

Policies and Practices: Advancing Equity in Higher Education

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Cold War, Global Competition, Race to Space Inspired US to Invest in Higher Education



Key Policies

- Investment in Science
- Expansion of Higher Education System
- Creation of Mass and Elite system of Institutions
 - Policies to link mass and elite system, diversity of the system was its strength
 - Community colleges provided second and third chance to obtain credentials and degrees
- Student Aid (grants, loans, veteran's benefits, college work-study).

Social movements Coincided with Expansion and Response

- Unrest and student demands for change
- Led to “war on poverty” as a policy of President Johnson
- Affirmative action for hiring and admissions targeting specific groups for increasing representation and opportunity
- Improved access policies, more types of colleges
- States built colleges in regions where demand was increasing or areas where one was needed

Today

About 65-70% of all high school graduates in the US attend college immediately after high school

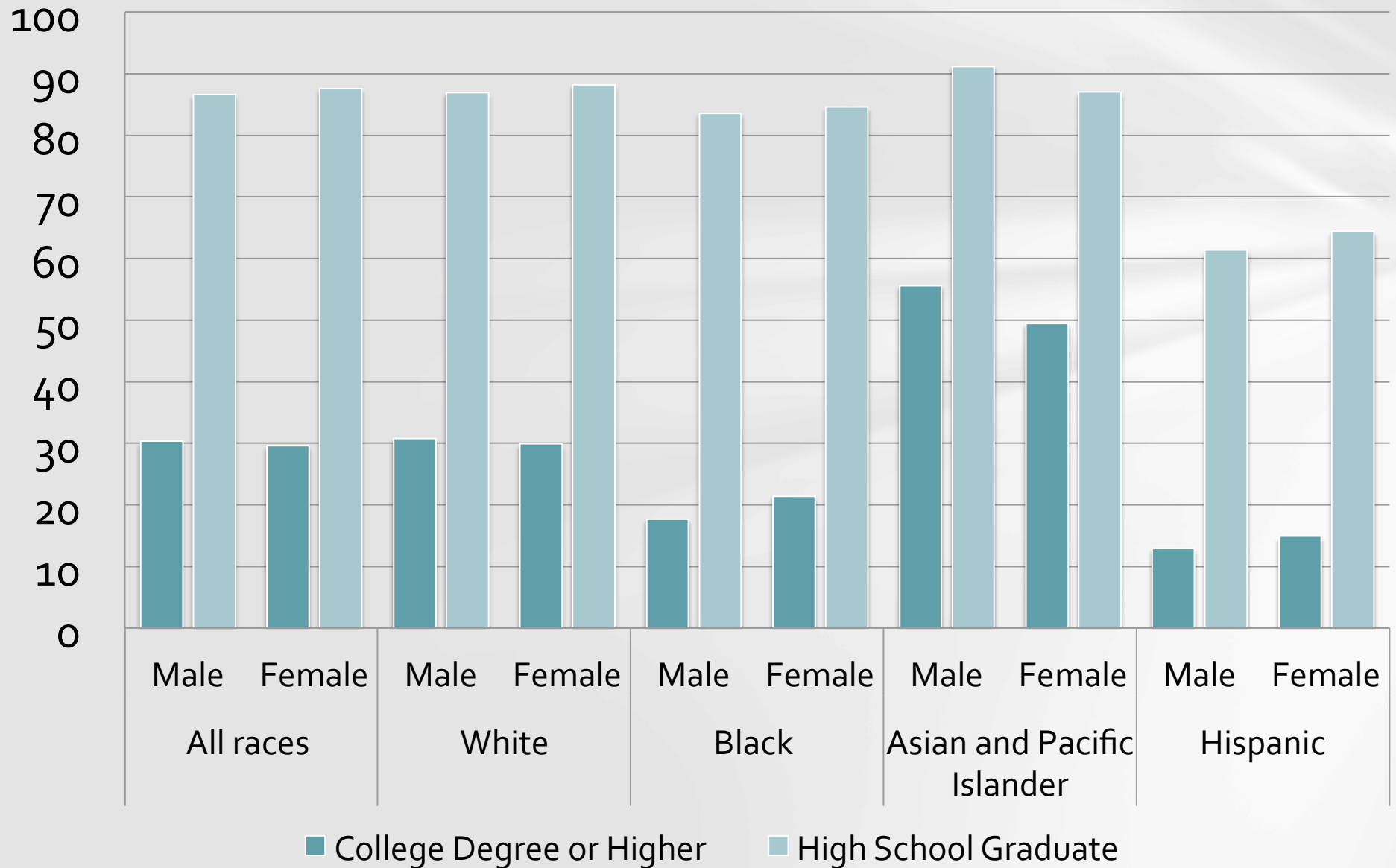
Nearly 95% some time in their life will attend some type of college

Despite near universal access, the question becomes:

- Access to what type of college?
- Issues of continuing inequity because of poor schools and unequal resources
- Some colleges have high numbers of low-income, first generation, and ethnic groups that have been traditionally underrepresented, many are “minority-serving institutions”

US Educational Attainment, 2010 Census

Persons 25 or over



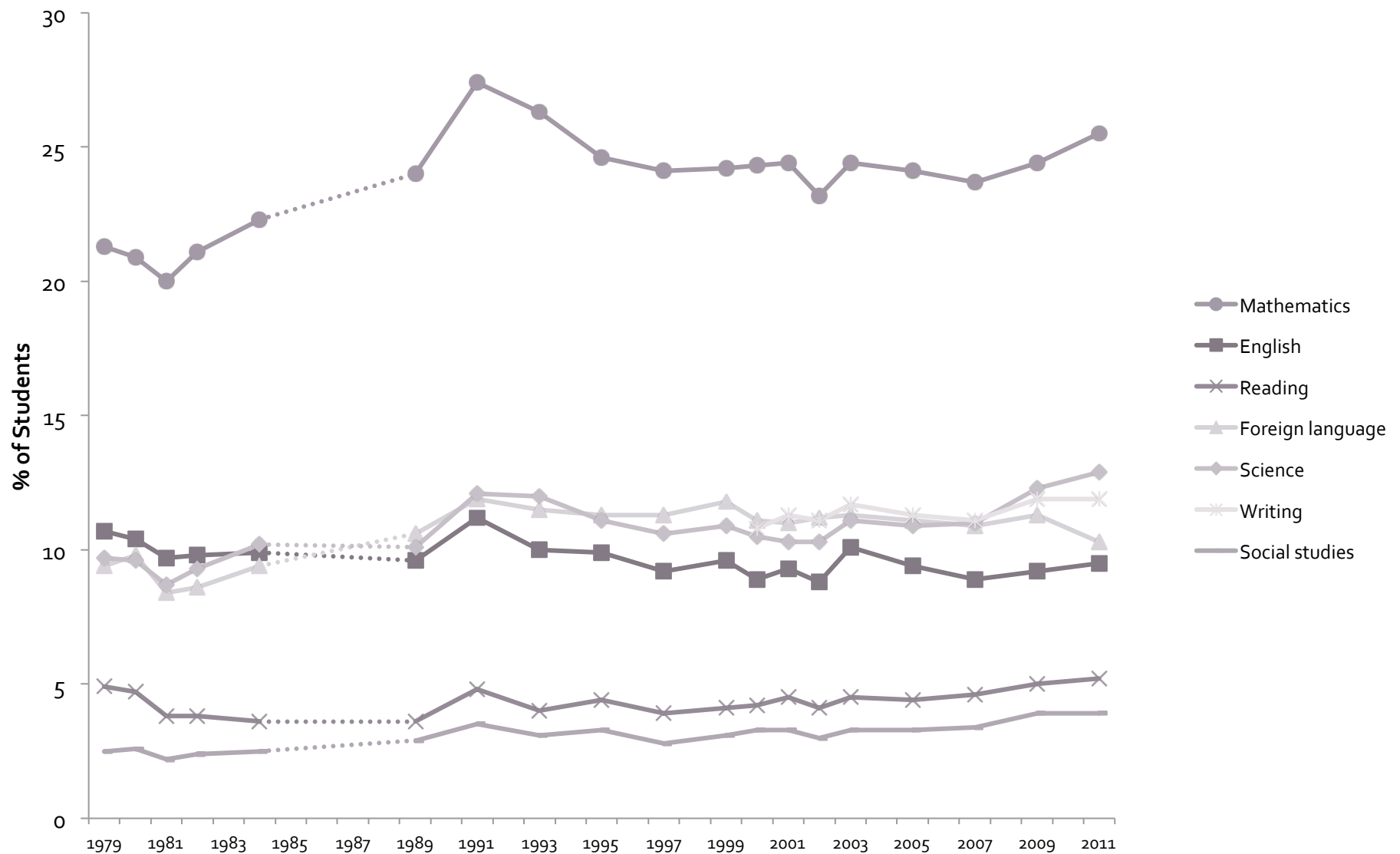


"...half of the students who begin college never finish. ...That is why we will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world. "

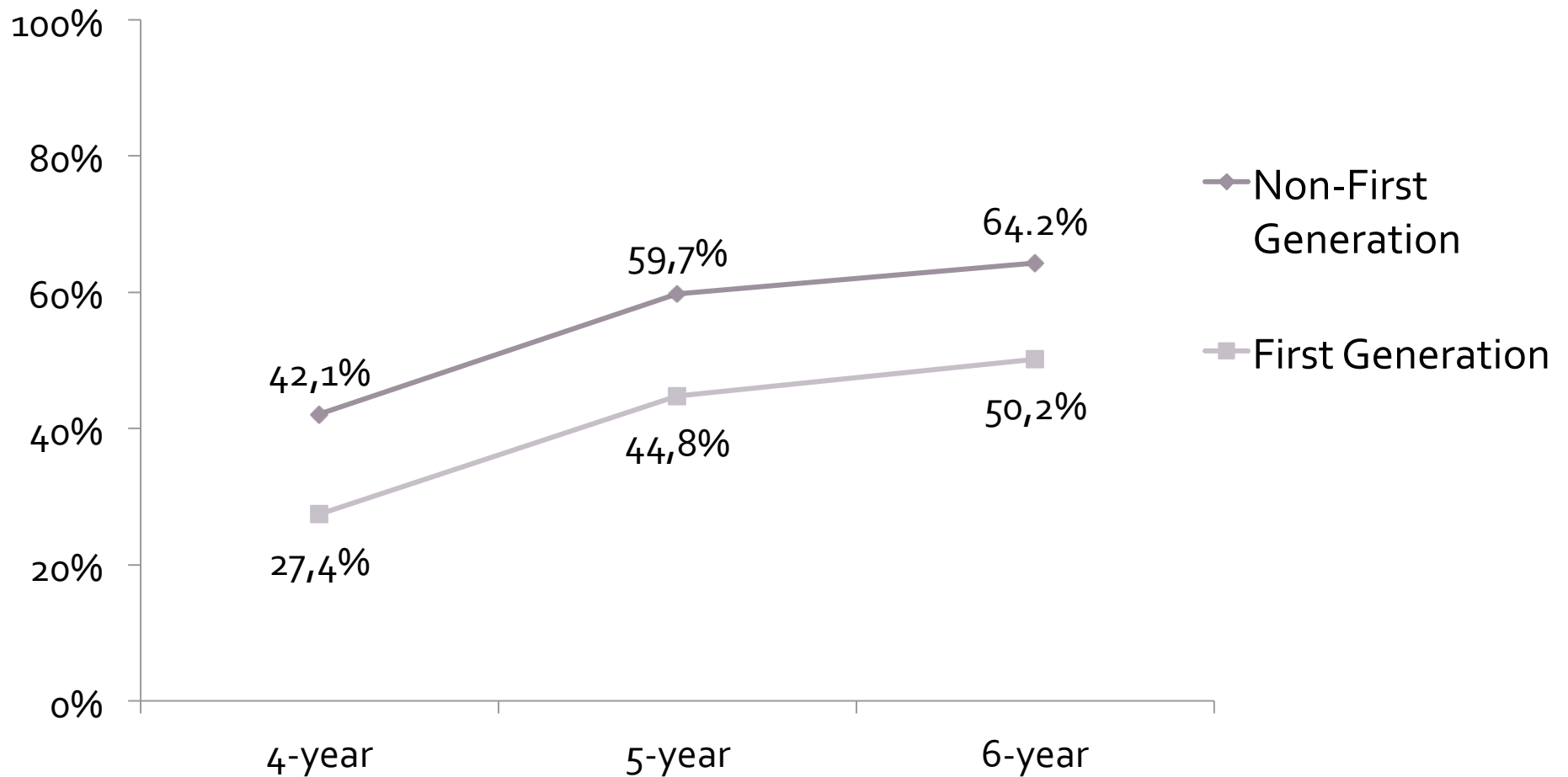
-President Barack Obama

Address to Joint Session of Congress
Tuesday, February 24th, 2009

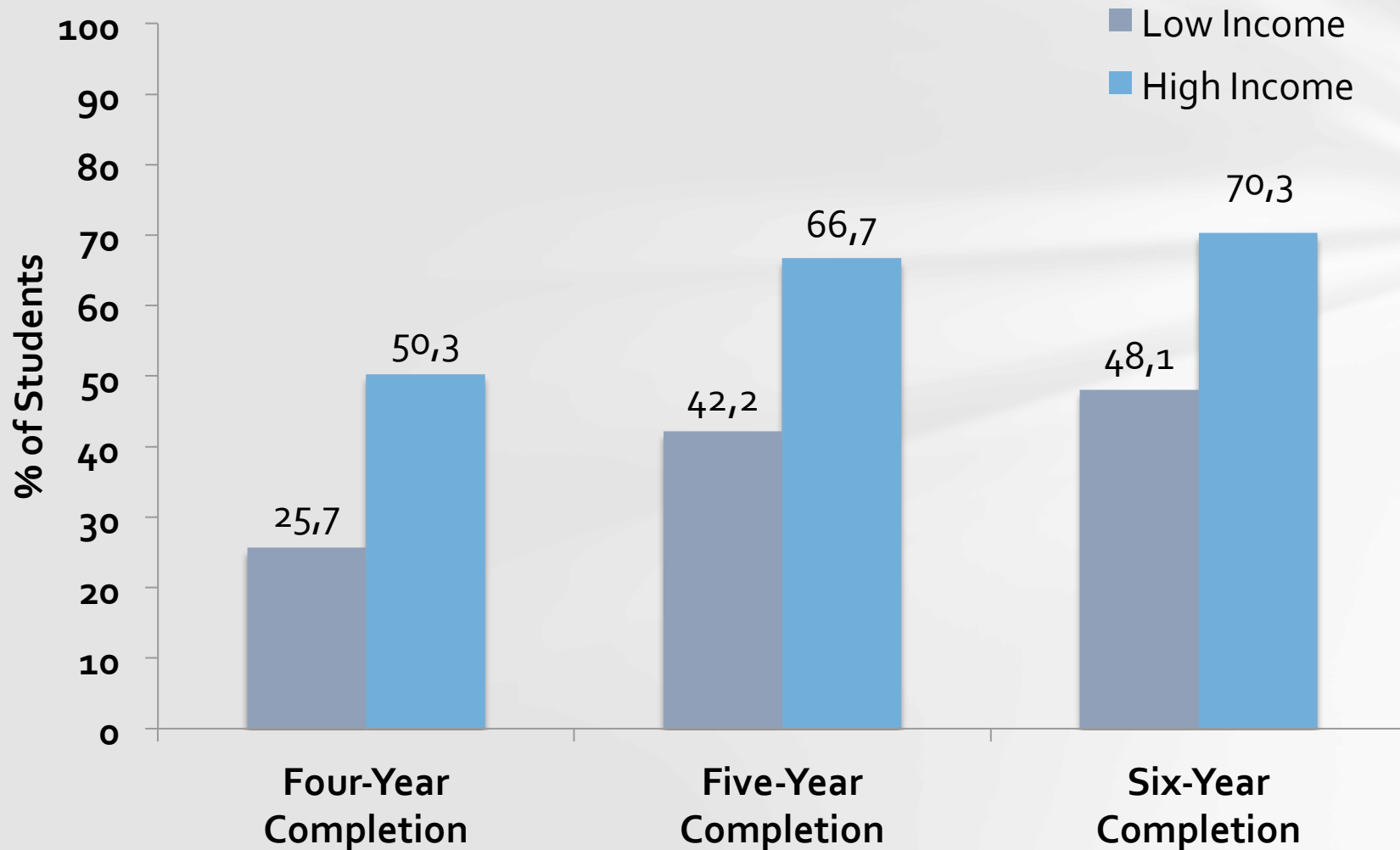
Will need special tutoring or remedial work in 4-year colleges: 1 out of 4 anticipate math work



Differential Graduation Rates by First Generation Status



Completion by Key Income Groups at 1st College



Top Predictors of Completion

Positive

HS GPA (ranking)
Selectivity of the College
SAT/ACT
Hours per week studying
HBCU
Family resources \$\$
Father's education
Drive to achieve
Cost of attending in choosing

Negative

Expect to Transfer
Living off campus
Parents are divorced or separated
Worked full-time in high school
Emotional health
Reliance on loans

New Initiatives in the US National Level

Funds as Incentives to Achieve National Priorities

For research on interventions to find more effective educational programs and practices

For science education to transform teaching and learning across the institutions focusing on courses for 1st year students

Private support to built new learning centers, focus on low-income students and colleges that serve them

Student aid increases, with enrollment requirements and degree progress

Practices

Building Networks, Structures, and Reflective Planning

- Associations of colleges provide guidance and discuss practices in national meetings, including workshops for team work in retreat settings
- New institutional roles—Coordinators campus-wide for diversity and inclusion, retention coordination, and/or enrollment management with budget authority and support
- New learning centers—creating “one stop” shops for students so that they can get support necessary without going to multiple offices or locations
- Assessment initiatives—Monitoring and tracking of students, research on practices that promote student success
- Vision planning—Mapping initiatives on campus and creating institutional models of equity and inclusion to establish vision and direction for long term process of institutional change and improvement

Accountability for Higher Education

- Colleges are required to report access, enrollments, and graduation rates by gender and race/ethnicity and make the information public
- Accreditation focuses on student outcomes now
- Some states have performance funding--% of budget is based on improving student outcomes
- In some states colleges are required to report how they are “making a difference” with students and innovative programs

According to Justice Lewis Powell (Bakke, 1978), the attainment of a diverse student body:

- Broadens the range of viewpoints collectively held by those students
- Allows a university to provide an atmosphere that is "conducive to speculation, experiment and creation--so essential to the quality of higher education"
- Improves the chances that the training of tomorrow's leaders will include wider exposure to a "robust exchange of ideas"

2003 Supreme Court Decision

"In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity," Justice Sandra Day O'Connor wrote in her 5-to-4 majority opinion upholding the University of Michigan's consideration of race for admission to its law school. [Excerpts, Page A24.]

Interpretations of 2003 Supreme Court Decision

Pursuing Student Body Diversity to Achieve Educational Benefits require:

- Broad institutional definitions of diversity
- An approach that is evident in the structure, pedagogy, and mission of the institution
- An approach that is supported by evidence regarding desired educational outcomes (Coleman & Palmer, 2006).

College Board Diversity Collaborative

http://www.collegeboard.com/prod_downloads/diversitycollaborative/acc-div_next-generation.pdf

When all students
reach for the stars,
we begin to achieve
our vision of society
as equitable,
democratic, and
economically
sustainable.

