

the navigator

Directions and Trends in Higher Education Policy

The Challenges of Financial Aid Awareness and College Access

Kristan Venegas, Zoë Blumberg Corwin, and Paz Oliverrez are conducting the study.

As we all know, for low-income and minority students, financial aid is crucial for college access. Although a great deal of useful work has been conducted regarding financial aid, relatively little research has examined the marketing of financial aid to students or the potential impact of specific strategies. There is little sense of the degree to which such information addresses students' and parents' understanding of college costs and financial aid form preparation, or their awareness of grants and scholarships. There is also virtually no consideration of how information on aid might influence students and parents in their decision of whether a student will go to college, or which institution a student might choose.

Students and their families are asked what financial aid information they find useful. A particular emphasis is on how they receive and use that information. What information is ultimately beneficial to students? In upper-income families and wealthy school districts, there is a step-by-step process and multiple support structures for college access. Students in these schools are exposed to this material by the ninth grade. The same is not the case for lower-income students.

Since fall of 2004, the project has conducted 270 student interviews. In addition, over 5000 11th and 12th graders completed a survey regarding financial aid. College counselors were also interviewed. In the spring of 2005, interviews will be conducted with parents and teachers. Students who were previously interviewed will be contacted again when they receive their college and financial aid offers. Finally, college-related activities and financial aid events have been observed on a continuous basis throughout the year.

A recent report from the Center for Policy Analysis of the American Council of Education (October 2004) makes evident the need to improve financial aid awareness. One of every five dependent low-income students and one of every four independent low-income students failed to take advantage of most government and institutional financial aid programs because they did not submit a FAFSA. Many others did not receive the full amounts for which they might have been eligible because they failed to apply by established deadlines.

Preliminary six-month findings indicate:

CHEPA's Financial Aid and College Access Project is designed to track how low-income urban youth and their families use financial aid information. The goal of the project is to develop better strategies for the dissemination of financial aid information to urban, low-income students. The project focuses on nine Los Angeles County high schools, all of which have similar low-income, high-minority populations. At least three of these high schools serve a large population of undocumented students. CHEPA researchers William G. Tierney, Mari Luna De La Rosa,

- Students felt that they lacked individualized attention at school regarding college plans. Most college advice pertained to meeting deadlines or completing applications, and did not involve aspirations and college options.
- Of the students who were aware of their post-high school options, many vastly under- or over-estimated the costs of attending college.
- Approximately half of the students interviewed were aware of the FAFSA form

continued on page 3



Center for Higher Education Policy Analysis



The Compass.....2

News and Events2

CHEPA Focuses on Disadvantaged Youth4

CHEPA Receives Support from Lumina4

Off the Shelf4

Fast Forward5

The Complex Future of Higher Education.....6

Selected CHEPA Publications8



A friend once mentioned to me that if academe was a world populated by people who exhibited type A behavior, then I was a AAA. It is no small irony, then, that I am recommending a book that advocates a "slow movement." Carl Honoré, a Canadian journalist, has penned *In Praise of Slowness*, where he makes a compelling case that we have lost the quality of our lives in our search for speed. The slow movement has spread to multiple activities and organizations. Italy, appropriately, is the home of the slow food movement where Carlo Petrini argues that we ought to relish the preparation and consumption of our meals with one another rather than simply gulp food down while standing at the kitchen sink. The slow city movement, based in the United Kingdom, advocates for a quality of life that aims to make cities more community friendly--among other suggestions, family-owned shops, open and accessible infrastructure, and preservation of historic buildings.

Honoré acknowledges the many positive aspects of current life. His book is neither a Luddite manifesto, nor nostalgia for a yesteryear that may never have existed other than in our romantic notions of the past. Rather, the book questions how we incorporate many of the technological and communicative advances that have taken place in our lifetimes and at the same time maintain a quality of life from a simpler era. I appreciated Honoré's book not only because he raised useful issues about the

overall quality of our lives, but he also made me consider what a "slow movement" might suggest for academe. While many will argue for a more "nimble" academic environment where we are engaged in a competition for continuous improvement, we ought not to overlook the importance of the quality of our lives. "Quality" extends not simply to more efficient decision-making structures or delivery processes, but also to the underlying manner in which we interact with one another. If we were to adopt a slow movement in academe, what are some of those indices we might find to gauge the quality of academic life? For starters, here are some ideas:

Individuals in an academic unit engage one another in scholarly conversation. When committee meetings and political jousts consume academic lives, we run the risk of intellectual isolation. Our most meaningful conversations then take place on the Internet rather than with our local colleagues. Academic life is an intellectual undertaking; if colleagues do not have time to discuss a book or idea with one another in an ongoing manner, then quality is at risk.

Colleagues meet with one another outside of the workday other than at the holiday party or at the airport. Yes, we all have busy personal lives. Yes, not all of our colleagues are people we would like to spend time with at work, much less outside of work. At the same time, if we do not make time for some



individuals, then again, our lives are diminished and work becomes a series of hectic tasks that have to be accomplished.

A sabbatical is when "the field is left fallow." The so-called sabbatical year in the Bible is the seventh year, during which the fields are to be left fallow (Leviticus 25: 1-7). Unfortunately, sabbaticals all too often have become a series of madcap events where we use the break to re-model the kitchen, take on consulting so we can afford the remodel, and give a dozen speeches at various conferences. A sabbatical ought to be a productive time for quiet reflection aimed at intellectual renewal; when we eliminate such possibilities--either administratively or personally--we shortchange all of us insofar as our colleagues return from their sabbatical (or do not take one at all) with no possibility for having been reinvigorated.

Individuals throughout the organization engage one another in a

continued on page 3

News and Events

Shaun R. Harper, Assistant Professor and Ed.D. Program Executive Director, has been awarded the 2005 Emerging Scholar Award by the American College Personnel Association. The award was presented at ACPA's National Convention in Nashville, Tennessee in April.

Adrianna Kezar, Associate Professor of Higher Education, along with Anthony Chambers and John Burkhardt, edited *Higher Education for the Public Good*, released in April by Jossey-Bass. This important book explores the various

ways that higher education contributes to the public good and examines how leaders can promote and enhance their contribution to the social charter through new policies and best practices. It also shows how the institutions, government agencies, foundations, and individuals can partner with institutions of higher education to promote the public good. Further information can be found at <http://www.josseybass.com>. Order directly from Jossey-Bass, online or 800-956-7739, use code HAE20, and receive a 20% discount.

William G. Tierney and Vicente Lechuga were awarded the Excellence in the Academy award in the Democracy in Higher Education category by the National Education Association. The award was given for their article "Academic Freedom in an Age of Terrorism," which will appear in an upcoming issue of NEA's *Thought & Action* journal. The award was given at the NEA Higher Education Association conference in San Antonio in March, 2005. The NEA represents 2.7 million education professionals.

The Challenges of Financial Aid Awareness and College Access

continued from page 1

and its deadline. Of those who knew about the FAFSA, few could explain the contents of a financial aid package.

- Schools lacked systematic communication about college plans for students.
- School schedules created logistical challenges to information dissemination. Many students were off-track during key college and financial aid application times, making support to these students difficult.
- Most college centers lacked functioning computers. This is especially detrimental since the preferred submission of FAFSA and college applications is increasingly online and many students do not have Internet access at home.

The Financial Aid and College Access project is only beginning to explore the issues of awareness of financial aid availability and college choice among low-income students. Thus far, it has been determined that these students receive

The Compass

continued from page 2

scholarly pursuit. Interdisciplinarity assumes that individuals from different disciplines will speak with one another across their academic silos. Why does not more discussion take place across disciplines other than the administrivia that overwhelms a Faculty Senate? For a pittance, a provost's office could provide funding for meals where faculty read a book together, hold a series of seminars, or meet around a common theme or topic. The lack of engagement with one's colleagues across campus forces academics to retreat to their disciplines precisely at a time when we should be engaged outside of it.

The community participates in ceremonies and celebrates accomplishments. Commencement, Honor's Convocations, and the like ought to be seen as treasured moments in the

limited information on aid and lack a strong school support structure to assist them with their plans after high school. With anticipated parental and teacher perspectives, the project intends to discover the best methods for empowering youth in these high schools.

For the most part, our research has shown that low-income students and their families have limited access to college information, including the availability of financial aid, the costs of college, and payment options. No student should miss the opportunity for vital financial assistance because he or she lacks necessary information, is misinformed about the nature of student aid programs, or is unable to navigate the financial aid application process.

--Mari Luna De La Rosa is CHEPA Postdoctoral Research Associate.

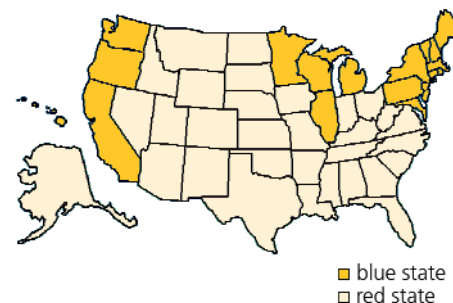
Further information about the Financial Aid and College Access project and current research can be accessed through the CHEPA website: <http://www.usc.edu/dept/cheпа/fa&a>

lives of our students and peers. All too often they become hollow exercises that we skip because we have other things to do. A community that cares about quality realizes that, at certain times of the year, we ought to slow down and celebrate.

My purpose here, of course, is not to suggest that procedures and processes should be immune from becoming more efficient or effective. But in our quest for continuous improvement, we ought not to forget the import of the social bonds of fellowship that have bound academics together since the founding of the University of Bologna in 1088. A key to academic vitality for the future will be the quality of life that pervades the culture of the organization.

-- Bill Tierney

In Fact: Values Matter



Blue States	Red States
100% of states have been graded "C" or above in preparing students for college	40% of states have been graded "C" or above in preparing students for college
36% of high school students go to college	31% of high school students go to college
One state reported a college-going rate of 30% or less	1/3 of the states reported a college-going rate of 30% or less
50% of states were rated "A" or above in undergraduate student degree completion	Less than 10% of states were rated "A" or above in undergraduate student completion—3 were rated as failing altogether

Measuring Up: The National Report Card on Higher Education (2005). National Center for Public Policy and Higher Education. Available online at: <http://measuringup.highereducation.org>. Retrieved February 22, 2005.

What Do You Think?

In order to reach the broadest audience with our bi-annual newsletter, we are considering changes in the method of publication. What format do you prefer to read this newsletter--print or electronic? Log on to our website, <http://www.usc.edu/dept/cheпа> and let us know.

CHEPA Focuses on Disadvantaged Youth

A long-standing concern in the Center is access to college for low-income urban youth. Past CHEPA studies, for example, have explored college preparation programs in disadvantaged communities, experiences of students in urban community colleges, and issues of financial aid and access. CHEPA's work has progressively evolved to focus on three groups who are most at-risk. "Although to some extent, common problems exist regardless of who you are, it is also true that your individual context determines what kind of support you'll need," states William G. Tierney. "So we've begun to consider how to develop supportive structures for youth who are homeless, in foster care, or undocumented."

These three groups have among the lowest college-going rates of any individuals in the United States. Zoë Blumberg Corwin, CHEPA research assistant and co-editor of *Preparing for College: Nine Elements for Effective Outreach* (SUNY Press, 2005), works with foster youth as they transition out of the state-supported foster care system. "Three percent of youth in foster care go to college," she explains. "They face particular problems. We want to define research-based solutions that will increase their likelihood of college enrollment."

College-going rates for undocumented youth are also low. "Lack of access to financial aid is a major problem for undocumented kids from low-income families," Paz Oliveréz, CHEPA research

assistant and a member of the Lumina-funded research project exploring financial aid and college access, comments. "Every year, 65,000 undocumented students graduate from U.S. high schools, but because of their residency status, they don't qualify for financial aid. We're exploring what state and federal policies can be developed that will enable children who are college-ready and, in many cases, have spent most of their lives here to have greater access to higher education."

Homeless youth are perhaps the most at risk. Approximately 1.35 million children under the age of 17 are homeless. Jarrett Gupton, CHEPA research assistant, is involved in a long-term project focusing on homeless shelters. He states, "We're working towards policy recommendations, but right now, we know that these kids aren't given a fair chance. If education is a way out of poverty, then we need to develop more forceful strategies for those who count as our country's poorest."

Over the next three years, CHEPA will convene meetings with local, state, and federal policy leaders and community activists to develop research-based solutions to these seemingly intractable problems. Further information will be posted at the CHEPA website, which can be accessed at <http://www.usc.edu/dept/chepa>, or by contacting any of the research assistants working on this project:

Zoë Blumberg Corwin: zcorwin@usc.edu

Paz Oliveréz: oliveréz@usc.edu

Jarrett Gupton: gupton@usc.edu

CHEPA Receives Support from Lumina

The Los Angeles Community College Urban Research Laboratory, supported by a grant from Lumina Foundation for Education, is directed by Linda Serra Hagedorn. One of the major goals for the project is to create appropriate measures for the analysis of community college student data. A fundamental expectation is that colleges will use data on student outcomes to diagnose areas that need improvement, generate the institutional will for change, and assess the impact of change on students.

The Los Angeles Community College district is a particularly diverse educational

system. Almost half of the student population is Hispanic. Nearly 40% of the population in the LACC district was born outside the United States. Dr. Hagedorn and Dr. George Prather, a LACCD researcher and co-director of the project, are focusing on transcripts and admissions data for all 121,000 students enrolled in the district. The richness of transcript data is in its potential to measure precisely which classes act as barriers to student success, allowing colleges to turn those barriers into opportunities that ultimately will improve student outcomes. This project is the first to undertake a statistical understanding of all students within the district.

Off the Shelf

In Praise of Slowness: How a Worldwide Movement is Changing the Cult of Speed By Carl Honoré

Honoré, a Canadian journalist and self-described former "speedaholic," advocates for a lifestyle of balance, marked by an inner deliberateness that gives value to one's commitment. He reminds the reader that the current frenzy of speed extracts a high price: relationships with family and friends, quality of work, and lack of choices. The book is a valuable commentary on the culture of the twenty-first century.

Hardcover, 2004, Harper San Francisco, \$24.95

American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare By Jason DeParle

The nation's fervent drive in the 1990s to "end welfare as we know it" is documented through the experiences of three Milwaukee women and their children. DeParle's narrative explores the painful realities of inter-generational poverty. His juxtaposition of decisions made in the corridors of Washington, DC and subsequent effects in the working-poor neighborhoods of America are striking.

Hardcover, 2004, Viking Books, \$25.95

On The Web

<http://www.timeday.org>

"Take Back Your Time" is a joint American-Canadian social initiative that challenges what they label "the epidemic of overwork, over-scheduling and time famine that now threatens our health, our families and relationships, our communities and our environment." The website also offers information on their public policy agenda, including paid childbirth leave for all parents, guaranteed sick and vacation leave for all workers, and wage parity for part- and full-time employment.

<http://www.pirg.org/nscahh>

The National Student Campaign Against Hunger and Homelessness educates, engages, and trains students to meet immediate needs while also advocating for long-term policy solutions.



MARCH

Shaun R. Harper:

- *Imagining a future where athletics and student affairs form meaningful collaborative partnerships*

National Association of Student Personnel Administrators (NASPA) Annual Meeting. Tampa, Florida. March 19-23, 2005.

Melora Sundt and Irina Bordiujevi:

- *Colleges and community-based organizations: Partnering for a future without violence against women*

National Association of Student Personnel Administrators (NASPA) Annual Meeting. Tampa, Florida. March 19-23, 2005.

Estela Mara Bensimon:

- *Mexico's Estimulos programs: Scholarship gone wild*

Comparative and International Education Society (CIES) Annual Conference. Stanford University. March 22-26, 2005.

AERA, APRIL

Annual Meeting, American Educational Research Association. Montreal, Canada. April 11-15, 2005.

Zoë Blumberg Corwin:

- *Foster youth and college access: From broad trends to personal experiences*
- *Foster care and financial aid*

Adrianna Kezar:

- *Examining the ways institutions create student engagement*
- *Institutional contexts and equitable educational outcomes*

Kristan Venegas:

- *Gigi and Angel go to college: Two Chicanas' financial transition to postsecondary education*
- *Public versus private: Differences in college access and financial aid services*

Kristan Venegas and William G. Tierney:

- *Reconceptualizing the study of financial aid: A cultural approach*

Mari Luna De La Rosa:

- *Low-income high school Advanced Placement students: Perceptions of student financial aid and college choice*

Paz Oliverrez:

- *College ready but undocumented: The challenges of college access for undocumented students in the US*
- *Show us the money: What high school college counselors say about students, families, and financial aid*

William G. Tierney:

- *One arm around one child: Effective advising and mentoring*

Linda Serra Hagedorn, Jaime Lester and Hye Sun Moon:

- *The C Problem: Climb or catastrophe*

Jaime Lester:

- *Deconstructing higher education organizational theory: A postmodern approach to gender equity*

Estela Mara Bensimon:

- *"Equality as a fact and equality as a result" in postsecondary education*

Melora Sundt:

- *A study of consortium building: A process evaluation of a workforce adult literacy project*

APRIL

Shaun R. Harper:

- *Getting religion: A new perspective on student diversity*
- *Engaging racial/ethnic minority students in out-of-class activities: Approaches that work*
- *On pursuing the doctorate: Advancing self, career, and our profession*

American College Personnel Association (ACPA) Annual Convention. Nashville, Tennessee. April 1-6, 2005.

JUNE

Kristan Venegas, Mari Luna De La Rosa, Zoë Blumberg Corwin, and Paz Oliverrez:

- *Financial Aid and Access: Getting the Word Out--Research Findings and Possible Practices*

Western Association for College Admission Counseling Annual Conference. Aliso Viejo, CA. June 1-3, 2005.

Proposed Changes in Federal Financial Aid

Recent proposed changes to Federal Pell Grant funding will change the amount of funding provided to thousands of college students. The Pell Grants have historically been determined by the amount a family was expected to contribute to college expenses. State and institution grants will also be reduced under the proposed new guidelines. The following chart lists those states with potential losses exceeding \$3 million in aid and impacting the most recipients in 2005-2006.

	Change in Pell Grant aid	Change in number of recipients
Alabama	-\$6,684,965	-2,141
Arizona	-\$7,492,448	-2,722
Arkansas	-\$3,829,024	-1,228
California	-\$11,108,313	-3,231
Colorado	-\$4,124,846	-1,456
Florida	-\$13,132,357	-3,315
Georgia	-\$7,198,272	-2,252
Illinois	-\$5,893,852	-1,947
Indiana	-\$5,912,761	-2,147
Iowa	-\$3,679,869	-1,324
Kansas	-\$3,061,937	-1,079
Kentucky	-\$5,002,879	-1,667
Louisiana	-\$6,245,210	-1,947
Maryland	-\$3,918,966	-1,420
Massachusetts	-\$4,620,436	-1,628
Michigan	-\$15,353,681	-5,419
Minnesota	-\$4,430,879	-1,608
Mississippi	-\$5,214,893	-1,571
Missouri	-\$5,726,111	-2,026
New York	-\$30,607,707	-8,457
North Carolina	-\$7,874,997	-2,220
Ohio	-\$10,079,688	-3,224
Oklahoma	-\$4,780,169	-1,592
Oregon	-\$3,762,787	-1,282
Pennsylvania	-\$10,424,722	-3,399
South Carolina	-\$4,658,494	-1,622
Tennessee	-\$6,027,983	-2,042
Texas	-\$8,246,411	-2,279
Utah	-\$3,712,909	-1,283
Virginia	-\$5,800,181	-2,022
Washington	-\$5,252,853	-1,807
Wisconsin	-\$3,971,921	-1,428

Total potential loss for all states and outlying areas is \$252,090,044 and 80,583 recipients.

Adapted from *The Chronicle of Higher Education*, March 4, 2005, "Change in Pell-Grant Formula is Likely to Drive Up Loans and Work Hours," and the US Department of Education.

The Complex Future of Higher Education

The forces of change are many for higher education—an increasing student population, requiring greater access to a breadth and depth of information unparalleled in recent decades. Meeting these needs adds stress to the reliance on complex and volatile sources of revenue. The issues facing colleges and universities raise questions of strategy, leadership, funding, and balance. We asked five scholars to describe what higher education will look like in five years.



Clifford Adelman

Senior Research Analyst
U.S. Department of Education

It will be a tough and odd scenario in 2010. The US will be slowly pulling out of a recession and a flattened real estate bubble. The recovering economy will be accompanied by a dollar that will buy about half a Euro and

2/3rds of a Yuan. One result will be interest rates just starting to head down from 7.5 percent on 10-year T-notes. American students, reluctant to borrow funds for tuition at four-year institutions, will flood community colleges. The median age of community college students will subsequently drop to 21. Social and economic pressures for expanded quality transfer curricula will begin to push some occupational programs to the margins. Filling the gap in the four-year sector are European students confused by Bologna process rules; and Chinese and Brazilians, who figure the best and cheapest way to become fluent in English is to buy an American degree in person. Visa regulations have been loosened because the US needs foreign capital.

Public policies mandating higher (and on-time) graduation rates have resulted in granting college credit for virtually all senior year high school courses. This policy shift will also bring about the elimination of penalty grades, and the creation of physical education activity courses, worth three additive credits, and leisure degree programs, such as iPod programming—in the less selective schools. As a wholly intended by-product, the six-year bachelor's completion rate is headed toward 90 percent. Cries of grade inflation and cheap degrees will be heard from the same folks who legislated those higher on-time completion rates in the first place. The Europeans, Asians, Africans, and Latin Americans, of course, skip the cheap stuff, maintain the core academic enterprise, and then go home for graduate school.



Donald E. Heller

Associate Professor of Higher Education,
Pennsylvania State University
Senior Research Associate, Center for the Study of
Higher Education

One is always taking a risk when predicting the future—yet I will plunge in with both feet and (hopefully) my brain. The financing of higher education divides logically into two arenas: institutional support and the finances of students and their families.

Through the remainder of this decade, institutions are likely to see a continuation of the trends in the recent past. Constrained resources from state appropriations will continue to force public institutions to look to other sources of revenues, including students and private gifts, grants, and contracts. Experience has shown governors and state legislators that—notwithstanding the gloom and doom predictions of institutional leaders—higher education generally manages to keep the doors open and survive in the face of budget cuts.

On the student side, two trends that dominated the last 15 years—the growth of loans as a linchpin of the financial aid system, and the increasing use of merit criteria, rather than financial need, in the awarding of grants—are also likely to continue. Increasingly, Congress has seen the returns to higher education accruing predominantly to the individual student, rather than the public, and has subsequently spearheaded the substitution of loans for grants.

Many states have decided that grants should be awarded not just to students with financial need, but also to wealthier students who achieve academically. At the same time, colleges and universities are increasingly using their own grants for enrollment management purposes, which helps them in prestige rankings, but does little to promote equal opportunity in higher education. The evidence points to a continuation of these trends.

For the sake of both students and higher education institutions, I hope this forecast is mistaken. But I am afraid that these predictions will be right on target.



Ellen-Earle Chaffee

President, Valley City State University (ND)
Former President, Association for Institutional
Research

Trend lines are now clear. The U.S. talent pool that fuels the knowledge economy is shrinking and aging. Other nations are leading in educational achievement and economic development. Poverty and addiction are rising, along with hopelessness, fear, and government funding to address those dynamics. Government support is so low and tuition so high that many would-be students cannot afford to attend.

Intellectual capital development is shifting from theory to application. A new emphasis on human capital development is emerging. Businesses are increasingly unable to find qualified

employees, and they are taking leadership roles, substantively and financially, to improve education at all levels. Communication and problem-solving skills are their highest priorities.

Community colleges are doing relatively well. The increasing cost is offset by subsidies from companies that need skilled workers. Some rural universities in low cost-of-living regions are also attracting support from corporations that wish to participate in the growing on-shore trend. If the university's cost structure is low and its culture is entrepreneurial, customized academic programs can produce interns and new employees with advanced knowledge and skills at a cost equivalent to off-shore providers.

The greatest benefit of technologies is not bridging distance but supporting mass customization of learning with convenience, responsiveness, and quality. Credentials are more diverse, more outcome-based, and recognize briefer periods of study. More education occurs in the work place on company time. Where school, college, community, and business leaders share a vision, they are inventing a promising new model. Where they do not, education and productivity are declining.



Freeman A. Hrabowski, III
*President, The University of Maryland,
Baltimore County*
Member, American Academy of Arts and Sciences

Rapid and dramatic demographic and technological changes will be among the most prevailing influences on higher education the next five years, presenting the nation's colleges and universities with enormous challenges and opportunities.

Continuing demographic shifts involving race, ethnicity and culture, gender, and age will affect areas ranging from student access and affordability to affirmative action and minority achievement, workforce development and continuing education, and the future of the professoriate itself. No trend will have more impact on colleges and universities, and on the future general health of American society, than the growing achievement gap between white and underrepresented minority students. A report from the National Assessment of Education Progress (NAEP) (2004) shows that this gap is distressingly wide in America's high schools today, with African American and Hispanic twelfth graders performing at the same level as white eighth graders. Moreover, a 1999 College Board analysis points out that the gap is most glaring in science and mathematics. How effectively higher education responds to these gaps, both by partnering with K-12 to strengthen the preparation of minority students, and in helping minority students succeed in college, will have enormous implications for the nation, especially in our increasingly global society.

Technological change will accelerate, particularly involving new information-systems capabilities that are revolutionizing learning environments, transforming scientific and engineering research, and overhauling institutional administrative infrastructures. In each of these areas, information technologies will fuel the explosion of data, while also helping to manage and process those data. Increasingly, learning will be technology-interactive: large-scale research will be conducted via the Internet through virtual communities involving universities and governmental agencies, and administrative systems will rely heavily on technologies to comply with growing regulatory, legal, and accreditation mandates.



Robert C. Dickeson
*Sr. Vice President for Higher Education Policy,
Research, and Evaluation*
Lumina Foundation for Education
Former President, University of Northern Colorado

Higher Education in 2010 will continue to be reacting to the four major forces that buffet the postsecondary system today: increased demand, diminished capacity, economic and fiscal problems, and demands for accountability. In five years, enrollments will have grown overall by about five percent, but student characteristics will be somewhat different. A higher proportion of women than men will enroll, particularly in traditional four-year institutions. Part-time students will increase significantly. The racial and ethnic makeup of freshmen will be more diverse, but those freshmen will come to campus with very different needs.

Colleges and universities will not have kept up with the increased demand, and most places will experience shortages in classroom spaces and, for residential campuses, housing availability. This demand-capacity gap will result in still other changes. Campuses will begin to offer courses and services at alternate times. Private, for-profit institutions will continue their phenomenal growth record. Most colleges will be forced to rely on more part-time faculty and staff to keep costs down, resulting in an adjunct-delivered curriculum at most places. At the other end of the wealth continuum, large private and public universities will add to endowment balances in record numbers as the transfer-of-wealth phenomenon benefits higher education.

The drive for institutions to "prove their worth" will come from all funding sources (government, students and families, donors) and will manifest itself in more federal and state reporting requirements, more rigorous accreditation standards, and more creative approaches to improve value-added measures of institutional impact. This emphasis on institutional accountability will be particularly difficult to pull off, given the huge increase in student migration among campuses and across state lines. New tracking systems will be required, simply to understand the new dynamics of higher education delivery five years out.

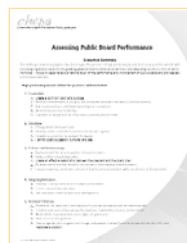
Selected CHEPA Publications

- Harper, S.R. (2005). Leading the way: Inside the experiences of high-achieving African American male students. *About Campus*, 10(1), 2-7.
- Kezar, A., Chambers, A.C., Burkhardt, J., & Associates (Eds.) (2005). *Higher education for the public good: Emerging voices from a national movement*. San Francisco: Jossey-Bass.
- Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. *The Review of Higher Education*, 27(4), 429-459.
- Minor, J.T. & Tierney, W.G. (2005). The danger of deference: A case of polite governance. *Teachers College Record*, 107(1), 137-156.
- Tierney, W.G. & Holley, K.A. (Eds.) (2005). Shared governance in the 21st century. *Academe*, 91(3).

New publications available:



Show Us the Money: Low-Income Students, Families, and Financial Aid documents an ongoing CHEPA study regarding financial aid and college access for low-income students. This monograph describes the practices used to disseminate financial aid information and services to students and families. It also highlights the challenges experienced by those providing services as well as those who seek to access, process, and utilize the information available.



Assessing Public Board Performance explores the practices of high-performing public university governing boards. Based on the results of a national CHEPA study of board members, presidents, governors, and other administrators, this monograph defines the need for strong leadership, a sensible structure, a professional culture, useful educational programs, and supportive external relations.

PDF copies of both monographs are available electronically, <http://www.usc.edu/dept/chepa>. Limited paper copies are also available by request.

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