

DRAFT

**MINORITY STUDENT ENROLLMENT
AND GRADUATION TRENDS**

A REPORT TO THE BOARD

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EXECUTIVE SUMMARY

Purpose

During the Oregon State Board of Higher Education's discussion of selective admission authorization, several issues were raised. One of those was a concern about the effect the new admission policies and requirements would have on prospective minority students.

In recent months that concern has been translated into a request for a status report on the ***Minority Student Enrollment Initiative***. The ***Minority Student Enrollment Initiative*** had as a goal the doubling of the collegiate first-time freshmen enrollment of Blacks, Hispanics, and Native Americans who had graduated from Oregon high schools. In addition, it was expected that the recruitment effort needed to achieve that goal would lead to a college enrollment participation rate of 16-17 percent for those groups. The fall term 1989 was set as the target date for achieving the goal.

The purpose of this study is to: (1) determine if the Board's policies have resulted in an increase in minority student participation in the Oregon State System of Higher Education; and (2) what remains to be accomplished to carry out the Board's policies. The report focuses on the goals set by the Board by examining and analyzing Alaskan/Native American, Black, and Hispanic student enrollment and retention.

Staff Analysis

The data analyzed for this report confirm the trends on minority participation that were identified in the 1985 status report. The 1985 report indicated a possible decrease in minority student participation and graduation in the OSSHE without a focused and sustained recruitment and retention effort. While minority participation in OSSHE has increased overall, the efforts leading to these increases should be viewed as insufficient and fragmentary.

The Oregon State Board of Higher Education set for itself the goal of providing the best educational experience possible for the students of the State System. It was thought that achieving that goal required diversity in the cultural, ethnic, and racial mix on the campuses so as to expose all students to an academic environment that reflects the global community they will join upon leaving the institutions of the State System. The providing of tuition scholarships, along with an earnest recruitment effort of under-represented minorities, has resulted in increased diversity in the student populations enrolled in the Oregon State System of Higher Education.

Major Findings

Two years after the Board's approval of the ***Minority Student Enrollment Initiative***, we find minority student participation within the OSSHE as follows:

- The first-time freshmen participation rate for under-represented Oregon resident minorities has increased from 8 percent for the high school class of 1986 to 15 percent for the high school class of 1988.
- The enrollments of resident under-represented first-time freshmen has increased by more than 90 percent.
- The overall first-time freshmen resident and nonresident enrollments of Black, Hispanic, and Native American students have increased by approximately 65 percent.

- The year-to-year retention rate for minority freshmen has improved.
- The academic performance of minority freshmen has improved over the past two years.
- Under-represented minority graduate student enrollments have increased by 46 percent over the past four years.
- Asian/Pacific Islander graduate student enrollments have decreased by 3.4 percent over the past four years.
- The number of degrees earned by minority students increased by approximately 73 percent from 1979 to 1988.
- The number of graduate degrees earned by Black students declined by 48 percent between 1979 and 1988.
- Black and Hispanic students were not awarded any degrees in computer science in 1988.
- No Alaskan/Native American, Black, or Hispanic student earned a degree in medicine in 1987-88.
- The number of Alaskan/Native American and Black faculty members declined by 15 and 27 percent, respectively, between 1979 and 1987.

The first-time freshmen enrollments of minority students have increased over the past three years as a result of our increased recruitment efforts. Unfortunately, similar increases have not been achieved at the graduate levels or across all disciplines. The data presented in this report also indicate that the small number of minority faculty members employed within the OSSHE has increased at a slow and uneven pace.

Staff Recommendation

1. The staff recommends that each president develop and present to the Chancellor by April 1990 a comprehensive plan for recruiting, retaining, and graduating minority students at the undergraduate and graduate levels as called for in OAR 580-10-003.
2. The staff also recommends that the Minority Achievement Scholarship Program for first-time freshmen be maintained in its present form.
3. It is also recommended that the Board direct the staff to develop a program that would authorize the waiver of tuition and fees for 72 minority students transferring to the State System from Oregon's community colleges with an AA degree or who have achieved junior level standing at an accredited college or university.
4. It is further recommended that the Board direct its staff to develop a program that would authorize the waiver of tuition and fees for 36 minority students who enroll and pursue graduate degrees in the State System.

MINORITY STUDENT ENROLLMENT AND GRADUATION TRENDS A REPORT TO THE BOARD

Introduction

The Oregon State Board of Higher Education is committed to the advocacy of educational opportunity and student diversity. That commitment has been expressed repeatedly over the past 25 years through staff reports, policy statements and directives, and Oregon Administrative Rules adopted by the Board. These actions have been designed to improve the enrollment and graduation rates of all sectors of the student body, especially minority and female students in the Oregon State System of Higher Education.

The last report on the efforts by the State System to enroll and graduate minority students was presented to the Board in April 1985. That report, "Programs for Enhancing Ethnic and Racial Minority Student Enrollment and Graduation in the Oregon State System of Higher Education," provided data on minority student enrollment and graduation for the previous five years. It outlined the barriers minority students faced in completing their educations and suggested methods of achieving the Board's goals.

The staff recommended that the Board initiate new efforts to enable it to reach its goal of student diversity. Specifically, it was recommended that each institution:

1. Review its programs and procedures for minority student recruitment, admission, and counseling, and make adjustments which will increase their effectiveness.
2. Discuss its goals for minority student enrollment with members of its communities in order to establish reasonable and attainable objectives against which to measure success.
3. Enroll minority students beyond the numbers suggested by the size of Oregon's population to provide bases for support communities on each of the campuses.
4. Investigate the possibilities of establishing financial aid support directed to minority students without causing a severe impact on the total financial aid programs.
5. Work with the Board's student services representatives to determine the nature of counseling information and assistance that minority students receive in the high schools, especially those with records of low postsecondary education participation and achievement, as compared to those schools known for their high postsecondary education participation and achievements.
6. Work with the Board's student services representatives to develop and implement a coordinated program for recruiting minority students into State System institutions.

The Board's acceptance of the report and the recommendations included therein provided the basis and context for subsequent directives and policies.

Background for Current Efforts

In 1985 the Board clarified and restated its policy on equal opportunity and student affirmative action. A major purpose in setting the policy was to set the context for expected increased efforts.

**OREGON STATE BOARD OF HIGHER EDUCATION
POLICY STATEMENT ON EQUAL OPPORTUNITY**
(Adopted on November 22, 1985)

The Oregon State Board of Higher Education recognizes the importance of appropriate higher education opportunities for all citizens of the state. The Board is committed in its Strategic Plan to recruit and build a more diverse student population and workplace.

It is the Board's intent that women and minority students be appropriately represented in academic programs at the undergraduate and graduate levels. It is also the Board's intent that women and minorities be appropriately represented in the administrative staff and in the teaching and research faculty.

Institution presidents have primary responsibility for developing and implementing programs to enhance enrollment and graduation of women and minority students and for achieving a diversified workforce by maintaining affirmative action plans; the appropriate social-educational climate; and other relevant conditions, policies, and practices. The Chancellor is responsible for developing and implementing similar plans, conditions, policies, and practices in the Board's Office. As a matter of law, as well as policy, the Chancellor shall evaluate the performance in these areas of presidents and other officers reporting to him. (See Board's policy on Executive Management and Evaluation of Chief Administrators.)

The Chancellor shall report to the Board at the December meeting each year concerning the efforts and achievements with respect to equal opportunity and affirmative action objectives in enrollment and employment during the prior fiscal year. Special recognition shall be given in the report to those institutions which have achieved the stated goals or which have made superior efforts to those ends. Attention will also be called to institutions which have demonstrated unsatisfactory progress or efforts.

The Board further intends, as a matter of policy, that minority- and women-owned business enterprises have equal opportunity in contracting, subcontracting, and supplying materials for capital construction projects undertaken by the Board.

This policy statement reflects the Board's interest and commitment to building a diverse student body in the Oregon State System of Higher Education. It was, and continues to be, an expression of concern about the number of minority students enrolled, and the number of students graduating.

While minority student enrollments grew by 11.6 percent between the fall term 1980 and fall term 1984 (see Table 1), the growth rate did not keep pace with other segments of the student body. The number of minority students enrolled as freshmen within the Oregon State System of Higher Education actually declined by 114 students or 9.6 percent between fall term 1981 and fall term 1984. Furthermore, the number of minority graduates did not increase substantially for any group from 1979 to 1984 except for Asian/Pacific Islanders (See Table 2).

The Present Context

Educators in Oregon and the nation have identified a number of reasons why their earlier efforts to recruit minority students to higher education have not met with sustained success:

- There has been a lack of financial resources available to minority students. Coupled with rising costs of attending colleges, many minority students are unable to access higher education programs without financial assistance.

TABLE 1

**Ethnic/Racial Student Enrollment* in the
Oregon State System of Higher Education**

Ethnic/Racial Group	Fall 1980		Fall 1984		Fall 1988		Change 1980-1988	
	No.	%	No.	%	No.	%	No.	%
Alaskan/Native Am.	595	1.1	541	1.0	697	1.2	102	17
Asian/Pacific Is.	1,805	3.2	2,240	4.1	2,886	5.0	1,081	60
Black	698	1.2	648	1.2	801	1.4	103	15
Hispanic	564	1.0	657	1.2	936	1.6	372	66
Total Minority	3,662	6.5	4,086	7.5	5,320	9.1	1,658	45
White	48,511	85.8	44,643	82.7	48,848	83.4	337	7
Nonresident Aliens	4,388	7.7	5,273	9.8	4,065	7.0	- 323	- 7
TOTALS	56,561	100.0%	54,002	100.0%	58,233	100.0%	1,672	3
* These and all other enrollment numbers included in this report are derived from the self reports provided by students. Source: OSSHE Institutional Research Service, 4th Week Enrollment Reports								

- Higher education efforts are dependent upon the efforts of educators at the elementary and secondary schools' level. If minority youngsters are not receiving a quality education that prepares them for postsecondary education, it is more difficult for them to access higher education.
- Institutions have too often lacked coordinated plans. Institutions that have been successful in their attempts to increase minority participation and graduation have not taken a piecemeal approach. Their efforts are central to a comprehensive institutional mission, supplemented by strong leadership of the president.
- There have been few role models for many minority students to emulate or identify with once on campus. This has led to feelings of alienation and isolation. For some it has raised concerns about exploitation. This has been especially true for those students who find that the only other students like themselves are athletes.
- The attitudes of some white students and faculty about the "qualifications" of minority students and staff have also created doubts and uncertainty.
- The social environments that many minority students have been thrust into have no ties to the student's home environment, creating difficult adjustment problems for some students.

While the concerns about unsatisfactory minority student enrollment and graduation in OSSHE were widely apparent, identifying solutions to the problem were less so. In an attempt to respond to the problem and obstacles or barriers facing minority students as outlined in the 1985 report, the Board approved the *Minority Student Enrollment Initiative* on May 15, 1987. The overall goal of the new initiative was to double the resident freshmen enrollment of Black, Hispanic, and Native American students by the fall term of 1989 (these groups were identified as the under-represented ethnic/racial groups in Oregon). As approved, the *Initiative* had three major components:

TABLE 2
MINORITY GRADUATES BY DEGREE LEVEL AND INSTITUTION
1978-79, 1983-84, AND 1987-88

Institution and Degree Level		Alaskan/ Native American			Asian/ Pacific Islander			Black			Hispanic			Total		
		78-79	83-84	87-88	78-79	83-84	87-88	78-79	83-84	87-88	78-79	83-84	87-88	78-79	83-84	87-88
UO	Bachelors	11	12	14	68	112	108	22	21	18	20	20	40	121	169	169
	Masters	3	2	8	10	30	16	7	0	3	12	11	3	31	42	30
	Doctoral*	5	3	3	5	10	15	3	1	2	6	8	2	18	22	22
OSU	Bachelors	22	44	56	40	127	113	6	15	16	8	15	32	76	201	217
	Masters	2	3	4	2	16	11	3	2	0	1	1	10	8	22	25
	Doctoral	1	2	0	2	2	7	1	0	0	1	0	1	5	4	8
PSU	Bachelors	10	9	8	38	44	103	25	24	21	5	13	18	78	90	150
	Masters	4	1	2	17	16	17	10	8	5	1	5	3	32	30	27
	Doctoral	0	0	1	0	0	1	0	2	3	0	0	0	0	2	5
WOSC	Bachelors	0	3	5	0	8	2	0	0	2	0	6	2	0	17	11
	Masters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOSC	Bachelors	3	1	6	5	5	4	0	2	2	3	12	4	11	20	16
	Masters	0	0	1	2	0	1	0	0	0	0	0	0	2	0	2
EOSC	Bachelors	0	2	3	5	19	1	2	2	1	10	3	2	17	26	7
	Masters	0	0	1	4	1	1	0	0	0	0	0	0	4	1	2
OIT	Bachelors	0	0	3	4	0	12	0	0	1	1	0	6	5	0	22
OHSU	Bachelors	2	0	1	5	5	7	1	2	3	4	1	0	12	8	11
	Masters	0	0	0	0	1	0	0	0	1	0	2	0	0	3	1
	Doctoral	2	0	0	5	9	11	3	0	0	2	2	1	12	11	12
Subtotal	Bachelors	48	71	96	165	320	350	56	66	64	51	70	104	320	527	614
	Masters	9	6	16	35	64	46	20	10	9	14	19	16	78	99	87
	Doctoral	7	5	4	12	21	34	7	3	5	9	10	4	35	39	47
Total		64	82	116	212	405	430	83	79	77	74	99	124	433	665	748
% Change in Total Degrees Granted 1979 to 1988		+ 52 = 81%			+ 218 = 103%			- -5 = 6%			+ 50 = 68%			+ 315 = 73%		

* Includes First Professional Degree.

Source: OSSHE Management and Planning Services Division, Fall Fourth Week Enrollment Reports.

- A more focused and intensive recruitment effort by each institution to identify, contact, and enroll qualified under-represented minority students;
- Authority to competitively award 146 waivers of mandatory enrollment fees for resident students who met or exceeded the regular first-time freshmen admission requirements. (This component of the Initiative was identified as the Minority Tuition Award Program. It was recently renamed the Minority Achievement Scholarship Program.)
- Concurrently, institutional student services and academic support programs were directed to provide whatever services they deemed necessary and appropriate to enhance the retention of these students once they were enrolled.

The Board expected that the ***Minority Student Enrollment Initiative*** would make it possible for the State System to lay the necessary foundation for renewed and sustainable undergraduate minority enrollment and graduation efforts. In addition, the expected success of these efforts would result in increases in the enrollment and graduation of minority students at the graduate and professional school levels. The benefits of the effort were expected to go beyond the State System and stimulate the enrollment of under-represented minority students in other segments of higher education in Oregon.

Status Report

A. Minority Undergraduate Enrollments

A review of the segmental enrollment patterns over the past eight years provides insight to the enrollment trends throughout the state for most of the past decade. From this review we can ascertain whether minority student enrollments have been stimulated, maintained, stabilized, or declined. The data presented on Tables 3 and 4 highlight enrollments for fall term 1980, 1984 and 1988 for Oregon's community colleges and Oregon's independent colleges and universities.

By comparing the data from Tables 1, 3, and 4, one can readily see that minority student enrollments have increased in each segment. Overall, minority student enrollments increased by 45 percent in the State system, 44 percent in the community colleges, and 39 percent at the independent colleges and universities between 1980 and 1988.

It should be noted that the majority of the increases in the State System occurred between 1984 and 1988. Virtually all (98.8 percent) of the increases at the independent colleges and universities occurred between 1984 and 1988. During the same time period, the minority enrollments at the community colleges grew by only 9.9 percent.

The efforts to increase minority student enrollments have been primarily at the freshmen level. The data from Tables 5, 6, and 7 highlight the comparative changes in first-time freshmen enrollments by ethnic/racial groups by segment for the 1980, (1981 for OSSHE), 1984, and 1988 fall terms. The data on Table 5 indicates that the enrollments of minorities as freshmen within the State System has improved significantly over the past seven years. The increases range from a low of 34 percent for Blacks to a high of 112 percent for Alaskan/Native Americans. The enrollment of minorities increased at the independent colleges for all groups except Alaskan/Native American. The minority enrollments declined for all groups at the community college level.

The data on Table 8 indicates that the majority of the under-represented students enrolled in the State System as first-time freshmen were from the state of Oregon. Over the past three fall terms enrollments have increased for each group except nonresident Blacks.

TABLE 3

**Minority Student Headcount Credit Enrollment
Oregon's Community Colleges**

Ethnic/Racial Group	Fall 1980		Fall 1984		Fall 1988		Change 1980-1988	
	No.	%	No.	%	No.	%	No.	%
Alaskan/Native Am.	750	1.0	503	0.8	684	1.0	- 66	- 9
Asian/Pacific Is.	1,310	1.8	2,145	3.3	2,121	3.1	811	62
Black	584	0.8	912	1.4	926	1.4	342	59
Hispanic	745	1.0	866	1.3	1,133	1.7	388	52
Total Minority	3,389	4.6	4,426	6.8	4,864	7.1	1,475	44
White	70,154	94.7	59,743	92.4	62,656	91.9	- 7,498	- 11
Nonresident Aliens	506	0.7	469	0.7	561	1.0	145	28
TOTALS	74,049	100.0%	64,638	100.0%	68,171	100.0%	- 5,878	- 8

* These and all other enrollment numbers included in this report are derived from the self reports provided by students.
Source: Office of Educational Policy and Planning (OEPP) HEGIS and IPEDS Reports

TABLE 4

**Minority Student Headcount Credit Enrollment
Oregon's Independent Colleges and Universities**

Ethnic/Racial Group	Fall 1980		Fall 1984		Fall 1988		Change 1980-1988	
	No.	%	No.	%	No.	%	No.	%
Alaskan/Native Am.	100	0.58	83	0.5	123	0.6	23	23.0
Asian/Pacific Is.	564	3.3	618	3.5	876	4.5	312	55.0
Black	235	1.4	209	1.2	239	1.2	4	2.0
Hispanic	183	1.1	177	1.0	265	1.4	82	45.0
Total Minority	1,082	6.3	1,087	6.2	1,503	7.7	421	39.0
White	15,146	87.7	15,420	88.1	16,846	86.8	1,700	11.0
Nonresident Aliens	1,045	6.0	990	5.7	1,049	5.4	4	0.4
TOTALS	17,273	100.0%	17,497	100.0%	19,398	100.0%	2,546	15.0

* These and all other enrollment numbers included in this report are derived from the self reports provided by students.
Source: Office of Educational Policy and Planning (OEPP) HEGIS and IPEDS Reports

TABLE 5

**Ethnic/Racial First-Time Freshman Enrollment
Oregon State System of Higher Education
Fall 1981,* 1984, and 1988**

Ethnic/Racial Group	Fall 1981	Fall 1984	Fall 1988	Number Change 1981-88	Percent Change 1981-88
Alaskan/Native American		59	125		
Asian/Pacific Is.		321	510		
Black		99	127		
Hispanic		102	172		
White		5,892	6,848		
Nonresident Aliens					
TOTALS		6,473	7,782		
<p>* Fall 1981 enrollments used for comparison purposes because the University of Oregon Fall 1980 first-time freshman enrollments are unknown. Source: Oregon State System of Higher Education Institutional Research Service, 4th Week Enrollment Reports</p>					

TABLE 6

**Ethnic/Racial First-Time Freshman Enrollment
Oregon's Community Colleges**

Ethnic/Racial Group	Fall 1980	Fall 1984	Fall 1988	Number Change 1980-88	Percent Change 1980-88
Alaskan/Native American	191	99	131	- 60	- 31
Asian/Pacific Is.	246	212	194	- 52	- 21
Black	157	122	132	- 25	- 16
Hispanic	162	130	111	- 51	- 31
White	13,494	8,136	6,619	- 6,875	- 51
Nonresident Aliens	112	91	117	5	4
TOTALS	14,362	8,790	7,304	- 7,058	- 49
Source: Office of Educational Policy and Planning (OEPP) HEGIS and IPEDS Reports					

TABLE 7

**Ethnic/Racial First-Time Freshman Enrollment
Oregon's Independent Colleges and Universities**

Ethnic/Racial Group	Fall 1980	Fall 1984	Fall 1988	Number Change 1980-88	Percent Change 1980-88
Alaskan/Native American	24	23	23	- 1	- 4
Asian/Pacific Is.	119	126	184	65	55
Black	39	40	44	5	13
Hispanic	48	27	73	25	52
White	2,891	2,560	2,916	25	1
Nonresident Aliens	120	106	100	- 20	- 17
TOTALS	3,241	2,882	3,340	99	3
Source: Office of Educational Policy and Planning (OEPP) HEGIS and IPEDS Reports					

TABLE 8

**OSSHE Minority Enrollment of First-Time Freshmen by Residency
(R = Resident, NR = Nonresident)**

Ethnic/Racial Group	Fall 1986		Fall 1987		Fall 1988	
	R	NR	R	NR	R	NR
Asian	232	133	283	152	311	199
Black	53	42	80	26	95	28
Hispanic	84	19	100	24	142	29
Native American	40	19	52	24	90	30
White	5,188	1,114	5,250	1,226	5,580	1,268
TOTALS	5,597	1,327	5,765	1,452	6,218	1,554
Source: OSSHE IRS Minority High School Summary Enrollment Reports						

As depicted in Tables 9, 10, and 11, the enrollments of resident minority freshmen have increased at each institution in the State System. Although some students were admitted through the five percent policy, most of the increases can be tied directly to the recruitment of students meeting the regular admission requirements as called for by the Board when approving the *Minority Student Enrollment Initiative*.

TABLE 9

**Under-Represented Minority First-Time Freshmen from
Oregon High Schools - Enrollments by Institution**

Institution	Black			Hispanic			Native American		
	1986	1987	1988	1986	1987	1988	1986	1987	1988
OSU	10	10	18	26	29	44	15	18	25
UO	14	25	35	11	28	38	4	8	22
PSU	23	38	31	12	16	21	6	13	10
SOSC	1	2	3	7	9	12	4	5	12
WOSC	2	3	3	15	9	9	4	3	4
EOSC	0	0	2	1	4	6	1	2	5
OIT	3	2	3	12	5	12	6	3	12
TOTALS	53	80	95	84	100	142	40	52	90

Source: OSSHE IRS Minority High School Summary Enrollment Reports

TABLE 10

Enrollments of Minority Achievement Scholarship Recipients

Institution	Black		Hispanic		Native American	
	1987	1988	1987	1988	1987	1988
OSU	5	6	18	23	12	14
UO	12	14	20	18	4	11
PSU	25	13	10	17	8	9
SOSC	1	2	5	4	4	4
WOSC	4	4	7	7	4	3
EOSC	1	2	4	5	5	6
OIT	3	2	5	5	5	6
OHSU	1	2		2	1	2
TOTALS	53	45	69	81	43	55

Source: Evaluation Reports of Institutional Minority Achievement Scholarships

Another indicator of the effect of the *Minority Student Enrollment Initiative* can be seen in the academic profile of the students enrolled (See Table 12). The students selected for Minority Achievement Scholarships were done so on a competitive basis. The number of applicants for the awards increased from 220 in 1987-88 to well over 500 for 1989-90.

TABLE 11

OSSHE Freshman Participation Rates*
for Oregon High School Classes of 1986, 1987, 1988

Ethnic/Racial Group	Class of 1986		Class of 1987		Class of 1988		Change in Participation Rate: 1986-88
	N	Rate	N	Rate	N	Rate	
Asian	213	23%	268	28%	292	27%	+ 4%
Black	44	9%	74	13%	91	14%	+ 5%
Hispanic	71	10%	86	12%	118	16%	+ 6%
Native American	30	6%	38	7%	73	14%	+ 8%
White	4,538	16%	4,597	16%	4,958	16%	0%
TOTALS	4,896	16%	5,063	16%	5,532	17%	+ 1%
Source: OSSHE Annual Academic Performance Reports							

* Participation rate is the State System fall term enrollment expressed as a percentage of a group's Oregon high school senior year fall term enrollment.

TABLE 12

**Academic Profile of Minority
Achievement Scholarship Recipients**

	1987	1988	1989
High School GPA	3.09	3.29	3.31
Scholastic Aptitude Test	872	930	925
Test of Standard Written English	42		
College GPA	2.32		
Source: OSSHE Institutional Evaluation Reports of Minority Achievement Scholarship			

In addition, the overall academic qualifications of the under-represented minorities enrolled has improved. The improved academic qualifications and performance of those students can be seen in the data outlined in Tables 13 and 14.

When the *Initiative* was first implemented it was predicted that the institutions would retain approximately 70 percent of the 1987-88 Minority Achievement Scholarship Recipients. The average retention rate for all first-time freshmen systemwide was approximately 70 percent. As indicated on Table 14, the actual retention rate for the Minority Achievement Scholarship Recipients has been 75 percent.

TABLE 13
Under-Represented Minority Student
Academic Profile and Performance

	Black			Hispanic			Native American		
	1986	1987	1988	1986	1987	1988	1986	1987	1988
HSGPA	2.60	2.65		2.98	3.05		2.87	2.99	
SAT	755	775		862	880		873	889	
TSWE	35	39		41	41		41	40	
CGPA	2.25	2.11		2.43	2.41		2.13	2.22	
Source: OSSHE Annual Academic Performance Reports									

TABLE 14
Minority Achievement Scholars Retention Rates

Institution	Number Enrolled Fall 1987	Number Retained to Fall 1988	Rate
OSU	35	33	89%
UO	37	33	89%
PSU	42	31	74%
SOSC	10	7	70%
WOSC	15	7	54%
EOSC	10	5	50%
OIT	13	6	60%
OHSU	2	2	100%
TOTALS	164	124	75%
Source: OSSHE Institutional Evaluation Reports of Minority Achievement Scholarship Program			

The increase in enrollments and improved academic performance provide some evidence that the goals of the *Initiative* are being achieved. To be assured that the undergraduate enrollment and retention of minority students is on an upward trend, we will need to look closely at the 1989-90 enrollment data when it is available. By doing so we will be able to determine the academic performance of those students who have been recipients of the scholarships over the past two years. A review of that data should also indicate if the recent improvements in enrollments and performance have been sustained. But thus far we can conclude that the *Minority Student Enrollment Initiative* has moved the Oregon State System of Higher Education closer to our objectives.

B. Minority Graduate Enrollments

While our efforts have been directed toward an improvement in minority enrollments at the undergraduate level, the Board has also expected improvements at the graduate level. The data outlined on Table 15 gives the reader an overview of minority enrollments at the graduate level over the past four years.

TABLE 15
Minority Graduate Student Enrollments*
Fall Term 1984, 1987, and 1988

Institution	Asian			Black			Hispanic			Native American		
	1984	1987	1988	1984	1987	1988	1984	1987	1988	1984	1987	1988
OSU	72	57	44	14	9	11	28	25	22	9	11	7
UO	66	83	97	17	26	25	30	52	62	25	29	44
PSU	110	68	74	46	60	57	20	22	34	9	9	20
SOSC	1	7	6	1	0	0	3	2	0	3	3	3
WOSC	2	4	4	0	1	1	0	3	4	2	0	2
EOSC	1	0	0	0	0	0	1	0	1	0	0	0
OHSU	54	67	70	0	5	8	4	7	11	3	3	2
TOTALS	306	286	295	78	101	102	86	111	134	51	55	78
* Refers to Admitted Students Source: OSSHE ERDD-3 Reports												

The data presented above on minority graduate enrollments indicates that while minority enrollments increased from fall term 1984 to fall term 1988, the increases were not shared by all groups or institutions. For example, the enrollment of Asians decreased by 11 students for a 3.4 percent decline. The enrollments for Blacks and Hispanics increased by 24 and 48 students, respectively. That represents 31 and 56 percent increases for each of those groups respectively. Native American graduate student enrollments increased by 27 for a 53 percent improvement.

A close review of the data shows that there were significant declines in Asian/Pacific Islander enrollments at OSU and PSU. These were offset somewhat by the increases at UO, OHSU, and SOSC.

While the number of Black and Hispanic graduate students has increased over the past four years, when coupled with the number of graduate degrees earned by those groups, caution is suggested. For example, Black enrollments increased by 24 students between 1984 and 1988 but the number of graduate degrees awarded increased by one. Similarly, Hispanic enrollments increased by 48 students between 1984 and 1988 while the number of graduate degrees declined by 9 or 31 percent.

The graduate students of today are role models for undergraduates and represent our potential faculty and staff of tomorrow. Their participation is critical to our efforts to increase overall minority participation in higher education. The data on minority graduate student enrollments within the Oregon State System of Higher Education appear to follow the trends that have been established nationally. The inconsistent increases that have been obtained are insufficient to achieve any significant long-term improvements in the trend of

minority graduate student enrollment and participation in the Oregon State System of Higher Education.

Degree Acquisition and Area of Study Trends

While the focus of this report has been on student enrollment, it would be incomplete without providing information on degree acquisition in those areas of study where Blacks, Hispanics and Native Americans have been under-represented. An increase in the number and a wider distribution of the degrees earned by minority students was one of the major goals set by the Board after being presented the 1985 status report. A significant increase would verify that our effort to improve minority student participation in the Oregon State System of Higher Education was being achieved.

The data presented in Table 2 indicates that the degrees earned by minority students over the past decade have increased. For example, Native Americans earned 64 degrees in 1978-79 and earned 116 in 1987-88 for a 81 percent increase. The majority of the degrees were awarded at the bachelor's level with 16 and 4 at the master's and doctoral levels respectively.

Asian/Pacific Islander students continued to show a trend of increased degree acquisition across all levels. The number of doctoral degrees conferred to Asians increased by approximately 300 percent over the decade. It should be noted, however, that after a large increase there was a significant decline in the number of master's degrees awarded to Asian/Pacific Islander students from 1983-84 to 1987-88.

The number of degrees conferred upon Blacks declined overall, especially at the graduate levels. While there was a small increase in the number of bachelor's degrees granted that increase was more than offset by the decline in the number of master's and doctoral degrees awarded. The number of master's and doctorate degrees awarded to Blacks declined by 48 percent from 1978-79 to 1987-88.

Hispanic students earned 68 percent more degrees in 1987-88 than they earned in 1978-79. The majority of the increase resulted from the number of degrees awarded at the bachelor's level. The number of doctoral degrees earned declined by over 50 percent.

Another area that has been of concern to the Board has been the number of minority students pursuing degrees in business, education, engineering, computer science, life sciences, physical sciences, nursing, medicine and dentistry. Tables 16, 17, and 18 reflect the number of students earning degrees in those disciplines in 1983-84 and 1987-88.

The number of undergraduate degrees in those disciplines obtained by minorities grew by 13 percent between 1984 and 1988. There was more significant growth in some of the disciplines. For example, the number of engineering degrees grew by 113 percent. The number of engineering degrees earned by Native Americans, Hispanics and Blacks in 1988 represented increases that came at a time when the number of degrees earned by white students was decreasing substantially.

There is still cause for concern when we note that no degrees were earned by Blacks in the biological, physical, or computer sciences. Similarly, no degrees in computer science were granted to Hispanics and no nursing degrees were granted to Native American students.

Our analysis of the data on Table 18 on the graduate degrees granted in these selected disciplines in 1984 and 1988 indicates that greater effort will be necessary. The number of degrees granted to minorities decreased for each group except for Native Americans. It is especially important that we give more attention to minority graduate student enrollment and graduation when we find that only one or two minority students earned degrees in some disciplines.

TABLE 16

**OSSHE Graduate and Undergraduate Degrees Granted
By Selected Academic Discipline/Areas, 1983-84 and 1987-88**

Discipline	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		Total Minority		Whites		Non-Resident Aliens	
	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88
Business & Management	63	23	98	89	9	9	18	21	188	142	1,837	1,589	117	261
Education	8	22	30	31	11	8	16	15	65	76	1,776	1,666	93	101
Engineering	4	19	51	80	0	5	5	16	60	120	970	845	79	146
Biological Science	1	1	22	19	0	0	3	3	26	23	320	238	17	16
Physical Science	3	2	13	13	2	0	2	7	20	22	351	137	32	55
Health Professions/Sciences	2	1	15	20	0	2	7	3	24	26	301	222	9	4
Computer Science	1	2	21	29	3	0	1	0	26	31	204	179	34	78
Nursing	0	0	5	7	2	5	3	4	10	16	190	204	2	4
Medicine	0	0	6	5	0	0	1	0	7	5	103	80	0	0
Dentistry	0	1	3	6	0	0	1	1	4	8	68	55	0	0
TOTALS	82	71	264	299	27	29	57	70	430	469	6,120	5,215	383	665

Source: OSSHE Institutional Program Completion Reports (IPCR)

TABLE 17
OSSHE Undergraduate Degrees Granted
By Selected Academic Discipline/Areas, 1983-84 and 1987-88

Discipline	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		Total Minority		Whites		Non-Resident Aliens	
	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88
Business & Management	63	22	85	81	9	8	17	21	174	132	1,632	1,358	84	200
Education	6	12	10	15	5	6	6	11	27	44	1,070	930	7	8
Engineering	2	18	44	71	0	5	5	15	51	109	877	792	36	56
Biological Science	1	1	18	17	0	0	2	3	21	21	240	187	7	10
Physical Science	3	2	9	9	2	0	2	2	16	13	246	70	11	5
Health Professions/Sciences	1	1	14	19	0	2	5	2	20	24	210	185	6	2
Computer Science	1	2	19	28	3	0	1	2	24	30	189	151	22	54
Nursing	0	0	4	7	2	4	2	3	8	14	168	173	1	3
TOTALS	77	58	203	247	21	25	40	57	341	387	4,626	3,846	174	338

Source: OSSHE Institutional Program Completion Reports (IPCR)

TABLE 18
OSSHE Graduate Degrees Granted
By Selected Academic Discipline/Areas, 1983-84 and 1987-88

Discipline	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		Total Minority		Whites		Non-Resident Aliens	
	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88	83-84	87-88
Business & Management	0	1	13	8	0	1	1	0	14	10	211	231	33	61
Education	2	10	20	16	6	2	10	4	38	32	706	736	86	93
Engineering	2	1	7	9	0	0	0	1	9	11	93	53	43	90
Biological Science	0	0	4	2	0	0	1	0	5	2	80	51	10	6
Physical Science	0	0	4	4	0	0	0	5	4	9	105	67	21	50
Health Professions/Sciences	1	0	1	1	0	0	2	1	4	2	91	37	3	2
Computer Science	0	0	2	1	0	0	0	0	2	1	15	28	12	24
Nursing	0	0	1	0	0	1	1	1	2	2	22	31	1	1
Medicine	0	0	6	5	0	0	1	0	7	5	103	80	0	0
Dentistry	0	1	3	6	0	0	1	1	4	8	68	55	0	0
TOTALS	5	13	61	52	6	4	17	13	89	82	1,494	1,369	209	327

Source: OSSHE Institutional Program Completion Reports (IPCR)

Minority Faculty and Staff Trends

A diverse faculty is essential in the development of a diverse student body. Faculty are responsible for the curriculum and determine the quality of the intellectual experience students have in each classroom. They are teachers, mentors, advisors, friends and role models. The faculty are the core, if not the essence, of the institution. Without the contributions and participation of minorities, no faculty or institution can view itself as complete.

Table 19 summarizes the number of faculty and staff employed by the eight institutions of the Oregon State System of Higher Education in 1979 and 1987. The data indicate that the faculty and staff ranks grew by approximately 15 percent between 1979 and 1987. The majority of the growth was concentrated in non-faculty positions. Although the faculty and staff ranks expanded by 1,120 positions, the faculty grew by only 4 additional positions.

While minorities benefitted from this expansion, their gains were not equally shared. As of 1987, Black faculty had decreased by 27.4 percent. American Indian faculty had decreased by 15.4 percent. Overall, Black faculty and staff decreased by 16.9 percent from 1979 to 1987. Similarly, American Indian faculty and staff decreased by 15 percent during the same period of time.

Hispanic faculty increased by 37.2 percent from 1979 to 1987. Throughout that period Hispanic faculty and staff increased by 35 percent. During the same time period Asian faculty increased 40.6 percent, expanding from 165 to 232 members; the Asian faculty and staff as a group expanded by 44 percent.

As the small number of minority doctorate and master's recipients noted on Table 2 indicates, the under-representation of minorities among the OSSHE faculty and staff is tied directly, but not entirely, to the lack of a potential prospective pool. Thus, efforts to recruit and expand the minority faculty and staff ranks must be linked to an institution's effort to recruit minority undergraduate and graduate students.

Effective institutions cultivate minority faculty and staff by mentoring graduate students and by supporting them in additional graduate training. A decline in the number of minorities employed as faculty and staff by an institution will undermine the institution's efforts in expanding minority undergraduate and graduate student participation.

Basis for Recommendations

The 1985 policy statement and review of the enrollment and graduation data gave rise to the adoption of OAR 580-10-003. The rule on page 21 calls for each president to establish and implement affirmative action enrollment goals and procedures that would lead to more minority students enrolling in the Oregon State System of Higher Education.

TABLE 19

Headcount of Faculty and Staff by Gender and Ethnic Group*

1979-1987

	Faculty		Exec/Admin Management		Professional Non-Faculty		Total	
	1979	1987	1979	1987	1979	1987	1979	1987
Black								
Male	33	24	4	6	10	10	47	40
Female	29	21	1	0	12	13	42	34
Total	62	45	5	6	22	23	89	74
Hispanic								
Male	30	42	2	3	4	7	36	52
Female	13	17	1	2	10	10	24	29
Total	43	59	3	5	14	17	60	81
Asian or Pacific Islander								
Male	122	155	7	8	13	25	142	188
Female	43	77	0	2	33	47	76	126
Total	165	232	7	10	46	72	218	314
Minority Subtotal								
Male	199	230	15	18	32	46	246	294
Female	<u>97</u>	<u>128</u>	<u>2</u>	<u>5</u>	<u>62</u>	<u>76</u>	<u>161</u>	<u>209</u>
TOTAL	296	358	17	23	94	122	407	503
White								
Male	3,838	3,514	351	510	383	727	4,572	4,751
Female	1,532	1,798	55	151	1,039	1,522	2,626	3,471
Total	5,370	5,312	406	661	1,422	2,249	7,198	8,222
System Totals								
Male	4,037	3,744	366	528	415	773	4,818	5,045
Female	1,629	1,926	57	156	1,101	1,598	2,787	3,680
TOTALS	5,666	5,670	423	684	1,516	2,371	7,605	8,725

* Includes total headcount of part-time and full-time employees. Changes in headcount figures between 1979 and 1987 do not necessarily reflect commensurate changes in full-time equivalent (FTE) positions. During this period the definitions of the categories of professional employees have changed. As a result, column-by-column comparisons must be made with extreme caution.

**OREGON ADMINISTRATIVE RULES
CHAPTER 500, DIVISION 10 - BOARD OF HIGHER EDUCATION**

Affirmative Action Goals: Enrollment

580-10-003 (1) *Each institution president shall establish affirmative action goals and procedures for the purpose of increasing the proportion of minorities and women enrolled in programs where minorities or women are under-represented. Institutions shall be sensitive to the need for effective support for such students.*

(2) *For purposes of this rule, "minorities" refers to Black African Americans, Hispanic Americans, Asian/Pacific-Island Americans, and American Indians/Alaskan Natives.*

(3) *The goals and procedures established under this rule shall be reviewed by the institution president for adequacy and effectiveness at the end of each biennium and modified accordingly. A report of this biennial review shall be submitted to the Chancellor.*

Stat. Auth: ORS Ch.351

Hist: HEB 7-1986, f.&ef.3-19-86

The Board's actions initiated a series of activities designed to strengthen its policies, procedures, and evaluation efforts relative to equal educational opportunity in the OSSHE. The administrative rule set forth the expectations the Board had of the institutions in three areas: (1) that the Board intended that minority and female students be appropriately represented in academic programs at the undergraduate and graduate levels; (2) that the institutions take appropriate steps or make efforts in that direction; and (3) that recognition be given to those institutions that achieved the stated goals or made superior efforts and, conversely, that attention be called to those institutions that demonstrated unsatisfactory progress or effort.

To ensure a complete and accurate assessment of the State System's present activity with regard to minority student recruitment, enrollment, retention, and graduation, the institutions were requested to provide information on their various efforts. The following was requested:

1. Institutional plans, goals, objectives, timetables, etc., for increasing minority student enrollment, retention, and graduation;
2. School, department, program, or major recruitment plans or activities, relative to students and faculty;
3. Academic support services/programs;
4. Project grants/contracts or programs to facilitate this effort;
5. Programs being developed;
6. Results of evaluations of present or past efforts;
7. Graduation rates of minorities, especially in those disciplines where they have been under-represented, over the past 5-10 years;
8. Minority student retention data compared to overall retention; and
9. Any other information that could be used to highlight the institution's efforts.

The institutions were also asked to identify those issues that still need to be addressed by the Board and State System if we are to continue to be successful in this endeavor. Their recommendations for approaching these issues were also solicited. The summaries of the institutional responses to this request are on file in the Board's Office and are reflected in Table 20.

In addition to the above information and recommendations provided by the institutions of the State System, the staff has also reviewed reports on the minority recruitment activities of other institutions. In an attempt to highlight their concerns and address the need for greater student and faculty diversity, the University of California, the State University of New York at Stony Brook, the American Council on Education (ACE), Education Commission of the States (ECS), State Higher Education Executive Officers (SHEEO), and the Western Interstate Commission for Higher Education (WICHE) have conducted studies and put forth reports on the successful approaches that have been utilized to increase student and faculty diversity. The following reports were reviewed:

1. Western Interstate Commission for Higher Education (WICHE). *A Crucial Agenda: Making Colleges and Universities Work Better for Minority Students*. Boulder, CO; July 1989.
2. American Council on Education (ACE). *Handbook on Minority Participation in Higher Education*. Washington, D.C., 1988
3. ACE and Education Commission of the States (ECS). *One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life*. Washington, D.C., May 1988.
4. ECS and State Higher Education Executive Officers (SHEEO). *Focus on Minorities: Synopsis of State Higher Education Initiatives*. Denver, CO, 1987.
5. State Higher Education Executive Officers. *A Difference of Degrees: State Initiatives to Improve Minority Student Achievement. Report and REcommendations of the SHEEO Task Force on Minority Student Achievement*. Denver, CO, July 1987.
6. WICHE. *From Minority to Majority: Education and the Future of the Southwest*. Boulder, CO, September 1987.
7. Myrna C. Adams, *Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions*. SUNY at Stony Brook, January 1989.
8. Macknight Black, *Minority Student Issues: Racial/Ethnic Data Collected by the National Center for Education Statistics Since 1969*, U.S. Department of Education Office of Educational Research and Improvement No. CS89-267; Washington, D.C., March 1989.
9. Robert G. Cameron, *How Can My College Recruit and Retain More Minority Students?* Research and Development Update; The College Board, New York, October 1986.
10. Madeleine F. Green, ed., *Minorities on Campus: A Handbook for Enhancing Diversity*, Washington, D.C., American Council on Education, January, 1989.
11. Joyce B. Justis, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, Berkeley: University of California, Spring, 1987.
12. James R. Mingle, *Focus on Minorities. Trends in Higher Education Participation and Success*. A joint publication of ECS and SHEEO. Denver, CO, July 1987.

13. Reginald Wilson and Deborah J. Carter, *Minorities in Higher Education, 7th Annual Report*, ACE, Washington, D.C., September 1988.

According to these reports, the institutions that have been successful in their efforts to increase minority student enrollment and graduation have one common characteristic. Each has developed and implemented a comprehensive institutional plan. There are several issues that each has considered as they carried out the process of developing such a plan:

1. The need for broad institutional involvement and participation.
2. The need to assign administrative responsibility for the plan's development to one individual who reports directly to the president.
3. The need to conduct an institutional assessment that takes stock of where the institution is and where it would like to be.

While each institution is unique, their plans have revolved around the same five basic elements:

1. A leadership statement that projects what the institution wants to achieve;
2. Quantitative and qualitative long-term and short-term goals;
3. Timetables to measure and monitor progress;
4. A mechanism for monitoring, evaluating, and assigning accountability; and
5. A mechanism for resolving conflicts.

Comprehensive plans that have included the five elements listed above have facilitated successful efforts. Although the strategies used to implement the plans have varied, they have been built on the following factors:

1. Presidential and Board leadership;
2. Faculty and staff leadership;
3. The involvement of minority persons;
4. Recognizing, soliciting and utilizing the networks of minorities;
5. Establishment of a program for mentoring students, faculty, and staff;
6. The allocation of sufficient resources to achieve the stated objectives;
7. Providing incentives that encourage broad participation and support;
8. Explicit and result-oriented goals;
9. A mechanism for handling complaints;
10. The setting of reasonable and manageable goals; and
11. Provision for periodic reporting to the institution's president and governing board.

The Board has expressed its intent that minority and majority students be represented in academic programs at the undergraduate and graduate levels. The data analyzed for this report indicate that the institutions of the State System have begun to move toward a more diverse student body as called for in the 1985 Policy Statement On Equal Opportunity. But, if the Oregon State System of Higher Education is to continue to provide broad access to and participation in the programs offered by its institutions, there will have to be continued comprehensive planned efforts and support.

A comprehensive effort requires institution-wide planning and coordination. Minority student enrollment, retention, and graduation will more likely be achieved when their participation becomes a stated goal for all academic units, a factor in the institution's strategic planning process, faculty hiring and a criterion by which individuals and units are evaluated. Faculty, staff, students, alumni, and institutional supporters understand how the process of the comprehensive plan fit together, and their roles and responsibilities in relation to the plan.

Staff Recommendations

1. The staff recommends that the Board direct each President to develop and present to the Chancellor by April 1990, a comprehensive plan for recruiting, retaining, and graduating minority students at the undergraduate and graduate levels as called for in OAR 580-10-003.
2. The staff also recommends that the Minority Achievement Scholarship Program be maintained in its present form.
3. It is also recommended that the Board direct the staff to develop a program that would authorize the waiver of tuition and fees for 72 minority students transferring to the State System from Oregon's community colleges with an AA degree or who have achieved junior level standing at an accredited college or university.
4. It is further recommended that the Board direct its staff to develop a program that would authorize the waiver of tuition and fees for 36 minority students who enroll and pursue graduate degrees in the State System.

TABLE 20

INSTITUTIONAL STRATEGIES TO IMPROVE MINORITY STUDENT ACCESS AND RETENTION

Strategies	UO	OSU	PSU	SOSC	WOSC	EOSC	OIT	OHSU
1. Middle School/Early Outreach	X	X	X				X	X
2. Targeted High School Recruitment/ Outreach	X	X	X	X	X	X	X	X
3. On Campus Early Orientation Program	X	X	X				X	
4. Summer Enrichment/Bridge Program	X	X	X					
5. Student Needs Assessment		X			X		X	
6. Intrusive Academic Advisement	X	X						
7. Academic Development Course(s)		X						X
8. Special Support Services/Program	X	X	X		X	X	X	
9. Periodic Evaluation of Recruitment, Retention, and Graduation Efforts	X	X	X	X	X	X		X
10. Department, School, College, Faculty/Staff Recruitment Plan								
11. Institutional Faculty/Staff Recruitment Plan								
12. Minority Student Career Counseling Emphasis	X	X	X	X	X	X	X	X
13. Math/Science Achievement Program		X	X					X
14. Department/Institutional Scholarships	X							
15. Minority Transfer Articulation with 2-Year Colleges			X					
16. Department/School Graduate Student Recruitment Effort		X	X					X
17. Department/Discipline Assistantships		X						
18. Fellowships/Grants for Minority Graduates		X						
19. Postdoctoral Fellowship(s)								
20. Comprehensive Institutional Plan		X						