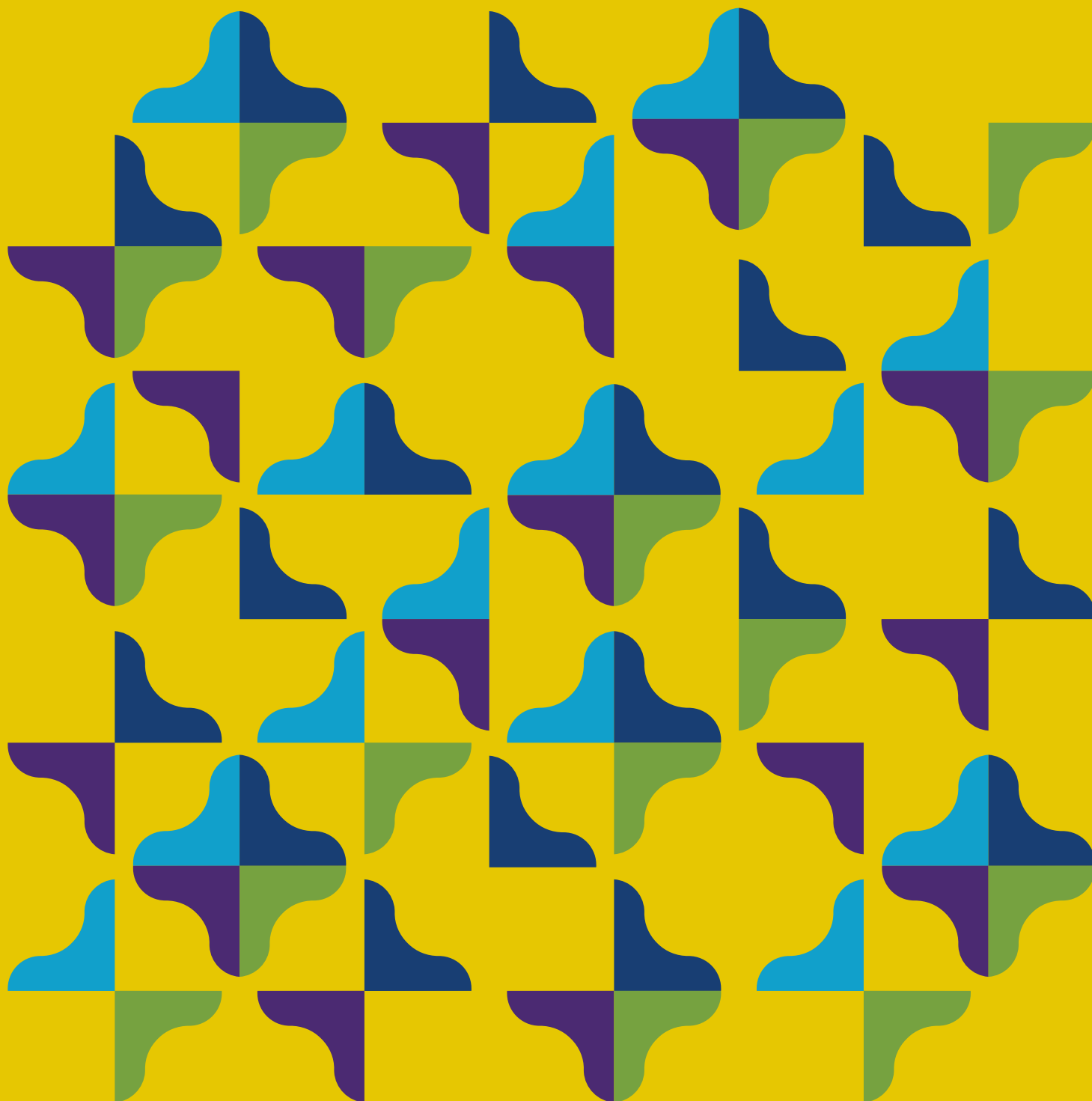


Highlighting independent students

Contexts, college applications, and post-application outcomes



KEY FINDINGS

Independent student takeaways

Contexts, college applications, and post-application outcomes

45k+

Total number of independent first-year students analyzed

Independent students were more likely to

- Reside in a ZIP code with household incomes below the national median
- Identify as first-generation
- Claim eligibility for a Common App fee waiver

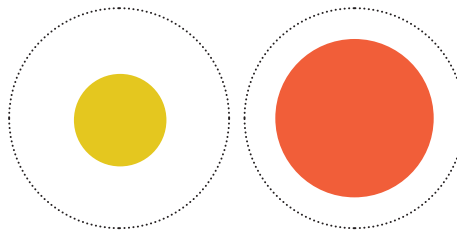
● Independent students
● Other students

High school GPA



Independent students had an average high school GPA of **3.24** in comparison to **3.65** for students outside the independent groups.

Degree completion



Fewer than **40%** of independent students completed a bachelors degree within six years, in comparison to **over 70%** of other students.

In-state applications



Independent students on average submitted **68%** of their applications to in-state institutions, compared to **54%** of other applicants.

Number of applications

Independent students submitted **fewer applications per applicant** than did applicants outside these groups.

WHAT THE DATA SAYS

Relative to other applicants, independent students are more likely to have **lower high school GPAs**, apply to **fewer institutions**, apply to schools **closer to home**, and have **lower degree completion rates**.

INDEPENDENT STUDENTS are defined by one or more of the following subgroups:



Independent Household
Wards of the court or state, in legal guardianship, or do not reside with a parent, step-parent, or legal guardian



Parenting
Have dependent children



Military Members
Veterans or active-duty members of the U.S. armed forces

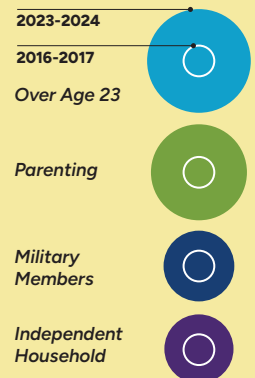


Over Age 23
Old enough to be considered independent per the FAFSA definition

GROWTH IN INDEPENDENT STUDENT APPLICANTS

Each of the four groups of independent applicants exhibited substantial growth over the last eight application seasons, **with each more than doubling** between 2016–17 and 2023–24.

Applicants in the Over Age 23 subgroup experienced the **most growth at 223%**.



For comparison, all **domestic U.S. first-year applicants** increased **55.3%** during the same time period.

Highlighting independent students' contexts, college applications, and post-application outcomes

May 12, 2025



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Introduction

Independent students in higher education are students who are generally expected to navigate college application and financial aid processes on their own. Students are independent for financial aid purposes if they meet any of a list of criteria [outlined](#) in the Free Application for Federal Student Aid, such as being 24 years of age or older; being a veteran or active member of the U.S. armed forces; having a dependent other than a spouse; or being an orphan, a ward of the court, ever a foster youth, ever in legal guardianship, an emancipated minor, or homeless or at risk of becoming homeless. Independent students [account for a substantial share of enrolled students in higher education](#) and have unique needs that must be met if they will have a clear path to degrees and success after college.

These students face unique challenges in addition to the demands of higher education, ranging from commitments at work or at home to dependent care responsibilities. They may also face greater geographic constraints relative to other students, and they may have less access to college-going information from high school counselors or parents. Little research exists so far to relate independent students' college aspirations, goals, and long-term success to differences in their individual

circumstances (responsibilities beyond education, geographic constraints, or students' access to college-going information), college readiness, or application patterns. Common App's data warehouse represents an important resource to highlight outcomes for specific groups of independent students by offering detailed applicant characteristics, measures of college readiness, and college application portfolios, with one cohort of applicants further able to be linked to National Student Clearinghouse StudentTracker data on postsecondary outcomes.¹ This report features first-year applicants, and we will feature transfer applicants in future work.

We focus specifically on four subgroups of independent students not exclusively citizens of non-U.S. countries whom we can identify using questions in the Common App first-year application: applicants old enough to be considered independent per the FAFSA definition; applicants who are veterans or active-duty members of the U.S. armed forces ("military-affiliated applicants"); applicants with dependent children; and applicants who are wards of the court or state, are in legal guardianship, or do not reside with a parent, step-parent, or legal guardian ("applicants with independent household structures").

We use this dataset to answer the following questions:

- How prevalent are independent students applying using Common App?
- What are the demographic characteristics of independent applicants using Common App?
- What do high school GPA and admissions test scores indicate about independent applicants' academic preparedness and admissions competitiveness?
- What do their college aspirations generally look like – how many applications do independent applicants submit, and to what kinds of institutions?
- How well do they fare when they actually enroll? What were independent applicants' college enrollment and degree completion outcomes?

Independent students are poised to account for an increasing share of students in higher education, and many of these students are the focus of [Common App's moonshot goal](#) to eliminate the gap between students from low-and middle-income communities seeking postsecondary opportunities. We hope these analyses will reveal opportunities to support independent students to and through college, and we hope to empower members to craft salient outreach strategies and serve independent students in ways that meet their unique needs.

¹ This report is based on research funded by the Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Gates Foundation.

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Key findings

1. **All four groups of independent first-year applicants exhibited substantial growth over the last eight application seasons, with each more than doubling between 2016–17 and 2023–24.** For comparison, all domestic U.S. first-year applicants increased 55.3% during the same time period.
 - a. For example, domestic applicants over age 23 as of December 31 of the application year grew 223% between 2016–17 and 2023–24.
2. **Applicants in all four independent subgroups were more likely to identify as first-generation, more likely to report eligibility for a Common App fee waiver, and more likely to reside in a ZIP code with median household income below the national median** than other applicants. Applicants in independent subgroups were between 1.8 and 2.3 times as likely to identify as first-generation relative to applicants outside those groups.
3. **All independent applicant subgroups had lower high school GPAs and lower SAT scores (plus concorded ACT scores) than applicants outside these subgroups had, on average,** in the 2023–24 application season. Average high school GPAs ranged from 3.17 to 3.32 (on a 4-point scale) and average SAT/ACT scores ranged from 1102 to 1198 across independent applicant subgroups. Applicants outside those subgroups had average high school GPA of 3.65 and 1262 average SAT/ACT.
4. **Applicants in all four independent subgroups submitted fewer applications per applicant than did applicants outside these groups,** with applicants over age 23 (1.9) and military-affiliated applicants (2.7) submitting the fewest. Other applicants submitted 6.6 applications on average.
5. **Applicants in all four independent subgroups submitted a higher proportion of applications to institutions in their states of residence and to less-selective institutions (acceptance rate 75% or higher).** As an example, applicants in independent subgroups submitted between 65.1 and 71.1 percent of their applications to in-state institutions, compared to 53.9 percent of other applicants.
6. **Applicants in each independent subgroup had lower rates of enrollment at four-year institutions in Fall 2017 and lower rates of bachelor's degree completion by 2022–23.** Differences were larger than comparable differences between first-generation applicants and applicants who were not first-generation.

Context for research around independent students

Before we dive into our analyses and results, we first emphasize the important data limitations surrounding the existing research on independent students and their journeys from college search to college enrollment – limitations that we hope to at least partially address with this work. The data sources best suited to highlighting these students include the National Postsecondary Student Aid Study, the American Community Survey (ACS), longitudinal surveys from the National Center for Education Statistics (NCES), and state longitudinal data systems. All of these face at least some limitations in including college applications, including information about institutions attended, collecting data at multiple points in time to connect college readiness and search activities with enrollment and degree completion, and covering a wide geographic range and recent data. For example, the American Community Survey includes rich information about respondents' age, household structure, dependents, and military service, but it does not include information about college readiness, college applications, or institutions attended. As an illustration of this dynamic, [one recent study](#) examining veterans' postsecondary education and labor market outcomes had to combine data from five federal sources and the National Student Clearinghouse in order to secure all the necessary pieces of the data for analysis.

With our rich data, we are specifically able to identify applicants 23 years of age or older as of December 31 in the application year (who would be 24 years of age or older when enrolled to meet the FAFSA eligibility condition); veterans or active-duty members of the U.S. armed forces ("military-affiliated applicants" below); applicants with dependent children ("parenting applicants" below); and applicants who are wards of the court or state, who are in legal guardianship, or who do not reside with a parent, step-parent, or legal guardian ("applicants with independent household structures" below). We are not able to identify applicants with dependents other than their children, and we are not able to identify orphans, emancipated minors, or students homeless or at risk of becoming homeless (Some of these students may be captured in the "Other" response to the first-year application question denoting with whom applicants share their household, ruling out that applicants reside with parents, step-parents, or legal guardians). We limit all analyses to applicants who were not exclusively citizens of countries outside the U.S. (i.e., "domestic applicants") and intended to enroll in the academic year after they applied. In all figures below, "All other applicants" are those who are not 23 years of age or older, do not have prior military service, do not have dependents, and reside with a parent or step-parent and are not in legal guardianship or

Highlighting independent students' contexts, college applications, and post-application outcomes

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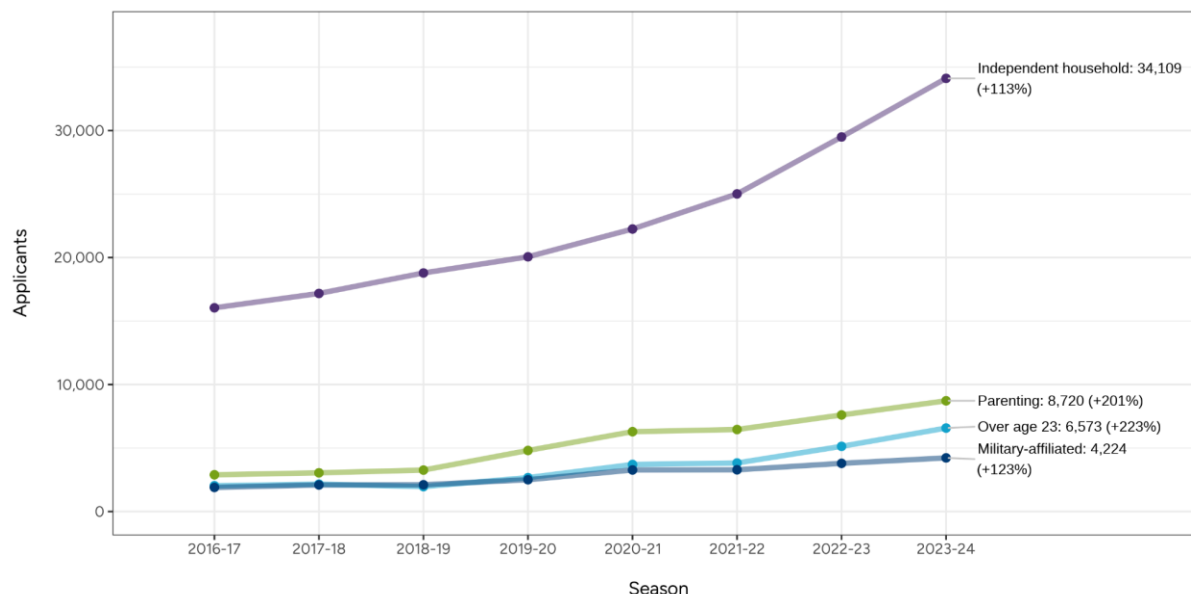
wardship. We focus this brief on first-year applicants, with analysis of transfer students reserved for future work.

Growth in independent applicants

To begin to describe these independent student populations, we present the number of these students submitting applications on the Common App platform over time. All four independent applicant populations exhibited substantial growth over the time period, with each group more than doubling between 2016–17 and 2023–24. In Figure 1, we present the number of applicants in each population over the last eight full seasons, and we denote the percentage growth between 2016–17 and 2023–24 for each population. Figure 1 illustrates that applicants over age 23 (223%) and parenting applicants (201%) had the largest growth during the period, with most growth occurring after 2018–19.² For comparison, all domestic applicants (who did not have exclusive citizenship outside the U.S.) increased from 809,124 to 1,256,702 between 2016–17 and 2023–24 according to Common App’s [end-of-season report](#) for 2023–24, for an increase of 55.3% during the same period. With growth rates far surpassing the growth rate of all domestic applicants between 2016–17 and 2023–24, these four applicant subgroups together rose from 2.5% of domestic U.S. applicants using Common App in 2016–17 to 3.6% in 2023–24. In other words, the population of independent applicants is growing rapidly both in absolute and relative terms among our applicant base.

² Subgroup colors throughout the remaining figures remain consistent with the colors in Figure 1 for ease of interpretation.

Figure 1. Growth in first-year applicants since 2016–17 among independent student subgroups



In Appendix Figure 1, we limit the picture in Figure 1 to illustrate growth specifically among applicants who applied to at least one institution maintaining Common App membership since 2016–17. In other words, Appendix Figure 1 illustrates growth in applications to a consistent set of member institutions over the eight-year period, in an attempt to separate applicant growth from growth in membership on the Common App platform.

Applicants' socioeconomic and academic characteristics

Independent students' backgrounds and experiences shape their needs and aspirations even before applying to college. Beyond just the counts of students using the platform, Common App's application information can contribute a number of insights related to applicants' socioeconomic backgrounds and academic experiences that importantly differentiate their needs and attributes.

Socioeconomic characteristics

In order to better understand independent applicants' college information networks and need to navigate financial aid systems, Figure 2 displays independent applicants' rates of first-generation status, rates of living in a lower-income community, and rates of eligibility for a Common App fee waiver, which we

Figure 2. Socioeconomic characteristics of applicants in the 2023–24 season



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generally view as a proxy for lower-income status.³ For example, in Figure 2, 62.3% of military-affiliated applicants and 65.9% of parenting applicants are first-generation applicants, compared to 33.7% for domestic applicants outside the independent subgroups. Results in Figure 2 indicate that applicants in all four independent subgroups were much more likely to identify as first-generation than students outside those subgroups were (ranging from 1.8 times as likely for military-affiliated students to 2.3 times as likely for students with independent household structures). The independent applicant subgroups were also more likely to reside in ZIP codes below the national median income (between 1.5 and 1.8 times as likely) and to be eligible for fee waivers (between 1.2 and 2.3 times as likely).

Figure 2 also reveals important differences in socioeconomic characteristics between applicants in different independent subgroups. For each of the three characteristics in Figure 2, military-affiliated applicants have the lowest incidence, and applicants with independent household structures (legal guardianship, wardship, or otherwise not sharing a household with a parent or step-parent) highest incidence. As an example, fee waiver eligibility ranges from 40.0% for military-affiliated applicants to 73.3% for applicants with independent household structures, almost as large as the difference with applicants outside the four independent subgroups. This is one helpful illustration that institution personnel and other student advocates can recognize differences among independent students when possible and not consider them as a uniform group.

These relationships highlight the intersection between independent student status and other high-priority student groups and suggest some ways that independent students may benefit from supports already in place for [first-generation](#) or lower-income students. With the independent applicant groups having rates of first-generation status above 60%, these students may also benefit from resources to assist first-generation students (e.g. college search and application counseling and help navigating enrollment intake processes, financial aid eligibility verification, and course registration). With their greater incidence of lower-income markers, independent students may also be especially sensitive to FAFSA completion and institutional financial aid opportunities. Independent students also have related needs specific to their own circumstances; as examples, lower-income parenting students may need assistance with securing child care, and military-affiliated

³ We define first-generation students as students whose parents have not obtained a bachelor's degree or higher, regardless of the year and country of the degree and if the student lives with adults other than their parents. We measure residence in a lower-income community as living in a ZIP code with a median household income below the national household median.

students may have Post-9/11 G.I. Bill benefits but may need assistance in maximizing the benefits and overcoming hurdles in using them.

Appendix Figures 2 and 3 present information on independent applicants' underrepresented minority (URM) status, legal sex, and age; all independent applicant populations were more likely to be in URM racial or ethnic groups and were older, on average, relative to applicants outside the independent populations.

Academic characteristics

We move next to measures of independent students' academic backgrounds, which may shape the kinds of institutions where they apply and their outcomes in college once enrolled. Figures 3 and 4 illustrate high school GPAs and SAT/ACT test scores for subgroups of independent applicants, representing two measures of academic achievement prior to college.⁴ Figure 3 illustrates average high school GPAs aligned to a common 4.0 scale for each subgroup.⁵ As examples, parenting applicants had a high school GPA of 3.32, on average, and applicants outside the independent populations had an average high school GPA of 3.65. All independent applicant subgroups had lower high school GPAs than applicants outside these subgroups had, on average, and the differences for each subgroup ranged from 0.33 grade points lower for parenting applicants to 0.48 lower for applicants over age 23.

Beginning with Figure 3 below, we also present values for all first-generation and continuing-generation applicants residing in the U.S. for the 2023–24 application season (below the marked lines for visual clarity). This offers both a direct comparison between independent and first-generation applicants, and allows for comparing any differences between independent and other applicants with another difference between first- and continuing-generation students. In Figure 3, first-generation applicants had an average high school GPA of 3.44, and the differences in high school GPAs between independent applicants and others (0.33 to 0.48 grade points) were larger than the difference in average GPAs between first-generation and continuing-generation applicants (0.30 grade points).

⁴ Especially SAT/ACT scores should be taken in context with the switch to test-optional admissions after the COVID-19 pandemic. Only 4% of Common App members required test scores with applications in the 2023–24 season. See Appendix Figures 9 and 10 for test-score reporting rates and timing by subgroup.

⁵ To align GPAs that students report on different scales (e.g. 100 points), we use submitted GPA threshold data from our Direct Admissions programs to serve as a “Rosetta Stone” of GPAs that institutions consider equivalent across scales, on average. GPA values reported by students may exceed 4.0 due to weighting.

Figure 3. Average high school GPAs for applicants in the 2023–24 season (common 4.0 scale)

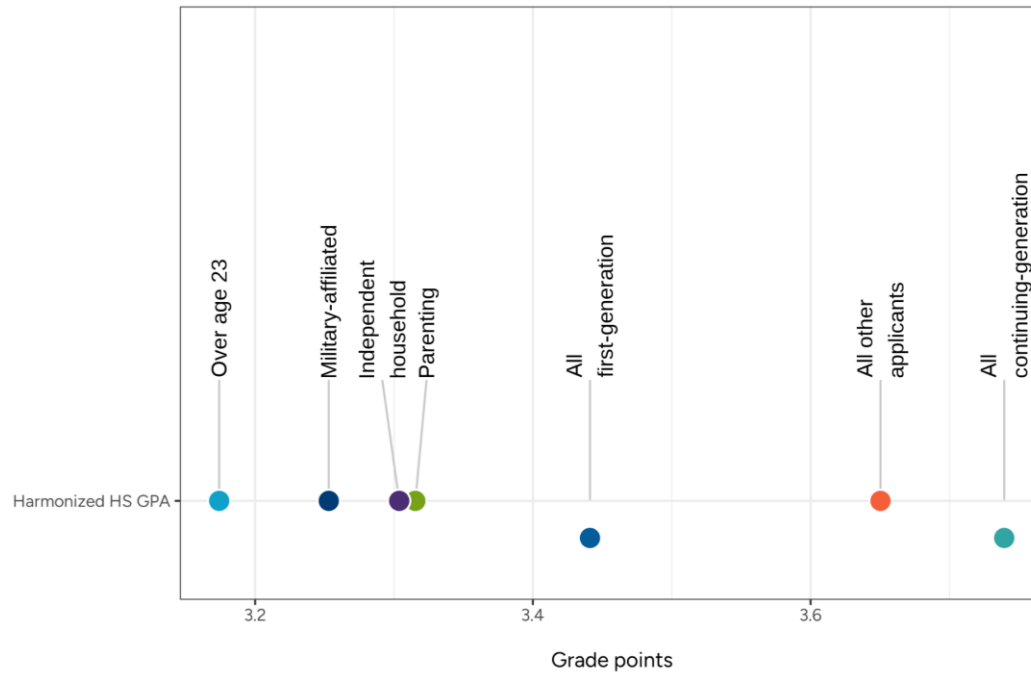
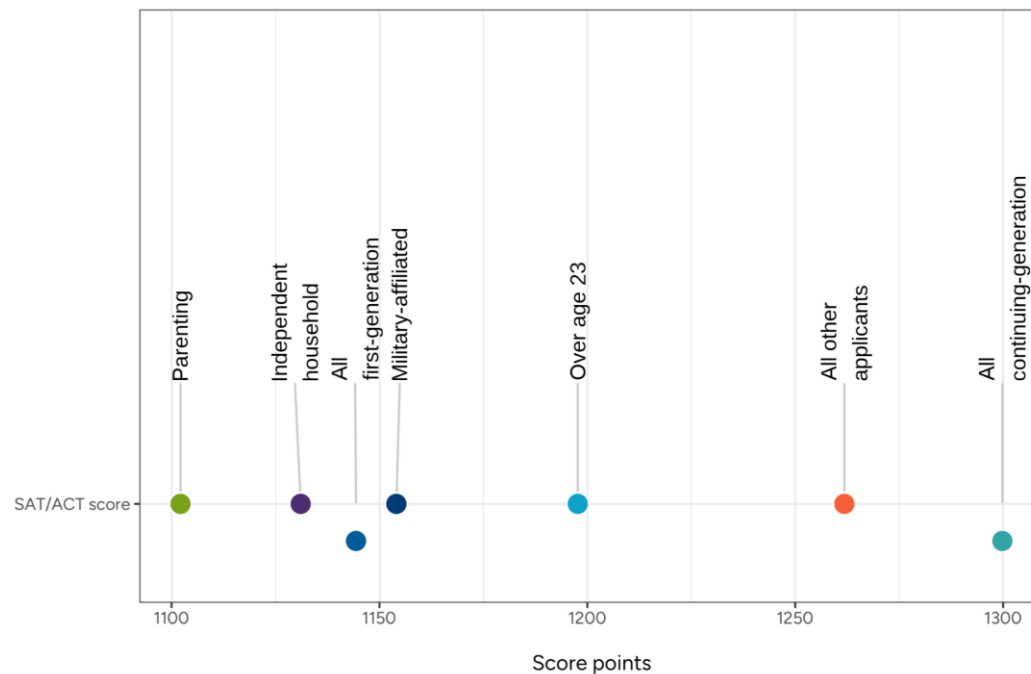


Figure 4. Average concorded SAT/ACT scores for applicants in the 2023–24 season



To examine admissions test scores in addition to high school grades, Figure 4 displays [concorded SAT/ACT](#) scores on the 1600-point SAT scale for each

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subgroup. As examples in Figure 4, applicants over age 23 had an average test score of 1198 and applicants not in the independent populations had an average test score of 1262. All independent applicant subgroups had lower SAT/ACT scores than applicants outside these subgroups had, on average. The differences ranged from 64 points for applicants over age 23 (about 40% of the difference in scores between first-generation and continuing-generation applicants) to 160 points for parenting applicants (just larger than the difference in test scores between first- and continuing-generation applicants). Test scores were generally more similar between independent applicants and other applicants than were high school grades.

These results on academic preparedness together suggest to us that independent applicants would likely need at least comparable academic support to first-generation students once in college, with the high school GPA measure suggesting independent students would likely need more support. If [work or family responsibilities](#) lead independent students to [enroll in more courses online](#), these students would also need specific support for online instruction.

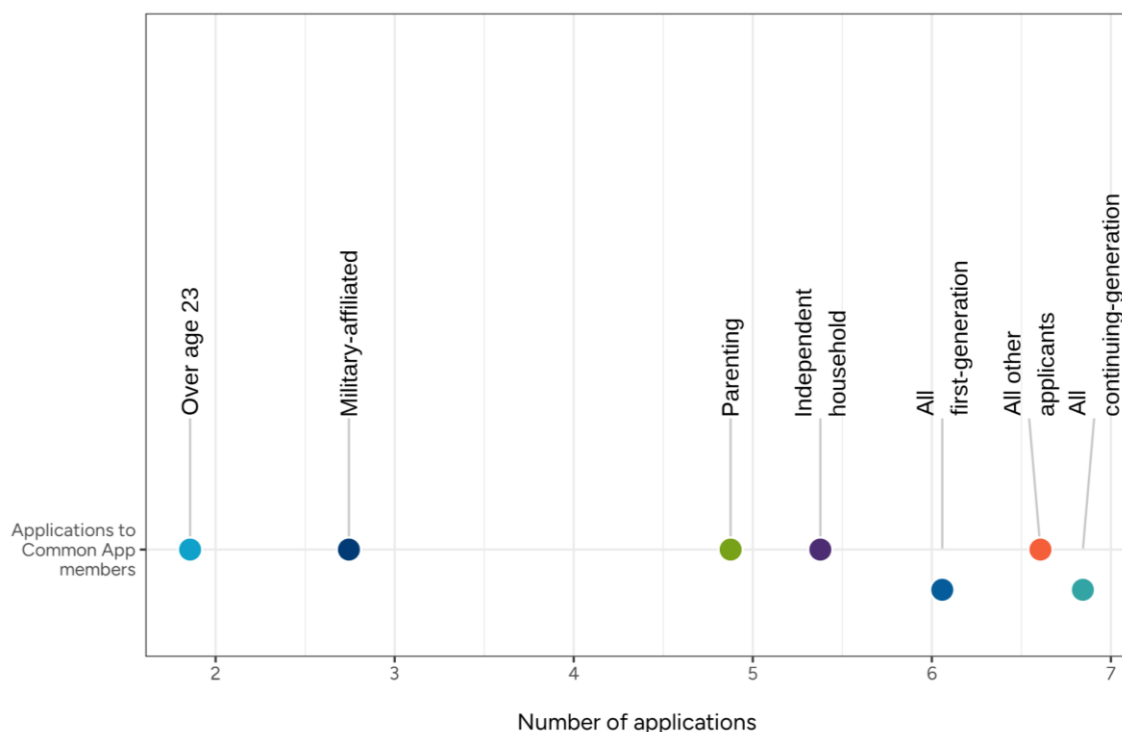
In Appendix Figures 4 through 10, we illustrate additional measures of independent students' academic backgrounds, including the type of high school attended, advanced coursework, academic honors, extracurricular activities, and admissions test score reporting. In general, applicants in the independent student populations had less exposure to advanced coursework before college and fewer extracurricular activities, on average, relative to other applicants, while they may bring different experiences such as military service or dependent care.

Characteristics of application portfolios

To better understand the nature of these students' college aspirations, Figures 5 and 6 illustrate characteristics of applicants' application portfolios and the institutions where they submitted applications. Figure 5 illustrates that applicants in independent subgroups submitted fewer applications on average to Common App members relative to other applicants, with applicants over age 23 (1.9 applications) and military-affiliated applicants (2.7) submitting the fewest. Applicants in independent subgroups submitted 1.2 fewer applications (for applicants with independent household structures) to 4.7 fewer applications (for applicants over age 23), relative to applicants not in the independent subgroups. For comparison, first-generation applicants submitted 6.1 applications, and continuing-generation applicants submitted 6.8 applications, on average. These results highlight the importance of differences between independent applicant subgroups, with, as an

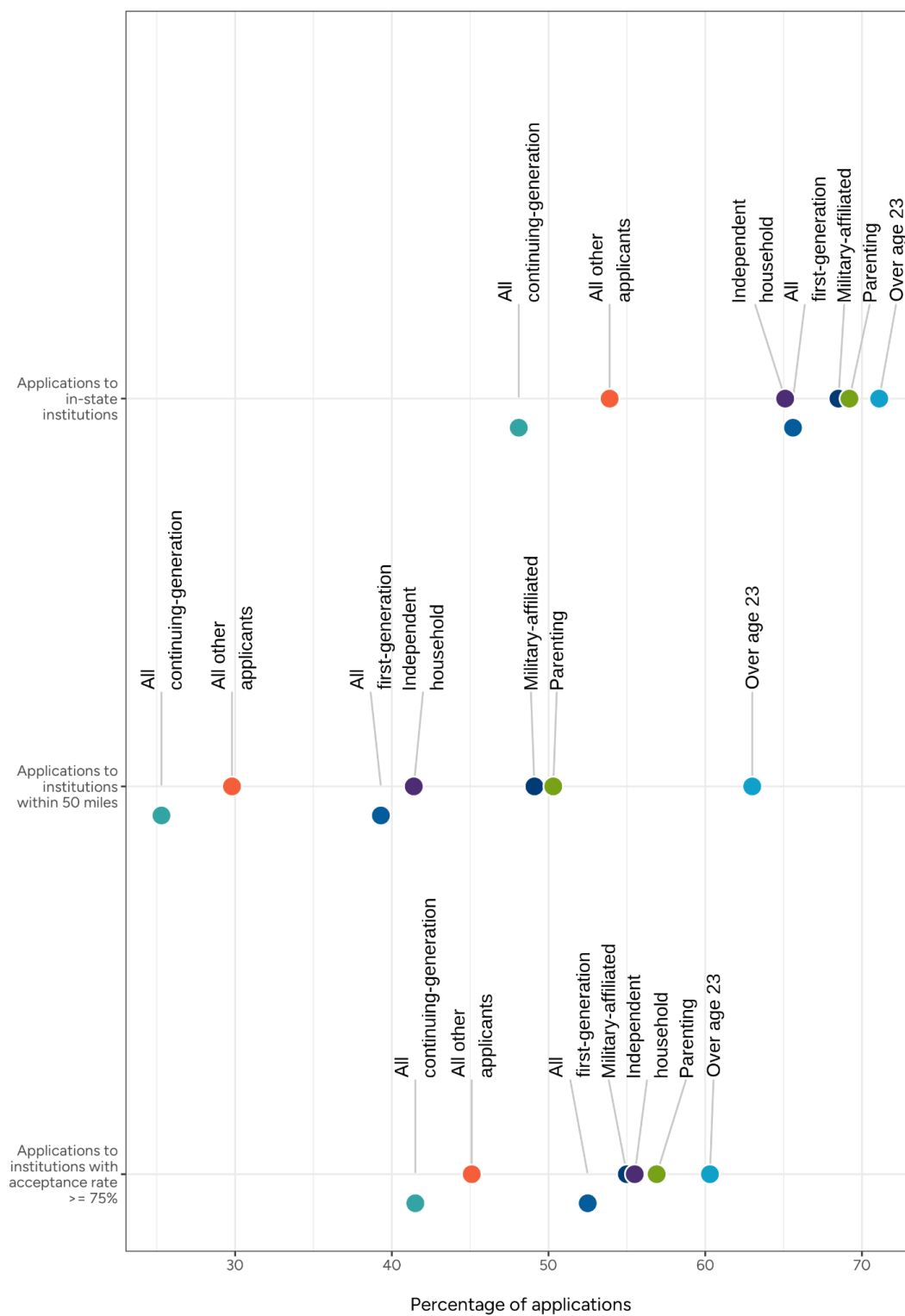
example, a larger difference in applications submitted between parenting applicants and military-affiliated applicants than between parenting applicants and applicants outside the independent subgroups.

Figure 5. Number of applications submitted to Common App members by applicants in the 2023–24 season



The analysis presented in Figure 6 moves beyond the number of applications submitted to the characteristics of institutions where students applied. As examples in Figure 6, applicants with independent household structures submitted 65.1% of their applications to institutions in their states of residence, 41.4% of their applications to institutions within 50 miles of their residence, and 55.5% of their applications to less-selective institutions (those with acceptance rates of 75% or higher). Results in Figure 6 illustrate that applicants in all four independent subgroups submitted a higher proportion of applications to institutions in their states of residence and a higher proportion of their applications to less-selective institutions, and all these differences are comparable to the differences evident between first-generation applicants and applicants who were not first-generation. Applicants over age 23, parenting applicants, and military-affiliated applicants applied to a disproportionately higher share of institutions within 50 miles away.

Figure 6. Characteristics of applications submitted by applicants in the 2023–24 season



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In sum, independent applicants appear to submit fewer applications, and for those applications they do submit, they tend to apply to less-selective institutions closer to home, compared to comparable other students. These results strongly indicate that independent applicants may have unique needs during the college search and application processes. Applicants age 23 or older, active-duty service members, and military veterans likely fall outside networks of information about college that rely on high schools and guidance counselors. Applicants not residing with parents or step-parents likely would not receive as much information about college from these sources, relative to continuing-generation applicants living with these caregivers. Institutions may need to devise strategies to reach these applicants directly during the college search process, both to share institution-specific marketing materials and to share information about applying to college in general. Once they get to college, institutions may also need to work to build students' connections with campus, if independent students live off-campus or have competing work or family responsibilities (especially for parenting applicants and applicants age 23 or older with the highest rates of applying in-state in Figure 6). In Appendix Figures 11 and 12, we present the average distance in miles to institutions where students applied and proportions of applications submitted to institutions with graduation rates below 50% or above 85%. Results suggest independent applicants submitted a higher proportion of their applications to institutions with completion rates below 50% and a lower proportion of their applications to institutions with completion rates higher than 85%, relative to other applicants.

College enrollment and degree completion outcomes

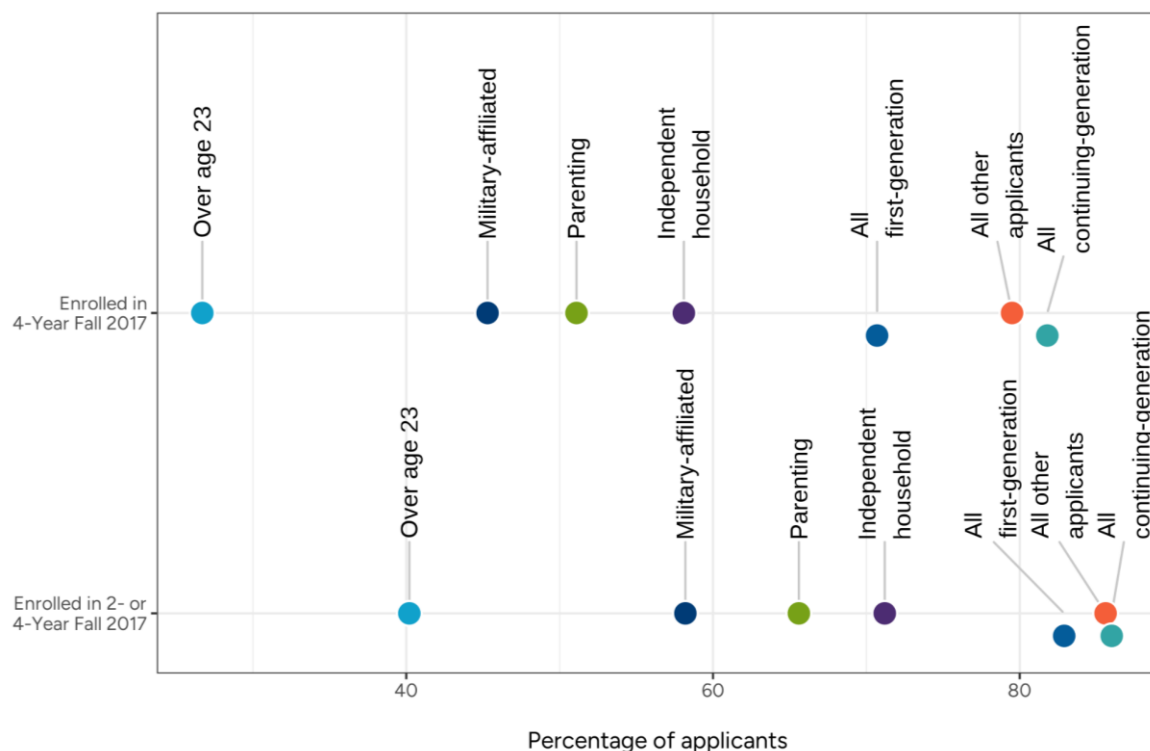
Finally, we investigate longer-term outcomes by illustrating college enrollment and degree completion outcomes for one cohort of independent applicants. Employing National Student Clearinghouse data on applicants' enrollment and degree completion outcomes for the 2016–17 application cohort (expected enrollment in Fall 2017 through completion as of Spring 2023), we present this information in Figures 7 and 8. As examples from Figure 7, we observe that 45.3% of military-affiliated applicants enrolled in four-year institutions in Fall 2017, with 58.2% enrolling in a two- or four-year institution in Fall 2017. Figure 7 reveals that applicants in each independent subgroup had lower rates of enrollment specifically at four-year institutions in Fall 2017, or at any two- or four-year institution, relative to applicants who were not in any of the independent subgroups. Applicants over age 23 had the lowest rate of enrollment in four-year institutions for Fall 2017 at 26.7 percent. Differences were slightly smaller in the bottom half of Table 7 because independent applicants had higher enrollment rates in two-year institutions that

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made up some of the ground, but overall enrollment rates still were lower for each independent applicant subgroup.

Figure 7. Postsecondary enrollment outcomes for applicants in the 2016–17 season



Similar patterns are evident for degree completion in Figure 8. For example, in Figure 8, 39.0% of parenting applicants earned bachelor's degrees within six years of their expected enrollment in Fall 2017, and 43.6% earned a bachelor's or associate's degree. Across results in Figure 8, fewer than 40% of applicants in each independent subgroup completed a bachelor's degree within six years, and this rate was lowest for applicants over age 23. Applicants in independent subgroups had higher rates of associate's degree completion relative to applicants who were not independent, so differences in completion rates of any degree were slightly smaller in Figure 8, but completion rates still were lower for each independent applicant subgroup. Independent applicants had lower degree completion rates and were disproportionately less likely to complete degrees, relative to first-generation students.

These results underscore the calls above for support at the college search and enrollment stages and once independent students are enrolled in college. They have at least comparable academic and financial needs to first-generation students (such as orientation, instructional support, and financial aid), and in all cases additional

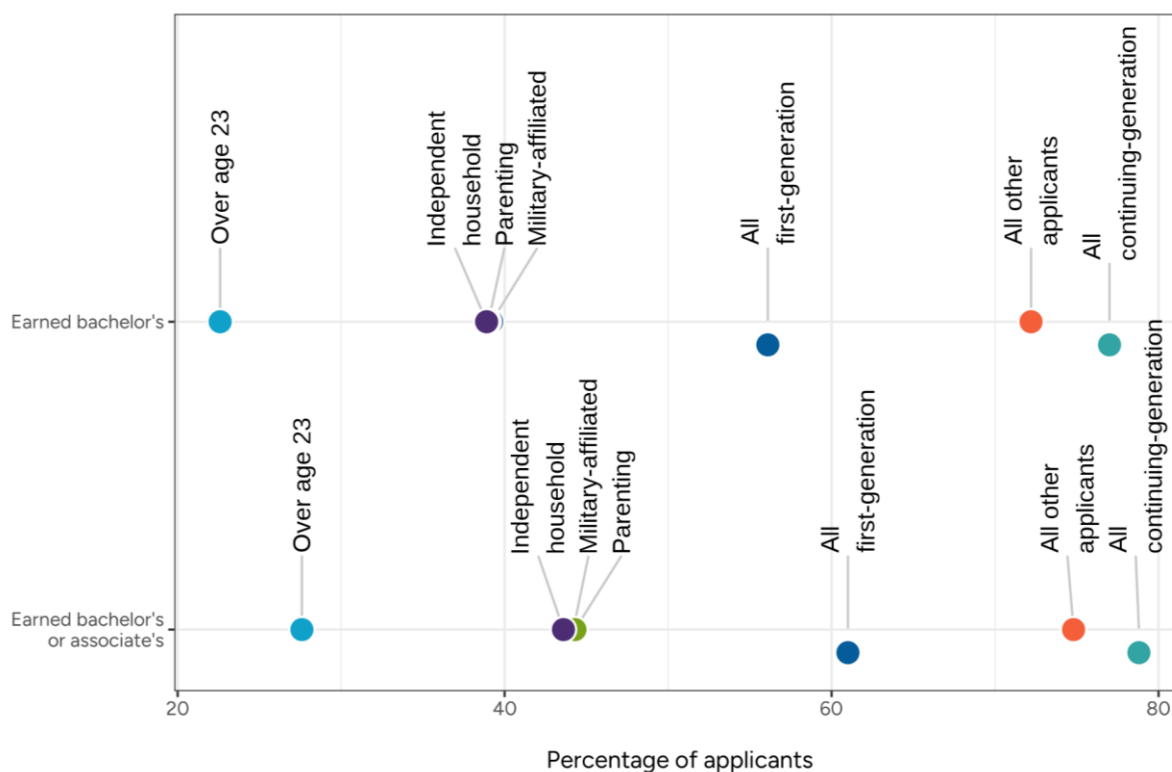
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needs for resources and supports that are unique to their circumstances as independent students (with college search counseling, child care resources, benefits processing, online instructional resources, flexible course scheduling, and part-time programs as examples). Higher education institutions, state education agencies, and college-going advocates may find value in partnering with other organizations that serve independent students, such as workforce development offices, Department of Veterans Affairs facilities, and child care centers, to deliver general college-going and affordability information or recruitment materials for specific colleges and universities.

In Appendix Figure 13, we illustrate bachelor's degree completion rates only for students who enrolled at four-year institutions during Fall 2017. Completion rates for independent applicants who enrolled ranged from 54.2% for applicants over age 23 to 63.9% for parenting students, compared to 69.9% for first-generation students and 82.8% for students outside the independent subgroups.

Figure 8. Six-year degree completion outcomes for applicants in the 2016–17 season



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Conclusion

Understanding characteristics, college applications, and postsecondary outcomes for independent applications offers valuable insights for our member institutions, college-going advocates, policymakers, and researchers. Results from this set of analyses suggest the independent applicants considered here are highly likely to be first-generation, have lower high school GPAs and test scores, apply to fewer institutions that are more likely to be in-state and less-selective, and have lower enrollment and degree completion rates, relative to other applicants. In sharing these descriptive analyses, we hope to marshal policy attention to these important groups of prospective students, help member institutions better understand their students on campus, inform Common App's outreach and student supports, and contribute to scholarly research on independent students' experiences.

These results indicate that even before students arrive on campus, independent students using Common App might need support with college choice and with completing the application, or they might require more information before committing to enroll at an institution. In particular, we found that older applicants and military-affiliated applicants submitted disproportionately fewer applications relative to other students. These applicants may face geographic constraints in applying to a large number of institutions or institutions out-of-state, and thus regional colleges and universities would be critical for these students' success. In addition, these applicants may not have ready access to college counselors, and thus may benefit from separate channels of sharing information about college, potentially through states, nonprofit organizations, or postsecondary institutions themselves.

These analyses also provide valuable descriptions of students' college readiness and may help institution personnel tailor support for these students as they start college. For the cohort of applicants for which we have outcomes past college enrollment, member institutions can compare how their own students are doing relative to a national benchmark and reflect if additional supports may be warranted.

The findings from these analyses also hold promise for researchers who study independent students. The data examined here offer a rare look at independent students' college application patterns, especially for older applicants and military-affiliated applicants. Existing data on college applications typically draw from surveys of high school students, and surveys of college students begin with enrollment rather than applications, so existing datasets are not well suited to provide insights on older applicant populations. Some of the patterns identified here may motivate further study on factors that influence independent students'

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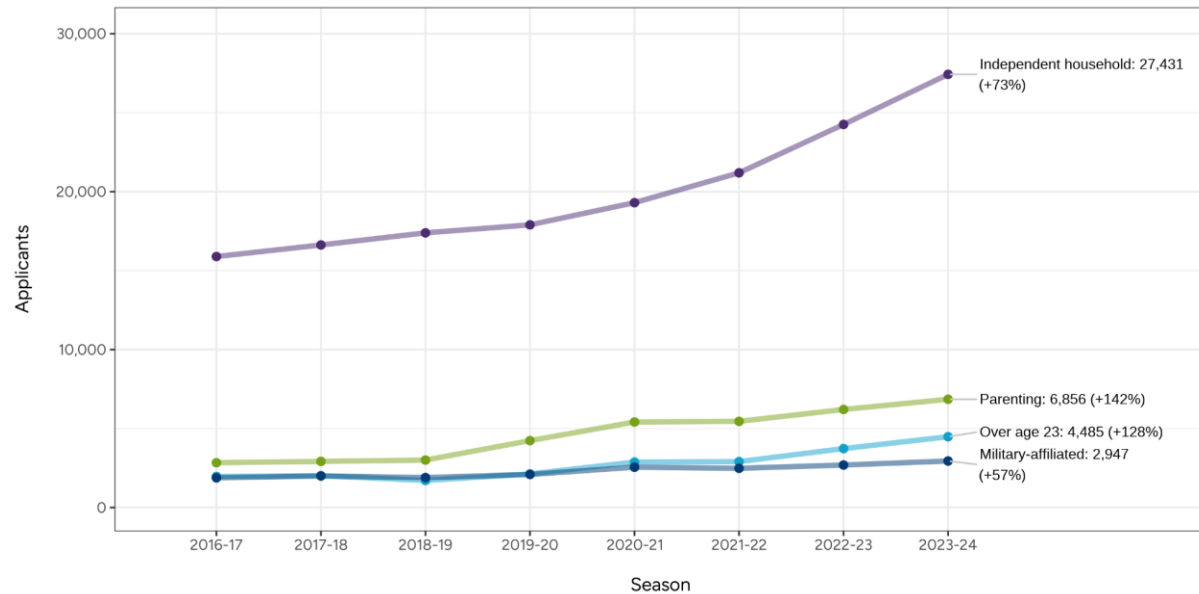
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college application and enrollment outcomes, such as information availability, community resources, distance to college, and professional aspirations. In addition, future research may seek to investigate differences within the populations we featured here, including differences between veterans and active-duty military members, differences between single parents and parents with partners, and differences by age at the point of application. We also intend to conduct similar analyses in the future using data from Common App's transfer platform, investigating applicant characteristics, enrollment trajectories, and application patterns among applicants using Common App to transfer to a new institution.

As independent students continue to be a crucial constituent group in higher education, we will continue to consider ways to support these students directly and to support member institutions who serve them, from application to degree completion, so independent students can realize all the benefits of their academic efforts.

Appendix

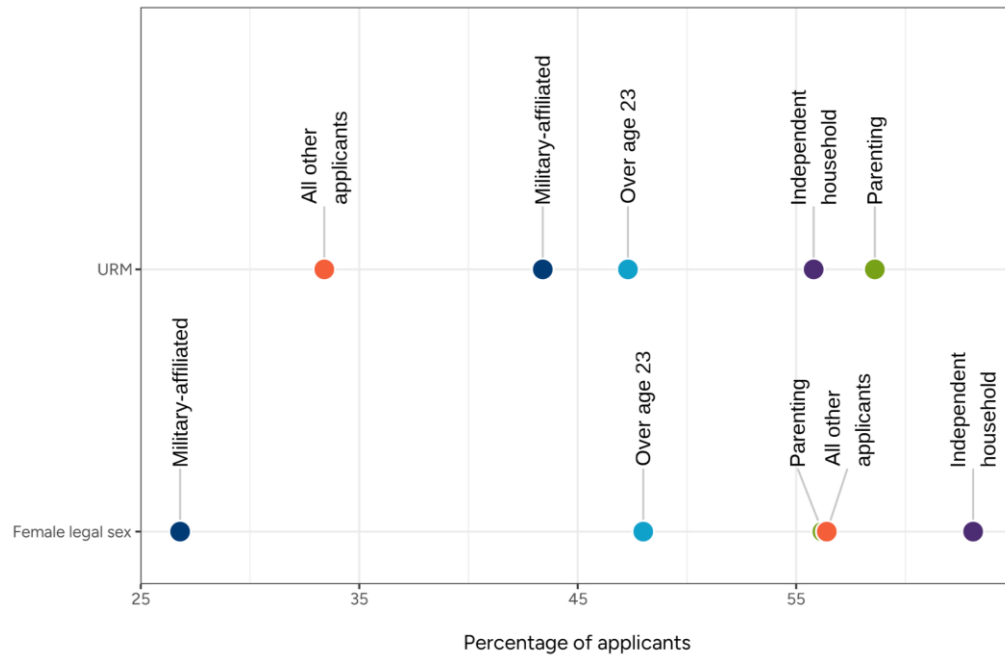
Appendix Figure 1. Growth in first-year applicants to returning members since 2016–17 among independent student subgroups



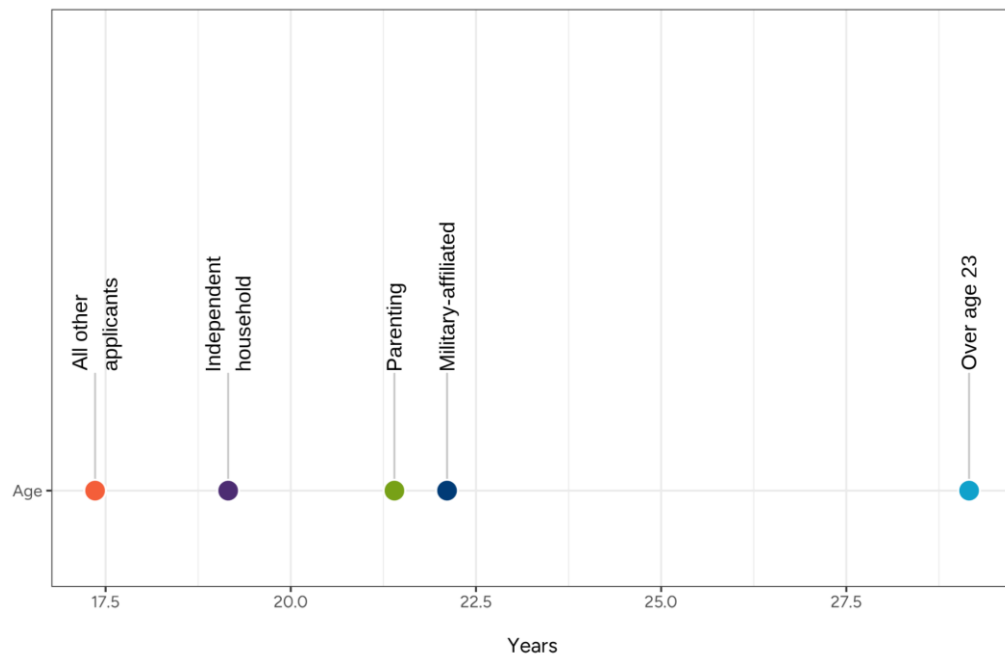
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Appendix Figure 2. Underrepresented minority (URM) status and legal sex of applicants in the 2023–24 season



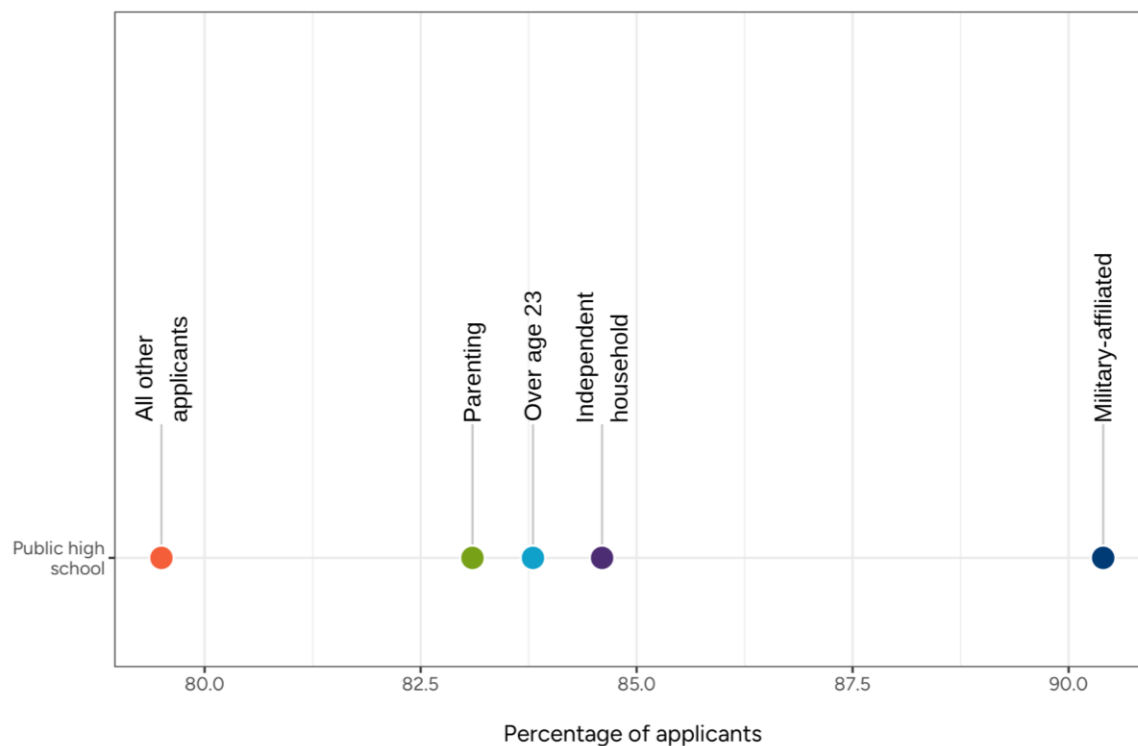
Appendix Figure 3. Age of applicants as of December 31 in the 2023–24 season



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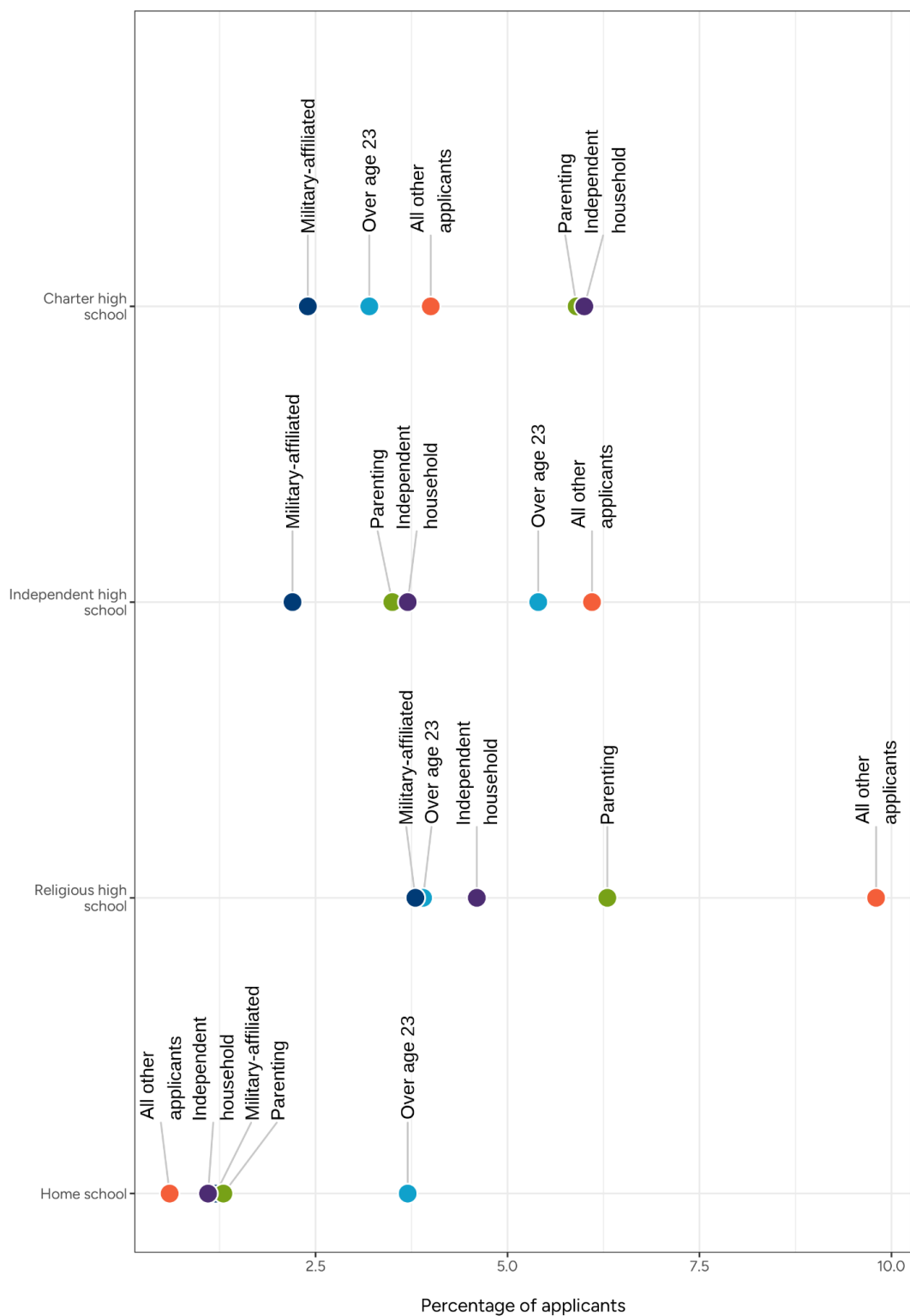
Appendix Figure 4. Public high school attendance of applicants in the 2023–24 season



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Appendix Figure 5. Attendance of other high school types of applicants in the 2023–24 season



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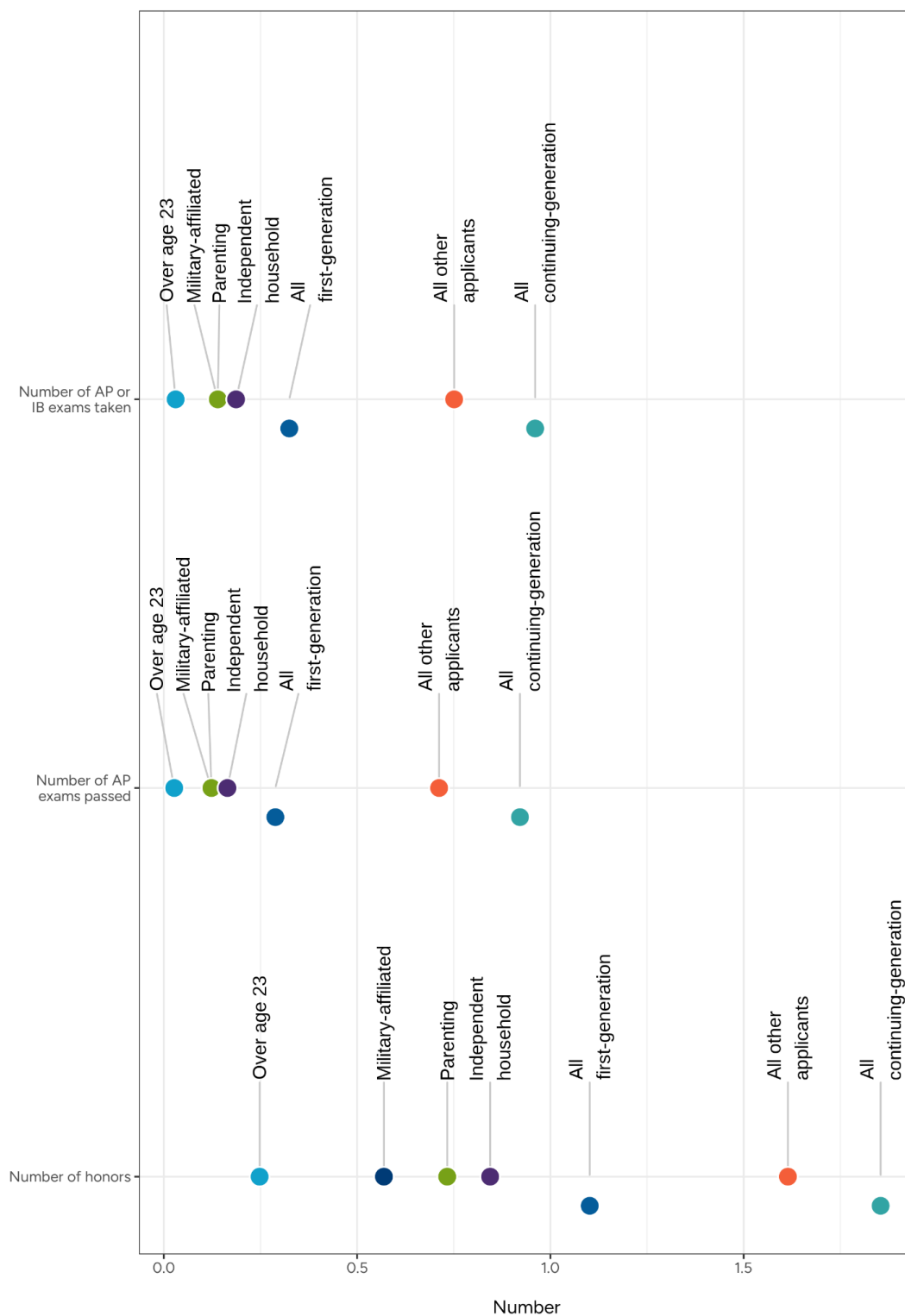
Appendix Figure 6. Advanced Placement and International Baccalaureate exam-taking of applicants in the 2023–24 season



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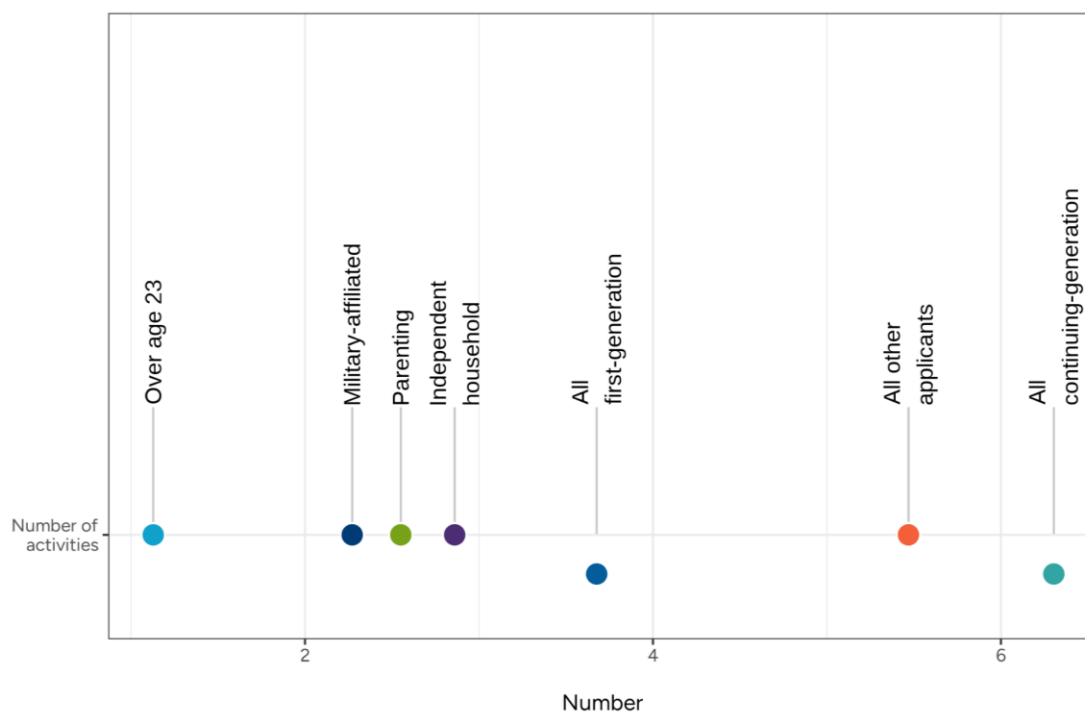
Appendix Figure 7. Advanced Placement and International Baccalaureate exam results and academic honors of applicants in the 2023–24 season



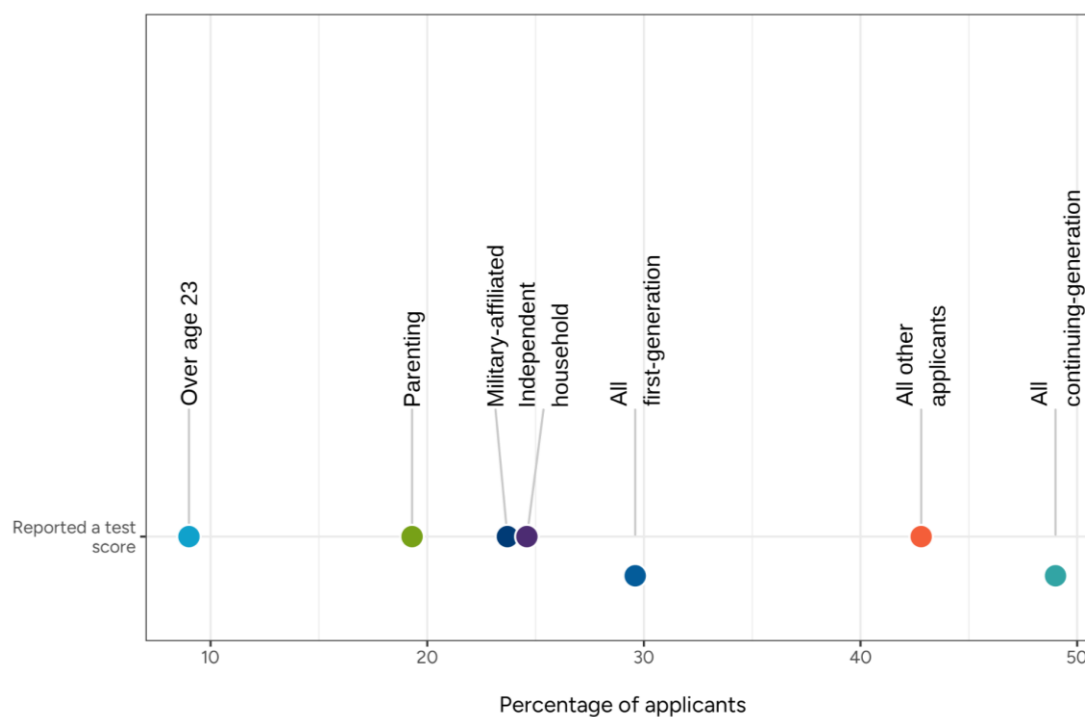
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Appendix Figure 8. Extracurricular activities of applicants in the 2023–24 season



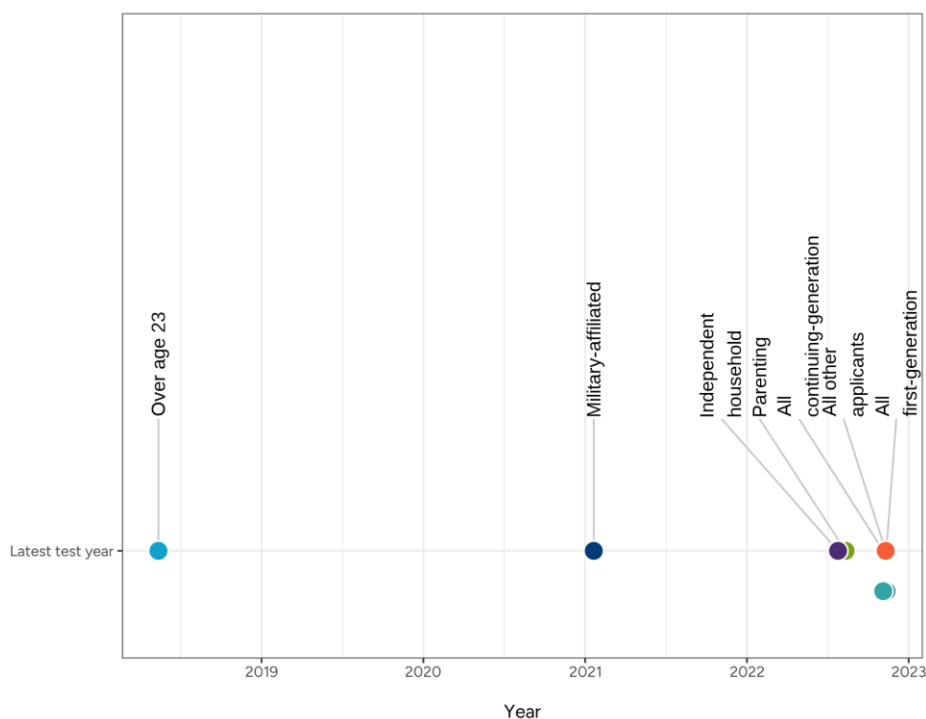
Appendix Figure 9. Admissions test score reporting of applicants in the 2023–24 season



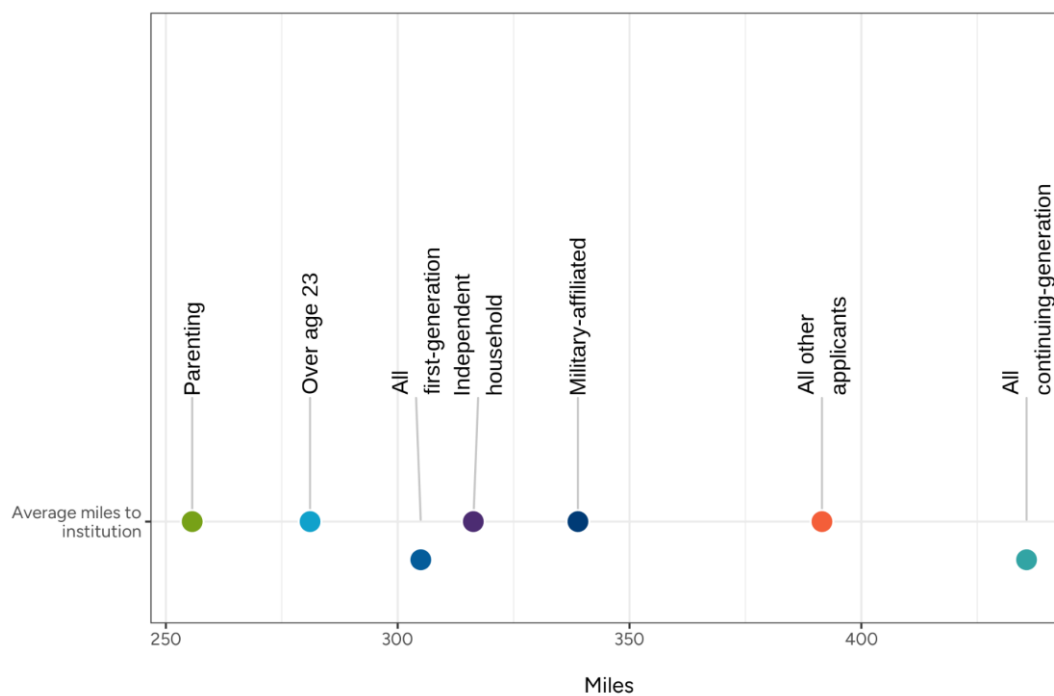
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Appendix Figure 10. Average latest year of admissions test-taking for applicants in the 2023–24 season



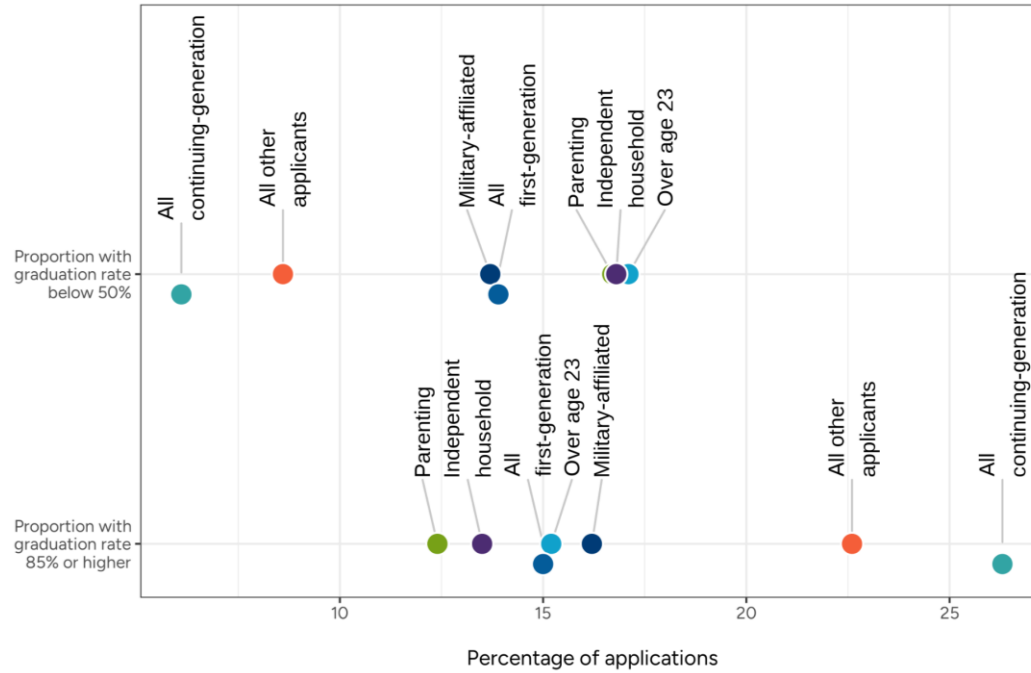
Appendix Figure 11. Average distance in miles to institutions where applicants submitted applications in the 2023–24 season



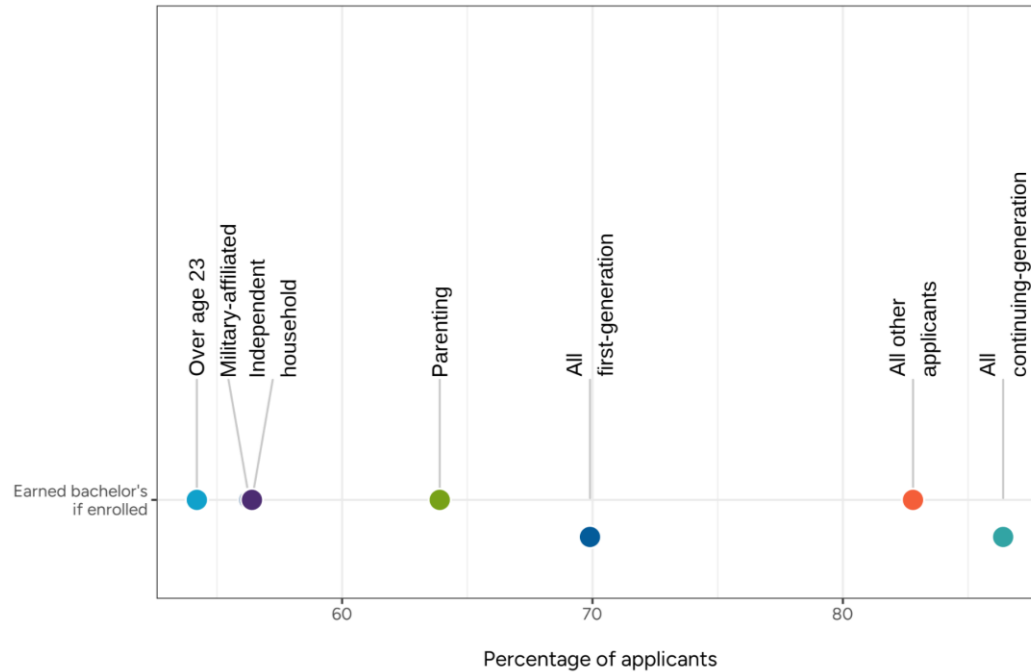
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Appendix Figure 12. Degree completion rates of institutions where applicants applied in the 2023–24 season



Appendix Figure 13. Six-year bachelor's degree completion conditional on enrollment in a four-year institution in Fall 2017 for applicants in the 2016–17 season



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