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USC Rossier

School of Education

*Center for
Enrollment Research,
Policy and Practice*



**PROGRESS REPORT FOR
FUNDERS, THE BOARD OF
COUNCILORS AND SCHOLARS,
AND FRIENDS OF THE CENTER**

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The Center has benefited from extraordinary support since its inception in 2007. This Progress Report is dedicated to each funder, advisor, friend, and colleague who has sustained and encouraged us along the way. With our thanks, we wish to acknowledge:

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The support of CTBC Bank through the Community Reinvestment Excellence Award

The generosity of Mr. Benson Zhang

Partnership in college advising services with the College Advising Corps

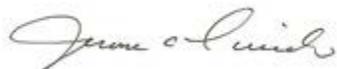
Partnership in research with the College Board and Indiana University

Partnership in conference sponsorships with ACT, Cambridge International Examinations, the College Board, ETS, Hobsons, and the International Baccalaureate Organization

The advice and participation of the Board of Councilors and Scholars, and the outstanding work of the faculty and students of the Leadership in Enrollment Management certificate program.

With this, we would like to take a moment of your time to provide a brief overview of our on-going projects and contributions, some of which are new initiatives. We hope you will find our directions exciting and full of growth potential.

Sincerely,



Dr. Jerome Lucido
**Associate Dean of Strategic Enrollment Services and
Professor of Research, USC Rossier School of Education;
Executive Director, USC Center for Enrollment Research,
Policy, and Practice**

Southern California College Advising Corps (SCCAC)

Key Staff: Dr. Jerry Lucido, Executive Director; Emily Chung, Program Director; Ara Arzumian, Program Manager; Gabriela Duncan, Project Specialist

Supported by a \$1.66 Million MOU with the national College Advising Corps, incorporating numerous foundation gifts, through June 30, 2016

Too many California students lack adequate access to guidance and do not have friends or family members who have navigated the college process. California averages 945 students for each school counselor, ranking it last in the nation. Launched in fall 2013, the SCCAC is a partnership between the College Advising Corps (CAC) and the Center which addresses this critical need by placing full-time advisers in underserved high schools.

Mission and Goal

SCCAC's mission is to improve college outcomes for low-income, first-generation, and underrepresented students. The program's goal is to raise the number of California students who attend and complete college by encouraging and assisting high school students with their college searches, applications, financial aid, and transition to postsecondary education.

Near-Peer Mentoring

SCCAC is a "near-peer" mentoring model, recruiting recent college graduates with experience working with youth and families from diverse backgrounds, demonstrated commitment to public service, and whose backgrounds are similar to the high school students they advise.

Our advisers are available to all students for one-on-one consultations. They help students and their families navigate the complex college choice process, assisting with research, applications, essays, financial aid, ACT/SAT test registration and preparation, A-G completion, college visits, and enrollment.

In its first year, SCCAC placed three recent USC graduates in high schools in the Garden Grove Unified School District. In the 2014-15 academic year, the program expanded to 16 advisers in the Los Angeles (LAUSD) and Long Beach Unified School Districts (LBUSD).



Former SCCAC Adviser counsels a Santiago High School student in Garden Grove

Therefore, SCCAC is impacting the college-going culture at 16 high schools with over 40,000 students. This expansion has led the program to reach a population in dire need of college advising as 83% of students in LAUSD and 70% of students in LBUSD are underrepresented minorities, and 68% of students in LAUSD and 56% of students in LBUSD are low-income.

Preliminary results of this expansion year point to improving the college-going prospects of our students. Since the beginning of the 2014-15 school year, our 16 SCCAC advisers have:

- Assisted over 3,000 students submit more than 14,200 college applications
- Met with over 3,000 students at least once in an individual setting and over 6,500 at least once in a group setting.



On average, each adviser has assisted 187 students to submit at least one application to a four-year institution. Each adviser-assisted student applied to an average of five institutions, which boosts the student's chances of being accepted to at least one institution.

Partnership and Funding

The College Advising Corps (CAC) partners with universities to place college advisers on high school campuses; currently it works with 24 universities in 14 states, serving 483 high schools

with 456 advisers. USC is proud to be the CAC partner covering Southern California.

SCCAC also benefits from generous funding provided by the Rosalind and Arthur Gilbert Foundation, the Los Angeles Scholars Investment Fund (a partnership between the California Community Foundation and the College Futures Foundation, formerly known as the College Access Foundation of California), and CTBC Bank Corp.

Admission Credentials and Counseling System (ACCS)

Key Staff: Dr. Jerry Lucido, Executive Director; Emily Chung, Program Director

Supported by an unrestricted three-year \$750,000 personal gift from Mr. Benson Zhang, of Shanghai, PRC

The Admission Credentials and Counseling System is dedicated to developing and implementing trusted systems of academic records and college guidance in China in cooperation with U.S. and Chinese institutional participants. It is also dedicated to deepening trust, understanding, and relationships among U.S. colleges and universities and China's high schools.

Background

A confluence of interest exists between students in China who aspire to attend U.S. universities and the interest of those universities in attracting well-prepared Chinese students. This mutually beneficial state of affairs is hampered by the lack of college counseling in Chinese high schools, ubiquitous credentials fraud, and the use of unscrupulous agents. Among the roots of the problem are an inadequate understanding of the U.S. system of higher education by prospective Chinese students and the intense pressure they and their families feel to secure a position at one of America's top institutions. Symptoms include falsified credentials, unverified grade changes, essays and personal information that is not the work of the student.

To address this issue, an Admission Credentials and Counseling System (ACCS) linking Chinese high schools and American colleges and universities is being designed and constructed. The expected outcomes of the system include: provision of accurate educational information on both Chinese high schools and American institutions of higher learning, verifiable credentials transmission, readily available and trusted college admission counseling, and enhanced understanding and stronger relationships among participants in both countries.

Description

ACCS was launched in the U.S. in 2013 with two exploratory meetings designed and hosted by the Center for Enrollment Research, Policy, and Practice and funded by Dipont Education Management located in China. The project has progressed with the formation of a Steering Committee, a U.S. and a Chinese advisory council, and the design and construction of a sophisticated system of records and educational information. Through both system implementation and educational exchange, the project now aims to coalesce Chinese principals, high school counselors, U.S.-bound Chinese high school students, and U.S. college admission officials through the secondary to higher education transition process.

Certificate in Leadership in Enrollment Management

Key Staff: Dr. Jerry Lucido, Executive Director; Emily Chung, Program Director; Wendy Marshall, Educational Program Designer

Supported by tuition revenue paid by working professionals and their institutions

Now in its third year, the program has found a niche with enrollment leaders who already have earned masters and doctoral degrees but whose formal education lacked the professional preparation for leadership in the field. The fully online certificate is taught by many of the finest enrollment practitioners in the nation and has attracted senior and mid-level enrollment professionals from Vanderbilt to Abilene Christian, from Northwestern to Northern Arizona, and from UC-Berkeley to Rutgers. Designed to add depth to the skills of current enrollment leaders and to nurture the next generation who will step into leadership roles, the program is highly interactive and designed to allow working professionals to engage deeply in the curriculum and to contribute to discussions from anywhere with a computer and internet access. Complete information can be viewed at: <http://cerpp.usc.edu/certificate-program/>.

Independent School Enrollment Management Pilot

In cooperation with Secondary School Admission Testing Board (SSATB), the Center is now running a pilot section of the certificate program to determine if our certificate model can serve the emerging enrollment management needs of the K-12 independent school sector. With growing recognition by school heads and their boards that the sector faces great enrollment challenges, the certificate directly addresses the developmental needs of staff within these schools.

Additional Certificate Prospects

The emergence of social entrepreneurs, both for-profit and non-profit, in college admission counseling creates a market for efficient and effective college counseling credentials. The center is now exploring these possibilities with organizations outside the academy.

Annual Conference

Key Staff: Dr. Jerry Lucido, Executive Director; Emily Chung, Program Director; Gabriela Duncan, Project Specialist; Ara Arzumian, Program Manager; Wendy Marshall, Educational Program Designer

Supported by sponsorships and conference fees

It seems astonishing that we have now presented our seventh annual conference. From our inaugural event, *Higher Education in the Age of Obama*, to our most recent, *College Admission 2025: Embracing the Future*, the list of speakers and attendees at the events is staggering. Most importantly, we are told over and over again that the event has stimulated thinking, altered practice, and raised the level of discussion about the intersection of student interest, institutional prerogative, and public benefit. A complete list of our conferences, and the proceedings, can be found here: <http://cerpp.usc.edu/conferences/>

Research

Key Staff: Dr. Jerry Lucido, Executive Director; Emily Chung, Program Director

The Handbook of Strategic Enrollment Management

Hossler, D., Bontrager, B., & Associates. (2015). *The handbook of strategic enrollment management*. San Francisco, CA: Jossey Bass.

The Center contributed to two chapters of *The Handbook of Strategic Enrollment Management*, a comprehensive text on the policies, strategies, and practices that shape postsecondary enrollments, published with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) with contributions from leading academics, researchers, and practitioners in the field.

Jerry Lucido wrote Chapter 8: How Admission Decisions Get Made, and Jerry Lucido and Emily Chung contributed to Chapter 18: The Role of the Institution in Increasing College Persistence. Chapter 8 explores the influence of an institution's mission, price, wealth, and selectivity on its admission policies, as well as increasing attention on the use of non-cognitive variables in admission decisions. Chapter 18 discusses promising practices and policies to enhance student persistence and graduation, drawing from findings of multiple studies of two and four-year institutions.

We are pleased that the expertise and research efforts of the Center were tapped for this industry-defining work. The book is available for purchase here:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118819489.html>

Studies on Institutional Efforts to Improve Student Progress

Supported by a grant from the College Board

How Colleges and Universities Organize Themselves to Promote Student Persistence: The Emerging National Picture

In collaboration with the College Board and the Project on Academic Success at Indiana University, the Center conducted research that examined how, and to what depth, colleges and universities organize themselves to promote student persistence and graduation rates. In 2009, the

research team administered the College Board Survey of Institutional Retention Practices to over 1,400 four-year institutions nationwide. Data and findings from this study focus on the structures institutions have in place to enhance student persistence, as well as early alert practices and other approaches institutions use in planning and assessing retention efforts. The report on four-year colleges and universities is available here: <http://cerpp.usc.edu/files/2013/10/PASandCERPP-Four-YearStudentPersistenceReport.pdf>

Study of Community College Structures for Student Success (SCCSSS)

Informed by existing theory and research on student success, the four-year project outlined above was used as a model and a springboard for a systematic approach to understanding institutional policies and practices that affect student persistence at two-year schools in 2011. Once again in collaboration with the College Board and the Project on Academic Success at Indiana University, a national survey of community college administrators on community college structures and policies that enhance student persistence, transfer, and completion was completed 2011. The report, *Securing the Future: Retention Models in Community Colleges*, includes the results of the survey and a guide of promising practices for community college leaders and practitioners. The report is available here: <https://cerpp.usc.edu/files/2013/10/Community-college-securing-future-retention-models1.pdf>

Staff



JEROME A. “Jerry” LUCIDO (Ph.D., Higher Education, University of Arizona) is Associate Dean of Strategic Enrollment Services, Research Professor, and Executive Director Center for Enrollment Research, Policy, and Practice (CERPP) at the Rossier School of Education, University of Southern California. He served from August 2006-July 2010 as USC’s Vice Provost for Enrollment Policy and Management, responsible for undergraduate and graduate admission, academic records and registration, graduation rates initiatives, and overall enrollment policy and planning. Recently, Dr. Lucido served as a trustee of the College Board and as chairman of the College Board’s Guidance and

Admissions Assembly Council. He also chaired the Task Force on Admissions in the 21st Century. He has played a leading role at the national level in initiatives to improve access for low-income and underrepresented students and to design and execute effective and principled college admission and enrollment management practices. Dr. Lucido came to USC from the University of North Carolina at Chapel Hill, where he guided enrollment planning and management. During his tenure at UNC, Dr. Lucido played the leading role in UNC’s decision to eliminate Early Decision in 2002, an action that was hailed by the Washington Post, Newsweek, and the New York Times. Prior to his work at UNC, Dr. Lucido served as assistant vice president for enrollment services and academic support at the University of Arizona, where he was honored for his contributions to improve the quality of education for students from underrepresented groups.



EMILY CHUNG (M.A., Asian Studies, Yale University) is Program Director of the Center for Enrollment Research, Policy, and Practice at the University of Southern California. Having joined the center in 2011, Ms. Chung oversees administrative operations, develops and implements research and curricular projects to further the center’s mission, fundraises, manages events and public relations, and supervises research and administrative staff. Previously Ms. Chung was an associate program officer at the Japan Foundation Center for Global Partnership in New York, where she managed and evaluated a large grant portfolio, initiated educational outreach and

international exchange activities, conducted research, managed roundtables, seminars, and workshops, and helped implement a public relations strategy. Her work at the foundation was preceded by her work as development associate at Urban Solutions in San Francisco, where she secured grants and established foundation relations in support of community development programs in the city. Emily earned a bachelor’s degree from the University of Texas at Austin, a master’s at Yale University, and completed Ph.D. coursework at the University of Chicago. This May, she will earn her doctorate from the USC Rossier School of Education, specializing in higher education administration.



GABRIELA DUNCAN (B.A., Sociology, University of California, Irvine) is the Project Specialist for the Center for Enrollment Research, Policy, and Practice. Having recently joined the center from the USC Rossier School of Education's Business Office and prior to that the Office of Professional Development Programs, Ms. Duncan manages the administrative and financial operations as well as the research and grant administration processes of the center. Additionally, Ms. Duncan monitors spending, develops budget forecasts, and reconciles accounts for CERPP. Her work with the center also involves program support as well as event management and planning. Prior to coming to USC, Ms. Duncan worked as a Customer Advocacy

Manager for Marriott Vacation Club International and as a support team member for the Children's Miracle Network Southern California Chapter. Ms. Duncan received her Bachelor of Arts degree in Sociology from the University of California, Irvine and is currently working on certification for Research Administration from USC.



WENDY MARSHALL (Ed.D., Educational Leadership, University of Southern California) is the Educational Program Designer for the Center for Enrollment Research, Policy, and Practice. Dr. Marshall works closely with the center's faculty and leaders throughout the country to develop programming that supports excellence in enrollment management. Prior to joining the CERPP team, Dr. Marshall worked with the Office of Professional Development Programs at USC, the College Board, and major educational publishers including Houghton Mifflin and McDougal Littell. She began her career in education in the Paramount Unified School District as a 4th grade bilingual teacher and through her work with CERPP,

aims to support traditionally underserved students. Dr. Marshall's research interests include parental involvement as social capital, college access for traditionally underserved students, and general curriculum development and design approaches for non-traditional learners.



ARA ARZUMANIAN (B.A., English Literature, University of California, Irvine) is the program manager of the Southern California College Advising Corps. A career youth development professional, he has worked with youth and teens in varied settings. Recently he oversaw the development of a new mentoring program with Proyecto Pastoral in Boyle Heights. Prior to that, he was Vice President of Programs for Big Brothers Big Sisters of Greater Los Angeles (BBBSLA) where he developed a new corporate mentoring model with Union Bank winning the National Rising Star Award. Before joining BBBSLA, Ara was the director of Generation Next Mentorship Program. Ara assembled the team that grew the program five-fold and increased its services to students with the award of a large US Department of Education

Grant. During this time, he served as the chair of the Glendale Healthy Start Collaborative, sat on Glendale Unified's Student Attendance Review Board and served on the violence prevention committees of five schools. With the City of Glendale's Youth Outreach Program, Ara specialized in street outreach, runaway recovery and cross-cultural peace-making. Due to his experience and expertise in the field of youth development, he has been invited to guest lecture at USC, CSUN and CSULA on youth development and issues facing at-risk youth.

SOUTHERN CALIFORNIA COLLEGE ADVISING CORPS (SCCAC)



SCCAC ADVISERS visit Washington, D.C. (pictured left to right).

Row 1: Jennifer Escalante, Alejandra Arguelles, Davis Vo, Reyna Valenzuela, Briana Smith, Sarah Promnitz;
Row 2: Dylan Purdy, Erick Sanzon, Tilo Lopez, Lilianne Tang, Carmen Macias, Cynthia Le, Shantel Brodhead;
Row 3: Pilar Dawson, Max Reza, Dennis Funes, Ara Arzumian