Public Health & Higher Education – Navigating the Crossroads & Complexity from a Social Justice Perspective

Presidential Session | ACHA Annual Meeting
Orlando, FL | Saturday, May 30, 2015

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Challenges to US Higher Ed

- Barrage of legislation related to campus sexual violence
- Increasing emphasis on public accountability
- Pressure to demonstrate the value of a postsecondary degree
- Declining public funding support
- Inability to close the achievement gap
What Is Social Justice?

- Both a process & a goal to achieve:
  - “Full & equal participation of all groups in a society that is mutually shaped to meet their needs”
  - Equitable distribution of resources
- Vision is for all individuals to:
  - Be physically & psychologically safe
  - Be self-determining & interdependent
  - Have sense of own agency & social responsibility toward & with others, community & global society
- Necessary but insufficient conditions include:
  - (Demographic) diversity; Multicultural awareness
  - Cross-cultural competence; Intergroup dialogue & coalition-building

Source: Adams, Bell & Griffin, 2007
The median wealth of the US’s upper-income families ($639,400) is nearly seven times that of middle-income families ($96,500) - the widest in 30 years.

Upper-income families have a median net worth that is nearly 70 times that of lower-income families - also the widest gap in 30 years.

The median wealth of white households was 13 times that of black households in 2013.

- From 2010-2013, the median wealth of non-Hispanic white households increased 2.4% from $138,600 to $141,900.
- The median wealth of non-Hispanic black households fell 33.7%, from $16,600 in 2010 to $11,000 in 2013.

Source: Pew Research Center, 2014
# Education: Key to Social Justice

<table>
<thead>
<tr>
<th>EDUCATIONAL ATTAINMENT</th>
<th>MEDIAN SALARY</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma</td>
<td>$29,423</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>$38,607</td>
<td>31%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$50,360</td>
<td>71%</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>$68,064</td>
<td>131%</td>
</tr>
</tbody>
</table>

“If you think education is expensive, try ignorance.” – attributed to Derek Bok, President of Harvard University (1971 – 1991; 2006-2007)

The Higher Education Payoff: 
Great Recession: Dec 2007- Jan 2010

DURING RECESSION
- 5.6 million jobs requiring a high school education or less were lost
- 1.75 million jobs requiring an associate’s degree were lost
- 187,000 new jobs were created requiring a bachelor’s degree

DURING RECOVERY
- 230,000 additional jobs lost for those with high school education
- 1.6 million jobs rebounded for those with an associate’s degree
- 2 million new jobs were established for bachelor’s degree holders

THE FOUR-YEAR COLLEGE STUDENT WHO ENROLLS AT AGE 18 AND GRADUATES IN FOUR YEARS WILL EARN ENOUGH BY AGE 36 TO COMPENSATE FOR TUITION COSTS & LOST WAGES

Ensure that 60% of US citizens hold high-quality degrees, certificates or other postsecondary credentials

- Attainment of 2- or 4-year degree
  - 38.7% among adults 25-64
  - 40.1% among adults 25-34
  - US ranks 13 among developed nations

- By 2020, 65% of US job will require a college degree

Source: Lumina Foundation, A Stronger Nation through Higher Education, 2013
Degree-Attainment By Race

Source: Lumina Foundation, 2013
College Enrollment Trends

2- & 4-year postsecondary institution enrollment among US residents, ages 18-53

Source: Lumina Foundation, A Stronger Nation through Higher Education, 2015
Fall 2014 First Year Students

- Economic Influences
  - 46.9% chose where to attend due to financial assistance offered
  - 44.9% chose where to attend based upon cost

- Reasons for Attending College
  - 86.1% would like to get a better job
  - 82.2% want to learn more about their interests
  - 77.1% want to get training for a specific career
  - 72.8% want to make more money

Source: Higher Education Research Institute, CIRP Freshmen Survey 2014
Expectations

- 33.7% think there is “some” or “very good” chance they will need extra time to complete their degree
- 22.9% think there is “some” or a “very good” chance they will transfer

Emotional Health

- 50.7% rated their emotional health as “above average” or “highest 10%” compared to peers – an all time low
- 9.5% reported feeling “frequently” depressed

Source: Higher Education Research Institute, CIRP Freshmen Survey 2014
The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher, which in turn is associated with a high likelihood of college success.

Underrepresented minorities who meet the benchmark:
- 15.8% of African Americans
- 23.4% of Hispanics
- 33.5% of Native Americans

Source: College Board, 2013 SAT® Report on College & Career Readiness; College Board, 2014
The Wired Generation

Device Ownership

58% of students own three or more internet-capable devices

Source: EDUCAUSE, ECAR Study of Undergraduate Students & Information Technology, 2013
## Net Price of College Increasing

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>Tuition &amp; Fees</th>
<th>2014-15</th>
<th>2013-14</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 2-year in-state</td>
<td></td>
<td>$3,347</td>
<td>$3,241</td>
<td>$106</td>
<td>3.3%</td>
</tr>
<tr>
<td>Public 4-year in-state</td>
<td></td>
<td>$9,139</td>
<td>$8,885</td>
<td>$254</td>
<td>2.9%</td>
</tr>
<tr>
<td>Public 4-year out-of-state</td>
<td></td>
<td>$22,958</td>
<td>$22,223</td>
<td>$735</td>
<td>3.3%</td>
</tr>
<tr>
<td>Private 4-year nonprofit</td>
<td></td>
<td>$31,231</td>
<td>$30,131</td>
<td>$1,100</td>
<td>3.7%</td>
</tr>
<tr>
<td>For-profit</td>
<td></td>
<td>$15,230</td>
<td>$15,040</td>
<td>$190</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

- In 2013-14, undergraduate students received 54% of their funding in the form of grants & 37% as loans (including nonfederal loans)
- About 60% of 2012-13 graduates had debt – borrowing an average of $27,300 – 13% over 5 years, and 19% over past decade

Sources: College Board, *Trends in Student Aid, 2014*; College Board, *Trends in College Pricing, 2014*
College Affordability is Down

- From 1983-2013, average income increased as follows:
  - $70,821 for the top 20% of families
  - $8,936 for the middle quintile
  - $578 for the lowest quintile of families
- Average published tuition/fees for in-state students attending public four-year colleges rose by $6,324 between 1983-2013
  - 71% of the increase in income ($8,936) of the middle 20% of families
  - 9% of the increase in income ($70,821) of the 20% of families in the highest-income bracket

Sources: College Board, Trends in College Pricing, 2014
Education Is Not The Equalizer

Baccalaureate Degree Attainment by Age 24

- **Lowest quartile - income < $35K**
  - College Attainment 2011: 10.4%
  - College Attainment 2009: 8.3%

- **3rd quartile - income $35K-65K**
  - College Attainment 2011: 14.6%
  - College Attainment 2009: 16.5%

- **2nd quartile - income $65K-105K**
  - College Attainment 2011: 30.4%
  - College Attainment 2009: 36.1%

- **Highest quartile - income >$105K**
  - College Attainment 2011: 71.2%
  - College Attainment 2009: 82.4%

Source: Postsecondary Education OPPORTUNITY, November 2010 & November 2012
Public Funding Support is Declining

From 1989 and 2014 FTE enrollment at public institutions of higher education rose from 7.5 million to 11.1 million from a peak of 11.6 million in 2011.

Source: State Higher Education Executive Officers Association, State Higher Education Finance, FY 2014
Please indicate how important you consider each of the following factors for a candidate’s success in today’s job market:

- Their race or ethnicity: 14%
- Their nationality (US-born or not): 19%
- Economic status/class born into: 23%
- Global economic forces: 40%
- Their level of education: 70%

Source: Northeastern University, 2nd Annual Innovation Poll, September 2013
How would you rate the job the higher education system in the US is currently doing to prepare recent college graduates for the workforce?

Source: Northeastern University, 2nd Annual Innovation Poll, September 2013
What are our students learning?

- Results of the Collegiate Learning Assessment for 2,300 traditional-age college students enrolled in four-year campuses
  - 45% “did not demonstrate any significant improvement in learning” during the first two years of college
  - 36% “did not demonstrate any significant improvement in learning” over four years in college
  - Those who did improve only showed modest improvements, only 0.18 standard deviations after two years and 0.47 over four years

32% of students each semester do not take any courses with more than 40 pages of reading assigned in a week
50% of students don’t take any courses in which they write more than 20 pages over the course of a semester
Students spend on average only 12-14 hours a week studying – most of it in groups, which has lower returns on knowledge gain
Students majoring in liberal arts fields see “significantly higher gains in critical thinking, complex reasoning, and writing skills”
Students majoring in business, education, social work and communications showed the smallest gains

Failing at College Completion

**FULL-TIME STUDENTS DON’T GRADUATE ON TIME**

- **Graduate on time**
  - Bachelor's: 34%
  - Associate: 10%

**TIME & MONEY WASTED ON UNNECESSARY COURSES**

- **Dollars Wasted in Billions**
  - Taxpayers: $11
  - Students: $8

Source: Complete College America, *Guided Pathways to Success*, 2013
Failing at College Completion

Source: Complete College America, *Guided Pathways to Success*, 2013
Failing at College Completion

- Bachelor's: 4 years
  - Extra time taken - part-time students: 0.9 years
  - Extra time taken - full-time students: 0.7 years
- Associate: 2 years
  - Extra time taken - part-time students: 1.2 years
  - Extra time taken - full-time students: 1.8 years
- Certificate: 1 year
  - Extra time taken - part-time students: 1.1 years
  - Extra time taken - full-time students: 2.3 years

Source: Complete College America, *Time is the Enemy*, 2011
Defining Health

- Not primarily/exclusively medical, clinical, individual or illness-based
- Embraces broader qualities/states of wellness, social justice and human dignity
- Creates and enhances capacity (e.g., for interpersonal engagement, academic performance, personal development, etc.)
- Has implications at the population/community level: “our common health”

More Education, Longer Life

Life Expectancy at Age 25

- 0-11 years of school
- 12 years
- 13-15 years
- 16+ years

Men:
- 0-11 years of school: 47.9
- 12 years: 50.6
- 13-15 years: 52.2
- 16+ years: 54.7

Women:
- 0-11 years of school: 53.4
- 12 years: 56.4
- 13-15 years: 57.4
- 16+ years: 58.5

Continuum of the Role of Health in Higher Education

Physical education and personal hygiene

Fee-for-service or segregated fee funded medical/mental health care

Basic consumer need or individual right

Student development activity

Academic support service

Tool for building community and engaging students

Essential to fulfilling the mission of institutions of higher education

Challenges Facing Higher Education

- How can universities ensure education for civic engagement & employability?
  - How do we also ensure accessibility?
- How can the erroneous link between cost (and rankings) and quality be broken?
  - How do we stop equating inputs with output?
- How does the learning ecosystem adapt to alternative delivery modes and the future of work?
  - How to respond to the “new normal” where the student (consumer) is at the center?

The Vulnerability of Health Services

- As the physical & time boundaries of the learning environment are altered by technology, face-to-face programs/services will struggle to retain relevancy.
- As the emphasis on quality & accountability rises, services which cannot demonstrate value will be at risk of reduction, elimination or outsourcing.
Looking Ahead to Change

- Ask ourselves fearlessly: how do we:
  - Facilitate student access and student success?
  - Promote high quality learning without increasing cost?
  - Sustain student engagement?
- Make three essential shifts:
  - Clinician
  - Educator
  - Provider-Driven
  - Student-Centered
  - Identity-Blind
  - Social Justice Agent
Clinician to Educator

- We are first & foremost educators
  - The location of our professional work in the educational domain gives primacy to our role & responsibilities as educators
  - “Health” becomes a capacity, not just an outcome
- We must be collaborative campus partners
  - The historic marginalization & isolation of medical & mental health care providers maintains fragmentation, as well as impedes innovation
  - Health education/health promotion as “doorway”
Provider-Driven to Student-Centered

- We need to adapt & evolve in service delivery
  - The continuing changes in technology, student demographics, etc., necessitates shifts from our traditional approaches to service delivery & outreach
  - The individualistic/clinical perspective must expand to embrace a systemic/public health one
- Organize programs & services to be meaningful & relevant to students of today
Identity-Blind to Social Justice Agent

Paradigm Shifts

- Striving for equality
- Identifying at-risk individuals
- Learning about “other cultures”
- “Color blindness”
- Celebrating diversity
- Focusing on intent

- Striving for equity
- Acknowledging the system is “broken”
- Dismantling systems of entitlement, power & privilege
- Critical self-examination
- Advocating for systemic change
- Focusing on impact

Adapted from: Paul Gorski, EdChange.org, 2010
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<tr>
<th>TRADITIONAL PARADIGM</th>
<th>SOCIAL JUSTICE PARADIGM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses primarily on individual responsibility (usually that of the victim, as well as that of the bystander)</td>
<td>Focuses on individual actions <em>plus</em> systemic/cultural factors, institutional policies, political context &amp; their interrelationship</td>
</tr>
<tr>
<td>Agency of the perpetrator is largely invisible or unacknowledged</td>
<td>Agency of the perpetrator &amp; the system that supports his/her actions is named &amp; made transparent</td>
</tr>
<tr>
<td>Does not acknowledge the salience of identity, power &amp; privilege in human interactions</td>
<td>Intersections of identity, power &amp; privilege are essential to understanding &amp; deconstructing interpersonal dynamics</td>
</tr>
<tr>
<td>Violence &amp; its “prevention” are defined from the perspective of &amp; controlled by the dominant group</td>
<td>The “single story” is challenged &amp; understandings of violence are complex &amp; informed by many counter narratives</td>
</tr>
<tr>
<td>Peer health educators implement programming</td>
<td>Peer health leaders are embedded in existing social groups</td>
</tr>
<tr>
<td>Prevention work tends to occur in isolation; efforts are fragmented &amp; inconsistent</td>
<td>Prevention work is embedded across multiple entities working collaboratively to build &amp; sustain community capacity</td>
</tr>
<tr>
<td>Focuses almost exclusively on transactional effectiveness</td>
<td>Focuses on transformational <em>and</em> transactional impact</td>
</tr>
<tr>
<td>Is an overlay on the institution's existing practices, programs, policies &amp; procedures</td>
<td>Infiltrates &amp; disrupts the systems, structures, culture &amp; core values of the institution</td>
</tr>
<tr>
<td>Sustained as long as “the champion” is present</td>
<td>Sustainable over time, with many champions</td>
</tr>
<tr>
<td>Requires care &amp; competence</td>
<td>Requires care, competence <em>and</em> courage</td>
</tr>
</tbody>
</table>
Power of One

- “A nation’s culture resides in the hearts and in the soul of its people.” – Mahatma Gandhi
- “The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of tiny pushes of each honest worker.” – Helen Keller

THE PATRIARCHAL TREE

Adapted from Roosevelt Thomas, *Beyond Race and Gender*, 1991
THANK YOU!

For more information:

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