

THE 2016 INSIDE HIGHER ED SURVEY OF

College & University Admissions Directors

A study by *Inside Higher Ed* and Gallup®

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, INSIDE HIGHER ED

INSIDE
HIGHER ED

Support by



WWW.INSIDEHIGHERED.COM

THE 2015 INSIDE HIGHER ED SURVEY OF COLLEGE & UNIVERSITY ADMISSIONS DIRECTORS

A study by Gallup and Inside Higher Ed



Inside Higher Ed

1015 18th Street NW, Suite 1100
Washington, DC 20036
t 202.659.9208



Gallup

901 F Street, NW
Washington, DC 20004
t 202.715.3030

COPYRIGHT

This document contains proprietary research, copyrighted materials, and literary property of Gallup, Inc. No changes may be made to this document without the express written permission of Gallup, Inc. Gallup® and Gallup University® are trademarks of Gallup, Inc. All other trademarks are property of their respective owners.



Make purposeful connections

RADIUS
by HOBSONS

Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and reach their education and life goals. Through our solutions, we enable thousands of educational institutions to improve college and career planning, admissions and enrollment management, and student success and advising for millions of students around the globe.

hobsons.com/radius

TABLE OF CONTENTS

Foreword	5
Methodology	7
Data Tables	
Focus on Recruitment.....	8
Student Enrollment Goals	14
Pathways Programs	15
Student Debt	16
Community Colleges.....	18
Affirmative Action	22
Applicant Disciplinary Records.....	24
Out-of-State Admissions	26
Image of Higher Education	28
The New SAT	30
Hillary Clinton's Higher Education Plan.....	32
College Application Process	33
Prior Prior Year	36
Institution and Personal Demographics	38

FOREWORD

Increasingly, higher education institutions in America are rethinking their admissions and recruiting practices to draw students who will be a good fit with their institutional culture.

This study addresses important questions about higher education admissions and recruiting policies and procedures as perceived by leaders grappling with key issues. The following are some of the questions addressed by the study:

- What undergraduate student populations are the focus of admissions recruitment efforts?
- Did institutions meet their enrollment goals for the current academic year?
- Are pathways programs for foreign students key parts of institutions' recruitment strategies?
- How are concerns about student debt affecting college admissions?
- What factors are influencing community college admissions?
- How are colleges reacting to the Supreme Court's decision upholding the use of race in admissions decisions?
- To what extent do colleges seek disciplinary records of applicants, and how is this information used?
- Are colleges seeking more out-of-state students?
- Do admissions directors perceive that potential students are discouraged from applying because of doubts about the value of a college education?
- What do college admissions directors think of the new SAT test and of standardized testing more generally?
- Do admissions directors favor or oppose Hillary Clinton's higher education plan?
- What impact do admissions directors believe the Coalition Application will have on college admissions?
- How will the ability to include the past two years' financial information on the Free Application for Federal Student Aid affect college timelines for admissions decisions and financial aid awards?



Maximize Enrollment

Increase Student Success

Personalize Student Interactions

Imagine delivering a personalized
educational experience with Jenzabar.

Learn more: jenzabar.com/CRM



JENZABAR®

Jenzabar student information systems are chosen more often than any other SIS.*

ERP	Continuing Education	Retention	Managed Services	Analytics	LMS	CRM
Recruitment	SIS	Advancement	Consulting Services	Portal	Cloud	Mobile

©2016 Jenzabar, Inc. All rights reserved. Jenzabar® is a registered trademark of Jenzabar, Inc. The Jenzabar logo is a trademark of Jenzabar, Inc.
*Based on total new institution sales of higher education student information systems during the 2009 – 2015 period.

METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the views of senior-level college and university admissions and enrollment officers related to recruitment policies, admissions procedures, financial aid and education policy.

To achieve these objectives, Gallup sent email invitations to 2,460 admissions directors and enrollment officers, with regular reminders sent throughout the August 3-September 6, 2016, field period. Gallup collected 339 Web surveys yielding a 14% response rate.

Respondents represented 138 public institutions, 185 private nonprofit institutions and 10 institutions from the for-profit sector. Some sectors do not have data reported due to low N sizes. Sector groupings are determined based on the 2015 Carnegie Code for the institution.

Total Participation by Sector

All Institutions by Sector					Public			Private Nonprofit		
	All	Public	Private Nonprofit	For-Profit*	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.	As-soc.*
TOTAL N	339	138	185	10	47	41	42	81	82	1

*Data are not reported for these groups due to small sample size.

Note: The total sample size includes six institutions that could not be categorized as public, private nonprofit or for-profit due to missing sample information. Eight public institutions and 21 private nonprofit institutions could not be categorized by highest degree offering due to missing sample information.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Code classification of 24, and institutions with enrollment fewer than 500 students were excluded from the sample. Each institution is represented only once in the results.

The survey is an attempted census of all admissions directors or enrollment managers using the most comprehensive sample information available. Gallup statistically weighted data to correct for nonresponse, matching the obtained sample to targets for all U.S. colleges and universities from the Integrated Postsecondary Education Data System database. Gallup weighted the sample based on institutional control (public or private nonprofit/nonprofit), four-year or two-year degree offerings, student enrollment and geographical region. Therefore, the weighted sample results can be considered representative of the views of admissions directors at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100% due to rounding. "Don't know" and "Refused" responses are excluded from the results.

DATA TABLES

FOCUS ON RECRUITMENT

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

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Full-time undergraduates								
%5 Strongly agree	57	55	58	66	59	48	62	56
%4	24	23	25	21	25	24	18	27
%3	16	19	13	8	13	25	13	13
%2	2	3	1	5	2	2	3	1
%1 Strongly disagree	2	0	3	0	0	0	3	3
Minority students								
%5 Strongly agree	37	39	36	52	37	37	43	32
%4	31	35	29	25	39	38	33	25
%3	27	25	27	20	22	25	17	36
%2	4	1	7	4	0	0	7	6
%1 Strongly disagree	1	0	1	0	2	0	0	2
Transfer students								
%5 Strongly agree	42	39	44	55	70	25	50	43
%4	23	22	24	27	23	20	26	24
%3	23	32	19	9	8	47	12	20
%2	7	4	7	8	0	5	8	8
%1 Strongly disagree	5	2	7	0	0	4	5	5

FOCUS ON RECRUITMENT (cont.)

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:								
All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
First-generation college students								
%5 Strongly agree	32	41	26	40	28	45	26	24
%4	25	27	26	24	36	26	32	25
%3	37	31	38	32	30	29	29	43
%2	4	1	7	4	4	0	10	4
%1 Strongly disagree	2	0	2	0	2	0	3	3
Out-of-state students								
%5 Strongly agree	27	20	31	43	44	8	33	33
%4	29	22	36	32	29	18	35	37
%3	23	21	23	16	14	22	22	24
%2	12	24	4	7	11	34	8	0
%1 Strongly disagree	9	12	6	2	2	18	3	6
Veterans/military personnel								
%5 Strongly agree	22	25	17	25	25	26	23	17
%4	34	42	29	28	44	43	29	26
%3	31	27	35	34	29	26	37	37
%2	9	5	13	9	2	5	9	10
%1 Strongly disagree	4	1	6	4	0	0	2	10

FOCUS ON RECRUITMENT (cont.)

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:								
All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Students recruited with merit scholarships								
%5 Strongly agree	33	22	41	32	38	13	30	40
%4	20	19	22	35	22	11	27	21
%3	25	27	24	22	25	30	26	28
%2	12	19	7	8	9	27	11	2
%1 Strongly disagree	9	13	6	3	5	20	6	9
International students								
%5 Strongly agree	26	27	26	39	57	16	36	28
%4	24	17	29	29	27	12	23	31
%3	24	25	22	23	6	28	16	26
%2	15	18	15	7	2	25	15	14
%1 Strongly disagree	11	14	8	2	8	19	9	1
Online students								
%5 Strongly agree	23	24	23	16	18	28	24	19
%4	23	28	18	26	22	28	19	20
%3	19	24	14	8	12	31	13	16
%2	12	13	11	26	20	9	13	5
%1 Strongly disagree	22	11	34	24	28	5	31	40

FOCUS ON RECRUITMENT (cont.)

This year at my institution, I am *very likely* to increase my recruitment efforts for the following populations of undergraduate applicants to my institution:

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Full-pay students								
%5 Strongly agree	24	27	22	26	29	29	26	27
%4	21	12	29	22	8	9	23	27
%3	31	36	29	39	38	37	30	28
%2	13	14	12	10	16	16	8	9
%1 Strongly disagree	10	11	9	4	9	10	13	10
Students older than 24								
%5 Strongly agree	19	24	15	12	12	31	19	10
%4	22	32	13	6	29	39	17	8
%3	28	24	30	29	30	22	23	32
%2	17	13	21	35	21	6	13	25
%1 Strongly disagree	14	7	21	18	8	2	27	25
Part-time undergraduates								
%5 Strongly agree	19	31	7	13	4	42	7	5
%4	15	22	9	6	15	28	15	3
%3	26	28	23	17	42	27	18	25
%2	17	10	25	26	18	3	18	33
%1 Strongly disagree	24	9	37	38	20	0	41	34

FOCUS ON RECRUITMENT (cont.)

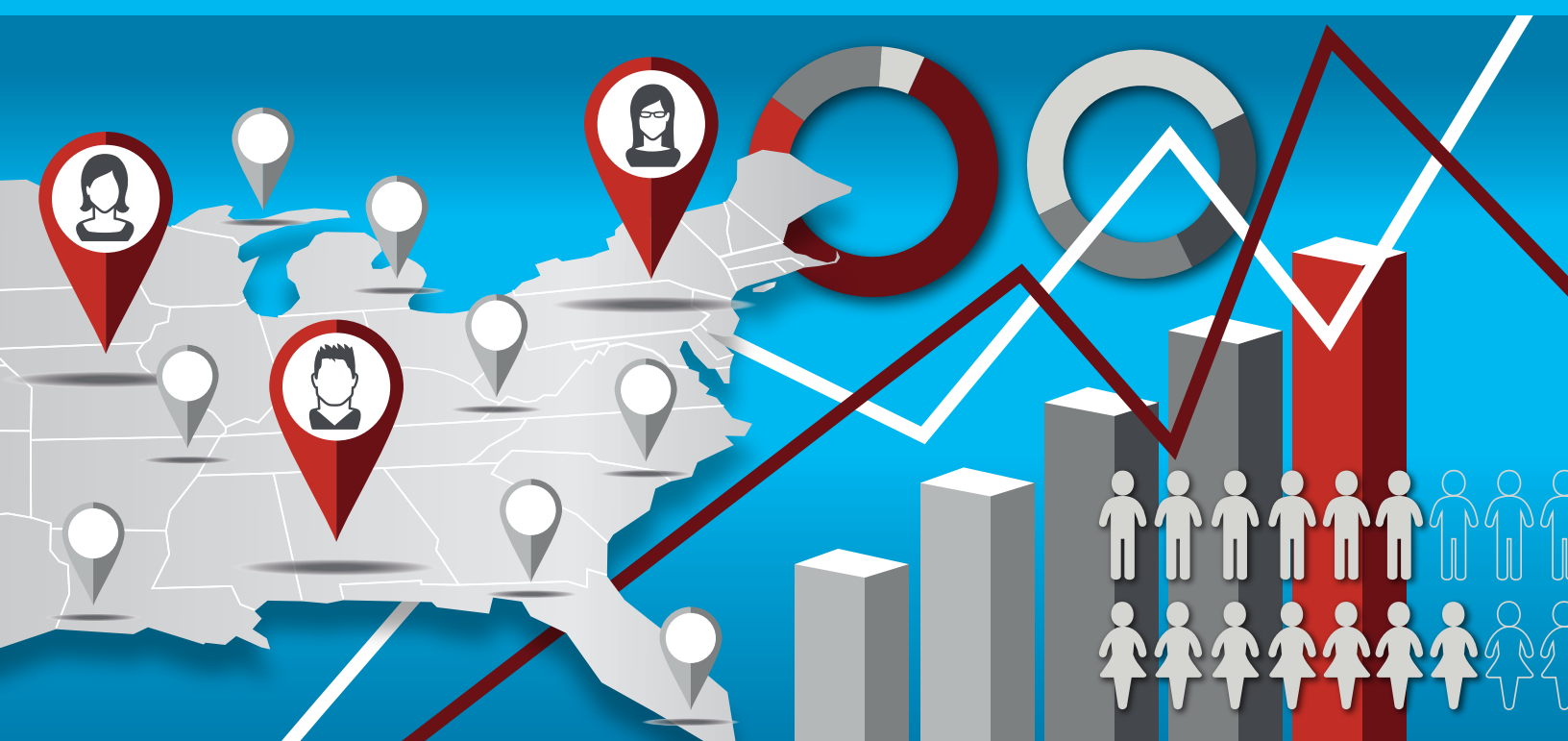
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about undergraduate applicant populations.

Because of the financial downturn, we are prioritizing an applicant's ability to pay in making admissions decisions.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
%5 Strongly agree	4	5	4	0	0	n/a	1	4
%4	5	2	7	0	11	n/a	3	10
%3	9	10	9	5	0	n/a	10	9
%2	17	12	20	12	15	n/a	23	20
%1 Strongly disagree	64	71	59	83	74	n/a	63	58

n/a: Not reported due to small sample sizes.

Let the Analytics & Intelligence WORK FOR YOU



DATA LAB™

Unparalleled ANALYTICS & REPORTING for Strategic, Data Driven Enrollment Offices

The NRCCUA Data Lab is a transformative resource that provides new insight into the enrollment funnel and target audiences of today's post-secondary education systems. The Data Lab was developed exclusively for college admissions professionals with the mission to provide an in-depth intelligence that helps achieve enrollment goals and objectives year after year.

The Data Lab will help you discover trends and patterns in your student recruitment efforts that will allow you to focus on maximizing your budget dollars and marketing efforts.

STUDENT ENROLLMENT GOALS

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Thinking back, please indicate how concerned you were about meeting your institution's new student enrollment goals this year, that is, for the 2016-17 academic year:								
% Very concerned	54	57	53	25	43	73	45	54
% Moderately concerned	30	29	29	49	40	22	33	34
% Not too concerned	12	11	13	19	11	3	14	10
% Not concerned at all	5	3	6	7	6	2	7	2
Did your institution meet its new student enrollment goals this year prior to May 1, 2016?								
% Yes	37	29	41	62	41	9	44	30
% No	63	71	59	38	59	91	56	70

PATHWAYS PROGRAMS

As you may know, pathways programs — often run by an outside provider or a separate office within an institution — are a combination of academic coursework and English language coursework designed to prepare international students for degree programs in the United States.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Does your institution currently have a pathways program?								
% Yes	32	52	15	54	60	49	18	16
% No	68	48	85	46	40	51	82	84
Is your pathways program a key part of your applicant recruitment strategy?*								
% Yes	55	61	57	n/a	n/a	n/a	n/a	n/a
% No	45	39	43	n/a	n/a	n/a	n/a	n/a
Are you considering implementing a pathways program at your institution?**								
% Yes	27	32	22	n/a	n/a	n/a	29	17
% No	73	68	78	n/a	n/a	n/a	71	83

* Asked only of respondents who indicated their institution has a pathways program (n=98).

** Asked only of respondents who indicated their institution does not have a pathways program (n=167).

n/a: Not reported due to small sample sizes.

STUDENT DEBT

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Do you think that your institution is losing potential applicants due to concerns about accumulating student loan debt?								
% Yes	72	51	87	66	69	45	85	88
% No	28	49	13	34	31	55	15	12
In your opinion, what is a reasonable amount of loan debt from all sources for an undergraduate student to accumulate over a four-year period?								
% No amount of loan debt is reasonable	2	2	0	0	0	4	1	0
% Under \$5,000	3	5	2	0	8	3	0	0
% \$5,000 to less than \$10,000	10	21	3	9	12	29	2	4
% \$10,000 to less than \$20,000	23	37	15	18	47	40	20	16
% \$20,000 to less than \$30,000	39	27	45	52	24	21	38	56
% \$30,000 to less than \$40,000	16	7	21	19	9	4	25	12
% \$40,000 to less than \$50,000	6	0	10	2	0	0	12	10
% \$50,000 or more	2	0	4	0	0	0	1	2



Next-Generation Scheduling

...for your Next-Generation Students

In today's competitive higher education landscape, it's more important than ever to deliver a seamless experience throughout the admissions process.

Provide the best first impression by allowing prospective students to schedule interviews and tours at the click of a button.

COMMUNITY COLLEGES

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 four-year colleges or universities?*	
% Increase	28
% Decrease	21
% No change	50

* Asked only of respondents at two-year institutions.

What percent increase in the number of “traditional” students has your institution seen in the last year?**	
Less than 5% increase	n/a
5% to less than 15% increase	n/a
15% to less than 25% increase	n/a
25% or greater increase	n/a

** Asked only of respondents at two-year institutions who indicated their institution has seen an increase in the number of “traditional” students who in the past might have enrolled at four-year institutions (n=10).

n/a: Not reported due to small sample sizes.

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 health care or information technology?*	
% A great deal	14
% Some	54
% Only a little	33
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?*	
% A great deal	10
% Some	46
% Only a little	44

* Asked only of respondents at two-year institutions.

COMMUNITY COLLEGES (cont.)

Are there any programs at your institution, such as nursing or automotive technology, for which admissions is highly competitive?*	
% Yes	99
% No	1
For students who meet basic requirements for admission into highly competitive programs at your institution, what percent of applicants do you admit?**	
Less than 25%	29
25 to less than 50%	36
50% or more	35

*Asked only of respondents at two-year institutions.

**Asked only of respondents at two-year institutions who say they have highly competitive admissions for certain programs (n=34).

Has the recent discussion about offering free community college generated increased interest in your area in attending community college?*	
% Yes	39
% No	61

* Asked only of respondents at two-year institutions.

Do you believe there are potential students in your area who could benefit from community college who do not enroll because of lack of funds?*	
% Yes	88
% No	12

* Asked only of respondents at two-year institutions.

COMMUNITY COLLEGES (cont.)

Has your institution suffered enrollment declines in the past two years?*	
% Yes	88
% No	12
Is your institution spending more on recruitment and marketing efforts than it was spending two years ago?**	
% Yes	49
% No	51

*Asked only of respondents at two-year institutions.

**Asked only of respondents at two-year institutions that have experienced enrollment declines (n=37).



THE WHOLE WORLD IN THEIR HANDS

CASE #12 | RARE DISEASES

**“BEING PART OF A
CULTURE DEDICATED TO
TREATING RARE DISEASES
AND IMPROVING LIVES OF
PATIENTS AROUND THE
WORLD ... THAT WAS THE
MOST REWARDING PART.”**

—ANNIE XAYACHACK '17
*Co-op in upstream purification
manufacturing at Genzyme,
a Sanofi company*



Life is the only test.

That's why UMass Lowell creates so many opportunities for students to prepare themselves beyond the classroom, where reality puts a new lens on lectures, and where learning can't help but become personal.



Learning with Purpose

UML.EDU/HANDS-ON

AFFIRMATIVE ACTION

The U.S. Supreme Court in June upheld the right of colleges and universities to consider race and ethnicity in admissions decisions. The decision, however, stressed that colleges must formally consider non-racial strategies to promote diversity, and should track the need for consideration of race so that it is not used more than, or longer than, necessary.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Do you think the Supreme Court's decision will or will not preserve current admissions practices regarding race and ethnicity for the foreseeable future?								
% Yes, will	73	73	75	83	71	n/a	82	68
% No, will not	27	27	25	17	29	n/a	18	32
Has your institution conducted studies, along the lines of what the Supreme Court has called for in its decision, to track the need to consider race and ethnicity in admissions?								
% Yes, has	13	13	14	24	7	n/a	18	12
% No, has not	87	87	86	76	93	n/a	82	88
Does your institution [plan to/plan to continue to] conduct studies to track the need to consider race and ethnicity in admissions in the future?								
% Yes, does	24	24	25	31	n/a	n/a	21	32
% No, does not	76	76	75	69	n/a	n/a	79	68
Does your institution plan to change the way it analyzes its admissions policies in light of the Supreme Court decision?								
% Yes, plans to	4	5	4	14	4	n/a	3	5
% No, does not	96	95	96	86	96	n/a	97	95
How much of a factor is race and ethnicity in admissions decisions at your institution — a major factor, a minor factor or not a factor at all?								
% Major factor	6	3	7	3	2	4	6	8
% Minor factor	25	10	37	31	14	0	41	35
% Not a factor at all	69	87	56	66	84	96	53	57

n/a: Not reported due to small sample sizes.

AFFIRMATIVE ACTION (cont.)

As you may know, some Asian American groups have alleged that Asian American applicants are held to higher admission standards than all other students.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Based on what you know or have heard, do you believe that some colleges are holding Asian American applicants to higher standards?								
% Yes	42	39	42	n/a	n/a	n/a	55	37
% No	58	61	58	n/a	n/a	n/a	45	63
At your college, do Asian American applicants who are admitted generally have higher grades and test scores than other applicants?								
% Yes	31	41	30	n/a	n/a	n/a	35	37
% No	69	59	70	n/a	n/a	n/a	65	63

n/a: Not reported due to small sample sizes.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
In your opinion, should higher education institutions add a voluntary question on their admissions application about sexual orientation or gender identity?								
% Yes	42	33	48	51	40	27	47	43
% No	58	67	52	49	60	73	53	57

APPLICANT DISCIPLINARY RECORDS

As you may know, some colleges are considering applicants' high school disciplinary records in the admissions process.								
All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Does your college seek information, either from applicants or their high schools, on whether applicants have a disciplinary or legal record?								
% Yes	68	43	87	74	60	32	92	85
% No	32	57	13	26	40	68	8	15
Is your college re-considering whether such information is an appropriate criterion?*								
% Yes	25	26	24	27	n/a	n/a	26	29
% No	75	74	76	73	n/a	n/a	74	71
Are admissions officers at your institution provided with special training on how to evaluate disciplinary or legal information?*								
% Yes	48	49	48	63	n/a	n/a	47	44
% No	52	51	52	37	n/a	n/a	53	56

* Asked of those whose colleges seek applicants' disciplinary records (n=220).

n/a: Not reported due to small sample sizes.

APPLICANT DISCIPLINARY RECORDS (cont.)

As you may know, some colleges are considering applicants' high school disciplinary records in the admissions process.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
What, if anything, do you think institutions should ask about recent disciplinary or legal infractions?								
% Institutions should not ask any questions about applicants' disciplinary or legal infractions.	10	23	2	12	13	26	6	2
% Institutions should significantly limit the scope of disciplinary or legal infractions that they ask applicants about [for example: only recent incidents or violent incidents].	47	45	49	46	38	47	50	47
% Institutions should ask all applicants to report all disciplinary or legal infractions.	43	33	49	42	49	27	45	52

OUT-OF-STATE ADMISSIONS

As you may know, in recent years some public institutions have significantly increased their admission of out-of-state students, including international students.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
In recent years, has your college sought more out-of-state students?								
% Yes	66	57	73	96	72	44	76	81
% No	34	43	27	4	28	56	24	19
Have your college's efforts to seek more out-of-state students been successful?*								
% Yes	85	81	86	90	75	n/a	80	90
% No	15	19	14	10	25	n/a	20	10
Is your college facing political or public scrutiny over admitting more out-of-state students?*								
% Yes	7	17	0	27	9	n/a	0	0
% No	93	83	100	73	91	n/a	100	100

* Asked only of respondents whose institutions have sought more out-of-state students (n=205).

n/a: Not reported due to small sample size.

OUT-OF-STATE ADMISSIONS (cont.)

Please indicate your level of agreement with the following statements.								
All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Out-of-state students are essential to my college for their tuition revenue.								
%5 Strongly agree	31	17	43	48	35	4	35	48
%4	24	27	21	34	28	27	27	15
%3	18	21	14	11	19	25	15	17
%2	7	11	5	4	11	12	6	6
%1 Strongly disagree	20	24	17	4	6	33	16	14
If state legislatures provided more funds, my institution would be likely to decrease out-of-state admissions.								
%5 Strongly agree	8	11	6	4	14	n/a	6	6
%4	9	11	7	20	10	n/a	9	8
%3	18	28	8	22	22	n/a	7	11
%2	27	26	25	17	37	n/a	37	21
%1 Strongly disagree	38	24	54	38	16	n/a	42	54

n/a: Not reported due to small sample size.

IMAGE OF HIGHER EDUCATION

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about higher education.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Higher education needs to do a better job of explaining the value of earning college degrees.								
%5 Strongly agree	56	45	62	40	35	51	61	56
%4	31	36	28	34	46	35	33	34
%3	12	17	9	18	13	14	2	9
%2	1	2	1	7	2	0	3	1
%1 Strongly disagree	0	1	0	0	3	0	0	0
Public discussion of student debt has discouraged students from considering higher education generally.								
%5 Strongly agree	18	15	20	5	4	21	27	15
%4	36	33	38	37	44	30	32	42
%3	31	37	28	35	41	34	26	24
%2	12	13	11	20	10	12	11	15
%1 Strongly disagree	3	2	4	2	0	2	4	5
Public discussion of student debt has discouraged students from considering my college.								
%5 Strongly agree	19	5	29	8	2	5	31	30
%4	28	19	36	26	21	17	34	39
%3	25	28	23	37	42	22	20	16
%2	18	27	10	17	27	31	10	13
%1 Strongly disagree	11	21	3	12	8	24	5	3

IMAGE OF HIGHER EDUCATION (cont.)

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about higher education.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Media reports of college graduates who are unemployed or under-employed have discouraged students from considering higher education.								
%5 Strongly agree	20	14	23	10	12	16	26	17
%4	36	35	36	33	38	37	31	46
%3	31	36	30	37	41	32	29	24
%2	9	12	8	19	8	12	10	10
%1 Strongly disagree	3	3	3	2	2	3	4	4
Prospective students understand the value of a liberal arts education.								
%5 Strongly agree	3	2	5	0	2	2	2	5
%4	9	8	10	9	8	8	9	14
%3	31	32	31	21	34	29	34	30
%2	43	46	40	58	42	48	37	43
%1 Strongly disagree	13	12	13	11	13	13	17	9
Parents of prospective students understand the value of a liberal arts education.								
%5 Strongly agree	3	4	2	2	9	4	0	4
%4	12	10	14	9	6	11	11	18
%3	37	36	37	39	44	28	36	38
%2	37	39	36	39	20	48	43	30
%1 Strongly disagree	12	11	11	11	22	8	11	9

THE NEW SAT

In 2016, the College Board started to offer a new version of the SAT. 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 about standardized tests.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
The new SAT version represents a significant improvement over the old version.								
%5 Strongly agree	2	1	2	5	0	n/a	5	1
%4	12	10	13	15	10	n/a	15	13
%3	65	73	59	51	66	n/a	53	62
%2	13	11	15	19	9	n/a	17	16
%1 Strongly disagree	9	5	11	9	15	n/a	11	8
I expect more colleges to go test-optional in the years ahead.								
%5 Strongly agree	26	16	30	4	18	N/A	30	32
%4	47	53	43	67	51	N/A	53	35
%3	22	23	22	10	20	n/a	17	25
%2	4	7	3	17	6	n/a	0	3
%1 Strongly disagree	2	1	3	2	4	n/a	0	4
I consider the writing test on the SAT to be a good measure of student writing ability.								
%5 Strongly agree	2	4	1	N/A	N/A	N/A	2	0
%4	18	19	16	N/A	N/A	N/A	15	14
%3	44	50	42	n/a	n/a	n/a	35	43
%2	22	19	25	n/a	n/a	n/a	28	26
%1 Strongly disagree	15	8	16	n/a	n/a	n/a	19	16

THE NEW SAT (cont.)

In 2016, the College Board started to offer a new version of the SAT. 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 about standardized tests.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
With more colleges having gone test-optional, test scores on the SAT and ACT remain a viable way for colleges to identify potential students.								
%5 Strongly agree	18	21	17	28	18	20	15	15
%4	42	35	46	39	27	36	52	46
%3	30	34	27	30	43	34	24	28
%2	6	7	6	4	10	5	5	8
%1 Strongly disagree	5	3	4	0	3	4	4	3

n/a: Not reported due to small sample size.

HILLARY CLINTON'S HIGHER EDUCATION PLAN

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Do you strongly favor, favor, neither favor nor oppose, oppose, or strongly oppose Hillary Clinton's proposal to make public higher education tuition-free for those with family incomes of up to \$125,000?								
% Strongly favor	13	20	8	8	12	25	5	6
% Favor	15	18	14	17	14	16	15	13
% Neither favor nor oppose	20	26	13	35	15	29	14	14
% Oppose	23	22	24	21	35	20	30	18
% Strongly oppose	29	14	41	19	25	10	36	49
If enacted, do you think Hillary Clinton's plan would:								
% Help my institution	20	46	4	39	n/a	n/a	2	4
% Not make much difference	24	28	20	23	n/a	n/a	19	15
% Hurt my institution	56	26	76	38	n/a	n/a	80	81
Do you believe Hillary Clinton's education plan, or a significant portion of it, could be enacted in the first two years of a Clinton administration?								
% Yes, could be enacted in first two years	17	27	12	7	14	n/a	8	11
% No, could not	83	73	88	93	86	n/a	92	89

n/a: Not reported due to small sample size.

COLLEGE APPLICATION PROCESS

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about the college application process.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Applicants and their families find the process for applying to college easy to understand.								
%5 Strongly agree	4	5	4	0	0	8	0	1
%4	15	15	16	24	24	10	22	18
%3	39	27	48	31	31	21	41	45
%2	36	46	30	37	40	51	31	34
%1 Strongly disagree	6	8	3	8	5	10	5	2

A year ago, the Coalition for Access and Affordability — a group that includes dozens of leading public and Private Nonprofit colleges and universities — announced that it would offer a new college application, and a “digital locker” in which students could store materials throughout their high school educations to share with admissions officers. Please indicate your level of agreement with the following items.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
Higher education needs the Common Application to have more competition.								
%5 Strongly agree	14	11	17	13	4	n/a	20	18
%4	15	18	13	24	10	n/a	13	11
%3	22	19	25	22	41	n/a	25	27
%2	27	31	24	31	22	n/a	18	29
%1 Strongly disagree	22	21	21	10	24	n/a	23	14

COLLEGE APPLICATION PROCESS (cont.)

A year ago, the Coalition for Access and Affordability — a group that includes dozens of leading public and Private Nonprofit colleges and universities — announced that it would offer a new college application, and a “digital locker” in which students could store materials throughout their high school educations to share with admissions officers. Please indicate your level of agreement with the following items.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
The “digital locker” — as it has been publicly described — is a good way to prepare for college and the admissions process.								
%5 Strongly agree	6	10	4	12	0	n/a	6	2
%4	17	21	16	22	20	n/a	17	14
%3	38	38	40	23	39	n/a	27	49
%2	19	15	23	20	31	n/a	29	16
%1 Strongly disagree	19	17	18	23	10	n/a	20	19
The coalition has done a good job of explaining its application and application process to colleges and universities and their applicants.								
%5 Strongly agree	2	1	2	6	0	n/a	5	1
%4	6	13	2	12	5	n/a	3	2
%3	24	22	26	14	32	n/a	11	34
%2	28	35	27	36	58	n/a	27	27
%1 Strongly disagree	40	29	43	33	4	n/a	55	35
The coalition application is more likely than existing applications to increase submissions from disadvantaged and minority applicants.								
%5 Strongly agree	3	6	2	5	n/a	n/a	4	0
%4	12	20	8	21	n/a	n/a	10	8
%3	27	32	26	22	n/a	n/a	15	34
%2	25	19	30	29	n/a	n/a	35	25
%1 Strongly disagree	32	24	34	23	n/a	n/a	35	32

COLLEGE APPLICATION PROCESS (cont.)

A year ago, the Coalition for Access and Affordability — a group that includes dozens of leading public and Private Nonprofit colleges and universities — announced that it would offer a new college application, and a “digital locker” in which students could store materials throughout their high school educations to share with admissions officers. Please indicate your level of agreement with the following items.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
The coalition application is likely to increase applicants' engagement with colleges.								
%5 Strongly agree	4	8	1	10	0	n/a	2	0
%4	16	26	8	21	16	n/a	14	6
%3	31	18	39	20	25	n/a	31	43
%2	33	35	33	31	47	n/a	37	25
%1 Strongly disagree	17	13	19	18	11	n/a	15	25

n/a: Not reported due to small sample size.

PRIOR PRIOR YEAR

Starting in 2016 for the 2017-18 academic year, the Free Application for Federal Student Aid will be available earlier, in October rather than January. As such, applicants will be able to use income information from two-year-old completed tax returns rather than sometimes incomplete information from the previous year. Proponents believe that this change, known as “Prior Prior Year,” will encourage more low-income students to apply to college and for financial aid.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
My college anticipates making admissions decisions earlier in the next admissions cycle because of prior prior year.								
%5 Strongly agree	15	15	15	4	20	n/a	14	14
%4	24	26	24	14	31	n/a	19	28
%3	18	19	17	23	11	n/a	14	13
%2	14	10	15	17	14	n/a	26	8
%1 Strongly disagree	29	30	29	42	24	n/a	26	37
My college anticipates making financial aid awards earlier in the next admissions cycle because of prior prior year.								
%5 Strongly agree	31	23	37	43	34	15	48	37
%4	35	41	31	27	36	46	29	37
%3	14	18	11	10	12	23	10	11
%2	13	12	15	14	11	13	9	10
%1 Strongly disagree	6	5	7	6	6	4	3	5
I expect more applications from economically disadvantaged students as a result of prior prior year.								
%5 Strongly agree	4	10	1	2	6	n/a	0	2
%4	14	15	14	2	15	n/a	9	13
%3	35	41	29	45	34	n/a	26	40
%2	30	26	34	41	24	n/a	40	29
%1 Strongly disagree	16	9	22	10	21	n/a	25	16

PRIOR PRIOR YEAR (cont.)

Starting in 2016 for the 2017-18 academic year, the Free Application for Federal Student Aid will be available earlier, in October rather than January. As such, applicants will be able to use income information from two-year-old completed tax returns rather than sometimes incomplete information from the previous year. Proponents believe that this change, known as “Prior Prior Year,” will encourage more low-income students to apply to college and for financial aid.

All Institutions by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's / Bacc.	Assoc.	Doctoral / Master's	Bacc.
I expect to change one or more key dates in our admissions process (anything from when applications are available to the final submission deadline) as a result of prior prior year.								
%5 Strongly agree	21	19	22	20	21	19	31	14
%4	22	25	20	31	28	21	16	29
%3	20	16	21	11	23	16	15	24
%2	20	18	22	15	10	21	19	20
%1 Strongly disagree	18	23	15	23	17	24	19	13

n/a: Not reported due to small sample size.

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	Overall %
Under 30	2
30 to 39	28
40 to 49	30
50 to 59	29
60 to 69	9
70 and older	1

What is your gender?	Overall %
Male	54
Female	46

How many years have you served as the chief admissions officer at this institution?	Overall %
Less than 6 months	3
6 months to less than 3 years	31
3 years to less than 5 years	21
5 years to less than 10 years	23
10 years or more	22

INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

How many years have you served as an admissions or enrollment management officer at any institution?	Overall %
Less than 6 months	1
6 months to less than 3 years	4
3 years to less than 5 years	5
5 years to less than 10 years	21
10 years or more	69

What proportion of the applicants for full-time undergraduate admissions do you typically admit to your college or university?	Overall %
Less than 20%	10
20% to less than 50%	17
50% or more	74

ABOUT INSIDE HIGHER ED

Founded in 2004, *Inside Higher Ed* is the online source for news, opinion and jobs for all of higher education. *Inside Higher Ed* provides what higher education professionals need to thrive in their jobs or to find better ones: breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns and a powerful suite of tools that keep academic professionals well-informed about issues and employment opportunities and that help colleges identify and hire talented personnel.

For more information, visit www.insidehighered.com.

ABOUT GALLUP

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world. Gallup works with leaders and organizations to achieve breakthroughs in customer engagement, employee engagement, organizational culture and identity, leadership development, talent-based assessments, entrepreneurship and well-being. Gallup's 2,000 professionals include noted scientists, renowned subject-matter experts and bestselling authors who work in a range of industries, including banking, finance, healthcare, consumer goods, automotive, real estate, hospitality, education, government and business-to-business (B2B).

For more information, visit www.gallup.com or www.gallup.com/services/170939/higher-education.aspx.