

Revisiting SP-1 & Affirmative Action

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New Landscape	ATTRIBUTES				
Types of Institutions	Course Content	Peer Effects	Amenities (res-life, counseling , leisure activities)	Reputation	Social Network
Highly Selective Private College or University					
Highly Selective Public					
Other Private					
Other Public					
Online/ Hybrid					
<i>Minerva</i>					



Associated with
educational benefit
of diversity

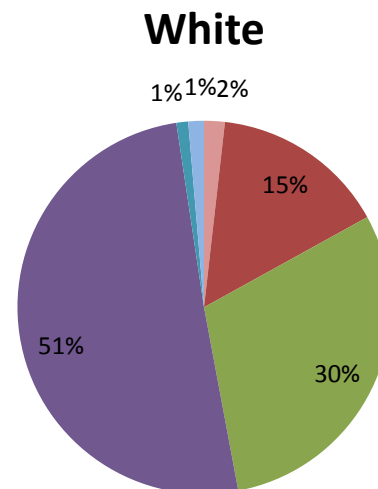
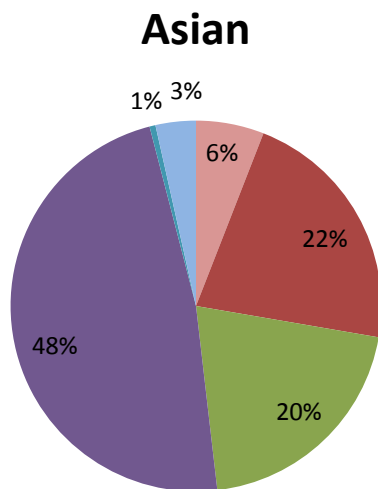
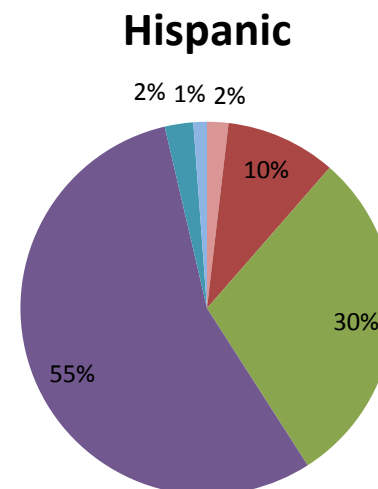
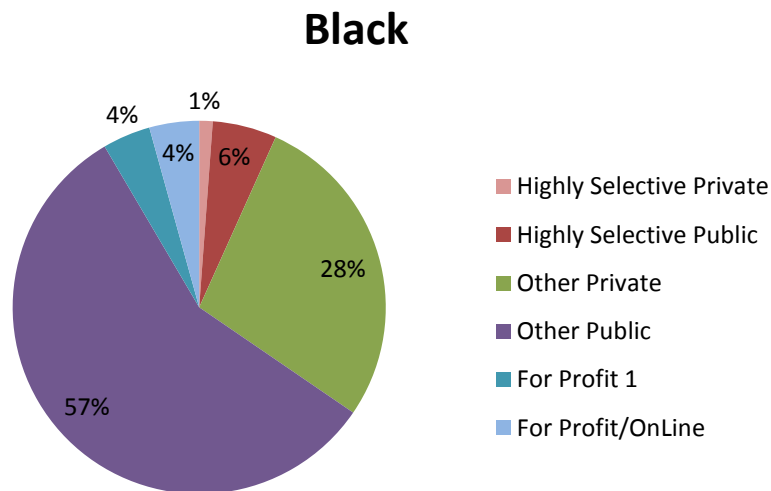


Associated with
educational benefit of
diversity, but effects on
private benefit/cost ratio

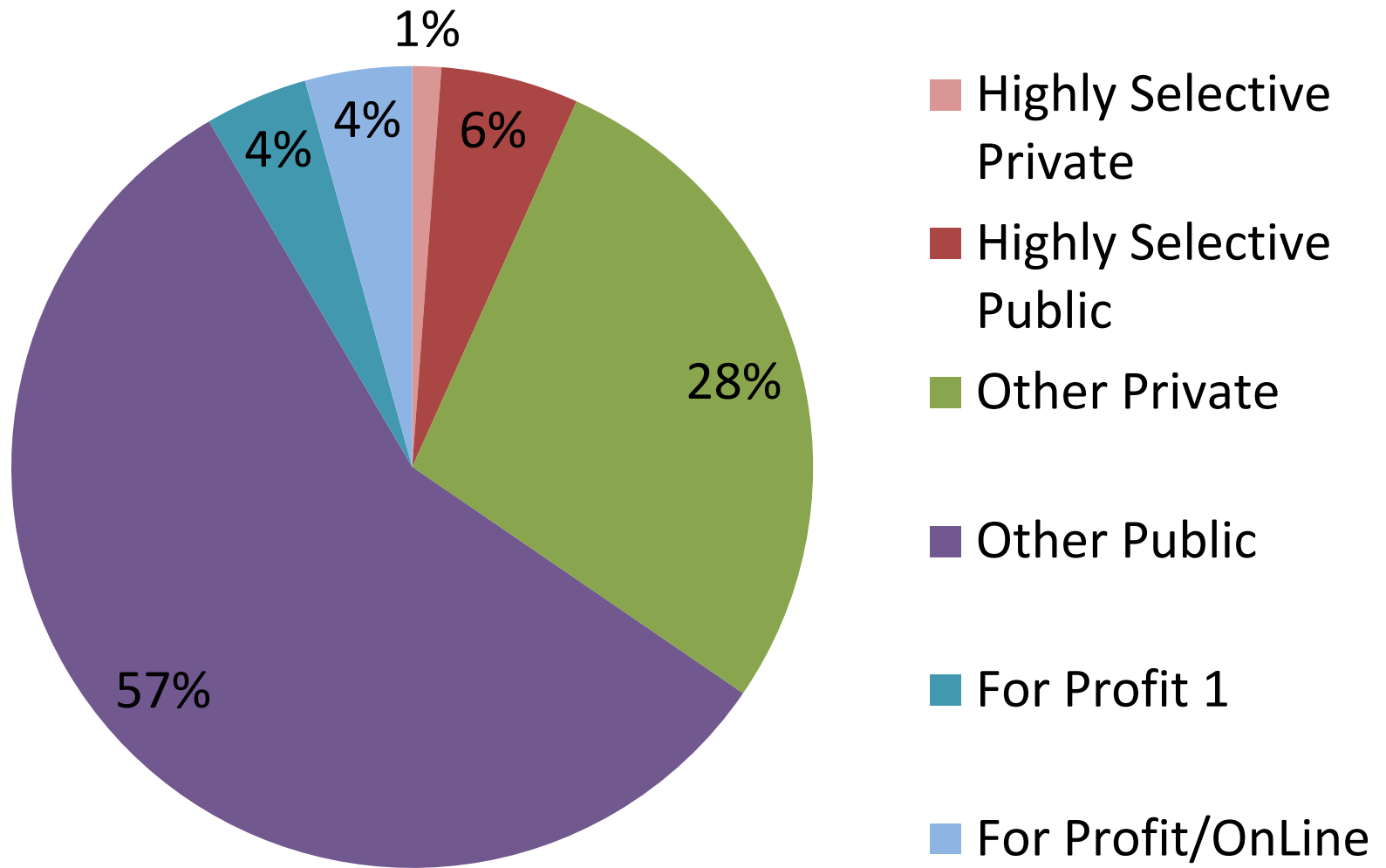


Benefit Likely to be
Higher for Outsider
than Insider

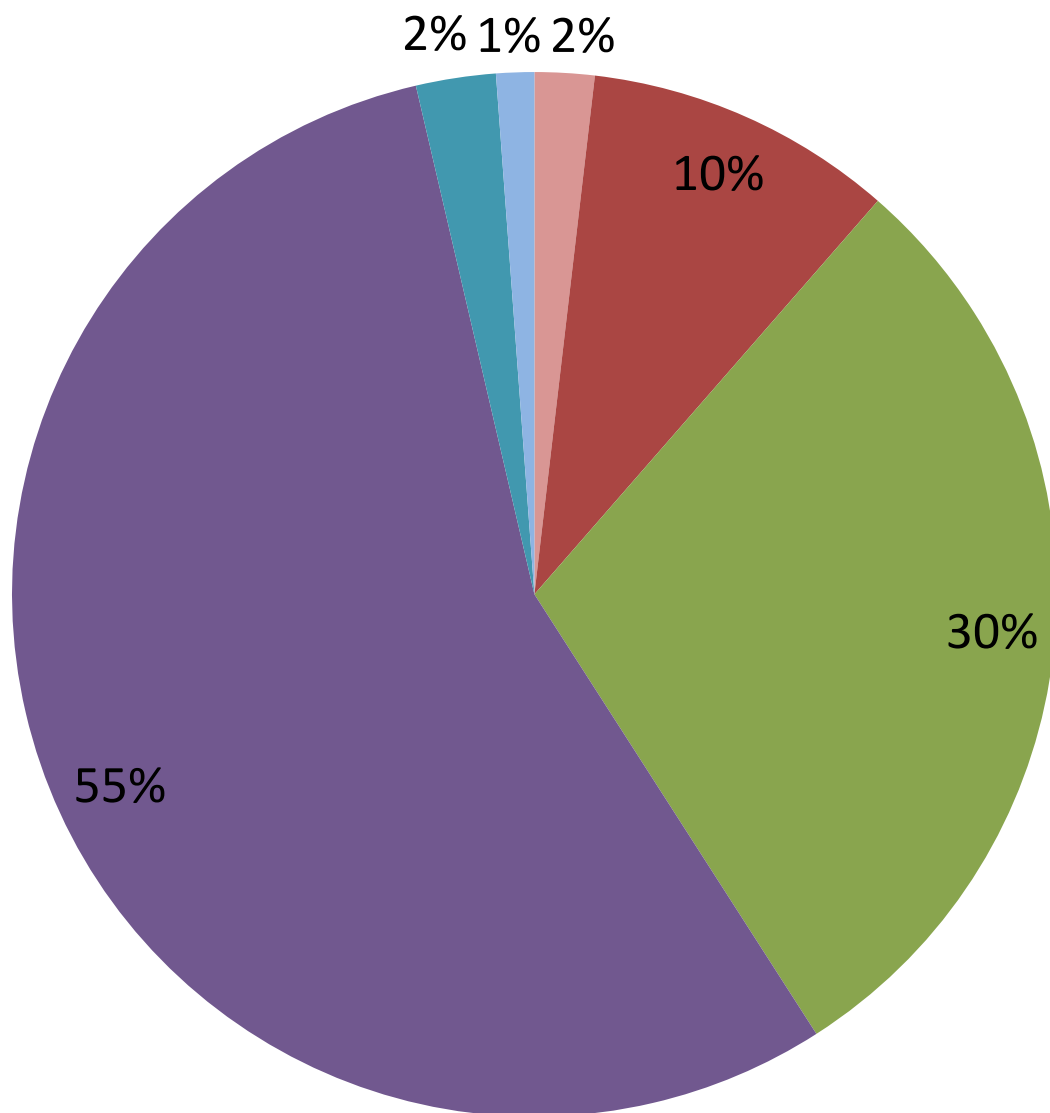
Distribution of First Time, Full Time Undergraduates by Race, Ethnicity & Institutional Type



Black



Hispanic



- Highly Selective Private
- Highly Selective Public
- Other Private
- Other Public
- For Profit 1
- For Profit/OnLine

1996 Analysis of California SP- 1

- Predicted a redistribution of black and Latino students from the highly selective UC campuses to the less selective UC campuses
- Suggested that the private benefit/cost ratio of a selective campus was slightly higher for black and Latino students than for white students.
- Described evidence on educational benefits of diversity as “limited”.

2013 Reassessment

- Redistribution of black and Latino students from the most highly selective UC campuses to less selective campuses & private colleges & universities. (UCOP and others)
- Need to re-evaluate the relative private benefit/cost ratio to account for reduction in number of in-person seats at public universities (Johnson, PPIC, 2012)
- Effects of college choice on major choice - mismatch v. climate (Arcidiacono, Aucejo & Hotz , 2013)
- Much larger evidence base for educational benefits of diversity in traditional university.
- Need to examine implications of changing landscape for higher education - Increased Hierarchy (Winston, 1999 & others), Growth in For-Profit; Access issues (Hoxby & Avery, 2012; Hoxby & Turner, 2012), Online learning.

Four Policy Implications

- Question the historical pattern of resource allocation among public institutions.
 - Is value-added greater at non-flagship campuses?
 - Mitigate disparities in reputation and social network
- Incentivize “rich” private institutions to adopt high value-added educational practices for diverse student bodies.
- Democratize access to high quality college counseling/information resources
- Build infrastructure so that online opportunities widen rather than narrow access.