

Diversity as an Educational Imperative for the 21st Century



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The American Council on Education (ACE)

- Only higher education organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions: community colleges and four-year institutions, private and public universities. This cross-sector membership enables ACE to serve as higher education's unifying voice. Over 1,800 member institutions.
- ACE seeks to provide leadership on key higher education issues and to influence public policy through advocacy, research, and program initiatives.



The American Council on Education

Five Areas of Focus

- Access: Support access to high-quality postsecondary education for all students.
- Learning and Attainment: Support college and university efforts to enhance and assess student learning, educate students, and help them attain their learning goals.
- Equity and Diversity: Foster greater diversity among higher education leaders, faculty, and students, and support greater postsecondary educational opportunities and favorable outcomes for all.



The American Council on Education

Five Areas of Focus

- Leadership and Professional Development: Programs to strengthen the leadership pipeline and develop the next generation of leaders in postsecondary education.
- Global Engagement: Assist colleges and universities in their efforts to internationalize and prepare students to live and work in a globally interdependent and culturally diverse world.



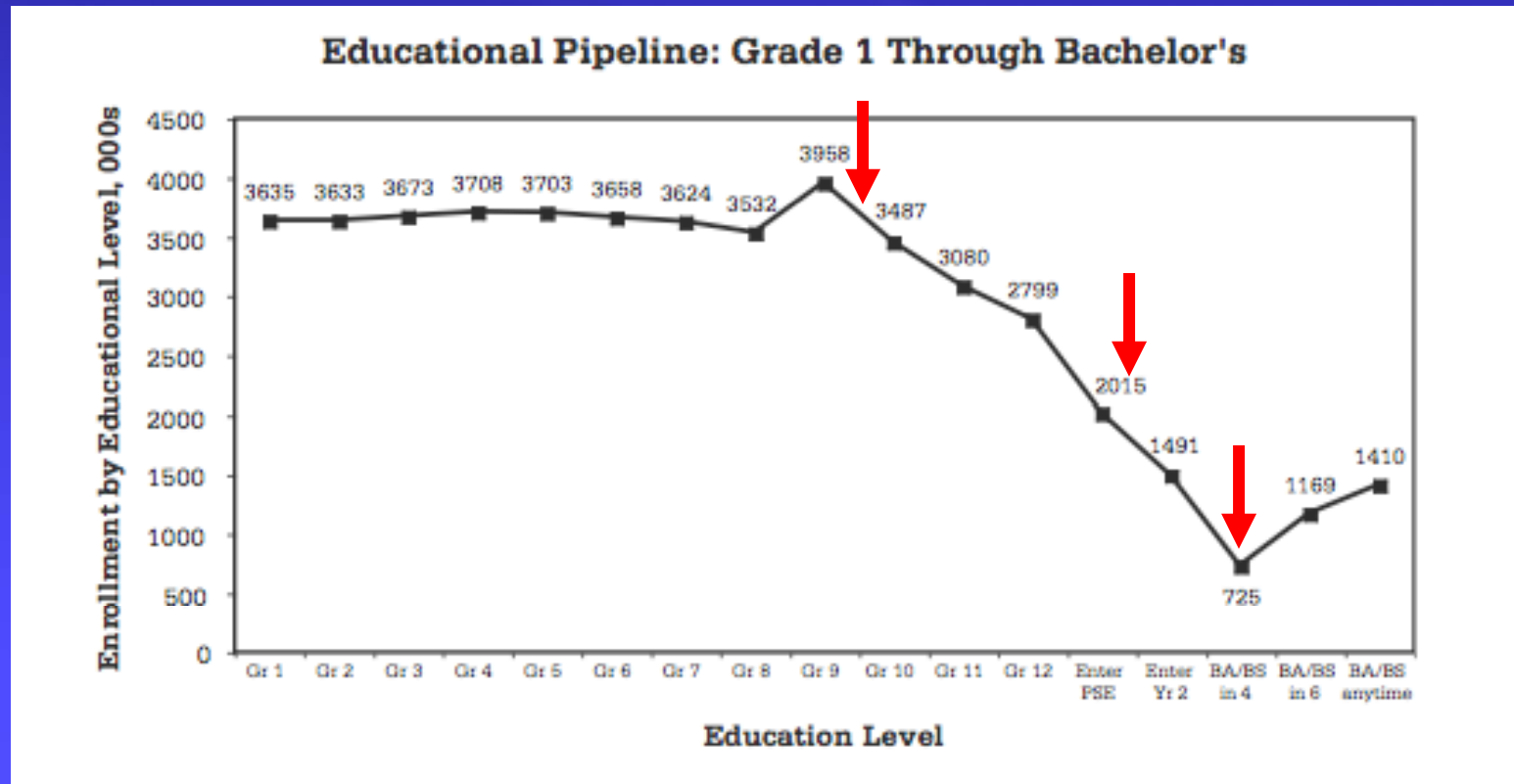
Center for Advancement of Racial and Ethnic Equity (CAREE)

Three-part Mission:

- To monitor and report on the progress of African Americans, Hispanics, Asian Pacific Americans and American Indians in higher education.
- To conduct and support leadership programs designed to identify, develop, advance and sustain people of color into senior academic leadership positions in higher education.
- To provide information and counsel to college and university presidents, campus administrators and policy makers on issues and policies that affect people of color.



College Board “Coming to Our Senses” Report (2008)



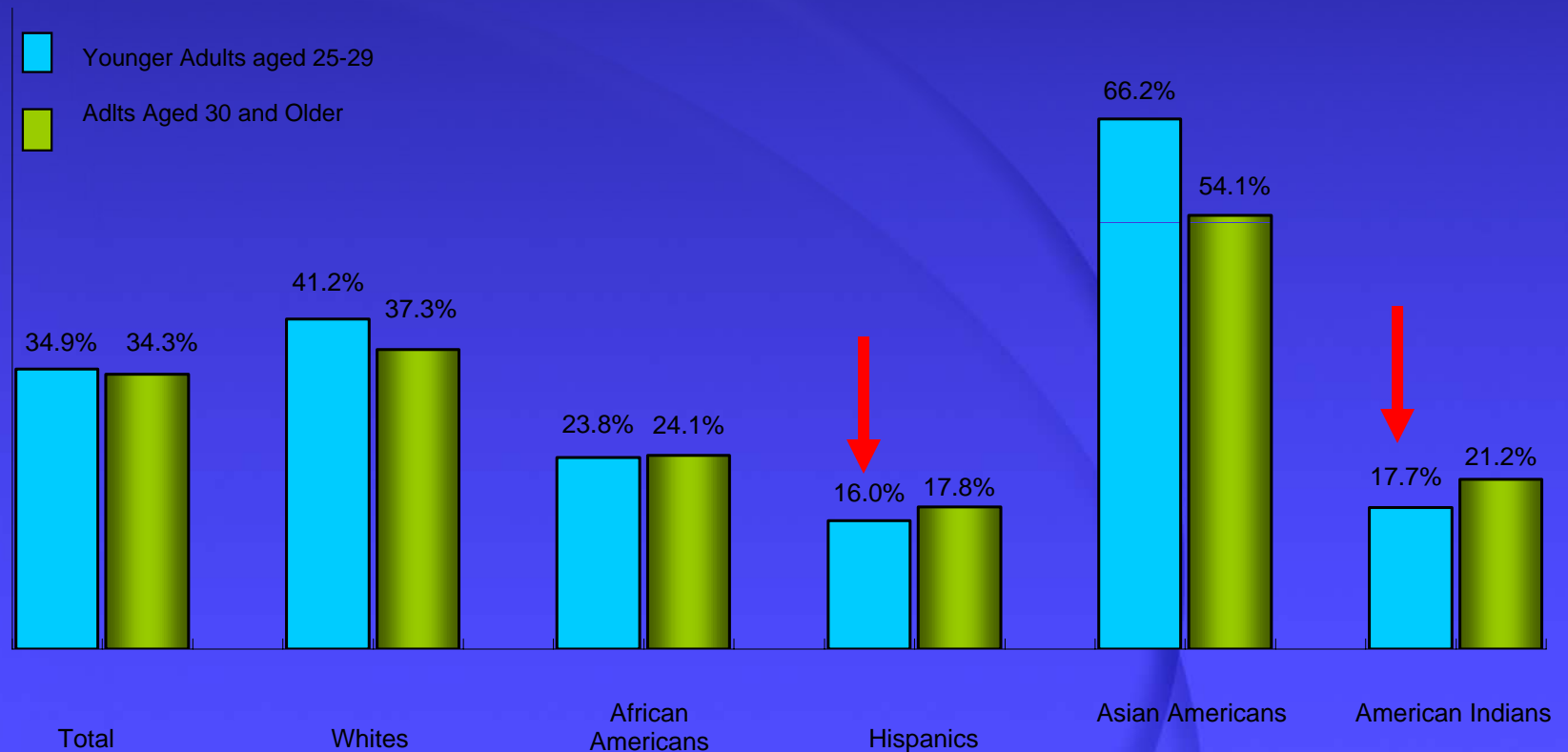
College Board “Coming to Our Senses”

- The rate at which students disappear from schools between grades 9 and 10 has tripled in the last 30 years. This loss is the **biggest leak** in the educational pipeline.
- While we are still second among developed nations in the proportion of workers over the age of 55 with a postsecondary credential, the U.S. drops to **11th among younger workers** (age 25-34).



How We Stack Up in Education of Young Americans Beyond High School

Percentage of Younger Adults and Those Aged 30 and Older with at Least an Associate Degree, by Race/Ethnicity: 2006



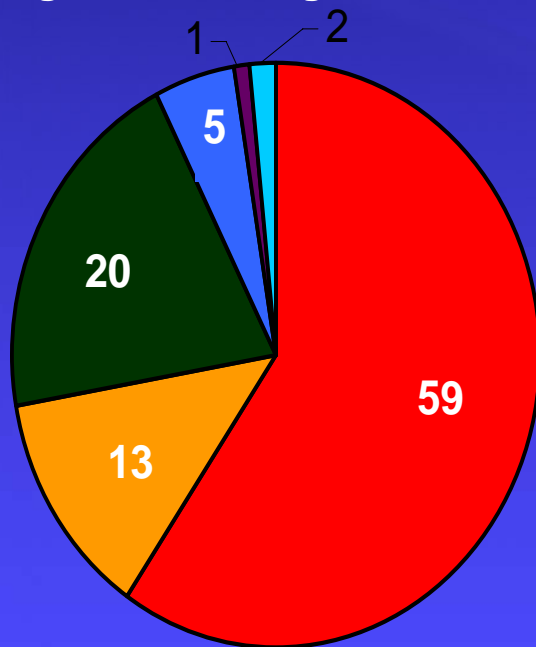
Source: U.S. Census, American Community Survey 2006 (analysis by author).



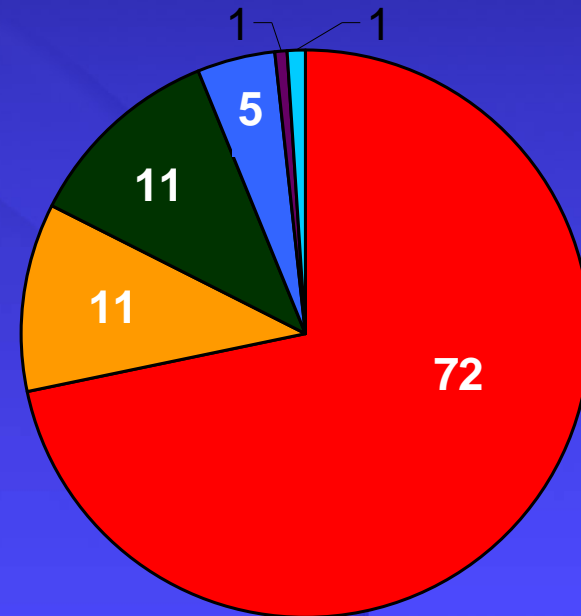
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Distribution of Adult Population, by Race/Ethnicity: 2006 (as a percentage)

Younger Adults Aged 25 – 29



Adults Aged 30 and Older



- Whites
- Hispanics
- American Indians
- African Americans
- Asian Americans
- Other



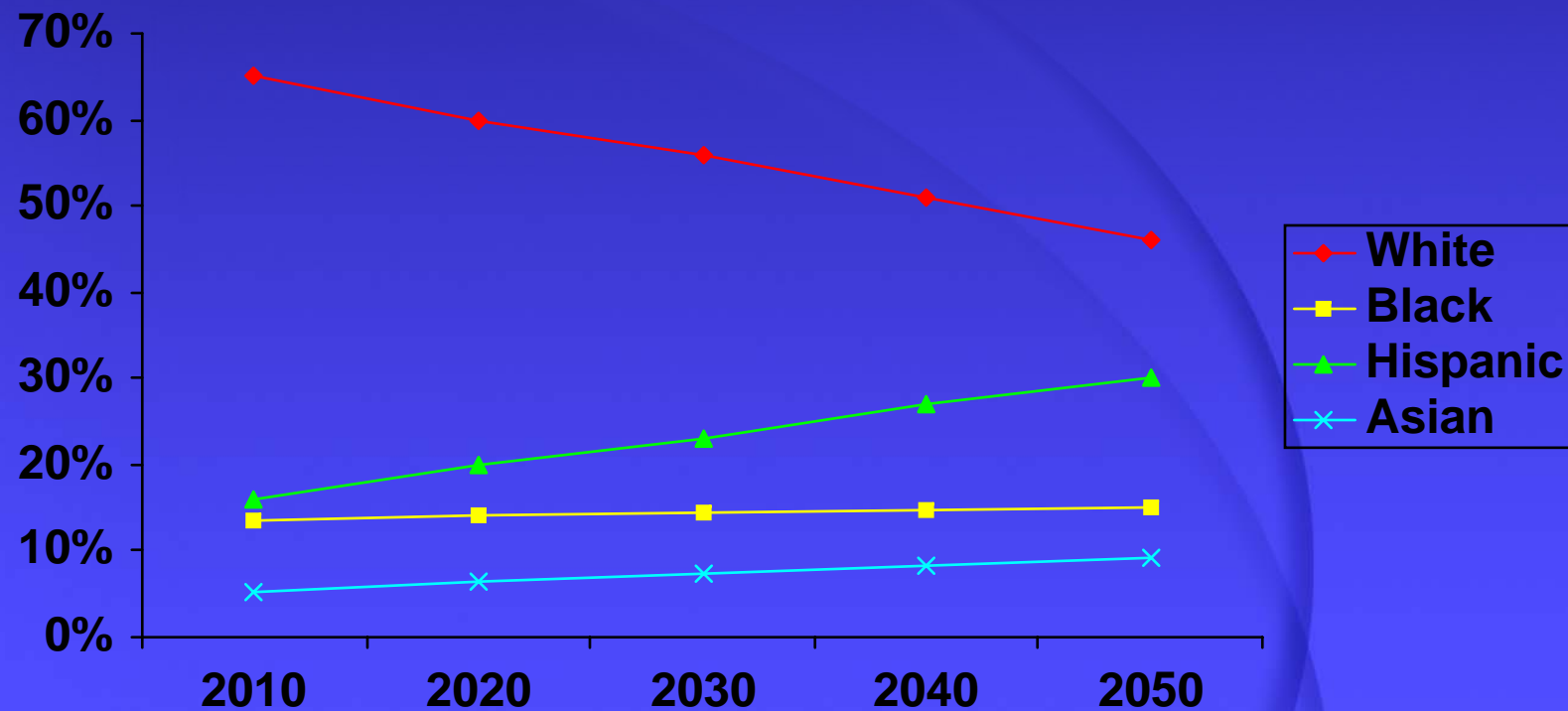
Source: U.S. Census, American Community Survey 2006 (analysis by author).

Demographic Highlights

- 2023 - More than half of all U.S. children will be racial/ethnic minorities
- 2042 - Minorities will be the new majority
- 2050 - Minorities will account for 54% of U.S. population which is expected to total 439 million.
- 2050 - 1 in 3 Americans will be Hispanic



Projected U.S. Population Share by Race and Hispanic Origin



Source: U.S. Census Bureau, Population Division, 2008

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Degree Attainment and Population Change (25 to 34)

<u>Ethnicity</u>	<i>Estimated increase in population by 2020</i>	<i>Percentage with college degrees, 2007</i>
Asian	15%	73%
White	8%	47%
Black	23%	28%
Hispanic	30%	20%

* Those groups with the highest expected growth continue to face significant socio-economic challenges and currently have the lowest levels of degree attainment.



Adding Up the Pieces

As a declining, aging, and well-educated White population approaches retirement, it will be replaced by a growing number of younger minority citizens with lower educational attainment levels **IF** current patterns of degree attainment continue.



Bold Goals for Higher Education



*“...this country needs and values the talents of every American. 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



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Convergence of Goals

President Obama

Gates Foundation

Lumina Foundation

Others



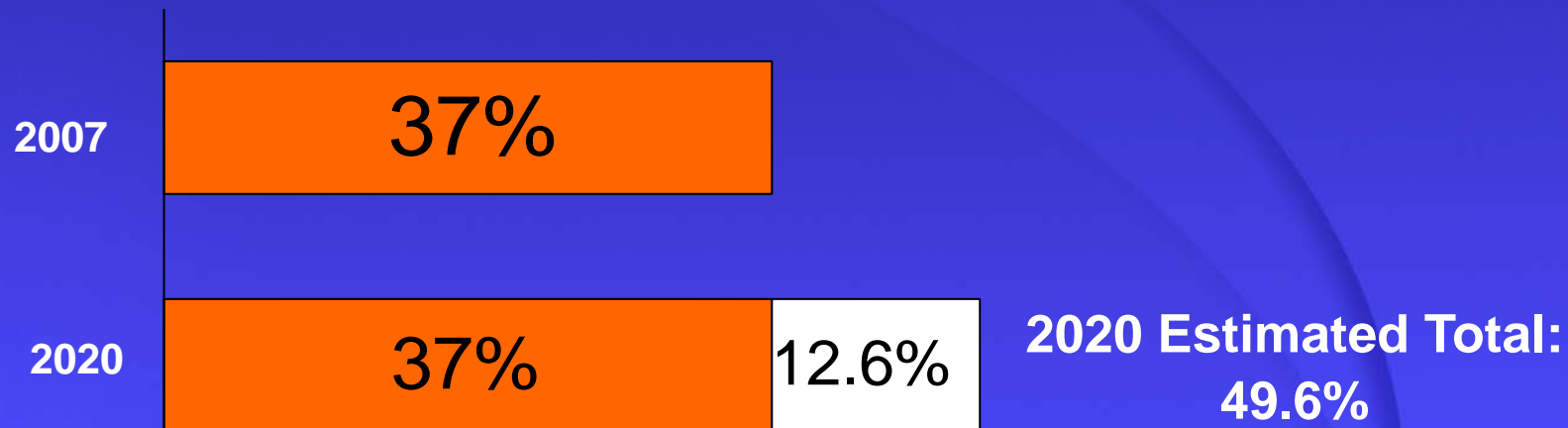
Convergence of Goals

- **Gates Foundation Goal**
 - › Double number of low-income adults who earn a college degree by age 26
- **Lumina Foundation Goal**
 - › By 2025, increase to 60% Americans with “high quality” degrees and credentials
- **The College Board Goal**
 - › By 2025, increase to 55% young Americans who obtain a community college degree or higher
- **National Governors Association and Council of Chief State School Officers**
 - › Developing Common Core Standards for K-12 to align skills and knowledge of graduating seniors with college readiness



Optimistic Scenario

Percentage of Young Adults (25-34) with a College Degree

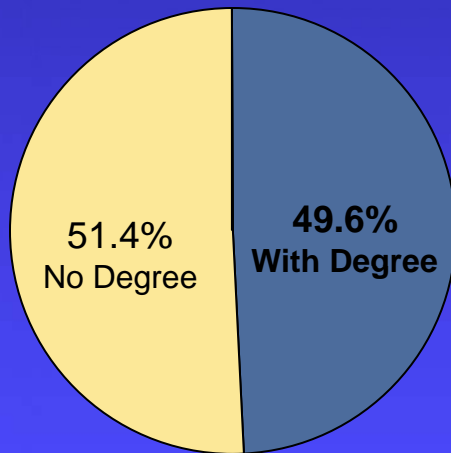


If 60% of U.S. citizens with “some college” earn a degree

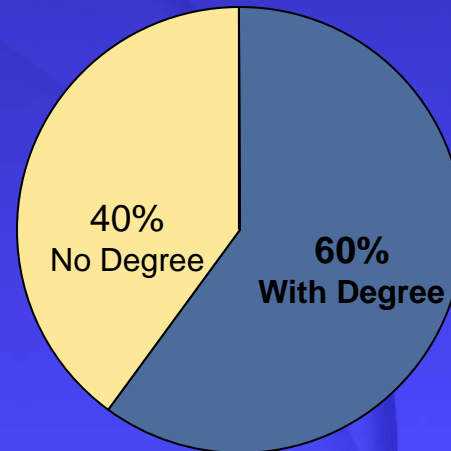


Optimistic Scenario: Estimated 2020 Degree Attainment (ages 25 to 34)

U.S. Degree Attainment



Top OECD Degree Attainment

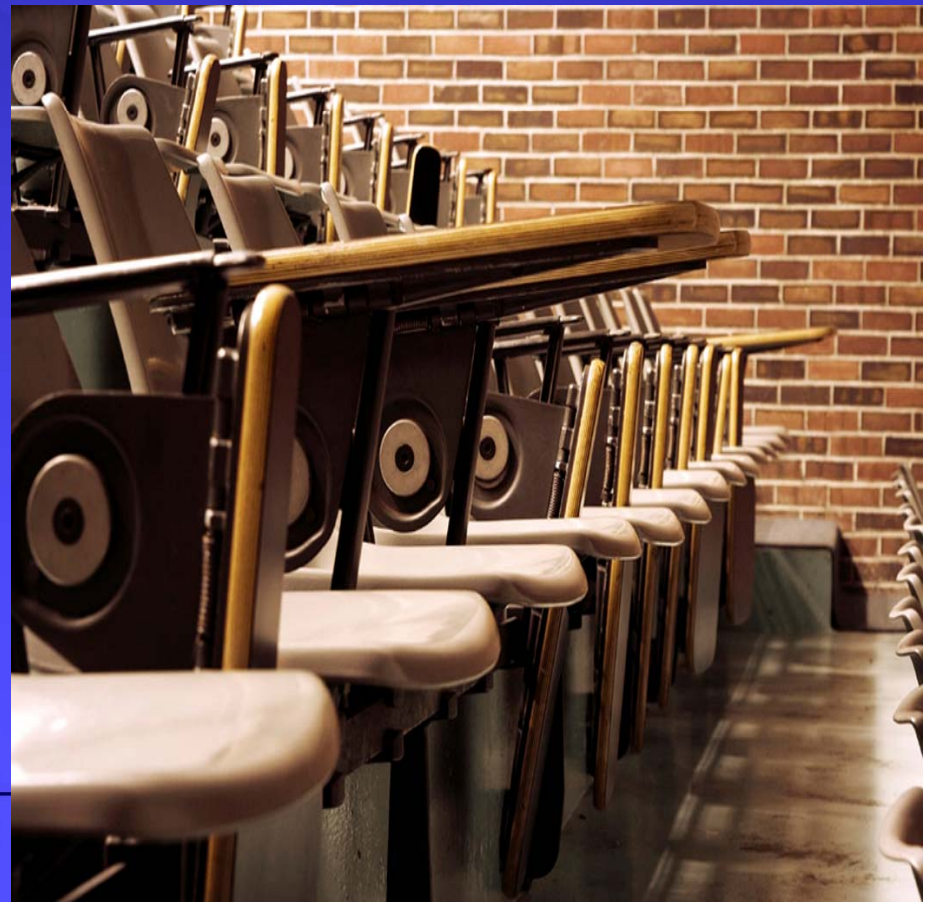


Even with a very optimistic 2020 U.S. estimate,
top OECD countries will lead the U.S. by **10.4 percent**



Bottom Line

If we are to meet Pres. Obama's bold goal, we need to significantly enhance access and success.



Minorities in Higher Education Status Report (2008)

Over the past decade:

- High school graduation rates remained flat at 82%.
- Overall college enrollment continued to expand (23%) particularly among racial/ethnic minorities (50%), with fastest growth among Hispanics (66%).
- Nevertheless, gaps in college enrollment rates for young adults deepened due to uneven improvements across racial lines.



Minorities in Higher Education Status Report (2008)

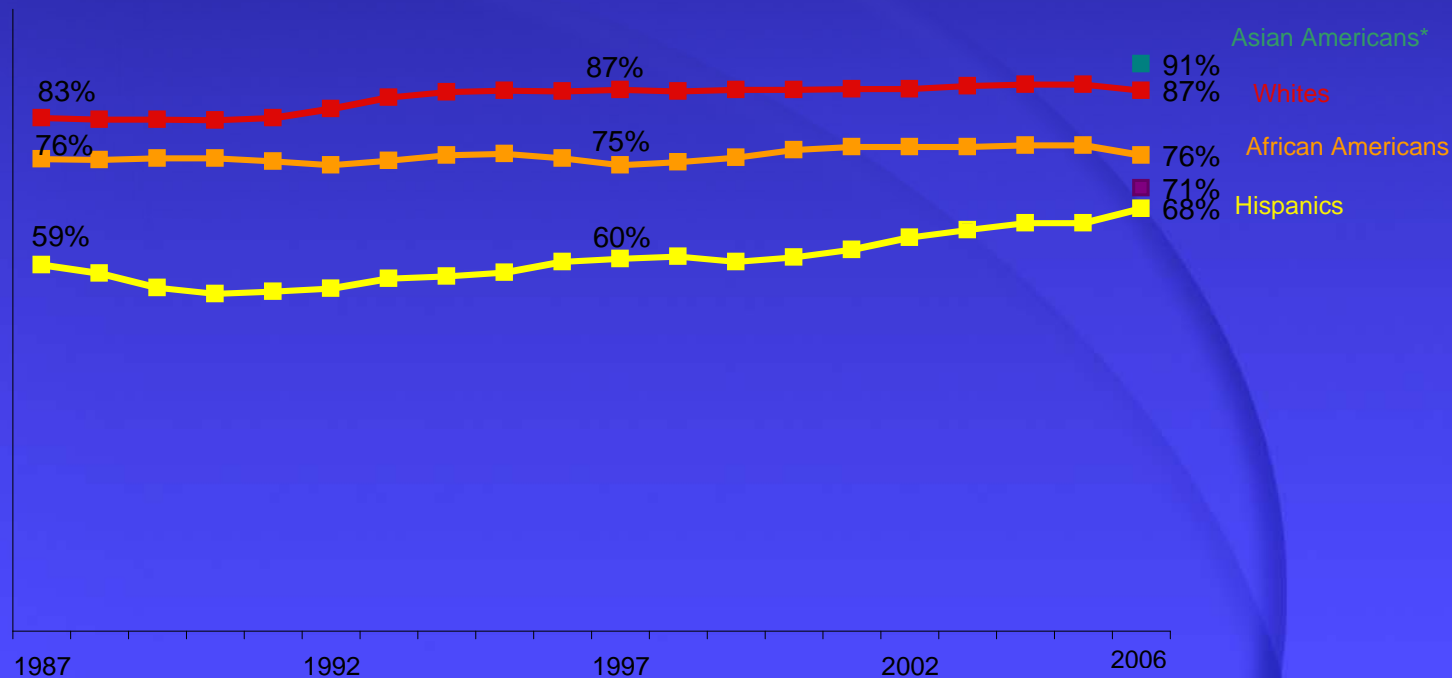
Over the past decade:

- Gender gap has widened
 - › Men, especially African American and Hispanic males, consistently lag behind women in virtually every key indicator.



High School Completion Rates Over the Past 20 Years

High School Completion Rates for Traditional College-Aged Population (Aged 18 to 24), by Race/Ethnicity: 1987 to 2006



* Due to data unavailability, high school completion rates for Asian Americans and American Indians are shown for 2006 only.

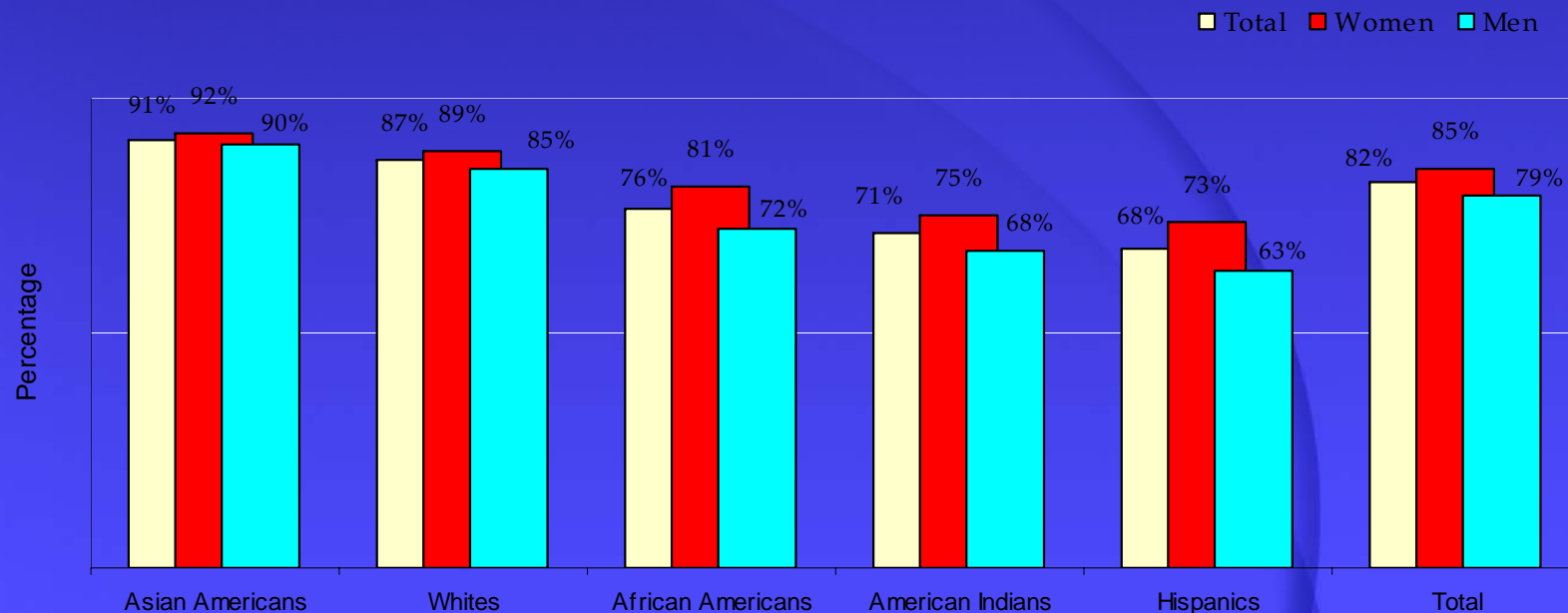
Note: Data include high school equivalency credentials such as the GED® (General Educational Development) credential. To obtain a large enough sample size to make reliable estimates, three-year averages were used for trend analysis, except for 2006 data, which had a much larger sample and account for the single year.

Source: U.S. Census Bureau, Current Population Survey (data for 1986-2005) and American Community Survey 2006 (data for 2006).



Young Men Not Keeping Up with Women in High School Completion

High School Completion Rates for Traditional College-Aged Population
(Aged 18 to 24), by Race/Ethnicity and Gender: 2006

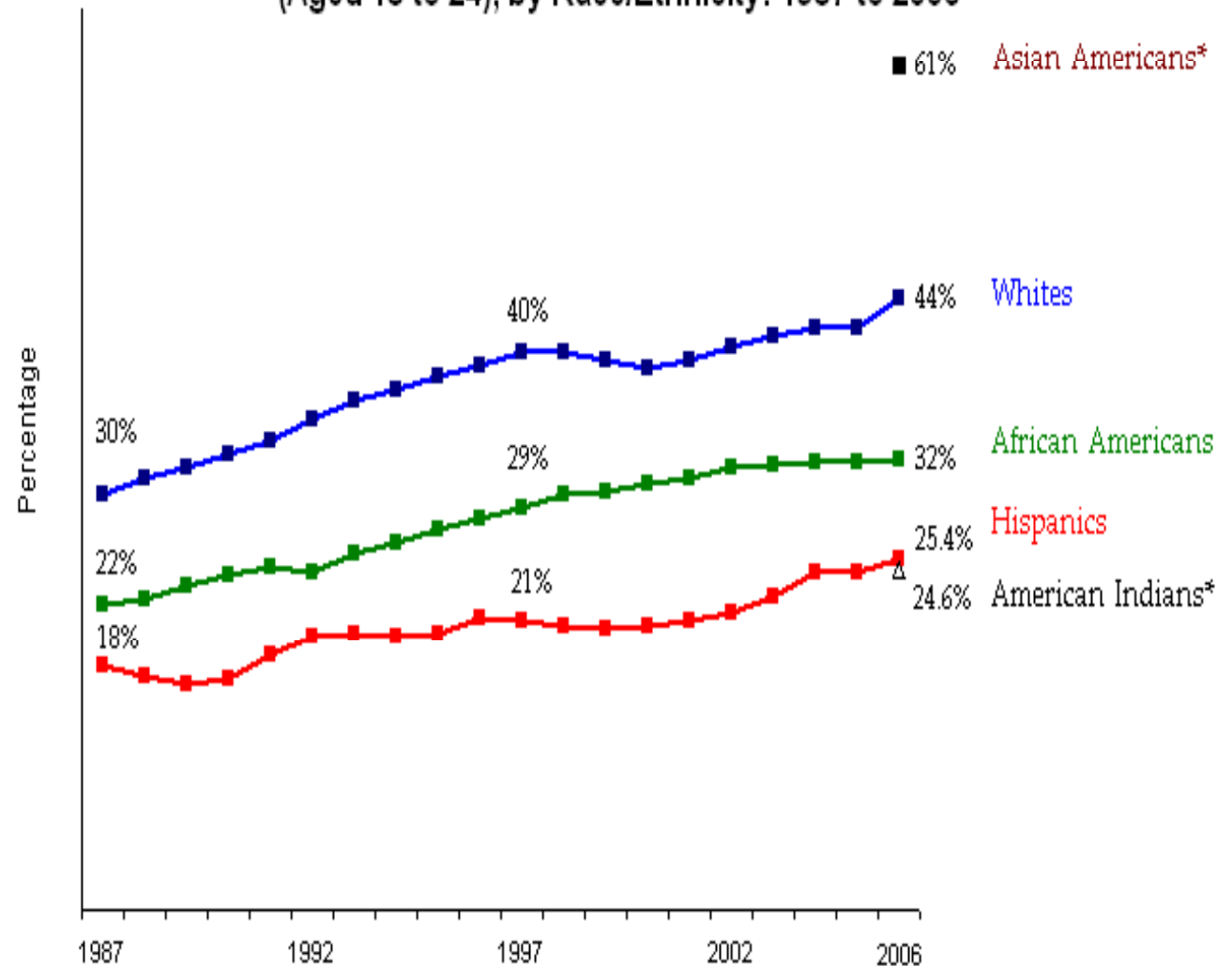


Source: U.S. Census Bureau, American Community Survey 2006 (analysis by author).



College Enrollment Gaps Widened Among Young People

College Enrollment Rates for Traditional College-Aged Population (Aged 18 to 24), by Race/Ethnicity: 1987 to 2006



* Due to data unavailability, enrollment rates for Asian Americans and American Indians are shown for 2006 only.

Note: To obtain a large enough sample size to make reliable estimates, three-year averages were used for trend analysis, except for 2006 data, which had a much larger sample and account for the single year.

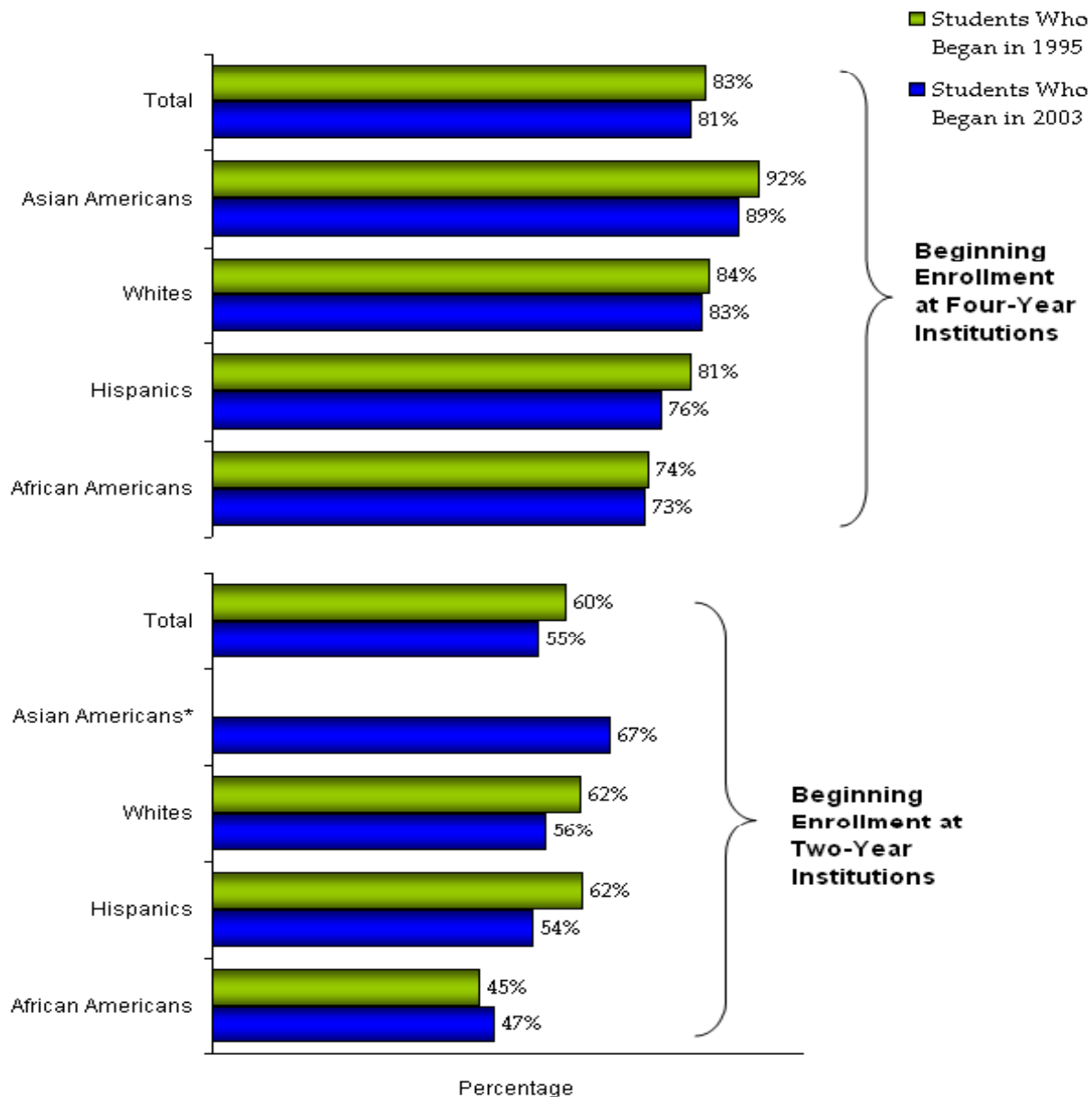
Source: U.S. Census Bureau, Current Population Survey (data for 1986-2005, released online) and American Community Survey 2006 (data for 2006, analysis by author).



College Persistence Rates Dipped Slightly. Racial Gaps Remained Substantial.



Persistence in College: Percentage of Students Still Enrolled or with a Certificate/Degree Three Years After First Enrolling



Due to small sample sizes, the 1995 data for Asian Americans cannot be estimated reliably and are not shown in the chart.

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study BPS 96/98 and 2004/06 (analysis by author).

Diversity in the Higher Education Leadership Pipeline

- The View from the Top
- The Pathway Up
- The Faculty Rung



The View from the Top



The American College President: 2007 Edition

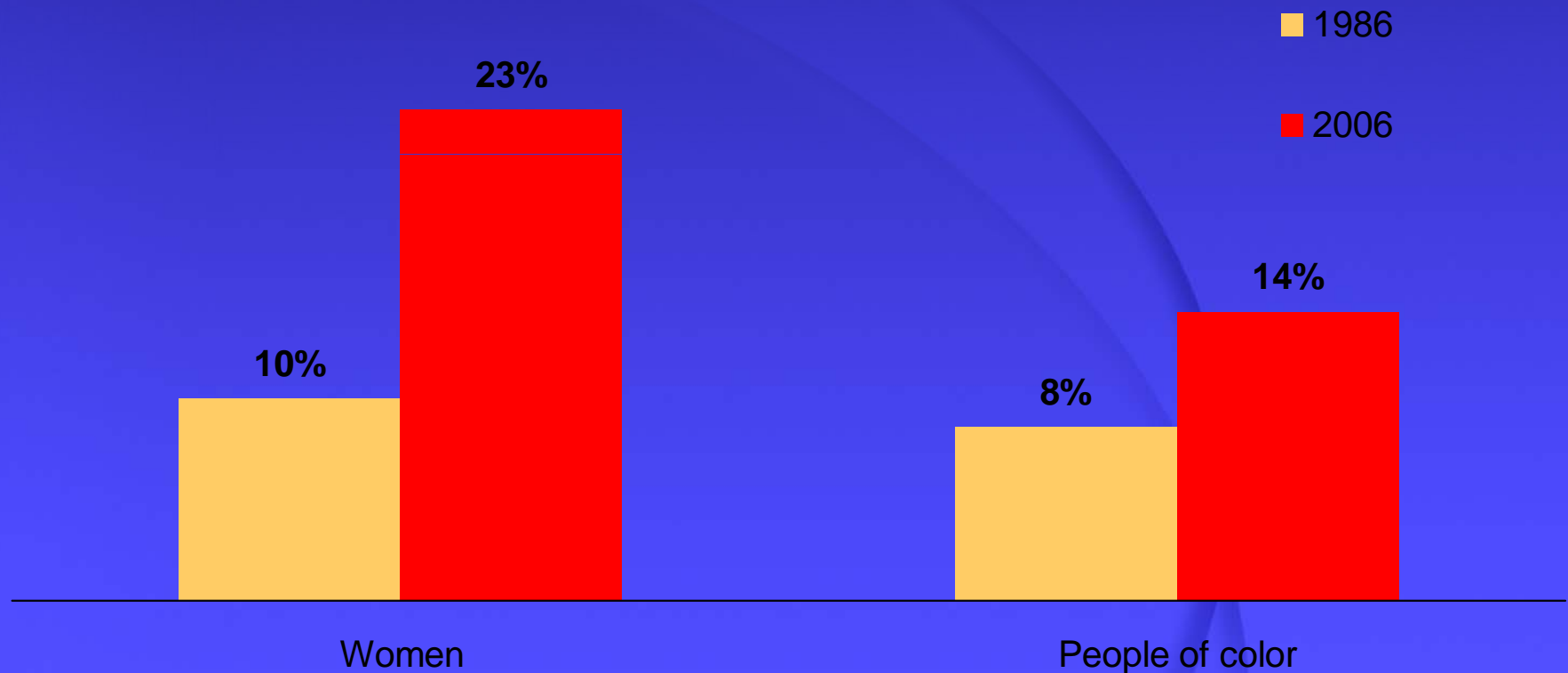


- Sixth national study since 1986
- 2,148 respondents, 70% response rate.
- Most comprehensive survey on the characteristics and career path of college presidents.



Progress on Presidential diversity has been slow

Women and People of Color
as a Percentage of All Presidents: 1986 and 2006

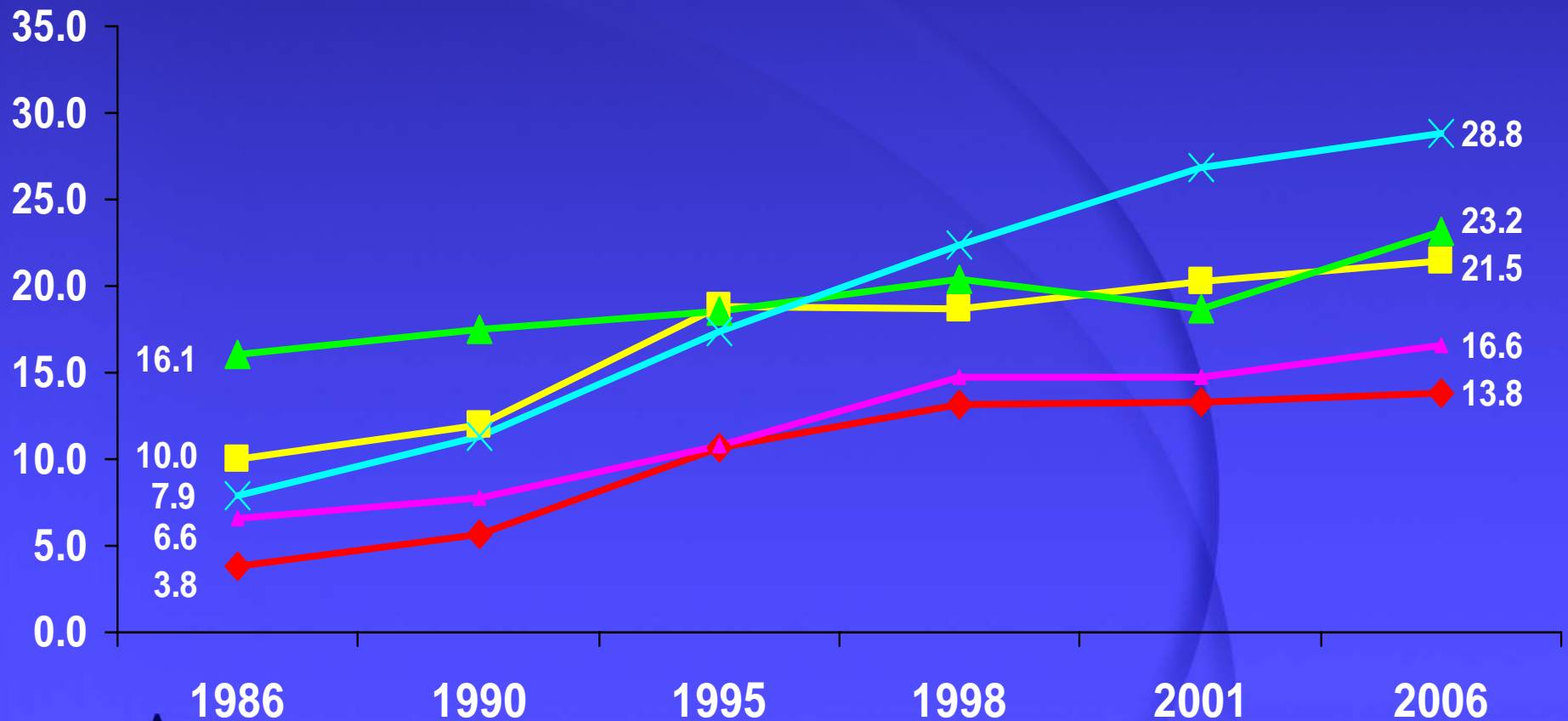


Source: ACE. 2007. *The American College President: 2007 Edition.*

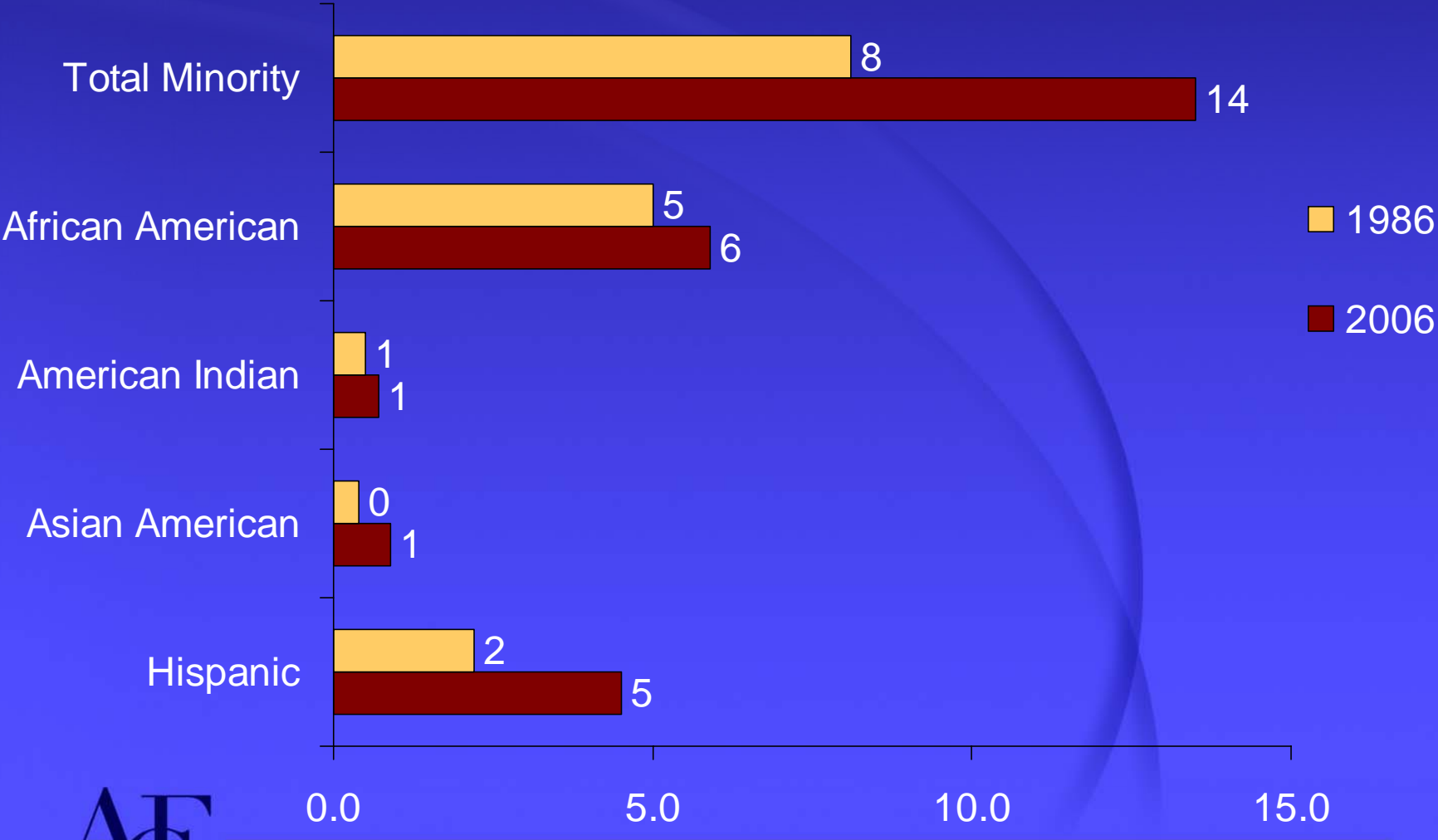
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Women Presidents by Institution Type: 1986 to 2006

◆ Doctorate-Granting ■ Master's ▲ Baccalaureate ✕ Associate's ▲ Special Focus



Minority Presidents: 1986 and 2006



The Pathway Up



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On the Pathway to the Presidency



- Follow-up study to *The American College President: 2007 Edition*.
- First-ever attempt to describe characteristics of senior leaders other than presidents.

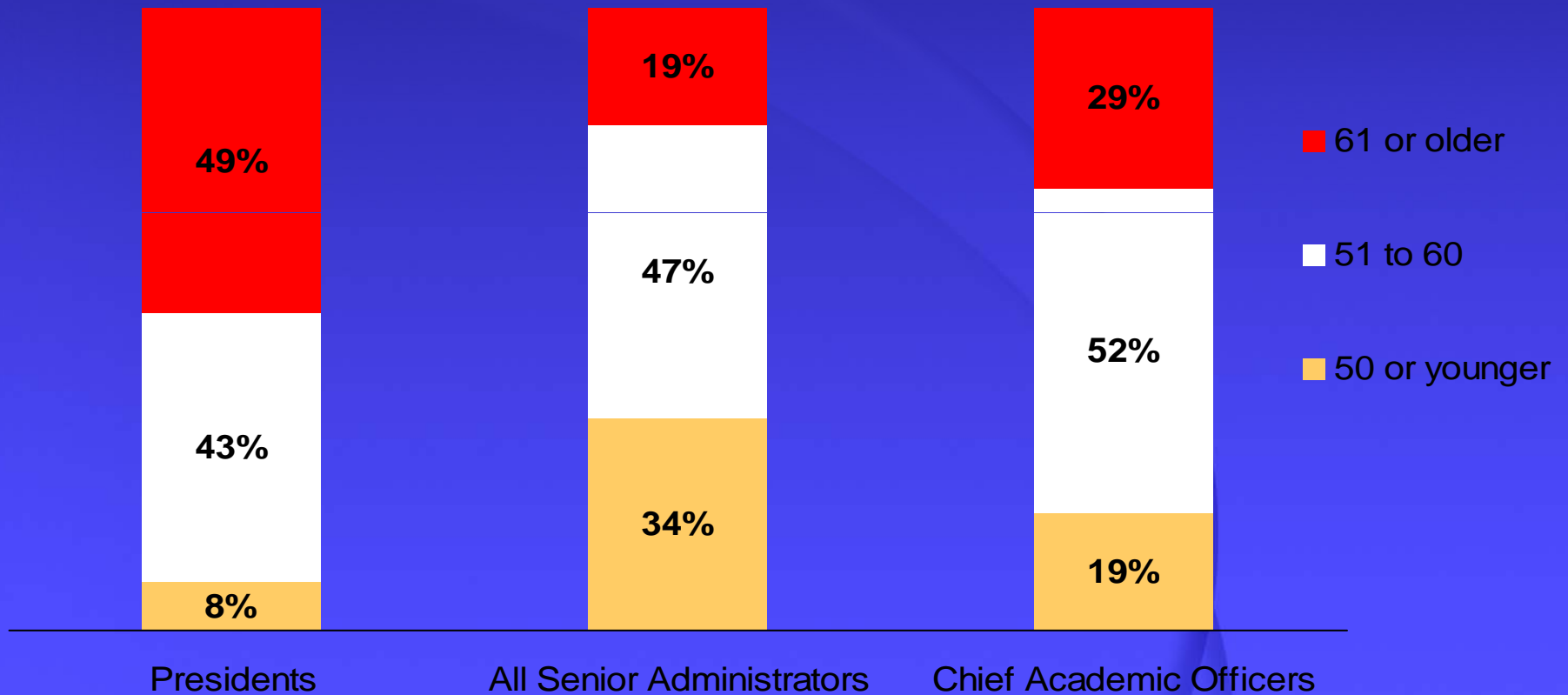


Research Questions

- What is the age profile of senior leaders?
(Will the last person out please turn off the lights ...)
- Are those in position to be the next generation of presidents more diverse than the current group?

Senior Administrators are Younger than Presidents

Distribution of Presidents and Other Senior Administrators by Age

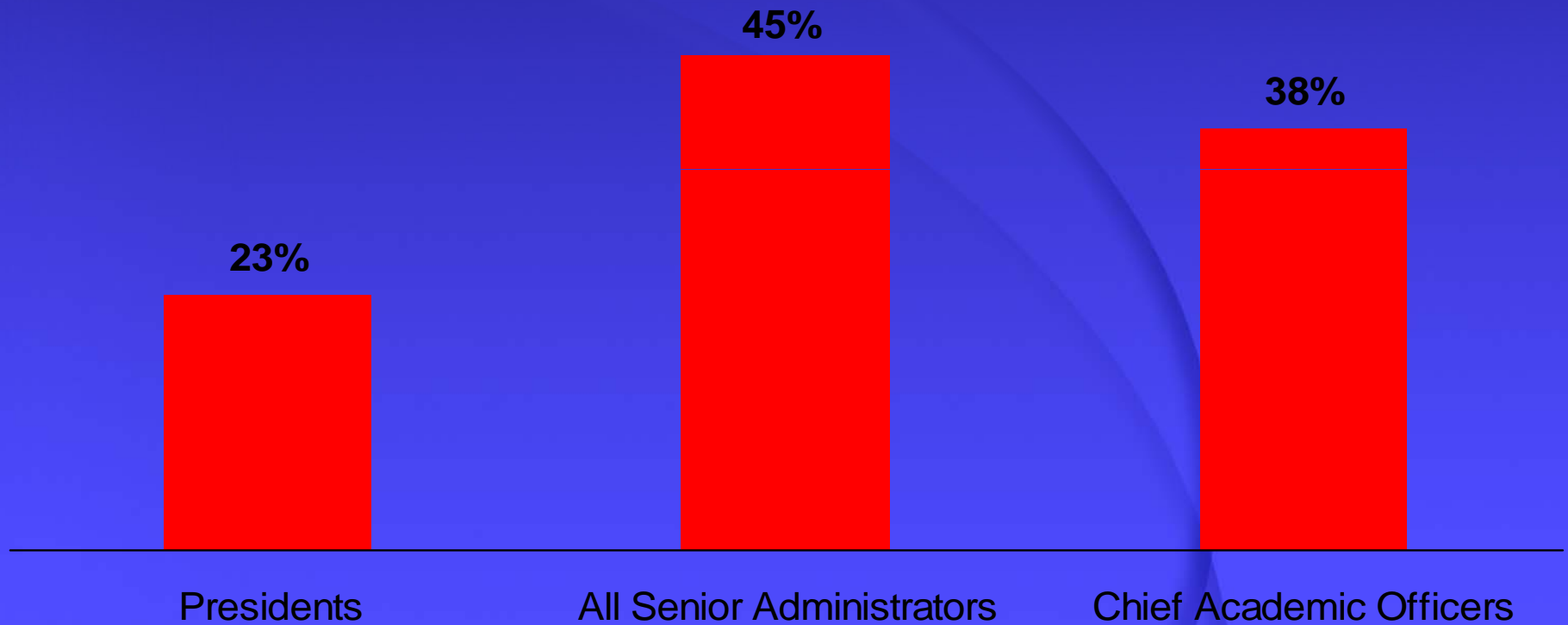


Sources: ACE. 2007. *The American College President: 2007 Edition*. ACE. 2008. *On the Pathway to Presidency: Characteristics of Higher Education's Senior Leadership*.



And more likely to be women ...

Percentage of Presidents and Senior Administrators
who are Female

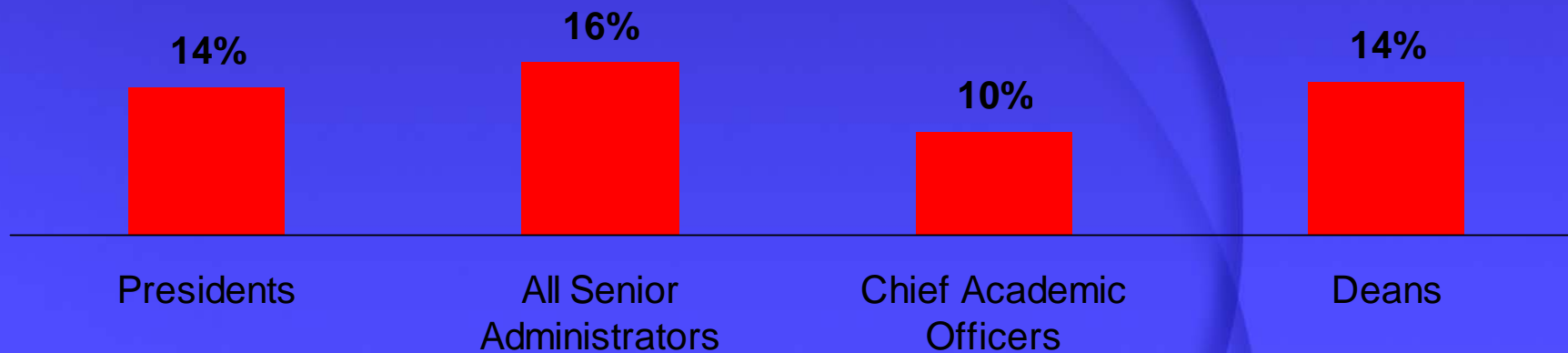


Sources: ACE. 2007. *The American College President: 2007 Edition*. ACE. Sources: ACE. 2007. *The American College President: 2007 Edition*. ACE. Forthcoming. *On the Pathway to Presidency: Characteristics of Higher Education's Senior Leadership*.



Senior Administrators No More Likely to be People of Color

Percentage of Presidents and Senior Administrators
who are People of Color



Sources: ACE. 2007. *The American College President: 2007 Edition*. ACE. 2008. *On the Pathway to Presidency: Characteristics of Higher Education's Senior Leadership*.



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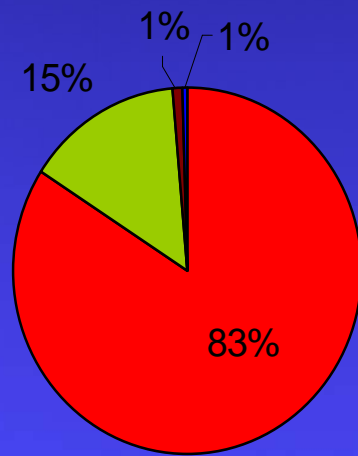
The Faculty Rung



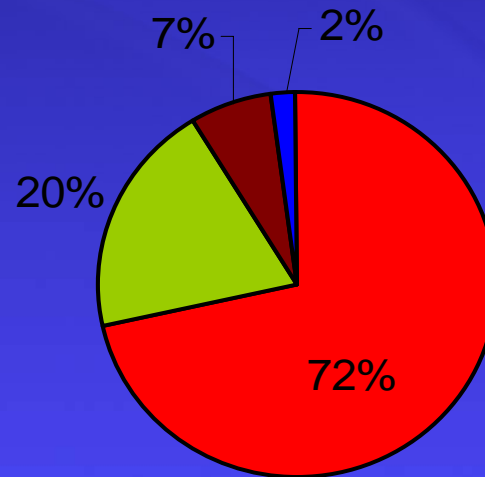
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Racial/Ethnic Distribution of Faculty, by Tenure Status: 2005

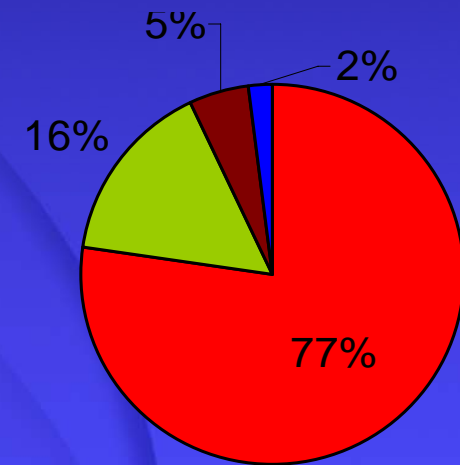
■ Whites ■ All Minorities ■ Foreign Citizens ■ Race/Ethnicity Unknown



Tenured Faculty



Nontenured Faculty on Tenure Track



Faculty Not on Tenure Track

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), Fall Staff Survey 1995-2005 (analysis by author).



Diversity and the STEM Fields

- The nation's changing demographics and continued need to remain globally competitive make it clear that colleges and universities must increase the number of Hispanics and African Americans earning degrees in science, technology, engineering, and math.
- To many observers, the difficulty of this challenge stems from the belief that African American and Hispanic students do not enter higher education interested in the STEM fields at the same rate as Whites and Asian



Increasing the Success of Minority Students in Science and Technology

Anderson & Kim (ACE, 2006)

- In 2001, only about 13% of BA degrees awarded to African Americans and Hispanics were in the STEM fields, compared to 31% for Asian Americans and 16% for Whites.
- ACE study reveals that African American and Hispanic students enter higher education with the same level of interest in the STEM fields as their peers but that they fail to persist in these majors at the same rate as their White and Asian American classmates.



Anderson & Kim (ACE, 2006)

- Study based upon data from a longitudinal study conducted by the U.S. Dept. of Education's National Center for Education Statistics (NCES) – The Beginning Postsecondary Students' Long Survey (2001).
- Nationally representative sample of 12,000 students who began college in fall 1995 and follows them over 6 years, tracking their enrollment status, attendance status, and overall college experience.
- Students interviewed in spring 1998, approximately 3 years after they first enrolled in 1995.
- Second and final interview conducted in spring of 2001 (6 years after they first enrolled).



Anderson & Kim (ACE, 2006)

- **Percentage of Students Who Began College Interested in Majoring in the STEM Fields**
 - › Asian Americans 26%
 - › Hispanics 23%
 - › African Americans 19%
 - › Whites 18%
- **Three years later (Spring 1998), the percentage of these students within each racial/ethnic group who continued majoring in STEM fields was nearly identical (57% Whites and Asians; 56% Hispanics and African Americans).**



Spring 2001: Status of STEM Majors

	African Americans & Hispanics	Whites	Asian Americans
Attained BA	63%	87%	95%
No Degree, Not Enrolled	9%	5%	2%
No Degree, Still Enrolled	29%	9%	3%



Source: Increasing the Success of Minority Students in Science and Technology (Anderson & Kim, 2006)

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Anderson & Kim (ACE, 2006)

- **Relative to Non-Completers, Completers were:**
 - › Better prepared for postsecondary education than those who had not earned a degree but were still enrolled. Nearly 42% of completers took a highly rigorous curriculum in high school, compared with 18% of non-completers.
 - › Nearly all completers were younger than 19 when they entered college in 1995-96 (98%), compared with 84% of non-completers.
 - › Nearly every 2 of every 3 completers (65%) had at least one parent with a BA or higher compared with 38% of non-completers. Completers came from families with higher income levels.



Anderson & Kim (ACE, 2006)

- **Differences Between Completers and Non-Completers:**
 - › 75% of completers were enrolled exclusively on a full-time basis during their college years. Remaining 25% varied their enrollment status between full-time and part-time. Among the non-completers, attendance patterns were divided evenly between full-time (49%) and mixture of full and part-time (51%).
 - › Completers were less likely to work 15 hours or more per week (27%) relative to non-completers (43%).
 - › Nearly every 2 of every 3 completers (65%) had at least one parent with a BA or higher compared with 38% of non-completers. Completers came from families with higher income levels.



	Positive Predictors of Obtaining a BA	Negative Predictors of Obtaining a BA
African American	At least one parent with BA degree or higher; full-time attendance; working less than 15 hours/week.	
Asian American		Taking a "not rigorous" high school curriculum
Hispanic	Full-time attendance	Taking "new basics" high school curriculum; Working 15 hours or more/week
White	Not first generation college attendee, full-time attendance	Taking "not rigorous" high school curriculum; low parental income; and working > 15 hours/wk.



Summing It Up

- **The talent pool needed to increase the number of BA degrees produced in the STEM fields appears to already exist in colleges and universities across the nation.**
- **We need to focus on this pool of minority students who are majoring in the STEM fields but are struggling to earn their degrees.**
- **With more support from federal government, state legislators, corporate and technology sectors, institutional leaders should be able to significantly increase size of the science and technology workforce, while simultaneously diversifying this important sector.**

