

JOINING FORCES:  
COLLABORATING TO OPEN THE  
DOOR AND PAVE THE WAY FOR  
AFRICAN-AMERICAN STUDENTS IN  
HIGHER EDUCATION



# Your Panel for Today



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Princeton University Preparatory Program
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# What We Will Discuss Today

- African Americans in the educational pipeline
- Challenges African American students face in accessing, persisting in, and graduating from college
- Resources to assist African American students
- Solutions and strategies to counteract challenges facing African American students

# What We Will Not Do Today

- ❑ Cover every piece of research out there concerning African American students
- ❑ Solve every issue we discuss
- ❑ Have a solution that will solve every challenge you encounter

# Our Programs

## College Success Foundation

- Partners with 6 high schools and 4 middle schools to select a cohort of 265-315 rising seniors
- Families must be considered Pell eligible to apply
- Students are selected through a rigorous process using non-cognitive factors (William Sedlecek), not academic performance. Selection is based on household income, completion of 4 essays, panel interview, and the desire to attend and graduate from college.
- Mostly first-generation college-bound students
- 96% qualify for free or reduced lunch
- 99% African American
- Average GPA 2.6
- Many do not live with a biological parent
- Many are significantly underprepared for college level work
- Students receive up to \$55,000 scholarship up to 5 years

## Princeton University Preparatory Program (PUPP)

- Partners with 6 public high schools in Ewing, Hamilton, Lawrence, Princeton, and Trenton to select a cohort of 24 rising sophomores
- Families must earn less than \$55,000 (family of four)
- Scholars are identified through a rigorous selection process. Acceptance is based on a student's academic record, state exam scores, a writing sample, performance in a group interview, household income, and commitment to and potential for selective college success
- 61% African American, 32% Latino, 3% Asian, 4% White
- Mostly first-generation college-bound students
- Many have complicated family situations
- PUPP is valued at \$35,000 for three years and is offered at no cost to scholars

# Results

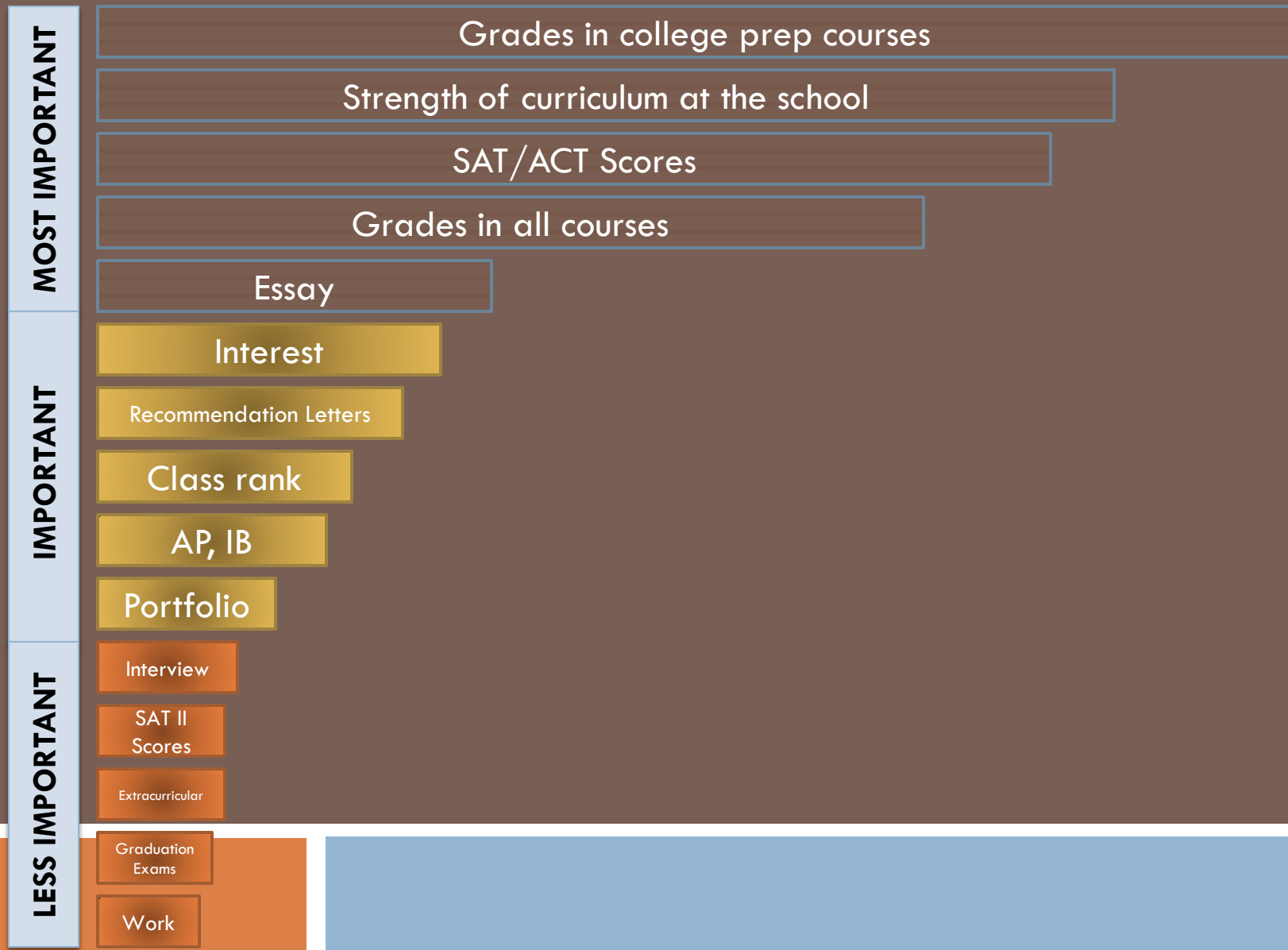
## College Success Foundation

- 99% HS Graduation Rate
- 85% of Achievers enroll in college the first semester immediately after graduating from high school
- 35% of Achievers attend a selective or highly selective college or university
- 80% of Achievers are in good standing and persisting in college.
- 68% of Achievers are expected to graduate within 6 years

## PUPP

- A majority of PUPP scholars are ranked in the top 15% of their class
- Close to 65% of PUPP alumni attend a selective or highly selective college or university.
- Over 90% of PUPP alumni have persisted in college, either completing a degree in 4-6 years or holding good-standing in their college or university.
- Among PUPP's first five cohorts, 72% have earned a Bachelor's degree, compared to a national average of 55% for all college students and 10% for low-income students.

# Admissions Data: What Counts



# Admission Impossible?

## Undermatching

- 19% of high-achieving lower-income students attend the nation's 146 **most selective** colleges, compared with 29% of high-achieving higher income students
- 21 % of high-achieving lower-income student attend one of the 429 **least selective** colleges, compared with 14% of higher-income high achievers
- 24% of high-achieving lower-income students attend **community colleges** while only 16% of high-achieving higher-income students do

**The Achievement Trap – Jack Kent Cooke Foundation**

## Access

- Schools with higher percentages of students eligible for free and reduced price lunch programs (FRPL) were less likely to offer AP, IB, and enriched curricula. The average enrollments in AP and enriched curricula courses were also lower for schools with more students eligible for free or reduced price lunch.
- According to the National Center for Education Statistics Common Core Data for the 2008-2009 school year, the student-to-counselor ratio in U.S. public schools was 457:1 the American School Counselor Association recommends a ratio of 250:1.



# The Great Sorting

by Anthony P. Carnevale

<http://chronicle.com/article/The-Great-Sorting/132635/>

As enrollments in higher education increase, individual students are better off, in that more of them have access to some form of education.

**But inequality among students as a whole spreads**

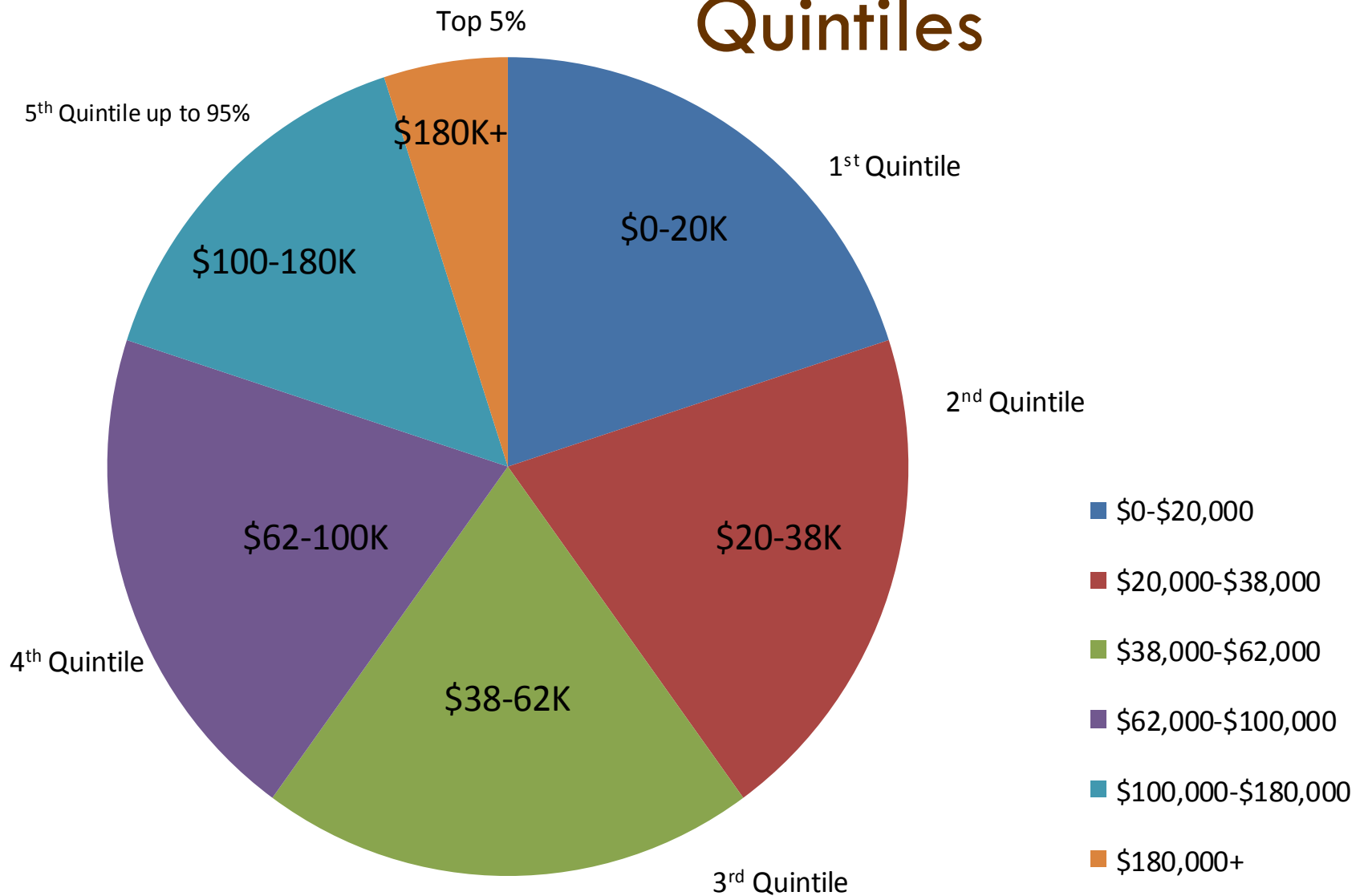
Institutional competition simultaneously increases postsecondary quality and inequality.

Happily, the number of selective and highly selective colleges in Barron's Guide to the Most Competitive Colleges has grown by more than 30 percent since the 1990s.

Unhappily, the share of students from the bottom income quartile at the 200 selective colleges is stalled at less than 5 percent.

And white flight has long since moved on from the leafy green suburbs to the nation's selective college campuses, leaving the overcrowded and underfinanced community colleges to blacks, Hispanics, and lower-income students.

# 2010 US Household Income Quintiles



# Challenges Facing African American Students



# Financial

## Challenges

- Understanding access to financial aid to offset high tuition costs
- Navigate financial aid forms
- Keeping track of the “real” cost of college
- Parents unable to financially or resourcefully provide tutors, learning assistance, etc.
- Access to federal aid is often not enough to put a dent in cost of education – Pell Grant in 2010-11 accounted for just 28.9% of a students estimated total budget for 9 months of education
- Parents are unwilling or unable to access private or PLUS loans
- Transportation to and from school
- Affording deposits and down payments

## Solutions

- Preparing students and families earlier concerning the financial aid process - FAFSA4Caster and Net Price Calculator
- Holding workshops to inform families of financial aid information
- Finding schools that value diversity and inclusion and are willing to pay for it
- 529 plans
- Create a budget
- Understand what schools are willing to pay for (grades, diversity, talent, etc.)
- Acknowledge what the family CAN afford and work from there; you ARE going to college

# Academic

## Challenges

- ❑ Less homework help at home; parents often have less formal education \*(A 2010 study by the Department of Education found that 50% of the college population is made up of first-generation students, or those whose parents did not receive education beyond a high school diploma.)
- ❑ Lowered academic expectations = Less rigor
- ❑ Less access to AP and IB classes and programs and passing AP exams
- ❑ Lower SAT/ACT scores
- ❑ **64.7 %** of low-income students who are enrolled in a 2-year college and **31.9%** enrolled in a 4-year college will require **REMEDIATION**

## Solutions

- ❑ Advocate for higher level courses
- ❑ Enroll/offer academically rigorous summer program to prepare students for college level work
- ❑ Successful completion of remedial courses
- ❑ Coaching students to seek help from resources on campus and from professor
- ❑ Course selection and sequence advising
- ❑ Enroll students in multiple college bound programs (Trio, College Summit, AVID, POSSE, etc.)

# Social/Emotional

## Challenges

- ❑ Most students come from non-traditional homes
- ❑ School environments are unsafe and disrespectful
- ❑ Understanding and accepting different expectations in and outside the classroom
- ❑ Greater fear of failing/ Failure is often the first option
- ❑ Lack of positive role models
- ❑ Being away from home
- ❑ First-generation students are less likely to live on campus, less engaged with faculty members, work more hours off campus, and generally less satisfied with the campus environment (Kuh and Pike 2005; Richardson and Skinner 1992; Terenzini et al. 1996).
- ❑ Transition issues
- ❑ Contradictory relationships with family, peers and community

## Solutions

- ❑ Increasing counselor support
- ❑ Increase emotional social training for all staff and trickle
- ❑ Incorporate resilience curriculum (WhyTry)
- ❑ Strong and active minority and diversity affair offices on campus
- ❑ Mentors (during high school and college)
- ❑ Peer support - Connecting students to current students or similar students on campus
- ❑ Visits and frequent check-ins – Intrusive Counseling
- ❑ MSI's

# Cultural

## Challenges

- ❑ Lack of exposure
- ❑ Lack of stability
- ❑ Lack of positive role models
- ❑ First generation

## Solutions

- ❑ Encouraging a culture of reading a range of books
- ❑ Involving students in after school programs
- ❑ Participation in summer learning experiences
- ❑ Exposing students to volunteering opportunities
- ❑ Incorporating cultural immersion through visual and performing arts (theater, opera, ballet, museums, etc.)

# Racial

## Challenges

- Cult of Victimology
  - treat racism not as a problem to be solved but as an identity to be nurtured
- Cult of Separatism
  - View African Americans as an unofficial sovereign entity – morally exempt from following norm rules
- Cult of Anti-Intellectualism
- Dynamics at a HBCU
- Dynamics at a PWI

## Solutions

- Leadership training
- Cultural diversity/sensitivity training
- Exposure
- Challenging statements and behaviors

*"We're afraid that black students who perform at that high a level aren't going to be concerned with nurturing and African American presence at Berkeley" ~Undergrad Black Recruiter, spring 98*



# Creating Change: Getting Buy-in

## □ Schools/Colleges

- obtaining administrator/faculty/staff buy-in
- cultivating relationships
- establishing a positive presence on campus

## □ Families

- obtaining family buy-in EARLY
- maintaining open and consistent communication
- offering services or referral to services and programs to address non-academic needs

## □ Students

- treating students with unconditional positive regard
- creating a culture of reliability and consistency
- caring for the whole child
- communicating and maintaining high expectations and belief in the student's ability to succeed/worthiness

# Considering the Options: Community College

## □ Benefits

- Cost
- State Aid
- Smaller classes
- Reciprocity within its state or local states

## □ Challenges

- Sometimes limited resources and supports
- Common impediments to completion or successful transfer:
  - Developmental/remedial coursework requirements
  - Part-time enrollment
  - Lacking sense of community
  - “commuter” life

# Considering the Options: State Colleges/Universities

- State colleges typically = lower tuition + state aid – small classes + transition programs
- Some benefits of flagship state colleges:
  - ▣ Honors programs
  - ▣ State aid
  - ▣ Transition programs

# Considering the Options: Private Colleges/Universities



- More selective
- Fly-in programs
- Cost more but typically have more aid
- Willing to travel
- More intimate environment

# College Planning

## Highly Selective/Meeting Full Need

- Amherst College Amherst, MA
- Barnard College New York, NY
- Bates College Lewiston, ME
- Boston College Chestnut Hill, MA
- Bowdoin College Brunswick, ME
- Brown University Providence, RI
- Bryn Mawr College Bryn Mawr, PA
- California Institute of Technology Pasadena, CA
- Carleton College Northfield, MN
- Chapman University Orange, CA
- Claremont McKenna College Claremont, CA
- Colby College Waterville, ME
- Colgate University Hamilton, NY
- College of the Holy Cross Worcester, MA
- Columbia University New York, NY
- Connecticut College New London, CT
- Cornell University Ithaca, NY
- Dartmouth College Hanover, NH
- Davidson College Davidson, NC
- Duke University Durham, NC
- Emory University Atlanta, GA
- Georgetown University Washington, DC
- Gettysburg College Gettysburg, PA
- Grinnell College Grinnell, IA
- Hamilton College Clinton, NY
- Harvard University Cambridge, MA
- Harvey Mudd College Claremont, CA
- Haverford College Haverford, PA
- Lafayette College Easton, PA
- Macalester College St. Paul, MN
- Massachusetts Institute of Technology Cambridge, MA

# College Planning

## Highly Selective/Meeting Full Need

- Middlebury College-Middlebury, VT
- Mount Holyoke College-South Hadley, MA
- Northwestern University-Evanston, IL
- Oberlin College-Oberlin, OH
- Occidental College-Los Angeles, CA
- Pitzer College-Claremont, CA
- Pomona College-Claremont, CA
- Princeton University-Princeton, NJ
- Reed College-Portland, OR
- Rice University-Houston, TX
- Scripps College-Claremont, CA
- Smith College-Northampton, MA
- St. Olaf College-Northfield, MN
- Stanford University-Stanford, CA
- SUNY College of Environmental Science and Forestry-Syracuse, NY
- Swarthmore College-Swarthmore, PA
- Thomas Aquinas College-Santa Paula, CA
- Trinity College-Hartford, CT
- Tufts University-Medford, MA
- University of Chicago-Chicago, IL
- University of North Carolina--Chapel Hill, NC
- University of Notre Dame-Notre Dame, IN
- University of Pennsylvania-Philadelphia, PA
- University of Richmond-Richmond, VA
- University of Virginia-Charlottesville, VA
- Vanderbilt University-Nashville, TN
- Vassar College-Poughkeepsie, NY
- Wabash College-Crawfordsville, IN
- Washington University in St. Louis, MO
- Wellesley College-Wellesley, MA
- Wesleyan University-Middletown, CT
- Williams College-Williamstown, MA
- Yale University-New Haven, CT

# Strategies that School Leaders Can Use to Increase College Retention Rates

- ❑ Consistent tracking of all graduates
  - ✓ National Student Clearinghouse Data
- ❑ Consistent Contact
  - ✓ Phone Calls
  - ✓ College Visits
  - ✓ Email, Facebook, Text Messaging
  - ✓ Monthly Newsletters
  - ✓ Engage alumni in events at school
  - ✓ Ensure that students know that former high school is always a place to return and receive assistance if needed



# Strategies that School Leaders Can Use to Increase Retention Rates

## □ Collecting Data

- ✓ Create and Implement an Alumni Association
  - ✓ Representatives from each class to assist with data collection, event planning, etc.
- ✓ Hold students accountable in data collection
- ✓ Surveys to track enrollment, progress

## □ Use of Data

- ✓ Track how students perform in college to better guide current seniors
- ✓ Collect transcripts, student log-in info if possible
- ✓ Use college selections, surveys, performance to understand WHY students drop out



# Human & Fiscal Resources Needed to Ensure College Retention

## ❑ Funds for Alumni Program

- ❑ Emergency funds for college items
- ❑ Funds for alumni programming to engage alumni in current school community
- ❑ Funds for college visits

## ❑ Full-time In-House Alumni Coordinator

- ❑ Tracks student enrollment in college
- ❑ Keep in contact with students
- ❑ Visit students in college
- ❑ Engage alumni in events
- ❑ Access to student records



# College Planning: F(r)ee Waivers

- College Board
  - SAT (2) and Subject Tests (2 rounds up to 3 subject tests)
  - College Application Waivers
  - CSS Profile Waivers
- ACT (2)
- NACAC College App Fee Waiver Request
- Free to apply institutions
- College/University sponsored waivers
- Beg, plead and bargain – most kids who are low income qualify for fee waivers (exception: most HBCU's)

# College Planning Websites

- [www.collegeresults.org](http://www.collegeresults.org)
- [www.collegeboard.org](http://www.collegeboard.org)
- [www.collegeprowler.com](http://www.collegeprowler.com)
- [www.collegerealitycheck.com](http://www.collegerealitycheck.com)
- [www.admissionpossible.com](http://www.admissionpossible.com)
- [www.knowhow2go.org](http://www.knowhow2go.org)
- [www.collegegreenlight.com](http://www.collegegreenlight.com)
- Department of Education List of Institutions with high minority populations

<http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>

# Curriculum Materials

- College Summit
- AVID
- HSF -DestinationUniversity
- NACAC
  - Tips for Parents
  - A Guide to the College Admissions Process
  - Step by Step: College Awareness and Planning for Counselors and Communities
- NCAN – Counselor handbook
- Reach for College
- College Board – CollegeEd
- WhyTry: Resilience Education

# Scholarships

- ☐ Gates Millennium Scholars
- ☐ Coca-Cola Scholars
- ☐ Ron Brown Scholarship
- ☐ Jackie Robinson Scholarship
- ☐ Shawn Carter Scholarship  
(Jay Z)
- ☐ Hispanic Scholarship Fund
- ☐ NAACP
- ☐ Dell Scholarship
- ☐ Horatio Alger
- ☐ Wendy's Heisman
- ☐ AXA Foundation
- ☐ Posse Foundation
- ☐ Questbridge
- ☐ Congressional Black Caucus
- ☐ Congressional Hispanic Caucus
- ☐ Hispanic Heritage
- ☐ Educators for Fair Consideration
- ☐ My Turn
- ☐ Sam Walton/Wal-mart
- ☐ Bonner Scholars
- ☐ I'm First

# College Visits/Multicultural Recruitment

- ❑ Like “athletic recruiting” but for minority students! Most offer all-expense paid visits to schools – based on nominations, essays and academic achievement (examples...)
- ❑ Amherst (Diversity Open House Weekends)
- ❑ Barnard (Barnard Bound)
- ❑ Bates (Prologue to Bates)
- ❑ Carleton College (Taste of Carleton)
- ❑ Carnegie Mellon (Celebration of Diversity Weekend)
- ❑ Connecticut College (Explorer Weekend)
- ❑ Lehigh University (Diversity Achievers Weekend)
- ❑ University of Richmond (Multicultural Overnight Visit Experience)
- ❑ And MANY, MANY More!

# Online News and Professional Development Resources for College Counselors

- The Ed Trust
- The Chronicle of Higher Education
- Inside HigherEd
- National Association of College Admission Counseling
- Journal of the First-Year Experience and Students in Transition
- The Journal of Blacks in Higher Education
- The National College Access Network
- NPEA
- IECA/HECA

## Wrap-Up



**Thank you for  
joining us today!**