



Complexity in College Admission

The Barriers
Between Aspiration
and Enrollment for
Lower-Income Students

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Introduction

In September 2007, the College Board formed the Task Force on Admissions in the 21st Century in response to a request from the Guidance and Admission Assembly Council (GAA Council) to more closely examine the high school-to-college transition process. Each spring, at the conclusion of the college admission cycle, there is much discussion in the media and professional circles about the problems experienced by all involved in the transition.

Students and parents complained about the lack of transparency in the process, the confusing nature of the application process, how difficult it was to secure good information about college choice, and how the admission outcomes were unpredictable and sometimes appeared to defy logic. School counselors expressed similar concerns regarding process and outcomes, and they empathized with their students. Colleges and universities lamented the increased pressure to review a growing number of applications from students who appeared to be filing larger numbers of applications. The students also seemed to be driven to a higher level of self-promotion than was required in the application process, as a response to exert more control over what they (the students) perceived to be an increasingly complex, unpredictable and opaque process.

The GAA Council was concerned that these conditions were a potential threat to access to higher education for all students. For 18 months, the Task Force on Admissions in the 21st Century examined many factors and influences that make up the secondary-school-to-college transition. The topic of complexity came to the forefront throughout the discussions. The outcome of the task force was an overarching framework for the profession to approach solutions as a profession “at its best.” It held that the school-to-college transition should be seen as a learning opportunity, stating, “At its best, admission is about ‘fit’ between student and institution.” Anything that interfered with that process, including unnecessary complexity, was undesirable and a barrier to access.



The task force also set forth seven action commitments, including the need to create professional development materials that addressed 10 core areas of concern, among them “complexity in the admission and financial aid process.”

Complexity in College Admission

To better understand the complexity issue, a research design was developed to explore the basic elements of the actual college application process (as distinct from financial aid, which has been explored by a separate and simultaneous College Board quantitative research effort). The focus of the initial phase of the research was to measure student and parent perceptions of the complexity of the process and to segment the research group by geography, level of family experience with postsecondary education, race/ethnicity and income.

The results, published in the October 2010 report *Complexity in College Admission: Fact or Urban Myth*, showed that contrary to conventional wisdom, students and parents do not find the college application process overly complex. The major findings included:

- Overall, most respondents indicated that applying to college was a fairly simple, although moderately stressful, process for students, regardless of their income level, geographic location or first-generation status.
- When asked about specific aspects of the college application process, most students found them to be fairly clear to understand.

- Knowing how admission decisions were made was the most confusing aspect of the college application process for respondents.
- The primary stressor for students was different applications having different requirements.
- When specifically asked how the college application process could be simplified, respondents most frequently said that the process was already easy and self-explanatory.

In sum, while the process of applying to college was not viewed as being terribly complex, it generated an emotional response — stress that increased when facing aspects of the process that were not transparent.

The second phase of research takes a closer look at whether lower-income students and their parents find the college application process overly complex, what particular barriers prevented them from applying to college, and what factors had the biggest influence on their decision.

The results of the research published here, and the previous research, will be used to inform the profession — principally admission officers and school counselors — and help shape the responses to the needs of students and their parents with a clearer understanding of their experience with the school-to-college transition process. The findings provide a better understanding of why and how the admission process can be made less complex to remove potential barriers to access to higher education for lower-income students.

Background and Purpose

The College Board conducted this research to answer three primary questions:

- **Do lower-income students and their parents find the college application process overly complex?**
- **If so, what particular barriers get in the way of applying or enrolling? Lack of understanding? Lack of confidence? Other obstacles?**
- **What issues or people have the biggest influence on their decisions?**

The survey was performed in April 2011, after students typically have made their decisions about whether and where to apply to college. Telephone surveys were conducted with 604 lower-income high school students who took the SAT, 100 higher-income students who took the SAT and 100 lower-income parents of students who took the SAT. The margin of error is ± 3.4 percent at the 95 percent confidence level.

The College Board Advocacy & Policy Center retained Art & Science Group L.L.C. to conduct this research.



Executive Summary

1. Lower-income students have similar or higher aspirations than higher-income students to attend college and are confident about navigating the college admission process.

According to the research, lower-income students:

- Are much more likely than higher-income students (48 percent to 36 percent) to strongly agree that a college degree is needed “to be successful in life.”
- Understand their options after high school and are just as likely as their higher-income peers to rate a four-year college as their top postsecondary option and to believe that a “prestigious” four-year college is better than a “typical” one.
- Are more likely than their higher-income peers to strongly disagree that starting at a two-year college and transferring to a four-year college is just as good as attending a four-year college from the beginning.
- Have similar estimates to those of higher-income students about first-year college costs and are equally likely to understand that they include room and board in addition to tuition.
- Despite having similarly strong college aspirations, experience more substantial “melt” between aspiration and enrollment than their higher-income peers, according to previous studies. This suggests a topic for further exploration.

2. Although both lower- and higher-income students say they receive plenty of information from colleges, lower-income students are more likely to report being influenced by it.

According to the research, lower-income students:

- Like their higher-income peers, say they received print or email advertisements from four-year colleges (94 percent of lower-income students and 90 percent of higher-income students).
- Are 12 percentage points more likely to report using the information from print or email advertisements to apply to a school they had not previously considered.
- Are more likely than their higher-income peers to mention individual colleges’ websites (44 percent to 32 percent) and college search sites (42 percent to 24 percent) as “very influential” information sources.

3. Lower-income students especially value personal support from guidance counselors, teachers, college alumni and college representatives in deciding where to apply.

According to the research, lower-income students:

- Like higher-income students, say parents and college websites are their most influential sources of college information.
- Are more likely to single out high school guidance counselors (41 percent to 28 percent), teachers (35 percent to 14 percent) and other adults in the community (16 percent to 8 percent) as “very influential.”

- Value this “high-touch,” personal approach — especially those lower-income students with the lowest SAT scores.
- Say they would have been much more likely to apply to a four-year college or a more selective four-year college if they could have met successful college students like them (62 percent) or if a college representative had reached out to them personally (60 percent).

4. Not surprisingly, lower-income students are more likely to be concerned about costs than higher-income students.

According to the research, lower-income students:

- Are much more likely than their higher-income peers to take financial aid into account (77 percent to 52 percent) when looking at the cost of college.
- Are about three times less likely than higher-income students (6 percent to 17 percent) to say they “can afford almost any college without much hardship.”
- Are half as likely (23 percent to 46 percent) to say they “can afford most colleges if we stretch a bit.”

5. Lower-income students are likely to apply to fewer colleges than higher-income students.

According to the research, lower-income students:

- On average, apply to fewer colleges than higher-income students (mean of 3.4 to 3.9 applications).
- Apply to even fewer colleges if they are lower-income students whose SAT scores are in the middle and low ranges (mean of 3.2 applications).

6. Lower-income students and parents are in sync on many issues, but there are exceptions.

According to the research, parents of lower-income students:

- Are just as likely as lower-income students to consider financial aid integral to college enrollment and to welcome support from guidance counselors and extra tutoring.
- Are even more likely than lower-income students to value a college degree (87 percent to 76 percent) and to assume their children will attend college (98 percent to 93 percent).
- Are much more optimistic that their children could have gotten into more selective colleges (82 percent of lower-income parents to 66 percent of lower-income students), but are much less likely to have considered such colleges (74 percent of lower-income parents say they did not consider such colleges compared to 52 percent of lower-income students).
- Are much more likely than lower-income or higher-income students to say that they helped in the college admission process.
- Are less likely (32 percent) than lower-income students (53 percent) and higher-income students (38 percent) to say the application decision was “completely the child’s.”

Research Method

Populations

- Students who have taken the SAT, will not be in high school in summer or fall 2011, and were able to provide plans for the summer or next fall
- Parents of lower-income students who completed interviews
- By racial group (lower-income students only):¹
 - Caucasian: 302
 - African American: 100
 - Hispanic: 103
 - Asian: 99
- By SAT score (lower-income students only):
 - High (1100 or higher): 183
 - Middle (910–1090): 213
 - Low (900 or lower): 208
- By school plans (lower-income students only):
 - Four-year college: 440
 - Community college: 122
 - No college: 42

Number of Interviews

- 604 lower-income students (household income less than or equal to \$60,000)
- 100 higher-income students (household income greater than \$60,000)
- 100 lower-income parents (of completed student respondents)

Data Collection Dates

April 4–25, 2011

Data Collection Methodology

- Telephone
- List of students who recently took the SAT, supplied by the College Board

Questionnaire Design

- Art & Science Group developed the questionnaires in consultation with College Board representatives.

Data Analysis

- Descriptive statistics were compiled for closed-ended questions.
- Open-ended questions were coded and grouped for reporting.
- Comparisons were conducted to analyze differences in responses based on the following: whether respondent was a parent or student; number of schools to which student applied; student's GPA; parental income; and SAT score.
- Comparisons also were conducted to analyze differences based on whether or not the student reported planning to attend college in the fall and the type of college he or she planned to attend: two-year, four-year or no college.
- All responses were weighted by race and income to reflect actual representation in the sample.

1. Data are provided by racial group, SAT score and student plans only for lower-income students in this report because of the small sample size of higher-income students.

Summary of Findings

1 Lower-income students have similar or higher aspirations than higher-income students to attend college and are confident about navigating the college admission process.

Findings

Lower-income students:

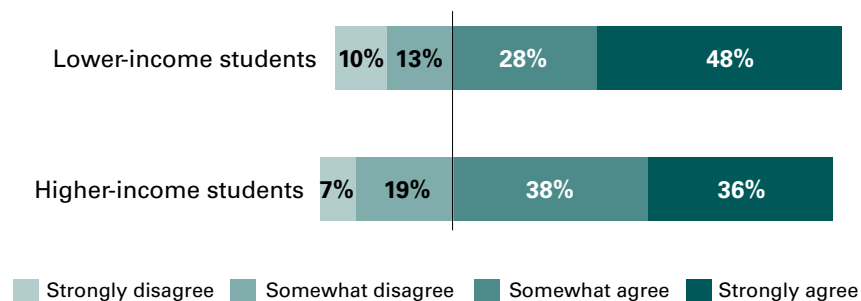
- Are much more likely than higher-income students (48 percent to 36 percent) to strongly agree that a college degree is needed “to be successful in life.”
- Understand their options after high school and are just as likely as their higher-income peers to rate a four-year college as their top postsecondary option and to believe that a “prestigious” four-year college is better than a “typical” one.
- Are more likely than their higher-income peers to strongly disagree that starting at a two-year college and transferring to a four-year college is just as good as attending a four-year college from the beginning.
- Have similar estimates to those of higher-income students about first-year college costs and are equally likely to understand that they include room and board in addition to tuition.
- Despite having similarly strong college aspirations, experience more substantial “melt” between aspiration and enrollment than their higher-income peers, according to previous studies. This suggests a topic for further exploration.

Recommendations

High schools and colleges should offer consistent support and follow-up to lower-income students to help ensure that college aspirations actually lead to college enrollment.² For example:

- High-school-sponsored college information days/nights, including the involvement of parents;
- College outreach and recruitment visits to underserved secondary schools;
- Well-developed college and university informational websites;
- Encouragement of early college options, including community college; and
- Participation of schools and colleges in national programs such as the CollegeKeys Compact™.

Students agree that “You need a college degree to be successful in life.”



2. C.E. Rouse, “Low-Income Students and College Attendance: An Exploration of Income Expectations,” *Social Science Quarterly* 85, no. 5 (2004); B. Castleman and L. Page, “Stemming the Tide of Summer Melt: An Experimental Study of the Effects of Post-High-School Summer Intervention on Low-income Students’ College Enrollment” (Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 2011, and ongoing research at Harvard University).

Mean ratings of options after graduating high school

Going to a prestigious four-year college that is hard to get into



Going to a typical four-year college that is not hard to get into



Going to a community college



Working full-time

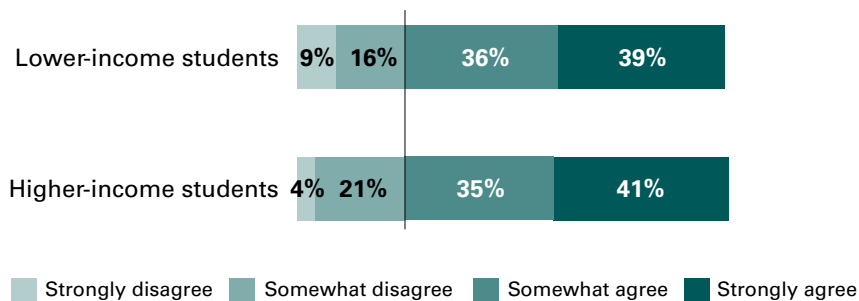


Joining the military



■ Lower-income students ■ Higher-income students

Students agree that “It doesn’t matter whether you go to a community college for two years and then finish at a four-year college or go to a four-year college the whole time.”

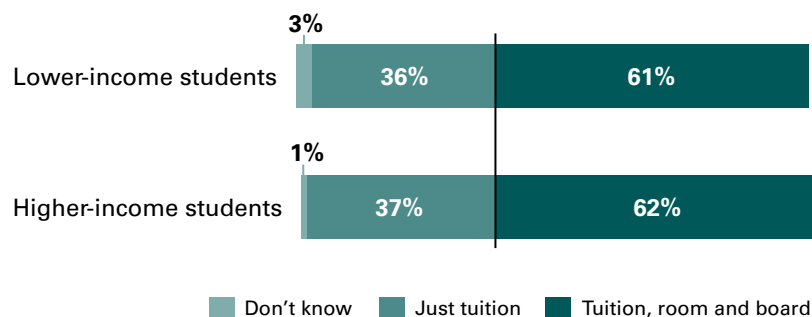


Mean cost of first-choice school

Lower-income students \$20,700

Higher-income students \$21,700

Does cost include tuition, room and board or just tuition?



College aspirations reported in study compared to enrollment patterns from previous studies

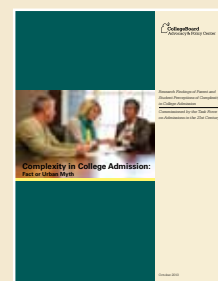
	Plans reported in current study		2009 SAT takers' actual behavior	
	Lower-income students	Higher-income students	Lower-income students	Higher-income students
Any college	93%	97%	75%	86%
Two-year	21%	15%	27%	20%
Four-year	72%	82%	48%	66%
No college	7%	3%	25%	14%

ADMISSION IS STRESSFUL, BUT NOT TOO COMPLEX

Our first report in this series, *Complexity in College Admission: Fact or Urban Myth* (October 2010), found that applying to college was a fairly straightforward process for students and parents. Major findings included:

- Overall, most respondents indicated that applying to college was a fairly simple, although moderately stressful, process for students, regardless of their income level, geographic location or first-generation status. There were, however, differences based on the type of school to which students applied (e.g., public or private, small or large), and the more colleges students applied to, the more stressful the experience was for them.
- When asked about specific aspects of the college application process, most students found them to be fairly clear to understand, most notably: knowing how to find and complete application forms; application deadlines; if they took the right high school classes for admission; what materials were required to apply; and if they submitted all required materials.
- Knowing how admission decisions were made was the most confusing aspect of the college application process for respondents.
- The primary stressor for students regarding the college application process was different applications' having different requirements. Other students said that being worried about deadlines and trying to balance applying to college with typical high school life were stressful to them.
- When specifically asked how the college application process could be simplified, respondents most frequently said that the process was already easy and self-explanatory.

Other key findings can be found at http://advocacy.collegeboard.org/sites/default/files/CB_Complexity_Report_2010_Web.pdf.



2

Although both lower- and higher-income students say they receive plenty of information from colleges, lower-income students are more likely to report being influenced by it.

Findings

Lower-income students:

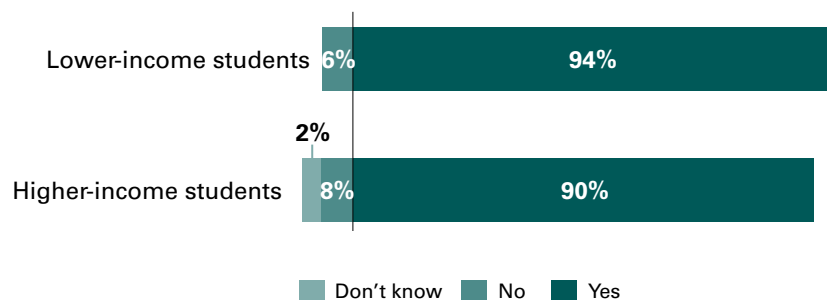
- Like their higher-income peers, say they received print or email advertisements from four-year colleges (94 percent of lower-income students and 90 percent of higher-income students).
- Are 12 percentage points more likely to report using the information from print or email advertisements to apply to a school they had not previously considered.
- Are more likely than their higher-income peers to mention individual colleges' websites (44 percent to 32 percent) and college search sites (42 percent to 24 percent) as "very influential" information sources.

Recommendations

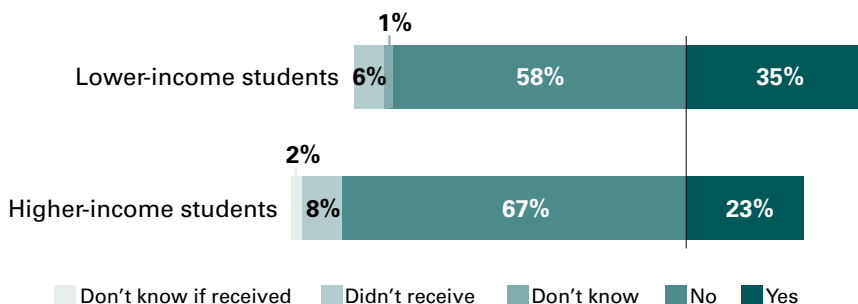
Colleges should create or repurpose informational resources that target lower-income students and their concerns. Secondary schools should point students to a wide variety of information sources in the college search and selection process. For example:

- Expansion of targeted and highly segmented outreach and recruitment messaging;
- Early outreach to students and their parents;
- Outreach materials that address the specific interests and concerns of lower-income students relating to affordability and the availability of financial aid; and
- Improved student access to well-developed noncommercial, secondary information sources, such as online college planning sites.

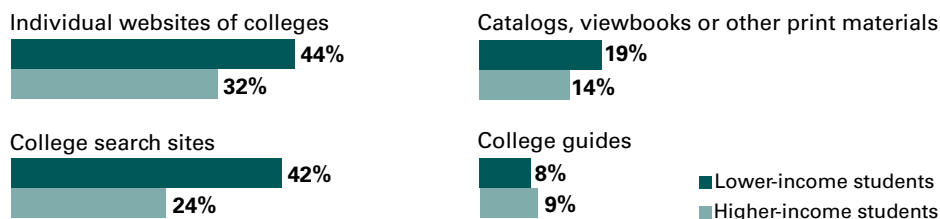
Received printed or emailed advertisements from four-year colleges



Print or email advertisements caused students to apply to schools they might not have considered before

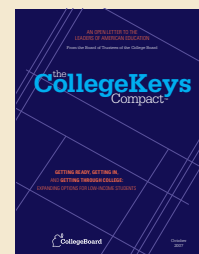


Resources that are “very influential” sources of information about where to apply



GETTING READY, GETTING IN AND GETTING THROUGH

Launched in October 2007, the College Board's **CollegeKeys Compact™** is a national call to action to school districts, colleges and universities, state education agencies, and nonprofit organizations to identify, share and intensify programs and practices that address the needs and challenges of students from low-income backgrounds and help them get ready for, get into and get through college. To date, more than 660 institutions have joined the Compact. To meet the goals of the Compact, members will:



Getting Ready

1. Foster college expectations for all students from low-income backgrounds (from early childhood through grade 12) by working in partnership with educators, policymakers, and community and business leaders.
2. Provide all students from low-income backgrounds the academically rigorous preparation needed to succeed in college.
3. Organize advocacy campaigns at national, state, regional and local levels to promote investment in preparing all students from low-income backgrounds for college success.

Getting In

1. Help students and their families fully understand and successfully navigate the college admission and financial aid processes.
2. Use a broad range of qualitative information to complement traditional measures of college readiness in recruitment as well as in the admission process.
3. Implement student aid policies to narrow the gap in enrollment and graduation rates between students from low-income and affluent backgrounds.
4. Affirm the value of education for students who begin work toward a four-year degree by attending a two-year institution.

Getting Through

1. Create environments that stimulate learning, along with a sense of community and connectedness among students, faculty and staff, to improve academic performance and personal development.
2. Implement policies and practices that provide appropriate financial support so students from low-income backgrounds can focus on their academic course work and participate fully in the collegiate experience.
3. Ensure that articulation agreements are clear and coordinated.

3

Lower-income students especially value personal support from guidance counselors, teachers, college alumni and college representatives in deciding where to apply.

Findings

Lower-income students:

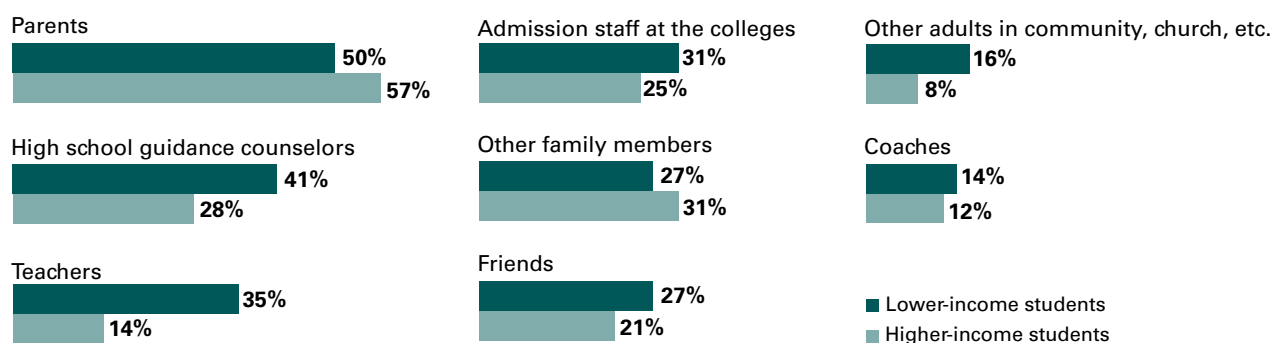
- Like higher-income students, say parents and college websites are their most influential sources of college information.
- Are more likely to single out high school guidance counselors (41 percent to 28 percent), teachers (35 percent to 14 percent) and other adults in the community (16 percent to 8 percent) as “very influential.”
- Value this “high-touch,” personal approach — especially those lower-income students with the lowest SAT scores.
- Say they would have been much more likely to apply to a four-year college or a more selective four-year college if they could have met successful college students like them (62 percent) or if a college representative had reached out to them personally (60 percent).

Recommendations

Secondary schools should expand support for school counselors and programs that educate lower-income students about the requirements for college success. Colleges and universities should develop a multifaceted approach for personalizing their messages to students. For example:

- School district endorsement of programs such as the National Office for School Counselor Advocacy’s *Eight Components of College and Career Readiness Counseling*;
- Profiles of successful lower-income students and graduates in college outreach materials;
- On-campus programs to address the specific interests and needs of lower-income and first-generation students;
- Information targeted to parents; and
- Peer counseling support to help lower-income applicants find an appropriate college “match.”

People who are “very influential” sources of information about where to apply



ADVISING COUNTS

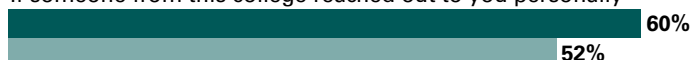
Other research confirms the effectiveness of personal contact. The National College Advising Corps places trained, recent college graduates in high schools to counsel low-income and first-generation students as they navigate the college process. Schools served by this program saw an 8 to 12 percentage point increase in college-going rates compared to a control group of similar schools in the area (www.advisingcorps.org/success-results).

“Much more” likely to apply to a four-year college or a more selective four-year college

If you could meet more students like you who were successful at this college



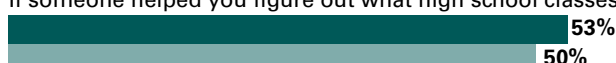
If someone from this college reached out to you personally



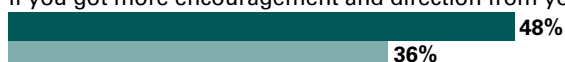
If someone helped you understand the actual cost of college and your options for paying it



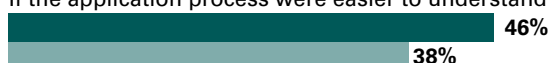
If someone helped you figure out what high school classes to take so you'll be ready for college



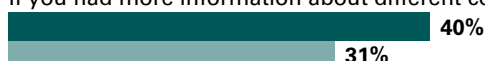
If you got more encouragement and direction from your guidance counselor or teachers



If the application process were easier to understand



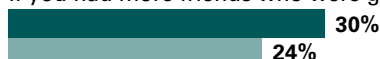
If you had more information about different colleges



If your high school offered tutoring and other individualized academic help



If you had more friends who were going to college



■ Lower-income students ■ Higher-income students

OWN THE TURF

The College Board's **National Office for School Counselor Advocacy** is working to promote the value of school counselors as leaders in school reform, student achievement and college readiness. Efforts include:

- A national advocacy campaign to galvanize and mobilize school counselors to “own the turf” of college and career readiness counseling and to take the lead in establishing a college-going culture in their schools, districts and communities;
- Ongoing professional development workshops and activities, presentations, and advocacy throughout the United States;
- An initiative to help urban school districts plan their counseling programs effectively, use data to drive decision making and set metrics for determining success;
- A toolkit to help principals and school counselors develop more effective working relationships;
- Research on what constitutes a college-going culture, including examples of exemplary practices; and
- A national survey of school counselors to explore their perspectives about their roles, responsibilities, professional relationships, current practices and priorities for the future.

(<http://collegeboard.org/nosca> and <http://advocacy.collegeboard.org/sign-up-join-own-turf-campaign-school-counselors>)



4

Not surprisingly, lower-income students are more likely to be concerned about costs than higher-income students.

Findings

Lower-income students:

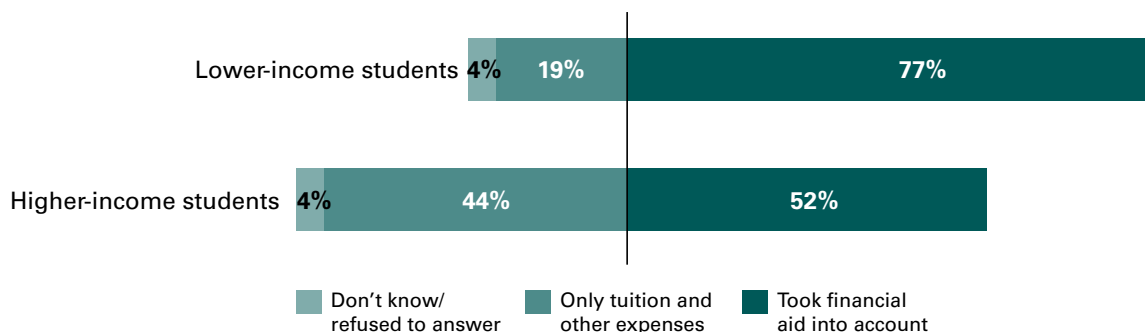
- Are much more likely than their higher-income peers to take financial aid into account (77 percent to 52 percent) when looking at the cost of college.
- Are about three times less likely than higher-income students (6 percent to 17 percent) to say they “can afford almost any college without much hardship.”
- Are half as likely (23 percent to 46 percent) to say they “can afford most colleges if they stretch a bit.”

Recommendations

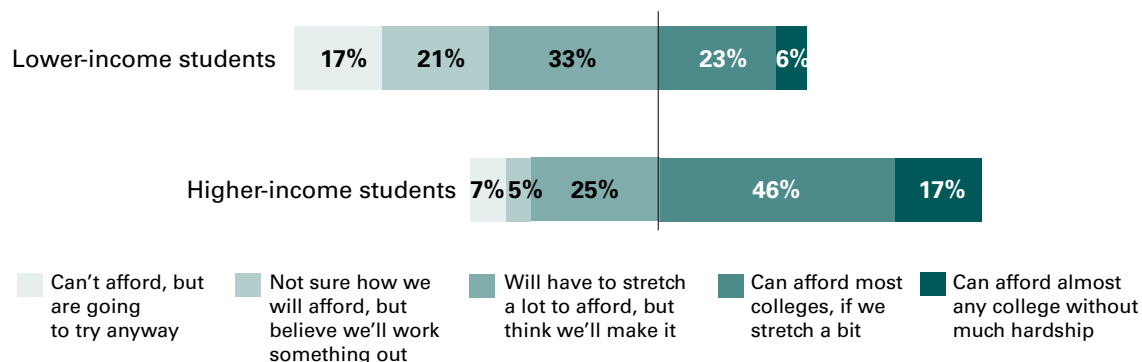
As more lower-income and minority students apply to college, higher education institutions need to create financial aid and assistance policies that will open access to all students. For example:

- Tools to help families understand the cost of education early in the process;
- Support for sustaining the Pell Grant program;
- A simpler financial aid application process, especially for the federal application; and
- Continued efforts to provide clear and concise information about college costs and the availability of financial aid, including plans that reduce loan burdens for lower-income students.

When looking at what you would have to pay for college, did you consider only tuition and expenses, or did you take financial aid into account?



Paying for college



5 Lower-income students are likely to apply to fewer colleges than higher-income students.

Findings

Lower-income students:

- On average, apply to fewer colleges than higher-income students (mean of 3.4 to 3.9 applications).
- Apply to even fewer colleges if they are lower-income students whose SAT scores are in the middle and low ranges (mean of 3.2 applications).

Recommendations

In addition to helping lower-income students find colleges that are a good fit, both secondary schools and colleges should encourage these students to apply to slightly more colleges. For example:

- Appropriate use of common applications as an effective tool to broaden a student's set of postsecondary choices; and
- Endorsement of and support for national initiatives such as National College Application Week.

Mean number of schools applied to

Lower-income students



Higher-income students



Mean number of schools lower-income students applied to — by SAT scores

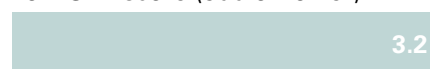
High SAT score (1100 or higher)



Middle SAT score (910–1090)



Low SAT score (900 or lower)



MORE THAN ONE APPLICATION = HIGHER ENROLLMENT

Research by the College Board Advocacy & Policy Center shows that increasing the number of applications a student submits significantly increases the probability of college enrollment. Students who apply to two colleges are 40 percent more likely to enroll than those who apply to only one. Increasing from two to three applications boosts the probability of enrolling by 10 percent. This effect diminishes beyond three applications and is strongest for lower-income students (<http://admissions21.collegeboard.org>).

6

Lower-income students and parents are in sync on many issues, but there are exceptions.

Findings

Parents of lower-income students:

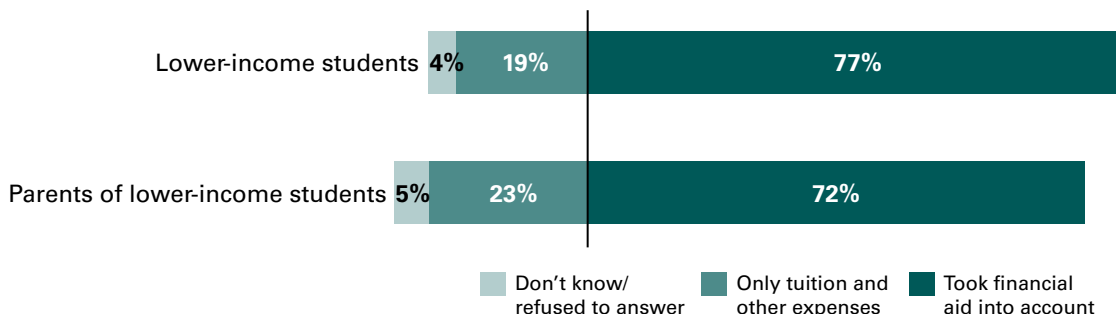
- Are just as likely as lower-income students to consider financial aid integral to college enrollment and to welcome support from guidance counselors and extra tutoring.
- Are even more likely than lower-income students to value a college degree (87 percent to 76 percent) and to assume their children will attend college (98 percent to 93 percent).
- Are much more optimistic that their children could have gotten into more selective colleges (82 percent of lower-income parents to 66 percent of lower-income students), but are much less likely to have considered such colleges (74 percent of lower-income parents say they did not consider such colleges compared to 52 percent of lower-income students).
- Are much more likely than lower-income or higher-income students to say that they helped in the college admission process.
- Are less likely (32 percent) than lower-income students (53 percent) and higher-income students (38 percent) to say the application decision was “completely the child’s.”

Recommendations

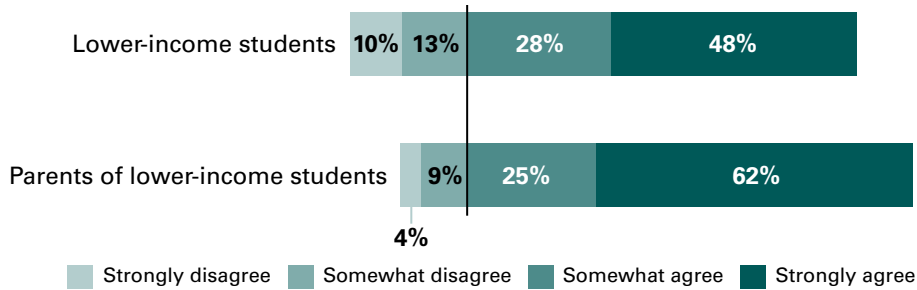
Like parents in all income groups, lower-income parents influence their children’s college choices to varying degrees. However, lower-income parents have some special needs that secondary schools and colleges should address. For example:

- Early availability of information about the financial aid and college admission processes through outreach events, campus visits, information sessions and the like;
- Support for school counselors to provide assistance to lower-income parents; and
- Targeted outreach and campus programs that address the special needs and concerns of lower-income parents.

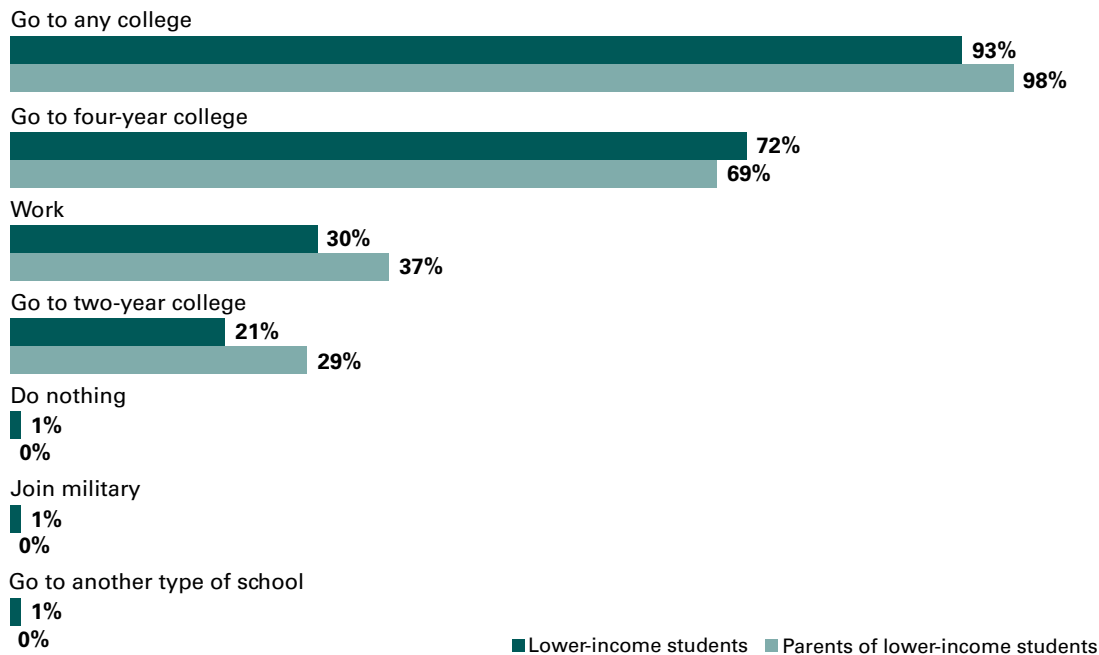
When looking at what you would have to pay for college, did you consider only tuition and expenses, or did you take financial aid into account?



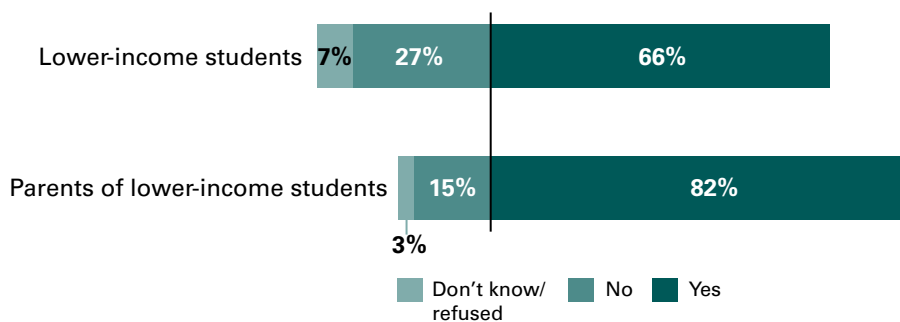
Parents and students agree that “You need a college degree to be successful in life.”



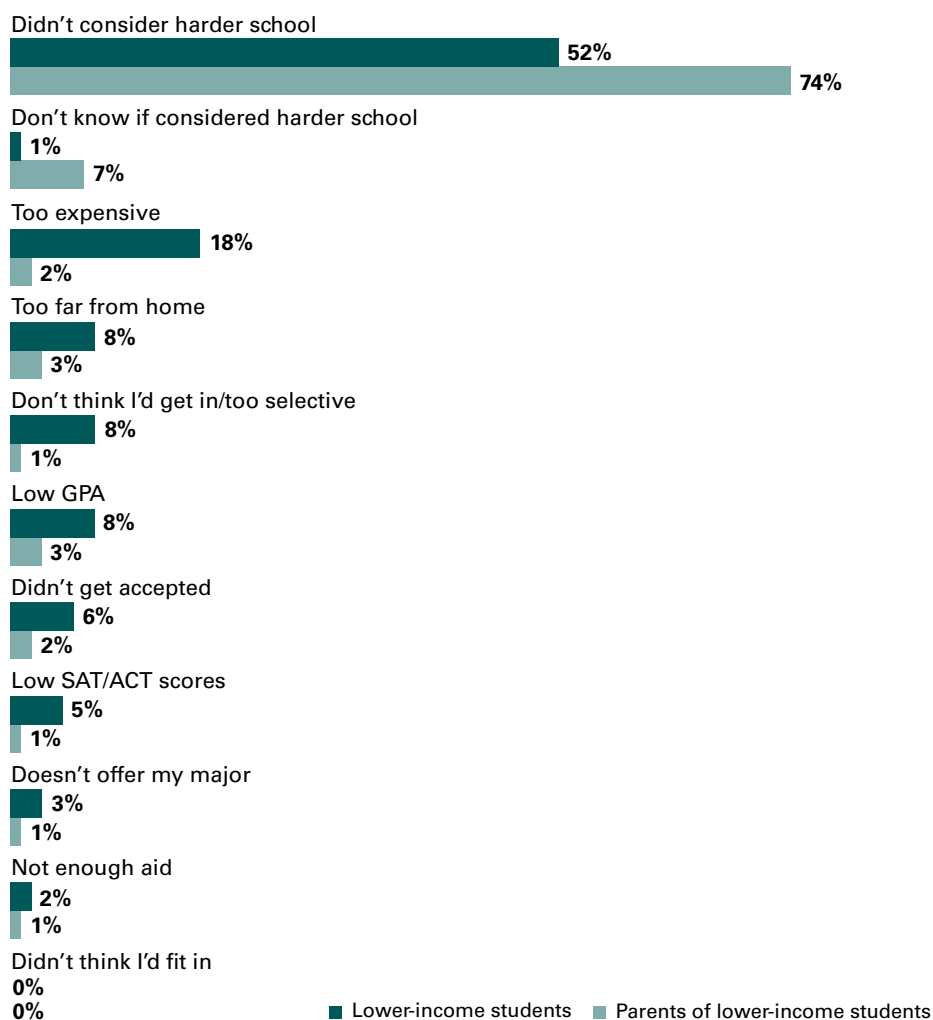
Student plans for summer or fall after graduating high school



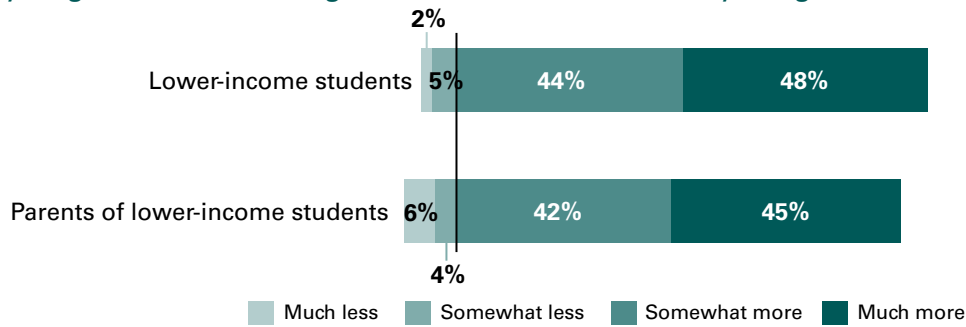
Could you/your child have gotten into a more selective college if you/your child had chosen to apply to one?



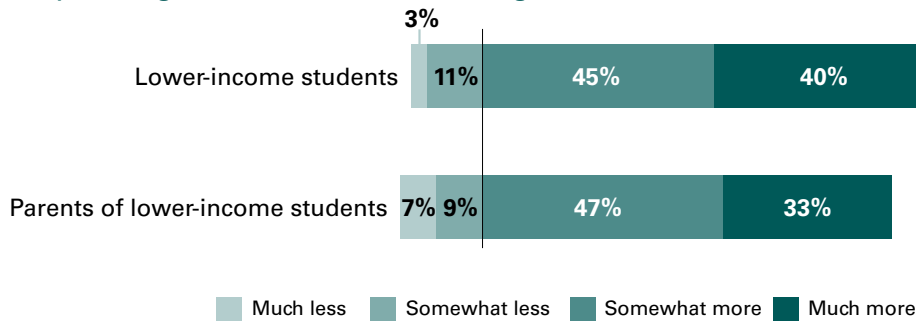
Reasons for deciding to stop considering more selective schools



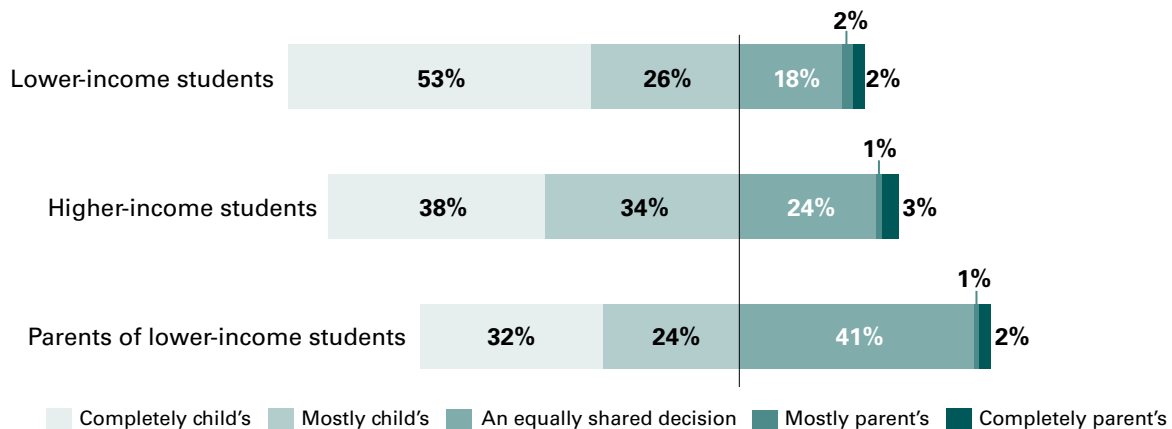
More or less likely to apply to a four-year college or a more selective four-year college “if you got more encouragement and direction from your guidance counselor or teachers”



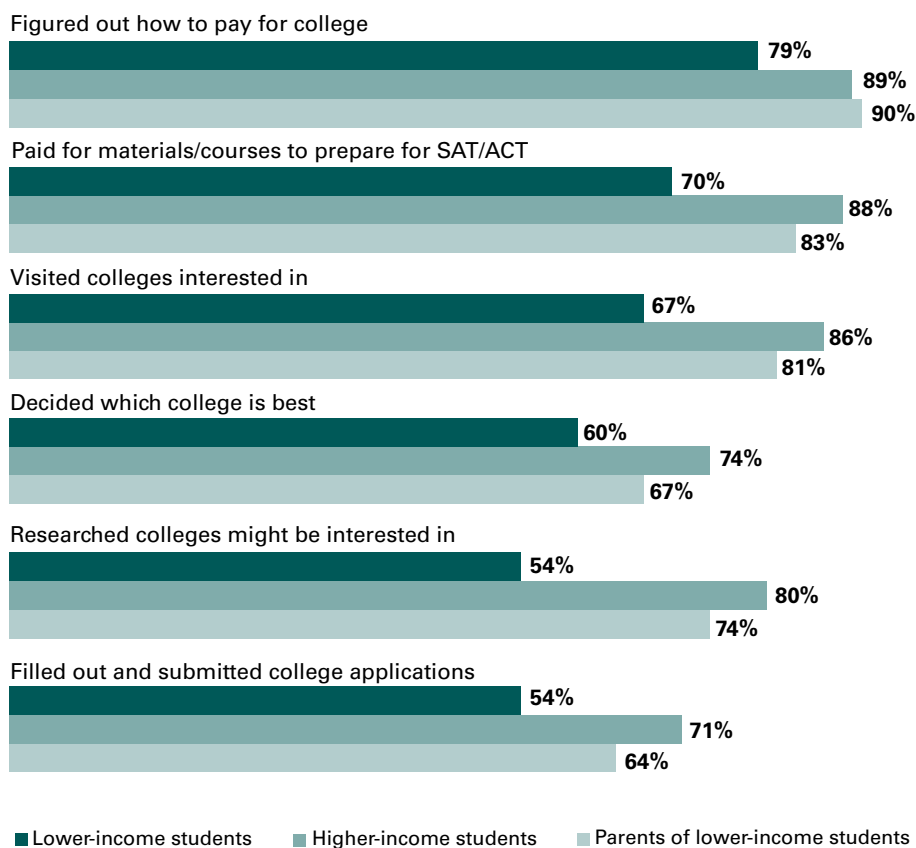
More or less likely to apply to a four-year college or a more selective four-year college “if your high school offered tutoring and other individualized academic help”



Who made the decision whether the student would apply to a school?



Ways parents have supported students' college search and decision-making process



Eliminating Barriers to Higher Education in the Admission Process: What's Next?

The College Board believes that to attain a goal of 55 percent of our nation's youth achieving a postsecondary credential by 2025, access to and success in college are critical for all students, regardless of their background. Identifying barriers in the admission process — especially for lower-income students — is critical to creating policies and practices that open access to higher education.

As noted in this body of research on complexity in admission, we now have a clearer sense of what factors are and are not barriers and how to respond to them. The research also suggests other areas that may warrant future exploration, including the “melt” that occurs with so many students who have applied to colleges and completed the application process but do not enroll the following fall. Another line of

inquiry could investigate the factors or barriers in the admission process that prevent students from beginning the application process or cause students to end it prematurely. Understanding all these factors will help us make the connections between real-world experiences and policy evolution that result in innovative solutions to the challenges facing our education system today.

The Task Force on Admissions in the 21st Century is committed to eliminating the barriers to college access and success. The results of this research and its recommendations will be widely shared with the admission, school counseling and financial aid communities most closely associated with the transition from school to college and with policymakers who will make the changes necessary to facilitate access.



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About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

The College Board Advocacy & Policy Center

The College Board Advocacy & Policy Center was established to help transform education in America. Guided by the College Board's principles of excellence and equity in education, we work to ensure that students from all backgrounds have the opportunity to succeed in college and beyond. We make critical connections between policy, research and real-world practice to develop innovative solutions to the most pressing challenges in education today.

For further information, visit advocacy.collegeboard.org.



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