

PROGRAMS FOR ENHANCING ETHNIC AND RACIAL MINORITY
STUDENT ENROLLMENT AND GRADUATION IN THE
OREGON STATE SYSTEM OF HIGHER EDUCATION

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Staff Report

Presented herewith is a report on programs for enhancing ethnic and racial minority student enrollment, retention, and graduation in the institutions of the Oregon State System of Higher Education prepared by Dr. James Payne, of the Office of Academic Affairs, with the assistance of other members of the Board's staff, student affairs officers on the campuses, and directors of programs and services to minority students.

The first report to the Board concerning services of its institutions to ethnic and racial minorities was presented to the Board's Committee on Academic Affairs November 17, 1969 with the title, A Report on the Programs for the Disadvantaged in the Oregon State System of Higher Education.

A second report, Federal and State Programs for Ethnic and Special Students in the Oregon State System of Higher Education, was presented to the Board's Committee on Instruction in December, 1980, and to the Board, January, 1981.

From time to time special reports have been made on students admitted under the 5% admissions policy.

There can be no question concerning Board policy in respect to service to Oregon's ethnic and racial minority populations. The Board's Strategic Plan, adopted May 27, 1983, states, in Chapter 4:

Developing human potential is the principal mission of higher education in Oregon. To do this the Oregon State Board of Higher Education tries to provide adequate access to higher education programs for all qualified and motivated citizens. As mentioned in Chapter 2, access refers to the opportunity for Oregon citizens who desire and can benefit from higher education to complete their educations without having to face undue hardships or barriers that are beyond their control. . . . Several kinds of access are considered in planning for a statewide system of higher education. . . .

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Access for Special Student Populations

Opportunities for employment are clearly tied to higher education. These opportunities must be accessible to all, including ethnic minority, handicapped, and non-traditional students who have historically been denied them. . . .

During the past two years, the number of ethnic minority students enrolling in State System institutions has declined. Many minority students have the potential to benefit from a four-year college or university education when that potential can be identified. It is also important that these students receive special advising in high school so they are prepared to succeed in college. Many of these students also need financial assistance. To increase minority enrollments, therefore, will require more active advising, recruitment, and financial assistance programs.

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The State System's current five percent special admission program provides one avenue by which persons who have the potential to succeed in college but who do not meet regular admissions standards may be admitted. Most ethnic minority, handicapped, and older men and women can meet regular admission standards. To ensure adequate access for these students, special recruitment programs are needed. . . .

In order for the State System to provide educational opportunities for ethnic minority, handicapped, and non-traditional students, efforts must be made not only to ensure adequate access for those who can benefit from a higher education but also to provide educational services which will enable them to succeed in college once they enroll. Despite some State System institution efforts, the attrition rate is high for these students. It is crucial that in addition to providing adequate academic services, colleges and universities help provide for the social and cultural needs of ethnic minority, handicapped, and nontraditional students.

Recommendation 18. State System colleges and universities should improve and continue recruitment programs to increase the number of students from ethnic minority, handicapped, and nontraditional populations. Academic and cultural support services, including developmental skills courses as needed, should continue to be available and adequately supported in order to enhance the retention and increase the success of these students in higher education. . . .

The present report is a status report on how well the institutions are carrying out the policies of the Board.

Throughout this report, as has been true of the 1969 and 1980 reports, there are two themes: providing effective special programs and services to students requires knowledgeable and dedicated staffs with budgets adequate to the services required, and whatever is done other than in federal and other non-state funded programs must be done by allocation within the institutions' regular budgets. With limited funds, the allocation from state general fund budgets has been necessarily modest.

A further difficulty has been instruction from the Legislature in 1981 and 1983 that, with the exception of Eastern Oregon State College, state general funds should not be used to provide remedial courses for students attending institutions of the State System of Higher Education, thus limiting the type of assistance that can be given students except on a special fee basis.

Nonetheless, the report reflects a continuing commitment on the part of the institutions and their staffs to serve underserved populations of the state, both to provide equality of access to all citizens and to serve the educational needs of majority students, many of whom have had little opportunity to know and work with people different from themselves.

The staff of the institutions and the Board's office who have prepared the report have developed a series of recommendations for action at the institutional and Board's staff level which will focus efforts over the next several years toward specific problems. These problems and recommended actions are presented on pp. 27-29 of the report.

Staff Recommendation

The Board's staff recommends that the Board accept the report and express for itself and its institutions its commitment to policies in respect to serving ethnic and racial minority students as expressed most recently in its Strategic Plan.

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**PROGRAMS FOR ENHANCING ETHNIC AND RACIAL MINORITY
STUDENT ENROLLMENT AND GRADUATION IN THE
OREGON STATE SYSTEM OF HIGHER EDUCATION**

Introduction

The recent national reports on higher education have revived anew questions of quality, equality, excellence, and access. There have been attempts to link the recruitment and enrollment of minority students to a decline in the quality of higher education. This position is taken by those who assert that equality of access and excellence are mutually exclusive. Persons supporting that position have argued that by directing some of our resources to meeting the educational needs of minority students we have weakened our colleges and universities. Over the past twenty years, the State of Oregon has sought to respond responsibly to the needs of ethnic and racial minority students entering or seeking to enter programs of higher education.

The Oregon State Board of Higher Education through its Administrative Rules and implementing policies recognizes the importance of higher education attainment for all the citizens of the state with the capacity and will to benefit therefrom. A college education not only enhances individual intellectual and personal development, but it is increasingly necessary for social, economic, and professional mobility. The Board and its institutions have also acknowledged that barriers to higher education have existed for ethnic and racial minorities.

This report concerns both the barriers and what is being done to overcome them. To provide the citizens of Oregon equal higher education opportunities to develop their capabilities to their fullest, the institutions offer a variety of different avenues and, in the real sense, unequal educational opportunities. An entire array of special programs and services are based on the belief that inequality in higher education occurs when individuals of unequal educational preparation are treated educationally as if they were equals.

The report reflects how the Board's policy relative to equality of access to the State System institutions for minority students for the period 1980-1984 has been carried out. Also, this report is about the educational status in Oregon of the four principal minority groups: Alaskan/Native Americans, Asians/Pacific Islanders, Blacks, and Hispanics.

Programs Designed to Enhance Ethnic and Racial Minority Student Participation in OSSHE

Identifying, Enrolling, and Retaining College Capable Minority Students

Students enter the American system of higher education either by a process of self-selection or parental and social selection. How and when either process occurs depends on a variety of stimuli, some subtle, some directed. Generally, students strive for academic distinction leading to college attendance through the encouragement of parents, teachers, counselors, and college selecting peers. Personal expectation and fear of failure clearly play a part in the process.

The term college capable minority student, as applied within the Oregon State System of Higher Education, often denotes students who have not been self-moving and have demonstrated little interest in going to college even though they may have the potential for academic success. Two assumptions are inferred in the term college capable minority student: (1) that there is a discernible pattern in academically able students who exclude the college option, and (2) that professional counseling and intervention for college is a positive, creative, and socially desirable response to this student population.

Characteristically, many minority students have or have been encouraged consciously or subconsciously to exclude college as a post-secondary option without determining whether they may have a reason and a need for going to college. The "decision" often results from a lack of critical thinking and consideration on the part of the student, his or her family, the student's high school advisors/counselors, and teachers. Quite often the absence of visible models of peer-group attendance in college has been enough to close out such ideas. The lack of successful historical experience in education of family members is crippling. Some college-capable individuals who might consider college have never had a high school graduate in the family.

This group often includes minority students with financial need, with average high school academic achievement, students who do not feel confident about their ability to make it in a college or university, or students who have limited English speaking ability. What is most important to stress in the identification of college-capable minority students is that they all have an untapped potential and desire which, if unleashed and cultivated, would make them successful college students if they were encouraged to continue their education and allowed to try. The goal, then, is to make college a reality for those who have the desire and potential to be a successful student.

Since many college-capable minority students have not selected themselves for potential college enrollment, the identification of such students requires a different effort on the part of school and college personnel than that required for the traditional college-bound students. Teachers of language arts, mathematics, and social studies are in an excellent position to spot students who have not or are not considering further education, but who have the potential and ability to be successful in college.

Over the past 20 years the colleges and universities within the Oregon State System of Higher Education have developed a variety of programs and support services to assist students as defined above in gaining admission to college and in making satisfactory progress toward a degree.

Programs and support services include both identification of students and support after they arrive on campus. The services that are part of the programs include special assistance in admission, financial aid, academic advising, personal counseling, study skills, and tutoring.

Federally Sponsored Programs

The institutions of the State System participate in three federally sponsored educational programs designed to enhance the participation of ethnic and racial minority students in higher education. The first two programs were designed to facilitate access to post-secondary education experiences and the third program was developed to promote on-campus retention.

1. Upward Bound started as part of the nation's "war on poverty" in 1965, and was originally funded through the Office of Economic Opportunity. The program is presently funded through the U. S. Department of Education.

Upward Bound provides educational and psychological support to students assessed as having potential to perform in some area of post-secondary education. Undergirded with tutors and intensified math, writing, and reading classes, the student is given the opportunity to correct potential or actual learning problems which might inhibit his/her academic progress. Cultural and recreational events are designed to give students opportunity for reassessment of social values. Counselors assist students as they plan for the future.

Upward Bound programs are always campus-based and rely on broad-based campus participation and support to provide a comprehensive and effective program. The core of the program is a six-to-eight-week summer program.

Currently three of the five Upward Bound programs in Oregon are in State System schools. Numbers of students involved and funding for the State System programs for 1984-85 are shown below:

	<u>Number of Students</u>	<u>Federal Funding</u>
University of Oregon	56	\$200,553
Oregon State University	50	147,000
Portland State University	<u>56</u>	<u>145,775</u>
Total	162	\$493,328

2. In 1966, federal legislation was passed which provided funds to support a nationwide search for potential undeveloped or undiscovered intellectual talent. Talent Search was the name given this effort.

Talent Search operates at local and state levels to provide information concerning colleges and universities to students not traditionally encouraged to attend higher education institutions. The program encourages innovation on the part of Talent Search personnel in contacting students and educational institutions.

The one Talent Search program in Oregon is located on the Portland State University campus. The program, called "BOOST Educational Talent Search," has been substantially reduced from its once statewide recruitment responsibility and currently serves selected census tracts in Portland.

The objectives of the Portland State University BOOST Program are to identify, assess, and work with high school students who exhibit a need for the services of the program and who demonstrate the potential and desire to succeed in college; to provide the supportive services (counseling and guidance, career and college information workshops, dropout prevention, etc.) necessary to allow students to take advantage of institutional resources and thereby enhance the chances for academic success; to organize these supportive services so as to provide the assessment of students' normal progress towards post-secondary education.

The fiscal year 1984-85 approved funding of \$72,741 represents a small increase over last year. The program presently serves 641 high school students.

3. The Special Services program was created by the federal government in 1970 to provide centers where students identified as having a chance for success in college, but at risk academically, could effect environmental adjustment and improve their academic progress. Special services personnel serve as advocates for students, and, in many instances, as change agents charged with carrying out a mandate of the federal legislation calling for "institutional change." Special Services seeks to solve immediate and long-range problems of transition of minority students into the academic-socio-cultural lifestyle of a campus community.

There are four State System schools which have Special Service programs, shown in Table 1, p. 5. Each of these programs receives federal funds from the U. S. Department of Education and Veterans Administration. The programs are supplemented by institutional programs.

The broad objectives of the programs are to provide individualized tutorial services to full-time students who exhibit a need for supplemental academic assistance in lower-division courses; to recruit, train, and supervise upper-class and graduate students in peer-tutoring philosophy and methods; to offer students an active role in the learning process through the personalized dynamics of a tutorial partnership; and to present them with accessible (peer-tutor) role models who can help them build the attitudes, skills, and self-esteem so necessary for success in post-secondary education. Special emphasis is on serving minority, disadvantaged, and educationally underprepared students.

The number of students served fluctuates from term to term according to the number of requests for help and the availability of tutors. Fall term generally has the greatest number of requests. The number of requests tends to drop in the following terms as students become more confident in their course work.

Table 1

OREGON STATE SYSTEM OF HIGHER EDUCATION
FEDERAL AND STATE EXPENDITURES FOR SPECIAL PROGRAMS
ACADEMIC YEAR 1984-85

	Number of Students	State	Funding Federal	Other
<u>University of Oregon</u>				
Special Services/Educational Opportunity Program	327	\$ 37,715	\$144,666	
Council on Minority Education	1,004	212,579		
<u>Oregon State University</u>				
Educational Opportunity Program	338	265,000		\$39,500
Special Services Program	150		95,189	
College Assistance Migrant Program (CAMP)	77		238,000	
<u>Portland State University</u>				
Educational Opportunity Program	277		118,840	
Special Services Program	211	137,635	9,400	
<u>Eastern Oregon State College</u>				
Indian Education Institute	25	26,067		
Special Services Program	300		97,856	
Totals	2,709	\$678,996	\$703,951	\$39,500

Institutionally Developed Programs

Simultaneous with development of the federally sponsored programs just described, many colleges and universities started less restricted programs on their own, with, or often without, federal funds. These programs, which collectively might be called educational opportunity programs (EOP), normally have three components:

- . Recruitment/admissions
- . Counseling/academic and personal
- . Tutorials

Each of the three general universities of the State System have a Special Services Program operating on campus. It is important to note that an institution's Special Services and the Educational Opportunities programs usually involve the same staff and students. Program components are funded by a combination of federal and state funds, with the federal funds allocated (see Table 1) in accordance with requirements of the funding agency, (e.g., federal guidelines prohibit the use of government funds for the recruitment of students).

Results and Current Status

The increase in ethnic and racial minority students' participation in higher education experienced between the years of 1974 and 1984 was largely the result of the work of the various programs described above.

One of the most significant assumptions made during this era of expansion of educational opportunities was that the energy spent implementing and maintaining these programs would eventually result in change:

- . A substantive change in the minority and low income communities' view of post-secondary educational options.
- . A steady flow of ethnic and racial minorities from these communities into the college environment.
- . A substantive change in the educational institutions which accepted these students.
- . Positive and permanent change in the academic, social, and political life of administrators and faculty as well as the student population.

Educators working in this area now realize that providing educational options for the stated populations is a task more difficult than anticipated, one that will require additional years of emphasis and more skilled personnel involvement than was anticipated at the program's inception more than 18 years ago.

Most educators accept that not everyone should or can go to college. Special services personnel and institution admissions officers accept also a responsibility for developing and testing alternative criteria for identifying and admitting individuals who can survive and productively pursue their goals through higher education. To this many special services personnel and their institutions add a mandate: (1) to explore why some ethnic and racial minority populations are not currently well represented, (2) to create methodologies for serving those populations, (3) to enable ethnic and racial minority students to graduate from college with competitive skills, and (4) to create or encourage students to create academic and social linkages which will minimize cultural and professional alienation from their communities.

Educators generally recognize that provision of educational services for minority people in institutions of higher education serves both the ethnic populations and students of the majority population. The true challenge in Oregon is to seek to serve indigenous minority populations while at the same time exploring ways to provide realistic educational opportunities for the majority population, many of whom have little association with and know almost nothing about minority people.

Ethnic and Racial Minority Populations, Demographic Data

The 1984 American Council on Education report "Minorities in Higher Education" provides census data which confirms a growing, proportionally larger minority population in the high school and college age category. The Council suggests that this demographic change together with the leveling off or decline of total school enrollments will result in an increased percentage of minority students in some systems. In some states, current minority populations could become a majority of the student population.

Demographic data on minority populations in Oregon is shown in Table 2, p. 8. Between the 1970 and 1980, census minority populations more than doubled. However, the ethnic population in 1980 still constituted a small minority, 6.7% of the total population.

The largest ethnic group in Oregon is the Hispanic community, now numbering more than 65,000. The Census Bureau has identified 35,000 Hispanics as "Spanish-speaking white," with the remainder divided among Mexican, Cuban, Puerto Rican, and "Spanish-speaking black." These designations tell us that 2.5% of Oregon's population identify or are identified as having a Spanish-speaking heritage. In fact, the Hispanic population is a difficult population to serve when seeking potentially qualified students for college because of the high drop out rates for Hispanics after they enroll in high school.

Table 2

OREGON POPULATION BY ETHNIC CLASSIFICATION
1980 CENSUS DATA COMPARED WITH 1970 CENSUS DATA

Race/Ethnicity	Median Age	1980 Census		1970 Census	
		No.	%	No.	%
Alaskan/Native American	23.3	27,314	1.0%	13,510	.6%
Asian/Pacific Islander	24.9	34,775	1.3	15,037	.7
Black	24.5	37,060	1.4	26,308	1.3
Hispanic	21.5	65,847	2.5	34,577	1.7
Other	<u>21.2</u>	<u>12,097</u>	<u>.5</u>	<u>4,451</u>	<u>.2</u>
Total Minority	23.0	177,093	6.7	93,883	4.5
White	<u>30.8</u>	<u>2,456,012</u>	<u>93.3</u>	<u>1,997,502</u>	<u>95.5</u>
Total	30.2	2,633,105	100.0%	2,091,385	100.0%

Source: 1980 Oregon Census of Population: "General Population Characteristics," Volume 1.

The median ages provided in Table 2 shows a seven year difference between median age of minority populations and the white population. The larger percentage of minority people in the younger population will provide both challenge and opportunity for educational planners to respond not only to proportional representation of this population in the schools but also to the disproportional resource pool of eligible and/or capable minority students.

The Black population was the slowest growing minority group for the 1970 to 1980 decade, increasing by fewer than 11,000 people. The Asian populations doubled over the same period. The fastest growing group is "Other," a group including all non-white populations not otherwise identified.

Hispanic people appear to be concentrated in the Jefferson-Woodburn area and north-central Oregon. Eighty percent of the Blacks in Oregon live in Portland, with the remainder scattered over the state. Native American and Asian populations are also scattered over the state, with the exceptions of concentrations of Native American populations on the Warm Springs and Umatilla reservations and in the Klamath Falls area.

As would be expected from the census data, the minority population in Oregon elementary and secondary school systems has been increasing in recent years. The total minority population in the public schools is currently 9.4% of the total school population as shown on Table 3, below. This compares with 7.9% in 1979.

Table 3

ETHNIC STUDENT POPULATION, ELEMENTARY AND
SECONDARY EDUCATIONAL SYSTEMS, AS OF OCTOBER 1984

Ethnic Group	Grade Level							
	Primary/ Elementary		Middle/ Jr. High		High School		Total	
	No.	%	No.	%	No.	%	No.	%
Alaskan/ Native Am.	6,376	2.7%	1,753	2.4%	3,694	2.6%	11,823	2.6%
Asian/ Pacific Is.	3,852	1.6	1,402	2.0	2,258	1.6	7,512	1.7
Black	5,978	2.6	1,367	1.9	2,702	1.9	10,047	2.3
Hispanic	<u>7,913</u>	<u>3.4</u>	<u>1,906</u>	<u>2.7</u>	<u>2,964</u>	<u>2.1</u>	<u>11,823</u>	<u>2.6</u>
Total Minority	24,119	10.3	6,428	8.9	11,618	8.2	42,165	9.4
Russian	675	.3	154	.2	126	.1	955	.2
White	<u>208,976</u>	89.4%	<u>65,276</u>	90.8%	<u>129,512</u>	91.7%	<u>403,764</u>	90.4%
Total	233,770		71,858		141,256		446,884	

Source: Oregon Department of Education, School Finance and Data
Information Services.

Nationally, 28% of the Black students enrolled in high school drop out before they graduate; 48% of Hispanic students never finish high school. These percentages compare to approximately 17% of white students. During the period, 1979 to 1984, the Oregon Hispanic school population experienced a decline in high school attendance, moving from 2.4% Hispanic in 1979 to 2.1% in 1984. This translates into a loss of 567 Hispanic high school students in 5 years. As can be seen in Table 2, the Hispanic population in Oregon is substantially larger than other minority groups, a fact not reflected in the high school enrollment. The loss of students before they complete high school increases the challenge to college personnel seeking to serve this population.

Review of data in Table 2 and Table 3 suggests several questions:

1. What is higher education's responsibility to these ethnic communities?
2. Can the State System of Higher Education expect to provide ethnic diversity on its eight campuses by drawing students from the in-state minority populations?
3. Should the institutions achieve ethnic and racial diversity by recruiting students outside the state of Oregon?
4. How well has the State System performed in providing educational services to the ethnic and racial minority communities in Oregon?

**Minority Group Participation in Higher Education:
Access, Choice, and Achievement**

In this section of the report, we will examine the patterns of minority group participation in the Oregon State System of Higher Education using the most widely accepted measures of educational participation: access, choice, and achievement. Statistics on enrollment comprise the major share of current empirical evidence on participation, but provide insight only into questions of access to institutions of higher education.

Information on degrees obtained by minorities is available and will be used as the best available evidence of achievement in college. Data taken from the post-high school plans survey will be used to give insight to choice of post-secondary education institutions by Oregon's 1984 high school graduating class. Minority enrollment in State System institutions by institution and major field of study will also be employed in the analysis.

Opportunities for employment and subsequent social and economic mobility are structurally related to levels of educational attainment. The relationship of college attendance and degree acquisition, as a means of success and the maximization of future financial rewards, has been well documented.

In order to participate and achieve in higher education, one must first achieve accessibility to institutions of higher education. Achievement cannot just be viewed in terms of gaining admission to a college or university, but it must also be viewed in terms of secondary educational preparation and the gaining of admission to the institution and degree programs of one's choice.

Throughout the report, data are presented contrasting minority participation with that of non-minorities. Such comparisons aid in interpretation of the data. However, we do not intend to suggest that every deviation from a white norm of participation should be considered undesirable.

To place the findings of this report in a more realistic context, it seems appropriate to provide the following national demographic data affecting institutions of higher education.

National Trends in Ethnic and Racial
Minority Enrollment in Higher Education

Distribution of minorities in the U.S. population as of 1980 census compared to distribution of minorities in four-year colleges and universities, Table 4, p. 12, provides a view of the degree of representation of ethnic and racial students in the nation's two- and four-year colleges and universities.

The enrollments of ethnic and racial minorities have leveled since 1975, showing small gains against their share of the population. Table 4 shows that by 1981 minority enrollments nationwide had increased to 16.1% of all students at the two- and four-year colleges and universities even though the absolute number of white students had increased at both levels. Minorities represented 21.9% of the 18-24 age group (20.2% of the total population) in the 1980 census, but only 13.9% and 19.9% of the four- and two-year college enrollments respectively.

Although Hispanics represented 7.2% of the 18-24 age group, they represented only 5.7% of the students enrolled in the two-year institutions, and 2.9% of those in the four-year institutions. They accounted for 3.9% of all post-secondary enrollment.

The Asian/Pacific Islanders represented 1.4% of the 18-24 age group and 2.4% of total college enrollment; 2.8% of students enrolled in the two-year institutions and 2.1% of students in the four-year institutions.

Blacks represented 12.6% of the 18-24 age group population in 1980, but only 9.2% of the college enrollment; 10.4% in the two-year institutions and 8.4% of the students in the four-year institutions enrollments.

Native Americans with a .7% share of all higher education enrollments, are represented at about the same rate as their overall population share of .6%. They were, however, disproportionately represented in the two-year institutions, with 1.0% of total enrollments.

Asians and Hispanics gained in their college enrollment, both in numbers and proportion of total enrollment. Blacks, however, experienced decreases as a proportion of total enrollment at both the two- and four-year institutions.

Table 4 shows that the minority populations are younger than the white majority, thus, the minority share of the school-age population is larger than their share of the total population. This larger proportion of school-age minorities should be reflected in a growing proportion of college enrollments. Stable enrollments at a time when the minority population is expanding consequently reflects a net loss. While the number of Hispanic high school graduates increased by 38% between 1975 and 1981, and the numbers of Hispanics attending college increased, the percentage of Hispanics attending college decreased by 18% according to a recent American Association of State Colleges and Universities national report.

Table 4

U. S. TRENDS IN TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION
BY LEVEL OF INSTITUTION AND RACE/ETHNICITY: FALL 1978 TO FALL 1982*
COMPARED TO 1980 CENSUS 18-24 AGE GROUP POPULATION

Race/Ethnicity	1980 U.S. Census 18-24 Age Group		Group Median Age	Enrollment in Institutions of Higher Education					
	No.	%		Number			Percent		
				1978	1980	1982	1978	1980	1982
Four-Year Institutions				7,187	7,548	7,629	100.0%	100.0%	100.0%
White, Non-Hispanic				6,013	6,259	6,289	83.7	82.9	82.4
Total Minority				973	1,048	1,070	13.5	13.9	14.0
Alaskan/Native American				35	37	38	0.5	0.5	0.5
Asian/Pacific Islander				137	162	193	1.9	2.1	2.5
Black, Non-Hispanic				611	633	611	8.5	8.4	8.0
Hispanic				190	216	228	2.6	2.9	3.0
Nonresident Alien				200	241	269	2.8	3.2	3.5
Two-Year Institutions				4,028	4,490	4,699	100.0	100.0	100.0
White, Non-Hispanic				3,167	3,532	3,657	78.6	78.7	77.8
Total Minority				810	894	981	20.1	19.9	20.9
Alaskan/Native American				43	47	49	1.1	1.0	1.0
Asian/Pacific Islander				97	124	158	2.4	2.8	3.4
Black, Non-Hispanic				443	468	483	11.0	10.4	10.3
Hispanic				227	255	291	5.6	5.7	6.2
Nonresident Alien				52	64	61	1.3	1.4	1.3
Total	31,102,355	100.0%		11,215	12,038	12,328	100.0%	100.0%	100.0%
White	24,293,818	78.1	31.3	9,180	9,791	9,946	81.9	81.3	80.7
Total Minority	6,808,537	21.9		1,783	1,942	2,051	15.9	16.1	16.6
Alaskan/Native American	215,548	.7	22.8	78	84	87	0.7	0.7	0.7
Asian/Pacific Islander	439,487	1.4	28.7	234	286	351	2.1	2.4	2.8
Black, Non-Hispanic	3,913,915	12.6	24.9	1,054	1,101	1,094	9.4	9.2	8.9
Hispanic	2,239,587	7.2	23.2	417	471	519	3.7	3.9	4.2
Nonresident Alien				252	305	330	2.2	2.5	2.7

Source: Bureau of the Census, 1980 Census, PC 80-1-B1, Chart 43: "Persons by Age, Race, Spanish Origin and Sex," 1980, pp. 27-36; and National Center for Education Statistics, "Conditions of Education, 84," p. 76.

*Note: Excludes enrollment in U.S. Service Schools. Numbers in the thousands; percentages may not add up to 100 due to rounding.

Ethnic and Racial Minority
Enrollment in OSSHE

Data on enrollment and population figures in Table 5, p. 14, indicate that minority enrollment in State System institutions is less than minority representation in the state population. Actually, minority enrollment is probably even less than that shown. There is reason to believe that the number of Native Americans is lower than the figures indicate. Some respondents confuse the term "native" American with "native-born" and others identify themselves as Indian although the heritage, if it exists at all, is slight.

As shown in Table 5, enrollment of Alaskan/Native American, Black, and Hispanic students in State System institutions fall term 1980 was consistent with total population. Black and Native American groups have experienced a decline in enrollment in State System institutions since 1980. Black enrollment has been reduced in 5 years by 50 students. Native Americans also had a decline of over 50 students during that same period. Hispanic and Asian enrollment increased.

In fact, Table 5 shows 54.8% of the minority students enrolled in State System institutions fall 1984 were Asian/Pacific Islanders, although Asian/Pacific Islanders represent approximately 19.6% of the state's minority population.

If one considers freshman enrollment only, a clearer picture emerges. Alaskan/Native Americans hold even as a proportion of enrollment, Asian/Pacific Islanders are over represented, and Blacks and Hispanics are underrepresented.

The changes in the minority student freshman enrollment patterns are shown in Table 6, p. 15. From fall 1981 to 1984, total freshmen enrollment decreased 12.3%, from 13,628 to 11,956. However, over this period, the Alaskan/Native American freshman enrollment increased its proportion of total enrollment by .2% while remaining at 143 students. The Black student freshman enrollment dropped from 235 in 1981 to 178 in 1984. That represents a 24.3% decrease in enrollment.

The Hispanic freshman student enrollment increased from 173 in 1981 to 195 in 1984. The 22 student increase was a 12.7% improvement in improved representation in the total population by .3% leaving Hispanics still the most underrepresented minority. During the same period the Asian/Pacific Islander freshman enrollment decreased from 632 to 553 students. The drop of 79 students represented a 12.5% loss. With that loss the Asian/Pacific Islanders still were 52% of the total minority freshman enrollment in 1984.

Table 5

MINORITY POPULATION IN OREGON COMPARED TO
MINORITY ENROLLMENT IN STATE SYSTEM INSTITUTIONS

Ethnic Group	1980 Oregon Population Census		18-24 Age Group		Enrollment in Oregon State System of Higher Education					
					Fall 1980		Fall 1982		Fall 1984	
	No.	%	No.	%	No.	%	No.	%	No.	%
Alaskan/Am. Indian	27,314	1.0%	4,352	1.3%	595	1.1%	579	1.1%	541	1.0%
Asian/Pacific Is.	34,775	1.3	6,425	2.0	1,805	3.2	2,028	3.7	2,240	4.1
Black	37,060	1.4	5,777	1.8	698	1.2	709	1.3	648	1.2
Hispanic	65,847	2.5	10,771	3.3	564	1.0	606	1.1	657	1.2
Other Minority	12,097	.5	488	.1	N/A	—	N/A	—	N/A	—
Total Minority	177,093	6.7	27,813	8.4	3,662	6.5	3,922	7.2	4,086	7.5
White	2,456,012	93.3	301,642	91.6	48,511	85.8	45,935	84.0	44,643	82.7
Nonresident Aliens	—	—	—	—	4,388	7.7	4,837	8.8	5,273	9.8
Total	2,633,105	100.0%	329,455	100.0%	56,561	100.0%	54,694	100.0%	54,002	100.0%

Source: 1980 Oregon Census of Population, "General Population Characteristics," Volume 1.

Table 6

ETHNIC AND RACIAL MINORITY FRESHMEN ENROLLMENT
IN STATE SYSTEM INSTITUTIONS

Ethnic Group	Enrollment in Oregon State System of Higher Education							
	Fall 1981		Fall 1982		Fall 1983		Fall 1984	
	No.	%	No.	%	No.	%	No.	%
Alaskan/Am. Indian	143	1.0%	137	1.1%	135	1.1%	143	1.2%
Asian/Pacific Islander	632	4.6	551	4.5	546	4.6	553	4.6
Black	235	1.7	205	1.7	219	1.8	178	1.5
Hispanic	173	1.3	171	1.4	178	1.5	195	1.6
Total Minority	1,183	8.7	1,064	8.8	1,078	9.1	1,069	8.9
White	12,260	90.0	10,718	88.4	10,446	88.1	10,518	88.0
All Others	185	1.3	341	2.8	326	2.8	369	3.1
Total	13,628	100.0%	12,123	100.0%	11,850	100.0%	11,956	100.0%

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

Table 7

MINORITY ENROLLMENT IN STATE SYSTEM INSTITUTIONS
BY ETHNICITY AND RESIDENCE CLASSIFICATION, FALL 1984

	Alaskan/ Am. Native		Asian/ Pacific Is.		Black		Hispanic		Total Minority	
	No.	%	No.	%	No.	%	No.	%	No.	%
UO										
Resident	76	76.0%	305	55.6%	104	60.8%	128	69.9%	613	61.1%
Nonresident	24	24.0	244	44.4	67	39.2	55	30.1	390	38.9
Total	100	18.7	549	25.1	171	26.4	183	28.2	1,003	25.0
OSU										
Resident	203	85.7	495	73.1	82	50.3	155	74.9	935	72.8
Nonresident	34	14.3	182	26.9	81	49.7	52	25.1	349	27.2
Total	237	44.2	677	31.0	163	25.2	207	31.9	1,284	32.0
PSU										
Resident	77	90.6	787	94.1	210	90.1	131	94.9	1,205	93.3
Nonresident	8	9.4	49	5.9	23	9.9	7	5.1	87	6.7
Total	85	15.9	836	38.3	233	36.0	138	21.3	1,292	32.2
WOSC										
Resident	8	88.9	8	44.4	3	100.0	14	100.0	33	75.0
Nonresident	1	11.1	10	55.6	0	0.0	0	0.0	11	25.0
Total	9	1.7	18	.8	3	.5	14	2.2	44	1.1
SOSC										
Resident	34	82.9	17	60.7	15	42.9	47	82.5	113	70.2
Nonresident	7	17.1	11	39.3	20	57.1	10	17.5	48	29.8
Total	41	7.6	28	1.3	35	5.4	57	8.8	161	4.0
EOSC										
Resident	12	80.0	5	22.7	2	11.8	20	74.1	39	48.1
Nonresident	3	20.0	17	77.3	15	88.2	7	25.9	42	51.9
Total	15	2.8	22	1.0	17	2.6	27	4.2	81	2.0
OIT										
Resident	37	75.5	36	65.5	10	40.0	20	87.0	103	67.8
Nonresident	12	24.5	19	34.5	15	60.0	3	13.0	49	32.2
Total	49	9.1	55	2.5	25	3.9	23	3.5	152	3.8
Total Minority										
Resident	447	83.4	1,653	75.7	426	65.8	515	79.4	3,041	75.7
Nonresident	89	16.6	532	24.3	221	34.2	134	20.6	976	24.3
Total	536	100.0%	2,185	100.0%	647	100.0%	649	100.0%	4,017	100.0%

*Does not include Oregon Health Sciences University.

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

Table 7, p. 16, provides information on the residence status of minority combined graduate and undergraduate populations for the fall term 1984. The proportion of minority enrollment which is nonresident, 24.3%, shown in this table, has not changed much from figures given in the last report to the Board, fall term 1980, when 23.9% of ethnic minority students were nonresidents. The 1% change, although small, is significant because it reflects substantial change in the Oregon Black and Hispanic student populations.

From 1974 to 1979, the Black enrollment consistently came close to its population percentage of 1.4%, although 27.3% of the Black students were nonresidents. In 1984, Black enrollment had fallen behind its proportion of population and 34.2% of the Black students were nonresidents. From the fall term 1980 to the fall term 1984, there has been a decrease in the number of Black students enrolled in State System institutions and of those enrolled, a larger percentage are nonresidents. During the same period of time, the number of Hispanic students enrolled in State System institutions increased by 93 students and the proportion who were nonresidents increased from 17.7% to 20.6%. The Asian population, has experienced a decrease in nonresident enrollment which has been almost balanced by an increase in in-state enrollment.

Not only are minority enrollments buttressed by disproportionate enrollment of nonresidents, but also disproportionate numbers are admitted under the 5% admissions policy. Of the 1,078 minority freshmen admitted fall term 1983, 144 (13.4%) were not eligible for regular admission.

Another problem is the need for greater sensitivity and understanding of the social environments in which minority students are being placed. Table 8, p. 18, shows that on some campuses there are a disproportionate number of males in the minority student population.

Ethnic and Racial Minority Enrollment in Oregon's Community Colleges

It has often been asserted that the Oregon minority high school graduates are enrolling in the state's community colleges in greater numbers than in the State System institutions. Table 9, p. 19, reports fall enrollment patterns over years 1980-1982 for the community colleges of the state.

Table 5 shows that there were 3,922 minority students enrolled in the Oregon State System of Higher Education fall term 1982. The minority enrollment in the community colleges of the state that term numbered 4,333 students.

A comparison by ethnic group reveals that there were 579 Alaskan/Native Americans enrolled in State System institutions, 537 in community colleges. Similarly, there were 2,028 Asian/Pacific Islanders enrolled in State System institutions, 2,086 enrolled in community colleges.

Table 8

OREGON STATE SYSTEM OF HIGHER EDUCATION
SUMMARY OF ETHNIC AND RACIAL MINORITY ENROLLMENT BY SEX, FALL 1984

Institution	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		White		All Others		Total Institution		Minority % of Institution Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UO	30	45	214	257	94	60	81	72	4,483	4,691	868	727	5,770	5,852	7.3%	7.4%
OSU	136	92	368	237	107	42	107	72	6,473	4,728	281	95	7,472	5,266	9.6	8.4
PSU	40	36	411	315	98	89	58	60	3,313	3,540	679	385	4,599	4,425	13.2	11.3
WOSC	3	4	9	7	3	0	9	5	838	1,177	59	19	921	1,212	2.6	1.3
SOSC	22	16	16	11	28	6	29	25	1,565	1,868	41	19	1,701	1,945	5.6	3.0
EOSC	8	7	7	14	17	0	13	13	613	622	42	26	700	682	6.4	5.0
OIT	27	22	45	10	23	2	13	10	1,559	685	28	3	1,695	732	6.4	6.0
OHSU/Dental Hygienist	0	0	0	0	0	0	0	0	0	37	0	0	0	37	0	0.0
OHSU/Nursing	0	1	0	13	0	1	0	4	30	286	0	0	30	305	0	6.2
Total	266	223	1,070	864	370	200	310	261	18,874	17,634	1,998	1,274	22,888	20,456	8.8%	7.6%
% of OSSHE Enrollment	1.2%	1.1%	4.7%	4.2%	1.6%	1.0%	1.4%	1.3%	82.5%	86.2%	8.7%	6.2%	52.8%	47.2%		

Institution	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		White		All Others		Total Institution		Minority % of Institution Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UO	10	15	36	30	13	4	19	11	1,332	1,183	506	302	1,916	1,545	4.1%	3.9%
OSU	5	4	45	27	6	8	15	13	1,006	611	565	126	1,642	789	4.3	6.6
PSU	2	7	56	54	26	20	6	14	1,077	1,461	278	182	1,445	1,738	6.2	5.5
WOSC	0	2	0	2	0	0	0	0	116	218	9	7	125	229	0.0	1.7
SOSC	1	2	1	0	1	0	2	1	136	175	9	7	150	185	3.3	1.6
EOSC	0	0	0	1	0	0	1	0	36	43	1	2	38	46	2.6	2.2
OHSU/Dental-M.S.	0	0	0	0	0	0	0	0	3	0	1	2	4	2	0.0	0.0
OHSU/Dental-1st Prof.	2	1	20	7	0	0	0	1	180	50	0	0	202	59	10.9	15.3
OHSU/Medical-M.S., Ph.D.	0	0	2	2	0	0	0	0	18	20	2	2	22	24	9.0	8.3
OHSU/Medical-1st Prof.	0	0	13	9	0	0	1	0	248	114	0	0	262	123	5.3	7.3
OHSU/Nursing	0	1	1	0	0	0	0	2	5	103	0	0	6	106	16.7	2.8
Total	20	32	174	132	46	32	44	42	4,157	3,978	1,371	630	5,812	4,846	4.9%	4.9%
% of OSSHE Enrollment	.3%	.7%	3.0%	2.7%	.8%	.7%	.8%	.9%	71.5%	82.1%	23.6%	13.0%	54.5%	45.5%		

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

Table 9

MINORITY POPULATION IN OREGON COMPARED TO
MINORITY ENROLLMENT IN THE COMMUNITY COLLEGES

Ethnic Group	1980 Oregon Population Census		18-24 Age Group		Enrollment in Community Colleges			
					Fall 1980		Fall 1982	
	No.	%	No.	%	No.	%	No.	%
Alaskan/Am. Indian	27,314	1.0%	4,352	1.3	750	1.0%	537	.8%
Asian/Pacific Is.	34,775	1.3	6,425	2.0	1,310	1.8	2,086	3.0
Black	37,060	1.4	5,777	1.8	584	.8	904	1.3
Hispanic	65,847	2.5	10,771	3.3	745	1.0	806	1.2
Other Minority	12,097	.5	488	.1	N/A	—	N/A	—
Total Minority	177,093	6.7	27,813	8.4	3,389	4.6	4,333	6.2
White	2,456,012	93.3	301,642	91.6	70,154	94.7	64,916	93.1
Nonresident Aliens	—	—	—	—	506	.7	473	.7
Total	2,633,105	100.0%	329,455	100.0%	74,049	100.0%	69,722	100.0%

Source: 1980 Oregon Census of Population, "General Population Characteristics," Volume 1.

Although there were 195 more Black students enrolled in the community colleges than in the State System institutions, their proportion of the respective enrollments was the same, 1.3%. The number of Hispanics in the community colleges was greater than the number enrolled in the State System institutions by 200 students, but their proportion of the total enrollment was only .1% higher.

The data shows that Alaskan/Native Americans, Blacks, and Hispanics were underrepresented in State System institutions and community colleges in proportion to their percentages of the Oregon 18-24 age group. The data also shows that the white 18-24 age group is underrepresented in State System institutions. The underrepresentation of these population groups is compensated in the total enrollment by the overrepresentation of the Asian/Pacific Islander population and by the portion of the enrollment which is composed of nonresident aliens (foreign students).

Institutions of Higher
Education Selected by
Oregon High School Students

The post-high school plans survey conducted each year by the office of school relations provides insight into the choices made by Oregon high school graduates when questioned about their higher education interest. The Class of 1984 survey provides information on the post-secondary plans of 1,873 minority and 19,958 white students. Survey data in respect to ethnic and racial minority groups presented in Tables 10 and 11, pp. 21-22, is summarized as follows:

Alaskan/Native Americans: Of the Alaskan/Native Americans indicating their expected post-high school activity, 27.0% planned to go to work, 17.3% planned to go to a college, and 31.4% planned to work and go to school. The majority (48.8%) of those planning post-secondary education said that a State System institution was their first choice; 27.0% chose a community college; and out-of-state institutions was selected by 16.8%.

Asian/Pacific Islanders: Just 30.1% of the Asian/Pacific Islander students indicated that they planned to pursue school or college as their primary post-high school activity. They had the largest percentage of students selecting that activity. In addition, 48.1% indicated that they planned to work and go to school. Only 17.0% of the Asian/Pacific Islander students surveyed indicated plans to attend a community college; 61.5% planned to enroll at a State System institution. The academic reputation was the number one reason given by this group of students for selecting their first choice institution.

Blacks: Like the Asian/Pacific Islanders, 39.8% of the Blacks indicated that they planned to work and go to school as their number one post-secondary education activity.

Table 10
OREGON HIGH SCHOOL CLASS OF 1984
FIRST CHOICE HIGHER EDUCATION INSTITUTION
BY ETHNIC GROUP

Institution/Type	Alaskan/ Am. Native		Asian/ Pacific Is.		Black		Hispanic		Total Minority		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
University of Oregon	35	10.6%	48	8.6%	30	12.2%	28	9.3%	141	9.6%	1,510	9.7%	1,651	9.7%
Oregon State University	43	13.1	129	23.2	32	13.1	53	17.5	257	17.6	2,810	18.0	3,067	18.0
Portland State University	25	7.6	114	20.5	32	13.1	18	6.0	189	13.2	862	5.5	1,051	6.2
Western Oregon State College	8	2.4	11	2.0	4	1.6	7	2.3	30	2.1	242	1.5	272	1.6
Southern Oregon State College	9	2.7	3	0.5	0	0.0	5	1.7	17	1.2	438	2.8	455	2.7
Eastern Oregon State College	7	2.1	7	1.3	5	2.0	7	2.3	26	1.8	351	2.2	377	2.2
Oregon Institute of Technology	23	7.0	17	3.2	12	4.9	15	5.0	67	4.7	718	4.6	785	4.6
OSSHE Undecided	11	3.3	12	2.2	13	5.3	12	4.0	48	3.4	437	2.8	485	2.8
2 Year Community College	84	25.5	87	15.7	29	11.8	72	23.8	272	19.0	3,252	20.8	3,524	20.7
Community College Undecided	5	1.5	7	1.3	3	1.2	2	0.7	17	1.2	206	1.3	223	1.3
Independent	18	5.5	38	6.8	17	6.9	25	8.3	98	6.8	1,090	7.0	1,188	7.0
Independent Undecided	0	0.0	1	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
Out-Of-State, Public	27	8.2	24	4.3	40	16.3	20	6.6	111	7.8	1,291	8.3	1,402	8.2
Out-Of-State, Private	13	4.0	26	4.7	13	5.3	12	4.0	64	4.5	1,168	7.5	1,232	7.2
Out-Of-State, Undecided	15	4.6	29	5.2	15	6.1	21	7.0	80	5.6	762	4.9	842	4.9
Private Vocational School	6	1.8	1	0.2	0	0.0	4	1.3	11	0.8	399	2.6	410	2.4
No. in Survey	502		629		335		407		1,873		19,958		21,831	
No. Responding to Question	329	65.5	555	88.2	245	73.1	302	74.2	1,431	76.4	15,633	78.3	17,064	78.2

Source: Class of 1984 Post-High School Survey, OSSHE, Office of High School Relations.

Table 11

OREGON HIGH SCHOOL CLASS OF 1984
EXPECTED POST-HIGH SCHOOL ACTIVITY BY ETHNIC GROUP

Activity	Alaskan/ Native Am.			Asian/ Pacific Is.			Black			Hispanic			Total Minority			White			Total		
	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%
School and Work	156	1	31.4%	299	1	48.1%	132	1	39.8%	173	1	42.5%	760	1	40.9%	7,945	1	39.9%	8,705	1	40.0%
School or College	86	3	17.3	193	2	31.1	75	2	22.6	70	3	17.2	424	2	22.8	5,135	2	25.8	5,559	2	25.5
Work	134	2	27.0	59	3	9.5	64	3	19.3	77	2	18.9	334	3	18.0	3,419	3	17.2	3,753	3	17.2
Military	54	4	10.9	28	4	4.5	23	4	6.9	49	4	12.0	154	4	8.3	1,408	4	7.1	1,562	4	7.2
School and Travel	17	5	3.4	21	5	3.4	15	5	4.5	15	5	3.7	68	5	3.7	714	5	3.6	782	5	3.6
Other	14	7	2.8	7	7	1.1	7	7	2.1	11	6	2.7	39	6	2.1	436	6	2.3	475	6	2.2
Travel	13	8	2.6	5	8	.8	8	6	2.4	5	7	1.2	31	7	1.7	384	7	1.9	415	7	1.9
School and Homemaking	15	6	3.0	8	6	1.3	4	8	1.2	2	8	.5	29	8	1.6	319	8	1.6	348	8	1.6
Homemaking	8	9	1.6	1	9	.2	4	8	1.2	5	7	1.2	18	9	1.0	142	9	.7	160	9	.7
No. in Survey	502			629			335			407			1,873			19,958			21,831		
No. Responding to Question	497		99.0	621		98.7	332		99.1	407		100.0	1,857		99.1	19,902		99.7	21,759		99.7

OREGON HIGH SCHOOL CLASS OF 1984
PRIMARY REASON FOR SELECTING HIGHER EDUCATION INSTITUTION BY ETHNIC GROUP

Reason	Alaskan/ Native Am.			Asian/ Pacific Is.			Black			Hispanic			Total Minority			White			Total		
	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%	No.	Rank	%
Program Offerings	36	1	15.0%	57	3	13.3%	27	2	14.7%	39	2	16.7%	159	2	14.7%	2,410	1	19.8%	2,569	1	19.4%
Academic Reputation	34	2	14.2	96	1	22.4	47	1	25.5	45	1	19.3	222	1	20.5	2,182	2	17.9	2,404	2	18.1
Size, Type, Location	34	2	14.2	38	6	8.9	15	6	8.2	26	4	11.2	113	5	10.4	1,466	3	12.0	1,579	3	11.9
Influence of Parents	31	3	12.9	58	2	13.8	11	8	6.0	16	8	6.9	116	4	10.8	1,329	4	10.9	1,445	4	10.9
Within Commuting Distance	27	4	11.3	41	5	9.6	23	3	12.5	30	3	12.9	121	3	11.2	1,294	5	10.6	1,415	5	10.7
School Costs	20	5	8.3	54	4	12.6	10	9	5.4	24	5	10.3	108	6	10.0	1,085	6	8.9	1,193	6	9.0
Variety of Courses	19	6	7.9	30	7	7.0	16	5	8.7	20	6	8.6	85	7	7.8	972	7	8.0	1,057	7	8.0
Social Reputation	18	7	7.5	20	8	4.7	17	4	9.2	19	7	8.2	74	8	6.8	686	8	5.6	760	8	5.7
Away From Home	12	8	5.0	19	9	4.4	13	7	7.1	8	9	3.4	52	9	4.8	384	9	3.2	436	9	3.3
School Activities	9	9	3.6	14	10	3.3	5	10	2.7	6	10	2.6	34	10	3.1	366	10	3.0	400	10	3.0
No. in Survey	502		26.8	629		33.6	335		17.9	407		21.7	1,873		100.0	19,958			21,831		
No. Responding to Question	240		47.8	428		68.0	184		54.9	233		57.2	1,085		57.9	12,174		61.0	13,259		60.7

Source: Class of 1984 Post-High School Plans Survey, OSSHE, Office of High School Relations.

A State System institution was the first choice of 52.2% of the Black students. A significant number (27.7%) were planning to attend out-of-state institutions, 13.0% planned to enroll in a community college. Academic reputation and program offerings were the two major reasons given by Blacks for selecting their first choice higher education institution.

Hispanics: The Hispanic students listed school and work as their first expected post-high school activity. Of those surveyed, 17.2% planned to enroll into a school or college. The majority (48.1%) planned to enroll in a State System institution. Of those so indicating, 17.5% were planning to enroll at Oregon State University. A significant number (24.5%) planned to enroll in a community college. Only 17.6% planned to attend an out-of-state institution. Academic reputation and program offerings also were the major reasons given by the Hispanic students for selecting their first choice higher education institution.

As a group, a smaller percent (20.2%) of the minority students planned to attend a community college than did the white students (22.1%). In converse, 53.6% of the minorities and 47.1% of the white students planned to enroll in a State System institution. Likewise, 20.7% and 17.9% of the white and minority students respectively planned to attend a out-of-state institution.

The minority students listed the academic reputation and program offerings as their first and second reasons for selecting their first choice higher education institution. The white students list those as their first and second reasons also, but in reverse order. The minorities listed commuting distance as their third reason, the white students listed size, type, and location as their third reason for choosing their first choice institution..

The white students listed influence of parents as their fourth reason. The minority students also listed influence of parents as their fourth reason for the post-secondary institution choices. Cost was the sixth reason given by both groups of students. From the survey we found that 67.7% of the minority and 69.3% of the white students had included post-secondary education as part of their plans.

Degrees Conferred Upon Ethnic and Racial Minority Students in OSSHE

The type and distribution of degrees conferred upon minority students gives evidence of their level of participation and achievement in the Oregon State System of Higher Education.

Table 12

ETHNIC AND RACIAL MINORITY GRADUATES BY DEGREE LEVEL
AND INSTITUTION, 1978-79 AND 1983-84

Institution & Degree Level		Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		Total	
		1978-79	1983-84	1978-79	1983-84	1978-79	1983-84	1978-79	1983-84	1978-79	1983-84
UO	Bachelors	14	12	65	114	22	21	20	22	121	169
	Masters	3	1	9	30	7	0	12	11	31	42
	Doctoral*	5	3	4	10	3	1	6	8	18	22
OSU	Bachelors	22	44	40	127	6	15	8	15	76	201
	Masters	2	3	2	16	3	2	1	1	8	22
	Doctoral	1	2	2	2	1	0	1	0	5	4
PSU	Bachelors	10	9	38	44	25	24	5	13	78	90
	Masters	4	1	17	16	10	8	1	5	32	30
	Doctoral	0	0	0	0	0	2	0	0	0	2
WOSC	Bachelors	N/A	3	N/A	8		0	N/A	6	0	17
	Masters	0	0	0	0	0	0	0	0	0	0
SOSC	Bachelors	3	1	5	5	0	2	3	12	11	20
	Masters	0	0	2	0	0	0	0	0	2	0
EOSC	Bachelors	0	2	5	19	2	2	10	3	17	26
	Masters	0	0	4	1	0	0	0	0	4	1
OIT	Bachelors	0	0	4	0	0	0	1	0	5	0
OHSU	Bachelors	2	0	5	5	1	2	4	1	12	8
	Masters	0	0	0	1	0	0	0	2	0	3
	Doctoral	2	0	5	9	3	0	2	2	12	11
Subtotal	Bachelors	51	71	162	322	56	66	51	72	320	531
	Masters	9	5	34	64	20	10	14	19	77	98
	Doctoral	8	5	11	21	7	3	9	10	35	39
Total		68	81	207	407	83	79	74	101	432	668
% Change in Total Degrees Granted 1979 to 1984		+19%		+96.6%		-4.8%		+36.5%		+54.6%	

*Includes First Professional Degree.

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

Table 12, p. 24, presents the number and level of degrees conferred upon minority students in 1978-79 and 1983-84. In 1978-79, 432 degrees were awarded to minority students by State System institutions. That was 3.87% of all degrees conferred.

In 1983-84, 668 of the 11,103 degrees conferred were granted to minority students. That represented 5.9% of the total number awarded. That, also, was a 54.6% increase over the number of degrees awarded to minorities in 1978-79.

Of the 668 degrees conferred upon minority students in 1983-84, 407 (60.9%) were to Asian/Pacific Islanders; 81 (12.1%) were to Alaskan/Native Americans; 79 (11.8%) were to Blacks; and 101 (15.1%) were to Hispanics. Asian/Pacific Islanders had received the largest number of degrees awarded to the minority students in 1978-79, 207 of 432 (47.9%).

The number of degrees conferred upon Blacks decreased from 1978-79 to 1983-84. The other three minority groups experienced significant increase in the number of degrees awarded.

Academic Discipline/Majors
Chosen by Ethnic and Racial
Minority Students in OSSHE

One of the persistent problems and concerns of higher education is the paucity of minority student enrollment in certain disciplines and majors emphasizing physical science, mathematics, engineering, and computer science. With the notable exception of Asian/Pacific Islanders, minorities are greatly underrepresented in these academic programs. This problem needs to be addressed because of its significance in terms of the state's economic development and the prospects of employment for minority students.

Table 13, p. 26, shows degrees awarded by ethnic and racial classification and discipline. In the aggregate the minority students appear to major in the same disciplines as the majority students. For example, business and management was the number one ranked major for Alaskan/Native Americans, Asian/Pacific Islanders, and Hispanics, and number two, right behind education for whites. The number one ranked major for Blacks was the social sciences, with education ranked number two.

The increasingly critical areas of physical science, engineering, mathematics, and computer science accounted for 14.6% of all degrees awarded to white students, 24.6% of those awarded Asian/Pacific Islanders, but only 6.2% of the degrees awarded Alaskan/Native Americans, 7.6% of those awarded Blacks and 6.9% of those awarded Hispanics.

Table 13

GRADUATE AND UNDERGRADUATE DEGREES GRANTED ETHNIC AND RACIAL MINORITY STUDENTS
BY ACADEMIC DISCIPLINE/AREA, 1983-84

Discipline	Alaskan/ Native Am.		Asian/ Pacific Is.		Black		Hispanic		Total Minority			Whites & Others			Total
	No.	Rank	No.	Rank	No.	Rank	No.	Rank	No.	%	Rank	No.	%	Rank	
Business & Management	26	1	98	1	9	4	18	1	151	7.3	1	1,972	92.7	2	2,123
Education	8	3	30	3	11	2	16	2	65	3.2%	2	1,998	96.8%	1	2,063
Social Sciences	12	2	28	4	19	1	5	5	64	5.3	3	1,047	94.7	3	1,111
Engineering	4	5	55	2	1	9	5	5	65	6.2	4	846	93.8	4	911
Fine & Applied Arts	4	5	14	10	3	7	6	4	27	5.3	7	482	94.7	5	509
Interdisciplinary Studies	2	7	13	11	7	5	8	3	30	9.3	5	411	90.7	6	441
Letters	5	4	26	5	5	6	5	5	41	6.0	9	391	94.0	7	432
Psychology	3	6	6	15	1	9	4	6	14	3.6	13	373	96.4	8	387
Biological Science	1	8	22	6	0	10	6	4	29	7.7	6	337	92.3	9	366
Communications	2	7	8	13	3	7	3	7	16	5	12	306	95.0	11	322
Physical Science	1	8	9	12	1	9	0	10	11	3.4	16	309	96.6	10	320
Health Professions/Sciences	2	7	20	8	0	10	8	3	30	8.0	9	287	92.0	12	317
Public Affairs	3	6	5	16	10	3	4	6	22	7.7	10	263	92.3	13	285
Computer Science	1	8	21	7	3	7	1	9	26	9.8	8	238	90.2	14	264
Home Economics	1	8	7	14	1	9	0	10	9	4.2	17	207	95.8	15	216
Agriculture	0	9	1	19	0	10	0	10	1	.6	20	171	99.4	16	172
Law	2	7	7	14	1	9	3	7	13	8.3	14	143	91.7	17	156
Foreign Languages	4	5	3	18	1	9	4	6	12	8.0	15	138	92.0	18	150
Mathematics	0	9	15	9	1	9	1	9	17	11.5	11	131	88.5	19	148
Nursing	0	9	5	16	2	8	2	8	9	6.7	17	126	93.3	20	135
Medicine	0	9	6	15	0	10	1	9	7	6.4	18	103	93.6	21	110
Architecture	0	9	4	17	0	10	0	10	4	5.0	19	76	95.0	22	80
Dentistry	0	9	3	18	0	10	1	9	4	5.6	19	68	94.4	23	72
Area Studies	0	9	1	19	0	10	0	10	1	7.7	20	12	92.3	24	13
Total	81		407		79		101		668	5.9%		10,435	94.1%		11,103

Source: HEGIS Report, "Degrees and Other Formal Awards Conferred, July 1, 1983 - June 30, 1984."

Summary and Recommendations

This report confirms the trends identified in the 1980 report to the Board indicating a stabilizing and leveling off in minority participation in higher education in Oregon.

Even though there has been an increase in the total number of minority students enrolled in the State System institutions, those numerical increases should not be viewed as representing success in serving these populations especially in view of their growing proportion of the college-age pool. Instead, the improvement in minority participation in higher education should be viewed as insufficient and fragile. Thus solutions need to be sought for the problem areas as indicated by the following:

- The Alaskan/Native American student enrollment in the State System institutions has declined from 596 (1.2%) in 1980 to 541 (1.0%) in 1984.
- The Black student enrollment in OSSHE has declined by 61 students in the past two years, an 8.6% reduction.
- The Alaskan/Native American, Black, and Hispanic graduate student enrollments declined by 13%, 16%, and 14% respectively from 1982 to 1984 while total State System graduate enrollment was increasing by 2.0%.
- From 1974 to 1984 the Alaskan/Native American graduate enrollment decreased by 41%. During the same time period the graduate enrollment of Blacks decreased by 27%.
- The ethnic and racial minority freshmen enrollment in the State System institutions increased from 8.7% in 1981 to 8.9% in 1984 but decreased in absolute numbers from 1,183 to 1,069, a decline of 114 students.
- Minority enrollments are unduly dependent on recruitment of nonresident students. In fall 1984, 34.2% of the Black and 20.6% of the Hispanic students enrolled in System campuses were nonresidents. Only 13.3% of the State System total enrollment was nonresident.
- A total of 144 (13.4%) of the 1,078 minority freshmen students enrolled fall 1983 were admitted through the 5% admissions policy. A disproportionate number of the Blacks (26.9%) were admitted through the policy, 50% of whom were nonresidents.
- Success of ethnic and racial minority students in completing degree programs is also cause for concern. Blacks saw a decline in both absolute numbers and percentages of degrees earned between 1978-79 and 1983-84. The number of degrees conferred upon Blacks decreased by 4.8% with a 50% decrease in the number of graduate degrees awarded.

In order for the State System to provide access and educational opportunities for ethnic and racial minority students proportionate to that provided the white majority, there will have to be better understanding of the diverse needs of minority groups and greater cooperative efforts to ensure the preparation services which will enable them to succeed. Continued effort is necessary to assure that the new subject requirements for admission to the State System institutions are viewed as a means to enhance the likelihood of success for all students in higher education.

The assumption that the community colleges offer the least threatening and/or most effective entry to higher education for minority students impacts strongly and often to the detriment of those minority students who could perform competitively in a four-year institution. If State System institutions are to increase the participation of ethnic and racial minorities, admissions officers, their staffs, and other student affairs personnel, must become more perceptive about the needs of and focus greater attention on targeted minorities in Oregon.

A review of experiences in the Oregon State System of Higher Education to date in addressing the higher education needs and expectations of minority populations, summarized by institution in an appendix to this document, suggest that these populations are best served by:

- Special programs for high school and community college recruitment and admission of ethnic students on each campus with emphasis on serving Oregon populations.
- Admissions procedures which insure a minimum of labeling of minority students once they arrive on campus.
- Adequate career and personal counseling procedures for minority students whether or not they are enrolled in special support programs.
- Comprehensive coordinated early outreach counseling and tutorial programs designed to reach prospective students at the junior high school level.
- Anticipation of problems which suggest a predisposition toward a less than successful college experience.

It is recommended that each institution:

1. Review its programs and procedures in respect to minority student recruitment, admission, and counseling with the view of making 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. To the extent this can be accomplished, enroll minority students beyond the numbers suggested by the size of Oregon's population to provide bases for support communities on the campuses.
4. Investigate the possibilities of establishing financial aid support which can be 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 the counseling information and assistance that minority students receive in the high schools with records of low post-secondary education participation and achievement as compared to those schools known for their high post-secondary education participation and achievement.
6. Work with Board's student services representatives to develop and implement a coordinated program to recruit minority students to the State System institutions.

It is recommended that the Board's staff and institutional representatives conduct studies of:

1. The enrollment, academic progress, and graduation of minority students in the State System institutions.
2. Existing high school curriculum patterns of minority students to determine if changes in course selection patterns need to be made in order that larger numbers of minority students meet the new subject requirements for preparation and entrance into State System institutions.
3. Post-secondary enrollment patterns of the minority students graduating from Oregon high schools, in order to review accessibility of state institutions to minority students of the state.
4. Comparability of present resource allocations in meeting the student services mission, including:
 - Evaluation of the criteria and procedures used for selecting educationally underprepared students.
 - Evaluation of the extent and range of special support services provided educationally deficient students.
 - Evaluation of all student support services to determine their effectiveness and appropriateness in meeting identified student needs.

APPENDIX

**Institutional Programs and Academic Student Support
Services for Enhancing Ethnic and Racial Minority
Student Enrollment, Retention, and Graduation**

University of Oregon

The objective of programs for enhancing the higher education needs of ethnic and racial minority students at the University of Oregon is to prepare these students for life in a pluralistic society by facilitating their integration in the campus community, while at the same time recognizing the need and right of ethnic and racial minorities to retain their identities.

Council for Minority Education

The Council for Minority Education provides academic and other support services to minority students on the University of Oregon campus. CME programming includes a two-day orientation program for all new minority students enrolling on the University of Oregon campus each fall. The mission of this office includes the promotion of a friendly, caring atmosphere for minority students on campus and in the Eugene-Springfield community, and the identification of campus resources which may assist minority students to a successful college experience. Support services include assistance in admission, guidance on academic and graduation requirements, assistance in registration, housing orientation, and other activities of interest to minority students. The Council cooperates with ethnic student unions, the Office of Academic Advising and Student Services, and the Learning Resource Center in providing academic advising, workshops, funding for smaller class sections in the English and mathematics departments, a computer laboratory, and supervised study hall. The Council has an institution-wide focus and serves as a part of the Office of the Vice President for Academic Affairs and Provost.

Learning Resources Center

The Learning Resources Center provides assistance to all students who want to improve their academic learning skills. Assistance is provided through workshops on speed reading, study techniques, standardized test preparation, writing and mathematics laboratory, and peer tutoring. Many minority students utilize the facilities of this center to prepare for GMAT and LSAT graduate admission tests. The Center offers a three credit course in University Study for students concerned about their academic reading, research, writing, and general study skills.

Upward Bound

The University of Oregon's Upward Bound program recruits high school students from low-income families who are potential first-generation college students with academic promise. It is a precollege program designed to generate skills and motivation in students to complete high school and gain admission to a post-secondary educational program. The national model for Upward Bound programs was first implemented on this campus in 1965, and widely replicated throughout the country.

High School Equivalency Program (HEP)

The High School Equivalency Program is a federally funded program to provide an alternative educational program for students of migrant or seasonal farm worker families who are 17 or older and have not completed a high school education. Approximately 100 students a year attend classes on the University of Oregon campus and live in residence halls. The program includes academic support and counseling in addition to coursework instruction. In 1983-84, 64% of the participants are Hispanic, 12% were Native American, and 24% were White. Approximately one third of those graduating went on to higher education.

Counselor for Student Athletes

The Office of the Counselor for Student Athletes, located in the Office of Academic Advising and Student Services, provides tutoring, academic advising, and other academic support to all student athletes who request assistance. A large percentage of the student athletes who utilize this support service are minority students.

Residence Hall Support for Minorities

The University Housing Office provides training in "diversity" for its resident advisers and other housing staff. In addition, this Office has successfully implemented an assertive program to recruit minorities for staff positions in residence hall administration and programming.

Academic Advising for Special Admission Students

The Office of Academic Advising and Student Services conducts a program of intrusive academic advising for students admitted under the state's 5% special admission category during their first year of enrollment at the University of Oregon. This program includes a full array of coordinated academic and personal advising services designed to help these students succeed academically in their first year.

Educational Opportunities Program

The University of Oregon's Educational Opportunities Program offers tutorial assistance and academic advising for lower-income students, as well as instruction in vocabulary, research methods, critical thinking, and the communications tools of writing, speaking, reading, and listening. Classes in this program stress the values of a research institution, self-awareness, and the links between personal identity, a college education, and work world. The program is available to students with academic potential. Currently, 39% of the 327 students participating in this program are from minority groups.

Ethnic Student Unions

Student organizations on the University of Oregon campus which are designed to serve the special needs of minority students include the Asian-American Student Union, the Black Student Union, MEChA (Movimiento Estudianti Chicanos de Azlan), and the Native American Student Union. These organizations provide

minority students with opportunities for community support and for participation in cultural and curricular activities designed to meet minority student needs.

Orientation Programs

The University of Oregon's orientation programs for newly enrolled students include an Early Orientation and Registration Program (EORP) for entering freshmen which is held in the summer and a New Student Orientation Program held at the beginning of each term. The University seeks to create a supportive and caring environment for all newly admitted students during these orientations by recruiting as peer counselors or orientation hosts University students of ethnic diversity. Ethnic student unions are invited to include programs for minority students in orientation activities, and other programs and resources such as the Equal Opportunities Program and the Council for Minority Education participate in the orientation process.

Financial Aid Programs for Minority Students

Staff from the University's Financial Aid Office, in conjunction with CME staff, offer special workshops and assistance to ethnic students and their families in order to facilitate the financial aid application process.

Leadership Development

The University emphasizes opportunities for leadership development for minority students in its recruitment and training programs for orientation and advising aides, housing staff, interns, and student activities coordinators. The Office of Student Development offers classes in leadership skills and program development. The Council for Minority Education utilizes these classes for formal leadership skill instruction and also provides direct experience and project involvement, which involve minority students in the practical application of leadership skills.

Minority Admissions

The staff of the University of Oregon's Office of Admission and Records includes the Assistant Director of Admissions for Minority Recruitment, who is responsible for a number of recruitment programs targeted at in-state and out-of-state minority students. These programs include direct mail recruiting campaigns to minority students in the region who take the Preliminary Scholastic Aptitude Test, recruitment programs targeted at minority students whose answers on the Oregon post-high school plans survey indicate an interest in higher education, and co-sponsorship with ethnic student unions of ethnic student recruitment days on the University campus.

The Admissions Office utilizes the state's "residency-by-exception" programs to recruit out-of-state minority students. In 1984, 152 of the 157 "residency-by-exception" tuition waivers were awarded to students from minority groups.

Career Planning and Placement Services

The University's Career Planning and Placement Service is a primary campus resource for minority students seeking career direction and employment assistance. Among the services provided by this office are individual counseling, workshops, and seminars on resume writing, interview skills, and job search strategies. The proportion of minority students using career planning services is higher than the proportion of students on the University of Oregon campus who are members of minority groups. Specific services for minority students include workshops targeted at students from the High School Equivalency Program, and interview opportunities with employers who are seeking applicants from the minority communities.

Oregon State University

Memorial Union Cultural Centers

Oregon State University has three separate facilities designated as "cultural centers:" the Native American Longhouse, the Hispanic Cultural Center, and the Lonnie B. Harris Black Cultural Center. These centers are public facilities open to all Oregon State University campus community members and are part of the Memorial Union Activities Program. The centers provide separate locations and facilities for various academic, social, cultural, and recreational events arranged by minority groups. These events provide support for minority students and help promote understanding and awareness of minorities and their concerns.

Each cultural center is governed by an individual advisory board. Through the efforts of one of the advisory board members, money was secured to purchase two computers/word processors, which have been placed in the Harris Black Cultural Center. People who use the Center will be taught how to use the computers, thereby enhancing their writing skills as well as giving them expertise in the applications of computers to their other course work.

A student activities program advisor assigned to the cultural centers provides managerial support and acts as a liaison between cultural center staff, cultural center advisory board, and Memorial Union administration.

Memorial Union Program Council Ethnic Committee

The Memorial Union Program Council's Ethnic Committee is specifically designated to sponsor activities to promote cultural awareness on campus. The chairperson works closely with Oregon State University ethnic student organizations in the support of program endeavors as well as help in program planning and development.

Special Services Project

The Special Services Project is a federally funded project which provides services for 150 students (approximately 80% are minority) with educational handicaps attributable to their socio-economic background and home environment

or to a physical handicap. In order to qualify as a student in the Special Services Project, a student must be from a low-income background (150% of poverty level as determined by the U.S. Bureau of the Census), first-generation college student (neither parent graduated from a four-year college) or physically handicapped at an age early enough to interfere with the student's academic development.

Any departmental advisor who discovers a student with problems in basic skills which he can attribute to the qualifying criteria may recommend the student be enrolled in SSP. Support given these students takes the form of personal counselors, financial aid advice, intensive tutoring, access to the EOP/SSP Learning Center and Learning Laboratory and access to special developmental classes in writing, mathematics, reading improvement, and study skills.

The purpose of Special Services Project is to increase retention in Oregon State University of the above-described students and to increase the percent of those students who graduate.

Department of Intercollegiate Athletics

Of approximately 470 student athletes at Oregon State University, 60 are minority students. Services provided to student athletes by the Athletic Department include recordkeeping, counseling, study hall, and tutors. Student athletes' academic progress is closely monitored to assure that they meet University and NCAA requirements.

Course work of freshmen scholarship athletes and those in academic difficulty is monitored by requesting midterm grade estimates from professors. The goal of the midterm grade check is to pinpoint problems and provide individual help to students.

Through an arrangement with the Educational Opportunities Program, student athletes have access to developmental classes. A two-hour study hall for student athletes is provided in Gill Coliseum three nights a week. Some coaches require all freshmen, community college transfers, and students in academic difficulty to attend.

Educational Opportunities Program

In 1969, through its Special Services Committee, the Oregon State University Faculty Senate worked with the administration to establish the Minority and Special Services Program (MSSP). After experiencing some difficulties, that program was restructured and named the Educational Opportunities Program in 1971.

The philosophy and guidelines for the EOP were clearly set forth by the Faculty Senate Committee which established the MSSP/EOP. Its basic guideline has been the strong commitment to using a cross-cultural approach for all activities, services, staff assignments, and benefits available to students. A second major commitment has been to the achievement of academic success for all enrolled students. In order to provide a real opportunity for all EOP students, a full range of academic assistance and personal support is available.

Based upon the results of diagnostic tests given to incoming students, students are advised to enroll in those classes designed to be most beneficial to their academic development. With the cooperation of several academic departments, the program offers courses for credit in the areas of writing, vocabulary, reading, mathematics, study methods, English for bilingual students, and personal development. Classes are small and where appropriate the course material is adapted to the particular needs of the student. Individual tutoring is offered through the EOP Learning Center.

The following charts give recognition to the success of Oregon State University students recruited and assisted by EOP.

EOP Graduates, 1969-1984

	Male	Female	Total		
<u>By Ethnic Group and Sex</u>					
Alaskan/Native Am.	8	15	23		
Asian/Pacific Is.	42	19	61		
Black	71	35	106		
Hispanic	38	25	63		
White	<u>25</u>	<u>27</u>	<u>52</u>		
Total	184	121	305		
<u>By School/College</u>					
Liberal Arts	62	52	114		
Engineering	41	3	44		
Business	21	18	39		
Science	18	9	27		
Education	13	13	26		
Home Economics	1	18	19		
Health & P.E.	7	5	12		
Agriculture	10	5	15		
Forestry	4	2	6		
Pharmacy	<u>2</u>	<u>1</u>	<u>3</u>		
Total	179	126	305		
<u>By Year</u>					
<u>Year</u>	<u>No.</u>	<u>Year</u>	<u>No.</u>	<u>Year</u>	<u>No.</u>
1971	3	1976	15	1981	33
1972	4	1977	23	1982	19
1973	14	1978	24	1983	38
1974	15	1979	31	1984	30
1975	15	1980	41		
Total = 305 EOP Graduates					

College Assistance Migrant Program

Oregon State University has established the College Assistance Migrant Program (CAMP) to assist migrant and seasonal farmworker students who are enrolled or admitted for enrollment on a full-time basis in their first academic year. CAMP provides assistance to 65 (approximately 80% who are minority) migrant and seasonal farmworker students in: (1) making the transition from secondary schools to post-secondary education institutions; (2) generating the motivation necessary to succeed in post-secondary education institutions; and (3) developing skills necessary to succeed in post-secondary education institutions.

To be eligible to participate in a CAMP project, a migrant or other seasonally-employed farmworker or dependent must: (1) have worked 75 days out of the last two years in migrant or other seasonal farmwork; (2) be enrolled or be admitted for enrollment as a full-time student at Oregon State University; (3) not be beyond the first academic year (less than 45 credit hours) of a program of study as determined by Oregon State University; and (4) be determined to need the academic and supporting services and financial assistance provided by the project in order to complete an academic program of study at Oregon State University.

College of Pharmacy

The College of Pharmacy has applied for a Health Careers Opportunity Program Grant. If awarded, this grant will enable Oregon State University to increase the number of minority students entering the professional health care schools in Oregon. This will be done by encouraging minority student enrollment and admission to prehealth care majors at Oregon State University and financial and academic support in the professional health care schools of the state.

College of Forestry

The College of Forestry offers the following programs and services geared to the academic support service needs of minority students:

- a. South Santiam Education and Research Project awards \$1,000 annually to an American Indian, Mexican-American, or Black forestry student.
- b. The Forestry Faculty Tuition Scholarship fund awards a scholarship which is equivalent to resident tuition for a new or continuing student.
- c. Several fellowships have been awarded under the Graduate and Professional Study Fellowship Grant Program (GROP) through the U. S. Department of Education. These grants are designated specifically for academic areas such as forestry where minorities and females are underrepresented.
- d. The college works closely with the western regional office of the Bureau of Indian Affairs and the Educational Opportunities Program on campus to counsel Native Americans sent to Oregon

State University to take course work qualifying them to meet the federal regulations for the "Professional Forester" classification.

College of Engineering

The College of Engineering has scholarship money that is designated and awarded to minority students in engineering. The college and Tau Beta Pi, the all-engineering honor society, provide help sessions for many of the second-year courses.

College of Science

The college operates the Mathematical Sciences Learning Center under the direction of the Department of Mathematics which is used extensively by a number of minority students. Many of the minority students participate in the tutorial programs conducted by the Departments of Chemistry and Physics.

Portland State University

English for Non-Native Residents

The general goal is to provide a program specifically designed for non-native students who are disadvantaged by limited English proficiency, and who need specialized English studies to prepare them to succeed academically. This instruction is particularly important in the areas of writing, reading comprehension, and listening comprehension. A further goal is to provide a strong counseling and tutoring component, designed to meet individual needs.

In the fall 1984 term, the program served a total of 56 freshmen: 11 in the Advanced section, 19 in the Upper Intermediate section, and 26 in the two Lower Intermediate sections. All were from Southwest Asian or East Asian countries, including Vietnam, Laos, Cambodia, China, and Korea.

Office of Affirmative Action: Minority Recruitment

Shortly after assuming responsibility for minority student recruitment, the Portland State University Affirmative Action Office began an activity that has become an annual event -- The On Campus Field Trip for Minority Group High School Students. This activity is carried out during the month of February and provides an opportunity for minority group high school youngsters to experience varied aspects of the post-secondary educational environment.

Within the appropriate time frames, Portland State University's Admissions Counselor/Minority Student Recruiter schedules on-site visits to high schools and community colleges within the Portland Metropolitan area (including Vancouver, Washington) as well as in selected communities that have significant representation of minority group members in their population.

In order to maintain high visibility among potential students, the staff participates in a variety of recruitment events, for example, the college orientation programs for high school students in Marion, Polk, and Yamhill counties, the BOOST College Orientation, and the Urban League Career Day.

The staff has been instrumental in the formation of a new organization called, The Hispanic Education Committee of Oregon. The thrust of the organization will be to offer training to counselors and educators — helping them to work more effectively with students from culturally diverse backgrounds, sponsor retreats and conferences to address the issues germane to Latino and other minority youth, and develop fund raising activities in order to provide scholarships for Latino students.

A structured pilot program entitled Project Big Sis/Bro provides access to a limited number of minority group students in one of Portland's high schools. This is accomplished by pairing a Portland State University minority group student with each of the high school youths in order to have a big sister/big brother relationship develop between them. It is anticipated that the high school youngster will benefit from the "near" peer relationship.

Educational Opportunity Program

The objectives of the program are to identify, assess, and admit 265 students who exhibit a need for the comprehensive services of the program and who demonstrate potential and desire to succeed in college; to provide comprehensive supportive services (counseling and guidance, financial assistance counseling, tutoring, instruction, career guidance, and employment opportunities) necessary to allow each student to take advantage of institutional resources; to organize the comprehensive supportive service so as to facilitate students' normal progression towards graduation. 277 students were served by the program in 1983-84.

BOOST Talent Search Program

In 1983-84, the BOOST program provided information about higher education in workshops and other sessions, including high school visitations, to more than 1,600 high school students. More than 314 were provided dropout prevention services and 327 were actually enrolled in colleges throughout the nation. Ethnic breakdown of the 641 students provided specific services was: Alaskan/Native American, 12; Asian/Pacific Islander, 214; Black, 309; Hispanic, 12; and White, 94.

Upward Bound Program

The program attempts to recruit, assess, admit, and retain qualified students who exhibit a need for the services of the program and who demonstrate the potential and desire to succeed in post-secondary education; to provide comprehensive instruction, counseling and guidance, tutoring, cultural and motivational activities that will improve high school performance and prepare participants for post-secondary education; to acquaint the participants with the range of career options available to them with emphasis on fields that require post-secondary education; to evaluate participants' progress toward high school graduation and the skill attainment needed for advancement to higher education.

The program works with three high schools in the Portland metropolitan area — Lincoln, Marshall, and Wilson. The ethnic breakdown of students being served is: Alaskan/Native American, 1; Asian/Pacific Islander, 8; Black, 39; Hispanic, 2; and White, 6.

Campus-Wide Special Service

The program provides individualized peer-tutoring in specific course work as well as in general areas of request, such as reading, writing, English, and math; small group tutoring; drop-in tutoring in math, science and English; a Tutorial Center equipped with resource books and materials; referrals to counselors and other university programs; recruitment of qualified tutors; training workshops and accredited educational courses for tutors. 179 EOP and 32 Upward Bound students were served in the 1984 fall term.

Portland State University is located in a metropolitan area with well over a million in population; it is also in the center of the largest concentration of the minority population of the state. Portland State University will continue its efforts to attract and serve minority students; however, resources which can be allocated to this task are limited.

Western Oregon State College

Western Oregon State College applied for a \$5,000 grant from the Gannett Foundation early in 1984 with which to develop plans for minority student services. In October 1984 when the grant was received and \$4,248 in Title III funds were released, a director was retained to develop plans by the end of winter term, 1985, for:

1. An undergraduate and graduate minority student recruitment program;
2. A booklet on opportunities and services available to minority students;
3. A proposed strategy for the student newspaper, The Lamron, to feature regularly columns on activities of interest to minority students;
4. A list of reading materials of interest for minority students and those interested in reading about culturally different students;
5. An orientation program for minority students; and
6. Formation of an advisory council comprised of community residents, students, faculty, and administrators to monitor progress of student services for minority students.

Additionally, two proposals for funding have been developed and submitted to the federal government. A proposal for migrant and seasonal farmworker students, the College Assistance Migrant Program, if funded, will attract 25 students to the campus. The other proposal, Talent Search, will identify minority high school students in the adjacent counties interested in a college education. These students will be assisted in completing high school and enrolling in an institution of higher education.

In the development of specific plans for the Gannett grant and the two proposals, six public meetings were held to obtain input from area community residents, students, faculty and staff, and administrators. The final report for the Gannett grant was presented to the President of Western Oregon State College on March 22, 1985.

In addition to the above, Western Oregon State College has two minority students working with the Director of Counseling with the following assigned duties:

1. Serve as a student liaison within the college community.
2. Post regular office hours for meetings with the individuals or small groups regarding personal concerns including academic problems, child care, employment, housing, financial aid, and college policies. Make referrals when appropriate.
3. Aid in recruitment and retention of students through special community programs and publicity, in cooperation with the Registrar, Director of Admissions and other campus offices as coordinated with the Director of Counseling.
4. Serve as an advocate for students whenever they appear before any boards, committees or hearings.
5. Maintain a complete and detailed roster of the Native American and Black student populations within the college.
6. Stimulate cultural awareness through movies, meetings and other cultural events.
7. Compose a newsletter on a regular basis about activities of the Black and Native American Student Associations and the Minority Office which will be of interest and value to minority students.
8. Compile educational/cultural materials which will help the Black and Native American students.
9. Serve as liaison with agencies and organizations.
10. Attend conferences, symposiums, meetings, etc., which will enable the representatives to better help the students.
11. Staff tables to help Black and Native American students in the new student registration and campus orientation process.

Southern Oregon State College

Minority Student Program

During the 1969-70 school year, it became increasingly evident that Southern Oregon State College was urgently in need of an official program to address its minority students' concerns.

Primarily because of its geographical location, Southern Oregon State College had a small percentage of racial minorities in its student body. These were not necessarily academically disadvantaged but many of them encountered problems that hindered not only their academic performance, but their personal life as well.

Although there has been a large turnover of coordinators for the Minority Student Program, the basic goals that were set from the beginning have remained constant. They are:

1. Assisting students in achieving their educational as well as their short- and long-term personal goals.
2. Getting the faculty and staff of Southern Oregon State College to recognize the fact that the Minority Student Program is a beneficial program to those students who want to take full advantage of it.
3. Involving and encouraging all students from different ethnic backgrounds to share their culture, ideas, and experiences.
4. Recruiting ethnic and racial minority students to show the obvious pluses of Southern Oregon State College and how to help those students reach their educational and career goals.
5. Keeping in contact with prospective students and assisting new students with registration and campus orientation.
6. Recommending and offering resident-by-exception status to out-of-state students.
7. Making scholarship and grant information deadlines available to the students.
8. Assessing and advising on student academic progress to be sure students maintain a reasonable grade point average and are signing up for the appropriate classes.

The coordinator makes recommendations to the Director of Admissions on the admission of students to Southern Oregon State College through the 5% admissions policy. Since the program does not have scholarship or grant money it offers resident-by-exception status to out-of-state minority students who demonstrate potential academic success by their SAT scores and high school and/or college transcripts. In addition, the student must complete a

resident-by-exception application and show a financial need which is at least the difference between the resident and nonresident cost of instruction.

In the future the staff of the program will be conducting a progress report on students admitted through the 5% policy. Also, there will be statistical analysis of the reasons given by minority students for leaving Southern Oregon State College.

Eastern Oregon State College

Eastern Oregon State College has four programs which provide academic support for ethnic and racial minority students: Special Services for Disadvantaged Students, Special Services for Micronesian Students, an Indian Education Program, and the Developmental Skills Program.

Both the Special Services for Disadvantaged Students and the Special Services for Micronesian Students Programs are federally funded by competitive grants on a three-year cycle. The Indian Education Program and the Developmental Skills Program are both state supported.

Special Services for Disadvantaged Students provides academic, career and personal counseling for its clients. In addition, orientation to college life is provided by peer counselors, and a tutorial program is offered. The Special Services for Micronesian Students Program provides cultural guidance, assistance in financial aid acquisition, and some tutorial assistance. The Indian Education Program provides students with counseling, advising, and financial assistance in the form of advice on filling out forms for reservation support. This program also provides the students with a peer counselor and a place to meet.

The Developmental Skills Program provides instruction in the following courses:

Wr 040	Basic Skills Writing	ALS 040	Basic Reading
Mth 040	Arithmetic Skills	ALS 050	Developmental Reading
Mth 045	Basic Algebra	ALS 059	Methods of Study

Additional courses have been added which will provide additional support next year:

ALS 101	English as a Second Language - Writing
ALS 102	English as a Second Language - Writing
ALS 103	English as a Second Language - Writing

There were 105 minority students in attendance at Eastern Oregon State College during the fall term of 1983. The breakdown of students according to ethnic minority was as follows:

	<u>Fr</u>	<u>So</u>	<u>Jr</u>	<u>Sr</u>	<u>Other</u>	<u>Total</u>
Alaskan/Native American	13	4	0	3	1	21
Asian/Pacific Islander	8	4	8	4	1	25
Black	3	9	18	2	1	33
Hispanic	4	7	6	7	2	26

The following received support from the Special Services for Disadvantaged Students Project:

	<u>No.</u>	<u>% of Group Participating</u>
Alaskan/Native American	9	42.9%
Asian/Pacific Islander	13	52.0%
Black	23	69.7%
Hispanic	16	61.5%

The following students took advantage of the Developmental Skills Program:

Alaskan/Native American	6	28.6%
Asian/Pacific Islander	6	24.0%
Black	12	36.4%
Hispanic	1	3.9%

All Alaskan/Native American students were contacted by the Indian Education Program when they were admitted to the college.

During the spring quarter of the 1983-84 school year, there were 82 minority students in attendance at Eastern Oregon State College. All of the Micronesian students were supported by the Special Services Micronesian program. The student breakdown according to ethnic minority was as follows:

	<u>Fr</u>	<u>So</u>	<u>Jr</u>	<u>Sr</u>	<u>Other</u>	<u>Total</u>
Alaskan/Native American	8	5	3	4	0	20
Asian/Pacific Islander	4	4	5	6	3	22
Black	0	0	12	4	0	16
Hispanic	3	4	7	8	2	24

Thus the retention rates at year's end for the ethnic and racial minority students starting at Eastern Oregon State College in the fall term 1983-84 was as follows:

Alaskan/Native American	95.2%
Asian/Pacific Islander	88.0%
Black	48.5%
Hispanic	92.3%

The total number of 1983-84 graduates by ethnic group was as follows:

Alaskan/Native American	4
Asian/Pacific Islander	18
Black	2
Hispanic	4

Oregon Institute of Technology

The Oregon Institute of Technology continues its long-term commitment to minority students, to their admission, enrollment, retention, and graduation. These policies are within the guidelines established by the Oregon State System of Higher Education.

At the time of application, the student's high school transcript and any other relevant testing material is reviewed by the Admissions Office. This material, in turn, is sent to Counseling and Testing. This office reviews the materials and recommends for placement in mathematics/English and other major courses. In the next process, this information is forwarded to the student's major department. The student is assigned a faculty advisor within the department who assists in developing the student's schedule. At this point, all students go through an orientation with their major department before they start the actual enrollment process.

Each term the student's academic department reviews the individual's academic progress. Appropriate recommendations in terms of future course selection are then made.

The Learning Resource Center has a wide variety of interactive software programs particularly aimed at the areas of mathematics, English, chemistry, and physics. Student tutors are readily available to assist those who may be having difficulty with these classes. Faculty members with lecture and laboratory sessions are available at office hours or in the laboratory. In the case of the high demand classes, video tapes of the course lectures are available on demand at the Learning Resource Center.

The Associated Students provide a number of programs dealing with the student's individual adjustment to college. These programs deal with stress management, personal time management, familiarity with the "system," and other issues germane to the student's needs. All students, particularly minority students, are encouraged to spend time in our Career Placement Center. This gives a student an opportunity for accurate and realistic career information. Students are encouraged to speak directly with the representatives of industry who come to our campus to seek our graduates.

The commitment to minority students is to provide supportive services which allow for personal and academic growth and success.

Oregon Health Sciences University

Office of Minority Student Affairs

The chief educational mission of the Oregon Health Sciences University is to "provide superb education in the Health Sciences." A part of our educational goals is to "admit and retain students of demonstrated ability from all segments of the population." The Minority Student Affairs program is an integral part of the total institutional concern with the individual developmental needs of ethnic minority and/or disadvantaged students.

In keeping with the missions of the Health Sciences University, the Office of Minority Student Affairs' philosophical base is derived from the belief that the individual is unique and has an innate right to participate in decisions that affect each. It is further believed that socialization of the ethnic and racial minority students into the middle class lifestyle that pervades most college campus universities can be greatly facilitated if mechanisms specifically tailored to student psychological and sociological needs are implemented. Therefore, the faculty services of the Office of Minority Student Affairs, Oregon Health Sciences University, are dedicated to meeting the holistic needs of each potential minority healthscholar and those defined as educationally disadvantaged or underrepresented.

The purpose of the program is to assist students in acquiring information and developing insights, attitudes, and understanding about themselves and their environment. The functions of the program include identification of students in the target population through high school and college recruitment visits, individual and group counseling, consultation, orientation, articulation with other institutions, interpretation of programs and institutional and professional research.

The program staff identify the students' needs, assess students' strengths, assess the potential for commitment to work, assist students in becoming aware of career development and progression, and assist students to see the career choice in the totality of the working world as well as viewing self as an economic entity.

The staff's primary concern is to attend to the students' needs which affect their scholastic achievement. Therefore, the program is designed in three phases: (1) recruitment, (2) counseling, and (3) retention services.

The Recruitment Services are designed to meet the following objectives:

- a. Identify students from ethnic and racial minority groups who exhibit interest and motivation towards achievement in a health career;
- b. Provide the students with assistance and accurate, realistic information regarding choices which affect them and their families; and
- c. Provide structure and support to the students' formulation of a plan of action.

The Counseling Services are designed to:

- a. Provide those supportive services which are necessary to allow the student to enhance the potential for personal and academic success;
- b. Organize the supports which will provide for the students' progression towards completion of graduation requirements; and
- c. Identify and assess students who exhibit a need for assistance and who demonstrate desire and potential for success in a health sciences career.

The Retention Services attempt to:

- a. Provide accurate individual assessment of students' academic strengths and weaknesses as they relate to the appropriate health professional curriculum;
- b. Provide prescriptive counseling which directs the development of students' academic skills;
- c. Provide a variety of methods of instruction by which students can enhance their academic achievement; and
- d. Provide a variety of student-centered cultural enrichment activities.

The major obstacles impeding minority student participation and completion of graduate and professional education programs in the health sciences fall into five major categories: (1) financial aid, (2) academic preparation, (3) supportive service systems, (4) environment, and (5) information. Given these variables, remediating strategies stressed at the Oregon Health Sciences University are: (1) expanding efforts in outreach, recruitment, and admissions; (2) more responsive counseling, student affairs, basic skills, and adjunct course services (i.e., tutorials); (3) continued development of special programs and services; and (4) improved faculty, staff, and student awareness of underrepresented students and their modes of learning.