

# College Bound

ISSUES & TRENDS FOR THE COLLEGE ADMISSIONS ADVISOR

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## Summer Admission Stories Summary

**EDITOR'S NOTE:** Welcome Back! This fall, *College Bound* begins its 28th admissions season! So we would like to thank our loyal subscribers for their continued interest in our publication. Our mission has always been to increase the access to college by providing succinct and timely news and information on the college admissions and financial aid scene. Throughout each admissions cycle, we hope to be of service to our readers—high school guidance counselors, college admissions officers, teachers, school officials and parents, as well as the general public, across the country and in 42 nations.

This year will be no different. We continued tracking trends over the summer, and below is a roundup of news you may have missed while on break to help you catch up on a process that is forever challenging, always evolving and increasingly complex. Have a great school year.

**Paying Tuition Forward.** One of most momentous announcements of the summer was about the new experiment by the Oregon legislature to redefine how students pay for college.

Students participating in an initial study and attending two- and four-year Oregon colleges will pay *no tuition*. Rather, they will pay a small percentage of their income (3 percent) for a set number of years after they graduate (about 25 years or so.)

The bill which passed unanimously and was signed by Governor John Kitzhaber orders the state's Higher Education Coordination Commission to develop a Pay It Forward pilot project by 2015. The state is likely going to issue \$9 billion in state bonds to pay for the initial pool of tuition (which will be repaid by students.)

"We need to turn on its head debt for education," said Steve Hughes, state director of the Oregon Working Families Party.

The Pay It Forward idea came from the Economic Opportunity Institute in Seattle, and is, in part, based on a model already in use in Australia. Students at Portland State U. developed the idea and lobbied the Oregon legislature to get it passed. If it is successful, it is almost certain to be imitated by other states.

### SLOWING THE SUMMER MELT

**A Trickle or a Torrent.** How do low-income, college-bound students behave during the summer? A new study by two Harvard U. researchers titled, "A trickle or torrent? Understanding the extent of summer 'melt' among college-intending high school graduates," has an answer. These students "experience high rates of summer attrition from the college pipeline."

Thus, "Given the goal of improving the flow of low-income students to and through college, it is imperative to investigate how to effectively intervene and mitigate summer melt."

Nationally, about 10 percent of students fade away before enrolling in college in the fall. In St. Louis, for example, it is estimated that as many as one third of the students who have graduated from high school and been accepted at a college are at risk of not matriculating. That's why a new group called St. Louis Graduates, run by volunteer high school counselors, financial advisors and other experts, actively worked with students this summer. "You get frustrated" and confused by all the paperwork, one student told stltoday.com.

Summer counseling and a campaign of text messages reminding students of important

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## Federal Dollar News

### President Obama Proposes New Rankings.

In August, President Obama announced a new plan to "combat the soaring costs of higher education." Speaking at the U. of Buffalo, State U. of New York, the president called for connecting financial aid to school performance, supporting academic innovation and competition and making college affordable.

The plan emphasizes "paying for performance" by tying financial aid to college performance with new college ratings beginning in the 2015 school year. It calls for states to fund public colleges based on performance and suggests that students *and* colleges receiving student aid are responsible for students making progress toward a degree. The plan further includes challenges to colleges to offer a greater range of "affordable, high-quality options" than are available today and to give consumers "clear, transparent information on their performance." Also, all students would have their federal loan payments capped at 10 percent of their monthly income.

The President requested \$1 billion to "spur state higher education reforms" with a Race to the Top competition and he called for greater use of technology to redesign courses. The call for a new ratings system has stirred the most discussion nationwide. The ratings would include such measures as the average tuition, scholarships and loan debt, the level of access such as the percentage of students receiving Pell grants, graduation and transfer rates, graduate earnings and further degree attainment.

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- Tech Tabs and News You Can Use

## SUMMER SUMMARY

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college preparation steps, suggests Benjamin L. Castleman, one of the coauthors, yields positive results.

**Utica Targets CB Students.** The city of Utica, New York, has adopted the Syracuse-based “On Point for College” program to help low-income and homeless students and refugees find their way to college. Program workers go “where the young people are, who are falling through the cracks,” said Ginny Donohue, executive director. On Point for College finds these students, then guides them through the process. “We are actually going to support them all the way through,” she told WKTV.

**College Now Get Students Over the Hump.** College Now is a Cleveland organization that guides area students through college selection and finding financial aid to ensuring they make it to college. One of its programs works with the city’s “top 50 students” to match them with an elite college or university. This year’s class generated \$1.5 million in financial aid. According to a recent Harvard study, only 34 percent of academically high-achieving, low-income students attend any of the nation’s 239 top colleges or universities.

## FINANCIAL AID UPDATE

**New York Helps Low-Income Students.** In July, New York Governor Andrew M. Cuomo announced that New York’s College Access Challenge Grant Program awarded \$2.75 mil-

lion to help 24,655 low-income students from across the state to enter and complete college. The funding is funneled largely through community-based, non-profit organizations to work on “tutoring, re-enrollment and retention particularly in at-risk communities....”

**Emerson Gets More For Aid.** Emerson C. in Massachusetts received a \$2 million donation for the school’s financial aid program, the school’s largest ever. President Lee Pelton told *The Boston Globe* recently that the money will help 20 to 25 more disadvantaged students. Emerson educates 3,400 undergrads from 40 nations.

**Who Helps with College Costs?** A new survey sponsored by TheStreet, a digital financial media company, found that one third of all adults are helping or planning to help pay for a child’s higher education. Some 79 percent of these are parents, 10 percent are grandparents and 4 percent are aunts/uncles.

Of these, 53 percent are using a savings account, 31 percent use some type of investments, 24 percent are using a 529 savings plan or prepaid tuition plan, 14 percent are using life insurance and 11 percent are using Roth IRAs. Those with incomes over \$75,000 (25 percent) are more likely to use 529 plans. On average, these adults are saving \$6,850 annually towards college.

**Wisconsin Scholar Grants.** Seeking to reduce student debt and bolster the size of financial aid packages for low-income students, the Wisconsin Scholar Grants, initiated in 2008

and supported by a \$168 million endowment, has aided 15,000 students. A recent study of the program’s impact on retention found that the average grants of \$3,500, renewable for up to five years, accounted for a 2.8 to 4.1 increase in retention to the second year of college. Also, the effects were negligible when the grant simply supplanted student loans. The effects were far more noticeable when grants added money to the package, rather than simply reducing loans.

**Indiana Scholars Upgrade.** Indiana’s 21st Century Scholars program has granted more than \$200 million in the last five years to send thousands of low-income students to college. But only 13 percent of the Scholars earn a two- or four-year degree (compared to the state average of 23 percent). So Indiana has increased the eligibility requirements from simply a 2.5 high school GPA and no involvement in drugs or criminal activity.

Starting this year, students will also have to write a graduation plan their freshman year and complete a “Paying for College 101” learning module.

**Two \$1,500 Latino Scholarships.** Bedoyecta, the multivitamin brand marketed by Valeant Consumer Products, has partnered with Latinos in College to support Family Nights and programs that help more Latino students make it to college. Additionally, it is offering two \$1,500 scholarships to Latino high school seniors who have been accepted to a college. To find details, go to: [www.latinosincollege.com](http://www.latinosincollege.com).

## INTERNATIONAL AFFAIRS

**Preparing Chinese Students.** Wake Forest U. has launched an “Advantage” program in China and the U. S. to help bridge the academic and cultural differences between high school educational experiences in China and higher education in the U.S. The Wake Forest Advantage, billed as the only program of its kind in the nation, will work with high school students in China and help admissions officers in the U. S.

About 25 percent of all international students in the U.S. now hail from China. “The numbers for undergrads have shot through the roof,” said Ann Cunningham, chief academic officer for the program.

The Wake Forest pilot program is underway in Dulwich C. International High School Programme in Suzhou, China, and will help improve the oral and written English skills of Chinese students and help them understand performance expectations and the culture of American college classrooms. Students will create digital portfolios of their work. These will be evaluated at Wake Forest, then mailed to U.S. colleges to which Chinese students apply. ■

## FEDERAL DOLLAR

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For a “FACT SHEET on the President’s Plan to Make College More Affordable” see <http://www.whitehouse.gov>.

**Meanwhile, Student Federal Debt Continues to Swell.** The U.S. Consumer Financial Protection Bureau estimated that by May of this year, outstanding student debt had increased to \$1.2 trillion. About \$1 trillion of that is estimated to be government guaranteed loans or loans issued by the federal government, according to Rohit Chopra, the CFPB’s Student Loan Ombudsman. And that rate is rising quickly. For example, between 2011 and May 2013, student debt soared by 20 percent. Outstanding private student loan debt stands at about \$165 billion. Government analysis shows that as a result, student loan borrowers are now less likely to have home mortgages or auto debt than those without student loans. That reverses a long-term trend.

**Impact of Federal Aid on Costs.** Why has tuition soared at an average rate of 7.45 percent every year between 1978 and 2011? And why

has the percent of 25-year-olds with student debt jumped from 25 percent in 2003 to 43 percent in 2012? One culprit, ironically, could be the federal student aid program, according to U. of Tennessee law professor Glenn Harlan Reynolds, author of *The Higher Education Bubble* (Encounter Books).

Writing in *The Wall Street Journal* late June, Reynolds asserted, “The skyrocketing cost of a college education is a classic unintended consequence of government intervention. Colleges have responded to the availability of easy federal money by doing what subsidized industries generally do: Raising prices to capture the subsidy.... If we want to solve the very real problem of excessive student loan debt, college costs need to be brought under control.”

Reynolds says part of the problem is that colleges “get their money up front via student loans; if students are unable to pay the loans back, the burden falls on the taxpayers... while the school goes scot-free.” He proposes that student aid be capped or indexed to the consumer-price index and that schools that accept federal money should be left on the hook for what’s left when students default. ■

# Taking a Look at the Forest

AS WE HEAD INTO THE FALL, *CB* steps back and takes a look at the overall trends in college enrollment to see how local institutions will then fit into the picture in the year ahead.

**The Age Factor.** To begin with, last year, only 46 percent of the roughly three million students receiving degrees from four-year Title IV institutions were 18- to 24-year-old students. That age group accounted for 54 percent of the 1.7 million graduates at public institutions. They made up 44 percent of the 971,000 degree winners at non-profit institutions and 15 percent of the 352,000 degree recipients at for-profit institutions, according to a new report from the Institute of Education Sciences at the National Center for Education Statistics.

Last year, the nation's higher ed institutions enrolled about 25.2 million undergraduates and approximately 3.8 million graduate students.

**Overall, College Enrollment is Falling.** For the first time since the 1990s, college enrollment fell last year. During 2012-13, the number of total students declined by 2 percent. (See the *CB* June issue.) Enrollment hit its peak of 20.4 million students in 2011. The number of 18-year-olds had hit its high point in 2009 and is expected to continue to fall until 2016.

"There are many institutions that are on the margin, economically, and are very concerned about keeping their doors open if they can't hit their enrollment numbers," David A. Hawkins, of NACAC, told *The New York Times* in July.

Many colleges may be faced with millions of dollars in cuts as a result. *The Times* cited Loyola U. of New Orleans and St. Mary's C. of Maryland as two examples. Some of the factors that may be driving the decline nationwide are a recovering economy and availability of more jobs, but also soaring college costs and fear of more student debt.

**Yet, There is Student Enrollment Success.** Between 2009 and 2011, the number of black undergraduates grew by nearly nine percent, the number of Hispanic/Latinos by 22 percent, while the number of white students increased by three percent.

Now, a new report from the Education Trust, "Intentionally Successful: Improving Minority Student College Graduation Rates" provides an analysis of the success of these programs in individual colleges and universities across the nation.

"What individual colleges do often can make all the difference in the world between a student graduating or leaving with a pile of debt and no

degree," said Michael Dannenberg of the Education Trust. To learn more, go to [http://www.edtrust.org/dc/publication/intentionally\\_successful](http://www.edtrust.org/dc/publication/intentionally_successful).

**Catholic College Completion.** "Do students who start out in Catholic institutions complete degrees at a rate on par with their peers in other higher education institutions?" That's what the Association of Catholic Colleges and Universities wanted to know.

The answer: Yes. In fact, a total of 48 percent who start at Catholic institutions earn their degree at their original institution in four years versus 34 percent at public four-year schools. That's the same rate as at all private, four-year institutions (including Catholic schools). And 54 percent of all students starting at a Catholic institution (including those who transfer) earn their degree in four years versus 39 percent at public four-year schools, and 54 percent at private four-year schools.

Even after six years, "degree attainment among Catholic college and university students is about 10 percent higher" than those at public institutions. For the report, see, [www.accunet.org](http://www.accunet.org).

**Hispanic Gains.** According to the latest U.S. Census Bureau statistics, in 1972, Hispanics made up 6 percent of K-12 students. By 2011, 25 percent of all U.S. elementary students were Hispanic, and they made up nearly 24 percent of all K-12 students. Hispanic high school graduation rates have risen to a little over 76 percent. And now, nearly half of all Hispanic high school graduates go on to college. In 1972, Hispanic students made up just 3 percent of 18- to 24-year-old college students. By 2011, Hispanic students age 18 to 24 exceeded 2 million and reached almost 17 percent of all college enrollments. Thus, Hispanics have become the largest minority group in the nation and in college.

Hispanics account for 25 percent of 18- to 24-year-olds in two-year colleges. Between 2010 and 2011, the number of Hispanics in college leaped by 15 percent to 2.1 million students. That follows a 24 percent increase in the number of Hispanic college students between 2009 and 2010. Hispanic students accounted for 74 percent of the growth in college students in the last year. For the first time, the percent of Hispanics on two-year and four-year college campuses exceeds the number of African American students.

In 2010, 9 percent of all bachelor's degrees went to Hispanics, up from 8 the previous year. And among all associate degrees, 13 percent went to Hispanics. However, this still lags behind other groups. Among the 1.7 million degrees awarded in 2010, 71 percent went to non-Hispanic whites, and 10 percent to non-Hispanic blacks. ■

## THE COUNSELOR'S BOOKSHELF

**Fresh from Ten Speed Press:** *B+ Grades, A+ College Application: How to Present Your Strongest Self, Write a Standout Admissions Essay and Get Into the Perfect School for You*; Joie Jager-Hyman; ISBN: 978-1-60774-341-5; \$14.99; and,

*Conquering the College Admissions Essay in 10 Steps*, Second Edition, Alan Gelb, was released in July also by Ten Speed Press. It includes chapters on "Understanding the Narrative" and "Big Picture Editing" with tips for parents and teachers. ISBN: 978-1-60774-366-8; \$11.99; both can be found at <http://crownpublishing.com/imprint/ten-speed-press/>.

**Hot Off the Press:** *Higher Education in America* by Derek Bok, former president of Harvard U.; the 479-page book examines undergraduate education, college costs and the impact of online courses, among other topics; Princeton U. Press; ISBN: 9780691159140; \$35; see <http://press.princeton.edu/>.

**People Are Talking About....** The August 12 edition of *Forbes* with its list of the 300 "Best Colleges." Call-outs feature info about Grinnell C. (with its need-blind admissions); Bard C. (with male-to-female ratio 42/58); Arizona State U. (with tuition of \$9,700 in-state); and

Pepperdine U. (with tuition at \$42,770).

*Walden on Wheels: On the Open Road from Debt to Freedom* by Ken Ilgunas chronicles his journey of going into debt to receive an undergraduate college degree and then living in a van while getting his graduate degree at Duke U. All the while, the story examines higher education, college debt and the job market. From New Harvest; ISBN: 978-054028838; \$15.95.

**Popular Book on Essays Revised.** *Writing a Successful College Application Essay*, Fifth Edition; George Ehrenhaft; includes chapters on what to write your essay about, how to think of ideas and including humor in your essay; ISBN: 978-1-4380-0149-4; \$13.99; Barron's; see, <http://www.barronseduc.com/>. ■



## CURRICULUM CAPSULES

**Top Film Schools.** Over the summer, *The Hollywood Reporter* named its Top 25 Film Schools of 2013. In order, here they are: U. of Southern California; American Film Institute in Hollywood; New York U.; U. of California, Los Angeles; California Institute of the Arts; Chapman U. in California; Columbia U.; Emerson C., (L.A campus); Loyola Marymount U., California; U. of Texas at Austin; Boston U.; U. of North Carolina School of the Arts; Northwestern U. in Illinois; Columbia C. Chicago; Art Center C. of Design in Pasadena; Syracuse U.; Florida State U.; Wesleyan U.; Rhode Island School of Design; Stanford U.; DePaul U.; Ithaca C.; Savannah C. of Art

and Design, Georgia; Ringling C. of Art and Design, Florida; Colorado Film School. For the story on resources, programs, tuition, alumni, see [www.hollywoodreporter.com](http://www.hollywoodreporter.com).

**Denver STEM Initiative.** A \$40 million gift is spurring a new interdisciplinary Science, Technology, Engineering and Mathematics (STEM) initiative at the U. of Denver. In addition to an expansion of current engineering and science programs, Denver will add mechatronics, bioengineering and software engineering to its curricula. The school will increase the size of its faculty 30 percent and some of the \$40 million will be used to support

complementary research and scholarship on aging and age-related conditions in a variety of STEM disciplines. The gift also means more student scholarships.

**New York U.'s New Real Estate Degree.** Stating it wants to prepare students "to understand the basic elements of real estate within the urban landscape," NYU announced it will offer a B.S. in Real Estate. Students will "build on a liberal arts core" and focus on trends in real estate finance, law, economics and market analysis.

**Creative Writing BFA.** The U. of the Arts in Philadelphia has started a new program of "small workshop-style classes" in Fiction or Poetry leading to a BFA. The program also includes classes on Art Criticism, Creative Nonfiction, Playwriting and the Graphic Novel.

**New Global Affairs Degree.** The U. of Texas at San Antonio will begin offering a new B.A. in Global Affairs this fall, the first of its kind at a Texas public institution. In addition to coursework, students will be expected to complete an internship abroad and learn a language other than English.

"This major does not only relate to politics, but also with human rights, food issues and environments on a global scale," said Mansour El-Kikhia, chair of the Dept. of Political Science and Geography. ■

## TECH TALK

**Students More Tech Dependent.** Forty-seven percent of college students check their mobile devices every 10 minutes, up from 38 percent in 2011. Nearly 60 percent are more likely to bring a laptop or tablet to class, while only 41 percent prefer a textbook, according to a new study by CourseSmart, an "educational services platform" and provider of digital course materials. In fact, 79 percent of the students have used an eTextbook, up from 63 percent in 2011. And 88 percent have used a mobile device for last-minute study.

(The survey also looked at what students were saying about college costs. Nearly 50 percent of the 500 surveyed students said they did not "attend an institution after being selected because the cost was too high."

**Mobile Learning.** More than 50 percent of parents in a recent survey support the use of mobile devices and mobile learning in the classroom, and 32 percent of them think it should be required. The "Living and Learning with Mobile Devices Study" was underwritten

by AT&T. Some 71 percent of parents said that mobile devices open up learning opportunities, 62 percent said student learning benefits and 59 percent said the devices engage students.

Many colleges, such as DePaul U., are training their instructors on ways to integrate the mobile devices into their learning strategies "to create new kinds of learning experiences...."

**Yale's MOOCs.** Yale U. has joined 60 other U.S. universities by deciding to offer massive open online courses (MOOCs) starting in January 2014. Courses such as "Roman Architecture" will be taught free to anyone on the Internet.

"We want to continue Yale's traditional role of disseminating [knowledge] around the world and make the great ideas that the faculty at Yale generate accessible to everyone," said Craig Wright, director of online education.

Meanwhile, faculty at San Diego State recently refused to let their college use a MOOC Yale philosophy course, arguing that MOOCs will lead to further stratification of college educational institutions. ■

## Employment Expectations: Are They Too High?

Only 15 percent of 2013 college grads expect to earn less than \$25,000 a year. However, 32 percent of 2011-2012 grads who are employed report that their annual salary is \$25,000 or less. Also, according to the Accenture 2013 College Graduate Employment Survey, one third of 2013 college grads plan to live at home, while 44 percent of 2011-2012 grads currently live at home. Other findings include:

- The top three fields for recent grads are education, media and entertainment and health care;
- Only 42 percent of the 72 percent of 2012 grads who had already participated in school-sponsored internships said they led to a job;
- Nearly two-thirds of 2012 grads say they will need more training in order to get their desired job;
- Only 16 percent of this year's graduates had already secured a job by graduation;
- About 68 percent of 2012 grads are employed full-time, 16 percent are working part-time and 7 percent have not found a job. ■

## NEWS YOU CAN USE

**Supreme Court Upholds Racial Diversity.** In late June, the U.S. Supreme Court ruled that the U. of Texas at Austin could continue to pursue policies that promote a racially and ethnically diverse student body. U.S. Secretary of Education Arne Duncan said, "As the Court has repeatedly recognized, a diverse student enrollment promotes cross-racial understanding and dialogue, reduces racial isolation and helps break down stereotypes. This is critical for the future of our country because racially-diverse educational environments help

to prepare students to succeed in an increasingly diverse workforce and society. The Department...will continue to be a resource to any college or university that seeks assistance in pursuing diversity in a lawful manner."

**Notre Dame U. Commits to Illegal Immigrants.** Saying it will give "deserving young people the chance for a Notre Dame education," the university announced late August that it will admit illegal immigrants and provide them with financial aid. ■

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