

NYSACAC NEWSLETTER

Fall 2010



Message From the President

Welcome From President Greg Wasserman



With the school year underway, I hope that each of you has had a very smooth start. This time of year can be very demanding and exhausting for all of us in higher education. I want to start by thanking you for all the work you do in supporting students and guiding them towards their future.

This year marks my tenth year as a member of the Executive Board of New York State Association for College Admission Counseling. As I look back, I am so proud to be a part of such a special organization. I am also humbled to serve as President and work so closely with such a wonderful and passionate group of current Executive Board members.

As I began my tenure as President, I had one goal in mind, to maintain the association's presence as one of the preeminent professional associations in New York State while strengthening our future. With that concept in mind, the Executive Board convened at Marist College over the summer for our annual Executive Board Retreat. I couldn't be more proud of what we accomplished in just two short days. In addition to planning much of our programming for the current year, we created a strategic plan that will guide our organization into the future. We are going to revisit our plan throughout the year in order to finalize it by the Annual Conference. Once implemented, I look forward to sharing this plan with our membership so that you can envision our goals and objectives for the next three years.

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With new leadership comes an opportunity for change. One area that you will certainly feel the change is in our new fee structure. I would like to thank our Membership Committee and specifically the co-chairs, Jessica Pitcher and David Follick, for their thorough research and proposed changes. Our new fee structure is more cost effective for an office and will allow for those with a smaller office budget to benefit from membership and professional development opportunities (please see page 22 in this newsletter for the new fee structure).

I would like to welcome a new committee to the Executive Board, the Scholarship Committee. Chaired by Sean Callaway and Erica Padilla, this committee will oversee the process of awarding one scholarship each year to a deserving senior in high school with plans to attend a higher education institution in New York State. One of the first points in our association's mission statement is to "Service students and their families in the transition to post-secondary education." In these difficult economic times, NYSACAC hopes to ease the financial burden that exists with the pursuit of higher education while supporting the extraordinary institutions located throughout New York State.

This year, we are proud to host our Annual Conference on the beautiful campus of the University of Rochester from June 8 – 10. We are excited about this year's conference, as it will continue to offer one-of-a-kind professional development opportunities while incorporating new initiatives and programs. If you would like to be a part of the Steering Committee, please contact our Executive Assistant, Riana Ardis, at nysacac@nysacac.org. I am also proud to announce that we have secured Ithaca College as the site of our 2012 Annual Conference.

I would also like to recognize our Summer Institute co-chairs, Lisa Sohmer and Patty Peek, as well as the entire committee for their efforts in organizing another successful program this past summer. The relationships and professional bonds that are formed at Summer Institute reinforce how valuable professional development is to our field.

As you can see, all those involved in NYSACAC are hard at work to support you. We welcome anyone that is interested in volunteering within the organization and I welcome your feedback. Please feel free to contact me at president@nysacac.org with any questions or concerns. I hope that you have a very successful school year and I look forward to guiding this association into the future. ★



NYSACAC Summer Institute at Skidmore College

Opening Remarks by Institute Graduate

By Susan Knight- Director of College Placement, Urban Assembly School for Law and Justice

I consider myself a lucky person, though I have never won more than five dollars in a lottery scratch-off, and mine is never the name pulled from the hat. I have a better kind of luck, the kind that brought me a husband who cooks dinner every night during application season and the kind of luck that landed me at NYSACAC Summer Institute during the summer of 2007. I was a new college advisor launching the college process for the first graduating class at a new small high school where I work in Brooklyn. Summer Institute and the NYSACAC members, who are now my vital professional network, have generated an innumerable array of opportunities for the young people served by our school. This past summer, I was honored to be asked back to Summer Institute by Curriculum Director, Alison Almasian, to make a few comments. I am equally delighted to share a bit of what I had to say here:

“Most of us come to Institute because we are new to our college, university, high school or community-based organization. Some of us are even new to the admissions process. Everyone stepping into a new job seeks success, but here at NYSACAC Institute, you will soon discover that something more is at hand. Professionals in college and admissions counseling are drawn to this work, as you are, because you want to earn your daily bread doing something truly important, to stand at the edge of history, to meddle in things that are writ large. You are here because you want to make a difference. Each of us, everyone in this room, carries a deeply important personal story about ourselves, a family member, a student or friend for whom college made all the difference, for whom college created the possibility of an economic life along with all the richness, choice and realized-potentials that a college education delivers.

My story is about my father, who quite literally faced starvation during the Great Depression. He was the child of a subsistence farmer in rural Kentucky, a farmer who lost his young wife, my grandmother, to tuberculosis, which is a disease of poverty. It was service in World War II and the GI Bill that opened the possibility of college for my father. When a parent who has known grinding hunger tells you to do your homework so you can go to college, even when that message is delivered in the comfort of the suburban home he provided through much sacrifice, you listen and do your homework with a different type of attention. My father’s college degree has meant that every child born into our family since has gone to college. I hope during your time here at Institute, as you get to know the people at your table, in your dorm, in your mentor group, that you will find time to tell your personal ‘why college’ story.

Last week, the national news focused on findings from the College Board. Our nation, whose economic strength and success was built on the higher education of our citizens, now ranks twelfth among 36 developed nations in the number of 25-34 years olds with degrees. We have also seen reports in recent months that New York City has innovated and reformed, and it is seeing some upward momentum in a shamefully low high school graduation rate. The rate has increased by about sixty percent. However, a closer look reveals that only one in three African American boys is graduating even five and six years after starting high school. The demographics and census reports tell us that moving our nation from twelfth back up to first means that each of us are charged with special responsibility to know how to reach and assist students who will be the first in their family to go to college.

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NYSACAC Summer Institute

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We must also know how to extend opportunities and the college dream to students of color who will comprise half or more of American school students by mid-century. We also see nightly news reports that in these fraught economic times, hunger stalks American children and families. If these trends don't convince you that in your role at your college, CBO or high school you stand at the edge of history, then nothing else will."

My comments concluded with an extensive list of benefits awaiting Institute participants. I can think of no other organization in which seasoned professionals care more or are more generous with their time in bringing along those entering the field. NYSACAC gives me hope that we as a country can regain that lost ground.

Susan Knight is Director of College Placement at the Urban Assembly School for Law and Justice (SLJ) in Brooklyn. SLJ has attained a graduation rate that tops 90% and more than 90% of the school's graduates matriculate to college the September after high school graduation. ★

NACAC Imagine Grant Program

Imagine the possibilities...

- **CONNECT** with colleagues at the NACAC conference
- **DEVELOP** a summer program for underserved students
- **PROMOTE** legislative action in your affiliate
- **HELP** underserved students go on a college tour
- **EDUCATE** new school counselors



"My participation in GWI has enhanced my awareness with respect to outreach efforts involving the underrepresented populations that I serve..."

Imagine Grant Recipient: Kenneth Bordelon
Regional Admissions Counselor—Houston
Texas State University—San Marcos (TX)
Imagine Grant Awarded for:
Professional Development Assistance—
Guiding the Way to Inclusion Workshop



The Affiliate Presidents Council and the Imagine Fund are pleased to announce the opening of the 2011 Imagine Grants Program.



- Imagine** a grant for your professional development needs or a special project that will help your students.
- Apply** online at www.nacacnet.org/ImagineGrants. If you or your students are underserved, NACAC's Imagine Grants are for you.
- Grow** professionally and personally by continuing your involvement despite a restricted budget. NACAC has the resources!

Submission Deadline:
December 1, 2010

Join our group!



Grief Counseling

By Maryanna Fezer- Counselor, Tonawanda High School

The recent death of a student at Tonawanda High School in Tonawanda, NY was a very difficult experience for many of our students and teachers. Unfortunately, this was not the first time we have lost a member of our school community, and we are not the only school district forced to face this issue. Several high schools and colleges in the Western New York community have also experienced the tragic loss of students. Each loss is devastating, painful and causes us to grieve. Mourning the loss of a loved one can be overwhelming. What can we do to help ourselves and others through such a tragedy? There are several points that educators should be aware of as they work with each other and their students through the grieving process.

1. Expect grieving students to experience certain physical symptoms or emotional feelings from suffering intense loss. Signs of grief often fall into five different domains. While this is not an exhaustive list and reactions are unique to particular age groups, here are some examples of these signs:
 - Cognitive: difficulty concentrating, confusion, forgetfulness and shock
 - Behavioral: crying, aggression, defiance, acting out and accident proneness
 - Physical: lack of energy, sleep disturbance, excessive appetite, loss of appetite, shortness of breath, headaches and stomachaches
 - Psychological: depression, sadness, generalized fear, anxiety, irritability, inability to experience pleasure and night mares
 - Spiritual: questions regarding faith, anger and fear of death

These signs can also be symptoms of mental illness or other concerns, such as contemplation of suicide. Keep in mind that everyone grieves differently and in various time frames. The effect of grief on a student's personality and behavior can often cause conflict among friends or family members. The griever may feel others do not care because they are not showing outward signs of sympathy. It may also be difficult if others are encouraging the griever to move through the grieving process more quickly. It is important to let the griever know that these symptoms are normal and should lessen in intensity and frequency over time. It is best to be patient and understanding with those who have experienced loss.

2. People are often afraid of saying the wrong thing so they avoid talking about grief and loss completely. Talking about the grieving process may help someone who has experienced loss. Encourage the grieving individual to talk about the deceased and what memories they shared. Expect the grieving person to cry from the pain, smile from the good memories, laugh at the funny stories and cry even more. Simply reaching out to the griever lets them know that you understand their pain and that you are willing to help.

3. The more the griever releases feelings of pain, anger, confusion and disbelief, the less they will have to deal with the physical and emotional symptoms of grief. Containing feelings may cause the symptoms to worsen or last longer than necessary. There are numerous ways to release these emotions:
 - Write in a journal or write songs and poetry
 - Talk to a friend, trusted adult or counselor
 - Stay physically active by running, walking or biking
 - Draw, paint or listen to music
 - Cry alone or with others

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Grief Continued...

4. Other useful coping mechanisms may include getting more sleep, eating a healthy diet, refraining from alcohol and other substances and using vitamins that are known to improve one's mood. Structure, routine and discipline are also important. Grieving students should still be held accountable for their behavior with some leniency, depending on the circumstances.

5. Grieving students may need guidance or assistance from a professional. A high school counselor or a college mental health counselor can be helpful resources for students experiencing physical or emotional symptoms of grief. Educators should notify the counselor with any concerns about a grieving student. The counselor can assess the student and support the mourning individual through the grieving process.

A high school or a college campus is a community and a place where friendships develop and people become an integral part of each others' lives. Though the grief from the loss of a community member is overwhelming, we can all be powerful healing agents for each other during difficult times. The more we lean on each other, the easier the struggle will become. ★

The Talent Pool is Deep A Summer Institute Mentor's Experience

By Thomas K. DaRin- Vice President for Enrollment Management, Nazareth College

During the first week of August, I had the opportunity to serve as a mentor at the 23rd Annual New York State Association for College Admission Counseling Summer Institute held at Skidmore College in Saratoga Springs. The program draws those new to the high school and college counseling profession. Often referred to as "rookie camp," the new counselors are matched with experienced counseling and enrollment professionals who volunteer their time to aid them in their professional development. I was assigned 13 new professionals, and some were even in their first week on the job. We talked about college counseling as a career field, conducted a simulation of making admission decisions, discussed how you handle difficult situations at work and learned the inner workings of financial aid. For me, it was an opportunity to work with the next generation of college counseling professionals, and I can say with confidence that our future is in good hands. I was impressed with their enthusiasm and sense of purpose, which was an obvious outgrowth of their own experiences as college students and commitment to working with youth. They seemed to hang on every nugget of information, hoping to return to their schools better versed in the terminology and nuances of our work. They bonded as a group and formed new friendships that will continue to grow as they head out on the road this fall. I have decided that the role I want to play in both state and national professional associations is that of a teacher, taking me back to my roots as a former social studies educator. At the end of the week, I had them write a letter to themselves with the intention of mailing it one year from now. I wanted them to capture how they were feeling, what they learned, and what they thought the next year would present. I would be proud to work alongside any one of them, and I was happy to be a part of their orientation to the profession. Best of luck to Jessica, Janine, Lindsay, Heather, Emily, Vinny, Diana, Alvin, Kelly, Chris, Gerald, Megan, and Cindy. ★

Colleges and Universities: What Should Students Be Doing to Prepare Themselves for the Job Market?

By Laurie Walsh, Chair- History & Government Department, Daemen College

Post-secondary education is intended to provide experiences that will help prepare students for the rest of their lives. A college education should afford opportunities for students to develop knowledge, skills and abilities and foster lifelong friendships. It should also broaden students' world-views. Many students (and their parents) expect those experiences to prepare students for gainful employment after graduation. Their expectations have become particularly pronounced during such challenging economic times. It is important then for college administrators and educators to know the experiences and skills employers expect of college graduates so their institutions can implement certain proficiencies into students' programs.

A survey on this topic, "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn," was commissioned by the Association of American Colleges and Universities and was published earlier this year. The survey reflects the results of interviews with over 300 employers, including both private sector and non-profit organizations. The full survey can be found at: http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf.

The results of the survey indicate that there are a number of skills and experiences that colleges and universities should require of their students in order to better prepare them for future employment. The survey also shows that most employers will expect college graduates to have both in-depth and broad-range knowledge in the modern workforce, especially within their field of study.

With respect to specific experiences, survey respondents said that the following would help "a lot" or "a fair bit" in the workplace (percentage in parentheses):

- Expecting students to complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills (84%)
- Expecting students to complete an internship or community-based field project to connect classroom learning with real-world experiences (81%)
- Ensuring that students develop the skills to research questions in their field and develop evidence-based analyses (81%)
- Expecting students to work through ethical issues and debates to form their own judgments about the issues at stake (73%)
- Expecting students to acquire hands-on or direct experience with the methods of science so they will understand how scientific judgments are reached (65%)
- Expecting students to learn about cultural and ethnic diversity in the context of the United States (60%)
- Expecting students to learn about the point of view of societies other than those of Western Europe or North America (58%)
- Expecting students to take courses that explore big challenges facing society, such as environmental sustainability, public health, or human rights (50%)

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Colleges and Universities

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With respect to specific skills colleges and universities should place more emphasis on, survey respondents identified the following (percentage in parentheses):

- The ability to effectively communicate orally and in writing (89%)
- Critical thinking and analytical reasoning skills (81%)
- The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (79%)
- The ability to analyze and solve complex problems (75%)
- The ability to connect choices and actions to ethical decisions (75%)
- Teamwork skills and the ability to collaborate with others in diverse group settings (71%)
- The ability to innovate and be creative (70%)
- Concepts and new developments in science and technology (70%)
- The ability to locate, organize and evaluate information from multiple sources (68%)
- The ability to understand the global context of situations and decisions (67%)
- Global issues and developments and their implications for the future (65%)
- The ability to work with numbers and understand statistics (63%)
- The role of the United States in the world (57%)
- Cultural diversity in America and other countries (57%)
- Civic knowledge, civic participation, and community engagement (52%)

A number of these findings are consistent with other studies, surveys and books on the topic (for example, see Polk-Lepson Research Group, York College, “Professionalism in the Workplace,” August 2009 and Coplin, “10 Things Employers Want You to Learn in College,” Ten Speed Press, 2003).

Many of these skills and activities, however, are ones that students often find challenging and tend to avoid. This information should be shared with students at multiple educational levels in an effort to eliminate their hesitation and resistance. While these resources have been primarily aimed at college and university experiences, faculty and advisors at both the secondary and post-secondary levels should be familiar with these types of studies and encourage students to include these types of skills and activities among their educational experiences.

For example, in our department at Daemen College, we require students to complete a thesis and an internship or cooperative learning experience in order to graduate. The College’s core curriculum requires all students to complete a significant research project (with a presentation) and at least two other writing-intensive courses. These are just a few examples of ways in which our institution tries to promote these skills and experiences in our students.

Studies such as these help explain to students why more challenging experiences are required of them in order to graduate. Colleges and universities have the essential role of educating their students both in the classroom and through practical field experiences in order to produce career-bound graduates capable of being valuable hires for any employers. ★

Marketing to Millennials: What Every College Administrator Needs to Know

By Andrea H. Nadler- Associate Dean of Admissions, Hofstra University

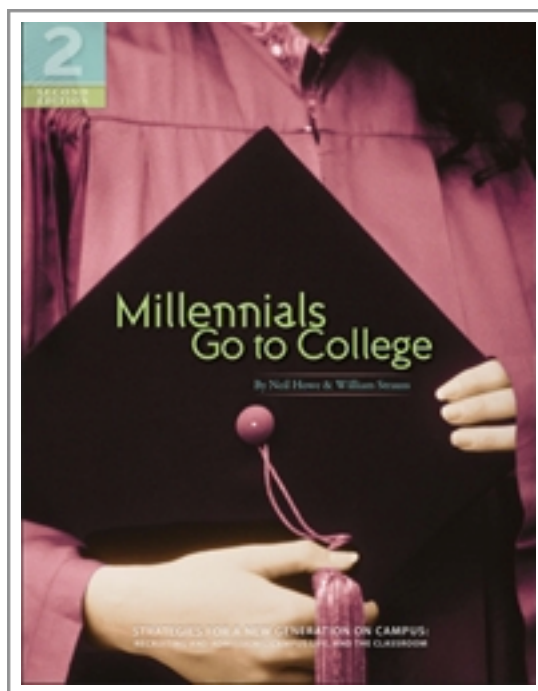
For several years now, colleges and universities have become increasingly aware of the needs and demands of the millennial generation. While much has been written on the subject of this remarkable, talented, high-achieving group of youths, never before has a college administrator or faculty member had a comprehensive how-to guide on marketing, recruiting and working inside and outside the classroom with the world's next group of powerful leaders. Everyone employed by an institution of higher education must read Millennials Go to College 2. The invaluable insight you will gain will help your institution develop a strategic plan that will enhance the effectiveness of recruitment and retention procedures for the 21st century.

This book will open your eyes to the opportunities and responsibilities that professionals in the higher educational arena have to our nation's youth and what they can do to capitalize on our growth potential. At a time when costs are high in a stunted economy, it is crucial to utilize our resources in intelligent ways. Those who read this book will position their institution to succeed in an uncertain, changing time. Those who don't read it will miss an important opportunity, and this will have grave consequences for the future of their institution. Today's millennial students have an exceptional set of educational priorities and goals unmatched by prior generations. Admission professionals unaware of these new priorities and goals may send obsolete and potentially irrelevant messages to students, unknowingly deterring prospective applicants.

Not only is Millennials Go to College 2 a fast, enjoyable read detailing the traits that we already see in the students who visit our campuses, it is also a highly interesting comparison of generational qualities and objectives throughout the years. To a student of psychology like me, it proves to be a great

study of human behavior through the decades of the 20th century. It also helps us understand current and future trends as we move through the 21st century.

College presidents should encourage admission officers, recruiters, marketing and event coordinators, campus life administrators, faculty and career counselors to digest this book and develop an action plan for immediate implementation. For each core trait that depicts millennials, implications for recruitment, campus life and classroom learning are discussed and guidance is provided, offering strategies to help us in our work with this population. Those who miss out will watch from the sidelines as new competitors emerge. They will later realize had they adapted their messages to the modern day college student, they would have a prosperous future with many more successful, loyal millennial alumni leaders. ★



Western NY Consortium of Higher Education

Attention Guidance Counselors and Transfer Counselors !

You are invited to...

- see and experience campus dynamics,*
- interact with and become inspired by students,*
- take in some sights and photograph some memories,*
- make new friends, and so much more.*

The Western New York Consortium of Higher Education announces that they will be hosting a Counselor Tour Program May 1-4, 2011.

Coming to the Western New York area, it is anticipated that approximately 40 high school and college counselors will be visiting their campuses. During this four-day adventure, counselors will have the opportunity to tour ten colleges and universities of Western New York, including:

*Alfred State College
Buffalo State College
Canisius College
Daemen College
D'Youville College
SUNY Fredonia
Medaille College
Niagara University
St. Bonaventure University
University at Buffalo*

Registration materials are available at: www.daemen.edu/admissions/collegetour

Sign up and become part of the excitement!

Contact Deborah Goodrich at (607) 587-4215 or goodridj@alfredstate.edu for further details. ★

College Fairs 2010-2011

2010 Fall Performing & Visual Arts Fairs

Riverside Church

New York, NY

Tuesday, November 2, 2010

7:00pm to 9:30pm

2011 Spring National College Fairs

Buffalo National College Fair

Buffalo Niagara Convention Center

Buffalo, NY

Tuesday, March 29, 2011

9:00am to 12:00pm

6:00pm to 8:30pm

Wednesday, March 30, 2011

9:00am to 12:00pm

Rochester National College Fair

Rochester Riverside Convention Center

Rochester, NY

Friday, April 1, 2011

9:00am to 12:00

Saturday, April 2, 2011

1:00pm to 4:00pm

Syracuse National College Fair

The New York State Fairgrounds

Syracuse, NY

Sunday, April 3, 2011

1:00pm to 4:00pm

Monday, April 4, 2011

9:00am to 1:00pm

New York City National College Fair

Jacob K. Javits Convention Center

New York, NY

Sunday, April 10, 2010

11:00am to 4:00pm

www.nacacnet.org/fairs ★

The New York State 2010-2011 Budget and Higher Education Money Talk

By Susan E. Davidson, Ed.M. (formerly Cohen)- Assistant Dean of Admissions, The Cooper Union

The New York State Legislature passed the 2010-2011 budget on August 3, 2010, four months after the start of the fiscal year on April 1, 2010. The final budget has had an impact on the major financial aid programs for students in New York State. Detailed below are the major changes affecting college students:

- All TAP (Tuition Assistance Program) awards have been reduced by \$75.
- Graduate students can no longer receive TAP awards.
- The maximum award for a student in a school that only offers two-year degree programs was reduced from \$5,000 to \$4,000 or the actual tuition charge. This does not apply to students in a nursing program.
- Private pension and annuity amounts that are excluded from NYS income tax are to be included in the calculation for determining TAP.
- A new award schedule has been created for independent students who are married with no tax dependents.
- Students who are in default on any state or federal loan are not eligible for TAP or other NYS financial aid programs.

Source: New York State Higher Education Services Corporation (HESC)

Financial Aid Services Bulletin 2010-009

http://www.hesc.com/content.nsf/CA/Financial_Aid_Services_Bulletin_2010_009

These changes may affect your students. It is important for students to know that the deadline to apply for New York State financial aid is now June 30, 2011 to coincide with the FAFSA deadline. There will be changes to the application to adjust for the information mentioned above. More information is available at <http://www.hesc.com>.

It is important that we continue to advocate for students and have a presence in Albany and with our representatives. Please save the date and join **NYSACAC** for **Advocacy Day on Tuesday, February 8th, 2011. ★**

After Applying for Financial Aid, Some Needy Students Get None, According to a New Report

By Eric Neutuch- Manhattan Educational Opportunity Center

Elaine, a newly admitted community college student, received a notice from her school's financial aid office that she was selected for financial aid verification. She was wrought with fear that she had answered a FAFSA question incorrectly and that she was in some sort of trouble. She emailed me, "Eric...need your help. My financial aid is 'frozen' for verification. Get back to me as soon as you can." When I let Elaine know that financial aid verification is a routine process, she breathed a deep sigh of relief, exclaiming, "Oh my God, I was so nervous!"

Financial aid verification is an audit process designed to ensure that applicants for federal financial aid receive the amounts of aid for which they appear to be eligible. At some colleges, as few as 30% of financial aid applicants are verified, while at other colleges, all students applying for financial aid are verified. In most cases, students complete the verification process by bringing copies of their tax return and/or their family's tax return to their college's financial aid office. In other cases, more documentation is required, including proof of Selective Service Registration, proof of citizenship, copies of Social Security benefit statements, and W2 forms.

A July 2010 report from The Institute on College Access & Success (TICAS) finds that students who are subject to verification are less likely to receive financial aid for which they appear eligible than students who are not subject to verification. The report, *After the FAFSA: How Red Tape Can Prevent Eligible Students From Receiving Financial Aid*, is part of broader research that demonstrates that many low-income students don't get the financial aid to which they are entitled, in some cases because they never even apply for financial aid.

The government's best efforts to avoid fraud in the allocation of student aid have the unintended consequence of scaring low-income students away from the financial aid process and even college-going, according to the report. "The back-and-forth that many students go through even after completing the FAFSA can be yet another barrier to the financial aid that could help them complete a degree or certificate," says the report.

The TICAS researchers analyzed the financial aid records of nearly 60,000 California community college students and found that low-income Pell-eligible students selected for verification were 7 percent less likely to receive Pell grants than similarly low-income Pell-eligible students not selected for verification review. The researchers also surveyed Pell-eligible students who failed to complete the verification process and found that 62 percent of those surveyed either incorrectly believed that they had completed the financial aid process or could not correctly identify why their financial aid was held up in processing.

"Maybe we've made the system so complex that students just give up," says a financial aid administrator quoted in the report. In cases where students' financial aid processing is not complete by their colleges' payment deadlines, they have tough choices to make between paying out-of-pocket, often with credit cards, and postponing college-going. "I had to drop half of my classes because I didn't have money for books," says one student quoted in the report whose financial aid was delayed because of a verification process.

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Financial Aid Continued...

The report recommends that the Department of Education make it possible for students to pre-populate their FAFSA applications with IRS data, eliminating the need for most verification cases. TICAS, which is a California-based non-profit policy organization, has long advocated for this FAFSA simplification process, and the Department of Education is currently piloting it.

Many counselors assist students with navigating the red tape that happens after financial aid applications are submitted. A guidance counselor at a Manhattan high school who asked not to be named says, "If there is missing information, we outreach to students and parents, and we explain the importance of completing the forms. When a student shows us a verification letter, we explain the purpose of it." The financial aid troubleshooting that she and her colleagues provide is a critical part of her school's "college-going culture," she says.

Yet most counselors in public high schools with high percentages of low-income students have little time to help *all* students navigate *all* obstacles on the path to receiving financial aid. "I have lots of time constraints, so I don't have as much time as I used to for one-on-ones with students," says the Manhattan counselor.

A main recommendation of the report is that, in lieu of Department of Education rule changes, colleges should do more to ensure that students get the financial aid for which they are entitled. Ralph Buxton, the Deputy Director of Financial Aid at Borough of Manhattan Community College (where I work), says, "We encourage students to complete the post-FAFSA process with us by sending them letters about what they need to do. These communications are sent every three weeks." The report suggests that timely communication written in an "encouraging, positive" manner can go a long way towards making financial aid verification a less scary process for students. Mr. Buxton has a copy of the TICAS report on his desk, and even ahead of any federal rule changes to the verification process, he says that BMCC is reviewing their own verification data to determine how best to help more students get to the financial aid finish line. ★

NYSACAC Annual Conference 2011

By Kent Rinehart- Marist College, Dean of Admissions, Chair, 2011 Conference Steering Committee

The 2011 New York State Association for College Admission Counseling Annual Conference will be held on the beautiful campus of University of Rochester. The full conference will be held June 8-10, 2011. Pre-Conference workshops, such as the Coming Together conference, will be held June 7-8. Hard to believe, this will be the 33rd annual NYSACAC Conference!

If you have never attended the Annual Conference, we hope you will join over 800 high school guidance counselors and college admission professionals to learn, grow, share, and network all while having fun. If you have attended in the past, be prepared to see a new, different, better, bigger conference. The schedule will be changed to offer more sessions than ever before. There will be broader offerings on Friday – don't plan on leaving early on Friday as you will miss some valuable learning opportunities as well as some surprises! We are developing Leadership Institutes to offer more specific content for Deans/Vice-President's of Enrollment and Directors of Guidance on the high school side. This conference will be unlike any other NYSACAC Conference!

We are fortunate to have a great partner, The University of Rochester, in planning this conference. We would like to acknowledge John Burdick and the entire U of R staff for their energy, commitment, and willingness to increase the breadth and depth of our conference. The Conference Steering Committee is established and is currently working with the University of Rochester to plan all aspects of the week.

A conference website has been established and will be updated with more details as we draw closer to June 2011. To learn more, go to <http://enrollment.rochester.edu/nysacac/> ★

CollegeWeek Live

College Counseling Resource for Guidance Counselors

By Spencer Sherman- CollegeWeek Live

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CollegeWeekLive Event Calendar

Aug. 5th, 2010	CollegeWeekLive BACK TO SCHOOL
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Nov. 3rd - 4th 2010	CollegeWeekLive FALL
Dec. 14th, 2010	CollegeWeekLive INTERNATIONAL DAY

Visit www.collegeweeklive.com/en_CA/guest/college_events for a full event schedule ★

NYSACAC Provides Student Scholarships

By Sean Callaway- Director of College Placement and Internships, Center for Undergraduate Research Experiences at Pace University

NYSACAC announces a competitive, annual, four-year (\$1000 per year) scholarship. Scholarship submission this year begins November 20, 2010 and concludes February 1, 2011. The winner will be announced May 1, 2011. All entries will be essays of no more than 2500 computer characters in length, submitted on line, and only one application is permitted per student. All entries will be essays of no more than 2500 computer characters in length, submitted on line, and only one application is permitted per student. Entrants must have received their GED or completed secondary school or homeschool in New York State by June 30, 2011. Entrants must not have matriculated previously, and the scholarship is applicable only in a New York State member institution of NYSACAC. For further information and submission details, stay tuned to the NYSACAC website. ★

Professional Growth and Sharing as a Presenter

By Marissa Guijarro, Director of Guidance- Suffern High School



At the annual conference of NYSACAC in June 2010, I served on a panel. If you have a new program or issue of concern that pertains to secondary school counseling and/or college admissions, I highly recommend this experience. For me, preparing and delivering the presentation challenged me. Furthermore, the workshop spawned many stimulating questions and conversations from the audience. It became a means to give back to others, but also to gain knowledge and contacts relevant to our discussion.

During the 2008-09 school year, some colleagues from Suffern High School and I began to host a series of meetings in Spanish to parallel typical events such as Back to School and 8th grade family night. Owing to a relatively small but growing number of Spanish-speaking families in our community, the meetings had a friendly, personal tone. By anticipating the unique needs of Spanish-dominant speakers in a suburban community, we had created a model that we could share with colleagues in other districts. It made sense to present our workshop entitled “Bienvenidos: Working with Emerging Latino Populations in the Changing Suburbs” at the annual conference. For the presentation, I moderated the following panel: Robert Mariani, ESOL teacher, Luis Barcelo, school counselor, and Peggy Butkier, retired school counselor from Ossining High School and current Vice President for High School Outreach, National Hispanic Fairs, Inc.

“I urge you to consider sharing your best practices with your colleagues at the June 2011 annual conference to be held at the University of Rochester.”

In order to present at NYSACAC, prospective panels file a simple application (usually in the late fall) that includes the name of the workshop, names, titles and affiliations of the panelists and moderator, and the target audience (secondary school counselors, college admissions officers, community-based organizations, etc). The application also requires a concise summary of the topic via the brief description. The brief description served as a working document for our group’s planning prior to the conference. After a series of exchanges in the spring via e-mail and phone conferencing, the four of us met in person a few weeks before the workshop to fine-tune our presentation. Our assigned first block in the morning on conference day allowed us to tackle the presentation early and dispel any presentation jitters before 11 AM!

On the day of the presentation, we had no technology mishaps given the wonderful facilities at Niagara University. Our colleagues in the audience proved to be interested in the topic and posed stimulating questions to advance the conversation. All agreed that the topic addressed an often-overlooked population in suburban schools, and our group vowed to make a proposal to NACAC for 2011. What began as a casual conversation among colleagues last fall morphed into the objective of sharing information with as many professionals as possible. I urge you to consider sharing your best practices with your colleagues at the June 2011 annual conference to be held on at the University of Rochester. ★

NACAC Annual Conference in St. Louis

First Timer's Perspective

By Erin B. Craig, Assistant Director of Undergraduate Admissions- Le Moyne College



To describe the NACAC Conference this year in St. Louis, I can only describe the experience one way...AMAZING! As a conference first-timer, I came in with an open mind and was excited for the opportunity to finally attend. Over the years, I had experienced numerous professional development conferences through NYSACAC, but I had never had the opportunity to attend the National Conference. What I did know was that the conference was massive (the extent of which was discovered when our office had some last minute hotel changes; word to the wise, never miss deadlines when it comes to housing), yet I had no expectations of what the conference would mean to me as both a professional and individual. The feelings I left with after attending were like nothing I had ever expected. The sense of pride in the profession was overwhelming and it provided me with a re-energizing confidence in what I do and why I do it. Furthermore, the friendships and networking contacts that came from my four days in St. Louis have left me enthused about becoming more involved as a member and I cannot wait to be a more committed member to NYSACAC as well.

Upon arriving in St. Louis, I met fellow NYSACAC members who welcomed me with open arms (that is you, Dave Coates, Tim Lee, Dave Follick, Chris Milton and Greg Wasserman). I had the opportunity to attend a St. Louis Cardinals game with members of the NYSACAC Executive Board. From this, I was able to begin building friendships with individuals that I am confident will last a life time. Of course there was some time to sight-see around St. Louis and experiencing the "Arch" with my new friends just further reiterated the degree of dedication and passion such individuals have toward the profession and what they do.

As a conference first-timer, I was worried I would feel out of place and I was unsure if I would find my niche beyond those individuals I knew prior to arriving to St. Louis. Reflecting back on this now, I can say that this was certainly not the case and I am so glad that I embraced all the opportunities for meeting as many people as I did.

As many in the profession know, we work in a very special field. The conference is about networking and making connections, so much more than just attending seminars and passing out your business cards. For those sitting on the fence about attending, I urge you to not wait any longer. The boost in morale and sense of pride and excitement that you gain about the profession is immediate, and I am so blessed to have had the opportunity to attend. Best advice – come with an open mind, ready to mix and mingle and have fun, (it will be a whirlwind of activity, and it is exhausting), and always wear your name tag (just in case)! ★



NYSACAC Annual Conference at Niagara

First Timer's Perspective

By Beth Dragone- Admissions Counselor, Hilbert College

"Work hard, play hard" was definitely the motto of the 2010 NYSACAC Conference held at Niagara University this past June. Even though I was new to the admissions field and very uncertain as to what I should expect out of the conference, from the moment I stepped onto campus, I knew that it was going to be an outstanding experience.

At registration, I was greeted with a warm welcome and an outline of all of the activities and workshops that were scheduled over the upcoming days. As I looked around me, it was as though I was part of a reunion. Hugs were exchanged and laughs shared. I was certainly ready to be a part of it all! I was sure that not only would I walk away having learned a great deal about the profession, but I was about to meet some amazing new people.

The workshops were very informative and filled the majority of our mornings. Some of the topics that were covered included: changes to the 2010-11 Common Application, how to plan an Admissions Open House, new communication technology strategies, how to target new markets and managing student workers, among many others. I enjoyed the fact that many of the sessions were open to discussion. It was very beneficial for me to have the opportunity to share my own thoughts and ideas, while at the same time hear representatives from other schools talk about certain issues. I learned a great deal from both the presenters as well as the other members in my groups, and I acquired several new ideas that I am now implementing into my own recruitment strategies.

While it seemed as though we were spending a lot of time "in the classroom," there was always time to unwind, relax and have fun. At the NYSACAC on Ice event, it was rather humorous to watch some of the true personalities of the counselors emerge as

"Work hard, play hard"

they belted out their favorite songs during karaoke, and to see how graceful, or not so graceful, some of them can be on the ice. Being from the Buffalo area, I particularly enjoyed listening to keynote speaker David Stapleton, owner and president of David Homes of Western New York, as he talked about ABC's *Extreme Makeover Home Edition* episode that was filmed in Buffalo. It was very moving to hear about how a community in my own backyard came together to do such a good deed.

For the fundraising event, my co-workers and I enjoyed a guided gorge trail hike, while others were sightseeing at Niagara Falls or competing in the bocce tournament back on campus. The tailgate dinner and band on the closing night gave us the opportunity to mingle with other counselors, as we played games such as cornhole and danced the night away. It truly was the perfect way to end a great couple of days.

Overall, the conference exceeded my expectations. Not only did I walk away with some generous gifts that were raffled off over the course of the three days, but more importantly, I walked away with a tremendous amount of knowledge and so many great new friends. I am very fortunate to have had the opportunity to be a part of this year's NYSACAC Conference and eagerly anticipate the 2011 conference at the University of Rochester. ★



Finally Not A Conference Rookie

By Bryan Smith- Assistant Director, Long Island University/C.W. Post Campus

Setting: C.W. Post Admissions Office... **Date:** Late April/Early May... **Office Environment:** INSANELY BUSY! As the end of the school year and graduation approached, our office was finally beginning the process of a return to normalcy or whatever that might be considered. For our staff, the thought of summer was not far off. However, we had one event that we were all anticipating: the annual NYSACAC conference held at Niagara University.

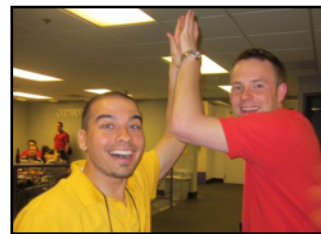
After being a first time attendee at St. John's in 2009, I was relieved and excited to have an understanding of what lay ahead at Niagara. Once arrived and settled on campus, we made our way to the conference welcome where we had an outstanding key note speaker, David Stapleton, President of David Homes, who has continually demonstrated his ability to successfully serve others in a profession that does not always garner the recognition that most people deserve. Following the key note speaker was the NACAC update, which enabled us to get a good picture of what was new around the country in the National Association of College Admissions Counseling. The first night ended with "NYSACAC on Ice" in the Dwyer Ice Arena on campus. There was karaoke and even some upstate sport called "broom ball," which turned out to be a lot more challenging than it looked!

With more than fifty workshops to choose from, it was hard to select just a handful. Our staff attended several sessions, which included Implementing a Regional Model of National Recruitment, New Communication Technologies, How to Target New Markets as well as one that outlined Social Networking in the admissions process. We even had two of our staff members present this year on how to run an effective student worker program. What is great about events like the NYSACAC conference and its workshops are the opportunities to interact and draw ideas from a number of different sources. After an exciting day and an abundance of new knowledge under our belts, we made our way to the Thursday evening tailgate party. In a great display of school pride, many counselors donned sports gear from

their respective colleges, universities and high schools. The tailgate party was followed by a sports bar and a band in the gym. Both had great turn outs because, let's face it, the networking with colleagues and friends who you do not often see is sometimes the best part!

After my first conference at St. John's in 2009, I left feeling a bit overwhelmed, exhausted and even asking myself a few questions. How was I possibly going to use all of this new and fantastic knowledge effectively in the coming year? What important points should I be relaying to my co-workers when we meet to debrief? When I run into counselors on the road, would I remember their names or what schools they represented? All potentially valid concerns a first time conference participant may leave with, right? Many of you conference "first timers" may have the same types of questions right now. I can tell you that if you are worrying, it's for naught. As I begin my third year in admissions, I am continually learning new and exciting ways to enhance my ability to effectively assist students and their families. There is no better way to do this than by attending professional development workshops like the NYSACAC annual conference or the Summer Institute. Rochester 2011 is right around the corner!

All the best in the fall! ★



How Social Media is Changing Admissions

By Anthony Dicembre- Assistant Director of Marketing, Daemen College

Social media is not changing the admissions process. Rather, it is expediting the process. Prospective students still require knowledge and guidance about schools from admissions representatives to make an informed decision about what individual colleges offer and how to narrow down their choices. What has changed within the admissions process is the flow of information. It is now decentralized. In addition to direct mail, phone calls and campus visits, colleges now have the opportunity to contact students via text messages and social networking websites such as Twitter, Facebook and YouTube.

Students looking at colleges now receive information in what is being referred to as “real-time.” Previously, information was produced and delivered almost exclusively through agencies such as marketing departments and news stations. Information was collected second-hand, facts were checked, and the information was distributed in a very organized manner (e.g. print, television and radio). Now information is coming directly from those who are experiencing it and is distributed directly to the consumers of this information. These consumers then redistribute the information through an array of social networks in a very disorganized, raw fashion.

How does social media translate to admissions?

Students now have direct access to other prospects, current students, alumni, faculty and administration through social media. For example, go to Twitter.com, and type your school’s name into the search box. Click “search” to see what is being said about your college. The schools that embrace real-time information and connectivity will ultimately be more successful because they are progressive in their thoughts and aggressive in their distribution of information. Their students will be more informed about these higher education institutions simply by having more high quality touches. It is still a numbers game. The process has not changed, it has only been expedited.

“...go to Twitter.com, and type your school’s name into the search box. Click “search” to see what is being said about your college.”

What should you do?

Pick one of the two most critical social networks, Facebook or Twitter, and create a professional persona to connect with your prospects. Once you have connected with your prospective students, take 15 minutes a day and supply them with information regarding upcoming events, application deadlines, admissions timelines and links to scholarship, application and financial aid forms. You can also use these networks to answer their questions.

The Result

Creating and effectively using just one social network will give you a tremendous edge on other counselors and institutions. For instance, imagine if years back an institution decided to exclusively use snail mail for enrollment during the emergence of the telephone. Now add the competition we have today to the mix. That institution’s enrollment would suffer until they adapted or became irrelevant. Even then, it was still about the number and quality of touches that institutions made to prospective students.

Remember, in order to stay relevant in today’s highly competitive college market, admissions offices must be forward-thinking and persistent in getting their message to their consumers, the prospective students and their families. If used effectively, social media will continue a college’s success since the admissions process has not changed; it has only been accelerated through this real-time outlet. ★



Pipelines into Partnerships: An Initiative to Further Progression To and Through College

By Barry W. Ward, VP for Enrollment & Strategic Connections- Pine Manor College- Past President, NYSACAC

Have you heard the story about a meeting that called together regional and national access/success organizations, foundations, and colleges with the objective to develop a pilot program that has the access/success organizations select students from within their respective organizations and send them off to the participating colleges in a cohort? Wait! Before you answer, you should know that the access/success organizations get to determine who gets accepted into these cohorts. That's right -- a partnership built on trust and the belief that the access/success organizations know their students better than anyone else. They know each student's current academic status, his/her academic potential and most importantly each student's "grit factor" -- what makes them tick. You should also know that these students do not have to have "A" averages, SAT/ACT scores that rival the height of Mount Sagarmatha, and the ability to name the signers of the Declaration of Independence in alphabetical order. Relax, this is not a trick question -- here's the story.

The Pipelines into Partnerships Pilot Project is intended to engage potential partners in launching an initiative designed to enable an increasing number of vulnerable students to enter into and succeed in higher education. Some of the challenges that the Pipelines into Partnerships Project hopes to address are as follows:

- 1) Too many low-income students who are entering a four-year college are not persisting through graduation.
- 2) There is a "matching" problem whereby low-income students who have the talent to succeed in a four-year college are not choosing the right college to meet their academic and psycho-social needs. As a result, these students are either not attending college at all or are attending a two-year community college where, in many cases, they do not progress to or beyond an associate's degree.
- 3) There is a serious lack of coordination between high schools, organizations and two-year community colleges on the one hand and four-year colleges on the other (all serving low-income students) surrounding the requirements and skills needed to complete a four-year degree successfully. Resultantly, there is a lack of necessary preparation of the students arriving on four-year college campuses and no feedback loop between these sending and receiving groups that enables robust and ongoing change in these institutions, leading to finger-pointing in both directions.
- 4) There is no comprehensive and intentional "cohort" model (with some features of the cohort model deployed by the Posse Foundation) that matches vulnerable students with less selective four-year colleges with demonstrated track records of graduating low-income students at rates significantly higher than the national norm while meeting each student's needs and facilitating a pathway to succeed in higher education.

-Continued

Pipelines into Partnerships Continued...

With the vision and guiding hands of Karen Gross, President, Southern Vermont College and Rich McKeon, Program Director, Helmsley Trust, the Pipelines into Partnerships Project has tapped into the vision and wisdom of many of the best minds in the world of higher education, access/success organizations and foundations. During an early gathering at the U.S. Department of Education in Washington, DC, Martha Kanter, Undersecretary of Education, joined President Gross (Southern Vermont College), President Gloria Nemerowicz (Pine Manor College), Hal Hartley III (Council of Independent Colleges), and Barry Ward (Pine Manor College) in an enthusiastic discussion that formed the basis of the kickoff meeting on September 14, 2010 in New York City and the Helmsley Park Lane Hotel.

In addition to several major foundations (Helmsley Trust/Carnegie Corporation of NY/Ford Foundation/Altman Foundation/Clark Foundation/Tiger Foundation), an incredible array of access/success organizations (AVID Center/College Summit/Cristo Rey Network/Institute for Student Achievement/Internationals Network for Public Schools/KIPP/New Visions for Public Schools/Victory Schools/Bottom Line) and three colleges (Pine Manor College (MA)/Southern Vermont College (VT)/St. Joseph's College – Brooklyn (NY)) discussed cohort formation issues, cohort development, cohort support on campus, metrics of success, monitoring progress and project budget. As Richard D. Kahlenberg points out in his brilliant book "Rewarding Strivers, Helping Low-Income Students Succeed in College," the nation needs to aggressively address the issue of how to increase the percentage of Americans graduating from college. Going forward, the sign above the doorway to "access to college" will no longer read "B/C Underachieving Students Need Not Apply." It's about providing "all" of our students several pathways of access/success and the Pipelines into Partnerships is developing such a pathway. Amen! ★

Membership Information

By David Follick, Long Island University/C.W. Post Campus- Membership Co-chair
Jessica Pitcher, Cazenovia College- Membership Co-chair

The membership committee of NYSACAC would like to remind everyone that starting January 1, 2011 you will need to re-new your NYSACAC membership. Our committee has worked hard over the last year trying to see how we can increase our overall membership while realizing we are living in tough economic times.

NYSACAC had a great membership cycle for 2010, our committee noticed that we took a slight decline in secondary counselor NYSACAC membership. Our organization is deeply committed to making sure all members have access to our organization. With that said, we are proud to announce to our new fee structure for the 2011-2012 membership cycle.

NYSACAC-Jan-Dec	In-State Fee	Out-of-State Fee
Secondary School	\$35 per school unlimited membership	\$45 per school unlimited membership
College/University	\$50/\$20 for additional members	\$60/\$20 for additional members
Educational Organization Member	\$50	\$50
Independent Counselor	\$50	\$50
Retired Counselor	\$25	\$25
Graduate Student	No fee	\$15

As we get closer to 2011, our membership committee will be reaching out to all members and non-members to help increase our NYSACAC membership. In the coming months, you will see emails and postcards encouraging you to take a few minutes to re-new your membership as well as the benefits of joining NYSACAC.

If you have any questions please feel free to contact us: membership@nysacac.org ★

A Stronger Nation Through Higher Education

How and Why Americans Must Achieve a “Big Goal” for College Attainment

By Barry W. Ward, VP for Enrollment & Strategic Connections- Pine Manor College- Past President, NYSACAC

In mid-September, the Lumina Foundation released its first follow-up report to the February 2009 “Stronger Nation” report that called for the United States to increase higher education attainment rates (the proportion of the population that holds a high-quality postsecondary degree or credential) to 60 percent (the Big Goal) by the year 2025. The Lumina report defines “high-quality degrees and credentials” as having well-defined and transparent learning outcomes that provide clear pathways to further education and employment.

“the U.S. needs to increase the number of college degrees awarded each year, every year, by 278,000.”

In the report, the Lumina Foundation states, “There’s a growing realization that our higher education system must increase its capacity to serve more students, and that improving higher education productivity is essential to accomplishing this.” The report goes on to state that we need to “better define the learning outcomes that students must obtain at each level of education and then ensure that academic programs give students the opportunity to achieve those outcomes.”

Upon reading the report, you will see that in 2007, 37.7 percent of Americans between the ages of 25 and 64 held a two-or four-year college degree (10.5% - Graduate or Professional Degree/19.0% - Bachelor’s Degree/8.4% - Associate Degree). So, in order to reach the “Big Goal,” “the U.S. needs to increase the number of college degrees awarded each year, every year, by 278,000. If current rates of degree production continue, the number of graduates can be expected to increase by 112,000 per year. The gap – 166,000 college graduates – is how much we need to increase degree production each year to reach the “Big Goal.”

Thankfully, the report does not just point out the challenges that we face. The report states that “closing this gap will require us to increase access and success in higher education across the board. Two strategies will be especially critical: increasing the rate at which students complete college, and providing ways for adults in the workforce to return to college to complete degrees (22.2% - some college, no degree). That figure represents more than 37 million Americans.”

So, where is New York State on the list of current percentage of adults with college degrees (2008)? Here is the list of the top ten states:

- 1) Massachusetts (49.6%)
- 2) Connecticut (46.6%)
- 3) Colorado (45.3%)
- 4) North Dakota (45.2%)
- 5) Minnesota (45%)
- 6) New Jersey (44.6%)
- 7) New York (43.7%)
- 8) Vermont (43.6%)
- 9) Washington (42.0%)
- 10) Hawaii (42.3%)

OK, now after you let those numbers sink in, let’s just move forward both as members of NYSACAC and as leaders in secondary and higher education. How can we help reach the “Big Goal?” For New York State, an additional 1,604,405 degrees are needed to reach the “Big Goal.” That works out to be 11,797 additional degrees needed annually or an annual percentage increase of 4.4. In 2008, there are over 1.8 million New Yorkers who have some college but no degree. There are also over 2.6 million New Yorkers who are high school graduates (including equivalency) who can benefit from achieving a college degree.

In my heart, I know that the members of NYSACAC can lead the discussion and implement the appropriate and inclusive strategies needed to achieve the “Big Goal.” Don’t you just love the idea of saying that we (NYSACAC) were the driving force in having New York achieve the “Big Goal.” Think it with me, say it with me, and sing it with me from the rooftops! We, the members of NYSACAC are going to lead the discussion in each of our school districts, on each of our campuses and during each of our upcoming annual conferences (starting in Rochester) as to how New York State will achieve the “Big Goal.”

PS – Did you notice that Massachusetts is #1? ★

Job Board

Position Openings

St. John's University is seeking a Director of Graduate Admissions. Reporting to the Director of Graduate Admission, the Assistant Director of Graduate Admission will assist with the development of the annual regional recruitment plan designed to increase recruitment in targeted locations to meet enrollment projections in select regions. The individual must be self-directed and team-oriented.

For more job opportunities, be sure to visit
www.nysacac.org/index.php/job_postings ★

Would you like to be a committee member?

Involvement in the committee planning process can be a fun and rewarding way to develop professional skills. The organization is always open to new members on our various committees. If you have an interest in being a leader, join one of our committees today.

Contact Riana Ardis
 Phone: (518) 472-1977
 Email: nysacac@nysacac.org

Newsletters are published in October, February, and May. Submission deadlines are as follows: September 30, January 15, and April 15. The newsletter is distributed electronically. Print copies are available upon request.

ARTICLE SUBMISSIONS

Articles submitted for consideration for publication should be concise. Articles may be edited. Please include contact information of persons mentioned in articles, as well as the contact information of person(s) submitting articles. Email submissions to newsletter@nysacac.org.



NYSACAC
 MAIN OFFICE
 126 S. Swan St
 Suite 101
 Albany, NY 12210

NYSACAC
Office
Hours
 9am-3pm
 Monday-
 Friday