

Recruitment & Admissions Plan

Office of Undergraduate Admissions
2023 Admissions Cycle



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

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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:

- Illinois Resident Recruitment & Admissions
- Non-Resident Recruitment & Admissions
- International Recruitment & Admissions
- Diversity Recruitment & Admissions
- Transfer Recruitment & Admissions

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 2022-2023 recruitment cycle!

Sincerely,

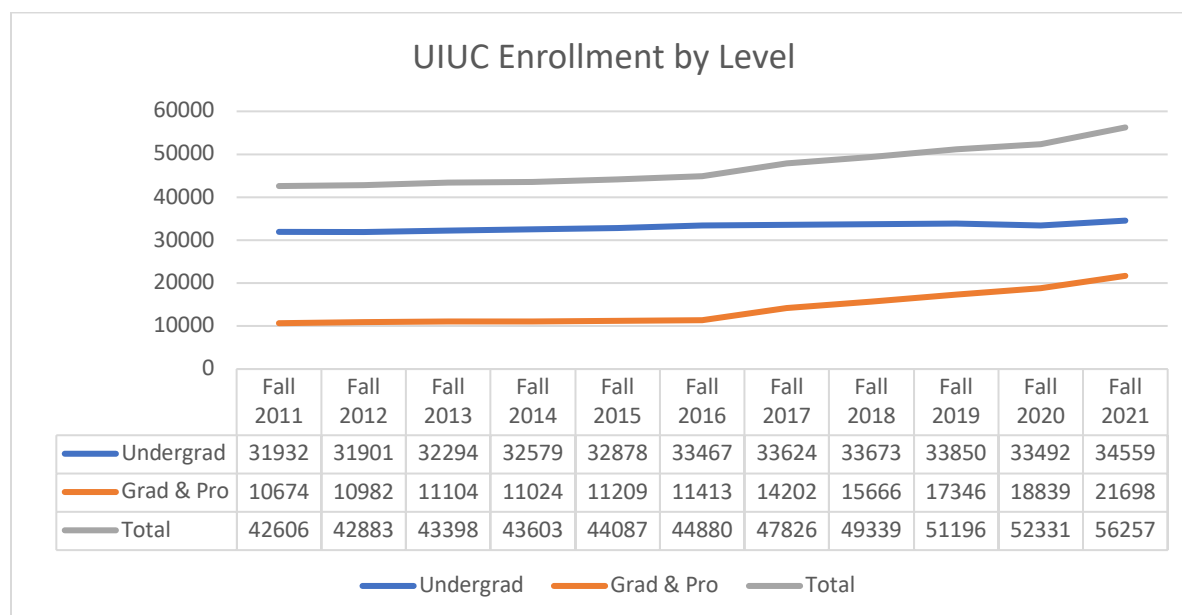


Andy Borst, Ph.D.
Director of Undergraduate Admissions

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 2021 enrollment placed it as the 10th largest university in the country. Urbana also had the 8th largest freshman class and awarded the 15th 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 2011 and 2021, campus undergraduate enrollments grew by 8% (from 31,932 to 34,559), and graduate and professional enrollments grew by 103% (from 10,674 to 21,698). While much of this growth was organic, planned growth occurred in beginning in 2016 with the intentional strategy to increase high-demand graduate 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 but two of the universities ranked higher than Urbana in *U.S. News & World Report* have smaller enrollments than Urbana (the University of Texas at Austin and the University of Wisconsin – Madison). 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 Illinois' flagship public university, the University of Illinois 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 review a large pool of applicants and select those individuals who have challenged themselves academically and show commitment to activities and service expected of UIUC alumni.

UIUC 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.

In response to COVID-19's impact on high school students' ability to take ACT and SAT exams, the Board of Trustees approved a test-optional admission process for first-year students applying for the Fall 2021, Fall 2022, and Fall 2023 semesters. At the time of application, students decide if they want their ACT or SAT to be considered as part of their application file. Applicants who choose to withhold test scores are not disadvantaged in consideration for admission in any way.

Our undergraduate admissions review process uses a whole-context holistic review, which considers the opportunities in the student's 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 them and how that student has demonstrated academic achievement within their 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 alongside each of our majors. 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.

This plan lays out the strategies used in order to meet enrollment targets; the following goals identify the objectives we strive to achieve:

2022-2023 Undergraduate Admissions Goals

- In following the [university's strategic framework](#), we “set and pursue aggressive goals in enrollment ... to ensure our universities are fully representative of the diverse composition of a contemporary society.”
- Visit every high school in Illinois on a regular basis.
- Identify and work to remove barriers to application, admission, and enrollment for historically marginalized students.
- Identify opportunities to engage student staff in the recruitment and admissions process, including outreach, campus visits, email communications, and other ways we engage with prospective students.
- Identify opportunities to simplify and automate recruitment and admissions operations.
- Explore best practices for staffing levels, work modality, and managing volume.
- Layout an annual calendar for outreach, recruitment, and admissions.
- Facilitate campus level discussions about how new academic program development may create competition between colleges, and impact enrollment planning.
- Define the role of transfer completion programs and the structure needed as programs expand with the intended population of non-traditional and online students.
- Continue to implement and evaluate the impact of the University of Illinois System Transfer Guarantee.
- Improve the recruitment of diverse students by expanding application completion workshop opportunities on the South and West side of Chicago.
- Explore using machine learning to map transcripts (Self-reported academic records process).
- Expand video instructions of our application process.
- Improve the timeliness and consistency of responding to student inquiries – including the implementation of a Chatbot and expanded student staff.

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 2021, the percent of Illinois residents in the freshman class decreased from 89% to 70.3% (6,385 to 5,836; -13.8%). During the same time, the total number of Illinois high school graduates remained relatively unchanged in size (145,325 to 149,320). 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 14,591 in 2021 (+3,584; +32.6%).

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 \$29,638 in 2021 (\$12,040; 68%). It is notable that this increase is only for the base tuition rate, yet 62% of undergraduates in 2021 paid an additional tuition differential. Undergraduate institutional aid has also increased from \$10 million in 2006 to \$112 million in 2021. 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.

	2017	2018	2019	2020	2021	2022 est.
Applicants	18,841	19,661	21,808	20,460	21,773	25,945
Admit %	71.6%	71.0%	64.4%	69.6%	67.2%	56.2%
Admits	13,494	13,961	14,056	14,239	14,631	14,591
Yield	40.7%	41.9%	40.5%	39.6%	39.8%	38.6%
Enrollees	5,507	5,844	5,698	5,649	5,835	5,634

Figure 2.1 Illinois Resident Admissions Numbers, 2017-2022

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 12% (-18,440) 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 46 staff representing 33 universities in 2004 to 131 staff representing 92 universities in 2020.
- 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).

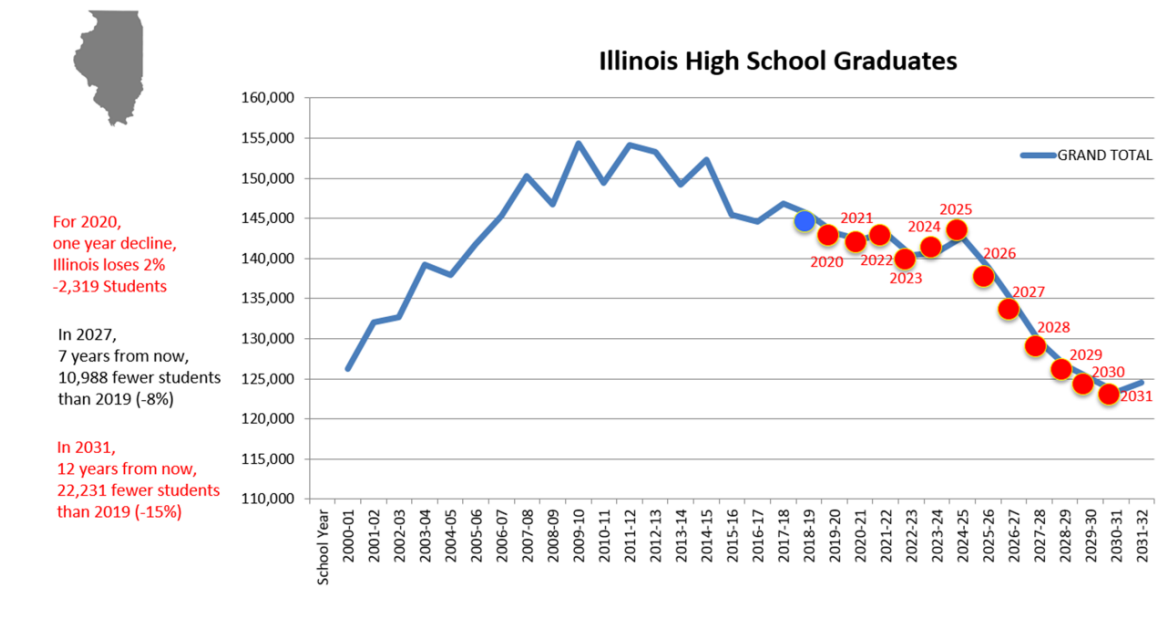


Figure 2.2 Projections of Illinois High School Graduates, 2000-2032

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

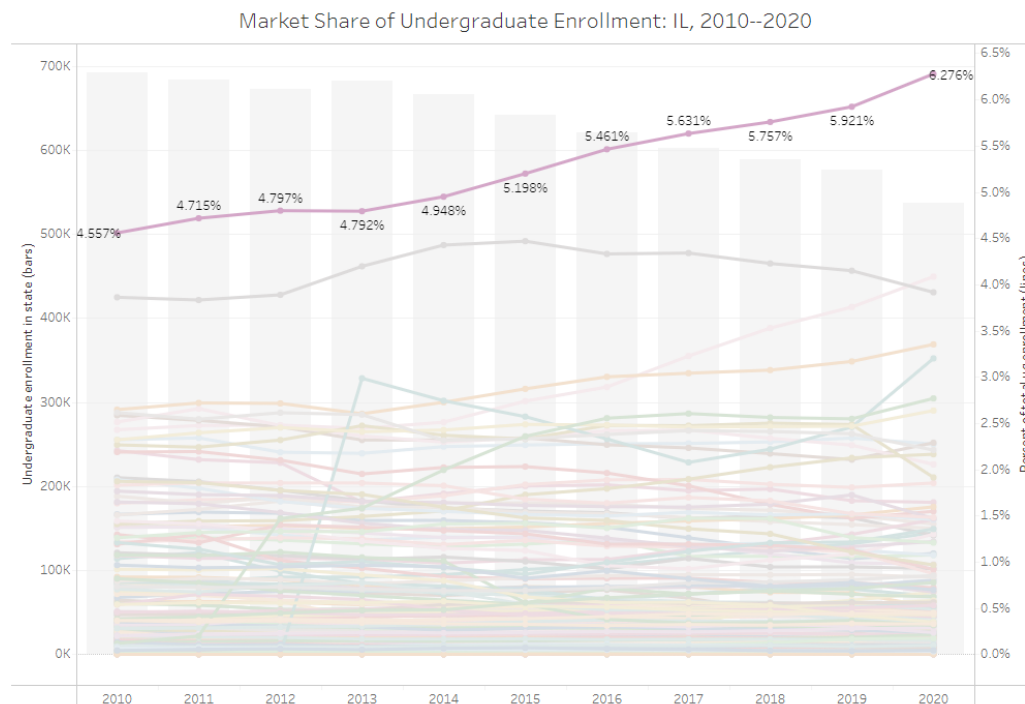
In addition to a declining state population of high school graduates, the number of regionally based recruitment staff representing various colleges and universities has increased from 46 staff representing 33 universities in 2004 to 131 staff representing 92 universities in 2020. The National Student Clearinghouse provides data of where students who were admitted to Illinois choose to enroll. Comparing Fall 2015 to Fall 2021 allows us to understand competitors who have increased market share of residents who were admitted to Illinois (Figure 2.3).

University	Fall 2015	Fall 2021	Increase (#)
Purdue University – West Lafayette	220	432	212
University of Wisconsin – Madison	349	477	128
University of Michigan	254	311	70
Indiana University – Bloomington	304	354	50
Iowa State University	130	154	24

Figure 2.3 Resident admits who enroll elsewhere, Fall 2015 vs. Fall 2021

Source: National Student Clearinghouse

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.



Current Initiatives

Illinois Commitment

Illinois Commitment began in 2019 and is a financial aid program that guarantees to cover tuition and fees for Illinois residents whose family income is \$67,100 or less who have assets of \$50,000 or less. This program impacts approximately 30% of new first-year and transfer students. 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 funds 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.

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.

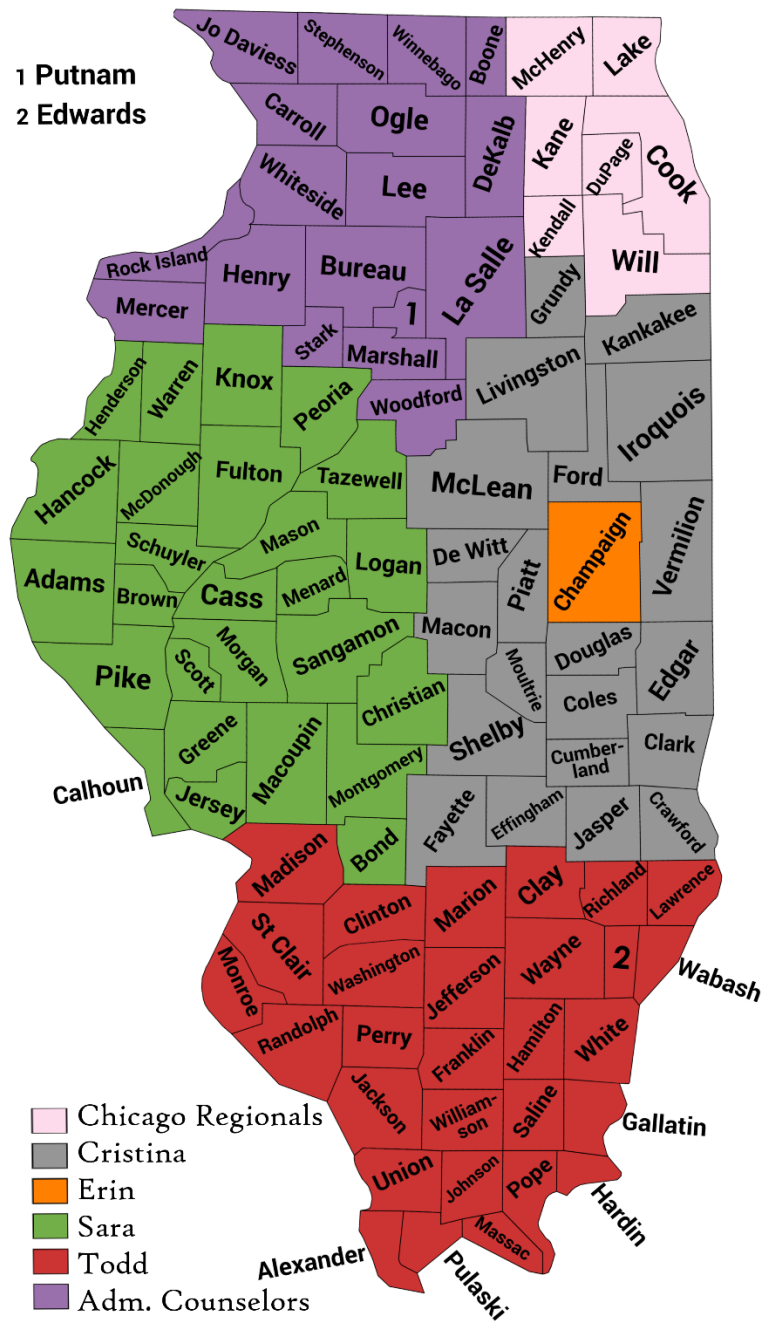


Figure 2.10 Illinois High School Visits and College Fairs territory assignments

Exploring New Initiatives – Campus Partner Discussion

- Addressing downstate and rural counties (may focus too much on Chicagoland)
- Outreach for specific counties, high schools and middle schools
- Engaging extension offices with recruiting
- Low application rates by location
 - In those areas, what majors are popular?
- Opportunities to focus on innovation
 - Identifying faculty who have outreach efforts as part of their work?
- Engaging local industry in areas with low application rates
- Consistency of recruitment messages for all campus partners
- Motivate and incentivize the campus to engage with recruitment
- Encouraging a welcoming environment for campus (campaign to the campus community)
- Connecting the needs of the state with our outreach efforts
- For students who are going out-of-state, what programs are they selecting
- Are there demographic differences of the students who are out-migrating
 - Are there differences within these differences?
- Coordinating summer program prospect collection
- Providing incentives (service credit or grants) for RSOs, faculty, staff, to develop sustained engagement
- What are alternative ways to get more students on campus for reasons other than admissions
- Facilitated points of contact in areas throughout the state, where we go to see students, rather than expecting students to come to us
 - Finding opportunities for re-engagement after the first point of contact
- Engaging the community colleges to host recruiting events
- Having more collaborative events across colleges
- Addressing the value of post-secondary education (losing students directly to the workforce)
- Recruitment of Native and Indigenous Students – what are our recruitment messages and efforts

IL County	Applications
Cook	13408
DuPage	3092
Lake	2343
Will	1772
Kane	953
McHenry	531
Champaign	476
McLean	292
Kendall	285
Sangamon	218
Peoria	211
Saint Clair	197
Madison	184
Winnebago	181
Tazewell	124
Kankakee	100
Dekalb	92
Macon	92
La Salle	77
Rock Island	72
Boone	57
Grundy	45
Jackson	42
Henry	41
Vermilion	40
Williamson	39
Woodford	37
Adams	34
Monroe	34
Whiteside	34
Bureau	30
Coles	30
Macoupin	29
Effingham	28
Iroquois	27
Knox	26
Clinton	24
Piatt	23
Livingston	22
Ogle	22
Fulton	20
Jo Daviess	20
McDonough	20
Douglas	19
Ford	19
Morgan	18
Christian	17
Montgomery	16
Logan	15
Moultrie	13
Franklin	12

Jersey	12
Stephenson	12
Cass	11
Lee	11
Edgar	10
Hancock	10
Perry	10
Bond	9
Carroll	9
Crawford	9
Dewitt	9
Marion	9
Pike	9
Warren	9
Jefferson	8
Lawrence	8
Mercer	8
Fayette	7
Jasper	7
Putnam	7
Johnson	6
Randolph	6
Union	6
Clay	5
Cumberland	5
Henderson	5
Marshall	5
Washington	5
Wayne	5
Clark	4
Greene	4
Menard	4
Saline	4
Wabash	4
Mason	3
Massac	3
Scott	3
Shelby	3
White	3
Brown	2
Edwards	2
Richland	2
Stark	2
Calhoun	1
Gallatin	1
Hamilton	1
Pulaski	1
Schuyler	1
Alexander	0
Hardin	0
Pope	0

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 66% 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.

	2017	2018	2019	2020	2021	2022 <i>est.</i>
Applicants	9,668	10,019	10,834	11,768	14,010	21,216
Admit %	60.6%	58.3%	58.9%	60.4%	56.4%	36.5%
Admits	5,856	5,845	6,379	7,112	7,913	7,749
Yield	15.3%	14.3%	16.2%	13.9%	17.4%	12.7%
Enrollees	931	857	1,036	989	1,377	984

Figure 3.1 Non-Resident Admissions Numbers, 2017-2022

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 four staff members in the Pacific Northwest, Southern California, Texas, and New Jersey/New York. Regionally based staff are focused on increasing the diversity of non-resident applications into programs across the university.
- There are very limited financial aid funds available for non-residents.

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).

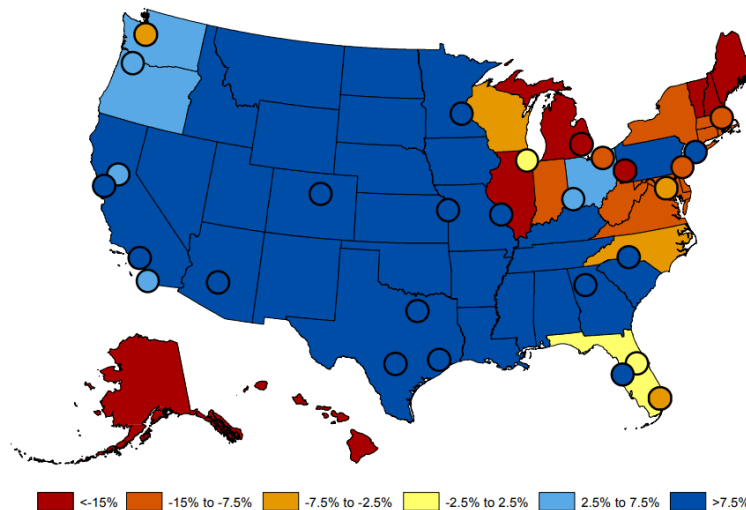


Figure 3.2 Forecasted growth in students who will attend elite national four-year institutions, 2012-2029

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).

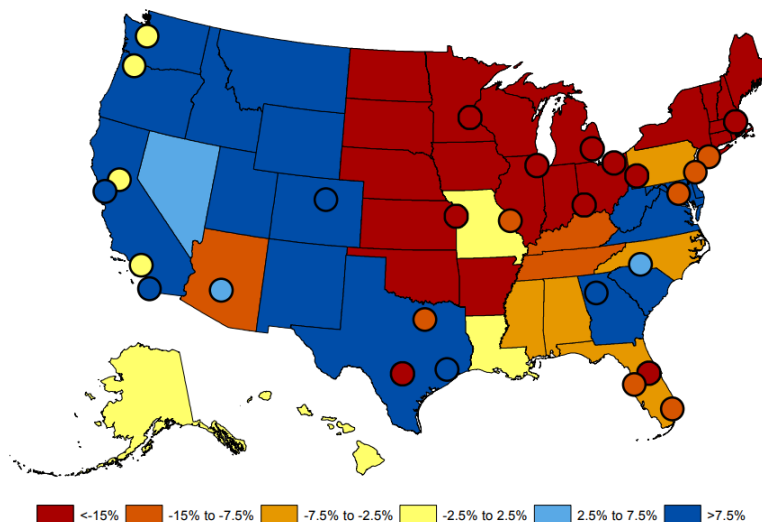


Figure 3.3 Forecasted growth in students who will attend national four-year institutions, 2012-2029

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	957
University of California – Berkeley	541
University of Michigan	473
University of Wisconsin – Madison	384
Georgia Institute of Technology	333
University of Texas – Austin	333
University of California – San Diego	329
University of Maryland – College Park	313
University of Washington – Seattle	268
Indiana University – Bloomington	244

Figure 3.4 Primary Competitors for Non-Residents,
Source: National Student Clearinghouse, 2021

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 2020	Exports	Illinois	Michigan	Purdue	Wisconsin	Ohio State	Indiana	Minnesota	Northwestern	Michigan State	Missouri
California	35736	324	378	489	312	126	241	50	159	114	43
New Jersey	30243	86	285	203	150	258	295	12	68	80	6
New York	28459	38	510	138	207	339	182	14	140	70	5
Texas	25299	45	97	168	45	66	145	30	73	61	83
Massachusetts	18106	28	145	111	88	53	68	14	48	28	4
Pennsylvania	16367	21	123	137	27	220	77	10	35	61	4
Florida	15089	20	110	73	51	50	90	7	73	47	17
Maryland	14723	21	109	61	55	103	51	12	46	22	6
Georgia	13031	17	68	67	28	45	35	13	28	23	13
Minnesota	12841	10	29	75	702	22	50	NA	47	20	51
Connecticut	12778	9	105	78	60	51	67	3	32	31	3
Virginia	11550	42	100	102	36	62	39	9	34	33	9
Ohio	10902	19	156	179	18	NA	158	13	46	110	10

Figure 3.5 Out-Migration States and Where Their Students Go, 2020

Source: Higher Ed Data Stories, <https://www.highereddatastories.com/2022/06/abortion-policy-and-freshman-migration.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.

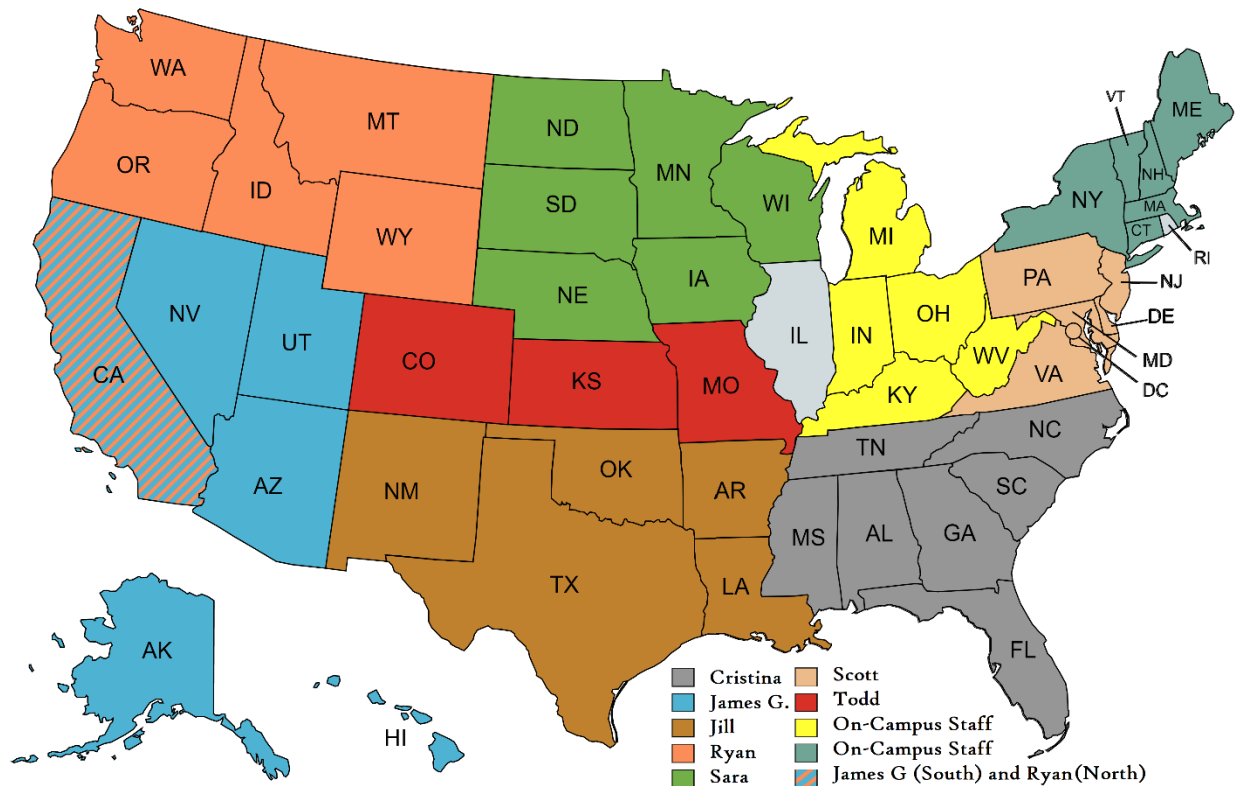


Figure 3.6 Non-Resident Recruitment Territories

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.

Exploring New Non-Resident Initiatives – Campus Partner Discussion

- What are the decision factors for students, how are they different compared to residents?
 - Cost, location, safety
- Rankings – do students know about ALL of our “top” ranked programs
- Exploring discounting/in-state tuition for non-residents
- Diversity of their communities compared to our community – are they looking at our numbers
- What other markets are out there for us to explore (PA?), who are sending larger groups of students to other Big Tens
- Messaging to these students – we are getting applications; how can we improve yield rates?
- Northwest Indiana focus for diverse families
- Non-resident applicants who apply with a fee waiver
- Encouraging non-residents to diversify where they apply

International Recruitment & Admissions

Enrollment Goals

As an institutional brand, Illinois has enjoyed a strong global presence for many years. 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.

	2017	2018	2019	2020	2021	2022 <i>est.</i>
Applicants	10,451	9,765	10,876	11,245	11,811	16,097
Admit %	44.2%	48.0%	48.3%	54.8%	49.6%	37.4%
Admits	4,624	4,690	5,249	6,163	5,854	6,017
Yield	24.4%	19.9%	18.3%	14.8%	19.4%	22.2%
Enrollees	1,127	934	961	914	1,137	1,337

Figure 4.1 International Admissions Numbers, 2017-2022

Overview

- Illinois hosts the 5th 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, until joining the CommonApp in 2022.
- 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 (54%), India (22%), and South Korea (10.0%). All other countries represent 14% of the total, with the next largest being Taiwan (2%).
- 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, 6 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	17,050
2. Northeastern University	Boston	MA	15,880
3. Columbia University	New York	NY	15,015
4. University of Southern California	Los Angeles	CA	14,992
5. Arizona State University – Tempe	Tempe	AZ	13,015
6. University of Illinois – Urbana-Champaign	Champaign	IL	12,838
7. University of California – San Diego	La Jolla	CA	10,824
8. Boston University	Boston	MA	10,646
9. Purdue University – West Lafayette	West Lafayette	IN	10,500
10. University of California – Los Angeles	Los Angeles	CA	10,273

Figure 4.2 Top U.S. Institutions Hosting International Students, 2020-2021

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 2020-2021, 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 in the context of the COVID-19 pandemic.

Country of Origin	2019/20	2020/21	% of Total	% Change
1. China	372,532	317,299	34.7	-14.8
2. India	193,124	167,582	18.3	-13.2
3. South Korea	49,809	39,491	4.3	-20.7
4. Canada	25,992	25,143	2.8	-3.3
5. Saudi Arabia	30,957	21,933	2.4	-29.2
6. Vietnam	23,777	21,631	2.4	-9.0
7. Taiwan	23,724	19,673	2.2	-17.1
8. Brazil	16,671	14,000	1.5	-16.0
World Total	1,075,496	914,095	100.0	-15.0

Figure 4.3 Countries of Origin of International Students, 2020-2021

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. 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.

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 2021-2022 cycle.

China

China continues to be an important market for Illinois and will continue to have strong interest in all areas of study. As a result of our academic bridge programs, students remain interested and trust the Illinois brand and education. As we start to shift to diversifying our international student population, we will focus on diversification within China and target schools with low admission or diversity within majors to continue to grow interest in other areas and increase application awareness. If high schools reach out with interest in sessions and time allows, we will work to maintain relationships. Planned programs:

- Virtual High School Visits
- Virtual College Fairs
- Global Student Mock Admissions Workshops with University of Southern California, Michigan State University, Butler University & University of San Francisco
- Public vs Private Institution Showcases with Tulane University, Butler University, Rice University, Michigan State University
- International Regional Admitted Student Events

Priority Cities in China

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

India

Students in India continue to show interest in enrolling at selective universities in the United States. We will return to in-person travel in India for the upcoming cycle. Individual high school visits and group workshops seems to be more productive recruiting events than college fairs or virtual events. The India admitted student receptions were also successful as a means for students to connect with each other. Planned programs:

- Virtual High School Visits
- Virtual College Fairs
- Global Student Workshops with University of Southern California, Michigan State University, Butler University & University of San Francisco
- Public vs Private Institution Showcases with Tulane University, Butler University, Rice University, Michigan State University
- EducationUSA Essay Workshop with Michigan State University
- International Regional Admitted Student Events

Priority Cities in India

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

South Korea

Interest from South Korean students increased for Fall 2022 after several years of steady decline. Interest also expanded across various academic programs. High school visits were well attended and college fairs had good interactions. Planned programs:

- Virtual High School Visits
- Virtual College Fairs
- Global Student Workshops with University of Southern California, Michigan State University, Butler University & University of San Francisco
- Public vs Private Institution Showcases with Tulane University, Butler University, Rice University, Michigan State University
- International Regional Admitted Student Events

Priority Cities in South Korea Cities

- Jeju
- Busan
- Seoul

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

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.

Exploring New International Initiatives – Campus Partner Discussion

- Emphasis on diversifying international enrollment, without losing current markets
- Growing secondary and tertiary markets
- Growing domestic international populations (the students who are already in the US)
- Impact of the CommonApp – did that change where we are getting applicants from
- Emphasis on rankings
- Getting under enrolled programs in front of international students
- Promoting study abroad opportunities, faculty led programs
- Engaging faculty who are traveling abroad to assist with recruitment
- Engaging alumni who live abroad to assist with recruitment, partner with advancement, emphasis on younger alumni
- International social media is significantly different, how can we engage
- Addressing campus/community safety
- Opportunities to engage current students to assist with international recruitment
- What are the unique markets by college (may be different between ACES, Media, Engineering)
- Leveraging regional resources in how they can help us with recruitment (India & China), are there opportunities to expand (what is the return on investment?)
- Where are international students getting internships and employment after graduation?

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, over the next ten years, Illinois high school graduates who identify as Hispanic are projected to decrease 13 percent and Black/ African American students are projected to decrease 11 percent. 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 Award Program, Chancellor's Access Grant, etc.) increased from approximately \$8 million in 2005 to \$112 million in 2021. 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. 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 until 2025 (Figure 5.1). However over the next ten years, Illinois high school graduates who identify as Hispanic are projected to decrease 13 percent and Black/African American students are projected to decrease 11 percent.

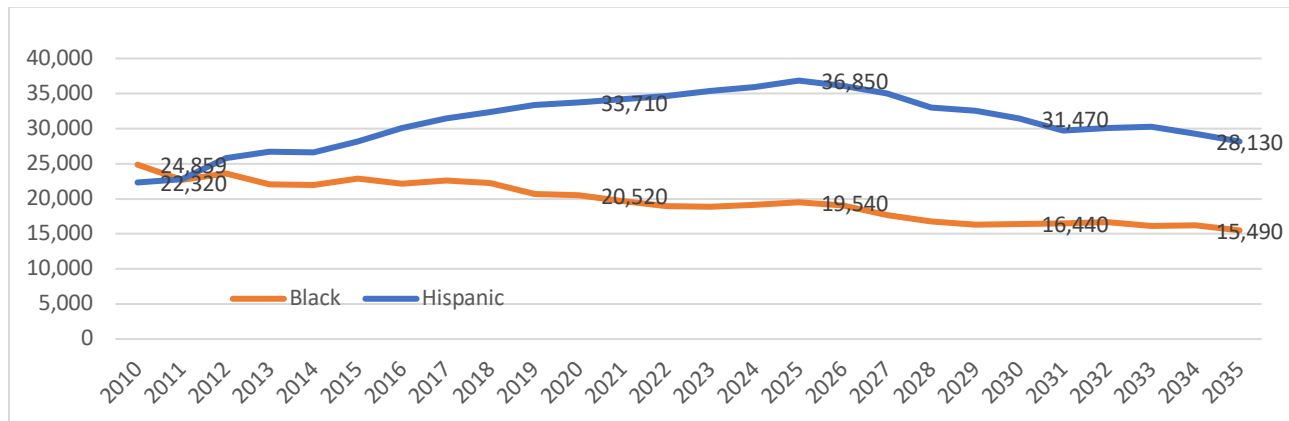


Figure 5.1 Projections of Illinois High School Graduates by Race/Ethnicity, 2010-2035

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

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	IL HS Graduates who are ready to begin college w/o remedial coursework	2021 Freshman Residents
White	61.6%	45.9%	56.9%	46.6%
Hispanic	18.7%	26.1%	16.9%	18.4%
African American	12.4%	13.0%	5.4%	7.2%
Asian	6.0%	5.5%	6.9%	21.6%
Native American	1.1%	0.9%	0.1%	0.1%
Native Hawaiian	0.2%	0.1%	0.2%	0.1%
Multiracial	10.2%	3.3%	3.8%	4.9%
Population	12,671,821	143,207	54,842	5,789

Figure 5.3 Freshman Resident Comparison to State of Illinois, 2021

Source: U.S. Census Data, 2020; College Board Data (race/ethnicity self-reported by IPEDS definitions)

With an emphasis on improving campus diversity, we've been successful in recruiting more diverse students to apply for admissions, as well as consistently offering admission to more Hispanic and African American students. Figure 5.4 and 5.5 shows the admissions funnel of Hispanic and African American students' application, admission, and new first-year enrollment over time. Compared with 2005, we receive almost 7 times more applications from Hispanic students and almost 2.5 times more applications from African American students. In other words, we are doing a better job of recruiting and admitting diverse students. Our gap in diversity enrollment continues to be in getting diverse students to enroll after being admitted (i.e. yield).

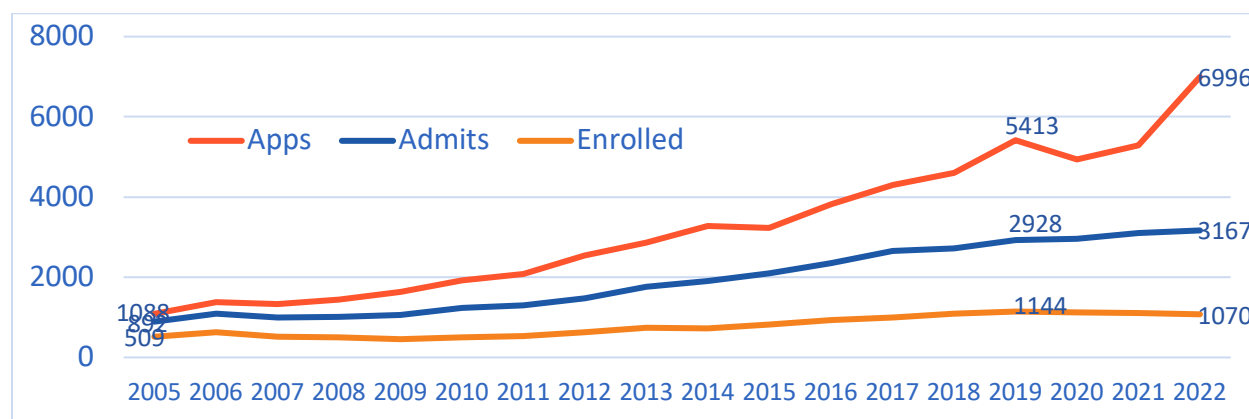


Figure 5.4 Application, Admission, and New Enrollment of Hispanic students

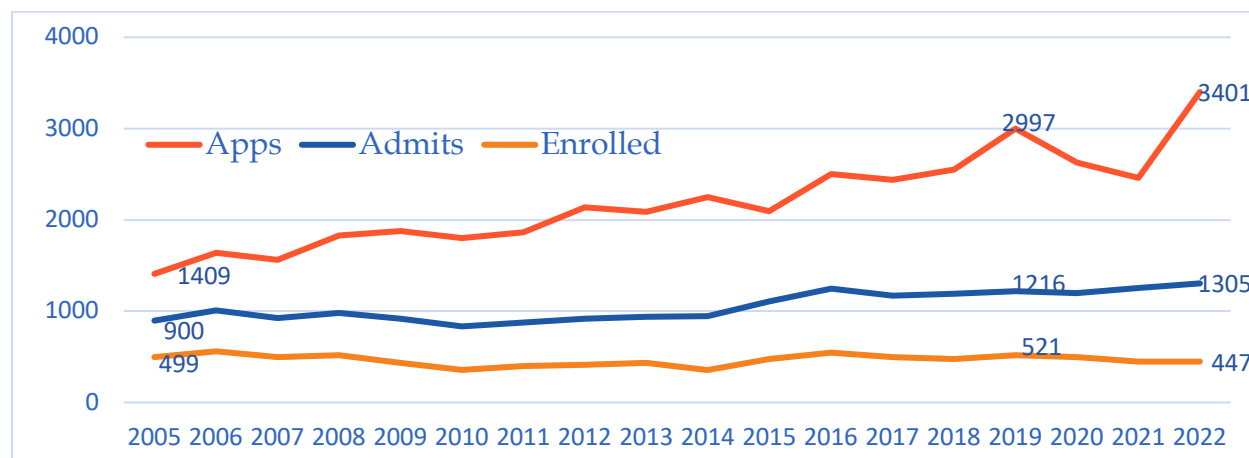


Figure 5.5 Application, Admission, and New Enrollment of African American students

Diverse students who don't accept our offer of admission are more likely than majority students to reference cost and lack of a scholarship as the primary reasons for not enrolling. Diverse students who do not enroll at UIUC are more likely to enroll at another Illinois public university, an HBCU, or another college/university in the City of Chicago or elsewhere in the Midwest. It is clear that growth in enrolling students from historically underrepresented backgrounds will continue to depend on additional investment in financial aid programs as a means to impact yield (that is, admitted students who choose to enroll).

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 5.6). A notable downturn can be seen between 2000 and 2010, after tuition increases of around 10% or more each year.

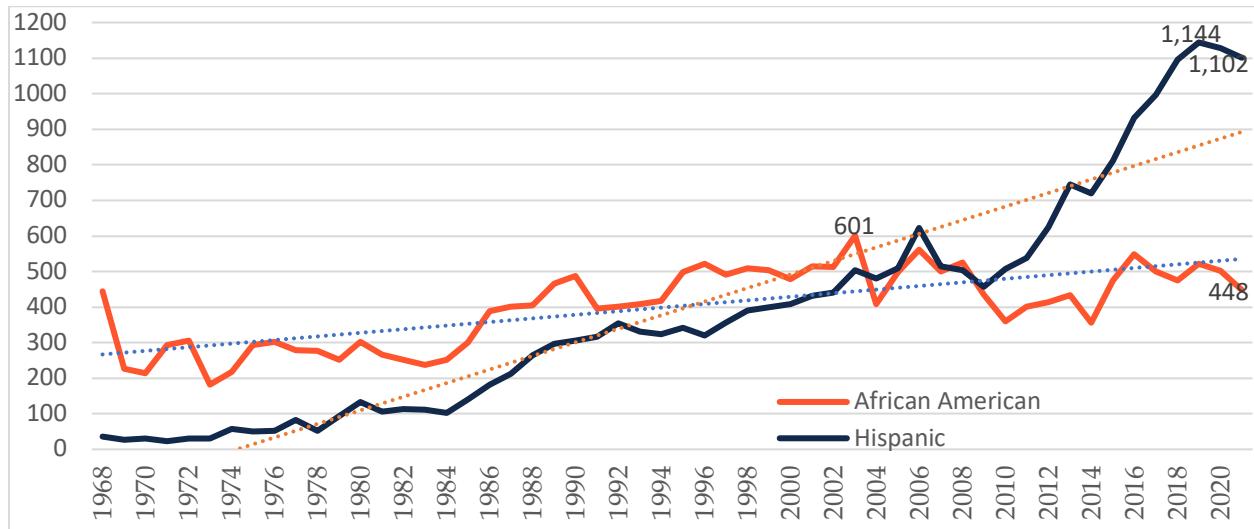


Figure 5.6 History of Diversity Enrollment, 1968-2021

Family income differs significantly by race/ethnicity. Figure 5.7 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.

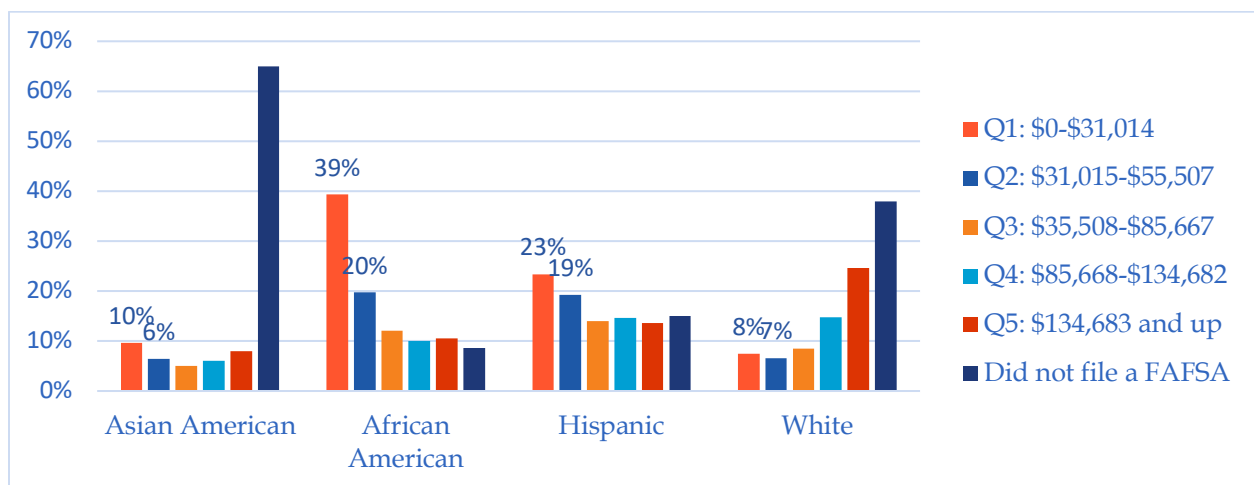


Figure 5.7 Family Income by Race/Ethnicity, 2021

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 \$8 million in 2005 to \$112 million in 2021 regardless of race/ethnicity (Figure 5.11). These additional investments highly correlate with growth in the enrollment of students from historically underrepresented backgrounds.

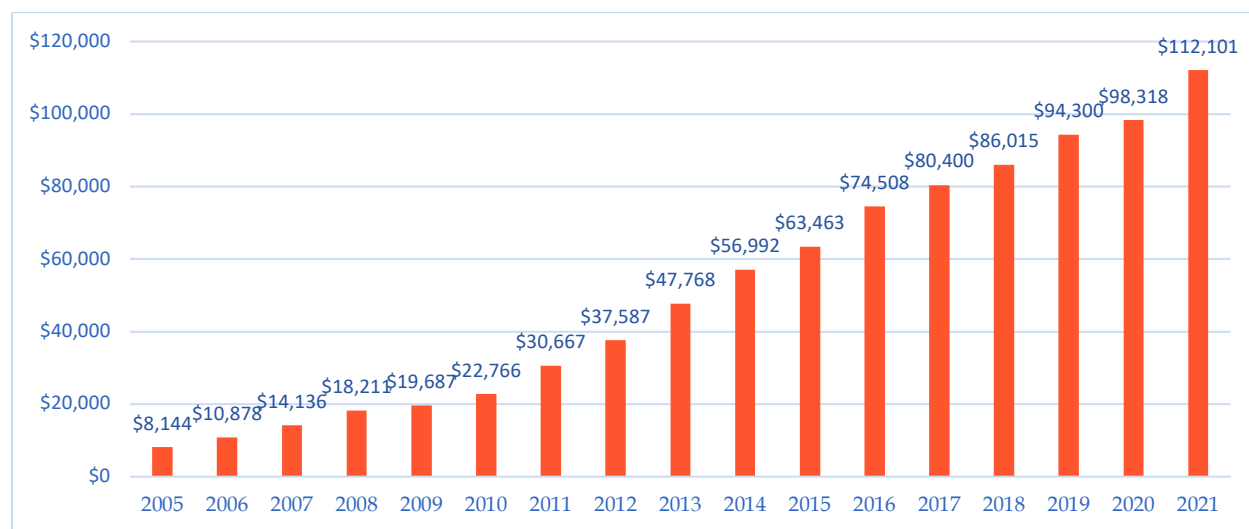


Figure 5.11 Campus Investment in Aid Programs, 2005-2021

These investments in institutional aid have positioned UIUC to have the lowest net price among Illinois Public Universities for students with family incomes below \$48,000 and second lowest by \$13 for family incomes between \$48,000-\$75,000.

	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	\$110K
Chicago State	\$12,685	\$12,183	\$13,678		
Eastern Illinois	\$11,015	\$10,056	\$12,675	\$17,594	\$20,021
Governors State	\$8,629	\$9,435	\$12,810	\$14,922	\$18,907
Illinois State	\$13,783	\$14,982	\$19,293	\$24,998	\$26,767
Northeastern IL	\$13,989	\$13,290	\$16,540	\$19,808	
Northern Illinois	\$10,395	\$11,499	\$13,778	\$16,882	\$20,068
SIU-Carbondale	\$11,665	\$12,226	\$14,499	\$18,841	\$21,449
SIU-Edwardsville	\$8,047	\$8,825	\$12,950	\$18,226	\$20,589
UI-Chicago	\$10,549	\$11,351	\$14,105	\$19,839	\$23,320
UI-Springfield	\$10,831	\$8,482	\$11,492	\$14,985	\$18,762
UIUC	\$4,858	\$8,036	\$11,505	\$22,400	\$27,285
Western Illinois	\$12,265	\$12,112	\$15,794	\$19,476	\$21,051

Figure 5.12 Illinois Public University Average Net Price by Income Level, 2019-2020

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 began in 2019 and is a financial aid program that guarantees to cover tuition and fees for Illinois residents whose family income is \$67,100 or less who have assets of \$50,000 or less. This program impacts approximately 30% of new first-year and transfer students. 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 funds 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.

Hope Chicago

Beginning with the Fall 2022, the Hope Chicago program offers external funding in order to meet the full cost of attendance funding for students from Benito Juarez Community Academy, Al Raby School for Community and Environment, Morgan Park High School, Noble Johnson College Prep, and Farragut Career Academy.

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 2015, applications from CPS students have increased 79%, and the number of CPS applicants who are admitted has increased 43% (Figure 5.16).

	2015	2016	2017	2018	2019	2020	2021	2022
Applicants	3,094	3,514	3,990	4,413	5,053	4,560	4,391	5,535
Admits	1,982	2,161	2,448	2,631	2,646	2,856	2,794	2,840
Enrollees	779	908	969	1,083	1,078	1,132	960	946

Figure 5.13 CPS Admissions Numbers, 2015-2022

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.

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.

Exploring New Diversity Initiatives – Campus Partner Discussion

- Finances are a huge piece. Students that do have adequate financial resources, but choose to go elsewhere
- Impact of our campus location, connecting how students can get back to family (parking, flights)
- Amplify community so students can see themselves on our campus, creating spaces for interactions
- Engaging RSOs, providing incentive, for current students to assist with recruitment efforts
- What does success look like for diversity recruitment? Is it graduation? Define and describe what success looks like
- Family buy-In, engaging students early, engaging family
- Value of the degree, why does it matter at UIUC vs other institutions, competing both with “peers” as well as other campuses
- Try to breakdown the reputation of being unattainable, size, rigorous,
- Safety – campus, community (recent events)
- Being realistic about how we are messaging the diversity we have – don’t oversell how diverse we are
- Sending the message of “we want you here”. We value you. Perception of “we know you want to come here”
- The Cultural Houses’ roles in feeling like comfortable spaces; students need to know about these spaces at a young age. Connecting with communities. Promoting spaces at a higher level. Up lifting Nevada Street
- Current student experience resonates with prospective students
- Highlighting the diversity of our faculty and staff
- Process of applying, changing majors, expectation of knowing the hidden culture of academia
- Bring back transportation to bring families to campus – decisions happen as a unit, recruiting the pod rather than just the student
- The role of athletics in the perception of diversity on campus, diversity of Orange Crush (difference between athletes and crowd), addressing lingering Chief issues
- Being intentional in our language, not grouping students into federal reporting “groups” focus on intersectionality of identities and experiences
- Impact of model minority students, our Asian and Asian American students

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.

		2017	2018	2019	2020	2021	2022
Fall	Applicants	4,940	3,991	4,439	4,254	4,245	4,396
	Admits	2,263	2,043	2,223	2,012	2,001	2,198
	Enrollees	1,380	1,248	1,380	1,247	1,266	1,290 est.
Spring	Applicants	1,090	1,047	1,024	879	987	983
	Admits	483	407	428	367	412	508
	Enrollees	352	265	286	244	284	327

Figure 6.1 Transfer Admissions Numbers, 2017-2022

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 40% since its peak in 2009, but 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.
- The State of Illinois recently passed legislation which guarantees admission to the University of Illinois for any student who meets the following criteria:
 1. Enrolled only at an Illinois community college after graduating from an Illinois high school
 2. Earned a minimum of 36 graded, transferable semester hours at the time of application to the university
 3. Attained a minimum grade point average of 3.0 in all transferable coursework completed at the time of application to the university
 4. Satisfied the university's English language proficiency requirement
- Our recruitment strategies focus on informing prospective students about prerequisite courses and academic performance minimums prior to transfer. New this year we will have a team of transfer recruitment staff who will begin recruiting transfer students beginning in high school.

Situational Analysis

Enrollment at Illinois community colleges has been declining since its peak in 2009 following the Great Recession. With the state budget impasse and a 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 40%, which is over 150,000 students.

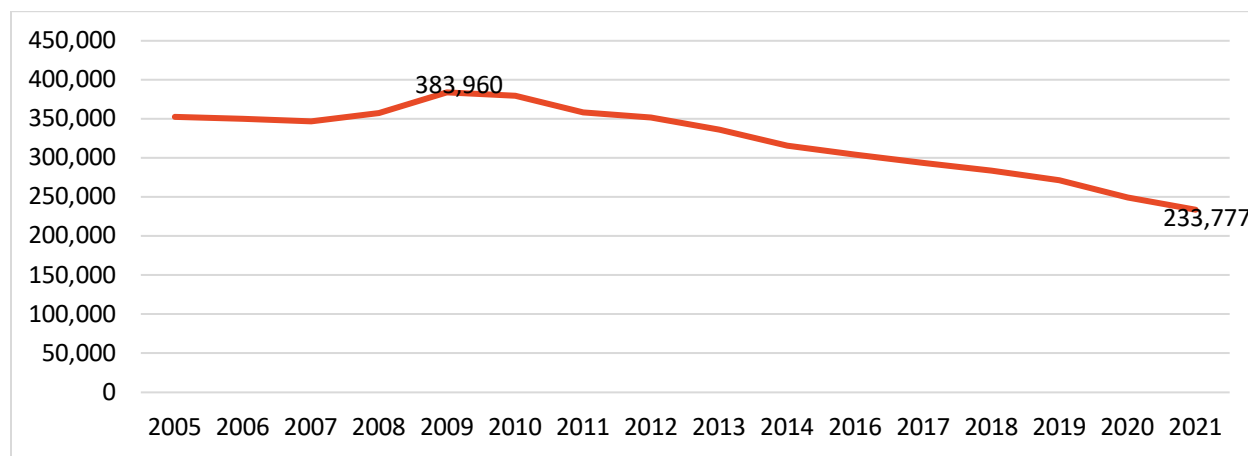


Figure 6.2 Illinois Community College Enrollment, 2005-2021

Source: Illinois Community College Board

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).

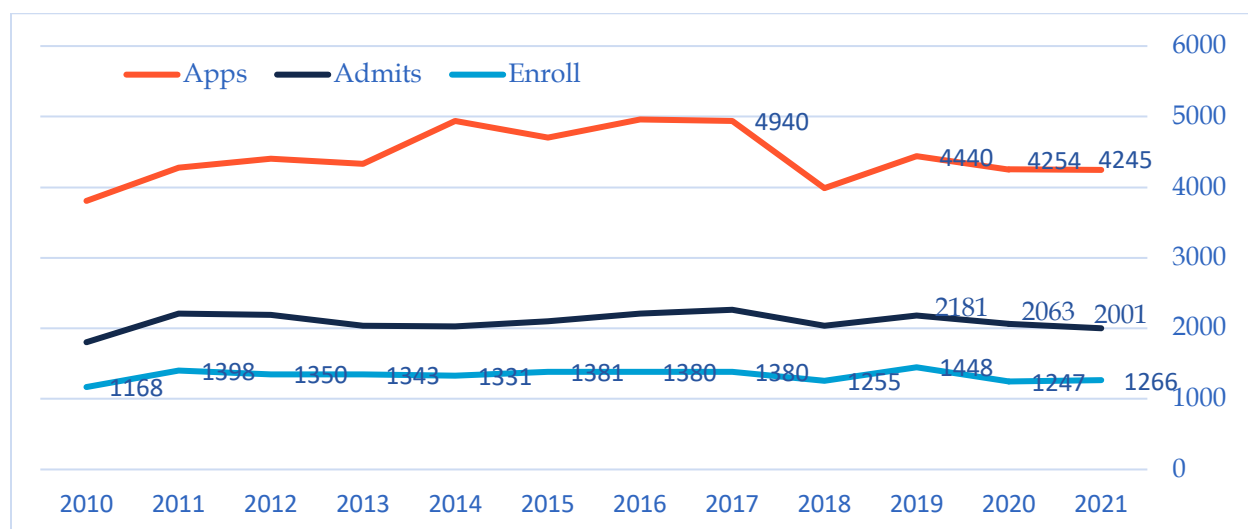


Figure 6.6 Illinois Transfer Applications vs. Admitted Students, 2009-2019

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 4th in the state among destinations for traditional transfer enrollment (Figure 6.4).

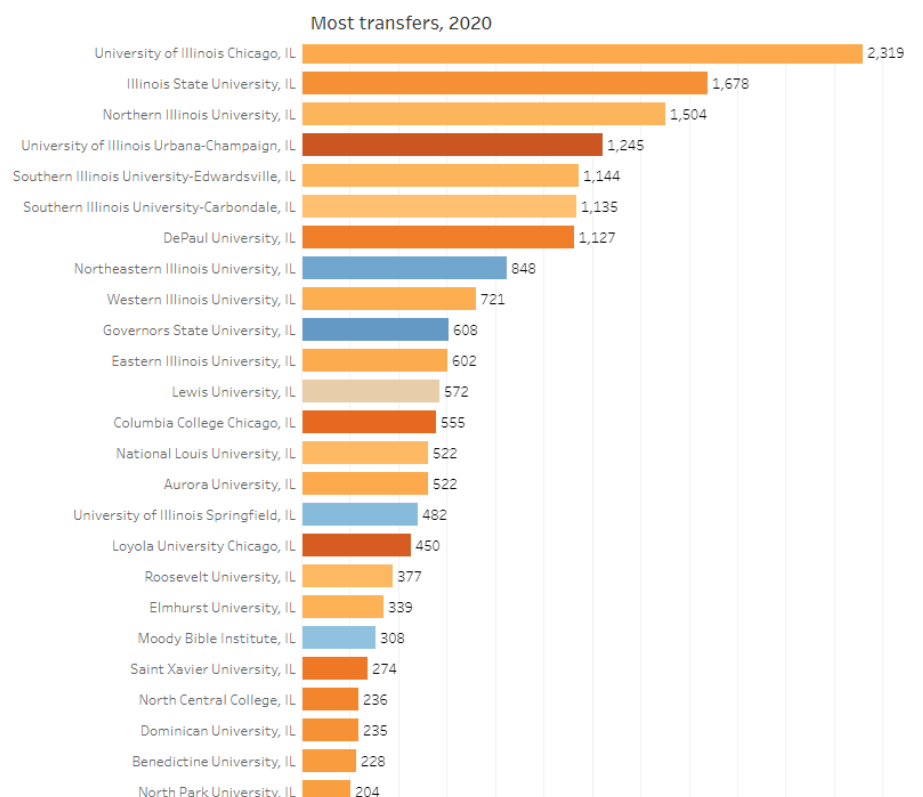


Figure 6.4 Illinois Community College Transfer Destinations, 2020

Source: *highereddatastories.com*

Current Initiatives

University of Illinois System Transfer Guarantee

To participate in The U of I System Transfer Guarantee, students need to meet all of the following requirements:

- Enrolled only at an Illinois community college after graduating from an Illinois high school
- Earned a minimum of 36 graded, transferable semester hours at the time of application to the university
- Attained a minimum grade point average of 3.0 in all transferable coursework completed at the time of application to the university
- Satisfied the university's English language proficiency requirement

Students who complete all requirements listed above are guaranteed admission to the university, not guaranteed admission to a specific college or major. Students must complete the institution's transfer admissions application during the appropriate filing period for consideration.

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 requires 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 enrollment 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	Enroll
2012	229	161	123
2013	207	149	115
2014	241	166	125
2015	271	181	116
2016	243	179	118
2017	233	184	129
2018	208	145	93
2019	260	176	124
2020	268	159	103
2021	280	167	100
2022	330	190	TBD

Figure 6.7 Parkland Pathway Enrollment, 2012-2022

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.

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

Exploring New Transfer Initiatives – Campus Partner Discussion

- Introducing barriers about the process before we can engage about campus life
- Working with high school students who are preparing for a transfer pathway
- We assume what community college advisors know or don't know
- Exploring opportunities beyond Gies, Grainger, and LATS
- Helping students to explore the full palate of majors
- Scholarships, Financial aid for transfer students, what information is available in the package (availability of Parent plus loan)
- Transfer Guarantee
- Affordability may have been a major factor, promoting Illinois Commitment/Promise
- How can we simplify the process for transfer students? Can we expand advising for transfer students? (without a guarantee)
- What is Illinois State doing to have a larger transfer pipeline?
- Connection between persistence at the community college, are they paying more on the backend?
- Connection between diversity and transfer goals? Reaching community colleges that have a more diverse population
- Partnerships with faculty who study transfer students?
- Parkland Pathway students – continuing to recruit them throughout the process. How are we engaging the pathway programs (opportunities to come to campus?)
- What does the orientation process look like for transfer students? Building connections with students on campus
- Providing a more clear breakdown of how classes will transfer (especially with general education requirements) Helping students to navigate the degree audit
- Still engaging parents and being more intensive if helping students
- Helping students who are transferring from another 4-year