

Encouraging College Diversity Through the Use Of MAP Grants

The Illinois Board of Higher Education (IBHE) recognizes the value of diversity in its Gateway to Success: Rethinking Access and Diversity for a New Century: "Diversity has intrinsic importance for higher education since students learn by interacting with persons who have different backgrounds and perspectives." In general, minority students often have lower incomes and more barriers to college attendance than non-minority students. Despite these barriers, Illinois postsecondary education is enrolling significant numbers of minority students. An important reason for Illinois' diverse college environment is the MAP grant. About 40 percent of all MAP awards go to minority students, particularly at four-year public and private institutions. African-American and Hispanic students are especially helped by MAP grants – 44 percent of all African-American students and 35 percent of Hispanic students received MAP grants in FY2000.

Why Value College Diversity?

"In General Motors' experience, only a well educated, diverse workforce, comprising people who have learned to work productively and creatively with individuals from a multitude of races and ethnic, religious, and cultural backgrounds, can maintain America's competitiveness in the increasingly diverse and interconnected world economy."

From brief submitted on behalf of University of Michigan

College diversity, defined here as a campus of students with mixed racial and ethnic backgrounds proportionately similar to Illinois as a whole, is generally agreed to be advantageous not only for the individuals within the college, but for the businesses employing them after college and society in general. This is recognized by The Illinois Board of Higher Education (IBHE) in its *Gateway to Success: Rethinking Access and Diversity for a New Century*: "Diversity has intrinsic importance for higher education since students learn by interacting with persons who have different backgrounds and perspectives. Such experiences create ties and bonds and produce understanding of others' needs through which diversity becomes a positive rather than a divisive force within our society."

The education experience is richer when students with different backgrounds participate in classes and extracurricular activities. A study undertaken jointly by the Civil Rights Project of Harvard University and the Gallop Poll at the law schools of Harvard and the University of Michigan during FY1999, found that about 90 percent of Harvard and University of Michigan law students felt diversity had a positive impact on their education. Seventy percent thought a diverse educational environment enhanced their "ability to work more effectively or get along better with members of other races."

Illinois has a racial and ethnic composition that closely resembles the U.S. population as a whole - roughly 30 percent of Illinois residents belong to a racial or ethnic minority. Of that 30 percent, half are African-American, another 40 percent are Hispanic and the rest are primarily Asian. Illinois residents, however, often are unable to provide a diverse learning environment for their children before college. Lack of diversity in Illinois high schools is a complex issue involving economic considerations, human migration patterns, history and many other factors. Only about one public high school in five has a total minority population that is close to being representative of Illinois' racial and ethnic diversity. Yet Illinois residents

appear to value diversity. In a recent survey from the National Center for Public Policy and Higher Education, *Great Expectations: How Illinois Residents View Higher Education*, 68 percent of the respondents viewed the “ability to get along with people different from themselves” as an absolutely essential part of the college experience and an additional 29 percent felt it was an important part.

A.G. Lafley, CEO
of Procter &
Gamble:

*“All the data
I’ve seen in 30
years
of being in
business – and
all of my
personal
experience at
P&G over the
last 23 years –
convince me
that a diverse
organization
will out-think,
out-innovate,
and out-perform
a homogeneous
organization
every single
time.”*

As companies become “globalized,” they will require diverse yet cohesive workforces. To have a cohesive workforce, employees need to have developed the communications and behavioral skills that make it easier and more comfortable to interact with people who are “different” from themselves. One link between Illinois’ current class of high school graduates who have had limited exposure to other cultures and the culturally diverse workforce needed in the years to come, is higher education. And the Illinois Monetary Award Program (MAP), a grant program that helps provide access to college for financially needy Illinois students, promotes college diversity by providing tuition and fee assistance to low-income students, many of whom are minorities.

Diversity in College Results in Diversity in the Workplace and Society

Many businesses value diversity in their workplaces because of the need to compete around the world. Having a workforce with diverse backgrounds, perspectives, values, and opinions enables a company to better understand the needs of and to communicate more effectively with its diverse worldwide clientele. Employees who come from diverse environments are often better able to collaborate with others who have different racial and ethnic backgrounds and can make decisions that incorporate a wide range of perspectives. Businesses recognize that diversity in the workplace is dependent on diversity in college and have been pro-active in its defense. When the University of Michigan was forced to defend its undergraduate admissions policy (which included race in its list of considerations for admission) in federal court this summer, twenty Fortune 500 companies filed a brief in support of its policy.

Diversity is Still Lacking in the Illinois Workplace

Illinois private sector employment by profession and race is shown in Table 1. While the total workforce resembles the state population in terms of racial and ethnic mix, some jobs are filled primarily by white and Asian workers while others are filled by mostly African-American and Hispanic workers.

Jobs requiring the most education – officials, managers and professionals - are held disproportionately by whites. Jobs that require some higher education – technicians, sales workers, and office and clerical positions – more closely match the diversity of the workforce as a whole. Jobs that require little postsecondary education are disproportionately held by African-Americans and Hispanics. Thus, the different education levels of minority and non-minority workers appear to explain, at least in part, some of the lack of diversity in the workforce.

Table 1: Illinois Private Sector Employment by Profession and Race/Ethnicity, 1998

	Total Employed	Total Employed	Officials/ Managers/ Professionals	Technicians/ Sales Workers/ Office and Clerical	Crafts/ Operatives/ Laborers/ Service Workers
Total	2,226,234	100%	627,240	717,474	881,520
White	1,580,596	71%	83%	73%	60%
African-American	302,956	14%	7%	15%	17%
Hispanic	237,921	11%	3%	7%	19%
Asian	98,681	4%	6%	4%	3%
Native American	6,080	0%	0%	0%	0%

Table from 1998 data provided in *Progress of women and minorities in the Illinois workforce, 2001*, page 67.

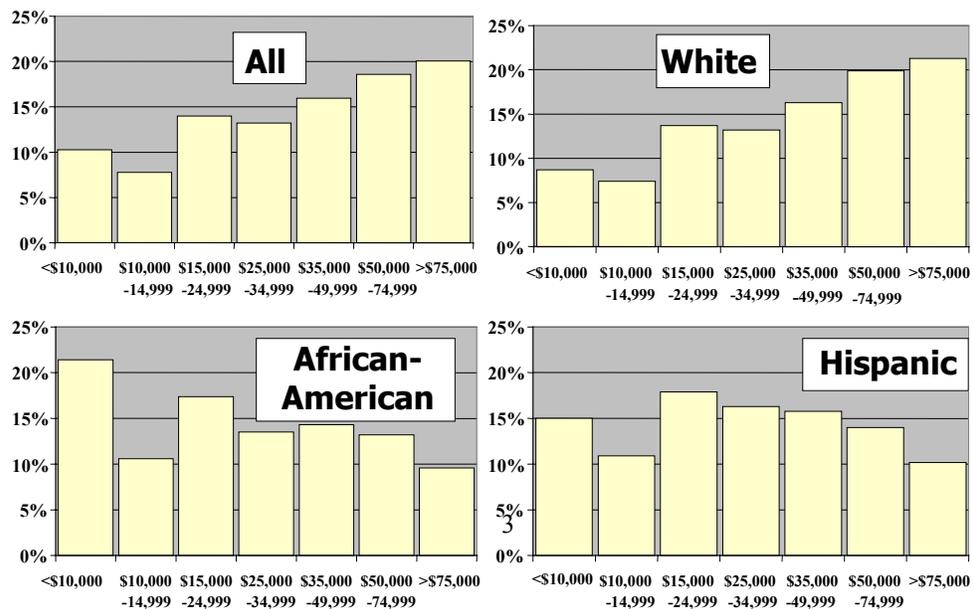
It is Hard for Many Minority Students to Attend and Pay for College

College is expensive and college costs are increasing each year, generally at rates that outstrip inflation. In recent years, college cost increases have outpaced increases both in grant aid and family incomes.

Nationwide, Minority Household Incomes are Lower than Non-Minority

Nationally, average incomes for minorities are lower than average incomes for whites – the national median household income for whites is \$40,912 while it is \$25,351 for African-Americans and \$28,330 for Hispanics. Even more diverse are their income distributions. Twenty-three percent of both African-American and Hispanic families live below the poverty line, compared to only 8 percent of white families. Figure 1 shows the different income distributions for these groups.

Figure 1: 1999 National Household Income Distributions by Race



In Illinois, Mostly Minority High Schools are Also Mostly Low Income

As shown in Table 2, Illinois high schools with enrollments of more than 80 percent minority students also reported 80 percent of their students were in the low-income category (defined as families receiving public aid or eligible to receive free or reduced-price lunches.) Schools that have less than 10 percent minority enrollment have only about 10 to 17 percent of their students coming from low-income families.

Fewer students from these primarily minority, primarily low-income schools take the ACT or even graduate from high school. Only two-thirds graduate from high school compared to the nearly 90 percent of students in schools with small numbers of low-income families (Table 2.) Only a little over half of the students in the poorest schools sit for the ACT exam compared to 63 percent at more affluent schools. If students do not graduate or take the appropriate admissions tests, they foreclose on the option of more education, at least in the immediate future.

Table 2: Percent of Students Taking the ACT and Graduating from Illinois' High Schools

NUMBER OF HIGH SCHOOLS	% MINORITY STUDENTS	AVERAGE % LOW INCOME	AVERAGE % TAKING ACT	AVERAGE GRAD RATE
176	Less than 1%	17.0%	60.5%	88.1%
164	>= 1% and <= 5%	13.4%	58.9%	87.3%
54	> 5% and < 10%	10.3%	63.1%	87.1%
140	>= 10% and <= 50%	17.1%	62.7%	85.9%
49	> 50% and < 80%	55.8%	56.7%	73.5%
71	Greater than or = 80%	80.1%	52.8%	67.9%

Despite Disadvantages, Many Minority Students Attend College –Illinois' College Population is Diverse

Table 3: Illinois Undergraduate Enrollment in Certificate and Degree Programs, 1999

ILLINOIS INSTITUTIONS	TOTAL	WHITE	AFRICAN-AMER.	ASIAN	HISPANIC	OTHER*
PUBLIC UNIVERSITY	146,163	100,613	19,118	10,590	9,344	6,498
COMMUNITY COLLEGES**	212,249	154,227	30,439	9,343	15,581	2,659
IND NOT-FOR-PROFIT	117,253	78,906	13,140	7,193	9,291	8,723
IND FOR-PROFIT	16,850	7,851	3,693	1,552	2,786	968
TOTAL	492,515	341,597	66,390	28,678	37,002	18,848
ILLINOIS POPULATION		71%	15%	4%	10%	--
ALL COLLEGES**		69%	13%	6%	8%	4%
PUBLIC UNIVERSITIES		69%	13%	7%	6%	6%
COMMUNITY COLLEGES		73%	14%	4%	7%	1%
IND NOT-FOR-PROFIT		67%	11%	6%	8%	7%
IND FOR-PROFIT		47%	22%	9%	17%	6%

Data compiled from IBHE 2000 Data Book, Table II-9, 1999 values. **"Other" includes Native Americans, aliens and non-responses; not used to calculate percentages. **Does not include 127,424 students attending pre-collegiate and continuing education programs.

Kellogg Company:

"...we actively recruit and develop diverse candidates from around the world ... to ensure that all consumers have a voice in product development, marketing, and business strategies. We look to our local educational institutions as a pipeline for diverse talent in our recruiting efforts."

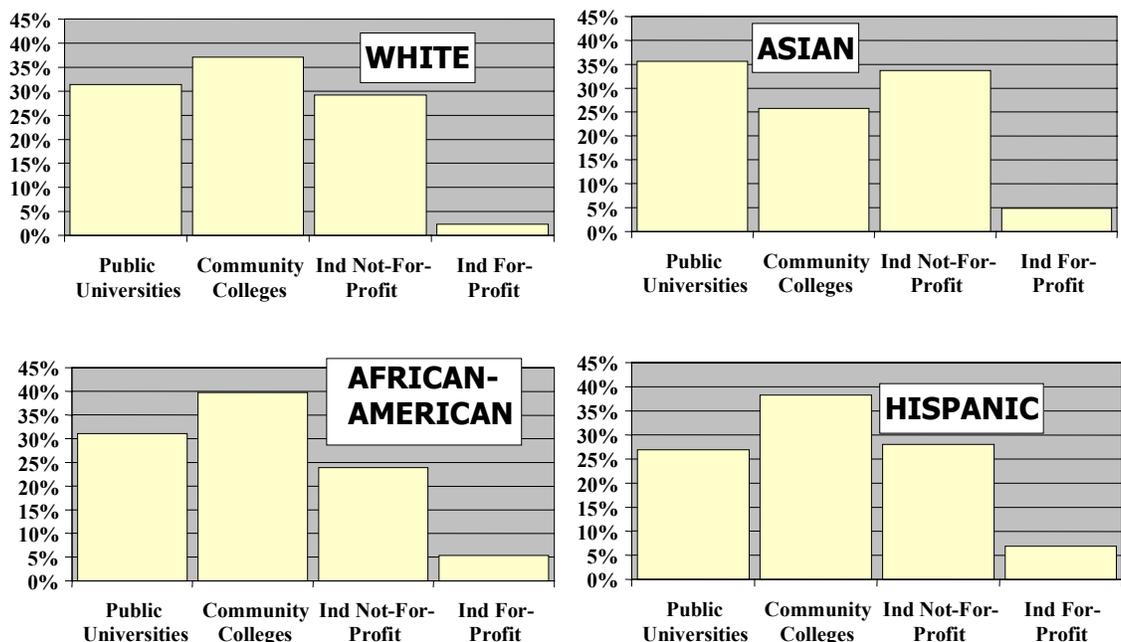
The income barriers some minority students face appear to have only a limited impact on Illinois minority undergraduate college attendance. According to IBHE (Table 3,) minority attendance at Illinois colleges in total reflects the proportion of minorities in the general Illinois population. Hispanic and African-American students are still somewhat under represented in higher education when compared to their total population percentages. Overall, however, the racial and ethnic mix of Illinois colleges and universities resembles Illinois society at large. But concentrating on total college attendance patterns alone masks some important differences in college sector attendance.

Minority Students Who Do Attend College Are Often At Two-Year Schools

Minority students attend community colleges somewhat more often than public universities and are over represented at private, for-profit schools that generally offer technical certificates and two-year degrees.

Figure 2 illustrates the college attendance patterns for different racial and ethnic groups. Asian students choose public universities to attend most frequently while white, African-American and Hispanic students most frequently choose to attend community colleges. More Hispanic students attend private colleges than public universities while the reverse is true for African-American students. All minorities attended for-profit institutions at a much higher rate than whites: 6 percent of African-American students, 5 percent of Asian students and 8 percent of Hispanic students attended for-profit institutions compared to only 2 percent of white students. While 45 percent of African-American and Hispanic students attended either community colleges or for-profit institutions in 1999, only 39 percent of white students and 31 percent of Asian students did the same.

Figure 2: College Attendance Patterns, By Race, 1999



Minorities Enroll in Baccalaureate and Beyond-Baccalaureate Programs at Somewhat Lower Rates than Non-Minorities

The result of larger minority enrollments in two-year or less programs is shown in Table 4. African-American and Hispanic students enroll in Bachelor's degree programs at somewhat lower rates (relative to their population numbers) than white and Asian students. Fewer baccalaureate degrees effectively limit graduate school enrollment for African-American and Hispanic students. The "other" category becomes quite large in the graduate degree programs due to the increased presence of foreign students who receive about a quarter of all advanced degrees in Illinois.

Table 4: Enrollment in Bachelor's Degree and Advanced Degree Programs

	% of IL pop	Baccalaureate Degree Program		Master's Degree Program		First Professional Degree Program		Doctorate Program	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American	15%	32,665	13%	7,940	12%	1,138	7%	1,036	8%
White	71%	180,644	72%	52,457	78%	11,203	71%	9,886	80%
Asian	4%	18,695	7%	4,112	6%	2,553	16%	883	7%
Hispanic	10%	18,193	7%	2,734	4%	805	5%	492	4%
Other	-	15,666	-	12,811	-	1,231	-	4,763	-
Total	100%	265,863	100%	80,054	100%	16,930	100%	17,060	100%

Data compiled from IBHE 2000 data book, Table II-9, 1999 values. "Other" students include other races, aliens and non-responses. Not used to calculate percents.

Despite Somewhat Lower Minority Enrollment, Illinois Institutions Granting Baccalaureate Degrees are Generally Diverse

Illinois baccalaureate degree-granting institutions are quite diverse, although diversity varies considerably by the type of institution granting the degree. As of 1999, about 54 percent of all students enrolled in baccalaureate degree programs were in a diverse environment, defined as a population of students more than 15 but less than 50 percent minority. This rate varies by institution type as shown in Table 5.

Table 5: Student Diversity At Institutions Granting Bachelor's Degrees

Illinois Institutions Granting B.A./B.S. degrees	Total # Schools	Total # Students	# Students in Diverse Environment	% Students in Diverse Environment
Specialty Schools*	47	23,422	12,418	53%
National Universities*	10	130,865	96,990	74%
National Liberal Arts*	7	11,055	-	0%
Regional Universities*	19	83,581	28,215	34%
Regional Liberal Arts*	16	16,940	4,371	26%
Total	99	265,863	141,994	53%

Data from IBHE 2000 Data Book

*U.S. News categories. National Universities offer a full range of undergraduate majors, and master's and doctoral degrees; many emphasize research. National liberal arts colleges emphasize undergraduate education and award at least 40 percent of their degrees in the liberal arts. Regional Universities provide a full range of undergraduate and master's level programs but offer few, if any, doctoral programs. Regional Liberal Arts Colleges focus on the undergraduate but grant fewer than 40 percent of their degrees in liberal arts. Colleges and universities that offer most or all of the degrees in fine arts, performing arts, or business are called specialty schools.

"The basic idea is that students learn better when they're in an environment in which not everyone is just like them."

Mr. Lee Bolinger,
President, University of
Michigan

Dividing Illinois colleges that grant baccalaureate degrees into national and regional universities and liberal arts colleges and specialty schools helps diversity patterns emerge. Illinois large national universities have diverse student populations, with 8 out of 10 universities in this category fully meeting the criteria for diversity. Moreover, these schools have significantly improved the diversity of their student populations since 1992.

Regional universities are not as diverse as the national universities. Nine out of 19 regional universities have diverse student populations but these serve only 34 percent of the students attending this type of university. Twenty-one percent of students attending regional universities are doing so on two campuses that principally enroll minority students. The remaining 45 percent are attending six schools that are principally educating white students, including three large public universities. Schools that have racial and ethnic diversity in this category have grown more so since 1992, however, schools that are principally minority or principally white have grown marginally less diverse during the same period.

Overall, Illinois universities are diverse and have generally increased diversity since 1992. Since roughly 80 percent of students enrolled in baccalaureate degree programs attend these universities, the majority of students are being educated in a diverse college environment.

The smaller, liberal arts colleges, all private, are not as diverse. The seven national liberal arts colleges had minority populations ranging from 4 to 14 percent, about the same as in 1992, when the range was 3 to 14 percent. The 16 regional liberal arts schools were somewhat more diverse. Twenty-six percent of students attending Illinois regional liberal arts schools were in diverse learning environments and most of the schools with a predominantly white student population had increased minority enrollment since 1992. Minority enrollments on these campuses ranged from two percent to 38 percent in 1992; in 1999, the range was 6 to 30 percent.

Specialty schools in Illinois include religious institutions, art and music conservatories and business schools. Nine percent of students enrolled in baccalaureate programs in Illinois attend these schools. Mostly small, they have generally managed to attract diverse populations to their campuses. Over half the students attending these colleges learn in a diverse environment.

Students select a particular college and colleges seek out certain students for many different reasons. Although in recent years, some schools have made a diverse student population one goal of their selection process, racial and ethnic diversity on many campuses is primarily a by-product of complicated decision processes on the part of both students and schools.

One important element in the student decision process is cost. College is expensive and often has high opportunity costs associated with enrollment – foregone wages from employment. College choice can be severely limited for minority students on the basis of cost.

MAP Helps Illinois College Diversity by Helping Low-Income Students Pay for College

"As an African-American woman, I say 'thank you.' Your [MAP] grant has helped me to be the first in my family to graduate from college!"

MAP grants help students from low-income families go to college by providing aid to pay for tuition and fees. Since minorities are disproportionately low-income, MAP grants help minorities get to college and thereby improve diversity both in college and in the workplace.

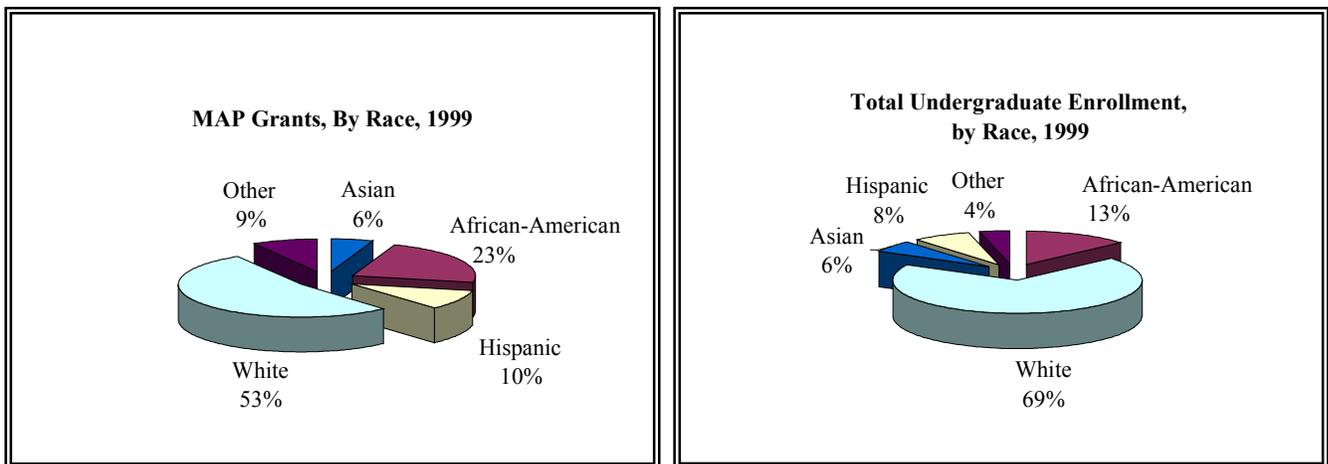
Table 6: Racial Composition of MAP Recipients Compared to All Undergraduates, FY 1991 and FY1999

Undergraduate Enrollment	African-American	White	Asian	Hispanic	Other	Total
1991	68,609	416,262	24,777	26,858	19,447	555,953
1999	66,390	341,597	28,678	37,002	18,848	492,515
1991	12.3%	74.9%	4.5%	4.8%	3.5%	100.0%
1999	13.5%	69.4%	5.8%	7.5%	3.8%	100.0%
MAP Grant Recipients	African-American	White	Asian	Hispanic	Other	Total
1991	26,395	68,574	5,833	8,522	5,108	114,432
1999	29,388	68,075	7,102	12,790	11,026	128,381
1991	23.1%	59.9%	5.1%	7.4%	4.5%	100.0%
1999	22.9%	53.0%	5.5%	10.0%	8.6%	100.0%

IBHE Student Financial Aid Survey, 1992 (FY1991 data) and 2000 (FY1999 data.) ^YUndergraduate only. Does *not* include 127,424 students attending pre-collegiate and continuing education programs. *Includes other races, aliens, and non-responses. ** Includes other races and non-responses.

Based on IBHE survey data from FY1999, 53 percent of MAP recipients reported their race/ethnicity as white/Caucasian; about 23 percent of recipients indicated they were black/African-American, about 10 percent

Figure 3: Racial Composition of MAP Recipients Compared to All Illinois Undergraduates

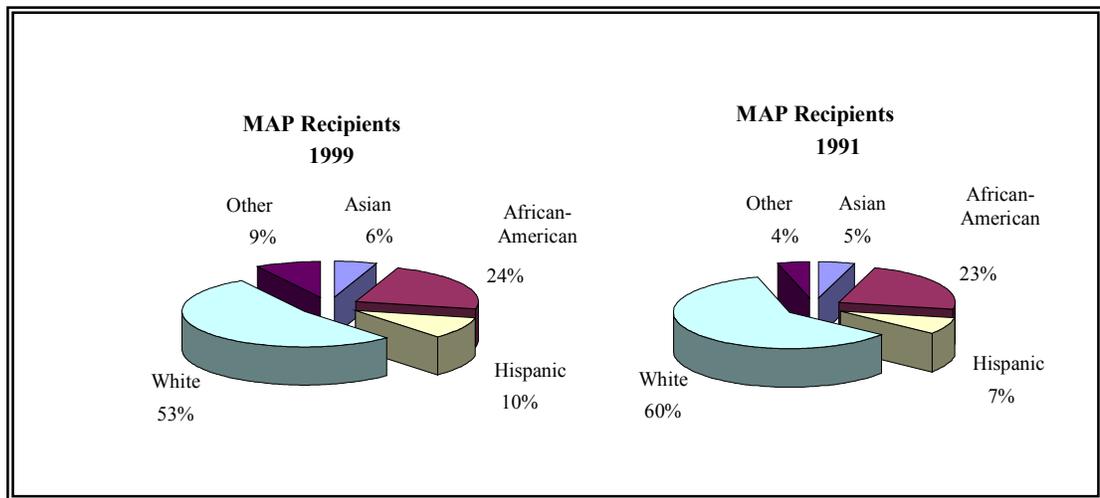


Data source: IBHE's 1998-1999 Student Financial Aid Survey

indicated they were Hispanic/Latino and about 6 percent indicated they were Asian/Pacific Islander. Table 6 and Figure 3 compare these percentages with the Illinois college population as a whole. In 1999, nearly 40 percent of MAP recipients were minority students (African-American, Hispanic, Asian) compared to 27 percent in the general college population.

The racial composition of MAP recipients has changed in recent years as shown in Figure 4. In 1991, 60 percent of MAP recipients were white; in 1999, 53 percent were white. The proportion of African-American MAP recipients stayed about the same during the period while the proportion of Hispanic students increased. The largest increase was in the “other” category that included other races, mixed races and non-responses.

Figure 4: Changes in the Racial Composition of MAP Recipients Over Time



Data source: IBHE’s Student Financial Aid Survey, 1992 and 2000 (FY1991 and FY1999 data)

These overall percentages do not fully describe the impact of MAP on minority participation in college, particularly in four-year institutions. MAP grants help maintain minority enrollment in college, especially in public universities and private institutions, where some minorities are under represented.

As shown by the pie charts illustrating MAP grants by race/ethnicity in Figure 5, 44 percent of all African-American undergraduate students attending college received a MAP grant as did 35 percent of all Hispanic students in FY2000. Twenty percent of white and 25 percent of Asian students also received MAP grants.

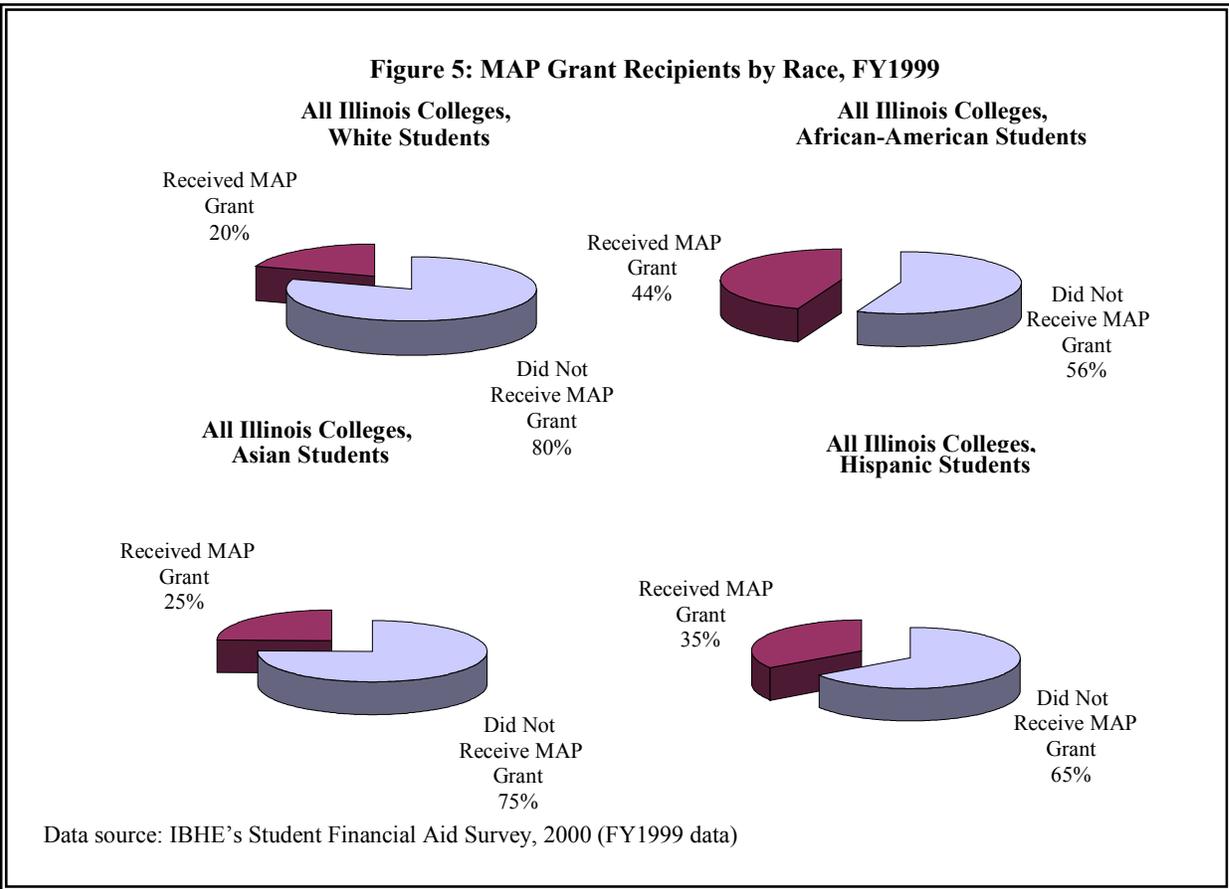
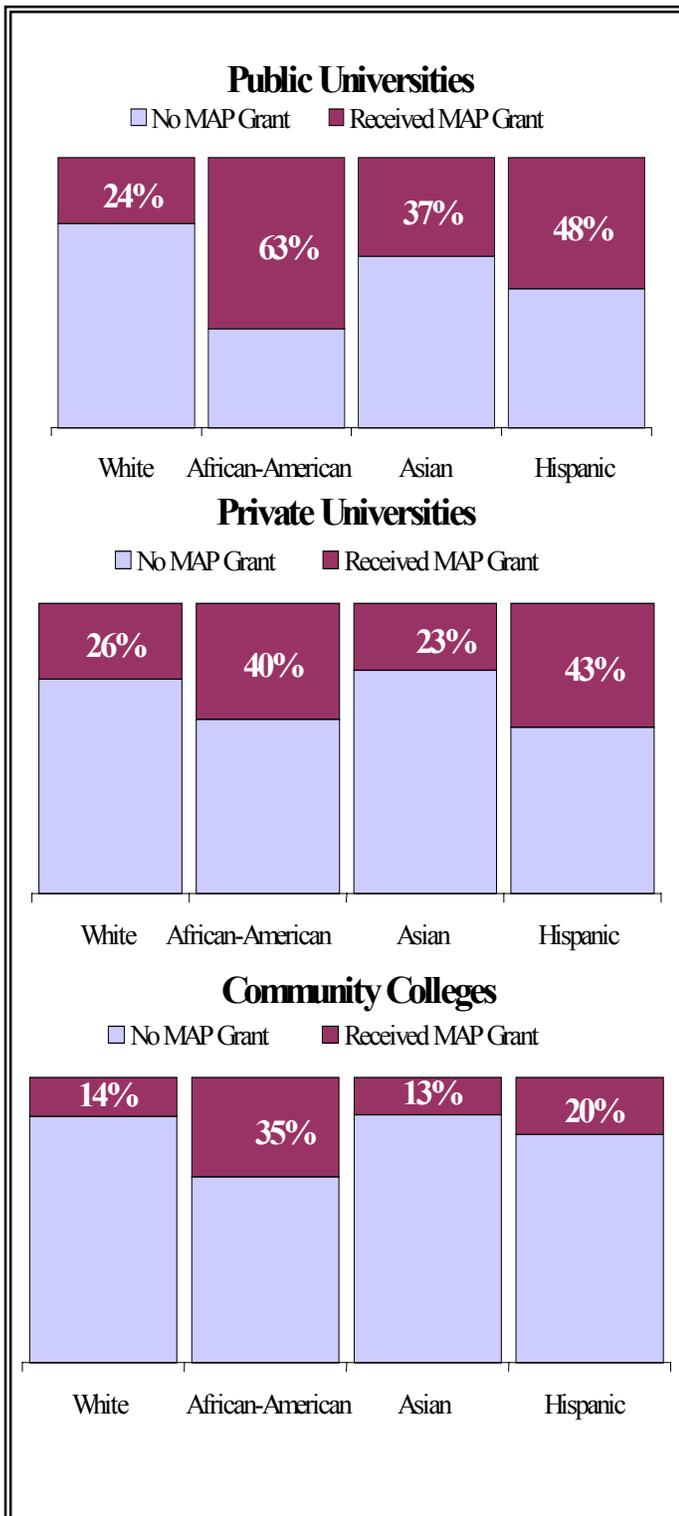


Figure 6 displays the proportion of MAP grant recipients by race and school type. Nearly two-thirds, 63 percent, of African-American students at public universities received MAP grants in FY2000. A substantial proportion, 40 percent, of African-American students at private institutions also received MAP grants. Half of the Hispanic students at public universities and over 40 percent at private institutions had MAP grants. A third of Asian students at public universities and a quarter at private schools also received MAP assistance. Clearly, MAP contributes to minority attendance, especially at four-year institutions. Without the significant contribution of MAP, it is likely fewer minority students would be able to afford a college education and diversity at public and private four-year schools would be reduced.

Conclusion

MAP grants, by providing funding for low-income students to attend college, significantly contribute to maintaining and fostering the diverse college campuses found in Illinois. Minority students are disproportionately low-income; therefore programs that help low-income students attend college are likely to help minority students as well.

Figure 6: MAP Grants by Sector and Race, FY2000



The proof is in the numbers. Illinois public universities, private institutions and community colleges all have diverse populations. MAP is one of the foundations upon which this diversity rests. Sixty-three percent of African-American students who attend a public university in Illinois receive a MAP grant as do 48 percent of Hispanic students. The private institution numbers are high as well: 40 percent of African-American students and 43 percent of Hispanic students attend private institutions with the help of MAP grants.

Although MAP eligibility is primarily determined by economic criteria alone, the high correlation between low-income students and minority students suggests that minority students will be well represented in the group of students eligible for a MAP grant. Although MAP grants do not impact the college selection process, they certainly help college enrollment by removing financial barriers for low-income, minority students.

Data source: IBHE's Student Financial Aid Survey, 2000