

NYSACAC NEWSLETTER

FINAL NEWSLETTER OF THE ACADEMIC
YEAR! SEE YOU IN THE FALL !



Message From the President

Welcome From President



Greetings! I hope your admission year has been successful. At this point, many of you have completed the demanding task of selecting this year's entering class. Thank you to all of you who have supported our students and encouraged them to attend colleges and universities in our state and across the country. I'm sure these students appreciate your hard work.

In February, the Government Relations Committee hosted a successful Advocacy Day in Albany. Under the leadership of Susan Cohen and Michael Courtney, we were able to carry the message to our state legislators that funding for education needs to be a high priority in the state budget.

I hope that many of you participated in our Professional Development Forums held in March and April. This year's topics were cutting edge and brought valuable insight to the members of our profession. We express our thanks to Laurie Austin and Kristen Neary for their dedication and hard work.

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Message From the President

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As the organization engages on the Public Relations front, we are faced with the burden of responding to media institutions in our state with articles that pertain to our profession. I know many of you have read the articles published in the New York Times and USA Today about a study prepared for the Gates Foundation entitled "Can I Get a Little Advice Here?" The article reminds us of our responsibility, as the premier New York state organization in college admissions practices, to respond to media outlets that are seeking information or opinions regarding college admissions. We are pleased to have Jodi Burack, a professional public relations expert and a member of the Public Relations Committee, as the point person in charge of organizing responses to the media. If any of you feel that the organization should respond to a specific article, feel free to contact Jodi at burack@jburack.com.

At this year's Past Presidents reception during the Annual Conference, we will be hosting, with the help of Sandy Behrend, an information session about the newly-formed Past Presidents council. We hope that those of you who have served as President of the organization will make it a point to join us for the reception and the information session. You all are very important to our organization, and your knowledge is a valuable asset as the organization moves into the future.

We need your help! The Executive Board is looking to fill the following positions:

- College Fair Committee - 1 position
- CBO Liaison - 1 position
- Development Committee - 1 position
- Technology Committee - 2 positions
- Membership Committee - 1 position
- Professional Development - 1 position
- School-College Relations - 1 position

Please contact Riana Ardis at nysacac@nysacac.org for more information. I hope to see you all at the Annual Conference being held on the beautiful campus of Niagara University from June 1 - 4. The Conference Steering Committee is hard at work in coordination with the Niagara University team preparing for what is to become one of the best conferences we have ever had. Thank you Niagara University for hosting the conference!

Finally, as my Presidency comes to a close in the near future, I want to take this opportunity to publicly thank all of the members of the Executive Board for their hard work this year. We are very lucky to have such an exceptional group of volunteers.

Warmest regards,

Jose Flores

Jose Flores
President of NYSACAC

NYSACAC 2010 Spring Conference

Why You Should Attend

By Greg Wasserman- President Elect and School Counselor, The Wheatley School

On-Line conference registration is now open! Register now at www.nysacac.org/index.php/programs_events/conference_registration

We are so excited by the overwhelming positive response to this year's conference being held at Niagara University from June 1st -4th. To those of you that have already registered, we look forward to seeing you; it is certainly going to be a conference to remember. For those of who are on the fence about attending this year or who have never attended before, here are a few reasons why you should come to Niagara University.

The Professional Development Opportunities

As we began to make arrangements for this year's conference, the strength of the workshops was at the forefront of our plans. I am proud to say that our workshops this year are some of our strongest ever and exceeded our expectations. We are honored to have leaders in our profession who are going to share their expertise and success stories with you. We made sure to provide space to accommodate everyone who would like to attend each session. With over fifty workshops to choose from, there is something for everyone. New to this year's conference, we will be offering Continuing Education Units (CEUs) to our attendees. The Continuing Education Units will be granted through NACAC and the National Board for Certified Counselors. These units can be used for in-service credit for secondary school counselors.

A full list of workshops are available on our conference website, but here are just a few of the workshops to look forward to:

- Breaking New Ground: Overcoming Challenges in Expanding Recruitment Territories – Nationally and Internationally
- In Their Own Words: High School Students Define the Boundaries of Facebook and Other Social Media
- The Anatomy of College Choice: A National Perspective From College-Bound Students Online
- Making Sense of Financial Aid Packages

You will experience all of this plus a keynote address delivered by David Stapleton (President of David Homes), tours of Western New York's wonderful colleges and universities, our Legislative Session, Coming Together Conference, Delegate breakout sessions, NACAC update and much, much more.

Incredible Networking Opportunities

NYSACAC has always prided itself on connecting professionals from throughout New York State and our conference is the best venue for achieving that goal. Whether they are a Vice-President of Enrollment, Director of Admission or Director of Counseling, everyone at the conference is accessible and approachable. The atmosphere at this conference will be conducive for creating new relationships or reconnecting with old ones. The recruitment season can feel very long and it is nice to get together with friends from the road and have a laugh. If this is your first conference, we start with a workshop on what to expect. We want to make sure that you make the most out of your time with us and we will show you how to take advantage of your time at Niagara.

NYSACAC 2010 Spring Conference

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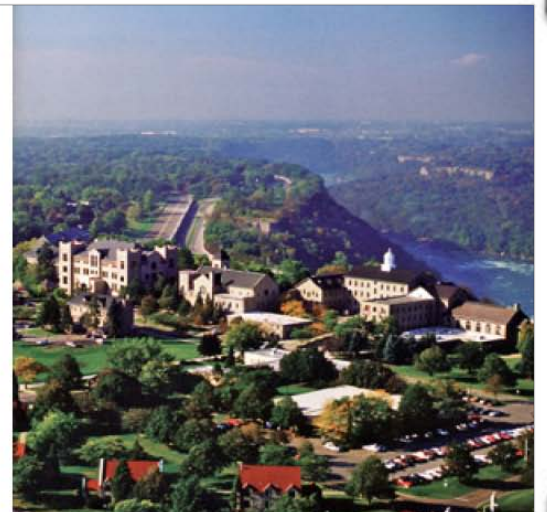
There is even some time for fun!

With such a busy day, we made sure to schedule some time to unwind and enjoy all that Western New York has to offer. As professionals, we have a very long and busy year. The NYSACAC Conference has always served as a time to relax and have some fun and this year we have out done ourselves. You do not have to be an expert golfer to take part in our Pre-Conference Golf Outing at the beautiful [Niagara Falls Country Club](#). In addition to playing on the same greens as PGA superstars, we have arranged for lunch, golf carts, prizes, giveaways and a whole morning of fun. Our fundraising activities are a great way to enjoy the afternoon while helping to raise money for our Fund for the 21st Century. This year, we have the always popular and sometimes competitive Bocce tournament, a trip to one of the natural wonders of the world, Niagara Falls, and a scenic, guided hike along the Niagara River Gorge trail, which is just across the road from Niagara University. In addition, we have planned two evenings of fun that is sure to please everyone!! On Wednesday night, it's "NYSACAC on Ice" in Niagara's Dwyer Ice Arena. Free skate (bring your blades!) and broomball will be featured on the ice along with the Purple Eagle sports bar, karaoke/DJ and coffee house. On Thursday night, join us for a tailgate theme dinner (dress in your favorite fan gear) featuring Western NY food favorites in a classic pre-game atmosphere. Afterwards, dance to the sounds of the [Boys of Summer](#) band in the Gallagher Student Center.

These are just a few of the many qualities that make the NYSACAC Annual Conference so special. Lastly, we understand that budgets are becoming more and more tight, so NYSACAC invites you to apply for a professional development grant to attend the Annual Conference. You can find the application at www.nysacac.org/index.php/programs_events/annual_conference.

We look forward to seeing you at Niagara University!! ★

Building Our Future One Student At A Time



Report from the Vice President of Professional Development & Planning

By David Coates- School Counselor, Kenmore East High School

As I look back on my first year as VP for Professional Development & Planning, I realize how fortunate we are to have such a dedicated group of professionals working for our affiliate. It seems like just yesterday that our Executive Board convened at Marist College for our annual summer retreat in early August. I was a tad bit concerned many of the committees I oversee might have set goals that would have been difficult to achieve by the end of the 2009-10 school year. I should have never doubted this talented and enthusiastic group of school and college admission counselors because they were clearly up for the challenge.

Laurie Austin and Kristen Neary worked tirelessly on creating our seven Regional Forums across New York State. This year's topic was "Social Networking and its impact on College Admission." As a group we wanted to give counselors on both sides of the admission process forums that would be meaningful, educational and current. With social networking becoming more and more popular each day, we thought why not explore if and how its use was affecting college admissions. Kristen and Laurie searched the state for experts in the field of social networking to present to our colleagues. In addition to finding highly qualified presenters, they also worked closely with each site to set up student panels. Because of this, we as professionals, could hear directly from the people using these sites. The feedback from each site was very positive. We now have a better understanding of how students are using these social networking sites to help them make more informed decisions throughout the college admission process.

The College Fairs Committee co-chaired by Roland Pizon and James Luciano networked with numerous college admission offices to create a comprehensive list of the fall and spring fairs offered throughout the state this past school year. We hope this list was a valuable resource for the college representatives during travel season. The Committee also reached out to the five National College Fairs that are held in New York State to offer our support to them. For

the first time in years, NYSACAC worked cooperatively with each fair to help promote their event. NYSACAC had a visible presence at each National College Fair as a result of this cooperative venture. The College Fairs Committee is hopeful this joint venture continues to flourish and grow in the coming years.

The Technology Committee headed by Kent Rinehart and Patty Peek continue to work diligently with all the committees and the executive board to keep the NYSACAC website current and as user friendly as possible. If you have not done so already, please visit our website to create a username and password for yourself so you can login as a NYSACAC member. In a world where technology continues to change and evolve everyday, Patty and Kent are always looking for ways to improve the NYSACAC website. The amount of work done behind the scene by these two individuals is hard to describe in a short paragraph. They have been an integral part of the redesign of our website and keep exploring new options for us to consider in order to make the NYSACAC website relevant and meaningful to our members. Both Patty and Kent will be rotating off this committee at the end of this year and they will be greatly missed.



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Report from the Vice President of Professional Development & Planning

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The School and College Relations Committee under the direction of Heidi Green and John Young have reached out to our colleagues this year to ensure that school counseling graduate students are educated on the college admission process and have a clear understanding how NYSACAC and NACAC can help them. Heidi coordinated an effort across the state to get NYSACAC Executive Board members to present a guided curriculum on college admissions to the various school counseling graduate programs in New York State. They are also, with the help of Jane Mathias, trying to regionalize the grant procedure for our annual state conference. It is the committee's hope that by regionalizing the process more school counselors will be able to benefit from the countless grant options available to them, which should help more counselors able to attend NYSACAC's flagship event in June.

Summer Institute will take place this year on August 3-6 at Skidmore College in the beautiful Saratoga Springs, New York. Patty Peek and Lisa Sohmer have been working with professionals from both the college and high school side to ensure another high quality program for new counselors to our profession. Summer Institute is a three and a half day, intensive experientially-based program that brings new and experienced counselors together with seasoned mentors to educate the new counselors on the college admission process and issues. The cost of attending this **very** worthwhile program is \$575 per participant. Lisa and Patty are in the process of hopefully securing funds to be able to offer various scholarships to help offset the costs for some of the attendees. If you have questions or are interested sending any of your new counselors to Summer Institute, please contact either Lisa or Patty.

Christine Stumm and Jason Miller have done a tremendous job overseeing the Newsletter Committee. These two individuals have completely revamped The NYSACAC Newsletter for the 2009-10 school year. Under their direction, the newsletter has become a professional resource, not just a recap of what NYSACAC has accomplished

and what our future events are. Jason and Christine made sure three high quality editions were produced which our members could use for professional guidance and clarity on what our affiliate was accomplishing throughout the school year. They also spearheaded the idea of moving the newsletter to an online publication. This change allowed us to be more creative in their presentation and ultimately reach more members. The NYSACAC Newsletter now stands out as one of the premiere publications among all the affiliates. Christine and Jason deserve any and all accolades that come their way for their hard work and dedication. Great job, I know I speak for everyone when I say, we all look forward to next years' publications! ★

An Overview of the International Baccalaureate Programme

By Marjorie Nieuwenhuis- Director of College Counseling, United Nations International School

The International Baccalaureate (IB) has been around for quite awhile - 42 years to be precise - but it has only been in the last dozen years or so that I have found myself not having to defend this set of credentials that my students submit and explaining the “odd” grading system. The IB Diploma Programme was developed in Geneva in 1968 by a group of educators who recognized the need to develop a secondary level standards-based comprehensive curriculum that would have international acceptance for university entrance for students whose parents’ professional endeavors as diplomats, in international organizations and the growing international/trans-national business communities entailed frequent moves out of their home countries. Designed as an alternative to national curricula such as the French Baccalaureate, British A-Levels or German Abitur for example, the IB represents a synthesis between the specialization required in some national systems and the breadth preferred in others. As the college counselor at the United Nations International School (UNIS) for 22 years, I have had the privilege of guiding American and international students to universities on six continents and am proud to promote the exceptional strength of their academic and personal achievements.

The first IB schools were predominantly private international schools. UNIS was among the founding schools that included the International School of Geneva and the United World College of the Atlantic, as well as a handful of other schools. Today, 790,000 students are enrolled in 2,855 IB schools in 138 countries and over half of all IB schools are state (public) schools. In the U.S., there are presently 1,091 member schools. The general objectives of the IB are to provide students with a balanced and rigorous education, to facilitate geographic and cultural mobility, and to promote international understanding. In 1994, the IB introduced the Middle Years Programme (MYP) for students ages 11-16 and in 1997 launched the Primary Years Programme for 3-10 year olds.

The IB **Diploma** curriculum consists of six subject groups:

- **Group I** – Language A1, usually the student’s mother tongue that is a literature-based curriculum;
- **Group II** – a second language;
- **Group III** – Individuals and Societies (courses may include history, social and cultural anthropology, economics, geography, philosophy, psychology, information technology);
- **Group IV** – Experimental Sciences (biology, chemistry, physics) and design technology;
- **Group V** – Mathematics and Computer Science (offered at various skill levels) and
- **Group VI** – The Arts: visual art, theater arts, film, dance and music.

There are also transdisciplinary subjects that include Performance and text and Environmental Systems and Societies. Three of the six subjects must be taken at the **Higher Level** (HL) and three at the **Standard Level** (SL). Students may opt to do a second science, social science/humanities or a third language as their sixth subject. The IB is about more than subject mastery and at its core are three requirements: **Theory of Knowledge** (TOK) an interdisciplinary class that fosters critical thinking skills and understanding concepts of knowledge in various subjects; the **Extended Essay** whereby students engage in significant independent research related to one of their IB subjects and write a 4,000-word paper; and documented participation in **CAS** (Creativity, Action, Service). For CAS, students are required to write detailed reflections of what they have learned from their participation.

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An Overview of the International Baccalaureate Programme

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The Extended Essay is externally evaluated; papers written for TOK are both internally and externally assessed. The range of topics that students choose for their extended essays are limitless; two questions that students researched recently are: *“Is it possible to determine the presence of a black hole at the center of the Milky Way?”* (physics) and *“What are the role and the significance of dance in *Pride and Prejudice* and *Emma*?”* (English literature). TOK paper titles, 1,200-1,600 pages in length, are prescribed by the IB. Among topics in recent years are: *“Art is a lie that brings us nearer to the truth” (Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theatre), “What separates science from all other human activities is its belief in the provisional nature of all conclusions” (Michael Shermer, www.edge.org). Critically evaluate this way of distinguishing the sciences from other areas of knowledge?”* and *“How important are the opinions of experts in the search for knowledge?”*

Most IB courses are offered over a two-year period and include a variety of school-based assessments that complement externally graded examinations administered at the completion of the course. Students may opt to pursue either an **IB Diploma** curriculum or study a variety of **IB Certificate** classes. IB grading ranges from 7 to 1 (7 being the highest), although 2 is considered a failing grade. To obtain an IB diploma, students must earn a minimum of 24 points for the six subjects; 3 is the lowest permissible mark on a HL subject for earning the diploma. Up to three bonus points may be awarded for students' Extended Essays and Theory of Knowledge. The highest possible score awarded is 45 (six subjects earning 7 and the three bonus points). In general, less than five percent of students worldwide earn 45 and the approximate range of students earning 7 on individual subjects is between five and ten percent. Students may also participate in individual IB classes and by fulfilling the course requirements earn IB Certificates that enable them to earn advanced standing credit at colleges (similar to AP). At many colleges and universities, earning an IB diploma entitles a student to up to a year's advanced standing. Conditional entry to universities in Canada and UK, for example, are based on **IB predicted grades**, whereby teachers estimate earlier in the senior year what they expect students to earn on the IB exams administered in May. Increasingly, many colleges in the US are also asking for this information.

In 2006 in the UK, the government provided funding mandating each school district to have at least one secondary school offering the IB; many British educators have publicly stated they believe the IB is significantly more academically challenging than the British A-levels. Although the IB has experienced exponential growth in the US since its inception, it does have its detractors as it is expensive to administer and some believe it is “too international” and takes away from improving the quality of “American education.”

The International Baccalaureate website (www.ibo.org) is an excellent resource about the curriculum and university recognition policies. ★

Camp College:

Awesome, Amazing, Productive, and Unforgettable

By Annie K. Brickel- College Counselor-
FLAGS High School

For the past two summers, students from *FLAGS High School* in the Bronx have attended *Camp College* with their teacher-chaperones. The information they acquired, the people they met, the resources with which they were provided, and the opportunities to live on the campuses of Hobart and William Smith Colleges and Marist College, supplied the knowledge and experiences that gave them the tools to successfully navigate the college admission and financial aid processes as seniors. It also conveyed awareness to the students of what colleges will be expecting from each of them as members of their respective college communities. Here is what some of them had to say about their *Camp College* experiences:

“Before I stepped onto the bus that would head on up to the Hobart and William Smith Colleges campus, I was unsure of



what exactly the Camp College program had in store for me for the weekend. I had heard from friends that I should expect to have fun and learn a great deal about the college process, but I was unaware of how many new people I would meet as well as how much knowledge I would take in by the end of the trip. I was a part of Group Five and within my group I was able to talk

to students like me who were getting ready to embark upon the college application process that upcoming September. I received so much helpful information from college mentors who were from Syracuse University, Cazenovia and NYU. Even though at times during the weekend, I would have liked a little free time, I came to understand the benefits of using every minute productively. I now realize that I was being taught time-management at Camp College,

so it was totally worth it. I feel that Camp College played a huge role in my applying to a wide range of colleges as well as understanding the key elements to look for when deciding upon the college in which I will spend the next four years. Camp College is a wonderful program and I am so grateful that I had the opportunity to participate in it. I love Camp College!”

– Shanna Williamson

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Camp College Continued...

"Camp College was an awesome experience for me. It allowed me to experience college life and made what I already knew about the college application process and financial aid much more understandable. I loved meeting students from different schools and all of the college representatives, especially from colleges with whom I was less familiar, like Colgate. I was able to learn more about the college and add it to my list. I loved getting to know the college representatives from Skidmore and Union who were my mentors. They helped to boost my self confidence and encouraged me to apply to more highly selective colleges. In looking back, I realize that attending Camp College helped a lot in making my senior year a little less stressful."

– Jasmin Suarez

"Camp College was one of the greatest experiences I have ever had. Being in a college environment helped me to understand that I really wanted to be able to get a college education, no matter how difficult that was going to be. I loved meeting new people from different places and backgrounds and I found myself doing something out of character for me: taking a leadership role. I especially appreciated my mentors who were very encouraging. My experience at Camp College helped me to open my eyes and see the possibilities that awaited me; I came back a different person and with the support I have received from

"I loved meeting new people from different places and backgrounds and I found myself doing something out of character for me: taking a leadership role."

those who I met at Camp College who work at the College Access Center, my college counselor, and a few admissions directors, I have done everything possible to make my dream of attending college a reality."

– Jose Alejandro

"Camp College was an unforgettable experience. I was very anxious to find out what we would be doing, but as soon as I walked into the auditorium at Marist College and started talking to the mentors, I felt very welcomed and ready for whatever was going to happen. By the time the weekend ended, I felt like we were a family. I loved my group and felt very comfortable with them. I could not believe all that I learned and I had a lot of fun when my group performed in front of everyone. Camp College helped me to be less afraid of the college admission process and helped me to visualize myself in college. "

– Mariel Alexz Payano

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Don't forget to check the NYSACAC site for updates on how and when to register for this years Camp College.



Camp College Continued...

“Camp College provided a valuable learning experience and gave me a taste for campus living. It also allowed me to meet and get to know college representatives in a very different way. I truly believe that it was helpful in my being accepted to one college because the admissions representative knew me; I was more than just a name on an application.” – Sean Acosta

“Attending Camp College at Hobart and William Smith was a very informative and productive experience, not just for me, but for my FLAGS peers as well; it created a bond that has lasted to this day. The three most important things I learned at Camp College that weekend were: 1) Making connections and creating opportunities for college reps to meet you is a very important part of the college admission process; 2) Experiencing living on a college campus for at least a day or two, going to classes and experiencing college life is crucial; 3) Meeting new people from different places and backgrounds and enjoying the activities a campus has to offer can be EXTREMELY COOL.”

– Junior Burgos

“I learned so much from my Camp College experiences. The wealth of information I was taught, the opportunities I had to live on college campuses, and the realistic experiences of attending classes taught by college professors, gave me a taste of college life. I was fortunate to meet college admissions representatives who were knowledgeable and encouraging. I also had the good fortune of having a staff member from the College Access Center as my mentor. She is someone who even after Camp College was over, has continued to help me through the college application and financial aid processes. As I am about to decide where I will be attending college, I realize that being able to attend Camp College was truly a gift.”

– Johanel Caceres

“Camp College was a fun experience and one that was filled with many learning opportunities. I was able to spend the weekend at Marist College where in addition to the work I did with my group, I had the opportunity to meet different admissions counselors, many different students, and learned about the whole college process. Camp College helped me to decide if residential life was for me and how I felt about being out of my comfort zone. It was my first real college experience. I learned about what college admissions counselors look for in students, how they evaluate students and the do’s and do not’s of college applications and interviews. The small things that students do that can have a positive or negative impact on their applications amazed me. I truly appreciate the opportunity given to me to attend Camp College because it definitely prepared me to take on the long and challenging work of college admission and financial aid.”

– Leslie Ovando

“Attending Camp College was truly a life changing experience. It was my first time staying away from home. Being at Camp College taught my mother to let me go and gave me hope that college was an option for me. I got an opportunity to learn from my roommate who was raised completely different to how I was raised. Most importantly in those short three days I learned about myself. I never realized the leadership skills I possessed until I had to work in teams with complete strangers. The experience is one that I will never forget.”

– Mariamu Sillah

Note: All thirteen students who attended Camp College were not only very responsible in completing their own college applications and financial aid forms, but many of them reached out to their peers who needed assistance.

As the college counselor of these wonderful young people, I have had the pleasure of watching this eclectic group of adolescents develop into thoughtful, caring, and insightful young adults. They are prepared to take on the challenges that await them as they progress into the next chapter of their lives as college students.

I am also a Camp College Mentor who has had the opportunity of experiencing first-hand what my students have described above. I have been able to share these experiences with my students, the students in my group, as well as with my fellow mentors. Being a Camp College Mentor requires strength, fortitude, commitment, the ability to be at your best on very little sleep, and the desire to share your expertise in college admission and/or financial aid with students who want to know more. Does it sound like something you might like to do? If the answer is ‘yes,’ volunteer your time and become a Camp College Mentor. ★

“I Never Met a Person from Oshkosh, Wisconsin Until I Was 57 Years Old”

College Summit Conference

By Barry Ward- VP for Enrollment & Strategic Connections, Pine Manor College

The first time that I heard Greg Darnieder speak was during the College Summit Conference in Las Vegas, Nevada last summer. Greg was there in his role as Special Assistant and Advisor to the Secretary on the Secretary’s Initiative on College Access, Office of the Secretary, U.S. Department of Education. Given the fact that he was preaching to the choir, his message was received with a high level of enthusiasm. A few months later, Greg gave the keynote speech at the National College Access Network (NCAN) Conference in San Francisco that I had the good fortune to be attending. On message once again, I was determined to meet Secretary Duncan’s point person on the initiative on college access. After hearing his powerful message for the second time, I knew that his presence and that of Secretary Duncan’s in Washington, DC was the real deal and not just media hype. As I waited in line to shake the hand of the “Elvis of College Access,” Sam Cooke’s words floated through my brain – “It’s been a long time coming, but I know, a change is gonna come, oh yes it will.”

After I meet someone face to face for the first time and instantly like the person, I always try to find out where their core values were formed. For example, Jose Flores’ roots and values came from his grandmother in Puerto Rico and the avenues of Alphabet City in lower New York City and Joyce Smith was sculpted by the good folks who surrounded her in the heartland of Kansas. In this case, Greg Darnieder comes to us from Oshkosh, Wisconsin. A child of the 50’s, my guess is that some of Greg’s influencers were his teachers at Lourdes High School on North Sawyer Street in Oshkosh. It didn’t take me too long to come to this conclusion. Upon reading the core values of this small, Roman Catholic high school, the words “selfless service” and the phrase “we value placing the need of others before our own” just automatically lift you up. So, it’s easy to understand why you hear Greg use the words “social justice” whenever you hear him speak.

On the day that Greg departed Oshkosh and stood at Frost’s two roads that diverged in a yellow wood, I’m pretty sure that he selected the “road less travelled” to take him to St. Louis University, Wheaton College, the Cabrini Green Public Housing Development, the Department of College and Career Preparation with the Chicago Public Schools, and his current position at the U. S. Department of Education. I can say with 100% confidence that he has positively impacted the lives of thousands of people along the way and continues to do so.

I am extremely fortunate to say that our paths have crossed several times since our first handshake and conversation in San Francisco. Most recently we got to chat for about thirty minutes after his amazing presentation at the National Partnership for Educational Access (NPEA) Conference in Baltimore, Maryland in early April. Once again, Greg spoke about the “high energy around the country” when it came to issues dealing with access and success. He did, with one brief sentence, manage to stun the participants of the conference when he said “I did not meet my first person-of-color until I was 17 years old.” My instant impression was that he was sharing this piece of extremely personal information as a way to tell us that we miss out on so much when we don’t experience the wealth of diversity that our country is blessed with. It was a powerful moment. It is also a signal that college/university presidents and boards of trustees must hear and work to embed pathways of access and success into their institutions’ mission statement. Indeed, it will take leaders with true vision to embrace the growing population of students who have been underserved for too many years.

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“I Never Met a Person from Oshkosh, Wisconsin Until I Was 57 Years Old”

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When I pointed out that he had recently celebrated his 1st anniversary on the job, Greg was quick to give kudos to Secretary Duncan and his colleagues at the Department of Education. As he and his colleagues “work at creating a college success culture,” Greg stated that “it is an incredible team of the finest minds” who are working daily on the challenges that face our country.

When I shared one of my favorite quotes by former Senator George Mitchell, he mentioned that he surrounds himself with sayings that highlight the word “Believe.” He went on to say that three of his favorite quotes come from Mahatma Gandhi, Abraham Lincoln, and Eleanor Roosevelt. Gandhi’s quote said “Hesitancy to act because the whole vision might not be achieved or because others do not yet share it is an attitude that only hinders progress.”

Throughout my thirty-six years in higher education, I have been truly blessed to meet and work along side inspirational leaders who truly “get it.” I am proud to say that many of these people are members of our NYSACAC family. I urge each of you to visit the U.S. Department of Education website, read Secretary Duncan’s speeches, and make it a point to meet and hear Greg Darnieder. He is someone that I highly respect. He is one of us. Yes, he is the first person from Oshkosh, Wisconsin that I have ever met but I hope to visit Lourdes High School to meet the next Greg Darnieder very soon.

“There are many ways to achieve respect but none more certain and rewarding than in service to others... What you will find is that fulfillment in life will come, not from acquiring things, not from leisure, not from self-indulgence. Real fulfillment in your life will come from striving with all of your physical and spiritual might for a worthwhile objective that helps others and is larger than your self-interest.” – Former Senator George Mitchell

I am looking forward to seeing everyone in Buffalo in June. It’s all about the students! ★



Legislative Advocacy Day 2010

By Michael Courtney- Associate Director of College Counseling, SAR High School

Annie Brickel- College Counselor, FLAGS High School

Albany, here we come! On Tuesday, February 9th, members of NYSACAC traveled to the state's capital to advocate on behalf of several NYSACAC initiatives. Nearly 30 college admissions officials and school counselors convened with a list of legislative priorities for the organization. During a trying economic time, it is still crucial for New York State legislators to prioritize educational funding and avoid cuts to financial aid for college-bound students. NYSACAC members from Upstate, Downstate, and Western New York each had appointments with State Senators and Assembly members. Prior to entering the Legislative Office Building, our group met to share information on the latest political developments with regards to higher education. The time together also included a training session, as first-timers in advocacy learned how to speak with political officials.

Whether meeting with the legislators or their aides, we discussed the necessity of placing a school counselor in every elementary, middle and high school in the state of New York. We also expressed our concern with the reduction of TAP and the potential elimination of graduate TAP. Furthermore, we stressed the successes of EOP and STEP programs and how they cannot afford to lose funding. Overwhelmingly, the legislators agreed with our message and they mentioned their platform with regards to higher education initiatives. We left Albany feeling confident that the NYSACAC message was well-received, as materials were left with each senator and assembly member with whom we met. Several of them expressed follow-up information on our programs, notably Camp College. After sending holiday cards in December and meeting with our political leaders in person, the next plan of action for the Government Relations Committee is to send thank you cards to every official with whom we met. We look forward to our next major event- the Legislative Session at the NYSACAC Spring Conference at Niagara University. ★

Crossing the Next Bridge: Secretary Arne Duncan's Remarks on the 45th Anniversary of "Bloody Sunday" at the Edmund Pettus Bridge, Selma, Alabama

This is a powerful speech by Secretary Arne Duncan from the U.S. Department of Education that NYSACAC members will applaud. We've come a long way, but many schools in our nation are still segregated today. Some students still have fewer opportunities and lack educational support and we have a mission to help secure equal access. Please read the full article at www2.ed.gov/news/speeches/2010/03/03082010.html. ★

Support NYSACAC! Make Amazon Purchases Through NYSACAC.org or Donate to Camp College

By Jane Klemmer- Klemmer Educational Consulting, LLC

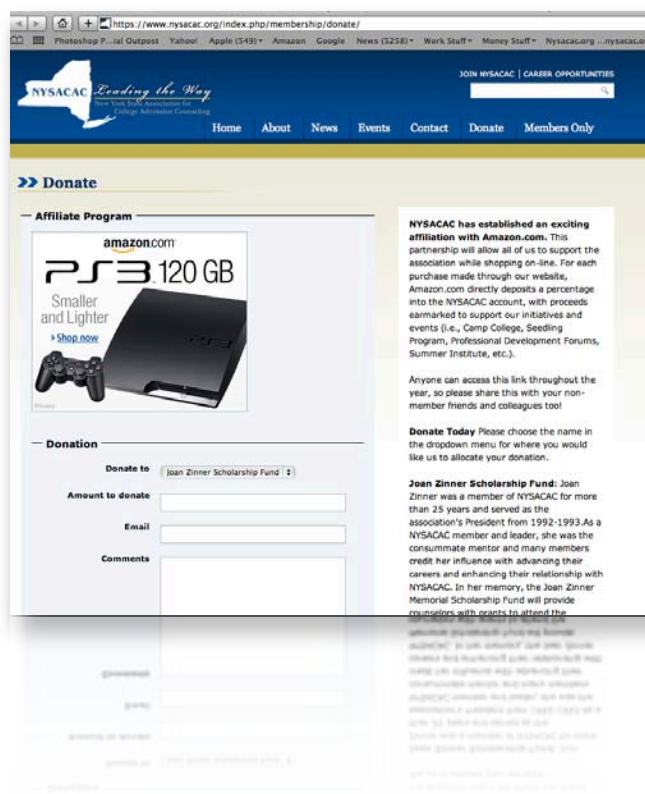
NYSACAC has a mission that includes promoting access and equity in post-secondary education, and developing and supporting the college counseling profession. As co-chair of the Development Committee of the NYSACAC Executive Board, I am involved in fundraising initiatives in support of this mission.

NYSACAC has established an affiliation with Amazon.com that will allow members and non-members to support the association's initiatives while shopping on-line. The link to Amazon is posted on the NYSACAC website (<http://www.nysacac.org>) and can be easily accessed on the "Donate" page. You can alternatively go directly to the "Donate" site by clicking on <http://tinyurl.com/yk2nhdd>. Every purchase made through NYSACAC will benefit underserved students by funding important programs that improve college accessibility. So please consider shopping through the NYSACAC website the next time you want to buy a book or make other purchases through Amazon. It involves one easy extra step that could lead to a disadvantaged child taking leaps and bounds.

Another way to support NYSACAC and its mission is to donate directly. One of the special programs that NYSACAC offers is Camp College, a three-day college experience for students who might otherwise not have adequate opportunities to learn about the college admission process. By accommodating 150-200 students each summer, this program gives disadvantaged youths a chance to experience life on a college campus while also meeting with high school counselors and college admission officers who educate them about the college process. Many people volunteer time and resources to this much needed program.

However, the cost to send one student for a three-day session still runs about \$160.

If your own son or daughter has access to good college planning resources, you understand the value of such guidance. Imagine how critical it becomes for a first generation, underserved student for whom going to college is never discussed at home, nor presented as an option. Would you consider helping a less fortunate student realize his or her college dream by making a donation to NYSACAC for the benefit of Camp College? For \$160 you can sponsor a student, though contributions of any amount will truly make a difference. A donation at the sponsor level will pair you with a particular student, who will know that he or she is able to participate in Camp College thanks to your generosity. Donations for the benefit of Camp College can be made by going to the NYSACAC website, clicking on the "Donate" link and following the directions from there. Thank you for any support you can give. ★



Response to the National Study, “Can I Get a Little Advice Here?”

By Jose Flores - President of NYSACAC

According to a study on college completion conducted by [Public Agenda](#) (“[Can I Get A Little Advice Here?](#)”), high school guidance counselors are not advising students well enough on the college admissions process. We must consider the expectations of the school counselor vs. the reality of the workload and family expectations. The reality of the college process is that it is often expected that the Guidance Counselor simply tell the students where to apply without the families owning the process through researching the schools or even attending any departmental programming such as college nights, college fairs, etc. As Guidance Counselors, we are often the easiest target when the families aren't willing to accept the responsibility and results of the process. That being said, it is very difficult for a counselor to follow up with every lost/confused student if there isn't an open line of communication coming from the student/parent side.

It should be noted that in some school districts, the college process may take up about 35-40% of a counselor's time during the school year. A majority of the time, counselors are working to emotionally counsel students through a variety of issues that may arise suddenly, schedule students for the current and upcoming year and address numerous and frequent parent/teacher/administrator concerns.

Here is an example of a real and unfortunate situation at a New York City public high school. At this school, there is one college counselor for approximately 600 seniors. That counselor does not have a background in the college process and was only given the position because New York State Department of Education had put a hiring freeze in place last year and they weren't able to hire outside of the public school system. Once the school year began, that counselor was thrown right into the heart of the college admission process without any formal training since their professional development budget was non-existent. Given these kinds of limitations, how are counselors in that position expected to service the community effectively? ★

Yes We Must: Collaborating to Achieve President Obama's 2020 Goal

By Dr. Gloria Nemerowicz- President, Pine Manor College

Barry Ward- VP for Enrollment & Strategic Connections, Pine Manor College

Inspired by President Obama's call to raise the country's college graduation rate, which has been stagnant for 40 years, we invited private colleges and universities that, like Pine Manor, have been successfully engaged in reaching the expanding populations of students who need to succeed in college in order to achieve a more educated citizenry. We invited those 4-year colleges and universities where at least 50% of the students receive Pell grants, whose students begin college with SAT scores at or below the national average and who are achieving better than 30% graduation rates for their students. We also limited the size of the undergraduate student body to 2,000 or less, for two reasons: (1) These are schools that understand the value of relationships in positively impacting learning and whose financial stability does not rely on large classes; and (2) these are schools with a student-centered culture, a factor we believe is key to our success.

"We are convinced that the destiny of the national goal of increasing college graduation rates is tied to the destiny of our sector of private higher education."

Using IPEDS data, we identified 47 schools in the country (all private) that fit these statistical parameters. They included 12 HBCUs, 3 women's colleges, 3 tribal colleges, 5 Hispanic serving colleges, and 6 Catholic colleges. We invited all of them to join us on March 19 and 20 to talk about how we can better identify ourselves as an essential sector in higher education and how we might work together to strengthen ourselves as individual institutions. Eleven schools attended from eight states. Attending were: Berea College (KY), Bennett College (NC), College of Saint Mary (NE), Dillard University (LA), Metropolitan College (NY), Nyack College (NY), Our Lady of the Lake University (TX), Paul Quinn College (TX), Pine Manor College (MA), Saint Joseph's College (NY) and Thomas University (GA).

We began with an overview of the national picture painted by Greg Darnieder, Special Assistant and Advisor to the Secretary on the Secretary's Initiative on College Access, U.S. Department of Education, and David Warren, President, National Association of Independent Colleges & Universities. The timing of the national legislation that was then pending, which included in some part the destiny of the increase in Pell grants and the availability of student loans, was of great interest. There was, in response to questions, an affirmation that this administration understands that private education is not monolithic and that in fact our sector of private education has a long history of commitment to the underserved. At a time when the public sector sees "getting more selective" as in their best interests, the definition of public and private in raising up those who are underserved educationally is blurred at best. There was great interest among the colleges in clarifying that "private" does not necessarily mean elite and expensive. We are convinced that the destiny of the national goal of increasing college graduation rates is tied to the destiny of our sector of private higher education.

The Summit continued with a discussion of finances – for our students and for our institutions. This session was facilitated by Larry Griffith, Vice President, United Negro College Fund, Bob Giannino-Racine, Executive Director, ACCESS, and Wendell Hall, Associate Director, Congressional Advisory Committee on Student Financial Assistance. Topics included the college cost bubble and what happens when it bursts; what we can learn from the for-profit sector; how do we shorten the length of time it takes our students to complete; how not to concede students from certain school districts to community colleges; relationships we have found between payments and retention and emerging innovative models for sustaining our colleges through entrepreneurial revenue streams.

-Continued

Yes We Must Continued...

Alma Clayton-Pedersen, Vice President for Education and Institutional Renewal, Association of American Colleges and Universities joined with Estela Lopez, Senior Program Advisor, Excelencia in Education and Dennis Littky, Co-Founder, Big Picture Schools/Co-Director, College Unbound guided a dynamic session on effective practices that ranged from engaging parents to collecting longitudinal data, creating a culture of attention to students, integrating work and family in learning. We also discussed the characteristics we share that have led to our success with students that others might emulate.

We're convinced that the room was filled with sunshine because Day 2's morning session on the access to college movement and how colleges can connect more directly and more effectively with access organizations was facilitated by Joyce Smith, Executive Director, National Association of College Admissions Counseling and Mary Williams, Director of Communication and Administration, Gates Millennium Scholars Program. Representatives from eight access organizations discussed weaving a closer connection between work done in high schools and the bridge to our colleges. The access organizations were College Summit, Advancement Via Individual Determination (AVID), Cristo Rey, College for Every Student, Let's Get Ready, Summer Search, Center for Student Opportunity, and the National Partnership for Educational Access which represents a coalition of access groups/schools throughout the country.

The next session dealt with what the media might do to raise awareness of the issues. The facilitators of this discussion were Paul Glastris, Editor in Chief, Washington Monthly, Scott Jaschik, Editor, Inside Higher Education and John Seigenthaler, CEO/New York, Seigenthaler Public Relations (former weekend anchor of NBC Nightly News). Each of these media heavyweights confirmed their support that we should not let others define us, that we are too quiet and need to be candid about who we are and the work we do. Our success needs to be better measured; we need to develop the measurements and use them across our sector. It should be noted that the Washington Monthly annual ranking measures areas like the percent of a college/university's Pell eligible students being served, the positive/negative

differences between projected vs actual graduation rates, and the percentage of federal college work-study funds being utilized for service jobs. Use of these measurements might be something to be considered by publications who rate us by how selective we can be and other factors that really do not measure results.

The Summit's final session was a much needed conversation about providing pathways for and increasing the success of our growing number of English Language Learner students. Todd Lundberg, Research Fellow, World-Class Instructional Design and Assessment Consortium and Bob Measel, Literacy and ELL Specialist, Rhode Island Department of Education spoke to the fact the our ELL students are diverse with a diversity of needs. This huge national need is clearly a civil rights issue.

As the Summit was nearing completion, there was a passionate agreement that it had been worthwhile and that the colleges/universities wanted to stay connected as colleagues engaged in important work for our country. Several ideas for action items emerged including ... faculty exchanges, student exchanges, a collaborative distance learning program for all of our students, joint proposals for support to foundations and lawmakers, pooling our data to describe our students and our work, and learning from it how to scale up and educate more students.

We wanted an atmosphere of honesty and candor and we got it. Comments such as "I've never been with a group of colleges and felt so supported in the work we do"; "The schools I associate with in my region do not talk about social justice the way we have here"; "I could sense the strength we have as a coalition." Those assembled felt that we have an obligation to share the strategies that work with our populations and how we make them work without large endowments or high tuition. Some observed that we are trying to do with our coalition the same thing we try to do with our students – help us to find our voice, step into the center of the room and fulfill our responsibility and potential. We are not just serving some underrepresented students; we are by mission serving primarily underserved students – the majority of students who need to be college educated in the decade ahead. "We serve the emerging demographic." ★

Can I Get a Little Help

By James Jump- President of NACAC

Earlier this month, several major newspapers, including *The New York Times* and *USA Today*, published articles about a newly-released Public Agenda report, ["Can I Get a Little Advice Here?"](#) The study, prepared for the [Gates Foundation](#), reports widespread dissatisfaction with the college counseling provided by public school guidance counselors.

As a high school counselor and as President of the National Association for College Admission Counseling, an 11,000 member organization that brings together college admission professionals and secondary school counselors, I read both the articles and the report itself with interest. Nothing in the report broke new ground, and most public school counselors would agree with its conclusion that "counselors are often overworked and underprepared."

What the report highlighted was what a 2008 Education Commission of the States Report termed a "misalignment" of expectations and results when it comes to college counseling in public schools. Students and parents see counselors' primary responsibility as helping with the transition to postsecondary education, and yet the reality is that the guidance office has become a dumping ground for everything from discipline to scheduling to administering standardized testing, meaning that public school counselors spend their time actually counseling less than 25 percent of the time.

The counseling load doesn't help, and in fact, practically guarantees that students will feel like "a face in the crowd." The most recent NACAC [State of College Admission](#) report indicates that the ratio of students to counselors who provide college counseling in high schools nationally is 316:1, well above the 250:1 recommended by the [American School Counselor Association](#). In large, urban public schools, where the need is greatest, the ratio is nearly double. As school districts respond to budget cuts, counselors are easy targets, and in California the ratio is nearly 1000:1.

Time to counsel is one issue - the other is training. Only a handful of the graduate programs in school counseling nationwide require a course in college counseling. In addition, less than one-third of public schools provide time or financial support for counselors to participate in on-going professional development related to postsecondary advising, all at a time when there is an increasingly complex array of postsecondary options, ways to apply to college and financial aid options and regulations.

What is most important about the Public Agenda report is not its analysis of the challenges facing public school counselors but rather its recognition of the importance of access to college and the role that counseling plays.

Education has always been the pathway to the American Dream, and access to a college education is more important than ever before as a means to economic success, personal fulfillment and an educated citizenry. In a global economy a college education is important not only for our citizens, but for our nation, as President Obama recognized in his State of the Union address. Access to education particularly is a way to bridge the divide between haves and have-nots in our society.

Can I Get a Little Help Continued...

If college has the power to transform an individual's life, it is also the case that the college search and application process should also be transformational, a voyage of self-discovery. The adults in a young person's life - parents, teachers, counselors, others - can serve as mentors and guides on that voyage. If we want counselors to serve as the first responders in that process, we need to reduce student-to-counselor ratios, provide more time for counseling, and provide the access to specialized training in college counseling offered by NACAC and other organizations. We might also expand programs like the University of Virginia's College Guide program, which sends recent graduates to high schools and community colleges to work with counselors in supporting students.

There is a hunger for information and knowledge about college admission. Those of us in the profession have a responsibility to make the admission and financial aid processes transparent and simple.

There is also a role for the media to play. Media coverage of the college admission process tends to focus on the small number of students who are fixated on admission to the Ivy League. A much larger segment of the population needs basic information about the realities of college admission. Our elected leaders can also be part of the solution, both nationally and locally. A bill currently before Congress, the Pathways to College Act, provides funds for the neediest school districts to improve access to college. At the local level, officials can make going to college a community priority, as Philadelphia Mayor Michael Nutter has done with the Philly Goes 2 College campaign. State and federal legislators can sponsor college information nights for constituents, utilizing the expertise of college admission officers and high school counselors.

The Public Agenda report sheds light on the long-neglected college counseling function in our schools. Instead of blaming our overworked school counselors, let's empower them to be part of the solution. ★

Workshop Preview Section

The following articles include a sneak peak of some workshops that will be offered at this year's NYSACAC Annual Conference in June. Read on to learn more about some of these important topics and to begin thinking about which workshops you will attend. Below is a complete list of workshops. To download the descriptions, please visit www.nysacac.org/images/uploads/Workshops.pdf.

- Bringing the Decision to You
- Applied Technology Degree Programs at a Glance
- The Anatomy of College Choice: A National Perspective From College-Bound Students Online
- Partnerships That Work: Colleges and Universities in Collaboration with Community-Based Organizations
- ¡Bienvenidos! Working with Emerging Latino Populations in the Changing Suburbs
- Do You Have Pep? An Approach to Success Through Leadership by Service
- Breaking New Ground: Overcoming Challenges in Expanding Recruitment Territories – Nationally and Internationally
- The Guiding Light of Research Strategies
- Students Strive for Sustainable Majors
- Alumni Volunteer Programs: Setting Off a Chain Reaction
- What's New for Counselors in the 2010-11 Common Application
- What's New for Students in the 2010-11 Common Application
- Implementing a Regional Model of National Recruitment
- Launch: A Whole School Approach to College Access
- In Their Own Words: High School Students Define the Boundaries of Facebook and Other Social Media
- Understand First, Recruit Second: Insight into the Chinese Student Mindset and How Their Families Approach US Higher Education
- New Communication Technologies: What's New, What's Old and the Future of Recruitment
- Let's Talk About Open House
- Gaining Insight into SUNY Pre-Professional and Accelerated Programs
- High Ability Students and the College Admissions Process: Achieving Success with Less Stress
- Asperger's 101-What Admissions, Guidance/College Counselors and Educational Consultants Need to Know About the College Application & Transition Process to College for the Asperger's Student
- So You Want to be a Director?
- Dolphins Thrive in Central New York: The Success Story of the Le Moyne College Brand
- From Here to Eternity-Navigating a College Website Redesign
- Practical Advice for Counseling the "Yellow Chip" Student Athlete
- Pros and Cons of a Counselor Call
- Rising Through the Ranks: Tips from Admission Middle Management Institute Faculty
- It's Still About the Fundamentals
- For Whom the Pell Tolls
- What Does "Serving Today to Lead Tomorrow" Really Mean?
- An In-Depth Look at the Benefits of Going to College: Resources for Working with Young People
- Senior Year: How Do We Help Students Make the Transition to College?
- Career Opportunities in Hospitality and Tourism
- Creating Informed Consumers in the College Admissions Process
- It Takes a Village to Write an Essay
- Making Sense of Financial Aid Packages
- Start a Parent University in Your School or Community
- Letters: Recommended or Not?
- Mobilizing College Students to Empower and Inspire High School Student College Access
- Freshmen Transition: Bridging the Gap
- A Tale of Three Cities: A Case Study on Reaching the Right Students in the Right Markets
- Counseling Immigrant Students for College
- Support Foster Care Youth to Gain Access to College
- Real World Season 1: Student Workers
- Target New Markets and Shape Your Class: How the Enrollment Planning Service Can Help You Find the Students You Want on Your Campus ★

The Senior Seminar: A Transition To College That Is All But The Academics

By Damaris W. Maclean- Associate Director of College Counseling, The Nightingale-Bamford School

NYSACAC NEWSLETTER Spring 2010

A transition is a period of time between two significant parts of life. The first phase of a transition is looking back and the second is looking ahead. Many of our students at Nightingale have been here since Kindergarten, and almost all of our seniors have been here since at least ninth grade. They have grown up in the presence of their classmates and the faculty and staff at Nightingale. In the fall, each of them will be heading off to a new place, a new project, a new adventure. Each student's experience will be unique, but a common theme is that they will need to adjust to a new rhythm and a new community. Most of them will be living on their own for first time. No parent will be in the dorm to wake up their child to be on time, nor excuse their absence with an illness. The friends that they have relied upon for a good laugh, a shoulder to lean on, or a voice of reason in the midst of stress will not be with them in most cases. They will have the opportunity to start with a clean slate, but they will no longer be in the presence of the friends with whom they made decisions about what was right or wrong, appropriate or in bad taste, and to distinguish an experience outside of a comfort zone from a foolish risk.

In the past, we have limited most discussion of this transition to the very bitter end. Then, we suddenly asked students to say goodbye and to prepare for what is ahead all at once. We ended classes two weeks early for seniors and organized various activities to keep them connected to the school and prepare for graduation. We took them to Rye Playland (an amusement park) and sat them in front of [Planned Parenthood](#) and the [Freedom Institute](#) speakers. We brought in former students who had just completed their own first year in college. We sent them on community service outings and invited them to dinners celebrating their induction to the Alumnae Society. We gave them just two hours with one of our school psychologists, Dr. Catherine Steiner-Adair.

Dr. Steiner-Adair reported back to the senior homeroom team that those two hours were not nearly enough time to answer all of their questions that ranged from the basic (How will I do my laundry?) to the complex (How do I know if my roommate is suffering from depression?). There was so little time to respond to their anxiety about saying goodbye to their teachers, friends, and families, and to prepare for the new challenges, both academic and social, that would lie ahead. We did not leave them time to reflect on their experiences at Nightingale and to ask questions about the future. So we decided to make a new plan which we've implemented this year.

In short, we began a weekly Senior Seminar in January to begin to address these needs. We incorporated a number of different members of the faculty to open conversations and answer questions on a range of topics including: saying goodbye, leaving well, time management, mental health, finances, difficult roommates, first impressions, healthy relationships, etc. We are responding to the needs of our students in each small group. By the end of April, we will have concluded most of our meetings, but we will still have activities during our senior weeks, which will begin with a class trip to Burlington, VT. We anticipate that this trip will give our students the time together as a class that they have been requesting.

We hope that this new seminar including the weekly meetings, senior class trip, and final senior week activities, will help our students to leave Nightingale feeling confident about themselves and ready to make a smooth transition to college. To share ideas and learn more, please come to the workshop about transitions to college that I will moderate at the 2010 NYSACAC Annual Conference. ★

Ten Years in Admissions

By Jennifer M. Hess - Assistant Dean/Director of Admissions, University at Buffalo School of Pharmacy & Pharmaceutical Sciences



My first day as a Senior Admissions Advisor in the Office of Undergraduate Admissions at the University at Buffalo was November 29, 1999. Although I had previous professional experience in higher education, I sat in my new office wondering what new experiences and challenges might come next. Ultimately, I had a strong feeling I would like them.

"What is it about admissions that I enjoy? Nearly everything."

Fast forward ten years to March 1, 2010. While I'm in my office knowing what comes next, I know that most all of the time I am still going to like it. It is a tremendous feeling to know this about your work. Over the last decade, I have continued to learn to be an empathetic counselor; to learn how to work with helicopter parents (although I feel as if I might also becoming one); to develop meaningful relationships with mentors, colleagues, students, and alumni; to try to follow before leading and motivate colleagues; to enhance skills I did not know I had including volunteer, event, budget, project, and enrollment management; and leave each day feeling optimistic toward the next day, and likely decade, of my career in college admissions.

What is it about admissions that I enjoy? Nearly everything. Coming to college every day is just fun. Seeing students, hearing of their accomplishments, and helping with obstacles are rewarding. Our professional development organizations have been a wonderful and personal source of opportunity and engagement. And, while everyone has their favorites, I most enjoy the admissions operations side of the house as I get to examine a process and see if it can be improved. Utilizing technology to improve an application step can be a minor miracle but, at the same time, it's also rewarding to recognize that it is sometimes most efficient to just use a sticky note.

What is it about admissions that I don't enjoy? Not a whole lot. Working with higher education professionals who simply should not be in this field is not fun. Student dishonesty, settling for mediocrity, and pieces that contribute to additional stress and anxiety in the admission process are less than desirable experiences.

It is rewarding to advocate college admissions as a profession. My mentors have encouraged enhancing knowledge and skills, stepping outside of comfort zones, prioritizing students, full accountability, and to maintain the perspective that change is good. I've had ten years to agree with them.

My colleagues, Steven P. Smith, PhD (Director of Admissions – D'Youville College), Jeffery T. Gates (Director of Admissions Operations – Binghamton University) and I invite you to attend our workshop "*So You Want To Be a Director?*" and learn more about the field and becoming a director at the upcoming NYSACAC Annual Conference.

Workshop Description: College and university admissions directors face a challenging, multifaceted, and fully accountable work environment. Hear from professionals who have made the move from entry level to junior to senior to director level and oversee all aspects of admissions operations, supervising professional and support staff, recruitment travel, and other competing job demands. Presenters will discuss insights, answer questions, and share best practices in transitioning from staff to a director in the field of admissions and enrollment management. ★



Marla J. Britton, Assistant Director of College and Community Programs in the Office of Admissions at the University of Rochester, has been awarded an Imagine Grant in the amount of \$1,500, allowing one community-based representative to attend the 2010 NACAC Annual Conference.

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Two Workshops: Social Media & Open House

Tim Matthews, Admissions Advisor at the University at Buffalo (UB), has been working professionally in admissions for more than five years. He manages UB's open house programs and introduced social media opportunities within their admissions office. He will be providing two workshops for this year's NYSACAC Annual Conference: (1) New Communication Technologies: What's New, What's Old and the Future of Recruitment and (2) Open House round table. Learn more about Social Media and get some ideas for Open Houses.

Tim will be presenting with Chris D'Orso, Assistant Director of Undergraduate Admissions, from Stony Brook University. Their workshop will focus on the main ways our schools are utilizing social media to connect with students and vice versa. They will also share some unique technologies that are being used and how we in admissions can participate by using tools such as Twitter, Facebook, and Ning. They will also be discussing ways that students search for schools on the internet by connecting with current students and faculty.

The second workshop involves ideas for Open Houses from Tim along with Emily Cihon, Director of Campus Programs, from the University of Rochester and Carolyn Murphy, Assistant Director of Admissions, at Buffalo State College. They plan to lead a discussion on how we can improve upon our programs, make adjustments to manage budget concerns, manage large crowds and so much more. If you are interested in attending this round table, please come prepared to discuss your current open house marketing plans, schedules and unique events. ★

An In-Depth Look at the Benefits of Going to College

Resources for Working with Young People

By Eric Neutuch- Coordinator of Strategic College Initiatives, Manhattan Educational Opportunity Center

The benefits of college-going are striking:

- Income: The median income annually for a worker with a bachelor's degree is \$51,436, compared to \$36,371 for those with some college, \$31,205 for those with high school degrees only, and \$22,326 for those without high school diplomas or GEDs.²
- Unemployment: 4.9% of individuals with bachelor's degrees were unemployed in March 2010, compared to 10.8% of individuals with a high school degree and 14.5% of individuals with education less than a high school degree.³
- Smoking: 20.6% of all adults smoked in 2008. Among bachelor's degree holders, only 10.6% smoked.⁴

The more difficult-to-quantify benefits of college-going include a sense of pride and accomplishment in one's self and a cosmopolitan view of the world.

Educating students about the benefits of college-going can play a role in motivating them to achieve and go on to college. Excellent resources from The College Board, First in the Family, the Great Lakes Higher Education Corporation, and news sources are available to inform students about the benefits of higher education. The workshop "An In-Depth Look at the Benefits of Going to College: Resources for Working with Young People" will introduce these resources along with a lesson plan for using them with students. Counselors know that individuals with more education generally earn more. The challenge is helping students act on this fact. This workshop will explore current research on the impact of college-going and will model ways in which educators can translate this information into engaging activities for use with students. Participants will receive a lesson plan, articles on the benefits of college-going to share with students, and links to videos about students and their college aspirations. ★

¹U.S. Census Bureau, *Current Population Survey, 2006 Annual Social and Economic Supplement* (Washington, D.C., 2007).

² Bureau of Labor Statistics, *Employment Status Tables* (Washington, D.C., April 2010).

³ Centers for Disease Control and Prevention, *Cigarette Smoking Among Adults and Trends in Smoking Cessation, United States, 2008* (Atlanta, 2009).

ABC's of NYSACAC and NACAC

By Jose Flores- President of NYSACAC

NYSACAC and NACAC provide great opportunities to become involved in a professional organization within our field. If you are not currently involved with either organization, please be sure to attend this session at the NYSACAC Annual Conference. Meet NYSACAC and NACAC leaders past and present to learn about the many committee and leadership positions open to you, along with the professional development gained in these roles. In this session, you will also learn the benefits of professional relationships and how to enhance your job performance while expanding your sphere of influence. See you in June! ★

College Counseling for High Ability and Gifted Students

By Sandra J. Eller- College Admissions Counselor, Private Practice- Licensed Psychologist- Adjunct member at the University of Rochester Medical Center

NYSACAC NEWSLETTER Spring 2010

A common misconception about gifted and talented students is that they are “purely advantaged” by their superior abilities, without any unique needs of their own. Seldom are high ability students seen as a “special needs group” in their own right, in need of extra challenges to stay motivated and focused in order to achieve their potential. With our society’s focus on bringing the struggling, underachieving student up to par, it is arguable that students with exceptional potential are often underserved. The data supporting this contention goes even further, alleging that the United States lags behind nations with fewer financial resources precisely because Americans fail to foster and encourage their most precious resource: the talented student.

Seasoned counselors, most of whom recognize the intellectual needs of the gifted, often overlook important emotional differences that distinguish this group of students from their peers. High ability students are often more intense and sensitive emotionally, with this “normal” difference often pathologized as “high strung” or “oversensitive.” Yet, it is these exquisite emotional intensities and sensitivities, in addition to high intellect, which further and importantly differentiate gifted students from their peers.

Just as high ability students have a need for challenge and a sense of learning excitement in the classroom, so too do they often need special guidance when navigating the often-complex college selection and admission process. It is the job of the college admissions counselor serving this special population to ensure a great “fit” between student and institution. While this is, of course, the goal of college placement for ALL students, the special emotional intensities of these students make such a fit all the more imperative and sometimes challenging to achieve. With high intellectual ability often outstripping emotional maturity, preparing our most able students for an excellent adjustment to college is as important as helping them find the right place to attend school upon high school graduation. This is true for both high-achieving and under-achieving gifted pupils.

I am very excited to have the opportunity to discuss the needs and placement considerations for these students at the upcoming NYSACAC Conference along with my colleague, Costas Solomou of the University of Rochester. We will offer strategies for helping talented high school and college students navigate the admissions and enrollment processes in positive, adaptive ways. I hope you will join us for an animated and lively discussion of this unique group of students! ★

The Common Application

By Scott Anderson- Director of Outreach, The Common Application, Inc.

In response to numerous requests from the counseling community, Common App is excited to return to NYSACAC's Annual Conference to present two workshops. The first will review changes to next year's application and is relevant for all counselors. The second will provide a detailed overview of our free Online School Forms system and will be helpful to any and all counselors who do not use Naviance. In this second year of its availability, over a quarter-million counselors and teachers have used the Online School Forms system to submit nearly 2.5 million school forms - a spectacular adoption rate for a brand new system. Feedback from counselors using the system has been overwhelmingly positive, due in no small part to the time and cost savings that come with online submission.

As of the 2010-11 admission cycle, nearly every SUNY offering four-year degrees will be members of The Common Application, as will every public flagship in New England and all eight Ivies, including New York's own Columbia and Cornell Universities. We hope you will join us to learn how to help your students use the Common App to apply to these - and all other - member institutions. ★



Request For Articles

The Newsletter Committee will soon be soliciting articles for the next newsletter. We hope to include several articles from Annual Conference attendees about their experiences and the knowledge they gained.

Throughout the conference, please consider keeping a journal to record your observations, thoughts, and ideas that you can later share with our members. Also, remember to bring your camera so that we can include photos! The Newsletter Committee would like to thank those who have submitted articles in the past and we hope that you and other members will continue to contribute in the future. Other examples of items to submit to the newsletter include announcements, innovations, event information and highlights, resources and tips, journal articles, and book reviews.

Email submissions to newsletter@nysacac.org.

Job Board

Position Openings

The University of Vermont's Office of Admissions is seeking an Assistant Director for Diversity and Partnerships. This position is responsible for three primary areas in the Office of Admissions: program management of the three NYC partnership school activities, collaboration in the development and execution of recruitment efforts for ALANA (African, Latino(a), Asian, and Native American) and Bi/Multiracial students and management of a geographic recruitment territory.

Brooklyn College is looking for an Admissions Recruiter to be responsible for developing on and off campus recruitment activities and providing counseling services for undergraduate and graduate students. This position requires evening and weekend hours and the ability to travel and work flexible hours.

Sarah Lawrence College, a small co-educational liberal arts college located 15 miles from New York City, characterized by a tradition of innovation in education, seeks candidates for the following position: Admission Counselor/Assistant Director of Admission. Primary responsibility will include the management of a recruitment territory: substantial travel to high schools and college fairs, group presentations, interviewing, correspondence with students and counselors, and application review. Involvement in other programs and projects is expected, based on the experience and interest of the individual selected, as is full participation in planning, implementing and evaluating the general activities of the admission office.

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.

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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.



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