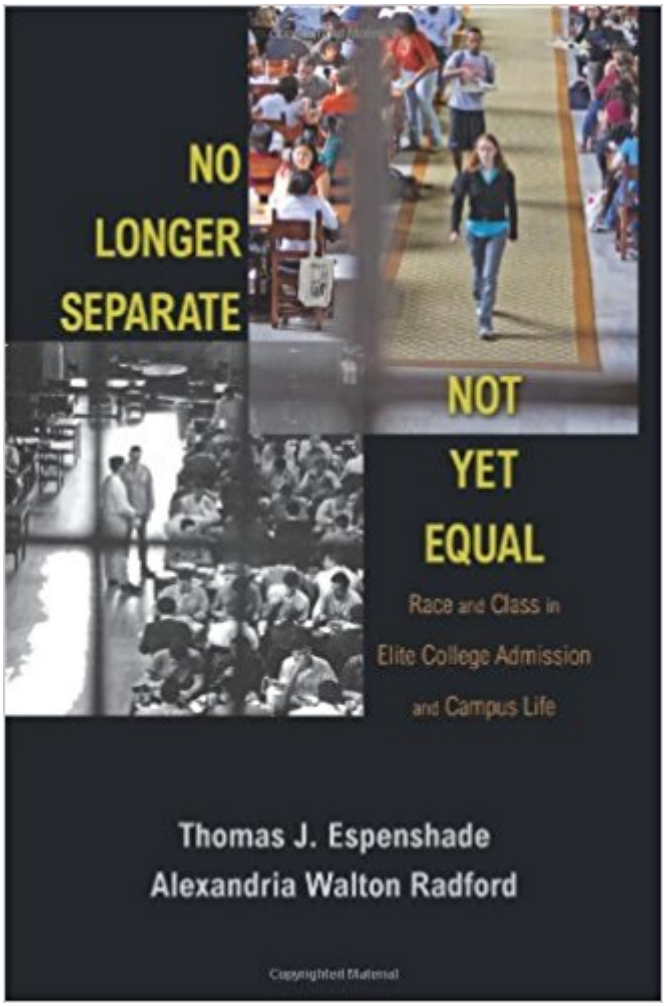
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# No Longer Separate, Not Yet Equal: Race And Class In Elite College Admission And Campus Life




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## Synopsis

Against the backdrop of today's increasingly multicultural society, are America's elite colleges admitting and successfully educating a diverse student body? No Longer Separate, Not Yet Equal pulls back the curtain on the selective college experience and takes a rigorous and comprehensive look at how race and social class impact each stage--from application and admission, to enrollment and student life on campus. Arguing that elite higher education contributes to both social mobility and inequality, the authors investigate such areas as admission advantages for minorities, academic achievement gaps tied to race and class, unequal burdens in paying for tuition, and satisfaction with college experiences. The book's analysis is based on data provided by the National Survey of College Experience, collected from more than nine thousand students who applied to one of ten selective colleges between the early 1980s and late 1990s. The authors explore the composition of applicant pools, factoring in background and "selective admission enhancement strategies"--including AP classes, test-prep courses, and extracurriculars--to assess how these strengthen applications. On campus, the authors examine roommate choices, friendship circles, and degrees of social interaction, and discover that while students from different racial and class circumstances are not separate in college, they do not mix as much as one might expect. The book encourages greater interaction among student groups and calls on educational institutions to improve access for students of lower socioeconomic status.  No Longer Separate, Not Yet Equal offers valuable insights into the intricate workings of America's elite higher education system.

## Book Information

Hardcover: 568 pages

Publisher: Princeton University Press (November 1, 2009)

Language: English

ISBN-10: 0691141606

ISBN-13: 978-0691141602

Product Dimensions:  6.3 x 1.5 x 9.3 inches

Shipping Weight: 2 pounds (View shipping rates and policies)

Average Customer Review:  4.6 out of 5 stars  5 customer reviews

Best Sellers Rank: #186,736 in Books (See Top 100 in Books)  #215 inÃ  Â Books > Textbooks > Education > Educational Philosophy  #275 inÃ  Â Books > Education & Teaching > Schools & Teaching > Student Life  #415 inÃ  Â Books > Politics & Social Sciences > Social Sciences > Specific Demographics > Minority Studies

## Customer Reviews

Winner of the 2011 Pierre Bourdieu Book Award, Sociology of Education Section of the American Sociological Association"Both supporters and opponents of affirmative action are likely to find ammunition in Thomas J. Espenshade's and Alexandria Walton Radford's book. . . . The authors provide a fascinating peek inside the admissions process at several unnamed universities."--Richard D. Kahlenberg, The Book, the online review at New Republic"This is a big book, exhaustively researched and packed full of facts, numbers, and prose. . . . No Longer Separate, Not Yet Equal is a must-have reference for everyone who pays attention to race and class controversies in higher education."--Robert VerBruggen, National Review"Ultimately, [the authors] argue that the most important step toward eliminating inequity in higher education and society is to close the achievement gap, and they call for the creation of an effort on the scale of the Manhattan Project to do it."--Angela P. Dodson, Diverse Education"With this incisive new book, Espenshade and Walton Radford explore the dynamics of differential college access and success in extraordinary detail. . . . The book's most significant contribution may be its persuasive, data-based analysis of affirmative action. This book is a must-read for anyone interested in higher education's role in creating a more equitable society."--Diversity & Democracy"The authors cover a broad range of elite college admission issues that go beyond race and class, offering detailed perspectives on affirmative action. Researchers of equity issues in higher education, particularly in the selective college admission process as well as college counseling professionals will find, in this thorough and extensive work of research, tools to help clear up what may seem 'mysterious or secret' in the selective college admission process."--Joe Adegboyega-Edun, NACACNet"Espenshade and Radford have produced a highly valuable book packed with useful race-based information relating to admission, academic performance, and ethnic group interaction on elite college campuses. . . . The data offers sound arguments for the need to not only continue race-sensitive affirmative action both in college and graduate school admissions but also in the workplace."--Journal of Blacks in Higher Education"The thoughtful work of Espenshade and Radford represented in this significant volume should be just the beginning of the next phase of the ongoing national conversation about he role of higher education in providing equality of opportunity and social mobility. This book provides a useful framework for additional research and policy development."--Jonathan Alger, Journal of College and University Law"Espenshade and Radford have produced the most comprehensive and best study yet of admissions and race relations in America's leading colleges and universities."--Steven Brint, American Journal of Education

"This original and important book contributes to our understanding of college admissions, as well as the interracial social experiences and growing economic inequality in selective higher education today. Particularly interesting are the simulations of what racial and class compositions might be under different types of admissions criteria, including race-blind and class-sensitive conditions."--Caroline Hodges Persell, New York University"I am impressed by the depth and breadth of this well-written and accessible book--it represents an important contribution to the literature about how race and class affect college admissions and student life."--Elizabeth A. Duffy, Head Master, The Lawrenceville School

As a parent of teenagers and someone who has remain involved with my alma mater, this book confirmed much of what I have learned on my own over the years. The advantage to this book is that it shows you the detailed data from which the authors draw their conclusions. And a word of warning - if you’re not one for footnotes, this book will probably give you a headache. There are some pearls of advice hidden in the text, but for the most part you will need to read between the lines if you are looking for a "how-to" book. The race and class implications are interesting. It is clear that race and class are not irrelevant, but the effects do not necessarily parallel what is happening in the larger society. This book would be particularly worthwhile for high school counsellors.

Following the passage of Proposition 209 by California voters in 1996, public institutions of higher education were prohibited from considering an applicant’s race, ethnicity, or sex in admission. The percentage of African-American, Hispanic, and American Indian in the entering freshman class at UCLA dropped from 24.4 in the fall of 1997 to 17.5 in the fall of 1998, the lowest figure in 30 years.There are only slightly more students graduating from high school today (3.3 million in 2008) than 1977 (3.2 million). However, a higher proportion go directly to college (70%, vs. 50%). There has also been a flight to higher-quality postsecondary institutions, largely the result of families believing that college rankings matter. Elite schools are becoming more selective. In 2001 Stanford had 5,000 applicants with GPAs of 4.0 or higher and 3,000 with SAT scores of 1500 or better, but only 2,200 first-year seats. Harvard rejected 25% of applicants with a perfect SAT score in 2003. The authors analyzed data from eight academic institutions (public and private research universities, and small liberal arts colleges across the U.S. - all representative of the most highly rated) as part of their National Study of College Experience (NCSE).Asian applicants (68.1%) are 9 percentage points more likely than whites, 10 points more likely than Hispanics, and 37 points more likely than blacks to be in the top tenth of their class. Asian students (68.1%)are also the most likely to have

participated in some form of academic enrichment (summer, after-school, college, weekend, online), followed by blacks (58.8%), Hispanics (55.5%), and whites (47.1%). Asians (54%) are the most likely to sign up for test preparation classes, followed by blacks (50%), whites (44%), and Hispanics (40%).For the same SAT scores, the chances of being admitted are usually highest for black and Hispanic candidates and lowest for Asian applicants. In the highest SAT range (1400-1600), 77% of black students are admitted, 48% of Hispanics, 40% of whites, and 30% of Asian candidates. A black private-school NSCE candidate with an SAT score of 1250 had the same chance of being admitted as a white student with a 1560 score. The analyses also found that Asian applicants to private institutions needed a 140 point higher SAT-point equivalent (out of 1600) to have an equal admission probability than whites, 270 for equivalence with Hispanics, and 450 points more vs. blacks.The average six-year graduation rates for these colleges is 89%, with Asians at 92%, blacks at 78%.

In 1954 the Supreme Court unanimously agreed to eliminate the "separate but equal" doctrine in force for nearly 60 years. It took some time to implement but the die was cast. But neither immediate nor complete equality materialized. Instead delay and subterfuge seeped into many arenas. As Douglass S. Massey noted we entered a period of "discrimination with a smile."The authors of this carefully researched book explore race and class at our elite colleges. This fact-filled book is elegantly written and very thought-provoking. Ten long chapters, 547 pages, over 200 tables, 3 appendixes and 39 pages of references provide readers a lucid picture and resources for further study.Accepting America’s ever increasing status as a multi-cultural society, the authors pose a key question. "Are America’s elite colleges admitting and successfully educating a diverse student body?" To find the answer, they explored and studied "how race and social class impact each stage from application and admission, to enrollment and student life on campus."No Longer Separate, Not Yet Equal offers valuable insights into the intricate workings and nuances of America’s elite higher education conglomerate. A world onto itself, it has held the key to success for America’s privileged select few for over two hundred years. Have the walls of access begun to crack? Have students unimaginable a mere generation ago been accepted? Have they succeeded?Clearly the answer is yes. But the game has been spotty and it is neither over nor hardly won. The rich experiences of the recent past chronicled in this book can provide insights into the reality we face and ideas that could blossom into productive change.Although about the Ivy League and other elite schools, many a reader will recognize familiar similarities at their colleges. There is much to learn and much change to be implemented.Being accepted to an elite college can

be a joyous experience. Many apply but few, very few are admitted. Some examples: Princeton University received a record 18,942 applications for the Class of 2011 but only 1,838 students, a mere 9.7 percent, were admitted. Harvard's acceptance rate was similar, 9.0 percent were accepted down from 9.3 percent the previous year.The authors highlighted examples "of inequality and how they manifest themselves by race and social class." Alumni children, White males and children of large donors have long had the inside track. Clearly the admittance of minorities via affirmative action frustrated some. Lawsuits ensued. In 2003 the Supreme Court decreed that race could be considered in acceptances because of the "educational benefits that can flow from a racially diverse student body."Three issues linger in one's mind after reading this book. First, we are reminded of the "unique role that elite higher education plays in perpetuating intergenerational inequality in America." But in societies the world over, the children of socioeconomic privileged parents tend to be advantaged as well. Children who go to elite colleges have a better opportunity of succeeding. Thus, the desire of students from all backgrounds to enter them is manifest. If only the wealthy, the well-connected can attend many qualified students will be excluded and it perpetuates an inherited class structure in the country. Not a good outcome for a country struggling to be more democratic.Secondly, and this is certainly not limited to elite schools, there is a marked tendency among minorities to separate themselves from the majority population. Instead of seeking ways of intermingling, they socialize and study with their own ethnic group. It is understandable. They feel more comfortable, but it undercuts the advantages of a diverse student population. Of course, elite Whites tend to cluster among themselves as well. Cross racial-social interactions should be a goal for all students and institutions.Those two issues can be addressed by the colleges themselves. Policies and procedures can lead to desired goals if the will exists. But the third issue begins long before students arrive on campus and thus is more difficult to address, to correct. It is the enduring "racial gap in academic achievement."It is enshrined in the pre-college years. Schooling, environment and societal realities produce different results. White and Asians usually have the highest test scores and the best high school grades; blacks and Hispanics lag."The racial gap in academic performance plays a much more central role in problems that loom large today than almost anyone realizes. It contributes significantly to most adult forms of social and economic inequality..."Races may no longer be separate, but in society as a whole and on our campuses all are not yet equal. The authors, while acknowledging great progress, recommend "a declaration of war on the root causes".This book is to be read but more importantly - studied.**********Dr. Mellander, a college president for 20 years, was most recently a graduate school dean at George Mason University.

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