



Are Current Policy Changes Closing the Door to College for Students of Color?

New scholarly analyses of present and proposed policy changes

September 25, 2018



COLLEGE OF HEALTH
AND HUMAN SCIENCES
COLORADO STATE UNIVERSITY

ASIAN AMERICANS AND RACE-CONSCIOUS ADMISSION: UNDERSTANDING THE CONSERVATIVE OPPOSITION'S STRATEGY OF MISINFORMATION AND RACIAL DIVISION

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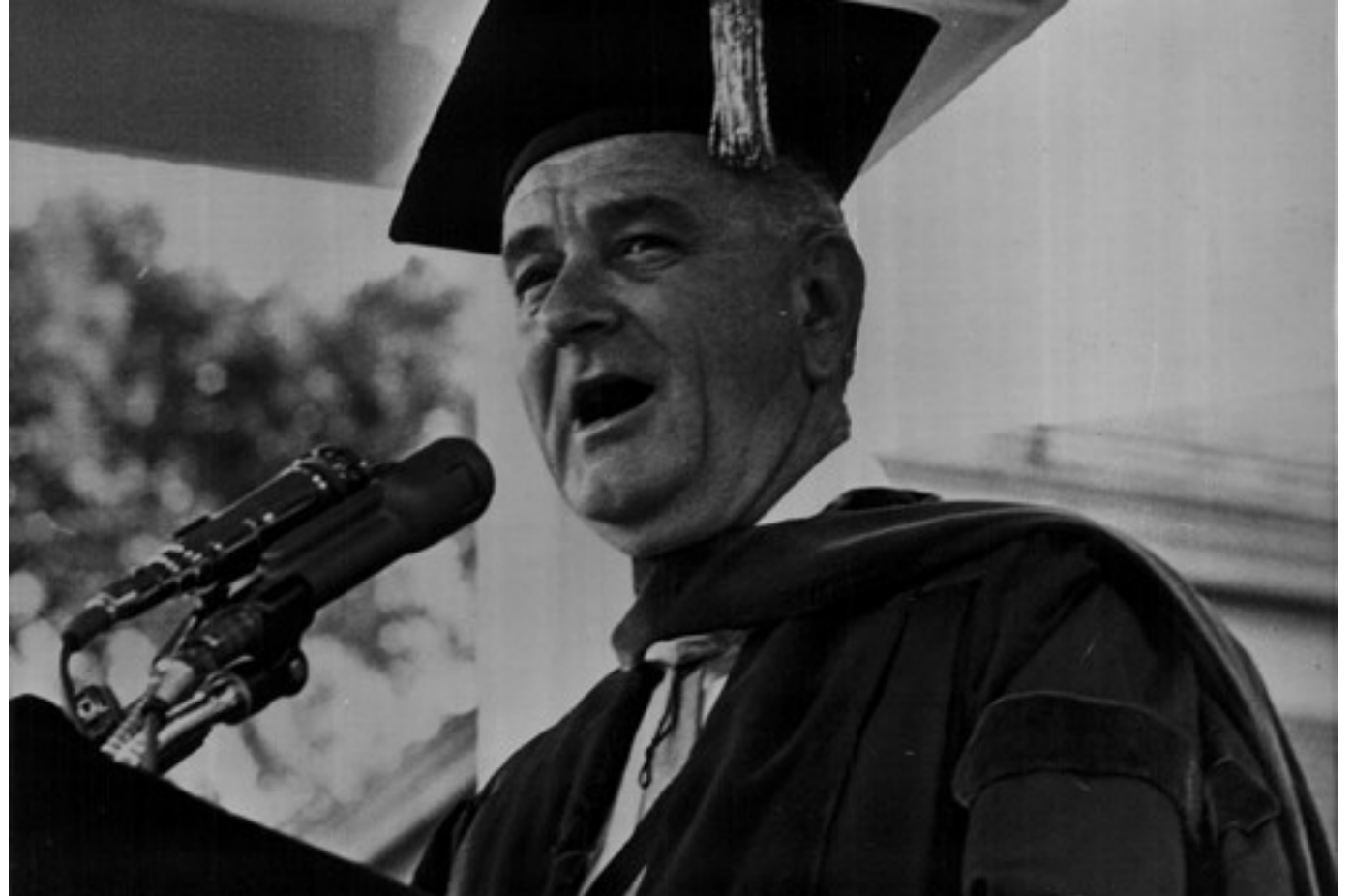
DIRECTOR, CENTER FOR RACIAL JUSTICE IN EDUCATION & RESEARCH

CO-AUTHOR: DR. LILIANA GARCES (UNIVERSITY OF TEXAS AT AUSTIN)



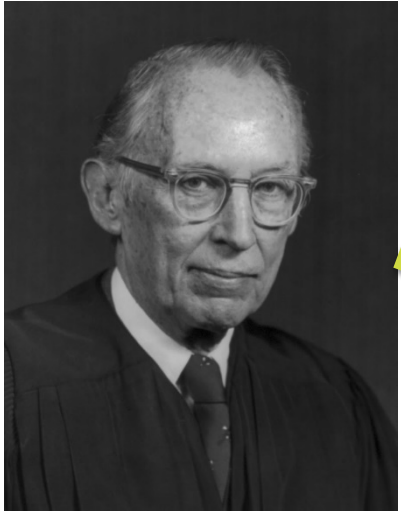
ORIGINAL GOAL OF AFFIRMATIVE ACTION

- Equal Access
- Level the playing field



President Johnson, 1965

LEGAL RATIONALE: DIVERSITY



- Justice Powell (*Bakke*, 1978)
- Diversity rationale
 - Quotas are unconstitutional.

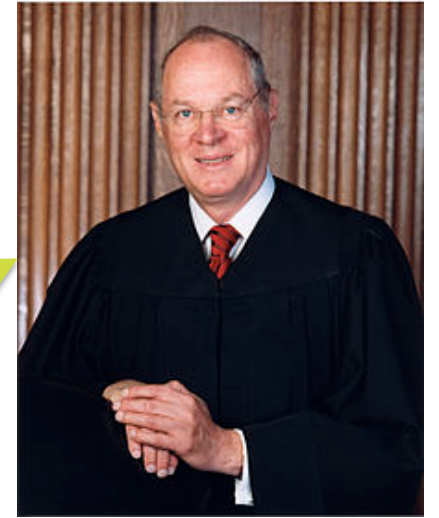


Justice O'Connor
Grutter (2003):

- Reaffirmed diversity rationale.
- *Race can be one of many factors considered.*

Gratz (2003):

- Point systems are unconstitutional – too inflexible.



Justice Kennedy
Fisher II (2016):

- Reaffirmed diversity rationale.
- Reaffirmed: Race can be one of many factors considered, particularly in holistic review.

I am not your mascot.



**ASIANS ARE BEING USED TO MAKE THE CASE AGAINST AFFIRMATIVE ACTION. AGAIN. – ALVIN CHANG IN VOX
(3.28.2018)**

ASIAN AMERICANS ON THE WHOLE SUPPORT AFFIRMATIVE ACTION

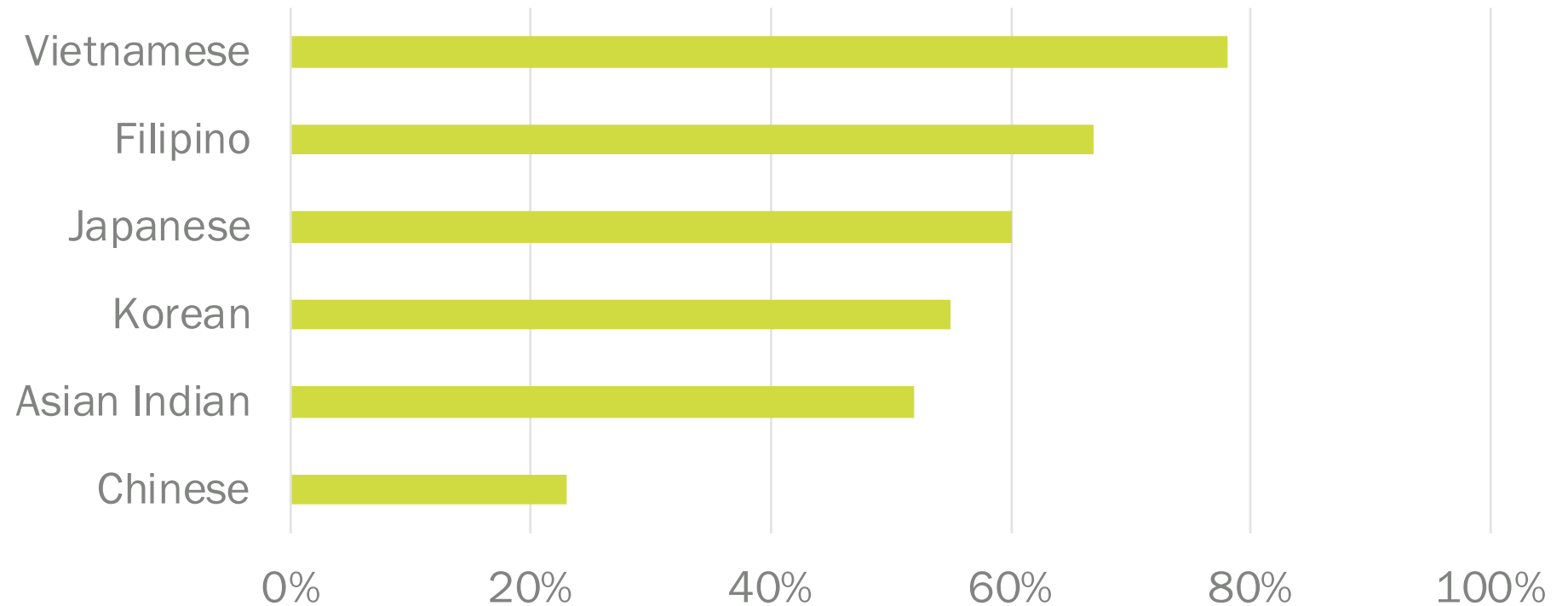
Asian American voters:

- 1996: 61% opposed Prop 209 in California
- 2006: 75% opposed Prop 2 in Michigan

62.6% of Asian American undergraduates support affirmative action (Park, 2009).

Support for Affirmative Action among Registered Voters by Ethnic Group

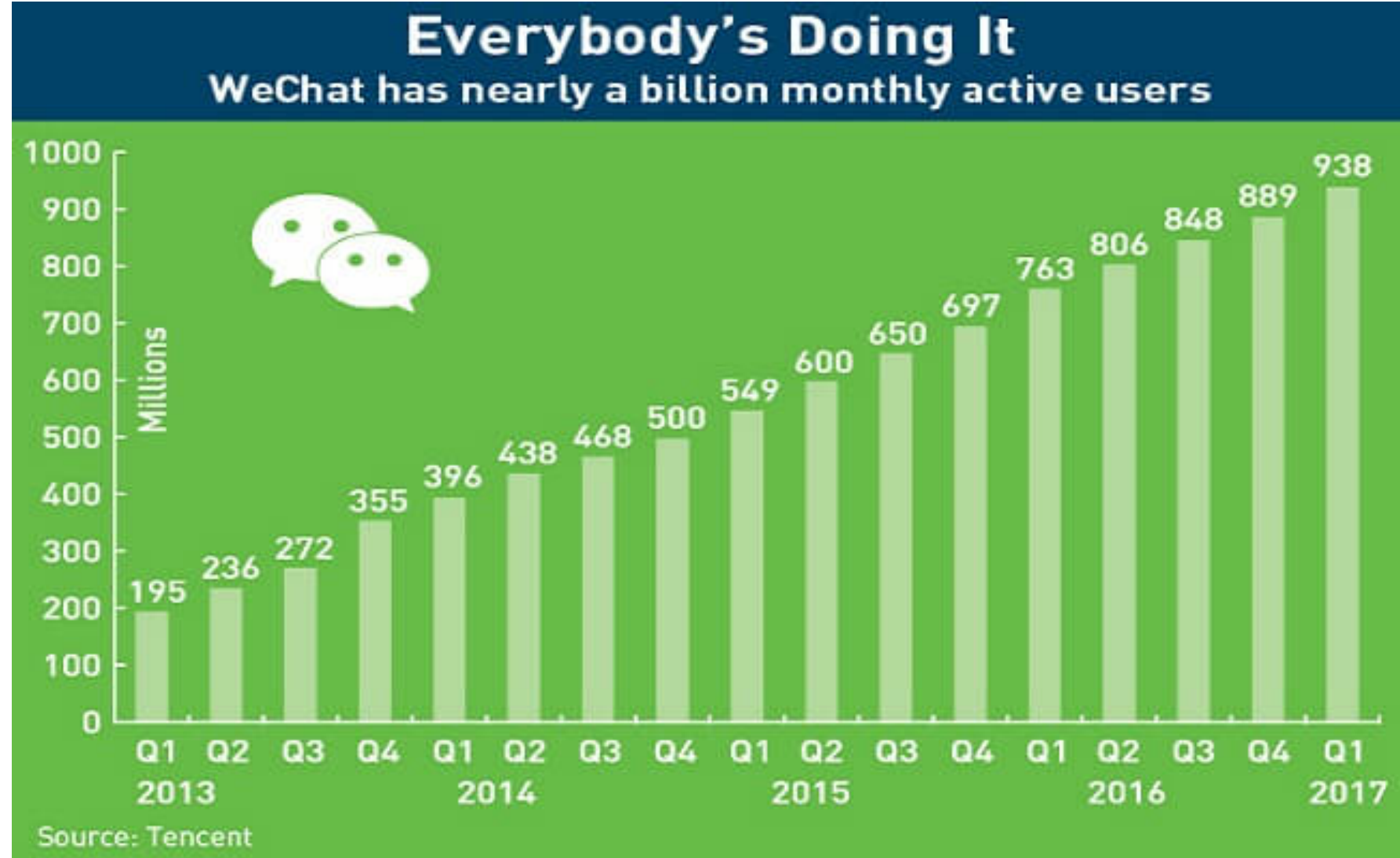
(Source: AAPI DATA & NCAPA, 2017)



RECENT RISE OF CHINESE AMERICAN IMMIGRANT CONSERVATIVE ACTIVISM

FOUR EXPLANATIONS:

1. 1990 Immigration Act
2. PRC: Exam-focused & ethno-nationalistic ed structural context
3. Social segregation
4. WeChat (founded in 2011) – echo chamber of fake news



MEDIA MISREPRESENTATIONS AND PUBLIC MISINFORMATION

- Recent Chinese American immigrants are not representative of all “Asian Americans”
- Lack of understanding of how race conscious admissions works among both affirmative action supporters and opponents.

Minority Serving Institutions under Trump's Presidency

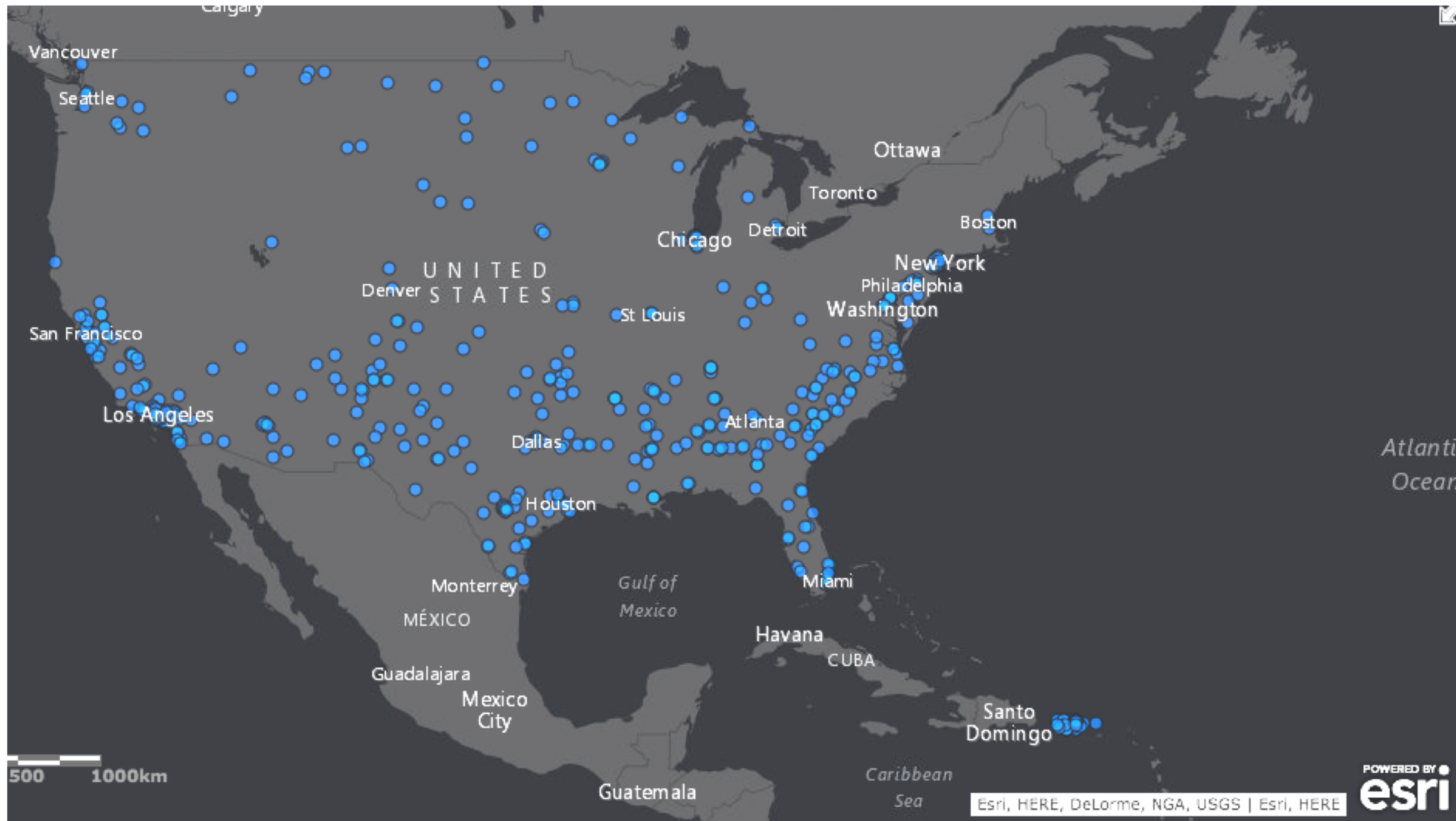
Andrés Castro Samayoa, Ph.D. (Boston College)


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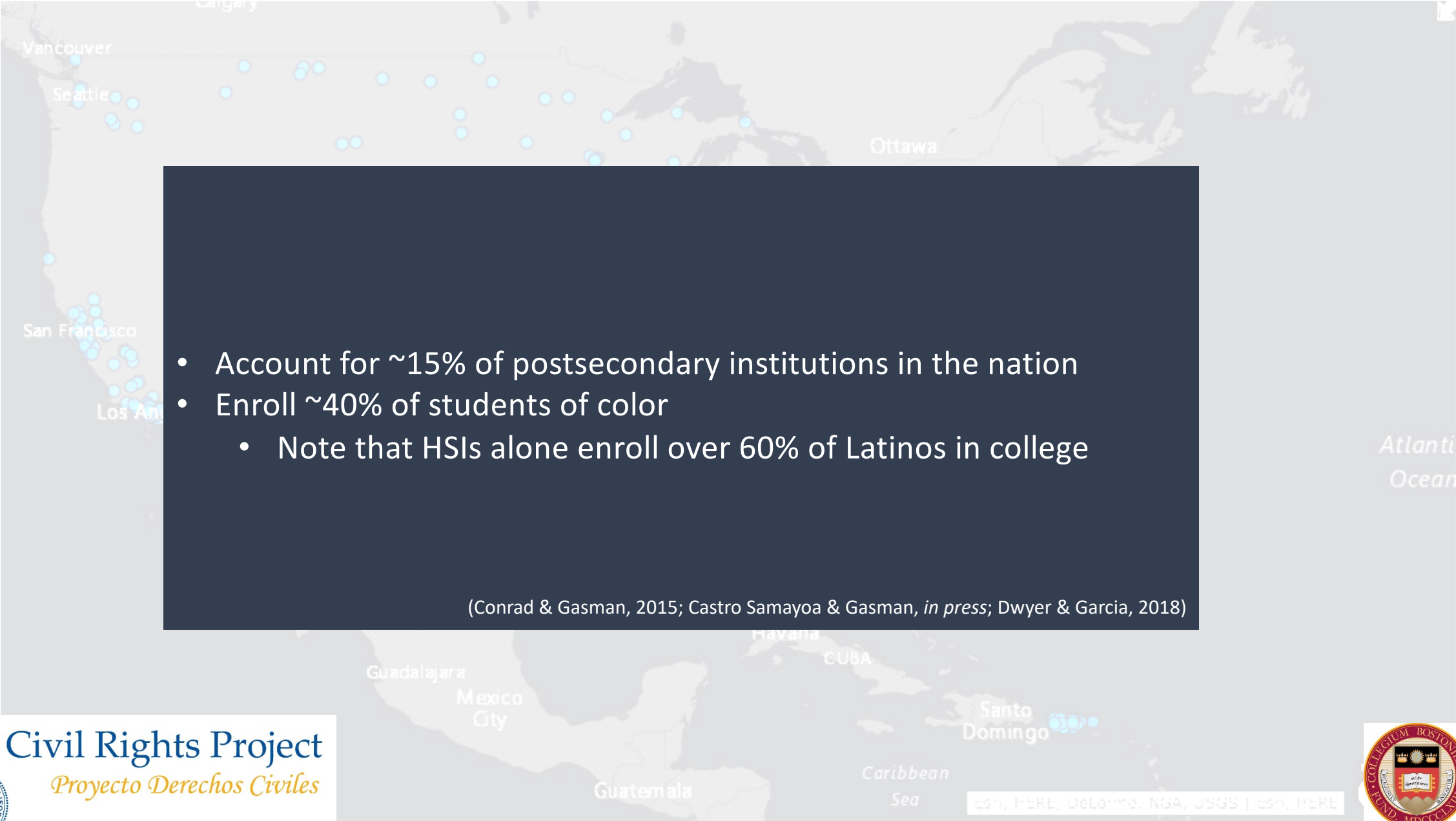
September 25, 2018





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- A map of North America, including the United States, Canada, and parts of Mexico. Numerous blue dots are scattered across the continent, representing the locations of various serving institutions. Labels for major cities like Vancouver, Seattle, San Francisco, Los Angeles, and Ottawa are visible. The Atlantic Ocean is labeled on the right side.
- Asian American Native American
 - Tribal Colleges & Universities
 - Pacific Islander Serving Institutions
 - Predominantly Black Institutions
 - Historically Black Colleges & Universities
 - Native American Non-Tribal Serving Institutions
 - Hispanic Serving Institutions
 - Alaska Native Serving Institutions
 - Native Hawaiian Serving Institutions



- 
- Account for ~15% of postsecondary institutions in the nation
 - Enroll ~40% of students of color
 - Note that HSIs alone enroll over 60% of Latinos in college

(Conrad & Gasman, 2015; Castro Samayoa & Gasman, *in press*; Dwyer & Garcia, 2018)



Table IV.2. Overview of Appropriations for Minority Serving Institutions in FY2018

Authorizing Legislation	Name of Grant	FY 2017 Enacted	FY 2018 Presidential Request	Final Bill
HEA Part III-A	Strengthening Institutions Program	\$ 86,534		\$ 98,886
HEA Part V-A	Strengthening Hispanic Serving Institutions	\$ 107,795	\$ 107,590	\$ 123,183
HEA Part V-B(512)	Promoting Postbaccalaureate Opportunities for Hispanic Americans	\$ 9,671	\$ 9,653	\$ 11,052
HEA Part III-B-323	Strengthening Historically Black Colleges & Universities	\$ 244,694	\$ 244,229	\$ 279,624
HEA Part III-B-326	Strengthening Historically Black Graduate Institutions	\$ 63,281	\$ 63,161	\$ 72,314
HEA Part III-A-318	Strengthening Predominately Black Institutions	\$ 9,942	\$ 9,923	\$ 11,361
HEA Part III-A-320	Strengthening Asian American Pacific Islander Serving Institutions	\$ 3,348	\$ 3,342	\$ 3,826
HEA Part III-A-317	Strengthening Alaska Native & Native Hawaiian Serving Institutions	\$ 13,802	\$ 13,776	\$ 15,772
HEA Part III-A-319	Strengthening Native American-Serving Non-Tribal Institutions	\$ 3,348	\$ 3,342	\$ 3,826
HEA Part III-A-316	Strengthening Tribally-Controlled Colleges and Universities	\$ 27,599	\$ 27,547	\$ 31,539
HEA Part VII A-4-723	Strengthening Master's Degree Programs at HBCUs	\$ 7,500		\$ 8,571
	Subtotal, Aid for Institutional development	\$ 577,514	\$ 482,563	\$ 659,954
(HEA = Higher Education Act; amount in thousands)				
Sources: S. Rep. No. 115-150, at 185 (2017); H. Rep. 115-244, at 125 (2017); 164 Cong. Rec. H2766 (2018).				

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Table IV.3. Overview of Proposed Appropriations for Minority Serving Institutions in FY2019

Authorizing Legislation	Name of Grant	Presidential Request	U.S. Senate Proposed	U.S. House of Representatives Proposed
HEA Part III-A	Strengthening Institutions Program	\$ -	\$ 101,067	\$ 98,886
HEA Part V-A	Strengthening Hispanic Serving Institutions	\$ -	\$ 125,898	\$ 123,183
HEA Part V-B(512)	Promoting Postbaccalaureate Opportunities for Hispanic Americans	\$ -	\$ 11,296	\$ 11,052
HEA Part III-B-323	Strengthening Historically Black Colleges & Universities	\$ 244,694	\$ 285,788	\$ 279,624
HEA Part III-B-326	Strengthening Historically Black Graduate Institutions	\$ 63,281	\$ 73,908	\$ 72,314
HEA Part III-A-318	Strengthening Predominately Black Institutions	\$ -	\$ 11,611	\$ 11,361
HEA Part III-A-320	Strengthening Asian American Pacific Islander Serving Institutions	\$ -	\$ 3,910	\$ 3,826
HEA Part III-A-317	Strengthening Alaska Native & Native Hawaiian Serving Institutions	\$ -	\$ 16,120	\$ 15,772
HEA Part III-A-319	Strengthening Native American-Serving Non-Tribal Institutions	\$ -	\$ 3,910	\$ 3,826
HEA Part III-A-316	Strengthening Tribally-Controlled Colleges and Universities	\$ 27,599	\$ 32,234	\$ 31,539
HEA Part VII A-4-723	Strengthening Master's Degree Programs at HBCUs	\$ 7,500	\$ 8,760	\$ 8,571
	Subtotal for Institutional Aid	\$ 343,074	\$ 674,502	\$ 659,954

(HEA = Higher Education Act; in Thousands)

Sources: S. Rep 115-289, at 202 (2018); H. Rep. 115-862, at 150 (2018); Presidential FY 2019 Budget Summary and Background Information; Presidential FY 2019 Budget Request for Higher Education

Reauthorization of HEA...

- PROSPER Act
 - 25% graduation measures
- Aim Higher Act
 - MSI Innovation Fund
- Neither resolves eligibility for multiple grants

The Impact of the PROSPER Act on Underrepresented Students in For-profit Colleges

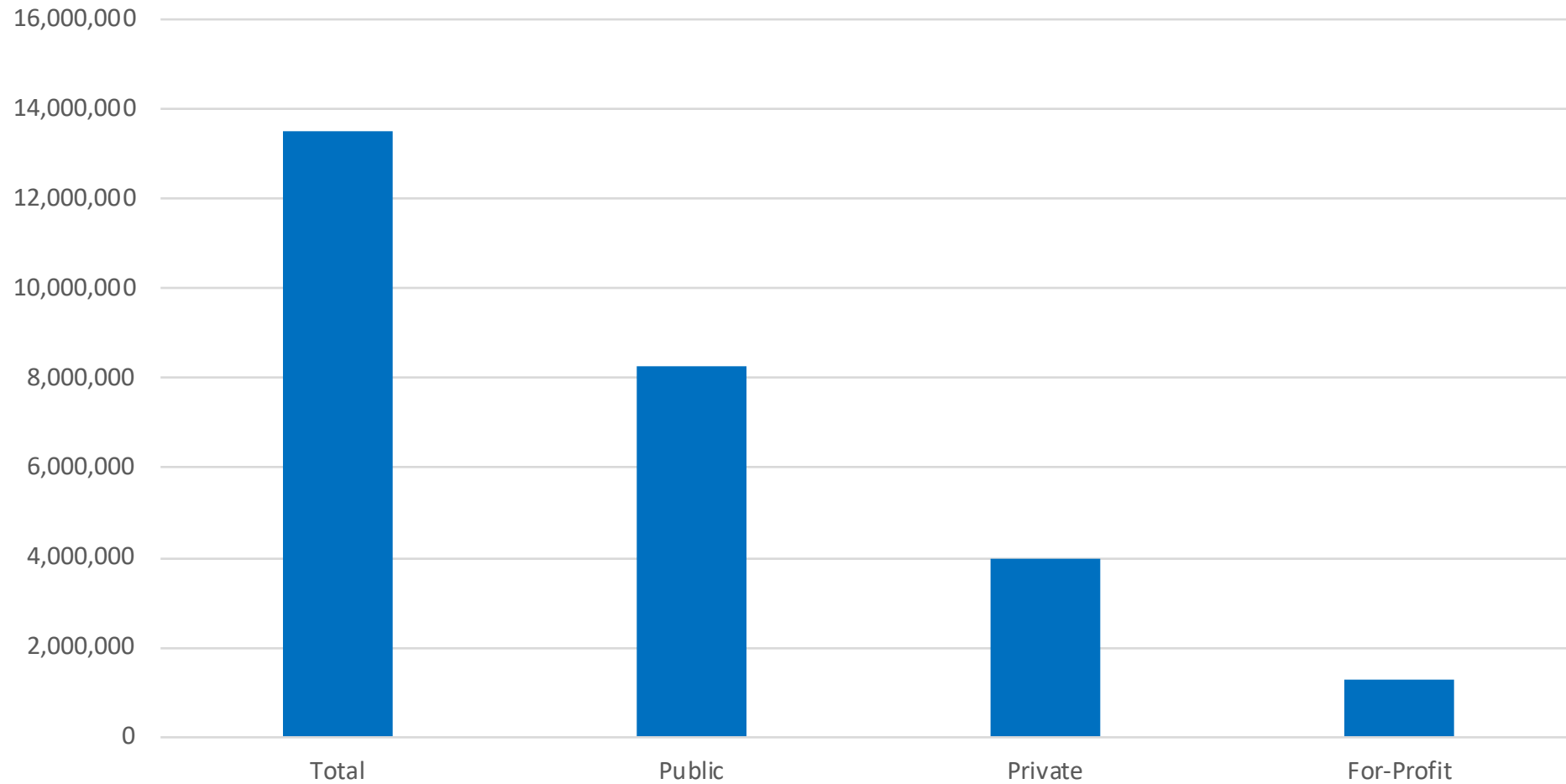
PRESENTED FOR THE CIVIL RIGHTS PROJECT

BRIAN PUSSER AND MATT ERICSON

UNIVERSITY OF VIRGINIA

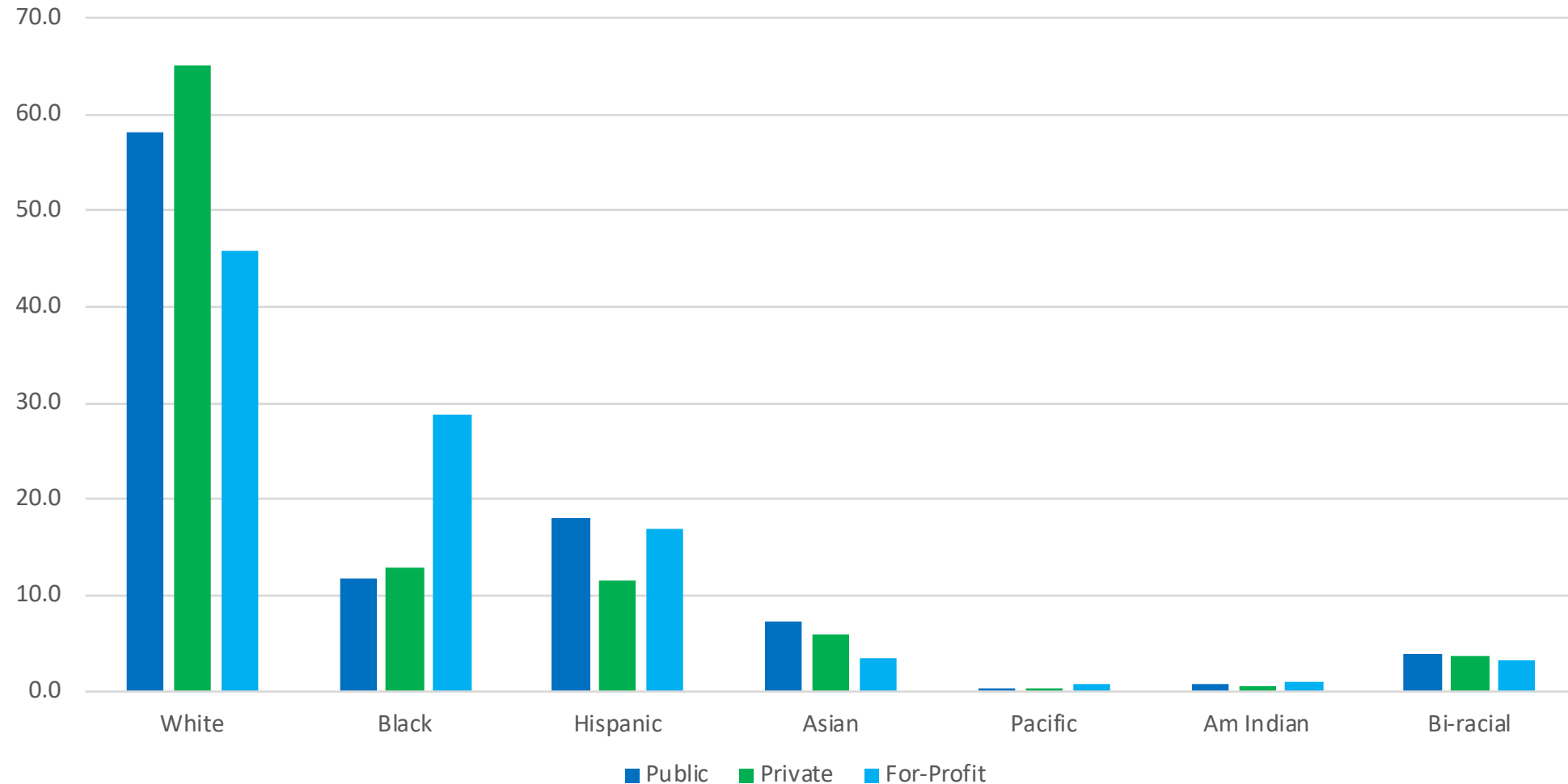


Total Enrollment for all Students at Four-Year Institutions in 2014



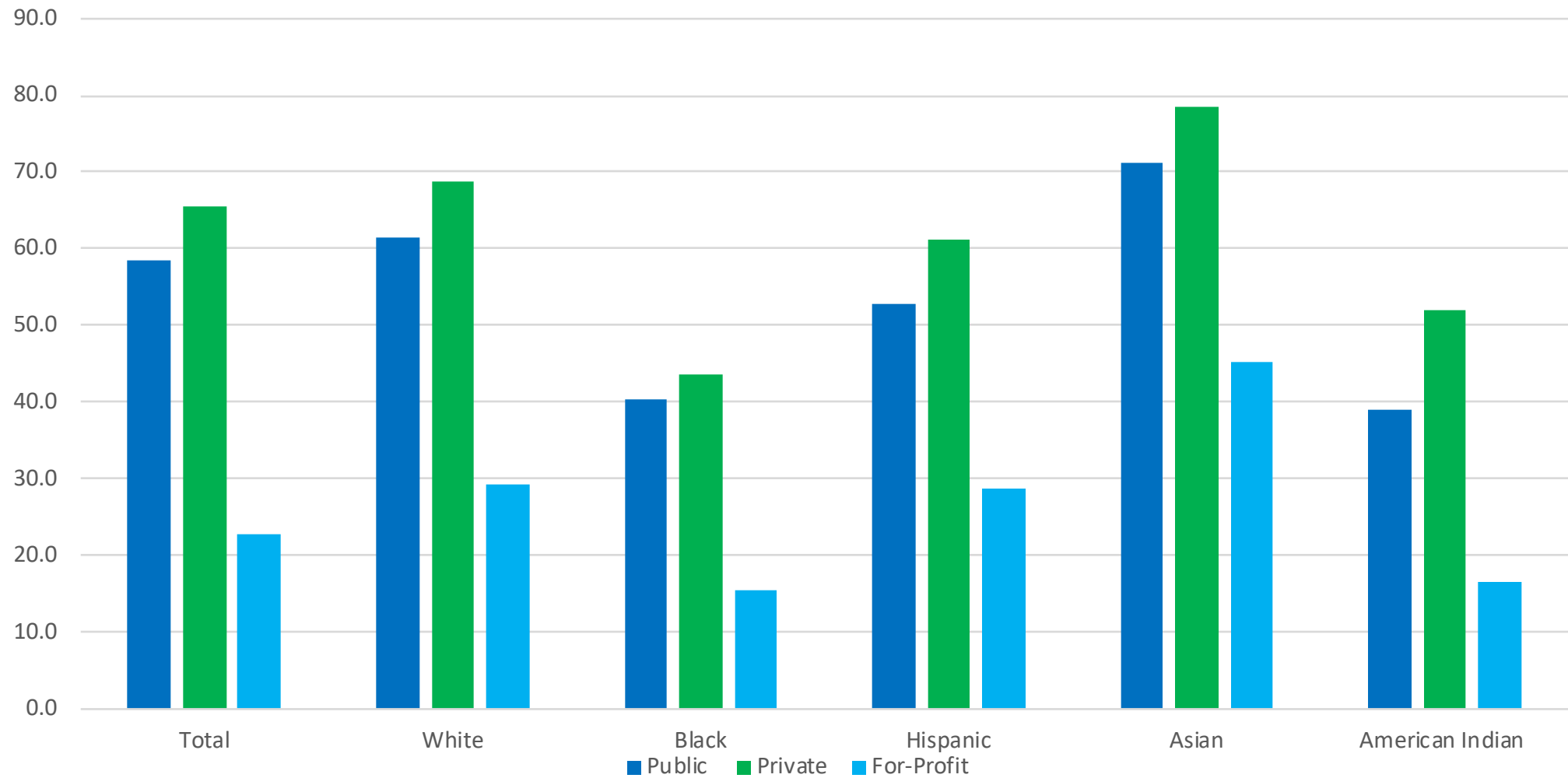
Source: NCES, Table 303.25

Student Demographics at 4-Year Colleges in 2016



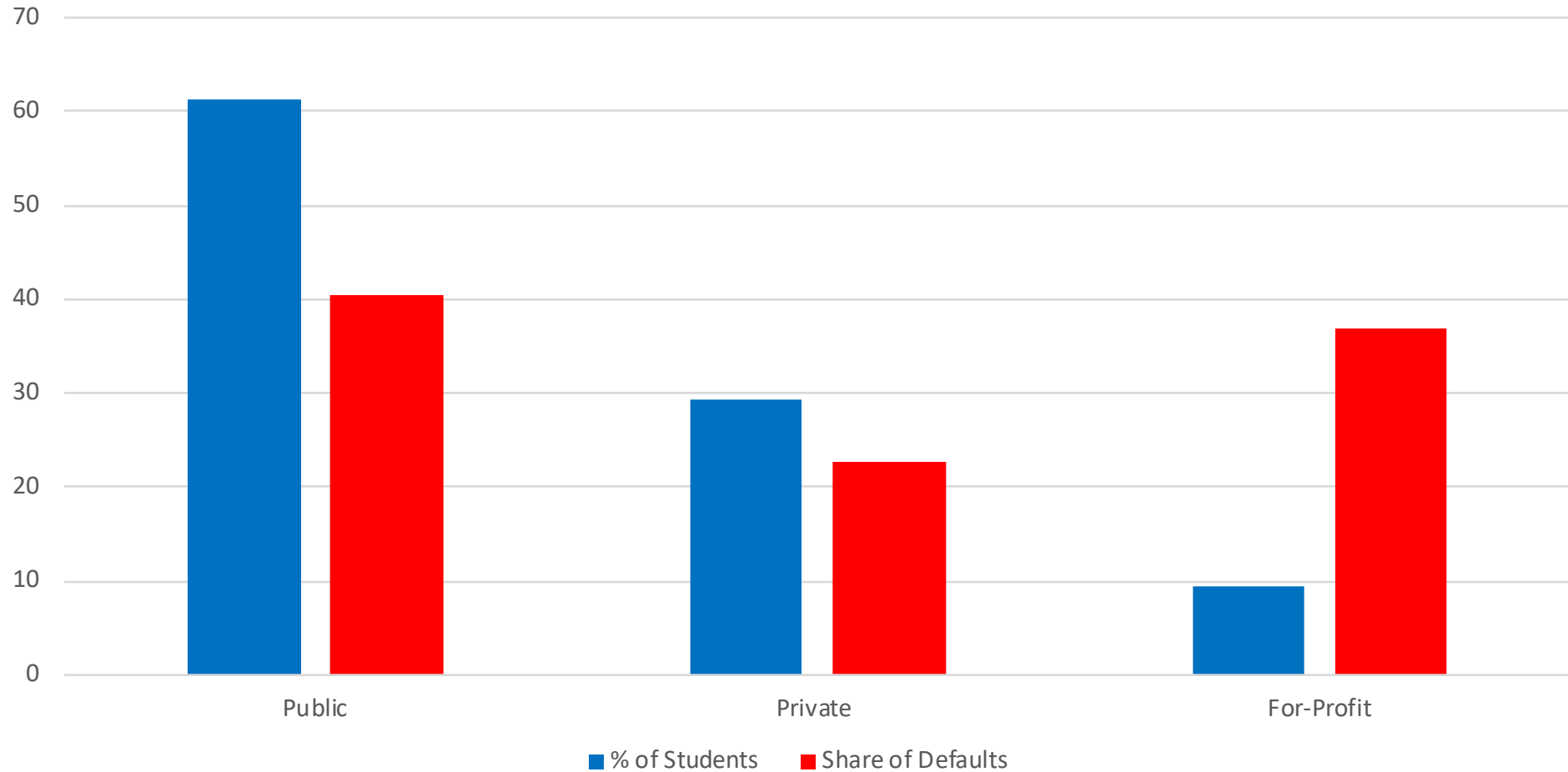
Source: NCES Table 306.50 “Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2016”

Graduation Rates by Race Within 6 Years at 4-year Institutions by Institution Type



Source: NCES, Table 326.10

Percentage of Students in Four-Year Institutions and Share of Defaults 2014



Source: NCES, Table 303.25 and Federal Student Aid –Office of the U.S. Department of Education

What Congress Can Do To Protect Underrepresented Students in Higher Education

Preserve the existing gainful employment and cohort default rate provisions in order to increase accountability

Strengthen the 90/10 Rule by moving to an 85/15 model that includes revenue from service members and veterans using GI Bills

Restore restrictions on incentive payments for recruiters

Protect borrower defense rules and loan forgiveness programs

Restore income contingent payment plans and develop other, evidence-based plans to ease loan repayment.

Create financial incentives to increase student completion

Support the provisions of the Aim Higher Act that would accomplish these goals

In Consideration of Reinstating Pell for Incarcerated Students

UCLA Civil Rights Paper Series, September
2018

Original Paper Written By:
Erin Corbett and Julie Ajinkya



A Student's Perspective

“Education provides hope, confidence, and an overwhelming affirmation that we - the throwaway deviants - are capable of learning. Beyond the prospect of a better life upon release is the reconfiguration of character; these are benefits with impact that extend past the individual and into his community. There is humility in the recognition of the vast expanse of knowledge; it is humbling to admit that you do not know everything. The psychological effects of broadening your horizon are substantial; it is almost miraculous.”

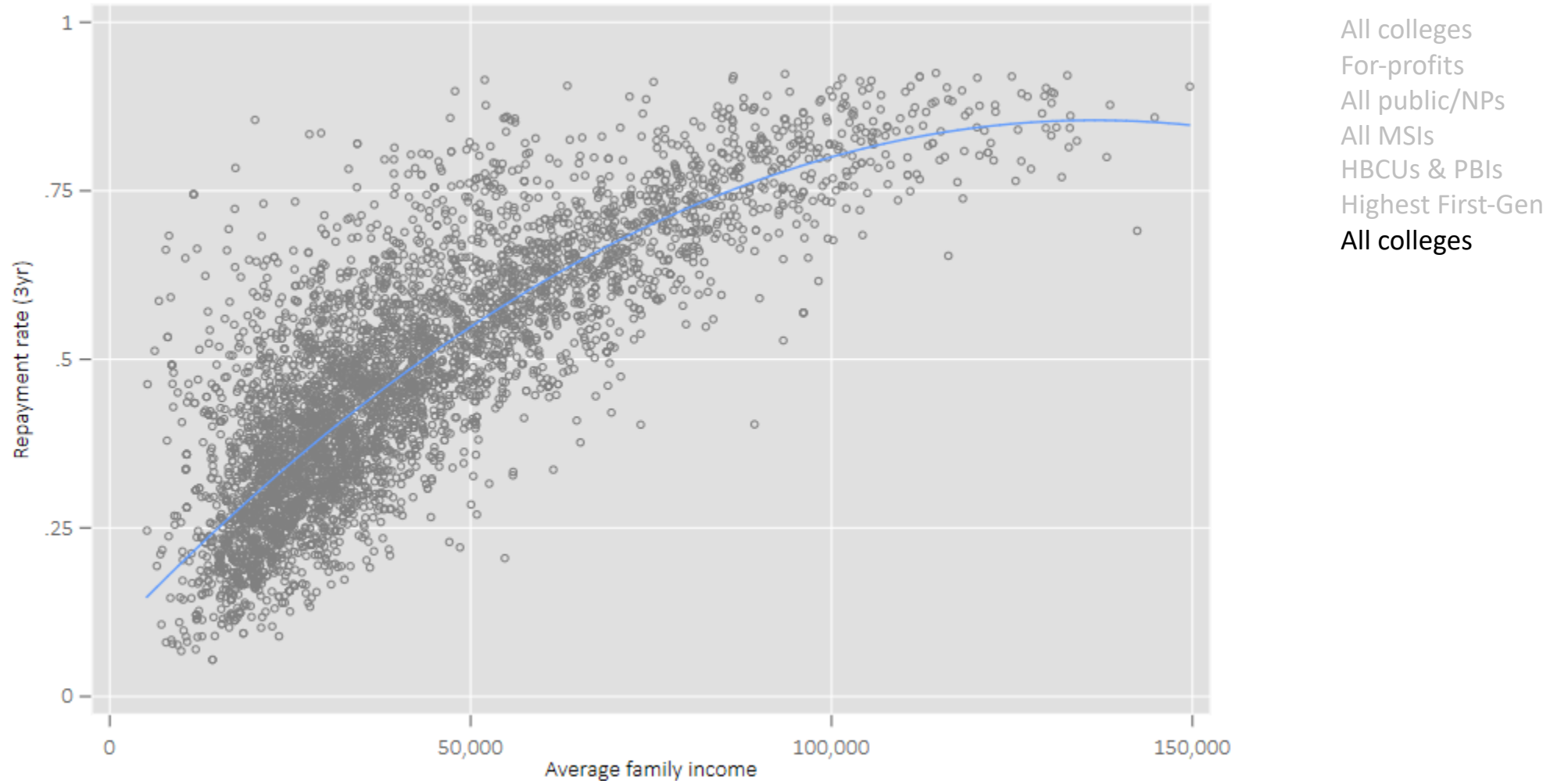
*How accountability can
increase racial inequality:
The case of federal risk-sharing*

Nicholas Hillman
University of Wisconsin-Madison
9/25/2018

Policy context

- Public concern about growth and consequences of student loan debt
- Are we putting enough pressure on colleges to improve loan outcomes?
- Federal “risk-sharing” proponents would say no
- We need to fine colleges according to loan repayment rates

Repayment, income, & race are *highly* correlated



A fairer way to improve repayment

- Penalizing colleges for inequality will only reinforce it
- What *specific* actions will improve repayment?
 - Don't use repayment for accountability if you can't answer this
- Promising ways forward:
 - Repayment improvement fund
 - Build campus & students' capacity to improve outcomes
 - Comprehensive, community-based solutions
 - Technical assistance labs

The Civil Rights Project



Proyecto Derechos Civiles

All materials can be found at
www.civilrightsproject.ucla.edu

Contact us at crp@ucla.edu