



2008-2009 Annual Report
Advisory Committee on Undergraduate Admissions
February 26, 2010

Members: Bobbi Owen, Chair (Senior Associate Dean for Undergraduate Education, College of Arts and Sciences); Peter Coclanis, (Division of Social Sciences, College of Arts and Sciences); Jose-Marie Griffiths (School of Information and Library Science); Reginald Hildebrand (Division of Social Sciences, College of Arts and Sciences); Tim Marr (Division of Humanities and Fine Arts, College of Arts and Sciences); William McDiarmid (School of Education); David Ravenscraft (Kenan-Flagler Business School); J. Steven Reznick (Natural Sciences Division, College of Arts and Sciences); Jennifer L. Smith (Division of Humanities and Fine Arts, College of Arts and Sciences); Lillie Searles (Natural Sciences Division, College of Arts and Sciences).

Ad hoc members: John Evans (Kenan-Flagler Business School); Trudier Harris (Division of Humanities and Fine Arts, College of Arts and Sciences); James Kessler (Disability Services); Theresa Maitland (Academic Success Program, Learning Center).

Ex officio members: Carolyn Cannon (Associate Dean, Academic Advising, College of Arts and Sciences); Shade Keys Little (Interim Associate Dean, Academic Services, College of Arts and Sciences); Melissa Exum (Dean of Students, Division of Student Affairs); Stephen Farmer (Associate Provost and Director, Undergraduate Admissions); Alice Poehls (Assistant Provost and University Registrar); Dan Thornton (Associate Director, Scholarships and Student Aid); Lynn Williford (Assistant Provost and Director, Institutional Research and Assessment).

Members leaving committee during past year: Douglas Crawford-Brown (Gillings School of Public Health); Paul Roberge (Division of Humanities and Fine Arts, College of Arts and Sciences).

Meetings during past year: September 9, 2008; November 11, 2008; January 13, 2009; March 3, 2009; April 28, 2009.

Report prepared by: Bobbi Owen (Senior Associate Dean for Undergraduate Education, College of Arts and Sciences); Stephen Farmer (Associate Provost and Director, Undergraduate Admissions).

Report of activities (see summary and additional statistics, attached):

1. Approved a statement encouraging the University to explore programs that would allow students to pursue dual bachelor-master degrees (see Attachment A).
2. Approved a change in the policy regarding deferred enrollment (see Attachment B).
3. Approved a pilot for assured enrollment in the School of Journalism and Mass Communication, modeled on the successful program for assured BSBA enrollment (see Attachment C).

4. Discussed the work of the Enrollment Excellence Task Force and offered advice regarding its findings (see Attachment D).
5. Discussed the impending implementation of ConnectCarolina and its likely impact on admissions operations.
6. Received the profile of the class entering in Fall 2008 semester; results from the Fall 2008 admitted-student survey; a preliminary report on Fall 2009 applications and admissions; and updates on assured BSBA enrollment, academically oriented recruitment programs, international admissions and recruitment, the C-STEP program, and communications with prospective students.

Attachment A: Statement Regarding Bachelor-Master Degree Programs

Over the past five years, the percentage of first-year students enrolling at the University with 15 or more hours of college credit has increased substantially. Between Fall 2003 and Fall 2008, the percentage of the entering class scoring 3 or higher on six or more Advanced Placement (AP) exams rose from 15 to 28 percent; the share earning such scores on seven or more exams rose from 9 to 19 percent. With the number of credits earned through International Baccalaureate (IB) and dual-enrollment (DE) programs also increasing, many entering students are now capable of completing their bachelor course of study in less than the traditional four years.

Not coincidentally, as the credentials of our prospective students have improved, the competition for these students has grown keener, and it has become more difficult for the University to yield and enroll them. Over the last five years, the roster of colleges and universities to which our prospective students have been cross-admitted has changed significantly. The recent enrollment-growth study by the Art & Science Group found that “competition with top schools has increased” and that “highly selective private schools such as Boston College, Georgetown, Harvard, Yale, and Princeton are now more significant competitors than four years ago.”

In response to both of these trends—both the increased capacity of entering first-year students to accelerate through the undergraduate curriculum and the increased competition for these same students—the College of Arts and Sciences and the Office of Undergraduate Admissions propose that the University develop pilot 3/1 programs that would allow outstanding students to complete bachelor and master degrees in four years of combined study. Offered at the point of first-year admission, these programs would provide exceptionally strong students with an attractive and substantive opportunity they would not likely find elsewhere. While several outstanding universities—among them Vanderbilt, Chicago, Emory, Northwestern, and Virginia—offer combined bachelor and master programs, none of these programs are offered to students at the point of their admission as undergraduates, and all are designed to be completed in five rather than four years. Combined four-year programs in selected disciplines would likely enhance the University’s ability to enhance the quality of the entering class; they would also arguably enhance the quality of these students’ experience.

Attachment B: Deferring Undergraduate Enrollment

Carolina welcomes proposals from admitted undergraduate students who wish to defer their enrollment for one academic year in order to work, travel, or pursue some other extraordinary opportunity. Admitted applicants may also seek one-year deferrals for military service, required religious observance, or medical reasons.

Those wishing to defer admission must request permission in writing from the Director of Undergraduate Admissions no later than July 1 of the year for which they have originally been admitted; those granted a deferral must write again by December 31 to reactivate their offer of admission and confirm their enrollment. Students seeking a deferral must have paid their enrollment deposit by the deadline indicated in their original admission letter and reply form. This enrollment deposit is nonrefundable and will automatically be applied towards the student's first-semester charges at the University. Application fees for University housing and registration fees for orientation typically are nonrefundable after May 1 and may not be carried over to the following academic year. Merit- and need-based aid awards are not transferable, and reapplication for scholarship and student aid funds is required each year.

In seeking a deferral, admitted applicants agree not to enroll in any for-credit or degree-seeking course of study during their deferral year. If an applicant does enroll in such a course of study, admission to the University will be rescinded and the student will need to reapply.

Deferrals are considered on a case-by-case basis and are not automatically granted. In making their written request, students should explain in detail their reasons for seeking a deferral and their plans for the deferral year. Because undergraduate students, with very few exceptions, begin their enrollment at the University in the fall, the deferral request should be for one full academic year.

In considering each request, the Director of Undergraduate Admissions consults with members of the Committee on Admissions and, at the Director's discretion, with others who are familiar with the admitted student's academic and personal experiences and goals. After such consultations are completed, the Director responds in writing. In rare cases the Director may require a personal interview before making a final decision.

Please address all correspondence regarding deferrals to:

Office of Undergraduate Admission
Campus Box 2200, Jackson Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2200

Revised March 2002

Revised January 2009

Attachment C: Pilot Program for Recruitment through Assured JOMC Enrollment

Each year the University admits first-year students who wish to study journalism and mass communication. While many of these students accept our offer of admission and enroll, many do not, and those who turn us down are an exceptionally motivated and talented group.

To recruit the strongest of these candidates to the University, the School of Journalism & Mass Communication requests authorization for a pilot program that would offer assured eventual enrollment in the School of Journalism & Mass Communication to as many as 20 admitted students each year. These students will file no special application; instead they will be chosen, on the basis of academic and personal strengths identified through the admissions process, from the pool of students nominated for the Honors Program and for merit-based scholarships. The admissions committee, working with the faculty of the JOMC, will develop specific criteria and select and notify the students.

These students will enroll in a special honors section of JOMC 153 (Newsriting) during the first semester of their first year and in a special first-year seminar in media literacy during the second semester of their first year. They will complete the same general-education requirements and receive the same first- and second-year academic advising as all other Carolina undergraduates. They will be under no obligation to pursue the JOMC degree. As long as they successfully complete all prerequisite courses and maintain a 2.9 cumulative grade-point average, they will be assured of their enrollment in the JOMC program following two years of study in Arts and Sciences.

The objective of this opportunity is to increase the University's yield of a select group of highly competitive applicants by simply removing the obstacle of future journalism school admission should the student elect to enter the JOMC program. The goal also is to recruit students who have been active in high school journalism and engage them immediately in the program, rather than have them delay their interest in journalism.

Attachment D: Report of the Enrollment Excellence Task Force



Connect, Communicate, Create: Helping Carolina Attract and Inspire the Best Students

Executive Summary
Enrollment Excellence Task Force
June 2009

CHARGE

Chancellor Thorp and Provost Gray-Little convened the Enrollment Excellence Task Force in October 2008. They charged the task force with developing comprehensive strategies to help Carolina enhance excellence in undergraduate enrollment.

RATIONALE

Our ability to enroll our strongest undergraduate applicants is not simply an important goal in its own right. Rather, it is a matter of strategic importance to the University, since the quality of our student body influences the intellectual climate on our campus, the depth of our service to North Carolina, and the reputation we enjoy across the state, nation, and world.

Enrollment excellence faces two fundamental challenges. Continued growth will make our best prospective students more skeptical about our quality and less likely to apply and enroll. Changes within higher education—some demographic, others financial—will cause the competition for top students to intensify.

RECOMMENDATIONS

To meet these challenges, the task force recommends that the University move purposefully in three complementary ways.

1. Connect our best prospective students with opportunities already available on our campus. By committing a share of existing opportunities to prospective students at the point of their admission, we can provide a persuasive and educationally sound incentive to enroll at Carolina, in ways that are consistent with the values of the University and at little additional cost.
2. Communicate effectively and consistently with prospective students and with the broader audience that influences student perceptions of Carolina. This will require a sustained and campus-wide effort but little additional funding.
3. Create new opportunities that are intellectually rigorous, consistent with our strengths and values, and attractive to the students we most want to enroll. Several attractive opportunities can be implemented quickly and inexpensively, especially if we view them as experiments or pilot programs.

NEXT STEPS

We recommend that the Provost convene an Enrollment Excellence Implementation Committee charged with prioritizing and implementing specific initiatives outlined in the Enrollment Excellence Task Force report. We also recommend that the Office of Undergraduate Admissions begin to develop new mechanisms for discerning the interests of our best prospective students, so that these students may be matched to the opportunities we offer. Finally, we recommend that a share of the revenue generated by campus-based tuition increases, along with contributions from campus units such as the Division of Student Affairs, be used to create a Venture Fund for Undergraduate Enrollment Excellence, to support the Implementation Committee's initiatives.



CONNECT, COMMUNICATE, CREATE: Helping Carolina Attract and Inspire the Best Students

INTRODUCTION

In October 2008, following a year-long study of the likely impact of enrollment growth at the University, Provost Bernadette Gray-Little established the Enrollment Excellence Task Force. She charged the task force with “developing comprehensive strategies that will improve our ability to enroll a talented and diverse student body” and “making specific recommendations about new programs we might develop, or existing programs we might strengthen, in order to ensure that the University remains a compelling choice for outstanding students—especially from North Carolina, but also from around the nation and the world.”

In his installation address later that month, Chancellor Holden Thorp called upon the task force to “strengthen the Carolina undergraduate experience,” so that the University might continue to “attract and inspire the best students” despite the pressures generated by enrollment growth and by increased competition from other schools. This imperative—to enhance quality even as we grow, and even as we face strong competition for our best prospective students—has informed the work of our task force at every turn.

In keeping with our instructions from the Chancellor and Provost, the report that follows makes specific recommendations about existing programs that could be strengthened, and new programs that could be implemented, so that Carolina can enroll the best students from North Carolina and beyond.

As our title suggests, these recommendations follow three major themes. First, we recommend that the University connect our best prospective students with opportunities that are available on our campus. Over the course of our work together, we have been consistently impressed by the range and quality of the programs and experiences that the University offers to undergraduate students once they have enrolled. By committing a share of these opportunities to prospective students at the point of their admission, we believe we can provide a persuasive and educationally sound incentive to enroll at Carolina, in ways that are consistent with the values of the University and at little additional cost.

Second, we recommend that the University marshal a broad effort to communicate effectively both with prospective students and with those who shape their perceptions of Carolina—of the strengths of our campus and the full array of opportunities we offer our students. There are both truths to be conveyed and myths to be dispelled, and effective communications can contribute significantly to the excellence in enrollment that we seek. This will require a sustained and campus-wide effort—one that will need shared discipline and commitment but little or no additional funding.

Third, we recommend that the University move quickly to create new opportunities that are intellectually rigorous, consistent with our strengths and values, and attractive to the students we most want to enroll. Although it may seem unwise to plan new programs, given the budget constraints that we are facing, we believe the time is right at least for bold planning, and in some cases for bold action. Many of our recom-

mendations can be implemented quickly and inexpensively, especially if we view them as experiments or pilot programs. Moreover, we are confident that funding can be found to support the development of our more elaborate, innovative programs that contribute substantially to the enrollment, education, and experience of Carolina students.

MEETINGS

In response to our charge, the task force met with experts and stakeholders to seek advice and to generate, develop, and refine specific recommendations. Our conversations with these experts, documented in Appendix 1, proved enormously helpful, and we acknowledge with gratitude the contributions that our colleagues have made to our work and to our recommendations. Based on these conversations, we have found general consensus across campus about the importance of recruiting the best students to Carolina and of strengthening the experience of these students once they have enrolled. Our colleagues are motivated to begin implementing several of our recommendations immediately, and also to begin laying the groundwork for other, longer-term strategies.

BACKGROUND

In addition to these meetings, the task force reviewed a wide array of previous reports that proposed goals, principles, or programs pertaining to enrollment or undergraduate education. Each of these reports has strengthened the experience that Carolina offers talented undergraduates, and each has contributed to the University's current position as an attractive choice for outstanding students.

The Report of the Chancellor's Task Force on Intellectual Climate (1997) led to expanded opportunities for "mentored, research-oriented, learning experiences; connect[ed] in-class and out-of-class activities; and service and community-based learning."

The Academic Plan (2003) recognized the strategic importance of undergraduate recruitment and called upon the University to "provide the strongest possible academic experience" for all students by "integrat[ing] interdisciplinary research, education, and public service," "increas[ing] diversity," and "enhanc[ing] public engagement."

The Proposal to Revise the General Education Curriculum (2003), in order to "integrate ... approaches to knowledge" in ways that "cross traditional disciplinary boundaries," emphasized the role of research and other experiential education and called for the creation of clusters of courses that approach a shared theme (for example, "Landscape," "Race," or "Chaos") from a variety of disciplinary perspectives.

The Diversity Plan (2006) encouraged Carolina to foster "opportunities for intense dialogue and rigorous analysis" and "mutually beneficial interactions among members of the [University] community."

The Making Critical Connections Quality Enhancement Plan (2006) led to the creation of Maymester, an intense educational experience offered in a concentrated period, and advocated an increase in research-intensive courses and expanded opportunities for all undergraduates to engage in research, scholarship, or creative performance.

Two other more recent reports deserve particular mention. The 2008 enrollment-growth study, commissioned by the Board of Trustees and conducted by the Art & Science Group, outlined with bracing clarity the challenges that would be evoked by a substantial increase in enrollment over the next decade. The study found that the University's success in recruiting outstanding students from within its home state, unparalleled among colleges and universities nationwide, depends heavily upon student perceptions of the

quality of Carolina's undergraduate student body. The study also demonstrated that because almost all of the top students in North Carolina are already applying to Carolina, our best opportunity to strengthen the undergraduate student body rests in increasing the percentage of admitted students who decide to enroll. Although early outreach remains important, and we must continue to encourage talented students to apply, the Art & Science Group study suggests that our efforts must also focus on developing the resources that would encourage top admitted students to enroll.

At the beginning of the 2008–2009 academic year, partly in response to these findings, the Board of Trustees charged Trustees John Ellison and J.J. Raynor with the task of identifying steps that the University should take to strengthen its standing as an excellent place to teach, learn, and discover. The Ellison-Raynor report, released in March 2009, recommended that the University renew and strengthen its efforts to improve the quality of the entering class. Specifically, the report recommended intensified one-on-one recruitment on the part of the Chancellor, the Board of Visitors, the faculty, and current students, as well as admitted students who have committed to Carolina but have not yet matriculated. The report also urged the University to raise additional funds for merit-based scholarships and to develop “academic opportunities not available elsewhere”—for example, 3+1 programs that would allow students to earn a bachelor's and a master's degree in four years; a minor concentrated on “solving world problems”; expanded offerings in Honors, First Year Seminars, and in the Carolina Research Scholar Program; and guaranteed admission, with appropriate qualifications, to undergraduate and graduate professional programs such as law, medicine, and business. Finally, the report encouraged the development of focused, consistent communications that highlight the quality of the Carolina student body and dispel myths about the University's size and geography.

These efforts have established an enduring foundation for enrollment excellence at the undergraduate level and have informed our present recommendations, which would hardly have been conceivable without the understanding and analysis that these reports have provided, or without the programs, expectations, and culture that they have created, shaped, and nurtured.

RECOMMENDATIONS

We have organized our recommendations into three themes—connect, communicate, create—that closely follow the contours of our charge. Many of our recommendations can be implemented quickly, with little additional planning and at little or no cost to the University. Other recommendations will require more analysis, coordination, and resources before they can be established. And all of our recommendations are likely to evoke additional ideas from within the University community. Thus, our report concludes with suggestions about next steps, including timelines, possible sources of funding, and suggestions regarding the various roles that students, faculty, and administrators might play.

We see this report as a starting point consistent with our original charge from Provost Gray-Little, which asked us “to begin to explore how we might enhance excellence even as we grow” (emphasis added). To continue our task force's momentum and to honor and cultivate the excitement that we have sensed among our colleagues, we recommend the establishment of an Enrollment Excellence Implementation Committee charged with identifying, organizing, and implementing specific steps that the Provost and the Implementation Committee deem appropriate. All of the members of our task force would be honored to serve on such a committee at least through Fall 2009 semester, and many would be glad to serve beyond. With new members gathered from the faculty, as well as from key administrative offices, we believe that this implementation committee would quickly make significant progress towards the goals we have identified.

I. CONNECT

Connect students with specific opportunities that will encourage them to choose Carolina and help them thrive once enrolled.

Once students enroll at Carolina, they enjoy an enormous range of opportunities—courses, programs, and experiences that help them prosper during their undergraduate years and graduate on track for successful careers and lives. While these offerings transform the undergraduate experience of the students who take advantage of them and contribute to the intellectual vitality and overall liveliness of our campus, we believe that these opportunities could and should contribute more directly and significantly to enrollment excellence. It is difficult, if not impossible, for high-school students, even those who are exceptionally motivated and talented, to sort through the vast array of programs at Carolina and understand them fully, especially if they perceive these programs to be remote opportunities that may or may not be available to them. With the notable exception of our Honors Program, which welcomes a share of its students upon their admission to the University, our current method of apportioning these programs reinforces this sense of remoteness, since students must apply to participate, and since they may do so only after they have enrolled at Carolina. For these reasons, although we think that these programs have the potential to be appealing to top students, we doubt that many top students currently choose Carolina specifically because of them. The opportunities are too numerous, and too distant, to outweigh the specific and immediate offers—for example, guaranteed access to research groups and specialized programs—that these students are receiving elsewhere.

We recommend committing a share of these existing opportunities to our strongest prospective students as an incentive to their enrollment at Carolina. To be effective, these commitments must be made well before the May 1 enrollment deadline. They must also align closely with the interests, goals, and experiences of individual students, so that they might connect those students with the programs that will excite and inspire them and thus encourage them to enroll. To identify these interests, goals, and experiences, we further recommend that the Office of Undergraduate Admissions develop an online form that will encourage top prospective students to explore available opportunities and to indicate the ones they would most prefer. Such a form might be offered at the point of application and to all candidates, or it might be offered once applications have been reviewed and top candidates identified. Regardless, we believe it would foster closer matches between student and opportunity, and it would also strongly communicate the rich array of opportunities that await students at Carolina.

We recognize that a commitment of any existing resource, even if the commitment is for a small share of that resource, may seem to reward prospective students at the expense of students who are currently enrolled. At the same time, we see a priori commitments as a wise and reasonable investment, given the strategic importance of maintaining and enhancing the overall quality of our undergraduate student body. Moreover, setting aside a small share of the spaces in existing programs preserves eventual access for other students and enhances the level of engagement in each resource. This approach has precedent in several ongoing and successful programs at the University, including the Honors Program and the assured-enrollment programs in the Kenan-Flagler Business School and the School of Journalism and Mass Communication.

Finally, we believe that this approach is educationally sound, in that it matches students to opportunities for which they are well suited, allows them to pursue experiences they may not otherwise have been aware of, and encourages them to make optimal use of their years at Carolina. In our conversations with current and recent undergraduates, we have repeatedly heard Carolina described as a place of incredible

but also daunting opportunities—choices so rich and so varied that students often feel at a loss as to where to begin. By systematically connecting our strongest prospective students with specific opportunities, we help them realize that Carolina offers, in the words of one current undergraduate, an intellectual community where “whatever you want to do, you can do it.” We also put them in a position to take purposeful advantage of the other opportunities they will enjoy at Carolina and thus make the most of their time at a great public research university.

As we note below, many of these connections will require little or no financial investment on the part of the University, and many can be implemented quickly—as early as the Fall 2010 admissions cycle, which begins next August. Others—especially the program of summer connections—will require resources and may take longer to implement. We recommend a goal of assembling, by no later than Fall 2017, a collection of connected opportunities extensive enough to include at least 20 percent of the entering first-year class, or approximately 900 students, including those who receive merit-based scholarships and/or invitations to join the Honors Program.

Examples, Years 1-2

- Seat in a specific First Year Seminar. First Year Seminars offer new students the opportunity to study an intriguing topic in a small class taught by our best instructors. Because these seminars are especially appealing to highly motivated students with ample curiosity, the prospect of a guaranteed seat in a First Year Seminar might make such students more likely to enroll.
- A guaranteed seat in Modes of Inquiry (IDST 195) and recruited participation in the Carolina Research Scholar Program. The successful Modes of Inquiry course introduces talented students not only to research methods but also to research opportunities at Carolina. Because many of our strongest prospective students have already participated in research while still in high school, offering these students an immediate and guaranteed connection to an undergraduate research opportunity at Carolina would both encourage their enrollment and improve their experience once enrolled.
- Recruited participation in the orientation session for the Public Service Scholars Program, coupled with a seat in a service-learning class. Almost all of our admitted students, including our strongest, participate in public service while in high school. Connecting these students to the Public Service Scholars Program and offering them a seat in a service-learning class during their first year at Carolina would attract them to Carolina.
- Space in a Connected Learning Program. A joint project of the Department of Housing and Residential Education and the Johnston Center for Undergraduate Excellence, the Connected Learning Program offers students the opportunity to combine their personal and academic interests by developing events and activities—research trips, lectures, performances—in collaboration with their peers. Currently, first-year students may apply to the program but do not receive invitations until well after May 1.
- A seat in an existing summer program, such as Wilderness Adventure for First Year Students (WAFFYS). These programs do not currently recruit students until after they have paid their enrollment deposit, but guaranteeing some of our top admitted students an opportunity to participate in them might be a significant incentive to their enrollment.
- Recruitment into student organizations such as Student Government and the Campus Y. Many of our high-profile student organizations would welcome the chance to inform prospective students

about the opportunities that they offer, and perhaps recruit some admitted students for specific roles and responsibilities.

- Assured enrollment in professional major or minor programs (in addition to current programs in the Kenan-Flagler Business School and the School of Journalism and Mass Communication). Each year the University admits first-year students who have a sincere and clearly defined focus in one of our professional majors or minors, and many of these students choose to enroll elsewhere because they worry that they will not eventually earn admission to the major or minor of their choice. Three years ago, to recruit the strongest of these students who are interested in business, the Faculty Advisory Committee on Undergraduate Admissions launched an initiative that assures a limited number of admitted first-year students eventual enrollment in the Kenan-Flagler Business School, provided that they meet certain qualifications after two years of study at Carolina. A similar program was initiated this year for students interested in Journalism and Mass Communication. Given the early success of these two programs, we recommend that this model be extended to other professional majors and minors—for example, nursing, education, and entrepreneurship.

Examples, Years 3-10

- Participation in new and cost-effective summer programs—for example, service opportunities, introductions to research in various disciplines, a North Carolina bus tour. Summer opportunities would help top students make the best use of their time between graduation from high school and enrollment at Carolina. Moreover, some of these opportunities might also be attractive to donors, who could provide students with full or partial scholarships in these relatively inexpensive programs as a further incentive to their enrollment.
- Guaranteed participation in Burch Field Research Seminars, the Singapore Summer Immersion Program, or other study-abroad opportunities, either before matriculation or at the end of the first year. These programs are good examples of life-changing opportunities whose recruitment value is limited because prospective students cannot assume that they will be able to enjoy them. Devoting a small share of the spaces in these programs to the cause of recruiting new students and enlivening their experience could have an impact on enrollment excellence.
- Focused recruitment and advising leading to enrollment in 3/1 master's programs. We support the creation of 3/1 master's programs, especially in disciplines (languages, health affairs, sciences) that highly talented high-school students will perceive to be consistent with their academic, professional, and personal goals. Identifying top admitted students—especially those who are leaving high school with substantial Advanced Placement, International Baccalaureate, or other college credit—and offering to work with them towards their possible enrollment in one of these programs would be a strong enrollment incentive for many top students.
- Assured enrollment in post-baccalaureate professional programs in medicine, law, and public health. Although this would be a major departure from our current practices, other well-regarded universities—for example, Brown—offer these opportunities to a small number of admitted first-year students each year. We believe this idea is worth exploring.

II. COMMUNICATE

Communicate clearly and consistently about the University.

Long recognized nationally as a leading public research university, the University is also perhaps the best-known public institution in North Carolina. This broad recognition offers significant advantages for undergraduate recruitment and enrollment. Among out-of-state students, it offers us an opening into many households and allows us to generate a large, talented, and diverse pool of candidates. Among North Carolinians, our reputation guarantees that almost every top student, along with thousands of other solid candidates, will at least consider applying.

At the same time, our broad and general familiarity poses some risks. Specifically, many students, and especially many North Carolinians, assume that they already know all they need to know about Carolina. The 2008 Art & Science study demonstrated that at least some of what people think they know about Carolina not only is inaccurate; it also makes them less likely to apply to Carolina or to enroll once admitted.

To dispel these misconceptions, and to help students make their application and enrollment decisions based on an accurate and complete understanding of Carolina, we recommend that the University focus intently on delivering clear, compelling, and consistent messages that address the fundamental concerns of our strongest prospective students. These concerns fall into three categories: the quality and composition of the undergraduate student body; the size and geography of the University; and the friendliness and sense of community on our campus. Addressing these three concerns substantively and consistently will counter at least part of the likely negative impact of enrollment growth, and it will strengthen our ability to recruit and enroll the best students across North Carolina and nationwide.

It is worth noting that much good work is already being done in this area, thanks to the efforts of the Office of University Relations. We are confident that many of the following recommendations could be implemented quickly and at little additional cost by making sure that these themes are included on the UNC website and in any University-wide marketing campaign; by encouraging members of the Campus Communicators group to employ these messages in their work; and by explaining these ideas, and their importance, to new faculty and staff during their orientation to the University.

Quality and Composition of the Undergraduate Student Body

The Art & Science study found that prospective students are heavily influenced by their perceptions of the quality of the student body at Carolina. Numerous previous studies have found that students also are influenced, to a lesser but still significant extent, by their perceptions about the composition of our community—about where our students come from, how they identify themselves, and who they hope to become.

This deep interest in the quality and the composition of the student body represents a significant opportunity, because the University has made great strides in both these areas. To take advantage of this opportunity, we recommend that the University:

- Identify and communicate the achievements of outstanding students at all stages in their Carolina careers. Because the recognition of outstanding undergraduate students is now widely dispersed across departments and programs, the achievements of our students are seldom well known even within the University community. At least partly as a result, our current efforts to publicize the achievements of exceptional students typically focus on seniors who have earned major national awards such as the Rhodes or the Truman. We recommend that the University systematize the collection and dissemina-

tion of stories of talented students of all levels. Several existing events—for example, the Annual Celebration of Undergraduate Research—may provide a good starting point. A searchable website that prominently features undergraduates and is oriented toward the perspective of prospective students would not only enhance enrollment but also demonstrate appropriate appreciation for the wide array of stellar accomplishments attained by Carolina students.

- Encourage all units at the University to feature current undergraduate students, along with facts about the quality and diversity of the student body, on their websites and in their publications and public statements. These messages do not need to be obtrusive or hold center stage, but they will be effective over time if they are consistent. For example, one brief anecdote during an interview or one quick comment during a press conference will make a substantial difference, especially when seconded at every opportunity by a variety of speakers.
- Issue regular press releases and news advisories that highlight the quality and diversity of the undergraduate student body—for example, at the start of the academic year and at each of the two admissions notification dates. While these solicitations would not likely be reported on beyond North Carolina, we believe they would be well received by news organizations across the state. Consequently, their primary audience should be top North Carolinians and their families.

Size and Geography of the University

The Art & Science study demonstrated that our top prospective students are less likely to apply to and enroll at “large” universities than at others; they also believe that the University is substantially larger than it already is. Since this combination of perceptions works to our disadvantage, we believe it is crucial that the University be disciplined and purposeful in referring to the size of our enrollment.

The study also found that top students do not wish to enroll at a university that stretches across multiple campuses—and that many top students already believe Carolina to be such a campus. This is another misperception that the University will need to work consistently to dispel.

- Emphasize that undergraduate education at Carolina is located exclusively on one unified campus in Chapel Hill. University leaders should attempt to develop an alternative to the current nomenclature of “North Campus,” “Middle Campus,” and “South Campus,” and enlist the help of Student Government, University Relations, and other administrative units across campus in leading a gradual shift toward this alternative. If it is not feasible to develop alternative terms, we should at least consistently frame our current language so that prospective students will understand that Carolina is a single walkable campus.
- Describe the size of the University and its programs concretely rather than generally. For example, instead of referring to Carolina as a “large” or “medium-sized” university, we should simply state that the University enrolls 18,000 undergraduate students, or welcomes 3,900 entering first-year students, or graduates 400 students with the bachelor’s degree in psychology. Whenever possible, references to student enrollment should focus on undergraduate enrollment rather than total enrollment. When we must refer to total enrollment, we should distinguish carefully among undergraduate students, graduate students, and professional students.

Friendliness and Sense of Community

The Art & Science study demonstrated that students associate “large” universities with a number of com-

munity characteristics that they find undesirable. Specifically, applicants perceive that students who attend “large” universities lack personal attention, do not enjoy close relationships with classmates and faculty, and are often treated less as an individual and more as a number.

We are confident that these phrases do not describe Carolina, which students and faculty alike describe as an exceptionally vital, friendly, and welcoming place. However, given that prospective students already think that the University is larger than it is, we recommend a renewed effort to communicate and convey Carolina’s strong and vibrant sense of community to our prospective students.

- Encourage departments across campus to remain open and friendly to prospective students—for example, by ensuring that all units understand the priority that the Chancellor and Provost assign to recruitment, by clearly communicating the importance of the campus visit in the decision-making of talented students, and by recognizing and rewarding departments that offer a consistently warm welcome to guests.
- Seize every opportunity to highlight the broad diversity of the University community at all levels—students, faculty, and administration—as well as the University’s commitment to welcoming people of all backgrounds.
- Find innovative ways to represent the richness of intellectual and cultural life on campus—for example, by making the University special-events calendar more prominent, accessible, and functional, and by clearly denoting those events that are free and open to the public.

Again, we believe that these three broad themes can be emphasized, and many of the specific steps implemented, at little or no out-of-pocket expense. But because perceptions of Carolina—especially among North Carolinians—are forged well in advance of any specific interest in admission, this effort will succeed only if it extends well beyond the Office of Undergraduate Admissions. To be truly effective, the University’s key messages will need to be communicated at every opportunity, across all units, in a variety of settings, and to all audiences.

III. CREATE

Create new programs and initiatives to enhance the quality of Carolina’s educational experience.

Our task force has been enormously and consistently impressed by the breadth and depth of the resources that Carolina already offers to our students. Many of these existing opportunities—for example, the Honors Program and merit-based scholarships—have proven their value not only in recruiting new students to Carolina but also in enlivening the experience of students once they have enrolled. Other programs—for example, First Year Seminars, summer study abroad, and the Carolina Research Scholar Program—are integral to the strategy of connection that we describe above. We strongly recommend continuing to develop the resources that will allow these proven programs to expand and achieve their full potential. Although the current economic environment is challenging, we believe that these programs can attract the interest of individuals, corporations, and foundations whose goals and values are consistent with theirs, especially if the University continues to communicate to its supporters the strategic importance of recruitment and enrollment excellence.

With so much already offered, and with such substantial restraints on our resources, we can appreciate that now may not seem the time to plan and initiate new programs—that it may seem as though our first impulse should be to maintain rather than enhance the quality of the undergraduate experience. This approach would certainly be defensible, but our deliberations lead us to suggest that Carolina must think and act boldly, for three reasons.

First, although the recession may lessen or even eliminate the expectation that our enrollment should continue to expand, this expectation will someday return, and we would be well advised to prepare for growth that encourages quality and not just quantity.

Second, we should expect the competition for the best students to intensify rather than diminish. This competition will be driven partly by the aspirations of other institutions, since virtually every college and university hopes to improve the quality of its entering class. But it will be fueled also by broad demographic shifts that will see the number of high-school graduates fall dramatically in half of the states in the union. The public and private universities in these states will invest heavily in recruitment to fill their seats, and their most coveted recruits will include top students from North Carolina.

Third, and perhaps most important, we believe that one or more bold new programs would send a strong signal to our best prospective students that Carolina will value and nurture their creativity and their capacity to change the world. Over the last five years, as the Art & Science study demonstrated, Carolina has dramatically improved its position among the very best high-school students across North Carolina and nationwide. The practical effect of this improvement is that the students who are now interested in Carolina are better prepared and more ambitious, and enjoy more and better choices for their undergraduate education, than those we once enrolled. To earn the allegiance of these students, and to help them fulfill their considerable potential, we should move quickly and boldly to plan and implement several signature programs. In the words of one of our interviewees, these programs would “plant a big stake in the ground” to demonstrate that Carolina is serious about attracting and inspiring the best undergraduate students in the world.

The ideal programs will recruit these students not only to the University but also to the University’s broad mission: to serve North Carolina, the nation, and the world by educating students in a commu-

nity engaged in original inquiry and creative expression. These programs will also help students develop new skills; meet fellow students with similar or complementary interests; use their experiences to explore their possible vocation; create new works that are appreciated by the campus community and beyond; experience the joys of scholarship and the thrills of discovery; watch with pride as their ideas are implemented and adapted by others; and gain confidence that they can undertake original work of significance to society in the future. These programs will draw upon the strengths of the entire University, including the College of Arts and Sciences and the professional and graduate schools. They will strengthen the connections between undergraduate students and faculty, postdoctoral fellows, and graduate students. They will be flexible over time, and adaptable to changes in the world and the University. And they will be shrewd in their use of resources, and cost-effective in both the short and the long term.

Our task force has heard and discussed many worthy ideas for new programs and initiatives. In our view, all of these ideas would strengthen enrollment, and all deserve serious consideration. However, we are confident that the following three programs best illustrate the approach we are recommending.

Greatest Problems of Our Time

We recommend that the University develop interdisciplinary experiences that focus on the greatest problems of our time. As Chancellor Thorp has said, these problems comprise the University's to-do list, and we must focus on them because doing so is consistent with our mission. But we should focus on them also because our best prospective students care deeply about them and want to work together to solve them. By developing interdisciplinary experiences that invite entering first-year students to put their shoulders to the wheel, we could differentiate Carolina from our competitors and provide a structure within which talented students might work together on issues that deeply concern them. A program on clean energy, for example, might invite sixty entering students to take one common lecture course that introduces them to the problem and to relevant ongoing research; these students could collaborate with each other and with their professor to organize guest lectures and colloquia, and they could work in teams to write proposals and conduct research. Other programs might focus on social justice, global medicine, economic development, education reform, conflict resolution, and world hunger. These experiences could be enhanced by the inclusion of interested doctoral students and postdoctoral fellows, or by linking them to the Connected Learning Program or to existing First Year Seminars and service-learning courses.

Like the existing Modes of Inquiry course, which introduces students to research methods, problems, and opportunities dispersed throughout the University, these first-year experiences would help students make fuller use of their years at Carolina. The experiences would also be consistent with our curriculum, which encourages original inquiry and connections across disciplines. Finally, they could be launched relatively quickly and simply, with first-year courses on one or two problems. Over time, these first-year experiences could evolve into the minor program in Solving World Problems recommended by Trustees Ellison and Raynor.

Pathway to Graduate and Doctoral Study

Carolina has long set the pace among comparable universities in the enrollment of African-American students, and it has also become known, through the groundbreaking Carolina Covenant, as an especially welcoming place for low-income and first-generation students. Thanks in part to our success in these areas, other universities, including elite private universities offering favorable financial aid, have redoubled their efforts to recruit and support these same students. Given Carolina's strong history and current challenges, we recommend developing an initiative that will recruit exceptionally talented low-income, first-generation, and underrepresented students by promising them focused support and mentoring as they

prepare for postgraduate study in professional and doctoral programs. Building on the strength of the existing Moore Undergraduate Research Program, such an initiative might enroll 100 entering first-year students annually, half of them drawn from North Carolina and half from the rest of the nation and world. Students demonstrating need would receive no- or low-loan aid packages; students with no demonstrated need would receive nominal merit-based awards—for example, \$2,500 per year, renewable for four years. As an enhancement or alternative to merit-based scholarships, students could receive funding for two to three years of summer study and/or internships. Although this initiative would require significant resources, we believe it would make Carolina a top choice nationally for low-income, first-generation, and underrepresented students who wish to pursue professional or doctoral study.

Investment Fund for Undergraduate Research, Creative Production, and Social Entrepreneurship

Many of our most talented applicants have attained a level of accomplishment in high school that, a generation ago, would have seemed advanced even for many college graduates. These gifted and disciplined students are looking for universities that will offer them not only outstanding courses and excellent professors, but also opportunities to continue their engagement in significant projects beyond the classroom. Carolina currently supports a limited number of excellent student projects and proposals, for example through its Burch Fellowships and Summer Undergraduate Research Fellowships (SURFs). However, the supply of truly excellent student proposals, and thus the demand for this kind of financial support, perennially exceeds our limited resources. We recommend that the University enhance its academic commitment to truly outstanding high-school applicants by developing new investments in the creative projects, scientific research, and social entrepreneurialship we expect and desire our students to become passionate about. The creation of a significant student-oriented endowment not only could double or triple the funds available to such highly successful existing programs such as SURFs but also could establish similar funding opportunities for students with truly outstanding proposals for creative endeavors and social entrepreneurship. More important, the creation of this fund would send an extremely powerful message that the work of truly excellent students at Carolina is something we value and in which we literally placing an investment.

NEXT STEPS

Our interviews and deliberations have led us to a sense of eager urgency regarding the implementation of many of the initiatives that we have described in this report. As we have said throughout, we believe that many of these initiatives can be implemented quickly and at little cost. Others will require pilot efforts, additional planning, or significant additional resources. Regardless, we believe that the proposed initiatives are worth discussion within the broader University community. As one next step, our task force would be glad to meet and talk with any audience the Provost and Chancellor deem appropriate: for example, members of the Board of Trustees; Vice Chancellors and Deans; and members of the Faculty Executive Committee.

As outlined in our introduction, we also recommend that the Provost convene an Enrollment Excellence Implementation Committee charged with identifying, organizing, and implementing the specific initiatives that the Provost endorses. This committee should also be charged with developing a provisional assessment plan for these initiatives in order to evaluate the effectiveness of each initiative. All of the members of our task force would be willing to continue serving at least through the Fall 2009 semester. Our chairs would welcome the chance to consult with the Provost about other possible members for the implementation committee.

To implement the strategy of connection, we recommend that the Office of Undergraduate Admissions begin immediately to develop new mechanisms for discerning the interests of our best prospective students so that we can match those interests to the opportunities we offer, as noted above.

Finally, because some of the initiatives that we have described will require additional funding, we recommend that the University devote a share of the revenue generated by campus-based tuition increases, along with contributions from campus units such as the Division of Student Affairs, to create a venture fund for undergraduate enrollment excellence. Even a small fund, distributed by the Provost or her designee, would facilitate the design, implementation, and evaluation of innovative pilot programs. Pilot programs that demonstrate efficacy would then be in a much better position to receive permanent private support from outside the University. Despite the challenges posed by the ongoing economic situation, we believe that this venture fund has the potential to earn strong support within the University community, given the current deep interest in recruitment and in excellence more generally.

ENROLLMENT EXCELLENCE TASK FORCE

We acknowledge with gratitude the confidence shown in us by Chancellor Thorp and Provost Gray-Little, as well as the generosity of the colleagues whom we interviewed.

Archie Ervin, Associate Provost for Diversity and Multicultural Affairs

Steve Farmer, Associate Provost and Director, Undergraduate Admissions (Co-Chair)

Jonathan Hartlyn, Distinguished Professor, Political Science

Matthew Hendren, Office of the Chancellor

Joe Bob Hester, Associate Professor, School of Journalism and Mass Communication

Jennifer Ho, Assistant Professor, English and Comparative Literature

Don Hornstein, Aubrey L. Brooks Professor, School of Law

Peggy Jablonski, Vice Chancellor, Student Affairs

Ming Lin, Professor, Computer Science

Andrew Lu, Junior, Biology

Pat Pukkila, Professor, Biology, and Director, Undergraduate Research

J. Steven Reznick, Professor, Psychology and Associate Dean, College of Arts and Sciences (Co-Chair)

Kylie Spangler, Junior, English and Comparative Literature

Francesca Talenti, Associate Professor, Communication Studies

APPENDIX: MEETINGS

The Enrollment Excellence Task Force held ten meetings with students, faculty, and staff. Each meeting was organized around three questions:

- What are our most successful, interesting, and innovative current offerings in this domain?
- How might we best connect these offerings to our best prospective students, so that these students will be more likely to enroll?
- What new initiatives in this area might appeal to prospective students?

Date	Topic	Speakers
Friday, Jan 16	Research Opportunities	Pat Pukkila
Tues, Feb 3	Scholarships & Student Aid	Chuck Lovelace Tony Brown Shirley Ort Dan Thornton George Lensing
Mon, Feb 16	Entrepreneurial Opportunities	Buck Goldstein John Stewart Francesca Talenti
Thurs, Mar 5	Campus Life	Larry Hicks Gay Perez Marty Pomerantz Jon Curtis
Tues, Mar 17	Outreach & Community Engagement	Leslie Parkins Kenneth Janken
Tues, Mar 31	Honors Program	Jim Leloudis Ritchie Kendall
Fri, Apr 17	Art, Drama & Music	Emily Kass Carol Allmendinger Tim Carter McKay Coble
Tues, Apr 28	Diversity & Multicultural Perspectives	Archie Ervin Terri Houston Ashlyn James Rachel Reyes Kurt Lew
Thurs, Apr 30	International Opportunities	Peter Coclanis Friederike Seeger
Tues, May 12	3/1 Master's Programs & Assured Enrollment Graduate Programs	Bobbi Owen

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

First-Year and Transfer Class Data, 2005-2009

I. Application Data

	APPLIED					ADMITTED					ENROLLED				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
ALL FIRST-YEAR															
Total	18,706	19,736	20,064	21,507	23,047	6,740	6,734	6,993	7,309	7,342	3,751	3,816	3,895	3,864	3,960
% Change	-1.82	5.51	1.66	7.19	7.16	0.00	0.00	3.85	4.52	0.45	4.51	1.73	2.07	-0.80	2.48
FIRST-YEAR BY CATEGORY															
In-State	8,107	8,838	9,155	9,287	9,537	4,644	4,559	4,551	4,586	4,496	3,104	3,110	3,132	3,097	3,117
Out-of-State	10,599	10,898	10,909	12,220	13,510	2,096	2,175	2,442	2,723	2,846	647	706	763	767	843
African-American	2,138	2,471	2,301	2,556	2,693	804	823	804	836	855	416	470	434	417	448
Asian-American	1,826	1,970	2,239	2,584	2,958	567	617	709	807	856	260	287	302	335	352
Native-American	111	98	105	108	135	58	50	53	58	64	39	32	35	31	45
Hispanic	747	833	860	1,111	1,191	371	400	446	504	532	164	205	221	218	234
ALL TRANSFER															
Total	3,101	3,019	3,106	3,215	3,719	1,244	1,244	1,178	1,253	1,274	828	894	874	892	872
% Change	3.50	-2.64	2.88	3.51	15.68	1.05	0.00	-5.31	6.37	1.68	-0.84	7.97	-2.23	2.06	-2.24

II. First-Year Class: Secondary-School Background

	2005	2006	2007	2008	2009
In-State Public	2,614	2,615	2,569	2,614	2,643
Out-of-State Public	438	449	506	488	540
Private/Parochial	571	587	592	640	603
Foreign/DOD	30	39	47	44	75
Other	98	126	181	78	99

III. First-Year Class: Sex

	2005	2006	2007	2008	2009
Men	1,481	1,526	1,546	1,588	1,601
Women	2,270	2,290	2,349	2,276	2,359

IV. First-Year Yield (Percentage of Those Admitted Who Enrolled)

	2005	2006	2007	2008	2009
All Freshmen	56	57	56	53	54
In-State	67	68	69	68	69
Out-of-State	31	33	31	28	30
Out-of-State Alumni	52	47	50	48	44

V. First-Year Class: Secondary-School Class Rank

	2005		2006		2007		2008		2009	
Top Tenth	2,175	74%	2,284	76%	2,361	77%	2,331	79%	2,391	80%
Second Tenth	555	19%	510	17%	484	16%	430	15%	407	14%

VI. First-Year Class: SAT Reasoning Average (Critical Reading/Verbal + Math)

	2005	2006	2007	2008	2009
All Freshmen	1299	1293	1302	1301	1303

VII. First-Year Class: Residency

	2005		2006		2007		2008		2009	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
NC Residents	3,101	82.67	3,110	81.50	3,132	80.40	3,097	80.15	3,117	78.71
Non-Resident Alumni	99	2.63	92	2.41	106	2.72	112	2.90	92	2.32
Other Non-Residents	548	14.61	614	16.09	658	16.89	655	16.95	751	18.96
Total Alumni Children	692	18.45	697	18.27	732	18.80	740	19.15	692	17.47

VIII. First-Year Admitted Students by Selected Categories

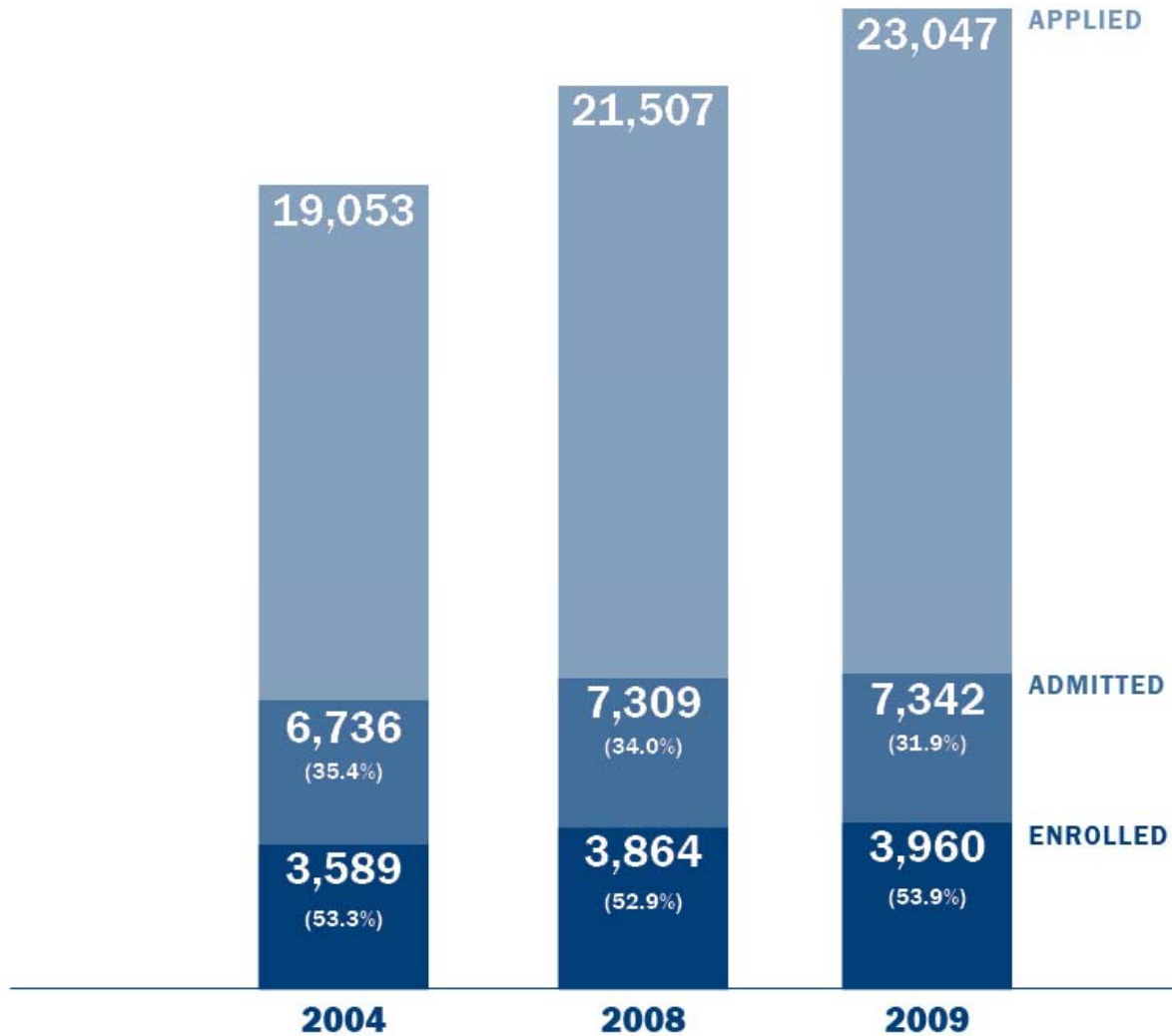
Data reflect all admitted students; data for enrolled students differ.

	NUMBER	SAT	AI	RANK	SIZE	GPA	PROG	PERF	ACTI
All	7,342	1342	3.23	22	348	4.470	6.3	6.7	5.2
Disability*	9	1352	2.89	83	370	3.932	3.8	4.1	4.8
Discretionary	41	1248	2.76	42	246	3.817	4.0	3.7	4.8
Music or Drama	43	1275	2.87	62	328	3.983	3.4	4.6	5.0
Athletics	161	1053	2.38	122	355	3.494	1.5	2.8	4.8

Academic program, academic performance, and school and community activities rated from 0 (lowest) to 9 (highest).

* Disability: Includes students who disclosed a disability, were not recommended for admission under competitive review, but were subsequently offered admission on the recommendation of the Faculty Subcommittee on Disabilities.

Fall 2009 Admissions



- Fourth straight record for applications—five-year increase of 21%
- Record low admit rate
- Yield up 1 point for OOS (to 30%) and 2 points for NC (to 69%)

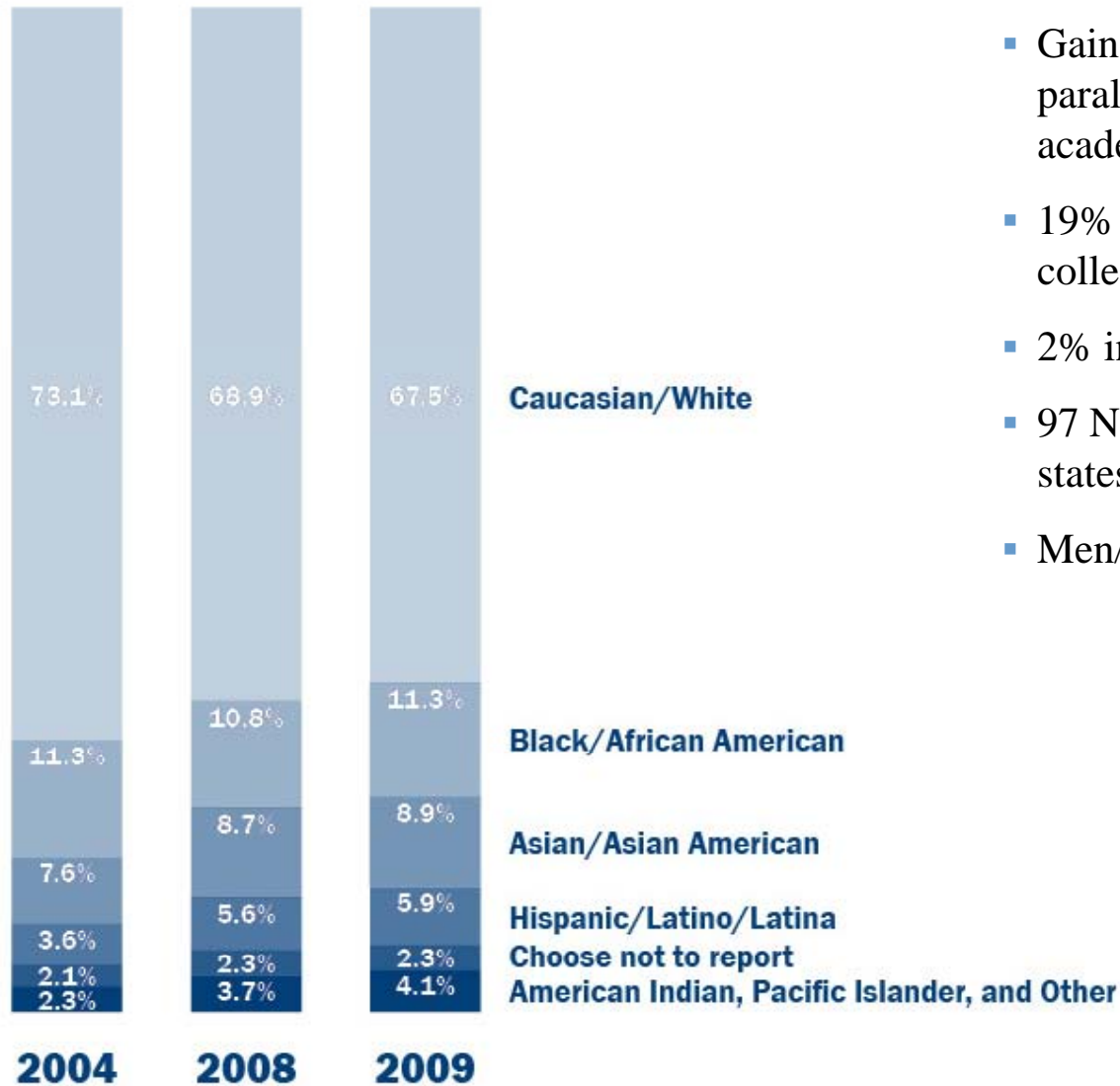


Entering Class: Academics

	2004	2008	2009
Top 10 percent	74.0%	79.1%	79.7%
Top 10 students	38.4%	42.9%	43.8%
Valedictorian/salutatorian	10.4%	13.3%	13.6%
SAT—average	1287	1301	1303
—middle 50%	1210–1380	1210–1390	1210-1410
—1400+	744	876	955



Entering Class: Demographics



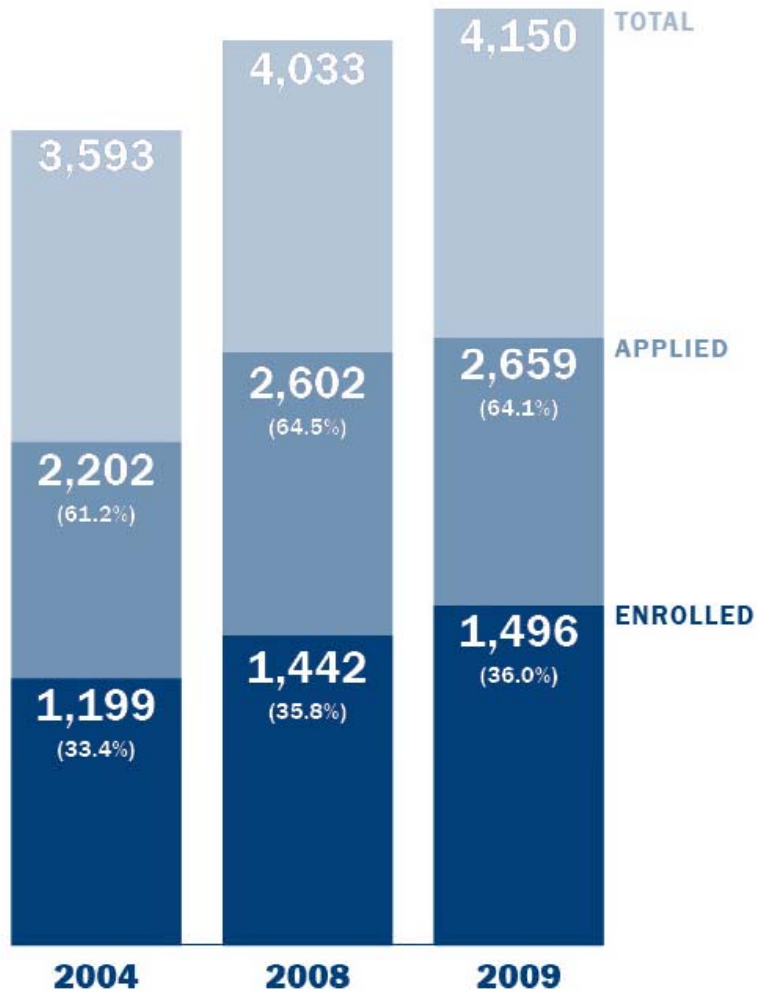
- Gains in diversity parallel gains in academics
- 19% first-generation college, 7% fee waiver
- 2% international
- 97 NC counties, 44 states, 21 countries
- Men/women still 40/60

Entering Class: Engagement

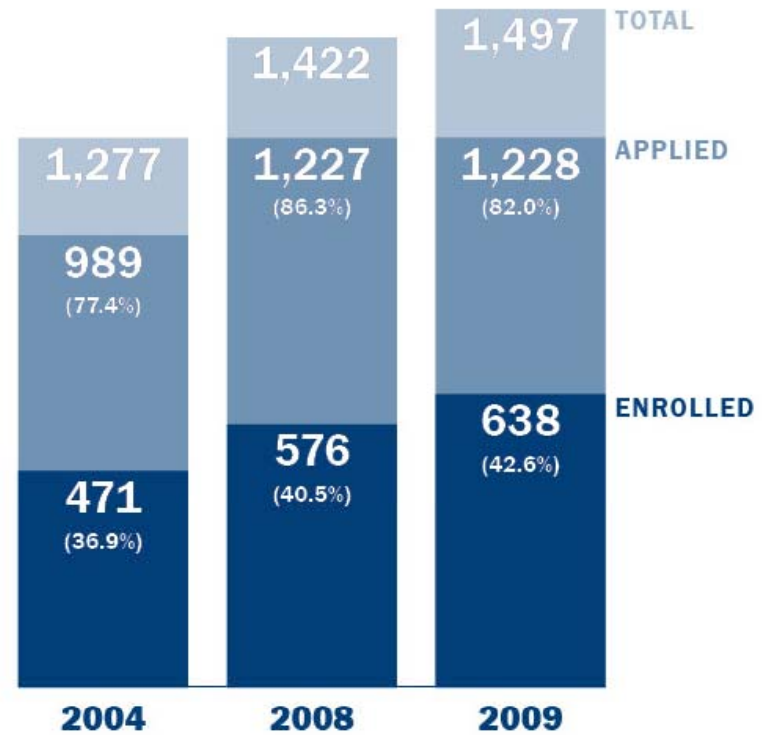
- 95 percent served the community
- 72 percent played a sport
- 68 percent founded an organization, captained a sport, or served as class, club, or student-body president
- 60 percent participated in the arts
- 57 percent traveled outside their home country
- 26 percent conducted original research



Top North Carolinians: Share



**NC Seniors Graduating
in Top 5% of HS Class**



**NC Seniors Scoring 1400
or Higher on the SAT**

Top North Carolinians: Competition

NC Students Scoring 1400+

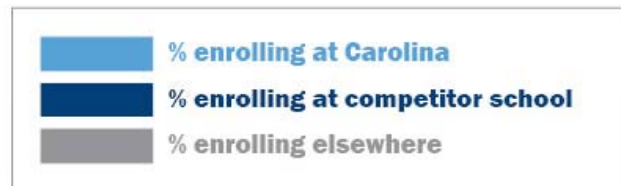
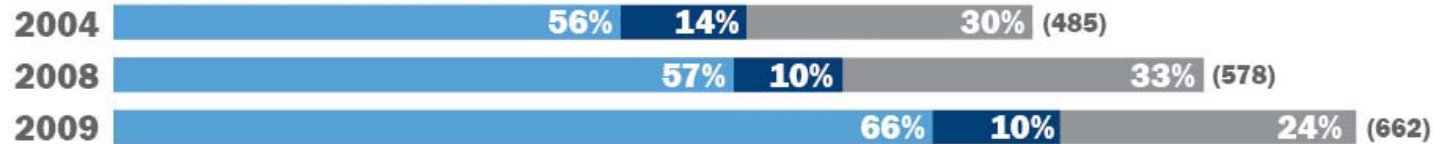
IVY LEAGUE AND TOP 10 PRIVATES



ALL EQUALLY OR HIGHER RANKED SCHOOLS



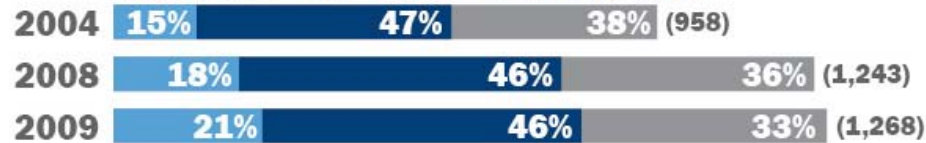
ALL NC PUBLIC SCHOOLS



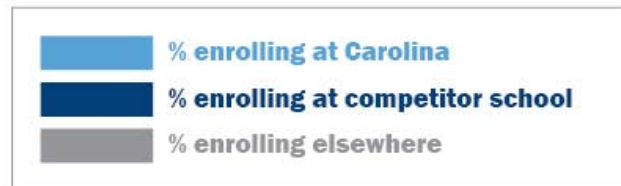
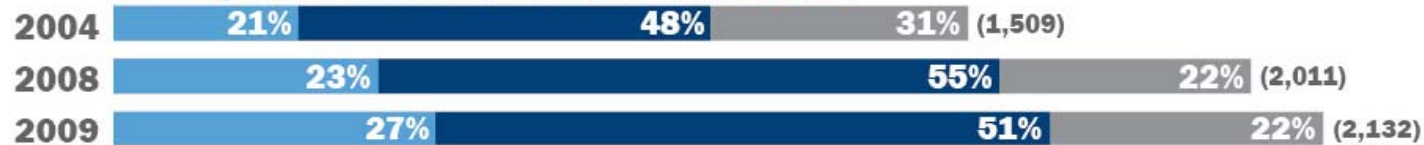
Out-of-State Students: Ivy and Private

Out-of-State Students

IVY LEAGUE AND TOP 10 PRIVATES



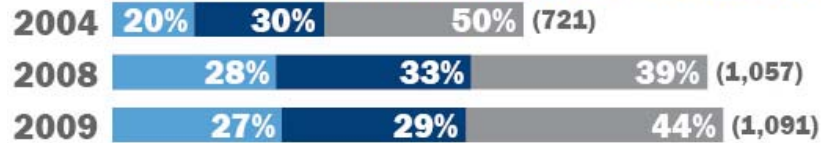
ALL EQUALLY OR HIGHER RANKED SCHOOLS



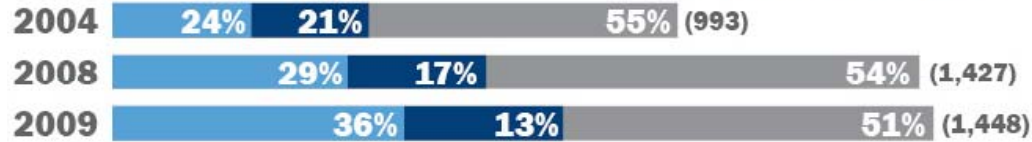
Out-of-State Students: Flagships

Out-of-State Students

PUBLIC FLAGSHIPS IN STUDENT'S HOME STATE



PUBLIC FLAGSHIPS OUTSIDE STUDENT'S HOME STATE



Overlap flagships include these public universities: Virginia, Florida, Maryland, Michigan, Georgia, William and Mary, Texas, California-Berkeley, South Carolina, and Clemson

