

Running head: PERCEPTIONS OF ADMISSION OFFICERS

Admissions' Officers Perceptions of and Attitudes toward
Homeschoolers Entering the Community College

Molly Duggan, Ph.D.
Old Dominion University
Darden College of Education
Community College Leadership
Hampton Boulevard
Norfolk, VA 23529-0160
(757) 683-3165
mduggan@odu.edu

Kellie Sorey, Ph.D.
Tidewater Community College
7000 College Drive
Portsmouth, VA 23703
(757) 822-2878
ksorey@tcc.edu

Paper presented at the 50th Annual Conference of the
Council for the Study of Community Colleges
Philadelphia, Pennsylvania
April 5, 2007

NOTE: A version of this paper will appear in an upcoming edition of *Journal of College Admission*. Please do not cite without permission of the authors.

Abstract

With the popularity of home schooling strengthening at the secondary level, the prevalence of homeschoolers now attempting to enter higher education is escalating. Despite this trend, many college admissions officers across the United States seem unprepared in evaluating these candidates for admission. This study explores admissions policies and procedures as well as the perceptions and attitudes of community college admissions officers toward the homeschooled applicant. Implications for community colleges and future research are also provided.

Admissions' Officers Perceptions of and Attitudes toward Homeschoolers Entering the Community College

An estimated 1.1 million students were being homeschooled in the United States in spring 2003 (National Center for Education Statistics, 2006), a sizeable increase from the homeschooling rate of 1.7% (or 850,000 students) in 1999 (Bielick, Chandler, & Broughman, 2001). With the popularity of homeschooling strengthening, particularly homeschooling at the secondary level, the prevalence of homeschoolers now attempting to enter higher education is escalating. Despite this trend, college admissions officers across the United States often seem unprepared in evaluating these candidates for admission (Callaway, 2004; Jones & Gloeckner, 2004a).

Many college and university admissions offices struggle with how to fairly and accurately assess homeschooled applicants seeking admission to their institutions given that these students typically lack a high school diploma or regionally accredited academic transcript for presentation to admissions offices for evaluative purposes. College officials at many schools, according to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), often cannot fairly scrutinize a homeschooler's preparation given the varying regulatory practices and guidelines among the states (1999, December). In lieu of the typical credentialing documents, some higher education institutions require scores from assessments such as the GED or the SAT-II in addition to other required standardization scores (AACRAO, 1999). Some homeschool advocates, however, regard admissions practices and policies such as this as unfair and unnecessary.

Recognizing the obstacles that many homeschoolers face when attempting to gain entry to colleges and universities in the United States, homeschooling advocates proposed an

amendment of the Higher Education Act that would have prohibited colleges and universities from requiring alternative admissions requirements. Although the amendment was dropped, institutions were cautioned from adopting or maintaining admissions policies that unnecessarily discriminated against applicants from non-public, non-traditional settings, namely students who had been homeschooled (AACRAO, 1999). In 1998, the Home School Legal Defense Association (HSLDA) was successful in its efforts to amend the Higher Education Act (Pub. L. No. 105-244), which now prohibits colleges and universities that receive federal funds from requiring that a homeschooled student applying for federal financial aid take a General Equivalency Diploma (GED) or an ability to benefit (ATB) test—as long as the student can demonstrate successful completion of a secondary education in a home school setting, has met state law requirements, and has been admitted to the college or university (HSLDA, 2006).

Thus, while the amendment affords protection to homeschooled students seeking federal financial aid assistance, it does not provide protection to homeschooled students seeking admission to a higher education institution, a necessary prerequisite for federal aid eligibility. Financial aid offices have received ample guidance for the awarding of federal financial aid to students who have been homeschooled, but admissions officers serving U.S. colleges and universities have received little or no guidance on what criteria they should use to evaluate the applications of students who have been homeschooled. The United States House of Representatives and Senate Committee Reports accompanying the Reauthorization of the Higher Education Act (Pub. L. No. 105-244) recommended that higher education institutions discontinue admissions policies that require homeschooled students to take additional tests beyond what is required of students who have graduated from accredited secondary schools (HSLDA, 2006). Specifically, this report encouraged that colleges and universities discontinue

the requirement of SAT II scores or the GED for homeschooled students, but also encouraged colleges and universities to consider ACT or SAT scores, the more traditional assessments used by four-year colleges and universities to evaluate candidates for admission. This report elaborated and suggested that requiring homeschooled students to take tests beyond what is expected of a student who graduated from an accredited high school could be viewed as discriminatory.

This places community colleges in a delicate situation given that four-year colleges and universities often recommend that students seeking admission to their institutions first attend a community college. Admittedly and by virtue of their mission, community colleges admit students who may not otherwise be granted admission to a baccalaureate-granting institution. When homeschooled students appear on their doorsteps seeking academic experience, however, community college administrators are often ill-equipped in identifying and responding to these applicants. The majority of community colleges, if not all, do not require ACT or SAT scores from their applicants. This leaves community college administrators pondering how they can determine a homeschooled student's eligibility for admission, particularly those students who are under the age of 18 and not eligible for ATB entrance.

Compounding this problem, little research has been conducted regarding homeschoolers and community colleges. To help narrow this gap, the researchers surveyed all community college admissions officers in a mid-Atlantic state to answer the following questions:

- 1) To what extent do community colleges have formal policies relating to the admission of students who are or have been homeschooled?
- 2) What are the perceptions of community college admissions officers regarding homeschooled students?

- 3) To what extent do colleges offer special programs or services to homeschooled students and their parents prior to or at entry to the college?

Thus, this study seeks to add knowledge about a growing student population in higher education institutions. As time passes, it is certain that homeschoolers will gain greater ground in higher education institutions, and institutions that adapt their policies, programs and services to incorporate the needs of homeschoolers will be best prepared for their arrival.

Previous Empirical Research on Homeschoolers

Empirical research on homeschoolers and their experiences at a college or university is scarce. What literature exists is often based on anecdotal reports predominantly written by homeschooling advocates. Although this information is useful, anecdotal reports often lead to more skepticism. What follows is an overview of the empirical research that has been conducted. The findings of these studies provide a general overview of the collegiate performance of homeschoolers and highlight the perceptions of college and university staff members now serving this growing population.

Collegiate Performance

Jenkins (1998) examined the performance of homeschooled students at community colleges in Texas by evaluating the college transcripts of 101 homeschooled students and comparing their mean grade point averages with the mean grade point averages of students who had graduated from a traditional high school. Through an independent-samples *t* test, she found that full- and part-time homeschooled students had a significantly higher mean grade point average than the traditional high school graduates. Jenkins also compared group scores on the Texas Academic Skills Program (TASP), a state-mandated testing program of reading, mathematics, and writing that all students at public postsecondary institutions in Texas are

required to take unless they qualify for a state-provided exemption. Homeschooled students scored significantly higher on the reading and math portions of the TASP test than students who graduated from a traditional high school.

While the study by Jenkins (1998) was the only one found to address collegiate performance of homeschoolers at the community college level, other researchers who examined the performance of homeschoolers at four-year colleges and universities did not find significant differences in the academic performance of these students in comparison with students who had attended a traditional high school. For example, Barno's (2003) study of students at various higher education institutions in Pennsylvania did not find significant differences between the homeschooled and traditional high-school graduates in terms of their grade point average. This finding was consistent across grade levels (i.e., freshman through senior) and institutional type. Gray (1998) was unable to find any significant differences in academic performance, as measured by SAT scores, English grades, and cumulative grade point averages, between homeschooled and traditional high school graduates enrolled at three institutions in Georgia. Jones and Gloeckner (2004b) sought to determine if there were differences in the first-year academic performance between homeschooled and traditional high school graduates enrolled at four-year public colleges and universities in Colorado from 1998 to 2000. Grade point average, retention, ACT test scores, and credits earned served as indicators for this study. Of these indicators, Jones and Gloeckner did not find any significant differences between the homeschooled and traditional high school graduates. Given these findings, it is likely that few, if any, significant differences exist between the academic performance of homeschool graduates and traditional high school graduates.

Perceptions of College Personnel Regarding Homeschoolers

The perceptions and opinions that college personnel, particularly admissions officers, have of homeschoolers may impact their ability to fairly assess a homeschooled applicant's potential for admission, and could subsequently and potentially impact a homeschooler's initial perceptions of the college. Barnebey (1986) was perhaps the first researcher to study the opinions of admissions officers in her study of 210 four-year universities. With a response rate of about 84%, Barnebey found that 96% of the admission officers reported that their jobs were more difficult when the applicants were unable to submit high school transcripts for evaluative purposes. Further, while approximately 83% accepted the GED as substitute for a high school transcript, roughly 57% did not believe that the GED served as an adequate substitute. Of the schools that did not accept homeschool graduates, 73% of the admissions officers indicated that they would encourage homeschooled applicants to attend a junior or community college prior to seeking admission at their institutions. Only 39% of the admissions officers from the universities who had accepted them indicated this. There was a statistically significant difference between admissions officers at non-accepting and accepting universities concerning the expected success of homeschooled applicants. Whereas admissions officers of universities that admitted homeschoolers expected homeschoolers to be as successful as other students, admissions officers of non-accepting institutions expected homeschoolers to be less successful.

More recently, Jenkins (1998) found that approximately 36% of the community college admissions officers expected homeschoolers to be equally successful as students admitted from accredited high schools, and 27% expected them to be *more* successful. Interestingly, Jenkins found differences in the perceptions of admissions officers among the three states. In Texas, the greatest number of admissions officers expected the homeschooled students to be more successful. None of the officers in Oregon expected them to be more successful, and only 20% of

the admissions officers from Michigan community colleges expected the homeschooled students to be more successful. Similar to Barnebey (1986), Jenkins examined whether the lack of transcripts from homeschooled students made the jobs of admissions officers more difficult. Over half (54%) indicated that the lack of transcripts made their job more difficult, 36% indicated that it did not make it more difficult, and 10% did not provide a response. Many of the admissions officers remarked that the lack of transcripts made advising and placement of homeschooled students difficult.

Ray (2004b) cited his earlier work from 2001 where a survey questionnaire was administered to 34 college admissions officers in Ohio. As in the studies reviewed above, admissions officers were asked to compare their homeschooled students to their general student population in terms of their academic success. About 31% responded that homeschoolers were either “far more” or “more” academically successful, 38% responded that they were “academically about average,” and 31% responded that they were unsure. Further, when prompted to respond to a 5-point Likert scale ranging from “strongly agree” to “strongly disagree,” 44% of the admissions officers responded that they strongly agreed or agreed with the statement, “The majority of homeschooled students are at least as socially well adjusted as are public schooled students.” Twenty-one percent disagreed or strongly disagreed with this item.

Jones and Gloeckner (2004a) administered an electronic survey to admissions personnel at 159 four-year colleges and universities to assess their perceptions of and attitudes toward the homeschooled population. Admissions personnel represented multiple states including Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, and Wyoming. Respondents represented all college types, from church-affiliated to state, and every Carnegie Classification. Of the 55 responses received, 4 institutions responded that they

did not accept homeschooled applicants. Of those that had accepted homeschoolers, their perceptions were somewhat mixed. Whereas 78% of the admissions officers expected homeschool graduates to be as successful or even more successful in comparison with traditional high school graduates, only 44% expected the homeschool graduates to cope as well as traditional high school graduates. Jones and Gloeckner found that almost 75% of the responding colleges and universities had an official home school admission policy. This finding differs from that of Jenkins (1998), who found that only 47% of the community colleges surveyed had an official homeschool admission policy, and Barnebey (1986), who found that only about 10% of the schools had an official policy.

Method

Subjects

One admissions officer from each of the community college admissions offices located in a mid-Atlantic state was identified for participation. Of the 23 officers invited to participate, 12 responses were received for a 52% return rate.

Data Collection and Instruments

The researchers used a modified electronic version of Jenkins' (1998) and Jones and Gloeckner's (2004) instruments. The first part of the survey contained open-ended questions that asked respondents to describe their admissions policies and procedures for homeschooled applicants. It also contained questions prompting respondents to indicate the means by which they communicated the policies and procedures to students. A majority of the second part of the survey contained items using a Likert scale as the response key and was used to examine the perceptions that admissions officers had of homeschooled applicants.

In March 2007, admissions officers were sent an e-mail asking for their participation in an electronic survey that would be available for three weeks. One week before the deadline, the officers were sent a reminder e-mail that again encouraged their participation.

Data Analysis

The survey instrument contained categorical scales and Likert scales (strongly agree to strongly disagree). Descriptive statistics were used through SPSS in order to analyze the data. Some open-ended questions were also offered, and analyses were made through examining common responses.

Findings

Policies and Procedures for Admission of Homeschooled Graduates

Admission officers were asked whether their college had an official policy regarding the regular admission of homeschooled graduates. Two officers did not respond. Of those who responded, five responded that they did have an official policy, and five responded that they did not. When asked to indicate the manner in which the policy was publicized, most of the five respondents who reported having a policy used multiple means to communicate it. Table 1 reflects the means by which the five schools with policies publicized their admissions policy for homeschooled graduates.

Table 1

Means of Publicizing Policy on Admission of Homeschooled Graduates

Method	<i>n</i>	Percent
College Catalog	5	100.0
Student Handbook	1	20.0
College Webpage	3	60.0

In lieu of transcripts from an accredited high school, community college admissions officers were asked what documents they would accept to evaluate the application of a homeschooled graduate. Various credential tools were utilized ranging from standardized tests to a letter of recommendation. Most of the 12 respondents indicated more than one document that could be used to satisfy the admission requirement (see Table 2).

Table 2

Documents Accepted/Required from Homeschooled Graduates for Admission Decisions

Method	<i>n</i>	Percent
ACT Scores	6	50.0
SAT Scores	7	58.3
Essay	0	0.0
Letter of Recommendation	1	8.3
GED	7	58.3
Other ¹	4	33.3

¹ Four admissions officers responded that they accepted their College's placement test scores to evaluate a homeschooled graduate's application for admission.

When asked to describe their college's official policy regarding the regular admission of students who had been homeschooled, the responses varied. Some denoted that a self-made high school transcript or diploma was acceptable. Others noted their college's acceptance of transcripts created from a third party, GED results, and/or SAT scores. A few officers wrote that a copy of the homeschool agreement was sufficient for admission.

Admission officers were next asked whether their college had procedures in place for responding to a homeschooled graduate seeking admission to their college. Again, two officers

did not respond. Of those who responded, six (60%) responded that they did have procedures and four (40%) responded that they did not. When asked to describe their procedures for responding to this population seeking admission, the responses varied and were similar to those received when prompted to describe their college's policy. However, many wrote that they required these students to meet with their dean of student services and/or an admissions officer prior to gaining acceptance.

Policies and Procedures for Admission of Students Currently Being Homeschooled

The admissions officers were also asked to indicate if their college had an official policy regarding the admission of students currently being homeschooled seeking special or provisional admission to enroll in college classes. Two officers did not provide a response. Of the respondents, three (30%) indicated that they did have an official policy and seven (70%) responded that they did not. The three that indicated that they had a policy publicized it through various means, as provided in Table 3. To the question "Does your college have procedures in place for responding to a student who is being homeschooled and is seeking special/provisional admission," two did officers did not respond. Of the 10 respondents, eight (80%) keyed that they did have procedures in place while two (20%) responded that they did not.

Table 3

Means of Publicizing Policy on Admission of Current Homeschooled Students Seeking Enrollment at the College

Method	<i>n</i>	Percent
College Catalog	2	66.6
Student Handbook	0	0.0
College Webpage	3	100.0

Other ¹	1	33.3
--------------------	---	------

¹ Semester schedule was the mode identified.

When asked to submit their policy for admitting current homeschooled students seeking provisional or special admission, the responses varied for the three admissions officers. One described that their college would consider any student meeting the minimum age requirement of 15 for admission as long as the student provided a copy of the authorization to be homeschooled. Another respondent stated the college would also require this authorization for consideration, but the respondent did not specify a minimum age requirement for consideration of admission. The other admissions officer stated the need of this authorization, and that any candidate for admission who was under the age of 16 was required to meet with their dean of student services.

Admissions officers who described their procedures again gave varying responses. While a few responded that their procedures were exactly as their policies, two stated that a transcript was required. Of these two, one stated that the submission of GED scores was also a requirement. Three responded that they required proof of the student being in an authorized homeschooling program. Requiring these students to meet with an admissions officer and/or dean of students was also a common response.

Perceptions of Admissions Officers towards Homeschooled Students

Admissions officers were asked various questions concerning their attitudes towards homeschooled students. Asked if they expected homeschooled graduates to be as successfully academically as students who had graduated from an accredited high school, one did not respond, five (45%) strongly agreed with the statement, and six (55%) agreed.

When asked whether they agreed that homeschooled applicants 18 years of age or older were academically prepared for college, using a Likert scale ranging from strongly agree to

strongly disagree, two (18%) of the eleven respondents strongly agreed with the statement, five (46%) agreed, three (27%) were neutral, and one (9%) disagreed. Asked their degree of agreement with the statement that homeschooled applicants 18 years of age or older were socially prepared for college, and of the 11 who responded to this item, one (9%) strongly agreed, five (46%) agreed, four (36%) were neutral, and one (9%) disagreed.

Respondents were next asked to assess the academic preparedness of homeschooled applicants under the age of 18 using a 5-point Likert scale ranging from strongly agree to strongly disagree. Of the 11 who responded to this statement, two (18%) strongly agreed, two (18%) agreed, six (55%) were neutral, and one (9%) disagreed. Asked their degree of agreement with the statement that homeschooled applicants under the age of 18 were socially prepared for college, 11 of the 12 responded. Of those that did respond, three (27%) agreed with the statement, six (55%) were neutral, and two (18%) disagreed.

When asked to freely provide comments regarding homeschooled students, one admissions officer stated, “I find that homeschooled students are as prepared or even better prepared for college academics as their high school graduate counterparts. Occasionally, socialization might be a concern but not very often.” Another commented, “Most of our homeschool students below 18 years old are very intelligent and come here to take more challenging courses and usually do very well.” One respondent remarked on the lack of social preparedness by writing, “The biggest deficiency I have seen when we hire home schooled graduates as work study students is lack of social preparedness. Most are extremely shy, don't participate in outside clubs and find some things shocking.” Many commented on the special needs of homeschooled students. One admissions officer wrote, “Although we treat the homeschooled students like concurrent students, we recognize that they need help navigating the

college process.” Another admissions officer commented, “I do think we need to develop a plan to recruit more homeschooled students and possibly hold a homeschooled students open house.”

Admissions officers were next asked if the lack of a transcript from an accredited high school for homeschooled students made their jobs more difficult. Eleven of the 12 responded. Rated on a 5-point Likert scale from strongly agree to strongly disagree, five (46%) agreed with the statement, three (27%) were neutral and three (27%) disagreed. Asked whether they expected to see an increase in the number of applicants who have been homeschooled, 11 officers responded. Of the respondents, six (55%) strongly agreed with the statement, three (27%) agreed, one (9%) was neutral, and one (9%) disagreed. Finally, admissions officers were asked the extent to which they believed that their college was adequately prepared to work with homeschooled applicants. Again, 11 admissions officers responded. On a 5-point Likert scale, three (27%) strongly agreed that their colleges were adequately prepared, four (36%) agreed, two (18%) were neutral and two (18%) disagreed.

Special Programs and Services to Homeschooled Students and their Parents

Admissions officers were asked if their college provides special programs, workshops or services for homeschooled applicants and/or their parents. Of the 11 who responded, three (27%) responded “yes” and eight (73%) responded “no.” When asked to describe these special events or services, one officer wrote that they conduct an orientation for homeschooled students. Another wrote that their Counselor for First Year Programs works one-on-one with homeschooled applicants and their parents. Still another wrote that the college’s Dean of Student Services meets with each student who is under the age of 17 prior to the start of classes.

Discussion

Although the exact number of those being homeschooled is unknown, a few facts are certain: this number is steadily increasing, these students are going to college and, in many instances, they are going to community colleges. When homeschoolers apply for admission to a community college, their welcomes vary from institution to institution. While one college may have in place some type of formal admissions policy for homeschooled students, another may not. These formal policies often vary depending on the *category* of homeschooled student, and the procedures themselves vary widely. Depending upon the college, a homeschooler may be asked to supply a self-made high school transcript, a GED score, or an SAT or ACT score for admission. The homeschooler may even meet with the college's Dean of Student Services or an Admissions Officers before enrolling at the college. While a lot can be said for the flexibility of the community college admissions process, improvements can still be made to assist both the homeschooler and admissions personnel.

Community colleges are often referred to as open-door institutions, yet homeschooled students may encounter several obstacles upon application to a community college. Ray (2004a) suggests that our unknown biases and prejudices may well be affecting our view of the homeschooler's education despite literature describing them as highly motivated and with a strong sense of self-discipline (Sutton, 2002) and research findings that homeschoolers perform as well academically if not better than their traditionally-schooled counterparts (Jenkins, 1998). In this instance, however, community college admissions officers were certainly not showing bias against the homeschooler as all admissions personnel surveyed in this study perceived homeschooled applicants as successful academically as those schooled in a more traditional setting. If anything, community college admissions officers are extremely aware of the performance of homeschoolers on their campuses. Perhaps the issue here is one of not knowing

exactly how to handle the traditional-age student with a less-than-traditional background who may come knocking on our doors requesting admission.

Since the number of homeschool applicants is increasing, community colleges need to develop and *publicize* formal admissions guidelines for this population. These guidelines need to be flexible, fair, reasonable and based on research (Ray, 2004b). These guidelines also need to address the needs of local homeschoolers who may or may not be part of a larger association that provides support for homeschoolers trying to attend college. Publicizing these formal policies is also important. These policies need to be posted clearly on websites where many homeschoolers do their research, as well as in course catalogs and college brochures.

The National Center for Home Education (2006) suggests that while homeschoolers should produce a transcript demonstrating completion of high school, the colleges should have flexible guidelines for these records. The Center also suggests that colleges provide homeschool applicants with a credit evaluation form to be completed in lieu of a high school transcript. While this would certainly assist homeschoolers and parents of homeschoolers in better understanding the community college's policies, such a transcript evaluation would also serve to educate community college personnel in what homeschooling in their locale entails, both in the variety of approaches to homeschooling as well as in the coursework completed.

While it is simple to suggest that homeschooled applicants should be required to complete the same admissions procedures as their non-homeschooled counterparts, in reality this may not be a simple process. Homeschoolers *are* different from other students in that they may have different documentation as to their abilities and talents. Some homeschoolers may have no documentation at all to submit for review.

What is the environment in your admissions office? Homeschooled applicants may not be comfortable with the institutional approach found in many community colleges. What seems normal to those of us who work in higher education—from an application for admission to financial aid and placement tests—may be a foreign language to a homeschooled applicant. While the respondents in this study perceived that homeschooled students were just as academically prepared as other students, they were not quite as unanimous in their view of the applicant's social preparation. Whether this is fact or myth is left for further research, but training personnel in how to best address the needs of this growing population is vital. Hicks and Shere (2006) refer to this as reflective admission work.

Community colleges recruit in the high schools and in the private schools. The homeschooled population is largely untapped. Open houses for homeschooled students and their parents could be used to educate both groups in the admissions process and also used as recruiting tools. Current students who have been homeschooled could assist in the planning and help staff the open house. After all, who would be better to welcome a potential homeschooler than one who already “knows the ropes?” Financial aid and a variety of other college support services could be discussed during this session.

Supporting students does not end once they are accepted and have enrolled in their first class. Community colleges provide orientation for students in general, but how well do these orientations serve the homeschooled student? This population may well have specific needs that are not addressed in the traditional orientation course. More research that explores their needs could greatly benefit the student along with the institution. In this study, only 27% of the responding admissions personnel reported that their colleges provided special programs, workshops, or services for homeschooled students.

Homeschooling is continuing to grow, and homeschoolers are enrolling in community colleges in increasing numbers. Predictions suggest that the United States will have almost 3 million homeschooled students by 2010 (Ray, 2004a). While many of these homeschoolers will choose to attend four-year institutions, many will also choose community colleges. Admissions personnel, in particular, need to be ready to meet the challenges provided by this population, making sure that their institutions are truly open door for all applicants.

References

- American Association of Collegiate Registrars and Admissions Officers. (1999). *College admissions and the home schooling challenge*. Washington, DC. Retrieved September 1, 2007, from <http://www.ndus.nodak.edu/uploads/document-library/691/3E--COLLEGE-ADMISSIONS-AND-THE-HOMESCHOOLING-CHALLENGE---AACRAO.PDF>
- Barnebey, L. F. (1986). American university admissions requirements for homeschooled applicants in 1984. Unpublished doctoral dissertation, Brigham Young University.
- Barno, R. J. (2003). The selection process and performance of former home-schooled students at Pennsylvania's four-year colleges and universities (Doctoral dissertation, Lehigh University, 2003). *Dissertation Abstracts International*, 64(12A), 4379.
- Bielick, S., Chandler, K., & Broughman, S. (2001). *Home schooling in the United States: 1999* (NCES 2001-033). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved September 1, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001033>
- Callaway, S. (2004). Unintended admission consequences of federal aid for homeschoolers. *The Journal of College Admission*, 185, 22-28.
- Gray, D. W. (1998). A study of the academic achievements of home-schooled students who have matriculated into post-secondary institutions. Unpublished doctoral dissertation, University of Sarasota.
- Hicks, M., & Shere, C. (2006). Toward reflective admission work. *The Journal of College Admission*, 190, 44-57.

- Home School Legal Defense Association. (2006). *Federal requirements for homeschoolers seeking college admission and financial aid*. Retrieved September 1, 2007, from <http://www.hslda.org/docs/news/hslda/200306/200306190.asp>
- Jenkins, T. (1998). The performance of homeschooled students in community colleges. Unpublished doctoral dissertation, Texas A & M University-Commerce.
- Jones, P., & Gloeckner, G. (2004a). A study of home school graduates and traditional school graduates. *The Journal of College Admission*, 183, 17-20.
- Jones, P., & Gloeckner, G. (2004b.) A study of admissions officers' perceptions of and attitudes toward home school students. *The Journal of College Admission*, 185, 12-19.
- National Center for Education Statistics. (2006, February). Home schooling in the United States: 2003. Washington, DC: U.S. Department of Education. Retrieve January 17, 2007, from <http://nces.ed.gov/pubs2006/2006042.pdf>
- Ray, B. (2004a). *Home educated and now adults: Their community and civic involvement, views about homeschooling, and other traits*. Salem, OR: National Home Education Research Institute.
- Ray, B. (2004b). Homeschoolers on to college: What research shows us. *The Journal of College Admission*, 185, 5-11.
- Sutton, J. (2002). Homeschooling comes of age. *Brown Alumni Magazine*. Retrieved August 13, 2007, from <http://www.browncollegealumni.com/january/february-2002/homeschooling-comes-of-age.html>
- The National Center for Home Education. (2006). Home school enrollment in colleges and universities. Retrieved August 12, 2007, from <http://www.hslda.org/docs/nche/000002/00000241.asp>