

Enrollment Management Council

April 28th 2006

Minutes

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- Minutes for the March meeting were previously distributed and are available by visiting <http://registrar.iupui.edu/emc/emc-meetings.shtml>

Diversity in Enrollment—*Kimberly Stewart-Brinston and Gwendolyn Johnson*

- Kim's presentation focused on activities used by her office to get to prospective undergraduate students early. Multicultural Outreach has as its goals:
 - Create Enthusiasm
 - Create Awareness
 - Create Partnerships
 - Create Action
 - A copy of Kim's presentation is available by visiting the April minutes portion of <http://registrar.iupui.edu/emc/emc-meetings.shtml>
- Gwendolyn noted the importance of defining diversity for each program as differing populations require different strategies. She distributed copies of a draft publication of best practices assembled by the CIC entitled "Graduate Recruitment for Diversity: Discipline Based Recruitment and Retention Strategies." A copy of this document is available by visiting the April minutes portion of <http://registrar.iupui.edu/emc/emc-meetings.shtml>
 - Gwendolyn described the efforts of the Graduate School to "drum up business" through activities such as a southern recruiting trip. Names are provided to the schools/programs and need your follow-up with the prospective students.
 - Gwendolyn asked members to let her know each program's desired target population so that the Graduate School can keep its efforts focused on these groups.
- Both presentations addressed the importance of partnerships in recruiting so better to make use of the university's limited staffing and financial resources. For one example, see the comprehensive recruiting calendar <http://registrar.iupui.edu/emc/recruiting.shtml>. For information on the Graduate Recruitment Council visit <http://registrar.iupui.edu/emc/communication/>
- Concern was expressed by members about the limited amount of funding for scholarships and fellowships that leaves us unable to compete in some of our recruiting efforts.

Announcements from the Chair

- **IUPUI Admissions Standards**
 - The Trustees approved the proposed Admissions standards for IUPUI and IUB. Other campuses will be reviewed in coming months. These standards are appended below.
- **Spring Campus Day**
 - The day was very successful. 2561 people attended the event: 660 prospects and 1861 guests. The total number of visitors was up 4.2% over 2005's Spring Open House
 - 200+ individuals attended one of three scholarship sessions and 62 prospects took advantage of enrollment counseling
 - The number of highly-qualified juniors increased for this event as well as more admitted students
 - Campus tours and JagDays events have increased attendance this year. The latest available annual data is from 2005 where the various tour programs were up 27.3% over 2004

- **New Federal Aid for Pell-Eligible Students**
 - Congress recently created two additional types of grants
 - The first is designed to encourage states to increase the rigor of their curricula. Graduates who also meet other criteria would receive supplemental Pell Grants in their first two years of study
 - The second is designed to encourage students to major in Science, Technology, Engineering, and Mathematics and critical languages. Students who meet the criteria would receive these awards in their third and fourth years of study
 - As this legislation is brand-new, the regulations are still being drafted and information is being slowly passed to the Financial Aid community. We are following this closely and will provide more information as appropriate. It is likely that the details will be settled only after we have awarded aid which means adjusting initial awards after-the-fact.
 - Additional details on the grants appear below

- **Undergraduate Admissions**
 - **Summer 2006**
 - Beginner admits: down 25% (-61 students)
 - Transfer admits: up 19% (+ 105 students)

 - **Fall 2006**
 - Beginner admits: up 6% (+ 186 students)
 - Transfer admits: down 5% (-59 students)
 - Information on quality for Fall beginners appears below. For more Admissions data visit http://www.imir.iupui.edu/point_in_cycle/
 - There is a trend nationally for students to apply to more institutions than they did in the past with the result that applicant and admit totals may be inflated.
 - Orientation will be making multiple contacts with admitted students to get them to sign up for orientation. Orientation will provide lists of admitted students to the schools over the course of the summer. The schools are strongly encouraged to contact and otherwise court their admits.

- **International Admissions**
 - Fall 2006 data appear below
 - Becky noted that some of the surge in applications is tied to the Saudi Scholarship initiative described at an EMC meeting in the Fall. International Programs has determined that a significant portion of this population needs more English and we will be working with the ELS program to encourage students who successfully complete that supplemental English to continue their studies at IUPUI
 - Please be aware that you can access point-in-cycle reports on international applications to your school at http://www.imir.iupui.edu/point_in_cycle/AppAdd3_IA_ps.asp

- **Graduate Admissions**
 - Fall 2006 data appear below

- **New Admissions Publication *Mike Donahue***
 - Mike showed samples of new folders that will be used to hold recruiting materials tailored to specific populations. The folders are known as Jag Jackets and will be available for prospective beginners, transfers, etc.
 - Mike was encouraged to spell out the full name of the university as it only appeared in one of the prototypes and then in small print.
 - The academic units are encouraged to make content available for insertion in the Jag Jackets by using a common template. Specific dimensions and the template will be provided as soon as they are available.

- Cards with school information can be provided to Admissions at any time, but would be most useful if they are available by the beginning of the next recruiting cycle. Mailings to 2007 prospects start in early August.
 - Becky believes that the schools likely already have the content that would appear on the cards; they would just need to put it into the common format and have the cards produced. Mike noted that the cost for producing the cards was very reasonable.
- **Returning Students Fall 2004 vs. Fall 2005** *Kathy Burton*
Following anecdotal reports from a number of EMC members late last year, IMIR studied the number of students who returned for the Fall of 2005 after stopping out and compared that number with those with students with similar enrollment interruptions who returned in the Fall of 2004.

For the campus, the increase was only 99 students. The largest gain was in EGTC where a large part-time enrollment and the number sponsored by their employers fluctuates with the economy. A detailed breakdown appears below.

Kathy also reviewed the enrollments of the 3,600 students who were identified and contacted in the Fall of 2004 as part of the "Stop-Out" initiative. These were students who had previously attended any IU campus, had not yet earned a baccalaureate degree, were in good standing, who had not been enrolled on any IU campus for at least two years, and who lived in the Central Indiana region. They received a mailing from Chancellor Bantz that encouraged them to enroll at IUPUI and finish their degree.

Additional steps were taken to encourage them to attend the Fall Open House and receive special academic advising. The response in terms of those enrolled by the Spring of 2005 was not much different than the normal re-enrollments for this population. IMIR reviewed the original cohort again this term and found that 199 had enrolled in undergraduate programs and 12 in graduate programs at IUPUI between Fall 2004 and Spring 2006 (inclusive).

- **Registration Update**
 - Registration totals as of April 24th are attached below. Totals are updated weekly on http://www.imir.iupui.edu/point_in_cycle/ and additional detail is provided regularly on <http://registrar.iupui.edu/enrollment.html>

Status Report on Enrollment Forecasting and Capacity Analysis *Kathy Burton*

- Responses are being assembled at the school- and campus-levels and will be shared at a future date. The reports will include induced course loads reflecting how projections of majors in one unit would affect enrollment in courses taught by others.
- Some respondents appear to have been overly optimistic in their projections. While a part of this is the result of double majors being counted in both academic homes (thus inflating a total campus headcount), we anticipate the totals will be reduced upon a more detailed review later this summer.
- This is our first time going through the process and we will refine it as we go forward. Among the things we plan to study is how the enrollment projections compare with anticipated credit hours taught provided in the annual budget projections

Strategic Enrollment Management *Becky Porter*

- Members discussed issues raised in Don Hossler's March presentation. A copy is available from <http://registrar.iupui.edu/emc/emc-meetings.shtml>. Among the issues Don raised:
 - While some students will look at universities based on the availability of a specific major, in general students make their choices based on their impression/perception of the larger

university. Does this change how recruiting is handled centrally or by the academic units?

- In order to be successful we need to know more about our current students, what motivates them, and how we serve them in helping to fashion how we recruit future students. How do we go about doing this? What do we know now?
- There often are trade-offs among trying to increase revenue, prestige, access, and diversity. Steps needed to raise one may cut another. It is essential to find the right balance for the institution. What should the balance be for IUPUI?

Among issues raised in the discussion:

- Concern was expressed that Don may not have fully appreciated the attraction of studying in an urban setting for some students.
- IUB has a model it employs for the use of institutional funds in recruiting. This model was presented to IUPUI in the late 1990s and it was determined that it would not work here.
- We already know that we are far short of meeting our need-based aid, much less being competitive for merit aid.
- We need to review how we use institutional funds and whether we should use them for need rather than merit. It would cost IUPUI roughly \$16 million to cover all current unmet need for our students.
- While it was suggested that IUPUI take that figure to the legislature to argue for additional aid, the state could point to the 21st Century Scholar program as one that most other states lack.

Initiatives to Encourage Fall 2006 Enrollment All

- Members were encouraged to pull out the stops on contacting their continuing students to encourage their enrollment for the Fall semester

Upcoming EMC Meetings and Tentative Topics

May

- No Meeting

June 23rd BS 3009 1:00-2:30

- Review of year's activities and planning for 2006-07. In an attempt for brainstorming prior to the meeting, members will be asked for their ideas and suggestions in a mailing that will go out in late May.

Throughout year

- Reports of AIP activities from schools and units. In June we anticipate having a report on the use of Accelerated Improvement to address the admission and enrollment of non-degree students.

Undergraduate Admission Policy for Indiana University–Purdue University Indianapolis

Effective Fall 2008

Section 1--Introduction

Indiana University–Purdue University Indianapolis (IUPUI) is committed to the goals of quality, full diversity, and access in its admissions policies. IUPUI will strive to have an undergraduate student body whose members are well-qualified for IUPUI's courses and programs and who represent the full range of diversity within our state, nation, and world.

IUPUI will base its admission decisions on the academic quality of the applicants; no one will be denied admission on grounds of sex, age, race, religion, ethnic origin, veteran status, disability, or sexual orientation. In its admission policies, IUPUI supports and complies with Affirmative Action regulations.

IUPUI will base its admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. Applicants should demonstrate combinations of academic preparation, aptitude, motivation, and maturity that promise success in IUPUI's academic programs. Admission to the IUPUI is at the discretion of IUPUI.

Section 2--Academic Preparation

IUPUI has adopted the following standards for academic preparation to ensure that its undergraduate students are properly prepared for college work.

All persons applying for admission to undergraduate programs should, before they matriculate:

- Complete at least thirty four (34) credits of college-preparatory courses, advanced placement courses, and/or college courses.
(Note: the phrase "one credit" means a one-semester course, such as a one-semester course in high school, a three credit-hour college semester course, or a four credit-hour college quarter course)
- Graduate from high school, earn a GED, or graduate from a home school.
- Complete Core 40 if an Indiana high school graduate. (Academic Honors Diploma highly encouraged.)
- Have no more than two D/F grades in college preparation courses.

Students whose secondary school does not offer a Core 40 diploma must have completed the equivalent set of college preparatory courses as listed in the Core 40 curriculum. Home schooled students must provide an official transcript with the home school educator's notarized signature and results of SAT or ACT test.

Some IUPUI schools and degree programs may require additional or equivalent coursework.

Section 3--Academic Abilities, Achievements, Motivation, and Maturity

Academic success at the college level depends upon a range of factors in addition to academic preparation including: verbal, writing, quantitative, and reasoning abilities; academic motivation, work, and persistence; and academic maturity.

Current high school seniors and recent graduates must submit scores on a nationally standardized college admissions examination (SAT or ACT). Preference will be given to those who score at or above the Indiana state average.

Essays, extra-curricular activities, recommendation letters, community service, and work experience may also be considered as evidence of academic motivation and maturity.

Section 4--First-time Undergraduate Students

Applicants for admission as first-time undergraduate students should have followed or be following a program of study that will meet the standards in **Section 2--Academic Preparation** and satisfy the guidelines in the **Section 3--Academic Abilities, Achievements, Motivation, and Maturity**.

Admission decisions may also consider the strengths and weaknesses of the applicants' college-preparatory programs and the trends of applicants' grades in college-preparatory courses.

- Current high school students and recent graduates must submit a high school transcript and scores on a nationally standardized college admissions examination (SAT or ACT).
- Applicants with a General Education Development (GED) diploma must provide GED scores and the results of ACT or SAT test if they are eighteen-years old or younger.
- GED score must be 530 (53 on the old scale) or higher. If scores are required, the applicant must have achieved an SAT I or ACT score of, at least, the average for the state of Indiana.
- Applicants 18-20 years old who have graduated from high school and who are applying for a term at least four months after their class graduated are encouraged to provide SAT or ACT scores; however, decisions will be based on completion of Core 40, trend in grades, and other factors noted in Section 3.
- Students over the age of 21 will have their high school record reviewed but other factors such as job responsibilities, military service and other experience that demonstrates responsibility will also be considered by the admission committee.

The campus may, at its discretion, admit a student on a probationary basis and/or through faculty sponsorship.

Section 5--External Transfer Students

Applicants who have previously attended one or more community colleges, colleges, and/or universities should have satisfied the course requirements in **Section 2--Academic Preparation**

either in high school or in their prior college studies, and must satisfy the following requirements:

1. Applicants must submit official transcripts from all institutions previously attended. Applicants must demonstrate a cumulative grade point average of at least 2.0 on a 4.0 point scale and must be eligible to return to their previous college.
2. Applicants must have been admissible from high school as noted in **Section 2--Academic Preparation**. If not admissible from high school, applicants must have a minimum of 15 hours of transferable work including coursework equivalent to ENG W131 and Math 111 or higher.

For applicants who have not attended a community college, college, or university within the past three years, admission can be based on factors such as a maturity, work experience, and military service as determined by the schools and academic programs to which they apply.

Some IUPUI schools and academic programs may have higher standards and specific requirements in addition to those mentioned here.

The campus may, at its discretion, admit a student on a probationary basis and/or through faculty sponsorship.

Section 6--Inter-Campus Transfer Students

Applicants for transfer to IUPUI from another campus of Indiana University must have an Indiana University cumulative grade point average of at least 2.0 and should have satisfied the course requirements in **Section 2--Academic Preparation**, either in high school or in their prior college studies.

Transfers from a campus of Purdue University follow the same guidelines for students transferring to IUPUI from another campus of Indiana University.

Some IUPUI schools and academic programs may have higher standards and specific requirements in addition to those mentioned here.

The campus may, at its discretion, admit a student on a probationary basis and/or through faculty sponsorship.

Section 7--Non-Admitted Applicants

If an applicant is not admitted, the applicant should be advised of the steps to take in order to be reconsidered at a later date.

Section 8--Responsibilities and Accountability

Effective with students admitted for 2004, the IUPUI Faculty Council authorized the University College faculty primary and initiating responsibility for reviewing and recommending changes in

undergraduate admissions policies and practices. This is done in collaboration and in coordination with the IUPUI Faculty Council and with Enrollment Services. As a faculty drawn from all schools, the University College faculty will thus represent school interests and will serve as liaisons to their respective schools.

The IUPUI Executive Vice Chancellor/Dean of Faculties shall be responsible for the admission procedures followed on the campus, for ensuring compliance with the admission policies, standards, goals and guidelines herein set forth and adopted by the Board of Trustees, and for achieving satisfactory levels of student academic quality and success.

Adopted by University College Admission Committee 1/18/06

Edited 2/6/06 for consistency with UFC Indiana University Policy and Template and Guidelines for Campus Admission Policies 1/30/06

Quality Indicators and Profile of Beginner Applicants and Admitted Students

Report for: 4/23/2006,
IUPUI (Not Including Columbus)

Beginners	Applicants					Admitted Students				
	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
Total	4825	100.0	5493	100.0	13.8	3343	100.0	3529	100.0	5.6
High School Percentile Rank										
Top 10%*	425	10.5	536	11.8	26.1	409	13.9	524	16.6	28.1
Top Third*	1776	43.8	2050	45	15.4	1657	56.3	1902	60.1	14.8
Middle Third*	1632	40.3	1821	40	11.6	1121	38.1	1100	34.8	-1.9
Bottom Third*	645	15.9	687	15.1	6.5	167	5.7	162	5.1	-3
*Note: Percentage Distribution based on total with rank data on file.										
	2005		2006			2005		2006		
Average HS Percentile Rank	58		59			65		67		
Average SAT	979		979			1005		1006		
Average ACT	20		20			21		21		
Ethnicity	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
African American	708	14.7	734	13.4	3.7	384	11.5	337	9.5	-12.2
Asian American	130	2.7	174	3.2	33.8	89	2.7	122	3.5	37.1
Hispanic American	156	3.2	210	3.8	34.6	95	2.8	128	3.6	34.7
Native American	17	0.4	17	0.3	0.0	10	0.2	9	0.2	-10.0
Minority Total	1011	21	1135	20.7	12.3	578	12	596	10.9	3.1
International	153	3.2	291	5.3	90.2	63	1.3	83	1.5	31.7
All Others	3661	75.9	4067	74.0	11.1	2702	56.0	2850	51.9	5.5
Age										
19 and Younger	4487	93	5083	92.5	13.3	3140	65.1	3348	61	6.6
25 and Older	118	2.4	120	2.2	1.7	79	1.6	50	0.9	-36.7

Number of International Applicants and Admitted Students Report for: 4/23/2006, Fall IUPUI (Not Including Columbus)

Undergraduate				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Beginners						
Applicants	160	153	291	138	90.2%	95.0%
Admits	41	63	83	20	31.7%	71.6%
Transfers						
Applicants	44	62	70	8	12.9%	66.7%
Admits	16	41	36	-5	-12.2%	52.6%

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Master's						
Applicants	375	368	440	72	19.6%	74.0%
Admits	90	116	130	14	12.1%	41.9%
Doctorate						
Applicants	100	130	187	57	43.8%	92.2%
Admits	7	17	21	4	23.5%	47.2%

Number of Graduate Applicants and Admitted Students

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Master's						
Applicants	1189	1204	1330	126	10.5%	53.7%
Admits	395	480	467	-13	-2.7%	31.4%
Doctorate						
Applicants	216	263	340	77	29.3%	89.8%
Admits	46	56	72	16	28.6%	51.9%

IUPUI Undergraduate Degree-Seeking Students by Last Year Enrolled within the IU System - Fall 2004 versus Fall 2005

	Fall 2004	Fall 2005	Net Change
Continuing from Prior Academic Year	13988	13705	-283
Returning Students			
Last Enrolled Two Years Ago ¹	500	528	28
Last Enrolled Three Years Ago	212	219	7
Returned After More than Years	580	644	64
Total Returning Students	1292	1391	99

Note: Figures exclude beginning freshmen, new external transfers, and students admitted for a second bachelor's program. Students who returned during the preceding summer are included if they continued enrollment for the fall term.

¹Example: For 2004, figure includes students who last enrolled sometime from fall 2002 through summer 2003.

IUPUI Returning¹ Undergraduate Degree-Seeking Students - Fall 2004 versus Fall 2005

By School

	Fall 2004	Fall 2005	Net Change
Business	29	29	0
Continuing Studies	175	197	22
Dentistry	3	7	4
Education	43	45	2
Engr & Tech	117	169	52
Health & Rehab Science	1	0	-1
Herron	37	34	-3
Informatics	32	18	-14
Journalism	3	6	3
Labor Studies	2	1	-1
Liberal Arts	115	133	18
Medicine	9	14	5
Nursing	38	52	14
Physical Ed & Tour Mgmt	24	31	7
Publ & Envr Aff	42	42	0
Science	53	70	17
Social Work	1	3	2
University College	568	540	-28
Grand Total	1292	1391	99

By Last IU Campus Attended

	Fall 2004	Fall 2005	Net Change
IUPUI	1081	1163	82
Columbus	12	16	4
Bloomington	129	135	6
East	12	15	3
Fort Wayne	6	12	6
Kokomo	18	18	0
Northwest	12	13	1
South Bend	14	16	2
Southeast	8	3	-5
Grand Total	1292	1391	99

Note: Figures in this table do not represent the total number of inter-campus transfers. Only students not enrolled within the IU System during the prior academic year are included.

¹Students not enrolled within the IU System during the prior academic year. Students who returned during the preceding summer are included if they continued enrollment for the fall term.

FALL Enrollment Update

Fall 2006 - 04/24/2006

INDIANAPOLIS Enrollment

Credit Hours Taught

	4/25/2005	4/24/2006	Change	%
School	2005	2006		
BUS	9,170.5	8,474.5	-696.0	-7.6%
DENT	486.0	571.0	85.0	17.5%
EDUC	6,868.0	6,827.0	-41.0	-0.6%
EGTC	10,653.0	9,136.0	-1,517.0	-14.2%
GRAD	51.0	63.0	12.0	23.5%
HERR	4,718.0	4,498.0	-220.0	-4.7%
INFO	1,836.0	1,433.0	-403.0	-21.9%
JOUR	489.0	424.0	-65.0	-13.3%
LAW	8,151.0	8,503.0	352.0	4.3%
LIBA	23,704.0	22,004.0	-1,700.0	-7.2%
LSTU	193.0	127.0	-66.0	-34.2%
MED	1,848.0	1,775.0	-73.0	-4.0%
MUS	1,150.0	1,083.0	-67.0	-5.8%
NURS	8,517.0	8,359.0	-158.0	-1.9%
PED	5,858.0	5,614.0	-244.0	-4.2%
SCI	21,888.0	20,369.0	-1,519.0	-6.9%
SCS	75.0	146.0	71.0	94.7%
SHRS	1,196.0	1,383.0	187.0	15.6%
SLIS	759.0	840.0	81.0	10.7%
SPEA	3,876.0	3,815.0	-61.0	-1.6%
SWK	3,296.0	3,350.0	54.0	1.6%
SWT	13.0	0.0	-13.0	-100.0%
UCOL	146.0	103.0	-43.0	-29.5%
TOTAL	114,941.5	108,897.5	-6,044.0	-5.26%

Headcount by Student School

	4/25/2005	4/24/2006	Change	%
School	2005	2006		
BUS	733	623	-110	-15.0%
DENT	50	51	1	2.0%
EDUC	864	821	-43	-5.0%
EGTC	1,044	912	-132	-12.6%
GCND	117	66	-51	-43.6%
GRAD	113	149	36	31.9%
HERR	459	442	-17	-3.7%
INFO	265	203	-62	-23.4%
JOUR	36	42	6	16.7%
LAW	624	660	36	5.8%
LIBA	708	648	-60	-8.5%
LSTU	7	8	1	14.3%
MED	90	92	2	2.2%
MUS	4	9	5	125.0%
NURS	918	864	-54	-5.9%
PED	401	448	47	11.7%
SCI	758	775	17	2.2%
SCS	445	384	-61	-13.7%
SHRS	99	117	18	18.2%
SLIS	134	150	16	11.9%
SPEA	416	406	-10	-2.4%
SWK	280	309	29	10.4%
UCOL	2,025	1,763	-262	-12.9%
IN	10,590	9,942	-648	-6.12%
Unduplicated	10,577	9,924	-653	-6.17%

IUPUC Enrollment

	4/25/2005	4/24/2006	Change	%		4/25/2005	4/24/2006	Change	%
TOTAL	5,236.0	4,839.0	-397.0	-7.6%	CO	481	427	-54	-11.2%
Grand Total	120,177.5	113,736.5	-6,441.0	-5.36%		11,071	10,369	-702	-6.34%

Academic Competitiveness Grants and SMART grants

To be eligible for either award, students must be

- US Citizens (no permanent residents, asylees, or refugees)
- Full-time degree-seekers at 2 or 4 year institutions (SMART grants only available at senior institutions, not community colleges)
- Pell-eligible (maximum estimated family contribution of \$3,850)
- These (may be awarded in addition to Pell Grants (they are actually a new category of Pell), but the total package may not exceed the student's cost of attendance.

Academic Competitiveness Grants *additional criteria:*

- Must have completed a rigorous secondary school program established by state or local educational agency and recognized by the US Secretary of Education
- First year recipient High school graduation after January 1, 2006; second year recipients after January 1, 2005. For the second year students, the program must have been defined as meeting the rigorous requirement in 2005.
- Not previously enrolled in a program of undergraduate education
- Obtain a minimum cumulative GPA of at least 3.0 by end of the first academic year
- First year grants: \$ 750
- Second year \$1,300

The genesis of the Academic Competitiveness Grants was to prompt states to increase the rigor of their curricula, presumably as Indiana has done with Core 40. Hence the prospective approach and not available to students who completed high school earlier than the years listed, regardless of rigor of their high school program

SMART Grants are available only for 3rd and 4th year students who are pursuing majors in physical, life, or computer sciences, math, technology, or engineering, or in a foreign language deemed critical to national security (presumably Arabic, Farsi, etc.)

- The grants in both the 3rd and 4th years are \$4,000.
- SMART grants are not related to high school program or rigor. Students can receive the grants

Assuming eligibility, students can obtain each grant only twice. The award levels are fixed (no variation based on income, provided Pell-eligible).