recruitment & RETENTION in higher education

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College Freshmen Arrive with Determination and Motivation So Why Do Only Half Graduate?

By Catherine Stover

A new study of 97,000 incoming freshmen at 292 institutions indicates that freshmen arrive with a strong desire to complete their education. Ninety-five percent of the participants in the study say they have a very strong desire to continue their education and are quite determined to finish a degree. This finding contradicts the perception that students drop out of college because they are ambivalent about going in the first place.

Today's entering undergraduates are arriving on campus highly motivated to complete their degrees, notes Kevin Crockett, president and CEO of Noel-Levitz, the educational consulting firm that conducted the study. However, only 46.9 percent of students nationwide complete their degrees with in five years, according to ACT, Inc.'s 2006 data on national rates of collegiate retention and persistence to degree.

"What we know is that graduation rates have not significantly improved during the past 15 years even though we see data like these, which suggest high levels of motivation for completion," Crockett says.

Why do only half graduate? What can be done to increase student success? *Recruitment & Retention* asked Crockett if the new research offered any insights into these important questions.

Why only half?

Poor study habits may have something to do with it. According to the study, which is available at *www.noellevitz.com/freshman*, only 60 percent of students say they take very careful notes during class and then review them before a test, and 58 percent say they study very hard for all their classes. Male students report significantly worse study habits than female students. The good news, however, is that they are ready to improve. In fact, 74 percent indicate that they would like to receive some instruction in the most effective ways to take college exams and 56 percent say they would like some help in improving their study habits.

This receptivity to assistance is a key finding, Crockett says, because it indicates that schools have an opportunity to address a recognized need. However, schools should not stop there. In fact, he believes that a careful look at all the data indicates a need for campuses to develop multidisciplinary retention plans.

What can be done?

According to Crockett, the answer lies in retention plans. "Addressing student concerns and retention must be done systematically and proactively," he said. The institutions that are the most successful in addressing their identified student concerns have developed comprehensive retention plans. These plans accomplish three things: they unify efforts across campus offices and personnel, they leverage existing resources, and they convert data into action plans.

However, while 74 percent of campuses have a recruitment plan, only 29 percent have a written retention plan in place. That may be due to the fact that recruitment is more likely to be managed by a single person or a single office, such as a chief enrollment officer or a director of admissions. However, that is not the case with retention, which is very multifaceted. "It really does take a village," Crockett noted. "Successful retention plans require full collaboration between student affairs and academic affairs, which are often in disparate organizational units."

The full support of the highest levels of administration is required for the development of a retention plan. Unless the president or provost is willing to request that key people from every nearly department on campus participate in the planning project, it is unlikely to ever take place. It requires a signifi-

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In This Issue

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From the Editor

As the new editor of *Recruitment & Retention*, it's my pleasure to introduce you to our new editorial board and to tell you about our priorities for topics in 2007.

The six members of our editorial board will support our mission of helping college and university professionals share ideas, research, and insights that enhance their programs. Please join me in welcoming this excellent team:

Jim Carr, *Harding University*
John Garland, *University of Maryland*
Johnny D. Jones, *Arkansas Baptist College*
Joan Marques, *Woodbury University*
Earnest Pascarella, *University of Iowa*
Brian VanderSchee, *University of Pittsburgh at Bradford*

It's a privilege to be part of a publication that has been read by thousands of professionals for 21 years. I joined the Magna Publications staff in January, when long-time editor Therese Kattner became the new manager of online seminars. I am pleased to have this opportunity to bring my experiences as an academic journal editor, English professor, and writer to this publication. In addition, I am the mother of a college student and a prospective college student, which gives me an additional perspective on recruitment and retention.

At the bottom of this page, you will see the topics that the board and I have decided to focus on this year. We have begun our search for experts and practitioners to cover these important areas for us. If you have some suggestions, we'd like to hear from you. My email address is *Catherine.stover@magnapubs.com.* In this issue, you will see that we are offering two different perspectives on the headline-grabbing recruitment story at the University of Michigan. Both are thoughtful pieces by experts in recruitment, and we'd like to know what you think about their ideas. Consider sharing your response by sending me an email.

In addition, we have three different types of stories on retention. One summarizes new research and offers analysis. The second is an excerpt from a sample retention plan. The final piece offers suggestions from one of the authors of the sample plan.

We are in the earliest stages of developing new ideas. We are considering adding short excerpts from the most important new books. Additionally, we are starting to develop a new series called "Numbers" about the data that drive important decisions, and we are looking for contributors for this column. We are also open to new ideas presented by you, our readers.

Please feel most welcome to participate in the development of this publication by sharing your suggestions and sending article proposals to me. I am interested in getting to know you — and what you would like *Recruitment & Retention* to do for you.

Best wishes,
Kate
Catherine Stover ✓

2007 Priorities for Topics:

1. **Effective use of recruitment media:** *print, websites, podcasts, and software.*
2. **Enrollment trends:** *what they are and what they mean.*
3. **Retention:** *models of successful programs. Also, examples of targeted initiatives.*
4. **Recruitment:** *trends, case studies, developing pipelines, and special programs for low-income, first-generation students, such as the National Diploma Project.*
5. **The Supreme Court's 2003 decision on affirmative action:** *how different institutions continue to modify their programs, and examples of state laws that have added to the discussion.*
6. **Parents:** *the role of parents in both recruitment and retention — examples of plans and trends.*
7. **Returning, nontraditional, commuter, special-needs, and international students:** *research, new developments, and statistics.*
8. **Bridging the gap between student affairs and academic affairs:** *models, goals, and outcomes.*
9. **Admissions criteria and methods:** *shifts in criteria, new methods, and new resources for managing the admissions process.*
10. **Successful marketing models:** *examples of marketing models, with commentary on results.* ✓

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President: William Haight
whaight@magnapubs.com

Publisher: David Burns
dburns@magnapubs.com

Editor: Catherine Stover
catherine.stover@magnapubs.com

Creative Services Manager:
Mark Manghera

Customer Service Manager: Mark Beyer
E-mail: custserv@magnapubs.com

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First to Second Year Retention Rates for Four-Year Public Colleges by Admission Selectivity

Admission Selectivity*		Offering Only Bachelors	Offering Bachelors and Masters	Offering Bachelors, Masters and Doctoral	All Institutions in Row
Highly Selective	Mean % =	93.0	91.5	92.6	92.6
	N =	2	2	19	23
	SD** =	1.4	4.9	4.2	3.9
Selective	Mean % =	87.7	81.0	81.7	81.7
	N =	3	28	62	93
	SD** =	4.0	6.5	7.0	6.8
Traditional	Mean % =	72.7	71.3	73.4	72.3
	N =	26	84	72	182
	SD** =	9.0	8.2	7.8	8.2
Liberal	Mean % =	64.7	65.9	69.2	66.3
	N =	6	17	6	29
	SD** =	7.7	6.9	7.4	7.1
Open	Mean % =	59.2	67.3	68.8	66.5
	N =	13	42	27	82
	SD** =	13.4	9.1	21.6	15.1
All Institutions in Column	Mean % =	69.9	71.6	77.3	74.0
	N =	50	173	186	409
	SD** =	13.1	9.5	12.5	11.8

* See Table 2
** Standard Deviation

Source: ACT Institutional Data File, 2006

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▼ **College Freshmen** *from page 1*

cant investment of time for the 10 to 15 people who will serve on its steering committee, Crockett has found.

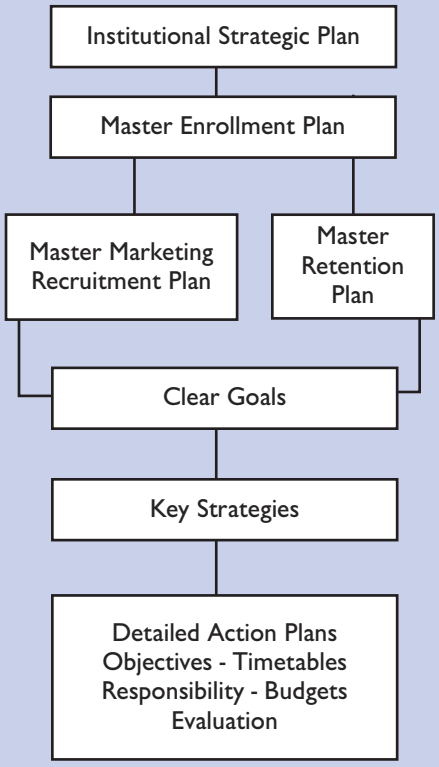
What are the benefits of a retention planning process?

Schools that have a highly coordinated program with good plans and good execution on these plans typically will operate one selectivity level above their category on the ACT Institutional Data File, Crockett said. "You can out-perform your peer group if you have a really good retention plan in place." (See table below)

Based on his experience with many institutions, Crocket summarizes the key steps of a retention plan process this way:

1. Make it an organizational priority to improve student retention rates and to create a culture of collaboration.
2. Benchmark where you are, establish methods to collect and analyze data, and conduct student-satisfaction research to learn what students value and what they are satisfied with on campus.
3. Go through a fairly detailed process to understand the issues that the school needs to address. Use data to discover which characteristics predict attrition on campus.
4. Formulate specific, measurable goals and strategies.
5. Develop action plans for each of these strategies. Determine who is going to do which tasks, when each phase will be implemented, how much each step will cost, and how success will be measured.
6. This process should be ongoing and the data assessment should be updated annually.

The length of the plan is not necessarily a predictor of success, Crockett says. A 200-page plan may not work any better than a 30-page plan. In the end, it's all about what you do with it. ✓



Source: Noel-Levitz Used with Permission

Lynchburg College Retention Plan 2003–04

For the past decade, Lynchburg College has made great progress in providing students with high-quality learning and living experiences. Strengths of the institution include a dedicated and talented faculty and staff, as well as a highly engaged student body. In recent years, numerous new programs and services have been developed and have proven to have a positive impact on student growth and development. However, these improvements have not translated into a significant and sustained gain in either the retention or graduation rates of students at the college.

In order to assist a high percentage of students in their success and to realize the full enrollment potential at the college, it is imperative that a comprehensive retention plan be developed that complements and supports the marketing and recruiting plans that have produced such extraordinary results through the initiatives established in admissions and financial aid. Improving retention at the college will have three outcomes: 1) increase total enrollment, 2) improve the quality of experiences for our students, and 3) enhance our reputation. To that end, the president, with the support of his cabinet and the board of trustees, identified retention as one of the top priorities of the college for 2003–04 and developed a structure to act on this goal.

An underlying principle behind any retention initiative, however, is the recognition that retention is an outcome of students having the highest quality experiences in both their curricular and co-curricular activities at the college. Retention is not the goal; the provision of the highest quality experiences is the goal, and improved retention becomes a result of realizing that goal. The strategic planning process at the college addresses issues of quality and priorities for the future; retention is inherently part of any strategic plan, and this retention initiative has been incorporated into the development of the strategic plan.

Goal One: Increase freshman-sophomore retention rates by at least two percentage points each year to 76 percent in the fall of 2006. Maintain a 76 percent freshman-retention rate as the minimum standard from 2006 forward.

1. Create a common academic experience for first-year students that includes complementary and integrated co-curricular activities.
2. Develop strategies to utilize financial aid as a retention tool.
3. Provide systematic feedback to Enrollment Services about the performance of first-year freshmen and transfer students to be considered when shaping goals for future classes.
4. Increase the overall effectiveness of the entire orientation process.

IN FOCUS

Lynchburg College, Virginia, has graciously offered to share its retention plan, which was created in 2003–2004. The following excerpt from its executive summary offers us a clear look at how the school started its planning process. - C.S.

Goal Two: Increase sophomore-junior retention rates from 56 percent to 65 percent in two years.

1. Design an effective event-planning and scheduling-coordination system.
2. Maximize use of current campus space for optimal student use and involvement.
3. Create additional campus space to support leisure and co-curricular activities.
4. Design an academic planning process for second-year students (including strategies for undeclared sophomores) to improve its effectiveness and students' success.
5. Provide early and frequent feedback on student performance for all classifications (freshmen through seniors).
6. Develop a co-curricular transcript to assist students in taking part in important opportunities and activities.

Goal Three: Improve graduation rates to 72 percent for transfer students who are graduating in 2006.

1. Appoint a "transfer team" that coordinates transfer programs and services to enhance transfer student success.
2. Simplify and streamline all processes and data management systems associated with transfer matriculation and retention to ensure responsiveness to the academic planning needs of all students and, in particular, transfer students.
3. Examine, and possibly redesign, the transfer orientation program, including the development of a transfer peer mentoring program.
4. Contact transfer students who matriculated in fall 2003 to determine their level of satisfaction with the college and their experiences thus far.
5. Continue data analysis to help the transfer team focus its efforts.
6. Examine the curricular offerings to ensure that they meet the needs of transfer students.
7. Provide residential living arrangements that meet the unique needs of transfer students.
8. Reinvigorate the ties between Lynchburg College and Central Virginia Community College.

Goal Four: Increase four-year graduation rates to 55 percent in two years and 57 percent in four years.

➤ *continued on page 5*

Seven Ideas to Guide Your Retention Plan Process

By Mari Normyle

IN FOCUS

Mari Normyle co-chairs Lynchburg College's retention committee with the vice president for enrollment management and the dean of students. An excerpt from her retention plan is on page five. We asked her to share the most important things she has learned about leading a campus-wide retention plan process. - C.S.

1. Focus on student success — an improvement in your retention rate is an outcome. You can get other people excited about being a part of this process if you can focus on student success. It involves people in the conversation in a very different way than if you say, "We need to do this because we need to keep more students."

2. This has to be an ongoing commitment, with support from the highest levels of leadership. It's a long-term process that requires support from the president, the board of trustees, and the president's cabinet.

3. To borrow Jim Collins' term from his book Good to Great: "You need the right people, on the right bus, in the right seats." It's important to include all the people who have a role to play in this. Our committee had 32 members. We organized ourselves into teams with very clear goals and action plans.

4. New relationships are created across departments and divisions. It's fascinating to see the new relationships that develop because of this common cause. In addition, people are able to develop an institutional perspective that they didn't have before.

5. Be data-driven. All of our goals were based on information that we learned from our data. We measured everything that we were trying to accomplish.

6. Be prepared for unexpected outcomes. For example, we've expanded our faculty development work as an unintended consequence of changes we've made.

7. This work is very complex, but extremely fulfilling — the most rewarding work I've ever done. The bottom line is: our students are more successful.

Mari Normyle is the assistant dean of academic and career services and also the college retention officer at Lynchburg College, Virginia. ✓

▼ **Lynchburg College** *from page 4*

1. Determine ways to better utilize summer school programs and policies to improve graduation rates.
2. Coordinate course scheduling processes and communicate changes in a frequent and systematic fashion.
3. Develop a comprehensive training program for upper-division advisors.
4. Develop and implement a withdrawing-student/exit-interview protocol that provides an opportunity for appropriate interventions.
5. Develop and implement an effective early-alert system.
6. Develop a protocol for helping students who express concerns in areas such as financial aid and academic progress, or other areas that would impede student retention and success.

Goal Five: Increase retention rates for students with high-risk characteristics by 3 percent per year for the next five years.

1. Increase institutional support for students who are admitted with higher-risk entering characteristics and students with identified learning disabilities.
2. Develop strategies that improve the retention rates of ethnic/minority students.
3. Develop an early-alert system that effectively identifies other at-risk students and provides appropriate interventions.

Goal Six: Improve student satisfaction through programs and services.

1. Identify the highest-priority service-related items that are of concern to students (e.g., security, parking, dining services, and residence halls) and develop appropriate action plans to address concerns in these areas.
2. Develop strategies to address student concerns in a timely and responsive fashion.
3. Develop an internal marketing strategy to communicate issues and progress to the entire campus community.
4. Identify items for immediate action and potential "quick wins" in the area of student satisfaction. ✓

The University of Michigan Should Focus on Economic Diversity

By Peter Sacks

IN FOCUS

If you read Peter Sacks's article "How Colleges Perpetuate Inequality" in the Chronicle of Higher Education, you know that he is a passionate advocate for diversity in higher education. We invited him to tell us what he thinks the University of Michigan should do to achieve diversity now that it can no longer consider race or gender in its admissions process. - C.S.

You have a hard job, Dr. Coleman. During your presidency of the University of Michigan at Ann Arbor, your institution has been whipsawed by the rapidly changing legal environment of affirmative action.

First came the U.S. Supreme Court's twin rulings in the summer of 2003 over the legality of using race as an admissions boost at your law school and at your undergraduate college. While your undergraduate admissions program didn't pass the court's test — too much decisive weight was given to an applicant's race — you were thrilled by the Court's separate ruling that the law school's "narrowly tailored" program did pass constitutional muster.

Indeed, the case appeared to settle the legitimacy of race-conscious university admissions for the foreseeable future. Claiming victory for the principle of diversity, you announced that the University of Michigan would modify its undergraduate admissions system in response to the Court's demands.

But then, in November 2006 — following similar initiatives in California and Washington State — Michigan voters overwhelmingly approved Proposition 2, which called for banning the consideration of race or gender for admission to the state's public universities. Initially, you balked, arguing that the highly selective Michigan school couldn't change admissions policies in midstream, and a federal judge did grant you a temporary reprieve from Prop. 2 on December 19. That lasted exactly ten days, when a U.S. Appeals Court reversed the judge's order. You and your admissions staff were left with little choice but to immediately begin to make your undergraduate admissions system conform to the voters' wishes.

Michigan's commitment to diversity

Through it all, you have vowed to defend the principle of diversity. "We believe that in order to create a dynamic learning environment for all our students, we must bring together students who are highly qualified academically and who represent a wide range of backgrounds and experiences," you said in August 2003. "As a public university, we also have an important and distinctive role to provide access to students from all walks of life." (1)

Race-conscious admissions, you maintained, was necessary for the university to fulfill that role. But even when the law permitted you to consider race, did the university really do an adequate job of providing access to a broad cross-section of Michigan citizens? The university's student body remains largely white (72 percent of undergraduates) and students come from families that are far more affluent than the average Michigan family. (2)

Indeed, among top public research universities, the Ann Arbor campus ranked 28th in terms of enrolling lower-income students, as defined by students' eligibility for federal Pell grants. Among the top 31 public universities, the university's Pell grant enrollment rate was only 13.5 percent in 2004.

Consider, by comparison, the Pell grant enrollment rate at University of California at Los Angeles, which was 37.2 percent. (3)

Another indication of commitment to diversity is the number of federal TRIO programs a campus operates. (These are programs such as Upward Bound, Talent Search, and other support services that help students from lower-income families get into schools like the University of Michigan and to survive the campus culture once there.) According to a March 2004 report by Postsecondary Education Opportunity, the Ann Arbor campus has exactly zero TRIO programs — which makes it the only public institution to earn that distinction. (4)

Hence, there is ample room for improvement on the diversity front at the University of Michigan, and perhaps you could view the recent changes in the legal landscape as an opportunity to create a far richer, more complete sort of diversity than you had previously thought possible. One way to achieve this goal is to focus on economic diversity.

The importance of economic diversity

I have no doubt that many leaders of higher education institutions, yourself included, understand that their class problem will eventually become America's class problem as the nation struggles with holding together a bifurcated society split between haves and have-nots.

This growing social and economic divide, increasingly a function of one's access to higher education, has troubling implications for the nation's democratic and economic future, and institutions like the University of Michigan must play a role in alleviating this divide. On a promising note, several elite institutions, including Harvard, the University of North Carolina at Chapel Hill, the Massachusetts Institute of Technology, Yale, Princeton, and Brown have created methods in the last few years to ease the enormous debt burden that lower-income families face when sending their children to college.

But these efforts will do little to

➤ *continued on page 7*

▼ **Economic Diversity** *from page 6*

address higher education's real problem with class, and that is the prestige-driven higher education marketplace and how it severely restricts the numbers of lower-income students from the pool of credible candidates. Under their imperative to identify, recruit, and enroll the "right" students at almost any cost, colleges and universities, including the University of Michigan, are engaged in a hotly competitive race for educational prestige — at least as defined by *U.S. News and World Report* and other arbiters of college quality.

Freshmen SAT scores rule in the rankings game, and colleges have employed all manner of "enrollment management" tactics to identify and enroll the sorts of students who will boost their *U.S. News* profile. Invariably, the "right students" are the sons and daughters of investment bankers, eye surgeons, and university professors, who have been groomed from birth to score well on the SAT.

In truth, all the rhetoric that education leaders espouse about maintaining academic quality at a great university like Michigan — that holds the line on SAT I scores of incoming freshman — is hollow. Countless academic studies have demonstrated that, at least beyond a certain benchmark of adequate academic preparation, SAT I scores are a poor predictor of academic success in college. (5) They remain, however, an exceedingly powerful correlate to the cultural, educational, and economic capital a child receives from home and school.

In order to create more diversity, major universities must do a better job with admissions tests, using them a lot more creatively, judiciously, and realistically. In fact, the SAT score of the young daughter of a neurosurgeon, who grew up with every possible advantage — attending all the best schools and receiving all the best test preparation money can buy — really does mean something different than the SAT score of a young girl who grew up in a poor family in rural Montana whose parents never went to college. And yet, that poor Montana girl (her name, in fact, is Melissa Morrow, whom I interviewed at length for my forthcoming book) might have a "special spark" that could lead to great accomplishments if she'd had a fighting chance to attend a university like Michigan.

How would you give her that fighting chance?

One strategy: calculate a net score

One strategy is to use the SAT with more precision and with more humanity. For example, similar to the concept of taxable income on a tax return, an applicant's SAT score could be adjusted to produce a "net" score with empirically defensible and objectively measurable factors that have been proven to correlate strongly with SAT performance.

It's time to reach beyond traditional definitions of diversity. It's time to see that social class is a critical element in the diversity equation.

These factors could, for instance, include parental wealth, income and education levels, quality of schools attended, average SAT scores of one's peers, neighborhood wealth, and so on. Many, if not all, such measures can be part of a mechanical computation that would provide the university with a relatively inexpensive way to sort through thousands of applicants.

Once you know an applicant's academic credentials in their full context, human judgment comes into play. Finding the "special spark" in a young person requires human judgment, and your faculty are your best and perhaps most under-employed asset available to identify promising applicants. A truly comprehensive review of applicants requires that every college application be fully read by experienced evaluators, and faculty can contribute productively to this endeavor.

Some major universities, including the University of California system, have embarked on a full reading of all applications from eligible students, with promising results. The point at which all applications receive a full and comprehensive review is up to the political and economic context at a particular university. Perhaps that point comes after adjusted SAT scores are calculated for applicants in order to create an eligibility pool of potential admits. But in order to give students like Melissa Morrow a fighting chance, the point at which the institution fully considers every application must come.

In the end, Dr. Coleman, whether Michigan is to become an institution that is truly open to students from diverse economic backgrounds is a matter of institutional culture. Beyond all the tactical methods for creating a new admissions system in response to the limits on affirmative action, the question is whether Michigan should continue to choose a culture of elitism or if it should create a new culture entirely. Such a culture could be found in every aspect of the academic enterprise — from student support services to faculty attitudes toward unconventional students.

It's time to reach beyond traditional definitions of diversity. It's time to see that social class is a critical element in the diversity equation.

Peter Sacks is the author of Tearing Down the Gates: Confronting the Class Divide in American Education, to be published in May by the University of California Press. His book Standardized Minds: The High Price of America's Testing Culture and What We Can Do to Change It was published in 2000 by Perseus.

Notes

(1) "New U-M undergraduate admissions process to involve more information, individual review," Aug. 28, 2003. http://www.ns.umich.edu/htdocs/releases/print.php?Releases/2003/

➤ *continued on page 8*

Why Recruitment Efforts Must Be Redoubled

By Joyce E. Smith

As the University of Michigan once again finds itself in the national spotlight, the National Association for College Admission Counseling (NACAC) applauds the institution's president, leaders, and admissions officers for maintaining their commitment to admissions policies that are both legal and fair. The battle over diversity has continued to challenge admissions practitioners in our effort to recruit a class of students appropriate to our institutional missions.

NACAC research indicates that over the past 10 years, the college-access "pipeline" includes more high-school graduates who are intent on enrolling in college and has experienced an exponential increase in the number of applications each college receives based on a larger number of applications submitted per student. The result is an admissions process that has become increasingly difficult to manage. In this context, ensuring some semblance of a personalized or holistic approach in admissions is necessary to ensure the fulfillment of the institutional mission. Personalization, however, requires an enormous amount of human and fiscal resources. Institutions like Michigan must rely on a large network of admissions officers, faculty, and alumni to make the admissions process work.

Admissions deans from highly selective colleges note that they could throw out the class they just admitted, admit the next group of students down the list, and still have an equally qualified and capable freshman class. The illusion that some maintain, therefore, of a purely merit-based admissions process falls flat before the sheer reality of tens of thousands of similarly-qualified applicants that admissions officers encounter each year. The result, as NACAC research also confirms, is an increasing reliance on factors that enable admissions offices to identify those who will best fit the institution's mission. Non-cognitive variables that have received great attention include race/ethnicity and legacy status. Other variables that have received less attention are a student's desire to attend the institution if accepted and the student's extra-curricular activities, recommendations, and essays. Still less frequently recognized attributes are a student's state or county of residence, religion, socioeconomic background, and gender.

As NACAC's 2003 *Diversity and College Admission* report foreshadowed, the future of diversity, as it is achieved through the admissions process, is in recruitment. While we maintain our belief that a college is well within its legal and moral rights to consider a student's racial or ethnic heritage in the admissions process, we are all too aware that colleges may be "propositioned" out of the rights conferred by the Supreme Court in its Grutter ruling. Identifying students who might best fit the institution's commitment to diversity and encouraging them to submit applications is a challenging, but essential, first effort that institutions like Michigan will redouble.

We believe that Michigan's revised admissions process will constitute a good-faith effort to uphold a commitment to ensuring access to higher education for students of all backgrounds. This is a mission that colleges and universities, along with associations like NACAC, have adopted to rectify the glaring inequities caused by social and political norms that neglect such a substantial part of our population during K–12 education.

I applaud the leadership of Michigan!

Joyce E. Smith is the chief executive officer of the National Association for College Admission Counseling. ✓

IN FOCUS

We invited Joyce E. Smith, the chief executive officer of the National Association for College Admission Counseling, to tell us what she believes is most important for the University of Michigan — and all college campuses — to bear in mind when setting recruitment policy in 2007. - C.S.

▼ **Economic Diversity** *from page 7*

Aug03/admissions

(2) This statement is based, admittedly, on incomplete data. For this article, I contacted the University of Michigan for information about the socioeconomic backgrounds of admitted students, and I received no reply.

(3) Karin Fischer, "Elite Colleges Lag in Serving the Needy," Chronicle of Higher Education, May 12, 2006.

(4) "Pell Grant Share of Undergraduates Enrollment at the 50 Best National Universities 1992-93 and 2001-02," Postsecondary Education OPPORTUNITY Issue 141, March 2004.

(5) See for example, Peter Sacks, *Standardized Minds: The High Price of America's Testing Culture and What We can do to Change It*, (Perseus, 1999), which reports on numerous validity studies on the SAT. See also Saul Geiser and Roger Studley, "UC and the SAT: Predictive Validity and Differential Impact of the SAT I and SAT II at the University of California," *Educational Assessment*, (2002) 8(1), 1–26; Warner Slack and Douglas Porter, "The Scholastic Aptitude Test: A critical appraisal," *Harvard Educational Review*, (1980) 50, 154–175; and James Crouse and Dale Trusheim, *The Case Against the SAT*, University of Chicago Press, 1988. ✓