

Reconceptualizing Access in Postsecondary Education (1998)

Edited by Sandra Ruppert, with annotated bibliography
by Sylvia Hurtado and Karen Kurotsuchi Inkelas



- *What do we mean by “student access?”*
- *Has access been achieved once a student is admitted to college? Is enrolled in a college? Completes college?*
- *What data are needed to better reflect a broader concept of access?*

About This Report

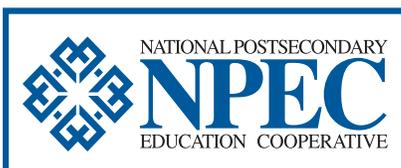
People frequently talk about student access in terms of a student's admission to a college or university. However, access has financial, personal, preparation, geographic, cultural, performance, goal-attainment and involvement dimensions as well that are not as often considered. NPEC and the American Council on Education sponsored a policy panel, consisting of recognized experts—Sandra Ruppert, Zelema Harris, Arthur Hauptman, Michael Nettles, Laura Perna, Catherine Millett, Laura Rendón, Vincent Tinto, Sylvia Hurtado, and Karen Inkelas—that concluded research and study focusing on the conceptual framework of access should be broadened to include multiple entry points, college choice, opportunity to succeed, and student outcomes.

Who Can Use This Report

Reconceptualizing Access in Postsecondary Education will help institutional leaders, researchers, and policymakers consider a broader definition of access and reflect on the revisions to data collection and analysis systems suggested by this new definition.

How To Obtain This Report

This publication can be downloaded from the NCES Electronic Catalog at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98283>.



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