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**New Study Finds That High-Achieving Teens  
Choose Colleges More on Quality of Specific Majors Than Institutional  
Reputation**

**Rankings Matter Less than Quality of Academic Programs, Tuition, and Collaboration  
with Faculty**

**Availability of Aid a Crucial Factor in Enrollment Decision**

**Washington, D.C., April 10<sup>th</sup>, 2006** - High-achieving college bound seniors, now eagerly awaiting their college acceptance letters, are likely to choose a college that offers an outstanding academic program in their area of interest – regardless of its overall rankings, according to a new report issued today by Lipman Hearne, the nation’s largest marketing and communications firm serving the higher education and nonprofit sectors.

“High-ability students are choosing a college like a doctoral candidate would pick a Ph.D. program, or a professor would choose where to teach,” Thomas Abrahamson, an enrollment marketing specialist and managing director of Lipman Hearne, said. “What is driving the decision are strengths of academic programs in the department and star faculty, particularly if they are going far away from home. These trump the general college experience.”

*US News & World Report* and other rankings did not factor prominently in these students' decision-making (Exhibit 1), nor are these students choosing only elite colleges. These students, who scored between 1150 and 1600 on the SAT I or above 25 on ACTs, are just as likely to attend a public institution as a private college (Exhibit 2), especially if they are students of color (Exhibit 3), according to the study. And if these high scorers are first generation students, they are significantly more likely to attend a master's-level institution instead of a research university (Exhibit 4).

These are among the many findings from a survey of graduating seniors conducted last spring by Lipman Hearne. Lipman Hearne researchers interviewed 600 students across the U.S. about how they made their college decision. All of these students' were "high ability" and received multiple college acceptances.

Other key findings in Lipman Hearne's report:

- Students with SAT scores above 1300 were more likely to attend private colleges, venture out-of-state, and be less influenced by their parents or admissions officers (Exhibits 5 & 6).
- Females in the Northeast are significantly more likely than males nationwide and females living elsewhere to apply to a college with a rigorous academic environment and a strong reputation in their major. Females with scores above 1300 were much more likely to want a college with a prestigious reputation and the opportunity to do research with faculty (Exhibit 7).
- Students were not significantly influenced by *U.S. News & World Report* rankings. Rankings were near the bottom of 16 factors that played a role in the enrollment decision (Exhibit 1).
- Overall, these academic achievers are looking for a college where they can achieve a healthy balance among intellectual development, the experience of diversity, and career preparation (Exhibit 8).

- When asked to determine how important 16 factors were in choosing where to enroll, 50% cited “significant financial assistance from the school” as very important – the only factor to be considered very important by half of the students surveyed (Exhibit 1).

“This study shows that a ‘one size fits all’ strategy of recruiting high school students, especially high ability students, won’t work anymore,” Donna Van De Water, another LH managing director and research director of the study, commented. “Sometimes they make their choice based on academics. Sometimes it’s based on where the college is located. Sometimes it’s what their parents think. But what is consistent is that they are not just thinking about what will prepare them for their first job. They are concerned about their intellectual development.”

### **What factors were most important in their choice of where to apply?**

Top rated factors in applying to a college were the presence of an academically rigorous environment, strong reputation in a specific major, and availability of clubs and activities of interest. Least important were availability of sports, the party scene, and knowing that there are many famous and prominent alumni (Exhibit 9).

Five sources of information that played an important role in the application process include campus visits, a conversation with a current student, brochures, the student’s mother, college websites, and friends (Exhibit 10).

Students typically applied to 3 or 4 institutions, including those who apply early decision or early action. Nearly 20% of those applying early did not have a first choice institution (Exhibit 11).

### **Solid Performers vs. Academic Superstars**

“Solid Performers,” students with SAT equivalent scores between 1150 and 1290, were significantly more likely than those with higher scores to be career minded, eager to be

around others like themselves, and eager to be among the very best students (Exhibit 12). They also were more likely to want to attend an in-state college and a public institution (Exhibit 5).

“Academic superstars” – those with scores above 1300 – were significantly more likely to apply to a college that offered an academically rigorous environment and had a prestigious reputation (Exhibit 13). They were significantly more likely to enroll out-of-state to a private institution (Exhibit 5) and were less concerned that college prepare them for a specific career (Exhibit 12).

### **Students of Color**

More than Caucasian students, students of color placed a higher value on a college offering diverse perspectives, having comfort in knowing others when they got to campus, and being thought of as one of the brightest students (Exhibit 14).

Minority students’ college choices differed on gender and race. Asian males were more likely to consider prominent alumni, research opportunities with faculty, and graduate and professional school placement rates than Caucasian peers. African American females were more likely to value clubs and activities, close contact with faculty, and parents’ opinions than did Caucasian females (Exhibit 15).

### **First-generation students**

First-generation students are significantly more likely to live in rural areas (Exhibit 16), need financial aid (Exhibit 17), and intend to study medicine or health science (Exhibit 18). They are more likely to apply to in-state colleges (Exhibit 19) and to fewer colleges (Exhibit 20). They value being with people from their hometown and believe they should attend a college that offers the most money, even if it’s less prestigious (Exhibit 21). They rely less on their parents, alumni, and rankings guides than non-first generation students (Exhibit 22).

They were much less likely to enroll at very large institutions, favoring master's level colleges with fewer than 5,000 students (Exhibit 23).

## **Out-of-state vs. in-state**

High-achieving seniors who chose to enroll in out-of-state colleges on average scored higher on SATs or ACTs than did those who did not. When considering where to apply to college, they were significantly more likely to consider the academic quality of the college programs and rankings (Exhibit 24).

Students who enrolled in-state tended to rely more on friends and peers for information as well as college information sessions at their high schools (Exhibit 25). They were also significantly more likely to attend large colleges (Exhibit 26), publicly funded institutions, or community colleges (Exhibit 27).

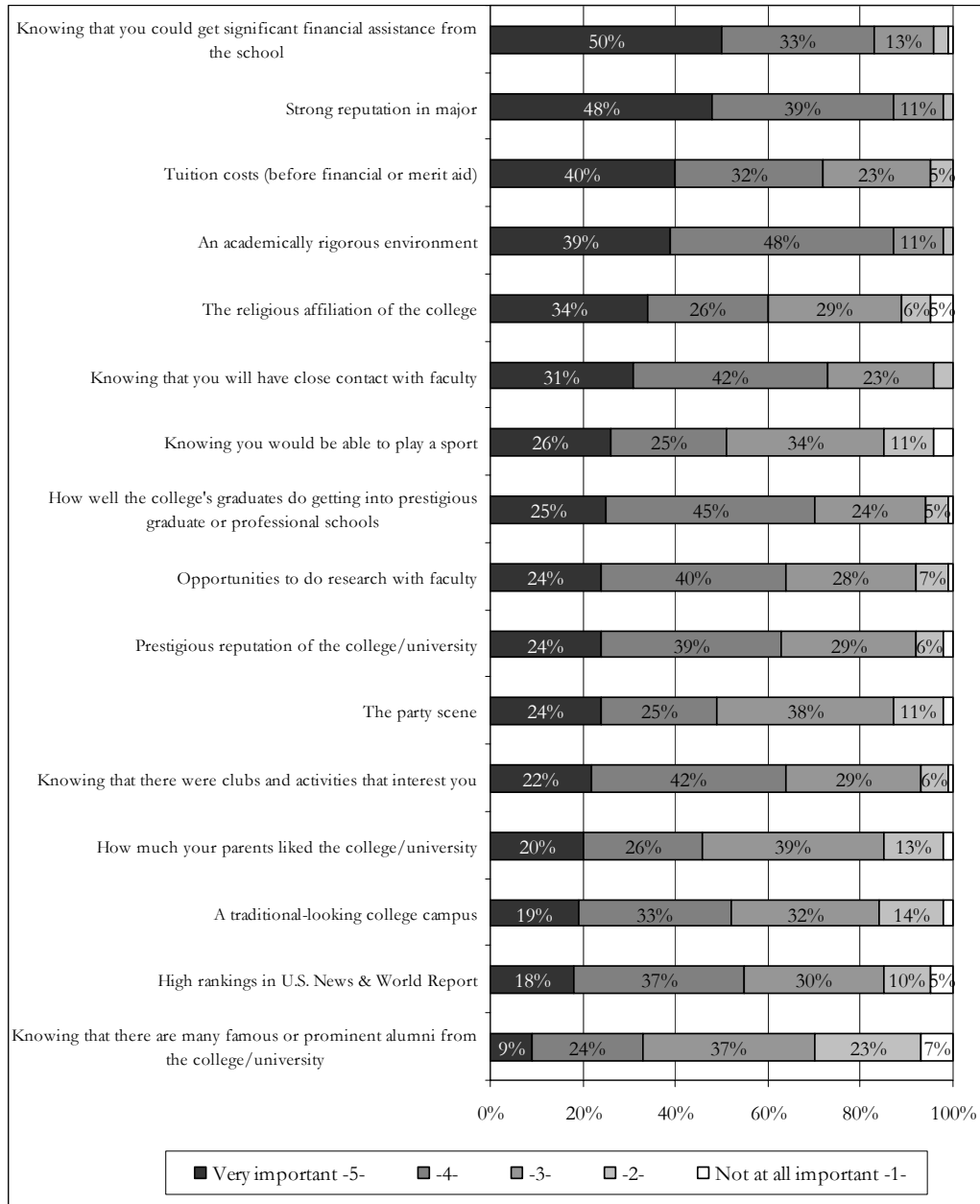
## **About Lipman Hearne**

Lipman Hearne is the nation's leading marketing firm exclusively serving nonprofit institutions. Our clients include many of the nation's most prestigious universities, foundations, associations, healthcare, and cultural institutions.

With offices in Chicago and Washington, D.C., Lipman Hearne is led by marketing specialists whose backgrounds include tenures in higher education, advertising and branding, market research, fundraising, and public affairs. For further information about this study, its authors, or Lipman Hearne, please visit our website at [www.lipmanhearne.com](http://www.lipmanhearne.com) or call (312) 356-8000.

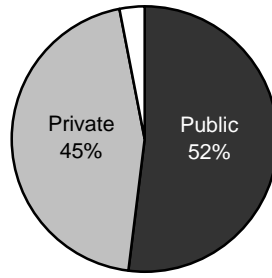
**Exhibit 1**

**High Achieving Teens: Importance in enrollment decision\***



\*Source: Using a 5-point scale, where “5” is very important and “1” is not at all important, how important were each of the following in your decision to enroll at [INSTITUTION ATTENDING]?

**Exhibit 2**  
**High-achieving teens:**  
**Institution attending, by type**



\*Source: Where do you plan to go to school in the fall?

<b>Exhibit 3</b>			
<b>Students of Color: Where they enrolled*</b>			
	Caucasian	Asian	Other
	(N=492)	(N=42)	(N=64)
Associate's institution	3%	-	2%
Bachelor's institution	14%	5%	9%
Master's institution	23%	12%	22%
Research institution	55%	<b>83%<sup>1</sup></b>	67%
Special-focus institution	1%	-	-
Community college	3%	-	2%
Private	47%	31%	36%
Publicly funded	49%	<b>67%<sup>1</sup></b>	<b>63%<sup>1</sup></b>
<b>Size of institution</b>			
Under 5,000 students	<b>22%<sup>2</sup></b>	7%	16%
5,000-14,999	27%	19%	17%
15,000-24,999	23%	29%	23%
25,000-34,999	13%	19%	14%
35,000 or more	14%	<b>30%<sup>1</sup></b>	24%

\*Source: Where do you plan to go to school in the fall?

<sup>1</sup>Significantly greater than Caucasian students

<sup>2</sup>Significantly greater than Asian students

**Exhibit 4**  
**First Generation Students: Where they enrolled\***

	First generation (N=76)	Non-first generation (N=513)
Associate's institution	5%	2%
Bachelor's institution	15%	11%
Master's institution	<b>38%<sup>2</sup></b>	25%
Research institution	41%	<b>61%<sup>1</sup></b>
Special-focus institution	1%	1%
Community college	7%	2%
Private	45%	45%
Publicly funded	49%	52%
<b>Size of institution</b>		
Under 5,000 students	<b>32%<sup>2</sup></b>	19%
5,000-14,999	29%	25%
15,000-24,999	18%	25%
25,000-34,999	12%	14%
35,000 or more	9%	<b>17%<sup>1</sup></b>

\*Source: Where do you plan to go to school in the fall?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are not first-generation

**Exhibit 5**  
**High Achieving Teens: Institution attending\***

	Academic Superstars SATs 1300+	Solid Performers SATs 1150-1290
	(N=300)	(N=300)
In-state	48%	<b>65%<sup>1</sup></b>
Out-of-state	<b>51%<sup>2</sup></b>	34%
Public	46%	<b>57%<sup>1</sup></b>
Private	<b>52%<sup>2</sup></b>	37%
Community college	1%	<b>5%<sup>1</sup></b>
First choice	49%	<b>59%<sup>1</sup></b>

\*Source: Where do you plan to go to school in the fall?

<sup>1</sup>Significantly greater than Academic Superstars

<sup>2</sup>Significantly greater than Solid Performers

**Exhibit 6**

**High Achieving Teens: Influence of information sources on the enrollment decision\***

	Academic Superstars SATs 1300+	Solid Performers SATs 1150-1290
	(N=300)	(N=300)
Campus visit	4.3	4.3
Conversation with currently enrolled student	4.0	4.0
Mother	3.7	<b>3.9<sup>1</sup></b>
Father	3.6	<b>3.9<sup>1</sup></b>
Conversation with faculty member	3.8	3.8
Conversation with an alum	3.7	3.7
Conversation with someone from admissions office	3.5	<b>3.7<sup>1</sup></b>
High school teacher	3.5	3.7
A coach	3.5	3.6
Friends/peers	3.4	3.5
Another family member	3.4	3.6
Recruitment materials	3.4	3.5
College website	3.3	3.5
High school guidance counselor	3.3	3.4
College information session at high school	3.2	<b>3.5<sup>1</sup></b>
Rankings/guides	3.2	3.4

\*Source: Using a 5-point scale, where “5” is very influential and “1” is not at all influential, how influential were each of the following in your decision to enroll at [INSTITUTION ATTENDING]?

<sup>1</sup>Significantly greater than Academic Superstars

**Exhibit 7**

**High-Achieving Teens: Factors that played a role in application decision (aided)\***

	Academic Superstars SATs 1300+				Solid Performers SATs 1150-1290			
	Male		Female		Male		Female	
	North-east	Other	North-east	Other	North-east	Other	North-east	Other
	(N=60)	(N=84)	(N=76)	(N=80)	(N=42)	(N=80)	(N=62)	(N=116)
<b>Academic Quality Factors</b>								
Academically rigorous environment	<b>85%</b> <sup>5</sup>	91%	<b>96%</b> <sup>1,4,5</sup>	86%	67%	80%	<b>89%</b> <sup>5</sup>	85%
Strong reputation in major	83%	76%	<b>87%</b> <sup>5</sup>	84%	67%	<b>88%</b> <sup>5</sup>	<b>90%</b> <sup>5</sup>	85%
Close contact with faculty	70%	66%	75%	75%	60%	69%	<b>84%</b> <sup>5,8</sup>	70%
Grads get into prestigious graduate colleges	68%	67%	<b>74%</b> <sup>5</sup>	64%	55%	59%	63%	62%
Opportunity to do research with faculty	<b>62%</b> <sup>2,7</sup>	44%	<b>61%</b> <sup>7</sup>	55%	57%	44%	44%	51%
<b>Prestige</b>								
Prestigious reputation of college/university	70%	<b>82%</b> <sup>6</sup>	<b>87%</b> <sup>1,4,5,7</sup>	70%	69%	63%	68%	<b>77%</b> <sup>6</sup>
High rankings in <i>U.S. News &amp; World Report</i>	48%	<b>50%</b> <sup>6</sup>	<b>61%</b> <sup>4,5</sup>	43%	38%	35%	48%	41%
Knowing that there are many famous or prominent alumni from the college/university	13%	18%	<b>22%</b> <sup>4,7</sup>	10%	10%	16%	5%	13%
<b>Non Academic Factors</b>								
Clubs and activities that interest you	75%	74%	87%	75%	71%	64%	81%	74%
Traditional-looking college campus	43%	42%	49%	54%	50%	43%	48%	50%
Your parents liked the college	33%	38%	46%	46%	41%	50%	<b>61%</b> <sup>1,5</sup>	52%
The religious affiliation of the college	5%	<b>17%</b> <sup>1</sup>	<b>17%</b> <sup>1</sup>	<b>33%</b> <sup>2,3</sup>	10%	<b>28%</b> <sup>5</sup>	10%	<b>26%</b> <sup>5</sup>

\* Source: Tell me, yes or no, did...play a role in your decision to apply at [INSTITUTION ATTENDING]?

<sup>1</sup>Significantly greater than male Academic Superstars from the Northeastern region of the country

<sup>2</sup>Significantly greater than male Academic Superstars from the other regions of the country

<sup>3</sup>Significantly greater than female Academic Superstars from the Northeastern region of the country

<sup>4</sup>Significantly greater than female Academic Superstars from the other regions of the country

<sup>5</sup>Significantly greater than male Solid Performers from the Northeastern region of the country

<sup>6</sup>Significantly greater than male Solid Performers from the other regions of the country

<sup>7</sup>Significantly greater than female Solid Performers from the Northeastern region of the country

<sup>8</sup>Significantly greater than female Solid Performers from the other regions of the country

<b>Exhibit 8</b> <b>High Achieving Teens: Values*</b>	Total (N=600)
In terms of academics, college is really about broadening your intellectual capabilities	4.3
In terms of academics, college is really about preparing for a career	4.1
It's best to go to a college where many people have different backgrounds and points of view from yours	4.0
It's best to go to a college where most people share your views and interests	2.7
It's best to go to a college where you know you will be one of the very best students	2.4
You'll be happier if you go to a college where you know people from your hometown	2.4
You should go to the college that offers you the most money, even if it's less prestigious than others that accepted you	2.3

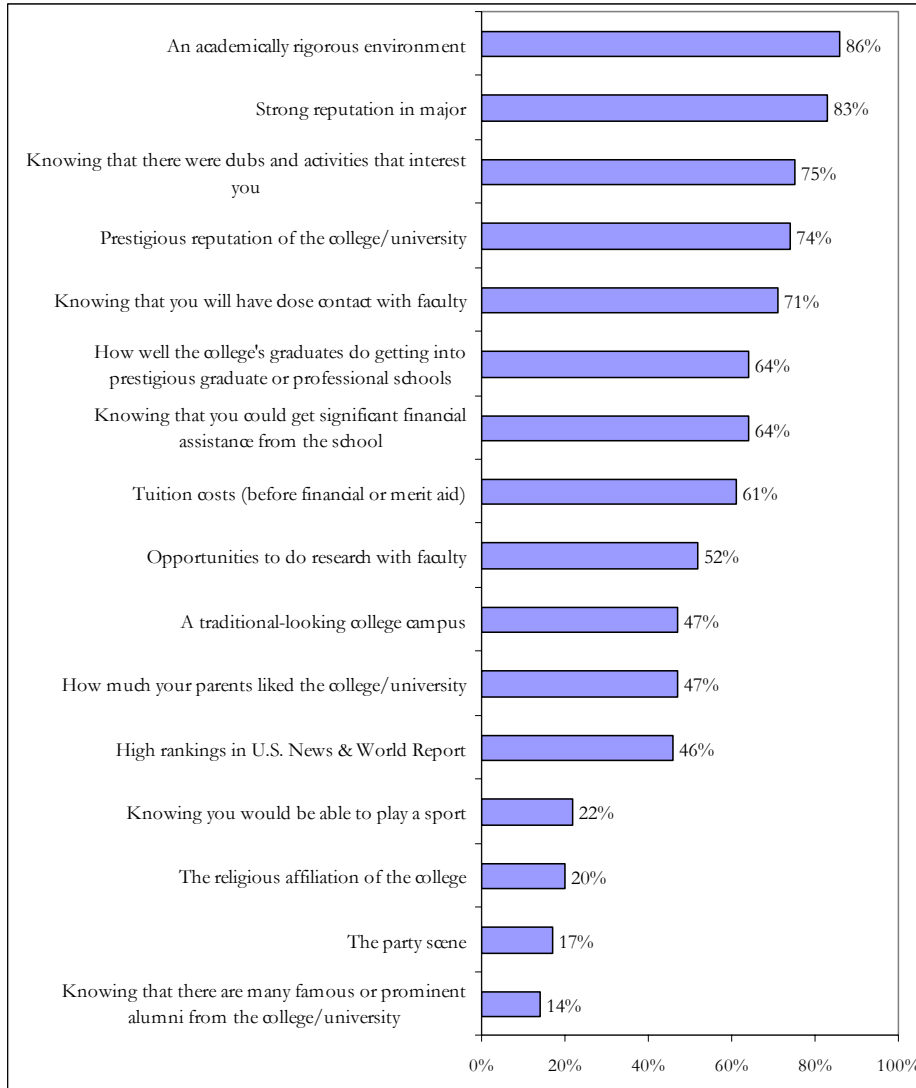
\*Source: Please indicate how strongly you agree or disagree with the following statements.

*This question used a 5-point scale where "5" meant strongly agree and "1" meant strongly disagree. The figures shown are mean ratings.*

Supporting Documentation: Application Factors

**Exhibit 9**

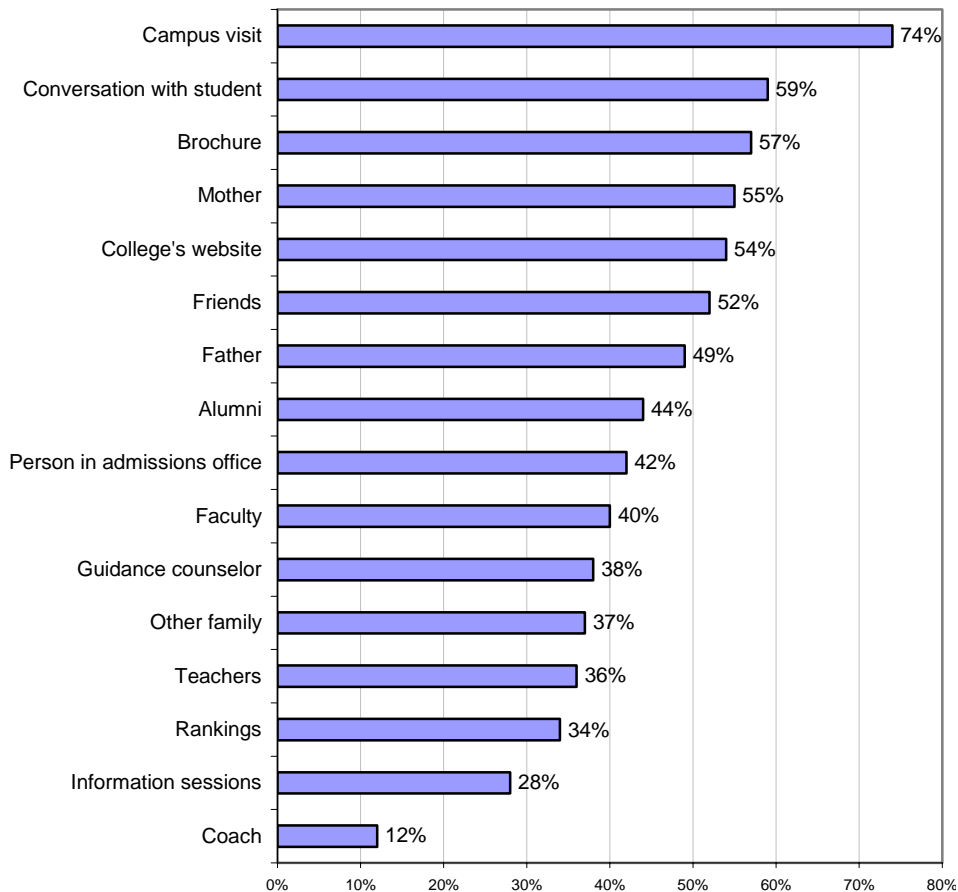
**High Achieving Teens: Factors that played a role in decision to apply (aided)\***



\* Source: Tell me, yes or no, did...play a role in your decision to apply at [INSTITUTION ATTENDING]?

**Exhibit 10**

**High Achieving Teens: Information sources that played a role in application decision\***



\*Source: Tell me, yes or no, did ... play a role in determining where you applied?

**Exhibit 11**

**High Achieving Teens: Application profile (including early decision)**

	Applied early decision	Applied early action	Did not apply early action or decision
	(N=143)	(N=118)	(N=385)
Mean SAT score (or ACT equivalent)	1288	1308	1292
Number of institutions applied to (mean)	3.5	<b>4.1<sup>1,3</sup></b>	3.5
<b>Attending...</b>			
Private institution	52%	<b>58%<sup>3</sup></b>	40%
Publicly funded institution	47%	40%	<b>56%<sup>2</sup></b>
Community college	1%	2%	4%
<b>Plan to study...</b>			
Medicine/Physical sciences	30%	28%	29%
Liberal Arts/Social Sciences	22%	24%	20%
Math/Engineering	15%	9%	<b>18%<sup>2</sup></b>
Business	9%	15%	13%
Other	20%	26%	18%
Undecided	9%	5%	6%

\*Sources: What was your combined SAT I score?  
 What was your ACT composite score?  
 Where did you apply?  
 Where do you plan to go to school in the fall?  
 Do you know what you are going to major in?

<sup>1</sup>Significantly greater than students who applied early decision

<sup>2</sup>Significantly greater than students who applied early action

<sup>3</sup>Significantly greater than students who did not apply early action or decision

Supporting Documentation: Academic Superstars vs. Solid Performers

<b>Exhibit 12</b>		
<b>Academic Superstars vs. Solid Performers: Values*</b>		
	Academic Superstars SATs 1300+	Solid Performers SATs 1150-1290
	(N=300)	(N=300)
In terms of academics, college is really about broadening your intellectual capabilities	4.3	4.2
It's best to go to a college where many people have different backgrounds and points of view from yours	4.0	3.9
In terms of academics, college is really about preparing for a career	4.0	<b>4.2<sup>1</sup></b>
It's best to go to a college where most people share your views and interests	2.6	<b>2.9<sup>1</sup></b>
It's best to go to a college where you know you will be one of the very best students	2.3	<b>2.5<sup>1</sup></b>
You should go to the college that offers you the most money, even if it's less prestigious than others that accepted you	2.2	2.3
You'll be happier if you go to a college where you know people from your hometown	2.2	<b>2.6<sup>1</sup></b>

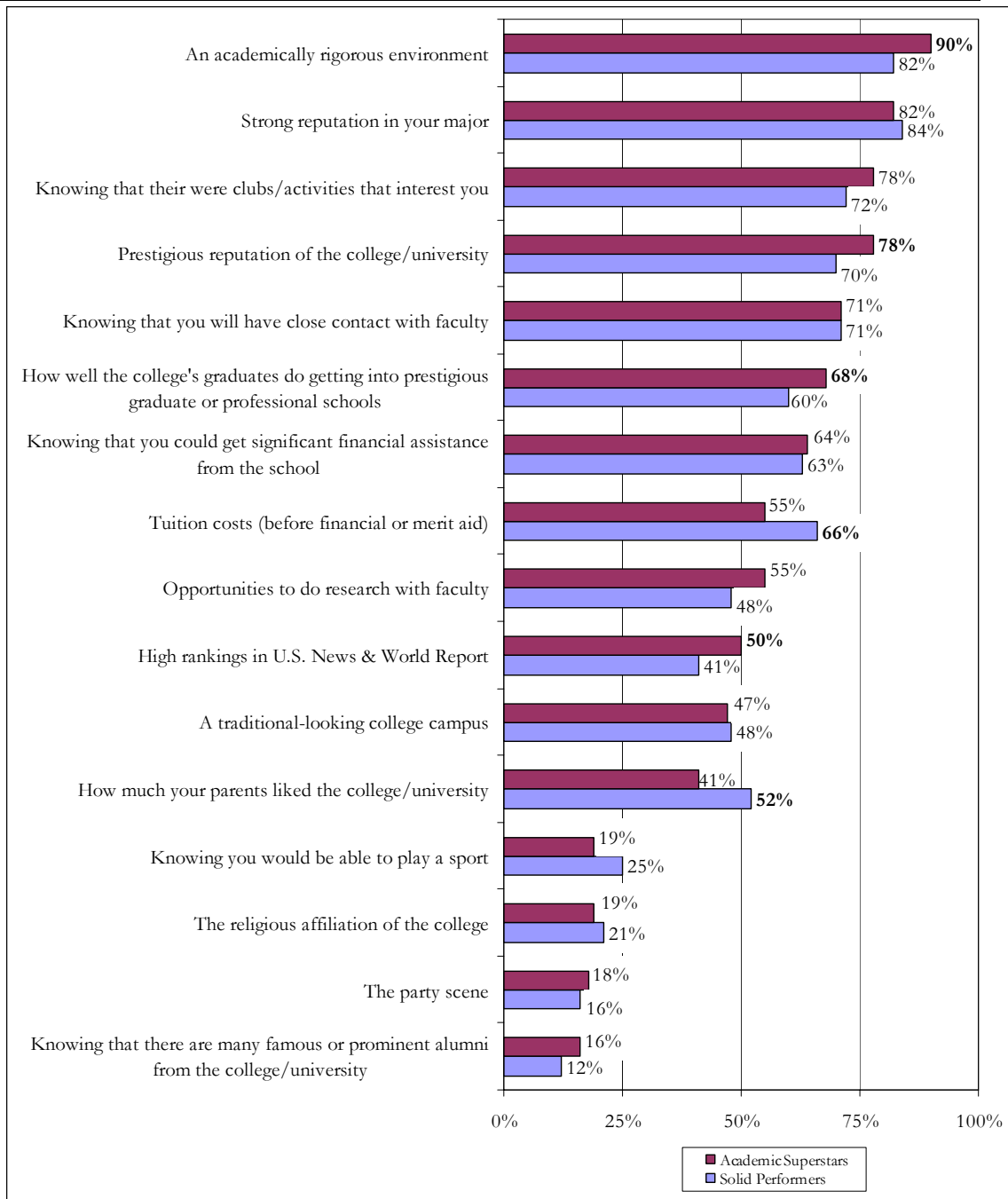
\*Source: Please indicate how strongly you agree or disagree with the following statements.

This question used a 5-point scale where “5” meant strongly agree and “1” meant strongly disagree. The figures shown are mean ratings.

<sup>1</sup>Significantly greater than Academic Superstars

<sup>2</sup>Significantly greater than Solid Performers

**Exhibit 13**  
**Factors that played a role in application decision (aided)\***



\* Source: Tell me, yes or no, did...play a role in your decision to apply at [INSTITUTION ATTENDING]?

Supporting Documentation: Students of Color

**Exhibit 14**

**Students of Color: Values\***

	Caucasian	Asian	Other
	(N=492)	(N=42)	(N=64)
In terms of academics, college is really about broadening your intellectual capabilities	4.3	4.2	4.4
In terms of academics, college is really about preparing for a career	4.1	4.2	4.1
It's best to go to a college where there are many people who have different backgrounds and points of view from yours	3.9	4.1	<b>4.3<sup>1</sup></b>
It's best to go to a college where most people share your views and interests	2.7	2.8	2.9
It's best to go to a college where you know you will be one of the very best students	2.4	2.7	<b>2.7<sup>1</sup></b>
You'll be happier if you go to a college where you know people from your hometown	2.3	<b>2.9<sup>1</sup></b>	<b>2.8<sup>1</sup></b>
You should go to the college that offers you the most money, even if it's less prestigious than others that accepted you	2.3	2.5	2.5

\*Source: Please indicate how strongly you agree or disagree with the following statements.

This question used a 5-point scale where "5" meant strongly agree and "1" meant strongly disagree. The figures shown are mean ratings.

<sup>1</sup>Significantly greater than Caucasian students

**Exhibit 15**  
**Students of Color: Factors in deciding where to enroll\***

	Caucasian		Asian		African-American		Hispanic	
	Male	Female	Male**	Female**	Male**	Female**	Male**	Female**
	(N=223)	(N=269)	(N=22)	(N=20)	(N=8)	(N=15)	(N=9)	(N=11)
Strong reputation in your major	4.3	4.4	4.4	4.3	4.2	4.4	4.3	4.3
Knowing that you could get significant financial assistance from the school	4.2	4.3	4.2	4.4	4.4	4.7	4.0	4.6
An academically rigorous environment	4.2	4.3	4.3	4.2	3.8	4.2	4.3	4.3
Tuition cost (before financial or merit aid)	3.9	4.1	4.1	4.3	4.0	4.0	4.1	4.0
Knowing that you will have close contact with faculty	3.9	<b>4.0<sup>1</sup></b>	4.0	3.9	4.0	<b>4.6<sup>2,3</sup></b>	4.0	4.4
The religious affiliation of the college	3.8	3.8	4.0	2.5	3.0	4.0	4.0	4.5
The party scene	3.8	3.4	4.0	2.8	3.7	3.5	4.0	3.7
How well the college's graduates do getting into prestigious graduate or professional schools	3.8	3.9	4.1	4.1	4.5	4.1	4.3	4.3
Prestigious reputation of the college/university	3.8	3.8	<b>4.0<sup>3</sup></b>	3.5	3.6	<b>4.2<sup>3</sup></b>	4.2	3.8
Knowing that there were clubs and activities that interest you	3.7	<b>3.9<sup>1</sup></b>	3.9	3.9	3.7	<b>4.4<sup>2</sup></b>	3.6	3.8
Knowing you would be able to play a sport	3.7	3.5	3.2	3.3	4.0	3.7	3.5	4.5
Opportunities to do research with faculty	3.6	<b>3.8<sup>1</sup></b>	4.0	4.2	4.0	4.0	4.0	4.0
A traditional-looking college campus	3.5	3.6	3.3	3.4	2.8	3.7	4.5	3.4
High ranking in <i>U.S. News &amp; World Report</i>	3.4	3.6	3.7	3.7	3.7	4.1	4.2	3.8
How much your parents liked the college/university	3.3	<b>3.6<sup>1</sup></b>	3.5	3.7	2.7	<b>4.3<sup>1,4</sup></b>	4.0	3.8
Knowing that there are many famous or prominent alumni from the college/university	3.0	2.8	3.6	3.0	5.0	4.0	3.5	3.5

\*Source: Using a 5-point scale, where "5" is very important and "1" is not at all important, how important were each of the following in your decision to enroll at [INSTITUTION ATTENDING]?

\*\*Low base size; interpret with extreme caution

<sup>1</sup>Significantly greater than Caucasian male students

<sup>2</sup>Significantly greater than Caucasian female students

<sup>3</sup>Significantly greater than Asian female students

<sup>4</sup>Significantly greater than African-American male students

Supporting Documentation: First Generation Students

**Exhibit 16**  
**First Generation Students: Urban/rural classification of hometown\***

	First generation	Non-first generation
	(N=76)	(N=513)
Suburban	42%	<b>56%<sup>1</sup></b>
Rural	<b>40%<sup>2</sup></b>	28%
Urban	18%	17%

\*Source: What is your zip code?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are non-first generation

**Exhibit 17**  
**First Generation Students: Financial aid need\***

	First generation	Non-first generation
	(N=76)	(N=513)
Require financial aid	<b>83%<sup>2</sup></b>	57%
Do not require financial aid	17%	<b>43%<sup>1</sup></b>

\*Source: Will you require need-based financial aid to go to college in the fall?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are not first-generation

**Exhibit 18**  
**First Generation Students: Intended area of study\***

	First generation	Non-first generation
	(N=76)	(N=513)
Medicine/Health science	<b>41%</b> <sup>2</sup>	27%
Liberal arts/Social science	18%	21%
Math/Engineering	16%	16%
Business	12%	13%
Other	10%	<b>21%</b> <sup>1</sup>
Don't know	5%	6%

\*Source: Do you know what you are going to major in?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are non-first generation

**Exhibit 19**  
**First Generation Students: Institutions applied to, by location\***

	First generation	Non-first generation
	(N=76)	(N=513)
In and out-of-state	49%	55%
Only in-state	<b>42%</b> <sup>2</sup>	28%
Only out-of-state	8%	<b>17%</b> <sup>1</sup>

\*Source: Where did you apply?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are non-first generation

**Exhibit 20**  
**First Generation Students: Number of applications submitted\***

	First generation	Non-first generation
	(N=76)	(N=513)
2	36%	28%
3	36%	31%
4	12%	17%
5 or more	17%	24%
Mean	3.2	<b>3.6<sup>1</sup></b>

\*Source: Where did you apply?

<sup>1</sup>Significantly greater than first-generation students

**Exhibit 21**  
**First Generation Students: Values\***

	First generation	Non-first generation
	(N=76)	(N=513)
In terms of academics, college is really about broadening your intellectual capabilities	4.2	4.3
In terms of academics, college is really about preparing for a career	4.2	4.1
It's best to go to a college where many people have different backgrounds and points of view from yours	3.8	4.0
It's best to go to a college where most people share your views and interests	2.8	2.7
You'll be happier if you go to a college where you know people from your hometown	<b>2.7<sup>1</sup></b>	2.3
It's best to go to a college where you know you will be one of the very best students	2.6	2.4
You should go to the college that offers you the most money, even if it's less prestigious than others that accepted you	<b>2.5<sup>1</sup></b>	2.3

\*Source: Please indicate how strongly you agree or disagree with the following statements.

This question used a 5-point scale where "5" meant strongly agree and "1" meant strongly disagree. The figures shown are mean ratings

<sup>1</sup>Significantly greater than students who are not first-generation

**Exhibit 22**

**First Generation Students: Information sources that played a role in the application process (aided)\***

	First generation	Non-first generation
	(N=76)	(N=513)
Campus visit	75%	75%
Recruitment materials	57%	57%
College/University website	55%	53%
Conversation with currently enrolled student	54%	60%
Friends/peers	51%	52%
Conversation with admissions officer	47%	41%
High school guidance counselor	45%	37%
Mother	41%	<b>58%<sup>1</sup></b>
Conversation with faculty member	37%	40%
Father	33%	<b>52%<sup>1</sup></b>
Conversation with an alumnus	33%	<b>45%<sup>1</sup></b>
Another family member	33%	38%
Teacher	33%	36%
Information session at high school	28%	28%
Rankings/guides	22%	<b>35%<sup>1</sup></b>
Coach	16%	12%

\* Source: Tell me, yes or no, did...play a role in your decision to apply at [INSTITUTION ATTENDING]?

<sup>1</sup>Significantly greater than first-generation students

**Exhibit 23**  
**First Generation Students: Where they enrolled\***

	First generation	Non-first generation
	(N=76)	(N=513)
Associate's institution	5%	2%
Bachelor's institution	15%	11%
Master's institution	<b>38%<sup>2</sup></b>	25%
Research institution	41%	<b>61%<sup>1</sup></b>
Special-focus institution	1%	1%
Community college	7%	2%
Private	45%	45%
Publicly funded	49%	52%
<b>Size of institution</b>		
Under 5,000 students	<b>32%<sup>2</sup></b>	19%
5,000-14,999	29%	25%
15,000-24,999	18%	25%
25,000-34,999	12%	14%
35,000 or more	9%	<b>17%<sup>1</sup></b>

\*Source: Where do you plan to go to school in the fall?

<sup>1</sup>Significantly greater than first-generation students

<sup>2</sup>Significantly greater than students who are not first-generation

Supporting Documentation: Out-of-state vs. In-state

**Exhibit 24**

**High Achieving Teens: Factors that played a role in decision to apply**

	Applied	
	Only In-State	Out-of-State
	(N=182)	(N=418)
Strong reputation in your major	85%	83%
An academically rigorous environment	81%	<b>89%</b> <sup>1</sup>
Prestigious reputation of the college/university	73%	74%
Knowing that there were clubs/activities that interest you	71%	77%
Knowing that you will have close contact with faculty	68%	73%
Tuition costs (before financial or merit aid)	65%	59%
How well the college's graduates do getting into prestigious graduate or professional colleges	64%	64%
Knowing that you could get significant financial assistance from the college	59%	66%
Opportunities to do research with faculty	50%	52%
A traditional-looking college campus	45%	48%
How much your parents liked the college/university	44%	48%
High rankings in <i>U.S. News &amp; World Report</i>	35%	<b>50%</b> <sup>1</sup>
Knowing you would be able to play a sport	20%	23%
The religious affiliation of the college	16%	21%
The party scene	16%	18%
Knowing that there are many famous or prominent alumni from the college/university	12%	15%

Source: Tell me, yes or no, did...play a role in your decision to apply at [INSTITUTION ATTENDING]?

<sup>1</sup>Significantly greater than those who only applied in-state

<sup>2</sup>Significantly greater than those who applied out-of-state

**Exhibit 25**

**Influence of information sources in enrolling\***

	Enrolling	
	In-State	Out-of-State
	(N=339)	(N=255)
A campus visit	4.2	<b>4.5<sup>1</sup></b>
A conversation with a currently enrolled student at the college or university	3.9	4.0
Your mother	3.8	3.8
Your father	3.8	3.7
A conversation with a faculty member at the college or university	3.7	3.9
A conversation with a graduate of the college or university	3.7	3.6
A conversation with someone from the admissions office at the college or university	3.6	3.6
A teacher	3.7	3.5
A coach	3.7	3.4
Friends and peers	<b>3.6<sup>2</sup></b>	3.2
Another family member	3.5	3.4
Recruitment materials/brochures/publications sent by the college or university	3.4	3.5
College or university's website	3.5	3.3
Your high school guidance counselor	3.4	3.3
A college information session at your high school	3.4	3.3
Rankings/guides ( <i>U.S. News &amp; World Reports, Fiske Guide to Colleges</i> )	3.1	3.4

\*Source: Using a 5-point scale, where “5” is very influential and “1” is not at all influential, how influential were each of the following in your decision to enroll at [INSTITUTION ATTENDING]?

<sup>1</sup>Significantly greater than students enrolling in-state

<sup>2</sup>Significantly greater than students enrolling out-of-state

**Exhibit 26**

**Institution enrolling, by enrollment size\***

	Number of students enrolled					
	Under 5,000	5,000-9,999	10,000-14,999	15,000-24,999	25,000-34,999	35,000 or more
	(N=123)	(N=79)	(N=70)	(N=141)	(N=82)	(N=98)
In-state	50%	42%	<b>60%</b> <sup>2</sup>	<b>57%</b> <sup>2</sup>	<b>65%</b> <sup>1,2</sup>	<b>69%</b> <sup>1,2</sup>
Out-of-state	<b>50%</b> <sup>5,6</sup>	<b>58%</b> <sup>3,4,5,6</sup>	40%	43%	35%	31%

\*Where do you plan to go to school in the fall?

<sup>1</sup>Significantly greater than respondents enrolling at an institution with fewer than 5,000 students

<sup>2</sup>Significantly greater than respondents enrolling at an institution with 5,000-9,999 students

<sup>3</sup>Significantly greater than respondents enrolling at an institution with 10,000-14,999 students

<sup>4</sup>Significantly greater than respondents enrolling at an institution with 15,000-24,999 students

<sup>5</sup>Significantly greater than respondents enrolling at an institution with 25,000-34,999 students

<sup>6</sup>Significantly greater than respondents enrolling at an institution with 35,000 or more students

**Exhibit 27**

**Institution enrolling, by type\***

	Type		
	Publicly funded	Private	Community College
	(N=310)	(N=267)	(N=17)**
In-state	<b>75%</b> <sup>2</sup>	36%	<b>77%</b> <sup>2</sup>
Out-of-state	25%	<b>64%</b> <sup>1,3</sup>	23%

\*Where do you plan to go to school in the fall?

\*\* Small base size; interpret with extreme caution

<sup>1</sup>Significantly greater than students attending a publicly funded institution

<sup>2</sup>Significantly greater than students attending a private institution

<sup>3</sup>Significantly greater than students attending a community college