



EAB

Charting the Diversity Landscape

Delineating Worsening Inequities in Underrepresented
Student Access to Higher Education

Enrollment
Management
Forum

Blueprint for Enrolling a Diverse
Student Body, Volume 1





Charting the Diversity Landscape

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Student Access to Higher Education

Enrollment Management Forum

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Table of Contents

- Key Takeaways 5**
- The State of Diversity 7**
- Three Forces Heighten Pressure to Increase Diversity 12**
 - Evolving Campus Climate 13
 - Widening K-12 Preparedness Gaps 16
 - Enrollment Increasingly Concentrated at Open Access Colleges and Universities 18
- Advisors to Our Work. 21**

Blueprint for Enrolling a Diverse Student Body Overview

The Enrollment Management Forum presents the first installment in a four-part research series about how to identify, engage, and recruit students from underrepresented populations.

Enrollment Managers, Admissions Directors and Policy Committees, Presidents and senior administrators, and Chief Diversity Officers should use this research series to guide investments and strategies to achieve diversity goals.

1

Charting the Diversity Landscape:

Delineating Worsening Inequities in Underrepresented Student Access to Higher Education



- Understand the current state of diversity and the challenges in enrolling students from underrepresented populations
- Recognize three forces intensifying pressure and competition to enroll a diverse class

2

Evolving College Access Programs:

Scaling K-12 Interventions to Increase College Preparedness



- Expand beyond the traditional model for college access programs
- Prioritize interventions for school-wide and school-specific root cause problems
- Facilitate student self-correction with personalized progress reports

3

Supporting Parents of First-Generation Students:

Engaging the Family in College Search



- Harness the parents of first-generation students as key influencers to college participation
- Provide opportunities for families to assess institutional fit
- Engage parents and build institutional affinity throughout the application process

4

Delivering a Differentiated Application Process:

Redesigning Recruitment Interactions for the Needs of Underrepresented Applicants



- Address student concerns about affordability, ability, and fit
- Craft a process from pre-application to post-admittance that mitigates barriers
- Implement tailored interactions for underrepresented applicants

Key Takeaways

The State of Diversity: Preparedness Gaps Contribute to Lack of Representation in Higher Ed

- Diversity shortfalls at colleges and universities reflect a preparedness gap shaped by social inequities. While this reality does not excuse colleges and universities from attempting to remedy this inequality, the relative shortage of qualified candidates makes it difficult for Enrollment Managers (EMs) to immediately inflect change.
- Long-standing preparedness gaps depress enrollment of students from underrepresented populations across all of higher education, but these gaps are most acute at selective institutions.¹
- Test scores are illustrative of the preparedness gap and resulting pipeline problem. Few underrepresented students currently qualify for admission based on their test scores. Low-income, black, and Hispanic students cluster at the bottom of the score distribution.
- Enrolling more students who “undermatch” to less selective institutions will not solve current diversity shortfalls. In a now-famous 2012 study, Caroline Hoxby and Christopher Avery identified a pool of high-ability, low-income students who do not enroll at selective universities. Although low-income, these “undermatchers” are predominantly and disproportionately white.

Three Forces Intensify Campus Pressure and Competition Around Diversity

1. Evolving campus climate makes the diversity of the student body a focus of campus activism. Demands from campus activists may directly impact Enrollment Management operations. Campus unrest may lead fewer underrepresented students to enroll. Growth in enrollment at historically black colleges and universities suggests that underrepresented minority students may gravitate to schools that provide a community of peers.
2. Preparedness gaps will worsen as public schools become more segregated by income and race, exacerbating social inequities. Even as they make up a greater share of the college-age population, many underrepresented students will continue to be insufficiently prepared for higher education. Competition will intensify for the diverse applicants who are most visibly qualified.
3. Low-income and minority students are increasingly concentrated at open access colleges and universities, including community colleges. Despite improvement to their overall college-going rate, low-income and minority students typically enroll at less selective institutions. This gap in enrollment by institutional selectivity has widened over time. Low-income, black, and Hispanic students are now more underrepresented at selective institutions than they were in the mid-1990s to early 2000s.

Renewed Focus on Diversity Presents Opportunity for EM Leadership

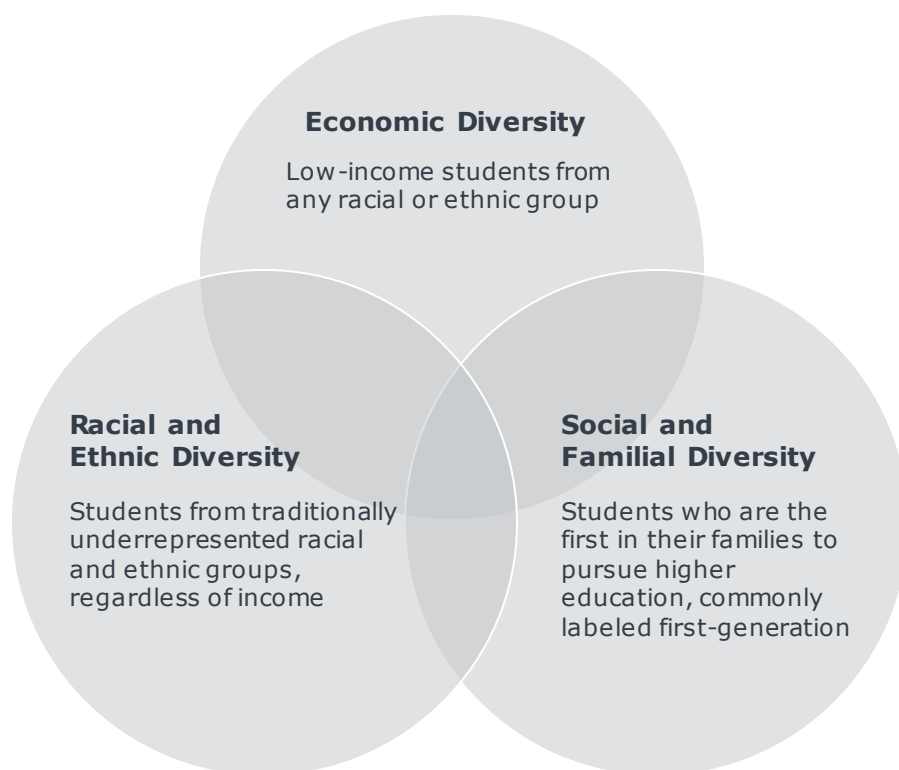
- EMs should take action now to shape diversity goals and their implementation. As universities prioritize diversity goals with new investments, EMs are well-positioned to advocate for a substantial share of those investments to help their institutions achieve diversity goals focused on enrollment.
- The next three installments of this research series will share several best practices to help EMs expand the pipeline of prepared students, engage the families of first-generation students, and streamline the admission process for underrepresented applicants.

1) This deliverable shares data from multiple sources that use the “most competitive,” “highly competitive,” and “very competitive” categories in Barron’s Profiles of American Colleges to define selectivity.

Sources: Hoxby C and Avery C, “The Missing ‘One-Offs’: The Hidden Supply of High-Achieving, Low-Income Students,” Brookings Institution, 2013, https://www.brookings.edu/wp-content/uploads/2016/07/2013a_hoxby.pdf; EAB interviews and analysis.

Defining Diversity

This Research Series Focuses on Three Measures of Diversity



The **Blueprint for Enrolling a Diverse Study Body** research series, beginning with this white paper, provides best practices and advice to increase enrollment of underrepresented students, defined here as:

1. Racially and ethnically diverse students, with a focus on black and Hispanic students
2. Students from low-income families
3. First-generation students

These three groups encompass most underrepresented students included in colleges' and universities' diversity goals. Students from these groups share many barriers to college enrollment, especially as these populations often overlap, though no group or individual experience is identical.

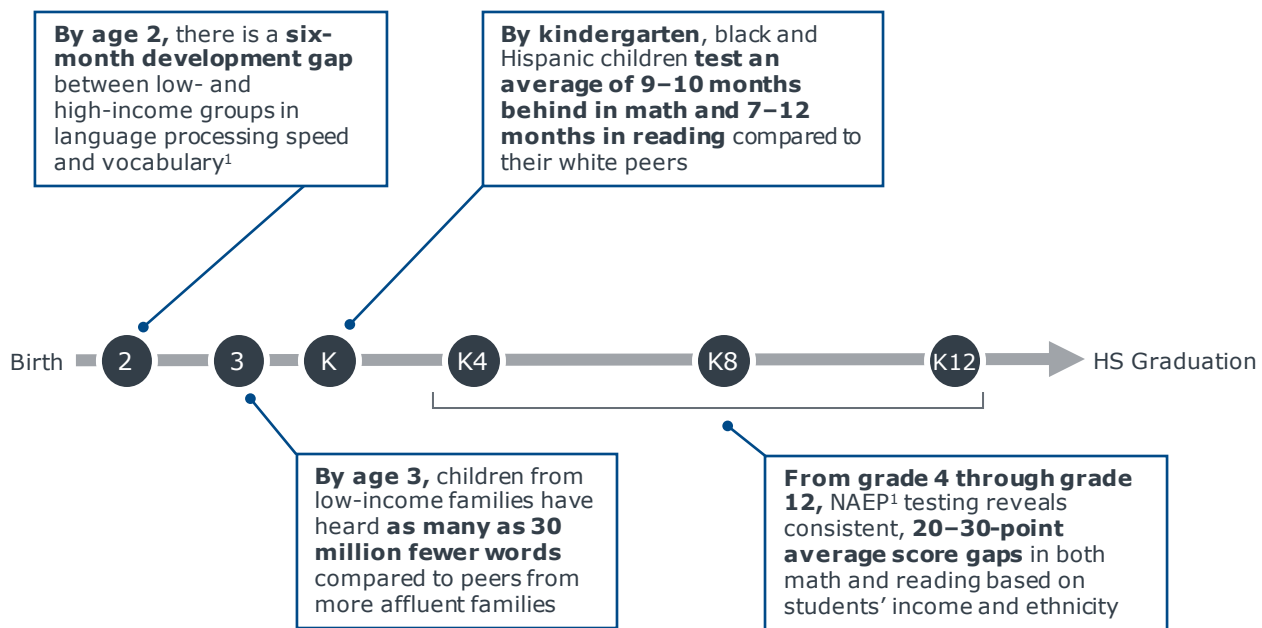
Additionally, this research series focuses on recruiting first-time freshmen. The Enrollment Management Forum's previous research on [Paving the Path to Transfer](#) identifies strategies to diversify through better recruitment of transfer students.

Societal Inequities Create Preparedness Gaps...

Preparedness Gaps Develop Years in Advance of College Enrollment

The circumstances of birth and ensuing social inequities naturally lead to differing student outcomes. The illustrative timeline below depicts a sampling of data points of when and how these preparedness gaps arise. The development gap between low- and high-income groups begins as early as age two. By high school, students from underrepresented populations are less prepared than their white and/or more affluent peers, as seen in variation in national educational progress scores.

Preparedness Gaps Begin Early and Persist Throughout K-12



Preparedness gaps between students from different racial and socioeconomic groups emerge and intensify well in advance of college enrollment. They result in many underrepresented minority (URM) and low-income students who lack adequate preparation for higher education by high school graduation. These preparedness gaps constitute critical barriers for enrolling a diverse class.

Sources: Hart B and Risley T, *Meaningful Differences in the Everyday Experience of Young American Children*. Paul H. Brookes Publishing, 1995; Fernald A, Marchman V, and Weisleder A, "SES differences in language processing skill and vocabulary are evident at 18 months," *Developmental Science*, 16, no. 2 (2013): 234–248; National Center for Education Statistics reports (various); see "Condition of Education" reports, data from 1989–2017 available at <https://nces.ed.gov/programs/coe/>; EAB interviews and analysis.

1) National Assessment of Educational Progress.

...Producing (and Perpetuating) Test Score Gaps

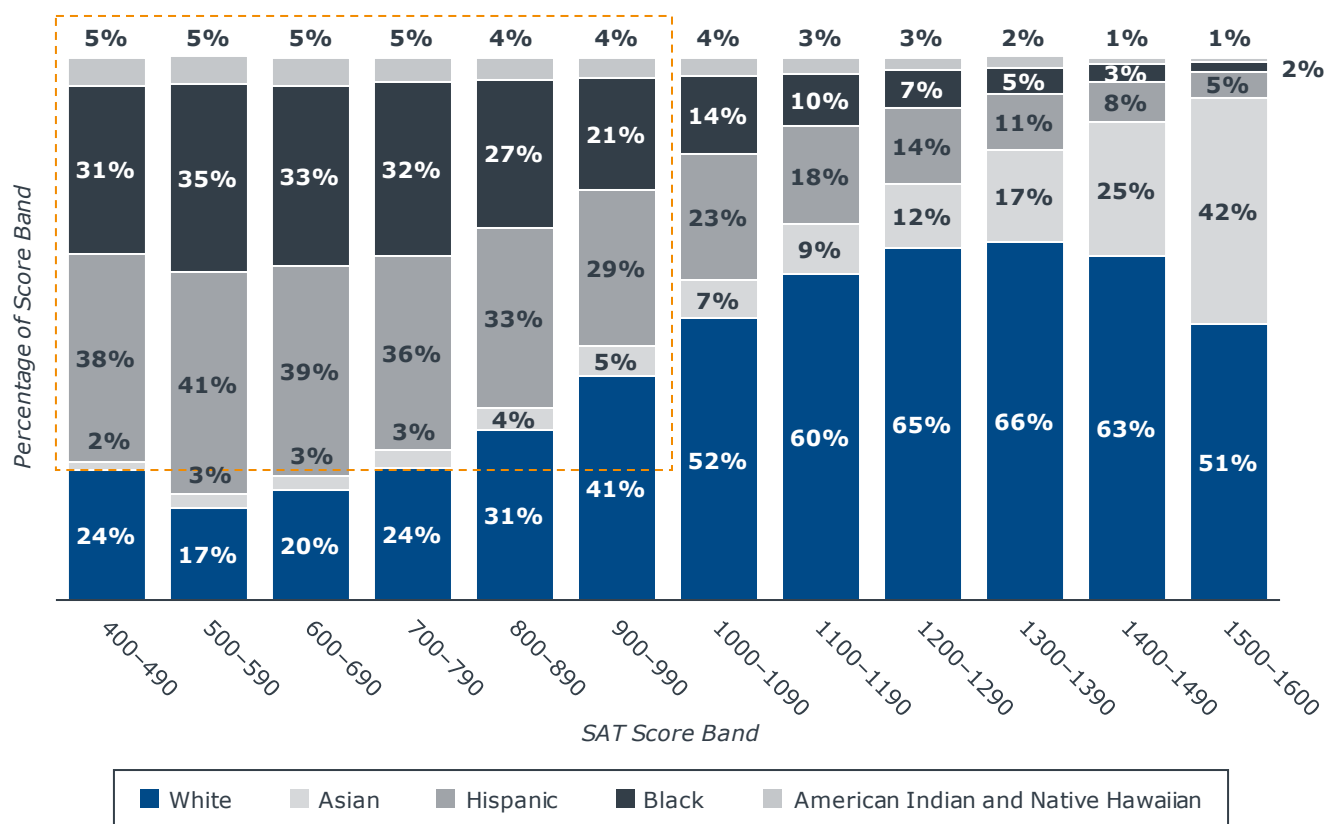
Few Underrepresented Students at the Top of SAT Score Distribution

Preparedness gaps manifest in students' application components. The next few pages show how preparedness gaps impact one key component, the SAT.¹

A limited pool of diverse students qualifies for admission based on SAT scores. The graph below demonstrates that students in the highest score bands are predominantly white and Asian, while the lower score bands largely contain black and Hispanic students.

Underrepresented Students Clustered at Bottom of Distribution

Racial Distribution of Students by Race by SAT Score Band, Entering Class of 2017



Tension Between Profile and Diversity Unavoidable

Even as more students take the SAT, test performance patterns persist; the majority of underrepresented minority students continue to cluster at the bottom of the score distribution. This shortage of racially diverse students at the top of the distribution fuels what is often labeled a "pipeline problem," which refers to the small number of qualified, diverse applicants. The lack of pipeline makes it difficult for universities to increase diversity while also maintaining academic quality and selectivity.

1) While these pages display only a distribution of SAT scores, ACT scores reveal similar testing patterns by race.

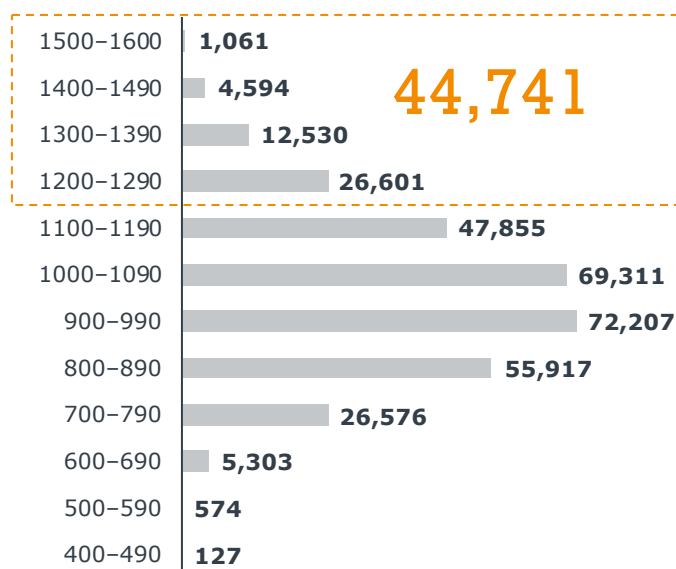
Competition for Slim Pool of Highly Qualified URMs

Few Black and Hispanic Students to Recruit from Top SAT Score Bands

Few underrepresented students currently qualify for admission to selective institutions based on test scores. For the entering class of 2017, fewer than 66,000 black and Hispanic students scored at least a 1200 on the SAT (1200 represents approximately the top 20% of test takers). The limited pool of high-ability black and Hispanic students at the top of the score distribution intensifies competition among selective colleges and universities for the students who are the most visibly qualified (i.e., those scoring in the top bands).

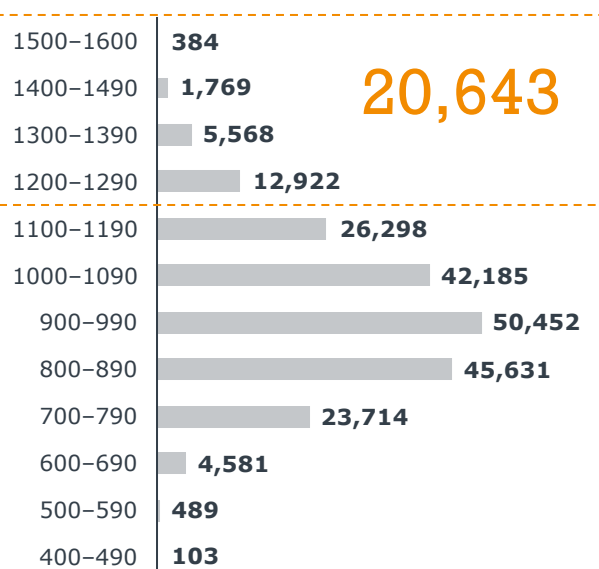
Hispanic SAT Takers by Score Band

College Board Data, Entering Class of 2017



Black SAT Takers by Score Band

College Board Data, Entering Class of 2017



With few black and Hispanic students in the top score bands, selective institutions must consider whether to enroll students from lower score bands. In doing so, EMs must ensure their institutions have the appropriate services in place to support and graduate these students. This also creates a ripple effect. As selective universities expand beyond their traditional pools in search of diverse applicants, regional universities may also find themselves struggling to meet diversity goals or competing with selective institutions to do so.

1) These are aggregate data across the United States, and therefore, these score distributions do not account for regional demographics. For example, a large share of these Hispanic test takers are clustered in certain states and regions (e.g., California, Texas).

Case in Point: Qualified URM Pipeline to Purdue

Limited Pool of Qualified High School Graduates

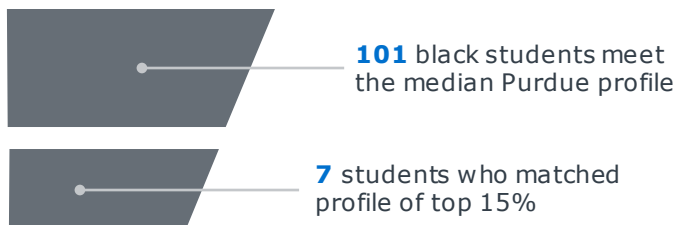
To better illustrate the diversity challenges confronting EMs, the following is an example from **Purdue University**. Of several thousand black high school graduates in the state of Indiana in 2014, only 101 graduates met Purdue's median academic profile. Moreover, of these 101 students, only 7 matched the profile of the top 15% of Purdue's incoming class. Though black students were taking the SAT and ACT, they were largely not testing at a level competitive enough for admission to Purdue.

The State of Indiana's African American Pipeline to Purdue University

Ample Number of Graduates in 2014



But Very Few Admissible at Purdue



“

“There is a shockingly small number of qualifying first-generation, low-income, and minority students in our state. The pipeline just isn't there.”

VP EM,
Selective State Flagship

Risky Alternatives for Recruiting a Diverse Class

Lacking a pipeline of qualified black students in Indiana, Purdue University's options for diversifying are limited. If Purdue were to focus recruiting efforts solely on the small pool of highly qualified black students, the university would be unlikely to capture a large enough share of these students to improve diversity. Instead, Purdue might enroll less academically prepared black students or enter new markets out of state to recruit qualified black students. Both of these strategies come with higher recruitment costs and competitive risks, making them less viable options for a university in Purdue's situation.

Sources: “Knocking at the College Door,” WICHE, 9th Ed. (Dec. 2016); “2014 College-Bound Seniors: State Profile Report,” The College Board, https://secure-media.collegeboard.org/digitalServices/pdf/sat/IN_14_03_03_01.pdf; “ACT Profile Report – State: Graduating Class 2-14, Indiana,” ACT, <https://www.act.org/content/dam/act/unsecured/documents/Natl-Scores-2014-Indiana.pdf>; “Purdue Polytechnic High School moving forward in Indy,” October 2016, <https://www.purdue.edu/newsroom/releases/2016/Q4/purdue-polytechnic-high-school-moving-forward-in-indy.html>; EAB interviews and analysis.

1) These numbers include students who may have taken both the SAT and ACT.

'Undermatchers' Not a Pipeline Panacea

'Undermatchers' Significantly Less Diverse Than Commonly Assumed

In a now-famous 2012 study, Caroline Hoxby and Christopher Avery identified a pool of students they termed "undermatchers," namely high-ability, low-income students who do not enroll at selective institutions. Hoxby and Avery's research fueled a belief that institutions could improve diversity by recruiting these "undermatchers." However, at most, only 35,000 students nationwide meet Hoxby and Avery's definition. Furthermore, though low-income, fewer than 5,000 "undermatchers" are black or Hispanic.

What Defines an "Undermatcher"?

- Top 10% of SAT and ACT takers
- 3.7+ GPA
- Family income less than \$41,472¹
- Not enrolled at a selective institution²

Many Undermatchers Fail to Apply to Selective Institutions

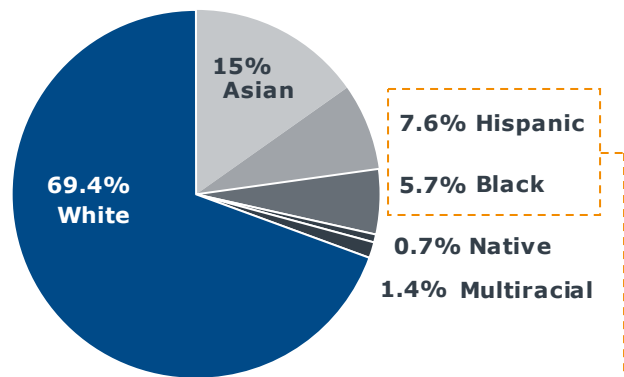
Over 40% of low-income students' applications go to nonselective institutions

25-35K

Total pool of "undermatchers"

But Limited Pool of Racially Diverse High-Ability, Low-Income Students

Racial Breakdown of "Undermatchers"³



Only about 1,200–2,000 of these high-ability, low-income students are black and 1,900–2,700 are Hispanic.

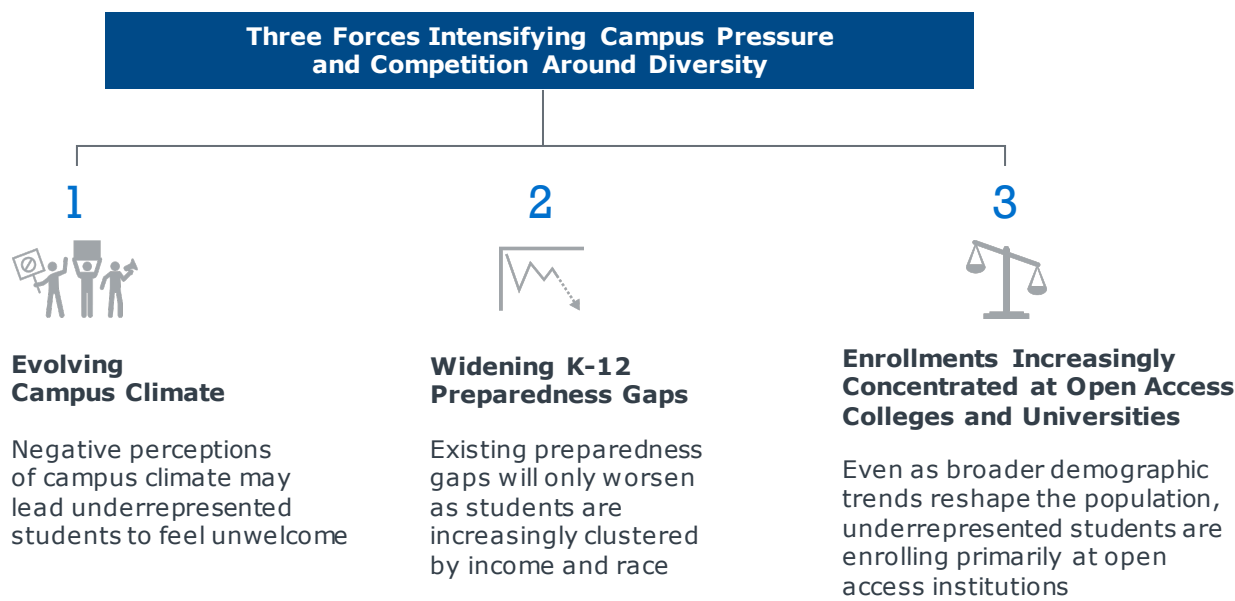
While universities that enroll more "undermatchers" will make progress on socioeconomic diversity goals, they will see limited improvement on racial and ethnic diversity goals. These students are also geographically dispersed, making them difficult to identify and recruit. Despite their qualifications, "undermatchers" may also prioritize other factors in the college selection process, such as fit or proximity to home.

1) \$41,472 is the cutoff for the bottom quartile of income distributions for families with a child in 12th grade in 2008.
2) 236 colleges in the "very competitive plus" and "most competitive" rankings of the 2008 edition of Barron's Profiles of American Colleges.
3) Numbers may not add to 100% due to rounding.

Sources: Hoxby C and Avery C, "The Missing 'One-Offs': The Hidden Supply of High-Achieving, Low-Income Students," Brookings Institution, 2013, https://www.brookings.edu/wp-content/uploads/2016/07/2013a_hoxby.pdf; EAB interviews and analysis.

Three Forces Heighten Pressure to Increase Diversity

Campus leaders agree on the need to increase diversity. These imperatives include delivering on access and land-grant missions, contributing to social mobility and a diverse workforce, and fulfilling a pedagogical case for the value of diversity. Three key forces are intensifying the present focus on campus diversity.



Campus Activism Brings Diversity Issues to the Fore

Enrollment Issues Both Cause and Consequence of Activism

Campus activism on diversity issues may dissuade underrepresented students from applying to or attending an institution. The resulting enrollment declines exacerbate existing gaps at universities already struggling to improve diversity. Student activists are also increasingly making demands that directly impact Enrollment Management operations. Groups that feel marginalized or tokenized are refusing to participate in recruitment events and pushing for increased enrollment of certain populations—and even guarantees of free tuition.

Student Activism Impacts EM



Student outreach group boycotts multicultural recruitment event until racial climate addressed



Black students request test-optional feasibility study



Hispanic student group refuses to participate in prospective student recruitment day

Activism May Have Ripple Effects

-10%

Estimated drop in applications if *The New York Times* covers an institutional scandal in a long-form magazine article



Case Study: University of Missouri, 2015-2017

35%

Decrease in freshman enrollment since 2015

400

Positions eliminated as a result of budget shortfall

-\$6M

Difference in new pledges and donations, December 2014 to December 2015

Press coverage of student activism may have a direct result on applications and enrollment. An unfavorable profile in *The New York Times* can result in fewer applications. At its most extreme, publicity from campus activism can cause precipitous enrollment and fundraising declines, such as in the two years following widely publicized protests at the **University of Missouri**.

Sources: Hardy K and Charis-Carlson J, "Iowa's Black College Students: We Don't Feel Welcome Here," *The Des Moines Register*, February 28, 2016; Gross N, "Duke Latino Student Group Not 'Comfortable' Recruiting for School," *Education Writers Association*, January 27, 2016; Kingkade T, "How Media Coverage Of Campus Scandals Impacts College Applications," *The Huffington Post*, July 8, 2016; Hartocollis A, "Long After Protests, Students Shun the University of Missouri," *The New York Times*, July 9, 2017; Keller R, "University of Missouri fundraising takes \$6 million hit in December as donors hold back funds," *Columbia Tribune*, February 21, 2016; EAB interviews and analysis.

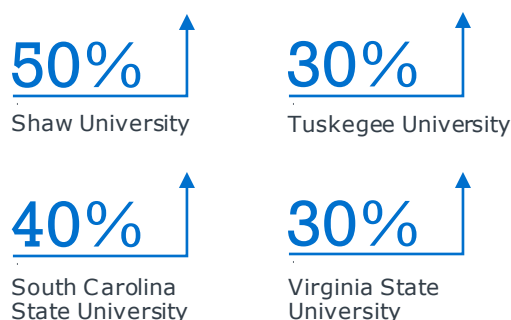
Enrollment Surge at HBCUs

Campus Climate May Lead Students of Color to Prefer HBCUs and HSIs

As campus activism has escalated on predominantly white campuses, minority-serving institutions (MSIs) have experienced a dramatic increase in enrollment from 2015 to 2016, signaling that underrepresented students may be prioritizing “fit” over other factors in enrollment decisions (e.g., prestige, selectivity). This trend is most apparent at historically black colleges and universities (HBCUs), where applications and enrollment have increased significantly.

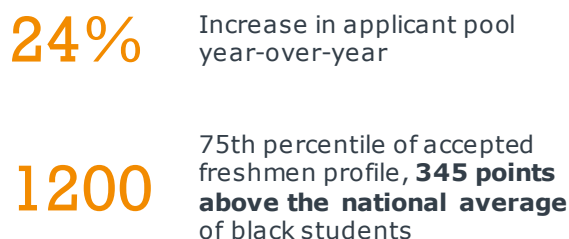
Enrollment Boom at HBCUs...

Freshmen Enrollment Change, 2015–2016



...And at Selective Institutions

Howard University Applications, 2015–2016



"Consider a College with a Focus on Minority Students"
September 2016

"I was born in Mexico, and it was not easy to come to this country, attend college, and be the first in my family to graduate...[UTSA was] very welcoming...[It was a gift to] identify with those who have faced similar struggles."

*Illeana Gonzalez, Student Body President
University of Texas—San Antonio
(Passed on Texas A&M)*

"I enjoyed no longer being the only Native American...[Having time with people of similar backgrounds] was special."

*Lauren Stanley, Cherokee Nation Member
Haskell Indian Nations University
(Passed on several Cal State schools)*

Hispanic Students Exhibit Similar College Selection Behavior

This kind of clustering is not exclusive to HBCUs. Over 60% of Latinos attend one of the 13% of colleges and universities that are classified as Hispanic-Serving Institutions (HSIs).

The appeal of being in a community of peers means that selective universities cannot expect that their prestige alone will win over qualified black and Hispanic students. Regional colleges and universities may also find that their underrepresented minority prospects prioritize fit and the community available at HBCUs and HSIs.

Sources: Carswell S, "Five myths about historically black colleges and universities," *The Washington Post*, March 3, 2017; "What's Causing the Increased Enrollment at HBCUs?" NPR, September 17, 2016; Pratt T, "Historically black colleges see a spike in enrollment from racial unrest," *PBS Newshour*, October 5, 2016; Scott A, "Students flock to historically black colleges where they feel welcome," *Marketplace*, October 24, 2017; Lewis D, "Consider a College with a Focus on Minority Students," *U.S. News & World Report*, September 21, 2016; Latimer B, "More Latinos Are Going To College, But In Small Number Of Schools," *NBC News*, January 27, 2016; EAB interviews and analysis.

Stakeholder Demands Ignore EM Realities

EMs Face an Impossible Mandate from External Stakeholders

Greater awareness of and sensitivity to campus diversity also manifests in new demands from governing bodies and state legislatures. One example depicted below involves a state legislature that recently directed its public universities to significantly increase enrollment of low-income students, rural students, and adult degree completers. One large research university has no capacity to enroll more students, so fulfilling the state mandates would displace students the university would have enrolled otherwise. Furthermore, the state is not planning to increase the funding it cut by 20% during the recession or to lift a cap on need-based aid.

Ambitious Diversity Targets from State



- Add 700 low-income students
- Add 700 rural students from most economically distressed counties¹
- Grow Pell recipients by 6.5%



No Additional Public Funding



- State funding 20% below pre-recession level
- No plans to increase capacity or funding



Undesirable Trade-Offs for EM



- *How do we increase representation while not jeopardizing average SAT score?*
- *How can we increase net tuition revenue while also expanding access?*

Mission Impossible for EMs



We could try to do everything by finding students who check all the diversity boxes—in-state, rural, and low-income, with high SAT scores, but **there aren't enough of those students in the state to fulfill the mandate.**

VP EM, Large Public Research Institution

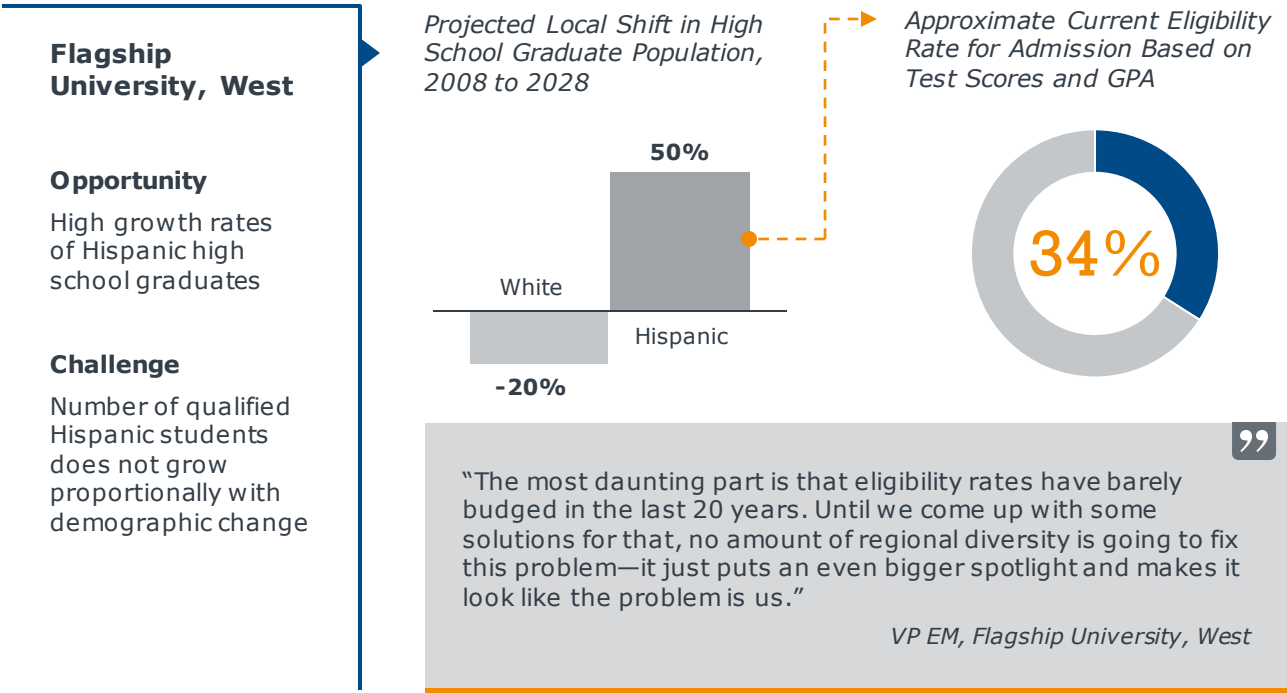
However well-intentioned, diversity mandates such as these are often out of step with admissions and market realities. Stakeholders may not consider how their proposals impact—and contradict—other enrollment goals, such as net tuition revenue, academic profile, and enrollment across academic programs. The result is that enrollment divisions face unachievable mandates.

1) Ranked by State Department of Commerce with four economic indicators.

Preparedness Gaps Perpetuate Diversity Shortfalls

Even in Diverse Regions, Demographic Shifts Won't Solve Diversity Challenge

Even as underrepresented groups make up a greater share of the traditional college-age population, demographics alone will not solve for current lack of diversity. A larger number of future high school graduates will come from populations impacted by preparedness gaps, intensifying the existing pipeline problem. Given this, the trade-offs institutions have long made between increasing access and improving academic quality will become increasingly problematic as more high school graduates lack the preparation and qualifications for admission. This page illustrates the forecasted divergence of preparedness and demographics at one flagship university.



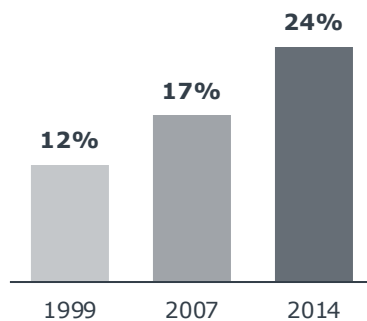
For Many K-12 Students, the Chasm Is Growing

Economic and Racial Segregation Contribute to Gaps—and Both Are Rising

Academic preparedness gaps between students of different racial and socioeconomic groups begin at birth, and increased segregation in public K-12 schools perpetuates these gaps. The percentage of public schools where more than 75% of students qualify for free and reduced-price lunches doubled from 1999 to 2014. The share of students in hyper-segregated public schools (i.e., schools where more than 90% of enrollment is minority) more than tripled from 1988 to 2013.

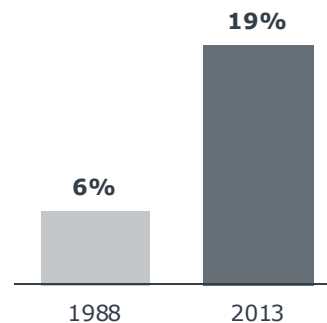
Growing Income Inequalities in K-12 Schools

*High-Poverty Public Schools,¹
1999–2014*



K-12 Students Increasingly Concentrated by Race/Ethnicity

*"Hyper-Segregated" Public Schools,²
1988–2013*



As students are increasingly concentrated by both race and income in public schools, preparedness gaps not only persist but intensify. Research from the Economic Policy Institute and UCLA's Civil Rights Project found that students who attend more segregated schools demonstrate lower academic achievement and are less likely to attend college. Students at segregated schools also have less access to peer role models to help them navigate college admissions.

Sources: EAB analysis of NCES data; Orfield G, et al., "Brown at 62: School Segregation, By Race, Poverty, and State," UCLA Civil Rights Project, May 16, 2016, <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>; Rothstein R, "The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult," Economic Policy Institute, November 12, 2014, <http://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/>; EAB interviews and analysis.

1) More than 75% of students are approved for free or reduced-price lunches.
2) 90% or more of students are minorities.

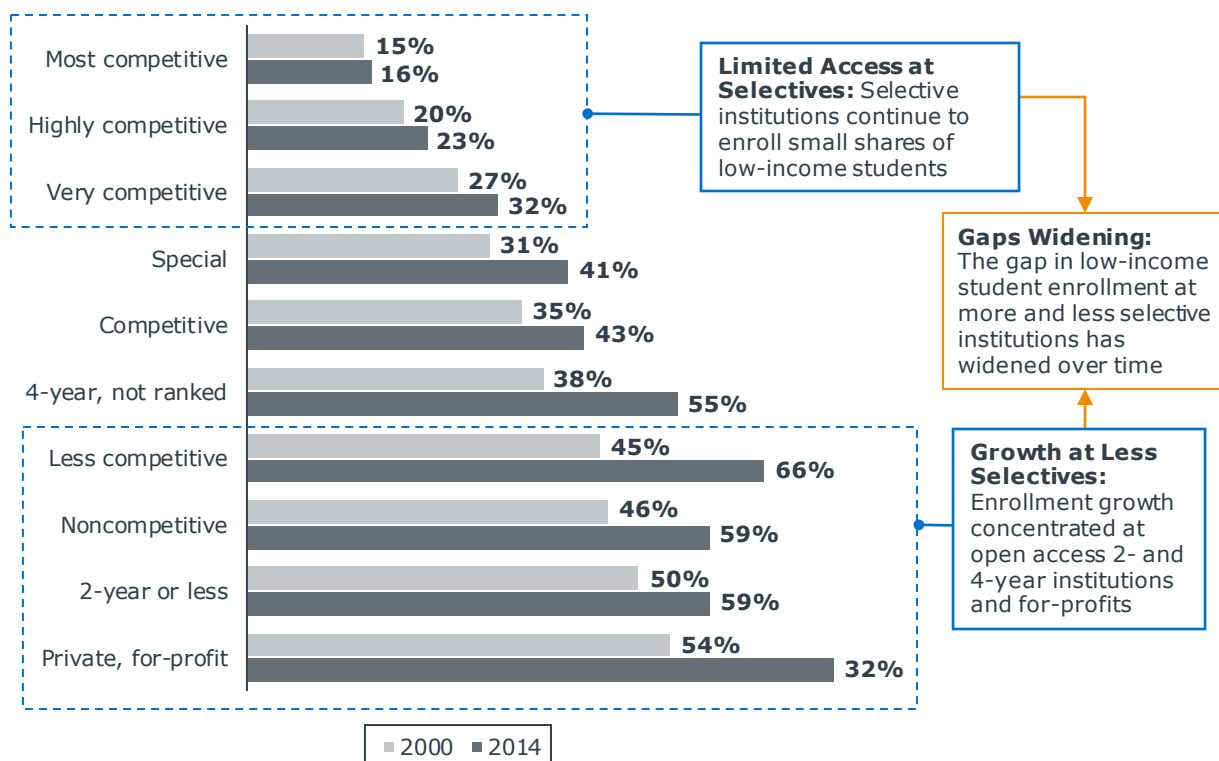
Widening Gap in Enrollment by Income

Most Low-Income Students Enroll at Less Selective Institutions

Despite improvement to their overall college-going rate, low-income students—regardless of qualifications—typically enroll at less selective institutions, community colleges, and for-profits. As seen in the chart below, enrollment of low-income students increases, on average, as institutional selectivity¹ decreases. Enrollment of low-income students at competitive institutions is low, while their enrollment at the least competitive institutions is high.

Low-Income Student Enrollment Growing at Open Access Colleges and Universities

Share of Pell and Federal Grant Recipients by Institutional Selectivity,¹ 2000–2014²



Notably, the gap in low-income student enrollment between more and less selective institutions is widening. The average share of undergraduates receiving Pell or other federal grants at the most competitive and less competitive institutions increased from 30 percentage points (15% versus 45%) in 2000 to 50 percentage points (16% versus 66%) in 2014. In this time frame, the most competitive institutions added 1 percentage point of Pell students, while the least competitive schools added 21 percentage points of Pell students.

1) Selectivity defined by Barron's 2016 competitiveness index.

2) Of full-time, first-time degree/certificate-seeking undergraduate students.

Sources: "Indicators of Higher Education Equity in the US," The Pell Institute for the Study of Opportunity in Higher Education, 2017, http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2017_Historical_Trend_Report.pdf; EAB interviews and analysis.

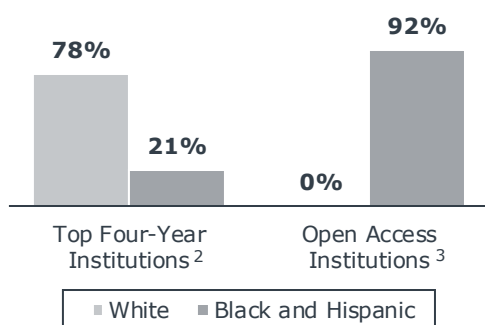
Increasing Racial Stratification by Selectivity

Gaps at Selective Institutions Grow Despite More URM Enrollment

The trends in enrollment by income are also true by race/ethnicity. Black and Hispanic students increasingly enroll at open access colleges and universities, including community colleges. Analysis of IPEDS data by Anthony P. Carnevale and Jeff Strohl at Georgetown University's Center on Education and the Workforce shows that black and Hispanic students accounted for only 21% of enrollment growth at the top 468 institutions from 1995 to 2009. In contrast, these populations accounted for 92% of enrollment growth at open access institutions. White students remain overrepresented at the most selective institutions relative to their share of the population.

Most Enrollment Growth at Selectives Attributable to White Students

Share of First-Time Freshmen Enrollment¹ by Race/Ethnicity, 1995–2009

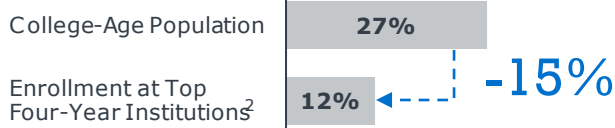


The New York Times
August 2017

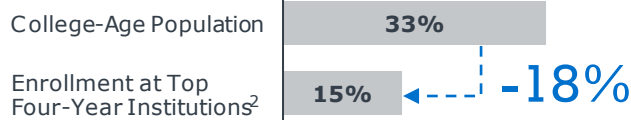
Even With Affirmative Action,
Blacks and Hispanics Are More
Underrepresented at Top
Colleges Than 35 Years Ago

Gap in URM Enrollment Persists and Widens at Selective Institutions

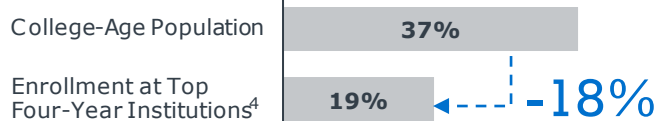
Black and Hispanic Share, 1995



Black and Hispanic Share, 2009



Black and Hispanic Share, 2015



URM Enrollment Growth at Selectives Not Keeping Pace with Population Growth

Black and Hispanic students are more underrepresented today at selective institutions than they were in the mid 1990s. In 1995, black and Hispanic students made up 27% of the college-going population but only 12% of enrollment at the top four-year institutions, a gap of 15 percentage points. As of 2009, black and Hispanic students accounted for 33% of the college-age population but only 15% of enrollment at top four-year institutions, a gap of 18 percentage points. Recent analysis by *The New York Times* finds that the gap between the black and Hispanic college-age population and enrollment at the top 100 four-year institutions remained stagnant at 18 percentage points in 2015.

1) Includes full- and part-time enrollment.

2) 468 institutions selected by Carnevale and Strohl using Barron's ranking of "most competitive," "highly competitive," and "very competitive" colleges.

3) 3,250 institutions selected by Carnevale and Strohl using Barron's ranking of "less competitive" and "noncompetitive" colleges, four-year institutions unranked by Barron's, and two-year institutions.

4) 100 institutions selected by *The New York Times*.

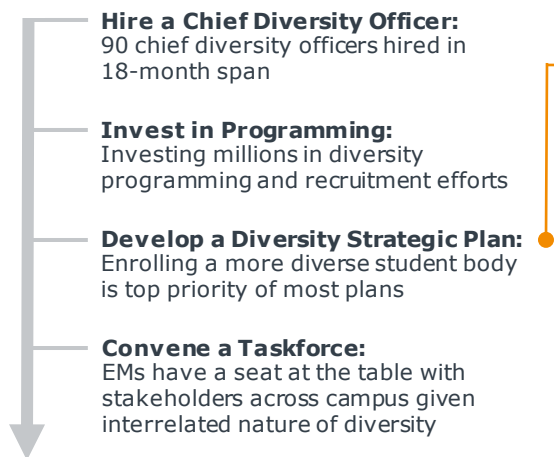
Sources: Carnevale A and Strohl J, "Separate & Unequal," Georgetown Center on Education and the Workforce, July 2013, <https://cew.georgetown.edu/cew-reports/separate-unequal/>; Ashkenas J, Park H, and Pearce A, "Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago," *The New York Times*, August 24, 2017, https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?_r=1; EAB interviews and analysis.

Diversity Imperative Creates EM Opportunity

Renewed Focus on Diversity Presents Chance to Shape Goals and Investments

The three forces—evolving campus climate, widening K-12 preparedness gaps, and the concentration of underrepresented students at open access colleges and universities—have galvanized many EMs to double down on diversity priorities. EMs have an opportunity to inform the creation and implementation of diversity goals and to advocate for increased investments for the Enrollment Management division that will make lasting change. At the **University of Michigan**, the EM's active role on the diversity strategic planning committee led to EM-specific investments and allowed the EM to advise 49 individual departments in setting realistic diversity goals.

Common Playbook to Achieve Diversity Goals



Presents Opportunities for EMs

- 1 Help stakeholders across campus understand market realities and barriers to set realistic goals
- 2 Advocate for short- and long-term investments in efforts to increase representation

EM Plays Key Role in Shaping Diversity Strategic Plan

University of Michigan Strategic Plan for Diversity, Equity & Inclusion

Rolled out an overall diversity strategic plan and 49 individual school, college, academic unit, and department plans

Investing \$85 million in diversity programming over the next 5 years

EM Goals and Investment

- Outreach initiative targeting schools in urban areas
- Funding for HAIL¹ scholarship
- Recruitment programs specific to Native Americans
- Accountability metrics include student demographics and graduation rates

► Best Practices to Achieve Diversity Goals

The next three installments of this research series will share best practices that EMs should advocate for as diversity becomes a central focus of strategic planning. These practices will help EMs expand the pipeline of prepared students, engage the families of first-generation students, and streamline the admission process for underrepresented applicants.

Sources: Frum D, "Whose Interests Do College Diversity Officers Serve?" *The Atlantic*, September 8, 2016, <https://www.theatlantic.com/education/archive/2016/09/americas-college-diversity-officers/499022/>; "Strategic Plan," The University of Michigan, <https://diversity.umich.edu/strategic-plan/>; EAB interviews and analysis.

1) High Achieving Involved Leaders scholarship.



Advisors to Our Work

Advisors to Our Work

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