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Commissioner of
Higher Education



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Albert D. Sam II
Brooksie L. Bonvillain, Student

BOARD OF REGENTS
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AGENDA
PLANNING, RESEARCH AND PERFORMANCE COMMITTEE MEETING
Wednesday, December 4, 2013
1:30 p.m.
Thomas Jefferson Room A&B • Claiborne Building • Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. Initial Licenses
 - a. Charter Oak State College
 - b. Concorde Career Colleges, Inc.
 - c. University of St. Mary
 - d. University of Wisconsin Milwaukee
 2. License Renewals
 - a. Central Michigan University
 - b. University of Arkansas for Medical Sciences
 - B. Proprietary Schools Advisory Commission
 1. Initial License
 - a. Fleur de'Lis Healthcare Institute
 2. License Renewals
- IV. Board of Regents' Response to Senate Resolution 59 of the 2013 Regular Session of Louisiana Legislature
- V. Other Business
 - A. Workforce Development Update
- VI. Adjournment

Committee Members: Joseph Wiley, Chair; Robert Levy, Vice Chair; Mark Abraham, Joel Dupré, Pamela Egan, Joseph Farr, William Fenstermaker, Richard Lipsey, Roy Martin III.

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Minutes
Board of Regents' Proprietary Schools Advisory Commission
November 12, 2013

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, November 12, 2013, at 10:15 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge.

Vice-Chair Jones called the meeting to order and the roll was called.

Commission Members Present

Richard D'Aquin
James Dorris
Keith Jones, Vice-Chair
Raymond Lalonde
Gloria Simmons

Staff Members Present

Chandra Cheatham
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Melanie Amrhein
Tina Begnaud
Ralph Bender, Chair
James Fontenot

Guests Present

(See Appendix A.)

The first item of business was approval of the minutes from its meeting of September 10, 2013.

On motion of Mr. Dorris, seconded by Mr. D'Aquin, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the September 10, 2013 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission that there were twenty-five (25) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Mr. D'Aquin, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses):

Academy of Interactive Entertainment (09/22/10)
Acadiana Area Career College--A Division of Blue Cliff College (09/28/12)
American School of Business (09/24/09)
Ayers Career College (10/25/90)
Becker Professional Education--Baton Rouge (10/24/96)
Becker Professional Education--New Orleans (10/24/96)
The Captain School, LLC (09/22/11)
Career Technical College (09/28/06)
Career Technical College of Shreveport (09/28/06)
Carvas College (09/27/07)
Coastal College--Baton Rouge (09/28/00)
Compass Career College (09/23/04)
Crosby Court Reporting Center (10/28/93)
Delta College, Inc. (10/26/95)
Delta College, Slidell Branch (09/23/04)
Diesel Driving Academy--Shreveport (06/21/73)
Eastern College of Health Vocations (10/28/99)
Nursing Assistant Network Association (10/27/94)
Pelican Chapter, Associated Builders and Contractors, Inc., Training Center--Baton Rouge Campus (09/27/12)
Pelican Chapter, Associated Builders and Contractors, Inc., Training Center--South-West Campus (09/27/12)

Saint Agatha Career School, LLC (09/22/11)
Sparx Welding & Technology Institute (08/26/10)
Thomas Training & Development Center, Inc. (10/26/95)
Unitech Training Academy, West Monroe (09/23/04)
The World's Only Tattoo School, LLC (09/27/07)

Ms. Marabella informed the Commission that there were five institutions that chose not to renew their licenses this renewal cycle: John Casablanco Modeling and Career Center (09/24/09), Lazarus Driving Academy (09/27/12), Premier Nursing Assistant Training Academy, LLC (09/22/11), Professional Institute of Court Reporting, Inc. (09/24/09), and Southern Security School, Inc. (09/25/08). Staff will follow through in attempting to secure the student records from each school.

Since there were students enrolled in Lazarus Driving Academy who were unable to complete their studies, staff will work with legal counsel, Ms. Patricia Wilton, Assistant Attorney General, Louisiana Department of Justice, to tap into the school's bond so that the documented tuition losses of the students can be reimbursed.

Commissioner Lalonde inquired if additional measures could be incorporated during the initial licensure review process to potentially reduce the number of school closures shortly after licensure. Dr. Tremblay charged staff to work with the Assistant Attorney General Wilton to review the law and rules and regulations for added licensure requirements that could be implemented.

The next agenda item considered by the Commission involved an initial license application from Fleur de'Lis Healthcare Institute, located in New Orleans, Louisiana, and represented by the school's owner, Ms. De'Lisa R. Tate. Ms. Kron reviewed the materials for the Commission,

informing it that the institution would be offering one program of study, Certified Nursing Assistant, which is a six week, 80.0 clock hour program (inclusive of both classroom and clinical experience). The curriculum and instructors have received prior approval from the Department of Health and Hospitals, Health Standards Section. Fleur de'Lis Healthcare Institute had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the school's location in New Orleans, instructor qualifications, the anticipated number of students required for the school to remain viable, and competition with similar training programs,

On motion of Mr. Dorris, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Fleur de'Lis Healthcare Institute, located in New Orleans, Louisiana.

The next item on the agenda was an update on program approvals. Vice-Chair Jones reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Dr. Tremblay informed the Commission members that all is progressing well within the Proprietary Schools Section and staff was complimented for its continued dedication and diligence. Dr. Tremblay also provided an update as to the planned digitalization of student records from schools that have closed within the past five years.

Under Other Business, Ms. Marabella reviewed for the Commission the hand-out listing the proposed dates for the Proprietary Schools Advisory Commission meetings for 2014 that were distributed at the September meeting.

On motion of Ms. Simmons, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously adopted the 2014 meeting calendar as presented at the September 10, 2013 meeting.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, January 14, 2014, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:40 a.m.

APPENDIX A
GUESTS

De'Lisa Tate

Fleur de'Lis Healthcare Institute

Patricia Wilton

LA Department of Justice

**RESPONSE TO SENATE RESOLUTION 59
OF THE 2013 REGULAR SESSION
OF THE LOUISIANA LEGISLATURE**

LOUISIANA BOARD OF REGENTS



December 2013

LOUISIANA BOARD OF REGENTS

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Commissioner of Higher Education

Introduction

Senate Resolution 59 of the 2013 Regular Session of the Louisiana Legislature (SR 59) requests that the Louisiana Board of Regents (Regents) “study the feasibility of requiring the state’s public colleges and universities to use the Common Application as part of the admission process,” whereas “the Common Application streamlines the college admissions process for both the student and the school” (Appendix A). The Common Application is a common admissions application used at many colleges and universities in many countries.

This response (1) provides an overview of The Common Application, including its history, development, and membership requirements; (2) summarizes the opinions garnered from a survey conducted by Regents’ staff of admission personnel at Louisiana’s public postsecondary institutions regarding the feasibility of requiring all public postsecondary institutions in Louisiana to use The Common Application; and (3) explores the idea of developing a common application for Louisiana’s public postsecondary institutions, as opposed to adopting The Common Application.

A Brief Overview of the Common Application & Membership Requirements

The Common Application is a not-for-profit membership association based in Arlington, Virginia. The association was established in 1975 by 15 private colleges that wished to provide a common, standardized first-year application form for use at any member institution. The Common Application collects basic demographic information, parental and sibling information, educational history, college entrance exam scores, information on extra-curricular activities, and requires a 650 word essay. An overview of all information that is collected from applicants in The Common Application is provided in Appendix B.

Today, there are over 500 Common Application member institutions in 47 states and the District of Columbia, as well as in Austria, France, Germany, Italy, United Kingdom, and Switzerland. Currently, four Louisiana institutions are members of The Common Application (the University of New Orleans, Centenary College, Loyola University New Orleans, and Xavier University of Louisiana), with the University of New Orleans being the only public postsecondary member from Louisiana. A list of all member institutions is provided in Appendix C.

Membership is not by state but by institution, and, according to The Common Application’s Director of Member Relations, no state has required any of its postsecondary institutions to become Common Application members. General membership requirements are based upon institution type and application review processes. Once general membership requirements are satisfied, there are three membership levels from which to choose: Non-Exclusive, Exclusive I, and Exclusive II. Non-Exclusive members may use other admission applications in addition to

The Common Application for undergraduate applicants. Exclusive I and Exclusive II members agree to use The Common Application as their only admission application for undergraduate admission, with Exclusive II members further agreeing to adopt uniform application fees and deadlines. A list of all general membership requirements, as well as requirements for the various levels of membership, is provided in Appendix D. The University of New Orleans (UNO), which holds membership in the Non-Exclusive category of The Common Application, receives applications via its own institution-specific application as well as from The Common Application. According to UNO's Executive Director of Enrollment Services, the primary incentive for UNO's participation in The Common Application is exposure to students outside of Louisiana who are applying to other institutions that utilize The Common Application. It is hoped that upon seeing UNO on a list of member institutions, some students, who may otherwise have never heard of or considered applying to UNO, may choose to apply. UNO added that the migration of The Common Application data into its mainframe system requires a great deal of technical expertise and time, thus the institution's lack of interest in participating at the Exclusive levels of membership.

Several of the general membership requirements make adoption of The Common Application by all of Louisiana's public postsecondary institutions problematic, if not impossible. To qualify for general membership, 75% of the total undergraduate degrees awarded by the institution must be at the bachelor's level, precluding Louisiana's two-year and technical colleges from membership. The requirement also currently precludes Louisiana State University at Alexandria (LSU-A), which awarded only 59% of its total undergraduate degrees at the baccalaureate level during 2012-2013.

General membership requires an institution to maintain membership in good standing with the National Association for College Admission Counseling (NACAC). Currently, only six of Louisiana's public institutions are members of NACAC (Louisiana State University A&M, Louisiana State University Shreveport, Louisiana Tech University, McNeese State University, Southeastern Louisiana University, and University of New Orleans). NACAC membership requires the payment of an annual institutional fee of \$285 as well as compliance with NACAC's *Statement of Principles of Good Practice* (Appendix E).

Membership in The Common Application also requires payment of an annual \$500 membership fee. Because all applications submitted through The Common Application are processed by a contracted private vendor (Sallie Mae Business Solutions) rather than by the individual college/university, members are also charged an application and payment fee per application. These fees vary by membership level and range from \$5.50 per application (for Exclusive II members) to \$7.50 per application (for Non-Exclusive members). The Common Application fee structure is provided in Appendix F.

Survey Responses

In order to gather information and insight into The Common Application or a similar Louisiana version of The Common Application for its response to SR59, the Board of Regents conducted a survey of Louisiana's Council of Enrollment Management Officers (CEMO) and the Louisiana Association of Collegiate Registrars and Admissions Officers (LACRAO). The Board of Regents designed an on-line survey. Emails were sent to current members of both CEMO and LACRAO asking that the link to the survey be shared with the appropriate administrators on each campus. The survey was designed so that it was accessible to the members of CEMO/LACRAO and any others they felt had pertinent input on the subject.

Twenty six individuals responded and completed the survey. The respondents reflect those positions most appropriate and knowledgeable of admission practices in general and student applications in particular, including: Registrar, Director of Enrollment Services, Vice President for Enrollment Management, Director of Admissions, Assistant Dean for Student Affairs, Director of Admissions & Recruitment and other similar titles.

The 11-question survey centered around six central ideas: (1) knowledge of The Common Application; (2) previous attempts to incorporate a common application; (3) challenges in implementing The Common Application in Louisiana; (4) benefits to using The Common Application; (5) general support for The Common Application; and (6) general support for a Louisiana version of The Common Application. The questions and answers are discussed below.

Have you been involved with any previous attempts to create a statewide or system-wide "common" application for undergraduate admission in Louisiana?

7 "YES" (27%); 19 "NO" (73%).

Seven respondents submitted comments to this question. Of those respondents who have had involvement with a common application, two respondents mentioned that the LCTCS created a system-wide application to work with the new Banner System, and that the initiative "...was a very long and tedious process; however a consensus was reached among the institutions and the application was created". Another respondent recalled an attempt at a common application from the UL system in 1999-2000. Their recollection was that the common application was paper based and was rarely used for their institution. Another commented on an "...attempt that was abandoned in belief that the resulting common app would be unruly." Other respondents spoke of the "...extreme difficulty to manage a common application."

Are you familiar with The Common Application?

23 "YES" (88%); 3 "NO" (12%).

What do you think would be the challenges of requiring all colleges and universities in Louisiana to use The Common Application?

There were 20 responses to this question. Answers centered around four or five points of thought. The most mentioned challenges would be considered technical in nature. One respondent reflected that each institution has its own unique student information system, and for each institution to transition from its own application system to one that could integrate data from a system over which it has no control would be particularly challenging. Another respondent commented that once The Common Application is in place, making any changes to the application to reflect changes on campus would be very problematic. One respondent did not think the state would have enough staff with the ability, technical knowledge and training to completely integrate all the institutions to receive the application data from The Common Application.

Another serious concern expressed was that The Common Application's information requirements from each applicant either goes far beyond what one institution needs or does not collect enough information another's unique requirements. Several respondents mentioned that The Common Application requires "essays, a listing of extra-curricular activities and a submission by the student's guidance counselor", none of which are currently required by many of Louisiana's institutions. Respondents questioned the logic of burdening the applicant with additional questions if they are not relevant.

Several respondents were concerned about the loss of the opportunity to demonstrate distinctiveness of mission through the application. One respondent noted, "We treat the admission application as part of our marketing and recruitment package. Our applications are infused with our institutional culture. A common application would probably not give us the opportunity to personalize the experience." A couple of respondents remarked that The Common Application does not include community and technical colleges' admissions model.

Cost of the transition to The Common Application was questioned, as was the disposition of the fees collected. One respondent mentioned that The Common Application has costs to participate and they questioned who would be responsible for the payment of those fees. Also, some respondents felt that they would lose revenue if their institution migrated to The Common Application.

What do you think would be the benefits of requiring all college and universities in Louisiana to use The Common Application for undergraduate admission?

There were 19 responses to this question, ranging from numerous benefits to disadvantages outweighing any benefits whatsoever. Thirteen of the responses had positive comments about The Common Applicant being a benefit to students applying for undergraduate admission. They

used phrases such as, “removing barriers”, “making it convenient for students”, “streamlining the process”, “approaching multi-institutions with one application”, and “gives students one source.” Others saw no benefit to the student or institutions. One respondent commented, “...In fact, the disadvantages far outweigh any benefits as stated above... would require supplemental requests that would require students and parent to fill out even more requests.”

Would you support the idea of requiring the state’s public college and universities to use The Common Application as part of the undergraduate admission process?

7 “YES” (27%); 13 “NO” (50%); 6 “Would require further information” (23%).

Seventeen respondents supplied comments to this question. Those supporting The Common Application based their support on the benefit to the student. Responses included statements such as, “to make the application process easier for students”, “it would benefit the student”, “uniformity”, and “if the process was standardized, it would be better.”

Those opposed to The Common Application mentioned experiences with similar attempts in other states, “...that it poses nothing but disadvantages at the specific institution level. We have actually had audit findings because we cannot control the data on our application.” Another respondent mentioned that “...we (Louisiana) tried to produce in-house systems, they become splintered which can cause many other difficulties”. Still another respondent said, “...mandating use of any common application is counterintuitive – and will cost institutions much more than it will benefit.”

If not The Common Application, Should Louisiana have some type of common application?

10 “YES” (38%); 8 “NO” (31%); 8 “Would require further information” (31%).

Nineteen respondents offered comments about a Louisiana common application. Among those in support of the idea were observations that it seems to smooth the transition from one institution to another in the application process. Others noted that with the application, there would be consistency in application data collected, it could be easier for our students, and that it would provide a repository for prospective student information.

The main sentiment expressed by those opposed to the idea of a Louisiana-based common application was that the challenges and costs to implement a common application would outweigh any benefits that might result. One noted that, “...universities have different needs and the common application, while an efficient way for students to apply to multiple universities, is incredibly inefficient in terms of admissions processing.” The implementation issues with The Common Application would apply to any common application.

Commonalities among Louisiana’s Public Postsecondary Applications

The Board of Regents collected and compared current applications to better understand what commonalities exist. It is clear that there are several data elements collected by all institutions, particularly in the area of biographic information: name, address, social security number, phone number, date of birth, gender, race, citizenship, and residency were on 100% of the applications surveyed. Additional fields required on at least 90% of undergraduate applications reviewed included high school information (graduation date, GPA, etc.), desired major, email address, application type, semester for which the student was seeking admission, and whether the applicant held military membership. However, differences include items such as the need for an essay, residence history, and secondary major interests.

A complete list of the data currently being collected on the Undergraduate Application for Admission at Louisiana’s Public Postsecondary Institutions is contained in Appendix G.

Findings and Recommendations

Senate Resolution 59 (SR 59) requests that the Louisiana Board of Regents “study the feasibility of requiring the state’s public colleges and universities to use the Common Application as part of the admission process.” In response to SR 59, Board of Regents’ staff researched the history, development and membership requirements of The Common Application, surveyed admissions personnel in Louisiana’s public postsecondary institutions, and preliminarily explored the feasibility of developing a common application as an alternative to adopting The Common Application.

Findings:

- 1) Membership in The Common Application is not by state but by institution, and no state has required any of its postsecondary institutions to become Common Application members.
- 2) Only four Louisiana institutions are currently members of The Common Application (the University of New Orleans, Centenary College, Loyola University New Orleans, and Xavier University of Louisiana), with the University of New Orleans being the only public postsecondary member from Louisiana.
- 3) To become a member of The Common Application, institutions must satisfy several general membership requirements.
- 4) There are three levels of membership: Non-Exclusive, Exclusive I, and Exclusive II. Only Non-Exclusive members may use other admission applications, in addition to The Common Application.

- 5) The University of New Orleans holds membership in the Non-Exclusive category of The Common Application. As reported by the campus, the primary incentive for UNO's participation in The Common Application is exposure to students outside of Louisiana who are applying to other institutions that utilize The Common Application.
- 6) Two of the general membership requirements make adoption of The Common Application among all of Louisiana's public postsecondary institutions problematic, if not impossible. Louisiana's two-year and technical colleges would be precluded from membership because they do not award bachelor's degrees. Currently, Louisiana State University at Alexandria (LSU-A) would also be precluded from membership because only 59% of its total undergraduate degrees were awarded at the baccalaureate level during 2012-2013. In addition, all participating institutions would have to join NACAC as a condition of membership. Currently only six universities are members of NACAC.
- 7) Becoming a member of The Common Application would annually cost institutions \$285 for NACAC membership, \$500 for membership in The Common Application consortium, and either \$5.50 per application (for Exclusive II members), \$6.25 per application (for Exclusive I members) or \$7.50 per application (for Non-Exclusive members).
- 8) SR 59 purports that adoption of The Common Application would "streamline the college admissions process for both the student and the school." In order for streamlining to occur, institutions would have to agree to seek membership in The Common Application as Exclusive I or Exclusive II members.
- 9) Survey results yielded only marginal support for participation in The Common Application, with survey respondents expressing concern about:
 - a. Possible technical difficulties in the integration of application data from The Common Application into campuses' mainframe systems, thus slowing down admissions processing time and increasing the possibility of error.
 - b. A lack of customizability, and thus a loss of institutional branding/marketing, as well as a loss of the ability to change the application as needs arise on campus.
 - c. Costs, especially if those costs are passed on to the student.
- 10) There was only marginal support for a Louisiana-developed common application rather than The Common Application.
- 11) In 2012, the Louisiana Community and Technical College System (LCTCS) implemented a common application for all of its member institutions as part of its system-wide implementation of a new student data system.
- 12) A review of the applications for admission currently used by Louisiana's public postsecondary institutions identified commonalities, with numerous data elements being collected by all institutions. However, many institutions also requested additional information from their applicants.

Recommendations:

The Board of Regents recommends that:

- 1) As a higher education system, Louisiana not seek membership in The Common Application. Individual institutions are encouraged to examine the costs and benefits of seeking membership on an individual basis.
- 2) Regents' staff pursue further dialogue with the LCTC and the UL Systems regarding their experience in developing and implementing (in the case of LCTCS) a common application, including its costs and benefits.
- 3) Regents' staff investigate further on the practicality of developing a Louisiana common application in an effort to streamline the college admissions process. Primary issues and challenges that must be addressed would include:
 - a. Louisiana's colleges and universities use several different student information platforms (Banner, PeopleSoft, etc.). Any statewide web-based common application would need to be compatible with each campus' information system.
 - b. A statewide web-based common application would need to be hosted by a centralized, non-campus entity that would be responsible for collecting all applications and delivering them electronically to their respective campuses.
 - c. The costs of developing and implementing a statewide web-based common application would need to be estimated and funding sources identified.

APPENDIX A

Regular Session, 2013

ENROLLED

SENATE RESOLUTION NO. 59

BY SENATOR APPEL

A RESOLUTION

To urge and request the Board of Regents to study the feasibility of requiring the state's public colleges and universities to use the Common Application as part of the admission process.

WHEREAS, college admission has become an increasingly time-consuming, detail-laden process, the difficulty of which is only compounded for students applying to multiple postsecondary institutions; and

WHEREAS, the Common Application is an undergraduate admission application that students may use to apply to any of the member colleges and universities in the United States and various other countries; and

WHEREAS, the Common Application streamlines the college admissions process by allowing a student to complete a single application online, which is then submitted to all schools to which the student is applying with the same information going to each school; and

WHEREAS, since its inception in 1975, the number of Common Application member institutions has grown from fifteen to almost five hundred and includes both private and public colleges and universities; and

WHEREAS, although several of Louisiana's private colleges and universities utilize the Common Application, only one public university, The University of New Orleans, is currently listed on the roster of Common Application members; and

WHEREAS, it seems reasonable and logical for all of the state's public colleges and universities to make use of this practical and efficient tool in the admission process, thereby streamlining the application and admission process for both the student and the school.

SR NO. 59

ENROLLED

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Board of Regents to study the feasibility of requiring the state's public colleges and universities to use the Common Application as part of the admission process.

PRESIDENT OF THE SENATE

APPENDIX B



COUNSELOR GUIDE TO THE APPLICATION

This guide displays the sections and pages within The Common Application. It is designed to familiarize students with the information they will be asked to report and is not intended to be a comprehensive collection of all questions within the application.

PROFILE	Contacts <i>Email address, phone number, mailing address</i> Demographics <i>Religion, military service, race/ethnicity (all optional)</i> Geography <i>Birthplace, countries lived in, language proficiency, citizenship</i>
FAMILY	Household <i>Parent marital status, parent(s) with whom you reside</i> Parent and/or Guardian <i>Name, birthplace, occupation, education, stepparent information</i> Siblings <i>Age, grade, education</i>
EDUCATION	School <i>Current school, dates attended; counselor name, phone, and email</i> History <i>Previous schools, dates attended, past/pending education interruptions (e.g. time off, early graduation, gap year, etc.), college courses, college assistance programs</i> Academic Information <i>GPA, class rank, current year courses, honors and awards</i>
TESTING	College Entrance <i>ACT and SAT</i> English For Non-Native Speakers <i>TOEFL, IELTS, PTE Academic</i> Academic Subjects <i>AP, IB, SAT Subject Tests, A-Levels</i> Other <i>Optional reporting for other relevant 9-12 testing</i>
ACTIVITIES	Principal Activities/Work <i>Years of participation, hours per week, weeks per year, position/leadership held (50 characters), brief description (150 characters). 10 activities maximum.</i>

ESSAY	<p>Select One, 650 Words Maximum</p> <ul style="list-style-type: none"> • <i>Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.</i> • <i>Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?</i> • <i>Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?</i> • <i>Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?</i> • <i>Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.</i>
EXPLANATIONS	<p>Required Responses <i>Explanations regarding school discipline¹, criminal history², education interruption, veteran discharge status</i></p>
ADDITIONAL INFO	<p>Optional Responses <i>Relevant circumstances or qualifications not reflected elsewhere in the application</i></p>
COLLEGE PAGE 1	<p>General <i>Entry term, degree status, housing preference, test-optional preference, scholarship and financial aid preference</i></p> <p>Academics <i>Academic interest, program(s) applying to</i></p> <p>Contacts <i>Interactions with the institution (campus visit, off-campus interview, etc.)</i></p> <p>Family <i>Family members who have attended or been employed by the institution</i></p> <p>Evaluations <i>Names of classroom teachers, coaches, other recommenders</i></p> <p>Residence <i>Required by some public institutions to determine in-state status</i></p> <p>Signature <i>Acknowledgments and affirmations</i></p> <p><i>(Not all member colleges will ask all questions.)</i></p>
COLLEGE PAGE 2	<p>Writing Supplement <i>Additional short answer or essay responses if requested by institution</i></p>

1. Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution.

2. Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.

APPENDIX C[About Us](#)[Member Colleges](#)[Media Inquiries](#)**All Members**

There are now over 500 Common Application members in 47 states and the District of Columbia, as well as in Austria, France, Germany, Italy, United Kingdom, and Switzerland. While they represent tremendous diversity in size, mission, location, and selectivity, they all share a commitment of promoting access through holistic admission.

- Adelphi University
- Agnes Scott College
- Alaska Pacific University
- Albany College of Pharmacy and Health Sciences
- Albion College
- Albright College
- Alfred University
- Allegheny College
- Alma College
- American University
- Amherst College
- Anna Maria College
- Arcadia University
- Assumption College
- Augsburg College
- Augustana College (Illinois)
- Augustana College (South Dakota)
- Austin College
- Babson College
- Baldwin Wallace University
- Bard College
- Barnard College
- Bates College
- Belmont University
- Beloit College
- Bennington College
- Bentley University
- Berry College
- Birmingham Southern College
- Blackburn College
- Boston College
- Boston University
- Bowdoin College
- Bradley University
- Brandeis University
- Brown University
- Bryant University
- Bryn Mawr College
- Bucknell University
- Burlington College
- Butler University
- Caldwell College
- California College of the Arts
- California Institute of Technology (Caltech)
- California Lutheran University
- Calvin College
- Canisius College
- Carleton College
- Carnegie Mellon University
- Carroll College (Montana)
- Johnson State College
- Juniata College
- Kalamazoo College
- Keele University
- Keene State College
- Kenyon College
- Kettering University
- Keuka College
- Keystone College
- King's College
- King's College London
- Knox College
- La Salle University
- Lafayette College
- Lake Forest College
- Lasell College
- Lawrence Technological University
- Lawrence University
- Le Moyne College
- Lehigh University
- Lesley University
- Lewis & Clark College
- Lexington College
- Lincoln University of Pennsylvania
- Linfield College
- Lipscomb University
- List College The Jewish Theological Seminary
- LIU Post
- Long Island University Brooklyn Campus
- Loyola Marymount University
- Loyola University Maryland
- Loyola University New Orleans
- Luther College
- Lycoming College
- Lyndon State College
- Lynn University
- Macalester College
- Manchester University
- Manhattan College
- Manhattanville College
- Marietta College
- Marist College
- Marlboro College
- Marquette University
- Marymount Manhattan College
- Marymount University
- Maryville University of St. Louis
- Marywood University
- Massachusetts College of Liberal Arts
- McDaniel College
- St. Catherine University
- St. Edward's University
- St. John Fisher College
- St. John's College (MD)
- St. John's College (NM)
- St. Joseph's College - Brooklyn Campus
- St. Joseph's College - Long Island Campus
- St. Lawrence University
- St. Mary's College of Maryland
- St. Norbert College
- St. Olaf College
- St. Thomas Aquinas College
- St. Thomas University
- Stanford University
- Stephens College
- Sterling College
- Stetson University
- Stevens Institute of Technology
- Stevenson University
- Stonehill College
- Suffolk University
- SUNY Binghamton University
- SUNY Buffalo State College
- SUNY College at Brockport
- SUNY College at Geneseo
- SUNY College at Old Westbury
- SUNY College at Oneonta
- SUNY College of Environmental Science & Forestry
- SUNY Cortland
- SUNY Fredonia
- SUNY Institute of Technology
- SUNY Maritime College
- SUNY New Paltz
- SUNY Oswego
- SUNY Plattsburgh
- SUNY Potsdam
- SUNY Purchase College
- SUNY Stony Brook University
- SUNY University at Albany
- SUNY University at Buffalo
- Susquehanna University
- Swarthmore College
- Sweet Briar College
- Syracuse University
- Temple University
- Texas Christian University
- The American University of Paris
- The American University of Rome
- The Catholic University of America
- The College of Idaho

- Carroll University
- Case Western Reserve University
- Castleton State College
- Cazenovia College
- Cedar Crest College
- Centenary College (Louisiana)
- Centenary College (NJ)
- Central Connecticut State University
- Centre College
- Champlain College
- Chapman University
- Chatham University
- Christian Brothers University
- Christopher Newport University
- Claremont McKenna College
- Clark University
- Clarkson University
- Coe College
- Colby College
- Colby-Sawyer College
- Colgate University
- College of Mount Saint Vincent
- College of Notre Dame of Maryland
- College of St. Joseph
- College of the Atlantic
- College of the Holy Cross
- College of Wooster
- Colorado College
- Colorado State University
- Columbia College Chicago
- Columbia University
- Concordia College
- Concordia University - Portland, OR
- Concordia University Irvine
- Connecticut College
- Converse College
- Cornell College
- Cornell University
- Creighton University
- Curry College
- Daemen College
- Dartmouth College
- Davidson College
- Denison University
- DePaul University
- DePauw University
- DeSales University
- Dickinson College
- Dominican University of California
- Dowling College
- Drake University
- Drew University
- Drexel University
- Drury University
- Duke University
- Earlham College
- Eastern Connecticut State University
- Eastern University
- Eckerd College
- Elizabethtown College
- Elmira College
- Elms College
- Emerson College
- Emmanuel College
- Emory & Henry College
- Emory University
- Fairfield University
- Felician College
- Fisk University
- MCPHS
- Menlo College
- Mercer University
- Mercy College
- Mercyhurst University
- Meredith College
- Merrimack College
- Miami University (Ohio)
- Middlebury College
- Mills College
- Millsaps College
- Modul University Vienna
- Molloy College
- Monmouth University
- Moravian College
- Morehouse College
- Mount Holyoke College
- Mount Saint Mary College
- Mount St. Mary's College
- Muhlenberg College
- Naropa University
- Nazareth College
- New College of Florida
- New England College
- New School - Eugene Lang College
- New York Institute of Technology (NYIT)
- New York University
- Newberry College
- Newbury College
- Niagara University
- Nichols College
- Northeastern University
- Northland College
- Northwestern University
- Notre Dame de Namur University
- Oberlin College
- Occidental College
- Oglethorpe University
- Ohio Wesleyan University
- Oklahoma City University
- Otterbein University
- Pace University
- Pacific Lutheran University
- Pacific University
- Pepperdine University
- Philadelphia University
- Pine Manor College
- Pitzer College
- Plymouth State University
- Pomona College
- Presbyterian College
- Prescott College
- Princeton University
- Providence College
- Purdue University
- Quinnipiac University
- Ramapo College of New Jersey
- Randolph College
- Randolph-Macon College
- Reed College
- Regis College
- Regis University
- Rensselaer Polytechnic Institute
- Rhode Island College
- Rhode Island School of Design
- Rhodes College
- Rice University
- The College of New Jersey
- The College of New Rochelle
- The College of Saint Rose
- The College of William & Mary
- The George Washington University
- The Ohio State University
- The University of Maine
- University of Rhode Island
- The University of Scranton
- The University of Tennessee Knoxville
- The University of Tulsa
- Thiel College
- Thomas College
- Towson University
- Transylvania University
- Trinity Christian College
- Trinity College
- Trinity University
- Tufts University
- Union College
- Unity College
- University of Aberdeen
- University of Birmingham England
- University of Bristol
- University of Chicago
- University of Cincinnati
- University of Colorado Boulder
- University of Connecticut
- University of Dallas
- University of Dayton
- University of Delaware
- University of Denver
- University of Evansville
- University of Findlay
- University of Great Falls
- University of Hartford
- University of Illinois at Chicago
- University of Kentucky
- University of LaVerne
- University of Maine at Farmington
- University of Maine at Machias
- University of Maine at Presque Isle
- University of Mary Washington
- University of Maryland, Baltimore County
- University of Massachusetts Amherst
- University of Massachusetts Boston
- University of Massachusetts Dartmouth
- University of Massachusetts Lowell
- University of Miami
- University of Michigan
- University of New England
- University of New Hampshire
- University of New Haven
- University of New Orleans
- University of North Carolina Asheville
- University of North Carolina at Chapel Hill
- University of North Carolina at Wilmington
- University of Notre Dame
- University of Oklahoma
- University of Pennsylvania
- University of Portland
- University of Puget Sound
- University of Redlands
- University of Richmond
- University of Rochester
- University of Saint Joseph
- University of San Diego
- University of San Francisco
- University of Southern California

- Flagler College
- Florida Institute of Technology
- Florida Southern College
- Fontbonne University
- Fordham University
- Franklin and Marshall College
- Franklin College Switzerland
- Franklin Pierce University
- Franklin W. Olin College of Engineering
- Furman University
- Gannon University
- George Fox University
- Georgia Institute of Technology
- Georgian Court University
- Gettysburg College
- Gonzaga University
- Goshen College
- Goucher College
- Green Mountain College
- Grinnell College
- Guilford College
- Gustavus Adolphus College
- Hamilton College
- Hamline University (MN)
- Hampden-Sydney College
- Hampshire College
- Hanover College
- Hartwick College
- Harvard University
- Harvey Mudd College
- Haverford College
- Hawai'i Pacific University
- Hendrix College
- Hillsdale College
- Hiram College
- Hobart and William Smith Colleges
- Hofstra University
- Hollins University
- Hood College
- Hope College
- Howard University
- Hult International Business School
- Husson University
- Illinois College
- Illinois Institute of Technology
- Illinois Wesleyan University
- Immaculata University
- Iona College
- Ithaca College
- Jacobs University Bremen
- John Cabot University in Rome
- John Carroll University
- Johns Hopkins University
- Richard Stockton College of New Jersey
- Richmond The American International University in London
- Rider University
- Ringling College of Art and Design
- Ripon College
- Roanoke College
- Rochester Institute of Technology
- Roger Williams University
- Rollins College
- Rosemont College
- Rowan University
- Russell Sage College
- Sacred Heart University
- Sage College of Albany
- Saint Anselm College
- Saint Francis University
- Saint John's University (College of Saint Benedict)
- Saint Joseph's College (IN)
- Saint Joseph's College of Maine
- Saint Joseph's University
- Saint Leo University
- Saint Louis University
- Saint Martin's University
- Saint Mary's College of California
- Saint Mary's College of Indiana
- Saint Mary's University of Minnesota
- Saint Michael's College
- Saint Peter's University
- Saint Vincent College
- Salem College
- Salisbury University
- Salve Regina University
- Samford University
- Santa Clara University
- Sarah Lawrence College
- School of the Art Institute of Chicago
- Scripps College
- Seattle Pacific University
- Seattle University
- Seton Hall University
- Seton Hill University
- Sewanee: The University of the South
- Siena College
- Sierra Nevada College
- Simmons College
- Simpson College
- Skidmore College
- Smith College
- Soka University of America
- Southern Methodist University
- Southern New Hampshire University
- Southwestern University
- Spelman College
- Spring Hill College
- St. Bonaventure University
- University of Southern Maine
- University of St Andrews
- University of Stirling
- University of Tampa
- University of the Pacific
- University of the Sciences
- University of Vermont
- University of Virginia
- Ursinus College
- Utica College
- Valparaiso University
- Vanderbilt University
- Vassar College
- Villanova University
- Virginia Commonwealth University
- Virginia Interterm College
- Wabash College
- Wagner College
- Wake Forest University
- Warren Wilson College
- Wartburg College
- Washington & Jefferson College
- Washington and Lee University
- Washington College
- Washington University in St. Louis
- Webster University
- Wellesley College
- Wells College
- Wentworth Institute of Technology
- Wesleyan University
- Western New England University
- Westminster College (Missouri)
- Westminster College (Pennsylvania)
- Westminster College (Utah)
- Westmont College
- Wheaton College
- Wheeling Jesuit University
- Wheelock College
- Whitman College
- Whittier College
- Whitworth University
- Willamette University
- William Jewell College
- William Paterson University of NJ
- Williams College
- Wilson College
- Wittenberg University
- Wofford College
- Woodbury University
- Worcester Polytechnic Institute
- Xavier University
- Xavier University of Louisiana
- Yale NUS College
- Yale University

APPENDIX D

[About Us](#) [Member Colleges](#) [Media Inquiries](#)

Becoming a Member

Membership in The Common Application is open to colleges that share our mission of advancing access through the use of a holistic selection process. Each membership year begins on July 1. Colleges seeking to join The Common Application must submit an application by the preceding November 15. Detailed membership requirements appear below. For more information on becoming a member, please contact [Kirk Daulerio](#), Director of Member Relations.

Membership Requirements

General Membership Requirements

Institution Type - All members must meet the following institutional terms:

- Award 75% of total undergraduate degrees at the bachelor's level.
- Qualify as a tax-exempt educational institution under the Internal Revenue Code or, if located outside of the U.S., maintain not-for-profit status.
- Maintain NACAC membership in good standing and comply with its Statement of Principles of Good Practice.
- Hold regional accreditation or, if located outside of the U.S., maintain membership in the Council of International Schools (CIS).
- Abide by the following statement: My institution will not adopt, implement, or use any undergraduate admission program, policy, or activity that discriminates on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status or sexual orientation.
- Abide by the FERPA waiver selection of all applicants regarding access to recommendations and supporting documents.

Application Review - All members must practice holistic review for all applicants pursuing full-time, undergraduate, degree-seeking admission:

- Require an untimed writing sample of at least 250 words.
- Require at least one recommendation from a school-based counselor or academic teacher.

Application Process - All members must agree to the following application procedures. Members:

- Do not require any off-site forms for Common Applicants, including offsite payment or offsite supplements (Arts and Residency Supplements excepted).
- Accept all Common Applicant school forms (including final transcripts) online, for schools that choose to send them online.
- Accept the Common Application fee waiver for eligible Common Applicants.
- Do not collect data on a supplement already collected on a Common Application form.
- Use only NACAC-defined decision plans, and use either Regular Decision or Rolling Decision for non-early applicants.
- Refrain from making any changes to rules, forms, published deadlines, or online configuration after the Common Application launches.

Business Process - All members must adhere to the association's common billing procedures. Members:

- Cannot not require any vendor forms, contracts, or agreements, except for IRS Form W-9.
- Cannot require billing procedures different from the common billing procedures applied to all other members, including but not limited to:
 - Custom invoicing formats
 - Custom invoicing cycles
 - Custom late fee policy
 - Purchase orders

License - All members must abide by all parts of the Common App License. Members:

- Agree that permitted use of the Common Application mark inures to the sole benefit of The Common Application, Inc.
- Agree that, except for the limited rights granted by the Common Application License Agreement, all copyrights, proposed changes, edits, ideas and modifications to the application forms and Trademarks to the name Common Application, are the sole property of The Common Application, Inc.

Membership Level Requirements

Non-Exclusive Members using at least one other admission application for full-time, undergraduate, degree-seeking applicants. Non-Exclusive members must treat Common Applicants identically in every respect relative to applicants using other applications, including but not limited to the following:

- Offering the same incentives or benefits to all applicants regardless of application used.
- Posting equally prominent links to all applications.
- Charging the same fee regardless of application used.
- Reminding all staff annually of the equal treatment requirements.

Exclusive I

In addition to abiding by the membership requirements for Non-Exclusive, Exclusive I members agree to:

- Use The Common Application as their only other admission application for full-time, undergraduate, degree-seeking applicants.
- Annually report the same number of applications received as equal to the number of Common Application submissions (i.e., a "Part I" or pre-application will not be counted or reported as a completed application).

Exclusive II

In addition to abiding by the membership requirements for Non-Exclusive and Exclusive I, Exclusive II members further agree to:

- Establish uniform fees for all applicants.
- Adhere to uniform deadlines on the 1st or 15th of the month.
- Require Early Decision Agreement signatures of applicant, parent, and counselor.
- Offer no more than two of the following Early plans: ED, EDII, EA, EAI, REA.
- Offer only fixed deadlines for Early plans and notify the applicant of the decision within a reasonable and clearly stated period of time after the ED, EA, or REA deadline.
- For members that accept transfer applications: Use The Common Application as the only transfer application and adhere to The Common Application holistic admission requirements for transfer applicants.
- For members that use an arts supplement: Use Slideroom.com as the arts supplement.



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APPENDIX E



**National Association for
College Admission Counseling**

Statement of Principles of Good Practice

Approved by the 2013 Assembly

Introduction

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high-school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has striven to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education.

This code of conduct is known today as the Statement of Principles of Good Practice (SPGP).

Historically, NACAC added principles to the SPGP cumulatively, as ethical issues arose each year. In more recent years, however, the application process has become increasingly influenced by marketplace forces that raise new and complex ethical questions. In this rapidly-changing admission landscape, it is imperative for NACAC to maintain a document that includes practices and policies reflecting these new concerns for the ethical treatment of students in the admission process. As the recognized leader in college admission counseling, NACAC willingly carries the responsibility of being the only association that protects students' rights in the transition to postsecondary education process, through monitoring and enforcing ethical standards and practices.

Member schools, colleges and universities, as well as other institutions, organizations and individuals dedicated to the pursuit of higher education, believe in the dignity, worth and potential of each and every student. To enable all students to make the dream of higher education a reality, these institutions and individuals develop and provide programs and services in postsecondary counseling, admission and financial aid. They strive to eliminate bias within the education system based on ethnicity, creed, gender, sexual orientation, age, political affiliation, national origin, and disability. They understand and value the importance of college counseling and view it as a fundamental aspect of their job as educators.

They support, therefore, the following Statement of Principles of Good Practice of the National Association for College Admission Counseling.

Statement of Principles of Good Practice Introduction

Core Values

Core Values represent statements of the association's vision and beliefs and are the purview of the Board of Directors.

Professionalism

We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.

Collaboration

We believe the effectiveness of our profession, college counseling, admission and enrollment management is enhanced when we work together to promote and protect students and their best interests.

Trust

We believe our profession, college counseling, admission and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.

Education

We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education.

Fairness and Equity

We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.

Social Responsibility

We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.

Member Conventions

Member conventions represent a set of understandings or agreements to frame our code of ethics. These statements are the purview of the Board of Directors.

All members of NACAC agree to abide by the following:

1. Members will make protecting the best interests of all students a primary concern in the admission process.
2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.
3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
4. Members will honor students' decisions regarding where they apply and choose to enroll.
5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.
6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
8. Members will support a common set of admission-related definitions and deadlines.
9. Members will support and enforce the Statement of Principles of Good Practice.

Statement of Principles of Good Practice *Mandatory Practices*

(* Refers the reader to *Interpretations of Mandatory Practices, pages 6 – 12, for an expanded clarification*)

I. All Members—Mandatory Practices

A. Promotion and Recruitment

All members agree that they will:

- * 1. accurately represent and promote their schools, institutions, organizations, and services;
- * 2. not use disparaging comparisons of secondary or postsecondary institutions;
- * 3. not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students **in the United States. Members who choose to use incentive-based agents when recruiting students outside the US will ensure accountability, transparency and integrity.¹**
- * 4. be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.

B. Admission, Financial Aid and Testing Policies and Procedures

All members agree that they will:

- * 1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;
- 2. not guarantee admission or specific college placement or make guarantees of any financial aid or scholarship awards prior to an application being submitted, except when pre-existing criteria are stated in official publications;
- * 3. not make unethical or unprofessional requests of other admission counseling professionals;
- * 4. send and receive information about candidates in confidence;
- * 5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;
- * 6. not use minimum test scores as the sole criterion for admission, advising or for the awarding of financial aid;
- 7. be responsible for ensuring the accurate representation and promotion of their institutions in recruitment materials, presentations, and scholarship materials;
- 8. provide, in a timely manner, accurate, legible and complete transcripts for all students for admission or scholarships;
- * 9. counsel students to abide by the application requirements and restrictions when they file;
- * 10. permit pending Early Action, Restrictive Early Action and Early Decision candidates to initiate any Regular or Rolling Decision applications.

II. Postsecondary Members—Mandatory Practices

¹ Proposed 1. A. 3. and the interpretations on page 6 – 7 will be further clarified by the work of the Admission Practices Committee and International Advisory Committee in Indianapolis in 2014.

Statement of Principles of Good Practice *Mandatory Practices*

A. Promotion and Recruitment

Postsecondary members agree that they will:

1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures;
2. not knowingly recruit students who are enrolled, registered, have initiated deferred admission, or have declared their intent, or submitted contractual deposits to other institutions unless the students initiate inquiries themselves or unless cooperation is sought from institutions that provide transfer programs.

B. Admission, Financial Aid and Testing Policies and Procedures

Postsecondary members agree that they will:

1. accept full responsibility for admission and financial aid decisions and for proper notification of those decisions to candidates;
- * 2. not require or ask candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision;
- * 3. permit first-year candidates for fall admission to choose among offers of admission, financial aid and scholarships until May 1 and will state this deadline explicitly in their offers of admission;
- * 4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options;
5. work with their institutions' senior administrative officers to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1;
6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission; written notification may include mail or electronic communications;
- * 7. state the specific relationship among admission and financial aid practices and policies;
8. notify accepted aid applicants of financial aid decisions before the enrollment confirmation deadline, assuming all requested application forms are received on time;
9. clearly state policies on renewal of financial aid that will typically include a review of students' current financial circumstances;
- * 10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception to this provision;

Statement of Principles of Good Practice *Mandatory Practices*

- * 11. initially report on all first-year admitted or enrolled students, including special subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made;
- * 12. not establish any application deadlines for first-year candidates for fall admission prior to October 15 and will give equal consideration to all applications received by that date;
- 13. not notify first-year candidates for fall admission prior to the receipt of a transcript that reflects completion of the final semester of the junior year of high school or the equivalent. Institutions that require only an application prior to extending an offer of admission, including many community colleges, may accept students at the time of application.

III. Counseling Members—Mandatory Practices

A. Promotion and Recruitment

Counseling members agree that they will:

- * 1. establish a policy for the release of students' names and other confidential information consistent with applicable laws and regulations.

B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

- * 1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
- * 2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
- 3. sign only one pending Early Decision or Restricted Early Action agreement, when applicable, for any student;
- 4. follow, when applicable, the process used by the candidates' high schools for filing college applications;
- 5. not reveal, unless authorized, candidates' college or university preferences;
- 6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
- * 7. report on all students within a distinct class (e.g., freshman, sophomore, junior, and senior) and subgroups, including non-native speakers, in the reporting of standardized test scores.

Statement of Principles of Good Practice

Interpretations of Mandatory Practices

The following statements correspond with the same statement number in the Mandatory Practices section.

I. All Members—Interpretations and Monitoring

A. Promotion and Recruitment

All members agree that they will:

1. Accurately represent and promote their schools, institutions or services by:
 - a. **having and maintaining an official policy regarding the collection, calculation and reporting of institutional statistics. This must include a process for validating all institutional data;**
 - b. providing precise information about their academic majors and degree programs. Such information shall include a factual and accurate description of majors, minors, concentrations, and/or interdisciplinary offerings that apply toward the completion of the undergraduate degree;
 - c. describing in detail any special programs, including overseas study, credit by examination or advanced placement.
2. Not use disparaging comparisons of secondary or postsecondary institutions;
 - a. Members will refrain from publicly disseminating biased, unflattering, and/or potentially inaccurate information about secondary or postsecondary institutions, their admission criteria, and/or their curricular offerings.
3. Not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students **in the United States. Members who choose to use incentive-based agents when recruiting students outside the US will ensure accountability, transparency and integrity.¹**

Members will:

- a. be compensated in the form of a fixed salary, rather than commissions or bonuses based on the number of students recruited.
- b. not contract with secondary school personnel for remunerations for referred students.
- c. **assure institutional accountability by monitoring the actions of those acting on their behalf.**
- d. **assure transparency by ensuring that the transactions between agents, institutions and students are clear.**
- e. **assure integrity through the actions of all involved in recruiting by following legal and ethical guidelines.**
- f. **define permanent residents and international students by their immigration status.**

¹ Proposed 1. A. 3. and the interpretations on page 6 – 7 will be further clarified by the work of the Admission Practices Committee and International Advisory Committee in Indianapolis in 2014.

Statement of Principles of Good Practice *Interpretations of Mandatory Practices*

4. Be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy by:
 - a. establishing policies with respect to secondary school and college and university representatives for the release of students' names. Any policy that authorizes the release of students' names should indicate that the release be made only with the students' permission and be consistent with applicable laws and regulations;
 - b. recognizing that permission may take the form of a general consent to release of the students' names;
 - c. abiding by regulations in the *Family Educational Rights and Privacy Act* (FERPA), when applicable.

B. Admission, Financial Aid and Testing Policies and Procedures

All members agree that they will:

1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;
 - a. Given the complexity of aid packaging and the possibility that merit-based scholarships may also have some basis in financial need, members must take great care in publishing or posting, electronically or in print, the scholarship amounts of individual students when doing so may inadvertently reveal information about need-based awards.
3. not make unethical or unprofessional requests of other admission counseling professionals. Examples of unprofessional or unethical requests could include:
 - a. making disparaging remarks about the services of school-based counselors or independent counselors when responding to requests from parents or students;
 - b. independent counselors contacting school officials directly, instead of working through their clients for academic or personal information;
 - c. coercing or demeaning postsecondary institutional representatives if such institutions are unable to participate or attend local school events;
 - d. offering favors in return for counselors' listing of their best or strongest students for recruitment purposes;
 - e. creating an expectation of entitlement with regard to admission to specific institutions.
4. send and receive information about candidates in confidence by honoring all applicable laws and regulations with respect to the confidential nature of such data. Members will honor applicable school policies, laws, regulations including the *Family Education Rights and Privacy Act* (FERPA).

Examples include:

 - a. admission officers not revealing the admission or denial status of applicants when using Web site or group email announcements;

Statement of Principles of Good Practice *Interpretations of Mandatory Practices*

- b. secondary school personnel should not post lists of admitted students to specific colleges when doing so reveals applicants who were denied admission.
5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;
 - a. The receiving institution will have full discretion in determining preferred and/or acceptable methods of transmission.
6. Financial aid is defined as grants, loans, work-study and scholarships. This practice does not apply to scholarship and financial aid programs that fall under state mandates.
9. counsel students to abide by the application requirements and restrictions when they file.

The use of multiple admission plans by colleges and universities often results in confusion among students, parents and college admission counseling professionals. NACAC believes institutions must clearly state policies, and counselors are advised to assist students with their understanding of the various admission decision options. The following outlines agreed-upon definitions and conditions.

Non-Restrictive Application Plans: All of these plans allow students to wait until May 1 to confirm enrollment.

- **Regular Decision** is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.
- **Rolling Admission** is the application process in which an institution reviews applications as they are completed and renders admission decisions to students throughout the admission cycle. A student may apply to other institutions without restriction.
- **Early Action (EA)** is the application process in which students apply to an institution of preference and receive a decision well in advance of the institution's regular response date. Students who are admitted under Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1. Under non-restrictive Early Action, a student may apply to other colleges.

Restrictive Application Plans: These are plans that allow institutions to limit students from applying to other early plans.

- **Early Decision (ED)** is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the Early Decision deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission.

Institutions with Early Decision plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their Early Decision agreement.

- **Restrictive Early Action (REA)** is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution's regular response date. Institutions with Restrictive Early Action plans place restrictions on student applications to other early plans. Institutions will clearly articulate these restrictions in their Early Action policies and agreements with students. Students who are admitted under Restrictive Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1.

II. Postsecondary Members—Interpretations and Monitoring

A. Promotion and Recruitment

All postsecondary members agree that they will:

1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures by:
 - a. being responsible for the accurate representation and promotion of their admission calendar, academic offerings, housing application and deposit deadlines; and campus and community descriptions; written and electronic communications; and presentations for students, parents and counseling personnel;
 - b. being responsible for the development of publications, written communications presentations, i.e., college nights, college days and college fairs, used for their institution's promotional and recruitment activity;

Statement of Principles of Good Practice *Interpretations of Mandatory Practices*

- c. stating clearly and precisely the requirements for secondary preparation, admission tests and transfer student admission;
- d. providing students, families and secondary schools with the most comprehensive information about costs of attendance and opportunities for all types of financial aid, and state the specific relationship between and among admission and financial aid practices and policies;
- e. providing accurate information about opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describing policies for renewal availability of such institutional housing;
- f. speaking forthrightly, accurately and comprehensively in presenting their institutions to counseling personnel, prospective students and their families;
- g. identifying the source and year of study when institutional publications and/or media communications cite published academic programs, academic rigor or reputations, or athletic rankings;
- h. providing accurate and specific descriptions of any special programs or support services available to students with handicapping conditions, physical and/or learning disabilities and/or other special needs;
- i. clearly stating all deadlines (including time zone) for application, notification, housing, and candidates' reply requirements for both admission and financial aid;
- j. clearly publicizing policies relating to placement by tests, awarding of credit and other policies based on test results.

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members agree that they will:

2. not require or ask candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision;
 - a. Postsecondary members can assess the students' level of interest, but not through any type of rank order or question about first choice.
3. permit first-year candidates for fall admission to choose among offers of admission, financial aid, and scholarships until May 1 and will state this deadline explicitly in their offers of admission.
 - a. It is understood that May 1 will be viewed as the postmark and/or submission date for electronic submissions. When May 1 falls on a Sunday or holiday, May 2 becomes the recognized date.
 - b. Offers of admission must clearly state whether deposits voluntarily submitted by students prior to May 1 are refundable or non-refundable.
 - c. Colleges will neither retract nor adversely alter their offers of admission and/or financial aid prior to May 1, for candidates who choose not to reply until that date nor will they state or imply that candidates might incur such a penalty by waiting until May 1 (including time zone) to submit an enrollment deposit;

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- d. Candidates admitted under an Early Decision program are a recognized exception to this practice.
4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options. Examples of exclusive incentives include special dorms for ED admits; honors programs only for ED admits; full, need-based financial aid packages for ED admits only; special scholarships for ED admits only; or any promise of an advantage in the admission process if student(s) convert from Regular Admission to Early Decision.
6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission. Written notification may include mail or electronic communications.
 - a. Wait list is an admission decision option utilized by institutions to protect against shortfalls in enrollment, in light of fluctuations in yields. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to the candidate the possibility of admission not later than August 1.
 - b. Institutions should state if they are recognizing the time zone for the institution's location or student's location.
7. state the specific relationship among admission and financial aid practices and policies. Colleges and universities may apply enrollment strategies to decisions to admit, wait list or deny students on the basis of stated or unstated financial need. Examples include:
 - a. colleges that might prioritize wait lists by students' level of financial need;
 - b. institutions that employ "need aware" admission for the bottom 10 percent of the class.
10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception.

The National Collegiate Athletic Association (NCAA) has established bylaws, operational manuals and legislative directives guiding Division I, II, and III sports for men and women. Each NCAA division has its own set of rules and bylaws that govern intercollegiate athletics. In addition to divisional regulations, there are playing rules committees that set rules for specific sports. Each sport includes calendars regulating quiet periods, dead periods, evaluation periods, contact periods, and eventually, National Letter of Intent signing dates that occur in November, February and April. All such dates are in advance of May 1, the National Candidates Reply Date for admission. NACAC will continue to work with the NCAA to recognize May 1 as a critical date on the admission calendar. For more information on NCAA deadlines, dates and requirements, visit www.NCAA.org.

11. initially report on all first-year admitted or enrolled students, including subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made.
 - a. Postsecondary members will furnish data describing the currently enrolled freshman class and will describe in published profiles all members of the enrolling freshman class;
 - b. Subgroups within the profile may be presented separately because of their unique character or special circumstances.

12. Colleges and universities may welcome the initiation of applications from first-year students prior to the notification date and earliest application deadlines. The Earliest Application Deadline does not apply to juniors who have completed their requirements for high school graduation and are seeking early admission or joint opportunities to attend high school and community or postsecondary institutions. Admission officers should advise secondary school counselors of their policies to ensure compliance..

III. Counseling Members—Interpretations and Monitoring

A. Promotion and Recruitment

Counseling members agree that they will:

1. establish a policy for the release of students' names and other confidential information, consistent with applicable laws and regulations.
 - a. Permission may be a general consent to any release of the students' names;
 - b. Secondary school members should be sensitive to the students' academic, athletic or other abilities, when releasing students' names.

B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
 - a. Members will disclose and clearly explain any type of weighing system that is used in determining class rank, grade point average, and/or individual grades.

2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
 - a. The phrase "permissible by law" includes school policies as well as state or local regulations governing the release of student information.
 - b. Counselors or school personnel will provide as much information as permitted by the Family Education Rights and Privacy Act (FERPA) and/or applicable school, local or state policies with the understanding that permission may take the form of a general consent to any release of student information.

6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
 - a. School personnel should recognize that individual test scores are the property of the student and should not be revealed for any purpose without prior permission.
 - b. If individual test score information is requested or required by a postsecondary institution or third party, counselors and school personnel will honor the Family Educational Rights and Privacy Act (FERPA) and/or applicable school, local or state policies and regulations. Permission may take the form of a general consent to any release of student information.

Statement of Principles of Good Practice

Best Practices

I. All Members—Best Practices

All members should:

- A. indicate that their institution is a NACAC member and has endorsed the principles contained in the association's Statement of Principles of Good Practice (SPGP);
- B. inform those involved in counseling students in the postsecondary process about the content of the SPGP;
- C. be sensitive to students applying for admission to postsecondary institutions in other countries that may have different deadlines and timelines than those in the United States.
- D. Familiarize themselves with published inter-association standards for educational and psychological testing, particularly with respect to test score use and interpretation, test bias, and score differences between subgroups.
- E. educate staff in understanding the concepts of test measurement, test interpretation, and test use so they may consider standardized tests in their appropriate context. Such education may be obtained from NACAC, institutions of higher education, or other associations that are independent of companies that sponsor the test or test preparation activities or have stated positions for or against test usage. In addition, all members that make use of admission tests should acquire education and/or training in the appropriate use of specific tests from the sponsoring agencies.

II. Postsecondary Members—Best Practices

A. Promotion and Recruitment

All postsecondary members should:

1. exercise appropriate responsibility for all people whom the institution involves in admission, promotional and recruitment activities (including alumni, coaches, students, faculty, and other institutional representatives);
2. be responsible for assuring that admission consulting or management firms engaged by the institution adhere to the principles of the SPGP;

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members should:

1. provide in the notification letter or electronic communication of those applicants offered a place on the wait list a history that describes the number of students offered places on the wait lists, the number accepting places, the number offered admission, and the availability of financial aid and housing;
2. allow students a reasonable amount of time (at least 72 hours) to respond to an offer of admission from that institution's wait list and gain admission to that institution's incoming class. This offer of admission should be a written **or** electronic communication to the student. Postsecondary institutions should also strive to fully inform wait list students of their financial aid and housing opportunities, if different from their normal policies. **Postsecondary institutions should not require a commitment from a student until the financial aid award and housing options, if any, have been provided.**

Statement of Principles of Good Practice *Best Practices*

3. make applicants aware, in official communications, of summer or mid-year admission if such programs are available;
4. not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements;
5. not discriminate in the admission selection process against applicants based on the particular application form that an applicant uses, provided that the college or university has agreed explicitly to accept the particular version of the application;
6. admit candidates on the basis of academic and personal criteria rather than financial need. This provision does not apply to international students ineligible for federal student assistance;
7. conduct institutional research to inquire into the most effective use of tests for admission decisions;
8. refrain from the public reporting of mean and median admission test scores and, instead, report scores by the middle 50 percent of the scores of all first-year applicants, admitted and/or enrolled students;
9. view financial aid as supplementary to the efforts of students' families when students are not self-supporting;
10. meet the full need of accepted students to the extent possible, within the institutions' capabilities;
11. state that eligibility for, and packaging of, need-based and merit aid will be comparable for students admitted under Early and Regular programs;
12. refrain from asking students where else they have applied;
13. utilize an equitable process of needs analysis methodology in making expected estimates or awards of the amount of financial aid that may be available to students after documentation is provided;
14. notify accepted aid applicants of financial aid decisions as soon as possible before the enrollment notification deadline date, assuming all requested application forms are received on time;
15. include a current and accurate admission calendar in publications and Web sites. If the institution offers special admission options, such as Early Admission, Early Action, Early Decision, wait lists, or Restrictive Early Admission, the publication should define these programs and state deadline dates (including time zone), notification dates, required deposits, refund policies, and the date when the candidates must reply;
16. notify secondary schools, when possible, of admission decisions in a timely and proper manner;
17. report test scores for special subgroups that may include athletes or non-native speakers. Universities with more than one undergraduate division may report first by division and then by special subgroups within divisions. Clear explanations of who is included in the subgroup should be made. Those institutions that do not require tests or for which tests are optional will only report scores if the institution clearly and emphatically states the limits of the scores being reported;

Statement of Principles of Good Practice *Best Practices*

18. clearly publicize policies, such as placement and awarding of credit, that are based on test results;
19. issue a statement of disclosure as to how demonstration of student interest is used in the application process. Demonstration of student interest includes such measures as evaluating students on whether they visited campus, contacted admission representatives before or during a school visit, or the frequency of email or mail contacts initiated by the students.
20. on a case-by-case basis, and when requested, grant flexibility on the institutional response deadline to admitted transfer students awaiting additional admission notifications.

III. Counseling Members—Best Practices

A. Admission, Financial Aid and Testing Policies and Procedures **Counseling members should:**

1. provide a program of counseling that introduces a broad range of postsecondary opportunities to students;
2. encourage students and their families to take the initiative in learning about colleges and universities;
3. provide information about opportunities and requirements for financial aid;
4. urge students to understand and discharge their responsibilities in the admission process in a timely manner;
5. counsel students and their families to notify and withdraw applications from other institutions when they have accepted an admission offer;
6. encourage students to be the sole authors of their applications and essays and counsel against inappropriate assistance on the parts of others;
7. report any significant change in a candidate's academic status or qualifications, including personal school conduct record between the time of recommendation and graduation, where permitted by applicable law;
8. establish a written policy on disclosure of disciplinary infractions in their communications to colleges;
9. provide a school profile, when applicable, that clearly describes special curricular opportunities (e.g., honors, advanced placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding;
10. inform students about the tests needed for admission, where students may take them, how to interpret the results, and how test results are used for admission;
11. report, in the case of secondary schools, the middle 50 percent of all students tested by discrete grade level;
12. refrain from encouraging students to apply to particular colleges and universities to enhance the high schools' statistical records regarding the number or amount of scholarship awards received;

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13. counsel students not to submit more than one admission deposit, which indicates their intent to enroll in more than one institution;
 14. work with school officials and other relevant individuals to keep test results in perspective;
 15. counsel students to comply with requests for information in a timely manner;
 16. counsel students who have deferred admission that they should follow any conditions imposed by the deferring institution.



**National Association for
College Admission Counseling**

Guiding the way to higher education

www.nacacnet.org

APPENDIX F

CA4 Member Fees

The Common Application Board of Directors is pleased to announce a new fee structure for the Association, with the following goals underlying its creation:

- *All members should receive a fee reduction.*
- *Those members willing to make process changes to better streamline the student's application process should receive the greatest fee reductions.*
- *Applicants and secondary schools must continue to receive our service at no cost.*
- *The reserve fund should continue to have healthy growth over the coming decade.*

Effective July, 2013, our new fee structure is as follows:

	<i>Non-Exclusive</i>		<i>Exclusive I</i>		<i>Exclusive II</i>	
App Fee	\$4.75	same	\$4.00	same	\$3.75	-\$0.25
Payment Fee	\$2.75	same	\$2.25	-\$0.25	\$1.75	-\$0.75
Total Fee	\$7.50	same	\$6.25	-\$0.25	\$5.50	-\$1.00
Annual Fee	\$500	-\$250	\$500	-\$250	\$500	-\$250

The definitions of billing levels are as follows:

- **Standard.** This will be discontinued for the 3 remaining members in this status.
- **Non-Exclusive.** (formerly "Fully Online"). Your annual membership fee will be reduced by \$250.
- **Exclusive I.** (formerly "Exclusive") Your annual membership fee will be reduced by \$250, and your payment fee will be reduced 25¢ per transaction.
- **Exclusive II.** Your annual membership fee will be reduced by \$250, your payment fee will be reduced 75¢ per transaction, and your application fee will be reduced by 25¢ per transaction, if you are able to streamline the process for Common Applicants by doing the following:
 - *Uniform Fees for All Applicants*
 - *Uniform Deadlines on the 1st or 15th of the month*
 - *ED Agreement Signatures required of Applicant, Parent, and Counselor*
 - *2 Early Plans Maximum*
 - *Early Plan Fixed Deadlines (not Rolling)*
 - *Common Application as your transfer application, if you accept transfer applications*
 - *Slideroom.com as your arts supplement, if you use an arts supplement*

APPENDIX G

Data Elements Collected on the Undergraduate Application for Admission at Louisiana's Public Postsecondary Institutions

INSTITUTION	NAME	ADDRESS	SSN	PHONE	DOB	GENDER	RACE	EMAIL	CITIZEN SHIP	PLACE OF BIRTH	RESIDENCY	RELIGION	EMERGENCY CONTACT	APP TYPE	SEMESTER	MAJOR	
LSU A&M	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
LSU ALEXANDRIA	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
LSU SHREVEPORT	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
LSU EUNICE	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SU A&M	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SUNO	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SUSLA	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
GRAMBLING	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
LA TECH	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
MCNEESE	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
NICHOLLS	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
NORTHWESTERN	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SOUTHEASTERN	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
UL LAFAYETTE	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
UL MONROE	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
UNO	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
BRCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
BPCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
DELGADO	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
NUNEZ CC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
FLETCHER TCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
LA DELTA CC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
RPCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SLCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SOWELA TCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
CAPITAL AREA TC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
CENTRAL LA TCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
NORTHWEST LA TC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
NORTHSHORE TCC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
SOUTH CENTRAL LOUISIANA TC	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
	100%	100%	100%	100%	100%	100%	100%	97%	100%	30%	100%	27%	87%	97%	97%	100%	100%

*LCTCS uses ONE application for all member institutions

APPENDIX G

Data Elements Collected on the Undr

INSTITUTION	HS CODE	HS GRAD DATE	GED	HOME SCHOOL	SENIOR YR SCHED	ACT SCORES	DUAL COURSEWO RK	DID PARENT ATTEND?	MILITARY?	DISCIPLINARY INFO	SELECTIVE SERVICE?	First Generation Student?
LSU A&M	V	V	V	V	V	V	V	V	V	V	V	V
LSU ALEXANDRIA	V	V	V	V	V	V	V	V	V	V	V	V
LSU SHREVEPORT	V	V	V	V	V	V	V	V	V	V	V	V
LSU EUNICE	V	V	V	V	V	V	V	V	V	V	V	V
SU A&M	V	V	V	V	V	V	V	V	V	V	V	V
SUNO	V	V	V	V	V	V	V	V	V	V	V	V
SUSLA	V	V	V	V	V	V	V	V	V	V	V	V
GRAMBLING	V	V	V	V	V	V	V	V	V	V	V	V
LA TECH	V	V	V	V	V	V	V	V	V	V	V	V
MCNEESE	V	V	V	V	V	V	V	V	V	V	V	V
NICHOLLS	V	V	V	V	V	V	V	V	V	V	V	V
NORTHWESTERN	V	V	V	V	V	V	V	V	V	V	V	V
SOUTHEASTERN	V	V	V	V	V	V	V	V	V	V	V	V
UL LAFAYETTE	V	V	V	V	V	V	V	V	V	V	V	V
UL MONROE	V	V	V	V	V	V	V	V	V	V	V	V
UNO	V	V	V	V	V	V	V	V	V	V	V	V
BRCC	V	V	V	V	V	V	V	V	V	V	V	V
BPCC	V	V	V	V	V	V	V	V	V	V	V	V
DELGADO	V	V	V	V	V	V	V	V	V	V	V	V
NUNEZ CC	V	V	V	V	V	V	V	V	V	V	V	V
FLETCHER TCC	V	V	V	V	V	V	V	V	V	V	V	V
LA DELTA CC	V	V	V	V	V	V	V	V	V	V	V	V
RPCC	V	V	V	V	V	V	V	V	V	V	V	V
SLCC	V	V	V	V	V	V	V	V	V	V	V	V
SOWELA TCC	V	V	V	V	V	V	V	V	V	V	V	V
CAPITAL AREA TC	V	V	V	V	V	V	V	V	V	V	V	V
CENTRAL LA TCC	V	V	V	V	V	V	V	V	V	V	V	V
NORTHWEST LA TC	V	V	V	V	V	V	V	V	V	V	V	V
NORTHSHORE TCC	V	V	V	V	V	V	V	V	V	V	V	V
SOUTH CENTRAL LOUISIANA TC	V	V	V	V	V	V	V	V	V	V	V	V
73%		100%	87%	70%	10%	63%	63%	30%	90%	80%	83%	47%

*LCTCS uses ONE application for all n