10-27-2011

The Role of a Selective Research University in Promoting College Access and Success of Students From Traditionally Underrepresented Groups

Laura W. Perna
University of Pennsylvania, lperna@gse.upenn.edu

Follow this and additional works at: http://repository.upenn.edu/gse_pubs

Part of the Education Economics Commons, and the Higher Education Commons

Recommended Citation


This paper is posted at ScholarlyCommons. http://repository.upenn.edu/gse_pubs/362
For more information, please contact repository@pobox.upenn.edu.
The Role of a Selective Research University in Promoting College Access and Success of Students From Traditionally Underrepresented Groups

Disciplines
Education | Education Economics | Higher Education

Comments

This presentation is available at ScholarlyCommons: http://repository.upenn.edu/gse_pubs/362
The Role of a Selective Research University In Promoting College Access and Success Of Students from Traditionally Underrepresented Groups

College Board’s 2011 National Forum
October 27, 2011
New York, NY
Presenters

- Laura Perna, University of Pennsylvania
- Aramis Gutierrez, Rutgers University
- Jason Klugman, Princeton University
- Kim Ransom, University of Chicago
- Janice Park, University of Pennsylvania
- Sean Vereen, University of Pennsylvania
The Problem: Selective Research Universities Enroll Relatively Few Low-Income Students

Percentage of Full-Time, First-Year Students Receiving Pell Grants, 2009-10

- All Public 4-year Doctoral (2007-08): 26%
- All Private 4-year Doctoral (2007-08): 22%
- Chicago: 18%
- Penn: 13%
- Princeton: 10%
- Rutgers: 27%

The Problem: Selective Research Universities Enroll Relatively Few African Americans and Hispanics

Representation of Blacks and Hispanics Among Undergraduates Enrolled at Selected Universities, 2010

Is It Possible for Selective Research Universities To Increase the Diversity of their Students?

Chronicle of Higher Education:

- “The economic divide on campuses is a national tragedy,” Anthony Marx (9/10/11)
- “Our economically polarized college system: Separate and unequal,” Anthony Carnevale and Jeff Strohl (9/10/11)
- “Cut-throat admissions and rising inequality: A vicious duo,” John Quiggin (9/16/11)
- “Syracuse’s slide: Chancellor focuses on ‘public good’ as ranking declines” (10/7/11)
Challenge: Average SAT and ACT Scores For African Americans are Below The Average of Selective Research Universities

Challenge: Small Shares of Blacks and Hispanics Complete a Rigorous High School Curriculum

Percentage of High School Graduates Completing a Rigorous Curriculum

- **Black**: 2%, 6%, 8%
- **Hispanic**: 2%, 6%, 8%
- **White**: 5%, 11%, 14%
- **Asian**: 13%, 22%, 29%

Note: A Rigorous Curriculum is defined as at least 4 credits of English; at least 4 credits in math (including at least pre-calculus); biology, chemistry, and physics; and at least 3 foreign language credits.

Source: Institute of Education Sciences (2011). *America’s High School Graduates*
Challenge: Small Shares of Blacks and Hispanics Earn 5’s on AP Examinations

Percentage of Test Takers Scoring 5 on Selected AP Exams, 2010

- **Biology**
  - Black: 4%
  - Hispanic: 8%
  - White: 18%
  - Asian: 28%

- **Calculus AB**
  - Black: 5%
  - Hispanic: 11%
  - White: 23%
  - Asian: 25%

- **English Lit/Comp**
  - Black: 2%
  - Hispanic: 3%
  - White: 9%
  - Asian: 12%

Source: College Entrance Examination Board, Advanced Placement Exam Summary Reports, 2010
Resources Selective Research Universities May Use to Increase College Access for Students From Underrepresented Groups

Financial
- “No loan” and other financial aid policies

Human
- Undergraduate and graduate students
- Faculty and staff

Organizational
- Institutional units and positions
- College outreach programs

Catalytic
- Signal the importance of these efforts
- Offer examples to other institutions

(Perna, Harkavy, & Bowman, forthcoming, *Metropolitan Universities*)