

# **CURRENT TRENDS AND FUTURE ISSUES: THE SOLUTIONS EDITION**

Tuesday, April 19, 2016





# CTFI Committee Members

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**Ann Marie Strauss**

Garrison Forest School (MD)

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**Dave Hamilton**

St. Mary's Ryken High School (MD)

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**Rachel Loving**

Maggie Walker's Governor School (VA)

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**Crys Latham**

The Washington Latin Public Charter School (DC)

---

**Elizabeth Dugas**

University of Alabama

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# CTFI Committee Members

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**Chris Hill**

Oak Hill Academy (VA)

---

**Ann Sarkisian**

DePauw University (IN)

---

**Theresa Bedoya**

Maryland Institute College of Art

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**Gardner Humphreys**

George C. Marshall High School (VA)

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**Kyle Allwine**

University of Mary Washington (VA)

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# 2015 CTFI Session Topics

- The Internationalization of College Admissions
- The Costs of College
- Student Mental and Physical Health Issues
- The Role of Government



# 2016 CTFI Session Topics

*Without further adieu. . .*

# **THE COALITION FOR ACCESS, AFFORDABILITY, AND SUCCESS**



COALITION for ACCESS,  
AFFORDABILITY, and SUCCESS



[www.coalitionforcollegeaccess.org](http://www.coalitionforcollegeaccess.org)

- Over 90 institutions are partners (public/private)
- 70% graduation rate (6 years), publics with affordable tuition, privates who meet full need
- University of Maryland—Coalition Exclusive
- 3 parts of the platform:
  - Virtual Locker (Late April--student access only)
  - Collaboration Space (Late April--student invites others)
  - Coalition Application (July)

# PRIOR-PRIOR YEAR (PPY)



# Definition of Prior-Prior Year (PPY)

Prior-Prior Year (PPY) refers to a policy enabling students and families to file the Free Application for Federal Student Aid (FAFSA) using tax information from two years ago. For example, a high school senior planning to enroll in college in Fall 2017 will file FAFSA using taxes from 2015.

Source: [www.nacacnet.org](http://www.nacacnet.org)

# The impact on students

- Possibly earlier notification of admission and aid awards.
- More transparency in terms of aid packages.
- More time to search for outside scholarships.
- More time to re-visit colleges before making a final decision.

# The impact on colleges

- The aid process moved up earlier since students and parents will be expecting aid awards earlier.
- Students possibly receiving admission and aid packages within a short timeframe.
- Scholarship competition decisions needed earlier.

# EXPECTATIONS V. REALITY: WORKING WITH INTERNATIONAL STUDENTS

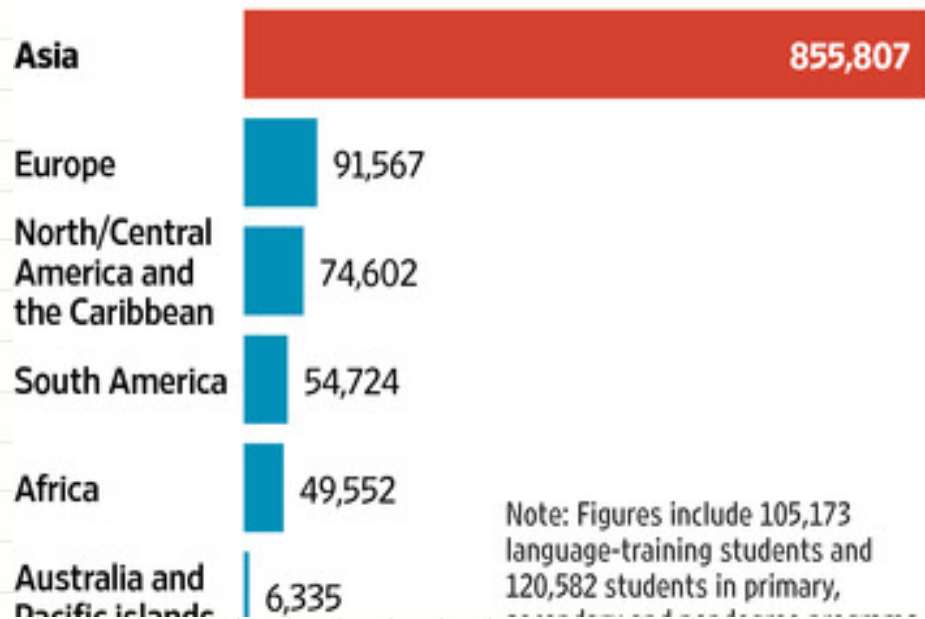
CHRIS HILL, OAK HILL ACADEMY (VA)

## Studying Abroad

Most foreign students in the U.S. come from Asia, and most of those students come from India and China.

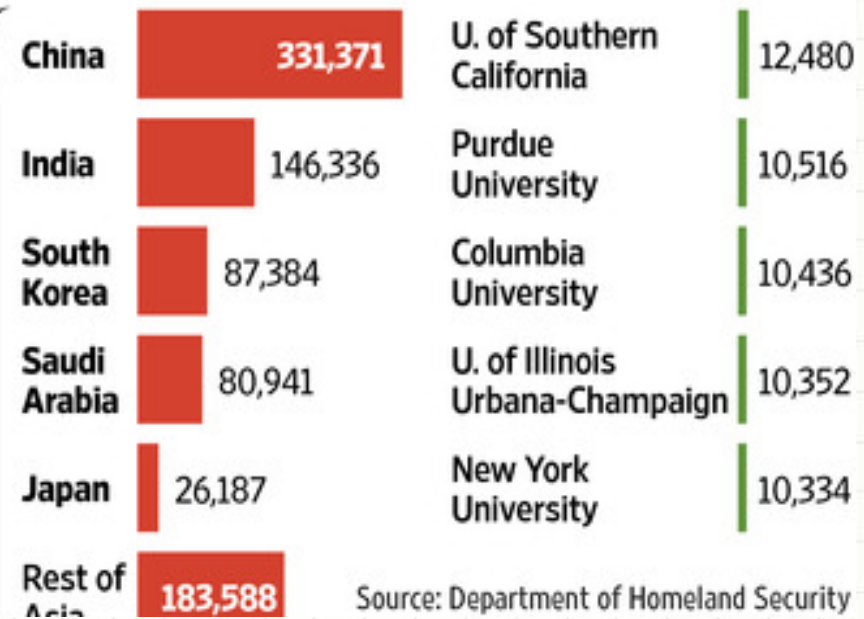
**Foreign students in the U.S. on student visas, all grade levels and programs, as of February 2015**

### By region of origin



Note: Figures include 105,173 language-training students and 120,582 students in primary, secondary, and postsecondary education.

### By school of study



Source: Department of Homeland Security

# Balancing Expectations and Reality with International Students

## Expectations

- Gain entry into a top 10, top 50 or top 100 ranked college/university.
- The expectation that multiple high school transfers will somehow get them closer to their goal.

## Reality

- Many have limited if any foundation in core subjects.
- Limited English (40 or below on TOEFL iBT).
- Very limited understanding of the US Education system and how it works.
- Often they are directed by “agencies” that have made specific promises.
- Falsified documentation and compromised test scores increasing in frequency



How do we help international students realize the  
their dreams while helping them face reality?

***Education through communication.*** Help students and parents understand the process and the realities from 9<sup>th</sup> grade on. Most international students already have a list of schools they want to attend. Focus on the following:

**Minimum requirements.** Compare with students academic and testing record (Explain A-G Requirements for UC System).

**Research, Research, Research.** Often students have no idea where a specific school is geographically or that each campus has a culture of its own. For each student, present list of similar schools to consider.

**School Visits.** This is almost a necessity when it comes to international students. It helps with their research and also gives them the reality of “place.”

# Addressing the Realities

***Reality 1:*** Many have limited if any foundation in many core subjects. Mathematics is the exception.

**Recommendations:** Re-classing, audits, and tutorials.

***Reality 2:*** Limited English (40 or below on TOEFL iBT).

**Recommendations:** TOEFL Prep in the curriculum and/or summer programs with an American host family.

***Reality 3:*** Limited understanding of the education system in the United States.

**Recommendation:** Communicate directly with parents (avoid agencies when possible). Oak Hill Academy has a Chinese liaison who works for the school and is aware of our mission. They communicate with parents and translate emails.

# Addressing the Realities

**Reality 4:** *Often they are directed by “agencies” that have made specific promises. Agencies continue to be a problem. Not all are 100% invested in the students long term academic welfare.*

**Recommendation:** Vet agencies when possible, if something seems off, it usually is. **Get in touch with the parents.**

**Reality 5:** *Falsified documentation and compromised test scores that may be called into question.*

**Recommendations:**

- \* We recommend that all of your international students test in the United States. Only send scores from those testing dates.
- \* Create contracts explaining that outside intervention with the application process can affect outcomes.

## **Advice to international students while in high school:**

- Take the TOEFL early. Allows time for additional preparation before taking it again a second time.
- Participate in co-curricular programs in high school and beyond.
- Participate in summer programs on college campuses.
- Once admitted to a college, contact other international students who attend that institution.
- Strongly consider summer bridge programs that are optional. Great for acclimating to a particular college.

Contributor: Theresa Bedoya, Vice President for Admission and Financial Aid, Maryland Institute College of Art

# TESTING



# The Impact on the Class of 2017

- The junior class entering the college admissions process this fall had to adjust to a new testing landscape.
- This uncertain landscape spurred some students to:
  - Start testing early in order to fit in multiple sittings of the old version of the SAT so that they could have the opportunity to SuperScore (i.e. “the devil they know”)
  - Consider the ACT simply because it had not undergone significant change.
  - Sit for a new version of the SAT after displaying a exceptional performance on the old SAT to meet admissions requirements for some colleges.
- Is the frenzy we so feared already dissipating?

# Current Trends

- Leading up to the first administration of the redesigned SAT on March 5, articles were published on a monthly, weekly, or even daily basis.
  - Example: “New, Reading-Heavy SAT Has Students Worried”  
*New York Times*, 2/8/16.
- While there were a few articles published the weekend of the test summarizing anti-climactic exit surveys, the last six weeks’ headlines have been notably quiet.
- Although the frenzy may have resulted in an occasional extra test sitting, students perhaps not only survived, but felt relatively confident.
- What would a new article on this topic highlight?

# A Few Statistics . . .

- Surveys given to 63 juniors and 65 seniors from Maggie Walker Governor's School to gauge their testing choices and capture their impressions of college admissions testing.
- 84% of juniors felt as though their class was taking more tests than the class before them.
- The total number of anticipated tests for juniors was .6 higher than the total number of tests seniors reported taking.
- Perhaps the perception of increased testing may be more prevalent than its actual occurrence.

# A Few More Stats

- 53% of Maggie Walker juniors who took both tests reported that the new SAT was a better fit for them, even though they have not yet received their scores.
- When asked how positively they felt (on a scale of 1-5) about tests' capacity to reflect their abilities, they rated:
  - Old SAT = 3.29
  - Redesigned SAT = 3.43
  - ACT = 3.79
- These ratings are mediocre at best, even for a population of relatively strong test-takers, but they do indicate that the SAT changes may have been positive.
- 25% of juniors do not plan to attempt the ACT, even though those who tried it felt more positive about that test.

# Future Trends

- The testing phenomenon affecting the Class of 2017 is a singular occurrence; however, there may be lasting trends.
- There could be an increased presence of the ACT in this part of the country.
  - There is a 20% increase in ACT participation at Maggie Walker from the Class of 2016 to the Class of 2017 (19% increase nationally since 2011).
  - 81% of juniors said they would have appreciated the opportunity for a “PreACT” in 10<sup>th</sup> grade (which can be given any time of the year).

## **In short. . .**


Overall, the redesigned SAT has not turned out to be the injustice many students feared. While the old format may have been better-suited for some students' skillsets, there are – hopefully – positives in the transition. . .scores pending.

# Best Practices

- Take a big sigh of relief now that the new SAT has been rolled out, largely without incident.
- Try not to allow our student's (and our own) anxiety of the unknown lead to over-testing.
- Consider the role of such things as the "PreACT" as tools for intentional test selection.
- As we patiently await the scores and access to score reports, we should have our mindfulness tools at the ready to help us cope with the inevitable hiccup.
- Partner with our friends on the other side of the desk, to work through this unprecedented year of changes.

# **ACADEMIC, PROFESSIONAL, AND CAREER DEVELOPMENT**





**Parents and students are increasingly trying to develop a focus or niche in an area of academic or career interest.**

Is this too soon and does it come at the cost of a liberal arts education and overall comprehensive development as a student and citizen?

Or is this a positive trend that many schools and colleges are being too slow to adopt?

# Current and future trends

- In high school, we're seeing an interest in STEM focused classes, internships and majors. Does this just reflect the knowledge that it's an area of job growth or is it really based on personal interest?
- Colleges are investing unprecedented amounts of resources into new Career Center programs and staff, including universal internships, micro-grants and the like.
- In Virginia alone, students must begin a Student Learning Plan in middle school having done a formal career assessment and college and major or study search. They update this regularly in high school.
- College recruiting is emphasizing job placement and "return on investment" like never before, sites ranking ROI for major and colleges are growing in popularity.

# Best practices

- High school programming that focuses on transferrable skill sets and developmentally appropriate self-discovery, such as the curriculum by 21<sup>st</sup> Century Skills partnership <http://www.p21.org/>.
- College career programming and services that are holistic and individualized, and begin with freshman, such as the range or options at [http://www.elon.edu/e-web/career\\_services/meetourstaff.xhtml](http://www.elon.edu/e-web/career_services/meetourstaff.xhtml)
- High school advising on colleges balances “where can I get in” admissions counseling with a greater emphasis on “what colleges fit my interests and skills”. More time spent looking at majors of study in making college lists.

Contributor: Gardner Humphreys, College and Career Counselor, George C. Marshall High School (VA)

# Keep in mind. . .

- Between 1985 and 2010, the number of academic programs rose from 462 to 2,260.
- In 1950, the Bureau of Labor Statistics noted 270 career fields. In 2010, there were 840.
- Recent BLS survey sees those between the ages of 18 and 28 with 7.2 jobs on average.

That being said, what should students zero in on?

# **Job Outlook:**

## **The Candidate Skills/Qualities Employers Want**

**(4 – very important)**

Source: Job  
Outlook 2012,  
National  
Association of  
Colleges and  
Employers



Skill/Quality	Weighted average rating*
Ability to work in a <i>team structure</i>	4.60
Ability to <i>verbally communicate</i> with persons inside and outside the organization	4.59
Ability to <i>make decisions and solve problems</i>	4.49
Ability to <i>obtain and process information</i>	4.46
Ability to <i>plan, organize, and prioritize work</i>	4.45
Ability to <i>analyze quantitative data</i>	4.23
<i>Technical knowledge</i> related to the job	4.23
<i>Proficiency with computer</i> software programs	4.04

# University of Kent

“Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organisations, here is our summary of the skills which were most often deemed important.”





**Verbal Communication**

**Team work**

**Commercial Awareness**

**Analysing and Investigating**

**Initiative/Self-Motivation**

**Drive**

**Written Communication**

**Planning and Organising**

**Flexibility**

**Time Management**

# Building skills for professional development

**Read** – Bill Coplin’s “10 Things Employers Want You to Learn in College.”

**Assess** – MBII, Holland Occupational Themes (CIP in Naviance), StrengthsFinder 2.0, ACT WorkKeys Assessment System.

**Do** – Tie volunteer work/community service with intended field of study.

***Why???***

# THREE WAYS TODAY'S COLLEGE GRADUATES LAUNCH INTO A CAREER

## SPRINTERS

*Sprinters move right into full-time work related to their major or go directly to graduate school with specific plans.*

**Determination** and **experience** are markers of Sprinters.

79%

had an internship in college

64%

were sure of their major going to college

## WANDERERS

*Wanderers take about half of their twenties to get their start in a career. Students who drift through college are likely to become Wanderers afterwards. Women make up a much larger proportion because they outnumber men in college enrollment.*

47%

had an internship in college and were sure of their major going off to school

69%

of Wanderers are women

## STRAGGLERS

*For Stragglers, most of their twenties are spent trying to get their start in a career.*

**Delay** and **indecisiveness** are markers of Stragglers. They often take off time from college or go part-time. Three-quarters of them didn't hold any internships while in school.

24%

had an internship in college

99%

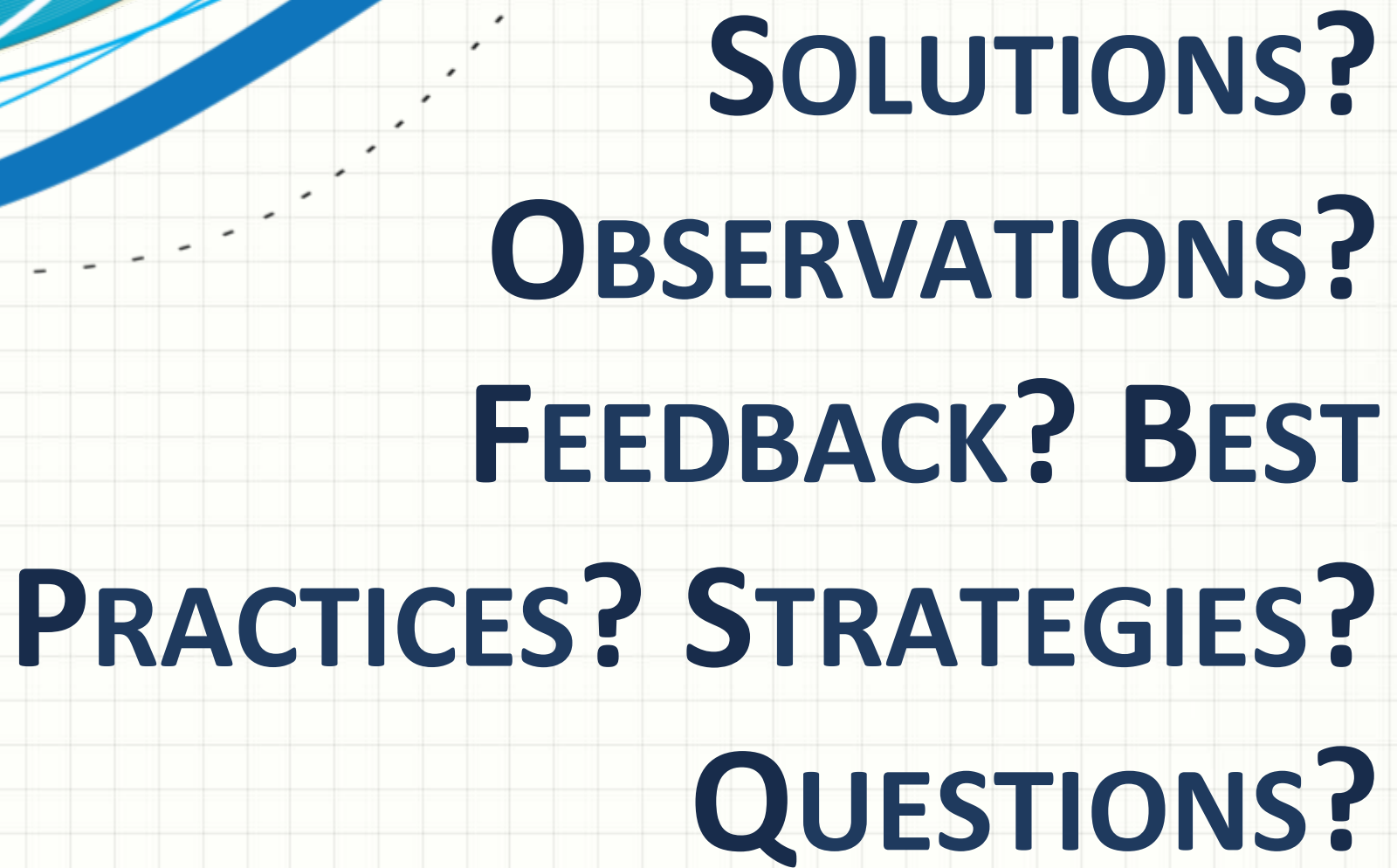
have earned some college credits but no degree

# Closing comments. . .



**“In times of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.”**

**Eric Hoffer (1973)**



**SOLUTIONS?**  
**OBSERVATIONS?**  
**FEEDBACK? BEST**  
**PRACTICES? STRATEGIES?**  
**QUESTIONS?**



# **Please...**

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