Table of Contents

State of College Admission ................................................................. 3

Maine High School Counselors: Public Schools Listed by City ...................... 42

Maine High School Counselors: Private Schools Listed by City ..................... 52

Independent College Counselors in the Northeast United States ................... 56

DIRECTORY CORRECTION INFO

If you have any corrections or if your school is missing from the directory...

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The National Association for College Admissions Counseling (NACAC) wishes to acknowledge the following key individuals and groups for their contributions to this report.

Most importantly, NACAC would like to thank the secondary school counselors, admission officers, and institutional research staff who gave their valuable time to participate in the annual Admission Trends Survey and Counseling Trends Survey. The report would not be possible without the data collected from these surveys.

The association also appreciates the US Department of Education and the Higher Education Research Institute for sharing the education data they collect for inclusion in the report.

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Executive Summary

Highlights from the 2018 State of College Admission Counseling report include findings related to the transition from high school to postsecondary education in the United States, gathered primarily through NACAC’s annual Admission Trends Survey and Counseling Trends Survey. The 2018 report also includes information about the recruitment and admission process for transfer and international students.

College Applications

The increase in the number of colleges to which each student applies continues a near perfectly upward trend, which is reflected in college reports of increased application volume.

- Growth in Application Volume Continues: Between the Fall 2016 and Fall 2017 admission cycles, the number of applications from first-time freshmen increased 4 percent; applications from prospective transfer students increased by 3 percent; and international student applications increased by 8 percent, on average.

- Colleges Accept Nearly Two-Thirds of First-Time Freshmen, on Average: The percentage of applicants offered admission at four-year colleges and universities in the United States—referred to as the average selectivity rate—was 65.4 percent for Fall 2016.1 The national average acceptance rate is down slightly after increasing steadily from a low of 63.9 percent in Fall 2012 to 66.1 percent in Fall 2015.

- Decline in Average Yield Rate for First-Time Freshmen Continues: The average yield rate for Fall 2016 (33.6 percent) is down from 35.1 percent in Fall 2015 and 36.2 percent in Fall 2014.

- Transfer Acceptance Rate Slightly Lower than Freshmen Rate; Yield Much Higher: Among institutions that enroll transfer students, average selectivity for Fall 2017 was 62 percent, compared to 65 percent for first-time freshmen. However, more than half (54 percent) of transfer applicants who were admitted ultimately enrolled, compared to only 28 percent of freshman admits.

- International Student Acceptance Rate is Low; Yield Slightly Higher than First-Time Freshmen: At institutions that enroll first-time international students, the Fall 2017 admit rate for this population (52 percent) was lower than both transfer and first-time freshmen students. The average yield rate for international students was 30 percent.

1 Based on US Department of Education data. Fall 2016 is the most recent available.
**EXECUTIVE SUMMARY**

- **Wait List Activity Increases; Likelihood of Wait List Acceptance Remains Low:** For the Fall 2017 admission cycle, 40 percent of institutions reported using a wait list. Institutions accepted an average of 25 percent of all students who chose to remain on wait lists. From Fall 2016 to Fall 2017, the number of students offered a place on an admission wait list increased by 12 percent, on average.

- **Factors in Admission Decisions:** The factors that admission officers use to evaluate applications from first-time freshmen have remained largely consistent over the past 20 years. Students' academic achievements—which include grades, strength of curriculum, and admission test scores—constitute the most important factors in the admission decision. Admission decision factors for first-time international students are similar to those for domestic students, but the transfer admission decision process differs in significant ways.

- **Admission Offices Identify Grades, High School Curriculum, and Test Scores as Top Factors for First-Time Freshmen:** The top factors in the admission decision were: overall high school GPA, grades in college preparatory courses, admission test scores, and strength of curriculum. Among the next most important factors were the essay, a student's demonstrated interest, counselor and teacher recommendations, class rank, and extracurricular activities.

- **Top Factor for International Students is English Proficiency Exam Scores:** After English proficiency, the factors for admission decisions with international applicants are remarkably similar to those for domestic students, with one notable exception. A greater proportion of colleges rated the essay/writing sample as considerably important for international applicants, likely because of the additional confirmation of English skills that the essay provides.

- **For Transfer Admission Decisions, Grades Matter Most:** The only transfer admission decision factors rated considerably important by a substantial proportion of colleges were overall GPA at the student's prior postsecondary institution and average grades in transferable courses.

- **College Counseling in Secondary Schools:** Access to college information and counseling in school is a significant benefit to students in the college application process. For many students, particularly those in public schools, college counseling is limited at best. Counselors are few in number, often have large student caseloads, and have additional constraints on the amount of time they can dedicate to college counseling.

- **Student-to-Counselor Ratio:** According to US Department of Education data, in 2015-16 each public school counselor (including elementary and secondary) was responsible for 470 students, on average.

- **College Counseling Staff:** For the 2017–18 academic year, 35 percent of public schools reported employing at least one counselor (full- or part-time) whose exclusive responsibility was to provide college counseling, compared to 68 percent of private schools.

- **Time Available for College Counseling:** Some differences exist between the duties and activities of counselors employed at public schools versus those who work at private schools. On average, public school counselors spent 21 percent of their time on postsecondary counseling in 2017–18, while their private school counterparts spent 47 percent of their time on college counseling.

**INTRODUCTION**

**NACAC’s Mission**

Supporting students in the transition from high school to college has been at the core of NACAC’s mission since the association was founded in 1937. Given changes in both the national and global economy in recent decades, as well as rapidly shifting student demographics, the role of professionals who assist students in this process has never been more important. Expert projections indicate that 65 percent of US jobs will require some type of postsecondary education by 2020; however, the US will lag by 5 million workers with those credentials if postsecondary attainment rates do not increase substantially. Nearly all of the jobs (99 percent) created during the most recent recession recovery (since 2008) have gone to workers with at least some college education. To the detriment of individuals and communities, those whose highest degree is a high school diploma are denied the many benefits that college graduates enjoy, including:

- higher incomes and increased lifetime earnings
- lower levels of unemployment and poverty
- decreased reliance on public assistance programs
- increased job satisfaction
- greater likelihood of receiving employer-sponsored pensions and health insurance
- healthier lifestyles
- higher levels of civic engagement.

Unfortunately, as of 2017 only 34 percent of all adults age 25 and older had obtained at least a bachelor's degree. Even more significant, underserved minority groups and students from low-SES backgrounds fall behind in every step of the attainment process: high school graduation, college enrollment, and postsecondary credential completion.

In recognition of the important role that community colleges have in achieving national postsecondary attainment goals, NACAC has more recently expanded the association’s resources, advocacy, and research efforts to serve community college professionals. An increasing number of students are achieving their educational goals at two-year colleges and exploring transfer pathways to a bachelor’s degree. Transferring also provides an opportunity for students to find success when the first college enrollment experience proves to not serve the student well. According to US Department of Education data, approximately one-third (36 percent) of all first-time degree-seeking students attended a two-year institution in Fall 2016. Thirty-eight percent of students who began postsecondary education in Fall 2011 transferred at least once in the following six years. And, contrary to popular belief, many students “reverse transfer,” meaning they move from a four-year college to a two-year college to achieve graduation requirements.

INTRODUCTION

Two-year college. Among that same Fall 2011 cohort, more than half (59 percent) of those who transferred from four-year institutions moved to a community college. 8

NACAC has also expanded its focus to include support for professionals who work with students from outside the US and those who advise US students interested in pursuing postsecondary degrees abroad. The growth of international student enrollment at American high schools, colleges, and universities, along with increased interest among American students in study abroad options, is adding a global dynamic to the work of college counseling and admission professionals. In 2016, approximately 5 million students enrolled in tertiary education outside their country of citizenship. In the 2015-16 academic year, 325,339 US students received academic credit for study abroad, a 4 percent increase over the previous year. 9

State of College Admission Report

The 2018 State of College Admission report provides up-to-date information on a number of issues that impact students’ transition from high school to postsecondary education, as well as the admission process for transfer students and international students attending postsecondary institutions in the United States. The report covers the recruitment strategies that colleges use to attract each group of prospective students and the process by which candidates are evaluated. The report also includes a chapter dedicated to school counseling in US secondary schools, given the integral role school counselors play in putting students on the path to postsecondary success.

The report is divided into four chapters: College Applications; Recruitment and Yield Strategies; Factors in Admission Decisions; and Secondary School Counseling.

Methodology in Brief

The information presented in the report primarily includes data gathered through NACAC’s annual Counseling Trends Survey and Admission Trends Survey.

NACAC’s annual Counseling Trends Survey (CTS) collects information from secondary school counselors and counseling departments about their priorities and work responsibilities—particularly as they relate to helping students transition to college, and their practices in communicating with students, parents, and colleges. The 2017–18 academic year CTS was distributed in May 2018 to 16,252 secondary school counseling offices. NACAC received 2,251 responses.

NACAC administers its annual Admission Trends Survey (ATS) to US four-year colleges that are NACAC members. NACAC collects data related to application volume; application practices; the use of various enrollment management strategies, including wait lists; Early Decision, and Early Action; the importance of various factors in the admission decision; and admission staffing. Since 2014, NACAC has expanded ATS to incorporate questions related to the admission process for prospective transfer and international students. NACAC received 493 responses to the 2017–18 ATS.

(See Appendix A: Methodology for more detailed information about survey administration and data analysis.)

Each year, US colleges and universities receive hundreds of thousands of applications from first-time domestic students, transfer students, and international students. Results of recent NACAC Admission Trends Surveys indicate that the number of applications has continued to increase across four-year colleges.

Application Volume

Results of the 2017–18 Admission Trends Survey indicate that the average number of applications increased for each group of prospective students between the Fall 2016 and Fall 2017 admission cycles.

Applications from first-time freshmen increased by 4 percent, on average, and applications from prospective transfer students increased by 3 percent. The percent increase in applications was greater at private institutions than publics for both first-time freshmen and transfer students.

Although applications from international students represented the smallest proportion of all applications received, they increased by 8 percent from Fall 2016 to Fall 2017. Applications for each group of prospective students also had increased from Fall 2015 to Fall 2016, by 7 percent, 1 percent, and 10 percent, respectively.

According to the Higher Education Research Institute’s The American Freshmen report series, 35 percent of first-time freshmen applied to seven or more colleges during the Fall 2016 admission cycle, after reaching a peak of 36 percent in Fall 2015. Since Fall 2013, more than 80 percent of first-time freshmen have applied to at least three colleges each year (see Figure 1).

PERCENT CHANGE IN THE NUMBER OF APPLICATIONS BETWEEN FALL 2016 AND FALL 2017

1 Independent t-tests indicated there were significant differences in percent change in applicants and control for both freshman (t (454) = .466, p < .05) and transfer students (t (321) = 1.3, p < .05).

2 International percent change responses trimmed 5 percent due to extreme outliers.
Application volume increases have created a growing burden on admission office staff who evaluate prospective students for admission. According to Admission Trends Survey results, the average number of applications for each admission office staff member (excluding administrative staff) for the Fall 2017 admission cycle was 791 for public institutions and 426 for privates. The number of applications per admission officer increases with both applicant selectivity rates and enrollment size (see Table 1).

Acceptance and Yield Rates

The acceptance rate for a college or university is defined as the percentage of applicants who are offered admission. Institutions with lower acceptance rates are considered more highly selective, meaning a smaller number of applicants are admitted. The selectivity of US postsecondary institutions range from acceptance rates of fewer than 10 percent to more than 90 percent of applicants. An institution’s yield rate is defined as the percentage of admitted students who ultimately enroll at the institution, after considering other admission offers. Although yield rates may have little relevance to prospective students, accurately predicting yield is critical to colleges looking to avoid either over- or under-enrollment.

First-Time Freshmen

According to the most recent data collected by the US Department of Education, the national average acceptance rate for first-time freshmen across all four-year institutions in the US was 65.4 percent, after increasing steadily from a low of 63.9 percent in Fall 2012 to 66.1 percent in Fall 2015. For Fall 2016, the average acceptance rate at private institutions was about 6 percentage points lower than the average rate at public institutions (63.5 percent versus 69.1 percent).

The most selective four-year colleges—defined as those accepting less than half of all applicants—received 36 percent of all Fall 2016 applications but enrolled only 21 percent of first-time undergraduate students. Nearly two-thirds of first-time, full-time freshmen (68 percent) were enrolled in institutions with selectivity rates between 50 percent and 85 percent (see Table 2).

For the Fall 2016 freshman class, the average yield rate among four-year colleges and universities was 33.6 percent, down from 35.1 percent in Fall 2015 and 36.2 percent in Fall 2014.

**FIGURE 1. INCREASES IN FIRST-TIME FRESHMEN APPLICATION SUBMISSION: 1995 TO 2016**


**TABLE 1. APPLICATIONS PER ADMISSION OFFICER, FALL 2017**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>47</td>
<td>593.5</td>
</tr>
<tr>
<td>Public</td>
<td>47</td>
<td>791</td>
</tr>
<tr>
<td>Private</td>
<td>47</td>
<td>426</td>
</tr>
</tbody>
</table>

NOTE: Independent t-tests and one-way ANOVA indicated there were significant differences in the applications per admission officer rates by: control (t (151) = 4.9, p < .001), enrollment (F (2, 147) = 51.6, p < .001), and acceptance rate (F (3, 148) = 7.3, p < .001).

Pearson correlations applications per admission officer and: enrollment .588, p < .01; acceptance rate -.313, p < .01. What about control t-test?

NOTE: Independent t-tests and one-way ANOVA indicated there were significant differences in the applications per admission officer rates by: control (t (151) = 4.9, p < .001), enrollment (F (2, 147) = 51.6, p < .001), and acceptance rate (F (3, 148) = 7.3, p < .001).

Transfer and International Students

Among 2017–18 Admission Trends Survey respondents that accept transfer students, the average acceptance rate for transfer applicants was slightly lower than for the first-time freshmen population (62 percent compared to 65 percent). However, the yield for accepted transfer students was much higher (54 percent compared to 28 percent).

A similar analysis of institutions that accept international students showed that first-time international students are accepted at a lower rate (52 percent) than both transfer students and first-time freshmen. The yield rate for international students was 30 percent, indicating they were only slightly more likely to enroll than accepted first-time freshmen applicants (see Table 3).
CHAPTER 1

TABLE 2. APPLICATIONS AND ENROLLMENT, BY SELECTIVITY: FALL 2016

<table>
<thead>
<tr>
<th>Selectivity</th>
<th>National share of institutions</th>
<th>Average number of applications per institution</th>
<th>National share of applications</th>
<th>National share of full-time, first-time degree seeking undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept fewer than 50 percent of applicants</td>
<td>19.5%</td>
<td>11,369</td>
<td>36.0%</td>
<td>20.9%</td>
</tr>
<tr>
<td>50 to 70 percent</td>
<td>36.6</td>
<td>5,936</td>
<td>33.4</td>
<td>35.6</td>
</tr>
<tr>
<td>71 to 85 percent</td>
<td>27.7</td>
<td>5,648</td>
<td>24.1</td>
<td>32.0</td>
</tr>
<tr>
<td>More than 85 percent</td>
<td>16.2</td>
<td>2,635</td>
<td>6.6</td>
<td>11.5</td>
</tr>
</tbody>
</table>

N = 1,596


TABLE 3. KEY STATISTICS FOR TRANSFER AND INTERNATIONAL STUDENT ADMISSION: FALL 2017

<table>
<thead>
<tr>
<th>Transfer</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Selectivity Rate</td>
<td>364</td>
<td>61.7%</td>
</tr>
<tr>
<td>Overall Freshman Selectivity Rate for Institutions with Transfer Students</td>
<td>353</td>
<td>64.7%</td>
</tr>
<tr>
<td>Transfer Yield Rate</td>
<td>363</td>
<td>53.5%</td>
</tr>
<tr>
<td>Overall Yield Rate for Institutions with Transfer Students</td>
<td>331</td>
<td>27.7%</td>
</tr>
<tr>
<td>International Selectivity Rate</td>
<td>263</td>
<td>51.7%</td>
</tr>
<tr>
<td>Overall Freshman Selectivity Rate for Institutions with International Students</td>
<td>341</td>
<td>64.5%</td>
</tr>
<tr>
<td>International Yield Rate</td>
<td>263</td>
<td>30.4%</td>
</tr>
<tr>
<td>Overall Yield Rate for Institutions with International Students</td>
<td>321</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

CHAPTER 2
RECRUITMENT AND YIELD STRATEGIES

Recruitment Strategies by Prospective Student Group

Results of NACAC’s 2017–18 Admission Trends Survey indicate that many of the recruitment methods used for traditional domestic high school students are also useful with other populations. For example, contacting students through email and engaging with them through the institution’s website were the most important recruitment strategies that colleges and universities use for first-time freshmen, transfer students, and international students. For high school students, an additional four factors were each rated as considerably important by at least 50 percent of colleges. They were: hosting campus visits, outreach to parents and high school counselors, high school visits, and college fairs. More than half of colleges (57 percent) also rated campus visits as considerably important in recruiting transfer students (see Table 4). A variety of other strategies were used with both transfer and international recruitment, but only email and website were rated very highly as recruitment tools.

Survey respondents reported that they actively recruited in nine countries, on average. For the purpose of the survey, “active recruitment” was defined as engaging in recruitment activities that involve either maintaining an in-country office/staff presence or periodic staff travel to students’ home countries (e.g., attending education fairs, making high school visits, or conducting site visits with international student recruitment agents). The number of countries also increased with selectivity.1

### Early Decision

Twenty-one percent of respondents to NACAC’s 2017–18 Admission Trends Survey offered Early Decision (ED). Private colleges were more likely than public institutions for first-time freshmen, transfer students, and international students. For high school students, an additional four factors were each rated as considerably important by at least 50 percent of colleges. They were: hosting campus visits, outreach to parents and high school counselors, high school visits, and college fairs. More than half of colleges (57 percent) also rated campus visits as considerably important in recruiting transfer students (see Table 4). A variety of other strategies were used with both transfer and international recruitment, but only email and website were rated very highly as recruitment tools.

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1 Correlation (Pearson’s R) acceptance rate and number of countries (.317), p < .01.
2 Chi-squared test for Early Decision policy and: institution type (X² (1) = 41.5; Phi = .293), p < .001; Correlation (Spearman’s Rho) for Early Decision policy and acceptance rate (r = .31), p < .001.

### Table 4: Percentage of Colleges Attributing “Considerable Importance” to Various Recruitment Strategies, by Prospective Student Population: 2017–18

<table>
<thead>
<tr>
<th>Factor</th>
<th>First-Time Freshmen</th>
<th>Transfer</th>
<th>International (First-Time Freshmen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>87.5</td>
<td>79.4</td>
<td>84.1</td>
</tr>
<tr>
<td>Website</td>
<td>85.0</td>
<td>82.8</td>
<td>85.6</td>
</tr>
<tr>
<td>Hosted Campus Visit</td>
<td>81.3</td>
<td>56.8</td>
<td>29.5</td>
</tr>
<tr>
<td>Parents</td>
<td>64.4</td>
<td>25.7</td>
<td>42.0</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>63.8</td>
<td>15.2</td>
<td>31.8</td>
</tr>
<tr>
<td>High School Visit (in the US)</td>
<td>58.8</td>
<td>12.8</td>
<td>8.6</td>
</tr>
<tr>
<td>College Fairs</td>
<td>49.7</td>
<td>24.0</td>
<td>18.2</td>
</tr>
<tr>
<td>Direct Mail</td>
<td>48.1</td>
<td>24.4</td>
<td>7.2</td>
</tr>
<tr>
<td>Social Media</td>
<td>44.4</td>
<td>30.6</td>
<td>53.6</td>
</tr>
<tr>
<td>Text Messaging</td>
<td>37.8</td>
<td>31.8</td>
<td>19.7</td>
</tr>
<tr>
<td>Online Advertising</td>
<td>29.1</td>
<td>23.5</td>
<td>16.2</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>20.1</td>
<td>8.7</td>
<td>7.9</td>
</tr>
<tr>
<td>Text-Optional Policy</td>
<td>18.2</td>
<td>5.0</td>
<td>9.4</td>
</tr>
<tr>
<td>Alumni</td>
<td>14.5</td>
<td>10.3</td>
<td>11.2</td>
</tr>
<tr>
<td>High School Visit (Outside the US)</td>
<td>9.8</td>
<td>2.9</td>
<td>26.7</td>
</tr>
<tr>
<td>Community College Outreach/Partnerships</td>
<td>9.7</td>
<td>55.4</td>
<td>10.2</td>
</tr>
<tr>
<td>Conditional/Provisional Admission Program</td>
<td>7.9</td>
<td>6.2</td>
<td>8.5</td>
</tr>
<tr>
<td>Articulation Agreements with Community Colleges</td>
<td>7.6</td>
<td>50.6</td>
<td>8.1</td>
</tr>
<tr>
<td>International Student Recruitment Agents</td>
<td>—</td>
<td>—</td>
<td>15.1</td>
</tr>
<tr>
<td>Partnerships with International Colleges/Universities</td>
<td>—</td>
<td>—</td>
<td>19.5</td>
</tr>
<tr>
<td>State or Regional Recruitment Consortium</td>
<td>—</td>
<td>—</td>
<td>5.7</td>
</tr>
<tr>
<td>Federal Government Support</td>
<td>—</td>
<td>—</td>
<td>6.3</td>
</tr>
<tr>
<td>Foreign Government Support</td>
<td>—</td>
<td>—</td>
<td>12.1</td>
</tr>
<tr>
<td>Pathways Programs</td>
<td>—</td>
<td>—</td>
<td>12.1</td>
</tr>
</tbody>
</table>

1 Correlation (Pearson’s R) acceptance rate and number of countries (.317), p < .01.
2 Chi-squared test for Early Decision policy and: institution type (X² (1) = 41.5; Phi = .293), p < .001; Correlation (Spearman’s Rho) for Early Decision policy and acceptance rate (r = .31), p < .001.

--- Question was only asked for international students.

ED policies. Only 5 percent of applications for Fall 2017 admission to ED colleges were received through Early Decision. The proportion of applications received through ED increased with the admission selectivity rate and yield rate. As expected, colleges with Early Decision policies reported a higher acceptance rate for their ED applicants as compared to all applicants (62 percent versus 51 percent). Given the binding nature of Early Decision policies, the average yield rate for Early Decision admits was 88 percent, substantially higher than the average yield rate for all students admitted to ED colleges (26 percent) (see Table 5). Colleges with lower total yield rates tended to admit a greater percentage of their ED applicants compared to those with higher yield rates. More selective colleges tended to have higher ED yield rates. Between Fall 2016 and Fall 2017, colleges reported an average increase of 4 percent in the number of Early Decision applicants and 5 percent in ED admits. In a prior survey, colleges also had reported increases in ED applications and ED admits between Fall 2015 and Fall 2016 (6 percent and 6 percent, respectively).

### Early Action

Thirty-six percent of four-year colleges offered Early Action (EA) plans, according to results of the 2017–18 Admission Trends Survey. Private colleges were more likely than publics to have Early Action application options (40 percent compared to 28 percent, respectively). Colleges with lower yield rates also were more likely to offer Early Action. Forty-six percent of colleges with yield rates lower than 30 percent used Early Action. For Fall 2017, 44 percent of applications to colleges that had Early Action admission plans were received through EA. Similar to the pattern with Early Decision, colleges with Early Action accepted a greater proportion of EA applicants when compared to the overall applicant pool (74 percent versus 64 percent). Unlike Early Decision, Early Action did not provide a significant benefit to institutions in terms of yield rates. The average yield rate for EA admits was nearly identical to that of the overall applicant pool (22 percent and 23 percent, respectively) (see Table 6).

From Fall 2016 to Fall 2017, the number of Early Action applications increased by 9 percent and the number of students accepted through EA increased by 10 percent, on average. Colleges also had reported average increases in EA applications and EA admits between Fall 2015 and Fall 2016 (15 percent and 16 percent, respectively).

### Wait Lists

For the Fall 2017 admission cycle, 40 percent of institutions reported using a wait list. Private institutions were more likely than public colleges and universities to maintain a wait list (43 percent compared to 33 percent), as were those with lower acceptance rates. Seventy-five percent of the most selective institutions (accepting fewer than half of all applicants) maintained a wait list. Institutions reported placing an average of 10 percent of all applicants on the wait list for the Fall 2017 admission cycle, and an average of 50 percent of waitlisted students opted to remain on the wait list. Colleges with lower acceptance rates placed a greater proportion of students on wait lists, on average.

### Table 5: Key Statistics for Early Decision Colleges: Fall 2017

| Applications Received through Early Decision | 88 | 4.7 |
| Early Decision Selectivity Rate | 89 | 62.3 |
| Overall Selectivity Rate for Institutions with Early Decision Policies | 99 | 50.7 |
| Early Decision Yield Rate | 75 | 87.9 |
| Overall Yield Rate for Institutions with Early Decision Policies | 85 | 25.8 |


1. Correlation (Pearson’s R) for percent of apps received through ED and: acceptance rate (.450); yield rate (.502), p < .01.
2. Correlation (Pearson’s R) for institutional yield rate and ED acceptance rate (.447), p < .01.
3. Correlation (Pearson’s R) for institutional acceptance rate and ED yield rate (.392), p < .01.
4. Chi-squared test for Early Action policy and: institution type (X² (1) = 6.8, Phi = .119), p < .01; Correlation (Spearman’s Rho) for Early Action policy and institutional yield rate (.272), p < .001.

### Table 6: Key Statistics for Early Action Colleges: Fall 2017

| Applications Received through Early Action | 91 | 43.2 |
| Early Action Selectivity Rate | 88 | 73.6 |
| Overall Selectivity Rate for Institutions with Early Action Policies | 161 | 64.1 |
| Early Action Yield Rate | 92 | 22.1 |
| Overall Yield Rate for Institutions with Early Action Policies | 155 | 23.2 |


7. Chi-squared test for wait list policy and: institution type (X² (1) = 5.1, Phi = .102), p < .05; Correlation (Spearman’s Rho) for wait policy and institutional acceptance rate (-.544), p < .001.
8. Correlation (Pearson’s R) for institutional acceptance rate and percentage of applicants waitlisted (-.471), p < .01.
9. Correlation (Pearson’s R) for institutional acceptance rate and percentage admitted from wait list (.424), p < .01.
CHAPTER 3
FACTORS IN ADMISSION DECISIONS

There is no definite plan or specific combination of factors that will guarantee a student admission to their preferred institution. Colleges and universities review many aspects of prospective student applications in order to determine which students will be admitted. In addition to considering the merits of each applicant, most universities also consider the composition of the entering freshmen and transfer classes as a whole, in order to ensure that a diverse group of students with a variety of academic and extracurricular interests will enrich the campus experience. The importance of various factors in the admission decision also differ depending on a student’s designation as a first-time freshman, transfer, or international student. While first-time freshmen and international students had similarities in regard to top admission factors, top factors for transfer students were considerably different. Institutional characteristics, such as enrollment size and acceptance rate, also impact the importance of admission factors.

Factors in the Admission Decision: First-Time Freshmen, 2017 (see Table 7)

- Grades in high school have been among the top decision factors for first-time freshmen for decades. Eighty-one percent of colleges rated grades in all courses as considerably important, and 71 percent rated grades in college prep courses as considerably important. Admission test scores and strength of curriculum were also rated considerably important by more than half of colleges (52 and 51 percent, respectively).

- A second set of factors were most often considered to be moderately important. These factors tend to provide insight regarding personal qualities and interest of students, as well as more details regarding academic performance. They include essays or writing samples; teacher and counselor recommendations; student’s demonstrated interest; class rank; and extracurricular activities.

Factors in the Admission Decision: International Students, 2017 (see Table 8)

- The top factors in admission decisions for first-time international students applying to four-year US colleges were similar to those of first-time domestic students, with the important exception of English proficiency exam scores.

Eighty percent of colleges rated these proficiency scores as considerably important, followed by grades in all courses (76 percent), grades in college prep courses (67 percent), and strength of curriculum (48 percent).

Factors in the Admission Decision: Transfer Students, 2017 (see Table 9)

- The factors considered in transfer admission decisions are notably different than those for first-time domestic and international students. The only two factors that are rated as considerably important by a majority of colleges were overall GPA at prior postsecondary institutions (83 percent) and average grades in transferable courses (72 percent). Unlike other prospective student populations, these factors serve as direct evidence of a student’s ability to succeed in college-level academic coursework.

- For transfer students, many factors related to high school performance fall to the level of moderate to limited importance, including grades, strength of the high school curriculum, and recommendations from teachers and counselors.

- In contrast to first-time prospective students, 74 percent of colleges rated admission test scores (SAT, ACT) as having limited or no importance in transfer admission decisions.
Factors in Admission Decisions for First-Time Freshmen: Change Over Time

Because NACAC only recently began to collect annual data from transfer and international students, change in admission factor importance over time is limited to first-time freshmen. The relative importance of many admission decision factors have remained remarkably stable over the long term. Notable exceptions include the declining importance of class rank, interviews, and the essay/writing sample (see Table 10). While academic performance has retained the most important consideration for colleges, in recent years, specific changes in the top factors have become evident. For many years, grades in college prep courses had been rated as the top factor in admission decisions, followed by strength of curriculum and grades in all courses (overall GPA). However, from 2014 to 2017, the percentage of colleges rating grades in all courses as considerably important has increased from 60 percent to 81 percent. During the same time frame, grades in college prep courses decreased from 77 percent to 71 percent, and strength of curriculum from 60 percent to 55 percent. This recent change in the relative order of overall GPA, grades in college prep courses, and strength of curriculum could be due to increases in the proportion of students who take college prep courses, such as AP and dual enrollment. In analyzing this data, however, it is important to focus on the long-term trends for each factor rather than any year-to-year changes, as such differences may be due to variations in the annual survey samples. Additional years of data will be needed to determine if this change becomes a longer-term trend.

Factors in Admission by Institutional Characteristics for First-Time Freshmen, Transfer, and International Students, 2017

This section highlights differences in the level of importance attributed to admission factors based on institutional characteristics. The results presented below are limited to admission factors for prospective first-time freshmen. Lack of variation for transfer and international admission factor ratings prohibited analysis for these groups. The top four admission decision factors for first-time freshmen are consistent across all types of institutions. However, institutional...
### Table 10. Percentage of Colleges Attributing "Considerable Importance" to Factors in Admission Decisions: First-Time Freshmen, Fall 2007 to Fall 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades in College Prep Courses</th>
<th>Grades in All Courses</th>
<th>Strength of Curriculum</th>
<th>Admission Test Scores</th>
<th>Essay or Writing Sample</th>
<th>Class Rank</th>
<th>Counselor Recommendation</th>
<th>Demonstrated Interest</th>
<th>Teacher Recommendation</th>
<th>Interview</th>
<th>Extracurricular Activities</th>
<th>Work</th>
<th>Subject Test Scores (AP, IB)</th>
<th>State Graduation Exams</th>
<th>SAT II Scores</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>80%</td>
<td>52%</td>
<td>64%</td>
<td>59%</td>
<td>26%</td>
<td>23%</td>
<td>21%</td>
<td>22%</td>
<td>21%</td>
<td>11%</td>
<td>7%</td>
<td>2%</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
<td>—</td>
</tr>
<tr>
<td>2008</td>
<td>75%</td>
<td>52%</td>
<td>62%</td>
<td>54%</td>
<td>27%</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
<td>17%</td>
<td>11%</td>
<td>9%</td>
<td>2%</td>
<td>8%</td>
<td>3%</td>
<td>6%</td>
<td>—</td>
</tr>
<tr>
<td>2009</td>
<td>87%</td>
<td>46%</td>
<td>71%</td>
<td>58%</td>
<td>26%</td>
<td>19%</td>
<td>17%</td>
<td>23%</td>
<td>18%</td>
<td>12%</td>
<td>7%</td>
<td>2%</td>
<td>10%</td>
<td>4%</td>
<td>5%</td>
<td>—</td>
</tr>
<tr>
<td>2010</td>
<td>83%</td>
<td>46%</td>
<td>66%</td>
<td>59%</td>
<td>27%</td>
<td>19%</td>
<td>15%</td>
<td>21%</td>
<td>17%</td>
<td>11%</td>
<td>8%</td>
<td>2%</td>
<td>7%</td>
<td>3%</td>
<td>8%</td>
<td>—</td>
</tr>
<tr>
<td>2011</td>
<td>84%</td>
<td>52%</td>
<td>68%</td>
<td>59%</td>
<td>25%</td>
<td>19%</td>
<td>14%</td>
<td>22%</td>
<td>17%</td>
<td>12%</td>
<td>6%</td>
<td>2%</td>
<td>6%</td>
<td>4%</td>
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<td>—</td>
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<tr>
<td>2012</td>
<td>82%</td>
<td>50%</td>
<td>65%</td>
<td>56%</td>
<td>20%</td>
<td>19%</td>
<td>15%</td>
<td>22%</td>
<td>17%</td>
<td>12%</td>
<td>6%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>—</td>
</tr>
<tr>
<td>2013</td>
<td>79%</td>
<td>60%</td>
<td>—</td>
<td>58%</td>
<td>22%</td>
<td>19%</td>
<td>15%</td>
<td>21%</td>
<td>17%</td>
<td>11%</td>
<td>6%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>—</td>
</tr>
<tr>
<td>2014</td>
<td>—</td>
<td>77%</td>
<td>—</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td>14%</td>
<td>20%</td>
<td>17%</td>
<td>12%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>—</td>
</tr>
<tr>
<td>2015</td>
<td>—</td>
<td>71%</td>
<td>—</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td>13%</td>
<td>21%</td>
<td>17%</td>
<td>12%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
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<tr>
<td>2016</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td>12%</td>
<td>20%</td>
<td>17%</td>
<td>12%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>—</td>
</tr>
<tr>
<td>2017</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td>11%</td>
<td>20%</td>
<td>17%</td>
<td>12%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>—</td>
</tr>
</tbody>
</table>

— Data are not available.

### Table 11. Percentage of Colleges Attributing Different Levels of Influence to Student Characteristics in Admission Decisions: Fall 2017

#### FIRST-TIME FRESHMEN

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>Considerable Influence</th>
<th>Moderate Influence</th>
<th>Limited Influence</th>
<th>No Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Attended</td>
<td>166</td>
<td>3.6</td>
<td>18.1</td>
<td>36.7</td>
<td>41.6</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>169</td>
<td>2.4</td>
<td>13.0</td>
<td>20.7</td>
<td>63.9</td>
</tr>
<tr>
<td>State or County of Residence</td>
<td>165</td>
<td>1.2</td>
<td>7.9</td>
<td>23.6</td>
<td>67.3</td>
</tr>
<tr>
<td>First-generation Status</td>
<td>167</td>
<td>4.2</td>
<td>12.6</td>
<td>32.3</td>
<td>50.9</td>
</tr>
<tr>
<td>Ability to Pay</td>
<td>168</td>
<td>1.2</td>
<td>4.2</td>
<td>13.7</td>
<td>81.0</td>
</tr>
<tr>
<td>Gender</td>
<td>168</td>
<td>1.8</td>
<td>3.0</td>
<td>17.9</td>
<td>77.4</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>168</td>
<td>1.2</td>
<td>11.3</td>
<td>38.1</td>
<td>49.4</td>
</tr>
</tbody>
</table>

#### TRANSFER STUDENTS

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>Considerable Influence</th>
<th>Moderate Influence</th>
<th>Limited Influence</th>
<th>No Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Attended</td>
<td>162</td>
<td>2.5</td>
<td>6.8</td>
<td>27.8</td>
<td>63.0</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>164</td>
<td>1.2</td>
<td>11.0</td>
<td>20.7</td>
<td>67.1</td>
</tr>
<tr>
<td>State or County of Residence</td>
<td>161</td>
<td>1.9</td>
<td>5.6</td>
<td>20.5</td>
<td>72.0</td>
</tr>
<tr>
<td>First-generation Status</td>
<td>162</td>
<td>3.1</td>
<td>10.5</td>
<td>30.2</td>
<td>56.2</td>
</tr>
<tr>
<td>Ability to Pay</td>
<td>164</td>
<td>1.8</td>
<td>4.9</td>
<td>12.8</td>
<td>80.5</td>
</tr>
<tr>
<td>Gender</td>
<td>164</td>
<td>1.8</td>
<td>2.4</td>
<td>14.6</td>
<td>81.1</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>164</td>
<td>1.2</td>
<td>11.6</td>
<td>36.0</td>
<td>51.2</td>
</tr>
</tbody>
</table>

#### INTERNATIONAL STUDENTS (FIRST-TIME FRESHMEN)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>Considerable Influence</th>
<th>Moderate Influence</th>
<th>Limited Influence</th>
<th>No Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Attended</td>
<td>161</td>
<td>4.3</td>
<td>17.4</td>
<td>31.7</td>
<td>46.6</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>163</td>
<td>1.2</td>
<td>8.0</td>
<td>17.2</td>
<td>73.6</td>
</tr>
<tr>
<td>State or County of Residence</td>
<td>161</td>
<td>1.9</td>
<td>11.2</td>
<td>24.8</td>
<td>62.1</td>
</tr>
<tr>
<td>First-generation Status</td>
<td>161</td>
<td>3.1</td>
<td>9.3</td>
<td>28.0</td>
<td>59.6</td>
</tr>
<tr>
<td>Ability to Pay</td>
<td>163</td>
<td>20.2</td>
<td>16.6</td>
<td>9.8</td>
<td>53.4</td>
</tr>
<tr>
<td>Gender</td>
<td>163</td>
<td>1.8</td>
<td>2.5</td>
<td>16.0</td>
<td>79.8</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>163</td>
<td>1.8</td>
<td>12.3</td>
<td>36.8</td>
<td>49.1</td>
</tr>
</tbody>
</table>

Enrollment
• Smaller colleges rated the interview, teacher/professor recommendations, and demonstrated interest more highly for each applicant group.
• For both domestic and international first-time freshmen applicants, smaller colleges gave more weight to total high school GPA and work in comparison to their larger counterparts.
• Grades in college prep courses and counselor recommendations were rated more highly by smaller colleges only for domestic first-time freshmen applicants.

Selectivity
• When evaluating applications from each student group, institutions that were more selective placed more emphasis on the essay, interview, and extracurricular activities.
• For both domestic and international first-time freshmen applicants, more selective colleges rated strength of curriculum and recommendations from counselors and teachers more highly.
• Grades in college prep courses and counselor recommendations were given more weight by selective colleges for domestic first-time freshmen only. (See Appendix Table B.4. – B.6. for a correlation matrix of statistically significant associations.)

Student Characteristics as Contextual Factors in Admission Decisions for First-Time Freshmen, Transfer, and International Students, 2017
Colleges were asked to rate the influence of various student characteristics: race/ethnicity, first-generation status, high school attended, state or county of residence, gender, alumni relations, and ability to pay—in terms of how they affect evaluation of the main admission factors. Although, for the most part, college admission officers give very little importance to these characteristics, there are some findings worth noting (see Table 11).

• For example, 22 percent of colleges rated the high school attended as at least moderately important in first-time freshmen admission decisions. Alumni relations was attributed some (at least limited) level of influence by 51 percent of colleges in admission decisions for both domestic and international first-time freshmen, and by 49 percent of colleges for transfer admission decisions.
• For international students, ability to pay was rated as a considerable influence at 20 percent of colleges, compared to only 1 percent for domestic freshmen and 2 percent for transfer students.
• Interesting differences also were found in the relative importance given to these factors based on institution type. Data provided on the NACAC 2017–18 Admission Trends Survey allowed for comparison by institutional characteristics for each prospective student group—first-time freshmen, transfer students, and international students.

Institutional Control
• Private institutions gave more weight to race/ethnicity, gender, high school attended, and alumni relations when evaluating the applications of each student group.
• Private colleges gave greater consideration to ability to pay when evaluating first-time freshmen and transfer students.

Enrollment
• For all three prospective student groups, alumni relations was rated as having more influence in admission decisions for smaller colleges. For both first-time freshmen and transfer students, ability to pay was more influential at smaller colleges.
• Larger colleges gave more weight to state, country, or country of residence for all three applicant groups.

For example, 22 percent of colleges rated the high school attended as at least moderately important in first-time freshmen admission decisions. Alumni relations was attributed some (at least limited) level of influence by 51 percent of colleges in admission decisions for both domestic and international first-time freshmen, and by 49 percent of colleges for transfer admission decisions.

For international students, ability to pay was rated as a considerable influence at 20 percent of colleges, compared to only 1 percent for domestic freshmen and 2 percent for transfer students.

Interesting differences also were found in the relative importance given to these factors based on institution type. Data provided on the NACAC 2017–18 Admission Trends Survey allowed for comparison by institutional characteristics for each prospective student group—first-time freshmen, transfer students, and international students.

• Smaller colleges gave more weight to race/ethnicity, gender, high school attended, and alumni relations when evaluating the applications of each student group.
• Smaller colleges gave greater consideration to ability to pay when evaluating first-time freshmen and transfer students.

For example, 22 percent of colleges rated the high school attended as at least moderately important in first-time freshmen admission decisions. Alumni relations was attributed some (at least limited) level of influence by 51 percent of colleges in admission decisions for both domestic and international first-time freshmen, and by 49 percent of colleges for transfer admission decisions.

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• Smaller colleges gave more weight to race/ethnicity, gender, high school attended, and alumni relations when evaluating the applications of each student group.
• Smaller colleges gave greater consideration to ability to pay when evaluating first-time freshmen and transfer students.

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Interesting differences also were found in the relative importance given to these factors based on institution type. Data provided on the NACAC 2017–18 Admission Trends Survey allowed for comparison by institutional characteristics for each prospective student group—first-time freshmen, transfer students, and international students.
Data regarding the extent to which college advising is part of counselors’ job responsibilities showed the average student-to-college counselor ratio was 297-to-1.4 Public institutions assigned substantially more students to each counselor. There also were significant differences in the student-to-counselor and student-to-college counselor ratios by enrollment size (see Table 12).

Notably, 75 percent of private, non-parochial schools reported that they employed at least one counselor (full- or part-time) whose sole responsibility was to provide college counseling for students, compared to 58 percent of private, parochial schools, and only 33 percent of public schools. Schools with higher proportions of students eligible for free- and reduced-price lunch and those with higher student-to-counselor ratios also were less likely to have a dedicated college counselor.5

Staff Time for College Counseling
Postsecondary admission counseling is one of many functions of school counselors. On average, the time that counselors in secondary schools spend on various tasks breaks down in the following way:

- Postsecondary admission counseling (30 percent)
- Choice and scheduling of high school courses (20 percent)
- Personal needs counseling (22 percent)
- Academic testing (12 percent)
- Occupational counseling and job placement (6 percent)
- Teaching (6 percent)
- Other non-guidance activities (5 percent)

However, the division of time among these tasks differs significantly based on school characteristics. For example, the counseling staff at private, non-parochial schools spent an average of 54 percent of their time on college counseling, compared to 39 percent at private, parochial schools, and only 21 percent at public schools. Counselors at schools with more students eligible for free- and reduced-price lunch spent less time on postsecondary admission counseling, as did those with larger enrollments and higher student-to-counselor ratios (see Table 13).

### Table 12. Average Student-to-Counselor and Student-to-College Counselor Ratios, by School Type and Enrollment, 2017–18

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Students per Counselor</th>
<th>Students per College Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 500</td>
<td>179</td>
<td>213</td>
</tr>
<tr>
<td>500 to 999</td>
<td>283</td>
<td>341</td>
</tr>
<tr>
<td>1,000 to 1,499</td>
<td>282</td>
<td>340</td>
</tr>
<tr>
<td>1,500 to 1,999</td>
<td>304</td>
<td>389</td>
</tr>
<tr>
<td>2,000 or more</td>
<td>338</td>
<td>466</td>
</tr>
<tr>
<td>Free and Reduced Price Lunch (FRPL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 25% eligible</td>
<td>215</td>
<td>285</td>
</tr>
<tr>
<td>26 to 50%</td>
<td>278</td>
<td>321</td>
</tr>
<tr>
<td>51 to 75%</td>
<td>277</td>
<td>311</td>
</tr>
<tr>
<td>76 to 100%</td>
<td>238</td>
<td>283</td>
</tr>
</tbody>
</table>


Notes:
- One-way ANOVAs showed there was a statistical difference between school type and the number of students per counselor (F(2, 1,890) = 53.3, p < .001); the number of students per college counselor (F(2, 1,889) = 10.8, p < .01). Correlation (Pearson R) for enrollment and students per counselor (.523); students per college counselor (.347), p < .01.
CHAPTER 4

TABLE 13. PERCENTAGE OF TIME COUNSELING STAFF SPENT ON VARIOUS TASKS, BY SCHOOL CHARACTERISTICS: 2017–18

| Source: NACAC Counseling Trends Survey, 2017–18. | Note: One-way ANOVAs showed there was a statistical difference between the percentage of time spent on college counseling and school type. F(2, 1881) = 539.5, p < .001. Correlation (Pearson R) for percentage of time spent on college counseling and: enrollment (-.133), percentage of students eligible for FRPL (-.446), student-to-counselor ratio (-.199), p < .01. |

<table>
<thead>
<tr>
<th>All Schools</th>
<th>29.5%</th>
<th>20.1%</th>
<th>21.6%</th>
<th>12.2%</th>
<th>5.7%</th>
<th>5.5%</th>
<th>5.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>21.4</td>
<td>23.0</td>
<td>25.2</td>
<td>13.2</td>
<td>6.8</td>
<td>4.9</td>
<td>5.6</td>
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<tr>
<td>Private</td>
<td>47.3</td>
<td>13.9</td>
<td>13.8</td>
<td>10.2</td>
<td>3.1</td>
<td>6.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Private non-parochial</td>
<td>53.7</td>
<td>12.2</td>
<td>10.3</td>
<td>9.3</td>
<td>2.4</td>
<td>7.2</td>
<td>5.0</td>
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<td>18.4</td>
<td>11.5</td>
<td>4.0</td>
<td>6.3</td>
<td>5.0</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 500 students</td>
<td>30.6</td>
<td>17.2</td>
<td>19.6</td>
<td>13.2</td>
<td>5.8</td>
<td>7.4</td>
<td>6.2</td>
</tr>
<tr>
<td>500 to 999</td>
<td>31.8</td>
<td>19.0</td>
<td>21.5</td>
<td>12.8</td>
<td>5.5</td>
<td>4.3</td>
<td>5.1</td>
</tr>
<tr>
<td>1,000 to 1,499</td>
<td>28.7</td>
<td>24.1</td>
<td>23.5</td>
<td>10.9</td>
<td>5.7</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>1,500 to 1,999</td>
<td>24.2</td>
<td>25.6</td>
<td>27.5</td>
<td>9.0</td>
<td>5.8</td>
<td>3.5</td>
<td>4.3</td>
</tr>
<tr>
<td>2,000 or more</td>
<td>20.0</td>
<td>29.5</td>
<td>25.6</td>
<td>9.6</td>
<td>5.5</td>
<td>4.2</td>
<td>5.6</td>
</tr>
<tr>
<td>Free and Reduced Price Lunch (FRPL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 25% of students eligible</td>
<td>38.5</td>
<td>17.9</td>
<td>18.9</td>
<td>10.5</td>
<td>4.5</td>
<td>5.3</td>
<td>4.4</td>
</tr>
<tr>
<td>26 to 50%</td>
<td>20.5</td>
<td>22.9</td>
<td>25.7</td>
<td>13.2</td>
<td>7.0</td>
<td>5.1</td>
<td>5.6</td>
</tr>
<tr>
<td>51 to 75%</td>
<td>19.7</td>
<td>22.0</td>
<td>24.0</td>
<td>15.3</td>
<td>6.8</td>
<td>5.5</td>
<td>6.6</td>
</tr>
<tr>
<td>76 to 100%</td>
<td>19.8</td>
<td>23.4</td>
<td>24.6</td>
<td>13.5</td>
<td>7.1</td>
<td>5.0</td>
<td>6.7</td>
</tr>
<tr>
<td>Students per Counselors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 or fewer</td>
<td>35.4</td>
<td>16.2</td>
<td>19.4</td>
<td>11.3</td>
<td>5.1</td>
<td>7.3</td>
<td>5.2</td>
</tr>
<tr>
<td>101 to 200</td>
<td>34.9</td>
<td>18.8</td>
<td>19.9</td>
<td>11.3</td>
<td>5.1</td>
<td>5.4</td>
<td>4.7</td>
</tr>
<tr>
<td>201 to 300</td>
<td>25.7</td>
<td>21.4</td>
<td>23.4</td>
<td>12.9</td>
<td>6.2</td>
<td>4.8</td>
<td>5.8</td>
</tr>
<tr>
<td>301 to 400</td>
<td>22.0</td>
<td>24.4</td>
<td>23.5</td>
<td>13.6</td>
<td>6.1</td>
<td>5.3</td>
<td>5.1</td>
</tr>
<tr>
<td>401 to 500</td>
<td>23.5</td>
<td>21.3</td>
<td>24.0</td>
<td>12.3</td>
<td>6.8</td>
<td>4.0</td>
<td>8.2</td>
</tr>
<tr>
<td>More than 500</td>
<td>25.0</td>
<td>19.9</td>
<td>22.3</td>
<td>14.7</td>
<td>5.7</td>
<td>6.0</td>
<td>6.3</td>
</tr>
</tbody>
</table>

APPENDIX A. METHODOLOGY

The 2018 State of College Admission report primarily uses data collected from two annual NACAC surveys: Counseling Trends Survey (CTS) and Admission Trends Survey (ATS).

Counseling Trends Survey
The purpose of NACAC’s annual Counseling Trends Survey (CTS) is to collect information from secondary school counselors and counseling departments about their priorities and work responsibilities, particularly as they relate to helping students transition to college; and their practices in communicating with students, parents, and colleges. In May 2018, NACAC distributed the 2017–18 academic year CTS to a school counseling office staff member at 16,252 secondary schools ending in 12th grade. NACAC preference for respondents at each school started with the school counseling department chair, followed by school counselor, college placement advisor, and college advisor. The list of counselors was purchased from MCH Strategic Data. The survey was administered online using SurveyMonkey. Responses were collected through the middle of June 2018. NACAC received 2,251 responses to the survey. Table A.1 provides a comparison of the characteristics of NACAC CTS respondents to those of all public and private secondary schools in the US (ending in grade 12). NACAC survey respondents were 68 percent public, 18 percent

TABLE A.1. NACAC 2017–18 COUNSELING TRENDS SURVEY SAMPLE COMPARED TO THE NATIONAL SECONDARY SCHOOL POPULATION

<table>
<thead>
<tr>
<th></th>
<th>NACAC Respondents</th>
<th>All Schools</th>
<th>NACAC Respondents</th>
<th>All Schools</th>
<th>NACAC Respondents</th>
<th>All Schools</th>
<th>NACAC Respondents</th>
<th>All Schools</th>
<th>NACAC Respondents</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2,251</td>
<td>52,669</td>
<td>1,510</td>
<td>40,000</td>
<td>403</td>
<td>300</td>
<td>12,669</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Schools</td>
<td>100%</td>
<td>100%</td>
<td>68.2%</td>
<td>75.9%</td>
<td>18.2%</td>
<td>13.6%</td>
<td>24.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>787</td>
<td>542</td>
<td>905</td>
<td>645</td>
<td>514</td>
<td>553</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Enrollment</td>
<td>37.3%</td>
<td>—</td>
<td>49.4%</td>
<td>45.1%</td>
<td>8.2%</td>
<td>12.6%</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not available for private schools.

Survey respondents were asked to indicate participation in both federal and state-sponsored programs; national data is available are from 2015-16 for the federal program only.

private non-parochial, and 14 percent private parochial, making the sample under-representative of public schools in favor of private, non-parochial schools. Among public schools, NACAC respondents were similar to the larger population in the percentage of students eligible for free or reduced-price lunch. NACAC survey respondents reported larger enrollments compared to all secondary schools.

**Admission Trends Survey**

NACAC conducts its annual Admission Trends Survey (ATS) to better understand admission processes at US colleges and universities. NACAC collects data related to online application volume, application practices; the use of various enrollment management strategies, including wait lists, Early Decision, and Early Action; the importance of various factors in the admission decision; and admission staffing. Since 2014, NACAC has expanded ATS to incorporate questions related to the admission process for prospective transfer and international students. For the 2017–18 administration of the Admission Trends Survey, the questionnaire was divided into two parts—one set of questions was sent to university admissions offices and another set to institutional research (IR) offices. Both portions were administered online using SurveyMonkey. The IR survey was e-mailed in February 2018 to 1,266 four-year postsecondary institutions. In August 2018, the admission office survey was sent to all 1,241 four-year postsecondary institutions that were NACAC members. Admission offices also were asked to provide additional data if the IR portion had not been submitted. At the time of the survey, NACAC member institutions represented 78 percent of all degree-granting four-year, not-for-profit, baccalaureate degree-granting, Title-IV participating institutions in the US. NACAC received 493 responses, for an overall response rate of 39 percent. Of the 493 responses, 220 institutions submitted completed surveys (both admission and IR sections) and 273 submitted just the IR portion. All responses were utilized in the analyses.

As shown in Table A.2, NACAC 2017–18 ATS respondents had a similar average acceptance rate compared to all colleges, but private college respondents had lower yield rates when compared to the national average. NACAC survey respondents also had larger undergraduate enrollments.

**TABLE A.2: NACAC 2017–18 ADMISSION TRENDS SURVEY SAMPLE COMPARED TO NATIONAL COLLEGE POPULATION**

<table>
<thead>
<tr>
<th>Factor</th>
<th>NACAC Respondents</th>
<th>All Colleges</th>
<th>NACAC Public Respondents</th>
<th>All Public Colleges</th>
<th>NACAC Private Respondents</th>
<th>All Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>N (%)</td>
<td>493</td>
<td>1,817</td>
<td>184 (37%)</td>
<td>579 (32%)</td>
<td>309 (70%)</td>
<td>1,238 (68%)</td>
</tr>
<tr>
<td>Total Full-Time Enrollment</td>
<td>6,204</td>
<td>3,947</td>
<td>12,716</td>
<td>8,602</td>
<td>2,557</td>
<td>1,768</td>
</tr>
<tr>
<td>Selectivity and Yield (Percent)</td>
<td>64.4</td>
<td>65.4</td>
<td>67.9</td>
<td>69.3</td>
<td>62.3</td>
<td>63.5</td>
</tr>
<tr>
<td>Mean Selectivity</td>
<td>27.9</td>
<td>33.6</td>
<td>32.0</td>
<td>34.0</td>
<td>25.3</td>
<td>33.4</td>
</tr>
</tbody>
</table>

**APPENDIX B. TABLES**

**TABLE B.1. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO VARIOUS RECRUITMENT STRATEGIES: FIRST-TIME FRESHMEN, FALL 2017**

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Considerable Importance</th>
<th>Moderate Importance</th>
<th>Limited Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>160</td>
<td>87.5</td>
<td>11.9</td>
<td>—</td>
<td>0.6</td>
</tr>
<tr>
<td>Website</td>
<td>160</td>
<td>85.0</td>
<td>11.9</td>
<td>2.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Hosted Campus Visit</td>
<td>160</td>
<td>81.3</td>
<td>15.0</td>
<td>3.1</td>
<td>0.6</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>160</td>
<td>63.8</td>
<td>30.0</td>
<td>6.3</td>
<td>—</td>
</tr>
<tr>
<td>High School Visit (in the US)</td>
<td>160</td>
<td>58.8</td>
<td>34.4</td>
<td>6.3</td>
<td>0.6</td>
</tr>
<tr>
<td>Direct Mail</td>
<td>160</td>
<td>48.1</td>
<td>36.9</td>
<td>13.1</td>
<td>1.9</td>
</tr>
<tr>
<td>College Fairs</td>
<td>160</td>
<td>50.0</td>
<td>36.3</td>
<td>11.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Text Messaging</td>
<td>156</td>
<td>37.8</td>
<td>20.5</td>
<td>23.1</td>
<td>18.6</td>
</tr>
<tr>
<td>Social Media</td>
<td>160</td>
<td>44.4</td>
<td>43.1</td>
<td>11.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Parents</td>
<td>160</td>
<td>64.4</td>
<td>24.4</td>
<td>9.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Online Advertising</td>
<td>158</td>
<td>29.1</td>
<td>30.4</td>
<td>27.2</td>
<td>13.3</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>159</td>
<td>20.1</td>
<td>33.3</td>
<td>40.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Test-Optional Policy</td>
<td>148</td>
<td>18.2</td>
<td>9.5</td>
<td>3.4</td>
<td>68.9</td>
</tr>
<tr>
<td>Alumni</td>
<td>159</td>
<td>14.5</td>
<td>36.5</td>
<td>44.7</td>
<td>4.4</td>
</tr>
<tr>
<td>Articulation Agreements with Community Colleges</td>
<td>144</td>
<td>7.6</td>
<td>9.0</td>
<td>22.2</td>
<td>61.1</td>
</tr>
<tr>
<td>Community College Outreach/Partnerships</td>
<td>145</td>
<td>9.7</td>
<td>9.0</td>
<td>29.0</td>
<td>52.4</td>
</tr>
<tr>
<td>High School Visit (Outside the US)</td>
<td>143</td>
<td>9.8</td>
<td>7.7</td>
<td>15.4</td>
<td>67.1</td>
</tr>
<tr>
<td>Conditional/Provisional Admission Program</td>
<td>152</td>
<td>7.9</td>
<td>18.4</td>
<td>27.0</td>
<td>46.7</td>
</tr>
</tbody>
</table>

**NOTE:** Data for all colleges was drawn from the 2016–17 Integrated Postsecondary Education Data System (IPEDS) using the following criteria: US location, four-year, non-profit, baccalaureate degree-granting, and Title-IV participating. Of the 1,817 total institutions, approximately 1,867 (100 percent) provided both selectivity and yield data for Fall 2017.

**SOURCES:** NACAC Admission Trends Survey, 2017–18.

### TABLE B.2. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO VARIOUS RECRUITMENT STRATEGIES: TRANSFER STUDENTS, FALL 2017

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Considerable Importance</th>
<th>Moderate Importance</th>
<th>Limited Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
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<td>82.8</td>
<td>12.7</td>
<td>3.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Email</td>
<td>155</td>
<td>79.4</td>
<td>16.1</td>
<td>1.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Hosted Campus Visit</td>
<td>155</td>
<td>56.8</td>
<td>28.4</td>
<td>10.3</td>
<td>4.5</td>
</tr>
<tr>
<td>High School Counselor</td>
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<td>15.2</td>
<td>10.3</td>
<td>30.3</td>
<td>44.1</td>
</tr>
<tr>
<td>High School Visit (in the US)</td>
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<td>12.8</td>
<td>10.8</td>
<td>10.8</td>
<td>65.5</td>
</tr>
<tr>
<td>Direct Mail</td>
<td>156</td>
<td>24.4</td>
<td>33.3</td>
<td>28.2</td>
<td>14.1</td>
</tr>
<tr>
<td>College Fairs</td>
<td>154</td>
<td>24.0</td>
<td>35.1</td>
<td>32.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Text Messaging</td>
<td>151</td>
<td>31.8</td>
<td>17.9</td>
<td>25.8</td>
<td>24.5</td>
</tr>
<tr>
<td>Social Media</td>
<td>157</td>
<td>30.6</td>
<td>46.5</td>
<td>20.4</td>
<td>2.5</td>
</tr>
<tr>
<td>Parents</td>
<td>152</td>
<td>25.7</td>
<td>27.6</td>
<td>32.9</td>
<td>13.8</td>
</tr>
<tr>
<td>Online Advertising</td>
<td>153</td>
<td>23.5</td>
<td>26.8</td>
<td>28.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>149</td>
<td>8.7</td>
<td>20.1</td>
<td>47.7</td>
<td>23.5</td>
</tr>
<tr>
<td>Test-Optional Policy</td>
<td>141</td>
<td>5.0</td>
<td>10.6</td>
<td>7.1</td>
<td>77.3</td>
</tr>
<tr>
<td>Alumni</td>
<td>155</td>
<td>10.3</td>
<td>25.2</td>
<td>50.3</td>
<td>14.2</td>
</tr>
<tr>
<td>Articulation Agreements with Community Colleges</td>
<td>156</td>
<td>50.6</td>
<td>26.3</td>
<td>13.5</td>
<td>9.6</td>
</tr>
<tr>
<td>Community College Outreach/Partnerships</td>
<td>157</td>
<td>55.4</td>
<td>23.6</td>
<td>15.9</td>
<td>5.1</td>
</tr>
<tr>
<td>High School Visit (Outside the US)</td>
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<td>2.2</td>
<td>8.7</td>
<td>86.2</td>
</tr>
<tr>
<td>Conditional/Provisional Admission Program</td>
<td>146</td>
<td>6.2</td>
<td>13.0</td>
<td>26.7</td>
<td>54.1</td>
</tr>
</tbody>
</table>


### TABLE B.3. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO VARIOUS RECRUITMENT STRATEGIES: INTERNATIONAL STUDENTS (FIRST-TIME FRESHMEN), FALL 2017

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Considerable Importance</th>
<th>Moderate Importance</th>
<th>Limited Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>153</td>
<td>85.6</td>
<td>13.1</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>151</td>
<td>84.1</td>
<td>12.6</td>
<td>2.0</td>
<td>1.3</td>
</tr>
<tr>
<td>Hosted Campus Visit</td>
<td>146</td>
<td>29.5</td>
<td>21.9</td>
<td>29.5</td>
<td>19.2</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>148</td>
<td>31.8</td>
<td>30.4</td>
<td>19.6</td>
<td>18.2</td>
</tr>
<tr>
<td>High School Visit (in the US)</td>
<td>140</td>
<td>8.6</td>
<td>15.7</td>
<td>29.3</td>
<td>46.4</td>
</tr>
<tr>
<td>Direct Mail</td>
<td>152</td>
<td>7.2</td>
<td>7.9</td>
<td>38.2</td>
<td>46.7</td>
</tr>
<tr>
<td>College Fairs</td>
<td>148</td>
<td>18.2</td>
<td>26.4</td>
<td>33.8</td>
<td>21.6</td>
</tr>
<tr>
<td>Text Messaging</td>
<td>147</td>
<td>19.7</td>
<td>15.0</td>
<td>27.9</td>
<td>37.4</td>
</tr>
<tr>
<td>Social Media</td>
<td>152</td>
<td>33.6</td>
<td>44.7</td>
<td>19.1</td>
<td>2.6</td>
</tr>
<tr>
<td>Parents</td>
<td>150</td>
<td>42.0</td>
<td>27.3</td>
<td>18.7</td>
<td>12.0</td>
</tr>
<tr>
<td>Online Advertising</td>
<td>148</td>
<td>16.2</td>
<td>23.0</td>
<td>33.1</td>
<td>27.7</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>140</td>
<td>7.9</td>
<td>12.9</td>
<td>29.3</td>
<td>50.0</td>
</tr>
<tr>
<td>Test-Optional Policy</td>
<td>139</td>
<td>9.4</td>
<td>11.5</td>
<td>11.5</td>
<td>67.6</td>
</tr>
<tr>
<td>Alumni</td>
<td>152</td>
<td>11.2</td>
<td>27.0</td>
<td>49.3</td>
<td>12.5</td>
</tr>
<tr>
<td>Articulation Agreements with Community Colleges</td>
<td>135</td>
<td>8.1</td>
<td>14.1</td>
<td>21.5</td>
<td>56.3</td>
</tr>
<tr>
<td>Community College Outreach/Partnerships</td>
<td>137</td>
<td>10.2</td>
<td>11.7</td>
<td>21.9</td>
<td>56.2</td>
</tr>
<tr>
<td>High School Visit (Outside the US)</td>
<td>150</td>
<td>26.7</td>
<td>24.7</td>
<td>21.3</td>
<td>27.3</td>
</tr>
<tr>
<td>Conditional/Provisional Admission Program</td>
<td>142</td>
<td>8.5</td>
<td>16.2</td>
<td>28.2</td>
<td>47.2</td>
</tr>
<tr>
<td>International Student Recruitment Agents</td>
<td>159</td>
<td>15.1</td>
<td>15.1</td>
<td>49.7</td>
<td>20.1</td>
</tr>
<tr>
<td>Partnerships with International Colleges/Universities</td>
<td>159</td>
<td>19.5</td>
<td>18.9</td>
<td>37.7</td>
<td>23.9</td>
</tr>
<tr>
<td>State or Regional Recruitment Consortium</td>
<td>158</td>
<td>5.7</td>
<td>14.6</td>
<td>44.9</td>
<td>34.8</td>
</tr>
<tr>
<td>Federal Government Support</td>
<td>158</td>
<td>6.3</td>
<td>17.1</td>
<td>43.7</td>
<td>32.9</td>
</tr>
<tr>
<td>Foreign Government Support</td>
<td>157</td>
<td>12.1</td>
<td>26.8</td>
<td>39.5</td>
<td>21.7</td>
</tr>
<tr>
<td>Pathways Programs</td>
<td>157</td>
<td>12.1</td>
<td>14.6</td>
<td>47.8</td>
<td>25.5</td>
</tr>
</tbody>
</table>

—No institutions in category.

### TABLE B.4. CORRELATION MATRIX BETWEEN PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO SELECT ADMISSION DECISION FACTORS AND INSTITUTIONAL CHARACTERISTICS: FIRST-TIME FRESHMEN, FALL 2017

<table>
<thead>
<tr>
<th>Strength of Curriculum</th>
<th>Admission Test Scores</th>
<th>Essay/Writing Sample</th>
<th>Interview</th>
<th>Total High School GPA</th>
<th>Grades in College Prep Courses</th>
<th>Academy Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.154</td>
<td>.155**</td>
<td>.067</td>
<td>-.208**</td>
<td>.186*</td>
<td>.468**</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.218**</td>
<td>-.252**</td>
<td>.007</td>
<td>.149</td>
<td>.036</td>
<td>-.381**</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>.020</td>
<td>-.171*</td>
<td>-.170*</td>
<td>.120</td>
<td>-.323**</td>
<td>-.179*</td>
</tr>
<tr>
<td>Yield</td>
<td>-.102</td>
<td>-.202*</td>
<td>-.261**</td>
<td>.165*</td>
<td>-.092</td>
<td>-.117</td>
</tr>
</tbody>
</table>

### TABLE B.5. CORRELATION MATRIX BETWEEN PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO SELECT ADMISSION DECISION FACTORS AND INSTITUTIONAL CHARACTERISTICS: TRANSFER, FALL 2017

<table>
<thead>
<tr>
<th>Strength of Curriculum</th>
<th>Admission Test Scores</th>
<th>Essay/Writing Sample</th>
<th>Interview</th>
<th>Total High School GPA</th>
<th>Grades in College Prep Courses</th>
<th>Academy Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.397**</td>
<td>.411**</td>
<td>.366**</td>
<td>.150</td>
<td>.243**</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.323**</td>
<td>-.276**</td>
<td>-.299**</td>
<td>.111</td>
<td>-.019</td>
<td></td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>-.093</td>
<td>-.101</td>
<td>.042</td>
<td>-.322**</td>
<td>-.230**</td>
<td></td>
</tr>
<tr>
<td>Yield</td>
<td>-.147</td>
<td>-.218**</td>
<td>-.143</td>
<td>-.165</td>
<td>-.154</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE B.5. (CONT) CORRELATION MATRIX BETWEEN PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO SELECT ADMISSION DECISION FACTORS AND INSTITUTIONAL CHARACTERISTICS: TRANSFER, FALL 2017

<table>
<thead>
<tr>
<th>Strength of Curriculum</th>
<th>Admission Test Scores</th>
<th>Essay/Writing Sample</th>
<th>Interview</th>
<th>Total High School GPA</th>
<th>Grades in College Prep Courses</th>
<th>Academy Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.096</td>
<td>.101</td>
<td>.122</td>
<td>.234**</td>
<td>.416**</td>
<td>.468**</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.156*</td>
<td>-.147</td>
<td>-.021</td>
<td>-.038</td>
<td>-.378**</td>
<td>-.381**</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>.016</td>
<td>-.132</td>
<td>-.167*</td>
<td>-.202*</td>
<td>-.140</td>
<td>-.179*</td>
</tr>
<tr>
<td>Yield</td>
<td>-.133</td>
<td>-.276**</td>
<td>-.317**</td>
<td>-.185*</td>
<td>-.248**</td>
<td>-.117</td>
</tr>
</tbody>
</table>

### TABLE B.6. CORRELATION MATRIX BETWEEN PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO SELECT ADMISSION DECISION FACTORS AND INSTITUTIONAL CHARACTERISTICS: INTERNATIONAL STUDENTS (FIRST-TIME FRESHMEN), FALL 2017

<table>
<thead>
<tr>
<th>Strength of Curriculum</th>
<th>Admission Test Scores</th>
<th>Essay/Writing Sample</th>
<th>Interview</th>
<th>Total High School GPA</th>
<th>Grades in College Prep Courses</th>
<th>Academy Rec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>-.253**</td>
<td>-.314**</td>
<td>.310**</td>
<td>.044</td>
<td>.167**</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.111</td>
<td>-.188*</td>
<td>-.234**</td>
<td>.166**</td>
<td>.062</td>
<td></td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>-.223**</td>
<td>-.187*</td>
<td>-.050</td>
<td>-.370**</td>
<td>-.257**</td>
<td></td>
</tr>
<tr>
<td>Yield</td>
<td>-.236**</td>
<td>-.218**</td>
<td>-.122</td>
<td>-.080</td>
<td>-.162</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: Pearson R and Spearman’s Rho correlation coefficients were calculated. * p < .05, ** p < .01.
### TABLE B.7. CORRELATION COEFFICIENT MATRIX BETWEEN INFLUENCE OF STUDENT CHARACTERISTICS IN ADMISSION DECISIONS AND INSTITUTIONAL CHARACTERISTICS: FIRST-TIME FRESHMEN, FALL 2017

<table>
<thead>
<tr>
<th></th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>First-Generation</th>
<th>State or County of Residence</th>
<th>High School Attended</th>
<th>Alumni Relations</th>
<th>Ability to Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.157**</td>
<td>.232**</td>
<td>.098</td>
<td>-.146</td>
<td>.258**</td>
<td>.428**</td>
<td>.310**</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.012</td>
<td>-.067</td>
<td>.109</td>
<td>.317**</td>
<td>-.016</td>
<td>-.209**</td>
<td>-.290**</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>-.349**</td>
<td>-.280**</td>
<td>-.370**</td>
<td>-.275**</td>
<td>-.232**</td>
<td>-.118</td>
<td>-.153</td>
</tr>
<tr>
<td>Yield</td>
<td>-.173*</td>
<td>-.139*</td>
<td>-.156</td>
<td>-.055</td>
<td>-.319**</td>
<td>-.262**</td>
<td>-.111</td>
</tr>
</tbody>
</table>

Note: Pearson R and Spearman's Rho correlation coefficients were calculated. ** p < .01, * p < .05.

### TABLE B.8. CORRELATION COEFFICIENT MATRIX BETWEEN INFLUENCE OF STUDENT CHARACTERISTICS IN ADMISSION DECISIONS AND INSTITUTIONAL CHARACTERISTICS: TRANSFER STUDENTS, FALL 2017

<table>
<thead>
<tr>
<th></th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>First-Generation</th>
<th>State or County of Residence</th>
<th>High School Attended</th>
<th>Alumni Relations</th>
<th>Ability to Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.253**</td>
<td>.131</td>
<td>-.133</td>
<td>.217**</td>
<td>.445**</td>
<td>.278**</td>
<td>.310**</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.084</td>
<td>.048</td>
<td>.231**</td>
<td>-.068</td>
<td>-.248**</td>
<td>-.219**</td>
<td>-.230**</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>-.264**</td>
<td>-.368**</td>
<td>-.258**</td>
<td>-.215**</td>
<td>-.094</td>
<td>-.182*</td>
<td>-.153</td>
</tr>
<tr>
<td>Yield</td>
<td>-.138</td>
<td>-.141</td>
<td>-.055</td>
<td>-.192*</td>
<td>-.270**</td>
<td>-.105</td>
<td>-.111</td>
</tr>
</tbody>
</table>

Note: Pearson R and Spearman's Rho correlation coefficients were calculated. ** p < .01, * p < .05.

### TABLE B.9. CORRELATION COEFFICIENT MATRIX BETWEEN INFLUENCE OF STUDENT CHARACTERISTICS IN ADMISSION DECISIONS AND INSTITUTIONAL CHARACTERISTICS: INTERNATIONAL STUDENTS (FIRST-TIME FRESHMEN), FALL 2017

<table>
<thead>
<tr>
<th></th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>First-Generation</th>
<th>State or County of Residence</th>
<th>High School Attended</th>
<th>Alumni Relations</th>
<th>Ability to Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>.164*</td>
<td>.251**</td>
<td>.103</td>
<td>.044</td>
<td>.256**</td>
<td>.456**</td>
<td>.114</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-.043</td>
<td>-.093</td>
<td>.046</td>
<td>.168*</td>
<td>-.038</td>
<td>-.241**</td>
<td>-.151</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>-.290**</td>
<td>-.260**</td>
<td>-.371**</td>
<td>-.252**</td>
<td>-.216**</td>
<td>-.096</td>
<td>-.094</td>
</tr>
<tr>
<td>Yield</td>
<td>-.159</td>
<td>-.134</td>
<td>-.123</td>
<td>-.091</td>
<td>-.306**</td>
<td>-.254**</td>
<td>-.240**</td>
</tr>
</tbody>
</table>

Note: Pearson R and Spearman's Rho correlation coefficients were calculated. ** p < .01, * p < .05.
### TABLE B.10. PUBLIC SCHOOL STUDENT-TO-COUNSELOR RATIOS, BY STATE:
2015–2016

<table>
<thead>
<tr>
<th>State</th>
<th>Total Enrollment</th>
<th>Counselors</th>
<th>Students per Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>743,789</td>
<td>1,758</td>
<td>423</td>
</tr>
<tr>
<td>Alaska</td>
<td>132,477</td>
<td>308</td>
<td>430</td>
</tr>
<tr>
<td>Arizona</td>
<td>1,107,161</td>
<td>1,228</td>
<td>902</td>
</tr>
<tr>
<td>Arkansas</td>
<td>492,132</td>
<td>1,303</td>
<td>378</td>
</tr>
<tr>
<td>California</td>
<td>6,226,543</td>
<td>8,800</td>
<td>708</td>
</tr>
<tr>
<td>Colorado</td>
<td>899,112</td>
<td>2,392</td>
<td>376</td>
</tr>
<tr>
<td>Connecticut</td>
<td>537,033</td>
<td>1,167</td>
<td>461</td>
</tr>
<tr>
<td>Delaware</td>
<td>154,847</td>
<td>320</td>
<td>422</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>83,439</td>
<td>172</td>
<td>486</td>
</tr>
<tr>
<td>Florida</td>
<td>2,792,234</td>
<td>5,770</td>
<td>484</td>
</tr>
<tr>
<td>Georgia</td>
<td>1,757,237</td>
<td>3,690</td>
<td>476</td>
</tr>
<tr>
<td>Hawaii</td>
<td>181,095</td>
<td>634</td>
<td>287</td>
</tr>
<tr>
<td>Idaho</td>
<td>292,277</td>
<td>500</td>
<td>584</td>
</tr>
<tr>
<td>Illinois</td>
<td>2,035,008</td>
<td>3,011</td>
<td>676</td>
</tr>
<tr>
<td>Indiana</td>
<td>1,046,685</td>
<td>1,964</td>
<td>533</td>
</tr>
<tr>
<td>Iowa</td>
<td>508,014</td>
<td>1,218</td>
<td>417</td>
</tr>
<tr>
<td>Kansas</td>
<td>495,884</td>
<td>956</td>
<td>519</td>
</tr>
<tr>
<td>Kentucky</td>
<td>686,598</td>
<td>1,553</td>
<td>442</td>
</tr>
<tr>
<td>Louisiana</td>
<td>718,711</td>
<td>1,828</td>
<td>393</td>
</tr>
<tr>
<td>Maine</td>
<td>181,674</td>
<td>564</td>
<td>322</td>
</tr>
<tr>
<td>Maryland</td>
<td>879,601</td>
<td>2,361</td>
<td>373</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>964,026</td>
<td>2,349</td>
<td>410</td>
</tr>
<tr>
<td>Michigan</td>
<td>1,536,010</td>
<td>2,064</td>
<td>744</td>
</tr>
<tr>
<td>Minnesota</td>
<td>864,384</td>
<td>1,246</td>
<td>694</td>
</tr>
<tr>
<td>Mississippi</td>
<td>487,166</td>
<td>1,120</td>
<td>435</td>
</tr>
<tr>
<td>Missouri</td>
<td>919,155</td>
<td>2,637</td>
<td>349</td>
</tr>
<tr>
<td>Montana</td>
<td>145,319</td>
<td>449</td>
<td>324</td>
</tr>
<tr>
<td>Nebraska</td>
<td>316,014</td>
<td>831</td>
<td>380</td>
</tr>
<tr>
<td>Nevada</td>
<td>467,527</td>
<td>965</td>
<td>485</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>179,682</td>
<td>828</td>
<td>217</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,407,384</td>
<td>3,814</td>
<td>369</td>
</tr>
<tr>
<td>New Mexico</td>
<td>335,694</td>
<td>713</td>
<td>471</td>
</tr>
<tr>
<td>New York</td>
<td>2,711,626</td>
<td>6,921</td>
<td>392</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1,544,934</td>
<td>4,124</td>
<td>375</td>
</tr>
</tbody>
</table>


---

Continue.
APPENDIX C. EARLY DECISION AND EARLY ACTION DEFINED

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 information outlines agreed-upon definitions and conditions, included in the Statement of Principles of Good Practice: NACAC’s Code of Ethics and Professional Practices.

Standard application plans

Regular Decision: Students submit their applications by a specified deadline and are notified of a decision within a clearly stated period of time.

Rolling Admission: Students apply at any time after a college begins accepting applications until a final closing date, which may be as late as the start of the term for which they are applying. Students are notified of a decision as their applications are completed and are reviewed.

Early application plan

Early Action (EA): Students apply by an earlier deadline to receive a decision in advance of the college’s Regular Decision notification date. Students will not be asked to accept the college’s offer of admission or to submit a deposit prior to May 1.

Restrictive early application plans

Early Decision (ED): Students commit to a first-choice college and, if admitted, agree to enroll and withdraw their other college applications. Colleges may offer ED I or II with different deadlines. This is the only application plan where students are required to accept a college’s offer of admission and submit a deposit prior to May 1.

Restrictive/Single Choice Early Action (REA): Students apply to a college of preference and receive a decision in advance of its Regular Decision notification date. Colleges place certain restrictions on applying under other early application plans. Students admitted under Restrictive Early Action are not obligated to accept the college’s offer of admission or to submit a deposit prior to May 1.

1 NACAC’s Statement of Principles of Good Practice: NACAC’s Code of Ethics and Professional Practices is available online at: www.nacacnet.org/SPGP
MAINE HIGH SCHOOL COUNSELORS DIRECTORY
PUBLIC SCHOOLS LISTED BY CITY

MAINE

ASHLAND
ASHLAND DISTRICT SCHOOL (200025)
180 Pleasant St Rd
Ashland, ME 04723-3414
(207) 435-3481
Lynwood McHatten

AUBURN
EDWARD LITTLE HIGH SCHOOL (200035)
77 Harris St
Auburn, ME 04210-4671
(207) 233-9652
Mike Dunn
Mary Beth Galway
Darren Lileghton
Angela Werner

AUGUSTA
CAPITAL AREA TECHNICAL CENTER
40 Pine Dr
Augusta, ME 04330-0526
(207) 626-2475
Stephanie Turner

CURRY HIGH SCHOOL (200040)
60 Pine Dr
Augusta, ME 04330-0619
(207) 626-2460
Bonnie Cushing
Nancy German
Shawn Johnson
Hope Libby
Heidi Renko

BAILEYVILLE
WOODLAND SENIOR HIGH SCHOOL
200 First Ave
Baileyville, ME 04694-3356
(207) 427-3325

BANGOR
BANGOR HIGH SCHOOL
102 Broadway
Bangor, ME 04401-5663
(207) 942-5296
Noelle O’Clair
Marty Gray
(207) 427-3325

CONY HIGH SCHOOL
102 Broadway
Auburn, ME 04306-4610
(207) 469-6650
Heather Kuhl
Katherine MacLeod

CALAIS
CALAIS MIDDLE/HIGH SCHOOL (200010)
34 Blue Devil Hill
Calais, ME 04619-4037
(207) 454-2594
Bob Mulhallen

CAPE ELIZABETH
CAPE ELIZABETH HIGH SCHOOL (200055)
34 Ocean House Rd
Cape Elizabeth, ME 04107-2496
(207) 793-3328
Eamon Kerran
Brenda Lapointe
Elizabeth Thomas

CARIBOU
CARIBOU HIGH SCHOOL (200225)
308 Sweden St
Caribou, ME 04736-2898
(207) 493-4260
Roni Belanger
Mary Noyette

CARBONDALE TECHNOLOGY CENTER
308 Sweden St
Caribou, ME 04736-2176
(207) 493-4270
Tracy Conlin

CARTHAGE
CENTRAL HIGH SCHOOL (200225)
402 Main St
Carthage, ME 04427-3723
(207) 285-3326
John Cowie
Alison Lane

CUMBERLAND CENTER
GREENE HIGH SCHOOL (200280)
303 Main St
Cumberland Center, ME 04021-3958
(207) 929-4819
Mandy Asselin
Melissa Flaherty
Johnna Lapointe

DEARFORD
DEARFORD EAST GRAND SCHOOL (200255)
31 Houben Rd
Dearborn, ME 04424-3138
(207) 448-2260
Ruth Ann Couger

DEER ISLE
DEER ISLE-STONINGTON HIGH SCHOOL (200260)
251 N Deer Isle Rd
Deer Isle, ME 04627-3402
(207) 348-2508
Cheleaka Brown

DEXTER
DEXTER REGIONAL HIGH SCHOOL (200230)
12 Abbott Hill Rd
Dexter, ME 04444-2450
(207) 435-3481
Lynwood McHatten

Belfast
BELFAST AREA HIGH SCHOOL (200080)
96 Wells Ave
Belfast, ME 04915-6620
(207) 336-2151
Buckfield, ME 04210-4671
(207) 729-6622

BETHEL
TELSTAR HIGH SCHOOL (200102)
284 Waterers Rd
Bethel, ME 04217-4844
(207) 824-2136
Lori Lindley

BIDDEFORD
BIDDEFORD HIGH SCHOOL (200106)
30 Maplewood Ave
Biddeford, ME 04005-2197
(207) 282-1596
Donatas Checinskas
Jennifer Roulau
Travis Roy

BINGHAM
UPPER KENNEBEC VALLEY SENIOR HIGH SCHOOL (200125)
P.O. Box 233
Bingham, ME 04920
(207) 472-3300
Nancy Soule

BOOTH HARBOR
BOOTH HARBOR REGIONAL HIGH SCHOOL (200145)
236 Townsend Ave
Boothbay Harbor, ME 04538-1839
(207) 283-0421
Hannah Johnson
Brooke Newberg

BREWER
BREWER HIGH SCHOOL (200155)
78 Franklin St
Brewer, ME 04412-1699
(207) 989-4140
Emily Sevigny

BROOKSVILLE
BROOKSVILLE HIGH SCHOOL (200185)
116 Maquok Rd
Brooksville, ME 04011-7300
(207) 285-3326

BRUCEWOOD
BRUCEWOOD HIGH SCHOOL (200185)
308 Sweden St
Brucewood, ME 04427-3723
(207) 285-3326
John Cowie
Alison Lane

CALAIS
CALAIS MIDDLE/HIGH SCHOOL (200010)
34 Blue Devil Hill
Calais, ME 04619-4037
(207) 454-2594
Bob Mulhallen

CAPE ELIZABETH
CAPE ELIZABETH HIGH SCHOOL (200055)
34 Ocean House Rd
Cape Elizabeth, ME 04107-2496
(207) 793-3328
Eamon Kerran
Brenda Lapointe
Elizabeth Thomas

CARIBOU
CARIBOU HIGH SCHOOL (200225)
308 Sweden St
Caribou, ME 04736-2898
(207) 493-4260
Roni Belanger
Mary Noyette

CARBONDALE TECHNOLOGY CENTER
308 Sweden St
Caribou, ME 04736-2176
(207) 493-4270
Tracy Conlin

CARTHAGE
CENTRAL HIGH SCHOOL (200225)
402 Main St
Carthage, ME 04427-3723
(207) 285-3326
John Cowie
Alison Lane

CUMBERLAND CENTER
GREENE HIGH SCHOOL (200280)
303 Main St
Cumberland Center, ME 04021-3958
(207) 929-4819
Mandy Asselin
Melissa Flaherty
Johnna Lapointe

DEARFORD
DEARFORD EAST GRAND SCHOOL (200255)
31 Houben Rd
Dearborn, ME 04424-3138
(207) 448-2260
Ruth Ann Couger

DEER ISLE
DEER ISLE-STONINGTON HIGH SCHOOL (200260)
251 N Deer Isle Rd
Deer Isle, ME 04627-3402
(207) 348-2508
Cheleaka Brown

DEXTER
DEXTER REGIONAL HIGH SCHOOL (200230)
12 Abbott Hill Rd
Dexter, ME 04444-2450
(207) 435-3481
Lynwood McHatten

Bucksport
Bucksport, ME 04416-4610
(207) 469-6650
Heather Kuhl
Katherine MacLeod

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PUBLIC SCHOOLS LISTED BY CITY

HOWLAND
PENOBSCOT VALLEY HIGH SCHOOL (200475)
23 Cross St
Howland, ME 04448-2711
(207) 735-3111
Terry Mitchell

ISLESBORO
ISLESBORO CENTRAL SCHOOL (200485)
PO Box 118
Islesboro, ME 04648
(207) 734-2521
Jesse Woods

JACKSON
FOREST HILLS CONSOLIDATED SCHOOL (200490)
606 Main St
Jackson, ME 04450-9002
(207) 668-5291
Alfred Van Dine

JAY
SPRUCE MOUNTAIN HIGH SCHOOL (200505)
2SuggDr
Lewiston, ME 04252-1139
(207) 255-3812
Cara Cirillo

JACKMAN
FOREST HILLS CONSOLIDATED SCHOOL (200490)
606 Main St
Jackman, ME 04945-5002
(207) 668-5291
Alfred Van Dine

JAY
SPRUCE MOUNTAIN HIGH SCHOOL NORTH (200505)
33 Community Dr
Jay, ME 04239-1514
(207) 897-4336
Annika Durrell
Brooke Newton

JONESBORO
JONESPORT-BEALS HIGH SCHOOL (200510)
180 Snare Creek Ln
Jonesport, ME 04649-3140
(207) 497-5454
Donna Alley

KENNEBUNK
KENNEBUNK HIGH SCHOOL (132x377)
89 Fletcher St
Kennebunk, ME 04043-6867
(207) 985-1110
Caroline Alaimo
Michelle Gagnon
Laurie Hall

KITTERY
ROBERT W. TRAIP ACADEMY (200535)
12 Williams Rd
Kittery, ME 03904-1702
(207) 439-1121
Mathew Kiernan
Charlene Westervelt

LEWISTON
LEWISTON HIGH SCHOOL (126x221)
156 East Ave
Lewiston, ME 04240-5696
(207) 795-4190
Sarah Aschauer
Wendy Cassetta
Peter Hutchinson
Whitney Hutchinson
Rachel Paddock

LEWISTON REGIONAL TECHNOLOGY CENTER (200550)
156 East Ave
Lewiston, ME 04240-5626
(207) 795-4144
Rob Schmidt

LIMESTONE
LIMESTONE COMMUNITY SCHOOL (200570)
93 High St
Limestone, ME 04750-1198
(207) 325-4742

LISBON FALLS
LISBON HIGH SCHOOL (200585)
1 Bulldog Ln
Lisbon, ME 04252-1139
(207) 255-3812
Cara Cirillo

LINCOLN
MATTANAWCOOK ACADEMY (200585)
33 Reed Dr
Lincoln, ME 04457-1735
(207) 794-7371
Jessy Alexander
Andrea Smith

LISBON FALLS
LISBON HIGH SCHOOL (200585)
1 Bulldog Ln
Lisbon Falls, ME 04252-1139
(207) 353-9382
Shari Jordan
Amy Lewis

MACHIAS
MACHIAS MEMORIAL HIGH SCHOOL (200605)
1 Bulldog Ln
Machias, ME 04654-1098
(207) 255-3812
Cara Cirillo

MAINE SCHOOL OF SCIENCE (200605)
95 High St
Limestone, ME 04750-1141
(207) 352-3003
Erica Jortberg

MADAWASKA
MADAWASKA MIDDLE/HIGH SCHOOL (200610)
135 7th Ave
Madawaska, ME 04756-1159
(207) 728-3371
April Lester

MADISON
MADISON AREA MEMORIAL HIGH SCHOOL (200615)
486 Main St
Madison, ME 04950-3932
(207) 696-3395
Dean Collins

MACHIAS
MACHIAS MEMORIAL HIGH SCHOOL (200605)
1 Bulldog Ln
Machias, ME 04654-1098
(207) 255-3812
Cara Cirillo

MAINE SCHOOL OF SCIENCE (200605)
95 High St
Limestone, ME 04750-1141
(207) 352-3003
Erica Jortberg

MADISON
MADISON AREA MEMORIAL HIGH SCHOOL (200615)
486 Main St
Madison, ME 04950-3932
(207) 696-3395
Dean Collins

MARS HILL
CENTRAL AROOSTOOK SENIOR HIGH SCHOOL (200625)
26 Pleasant St
Mars Hill, ME 04758-3464
(207) 425-2811
Sadie Shaw

MEXICO
REGION 9 SCHOOL OF APPLIED TECHNOLOGY (200647)
377 River Rd
Mexico, ME 04257-1846
(207) 364-2704
Dave Mason

MILTON
PENDOS VALLEY HIGH SCHOOL (200665)
48 Penquis Dr
Milo, ME 04460-1039
(207) 943-7346
Laura Mallett

MONMOUTH
MONMOUTH ACADEMY (200670)
96 Academy Rd
Monmouth, ME 04259-7031
(207) 933-4416
Sarah Knouffn

MOUNT DESERT
MT. DESERT ISLAND HIGH SCHOOL (200683)
PO Box 160
Sullivan, ME 04660-0180
(207) 281-0011
Mark Carignan
Michele Sarver

NAPLES
LAKE REGION HIGH SCHOOL (200695)
1879 Roanoque Trl
Naples, ME 04556-3044
(207) 693-3864
David Muns

NEWPORT
NOKOMIS REGIONAL HIGH SCHOOL (200695)
246 Williams Rd
Newport, ME 04953-3950
(207) 368-4354
Leilani Car
Sara Kent
Edwin Randall

LIMESTONE
LIMESTONE COMMUNITY SCHOOL (200570)
93 High St
Limestone, ME 04750-1198
(207) 325-4742

NORTH ANSON
CARRABEC HIGH SCHOOL (200710)
160 N Main St
North Anson, ME 04958-7627
(207) 635-2296
Diane Storr

NORTH BERWICK
NOBLE HIGH SCHOOL (200695)
318 Somersworth Rd
North Berwick, ME 03906-6559
(207) 676-2843
Kristin House
Shelby LaPine
Tim Lafrance
Nancy Simard
Heather Tyler

NORTH HAVEN
NORTH HAVEN COMMUNITY SCHOOL (200730)
93 Public Harbor Rd
North Haven, ME 04853-3100
(207) 867-4707
Kelley Jones

NORTH HAVEN
NORTH HAVEN COMMUNITY SCHOOL (200730)
93 Public Harbor Rd
North Haven, ME 04853-3100
(207) 867-4707
Kelley Jones

NORWAY
OXFORD HILLS TECHNICAL SCHOOL (200695)
PO Box 333
Norway, ME 04268-3022
(207) 743-7736
Nancy McClean

OAKLAND
MESSALONSKEE HIGH SCHOOL (200745)
131 Messalonskee High Dr
Oakland, ME 04953-3503
(207) 465-7381
Keith Derosby
Angela France
Kara Sprague
## Maine High School Counselors Directory

### Public Schools Listed by City

<table>
<thead>
<tr>
<th>City</th>
<th>School Name</th>
<th>Address</th>
<th>Phone</th>
<th>Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Orchard Beach</td>
<td>Old Orchard Beach High School</td>
<td>40 E Emerson Cummings Blvd</td>
<td>(207) 534-6661</td>
<td>Jacqueline Hayes, Elizabeth Nason</td>
</tr>
<tr>
<td>Old Town</td>
<td>Old Town High School</td>
<td>200 Stilworth Ave</td>
<td>(207) 827-3910</td>
<td>Kim Keith, Jami Martel</td>
</tr>
<tr>
<td>Orono</td>
<td>Orono High School</td>
<td>14 Goodridge Dr</td>
<td>(207) 764-4712</td>
<td>Andrea Hallet, Lori Smith, Mary Warren</td>
</tr>
<tr>
<td>Presque Isle</td>
<td>Presque Isle High School</td>
<td>16 Griffin St</td>
<td>(207) 764-4712</td>
<td>Kim Keitt, Mary Warren</td>
</tr>
<tr>
<td>Presque Isle</td>
<td>Presque Isle Regional Career and Technical Center</td>
<td>79 Blake St, Suite 3</td>
<td>(207) 764-1356</td>
<td>Mike Tarlo, Jacqueline Hayes</td>
</tr>
<tr>
<td>Presque Isle</td>
<td>Maranacook Community High School</td>
<td>2555 Main St, Harrison Dr</td>
<td>(207) 764-4712</td>
<td>Sara Ocholom, Kimberly Reddy, Heidi Cherry</td>
</tr>
<tr>
<td>Richmond</td>
<td>Richmond High School</td>
<td>132 Main St</td>
<td>(207) 764-1356</td>
<td>Jennifer Waterman</td>
</tr>
<tr>
<td>Rockland</td>
<td>Rockland Mid-Coast School of Tech-Region II</td>
<td>1 Main St</td>
<td>(207) 764-1356</td>
<td>Jennifer Waterman</td>
</tr>
<tr>
<td>Sanford</td>
<td>Sanford High School</td>
<td>52 Sanford High Blvd</td>
<td>(207) 324-4050</td>
<td>Deanna Farrell, Christopher Huntley</td>
</tr>
<tr>
<td>Sanford</td>
<td>Sanford Regional Technical Center</td>
<td>52 Sanford High Blvd</td>
<td>(207) 324-4050</td>
<td>Deanna Farrell, Christopher Huntley</td>
</tr>
<tr>
<td>Scarborough</td>
<td>Scarborough High School</td>
<td>11 Municipal Dr</td>
<td>(207) 730-5000</td>
<td>Therisa Bartels, Aly Murcha, Ryan Scoulle, Tim Walker</td>
</tr>
<tr>
<td>Skowhegan</td>
<td>Skowhegan Area High School</td>
<td>61 Academy Cir</td>
<td>(207) 474-3850</td>
<td>Dan Hylan, Laurie MacFarland, Dan Riley, Shannon Ryan</td>
</tr>
<tr>
<td>South Berwick</td>
<td>Marshwood High School</td>
<td>255 Route 236</td>
<td>(207) 474-5011</td>
<td>Dan Hylan, Laurie MacFarland, Dan Riley, Shannon Ryan</td>
</tr>
<tr>
<td>South Paris</td>
<td>Oxford Hills Comprehensive High School</td>
<td>256 Main St</td>
<td>(207) 474-8914</td>
<td>Ann Trubulent, Colin McFarland, John Thibodeau</td>
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</tbody>
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**MAINE HIGH SCHOOL COUNSELORS DIRECTORY**
PUBLIC SCHOOLS LISTED BY CITY

**Eric Rynn**
Stephanie Goos
Kevin O’Reilly
Amy Peterson
Sema Williams

**South Portland**
**Maine Connections Academy (200961)**
75 John Robert Road Unit 11A
South Portland, ME 04106
(800) 256-4410
Anna Silva Wardlaw

**South Portland High School (200960)**
657 Highland Ave
South Portland, ME 04106-6498
(207) 767-3206
Tom Bradford
Judie Frey
Lisa Teleton
Ten Work

**Standish**
**Kunty Eagle High School (201100)**
790 Saco Rd
Standish, ME 04084-6240
(207) 929-3340
Christine Bisson
Tom Shaw
Wendy Spaulding
David Stockino
Karen Waze

**Sullivan**
**Sunner Memorial High School (200347)**
2456 US Hwy 1
Westbrook, ME 04092-4098
(207) 854-0810
Corinna Domagala

**Thorndike**
**Mt. View High School (201008)**
577 Mount View Rd
Thorndike, ME 04966-3307
(207) 486-3256
Pamela Smith
Lumast Thomas

**Topsham**
**Mt. Ararat High School (201009)**
72 Eagle Way
Topsham, ME 04086-1299
(207) 729-2951
Krista Chase
Deborah Ludwig
Christy McGilliver

**Turner**
**Leavitt Area High School (201010)**
21 Mathews Way
Turner, ME 04282-3928
(207) 225-1100
Nicole Drew
Sarah Frank
Heidi Poulin

**Van Buren**
**Van Buren District Secondary School (201030)**
100 Main St Ste 102
Van Buren, ME 04785-1248
(207) 858-5574
Kelly Davis

**Waldo**
**Waldo County Technical Center (201050)**
1022 Waterville Rd
Waldo, ME 04951-3131
(207) 342-5231
Kevin A. Michaud

**Waldoboro**
**Medomak Valley High School (201050)**
300 Marshfield Rd
Waldoboro, ME 04572-5816
(207) 822-5689
Leanne Benner
Mildred Corderos
Debbie Duncan

**Wales**
**Oak Hill High School (200871)**
56 School Rd
Wales, ME 04290
(207) 375-4960
Darcy Duncan
Melissa Gagnon

**Washburn**
**Washburn District High School (201060)**
1395 Main St
Washburn, ME 04786-3218
(207) 455-4501
Dana Trim

**WATERBURY**
**Mount Blue High School (201063)**
88 West Rd
Waterboro, ME 04087-3209
(207) 247-1411
Deborah Curtis
Susan Mulcahy
Eric Diellette
Kayla Schutte
Marianne Tucker

**Waterville**
**Middle Maine Technical Center (201075)**
3 Brooklyn Ave
Waterville, ME 04901-5354
(207) 873-0102
Beth Carleton

**Waterville Senior High School (201075)**
1 Brooklyn Ave
Waterville, ME 04901-3531
(207) 873-2751
Lisa Hallet
Anna Peterson

**Wells**
**Wells High School (201090)**
75 Sanford Rd
Wells, ME 04090-5534
(207) 646-7011
Sherr Anderson-Wormser
Noel Gurca

**Westbrook**
**Westbrook High School (201095)**
136 Strawwater St
Westbrook, ME 04092-4098
(207) 854-0810
Debra Cludner-Bags
Jesse Hayes
Marianne Smith

**Westbrook Regional Technology Center (201094)**
125 Strawwater St
Westbrook, ME 04092-4045
(207) 854-0810
Carmen Bartlett

**Windsor**
**Windsor High School (200970)**
406 Gray Rd
Windsor, ME 04020-4290
(207) 892-1890
Glenn Burkbank
Megan Fleming
Steve Ginn
Anne King

**Winsted**
**Winsted High School (201080)**
20 Easton Rd
Winsted, ME 04901-6895
(207) 872-1950
Leanne Mann
Tom McNeil

**Windham**
**Windham High School (201095)**
21 Ramble Rd
Windham, ME 04022-4162
(207) 777-2226
Chelsea Drew

**Wiscasset**
**Wiscasset High School (201125)**
272 Gardner Rd
Wiscasset, ME 04578-4251
(207) 862-7722
Shaye Paradis

**WISCASSET**
**Wiscasset High School (201125)**
286 W Elm St
Wiscasset, ME 04578-4251
(207) 862-7722
Shaye Paradis

**York**
**York High School (201145)**
1 Robert Stevens Dr
York, ME 03909-1299
(207) 363-3623
Kevin Beatty
Kathleen Casiano
Brian Farley
Jennifer Humphrey
Mary Tests

**Yarmouth**
**Yarmouth High School (201143)**
286 W Elm St
Yarmouth, ME 04096-7964
(207) 846-5535
Beth O’Brien
Brenda Michaud

**Innovation in the Making**

50
MAINE HIGH SCHOOL COUNSELORS DIRECTORY
PRIVATE SCHOOLS LISTED BY CITY

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>REACH SCHOOL</td>
<td>Bucksport, ME 04416-1366</td>
<td>(207) 374-2808</td>
<td>Katy Rinehart</td>
<td>Counselor</td>
</tr>
<tr>
<td>BLUE HILL HARBOR SCHOOL</td>
<td>Blue Hill, ME 04614-1629</td>
<td>(207) 230-7341</td>
<td>Carrie Lynch</td>
<td>Counselor</td>
</tr>
<tr>
<td>CARBASSETT VALLEY ACADEMY</td>
<td>Blue Hill, ME 04614-1629</td>
<td>(207) 230-7341</td>
<td>Meredith Gadd</td>
<td>Counselor</td>
</tr>
<tr>
<td>HYDE SCHOOL</td>
<td>Bath, ME 04530-2880</td>
<td>(207) 443-5584</td>
<td>Debra D. Taylor</td>
<td>Counselor</td>
</tr>
<tr>
<td>JOHN BAPST MEMORIAL HIGH SCHOOL</td>
<td>Bangor, ME 04401-5204</td>
<td>(207) 947-0313</td>
<td>Michelle Walsh</td>
<td>Counselor</td>
</tr>
<tr>
<td>FRYEBURG ACADEMY</td>
<td>Lisbon Falls, ME 04252-0160</td>
<td>(207) 685-4914</td>
<td>Jeff McAdam</td>
<td>Counselor</td>
</tr>
<tr>
<td>CAHILL ACADEMY</td>
<td>Houlton, ME 04730-2010</td>
<td>(207) 532-0736</td>
<td>Tom Zimmerman</td>
<td>Counselor</td>
</tr>
<tr>
<td>PROVIDENCE’S MERRYMEETING CENTER</td>
<td>Camden, ME 04943-6421</td>
<td>(207) 255-8301</td>
<td>Janet Perry</td>
<td>Counselor</td>
</tr>
<tr>
<td>MAINE COAST WALDORF SCHOOL</td>
<td>Kennebunk, ME 04070</td>
<td>(207) 985-3745</td>
<td>Colleen Watson</td>
<td>Counselor</td>
</tr>
<tr>
<td>THE COMMUNITY SCHOOL</td>
<td>Portland, ME 04101</td>
<td>(207) 237-2250</td>
<td>Kate Pusendorson</td>
<td>Counselor</td>
</tr>
<tr>
<td>CARBASSETT VALLEY ACADEMY</td>
<td>East Machias, ME 04630-0190</td>
<td>(207) 255-8301</td>
<td>Katy Godley</td>
<td>Counselor</td>
</tr>
<tr>
<td>JOHN BAPTIST MEMORIAL HIGH SCHOOL</td>
<td>Augusta, ME 04330-3305</td>
<td>(207) 285-7979</td>
<td>Jay Phiblick</td>
<td>Counselor</td>
</tr>
<tr>
<td>SOUTH LIBERTY BAPTIST CHURCH &amp; ACADEMY</td>
<td>Liberty, ME 04949-3515</td>
<td>(207) 784-9500</td>
<td>Pauline Powell</td>
<td>Counselor</td>
</tr>
<tr>
<td>GENERAL HOSPITAL</td>
<td>Augusta, ME 04330-3305</td>
<td>(207) 285-7979</td>
<td>Karen Smith</td>
<td>Counselor</td>
</tr>
<tr>
<td>FREEPORT ACADEMY</td>
<td>Bucksport, ME 04416-1366</td>
<td>(207) 374-2808</td>
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<td>COLLEGE OF ENGINEERING AND COMPUTER SCIENCE</td>
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<td><strong>NEWCASTLE</strong></td>
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<td>81 Academy Rd</td>
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<td>Newcastle, ME 04533-2433</td>
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<td>Jose Cardona</td>
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<td>Cynthia Fertl</td>
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<td><strong>NORTH BRISTOL</strong></td>
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<td>North Bridgton, ME 04057-0292</td>
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<td>Jamie Stanyek</td>
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<td><strong>POLAND</strong></td>
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<td>14 Hope Springs Dr</td>
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<td>(207) 774-8238</td>
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<td>John Bishop</td>
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<td>(207) 225-2237</td>
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<td><strong>WISCASSET</strong></td>
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<td><strong>YARMOUTH</strong></td>
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<td>(207) 846-6851</td>
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<td>Katherine Thomas</td>
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