



The Great ADMISSIONS REDESIGN 2024 CONVENING SUMMARY

INTRODUCTION

Helping more Americans earn bachelor’s degrees that position them for further learning and successful careers is essential to a thriving society. However, the COVID-19 pandemic, shifting testing policies and historic legal rulings have significantly disrupted college admissions and enrollment over the past several years. While Americans overwhelmingly understand and value the importance of a college degree in securing better jobs, economic security, and a higher quality of life, an increasing proportion say they have [little or no confidence in the higher education sector](#) to deliver that value to them.

One key challenge in this crisis of confidence is the complexity of the systems through which students apply, enroll and access higher education institutions. Complex systems are far less equitable than simple ones, as indicated in the 2022 report [Toward a More Equitable Future for Postsecondary Access](#) co-authored by the National Association of College Admissions Counselors (NACAC) and the National Association of Student Financial Aid Administrators (NASFAA). [Simplifying our college admission systems](#)—which were built for a different time, a different economy, and a different student—can create opportunity for everyone to equitably access postsecondary learning.

Lumina Foundation’s Great Admissions Redesign project supports higher education changemakers to explore transformative solutions for simplifying our admissions systems through greater automation, proactivity and transparency. The project launched in September, 2023, receiving over 70 grant applications from higher education institutions and ultimately awarding over [\\$3.1 million in implementation and planning grants to seven winners](#) from all corners of the country. One year later, Lumina Foundation and NACAC proudly hosted the first **Great Admissions Redesign Convening on September 25, 2024 in Los Angeles** with the goal of bringing together key stakeholders to learn and collaborate around reimagining college admissions.

AGENDA AND HOSTS: GREAT ADMISSIONS REDESIGN 2024 CONVENING

The convening agenda was designed to ensure that participants would understand the why, what and how of **simplifying college admissions systems**.

Hosted By	Why simplify?	What do we mean?	How does this work?	What can this look like in my context?
Angel Perez CEO NACAC 	9:30 – 10:15 Using a Behavioral Science Approach to Remove Friction in Admissions & Enrollment <i>Cassie Taylor, ideas42</i>	10:15 – 11:00 Great Admissions Redesign: Planning Grantees	12:45 – 1:45 Navigating FERPA: Co-Creating a Landscape Scan <i>Kate Akers, Data Quality Campaign</i>	3:30 – 4:30 Facilitated Team Time 4:30 – 4:50 Dreaming Big Together
Debra Humphreys VP of Strategic Engagement Lumina Foundation 		11:15 – 12:00 Direct Admissions Research: What We Know <i>Dr. Jennifer Delaney, UC – Berkeley</i> <i>Dr. Taylor Odle, UW – Madison</i>	1:45 – 2:30 Communicating Admissions Innovations <i>Emily Cornforth, TrendyMinds</i> <i>Sara Scudder, Idaho State Board of Education</i>	
Melanie Heath Strategy Director for Participation Lumina Foundation 			2:45 – 3:30 Great Admissions Redesign: Implementation Grantees	

SESSION I: USING A BEHAVIORAL SCIENCE APPROACH TO SIMPLIFY ADMISSIONS & ENROLLMENT



Cassie Taylor
Principal Behavioral Designer
ideas42

We kicked off the convening with a presentation on removing friction in the enrollment process through behavioral science. ideas42's Associate Managing Director Cassie Taylor opened this session by posing the question, "What does it take for a student to enroll, and how can we smooth that path for everyone who is admitted?" The ideas42 team explored this question through the student's perspective using a behavioral science approach: documenting every step of the process as a "mystery shopper," interviewing and surveying prospective students, reviewing past survey data and written feedback, and reviewing administrative data to see where in the enrollment process students typically drop off.

Two key insights emerged from ideas42's research:



The enrollment process is an **information maze**. It's hard to keep track of what the enrollment steps are, how to do them, and by when. Psychology explains why this matters: we only have a finite amount of attention to process information, and when our attention is stretched, our memory, performance and decisionmaking suffer. To prevent and mitigate information mazes, we can clarify the enrollment process: communicate deadlines, send reminders, and provide directions.



The process steps feel like a **hassle**. Even when you know what to do, getting it done takes too much time and attention. The steps to take are full of seemingly minor inconveniences that disproportionately affect our behavior, even when the potential benefits are large. What's more, we tend to want to solve this problem for students through solutions that add (e.g. steps, rules, resources) rather than subtract—known as additive bias. We can reduce hassles by simplifying the enrollment process: remove unnecessary steps and automate to require less.

From this research, the team developed actionable solutions to improve and simplify the enrollment process, rooted in sound behavioral science.

Two big opportunities to improve the enrollment process... and five concrete changes you can make



Clarify the enrollment process



Simplify steps



SOLUTIONS IN PRACTICE:

Personalized Enrollment Maps. An [enrollment roadmap](#) is a responsive, tailored and actionable compilation of required steps to get prospective students to their first day of classes. Behaviorally-informed enrollment roadmaps help students confidently complete required steps, boost timely matriculation rates, and decrease the workload on administrative staff.

Advising Reminders: Targeted, timely reminders sent via text and email to help students meet with their advisor to get registered for class. Adults and transfer students often have the hardest time with this. Advising reminders can boost completion of key enrollment steps. However, these nudges may be insufficient for some and bigger interventions should be considered including auto-scheduling appointments and reaching out to unresponsive faculty advisors.

SESSION II: GREAT ADMISSIONS REDESIGN WINNERS HIGHLIGHT #1 - PLANNING GRANTEES



Laura Brennen

Assistant Commissioner for College & Career Advising
Texas Higher Education Coordinating Board



Rathi Sudhakara

Associate Director, Strategy & Partnerships
Washington Student Achievement Council



Janet Newhall

Assistant Commissioner for Academic Affairs & Strategic Initiatives
Louisiana Board of Regents



Lilly Massa-McKinley

Assistant Vice President, Student Access & Success
Kentucky Council on Postsecondary Education

In this session, participants heard from the **four winners of the Great Admissions Redesign Planning Grants**. The planning grants were awarded to applicants in the early stages of developing a vision for redesigned admissions, enrollment and/or financial aid processes, and grantees wrapped up their 12-month grant period with a strong implementation plan and timeline. Visionary leaders from the Texas Higher Education Coordinating Board, Louisiana Board of Regents, Washington Student Achievement Council and Kentucky Council on Postsecondary Education shared with participants the ways they have used the Lumina grant to research, design and plan how to simplify college admissions systems in their states, including innovations like state common applications, direct admissions, automated transfer and enhanced data systems.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Solutions

- **My Texas Future 2.0:** Launched a new iteration of My Texas Future that supports K12 learners in planning for college and career. Includes a new user-friendly Direct Admissions website.
- **Apply Texas Redesign:** Designed a new version of Apply Texas that streamlines the college application process, enhances the user experience, and integrates into My Texas Future.
- **Direct Admissions:** Designing functionality to admit students directly into institutions based on self-reported student data in My Texas Future. Launched for student use in October, 2024, with 30 of 34 four-year public institutions in Texas that serve freshman- and sophomore-year students participating. Phase 2 aims to establish a new data pathway, leveraging administrative datasets to proactively identify students for admissions and possibly financial aid offers.

LOUISIANA BOARD OF REGENTS

Solutions

- **Automated transfer:** This project aims to leverage student-level data to remove barriers to transfer. Currently planning statewide transfer convening.
- **Promoting admissions:** This project aims to leverage student-level data to increase high school student college-going through outreach. It uses statewide financial aid to reach students interested in college and use their transcripts to identify where they are eligible to go. Currently entering year three of outreach targeting 20 parishes and 10K students.

WASHINGTON STUDENT ACHIEVEMENT COUNCIL

Solutions

- **Combining guaranteed financial aid messaging with guaranteed admissions for students/families on public benefits like SNAP:** Currently working with ideas42 to understand behavioral barriers to navigating these systems.
- **Designing data systems to support systemic data-sharing and individual student use:** Create various pathways for students to be entered into the guaranteed “free college” database. Allow for multiple points of sharing and access. Any entity that has SNAP data could participate. Students and parents can document their participation directly.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Kentucky Student Success Collaborative

Solutions

- **Transcript automation and consortium:** Creating a transcript consortium for KY higher education partners to access dual credit transcripts on behalf of students and explore improved processes of sending/receiving final high school transcripts.
- **Financial aid transparency and communications:** A standardized financial aid award letter with public benefit screening information to clearly communicate cost and other resources to cover unmet need. Incorporate key financial aid communications in college-going milestones.
- **College-going milestones and communications:** Developing college-going momentum through early college opportunities and strategic communications to build confidence, explore career goals and strengthen college readiness skills.

PANEL DISCUSSION HIGHLIGHTS: PLANNING GRANTEES

Representatives from the four grantee institutions participated in a panel led by Rob Shorette of Lumina Foundation.



Who have been some of the key partners in the planning process? –Moderator

- + *Washington*: We are working closely with three higher education institutions as well as Education Northwest and ideas42 who are helping us think through implementation and messaging. For example, when do we message students about financial and admissions? Do we use the terms “guaranteed admission” and/or “guaranteed aid”?

How did you approach leadership and stakeholder buy in? –Moderator

- + *Texas*: We started with students. Currently host biweekly meetings with enrollment VPs which are key to continuous engagement, and they have great ideas for how to define the initiative.
- + *Kentucky*: We wanted to move forward to keep our momentum but had to slow down and recognize that enrollment management folks are facing challenges including limited bandwidth, capacity, energy levels and more. We needed to carve out time for them to have the mental space to think forward about this work.

Was there unintended slowing of anything? –Moderator

- + *Kentucky*: There was a lack of direction at the beginning of this project, so the process was very front-loaded to try to better understand the current state of things so that we could articulate a set of shared priorities to explore together moving forward. We needed to build trust over time among partners. We used a design thinking process to do student journey mapping, stakeholder interviews and focus groups, and data discovery.



SESSION III: DIRECT ADMISSIONS 101



Dr. Jennifer Delaney
Professor
University of California - Berkeley



Dr. Taylor Odle
Assistant Professor
University of Wisconsin - Madison

In this session, researchers Dr. Delaney and Dr. Odle provided an overview of: what direct admissions is, research on the impact of direct admissions in higher education, and frequent misperceptions about direct admissions. Their detailed overview and research can be found [here](#) and [here](#).

THE BIG PICTURE

- **Direct admissions is common sense, low-cost, low-touch** and rests on several empirically-backed interventions including providing an up-front guarantee of admission, structural simplification of the application process, proactively sending college-going signals, and offering modest financial support to overcome early financial barriers like application fees.¹
- **Direct admissions should be one piece of a larger strategy.** Students face other barriers to access such as affordability and insufficient financial aid. Direct admissions effectively connects students to institutions, and increasing (free) applications to college is a worthy outcome. However, there is an opportunity for states/institutions to (re)focus on yield and ability to pay and integrate financial aid in direct admissions offers to yield meaningfully larger enrollment effects.

THE PRINCIPLES OF DIRECT ADMISSIONS



Proactive:
Preemptive information to students



Transparent:
Admission criteria are plain and clear



Low-cost:
Repurpose data for bigger impacts



Guaranteed:
College admission is “a sure thing”



Timing:
Occurs earlier in the college-going process



Trusted Adults:
Involve parents and HS principals and counselors



Universal:
Postsecondary options are available for all



Simple and Personalized:
Send straightforward, individualized info

SPEAKER Q&A HIGHLIGHTS: DIRECT ADMISSIONS 101

Meeting participants posed questions to the session speakers Dr. Jennifer Delaney from UC California - Berkeley and Dr. Taylor Odle from University of Wisconsin - Madison.



Are you tracking students post-matriculation and what do you know about persistence and attainment for students admitted through direct admission? –Meeting Participant

+ We don't know because the programs are too new. The hope is that these students persist and attain the same as students who apply and enroll through other methods.

Would California and Texas be informative to these new processes, because they have had direct-admission adjacent systems for a long time? –Meeting Participant

+ We would argue that direct admissions is not designed for the high-achieving student, and thus the “top 10%” model does not apply well. Students in the top 10% of their class may make it more efficient for everyone, but it doesn't mean those top students are more likely to go to college overall; in other words, it doesn't increase access. Additionally, Texas and California have had a statewide common application for a long time; in our research, we don't see a big impact of putting forward one common application.

The central tenet of direct admissions is that you have to have the data. Do you have templates from states where access to data is good? In New York at SUNY, getting data is like breaking into a bank vault under a mountain. –Meeting Participant

+ There may be no secret sauce for data-sharing agreements. The data does exist, and direct admissions does rely on accessing it, though not personally-identifiable information (just need to know where the letters go). There are political and

¹ Bettinger et al. 2012; Bird et al. 2021; Burland et al. 2023; Dynarski et al. 2021; Gurantz et al. 2021; Hyman 2020; Knight and Schiff 2022; Odle 2022; Pallais 2015

technical challenges to getting the data, and privacy protections are different in every state. But we can connect you to people who can help you, and there are creative options while still protecting families.

What is on the one simple form that students fill out for direct admissions? We get pushback from the registrar that they need to know this and that. Our application is simple, but takes more than 3 minutes to complete for sure.

—Meeting Participant

- + We would argue that 90% of that information isn't needed until they show up on campus. This form is pre-populated and is meant to just verify that this is the right person. If there are institutional admission policies or questions required by state law, simply add a check-box that says "I understand I need to meet the minimum eligibility requirements for admission" or "Yes, I will graduate high school." Then the counselor can reach out after submission to gather more information and continue the process. Doing that upfront is too big of a barrier.

The college application process governs a lot of choices about how high schools run their programs. What is direct admissions changing at the high school level? —Meeting Participant

- + Direct admissions shifts both aspirations and expectations: students can now aspire and expect to attend, and their parents can too. Teachers know that every student in their classroom is going to have a postsecondary pathway, which may change their expectations for their students. We have research from the free College Promise program literature on how changes in aspirations and expectations influence high school course collection and other things. This has power in social networks, too, because all students are getting college letters.



SOLUTIONS IN PRACTICE:

Idaho Direct Admissions: Beginning with class of 2016, all public (and participating) private HS students have been proactively admitted to a set of in-state publics. All students are admitted to non-selectives (open-access) and students with a GPA ≥ 3.00 are admitted to selectives. Letters are mailed in September of a student's senior year to students, parents and high schools.

Results (note that enrollment gains were concentrated among open-access institutions):

- Increased full-time undergraduate enrollments by 4-8% (50-100 students per campus)
- Increased the enrollment of in-state students by 8-15% (80-140 students per campus)
- Minimal changes in enrollment levels of Pell-eligible students

Common App Experiment: Researchers partnered with six universities to automatically and randomly send a group of students personalized letters offering direct admission to 1+ in-state university. The letters had college-going signals, financial aid information, a simplified "application" to complete, and a fee waiver. The other group of students did the "business as usual" college application process using the Common App.

Results:

- Students who were directly admitted were more likely to "apply" to college. 12% more likely to apply to any college, 1.6x more likely to apply to the partner college. Gains were larger among students of color, first-generation and low-income students.
- However, treated students were not more likely to ultimately enroll in college.

SESSION IV: NAVIGATING FERPA CHALLENGES



Kate Akers

Vice President of Policy Implementation and Best Practices
Data Quality Campaign

Data Quality Campaign (DQC) supports Great Admissions Redesign grantees through webinars, office hours and 1:1 technical assistance to better understand the value of strong statewide longitudinal data systems (SLDSs) and to work with state leaders to develop the type of [data system](#) necessary to support straightforward admission, enrollment and financial aid policies and practices. In this session, Kate Akers of Data Quality Campaign provided insight into key data-related challenges in redesigning college admissions systems.

The Question: How can state agencies and institutions of higher education navigate Family Educational Rights and Privacy Act (FERPA) compliance when trying to implement automatic admissions programs?

The Problem: Individual-level education records are needed to identify whether or not students have met selection criteria. [These data](#), including GPA, test scores, course taking and completion are all protected under FERPA, which establishes student privacy rights by restricting when and how schools may share students' personally identifiable information. Provisions exist for parental or eligible student consent, sharing data within or between a state data system (like an SLDS), evaluating/auditing federal and state-supported programs, and conducting research to improve instruction.

The Solutions:

When building automatic admissions programs, state agencies and postsecondary institutions in fact have a number of options available to them to navigate FERPA.

- **Consent:** K12 schools, districts and/or states can obtain parental or eligible student consent to share relevant data with the state's postsecondary institutions or systems.
- **Directory Information:** K12 schools, districts and/or states can provide names and addresses of students who meet the IHE's admissions requirements directly with the IHE.



SESSION V: COMMUNICATING ADMISSIONS INNOVATIONS TO STAKEHOLDERS



Emily Comforth
Executive Director
TrendyMinds



Sara Scudder
College and Career Access Officer
Idaho State Board of Education

In this session, Emily Comforth of TrendyMinds and Sara Scudder of the Idaho State Board of Education discussed Idaho’s journey in implementing direct admissions statewide from 2016 through today.

TrendyMinds partnered with Idaho’s State Board of Education to better **understand from a marketing perspective the “audience” for direct admissions in Idaho and how to best engage key stakeholders in the state’s shift to an innovative new admissions system.** Together, they identified five key stakeholder groups—students, parents/caregivers, high school counselors, institutional student success staff, and other stakeholders—and mapped out pain points, tone, approach and media mix for each group. Each year of implementation for the new system, Emily and Sara’s teams learned more about how to tailor messaging to these specific audiences that would remove barriers for them and facilitate interest and success in participating in direct admissions. The strategies identified and honed over the last eight years that make up Idaho’s 2024 communications/outreach plan include:

Student	Parents/Caregivers	High School Staff	Institution Staff	Stakeholders
<ul style="list-style-type: none"> Senior Year Letter Senior Year Postcard Next Steps Idaho webpage Junior Year Video Senior Year Video TBD: Eighth &/or Junior Year 	<ul style="list-style-type: none"> Ad Campaign TBD: Eighth &/or Junior Year Letter 	<ul style="list-style-type: none"> Counselor Day Presentation ED Forums Waypoint Conference Junior Year Video Senior Year Video 	<ul style="list-style-type: none"> Provost meetings Admission team meetings 	<ul style="list-style-type: none"> Press release

SPEAKER Q&A HIGHLIGHTS: COMMUNICATING ADMISSIONS INNOVATIONS TO STAKEHOLDERS

Meeting participants posed questions to the session speakers Emily Comforth from TrendyMinds and Sara Scudder from the Idaho State Board of Education.



Did you believe you had the capacity to bring in stakeholders when you first started this project? Could you have targeted everyone up front? —Meeting Participant

+ If we had had more than three months to get this program up and running, yes. We did not have enough communications at first: the idea came from presidents, and we began quickly figuring out the data behind it, how to get the letters out, without looking out to say, “who else will this affect?” It was a myopic view of this program. We didn’t engage with K12 because we thought that was done through the Idaho Department of Education, who actually weren’t very well informed about it. We assumed higher education provosts were doing up- and down-communications at their institutions, but they did not know to do that. You need to involve everyone before you go out and drive fast.

I see that there are no application fees in your program. How did you pull that off? Many admissions departments, including mine, take the position that they are funded on application fees, while the #1 request I get internally and from external partners is to waive the fees. —Meeting Participant

+ Our institutions agreed to waive the application fee for all Idaho seniors before Apply Idaho. When we brought on the Apply Idaho common application, the Board said to the institutions, “It’s only open to the high school senior class, and we’ll pay you for two years to make the application free while you figure out how to fund it in the future.” They did, and now institutions don’t even charge a fee to the freshman coming in through their own applications. It’s a nonstarter now.

SESSION VI: GREAT ADMISSIONS REDESIGN WINNERS HIGHLIGHT #2 - IMPLEMENTATION GRANTEES



Colleen Sexton
IBHE Transfer Initiatives
Illinois Board of Higher Education



April Grommo
Assistant Vice Chancellor for Strategic Enrollment Management
Office of the Chancellor
California State University (CSU) System



Bob Voytek
Business & Educational Partnerships Director
Office of Mobility & Social Impact
Northern Arizona University

In this session, participants heard from the **three winners of the Great Admissions Redesign Implementation Grants**. The 23-month implementation grants were awarded to applicants who have piloted efforts or who have the “table set,” who needed resources to enhance, improve, expand or speed implementation. Their grant period should end with tangible policy and practice changes and evidence of effectiveness that can serve as a model for others to follow and learn from. Inspiring leaders from the Illinois Board of Higher Education, California State University System and Northern Arizona University shared with participants the ways they have used the Lumina grant to implement new policies and practices including universal admissions, automated admissions communications, and direct admissions. Each institution presented their project and then joined in a panel for facilitated discussion and audience questions.

ILLINOIS BOARD OF HIGHER EDUCATION

Solutions

- **Direct Admission Initiative:** The program is for a) community college students transferring to four-year universities and b) recent high school graduates. It expands and connects two enacted programs: Public University Uniform Admission Pilot Program and the state’s partnership with the Common App. The direct admissions process uses high school GPA as criteria for admission, expects participating institutions waive application fees, is limited to institutions that have Common App membership (but supports universities with their Common App membership), and funds the Direct Admission process for state universities via the Common App.

CALIFORNIA STATE UNIVERSITY SYSTEM

Solutions

- **Automated Admission Communications through Cal State Apply:** As long as high school seniors in California meet the GPA and other requirements, they receive an automatic communication from Cal State Apply indicating that they are eligible to apply for college there. The system is similar to direct admissions.
- **Admission Communications and Electronic Final Transcripts through the California College Guidance Initiative (CCGI) using the CaliforniaColleges.edu website:** In addition to the automated communication through Cal State Apply, all high school students grades 9-12 can use the CaliforniaColleges.edu platform—managed by CCGI—to receive admissions communications, access transcripts, and other functions.

NORTHERN ARIZONA UNIVERSITY

Solutions

- **Universal Admissions:** Northern Arizona University (NAU) partners nine of ten of the state’s community college districts and the Arizona Commerce Authority to form the Arizona Attainment Alliance (A++) to provide universal admissions at scale across Arizona. Through this system, no applicant is ever denied access to a bachelor’s degree pathway; instead, they are routed to their preferred community college and then are seamlessly welcome back to NAU when they are ready without re-applying.

Prior State

Applicants not meeting admittance criteria are denied and left to determine alternate paths independently.



PANEL DISCUSSION HIGHLIGHTS: IMPLEMENTATION GRANTEEES

Representatives from the three grantee institutions participated in a panel with Lumina Foundation.



What were some of your earliest and biggest challenges and how did you pivot around them? –Moderator

- + *Arizona*: Trust. Working with community colleges, the first thing you're thinking is, "Are you trying to take our students?" We had many iterations of how we worked together; we've not been meeting every two weeks for two years at NAU, and biweekly with the community colleges, and trust is built over time. To build trust, we also had the same message over time: that we want to increase the number of BAs coming out of Arizona and the way we want to do that is partner with community colleges where they can prosper, grow, and then transfer to a four-year BA program (if they desire something beyond an Associate's or credential).
- + *Illinois*: Maintaining local context and local control. We were concerned with how to build this with the local context in mind because what happens in different regions of Illinois is very different. When we talk about "universal" or "common," it raises red flags there, so we need to communicate the benefits of participating in these programs.
- + *California*: Change. We have one central app that we oversee and a good vendor relationship, so we can build the things that we want, but getting a campus to allow an automated letter saying that students are conditionally admitted to their institution was very hard for them to wrap their head around. Additionally, some of our competitive campuses wanted to be involved, but we wanted to help *all* CSUs.



I'm interested in learning about electronic transcript transfer in California. We struggle with that in Kentucky, especially the final transcript (the one that is released after graduation). And, are you using AI or CRM to facilitate automation in that process? –Meeting Participant

+ *California*: Official transcript data-receiving from CCGI has taken a lot of years to culminate with state support and getting districts online. We started it as a pilot project and got feedback from campuses on issues which built trust. Basically, districts upload transcripts, course grades, the graduation date, etc., and then we have a process where we download the transcript data on a specific date to get it loaded in our systems to clear admissions. AI is the next step; all of our campuses are on people-soft solutions built on 80s technology so the next step is automating the clearing of admissions based on the transcript data.

SESSION VII: FACILITATED TEAM TIME & CLOSING REMARKS

To close out the day, convening participants divided into three facilitated break-out groups for Great Admissions Redesign: Planning Grantees, Implementation Grantees, and Applicants and Invited Guests (non-grantees). In each group, convening participants reflected on their learning and wrestled with new ideas, questions and problems of practice related to their work.

Some key themes from breakout discussions included:

- Direct admissions should be paired with the financial aid process in order to truly increase access and enrollment. Educating students about the actual cost of attendance, and how to get assistance with that cost, should be central to the work of direct admissions.
- State policy can help create the conditions for change, including directing significant resources to change efforts, and collecting and analyzing data at scale. However, buy-in can be a challenge when change is perceived to be coming from the top.
- Many higher education systems and/or institutions have existing tools and processes that could be revamped to meet the present moment's admission needs. For example, building on an existing data system, or adopting practices in one university department or campus that are the norm in another.
- Aligning on the right vocabulary for direct admissions across the field is challenging given a) the many different approaches to direct admissions systems that we see, and b) conflation with adjacent but distinct systems such as the Texas Top 10% Rule.
- Trust and collaboration within higher education institutions and across postsecondary and K12 systems is key to redesigning admissions.



Closing Remarks

Melanie Heath's closing remarks provided an opportunity for participants and facilitators to zoom out and contextualize this work within the broader challenges of our country today. In these uncertain times, increasing public confidence in the value of education is more important than ever, and redesigning admissions systems toward simplicity, equity and access is an essential step in that process. Finally, Melanie expressed deep gratitude for participants' engagement in the day's sessions and willingness to dream big together.

THANK YOU, AND PLEASE STAY CONNECTED!
Reach out to Melanie Heath at mheath@luminafoundation.org