

# 'SEGREGATION FOREVER'?:



The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities



THE EDUCATION TRUST  
#EndCollegeSegregation



The Education Trust

“I didn't feel I should sneak in.

I didnt feel I should go around the back door.  
If (Wallace) was standing in the door,  
I had a EVERY RIGHT  
in the world to face him  
AND TO GO TO SCHOOL.”

— Vivian Malone



# TABLE OF CONTENTS

Executive Summary.....	<b>2</b>
Introduction.....	<b>4</b>
How Colleges and Universities Were Graded.....	<b>5</b>
Why It Matters Who Attends a “Selective” College or University?.....	<b>6</b>
How Accessible Were These Institutions for Black and Latino Students in 2000?.....	<b>8</b>
<i>Figure 1: Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities in 2000</i>	
Have Institutions Increased Black and Latino Student Enrollment Since 2000?.....	<b>9</b>
<i>Figure 2: Change in the Share of Black and Latino Students at Selective Public Colleges Since 2000</i>	
Have Black and Latino Student Enrollments Kept Pace With States’ Demographic Changes?.....	<b>12</b>
<i>Figure 3: Comparing Changes in State Demography and Enrollment at Selective Public Colleges and Universities</i>	
What Is the Current State of Access for Black and Latino Students?.....	<b>14</b>
<i>Figure 4: Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities (2017 and 2000)</i>	
Limited Progress, Insufficient Access for Black and Latino Students.....	<b>16</b>
<i>Table 1: The Least Accessible Selective Public Colleges and Universities for Black and Latino Students</i>	
How Can Campus Leaders and Policymakers Improve Access for Black and Latino Students?.....	<b>20</b>
About the Data.....	<b>24</b>
Appendix.....	<b>26</b>
<i>Table A: Black Student Access Data for Selective Public Colleges and Universities</i>	
<i>Table B: Latino Student Access Data for Selective Public Colleges and Universities</i>	

# 'SEGREGATION FOREVER':

## The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities

BY: **ANDREW HOWARD NICHOLS, PH.D.,**

SENIOR DIRECTOR OF HIGHER EDUCATION RESEARCH AND DATA ANALYTICS

THIS REPORT EXAMINES how access for Black and Latino students at the nation's 101 most selective public colleges and universities has changed since 2000, and whether these institutions are serving an undergraduate student body that represents the racial and ethnic diversity of their particular state's population.

Access scores, ranging from 0 to 100, measure how well each institution's Black and Latino enrollment reflects the state's racial and ethnic demography. (See "How colleges were graded" on page 5 for more details.) Letter grades further reflect an institution's access score. Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, respectively. And scores below 60 received failing grades or F's.

Our findings show very little progress has been made since 2000, and the overwhelming majority of the nation's most selective public colleges are still inaccessible for Black and Latino undergraduates. Over half of the 101 institutions earned D's and F's for access for BOTH Black and Latino students (see Table 1). While underrepresentation at these institutions is problematic for both groups, the findings are much worse for Black students who have less access at these institutions than they did in 2000. (See Appendix Tables A and B for a comprehensive list of the access grades, scores, and enrollment data for each institution.)

## BLACK STUDENT ACCESS

- Over 75% of these colleges received F grades for their representation of Black students. Fewer than 1 out of 10 (9%) received an A, indicating that the percentage of Black students on campus was representative of the state’s Black population.
- Institutions in states with larger Black populations were the least accessible. Nearly all of the 32 institutions in the 14 Southern states, which account for over half of the nation’s Black population, received failing grades. The three institutions without failing grades were in Kentucky and West Virginia, which are the two Southern states with the lowest share of Black residents.
- Since 2000, the percentage of Black students has decreased at nearly 60% of the 101 most selective public colleges and universities.

## LATINO STUDENT ACCESS

- Nearly half of these colleges received F grades for their representation of Latino students. Just 1 out of 7 (14%) received an A, indicating that the percentage of Latino students on campus was representative of the state’s Latino population.
- The institutions in the nine states with 75% of the nation’s Latino population were — on average — less accessible. Twenty-seven of 37 institutions (73%) received D’s and F’s.
- While all of the 101 selective public institutions saw gains in the percentage of Latino students since 2000, the gains at 65% of these institutions were less than the growth in the state’s Latino population.

IMPROVING ACCESS FOR BLACK AND LATINO STUDENTS AT THE 101 COLLEGES AND UNIVERSITIES included in this report is a matter of will. With larger endowments and more funding, these institutions have the resources to do so, but their leaders must make a conscious commitment to increasing access. Policymakers can also help institutions become more accessible.

HERE ARE 10 ACTIONS CAMPUS LEADERS AND POLICYMAKERS CAN TAKE TO ENSURE MORE BLACK AND LATINO STUDENTS HAVE THE CHANCE TO ATTEND OUR NATION’S SELECTIVE PUBLIC COLLEGES.

1. Adopt goals to increase access
2. Increase access to high-quality guidance counselors
3. Use race more prominently in admissions decisions
4. Rescind state bans on affirmative action
5. Increase aid to Black and Latino students
6. Alter recruitment strategies
7. Improve campus racial climates
8. Use outcomes-based funding policies equitably
9. Leverage federal accountability
10. Reduce the role of standardized testing and/or consider making tests optional

In June 1963, Alabama's segregationist governor, George Wallace, and a group of state troopers stood in front of the University of Alabama's Foster Auditorium in an attempt to intimidate and deny access to two Black students, Vivian Malone and James Hood. Malone and Hood were seeking to complete their registration and effectively integrate the campus. Although the Supreme Court's *Brown v. Board of Education* decision in 1954 made racial segregation in public education illegal, the Alabama governor defiantly vowed to honor the infamous pledge he made during his inaugural address in January of 1963 — "Segregation now, segregation tomorrow, and segregation forever!"

Gov. Wallace was eventually forced to stand down and allow Malone and Hood to complete their registration after federal authorities, accompanied by federalized troops from the Alabama National Guard, demanded he step aside. But it's surely no coincidence that Wallace chose to make his "stand in the schoolhouse door" at the state's premier, most cherished, and best resourced public institution. On that day, he was delivering a clear message: You (Black people) are not welcome at this institution, which belongs to us (White people).

Fast forward nearly 60 years, and evidence of this sentiment remains. Today, Black students are severely underrepresented at the state's flagship. Only 10% of the university's students are Black, while one-third of the eligible college-aged population in Alabama is Black. Sadly, this is far too common at many of the nation's most renowned public colleges and universities. Many have strayed from their public mission and become more selective, abandoning their responsibility to provide access and opportunity to residents of their state. Few enroll a student body that reflects the racial and ethnic demography of the state's residents who fund and support the institution through taxes.

In this report, we dig into the data and examine the state of access for Black and Latino students at 101 of the nation's most selective public colleges and universities.<sup>1</sup> More specifically, this report examines how access for Black and Latino students at these institutions has changed since 2000 and whether these institutions are serving an undergraduate student body that represents the racial and ethnic diversity of their particular state's population. We grade each of these 101 institutions on their commitment to access for both Black and Latino students (see Appendix Tables A and B) and provide a list of some of the least accessible selective public institutions in the country (see Table 1). The findings in this report make it clear that despite some marginal gains in access for Latino students since the turn of the century, both Black and Latino students continue to be woefully underrepresented at these institutions. And in many instances, access has even regressed.

# How COLLEGES AND UNIVERSITIES Were Graded

Each of the 101 institutions in this report were given a set of access scores and grades for their commitment to access for Black and Latino students. These scores range from 0 to 100, with 0 being the worst score and 100 being the best score an institution can receive. We then used these scores to assign each institution a letter grade using the traditional grading scale. Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, respectively. And finally, scores below 60 received F grades.

The access scores and grades indicate how well the percentage of Black and Latino students at the institution reflects the percentage of college-eligible Black and Latino residents in that institution's state. For example, in Massachusetts, 15.0% of the state's 18- to 24-year-olds with a high school diploma and no bachelor's degree are Latino. If the percentage of Latino undergraduates at the University of Massachusetts Amherst was 15.0% or higher, the institution would receive a perfect Latino access score of 100. However, only 5.8% of undergraduates are Latino, so the institution receives a Latino access score of 39 and an F grade (*see below*).

$$\text{2017 LATINO ACCESS FOR UMASS AMHERST: } \left( \frac{5.8\% \text{ of students are Latino}}{15\% \text{ of state residents are Latino}} \right) \times 100 = 39 \text{ (F grade)}$$

## WHY IT MATTERS WHO ATTENDS A 'SELECTIVE' COLLEGE OR UNIVERSITY?

When the college admissions scandal dominated headlines in 2019, people may have wondered why 30 parents spent a combined \$25 million to ensure their children got into “elite” colleges.<sup>2</sup> Well, the truth is attending a selective institution can pay dividends. As a rule of thumb, selective colleges and universities have more financial resources and spend more (per student) on everything from the facilities they provide to the faculty they hire and the financial aid they give students. Also, students who attend these institutions are more likely to graduate and go on to earn more<sup>3</sup> and hold influential positions in business and politics.<sup>4</sup>

So why is this a problem? Well, it isn't, *per se*. The issue is that these selective institutions don't serve enough students who are Black, Latino, or from low-income backgrounds. These students also deserve access to the opportunities, benefits, and social capital that these colleges afford. And while it is easy to believe that we are just talking about the Ivies and a handful of other ritzy private institutions, the truth is that some public colleges and universities also serve very few [Black](#) or [Latino](#) students.<sup>5</sup>

Previous Education Trust reports, [Engines of Inequality](#) and [Opportunity Adrift](#), focused on the lack of access for students of color and students from low-income backgrounds at the nation's 50 public flagships.<sup>6</sup> However, in this report, we include another 51 public institutions that are equally as selective and exclusive, such as the University of California-Los Angeles, Clemson University, and Binghamton University. The 101 selective public institutions that we examine in this report have — on average — the same percentage of Black and Latino students as the 60 most academically selective *private* colleges in the nation.<sup>7</sup>

Because these 101 colleges and universities are tax-exempt, taxpayer supported institutions, the underrepresentation of Black and Latino students at these public campuses is even more egregious. As Ed Trust has argued previously, the student body at these institutions should better represent the racial and ethnic diversity of the taxpaying residents in their states. This underrepresentation not only restricts opportunity for Black and Latino students, but it has negative implications for the campus learning environment. Research shows that a lack of diversity can negatively affect campus racial climate, which can in turn have a negative influence on engagement, sense of belonging, and degree completion.<sup>8</sup> Also, more racial and ethnic diversity on campus enhances learning and development for all students.<sup>9</sup>

Selective public colleges and universities cannot continue to hide behind biased admissions standards, such as high-stakes standardized testing, that simply reflect the systemic inequities that Black and Latino students encounter throughout the education pipeline. These inequities start in preschool, where Black and Latino students have less access to high-quality early childhood education.<sup>10</sup> As they progress through the pipeline, these students are more likely to attend schools with less funding, fewer



experienced and effective teachers, and limited rigorous curricular options.<sup>11</sup> They also encounter frequent racial bias, being more likely than their White peers to be punished for similar offenses and to encounter teachers who expect less of them.<sup>12</sup>

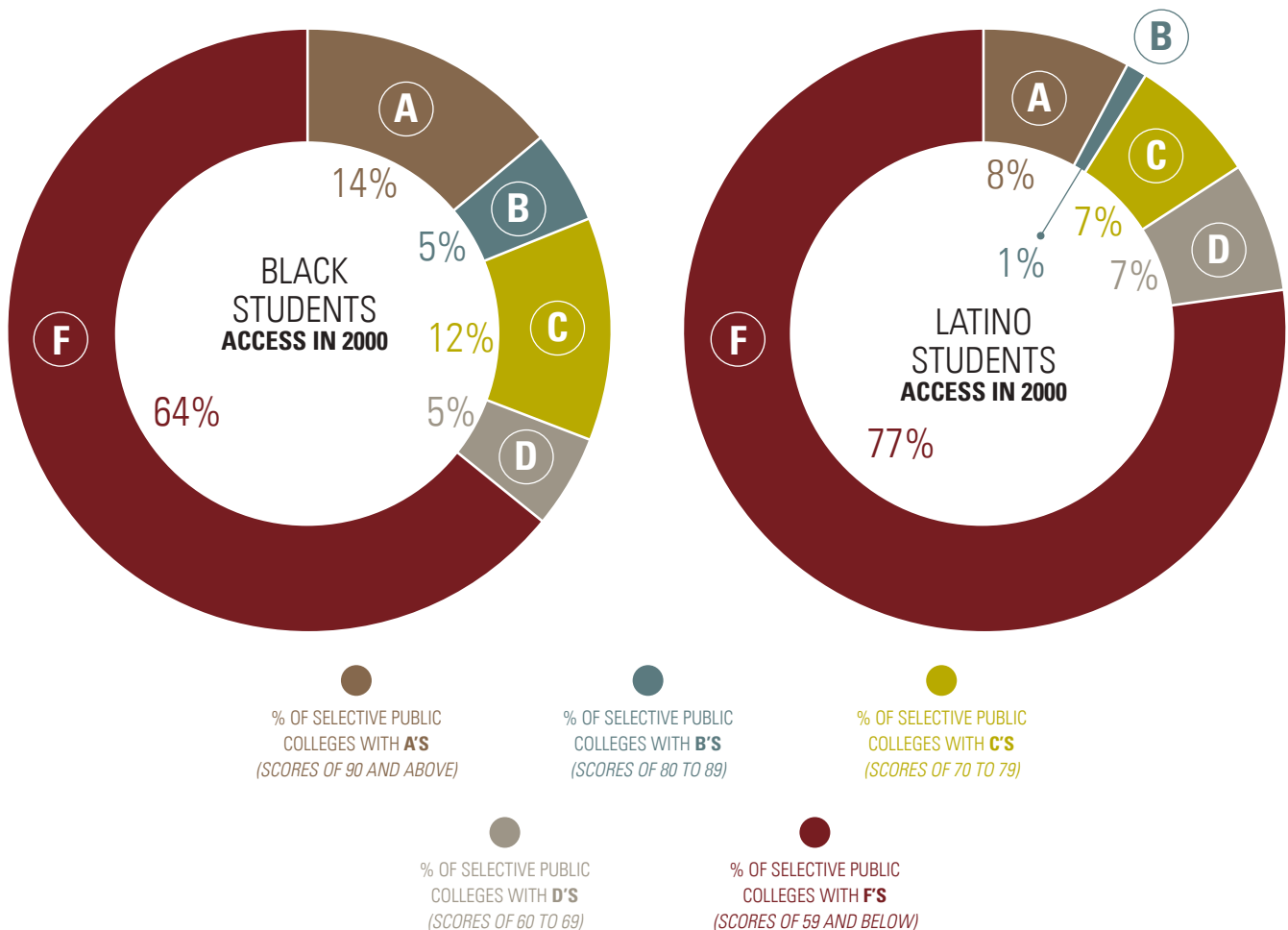
At the conclusion of this report, we provide campus leaders and policymakers with 10 recommendations that can help increase the representation of Black and Latino students at the 101 colleges highlighted herein. While taking action is long overdue, the need to act now is even more necessary, given the expected impact the COVID-19 pandemic will have on the enrollment patterns of students of color. Compared to 24% of White high school seniors, over 40% of high school students of color say they are either unsure about attending college in the fall or have already decided not to attend.<sup>13</sup> This data suggests that current inequities in college access will likely be exacerbated, and the effects will not just limit the social and economic opportunities of these individuals. They will also have a damning collective impact on our nation, which is strengthened by a more educated populous.<sup>14</sup>



## HOW ACCESSIBLE WERE THESE INSTITUTIONS FOR BLACK AND LATINO STUDENTS IN 2000?

In 2000, Black and Latino students were severely underrepresented at most selective public colleges and universities (see Figure 1). For Black student access, nearly two-thirds of institutions had failing grades, and another 5% had D grades. Nearly 20% of institutions received A or B grades, with 14% earning A grades and 5% earning B grades. Another 12% of these selective public colleges received C grades. While access for Black students was limited, it was even worse for Latino students. Over three-quarters of institutions had F grades and another 7% had D grades. Only 8% of institutions earned an A, and just 1% received a B.

**FIGURE 1:** Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities in 2000



Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS) and the United States Census Bureau's Census 2000. See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details.

## HAVE INSTITUTIONS INCREASED BLACK AND LATINO STUDENT ENROLLMENT SINCE 2000?

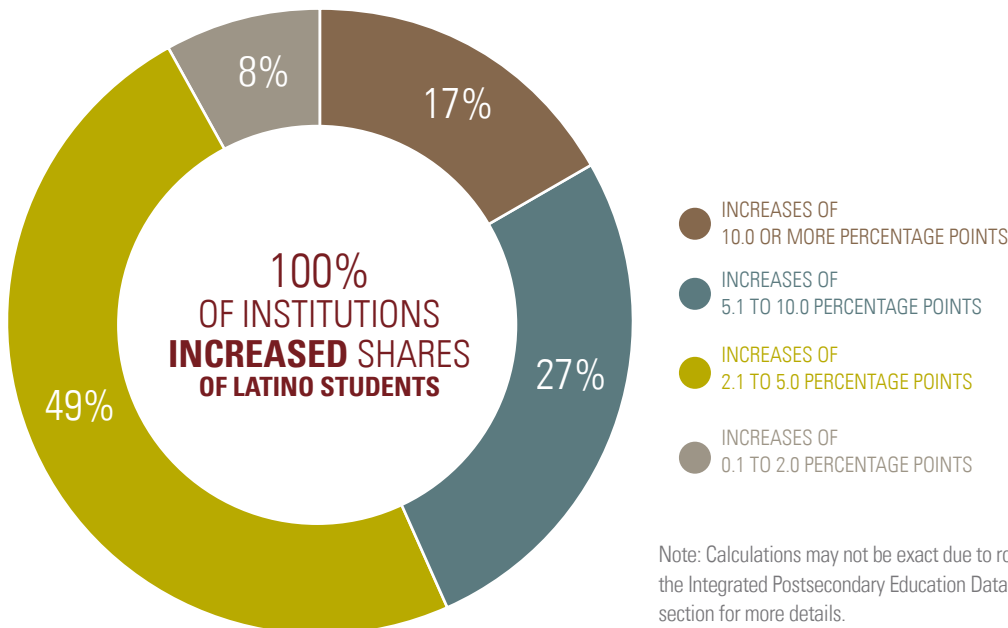
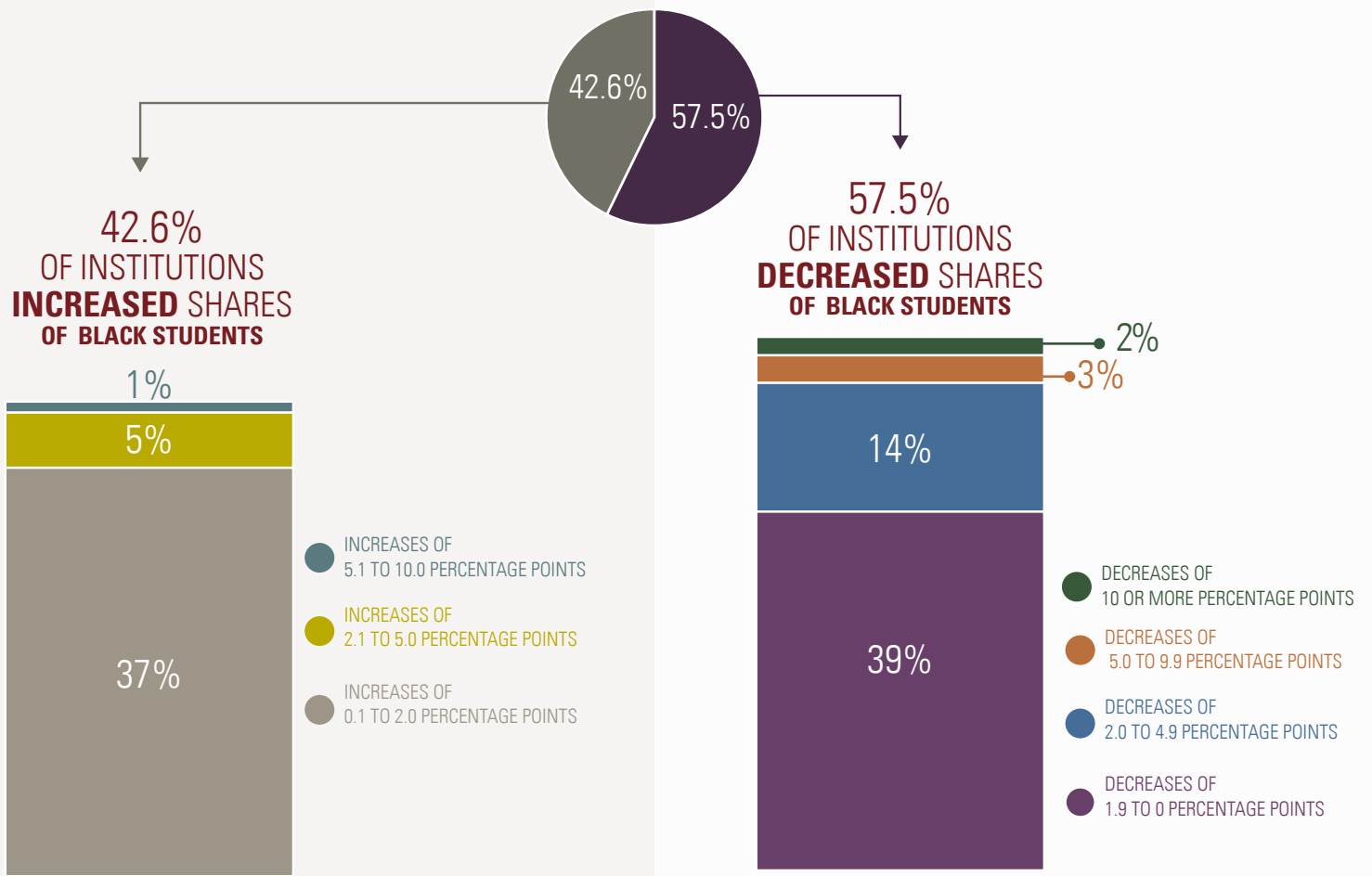
When you examine the percentage point gains in Black and Latino student enrollment at these institutions, the results are mixed. While these institutions are enrolling more Latino students, Black student access is regressing. As noted in Figure 2, roughly 4 out of 10 of these institutions saw any increase in the percentage of Black students on their campuses. On average, the increases were small, with the average increase being just 1.3 percentage points. Thirty-seven of the 43 (86.0%) institutions that showed improvement had increases of 2.0 percentage points or less. And only six saw increases that exceeded 2.0 percentage points.

Nearly 6 in 10 selective public colleges saw decreases in the percentage of Black students on their campuses. The average decrease was 2.1 percentage points, which was higher than the average increase. Of the 58 institutions that saw declines in the percentage of Black students, 19 saw declines of 2 percentage points or more. And in the worst instances, five institutions saw decreases that exceeded 5 percentage points.

While the majority of these selective public colleges saw declines in the percentage of Black students on campus, all institutions had fairly considerable gains in the percentage of Latino students — the average gain being 5.8 percentage points. Nearly 44% of institutions had gains that exceeded 5.0 percentage points, and 17% had gains of 10 percentage points or more.



**FIGURE 2:** Change in the Share of Black and Latino Students at Selective Public Colleges Since 2000



Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS). See the "About the Data" section for more details.



## HAVE BLACK AND LATINO STUDENT ENROLLMENTS KEPT PACE WITH STATES' DEMOGRAPHIC CHANGES?

Although gains or declines in the percentages of Black and Latino students on campus are notable, these changes must be placed in the context of the institution's state demographics. The underlying changes in a state's racial and ethnic demographic makeup are key factors to consider when assessing institutional progress (or the lack thereof). For example, the University of California-Berkeley's 4.3 percentage point increase in Latino undergraduates since 2000 (10.4% to 14.8%) may be viewed positively in a vacuum, but seems less noteworthy when the Latino population in California increased at 3.3 times that rate.

In fact, the percentages of Black and Latino residents have increased in nearly every state since the year 2000. In all states except California, Alaska, and Oklahoma, the share of Black residents went up. In nearly half of states (24) the population share of Black residents increased by more than 2.0 percentage points. In only one of those states (Delaware) did growth exceed 5 percentage points.

Population gains were much larger for Latinos, and in all states, the percentage of Latino residents increased. In more than half of states (26) the growth exceeded 5.0 percentage points, and gains exceeded 10.0 percentage points in 7 of those 26 states. Keeping these demographic changes in mind, the percentages of Black and Latino students should have increased at nearly all selective public colleges and universities. While this did occur for Latino students, nearly 6 out of 10 of these institutions saw declines in the percentage of Black undergraduates on campus (see Figure 2).

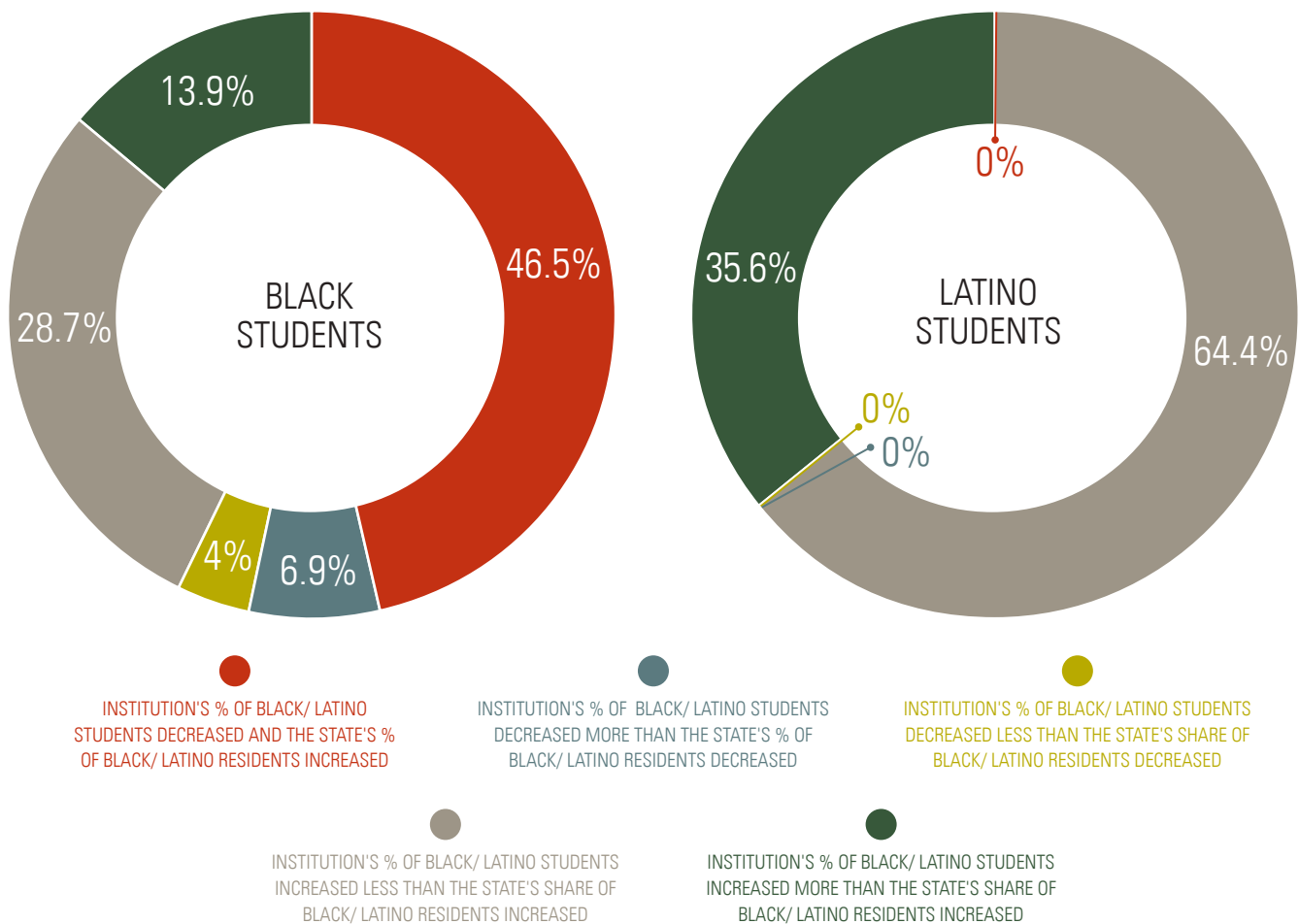
Figure 3 places these institutional gains and declines in enrollment within the context of a state's racial and ethnic demographic changes. For Black students, the data shows that just 14% of selective public colleges and universities increased the percentage of Black students on campus *and* did so in excess of the state's Black population growth. Nearly 3 out of 10 institutions increased their percentage of Black students but failed to keep pace with the state population's increase. In the worst cases, 46.5% of institutions saw their share of Black students decline while the percentage of Black residents in the state

KEEPING THESE DEMOGRAPHIC CHANGES IN MIND, the percentages of Black and Latino students should have increased at nearly all selective public colleges and universities. While this did occur for Latino students, nearly 6 out of 10 of these institutions saw declines in the percentage of Black undergraduates on campus.

went up. For example, the percentage of Black residents in Ohio went up 3.6 percentage points, but the percentage of Black students at the University of Cincinnati went down over 7 percentage points.

For Latino students the story is somewhat more positive. Every single institution had an increase in the percentage of Latino students on campus, and in over one-third of these institutions, this enrollment gain surpassed the increase in the percentage of Latinos in the state. At the University of Central Florida, for instance, the percentage of Latino students went up 14.5 percentage points, and the percentage of Latino residents in Florida only went up nearly 10 percentage points. In the other two-thirds of institutions where enrollment gains did not surpass demographic increases in the state, the average growth was still nearly 5.0 percentage points.

**FIGURE 3:** Comparing Changes in State Demography and Enrollment at Selective Public Colleges and Universities



Note: Calculations may not be exact due to rounding. Source: Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS), the United States Census Bureau's Census 2000, and the United States Census Bureau's American Community Survey (2015-2017).

See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details.

## WHAT IS THE CURRENT STATE OF ACCESS FOR BLACK AND LATINO STUDENTS?

On average, access for Black students at selective public institutions has regressed since 2000. While a handful of institutions have been able to improve, access at the overwhelming majority of institutions has gotten worse. As seen in Figure 4, just 23% of institutions received passing access grades in 2017. And the percentage of institutions receiving A's, B's, and C's decreased by a total of 13 percentage points. Ten percent earned A or B grades, and 13% received C's or D's. The percentage of institutions receiving failing scores increased by 13 percentage points. Slightly more than three-quarters (77%) of institutions received failing grades in 2017. The average failing score of 35 was extremely low, and nearly two-thirds of the F grades were scores of 39 and below.

While access scores for Black students were low overall, institutions in states that had higher percentages of Black residents were less accessible. At the 41 colleges in states where 15% or more of the population was Black, the average score was 35. However, the 60 colleges and universities in states where Black residents accounted for less than 15% of the population had an average access score of 52, roughly 17 points higher. Many of the institutions with the lowest scores were in Southern states.<sup>15</sup> In the 14 Southern states, which account for over half of the country's Black population, 29 of 32 colleges had failing grades. The average score was 37. The only three institutions without failing grades were in Kentucky and West Virginia, which are the two Southern states with the lowest shares of Black residents.

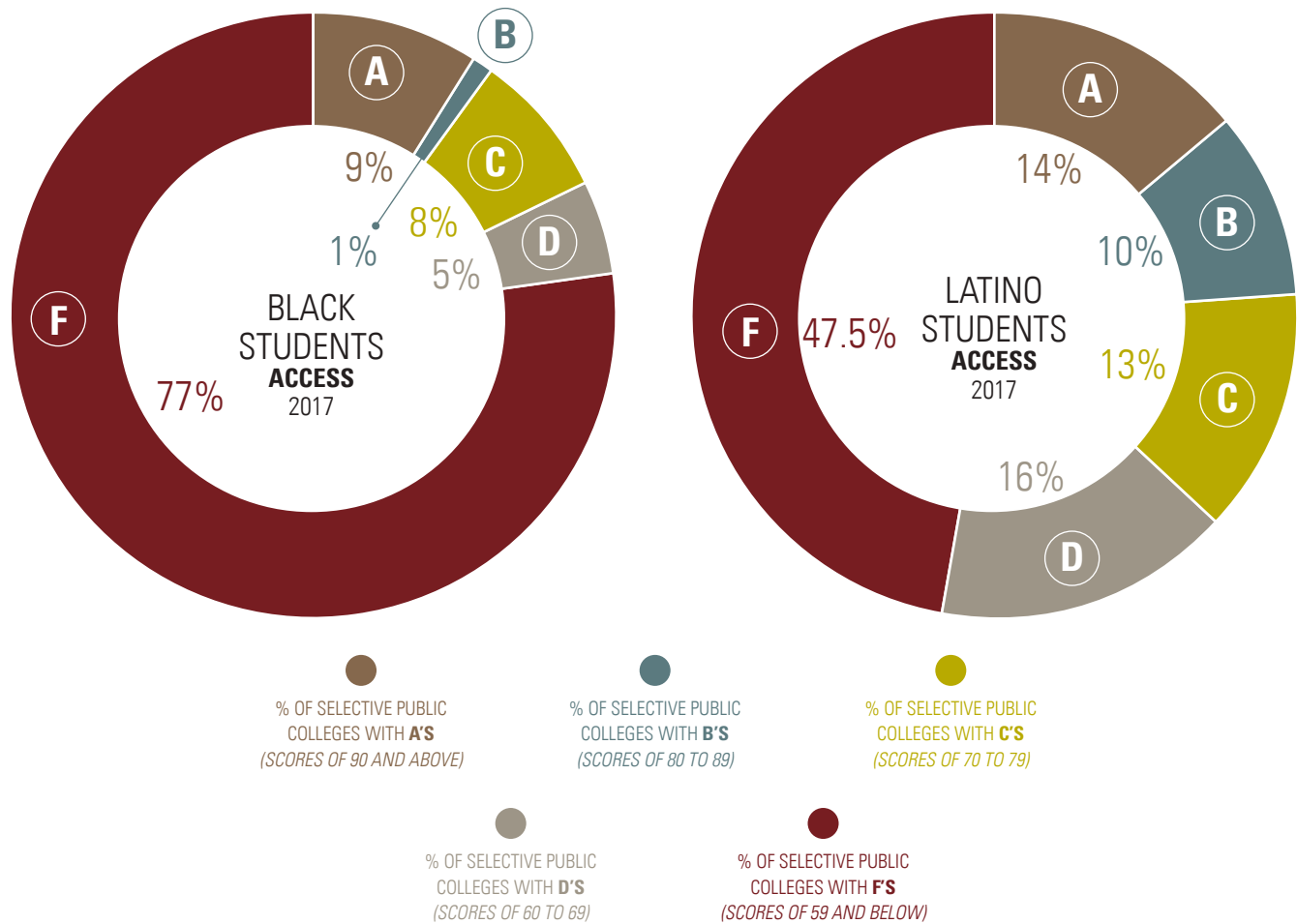
Access for Latino students at these public institutions is still problematically low, but progress has been made since 2000. The percentage of failing institutions has decreased by 30 percentage points, but nearly half of institutions still received F's in 2017. The average failing score was 48, and only 1 of 5 institutions with F grades had scores below 39. On a more positive note, roughly one-quarter of colleges earned A or B grades. These numbers are up 15 percentage points since 2000. The percentage of selective public colleges receiving C and D grades is also up 15 percentage points, with 30% having access scores between 79 and 60.

Access for Latino students was also worse at public selective colleges located in states with larger Latino populations. In states where 20% of the population was Latino, the average Latino access score was 56. On average, access scores were 69 at the 63 institutions in states where the Latino population was less than 20%. In the nine states that account for 75% of the nation's Latino population, nearly 75% of the selective public colleges and institutions earned D and F grades.<sup>16</sup>

**ON AVERAGE, ACCESS FOR BLACK STUDENTS at selective public institutions has regressed since 2000. While a handful of institutions have been able to improve, access at the overwhelming majority of institutions has gotten worse.**



**FIGURE 4:** Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities (2017 and 2000)



	<b>Black Student Access</b> Change Since 2000 (percentage points)	<b>Latino Student Access</b> Change Since 2000 (percentage points)
● % of selective public colleges with <b>A's</b> (Scores of 90 and above)	<b>-5 pps</b>	<b>+6 pps</b>
● % of selective public colleges with <b>B's</b> (Scores of 80 to 89)	<b>-4 pps</b>	<b>+9 pps</b>
● % of selective public colleges with <b>C's</b> (Scores of 70 to 79)	<b>-4 pps</b>	<b>+6 pps</b>
● % of selective public colleges with <b>D's</b> (Scores of 60 to 69)	<b>0 pps</b>	<b>+9 pps</b>
● % of selective public colleges with <b>F's</b> (Scores of 59 and below)	<b>+13 pps</b>	<b>-30 pps</b>

Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS), the United States Census Bureau's American Community Survey (2015-2017), and the United States Census Bureau's Census 2000. See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details

## LIMITED PROGRESS, INSUFFICIENT ACCESS FOR BLACK AND LATINO STUDENTS

Although a few institutions have made marginal progress, the overwhelming majority of the nation's most selective public colleges and universities are largely inaccessible to Black and Latino students. Fifty-five percent of these institutions had D and F grades for access for BOTH Black and Latino students (40% earned F grades for both). These colleges are listed in Table 1. Additional grades, scores, and data for all public selective colleges and universities are provided in Appendix Table A (Black students) and B (Latino students).

Sadly, there are very few bright spots in the data. It appears that a handful of institutions may be relatively accessible to either Black or Latino students, but hardly any provide access to both. In fact, only three institutions (i.e., the University of Louisville, the University of Maine, and the University of New Mexico) earned an A or B for both Black and Latino student access. And it should be noted that the University of Maine is not very racially or ethnically diverse despite being representative of its state demography. Less than 6% of its undergraduates are Black or Latino, collectively.

The data paints a bleak picture of the current state of access for Black students. Overall, these selective public institutions are regressing toward segregation and becoming less accessible. Seventy-seven percent of institutions failed to expand Black student access. Only 10 institutions had Black enrollments that were relatively representative of their state's Black population. While these institutions earned A and B grades for Black student access, only two of these colleges — SUNY Albany and the University of Louisville — had a Black student body that exceeded 10%. At the other eight colleges, the percentage of Black students was under 3%. However, these institutions were located in states where less than 2.5% of the population was Black.

In states with larger Black populations, selective public colleges are missing the mark. Of the 57 colleges in states with Black populations that exceeded 13%, all but one received a D or F grade. The exception was SUNY Albany, which improved its Black student access score by 44 points, going from an F in 2000 to an A in 2017. The institution increased the percentage of Black students on campus by 8.5 percentage points even though the percentage of Black college-eligible residents in the state increased by less than a full percentage point.

**ALTHOUGH A FEW INSTITUTIONS HAVE MADE MARGINAL PROGRESS, the overwhelming majority of the nation's most selective public colleges and universities are largely inaccessible to Black and Latino students.**

For Latino students, the narrative is bit more nuanced. Every single institution increased the percentage of Latino students on campus since 2000 and roughly 85% saw their Latino access scores improve. This improvement should be commended, but it must be noted that many of these institutions enrolled very few Latinos in 2000. Nearly two-thirds of these institutions had Latino enrollments at or below 5%, and roughly 80% of these colleges had Latino enrollments below 10%. Frankly, failing to improve Latino representation would have been a difficult task given the low enrollment figures in 2000 and the considerable growth in the Latino population in nearly every state. Also, keep in mind that while all institutions saw improvement, nearly two-thirds of these colleges failed to make enrollment gains that either kept pace with or exceeded the Latino population growth in their state.

The improvement in access for Latino students since 2000 should not overshadow the fact that, by and large, selective public colleges and universities are still not enrolling enough Latino students. Nearly two-thirds of these institutions received D and F grades. Also, many of the institutions receiving D and F grades were in states with the most Latino residents. Over 70% of institutions in states where the college-eligible Latino population exceeded 10% received D and F grades. And while more institutions got A and B grades on Latino student access than on Black student access, at nearly half (11) of the 24 institutions, Latinos accounted for less than 5% of the student body.

There were 10 institutions that stood out for their commitment to Latino student access. At least 5% of the students were Latino at these colleges and universities, which received A or B grades for Latino student access while having Latino enrollment gains that exceeded their state's population growth. These institutions were the University of New Mexico, the University of Central Florida, the University of Illinois at Chicago, the College of William and Mary, CUNY Hunter College, George Mason University, CUNY Bernard M. Baruch College, Louisiana State University, the University of Iowa, and the New Jersey Institute of Technology. Among these institutions, the University of Central Florida made considerable gains. Its access grade improved from an F to a B. The percentage of Latino students increased by nearly 15 percentage points, while the percentage of Latinos in Florida only increased by roughly 10 percentage points.

**FOR LATINO STUDENTS**, the narrative is bit more nuanced. Every single institution increased the percentage of Latino students on campus since 2000 and roughly 85% saw their Latino access scores improve. This improvement should be commended, but it must be noted that many of these institutions enrolled very few Latinos in 2000.

**TABLE 1:** The Least Accessible Selective Public Colleges and Universities for Black and Latino Students

Institution Name	State	Black Student Access Grade (2017)	Latino Student Access Grade (2017)
University of Alaska Fairbanks	AK	F	F
University of California-Santa Cruz	CA	F	D
University of California-Santa Barbara	CA	F	F
University of California-Irvine	CA	F	F
University of California-Los Angeles	CA	F	F
University of California-Davis	CA	F	F
University of California-San Diego	CA	F	F
California Polytechnic State University-San Luis Obispo	CA	F	F
University of California-Berkeley	CA	F	F
Colorado State University-Fort Collins	CO	F	F
University of Colorado Boulder	CO	F	F
Colorado School of Mines	CO	F	F
University of Connecticut	CT	F	F
Florida State University	FL	F	D
New College of Florida	FL	F	D
Georgia Institute of Technology-Main Campus	GA	F	D
University of Georgia	GA	F	F
University of Illinois at Urbana-Champaign	IL	F	F
Indiana University-Bloomington	IN	F	D
Purdue University-Main Campus	IN	F	F
University of Kansas	KS	F	F
University of Maryland-Baltimore County	MD	F	D
University of Massachusetts-Amherst	MA	F	F
Michigan State University	MI	F	D
Michigan Technological University	MI	F	F
University of Minnesota-Twin Cities	MN	F	F
Missouri University of Science and Technology	MO	F	D
Truman State University	MO	F	F
University of Nebraska-Lincoln	NE	F	F
University of Nevada-Reno	NV	F	F
Rutgers University-New Brunswick	NJ	F	F
The College of New Jersey	NJ	F	F
Stony Brook University	NY	F	F
Binghamton University	NY	F	F
SUNY College at Geneseo	NY	F	F
University at Buffalo	NY	F	F
SUNY College of Environmental Science and Forestry	NY	F	F
University of North Carolina at Asheville	NC	F	F
North Carolina State University at Raleigh	NC	F	F
University of Cincinnati-Main Campus	OH	F	D
Pennsylvania State University-Main Campus	PA	F	D
University of Pittsburgh-Pittsburgh Campus	PA	F	F
University of Rhode Island	RI	D	F
University of South Carolina-Columbia	SC	F	D
Clemson University	SC	F	F
The University of Tennessee-Knoxville	TN	F	D
Texas Tech University	TX	F	F
The University of Texas at Austin	TX	F	F
Texas A & M University-College Station	TX	F	F
The University of Texas at Dallas	TX	F	F
University of Virginia-Main Campus	VA	F	F
Virginia Military Institute	VA	F	F
Virginia Polytechnic Institute and State University	VA	F	F
Christopher Newport University	VA	F	F
University of Washington-Seattle Campus	WA	D	F
University of Wisconsin-Madison	WI	F	D

Note: Additional data on these institutions and others are provided in the Appendix.



# HOW CAN CAMPUS LEADERS AND POLICYMAKERS IMPROVE ACCESS FOR BLACK AND LATINO STUDENTS?

Improving access for Black and Latino students at the 101 institutions included in this report is a matter of political will and institutional prioritization. With larger endowments and more funding, these institutions have the resources to do so, but their leaders must make a conscious commitment to increasing access. Below are several actions that institutional leaders can take to improve access for Black and Latino students at selective public colleges and universities. We also offer a few actions policymakers should take to help institutions become more accessible.

## 1. Adopt goals to increase access:

Public colleges and universities must develop specific goals to increase access for Black and Latino students on their campuses. With foundation support, institutions should seek to form a coalition, similar to the [University Innovation Alliance](#), that is focused exclusively on enrolling and graduating more students of color, especially those who are Black and Latino. This type of alliance would lead to a large, scalable effort, by allowing institutions to learn from one another and share what is effective.

## 2. Increase access to high-quality guidance counselors:

Meeting with high school counselors improves a student's likelihood of completing the FAFSA, attending any college, and attending a four-year institution.<sup>17</sup> However, Black and Latino students disproportionately attend schools that have inadequate numbers of counselors and, in some cases, no counselor at all.<sup>18</sup> Policymakers must ensure that Black and Latino students have access to more guidance counselors, and that these counselors have manageable caseloads that allow them to properly serve their students. According to the American School Counselor Association, the recommended student-to-counselor ratio is 250:1. The public schools in only three states meet this benchmark.<sup>19</sup>

## 3. Use race more prominently in admissions decisions:

Except in a handful of states, it is legal to use race in college admissions decisions. The Supreme Court has affirmed its constitutionality in several cases, including most recently in the *Fisher v. The University of Texas* cases.<sup>20</sup> Despite the legality of such policies, very few institutions use race in their admissions decisions, and public institutions are the least likely to do so.<sup>21</sup> Just 6.8% of institutions have indicated that race is used in a considerable way in admissions decisions for first-year students. And only 17.8% of institutions say race has a moderate influence. Admissions staff must utilize a holistic admissions process that incorporates race as a significant factor in their decisions.

#### 4. Rescind state bans on affirmative action:

In nine states, the use of affirmative action has been banned. And in those states the evidence shows that many selective public colleges and universities have seen declines in the representation of Black and Latino students on campus.<sup>22</sup> The most effective way to reverse these trends is to use of race-based affirmative action, as income-based approaches have proven less effective at increasing the representation of students of color.<sup>23</sup>

#### 5. Increase aid to Black and Latino students:

Instead of using financial aid dollars to attract out-of-state and wealthy students, selective public colleges and universities should use these funds to attract more Black and Latino students.<sup>24</sup> Black and Latino students, who are more likely to come from families with less income and wealth, are more likely to have unmet financial need.<sup>25</sup> Inadequate financial aid may lead students to enroll at less expensive institutions, which may lack the resources to offer the necessary support programs that help students succeed. While Latino students don't borrow as much, Black students take on more debt than anyone.<sup>26</sup> These students could benefit considerably from increased investments in need-based aid. Yet while selective public colleges and universities are among the most well-resourced institutions, they are surprisingly unaffordable.<sup>27</sup> More generous financial aid packages could bolster Black and Latino enrollments. Campus leaders should assess whether their practices actually ensure that funds are going to students who need them the most, and state policymakers must increase appropriations that support need-based financial aid.

#### 6. Alter recruitment strategies:

Selective public colleges and universities will continue to see low enrollments of Black and Latino students if they do not change their recruitment strategies. Research shows that public research institutions are putting their efforts toward recruiting out-of-state students instead of recruiting widely within their own states.<sup>28</sup> Outreach efforts are also most likely to target high schools that do not have high percentages of Black, Latino, and other students of color. Colleges must begin to more aggressively recruit their own state residents and focus on high schools and community colleges with high numbers of Black and Latino students. In addition, recruiters must spend more time developing relationships at schools located in low-income communities where Black and Latino students are overrepresented. While institutional leaders must find a way to expand their recruitment efforts, state policymakers must also ensure institutions have the funding to do so.

## 7. Improve campus racial climates:

Campus leaders should also focus their energies on improving campus racial climates. This would make colleges and universities more attractive to prospective Black and Latino students and help institutions retain the Black and Latino students they currently enroll.<sup>29</sup> A large body of evidence shows that Black and Latino students often perceive predominantly White campuses as alienating, unwelcoming, and racist.<sup>30</sup> And poor racial climates can negatively influence students' academic and social engagement, sense of belonging, and chances of completing a degree.<sup>31</sup> Administrators can improve campus racial climates by ensuring that racism and hate crimes on campus are handled swiftly and appropriately, hiring more faculty and staff of color, integrating diverse perspectives and materials in course curricula, and ensuring that students have the social and cultural support they need. Selective public four-year institutions could learn from the colleges in the California Community College Equity Leadership Alliance, which have made commitments to combat racial inequity and racism on their campuses.<sup>32</sup> Why can't these public selective institutions make similar commitments and partner with USC's Race and Equity Center?

## 8. Use outcomes-based funding policies equitably:

Approximately 35 states have funding models that award financial resources to institutions contingent on institutional performance.<sup>33</sup> Under many of these models, public colleges and universities are provided funds based on how they do on a select set of key metrics related to an institution's mission and state goals. While most of these metrics focus heavily on student success, it is critical that student access is considered as well. Colleges should be rewarded for equitably serving a student body that reflects the demography of the state. Incentivizing access with more (or less) funding can be an effective tool to get selective institutions to place more emphasis on recruiting and enrolling Black and Latino students.

## 9. Leverage federal accountability:

When the federal government seeks to reauthorize the Higher Education Act for the first time since 2008, policymakers must include measures that ensure institutions are serving a racially and socioeconomically diverse student body. As we suggest in [our federal accountability principles](#), this can be done by directing additional federal dollars to institutions that meet minimum standards for enrolling students of color and students from low-income backgrounds.<sup>34</sup> Institutions should set goals for improving racial diversity using the benchmarks in our [Broken Mirrors I](#) and [II reports](#).<sup>35</sup> Colleges should also ensure that at least 20% of their undergraduates are from low-income backgrounds.

## 10. Reduce the role of standardized testing and/or consider making tests optional:

Selective public colleges and universities should reduce and/or consider suspending the use of the SAT or ACT as admissions criteria. These tests are not strong predictors of college success and can disproportionately constrict access for Black and Latino students, who — on average — don't score as highly as their White and Asian peers. Instead, these institutions should place more emphasis on high school grades, which are a better predictor of college success.<sup>36</sup> Emerging evidence suggests that making standardized tests optional may lead more students of color to apply and be admitted.<sup>37</sup> Furthermore, the study found that there were no differences in college academic performance between students that did and didn't submit test scores.





## ABOUT THE DATA

The 101 selective public colleges and universities included in this analysis were identified using four criteria: First, all 50 of the institutions that are designated as state flagships were deemed selective. These institutions are typically among the most selective and well-resourced public institutions in the state. Second, public institutions with an average 2017 SAT score (or the 2017 ACT equivalent) of 1150 or higher were defined as selective. An average score of 1150 or higher places these institutions among the top 20% of all institutions, both public and private. Third, public institutions were designated as selective if the Carnegie Foundation classified them as “more selective” AND “highest research activity” in their 2015 Classification scheme.<sup>38</sup> And finally, institutions were considered selective if they are recognized by their state as a public honors college. If a public institution fulfilled any of these criteria, it was considered selective and included in this analysis if its data was available. Because this report examines change in access since 2000, the New College of Florida, which was founded in 2001, was not included in the analysis. However, its data is included in Table 1 and in the Appendix.

Fall enrollment data from the Integrated Postsecondary Education Data System (IPEDS) and data from the United States Census Bureau’s Census 2000 and American Community Survey (ACS, 2015-2017) were used in this report. A three-year average of IPEDS enrollment data from 1998, 1999, and 2000 was used to create institutional estimates for the percentages of Black and Latino students at the colleges in 2000. Similarly, IPEDS enrollment data from 2015, 2016, and 2017 were used to create estimates for enrollment in 2017. These three-year averages were used to soften the influence of any potential yearly data anomalies. The Census 2000 and ACS data from 2015, 2016, and 2017 were used to create population estimates of the percentage of 18- to 24-year-old college eligible residents in each state who were Black and Latino in 2000 and 2017.<sup>39</sup> Three years of ACS data were used to ensure the sample size was large enough to produce accurate estimates.

\*Editor’s note: The Education Trust follows new guidelines of The Associated Press, which recommends the word “data” take singular verbs and pronouns when writing for general audiences and in data journalism contexts.



# APPENDIX

**TABLE A:** Black Student Access Data for Selective Public Colleges and Universities

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
Auburn University	AL	6.4%	33.0%	19 / F	6.6%	29.2%	23 / F	-0.2	3.9	-3 / From F to F
The University of Alabama*	AL	10.5%	33.0%	32 / F	14.0%	29.2%	48 / F	-3.5	3.9	-16 / From F to F
University of Alabama in Huntsville	AL	11.4%	33.0%	35 / F	14.2%	29.2%	49 / F	-2.8	3.9	-14 / From F to F
University of Alaska Fairbanks*	AL	2.2%	4.5%	48 / F	3.3%	5.3%	62 / D	-1.2	-0.9	-14 / From D to F
Arizona State University-Tempe	AZ	3.8%	5.1%	74 / C	3.1%	3.4%	91 / A	0.7	1.7	-17 / From A to C
University of Arizona*	AZ	3.9%	5.1%	76 / C	2.8%	3.4%	83 / B	1.1	1.7	-7 / From B to C
University of Arkansas*	AR	4.7%	19.0%	25 / F	6.4%	18.5%	34 / F	-1.7	0.4	-10 / From F to F
California Polytechnic State University-San Luis Obispo	CA	0.8%	6.3%	12 / F	1.2%	6.7%	18 / F	-0.5	-0.4	-6 / From F to F
University of California-Berkeley*	CA	1.9%	6.3%	31 / F	4.7%	6.7%	71 / C	-2.8	-0.4	-40 / From C to F
University of California-Davis	CA	2.2%	6.3%	36 / F	2.8%	6.7%	43 / F	-0.6	-0.4	-7 / From F to F
University of California-Irvine	CA	1.9%	6.3%	30 / F	2.0%	6.7%	30 / F	-0.1	-0.4	1 / From F to F
University of California-Los Angeles	CA	3.2%	6.3%	51 / F	4.8%	6.7%	72 / C	-1.6	-0.4	-21 / From C to F
University of California-Riverside	CA	4.1%	6.3%	66 / D	5.4%	6.7%	81 / B	-1.3	-0.4	-16 / From B to D
University of California-San Diego	CA	1.4%	6.3%	23 / F	1.6%	6.7%	23 / F	-0.1	-0.4	-1 / From F to F
University of California-Santa Barbara	CA	2.2%	6.3%	35 / F	2.5%	6.7%	38 / F	-0.3	-0.4	-3 / From F to F
University of California-Santa Cruz	CA	1.9%	6.3%	31 / F	2.2%	6.7%	32 / F	-0.2	-0.4	-1 / From F to F
Colorado School of Mines	CO	1.1%	4.9%	22 / F	1.3%	4.0%	32 / F	-0.2	0.9	-11 / From F to F
Colorado State University-Fort Collins	CO	2.4%	4.9%	49 / F	1.6%	4.0%	41 / F	0.7	0.9	8 / From F to F
University of Colorado Boulder*	CO	1.6%	4.9%	33 / F	1.9%	4.0%	47 / F	-0.2	0.9	-13 / From F to F
University of Connecticut*	CT	5.7%	12.9%	44 / F	5.0%	11.4%	44 / F	0.7	1.5	0 / From F to F
University of Delaware*	DE	5.8%	27.1%	22 / F	6.1%	20.8%	29 / F	-0.3	6.3	-8 / From F to F
Florida State University	FL	8.2%	20.6%	40 / F	12.5%	18.1%	69 / D	-4.3	2.5	-29 / From D to F
New College of Florida	FL	2.9%	20.6%	14 / F	N/A	N/A	N/A	N/A	N/A	N/A
University of Central Florida	FL	11.2%	20.6%	55 / F	7.5%	18.1%	42 / F	3.7	2.5	13 / From F to F
University of Florida*	FL	6.3%	20.6%	31 / F	7.4%	18.1%	41 / F	-1.1	2.5	-10 / From F to F
University of South Florida-Main Campus	FL	10.4%	20.6%	51 / F	10.7%	18.1%	59 / F	-0.3	2.5	-9 / From F to F
Georgia Institute of Technology-Main Campus	GA	6.7%	36.2%	19 / F	8.8%	31.3%	28 / F	-2.0	5.0	-9 / From F to F
University of Georgia*	GA	7.6%	36.2%	21 / F	6.0%	31.3%	19 / F	1.6	5.0	2 / From F to F
University of Hawaii at Manoa*	HI	1.4%	3.5%	41 / F	0.9%	3.5%	26 / F	0.5	0.1	15 / From F to F
University of Idaho*	ID	1.3%	1.4%	92 / A	0.6%	0.4%	100 / A	0.7	1.1	-8 / From A to A
University of Illinois at Chicago	IL	8.0%	17.7%	46 / F	9.9%	15.2%	65 / D	-1.9	2.4	-20 / From D to F
University of Illinois at Urbana-Champaign*	IL	5.7%	17.7%	32 / F	7.1%	15.2%	47 / F	-1.4	2.4	-14 / From F to F
Indiana University-Bloomington*	IN	4.2%	10.3%	41 / F	3.9%	8.7%	45 / F	0.3	1.6	-4 / From F to F

CONTINUED: ( TABLE A: Black Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
Purdue University-Main Campus	IN	3.0%	10.3%	29 / F	3.4%	8.7%	39 / F	-0.4	1.6	-10 / From F to F
University of Iowa*	IA	3.3%	5.0%	66 / D	2.3%	2.3%	99 / A	1.0	2.7	-33 / From A to D
University of Kansas*	KS	4.1%	8.6%	48 / F	2.8%	6.6%	43 / F	1.3	2.1	5 / From F to F
University of Kentucky*	KY	7.7%	11.0%	70 / C	5.7%	8.2%	70 / C	1.9	2.8	0 / From C to C
University of Louisville	KY	11.3%	11.0%	100 / A	12.9%	8.2%	100 / A	-1.6	2.8	0 / From A to A
Louisiana State University*	LA	12.2%	36.7%	33 / F	9.6%	33.9%	28 / F	2.6	2.8	5 / From F to F
University of Maine*	ME	2.1%	2.2%	94 / A	0.8%	1.0%	78 / C	1.3	1.2	17 / From C to A
St Mary's College of Maryland	MD	8.6%	33.3%	26 / F	8.5%	30.4%	28 / F	0.0	2.8	-2 / From F to F
University of Maryland-Baltimore County	MD	17.5%	33.3%	53 / F	16.0%	30.4%	53 / F	1.5	2.8	0 / From F to F
University of Maryland-College Park*	MD	12.6%	33.3%	38 / F	14.1%	30.4%	46 / F	-1.4	2.8	-8 / From F to F
University of Massachusetts-Amherst*	MA	4.0%	8.1%	49 / F	4.6%	5.8%	80 / B	-0.6	2.4	-31 / From B to F
University of Massachusetts-Lowell	MA	5.8%	8.1%	72 / C	1.7%	5.8%	30 / F	4.1	2.4	42 / From F to C
Michigan State University	MI	7.1%	16.4%	43 / F	8.7%	14.0%	62 / D	-1.6	2.4	-19 / From D to F
Michigan Technological University	MI	1.0%	16.4%	6 / F	2.2%	14.0%	15 / F	-1.2	2.4	-10 / From F to F
University of Michigan-Ann Arbor*	MI	4.3%	16.4%	26 / F	8.2%	14.0%	58 / F	-3.9	2.4	-32 / From F to F
University of Minnesota-Twin Cities*	MN	4.2%	7.2%	59 / F	3.8%	3.6%	100 / A	0.4	3.6	-41 / From A to F
University of Mississippi*	MS	13.0%	44.7%	29 / F	11.6%	39.9%	29 / F	1.4	4.8	0 / From F to F
Missouri University of Science and Technology	MO	3.3%	14.2%	23 / F	3.8%	11.6%	32 / F	-0.4	2.6	-9 / From F to F
Truman State University	MO	3.5%	14.2%	25 / F	3.2%	11.6%	28 / F	0.3	2.6	-3 / From F to F
University of Missouri-Columbia*	MO	7.8%	14.2%	55 / F	6.4%	11.6%	55 / F	1.4	2.6	0 / From F to F
The University of Montana*	MT	0.9%	0.8%	100 / A	0.5%	0.5%	91 / A	0.5	0.3	9 / From A to A
University of Nebraska-Lincoln*	NE	2.7%	6.4%	43 / F	2.0%	3.6%	55 / F	0.8	2.8	-12 / From F to F
University of Nevada-Reno*	NV	3.4%	9.8%	35 / F	2.3%	7.2%	32 / F	1.1	2.6	3 / From F to F
University of New Hampshire-Main Campus*	NH	1.2%	1.6%	77 / C	0.8%	1.1%	77 / C	0.4	0.6	0 / From C to C
New Jersey Institute of Technology	NJ	8.0%	16.8%	48 / F	12.0%	15.8%	76 / C	-4.0	1.0	-28 / From C to F
Rutgers University-New Brunswick*	NJ	7.4%	16.8%	44 / F	8.0%	15.8%	51 / F	-0.7	1.0	-7 / From F to F
The College of New Jersey	NJ	5.7%	16.8%	34 / F	6.0%	15.8%	38 / F	-0.3	1.0	-4 / From F to F
New Mexico Institute of Mining and Technology	NM	1.9%	2.5%	77 / C	0.9%	2.3%	37 / F	1.1	0.1	41 / From F to C
University of New Mexico-Main Campus*	NM	2.4%	2.5%	98 / A	2.7%	2.3%	100 / A	-0.3	0.1	-2 / From A to A
Binghamton University	NY	5.1%	16.4%	31 / F	5.3%	15.6%	34 / F	-0.2	0.8	-3 / From F to F
CUNY Bernard M Baruch College	NY	9.1%	16.4%	55 / F	21.3%	15.6%	100 / A	-12.3	0.8	-45 / From A to F
CUNY Hunter College	NY	10.1%	16.4%	62 / D	19.7%	15.6%	100 / A	-9.6	0.8	-38 / From A to D
Stony Brook University	NY	6.6%	16.4%	40 / F	9.1%	15.6%	58 / F	-2.5	0.8	-18 / From F to F
SUNY at Albany	NY	17.2%	16.4%	100 / A	8.7%	15.6%	56 / F	8.5	0.8	44 / From F to A
SUNY College at Geneseo	NY	2.8%	16.4%	17 / F	1.8%	15.6%	12 / F	1.0	0.8	6 / From F to F
SUNY College of Environmental Science and Forestry	NY	1.5%	16.4%	9 / F	3.0%	15.6%	19 / F	-1.4	0.8	-10 / From F to F
University at Buffalo*	NY	7.4%	16.4%	45 / F	8.3%	15.6%	53 / F	-0.9	0.8	-8 / From F to F

# APPENDIX

CONTINUED: ( TABLE A: Black Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
North Carolina State University at Raleigh	NC	6.1%	24.9%	24 / F	10.4%	23.0%	45 / F	-4.3	2.0	-21 / From F to F
University of North Carolina at Asheville	NC	4.3%	24.9%	17 / F	3.5%	23.0%	15 / F	0.9	2.0	2 / From F to F
University of North Carolina at Chapel Hill*	NC	8.0%	24.9%	32 / F	11.2%	23.0%	49 / F	-3.2	2.0	-17 / From F to F
University of North Dakota*	ND	2.4%	3.5%	70 / C	0.8%	1.0%	75 / C	1.7	2.4	-5 / From C to C
Miami University-Oxford	OH	3.1%	14.4%	21 / F	3.7%	10.9%	34 / F	-0.6	3.6	-13 / From F to F
Ohio State University-Main Campus*	OH	5.6%	14.4%	39 / F	7.7%	10.9%	71 / C	-2.1	3.6	-32 / From C to F
University of Cincinnati-Main Campus	OH	7.3%	14.4%	50 / F	14.5%	10.9%	100 / A	-7.2	3.6	-50 / From A to F
University of Oklahoma-Norman Campus*	OK	4.7%	8.0%	59 / F	7.3%	9.2%	80 / B	-2.6	-1.1	-21 / From B to F
University of Oregon*	OR	2.1%	2.4%	88 / B	1.5%	1.8%	83 / B	0.5	0.5	4 / From B to B
Pennsylvania State University-Main Campus*	PA	4.2%	14.0%	30 / F	3.9%	10.4%	38 / F	0.3	3.6	-7 / From F to F
University of Pittsburgh-Pittsburgh Campus	PA	5.1%	14.0%	37 / F	9.4%	10.4%	90 / A	-4.2	3.6	-54 / From A to F
University of Rhode Island*	RI	5.2%	7.6%	68 / D	3.8%	5.2%	73 / C	1.4	2.5	-5 / From C to D
Clemson University	SC	6.7%	32.0%	21 / F	7.5%	30.3%	25 / F	-0.9	1.7	-4 / From F to F
University of South Carolina-Columbia*	SC	9.1%	32.0%	28 / F	19.1%	30.3%	63 / D	-10.1	1.7	-35 / From D to F
University of South Dakota*	SD	2.9%	2.1%	100 / A	0.9%	0.5%	100 / A	2.0	1.6	0 / From A to A
The University of Tennessee-Knoxville*	TN	6.7%	21.2%	32 / F	5.8%	18.3%	31 / F	0.9	2.9	0 / From F to F
Texas A & M University-College Station	TX	3.0%	13.9%	22 / F	2.7%	12.8%	21 / F	0.3	1.0	1 / From F to F
Texas Tech University	TX	6.2%	13.9%	45 / F	3.1%	12.8%	24 / F	3.1	1.0	21 / From F to F
The University of Texas at Austin*	TX	4.1%	13.9%	30 / F	3.5%	12.8%	27 / F	0.7	1.0	3 / From F to F
The University of Texas at Dallas	TX	5.9%	13.9%	43 / F	6.7%	12.8%	52 / F	-0.8	1.0	-10 / From F to F
University of Utah*	UT	1.4%	1.5%	92 / A	0.6%	0.8%	73 / C	0.8	0.7	18 / From C to A
University of Vermont*	VT	1.4%	2.4%	57 / F	0.5%	1.3%	37 / F	0.9	1.1	21 / From F to F
Christopher Newport University	VA	7.6%	22.3%	34 / F	16.2%	20.9%	78 / C	-8.6	1.5	-44 / From C to F
College of William and Mary	VA	7.3%	22.3%	33 / F	4.5%	20.9%	21 / F	2.8	1.5	11 / From F to F
George Mason University	VA	10.7%	22.3%	48 / F	9.1%	20.9%	44 / F	1.6	1.5	4 / From F to F
University of Virginia-Main Campus*	VA	6.4%	22.3%	29 / F	9.7%	20.9%	46 / F	-3.3	1.5	-18 / From F to F
Virginia Military Institute	VA	6.0%	22.3%	27 / F	6.1%	20.9%	29 / F	-0.1	1.5	-2 / From F to F
Virginia Polytechnic Institute and State University	VA	3.9%	22.3%	18 / F	4.1%	20.9%	20 / F	-0.2	1.5	-2 / From F to F
University of Washington-Seattle Campus*	WA	2.7%	4.4%	62 / D	2.8%	3.9%	72 / C	-0.1	0.5	-10 / From C to D
West Virginia University*	WV	4.5%	6.3%	71 / C	4.0%	4.1%	100 / A	0.5	2.3	-28 / From A to C
University of Wisconsin-Madison*	WI	2.1%	7.9%	27 / F	2.0%	5.2%	38 / F	0.2	2.7	-11 / From F to F
University of Wyoming*	WY	1.1%	1.1%	100 / A	1.1%	0.9%	100 / A	0.0	0.2	0 / From A to A

Notes: Access scores = (% at institution who are Black ÷ % of 18- to 24-year-olds in the state who are Black) X 100. Discrepancies in scores are due to rounding. New College of Florida was founded in 2001, so N/A is listed for 2000 data and all change over time measures. \*\*Underlined scores were capped at 100. In these instances, the % enrolled exceeded the % of the population.



# APPENDIX

**TABLE B:** Latino Student Access Data for Selective Public Colleges and Universities

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade** (2017)	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
Auburn University	AL	3.3%	3.9%	84 / B	0.8%	1.5%	53 / F	2.5%	2.4%	30 / From F to B
The University of Alabama*	AL	4.3%	3.9%	100 / A	0.8%	1.5%	53 / F	3.5%	2.4%	47 / From F to A
University of Alabama in Huntsville	AL	4.3%	3.9%	100 / A	1.6%	1.5%	100 / A	2.6%	2.4%	0 / From A to A
University of Alaska Fairbanks*	AK	5.9%	10.9%	54 / F	2.4%	5.9%	40 / F	3.6%	5.0%	14 / From F to F
Arizona State University-Tempe	AZ	19.6%	40.3%	49 / F	10.8%	26.8%	40 / F	8.7%	13.5%	8 / From F to F
University of Arizona*	AZ	25.9%	40.3%	64 / D	14.4%	26.8%	54 / F	11.5%	13.5%	10 / From F to D
University of Arkansas*	AR	8.1%	9.7%	83 / B	1.4%	2.7%	50 / F	6.8%	7.0%	33 / From F to B
California Polytechnic State University-San Luis Obispo	CA	16.2%	49.0%	33 / F	11.5%	34.7%	33 / F	4.7%	14.3%	0 / From F to F
University of California-Berkeley*	CA	14.8%	49.0%	30 / F	10.4%	34.7%	30 / F	4.3%	14.3%	0 / From F to F
University of California-Davis	CA	20.2%	49.0%	41 / F	9.9%	34.7%	29 / F	10.3%	14.3%	13 / From F to F
University of California-Irvine	CA	26.0%	49.0%	53 / F	10.9%	34.7%	32 / F	15.0%	14.3%	21 / From F to F
University of California-Los Angeles	CA	21.5%	49.0%	44 / F	14.7%	34.7%	42 / F	6.8%	14.3%	2 / From F to F
University of California-Riverside	CA	38.8%	49.0%	79 / C	20.8%	34.7%	60 / D	18.0%	14.3%	19 / From D to C
University of California-San Diego	CA	17.0%	49.0%	35 / F	9.8%	34.7%	28 / F	7.1%	14.3%	6 / From F to F
University of California-Santa Barbara	CA	26.2%	49.0%	53 / F	13.7%	34.7%	39 / F	12.5%	14.3%	14 / From F to F
University of California-Santa Cruz	CA	29.8%	49.0%	61 / D	13.1%	34.7%	38 / F	16.7%	14.3%	23 / From F to D
Colorado School of Mines	CO	7.6%	26.5%	28 / F	6.5%	17.3%	37 / F	1.1%	9.3%	-9 / From F to F
Colorado State University-Fort Collins	CO	12.0%	26.5%	45 / F	5.6%	17.3%	32 / F	6.4%	9.3%	13 / From F to F
University of Colorado Boulder*	CO	11.2%	26.5%	42 / F	5.5%	17.3%	32 / F	5.7%	9.3%	10 / From F to F
University of Connecticut*	CT	9.4%	19.8%	48 / F	4.4%	11.9%	37 / F	5.0%	7.9%	11 / From F to F
University of Delaware*	DE	7.7%	11.0%	70 / C	2.4%	4.2%	57 / F	5.3%	6.8%	14 / From F to C
Florida State University	FL	19.7%	28.6%	69 / D	7.5%	19.0%	39 / F	12.2%	9.6%	29 / From F to D
New College of Florida	FL	17.3%	28.6%	61 / D	N/A	N/A	N/A	N/A	N/A	N/A
University of Central Florida	FL	25.2%	28.6%	88 / B	10.7%	19.0%	56 / F	14.5%	9.6%	32 / From F to B
University of Florida*	FL	21.2%	28.6%	74 / C	10.4%	19.0%	55 / F	10.8%	9.6%	19 / From F to C
University of South Florida-Main Campus	FL	20.6%	28.6%	72 / C	9.8%	19.0%	51 / F	10.8%	9.6%	20 / From F to C
Georgia Institute of Technology-Main Campus	GA	6.6%	10.1%	65 / D	2.8%	6.1%	46 / F	3.8%	4.0%	20 / From F to D
University of Georgia*	GA	5.7%	10.1%	57 / F	1.3%	6.1%	21 / F	4.5%	4.0%	36 / From F to F
University of Hawaii at Manoa*	HI	10.7%	15.2%	70 / C	1.2%	10.3%	12 / F	9.5%	4.9%	58 / From F to C
University of Idaho*	ID	10.1%	17.4%	58 / F	2.3%	6.8%	34 / F	7.8%	10.6%	24 / From F to F
University of Illinois at Chicago	IL	30.6%	21.6%	100 / A	17.1%	14.5%	100 / A	13.5%	7.1%	0 / From A to A
University of Illinois at Urbana-Champaign*	IL	10.2%	21.6%	47 / F	5.3%	14.5%	37 / F	4.9%	7.1%	11 / From F to F
Indiana University-Bloomington*	IN	5.4%	8.3%	64 / D	1.9%	4.1%	46 / F	3.5%	4.3%	18 / From F to D
Purdue University-Main Campus	IN	4.6%	8.3%	56 / F	2.0%	4.1%	48 / F	2.7%	4.3%	7 / From F to F



CONTINUED: ( TABLE B: Latino Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade** (2017)	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
University of Iowa*	IA	7.3%	7.6%	96 / A	2.2%	3.0%	73 / C	5.2%	4.7%	23 / From C to A
University of Kansas*	KS	7.5%	14.1%	54 / F	2.4%	7.0%	34 / F	5.2%	7.1%	19 / From F to F
University of Kentucky*	KY	4.5%	3.9%	100 / A	0.8%	1.8%	41 / F	3.7%	2.1%	59 / From F to A
University of Louisville	KY	4.5%	3.9%	100 / A	1.2%	1.8%	66 / D	3.3%	2.1%	34 / From D to A
Louisiana State University	LA	6.1%	5.7%	100 / A	2.4%	2.9%	84 / B	3.7%	2.9%	16 / From B to A
University of Maine*	ME	3.1%	3.4%	92 / A	0.7%	1.4%	49 / F	2.4%	2.0%	42 / From F to A
St Mary's College of Maryland	MD	8.3%	11.1%	75 / C	2.1%	5.4%	38 / F	6.2%	5.6%	37 / From F to C
University of Maryland-Baltimore County	MD	6.7%	11.1%	61 / D	2.4%	5.4%	45 / F	4.3%	5.6%	16 / From F to D
University of Maryland-College Park*	MD	9.6%	11.1%	86 / B	5.0%	5.4%	92 / A	4.6%	5.6%	-5 / From A to B
University of Massachusetts-Amherst*	MA	5.8%	15.0%	39 / F	3.8%	8.4%	45 / F	2.0%	6.6%	-6 / From F to F
University of Massachusetts-Lowell	MA	10.3%	15.0%	69 / D	2.5%	8.4%	29 / F	7.8%	6.6%	39 / From F to D
Michigan State University	MI	4.2%	6.4%	65 / D	2.4%	3.5%	67 / D	1.8%	2.9%	-2 / From D to D
Michigan Technological University	MI	1.9%	6.4%	30 / F	0.7%	3.5%	21 / F	1.2%	2.9%	9 / From F to F
University of Michigan-Ann Arbor*	MI	5.2%	6.4%	80 / B	4.1%	3.5%	100 / A	1.0%	2.9%	-20 / From A to B
University of Minnesota-Twin Cities*	MN	3.6%	6.4%	57 / F	1.9%	3.5%	54 / F	1.7%	2.9%	3 / From F to F
University of Mississippi*	MS	3.1%	3.6%	86 / B	0.5%	1.6%	34 / F	2.6%	2.0%	52 / From F to B
Missouri University of Science and Technology	MO	3.4%	5.2%	64 / D	1.3%	2.5%	52 / F	2.1%	2.7%	12 / From F to D
Truman State University	MO	2.7%	5.2%	52 / F	1.6%	2.5%	64 / D	1.1%	2.7%	-12 / From D to F
University of Missouri-Columbia*	MO	3.7%	5.2%	71 / C	1.5%	2.5%	59 / F	2.3%	2.7%	13 / From F to C
The University of Montana*	MT	4.5%	6.0%	75 / C	1.3%	2.2%	61 / D	3.2%	3.8%	14 / From D to C
University of Nebraska-Lincoln*	NB	5.8%	12.0%	48 / F	1.6%	5.2%	31 / F	4.2%	6.8%	17 / From F to F
University of Nevada-Reno*	NV	19.7%	38.5%	51 / F	5.7%	20.0%	28 / F	14.1%	18.4%	23 / From F to F
University of New Hampshire-Main Campus*	NH	3.4%	4.5%	76 / C	1.0%	2.2%	44 / F	2.4%	2.3%	31 / From F to C
New Jersey Institute of Technology	NJ	20.0%	24.9%	80 / B	12.4%	18.1%	68 / D	7.6%	6.7%	12 / From D to B
Rutgers University-New Brunswick*	NJ	13.0%	24.9%	52 / F	7.6%	18.1%	42 / F	5.4%	6.7%	10 / From F to F
The College of New Jersey	NJ	12.6%	24.9%	51 / F	5.3%	18.1%	29 / F	7.2%	6.7%	21 / From F to F
New Mexico Institute of Mining and Technology	NM	30.1%	57.0%	53 / F	19.4%	44.0%	44 / F	10.6%	13.0%	9 / From F to F
University of New Mexico-Main Campus*	NM	46.4%	57.0%	81 / B	31.5%	44.0%	72 / C	15.0%	13.0%	10 / From C to B
Binghamton University	NY	10.7%	22.0%	49 / F	5.4%	16.1%	34 / F	5.3%	5.8%	15 / From F to F
CUNY Bernard M Baruch College	NY	24.5%	22.0%	100 / A	19.5%	16.1%	100 / A	5.0%	5.8%	0 / From A to A
CUNY Hunter College	NY	29.5%	22.0%	100 / A	22.2%	16.1%	100 / A	7.3%	5.8%	0 / From A to A
Stony Brook University	NY	11.6%	22.0%	53 / F	7.4%	16.1%	46 / F	4.3%	5.8%	7 / From F to F
SUNY at Albany	NY	15.9%	22.0%	72 / C	6.0%	16.1%	37 / F	9.9%	5.8%	35 / From F to C
SUNY College at Geneseo	NY	7.6%	22.0%	35 / F	3.0%	16.1%	19 / F	4.6%	5.8%	16 / From F to F
SUNY College of Environmental Science and Forestry	NY	5.5%	22.0%	25 / F	2.3%	16.1%	14 / F	3.2%	5.8%	11 / From F to F

# APPENDIX

CONTINUED: ( TABLE B: Latino Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade**	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
University at Buffalo*	NY	6.8%	22.0%	31 / F	3.5%	16.1%	22 / F	3.3%	5.8%	9 / From F to F
North Carolina State University at Raleigh	NC	4.8%	10.8%	45 / F	1.7%	5.5%	31 / F	3.1%	5.2%	14 / From F to F
University of North Carolina at Asheville	NC	5.6%	10.8%	52 / F	1.3%	5.5%	24 / F	4.3%	5.2%	28 / From F to F
University of North Carolina at Chapel Hill*	NC	7.7%	10.8%	71 / C	1.3%	5.5%	23 / F	6.4%	5.2%	48 / From F to C
University of North Dakota*	ND	3.4%	5.3%	63 / D	0.9%	1.3%	70 / C	2.4%	4.0%	-7 / From C to D
Miami University-Oxford	OH	4.1%	4.4%	93 / A	1.7%	2.3%	72 / C	2.5%	2.1%	21 / From C to A
Ohio State University-Main Campus*	OH	3.9%	4.4%	89 / B	1.8%	2.3%	79 / C	2.1%	2.1%	10 / From C to B
University of Cincinnati-Main Campus	OH	3.0%	4.4%	68 / D	1.0%	2.3%	43 / F	2.0%	2.1%	26 / From F to D
University of Oklahoma-Norman Campus*	OK	9.3%	12.7%	73 / C	3.8%	5.4%	69 / D	5.5%	7.2%	4 / From D to C
University of Oregon*	OR	11.0%	18.6%	59 / F	3.0%	8.0%	37 / F	8.0%	10.6%	22 / From F to F
Pennsylvania State University-Main Campus*	PA	6.2%	9.1%	68 / D	2.9%	3.8%	76 / C	3.3%	5.3%	-8 / From C to D
University of Pittsburgh-Pittsburgh Campus	PA	3.5%	9.1%	38 / F	1.2%	3.8%	33 / F	2.2%	5.3%	6 / From F to F
University of Rhode Island*	RI	9.7%	18.1%	54 / F	3.6%	8.2%	44 / F	6.1%	9.9%	10 / From F to F
Clemson University	SC	3.5%	7.0%	49 / F	0.9%	3.2%	28 / F	2.6%	3.8%	21 / From F to F
University of South Carolina-Columbia*	SC	4.4%	7.0%	63 / D	1.4%	3.2%	44 / F	3.0%	3.8%	19 / From F to D
University of South Dakota*	SD	3.4%	5.0%	68 / D	0.6%	1.4%	40 / F	2.9%	3.6%	28 / From F to D
The University of Tennessee-Knoxville*	TN	3.7%	5.7%	64 / D	1.1%	2.5%	42 / F	2.6%	3.2%	22 / From F to D
Texas A & M University-College Station	TX	22.6%	45.4%	50 / F	9.6%	32.2%	30 / F	13.0%	13.2%	20 / From F to F
Texas Tech University	TX	25.0%	45.4%	55 / F	10.3%	32.2%	32 / F	14.8%	13.2%	23 / From F to F
The University of Texas at Austin*	TX	22.6%	45.4%	50 / F	13.7%	32.2%	43 / F	8.9%	13.2%	7 / From F to F
The University of Texas at Dallas	TX	18.2%	45.4%	40 / F	7.8%	32.2%	24 / F	10.4%	13.2%	16 / From F to F
University of Utah*	UT	11.8%	14.9%	79 / C	2.8%	6.8%	42 / F	8.9%	8.1%	37 / From F to C
University of Vermont*	VT	4.2%	3.2%	100 / A	1.1%	1.8%	62 / D	3.0%	1.4%	38 / From D to A
Christopher Newport University	VA	4.9%	10.9%	45 / F	2.3%	5.8%	39 / F	2.6%	5.1%	5 / From F to F
College of William and Mary	VA	9.1%	10.9%	83 / B	2.8%	5.8%	48 / F	6.3%	5.1%	36 / From F to B
George Mason University	VA	13.5%	10.9%	100 / A	7.2%	5.8%	100 / A	6.3%	5.1%	0 / From A to A
University of Virginia-Main Campus*	VA	6.2%	10.9%	57 / F	2.1%	5.8%	37 / F	4.1%	5.1%	20 / From F to F
Virginia Military Institute	VA	6.0%	10.9%	55 / F	2.6%	5.8%	45 / F	3.4%	5.1%	10 / From F to F
Virginia Polytechnic Institute and State University	VA	5.8%	10.9%	53 / F	1.8%	5.8%	32 / F	4.0%	5.1%	22 / From F to F
University of Washington-Seattle Campus*	WA	7.5%	16.6%	45 / F	3.8%	8.1%	47 / F	3.7%	8.5%	-2 / From F to F
West Virginia University*	WV	3.6%	1.5%	100 / A	1.1%	1.0%	100 / A	2.5%	0.5%	0 / From A to A
University of Wisconsin-Madison*	WI	4.9%	7.9%	62 / D	2.2%	4.0%	56 / F	2.6%	3.9%	5 / From F to D
University of Wyoming*	WY	7.0%	12.1%	58 / F	3.7%	7.1%	53 / F	3.3%	5.0%	6 / From F to F

Notes: Access scores = (% at institution who are Latino ÷ % of 18- to 24-year-olds in the state who are Latino) X 100. Discrepancies in scores are due to rounding. New College of Florida was founded in 2001, so N/A is listed for 2000 data and all change over time measures. \*\*Underlined scores in green were capped at 100. In these instances, the % enrolled exceeded the % of the population.



**ENDNOTES:**

1. The 101 selective public colleges and universities included in this analysis satisfy at least one of these four criteria: 1) designated as their state's public flagship institution, 2) has an average 2017 SAT score (or the 2017 ACT equivalent) of 1150 or higher, 3) has a 2015 Carnegie Classification as "more selective" AND "highest research activity," or are recognized by their state as a public honors college (See 'About the Data' for more information).
2. Reilly, K. (2020). A year after the college admissions scandal, here's what has (and has not) changed. *Time*. Retrieved from <https://time.com/5801167/college-admissions-scandal-changes/>
3. Witteveen, D., & Attewell, P. (2017). Family background and earnings inequality among college graduates. *Social Forces*, 95(4), 1539-1576. Retrieved from <https://academic.oup.com/sf/article-abstract/95/4/1539/2952922?redirectedFrom=fulltext>
4. Wai, J. (2013). Investigating America's elite: Cognitive ability, education, and sex differences. *Intelligence*, 41, 203-211. Retrieved from <https://www.psychologytoday.com/files/attachments/56143/wai-americas-elite-2013.pdf>
5. Nichols, A. H. & Schak, J. O. (2019). Broken Mirrors: Black student representation at public state colleges and universities. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/broken-mirrors-black-representation/>; Schak, J. O., Bentley, C., Nichols, A. H., & Del Pilar, W. (2019). Broken Mirrors II: Latino representation at public state colleges and universities. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/broken-mirrors-latino-representation-english/>
6. Haycock, K. & Gerald, D. (2006). Engines of inequality: Diminishing equity in the nation's premier public universities. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/engines-of-inequality-diminishing-equity-in-the-nations-premier-public-universities/>; Haycock, K., Lynch, M. & Engle, J. (2010). Opportunity adrift: Our flagship universities are straying from their public mission. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/opportunity-adrift-our-flagship-universities-are-straying-from-their-public-mission/>
7. Compared to the private institutions, these public institutions have lower average standardized test scores (SAT – or ACT equivalent of 1204 vs. 1422). Lower testing admission standards should make it easier for these public institutions to attract a more racially diverse candidate pool, which are systemically disadvantaged by an oversized use of standardized tests in admission decisions (<https://www.brookings.edu/research/race-gaps-in-sat-scores-highlight-inequality-and-hinder-upward-mobility/>).
8. Museus, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In *Higher Education: Handbook of Theory and Research* (pp. 189-227). Retrieved from [https://works.bepress.com/samuel\\_museus/88/](https://works.bepress.com/samuel_museus/88/)
9. Milem, J. F., Chang, M. J., & Lising Antonio, A. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: Association of American Colleges and Universities. Retrieved from <https://www.aacu.org/sites/default/files/files/mei/MakingDiversityWork.pdf>
10. Gillispie, C. (2019). Young learners, missed opportunities: Ensuring that Black and Latino children have access to high-quality state-funded preschool. Washington, DC: The Education Trust. Retrieved from <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2014/09/05162154/Young-Learners-Missed-Opportunities.pdf>
11. Gillispie, C. (2019). Young learners, missed opportunities: Ensuring that Black and Latino children have access to high-quality state-funded preschool. Washington, DC: The Education Trust. Retrieved from <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2014/09/05162154/Young-Learners-Missed-Opportunities.pdf>; DeMonte, J., & Hanna, R. (2014). Looking at the best teachers and who they teach: Poor students and students of color are less likely to get highly effective teaching. Washington, DC: Center for American Progress. Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf>; EdBuild. (2019). \$23 billion. Jersey City, NJ. Retrieved from <https://edbuild.org/content/23-billion>; Morgan, I., & Amerikaner, A. (2018). Funding gaps: An analysis of school funding equity across the U.S. and within each state. Washington, DC: The Education Trust. Retrieved from [https://edtrust.org/wp-content/uploads/2014/09/FundingGapReport\\_2018\\_FINAL.pdf](https://edtrust.org/wp-content/uploads/2014/09/FundingGapReport_2018_FINAL.pdf)
12. Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student-teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209-224.; U.S. Government Accountability Office. (2018). Discipline disparities for Black students, boys, and students with disabilities. Washington, DC. Retrieved from <https://www.gao.gov/assets/700/690828.pdf>; Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions. New Haven, CT: Yale University Child Study Center.
13. Jaschik, S. (2020). 20% enrollment drop seen. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/admissions/article/2020/05/04/surveys-reveal-bleak-picture-colleges-fall>
14. Trostel, P. (2015). It's not just the money: The benefits of college education to individuals and society. Lumina Foundation: Indianapolis. Retrieved from: <https://www.luminafoundation.org/files/resources/its-not-just-the-money.pdf>
15. Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia were counted as Southern states.
16. Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, and Texas account for roughly 3 out of 5 Latinos in the 50 states and DC.
17. Dunlop Velez, E. (2016). How can high school counseling shape students' postsecondary attendance? Exploring the relationship between the high school counseling context and students' subsequent postsecondary enrollment. Arlington, VA: National Association for College Admission Counseling. Retrieved from <https://www.nacacnet.org/globalassets/documents/publications/research/hsls-phase-iii.pdf>

no

# Concepto Co-Working.

Ending D.F

Tolax

1 DL + 1 DM

Intervalo



Reacciones = # +

agen = [ , ]

lario = post

Img

or de # }  
post } Re

≤ 1/

React =>

In

1



18. Tsoi-A-Fatt Bryant, R. (2015). College preparation for African American students: Gaps in the high school educational experience. Washington, DC: The Center for Law and Social Policy. Retrieved from <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/College-readiness2-2.pdf>; CLASP. (2015). Course, counselor, and teacher gaps: Addressing the college readiness challenge in high-poverty high schools. Washington, DC: The Center for Law and Social Policy. Retrieved from: <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/CollegeReadinessPaperFINALJune.pdf>
19. National Association for College Admission Counseling and American School Counselor Association. (2015). State-by-state student-to-counselor ratio report: 10-year trends. Arlington, VA and Alexandria, VA. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf>
20. Kramer, M. (2019). A timeline of key Supreme Court cases on affirmative action. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/03/30/us/affirmative-action-supreme-court.html>
21. Clinedinst, M. (2019). 2019 State of college admission. Arlington, VA: National Association for College Admission Counseling. Retrieved from [https://www.nacacnet.org/globalassets/documents/publications/research/2018\\_soca/soca2019\\_all.pdf](https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca2019_all.pdf)
22. Ashkenas, J., Park, H., & Pearce, A. (2017). Even with affirmative action, Blacks and Hispanics are more underrepresented at top colleges than 35 years ago. *The New York Times*. Retrieved from [https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?action=click&module=Top%20Stories&pgtype=Homepage&\\_r=0](https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?action=click&module=Top%20Stories&pgtype=Homepage&_r=0)
23. Reardon, S. F., Baker, R., Kasman, M., Klasik, D., & Townsend, J. B. (2015). Can socioeconomic status substitute for race in affirmative action college admissions policies? Evidence from a simulation model. Princeton, NJ: Education Testing Service. Retrieved from [https://www.ets.org/Media/Research/pdf/reardon\\_white\\_paper.pdf](https://www.ets.org/Media/Research/pdf/reardon_white_paper.pdf)
24. Wilkins, E., & Alexander, M. (2019). Public colleges woo wealthier students with aid they don't need. Washington, DC: Bloomberg Government. Retrieved from <https://about.bgov.com/news/public-colleges-woo-wealthier-students-with-aid-they-dont-need/>
25. Walizer, L. (2018). When financial aid falls short: New data reveal students face thousands in unmet need. Washington, DC: CLASP. Retrieved from <https://www.clasp.org/sites/default/files/publications/2018/12/2018whenfinancialaidfallsshort.pdf>
26. Scott-Clayton, J., & Li, J. (2016). Black-White disparity in student loan debt more than triples after graduation. Washington, DC: Brookings Institution. Retrieved from <https://www.brookings.edu/research/black-white-disparity-in-student-loan-debt-more-than-triples-after-graduation/>
27. St. Amour, M. (2019). Flagships fail on financial equity. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2019/09/12/most-public-flagship-universities-are-unaffordable-low-income-students-report-finds>
28. Jaschik, S. (2019). Where Do Colleges Recruit? Wealthy and White High Schools. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/admissions/article/2019/04/01/study-finds-public-universities-focus-out-state-recruitment-high>
29. Anderson, M. D. (2017). How campus racism could affect Black students' college enrollment. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2017/10/how-racism-could-affect-black-students-college-enrollment/543360/>
30. Anderson, M. D. (2017). How campus racism could affect Black students' college enrollment. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2017/10/how-racism-could-affect-black-students-college-enrollment/543360/>
31. S. D. Museus, "The Culturally Engaging Campus Environments (CECE) Model: A New Theory of College Success Among Racially Diverse Student Populations," *Higher Education: Handbook of Theory and Research*, 2014, [https://works.bepress.com/samuel\\_museus/88/](https://works.bepress.com/samuel_museus/88/)
32. St. Amour, Madeline. (2020). California's Community Colleges Unite on Racial Equity. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2020/06/12/california-community-college-alliance-aims-improve-racial-equity-higher-education>
33. Snyder, M. & Boelscher, S. (2018). Driving Better Outcomes: Fiscal Year 2018 State Status and Typology Update. Washington, DC: HCM Strategist. Retrieved from [http://hcmstrategists.com/wp-content/uploads/2018/03/HCM\\_DBO\\_Document\\_v3.pdf](http://hcmstrategists.com/wp-content/uploads/2018/03/HCM_DBO_Document_v3.pdf)
34. Elliott, K. C. & Jones, T. (2019). Creating accountability for college access and success: Recommendations for the Higher Education Act and beyond. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/creating-accountability-for-college-access-and-success-recommendations-for-the-higher-education-act-and-beyond/>
35. Nichols, A. H. & Schak, J. O. (2019). Broken Mirrors: Black student representation at public state colleges and universities. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/broken-mirrors-black-representation/>; Schak, J. O., Bentley, C., Nichols, A. H., & Del Pilar, W. (2019). Broken Mirrors II: Latino student representation at public state colleges and universities. Washington DC: The Education Trust. Retrieved from: <https://edtrust.org/resource/broken-mirrors-latino-representation-english/>
36. Bowen, W. G., Chingos, M. M., McPherson, M. S. (2009). Crossing the finish line: Completing college at America's public universities. Princeton, NJ: Princeton University Press.
37. Jaschik, S. (2018). The campus-based studies on test optional. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/admissions/article/2018/04/30/what-campus-based-studies-are-showing-about-test-optional-policies>
38. The "more selective" rating is from the Carnegie Foundation's 2015 Undergraduate Profile classification scheme, and the "highest research activity" is from the Carnegie Foundation's 2015 Basic classification scheme.
39. We define the college eligible population as state residents with a high school diploma and no bachelor's or graduate degree.



## **ABOUT THE EDUCATION TRUST**

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.

## **ACKNOWLEDGMENTS**

Special thanks to the Joyce Foundation for providing support for this project.



The Education Trust



[www.EdTrust.org](http://www.EdTrust.org)