NACAC ADVOCACY MEETING
MARCH 5 – 6 | WASHINGTON, DC

Join NACAC colleagues on Sunday for a day of legislative updates, presentations by Congressional staffers, interactive advocacy workshops, and discussions about hot topics in college access. On Monday, walk the Hill with members of your affiliate to talk about your work and how Congress can help more students pursue higher education.

Register today at cqrcengage.com/nacac/advocacymeeting

Follow along on social media with #NACACHillDay.
CONTENTS

MEMBERSHIP MATTERS
7 Colleagues’ Corner
10 CBO Spotlight
12 A Day in the Life

PROFESSIONAL NEWS
15 Racial Debt Gap
17 Fact Check
18 Blog Log
19 Coalition Update

NACAC WORKING FOR YOU
21 New Website
22 National College Fairs Numbers
23 International University Admission
24 International High School Students
26 STEM Fair Photos

EXTRA CREDIT
4 Early Action
48 International Students
50 Daytimer
52 Hall Pass

ADDRESSING SEXUAL VIOLENCE ON CAMPUS
40

GENERATION Z
34

CLASS OF 2017
44

SEAMLESS TRANSFERS
28
What does it mean to be a student at your college?

Every month, 250 colleges are reminding influencers at 28,000 high schools what it means at theirs.

Merit scalably delivers proof points of success about every student on your campus directly to the principals and guidance counselors at each one’s former high school.

Learn how Merit can connect you to high schools, equip your admissions counselors with personalized stories to help them tell compelling narratives about current students, and reach stakeholders with proof of your institution’s value.

Merit
meritpages.com
“I HAVE LONG SAID THAT COMMUNITY COLLEGES ARE AMERICA’S BEST KEPT SECRET, BUT I BELIEVE IT’S TIME FOR THAT TO CHANGE. I BELIEVE WE NEED TO CELEBRATE COMMUNITY COLLEGES—AND THEIR STUDENTS—FOR WHO THEY REALLY ARE: INNOVATIVE, INSPIRING, AND ESSENTIAL. NOT JUST CELEBRATE, BUT SUPPORT.”

—Dr. Jill Biden, from her commencement ceremony speech at Northern Virginia Community College
Early Action

Our goal:
“Challenge assumptions and bias when you can. Spread the word that transfer students bring tremendous value to our institutions and are an important component of the higher education landscape.”

The New Normal

Transfer is the new normal. With 42 percent of all students being transfers, nearly all of us can say we’ve worked with someone who is, or was, a transfer student. You may or may not interface with transfers on a regular basis; but as admission professionals, I assert that knowledge of the issues related to these students simply must become part of your repertoire. I offer you my call to action!

Check your biases. Do you have preconceived notions of what types of students transfer? It is crucial to avoid making assumptions about these students—their aptitude for college, their academic intentions or career aspirations, and what they know about your institution and college success. There are myriad reasons students attend more than one institution. Give them a chance to tell their stories before you ascribe attributes to them.

Focus on the facts. Do you know how many of your high school students transfer during their college careers? Do you know how many transfer students are at your institution or how many have transferred out? Do you know how well these students do once they have transferred? Do you know the average number of credit hours your students bring with them and how many of those hours apply to their desired major? Accurate transfer student data helps us more appropriately respond to needs and can challenge inaccurate assumptions.

Be inclusive. With more than one-third of all college graduates acquiring credits from more than one institution, we are negligent if we are not discussing transfer as a viable pathway to degree attainment with all our students and their families. The earlier these conversations can begin, the more accurate expectations can be established. Examine your departmental and institutional strategic plans for specific mention of transfer. Audit your printed and online publications and website to ensure transfer is addressed and transfer students see themselves represented.

Go the extra mile. Transfer students have college experience, but obviously not at your institution. Ask them lots of questions. Don’t assume transfer students know how to communicate their needs to you in language that is specific to your institution. Asking that extra question can save a lot of heartache down the line when credits don’t transfer or a transcript is not received in time for evaluation. Avoid using jargon specific to your institution.

Find your voice. Whether or not assisting transfer students is an integral part of your work, you can be a transfer advocate. In meetings ask, “How does this affect our students who might transfer (or are transfers)?” and “Are we being inclusive of transfer students and the transfer perspective in our policies and practices?” Share what you know about transfer with others. Challenge assumptions and bias when you can. Spread the word that transfer students bring tremendous value to our institutions and are an important component of the higher education landscape.

I am honored to have been appointed to the NACAC Board of Directors to help shape and advance the association’s support of transfer students and the transfer process. Kudos to NACAC for embracing transfer!

Janet Marling, Vice President for Student Affairs and Enrollment Management University of North Georgia, Executive Director for the National Institute for the Study of Transfer Students, and NACAC Board Director.

Read more about transfers and articulation agreements on page 28. Watch for the new transfer-themed column in the next Journal of College Admission.

Visit www.nacacnet.org/transfer for free resources and tools for professional and students.
Traditional student outreach starts with buying name lists. What would you do if you could fuel your search without buying names? Imagine a strategy that allows you to support your traditional outreach such as emails and mailers along with your digital outreach supporting conversion and yield at every phase of the funnel without adding cost to your overall recruitment budget.

Visit: edu.chegg.com or e-mail outreach@chegg.com

Chegg® Enrollment Services
MEMBERSHIP MATTERS

BOTH SIDES OF THE DESK
RENÉ GÓMEZ

College Counselor
Saint Ignatius College Prep
NACAC member since 2011

Saint Ignatius College Prep, a Jesuit Catholic school in the heart of Chicago, is a diverse community dedicated to educating young men and women for lives of faith, love, service, and leadership.

WHAT LED YOU TO THE PROFESSION AND HOW HAVE YOU GOTTEN TO WHERE YOU ARE TODAY?
As a first-generation Latino student, I always felt behind in the college process. Where I grew up, it was difficult to network with professionals who specifically knew about the college world. I am thankful to have had parents and teachers who encouraged me to find the right fit school. I wanted to interact with students the same way I did with my teachers. In college, I had the opportunity work closely with my admission office and with prospective students as they went through the college admission process. With that experience, I found a passion for working with students through the college search. Sure enough, an employment opportunity arose with a community-based organization after I graduated.

HOW HAS YOUR FAMILY INSPIRED AND SUPPORTED YOU?
My family has been my rock my entire life. Prior to my career choice, my immigrant-now-citizen parents did their best to push me toward a career, not just a job. Once I finished college, my parents were excited I had found a place of employment. What has made them proud is that I have continued to find a path to grow and improve my own work ethic and experiences. My parents encouraged me to pursue passions. My sister was a perfect protégé who allowed me to discover my love of education, and my wife has been my blessing and my motivator to pursue further knowledge and growth within the profession. I have never been without them when it comes to my career and other choices.

HOW HAS BEING A LONG-TIME CUBS FAN SHAPED YOUR APPROACH?
You hope your students earn admission to great schools. If they do their jobs and work hard, it can very well happen. I push my students to look at a number of areas, like when Cubs management had to look at what was available to them in each given year to build upon the next. They needed to know skill sets and averages to be successful on the field, just as my students need to know all about the college process. Also, being a Cubs fan at a South Side Chicago school is a great lead into deeper conversations!

Continued on page 8

JENNIFER NUECHTERLEIN

College & Career Counselor
Hunterdon Central Regional High School
NACAC member since 2008

Hunterdon Central Regional High School is a comprehensive, four-year public high school, and regional school district that serves students from five municipalities in east central Hunterdon County, New Jersey.

HOW DID YOU BECOME A COLLEGE COUNSELOR?
I started my college admission counseling career as a transfer counselor at a community college—I really enjoyed helping students through the application process and wanted to stay in higher ed. I was working on my master’s in community counseling but switched gears to pursue a school counseling degree so I could assist students earlier in the college admission process.

HOW FOCUSED ARE YOU ON COLLEGE COUNSELING AMONG YOUR OTHER DUTIES?
College and career counseling is all I do. Hunterdon Central has a comprehensive counseling model and college and career counseling is introduced in the ninth grade. We’ve had a college counselor for 20 years. Although I have a degree in school counseling, my role is to be a consistent source of knowledge about the college and career process. I am an additional resource that compliments the work of our grade-level counselors, in the junior and senior years, so we can provide thorough college and career counseling to our students.

TELL US ABOUT YOUR FIRST NACAC CONFERENCE.
Seattle in 2008 was my first conference. It was my third year as a college counselor and I was impressed with the diversity of the sessions and the networking. The networking was especially amazing. The connections I made helped me grow as a counselor. I was stunned by the Counselors’ College Fair—what a great event!

Continued on page 8
Jennifer, from page 7

WHEN YOU ARE NOT BEING A COLLEGE COUNSELOR, OR A SUPER MOM, WHO ARE YOU?
Wow, I need to think about that... I love my family and I love what I do. Outside of that, I try to stay busy... I do have a life! My guilty pleasures are cooking and country music. I should add traveling (mostly to colleges). I have visited 260 colleges since becoming a college counselor.

WHAT’S YOUR MANTRA?
Don’t sweat the small stuff... it will pass. Focus on what is most important—who I am and who I want to be. Don’t worry about the present and instead think about the future. Where do I want to be?

WHAT ADVICE WOULD GIVE SOMEONE ENTERING THIS FIELD?
This job is incredibly rewarding. Focus on balance in the job—float instead of diving in. And find balance in life. This job isn’t about money, it’s about serving students. If you’re balanced, you can better help them. Find mentors who can help you deal with the good, the bad, and the ugly. College counseling changes everyday.

WHAT QUOTE MOST INSPIRES YOU?
"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle. As with all matters of the heart, you’ll know when you find it."
—Steve Jobs

RENÉ, FROM PAGE 7

WHAT DO YOU ENJOY ABOUT YOUR ROLE?
It’s the everyday interaction with my students. Getting to know them on a more personal level is great because it gives me more insight on who they are and why they enjoy the activities they are involved in. You get the opportunity to see them grow into mature young adults—and feel satisfaction that you were a small part of their development.

WHAT PROFESSIONAL GOALS ARE YOU WORKING TO ACHIEVE?
Not lost is my pursuit of a master’s degree. It’s an elusive goal and I need to continue to push forward. Life never gives you enough time to achieve things. You have to make time for them.

YOU’VE WORKED THE PROFESSION TRIANGLE—CBO, COLLEGE AND HIGH SCHOOL. WHAT’S NEXT?
I believe is continued growth in my current role. Working for a Jesuit high school has allowed me to bridge the gap from my every day job into a vocation. Like many of us in the profession, our school believes that helping students find their paths in education is the ultimate goal. It makes the job more meaningful. To grow, I’d like to get more involved in the campus community and be more active in my students’ lives—attending retreats, serving as a chaperon, supervising a club. That is where the reward keeps giving back.

WHICH SUPERHERO DO YOU MOST IDENTIFY WITH?
As my Pop Vinyl bobble-heads on my desk would indicate, Wolverine and Deadpool are my favorites. Ultimately though, I consider myself a more team player. I think I’m a combination of Captain America and Hawkeye. Cap brings people together and has a strong moral compass, and Hawkeye is an unsung hero who is willing to be a team player.

2017 | GUIDING THE WAY
TO INCLUSION

Guiding the Way to Inclusion features best practices and the latest research on campus diversity and multicultural recruitment.

Learn more at nacacnet.org/gwi.

Follow @NACACedu and #NACACGWI for updates.
Sailing ships into the future:

Leadership. Entrepreneurship. Internship.

Unconventional? Not at Rice.

What will prepare students for a successful career in a growing global society? At Rice University we believe three key opportunities will best equip our students for the future.

Developing students’ LEADERSHIP by helping shape them into trailblazers in their personal, business and social lives. Beyond establishing startups, Rice ENTREPRENEURSHIP is about creating opportunities to nurture innovation and foster change within existing organizations. Taking education out of the classroom means our INTERNSHIPS give students practical, real-life work experience in their chosen career field.

That’s what we do at Rice University — apply unconventional wisdom to solve today’s problems and deliver tomorrow’s solutions. Find out more at rice.edu/ships.
Three years ago, Peggy Jenkins started Palouse Pathways to provide college readiness programming to students and parents. After obtaining a certificate in college and career counseling from UCLA Extension, she wanted to serve the needs of low-income families in her home area of Moscow, Idaho.

Entirely volunteer-run, Palouse serves students independently and by working directly with local schools. They provide SAT prep, various informational programs (like college exploration classes and essay writing classes), and information about financial aid and paying for college. They are also in the process of establishing a volunteer mentorship program. “We do a fair amount in informal mentoring already,” Jenkins said. Her new goal is to reach a younger cohort and stay with them through high school and into college. “We’re slowly building a college-going culture. We’re planting seeds.”

Palouse Pathways is in the Idaho-Washington Palouse area of the inland northwest and serves an economically diverse population of children of faculty and staff from the two big public universities, as well as rural farming families and the rural poor. The support and buy-in of local schools has been imperative to the success of the program, Jenkins said. Much of their work takes place in the schools is tailored to needs of local schools. The program is expanding into work with local STEM TRIO programs and some federally funded afterschool programs for local low-income students. In addition, they provide educational programming for parents to help them understand the college process, and college fairs.

Recently they hosted Honors College Fairs, inviting large public universities to discuss their honors college options. “So many of our high- aspiration kids will end up locally because of financial limitations, so we want them to know about the options available to them,” Jenkins said.

They also host a selective college night where local alumni from selective colleges come in and talk about their experiences. “So many of our students don’t know about any liberal arts schools beyond Harvard and Yale and this offers them an opportunity to broaden their search and know that liberal arts schools are available to them.”

Rural students can be a forgotten category of underserved students in the national conversation about college attendance. Jenkins reiterated that local school counselors are essential to their program. Because of the size and age of their program as well as the large geographic area they serve, they rely on referrals from school counselors who identify the students in need. Jenkins said counselors in her area are providing amazing service, while Palouse Pathways offers a valuable service to families that creates a college-going culture and supports counselors.

For NACAC’s searchable database of CBOs, visit casp.nacacnet.org.
OKLAHOMA CITY is now part of the fair schedule!

Thursday, April 27 | Lloyd Nobel Center – University of Oklahoma

REGISTER to exhibit at www.nacacfairs.org.

Why recruit in Oklahoma?
Oklahoma has 453 high schools.
Oklahoma's statewide graduation rate is 82.52 percent.
On average, Oklahoma will graduate an increase of 11.5 percent students by 2025.
On average, the total number of graduates in Oklahoma will increase by 10 percent by 2025.

Want the best price? Get the NACAC member rate.
The National Association for College Admission Counseling (NACAC) supports and advances the work of counseling and enrollment professionals as you help all students realize their full educational potential.

Join NACAC today to keep on top of the changing admission landscape. Visit www.nacacnet.org to explore all NACAC has to offer.
After prying her French bulldog, Louie, out of bed and having a quick walk around the neighborhood, Erin Gabriel heads to her office at Dowling Catholic High School in West Des Moines, Iowa, knowing that a full and varied day lies ahead. A quick stop at the neighborhood Starbucks, where the baristas know her and her latte by name, gets her ready for the day ahead.

As Dowling Catholic’s College and Career Coordinator, Gabriel takes full advantage of her personal experiences to make sure her students have the assistance and access that helps them achieve their goals. She has a unique understanding of the needs of her students because she attended Xavier High School and Mount Mercy College (now a University) in Cedar Rapids. Prior to her role as a college/career coordinator, she worked for nine years in the admission office at nearby Drake University and honed her skills in the college admission process.

Her time at Drake allowed her to develop a solid foundation of knowledge and understanding that she relies on every day. “I want students to find the right fit—academically, socially, financially!”

Today will be like many days in her office. She’ll help nervous juniors register for the upcoming ACT while providing ACT and SAT test prep materials and advice. She’ll write letters of recommendation and answer questions about transcript requests—as she stresses deadlines and the importance of completing details in Naviance. She’ll get several calls from parents with questions about dual-credit coursework or collegiate athletics. Her calendar holds appointments for college representatives and parent meetings, college-prep presentations, and various student application components. All typical things that a busy college counselor does—the work Gabriel loves to do.

At some point today, Gabriel knows that her phone will ring and she’ll divert her attention from the students she serves to focus on her peers in the world of college admission. In addition to her role at Dowling Catholic, Gabriel is very active in the Iowa Association for College Admission Counseling, where she currently serves the association as president. Leading a diverse group of college admission professionals in a single affiliate has its challenges, but Gabriel faces them with her typical enthusiasm. “Iowa ACAC is dedicated to helping students successfully navigate the college admission process.”
admission process, while providing our secondary and postsecondary education membership with professional development opportunities,” she said. And she takes this to heart, doing everything she can to make this statement become reality for the Iowa ACAC membership.

When the last bell rings and the students head home, Gabriel’s day is far from finished. Working with a couple of very active student organizations gives Gabriel the chance to build relationships with students and to get to know them personally outside of the classroom. She serves as moderator for Dowling Catholic’s Best Buddies, an organization dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships. Best Buddies hold weekly meetings to plan events and activities.

“Dowling Catholic Best Buddies partners with a local school and we’ve been fortunate to build that relationship for the last 12 years—it’s always fun to see our Buddies and they love to come over to Dowling Catholic,” she said.

Dowling Catholic students interested in health services careers have an advocate on their side. Gabriel serves as the contact for Maroons In Health Sciences program which connects students to area college and university programs in physical therapy, research, and health sciences. She knows full well how important these contacts and experiences can be for high school students. While at Drake University, Gabriel served on the selection committee for the university’s highly competitive and selective doctor of pharmacy program. Her experience at Drake makes her a valuable asset for students who want to pursue these types of programs.

A quick trip home to see Louie and then Gabriel heads back out to support students at one of the school’s very active performing arts and athletics programs. She’s a co-moderator for Dowling’s Maroon Crew, the student spirit group, which promotes and organizes cheering sections, service projects, and school pep assemblies.

Finally, the day is over and Gabriel can head home. Like today, tomorrow will be very busy, but she truly is enjoys the work. Supporting students and peers, providing access to college programs, and helping students find their success is what she does. “It’s not anything overly exciting or complicated,” she said, “but it’s how I spend my time, and I love that every day is different—keeps me on my toes!”

If you’d like to suggest a member to be featured, contact the Journal editor at journal@nacacnet.org.
According to a recent Brookings report, black college graduates owe $7,400 more on average than their white peers ($23,400 versus $16,000, including non-borrowers). By three to four years after graduation, the black-white student debt gap balloons to $25,000. This black-white student debt gap is correlated with disproportionate black enrollment in for-profit colleges, as differential growth in enrollment and student debt between blacks and whites occurred “almost exclusively in the for-profit sector,” according to Brookings.

Brookings notes that the causes of these enrollment and student debt imbalances include “predatory recruitment by for-profit institutions,” a concern of NACAC’s for nearly 20 years. “NACAC and allied organizations warned Congress that predatory recruitment would inevitably result from deregulatory measures implemented during the Bush II administration,” noted David Hawkins, NACAC executive director for educational content and policy. “Deregulation has resulted in billions of dollars lost to students and taxpayers, and irreparable damage to millions of students’ lives.”

Moreover, the losses are primarily concentrated among low-income, minority students, due to the reliance of many predatory institutions on federal financial aid. As a 2012 report of the Senate Health, Education, Labor, and Pensions (HELP) Committee report noted:

- For profit colleges… rapidly increased their reliance on taxpayer dollars. In 2009–10, the sector received $32 billion, 25 percent of the total Department of Education student aid program funds.
- Pell grants flowing to for-profit colleges increased at twice the rate of the program as a whole, going from $1.1 billion in the 2000–01 school year to $7.5 billion in the 2009–10 school year.
- Among the companies examined by the committee, the share of revenues received from Department of Education Federal student aid programs increased more than 10 percent, from 68.7 in 2006 to 79.2 percent in 2010.

With respect to predatory recruitment, the Senate HELP Committee noted:
- Documents indicate that the recruiting process at for-profit education companies is essentially a sales process. Investors’ demand for revenue growth is satisfied by enrolling a steady stream of new student enrollees or “starts.” During the period examined, at many companies the performance of each person in the admission chain, from CEO to newly-hired junior recruiters, was rated at least in part based on the number of students enrolled.
- Documents demonstrate that in order to achieve company enrollment goals, recruiting managers at some companies created a boiler-room atmosphere, in which hitting an enrollment quota was the recruiters’ highest priority. Recruiters who failed to bring in
enough students were put through disciplinary processes and sometimes terminated. Before a ban on incentive compensation was reinstituted in mid-2011, recruiters’ salaries at many for-profit colleges were tightly tied to enrolling a certain number of new students.

- Internal documents, interviews with former employees, and Government Accountability Office (GAO) undercover recordings demonstrate that many companies used tactics that misled prospective students with regard to the cost of the program, the availability and obligations of federal aid, the time to complete the program, the completion rates of other students, the job placement rate of other students, the transferability of the credit, or the reputation and accreditation of the school.

- For-profit colleges seek to enroll a population of non-traditional prospective students who are often not familiar with traditional higher education and may be facing difficult circumstances in their lives. Recruiting materials indicate that at some for-profit colleges, admission representatives were trained to locate and push on the pain in students’ lives. They were also trained to “overcome objections” of prospective students to secure enrollments. Additionally, companies trained recruiters to create a false sense of urgency to enroll and inflate the prestige of the college.

Under the Obama administration, practices such as these received extensive regulatory attention, as illustrated by new rules to limit the predatory nature of for-profit higher education, payday lending, and subprime mortgage lending. While many observers suggest that the Trump administration and Republican-led Congress will seek to roll back these protections, there are at present no concrete proposals to consider.

“With a new Congress and presidential administration, NACAC will remain steadfast in its advocacy in support of a stronger public commitment to education, as well as in support of strong protections to prevent fraud and abuse, particularly as it involves students of color to this disproportionate degree,” Hawkins noted.

Why go back to the bad old days of higher education scandals?

More than a decade ago Congress enacted a set of safeguards to protect federal student financial assistance programs. Before the 1992 reauthorization of the Higher Education Act, newspapers ran extensive series of investigative stories and of outright fraud and abuse by career and correspondence schools. Thousands of students were left with unmanageable debt and little else to show for their investments. Many defaulted on their loans.

Today, despite federal rules governing student recruitment and program integrity, students at some schools are still getting bilked.


Let’s give our students a promising future and not repeat the mistakes of the past.

H.R. 669 must be amended to curb fraud and abuse by:
- Retaining the 90/10 rule
- Opposing the single definition for an institution of higher education
- Retaining the safeguards and accountability provided by the 50 percent rule

Instead of enforcing the laws on the books and protecting federal student aid programs from fraud and abuse, some in Congress want to completely eliminate key safeguards that protect these programs. A safe educational leader to a good job in the American dream.

“Black-White Disparity in Student Loan Debt More than Triples After Graduation” can be downloaded at www.brookings.edu/research/black-white-disparity-in-student-loan-debt-more-than-triples-after-graduation

The Senate HELP Committee report can be downloaded at http://www.help.senate.gov/imo/media/for_profit_report/Contents.pdf

More on NACAC’s advocacy efforts can be found at http://cqrcengage.com/nacac.

WHY GIVE to the NACAC Imagine Fund?

- **Provide** financial support for professional development opportunities for members who otherwise may not be able to attend.

- **Support** your network of colleagues as they help students reach their full educational potential.

- **Change** a student’s life—help fund an innovative special project or school program.

DONATE TODAY! www.nacacnet.org/imagine
FACT CHECK

STUDENTS WHO MET ONE-ON-ONE WITH A COUNSELOR IN 12TH GRADE TO DISCUSS
COLLEGE ADMISSION OR FINANCIAL AID WERE:

6.8x more likely to complete a FAFSA

3.2x more likely to attend college

2x more likely to attend a bachelor degree program

FACTORS THAT INFLUENCE WHETHER STUDENTS MEET ONE-ON-ONE WITH COUNSELORS
IN 12TH GRADE TO DISCUSS COLLEGE ADMISSION:

Time counselors spend on college counseling
(as opposed to other counseling tasks)

School held college fair

Meeting with a counselor in ninth grade

Parent meeting with counselor by 11th grade

FACTORS THAT INFLUENCE WHETHER STUDENTS MEET ONE-ON-ONE WITH COUNSELORS
IN 12TH GRADE TO DISCUSS FINANCIAL AID:

$8$ more likely to plan a FAFSA

$8$ more likely to attend college

$8$ more likely to attend a bachelor degree program

School held informational meetings on sources of financial aid

Meeting with a counselor in ninth grade

Parent meeting with counselor by 11th grade

READ THE FULL REPORT
The NACAC High School Longitudinal Study (HSLS) draws on data from the third wave of the US Department of Education’s High School Longitudinal Study to explore how school counseling programs impact students’ postsecondary attendance patterns following graduation. It builds on previous reports which examined counseling program characteristics and students’ college-going behaviors earlier in high school.

It follows more than 21,000 ninth graders in American high schools across the country to better understand their pathways to postsecondary education and the workforce.

Read the full report at www.nacacnet.org/postsecondaryattendance.

OTHER FACTORS AFFECTING OUTCOMES:

Participating in a program that provides college counseling

Proportion of students’ close friends who planned to attend college

Parents’ expectations in ninth grade for educational attainment
“Too often, families wait until the initial financial aid award letters arrive from colleges and then wonder how to finance the gap between what was offered and their own resources.”

——Kenneth McGhee, writing for Admitted about the six ways colleges award financial aid. McGhee, who has worked in the financial aid profession since 1995, is an instructor and community outreach academic advisor at Northern Virginia Community College—a NACAC member institution.

“To state it plainly: if you are under the impression that race on campus is a topic to be pursued solely by diversity coordinators and offices of inclusion, you are sorely mistaken.”

——NACAC member Lauren Cook, writing for Admitted about the need for conversations about race and privilege. Cook is dean of college and gap-year advising at the Jewish Community High School of the Bay (CA).

“The evidence suggests that students do not take full advantage of the power of a large application set, potentially due to a lack of information, overconfidence, or simply procrastination.”

——Research scientist Lindsay Page, quoted in an Admitted article. Page studies the effectiveness of educational policies at the University of Pittsburgh’s Learning Research and Development Center.

“Well-designed youth apprenticeships can provide structured transitions out of high school that lead to good jobs and further educational opportunities.”

——Mary Alice McCarthy, writing for New America’s Ed Central about the need for more apprenticeship programs in US high schools. McCarthy leads the Center on Education and Skills at New America.

“Many schools have been dropping class rank in an effort to get students to focus more on their own accomplishments, and less on competing with fellow students.”

——Education Week reporter Catherine Gewertz, writing for High School & Beyond about a shift in the way secondary schools measure achievement.
COALITION APPLICATION LAUNCH
Increasing Student Outreach and Managing Growth Key in Coming Years

This summer, the Coalition for Access, Affordability, and Success launched its application. Forty-eight colleges and universities have adopted the tool in its inaugural year, and another 40-some schools will use the Coalition Application next fall.

“It’s still early, but we’re hearing positive things,” said Annie Reznik, the Coalition’s executive director. “I think there’s a tremendous amount of progress, and also a tremendous amount of work ahead.”

Here’s what you should know about the rollout:

1. Students are using the Coalition’s tools.
   Although application numbers aren’t yet available, more than 100,000 individuals have created user names to access the Coalition’s college admission tools. In addition to the application, students who register are assigned a locker—an online storage space for essays, artwork, class projects, and other materials they may want to reference when applying for college. A collaboration space, where students can share items from their locker with mentors or counselors, is also available.

2. Colleges report a smooth adoption process. The Coalition’s launch has been largely glitch-free, according to admission professionals. At the University of Florida—the only college using the app exclusively this year—applications for Fall 2017 are up by nearly 10 percent, said Andrea Felder, director of freshman and international admissions. “With any new process or program, there are always going to be slight hiccups,” she said. “But overall it’s been a very smooth process for us.”

3. The app is still finding its place in the college admission landscape. At some high schools, counselors report that students have been slow to adopt the new application and tools. Wade Klein, director of college services with the High School for Math, Science, and Engineering at the City College of New York (CUNY) distributed information to his students about the Coalition this summer. Yet none of his seniors ended up using the application when applying to colleges. “Right now, the Coalition App is almost duplicative of the Common App and it only services a few schools,” said the school counselor. “It’s additional work for the student…” Klein added.

4. Member institutions embrace the Coalition’s mission. The development of free tools that encourage students to think about college earlier is promising, said Chris George, dean of admissions and financial aid at St. Olaf College (MN). He’s proud to count his institution as a member of the Coalition—a set of colleges with high graduation rates that pledge to support underrepresented students and provide sufficient financial aid. George is hopeful that the college planning tools will help more low-income and first-generation students see higher education as a possibility. “I think it will be very powerful for students to know that colleges that are a part of this group are affordable to them and that they offer tremendous outcomes,” George said. “We see students as using the Coalition to help them identify schools where, if they’re admitted, they’re going to graduate.”

5. …and see room to grow. Supporters are excited about the flexibility offered by the application, and are eager to expand outreach to students in the coming years. At Wake Forest University (NC), officials are interested in using the platform to allow students to share multimedia or other materials with admission staff. “I see great potential going forward to have students reference something from their locker, to show us their work, and show us what’s important to them,” said Tamara Blocker, senior associate dean of admissions. Efforts are already underway to educate more students, families, and counselors about the Coalition’s tools. Leaders with Hartford Promise—a college scholarship and success program in Connecticut’s capital city—hope to use professional development sessions at local schools to familiarize staff with the new tool. “College access is the single most impactful way to change the lives of low-income, minority students and families,” said Richard Sugarman, president of Hartford Promise and a member of the Coalition Counselor Community. “The data is crystal clear: Those people who are able to achieve a college degree do better on every scale. Every kid should have that chance.”

NEW AND NOTEWORTHY
Have you kept up with the latest Coalition news? Here are three developments:

- Students can self-certify fee waivers.
- There’s no need for applicants or school counselors to fill out additional paperwork.
- The site includes a college research portal. Profiles of member colleges are included. Information about admission requirements, deadlines, and more is easily accessible. Learn more: http://www.coalitionforcollegeaccess.org/members.html.

The Coalition is poised to grow. This fall, the nonprofit adopted new eligibility criteria. The guidelines—focused on access, affordability, and success—open membership to more colleges. Learn more: http://www.coalitionforcollegeaccess.org/eligibility-criteria.html.

COALITION UPDATE
WINTER 2017
NACAC WORKING FOR YOU

BOTH SIDES OF THE DESK
Have you visited www.nacacnet.org recently? You should.

The association’s website has been redesigned, and the new user-friendly format makes it easier than ever to connect with colleagues, register for NACAC programs, and access the latest resources, tools, and information about college admission.

Check out just-added content from our new report on the value of one-on-one college counseling for students; our new guide highlighting international education options; our comprehensive Legislative Action Center; and President Nancy Beane’s update on the Board of Directors’ agenda for the coming year.

Bookmark the site and visit often.

Other new and updated features include:
- **Knowledge Center**—restructured in a format that is more admission-centric, intuitive, and easy to navigate.
- **Search**—powerful yet simple, the new search feature facilitates faster location of information about a specific subject or keyword.
- **National College Fair website**—easily accessible from www.nacacnet.org, the new subsite offers more engaging and detailed information about each fair, as well as extensive student resources.

NACAC will continue to expand its online content with updated and relevant information throughout the year.
Why should your institution exhibit at a National College Fair? Every year, these programs offer unique opportunities to:

- **Broaden your audience.** NACAC’s National College Fairs program offers university and college admission professionals the opportunity to meet face-to-face with students and parents in more than 90 cities across the country and internationally.
- **Save time with streamlined lead retrieval.** Hand-held scanners allow you to capture contact information from students who stop by your booth, making it easy to follow up with prospective applicants after the fair.
- **Specialize your student search.** Use our STEM College and Career Fairs and our Performing and Visual Arts College Fairs to meet with well-informed students who have expressed an interest in specialized programs.
- **Access professional development opportunities.** Each year, free educational sessions are offered at roughly a dozen National College Fairs through NACAC’S Emerging Admission Professionals initiative. Aimed at those who are new to the field of college admission, the workshops provide your employees with learning opportunities that allow them to grow in the profession and network with like-minded colleagues.

In 2016, we had great turn-out! Consider these numbers as you plan your strategy for next year’s fair season:

- NACAC offers more than 90 fairs per year in major markets.
- More than 100,000 students register each fair season (spring or fall).
- Youth in New York City, Los Angeles, Chicago, Washington, DC, San Francisco, Philadelphia, Boston, Detroit, and Dallas—all National College Fair sites—account for half of the increase in the (traditional age) student population.
- Half of the increase in the (traditional age) student population live in California, Florida, and Texas. NACAC offers 12 fairs in these states.
- California enrolls 13.6 percent of all college students. NACAC offer seven fairs in California.
- In the 2015–16 academic year, 26,973 students from Canada studied at US colleges. See details about NACAC’s Vancouver International Universities Fair on page 39.

Over 24,100 students and parents registered for and attended a fair in the Western states.

Over 18,748 students and parents registered for and attended a spring fair in the Midwest.

Over 12,720 students and parents registered for at least one fair in Texas.

Over 19,939 students and parents registered for and attended a fair in the Southern states.

Over 18,150 students and parents registered for and attended one of four New England fairs.

Over 20,354 students and parents registered for and attended a spring fair in New York and New Jersey.

In the Mid-Atlantic region, over 11,450 students and parents registered for and attended a fair.
NACAC’s new *Guide to International University Admission* is a free resource for counselors, students, and parents seeking to explore international higher education options. The guide responds to a growing trend of US students pursuing degrees outside of the US and the desire among high school counselors to broaden undergraduate college options for their students, specifically those interested in an international experience.

It includes profiles and admission how-tos for nine countries proven popular among US students: Australia, Canada, France, Germany, Ireland, Japan, the Netherlands, New Zealand, and the United Kingdom. Each profile is organized into 13 sections ranging from background information on the country’s higher education system, to admission requirements and visa information.

Students who have the potential to thrive abroad are independent, open-minded, love to travel, enjoy experiential learning, appreciate diversity, and are interested in other cultures. If you are working with a student who demonstrates some of these characteristics, mention the idea of a full degree program abroad.

Download the *Guide to International University Admission* or read it online at www.nacacnet.org/guidetointluniadmission and view other international resources at www.nacacnet.org/international.

Additional resources are available online at www.nacacnet.org/guidetointluniadmission.

WINTER 2017 23
Internationalization is the latest buzzword. It’s perhaps most salient at the postsecondary level where there has been an incredible 90 percent increase in the number of international students enrolled over the past decade.

Growth in the international student population is not just limited to higher education. Increasingly, students are pursuing secondary education in the US, either by enrolling in a high school’s diploma program or participating in a short-term exchange.

In their recent review of Department of Homeland Security visa data, Dr. Christine Farrugia and her team at the Institute of International Education (IIE) saw that public and private high schools welcomed 23,445 exchange students and 44,971 diploma-seeking students from over 180 countries during the fall of 2014. Approximately 95 percent of those students matriculated at private institutions, largely due to US immigration regulations that prohibit international students from attending a public school for more than one academic year.

Farrugia also found a clear positive trend in the enrollment of international students within secondary education over the last 10 years. The number of international pupils undertaking a diploma program has risen by nearly 200 percent since 2005.

The influx of international students naturally raises questions about the effectiveness of high schools in supporting this population. What types of programs and resources are available? How do institutions address the challenges these students face? Surprisingly, there is almost no research to date exploring such issues.

Information about how schools guide international students through the postsecondary transition process is just as scarce. Because many students from abroad enroll in an American high school as a means of then gaining admission to a US college or university, these pupils often need assistance navigating the complex maze of available college options. Counselors are responsible for this guidance, but do they really have the knowledge and tools they need?

NACAC set out to investigate if (and to what extent) school counselors possess the necessary skills and resources to serve this diverse population. Twenty counselors from public and private schools across the country,
admission offices at local universities or at colleges of interest to their students.

2. Insufficient Training
Counselors received almost no training in graduate school about best practices for advising this student demographic. While most counselors completed multicultural competency training as part of their coursework, the training didn’t address working with the types of students that comprise the international population.

As one counselor explained, “In my graduate studies there was a lot of emphasis on working with underserved students, but not a lot of best practices for working with students who, though affluent, are still English language learners and need to understand US culture and basic social skills.”

This lack of training made overcoming cultural barriers more difficult.

3. Moving Beyond the Rankings
Encouraging students to explore college options outside their narrow list defined by prestige and parental expectations can be a significant hurdle for counselors.

For many international students, rankings are the single most important factor to consider when devising a college list. As a college counselor from California mentioned, a college’s rank is especially important for students from Pacific Rim countries like China because it can largely determine career prospects back home.

“When you are looking for a job in China, what they are going to look for is if your university from America is on the list of the U.S. News Top 100 or so,” she explained.

Other students apply to highly ranked schools to appease their parents.

4. Navigating Agent Usage
Seventy-five percent of all counselors, including 90 percent of private school counselors, reported their international students work with external agents. Agents, like domestic independent consultants, assist students and their families through the college admission process. However, many of the agents hired by international students are based in the students’ home countries and aren’t always the most informed about the US higher education sector.

A private school counselor lamented how some agents “don’t know about the rich diversity of postsecondary options in the US.” As a result, such agents may steer students towards well-known institutions which do not necessarily best fit their needs or interests.

One counselor described how “trying to negotiate the process with this extra person in the middle” sometimes complicated working with the students and their families.

While more is to come from this study—to be released in spring 2017—we can see counselors need support in this area from their schools, from universities, and from NACAC and other organizations. Visit www.nacacnet.org/international for more resources.

Tara Nicola is a research associate for NACAC.
NACAC’S NEW STEM FAIRS
Going Beyond the Brochure

Succeeding in a STEM field is all about making connections.

The process typically starts with a “light-bulb moment,” where students first grasp the real-world applications of science, technology, engineering, and math. But studies show that kids often struggle to envision educational and career paths in STEM. And missed connections quickly turn into missed opportunities.

A new pilot program from NACAC helped fill that gap. Attendees at last fall’s STEM College and Career Fairs in Houston, New York City, and San Francisco spoke with college officials and industry leaders about the many options open to STEM majors.

The events looked a bit different than NACAC’s National College Fairs. Professional associations and STEM-related businesses participated alongside colleges and universities. In addition, all exhibitors were encouraged to bring table-top displays.

While each fair anticipated approximately 500 students at each fair, those numbers doubled on-site, affirming attendees’ interest in the program. NACAC plans to continue the program this year in larger venues.

“The New York City STEM fair, hosted at Columbia University, had over 1,200 attendees.

“We want students to be able to go beyond the brochure, and I think the demos are one way to get them excited about the opportunities offered by various colleges, and the STEM field as a whole.”

— Jonathan Hoster, chair of NACAC’s STEM College & Career Fairs committee

A college official educates attendees about STEM degree programs.

A Columbia student volunteer helps a student and her mother prepare to receive STEM-related materials at the fair.

A student and his father gain confidence while discussing STEM degree options with exhibitors.
This panel of STEM professionals share personal stories about their career paths in STEM and offer advice on what students should do to explore fields of interest during high school and when choosing a college.

STEM College and Career Fairs provide the ideal environment for students with high levels of interest in STEM fields and for students who are curious about STEM fields to gain a deeper understanding of what STEM majors can offer them.

STEM College and Career Fair workshop and panel session topics included: audio engineering; computer science; finding a mentor; speed networking; diversity in STEM; careers at NASA; and using STEM skills in arts careers.

Meaningful interactions and discussions between students, parents, college and universities, industry, and non-profit organizations lead students to seriously consider STEM majors and careers.
Seamless TRANSFERS

Community colleges frequently get a bad rap as feeder schools that offer watered-down curricula... and students who are less knowledgeable, less prepared, and less capable of earning a bachelor's degree.

But the facts say otherwise.
In 2014, approximately 7.3 million undergraduate students (42 percent) were enrolled in community colleges in the US, the latest statistic offered by the Community College Research Center. At some schools, like Cleveland State University (OH), more transfer students graduated in 2014 with a bachelor’s degree than students who entered four-year institutions as freshmen.

For more than a decade, community colleges have been overcoming stubborn myths and stereotypes. Many work with four-year schools to develop articulation agreements designed to focus more on learning objectives or student outcomes to ensure seamless transfers.

In some cases, adjunct professors also teach at both two- and four-year schools, minimizing potential gaps in student learning. Students no longer repeat core courses or wait another year or two to graduate.

Most importantly, such changes are paving the way for motivated students to earn four-year degrees and claim their place in a job market that lacks skilled workers.

A GROWING RECRUITMENT POOL

Not surprisingly, many students attend community colleges because tuition costs are significantly lower. According to The College Board, tuition at public two-year colleges averages $3,440, compared to $9,410 at public four-year colleges.

Janna Whitaker, associate director of admission at Baldwin Wallace University (BW) in Berea, Ohio, confirmed that more students are saving money by enrolling at community colleges and then transferring to four-year institutions to complete their degree. She said tuition at BW, for example, costs roughly 50 percent more than tuition at local community colleges.

Based on costs, some may argue that community colleges are taking students from four-year institutions. The reality is that they are serving a population that otherwise may not attend college at all. Four-year colleges should be looking to community colleges for recruits—ones who’ve already proved they are successful students.

Creating the path of least resistance from two- to four-year institutions benefits all parties, yet the biggest obstacle for seamless transfers are still four-year institutions, said Bart Grachan, interim associate dean for progress and completion at LCC in Long Island City, New York.

“Almost half of the nation’s undergraduates are in community colleges (yet) they’re the least talked about sector in higher education,” said Grachan. He said not reaching out specifically to transfers is a missed opportunity.

He explained that many four-year schools’ application processes don’t reflect the differences between transfer students and incoming freshmen. Some also require SAT scores from students with associate degrees. In such scenarios, he said even SAT administrators would say the metric doesn’t reflect student success—the requirement is useless.

A huge disconnect occurs when four-year schools aren’t clear or won’t discuss how receptive they are to transfer students. Students making plans to transfer need to know whether schools offer the same financial aid to transfers as they give to freshman, recognize associate degrees, and how credits convey. If this information isn’t readily available, schools can miss out on this population of recruits.
“Often, there’s a need for transfers, but not an acceptance of transfers,” Grachan said. “(Some schools) don’t make transferring easy.”

Fortunately, some four-year schools are starting to recognize their importance, according to Nancy Lee Sanchez, executive director of the Kaplan Educational Foundation in NY, which works with roughly 25 community college students each year.

The public charity supports low-income students of color who demonstrate high potential. She said 87 percent earn an associate degree, while 92 percent transfer to four-year schools all over the country and are offered “amazing” financial aid packages. Just as impressive, 86 percent earn bachelor’s degrees.

She said her students have basically encountered two challenges: Paying the $75 transfer fee, which only three schools in 10 years have refused to waive, and finding adequate housing. She explained that the average community college student (who is at least 25) tends to be older than the typical university student and may be married with children. However, not all campuses support family housing.

“(Community colleges) should act as a bridge to four-year institutions and make sure (they) come and recruit from this diverse pool,” said Sanchez, a former community college adviser. “It’s our responsibility to make sure that four-year institutions of all calibers understand the talent, diversity, and resiliency of community college students.”

**ARTICULATION TAKES A VILLAGE**

**CUNY–LCC MODEL, NEW YORK**

Part of the City University of New York (CUNY), LaGuardia Community College’s (LCC) three-year graduation rate among its estimated 20,000 students is roughly 20 percent, said Grachan. He said another 10 percent transfer to other schools before they earn an associate degree, while 67 percent of its graduates transfer to a four-year college.

For many years, CUNY has developed policies supporting seamless transfers to any four-year institution within its system, he said.

“CUNY has worked very hard to make sure those credits get used and don’t just move,” he said, explaining that some colleges count transfer credits as electives instead of using them to fulfill requirements toward a student’s major. “There’s an articulation agreement attached to every new program that is developed. If we decide to tomorrow to create a new major in philosophy, to get that major approved, four-year colleges have to accept the courses’ design and structure of the degree program.”

The same approach has also been applied to four-year private schools throughout the state. Grachan noted LCC supports a separate transfer services office that helps students find appropriate four-year schools, complete the application process, and apply for scholarships; facilitate and grow connections with four-year institutions; coordinate transfer fairs each semester, and help high school counselors better understand the benefits of community colleges along with the transfer process.

During the last two years, the college has also been training faculty and program directors on the meaning of articulation—how to create transferable courses and incorporate them into the process of academic planning.

**BACK TRANSFERS**

Articulation agreements should help both two-and four-year schools, said Joe Vainner, coordinator of special programs recruitment at Cleveland State University (CSU).

Vainner explained that in The Cleveland State — Cuyahoga Community College (tri-C) dual admission program, launched in 2009, students can be enrolled at both schools simultaneously, take classes on both campuses during a semester, and access CSU’s advisers, library, technology services, and some student services. CSU also sends “back transfers” to community colleges, which he believes is an essential component of articulation agreements.

“If students transfer to CSU under this program, we’ll send their transcripts back to their community college,” Vainner said. “If they meet their associate requirements, they can get their associate degree based on that combination of CSU and tri-C classes. That’s a key part of our program... and the piece a lot of four-year school administrators don’t think about.”

Slightly more than half of CSU’s 2,000 incoming students each year represent transfer students. The majority enters as sophomores or juniors. The six-year graduation rate in 2014 for transfer students was 57 percent compared to 34 percent for students who entered as freshmen that same year.

That’s “counter-intuitive” for people who still think community college students are not high performers, Vainner said. He believes community college students enter four-year schools better prepared to learn than freshmen.

“You can get students an associate degree and to plan to get a bachelor’s degree in only two additional years,” said Vainner, “then you have a really good program that’s going to attract students who are successful.”

**USHE MODEL, SALT LAKE CITY**

“Our two- and four-year institutions share the same or similar learning outcomes,” said Phyllis (Teddi) Safman, assistant commissioner for academic affairs at the Utah System of Higher Education (USHE) in Salt Lake City, which is comprised of eight Utah public colleges and universities.

Nearly 20 years ago, the USHE created policies to ensure seamless transfers between its public institutions. Back then, she explained, there were about five community colleges. The transfer rate to four-year institutions was approximately 60 percent. Since then, all but one of those schools became four-year institutions, dropping the rate to roughly 30 percent.

Among the first steps to ensure seamless transfers, she said, was bringing the faculty together from both two- and four-year schools to address learning outcomes, expectations, and student assessments. Without doing so, she said schools can only work around the edges and never support “whole transfers.”

Safman advised insisting that academic advisors and registrars help develop programs and contribute their expertise. She added that those who resist participating need to understand they’re an important part of the big picture—student success.

There is one group of individuals Safman said should never be involved: “You do not want lawmakers who know nothing about curricula to come out with laws having to do with curricula.” She continued, “You don’t want intrusion from lawmakers on academic issues, academic programs, academic
Students making plans to transfer need to know if schools offer the same financial aid to transfers as they give to freshman, recognize associate degrees, and how credits convey. If this information isn't readily available, schools can miss out on this population...

curricula, academic learning outcomes, or assessments. That has to be done by faculty.”

Meanwhile, she said, the USHE’s Interstate Passport Network has caught fire. Managed by the Western Interstate Commission for Higher Education (WICHE), the program started roughly seven years ago, enabling seamless transfers between schools in seven western states. The full program went into effect this year, covering all general education curricula, such as English and science courses. Two- and four-year public institutions in 13 states nationwide currently participate.

They have to wait several years for program results, but the National Student Clearinghouse will be responsible for gathering national student data and comparing the success of Passport students to nonparticipants.

“Nothing starts out perfectly,” said Safman. “As we gather data from Passport, we’ll make adjustments over time. (We expect) faculty to learn more about constructing proficiency criteria to demonstrate that (students) are proficient in learning outcomes.”

OHIO MODEL
About 10 years ago, Whitaker said the state of Ohio implemented the Ohio Transfer Module, a group of classes that roughly mirror the general education requirements of universities. By completing that module, students fulfill those requirements and enter universities as juniors.

BW, which supports 3,800 undergraduate students, participates in the Ohio Transfer Council, which developed an articulation agreement that mirrors the state’s standards so private schools can become more transfer-friendly.

“Over the last 20 years, we had long-standing articulation agreements with the three main community colleges in the Cleveland area,” Whitaker said. “But when the module came along, our registrar felt like we needed to be more competitive and drafted an articulation agreement that would allow these three community colleges to follow the module.”

Since then, the agreement has been expanded to any accredited community college in the region. Whitaker said it’s very easy for community college students to transfer to BW, focus on their major, and earn a bachelor’s degree in two years.

Whitaker added that these seamless transfer programs have required an across-the-board commitment from faculty, advisors; the offices of admission; registrars; communications departments; and recruiters who visit community college campuses no less than three times each semester.

Adjunct professors at BW also teach at community colleges, which helps ensure consistency of coursework. Likewise, university staff meet with faculty and academic advisers at community colleges to review not only courses, but also BW’s online transfer guide and its articulation agreement.

Whitaker said the key to success “goes back to communication and finding one person who’s passionate about transfer students on our campus who can be a force for change.”

Carol Patton is an award-winning journalist in Las Vegas who covers education and other topics for many publications and websites.

Visit the transfer section of the NACAC website at www.nacacnet.org/transfer for more information and resources.

Advertisement
Instant Generation

By Elaina Loveland
Generation Z students have replaced millennials on college campuses. Here’s what you need to know about this new generation of students.
Generation Z students (born between 1995–2010) are entrepreneurial, desire practical skills with their education, and are concerned about the cost of college.

“Students are overwhelmed by the cost,” said Corey Seemiller, co-author of Generation Z Goes to College with Meghan Grace. “They still see value in a college education, but they are doing a doing a cost-benefit analysis to determine if what they will pay is worth the investment.”

A Northeastern University (MA) study in 2014 reported that two-thirds (67 percent) of Generation Z students indicate their top concern is being able to afford college. The study also reported that learning practical skills in college is important to students: 63 percent believe it’s important for colleges to teach entrepreneurship and 85 percent believe they should learn about financial literacy in college. Forty-two percent of Generation Z students expect to work for themselves at some point in their career, which is nearly quadruple the percentage of Americans who are actually self-employed.

When it comes to education, 72 percent say they want a more customized college experience in which colleges allow students to design their own course of study or major and 79 percent would like to integrate their higher education experience with employer internships. Eighty-one percent believe that college is crucial to starting a career.

Generation Z students appreciate practical-real life experience. “They want more hands-on application of in internships during the course of college,” said Seemiller. “Many of them would be interested in a first-year internship or an entrepreneurship class as a general education option.”

Generation Z students also highly value input from their peers more than parents or other role models compared with previous generations. In fact, Generation Z relies on the opinions of their peers more than admission or school counselors when it comes to selecting a college.

Social issues are also important to Generation Z. Seemiller said that these students feel strongly about racial equality, for example, and want to create an “equitable environment for everyone.”

“Generation Z feels passionate about making their world a better place,” said Dayna Bradstreet, assistant director of admission at Simmons College in Boston. “I am constantly impressed by the changes applicants have brought about in their high school communities.”

RISING COLLEGE COSTS MAKE GENERATION Z MORE PRUDENT

“I routinely get detailed questions that I never heard five years ago,” said Bradstreet. “(Students) want to know facts like a school’s average starting salary, average indebtedness at graduation, and student loan default rates.”

College graduates of the class of 2015 had the largest student loan debt in history. These borrowers owed an average of $30,100, up four percent from the 2014 average of $28,950. Average debt at graduation ranged from $3,000 to $53,000.

Bob Bardwell, a school counselor in Monson, Massachusetts, and NACAC board director, said parents are being more “cautious” when it comes to considering the costs of college. “More students, at least in my area, are going to community colleges because there is a conscious decision to look at costs as a factor,” he said.

COMMUNICATING WITH PROSPECTIVE STUDENTS

Technology has undoubtedly changed with the way students communicate in recent decades, but Generation Z is the most tech-savvy of all to date.

MEET GENERATION Z

Generation Z Goes to College features findings from an in-depth study of 1,200 Generation Z college students from vastly different higher education institutions across the United States. Authors Corey Seemiller and Meghan Grace found that Generation Z students:

• Describe themselves as being influential, thoughtful, loyal, compassionate, open-minded, and responsible.
• Have repeatedly received the message that they must be entrepreneurial, and comfortably adapt that mentality.
• Name education, employment, and racial equality as their greatest concerns, more so than immigration, climate change, and the legalization of marijuana—issues they believe are receiving the nationwide attention they deserve.
• Are often disengaged from political participation and take little interest in running for public office, preferring not to participate in what they view as a dysfunctional political system.
• Are very career-minded, having seen adults around them lose their jobs—in the midst of high unemployment rates—and experience home foreclosures.
• Are intimately aware not only of troubles and traumas happening in the lives of family members and friends, but of communities around the world.
• Have a “thoughtful worldview” and want to engage in service that has a tangible and lasting impact on systematic and structural problems.
• Are “we-centric” and are generally motivated by a desire to help and please others. They want to advocate and work on behalf of something they believe in.
• Are willing to take personal risks if they believe they have more to gain.

Peter Kraft, CEO and co-founder of Evolution Labs said that “millennials may have been digitally native, but Gen Z is mobile and app-native” and that Generation Z’s “lens to the world is a small screen with multiple apps running simultaneously.”

“In a world where they can instantly stream their favorite TV shows on Netflix and their favorite music on Spotify, Generation Z expects instant answers to their every question,” said Bradstreet.

Different expectations of communication via technology changes the way colleges communicate with students.

“Email is one of their least preferred communications in admission,” said Grace. “They prefer texting.”

Texting as a preferred method to receive information is gaining broader appeal in the college admission process. In October 2016, The Common Application announced a partnership with the Better Make Room national texting and social media campaign to provide high school students with personalized guidance and encouragement on how to apply and pay for college.

Social media practices are also different among Generation Z than the last college cohort—the millennials.

“Whereas Facebook was the go-to social media platform for millennials, Generation Z is all over Instagram,” said Bradstreet.
One-on-one communication, while traditional, is desirable among Generation Z students as well.

“Students want face-to-face interaction,” said Grace. "Admission officers need to take the time to build a face-to-face relationship with prospective students.”

Jose Bowen, president of Goucher College in Baltimore, agreed. “Having a conversation is the best way to communicate with Generation Z,” he said. “We don’t want to talk at them. We want to have a conversation. Face-to-face interaction, while old school, has a lot of authenticity and influence. While this generation still opens emails, they often associate emails with something their parents do at work.”

When it comes to school counselors communicating with students about college admission, Bardwell said it’s important to understand what this generation of students wants in terms of communication to best serve them. "Understand what motivates them to give them the support they need," he said.

Bardwell uses email and text messages to communicate with students. Paper handouts are a thing of the past.

Bardwell also thinks it’s important to understand what parents want as well and has done a needs assessment at his school to try to better serve parents and students. "If you haven’t done a needs assessment in a few years it is probably a good idea to do one to make sure you are communicating with families to ensure they will read about what they need to know in the college admission process. You might be delivering good information—but it’s not as relevant if your delivery methods don’t fit the preferences of your audience.”

**AVOIDING PITFALLS WHEN COMMUNICATING WITH GENERATION Z**

Long gone are the days of mailing prospective students college information—email replaced it. But email marketing campaigns to prospective students could use improvement.

“My students are telling me that they are getting multiple emails a day—if they get too many emails from one institution, they get turned off,” said Bardwell. “Be selective of what you send and when you send it.”

“Students are sick and tired of being blasted with automated messages,” said Kraft. “Even when they are slightly personalized ("insert first name"), students can see right through it. Most prospective students want to shadow or follow current students at the school—they want to hear from real students not the canned pitches from the school. Virtual following is also a new trend.”

The best way to engage prospective students is to provide customized information. “This all comes from their expectations founded in their experiences with other tools/websites that let them customize their

### INSIGHTS ON GENERATION Z

Tom Richmond is the executive director of enrollment marketing at Bradley University in Peoria, Illinois. He is a frequent speaker at state and national conferences on communicating with millennials and Generation Z and the use of social media and digital marketing.

**What are some unique characteristics of Generation Z? How do they compare with millennials?**

**Richmond:** Whereas millennials carried a planner, looked up numbers in a phone book, and ordered a high school yearbook, Generation Z is more likely to say, “There’s an app for that.” How Teens Do Research in the Digital World researchers note that more than half of teenagers consider social media and YouTube to be good sources for doing research. If you are a millennial, you might or might not agree. If you are a member of Generation Z, you probably already tweeted that.

**What are some common attitudes about education and their expectations of higher education that Generation Z students have compared with past generations of students?**

**Richmond:** Generation Z has grown up with a fast-forward button and a like button. They use their multiple-screen view of the world to get peer reviewed (most social media likes) content and they won’t pay attention to anything that isn’t as good as something they can find online. I know of several Bradley University students who have said, “If my professor isn’t that interesting, I can probably find the same information on YouTube done by someone who is more interesting, and it might have animated graphics.

This year’s college freshman was about seven years old when they learned to share their lives in social media, and stays connected via smart phones, internet browsing, Facebook feed, and between images on Instagram. This is where they spend their time. We follow them there. It is much more effective to communicate with people who have clicked on your website than to communicate with people who haven’t shown a previous affinity.

I hear people ask if Facebook is an effective place to communicate with Generation Z. The answer is yes and no. Yes, they still use it. We track the number of clicks generated by Facebook interactions and the answer is that the majority of our applicants use it. And, the answer is “no.” Facebook is only one channel. To reach the most, we have to communicate through multiple social media channels. We repurpose images, stories, and video across several media including Snapchat, Twitter, and Instagram. If something comes out of nowhere like Snapchat did in 2014, we’ll probably send our messages there also.
experience to their preferences,” said Kraft. “Most communication from schools is “one-way”—it simply prompts a student to take action (inquire, visit, apply, deposit, etc.). But Gen Z expects their experience to evolve based on their engagement.”

Throughout the college admission process, students change their minds about what they want in a college or what academic majors interest them. For example, just because a student said they were interested in majoring in chemistry six months ago doesn’t mean that is still their interest today. “Prospective students expect schools to know what their interests are today—not six months ago,” said Kraft.

Keeping prospective students engaged with an institution means that colleges “need to periodically reassess interests, or even better, adapt their communication based on what the prospective student appears to be interested in,” according to Kraft. “It’s the Netflix Generation; Netflix serves up movies based on a user’s current interests, not stuff they were interested in six months or a year ago.”

THE COLLEGE PITCH—HIGHLIGHTING A CAMPUS’S UNIQUE OPPORTUNITIES TO PROSPECTS

Seemiller would like to see more admission officers highlight specific opportunities on a campus when communicating with prospective students. She said that as more students become geographically bound due to the cost of college, admission officers should “figure out unique opportunities that a campus has and find creative opportunities that would be attractive to prospective students on that campus.”

For example, at Wright State University (OH) where Seemiller works as an assistant professor of leadership studies, holds a program called Wright Venture in which students compete on teams to create business proposals, “I think Generation Z students would be incredibly interested in knowing about this kind of program before they attend college. Are admission officers talking about those unique opportunities to prospective students?” she noted. “They should be.”

Seemiller believes the idea of college fit may need to be adjusted. “The notion of a ‘college fit’ assumes that students have a choice and maybe we need to reconsider what ‘fit’ looks like,” she said. “It may be more about helping students fit into the institution where they need to go.”

REINVENTING THE CAMPUS VISIT

The current campus visit is dated for the new generation of students, according to Jeff Kallay, principal of Render Experiences, a consulting firm specializes in campus visits.

“The current campus was created for the last cohort of millennials who had Baby Boomer parents,” said Kallay. “Families are bored and constantly on their devices.”

Kallay recognizes that is not just the students that have changed in recent years—it’s also the parents. Just a few years ago, parents were Baby Boomers coming in with millennial students to campus visits. Now it is Generation X parents coming in with Generation Z students.

“The wants and needs of parents are shifting,” he said. “The idealistic Boomer parents trusted the institutions to take care of their kids. Gen X parents are more distrustful of the institutions.”

Both students and parents nowadays seem more practical. “There used to be questions about parking and what to do on the weekends, but now there are more questions about safety and about student loan debt and graduation rates,” said Kallay. “They are thinking about making money in relation to college earlier than in the past.”

Kallay advises colleges to revamp their campus visit experiences and said that starting off a campus information session talking about the attributes of the college “turns families off.”

“Deconstruct the information session and long tour and see how can you break it up,” he suggested. “Reverse engineer how you are telling the message… such as addressing safety, meal plans, and transportation first, and then talk about what makes the college distinctive.”

INNOVATION IN COLLEGE ADMISSION TO BETTER SERVE GENERATION Z

Some higher education institutions are finding unique ways to position themselves as an innovator addressing the changing realities of the impact of technology with today’s students when it comes to their college admission process. Goucher College, in Baltimore, became the first college to use video applications instead of the traditional written college admission essay.

“Goucher is the first to offer an option that will use a student’s self-produced video as the crux of the admission decision,” said José Bowen, the college’s president. “The Goucher Video Application (GVA) represents an innovative step to demystify and de-stress the admission process and create a more transparent application for students of all socioeconomic backgrounds.”

“What we have found is that Generation Z wants authenticity,” said Bowen. “The GVA allows prospective students to showcase that through a two-minute video rather than a piece of paper. Like a job interview, a resume can tell you one thing on paper—but meeting someone face-to-face may give you a different impression. The GVA allows this generation to show their individuality and that they are more than an ACT/SAT scores and more than a major.”

Elaina Loveland is a freelance writer and the author of Creative Colleges: Finding the Best Programs for Aspiring Actors, Artists, Designers, Dancers, Musicians, Writers, and More.
VANCOUVER
INTERNATIONAL UNIVERSITIES FAIR
Sunday, April 30: 1 p.m. – 4 p.m.
Vancouver Convention Centre—EAST
Vancouver, BC, Canada
For more information, visit nationalcollegefairs.org

SAVE THE DATE!

The nation’s #1 student data source.
Your best recruitment tool.

See how the most extensive and robust database on college-bound seniors will help you target the most qualified students and reach your enrollment goals.
Visit collegeboardsearch.org.

© 2016 The College Board.
College-age women are the demographic most likely to be victims of sexual violence, yet 80 percent of college students don’t report these incidents. What are colleges doing to address this issue, and what role does campus safety play in admission?
Silence

By Kathryn Drury Wagner
When parents of today’s students were applying to colleges, they researched factors like location, financial aid, and majors. Physical safety was barely on the radar—it was assumed. A lot has changed since then, and today’s prospective students and their parents are savvier about campus safety issues.

High-profile incidents, like the recent, notorious rape case at Stanford University (CT), as well as activism on campuses nationwide, are helping bring about a national discussion about sexual violence at colleges. Sometimes, though, school administrators and the public can become rattled when they hear skyrocketing numbers of assault reports. While assault is always a bad thing, administrators should keep in mind that reporting is a step in the right direction. Often when reporting goes up, it means that victims and their advocates are more confident about seeking help.

Yet much work remains to be done. In a 2016 study released by the Bureau of Justice Statistics, an average of approximately 21 percent of undergraduate women across the nine schools participating in the study reported experiencing sexual assault since entering college. But when the American Association of University Women (AAUW) looked at 2014 data of 11,000 campuses disclosing annual crime data, it found that an overwhelming majority of schools—91 percent—certified that they had not received a single report of a rape that year.

“This tells us that people are not comfortable coming forward, or that there isn’t a good reporting system in place; that schools don’t know what they don’t know,” said Anne Hedgepeth, senior government relations manager for the AAUW. “In many instances, schools aren’t even acknowledging that there is a problem.”

So what progress is being made?

THE IMPETUS

In 2014, the White House established the Task Force to Protect Students from Sexual Assault, which put together suggestions for best practices, campus grant programs, and reports. “The aftermath of that really lifted the veil of silence,” said Phoebe Schreiner, US country director for the global human rights organization Breakthrough. The campus rape documentary The Hunting Ground and “It’s On Us” campaign have added more momentum.

Until about eight years ago, you’d hear Title IX and think, “Access to soccer fields,” but the 1972 federal law is far more comprehensive and increasingly comes up in reference to sexual violence on campus. Title IX prohibits discrimination on the basis of sex in any federally-funded education program or activity, “and has reflected various goals at different times,” said Hedgepeth.

Schools are supposed to have a designated Title IX coordinator, “and as of last year, every college had to report who their Title IX coordinator was to the Department of Education,” said Hedgepeth. “That was a great step forward. We also know that Title IX coordinators may not be getting all the guidance they may need. Certainly those individuals can be at different levels of experience, autonomy, and importance. The next frontier is helping with that. The Department of Education has great documents on its website, about all that Title IX covers. That information is incredibly empowering.”

Tracey Tsugawa is the Title IX officer at the University of California, Santa Cruz. “Safety is our No. 1 priority, because if students aren’t safe, they can’t learn,” she said. All incoming students, graduate, and undergraduate, receive online and in-person training on avoiding sexual violence, and there are training requirements for faculty and staff as well. Starting in 2015, all 10 UC campuses now have CARE: the Advocate Office for Sexual and Gender-Based Violence and Sexual Misconduct, with a full-time trained staff member on campus to provide crisis intervention to survivors and help them access other campus resources such as psychological counseling, emergency housing, and academic accommodations.

“We now have minimum violation sanctions,” added Tsugawa. “We really want the carrot, not the stick, but there are too many cases where students’ lives are disrupted by this type of behavior. I had a student investigated within the first month of school. Now there’s a dismissal on his record. So the more we can have prevention, the better.”

Tsugawa took on her role in the 2014–2015 academic year. Her predecessor had gotten 85 reports of sexual violence and pursued four investigations the year before. Tsugawa got 181 reports and did 22 formal investigations her first year; her second year, she received 233 reports and did 46 investigations. That means a lot more students and responsible employees are willing to come forward. “I’m really pleased to see the numbers going up,” she said. “It means we are doing something right. If someone is sitting and suffering, they aren’t getting their education. There are a lot of men suffering, too.” (Data suggests 1 in 16 college age men are sexually assaulted.) “Only and until the reports come up can we change the culture. That’s the reality. That’s the path to change.”

THE CLERY ACT

Title IX is a civil rights law and revolves around gender equity, while the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a consumer protection law, passed in 1990. It requires all colleges and universities that receive federal funding to share crime stats from campus; to discuss the efforts they are making to improve campus safety; and to inform the public of crime in or around campus. This information is made publicly accessible through the university’s annual security report, usually found online.

“Sometimes with Clery, there’s a perception that people are hiding the stats, but really campuses are using it as a framework,” said Alison Kiss, executive director for The Clery Center for Security on Campus. “The annual
security report allows an institution to tell their story through the required policy statements and to tell what they are doing for response, awareness, and prevention. As an institution, someone needs to ask, ‘Do we want people to report, do we want people to come forward, do we have systems in place, do people know where to go?’ I’ve seen some annual security reports that are black and white, and I’ve seen others with glossy pictures where the institution has worked with the campus security as a team and done a whole presentation.”

Prospective students and parents should look not just at numbers of reported crimes but also at what is being done for prevention, and factors such as residence hall safety, safe-escort services, education programs such as bystander intervention training, and what activities are available that provide alternatives to drinking and drug use.

BEST PRACTICES
In 2011, the US Department of Education Office for Civil Rights sent out a 19-page letter, to institutes of higher learning. It gave statistics on sexual violence on campus, noted that it was deeply concerned about the alarming numbers, and firmly reminded schools of their responsibility to take immediate and effective steps to end sexual harassment and sexual violence under Title IX.

“The Dear Colleague Letter provided an opportunity for us to say, ‘Let’s ramp it up,’” said Dr. Lee Bird, Oklahoma State University Stillwater’s vice president of student affairs. “We made the decision that we would require training and track that every student had a knowledge of Title IX and some of the other issues regarding sexual harassment and sexual violence. The letter helped us move that agenda forward.” After all, with an onslaught of federal mandates to follow, it can be challenging for some schools to allocate monies for training and staff. Yet, as Bird said, “This is a hard climate, but we still need to do the right thing.”

Bird said her students rallied to the cause. “They gathered to watch the ‘It’s On Us’ video and within 24 hours had produced a video of their own. So part is federal mandates and part is inspired students who want to do something about the problem—when both are in place, that’s when change happens.”

Campus leadership like Bird’s is key, said Schreiner. “There are studies that show if campus leadership is strong, crime actually goes down.” Administrators can do things like make regular public appearances, speak at Take Back at the Night, or show up at football scrimmages to talk to the players about appropriate behavior.

“Administrators need to put in place comprehensive programming—not a one-hour lecture for freshmen,” said Schreiner. “It needs to be long-term and sustained, including consent education, risk-reduction education, and bystander intervention education. Have information on support services plastered all over campus. Too often we hear from survivors they don’t know where to go, what to do, who to talk to. Every bathroom, every dorm room, needs that information. And conduct a comprehensive review on student conduct policies and adjudication policies. These review committees are often made up of staff who have the university’s best interest at heart, not the student’s.”

Kiss added, “Training should be evaluated frequently. What works? What do we need to adjust?”

The common denominator for successful programs is strong will among faculty, students, staff, alumni, and parents to address the issue of sexual violence on campus.

Linfield College, in McMinnville, Oregon, has a standout sexual violence prevention program, one it’s been refining since the early 1990s. It offers a graded, two-credit CATS (Consent Awareness Training Squad) program that not only trains students, but prepares them to be leaders in educating the campus community. Students who have completed the course give peer presentations to the fall incoming freshmen and transfer students.

Additionally, Linfield Wildcats must complete an online module, called “Campus Clarity,” before they set foot on campus. This year the college has also required that all Greeks have bystander intervention training before they can throw even a single party. Said Patricia Haddeland, RN, MN, director of Linfield’s student Health, Wellness and Counseling, “The training is in [students’] faces to reinforce the messaging and the expectations, throughout the campus. With adequate training, with information, and with creating a cultural climate that’s moving away from sexual misconduct, sexual violence will be reduced. There will always be students who think, ‘This will not apply to me,’ and our message is that this can happen to anyone. A high school student may already be a survivor, so for them to have a campus that is upfront and vocal and has demonstrative programming from the day they set foot on campus, and even before—that may be the type of campus they’re looking for.”

With prospective students and parents increasingly asking admission directors questions like How safe is your campus or What is the administration doing to keep your campus safe, admission directors can be at the front line of communicating what their campus is doing to stay safe. Schreiner suggested, “Rather than feeling pressured to paint a rosy picture, be honest. ‘We just started doing training… we just invested a half million in this… We’re waiting for our campus climate survey results… We take student safety very seriously.’ We encourage them to come out and say, ‘This is a national problem. And here’s what we’re doing about it.’”

Kathryn Drury Wagner is a freelance editor and writer based in Los Angeles.
The Good, The Bad, and What's Next

Just outside New York City, school counselors at Hunterdon Central Regional High School (NJ) were at lunch discussing the students who would graduate from their sprawling suburban school this spring. Their thoughts echoed those from a variety of people who have worked with these seniors.

The 2017 graduates are confident, but need one-on-one support—“they need hand-holding,” is the way one counselor put it. They’ve been given more responsibility by parents, but still feel entitled and struggle sometimes with basic life skills. They’re anxious and stressed and very distracted.

And repeatedly the counselors mentioned they are talented with technology, but suffer from “extreme FOMO,” as one counselor put it—a “fear of missing out.” It drives them to a near addiction to the internet.

“Phones are a lifeline and without them they are lost,” said Dana Kurilew, head of the Hunterdon counseling department.

And when it comes to college exploration, they’re perhaps more interested than past years, but that enthusiasm may not be matched by a willingness to thoroughly explore options and diligently apply.

“We’re seeing the hot potato syndrome—especially in the application process,” Kurilew said. “They’re interested, but they rush through the application to get it done instead of taking the time to do it well.”

Katherine Pastor, 2016 national School Counselor of the Year, also sees interest in college among her students at Flagstaff (AZ) High School, but a similar lack of effort.

“This fall, an overwhelming number had not completed an official college search and were not really sure what they were going to do,” she said.

Regardless, these counselors and others working with students in the class of 2017 say the students are also resilient, resourceful, creative, and positive, and want to change a frighteningly complex and troubled world. Interest in a shifting college application environment, flooding them along with tons of other data on their screens each day, may just get submerged. But it also may resurface.

“They may even be intentionally slowing things down,” said Carolyn Mulligan, an educational consultant in the Boston area, noting they may be avoiding what has been a growing use of the early decision process. She and other experts note such re-thinking could be evident in the growing number choosing gap years and colleges like Harvard recommending them.

CLASS OF 2017

BY THE NUMBERS
This class will be smaller. The Western Interstate Commission for Higher Education (WICHE) just released its latest report, estimating that while the number of graduates grew 30 percent from 1995 to 2013, the rate will level off over the next seven years, and decline this year by 2.3 percent. WICHE experts note that states in the south and west are likely to see future increases, while many states in the northeast and Midwest will see fewer grads.

The US Education Department recently documented a 22 percent increase in the number of high school grads in the decade ending in 2012, and projected the following decade will see a leveling, a small dip then a slow 3 percent rise.

“I think the best indicator of students on the traditional college path is the number of high school graduates, which has leveled off after decades of dramatic growth,” said Melissa Clinedinst, associate director of research for NACAC. “High school graduation trends and the stabilization of yield rates might signal the beginning of the end to the frenzy of more students and more applications.”

Lately, senior classes are more diverse, and that trend will grow. WICHE projects that five more states will become majority-minority by 2020.

SPEEDING THINGS UP
An earlier October opening date for the FAFSA filing seemed to accelerate the application process this year, according to Cory Notestine, a counselor supervisor in Colorado. And Pastor, too, felt the process sped up—though several think overall it should be easier.

“Colleges and universities have done a phenomenal job at simplifying applications,” said Dana Karas, head of counseling at Franklin High School (NJ), noting, however, that students may not easily follow instructions or be patient. “In a span of five years, helicopter parents heard our message and are less involved, allowing students to complete their own applications. That, however, requires a new level of support,” she said.

By Jim Paterson
“These Gen Zs are living in the Snapchat era,” ZeeMee co-founder Adam Metcalf said. “They share over 1 billion photos and videos every day on Snapchat. Sharing elements of their life is natural. The college application process can seem stale and antiquated to them.”

While they may or may not struggle with applying, students in the class of 2017 want to attend, according to Notestine, who sees an uptick in interest.

According to ACT, 86 percent of test-takers aspire to attend college, though, they often are confused about a career choice or major. ACT reports that while 40 percent of high school graduates chose a career, only about one third chose carefully, which can lead to higher drop-out rates.

“I wish there was some better avenue to help them figure out what they are good at, what they want to do and what type of education they need to get there,” Pastor said.

She said more students appear to be interested in business than in the past, and ACT data suggests that about half of the students taking the test intend to pursue STEM careers and more are paying attention to college value.

“Students are more concerned about job prospects than ever before,” said educational consultant Nancy Federspiel. “They are asking more questions about internships and the reputation of the college than about the fit and feel.”

Eileen Antalek, associate director of Educational Directions, an educational consulting firm in Rhode Island, worries that such a practical way of thinking about internships and the reputation of the college than about the fit and feel.

“A TEST REST?”
Federspiel said changes in standardized testing didn’t seem to phase her students and ACT and SAT officials report it didn’t decrease their numbers.

ACT reported a nearly 9 percent increase in the number of tested high school students to over 2 million. The College Board likewise reported its new SAT was favorably reviewed by test-takers, with 80 percent saying they liked it better than the old version. SAT reported that from March to June 2016, about 180,000 more students took the new test compared to the number taking the old test in the same period in 2015. ACT reports that the number of minority students taking its test dramatically increased, with 44 percent more Hispanics and 23 percent more African American students participating.

ACT and the College Board reported, however, that test scores and college readiness levels were down slightly, blaming the broadening pool of test takers.

“PSAT-related assessments indicate that there are still far too many students not on target to be college ready,” said Cyndie Schmeiser, chief of assessment for the College Board. “We have much work to do.”

Meanwhile, Antalek, said she believes this group of students is deemphasizing college admission tests.

“In some ways they are more savvy, and not preparing for these exams as much, learning that it’s just one more part of the admission game. Frankly, this is one thing I’m happy about.”

GETTING AID
While Notestine and Pastor worried about the early window for FAFSA, early reports show submissions were up 21 percent, according to the National College Access Network (NCAN), though it also reported recently that overall only 44 percent of grads apply.

“More FAFSAs completed during that first four weeks is evidence that the goal of the recent change (an earlier submission date) will be achieved: Students are finding out earlier what they’ll be eligible for,” said Carrie Wanick, director of policy and advocacy for NCAN. “If the trend continues then the goal of increasing the number of students who complete the form will also be met.”

She said, however, that increasingly complex verification rules can hinder participation, citing a TICAS report that shows “the tremendous hoops low-income students are asked to jump through to prove once again that they are poor.”

“There is still a lot of work to be done on that front,” Notestine said.

Antalek, said students in this class ask more often about financial aid and are considering other options.

“Not necessarily just community college, but public institutions over private colleges, or one near home to commute, or a Canadian college, or using their gap year to work and save money. These graduating students have to be more creative than ever about financing an American college education.”

TECHNOLOGY IS IT
While everyone seems exceedingly aware of the internet’s influence, those working with high school students still sound surprised and frustrated by its power, and the resulting short attention span and limited patience.

The Pew Research Center reports more than 90 percent of teen go online daily, and 24 percent say they are online “almost constantly.”

Therapists have begun talking seriously about internet addiction. When LINK International Center for Media and the Public Agenda researchers asked 200 students to avoid electronics for one day, the comments were telling: “I clearly am addicted and the dependency is sickening,” said one. “…that I was not able to communicate with anyone via technology was almost unbearable,” another said.

Facebook about a year ago was the most prevalent platform (71 percent of all teens) while half use Instagram and 40 percent use Snapchat, Pew reported.

Kurilew said her counselors find it all leads to students having “no down time; no depth of thought,” affecting college applications and performance.

Researchers working at the Yale Center for Emotional Intelligence have developed a variety of studies about young people today, and Julia Moeller, a researcher at the center, said colleges should understand that 75 percent use negative language about school.

She suggested that college officials “combine motivation interventions that teach them how to deal with adversity with wellness interventions that focus on sleep, relaxation techniques, and stress management” when talking to students.

THE BRIGHT SIDE
High school officials note that despite concerns, these students perhaps are more inquisitive and resourceful than previous graduates. They have a unique perspective, are more accepting of diversity, and not as concerned about the impression they make.

And, perhaps most notably, they are more concerned about their community and their world than any class in some time.

“They are very much interested in having an impact in their community, more than in any prior years, and that is good to see,” said Notestine. “They want to change things.”

Jim Paterson is a writer and former school counselor living in Lewes, DE.
What students are saying about the new SAT®... 

- 71% of students say the test reflected what they’re learning in school.
- 62% of students who used Khan Academy® to practice for the SAT® found it extremely or very helpful.
- 75% of students say they can imagine themselves using vocabulary from the new SAT.

Results are based on a survey of 26,585 SAT takers in March 2016.

Through free practice tools, scholarship opportunities, and college application fee waivers, the SAT removes barriers to college.

Find tools to help you use the new SAT scores at sat.org/highered.
By Gina Del Tito

BREXIT AND STUDENT MOBILITY

In 2016, the United Kingdom’s news was dominated by the referendum on EU membership and the fierce campaign that played out in mainstream media and the Twittersphere. Pundits, pollsters, and politicos alike were stunned by the UK’s decision to leave the EU, or “Brexit.” Six months later, the question for the international college guidance community remains: How will it affect our EU students?

The UK higher education sector is highly international, welcoming over 400,000 international students each year from over 171 countries, and over a quarter of university staff come from overseas. UK institutions are recognized for being global centers of learning: open, collaborative, and highly diverse. The UK’s university sector has a long history of international engagement and has deep global ties through its bilateral relationships with many countries around the world as well as through engagement with global education networks, the Commonwealth, and the EU. Given the importance of international engagement to UK universities, UK universities are working hard to minimize any concerns about the implications of the EU referendum.

THE VOTE TO LEAVE
On June 23, the question, “Should the United Kingdom remain a member of the European Union?” was answered with a slim margin of a 51.9 percent vote to leave. Since then, the UK has a new prime minister, who has restructured key parts of the government to manage the transition. The following is a snapshot of where things stand for now:

• The UK is still a member of the EU. To leave the EU, a member state must give formal notice by invoking Article 50 of the 2009 Treaty of Lisbon. This will trigger a two-year negotiating period, which will determine the shape of the UK’s long-term relationship with the EU. During this period there will be no formal change to the UK’s programs, rights, and responsibilities.
• Prime Minister Theresa May has confirmed the UK will trigger Article 50 by March, exiting by 2019.
• The negotiations will be critical to ensuring stability to many sectors and industries, including higher education, and the UK government has recently committed to sharing its negotiating strategy in early 2017.

IMPACT ON THE UK UNIVERSITY SECTOR
The UK’s higher education and science communities will be following the negotiation process closely as all institutions benefit from student and staff mobility, as well as collaborative research programs, many of which are currently sponsored by the EU. Universities in the UK are coordinating their response through their representative body—Universities UK (UUK)—to ensure the sector has a strong voice in the negotiations. For the UK higher education sector, this can largely be categorized by the often interconnected issues of the free movement of people and financial concerns.

Under the current system, EU citizens can move freely between EU countries, and enjoy the same rights and benefits as the host population, such as the right to study, access student finance, and the right to work without having to apply for a visa or work permit.
More than 5 percent of the total student body and almost half of all researchers in the UK come from the EU. Many of the concerns of universities surround the research and structural investment funds currently provided by the EU. Currently 19 percent of UK research and development funding comes from international sources, the vast majority of which are European.

The UK government is committed to science and innovation and has announced an additional 4.7 billion British pounds of funding.

For students deciding where to study, the question of academics, finance options, and employability all feed into how students find a good-fit institution. It is expected that there will be little impact on US students, so in summary:

- Non-EU students — Students living outside the EU currently are charged international student fees at UK institutions. Once enrolled, they have access to student mobility programs made possible through the EU, but no major changes are expected other than limitations on access to the Erasmus+ funding for study abroad. These students will also experience no change in their access to postgraduate work visa options.
- Non-resident EU citizens — While a small population (e.g., the children of expatriates living abroad), these students should expect little change in their tuition and loan status. The main area of uncertainty for these students is their ability to access work opportunities. Currently, they are able to work visa-free in the UK after graduation but this may change in the future.
- EU residents — Under the current system, these students have access to “home” fees and loans, and so are treated no differently than UK citizens, gaining access to preferential tuition rates and access to student finance programs. The UK government has guaranteed this access to EU students enrolling in 2017 and 2018, but for future cohorts this is likely to change.
- UK residents in the EU – British students enrolled in institutions throughout Europe also face a great deal of uncertainty. Dr. Kim Zwitserloot (MSc) of University College Utrecht in the Netherlands reflects that “given the current state of negotiations it is hard to know what tuition category British students will belong to in the near future, but as membership of the economic area, not the EU, or a bilateral agreement is what determines a student’s rights in the Netherlands, British students may keep the rights they now have.”

In conversations with colleagues in other English speaking markets, like Canada and Australia, a common theme was the shift in perceptions and global competition for international students. David Zutautas, a relationship manager at Brock University in Ontario, wondered whether Canada in the short-term would make a more attractive option for students. Meanwhile Christopher Lawrance, a recruitment manager at the University of Sydney reflected that it took multiple shifts in immigration reform before the Australian government was able to create an appropriately attractive offer for international students looking to study and build careers.

Dr. Eleanor Parker, student recruitment officer at the University of Oxford commented, “While there has been understandable uncertainty around the implications of the UK’s exit from the EU, we want to do everything that we can as an institution to ensure that students from the EU continue to see Oxford as a welcoming and attractive option for undergraduate study. We recognize that guidance counselors in particular, in their vital role as advisers, are especially well placed to help us communicate these messages.”

**IMPACT ON US CITIZENS**

The UK is the No. 1 destination for US students going abroad for education. With no change to tuition and fee structures for US citizens there is arguably no better time in history to be thinking about a degree in the UK.

**LOOKING TO THE FUTURE**

The UK is committed to showing the world that the referendum result isn’t a signal of increasing isolation, but that the UK will always be open and ready to reach out to the rest of the world.

“While the main outward challenge facing Heriot-Watt University (Edinburgh, Scotland) is the perception that we are not as welcoming as we previously were, this is not the case. We continue to welcome international students from all over the world, including the EU,” said Colin Johnston, international recruitment officer for the Americas.

The British Council have confidence that the UK will remain a leading and welcoming destination for international students. In the words of Kathleen Martin, director of college guidance at the Wilmington Friends School (DE): “As educators, we always hope to emphasize collaboration, a global perspective, and cooperation among institutions of higher learning, and wait with cautious optimism that we will all be able to encourage students to continue to pursue these experiences.” The strength of the UK higher education sector has always been its international connections, and its openness to new ideas and new individuals. That has not, and will not change.

Gina Del Tito is a program coordinator for the British Council and NACAC member.
**NATIONAL COLLEGE FAIR SPRING SCHEDULE**

**PITTSBURGH**  
Thursday, February 9: 9 a.m. – 12 p.m.; 6:30 p.m. – 9 p.m.  
Friday, February 10: 9 a.m. – 12 p.m.  
David L. Lawrence Convention Center

**TAMPA**  
Saturday, February 25: 12 p.m. – 4 p.m.  
Florida State Fairgrounds Expo Hall

**MIAMI**  
Sunday, February 26: 12 p.m. – 4 p.m.  
DoubleTree by Hilton Miami Airport Convention Center

**SYRACUSE**  
Wednesday, March 8: 9 a.m. – 12 p.m.; 5 p.m. – 8 p.m.  
SRC Arena Onondaga Community College

**UPSTATE SOUTH CAROLINA**  
Saturday, March 11: 1 p.m. – 4 p.m.  
TD Convention Center

**CHARLOTTE**  
Sunday, March 12: 12 p.m. – 4 p.m.  
The Park Expo and Conference Center

**ROCHESTER**  
Sunday, March 12: 1 p.m. – 3:30 p.m.  
Monday, March 13: 9 a.m. – 12 p.m.  
Rochester Riverside Convention Center

**RALEIGH**  
Tuesday, March 14: 4:30 p.m. – 7:30 p.m.  
Raleigh Convention Center

**BUFFALO**  
Wednesday, March 15: 9 a.m. – 12 p.m.; 6 p.m. – 9 p.m.  
Thursday, March 16: 9 a.m. 1 p.m.  
Buffalo Niagara Convention Center

---

**FEB.–MAY**  
**EMERGING ADMISSION PROFESSIONALS**  
Raleigh: March 14  
Buffalo: March 15  
New York City: March 26  
Austin: April 19  
Los Angeles: April 20  
Boston: May 7

Emerging Admission Professionals programs occur in conjunction with National College Fairs. To learn more, visit [www.nacacnet.org/eap](http://www.nacacnet.org/eap).

**MARCH 5–6**  
**NACAC LEGISLATIVE CONFERENCE**  
The Westin Georgetown  
Washington, DC

To register, visit [cqrcengage.com/nacac/advocacymeeting](http://cqrcengage.com/nacac/advocacymeeting).

**JULY 23–26**  
**GUIDING THE WAY TO INCLUSION (GWI)**  
Las Vegas

To learn more, visit [www.nacacnet.org/gwi](http://www.nacacnet.org/gwi).

**SEPTEMBER 14–16**  
**NACAC NATIONAL CONFERENCE**  
Boston

To learn more, visit [nacacconference.org](http://nacacconference.org).

---

**MARCH 1**  
**BOARD OF DIRECTORS APPLICATION DEADLINE**

For more details, visit [www.nacac.org/BoardCallForCandidates](http://www.nacac.org/BoardCallForCandidates).

**MARCH 15**  
**2017 RISING STAR AWARD CALL FOR NOMINATIONS**

**APRIL 15**  
**AWARD NOMINATIONS DEADLINE**

**JUNE 15**  
**RISING STAR AWARD NOMINATIONS DEADLINE**

For more details, visit [www.nacacnet.org/awards](http://www.nacacnet.org/awards).
ATLANTA
Sunday, March 19: 12:30 p.m. – 4 p.m.
Georgia International Convention Center

NEW YORK
Sunday, March 26: 11 a.m. – 4 p.m.
Jacob K. Javits Convention Center

METRO DETROIT
Sunday, March 26: 2 p.m. – 4 p.m.
Monday, March 27: 9 a.m. – 11:30 a.m.
Suburban Collection Showplace

WESTERN MICHIGAN
Tuesday, March 28: 8:30 a.m. – 11:30 a.m.;
6 p.m. – 8 p.m.
DeVos Place Conference Center

CLEVELAND
Saturday, April 1: 1 p.m. – 4 p.m.
Huntington Convention Center of Cleveland

COLUMBUS
Sunday, April 2: 1 p.m. – 4 p.m.
Greater Columbus Convention Center

SPRINGFIELD
Monday, April 3: 9 a.m. – 11:30 a.m.;
6:30 p.m. – 8:30 p.m.
Eastern States Exposition

MONTGOMERY COUNTY
Wednesday, April 5: 9:45 a.m. – 12 p.m.;
6:30 p.m. – 8:30 p.m.
Thursday, April 6: 9:45 a.m. – 12 p.m.
Montgomery County Agricultural Center

PRINCE GEORGE’S COUNTY
Thursday, April 6: 6:30 p.m. – 8:30 p.m.
Friday, April 7: 9:45 a.m. – 12 p.m.
Prince George’s Sports & Learning Complex

HARTFORD
Thursday, April 6: 9 a.m. – 11:30 a.m.;
6:30 p.m. – 8:30 p.m.
Friday, April 7: 9 a.m. – 11:30 a.m.
The Connecticut Convention Center

HONOLULU
Tuesday, April 11: 8:30 a.m. – 11:30 a.m.;
5 p.m. – 8 p.m.
Hawaii Convention Center

HOUSTON
Thursday, April 13: 9:30 a.m. – 12:30 p.m.;
6 p.m. – 8 p.m.
NRG Park

DALLAS FORT WORTH
Monday, April 17: 5 p.m. – 8 p.m.
Irving Convention Center at Las Colinas

AUSTIN
Wednesday, April 19: 5:30 p.m. – 8 p.m.
Palmer Events Center

INLAND EMPIRE
Wednesday, April 19: 9 a.m. – 12 p.m.;
6 p.m. – 8 p.m.
Ontario Convention Center

LOS ANGELES
Thursday, April 20: 9 a.m. – 12 p.m.;
6 p.m. – 8:30 p.m.
Pasadena Convention Center

ORANGE COUNTY
Sunday, April 23: 1:30 p.m. – 4:30 p.m.
Anaheim Convention Center

SAN DIEGO
Tuesday, April 25: 9 a.m.– 12 p.m.;
6 p.m. – 8:30 p.m.
San Diego Convention Center

VENTURA/TRI COUNTY
Wednesday, April 26: 5:30 p.m. – 8:30 p.m.
Camarillo Airport

MEMPHIS
Wednesday, April 26: 6 p.m. – 8 p.m.
Thursday, April 27: 9 a.m. – 11:30 a.m.
Memphis Cook Convention Center

NEW JERSEY
Wednesday, April 26: 9 a.m. – 12 p.m.;
5 p.m. – 8 p.m.
Thursday, April 27: 9 a.m. – 12 p.m.
Meadowlands Exposition Center at Harmon Meadows

NEW! OKLAHOMA CITY
Thursday, April 27: 5 p.m. – 8:30 p.m.
Lloyd Noble Center at the University of Oklahoma

SAN FRANCISCO
Saturday, April 29: 1:30 p.m. – 4:30 p.m.
Cow Palace Arena

NASHVILLE
Sunday, April 30: 1 p.m. – 4 p.m.
Nashville Convention Center

VANCOUVER
Sunday, April 30: 1 p.m. – 4 p.m.
Vancouver Convention Centre

BOSTON
Sunday, May 7: 2 p.m. – 5 p.m.
Monday, May 8: 8:30 a.m. – 12:30 p.m.
Boston Convention & Exhibition Center

PROVIDENCE
Monday, May 8: 5:30 p.m. – 8:30 p.m.
Rhode Island Convention Center

For registration information and for the most current list of college fairs, visit www.nationalcollegefairs.org.
WHAT BEING A NACAC MEMBER REALLY MEANS

We encounter so many different types of students. They come from different backgrounds, and have different interests and strengths. They are all looking for direction, whether it’s directly after high school ends or at a later stage of life. We, as professionals, also come in varying packages—as reflected by NACAC’s 20 membership types.

But are we really so different? Our days, our connections, and how we serve our students run the gamut, but why we serve students—knowing that investing in them is investing in us all—binds us together.

As the Member Relations Committee chair, I think about this a lot. Do we need different fee structures? We are all here to change lives by assisting our students…but the association must be fiscally sustainable. NACAC and the committee are investigating these questions with the help of a professional consultant who will give us an outward view of the association. I’m looking forward to this exploration. We will share the results in the coming year.

Meanwhile, I’m encouraged by NACAC’s work, which serves all of us who make up the membership. For example, the board continues to embrace transfer-minded membership, forming the ad-hoc Transfer Advisory Committee, providing a transfer grant to affiliates, appointing Janet Marling, executive director for the National Institute for the Study of Transfer to the board, and more. This example is particularly important to me, as I was given a transfer grant that is now helping with my work. The networks I’ve built because of NACAC (and the Illinois ACAC) are invaluable as I seek to create better transfer pathways for my students.

I hope NACAC has made a difference in your daily work. Remember that being a NACAC member is more than just attending the conference or a National College Fair. Our role is to put into the association what we want to get out of it. This means getting involved. Present at professional development events; participate in Special Interest Groups; run for the board; recommend others for service or awards; write an Admitted blog; participate in #NACACreads; mentor others, or engage in other ways.

Asking your peers to join and to serve is the best way to grow a stronger, more diverse membership. Colleagues with large caseloads and other job pressures aren’t always aware of all NACAC has to offer. As members and professionals, it’s our duty to cultivate NACAC’s membership. Share what you learn. Share resources. Share NACAC. We benefit the most when we learn from one another.

Julie Marlatt is dean of enrollment management at Parkland College (IL) and NACAC’s Member Relations Committee chair.
As a member, you know the value of NACAC.

Help us spread the word by joining our Ambassador Program. Tap into your network of colleagues, tell them why NACAC is important to you, and encourage them to join. For each member you recruit, you are entered to win prizes including gift cards, electronics, and conference registrations.

Recruit five or more new members and be entered into a grand prize drawing for a 2018 conference package.

Ask your colleagues to join today at www.nacacnet.org/ambassadorprogram.

Remind them to include your name as the referring member, so you are eligible for prize drawings.

The ambassador program is open to NACAC members in good standing. Visit www.nacacnet.org/ambassadorprogram for details.

Each time you recruit a member, you strengthen NACAC.
Whether you’re looking for a new job or ready to take the next step in your career, we’ll help you find the opportunity that’s right for you.
Browse jobs, build your profile, and visit the learning center.

www.nacacnet.org/careercenter