

College Bound

ISSUES & TRENDS FOR THE COLLEGE ADMISSIONS ADVISOR

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30th Anniversary Issue!

The Class of 2019 Sets New Records

Editor's Note: As college campuses open their doors this fall, COLLEGE BOUND embarks on its 30th year of publishing. Special thanks to all our loyal subscribers who have made the journey with us. We look forward to serving you in the future. And to begin the year, we've gathered admissions stats from a range of colleges, reflecting who got in and who is enrolling where at the start of this school year.

Boston C.'s Additional Essay Attracts Students. Boston C. attracted 29,500 applications for this fall, 27 percent more than last year, and expects to enroll a first-year class of 2,280 students. BC's Early Action pool nearly doubled.

BC's staff visited over 1,000 high schools, as well as schools in Europe, Latin America, China, Japan and Korea. Nearly 60,000 visitors attended campus information sessions and tours.

"The quality of the Class of 2019 is nearly identical to recent freshman classes in terms

of standardized test scores," said John L. Mahoney, director of undergraduate admission. "However, our addition of a supplementary essay to our application two years ago continues to attract students who are more serious about Boston College and resonate with its mission and values."

Clark U. Employs LEEP Program. Clark U. in Worcester, Massachusetts, attracted 8,047 applications for this fall and admitted 55 percent of the applicants. Clark's application pool has grown by 87 percent over the last three years. The average GPA of matriculating students is 3.66; 44 percent ranked in the top 10 percent of their high school class. International students account for 16 percent of the new class and arrived from 46 different countries. Some 28 percent of U.S. students are "ALANA," African-, Latino-, Asian-, Native-American.

"These results are a testament to Clark's
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Military Academies Begin Basic Training

Air Force Academy Cadets. This year, the Air Force Academy received 9,122 applications for 1,250 slots in the Class of 2019. In late June, the cadets began basic training including lessons on the Uniform Code of Military Justice, honor and ethics, and the Air Force's core values of "integrity first, service before self and excellence in all we do."

Annapolis "Plebs." The 1,200 "plebs" of the U.S. Naval Academy Class of 2019 are composed of 27 percent women and 36 percent minorities, with 12 international students from Albania, Cambodia, Georgia, Korea, Montenegro, Taiwan, Thailand and two each from Turkey and the Philippines. Additionally, 61 are prior enlisted, as well as 50 sailors and 11 Marines. Among the first thing they did was get a buzz haircut for the men and bobs for the women.

Coast Guard Academy's "Swab Summer." The U.S. Coast Guard Academy's Class of 2019 is the largest in four years. A total of 287 U.S. citizens and four international students reported for "Swab Summer" in Connecticut during which they underwent seven weeks of rigorous mental and physical stress to learn the Coast Guard's core values: honor, respect and devotion to duty. After receiving a bachelor's of science degree at the end of four years
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Enrollment Trends

Interest in Attending College High, But.... Some 86 percent of 2014 ACT-tested high school graduates reported that they intended to pursue postsecondary education. However, in 2013, a similar number of students expressed the same aspirations, but only 69 percent actually enrolled in the fall following their high school graduation. That meant that about 300,000 students fell short of their goal last year.

"High aspirations are wonderful, but in too many cases, students' actual preparation is not aligned with these aspirations," said Jon

Whitmore, ACT chief executive office. "We need to make sure that students are taking the necessary steps to reach their goal through effective education planning, monitoring and interventions."

Minority Application Patterns. A recent National Bureau of Economic Research study found that in 2008-09, minority students in Texas were more likely than white students to apply to colleges that were closer to their homes, that enrolled large numbers of minority students
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CLASS OF 2019

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unique brand of undergraduate education,” said Don Honeman, dean of admissions and financial aid. “Our LEEP (Liberal Education and Effective Practice) philosophy, our research mission and the attraction of a master’s degree in five years with the fifth year free, all combine to offer our talented students the prospect of a different and appealing kind of college experience.”

Duke U. Admitted 48 Percent of Class Early. Duke U. at Chapel Hill, North Carolina, admitted 815 students through Early Decision or 48 percent of the Class of 2019. Another 28,000 Regular Decision applications arrived, and 2,650 more were admitted. The overall admit rate at Duke was 9.4 percent. This year’s yield is likely to fall between 49 and 50 percent, up from last year’s 47.7 percent. With an enrollment between 1,745 and 1,755 students, the admissions department overshot its goal of 1,705 new first-year students. As a result, “almost no one” came off the wait list, Christoph Guttentag, dean of undergraduate admissions, told *The Chronicle of Higher Education*.

Elizabethtown C. Exceeded Its Targets. Elizabethtown in Pennsylvania received applications from about 3,300 students, the same as last year, and deposits from 514 people, exceeding its target of 500. About 35 percent of the incoming class is made up of men, with 65 percent women. Some 14 percent of the Class of 2019 comes from historically under-represented populations, according to Paul Cramer, vice president for enrollment.

Franklin C. Increases Scholarship Fund. Franklin C. in Indiana enrolled at least 328 students in the Class of 2019, exceeding the school’s goal of 320. Applications were still being accepted during the summer. Franklin also just exceeded its fundraising goal for the last school year, raising more than \$680,867 for the Franklin Fund for Scholarships, according to *Inside Indiana Business*. About 96 percent of Franklin students receive need-based financial aid.

Franklin & Marshall C. Awards \$40 Million in Aid. Franklin & Marshall in Pennsylvania fielded 7,140 applications, and admitted 32 percent. That’s impressive, but Julie Kerich, interim vice president and dean of admission and financial aid, told Lancasteronline that families get too caught up in numbers and selectivity and lose perspective.

This fall, nearly 600 new students are expected on campus, coming from 34 states, with 20 percent from Pennsylvania and another 27 percent from New York and New

Jersey. One fifth identify as “students of color” and 18 percent of the class is made up of international students, up from 12 percent last year. Another 17 percent are first-generation college students.

F&M’s sticker price is more than \$60,000 a year. But Franklin & Marshall meets the full demonstrated need of its students, and gives away more than \$40 million each year. Also, 17 percent of students are eligible for federal Pell Grants.

George Washington U. Students Hail from 47 States. The first-year class at George Washington U. in Washington D.C. includes 2,500 students from 47 states and 40 nations, according to Karen Stroud, GW dean of admissions.

Kalamazoo C. Includes Students from Kalamazoo Promise. Kalamazoo C. in Michigan admitted 382 students from 28 states and 10 nations. About 27 percent are students of color. Their average high school GPA is 3.81. And 12 of them graduated from the Kalamazoo Public Schools and are eligible for financial aid from the Kalamazoo Promise, which was designed to reward Kalamazoo families.

U. of Georgia Apps Increase. The U. of Georgia received more than 22,000 applications for the Class of 2019, a 4 percent increase over last year. Since 2010, freshman applications have increased by 25 percent.

ENROLLMENT TRENDS

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and that students from their high schools had attended and succeeded at in the past. These factors resulted in some of the better students “under-matching” with colleges that were not as strong academically as those to which they might have been applied and been admitted.

Judge Keeps Sweet Briar Open. In June, a Virginia judge approved a deal to keep Sweet Briar C. open this year. The agreement called for an alumni group, Saving Sweet Briar Inc., to provide \$12 million to keep it going. Half of the college’s board members were required to resign, and a turnaround expert was named to lead the board. Before the controversy this spring, Sweet Briar, a 114-year old woman’s college located in the foothills of the Blue Ridge Mountains, educated 532 students on campus, and sent another 170 abroad to study. Recruitment of new students went on over the summer.

COMMUNITY COLLEGE TRENDS

Oregon Makes C.C. Free. Oregon has become the latest state to offer students two free years of community college. In July, Governor Kate Brown signed a bill that will cost the state \$10 million, but will encourage low-income students to go to college and learn

Just over half of applicants were admitted, and this month 5,300 first-year students enrolled, bringing with them the best academic credentials in school history. Their average GPA was 3.91; average SAT score was 1301. UGA’s Honors Program enrolled 525 new students, with an average high school GPA of 4.07, that reflected their rigorous Advance Placement or International Baccalaureate curriculum. About 86 percent of the first-year class hails from Georgia.

“UGA’s future is bright,” said Patrick Winter, associate vice president for admissions and enrollment management. “The incoming class represents some of the top scholars, leaders, innovators and artists from across Georgia, the nation and the world.”

TCU Yield Continues Up Since Rose Bowl Win. Texas Christian U. expects its largest first-year class ever. TCU received 18,323 applications and admitted 7,941 for this fall. Of those, 1,960 students made deposits, for a 24.7 percent yield. Since TCU won the Rose Bowl in 2011, yield has increased by about 4 percent. Students of color account for 17 percent of the new class and 37 percent is male.

“We’re not one of those places that thinks bigger is better,” said Ray Brown, dean of admission. But, test scores also increased among incoming students. Last year’s run toward a national championship probably won’t hurt applications for next fall, Brown mused. ■

the skills they need for better paying jobs. To be eligible, students must have lived in Oregon for at least one year, graduated high school within six months and maintained a 2.5 GPA. They must also apply for federal grants.

Increasing C. C. Graduation Rates. Nearly 60 percent of students who enter community college nationally require remedial class work, and only about 15 percent of them earn an associate’s degree or certificate within three years. However, the Accelerated Study in Associate Programs at six of the seven two-year colleges in the City University of New York system has been successful in substantially increasing those rates.

Through intensive advising, tutoring, tuition waivers and money for books and transportation, 40 percent of these students who needed remedial work received a degree in three years compared to 22 percent of a control group. And 25 percent of the ASAP students enrolled in four-year colleges compared to just 17 percent of students in the control group. Because ASAP students graduated in higher numbers and moved through the colleges more quickly, the cost per degree was lower for them despite the significant asset investment.

ASAP could and is serving as a national model, according to MDRC, a nonpartisan research group, that conducted the study. ■

Roundup of Summer Studies

Female Students Lack Employment Confidence. A recent survey by Monster, an online job placement service, found that only 16 percent of female students feel “absolutely confident” about securing a job after graduation compared to 27 percent of men. And only 33 percent of women thought that their first job would pay a salary of \$50,000 or more, compared to 48 percent of men.

“Today’s female college grad should have just as much confidence as men in planning and managing a career path,” said Jonie Courtney, Monster senior vice president of global market insights. “It’s clear they don’t. While there is more opportunity and gender equality in the workplace than ever before, there is room for improvement.”

Work Study Benefits/Drawbacks. About one in ten college students (700,000) participate in the federal Work Study Program which is funded at \$1 billion a year. Most WSP students work on campus, put in 10-15 hours a week, but make \$0.67 less an hour than if they worked elsewhere. However, many work in fields related to their majors or interests.

Now, a new study from the Community College Research Center at Columbia U.’s Teachers College found that WSP students who would have worked otherwise (about half), do better in the classroom than their peers. But they do not have any better success in finding a job after college.

Students who would not have worked otherwise do not do any better in the classroom than their peers. But they have more success finding a post-college job. The WSP has the greatest positive effects for lower-income students and students who attend public universities.

But both groups of students acquire slightly more debt than their peers. The researchers also found a funding inequity, with a quarter of students who attend private four-year institutions participating in the program, while only six percent of students at public four-year institutions participate.

Problems With Completion. “Few can afford to be stuck with debt but no degree, but this is what’s happening to far too many college students,” Senator Lamar Alexander of Tennessee recently told the Senate Committee on Health, Education, Labor & Pensions.

“Federal aid programs are designed to help people working to earn a degree or certificate.... According to the National Student Clearinghouse, only 55 percent of students complete a degree or certificate within six years. We need to find a way to encourage our over 6,000 higher-education institutions to prioritize and encourage student success without throwing a big, wet blanket of a federal mandate that smothers universities....”

The problem is even worse for low-income students: 8.6 million low-income students received Pell Grants from the federal government last

year. The U.S. Dept. of Ed data finds only 45 percent of Pell students achieve a degree or certificate within six years. That leaves them in a double bind of no-degree and accumulated debt.

Alexander pointed out that research shows students with a full-time course load, meaning 15 credits per semester, who consistently enrolled full-time, are more likely to graduate. However, in 2013, a survey of institutions showed the majority of so-called full-time college students are not taking the credits needed to finish in four years for a bachelor’s or two for an associate’s degree.

An inadequate high school education is part of the problem, Alexander added. Students who need to take remedial courses to catch up with their peers in college face one of the biggest barriers to timely graduation. According to the Community College Research Center at Columbia U. Teachers College, most remedial students never even get past remediation. Students from low-income backgrounds face financial pressures during college that make them more likely to drop out.

There is hope. Alexander noted that half of the students who enroll at Austin Peay State U. in Tennessee need to take remedial courses. In the past, only 10 percent of their remedial math students ever completed the college level math class. So the university redesigned its remedial education so that students who lack skills in mathematics, writing or reading enroll in credit-bearing college courses, with additional required workshops to help them catch up. Now, 70 percent of the remedial math students complete courses, for example.

Alexander also complained that the maximum Pell Grants are often awarded to students who are not really attending full-time. For example, students get their full Pell amount if they take 24 credits a year. But a student generally must take 30 credits a year to graduate on time. Alexander says there needs to be tougher eligibility enforcement on this front.

Comparative Learning Experiences. Where do students learn the most? Does a better learning experience correlate with the prestige or tuition level of the college or university a student attends?

“The great majority of postsecondary institutions appear to have surprisingly similar net impacts on student growth,” wrote Ernest Pascarella and Patrick Terenzini in their book, *How College Affects Students*. The U. of Iowa and Penn State U. researchers synthesized thousands of independent research studies and found: “If there is one thing that characterizes the research on between-college effects on the acquisition of subject matter knowledge and academic skills, it is that in the most internally valid studies, even the statistically significant effects tend to be quite small and often trivial in magnitude.”

In other words, serious students can find a quality education at all legitimate U.S. colleges and universities, despite paying less at a less prestigious school. ■

COUNSELOR’S BOOKSHELF

How College Works by Daniel F. Chambliss and Christopher G. Takacs; Harvard University Press; ISBN 978-0-674-04902-4. Authors follow 100 students at a small liberal arts college over eight years and conclude that technological innovations matter much less than professors and peers.

10 Things Employers Want You To Learn In College, Revised by Bill Coplin; 10 Speed Press; ISBN 978-1-60774-145-9; \$14.99; www.10speed.com.

Hot Words for the ACT by Linda Cardarelli; Barron’s; ISBN: 978-1-4380-0365-8; \$9.99;

and *Strategies and Practice for the New PSAT/NMSQT* by Ryan W. Stuart; Barron’s; ISBN 978-1-4380-0768-7; \$14.99; both from www.barronseduc.com.

Summer Melt: Supporting Low-Income Students Through the Transition to College by Benjamin L. Castleman and Lindsay C. Page; Harvard Education Publishing Group; ISBN: 13: 978-1-61250-741-5; \$27.95. ■

FINANCIAL AID UPDATE

Holding Down Student Debt. Indiana U., where the average senior was graduating with nearly \$29,000 in debt, found one simple way to help students control their debt levels. In 2012, IU started sending students letters with one-page summaries to inform them how much they had already borrowed, what kind of loans they had, at what interest rates and what their monthly payment would be after graduation.

Preliminary results seem to indicate that students are borrowing less. In fact, IU students took out 11 percent less in federal loans, James Kennedy, an IU associate vice president, told a congressional committee this summer. Between 2012 and 2013, the debt level of IU

graduates dropped from \$28,769 to \$27,619.

Clearly, this is not a long-term solution to the student debt problem. But it is a tactic that can help students reign in excessive borrowing.

FAFSA Improvement. One simple policy change could improve access to federal financial aid funds, according to a new report from the National Association of Student Financial Aid Administrators (NASFAA). By allowing parents to use the prior-prior year tax information on the FAFSA, more students would apply and qualify for aid, more families would have a more accurate idea of real college costs and the form's accuracy would be enhanced, according to the study "Great Expectations: Implications

of Implementing Prior-Prior Year Income Data on the FAFSA." Congress is currently considering this and other recommendations.

Money's Best Colleges. *Money* magazine released its list of 736 "best colleges" for 2015-16. Here are the top 20 colleges, which offer a "great education, at an affordable price, that help students launch promising careers": Stanford U., Babson C., MIT, Princeton U., California Institute of Technology, Harvey Mudd C., Harvard U., Maine Maritime Academy, Amherst C., U. of California-Berkeley, Cooper Union for the Advancement of Science and Art, U. of Pennsylvania, U. of California-Irving, Rice U., Brigham Young U.-Provo, Bentley U., U. of Virginia, U. of Michigan-Ann Arbor, Claremont McKenna C., and Texas A&M U.

Horatio Alger Scholarship. This year, the Horatio Alger Scholarship Program is awarding more than \$10 million to outstanding scholars throughout the U. S. High school students who demonstrate exceptional character, a commitment to continuing their education and serving their communities despite facing great adversity should go to www.horatioalger.org/scholarships. The program is solely funded by Horatio Alger Association members, who are accomplished business, civic and philanthropic leaders who, like their young Scholars, have overcome significant adversities in their road to success.

P.S. Displaced Corinthian Students. Students who were displaced by the collapse of Corinthian colleges should visit NextStepsEdu.org to access a financial aid help system set up by the U.S. Dept. of Education and several other partners.

INTERNATIONAL AFFAIRS

Japan Restructures Universities. Japan's Prime Minister Shinzo Abe wants to restructure the nation's 86 public universities by reducing liberal arts programs and putting greater focus on either scientific research or vocational training. The education ministry required all national universities to submit their education restructuring plans by mid-summer. According to the *Wall Street Journal*, national leaders hope the redefinition will lead to greater dynamism and innovation in the economy and more top-rated universities, along the lines of the California Institute of Technology. Universities that resist the changes will face funding reductions from the national government.

The radical change does not come without critics who contend that students need to understand the political and social issues that faced their society, and that the liberal arts and humanities give students that kind of perspective.

Top Asian Universities. The QS 2015 top 10 rankings of Asian universities places the National U. of Singapore first, followed by the U. of Hong Kong, KAIST—Korea Advanced Institute of Science and Technology, Nanyang Technological U., the Hong Kong U. of Science and Technology, the Chinese U. of Hong Kong, Peking U., Seoul National U., City U. of Hong Kong and the Pohang U. of Science and Technology. ■

NEWS YOU CAN USE

Drew, GW Go Test-Optional. Drew U. in New Jersey and George Washington U. in Washington DC have joined the test-optional movement. Drew's faculty voted overwhelmingly to make the submission of standardized test scores optional. The policy begins immediately. Some scholarships will not require test results, while others will.

"This decision... will give applicants the confidence to know that our university looks at the whole student in making our admissions decision," said MaryAnn Baenniger, president, Drew.

"Although we have long employed a holistic application-review process," Karen Stroud Felton, GW dean of admissions, told the *Washington Post*, "We had concerns that students who could be successful at GW felt discouraged from applying if their test scores

were not as strong as their high school performance."

The *Post* mentioned Wake Forest U. DePaul U. and American U. as other schools that have recently gone test-optional. Also, LeMoyné C. and the U. of Puget Sound announced they are dropping the SAT and ACT requirements.

Here Comes Drone Ed. Huntington U. in Indiana is among the colleges to jump on the new drone technology. This summer, Huntington purchased a drone with a 360-degree panoramic camera to be used in its Film, Animation and Broadcast program, which is the fastest growing on campus with about 100 students.

"We are constantly innovating and looking for ways to prepare students," Nathan Hartman, a Huntington digital media arts

studio supervisor, told *The Journal Gazette* in Fort Wayne.

The drone also will be used by the Agriculture School. "We already have companies in Indiana who are dealing with unmanned aerial vehicles for crop analysis," Hartman added. ■

MILITARY ACADEMIES

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of study, all paid for by Uncle Sam, they must serve five years in the Coast Guard.

West Point's Class of 2019. The U.S. Military Academy at West Point welcomed 1,270 cadets into the Class of 2019. The incoming class includes 280 women, or 22 percent of the class, and 17 cadets from other countries. The new arrivals underwent six weeks of intensive training before they entered the Corps of Cadets. ■

HAVE A GREAT SCHOOL YEAR!

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