

Establishing Admissions Criteria That Go Beyond the Numbers

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Our charge, according to our program, is to address reasons why a reliance on GPA and GRE scores is both inappropriate and unnecessary. I hope to do that by sharing my thoughts and study on this topic. Since our graduate programs are the entry points for our disciplines, it is important for us to consider this topic of "Establishing Admissions Criteria That Go Beyond the Numbers". One reason to do so is the demographic profile of ASHA. Of the 96 thousand members of ASHA, 93% of audiologists are White and 92.6% of speech - language pathologists are White. The admissions procedures upon which we are relying have the potential for continuing this demographic trend or for correcting this trend. There is the potential that our admissions procedures are being practiced at a great cost to our professions and to society. We may be restricting groups of students from entering our fields and contributing in very significant ways.

In one of the most significant books in higher education today, The Shape of the River (1998), the authors, who are two former university presidents, use 400 pages to discuss the importance of race-sensitive admissions policies. The authors are William Bowen, former president of Princeton University, and Derek Bok, former president of Harvard University. The Bowen and Bok study analyzes the social costs and the benefits of affirmative action in our colleges and universities. These authors studied 45,000 students of all races between the 1970's and the early 1990's, attending 28, private, public, and women's colleges. Bowen and Bok submit that race sensitive admissions not only benefit the individuals admitted but they write, "substantial benefits accrue to society at large through leadership and contributions of the graduates".

Bowen and Bok write, "Our country needs the help of its colleges and universities to build a society in which access to positions of leadership and responsibility is less limited by one's race than it is today." They continue: "Some of the consequences of mandating a race - neutral standard of admission can be better understood by constructing a rough profile of the approximately 700 black matriculants.....whom we estimate would have been rejected (Bowen and Bok , p. 281, 1998)." According to Bowen and Bok, this analysis suggest that:

- Over 225 members of this group of retrospectively rejected black matriculants went on to attain professional degrees or doctorates.
- About 70 are now doctors, and roughly 60 are lawyers.
- Nearly 125 are business executives.
- Well over 300 are leaders of civic activities.
- The average earnings of the individuals in the group exceed \$71,000.
- Almost two-thirds of the group (65 percent) were very satisfied with their undergraduate experience" (Bowen and Bok, p. 281, 1998).

Today we are witnessing and maybe engaging in, the dismantling of affirmative action. There is a perception among many across the nation that affirmative action is no longer needed. The playing field has been leveled. Some even feels that affirmative action harms prospective white students. The converse is true writes Olati Johnson, assistant counsel at the NAACP Legal Defense and Educational Fund: "Yes, affirmative action grants opportunities to minorities, but also benefits society at large as a result" (Johnson, 1999).

The challenges we are currently facing in admissions are ramifications from the 1996 Hopwood vs. State of Texas decision by the 5th Circuit Court of Appeals whereby the University of Texas Law School was not able to use race as a factor in law school admissions (Ruffins, 1999). Even though the Hopwood ruling applies only to those states covered by the 5th Circuit (Chronicle of Higher Education, March 19, 1999), the Hopwood ruling has had a profound effect upon higher education. The Hopwood ruling is having a profound effect upon communication sciences and disorders. We believe in diversity in principle, but as Ruffins has written in the March 19, 1999 issue of the Chronicle of Higher Education, "The diversity rationale (for admissions) is alive, but not at all well." The Chronicle cautions us that "even euphemistic claims to the effect that diversity requires a 'critical mass' in order to succeed and have aroused judicial suspicion and disapproval".

We are being challenged. What do we do?

- 1970- In Adams vs. Richardson, the NAACP Legal Defense Fund sued the federal government and as a consequence the U.S. Court of Appeals ordered the U.S. Department of Health, Education, and Welfare to end segregation in institutions of higher education that accept federal funds (Ruffins, 1999). This was the beginning of affirmative action.
- 1978 -The Baker decision that race-sensitive admissions, sans quotas, are okay.
- 1994- Podberesky vs. Kirwan-4th circuit court of appeals ruled that the University of Maryland's Banneker Scholarships could no longer be used exclusively for African-American students.
- 1996- California voters passed Proposition 209, stating that neither race nor gender can be used for preferences.
- 1996- Hopwood vs. State of Texas.

We are being challenged. What are we to do?

Judge A. Leon Higginbotham, Chief Judge Emeritus of the U.S. Court of Appeals, wrote in 1997 following the Hopwood decision, "I witnessed the birth of racial justice in the Supreme Court and. now, after 45 years as a lawyer, judge, and law professor, I sometimes feel as if I am watching justice die (Black Issues In Higher Education, 1999, p.25)."

We are being challenged. What can we do?

First, we must re-commit ourselves to wanting and desiring diversity within our disciplines. Twenty-four percent of our nations population are people of color, yet, 0.7% of ASHA audiologists are American Indian or Alaskan Native; 2.3% of ASHA audiologists are

Asian or Pacific Islanders; 1.9% of ASHA audiologists are Hispanic; 1.8% of ASHA audiologists are African-American. The playing field is not level.

Approximately three percent (2.8%) of ASHA speech language pathologists are African - American; 2.3% of ASHA speech language pathologists are Hispanic; 1.4% of ASHA speech language pathologists are Asian or Pacific Islander; 0.6% of ASHA speech language pathologists are American Indian or Alaskan Native; 24% of the nations population are persons of color. The playing field is not level.

If Bowen and Bok's research has demonstrated the successes and the contributions to society made by African-Americans who could have been rejected by college admissions officers, what could be the benefit of race-sensitive admissions in communication sciences and disorders? What success may not occur in the disciplines of communication sciences and disorders, if there is no race-sensitive admissions? It will take us longer to achieve the knowledge and skills required for the delivery of socioculturally appropriate services to those with communication disorders. Without equitable presence of students of color, it may take us longer to address racial disparities in research. Former Secretary of the U.S. Department of Health and Human Services, Louis Sullivan, has said, "The culture, structure, and programs of NIH as a whole serve the White population well, but fall short in addressing the needs of ethnic minorities (Chronicle of Higher Education, March 15,1999, p. A32). The playing field is not yet level.

Secondly, we can develop admissions policies that consider more than the GRE and the GPA. "Merit" needs to be defined by our programs. The most important way to do this is to develop a student profile that addresses or that matches the mission and vision of your institution. Allow me to read from Howard University's mission and vision:

The Mission

"Howard University is a comprehensive, research - oriented, historically Black private university providing an educational experience of exceptional quality to students of high academic potential with particular emphasis upon the provision of educational opportunities to promising Black students. Further, the University... faculty are...committed to the development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world."

The Vision

"Howard University is a comprehensive research university, unique and irreplaceable, defined by its core values, the excellence of all its activities...and by its enduring commitment to educating youth,... for leadership and service to our nation and global community."

What rings through are concepts such as leadership, service, compassion, solver of human and social problems in the United States, and throughout the world. Our students are therefore those who show the potential to, after having matriculated in the type of program provided by our

Department of Communication Sciences and Disorders, to have careers and lives described within our vision and mission.

I submit that Admissions criteria for each institution must reflect the important values and characteristics of each institution-

- Rice University considers students' life experiences and community service activities, in addition to quantitative measures of success.
- Both Oberlin College and Rice use language as a measure of diversity by considering whether an applicant's primary language is other than English.
- Mills College (CA) considers community service within the applicant's home, such as caring for younger siblings, as well as service within the applicant's community (Black Issues in Higher Education, 2/18/99).

One of our member programs, at a predominantly white college weighs an applicants admissions materials from the GRE, GPA, recommendation letters and narrative, giving the GPA in the major 40%, the cumulative average 30%, the GRE 5%, and the letters and narratives the remaining percentages equaling 100. Bonus points are given to exceptional qualities or experiences.

Black Issues in Higher Education (February 18, 1999) instruct us: "Colleges and universities are commonly considering factors beyond GPA and SAT scores in admissions decisions. But whatever they look at has to be applied across the board and not applied in a segregated way, with one set of standards for one racial group and another set of standards for another racial group... It is critical to clearly articulate the role of tests and other criteria in the admissions process. Put all criteria in writing, make it clear and consistently followed."

Thirdly, we must voice opposition to the dismantling of affirmative action. It is clear that culturally and linguistically diverse-sensitive admission procedures help, not harm our disciplines. We must raise our responsible and well-respected voices. Reversal of affirmative action will prolong our efforts in learning how best to educate, to provide clinical services and to conduct research. To paraphrase from The Shapes of the River: "It seems clear that American society (and the disciplines of audiology, speech - language pathology, and speech - language hearing sciences) needs high achieving and highly committed culturally and linguistically diverse graduates who will provide leadership in every walk of life." This will not happen if we don't make it happen. Diversity in our professions is essential.

Reference

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Establishing Admissions Criteria That Go Beyond the Numbers

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I had the pleasure at this meeting, two years ago, of participating in a session titled, Dialogue for Diversity (Mendel, 1997). In many ways, I see our discussion tonight as an extension and continuation of that earlier session. In the introduction to the session on Diversity, Elaine McNiece stated, "Higher education will need to devise new terms for inclusiveness and provide means for both individual opportunity and assertions of group identity" (McNiece, 1997). Unfortunately, in the past two years, we have seen events in higher education that have made these goals more difficult to achieve.

Very briefly, let me describe the process that we currently use at my University in the admissions process. Prior to the admissions committee meeting, we establish a target number of students to be enrolled in the following year. We then admit approximately twice the target number, and expect that roughly half will enroll in the fall. Like many other programs, we organize the admissions materials by the use of a formula which takes into account the undergraduate GPA and the verbal and quantitative subtests of the GRE to arrive at a composite score. The GPA and GRE are weighted approximately equally. To begin the admissions process, students are ordered by composite scores. For each applicant, the admissions committee reviews the GPA and GRE information that comprises the composite score, letters of recommendation, and the applicant's essay on career goals and other relevant information. In general, the higher the applicant's composite score, the more likely a positive admission decision. Negative information in the letters of recommendation or the essay can lead to a negative decision, regardless of composite score. In very general terms, students ranked at the top of the list are likely to be admitted, with those in the middle of the ranking having mixed success (by that I mean that about every other student in this group is admitted), and very few at the lower end of the ranking are admitted. Finally, for those students who are admitted to our program by the process described above, funding decisions are then made with rank order being the primary determinant.

As I reported in 1997, we have obtained two Personnel Preparation grants from the U.S. Office of Special Education and Rehabilitation Services (OSERS) to support master's students from underprivileged and underrepresented groups. When our OSERS grant support ended in 1995, we were successful in convincing our University to continue student funding at the same level as had been included in the grant. With that University funding, I am able to select students each year from the admitted pool to be supported.

While this system works from a legal point of view, and admissions decisions can be defended, the shortcomings of the process with regard to applications from students from diverse backgrounds is obvious. The best description of this problem can be described with what I'll call the "Sears" analogy. I don't know how many of you remember shopping at Sears when their products were described by the "Good, Better, Best" pricing structure. I think it is true that a hammer is a hammer, but if you are like me, it feels better to drive a nail with a hammer that is Best (and costs more) than with one that is

just Good. By utilizing the composite score ranking scheme that I have described, and given what we know about how students from underprivileged and underrepresented groups perform on standardized tests, we have a system by which these students are seldom ranked as Best at the top of the list.

A recent article by Forrest and Naremore (1998) summarizes the arguments about why GPA and GRE scores have received criticism as predictors of graduate school success. In spite of these issues, we continue to use a ranking system based on GPA and GRE scores that implies that those who are ranked at the top are Best, and decreasing scores lead us down into the Better and then Good categories. Students from underprivileged and underrepresented groups spend two years in our master's program proving that they are better than the rankings would lead us to believe.

I believe there has to be an admissions system that is better than this. Unfortunately, I haven't been able to develop it so far. Perhaps audience members can help with this problem.

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Recruitment and Retention of Underrepresented Disadvantaged Students In Communication Sciences and Disorders: A Regional Model

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I. Introduction

While there is a dire need for multiethnic professionals in all areas of health care, the need in the Communicative Disorders field is especially critical. Speech-language pathologists and audiologists working among children with communication difficulties must have the language and/or cultural competencies that will ensure viable service delivery, as well as the ability to facilitate culturally creative avenues for reaching out to these populations. Nationally, non-Anglo members of the American Speech-Language-Hearing Association (ASHA) represent only 7.5% of the more than 96,000 certified members, despite ASHA's 20 year history of actively seeking to increase the ethnic diversity of professionals working in the field (ASHA; 1998). This paltry 7.5% non-Anglo representation in the communicative disorders field is far from the 28% average estimate of the entire U.S. non-Anglo population.

In light of these percentages, it is fitting to refer to those persons comprising the 7.5% non-Anglo group as the "minority". However, it is more appropriate to describe this population as coming from an underrepresented ethnic background. Furthermore, a disproportionately high number of ethnic minority individuals come from economically, educationally, and/or environmentally disadvantaged backgrounds, all serious impediments to educational and professional success. Therefore, "disadvantaged/underrepresented" (DUR) may best describe the majority of the U.S. non-Anglo population. This term will be used when discussing diversity efforts and traditional models of student recruitment.

The relatively low proportion of non-Anglo ASHA members does not reflect the communicative disorders population. In 1999, speech, language, and hearing impairments affect roughly 9.9% of the U.S. population, and the rate is growing. Projected estimates show that in 2010, 11% of the U.S. population will be affected by a communicative disorder, a projection that will rise to 12% by 2025 (ibid.). Across all underrepresented ethnic groups it is estimated that over 2 million individuals suffer from a communicative disorder not related to Limited English Proficiency (LEP).

Until this inequity between Anglo and non-Anglo communicative disorders professionals is bridged, ethnic communities will remain tragically underserved. Indeed, a growing number of underrepresented ethnic persons with communicative disorders speak a language other than English in their homes, yet less than 2% of those providing services are bilingual (ibid.). Diversity within multicultural groups makes it difficult to apply the standardized criteria used for Anglo populations to establish norms. Monoculturally oriented Anglo clinicians present high potential

for cultural conflicts when providing services to ethnically diverse clients. For these reasons it is imperative that the cycle be broken; the key lies in multicultural graduate education for underrepresented disadvantaged ethnic students.

In 1991, recognizing the need for more non-Anglo racial/ethnic providers of speech, language, and hearing services, ASHA put forth a mandate titled Multicultural Action Agenda 2000 “with the responsibility of developing a comprehensive affirmative action plan that could promote parity among racial/ethnic minorities within all aspects of the Association and the professions throughout the 1990’s and beyond.” A stated objective was to increase the proportion of racial/ethnic minority members of ASHA to 10% by the year 2000. We have indeed fallen short of that goal.

II. Ethnic Underrepresentation in Academic Programs

According to the Council of Graduate Programs National Survey for the 1996-97 academic year, non-Anglo ethnic groups comprised 11.1% of Communicative Disorders undergraduate and 8.2% of master’s students. These percentages represent the second highest levels in the history of the survey, surpassed only in 1982-83 (undergraduates at 11.8%, graduate students at 10.2%). The largest percentage of undergraduate students from non-Anglo ethnic groups were in Regions IV and VI, while the largest percentage of master’s students were in Regions IV and IX (see table 1 for ASHA Regions by State).

Table 1. ASHA Regions and Corresponding States

Region	States/Countries
Region I	CT, ME, MA, NH, RI, VT
Region II	NJ, NY
Region III	DE, MD, PA, VA, WV, DC
Region IV	AL, FL, GA, KY, MS, NC, SC, TN
Region V	IL, IN, MI, MN, OH, WI
Region VI	AR, LA, NM, OK, TX
Region VII	IA, KS, MO, NE
Region VIII	CO, MT, ND, SD, UT, WY
Region IX	AZ, CA, HI, HV
Region X	AK, ID, OR, WA
Other	Canada and Puerto Rico

Source: ASHA, 1998

It is interesting to note that the greatest drop of ethnic enrollment from undergraduate to graduate programs also occurred in Regions IV and VI (-7.5% and -6.8%, respectively). Conversely, Region IX evidenced a slight increase in ethnic enrollment from undergraduate to master’s program in academic year 1996-97 (17.1% to 17.3%, respectively). For closer inspection of these data, refer to Table 2.

San Diego State University, the largest of the Region IX Programs reporting in 1996-97 survey, had a 34% rate of non-Anglo CD undergraduates, and a 28% rate of non-Anglo CD Master's students. The 5-year average (1995-99) stands at 24.8% for non-Anglo students participating in the SDSU Communicative Disorders Master's Program (see table 3).

Table 2. Comparison of Undergraduate-to-Graduate Percent of non-Anglo Ethnic Student Enrollment By Region

Region	Number of Programs*	Non-Anglo Students		
		Undergraduate	Graduate	Difference
I	8	4.3	4.5	+.2
II	18	8.6	5.1	-3.5
III	19	12.0	9.4	-2.6
IV	24	19.5	12.0	-7.5
V	40	8.9	5.2	-3.7
VI	29	18.7	11.9	-6.8
VII	14	1.5	6.4	+3.9
VIII	10	3.1	1.9	-1.2
IX	15	17.1	17.4	+.3
X	8	1.7	5.8	+4.1
		Avg. 11.1	8.2	

Source: National Survey of Undergraduate and Graduate Programs in Communication Sciences & Disorders

* 67 Percent of Graduate Programs in Communication Sciences & Disorders reporting

III. A Closer Look at the San Diego Region: Trends in Demographics and Education

Since 1980, the San Diego Region has experienced rapid and profound demographic and economic changes. Numbering slightly less than two million people in 1980, San Diego County's population grew to 2.5 million by 1990 and 2.7 million in 1997 (a 44% growth rate). According to the San Diego Association of Governments (SANDAG; 1999), the San Diego Region has now become one of the largest metropolitan areas in the U.S., with the city of San Diego ranking 6th in the nation (behind New York, Los Angeles, Chicago, Houston and Philadelphia).

In a span of 17 years (1980-1997), there has been a precipitous fall in the Anglo population in San Diego County, from 74% to 55.1% (ibid.). Specific population percentages by ethnicity are presented in Table 4.

Table 3. Enrollment in SDSU Communicative Disorders Department, by Ethnicity and Class Level

Communicative Disorders Department San Diego State University 1994-1999			
Undergraduate Program			
Year	Anglo %	Non-Anglo %	Total Number Students
1994-95	63	37	172
1995-96	65	35	188
1996-97	66	34	172
1997-98	65	34	157
1998-99	<u>69</u>	<u>31</u>	<u>164</u>
5-Year Average	65.6	34.4	171
Graduate Program			
Year	Anglo %	Non-Anglo %	Total Number Students
1994-95	88	12	144
1995-96	72	28	144
1996-97	70	30	131
1997-98	73	27	125
1998-99	73	27	108
5-Year Average	75.2	24.8	130

Source: SDSU Office of Admissions and Records, 1999

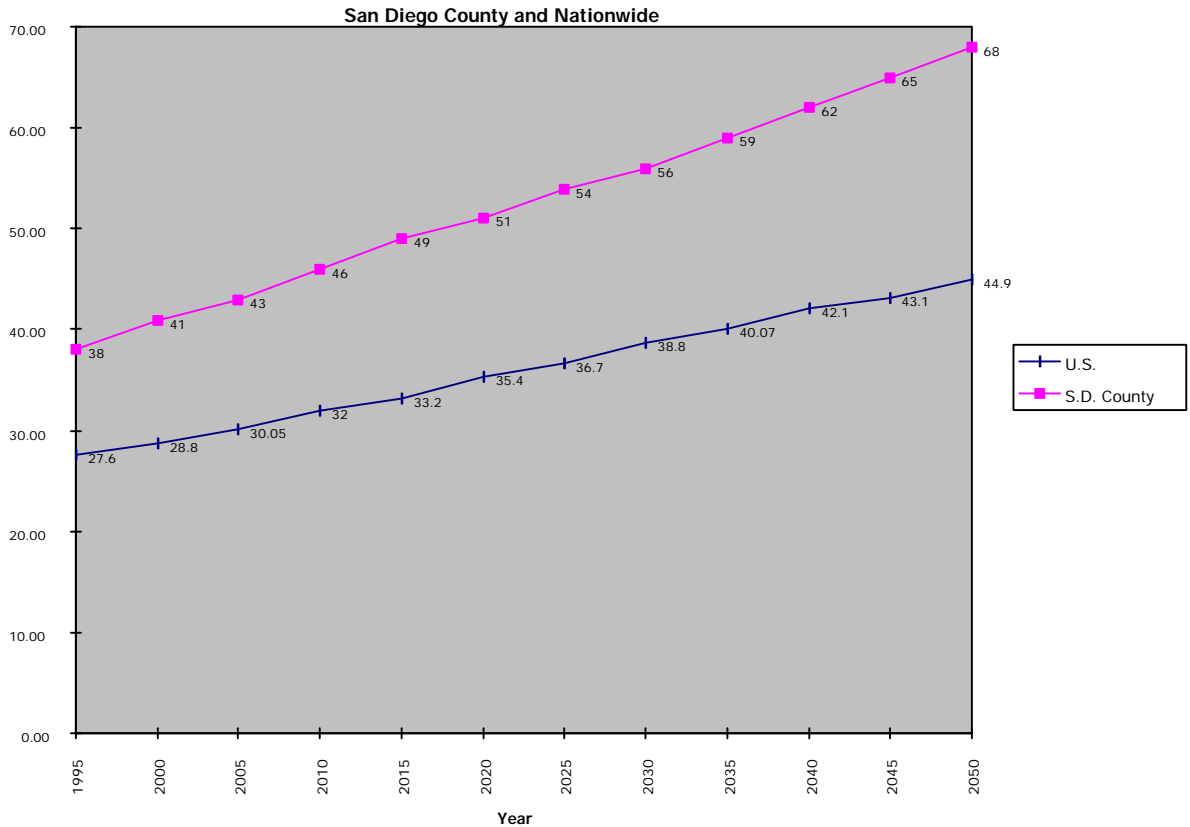
Table 4. San Diego County Population by Ethnicity, 1997

Ethnicity	Percent of Total Population
African American	6.2
Hispanic	29.0
Asian/Filipino	9.0
Anglo	55.0
Other	0.8

Source: SANDAG, 1997

Indeed, population estimates show that for both the San Diego Region, and the U.S. as a whole, non-Anglo populations are dramatically increasing, and by the year 2050, *almost 50%* of the nationwide population will be non-Anglo, and over *two-thirds* (68%) of San Diego County will be of non-Anglo descent (SANDAG, 1999; Bureau of the Census; 1992). Figure 1 illustrates this trend.

Figure 1. Projected Increase in Non-Anglo Population,
from 1995 to 2050



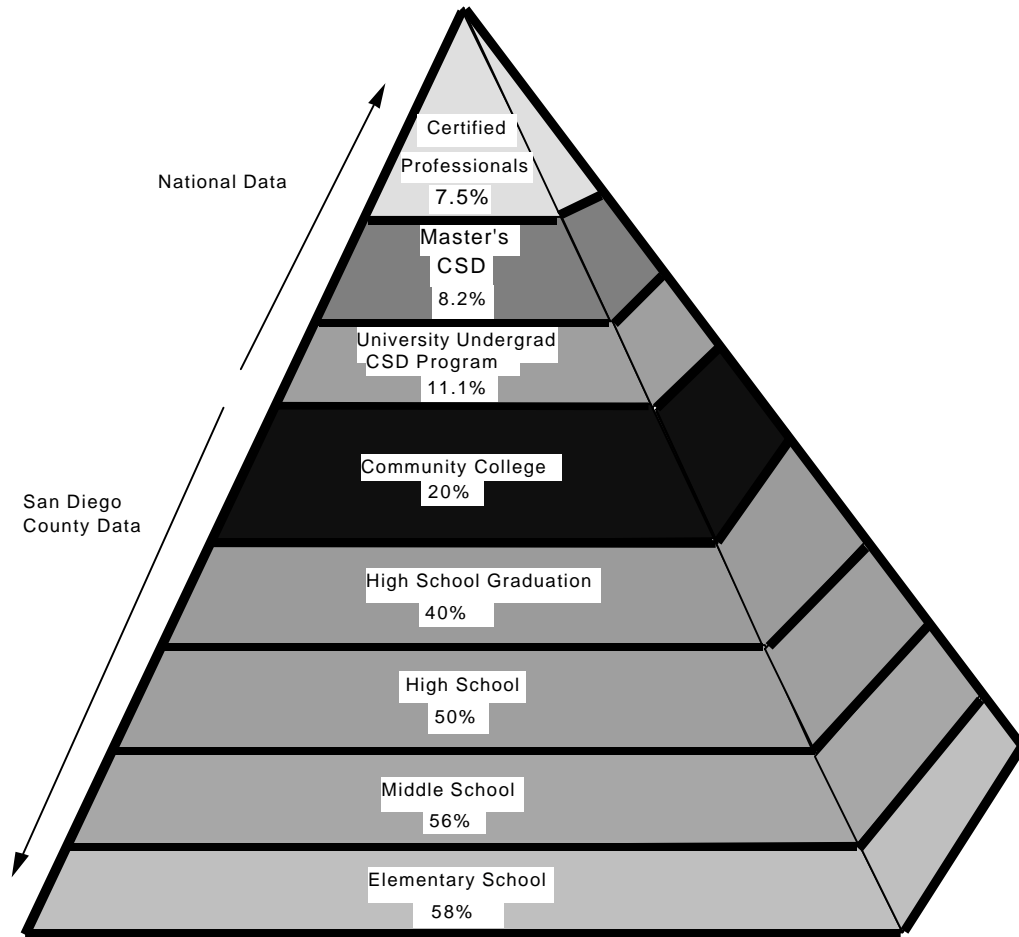
Source: SANDAG; 1999; US Bureau of Census, 1992

Furthermore, today fully 58% of San Diego County's population *below 18 years of age* are people of color (San Diego County Office of Education; 1998). The lower five blocks of the pyramid presented in Figure 2 display the percentage of non-Anglo students enrolled in San Diego County elementary, middle and high schools, as well as local Community Colleges. In the Center City only 40% of this population graduate from high school (*ibid.*).

The sixth largest school district in the nation, San Diego Unified, must therefore find culturally creative ways to meet the educational needs of this growing population. Otherwise, non-Anglo students will continue to drop out of the educational pipeline at a much higher rate than their Anglo peers. Indeed, the 4-year drop-out rate for non-Anglo, ethnic students from high poverty schools in San Diego County is 17% among African Americans, and 23% among Hispanics, much higher than the 9% drop-out rate among Anglo students (San Diego County Office of Education, 1998). Thus, as the pyramid further illustrates, only 20% of the original 58% non-Anglo population continues upward in the educational pipeline to Community College (San Diego Community College District; 1998). As non-Anglo students are tracked along the educational pipeline, their representation in undergraduate and graduate Communication Sciences and Disorders Programs (nationwide) drops precipitously (11%, and 8.2%, respectively). Finally,

at the top of the pyramid, only 7.5% of certified Communicative Disorders Professionals are from underrepresented ethnic groups.

Figure 2. Percentage of DUR Students in Education Pipeline



Source: SD County Office of Education; SD Community College District; ASHA, 1998

A study of San Diego County's working age population in 1997 revealed a 4% increase in the number of individuals possessing a college or professional degree, compared to 1980 (SANDAG; 1997). Listed in Table 5 is a breakdown of San Diego County's working age population, by level of educational attainment. These data show that nearly 25% of San Diego County residents possess a college or professional degree!

However, when we look at educational attainment by *ethnicity* within San Diego County, the statistics become far less encouraging. Table 6 displays a breakdown of College Degrees by Ethnicity within San Diego County, in the year 1997. As can be seen from these data, Hispanics have the highest percentage of college/professional school graduates among non-Anglo groups, albeit a meager 13%, although this ethnic group accounts for almost 30% of San Diego County's population (*ibid.*). These data underscore the need to broaden recruitment efforts targeting non-Anglos in the educational pipeline.

Table 5. Level of Educational Attainment Among San Diego County's Working Age Population

College or Professional Degree	24%
Some College	35%
High School Diploma	26%
Some High School	8%
Elementary & Middle School	6%
No Formal Education	1%

Source: SANDAG, 1997

Table 6. Percent College Degrees by Ethnicity, San Diego County, 1997

Anglo	36%
Asian	34%
Latino/Hispanic	13%
African American	6%
All Groups	11%

Source: SANDAG, 1997

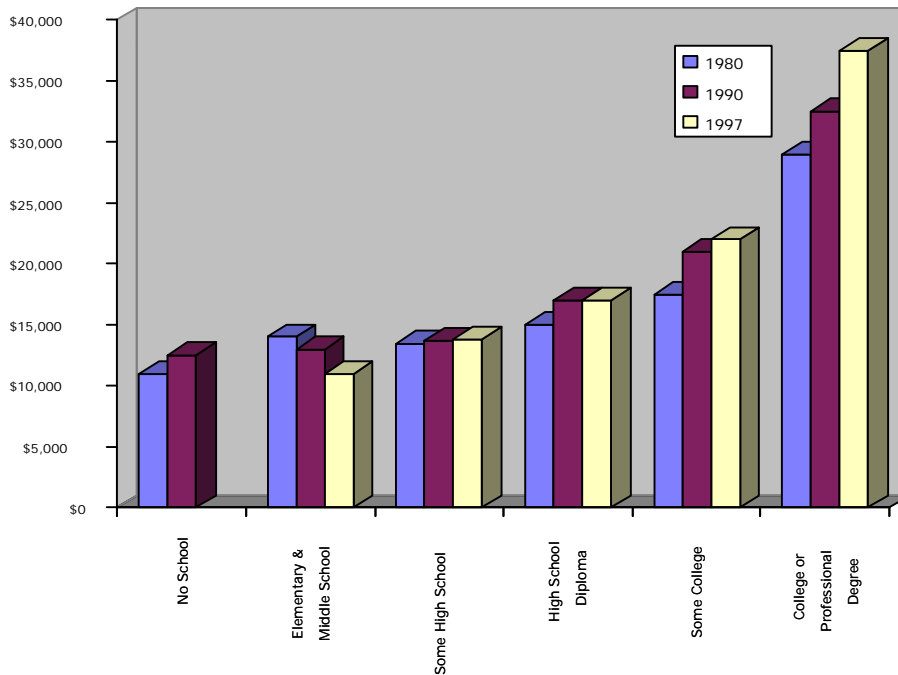
IV. Level of Educational Attainment, Ethnicity, Academic Performance, and Median Income

Data consistently show positive relationships between level of educational attainment and median income. This relationship is illustrated in Figure 3. These data clearly show that as students move up the educational pipeline, so too do they move up the economic ladder. Furthermore, over the past 17 years, median income has risen most dramatically for individuals with a college or professional degree, a fact that certainly underscores the need for a college education.

An absolute relationship also exists between poverty, ethnicity, and academic performance. Specifically, in schools at all levels, the poorer and more ethnic the student population, the lower the level of performance on measures of academic achievement. Thus, levels of academic achievement decline along the socio-economic continuum. Other factors working against ASHA's Agenda 2000 objectives are:

- 1) Poverty, ethnicity, and English language skills are intertwined;
- 2) Ethnic students are less likely to follow a college prep curriculum in high school;
- 3) Ethnic students attempt the SAT less often;
- 4) On average, ethnic students score 100 points lower on the SAT;
- 5) Ethnic students are less likely to satisfy university entrance requirements;
- 6) Ethnic students have a 12% higher high school drop-out rate than do Anglo or Asian students.

Figure 3. Median U.S. Income by Education Level



Source: 1980 & 1990 PUMS; 1997 CPS

V. Opportunity and Access to Education: A Solution for Reaching ASHA’s Goals

Although the above-stated factors make it less likely that a non-Anglo student from a low-income family will attend college, there are ways to raise that probability. The establishment of educational outreach programs targeting underrepresented students at high school and undergraduate levels is one strategy to increase college entry, retention, and graduation for this population. As baseball great Jackie Robinson once declared, “Give us the opportunity and we’ll show you the ability”. Agreeably, ability is something which first needs opportunity in order to flourish. There are many ways to enhance educational opportunities for non-Anglo students, in all stages of the educational pipeline. Affirmative action in conjunction with structured programs to improve educational opportunities for and the academic achievements of disadvantaged underrepresented (DUR) students can be effective. The Health Careers Opportunity Program (HCOP) Regional Consortium at San Diego State University offers such an opportunity by providing recruitment, preliminary education, retention, facilitation of entry, and financial aid information to DUR high school, undergraduate, and graduate students.

As the flagship of the CSU system, San Diego State University currently has a 42% non-Anglo undergraduate population (SDSU Office of Academic and Institutional Studies; 1998). SDSU has also evidenced a record number of first-time freshman applicants for Fall 1999 — up 28% since last year; resulting in a formal impactation status of the university for the first time ever. An enrollment management program is now in place at SDSU, along with tougher admissions requirements for first-time freshman and community college transfer students. The bar on

admissions at SDSU has thus been raised, resulting in students being denied admission in subsequent semesters if they fail to meet more stringent eligibility requirements, as determined by a student's eligibility index score.

For first-time freshman, an eligibility index score (EI) is determined by the following equation: $\text{H.S. GPA} \times 800 + \text{SAT Score}$. The minimum EI required for SDSU admission is 3400. Therefore, a student with a high school GPA of 3.0 would need a minimum of 1000 points on the SAT in order to be considered for admission at SDSU. For Fall 1999, the average EI for incoming freshman was 3,844; the average SAT was 1,058 with an average high school GPA of 3.48. As stated earlier in this paper, DUR students typically score 100 points lower on the SAT when compared to their Anglo counterparts. One of the many factors contributing to this disparity is the high number of LEP and ESL speakers among the DUR population. It is difficult to score well on standardized tests of verbal knowledge without a mastery of the English language. Some educators argue that a test such as the SAT is invalid and culturally biased. It may be that many DUR students are capable of college-level work, and the SAT is simply not reflective of their actual academic abilities. For these reasons, SDSU has put in place The University Programmatic Allocation Program (UPA).

The UPA works in collaboration with other SDSU outreach programs in an effort to identify and recruit talented DUR high school students with high potential for success in college. Potential students must possess a minimum 3.0 high school GPA, and have an EI score of at least 2,900. As the SDSU HCOP Regional Consortium has a high school component, it works closely with the UPA to recruit promising local high school juniors and seniors. Each year the UPA allocates 25 slots for high school HCOP students. This year, 24 of the 25 high school HCOP students recommended for admission to SDSU by HCOP staff had already met admission criteria and been accepted to SDSU! Therefore, one way to increase the number of DUR students at the *college level* is through successful recruitment strategies at the *high school level*. By providing talented DUR high school students opportunity and access to academic support programs, they can match or exceed the college admission rates of their non-disadvantaged peers.

VI. DUR Recruitment in Communication Sciences and Disorders Programs

Traditionally, there have been four models of DUR recruitment for Master's Programs in Communication Sciences and Disorders (CSD):

1. Master's Program recruits talented undergrad DUR CSD majors from their own department or from those of other institutions for participation in a Trainee Grant (such as HCOP, and U.S. Dept. of Ed.);
2. University undergraduate CSD Program recruits from Community College or from other universities with no CSD Program;
3. University CSD Program introduces SPA careers to DUR students on campus enrolled in the more popular/generic fields of study (i.e., liberal studies, psychology, social sciences);
4. CSD Program works alone, targeting only the SPA professions

These traditional models have shown to produce only moderate increases in Master's level DUR enrollment and graduation rates. Indeed, certain inherent problems exist with traditional DUR recruitment models. For example, many CSD graduate programs (particularly those with federal training grants) are competing for the same group of talented, high achieving DUR undergraduate students. Thus, several programs end up "fishing from the same pool." Furthermore, relative to the general student body, the higher the target population is on the academic ladder, the smaller the DUR student recruitment pool. Finally, CSD Programs often times conduct recruitment efforts as "pocket programs", with minimal collaboration among allied health disciplines. A viable solution to significantly increasing DUR student enrollment in Communication Sciences and Disorders University Programs is to shift to early intervention programs at the high school and ultimately the middle school level.

Initial efforts to obtain grant support to increase minority enrollment in CSD fields began approximately 20 years ago, with recruitment efforts focusing on talented DUR undergraduate students close to graduation (i.e., juniors and seniors). These students were selected on the basis of major, proximity to graduation, and academic achievement. However, this was a relatively small pool of students, most of whom were being recruited for other graduate programs as well. This recruitment strategy was therefore limited in its success. Recruitment efforts then shifted to new DUR undergraduate students who had not yet declared a major. As DUR students entered the university, they were introduced to CSD majors and made aware of training grant programs available to them (if such program existed on their campus). However this approach produced only modest increases in DUR representation in CSD graduate programs, due partly to the fact that few DUR students were academically prepared for a major as rigorous as CSD. The San Diego HCOP Regional Consortium was designed with the objective of raising the academic preparedness of DUR students at the high school level, in an effort to increase the pool of potential CSD students at the college level. HCOP employs several recruitment methods, with the overall philosophy of developing a local academic pipeline, that is designed to "grow your own".

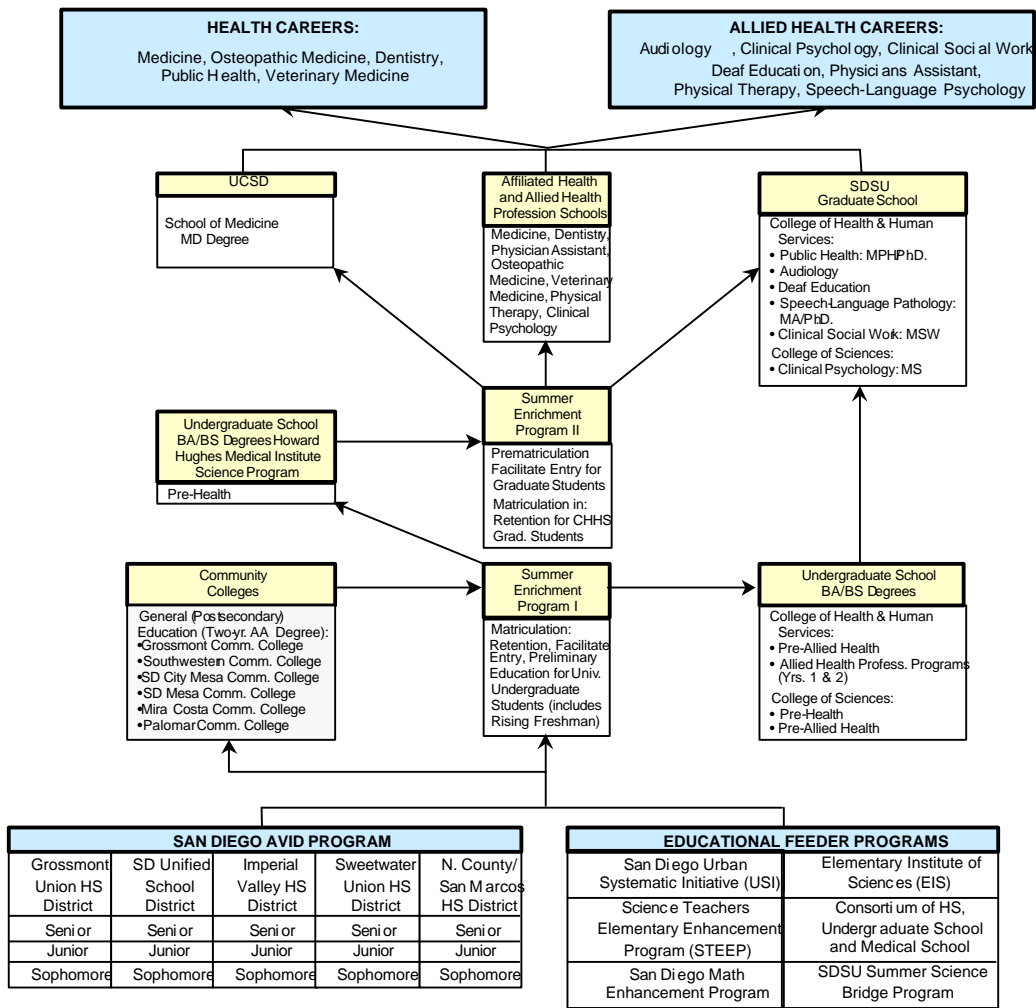
The following HCOP recruitment model illustrates this concept:

1. Develop academic pipeline in local region;
2. Target and recruit high school and middle school DUR students;
3. Focus initially on academic motivation and performance, pre-college curriculum, college preparation (regardless of academic field or career goal);
4. Introduce students to a variety of health and allied health careers, to include communication sciences and disorders;
5. Collaborate with academic, professional, and community entities with shared goals

This recruitment model begins at the high school level and continues through community college. Students are recruited from five San Diego high school districts (beginning in sophomore year), and six local community colleges. Students are linked to other educational feeder programs, and also participate in a summer enrichment program at SDSU. The Summer Enrichment Program offers a variety of academic workshops, SAT and GRE preparation courses, and also introduces students to various health and allied health disciplines through field trips and

guest speakers. During the academic year, students participate in a Supplement Class Instruction Program (SCIP) which augments formal coursework. Students are also enrolled in internships relevant to their major field of study at local agencies throughout the community. Students are mentored throughout their participation in HCOP, and academic progress tracked from initial point of entry through the graduate level. Figure 4 presents the academic/career pathways of HCOP participants.

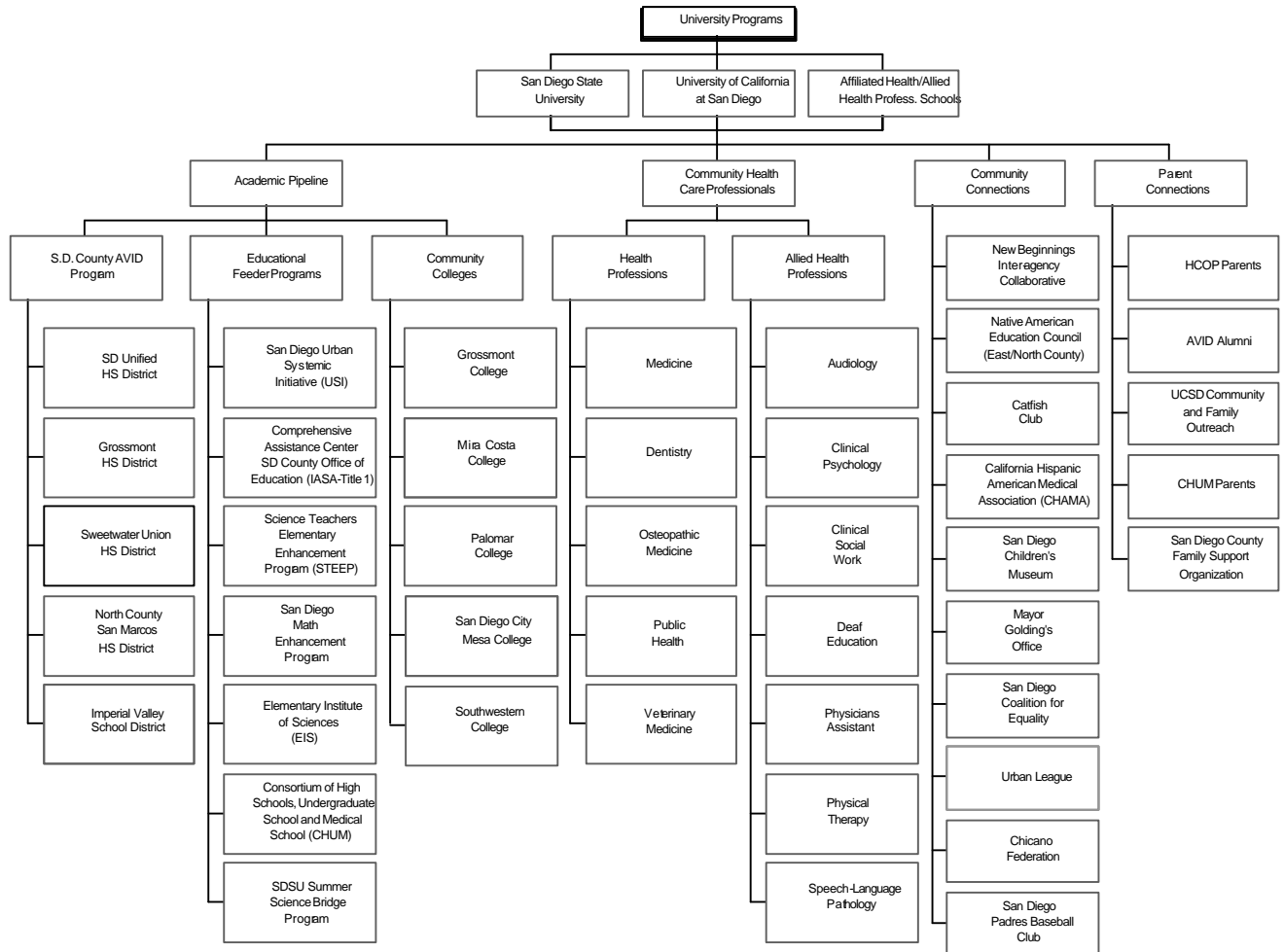
Figure 4. HCOP Regional Consortium Academic and Career Pathways



VII. Collaborations and Partnerships

Forming collaboratives or partnerships with outside entities is a powerful and cost-effective strategy to increase DUR enrollment in communicative disorders. Figure 5 presents a visual display of the project which includes partnerships with various community agencies. The SD Regional Consortium works collaboratively with the community, professionals, universities, community colleges and high schools.

Figure 5. HCOP Regional Consortium Partners



As can be seen from this diagram, at every stage in the education pipeline (beginning with sophomores in the AVID Program), HCOP has formed partnerships with educational outreach programs. The HCOP Consortium thus exemplifies the “grow your own” philosophy, by targeting promising DUR students as early as the sophomore year in high school.

The Consortium has also developed community partnerships outside the academic milieu, creating greater opportunities for students to engage in field trips, professional mentoring,

summer employment, summer internships, and SAT preparation workshops. Table 7 presents those entities participating in the Consortium.

Table 7. HCOP Regional Consortium Partnerships

<u>HCOP Consortium Collaborations/Partnerships</u>	
Education/Academic Partnerships	Community/Business Partnerships
1) AVID (Advancement Via Individual Determination)	<u>San Diego Workforce Partnerships:</u> 1) PIC (Private Industry Council)
2) SDSU Pre-College Institute	2) JTPA (Job Training Partnership Act)
3) OSE V (Office of Special Ed. Multicultural Professional Preparation)	3) Neighborhood House Association
4) STEEP (Science Teachers Elementary Enhancement)	4) Summer Youth Force
5) EIS (Elementary Institute of Science)	5) New Beginnings Inter-Agency
6) San Diego Math Enhancement Program	6) Bio-Com San Diego
7) USI (Urban Systemic Initiative)	7) San Diego Coalition for Equality
8) SSB (Summer Science Bridge)	8) San Diego Urban League
9) UPA (University Programmatic Allocation)	9) San Diego Chicano Federation
10) FSMP (Faculty Student Mentoring Program)	10) San Diego Greater Chamber of Commerce
11) Upward Bound Math Science Program	11) San Diego Padres Baseball Club
12) Howard Hughes Medical Institute Science Program	12) Mayor Golding's Office
13) Mentoring Courses (GS 350 A&B)	13) Native American Education Council
14) SDSU EOP (Educational Opportunities Program)	14) WAHUPA

The HCOP Consortium has recently expanded regional collaboration by connecting with Price Charities and the GEAR UP Project. If funded by the U.S. Department of Education, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Preparation) will strive to level the playing fields between low-income and high-income middle schools so that 500 students in lower-income neighborhoods can improve their chances of preparing for, and entering, college. Targeting students at the middle school level lengthens the academic pipeline, further enhancing the "grow your own" philosophy. Two cohorts of students will be followed from their initial participation in the 7th grade, through high school graduation. Support systems will be in place so that upon entry into high school, GEAR-UP students will be recruited for the AVID and the SDSU Pre-College Institute Programs (both existing partners in the HCOP Consortium). Once at SDSU, these students will be supported through HCOP in the College of Health and Human Services and the College of Sciences. Participating students will thus be supported through each crucial segment of the academic pipeline, beginning in the 7th grade, and continuing through the graduate level. Price Charities has donated 18 million dollars to the Project. This money will be used as part of the 100 percent match required of the GEAR-UP Program.

VIII. Summary and Conclusions

The Communication Sciences and Disorders field continues to fall behind in its efforts to provide multiethnic health care professionals. Non-Anglo members of ASHA represent only 7.5% of the more than 96,000 certified members in contrast to the 28% average estimated non-Anglo population nation-wide. Most recent national surveys show that university programs in communication sciences and disorders average 11.1% non-Anglo undergraduate and 8.2% underrepresented ethnic graduate students. While showing some gains, traditional models of recruitment and retention have simply not closed the gap. Limitations in these models include 1) targeting too few students too late in their academic careers; 2) several professional preparation programs recruiting the same students ("fishing from the same pool"); and, 3) working in isolation both as a profession and as university entities.

A Collaborative model has been described in which the SDSU Communicative Disorders Program joined with eleven additional health and allied health professions to form a consortium of university, professional, high school and community partners. The partnership created an academic pathway enabling the region to "grow its own" service providers, matching the demographics of the community. Extensive recruitment, academic retention, mentoring, and community involvement occur year-round from the sophomore year in high school to the last year of professional school. Future plans include expanding the academic pathway down to the 7th grade.

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