



The Pursuit of Excellence in Diversity: A Focus upon Preparation

CRTL Diversity Institute

Madison, Wisconsin

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Policy Evaluation & Research, ETS**



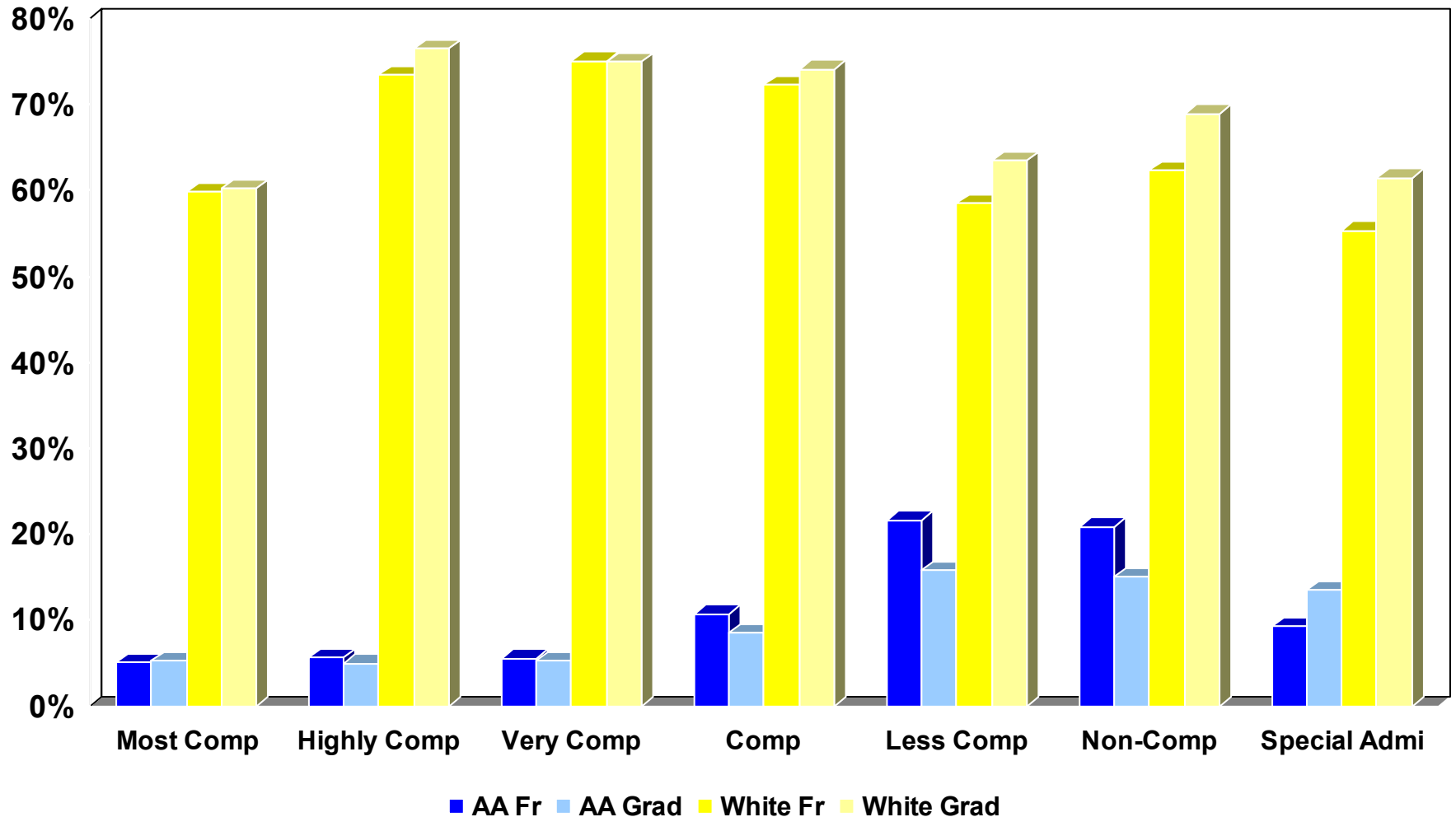
Expanding Access and Opportunity in Higher Education

First-Time Full-Time Freshmen Attending Four-Year Colleges and Universities (N=1,491) By Selectivity: 2002

	Total	African American	Asian American	Hispanic	White
U.S. Pop. Ages 18-24 (2000)	26,541,000	3,810,000 14.4%	1,038,000 3.9%	3,956,000 14.9%	17,496,000 65.9%
Total First-Time Freshman Enroll.	1,290,694	136,019 10.5%	76,292 5.9%	106,194 8.2%	877,744 68.0%
Most Comp. (64)	75,837	4,277 5.6%	12,104 16.0%	4,966 6.5%	45,343 59.8%
Highly Comp. (95)	119,089	6,674 5.6%	10,233 8.6%	6,863 5.8%	87,369 73.4%
Very Comp. (240)	272,083	15,015 5.5%	20,732 7.6%	14,281 5.2%	204,258 75.1%
Competitive (609)	498,203	53,337 10.7%	22,371 4.5%	29,628 5.9%	360,333 72.3%
Less Comp. (302)	169,901	36,643 21.6%	6,434 3.8%	13,729 8.1%	99,407 58.5%
Non-Comp. Yr. (102)	59,308	12,333 20.8%	1,512 2.5%	4,143 7.0%	36,924 62.3%
Specialized Admission (79)	10,874	1,002 9.2%	623 5.7%	629 5.8%	6,009 55.3%

Note: Includes non-specialized institutions with a Barron's rank and 2002 IPEDS enrollment data.

African American and White First-Time Full-Time Freshmen and Bachelor's Degree Recipients by Selectivity



Note: Includes non-specialized institutions with a Barron's rank and 2002 IPEDS enrollment data.



Two Critical Components to Making Educational and Occupational Dreams Come True

- Being academically prepared
- Being able to finance a college education



Strengthening Academic Muscles



An ideal four-year preparatory program includes:

- 4 years of English, with extensive practice in writing;
- 4 years of math;
- 4 years of science: biology, chemistry, physics, and an advanced course in one of these subjects;
- 3 years of history, including American and European history; and
- 4 years of one foreign language.

Source: Harvard University Admissions Office

http://www.admissions.college.harvard.edu/faqs/admissions/high_school/



The National Context African Americans, Hispanics, & Native Americans

- Lower participation in honors and advanced level courses such as Advanced Placement
- Lower high school GPAs
- Lower SAT scores



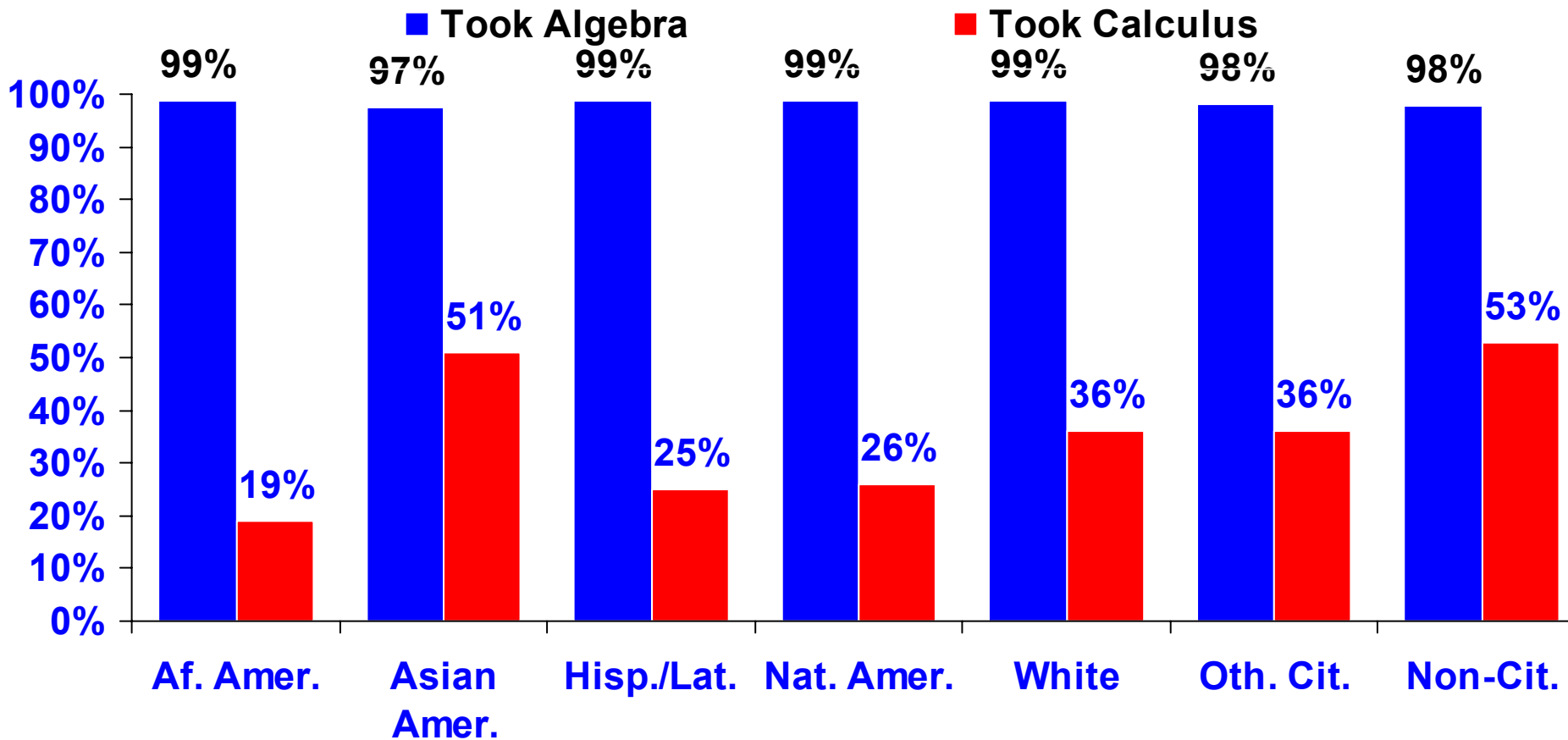
High School Curriculum Measure

- (Number of years in subject + credit for honors in subject area) * Grade
- Summed up over 6 subject areas:
 - Math,
 - English,
 - Social Studies,
 - Natural Science,
 - Foreign Language and
 - Art and Music

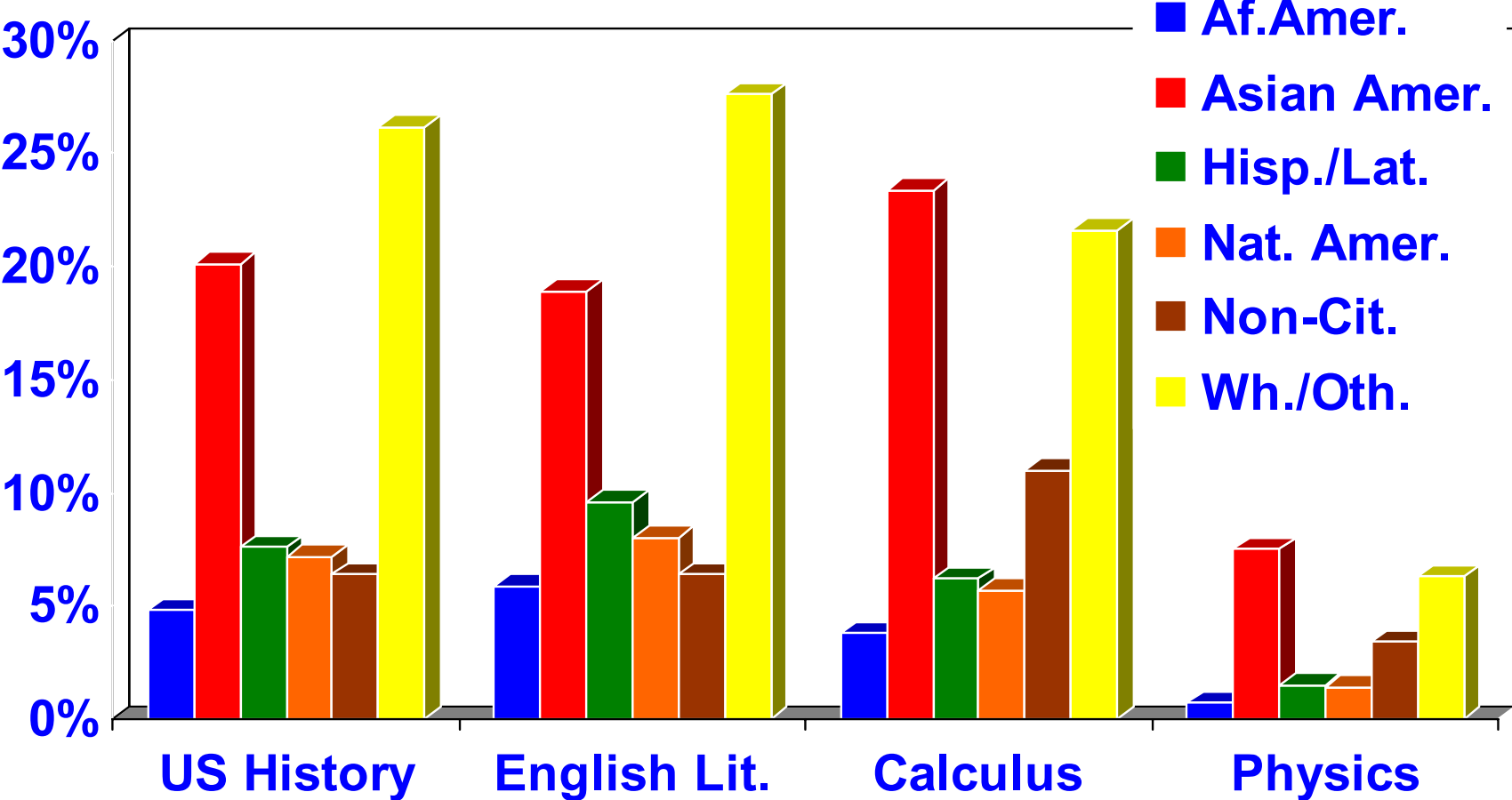
Mean High School Curriculum Measure of 1999 SAT Takers by Race

	N	Mean	Std. Dev.
African American	105,987	53.4	17.7
Native American	7,758	59.1	18.8
Hispanic/Latino	77,316	59.8	18.5
Non-Citizen	81,545	61.1	20.2
Other Citizen	29,032	64.6	20.1
White	677,199	66.6	19.4
Asian American	57,457	69.3	20.3
Total	1,036,294	64.3	19.8

African American 1999 SAT Takers Had Similar Participation Rates in Algebra but not Calculus

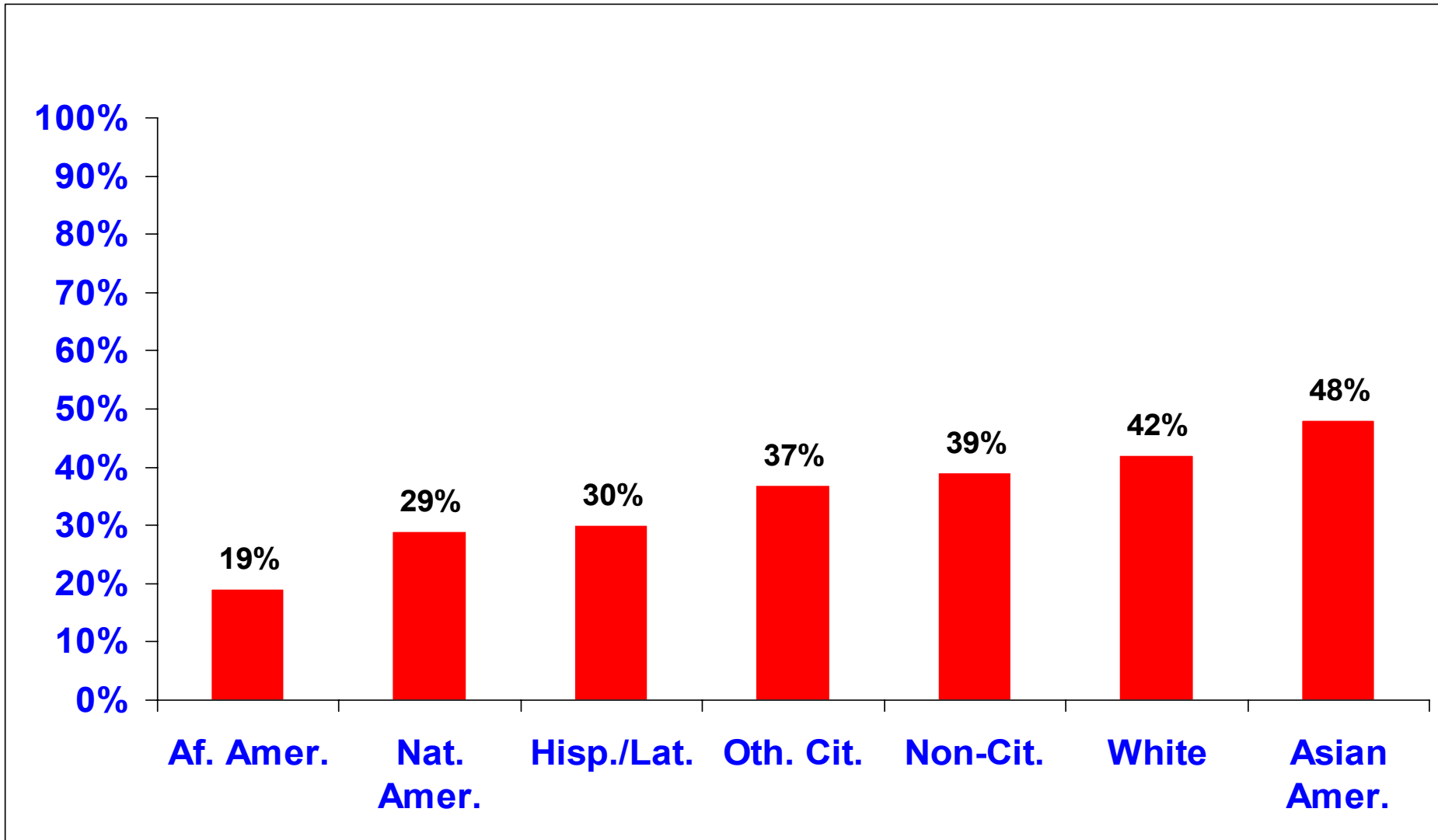


Distribution of 1999 SAT Test Takers Who Took AP Tests Within Race/Ethnicity by Subject



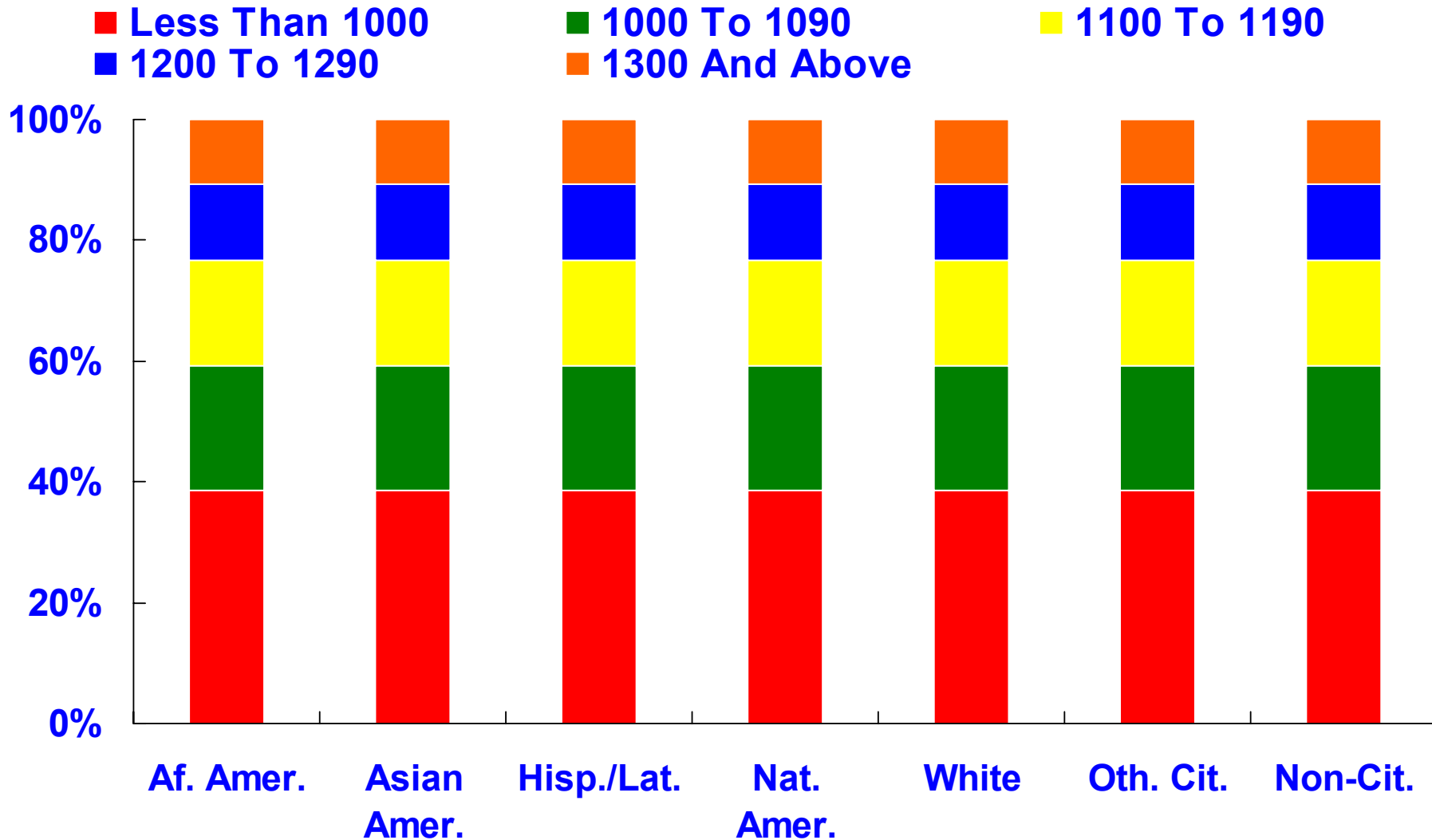
Source: Nettles & Millett analysis of customized data files from the College Board and ETS, 1999.

19% of African American 1999 SAT Takers Earned a Cumulative GPA of A



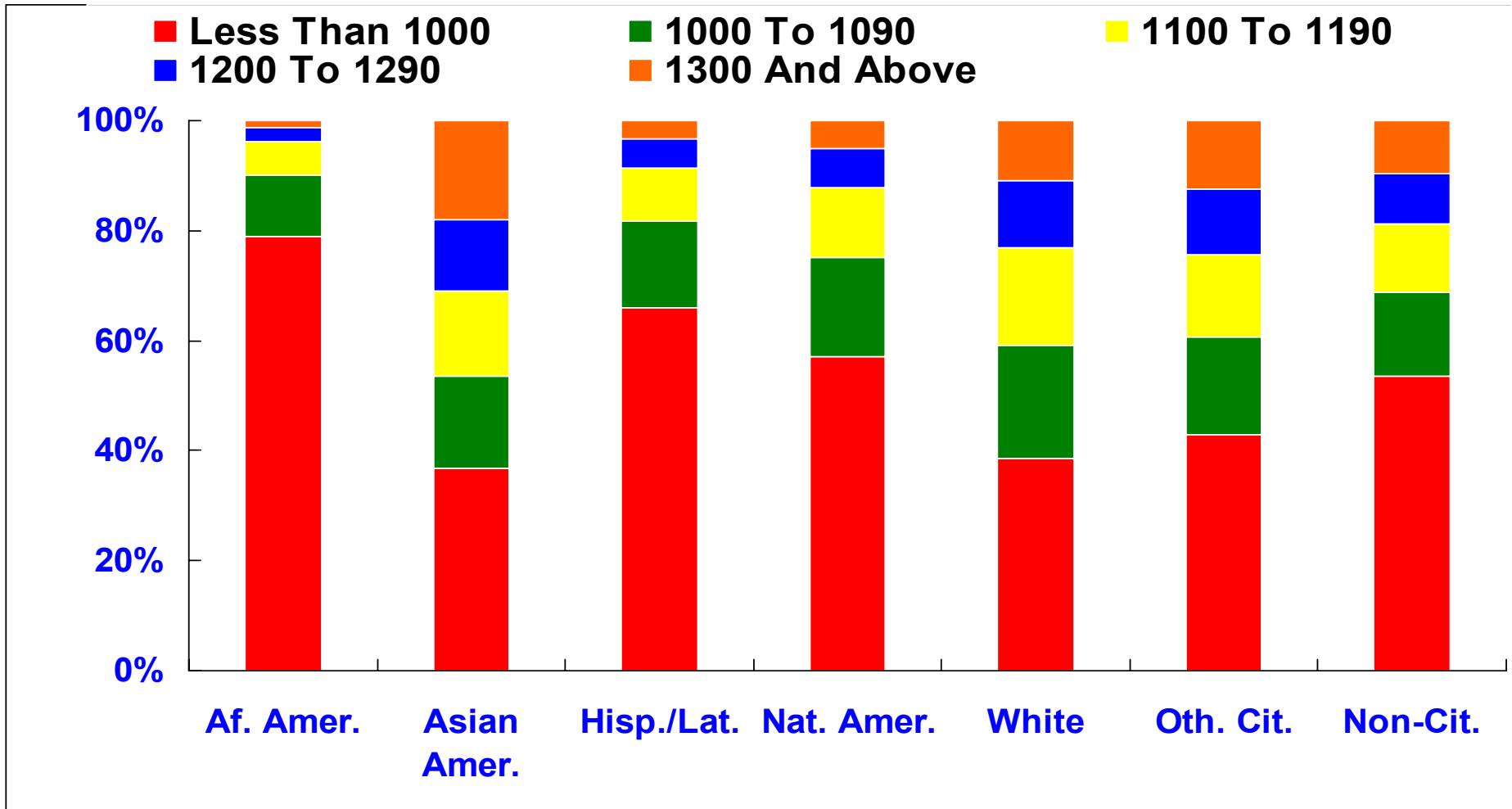
Source: Nettles & Millett analysis of customized data files from the College Board and ETS, 1999.

IDEAL DISTRIBUTION of SAT 1999 Takers Within Score Ranges by Race



Source: Hypothetical SAT data

Distribution of SAT 1999 Takers Within Score Ranges by Race



Source: Nettles, M. T. & Millett, C. M. (2001). Toward Diverse Student Representation and Higher Achievement in Higher Levels American Educational Meritocracy. In B. D. Smedley, A. Stith, L. Colburn, C. Evans (Eds.), The Right Thing to Do, The Smart Thing to Do Enhancing Diversity in the Health Professions. (pp.143-184). Washington, DC. National Academy Press.

Distribution of Higher Scoring 1999 SAT Takers by Race

	1300 to 1390			1400 and above		
	N	Col. %	Row %	N	Col. %	Row %
African American	1,037	1.6%	0.9%	382	1.0%	0.3%
Asian American	5,825	9.0%	9.6%	5,204	13.0%	8.5%
Hispanic/Latino	1,884	2.9%	2.3%	840	2.1%	1.0%
Native American	287	0.4%	3.5%	125	0.3%	1.5%
White	48,333	74.3%	6.8%	28,222	70.5%	4.0%
Other Citizen	2,321	3.6%	7.5%	1,523	3.8%	5.0%
Non-Citizen	5,334	8.2%	5.7%	3,712	9.3%	4.0%
Total	65,021	100.0%	5.9%	40,008	100.0%	3.7%

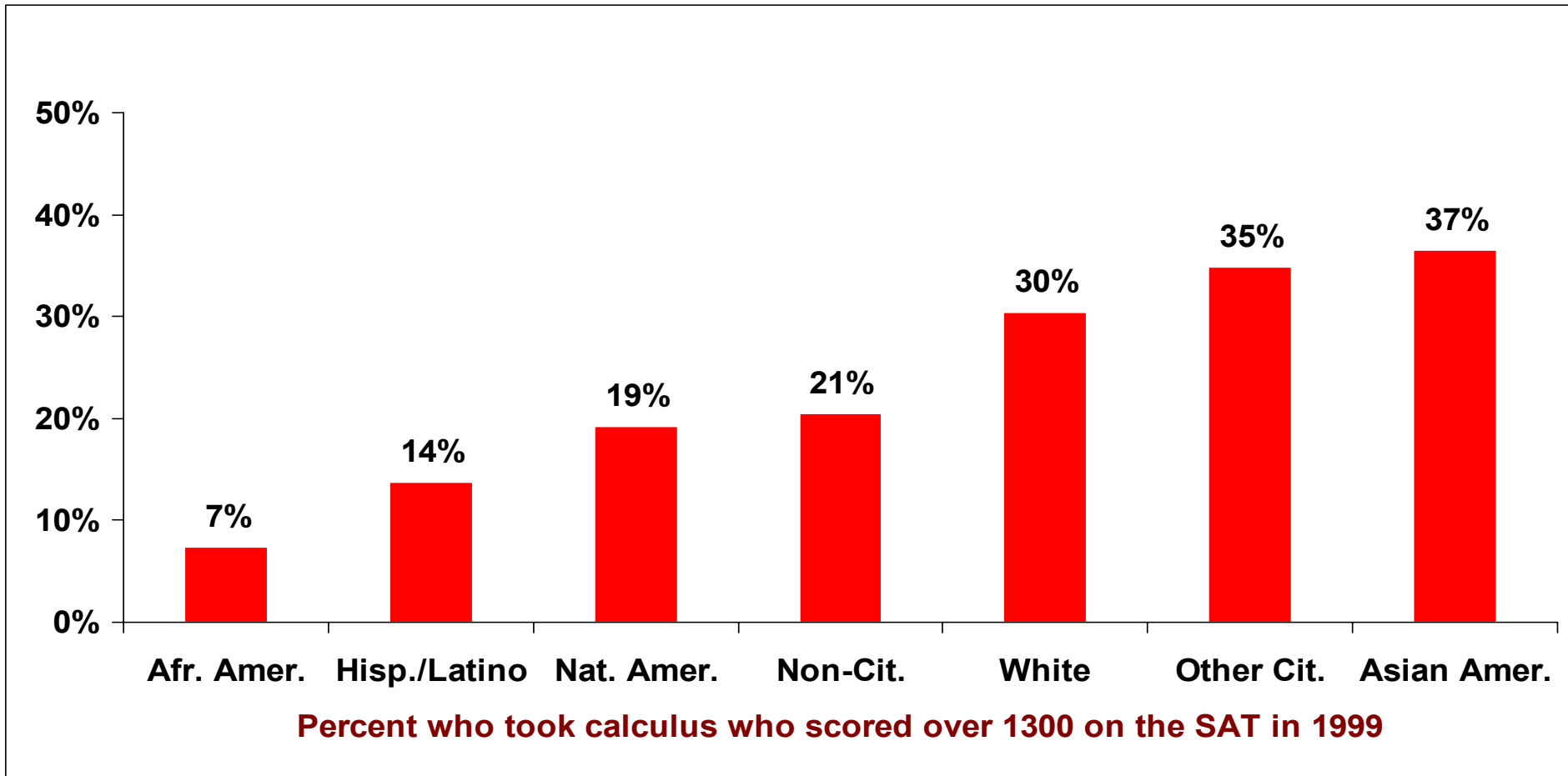
Source: Nettles & Millett analysis of customized data files from the College Board and ETS, 1999.



Not all courses are created equal

- Algebra \cong Algebra \cong Algebra \cong Algebra
- Calculus \cong Calculus \cong Calculus \cong Calculus
- AP US Hist \cong AP US Hist \cong AP \cong US Hist
- Biology \cong Biology \cong Biology \cong Biology
- Chemistry \cong Chemistry \cong Chemistry \cong Chemistry
- English 9 \cong English 9 \cong English 9 \cong English 9

7% of African Americans who took Calculus had a combined SAT score of 1300 in 1999 compared to 30% of Whites who took Calculus



Student Characteristics Influencing the African American/White SAT-Math Gap

(n = 87,795 African Americans, 589,548 Whites)



Unstandardized regression coefficients; Whites are comparison group.

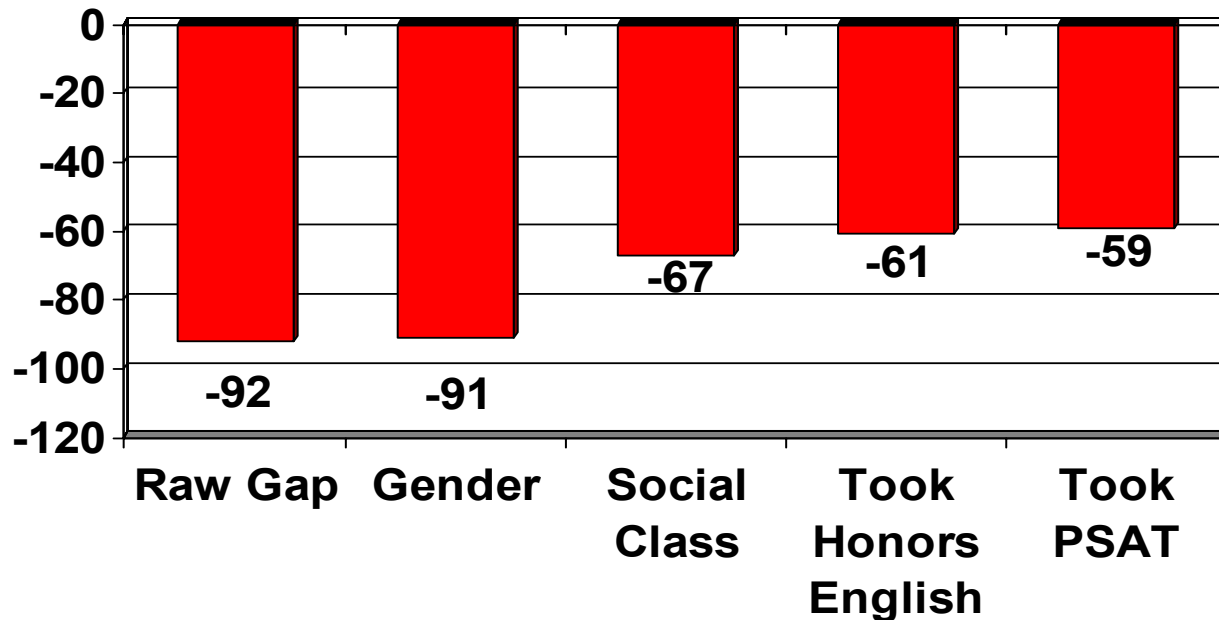
All coefficients significant ($p < .001$)

Nettles, M.T., Millett, C. M. & Ready, D. D. (2003). Attacking the African-American-White Achievement Gap on College Admissions Tests. In D. Ravitch (Ed.), *Brookings Papers on Education Policy 2003*. (pp. 215-252). Washington, DC: Brookings Institution Press.

Student Characteristics Influencing the African American/White SAT-Verbal Gap

(n = 87,795 African Americans, 589,548 Whites)

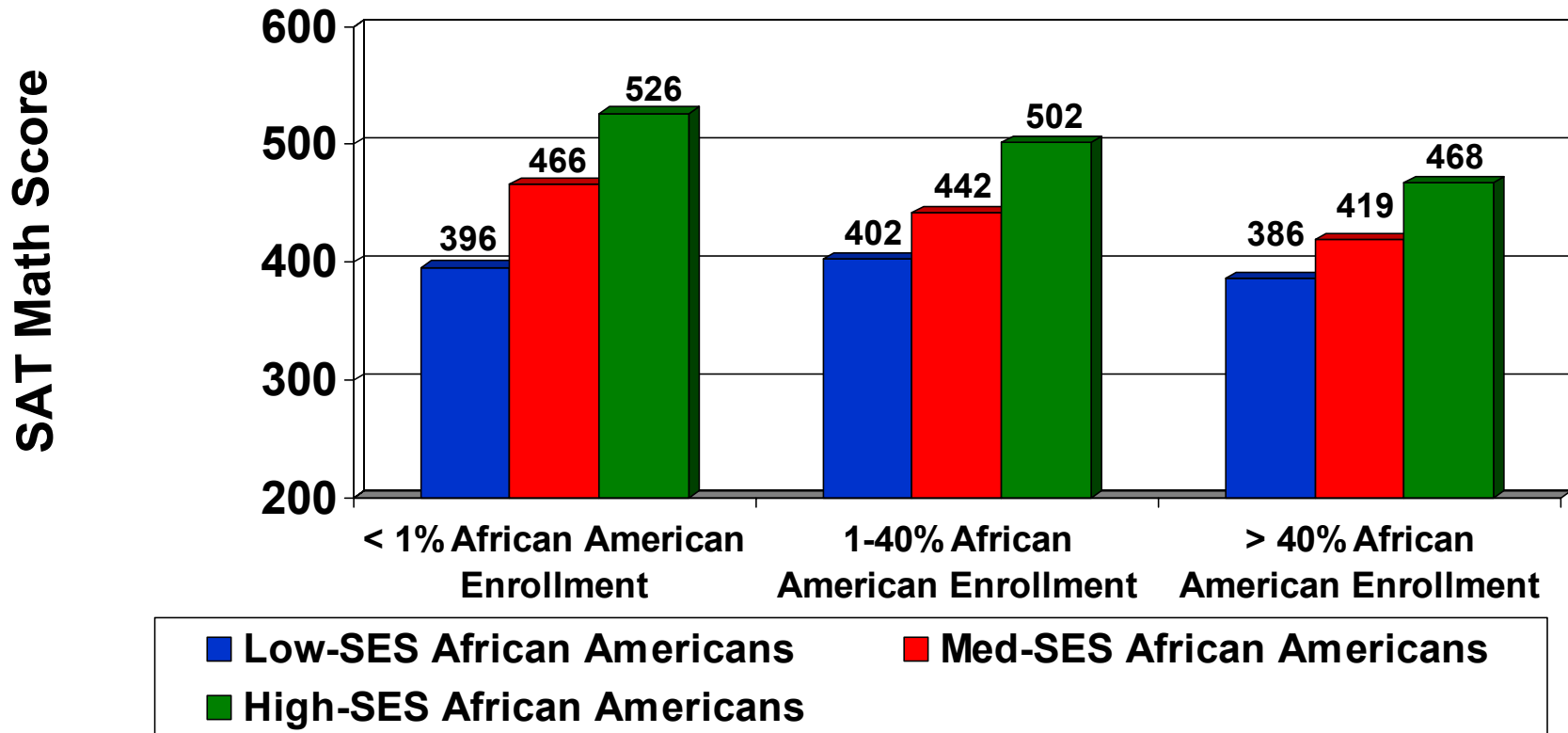
African American/White Gap



Unstandardized regression coefficients; Whites are comparison group. All coefficients significant ($p < .001$)

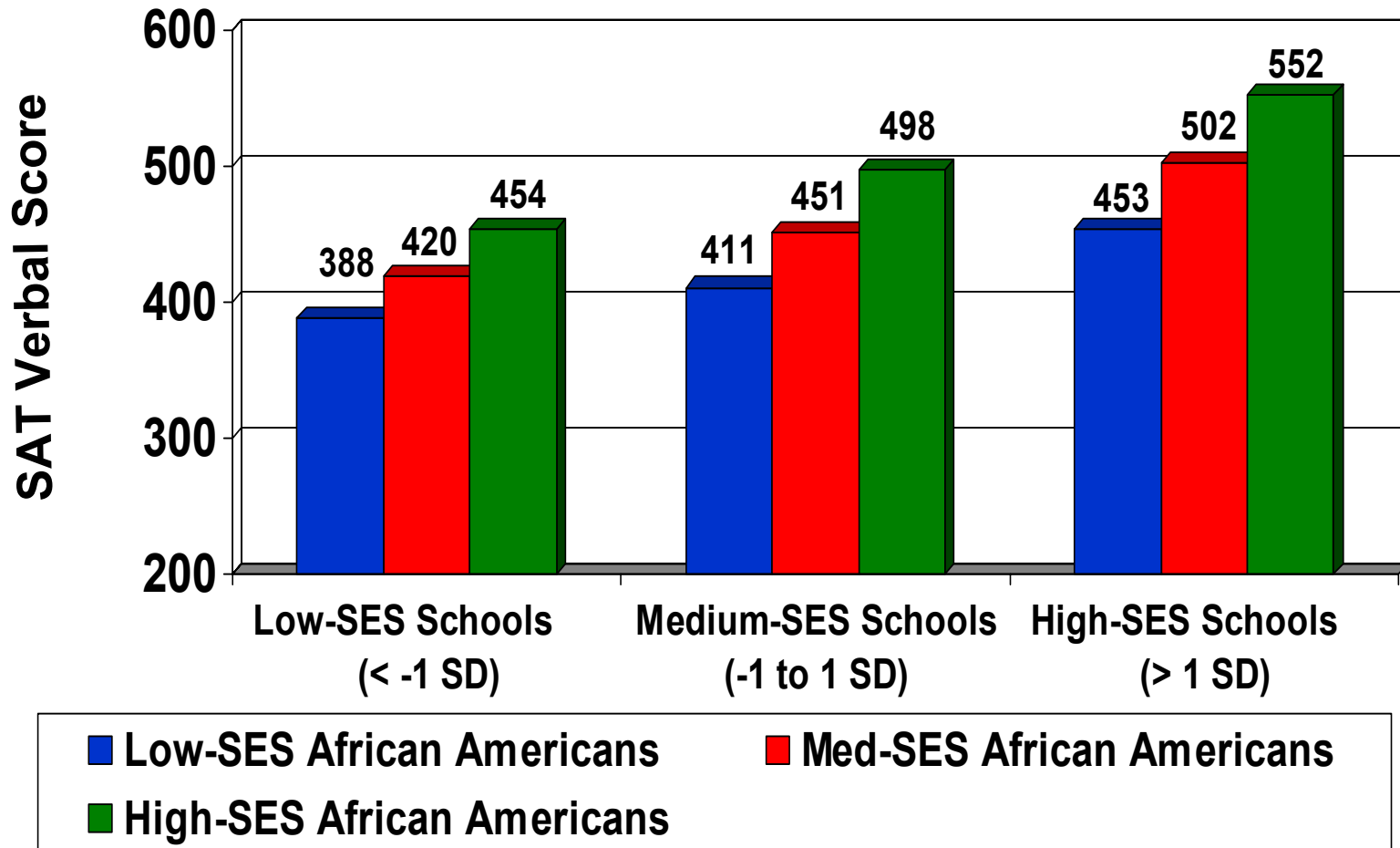
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African American SAT Math Scores by Student SES and School African American Enrollment



Nettles, M.T., Millett, C. M. & Ready, D. D. (2003). Attacking the African-American-White Achievement Gap on College Admissions Tests. In D. Ravitch (Ed.), *Brookings Papers on Education Policy 2003*. (pp. 215-252). Washington, DC: Brookings Institution Press.

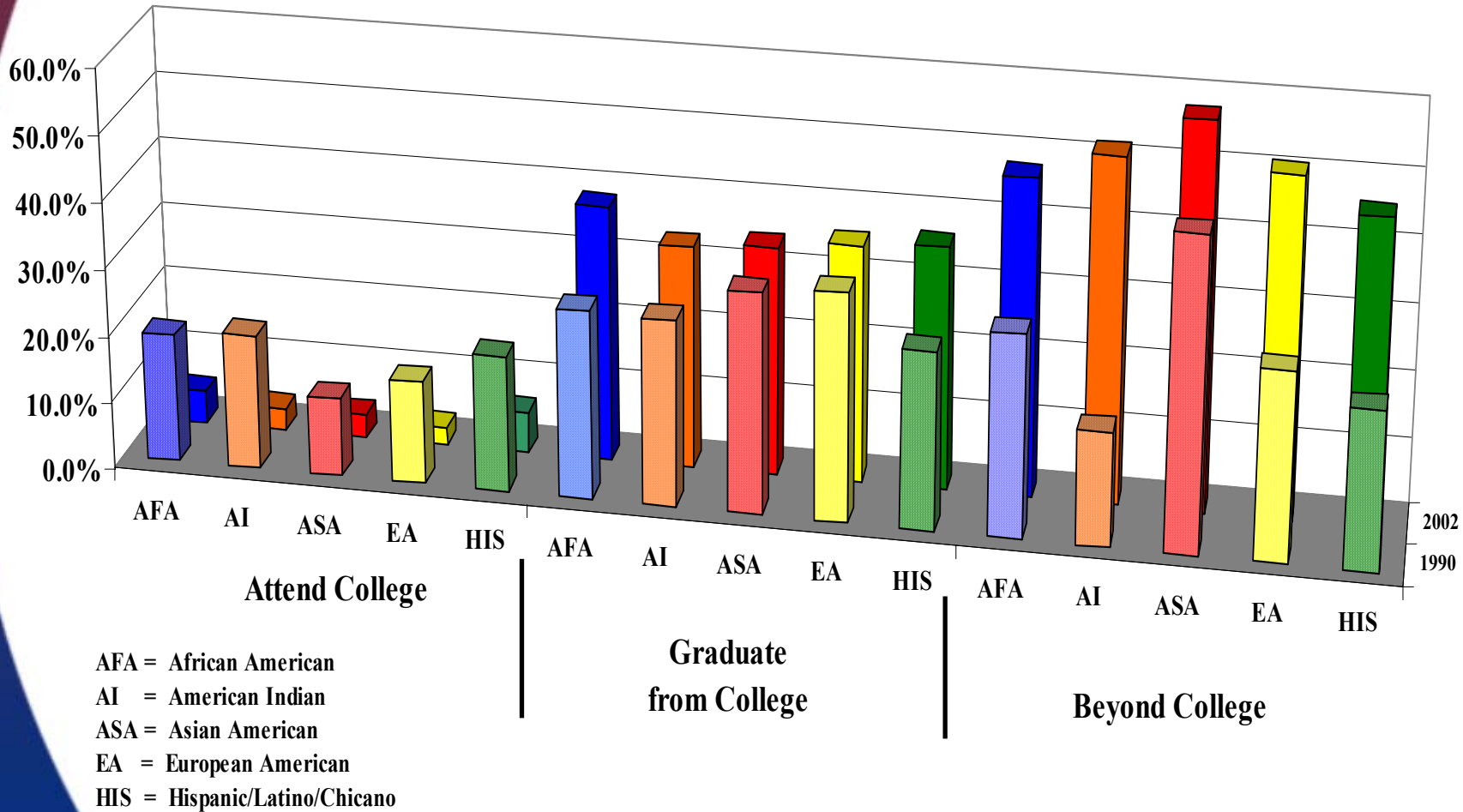
African American SAT Verbal Scores by Student and School SES



Nettles, M.T., Millett, C. M. & Ready, D. D. (2003). Attacking the African-American-White Achievement Gap on College Admissions Tests. In D. Ravitch (Ed.), *Brookings Papers on Education Policy 2003*. (pp. 215-252). Washington, DC: Brookings Institution Press.

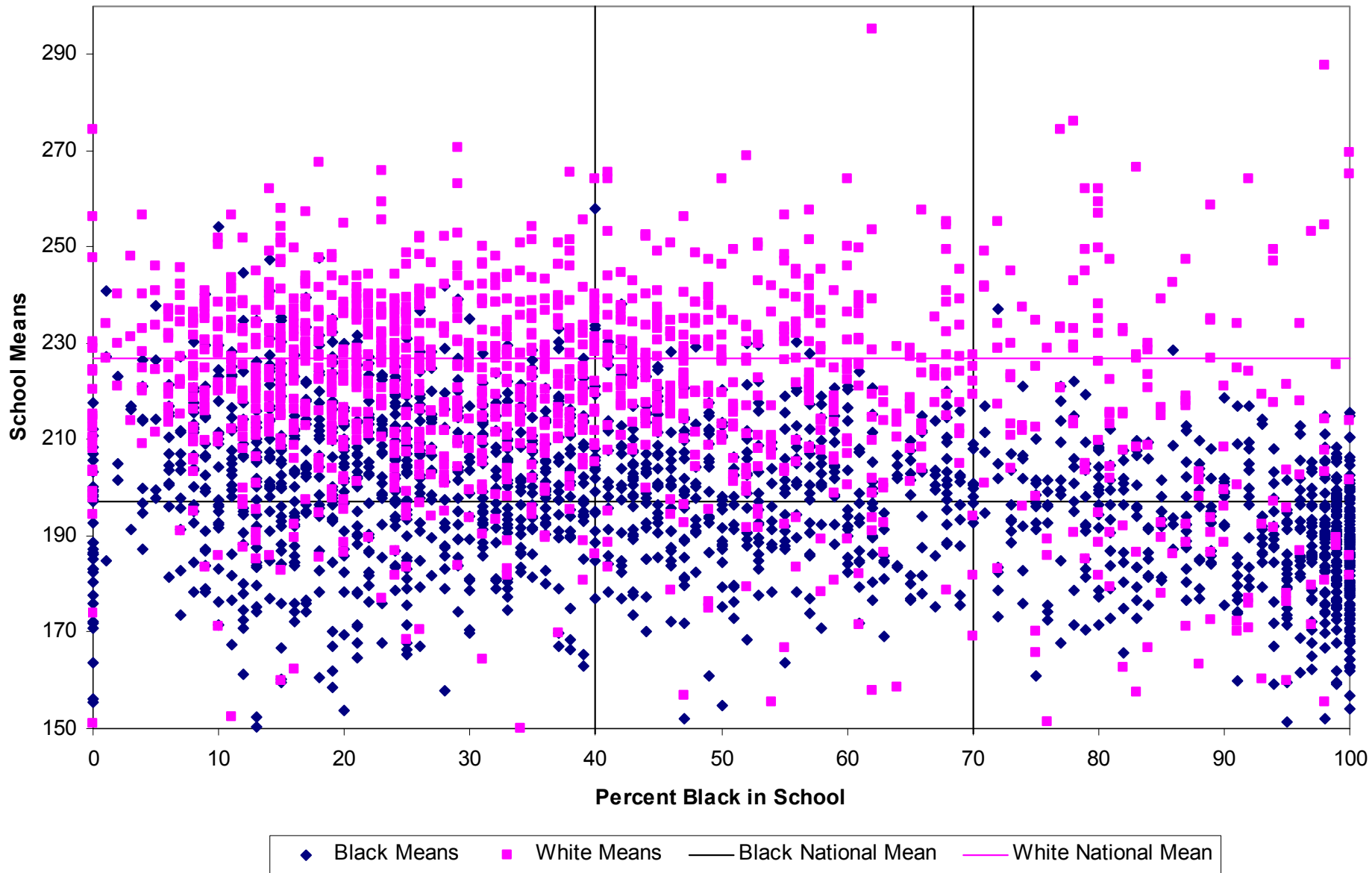


10th Graders Aspirations to Graduate from College or Earn an Advanced Degree are higher in 2002 than in 1990

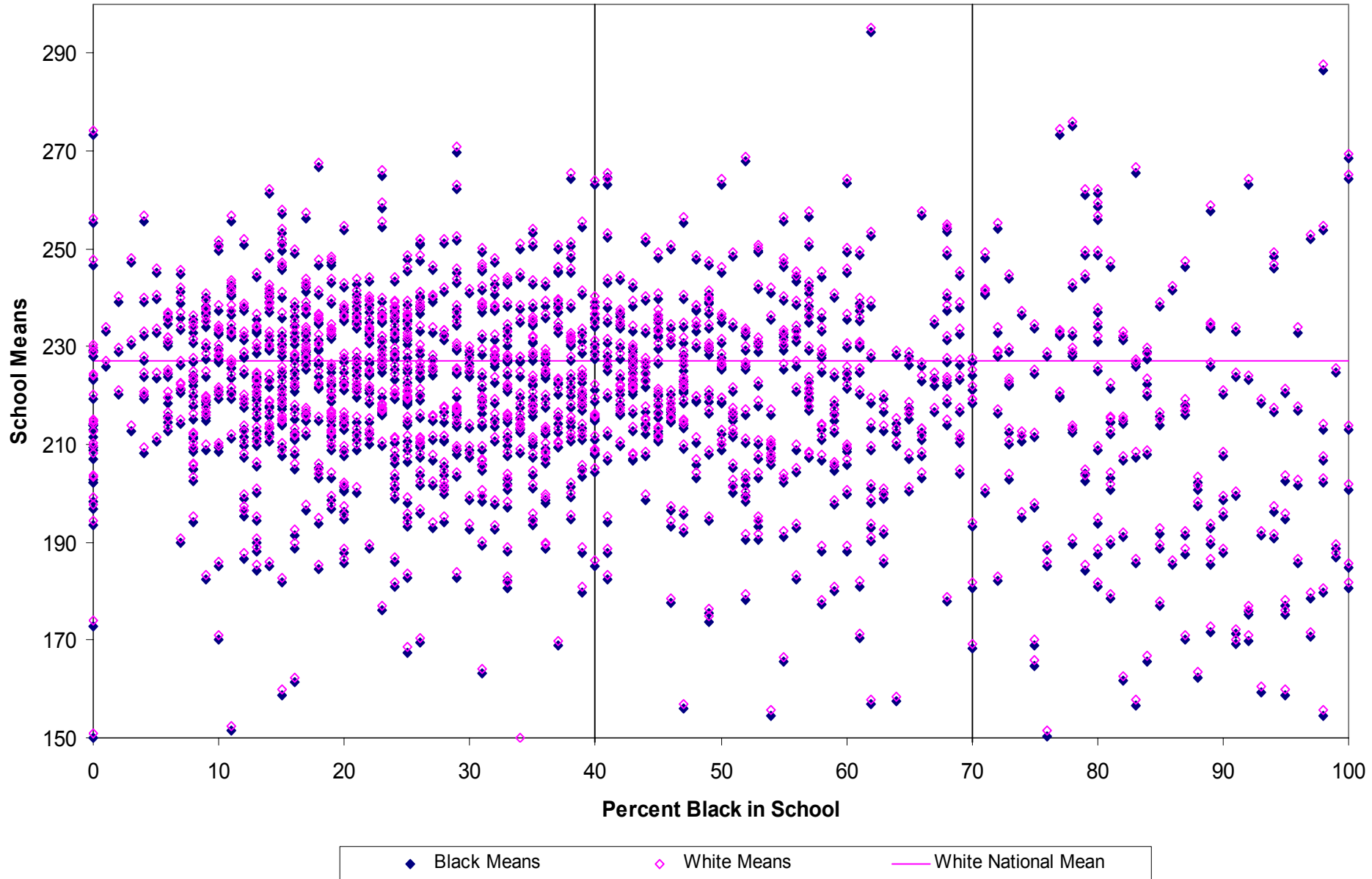


SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), Educational Longitudinal Study (ELS:2002)

NAEP 2003 Grade 4 Reading Assessment: Average within-school Scale Scores for Black and White Students in Schools with at Least 5 Assessed Black Students, by Percentage of Black Students in School



Imagining NAEP 2003 Grade 4 Reading Assessment: Average within-school Scale Scores for Black and White Students in Schools with at Least 5 Assessed Black Students, by Percentage of Black Students in School



The Goldman Sachs Signature Initiative: A Common Goal – Different Approaches

**A Better
Chance**

**Bank St.
College of
Education**

**Center for
Talented
Youth**

Prep for Prep

I-LEAD

NYMRLA

**5th thru 12th
Graders**

**Rising 10th
Graders**

**7th & 8th
Graders**

**Rising 8th
Graders**

**School
Placement**

**3 wk. Summer
Residential**

**3 wk. Summer
Residential**

**7 wk. Summer
Residential**

Saturday Programs

Distance Educ.

Saturday Programs

GSJET

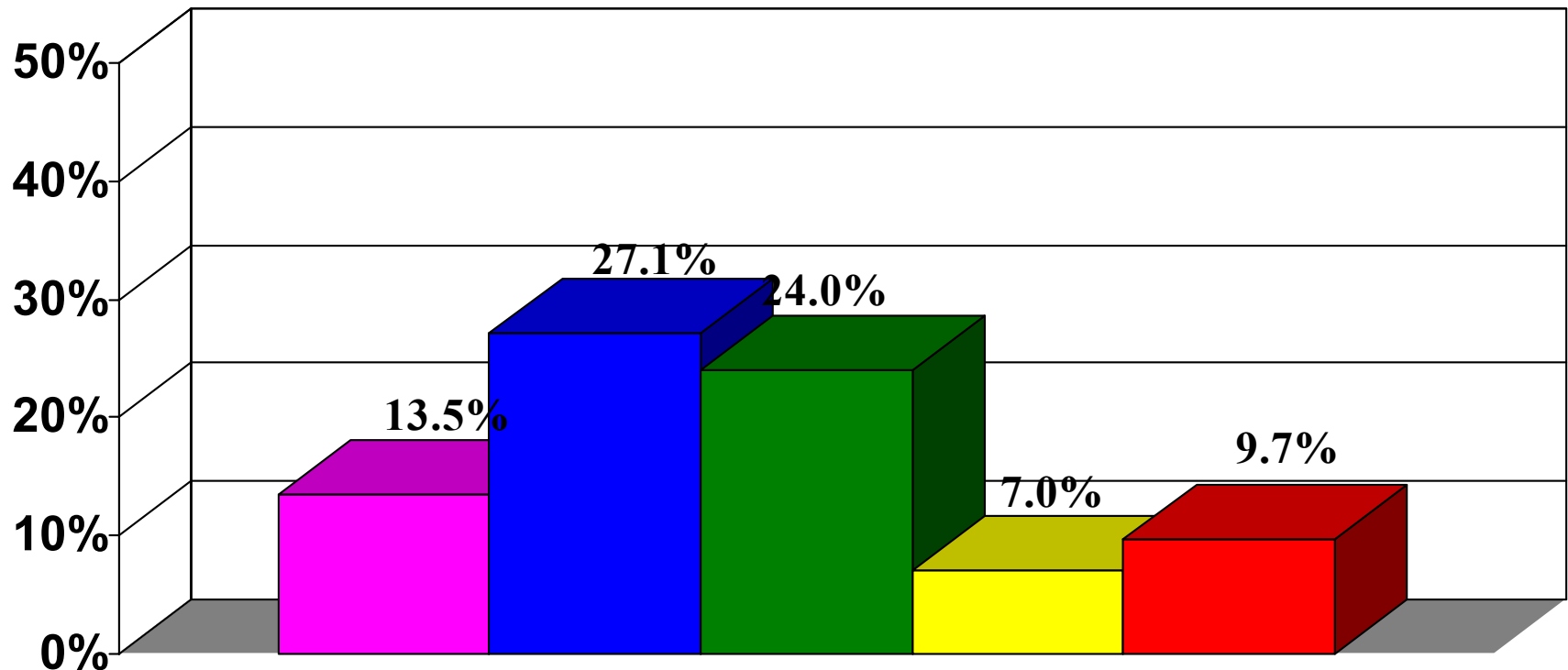
After-school

Business Plans



Financing a college degree

Poverty Rates for Families in Households with Related Children Under Age 18



■ All Races

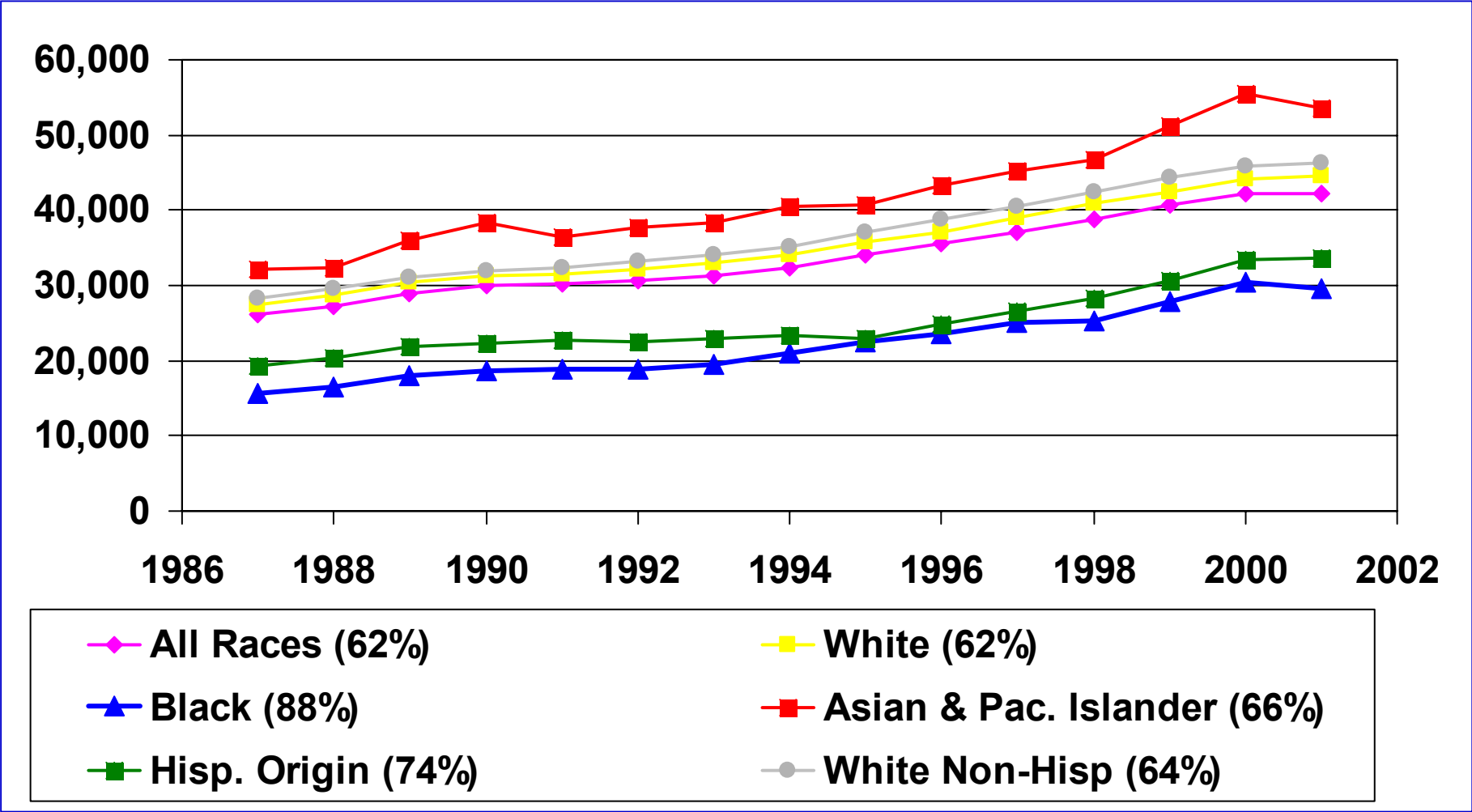
■ Hispanic of any race

■ Asian alone

■ Black alone

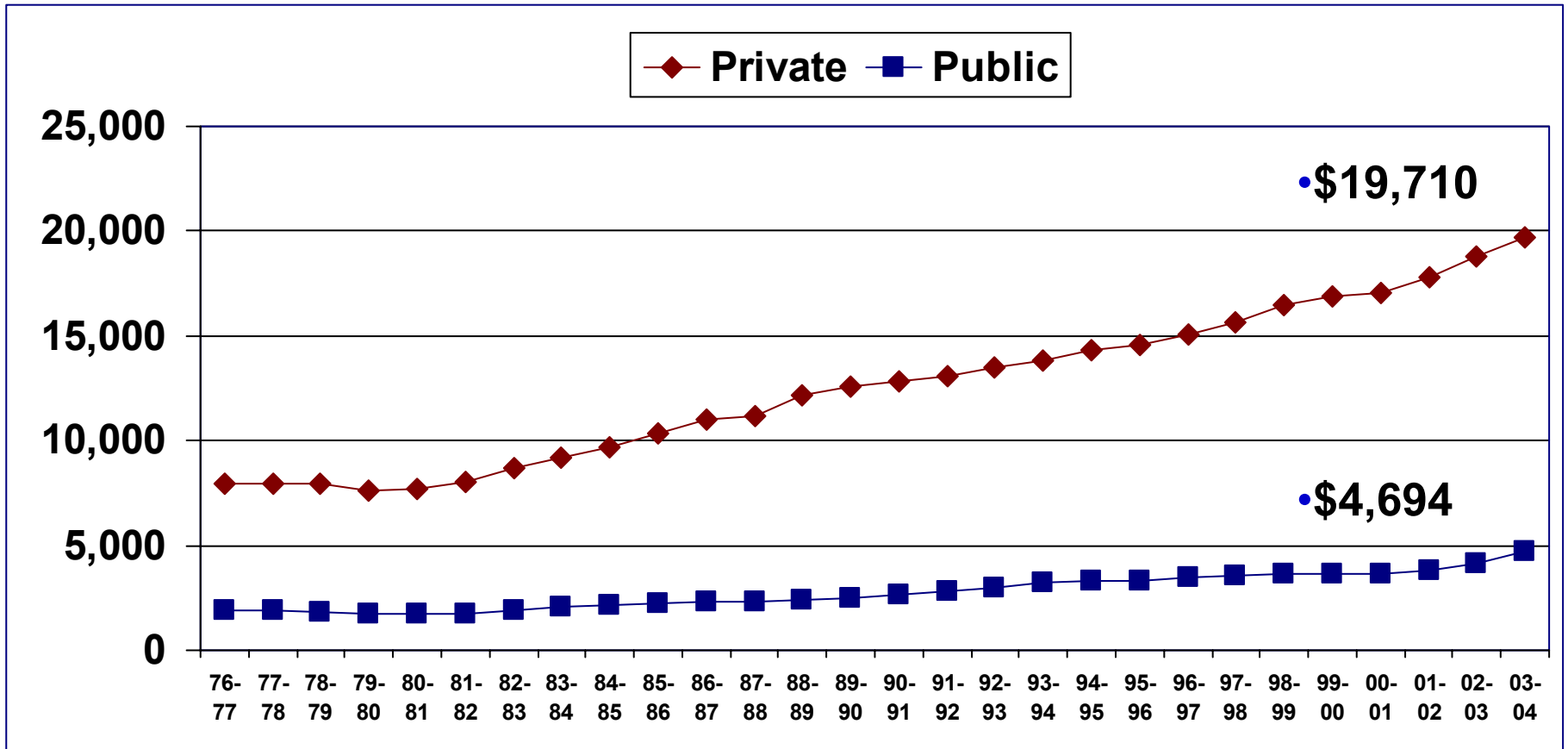
■ White alone (not Hispanic)

Household Median Income in Current Dollars by Race and Hispanic Origin of Householder, 1987 to 2001

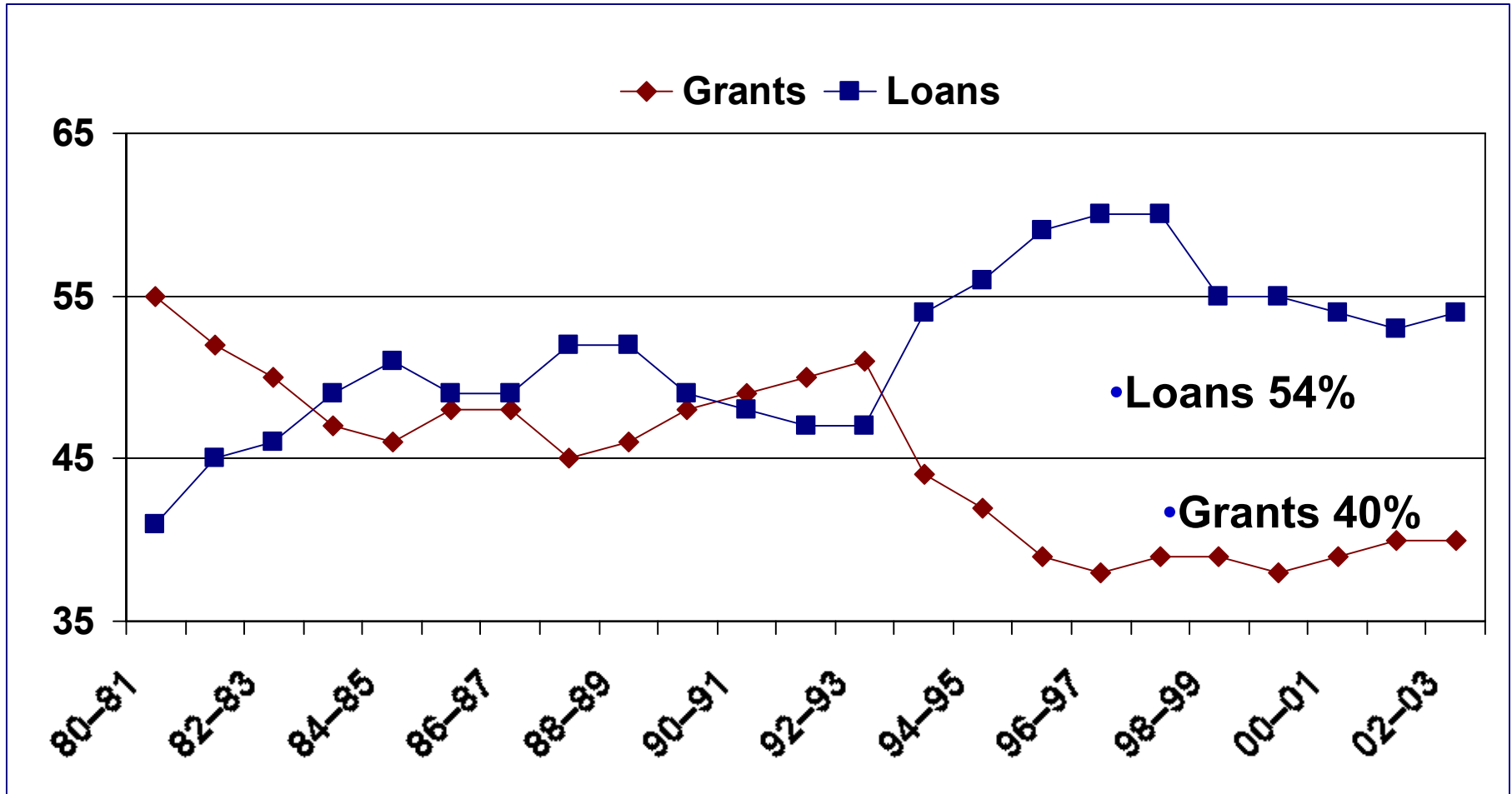


SOURCE: U.S. Census Bureau
<http://www.census.gov/hhes/income/histinc/h05.html>

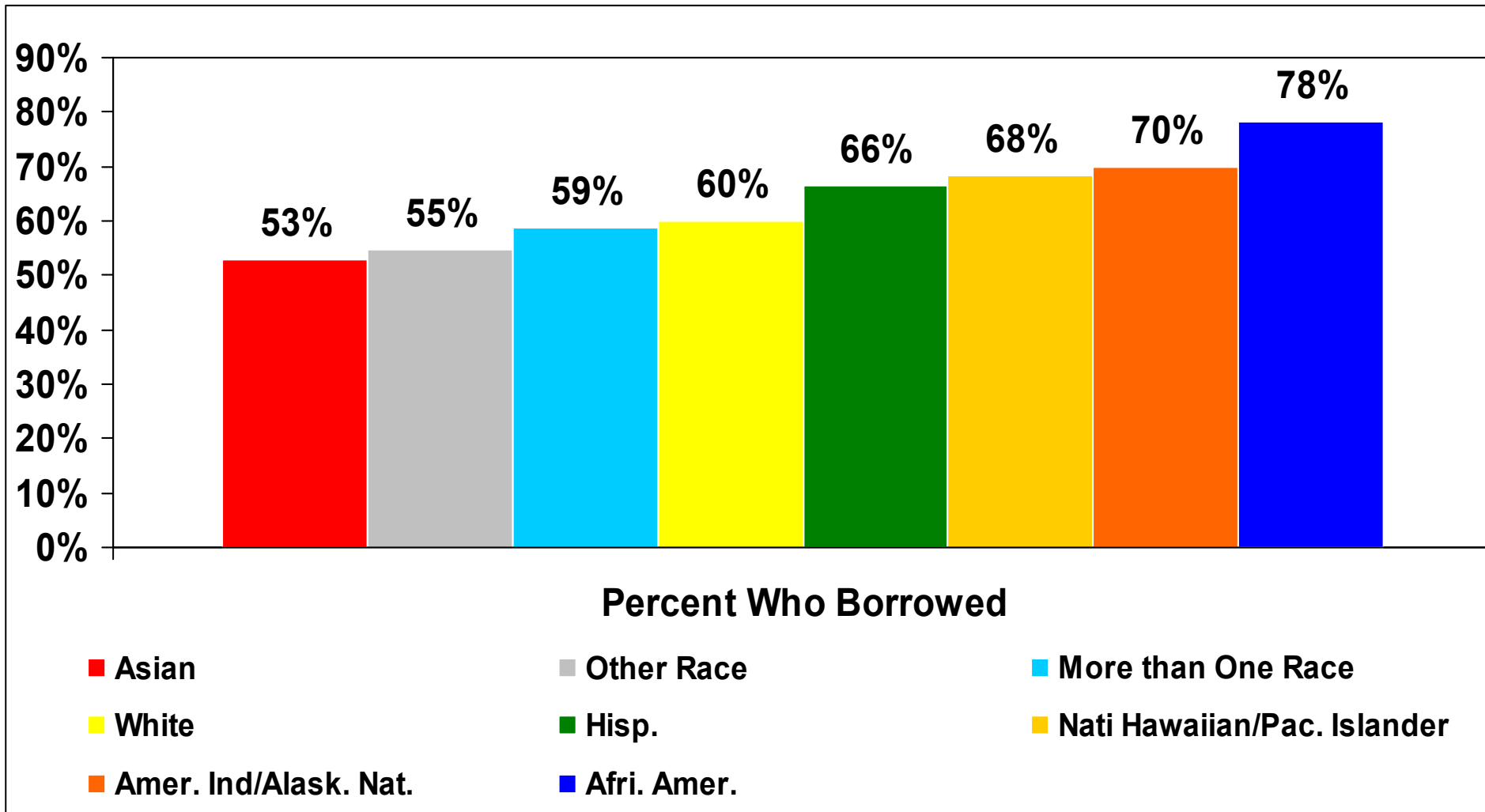
Average undergraduate tuition and fees by control of 4-year institution: 1971-72 to 1999-2000 (constant dollars)



Grants vs. Loans, Percent Share of Total Aid, 1980-1981 to 2002-2003

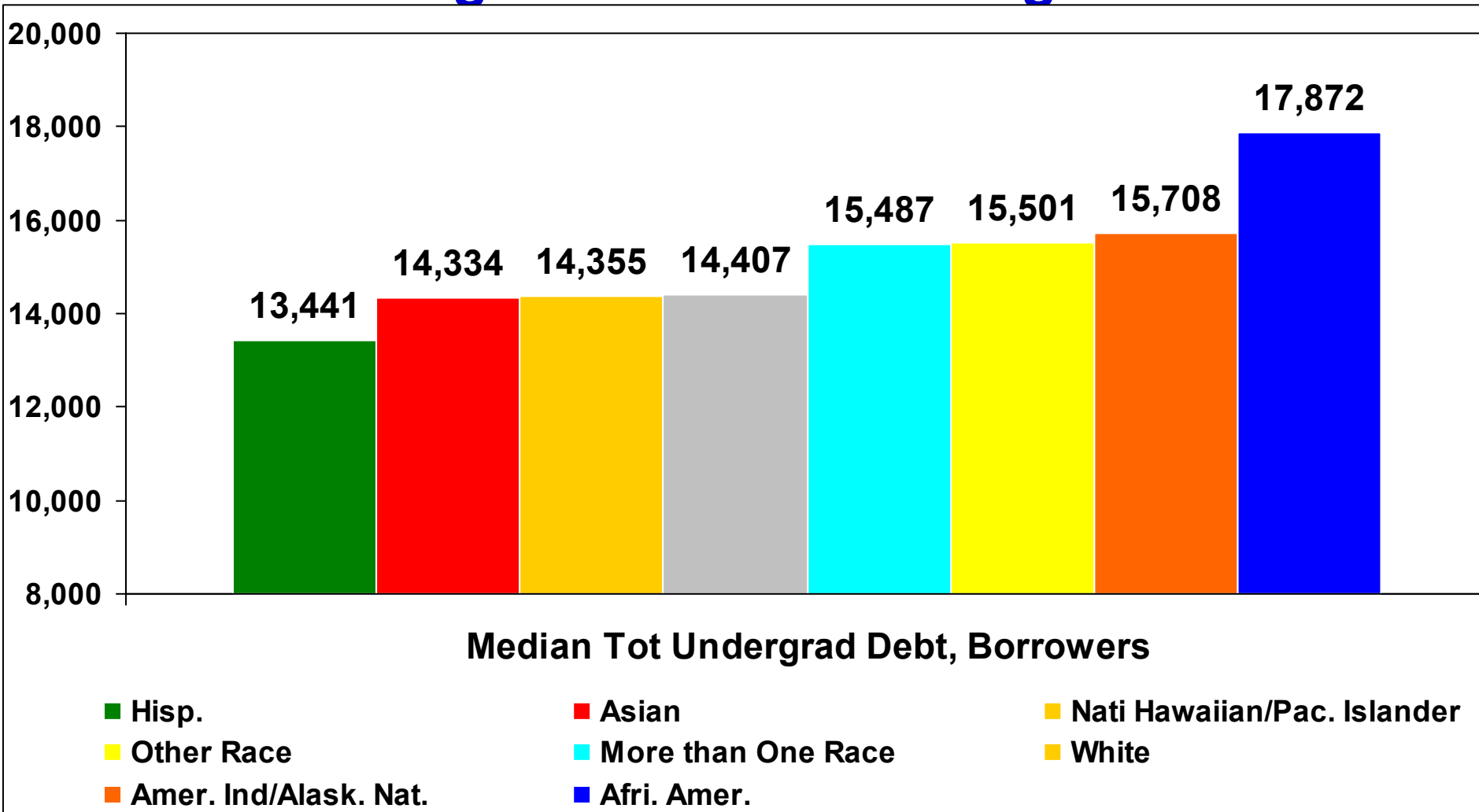


African American 1999-2000 Bachelor's Degree Recipients Had the Highest Rates of Borrowing for College



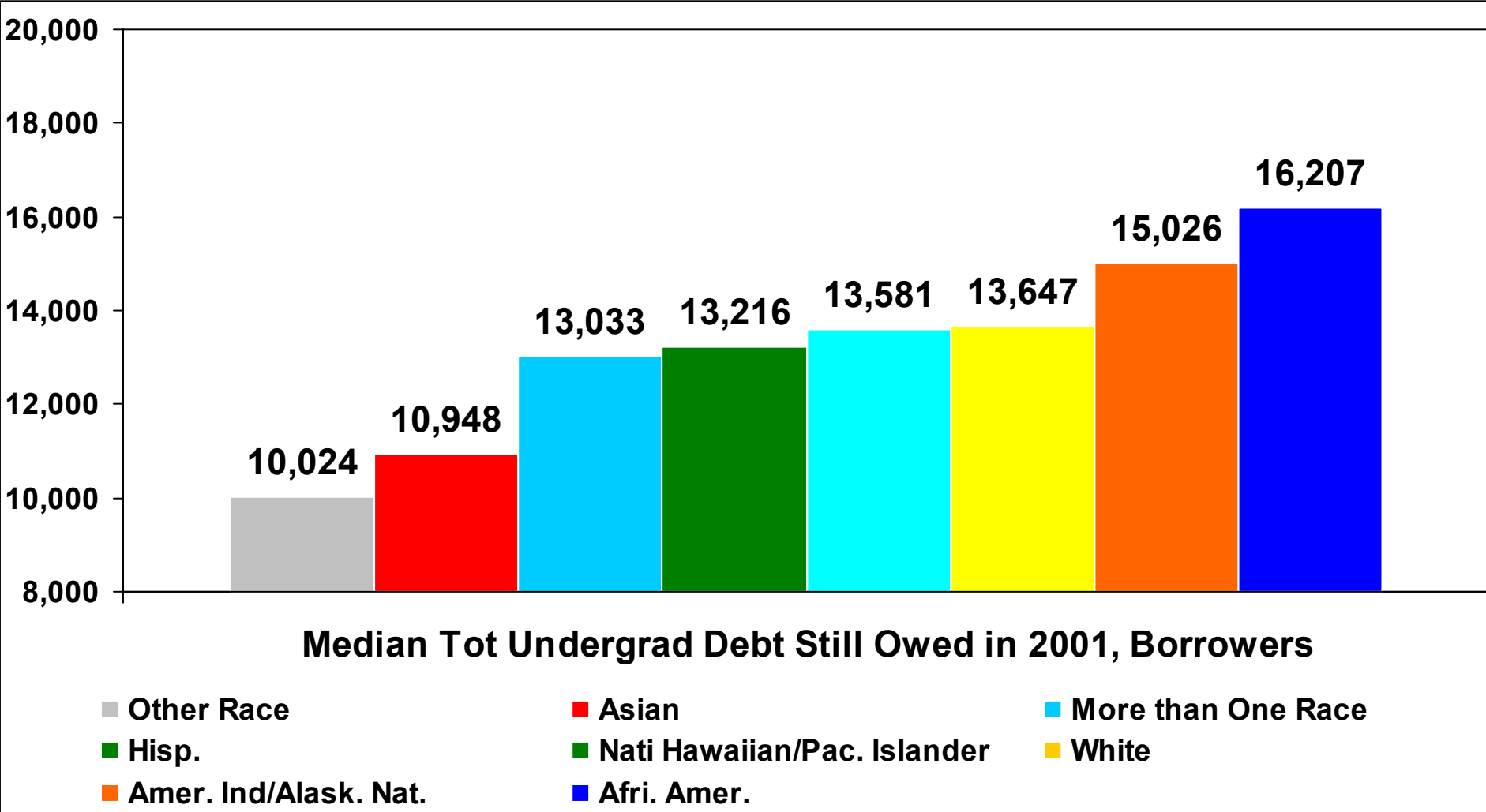
Source: U.S. Department of Education, NCES, 2001 Baccalaureate & Beyond Longitudinal Study (B&B:2000/01). NCES 2003-165

African American 1999-2000 Bachelor's Degree Recipients Had the Highest Total Undergraduate Debt among Borrowers



Source: U.S. Department of Education, NCES, 2001 Baccalaureate & Beyond Longitudinal Study (B&B:2000/01). NCES 2003-165

The African American Debt Picture Remains the Same 1 Year Later



Source: U.S. Department of Education, NCES, 2001 Baccalaureate & Beyond Longitudinal Study (B&B:2000/01). NCES 2003-165



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<http://www.ets.org/research/pre.html>

<http://www.nettlesmillet.org/>