

Spring 2019

# LINK

FOR COUNSELORS

[www.linkforcounselors.com](http://www.linkforcounselors.com)

*Helping counselors  
prepare students for  
life after high school.*

**Preparing for  
College Orientation**

**EXPLORING TEEN SUICIDE**

**Is Your Counseling  
Office Trending?**



lynn.edu/visit

If you're defiantly optimistic

you're

**LYNN**

**We have a different way of doing things.** Three-year bachelor's degrees. iPad®-powered learning. Dialogues instead of lectures. We come from everywhere and believe we can do anything. We're Lynn. And if your students are defiantly optimistic like us, they're Lynn, too.

We invite you and your students to schedule a personalized campus experience today.

+1 561-237-7900 | [lynn.edu/visit](http://lynn.edu/visit)

iPad is a registered trademark of Apple Inc. Lynn University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status or retirement status in its activities and programs. In accordance with Title IX of the Education Amendments of 1972, Lynn University does not discriminate on the basis of sex. Inquiries concerning the application of the non-discrimination policy may be directed to the University Compliance Officer/Title IX Coordinator at 3601 N. Military Trail, Boca Raton, FL 33431; via email at [titleixcoordinator@lynn.edu](mailto:titleixcoordinator@lynn.edu); by phone at +1 561-237-7727 or to the U.S. Dept. of Education OCR. Lynn University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call +1 404-679-4500 for questions about the accreditation of Lynn University. © 2019 Lynn University



# Make your mark at UHV and in your life

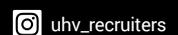
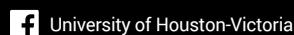
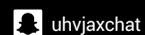
The University of Houston-Victoria in Victoria, Texas, has offered students a quality education at an affordable price since 1973. Learn more now about UHV:

-  **Affordability** – Significant savings compared with other major state universities with \$37 million in financial aid awarded annually.
-  **Convenience** – A welcoming university town of 65,000 just two hours from Austin, Houston, San Antonio and Corpus Christi.
-  **Quality** – Popular degrees in digital gaming, kinesiology, teaching and marketing from a university holding top accreditations.
-  **Student Life** – Exciting events such as Homecoming and Alternative Spring Break with opportunities to join a student organization or start a new one.

For more information, contact us at [recruitment@uhv.edu](mailto:recruitment@uhv.edu) or 877-970-4848, ext. 4110.



BeAJag.uhv.edu |





*They work hard.  
We open doors.*

*Opportunity for all students.*

**Our society is strengthened** by leaders who have diverse perspectives and backgrounds. At UC Davis, we have people and innovative programs in place to help all students succeed — from grade school to beyond graduation. From those opportunities come great new leaders. We're building the future together, one Aggie at a time. Learn more at [21stcentury.ucdavis.edu](https://21stcentury.ucdavis.edu). **UC DAVIS**



**TOP-TIER  
UNIVERSITY  
NORTH  
REGION**

*U.S. News & World Report*

2015-2016

## **Carpe Diem.** Seize the Day.

A Mercyhurst University education is about studying what you love—and then applying what you learn. In more than 50 undergraduate majors, you'll discover opportunities for experiential learning and interdisciplinary collaboration. These experiences ensure you're equipped with the critical skills and intellectual agility to thrive in whatever career or adventure your future holds.



# MERCYHURST UNIVERSITY

*like. tweet. follow. snap.*



/HurstU



@MercyhurstU



@MercyhurstU



MercyhurstU

[mercyhurst.edu](http://mercyhurst.edu)

## SPRING 2019 CONTENTS

### COUNSELOR DEVELOPMENT

#### 11 Working with School Administrators

*By Jim Patterson*

#### 15 Preparing for College Orientation: A Guide for Counselors

*By Elizabeth Drucker*

#### 17 Looks Matter

High school graduating classes look different, and that's not changing soon.

*By Jim Patterson*

#### 22 AGUILA Youth Leadership Institute

*By Rosemary Ybarra-Hernandez*

#### 28 Ready to Launch

Helping Students Thrive in College and Beyond

*By Victoria Turner Turco, JD*

#### 44 Helping Third Culture Kids Successfully Transition to College

*By Dr. Shanell Leggins*

#### 47 Is Your Counseling Office Trending

Tips on How School Counselors Can Use Technology to Up Their Game!

*By Christy Conley*

#### 49 Student Feedback

Your Program's Greatest Untapped Resource

*By Caitlin Neal-Jones*

#### 53 Exploring Teen Suicide

*By Dawn Marie Barhyte*

#### 56 Counseling Has Value

*By Jim Paterson*

#### 67 Summer Planning: How to Make it Count

*By Elizabeth Drucker*



### TEST PREP



#### 34 Get It Right and Keep the Peace

An Approach to College Essay Coaching That Works Like Magic

*By Kim Lifton*

#### 40 Social Media Testing

The Benefits and the Perils

*By Evan Wessler*

### FINANCIAL AID

#### 65 Scholarship Watch



## CAREERS TO CONSIDER

**37 Cyber Careers**  
*By John Johnson*

**60 Data Science: An Emerging New Field with Major Potential**  
*By Prairie D. Smallwood*



## INTERVIEW

### 25 No Dream Crushers Allowed



**Having a realistic back-up plan helps students keep their dreams alive.**

*By Connie Voss*

## IN EACH ISSUE

**8 Publisher's Letter**

**63 Counselor's Calendar**

**70 College Night Handout**

**73 Profiles**

**82 Ad Index**

## SUMMER OPPORTUNITIES

For more than 30 years, Landmark College has provided opportunities for students with learning differences (such as dyslexia, ADHD, and autism) to identify their strengths and develop strategies for academic success.

- **High School Summer Programs** for rising juniors and seniors
- **Transition to College Program** for recent high school graduates
- **Summer Session for Visiting College Students**
- **Intensive Workshop** for new college students (Berkeley, California)
- **Preparing Students for College Success** for high school students (Denver, Colorado) 

Visit [landmark.edu/summer](http://landmark.edu/summer) to learn more.

**LANDMARK COLLEGE**

The College of Choice for Students Who Learn Differently

# LINK

FOR COUNSELORS  
www.linkforcounselors.com



SPRING 2019  
Volume 4 | Issue 2

**Publisher**

Jason Bullock, CBC  
Jason@linkforcounselors.com

**Vice President, Production**

Amanda Holloway

**Circulation Director**

Lauren Bullock

**Vice President, Sales**

Theresa Oschmann  
Theresa@linkforcounselors.com

**Contributing Writers:** Dawn Marie Barhyte, Christy Conley, Elizabeth Drucker, John Johnson, Dr. Shanell Leggins, Kim Lifton, Caitlin Neal-Jones, Jim Paterson, Prairie Smallwood, Victoria Turner Turco, Connie Voss, Evan Wessler, Rosemary Ybarra-Hernandez

Cover photography: Stock Unlimited

For questions, comments or advertising information, please contact us at:

**Bullock Publishing Associates, Inc.**

1940 Fountain View Drive #514

Houston, TX 77057

(713)974-0911

Email: jason@linkforcounselors.com

All rights reserved. Material in this publication may not be reproduced in any form without permission. Copying, reproduction or transmittal of this publication by any means is strictly prohibited without permission of the publisher. The publisher reserves the right to edit or omit all materials submitted for publication, including advertisements, article submissions and event listings. Although this publication is thoroughly edited, the publisher is not liable for any damages due to editing, changes, cancellations, errors, and omissions. All work submitted for publication is assumed to be provider's original work, and the publisher accepts no liability as a result of publishing such works.



Dear Counselor:

The Spring 2019 issue in your hands is hot off the press. We get asked all the time how we pick the articles and topics for each issue. We conduct a couple of surveys each year to gauge what topics are of high interest and then seek out authors who are experts on those subjects. Most of our articles are authored by your cohorts, Counselors or former Counselors, who want to share their knowledge with a large audience of their peers.

With this issue we have completed our 4th school year cycle of publishing this magazine and with every issue we try to improve on our content and coverage. Some of the topics covered in this issue are:

AGUILA Youth Leadership Institute, written by the founder of the program. This is a nationally recognized college access program in it's 15th year.

The topic of Teen Suicide which has become a national crisis for teens. What do you look for? What are key signs? We cover it in this article.

A great interview with a Counselor, Jason Corey, in Collinsville, IL. We are always looking for great interview subjects so feel free to contact us if you know someone that would make a worthy interview subject.

Ready to Launch: Helping Students Thrive In College and Beyond has some great information from Victoria Turner Turco, JD the founder of Turner Educational Advising on some tips than can help your students become more self-sufficient and prepare them for the future.

Student Feedback: Your Program's Greatest Untapped Resource is written by Caitlin Neal-Jones a Counselor in Lafayette, Louisiana who outlines how students can give you great feedback that can help determine what is working (and what is not) and how to create a survey program of your students that will give you valuable feedback over time.

Is your Counseling Office Trending? Provides great content from Christy Conley, a Counselor in Georgia with helpful information on how Counselors can use technology to up their game.

There are many more informative articles in this issue as well. Hope you enjoy! Thanks again and look for our next issue in October, 2019.

Sincerely,

Jason Bullock, CBC  
Publisher, LINK for Counselors  
Jason@linkforcounselors.com

MONEY magazine says Touro's NYSCAS is #1.  
So do our students.



Nadine S. | B.S. NYSCAS '18  
Future Market Research Analyst



Your path to success starts at New York School of Career & Applied Studies (NYSCAS). Students like Nadine choose from more than 45 associate's and bachelor's degree programs at seven convenient locations throughout the metro area. **Choose NYSCAS. A division of Touro College.**

1.877.338.4899 | [NYSCAS.TOURO.EDU](https://www.nyscas.touro.edu)



**NEW YORK SCHOOL OF  
CAREER & APPLIED STUDIES**  
A DIVISION OF TOURO COLLEGE

*Where Knowledge and Values Meet*

Touro is an equal opportunity institution. For Touro's complete Non-Discrimination Statement, visit [www.touro.edu](http://www.touro.edu) \*Touro College was named #1 in the Value-added all star category. MONEY is a registered trademark of Time Inc. and is used under license. From MONEY Magazine, ©2017 Time Inc. Used under license. MONEY and Time Inc. are not affiliated with, and do not endorse products or services of Touro College.

# A CATHOLIC UNIVERSITY WITH OVER A **90-YEAR SUCCESS RECORD**



- A University built on Catholic Tradition
- Generous scholarships and financial aid packages available, ensuring a high-quality education is within everyone's reach
- Our faculty experts provide real-world experience and lead you to internships that prepare you to become a professional in the field
- Over 100 academic programs, including online and traditional Associate, Bachelor's, Master's and Doctoral degree options mean countless possibilities
- Small class sizes with 13:1 student-to-faculty ratio
- Located in Erie, Pa., Gannon offers small-town friendliness with big-city attractions



*Believe in the possibilities.*

FIND OUT MORE



**CALL** | 1-800-GANNON-U



**ONLINE** | [gannon.edu/admissions](http://gannon.edu/admissions)

# Working with School Administrators

by Jim Paterson



Counselors often can keep a low profile – busily working on schedules and paperwork or quietly conferring with students. But at a time when every facet of education is undergoing scrutiny and change, experts say it improves their effectiveness and their standing if they take on a leadership role and are more active and visible.

And, research shows it often pays dividends for them to more intentionally build a strong relationship with school administrators. “It’s time for school counselors to join forces with the administration and assume and exert leadership within their schools and communities,” says Carolyn Stone a professor of counselor education at North Florida University who has studied and written about the issue.

Stone says closer collaboration between counselors and principals has a variety of benefits to each of them by valuing and utilizing the counselor’s role in the school. She says counselors should be seeking out those opportunities and working on strategies to help them materialize. “It’s not a time to just be complaining about student-to-counselor ratios,” she says.

Terri Tchorzynski, a counselor in Marshall, MI, and last year’s American School Counselor’s Association counselor of the year, agrees and says rather than just put forward a message about their agenda, they have to make the case that they will strengthen the principal and the school.

“School counselors must learn how to speak ‘administrative language,’” she says. “They must be able to articulate how their role impacts student success in all areas - academics, behavior and attendance. Once administrators begin to understand how the school counselor can help support school improvement goals and play a

key role in positive student outcomes, then their position as a leader within the building becomes more apparent.



## BAKING IT IN

Tchorzynski says when counseling departments build their plans for the year they should “develop goals that align with the goals of the school and district”.

“Once that alignment occurs, collaboration can happen between teachers, administrators, and counselors - and that is when you know the counseling department is truly integrated into the educational framework of the building. When counselors don’t align their goals with the building they tend to feel isolated and their program develops in a silo.”

Stone recommends that counseling departments develop three goals for the year related to their mandate, but crafted to also align with the goals of the principal. “They should use data in key areas such as student achievement, discipline issues and absenteeism, consult with the principal and then establish their plan with all of that in mind,” she says, while maintaining their important

responsibilities. Then, she notes, counselors should make sure that the administration, staff, and parents know the department’s priorities and, importantly, how they are planning to reach goals and then how they have achieved them.

## TAKING THE LEAD

In a report calling for principals and counselors to “become partners in support for educational achievement”, Stone says there are a number of reasons why improved relations between counselors and administrators are important – and why counselors should play a key role in school leadership.

“Many counselors don’t see themselves as educational leaders, but they have real opportunities in this regard,” she says. “They are in a unique position to see where the school functions well and not so well, and may have a different, important perspective. They get to see what the staff, students, and parents feel should be the priorities – big ones and small ones. And they

can communicate this to the administration.”

She says they relate to students, staff and parents in a different manner than administrators and their training also makes them more aware of problems or undercurrents that might not be immediately evident to principals. Their background as “human relations experts” can pay off for principals who are concerned about school climate, an increasingly important issue in education, she notes.

Mel Riddile, an educational consultant and former National Association of Secondary School Principals’ principal of the year, who has been an advocate for better relations between the two, says current school structures using teams provides opportunities for counselors to be involved – because their work, much like administrators, touches on many aspects of the school.

He says they have an important perspective on scheduling, understand student personal and academic needs and parent concerns, know how the class structure is working in schools and about



**UTICA**  
COLLEGE  
*Never stand still*

**Discover the exceptional value of a Utica College education.**

Since resetting the cost of tuition in 2016, Utica College has the best private college value among peer institutions in the Northeast. At less than \$21,000 per year *before* financial aid, a Utica College education is an incredible value for students and families.

**We offer:**

- 16 of the top 22 most desired majors – 38 majors in all
- Career-focused blend of liberal and professional studies
- World-class faculty
- Advanced facilities and technologies
- Real-world learning opportunities
- Highly personalized instruction

**11:1 Student to Faculty Ratio**

**94% of UC Students Receive Financial Aid**

[Learn more about UC. Contact us today.](#)

**utica.edu**

the effectiveness of the instruction. They know how much individual students can be challenged – and which ones need specialized support, and generally can see where the academics of a school need bolstering. They can be key players in the important work of developing a master schedule.

Counselors also can support teachers in a number of ways, which plays well with school administrators for whom personnel matters are nettlesome. They can help the work of teachers become more satisfying by assisting struggling or misbehaving students and they can give teachers feedback– especially those who are having difficulty – and they can even provide appropriate personal support. “When counselors help the staff in the school it helps principals, and they see it,” Stone says.

## STUDENT-CENTERED WORK

Riddile also recommends that where one doesn’t exist, counselors should advocate for a “student

services team” that “addresses academic, medical, behavioral, and emotional problems of individual students, as well as other concerns, such as attendance, that interfere with a student’s academic success”. If a counselor takes responsibility for such a team it becomes a vehicle for an administrator to systematically address



student issues, which, as they work through various problems in their busy and disruptive day, they often don’t find time to do. He also feels counselors should more often drive the development of education plans for each student with input from others, which can then be updated each year and guide the school’s efforts with them.

**A National Leader in Producing  
Degrees for Hispanics**  
– Diverse: Issues in Higher Education

**10th Cheapest College in  
Texas by In-state Tuition**  
– CollegeCalc.org





# Forever Javelinas

Texas A&M University–Kingsville is more than a school. It is a source of PRIDE with Nationally Ranked Degree Programs, Superior Faculty and Research Centers of Excellence.

JOIN US
[WWW.TAMUK.EDU](http://WWW.TAMUK.EDU)
[facebook.com/javelinas](https://facebook.com/javelinas)
[@JavelinaNation](https://twitter.com/JavelinaNation)

## TEXAS A&M UNIVERSITY KINGSVILLE®

Jill Cook, assistant director of the American School Counselors Association, says her organization has worked specifically on the issue of counselor-principal relationships alongside The College Board and the National Association of Secondary School Principals, developing several resources available on an ASCA School Counselor-Principal Relationship resource page.

They include a “Finding a Way” guide that gives real-life examples of ways counselors have worked effectively with principals, and a survey of principals about counselor relationships.

In addition, a toolkit for a counselor/principal relationship that has been developed by the three groups is also available as is an Annual Agreement Template that can be used by counselors to develop a department plan and communicate it to principals.

She also notes it is important that principals understand a counselor’s role, and suggests they provide them with information that spells out their responsibilities. Administrators should know how a counseling office should work, and that they should not be handed duties that aren’t appropriate, she says.

“School counselors are uniquely qualified to address all students’ academic, career and social/emotional development needs,” she says. “Principals should understand that is an important work.”

Along with all of this, counselors should make sure they have regular time to meet with the administration – and that there are effective methods of communications. “Working as a team, counselors and principals can ensure that the school is responsive to student, parent, and teacher needs, and that the school has the capacity to link students’ current academic preparation to their future goals,” he says.

Counselors also can help individual students in two important ways, says Stone, besides the expected socio-emotional guidance: academically (using various supports such as arranging tutoring,

parent meetings or plans with accommodations) and in college and career readiness, which ASCA says should be a key part of their work.

“When administrators know counselors are working in these key areas to support individual students that build the counselors influence,” Stone says. “Those are the sort of concerns a principal has, and counselors should be certain to show principals what they are doing in that regard.”



*Jim Paterson has written broadly on career exploration, academic success and other education-related topics for several national and trade publications. He was a school counselor and was formerly named “Counselor of the Year” in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*

# PREPARING FOR COLLEGE ORIENTATION: A GUIDE FOR COUNSELORS

*By Elizabeth Drucker*

As a high school counselor, your job doesn't end just because your students don their caps and gowns and move on to college. You have spent four years with these students and have a unique role in ensuring that their transitions to college go as smoothly as possible. Since you have been assisting your students in planning their course schedules over the years, you have the ability to predict which courses students will be successful in and how they should craft their schedules during registration. The first semester of college is like no other time in the course of a college student's academic career. There are many things that you can do to assist your students in handling the academic and social spheres of college. You also know what your students are interested in learning about and can help them navigate the course schedule before they even arrive at college orientation. While the academic advisor in the student's major will eventually take over in counseling your students on which courses they should choose, you can act as a bridge between high school and the beginning of college.

Some students feel like they need to try everything the moment they arrive at their college orientations. College course catalogs can be overwhelming and your students often go in blindly without knowing which classes they might be most successful in. Orientation has many activities that allow your students to get involved in their own educations and college experiences. Because they are not used to college academics, it is best to advise your students to start out slow. Matthew Hendricks, the Senior Associate Director of College Programming at the University of Chicago explains that students should make themselves aware of the graduation requirements and that the first year should be focused on the general education course selections.



He also explains that general education courses are so important because they “teach or reinforce important skills that are necessary for future coursework, such as reading, writing at a college level, research skills, and critical thinking skills.” It would be a mistake to jump right into higher-level courses in an academic discipline. General education classes cover a wide range of majors, so it would be helpful to select one in areas of interest to the student. As a counselor, you can initiate a conversation with your students about how they feel regarding possible majors.

Hendricks says that just because they are considered foundational” does not mean that they are blow off classes. It is important to make your high school students understand that every course they take in college offers some sort of skill in an academic discipline or an ability to build important quantitative skills. For example, Colleges offer courses in academic departments that your students probably have little to no experience in. For students who have superior verbal skills, you might recommend courses in subjects like linguistics. For mathematically oriented students,

you might suggest engineering or computer science courses. You can make sure your students know that at most colleges there is something for everyone and that they can select classes that truly excite them.

Orientation is an experience at the beginning of college that can last from a few days to a week. Mr. Hendricks also suggests that for your students to get something out of orientation, it is important to participate in all of the activities. When students maintain a dismissive attitude towards orientation, they are “not only missing out on information, they are missing out on opportunities to meet other students.” Many student organizations begin to recruit members at orientation and every college

There are many things that new college students should learn during their orientations. For example, they need to understand the academic structure. They won't have a counselor that does everything you have helped them with once they get to their college. More likely, your students will be assigned an academic advisor based on their major or the division of study that they are in. Academic advisors will partner with your students to help them select their courses and prepare for admission to professional schools like medical and law school. Hendricks also explains that it is important to make an effort to know where to go for help. He describes this help as: “tutoring or writing help...and where the health center is in case you get sick.” Orientation can help students



has a spectrum of things that new students can get involved in. College is clearly a novel experience for your students to learn and grow and it really does start on day one, at orientation. Most importantly, Hendricks explains that, “there is no do-over when it comes to orientation, so students really need to show and be ready to engage with all of the events and materials.”

As a counselor, you really need to work with students to better understand their interests. Maybe they have family pressure to pursue a medical profession, but actually like Art History. You have the unique opportunity to really get to know all the possible academic disciplines a student can explore. You could make that premedical student realize that in addition to the typical science courses, he or she can also find new interests in the Humanities and Social Sciences.

get to know the academic and structure of the college they have chosen and there is no substitute for this time before classes officially begin. When your students go to their college orientations, they also have the opportunity to meet other students who are starting college at the same time. These friendships are valuable and lay a foundation for future college experiences in and out of the classroom. Colleges also provide special events and activities for students to get to know each other and their peers. Students have an opportunity to use their college orientations to get to know their colleges, including where the library is and how to register for their classes.

The beginning of college can be an overwhelming experience for your students, and one of the best things you can do is to encourage them to explore academics prior to the day orientation begins, as well as counsel them to get involved from the get-go.



# LOOKS MATTER

High school graduating classes look different, and that's not changing soon.

By Jim Paterson

You're going to see significant changes in your students over the next decade, experts now say, and not just in the shoe styles and phone apps they prefer. They'll be more diverse – half coming from minority groups – and these non-traditional students may need more support, especially as an increasingly broader spectrum of them intends to go to college.

Those shifts and a decrease in the number of prospects have caused a ripple of concern in colleges that are already facing changes in attitudes about the value of their degrees and competition from other sources of training. Colleges are preparing for these prospects with different needs – and experts say high school counselors should be prepared for those changes too.

“The impact of the shifting demographics will vary widely by school and locale. And that should factor into how counselors equip themselves and help their students for success,” says Peace Bransberger, senior research analyst at the Western Interstate Commission for Higher Education (WICHE) and one of the authors of a recent study that points to these changes. “I would suggest that counselors

or high school principals get – and use – data that helps them comprehend the scope of change.” (see sidebar)

WICHE reports that the number of high school graduates will decline by nearly five percent by 2020, with schools in the south and west having slightly more students. The percentage of minority graduates will rise to about 50 percent by 2030, the study says.

Meanwhile, ACT has reported that the number of minority students taking its test dramatically increased from 2012-2016, with 44 percent more Hispanics and 23 percent more African American students participating. University of Pennsylvania President Amy Gutmann, a first generation citizen herself, says when she became president in 2004 one out of 20 students was first generation or low-income, and now one in eight is. More than 25 percent of Penn freshman are “high-financial-need” and that number is expected to grow.

Colleges and college admissions offices are preparing for these changes by revising recruitment practices, considering new ways to determine



## Looking for solutions?

- ▶ Some of the potential challenges are becoming more visible for a growing non-traditional, college-bound segment of high school graduates – but so are some solutions.
- ▶ The US Department of Education has acknowledged the potential problems arising with an increase in the number of minority and low income students applying to college, noting in a recent report that schools will have to “take steps to improve outreach and recruitment to a diverse array of students.” It recommends exposure to advanced classes, plenty of test preparation, help with paperwork (particularly FAFSA) and advising and support from peers.
- ▶ Rebecca Zwick, a senior researcher at Educational Testing Service and a professor emerita at the University of California, Santa Barbara, says having mentors provide assistance can be very helpful, along with bridge programs prior to the first year of school.
- ▶ Counselors may have to pay more attention to the course schedules of these students – to encourage them to take college preparatory courses and work to avoid remedial work, which is often discouraging and increases the expense. One study showed the primary reason for rejection by California schools was not taking required high school courses, she notes.
- ▶ “Counselors can help to provide students with an idea of what the college experience is like, either by arranging presentations by current college students or by scheduling visits to local campuses,” she says. “This can be especially important for students who have no friends or family members who have ever attended college.”
- ▶ Counselors should arrange to be part of events at elementary and middle schools to develop connections to parents and provide them with information early in the process. They may want to survey those parents or parents of freshman and sophomores about their knowledge and needs. It will also be important to get information from the students themselves early in their high school career.
- ▶ High school counselors also should perhaps restructure their college network every other year because their students’ qualifications are changing and potentially so are school requirements and goals, experts say, opening up more opportunity for some students for admissions or financial aid. Counselors also should become more familiar with college diversity offices.
- ▶ Finally, they should work hard to be aware of any bias they may have about certain groups, even in subtle ways. Reflection and getting feedback from colleagues or former students in surveys can help.



eligibility, stepping up efforts to help students find financial aid and providing more support for these students once they are on campus.

“They’ll need to be agile,” says Nathan Grawe, a professor of economics at Carleton University and the author of the new book *Demographics and the Demand for Higher Education*, which explores the future of higher education with a focus on new projections about patterns among prospects. “All of us are going to have to be open to change.”

High school counselors should be aware of how colleges may be adjusting, but also how to change their own approach, says Rebecca Zwick, a senior researcher at Educational Testing Service and a professor emerita at the University of California, Santa Barbara. (See sidebar) She notes it will mean schools will need well-trained counselors with enough time to work with students since families sometimes lack the experience, time and resources to help with the process. “All high school students need competent counselors who can inform them about college opportunities and advise them about college prep courses,” she says.

That comes as caseloads for counselors rise, now averaging about 350-1 and reaching 510 students per counselor in the largest schools, many of them having the highest need. And counselors in public schools report spending about half as much time on college advising as their counterparts in more affluent schools. About 20 percent of students don’t have counselors.

Amy Reitz, a general manager at Naviance developer Hobsons, who has studied the path of high school graduates in the future, says high school and college counselors will have to collaborate more closely. “Supporting underrepresented populations, and ensuring students find the right fit requires building a team with admissions counselors, high school counselors, students, and parents to support them through the process is key,” Reitz says.

Other research by the College Board has shown that collaboration is critical and that the problem is cyclical, with students who have the most information and resources being much more likely to use new information and resources when they are presented.

Angela Conley, a counselor specializing in helping non-traditional students with the Houston

## Looking down the road.

Peace Bransberger, senior research analyst at the Western Interstate Commission for Higher Education (WICHE) and one of the authors of a recent study on changes in demographics in education, says that high school counselors may have to collect their own data about the students who are coming their way – and plan for changes.

Here are some questions they can consider to get a head start:

- How different are the sixth graders than today’s seniors in terms of racial, ethnic and economic makeup?
- How different are first graders from sixth graders?
- Is there a notable increase or decrease in the numbers of students in five-year intervals?
- Are there notable changes in free and reduced price lunch eligibility?
- Has third grade assessment performance changed?
- What about the number of non-English speaking younger students?

Bransberger says interaction with younger students has multiple benefits for the students and the schools. “High school counselors and administrators can help themselves by seeking opportunities to interface with younger students to gather information about them and to expose them to college aspiration and exploration and to dispel misconceptions about college and work options,” she says. “They also can identify students who are top-performers in early grades and explicitly nurture their aspirations and enthusiasm for college, and get to know students’ real or perceived challenges and barriers to college early on.”

Independent School District, also notes that once they are accepted, students will still need support. She says attending college can be exciting, but also stressful and discouraging to these students. She recalls a student who received extensive support to attend college but was worried about leaving home without better assisting her family and nervous about attending a school where the students came from very different backgrounds. “She went through our two-year-long preparation classes for first generation students to attend top tier colleges. But when she received admission from a top liberal arts school asking her to take out one \$1,700 loan a year, she was confused and panicked.” She says a Boston Globe article about low income and immigrant students struggling to fit and succeed at Ivy League schools was very familiar to her, and a good description of the struggles these students sometimes face.

Meanwhile, the New York Times recently reported that students with lesser means often don't have enough food, particularly during spring break when school cafeterias close. It noted that recent George Washington University and California State

University surveys showed about 20 percent of first-generation college students said they were “food insecure” three or more times a week. The paper reported that students at state and community colleges face this most often, and that students struggle with a variety of financial and social issues other students don't ever consider.

Their parents have similar concerns to those of most, but often worry about safety and access even more, Conley notes, along with money and food. “My parents ask ‘What will my kid eat on weekends when other kids have meal plans if my son/daughter has a weekday only program?’”

*Jim Paterson has written broadly on career exploration, academic success and other education-related topics for several national and trade publications. He was a school counselor and was formerly named “Counselor of the Year” in Montgomery County, MD, a large Washington, DC- area district. He is currently a writer for many education publications and websites, based in Lewes, Delaware.*

# A Chance to Change the World

Students want to make a difference in the world, and the University of Evansville will give them the tools to do just that.

Changemakers at UE are making positive change by:

- Promoting alternative energy sources.
- Reducing infant mortality.
- Reducing bullying behaviors among children.

*At UE, we change the world –  
and we're looking for students to change it with us.*



UNIVERSITY OF  
EVANSVILLE®

#destinationUE

[www.evansville.edu/visit](http://www.evansville.edu/visit) ■ 1-833-BeAnAce ■ [admission@evansville.edu](mailto:admission@evansville.edu)

# GET A TRADE AND GET PAID

## ADVANCE YOUR CAREER WITH PROGRAMS LIKE:

- *Advanced Manufacturing*
- *CNC Machining*
- *Concrete Technology*
- *Diesel Mechanics*
- *Heavy Equipment Operator*
- *Construction Technology*
- *Welding Technology*
- *Agriculture*



*CAC's professional partnerships, convenience, and affordability make it easier than ever to pursue a Degree/Certificate. Get started today!*



**Central Arizona College**

For more information, contact Sandra Zires:  
520-494-5308 or [Sandra.LascherZires@CentralAZ.edu](mailto:Sandra.LascherZires@CentralAZ.edu)



**[www.CentralAZ.edu/engtech](http://www.CentralAZ.edu/engtech)**

# AGUILA Youth Leadership Institute

By Rosemary Ybarra-Hernandez

AGUILA Youth Leadership Institute is a nationally recognized college access program serving a growing number of youth and their families to help them achieve their dreams. “We are not a traditional college program. We teach our students how to navigate life in this fast-paced and often, confusing world,” says Rosemary Ybarra-Hernandez, CEO/Founder. AGUILA utilizes a carefully designed holistic approach contributing to academic, personal and professional success. Together with research and guidance provided by experts in many professional fields, AGUILA students are prepared to embark on a journey to become educated, articulate, intelligent, compassionate, ethical and thoughtful leaders.”

More than 20 years ago, the idea for AGUILA was born out of her experience in working with youth. Through her education and doctoral research in youth and violence, specifically with young gang members, she witnessed young people searching for a place to belong and to feel valued. Through interviews, she became a trusted confidant to young men who shared stories of disconnected



young boys who found that sense of belonging within the gang lifestyle. The gang became their family. Ybarra-Hernandez wanted to provide that same sense of belonging to students in a healthy and constructive environment, creating what she refers to as a “Gang of Good” and in 2004, her dream became a reality.

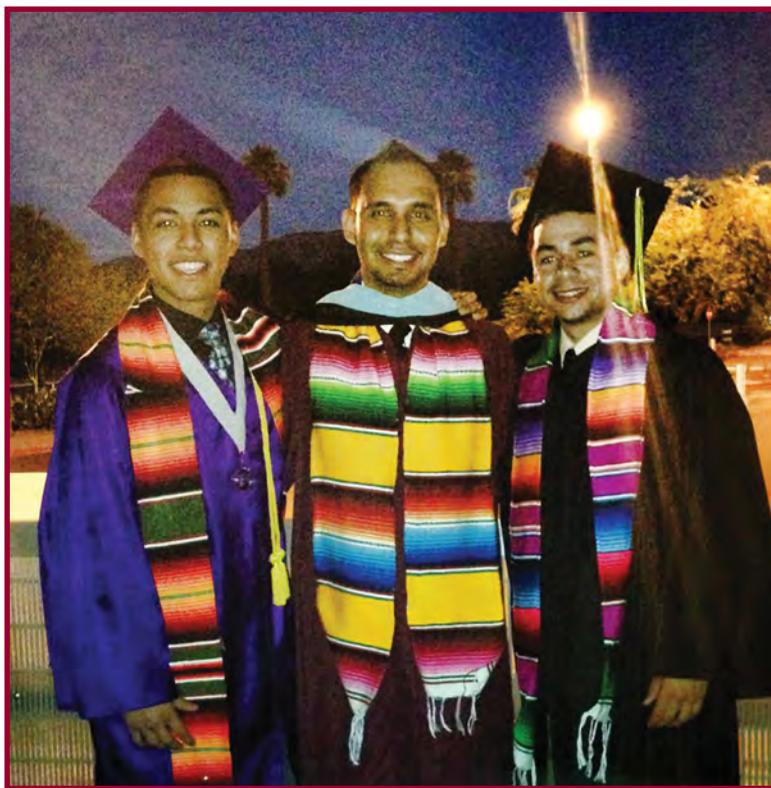
AGUILA Youth Leadership Institute, Inc. was the vehicle Ybarra-Hernandez designed and launched in 2004 as a nonprofit college access program preparing youth for high school, postsecondary, career and life success. Leveraging support from a broad network of peers and adult advisors, as well as year-round educational programming, AGUILA breaks down the financial and personal barriers that prevent high school students from



accessing postsecondary education providing them with skills needed to compete and succeed in the workforce and in life. AGUILA's intent is to increase postsecondary admission and graduation rates while providing experiences that contribute to a strong sense of self, a strong connection to cultural heritage, a commitment to positive and ethical leadership and commitment to the community.

Much more than a college preparation program, AGUILA reinforces values, traditions, and beliefs critical in the development of leaders to serve our communities. Within AGUILA's familial environment, students become inspired and motivated in creating and achieving personal,

to assist those who follow their lead. These young leaders go out into the world, become successful and return home to give back to their community. We need to invest in our students now; they are our future. They will turn this world upside down and right side up!" One such student, who participated in Teach for America after graduating from Gonzaga University, returned to work with Ybarra-Hernandez in the development of the AGUILA Academy for 8th grade students in preparation for high school to ensure greater access and success in college. Through her students, Ybarra-Hernandez is witnessing her dream become a reality as they return home and Pay it Forward through service to their communities. AGUILA's success continues to grow with an increase in educational partnerships



academic and career success. As a result, AGUILA students have graduated with more moving through a pipeline of more than 135 colleges and universities across the country. Students who have never left their zip codes have studied and graduated from highly selective schools with some interning or working at NASA, Wall Street Firms, Google, Microsoft, and Congress to name only a few.

Ybarra-Hernandez is witnessing the fruits of her labor with AGUILA college graduates who return

with high schools, Universities, and corporations who recognize the need and in their return of a valuable investment. The program has increased service to students enrolled in more than 80 high schools across the state with expanded services now to more than 600 8th grade students participating in the Academy. "Our phones ring non-stop and for the first time, we have had to create a 'Wait List,'" states Ybarra-Hernandez. "We have had to do this to provide the best service we can to our students. We believe that quality is greater than quantity. While we have been asked

about scaling our program, we are committed to ensuring a personalized approach with results in greater graduation rates and life success. It is one thing to get a student into college, it is quite another to ensure they graduate. This is precisely why our university partners appreciate our personalized approach and commitment in providing the students they can call Alumni.”

## How it Works

Middle school students can participate in AGUILA Academy provided at selected schools where an agreement is reached with districts who recognize the value of a comprehensive structure that prepares them for high school that will ensure college success. Sessions are held on the campus during school days to ensure all students have an opportunity to participate.

High school students can enter AGUILA Institute at any grade level in grades 9-12 during a specific recruitment period to mirror the college application process. It is preferable to enroll the high school students as early as possible to ensure they are receiving guidance at every level of their preparation. Students participate in a full day session held on college and university campuses featuring college preparation curriculum facilitated by degreed volunteers who are trained to deliver the “AGUILA Way”. Activities and guest speakers provide experiences to “connect the dots” for students that validate the need for preparation. The final session includes programming where students are divided by gender into ALMA for the young women and Men of Honor for the young men. Programming is carefully designed and includes participation in activities, speakers, film, and discussion.

Following the final session, students are provided opportunities to participate in AGUILA Pathways. These are specific courses that continue to assist students in discovering areas of interest. The Pre-Law Program was developed and is led by a Law Professor who is assisted by local attorneys, law students, and AGUILA Alumni. The Pre-Med Program was developed and is led by a local Pediatrician assisted by a Hospital Resident Doctor and AGUILA Alumni. The STEM program focuses on engineering and was developed and lead by professionals from Intel, a local utility company and AGUILA Alumni. Finally, the Social Entrepreneurship Program was developed

by an AGUILA Alumni with assistance from the University.

In addition, an exclusive AGUILA event, the Annual Summer Leadership Symposium features a three-night/four-day Symposium for rising Juniors and Seniors with workshops, activities, speakers, a talent show, dance, that creates a bonding between students and positive reinforcement of their desire to pursue a college degree.

Upon high school completion, students walk across two stages: their school graduation ceremony and the AGUILA Honors Convocation, which marks their Rite of Passage into college. After graduation, AGUILA continues to provide support through their college and career journey.

AGUILA Youth Leadership Institute is entering its 15th year of operation in developing a talented, educated and compassionate workforce. AGUILA is a validation of the words spoken by Margaret Mead, “Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.” AGUILA allows those who may be the poorest of heart to become the richest in desire - to seek, to learn, to achieve and to live a life of peace, purpose, and fulfillment.

*Rosemary Ybarra-Hernandez is CEO/Founder of the AGUILA Youth Leadership Institute. She can be reached at 602-518-0612 or by e-mail at Rosemary@aguilayouth.org.*



## No Dream Crushers Allowed

**Having a realistic back-up plan helps students keep their dreams alive.**

By *Connie Voss*

*When Karen Olsen, a counselor at Collinsville High School (CHS) in Collinsville IL, asked LINK for Counselors magazine to nominate her colleague Jason Corey for an award, our publisher had to decline since the publication doesn't currently offer a specific Counselor award. But we do publish interviews with counselors and Jason Corey sounded like someone with good information to impart.*

*According to Karen, Jason is "the unsung hero of our department always working behind the scenes helping with a variety of projects and always asking, 'what may I do to help?'" What follows is our interview with Jason who is just as upbeat and supportive as Karen had described.*

Jason Corey, age 36, has the right education for his job with a B.A. in psychology and M.A in school counseling. And, now he has 10 years of counseling under his belt as he enters the eleventh year of his profession. His first job as a counselor was at a very small school where he worked for one year before joining CHS. Going from a small school where he was the lone counselor to a school of nearly 2,000 students was quite a jolt. But his "whatever it takes to get it done" attitude works hand in glove with his organizational skills. He said, "Being part of our four-person counseling

staff in coordination with our teachers and school administrators along with IT and social workers helps keep the 500 students-per-counselor caseload from getting offtrack or off-schedule."

### No child left behind...

The team has developed a process that makes certain each student receives regular communication and in-person counseling throughout their four-years at CHS. Freshmen receive introductory information regarding the importance of academics and are encouraged to begin goal setting and a plan of achievement. They also undergo ninth-level testing and PSAT assessments.

As they progress from their freshmen to their junior years, the goals and plans are solidified as strengths and weaknesses are identified. Jason explained, "We stress that high school is not the end of a person's education but it is the beginning. And we help students explore the many careerpaths and educational options available regardless of their family history, monetary means or personal imperfections. We do not want to crush dreams, however, young people often have unrealistic ideals. We help them discover all areas of interest since not everyone can be an engineer or a professional athlete and not every family can afford higher education expenses. We will point

out the class sequence for a particular area of study and offer alternatives or areas that need improvement. The idea is to encourage students in a practical way so they have a back-up plan that works for each as an individual.”

The school must be on to something because approximately 47% of their students go on to four year universities and another 37% enter two-year colleges, trade schools, or union apprenticeship programs with about 5% joining the U.S. military. Collinsville is closer to St. Louis, Missouri than it is to Chicago, Illinois. The town proper has about 25,000 residents and, besides being home to the World’s Largest Catsup Bottle, it also has a tight-knit school district (pre k-12) including a vocational school; all are in close communication with each other.

### Stepping up to the plate...

Jason said he and the CHS staff and faculty lean on one another to make the educational process meaningful and productive. When one person needs assistance, there is always someone else to step in and help.

Jason is a part of the district’s emergency response team that assists when someone on the staff or a student is seriously harmed or dies. Jason lamented, “A trauma can affect anyone regardless of age. We like to be on-hand to assist in any way we can by empathizing, understanding and, in some cases, offer advice or referrals to specialized counseling.”

Camaraderie among the staff is also demonstrated during testing. All students are required to take standardized assessments during their school terms but what the nervous students don’t realize is that, in order to be standard, certain procedures and protocols must be met. Jason does his part by being in charge of the ninth grade PSAT testing where he trains teachers, organizes the logistics, secures and facilitates all issues on test day.

Another key role he provides is collaborating with organizations across the state. Jason arranges for classroom visits at the different grade levels. He explained, “Visits from military and college representatives are pertinent to decision-making because they impart the most current and firsthand career information.” This year he organized at least five on-site visits from college and university representatives. Through this program, the admissions personnel can often save students thousands of dollars in application fees.

### Making a difference...

So what advice would Jason offer a student wanting to become a high school counselor? He said, “You must understand that this job is ever-changing. You may have a ‘to-do’ list but then something comes up and the list transitions to the next day’s ‘to-do’ list. You must learn to set aside your list



Left to Right: Mrs. Carla Elliff, Mrs. Karen Olsen, Mr. Jason Corey, Mrs. Renee Kurtz, Mr. TaRael Kee

making and tasks-at-hand and first tend to the urgent and unexpected. You can then return to your list. The main thing is to help get whatever crops up done, and then tackle the next thing.”

He also advised, “Remember that your happiest moments will be in helping a student feel like they can do it, they can go for it and they can afford it. Helping students, whose parents have never before even graduated from high school, go on to a higher educational level is heartwarming. To help kids break a cycle of poverty is extremely rewarding. It is equally rewarding to assist a student in getting a great scholarship such as a full ride to Brown University or the University of Chicago. I think our main goal is to help students say, ‘I can do it.’ Whatever that ‘I can do it’ means to them.” He added, “Although it seems your work is never done, just know that you are making a difference.”

Does Jason ever call on outside sources to help him chill out? He said, “It is important to draw upon outside sources to calm your mind and simply relax. I bike a lot and enjoy spending time with my family. I try not to take work home with me. I reached out for guidance when I was first

beginning my career. It helped a great deal and I’ve never forgotten that so I try and help others when they feel overwhelmed, overloaded, or just need to talk something through.”

The overriding goal of the Collinsville High School counseling staff is to help students celebrate their accomplishments while getting a quality education without destroying dreams. “Can do” is taught by example and “can’t do” is simply not part of their culture.

*Connie Voss has been writing professionally for over 40 years. Her body of work includes a wide range of technical articles and human interest stories. She researched and wrote St. Thomas High School in the 20th Century an account of the first 100 years of a well-known Houston, Texas boys’ school. She writes a monthly column on advertising*



 TEXAS A&M UNIVERSITY  
CORPUS CHRISTI

SEEKING FUTURE  
**EDUCATORS**

**MAKE THIS YOUR ISLAND UNIVERSITY**  
With exemplary programs recognized by the National Council on Teacher Quality and an on-campus dual-language laboratory elementary school, you'll quickly learn why TAMU-CC can best prepare you to serve the educational needs of the global community.

**Discover** a vibrant student experience in a diverse educational environment.  
**Connect** with a faculty dedicated to innovation and student success.  
**Explore** life on a modern, island campus set in a supportive coastal community.

**Start your future today at [tamucc.edu](http://tamucc.edu)**

[tamucc.edu](http://tamucc.edu)

## READY TO LAUNCH: Helping Students Thrive in College and Beyond



*“There are two things children should get from their parents: roots and wings”  
- Johann Wolfgang von Goethe*

*By Victoria Turner Turco, JD*

“We’re applying to 12 schools in this application cycle and we’re getting worried about the essays” an anxious mother says as she sips her latte. I sigh, as this isn’t the first time I’ve heard this refrain, and I know it’s time to gently have the talk. “We’re not applying to 12 schools” I reply. “Amy is.”

Amy, and the other students currently preparing to go to college are members of Generation Z. Gen Z is comprised of people born between 1995 and 2015, the oldest of whom were in kindergarten when 9-11 occurred. In *Generation Z Goes to College*, Corey Seemiller and Meghan Grace analyze what makes this population tick and how we can better interact with them. Gen Z is the most racially diverse population to date and the most open-minded on issues such as race, sexuality, and gender. Having grown up in the economic recession that began in 2008, they are more financially conservative than millennials and worry about career prospects and security (although they are not financially literate). Overall, they are not huge risk takers and are more realistic than optimistic. They are very reliant upon their parent, and tend to get in less trouble, in the aggregate, than other generations.<sup>1</sup>

Generation Z members are drawn to the GIG  
**28 LINK** for Counselors | [www.linkforcounselors.com](http://www.linkforcounselors.com)

economy and are concerned with fulfilling their destinies. While we search Google for information, Gen Zers search YouTube. They like to learn visually and would prefer to watch someone else doing something over reading instructions. Sadly, they are also plagued with anxiety and other mental health issues in unprecedented numbers.

So, how do we work with these students? And, since their parents effectively function as their co-pilots, how do we work with them as well?

In her incredibly important book, *How to Raise an Adult*, Julie Lythcott-Haims analyzes how overparenting harms children, as well as society at large, and offers suggestions on how to break free of the cycle. As the former dean of freshmen at Stanford University, Lythcott-Haims bore witness to the results of overparenting on the college level. While based in good intentions, the results are anything but, Lythcott-Haims observed “... by the time I stepped down as dean at Stanford in 2012 I had interacted not only with a tremendous number of parents but with students who seemed increasingly reliant upon their parents in ways that felt, simply, off ... What will become of young adults who look accomplished on paper but seem to have a hard time making their way in the

world without the constant involvement of their parents?”<sup>ii</sup>

So, how did it come to this? Lythcott-Haims points to several changes that began in the 1980s. Factors such as the heightened fear surrounding child abductions introduced the concept of “stranger danger” to the mainstream vernacular. Similarly, reports claiming that American children weren’t competing well against their global counterparts resulted in heightened parental scrutiny of school work and academic performance. A third factor was the self-esteem movement, and a fourth was the birth of the playdate. As Lythcott-Haims observed “once parents started scheduling play, they started observing play, which led to involving themselves in play ... The very nature of play – which is a foundational element in the life of a developing child – began to change.”<sup>iii</sup>

Before long, parents began scheduling all aspects of their children’s lives. They organized what musical instruments and sports their children would play, what hobbies they should have, what volunteer and extracurricular activities to participate in ... not to mention the homework!

Parental involvement in the academic performance of their children morphed into over participation in assignments, reports, and projects. We have all seen the 4th grade science project that was clearly done by a 40-year-old! These endless checklists and unceasing intervention make our kids accomplished. They also make them anxious, and to a certain degree, helpless.

This is far from an academic exercise for me, as I have witnessed it often while raising my own daughters (both Gen Zers), and I empathize with the parents out there who feel peer pressure to overparent just so their child doesn’t “fall behind.” I can still recall a time when my oldest daughter was cut from her middle school basketball team. That wasn’t surprising, as she wasn’t very good at basketball and she tried out for the team mainly because her friends were doing so and she didn’t want to be left out. What was surprising, however, was the phone call I received one evening from a concerned parent in her class. “What are you going to do about it?” she asked. Stunned, I replied that I wasn’t going to do anything. “Well ... are you sure?” the mother asked, a hint of judgment creeping into her voice. “Katie must be devastated and I know the coach. I can call him for you because this just isn’t fair.” I replied “Actually, it

is fair. Katie isn’t as strong of a player as some of the other girls, and the coach wasn’t picking on her by not picking her. She needs to learn that she can’t always win.” The phone call ended shortly afterwards and I imagine the other parent felt sorry for Katie, who drew the short straw by having such an unsupportive mother. I saw – and see – it differently. And, like Lythcott-Haims, I believe that the many years I spent advising other parents’ college students influenced the way I raised my own children, who are now college students themselves.

Lythcott-Haims calls these over-involved parents concierge parents, and I think the moniker fits perfectly. So adept are they at managing every aspect of their children’s lives that the children don’t adequately learn how to do it for themselves. She provides numerous examples of how this co-dependency does not stop when the child leaves for college. In one instance, she describes a mother who still calls her daughter, now a sophomore in college, every morning to wake her up for classes and to remind her of assignments and test dates.

When things go wrong for their children, Lythcott-Haims observes how these same parents go into enforcer mode. Interestingly, not only are they intervening on their children’s behalves at liberal arts colleges, they’ve been known to challenge the decisions of military personnel at West Point when their children are not selected for certain military-related activities!<sup>iv</sup>

Some of the things Lythcott-Haims believes a college student should be capable of doing include: talking to strangers; finding their way around unfamiliar places; managing homework assignments, workloads and deadlines; contributing to the running of a household; handling interpersonal problems; coping with ups and downs; managing money; and taking risks.<sup>v</sup>

We’ll discuss a few ways to help students gain these skills later in this article. Among the dangers of overparenting are mental health and self-esteem problems. Young adults who have had everything done for them often have less confidence that they can handle the activities of daily living than their less-coddled peers. This concern is well-founded, as they often lack the necessary life skills to handle everyday problems, disappointments, and setbacks.

Because of these missing life skills, these young adults often suffer in the workplace as well.

In the real world, parents cannot call their children's bosses to complain that Billy should have gotten that promotion, or Sally shouldn't have to work with that demanding client. Ironically, parents' extreme machinations to set their children up for success might actually result in ...failure.

One other possible negative side effect of overparenting, in my opinion, is self-centeredness and moral relativism. If a child is raised to believe it really is all about him or her, then how does that child effectively accept personal disappointment in the name of a greater good or concern?

Several years ago, in April, I received a call from a law school applicant whom I had never previously met. She asked for my help in getting released from an early decision contract with a law school.

It's important to note that this young woman was 22 years old at the time of this phone call. When I asked why she wanted to be released, she replied that she had been accepted to a higher ranked school. "So, you never withdrew your other applications when you were accepted early decision?" I asked. Nope. I continued "Did you understand at the time, meaning last November, that you were signing a binding contract that



required you to do so?” Yep. “Yet, it’s April, and you never withdrew your applications. Why didn’t you do so?” I asked. The student’s reply was unapologetic “I was covering my bases with my ED application because I never thought I’d actually be accepted to X institution. Now that I have been, it’s where I want to go.”

I politely, but firmly, explained that I was not going to help her, and that what she did had serious ethical, and potentially legal, implications. Upon hearing this, she began to cry and hung up the phone. Not five minutes later, my phone rang again. This time it was her father. “Ya know, you



just made my daughter cry. She’s very upset and we don’t understand why you can’t just help her figure out how to get out of this thing. Of course, anyone would want their child to go to the more prestigious school.” That particular interaction was distressing ... on so many levels.

If overparenting can predict future difficulties for a student, what can predict success? One thing is grit. Psychologist Angela Duckworth defines grit as “perseverance and passion for long-term goals” and says that it is a better predictor of success than IQ or talent because it allows people to hang in there when they face challenges and setbacks. The problem is that many young people today, for all of their accomplishments, are short on grit. This is due to a number of factors, to be certain, but overparenting is certainly a contributor. The good news, according to Duckworth, is that unlike IQ, you can actually raise your grit quotient. All of us who work with young people should be looking for ways to foster grittiness.

So, how can we foster grittiness and prepare students to thrive once they leave the nest? Here are several suggestions. First, let them stumble, fall, and sometimes even fail. We do not want to raise china dolls or teacups – things so fragile that they’ll chip unless handled with kid gloves.

Rather, we want to raise young adults who can weather the storms that life inevitably has in store for them. Grit researchers also posit that we should not praise people for things they cannot control, such as intelligence. Instead, we should praise them for things that they can, such as sticking with a long-term project or difficult task. We should also praise them for reflection and discernment, as this teaches them that learning – and life – are journeys rather than destinations.

This will help them become more realistic and hopefully encourage them to stay the course when things get rocky. As educators, albeit in different capacities, we should be on the lookout for ways to give the right sort of praise and to encourage reflection.

In *5 Research-Backed Ways to Increase Grit*, Eric Barker cites the research of Angela Duckworth and her colleagues and succinctly lays out five ways to become grittier. They are: do what interests you; practice, practice, practice; find purpose; have hope; and hang out with gritty people.<sup>vi</sup>

First, doing what interests you is common sense, because it's much harder to stick with something if you don't enjoy it. Second, the more you practice something, the better at it you'll become and the more you'll want to stick with it. Some experts have suggested turning practicing into a game. Third, finding purpose means you don't just do something you like, it means you do something you like because you believe it has worth to other people or things beyond yourself. Fourth, have hope – if you believe long and hard enough that things will get better when times are tough, they probably will. Finally, hang out with gritty people – you will grow and emulate their example. As we work with young people, we should do our very best to encourage them to pursue the areas of studies, extra-curricular activities, sports, hobbies, work and volunteer opportunities that interest them RATHER than what they (or their parents) think will look good. This is hard for some students because they have been programmed to a certain extent, so our active listening and advising skills are essential here. Emphasizing meaning will also appeal to Generation Z, so we should do so often.

In addition to grit, if students are more independent and resourceful they will handle the transition to college better. And, there are simple, practical ways that we can help them. While we do not live with the students we work with, we can

encourage parents to stop overparenting by pointing them to the growing body of research that outlines why it is harmful. One obvious place to start is by referencing *How to Raise an Adult*, as Lythcott-Haims' status as a former Stanford dean will not be lost on some of the parents obsessed with getting their children into top colleges. We can also provide practical suggestions, such as encouraging student participation in household chores. By the time my children were in high school, for example, they were responsible for their own laundry and had to help doing the dishes and taking out the trash. But that was just what worked in my house.

There is no shortage of tasks, so encourage parents to get creative! Perhaps it could be walking the dog, shuttling a little brother or sister to soccer, or running miscellaneous errands. We can also make students schedule their own appointments. When I work with clients, I inevitably have parents who want to schedule all of their children's appointments with me. They quite literally act like their children's personal assistants! I gently remind them that they will not (or at least, should not) be scheduling appointments with professors, advisors and staff when their student goes away to college, so this is excellent practice for the student. This can be a difficult habit for parents to break, as they are so used to performing the role of



concierge. Yet, I've seen that polite pushback on my end, in the form of requiring the student to call or email me, can yield small but significant successes. That's not to say that I do not welcome contact from parents. I do. But I apply a simple litmus test: is this something the child can or should be doing for him or herself? If so, I try and prevail upon the parent to let the child do it. Finally, we can extol the benefits of work. Many students today have not had a regular job, as they are so overwhelmed with sports, Model UN, band, and the like. But a job is an excellent way to gain invaluable life skills. It will teach a student the importance of being on time and meeting deadlines. It will require him or her to work with diverse and sometimes difficult constituents, and to manage competing tasks. It will also help him or her understand the value of a dollar, which isn't a bad life lesson either. While jobs might not be in the cards for all students, many parents and students avoid them because they're under the mistaken impression that colleges will be unimpressed with that job at the pizza parlor. This is categorically untrue. Encourage parents to ask admissions representatives this question directly at college information sessions if they remain unconvinced.

What are some other ways to help Generation Z become more resilient and better prepared to launch? One idea is to try a "flipped classroom" method of advising, as the research in *Generation Z Goes to College* suggests that this group of students responds better to an interactive rather than a lecture-based format. For example, instead of bringing students together and giving a presentation on the college admissions process, we could give them assignments in advance and have them research various aspects of the process. Then, when we bring them together we could engage in discussion groups about the process where they could offer what they learned and ask questions. In addition to research about application platforms, timelines, and testing requirements, we could insert some research about the importance of resourcefulness and independence in both college and career. Having them think about ways they can raise their own independence and resourcefulness quotients could potentially be interesting!

Generation Z is amazing in so many ways. To the extent that they are overly dependent upon their parents, we must remember that they are products of the way they were raised. As are we. We can work with them – and their parents – to build

some of the life skills that will foster success in college and beyond. Although we may want to do everything we possibly can to help our children, sometimes the best help we can offer is to take a step back. As Julie Lythcott-Haims wisely put it "ironically, our job as parents is to put ourselves out of a job."<sup>vii</sup>

*Victoria Turner Turco, JD is the founder and owner of Turner Educational Advising. She managed Georgetown University's pre-law and professional development programs for almost a decade. She also served on the University of Pennsylvania's alumni interview committee for more than 15 years. She has given more than 50 essay writing workshops, has presented extensively around the country on subjects pertaining to admissions advising, and has worked with several thousand students on application matters. She holds a law degree from Boston University School of Law and a BA from the University of Pennsylvania. She can be reached at Victoria@turnereducationaladvising.com, or by visiting her website at www.turnereducationaladvising.com*

<sup>i</sup> Seemiller, Corey, and Meghan Grace. *Generation Z Goes to College*. San Francisco, CA: Jossey-Bass, 2016.

<sup>ii</sup> Lythcott-Haims, Julie. *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*. New York: Saint Martins Griffin, 2016. p.6

<sup>iii</sup> Lythcott-Haims, Julie. *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*. New York: Saint Martins Griffin, 2016. p.4

<sup>iv</sup> Lythcott-Haims, Julie. *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*. New York: Saint Martins Griffin, 2016. p. 52

<sup>v</sup> Lythcott-Haims, Julie. *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*. New York: Saint Martins Griffin, 2016. pp 81-83

<sup>vi</sup> Barker, Eric. "5 Research-backed Ways to Increase Grit." *The Week - All You Need to Know about Everything That Matters*. May 16, 2016. Accessed November 19, 2018. <https://www.theweek.com/>.

<sup>vii</sup> Lythcott-Haims, Julie. *How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success*. New York: Saint Martins Griffin, 2016.

# Get it Right and Keep the Peace

## An Approach to College Essay Coaching That Works Like Magic

By Kim Lifton

It's spring, which means your rising seniors (Class of 2020) are about to start the final phase of their journey to college. After they take the SAT/ACT, subject tests, AP exams and finalize their college lists, they'll need to start writing those college essays and filling out the applications. It's likely they will have no idea just yet how daunting the essay can be.

No worries! There are a few things you can do now to change the way you approach the essay to help reduce your level of stress next fall, and also make the process less brutal on your college applicants. If you guide your students on the essay at the beginning of the process, you might get fewer students marching into your office before the first deadlines teary-eyed and nervous.

Our approach is student-centered and encouraging. We're sharing excerpts from our newest book, *How to Write an Effective College Application Essay*, the *Inside Scoop for Counselors* to help get you started:

### Let's Get Real

Despite your best intentions, it can be hard to manage the essay writing process for dozens or hundreds of students. Add to that all the other things you do on a daily basis as a counselor, and managing the college application essays can seem impossible.

Whatever you do, be clear in your expectations – of yourself and of your students. We understand there's a difference between what you can recommend, what you can request, and what you can require. For example, imagine you want students to do a better job selecting essay topics,

but you're not able to run a live workshop before the end of the school year. Here are three possible scenarios that illustrate the difference between recommending, requesting, and requiring.

All three scenarios begin with this: I've posted some background information about college essays, along with some writing exercises on the counseling center's web page.

- **Recommend:** I suggest reviewing these resources before you start writing.
- **Request:** Please show me your essay topic before you start writing. You can make an appointment any time between tomorrow and next Thursday to discuss your topic, or you can send it to me by email.
- **Require:** Please complete the writing exercises by Thursday. If you schedule an appointment to discuss your work, you'll need to send me the writing exercises ahead of time. This assignment is worth 10% of your final English grade. I will not be evaluating the topics; your English teacher and I have agreed that you get the points if you complete the assignment and you don't get the points if you don't.



Here are 6 typical scenarios and our suggested solutions. Always be clear about what you can recommend, what you can request and what you can require. With that in mind, decide what success looks like. Maybe you won't have a class full of perfect personal statements, but if a handful of students learn to reflect, you will have made great strides.

**1. Scenario: I don't get to talk to students about their essays before they start writing.**

**Solution:** Provide resources for students before they start writing. Include background on what a college essay is and why they are writing them. Consider sharing our top three writing activities: Finding Your Voice, Understand the Prompt and Brainstorm Ideas.

**2. Scenario: I introduce the essay in a kickoff session, but I don't guide students any further through the process.**

**Solution:** Use that session to make sure students understand what an essay is, why they are writing them, how to parse a prompt and how to make sure they've chosen an effective topic. Use our writing activities during the session or send them home for students to use on their own.

**3. Scenario: Students bring me essays in the fall. They are often off-base, but I don't have time to help them revise.**

**Solution:** Consider introducing the essay writing process earlier (either in class, in an assembly or through written resources) so students are more likely to start off on the right foot. Whether or not that is possible, use our review guidelines for early drafts. Think of yourself as a coach, not an editor. Make sure students have answered the prompt, and that their topics help them demonstrate something meaningful about themselves. While you can pose questions and make suggestions (e.g., What do you

## College Essay

# DO'S AND DON'T'S

## for Counselors

### Do

- Do help your students parse prompts; discuss what they mean and why colleges ask these questions.
- Do brainstorm ideas with your students.
- Do provide a brief overview of the essay's significance within the admission process. Use the word "opportunity" whenever possible. Talk about "effective" essays, not "good" or "well-written" essays.
- Do share a positive trait you see in your student to start a conversation.
- Do use Wow's Finding Your Voice free writing activity with students to help them recognize their writing voice. (You'll find the exercise on the web page that goes with their book.)
- Do stay positive and offer encouragement.

### Don't

- Don't tell students which prompt to select.
- Don't tell students which trait you think colleges prefer in prospective students.
- Don't tell students what to write, which topic you think will work best or which words to use.
- Don't say the essay does not matter, or that admission representatives don't read them.

mean by this? Tell me more.), it is not your job at this point to check for punctuation or tighten a flabby first paragraph. Spend 5-10 minutes per essay and move on. Any help you provide is better than none.

#### **4. Scenario: Students ask for help shortening or otherwise editing their essays. I don't feel qualified to do that.**

**Solution:** Think of yourself as a coach, not an editor. We tell our students to try their hand at revising or shortening the essay first. If we think they've cut something that needs to go back in, we'll let them know. It's important for students to make their own editorial decisions.

#### **5. Scenario: Our English teachers give students inaccurate advice.**

**Solution:** Encourage teachers to read this book. Share the resources as well.

#### **6. Scenario: Our English teachers assign college essays with no guidance. Students who receive A's on the assignment think their essays are ready to submit, but often they are off track.**

**Solution:** Be respectful but firm. If appropriate, engage administrators in this discussion. Point out that while teachers are experts in writing, you are the expert on the audience – admission officers. That audience is not looking for perfect prose. Help teachers understand that a gorgeous piece of writing can make a terrible application essay if it does not effectively convey something meaningful about the writer. If nothing else, ask teachers to grade this assignment pass/fail, rather than assigning a letter grade.

*Kim Lifton, recognized as one of 10 LinkedIn Top Voices in Education in 2018, is President of Wow Writing Workshop, a strategic communication and writing services company that understands the college application essay inside and out. The Wow Method has been used by students to write application essays and resumes; by business owners to create blogs, websites, and other communication materials; and by English teachers to improve student writing skills.*

*Kim is the co-author of 3 books and writes regularly for a variety of media outlets about college admission and the essay's role within it, and she speaks to high school, professional and*

*parent groups. Kim also spearheads Wow's business communications services. You can follow Kim on [LinkedIn.com/in/kimlifton/](https://www.linkedin.com/in/kimlifton/). If you have any specific essay questions, you can e-mail Kim at [kim@wowwritingworkshop.com](mailto:kim@wowwritingworkshop.com) or visit their website at [www.wowwritingworkshop.com](http://www.wowwritingworkshop.com).*

## **Essay Review Checklist for Counselors**

Use the checklist below to evaluate a traditional personal statement, such as the Common Application essay, the Coalition application, the University of California personal insight questions, ApplyTexas or any primary prompt from schools that use their own applications.

### **Content Review**

- Does the essay answer the prompt?
- Can you tell why the writer chose this topic?
- Is the essay about the student, or is it really about the place, person or experience featured in the essay?
- Does it illustrate a trait the student wants to share with colleges?
- Does it tell colleges something meaningful about the writer that is not clear from the rest of the application package?
- Does the essay sound like the person who wrote it?

### **Structure Review**

- Does the first paragraph make you want to keep reading?
- Does the essay move smoothly from beginning to end?

### **Polish Review**

- Does the essay use the same verb tense throughout?
- Has the writer avoided sentence fragments and run-on sentences?
- Is the punctuation correct and consistent?
- Is every word spelled correctly?
- Does the student feel confident and proud of the work?

# CYBER CAREERS



*By John Johnson*

The creation of the Internet has opened a world of possibilities for communication and the distribution of information. It has allowed for an unprecedented amount of coordination and research spread to every corner of the globe. The benefits can be seen with a wide variety of services available online, such as social media, search engines, e-commerce, and more. But ease of connection comes with an often overlooked price. As we connect more pieces of our lives to this enormous digital puzzle, we open ourselves up to losing control over who has access to our personal information. Cybercriminals constantly seek out new methods to steal identities, banking credentials, and personal information from victims who have little agency or ability to ensure the security of their sensitive online data. The threats to the U.S. loom even larger, as critical infrastructure connected to the Internet is a target with increasing surface area. There are no shortage of examples of devastating effects from such attacks. In early 2018, the Atlanta city government was taken hostage by ransomware which crippled most operations and prevented the execution of city services for five days. Last year in the UK, a targeted attack on hospitals severely hindered patient care while staff was unable to access medical records. An attack against Facebook compromised the information of 50 million users in September. And the list only continues to grow.

Luckily, members of the cybersecurity community have worked tirelessly to protect and mitigate the frequency of successful attacks. These experts perform a variety of tasks from implementing network security controls to protecting computer

systems, finding vulnerabilities, tracking criminals, responding to intrusions, and managing enterprise networks. There's just one problem: there aren't nearly enough of them. In 2015, there were an estimated 209,000 cybersecurity positions that went unfilled in the U.S. (Forbes), and 1 million worldwide (Cisco). Even more surprising is the fact that the number of unfulfilled positions is expected to increase to 1.5 million in 2019. Increasing demand has led to a dramatic rise in salaries; entry-level positions have reached an average salary of \$65,553 (payscale.com) and many positions now pay six figures. So now the question is: how do students enter this emerging career field?

The cybersecurity field can be a great fit for anyone interested in computer systems or programming. However, this is not a requirement, and may also be very appealing to anyone who just enjoys



creative problem solving, critical thinking, or crisis response. There are multiple specific tracks within the field to choose from, so students can find

something that aligns with their interests. Here are just a few of the most common careers:

**Security architects and system administrators** are the experts in network defense that design, implement, and monitor the security of a network. They are essential to the defense of an organization's computer systems. Students interested in design or creative thinking may enjoy this particular branch. It requires being vigilant and constant learning to keep up to date with the details of new attack methods and how to defend against them.

**Security analysts and penetration testers** look for vulnerabilities by checking the security implementations of system architecture. Analysts implement policies for how to react to potential intrusions. This would suit people who are methodical, organized and good at planning ahead. Cybersecurity is reviewed by actively testing the network defenses. Penetration testers perform assessments by mimicking a threat and trying to gain unauthorized access to a network. This is a great career field for students who are able to think "outside-the-box".

**Computer forensics and incident response experts** determine the method and extent of successful attacks, as well as how to resolve the situation. Forensics specialists look for evidence of malware, but also aid companies that want to ensure employees are properly using their computers and criminal investigators when they suspect illegal activity on a system. Forensics is great for those who enjoy performing investigations, intuitive thinking, and legal processes. For anyone interested in responding to intrusions, incident responders have the primary responsibility of mitigating lasting consequences from attacks and returning to normal operations. They determine how to stop the effects from ongoing attacks, expel any malware, close the gaps in security, and help stand up the network once again.

Along with the rise in career openings within the field, there has been a similar increase in the number of cybersecurity programs at the undergraduate level. The degree programs have a few different names; including Information Security, Information Assurance, Cyber Operations, Network Security, Information System Security, and cybersecurity. Students should focus on finding a program that matches

their interests and the specific career path they want to pursue. For students interested in a college with a cybersecurity program, there are several, readily accessible lists online. One lesser known but fantastic resource is a group of schools designated by the National Security Agency as Centers of Academic Excellence in Cyber Defense and Centers of Academic Excellence in Cyber Operations. These institutions meet certain criteria for the NSA to accredit them as top tier programs in the field. There are several programs to choose from on this list, and they provide a great starting point for finding an institution that meets a student's needs.

It is important to note that a cybersecurity degree is not required to enter a cybersecurity profession. A computer-related degree, such as computer science or computer engineering, will open the door to most careers. However, early exposure to certain, specific skills may launch students' career more quickly.

Finally, for students interested in cyber defense at the national level, government organizations such as the National Security Agency, the Central Intelligence Agency, the Defense Intelligence Agency, the Department of Homeland Security, and the Department of Energy protect the national energy supply, communication lines, transportation systems, and gather intelligence to aid in national defense. They work alongside the U.S. military in cyberspace to fight threats to critical infrastructure, government networks, and more. Only certain government agencies have authority to carry out offensive cyber operations, which may be more appealing to certain people entering the field. Students should look into scholarships and internships offered at federal agencies or commissioning sources into the armed forces if they are considering this unique career path within the cybersecurity community.

*John Johnson is a 2nd Lieutenant in the United States Air Force. He graduated from the United States Air Force Academy in 2018 where he studied Computer Science as well as Computer and Network Security. He currently works on bringing interested applicants into Air Force Cyber and focuses on outreach for the Academy, which offers several programs to develop officers to operate in cyberspace through a number of distinguished programs. He can be reached by e-mail at [cyberoutreach@usafa.edu](mailto:cyberoutreach@usafa.edu).*



UNIVERSITY of  
NORTH CAROLINA  
WILMINGTON

UNCW.EDU

# YOUR FUTURE STARTS **HERE.**

UNCW welcomes students from throughout the state and around the world. Once you're here, you'll recognize a sense of belonging you didn't realize was missing. It feels like home.

Here, you're at ease, welcomed into a supportive environment that allows you to be brave and try new things. Here, your imagination will be nurtured. Here is where tiny steps will turn into strides that will lead you on pathways to excellence. Imagine yourself here. Imagine yourself home.

## 6<sup>th</sup> Best REGIONAL SCHOOL

- U.S. News & World Report

8<sup>th</sup> in the  
NATION for  
ONLINE BACHELOR'S  
PROGRAMS

- U.S. News & World Report

Best 4-YEAR  
COLLEGE IN NC  
for VETERANS

- Military Times

5<sup>th</sup> most  
INNOVATIVE  
UNIVERSITY IN  
THE SOUTH

- U.S. News & World Report



uncwadmissions



@UNCW.Office.of.Admissions



@UNCW\_Admissions

UNCW is an EEO/AA institution. Questions regarding UNCW's Title IX compliance should be directed to [titleIX@uncw.edu](mailto:titleIX@uncw.edu).

## Social Media and Standardized Testing:

### The benefits and the perils

By Evan Wessler

Before the smartphone era, there was a time when anything social necessarily meant in-person interaction. Our social groups consisted of relatively small numbers of like-minded peers; social events took place at set times in designated locations; social responsibility governed the extent and consequences of our actions.

Social media--apps and services like Instagram, Twitter, Snapchat, and Reddit--have turned those conventions on their head, and play disproportionately large roles in the lives of individuals who never knew a world in which these platforms didn't exist. Among their ranks, we can count today's high school students.

There has been plenty of consternation about the negative effects of social media on teens, but this is no time for alarmism. Social media aren't going anywhere, and in fact are becoming more pervasive. Admonishments and prohibitions regarding their use are impractical and all but unenforceable. In short, resistance is futile.

The consequences? Educators and counselors must be prepared to guide students through the brave new world of online social networks. Though most of students' use of social media exists outside academics, it would be incorrect to assume that it maintains no relation to their education. On the contrary, social media have extended into an area few might have predicted even five years ago: standardized college admissions testing. It's true: go online, and you'll discover tens of thousands of students who engage on social media to discuss best ways to prep for the SAT and ACT, ask how

to solve specific problems, lament over their shared trials navigating the test prep and college application gauntlets, and post hilarious anti-College Board/ACT memes.

As tutors and advisors, my colleagues and I regularly comb through test-focused social media sites to gain additional insight into the student test-taker experience. It's an education, for sure, and an entertaining one at that. But among the many useful, helpful, genuine kernels--students motivating and encouraging one another, detailed answers to questions--we find plenty of counterproductive, anxiety-inducing commentary, false information, and bad advice. To help their students use social media wisely, school counselors should familiarize themselves with various social platforms, and discuss their benefits and drawbacks with students who are preparing to take the SAT and ACT.

### Take your comments...

Students who use social media for standardized test prep are looking for many things: reassurance, validation, resources, information, and help. Social media--Reddit and Discord in particular--can do a great job offering all of them. There are many students (and even some tutors) who are willing to provide solutions to ACT Math section problems, tips for moving through the SAT Reading section efficiently, help establishing a study timeline, and much more--all for free. I'm regularly impressed by how sincere and supportive the community of students, who connect across time zones and over

vast geographic distances, can be. For example, take a student who creates a post like “25 on my last ACT...need a 30 for scholarship...help!” In a matter of hours, there will be a flood of comments offering encouragement, suggesting the best books and online prep resources, and volunteering to help with additional, more specific questions. For anyone down on the supposedly inflated selfishness and entitlement of the iGen generation, a quick look through such a comment thread can be heartening. A major source of inequity in our education system is access (or lack thereof) to quality information and resources; especially for students who lack access to prep classes, tutors, and robust academic and emotional support networks at home or in school, test prep-oriented social media can be extremely helpful.

### ...With a Grain of Salt

Like the internet at large, social media can present an ugly face. Luckily, most of the negative aspects of test prep-gear social media aren't rooted in malice. (In the rare cases when overtly hateful, discriminatory, or threatening comments are posted, forum moderators tend to scrub them quickly.) Instead, they are traceable to ignorance, jealousy, boastfulness, and in some cases, lack of empathy. Remember: we're dealing with teenagers, many of whom haven't yet developed what we'd call mature sensibilities.

For example, consider the ultimate goal of many students who frequent these platforms: high test

scores. It's doubtless that selection and reporting bias artificially increase the average SAT and ACT scores of students who read and comment on test prep threads. Indeed, many post-score release congratulatory threads seem to suggest that no student gets below a 1450 on the SAT, or a 32 on the ACT. Unfortunately, some commenters and posters even use their web browser's “inspect element” feature to first alter their HTML-based score reports and then post screenshots of inflated scores. All of this creates and feeds a cycle of inadequacy and one-upmanship, whereby students whose scores are closer to the true national averages (about 1050 for the SAT and 21 for the ACT) can be made to feel stupid, and those who have high, but not elite, scores (say, 1300 on the SAT or 30 on the ACT) to feel hopeless in the college admissions game.

In other cases, students' egos aren't on the line, but their test prep plans are subjected to the conflicting advice of the sometimes ill-informed mob. Any question a student posts can elicit an array of responses ranging from correct and practical to misleading and hare-brained, and everything in between. Bad advice—again, not malicious, but inadvertently insidious nonetheless—abounds in threads spanning when to take the test, how to solve certain problems most efficiently, and how to improve particular elements of test-taking, like time management or reading comprehension. On sites that enable a merit-based system of comment up- and down-voting, the wisdom of the crowd pushes some of the bilgewater to the bottom. However, even crowdsourcing is not impervious to



misleading information--certain posted questions receive little attention and few answers. Depending on what those answers happen to be and whom they are from, the student who posed the question might walk away with the wrong idea.

As test prep professionals, my colleagues and I also see flaws in the question-and-answer threads. In these instances, a student posts a screenshot of, say, an ACT English question, and asks why he or she got it wrong. The answers--all well-intentioned--feature two major problems. First, they can be too

their students use the tools at their disposal in responsible, healthy, skeptical ways. The best sources for factual, up-to-date information, of course, are the College Board (SAT) and ACT (ACT) websites themselves; likewise, some of the best prep material comes in the form of authentic exams released by these organizations.

Many students are simply unaware that the testing organizations provide extensive information, so informing students of this fact is wise. When in doubt, the final answer should come from the



technical and jargon-y to be maximally helpful. Explanations that cite nonrestrictive clauses and dangling modifiers might work well for a student who has learned grammar formally, but can be intimidating and mean little to a student who is seeing the material for the first time. Far better would be an explanation that focused on the mechanics of the sentence in familiar terms. Second, the answers are question-centric: they address the problem at hand, but they tend not to focus on a more widely applicable strategy that can be used on other similar questions down the line. It's nice to answer a question correctly, but the real value in test prep comes from gaining broader insights that help build skills across content categories. All this means that students who use social media platforms as crowd-based tutoring resources can miss the forest for the trees, addressing individual difficulties without understanding how they tie together.

## All Things in Moderation

Counselors who are well-versed in test prep media--both social and otherwise--can help

organizations that produce the exams. You can discuss test prep social media with your students, but first, make sure they understand their realities: they're going to be interacting with a hyper-motivated, hyper-neurotic subset of the test-taking population; they're going to see lots of helpful things, but also lots of misleading things; they should be prepared to verify the "facts" they read and to discuss suggestions with a knowledgeable third party (you--their counselors--or test prep professionals) before making any decisions that will influence their test prep paths; they should do their best to ignore the high-strung score chasing that leads to self-doubt and demoralization. Used in the right way, social media can give students the motivation and knowledge to get past their standardized college admissions exams with a positive attitude and bolstered confidence.

*Evan Wessler is the VP of Education at Method Test Prep. He can answer any questions you have about the SAT or ACT by e-mailing him at [evan@methodtestprep.com](mailto:evan@methodtestprep.com) or visiting the Method Test Prep website at [www.methodtestprep.com](http://www.methodtestprep.com).*



# DISCOVER YOU @HOFSTRA

Seek, shape, and discover your own educational and career journey at Hofstra University. Small classes, tailored programs, and dedicated faculty help you pursue your passion in a dynamic learning environment that encourages collaboration, engagement, and interaction. And Hofstra's proximity to Manhattan offers a wide range of networking and internship opportunities.

Schedule a campus visit today:  
Go to [hofstra.edu/visit](https://hofstra.edu/visit) or call **516-463-6700**.



**HOFSTRA**  
UNIVERSITY®

# Helping Third Culture Kids Successfully Transition to College



By Dr. Shanell Leggins

They have been referred to as global nomads, biz kids, military brats, and missionary kids. These are Third Culture Kids (or TCKs), a term coined by US sociologist Ruth Hill Useem in the 1950s, for children who spend their formative years in places that are not their parents' homeland. Mostly, they are children of expatriate workers, primarily as foreign service officers, missionaries, technical aid workers, businessmen, educators, and media representatives. However, they can come from transnational marriages, or — as is increasingly common in Asia — attend an international school in their home country. TCKs often develop an identity that's rooted in people rather than places.

The globally mobile lifestyle of TCKs brings with it a plethora of skills and benefits including a broad worldview, resilience, bi(multi)lingualism, and cross-cultural competencies. However, as with anything, there is an inverse to moving across cultures during those critical developmental years (birth to 18). There are unique challenges TCKs must face on top of the usual transition issues they share with their domestic peers when entering college.

In addition to adjusting to life at college, TCKs often experience many cultural adjustment issues. Some TCKs have little or no cultural identification with the country of their passport, lack true cultural balance, display unresolved grief, and experience difficulties with the sense of belonging. So, while other university students might be consumed with the process of

transitioning and adapting to university life, TCKs might also be struggling with both the need to find friends who understand them and the need to adapt to an environment that is not, or no longer, familiar to them. For even their home culture will be foreign to them in many respects.

To counteract these challenges below are some tips for students who must make the double transition of not only adjusting to a new life stage as an independent adult but also to an entirely new culture in the university setting.

## 1. Make Strong Connections

**Find your home away from home.** The perfect spot for this may be connecting with the international office. Once a college decision has been made, TCKs should reach out to the international office as the first point of contact. Email or if visiting stop by the office to inquire about connecting with current TCKs, special programs, events, and social gatherings specifically designed for TCKs.

TCKs can both benefit from and contribute to the mission of international offices and should take advantage of the available resources. One may even find that some institutions have a TCK club or society (e.g., Lewis & Clark, Wheaton College, University of Bristol) or TCK-specific orientation (e.g., College of Wooster). Many universities have a thriving Third Culture Kid community and welcome TCKs to engage with the office. Some

institutions even allow for an early move-in/arrival and will arrange an airport pick-up.

**Attend new international student orientation.** Orientation offers students the opportunity to learn about the university and to learn about each other. It also gives TCKs more time to settle in and become acclimated to their new college home.

It's a great opportunity to meet other international and TCK students. During the orientation, lots of information is shared about school resources and how to access societies and clubs, how health insurance works, important immigration information, employment, tour of the surrounding community, and more. Not only does it allow TCKs to learn important information about their studies, but it gives them the opportunity to build a social network and meet their new classmates in a much smaller and intentional setting.



## 2. Establish Support Systems

Friends and family are great options that may first come to mind; however, there are a number of additional options. TCKs can also learn a lot from their peers. Talk to other students who have taken your classes or upperclassmen in your program. Though learning style preferences and work ethic may be different, it is still a great opportunity to gain insight and suggestions.

**Look for a mentor,** someone who has expertise in your field of interest and is willing to guide and assist you. Mentors who believe in you and make suggestions to help you achieve your goals are incredibly important and keep you motivated, especially if you become frustrated or overwhelmed. Mentors can provide academic guidance as well as insight on personal or professional matters. You may find that the support of this person is just what you need to achieve your goals. An effective college mentor will hold you accountable for your academic success, offering guidance and support when you need it most.

Dr. Helen Wood (2013), a TCK researcher, says students should identify someone to whom they can ask questions when things get confusing. By establishing a mentorship early on, students will create a relationship with someone who can help them at challenging crossroads and champion them throughout their college career.

**Making connections with faculty members or other professional staff** such as chairpersons, deans, or advisers can also motivate you to achieve high goals. Connecting with faculty can be a great way for TCKs to make an interesting first impression and prepare for academic success. By

showing genuine interest in their courses and creating a rapport with faculty, TCKs will be more likely to benefit from faculty office hours and will feel comfortable seeking help when it is needed. The better a student knows his or her adviser, the easier it is to assess how an adviser can be helpful.

**Connect with other TCKs.** If not properly identified, TCKs can be easily lost in the university setting.

Lewis & Clark is probably the most well-known institution for supporting TCKs. As they allow students to self-identify when applying to the college and make a conscious effort to track the students' academic and social involvement. Lewis & Clark encourages students to seek each other out: "Anything they can [do] to identify and connect with other TCKs is helpful."

Other universities known to have a large TCK population include American University in Paris, University of Washington, Franklin University Switzerland, The University Colleges in the Netherlands, and American University in the District of Columbia. If a TCK group or community doesn't exist, it would benefit TCKs to alternatively seek out international students or start a group.

## 3. Build Mindful Relationships

**Be open.** It's an opportunity to find out what will connect you with others. Preparing to make personal and professional connections ahead

of time will increase TCKs' level of confidence and prepare them for success. Tina Quick (2010), recommends that in anticipation of meeting potential new friends, students "figure out your elevator speech when they ask you where you're from."

**Stay in touch.** Even in establishing new relationships, it's important to not forget about family and (former) friends. Facebook and other social media platforms allow for easy and instant communication to connect with people around the world. Additionally, scheduling Skype/WhatsApp calls based on time zones can be helpful for TCKs who are often used to communicating with their parents on a consistent basis.

## 4. Find Community and Get Involved!

There are numerous ways for students to get involved, meet fellow students and develop a first term activity list before college starts. It is important for students to develop interests, get out and get involved in activities that connect you with peers, advises Wood (2013).

**Identify extracurricular activities.** Identifying service, social, athletic, and cultural organizations on campus that interest TCKs not only familiarizes them with the plethora of opportunities available on campus, but it also helps them find communities of common interest. Feeling the sense of connectedness to the college community early on will likely make the transition smoother for TCKs.

**Utilize school resources.** Whether it is housed in an office or online, most universities have some form of student activities office that lists every campus organization and provides information on how to get involved. Some even offer quizzes to help determine which activities fit your areas of interest. Learning early on about clubs, organizations, and planned events gives TCKs a social or service activity for their calendar, which can be paramount for students who are attending a campus where they know no one. Make an effort to not only access resources within the university but also in the surrounding community.

**Visit international houses.** TCKs often feel connected with international students. International houses and cultural centers are

great places for students to stay connected to the cultures, languages, and foods of their past.

## 5. Practice Self-Care

**Lastly, be sure to practice self-care, self-compassion, be patient, be kind to self, do and find things you enjoy.** One way to care for yourself is by being aware of your own emotions and stress, learning to self-soothe and also turning to others for support. It will also be helpful to find ways to relax and take a break from studying by doing activities you enjoy, talking to others, and resting.

Focus on the positive and embrace the new adventure. When TCKs arrive on campus excited for the term ahead and prepared with ideas on how to create a flourishing community and keep their mental health a priority, they are more likely to succeed academically, socially, emotionally, and professionally.

*Dr. Shanell Leggins has been in the field of education for 20 years. Her experience with diverse student backgrounds spans from public, private, and higher education institutions, domestically and abroad. She currently works as a guidance and university counselor at KIS International School, an IB world school in Bangkok, Thailand.*

### References:

Chen, Barbara C. (2016, August 24). Top 10 Tips: Advice for the Parents of the College-Bound Expatriate [Blog post]. Retrieved from <http://www.internationalacac.org>.

Pollock, D.C., & Van Reken, R.E. (2009). *Third culture kids: The experience of growing up among worlds*. Boston: Nicholas Brealy.

Quick, Tina L. (2010). *The global nomad's guide to university transition*. London, UK: Summertime Publishing.

Useem, R.H. and Cottrell, A.B. (1993). TCKs four times more likely to earn bachelor's degrees. *NewsLinks - The newspaper of International Schools Services*, May, Vol. XII, No. 5: Princeton, NJ

Wood, Helen (2013) *The Experience of Global Nomads on U.S. College Campuses*. EdD thesis, University of Sheffield.

# Is Your Counseling Office Trending?

## Tips on How School Counselors Can Use Technology to Up Their Game!



*By Christy Conley*

In a time when school counselor caseloads can vary from the desired ASCA model number of 250 students per counselor to a caseload of over 900 students, counseling offices are constantly searching for avenues to produce large results with limited time and resources. Using new technology is a great way to reach the masses and leave a lasting impression. New apps and websites are constantly hitting the market and can help counselors work smarter and not harder.

**Here are a few of my favorites:**

### **Communication Tools:**

School Counselors have great resources and opportunities for students and families, yet, we need an avenue to share this information. Many counseling offices use social media such as Twitter, Facebook, and Instagram. A few years ago, the Remind website was created and changed the student/teacher communication scene tremendously. It has been a highly popular program that allows teachers to text information to students and parents without any personal contact information being revealed. Teachers as well as counselors, have found the resource to be a great way to get information to classes/grade levels in a succinct manner.

Students are attached to their phones and will typically check a text message before they will look at their email or return a voicemail. Counseling offices often use the Remind technology to remind families of information nights, deadline dates, new

opportunities for scholarships, etc. Prioritizing the announcements that will be used on Remind is important. If overused, students begin to ignore the announcements.

### **Setting Your Calendar:**

Meetings, meetings, meetings. School counselors are constantly scheduling meetings or being invited to meetings. Acuity, an online appointment scheduling software, has created a calendar in which students and parents can book an appointment online.

There are several similar programs on the market with a similar goal, including Youcanbookme. By having an online calendar, counselors can avoid the back and forth emails of availability. Online calendars can also provide for an increased number of college visits to your high school campus. In the world of college admissions, admission representatives can play a major role in how your school and students are viewed by a college. Repvisits is a software program that was created to increase the relationship between high school counselors and college admission representatives. The website is free and is designed to create an online calendar for college representatives to see the availability of your school for college rep visits and aids in the college representatives travel plans for the year. It is a win/win for both parties. The program takes out the continuous emails back and forth as to when a rep can stop by for a visit to see your students.

By having your school on the website, it could increase the visibility of your school by college representatives that will be in the area for a college fair or campus visit.

### Keeping Up:

The role of a school counselor in a building varies and can change rapidly. To keep up with the latest trends in the school counseling profession, technology can be an excellent tool.

By utilizing counselor groups, following counseling organizations (ASCA, NACAC, etc.), and watching the trends of dynamic individual counselors, a school counselor can begin to navigate how they want to shape their program and school. Blogs,

Several colleges have phenomenal blogs that provide great insight to their admission practices and trends. Ex. Georgia Tech Admission Blog

► **Industry and Workforce Trends:** Find the industry that best reflects your students, i.e., @USDOL (US Department of Labor), @NCWIT (National Center of Women In Technology), etc.

► **Individual Accounts to Follow:** @LRossSchCnslr, @AngCleveland, @CollejisYours

By using your electronic devices to deliver information in a trendy manner, counselors are able to connect with their students in a mode that is convenient and efficient. Talk with your students and families to see which format of social media or application of technology is the best fit for your



posts, tweets, etc., can help a counselor feel more educated about the changes that are happening in their state, profession, and world. Following a wide range of individuals will keep a counselor in the loop.

### Great starting points are:

► **School Counseling News:** ASCA and state school counselor organization

College Admission Tips: @NACAC and @CollegeEssayGuy, @CommonApp, and colleges and universities that your students want to attend.

school and utilize that format as your sole source of information. Once it is established, followers are bound to come and trending is inevitable.

*Christy Conley attended the University of Georgia, where she earned her BA in Psychology. She continued her education to earn a Master of Education in School Counseling at Columbus State University and a Doctor of Education in Counseling Psychology with Argosy University. Christy has worked as a public school counselor since 2002. She joined the North Oconee High School in the fall of 2005. She has been a contributing member of SACAC, NACAC, GSCA, and an advocate for CAC.*

# Student Feedback: Your Program's Greatest Untapped Resource



*By Caitlin Neal-Jones*

Healthy school counseling programs are student-centered, adaptable, and responsive. In order to provide the most effective services, school counselors frequently gather informal, word-of-mouth input from students. While this informal feedback is useful, you can reap fantastic outcomes from integrating formal student feedback into your counseling program.

The first step in formalizing a student feedback process is collecting written evaluations as much as possible- most often in the form of questionnaires and surveys. Printed materials can be used, but require additional steps in reading, organizing, and analyzing feedback. Electronic platforms such as Google Forms and Survey Monkey will aggregate and organize your students' responses in the form of spreadsheets, charts, and graphs. It is beneficial to create a standard timeline or expectation for when feedback should be solicited, such as distributing satisfaction surveys at the end of every school year, or by providing comment cards at events and workshops.

Generally, student input should be explored, an action taken, and the feedback used to evaluate

that action. For instance, you might begin by distributing a questionnaire to determine which college application workshops your students believe are most needed. Based on student response, you would then design and implement a workshop and provide a follow-up survey to every student who attends the workshop. Finally, you would use feedback gathered from the follow-up surveys to adapt and improve the workshop for future years.

Once a solid process is in place for gathering feedback, you can take additional steps to enhance the experience for students, as well as the benefits for your counseling program and your school. The following suggestions provide ideas to make the most of your feedback process.

## **Transform Feedback Into Program Data**

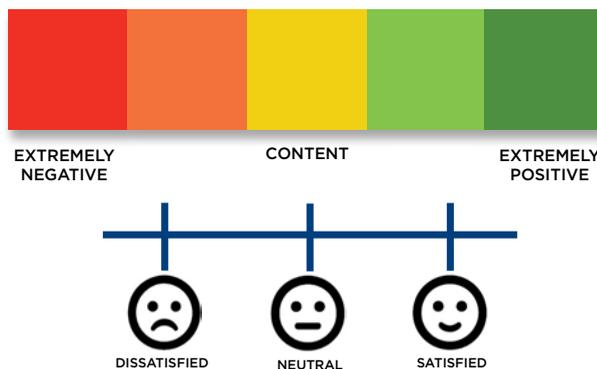
Student survey responses can easily be translated into quantitative data that is helpful in assessing the strengths and needs of a counseling program. This data can also demonstrate the effectiveness of your program to outsiders and be used as documentation when applying for grants or

maintaining school and program accreditation. In fact, the American School Counseling Association National Model requires the use of data to evaluate program effectiveness and implement necessary improvements.<sup>1</sup>

In order to collect valid program data, you must consider how you standardize your assessments. If you plan to compare data over time or compare surveys against each other, it is crucial to standardize the wording of your questions, as well as the way you measure the responses. This can be accomplished by using a standardized rating scale for each question asked. A very commonly used rating scale demonstrated below is the Likert Scale.



However, there is freedom to customize a rating scale based on your objectives and student population. A rating scale can be a numerical scale like 1-5; letter grades like A-F; gradient colors; or even frowned, neutral, and smiley faces.



However, you choose to build your rating scale, it is essential that it remains standard across any assessments that you will be comparing. An added benefit of standardizing your rating scales is that students will become familiar and comfortable with using the rating system which may encourage increased participation and more accurate feedback.

### Ask Questions That Foster Insight

Standardized questions help compare results and measure trends over time, but open-ended questions produce insight and new ideas. In their book *Creative Confidence: Unleashing the Creative Potential Within Us All*, Tom Kelley and David Kelley describe the “design thinking” process of invention and problem-solving. Design thinking places an emphasis on user input and feedback. The process uses probing questions that encourage introspection and explore users’ underlying needs and motivations.<sup>2</sup> Reframing questions away from the yes-or-no dichotomy can provide you with deeper insight into your students’ motivations, needs, interests, and values.

Yes or No Question	Reframed as an Open-Ended Question
“Do you study every night?”	“When do you schedule time for studying?” or “What are your study strategies?”
“Do you enjoy participating in 4-H?”	“Why did you choose to participate in 4-H?”
“Are you prepared for the ACT?”	“How have you prepared for the ACT?”
“Were you satisfied with the workshop?”	“What improvements would you suggest for the workshop?”

## Expand Opportunities for Student Engagement

Beyond written feedback, student focus groups or panels are a fantastic source of feedback that is highly engaging. The more activities that students participate in the feedback process, the more ownership they will feel within the counseling program. Consider which pre-existing groups you can tap for these purposes, such as a student council or leadership team. You can also reach out to clubs or organizations focused on student well-being like Students Against Destructive Decisions (SADD) or NAMI on Campus High School (NCHS) for more active student participation. While anonymous written feedback allows for confidentiality and honesty, adding an option for students to provide their contact information on a survey provides a way to identify students who can become go-to for informal feedback or brainstorming sessions.

Additionally, when the impact of student input is made visible, students have a greater understanding of the process and its importance. When possible, consider using aggregated data or a direct student quote (with permission) in a presentation or workshop. Look for opportunities to appropriately disclose and share data.

## Weave the Feedback Process into Your School Culture

As a school counselor, you have access to students through a broad spectrum of activities and contexts. Because of this, you have the ability to lead the trend in your school toward student-driven programming backed by user input and quantifiable data. Consider creative implementations of the feedback process that can benefit the greater school community. You can offer professional development workshops for faculty on the use of student feedback in the classroom. Enrollment questionnaires and exit surveys can assist in evaluating and enhancing the student experience at your school. If you teach an elective, consider using student input to tailor your curriculum towards their interests and needs. You can provide a student questionnaire prior to college counseling meetings which allows you to focus on particular questions or research your students' college list in advance.

Integrating a formal feedback process into your counseling program maximizes the effectiveness of your program, while consistently orienting your efforts towards the greatest needs and interests of your students. When you are willing to model a student-driven feedback process, not only is your counseling program impacted, but your school culture as a whole can be transformed for the better.

*Caitlin Neal-Jones, NCC, CCMHC has previously worked in college career counseling and clinical mental health counseling. She currently serves as Guidance and College Counselor at Ascension Episcopal School in Lafayette, Louisiana. She can be reached at [cneal-jones@ascensionbluegators.org](mailto:cneal-jones@ascensionbluegators.org)*

### References:

1 "ASCA National Model: Management", American School Counselor Association, Accessed November 26, 2018, <https://www.schoolcounselor.org/school-counselors/asca-national-model/management>

2 Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All* (London: William Collins, 2014), 94-96.

from  
**INSPIRATION** *to*  
**IMPACT**



*For 150 years Hampton University has been THE Standard of Excellence in higher education. Founded in 1868 by General Samuel Chapman Armstrong, Hampton has a long successful history of offering a strong academic program of educating the 'head, heart and hand,' and emphasizing the development of character. This foundation has been built upon by Dr. William R. Harvey, who has served as Hampton's president for 40 years, during which time the university has experienced accelerated growth.*

[www.hamptonu.edu](http://www.hamptonu.edu)

# Exploring Teen Suicide



*By Dawn Marie Barhyte*

Every year thousands of teens die, not by accidents, but at their own hand. They choose to die by taking their own life. Across the country, it's a widespread problem. Over 500,000 teens, ages 15-25, attempt suicide every year. Unfortunately over 5,000 young people succeed. The suicide rate for that age group has tripled over the past few years and it is thought the numbers are much higher as suicide is seriously under-reported. For young people, suicide is the third leading cause of death.

Recently the methods have become more lethal, increasing the attempts that result in death. Suicide, typically, an expression of despair and futility, leaves an indelible mark on those who are left behind. No one is ever the same again.

Experts agree teen suicide can be prevented if the underlying causes are recognized and alleviated. Counselors are in a unique position to assess the risk and thwart a suicide by staying informed and learning about preventative measures. As a professional, you can offer support and reassurance that they aren't weird or crazy.

Adolescence can be very stressful for teens who live in the moment. There is enormous pressure to excel, to make the right decisions, find new relationships and deal with all the

physical changes that are occurring with their bodies. No one knows for sure about why teens are taking their own lives in greater numbers, but it's critical for everyone to be aware of the problem. Experts feel that if effective intervention is made at the appropriate time many suicide or suicide attempts can be prevented.

***“Get help for your student by having them evaluated by a professional. It is also very important that you let their family know immediately.”***

So if a teen tells you they are thinking about suicide, take their pain seriously, listen non-judgmentally, reassure them that this state is only temporary and can be alleviated. Get help for your student by having them evaluated by a professional. It is also very important that you let their family know immediately.

We've all been down in the dumps, but depression is when the blues don't go away. The

blue funk disrupts everyday functioning. In fact, depression is hitting today's young people hard. Experts estimate that perhaps five percent of all teens are depressed. It's believed that a large percentage of suicidal teens suffer from a major mood disorder, such as depression.

Left untreated, it can lead to serious behavioral changes. It's critical to mention teen depression doesn't always appear like adult depression. Some depressed teens may become very active, doing almost anything

to escape their feelings of despair such as abusing drugs and alcohol and/or being promiscuous. Depressed teens typically believe that nobody cares about or understands them. Depressed and suicidal teens usually leave clues and show definite behavior changes. It's up to us to recognize the red flags and get them a lifeline. Depressed and suicidal teens need our love. We can help by communicating understanding, support, and care.

- drawing or writing
- Suddenly seeming happy after being depressed
- Giving away prized possessions
- Suicidal thoughts, ideas or fantasies
- Writing or leaving suicide notes
- Possession or purchase of the means to inflict self-harm such as a gun, pills or razor blades
- Impulsive, reckless behavior that endangers his/her life

### Here are some of the indicators of depression:

- Prolonged unhappiness
- A dramatic change in personality
- Gradual withdrawal and apathy
- Drop in school performance, work or other activities
- Loss of interest in activities that were formerly sources of enjoyment
- Feelings of worthlessness, hopelessness, helplessness
- Fatigue, lack of energy and motivation
- Always bored, loss of concentration and indecisiveness
- Sudden outbursts
- Increased drug and alcohol abuse
- Irritability, anxiousness, and restlessness



*“Teens often feel ambivalent about suicide and will give hints that they are considering taking their own life.”*



Teens often feel ambivalent about suicide and will give hints that they are considering taking their own life.

### In addition to the above signs of depression, here are some hallmarks to watch for:

- Verbal hints and statements that he/she won't be around much longer, won't be in any trouble soon, that's the last straw or nothing matters
- Preoccupation with death in conversation,

### The American Association of Suicidology offers ways to be helpful to someone who is talking about suicide or considering suicide as an option:

- Be aware. Learn the warning signs
- Get involved. Become available. Show interest and support.
- Ask if he/she is thinking about suicide.
- Be willing to listen. Allow for expression of feelings. Accept the feelings.
- Be non-judgmental. Don't lecture.
- Offer empathy, not sympathy.
- Don't be sworn to secrecy. Seek support.
- Offer hope that alternatives are available.
- Take Action. Get help from an agency specializing in crisis intervention and suicide prevention.

**There are key protective factors for teens who are suicidal that can help them through a crisis, these include:**

- Good problem-solving abilities
- Strong connections
- Restricted access to lethal means
- Effective care for emotional problems and substance abuse
- Cultural and religious beliefs that discourage suicide

*Dawn Marie Barhyte is a widely published freelance writer and former educator who continues to touch lives of young people through her writing.*

## **RESOURCES THAT CAN ASSIST:**

American Association of Suicidology  
4201 Connecticut Ave.  
Washington, DC.  
1-800- 784-2433

National Institute of Mental Health  
6001 Executive Blvd.  
Bethesda, MD.  
1-866-615-6464

National Hopeline  
1-800- SUICIDE  
<http://hopeline.org>

Samaritans  
1-800-365-4044  
<http://samaritansri.org>

# **BAYLOR AVIATION SCIENCES**

- **Baylor University offers the unique combination of a professional aviation degree and a stellar education from a world-class faith-based university.**
- **Enjoy a fulfilling college experience and student life on a tradition-rich campus.**



**SOAR TO NEW HEIGHTS AND DISCOVER BAYLOR'S ONE-OF-A-KIND SPIRIT OF COMMUNITY AND FAITH!**

[www.baylor.edu/aviation](http://www.baylor.edu/aviation)

# Counseling has



*by Jim Paterson*

Various studies have shown how college counseling pays off, but research also shows schools need to devote more resources to that mission, and support over-burdened counselors who often can't help students with important decisions about their future as much as they'd like.

And, beyond that, a recent report suggests that there is even more work to be done, particularly with the type of student who we know will be attending in greater numbers.

handicapped when principals didn't understand or respect their position. In addition, they were often tasked with work that didn't relate to their role as defined by the American School Counselors Association.

"A comprehensive school counseling program focuses on what all students should know, understand, and be able to do within the academic, social and career domains," he says. "The school counseling curriculum, individual



Richard Lapan, an education professor at the University of Massachusetts and chairman of the school's Department of Student Development, studied school counselors in Chicago and found that while they played a critical role in helping to get that city's students into college, they were

student planning, responsive services and system support are the vehicles through which this is accomplished."

His report found that counselors play a key role in getting students interested in college, and helping

students challenge themselves in advanced courses, explore colleges and apply to appropriate schools. Another ongoing study with first results published earlier this year by two education professors also showed intensive college counseling helps in a number of ways, including having students choose schools more wisely and be persistent once they enroll, even after two years.



## In more need

Meanwhile a report by Atlantic magazine notes that while effective college counseling pays off, students need more than the traditional efforts, especially students whose families haven't attended post-secondary schools, which will be a growing part of the numbers attending college, according to demographic studies from the Western State Commission for Higher Education.

“A focus on process-oriented guidance ignores the psychological tumult that comes with applying to college. The college application season is a fraught, vulnerable time for students and families, a moment of transition, which... can catalyze crises even for students with broad networks of support.” Other experts have noted that a low retention rate among disadvantaged students is often due to their difficulties adjusting to the academic and social life at college – and a lack of funds and support.

That report also notes that the Department of Education has found on average high school students only gets 38 minutes of college counseling advice from their high school counselor, and that comes as the ratios of counselors to students is often rising.

Lapan found that there were significant benefits to students when principals and school counselors “work together more closely and collaborate to

implement the educational, career planning, and college counseling component”.

He also recommends that counselors be given time and resources to work more intensively with eighth graders because the transition to high school is important and because it is an appropriate time to have them seriously consider their future plans.

## Potential solutions

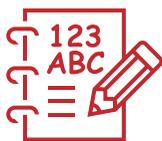
Lapan makes six recommendations for schools to enhance college counseling. Most revolve around developing and implementing a good college counseling plan and properly training counselors – with the full support of administrators who are aware that it is counterproductive to task them with other jobs. He also recommends increasing parental involvement in creative ways and extensive career and college exploration work with eighth graders and socio-emotional education and support.

“As students transition into ninth grade, they need to feel that they are wanted, known and that they belong in their high school,” he says. “School counselors can provide the emotional and instrumental support for each of their students where personally meaningful and self-defined goals can be created and pursued,” he says.

Benjamin Castleman, an education and public policy professor at the University of Virginia, and Joshua Goodman, a Harvard public policy professor, both experts specializing in education policy, authored the report showing counselors could help high school students choose a future path more wisely and get them to stay in school. They studied a community-based college counseling program in Massachusetts and found that it was very effective in getting students to schools where they were likely to be successful and which advanced their careers.

The two found that “intensive college guidance effectively shifts students’ enrollment toward four-year colleges that the organization believes will be more successful at graduating those students.” It showed the efforts were particularly effective with young women and students who don't speak English as their native language. The program increased by 10 percent the chances that a student

# Here are five ways that counseling departments can be more effective in helping students with their college exploration, choice, and attendance.



## 1. Start early.

Many experts say that the effort should start in elementary school with some basic information for students about career options and about college. Parents should learn about what the schools plan to do for their students in this regard at different levels – and funding mechanisms such as 529 plans. The information should be coordinated throughout the student’s school career.



## 2. Encourage rigor.

Students are more likely to be interested in higher education if they are in challenging courses – and more likely to apply and be accepted into college. Counselors often have to encourage students to try challenging courses and support them – but they may also have to encourage others in the school to do the same, including teachers reluctant to accept a student who may be challenged in an advanced course.



## 3. Good information, more than once.

Counselors at all levels should collaborate to provide good, concise, up-to-date information that helps students learn about careers and post-secondary education of all sorts – and, importantly, what it will cost. It should include regular meetings with parents and students – and current, updated information that is easily accessible, perhaps on social media, and easily understood. Experts say counselors should be very thoughtful about how and what they provide to busy parents and students when they do have their attention so they gain a reputation as a reliable, useful source.



## 4. In real life.

Nothing encourages a student more than visiting a college campus or hearing about one from someone like them – especially for students who might not have those experiences or whose families haven’t. Try to arrange college visits, encourage students to visit schools, get former students to present and make sure college fairs and visits by schools are engaging and useful for all types of students. Even their teachers should be encouraged to talk about their college experience.



## 5. Collect data.

How many of your students go on to college and who are they? Who doesn’t? What questions do parents and students typically have as they enter high school? What are still unanswered as they leave; what do they still feel uncertain about? What did they think of the way counselors delivered information? What do your students attending college after their freshman year feel about their choice and how could you have helped them better? Look at the results and use them to improve your program and prioritize aspects considering the limited time available.

would enroll in college and 23 percent that those same students were enrolled for their sophomore year.

“These results provide suggestive evidence that counseling improves overall persistence,” they reported. The report in the Atlantic focuses on the needs of students whose families may be new to the college application process, noting that having counselors with a different understanding of their needs is important.

“Low-income students are making choices with even higher stakes. They require not only better information, resources, and advocacy through the process, but also need mentors and counselors who can take the time to help them work through the complex personal struggles they face both before and after the acceptance letters arrive,” the report notes.

It says that high schools need to “have a college counselor who can offer individualized guidance for students and families,” noting that without a counselor these students “would have had a slim chance of being recognized as students with potential for admission and success...”

*Jim Paterson has written broadly on career exploration, academic success and other education-related topics for several national and trade publications. He was a school counselor and was formerly named “Counselor of the Year” in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*



The poster features a dark blue background with a trail of colorful dots (red, yellow, green, blue, purple) that curves from the top left towards the center. In the top left corner is the Kean University seal. The text is arranged as follows:

- KEAN** (in white, large font)
- See Where A World-Class Education Takes You (in white, smaller font)
- VISIT KEAN** (in white, very large font)
- UNDERGRADUATE OPEN HOUSE** (in yellow and white, large font)
- MARCH 30 & MAY 5** (in white, large font)
- FRESHMAN FRIDAYS** (in yellow, medium font)
- TRANSFER TUESDAYS** (in yellow, medium font)
- Instant Decision Days held weekly throughout the Spring. (in white, medium font)
- FOR MORE INFO or TO REGISTER (in yellow, small font)
- (908) 737-7100 • admitme@kean.edu • [kean.edu/visit-kean](http://kean.edu/visit-kean) (in white, small font)

In the bottom left corner, there is a gold circular seal with a ribbon. The seal contains the text: "PHI KAPPA HONOR SOCIETY", "TRANSFER HONOR ROLL", and "2018".



# Data Science: An Emerging New Field with Major Potential

*By Prairie D. Smallwood*

With the rise and ever-growing applications of digital technology, the field of statistics has seen a massive evolution over the last few decades. Historically, statistics have been more of an academic, theoretical study of large sets of data. But today it has transformed into a buzz-worthy field that touches nearly every industry in the modern world—so much that it's been given its own name: Data Science.

Data Science is the process of analyzing big sets of numbers (the data) and transforming the results into information that helps companies, government agencies, marketers, healthcare professionals, academic institutions, and more to understand and predict trends within their respective fields.

You might not know how much data is being collected on a daily basis: Companies can track open and click rates on their emails to measure the effectiveness of the messages they send; financial institutions use data to help monitor fraud and protect you from identity theft; and healthcare professionals use data to improve diagnostic accuracy and predict disease. Online behavior—from shopping to social media—can help marketers target content that applies to individual interests, and weed out topics that might not appeal to consumers.

## **The Big-Data Boom**

For a career path that didn't even exist until recently, Data Science is one of the fastest-growing and most in-demand professional fields.

As a result, more and more universities are adding Data Science degrees to their programs. In contrast to statistics and conventional mathematics, Data Science programs integrate mathematics, statistics, communications and writing—a unique combination of skills that have not been previously combined. That's because Data Science is so much more than numbers; it's the interpretation of numbers—numbers that represent human behavior, market trends and performance of a wide range of products, treatments, policies and even crime rates. Those interpretations are then used to predict and solve real-world problems and make a variety of effective changes on both large and small scales throughout the world.

## **The Path to Becoming a Data Scientist**

Students who are skilled in math and technology might lean toward the Data Science field more naturally than others, but because of the inclusion of communications and writing, Data Science is not limited to just the number whizzes. However, it's worth noting that Data Science coursework falls heavily on the side of computer science, mathematics and statistics. Having the determination to learn and persevere in courses that might be challenging is key. Data Science students often spend their first year of college in foundational courses that include data theories, data wrangling, and data visualization. From there, they determine what specialization they want to pursue, and what data-related careers interest them.

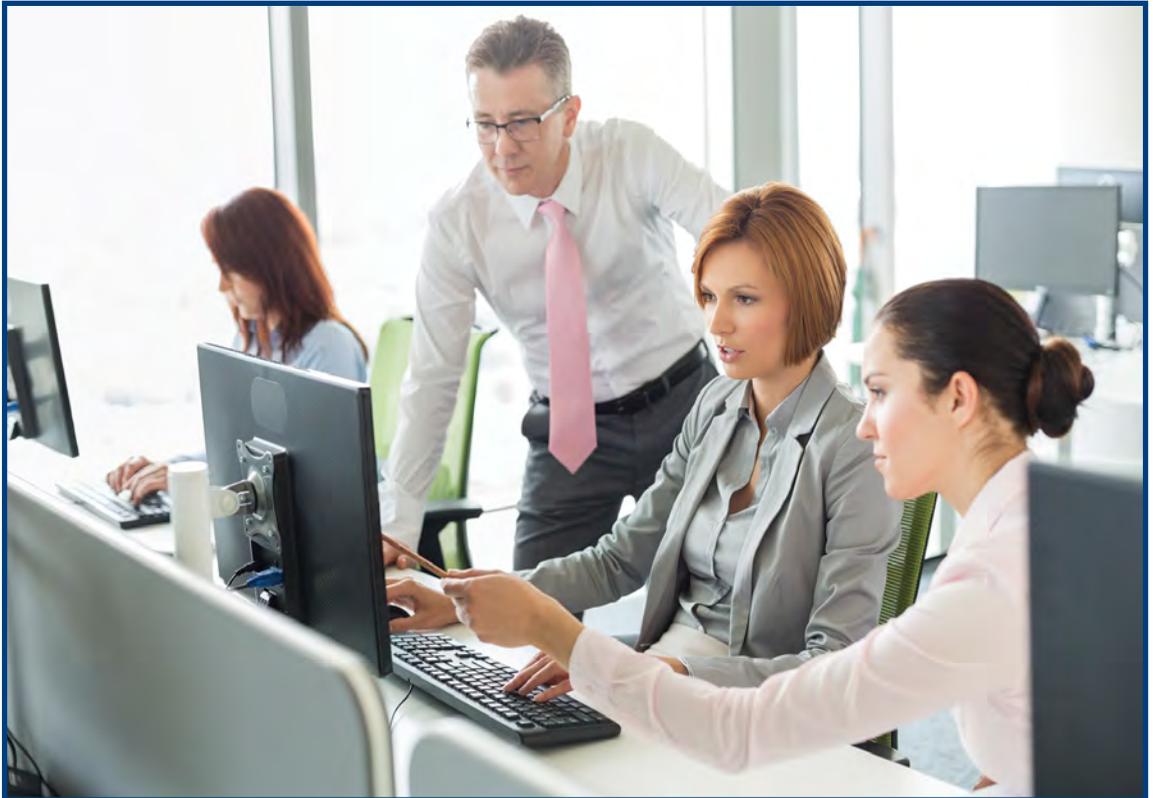
## Far-Reaching Career Options

Data Scientists have a wide range of career options. In fact, at least 53 percent of companies in the United States collect data in some way, shape or form. And that number has grown quickly; three years ago, a mere 15 percent of U.S. companies' collected, analyzed and utilized data. Since the field is so new, and the academic coursework is so unique, there is a considerable need for trained data scientists to interpret, reshape and clearly

Netflix recommendations, as opposed to someone searching for a particular show on their own—that's Data Science in action!

## Current Job Titles in Data Science (And What They Mean)

Students can expect a lot of choices with a Data Science degree. A Data Science background will ensure that students can be more selective with the industry they choose to work in, and also how they



communicate their findings for practical use.

Right now, industries utilizing big data include banking, e-commerce (online retailers), gaming, finance, healthcare, insurance, pharmaceuticals, travel, and government. Interested in the environment? Data Scientists in the government work with agencies like the NOAA (National Oceanic and Atmospheric Administration) and use data-driven tools to boost climate resiliency. Leaning more toward the entertainment industry? Data Scientists at companies like Netflix collect information on what shows people watch to more-accurately predict what shows they'll like in the future. Netflix says more than 80 percent of shows watched over the last two years are results of

apply their skills within that industry. These data-related career paths currently rank among the top emerging jobs on LinkedIn:

- **Machine Learning Engineers** work with both mathematics and coding, specifically within the realm of Artificial Intelligence.
- **Data Analysts** are tasked with gathering data, spotting patterns within it and producing reports to present to the “decision makers” of a company or institution.
- **Data Architects** create the blueprints for data management systems to integrate, centralize, protect and maintain the data sources.

- **Data Engineers** are the jacks-of-all-trades of the data world. They develop, construct and test the databases and software that house and manage the massive sets of data collected on a daily basis.

- **Statisticians** have a strong background in statistical theories and methodologies, along with a logical- and statistics-oriented mindset, which enables them to harvest data and turn it into information and knowledge.

- **Business Analysts** have a less-technical knowledge base, but make up for it with a deep knowledge of business processes and practices. They often act as the go-between for the executives and the techies.

Jobs like these are everywhere right now; big-name companies like Google, Amazon, Facebook, Hewlett Packard, Verizon, Boeing, PayPal, Bank of America, Cigna and Groupon are just some of the recognizable companies utilizing and hiring these types of roles.

## Big Data Has a Big Payoff

So, why point your students in the direction of Data Science? Sure, it's a booming career path that promises longevity and job security. But perhaps the most-dazzling aspect of the field is its earning potential. Data Scientists can expect to earn salaries near and into the six-figure range right out of college, and seasoned or senior-level Data Scientists earn even more. The average salary of data scientists is \$110,000, and one thing's for certain here: The numbers don't lie.

*Prairie Smallwood is a Content Specialist in the Admissions Office at Colorado State University. Inspired by its land-grant heritage, CSU is committed to excellence, setting the standard for public research universities in teaching, research, service, and extension for the benefit of the citizens of Colorado, the United States and the world. Colorado State is the first University in the region to offer a Data Science major, complete with four different concentration areas: Mathematics, Computer Science, Economics, and Statistics. For more information, contact [admissions@colostate.edu](mailto:admissions@colostate.edu) or visit [admissions.colostate.edu](http://admissions.colostate.edu).*

# School Counselors Say Great Things About Salisbury University

“SU falls into that ideal mid-size university category: small enough to afford personal attention yet large enough to provide a wide range of opportunities.”

Linda Campbell • Lancaster, PA

“After touring SU, I now understand why kids fall in love with Salisbury University!”

Paul Sommers • Mullica Hill, NJ

“Salisbury provides a warm, caring atmosphere in a beautiful setting – with strong academics.”

Bettina G. Heiman • Wilmington, DE



Salisbury University consistently ranks among the nation's best for quality and value in such publications as *The Princeton Review* and *U.S. News & World Report*.

For open house dates, application deadlines and more visit:  
[www.salisbury.edu/admissions](http://www.salisbury.edu/admissions)  
or call 410-543-6161.

**Salisbury**  
UNIVERSITY  
[www.salisbury.edu](http://www.salisbury.edu)

*A Maryland University of National Distinction*

CONFERENCE	LOCATION	DATE
Miami National College Fair	DoubleTree by Hilton Miami Airport and Convention Center	February 24, 2019 12 p.m. to 4 p.m.
Atlanta National College Fair	Georgia International Convention Center	March 3, 2019 12:30 p.m. to 4 p.m.
Tampa National College Fair	Florida State Fairgrounds	March 10, 2019 12 p.m. to 3 p.m.
St. Louis STEM College & Career Fair	St. Louis University - Simon Recreation Center	March 10, 2019 1 p.m. to 4 p.m.
Upstate South Carolina National College Fair	Furman University - Timmons Arena	March 16, 2019 1 p.m. to 4 p.m.
Charlotte National College Fair	The Park Expo & Conference Center	March 17, 2019 12 p.m. to 4 p.m.
Rochester National College Fair	Rochester Riverside Convention Center	March 17, 2019 1 p.m. to 3 p.m. March 18, 2019 9 a.m. to 11:30 a.m.
Baltimore STEM College & Career Fair	Coppin State University - Physical Education Complex	March 17, 2019 1 p.m. to 4 p.m.
Syracuse National College Fair	SRC Arena Onondaga Community College	March 18, 2019 5 p.m. to 7:30 p.m. March 19, 2019 9 a.m. to 11:30 a.m.
Raleigh National College Fair	Raleigh Convention Center	March 19, 2019 4:30 p.m. to 7:30 p.m.
Buffalo National College Fair	Buffalo Niagara Convention Center	March 20, 2019 9 a.m. to 12 p.m. 6 p.m. to 8:30 p.m. March 21, 2019 9 a.m. to 12 p.m.
Cleveland National College Fair	Huntington Convention Center of Cleveland	March 23, 2019 1 p.m. to 4 p.m.
Dallas/Ft. Worth National College Fair	Dallas Market Center - North Hall	March 23, 2019 1 p.m. to 4 p.m.
Columbus National College Fair	Greater Columbus Convention Center	March 24, 2019 1 p.m. to 4 p.m.
Austin National College Fair	Palmer Events Center	March 26, 2019 5:30 p.m. to 8 p.m.
Houston National College Fair	NRG Center	March 28, 2019 9:30 a.m. to 12:30 p.m. 6 p.m. to 8 p.m.
Montgomery County National College Fair	Montgomery County Agricultural Center	April 1, 2019 9:45 a.m. to 12:45 p.m. 6:30 p.m. to 8:30 p.m. April 2, 2019 9:45 a.m. to 12:45 p.m.
Hartford National College Fair	The Connecticut Convention Center	April 2, 2019 9:00 a.m. to 11:30 a.m. 6:30 p.m. to 8:30 p.m. April 3, 2019 9:00 a.m. to 11:30 a.m.

CONFERENCE	LOCATION	DATE
Northern New Jersey National College Fair	Meadowlands Exposition Center at Harmon Meadows	April 3, 2019 9 a.m. to 12 p.m. 5 p.m. to 8 p.m.
Las Vegas National College Fair	University of Nevada Las Vegas - Cox Pavilion	April 3, 2019 9:30 a.m. to 12:30 p.m. 6 p.m. to 8 p.m.
Boston National College Fair	Seaport Hotel & World Trade Center	April 4, 2019 9 a.m. to 12 p.m. 6 p.m. to 8:30 p.m. April 5, 2019 9 a.m. to 12 p.m.
Prince George's County National College Fair	Prince George's County Sports and Learning Complex	April 5, 2019 9:30 a.m. to 12:30 p.m.
San Francisco Bay Area National College Fair	Santa Clara Convention Center	April 6, 2019 1:30 p.m. to 4:30 p.m.
New York National College Fair	Jacob K. Javits Convention Center	April 7, 2019 12 p.m. to 4 p.m.
Springfield National College Fair	Eastern States Exposition	April 8, 2019 9 a.m. to 11:30 a.m. 6:30 p.m. to 8:30 p.m.
Greater Los Angeles National College Fair	Pasadena Convention Center	April 9, 2019 9 a.m. to 12 p.m. 6:30 p.m. to 8:30 p.m.
Providence National College Fair	Rhode Island Convention Center	April 9, 2019 5:30 p.m. to 8:30 p.m.
Greater Memphis National College Fair	Agricenter International	April 11, 2019 9 a.m. to 11:30 a.m. 6 p.m. to 8 p.m.
Ventura/Tri-County National College Fair	Ventura County Fairgrounds	April 11, 2019 5:30 p.m. to 8:30 p.m.
Orange County National College Fair	Anaheim Convention Center	April 14, 2019 1:30 p.m. to 4:30 p.m.
Inland Empire National College Fair	Ontario Convention Center	April 16, 2019 9 a.m. to 12 p.m. 6 p.m. to 8 p.m.
San Diego National College Fair	San Diego Convention Center	April 18, 2019 9 a.m. to 12 p.m. 6 p.m. to 8:30 p.m.
West Michigan National College Fair	DeVos Place Conference Center	April 22, 2019 8:30 a.m. to 11:30 a.m. 6 p.m. to 8 p.m.
Honolulu National College Fair	Hawaii Convention Center	April 23, 2019 8:30 a.m. to 11:30 a.m. 5 p.m. to 8 p.m.
Metro Detroit National College Fair	Suburban Collection Showplace	April 24, 2019 8:30 a.m. to 11:30 a.m. 6 p.m. to 8 p.m.
Denver STEM College & Career Fair	Colorado School of Mines - Lockridge Arena	June 8, 2019 1 p.m. to 4 p.m.

Please check with show organizer to confirm dates, location and times or for further information.

# Scholarship Watch

by Jason Bullock

## 1. ED Smart Scholarship

**Seniors:** Student must be at least 18 and attending College in the Fall of 2019. Write an essay about something you have done in the past year that has made a difference in your community. It needs to be at least 400 words.

**Awards:** 1 at \$2000

**Deadline:** December 15, 2019

**Contact:** Fill out the form at this link to apply: <https://www.edsmart.org/scholarship/application>

**Send essay to:** [tstevens@edsmart.org](mailto:tstevens@edsmart.org)

## 2. Stuck at Prom Scholarship Contest

High school students must create and wear promwear made from Duck Brand duct tape and/or crafting tape, then upload a photo in their creation during prom season and vote online for the best dressed.

**Awards:** 2 \$10,000 first place awards and 8 \$100 awards.

**Deadline:** June 1, 2019

**Contact:** Fill out the entry form at [www.stuckatprom.com](http://www.stuckatprom.com) and upload a photo or photos.

## 3. American Fire Sprinkler Association Scholarships

Safety first: These scholarships are designed to educate the public about automatic fire sprinklers. Available to this year's high school seniors who want to pursue a college degree or attend a trade school. Winners are selected at random.

**Awards:** 10 of \$2,000 each

**Deadline:** April 1, 2019

**Contact:** Apply at: <https://www.afsascholarship.org/high-school-contest/hsstep1/>

## 4. Jack Kent Cooke Foundation College Scholarship Program

Student must graduate from a U.S. High School in Spring 2020 and intend to enroll full time in the Fall of 2020. Must have a minimum SAT total of 1200 or ACT composite of 26. Applicants considered with family income below \$95,000.

**Awards:** Up to \$40,000 per year to use toward tuition, books, and other fees and expenses at any accredited four-year institution.

**Deadline:** Application open from September 2019-November 2019

**Contact:** Apply online at [www.JKCF.ORG/COLLEGE](http://www.JKCF.ORG/COLLEGE). Questions about the scholarships can be e-mailed to [scholarships@jkcf.org](mailto:scholarships@jkcf.org)

## 5. The Paradigm Challenge

This scholarship is open to anyone between the ages of 4 to 18. Applicants must use STEM skills in order to create new problem-solving ideas.

The contest theme is different every year, but is always related to helping the community. Grantees will also receive support in translating their ideas into real-world products along with the money.

**Awards:** 100 total awards ranging from \$200 to the Grand Prize of \$100,000.**Deadline:** May 2019

**Contact:** Register and Apply at: <https://www.projectparadigm.org/>

## 6. National Oratorical Contest Scholarship

Applicant must be a U.S. citizen or permanent resident under 20 years of age, must be attending high school or junior high, and must compete in the American Legion oratorical contest at the national level. Award must be used at a college or university in the U.S. for actual school costs, including tuition, room and board, fees, and books.

**Awards:** \$1,500 - \$19,000

**Contact:** American Legion Education & Scholars Program – [acy@legion.org](mailto:acy@legion.org)

## 7. Gloria Baron Prize for Young Heroes

Affords 9th to 12th graders the opportunity to win funds to be used towards higher education or a service project. Selects 15 students who have started, lead, or have led an exceptional service project that impacts the world for the better.

**Awards:** 15 \$10,000 awards given

**Deadline:** April 15, 2019

**Contact:** Applications can only be submitted online at: <https://barronprize.org/apply/>

## 8. Pilot International Scholarship

Applicants must be an undergraduate student and pursuing a career that focuses on helping others.

**Awards:** Multiple at \$1,500

**Deadline:** March 15, 2019

**Contact:** Download the application from: <https://www.pilotinternational.org/wp-content/uploads/2016/06/Pilot-International-Scholarship-New-Writeable.pdf>

## 9. College Board Opportunity Scholarships

The College Board Opportunity Scholarships program is open to class of 2020 high school students in the United States, Puerto Rico, and other U.S. territories.

**Awards:** 4,000 Scholarships per year beginning with the 2020 class. Scholarships range from \$500 to \$2,000. Complete all 6 steps to be eligible for the grand \$40,000 scholarship.

**Deadline:** Winners chosen monthly.

**Contact:** Register on this page - <https://opportunity.collegeboard.org/> or call 1-844-298-3554 with any questions.

## 10. Courage to Grow Scholarship

This simple, monthly scholarship offers junior and senior students of all backgrounds the opportunity to submit a 250 word response to why they should receive these funds, and a student is selected at the end of each month. Must be a high school junior or senior with a minimum 2.5 GPA.

**Deadline:** 1 \$500 scholarship awarded each month (12 winners per year)

**Contact:** Apply online with your essay at - <https://couragetogrowscholarship.com/>

Have a submission you would like to include in Scholarship Watch? Send them to [Jason@linkforcounselors.com](mailto:Jason@linkforcounselors.com). The only requirement is they have to be available to students to use at the College of their choice.

# SUMMER PLANNING: How to Make it Count

*By Elizabeth Drucker*

When the school year ends, many of your students won't know what to do with all that time they suddenly have on their hands, now that they are not focused on calculus or chemistry.

While some students prefer to keep their schedules filled during the summer, others prefer to use the summer to decompress and prepare for the next school year to begin. At either end of the extreme, there are many ways that you can help your students plan for a summer that will be enriching, fulfilling, and helpful to their achievement when they return to campus in the fall. As a counselor, you can provide your students with an expansive set of options, but also encourage them to be creative and proactive in designing the perfect summer that works optimally for them. In the following sections, there are some suggestions for your students and how they can pursue these opportunities.

**Healthcare:** For your students who are considering a career in the health professions such as nursing, dentistry, or medicine, you might suggest they contact one of the local hospitals in your area to inquire about volunteer opportunities. Most hospitals allow high school students to do a variety of tasks both in clinical (working directly with patients who are being treated in the hospital) and nonclinical (working in places like the hospital gift shop or helping family members navigate the hospital). Many of them even have a website that lists all the opportunities your students can seek out. You might also encourage your students to do some shadowing, where they would follow a doctor or

nurse during their day to see what those careers are like first-hand, as they treat patients and attend to their usual responsibilities.

Students who have an interest in veterinary science may work in an animal shelter or seek employment as a technician in a vet's office.

**Legal Careers:** Wherever you are located, there are likely nonprofit legal organizations as well as law firms that could always use your students to do clerical work like filing important documents and making and distributing copies. While it would be helpful for you to maintain an established list of firms that would accept your students, students can also look for organizations to craft their own internships with subfields that interest them such as nonprofit legal organizations that assist and advocate for people with disabilities. This would ideally include an attorney mentor to share their experiences working in the legal field who has some insights on the best ways to get there. In this case, your students might forward their resume and a letter of introduction to someone at the firm, including their skills and career interests, what they hope to learn from such a summer internship, and what they might contribute to the law firm or organization.

**Community College Enrollment:** For students who would like to explore some newly developing interests in academic fields that you might not offer at your high school like sociology or art history, you might encourage them to enroll in classes at the local community college.

These courses typically offer instruction in a more relaxed and supportive environment for students of all types, including those who have learning disabilities or need more individualized attention. Enrollment in a community college also offers your students a chance to develop those crucial critical thinking skills that will be very important when they move past high school, including college-level writing and quantitative skills. Additionally, community colleges might allow your students to get to know an instructor at the college level who might possibly write a letter of recommendation when it comes time to apply to colleges during their senior years.

Some of these programs are found on the campuses of Stanford, Brown, and Smith College, but such programs are plentiful and you will find many more of them with a quick search on the internet.

**Study Abroad:** Many undergraduate college students spend a semester or summer abroad, so why not start in high school? Putney Student Travel is one such program that offers a creative writing and literature program in Ireland. When your students enroll in these unique programs, they grow intellectually and socially through their immersion in another culture.



“Many undergraduate college students spend a semester or summer abroad...”



**Precollege Enrichment Programs:** Many colleges and universities across the country offer special programs for high school students to come to the campus and have a real collegiate residential experience. Some of these programs allow students to take classes with college students from all over the country, while others have special programs just for high school students to flex their muscles in areas such as creative writing and science and medicine.

These are good opportunities for students to get a taste of college firsthand and see what it is really like socially and academically, to learn and live on a postsecondary campus environment. It is important to note that these programs are sometimes costly when you factor in tuition, room and board, course materials, and travel to and from the program. Some of these programs do offer scholarships and financial assistance, however, which may help your students manage these costs.

These programs boost interpersonal skills and often push students beyond their comfort level. These programs are also good because they allow students to have one more practice experiment for when they arrive on a college campus and begin their undergraduate careers.

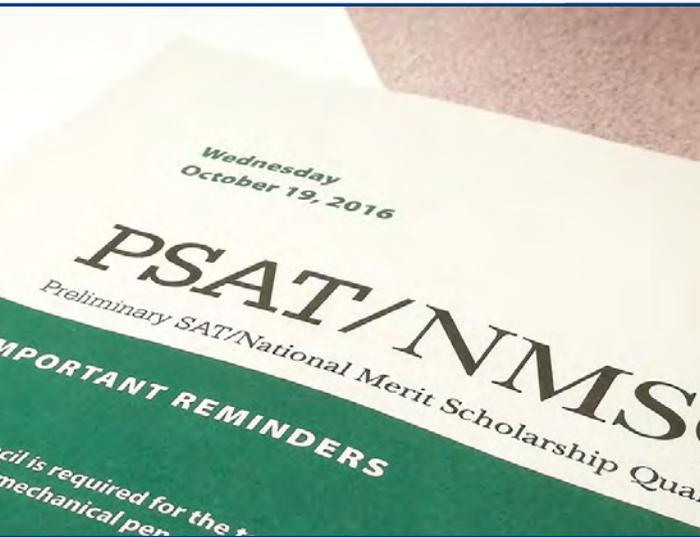
**ACT/SAT Test Preparation:** The summer is a great opportunity for your students to spend some time preparing for those all-important college entrance exams that you are constantly reminding them about. They might want to work on building their vocabularies by making flashcards or improving their reading comprehension by regularly plowing through more demanding sources such as articles from the New York Times. These more challenging articles will introduce them to a wide range of topics, and help your students to think critically and have something to contribute to their college admissions interviews.

Staying on top of the news is also a good habit to start while still in high school.

**Creating a Reading List:** This is something every student should probably do for himself because it also helps immeasurably on standardized tests. Your students can ask their teachers for recommendations of good books that will both interest and challenge them over the summer. Your students can also consult with librarians or even lists of classic books that can be found online. It doesn't matter what your students read, as long as it enriches them in some way or maybe introduces them to something that they haven't had previous

Whatever the case, there are so many options for your students to make the most out of their summers, instead of just watching TV from the day school ends to the day classes resume. While things can run at a slower pace, the summer is also a crucial time to start building skills that students might not have time to pursue when school is in session.

It is also important for you, as a counselor, to build contacts that you can use to help your student's network in the fields they are drawn to. You might want to maintain a file of doctors that would be willing to let your students shadow them. Also,



exposure to before. It is good practice to build intellectual curiosity for college and life beyond. Reading will also help students build a foundation for their college courses.

**Visit College Campuses in Person:** Before classes are dismissed for the summer, you might want to meet with your students to craft an initial list of the colleges they are considering. While some students may have the ability to travel and explore the quads and student unions at these colleges, it may not be realistic for every family to make the rounds. Instead, it can also be helpful for your students to familiarize themselves with these colleges they are considering by reading guidebooks and perusing the websites and college viewbooks. You can also learn more by meeting with alumni representatives that are local to you. Possibly, your students may also speak with some of your own former students who were accepted to and attend these colleges.

you can maintain a collaborative relationship with hospitals, law firms, and some non-profit organizations that might be interested in hiring your student volunteers for the summer, and maybe even beyond.

Try to present your students' options with enthusiasm while they are planning their summers. There is no right way to spend their summer, and the options are endless. It helps to have a good understanding of what opportunities are available in your community and how you can establish good working relationships with these organizations and your students. You should meet with as many of your students individually as possible and maybe even with their parents because summer planning can definitely be a team effort. With a little creativity and some persistence, your students can create a summer that will prepare them for college and life, while also being one that they will never forget.

# Take a college tour

Sure, you can tour a campus online these days. But there's nothing better than a campus tour when you're trying to get a feel for the college or university. In order to make the most of your college tour you have to be prepared. Follow these steps and you'll be a college tour pro!

## Be prepared

Research its outstanding programs, faculty-student ratio, educational mission — even its mascot. Know the competitive sports teams and major rivals. Prepare yourself with all of the pertinent, public info about the college.

### SCHOOL NOTES:

---

---

---

---

---

## Read while you wait

Once you arrive on campus, check out the bulletins, pick up a copy of the college newspaper or magazine and don't forget to grab a few brochures from the admissions office. This will help familiarize you with the campus basics, so you can focus on more in depth questions while touring.

### Questions to ask the tour guide:

- Why did you choose this college?
- What was your best experience here?
- Why did you stay after freshman year?
- What's your plan for after graduation?

## Ask questions

Sometimes the excitement of the tour can lead to lots of distractions, which means you may forget to ask questions. Be sure to create a list of questions before the tour and keep them handy the day of. Reference it regularly to make sure you've got all the answers. If a question hasn't been addressed, ask it!

### YOUR QUESTIONS:

---

---

---

## Talk to students

Some of your best feedback will come from students who are actually at the college! They are living

the life you may live everyday, so who better to give you insight on the day-to-day activities on campus? Visit the campus coffee shop or commons and ask students what the campus is really like (It's OK to leave the tour guide and/or parents behind on this one!)

## While on the tour

Your tour guide will be an actual student at the college you are visiting, so be prepared to ask questions.

## After the tour

Write down five impressions of the school. Consider the campus personality, diversity of the student body, the size of the lecture halls and student interaction. These little mental reminders will help you compare colleges later.

### FIRST IMPRESSIONS:

---

---

---

## Find your match

Get matched up with your perfect college at **LINKForCounselors.com**



# Write your college essay

The admission essay is an important part of any college application. Some schools give more weight to the essay than others, but if an essay is required, you can bet it's going to be used in the admissions decision to some degree. Even if you have a high GPA, the essay provides an easy way for you to distinguish yourself from the other thousand applicants who have similar grades and activities as you. Writing an admissions essay that works will increase your chances of being accepted. To help you out, we have put together this easy list of do's and don'ts for writing your essay.

I once had a student that had perfect scores in math; all courses in high school were 100% and the math sections of all state and national tests were near perfect. That student wrote about their love for math. As an admissions counselor, I could have inferred from the transcript and test scores that the student loved math or at least was brilliant in the subject. That's all I knew about the applicant and while his grades stood out and his essay matched, I was left not knowing anything else about the applicant. The essay is an opportunity to shine, tell a story and it's where you can bring your application to life.

## Make a List

**Do:** Make a list of your positive qualities, strengths, personality characteristics and traits. What makes you unique? What makes you think? What makes you content? Have you experienced failure? Has a belief been changed? Use this list to narrow the focus of your topic.

**Don't:** Don't choose offensive topics. Topics that may be offensive are those that surround religion, racism and even personal opinions on world issues. You won't be doing yourself any favors if your essay leaves the admissions officer feeling offended or worse, angry.

## Focus!

**Do:** Your topic should be specific. Your essay itself should have three parts - an introduction, body and a conclusion. Create an outline, decide what examples you want to include and write your first draft. Don't worry about making the first draft perfect. Get your thoughts on paper. You can refine it later! Remember that this is a process that may take some time and several revisions.

**Don't:** Don't just create a list. Your goal should not be to include all of your accomplishments and activities (that is what an activities resume is for). The most engaging essays tell a story and have a clear focus. A thoughtful and detailed narration of a difficult time in your life tells more about you than a list of competitions won and honors achieved.

## Be Creative

**Do:** This is your time to shine! Identify a topic or talk about something that is unique and different. Or, breathe life into a mundane subject by approaching it differently.

**Don't:** Do what my former student did (see story above).

## Get Feedback!

**Do:** Write multiple drafts of your essay and have it reviewed by a fellow student and also by a parent, relative or teacher. This will help you ensure the topic has been covered. Write as well as you can, edit as needed. Finally, know the essay word limit and stick to it.

**Don't:** Write a novel. Essays that stick to the requirements and are positive are easier and fun to read.

# Paying for college

There are huge numbers of scholarships, grants and other prizes available to all students. Financial aid and scholarships aren't just for the valedictorian or varsity quarterback.

By following these tips, you can increase your chances of tapping into the billions of dollars available every year to students just like you!

- Step 1** Fill out the FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))
- Step 2** Research and apply for private scholarships
- Step 3** Supplement with loans if necessary
- Step 4** Repeat steps every year!

## All this financial aid jargon have you confused? Here's a vocab lesson:

- **Grants:** A grant is a financial award given to a student for the purposes of paying for all or part of college expenses. A college grant does not have to be repaid by the student.
- **Scholarships:** A financial aid award that does not have to be

### Helpful tips as you fill out the FAFSA Application:

- ▶ Read all directions slowly and thoroughly.
- ▶ Note your state and school deadlines for filing financial aid. Apply early, if possible, before you even know if you're accepted to a new school.
- ▶ Estimate your income if you are unsure of the actual amount.
- ▶ Do not use the term 'N/A' or leave a question blank. Both of these responses can slow the filing process.
- ▶ Make sure you sign or e-sign all submitted documents.
- ▶ Keep copies of your financial aid documents for future FAFSA filing.
- ▶ For more information, check out: [www.finaid.org/fafsa](http://www.finaid.org/fafsa).

repaid. Scholarships are generally made based on an applicant meeting certain eligibility criteria.



- **Loans:** Financial aid awards that the student or parent borrows from a lender, the school or other third party. Loans must be repaid by the borrower according to the terms of a promissory note, usually with interest.
- **Work-study:** A work-study program allows a student to earn money by working part time during the school year as a component of their financial aid package. These jobs are usually on campus.



### Read more!

Get more tips on how to pay for college at [LINKForCounselors.com](http://LINKForCounselors.com)

# College Profiles



## BAYLOR INSTITUTE FOR AIR SCIENCE

**Location:** Waco, TX  
**Website:** [www.baylor.edu/aviation](http://www.baylor.edu/aviation)  
**Year Founded:** 1845

**Type of Institution:** Four-year Private, Christian University

**Student-Faculty Ratio:** 15:1  
**Tuition Costs:** \$21,000  
**Room & Board:** \$6,000

Baylor University offers the unique combination of a professional aviation degree and a stellar education from a world-class faith-based university.

At Baylor University's Institute for Air Science, we offer you an aviation Bachelor's degree along with opportunities to enjoy a fulfilling college experience and student life on a tradition-rich campus. Soar to new heights and discover Baylor's one-of-a-kind spirit of community and faith!

**Telephone:** 254-710-3563  
**Email:** [bias\\_office@baylor.edu](mailto:bias_office@baylor.edu)



## CENTRAL ARIZONA COLLEGE

**Location:** Coolidge, AZ  
**Website:** [www.centralaz.edu](http://www.centralaz.edu)  
**Year Founded:** 1969

**Type of Institution:** Community College  
**Student-Faculty Ratio:** 18:1  
**Institutional Designation:** Accredited by Higher Learning Commission

**Tuition Costs:** In-State - \$86 per credit/Out of State-\$172 Out of State Resident

**Room & Board:** [www.centralaz.edu/reslife](http://www.centralaz.edu/reslife)

For more than 45 years, CAC has been serving and educating the diverse communities of Pinal County, AZ. With five campuses and three centers located throughout the county, CAC provides accessible, educational, economic, cultural and personal growth opportunities for all ages. The college offers nearly 150 degrees and certificates, on-line and university transfer courses, career training and personal enrichment classes. An on-campus living environment featuring residence life options is available at the Signal Peak Campus.

**Telephone:** 800-237-9814



# College Profiles



## GANNON UNIVERSITY

**Location:** Erie, PA  
**Website:** [www.gannon.edu](http://www.gannon.edu)  
**Year Founded:** 1925  
**Type of Institution:** University  
**Student-Faculty Ratio:** 13:1  
**Institutional Designation:** Private - Religious  
**Tuition Costs:** \$31,180-\$33,060  
**Room & Board:** \$11,450-\$15,060  
**Average Student Aid Package:** \$21,128  
**Average Scholarship/Grant Aid Awarded:** \$19,494  
**Average Work-Study Aid Awarded:** \$2,300

At Gannon University, we're focused on students' academic success by ensuring a high-quality education is within reach for all who are seeking to find their path and advance their career.

Gannon offers over 100 innovative online and traditional Bachelor's, Master's and Doctoral academic programs where students practice hands-on, real-world application in exceptional learning environments on campus and in the community. More than 4,000 academically talented and diverse students enjoy a personalized experience through Gannon's low student-to-faculty ratio of 13:1.

**Telephone:** 814-871-7407  
**Email:** [admissions@gannon.edu](mailto:admissions@gannon.edu)

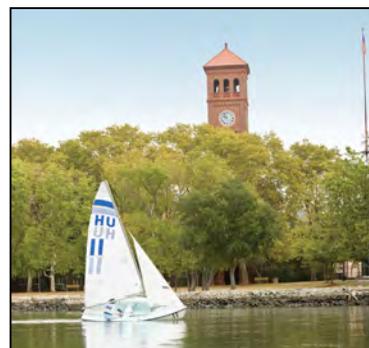


## HAMPTON UNIVERSITY

**Location:** Hampton, VA  
**Website:** [www.hamptonu.edu](http://www.hamptonu.edu)  
**Year Founded:** 1868  
**Type of Institution:** Private  
**Student-Faculty Ratio:** 12:1  
**Institutional Designation:** Coeducational  
**Tuition Costs:** \$23,762  
**Room & Board:** \$11,778  
**Average Student Aid Package:** \$27,548  
**Average Percentage of Financial Aid Met:** 51%  
**Average Scholarship/Grant Aid Awarded:** \$10,825

At Hampton University "Inspiration to Impact" are more than words. We offer a rich academic environment that cultivates leaders. Through global scientific collaborations and modern research projects, our professors and students are asking questions and finding answers. We offer our students innovative courses that lead to 48 bachelor's; 24 master's programs; and doctoral or professional degrees in nursing, physics, atmospheric/planetary sciences, business leadership and administration, educational leadership and management, physical therapy, and pharmacy.

**Telephone:** 757-727-5000  
**Email:** [admissioncounselor@hamptonu.edu](mailto:admissioncounselor@hamptonu.edu)



# College Profiles



## HOFSTRA UNIVERSITY

**Location:** Hempstead, NY  
**Website:** [www.hofstra.edu](http://www.hofstra.edu)  
**Year Founded:** 1935

**Type of Institution:** University  
**Institutional Designation:** Private/Non-profit

Hofstra University is a nationally-ranked university, offering students the complete college experience — a vibrant, active campus with hundreds of cultural and social events annually, small classes with experienced faculty, access to state-of-the-art technology and facilities — all less than an hour away from New York City.

**Student-Faculty Ratio:** 14:1  
**Tuition Costs:** \$43,960  
**Room & Board:** \$14,930  
**Average Student Aid Package:** \$30,900  
**Average Percentage of Financial Aid Met:** 100%

**Telephone:** 800-463-7872  
**Email:** [admission@hofstra.edu](mailto:admission@hofstra.edu)



## KEAN UNIVERSITY

**Location:** Union, New Jersey  
**Website:** [www.kean.edu](http://www.kean.edu)  
**Year Founded:** 1855

**Type of Institution:** Public University  
**Student-Faculty Ratio:** 20:1

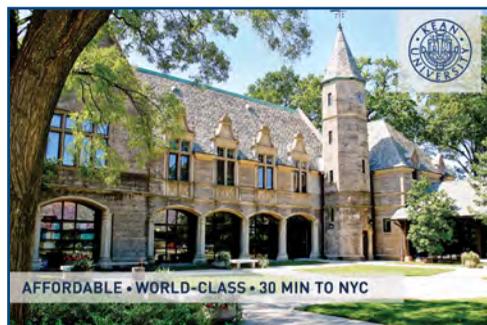
**Tuition Costs:** \$6,174 (full-time, in-state per semester); \$9,692 (full-time, out-of-state per semester)

**Application Deadlines:** First-year Early Action, January 1; Preferred Regular Action, April 30; Preferred Transfer Action, August 6

**Application Fee:** \$75

With a rich history in higher education that spans over 160 years, Kean University is a vibrant and diverse university offering a variety of undergraduate and graduate programs. Dedicated to preparing students for rewarding careers, lifelong learning, and fulfilling lives, Kean offers a broad range of disciplines, the expertise of world-class faculty, and a student-centered learning environment and campus community. Located in Union, New Jersey, Kean's 180-acre campus is located just 30 minutes from New York City.

**Telephone:** (908) 737-7100  
**Email:** [admitme@kean.edu](mailto:admitme@kean.edu)



# College Profiles



## LANDMARK COLLEGE

**Location:** Putney, VT  
**Website:** [www.landmark.edu](http://www.landmark.edu)  
**Year Founded:** 1985

**Type of Institution:** Four-year, two-year liberal arts for students with learning disabilities and attention challenges  
**Student-Faculty Ratio:** 6:1

**Tuition Costs:** \$56,800  
**Room & Board:** \$11,840 per year (based on standard room and meal plan)

The Landmark College Institute for Research and Training conducts groundbreaking research on learning differences and shares that knowledge with educators around the world.

Landmark College is for students who learn differently, including students with a learning disability (such as dyslexia), ADHD, or autism. LC champions a strengths-based model and gives students the skills and strategies they need to achieve their goals. Landmark College offers bachelor's and associate degrees, as well as a Bridge Experience, online dual enrollment courses for high school students, and summer programs for middle school, high school, and college students.

**Telephone:** 802-387-6718  
**Email:** [admissions@landmark.edu](mailto:admissions@landmark.edu)



## LYNN UNIVERSITY

**Location:** Boca Raton, FL  
**Website:** [www.lynn.edu](http://www.lynn.edu)  
**Year Founded:** 1962

**Type of Institution:** Independent, nonprofit, coeducational, residential institution.  
**Institutional Designation:** Private, Nonprofit

**Student-Faculty Ratio:** 21:1  
**Tuition Costs:** \$35,260  
**Room & Board:** \$11,970  
**Average Student Aid Package:** \$24,185  
**Average Percentage of Financial Aid Met:** 58.70%  
**Average Scholarship/Grant Aid Awarded:** \$11,150  
**Average Work-Study Aid Awarded:** \$2,039

Lynn University is an independent college based in Boca Raton, Florida, with approximately 3,000 students from 100 countries. U.S. News & World Report ranks Lynn among the most innovative and international schools in the region. Lynn's Dialogues curriculum and award-winning iPad program help graduates gain the intellectual flexibility and global experience to fulfill their potential in an ever-changing world.

**Telephone:** 561-237-7900  
**Email:** [admission@lynn.edu](mailto:admission@lynn.edu)



# College Profiles



## MERCYHURST UNIVERSITY

**Location:** Erie, PA  
**Website:** [www.mercyhurst.edu](http://www.mercyhurst.edu)  
**Year Founded:** 1926

**Type of Institution:** 4-year, Catholic, liberal arts  
**Student-Faculty Ratio:** 14:1  
**Tuition Costs:** \$36,958  
**Room & Board:** \$11,000 - \$13,000 (depending on residence hall)  
**Student Aid Package:** \$21,500  
**Average Percentage of Financial Aid Met:** More than 90% of students receive financial aid.

Mercyhurst University, founded in 1926 by the Sisters of Mercy, is a fully accredited, four-year, Catholic comprehensive institution, in Erie, Pa. The university offers more than 100 majors, minors and concentrations as well as unique post-baccalaureate, advanced certificate and master's degree programs. In addition, Mercyhurst provides certificate and associate degree offerings at branch campuses in North East, Corry and the Booker T. Washington Center. Inspired by our motto, "Carpe Diem" (seize the day), our faculty and students are busy making a difference on and off campus — from "the Hill" to the far corners of the world.

**Telephone:** 800-825-1926 x2202



## SALISBURY UNIVERSITY

**Location:** Salisbury, MD  
**Website:** [www.salisbury.edu](http://www.salisbury.edu)  
**Year Founded:** 1925  
**Type of Institution:** 4-year public comprehensive  
**Student-Faculty Ratio:** 16:1  
**Tuition Costs:** \$9,824 in-state; \$19,526 out of state  
**Room & Board:** \$11,950 (based on "all day, every day" meals and double occupancy renovated dorm)  
**Average Student Aid Package:** \$7,395 (need based)  
**Average Scholarship/Grant Aid Awarded:** \$2,773 (non-need based)

Nationally recognized for academic excellence, Salisbury University is a proud member of the University System of Maryland offering 43 undergraduate majors, 15 graduate programs and 2 doctorates in nursing practice and education. SU is ranked among the nation's "Best Value" colleges by Kiplinger's Personal Finance, Money, Forbes, The Princeton Review and U.S. News & World Report. Washington Monthly also named SU among America's "Best Bang For The Buck" Colleges. Sea Gull athletes have earned 20 NCAA Division III national team championships. Founded in 1925, SU is just 2.5 hours from Baltimore and Washington, D.C.

**Telephone:** 410-543-6161  
**Email:** [admissions@salisbury.edu](mailto:admissions@salisbury.edu)



# College Profiles



## STEVENS INSTITUTE OF TECHNOLOGY

**Location:** Hoboken, NJ

**Website:** [stevens.edu](http://stevens.edu)

**Year Founded:** 1870

**Type of Institution:** Private/Non-Profit

**Student-Faculty Ratio:** 10:1

**Tuition Costs:** \$54,014 annual

**Room & Board:** \$15,770

Located in Hoboken, NJ on the Hudson River overlooking the Manhattan skyline, Stevens is a high-energy, highly engaged campus community in which hands-on learning complements academic experiences. The combination of a rigorous curriculum, a focus on innovation and entrepreneurship, and tremendous opportunities for experiential learning aligned with industry needs has proven to be a winning formula for Stevens graduates over the years.

Recognized for putting the “hire” in higher education, a Stevens degree is a passport to a successful and stimulating career. Exceptional opportunities for internships, undergraduate research and cooperative education prepare students with skills that are in demand by the world’s most influential employers, because they are skills that impact industries and innovations that drive our economy.

**Telephone:** 201-216-5000

**Email:** [admissions@stevens.edu](mailto:admissions@stevens.edu)



## TEXAS A&M CORPUS CHRISTI

**Location:** Corpus Christi, TX

**Website:** [www.tamucc.edu](http://www.tamucc.edu)

**Year Founded:** 1947

**Type of Institution:** Four Year Public  
Doctorate

**Institutional Designation:** Hispanic Serving  
- HSI

**Student-Faculty Ratio:** 23:1

**Tuition Costs:** \$8,720 annual

**Room & Board:** \$10,220

**Average Student Aid Package:** \$10,376

**Average Percentage of Financial Aid Met:**  
56%

**Average Scholarship/Grant Aid Awarded:**  
\$3,858

**Average Work-Study Aid Awarded:**  
\$2,305

Texas A&M University-Corpus Christi is the premier doctoral granting institution in South Texas. More than 43 undergraduate, 33 masters, and 9 doctoral/terminal degrees make the Island University the intellectual hub of the Coastal Bend. Nationally and internationally known institutes, research center and labs, and award-winning degree programs draw approximately 12,000 students annually to the Island University.

**Telephone:** 1.800.4.TAMUCC

**Email:** [recruitment@tamucc.edu](mailto:recruitment@tamucc.edu)



# College Profiles



## TEXAS A&M UNIVERSITY KINGSVILLE

**Location:** Kingsville, TX

**Website:** [www.tamuk.edu](http://www.tamuk.edu)

**Year Founded:** 1925

**Type of Institution:** Public University

**Student-Faculty Ratio:** 17:1

**Institutional Designation:** Four-year

**Tuition Costs:** \$8,463 per year (in-state for 15 semester credit hours)

**Room & Board:** \$8,955 per year

**Average Student Aid Package:** \$14,537

**Average Percentage of Financial Aid Met:** 76%

**Average Scholarship/Grant Aid Awarded:** \$7,296

**Average Work-Study Aid Awarded:** \$3,107

Texas A&M University-Kingsville has been ranked among the nation's best in higher education by U.S. News and World Report, Forbes and Washington Monthly. Degree offerings include well-known programs in engineering, agriculture and music, and new programs in veterinary technology and criminal justice. Classroom learning is enhanced through hands-on research opportunities at both the undergraduate and graduate level. Recognized for excellence in affordability, financial aid, athletics and more, Texas A&M-Kingsville offers a complete college experience.

**Telephone:** 361-593-2315

**Email:** [admissions@tamuk.edu](mailto:admissions@tamuk.edu)



## TOURO COLLEGE, NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES (NYSCAS)

**Location:** Brooklyn, NY

**Website:** [www.nyscas.touro.edu](http://www.nyscas.touro.edu)

**Year Founded:** 1971

**Type of Institution:** Comprehensive higher education system

**Student-Faculty Ratio:** 19:1

**Tuition Costs:** \$14,600

**Average Student Aid Package:** \$9,000

**Average Percentage of Financial Aid Met:** 90%

NYSCAS is ideally suited to reflect, and respond to, the challenges of this new era. Our tradition of academic excellence has given us the foundation and confidence to reach for new and unimaginable knowledge, while the diversity of our University system community makes it possible for students, faculty, alumni, and neighbors to interact with — and thus be transformed by — the multiplicity of human perspectives. At the same time, our numerous locations in the world's most global city offers us a unique laboratory in which to study the evolution of modern society, attract and learn from the remarkable people who make New York home and, in doing so, fulfill our responsibilities as active, engaged citizens.

**Telephone:** 212-463-0400 ext. 55500

**Email:** [admissions.nyscas@touro.edu](mailto:admissions.nyscas@touro.edu)



# College Profiles



## UNIVERSITY OF CALIFORNIA, DAVIS

**Location:** Davis, CA

**Website:** [www.ucdavis.edu](http://www.ucdavis.edu)

**Year Founded:** 1905

**Type of Institution:** Public research and land-grant university

**Student-Faculty Ratio:** 20:1

**Tuition Costs:** \$14,403

**Room & Board:** \$15,645

**Average Student Aid Package:** \$21,839

Founded in 1905, UC Davis is one of the top public universities in the nation. We're known for working across disciplines to solve the world's most pressing problems and for our commitment to artistic and cultural expression. Our 5,300-acre campus is in Davis, a vibrant college town of about 68,000. The state capital is nearby as are world-class destinations like the San Francisco Bay Area, Lake Tahoe and the Napa Valley.

**Telephone:** 530-752-1930

**Email:** [marketing@ucdavis.edu](mailto:marketing@ucdavis.edu)



UNIVERSITY OF  
EVANSVILLE

## UNIVERSITY OF EVANSVILLE

**Location:** Evansville, IN

**Website:** [www.evansville.edu](http://www.evansville.edu)

**Year Founded:** 1854

**Type of Institution:** Comprehensive 4-year university offering a wide array of professional and liberal arts programs.

**Institutional Designation:** Private institution focusing on undergraduate education with select graduate programs, primarily in the health sciences.

**Student-Faculty Ratio:** 10:1

**Tuition Costs:** \$35,300 per year

**Room & Board:** \$12,770 per year

**Average Scholarship/Grant Aid Awarded:** \$23,290 per year

**Average Work-Study Aid Awarded:** \$2,880 per year

Located in Evansville, Indiana, the University of Evansville is a private, comprehensive university with over 80 majors and more than 100 areas of study in the arts and sciences and pre-professional programs. UE's diverse student body represents 44 states and 55 countries. UE is the first in Indiana to be designated as an Ashoka U Changemaker Campus, and the changemaking culture empowers students to improve the world around them.

**Telephone:** 1-833-BeAnAce

**Email:** [admission@evansville.edu](mailto:admission@evansville.edu)



# College Profiles



## UNIVERSITY OF HOUSTON - VICTORIA

**Location:** Victoria, TX

**Website:** [www.uhv.edu](http://www.uhv.edu)

**Year Founded:** 1973

**Type of Institution:** Four-year, public university

**Student-Faculty Ratio:** 16:1

**Institutional Designation:** Bachelor's & Master's

**Tuition Costs:** \$7,969 (full time, 15 semester credit hours, in-state undergraduate)

**Room & Board:** \$8,235

**Average Student Aid Package:** \$9,491

**Average Percentage of Financial Aid Met:** 66%

**Average Scholarship/Grant Aid Awarded:** \$4,949

**Average Work-Study Aid Awarded:** \$2,164

The University of Houston-Victoria offers courses leading to 70 bachelor's and master's degree programs and concentrations in the schools of Arts & Sciences; Business Administration; and Education, Health Professions & Human Development. UHV provides face-to-face classes at its Victoria, Texas, campus as well as a teaching site in Katy, Texas, and online classes that students can take from anywhere. Since its founding in 1973, UHV has provided students with a quality education from excellent faculty at an affordable price.

**Telephone:** 361-570-4848

**Email:** [recruitment@uhv.edu](mailto:recruitment@uhv.edu)



## UNIVERSITY OF NORTH CAROLINA WILMINGTON

**Location:** Wilmington, NC

**Website:** [www.uncw.edu](http://www.uncw.edu)

**Year Founded:** 1947

**Type of Institution:** Four-year public

**Institutional Designation:** Masters Comprehensive University

**Student-Faculty Ratio:** 18:1

**Tuition Costs:** In-State - \$7,091 or Out-of-State - \$21,156

**Room & Board:** \$10,686

The University of North Carolina Wilmington (UNCW) is divided into 5 academic units: the College of Arts and Sciences; the College of Health and Human Services; the Watson College of Education; the Cameron School of Business; and the UNCW Graduate School. Through these institutions, 54 undergraduate degrees and 33 graduate degrees are offered.

The "US News and World Report" consistently ranks UNCW within the top 15 overall universities and within the top 10 public universities in the South. The "Princeton Review" recognized UNCW among the Best in the Southeast.

**Telephone:** 910-962-3243

**Email:** [admissions@uncw.edu](mailto:admissions@uncw.edu)



# College Profiles

## UTICA COLLEGE

### UTICA COLLEGE

**Location:** Utica, NY  
**Website:** utica.edu  
**Year Founded:** 1946

**Type of Institution:** 4-year, private, residential college

**Student-Faculty Ratio:** 11:1

**Tuition Costs:** \$20,832  
**Room & Board:** \$11,248  
**Average Student Aid Package:** \$28,209

Utica College is a uniquely personal, private institution that specializes in professional education with a strong foundation in the liberal arts. UC offers innovative, career driven programs in 16 of the 20 most desired majors and an 11:1 student to faculty ratio. One hundred percent of faculty-recommended pre-med students are admitted to medical school and hundreds of internship opportunities available nationwide to all students. Utica College awards merit scholarships or need based aid to 95 percent of students.

**Telephone:** 800-782-8884  
**Email:** [admiss@utica.edu](mailto:admiss@utica.edu)



## ADVERTISER INDEX

Baylor Institute for Air Science .....	55
Central Arizona College .....	21
Gannon University .....	10
Hampton University .....	52
Hofstra University .....	43
Kean University .....	59
Landmark College .....	7
LINK for Counselors .....	82 & 83
Lynn University .....	2
Mercyhurst University .....	5
Salisbury University .....	62
Stevens Institute of Technology.....	84
Texas A&M Corpus Christi .....	27
Texas A&M Kingsville .....	13
Touro College, New York School of Career and Applied Studies .....	9
University of California at Davis .....	4
University of Evansville .....	20
University of Houston – Victoria .....	3
University of North Carolina Wilmington .....	39
Utica College .....	12

## WE WANT YOU!

To subscribe to  
**LINK for Counselors**



Go online to:

[linkforcounselors.com/  
link-magazine-subscribe](http://linkforcounselors.com/link-magazine-subscribe)

# Have you visited Linkforcounselors.com lately?

- You can sign up for the magazine and our bi-weekly e-newsletter
- Free College Night Handouts are included for your students
- Our blog is updated regularly with content for you
- College Profiles are included from our College Partners
- A digital copy of our latest issue is always available on the home page
- Net price calculator links are included for many Colleges
- A scholarship search is included with more than 1.5 million scholarships



**Everything on our site is free! Check us out!**

We are also always looking for great content so if you have something you would like to share with your peers please contact us at [Jason@linkforcounselors.com](mailto:Jason@linkforcounselors.com)





# EXCEPTIONAL STUDENTS. EXCEPTIONAL OUTCOMES.

Sheila De Assis '19 is smart, gutsy and determined — and secured three internships as a Stevens student. But she also credits her tech-intensive business degree with helping her land her a position as a technology analyst at Morgan Stanley. “I know I’m graduating with a degree that is always going to be in demand,” she says.

## STUDENT OUTCOMES

# 100%

OF FINANCE STUDENTS FROM THE CLASS OF 2018 SECURED JOBS OR GRADUATE SCHOOL ADMISSION WITHIN SIX MONTHS OF COMMENCEMENT.

SEE FOR YOURSELF

[STEVENS.EDU/EXCEPTIONAL](https://www.stevens.edu/exceptional)



**STEVENS**  
INSTITUTE of TECHNOLOGY  
THE INNOVATION UNIVERSITY®

HOBOKEN, NJ