

# The 2012 Inside Higher Ed Survey of **College & University Admissions Directors**

Conducted by Gallup®

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# **THE 2012 *INSIDE HIGHER ED* SURVEY OF COLLEGE & UNIVERSITY ADMISSIONS DIRECTORS**

A study by *Inside Higher Ed* and Gallup

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# F O R E W O R D

Increasingly, higher education institutions in America are rethinking their admissions and recruiting practices to draw students and communicate their unique value. The challenge of rising tuition and fees could be influencing many Americans to more carefully consider their higher education options and programs. This study addresses important questions about higher education admissions and recruiting policies and procedures as revealed by those closest to the core issues. Following are some of the questions addressed by the study:

- What student populations are the focus of admissions recruitment efforts?
  - What admissions resources are most effective in steering a student to the college that is the “right fit”?
  - How are colleges’ admissions criteria implemented? How are they changing?
  - Are higher education costs and levels of student indebtedness affecting admissions choices? How important is the connectedness between degree programs and future career opportunities to applicants and their families? To colleges and universities?
  - How might a scale-back of affirmative action policy change college and university admissions processes?
  - Are two-year colleges increasingly competing with four-year colleges/universities for students?
- This study probes several key issues and provides direction for ongoing dialogue.

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## OVERVIEW OF FINDINGS

Four in 10 college and university admissions directors (44 percent) say they are very likely to increase their recruitment efforts of transfer and minority students; at least one-third (35 percent) are increasing efforts to recruit international students.

- One-third of directors (33 percent) strongly agree that college counselors at private high schools are very effective in helping students to find the right college fit. One-third (32 percent) of college admissions directors say their admitted minority students, on average, have lower grades and test scores than do other applicants; almost half (47 percent) say they should admit some of these students.
- One-fourth of all respondents (25 percent) strongly agree that they are feeling very confident about their enrollment prospects this year.
- One-third of directors (33 percent) say senior-level administrators have tried to influence them to admit some applicants.
- Nearly all institutions (99 percent) report that they have not falsified student admissions data; most (91 percent) report that they think other institutions have falsified such data.
- Nearly three in four two-year colleges say they are experiencing at least some competition from for-profit colleges and universities to enroll students into certain programs.

## METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The overall objective of the study was to learn the practices and perceptions of senior-level college and university admissions enrollment officers related to recruitment policies, admissions procedures, and higher education costs and programming. To achieve these objectives, Gallup collected 576 Web surveys from admissions directors and enrollment managers representing 471 four-year institutions (144 from four-year public institutions and 327 from four-year private institutions) and 105 two-year public institutions.

Gallup conducted the surveys in English from Aug. 27 through Sept. 11, 2012. E-mail invitations were sent to 3,966 potential respondents. The participation rate was 15 percent. Data from specialty colleges, namely Bible colleges and seminaries, and institutions with enrollments under 500 were omitted from the results. Up to three reminder e-mails were sent to reach

respondents. There were 43 instances in which there were two respondents from a single college or university. In these cases, the respondent's data with the highest number of valid responses were kept. The respondent's data with the fewest valid responses were cleaned out of the final results to ensure that each participating college/university was represented only once in the findings.

Tables report overall sample (n) sizes. Sample sizes fluctuate by item. Invalid (i.e., "Don't know/Does not apply") responses are not included in the results and findings.

The data are not statistically adjusted (weighted). Final overall results should not be considered representative of U.S. colleges and universities.

The questionnaire was developed jointly by Scott Jaschik and Doug Lederman from *Inside Higher Ed* and Gallup researchers and consultants. For subgroups within this population, the margin of error would be greater. In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls. The following paper presents key findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding or the exclusion of "Don't know" and "Refused" results.

## DETAILED FINDINGS

### RECRUITMENT FOCUS — TARGET POPULATIONS

Colleges and universities throughout the U.S. plan to increase their recruitment of certain student populations. Across all types of institutions, there is strong indication that colleges and universities plan to increase their recruitment of full-time undergraduates. The percentage of admissions directors who strongly agree that they are very likely to do so is consistent across two-year (59 percent), four-year public (62 percent), and four-year private (59 percent) institutions. However, there is a significant difference between two-year and four-year institutions with respect to increasing recruitment of part-time undergraduates, with 41 percent of two-year institutions citing that as a goal, while 8 percent of four-year public and 12 percent of four-year private institutions indicate the same.

Though small percentages of four-year public and private institutions say they are very likely to increase their recruitment of home-schooled students, a full 30 percent of two-year institutions plan to do so. When it comes to international students, admissions directors at four-year public and private institutions (35 percent and 39 percent, respectively) are roughly twice as likely as those at two-year institutions to strongly agree that they plan to increase recruitment. Two-year institutions, however, are twice as likely to increase recruitment of veterans as their four-year counterparts are. The majority of two-year institutions (51 percent) desire more veterans.

Admissions directors at 50 percent of four-year private institutions and 47

percent of four-year public institutions say they plan to increase their recruitment of transfer students. And for adult students over the age of 24, the majority of two-year institutions (53 percent) plan to ramp up efforts, while only 13 percent of four-year publics and 21 percent of four-year privates plan to do the same.

Respondents from two-year and four-year public institutions express a strong desire (54 percent and 55 percent, respectively) to increase recruitment of minority students. This is a significant difference from four-year private institutions, of which only 36 percent strongly agree. Interestingly, there is only one population of students that every type of institution differed on significantly in their desires to recruit

more: first-generation students.

The majority of two-year publics (57 percent), one-third of four-year publics (34 percent), and one-fifth of four-year privates (20 percent) plan to increase recruitment of first-generation students.

The priority or target student populations for two-year institutions are full-time undergraduates (59 percent), first-generation students (57 percent), and minority students (54 percent). The overall priorities for four-year public institutions are full-time undergraduates (62 percent), minority students (55 percent), and transfer students (47 percent). And the overall priorities for four-year private institutions are full-time undergraduates (59 percent), transfer students (50 percent), and out-of-state students (40 percent).

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am **very likely** to increase my recruitment efforts for the following populations of undergraduate applicants to my institution. (Note: Here and throughout, the tables show the proportion of respondents answering "5" to the question.)

	OVERALL % 5 (TOTAL N = 576)	TWO-YEAR % 5 (TOTAL N = 105)	FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)	FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)
Students recruited with merit scholarships	32	22	31	34
Full-time undergraduates	60	59	62	59
Part-time undergraduates	16	41	8	12
Home-schooled students	12	30	7	9
International students	35	22	35	39
Transfer students	44	18	47	50
Minority students	44	54	55	36
First-generation college students	31	57	34	20
Out-of-state students	37	13	45	40
Full-pay students	31	20	30	33
Adult students (over age 24)	25	53	13	21
Veterans	28	51	26	21



## RECRUITMENT FOCUS — ADMISSIONS RESOURCES

When it comes to admissions resources for students, admissions directors don't believe that college guides and rankings, data-driven counseling tools, and state-based information sites are of much help. Only 2 percent to 10 percent of admissions directors from all institutional types think college guides (Peterson's, The Princeton Review, etc.), college rankings (e.g., *U.S. News*) and data-driven counseling tools (e.g., Naviance) are very effective in helping students find a good fit. State-based information sites don't fare much better, with 7 percent to 14 percent of directors saying they are very effective. Financial

aid/scholarship websites (FAFSA, FastWeb, FinAid, etc.), however, fare well among two-year institutions, with 42 percent of directors saying they are very effective. Approximately 12 percent and 10 percent of four-year publics and privates, respectively, say the same.

There is a significant disparity between two-year and four-year institutions in their views of the effectiveness of college counselors at public high schools.

Nearly half (45 percent) of two-year admissions directors strongly agree that counselors at public high schools are very effective, while 16 percent of four-year public directors and 13 percent

of four-year private directors say the same. Interestingly, there is relative agreement about the effectiveness of college counselors at private high schools, with 36 percent of directors at two-year institutions, 28 percent at four-year publics, and 35 percent at four-year private colleges strongly agreeing that they are very effective.

There is not a significant difference in admissions directors' views of the effectiveness of social media sources in comparison with state-based information sites. Between 12 percent and 22 percent of admissions directors across institutional types strongly agree that social media sources are very effective.

Again, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about college admissions resources. The following college admissions resources are **very effective** in helping students to find an institution that will be a good fit:

	OVERALL % 5 (TOTAL N = 576)	TWO-YEAR % 5 (TOTAL N = 105)	FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)	FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)
College counselors at public high schools	20	45	16	13
College counselors at private high schools	33	36	28	35
College counselors at job placement centers	8	22	2	6
Independent/Private college counselors	16	16	10	18
College guides (Peterson's, The Princeton Review)	2	3	2	2
College rankings ( <i>U.S. News</i> )	2	2	4	2
Data-driven college counseling tools (Naviance)	9	9	10	9
Social media sources (College Confidential, Facebook)	13	22	12	12
Financial aid/Scholarship websites (FAFSA, FastWeb, FinAid)	16	42	12	10
College Navigator (DOE)	4	7	2	5
College information sites supported by individual states	8	14	9	7
Mainstream press coverage of admissions	5	11	5	4

## RECRUITMENT FOCUS — APPLICANT TEST SCORES

Many higher education institutions have, for years, admitted certain students with lower grades and test scores than those typically admitted. Admissions directors across all institutional types report that athletes and members of minority groups are the most common populations of students to which this applies for their institution.

There is not a significant difference in the percentages of athlete and minority admissions exceptions among two-year, four-year public, and four-year private institutions. Between 21 percent and 29 percent strongly agree that they admit athletes with lower grades and scores. And 25 percent to 33 percent say they admit members of minority groups with lower grades and scores than those typically admitted to the institution.

There is, however, a significant difference between four-year private institutions (14 percent) and four-year public institutions (3 percent) on those admitting full-pay students with lower grades and scores. And there is also a significant difference between four-year privates (10 percent) and four-year publics (21 percent) in admitting veterans with lower grades and scores than the average admitted student.

Many institutions admit some applicants who apply with lower grades and test scores than those typically admitted. For the following groups, do your institution's admitted applicants, on average, have lower grades and test scores than do other applicants? (Note: Here and throughout, the tables show the proportion of respondents answering "5" to the question.)

	OVERALL % 5 (TOTAL N = 576)	TWO-YEAR % 5 (TOTAL N = 105)	FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)	FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)
Athletes	24	23	29	21
Children of alumni	10	8	5	11
Minority students	32	25	33	33
Men (for gender balance)	9	14	2	11
Women (for gender balance)	3	11	3	1
Full-pay students	11	9	3	14
International students	11	9	7	13
Veterans	13	13	21	10

Despite very little variability between institutional types and the populations of students they are currently admitting with lower grades and scores, there were very significant discrepancies when admissions directors were asked which populations of students their college or university *should* be admitting with lower scores and grades. If admissions directors had their way, it is clear there

would be substantially more students, across every population, admitted to all colleges and universities, despite having grades and test scores below those of most admitted students.

This is most pronounced among two-year institutions, where directors are two to four times as likely to say institutions like theirs should admit students from every category -- athletes, children of

alumni, minorities, men, women, full-pay students, international students, and veterans -- compared with four-year publics and privates. In essence, it seems these directors would like to see more of these students admitted despite their grades and scores.

Similar trends are found among four-year public and private institutions. In four-year publics, 39 percent of

admissions directors desire their college to admit more minority students with lower grades and scores, and the majority (54 percent) wish to admit more

veterans who fall into that category. At four-year private institutions, 40 percent of directors would like their college to admit more veterans despite their

having lower grades and scores, and the majority (51 percent) would like to admit more minority students with such credentials.

In your opinion, should institutions like yours admit some applicants from the following groups even if they apply with lower grades and test scores than other applicants?

	<b>OVERALL % YES (TOTAL N = 576)</b>	<b>TWO-YEAR % YES (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % YES (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % YES (TOTAL N = 327)</b>
Athletes	34	43	39	31
Children of alumni	32	37	18	37
Minority students	47	48	39	51
Men (for gender balance)	21	41	10	22
Women (for gender balance)	20	40	13	20
Full-pay students	23	41	9	26
International students	24	33	13	27
Veterans	45	48	54	40

## RECRUITMENT FOCUS — ADMISSIONS PRACTICES

Nearly half (48 percent) of admissions directors at two-year institutions say the SAT or ACT should be optional, as expected. However, there are significant differences between two-year institutions and four-year publics and four-year privates, with only 9 percent and 17 percent, respectively, strongly agreeing that the SAT and ACT should be optional. Four-year public admissions directors are more likely (41 percent) than their private college peers to strongly disagree that the tests should be optional.

Institutions of all types indicate fairly consistent (and high) levels of agreement in terms of social media such as Facebook and Twitter playing an important role in their outreach efforts to prospective students. Approximately 13 percent of admissions directors strongly agree that social media outlets are “very effective” in helping students find an institution, and 25 percent, on average, say social media play an important role in their outreach attempts.

Merit scholarships also play an important role across all institutional types. Among two-year institutions, 30 percent of directors strongly agree that

merit scholarships are an appropriate use of financial resources, and 24 percent say they help improve the academic profile of their student population.

Four-year public and four-year private admissions directors are significantly more likely to endorse merit scholarships, with 44 percent and 45 percent, respectively, strongly agreeing that they are an appropriate use of financial resources.

Similarly, 44 percent and 38 percent, respectively, strongly concur that the awards improve the academic profile of their student population.

Admissions directors at two-year

institutions are significantly more likely than their four-year counterparts to strongly agree that coaching by parents or college counselors on admissions

essays is making it difficult to learn about applicants.

Twenty percent of admissions directors at two-year institutions

strongly agree that this is a problem, while only 11 percent of four-year publics and 4 percent of four-year privates say the same.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items. (Note: Here and throughout, the tables show the proportion of respondents answering "5" to the question.)

	<b>OVERALL % 5 (TOTAL N = 576)</b>	<b>TWO-YEAR % 5 (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)</b>
My institution is expanding the use of nontraditional admissions criteria as part of its admissions review process.	11	17	13	10
Standardized test scores (such as SAT or ACT) should be optional for students who apply to my institution.	18	48	9	17
We are reducing the role of standardized test scores in undergraduate admissions decisions.	10	10	7	11
Because of the financial downturn, we are prioritizing an applicant's ability to pay in making admissions decisions.	1	0	0	1
Students who use independent college admissions counselors are more likely to be admitted to my institution.	1	0	1	1
Social media (such as Facebook, Twitter) play an important role in our outreach efforts to prospective students.	25	24	25	26
Merit scholarships are an appropriate use of our institution's financial resources.	43	30	44	45
Merit scholarships are helping improve the academic profile of our student population.	38	24	44	38
I'm feeling very confident about our enrollment prospects this year.	25	14	33	25
We have increased our discount rate in order to enroll more students.	10	3	5	12
The rate of increase in our discount rate is sustainable.	12	9	13	12
Increases in the discount rate have reduced our net tuition revenue.	9	0	7	10
Application essays convey important information about applicants.	22	17	16	24
Plagiarism is a prevalent problem with student admissions essays at my institution.	0	0	0	0
Apparent coaching by parents or college counselors on admissions essays is making it difficult to learn about applicants.	6	20	11	4

### RECRUITMENT FOCUS — RECRUITING INFLUENCES

Roughly one-third of all admissions directors say that senior-level administrators, trustees, development officers, and big donors have tried to influence them to admit some applicants. Though high percentages report this issue across all institutional types, four-year public and private institutions are significantly more likely than are two-year institutions to say they've been.

	OVERALL % YES (TOTAL N = 576)	TWO-YEAR % YES (TOTAL N = 105)	FOUR-YEAR PUBLIC % YES (TOTAL N = 144)	FOUR-YEAR PRIVATE % YES (TOTAL N = 327)
Have senior level administrators tried to influence you to admit some applicants?	33	23	38	33
Have institution trustees or board members tried to influence you to admit some applicants?	29	20	31	30
Have development office representatives or big donors tried to influence you to admit some applicants?	31	18	36	31

### RECRUITMENT FOCUS — INTERNATIONAL RECRUITING

Significantly more admissions directors at four-year public and private institutions (18 percent and 22 percent, respectively) say their institutions retain agents paid on commission to recruit international students. In comparison, only 8 percent of two-year institutions report this.

When asked if they are considering the use of paid agents, an additional 12 percent of four-year public directors and 19 percent of four-year private directors indicate that they are. Hence, 30 percent of four-year publics and 41 percent of

four-year privates are either using or are considering the use of paid agents for recruiting international students.

There is widespread endorsement, however, among all admissions directors of the National Association for College Admission Counseling (NACAC) draft policy recommending that international recruiting compensation should exclude commission-based pay; between 71 percent and 84 percent of directors across institutional types agree.

There are major differences among institutional types regarding the percentage of directors who say their admissions office makes the decision

about retaining paid agents, with 18% of two-year institutions, 39 percent of four-year publics, and 73 percent of four-year privates indicating they make the call.

There are wide gaps in agreement regarding whether paid international agents help international applicants fabricate information on their applications. Thirty-two percent of admissions directors at two-year institutions, 68 percent at four-year publics, and 46 percent at four-year privates say paid agents help international students fabricate their applications.

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**About 1 in 5 admissions directors at four-year colleges say they use commission-based agents to recruit international students. Most say they support a proposal to bar such pay.**

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	OVERALL % YES (TOTAL N = 576)	TWO-YEAR % YES (TOTAL N = 105)	FOUR-YEAR PUBLIC %YES (TOTAL N = 144)	FOUR-YEAR PRIVATE % YES (TOTAL N = 327)
Does your institution retain agents who are paid in part or in full on commission to recruit international undergraduates?	19	8	18	22
Is your institution considering the use of agents who are paid in part or in full on commission to recruit international undergraduates?*	15	8	12	19
Does the admissions office at your institution make the decision whether to retain paid agents for recruiting international undergraduate students?	57	18	39	73
The National Association for College Admission Counseling's draft policy on international undergraduate recruiting suggests agent compensation should align with domestic standards and exclude commission-based pay incentives. Do you agree with the draft of the NACAC policy?	75	81	84	71
Are fabrications on international admissions applications a prevalent problem at your institution?	12	9	15	11
In your opinion, do paid agents often play a direct role in helping international applicants to fabricate information on their admissions application?	49	32	68	46

\*Asked only of those who indicated they do not use commission-based pay agents

## STUDENT DEBT AND FINANCIAL AID — LOANS

Consistent with students' and families' seeming confusion and differences of opinion regarding private loans, admissions directors across institutional types are extremely varied in whether they believe it's a good idea

for students to take out private loans to pay for college.

Only 15 percent of directors at two-year institutions (which are typically less expensive) feel private loans are a good idea, while 31 percent of directors at four-year public institutions say so. A majority (51 percent) of directors

at four-year private institutions say private loans are a good idea. When asked if they feel too many students are taking out private loans, 71 percent of admissions directors at four-year privates, 90 percent at four-year publics, and 92 percent at two-year institutions agree.

	OVERALL % YES (TOTAL N = 576)	TWO-YEAR % YES (TOTAL N = 105)	FOUR-YEAR PUBLIC % YES (TOTAL N = 144)	FOUR-YEAR PRIVATE % YES (TOTAL N = 327)
In your opinion, is it a good idea for students to take out private loans to pay for college?	39	15	31	51
In your opinion, are too many students taking out private loans to pay for college?	79	92	90	71

What is a reasonable amount of loan debt for an undergraduate student to accumulate over a four-year period? That is the question on most of our minds these days. And admissions directors have clear answers, depending where they work. While 57 percent of admissions directors at two-year institutions and 55 percent at four-

year public institutions say that less than \$20,000 of student loan debt is reasonable, 78 percent of four-year private institutions say that \$20,000 or more is a reasonable burden for students, and 28 percent say that more than \$30,000 is a reasonable amount.

A majority of admissions directors at four-year public and private

institutions (54 percent and 56 percent, respectively) feel their student aid packages are equally competitive with like institutions. Admissions officials at four-year public institutions are five times as likely as their peers at two-year colleges to say their student aid packages are less competitive compared with like institutions.

In your opinion, what is a reasonable amount of loan debt for an undergraduate student to accumulate over a four-year period?

	<b>OVERALL % (TOTAL N = 576)</b>	<b>TWO-YEAR % (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % (TOTAL N = 327)</b>
No amount of loan debt is reasonable	2	7	0	1
Under \$5,000	1	5	2	0
\$5,000 to less than \$10,000	8	19	13	2
\$10,000 to less than \$20,000	25	26	40	18
\$20,000 to less than \$30,000	42	32	32	50
\$30,000 to less than \$40,000	17	11	10	21
\$40,000 to less than \$50,000	4	0	2	5
\$50,000 or more	1	0	0	2

In your opinion, does a reasonable loan debt amount accumulated by an undergraduate student depend a great deal, some, or only a little upon the degree program in which the student enrolls?

	<b>OVERALL % (TOTAL N = 576)</b>	<b>TWO-YEAR % (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % (TOTAL N = 327)</b>
A great deal	31	43	26	30
Some	47	38	50	49
Only a little	21	19	24	21

Thinking about your institution's student aid packages, would you say they are more competitive, equally competitive or less competitive compared with other institutions like yours?

	<b>OVERALL % (TOTAL N = 576)</b>	<b>TWO-YEAR % (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % (TOTAL N = 327)</b>
More competitive	15	13	9	17
Equally competitive	59	80	54	56
Less competitive	26	7	37	26

## STUDENT DEBT AND FINANCIAL AID — GAPPING

Gapping, the practice of admitting students without giving them enough aid to enroll, draws widely divergent opinions among admissions directors. Four-year private institutions are more

than four times as likely (64 percent) to practice gapping as two-year institutions are (14 percent). Roughly one-third of admissions directors at four-year public institutions (36 percent) say they practice gapping, 39 percent believe it is a necessary practice, and 45 percent

believe it is an ethical practice. Seventy-four percent of directors at four-year private institutions believe gapping is an ethical practice, while those at two-year institutions are on the opposite end of the spectrum, with 78 percent believing it is *not* ethical.

	OVERALL % YES (TOTAL N = 576)	TWO-YEAR % YES (TOTAL N = 105)	FOUR-YEAR PUBLIC % YES (TOTAL N = 144)	FOUR-YEAR PRIVATE % YES (TOTAL N = 327)
As you may know, "gapping" is the practice of admitting students to institutions without giving them enough aid to enroll. Do you practice gapping at your institution?	51	14	36	64
In your opinion, is gapping a necessary practice for institutions like yours?	55	17	39	68
Do you think that gapping is an ethical practice or not?	61	22	45	74

## PROGRAM VALUE — GETTING A GOOD JOB

Four in 10 admissions directors strongly agree that prospective students place high importance on the ability of degree programs to help them get a good job. Admissions directors are more

likely to say that *parents* place high importance on the ability of programs to help students get a good job, with 70 percent saying so. Four in 10 directors (41 percent) strongly agree that their institution is paying increasing attention to the ability of their degree programs

to help students get a good job. Private four-year institutions were more likely than public four-year institutions to indicate that liberal arts programs need to focus more attention on their ability to help students get a good job after graduation.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items. (Note: Here and throughout, the tables show the proportion of respondents answering "5" to the question.)

	OVERALL % 5 (TOTAL N = 576)	TWO-YEAR % 5 (TOTAL N = 105)	FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)	FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)
Prospective students place high importance on the ability of degree programs to help them get a good job.	44	48	45	42
Parents of applicants place high importance on the ability of degree programs to help students get a good job.	70	61	74	72
My institution is increasing attention on the ability of our degree programs to help students get a good job.	41	51	34	41
To stay competitive, liberal arts programs must increase attention on their ability to help students get a good job.	46	42	33	52



## PROGRAM VALUE — CHOOSING A COLLEGE

About half of all admissions directors (47 percent) say “programs offered” is the most important criterion students should use to make a college decision. Two in 10 directors at two-year colleges (23 percent) say program cost is most important. Four-year publics are more likely than four-year privates to say programs offered should be the key consideration. One-fourth of private institutions (27 percent) say there is “another reason” students should consider.

Admissions directors were asked what they thought was the most important reason students get education beyond high school. Nearly one-third (30 percent) responded that the reason is to get a good job. One in four four-year private school directors (25 percent) strongly agree the primary reason is to get a good job, whereas 45 percent of two-year college admissions directors indicated this is the most important reason. More than half of respondents overall (55 percent) said all of the listed reasons are important. Only 5 percent of respondents said the most important reason is to earn more money. Previous Gallup research shows that half of Americans (53 percent) say the main reason students get education beyond high school is to earn more money, and one-third (33 percent) say the main reason is to get a good job (Gallup, 2011).

In your opinion, which ONE of the following is the most important criterion students should use to make a college decision?

	OVERALL % (TOTAL N = 576)	TWO-YEAR % (TOTAL N = 105)	FOUR-YEAR PUBLIC % (TOTAL N = 144)	FOUR-YEAR PRIVATE % (TOTAL N = 327)
Campus size	1	1	2	1
Program cost	8	23	4	5
Campus location	2	5	2	2
Public or private control	0	0	0	1
Religious affiliation	1	0	0	2
Campus impression	8	8	8	8
Programs offered	47	53	57	41
Right fit socially	12	8	11	13
Another reason	20	1	17	27

In your opinion, which ONE of the following is the most important reason why students get education beyond high school?

	OVERALL % (TOTAL N = 576)	TWO-YEAR % (TOTAL N = 105)	FOUR-YEAR PUBLIC % (TOTAL N = 144)	FOUR-YEAR PRIVATE % (TOTAL N = 327)
To get a good job	30	45	32	25
To learn to think critically	5	0	4	7
To become a well-rounded person	3	2	2	4
To learn more about the world	0	0	0	0
To earn more money	5	13	4	4
All of the above	55	40	58	59
None/Other	1	0	1	1

**Nearly a third of admissions directors cited getting a good job as the main reason why students get education beyond high school.**

## POLICY — AFFIRMATIVE ACTION

The Supreme Court is considering a case that could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions. Institutions will need to navigate how to respond should the change take effect.

When admissions directors were asked how their institution would respond should the Supreme Court decide to change race/ethnicity considerations, the leading response with which half of respondents across all types of institutions strongly agreed was allowing applicants “to check more than

one box for race/ethnicity” (50 percent). Some two-year institutions (29 percent) strongly agreed that they will add financial aid opportunities for applicants, and 18 percent of four-year publics will do the same. Nineteen percent of two-year institutions said they will drop a requirement for standardized test scores.

As you know, the Supreme Court is currently considering a case which could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions. Thinking about this case, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items. (Note: Here and throughout, the tables show the proportion of respondents answering “5” to the question.) If the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back, our institution will:

	OVERALL % 5 (TOTAL N = 576)	TWO-YEAR % 5 (TOTAL N = 105)	FOUR-YEAR PUBLIC % 5 (TOTAL N = 144)	FOUR-YEAR PRIVATE % 5 (TOTAL N = 327)
Allow people to check more than one box for race/ethnicity on our application	50	48	52	50
Drop standardized test requirements	7	19	4	7
Adopt a policy to admit a top percent of students from every high school class in our state	5	14	7	3
Place more consideration on applicants' socioeconomic status in the review process	7	7	10	6
Place more consideration on first generation status in the review process	9	13	13	6
Add financial aid opportunities for applicants	17	29	18	14

## POLICY — PROFILE REPORTING

There is a large disparity between what institutions say their practices are for reporting standardized test scores to agencies and rankings groups and their perception of what other institutions' practices are. As seen on Page 18, a

marginal percentage (1 percent) say they have falsely reported standardized test scores or other admissions data, but 9 in 10 (91 percent) say they think other institutions have falsely reported their students' profile data.

Admissions directors generally do not favor the inclusion of information

about sexual orientation and gender identity in student profile data.

Over all, just 2 in 10 (22 percent) of respondents say that higher education institutions should have a voluntary question about sexual orientation or gender identity to their admissions applications.

Recently there have been academic scandals involving higher education institutions falsely reporting standardized test scores or other admissions data.

	<b>OVERALL % YES (TOTAL N = 576)</b>	<b>TWO-YEAR % YES (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % YES (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % YES (TOTAL N = 327)</b>
Has your institution falsely reported standardized test scores or other admissions data?	1	1	0	1
Do you think other higher education institutions have falsely reported standardized test scores or other admissions data?	91	79	91	92

	<b>OVERALL % YES (TOTAL N = 576)</b>	<b>TWO-YEAR % YES (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % YES (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % YES (TOTAL N = 327)</b>
In your opinion, should higher education institutions add a voluntary question on their admissions application about sexual orientation or gender identity?	22	21	29	20

## ONLINE LEARNING

Admissions directors at nearly 8 in 10 institutions (77 percent) say they offer courses online. Those at two-year and four-year institutions are about equally as likely to say they offer complete degree programs online, and almost 9 in 10 overall (87 percent) say they are increasing their enrollment in these types of programs.

	<b>OVERALL % YES (TOTAL N = 576)</b>	<b>TWO-YEAR % YES (TOTAL N = 105)</b>	<b>FOUR-YEAR PUBLIC % YES (TOTAL N = 144)</b>	<b>FOUR-YEAR PRIVATE % YES (TOTAL N = 327)</b>
Does your institution offer courses online?	77	98	95	62
Does your institution offer complete degree or certificate programs online?*	62	67	62	59
Is your institution increasing enrollment in your online degree or certificate programs?***	87	89	85	88

\* Asked only of respondents who indicated their institution offers courses online (n = 491)

\*\*Asked only of respondents who indicated their institution offers complete degree or certificate programs online (n = 373)

Admissions directors at two-year institutions (44 percent) are more likely than their peers at four-year institutions to indicate that their online degree programs are very important to their total student enrollment.

Admissions officials at four-year private colleges (82 percent), meanwhile, are likelier than are their peers at public four-year institutions (64 percent) to indicate that their online degree programs are at least somewhat

important to their colleges' total enrollment.

Ninety-one percent of two-year colleges say online programs are at least somewhat important to their enrollments.

How important are your online degree or certificate programs to your institution's total enrollment?*				
	OVERALL % (TOTAL N = 576)	TWO-YEAR % (TOTAL N = 105)	FOUR-YEAR PUBLIC % (TOTAL N = 144)	FOUR-YEAR PRIVATE % (TOTAL N = 327)
Not at all important	1	2	1	1
Not very important	20	7	34	17
Somewhat important	48	47	46	50
Very important	31	44	18	32

\*Asked only of respondents who indicated their institution offers complete degree or certificate programs online (n = 227)

## COMMUNITY COLLEGES — COMPETITION WITH OTHER INSTITUTIONS

Two-year institutions' admissions officials indicate that they have seen an increase in the enrollment of the traditional-age students who in the past would normally have enrolled in public or private four-year colleges.

Six in 10 (64 percent) say they have seen an increase at their institution in the enrollment of such "traditional" students. Community colleges report similar numbers of decreased enrollment (19 percent) and no change in enrollment (17 percent) of traditional students.

Among two-year institutions that report an increase in the enrollment of "traditional" students on their campus,

about half (48 percent) say they have seen less than a 5 percent increase. One-third (34 percent) have seen a 5 percent to 15 percent increase, and two in 10 (19 percent) report a 15 percent or greater increase in the enrollment of these students.

These numbers imply that many students may be carefully considering their higher education options and

entering two-year institutions rather than traditional four-year colleges and universities for reasons that may include lower tuition or accessibility of program offerings. In the 2011 *Inside Higher Ed* Survey of College & University Admissions Directors, 15 percent of two-year institutions reported more than a 15 percent increase in enrollment of traditional students.

In the last year, has your institution seen an increase, a decrease or seen no change in the enrollment of "traditional" students who in the past might have enrolled at public or private four-year colleges or universities?*	
	TWO-YEAR % (TOTAL N = 105)
Increase	64
Decrease	19
No change	17

\*Asked only of two-year colleges

Most admissions directors at two-year colleges (72 percent) report that they are experiencing at least some competition with for-profit colleges and universities to enroll students in some selected programs, such as health care or information technology.

One in four admissions officials at two-year institutions (24 percent) report that they are experiencing a great deal of competition, and a similar proportion (28 percent) report they are experiencing only a little.

Nearly half (48 percent) of two-year-college admissions directors say they are experiencing some competition.

Two-year colleges generally report less competition with for-profit colleges and universities to enroll students across all of their fields and programs.

Fifteen percent of two-year admissions directors say they are experiencing a great deal of competition with for-profits across all programs. Half (52 percent) still say they are experiencing some competition, and one-third (33 percent) indicate only a little.

What percent increase in the number of "traditional" students has your institution seen in the last year?*	
	TWO-YEAR % (TOTAL N = 105)
1% to less than 5% increase	48
5% to less than 15% increase	34
15% to less than 25% increase	14
25% or greater increase	5

\*Asked only of respondents who indicated their institution has seen an increase in the number of "traditional" students who in the past might have enrolled at public or private four-year institutions (n = 44)

Is your institution experiencing a great deal, some, or only a little competition with for-profit colleges and universities to enroll students in some selected programs, such as healthcare or information technology?*	
	TWO-YEAR % (TOTAL N = 105)
A great deal	24
Some	48
Only a little	28

\*Asked only of two-year colleges

Is your institution experiencing a great deal, some, or only a little competition with for-profit colleges and universities to enroll students across all fields and programs?*	
	TWO-YEAR % (TOTAL N = 105)
A great deal	15
Some	52
Only a little	33

\*Asked only of two-year colleges

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**Most admissions directors at two-year colleges say they are experiencing competition with for-profit colleges, especially in specific programs such as health care and information technology.**

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## COMMUNITY COLLEGES — COMPETITIVENESS OF PROGRAMS

Nearly all two-year institutions (99 percent) say they have programs at their institutions, such as nursing or automotive technology, for which admission is highly competitive. Only 1 percent responded in the negative to this question.

Admissions directors at most two-year colleges (91 percent) report that for highly competitive programs at their institution, students are required to achieve certain grades in prerequisite courses to secure admission to the program.

Fewer than one in 10 (9 percent) indicate they do not have programs that require such prerequisite courses. For

highly competitive programs, 29 percent of two-year colleges report admitting 50 percent or more of applicants to the program.

The majority of two-year institutions (72 percent) say they admit less than half of applicants, while over one-third (35 percent) say that fewer than one in four students are admitted to their highly competitive programs.

Are there any programs at your institution, such as nursing or automotive technology, for which admissions is highly competitive?			
		TWO-YEAR % (TOTAL N = 105)	
	Yes	99	
	No	1	

\*Asked only of two-year colleges

For programs which are highly competitive at your institution, are students required to achieve certain grades in prerequisite courses to secure admission to the program?*			
		TWO-YEAR % (TOTAL N = 105)	
	Yes	91	
	No	9	

\*Asked only of respondents who indicated they have highly competitive programs (n = 80). For students who meet basic requirements for admission into highly competitive programs at your institution, what percent of applicants do you admit?

		TWO-YEAR % (TOTAL N = 105)	
	Less than 25%	35	
	25% to less than 50%	37	
	50% or more	29	

## INSTITUTION AND PERSONAL DEMOGRAPHICS

	WHAT IS YOUR AGE?	OVERALL % (TOTAL N = 576)	
	Under 30	3	
	31 to 40	22	
	41 to 50	32	
	51 to 60	32	
	61 to 70	11	
	Over 70	0	
	WHAT IS YOUR GENDER?	OVERALL % (TOTAL N = 576)	
	Male	55	
	Female	45	
	HOW MANY YEARS HAVE YOU SERVED AS THE CHIEF ADMISSIONS OFFICER AT THIS INSTITUTION?	OVERALL % (TOTAL N = 576)	
	Less than 6 months	2	
	6 months to less than 3 years	19	
	3 years to less than 5 years	19	
	5 years to less than 10 years	32	
	10 years or more	28	
	HOW MANY YEARS HAVE YOU SERVED AS AN ADMISSIONS OR ENROLLMENT MANAGEMENT OFFICER AT ANY INSTITUTION?	OVERALL % (TOTAL N = 576)	
	Less than 6 months	1	
	6 months to less than 3 years	3	
	3 years to less than 5 years	8	
	5 years to less than 10 years	16	
	10 years or more	72	
	WHAT TYPE OF INSTITUTION DO YOU WORK FOR?*	OVERALL % (TOTAL N = 576)	
	Public (four-year)	25	
	Private (four-year)	58	
	Community college	17	

\*Data for public and private four-year colleges are not reported based upon this self-reported survey demographic but on the affiliation/control designation of school as reported in the Higher Ed Directory.

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am <i>very likely</i> to increase my recruitment efforts for the following populations of undergraduate applicants to my institution.				
<b>QN1A. Students recruited with merit scholarships</b>				
%5 Strongly agree	32	22	31	34
%4	26	16	28	27
%3	24	36	20	23
%2	8	9	10	7
%1 Strongly disagree	10	16	10	8
<b>QN1B. Full-time undergraduates</b>				
%5 Strongly agree	60	59	62	59
%4	24	25	24	23
%3	10	11	11	9
%2	4	3	2	5
%1 Strongly disagree	3	2	1	4
<b>QN1C. Part-time undergraduates</b>				
%5 Strongly agree	16	41	8	12
%4	15	29	18	9
%3	27	22	36	24
%2	17	4	17	22
%1 Strongly disagree	25	4	22	34
<b>QN1D. Home-schooled students</b>				
%5 Strongly agree	12	30	7	9
%4	14	19	10	14
%3	40	33	46	40
%2	16	10	19	16
%1 Strongly disagree	18	9	18	21
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am <i>very likely</i> to increase my recruitment efforts for the following populations of undergraduate applicants to my institution.				
<b>QN1E. International students</b>				
%5 Strongly agree	35	22	35	39
%4	28	12	32	30
%3	22	24	23	20
%2	9	21	4	8
%1 Strongly disagree	7	20	6	3



## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am <b>very likely</b> to increase my recruitment efforts for the following populations of undergraduate applicants to my institution.				
<b>QN1F. Transfer students</b>				
%5 Strongly agree	44	18	47	50
%4	27	28	29	26
%3	18	31	15	15
%2	7	16	5	5
%1 Strongly disagree	4	7	3	4
<b>QN1G. Minority students</b>				
%5 Strongly agree	44	54	55	36
%4	28	23	24	31
%3	22	18	18	24
%2	3	3	2	4
%1 Strongly disagree	3	2	1	4
<b>QN1H. First-generation college students</b>				
%5 Strongly agree	31	57	34	20
%4	26	22	29	26
%3	31	19	32	36
%2	7	1	2	12
%1 Strongly disagree	5	2	2	7
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am <b>very likely</b> to increase my recruitment efforts for the following populations of undergraduate applicants to my institution.				
<b>QN1I. Out-of-state students</b>				
%5 Strongly agree	37	13	45	40
%4	26	10	31	29
%3	19	18	15	22
%2	8	24	4	5
%1 Strongly disagree	9	35	5	4
<b>QN1J. Full-pay students</b>				
%5 Strongly agree	31	20	30	33
%4	24	15	24	26
%3	32	38	33	29
%2	6	6	4	6
%1 Strongly disagree	8	21	8	5

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about undergraduate applicant populations. This year at my institution, I am <b>very likely</b> to increase my recruitment efforts for the following populations of undergraduate applicants to my institution.				
<b>QN1K. Adult students (over age 24)</b>				
%5 Strongly agree	25	53	13	21
%4	19	26	21	16
%3	26	17	40	23
%2	13	2	14	17
%1 Strongly disagree	16	2	11	24
<b>QN1L. Veterans/Military personnel</b>				
%5 Strongly agree	28	51	26	21
%4	30	27	40	26
%3	27	19	26	30
%2	10	1	7	14
%1 Strongly disagree	6	2	1	10
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about college admissions resources. The following college admissions resources are <b>very effective</b> in helping students to find an institution that will be a good fit.				
<b>QN2A. College counselors at public high schools</b>				
%5 Strongly agree	20	45	16	13
%4	27	26	36	23
%3	35	15	35	42
%2	16	11	10	21
%1 Strongly disagree	2	2	3	2
<b>QN2B. College counselors at private high schools</b>				
%5 Strongly agree	33	36	28	35
%4	46	31	53	47
%3	15	20	14	14
%2	5	11	4	4
%1 Strongly disagree	1	2	1	1
<b>QN2C. College counselors at job placement centers</b>				
%5 Strongly agree	8	22	2	6
%4	18	37	12	14
%3	38	30	53	34
%2	29	10	26	37
%1 Strongly disagree	7	1	7	9

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
<b>QN2D. Independent/Private college counselors</b>				
%5 Strongly agree	16	16	10	18
%4	33	18	28	39
%3	29	32	41	23
%2	15	21	13	15
%1 Strongly disagree	8	13	8	6
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about college admissions resources: The following college admissions resources are <b>very effective</b> in helping students to find an institution that will be a good fit.				
<b>QN2E. College guides (Peterson's, The Princeton Review, etc.)</b>				
%5 Strongly agree	2	3	2	2
%4	17	19	18	16
%3	43	32	47	45
%2	27	31	26	27
%1 Strongly disagree	11	14	8	11
<b>QN2F. College rankings (e.g., U.S. News)</b>				
%5 Strongly agree	2	2	4	2
%4	12	12	14	11
%3	33	37	28	34
%2	30	27	37	29
%1 Strongly disagree	22	22	17	24
<b>QN2G. Data-driven college counseling</b>				
%5 Strongly agree	9	9	10	9
%4	35	21	39	37
%3	37	41	33	37
%2	14	17	13	14
%1 Strongly disagree	5	13	5	3
<b>QN2H. Social media sources (College Confidential, Facebook, etc.)</b>				
%5 Strongly agree	13	22	12	12
%4	33	39	40	28
%3	37	30	33	41
%2	13	5	13	15
%1 Strongly disagree	4	4	2	4

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about college admissions resources. The following college admissions resources are <i>very effective</i> in helping students to find an institution that will be a good fit.				
<b>QN2I. Financial aid/scholarship websites (FAFSA, FastWeb, FinAid, etc.)</b>				
%5 Strongly agree	16	42	12	10
%4	28	30	34	25
%3	39	21	39	45
%2	14	5	14	17
%1 Strongly disagree	2	2	2	2
<b>QN2J. College Navigator (U.S. Dept. of Education)</b>				
%5 Strongly agree	4	7	2	5
%4	20	30	21	16
%3	49	45	50	49
%2	20	9	21	23
%1 Strongly disagree	7	9	5	7
<b>QN2K. College information sites supported by individual states</b>				
%5 Strongly agree	8	14	9	7
%4	22	37	27	16
%3	39	32	41	41
%2	23	10	20	29
%1 Strongly disagree	7	7	4	8
<b>QN2L. Mainstream press coverage of admissions</b>				
%5 Strongly agree	5	11	5	4
%4	13	30	10	9
%3	32	30	39	29
%2	31	16	32	35
%1 Strongly disagree	19	12	15	23
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:				
<b>QN5. My institution is expanding the use of non-traditional admissions criteria as part of its admissions review process.</b>				
%5 Strongly agree	11	17	13	10
%4	19	20	22	18
%3	30	33	24	33
%2	18	9	16	21
%1 Strongly disagree	21	22	26	19

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
<b>QN6. Standardized test scores (such as SAT or ACT) should be optional for students who apply to my institution.</b>				
%5 Strongly agree	18	48	9	17
%4	11	17	9	10
%3	15	12	16	16
%2	23	8	25	25
%1 Strongly disagree	32	15	41	32
<b>QN7. We are reducing the role of standardized test scores in undergraduate admissions decisions.</b>				
%5 Strongly agree	10	10	7	11
%4	12	21	10	11
%3	19	24	13	21
%2	25	19	26	25
%1 Strongly disagree	34	26	44	31
<b>QN8. Because the financial downturn, we are prioritizing an applicant's ability to pay in making admissions decisions.</b>				
%5 Strongly agree	1	0	0	1
%4	6	2	0	9
%3	11	16	3	14
%2	19	9	11	23
%1 Strongly disagree	63	73	85	52
<b>QN9. Students who use independent college admissions counselors are more likely to be admitted to my institution.</b>				
%5 Strongly agree	1	0	1	1
%4	3	0	1	4
%3	13	13	8	15
%2	17	13	13	19
%1 Strongly disagree	67	74	78	62
<b>QN10. Social media (such as Facebook, Twitter) play an important role in our outreach efforts to prospective students.</b>				
%5 Strongly agree	25	24	25	26
%4	36	32	33	39
%3	29	33	31	26
%2	8	7	10	8
%1 Strongly disagree	2	4	2	1

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:				
<b>QN11. Merit scholarships are an appropriate use of our institution's financial resources.</b>				
%5 Strongly agree	43	30	44	45
%4	38	34	35	40
%3	12	24	14	8
%2	4	7	2	3
%1 Strongly disagree	4	6	4	3
<b>QN12. Merit scholarships are helping improve the academic profile of our student population.</b>				
%5 Strongly agree	38	24	44	38
%4	39	40	30	43
%3	15	14	20	13
%2	5	14	2	4
%1 Strongly disagree	3	8	4	2
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:				
<b>QN13. I'm feeling confident about our enrollment prospects this year.</b>				
%5 Strongly agree	<b>25</b>	<b>14</b>	<b>33</b>	<b>25</b>
%4	<b>35</b>	<b>32</b>	<b>32</b>	<b>37</b>
%3	<b>28</b>	<b>38</b>	<b>23</b>	<b>28</b>
%2	<b>9</b>	<b>12</b>	<b>9</b>	<b>8</b>
%1 Strongly disagree	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>QN14. We have increased our discount rate in order to enroll more students.</b>				
%5 Strongly agree	10	3	5	12
%4	19	0	11	24
%3	20	8	20	21
%2	24	14	31	23
%1 Strongly disagree	28	75	33	20
<b>QN15. The rate of increase in our discount rate is sustainable.</b>				
%5 Strongly agree	12	9	13	12
%4	26	0	25	28
%3	30	55	41	26
%2	20	27	10	22
%1 Strongly disagree	13	9	11	13
<b>QN16. Increases in the discount rate have reduced our net tuition revenue.</b>				
%5 Strongly agree	9	0	7	10
%4	22	11	20	23

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
%3	23	44	23	22
%2	28	22	32	27
%1 Strongly disagree	18	22	18	18

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:

**QN17. Application essays convey important information about applicants.**

%5 Strongly agree	22	17	16	24
%4	35	33	38	34
%3	23	22	28	22
%2	13	11	9	14
%1 Strongly disagree	7	17	9	6

**QN18. Plagiarism is a prevalent problem with student admissions essays at my institution.**

%5 Strongly agree	0	0	0	0
%4	6	0	5	6
%3	27	50	32	25
%2	41	25	46	40
%1 Strongly disagree	26	25	17	29

**QN19. Apparent coaching by parents of college counselors on admissions essays is making it difficult to learn about applicants.**

%5 Strongly agree	6	20	11	4
%4	28	60	23	28
%3	37	10	48	35
%2	21	0	17	23
%1 Strongly disagree	8	10	2	10

Next are some questions about the likelihood of degree programs to help students get a good job. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:

**QN37. Prospective students place high importance on the ability of degree programs to help them get a good job.**

%5 Strongly agree	44	48	45	42
%4	40	31	42	42
%3	14	17	12	14
%2	2	5	1	1
%1 Strongly disagree	1	0	1	1

## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
Next are some questions about the likelihood of degree programs to help students get a good job. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items:				
<b>QN38. Parents of applicants place high importance on the ability of degree programs to help students get a good job.</b>				
%5 Strongly agree	70	61	74	72
%4	26	31	25	24
%3	3	5	2	3
%2	1	3	0	1
%1 Strongly disagree	0	0	0	0
<b>QN39. My institution is increasing attention on the ability of our degree programs to help students get a good job.</b>				
%5 Strongly agree	41	51	34	41
%4	39	33	40	40
%3	17	15	22	15
%2	2	1	3	2
%1 Strongly disagree	1	0	1	2
<b>QN40. To stay competitive, liberal arts programs must increase attention on their ability to help students get a good job.</b>				
%5 Strongly agree	46	42	33	52
%4	42	44	53	37
%3	9	13	10	8
%2	2	1	3	2
%1 Strongly disagree	1	0	1	1
As you know, the Supreme Court is currently considering a case which could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions. Thinking about this case, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items. If the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back, our institution will:				
<b>QN43. Allow people to check more than one box for race/ethnicity on our application</b>				
%5 Strongly agree	50	48	52	50
%4	20	19	22	19
%3	19	17	18	20
%2	3	2	0	5
%1 Strongly disagree	8	15	8	6
<b>QN44. Drop standardized test requirements</b>				
%5 Strongly agree	7	19	4	7
%4	6	0	6	6
%3	14	22	11	14
%2	21	17	17	23
%1 Strongly disagree	52	42	62	49



## ADMISSIONS DIRECTORS: DATA TABLES

	OVERALL (TOTAL N = 576)	TWO-YEAR (TOTAL N = 105)	FOUR-YEAR PUBLIC (TOTAL N = 144)	FOUR-YEAR PRIVATE (TOTAL N = 327)
<b>QN45. Adopt a policy to admit a top percent of students from every high school class in our state</b>				
%5 Strongly agree	5	14	7	3
%4	7	21	9	5
%3	15	17	18	12
%2	19	14	17	21
%1 Strongly disagree	54	34	49	59
As you know, the Supreme Court is currently considering a case which could scale back the right of colleges and universities to consider race and ethnicity in admissions decisions. Thinking about this case, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following items. If the right of colleges and universities to consider race and ethnicity in admissions decisions is scaled back, our institution will:				
<b>QN46. Place more consideration on applicants' socioeconomic status in the review process</b>				
%5 Strongly agree	7	7	10	6
%4	14	10	10	16
%3	24	20	29	22
%2	16	20	14	17
%1 Strongly disagree	39	43	36	40
<b>QN47. Place more consideration on first generation status in the review process</b>				
%5 Strongly agree	9	13	13	6
%4	22	19	17	24
%3	28	29	32	26
%2	14	0	11	17
%1 Strongly disagree	28	39	27	26
<b>QN48. Add financial aid opportunities for applicants</b>				
%5 Strongly agree	17	29	18	14
%4	22	38	20	21
%3	32	12	39	33
%2	9	3	9	10
%1 Strongly disagree	20	18	14	23

## **REFERENCES**

Gallup, Inc. (May 2011). Lumina Foundation/Gallup Poll 2011: Final Topline. Retrieved Sept. 24, 2012, from <http://www.gallup.com/poll/151844/Lumina-Foundation-Gallup-Poll-2011.aspx>.

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