

Race, Class, & College Access

**Achieving Diversity
in a Shifting Legal Landscape**

Lorelle L. Espinosa, Matthew N. Gaertner, and Gary Orfield



ACE and the American Council on Education are registered marks of the American Council on Education and may not be used or reproduced without the express written permission of ACE.

American Council on Education
One Dupont Circle NW
Washington, DC 20036

© 2015. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

**Race, Class, and College Access:
Achieving Diversity in a Shifting Legal Landscape**

Lorelle L. Espinosa

Assistant Vice President
Center for Policy Research and Strategy
American Council on Education

Matthew N. Gaertner

Senior Research Scientist
Center for College & Career Success
Pearson

Gary Orfield

Distinguished Research Professor of Education, Law, Political Science, and Urban Planning
University of California, Los Angeles
Co-Director
The Civil Rights Project at the University of California, Los Angeles

Center for Policy Research and Strategy

The American Council on Education's Center for Policy Research and Strategy (CPRS) pursues thought leadership at the intersection of public policy and institutional strategy. CPRS provides senior postsecondary leaders and public policymakers with an evidence base to responsibly promote emergent practices in higher education with an emphasis on long-term and systemic solutions for an evolving higher education landscape and changing American demographic.

Pearson's Center for College & Career Success

The Center for College & Career Success and its researchers work to identify and measure the skills needed to be successful in college and careers, determine pathways for students to be ready, track progress along the pathway, and evaluate effective ways to keep students on track. The center is part of Pearson's Research & Innovation Network, which was established in 2012 to research and invent capabilities and tools educators need to help ensure engaging, meaningful, and personalized learning is available and supportive of student success.

The Civil Rights Project

The Civil Rights Project (CRP) at the University of California, Los Angeles works to create a new generation of research in social science and law on the critical issues of civil rights and equal opportunity for racial and ethnic groups in the United States. It has monitored the success of American schools in equalizing opportunity and has been the authoritative source of segregation statistics. CRP has commissioned more than 400 studies, published more than 15 books, and issued numerous reports from authors at universities and research centers across the country.

Research Oversight Committee

Mitchell J. Chang, Professor of Education, University of California, Los Angeles

Yvonne Romero Da Silva, Vice Dean and Director of Admissions, University of Pennsylvania

Stella M. Flores, Associate Professor of Public Policy and Higher Education, Vanderbilt University (TN)

Liliana M. Garces, Assistant Professor and Research Associate, Center for the Study of Higher Education, The Pennsylvania State University

Saul Geiser, Research Associate, Center for Studies in Higher Education, University of California, Berkeley

Jessica Howell, Executive Director of Policy Research, College Board

Michael S. McPherson, President, Spencer Foundation

Alexandria Walton Radford, Program Director, Transition to College, RTI International

Frank Tuitt, Associate Provost for Inclusive Excellence and Associate Professor of Higher Education, Morgridge College of Education, University of Denver

CONTENTS

Acknowledgments	i
Executive Summary	iii
Introduction	1
The Legal Landscape	2
More on This Study	7
How This Report Is Organized.....	8
The Survey and the Data	9
Summer	13
Reconciling Diversity Goals and Legal Realities	14
Fall	19
Widely Used Racial/Ethnic and Socioeconomic Diversity Strategies	19
Perceived Effectiveness of Diversity Strategies	20
Diversity Strategies at Institutions That Consider Race	28
Winter.....	31
A Brief Introduction to Holistic Review	31
Admissions Decisions After <i>Fisher</i>	32
Admissions Decisions After Statewide Bans on the Consideration of Race.....	34
The Future of Race-Conscious Admissions.....	36
Spring	39
Diversity Strategies After <i>Fisher</i>	40
Diversity Strategies After Statewide Bans	42
Supporting Success Through Bridge Programs.....	42
Looking Ahead	47
The Future of Research in the Wake of the <i>Fisher</i> Decision	47
An Uneasy Calm?.....	50
References.....	51
Appendix A: Federal Law in a Nutshell.....	55
Appendix B: Most Widely Used Diversity Strategies, by Control and Selectivity.....	57
Appendix C: Strategies Perceived as Effective for Racial/Ethnic Diversity, by Control and Selectivity	58
Appendix D: Survey Instrument for Institutions That Reported They Currently Consider Race in Admissions Decisions.....	59
Appendix E: Survey Instrument for Institutions That Reported Discontinuing the Consideration of Race in Admissions Decisions	69
Appendix F: Survey Instrument for Institutions That Reported Never Having Considered Race in Admissions Decisions	78

Figures

Figure 1.	The State Law Landscape.....	5
Figure 2.	Characteristics of Participating Institutions vs. Population	11
Figure 3.	Proportion and Type of Public Institutions Located in Ban and Non-Ban States, Participating Institutions vs. Population.....	11
Figure 4.	Current Consideration of Race in Admissions	11
Figure 5.	Ranking of Institutional Priorities	15
Figure 6.	Proportion of Institutions Currently Using Race by Level of Selectivity.....	15
Figure 7.	Study Participants' Familiarity with <i>Fisher</i> Decision.....	17
Figure 8.	Change in Focus on Admissions and Enrollment Data Post- <i>Fisher</i> Decision.....	17
Figure 9.	Most Widely Used Strategies for Racial/Ethnic or Socioeconomic Diversity	21
Figure 10.	Strategies Perceived as Effective for Racial/Ethnic Diversity.....	23
Figure 11.	Most Widely Used Diversity Strategies Among Institutions That Consider Race.....	28
Figure 12.	Strategies Perceived as Effective for Racial/Ethnic Diversity Among Institutions That Consider Race.....	29
Figure 13.	Post- <i>Fisher</i> Changes in Admissions Factors	33
Figure 14.	Changes in Admissions Factors After Discontinuing the Consideration of Race	35
Figure 15.	Most Important Admissions Factors for Institutions That Do Not Consider Race	37
Figure 16.	Yield Recruitment Initiatives Targeting Racial/Ethnic Minorities, by Institution Type.....	41
Figure 17.	Post- <i>Fisher</i> Changes in Diversity Strategies.....	41
Figure 18.	Changes in Diversity Strategies After Discontinuing Race-Conscious Admissions	43
Figure 19.	Use and Perceived Effectiveness of Summer Bridge Programs, by Institution Type	45
Figure 20.	Sources of Guidance on the <i>Fisher</i> Decision.....	49
Figure 21.	Additional Research or Guidance That Would Be Most Helpful Post- <i>Fisher</i>	49

ACKNOWLEDGMENTS

The authors are exceedingly grateful to the individuals that helped make this study possible. We express deep thanks to Jonathan Turk and Christopher Nellum of the American Council on Education (ACE) Center for Policy Research and Strategy (CPRS) for their tireless and insightful support in preparing and analyzing the survey data. Our Research Oversight Committee is an impressive group to which we owe a special debt of thanks. Its members supported this work from the beginning and were crucial in upholding a high level of objectivity and rigor in both the design of our survey and the interpretation of our results.

We could not have pursued this work without the support of individuals and organizations who themselves support the many admissions and enrollment management leaders across the country; namely, David A. Hawkins at the National Association for College Admission Counseling, Wendy Kilgore, Janie Barnett, and Janet Szamosszegi of the American Association of Collegiate Registrars and Admissions Officers, and Bradley J. Quin at the College Board.

In this work we delve deep into policy and law, and we are grateful for the guidance of EducationCounsel, namely Arthur L. Coleman and Terri Taylor. We further thank ACE's internal counsel, Peter McDonough and Jessie Brown. The late Ada Meloy provided early encouragement to CPRS to pursue this line of work—her dedication to the legal profession and to access and diversity in higher education was an ongoing guidepost and a profound inspiration. Additional thanks to Heather Johnson. The authors thank their colleagues for the support, encouragement, and sounding boards they provided during this study. Finally, Pearson's monetary and staff support were essential for this collaboration.

EXECUTIVE SUMMARY

Headlines surrounding the consideration of race and ethnicity in college admissions are often incomplete and ill-informed, promoting polarization and deflecting attention from practices that promote racial, ethnic, and socioeconomic diversity in higher education. As colleges and universities seek to educate an increasingly diverse American citizenry and achieve the associated educational aims, it is imperative that postsecondary leaders, policymakers, researchers, and members of the media better understand the work and challenges facing institutions in this current legal climate.

This report attempts to broaden that understanding and further much-needed dialogue on how institutions can best respond to a shifting policy and legal landscape at a time when access to postsecondary education has never been more vital and our American citizenry never so diverse. We examine contemporary admissions practices at four-year colleges and universities across a wide range of selectivity in the context of recent legal challenges to race-conscious admissions, including the pending U.S. Supreme Court case *Fisher v. University of Texas at Austin*.

Findings are based on responses to a first-of-its-kind national survey of undergraduate admissions and enrollment management leaders administered in 2014–15 by the American Council on Education (ACE). Our data reflect responses from **338 nonprofit four-year institutions** that collectively enrolled 2.7 million students and fielded over 3 million applications for admission in 2013–14. A full 60 percent of the most selective institutions—those admitting 40 percent or fewer applicants—consider race in admissions.

KEY TAKEAWAY 1

The most widely used diversity strategies receive the least attention. Three of the five **most widely used strategies** to support racial, ethnic, and socioeconomic diversity involve student outreach and recruitment:

1. Targeted recruitment and outreach to encourage racial/ethnic minority students to apply (78 percent of institutions)
2. Enhanced recruitment and additional consideration for community college transfers (76 percent of institutions)
3. Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply (71 percent of institutions)

Despite wide media and research attention, the **least widely used strategies** include:

1. Reduced emphasis on legacy admissions (24 percent of institutions)
2. Test-optional admissions (16 percent of institutions)
3. Percentage plans (13 percent of institutions)

If researchers, policymakers, and the press want to align more closely with prevailing practice—and we believe that they should—then the focus of their attention and coverage will need to shift.

KEY TAKEAWAY 2**Striving for racial/ethnic student body diversity is not an “either-or” but a “both-and” proposition.**

Institutions that consider race in admissions decisions use other race-conscious and race-neutral diversity strategies more often and find them more effective than institutions that use race-neutral strategies alone. Race-conscious and race-neutral approaches can and do coexist and are often used outside of the admissions decision. In addition to a holistic application review, some of the most widely used and effective diversity strategies at institutions that consider race include:

1. Targeted recruitment and yield initiatives to encourage racial and ethnic minority students to apply and enroll (two strategies)
2. Targeted recruitment and yield initiatives to encourage low-income and/or first-generation students to apply and enroll (two strategies)
3. Bridge or summer enrichment programs for admitted students
4. Targeted scholarships/aid awards for disadvantaged, e.g., low-socioeconomic status (SES) students

Strategies not widely used but perceived as effective by the majority of institutions that use them include test-optional admissions, reduced emphasis on SAT/ACT scores, and provisional/conditional admission.

KEY TAKEAWAY 3**Reactions to the 2013 U.S. Supreme Court *Fisher* decision are still evolving, and more research is needed.**

Post-*Fisher* changes in institutions' focus on admissions/enrollment data, admissions factors, and diversity strategies have been modest (among those that consider race). The most change occurred in diversity strategies pursued with increased importance on the recruitment of community college transfers (23 percent of institutions) and low-SES students (22 percent of institutions).

Regarding the *Fisher* decision:

1. Eighty-nine percent of participants responded that they were familiar or very familiar with the requirements and implications of the ruling.
2. The most popular sources of information/guidance for those *very familiar* with the ruling were professional organizations (100 percent), an institution's general counsel (80 percent), media coverage (68 percent), and peer institutions (59 percent).

Institutions across the selectivity spectrum are hungry for research and guidance in the *Fisher* context. When presented with four areas for additional research or guidance that could be the most helpful post-*Fisher*, participants prioritized them this way:

1. Research on the educational impact of campus diversity (58 percent overall; 74 percent of more selective private institutions)
2. Research and guidance on what constitutes a “critical mass” of diverse students within their institutional context and how to achieve it (54 percent overall; 82 percent of more selective public institutions)
3. Research on the diversity effects of admissions strategies where race-conscious admissions practices are prohibited (42 percent overall; 64 percent of more selective public institutions)
4. Methodological research and guidance on assessing the diversity effects of alternatives to race-conscious admissions (38 percent; 69 percent of more selective private institutions)

INTRODUCTION

How American colleges and universities approach access and success for students from low-income families and communities of color will go a long way toward shaping this country's future. Rapid demographic change, for instance, is not just a headline; it is an everyday reality. Ninety-two percent of America's population growth in the last decade occurred within communities of color, and by 2050 these communities will be in the majority (Cárdenas and Treuhaft 2013; Taylor and Cohn 2012). Running parallel to this demographic reality is the pressing need for an American citizenry equipped with the education and training that post-secondary settings provide—a form of capital that can help ensure American economic competitiveness, the economic mobility of individuals and families, and a robust democracy.

This need to educate an increasingly diverse citizenry is not lost on higher education institutions, whose missions are often informed and enabled by recognition of the educational benefits of diversity. Institutions throughout the United States—public and private and of varying levels of selectivity—articulate through their mission statements and elsewhere the essential role student body diversity plays in their educational aims. Diversity benefits often cited by institutions, supported by research, and affirmed by federal courts and agencies include student preparation for a twenty-first-century workforce, civic participation, and improved teaching and learning. These benefits require cross-group understanding and collaboration, the breaking down of stereotypes, and the enhancement of critical thinking and complex problem solving among a diverse peer group.

Yet beyond articulated diversity goals there remains a gap between an increasingly diverse society and the diversity of America's selective institutions, which are looking less and less like the population at large in terms of racial, ethnic, and socioeconomic diversity. Institutional leaders working to reverse these trends know that doing so will require mindful and strategic investment at a systemic level aided by policy and practical tools to prepare, attract, admit, enroll, and graduate diverse students.

There exists a valid and vibrant debate about where researchers, policymakers, and others should be placing their attention—on the institutions that enroll the fewest low-income and minority¹ students or on the institutions that enroll the most. It's a false choice. We need to pay attention to both. Those institutions that enroll more low-income and minority students are, by and large, the most under-resourced. This certainly needs to change. But our most prestigious and well-resourced institutions are also growing more economically and racially stratified. This too needs to change.

According to the Georgetown Center for Higher Education and the Workforce (Carnevale and Strohl 2013), America's white college students remain concentrated in the country's 468 most well-funded, selective four-year colleges and universities, which spend anywhere from two to nearly five times as much per student

¹ For the purposes of this report, underrepresented minority or minority students reflect those from African American/black, Latino(a), and American Indian/Alaska Native backgrounds.

as do open-access institutions where black and Latino students are concentrated. The Georgetown study also found that inequalities of race and class overlap considerably, but race has a unique negative effect on access. Even after controlling for academic achievement in high school, black and Latino students access selective institutions at far lower rates, they drop out of college more often, and they are less likely to benefit from their parents' educational attainment, which has long been known to predict college access and success.

As institutions of higher education critically examine their own practices, they will need a comprehensive understanding of the postsecondary landscape, including efforts that their peers are taking to ensure mission-critical student body diversity. This report aims to complement and extend the work of a broad set of stakeholders—our study partners included—aimed at helping colleges and universities improve student body diversity and thus bestow its educational benefits. With a more informed field comes greater progress and the kind of change we collectively seek: change that benefits all citizens.

The Legal Landscape

Headlines surrounding the consideration of race and ethnicity in the admissions process can be incomplete and ill-informed, often promoting polarization and deflecting attention from practices that promote racial, ethnic, and socioeconomic diversity in higher education. Unpacking the related policy and legal context and the forces that have shaped and changed the consideration of race is thus important for understanding the underpinnings and application of Supreme Court decisions as well as the numerous legislative and other actions currently in progress in states around the country.

The first landmark Supreme Court case to address the constitutionality of affirmative action in higher education was *Regents of the University of California v. Bakke* in 1978. The case centered on a claim of discrimination by a white student (Allan Bakke) denied admission to the medical school at the University of California, Davis. Bakke challenged the university's practice of setting aside seats for students of color, who had long been vastly underrepresented in the school. The court ruled the set-aside practice unconstitutional because of its quota-like character, but did grant colleges and universities the right to consider race as one "plus factor" in a multidimensional admissions process that considers many factors. Justice Lewis F. Powell Jr.'s landmark opinion in *Bakke* recognized the educational benefits of diversity that justified limited race- and ethnicity-conscious practices under federal law. He reasoned that "as the interest of diversity is compelling in the context of a university's admissions program, the question remains whether the program's racial classification is necessary to promote this interest."²

A quarter of a century later came the U.S. Supreme Court cases *Grutter v. Bollinger* and *Gratz v. Bollinger*. Addressing the University of Michigan Law School and undergraduate admissions policies, respectively, the Supreme Court's decisions set forth a more structured analytical framework upon which legal compliance for the consideration of race would be assessed. This included a focus on whether the consideration of race and ethnicity within the respective admissions processes were necessary to achieve stated educational goals. The court ruled that (1) the required "reasonable durational limits" for race-conscious programs could be met by "periodic reviews to determine whether racial preferences are still necessary to achieve student body diversity" and (2) higher education institutions "should draw on the most promising aspects of these race-neutral alternatives as they develop."³

The question of the "necessity" of race- and ethnicity-conscious practices associated with diversity goals next emerged front and center in the U.S. Supreme Court's 2013 *Fisher v. University of Texas at Austin* decision, which affirmed the compelling interest in diversity and placed a strong emphasis on consideration (and pursuit, where appropriate) of viable race-neutral strategies. While bypassing a ruling on the merits of The University of Texas at Austin's policy, a seven-justice majority discussion of race-neutral alternatives

² *Regents of the University of California v. Bakke*, 438 U.S. 265, 314–15 (1978).

³ *Grutter v. Bollinger*, 539 U.S. 306, 342 (2003).

ruled in no uncertain terms that an institution's good faith judgment on the necessity of considering race or ethnicity, standing alone, was not enough to meet the strict scrutiny standard. As part of its determination that considering race or ethnicity is necessary, the court made clear that an institution must seriously examine race-neutral strategies:

Although “[n]arrow tailoring does not require exhaustion of every conceivable race-neutral alternative,” strict scrutiny does require a court to examine with care, and not defer to, a university’s “serious, good faith consideration of workable race-neutral alternatives.” See Grutter, 539 U. S., at 339–340 (emphasis added).⁴ Consideration by the university is of course necessary, but it is not sufficient to satisfy strict scrutiny: The reviewing court must ultimately be satisfied that no workable race-neutral alternatives would produce the educational benefits of diversity. If “a nonracial approach . . . could promote the substantial interest about as well and at tolerable administrative expense” . . . then the university may not consider race.⁵

The Supreme Court, however, did not discuss how lower courts should judge the feasibility of non-race-focused methods in what are extremely varied and complex settings. The court did rule that courts can “take account of a university’s experience and expertise in adopting or rejecting certain admissions processes” and that it is the “University’s obligation to demonstrate, and the Judiciary’s obligation to determine,” that admissions processes are properly evaluating each individual application.⁶ This language suggests that the lower courts would appropriately defer to college and university experts and administrators when considering these complex decisions but retain great discretion to make their own judgments on whether nonracial strategies would work.

So what does this mean for higher education leaders? It means that an institution is well advised to periodically, through a working group, committee, or similar mechanism, investigate and assess:

1. The educational benefits of diversity (i.e., how does a diverse—in terms of race, ethnicity, socio-economic factors, or others—student body positively impact the educational experience of its institution and of society at large)
2. The characteristics of an admitted class at the particular institution that are sufficient to attain the benefits described by the committee or working group
3. The institution’s consideration and assessment of race-neutral alternatives

Since the court also said that alternatives must be administratively and financially feasible, credible college or university information on those issues would be important. The U.S. Court of Appeals, hearing the Texas case again after the Supreme Court decision, upheld the university’s conclusions about the lack of viable alternatives. The U.S. Supreme Court granted the petition of Abigail Fisher on June 29, 2015, and will hear new arguments in the 2015–16 term. The petition that was granted primarily focuses on whether the Fifth Circuit carried out the court’s direction in its 2013 *Fisher* decision. It also raises questions related to how to define and measure “critical mass.” While the petition does not explicitly ask the court to reverse the precedent in *Grutter*, it does suggest that, if the Texas plan is found to satisfy *Grutter*, the precedent should be reexamined and overruled. The court is expected to deliver a new *Fisher* decision by June 2016.

As the federal courts were addressing challenges to race- and ethnicity-conscious admission policies over the course of the past several decades, a movement to use public referenda—starting in California in 1996 and continuing through Oklahoma in 2012—sought to further what opponents to race-conscious practices had not achieved through lawsuits or in legislative bodies. Over the course of the past two decades, princi-

⁴ *Grutter*, 539 U.S. at 339–340.

⁵ *Fisher v. University of Texas at Austin*, 570 U.S. ___, 113 S. Ct. 2411, 2420 (2013).

⁶ *Fisher v. University of Texas at Austin*, 570 U.S. ___ at 2414–20.

pally through voter initiatives, eight states have enacted prohibitions that generally forbid the consideration of race in public colleges and universities. One such ban reached the Supreme Court in 2014. In the case of *Schuette v. Coalition to Defend Affirmative Action*, responding to a constitutional challenge of Michigan's ban, the court upheld the referendum disallowing Michigan's public institutions to "grant preferential treatment" on the basis of race in their admissions policies.⁷

A new wave of litigation in federal courts pending in several states may present the next forceful challenge to the current legal regime. For example, two federal court complaints filed in late 2014 against Harvard University (MA) and The University of North Carolina (UNC) at Chapel Hill allege that their use of racial preferences in admission decisions is unconstitutional. These complaints echo the claims in *Fisher* that race-neutral strategies are sufficient for the institutions to meet their diversity goals, rendering any consideration of race or ethnicity in admissions unnecessary. Claiming that Harvard discriminates against Asian Americans in its admissions process, that UNC-Chapel Hill fails to give adequate consideration to race-neutral alternatives, and that race-neutral policies can promote diversity better than can the consideration of race, these two lawsuits ask the courts to overrule all of the precedents on race-conscious admissions and find it unconstitutional in its nature.

In response to the filing of this complaint against Harvard, Robert W. Iuliano, senior vice president and general counsel of the university, emphasized that Harvard, like many other institutions, uses an "individualized, holistic review" of applicants to create each class. He noted that "the university's admissions processes remain fully compliant with all legal requirements and are essential to the pedagogical objectives that underlie Harvard's educational mission." Similarly, Rick White, UNC-Chapel Hill's associate vice chancellor for communications and public affairs, said that "the U.S. Department of Education's Office for Civil Rights determined in 2012 that UNC-Chapel Hill's use of race in the admissions process is consistent with federal law." White affirmed that the university stands by its current undergraduate admissions policy and process (Anderson 2014). As of the publication of this report, these cases have yet to go to trial.

The "law in a nutshell," with a further discussion of race-neutral, race-conscious, and the standard of strict scrutiny admissions and enrollment guidance, is included in Appendix A.

Taken together, these judicial and policy developments reinforce the need for all higher education institutions to consider the full range of strategies and steps that can most effectively and efficiently achieve desired ends. Higher education leaders should (as a matter of policy) and must (as a matter of law) remain vigilantly focused on race-neutral strategies when they seek to achieve racial, ethnic, socioeconomic, and other diversity on campus. Further, where context and institutional data indicate the need to consider race, ethnicity, and socioeconomic factors to promote institutional access to help achieve the educational benefits of diversity, institutions must collect and demonstrate (with the use of institutional data) that the consideration of these factors is still necessary.

The effort to meet policy goals and comply with legal requirements is advanced by institutional exchanges of meaningful information within research and policy circles to enhance understanding and promote continuous improvement. We hope that this report can further that goal through enhanced understanding of the field of admissions in a shifting legal landscape. The story of diversity-related law and policy is still unfolding. To prepare for the challenges ahead, higher education leaders and practitioners need the kind of information this report provides about where things stand and how institutional leaders are planning for the future.

7 *Schuette v. Coalition to Defend Affirmative Action*, 527 U.S. ___, 134 S. Ct. 1623, 1633 (2014).

MORE ON THIS STUDY

The imperative of educating an increasingly diverse American citizenry is not lost on those that lead our nation's higher education institutions. Referencing the need for racial and income diversity on America's selective campuses, Rutgers University–Newark (NJ) Chancellor Nancy Cantor and her chief of staff, Senior Vice Chancellor for Public Affairs Peter Englot, recently articulated that “we can simply not afford to waste all of the talent that is the key to individual prosperity, economic competitiveness, social well-being and cohesion” (2014, 29). As our data and other data show, this institutional commitment to diversity not only resonates with admissions and enrollment management leaders, but also is visible in their strategies aimed at advancing student body diversity—both in their applicant pools and ultimately on their campuses. And yet these aims have never been easily achieved, and the challenges higher education faces today are perhaps more formidable than at any point in recent memory.

As discussed earlier in this report, the current policy and legal climates pose important questions about the ability of colleges and universities to increase or even maintain their commitment to racial, ethnic, and socioeconomic diversity. In light of this, and in an attempt to provide our stakeholders with a better understanding of the strategies being employed in the field, this study seeks to answer the following questions:

1. How have statewide legislation and Supreme Court rulings influenced student outreach, recruitment, and admissions decisions at selective (i.e., not open-access) four-year American colleges and universities?
2. What strategies are admissions and enrollment management leaders using to support racial, ethnic, and socioeconomic diversity in this evolving legal and policy environment, and which strategies appear to be working?
3. How can the research, policy, and legal communities assist institutions in preparing for a future where the only constant seems to be change?

This report is intended to serve as a resource for institutional leaders working to fulfill the mission and purpose of their institutions while at the same time navigating a challenging legal terrain. We'll do this by sharing our results from a large-scale, national survey of admissions and enrollment management leaders who shared information about the approaches their institutions are taking to diversify each year's incoming class. Policymakers, those who inform policy decisions, and researchers are important audiences for this work as well. It is our ultimate hope that this report will inform and extend existing work and dialogue and spur new lines of inquiry.

One of the challenges of this work has been taking into consideration all of the variation that institutions of higher education can face as they work to implement diversity-driven initiatives. We encourage the reader to remember the emphasis and importance placed on context by Justice Sandra Day O'Connor in *Grutter v. Bollinger*. She stated that “context matters when reviewing race-based governmental action under the

Equal Protection Clause.”⁸ Her words remind us of the highly specific factors that each institution—based on its mission, diversity goals, selectivity, location, and other factors (which are too many to list here)—holds in terms of different contextual rationales and thus approaches for diversity. We encourage institutional leaders in particular, as they review this report, to consider the contextual factors that might apply to their institutions, along with how the policies and strategies that we explore could be useful to them and their colleagues in working to improve student body diversity.

How This Report Is Organized

We have purposefully avoided the orthodoxy of a traditional research report in favor of a structure more familiar to our intended audience: the admissions cycle. We’ve organized our findings by themes most relevant to different seasons in this cycle—summer, fall, winter, and spring. We then conclude with a look ahead, examining trends that transcend any one stretch of the admissions calendar. We’ve also taken the liberty of integrating personal accounts by two leading professionals in the field who have been on the forefront of institutional efforts to increase student body diversity in different institutional settings—Kedra Ishop and Santa Ono—and have interspersed their voices throughout.⁹



KEDRA ISHOP is the associate vice president for enrollment management at the University of Michigan. In this role she oversees the Office of Undergraduate Admissions, the Office of Financial Aid, the Office of New Student Programs, and the Office of the Registrar. Ishop began her professional career at The University of Texas (UT) at Austin in 1998 and served as director of admissions there from 2009 until her recent departure for Michigan. She was in fact at UT Austin during both the *Hopwood v. Texas* and *Fisher v. University of Texas* cases. Ishop’s on-the-ground experiences have been an invaluable firsthand account for us.

During her tenure, she has wrestled with policy and legal questions being asked of the enrollment management field, and has had to balance the realities of practice and legal implications with public perceptions and expectations.



SANTA ONO is the president of the University of Cincinnati (UC), a post he has held since 2012. Ono is a long-standing proponent of diversity and equity in higher education and has strengthened investments in diversity and inclusion at UC, including through his recent appointment of the university’s first chief diversity officer and through Cincinnati’s Strive Partnership. Prior to UC, Ono served at Emory University (GA) as senior vice provost for undergraduate academic affairs. At Emory, Ono launched two nationally known outreach programs aimed at attracting and enrolling low-income, first-generation students:

Posse Atlanta and Questbridge. He has a long history of leadership around the use of holistic review, including in his current position of president of UC, and he was a major contributor to a landmark study on holistic review in the health sciences (Urban Universities for HEALTH 2014).

8 *Grutter*, 539 U.S. at 327.

9 It should be noted that the personal accounts of Kedra Ishop and Santa Ono were not provided in conjunction with the quantitative data gathered for this report; in other words, there was no qualitative component of this study. Our use of their stories is simply a way to contextualize the quantitative findings presented here. Both professionals were asked questions loosely designed to help accomplish this once analysis of the quantitative data was completed.

The Survey and the Data

THE SURVEY: Aims and Structure

Findings presented in this report derive from an online survey administered by ACE in the fall of 2014. The survey was developed with the active involvement of an advisory committee of leading researchers and officials at national higher education organizations. Several components of the instrument were modeled after items from the *State of College Admission* survey conducted by the National Association for College Admission Counseling (NACAC).¹⁰

The ACE survey was sent via email to 1,562¹¹ undergraduate admissions and enrollment management leaders—individuals most senior in their respective campus departments. Our focus is on those institutions that are selective in their acceptance of applicants. Our target sample included Title IV nonprofit public and private four-year institutions classified as *not* being open-access according to U.S. Department of Education (ED) data.¹²

The major themes covered in the survey instrument are as follows:

1. Institutional priorities as participants understand them
2. Use and recent history of race-conscious admissions (i.e., the consideration of race as one of many factors) at the institution
3. Changes in the perceived importance of admissions strategies (e.g., targeted recruitment) and admissions factors (e.g., high school grade point average) used to support racial/ethnic and socioeconomic diversity, after discontinuing race-conscious admissions, or after the 2013 U.S. Supreme Court’s *Fisher* decision
4. Changes in analysis of admissions and enrollment data after discontinuing race-conscious admissions, or after the *Fisher* decision
5. Use and perceived effectiveness of diversity strategies¹³ (race-conscious and race-neutral) for supporting racial/ethnic and socioeconomic diversity
6. Understanding of the requirements and implications of the *Fisher* and *Schuette* decisions, along with sources of guidance on those rulings

Not all survey participants¹⁴ responded to each set of questions; for example, only those institutions still using race-conscious admissions were asked about their reactions to the *Fisher* case. In short, the survey was divided into three tracks depending on how participants responded to questions regarding their consideration of race in admissions decisions. The full survey instruments are provided in Appendixes D–F.

¹⁰ See www.nacac.org/research.

¹¹ The total number of surveys sent was dictated by the number of individuals for which we had contact information. Our primary source for contact information was derived from a comprehensive listing of all administrators at all higher education institutions in the United States and its territories. Secondary sources included contact information provided by project collaborators and institutions’ online directories.

¹² Institutional characteristics were derived from 2013–14 academic year data reported to the National Center for Education Statistics (NCES) and published through the Integrated Postsecondary Institutional Data System (IPEDS). NCES is managed by the Institute of Education Statistics, a research arm of the U.S. Department of Education.

¹³ For the purposes of this report, diversity strategies refer to any actions or policies designed to increase the diversity of enrolled students.

¹⁴ Note that we refer to survey “respondents,” “participants,” and “institutions” interchangeably.

THE DATA AND ITS STRENGTHS AND LIMITATIONS

We received survey responses from 338¹⁵ institutions that collectively enrolled 2.7 million students and fielded over 3 million applications for admission in 2013–14. Regarding the consideration of race as one of many factors in the admissions process, 92 study participants are at institutions that currently consider race, 19 do not consider race but did so at one time, and 227 have never considered race.

Our sample of institutions looks in most ways like the population we targeted for this study, with some exceptions. Figure 2 shows how our sample of institutions compares to the national population of institutions based on ED data, lending to a discussion of where our study’s limitations lie in terms of representativeness of the higher education landscape. The first limitation concerns an overrepresentation of “more selective”—defined in our study as institutions with overall acceptance rates of 40 percent or less¹⁶—public institutions in states that have banned the consideration of race in admissions as shown in Figure 3. Sixty-four percent of our more selective public institutions (i.e., those that reject at least 60 percent of their applicants) come from these “ban states,” while 36 percent do not. These figures deviate from our target population, where 23 percent of more selective public institutions reside in ban states, and 77 percent reside outside them. Put simply, more selective public institutions outside ban states were less likely to respond to our survey, and this could introduce bias into our results. Therefore, in the few instances where we discuss findings specific to this segment of our sample, we caution readers against over-interpreting the trends we observe. Readers may also note our sample has only 11 institutions in this “more selective public” category, but that is in part a function of scarcity; there are only 35 such institutions in the United States.

Next, our sample is composed of a greater proportion of public institutions than are present in the population (see Figure 2). In consequence, the average enrollment for institutions in our sample exceeds the average enrollment for institutions in the population. But while the nonresponse bias we describe above could be problematic for inferences about more selective public colleges and universities, we see little indication that these sample-to-population differences in enrollment could skew results for the full group of participants. Finally, while median selectivity is similar for participating and non-participating institutions (64 percent for the former and 67 for the latter), more selective institutions are slightly overrepresented in our sample. This oversampling was intentional—in our recruitment and follow-up efforts, we sought to ensure adequate numbers from large and more selective institutions, since these tend to be the most likely targets of litigation.

A major strength of our data concerns representativeness of institutions that consider race as one of many factors in admissions decisions. To ascertain differences between individuals who completed our survey versus those who did not in terms of whether their institutions consider race, we compared our study sample to data derived from the College Board’s most recent Annual Survey of Colleges (see Figure 4). This near-census of colleges and universities allows institutions to indicate the importance of various factors in admissions decisions, including racial/ethnic status. Among the full population of four-year Title IV non-profit institutions that are not open-access, 29 percent consider race in admission decisions; in our sample, that figure is 27 percent. These similarities hold across institutional selectivity and control (public/private),

15 The response rate, or number of institutions that responded based on the number invited to do so, was 22 percent, a rate not dissimilar from other national surveys of admissions personnel (e.g., Clinedist 2015; Jaschik 2014).

16 As derived from U.S. Department of Education IPEDS 2013–14 academic year data, “less selective” institutions are those with overall acceptance rates greater than 40 percent. We recognize that such distinctions between “more” and “less” are somewhat arbitrary. Some institutions with slightly higher acceptance rates are generally perceived as more selective institutions (e.g., The University of Texas at Austin, at 47 percent). Nevertheless, we aim to disaggregate our results by institutional context when appropriate, so some categorizing couldn’t be avoided. We selected the 40 percent cutoff in order to (1) keep a reasonable ceiling on acceptance rates for “more selective” institutions and (2) include enough institutions in the category (50 in our sample) to support valid inferences.

Figure 2. Characteristics of Participating Institutions vs. Population

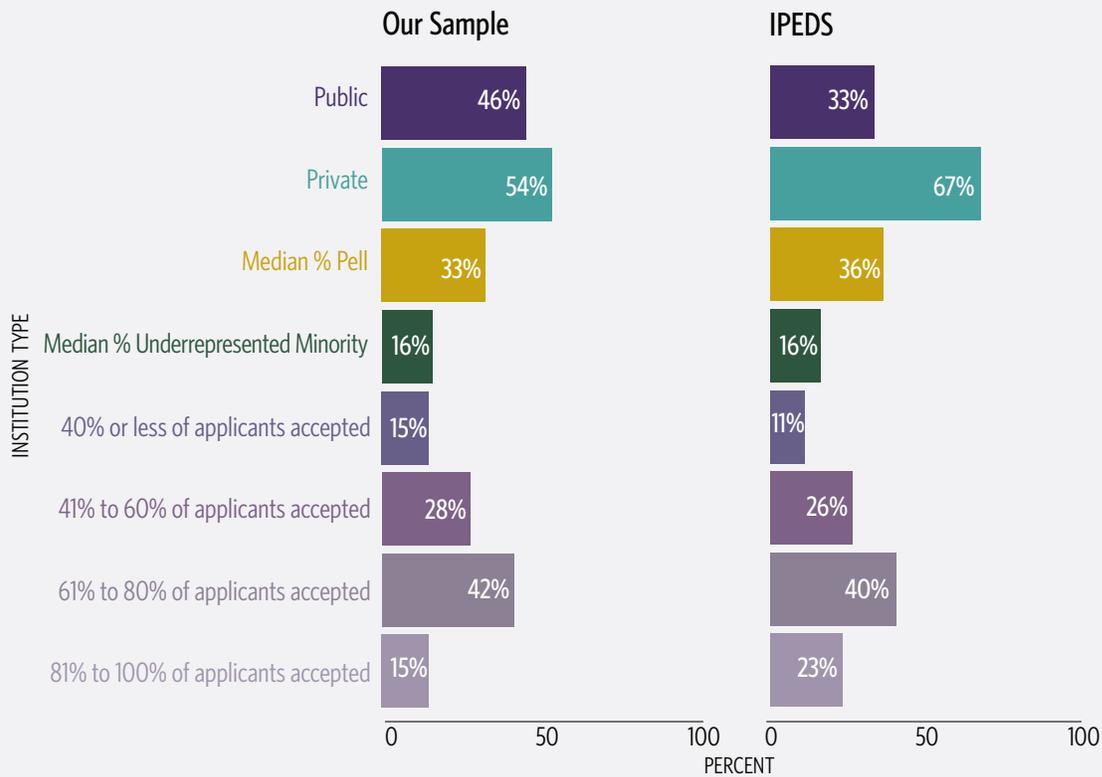


Figure 3. Proportion and Type of Public Institutions Located in Ban and Non-Ban States, Participating Institutions vs. Population

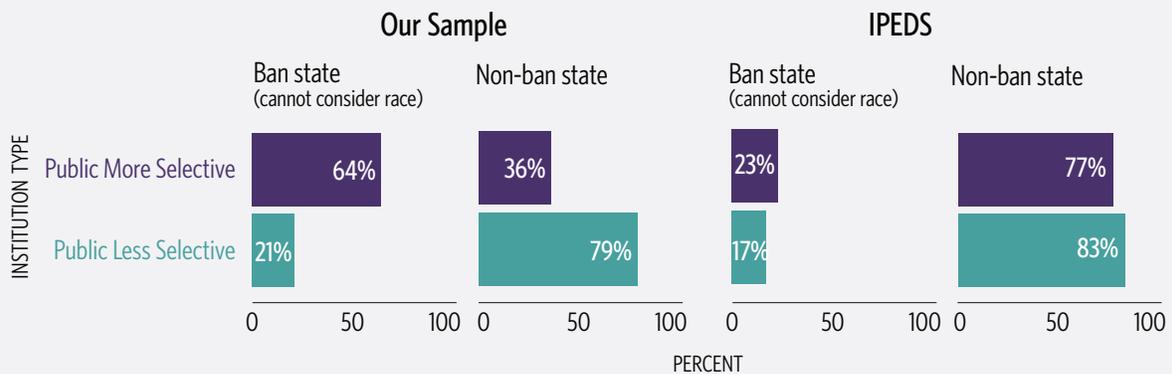
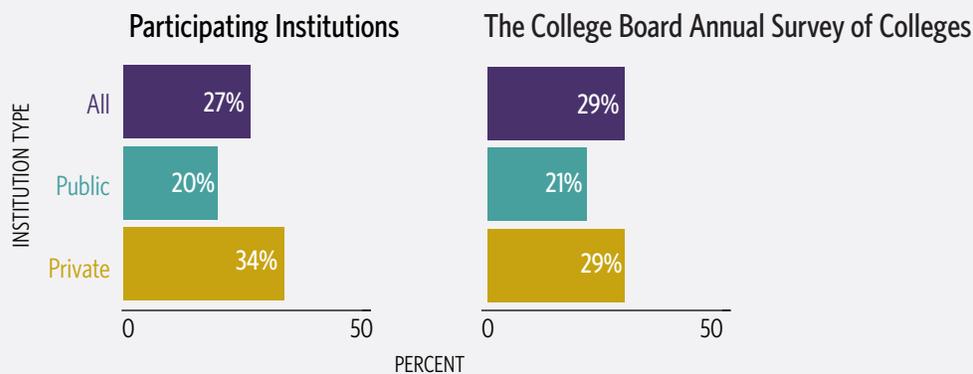


Figure 4. Current Consideration of Race in Admissions



This is the first large-scale, nationwide survey of admissions and enrollment management leaders intended to further much-needed dialogue on how institutions can best respond to a shifting policy and legal landscape at a time when access to postsecondary education has never been more vital and our American citizenry never so diverse.

indicating that institutions using race-conscious admissions were not less likely to take part in our survey.

The fact that there is a high degree of similarity between the total sample and survey respondents on some key measures lends credibility to the survey data. We cannot, of course, know whether this is true with respect to unobserved measures. Readers should know that when we are making generalizations about all campuses or particular groups of institutions, we are summarizing the views and experiences of our many respondents, not necessarily all institutions surveyed. Our data are collected from individuals and thus self-reported. We cannot independently corroborate each individual's responses, or the precise environment within which they work.

This latter point is especially important, and we ask that readers take a moment to reflect on the context within which admissions and enrollment management leaders work—environments impossible to capture within the bounds of an online survey. We cannot purport to have captured every institutional context, nor do our

findings represent the full picture of diversity strategies or considerations employed by four-year colleges and universities across the country. No survey study could claim that. What we can say is that this is the first large-scale, nationwide survey of admissions and enrollment management leaders intended to further much-needed dialogue on how institutions can best respond to a shifting policy and legal landscape at a time when access to postsecondary education has never been more vital and our American citizenry never so diverse. We are confident that our data are some of the most comprehensive available right now on the issues addressed in this report, even considering the best efforts of a number of the key organizations in higher education.

SUMMER

Summer roadmap—study findings:

- Diversity as an institutional priority
- Familiarity with the U.S. Supreme Court’s 2013 *Fisher* decision
- Analysis of admissions and enrollment data post-*Fisher*

We begin our story in the summer—as close a time as any to the beginning of an admissions cycle.

In many admissions departments, the summer is a time of overlap. Planning for the subsequent year may begin in earnest while at the same time admissions staff keep a watchful eye on the admitted students who have committed but not yet arrived on campus. The summer of 2008 at UT Austin was no different, with the exception of the additional work associated with beginning to defend a lawsuit challenging the institution’s use of race and ethnicity in its admissions process. According to Kedra Ishop, then director of admissions at the university:

ISHOP: *“The legal defense of our admissions process began in earnest after the suit was filed. But there was also another class that needed our attention, and we were as committed to the ideals of our process for that class as we were committed to the defense of the lawsuit. It was an insanely intense time, but both had to move forward. We had new Longhorns to orient in the summer and another [admissions] process to get ready by August. All while we received a crash course in legal proceedings and processes.”*

Although most admissions and enrollment management leaders haven’t faced down a lawsuit—let alone a lawsuit the magnitude of *Fisher*—Ishop’s recounting of this time at UT Austin is symbolic of what admissions professionals *are* facing on a daily basis. That is, the need to continue the hard work of bringing in a class every year while navigating new legal and policy terrain with great implications for the work they do to meet institutional commitments to diversity.

This commitment to diversity—racial, ethnic, socioeconomic, and other types—by higher education institutions can be articulated in a variety of ways. We may find diversity-specific commitments in institutional mission statements or strategic plans. Such commitments may be stated publicly and explicitly by leadership and/or carried out by those working with students on the ground. On some campuses, commitment to diversity may be early on in its evolution.

According to Santa Ono, in the case of UC, institutional leadership plays a paramount role in setting the tone and the stage for a campus community that deeply values inclusion. When asked how college and university leaders can connect and integrate the work of various campus offices to further an institution’s diversity goals, President Ono had this to say:

ONO: *“University leadership has a significant role to play by giving voice to the central and vital role that diversity plays in a college or university’s mission and excellence. Leaders also can communicate that diversity is a priority by making sure it is incorporated into strategic planning. But to help make sure that plans become action, you need a backbone that connects*

the various offices and departments across the campus in support of your diversity and inclusion goals. At the University of Cincinnati, we have a diversity council with a wide-ranging membership that provides this spine. We also offer competitive grants to seek new and more effective ways of doing things as well as an annual diversity conference that offers professional development and encourages leadership, faculty, students, and staff to keep up with best practices.”

No matter how an institution’s diversity priorities make their way to and through a given admissions office, it is imperative to understand how deans and directors perceive these priorities. After all, an institution’s priorities should be reflected in the admissions process itself—whether through outreach and recruitment or through the shaping of the next freshman and/or transfer class.

Of the five priorities we offered in the survey (displayed in Figure 5), according to study participants, racial and ethnic diversity is in fact a major priority of their institutions, as are international and U.S. geographic diversity. Moreover, these commitments hold across public and private institutions of varying selectivity levels. We therefore show institutional priorities in the aggregate.

In support of mission-critical diversity goals, many colleges and universities choose to consider race in admissions as one of many factors. As can be seen in Figure 6, the consideration of race, contrary to popular narrative, is not restricted to the most selective institutions. While less selective institutions are less likely to consider race in admissions, race-conscious policies are relevant across the selectivity spectrum. For example, roughly one third of institutions in our study that admit 41–60 percent of their applicants—and just over 20 percent of those with acceptance rates between 61 and 80 percent—currently consider race in the admissions process (see Figure 6).

Reconciling Diversity Goals and Legal Realities

As they are taking stock of institutional priorities, admissions professionals need also take stock of legal realities. Admissions practice must comply with Supreme Court rulings and any statewide or system-wide mandates. Legal and policy directives in the eight states that have banned the consideration of race established clear prohibitions governing the public institutions in those states. Institutions still considering race, on the other hand, are navigating murkier waters—those public institutions in the remaining 42 states and all private institutions. As discussed earlier in this report, while the Supreme Court clearly endorsed the use of race and the value of diversity in *Grutter* and in *Fisher*, the court’s 2013 *Fisher* ruling emphasized constraints around that use. Colleges and universities that consider race in admissions must demonstrate that workable race-neutral diversity strategies will not on their own achieve the educational benefits of racial diversity (Coleman and Taylor 2014).

Given this more specific directive from the court (hence the increased national attention to race-neutral approaches since the *Fisher* ruling), it is important that admissions professionals fully understand the 2013 *Fisher* ruling and its implications for their practice. Fortunately, the field is getting the message. Eighty-nine percent of admissions and enrollment management leaders who responded to our survey said they were either familiar or very familiar with the requirements of *Fisher*—a finding consistent across public and private institutions and across the range of institutional selectivity (see Figure 7).

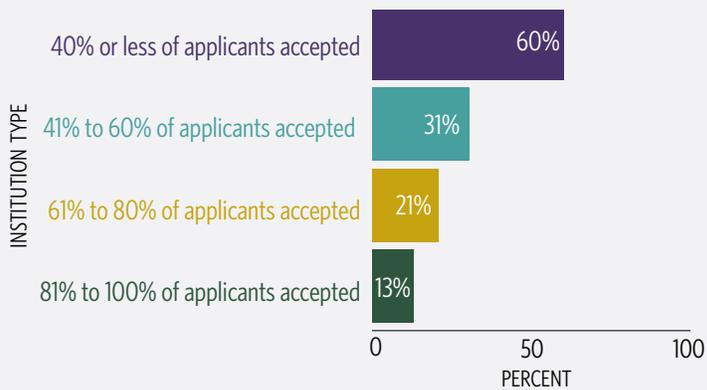
That said, far fewer respondents thought their peers were as well versed: Only 58 percent believed colleagues were familiar or very familiar with the ruling. We can’t know which colleagues our participants were referring to—they could be referencing those who work for them or they could be reflecting on the knowledge of those

Given this more specific directive from the court (hence the increased national attention to race-neutral approaches since the *Fisher* ruling), it is important that admissions professionals fully understand the *Fisher* ruling and its implications for their practice. Fortunately, the field is getting the message.

Figure 5. Ranking of Institutional Priorities

Priority	Rank				
	1	2	3	4	5
Enrolling students with outstanding admissions-test scores and high school grades to improve the institution's academic profile	56%	14%	9%	14%	8%
Racial/ethnic diversity	12%	30%	28%	20%	8%
International and U.S. geographic diversity	7%	23%	30%	25%	14%
Socioeconomic diversity	8%	19%	22%	26%	24%
Improving national rankings (e.g., <i>U.S. News & World Report</i>)	6%	16%	11%	14%	45%

Figure 6. Proportion of Institutions Currently Using Race, by Level of Selectivity



within the broader campus community. The ruling is just two years old and raising awareness takes time, but this finding nevertheless underscores the importance of educating campus constituencies about the newly emphasized requirements enshrined in *Fisher*.¹⁷

A next obvious directive for institutions, in light of the 2013 *Fisher* ruling in particular, is to understand admissions and enrollment trends for student groups, especially those addressed in *Fisher* (i.e., racial and ethnic minorities). Analysis of enrollment and application data is not new to admissions offices, but the need to evaluate workable race-neutral strategies to attract, admit, and enroll minority students has been amplified by the *Fisher* case (Garces 2015). We asked respondents whether, as a result of the *Fisher* decision, their institutions changed their focus on analyzing admissions and enrollment data for certain student populations, and they responded in the affirmative, although changes are modest.

In particular, we see an increase in focus on socioeconomically disadvantaged students (by 27 percent of institutions), those first in their family to attend college (by 24 percent), and racial and ethnic minorities (by 16 percent). These responses are summarized in Figure 8.

We don't know exactly what types of data institutions have collected and analyzed, but they could include an examination of structural diversity (that is, an institution's racial/ethnic composition) (Bowman 2012), the number of underrepresented students in certain courses and major fields of study, or their representation in academic pathways (e.g., math and science) with lower persistence and completion rates. Data may also focus on the student experience—specifically, perceived racial and socioeconomic diversity on campus, cross-racial interactions, campus racial climate (Park, Denson, and Bowman 2013), and sense of belonging. These experiences matter a great deal if institutions hope to translate a critical mass of diverse students into the kind of “dynamic diversity” (Garces and Jayakumar 2014) that benefits educational environments (see also Denson and Chang 2009; Hurtado 1992; Hurtado et al. 2012; The Civil Rights Project 2013b).

This type of inquiry is important given the emphasis the Supreme Court placed (in its majority opinion in *Fisher*) on the need for institutions to thoroughly document why race-conscious admissions are necessary. Educational researcher and legal scholar Liliana Garces (2015) put it nicely:

The practical reality post-Fisher is that institutions need to more thoroughly document the reasons why race-conscious admissions policies are necessary or justified on their specific campuses. As lower courts undertake independent reviews of the need for such policies, they will be relying on evidence that supports the judgment of institutions within their specific contexts—evidence that institutions are themselves in the best position to provide. (16)

17 We also asked admissions and enrollment management leaders about their understanding of the much more recent (2014) *Schuetz* ruling, which upheld the affirmative action ban in Michigan. The patterns we observed for *Fisher* hold for *Schuetz*, although in general, fewer participants said they were either familiar or very familiar with *Schuetz*.

Figure 7. Study Participants' Familiarity with *Fisher* Decision

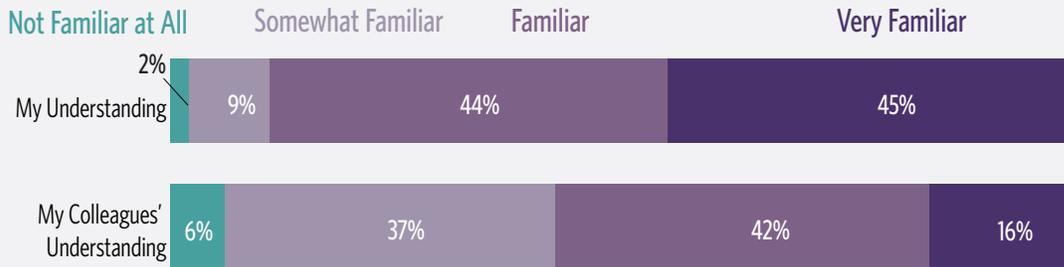
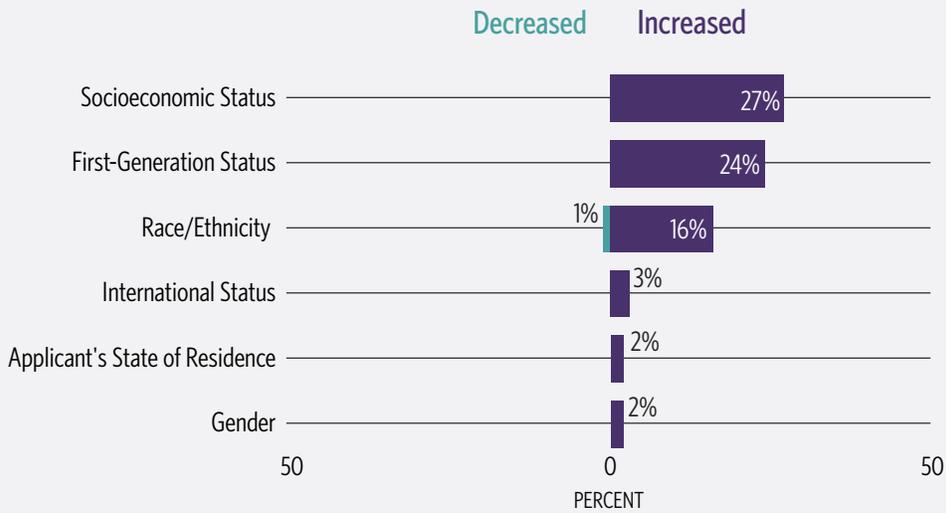


Figure 8. Change in Focus on Admissions and Enrollment Data Post-*Fisher* Decision



FALL

Fall roadmap—study findings:

- Most and least utilized strategies to achieve racial/ethnic and socioeconomic diversity
- Perceived effectiveness of diversity strategies
- Use and effectiveness of diversity strategies at institutions that consider race and ethnicity in admissions

In early fall, at colleges and universities across the country, admissions directors put the finishing touches on their recruitment schedules. In any given week during this season, the majority of admission counselors are in the field, visiting with students, families, high school counselors, and teachers, and hosting community and other types of gatherings to share their campus's offerings and shed light on the application process. The fall marks the first, fundamental requirement for admitting a strong freshman or transfer class: building the applicant pool. The pool does not magically appear. Building it is a process in and of itself—perhaps the most important job of an admissions officer. As Associate Vice President Ishop shared with us:

ISHOP: “Recruitment is not a shot across the bow, it is deliberate and strategic, because shaping the applicant pool provides the opportunity for admitting a diverse class. Likewise, the types of visits are different, some to communities who are very familiar with your university, others to communities who are not, or who may be skeptical of you. Recruitment is not one-size-fits-all and the engagement is important to both build and maintain relationships to have any hope of achieving your admission and enrollment goals.”

Meeting these goals means more than the admission of a given class—more than the decisions themselves. Admissions activities in the fall represent a portion of the enrollment management cycle much less discussed in debates over the utility and legality of various diversity strategies. While there are other tools in the admission officer's toolbox—and we'll indeed address many of them throughout—findings presented next shine a light on the importance of building the pool. Let us first start with those diversity strategies most widely used in the day-to-day work of our study participants.

Widely Used Racial/Ethnic and Socioeconomic Diversity Strategies

Our data echo the notion that recruitment matters quite a bit. Three of the five most widely used strategies to support racial, ethnic, and socioeconomic diversity (of the 20 we asked admissions and enrollment management leaders about) are in fact recruitment strategies. As depicted in Figure 9, targeted recruitment and outreach to encourage racial and ethnic minorities to apply (used by 78 percent of institutions), enhanced recruitment and additional admissions consideration for community college transfers (76 percent of institutions), and targeted applicant recruitment of low-income and first-generation college students (71 percent of institutions) are widely utilized across the institutions represented in our study. Another widely used strategy relates both to admissions decisions and recruitment—82 percent of institutions indicated using articulation agreements with other institutions to create transfer pathways.

Beyond the use of these strategies by all institutions in our study, as readers may expect, there are some

If researchers, policymakers, and the press want to align more closely with prevailing practice—and we believe that they should—then the focus of their attention and coverage will need to shift. This does not mean shifting away from new and innovative strategies as much as it means giving due attention to those activities that take up the largest share of an enrollment manager’s time.

differences across institutional control and selectivity. For example, articulation agreements are less widely used at more selective private institutions (49 percent) when compared with all institutions (82 percent) presented in Figure 9. In addition, although Figure 9 does not place targeted scholarships for disadvantaged students in the top five diversity strategies for all institutions, this practice is quite prevalent for more selective public institutions (82 percent). As previously stated, however, we are obliged to caution readers against over-interpreting trends for more selective public institutions, as our sample is disproportionately filled with institutions in states that have banned race-conscious practices. (See Appendix B for the full list of diversity strategies by public/private and more selective/less selective institutions.)

Turning to less-utilized strategies are three that relate to admissions decisions: Reduced emphasis on legacy admissions is in use at 24 percent of institutions, and test-optional practices and the use of percentage plans,¹⁸ are in use at 16 and 13 percent of institutions, respectively. Reducing emphasis on SAT/ACT scores and offering targeted scholarships or financial aid awards for racial/

ethnic minorities are also relatively uncommon strategies, though each of these is still used more often than percentage plans, reducing legacy preferences, and test-optional admissions (see Figure 9).¹⁹

These trends highlight a major theme we will emphasize throughout. Some of the most widely discussed diversity strategies, including those covered by the media and taken up by researchers, are in fact some of the least utilized on the ground—namely, rethinking legacy admissions, test-optional admissions, and the use of percentage plans. These admissions practices have received outsized attention, and not just in industry press. For example, high-profile news outlets such as *The New York Times* (2011, 2014), *The Wall Street Journal* (2012), *Forbes* (2013), *The Washington Post* (2013), CBS News (2014), and *The Boston Globe* (2015) have taken up these practices in their higher education coverage and opinion editorials.

This disconnect is unfortunate and yet understandable. Legacy admissions, test-optional admissions, and percentage plans are controversial and provocative. They conjure debate over tough issues like segregation, privilege, and bias. Further, percentage plans, while not widely used, have been put to the test in high-profile settings such as the state of Texas. If researchers, policymakers, and the press want to align more closely with prevailing practice—and we believe that they should—then the focus of their attention and coverage will need to shift. This does not mean shifting away from new and innovative strategies as much as it means giving due attention to those activities that take up the largest share of an enrollment manager’s time.

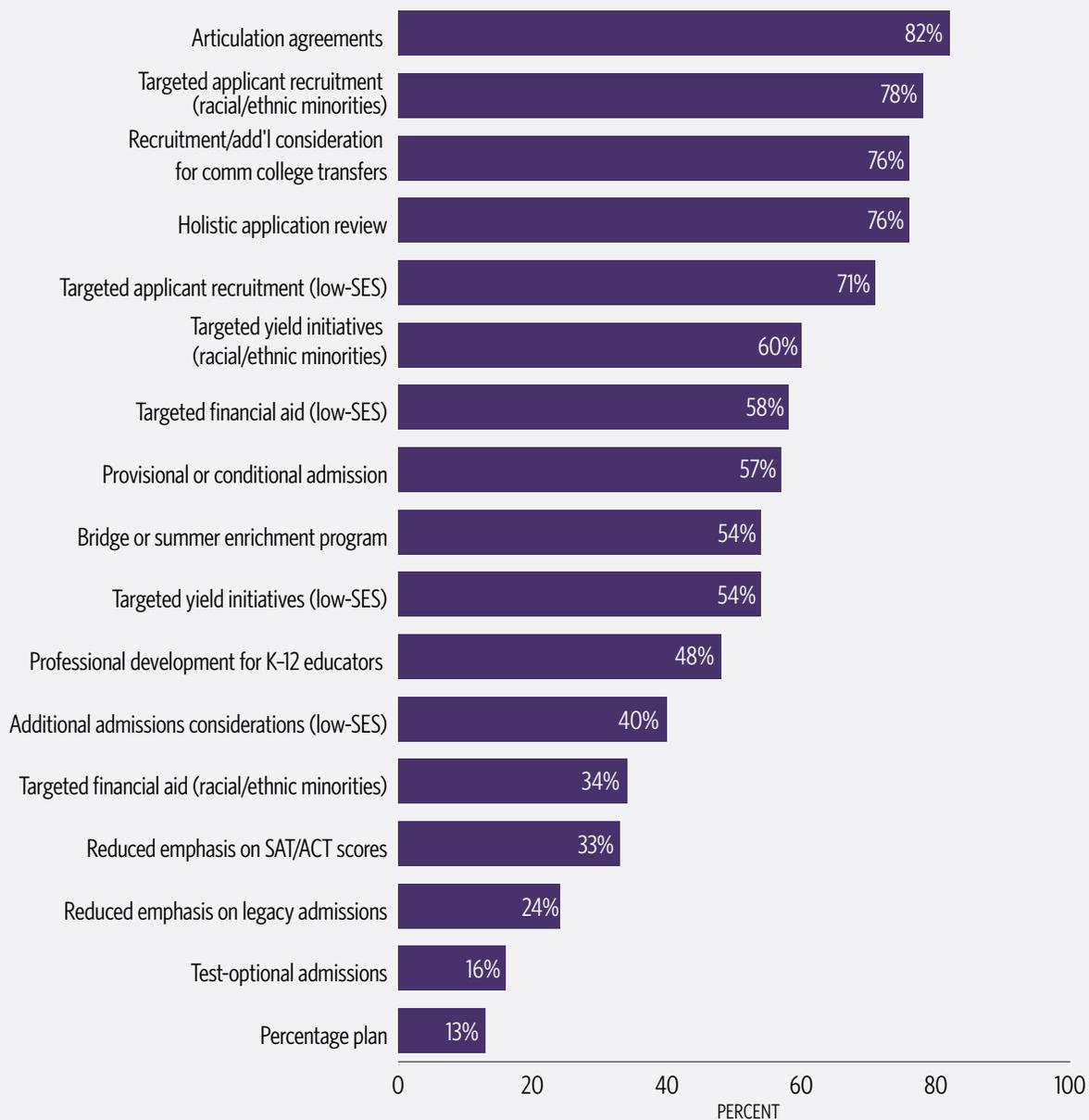
Thus far we have spent the fall examining diversity strategies in wide use (and those that are less common than their publicity would indicate). We know what colleges and universities are doing, but do we know what’s working? Gauging the perceived effectiveness of strategies is a separate and much more complicated matter, one to which we turn our attention next.

Perceived Effectiveness of Diversity Strategies

Let us first make clear that this study is not an attempt to empirically estimate the effectiveness of all the diversity strategies in play at selective colleges and universities in the United States. What we will do,

18 Percentage plans in their most common form guarantee admission for a fixed percentage of students from a given subset of high schools.

19 There are few differences for institutions above and below the median in terms of Pell Grant recipients and proportion of underrepresented minorities in the undergraduate student body.

Figure 9. Most Widely Used Strategies for Racial/Ethnic or Socioeconomic Diversity

In order to make it into the below findings, study participants needed to have indicated having data to show a given strategy's effectiveness.

however, is shed light on the strategies that the nation's admissions and enrollment management leaders deem effective, based on their own analyses;²⁰ in some cases we will unpack related research. We asked study participants to identify strategies, among those they're using, that have been effective for supporting racial/ethnic and socioeconomic diversity. Our main focus will be on effectiveness for the former. In order to make it into the below findings, study participants needed to have indicated having data to show a given strategy's effectiveness.

EFFECTIVE STRATEGIES: Yield Recruitment, Holistic Review, Test-Optional Practices

Revisiting the discussion on the wide use of recruitment activities to support racial and ethnic diversity, as depicted in Figure 10, nearly three-quarters of our study participants (72 percent) reported targeted yield recruitment initiatives (e.g., visit days for admitted students, receptions in students' hometowns, calls from faculty) to encourage admitted minority students to enroll as effective based on data collected by their institution. Holistic application review is effective for 67 percent of institutions, making this the one strategy both widely used and widely effective when compared with other strategies employed by respondents. Readers interested in more detail on holistic admissions and yield initiatives should stay tuned; those strategies will be covered in depth when we reach winter and spring.

Next, a sizeable majority (68 percent) of institutions employing test-optional practices²¹ are finding them to be effective supports for racial and ethnic diversity. This number rises to 83 percent for less selective institutions; 80 percent of which also find the strategy effective for socioeconomic diversity. These findings are notable because test-optional practices remain relatively rare.²²

A Brief Discussion of Test-Optional Practices

Advocates for test-optional admissions cite research that shows a weak relationship between success in college and standardized test scores such as the SAT and ACT (Baron and Norman 1992). This has not been shown as uniformly true (Sackett et al. 2012; Kobrin et al. 2008). Most admissions professionals would agree that it is up to an individual institution to conduct its own research and determine whether standardized test scores are in fact a good predictor of long-term success for students of varying backgrounds. We stress *varying backgrounds* because research consistently does show a strong relationship between test scores and socioeconomic characteristics (Gaertner and Hart 2013; Brooks-Gunn and Duncan 1997; National Association for College Admission Counseling 2008). While standardized tests are solid predictors of academic performance for some students, they may prove less useful in predicting performance for others or they may not add significantly to what can be obtained through grades. Institutional researchers are in the best position to say for certain, which reinforces the need for colleges and universities to assess the relationship for themselves.

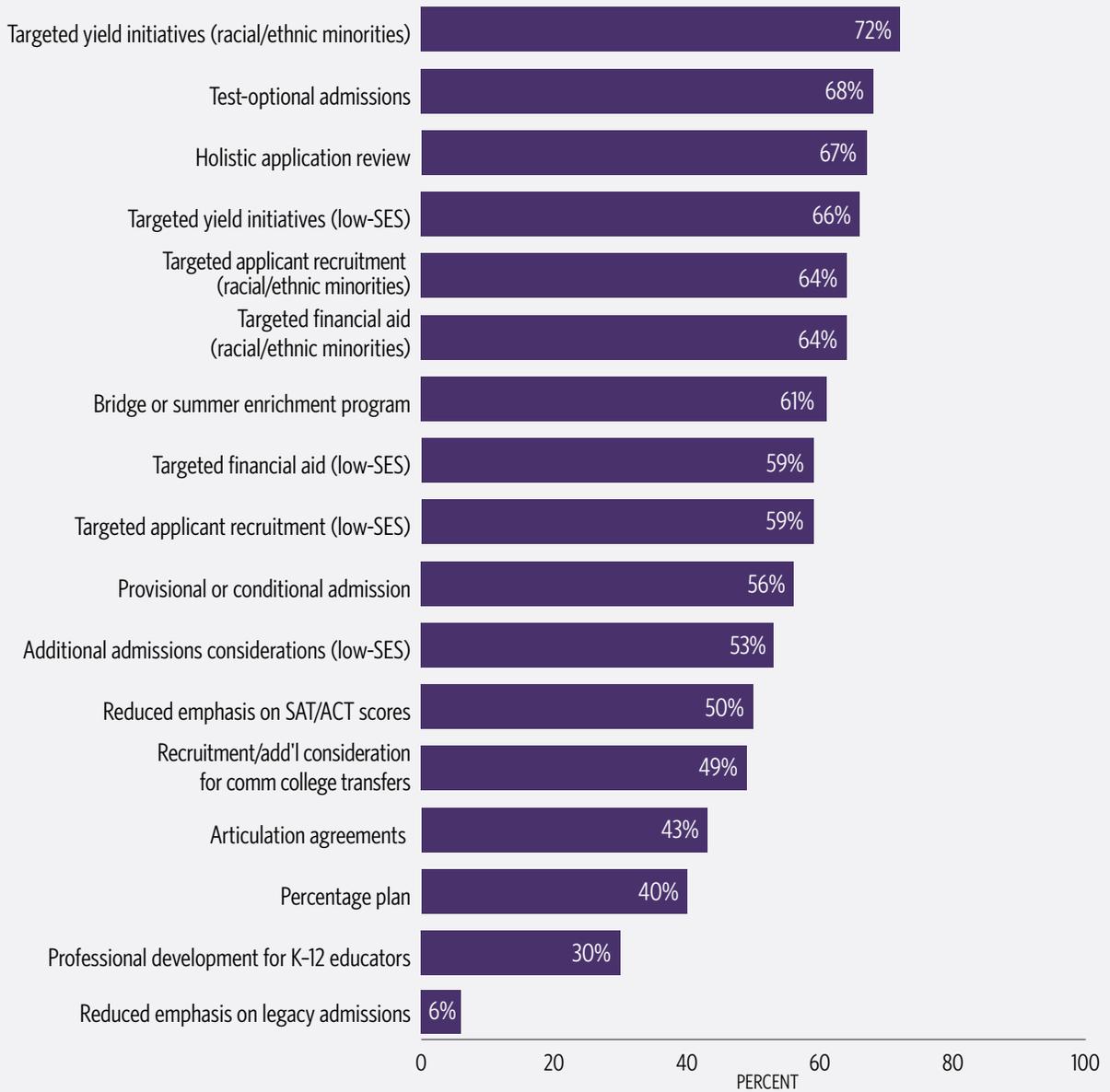
The push for test-optional strategies has been championed by high-profile and elite colleges and universities such as Wesleyan University (CT), Bowdoin College (ME), Bates College (ME), and Bryn Mawr (PA). In fact, many selective institutions experimenting with test-optional policies are private liberal arts colleges

20 For the sake of clarity and parsimony, when we indicate “effectiveness” of certain diversity strategies as reported by our study participants, we are referring to this definition: effectiveness based on self-reports of study participants who indicate having data to support this judgment.

21 While policies vary, in their simplest form, test-optional means that a student has the choice of submitting or not submitting SAT or ACT scores as part of the admissions process.

22 As of 2013, nearly 80 percent of institutions in our target population either require or recommend that students submit test scores. This means nearly 92 percent of all undergraduates enrolled in bachelor's degree programs enroll in institutions requiring or recommending test scores for full admissions consideration as derived from U.S. Department of Education IPEDS 2013–14 academic year data.

Figure 10. Strategies Perceived as Effective for Racial/Ethnic Diversity



(Hiss and Franks 2014), which squares with our study’s population of institutions that are using the policy and finding it effective.

We would be remiss not to discuss the numerous criticisms of test-optional admissions.²³ First, some contend that these policies may reinforce institutions’ positions in national rankings like those published in *U.S. News & World Report*. The *U.S. News* rankings (along with those of their competitors) heavily weight selectivity and applicant test scores, both of which may be strengthened by test-optional admissions. Test-optional policies encourage more applicants to apply, including those who wouldn’t otherwise do so for fear that their test scores would reduce their odds of admission. A higher number of applications for the same number of available seats boosts selectivity. Further, test-optional institutions report test scores for only those who *did* submit results (presumably high scorers), which would boost the mean academic credentials of the applicant pool.

Lastly, de-emphasizing test scores in admissions necessarily requires emphasizing other things. If those things are expensive and time consuming to review, like internships, extracurricular activities, or enrichment programs, it is difficult to see how test-optional policies open doors that were previously closed to disadvantaged students. Some colleges and universities have been using test-optional policies for years, but the research community has just begun to investigate their effects. As test-optional policies continue to mature, empirical research must follow suit and will hopefully help clarify the impacts of this approach on student body diversity.

LESS EFFECTIVE STRATEGIES: Percentage Plans, Professional Development for K–12 Educators and Counselors, and Reduced Emphasis on Legacy Admissions

We noted earlier that percentage plans and de-emphasizing legacy preferences are two strategies that are not used very often. According to our study participants, they are also not seen as widely effective. Percentage plans (used by 24 percent of institutions) are perceived as effective by only 40 percent of those who use them, while professional development for K–12 educators and guidance counselors are reported to be effective by 30 percent of institutions. Concerning the latter, while we cannot know the types of professional development that institutions are engaging in, this area does call for further inquiry given the influence that K–12 professionals can have in shaping students’ college-going behavior. Colleges and universities can play an important role in assisting high schools in training their professionals responsible for postsecondary counseling. As it stands, according to data collected by NACAC, 40 percent of high schools require professional development for college counselors and 57 percent of those pay all related costs (Clinedist 2015).

At the bottom of the list of effective strategies as reported by our study participants is the reduced emphasis on legacy admissions—reported to be effective for racial and ethnic diversity by just 6 percent of institutions that consider legacy status. Given media and research attention around percentage plans and legacy preferences in particular, we feel the need to unpack these two strategies, with an emphasis on the much-debated former strategy, which has received a great deal of attention by the scholarly community.

On Percentage Plans (Namely, Texas’s)

One reason percentage plans are so widely covered is the controversy surrounding their adequacy as an alternative to race-conscious admissions for ensuring campus diversity, specifically racial and ethnic diversity. These plans have been front and center in the debate about race and admissions programs since the 1990s, when California, Florida, and Texas—which had new state legal barriers to considering race in admissions—implemented them as potential “race-neutral alternatives.” Attention increased even more during the *Fisher* litigation.

Given its relationship to the *Fisher* case and thus to this study, we will take a moment to discuss the plan and

23 For more on the various impacts and consequences of test-optional admissions, see Belasco, Rosinger, and Hearn 2014.

related research. Texas’s “top 10 percent rule”—less popularly known as Texas House Bill 588—was passed in 1997 in response to the *Hopwood*²⁴ ruling that (until *Grutter*) explicitly forbade the consideration of race among other factors in admissions decisions at all public colleges and universities in Texas.²⁵ The rule stipulates that the top 10 percent of every Texas high school’s graduating class is guaranteed admission to any public university in Texas, including the state’s flagship institutions, UT Austin and Texas A&M University.²⁶

In its defense in the *Fisher* case, UT Austin contended that Texas’s top 10 percent rule alone did not result in racial and ethnic student body diversity but rather required a number of concurrent policies to succeed, including outreach, recruitment, and retention strategies targeting minority students (Garces 2015). This is an important point we’d like to stress given what we’ve shared and what practitioners and others know, which is that institutions and systems are wise to identify and assess solutions that will work for them—an often different proposition from what may work for the next institution. As Associate Vice President Ishop shared in her reflections on her oversight of the Texas plan:

ISHOP: “Texas’s top 10 percent [rule] was, and remains, an important quiver to have. It’s clear, it’s recruitable. It’s aspirational. And it provides opportunity for every student in every high school in the state. You can build a strategy around it. But as any process should, more than a single strategy is needed to accomplish your goals. . . . It’s important that you take a multi-pronged approach.”

Indeed, researchers have shown that percentage plans are dependent, among other things, on state and regional context and institutional selectivity and capacity. Moreover, their success is dependent on the other, complementary diversity strategies employed by a given admissions office.

The Texas Higher Education Opportunity Project²⁷—a decade-long research endeavor led by sociologists Marta Tienda and Teresa Sullivan—evaluated outcomes of the top 10 percent rule, including geographic, socioeconomic, and racial diversity on public campuses in Texas. Tienda and Sullivan showed that the most efficient and effective strategy to ensure racial diversity is the consideration of race in admissions decisions and not a simple admissions guarantee for those in the top 10 percent of their respective high school graduating class. Put simply, percentage plans help, but research has shown that they are not as effective as race-conscious admissions for supporting racial diversity. This finding has been supported in a variety of other studies (Garces 2015; Espenshade and Radford 2009; Harris and Tienda 2010; Howell 2010; Horn and Flores 2003; Long 2004; Long and Tienda 2008). According to Tienda (2014):

One of the major lessons from the Texas Top 10 Percent law is that the admissions guarantee cannot, ipso facto, ensure either that rank-qualified students apply, much less enroll in a post-secondary institution even if they would like to do so. In heterogeneous high schools, white and Asian as well as affluent students are more likely than blacks and Hispanics to qualify for an admission guarantee based on class rank, however the minimum threshold is set. (98)

Campus racial diversity as an outcome of the Texas plan depends to some extent on racial segregation in Texas’s public high schools—an inequitable and troubling scenario on which to base major admissions

24 *Hopwood v. Texas*, 78 F.3d 932 (5th Cir. 1996).

25 Texas still uses the top 10 percent rule in addition to the consideration of race among many factors in admission per the outcomes of the U.S. Supreme Court 2013 *Fisher* decision covered in more detail elsewhere in this report.

26 At UT Austin, admission through the top 10 percent rule is capped at 75 percent of the class. See <http://beal-onghorn.utexas.edu/freshmen/decisions/automatic-admission>.

27 See <http://theop.princeton.edu>.

policy (Gaertner and Hart 2013). The segregated nature of Texas’s (and the nation’s) K-12 system in fact challenges the notion that any percentage plan is truly race-neutral, as its proponents would claim (Tienda 2014).

Legacy Admissions

We turn next to the practice of giving additional weight in the admissions process to the children of alumni (and in some cases faculty)—also known as legacy admissions. Here lies another highly symbolic and controversial strategy to achieving greater diversity; namely, the reduction or elimination of such preferences. Research on the advantage given to legacy applicants to selective colleges and universities has revealed a highly unequal playing field in favor of the children of alumni (see, for example, Bowen, Kurzweil, and Tobin 2005; Espenshade and Chung 2005). These practices have been criticized as counter to the mission of higher education as an economic equalizer and vehicle of social mobility.

Critics of legacy practices see their dissolution as a way to create will and commensurate action in favor of educational equality, including for low-income and racial and ethnic minority students; doing away with legacy admissions removes large preferences for predominantly white, wealthy, and privileged students in favor of additional consideration for those most in need of access to institutions that can further socioeconomic mobility. Yet despite these calls, according to our data, reducing emphasis on legacies in the admissions process not only is a much less-utilized strategy for racial/ethnic and socioeconomic diversity (24 percent of institutions indicated making said reduction), but also is not perceived effective for racial/ethnic diversity (6 percent of institutions) by the majority of those that have taken this route. Of course, just doing away with preferences for certain groups does not inherently mean that preferences for desired others will emerge in their place. For example, reducing emphasis on legacies may simply mean there is more room for students with high test scores and GPAs. Deeper qualitative research is needed to understand the relationship between doing away with the consideration of legacies in admissions and greater student body diversity.

DIFFERENCES ACROSS INSTITUTIONS

Perhaps not surprisingly to readers, there are quite a few differences across institutional control and selectivity in the strategies deemed effective by admissions and enrollment management leadership in our study (see Appendix C). Less than half of survey participants found articulation agreements with other institutions (to create transfer pathways) and enhanced recruitment and additional admissions consideration for community college transfers to be effective, although more selective public institutions are the exception. Nine of 10 more selective public institutions that use this strategy also have data to show its effectiveness.²⁸ According to Santa Ono, this strategy is indeed effective at UC, where connectivity to local community colleges is critical. The university offers what are called Pathways Grants—financial aid for qualified students graduating with an associate degree and enrolling in one of UC’s baccalaureate programs.

Why are public institutions so keen on this strategy and so likely to find it effective? For starters, the community college pipeline has been a productive approach (though not a silver bullet) for prestigious flagship universities to enroll diverse students. This pipeline approach is often implemented within the context of state systems, and in some instances with policy mandates to do so. System-wide policies like this have the power to break down barriers that institutions often face when trying to implement articulation agreements and course equivalencies, momentum that public institutions in particular are able to benefit from.²⁹

The broader finding is nonetheless concerning given the number of underrepresented minority and low-

28 While we caution the reader against generalization of selective public institutions nationally, given where our study’s selective publics are located (mostly in states that have banned the consideration of race), we feel comfortable calling out this sector here given the predominance of articulation agreements at public four-year institutions regardless of location.

29 See Coleman et al. 2012 for a discussion on institution-based collaborative agreements that can facilitate the expansion of student pathways.

income students enrolled in community colleges. Opportunity is lost when these students don't have a clear pathway to selective four-year colleges and universities (The Century Foundation 2013). It is hard to know why such approaches are less likely to be effective for most institutions in our study. Perhaps the impact of articulation agreements and enhanced consideration for community college transfers is negatively related to state disinvestment in public higher education. It may also be the case that community college students are primarily transferring to open-access institutions. This is an area in obvious need of further study given the great promise of the two-year sector as an engine for mobility.

Articulation agreements and consideration for community college students aren't the only strategies whose perceived effectiveness varies. The influence of targeted scholarships and financial aid is a mixed bag as well. Three-quarters of less selective private institutions that extend aid to minority students find this strategy effective in supporting racial/ethnic diversity; for all other sectors, that figure is less than 60 percent. Furthermore, 78 percent of more selective public institutions report that aid targeted to disadvantaged students effectively supports socioeconomic diversity; that figure is less than 63 percent for all other sectors. Lastly, 66 percent of more selective private institutions find that targeted recruitment of low-income and first-generation applicants supports racial and ethnic diversity; in every other sector, that figure does not break 61 percent.

So why is it that less selective private institutions report scholarships for minority students as being particularly effective? Why are more selective private institutions more likely to see diversity dividends from the recruitment of socioeconomically disadvantaged students? What is it exactly that makes holistic review both widely used and effective across the selectivity spectrum, and how does this practice intersect with the others described here? We cannot answer these questions with our data. We can only reiterate a maxim that admissions professionals know well and the general public might not: *Context matters*. What works for one college or university may not work for another, so large-scale research results should always be interpreted in light of each institution's goals, resources, and mission.

As an illustration, President Ono reflected on the different institutional environments where he has led diversity efforts. In speaking to his time at Emory University and at UC, Ono explained:

ONO: "Emory is a medium-sized elite private university with 14,000 students, and 87 percent of its incoming students on the Atlanta campus come from outside of Georgia. The University of Cincinnati, on the other hand, is a large state university with over 43,000 students, and nearly 76 percent of them are from the state of Ohio. While UC has highly ranked programs and several programs with selective admissions criteria, overall the institution maintains a deep commitment to its home community and to offering accessible education. We therefore incorporate community-focused approaches in our diversity initiatives."

What we wish to emphasize for the reader is that success is not always an exercise in replication; it is often one of translation and modification. Assuming that success in another sector will translate to success at your institution is a recipe for disappointment.

Diversity Strategies at Institutions That Consider Race

If readers can take one point away from the fall section, or even this report, it should probably be this: Race-conscious and race-neutral diversity strategies can and do coexist. Race-conscious institutions in our study not only use racial/ethnic and socioeconomic diversity strategies more—they find them to be more effective for racial and ethnic diversity in particular. While the relative rankings of the most widely used and

Context matters. What works for one college or university may not work for another, so large-scale research results should always be interpreted in light of each institution's goals, resources, and mission.

Figure 11. Most Widely Used Diversity Strategies Among Institutions That Consider Race

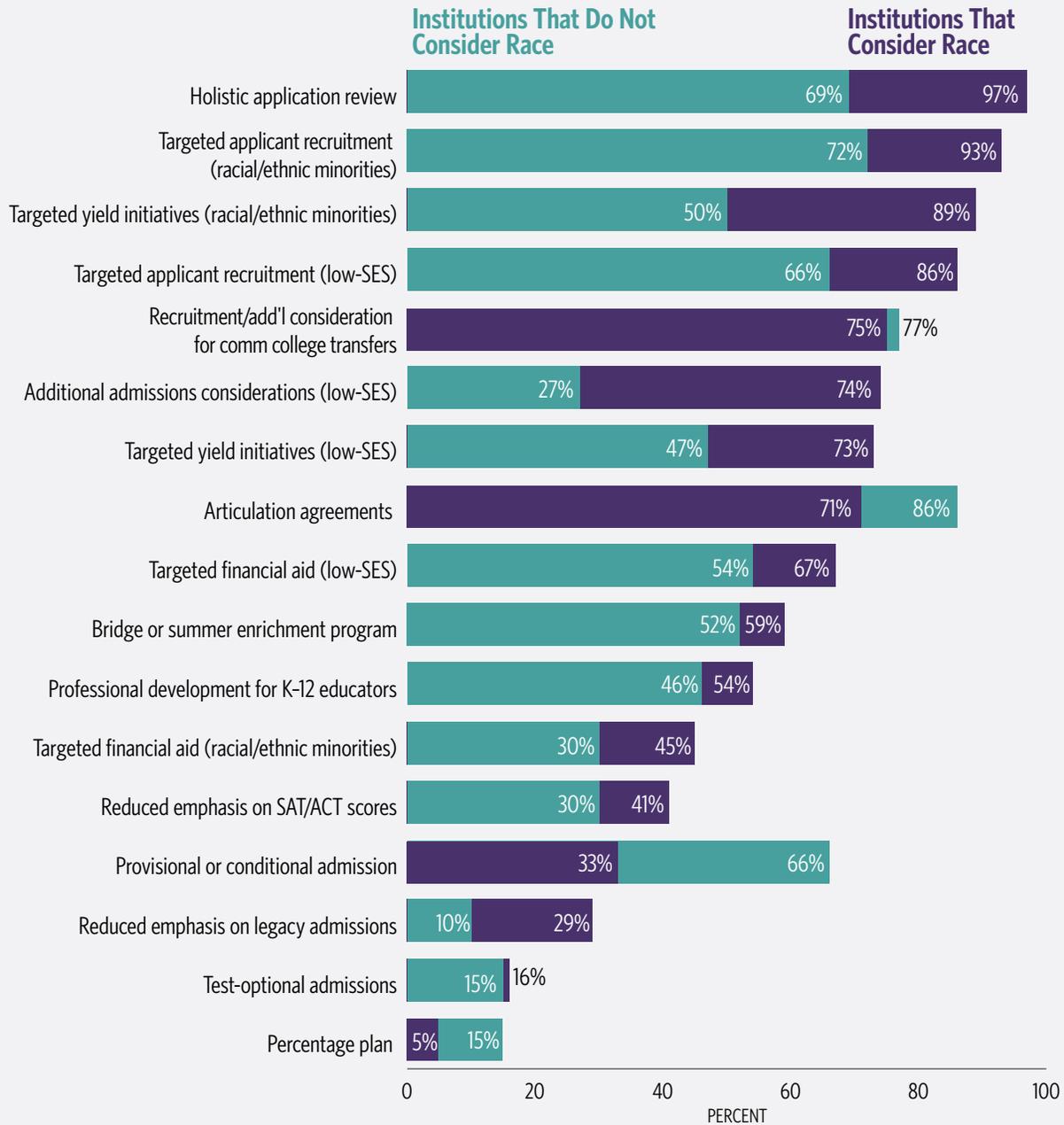
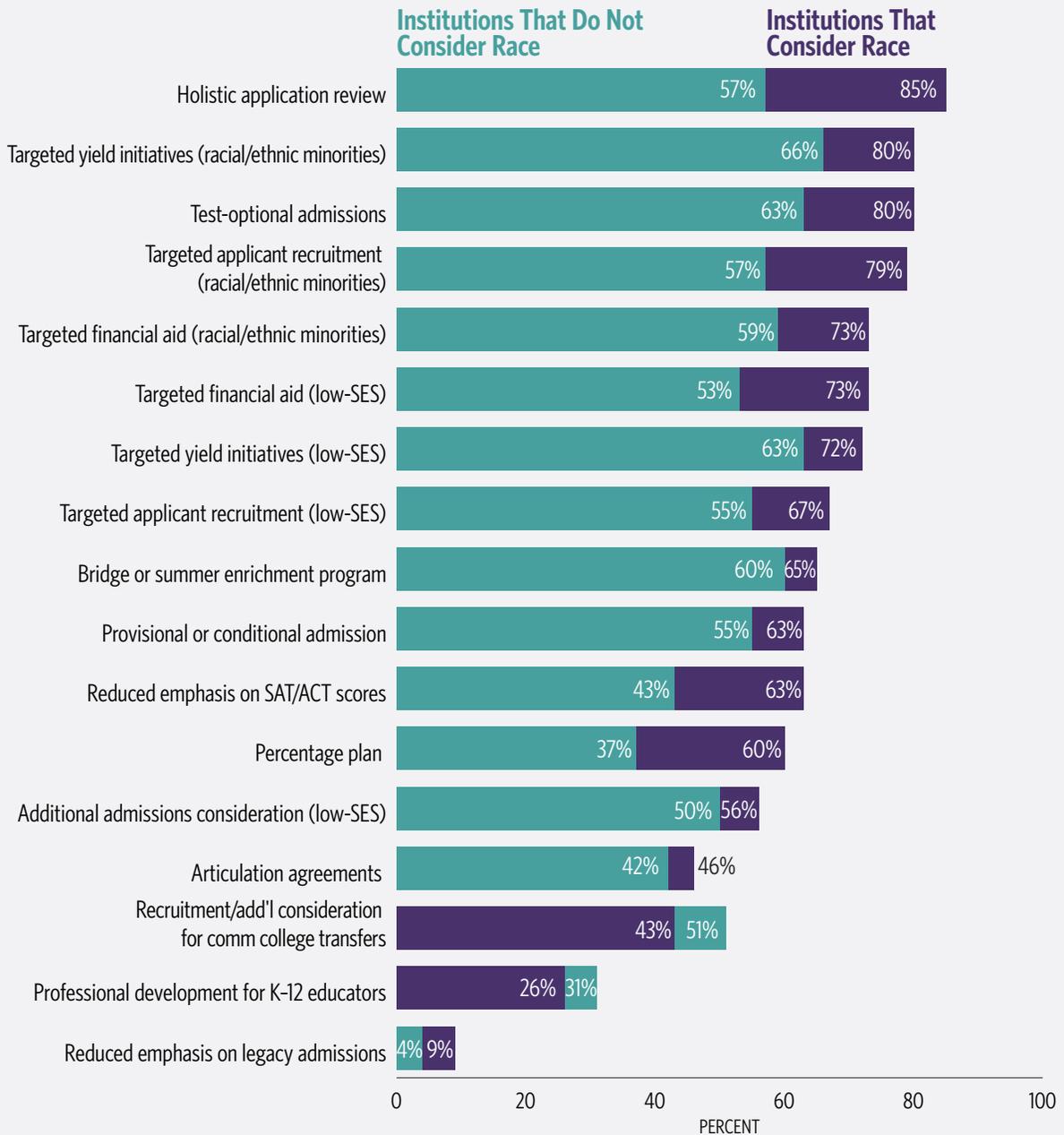


Figure 12. Strategies Perceived as Effective for Racial/Ethnic Diversity Among Institutions That Consider Race



Those who support banning the consideration of race in admissions often suggest that when race is not an option, institutions will be more likely to employ more creative and less divisive measures to diversify their student bodies. Our data cast doubt on that argument.

most effective strategies are still fairly consistent across institution type, both use and effectiveness measures spike when we narrow the analysis to the 92 institutions that consider race in admissions (patterns illustrated in Figures 11 and 12).

For example, 93 percent of institutions that consider race employ targeted recruitment and outreach activities to encourage prospective minority students to apply. That percentage drops to 72 percent for institutions that do not consider race (see Figure 11). What is more, this type of recruitment is perceived to be more effective at institutions that consider race, relative to those that do not (79 versus 57 percent) (see Figure 12). This trend is visible across an array of strategies.

Yield initiatives (recruitment of admitted students) targeting minority students are more prevalent and more effective at race-conscious institutions. Admissions boosts for socioeconomically disadvantaged students reflect a similar trend, and the gap in this case is staggering: As a diversity strategy, seventy-four percent of race-conscious institutions consider socioeconomic disadvantage in admissions compared to just 27 percent of race-neutral institutions. Finally, while holistic review is legally necessary at race-conscious institutions (and thus more widely used), as a strategy it is also more likely to be effective there.

What these patterns illustrate is that diversity strategies are more common and perceived as more effective at institutions where race is considered, all of which brings us to an interesting contradiction in the argument for dismantling the use of race. Those who support banning the consideration of race in admissions often suggest that when race is not an option, institutions will be more likely to employ more creative and less divisive measures to diversify their student bodies. Our data cast doubt on that argument. Among the 338 institutions in our study, those that do not consider race are also less likely to use a broad array of diversity strategies, a finding that holds across level of selectivity.

We have attempted to parse our findings according to the admissions seasons to which they are most relevant. In doing so we may have given readers the impression that outside of admissions decisions, all diversity strategies are confined to the recruitment phase of the admissions cycle. This is, of course, not the case. As we will make clear in later sections, for institutions that prioritize diversity, initiatives that help support that goal are integral throughout the year. Our next season is winter. For the majority of four-year college and university applicants, this is when admissions decisions are made.

WINTER

Winter roadmap—study findings:

- Changes in admissions considerations after the 2013 *Fisher* decision
- Admissions decisions after statewide bans on the consideration of race

Admissions decisions are not always mechanical processes. This isn't news to admissions officers, but others may be less clear on the point, so it bears some emphasis. Admissions decisions are not now—nor have they ever been—focused exclusively on academic achievement (Espenshade, Chung, and Walling 2004). Instead, many selective colleges and universities in the United States employ holistic review, a process that accounts for a variety of applicant credentials in shaping an entering class that will best support an institution's mission.

A Brief Introduction to Holistic Review

The emphasis on holistic application review owes primarily to two U.S. Supreme Court cases—*Gratz* and *Grutter*—examining race-conscious admissions at the University of Michigan. The *Grutter* decision called for a “highly individualized, holistic review” of each applicant's qualifications whenever race is taken into account,³⁰ while the *Gratz* decision forbade the allocation of admissions “points” for any racial or ethnic group.³¹ Holistic review is now a required practice for institutions that wish to consider race in admissions, a consideration that must be situated within an individualized review without the assignment of points for group membership. But holistic review is not only used by those institutions that consider race—its positive effects on campus diversity have also made holistic review a valued practice in university systems where race-conscious admissions have been banned (e.g., the University of California).³²

Holistic review, which as a process varies from institution to institution, requires a careful read of an applicant's full file, including not only academic accomplishments but also personal dimensions like leadership experience, community involvement, and perseverance in the face of adversity. Such elements may receive more or less emphasis in the admissions decision, depending on a given institution's goals. The University of California, Berkeley, in fact advertises on its admissions website that “we virtually hug your application.”³³ Other institutions have similarly embraced the holistic review approach, if not the applicant files themselves. More than three in four (76 percent) of our study participants indicated using holistic review, and that figure is even higher (92 percent) among more selective institutions.

Not surprisingly, holistic review is an integral component of admissions decision-making processes at both UT Austin and the University of Michigan. Building cohesive communities at these flagship institutions requires looking beyond applicants' high school grades and admissions test scores. Associate Vice President Ishop emphasized the irreplaceable value holistic review brings to decision-making processes at Texas and Michigan:

30 *Grutter*, 539 U.S. 306.

31 *Gratz v. Bollinger*, 539 U.S. 244 (2003).

32 For a useful review of holistic review in the health professions, see Urban Universities for HEALTH 2014, http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions.pdf.

33 See <http://admissions.berkeley.edu/selectsstudents>.

More than three in four (76 percent) of our study participants indicated using holistic review, and that figure is even higher (92 percent) among more selective institutions.

ISHOP: “*These are world-class institutions that represent the furthest reaches of our state, the nation, and world. The context and life experiences that students bring to the application process are as important as the objective criteria. You have to get to know it. Holistic review allows you that lens.*”

In this study, we aimed to unpack the holistic review process by asking participants to indicate the importance of various factors (e.g., admissions test scores, work experience) that could be considered in a holistic admissions decision. By doing so we might help illuminate a process the public finds opaque and inscrutable (Starkman 2013), but that isn’t our primary goal. Rather, we intend to describe *changes* in the admissions calculus following legal action targeting race-conscious admissions. Whereas previous sections focused on diversity strategies in enrollment management at large, we now pivot to focus on another central consideration—the admissions decision. Let us begin with changes to admissions considerations following the 2013 *Fisher* ruling.

Admissions Decisions After *Fisher*

For our analysis of changes in admissions factors after *Fisher*, the calculations are straightforward. A change was observed if an institution indicated increasing or decreasing the importance of an admissions factor after *Fisher* (e.g., from moderate importance to considerable importance or from considerable importance to limited importance). Questions about such changes were asked of only the 92 institutions that still use race-conscious admissions, because these are the colleges and universities to which the *Fisher* ruling could reasonably apply. Changes for each admissions factor are presented in Figure 13.

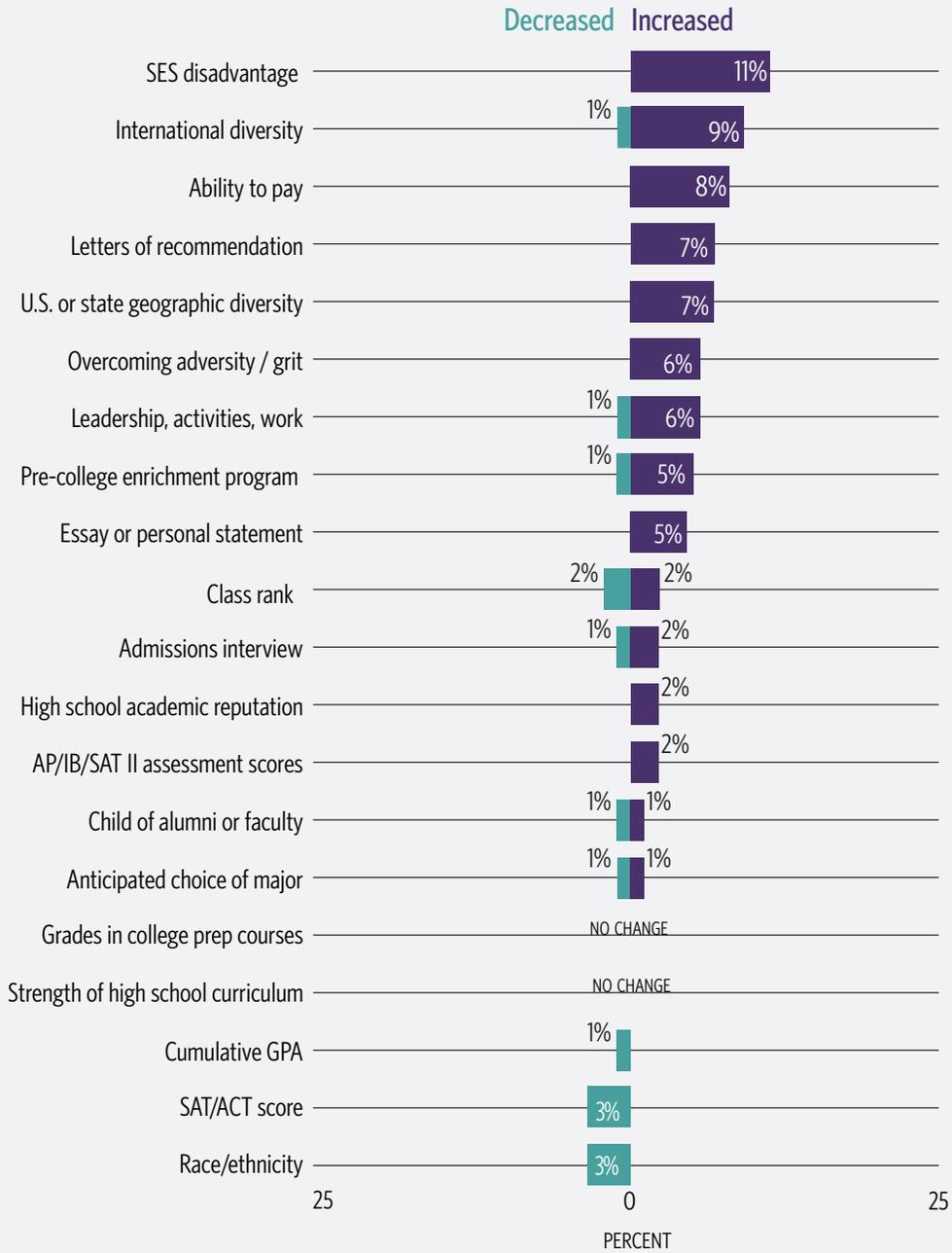
The admissions factors most likely to increase in importance following the *Fisher* decision were socioeconomic disadvantage (11 percent of institutions boosted this factor’s importance) and international diversity (9 percent). The factors most likely to decrease in importance were admissions test scores (3 percent) and race/ethnicity (3 percent). It seems logical that consideration of socioeconomic disadvantage would increase; this is one example of a race-neutral alternative called for in *Fisher*. It also seems reasonable that consideration of admissions test scores and race would decrease. First, reducing the weight given to admissions test scores is potentially a race-neutral diversity strategy, because test scores and group membership are correlated (ACT 2013). Second, admissions departments might decrease their emphasis on race/ethnicity if they believe doing so will reduce the likelihood of litigation.

These findings come with two important cautions. First, the percentages above represent small numbers of institutions. Only 10 institutions increased their emphasis on socioeconomic disadvantage, and only eight increased their emphasis on international diversity. Likewise, only three institutions reduced their emphasis on admissions test scores, and only three reduced their emphasis on race. Second, and more importantly, we cannot be sure that the changes in admissions factors were caused by *Fisher*. We only know, based on the account of those who responded to our survey, that these changes occurred following *Fisher*. Other contextual factors (e.g., demographic shifts or variation in state funding support) may have influenced these shifts as well.

With those caveats in mind, the most obvious takeaway from Figure 13 is that very little has changed as far as the relative importance of admissions factors since the *Fisher* decision. Indeed, when asked directly whether the *Fisher* ruling affected their admissions or enrollment management practices, only 13 percent of institutions responded in the affirmative.³⁴ Yet this does not mean that institutions have disregarded the *Fisher* ruling. It is first important to remember that the 2013 *Fisher* ruling did not change the parameters of *Grutter*; rather, it reemphasized a portion of those parameters. In guidance from ED’s Office of Civil Rights,

34 Note this is 13 percent of those 92 institutions in our sample to which *Fisher* could reasonably apply—the colleges and universities that currently consider race.

Figure 13. Post-Fisher Changes in Admissions Factors



for example, colleges and universities were reminded that the Supreme Court has not invalidated the use of race in admissions, nor has it prohibited institutions from pursuing campus diversity.³⁵ Institutions may have examined their application review guidelines following *Fisher* and concluded that their admissions decision-making parameters met the standards imposed by the decision. This interpretation is supported by a 2013 admissions survey fielded by *Inside Higher Ed*, in which 92 percent of institutions indicated that their admissions process met the narrow tailoring requirements of *Fisher*, and that they thus had no reason to alter their selection approaches. Only one percent of institutions said they were “very likely” to change admissions policies after *Fisher* (Jaschik and Lederman 2013). It is also important to remember that at the time of our survey, the *Fisher* ruling had yet to be fully resolved. It is possible that colleges and universities may think it imprudent to overhaul their admissions procedures based on unsettled case law. Or it may be that changes are in process but not yet realized (our survey instrument was not designed to capture in-progress change). In June 2015, the U.S. Supreme Court granted a petition for new arguments in the *Fisher* case, to be heard in the 2015–16 term. The court’s decision to hear new arguments in *Fisher* has no immediate legal requirements or implications. But it does confirm that, at least for the next year, challenges to the consideration of race will continue to occupy center stage in higher education law and policy debates.

Now more than ever, institutions are wise to explore all racial and ethnic diversity strategies at their disposal. This includes steps institutions can take outside of the admissions decision-making process—like redoubling recruitment efforts—that may in fact be more appropriate and effective responses to *Fisher*. We will return to this point in the next section.

Admissions Decisions After Statewide Bans on the Consideration of Race

Admissions considerations changed more drastically for the 19 institutions in our study that discontinued race-conscious admissions at some point prior to the *Fisher* ruling. Post-ban changes dwarf the *Fisher* effects presented above, and they are important to explore if we hope to understand how colleges and universities retool their admissions calculus when race is no longer an option. We present post-ban changes in admissions factors in Figure 14.³⁶

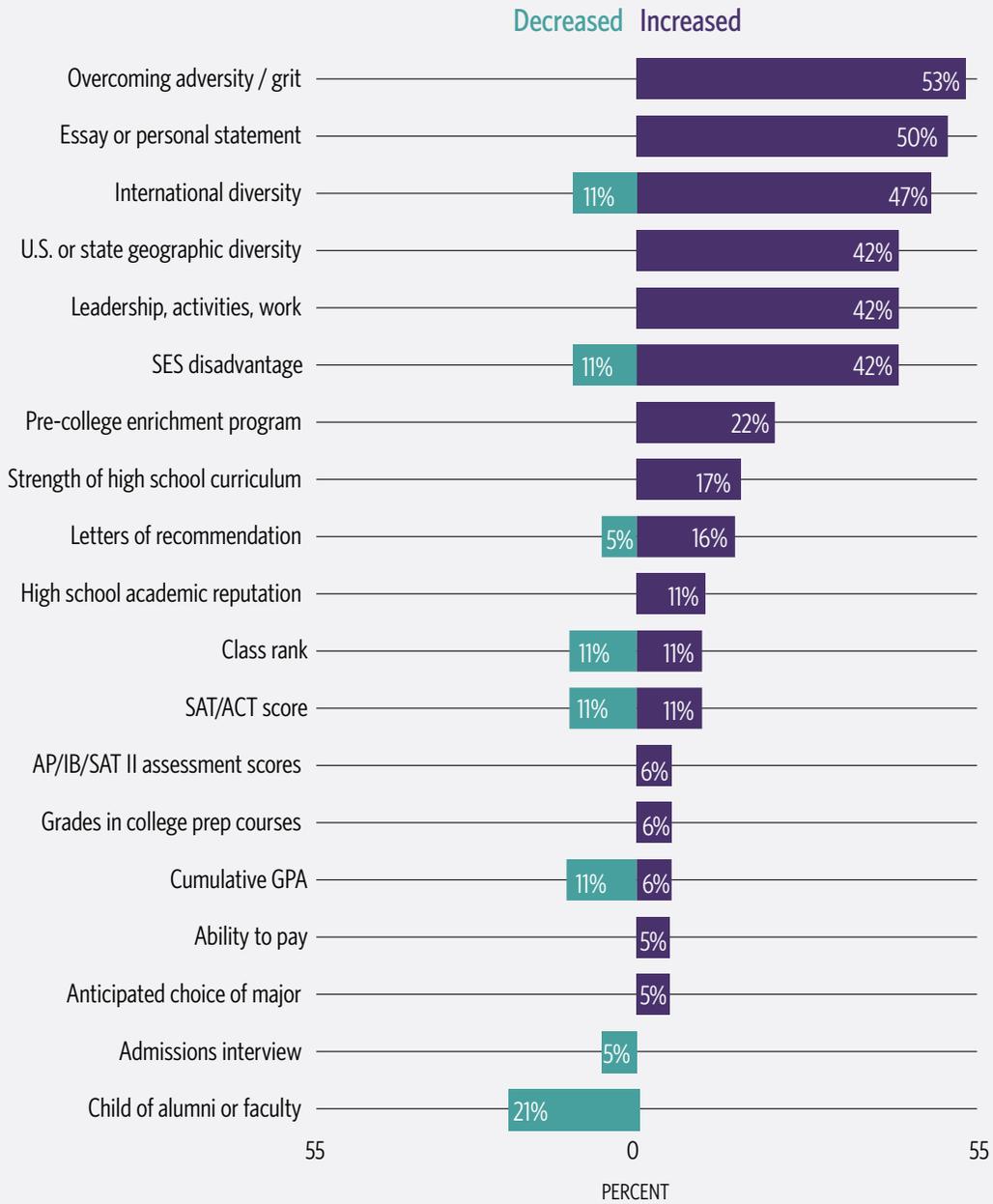
For the institutions in our study, compared with the *Fisher* decision, statewide bans were much more likely to shake up admissions considerations. This is the most obvious contrast between Figure 13 (changes after *Fisher*) and Figure 14 (changes after a ban). It is also a contrast that makes sense; bans are clear and directive, while at the time of the survey *Fisher* was still in play. Many of the factors likely to receive increased focus after *Fisher* (e.g., socioeconomic disadvantage) rank highly in the post-ban environment as well. Overall, the admissions factors most likely to increase in importance following a ban were overcoming adversity or demonstrating grit (53 percent of institutions boosted this factor’s importance) and the essay or personal statement (50 percent). The factor most likely to decrease in importance was extra consideration for children of alumni or faculty (21 percent). Focusing on overcoming adversity and student essays may help prioritize experiences that lend to diverse perspectives in the classroom and therefore educational benefits for all students. Likewise, limiting consideration of an applicant’s family connections could rein in preferences for students more likely to be wealthy and white (Schmidt 2010).³⁷

35 See <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-qa-201309.pdf>.

36 For this analysis, the term “ban” is applied somewhat liberally. Institutions were included if they discontinued race-conscious admissions for a variety of reasons, including not only statewide bans but also shifts in institutional priorities or concern over litigation. If we were to restrict the analyses to the 14 institutions that discontinued race-conscious admissions because of a statewide legal action, the results would be largely unchanged.

37 It’s worth reminding readers, however, that reducing legacy admissions is still not a widely adopted practice. Although “child of alumni or faculty” was the most likely factor (21 percent) to decrease in importance following a statewide ban, that leaves the vast majority of institutions (79 percent) *not* electing to reduce this factor’s importance.

Figure 14. Changes in Admissions Factors After Discontinuing the Consideration of Race



The Future of Race-Conscious Admissions

Given the shifting policy and legal landscape surrounding race-conscious admissions policies, admissions and enrollment management leaders are left to wonder if and how admissions considerations should evolve. It is a question Associate Vice President Ishop is uniquely suited to address—she works at a flagship university operating under a ban, and she used to work at the flagship institution that was sued by Abigail Fisher. Her insights about the broader impact of *Fisher* and statewide bans on college access and diversity are particularly telling:

ISHOP: *“The battle is long and the ground is tenuous. . . . The challenge for institutions is to proactively continue the work to find race-neutral alternatives that still support the goal. Diversity doesn’t become less important because the court limits how we achieve it.”*

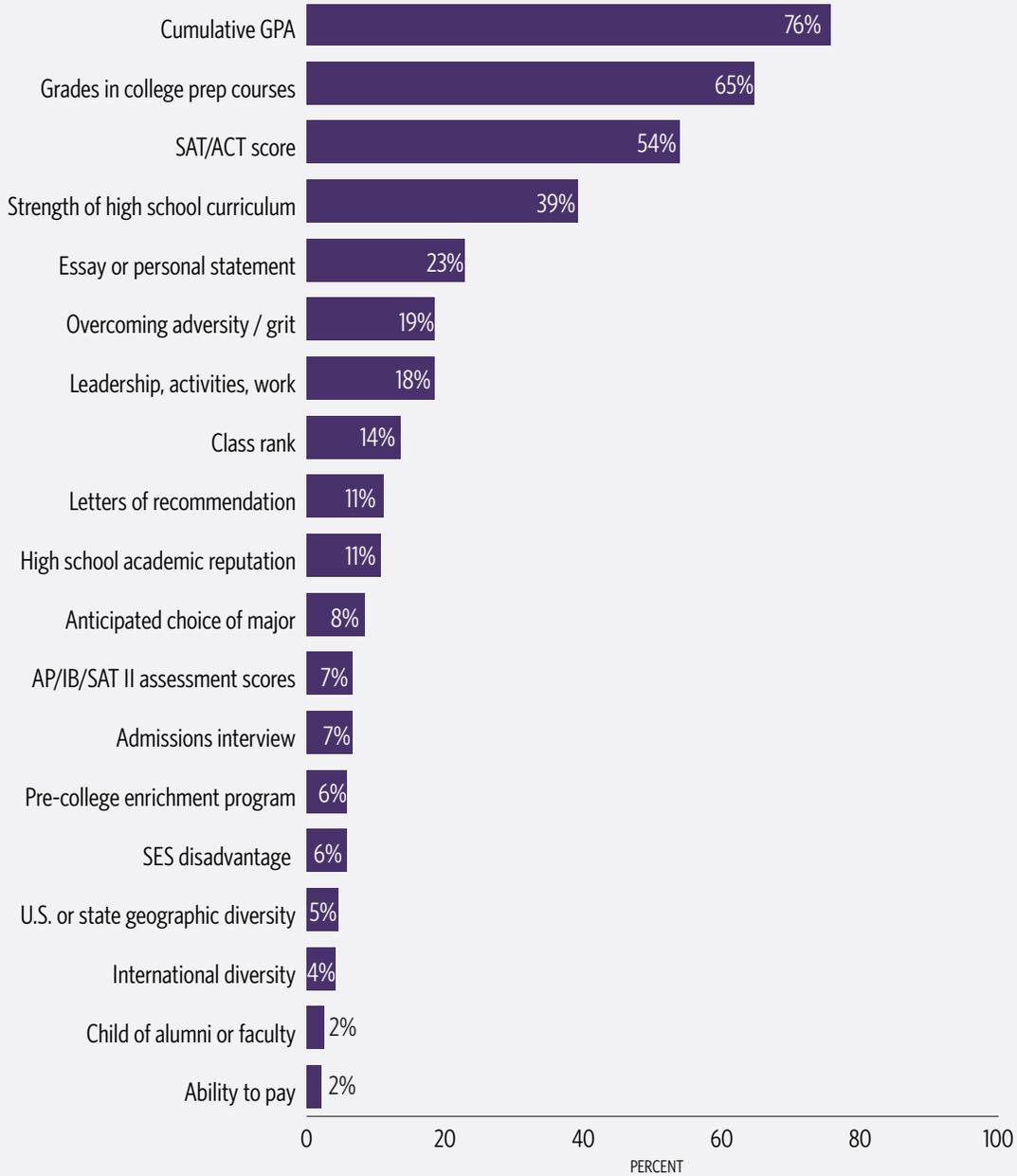
These voices from the field are vital, but our data may offer a different sort of crystal ball. There is another class of institutions that resembles a world without race-sensitive admissions policies: those that have never considered race. If these institutions and their policies represent a possible future of access and diversity, where is their admissions focus? What applicant traits do they value? In Figure 15, we present the most and least important admissions factors, when race is not a factor.

Calculating importance in Figure 15 is straightforward—each bar’s length represents the percentage of institutions that indicated placing “considerable importance” on a given admissions factor. Among institutions that do not consider race in admissions, 76 and 54 percent place considerable importance on cumulative GPA and on SAT or ACT scores, respectively. Only 6 percent place the same emphasis on socioeconomic disadvantage. This is an important point in light of an increasingly popular sentiment, which holds that when institutions choose to (or are forced to) abandon race, they will turn to more creative, less divisive diversity tools, like considering socioeconomic status in admissions (Brooks 2013; Kahlenberg and Potter 2012).

Our data cast doubt on that narrative. A tiny minority of institutions that do not consider race in admissions instead place significant weight on socioeconomic disadvantage. We cannot use this comparison to estimate the diversity effects of a shift away from race-conscious admissions, because institutions that have never considered race differ somewhat in their contexts and missions (e.g., some are minority-serving institutions) from those that do use race-conscious admissions. Nevertheless, we do not see evidence in these data that, ipso facto, a de-emphasis of race is associated with redoubled emphasis on socioeconomic disadvantage—despite claims to the contrary. We could probably devote an entire volume to the competing values, objectives, and institutional priorities enshrined in the admissions process—a process that is complex, time consuming, and evolving. But winter is ending. Once admissions decisions are made, the focus of the admissions office shifts from deciding who gets in to encouraging admitted students to enroll. It’s spring. It’s time to focus on yield.

“The battle is long and the ground is tenuous. . . . The challenge for institutions is to proactively continue the work to find race-neutral alternatives that still support the goal. Diversity doesn’t become less important because the court limits how we achieve it.”

Figure 15. Most Important Admissions Factors for Institutions That Do Not Consider Race



SPRING

Spring roadmap—study findings:

- Changes in diversity strategies after the 2013 *Fisher* decision
- Diversity strategies after statewide bans on the consideration of race
- Supporting success through bridge programs

Yield initiatives are, quite simply, the means by which colleges and universities encourage admitted students to enroll. They are, as Associate Vice President Ishop reminded us, as instrumental to diversity as any other component of the enrollment management process:

ISHOP: *“Getting a student to apply and getting them admitted is only half of the race. . . . We have to focus our efforts just as intently on our yield process to enroll the students we want to enroll. This part of the process is everything from admitted student visitations, how financial aid and scholarships are packaged, parent recruitment, and alumni engagement, but the role is reversed. They’re not asking us to admit them . . . now we’re asking them to accept our offer.”*

Like articulation agreements and partnerships with community colleges, yield initiatives may not make headlines. Yet this type of recruitment includes critical tools to achieve racial and socioeconomic diversity. As noted previously, yield initiatives are among the most widely used and most effective strategies for racial and ethnic diversity. They are used at public and private institutions, more selective and less so.³⁸ Figure 16 presents the use and perceived effectiveness of yield initiatives across these institutional categories.³⁹

Overall, more than 60 percent of survey participants indicated using targeted yield initiatives to encourage racial and ethnic minorities to enroll. More importantly, these initiatives were reported to be more effective (72 percent overall) than any other enrollment management strategies for supporting racial diversity. Although not pictured in Figure 16, more than half of the colleges and universities in our study also used yield initiatives to encourage low-SES students to enroll. And the strategy seems to work; targeted yield initiatives for low-SES students were rated as the most effective of all available approaches for supporting socioeconomic diversity.

None of this surprised Kedra Ishop. As an enrollment management leader in Michigan and Texas, yield initiatives have been instrumental in her efforts to support racial and socioeconomic diversity at two of the nation’s most prestigious flagship public universities:

ISHOP: *“Large flagships may have to take the campus to the student. At both Texas and Michigan, we put students, faculty, the president, administrators, and others on the plane, and we took*

38 We have generally avoided making inferences about the population of more selective public institutions because so few outside ban states responded to our survey. In this case we make an exception, because we are discussing a practice (yield initiatives) that should not have been legally affected by a ban, and therefore underrepresentation of more selective public institutions outside ban states should not substantially bias results.

39 To be deemed “effective,” respondents must indicate that they have data indicating that a yield initiative supports racial/ethnic diversity. In Figure 16, “In Use” bars represent the proportion of all respondents, while “Deemed Effective” bars represent the number of institutions that find yield initiatives effective, divided by the number of institutions that use them.

Therefore, it would be unfair to say that colleges and universities aren't doing much differently after *Fisher*. Institutions may have changed little in their admissions calculus, but they seem to have increased their use of other diversity strategies in their broader work.

the campus to the students in receptions and meet-and-greets across the state and country. Not everyone can get to us, so we have to get to them. Receptions and fly-ins are expensive, but necessary.”

Ishop's note about cost deserves attention. Yield initiatives may seem like a straightforward, sensible, and legally defensible strategy to support campus diversity, but these initiatives aren't cheap. Getting diverse students to enroll means not only attracting them to an institution's environment, but also reassuring them that once they matriculate, robust supports will be available to them. President Ono reflected on these costs, and the higher education imperatives that drive them:

ONO: “The cost [of encouraging students to enroll and supporting their progress] can be very significant. Above and beyond the tuition costs and financial assistance, for example, in our Gen-1 Theme House for first-generation college students at the University of Cincinnati, we have significant expenditures in peer mentoring, staff oversight, and tutoring. But unless we want a college education to become an option for a privileged few, these investments are essential.”

Diversity Strategies After *Fisher*

Over the past two decades, activities like yield initiatives have taken on added significance as court cases and statewide legal actions have in some cases limited institutions' options for opening their doors to students of all racial and ethnic backgrounds. It is thus imperative to enroll admitted minority and low-income students. Our data echo these trends. Yield initiatives were among the most likely diversity strategies to receive increased emphasis following the 2013 *Fisher* decision. Twenty-one percent of respondents intensified yield initiatives for racial/ethnic minorities after *Fisher*, and 19 percent strengthened yield initiatives for low-SES students. Quite a few other diversity strategies also received a post-*Fisher* boost. As Figure 17 makes clear, the Supreme Court's decision was followed by modest increases in a broad array of initiatives.⁴⁰

Colleges and universities were most likely to prioritize recruitment of community college transfers (23 percent) and low-SES students (22 percent) after the *Fisher* decision. This is unsurprising; both might help support racial and ethnic diversity in particular, since black, Latino, and American Indian students are overrepresented in low-SES and community college populations (Carnevale and Strohl 2013; Carnevale and Rose 2004; Carnevale and Strohl 2010). By contrast, more heavily publicized approaches like percentage plans, test-optional admissions, and reducing emphasis on legacy admissions were less likely to receive a post-*Fisher* boost. Again, it seems that strategies truly in use and on the rise at selective institutions are receiving less than their fair share of attention from researchers and the press.

Another important contrast should be drawn between admissions factors and other diversity strategies before and after *Fisher*. Figure 13 tells us most colleges and universities changed little in their admissions calculus following the court's decision. Figure 17, on the other hand, illustrates a more substantial reaction. Therefore, it would be unfair to say that colleges and universities aren't doing much differently after *Fisher*. Institutions may have changed little in their admissions calculus, but they seem to have increased their use

⁴⁰ In Figure 17, changes in the use of diversity strategies were calculated by comparing institutions' responses to two items—one asking about use of strategies before *Fisher*, and the next about those same strategies after *Fisher*. An increase represents enhanced use (e.g., from “Did Not Use” to “Currently Use”) and a decrease represents diminished use (e.g., from “Used” to “Tried but Discontinued”).

Figure 16. Yield Recruitment Initiatives Targeting Racial/Ethnic Minorities, by Institution Type

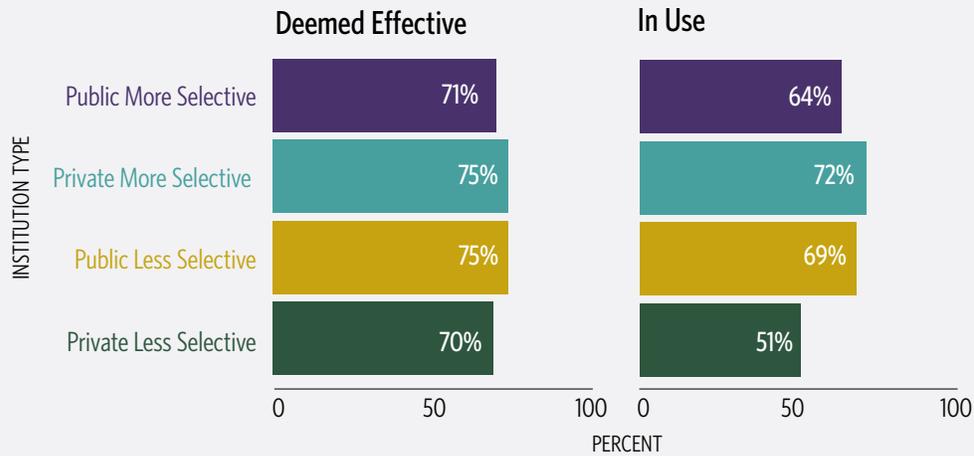
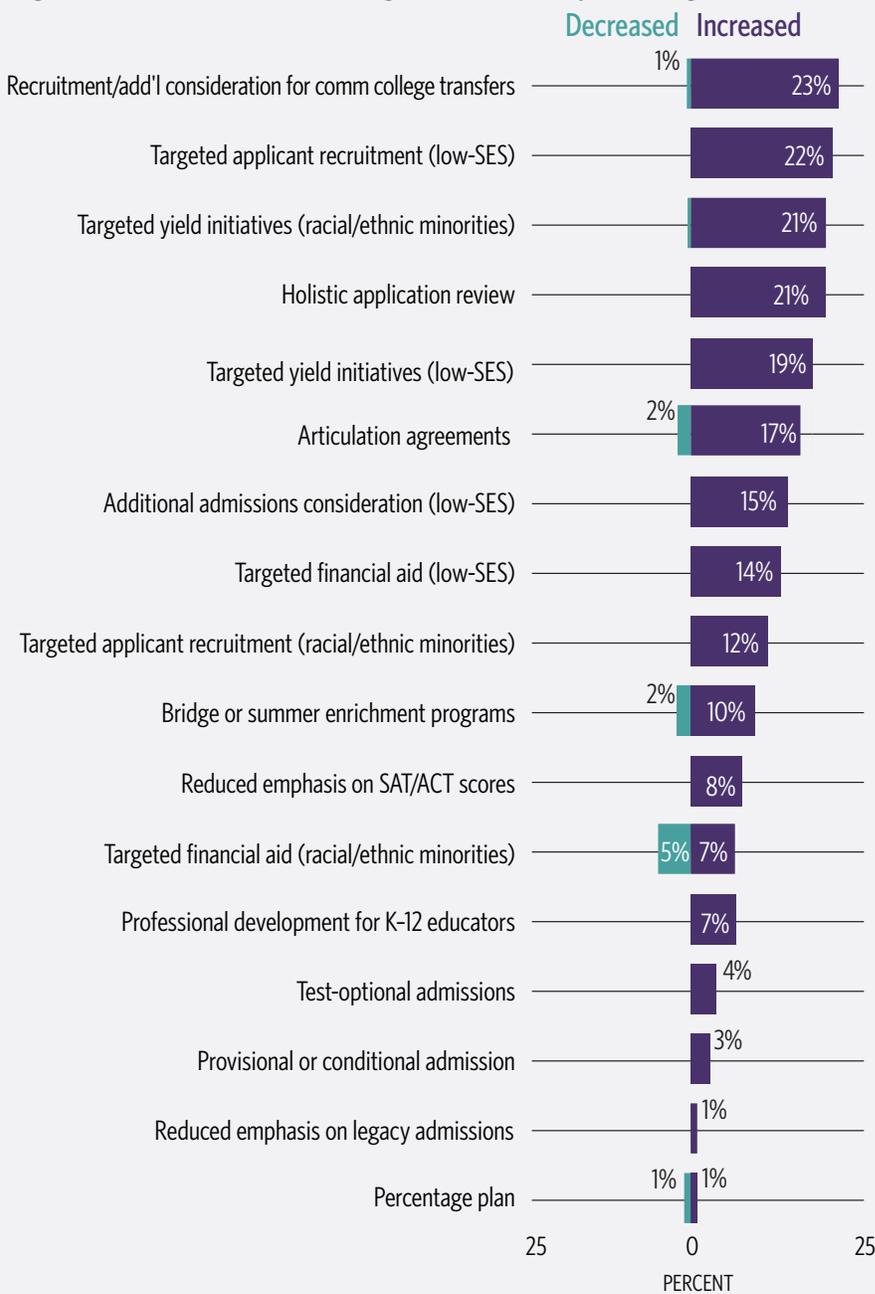


Figure 17. Post-Fisher Changes in Diversity Strategies



Eighty percent of more selective public institutions and 61 percent of all institutions in our study say they have data indicating summer bridge programs are effective supports for racial and ethnic diversity. Moreover, 90 percent of more selective public institutions and 61 percent of all institutions believe these programs support socioeconomic diversity.

of other diversity strategies in their broader work. This finding reinforces a larger takeaway in this report: The admissions process and the work that admissions officers do to diversity their campuses extend far beyond the admissions decisions themselves.

Diversity Strategies After Statewide Bans

If a somewhat ambiguous and still-evolving case like *Fisher* had a noticeable effect on yield initiatives and related diversity strategies, it stands to reason that statewide bans would have a much more dramatic impact. Various studies using various data sources have shown statewide bans can beget big changes in admissions and enrollment management (Flores and Oseguera 2013). We also found this to be the case. The 19 institutions in our study that discontinued the consideration of race subsequently poured their energies into alternate diversity strategies. Figure 18 illustrates these changes.

Before we discuss individual racial/ethnic and socioeconomic diversity strategies listed in Figure 18, let's first note a more general and fairly intuitive trend. Statewide bans have had a more noticeable impact than *Fisher* (compare Figures 17 and 18), on both diversity strategies and admissions factors. In addition, whether the impetus was *Fisher* or a statewide ban, diversity strategies have been more likely to change than admissions factors.

Turning our attention to individual strategies, we again see a disconnect between media and research coverage and admissions practice. Of all the diversity levers institutions could pull, yield initiatives were among the most popular. Seventy-six percent of institutions increased their emphasis on yield initiatives targeting low-SES students after a ban, and 53 percent spent more time on yield initiatives targeting racial and ethnic minorities. Holistic review and targeted recruitment of low-SES students (both 72 percent) also received more attention. To find high-profile strategies like test-optional admissions, dropping legacy considerations, and percentage plans in Figure 18, you'll need to look at the bottom of the chart.

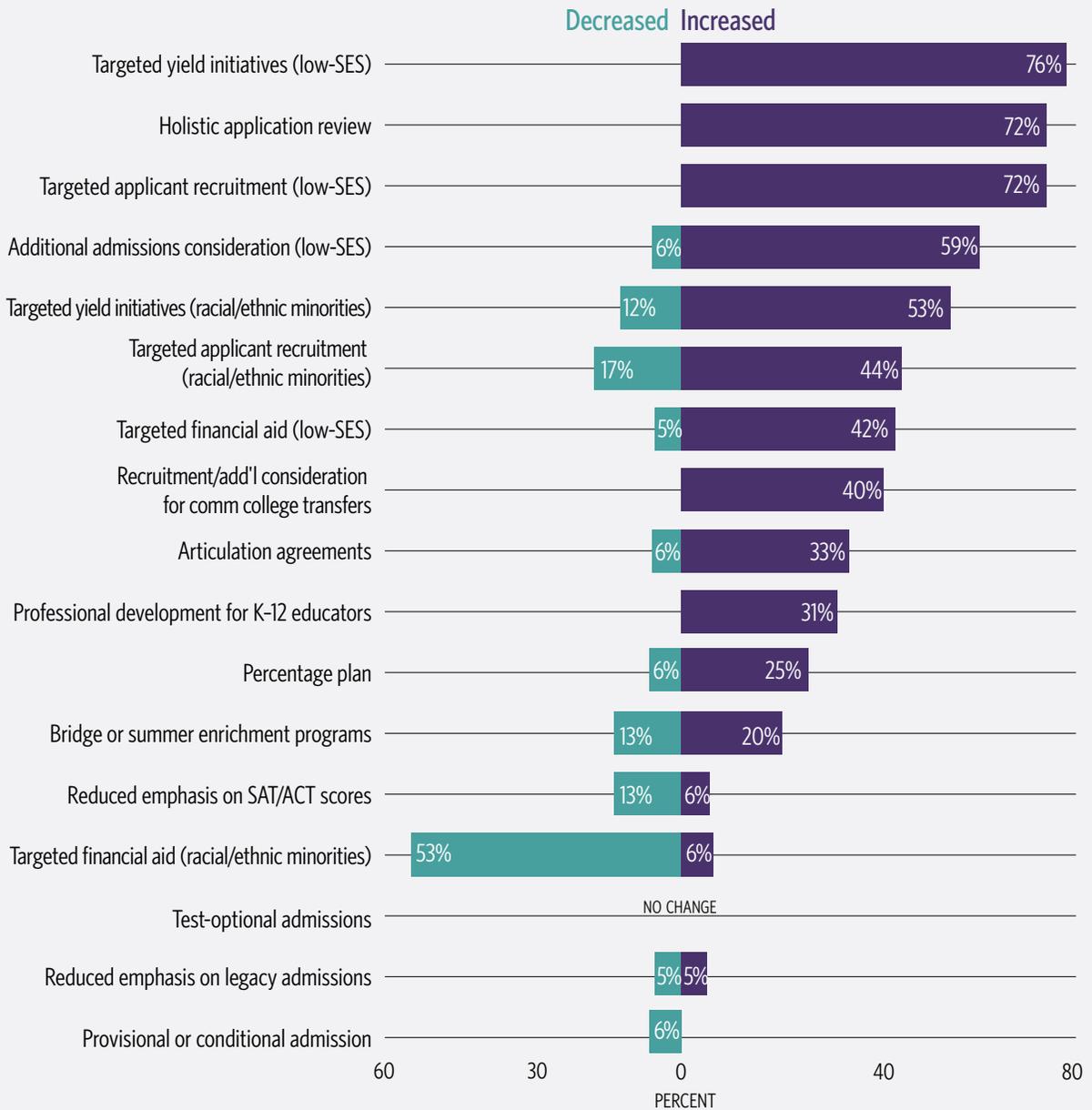
Supporting Success Through Bridge Programs

To conclude this section and move forward in the calendar, we should point out another critical—though less well known—facet of institutional yield efforts. At many institutions, bridge or summer enrichment programs are critical to ensuring that admitted students matriculate in the fall. President Ono emphasized these programs as essential tools for both supporting success and broadening the pipeline to higher education:

ONO: "The most effective race-conscious programs I have seen in action are the programs that offer students a bridge from high school to college. Both at Emory and at the University of Cincinnati, these programs have been very effective at opening up the possibilities of college education for young students who never knew that opportunities existed, while giving them the confidence that they can do it."

Though the work of enrichment takes place in the summer (which returns us full circle), bridge program candidates are identified in the spring. And the process is essential: More than half (54 percent) of our respondents indicated using bridge programs. For more selective public institutions, the figure is much higher (91 percent). Bridge programs are also helpful for promoting diversity in a variety of forms. Eighty percent of more selective public institutions and 61 percent of all institutions in our study say they have data indicating summer bridge programs are effective supports for racial and ethnic diversity. Moreover, 90

Figure 18. Changes in Diversity Strategies After Discontinuing Race-Conscious Admissions



Efforts to encourage admitted students to enroll, such as summer bridge initiatives, targeted outreach, and financial aid packages are important tools for supporting diversity and are therefore an important piece of the admissions cycle at any selective institution that values inclusivity.

percent of more selective public institutions and 61 percent of all institutions believe these programs support socioeconomic diversity. We summarize these percentages in Figure 19.⁴¹

Admissions officers can feel more confident admitting students who face academic and social barriers when they know that their institutions can support students' transition to college. Bridge programs—including those that offer summer coursework and academic supports for students who are less well prepared for college-level work—are particularly important for increasing the likelihood that low-income and minority students will enroll and succeed. The National Conference of State Legislatures noted that low-income, Hispanic, and black students are more likely to require pre-college developmental education than their wealthier, white counterparts. Forty-one percent of Hispanic students and 42 percent of African American students (compared with 31 percent

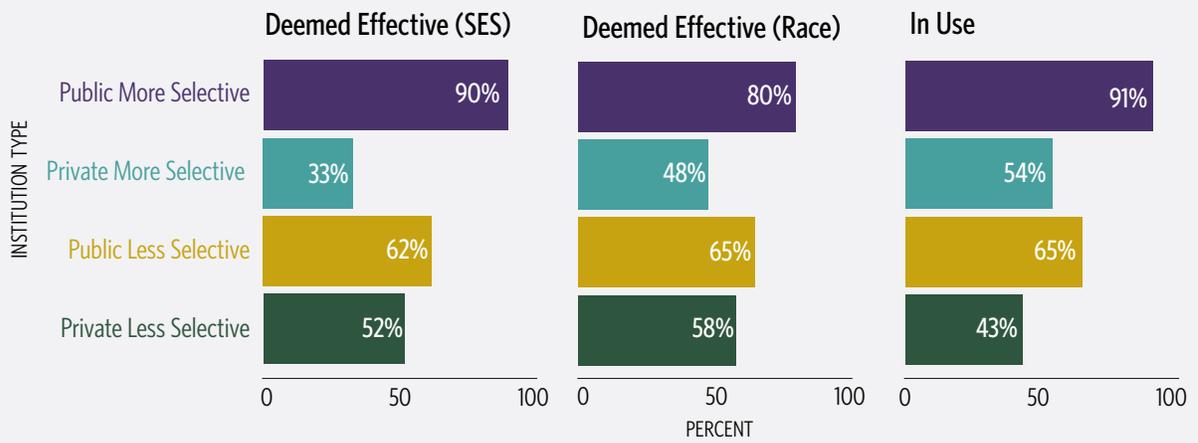
of white students) require remediation before they're prepared to enroll in entry-level, credit-bearing college courses (National Conference of State Legislatures 2015). As Associate Vice President Ishop reminded us, for both disadvantaged students and the institutions that aim to serve them, admission and enrollment is just the beginning:

ISHOP: "As strong as the students you admit are, some need help with stocking their tool shed in order to maximize their success. Students from smaller schools, less resourced communities, and first generation students need an institutional commitment to their success, not just their enrollment. Summer bridge and enrichment programs are demonstrative parts of that commitment."

Efforts to encourage admitted students to enroll, such as summer bridge initiatives, targeted outreach, and financial aid packages are important tools for supporting diversity and are therefore an important piece of the admissions cycle at any selective institution that values inclusivity. When these activities wrap up at the end of the academic year, the admissions office finds itself in summer again—a time to return attention to planning for the next admissions cycle and developing long-term strategies to support their institutions' missions. To that end, our final section focuses on survey findings that transcend any one season in an admissions cycle. We examine the types of guidance and support that colleges and universities are seeking as they consider longer-term strategies, and the critical part researchers and policymakers can play in informing these decisions.

41 Again, to be deemed "effective," respondents must indicate that they have data indicating bridge programs boost racial/ethnic or socioeconomic status diversity. In Figure 19, "In Use" bars represent the proportion of all respondents, while "Deemed Effective" bars represent the number of institutions that find bridge programs effective, divided by the number of institutions that use them.

Figure 19. Use and Perceived Effectiveness of Summer Bridge Programs, by Institution Type



LOOKING AHEAD

Moving away from the admissions cycle and the seasons within, we begin our look ahead with the most immediate issues facing colleges and universities in the current legal climate—namely, those raised by the 2013 *Fisher* decision. We know from the summer section that admissions and enrollment management leaders (especially those at the most selective institutions) are fairly confident in their understanding of *Fisher*'s requirements. But where are our study participants getting their information? There are a number of sources. We list them in Figure 20.⁴²

For guidance on the *Fisher* decision, nearly all of our participants (92 percent overall) consulted professional organizations like NACAC, the American Association of Collegiate Registrars and Admissions Officers, the College Board, or ACE. A large majority (63 percent) consulted their institution's general counsel—but this wasn't true for everyone. Note that the percentages in Figure 20 have been disaggregated by familiarity with *Fisher*. There is one column representing participants who are “very familiar” with the ruling's requirements, one column for those who are just “familiar,” and one for those who are “somewhat familiar.” We see differences for a few sources of guidance, which are worth a closer look. Those least familiar with *Fisher* were noticeably less likely to have consulted their institution's general counsel, the U.S. Department of Education, or peer institutions. Some institutions do not have dedicated general counsel who can consult admissions offices on relevant case law, so it seems particularly important that ED guidance be advertised widely and networks of peer institutions be made available so that information on *Fisher*'s requirements is available to those that need it.

Next, participants were just as likely to look to media coverage (63 percent overall) on the *Fisher* decision as they were to consult with general counsel. That's more than twice the proportion that relied on guidance from ED. Not all media sources are created equal, so it is possible that institutions picked up accurate and valuable information from press coverage of the *Fisher* decision. Still, such heavy reliance on media coverage underscores the influence the press wields in its reports on legal issues in higher education. It is imperative, therefore, that journalists accurately and objectively report legal judgments that may (or may not) impact race-conscious admissions policies.

The Future of Research in the Wake of the *Fisher* Decision

Guidance around the implications and requirements of *Fisher* is clearly important for enrollment managers and admissions officers at selective colleges and universities. But since *Fisher* is a single lawsuit that has yet to be resolved, counsel on this case may be a short-term solution to a short-term concern. The long-term research agendas of both admissions departments and higher education scholars, however, will shape the

42 These questions were asked only of those college and universities that currently consider race—institutions that should be most aware of *Fisher*'s requirements.

Such heavy reliance on media coverage underscores the influence the press wields in its reports on legal issues in higher education. It is imperative, therefore, that journalists accurately and objectively report legal judgments.

future of diversity strategy at institutions across the United States.

To that end we ask: How well are researchers' interests and agendas aligned with the needs of admissions professionals? Moreover, have higher education scholars adequately communicated the substance of their findings, such that their research can be applied in practice? This section of "Looking Ahead" is intended as a call to arms—an attempt to clarify for the research and policy communities where more work is required, and where existing work is not reaching its intended audience.

It's an impulse that resonated with Associate Vice President Ishop, who worried that universities don't suffer from a lack of technical research and data, but rather a lack of straightforward, practice-relevant resources:

ISHOP: "As we continue to do this work through the lens of creating diverse institutions for our students to be a part of, we don't struggle for a lack of information and research. Rather, taking the information that we live with every day and making it digestible for a university community that has to be equally invested is the more difficult challenge. How do we make the data and research applicable to our campus, and what tools can we employ that others have tested?"

Peer-reviewed publications are the coin of the realm for academic researchers, but journal articles may be too technical or esoteric for easy application in practice. Compendia of evidence-based practices and proven strategies—framed for the lay audience—may better support institutions moving forward. President Ono echoed these sentiments, and emphasized the need for a focus on efficacy:

ONO: "It is always best if we know that the initiatives we pursue are evidence-based and that they are accomplishing what we hope they are. [Researchers] can assist us best by helping us assess which tools are most effective and impactful."

Admissions and institutional research offices have limited resources and may lack the expertise to conduct more sophisticated quantitative studies—estimating, for example, the causal impact of a given diversity strategy on campus racial composition. As Ono suggested, academics and independent research organizations may need to fill in the gaps. But where, precisely, are those gaps? Few would disagree that the *Fisher* decision (along with the statewide bans that preceded it) spurred research on diversity, but has that research focused on the right questions, and have the answers reached practitioners?

We presented four areas to admissions and enrollment management leaders and asked which would be most helpful in furthering institutional policy and practice in the wake of the 2013 *Fisher* decision. We present their answers in Figure 21, which speak directly to the third research question we specified at the beginning of this report: How can the research, policy, and legal communities assist institutions in preparing for the future? Here too, institutional context matters.

According to study participants, the two most sought-after pieces of research and guidance are (1) information on how to define and achieve a critical mass of students within institutional context and (2) the educational impact of campus diversity. While research on the latter is longstanding and wide reaching,⁴³ it is likely the case that institutions are in need of research on the benefits of diversity relative to the context of their singular campus. In light of this need, it is further important—not just to this issue but to all research

43 See Levine and Ancheta 2013 for a comprehensive review.

Figure 20. Sources of Guidance on the *Fisher* Decision

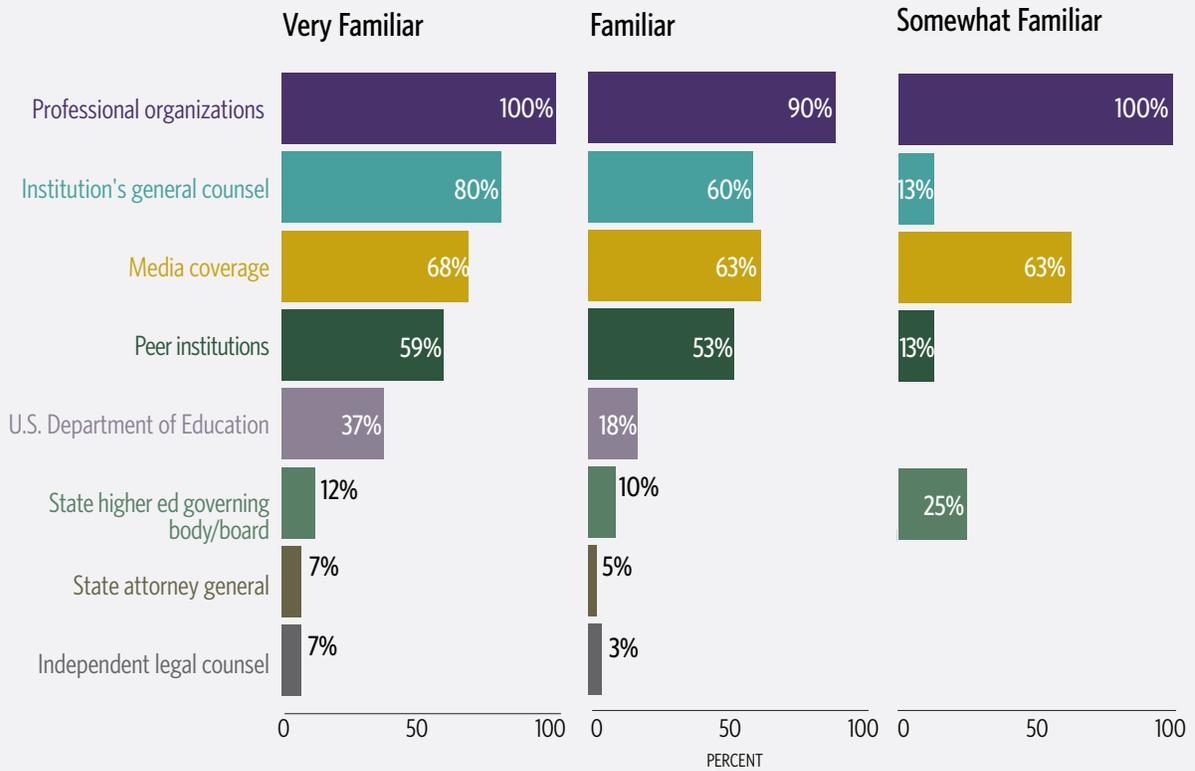
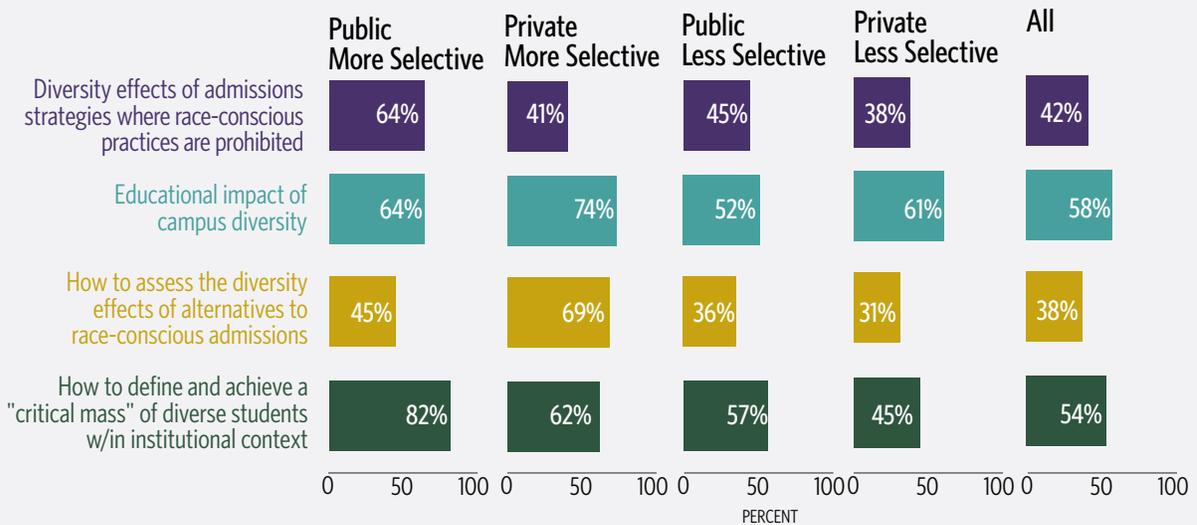


Figure 21. Additional Research or Guidance That Would Be Most Helpful Post-*Fisher*



that seeks to inform practice—that scholars now and in the future ensure extant research is communicated clearly and effectively such that practitioners may use findings to frame on-the-ground inquiry.

Aside from more selective private institutions, there is noticeably less interest for guidance on how to assess the diversity effects of alternatives to race-conscious admissions. This concerns us. The conditions imposed by *Fisher*—that institutions using race-conscious admissions demonstrate no “workable race-neutral alternatives”—require colleges and universities to estimate the racial impact of race-neutral alternatives. Either their institutional researchers already have this capacity in-house, or “methodological guidance” has become a victim of its own impenetrable statistical jargon and this question was misunderstood. Finally, less selective institutions (both public and private) indicated slightly less interest in all forms of research and guidance, although it is worth noting that a substantial number of them believe these issues are important and merit further study. A majority seek research on how to define and achieve critical mass and on the educational impacts of diversity.

Interest in a broad array of research and guidance reinforces our finding that race-conscious admissions and campus diversity are relevant issues across the higher education landscape—issues that will continue to be of great and even increasing importance in the twenty-first century. Selective colleges and universities will continue to seek diversity because its educational benefits are fundamental to their missions and to the purpose of higher education. So too will underrepresented students continue to seek access to selective institutions. A pathway that the education community must ensure is accessible given the benefits of a college degree as both substantial and lasting (Carnevale, Jayasundera, and Cheah 2012; Baum, Ma, and Payea 2013). Yet the means by which institutions can legally build diversity are changing and require, now more than ever, cohesive institutional strategies, including research and investment in new approaches. We hope this report will promote such positive change as well as spur new lines of dialogue and inquiry.

An Uneasy Calm?

Just before this report’s publication, the U.S. Supreme Court granted a petition to hear new arguments in the *Fisher* case. Those arguments will be presented during the 2015–16 term, and the court is expected to deliver a new decision by the summer of 2016. It is important to emphasize that the court’s decision to bring *Fisher* back to the docket has no immediate bearing on what institutions can and cannot consider in the admissions process. But the reappearance of *Fisher* before the court means that, at the very least, as in 1978, 2003, and 2013, all eyes in 2016 will be on the Supreme Court as the justices once again grapple with the future of race-conscious admissions.

In the interim, colleges and universities are faced with the duality of (1) needing to educate an increasingly diverse populace while (2) successfully utilizing and complying with restrictions on the tools available to them to achieve this diversity, and thus bestow its educational benefits. Responsibility for both falls in large part to admissions and enrollment management leaders. Leaders like Kedra Ishop at the University of Michigan face on a daily basis the push-pull between educational mission and the law. Michigan is in fact an institution that has stepped into the Supreme Court spotlight three times in the past 12 years. It is also an institution that seeks to, in the words of its former president James Burrill Angell, “provide an uncommon education for the common man.” As Ishop and her peers seek to fulfill that mission at the many four-year institutions across the country, they collectively do so at a time of great policy and legal evolution. While their work is undoubtedly challenging, their steadfastness and its import are unparalleled. Ishop’s words are a testament to this conviction: “Co-education and diverse education have been a part of Michigan since the late 1800s. It’s not an initiative; it’s who we are. The legal landscape may change how we do our work, but it will not change the work that we do.”

REFERENCES

- ACT. 2013. *The Condition of College & Career Readiness 2013*. Iowa City, IA: ACT.
- Allen, Danielle. 2013. "Investing in Geographic Diversity on College Campuses." *The Washington Post*, June 21. http://www.washingtonpost.com/opinions/investing-in-geographic-diversity-on-college-campuses/2013/06/21/a3435986-d9b2-11e2-a9f2-42ee3912ae0e_story.html.
- Anderson, Nick. 2014. "Lawsuits Allege Unlawful Racial Bias in Admissions at Harvard, UNC-Chapel Hill." *The Washington Post*, November 17. http://www.washingtonpost.com/local/education/lawsuits-allege-unlawful-racial-bias-in-admissions-at-harvard-unc-chapel-hill/2014/11/17/b117b966-6e9a-11e4-ad12-3734c461eab6_story.html.
- Baron, Jonathan, and M. Frank Norman. 1992. "SATs, Achievement Tests, and High-School Class Rank as Predictors of College Performance." *Educational and Psychological Measurement* 52 (4): 1047-55.
- Baum, Sandy, Jennifer Ma, and Kathleen Payea. 2013. *Education Pays 2013: The Benefits of Higher Education for Individuals and Society*. New York: College Board.
- Belasco, Andrew S., Kelly O. Rosinger, and James C. Hearn. 2014. "The Test-Optional Movement at America's Selective Liberal Arts Colleges: A Boon for Equity or Something Else?" *Educational Evaluation and Policy Analysis* 36 (3): 1-18.
- Bowen, William G., Martin A. Kurzweil, and Eugene M. Tobin. 2005. *Equity and Excellence in American Higher Education*. Charlottesville, VA: University of Virginia Press.
- Bowman, Nicholas A. 2012. "Structural Diversity and Close Interracial Relationships in College." *Educational Researcher* 41 (4): 133-135.
- Brooks, David. 2013. "Speed of Ascent." *The New York Times*, June 24. http://www.nytimes.com/2013/06/25/opinion/brooks-speed-of-ascent.html?_r=0.
- Brooks-Gunn, Jeanne, and Greg J. Duncan. 1997. "The Effects of Poverty on Children." *The Future of Children* 7 (2): 55-71.
- Cantor, Nancy, and Peter Englot. 2014. "Defining the Stakes: Why We Cannot Leave the Nation's Diverse Talent Pool Behind and Thrive." In *The Future of Affirmative Action: New Paths to Higher Education Diversity After Fisher v. University of Texas*, edited by Richard D. Kahlenberg, 27-34. New York: The Century Foundation.
- Cárdenas, Vanessa, and Sarah Treuhaft, eds. 2013. *All-In Nation: An America That Works for All*. Center for American Progress and Policylink. <http://allinnation.org/ms-content/uploads/sites/2/2013/10/AllInNation.pdf>.
- Carnevale, Anthony P., and Jeff Strohl. 2010. "How Increasing College Access Is Increasing Inequality, and What We Can Do About It." In *Rewarding Strivers: Helping Low-Income Students Succeed in College*, edited by Richard D. Kahlenberg, 71-181. New York: The Century Foundation.
- Carnevale, Anthony P., and Jeff Strohl. 2013. *Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege*. Washington, DC: Georgetown Center on Education and the Workforce. https://cew.georgetown.edu/wp-content/uploads/2014/11/SeparateUnequal.FR_.pdf.
- Carnevale, Anthony P., Tamara Jayasundera, and Ban Cheah. 2012. *The College Advantage: Weathering the Economic Storm*. Washington, DC: Georgetown Center on Education and the Workforce.

- Carnevale, Anthony P., and Stephen J. Rose. 2004. *Socioeconomic Status, Race/Ethnicity, and Selective College Admissions*. New York: The Century Foundation.
- The Century Foundation. 2013. *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream*. New York: The Century Foundation.
- The Civil Rights Project. 2013a. "Fisher v. University of Texas, at Austin: Joint Statement of Constitutional Law Scholars." <http://civilrightsproject.ucla.edu/legal-developments/legal-briefs/statement-of-nation2019s-leading-constitutional-law-scholars-on-u.s.-supreme-court2019s-affirmative-action-ruling-1/legal-scholars-fisher-statement-2013.pdf>.
- The Civil Rights Project. 2013b. "The Research Basis for Affirmative Action: A Statement by Leading Researchers." <http://civilrightsproject.ucla.edu/legal-developments/legal-briefs/placeholder-statement-of-social-scientists-on-research-literature-for-affirmative-action>.
- Clinedinst, Melissa. 2015. *State of College Admission*. Arlington, VA: National Association for College Admission Counseling. <http://www.nacacnet.org/research/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx>.
- Coleman, Arthur L., Katherine E. Lipper, and Jamie Lewis Keith. 2012. *Beyond Federal Law: Trends and Principles Associated with State Laws Banning the Consideration of Race, Ethnicity, and Sex Among Public Education Institutions*. American Association for the Advancement of Science and Education-Counsel, LLC. <http://www.aaas.org/report/beyond-federal-law>.
- Coleman, Arthur L., Katherine E. Lipper, Jamie Lewis Keith, Daryl E. Chubin, and Teresa E. Taylor. 2012. *The Smart Grid for Institution of Higher Education and the Students They Serve: Developing and Using Collaborative Agreements to Bring Students into STEM*. American Association for the Advancement of Science and Education-Counsel, LLC. <http://www.aaas.org/sites/default/files/SmartGrid.pdf>.
- Coleman, Arthur L., and Teresa E. Taylor. 2014. "Emphasis Added: Fisher v. University of Texas and Its Practical Implications for Institutions of Higher Education." In *The Future of Affirmative Action: New Paths to Higher Education Diversity After Fisher v. University of Texas*, edited by Richard D. Kahlenberg, 43–56. New York: The Century Foundation.
- Coleman, Arthur L., Teresa E. Taylor, and Katherine E. Lipper. 2014. *The Playbook: A Guide to Assist Institutions of Higher Education in Evaluating Race- and Ethnicity-Neutral Policies in Support of the Mission-Related Diversity Goals*. College Board. <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/ad-c-playbook-october-2014.pdf>.
- Denson, Nida, and Mitchell J. Chang. 2009. "Racial Diversity Matters: The Impact of Diversity-Related Student Engagement and Institutional Context." *American Educational Research Journal* 46 (2): 322–353.
- Espenshade, Thomas J., and Chang Y. Chung. 2005. "The Opportunity Cost of Admission Preferences at Elite Universities." *Social Science Quarterly* 86 (2): 293–305.
- Espenshade, Thomas J., Chang Y. Chung, and Joan L. Walling. 2004. "Admission Preferences for Minority Students, Athletes, and Legacies at Elite Universities." *Social Science Quarterly* 85 (5): 1422–46.
- Espenshade, Thomas J., and Alexandria Walton Radford. 2009. *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. Princeton, New Jersey: Princeton University Press.
- Flores, Stella M., and Leticia Oseguera. 2013. "Public Policy and Higher Education Attainment in a Twenty-First-Century Racial Demography: Examining Research from Early Childhood to the Labor Market." In *Higher Education: Handbook of Theory and Research* (vol. 28), edited by Michael B. Paulsen, 513–560. Dordrecht, Netherlands: Springer.

- Freedman, Josh. 2013. "The Farce of Meritocracy: Why Legacy Admissions Might Actually Be a Good Thing." *Forbes*, November 14. <http://www.forbes.com/sites/joshfreedman/2013/11/14/the-farce-of-meritocracy-in-elite-higher-education-why-legacy-admissions-might-be-a-good-thing>.
- Gaertner, Matthew N., and Melissa Hart. 2013. "Considering Class: College Access and Diversity." *Harvard Law & Policy Review* 7 (2): 367-403.
- Garces, Liliana M. 2015. "The Legal Context and Social Science Evidence in *Fisher v. University of Texas*." In *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead*, edited by Uma M. Jayakumar and Liliana M. Garces, with Frank Fernandez. New York: Taylor and Francis.
- Garces, Liliana M., and Uma M. Jayakumar. 2014. "Dynamic Diversity: Toward a Contextual Understanding of Critical Mass." *Educational Researcher* 43 (3): 115-124.
- Harris, Angel, and Marta Tienda. 2010. "Minority Higher Education Pipeline: Consequences of Changes in College Admissions Policy in Texas." *The ANNALS of the American Academy of Political and Social Science* 627 (1): 60-81.
- Hinrichs, Peter. 2012. "The Effects of Affirmative Action Bans on College Enrollment, Educational Attainment, and the Demographic Composition of Universities." *The Review of Economics and Statistics* 94 (3): 712-722.
- Hiss, William C., and Valerie W. Franks. 2014. *Defining Promise: Optional Standardized Testing Policies in American College and University Admissions*. Arlington, VA: National Association for College Admissions Counseling. <http://www.nacacnet.org/research/research-data/nacac-research/Documents/DefiningPromise.pdf>.
- Horn, Catherine L., and Stella M. Flores. 2003. *Percent Plans in College Admissions: A Comparative Analysis of Three States' Experiences*. Cambridge, MA: The Civil Rights Project, Harvard University.
- Howell, Jessica S. 2010. "Assessing the Impact of Eliminating Affirmative Action in Higher Education." *Journal of Labor Economics* 28 (1):113-166.
- Hurtado, Sylvia. 1992. "The Campus Racial Climate: Contexts of Conflict." *The Journal of Higher Education* 63 (5): 539-569.
- Hurtado, Sylvia, Cynthia L. Alvarez, Chelsea Guillermo-Wann, Marcela Cuellar, and Lucy Arellano. 2012. "A Model for Diverse Learning Environments." In *Higher Education: Handbook of Theory and Research* (vol. 27), edited by John C. Smart and Michael B. Paulsen, 41-122. Dordrecht, Netherlands: Springer.
- Jaschik, Scott. 2014. "More Pressure Than Ever: The 2014 Survey of College and University Admissions Directors." *Inside Higher Ed*, September 18. <https://www.insidehighered.com/news/survey/more-pressure-ever-2014-survey-college-and-university-admissions-directors>.
- Jaschik, Scott, and Doug Lederman. 2013. *The 2013 Inside Higher Ed Survey of College and University Admissions Directors*. <https://www.insidehighered.com/news/survey/feeling-heat-2013-survey-college-and-university-admissions-directors>.
- Kahlenberg, Richard D., and Halley Potter. 2012. *A Better Affirmative Action*. New York: The Century Foundation.
- Kane, Thomas J. 1998. "Misconceptions in the Debate Over Affirmative Action in College Admissions." In *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*, edited by Gary Orfield and Edward Miller. Los Angeles: The Civil Rights Project at UCLA.
- Kobrin, Jennifer L., Brian F. Patterson, Emily J. Shaw, Krista D. Mattern, and Sandra M. Barbuti. 2008. *Validity of the SAT for Predicting First-Year College Grade Point Average*. Research Report 2008-5. New York: College Board.
- Lajoie, Scott. 2015. "Get Excited About the SATs." *The Boston Globe*, April 23. <http://www.bostonglobe.com/opinion/2015/04/23/get-excited-about-sats/mQyRZyJSwiIGxobEFR788H/story.html>.

- Levine, Felice J., and Angelo N. Ancheta. 2013. "The AERA et al. Amicus Brief in *Fisher v. University of Texas at Austin*: Scientific Organizations Serving Society." *Educational Researcher* 42 (3): 166–171.
- Long, Mark C. 2004. "Race and College Admissions: An Alternative to Affirmative Action?" *The Review of Economics and Statistics* 86 (4): 1020–1033.
- Long, Mark C., and Marta Tienda. 2008. "Winners and Losers: Changes in Texas University Admissions Post-Hopwood." *Educational Evaluation and Policy Analysis* 30 (3): 255–280.
- National Association for College Admission Counseling. 2008. *Report of the Commission on the Use of Standardized Tests in Undergraduate Admission*. Arlington, VA: National Association for College Admission Counseling. http://www.nacacnet.org/research/PublicationsResources/Marketplace/Documents/TestingComission_FinalReport.pdf.
- National Conference of State Legislatures. 2015. "Reforming Remedial Education." *Hot Topics in Higher Education*. <http://www.ncsl.org/research/education/improving-college-completion-reforming-remedial.aspx#Res>.
- O'Shaughnessy, Lynn. 2014. "Who's Benefiting from Test-Optional Colleges?" *CBS Money Watch*. <http://www.cbsnews.com/news/whos-benefiting-from-test-optional-colleges/>.
- Park, Julie J., Nida Denson, and Nicholas A. Bowman. 2013. "Does Socioeconomic Diversity Make a Difference? Examining the Effects of Racial and Socioeconomic Diversity on the Campus Climate for Diversity." *American Educational Research Journal* 50 (3): 466–496.
- Radford, Alexandria Walton. 2013. *Top Student, Top School? How Social Class Shapes Where Valedictorians Go to College*. Chicago: University of Chicago Press.
- Ruiz, Rebecca R. 2011. "Debating Legacy Preferences in Admissions." *The New York Times*, November 15. <http://thechoice.blogs.nytimes.com/2011/11/15/legacy-admissions>.
- Sackett, Paul R., Nathan R. Kuncel, Adam S. Beatty, Jana L. Rigdon, Winny Shen, and Thomas B. Kiger. 2012. "The Role of Socioeconomic Status in SAT-Grade Relationships and in College Admissions Decisions." *Psychological Science* 23: 1–8.
- Schmidt, Peter. 2010. "A History of Legacy Preferences and Privilege." In *Affirmative Action for the Rich: Legacy Preferences in College Admissions*, edited by Richard D. Kahlenberg, 50–70. New York: The Century Foundation.
- Starkman, Ruth. 2013. "Confessions of an Application Reader: Lifting the Veil on the Holistic Process at the University of California, Berkeley." *The New York Times*, August 1. http://www.nytimes.com/2013/08/04/education/edlife/lifting-the-veil-on-the-holistic-process-at-the-university-of-california-berkeley.html?_r=0.
- Taylor, Paul, and D'Vera Cohn. 2012. "A Milestone En Route to a Majority Minority Nation." Pew Research Center. <http://www.pewsocialtrends.org/2012/11/07/a-milestone-en-route-to-a-majority-minority-nation>.
- Tienda, Marta. 2014. "Striving for Neutrality: Lessons from Texas in the Aftermath of *Hopwood* and *Fisher*." In *The Future of Affirmative Action: New Paths to Higher Education Diversity After Fisher v. University of Texas*, edited by Richard D. Kahlenberg, 91–98. New York: The Century Foundation.
- Trachtenberg, Stephen Joel, and Richard D. Kahlenberg. 2012. "Should Colleges Consider Legacies in the Admissions Process?" *The Wall Street Journal*, July 9. <http://www.wsj.com/articles/SB10001424052970204653604577249230164868846>.
- Urban Universities for HEALTH. 2014. *Holistic Admissions in the Health Professions: Findings from a National Survey*. http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions.pdf.

APPENDIX A

Federal Law in a Nutshell

Race-conscious and race-neutral approaches. Generally, race-conscious policies are those that (1) involve explicit racial classifications as well as those that may be neutral on their face but are sufficiently motivated by a racial purpose and (2) confer material benefits or opportunities to individual students to the exclusion of others. In contrast, race-neutral policies are those that, with respect to both language and intent, confer no benefit associated with individuals' race or ethnicity. Race-neutral strategies can include a wide variety of policies and practices, including consideration of factors other than race and ethnicity when making decisions about individual students (such as in admissions) and broader programmatic efforts (such as developing pipeline partnerships).¹

Strict scrutiny, compelling interest, and narrow tailoring. Practices that confer an individual, material benefit or opportunity to students based on their race or ethnicity are subject to “strict scrutiny”—the most rigorous level of judicial review relevant to claims of discrimination. For a practice to pass strict scrutiny, courts and the U.S. Department of Education (ED) Office for Civil Rights (OCR) must find a “compelling interest” that justifies any challenged race- or ethnicity-conscious admissions practice. To date, federal courts and OCR have recognized the educational benefits of diversity as compelling and therefore appropriate foundations for institution-specific race- and ethnicity-conscious admissions practices. The establishment of compelling interest in an institution-specific setting is required as an element of proof in any federal challenge. To justify an institution's specific policy, courts and OCR examine the design and operation of any challenged practice—in light of diversity goals—to ensure that the consideration of race present in any challenged policy is as limited or “narrowly tailored” as it can be while achieving the compelling interests identified by the institution.

What we know about admissions decisions. The leading U.S. Supreme Court cases on the educational benefits of diversity in higher education have all directly addressed claims of discrimination in admissions. Taken together, relevant court authorities require that admissions policies that include consideration of applicants' race or ethnicity as part of efforts to admit a robustly diverse class of students only occur as part of a “holistic review” process. As defined by the court, this should involve an individualized review and evaluation of each applicant's file where multiple factors are considered in light of institutional admissions goals. Race and/or ethnicity can be no more than a “plus factor.” Admissions decisions cannot involve quotas, an automatic award of points based on race or ethnicity, or any separate process or pool of candidates based on race or ethnicity.

What we know about financial aid and scholarships. In contrast to the fairly well-developed picture of federal parameters governing admissions programs, there is a lack of federal non-discrimination case law on diversity-enhancing scholarships and financial aid. That said, modern race-conscious financial aid policies are premised on an interest in achieving the educational benefits of a diverse student body. To provide guidelines, ED in 1994 issued relevant rules under Title VI to guide OCR's enforcement of Title VI. Applying strict scrutiny standards from prior relevant federal admissions cases, ED recognized that an institution may consider race as a plus-factor in the award of financial aid—so long as the compelling interest and narrow tailoring thresholds of federal law are satisfied. Subsequent case law in the admissions area underscores

1 See the Access and Diversity Collaborative at the College Board Advocacy and Policy Center, <http://diversity-collaborative.collegeboard.org>; specifically, *Understanding Fisher v. The University of Texas: Policy Implications of What the U.S. Supreme Court Did (and Didn't) Say About Diversity and the Use of Race and Ethnicity in College Admissions*, at <http://www.nacacnet.org/issues-action/legislativenews/documents/understanding-fisher.pdf>, and Coleman, Taylor, and Lipper 2014.

the significance of these factors in designing and implementing financial aid programs in a manner which supports institutional diversity objectives.

What we know about recruitment and outreach. Although the U.S. Supreme Court has not spoken definitively regarding the application of strict scrutiny rules in higher education recruitment and outreach settings in education, a growing body of federal case law (in education, employment, and contract settings) indicates that “inclusive” outreach and recruitment practices with some focus on race and/or ethnicity are not subject to the rigors of strict scrutiny because they do not confer an individual benefit or opportunity to students on the basis of race or ethnicity (that other students are denied). For example, a recruitment effort that targets certain areas with high minority populations could be considered race-neutral in light of corresponding efforts more broadly and absent any provision of material benefits to individual students based on race or ethnicity.

For more information on the above and other topics, refer to:

- The Civil Rights Project. 2013. “*Fisher v. University of Texas, at Austin*: Joint Statement of Constitutional Law Scholars.” <http://civilrightsproject.ucla.edu/legal-developments/legal-briefs/statement-of-nation2019s-leading-constitutional-law-scholars-on-u.s.-supreme-court2019s-affirmative-action-ruling-1/legal-scholars-fisher-statement-2013.pdf>.
- College Board, American Council on Education, and EducationCounsel, LLC. 2015. *A Policy and Legal “Syllabus” for Diversity Programs at Colleges and Universities*. <http://www.acenet.edu/news-room/Documents/ADC-Diversity-Syllabus-for-Institutions.pdf>.

APPENDIX B

Most Widely Used Diversity Strategies, by Control and Selectivity

Strategies	Public More Selective		Private More Selective		Public Less Selective		Private Less Selective	
	n	%	n	%	n	%	n	%
Additional admissions considerations (low-SES)	9	81.8%	25	64.1%	48	35.0%	50	36.2%
Articulation agreements	11	100.0%	19	48.7%	130	94.9%	106	76.8%
Bridge or summer enrichment program	10	90.9%	21	53.8%	89	65.0%	60	43.5%
Holistic application review	9	81.8%	37	94.9%	85	62.0%	120	87.0%
Percentage plan	3	27.3%	1	2.6%	33	24.1%	6	4.3%
Professional development for K-12 educators	8	72.7%	20	51.3%	81	59.1%	49	35.5%
Provisional or conditional admission	5	45.5%	11	28.2%	80	58.4%	85	61.6%
Recruitment/additional consideration for community college transfers	10	90.9%	25	64.1%	114	83.2%	103	74.6%
Reduced emphasis on legacy admissions	2	50.0%	11	40.7%	20	37.7%	13	12.4%
Reduced emphasis on SAT/ACT scores	5	45.5%	12	30.8%	38	27.7%	56	40.6%
Targeted financial aid (low-SES)	9	81.8%	23	59.0%	90	65.7%	69	50.0%
Targeted financial aid (racial/ethnic minorities)	1	9.1%	11	28.2%	52	38.0%	47	34.1%
Targeted applicant recruitment (low-SES)	11	100.0%	29	74.4%	108	78.8%	88	63.8%
Targeted applicant recruitment (racial/ethnic minorities)	10	90.9%	32	82.1%	119	86.9%	94	68.1%
Targeted yield initiatives (low-SES)	7	63.6%	24	61.5%	91	66.4%	59	42.8%
Targeted yield initiatives (racial/ethnic minorities)	7	63.6%	28	71.8%	95	69.3%	71	51.4%
Test-optional admissions	0	0.0%	8	20.5%	14	10.2%	30	21.7%

APPENDIX C

Strategies Perceived as Effective for Racial/Ethnic Diversity, by Control and Selectivity

Strategies	Public More Selective		Private More Selective		Public Less Selective		Private Less Selective	
	n	%	n	%	n	%	n	%
Additional admissions considerations (low-SES)	7	77.8%	14	56.0%	28	58.3%	22	44.0%
Articulation agreements	7	63.6%	3	15.8%	58	44.6%	47	44.3%
Bridge or summer enrichment program	8	80.0%	10	47.6%	58	65.2%	35	58.3%
Holistic application review	6	66.7%	27	73.0%	55	64.7%	81	67.5%
Percentage plan	1	33.3%	0	0.0%	15	45.5%	1	16.7%
Professional development for K-12 educators	3	37.5%	3	15.0%	25	30.9%	16	32.7%
Provisional or conditional admission	1	20.0%	5	45.5%	45	56.3%	53	62.4%
Recruitment/additional consideration for community college transfers	9	90.0%	4	16.0%	59	51.8%	50	48.5%
Reduced emphasis on legacy admissions	1	50.0%	1	9.1%	0	0.0%	1	7.7%
Reduced emphasis on SAT/ACT scores	1	20.0%	3	25.0%	20	52.6%	31	55.4%
Targeted financial aid (low-SES)	5	55.6%	15	65.2%	55	61.1%	40	58.0%
Targeted financial aid (racial/ethnic minorities)	0	0.0%	6	54.5%	31	59.6%	35	74.5%
Targeted applicant recruitment (low-SES)	6	54.5%	19	65.5%	66	61.1%	51	58.0%
Targeted applicant recruitment (racial/ethnic minorities)	6	60.0%	23	71.9%	77	64.7%	60	63.8%
Targeted yield initiatives (low-SES)	5	71.4%	18	75.0%	63	69.2%	35	59.3%
Targeted yield initiatives (racial/ethnic minorities)	5	71.4%	21	75.0%	71	74.7%	50	70.4%
Test-optional admissions	0	N/A	3	37.5%	7	50.0%	25	83.3%

APPENDIX D

Survey Instrument for Institutions That Reported They Currently Consider Race in Admissions Decisions

A Dream Undone?

Higher Education Access and Opportunity in a Shifting Legal Landscape

Survey of Admissions and Enrollment Management Leaders

Thank you for participating in this survey. The questions that follow pertain to undergraduate outreach, recruitment, and admissions practices designed to support campus diversity, including racial/ethnic and socioeconomic diversity. Your responses will be kept strictly anonymous; please see the anonymity assurances [here](#) for further detail.

If you have any questions, please contact Dr. Lorelle Espinosa, Assistant Vice President for Policy Research and Strategy at the American Council on Education (admissionsurvey@acenet.edu or XXX-XXX-XXXX).

- 1) Does your institution currently consider an applicant's race or ethnicity as one among many factors in undergraduate admissions decisions (i.e., race-conscious admissions)?

Yes

No

The following questions pertain to the U.S. Supreme Court's June 2013 ruling in *Fisher v. University of Texas* and its April 2014 ruling in *Schuetz v. Coalition to Defend Affirmative Action*

- 2) How would you rate your understanding and your colleagues' understanding of the requirements or implications of the *Fisher* and *Schuetz* decisions for admissions practice? Part B refers to your colleagues at your institution, not at other institutions.

	Very Familiar	Familiar	Somewhat Familiar	Not Familiar At All
A. My understanding of <i>Fisher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. My colleagues' understanding of <i>Fisher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. My understanding of <i>Schuetz</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. My colleagues' understanding of <i>Schuetz</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) From which sources have you obtained information or sought guidance on the requirements and implications of the *Fisher* and *Schuette* decisions? (check all that apply)

<i>Fisher</i>	<i>Schuette</i>
<input type="checkbox"/> Your institution's general counsel	<input type="checkbox"/> Your institution's general counsel
<input type="checkbox"/> State attorney general	<input type="checkbox"/> State attorney general
<input type="checkbox"/> U.S. Department of Education	<input type="checkbox"/> U.S. Department of Education
<input type="checkbox"/> Your state's higher education governing body or coordinating board	<input type="checkbox"/> Your state's higher education governing body or coordinating board
<input type="checkbox"/> Peer institutions	<input type="checkbox"/> Peer institutions
<input type="checkbox"/> Independent legal counsel	<input type="checkbox"/> Independent legal counsel
<input type="checkbox"/> Professional organizations (e.g., NACAC, AACRAO, College Board, ACE)	<input type="checkbox"/> Professional organizations (e.g., NACAC, AACRAO, College Board, ACE)
<input type="checkbox"/> Media coverage	<input type="checkbox"/> Media coverage
<input type="checkbox"/> Other Please specify: _____	<input type="checkbox"/> Other Please specify: _____
<input type="checkbox"/> We have not yet sought guidance on the implications of this ruling	<input type="checkbox"/> We have not yet sought guidance on the implications of this ruling

4) Did either the *Fisher* or the *Schuette* decision affect your outreach, recruitment, or admissions practices?

- No, neither decision affected our practices
- Yes, just the *Fisher* decision affected our practices. **Please briefly tell us how the *Fisher* decision affected your outreach, recruitment, or admissions practices:**
- Yes, just the *Schuette* decision affected our practices. **Please briefly tell us how the *Schuette* decision affected your outreach, recruitment, or admissions practices:**
- Yes, both decisions affected our practices. **Please briefly tell us how the *Fisher* and *Schuette* decisions affected your outreach, recruitment, or admissions practices:**

5) As a result of the *Fisher* case, did your institution increase or decrease its focus on analyzing admissions and enrollment data (e.g., application rates, admission rates, or yield rates) in the following categories?

	Increased	Decreased	No Change	Unsure
Race/ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socioeconomic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's state of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First-generation status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please Specify:</i>				

6) Please indicate which of the following approaches your institution has used to support racial/ethnic or socioeconomic diversity on campus, both *before* and *after* the *Fisher* case.

Approach	Used BEFORE the <i>Fisher</i> Case	Used AFTER the <i>Fisher</i> Case
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Holistic application review	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Additional admissions consideration for socioeconomically disadvantaged applicants	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Reduced emphasis on legacy admissions	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure

Approach	Used BEFORE the <i>Fisher</i> Case	Used AFTER the <i>Fisher</i> Case
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Test-optional admissions	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Provisional or conditional admission	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Other Please specify:	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure

- 7) Among the approaches you indicated using, which have been effective for supporting racial/ethnic and socioeconomic diversity on campus?

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Holistic application review	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Additional admissions consideration for socio-economically disadvantaged applicants	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on legacy admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Test-optional admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Provisional or conditional admission	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Other Please specify:	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

8) Please indicate the importance of each of the following factors in an admissions decision at your institution both *before* and *after* the *Fisher* case.

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
SAT/ACT score	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Grades in college prep courses	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Academic reputation of the applicant's high school	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Strength of high school curriculum	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Class rank	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Cumulative GPA	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
AP/IB/SAT II assessment scores	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
Letters of recommendation	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Essay or personal statement	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Overcoming adversity or demonstrating grit	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Anticipated choice of major	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Admissions interview	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Participation in pre-college enrichment programs	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Leadership, extra-curricular activities, and work experience	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Race/ethnicity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Socioeconomic disadvantage (e.g., first-generation student, low income, neighborhood poverty)	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
U.S. or state geographic diversity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
International diversity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Child of alumni or faculty	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Ability to pay	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

9) We are interested in your reflections on the *Fisher* and *Schuette* decisions. Please provide any additional comments here, including your thoughts on how these cases have affected your admissions process or how they may affect it in the future.

10) Which of the following factors are most often highlighted among your institution’s priorities, as you understand them? Please rank the factors from most important (1) to least important (6). Rank (1-6)

- _____ Enrolling students with outstanding admissions test scores and high school grades to improve the institution’s academic profile
- _____ Improving national rankings (e.g., *U.S. News & World Report*)
- _____ International and U.S. geographic diversity
- _____ Socioeconomic diversity
- _____ Racial/ethnic diversity
- _____ Other Please specify: _____

11) What additional research or guidance would be most helpful to your institution in furthering its policy development and practice in the wake of the *Fisher* decision? (Check all that apply).

- Research on the diversity effects of admissions strategies (e.g., percentage plans) where race-conscious admissions practices are prohibited
- Research on the educational impact of campus diversity
- Methodological research and guidance on assessing the diversity effects of alternatives to race-conscious admissions
- Research and guidance on what constitutes and how to achieve a “critical mass” of diverse students within the context of the area from which you draw your students
- None
- Other (Please specify): _____

APPENDIX E

Survey Instrument for Institutions That Reported Discontinuing the Consideration of Race in Admissions Decisions

A Dream Undone?

Higher Education Access and Opportunity in a Shifting Legal Landscape

Survey of Admissions and Enrollment Management Leaders

Thank you for participating in this survey. The questions that follow pertain to undergraduate outreach, recruitment, and admissions practices designed to support campus diversity, including racial/ethnic and socioeconomic diversity. Your responses will be kept strictly anonymous; please see the anonymity assurances [here](#) for further detail.

If you have any questions, please contact Dr. Lorelle Espinosa, Assistant Vice President for Policy Research and Strategy at the American Council on Education (admissionsurvey@acenet.edu or XXX-XXX-XXXX).

- 1) Does your institution currently consider an applicant's race or ethnicity as one among many factors in undergraduate admissions decisions (i.e., race-conscious admissions)?
 - Yes
 - No
- 2) Has your institution ever considered an applicant's race or ethnicity as one among many factors in undergraduate admissions decisions?
 - Yes
 - No
- 3) In what year did your institution discontinue race-conscious admissions? If you do not know the exact year, please provide your best estimate: _____
- 4) Did your institution discontinue race-conscious admissions because the practice was prohibited by your state legislature, a statewide voter referendum, your institution's governing board, or Governor's executive order?
 - Yes
 - No: Why did your institution discontinue race-conscious admissions? Please specify:
- 5) As a result of the *Fisher* case, did your institution increase or decrease its focus on analyzing admissions and enrollment data (e.g., application rates, admission rates, or yield rates) in the following categories?

	Increased	Decreased	No Change	Unsure
Race/ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socioeconomic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's state of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First-generation status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please Specify:</i>				

6) Please indicate which of the following approaches your institution has used to support racial/ethnic or socioeconomic diversity on campus, both *before* and *after* the *Fisher* case.

Approach	Used BEFORE the <i>Fisher</i> Case	Used AFTER the <i>Fisher</i> Case
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Holistic application review	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Additional admissions consideration for socioeconomically disadvantaged applicants	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Reduced emphasis on legacy admissions	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure

Approach	Used BEFORE the <i>Fisher</i> Case	Used AFTER the <i>Fisher</i> Case
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Test-optional admissions	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Provisional or conditional admission	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure
Other Please specify:	<input type="checkbox"/> Used <input type="checkbox"/> Did not use <input type="checkbox"/> Unsure	<input type="checkbox"/> Currently use w/greater emphasis <input type="checkbox"/> Currently use <input type="checkbox"/> Tried but discontinued <input type="checkbox"/> Have not used <input type="checkbox"/> Unsure

7) Among the approaches you indicated using, which have been effective for supporting racial/ethnic and socioeconomic diversity on campus?

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Holistic application review	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Additional admissions consideration for socio-economically disadvantaged applicants	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on legacy admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Test-optional admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Provisional or conditional admission	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Other Please specify:	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

8) Please indicate the importance of each of the following factors in an admissions decision at your institution both *before* and *after* the *Fisher* case.

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
SAT/ACT score	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Grades in college prep courses	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Academic reputation of the applicant's high school	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Strength of high school curriculum	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Class rank	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Cumulative GPA	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
AP/IB/SAT II assessment scores	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Letters of recommendation	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Essay or personal statement	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Overcoming adversity or demonstrating grit	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Anticipated choice of major	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Admissions interview	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Participation in pre-college enrichment programs	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Leadership, extra-curricular activities, and work experience	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Race/ethnicity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Socioeconomic disadvantage (e.g., first-generation student, low income, neighborhood poverty)	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

Factor	Importance BEFORE <i>Fisher</i>	Importance AFTER <i>Fisher</i>
U.S. or state geographic diversity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
International diversity	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Child of alumni or faculty	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure
Ability to pay	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure	<input type="checkbox"/> Considerable importance <input type="checkbox"/> Moderate importance <input type="checkbox"/> Limited importance <input type="checkbox"/> No importance <input type="checkbox"/> Unsure

9) We are interested in your reflections on the *Fisher* and *Schuetz* decisions. Please provide any additional comments here, including your thoughts on how these cases have affected your admissions process or how they may affect it in the future.

10) Which of the following factors are most often highlighted among your institution's priorities, as you understand them? Please rank the factors from most important (1) to least important (6). Rank (1-6)

_____ Enrolling students with outstanding admissions test scores and high school grades to improve the institution's academic profile

_____ Improving national rankings (e.g., *U.S. News & World Report*)

_____ International and U.S. geographic diversity

_____ Socioeconomic diversity

_____ Racial/ethnic diversity

_____ Other Please specify: _____

11) What additional research or guidance would be most helpful to your institution in furthering its policy development and practice in the wake of the *Fisher* decision? (Check all that apply).

- Research on the diversity effects of admissions strategies (e.g., percentage plans) where race-conscious admissions practices are prohibited
- Research on the educational impact of campus diversity
- Methodological research and guidance on assessing the diversity effects of alternatives to race-conscious admissions
- Research and guidance on what constitutes and how to achieve a "critical mass" of diverse students within the context of the area from which you draw your students
- None
- Other (Please specify): _____

APPENDIX F

Survey Instrument for Institutions That Reported Never Having Considered Race in Admissions Decisions

A Dream Undone?

Higher Education Access and Opportunity in a Shifting Legal Landscape

Survey of Admissions and Enrollment Management Leaders

Thank you for participating in this survey. The questions that follow pertain to undergraduate outreach, recruitment, and admissions practices designed to support campus diversity, including racial/ethnic and socioeconomic diversity. Your responses will be kept strictly anonymous; please see the anonymity assurances [here](#) for further detail.

If you have any questions, please contact Dr. Lorelle Espinosa, Assistant Vice President for Policy Research and Strategy at the American Council on Education (admissionssurvey@acenet.edu or XXX-XXX-XXXX).

- 1) Does your institution currently consider an applicant's race or ethnicity as one among many factors in undergraduate admissions decisions (i.e., race-conscious admissions)?

Yes
 No

- 2) Has your institution ever considered an applicant's race or ethnicity as one among many factors in undergraduate admissions decisions?

Yes
 No

- 3) Does your institution use any of the following approaches to support racial/ethnic or socioeconomic diversity on campus?

Approach	Used BEFORE the <i>Fisher</i> Case
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure

Approach	Used BEFORE the <i>Fisher</i> Case
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Holistic application review	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Additional admissions consideration for socioeconomically disadvantaged applicants	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Reduced emphasis on legacy admissions	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Test-optional admissions	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Provisional or conditional admission	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure

Approach	Used BEFORE the <i>Fisher</i> Case
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure
Other Please specify:	<input type="checkbox"/> Currently Use <input type="checkbox"/> Tried but Discontinued <input type="checkbox"/> Have not Used <input type="checkbox"/> Unsure

4) Among the approaches you indicated using, which have been effective for supporting racial/ethnic and socioeconomic diversity on campus?

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Targeted recruitment and outreach to encourage low-income and/or first-generation students to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted recruitment and outreach to encourage racial/ethnic minorities to apply	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Professional development for K-12 educators and guidance counselors	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Articulation agreements with other institutions to create transfer pathways	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Enhanced recruitment and additional admissions consideration for community college transfers	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Percentage plan (e.g., where a sufficiently high class rank in high school guarantees admission)	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Holistic application review	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Additional admissions consideration for socioeconomically disadvantaged applicants	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on legacy admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Reduced emphasis on SAT/ACT scores	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Test-optional admissions	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Provisional or conditional admission	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted low-income and/or first-generation students to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted yield initiatives to encourage admitted racial/ethnic minorities to enroll	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for disadvantaged (e.g., first-generation or low-income) students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Targeted scholarships or financial aid awards for racial/ethnic minorities	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

Approach	Racial/Ethnic Diversity	Socioeconomic Diversity
Bridge or summer enrichment programs for admitted students	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say
Other Please specify:	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say	<input type="checkbox"/> Our data indicate this approach is EFFECTIVE <input type="checkbox"/> Our data indicate this approach is INEFFECTIVE <input type="checkbox"/> Effectiveness not measured but seems to work <input type="checkbox"/> Effectiveness not measured but doesn't seem to work <input type="checkbox"/> Too early to say

5) How important are each of the following factors in an admissions decision at your institution?

Factor	Considerable Importance	Moderate Importance	Limited Importance	No Importance
SAT/ACT score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades in college prep courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic reputation of the applicant's high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strength of high school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cumulative GPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AP/IB/SAT II assessment scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcoming adversity or demonstrating grit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated choice of major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in pre-college enrichment programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership, extra-curricular activities, and work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socioeconomic disadvantage (e.g., first-generation student, low income, neighborhood poverty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U.S. or state geographic diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child of alumni or faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) Which of the following factors are most often highlighted among your institution's priorities, as you understand them? Please rank the factors from most important (1) to least important (6). Rank (1-6)

- _____ Enrolling students with outstanding admissions test scores and high school grades to improve the institution's academic profile
- _____ Improving national rankings (e.g., *U.S. News & World Report*)
- _____ International and U.S. geographic diversity
- _____ Socioeconomic diversity
- _____ Racial/ethnic diversity
- _____ Other Please specify: _____

7) What additional research or guidance would be most helpful to your institution in furthering its policy development and practice in the wake of the *Fisher* decision? (Check all that apply).

- Research on the diversity effects of admissions strategies (e.g., percentage plans) where race-conscious admissions practices are prohibited
- Research on the educational impact of campus diversity
- Methodological research and guidance on assessing the diversity effects of alternatives to race-conscious admissions
- Research and guidance on what constitutes and how to achieve a "critical mass" of diverse students within the context of the area from which you draw your students
- None
- Other (Please specify): _____

