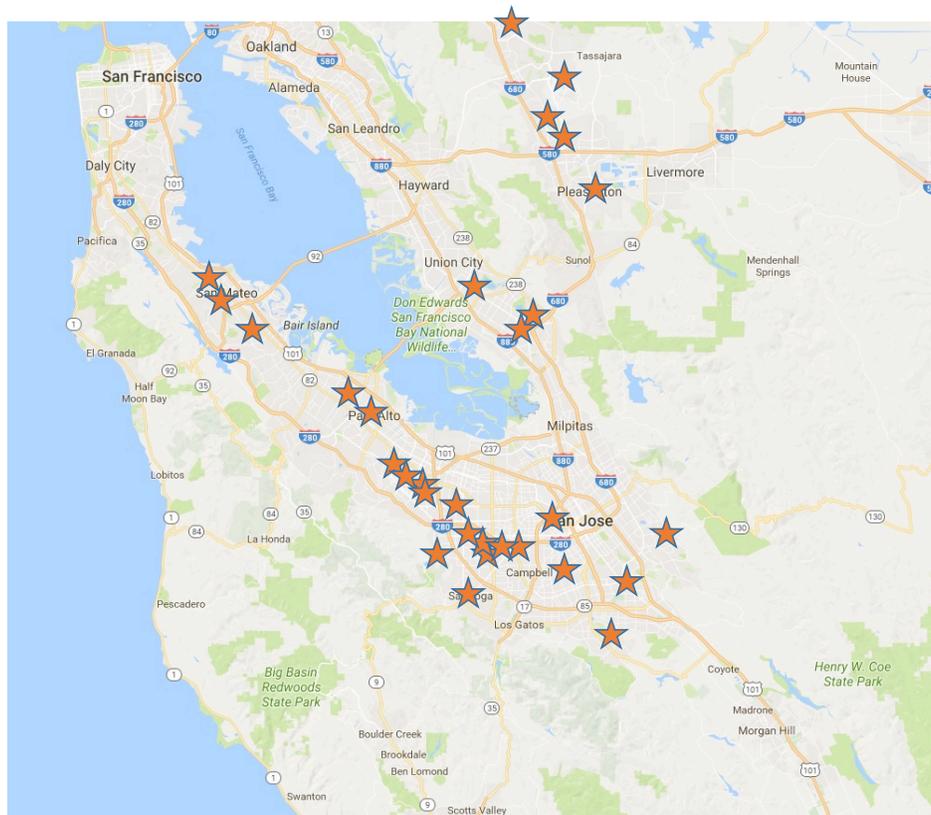


Figure 3.7 Northern California Geomarket

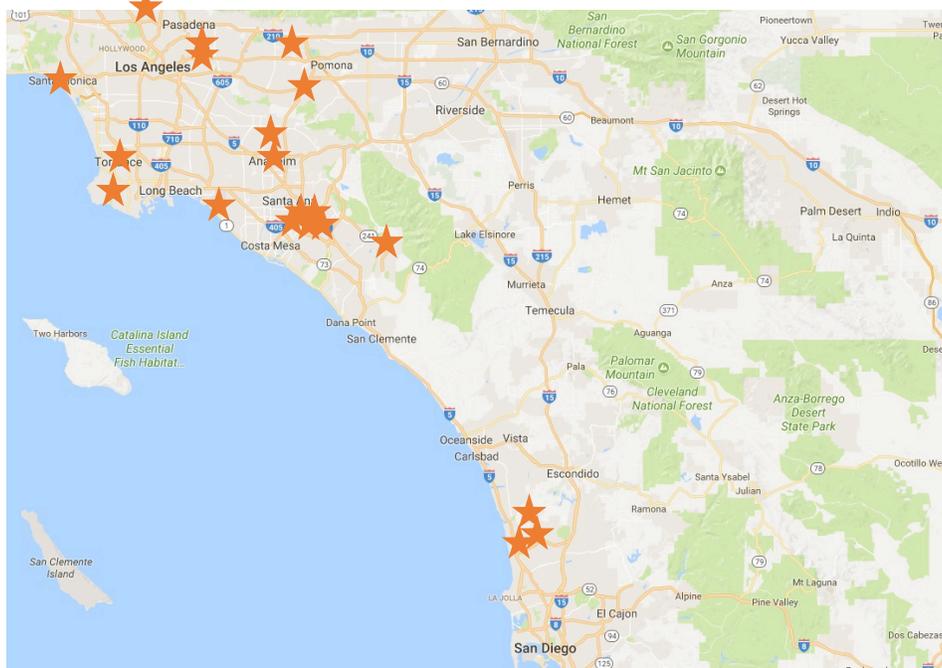


Figure 3.8 Southern California Geomarket

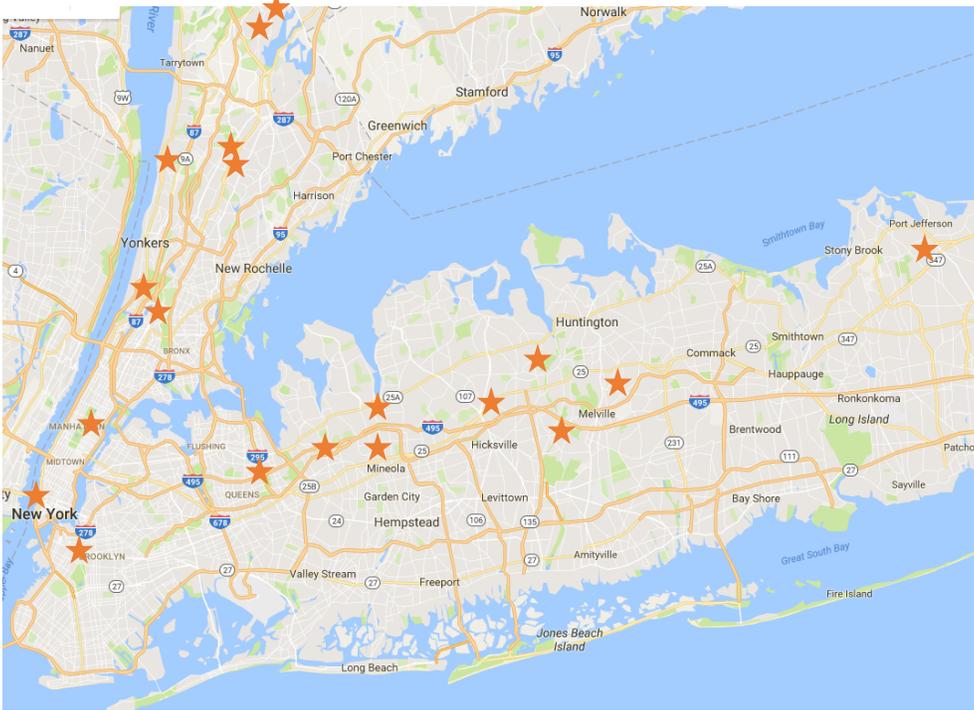


Figure 3.9 New York Geomarket

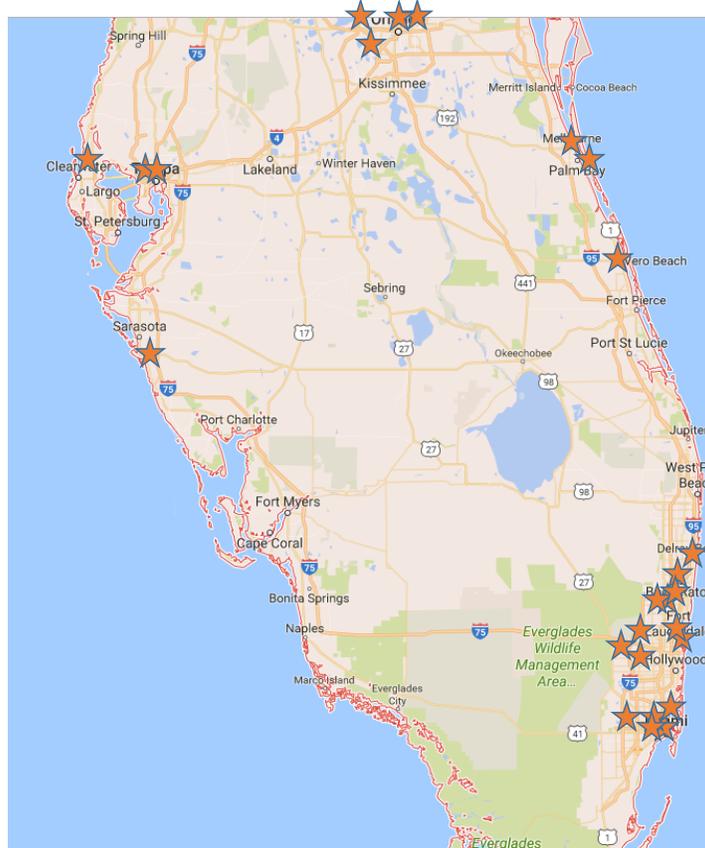


Figure 3.12 Florida Geomarket

Coalition Application

Illinois launched the Coalition for Access, Affordability, and Success Application for new freshman applicants during the 2018 admissions cycle. In order to be eligible to join the Coalition, institutions must meet the following minimum criteria:

- Percentage of underrepresented or low-income students enrolled greater than or equal to 10% (Illinois: 21%)
- Title IV average debt less than \$30,000 (Illinois: \$20,500)
- Loan default rate 15% or less (Illinois: 2.4%)
- Six-year graduation rate 60% or higher (Illinois: 84%)
- Underrepresented or low-income student graduation rate 50% or higher (Illinois: 78%)

Eligibility for Illinois universities is limited, with only Northwestern, University of Chicago, Knox College, North Central College, and Illinois State University qualifying as members. All Big Ten universities offered the Coalition Application last year, with the exception of the University of Wisconsin. Four Big Ten universities launched the Coalition Application in 2017.

Current Initiatives

College Fairs

We attend over 100 college fairs outside of Illinois. These fairs vary in length from one-and-a-half to three hours and in attendance from a few dozen to over 1,000 students. Most fairs are held from mid-September to mid-November, with additional fairs in March and April. We distribute our Exploration Book at each of these fairs.

Alumni Volunteer Program

Our alumni attended college fairs each fall and admitted student receptions each spring to help yield the freshman class. We look forward to increasing alumni involvement at college fairs this fall.

Admitted Student Receptions

Admitted Student Receptions are held in our primary out-of-state markets. Locations are determined in February based on application and admitted numbers. Depending on the location, admissions staff host a lunch or dinner at an area restaurant with an alumni panel.

International Recruitment & Admissions

Enrollment Goals

As an institutional brand, Illinois has enjoyed a strong global presence for many years (Figure 4.1). This benefits not only our domestic students in their opportunities for global experiences, but also our campus and applicant pool through their unique diversity.

While the university has worked hard to establish and fortify relationships with China as our largest feeder country, our primary goal is to diversify the countries represented in our overall student population while maintaining both size and quality.

	2014	2015	2016	2017	2018	2019
Applicants	10,095	9,020	10,264	10,451	9,765	10,876
Admit %	37.1%	44.0%	40.5%	44.2%	48.7%	49.3%
Admits	3,746	3,966	4,160	4,624	4,765	5,363
Yield	28.0%	27.8%	25.0%	24.1%	19.8%	18.1% (est.)
Enrollees	1,049	1,103	1,039	1,116	947	970 (est.)

Figure 4.1 International Admissions Numbers, 2014-2019

Overview

- Illinois hosts the 6th largest undergraduate population of international students in the nation and the largest in the Midwest.
- Since 2009, applications from international students have more than doubled, with the biggest increase coming from China; however, applications have stagnated since 2013.
- The countries international students represent at Illinois are consistent with national trends, with the exception of Saudi Arabia, whose students do not tend to enroll at Big Ten universities.
- The primary feeder countries for international enrollment at Illinois are China (59.0%), India (14.2%), and South Korea (9.5%). All other countries represent 17.2% of the total, with the next largest being Taiwan (3.5%).
- After almost five years with minimal international recruitment travel, we will expand our visits to include primary markets as well as explore secondary and tertiary international markets.
 - Primary: China, India, and South Korea
 - Secondary: Turkey, Malaysia, Indonesia, Saudi Arabia, and Vietnam
 - Tertiary: United Arab Emirates, Egypt, Macau, and Jordan
- Approximately one in four international students enroll at the university after graduating from a high school in the U.S.
- Based on the number of students enrolling in U.S. colleges, our largest growth potential is India. Recent recruitment efforts have increased the number of new freshmen who are choosing to enroll from India.

Situational Analysis

We are one of many selective peer institutions to which international students apply and enroll. Our annual decline survey, National Clearinghouse Data, and Open Doors reports allow for detailed benchmarking with our peer institutions. Though not all of them are listed in Figure 4.2, 7 of the 14 Big Ten institutions fall in the top 20 nationally when it comes to hosting international students. This helps Illinois to further understand the global and nationwide trends that are impacting us at all levels.

Institution	City	State	Total
1. New York University	New York	NY	17,552
2. University of Southern California	Los Angeles	CA	16,075
3. Northeastern University	Boston	MA	14,905
4. Columbia University	New York	NY	14,096
5. Arizona State University – Tempe	Tempe	AZ	13,459
6. University of Illinois – Urbana-Champaign	Champaign	IL	13,445
7. University of California – Los Angeles	Los Angeles	CA	12,017
8. Purdue University – West Lafayette	West Lafayette	IN	11,044
9. University of California – San Diego	La Jolla	CA	10,563
10. Boston University	Boston	MA	9,742

Figure 4.2 Top U.S. Institutions Hosting International Students, 2017-2018

Source: *Open Doors*

Figure 4.3 provides a detailed view of the international admissions landscape by country of origin. Although the most recent data available is from 2017-2018, it gives us an indicator of both the volume of international students who are coming to the U.S. for college as well as trends (increases and decreases) by country.

Country of Origin	2016-2017	2017-2018	% of Total	% Change
1. China	350,755	363,341	33.2	3.6
2. India	186,267	196,271	17.9	5.4
3. South Korea	58,663	54,555	5.0	-7.0
4. Saudi Arabia	52,611	44,432	4.1	-15.5
5. Canada	27,065	25,909	2.4	-4.3
6. Vietnam	22,438	22,325	2.2	8.4
7. Taiwan	21,516	22,454	2.1	4.4
8. Japan	18,780	18,753	1.7	-0.1
World Total	1,078,822	1,094,792	100.0	1.5

Figure 4.3 Countries of Origin of International Students, 2017-2018

Source: *Open Doors*

The largest volume of international students nationwide comes from China, India, South Korea, and Saudi Arabia, with other countries sending much smaller numbers of students to the U.S. The largest increase in total number of students studying in the U.S. comes from India (over 10,000 more from 2016 to 2017 for a 5.4% change). With just over 45% of their population under the age of 25 (*CIA World Factbook*) and a rapidly growing middle class, we expect this trend to continue.

Furthermore, the volume of applications from international students has more than doubled since 2009, increasing from 4,508 in 2009 to 10,868 in 2019 (Figure 4.4). During this same period, yield rates have decreased slightly from 30% in 2009 to an estimated 19% in 2019. The total number of new freshman international students has grown from 716 in 2009 to 925 in 2018. Numbers for 2019 were not yet official as of this printing.

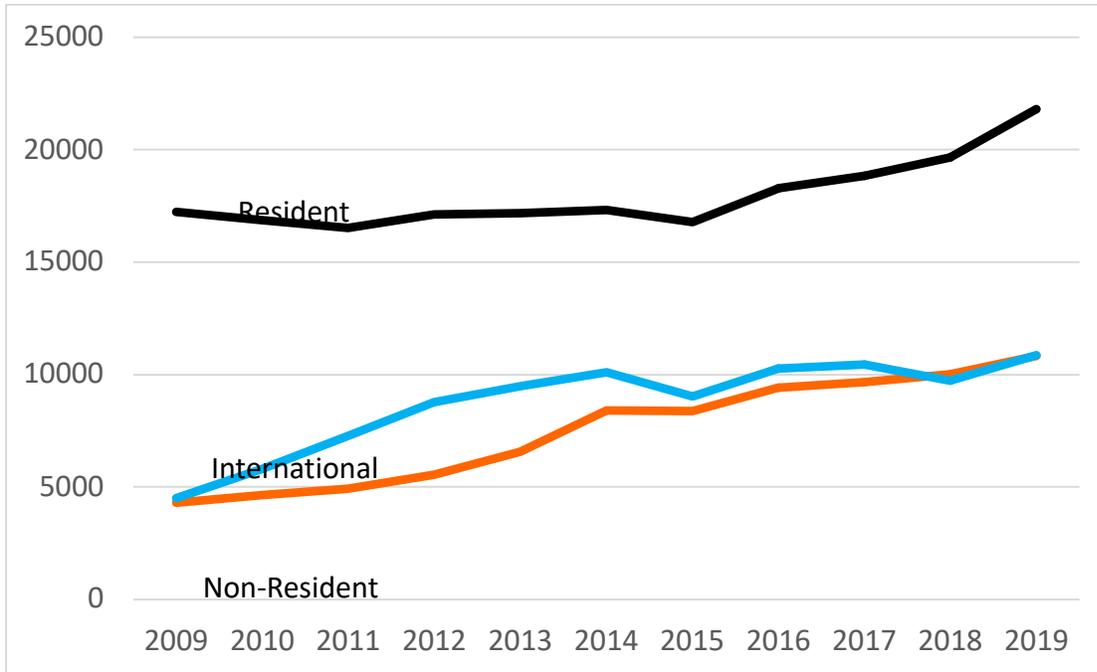


Figure 4.4 International Freshman Applications, 2009-2019

The largest increase in new freshmen over the last 10 years has been from China (Figure 4.5). We did experience a notable dip in 2018. The reasons may be related to local incidents, federal politics, and/or rankings. Students enrolling from China now represent approximately 60% of new international students at Illinois. The number of students enrolling from South Korea began trending downward in 2008, but it has been maintaining for the last four years. Again, based on the country's increase in the number of students enrolling in U.S. colleges and because of recent recruitment efforts there, India and Southeast Asia continue to be our most likely markets for future enrollment.

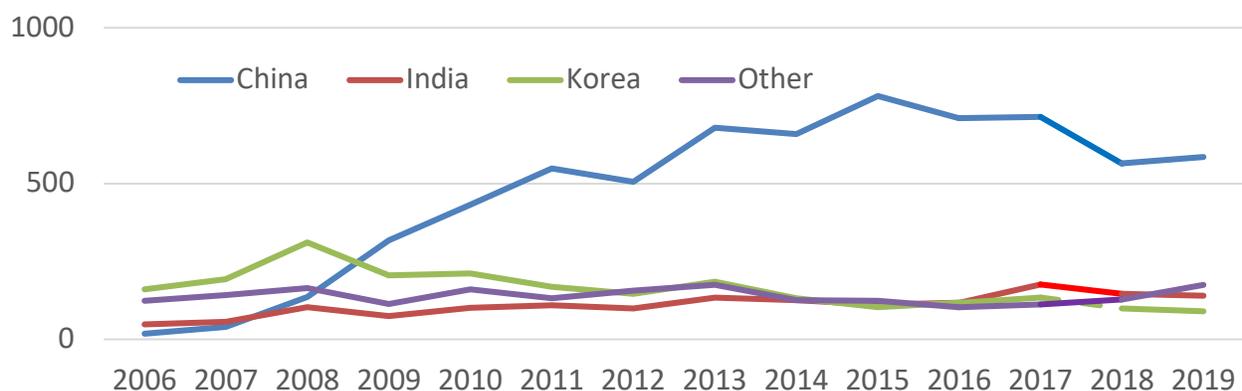


Figure 4.5 New Freshman Enrollment by Country (Excluding U.S.), 2006-2019

A notable (and often forgotten) factor in our international recruitment efforts is that foreign nationals studying at U.S. high schools represent approximately 25% of our applicant pool. Of the students studying in U.S. high schools who apply to Illinois, 60% are from China, 21% are from South Korea, and only 4% are from India.

Use of International Agents

Illinois does not partner with agents or other private organizations to represent the university for the purpose of recruiting or enrolling students. Only appointed employees or trained alumni are authorized to officially represent the university in recruiting and enrolling students through direct contact with students and families. We understand that prospective students and their families may retain the services of independent educational consultants or advisors to assist them in applying to colleges or universities in the U.S. and abroad. These private consultants and advisors are permitted, but they are not recognized representatives of the university.

Current Initiatives

Primary Markets

The following includes a list of countries and cities we visited, as well as the events we held there during the 2018-2019 cycle.

India

Cities

- Delhi (and surrounding cities)
- Mumbai
- Hyderabad
- Chennai
- Kolkata
- Bangalore

Events

- EducationUSA College Fairs
- EducationUSA Advisor Meeting
- EducationUSA High School Counselor Breakfast
- High School Visits

China, Hong Kong, & Taiwan

Cities in China

- Shenzhen
- Shanghai
- Beijing
- Nanjing
- Suzhou
- Changhsu

Hong Kong

Cities in Taiwan

- Taipei
- Hsinchu
- Taichung
- Puli

Events

- Counselor Receptions
- College Fair
- High School Visits

South Korea

Cities

- Jeju
- Busan
- Seoul

Events

- Counselor Receptions
- College Fair
- High School Visits

Secondary Markets

We will perform additional recruitment trips this year to some secondary markets. These countries have shown modest interest in applications with students who may have competitive credentials for admission. These secondary market countries include:

Turkey

All Undergraduates Studying in the U.S.: 3,474
Applications: 84
Average ACT: 29.8
Average TOEFL: 105.1

Malaysia

All Undergraduates Studying in the U.S.: 5,817
Applications: 68
Average ACT: 30.1
Average TOEFL: 104.9

Indonesia

All Undergraduates Studying in the U.S.: 5,183
Applications: 65
Average ACT: 28.7
Average TOEFL: 103.4

Saudi Arabia

All Undergraduates Studying in the U.S.: 27,646
Applications: 52
Average ACT: 25.1
Average TOEFL: 96.6

Vietnam

All Undergraduates Studying in the U.S.: 16,933
Applications: 42
Average ACT: 28.2
Average TOEFL: 98.9

Tertiary Markets

We will perform additional recruitment trips this year to some tertiary markets. These countries are located in close proximity to primary and secondary market counties, or we have the opportunity to visit these markets with other universities who have established viable pipelines in these counties. These tertiary market countries include:

United Arab Emirates

All Undergraduates Studying in the U.S.: 1,940
Applications: 16
Average ACT: 29.2
Average TOEFL: 105.9

Egypt

All Undergraduates Studying in the U.S.: 1,511
Applications: 14
Average ACT: 27.8
Average TOEFL: 102.4

Macau

All Undergraduates Studying in the U.S.: 355
Applications: 8
Average ACT: 29.0
Average TOEFL: 104.0

Jordan

All Undergraduates Studying in the U.S.: 988
Applications: 5
Average ACT: 25.4
Average TOEFL: 93.0

Campus Partners

Admissions will also continue to work with our campus partners to recruit a diverse incoming international student body. Over the summer, the Singapore Students Association represented Illinois at a fair with the support of our office. We are also sharing knowledge and looking for opportunities to collaborate with Illinois International, the University of Illinois Alumni Association, and various other partners on campus.

Domestic International Recruitment

Admissions does specific training to prepare staff to work with the growing number of international students at domestic high schools. According to the Institute of International Education, almost 82,000 international students in the U.S. sought high school diplomas in 2016. The highest concentrations of these students are in California, New York, and Texas, with Massachusetts and Florida rounding out the top five. As a majority of these students plan to transition to U.S. universities, our counselors know how to assist them through the admissions process.

InitialView

We will explore a new data-sharing contract with a company called InitialView. InitialView conducts interviews with international students and provides assessment of English language proficiency. We will explore using InitialView as a student inquiry source as well as a source for international high school profiles. Out of fairness to all of our applicants, we will not use InitialView-recorded interviews for any purpose, including for admission decisions. The intent of this new initiative is to increase the diversity of our student inquiry sources, not as an alternative means to assess language proficiency.

Diversity Recruitment & Admissions

Enrollment Goals

Illinois has a proud history of enrolling academically talented students from diverse backgrounds, and we will continue to build upon this tradition. As noted in the university's strategic framework (May 2016), we "set and pursue aggressive goals in enrollment ... to ensure our universities are fully representative of the diverse composition of a contemporary society."

Illinois is committed to recruiting and enrolling a diverse class of new undergraduate students each year. It is important to note that the U.S. Supreme Court determined in *California v. Bakke* (1978) that setting explicit enrollment goals, quotas, targets, proportions or representations, or implied admissions metrics based on race/ethnicity is unconstitutional. In following with a more recent U.S. Supreme Court ruling of *Fisher v. Texas II* (June 2016), we strive to enroll a "critical mass" of students from historically underrepresented backgrounds – "not with an intent of enrolling a certain number of minority students, but rather with a compelling interest in obtaining the educational benefits that flow from a diverse student body."

Overview

- The overall population of the state of Illinois is decreasing, but it is also becoming more diverse. Based on birthrates, high school graduates who identify as Hispanic are projected to increase by 12% in the next five years; however, students who identify as African American have decreased 15% in the last 10 years and are expected to decrease another 15% in the next 10 years. Additionally, African Americans are moving away from Illinois at a greater rate than other populations.
- Students in the freshman class are representative of Illinois high school graduates from historically underrepresented populations who are ready to begin college-level coursework without needing remedial classes. This is a key distinction because the university does not currently offer remedial classes.
- Illinois competes for diverse students with universities in the city of Chicago (e.g., UIC and Northwestern) and other flagship universities in the Midwest (e.g., Michigan and Wisconsin). Cost of attendance (including room and board) and limited scholarship opportunities are the most important factors in student's decisions not to enroll at Illinois.
- Institutional need-based aid programs (e.g., Illinois Commitment, President's Achievement Program, Chancellor's Access Grant, etc.) increased from approximately \$15 million in 2007 to \$95 million in 2019. These investments have recently improved market share of diverse students and situated Illinois as one of the most successful universities in the Big Ten for recruiting and enrolling students from historically underrepresented backgrounds.
- It is clear that *sustained* growth in enrolling students from historically underrepresented backgrounds will continue to depend on additional investment in financial aid programs rather than recruitment or admissions strategies. Our financial aid strategies specifically target resident students with limited financial resources to non-resident or international students.

Situational Analysis

Following a similar national trend, the state of Illinois is projected to see significant growth in the number of Hispanic students graduating from high school in the next 5 years – approximately 12% between 2019 and 2025 (Figure 5.1). Fluctuations in the number of African American (-4.78%) and Asian/Pacific Islander (+26.8%) graduates are also projected.

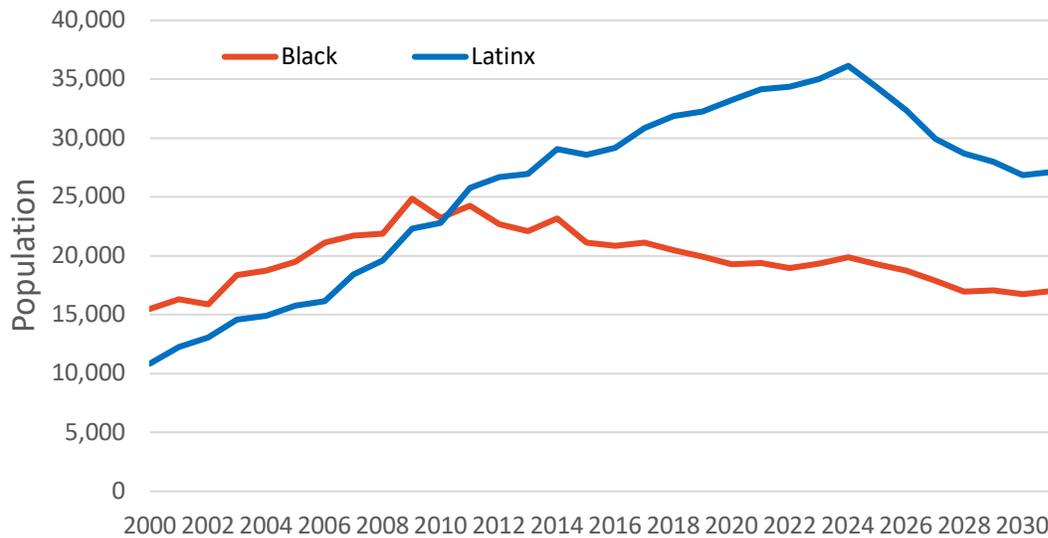


Figure 5.1 Projections of Illinois High School Graduates by Race/Ethnicity, 2013-2027

Source: Western Interstate Commission for Higher Education, <http://knocking.wiche.edu/report>, December 2016

Over the next three years, projections of public high school graduates (Figure 5.2) suggest that students who identify as Hispanic will increase 7.1% (+2,252), Asian students will increase by 11.6% (+884), and Native American students will increase by 25.2% (+116). Conversely, students who identify as African American will decrease by 5.4% (-1,098) and White students will decrease by 1.5% (-1,173).

	White	Hispanic	African American	Asian	Native American
2017-2018	76,926	30,836	21,121	7,672	494
2018-2019	76,209	31,884	20,472	7,649	460
2019-2020	75,102	32,282	19,942	7,744	529
2020-2021	74,578	33,241	19,263	8,173	535
2021-2022	75,036	34,136	19,374	8,533	576

Figure 5.2 Projections of Illinois High School Graduates by Race/Ethnicity, 2015-2020

Source: Western Interstate Commission for Higher Education, <http://knocking.wiche.edu/report>, December 2016

These high school graduate projections indicate growth potential for students from Hispanic, Asian, and Native American backgrounds. In order to grow enrollment of African American students, the university may expand recruitment beyond traditional markets, diversify how enrollment is achieved (e.g., online, transfer, satellite, etc.), adjust academic standards, or increase market share of the existing population. As indicated in the pages that follow, more

offers of admission will be unlikely to consistently yield more African American students without additional financial aid.

The freshman class is not representative of the state of Illinois population. However, the representation of new freshmen from historically underrepresented backgrounds most closely matches Illinois high school graduates (excluding international students and unknown races/ethnicities) who were determined to either be college ready or need one remedial class before beginning coursework offered at Illinois (Figure 5.3). This is a key distinction because Illinois does not currently offer remedial coursework.

Race/Ethnicity	State Population	Illinois High School Graduates	Illinois High School Graduates Needing One Remedial Class or Less	College-Ready Illinois High School Graduates	2018 Freshman Residents
White	71.5%	53.1%	62.5%	67.6%	50.4%
Hispanic	15.8%	23.1%	18.6%	14.9%	18.2%
African American	14.5%	15.1%	8.9%	6.0%	7.6%
Asian	4.6%	4.7%	5.9%	6.9%	18.6%
Native American	0.3%	0.3%	0.2%	0.1%	0.1%
Native Hawaiian	0.03%	0.2%	0.2%	0.2%	0.1%
Multiracial	2.3%	3.6%	3.8%	3.8%	4.3%
Population	12,830,632	137,277	94,335	68,698	5,847

Figure 5.3 Freshman Resident Comparison to State of Illinois, 2018
Source: U.S. Census Data, 2010; ACT EIS Data (race/ethnicity self-reported by IPEDS definitions)

Over the years, recruitment initiatives have yielded a higher application rate among students from historically underrepresented backgrounds (Figure 5.4). One out of three African American students in the state of Illinois with at least a 21 ACT are applying to the university. One out of four Hispanic students are also applying.

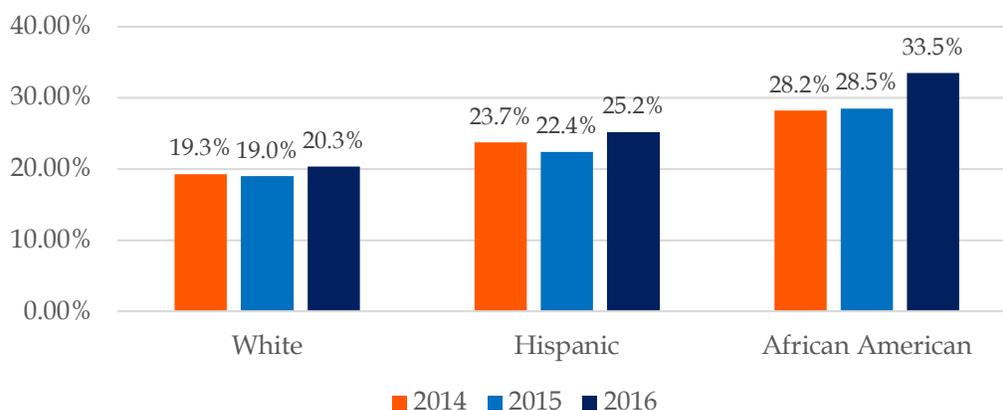


Figure 5.4 Illinois Application Rates, 2014-2016

Our market share for students from underrepresented backgrounds with at least a 21 ACT has also increased over the years (Figure 5.5).

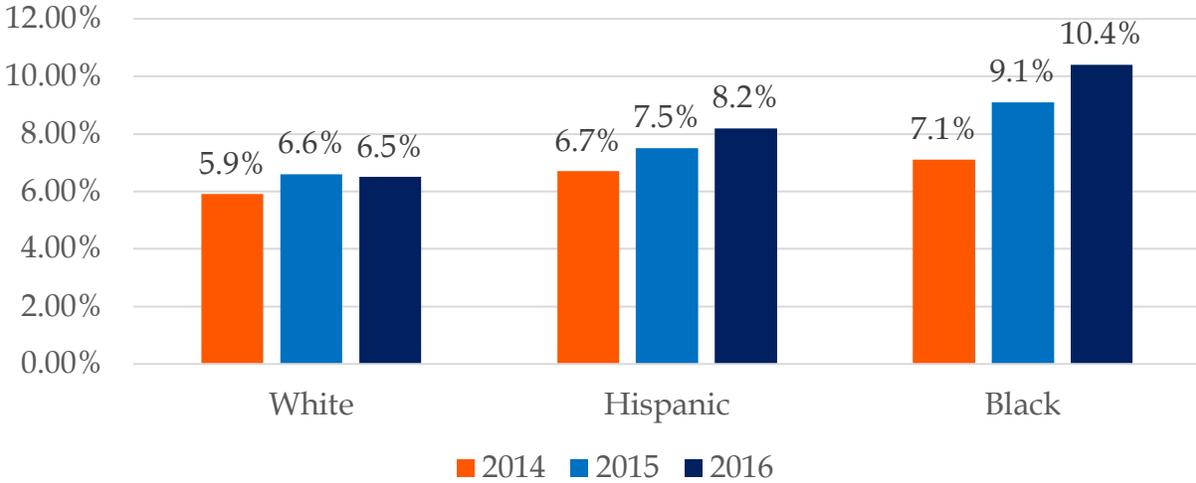


Figure 5.5 Illinois Market Share, 2014-2016

Illinois is a Big Ten leader in recruiting and enrolling students from historically underrepresented backgrounds. In Fall 2018, we enrolled the largest number of underrepresented minority freshmen in the Big Ten, including the largest number of Hispanic students and the second-largest number of African American students (Figure 5.6).

African American			Hispanic			AA & His		
	American	Percent		Hispanic	Percent		AA & His	Percent
Michigan State	685	8.2%	Illinois	1093	14.4%	Illinois	1,568	20.6%
Illinois	475	6.2%	Rutgers	815	11.6%	Rutgers	1,224	17.4%
Rutgers	409	5.8%	Penn State	580	7.1%	Michigan State	1,165	13.9%
Ohio State	365	4.6%	Indiana	545	6.7%	Indiana	909	11.2%
Indiana	364	4.5%	Michigan	515	7.7%	Penn State	906	11.2%
Maryland	344	7.3%	Michigan State	480	5.7%	Michigan	784	11.7%
Penn State	326	4.0%	Purdue	470	5.6%	Ohio State	741	9.4%
Minnesota	319	5.3%	Iowa	392	8.2%	Purdue	717	8.6%
Michigan	269	4.0%	Wisconsin	390	5.7%	Maryland	679	14.4%
Purdue	247	3.0%	Ohio State	376	4.8%	Northwestern	665*	34.1%*
Northwestern	195*	10.0%*	Nebraska	351	7.3%	Minnesota	581	9.7%
Nebraska	151	3.1%	Maryland	335	7.1%	Wisconsin	508	7.4%
Wisconsin	118	1.7%	Minnesota	262	4.4%	Nebraska	502	10.4%
Iowa	99	2.1%	Northwestern	240*	12.4%*	Iowa	491	10.2%

Figure 5.6 Big Ten Underrepresented Freshman Enrollment Comparison, Fall 2018

Figure 5.7 shows where admitted students choose to enroll if they do not attend Illinois. The primary competitors for students from underrepresented backgrounds are universities in the city of Chicago and other large research universities in the Midwest.

African American	Hispanic	All Illinois Residents
1. University of Michigan	1. University of Illinois - Chicago	1. University of Illinois - Chicago
2. University of Illinois - Chicago	2. University of Michigan	2. Purdue University
3. Purdue University - West Lafayette	3. DePaul University	3. University of Wisconsin - Madison
4. University of Missouri	4. Loyola University - Chicago	4. Indiana University
5. Loyola University - Chicago	5. Northwestern University	5. Loyola University - Chicago
6. Illinois State University	6. Marquette University	6. Northwestern University
7. Howard University	7. University of Wisconsin - Madison	7. University of Michigan
8. Washington University - St. Louis	8. Illinois Institute of Technology	8. DePaul University
9. Northwestern University	9. Purdue University	9. Illinois State University
10. Grand Valley State University	10. University of Chicago	10. Marquette University

Figure 5.7 Primary Competitors for Underrepresented Students, Fall 2018

Source: National Student Clearinghouse

We conduct an annual survey of students who are admitted to Illinois but choose not to enroll here. In general, high cost and less scholarship money were more significant factors when compared to all Illinois residents (Figure 5.8).

	All Residents	Underrepresented Minorities	Difference (%)
Scholarship	50.1%	51.5%	1.4%
Location	38.9%	48.6%	9.6%
Cost	43.2%	48.5%	5.3%
Campus Experience	29.9%	31.1%	1.2%
Advice from family member, friend, mentor, etc.	23.7%	31.1%	7.4%
Reputation	22.4%	22.4%	0.0
Advice from high school counselor, teacher, coach, etc.	11.0%	19.4%	8.5%
Timing of when I found out I was admitted	8.2%	17.5%	9.3%
Uncertainty of state of Illinois budget	20.0%	14.6%	-5.4%
Communication with staff from my program of study	11.4%	14.6%	3.2%
Communication with admissions staff	10.3%	14.6%	4.3%
Communication materials	5.8%	7.8%	2.0%

Figure 5.8 Reasons for Declining Illinois Offers of Admission, 2018

Financial Aid Programs

Our financial aid strategies specifically target resident students with limited financial resources to non-resident or international students. Sustained growth in the enrollment of students who identify as African American or Hispanic have been tied to significant campus investment in new merit- and need-based financial aid programs. The President’s Award Program was created in 1984, and the Chancellor’s Access Grant was created in 2010. Both scholarship programs mark the start of sustained enrollment growth of historically underrepresented students (Figure 5.9). A notable downturn can be seen between 2000 and 2010, after tuition increases of around 10% or more each year.

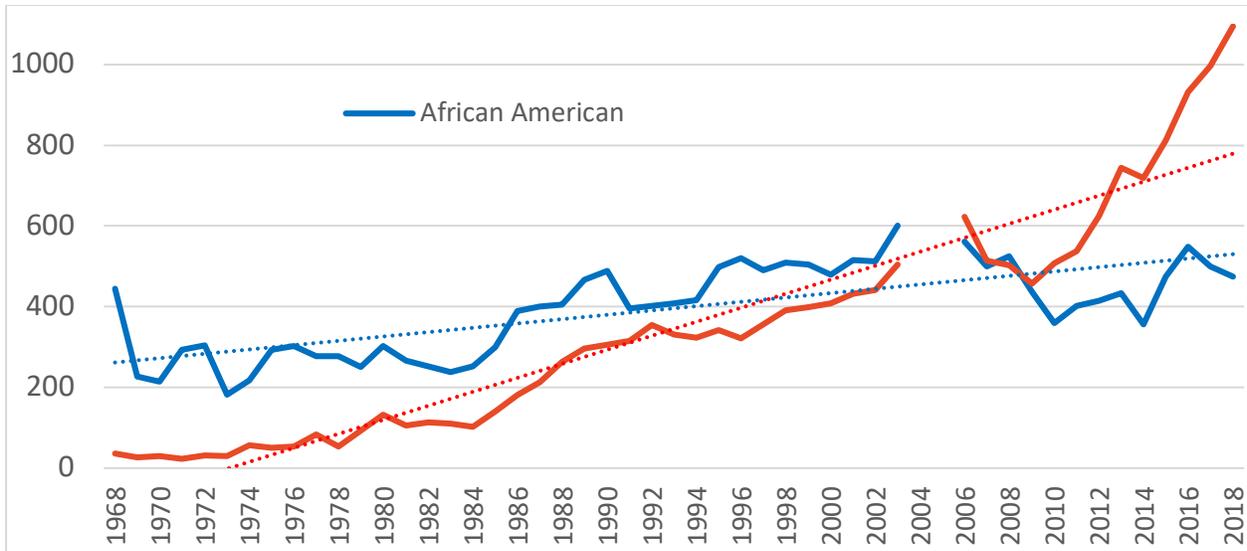


Figure 5.9 History of Diversity Enrollment, 1968-2018

Family income differs significantly by race/ethnicity. Figure 5.10 shows differences in family income of our admitted students. Compared to their White and Asian American peers, African American and Hispanic students are significantly more likely to come from families who make less than \$55,000.

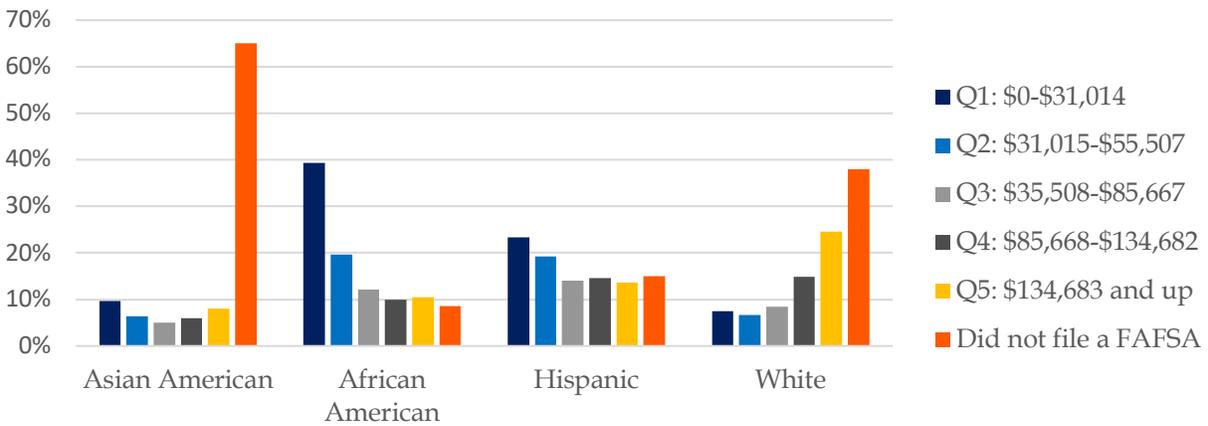


Figure 5.10 Family Income by Race/Ethnicity, 2016

As tuition, fees, and room and board charges have increased, the need to increase available aid to all students has increased. In current dollars, need-based aid programs increased from approximately \$15 million in 2007 to \$85 million in 2018 regardless of race/ethnicity (Figure 5.11). These additional investments highly correlate with growth in the enrollment of students from historically underrepresented backgrounds.

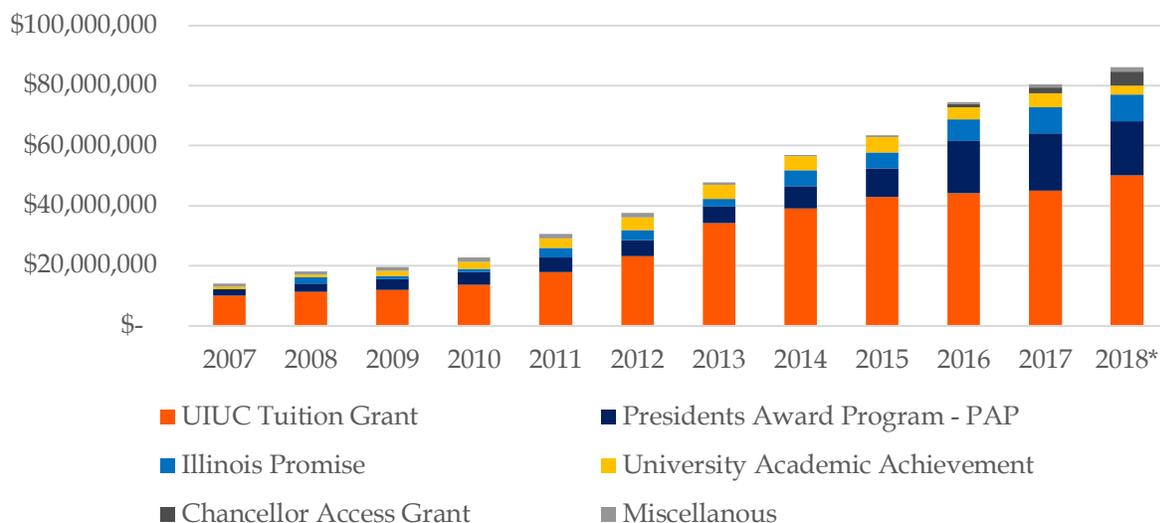


Figure 5.11 Campus Investment in Aid Programs, 2007-2018

President’s Award Program & PAP Honors

The President’s Award Program is for Illinois residents from historically underrepresented groups who have demonstrated outstanding academic achievement, while the President’s Award Program Honors is for Illinois residents from historically underrepresented groups who have demonstrated the highest level of achievement. Awards range from \$5,000 to \$10,000 and are renewable each year.

Illinois Promise

Initiated in 2005, Illinois Promise is an access scholarship program that provides high-achieving, low-income Illinois residents an opportunity to attend Illinois by covering their educational expenses, including tuition, fees, room and board, and books and supplies. Funding is provided by both institutional and private sources, including individual and corporate donors.

Chancellor’s Access Grant

The Chancellor’s Access Grant is for Illinois residents from historically underrepresented groups who are below the criteria for PAP and Illinois Promise but demonstrate academic potential. Awards are \$5,000 and renewable annually.

Illinois Commitment

Illinois Commitment is a new financial aid program that guarantees to cover tuition and fees for Illinois residents whose family income is \$61,000 or less who have assets of \$50,000 or less. This program is estimated to impact approximately 1,800 to 2,000 new freshman students and new transfer students each year – approximately 33% of the incoming class. After 4 years, an estimated 7,200 to 8,000 undergraduates will benefit from this program. Illinois will continue to remain need-blind in making admission decisions.

AIM High Scholarships

Beginning with the Fall 2019 semester, the state legislature has allocated \$25 million to be distributed as merit scholarships to residents who attend Illinois public universities. The intent of the program is to stem the flow of Illinois students attending college out of state. We estimate

that approximately \$7 million will be allocated to our university. The Illinois Student Aid Commission is still finalizing program details.

Market Share Analysis

Figure 5.12 represents the market share for students in the state of Illinois with a 21 ACT or higher.

	Tested	ACT (tested)	Applied	ACT (applied)	App Rate	Admitted	Enrolled	ACT (enrolled)	Market-share
African American	4,102	24	1,355	25	33.03%	926	427	25	10.41%
Native American	100	25	9	29	9.00%	6	3	30	3.00%
Asian	4,756	27	2,524	30	53.07%	1,971	973	30	20.46%
Hispanic	10,250	24	2,575	26	25.12%	1,848	836	26	8.16%
Inter-national	4,084	25	0	--	0.00%	0	0	--	0.00%
Multi-race	2,596	26	584	29	22.50%	440	177	29	6.82%
NHPI	134	26	15	28	11.19%	8	1	25	0.75%
Unknown	2,950	27	71	30	2.41%	48	6	30	0.20%
White	46,406	26	9,354	29	20.16%	7,332	3,012	29	6.49%
Total	75,378	26	16,487	28	21.87%	12,579	5,435	28	7.21%

Figure 5.12 Illinois Market Share of Residents With 21+ ACT, 2016

Our market share improves across all races/ethnicities as the academic profile increases. Figure 5.13 shows a breakdown of Illinois residents who fall within the university's middle 50% (ACT of 27 to 33).

	Tested	ACT (tested)	Applied	ACT (applied)	App Rate	Admitted	Enrolled	ACT (enrolled)	Market-share
African American	652	29	357	29	54.75%	287	95	29	14.57%
Native American	26	29	3	30	11.54%	2	2	28	7.69%
Asian	2,065	30	1,450	30	70.22%	1,196	620	30	30.02%
Hispanic	2,143	29	1,012	29	47.22%	826	360	29	16.80%
Inter-national	969	29	0	--	0.00%	0	0	--	0.00%
Multi-race	901	30	338	30	37.51%	281	117	30	12.99%
NHPI	45	30	10	29	22.22%	6	0	--	0.00%
Unknown	1,144	30	44	30	3.85%	29	4	28	0.35%
White	16,997	29	6,025	30	35.45%	5,012	1,962	30	11.54%
Total	24,942	29	9,239	30	37.04%	7,639	3,160	30	12.67%

Figure 5.13 Illinois Market Share of Residents With 27-33 ACT, 2016

As we explore potential for growing enrollment of students from historically underrepresented backgrounds, it is important that we look beyond the city of Chicago for all potential markets. Figures 5.14 and 5.15 illustrate the current market share for African American and Hispanic students by county within the state of Illinois, with major areas identified to yield the most additional students who would potentially meet admissions criteria.

Chicago Public Schools

Illinois has a long and proud history with Chicago Public Schools (CPS). Our Enrollment Management units conduct a wide range of outreach, recruitment, and yield activities in CPS with noteworthy success. While one may assume that our goal should be to visit all CPS schools, it is important to remember that CPS schools are very purposefully divided into categories (e.g., selective, magnet, neighborhood schools, etc.).

Our commitment to recruit CPS students is evidenced by the fact that 34% of our recruiting activities are conducted in CPS high schools even though they comprise only 25% of high schools in the state of Illinois. Since 2009, applications from CPS students have increased 78%, and the number of CPS applicants who are admitted has increased 94% (Figure 5.16). While yield has decreased slightly over this period primarily due to affordability issues and increased competition, the number of CPS students enrolling at Illinois continues to be strong (Figure 5.17).

	2009	2010	2011	2012	2013	2014	2015	2016
Applicants	1,757	1,814	2,084	1,927	2,229	3,075	2,772	3,133
Admits	1,086	1,174	1,277	1,291	1,570	1,717	1,930	2,110
Enrollees	499	502	564	548	669	651	777	882

Figure 5.16 CPS Admissions Numbers, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
CPS	45.9%	42.8%	44.2%	42.4%	42.6%	37.9%	40.3%	41.8%
Campus	41.7%	38.2%	37.8%	35.3%	35.4%	32.8%	33.7%	33.2%

Figure 5.17 CPS Yield Rates, 2009-2016

When comparing Illinois enrollment data to the 2015 *Chicago Public Schools District Enrollment Summary*, a number of promising trends highlight our success and commitment to being accessible to CPS students. A key finding in the report shows that Illinois matriculated 766 students from the CPS graduating class of 2015, or 3.3%. While this earned us fourth on the list of colleges attended by this cohort, two of the top three destination schools were Chicago city colleges. The only public four-year university ranked above Illinois was our sister school, University of Illinois at Chicago, with 1,135 students.

Only 8.3% of 2015 African American CPS graduates enrolled in “most competitive” or “highly competitive” institutions. It is worth noting that 200 of those graduates enrolled at Illinois, which is more than 47% of total African American graduates enrolled at institutions with such admissions standards. Similarly, 300 students who identified as Hispanic enrolled at Illinois – 49% of the total number who enrolled at institutions with “most competitive” or “highly competitive” admissions standards.

In terms of competitors, Illinois compares favorably against other institutions within several peer groups. Of the five institutions where admissions selectivity is rated “most competitive” or “highly competitive,” Illinois enrolls more CPS students than the total number of the other four schools combined. Of the 11 public state universities, Illinois ranks second in the largest enrollment of CPS students.

In 2015-2016, our Chicago Satellite Office actively engaged high school students through 296 programs, with 172 programs hosted by or connected to 98 CPS high schools. They reached more than 14,500 CPS students. This was in addition to 12 recruitment and outreach programs designed to connect with students progressively throughout their high school years. The Assistant Director of the Chicago Satellite Office also met with key CPS administrators (including the Director for the Office of School Counseling and Postsecondary Advising, the Senior Manager for GEAR UP and Postsecondary Advising from the Office of College and Career Success, and the Secondary Magnet and IB Schools Coordinator) to explore new and effective avenues to engage CPS students and staff.

Current Initiatives

Principal's Scholars Program

The Principal's Scholars Program is a statewide mathematics and science initiative created by Illinois that works in conjunction with parents and teachers to prepare disadvantaged students for college preparatory pathways. Programmatic operations focus on the development of higher-order thinking skills, computational literacy, and character-based education methodology as a collaborative systemic education reform strategy. The Principal's Scholars Program operates in 66 elementary, middle, and high schools in the state of Illinois.

Peer Recruitment Program

Operating throughout the academic school year, the Peer Recruitment Program provides current students the opportunity to join our efforts in recruiting African American, Hispanic, and Native American students. Peer Recruiters volunteer for campus visits such as Orange and Blue Days, Illini Days, and Experience Illinois. Additionally, they visit high schools in the Chicagoland area over winter break with admissions staff. At all of these events, Peer Recruiters answer questions about their student experience and interact with prospective students in a manner that encourages the pursuit of higher education and celebrates Illinois.

Experience Illinois

We partner with four Chicago Public Schools each year to invite high-achieving, low-income ninth and tenth grade underrepresented students to experience a day on campus. The program aims to build a long-term relationship with student participants, creating a pipeline to Illinois from the selected high schools.

Discover Illinois

African American sophomores and juniors from the Chicago area are invited to campus to talk to staff and current students, tour a residence hall, and tour the Bruce D. Nesbitt African American Cultural Center. Bus transportation is provided from Chicago to campus.

Multicultural Academic Achievement Receptions

High school seniors from the city of Chicago and other targeted high schools in the Chicagoland area are invited to a Multicultural Academic Achievement Reception to be recognized for their academic achievements. We provide them with information about the college search process and encourage them to consider applying to Illinois. Alumni and current Illinois students are invited to participate, and one of the receptions we offer is bilingual in nature (English and Spanish).

New this year, we also hosted a Multicultural Academic Achievement Reception in Champaign for local students and their families.

Días de Visita en Español

New this year, we are hosting specific visit days for Hispanic prospective students and their families. Including an overview of Illinois, a student panel, and a campus tour, these programs will be entirely in Spanish.

StartSTRONG

This day-long campus program for admitted African American residents includes an overview of Illinois and admitted next steps, meetings with our colleges, conversations with current students, a tour of the Bruce D. Nesbitt African American Cultural Center, and productions by our performing arts groups. Bus transportation is provided from Chicago to campus.

Next-Up Receptions

Admitted students from EOP schools in the Chicago area and their families are invited to attend one of our Next-Up receptions. Attendees learn about the dynamic opportunities offered at Illinois through presentations and dinner conversations with staff, current students, and alumni. One of the receptions we offer is bilingual in nature (English and Spanish).

CPS Illini Day

Admitted students from Chicago Public Schools and their families are invited to a special Illini Day program. This includes a campus resources fair and an overview of student life at Illinois and admitted next steps like housing, new student registration, and financial aid. Families have the opportunity to interact with current students, attend a meeting with the college to which they've been admitted, meet one-on-one with Financial Aid, and tour campus. Optional activities are also available for families to explore our residence halls, cultural centers, campus recreation centers, and more. Bus transportation is provided.

Chicago Illini Day

Admitted students from Chicago Public Schools and their families are invited to campus for a Chicago Illini Day each year. Bus transportation is provided. During the program, families receive information about housing, summer registration, next steps, and more. The day also includes lunch in a university dining hall, a campus tour, and a visit to our Illini Union Bookstore.

President's Award Program Illini Day

This day-long campus program is for our President's Award Scholarship recipients and their families. It includes a reception, meetings with our colleges, a current student panel, informational sessions on student resources, and a residence hall lunch and tour. Transportation is provided from Chicago.

President's Award Program Honors Dinner

This dinner is for our President's Award Honors Scholarship recipients and their families. During the evening, admissions and college representatives share the many opportunities available at Illinois and answer any questions students might have.

Transfer Recruitment & Admissions

Enrollment Goals

New transfer students play a key role in undergraduate enrollment at Illinois, representing approximately 20% of all new undergraduates each year (Figure 6.1). Despite fewer students enrolling at Illinois community colleges, the desire to transfer to Illinois continues to increase.

As the land-grant university for the state of Illinois, it is imperative that we fortify existing transfer pathways as well as create new pathways in order to ensure equitable access for all students to enroll at Illinois. We have the potential to increase transfer enrollment by removing barriers and implementing best practices for new transfer students, especially among academic programs with capacity to grow.

		2014	2015	2016	2017	2018	2019
Fall	Applicants	4,937	4,703	4,960	4,940	3,991	4,439
	Admits	2,027	2,099	2,207	2,263	2,043	2,223 <i>est.</i>
	Enrollees	1,331	1,381	1,380	1,380	1,248	1,380 <i>est.</i>
Spring	Applicants	1,074	1,051	1,065	1,090	1,047	1,024
	Admits	544	478	471	483	407	428
	Enrollees	382	349	327	350	265	286

Figure 6.1 Transfer Admissions Numbers, 2014-2019

Overview

- New transfer enrollment from Illinois community colleges represents approximately 60% of all new transfers each year. Enrollment at Illinois community colleges has decreased approximately 20% since its peak in 2009, but with the exception of 2018, new transfer enrollment has remained steady due to increasing market share of students transferring from Chicago-area community colleges to four-year universities.
- The biggest barrier to growing transfer enrollment appears to be during the admissions phase rather than the recruitment or yield phase. As transfer applications have increased over time, the number of students admitted to the university has remained the same.
- During the 2016-2017 academic year, a committee reviewed barriers to students transferring to Illinois. The committee identified two barriers to admission:
 1. Transfer students must apply to a specific major and do not have an option to gain admission to the university through a general admissions program. Specific course requirements must be met for these majors prior to enrollment.
 2. Significant space limitations exist in certain colleges and majors.
- During the 2017-2018 academic year, a committee was formed to review best practices among peer institutions in the state of Illinois and the Big Ten.
- Our recruitment strategies focus on informing prospective students about prerequisite courses and academic performance minimums prior to transfer.
- After a decrease in transfer enrollment during the 2018 year, new transfer enrollment rebounded for the 2019 year.

Situational Analysis

Enrollment at Illinois community colleges has been declining since its peak in 2009 following the Great Recession. With the declining state population, this trend is likely to continue. Figure 6.2 illustrates data from the Illinois Community College Board regarding enrollment at two-year colleges in Illinois in pre-transfer programs. Since 2009, enrollment at Illinois community colleges has fallen 27%, which is over 100,000 students.

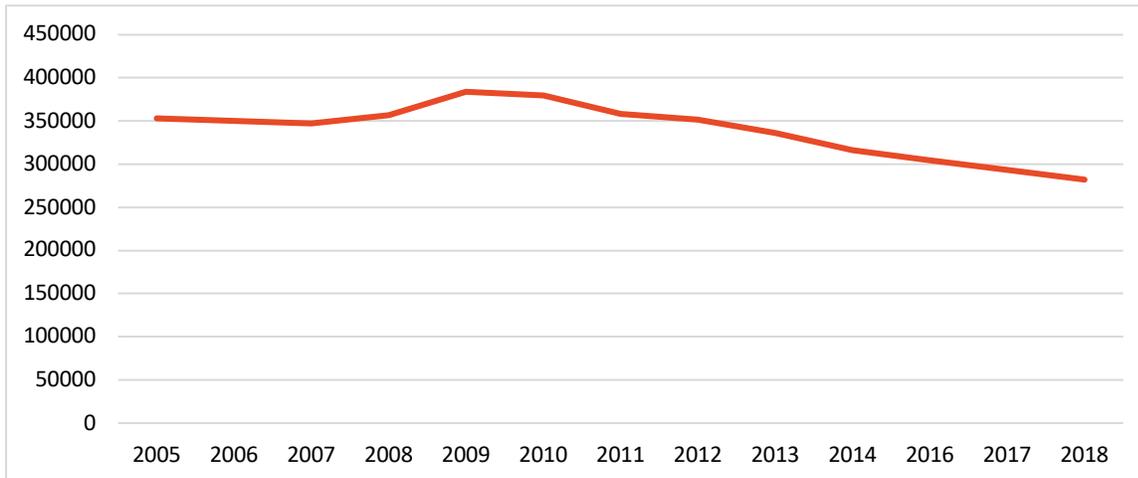


Figure 6.2 Illinois Community College Enrollment, 2009-2018

Source: Illinois Community College Board

Despite declining enrollment at Illinois community colleges, transfer enrollment at Illinois has remained strong due to increased market share among larger feeder schools in the state. The largest gains in percent and actual enrollments come from community colleges in the suburbs of Chicago (Figure 6.3).

Market Share	2007	2008	2009	2010	2011	2012	2014	2015
City Colleges	0.5%	1.4%	0.9%	1.0%	0.8%	0.8%	1.7%	1.2%
DuPage	2.2%	2.8%	3.2%	3.2%	4.0%	3.9%	5.9%	6.4%
Moraine Valley	1.8%	2.7%	2.6%	1.6%	3.0%	2.5%	3.4%	4.0%
Harper	2.7%	3.0%	4.7%	4.1%	5.3%	4.1%	7.0%	7.9%
Joliet	1.7%	3.4%	3.8%	2.3%	2.2%	4.9%	2.9%	3.4%
Oakton	2.0%	3.2%	4.1%	4.8%	5.5%	3.7%	3.3%	7.3%
Lake County	3.4%	4.1%	2.6%	4.1%	1.9%	5.9%	4.4%	6.5%
Illinois Central	3.7%	3.0%	2.3%	4.2%	4.8%	3.7%	2.9%	3.2%
Parkland	24.7%	27.6%	24.9%	23.0%	30.1%	28.2%	33.5%	30.8%

Figure 6.3 Illinois Transfer Enrollment Feeders, 2007-2015

Market potential still exists among students who are graduating from Illinois community colleges and enrolling at four-year universities. According to the most recent data available, Illinois ranks 8th in the state among destinations for traditional transfer enrollment (Figure 6.4).

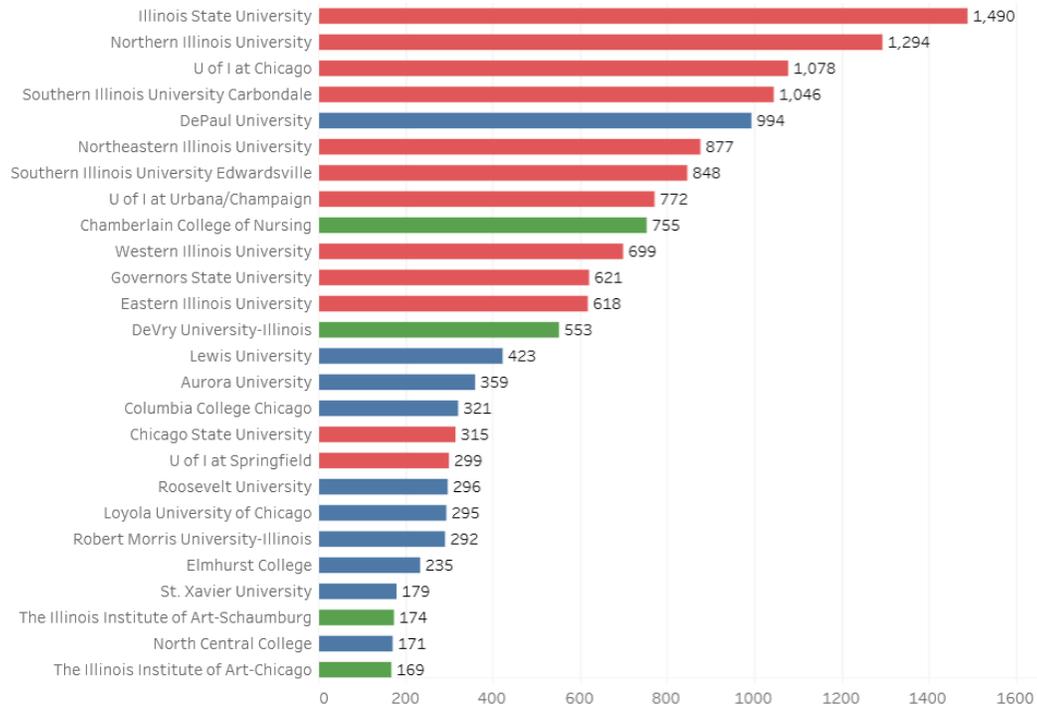


Figure 6.4 Illinois Community College Transfer Destinations, 2014
 Source: *highereddatastories.com*

The number of students transferring to four-year universities varies by region of the state (i.e., Chicago, suburbs, and downstate). Community colleges with the most students transferring to four-year universities appear to be concentrated in the Chicago suburbs (Figure 6.5).

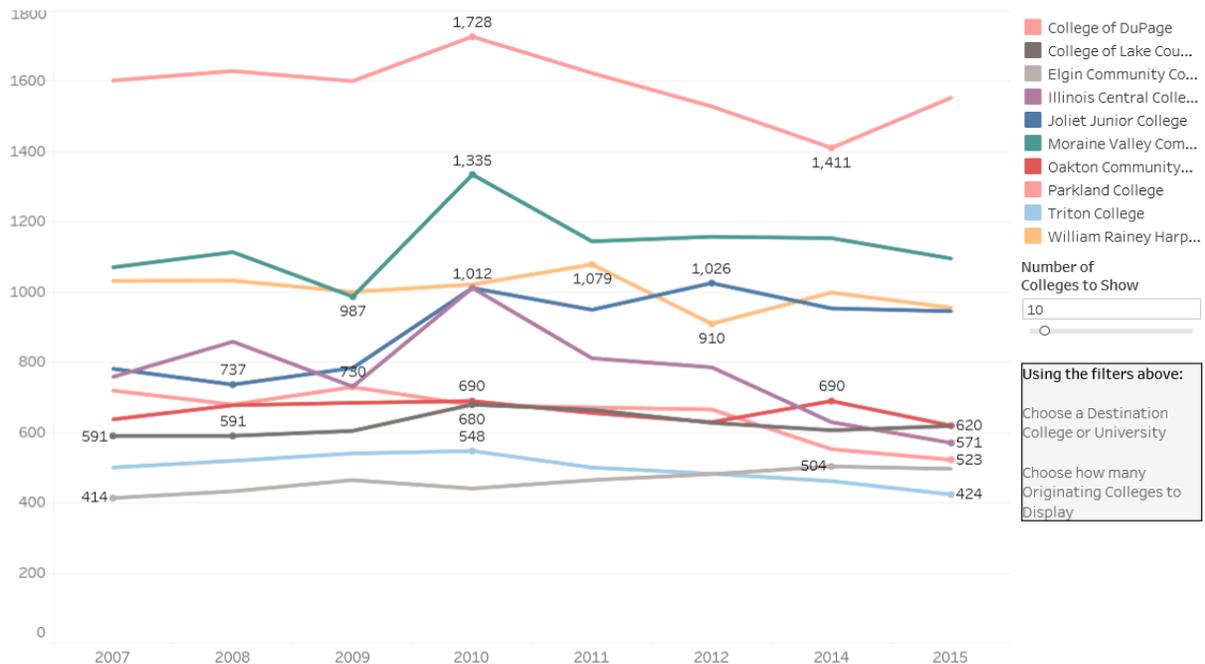


Figure 6.5 Illinois Community College Students Transferring to Four-Year Universities, 2007-2015
 Source: *highereddatastories.com*

The biggest barrier to growing transfer enrollment at Illinois appears to be at the admissions phase rather than the recruitment or yield phase. Although transfer applications have increased over time, the number of students admitted to the university has remained the same (Figure 6.6). After a notable decrease in applications, admits, and enrolled new transfers in 2018, new transfer enrollment is expected to rebound in Fall 2019.

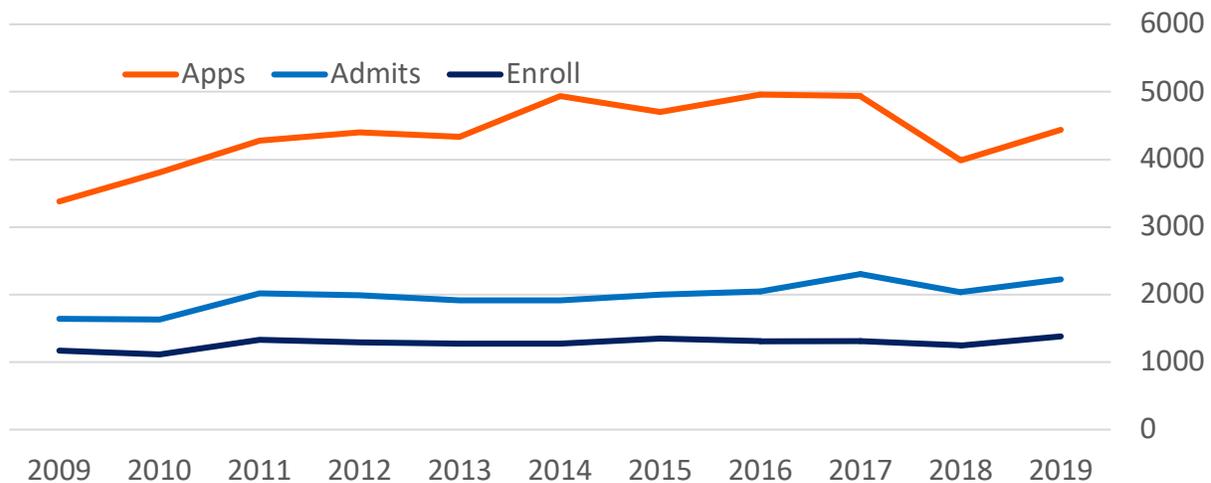


Figure 6.6 Illinois Transfer Applications vs. Admitted Students, 2009-2019

Transfer Barriers to Admission

During the 2016-2017 academic year, a committee reviewed transfer admissions practices to identify barriers to transfer student enrollment. The committee was not charged with identifying solutions; rather, they were asked to look for empirical data to support or refute perceived barriers at different points during the admissions cycle. Below are the relevant points:

1. *Transfer students must apply to a specific major and do not have an option to gain admission to the university through a general admissions program. Specific course requirements must be met for these majors prior to enrollment.*

Each program at Illinois requires certain course and GPA requirements for admission, and these requirements vary greatly. The committee was interested in understanding how many transfer students are denied solely because they are missing course requirements (denial code 87). In 2015, 124 students were denied solely because they were missing required courses. In 2016, that number was 86. While these numbers do not seem significant, it is important to note that other students who were denied admission may have also been missing course requirements, but another denial code was used since other factors also played a part in their decisions.

Our admitted transfer survey indicated that completing the admissions requirements for a desired major is a barrier to admission. The average response was statistically significant ($p < .01$): 6.75 on a scale of 1 to 9 ($n = 143$). Another barrier to admission reported by students was that of identifying community college-equivalent coursework. This average response of 5.42 was also statistically significant ($p < .05$).

Committee discussion included how critical early preparation is in order to gain admission as a transfer. The better transfers understand what courses they need to take, the better their chances of admission will be. Since some majors have such specific course requirements, the committee also suggested creating a general major to which transfer students could be admitted.

2. Significant space limitations exist in certain colleges and majors.

Certain colleges and majors at Illinois have more space limitations than others. The College of Engineering, the College of Business, and Actuarial Science and Computer Science Plus majors in the College of Liberal Arts and Sciences experience high application volume. Therefore, they are unable to accept all qualified applicants. In Fall 2017, the College of Engineering admitted 100 fewer students than in Fall 2016. Many of these students list Computer Science Plus majors as their second choice, but we were unable to admit students even to these majors due to overall space limitations in Computer Science. Historically, the College of Business has not accepted many transfer students. If they were willing to increase their transfer class, they would find students who meet the initial criteria for admission to the college.

Transfer Best Practices

As a follow-up to identifying transfer barriers, a new committee reviewed 17 similar universities and identified transfer best practices. The review of these 17 institutions did not lead to any standout practices Illinois should adopt. It was reassuring to learn that in many ways, Illinois is right on track or even ahead when it comes to transfer practices.

Areas to explore include the expansion of special admissions programs and partnerships with community colleges. Staff resources have to be considered when deciding to expand partnerships. Providing denied freshmen some type of transfer guarantee after a year is an interesting idea. This would mean adopting a version of University of Texas at Austin's coordinated admissions program.

Many institutions of Illinois' size are able to offer admission to a general studies program. It is worth learning whether we could provide a general admission opportunity for transfer students. Two major considerations are time to degree completion and communicating to students about majors that are limited in space or not available.

Current Initiatives

Pathway Programs

We currently have Pathway to Illinois programs in place at Parkland College, Danville Area Community College, Illinois Central College, Rock Valley College, and the City Colleges of Chicago. The Pathway to Illinois programs require students to earn 60 hours at their community college and complete our transfer agreement form. Students in the program receive personalized advising at their community college from an Illinois advisor. As long as students meet the prerequisites and GPA requirements for their intended major, we guarantee admission.

Figure 6.7 showcases our Parkland Pathway numbers. Participants in this program are also given an opportunity to take an Illinois class at the Parkland tuition rate, allowed to live in university-owned housing, and can join clubs and organizations on campus.

Year	Apps	Admits	Accepts	Admit %
2010	172	106	86	61.6%
2011	206	117	98	56.8%
2012	227	159	124	70.0%
2013	207	149	123	72.0%
2014	240	166	125	69.2%
2015	271	181	155	66.8%
2016	244	179	144	73.4%
2017	234	185	149	79.1%
2018	207	147	114	71.0%
2019	260	179	136	68.8%

Figure 6.7 Parkland Pathway Admissions Numbers, 2010-2019

National Student Clearinghouse Mailing

Each year we use National Student Clearinghouse to identify where admitted students enrolled if they did not enroll at Illinois. A number of them choose to attend community college. We send a letter to each of these students encouraging them to consider Illinois when they are ready to transfer and complete their four-year degree. We also communicate with students who were denied admission to Illinois as freshmen and are currently attending Illinois community colleges.

Phi Theta Kappa

Phi Theta Kappa is an online system that provides several services for prospective transfer students. These services include matching community college students to colleges and universities, assisting with scholarship searches, providing direct access to four-year universities, and tracking admissions and financial aid deadlines. Our subscription allows us to purchase the names of students who are highly qualified or have indicated an interest in Illinois. We enter these names into our prospect/inquiry communication flow.

Transfer Orange & Blue Days

Transfer Orange and Blue Days are offered twice during the fall in conjunction with Orange and Blue Days geared toward freshmen. These day-long programs include an admissions presentation, a student panel, and information on transfer housing options. Students and families are then able to attend an afternoon college meeting and other optional sessions.

Transfer Information Sessions

Transfer Information Sessions are targeted toward prospective and admitted transfer students. These programs are typically offered twice a month throughout the fall semester. Each program is approximately two hours in length and begins with an admissions presentation that provides an overview of campus and insight into the transfer process at Illinois, followed by a student-led tour of campus and a university residence hall. Optional college meetings are available by request. We also host one Transfer Information Session on a Saturday to accommodate students who are unable to travel to campus during the week. New this year, Transfer Information Sessions will also be hosted on select evenings.

Admitted Transfer Days

Meant to help yield admitted transfer students, these day-long programs include an admitted presentation, a student panel, financial aid information, college sessions, and other optional activities.

Community College Visits

Admissions staff participate in both state transfer days and transfer fairs. For community colleges not hosting one of these events, Admissions staff makes a recruiting visit during the academic year.

Transfer Receptions

Because many transfer students are busy with school and work and cannot make the trip to campus, we hold transfer receptions at various community colleges during the fall and spring. These receptions include a short presentation about the transfer process and campus life followed by questions.

Transfer Coffee Talks

In order to establish personal contact with prospective transfer students in the state of Illinois, we offer one-on-one sessions in a neutral environment (such as a Barnes & Noble or college café). Admissions staff spend a half hour with each student, answering any questions they have about Illinois and the transfer process.

Virtual Admissions Counseling Appointments

We offer virtual admissions counseling appointments for transfer students in areas where they may have a difficult time visiting campus. These appointments provided prospective transfer students the opportunity to speak one-on-one with an admissions counselor via the phone or Skype.

Honors Recruitment

We do outreach through classroom visits and fairs where we know honors students will be present. In addition, we send letters to Illinois community college coordinators and honors program advisors each August to promote the benefits of an Illinois degree. Our Phi Theta Kappa subscription also allows us to target honors students.

Transfer Articulation Guide

We released a new and improved online Transfer Articulation Guide on September 1. This guide allows Illinois community college students to enter in their intended major, intended term of enrollment, and student level to determine the required courses they need to complete at their community college before enrolling at Illinois. It also provides GPA guidelines and other transfer information.

Campus Visits

Enrollment Goals

Visiting campus can be one of the most important factors when making a college choice. It gives prospective students and parents the opportunity to observe the intangible factors of a college campus. Engaging with families – especially those of first-generation college students – during the campus visit experience has become increasingly more important. Figure 7.1 provides a frequency comparison of visits from past years to this year.

Visit Program	FY17	FY18	FY19
Prospective Daily Visits	23,274	24,315	27,207
Fall Orange & Blue Days	3,221	3,583	2,953
Spring Orange & Blue Days	2,271	3,052	2,750
Admitted Student Daily Visits	4,192	4,858	5,300
Admitted Student Days	5,571	6,652	6,230
Total	38,529	42,460	44,440

Figure 7.1 Campus Visit Frequency Comparison

Overview

- The Office of Undergraduate Admissions hosted campus visits for over 44,000 students and families this past year.
- Selection bias notwithstanding, Illinois residents who made an official campus visit were 30 percentage points more likely to enroll (61% vs. 31%).
- Not everyone is making an official college visit. Only 2,664 new resident freshmen made an official campus visit before enrolling at Illinois – this is less than half (48%) of all new resident freshmen.
- Campus visits have been transitioned to Alice Campbell Alumni Center, where renovations have allowed for a more centralized welcome center for the university and have improved university branding for prospective students and families. The new space allows us to accommodate more than 100 additional guests per visit and is the primary reason why daily visit numbers and total visitors to campus increased for FY19.
- During the 2018-2019 academic year, the training for our I-STAR tour guides was highlighted in an article in the *Daily Illini*, noting our “rigorous preparation” of staff and the impact a student tour guide can have on the decision to enroll:
<https://dailyillini.com/features/2019/03/12/tour-guides-share-their-school-pride-with-prospective-students/>.

Current Initiatives

Campus visits have been transitioned to Alice Campbell Alumni Center, where renovations have allowed for a more centralized welcome center for the university and have improved university branding for prospective students and families (Figure 7.2). The new space allows us to accommodate more than 100 additional guests per visit and is the primary reason why daily visit numbers and total visitors to campus increased for FY19.



Figure 7.2 Illinois Welcome Center

Daily Visits

Daily visits are offered twice a day on Mondays through Fridays and select Saturdays throughout the year. They include an admissions presentation, a campus tour, and a chance to speak with a panel of current students. College meetings are often available upon request. In the summer and fall, all programs are geared toward prospective students. From the beginning of the spring semester to May 1, the morning program (10:00 a.m.) is designed for admitted students and the afternoon program (1:00 p.m.) is designed for prospective students.

Orange & Blue Days

Orange and Blue Days are day-long open houses for prospective freshman and transfer students that include an overview of the university and our admissions process. Families have the opportunity to interact with current students, attend college meetings, and tour campus. Optional activities are also available for families to explore our residence halls, cultural centers, campus recreation centers, and more.

Underrepresented students in the Chicago area receive special invitations to attend on select days. Bus transportation from Chicago to campus and lunch are provided on these dates for those students and their families.

Illini Days

Illini Days are day-long open houses for admitted freshman and transfer students that include a campus resources fair and an overview of student life at Illinois and admitted next steps like housing, new student registration, and financial aid. Families have the opportunity to interact with current students, attend a meeting with the college to which they've been admitted, and tour campus. Optional activities are also available for families to explore our residence halls, cultural centers, campus recreation centers, and more.

Admitted students from Chicago Public Schools and underrepresented students and their families receive special invitations to attend on select days. Bus transportation from Chicago to campus and lunch are provided on these dates for those students and their families.

Transfer Information Sessions

Transfer Information Sessions are targeted toward prospective and admitted transfer students. These programs are typically offered twice a month throughout the fall semester. Each program is approximately two hours in length and begins with an admissions presentation that provides an overview of campus and insight into the transfer process at Illinois, followed by a student-led tour of campus and a university residence hall. Optional college meetings are available by request. We also host one Transfer Information Session on a Saturday to accommodate students who are unable to travel to campus during the week. New this year, Transfer Information Sessions will also be hosted on select evenings.

Group Visits

High schools, community agencies, and other groups of prospective high school or transfer students can arrange for a group visit year-round. These visits include an admissions presentation and a tour of campus. They can also include visiting our cultural centers, academic program offices, or other departments on campus.

College Meetings

Students interested in meeting with someone from the department they are applying into or have been admitted into can request an appointment during the campus visit reservation process. Some colleges have standing meetings, while others arrange individual appointments.

Class Visits

During the semester, students can also attend classes during a campus visit. We contact professors to request permission to list their classes on our class visit webpage. The majority of classes are lectures, although a few discussion groups are included. Dates of exams and cancelled classes are indicated. We also note that students should arrive on time and stay for the duration so as not to disrupt a class.

VIP Visit Day

High-achieving prospective students receive an invitation to attend a personalized visit in the fall where they can meet with an admissions representative to learn about scholarships, honors programs, and the application process. In addition, they can personalize their visit by selecting from a variety of optional activities.

Experience Illinois

We partner with four Chicago Public Schools each year to invite high-achieving, low-income ninth and tenth grade underrepresented students to experience a day on campus. The program aims to build a long-term relationship with student participants, creating a pipeline to Illinois from the selected high schools.

Discover Illinois

African American sophomores and juniors from the Chicago area are invited to campus to talk to staff and current students, tour a residence hall, and tour the Bruce D. Nesbitt African American Cultural Center. Bus transportation is provided from Chicago to campus.

Días de Visita en Español

New this year, we are hosting specific visit days for Hispanic prospective students and their families. Including an overview of Illinois, a student panel, and a campus tour, these programs will be entirely in Spanish.

StartSTRONG

This day-long campus program for admitted African American residents includes an overview of Illinois and admitted next steps, meetings with our colleges, conversations with current students, a tour of the Bruce D. Nesbitt African American Cultural Center, and productions by our performing arts groups. Bus transportation is provided from Chicago to campus.

Chicago Illini Day

Admitted students from Chicago Public Schools and their families are invited to campus for a Chicago Illini Day each year. Bus transportation is provided. During the program, families receive information about housing, summer registration, next steps, and more. The day also includes lunch in a university dining hall, a campus tour, and a visit to our Illini Union Bookstore.

President's Award Program Illini Day

This day-long campus program is for our President's Award Scholarship recipients and their families. It includes a reception, meetings with our colleges, a current student panel, informational sessions on student resources, and a residence hall lunch and tour. Transportation is provided from Chicago.

The first part of the document discusses the importance of maintaining accurate records in a business setting. It highlights how proper record-keeping can help in decision-making, legal compliance, and financial management. The text emphasizes that records should be organized, up-to-date, and easily accessible to relevant personnel.

Next, the document addresses the challenges of data management in the digital age. It notes that while digital storage offers convenience and scalability, it also introduces risks such as data loss, security breaches, and information overload. The author suggests implementing robust backup strategies, access controls, and regular data audits to mitigate these risks.

The third section focuses on the role of technology in streamlining record-keeping processes. It mentions various software solutions and automation tools that can reduce manual errors and save time. However, it also cautions against over-reliance on technology, stressing the need for human oversight and training to ensure that the systems are used effectively.

Finally, the document concludes by reinforcing the idea that record-keeping is not just a clerical task but a strategic business function. It encourages organizations to view their records as valuable assets that can provide insights into their operations and support long-term growth.