

12-2017

Barriers to Higher Education: Underrepresented Minorities' Access to UCI

Kimberly Dennin

Salve Regina University, kimberly.dennin@salve.edu

Follow this and additional works at: https://digitalcommons.salve.edu/pell_theses



Part of the [Education Law Commons](#), and the [Higher Education Commons](#)

Dennin, Kimberly, "Barriers to Higher Education: Underrepresented Minorities' Access to UCI" (2017). *Pell Scholars and Senior Theses*. 120.

https://digitalcommons.salve.edu/pell_theses/120

This Article is brought to you for free and open access by the Salve's Dissertations and Theses at Digital Commons @ Salve Regina. It has been accepted for inclusion in Pell Scholars and Senior Theses by an authorized administrator of Digital Commons @ Salve Regina. For more information, please contact digitalcommons@salve.edu.

Barriers to Higher Education: Underrepresented Minorities' Access to UCI

Kimberly Dennin

Salve Regina University

CEG Capstone

Dr. Gomaa

December 2017

Table of Contents

Abstract	3
Introduction	4
Background	4
Definition of the Problem	8
Urgency	10
Statement of Purpose	11
Methodology	12
Road Map	13
Problem Description	14
Beginnings of the UC System	14
California Master Plan for Higher Education	15
Overview of UCI	18
Current UCI Policies: Admissions	19
Current UCI Policies: Outreach	23
Policy 1: Neighborhood Academic Initiative	25
Overview	25
Pros	27
Cons	29
Evaluation	30
Policy 2: Wisconsin Covenant Scholarship Grant	31
Overview	31
Pros	33
Cons	33
Evaluation	34
Policy 3: University of Washington Recruitment	35
Overview	35
Pros	38
Cons	40
Evaluation	41
Conclusion	41
Practical Recommendations	43
Concluding Remarks	45
References and Figures	46

Abstract

Ever since the removal of Affirmative Action in California from Proposition 209, the UC system has struggled with increasing the enrollment numbers of underrepresented minorities on their campuses. In response to this, many of the UC schools are adopting different policies to help counteract the negative effects of Proposition 209. This paper examines the effects of Proposition 209 on the underrepresented minority population in the UC system, specifically focusing on the University of California, Irvine (UCI). The areas of focus for addressing the issues of Proposition 209 at UCI are outreach programs, admissions policies, and recruitment programs. This paper examines different policy options that other universities have utilized in each of these areas, and if it would be feasible for these policies to be adopted at UCI. The area the UCI is weakest in is recruitment, and it is also the area in which it is most feasible to implement change.

Introduction

Background

According to the 2007-2009 American Community Survey, the lifetime earnings of a person with a Bachelor's degree is 74% more than a person with only a high school diploma (Carnevale, Rose, Cheah). While wages increase as education increases, nationwide "About 84% of jobs fall into three categories: high school diploma or equivalent, less education than a high school diploma, and bachelor's degree" (Torpey, Watson). Because most jobs fall under the categories of no high school diploma and high school diploma, the majority of the population is receiving some of the lowest median annual wages. These wages are close to the poverty guidelines released by the U.S Department of Health and Human Services, especially when looking at a four-person household (Figure 2). In addition to education, race plays a significant role in a person's lifetime earnings. Education helps increase these earnings but, Latinos have a median lifetime earnings 34% lower than whites, African Americans 23% less, and other races/ethnicities 22% less (Carnevale, Rose, Cheah).

Figure 1: Median Annual Wage per Education Level

Education Level	Percentage of Jobs	Median Annual Wage
No high school diploma	27.2%	\$20,350
High school diploma	38.9%	\$35,580
Some college but no degree	1.4%	\$29,100
Postsecondary non-degree award	5.9%	\$35,120
Associates degree	4.3%	\$58,240
Bachelor's degree	18.0%	\$68,190
Master's degree	1.7%	\$64,510
Doctoral/Professional degree	2.6%	\$97,550

Figure 2

2017 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,180 for each additional person.	
1	\$12,060
2	\$16,240
3	\$20,420
4	\$24,600
5	\$28,780
6	\$32,960
7	\$37,140
8	\$41,320

Education also decreases the rate of unemployment, going from 7.4% for those without a high school degree to 2.7% for those with a bachelor's degree. Similar to wages, race plays a significant role in the rate of unemployment, but even within different racial distinctions the unemployment rate goes down with increased education (Figure 3). Despite the disparities in income and unemployment between races, education does help advance a person in society.

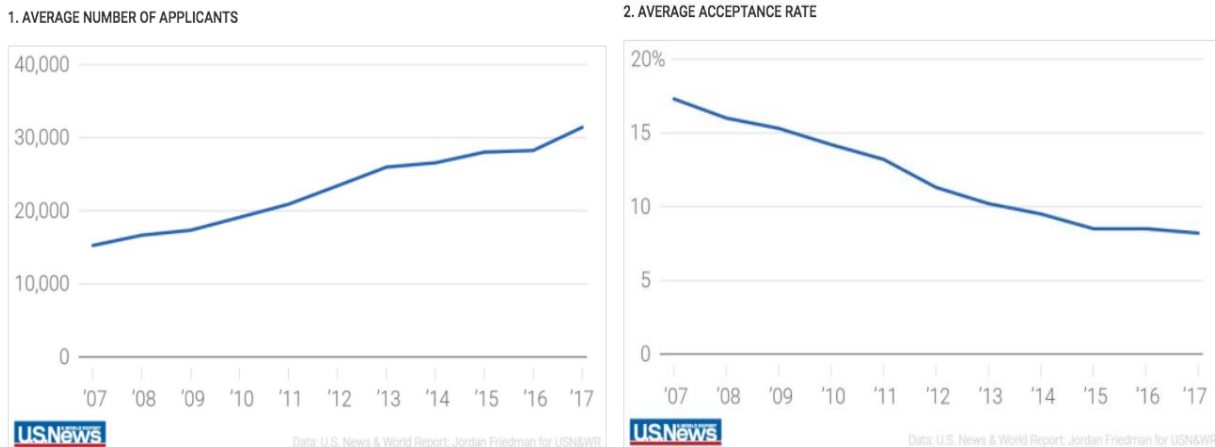
Figure 3: Unemployment Rate per Race and Education

Race	No high school diploma	High school diploma	Bachelors degree	Advanced degree
Total	7.4	5.2	2.7	2.2
White	6.5	4.5	2.5	2.0
Black	14.1	8.6	3.9	3.3
Asian	3.9	4.0	3.1	2.3
Hispanic/Latino	5.9	5.1	3.2	2.7

Attending a university is no longer just about education. With access to higher education, one is more likely to be able to escape the cycle of poverty and oppression and obtain a sense of privilege and social mobility. With this reliance on higher education for a prosperous life, there has been an increased competition between high school students to gain access to a spot at a university. Over the past ten years, the number of applicants to the top ten universities in the United States increased while the acceptance rate decreased (Figure 4). This competition, however, is not balanced due to the structural and cultural barriers in place that keeps a significant number of the minority population in America out of higher education. A study released by Georgetown University's Center on Education and the Workforce showed that since 1995,

- “more than 80 percent of all new enrollments by white students have come at the nation's most ‘elite and competitive’ 468 institutions”
- “more than 70 percent of all new black and Hispanic students have enrolled at the nation's ‘open-access two-year and four-year colleges’
- “more than 30 percent of black and Hispanic students with a high school grade-point average of 3.5 or higher attend community college, compared to only 22 percent of whites with the same grades”
- “Just 12 percent of students who start at a community college, for example, go on to earn a bachelor's degree within six years, according to the data from the Institute on Higher Education Policy” (Wolfgang)

Figure 4



This competition is especially prevalent in the University of California (UC) system. The universities within the UC system are some of the most prestigious in the nation.

- “UC Berkeley and UCLA were ranked as the top public institutions”
- “Five UC campuses were among the top 10 public institutions in the nation”
- “For public and private institutions combined, six UC campuses ranked among the top 50” (The University of California Excels in National and International Rankings)

A university education in California used to be fairly limited to white, upper class males. When legislatures began to realize that there was a problem of limited access to higher education, they began instituting policies to try and increase access for segments of the California population that had previously been excluded from higher education. This was the beginning of the UC system, and the original UC charter specifically addressed the “lack of socioeconomic diversity among university populations and the tendency toward disparity in access due to economic hardship” (Jewell 40). While this was a very ambitious and progressive goal at the time, there was still no mention of race, ethnicity, sex, or gender as barriers to

admission. At this time, there was the belief that minorities and women were unlikely to seek enrollment, and this is why they were absent from admissions policy until the late 20th century. It was not until 1977, when Affirmative Action was put into place, that real progress was achieved in decreasing the minority gap. In 1994, the UC system shows a significant amount of diversity with enrollments consisting of 26% Chicano/Latino, 4% African American, 33% Asian/Pacific Islander, and 21% White (Freshman Fall Admissions Summary).

Definition of the Problem

Figure 5

The Public on What Should Be Considered in Admissions

	Major Factor	Minor Factor	Not at All	No Opinion
High school grades	73%	20%	6%	1%
Standardized test scores	55%	33%	10%	2%
Types of courses students took in high school	50%	31%	19%	1%
Family's economic circumstances	31%	30%	39%	1%
First-generation status	31%	27%	41%	1%
Athletic ability	15%	40%	44%	1%
Parent is a graduate	11%	35%	52%	2%
Race or ethnicity	9%	27%	63%	1%
Gender	8%	25%	66%	2%

During the Reagan Era, the public began to see Affirmative Action as a means of excluding whites and Asian Americans from the UC campuses. Even now, the public does not believe that race should be a main consideration in admissions (Figure 5). In reality, the perceived discrimination against these two groups came from the need of the UC's to limit their enrollment (Jewell). However, this was never acknowledged in the

public, and as a result Proposition 209 was implemented on August 28, 1997. Proposition 209 decreed that race, sex, and ethnicity could not be considered in public education and employment, and resulted in the dismantling of Affirmative Action.

While there was still an adverse impact towards underrepresented minorities in the admissions process while Affirmative Action was in place, there was a marked increase in the impact of underrepresented minorities admissions in the years following Proposition 209

(Santos, Cabrera, Fosnacht,). Enrollment for Chicanos/Latinos and African Americans decreased after 1997, and it took many years before the numbers resembled those before Proposition 209 (Figure 6).

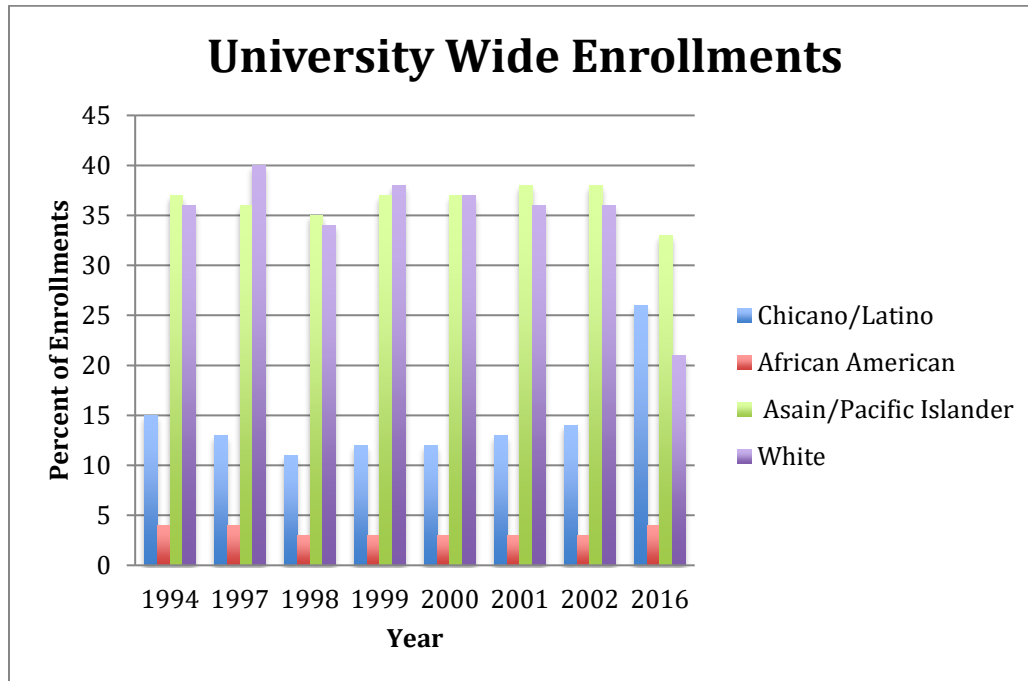


Figure 6

This impact was worsened through policy adopted to try and solve the high enrollment problem in the UC system. These policies especially handicap qualified underrepresented minorities from gaining access to a UC education (Jewell). Without Affirmative Action to limit the effects of these policies, the Universities are relying on other policies to try and decrease the minority gap found on their campuses. While each University of California still follows the same charter and has the same mission, each campus has to create their own policies to try and increase the number of underrepresented minorities on their campus. This paper specifically looks at the problem of the minority gap at the University of California, Irvine (UCI) within the greater problem of underrepresented minorities' access to the UC system as a whole.

Urgency

Many problems in society stem from the barriers that prevent a large part of the population from accessing higher education. One such group continually affected is low-income minorities. This group frequently finds that they are unable to advance to higher levels within society and while there are many barriers to social movement for underrepresented minorities, the barrier to higher education is one of the most important ones to overcome. Higher education is becoming necessary to escape the cycle of poverty and disenfranchisement. Allowing the barriers that prevent minorities, who are most often in these positions, from accessing higher education to continue to exist significantly decreases their chances at a better life (Dyce, Miller, Albold, Long,). The Pell institute for the Study of Opportunity in Higher education found in 2004 that “when family income is under \$25,000, young people have less than a 6% chance of earning a four-year college degree” (Dyce, Miller, Albold, Long 153). While a diverse group of people can find themselves in this economic category, minorities still make up the majority of this group. If minorities continually find that they cannot gain access to higher education then the gap in income will continue to increase.

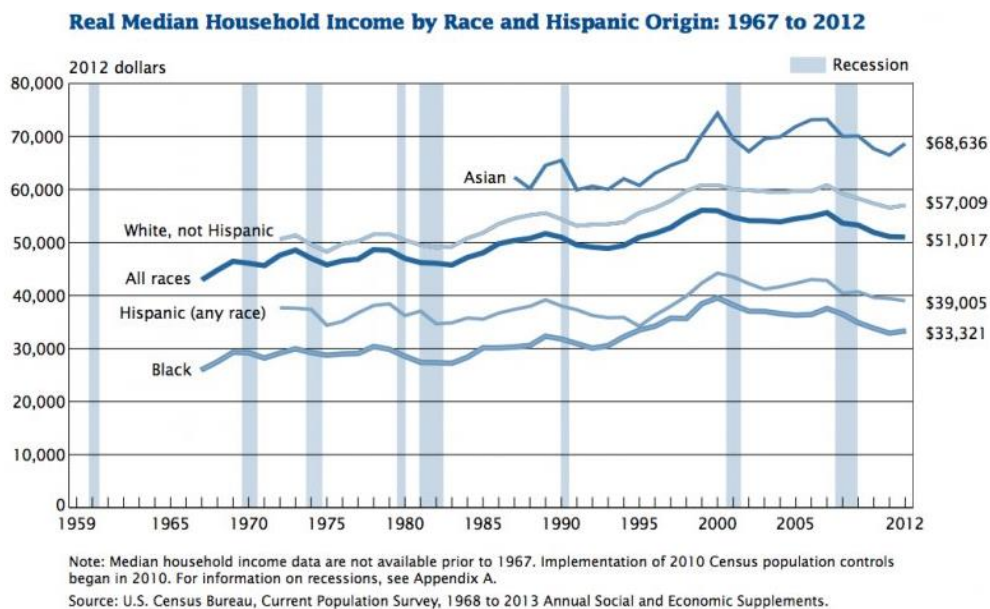


Figure 7

There are two levels to the problem of the minority gap. The first is the problem of preparation, in which low-income minority students are not receiving an adequate K-12 education due to the inability of these schools to successfully address past inequalities in the school system. The second problem is that of limited enrollment, in which qualified low-income minority students are not receiving spots in the UC system, or are not applying at all. This stems from both the policies adopted to deal with the high enrollment issue in the UC system, and from the removal of affirmative action.

No longer is the issue of access to university academic. Today, “In a stratified society, income, power, and prestige are scarce resources, and the scarcer the resource, the more valuable it becomes” (Jones 24). In order to create a better society, access to higher education has to become more equitable, so that people from all groups in society have a chance at obtaining these resources.

Statement of Purpose

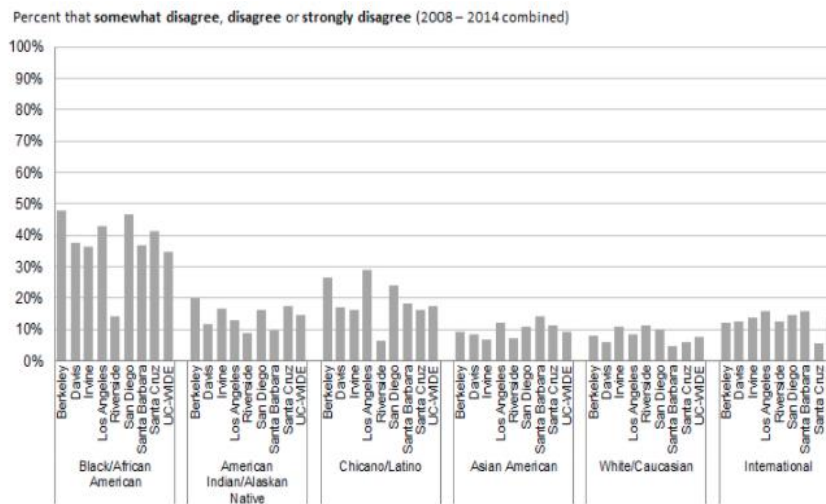
This study focuses on UCI because it is one of the main universities within the UC system. The UC system was created with the goal of providing a higher education to all residents of California, and for a while was held up as the standard for this kind of system. The regents of the UC system have also been aware of the problem of diversity on their campuses, and throughout their history have worked toward their mission of increasing inclusivity and diversity. Despite this focus, the UC system has still had trouble decreasing the minority gap on campuses, even when Affirmative Action was still in effect. After the implementation of Proposition 209 the UC system experienced even more problems with the admission of underrepresented minorities. Proposition 209 combined with the high enrollment issue in the UC system has led to qualified minority students being rejected from UC’s at a greater rate than White or Asian American students. As previously mentioned, a higher education is an important factor in social

mobility which low-income minorities are finding increasingly difficult to accomplish. If the UC system is to live up to its goal of providing a higher education to all California residents and increasing diversity and inclusivity on their campuses, policy has to be adopted that breaks down the barriers that has continually kept underrepresented minorities off of UC campuses.

Methodology

Since many UC's and universities have adopted policy to combat the growing minority gap on their campuses, this study will examine the policies that have had the most success and will analyze how successful the policies would be if implemented at UCI. This study also involves an examination of the policies currently in place at UCI and an analysis of how successful the programs have been. Because there are such a wide variety of policies aimed at increasing diversity on campus, this study will highlight the main categories of policy and examine a few examples of them from different universities. Because each university is situated within society in a unique way, the main part of this paper involves understanding how universities are solving the wide variety of problems that they are facing and how these methods can be adopted at UCI.

UCI is ranked 9th out of all public universities in America, and is ranked 1st in promoting social mobility (UC excels in national and international rankings). As of 2017, UCI is also both a Hispanic-serving institution and an Asian American and Native American Pacific Islander-serving institution. UCI has had success in decreasing the minority gap on campus, but it is still lacking in some areas. African Americans only make up 3% of the total enrollment at UCI (Freshman Fall Admissions Summary), and when students were polled to see how much they agree with the statement that their racial group was respected on campus, African Americans had the greatest amount of somewhat disagree, disagree, and strongly disagree (Figure 8).



Source: UCUES

Figure 8

My father is a professor of physics, Dean of Undergraduate Education, and Vice Provost of Teaching and Learning at UCI. I have grown up within the UCI community,

and for the past two years I have been working as the program coordinator for one of the summer programs run through the Center for Educational Partnership. A part of me has been shaped by UCI, and I do believe in their mission and quality of education.

Road Map

This paper covers the history of the UC system, highlighting the main problems that the University faces when it comes to minority access to education. Then the paper examines the problem of the minority gap at UCI through an analysis of enrollments and current policies in place at UCI to help combat the minority gap. The purpose of this paper is to establish the best policy for increasing diversity at UCI, which involves examining the different categories of policy that have been enacted to combat the minority gap. This paper establishes the different categories that have been utilized at universities, and which have had the most success. Then the paper will take a close look at specific policies within each category that has proven to have success in decreasing the minority gap. After a close analysis of three different policies the paper concludes with policy recommendations that will be most successful in increasing diversity at UCI.

Problem Description

Beginnings of the UC System

The UC system began with passage of the Morrill Act of 1862, which was created in response to the fact that prior to the Act, “less than 5% of the college-age population was enrolled in the institutions of higher education” (Snyder, 1993, qtd. in Jewell 39). In order to increase the number of people enrolling in higher education, the Morrill Act stated that the new colleges should be

... [c]olleges where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts-in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. (United States Congress, 1862, p.2, qtd. in Jewell 39).

In compliance with the Act, California established the Agricultural, Mining, and Mechanical Arts College, and in 1867 the College of California offered “its buildings and land to the State on the condition that a “complete university” to teach humanities as well as agriculture, mining, and mechanics be established” (A Brief History of the University of California). A year later the Organic Act established the first University of California as a “complete University” through the merging of the College of California and the Agricultural, Mining, and Mechanical Arts College.

Section 13 of the Organic Act (1868) states that

As soon as the income of the University shall permit, admission and tuition shall be free to all residents of the state; and it shall be the duty of the Regents, according to population to so apportion the representation of students, when necessary, that all portions of the state shall enjoy equal privileges therein. (California State Assembly Bill 583, Sec. 14, p.4, qtd. in Jewell 40)

California Master Plan for Higher Education

Higher education in California is a three-tiered system, consisting of the Universities of California (UC), California State Universities (CSU) and the California Community Colleges (CCC). Currently there are nine UC's, twenty-three CSU's, and one hundred and fourteen CCC's. In 1959 the Regents of the State Board of Education began working on a California Master Plan for Higher Education. On April 29, 1960 the Donahoe Higher Education Act, which incorporated many of the key features of the California Master Plan for Higher Education, was signed into law. Four key features of this Act are:

- “The Master Plan created a system that combined exceptional quality with broad access for students”
- “It transformed a collection of uncoordinated and competing colleges and universities into a coherent system”
- “It established a broad framework for higher education that encourages each of the three public higher education segments to concentrate on creating its own kind of excellence within its own particular set of responsibilities”
- “it acknowledged the vital role of the independent colleges and universities, envisioning higher education in California as a singular continuum of educational opportunity, from small private colleges to large public universities” (California Master Plan for Higher Education: Major Features)

The Master Plan has two main sections. The first is the differentiation of functions in which:

- “UC is designated the state's primary academic research institution and is to provide undergraduate, graduate and professional education. UC is given exclusive jurisdiction in public higher education for doctoral degrees (with the two exceptions--see CSU below) and for instruction in law, medicine, dentistry, and veterinary medicine (the original plan

included architecture)”^[1]

- “CSU’s primary mission is undergraduate education and graduate education through the master’s degree including professional and teacher education. Faculty research is authorized consistent with the primary function of instruction. SB 724 (2006) authorized CSU to award a specific Doctor of Education (Ed.D.) in educational leadership. Other doctorates can be awarded jointly with UC or an independent institution”
- “The California Community Colleges have as their primary mission providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division). In addition to this primary mission, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services¹” (California Master Plan for Higher Education: Main Features)

The second is access and differentiation of admissions pools, in which

- “UC was to select from among the top one-eighth (12.5%) of the high school graduating class”
- “CSU was to select from among the top one-third (33.3%) of the high school graduating class”
- “California Community Colleges were to admit any student capable of benefiting from

¹ In addition to this, “The goal was that UC and CSU would enroll at least one community college transfer student for each two freshmen enrolled. All eligible California Community College transfer students are to be provided a place in the upper division and are to be given priority over freshmen in the admissions process” (California Master Plan for Higher Education: Major Features)

instruction” (California Master Plan for Higher Education: Main Features)

The plan also guarantees California residents access to a UC or CSU if the student is in the top one-eighth or top one-third of the statewide high school graduating class.

The plan, however, does fall short when it comes to giving underrepresented minorities access to higher education. While they could easily enroll in the community colleges, underrepresented minorities were still barred from entering the UC system (Jones). The plan effectively limited the number of students eligible for admission to a UC, and encouraged students to enroll in a California State University or a Community College. Before the Master Plan was enacted there was a “special action” admission program that addressed the variations in high schools and attempted to increase the number of minority students in the UC’s. These admissions were based on special talents and circumstances, and after the plan was enacted the number of students admitted through this program was limited to 2% of the total population (Jewell).

It was not until 1974 that a resolution was adopted that stated that the population of the UC’s, California State Universities, and Community Colleges should reflect the gender, racial, and ethnic composition of California high school graduates. This allowed admissions officers to have more freedom to consider race in applications, and ultimately culminated in Affirmative Action being officially adopted in 1977 (Jewell).

Despite the success of bringing race, ethnicity, and gender into consideration during the admissions process there is still the longstanding problem of “how to apportion access to limited resource among a rapidly growing population generally while increasing the degree of access for historically underrepresented groups” (Jewell 43). This problem has become more apparent

within the UC system with the adoption of Proposition 209 in 1997, and the dismantling of Affirmative Action.

Overview of UCI

The University of California, Irvine was first opened in 1965. In 1974, three years before Affirmative Action was officially adopted, UCI established its Cross-Cultural Center. This was the first of its kind within the UC system, and its goal was to “create a socially just campus by fostering cultural identities and providing opportunities for community engagement” (History). In 1996, UCI was named to the Association of American Universities, making it the youngest university to be admitted. Most recently, in 2017 UCI was named a Hispanic-serving institution, which means that one-quarter of undergraduate students identify as Latino and half of all students receive financial aid.

Despite its success, UCI is not exempt from the problem of the minority gap that the UC system faces. The pattern of enrollments at UCI mirrors that of the rest of the system, including the impact on underrepresented enrollment in the years following proposition 209 (Figure 9).

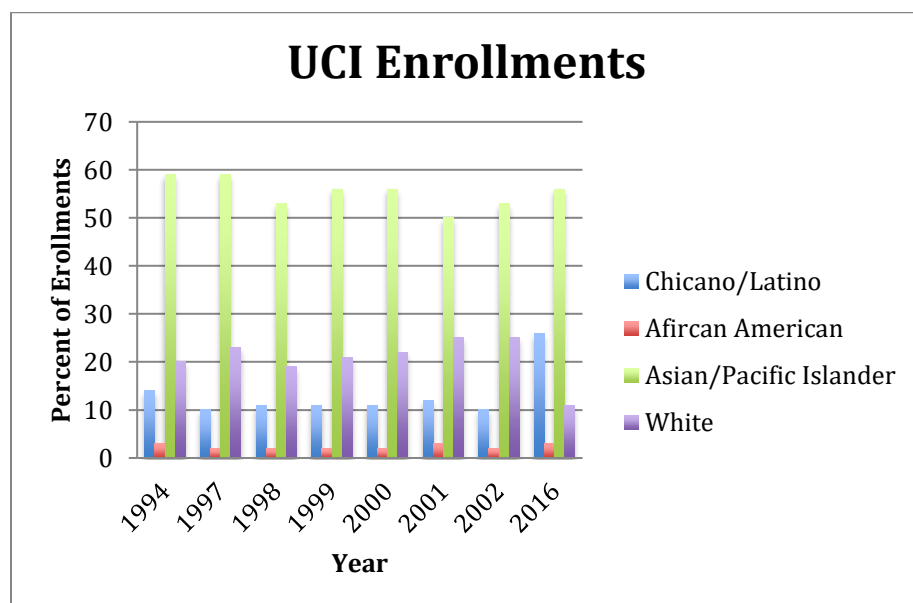


Figure 9

While the Chicano/Latino population at UCI has continued to increase, to the point where it is now a Hispanic-serving institution, the population of African Americans has yet to break three percent. As of July 1, 2016, Caucasians make up 72.7% of the California population, African Americans make up 6.5%, Asians make up 14.8%, and Hispanic/Latinos make up 38.9% of the population (United States Census Bureau). Even with the increase in Hispanic enrollment, the minority representation at UCI does not match the minority representation within the state. The top ten high schools that feed into UCI are in three different counties; Los Angeles County, Orange County, and San Bernardino County. In Los Angeles County, Caucasians make up 71.0% of the population, African Americans make up 9.1%, Asians make up 15.1%, and Hispanics make up 48.5%. In Orange County, Caucasians make up 72.6% of the population, African Americans make up 2.1%, Asians make up 20.4%, and Hispanics make up 34.3%. In San Bernardino County, Caucasians make up 77.1% of the population, African Americans make up 9.5%, Asians make up 7.4%, and Hispanics make up 52.8%. In addition to not matching the minority representation in the state, UCI does not match the minority representation in the three main counties it draws its students from. Also, the high school graduation rates in California as of 2015 are 78.5% for Hispanic/Latino, 92.6% for Asian, 70.8% for African American, and 88.0% for whites (Tira, 2016). While not all of these graduates qualify for a spot in a UC, so far the California schools are not matching the 1974 resolution to the Master Plan that the population of the UC's, California State Universities, and Community Colleges should reflect the gender, racial, and ethnic composition of California high school graduates.

Current UCI Policies: Admissions

The problem of enrollment in the UC system comes from the issues of high enrollment, Proposition 209, and lack of preparation in high school. Policies that address underrepresented minorities fall under two main categories: admissions and outreach. At UCI the admissions is

done through a comprehensive review process. This process takes into account required college-preparatory coursework (A-G requirements²), required tests, academic achievements, activities, talents, and skills within the context of circumstances and experiences. The only difference in requirements between California residents and non-residential students is the GPA requirement. For residential students, the requirement is a 3.0 GPA or higher in the A-G subject areas during grades 10-11, whereas the non-residential requirement is a 3.4 GPA or higher in the A-G subject areas.

Other factors that are taken into consideration during the admissions process are:

- “Number of, content of, and performance in academic courses completed beyond the university’s minimum eligibility requirements”
- “Number of and performance in honors and AP courses”
- “Being identified as “eligible in the local context” by ranking in the top nine percent of your high school class, as determined by the university’s academic criteria”
- “Quality of your senior year program, as measured by the type and number of academic courses in progress or planned”
- “Quality of academic performance relative to educational opportunities available at your school”
- “Outstanding performance in one or more academic subject areas”
- “Outstanding work on one or more special projects in any academic field”
- “Recent marked improvement in academic performance”

² A: 2 years of history or social science B: 4 years of English C: 3 years of math (algebra, geometry, and advanced algebra) D: 2 years of lab science (biology, chemistry or physics) E: 2 years of foreign language F: 1 year of visual/performing arts G: 1 year of college preparatory electives

- “Special talents, achievements, and awards in a particular field, or experiences that demonstrate unusual promise for leadership or ability to contribute to the intellectual vitality of the campus”
- “Completion of special projects that offer significant evidence of your special effort and determination or that may indicate special suitability to an academic program”
- “Academic accomplishments in light of your experiences and circumstances, such as disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status”
- “Location of your secondary school and residence, to provide for geographic diversity in the student population and to account for the wide variety of educational environments existing in California” (Freshman Admission)

While none of these additional factors deal with race directly, many of them take the students situation into account, and are looked at within the local context instead of a statewide context. These policies take into account that many regions in California are still segregated, and high schools with a majority minority population tend to have less funding, and as a result do not provide an adequate education. Instead of comparing students from these schools to better-funded institutions, during the admissions at UCI students are compared to other students within their high schools. In theory, this should increase the number of minority students at UCI, because their situation is being taken into account.

In reality the top ten California high schools that UCI draws its students from have a population that is very similar to the current UCI enrollment (Figure 10).

Figure 10

High School	Percent White	Percent Black	Percent Asian	Percent Hispanic	Average Number of Students Sent to UCI
Diamond Bar High School	11%	3%	66%	18%	47.9
Arcadia Senior High School	15%	2%	69%	14%	38.5
Fountain Valley High School	31%	1%	50%	14%	37.4
Walnut High School	8%	2%	62%	26%	34.9
University High School	34%	2%	51%	8%	29.5
Cerritos High School	7%	6%	62%	21%	28.2
Arnold O Beckman High School	30%	2%	38%	26%	26.6
Temple City High School	10%	.5%	68%	19%	26.5
Long Beach Polytechnic High School	12%	23%	24%	37%	25.8
Ruben Ayala High School	23%	4%	32%	36%	25.3

Only three of the ten schools have an Asian population that drops below 50%, and only Long Beach Polytechnic High School has an African American population that is greater than 6%.

While the UCI admissions policy has factors that should result in an increased African American and Hispanic population, if the high schools that UCI pulls from have a majority Asian population then the campus will continue to have a majority Asian population.

Current UCI Policies: Outreach

Outreach programs at UCI mainly fall under the jurisdiction of the Center for Educational Partnership (CFEP). The CFEP “creates collaborations that support preparation for and success in higher education”, and their focus is on “equity and access for all students in order to achieve the University of California’s goal of academic excellence” (UCI Center for Educational Partnership). The Center has four categories under which each program falls. These categories are K-12 professional development, K-12 student, transfer preparation, and undergraduate. The two main categories for this paper are K-12 professional development and K-12 student.

Within the K-12 professional development are the California Subject Matter Projects, which “provide teacher professional learning in math, history-social science, literacy and English-language development” (UCI Center for Educational Partnership). The goal of these projects is to increase the achievements and preparedness of students through increasing the preparedness of the teachers.

The two main programs focused on underrepresented minorities in the K-12 student category are the Early Academic Outreach Program (EAOP) and Upward Bound. EAOP reaches out to students in underserved schools and assists them in preparing for “college and the work force by completing all UC and California State University admissions requirement, and apply for college and financial aid” (UCI Center for Educational Partnership). EAOP partners with twenty-three schools in the Anaheim, Santa Ana, and Los Angeles Unified school districts. Only six of the twenty-three schools are a part of the top source schools for UCI. These schools have a high minority population (Figure 11), however six schools is not enough to change the demographics of UCI.

High School	Percent White	Percent Black	Percent Asian	Percent Hispanic	Average Number of Students Sent to UCI
Loara High School	9%	2%	11%	76%	13.5
Godinez High School	1%	.4%	1%	97%	10.3
Segerstrom High School	2%	1%	8%	89%	17.4
Orange High School	7%	2%	4%	86%	10.7
Long Beach Polytechnic High School	12%	23%	24%	37%	25.8
Paramount High School	1%	8%	1%	88%	12.1

Figure 11

Upward Bound focuses on students from low-income families and students who would be the first to attend college in their family. The goal of Upward Bound is to increase the rate at which these students complete secondary education and enroll and graduate from postsecondary education. Upward Bound partners with three schools, Loara high school, Anaheim high school, and Katella high school of which only Loara is one of the top source schools. This program faces the same issues that EAOP does, in that its outreach is limited and the majority of the schools that they work with do not send students to UCI.

Policy 1: Neighborhood Academic Initiative

Overview

The Neighborhood Academic Initiative (NAI) is a pre-college enrichment program at the University of Southern California (USC)³. The NAI was established in 1989 and began to first enroll scholars in the 1991-92 academic year. It supports 3,500 children in college access programs, more than 600 children in pre-school and early literacy programs, and enrolls approximately 1,000 students annually. The NAI is a “rigorous, seven-year pre-college enrichment program designed to prepare students from South and East Los Angeles for admission to a college or university” (Neighborhood Academic Initiative). Since its first graduating class in 1997, 1,000 students have completed the program, with 83% attending a four-year university and 35% attending USC. Scholars who are in good standing and who meet the admissions requirements are eligible for a full scholarship to USC.

I. Pre-College Enrichment Academy

The NAI has three major components, the first being the USC Pre-College Enrichment Academy. The USC Pre-College Enrichment Academy consists of the following curriculum:

- Enhanced classes at USC on weekday mornings
- The Saturday Academy
- After-school tutoring
- Remedial and enrichment sessions
- Workshops on time management and study skills
- PSAT and SAT1 preparation
- Cultural field trips and recreational activities (NAI Curriculum)

³ USC is a private university in California and is not a part of the UC system.

The enhanced classes occur from 7:30 to 9:30 a.m. and are taught by teachers from the students' schools. The courses cover the following subject matter:

- “Grade 7: pre-algebra (students must complete Algebra 1 prior to graduation from 8th grade)”
- “Grades 7 and 8: language arts”
- “Grade 9: English and geometry”
- “Grade 10: English and algebra”
- “Grade 11: American literature/expository composition and math analysis/trigonometry
- “Grade 12: Advanced-placement English literature and either advanced-placement statistics or calculus” (NAI Curriculum)

The Saturday Academy meets for four hours every Saturday to provide instruction in English/language arts and mathematics.

II. Family Development Institute

The second major component of the NAI is the Family Development Institute. The NAI reaches out to parents because “students are more likely to succeed in school when their parents are involved in their education” (Neighborhood Academic Initiative). The Family Development Institute provides the following:

- “Seminars for parents/guardians”
- “Adolescent/child development”
- “Effective communication”
- “Creating a positive learning environment in the home”
- “Fostering educational success”
- “Conflict resolution”

- “College application process and financial aid” (Neighborhood Academic Initiative)

In order for students to be eligible for the NAI, parents have to commit to attending 80% of the seminars, which are at the University Park for four hours on Saturday morning twelve times a year.

III. Retention Program

The third major part of the NAI is the Retention Program, which helps to ensure that when the students get into a university, they end up with a degree. At USC, NAI staff works with the Center for Academic Support’s Undergraduate Success Program to secure the success of NAI students. Through the Retention Program students at USC

- “Attend special seminars”
- “Meet with councilors”
- “Receive interventions based on mid-term grades (if necessary)”
- “Are involved in a mentoring program that pairs incoming NAI with advanced scholars who can help with the transition to college” (Neighborhood Academic Initiative)

For students who attend a university other than USC the Retention Program offers supportive services.

Pros

I. Tuition Remission

The NAI has many unique and positive aspects that distinguish it from other outreach programs. The first of these aspects is tuition remission. Many “Students from low-income schools typically either believe that research universities are unattainable because of fiscal, academic, and social barriers, or they never even consider such an option” (Tierney

and Jun, 217). One of the goals of the NAI is to remove the idea that cost is a barrier to higher education. When interviewed, many of the students were not aware of the actual costs of attending a university. By providing a full scholarship to high standing students who get accepted to USC, the NAI creates an environment where “what students and parents know is that if the students work as hard as they can and do well, then they will be rewarded with admittance to college regardless of their income” (Tierney and Jun 217). While removing finances as a barrier to higher education, Tierney acknowledges in another study that “financial assistance is inadequate if little else is done. The students whom this program serves need not only economic capital but also cultural capital and cultural integrity” (Tierney 86).

II. Community and Cultural Capital

Another positive aspect of the program is that it looks to build cultural capital and cultural integrity in which its focus is on the community and family. The NAI views families and neighborhoods as critical for creating conditions of success. By developing the local context “NAI students and families learn that students do not need to drop their family, community, or cultural identities to get into and/or be successful in college” (Tierney 86). Many other programs view the environment of low-income minority students to be a hindrance to accessing higher education. These programs attempt to separate their students from their cultural identity and community with the idea that it will increase their chances at higher education. The NAI assumes, however, that “academic success is tied to the students ability to relate to his or her local neighborhood contexts” (Tierney and Jun 214).

In addition to affirming their cultural identity, the NAI addresses different stereotypes. Instead of students having to accept the stereotypes and fewer opportunities that

come with them, or rejecting the stereotypes and trying to blend in with the majority, the NAI teaches students how to deal with these stereotypes. By accentuating the students' background, they learn that they can do as well as anyone else without changing who they are. The program also works to build cultural capital by providing trips to museums and plays, teaching computer skills, and teaching how to interact with faculty and adults.

III. Academics

Lastly, the program provides an environment in which the students are aware that they do not have to be the most intelligent students in the school in order to succeed. The NAI requires hard work from its scholars, and the scholars recognize that if they can provide this hard work they can succeed. For the 40 students in the entering class of 1991, 33% left the program and 67% graduated high school. Of the 67% that graduated high school, 60% went on to a four-year university. In the class of 1998 of the 50 original students, 62% graduated and 61% of those went on to a four-year university (Tierney and Jon). These numbers become even more impressive and speak to the success of the program when compared to the national and local numbers. At the national level 40% of high school graduates go on to a four-year university, and at the local level less than 20% of high school graduates go on to a four-year university (Tierney and Jon).

Cons

I. Cost

While there are many positive aspects to the NAI, there are features of the program that would make it difficult to implement at other universities. The first of these difficulties is the cost of starting, maintaining, and staffing the program. The NAI was created due to a very generous donation, and these donations have continued throughout its history. In 2015, USC trustee Joan Payden gave a \$5 million gift to the NAI, and the program also receives

support from celebrities like Mark Hamill. The NAI needs a large amount of financial support in order to provide its scholars with the best chance at accessing a higher education, and it can be difficult for a university to receive the necessary funds to begin a program like the NAI.

II. Location

Another difficulty in implementing a program like the NAI is its focus on neighborhoods in close proximity to the USC campus. Communities that are populated by low-income minorities surround USC. These communities have easy access to the USC campuses, and so it is easy to base the program on these campuses and still reach out to the communities that need the program the most. However, not all universities are in a position like USC. UCI is in the heart of Irvine, a city with a very low population of low-income minorities. The demographic breakdown of Irvine based on numbers from 2010 is 45.7% White, 38.2% Asian, 9.8% Hispanic, and 1.7% African American, and the median household income is \$92,663 (Demographics Information). For a program like the NAI to be effective at UCI, the program would have to reach out to neighborhoods that do not have easy access to the UCI campus, which would make it difficult to provide the same type of support that the NAI does.

Evaluation

The Neighborhood Academic Initiative at USC is a unique outreach program that offers many benefits to the local low-income minority population. The program is intended to increase enrollment at 4-year universities by combining an intensive academic program with a focus on building community and cultural identity. With the addition of a full scholarship to USC, the NAI scholars are giving the skills and power needed to gain access to and succeed in higher education. However, USC is in a unique position to have a program

like the NAI due to donations and its location within the community. Without those two aspects coming together, it would be very difficult for another university to implement an outreach program like the Neighborhood Academic Initiative.

Policy 2: Wisconsin Covenant Scholarship Grant

Overview

The Wisconsin Covenant Scholarship Grant, or the Wisconsin Covenant, is a statewide program in Wisconsin that guarantees a spot at a Wisconsin college/university with a financial aid package. The Wisconsin Covenant was started by Governor Jim Doyle in 2007 with an initial endowment of \$40 million from Great Lakes and lasted until 2011, officially ending with the high school class of 2015. Around 91,000 students have signed the pledge, and have received grants from \$250-\$1,500 for up to four years of college over a five year period depending on their financial need. Great Lakes also provides extra grants for students with the greatest need. These grants are determined by expected family contribution (EFC), and when combined with the state grants a student can receive up to \$2,500 per year, or \$10,000 over four years (Figure 12).

Expected Family Contribution*	State Grant	Great Lakes Grant	Total Annual Amount
\$0	\$1,000	\$1,500	\$2,500
\$1 - \$3,499	\$1,500	\$1,000	\$2,500
\$3,500 - \$11,999	\$1,000	\$0	\$1,000
\$12,000 - \$999,999	\$250	\$0	\$250

Figure 12

The Covenant is open to any student regardless of income, and students who wish to sign the pledge do so when they are in eighth grade. Students who sign the pledge must:

- “Attend a WI high school”
- “Sign up as a Wisconsin Covenant Scholar before September 30 of their freshman year of high school”
- “Maintain a 2.85 cumulative GPA in high school”
- “Take classes in high school that will prepare them for entrance into higher education and will meet or exceed college entrance requirements”
- “Demonstrate good citizenship and engage in activities that support the community”
- “Apply for state and federal financial aid in a timely manner by filing the Free Application for Federal Student Aid (FASFA)”
- “Apply and do all that is necessary to gain admission to a University of Wisconsin system institution, Wisconsin Technical College, and/or Wisconsin private college or university with the encouragement to apply to more than their top choices”
- “Submit the WI Covenant checklist during their senior year of high school” (Birkeland and Arney 7)

The goal of the Covenant is to increase the number of underrepresented people in higher education, and to offset the decreasing level of state funding for higher education. It has been recognized in Wisconsin that “Employers are already seeking more workers with education beyond high school to fill middle-class jobs – jobs that even recently did not require that level of education” (Higher education in Wisconsin 1). In order to maintain the vitality of the middle class in Wisconsin it was acknowledged that there needed to be greater success at the K-12 level,

and greater economic support in higher education. The Wisconsin Covenant, however, was discontinued in order to prevent cuts to current need based financial aid programs.

Pros

I. Guaranteed spot

One of the main aspects of the Wisconsin Covenant is that students who fulfill the pledge are guaranteed a spot at a Wisconsin University. These students are put on a path to higher education at the beginning of their high school career, and they know that if they stay on the path it will end with a high school diploma and access to higher education. This part of the Covenant addresses the preparation and aspiration of the students. Many low-income or minority students have no aspirations for higher education because of the belief that they do not have access to it. By guaranteeing access students are encouraged to have aspirations for higher education, and to put in the preparation needed to gain this access.

II. Financial aid

Another barrier that these students face is the costs of higher education. While the Wisconsin Covenant cannot offer a financial package that covers the total costs of higher education, it does offer a supplement to other financial aid that the student may receive. This aid can be enough to motivate students to aspire for higher education when normally their financial situation would keep them from having these aspirations.

Cons

The main negative aspect of the Wisconsin Covenant deals mainly with the reality of how the Covenant was utilized. It is because of this reality that many of the perceived benefits of the Wisconsin Covenant never really came into fruition. The Wisconsin Covenant was intended to increase access to higher education for the segments of the population that routinely find themselves blocked from attaining access. In Wisconsin this was mainly low-income families

and to a lesser extent minorities. However, Kathryn Birkeland and Jo Arney showed in their study on the Wisconsin Covenant that the poor were still being excluded from higher education. Access still began with the richest and went down from there, with the aid going to inframarginal students whose decision to attend college was not based on the program. They found that “Program participation rate is lower in small schools, more racially diverse schools, and in schools with more students qualified for subsidized lunches” (Birkeland and Arney 13). Birkeland and Arney believe that by not targeting a specific group, the program only serves students who are already on the college track, and so in the end does not help decrease the racial and economic gaps found at the universities.

Evaluation

While the ideas and goals behind the Wisconsin Covenant had promise, overall the Wisconsin Covenant had mixed results. However, other states and universities can learn from the failures of the Wisconsin Covenant and adopt a program similar to the Covenant in its base while changing and adapting it so it can become a successful program. At UCI, there is a problem when it comes to minority application rates. One aspect of this problem is the idea that it is not worth it to aspire for higher education. For many minority students the perceived benefits of attending a university do not outweigh the perceived costs of applying and attending. UCI has the additional problem as being viewed as an Asian campus, which results in other minorities feeling like they do not belong on the campus. A program like the Wisconsin Covenant, which guarantees admission to a university, if it is focused on the population that lacks aspiration for higher education, could help to increase aspiration within this group. When combined with other

programs in the UC system⁴, a program like the Wisconsin Covenant could have success in increasing low-income, and underrepresented minority students on campuses.

Policy 3: University of Washington Recruitment

Overview

I. University of Washington Multicultural Outreach & Recruitment

In 1998 the state of Washington passed Initiative 200. Like Proposition 209 in California, I-200 stated that government entities could not discriminate/grant preferential treatment based on race, sex, color, ethnicity, or national origin. In response to the anticipated backlash towards underrepresented minorities the University of Washington (UW) specifically “focused on increased outreach and recruitment efforts as its main response to I-200, with the stated goal to ‘increase minority enrollments to pre-Initiative 200 levels’” (Long 320).

The UW Multicultural Outreach & Recruitment department is within the office of Minority Affairs & Diversity. Their mission statement is as follows:

The UW will “serve as a resource for historically underrepresented (African American, Latino, American Indian, Pacific Islander and Southeast Asian) students of color as well as students who have been historically disenfranchised from higher education” (Multicultural Outreach & Recruitment).

The department hopes to increase the number of underrepresented students by attracting and preparing them for the UW through different programs and opportunities. The main program that is run through the department of Multicultural Outreach & Recruitment is the Student Outreach Ambassador Program. The department also hosts multiple conferences throughout the year, has two counselors devoted to working with high schools in Seattle and Tacoma, and “the university

⁴ Like the Blue and Gold Plan, which ensures that California residents whose total family income is less than \$80,000 a year do not have to pay UC’s system wide tuition and fees out of their own pocket

sent letters to qualified students from the western United States, including a high proportion of minorities, encouraging them to apply” (Kahlenberg 41).

II. Student Outreach Ambassador Program

After Washington passed I-200, “many students rallied to devise strategies to counter what they knew would have a negative impact on [the UW’s] already declining underrepresented student population” (Student Outreach Ambassador Program). In 1999 the Student Outreach Ambassador Program was formed from a student initiative. It began as a volunteer program, but now consists of a paid team that collaborates with the office of Minority Affairs & Diversity under the department of Multicultural Outreach & Recruitment. The program creates projects to encourage high school and middle school students to pursue higher education and deliver educational outreach services to underrepresented ethnic minority communities.

“Ambassadors develop and assist with programs on campus within target communities, middle schools and high schools to present diverse student perspectives, motivational workshops, and information regarding the UW admissions process, financial aid, academic requirements, and University resources” (Student Outreach Ambassador Program).

In 2002 the program was awarded the Brotman Diversity award in recognition of exemplary advancement of the diversity of the University, and in June of 2003 recruitment and outreach staff members went to San Francisco to feature the program at the national conference of Race and Ethnicity.

III. Conferences/Events

The events at the UW are divided by the different seasons, and are listed below. While each event targets a specific ethnic/racial group, the events are open to all students.

IIIA. Fall Events

- iDUB conference

- Target groups – underrepresented minorities, low income, and first generation high school seniors
- Tour of campus, admissions presentation, and workshops
- Two of the three dates provide transportation for students in Eastern Washington

IIIB. Winter Events

- Multicultural Transfer Day
- Native Transfer Day

IIIC. Spring Events

- The Purple and Gold Experience
 - Newly admitted students
- Rising SEAs
 - Target group – underrepresented high school southeast Asian and Asian American students
 - Conference to encourage and foster leadership of underrepresented southeast Asian and other Asian American students.
- Adelante Con Educación (ACE)
 - Target group – Chicana(o) high school students
 - Addresses lack of enrollment among the Raza population⁵
 - Focuses on access to higher education, empowerment, and leadership skills
- Polynesian Day (Poly Day)
 - Target group – Pacific Islander high school students

⁵ The Raza population is a Hispanophone population that is a mix of the Spanish colonizers and the indigenous population

- Celebration of Polynesia culture (music, dance, and regalia) hosted by the Polynesian Student Alliance
- Workshops on the UW admissions process
- Young, Gifted & Black
 - Target group – African American 9th, 10th, and 11th grade students with a 3.0 GPA or higher
 - Focuses on African American history and culture in such a way that motivates and empowers attendees to take control of their future
 - “promote positive self-esteem, social consciousness, and cultural awareness, while simultaneously emphasizing the importance of higher education” (Young, Gifted & Black)

IIID. Summer Events

- Shades of Purple
 - Target group – ethnic underrepresented minority high school rising seniors
 - Conference to encourage underrepresented minorities to pursue higher education and “meet future classmates, learn about campus programs and discover the diversity and unity that exists with in the UW community” (Shades of Purple)
 - Held in various locations across Washington

Pros

I. Targeted Recruitment

The UW felt that the best strategy for combating the impacts of I-200 was targeted recruitment. Other outreach programs or admissions policies can have the goal of increasing diversity on campus, but often the underrepresented groups are still left out. By having conferences and events for specific racial/ethnic groups, the UW is both ensuring that they are

actually reaching out to groups that have been barred from higher education, and affirming that they want these groups of people on their campus.

Many schools, including UCI, have trouble attracting underrepresented minorities to their campuses. One of the reasons that there is a lack of diversity at UCI is that minorities, especially African Americans, do not feel welcome on the campus. Through targeted recruitment, the UW reaches out to underrepresented minority groups, and affirms the idea that they belong on their campus.

II. Student Involvement

The Student Outreach Ambassador Program is unique in that it was started and is run by students. The students realized there would be negative impacts from I-200, and they took the initiative to try and minimize these impacts. By having students heavily involved in recruitment, their unique perspectives can be included in the recruitment process. These students know first hand the struggles that underrepresented minorities face when considering higher education. Their ability to draw on their own experiences makes these recruitment programs more successful, and the students that they are trying to recruit have people that they can relate to.

III. Advertisement

While most schools do have a recruitment program, it is often not as extensive as the UW's, and not advertised as well. It is very easy to find information about recruitment and events on the UW website, and on the website they stress the importance of increasing diversity on campus. It is difficult to find this information on UCI's website, and even when it is found there is not much information that would be helpful to prospective students. If prospective students cannot access information about the recruitment programs, then the programs will not be successful.

Cons

While there are many positive aspects to the UW’s recruitment program, it has not been as successful at decreasing the minority gap on the campus as anticipated. When looking at the data, there is an apparent rebound at the UW, but it does not take into account the general increase in the minority population. In 1992, 1993, and 1996 the underrepresented minorities’ share of applicants, admittees, and enrollment nearly matched their share of 12th-grade enrollment. However after I-200 the underrepresented minorities’ share of applicants, admittees, and enrollment decreased to -5% and has stayed at that level since (Figure 13).

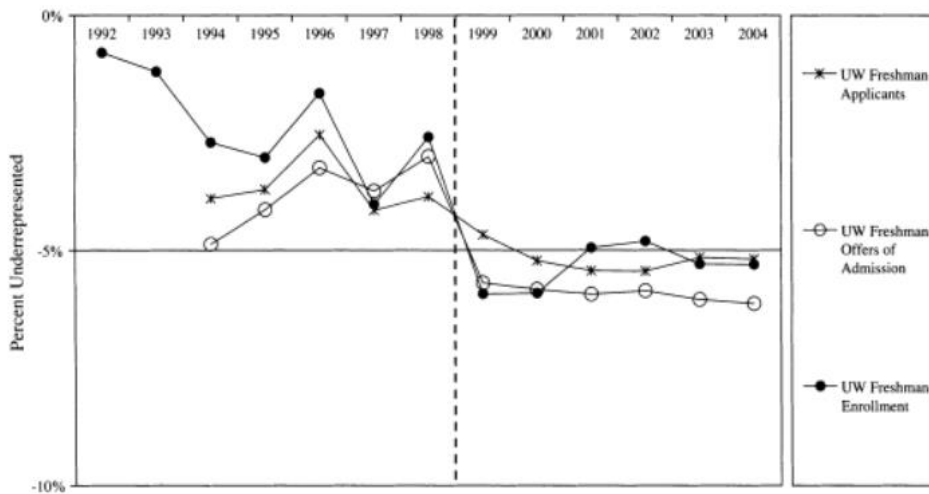


Figure 13

Even in 2017 the percent of African American and Hispanic enrollment is very low (Figure 14).

UNDERGRADUATE ENROLLMENT 2017 FALL QUARTER (UW SEATTLE)	
12,093/ 40.3%	CAUCASIAN
7,397/ 24.6%	ASIAN
4,388/ 14.6%	INTERNATIONAL
2,420/ 8.1%	LATINO
2,229/ 7.4%	TWO OR MORE RACES+
899/ 3.0%	AFRICAN AMERICAN
320/ 1.1%	NOT INDICATED
144/ 0.5%	HAWAIIAN/PACIFIC ISLANDER
133/ 0.4%	AMERICAN INDIAN/ALASKA NATIVE

Figure 14

As good as the recruitment programs seem, they are not reducing the negative impacts of I-200 enough to make a marked difference in the diversity gap.

Evaluation

Of the three policies discussed, a better recruitment program is the easiest policy to implement at UCI. There is already a recruitment program in place, and it would be easiest for it to adopt many of the successful aspects of the UW program. Students at UCI, especially African American students, have expressed a need for change on campus in regards to diversity and feeling welcome on campus. A program like the Student Outreach Ambassador Program would be a good way for students to take the initiative and try and make positive change on campus. While recruitment is important for making underrepresented minorities feel welcome on campus, as can be seen at the UW, it does not guarantee that these students will apply, or if they do apply that they will be accepted. There are still much larger structural barriers that prevent underrepresented minorities from accessing higher education, and these are not going to be broken down by changing recruitment alone.

Conclusion

The lack of underrepresented minority access to higher education is a problem that can be seen throughout the United States. Access to higher education has become an essential factor in determining the success of a person later on in life. It has been shown that even though 66.1% of jobs are in areas that require either no high school diploma or at most a high school diploma the median annual wage increases with education level. In addition, the people within this range have a median annual wage that is close to the poverty guidelines released by the U.S Department of Health and Human Services, especially when looking at a four-person household. Higher levels of education also have lower unemployment rates, and while there are still

disparities in income and unemployment rates between races the same trends apply across all races.

A university education was originally reserved for wealthy white men. Because of this, universities have had to work to increase the representation of women and minorities in order to make their campuses more diverse. Many states have attempted to increase access for underrepresented minorities through the use of policies like Affirmative Action, which take race into account during the admissions process. However, the public reacted negatively to Affirmative Action, believing that the policy gave unfair advantages to people of color in the admissions process. Because of this backlash, many states, including California, have since made it illegal to consider race in admissions.

Higher education in California is a three-tiered system, consisting of the Universities of California (UC), California State Universities (CSU), and the California Community Colleges (CCC). Since the establishment of the first University of California with the Organic Act, it has been the goal of the Universities to provide access to higher education for all qualified California residents. After the implementation of Proposition 209 in 1997, which effectively banned Affirmative Action, the number of underrepresented minority enrollments in the UC system, specifically African American and Chicano/Latino, decreased. Since then, the UC's have adopted policies to counteract the negative effects of Prop 209 and the number of underrepresented minority enrollment has begun to increase. However this increase in enrollment has occurred alongside an increase in the minority population, so the actual increase in enrollment may be less than it seems.

In order to analyze the effectiveness of different policies on decreasing the minority gap on campuses, it was most affective to examine the policies of one campus. There are three main

areas in which policy can be enacted in order to increase underrepresented minority enrollment at UCI: admissions, outreach, and recruitment.

Practical Recommendations

➤ *Recruitment at schools with majority underrepresented minority population*

Admissions at UCI are done through a comprehensive review process, which takes into account academic achievements within the context of circumstances and experiences. By evaluating students within the local context of the high schools, the admissions process should enable top minority students who attend a majority minority high school the same chance of being accepted as top white or Asian students from different high schools. However, this is not the case because the top schools that UCI draws from are majority Asian, which is one of the reasons why UCI enrollment is majority Asian. The admissions policy at UCI has the best elements of a race-neutral admissions policy that have been established thus far, so it is unlikely that any further change short of allowing race to be considered in the admissions process would lead to substantial change in the minority gap. Because of this, other programs are necessary to help counteract the disadvantages minorities face in the admissions process.

At this stage the issue is the underrepresented minority students from these high schools are not applying to UCI, and one of the reasons behind this is the belief that they do not belong at UCI. While outreach programs, like the Neighborhood Academic Initiative, are one way to attract certain populations to a particular campus, UCI does not have as close a proximity to the areas that the outreach programs target, which would make implementing a program like the NAI difficult. There is also the additional problem of finding the initial funding to start up the program, and then maintaining funding to ensure its continuation.

The best way to reach out to these communities is to go to them with recruitment events. Recruiters can set up events in minority communities outside the immediate area of the campus,

allowing UCI to target the majority minority high schools that are not top feeder schools for UCI. Another strategy that some schools are beginning to adopt is having the events at community churches or community centers instead of having recruitment events at the high schools. Having recruitment events at locations where the community generally congregates makes it more likely that recruiters will come in contact with members of the community.

➤ *Targeted recruitment conferences/events*

UCI currently has one event advertised on its website for potential students, the UCI Fall Preview Day. Recruitment can be a powerful tool for a university to show that increasing diversity is important, and would be most beneficial for UCI in regards to its ability to help change the image of UCI as an “Asian” campus. The University of Washington, which found itself in a similar situation as UCI after the passing of Initiative 200, sought to minimize the negative affects to underrepresented minorities by focusing on recruitment. Since 1998, the University of Washington has established different conferences focusing on Southeast Asian and Asian American, Chicana(o), Pacific Islander, and African American high school students. By holding these specific recruitment events, UCI would show that they want all minority populations represented on their campus. In addition to this, recruitment events focused around the culture of the minority groups would accomplish the goals of the Neighborhood Academic Initiative by celebrating community and identity, and it would establish that UCI cares about diversity and maintaining the integrity of different racial/ethnic groups.

➤ *Increased involvement of students in recruitment*

Many minority students, especially the African American students, have expressed that their racial group is not respected on campus. In addition to this, Leo Chavez, an Anthropology professor at UCI, has asked his African American students why they do not feel welcome on

campus and they responded that it was due to a lack of culturally appropriate locations for things like churches, hair styling, etc. Because students are vocalizing a desire for change at UCI, establishing something similar to the Student Outreach Ambassador Program from the University of Washington would give more power to the students for enacting change and ensuring future students feel welcome at UCI. Having a program like this would allow students to vocalize their problems and work for positive change for greater acceptance of their racial/ethnic groups. Having student's involved in recruitment also ensures that the struggles they encountered when going through the admissions process remains a part of the conversation, and gives prospective students not only someone to relate to, but an example that they can belong at UCI and there is support for them when they get there.

Concluding Remarks

UCI recognizes that diversity is important on its campus, and is vocal about the ways in which they are trying to close the diversity gap. They have a very impressive race-neutral admissions policy, and their outreach programs are ones that can be seen on campuses across the nation. Despite UCI's efforts, and the efforts of many other universities the structural barriers that prevent a large segment of the population from accessing higher education have yet to come down. These barriers have been building for years and are found in multiple structures in our society. It has been shown that focusing on the structures in the universities can help to increase the numbers of underrepresented minorities on campus, however the increase has proven to not be enough. In addition to focusing on universities, work needs to be done at other structural levels to ensure that by the time minority students are looking to apply to college, they have more cultural and social capital that can help them to be accepted than they currently have.

References and Figures

Works Cited

- “About OMA&D.” Office of Minority Affairs & Diversity, University of Washington,
www.washington.edu/omad/about-omad/.
- “Academic Personnel and Programs.” A Brief History of the University of California | UCOP,
www.ucop.edu/academic-personnel-programs/programs-and-initiatives/faculty-resources-advancement/faculty-handbook-sections/brief-history.html.
- “Adelante Con Educación (ACE).” Multicultural Outreach and Recruitment,
depts.washington.edu/reach/events-and-programs/spring-events/ace/.
- Birkeland, Kathryn, and Jo Arney. "The Wisconsin Covenant: A Closer Look at Participants, Access, and Redistribution in Higher Education." *State and Local Government Review* 43.1 (2011): 6-16.
- California Master Plan for Higher Education: Major Features. University of California Office of the President.
- Carnevale, Anthony P, et al. “The College Payoff: Education, Occupations, Lifetime Earnings.” Georgetown University Center on Education and the Workforce, pp. 1–36.
- “Demographics Information.” City of Irvine Website,
legacy.cityofirvine.org/about/demographics.asp.
- “Discover What UCI Is Looking for.” Freshman Admission to UCI | Get Accepted to UCI | UCI Admissions, admissions.uci.edu/apply/freshman.php.
- Dyce, Cherrel Miller, Cheryll Albold, and Deborah Long. "Moving From College Aspiration to Attainment: Learning From One College Access Program." *The High School Journal* 96.2 (2013): 152-65.

Goldrick-Rab, Sara, and Douglas N Harris. "Higher Education in Wisconsin: A 21st Century Status Report ." 1 June 2011, pp. 1–18.,

www.wisconsincoventantfoundation.org/press/wcfi_higher_ed.pdf.

"History." University of California, Irvine, uci.edu/history/index.php.

IDUB. University of Washington, depts.washington.edu/reach/events-and-programs/fall-conferences/10651-2/.

Jones, M., S. Yonezawa, E. Ballesteros, and H. Mehan. "Features: Shaping Pathways to Higher Education." *Educational Researcher* 31.2 (2002): 3-11.

Jones, Terry. "Life after Proposition 209: Affirmative Action May Be Dying, but the Dream Lives On." *Academe* 84.4 (1998): 22-28.

Long, Mark C. "Affirmative Action and Its Alternatives in Public Universities: What Do We Know?" *Public Administration Review*, vol. 67, no. 2, 2007, pp. 315–330. JSTOR [JSTOR], doi:10.1111/j.1540-6210.2007.00715.x.

"Multicultural Outreach and Recruitment ." University of Washington, depts.washington.edu/reach/about-us/.

"Polynesian Day." Multicultural Outreach and Recruitment, depts.washington.edu/reach/events-and-programs/spring-events/polyday/.

QuickFacts." U.S. Census Bureau QuickFacts Selected: California, www.census.gov/quickfacts/fact/table/CA/PST045216#viewtop.

"Rising SEAs." Multicultural Outreach and Recruitment, University of Washington, depts.washington.edu/reach/events-and-programs/spring-events/rising-seas/.

Santos, Jose L., Nolan L. Cabrera, and Kevin J. Fosnacht. "Is "Race-Neutral" Really Race-Neutral?: Disparate Impact towards Underrepresented Minorities in Post-209 UC System Admissions." *The Journal of Higher Education* 81.6 (2010): 605-31.

"Student Ambassadors." Multicultural Outreach and Recruitment, depts.washington.edu/reach/student-ambassadors/.

Tierney, William G., and Alexander Jun. "A University Helps Prepare Low Income Youths for College: Tracking School Success." *The Journal of Higher Education*, vol. 72, no. 2, 2001, p. 205., doi:10.2307/2649322.

Tierney, William G. "Models of Minority College-Going and Retention: Cultural Integrity versus Cultural Suicide." *The Journal of Negro Education*, vol. 68, no. 1, 1999, p. 80., doi:10.2307/2668211.

Tira, Peter. "State Schools Chief Tom Torlakson Reports New Record High School Graduation Rate and Sixth Consecutive Year of an Increase." *Graduation Rates - Year 2016 (CA Dept of Education)*, www.cde.ca.gov/nr/ne/yr16/yr16rel38.asp.

"The University of California Excels in National and International Rankings." University of California, INSTITUTIONAL RESEARCH & ACADEMIC PLANNING, 27 Sept. 2017, www.ucop.edu/institutional-research-academic-planning/_files/rankings-brief-2017.pdf.

"UCI Center for Educational Partnerships." UCI Center for Educational Partnerships, www.cfep.uci.edu/.

"University of Southern California." *Communities*, communities.usc.edu/college-access/nai/.

"Winter Events and Programs." Multicultural Outreach and Recruitment, University of Washington, depts.washington.edu/reach/winter-events-programs/.

“Wisconsin Covenant Scholars.” University of Wisconsin-Platteville, University of Wisconsin-Platteville and The Board of Regents, www.uwplatt.edu/academic-support/wi-covenant-scholars.

“Wisconsin Covenant Scholars Grant.” Wisconsin Covenant Scholars Grant, Great Lakes Higher Education Corporation & Affiliates, community.mygreatlakes.org/community/strategy/exploration/wisconsin-covenant-scholars.html

Wolfgang, Ben. “Report: Racial Divide Still Exists on College Admissions.” The Washington Times, The Washington Times, 5 Aug. 2013, www.washingtontimes.com/news/2013/aug/5/report-racial-divide-still-exists-on-college-admis/.

“Young, Gifted, & Black.” Multicultural Outreach and Recruitment, University of Washington, depts.washington.edu/reach/events-and-programs/spring-events/young-gifted-black/.

Figures

Figure 1: Torpey , Elka, and Audrey Watson. “Education Level and Jobs: Opportunities by State : Career Outlook.” U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, Sept. 2014, www.bls.gov/careeroutlook/2014/article/education-level-and-jobs.htm.

Figure 2: “Poverty Guidelines.” ASPE, 22 Mar. 2017, aspe.hhs.gov/poverty-guidelines.

Figure 3: “Employment Status of the Civilian Noninstitutional Population 25 Years and over by Educational Attainment, Sex, Race, and Hispanic or Latino Ethnicity.” U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, 2016, www.bls.gov/cps/cpsaat07.htm.

Figure 4: Friedman, Jordan. “Explore College Admission Trends at Top National Universities in 4 Graphs.” U.S. News, U.S. News & World Report L.P., 22 Sept. 2016, www.usnews.com/education/best-colleges/articles/2016-09-22/explore-college-admissions-trends-at-top-national-universities-in-4-graphs.

Figure 5: Jaschik, Scott. “Poll: Public Opposes Affirmative Action.” Poll Finds Public Opposition to Considering Race and Ethnicity in College Admissions, Inside Higher Ed, 8 July 2016, www.insidehighered.com/news/2016/07/08/poll-finds-public-opposition-considering-race-and-ethnicity-college-admissions.

Figure 6: “Freshman Fall Admissions Summary.” University of California, The Regents of the University of California, 5 Apr. 2017, www.universityofcalifornia.edu/infocenter/freshman-admissions-summary.

Figure 7: Perlberg, Steven. “American Median Incomes By Race Since 1967 [CHART].” Business Insider, Business Insider, 17 Sept. 2013, www.businessinsider.com/heres-median-income-in-the-us-by-race-2013-9.

Figure 8: “Accountability Report 2015.” University of California | 7: Diversity, The Regents of the University of California, 2015,

accountability.universityofcalifornia.edu/2015/chapters/chapter-7.html#7.4.1.

Figure 9: “Freshman Fall Admissions Summary.” University of California, The Regents of the University of California, 5 Apr. 2017,

www.universityofcalifornia.edu/infocenter/freshman-admissions-summary.

Figure 10: California High Schools, U.S. News & World Report L.P.,

www.usnews.com/education/best-high-schools/search?state-urlname=california.

<http://www.oir.uci.edu/files/adm/IA15-fall-fr-top-source-schools-by-enr.pdf?R=585025>

Figure 11: California High Schools, U.S. News & World Report L.P.,

www.usnews.com/education/best-high-schools/search?state-urlname=california.

<http://www.oir.uci.edu/files/adm/IA15-fall-fr-top-source-schools-by-enr.pdf?R=585025>

Figure 12: “Wisconsin Covenant Scholars Grant.” Wisconsin Covenant Scholars Grant, Great Lakes Higher Education Corporation & Affiliates,

community.mygreatlakes.org/community/strategy/exploration/wisconsin-covenant-scholars.html.

Figure 13: Long, Mark C. “Affirmative Action and Its Alternatives in Public Universities: What

Do We Know?” *Public Administration Review*, vol. 67, no. 2, 2007, pp. 323. JSTOR

[JSTOR], doi:10.1111/j.1540-6210.2007.00715.x.

Figure 14: “Office of Minority Affairs & Diversity 2017-2018 Fact Sheet.” University of Washington .