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San Luis Obispo, CA 93410
May 29, 2023

Isabell Garcia, Professor
English 134
Building 21 Room 236, Cal Poly
San Luis Obispo, CA 93410

Re: Rhetorical Appeals in Persuasive Essay

Dear Professor Garcia,

I effectively used ethos, logos, pathos and kairos in my essay in order to better persuade my audience on the high tuition rates in California State colleges. For ethos, I used credible sources from the Cal Poly One Search database that were published recently. I used a peer-reviewed academic journal as well as articles from California based sources to ensure the information was relevant to my argument. For logos, I used public financial records from California schools for statistics to showcase impact to my audience. In the sources I found, I used reason to synthesize ideas to make a cohesive argument. I also discussed the counterargument in my essay and refuted it.

For pathos I talked about the emotions that out-of-state students might face with the higher tuition, like being upset and frustrated. I touched on how students might not have the economic ability to pay for college or remain in California and how taking out personal loans can cause lots of debt. Lastly, for kairos I narrowed down by topic to be just California state schools and focused on the tuition increases from the last couple of years to show the relevance to the audience. For my audience, I want to reach college students, including both in-state and out-of-state as well as Californian residents and policymakers.

I hope you enjoy reading my essay and I look forward to hearing your thoughts on the argument.

Sincerely,

Maddie Howard

Maddie Howard

Professor Garcia

English 134

29 May 2023

Herding in the Cash Cows: Out-of-State vs In-State Tuition

With school coming to a fast end, many students are excited for the much-needed break away from campus. College students will spend the summer getting caught up on sleep, seeing friends and family and not having to think about assignment deadlines or studying for midterms. For in-state students, it is common for them to not think about the details of the upcoming school year, unfortunately for numerous out-of-state students, this is not the case. Tuition can be up to 3x higher for non-resident students compared to their in-state peers, and for many this difference can be monumental to their economic stability. As tuition rates continue to rise, out-of-state tuition in California State Schools is growing to be unattainable for nonresident students, despite them providing diversity to college campuses and meeting higher academic standards for admissions. While their higher tuition delivers more revenue to schools, those funds aren't used to increase opportunities for financial aid for in-state students. Instead, it exploits nonresident students forcing them to take out personal loans and go into crippling debt at a young age.

For the last couple of years tuition rates for out-of-state students have been increasing at rates much faster than in-state tuition. California Polytechnic State University, one of the schools in the California State System, saw a \$300 increase for out-of-state tuition whereas in-state tuition only saw a \$42 increase (Cal Poly Financial Aid). These numbers might not seem significant for one year, but when compared to the \$20,184 difference in total costs for out-of-

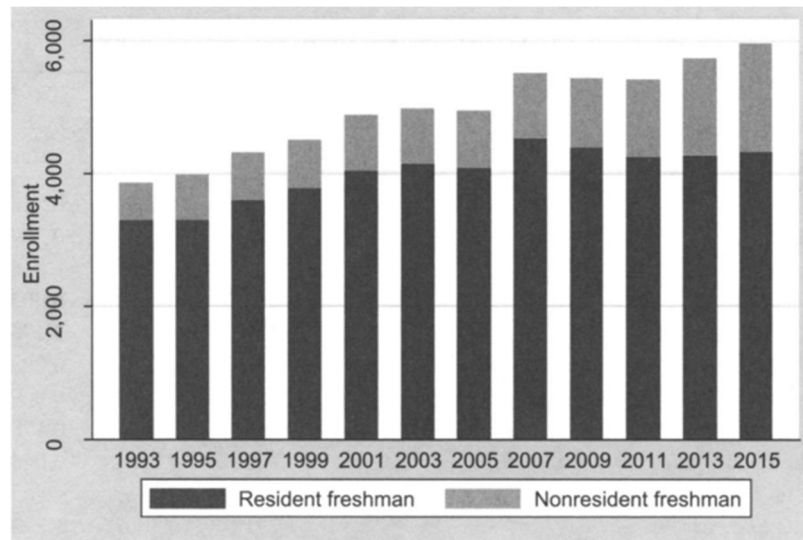
state students vs in-state students, these numbers can dictate if an out-of-state student is able to remain in school for the year. In an article highlighting the raises in tuition for out-of-state student at the University of California, author Emily DeRuy states, "...students have said the hike puts higher education increasingly out of reach for some students. Student could be forced to go part time or drop out altogether" (DeRuy). As tuition rates continue to increase from year to year, many out-of-states look for ways to reduce the huge cost of college in California like applying for financial aid or becoming a California resident. Except, the California government and state schools have made it frustratingly difficult for out-of-state students to leverage these resources. California State schools, like the University of California, have eliminated financial aid opportunities for nonresident students effectively forcing out-of-state students to have to pay their tuition fees in full. Author Kat Speed in an article discussing UC's cut for need-based aid for nonresident students says, "Nonresident students, including out-of-state students and international students, are not eligible for need-based financial aid to assist with the \$24,024 nonresident supplemental tuition" (Speed). She then later adds, "many out-of-state students need financial aid to be able to attend school in the UC system" (Speed). In the same article, the external vice president of the Undergraduate Students Association Council, Zach Helder, said that he believed in removing the need-based financial aid for nonresident students makes sure that students from low-medium income families will not be able to go to UC schools (Speed). With this new policy, the UC system is ensuring that only the highest income class for nonresidents will be able to get access to a UC education, a system of schools that strives for diversity on campus.

Furthermore, many nonresident students look at becoming a California resident to help reduce tuition costs. Yet again, the California government makes it very difficult for out-of-state

students to become legal residents even if they intend to live in California for a long time. In the 2023-2024 Residence Policy and Guidelines from the California University School's website, the document states that "Physical presence in California solely for educational purposes does not constitute the establishment of California residence, regardless of length of stay" (University of California). The document later goes through some disqualifying actions including, "Leaving the state during periods of non-instruction for extended periods, presence only during periods of instruction, returning to prior residence, and out of state employment" (University of California). This means that an out-of-state student that spends 9 months or 75% of their time in California but goes home over the summer for personal or economic reasons, is still required to keep their nonresident status. Some students might not have the ability to cut all ties with their home state or the economic opportunity to live in a new state but still must pay roughly \$20,000 more than their in-state peers for the same education during the school months.

Additionally, out-of-state students already have a more competitive admission process than their in-state peers. For UC schools, there is a lower rate of admissions for nonresident students, and they often have higher academic requirements to meet for admission. For example, in an article talking about the enrollment cap for nonresident students at the University of California, the author Clara Zhao states, "...[university] requirement is satisfied when in-state applicants earn a GPA of 3.0 or better in "A-G" courses taken during the tenth and eleventh grades. Applicants who are not California residents, on the other hand, must earn a GPA of 3.4 or better" (Zhao). Out-of-state students who are already competing with a lower rate for admissions also must have better academic records than their in-state peers. The graph located below highlights the staggering difference in the percentage of resident freshmen admitted compared to nonresident freshmen in public research universities in the nation. Even compared to Cal Poly's

own enrollment numbers, 83.1% resident and 16.9% non-resident enrollment in 2023 (Cal Poly Enrollment), California State Schools also fall within the trend.



Average first-time freshman enrollment at prestigious public research universities (Curs and Jaquette)

With higher rates of tuition, numerous roadblocks to reducing cost and the higher expectations for academics, it's not surprising that many students are choosing not to go to a UC school as a nonresident. Out-of-state students are crucial to UC campuses because they provide diversity in cultural perspectives. Daily Trojan, a newspaper source for the University of Southern California published an article about why the UC system shouldn't curb out-of-state enrollment. The article mentions, "...when it comes to that education, diversity is a valuable factor—and out-of-state students provide that...then campuses will lose out on students who come from a broader range of cultures and various walks of life" (Daily Trojan). An important aspect of the college experience is being able to meet new people and out-of-state students provide valuable opportunities for campuses to become more diverse. Higher tuition rates deter

out-of-state students and cause UC schools' campuses to lose out on expanding education for cultural appreciation and exposure.

Many residents and policy makers in California argue that the higher tuition for nonresidents is necessary, claiming that the higher tuition is used as benefit for in-state students and that it is equivalent to the taxes that nonresidents don't pay for the state of California. In an article studying if nonresident students affect the prices for in-state students author Robert Kelchen states, "There was no systematic relationship between changes in the percentage of nonresident students and the sticker or net prices faced by in state students...the additional tuition revenue coming from nonresident students is not being used to help subsidize in-state students" (Kelchen 1). This study shows that even though out-of-state students pay more, the money isn't being used by universities to help minimize the costs for in-state students.

Additionally, taxpayers in California say that the higher tuition rates for nonresident students is justified since they don't pay taxes for the state. According to the 2022-2023 California Income Tax Calculator, the average Californian that makes \$70,000 a year pays about \$11,000 in taxes. The Public Policy Institute of California estimates that California spends about 12% of state taxes on higher education. That means the average California spends \$1,320 a year on higher education through government taxes. At Cal Poly, out-of-state students pay \$20,184 more than their in-state peers and if you subtract the \$1320 from taxes, they are still paying \$18,864 more.

Since the extra tuition from out-of-state students isn't being used to help in-state students and is still too high for taxes, it's reasonable to conclude that colleges are using the extra money for revenue. This is further supported by the fact that California state funding for higher education has been decreasing over the last couple of years. With the lowering of state funding, UC's are turning to exploit out-of-state students with higher tuition rates, effectively

guaranteeing that only higher income nonresidents will be able to attend California State schools. These universities shouldn't be forcing out-of-state students to decide if they drop out of school because they can no longer afford the education. Nonresident students provide diversity to the California higher education system and should have a tuition that is fair to the education they are getting. DeRuy writes, "We can't continue to treat nonresident students as cash cows rather than constituents, because that's what they are" (DeRuy). Even by just lowering the tuition rates by \$10,000 for out-of-state students, California State Schools will benefit from the different perspectives those students bring while also making revenue from those students.

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Reflection Questions

1. One of my process artifacts for this essay was the annotated bibliography assignment. The annotated bibliography shows evidence of my process towards EO4, demonstrate information literacy through the successful search, discovery, critical evaluation and ethical reporting of information. The annotated bibliography assignment helped me to start to find credible sources and navigate OneSearch. I was able to learn how to effectively summarize and analyze sources in order to synthesize ideas for my argument, even though I only used one of the sources I submitted in the assignment with the final essay. With this assignment I was also able to practice writing out citations for my sources in order to have a correct work cited page.
2. A lot of writers working in this genre will focus heavily on ethos, logos and kairos in order to persuade their audiences. Writers will also pick topics that are relevant to them because it gives them a reason to write about the topic as well as credibility as someone who is impacted by the topic. When I was choosing my topic, I knew I wanted to pick something that directly impacted me but was also something that I didn't know a lot about so I could do effective research without bias. In my essay, I included lots of statistics and quotes from credible sources in order to show relevance and significance to my audience. I also spent lots of time researching the counterargument to make sure that I understood both sides of the argument and I showcased the counterargument in my essay while also refuting it to give my side more weight.
3. I think the strongest part of my final draft was my overall research on the topic and the sources that I found. I found lots of sources on OneSearch on my side and the counterargument. I also had to find public records for financials in order to understand the taxes behind the tuition and do some math to make the numbers relevant to the audience. I think I did a good job refuting the counterargument to the audience and clearly explaining the topic. If I could revise this essay

again, I would change the introduction paragraph. I like my thesis, but I don't really like the attention grabber and I think with more time I would be able to make it stronger. I know it is a little confusing and kind of a stretch in connection with my topic, but I think it still gets the audience's attention.