



Enhancing Diversity in Distance Education

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Painting the Landscape

- From 1991 to 2001, higher education enrollment increased by 1.6 million students to reach nearly 16 million students, an increase of 11.2%.



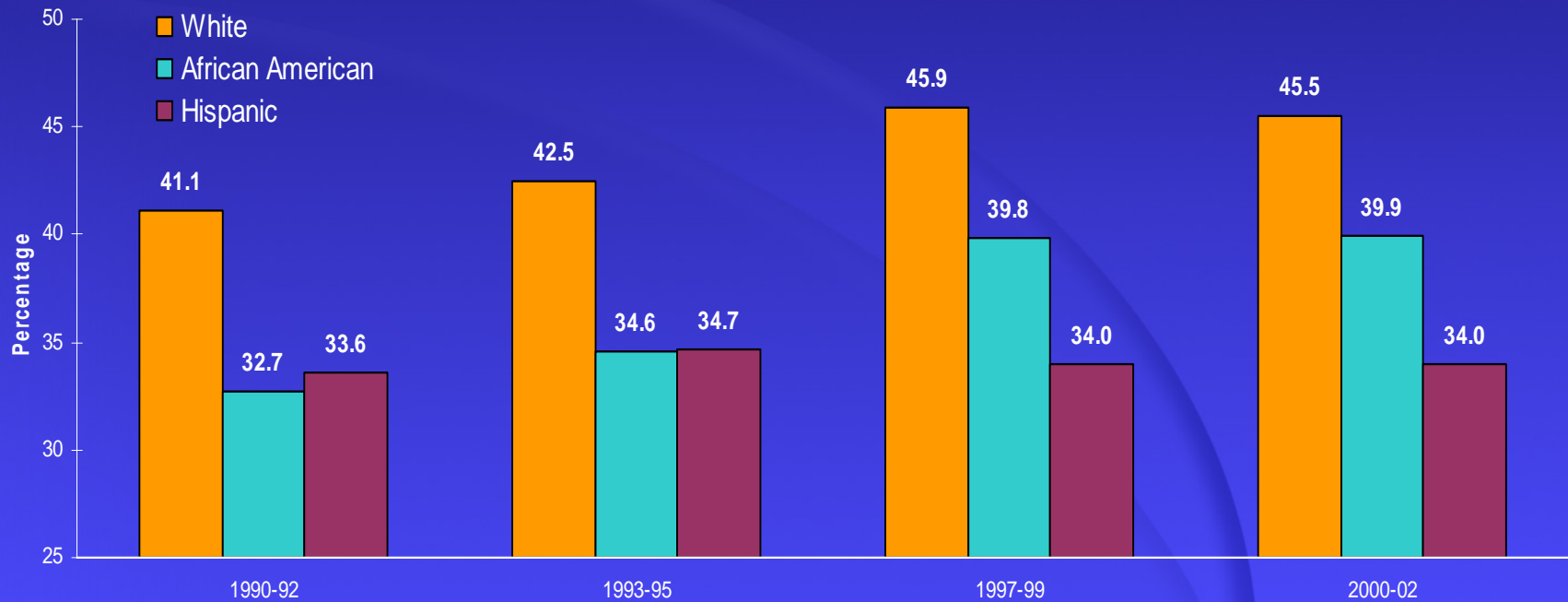
Painting the Landscape

- From 1991 to 2001, White enrollment fell by nearly 500,000 students.
- Number of minority students made dramatic gains, increasing by nearly 1.5 million students, or 51.7%.

Painting the Landscape

- But, despite making substantial increases in enrollment, African Americans and Hispanics continue to trail Whites in the percentage of the college-age cohort enrolled in college, commonly known as the College Participation Rate.
- College participation rates show the percentage of 18-24-year old high school graduates enrolled in postsecondary education.

College Participation Rates of 18- to 24-Year-Old High School Graduates,
by Race/Ethnicity: Selected Years, 1990-92 to 2000-02



The percentage of African-American 18- to 24-year-old high school graduates who were enrolled in college increased by 7.2 percentage points from 1990-92 to 2000-02, to rest at 39.9 percent. Despite this increase the college participation rate of African Americans continues to trail the rate for whites.

Source: Harvey, William B., and Eugene L. Anderson. 2005. *Twenty-first Annual Status Report on Minorities in Higher Education*. Washington, DC: American Council on Education.



College Participation Rates

- The percentage of African-American 18-24-year old high school graduates who were enrolled in college increased by 7.2% from 1990-92 to 2000-02, to rest at 39.9%.
- Only a small increase occurred in the Hispanic college participation rate during the 1990's, rising from 33.6% to 34%.



Percentage of Persons 25- to 29-Years Old Who Completed Four or More Years of College,
by Race/Ethnicity: Selected Years, 1991-92 to 2001-03



In 1991-93, a quarter of all whites aged 25 to 29 years, completed four or more years of college. By 2001-03, more than a third of whites in this age cohort completed the same amount of postsecondary education.

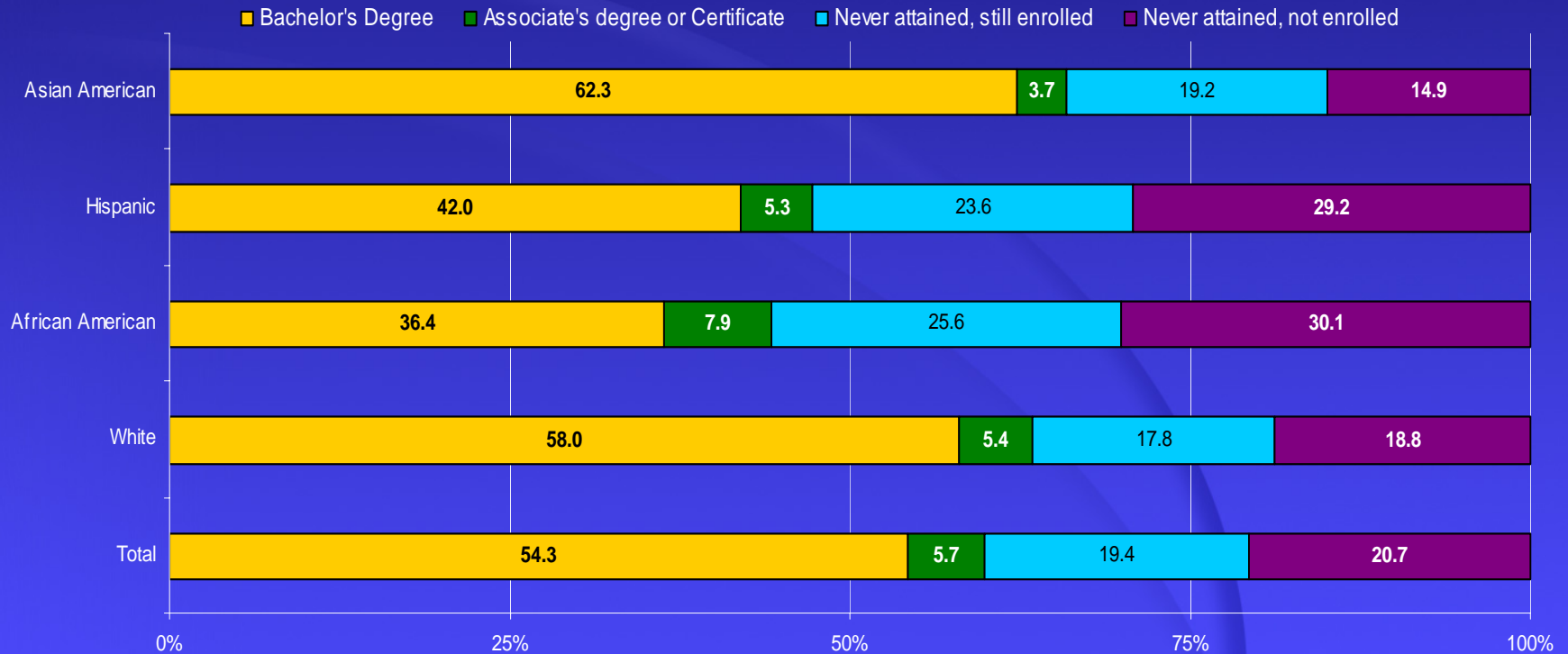
Source: Harvey, William B., and Eugene L. Anderson. 2005. Twenty-first Annual Status Report on Minorities in Higher Education. Washington, DC: American Council on Education.



Persistence Rates

- By 2001-03, 34.6% of 25 to 29-year old Whites had completed four or more years of college, an increase of 9.8 percentage points from 1991-93.
- By 2001-03, 17.5% of 25-29-year old African Americans had completed four or more years of college, an increase of 5.7 percentage points in a 10-year span.
- Hispanics made little progress, rising from 9 to 9.8%.

Persistence of Degree Seeking 1995-96 Beginning Postsecondary Students at Four-Year Institutions After Five Years by Race/Ethnicity



Among students who began in 1995–96 at four-year institutions, Asian-American students had the highest rate of attaining a bachelor's degree, 62.3 percent, followed by white students, who posted a rate of 58 percent.

Source: Harvey, William B., and Eugene L. Anderson. 2005. Twenty-first Annual Status Report on Minorities in Higher Education. Washington, DC: American Council on Education.



Degree Attainment Rates

- Among students who began college in 1995-96, Asian American students had the highest rate of attaining a Bachelor's degree within 5 years (62.3%).
- White students = 58%
- Hispanics = 42%
- African Americans = 36.4%



Degree Attainment Rates

- African American students had the largest percentage of students with no degree but still enrolled after 5 years (25.6%), as well as those without a degree and no longer enrolled (30.1%).
- 23.6% of Hispanic students had not obtained a degree but were still enrolled after 5 years while 29.2% had not attained a degree and were no longer enrolled.

The Problem at Hand

- When it comes to racial and ethnic equity, higher education continues to fall short on admitting and more importantly, graduating African American and Hispanic students. The situation is made more urgent by the increasing numbers of students of color that higher education must serve.



Changing Demographics

- The number of African American and Hispanic students completing high school continues to climb. Among Hispanics, the number has tripled in past 20 years.
- By 2015, ETS predicts that more students of color will be enrolled in higher education institutions than White students in 3 states (CA, NM, HI). Six other states will have populations of students of color over 40% and Texas will be evenly divided.

Workforce Needs

- In this high-tech, global economy, the future of our country depends on the ability to develop the talent of all who reside within our borders.
- To meet the needs of our domestic markets and to compete in foreign markets, American business requires a workforce that is educated and prepared to perform demanding technical and professional tasks in a multicultural environment.



Workforce Needs

According to a recent report by the Business-Higher Education Forum:

- › By 2028, there will be 19 million more jobs than workers who are adequately prepared to fill them.
- › Roughly 40% of the people available to take these jobs will be members of minority groups.
- › A large portion of new jobs -- especially those that offer competitive salaries and benefits -- will demand skills far beyond those of a high school graduate.



Distance Learning

- Distance education can be part of the solution!
- About 1 in every 13 postsecondary students enrolls in at least one distance education course. Number of students involved in distance education has tripled in just 4 years. (2002, GAO Testimony)
- During the 2000-01 academic year, 56% of all 2-year and 4-year degree granting institutions offered distance education courses.



Distance Learning

- Public institutions are more likely to offer distance education courses than private institutions. In 2001, 90% of public 2-year and 89% of public 4-year institutions offered distance ed courses, compared with 16% of private 2-year and 40% of private 4-year institutions.
- Students at minority serving institutions use distance education less extensively than students at other schools.



Enhancing Diversity in Distance Education

Some key questions:

1. What strengths do distance learning providers bring to enhance outreach to and to retain diverse populations of students, faculty and administrators? What are the barriers?



Enhancing Diversity in Distance Education

2. As online distance learning becomes more established throughout higher education, how can institutional core values, such as the commitment to promoting and sustaining diversity, be incorporated into the student experience through student services and the curriculum?

Enhancing Diversity in Distance Education

3. What leadership challenges are associated with advancing a campus diversity agenda? Specifically, how can presidents make progress on an essential but difficult challenge?



Enhancing Diversity in Distance Education

4. Are there exemplary programs that should be emulated in the online learning environment to facilitate diversity?
 - Linkages with K-12
 - Partnerships with HBCUs and MSIs
 - Partnerships with foreign institutions