

Beginning the Conversation: Modeling Equitable College Choice

Thursday 5 August 2021 - Parallel Session 5 – 12.45pm to 1.45pm (GMT+1)

GRANT - Developing Cultural Responsiveness

Phillip Grant (*University of West Georgia, USA*)

Where rural youth go after their secondary education ends is critical for communities, families, and students. Rural communities' best means of attracting well educated doctors, lawyers, and teachers is through recruiting those who grew up there. For families to break cycles of generational poverty, higher education continues to be the most effective means. For individual students, the vast majority can reach their protentional educationally, vocationally, and financially through some form of education beyond high school. Current models of college choice were necessary in their inception to track how high school students make their choice to attend college, such as Perna's (2006), Chaman's (1981), Acebedo-Gil's (2017) models. It is time to build a new model that is inclusive of traditional and non-traditional students, that problematizes undermatching, that weighs different sociological factors depending on the student, and that emphasizes the assets of the individual rather than the deficiencies. In this presentation, we will review the prevalent models of college choice and discuss potential their pitfalls as being to structure a new more equitable model of college choice.