Looking Beyond the Obvious
How to get your California students to think beyond the Golden State

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Five Reasons Why Students Chose the Particular College They Attended

1. Location
2. Cost
3. Size of Student Body
4. “I was Admitted”
5. It just felt right
Cindy Welch
Regional Senior Admissions Counselor
Missouri University of Science and Technology
Rolla, Missouri
Education Happens Everywhere
What about Experiential Learning?
Let’s Talk about the Weather
Return on Investment is Important
Investigating Affordability Options

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Beyond the Sticker Price

• Who?
• How?
• When?
Scholarships vs. Financial Aid
What is the difference?

- **GRANTS**: Need based money without repayment. 
- **SCHOLARSHIPS**: Merit or performance based money without repayment. 
- **WORK STUDY**: Need based campus job, earnings get paid directly to student as wages. 
- **FEDERAL LOANS**: Fixed low interest rate money that has to be repaid.
Exploring Financial Aid Opportunities

- FAFSA
- Scholarships
- Western Undergraduate Exchange (WUE)
Libby Browne
Regional Associate Director
University of Rochester
Rochester, NY
“But how do I choose?”
Selectivity: Combat the Myths

1. A “Selective” College Is Simply a College That Does Not Admit Everyone

2. Most Colleges Admit Most of Their Applicants

3. The Headlines Are About a Small Number of Highly Selective Colleges

4. Colleges Can Be Selective in Other Ways

5. Applying to Selective Colleges Doesn't Have to Lead to Tears
The Trickle Down Effect

Colleges and universities woo large numbers of potential students to ensure that enough freshmen will enroll in the fall.

**Public**
- 6 million
  - Applications
    - 5
  - Admissions
    - 4
  - Enrollees
    - 3
  - ADMISSIONS
    - 2
  - ENROLLED
    - 1

**Private**
- 6 million
  - Prospects
    - 5
  - Inquires
    - 4
  - Applicants
    - 3
  - Admissions
    - 2
  - Enrollees
    - 1

Note: For four-year public and private degree-granting institutions
Source: National Center for Education Statistics
What are the Criteria for Rankings?

- Graduation & Retention Rates
- Undergrad Academic Reputation (Peer Assessment & HS Counselor Rankings)
- Student Selectivity for Fall Entering Class (Acceptance rate, HS Class Rank, SAT/ACT)
- Faculty Resources (Compensation, % of faculty w/degree, % of full-time faculty, Student-Faculty Ratio, Class Size)
- Financial Resources Per Student
- Alumni Giving
- Graduation Rate Performance
What Factors Lead to Reputation?

• Rankings & Selectivity
• Rigor
• Age of School
• Money
• Looks & Campus Layout
• Sports & Traditions
• Proximity
• Headlines & Media Exposure

But what about the student’s experience?
Maria Furtado
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Colleges That Change Lives
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Finding the right fit...

“FIT”
Academic
Social
Financial
Gallup-Purdue Index 2015 report is based on a Web survey of more than 30,000 graduates from across the U.S. with a bachelor's degree or higher and with Internet access.
"Our survey clearly indicated that it wasn't so much where you go to college as much as it is how you go to college — what you extract from the campus experience. Students and their families are making a significant investment in college, and it should be done with eyes wide open."

Mitch Daniels, President
Purdue University
“Do U.S. universities provide students with opportunities and experiences equal to increasing college fees? Do students graduate well-equipped to find good jobs and prosper financially as well as pursue their passions and lead healthy, fulfilling lives? “
1) Do specific undergraduate experiences matter more to alumni’s overall impression of their alma mater, and which most consistently relate to positive outcomes such as high well-being and workplace engagement after graduation?

2) Do alumni from different types of schools (for example, public vs. private, research-intensive universities vs. others) hold consistently different views of their college experience?

3) To what extent do financial burdens, such as student loan debt, influence alumni’s perceptions of their university and the quality of their lives after graduation?
“The type of school alumni went to — public or private, small or large, very selective or less selective — was far less likely to be related to the quality of alumni’s lives after they graduated than specific experiences they had in college.”
The odds of strongly agreeing education was worth the cost are:
1.9x Higher if ... My professors at [University Name] cared about me as a person.
1.9x Higher if ... I had a mentor who encouraged me to pursue my goals & dreams.
1.8x Higher if ... I had at least one professor at [University Name] who made me excited about learning.
1.6x Higher if ... I worked on a project that took a semester or more to complete.
1.6x Higher if ... I was extremely active in extracurricular activities and organizations while attending [University Name].
1.5x Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.
1.4x Higher if ... I held a leadership position in a club or organization such as student government, a fraternity or sorority or an athletic team.
1.3x Higher if ... I was a member of a national fraternity or sorority.
1.2x Higher if ... I had a paid job or internship
NSSE
National Survey of Student Engagement

What does NSSE do?

Through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE provides participating institutions a **variety of reports** that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for ten **Engagement Indicators**, six **High-Impact Practices**, and all individual survey questions. Each November, NSSE also publishes its **Annual Results**, which reports topical research and trends in student engagement results. NSSE researchers also **present and publish research findings** throughout the year.
Participating Institutions: 560 colleges and universities participated in NSSE 2016. Over 1,600 have participated since 2000.

Student Participation: 322,582 students completed NSSE in 2016. Approximately 5.5 million students have completed the survey since 2000. Not all schools participate every year. In 2017, 20 of the 44 CTCL-member schools participated.
Figure 10: First-Year Student Engagement Correlations with Institutional Retention and Graduation Rates

Higher-Order Learning
Reflective & Integrative Learning
Learning Strategies
Quantitative Reasoning
Collaborative Learning
Discussions with Diverse Others
Student-Faculty Interaction
Effective Teaching Practices
Quality of Interactions
Supportive Environment
Emphasis on studying
Weekly class preparation time

Note: Correlation ranges from -1 to 1, where these values represent a perfect negative and positive relationship, respectively.

Correlation with Retention Rate
Correlation with Graduation Rate
http://nsse.indiana.edu/NSSE_2016_Results/pdf/NSSE_2016_Annual_Results.pdf#page=14
Questions from the Audience
Thank You

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