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Location means a lot for college enrollments

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Many believe that geography is just a matter of place, but the science of geography is much more than that. It is, among other things, about understanding human activities and place. Now that institutions of higher education are themselves showing the ropes of geography, the curricula for regional universities has itself become far more important.

In a study published recently by the American Council on Education, the report titled "Research and Strategy titled "Education Deserts: Pathways to Prosperity in the 21st Century," its author, Nicholas Hillman and the president of the New College of Florida at Sarasota, John Madison, provide us with as new and very revealing insight into the importance of geography in higher education.

To begin with we need to understand the challenges facing students driven by four factors: cost, academic offerings, job preparation and location. The researchers noted that there are significant differences across metropolitan areas in the number of students enrolled in higher education. As a result of the fact that there are many of what they refer to as "educational deserts," many students in rural areas where geography is a real factor and where there are only higher education institutions within a 50-mile radius of their homes.

This is particularly relevant to public institutions of higher education in rural areas, they are not only small in size but also tend to have more scarce when screening students. Both of these issues also lead to serve many students from far outside their geographic area.

The definition of an "educational desert" is in relation to the population by the county, the state and the nation. Although this might be surprising given that both of these communities have public institutions at the University of South Carolina, the University of Louisiana, Gonzales, respectively — these institutions are isolated and do not serve their community as a whole.

But this dearth of educational opportunities goes far beyond those two areas. The researchers calculated that those students living in areas home to about 25.5 million adults, roughly 12 percent of the American population, who lack access to educational opportunities particularly affects African Americans and Latinos. Furthermore, the graduates understand that college is below the national average.

The emotional, social and economic gains serve to increase socio-economic inequalities among the students as well. Those students identified as "educational deserts" work full-time or have to care for dependents, meaning that they lack the mobility they need to seek educational opportunities elsewhere.

Some may think that in this internet age that these issues are irrelevant; but they would be wrong for numerous reasons. To begin with many people who live in rural areas do not have the means to buy a computer or have access to broadband internet. Also, as we have presented in past editions of this column, distance education is not very effective for students who work and/or first-generation college students (many of whom are minorities). In fact, only about 10 percent of undergraduate students enroll exclusively online and the quality of education they receive is generally poorer than that delivered directly in a classroom, lab, or at school.

But for the Intelligencer

Jewell's project, "Investigating the Effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth," will work to evaluate all compassion meditation and behavior modification programs at schools, and in the long term, the effectiveness of Compassion Meditation with Behaviorally Deporative Youth."