

From: Georgetown Center on Education and the Workforce <cewgeorgetown@georgetown.edu>

To: Kevin L. BryantKevinBryant@scstatehouse.gov

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Subject: How to mend our divided public higher education system

It's time to end the over-reliance on SAT/ACT scores

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Dear Friends of CEW,

Leaders of selective public colleges often preach the importance of diversity. But what's transpired over the past two decades has fallen far short of equity. White students are given a first-class education at selective public colleges while most Black and Latino students are funneled into underfunded open-access public colleges with low graduation rates. Why? [Misguided admissions practices](#) that over-rely on SAT/ACT scores and growing inequality in funding are the primary culprits. The good news is we can do something about it.

As President of The College Board David Coleman [says](#), the SAT should "never be a veto on anyone's life. There are a lot of amazing people with low SAT scores."

The fact is that selective public colleges mostly exclude students who fail to score in the top quartile on college-entry exams. Yet, research shows that SAT and ACT scores account for as little as 15 percent and no more than 30 percent of differences in graduation rates. Equally qualified Black and Latino students who attend selective colleges graduate at an 81 percent rate, compared to the 86 percent graduation rate at these colleges for White students. It's time to end the over-reliance on standardized test scores.

To further confront race-based inequities, selective public colleges must adjust their admissions policies, and state policymakers need to reduce funding disparities. Improving the educational quality of open-access public colleges will

education system. I welcome your thoughts to push this dialogue forward in 2019.

Lastly, CEW marked its 10th anniversary this year. We couldn't have done it without you. Visit our website cew.georgetown.edu/aboutus to see our new video and more about our work from the past decade.

Thank you for your support,

Fraternally,

Anthony P. Carnevale

Founder and Director

CEW celebrates its 10th anniversary

This year marks a decade of research on the evolving relationship between education and the workforce for CEW. CEW kicked off a 10-week celebration in October with the release of a new [video](#) and by highlighting popular reports on social media. Join the conversation on Twitter with the hashtag #CEWcelebrates10 and [learn more here](#).

Dr. Carnevale publishes two blog posts

Dr. Carnevale penned two new blog posts about the importance of college majors and our separate and unequal higher education system. "[Thinking about college? Pay attention to these 5 rules](#)" highlights five rules to guide college and career decisions. "[Our higher](#)

education system is split into unequal tracks divided by race: [here's why](#)" looks at the intergenerational reproduction of White racial privilege.

CEW signs a letter to improve the College Scorecard

On November 12, CEW [signed a letter](#) written by the Postsecondary Data Collaborative (an initiative of the Institute for Higher Education Policy) to the US Department of Education in response to the recent changes made to the data elements displayed in the consumer-facing version of the College Scorecard.

Dr. Carnevale, Jamie Merisotis share a decade of insights on college, training, and jobs

Dr. Carnevale sat down with [Lumina Foundation](#) President Jamie Merisotis to reflect on the impact that CEW's research has had over the past decade. Carnevale and Merisotis discussed the importance that data and transparency have on understanding the evolving relationship between education and workforce outcomes. Read the [blog](#) and watch the [full interview](#).

Oregon Higher Education Monthly Meeting

On September 12, State Initiative Director Neil Ridley and Research Economist Megan Fasules presented at the Oregon Higher Education Coordinating Commission monthly meeting about CEW's report [Certificates in Oregon: A Model for Workers to Jump-Start or Reboot Careers](#).

NYU Panel Discussion

On October 4, Dr. Carnevale was a speaker at a series by the New York University Steinhardt Educational Leadership Programs in the Department of Administration, Leadership, and Technology. Dr. Carnevale spoke about where US education and workforce policy is headed in the future. [Watch](#) the discussion.

JobsEQ User Conference

On November 13, Chief Economist Dr. Nicole Smith presented at the [JobsEQ User Conference](#) by CHMURA Economics and Analytics. Her presentation, "Evaluating the Impact of Technology on Jobs: Separating the Wheat from the Chaff," discussed predictions on the impact of technology and automation on US jobs.

Balancing Work and Learning: Implications for Low-Income Students

August 28, 2018 - It's increasingly common for students to work while in college, but for low-income students, working too many hours while in college can be especially detrimental to getting good grades and the likelihood of degree completion.

Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor's Degree

October 16, 2018 - While a high school diploma was once the primary pathway to the middle class, changes in the economy have created three pathways and increased the importance of obtaining at least some education beyond high school.

Our Separate & Unequal Public Colleges: How Public Colleges Reinforce White Racial Privilege and Marginalize Black and Latino Students

November 13, 2018 - Today's higher education system, stratified by race and disparities in funding, funnels Blacks and Latinos into underfunded open-access public colleges.

Women earn more college degrees and men still earn more money
The President of the University of California writes about the wage gap that persists between men and women despite the fact that women have been going to college and graduating in greater numbers than men. [Read more in this Forbes article.](#)

Three nontraditional ways to get a bachelor's degree
Alternatives to four-year schools, such as two-year community colleges, offer more flexibility and lower overall costs for students to obtain a bachelor's degree. [Read more in this U.S. News article.](#)

Hispanics believe in the American dream, even when denied to them
Latinos are underrepresented at college campuses, making it even more difficult for them to achieve the American dream. [Read more in this Houston Chronicle article.](#)

Blue-collar men are riding America's economic wave. Women? Not so much.
Many of the good jobs for workers with only a high school diploma are in manufacturing and construction, and the majority of them are filled by men. [Read more in this Washington Post article.](#)

Ten jobs that are safe from robots
Although repetitive tasks are increasingly becoming automated, many jobs and skills will continue to require human workers for some time to come. [Read more in this *Hechinger Report* article.](#)

Racial inequality in college enrollment patterns
Unequal admissions practices and disparities in funding are creating separate and unequal tracks in public higher education. [Read more in this *Inside Higher Ed* article.](#)

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