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ABSTRACT

Issues involved in the higher education community's role in increasing opportunities for minority youth are discussed in the following chapters: (1) "Education's Call to Action: An Introduction to the Issues" (demographic trends and the significance of the underrepresentation of certain minority groups in education); (2) "Myths and Realities in Minority Education: Touchstones for Decisionmaking," by Kathleen Ross (advice for non-minority administrators on achieving educational equity); (3) "Minority Students on Campus," by Genevieve M. Ramirez and Paul B. Thayer (successful minority student retention); (4) "The Community and Minority Students," by Edison O. Jackson (how the education community can contribute to educational equity); (5) "Sending the Right Signals: Using State Influence to Increase Minority Degree Achievement," by Patrick M. Callan and Diane Kyker Yavorsky (using policy tools); (6) "Ten Principles for Good Institutional Practice in Removing Race/Ethnicity as a Factor in College Completion," by Richard C. Richardson, Jr., and Alfredo de los Santos, Jr. (institutional leadership and commitment the educational success of minority students); and (7) "Exemplary Programs for College-Bound Minority Students," by John Halcon (descriptions of 18 exemplary programs in an updated reprint of an earlier publication of the same title). References are provided at the conclusion of individual chapters. (KM)

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A Crucial Agenda:

Making Colleges and Universities Work Better for Minority Students

Editors

Morgan Odell

Jere J. Mock

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Western Interstate Commission for Higher Education
Boulder, Colorado

WICHE

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Arizona	Hawaii	Nevada	Oregon	Washington
California	Idaho	New Mexico	South Dakota	Wyoming

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- working with states and institutions to increase educational equity.
- establishing the Western Cooperative for Educational Telecommunications to help institutions and states make better use of telecommunications and technologies for educational purposes.
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FOREWORD

MANY WOULD AGREE with pollster Louis Harris that America's survival clock is ticking.

Over a third of the entire population of this country will be non-White minority by the turn of the century. If population trends continue, it is not inconceivable that close to a majority of the children under 18 will be non-White minority group members. These statistics reveal the essence of the challenge of survival America faces. To put it bluntly and categorically: By the end of the next decade, the United States will have either succeeded or failed on the pivotal issue of how to open the doors of opportunity to minority young people.¹

The nation's crucial agenda is to find more keys to open more doors of opportunity for minority youth. The higher education community must play a pivotal role in this process. This community is beginning to understand its urgent responsibility and is starting to analyze its past failures, experiment with new strategies, and reach out to other segments of society for help.

During the past six years, the Western Interstate Commission for Higher Education (WICHE) has undertaken a series of reports and activities focusing on the participation of minorities in higher education. These have included a number of publications, regional and state workshops, and other activities aimed at supporting the efforts of educators, policymakers, and community leaders.

WICHE, with funding support from the California Casualty Group and The College Board, commissioned papers for this publication from educational leaders and scholars who have dealt with the implications and challenges of this issue for many years. The contributors to this publication share a common vision of the role education can play in reflecting the positive aspects of a truly multicultural society. They believe that all parts and levels of education can work together to increase educational equity, that students can be encouraged and empowered to succeed, and that states and higher education together can exercise the necessary leadership to accomplish these tasks.

1. Louis Harris, "2001: The World Our Students Will Enter," *The College Board Review*, No. 150, Winter 1988-89, p. 23.

WICHE has focused on the changing ethnic composition of this region in an effort to encourage greater minority access and educational effectiveness across the West. But the concepts set forth in this publication are relevant to the education of minority students throughout the nation and beyond. The introductory chapter sets the context by examining the demographic transition occurring in the Southwest, a region heavily affected by the growing proportion of minority population and the increasing number of minority students.

A number of common themes appear in the chapters that follow. The first involves attitudes. Persuading minority students that they can succeed and providing the necessary resources both on and off campus to foster that success are essential. The attitudes of policymakers, institutional leaders, and faculty must embrace and affirm pluralism.

Second, we must confront some core values and behaviors in higher education. Basic instructional goals and activities must not be pushed aside by research and publishing agendas. Efforts to integrate multicultural perspectives into disciplines and teaching methods must be rewarded.

Another theme is that of partnership. Joint effort and shared responsibility among a variety of players are needed to improve minority students' educational opportunities. Closer ties must be developed between higher education institutions and the elementary and secondary schools. Community and private sector resources must be utilized more effectively. Parent involvement in education must increase.

Finally, the issue of minority student education must be framed as an urgent state policy concern. Presidents, governing and coordinating boards, state higher education executive officers, legislators, and governors all must play decisive roles in keeping the issue in the spotlight. State incentives should be used as a springboard for institutional initiatives, and sufficient resources must be provided to make meaningful change possible.

In the final section you will find an updated edition of WICHE's *Exemplary Programs for College-Bound Minority Students* (1988). This brief report, now out of print, was enthusiastically received both regionally and nationally. The update contains short descriptions of 18 exemplary efforts to improve the participation and success of minority students in higher education.

We wish to acknowledge the valuable contributions made to this publication by WICHE program coordinator Jere Mock, and by Morgan Odell, former president of the Association of Independent California Colleges and Universities, who first suggested this publication and then gave time to organizing and editing it. We also want to thank the many people who provided advice to enhance our work.

July 1989
Boulder, Colorado

Richard W. Jonsen
Deputy Director
Western Interstate Commission
for Higher Education

PREFACE

PRIOR TO THE LATE 1960s only a handful of predominantly White colleges and universities made special efforts to serve minority students. But in the past 20 years virtually every institution in the country has adopted new policies or developed new programs for this purpose. Despite these actions, however, the percentages of underrepresented minority students (Black, Mexican American, Puerto Rican, and Native American) now entering college are little different than they were 20 years ago.

Why is this so?

The authors of this publication offer three principal reasons why institutions have had so little success in attracting and retaining minority students:

1. The problem has not been sufficiently understood;
2. Only small percentages of faculty and staff are expected to give special attention to at-risk minority students;
3. Higher education institutions and elementary and secondary (K-12) schools do not work together nearly enough in addressing the problem.

Understanding the Problem

When institutions, individually or collectively, act to raise minority participation they tend to devise strategies that address only a narrowly defined issue or a part of the problem. When that particular approach fails as a remedy, attention then shifts to another specific element. Little attempt is made to develop a clearer understanding of the broader problem.

Prompted by lagging enrollment among Black and Hispanic students, the California Postsecondary Education Commission conducted its first study of the subject in the mid-1970s. The central hypothesis of this investigation was that the main answer to the problem lay in improving methods of student recruitment. The recommendations emerging from the study pointed to successful recruitment techniques utilized by a number of the state's independent institutions that had relatively high enrollments of minority students. The study report gave little mention to the quality of preparation students would bring to higher education or the conditions and circumstances they would face on a college campus.

“Academic preparation” became another element identified as the central barrier to minority student participation and achievement. To respond to this deficiency, colleges and universities have employed a variety of means to serve students not meeting regular academic standards: first came special admission requirements, then remedial courses, and later tutoring and academic counselling. Only students who fell short academically have received special attention — attention that ceased when their academic skills improved or when they left the institution.

Time, however, revealed that such strategies did little more to raise minority participation and achievement than those aimed at improving student recruitment. This realization led to recognition of several non-academic factors that influence performance, such as unfamiliarity with the world of higher education and fear of failure. Accordingly, orientation sessions were introduced to acquaint students with the workings and mysteries of a college campus. Later these “bridge” programs were expanded to include more personal matters such as building the self-esteem that allows a person to know that he/she “belongs” at an institution and has the ability to succeed. This was movement in the direction of the educational concepts that Jaime Escalante, the highly-acclaimed mathematics teacher at Garfield High School in Los Angeles, has illuminated so vividly: powerful learning can occur when students are faced with high expectations, given the self-confidence and incentive to achieve, and offered the support of dedicated, hard-working professionals.

As we can see, educators have sought to overcome a variety of barriers in order to raise minority student participation and achievement. No single barrier was an inappropriate target, but each proved to be only part of the overall problem. As the effort continues we will learn the importance of new elements, as we are now becoming more aware of the roles that cultural background, socialization, and parental support play in the education of minority students, not just in the early grades but at the college level as well. We also are observing the success of some programs that serve only Hispanic or only Black students and thus run counter to conventional educational principles.

No one can foresee all the answers that ultimately will emerge, but there now appears to be ample evidence to conclude that successful programs share a common approach: they are multi-dimensional in that they employ strategies to strengthen students’ academic skills, their ability to function in the campus environment, and their self-esteem, sense of purpose, and cultural awareness. This is why authors of this publication urge institutions to adopt comprehensive, campus-wide plans for increasing minority participation and achievement. State policymakers also must create system and state-level plans that support this objective.

Campus Involvement

Generally speaking, minority student programs are found on the periphery of the campus, physically apart, operated with soft money and non-tenured staff, rarely an item on the academic senate agenda — orphans no one is seeking to adopt. For the great majority of faculty, staff, and students, minority programs are things apart, deserving of intellectual approval but evoking no feelings of personal involvement or responsibility.

The gulf we describe is probably a consequence of the way minority education programs entered the campus. They were not made the responsibility of existing offices or departments nor woven into the existing curriculum. Rather they came as add-ons, an arrangement acceptable to the cam-

pus, for it meant new jobs for new, largely minority, staff members, and business as usual for incumbents. Implicit in this design was the idea that in order to succeed, minority students would have to adjust to the institution—the institution operated by the traditional faculty and staff. But this arrangement has not worked very well, as we know. Past failures and future demographics say it is time for a change.

It is time to confront some of higher education's core values and customary behaviors. The plea that teaching should be accorded as much recognition as research and publishing is hardly new, but now there is added and compelling reason to re-order these values. For at the heart of effective education for all students is good teaching—teaching that is both strong in substance and attuned to the character of the students it will address. Faculty leaders, along with institutional and state leaders, must provide tangible rewards for teaching excellence and active involvement with students, and must assure that adequate resources go to instruction and academic support. Real progress in minority student achievement will come only when there is campus-wide understanding that every faculty and staff member can play a part in making it happen and when many are determined to do so.

Higher Education and K-12 Partnerships

The two levels of education have had little to do with one another in past years. For most higher education institutions the only continuing contact with schools has been in teacher education. But given the present situation, it seems clear that colleges and universities should have been a lot more involved. If they had been they could have:

1. provided more educational leadership in both school curriculum development and in conducting and applying research on teaching and other forms of instruction;
2. devoted greater resources to the education of teachers on their own campuses and sought to attract stronger students to the field;
3. provided more information and encouragement about college attendance to younger students;
4. studied drop-outs, drop-out prevention, and the effects of demographic change on the schools, utilizing faculty from sociology, anthropology, psychology, language, and economics, as well as education;
5. expressed concern about the plight of the schools when many were deteriorating, assessed their condition, and voiced their findings to government and education officials, parents and others.

Fortunately, the picture is changing for the better. Increasing numbers of colleges and universities are joining with schools in a variety of activities, many that focus on at-risk students. School-business partnerships are growing in number and in strength. In addition, schools with high enrollments of at-risk youth are building close ties with community human service agencies to obtain their help in preventing drop-outs. Some are making special efforts to increase the involvement of parents in the education of their children and to enlist community residents as mentors

and role models. These are programs that colleges and universities should support and, where beneficial, adopt for their own students.

All of these developments are promising because increasing minority student participation is a critical job requiring the deployment of available resources at all levels of education. But no development offers a greater return than the emerging higher education and K-12 partnership. In this partnership, the schools have the students while colleges and universities generally have more resources to bring to bear and more latitude in using them; they must, therefore, join with the schools to provide strong leadership in initiating and sustaining cooperative programs.

The limited and tardy response of most colleges and universities to the problem of minority participation is understandable. Organizations are naturally reluctant to divert resources from their central tasks and characteristically seek to deal with seemingly tangential matters with as small an investment of staff and dollars as possible, and with the hope that the problem will soon disappear. This is what colleges and universities did about minority participation and achievement when they made only partial attacks on the problem, when they brought only a small percentage of faculty and staff into the process, and when they chose not to become involved with K-12 schools. The interests of students, institutions, and the nation now demand much more.

We want to thank the contributors to this publication for the thought and time they have given to their chapters. We are pleased that this publication gave them the opportunity to explore attitudes and perceptions — those of students and also those of faculty and staff — for we are persuaded that these factors hold the key to greater achievement by minority students.

Morgan Odell and Jere J. Mock, editors

1.

EDUCATION'S CALL TO ACTION: AN INTRODUCTION TO THE ISSUES

WITHIN THE FORESEEABLE FUTURE the minority populations of the Southwest will become the majority. The significance of this transformation is far more than linguistic. This change will be felt in every sector of society and will become the most important factor influencing the region's economic and social development in the 21st century. This fundamentally new alignment requires all of us to rethink the meaning of social and economic integration and to restructure social institutions to serve a diverse society.

Today, nearly one-third of the people who live in the five southwestern states of Arizona, California, Colorado, New Mexico, and Texas are members of minority groups. So are more than 45 percent of the children under age five in those states. The proportions are rising, and will continue to rise as a result of immigration, comparatively high birth rates, and the aging of minority youth already in the Southwest. Just after the year 2000, minorities will constitute the majority of Southwesterners under age 30. They will become the majority of the Southwest's total population shortly thereafter.

Large segments of these minority groups—particularly Blacks, Hispanics, and American Indians—are underrepresented in education at all levels. Too many are in the lowest income strata and face limited employment opportunities. The convergence of these conditions—continued minority population growth and limited minority participation in education and the economy—portends a disheartening future for the region, unless appropriate actions are taken soon. To understand why the need for action is urgent, it is helpful to look first at some demographic trends and economic changes shaping life in the Southwest.

Demographic Facts, Economic Consequences

In the 15 years between 1985 and the year 2000, the U.S. population is projected to increase by 12.3 percent. Nearly 60 percent of this projected growth will occur among minority populations. The overall growth rate of 12.3 percent for this period includes growth of 23.0 percent for Blacks,

This Introduction is adapted from *From Minority to Majority: Education and the Future of the Southwest*, Western Interstate Commission for Higher Education, 1987.

45.0 percent for Hispanics, and 48.4 percent for other minority groups, compared to a 6.5 percent increase in the White population.

Arizona, California, Colorado, New Mexico, and Texas will be among the states most heavily affected by these trends. In these five states, the proportion of total minorities ranged from 17 to 47 percent of the overall population in 1980. Hispanics are the largest minority group, ranging from approximately 12 percent of the population in Colorado to 37 percent in New Mexico. These numbers are certain to be higher when next calculated in the 1990 census and still higher in the decades to follow.

These minority populations tend to be younger than the majority population, reflecting a larger proportion of both children and of adults of childbearing age. Nationally, the median age of Hispanics is 23 years, compared to a median age of 32 years for Whites. Nationally, the birth rate among Mexican-Americans during the past decade was about 2.9 children per female, compared to 2.4 for Blacks, 2.1 for Puerto Ricans, 1.7 for Whites, and 1.3 for Cubans. As demographer Harold L. Hodgkinson has pointed out, the Mexican-American birth rate is not high in historical terms; the White birth rate during the "baby boom" of 1946 to 1964 also was 2.9 births per female, and a rate of approximately 2.1 children per female is necessary just to maintain the population. Rather, birth rates in other groups are relatively low.

Large numbers of Hispanics and Southeast Asians have immigrated to the Southwest during the past decade. Their birth rates and age ensure that they will make up a growing percentage of total population. As immigrants from Mexico, other Latin America countries, and Southeast Asia become residents and citizens, their need and demand for education and other services will increase.

These demographic trends are a concern for policymakers because so much of the growth will be in minority groups that now experience low educational achievement, and have a tradition of low level labor and service employment with limited job advancement.

With this background, there are two possible scenarios describing economic development into the 21st century. An optimistic view holds that a new broad base of highly skilled workers drawn equally from all ethnic groups and both sexes will drive an economy based on technological development and newly-created services. But another scenario sees the economy and our patterns of education propelling the nation to the brink of the divided society forecasted by the Kerner Commission over 20 years ago. In this new version of the divided society, an overwhelmingly White, educated, elite controls the arenas of technology and finance, while the rapidly-evolving but relatively poorly paid service sector is left to minority groups and Whites with inadequate education.

It is important to note that this latter vision of a divided society does not result from overt segregation or racism, but is instead a likely outcome if current social and economic trends are played out to their logical ends. Indeed, achieving the optimistic scenario of a more equitable society will require active intervention to re-direct trends now developing in many areas, but especially in education.

The Southwest is particularly vulnerable to this intersection of demographic trends, economic forces, and increasing needs for education. Continued population growth in the region will result less from migration from other regions of the country than from high birth rates among current

residents or immigrants. Many believe that continued economic growth will depend less on the exploitation of natural resources and more on the development of human resources. Any shift from agriculture to agribusiness, from mining and oil and gas production to high-tech development, from manufacturing lines to technical services, and from large to small industries, will require a more highly skilled and educated work force. Such economic transformations must be accomplished in the context of the sure-to-happen demographic changes. Success will require a greater commitment to equity and effectiveness in education than has existed in the past.

The Challenge to Education

Low levels of minority student persistence and achievement point to an apparent inability of the educational system to educate minority students successfully. Since the greatest demographic changes are occurring among minority groups and the youngest members of society, educators must take the lead in making every school system and every institution of higher education more responsive to the needs of minority students.

There is attrition among minority students at each level of education (elementary, secondary, undergraduate, and graduate) and even more attrition at the transition points between sectors. To stop this leakage, each level must do a better job of preparing and motivating students for the next, while each also reaches out to students at lower levels through cooperative programs. The entire educational system must become one that enables students to continue their education and encourages the different sectors to cooperate, rather than function as a discrete set of parts that too often attains opposite results.

At the same time, education is not the only social institution that contributes to the problem of low minority achievement; it is therefore not the only delivery system that needs to be changed. For example, minority children are less likely to have received the pre-natal and nutritional attention that develops one's capacity to be educated. They often need special pre-school and extra-school support services. Meeting these needs will require intervention by many segments of society.

Income levels and other aspects of socioeconomic status compound the problems. The minority groups underrepresented in education are disproportionately from lower-income status, have limited exposure to formal education, and reside in areas where the benefits of education are not much in evidence. These factors can limit the motivation of minority students and contribute to their lack of success in education. When students leave, drop out or are pushed out, they face restricted employment options and other opportunities, and they find their lives little improved by their education experience. Until this cycle is broken, failure in school will persist, along with limited economic prospects.

Despite intragroup differences, the contrasts across major racial and ethnic groups are quite clear. According to census data from the Southwest, 83 percent of the White population ages 18 to 24 has completed high school, compared to 60 percent of Hispanics and 75 percent of Blacks in this age group. In 1985, 34.3 percent of college-age White high school graduates were enrolled in institutions of higher education, compared to 26.1 percent of Blacks and 26.9 percent of Hispanics. For Whites, these figures represent a historically high rate of postsecondary participa-

tion, while the rates for minority students are down from previous years.¹ The college enrollment of American Indians is consistently below their proportion of the population.

Moreover, most minority undergraduates attend public two-year colleges: more than 60 percent of total Black and Hispanic enrollments in the Southwest are in community colleges, compared with less than 50 percent of total White enrollments. Accordingly, the representation of Blacks, Hispanics, and American Indians is substantially lower at baccalaureate and post-baccalaureate institutions.

In certain areas of study, the minority presence is nearly non-existent. For example, in computer science, only one Black received a doctorate out of 355 awarded nationally in 1986; in mathematics, Blacks received only six of the 730 doctorates.² In the Southwest in 1985, Black and Hispanic students received 5.5 percent of the bachelor degrees awarded in Engineering,³ 3.2 percent of the master's and professional degrees, and 2.1 percent of the doctoral degrees.

These discouraging statistics must be viewed in conjunction with the population growth patterns of minorities. If rates of participation in education do not change markedly for minority students while their numbers continue to rise, almost certainly there will be a drop in overall educational achievement levels. Simply to stay even with current achievement rates, schools and colleges must be considerably more successful in attracting, retaining, and graduating minorities than in the past.

A consequence of limited minority participation in baccalaureate education and a cause for additional concern is the marked underrepresentation of many minority groups at the graduate and professional levels. Until education is able to prepare more minorities for professional, scientific, technical, and organizational leadership, they will continue to be underrepresented where they are most needed.

Particularly pressing is the shortage of minority educators. Although research has consistently demonstrated the importance of role models in motivating students, minorities historically have been underrepresented within the teaching profession, in school leadership positions, and on college and university faculties. The gap between student enrollment and representation among teachers is most pronounced among Hispanics. In California, for example, where roughly 25 percent of public school enrollments are Hispanic, only 6.6 percent of teachers are Hispanic.

Because the composition of the student body is changing more rapidly than the composition of the teaching profession, this imbalance will grow. Nationally, there was a strong decline through the last decade in the percentage of college graduates entering teaching, including minorities. By 1995, when the minority student population in the nation's schools approaches 30 percent, it is

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1. U.S. Department of Education, *Digest of Education Statistics*, 1987, Table 134.
 2. Commission on Minority Participation in Education and American Life, *One Third of a Nation*, 1988.
 3. Western Interstate Commission for Higher Education, *Shaping the Future of the Southwest*, Table 30.

projected that the proportion of minority teachers could be less than 5 percent. Yet of the estimated 1.5 million new teachers the nation will need by the mid-1990s, at least 500,000 of them would have to be drawn from ethnic minority backgrounds in order to achieve parity with the minority student population.⁴

In response, higher education must occupy a dual role: first, as the institution responsible for training teachers and second, as the leader of the education community. Colleges and universities establish many of the goals and standards that define success and failure at the lower educational levels. They shape, directly and indirectly, the K-12 curricula, train elementary and secondary teachers, and conduct research relating to teaching and learning. If closer relationships are to be forged between K-12 and higher education, the latter must initiate and sustain channels of communication and action. Colleges and universities must set a better example in the involvement of minorities—students, staff, administrators, and faculty.

To have our educational system live up to its great democratic promise will not be an easy task. It will take many initiatives and much perseverance. The causes of low minority achievement are complex, often interwoven in ways that cannot be disentangled in research or in the experience of individual students. Nevertheless, many of the factors that contribute to minority underrepresentation and underachievement in higher education can be identified, as they are in this publication. Because of the complex nature of the problem, isolated effort will not be as effective as systematic and coordinated action involving all sectors of education.

4. National Governors' Association, Center for Policy Research, *Capital Ideas*, March 15, 1988.

2.

MYTHS AND REALITIES IN MINORITY EDUCATION: TOUCHSTONES FOR DECISIONMAKING

Kathleen Ross

IT WAS THE DAY BEFORE GRADUATION at the small, rural Heritage College in Toppenish, Washington. A young Hispanic student was standing at the front door as the college president approached. "I can't believe I'm finishing a college degree," the student commented. Thinking that this looked like the ideal time to get one of those "testimonial" statements presidents always like to hear about their colleges, she asked, "What did you like best about your college education?" After a thoughtful pause, he responded, "There isn't any race or ethnicity here." The president's face instantly registered shock and dismay; she was very proud of the fact that the college enrollment was 25 percent Native American and 30 percent Hispanic. The young man saw her discomfort and smiled. "I mean," he explained, "you aren't judged on your ethnic background here. It doesn't matter. You are a *person* and you're expected to perform your personal best. No other teachers or school ever treated me like that before."

How do minority students really see their colleges? What do they really need to succeed? For non-minority administrators and policymakers, these are frequently puzzling and confusing questions. As a president heavily involved in minority education, I believe that it is time for White administrators like myself to speak frankly to other non-minority administrators: This is *our* problem. As the leaders of colleges and universities we need to learn how to educate minority students. It is not the problem of minority students or the tiny number of minority faculty who already have their hands full trying to make the best of our ignorance.

We are the persons who have to change — not only ourselves but also the system. It is our turn to practice a little humility and to recall that humility is based not on self-effacement but on truth. And that is the focus of this chapter. Its purpose is to point out some basic truths which must be in the minds of administrators and policymakers who take seriously higher education's obligation to serve the new mainstream of American society. The chapter highlights these truths by examining eight prevailing myths concerning the education of minority students.

Kathleen Ross is president of Heritage College in Toppenish, Washington.

MYTH 1:

A college or university must have ethnic studies programs in order to be successful at minority education.

This myth makes three false assumptions: most institutions will have sufficient resources to mount an academically credible ethnic studies program; many minority students are preoccupied with issues of ethnic identity; and a multiculturally sensitive curriculum can only happen in the company of ethnic studies programs. On the contrary, minority students in general find their compatibility with an institution enhanced when it is cognizant of their real career goals and takes a more pervasive approach to building cross-cultural awareness into the curriculum.

College students choose majors that they think will lead to promising occupations, or those majors that satisfy an intellectual, creative, or emotional need. As Alexander Astin's surveys have been telling us in recent years, more and more students fall in the first category. Further, since a large proportion of minority students come from family backgrounds where financial security is not assured, many of these students want to be employed at a reasonable salary when they complete their degrees. Only a small percentage plan to finish a graduate degree before seeking employment. Although we need to encourage minorities to pursue academic careers in the professoriate, most of these positions will not be in ethnic studies positions.

Some major universities and some well-endowed colleges have developed excellent ethnic studies departments. But many other institutions, lacking the capital to do the job right, end up wasting valuable resources in under-financed efforts that produce only mediocre ethnic studies programs. Such programs neither meet the career aspirations of minority students nor make real contributions to legitimate scholarship in these important academic areas.

Colleges and universities without substantial resources to devote to ethnic studies programs can nevertheless make curricula additions that fill a real need and help attract and graduate minority students. Examples include a special concentration on small business management; a new secondary school teaching methods class on integrating ethnic literature and the classics; or a humanities core component in cross-cultural communications. In successful minority education programs, curricular changes are frequently made *within* current majors and degree programs, rather than as distinct ethnic studies programs.

This is not to say that there is no need for ethnic studies classes. A Native American student attending a large state university remarked that, "The only thing that kept me sane in my biology major was the one elective I took each term in Native American art or culture. My advisor kept pointing out that I didn't *need* those classes for graduation. Little did he know!"

The availability of an ethnic specialty class such as Indian art does not require a college or department in Native American studies. Many departments can offer at least one course that appeals especially to the major ethnic groups on campus. This can be done readily in history, political science, literature, religious studies, languages, art, music, sociology, anthropology, and psychology. Such curricular additions usually cost very little and can be accomplished without the academic battles that can be involved in opening a new department or major. However, departments should use regular standards in developing the syllabi of such courses, assign faculty (not graduate assistants) to teach them, and monitor the quality of work performed in the courses.

Departmental ethnic studies courses should be legitimized by the involvement of the best tenure-track faculty, whether they are minority or not.

Those colleges with considerable experience in multicultural education can take a further step by integrating appropriate ethnic content wherever it fits naturally. A Black student noted that, "When we came to the immigration of the Irish in our U.S. History class, the professor asked if any student had great-grandparents who came over in the potato famine, and a couple of guys told stories passed down in their families. The instructor then talked about oral history and its function in the development of recorded history. But when we got to the emancipation of the slaves, he never asked if any of the class had ancestors who were slaves, and never talked about what that history has to do with Black people today. I felt like I and the other Black students in the class had suddenly become invisible — like slavery was a bad dream that didn't really happen. I never felt the same enthusiasm for studying history after that . . . It just didn't relate to me any more."

Integration of ethnic content can happen only *after* a faculty member has become aware of his or her biases concerning what is "orthodox content" and what is not. While maintaining traditional subject matter as the mainstream of each course, the excellent professor always has been able to integrate other material which directly reflects the character of the student body and of the community in which the college is located. For instance, urban and rural settings provide colleges with quite different local news to illustrate lessons in history, political science, environmental biology, literature, and many other disciplines. Administrators should find ways to reward professors who revise their course syllabi in the light of relevant ethnic scholarship.

To illustrate, a sociology professor in a class on human population had long noted, in a cursory fashion, the precipitous decline in Asian residents during the 1940s in the West Coast states. She knew that the drop was due to the relocation of the Japanese during World War II, but it was not until she had Japanese-American students in her class that she realized her one-sentence reference to this phenomenon was insufficient. Several library research forays later, she was able to bring a significant new level of understanding to her presentations on population change analysis. Simultaneously, she was tacitly recognizing the authentic experience of her Japanese ancestry students, which in turn motivated their full involvement in the learning process and subsequent high achievement. This professor integrated the new material into her permanent syllabus, and another step was taken in an authentic multiculturalization of that college.

It is important to both minority and non-minority students that intellectual honesty and a commitment to continued learning be modeled by their professors. This is a powerful reason for the university to reorder its priorities to reward teaching improvements just as it rewards research and professional publication. What is needed is a commitment by all professors to discover their own blind spots about events and realities that are a part of the life experience of minority groups.

This gradual process of strengthening the curriculum of the entire institution through continuing changes by individual faculty members is, in the long run, the best route to multiculturalization of the curriculum. Scholarly publications from the nation's top-notch ethnic studies programs play an important role in this process. But for the majority of institutions, the essential component for change is the development of a long-range multiculturalization plan that encourages all departments and professors to reexamine their disciplines and their teaching in this context. It is the right thing to do in terms of scholarly integrity.

A multicultural curriculum is also an asset in the educational experience of all students, not just minorities. These future alumni will be more successful as persons and as professionals in tomorrow's world if they are multiculturally competent. By rubbing shoulders with persons of other ethnic backgrounds in courses that openly discuss multicultural issues, students achieve a kind of holistic learning that cannot be achieved through such makeshift solutions as "supplementary reading lists." By learning about other cultures in a context of intellectual inquiry and dialogue, they become aware of the subtle yet vital interpersonal aspects of becoming multicultural. Additionally, this awareness should launch the next generation of scholars and university professors, both White and non-White, on its way with a breadth of vision that many of us had to find for ourselves much later in our careers.

MYTH 2:

Until a college or university has hired several minority faculty, it cannot serve minority students successfully.

A look at the relevant statistics (see the *Digest of Education Statistics* for the past 10 years regarding doctorates awarded) will lead any thinking college administrator to admit that if this myth were true, 95 percent of the non-minority institutions in the nation would have to postpone plans for doing a good job with minority students. There are few doctorally prepared faculty applicants, and even fewer are in the pipeline.

This does not excuse any institution from its obligation to make concerted and sustained efforts to find and hire qualified minority professors. (Indeed, some academics believe that there are more applicants "out there" than are being recruited.) But even so, a desperate scarcity of minority faculty will exist for at least 10 years. During this period, the excuse of not being able to find qualified minority faculty must not be used by institutions to avoid serious efforts to serve today's minority students. Instead, institutions should recognize that not every qualified applicant — either minority or non-minority — automatically has the personal qualities or skills to be an admired role model for minority students. Concerned, sensitive, and open-minded faculty of any ethnic background can be retrained, however.

Interinstitutional competition and bidding wars compound the problem. Virtually every non-research institution has at least one "war story" about a search involving a great effort to find and hire a suitable minority faculty member, only to discover that the prospect's salary requirements were totally beyond the institution's capabilities. Large and prestigious institutions can always outbid smaller ones.

A recent study by Shirley Vining Brown explains why these episodes are becoming more frequent. First, the number of full-time faculty positions held by Black Ph.D.s has declined dramatically since 1975, and so has the number of Blacks receiving Ph.D. degrees. Second, the percentage of minority Ph.D.s who choose academic careers is also declining. Although two-thirds of new Black Ph.D.s opted for academic jobs in 1975, just one-half chose academia in 1986; and new Hispanic Ph.D.s showed a similar pattern.¹

1. Shirley Vining Brown, *Increasing Minority Faculty: An Elusive Goal* (Washington, DC: Educational Testing Service and the Graduate Record Examinations Board), 1987.

Recent figures from the National Center for Education Statistics are not encouraging, since they indicate that attendance of minorities in graduate schools also has declined over the past five years. Thus, the situation is getting worse: the percentage of college-aged minorities is rising while the percentage of minority faculty and potential faculty is declining.

Myth 2 ignores important realities about the role of faculty in determining the success of students. What matters for a student when college attendance gets difficult — irrespective of ethnic background — is the level of commitment, bonding, and involvement that the student feels with his college at the time. In situations where personal pressures (psychological, financial, family, etc.) to drop out are high, the network of personal caring relationships the student has developed are crucial for his survival. At this point what matters most are the individuals within the institution who have developed rapport with the student and who take appropriate supportive action because they are aware that a crisis exists in the student's life.

The myth that minority faculty members are needed for minority students to succeed is based on a scenario that goes something like this. In the ideal institution, at least one faculty member *from the same cultural background* as the student will develop a caring advisor-advisee relationship. This instructor will be aware of the needs of the student and will possess those interpersonal qualities that allow him or her to respond quickly and skillfully with appropriate counseling and referral when the student needs help. The student readily identifies with this model faculty member because of shared ethnicity and thus is predisposed to respond favorably to the faculty member's counsel.

Minority faculty are essential for the true multiculturalization of a campus. But obviously, the ideal scenario outlined above cannot become a reality on most campuses during the next decade. The requisite minority faculty simply do not exist. However, other resources that can be nurtured and developed do exist at every college and university. First, many non-minority faculty can become proficient at relating to minority students' needs and at serving as appropriate mentors. Second, support staff, including mid-level managers, though frequently an untapped resource, can be a major force in strengthening the college's environment for minority students.

Developing a campus on which faculty members are good mentors of minority students requires several steps on the part of the institution: investigating the particular needs of the student body, influencing faculty members to seek training and involvement, informing faculty about techniques and utilizing experts to instruct them in the necessary skills, and finally implementing a mentoring program. A plan for each of these "four I's" — investigating, influencing, informing, and implementing — is crucial for success. Many of the practicalities involved are very similar to those required by any good campus retention plan. The growing body of literature on retention programs provides a gold mine of ideas to be tapped by all administrators interested in improving minority education.

Investigating the needs of the specific minority groups that are underrepresented on campus is a vital first step. Retention studies and campus surveys of student satisfaction often do not disaggregate data by specific groups or look at the variables most important to subgroups. It is not sufficient to divide data into "minority" and "non-minority" responses, as this may mask important distinctions.

Influencing the faculty to desire further training in the special needs of specific minority groups is another vital step. Administrators need to take account of the subtle yet often pervasive resistance of faculty to activities which they view as essentially "student services" and thus someone else's responsibility. This is, on many campuses, a rational response from faculty, since their reward system rarely brings positive returns for effort spent on improving their interpersonal skills as instructors and advisors. Administrators should provide concrete incentives and rewards for faculty who learn new behaviors that will make them better mentors of minority students. Advising should be considered an integral part of the faculty member's responsibility. As Eric Newhall of Occidental College suggests, current practice on campuses often works directly against improvement of teaching and mentoring skills:

This point was driven home to me in a particularly painful way when I attempted to put together the faculty for the second Multicultural Summer Institute. I invited two (minority) faculty members who had been particularly effective in the previous summer to participate again. Both informed me that their respective department heads had advised them against participation on the grounds that they needed to produce more scholarship in order to receive tenure.

Administrators need to use the resources at their disposal to foster greater rewards for effective teaching and its concomitant human relations skills.

Informing faculty about the unique needs of minority students is a complex process. Too often knowledge of external aspects of culture is thought to equate with cultural sensitivity. True, it is helpful to know about a culture's architecture, language, foods, dress, and music. But cultural sensitivity comes from an appreciation of its values, norms, communication styles, behavioral traits, interpersonal expectations, and identity-maintaining processes.

Making faculty aware of minority needs takes time. Faculty members must confront the inevitable stereotypes and prejudices which we have acquired through our socialization. This requires a retraining of emotions and behaviors, as well as new knowledge. Such a process must be conducted over an extended period to be effective. In fact, a hurry-up job is often counter-productive, because the learner tends to use purely objective facts selectively as reinforcements for already-held stereotypes. Furthermore, the orientation given will remain strictly theoretical until instructors see these elements played out by the students enrolled in their classes.

Implementing a mentoring program takes careful planning and structure. The key to successful implementation is personalization; the program must treat each student as a unique and valued human with his/her own special dignity and as a person deserving of respectful adult interactions. The enabling concept is flexibility. One commuter institution with a high enrollment of minority students found that its highly touted financial aid computer software was completely unusable because more than two-thirds of the students applying for aid did not meet the pre-programmed set of "typical" characteristics. They had non-related dependents living in the home, or more than three children, or child support payments that existed on paper but never arrived in reality, or a dozen other "non-typical" circumstances.

When the interactions of colleges and universities with their students operate like computer programs, personalization and flexibility become virtually impossible. Flexible, adaptable, creative people are the key to any successful minority program.

This brings us from faculty to support staff. While it is now extremely difficult to find minority faculty, it is clearly possible to hire able minority persons in support staff and mid-management roles. A good minority staff member can make a crucial difference for minority students as an admissions or financial aid counselor, registrar, housing coordinator, as an administrative assistant or executive secretary in the offices of deans and department chairs, or as staff members in the academic skills center or library. One reason capable minority persons are available for these positions is that various positions in the corporate world and in nonprofit organizations are effective training grounds for academic staff roles. Institutions should advertise beyond the usual higher education channels for applicants and be willing to provide some on-the-job training to minority persons who are talented but short of specific skills. These staff members will serve as role models for students. Their professional competence, dress, and self-assurance when dealing with faculty can give minority students the kind of "I-belong-here-too" feeling which is crucial to a successful college experience.

The contributions of support staff employees should be recognized by the institution. Moreover, a career-ladder plan for staff development should encourage the acquisition of new competencies and internal promotions for minority staff. A "grow-your-own" attitude on the part of senior administrators can have significant impact on the number of minority administrators promoted to key positions over three to five years. Providing creative fringe benefits such as released time to attend courses can make powerful statements about the value of minority staff. Such staffing is accomplished without the complexities of faculty hiring and can usually be done more quickly. This approach demonstrates commitment and purpose while the slower process of finding and hiring minority faculty is underway.

In summary, Myth 2 is simply not true because there are short-term alternatives available for university administrators. While continuing vigorous efforts to increase minority representation on the faculty, institutions also should implement carefully orchestrated faculty development programs and strong minority-hiring and career-development policies for staff and mid-management. The combination of these actions will provide a supportive environment for minority students. And the minority graduates who emerge from such environments in the 1990s can form the much needed larger pool of minority faculty for the 21st century.

MYTH 3:

If a college offers some very generous minority scholarships to top achievers, it will attract the quality of students that the institution is prepared to serve.

This is a "quick fix" approach that administrators often discover will not work after they have invested large sums of money in it. It will not work because these dollars are being directed at the "over-recruited" highest SAT-scoring minority high school graduates. And it will not work because it allows the institution to ignore a major internal change that almost all colleges and universities need to make: the addition of academically and pedagogically sound remedial courses in writing and mathematics.

This myth is really twofold: that sufficient dollars committed to scholarships for top students will solve the institution's problems in recruiting minorities; and that a university can serve well only those students who already have the necessary academic skills.

The first part of the myth sounds a good deal like the "85 percent problem" described by Sara Melendez, formerly the associate director of the American Council on Education's Special Minority Initiatives. The fact is that the top 15 percent of minority high school graduates are aggressively recruited by virtually all Ivy League-type schools. Consequently, the other 3,100 colleges and universities find it exceedingly difficult to compete for these students.

What about the other 85 percent of high school minority graduates? In the case of non-minority students, most colleges and universities look at a considerably broader spectrum than the top 15 percent. The fact that the same approach is not used in defining the pool of minority college students and in targeting scholarships betrays a subtle and very harmful prejudice. It says, "We believe that only the very best minority students can succeed in 'White' schools."

This brings us to the subject of remedial or developmental coursework. Asa Hilliard, professor of urban education at Georgia State University, summarizes the problem well:

Many institutions of higher education have an image of themselves that suggests that if they offer remedial work, standards will be lowered. This works to the disadvantage of many minority students, since so many have had inadequate preparation in high school.

This attitude is compounded by the many national and state-level studies that have concluded that colleges and universities should "raise their entrance standards" and eliminate remedial courses. This, presumably, will force the lower levels of the system (K-12 and community colleges) to do a better job of preparing students for collegiate performance.

The trouble with this reasoning is that it predicts a response from the consumer of higher education based on an "enhanced pricing" marketing model: If you raise the ante on a highly desirable product, the consumer will make additional sacrifices to acquire the product. But this reasoning ignores a very real alternate response from potential higher education consumers: "If the requirements for participation in higher education are unattainably high for the vast majority of my identity group, I will cease to think of it as being within my range of options." In fact, admissions counselors tell us that this is often the message they receive when meeting with minority students who academically are in the 50-75 percentile range. College has not appeared as a real option on their horizons during high school years. Making it a true possibility is difficult when focused effort does not begin until the junior or senior year in high school. Attitudes and expectations must change, and the coursework taken up to that time is often deficient in college prerequisite content.

I recently asked an excellent Latina admissions counselor what she had found most frustrating during her visits to largely minority high schools. I expected her to comment on such perennial problems as the need for better recruiting materials to show students. Instead she groaned, "If I hear one more girl say she wants to be an airline stewardess, I'll scream! They have no idea what their talents are and the variety of opportunities out there. If they would just give college a try!" We must attack the psychological and financial barriers that prevent many minority students from envisioning college as a personal possibility and from selecting college prep classes in high school.

Recruiting and retaining a representative number of minority students requires most colleges and universities to offer some remedial or developmental courses. Attitudes toward this reality need

to change. Institutions should offer good developmental programs with the same pride and enthusiasm that other courses of study enjoy. As Dr. Hilliard points out:

As the record of developmental studies has shown clearly for many such students, academic skills may be acquired in a very short period of time. This can happen if valid remedial work is offered. Those institutions of higher education that have made developmental studies a priority by insuring the highest quality faculty and support for pedagogy and its development, have been successful. For example, reports from the University of Georgia indicate that the vast majority of students there test out of the developmental studies program within one semester. The overwhelming majority will test out within one year. A single developmental studies course for one year is not too much to ask for, if it means that students who complete such a course will be able to compete in the regular academic program of the university.

If academics are encouraged to view developmental courses in the same category as electives, perhaps the onus these courses bear can be removed. Good developmental courses are at least as important to students who need them as the unconnected sets of electives that most students choose as part of their baccalaureate programs. For all students who show academic promise but limited skills, several courses in developmental studies are certainly compatible with a reputable college degree. Colleges that recognize this will find that it is not only minority students who benefit from well-taught developmental writing and mathematics classes. In fact, it becomes critical that these offerings not be seen as targeted only for minority students since these implications can often create or reinforce undesirable stigmas.

In summary, minority education will be well-served when institutions look at the true applicant pool (including at least the top 50 percentile of minority students), target scholarship assistance to this group, and build into their curriculum a few well-taught developmental courses.

MYTH 4:

If a college offers a minority student a financial aid package which meets the monetary need identified by the regular financial aid process, it will have met all the financial barriers that face this student.

Most financial aid and student services counselors come from a White middle-class background. Their life experiences often lead them to make assumptions about economic resources and economic decisionmaking which are invalid for a student from a low-income family. It requires a special mind-set for the college staff member to understand the factors influencing the low-income student in adjusting to college.

According to recent statistics less than one in 10 of the White students who enroll in college are from a poverty-level family compared with as many as one in three of the Hispanic and Black students. How does a poverty background affect the college experience and needs of a student, even after he/she has received a "full" financial aid package? Living in poverty, like any other pervasive personal condition, produces a specific set of expectations and coping behaviors, as well as a value hierarchy effective under that condition but potentially counterproductive in another. Let me illustrate with examples.

Arlene receives one-half her loan disbursement at the beginning of the year. She is expected to plan the use of these resources over the next three or four months. At the same time she is painfully aware that her little brother needs new glasses. He has broken his unexpectedly, and the family cannot afford to replace them for several weeks. The internal pressure to use some of the available funds for this immediate need is immense. In Arlene's Native American home life, long-term money planning is neither possible nor desirable. Because of the part-time and unpredictable nature of her father's work, the family can never count on having a specific amount of money at a future date. When money is available, it is used for the most urgent need at the time. Now, Arlene may feel terribly guilty if she does not buy the glasses for her brother. The same pressures can occur later as other family emergencies arise. The college financial aid administrator who deals with Arlene may become exasperated, saying she is "not financially responsible" when Arlene is not able to purchase needed textbooks or pay her rent toward the end of the semester.

Willard has been a frequent visitor at the financial aid office during the year, asking about new financial aid forms and resources for the coming year. He has been told repeatedly that he must get his application in by early January, yet he arrives late with only part of the form filled out and seems unable to answer questions such as projected income for the coming year or estimated summer earnings. The financial aid advisor concludes that Willard does not have a real commitment to college. In reality, planning ahead is a counterproductive activity in Willard's world of poverty. His family and everyone he knows rent their residences on a monthly basis. The unemployment rate in his Black ghetto area is about 30 percent, and filling out employment applications is generally an exercise in futility. No one he knows has investments, a home mortgage, or a retirement plan other than Social Security. Few of the families in the neighborhood keep financial records. Members of his family have serious illnesses, including alcoholism and drug addiction, which means that sudden tragedies and all-consuming emergencies are to be expected. Given this frame of reference, it is very hard for Willard to motivate himself to complete lengthy forms for something which *may* happen six to nine months from now. Willard is not lazy or irresponsible; he is facing the challenge of adapting his behavior to an entirely new set of realities, just as if he had gone to a foreign country for his college education.

Lila was a successful pre-med student. Her advisor arranged a practicum for her in the office of a local woman doctor, to provide her with some role modeling and support. Lila did exceptionally well in the office, showing good judgment and an unusual ability to relate to people quickly. To express her appreciation for the help, the doctor invited Lila to dinner at a very nice restaurant. When Lila saw the linen and array of silverware, she felt intimidated, never having seen a table like this except in the movies. However, she managed to maintain a lively conversation. But when the salads arrived and the doctor gently explained that she should start with the fork on the outside of the place setting, Lila burst into tears. As she related later, "One sentence kept pounding in my head: 'Your mother never in her life sat down to luxury like this; how can you take what she never had!' By the time the salads came, the sound in my head was much louder than anything anyone else could say." Lila has since shared her experience with a number of faculty and administrators to help them empathize with the challenges low-income students face in college. Lila is now a successful practitioner in her chosen field.

Social skills expected of middle- and upper-middle-class persons are different — not better — than those of lower socioeconomic groups. These differences are frequently unknown to the staff and faculty of a college, as well as to professional role models. Few colleges have co-curricular ac-

tivities specifically designed to present this knowledge to students. New approaches and research in this area should be pursued and disseminated. It is the job of the minority student support system to deal with what Eric Newhall of Occidental College calls the "social alienation (which) is more of a problem for many minority students than is lack of adequate academic preparation."

It is essential that counselors have an understanding of such matters as personal money-management styles and family obligations of economically poor students (obligations which often may include extended families). Besides providing thorough training for the financial aid and student services staff, a college should establish a student emergency loan fund. In schools with a very high enrollment of needy students, funds may recycle five or six times each year as emergency needs are met.

MYTH 5:

A college can recruit and retain academically able minority students if it provides appropriate academic programs and adequate financial aid.

Wrong, because there is another critical element: *socialization*, the process of adapting that is a part of every student's college experience. Socialization receives remarkably little attention. On many campuses, only the student services professionals seem to be aware of the extensive research on student psychological and social growth during the college years, and even these professionals often assume that the sequence of developmental steps is generally the same for all students, regardless of ethnic background. This is not the case. Discussions with university minority staff members reveal the major differences in the socialization processes of minority students.

Consider what it means to be a first-in-the-family to attend college, which is most often the case for minority students. The student probably has had no informal orientation as to what college is like from parents or siblings. Comments like, "Wait until you get to college; you'd never get away with that messy paper there!" have never been made to the student. Even high school teachers, from whom such a comment would be expected, tend to abandon references to college when they are teaching in schools in which 90 percent of the students do not go on to college.

One first generation college student suffered a very rude shock with her first freshman history test. In high school she had gotten mostly "A's" but in her college history class, "The teacher asked things from the book that he didn't teach in the classroom!" In her high school, she explained, "The teachers would mention parts of the book to read, but they would *always* teach the material in class, too, if it was important enough to be on a test. Nobody ever told me about how they teach in college!"

Another minority student confided to an admissions director that he had previously come to this college and almost signed up. "But the schedule my advisor made out for me only had classes for three hours a day. I thought he was looking down on me and thought I was dumb, only giving me a half-load, and I felt so bad I didn't come back to register. Later my cousin explained *his* college schedule to me and I found out that colleges don't have schedules like high schools. Nobody told me. Now I'm back to sign up again."

Simple matters such as course scheduling, use of textbook material, note-taking, lack of reminders from professors regarding deadlines published on syllabi — these are just a few of the differences between high school and college that are not self-evident to a first generation college student. A clear orientation program, preferably in a very small group or one-on-one setting, is necessary to ease the transition to college.

For many minority students, family expectations have additional influence on college socialization. Graduation from college is such a commonly held value among Whites that it may be surprising to learn that minority families frequently are not enthusiastic about their son or daughter's desire to attend college. The reasons vary. Parents may legitimately fear that the student will never return to his home community, or that he will lose his culture or acceptance of the culture's values. Some parents assume college will present a tremendous financial burden for the family. Others use a pragmatic yardstick and foresee years of lost income for both family and student when an offspring decides to attend college. Some parents have observed many local minority students try college and fail, so they conclude that the chances of success for their child are slim. Still others see society as made up of static and distinct classes and place high value on maintaining the unity and cohesiveness of the extended family and community. The next generation is expected to follow in the footsteps of the parents and to aspire only for careers found in the local community.

Whatever the reason, minority students often need someone to talk to about the concerns of their families, without feeling that the families will be criticized or patronized for their attitudes about college. Another problem faced by many underrepresented minority students is their own very low expectation of success in college. This negative attitude is not necessarily a problem of personal low self-esteem. Mostly it comes from the message they have been given in many different ways: "You're unlikely to succeed in college." Minority students still commonly report that their high school counselors, when asked for advice on attending college, direct them to a vocational or technical school, or perhaps to a community college. Even the current national attention given to the problem of minority college attendance can give minority teenagers a negative signal which says, "Most of your peers are not going to college, and those who do are apt to drop out."

Much work still needs to be done by human relations and counseling professionals to identify actions that colleges and universities can take to counteract the "non-success" message that so impacts minority students. It is, in a sense, a marketing problem. We need to "sell" to minority students the concept that they are expected to succeed. We need to know how the entire institution can convey a new message to minority students: "You *can* meet the standards of this college and you *can* succeed."

Language and communication norms are another area of socialization that presents a special challenge to minority students. The form of English used by most minorities does not match the "standard English" — perhaps better designated as "academic English" — that colleges expect. For each ethnic group the source of the problem is somewhat different, although the outcome is similar. For example, the speech pattern of a rural Native American is affected by rural English and by the native language of his tribe. This is frequently characterized by use of the double negative ("I don't have no pens"); the omission of the past participle for irregular verbs ("I've went there several times"); and the substitution of adjectives for adverbs ("Drive careful! Eat your food slow!").

Linguistic science tells us that a normative pattern of speech in a given area defines a social group. It is not a sign of poor intelligence or poor education, but many students suffer because professors consider their non-academic English usage to be a sign of limited education, perhaps limited intellectual ability. The same prejudice exists in the vast majority of professional workplaces. The solution to this problem is relatively straightforward and simple: Students should be taught that different dialects of English are expected in different settings, and that the dialect which is currently acceptable in academia utilizes past participles, adverbs, and other specific conventions. Few institutions guide the student by allowing him to maintain the dialect of his social group with pride and dignity while, at the same time, helping him to acquire a second working dialect for academic and professional settings.

Every culture also has its own set of communication conventions. Rarely verbalized, these are simply absorbed by members of each culture and taken for granted. Since most faculty and academic staff share a White, middle-class culture and therefore English dialect, many minority communication conventions are unrecognized by the campus community. Persons who have worked extensively with minority and international students are aware of how much difference exists among various types of cultural conventions, including: customs regarding greetings (both oral and physical); topics for beginning a conversation; ways of disagreeing with another, particularly an elder or superior; giving excuses when one is late for an appointment or with an assignment; the sequence of ideas when giving a speech or writing an essay; formality and fluency of one's speech in various circumstances; and expressions of gratitude (including giving of presents and invitations to meals). These and many more customs may be challenging to students socialized in primarily non-White and non-middle-class environments. Whether the process of adapting to campus norms is frustrating, humiliating, or a positive growth experience depends on the way faculty and staff deal with the integration of minority students into campus life.

MYTH 6:

The only major difference between minority students and other students is ethnicity.

For many minority students, socioeconomic class defines as great a separation from the mainstream as does ethnicity. A student from an underrepresented minority is much more likely to belong to a lower socioeconomic class than are the majority of White students. Earlier, we examined some of the financial ramifications of this status. There are also social and psychological implications that need to be recognized if the barriers to full participation in college and university life are to be dismantled.

Each socioeconomic class develops its own "micro-culture," which includes norms and standards of behavior for various settings. For the poverty class, the basis of most of these is economic necessity. However, those living within a given culture are rarely aware of the origins of their behavioral norms, which are, instead, seen as necessary aspects of life. Even when such customs begin to be inappropriate or counter-productive for an individual, they are not abandoned since they are insulation for the "comfort zone" within which the person prefers to function.

One of the most obvious examples of class difference relates to expectations about clothing. The attire appropriate to professional work settings is generally not in the wardrobe of a person who has been living below the poverty line. The possibility of a work-study placement, a cooperative education assignment, or a part-time job can easily place a student in a difficult position. The stu-

dent may not know what clothing is appropriate and, even if he does, probably does not own it. This can be a very embarrassing situation, and a sensitive support system will provide a means for dealing with it which saves face for the student. The YWCA in downtown Seattle, for example, maintains a professional dress wardrobe for poor women to borrow when they go for job interviews and also has a program to assist these women in buying appropriate clothes after they get a job. Again, staff should have the attitude that different norms of behavior in clothes, as in other areas, are not inherently better or worse, but simply appropriate in different settings.

Transportation may be another problem. Field trips, internships, or job placements that require reliable cars may present an insurmountable barrier. Additionally, students from rural areas or small towns have no experience with public transportation systems. Again, a good support system should head off potential problems with solutions that avoid humiliating and cumbersome procedures.

Manners – “Emily Post” issues – can be another stumbling block. Sororities, fraternities, campus professional clubs, departmental receptions and socials – these can present the lower socioeconomic student with difficult challenges. What does one wear, do, say, bring? One successful support strategy is to have a mentor accompany a new student to such a function, and provide pre- and post-briefings on manners and customs.

It is interesting to note that both law schools and medical schools take for granted the need to “socialize” their students and do so with various formal and informal gatherings at which attendance is considered mandatory. If law and medical students need structured events to learn appropriate “professional behavior,” why not provide the same opportunity for undergraduates from the poverty micro-culture who seek economic mobility? The same learning, in reverse, is already structured into practice for many social work programs where students are encouraged to learn the poverty micro-culture before finishing their degree.

Poverty status and middle-class status also teach different styles of personal behavior for dealing with bureaucracies. A financial aid director in an institution that serves a large number of poverty-level students says it took her some time to realize that these students were not calling attention to errors that she or her staff made on financial aid forms, even though the students were aware of them. “Why didn’t you tell me I had listed that incorrectly?” she asked on a number of occasions. “I didn’t think I was supposed to.” “I thought you would always get it right, and I was probably wrong anyway.” “I thought you had some reason you didn’t explain to me.” When the director explored with students where they had acquired this pattern of dealing with a system, she found to her dismay that they were acting in a logical and appropriate way, based on their learned experience of how to get a welfare, food stamp, or unemployment office to respond to their needs.

Middle-class micro-culture teaches the client to operate from a stance of equality in interacting with a system (such as a bank, a health club, an auto repair shop, a ticket box office), while poverty-class culture teaches that one succeeds only from a stance of powerlessness. When this behavior is transferred to the college setting, faculty and staff tend to become exasperated with students who do not “stand up for themselves” or “take responsibility” for the processes in which they are involved. Exasperation only reinforces the sense of powerlessness that students have already learned in a poverty environment. The college orientation and support system should ex-

plicitly teach these students how to interact effectively with the college's academic and financial systems to foster their full participation within the college environment.

MYTH 7:

Support programs and offices specifically designated for minority students must be established to assure minority student success.

Must a college have an office of "Minority Student Affairs" and separate programs for counseling, tutoring, advising, and other support services? Some student personnel and academic officers believe so, but an equal or larger number think that support offices and programs open to *all* students may be more effective. Several institutions successfully serve large numbers of minority students without having functions designated specifically for "Minority" or "Black" or "Chicano" students. What matters is not whether an office focuses on a specific group of students, but whether it is structured and staffed to serve students as *individuals*, which requires recognition of the particular culture, educational background, and unique characteristics of each.

A major argument for having offices designated for minority students, however, is visibility and approachability. For a student on a larger campus who is feeling social or cultural alienation, just seeing a sign that says "Office of Latino Affairs" may encourage the student to reach out for help.

Another advantage relates to the issue of a "critical mass." Several researchers have found that in institutions in which students from a particular minority group constitute a significant percentage of total enrollment, these students tend to be more successful than those in similar institutions that lack a critical mass. As Sister Kathleen Kelly, Dean of the Doheny Campus of Mount St. Mary's College in Los Angeles, points out:

Successful recruitment and retention programs need to be linked so that a critical mass of students is brought into an environment that is welcoming and supportive...The lack of faculty role models necessitates the formation of a community of support within the student population, where an understanding of the special difficulty of these first-generation students can be expressed.

An important element is the "comfort level" a person feels in being with others of the same cultural background where one's primary language (or dialect), manners, mores, and customs are practiced and readily accepted. The minimum critical mass is generally judged to be 15 to 20 percent of total enrollment. However, a smaller percentage may suffice if there are places where members of a particular minority group gather frequently. A specifically designated office or center can serve this purpose.

On the negative side, a designated office of minority services may increase rather than reduce feelings of isolation for minority students as it can mean to them that they have "special problems" and are seen as not quite equal to other students. If the office is located away from the center of the campus, the isolation factor increases.

Another negative can be the isolation of the minority office staff from mainstream staff in other offices throughout the institution, which may handicap their efforts to help students with problems that require minority staff members to interact with academic advisors, professors, librarians, and

other academic personnel. The effect can be a loss of confidence by minority students in themselves and in the minority office staff. There is also a potential political and budgetary disadvantage in having a separate office. Since this unit is a separate budget item, it is easy to identify the program costs. While this may sometimes be politically useful, more often it is used politically to demonstrate the "inordinate" amount of funds being spent on "a few" minority students, and thus makes the office vulnerable to budget cuts.

What are the advantages of integrating services for minority students with other support services? First, it forces the counseling office, the tutoring and academic skills programs, and all similar services to attract and to serve minority students as well as other members of the student body. Thus, these offices must become sensitive to the minority populations involved; their success as administrative units will be judged by how well they serve *all* students.

For students, integrated services help to strengthen the essential "success message" that colleges and universities must convey to minority students: "Every student in this institution, regardless of cultural background, is expected to succeed, and the best resources of the institution are made available to all students to help them reach their highest potential."

Further, since minority students and White students will be working together after college graduation, it is a good training for life for them to be integrated while involved in skills development, tutoring, and similar activities.

The psychological effect of the entire campus of integrating services for students, while holding support offices to certain success standards for all students, can be very beneficial. It makes clear the commitment of the institution to the success of minority students and invites public attention to the efforts of the institution in this arena. Some colleges have utilized inclusive names for their service offices to communicate this commitment. For instance, the counseling office may be renamed the "Multicultural Counseling Center" to proclaim that Whites, Blacks, Native Americans, Asians, and Hispanics are all welcome and expected to use this center. If the statistics kept at such a center indicate that 75 percent of all the White students who were counseled returned for the coming year, but only 25 percent of the Native Americans, the pressure for remedial action is much greater than if the Native American students were served by a separate support center. This places the burden of change where it belongs—on the shoulders of those who provide the services. A further advantage of an integrated service center is that minority students observe that they are not the only ones who need the support. This again is a subtle, positive message that helps to counteract the many overt and covert doubt-your-ability messages they have heard during their previous years of schooling.

A negative aspect of integrated services is that sometimes minority students may be too intimidated to approach a support service office if they see primarily White students and staff in its environs. This applies especially to large institutions with small minority enrollment. The barrier may be overcome, however, by issuing special invitations to particular types of students to visit the service center in defined groups such as history majors, out-of-state students, or female students.

Another problem is that some degree of self-revelation is usually required before a student can benefit from support services. The student must acknowledge that he needs tutoring or the psychological boost provided by the weekly small group counseling sessions. Such self-revelation

may be more difficult for minority students in a setting where their cultural modes of communication, particularly in informal and personal areas, are not understood by the majority of the students using a support service at the same time. An alert staff will sense the need to establish special subgroups for support purposes (such as a gospel music group in the campus ministry office, or a Latina women's support group in the counseling center.)

Another problem with integrated services can occur when administrators are not strongly committed to minority student success, which may lead them to hide minority student failures behind aggregated statistics that report only overall use of support services. The answer is to establish a system that requires statistics to be reported by ethnic group and gender.

In summary, if institutional executives, particularly the chief student life officers, are aware of the pitfalls of both the "separate services" and the "integrated services" approaches, and if they work to assure the continuing effectiveness of all support services, regardless of their organizational structure, either can be successful. In the long run, however, the integrated model brings greater institutional commitment and legitimacy.

MYTH 8:

Personal and family factors that cause retention problems are beyond the scope of the college.

This myth presupposes that the university is responsible only for the strictly academic aspect of the student's education, and that the student and his or her family bear responsibility for other factors affecting success at the institution. It also presumes that the university can impact only the student and not the student's family.

Both views reflect a shallow vision of the university experience and the university's responsibilities, particularly when one looks at the history of our country's colleges and universities. American higher education institutions traditionally have seen themselves as having an impact on more than just a student's intellectual development. Such other factors as commitment to American ideals, moral character, service to society, and pursuit of truth are concepts found in the mission statements of colleges and universities from Alaska to Florida. And colleges traditionally have been interested in the welfare of individual students, as well as their intellectual and moral development.

Professors and advisors must realize that the families of minority, first-generation students are unable in many cases to give the financial, moral, or intellectual support a student needs to make it through college. No institution's minority retention program is complete without an "early warning system" that monitors such indicators as class attendance, submission of assignments, quiz and test scores, general attitude, sports or social activity participation, and significant mood shifts. Assignments for specific members of the college community to respond to personal and family crises should be carefully spelled out and publicized. Problem-solving is not simply the responsibility of the student; the institution must play a partnership role.

Traditional policies or practices may be brought into question when a concerned campus mentor intervenes on behalf of a minority student. Can a deadline be extended or an alternative assignment be devised? Underlying values need to be examined before a decision is made on these

requests. What is the relative importance of such concepts as efficiency, equal treatment of all, meeting individual needs, following rules, maintaining authority, meeting published deadlines, giving a second or third chance, and keeping a student from dropping out? Institutions that make a genuine commitment to minority students must be willing to examine value conflicts openly and articulate the results to key staff and faculty.

Whenever possible, colleges should consider ways in which family members of minority students can be included in the programs and celebrations of the college — and not just the athletic events. Individual and family problems that threaten the success of a minority student can then become a challenge for all — student, parent, and siblings — to overcome together.

Experience indicates that the best time to spark a family commitment to a student's success is during the early phases of the student's attendance. To accomplish this, the college must plan carefully and involve the student in the approach to his parents, as many minority families will not feel at ease with college personnel or at home on a college campus. But extra effort in forming a bond among student, college, and family can pay big dividends later on.

Summary

The college commitment to the success of its minority enrollees must of necessity involve college personnel in the personal and family concerns of these students. This relationship should be strong enough to cause the student to look to both himself and to the support persons in the college when threatening personal or family problems arise.

If college and university administrators are truly serious about increasing minority achievement in their institutions, a fresh look must be taken at all aspects of the college experience through the eyes of minority students themselves. As our society becomes more diverse, so must our institutions of higher learning. They will only do so through a new understanding of what it means to be a multicultural organization and what it takes to be competent in cross-cultural communication. To gain this understanding, we need to learn from the non-White members of our faculty, staff, and student body.

The White administrators and board members of America's colleges and universities are the ones who most need to change. We must learn how to "multiculturalize" our institutions.

As a Native American student expressed it, "Multicultural education means that many different cultures are very important to this college, and that the college is willing to adjust to them. Multicultural education means we're trying to fit the pieces of many cultural realities into a giant jigsaw puzzle so it will be complete." Clearly, one of academia's most profound challenges is to lead the way toward a society of truly multicultural individuals, universities, and nations.

Notes:

Quotations from the following individuals, incorporated in this chapter, are from personal communications sent in response to a request from the author for specific steps which institutions should take in order to increase recruitment and retention of underrepresented minority students in colleges and universities. The author gratefully acknowledges the ideas shared by:

Calvin M. Frazier, professor, School of Education, University of Denver;

Manuel Gomez, assistant vice chancellor, University of California, Irvine;

Asa G. Hilliard III, Fuller E. Callaway professor of urban education, Georgia State University, Atlanta;

Sister Kathleen Kelly, dean of the Doheny Campus of Mount St. Mary's College, Los Angeles; and

Eric L. Newhall, associate professor of English and director, Multicultural Summer Institute, Occidental College, Los Angeles.

3.

MINORITY STUDENTS ON CAMPUS

Genevieve M. Ramirez

Paul B. Thayer

THERE HAS BEEN A SUBSTANTIAL EFFORT to raise minority student enrollment on college campuses for the last 10-20 years. However, we are increasingly aware that student recruitment means little unless those attracted to campuses are retained. Evidence clearly shows that the recruitment effort must be followed by a vigorous and carefully articulated retention program. Academic institutions must not wait for students to fail. Instead, the concerned institution must assume a posture of specialized advocacy, actively identifying students who have not received the expected preparation and providing the services necessary to bring minority student retention rates to parity with those of traditional students.

Historically, support efforts to retain minority students began with the premise that institutions were obligated to accommodate underachieving students who did not "fit" traditional standards. Implicit in this assumption were the obligations of the campus to either lower standards to accommodate lower levels of performance or to "correct" the student's deficiencies as quickly as possible.

The approach described in this chapter takes a different view: that students admitted are presumed capable and that institutions have the responsibility to create environments in which both minority and majority students can realize their potential.

The deficit approach perceives and labels affirmative action services as "remediation," whereas the newer understanding sees those efforts as "development" of the unique assets of diverse stu-

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dents. The latter approach, the "asset model," taps the experiences and resources that underrepresented students have acquired prior to their admission and provides them positive opportunities to develop the repertoire of academic techniques, tools, and skills they have not acquired previously.¹

By most institutional criteria, "retention" has occurred when a student completes a declared course of study and receives the degree sought. Graduation and class advancement rates may give a campus adequate information about the retention of traditional students whose goals and resources have been largely identified prior to enrollment. Minority students, on the other hand, may still be developing their academic, career, and resource plans during their initial semesters. Therefore, a more complete understanding of the concept of "retention" will take into account the process of goal and resource development. For purposes of this discussion, then, "retention" is defined as both a process and its ultimate product: the continuous progress of a student toward, and the realization of, a carefully considered and defined personal/career goal via academic endeavors.

Before proceeding, the term "minority" needs clarifying. In the context of this chapter, "minority" designates those students from ethnic backgrounds historically underrepresented in American higher education. However, the information contained in the following pages is applicable to any group that finds itself the minority with respect to the predominant population on a given campus. Current research indicates that retention patterns evidenced by White students in predominately Black institutions are similar to those of Black students on predominately White campuses. Clearly the operative variable is minority status, not ethnicity.² The conceptual and programmatic recommendations described respond to the effects of minority status on any group.

General Characteristics of Successful Retention Programs

Although there is tremendous variety among institutions of higher education with respect to mission, history, setting, and demographic characteristics, successful retention efforts possess common core elements in terms of underlying philosophy, general approach, content, and evaluation.

To be effective, institutional retention efforts must be predicated on the assumption that a diverse student body is an asset to the campus. Only when that view is evident to students who would otherwise feel themselves marginal to the mainstream can they participate meaningfully. These

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1. J. Herman Blake, when he was dean of Oakes College at the University of California, Santa Cruz, formally established that college based on an asset model and demonstrated its effectiveness with respect to retention rates and student achievement. His summary discussion of that experience was published as "Approaching Minority Students as Assets," *ACADEME*, November-December, 1985.
 2. Tennessee Higher Education Commission, *The Causes and Consequences of College Students' Performance: A Focus on Black and White Students' Attrition Rates, Progression Rates and Grade Point Averages* (Nashville: Tennessee Higher Education Commission, 1985).

two elements – campus responsibility for student success and affirmation of the value of pluralism – form the essential philosophical underpinnings of a successful retention plan.

Such a plan will be meaningful only if its services are delivered within the context of real experiences, a combination which ultimately will enable the student to experience success independently. The plan must acquaint students with genuine academic standards, actual classroom experiences, and the complexities and conflicts involved in being a college student. The plan's components must provide direct aid when difficulties arise but should gradually decrease levels of support as students become increasingly capable.

An effective general approach to retention is holistic and personal, comprehensive and coordinated, and proactive. Student learning is inextricably bound with social, familial, physical, psychological, economic, and intellectual realities that are unique for each individual. Programs that focus exclusively on academic factors or that assume uniformity in the needs of under-represented students are likely to fail. A holistic approach is essential to address each of the factors that influence academic success; an individualized approach is necessary to accommodate uniqueness; and a personalized approach allows an individual to feel valued.

The effective retention service is comprehensive in that it assesses needs, refers students to appropriate campus resources, and monitors the adequacy of the outcome. Since it is neither possible nor desirable for a single retention program to become "all things to all persons," a comprehensive service ensures holistic attention to the individual and serves a coordinating function within the campus.

Finally, a successful program takes a proactive approach in its outreach to students and its development of services. From the outset, the program actively seeks the participation of target students who may be unaware of their needs or of the resources available to assist them. It is not sufficient to announce the availability of services; rather, the successful retention program will employ perceptive criteria for identifying target students and will find effective means for reaching and involving them early in their academic careers.

Similarly, the proactive approach anticipates and addresses the needs of a diverse student body by providing services designed to increase success. Where a reactive strategy would attempt a "rescue" after disaster had struck, a proactive strategy helps the student identify likely difficulties based on an assessment of need and tailors a responsive combination of services. Thus, it helps the student locate resources before and while they are needed.

While the specific activities that constitute the retention plan will necessarily vary from campus to campus, it is essential that they produce "connectiveness." A student entering a college or university for the first time tends to see his or her life in isolated fragments that might be labeled "school," "home," and "work," or "past," "present," and "future," or college "expectations" and "realities." The objective of the successful retention plan is to acknowledge the importance of each of these contexts and to help the students see how the contexts can be integrated to produce a new reality.

Students enter college with a variety of previous links, the most important being the families and the communities in which they have worked and been socialized. These elements, which in the past have served primarily supportive purposes, may also exert a distracting influence with respect to college. The goal of successful retention, simply stated, is to help the student surface the resulting conflicts and find meaningful ways to function effectively in both worlds of experience.

The student needs to establish a new community of relationships within the institution and a new self-image in the role of college student. Community implies a support network including peers, faculty, organizations, professional staff, and, in some cases, individuals off-campus. The retention plan must recognize that a student will be capable of integration into the new environment only if he or she can discover a supportive context analogous to the home community. Within this new context, students will feel free to explore their future possibilities and prepare systematically to pursue them.

A retention plan must be results-oriented and subject to regular evaluation based on student outcomes. The plan's administrators must set clear success criteria, gather data efficiently, utilize data to modify program strategy, and be held accountable for the results.

The Transition Process

Transition periods are characteristically intense and ambivalent. Their intensity is a result of the innate risk involved, while the alternating excitement and anxiety associated with change often produce ambivalence. Transition is a precarious process for the student and a demanding one for the institution. At the same time, this period can provide the basis for success that greatly benefits both the student and the institution.

For any student, the transition period represents a great unknown. For the first generation college student (i.e., one whose parents have not attended college), however, the unknowns are especially large. Lacking role models among family and friends, this individual is not merely determining his or her ability to adjust to a new pattern but is trying to discover what that pattern is. Without such knowledge, the student is exceptionally open to new information and experience while, simultaneously, being defensive because of a lack of understanding and insecurity about his or her identity.

All new college students face the transition from reliance on family and community to independent decision and action, from the academic dependence often fostered by secondary schools to personal responsibility for learning, from a familiar (often homogeneous) environment to one which is alien, from an established support system (whether adequate or inadequate) to an environment in which a support system must be developed.

The role of a retention plan is to enable the minority student to accomplish this transition successfully when established institutional resources are unable to meet student needs. It does so by serving three essential functions: providing security in the midst of change, facilitating the transition process, and establishing an expectation of achievement, not merely of survival.

Transition is a long-term process that varies in length from student to student. This process can be divided into two phases—"orientation" and "integration." The orientation phase involves a student introduction to the college and the campus, often prior to their first semester. The integration phase begins with the first semester.

In many respects these are two parts of a single continuum, but they do involve some identifiable distinctions with respect to the experience of the student and the nature of the environment. For the student there is a different degree of autonomy and responsibility for performance. In the orientation phase, the program exerts substantial control over the environment so that the student is somewhat insulated from campus realities. This controlled experience is desirable since it allows the student to absorb change in manageable stages. By contrast, in the second, or integration phase, the student faces the full spectrum of campus complexities and demands, which makes the experience more real and the outcomes indelible.

Phase One: Orientation

Campus orientation programs for minority students take many forms. The most comprehensive are the long-term summer residential or "bridge" programs, in which college or pre-college courses are a central focus.³ Others are short experiences during the summer or just before the fall semester or supplemental activities during the initial weeks of the student's first semester.⁴ Naturally, the long-term summer experience offers the greatest opportunity for impact,⁵ but the

3. Such an effort is the Summer Bridge Program operating within the 19-campus California State University System since 1985 for some 2,600 students (2,300 freshmen and 300 transfers). The comprehensive program combines diagnostic/placement testing, instruction in both basic writing and math skill, general education coursework on some campuses, academic advising, counseling, and an orientation to university life, including residence on the campus. Results of a longitudinal evaluation include the following significant outcomes: one-year retention rates of .768, equivalent to the systemwide average .773 and considerably better than that of their non-participant counterpart control group, .684; two-year retention rates of .595 for SBP participants, .523 for their counterparts, and a .657 systemwide average. Student evaluation also indicated advantages such as greater academic and institutional security.
4. An example of a shorter, week-long orientation program is the College Enrichment Program at the University of New Mexico. (See chapter seven, exemplary program number four.)
5. A great deal of data on long-term transition and summer "bridge" programs has been collected by the Upward Bound programs. A part of the federally-funded TRIO programs, Upward Bound has been operating summer programs for more than 20 years. There are more than 400 programs located in every state and in the U.S. territories and possessions, and nearly all of these programs have conducted summer bridge experiences for first-generation college, low-income, and minority students for years. A longitudinal study conducted early in this decade by the Research Triangle Institute concluded that more than 90 percent of Upward Bound graduates enter institutions of higher learning. Four years after high school graduation, Upward Bound graduates were four times as likely to have earned an undergraduate degree as students from similar backgrounds who did not participate in Upward Bound. The study followed 3,710 Upward Bound 12th graders from 54 randomly selected projects and a comparison group of similar students over a four-year period. See U.S. Department of Education, "Evaluation Study of the Upward Bound Program," Research Triangle Institute, Center for Educational Research and Evaluation, 1981.

shorter programs and supplemental activities may serve either as alternative or additional strategies, depending on the availability of resources and the intent of the institution.

Whatever its duration, the chosen strategy should address two fundamental needs of the entering student: the need for a sense of personal security and the need for a sense of competence in the educational environment. These needs are closely intertwined, but, for conceptual clarity, they are presented separately in the following discussion:

1. Addressing the need for a sense of personal security

A successful retention program will actively assist the student in establishing a new sense of security at the institution, by addressing issues of family, community, and cultural identity.

When one is a first generation college student, the separation from family can be especially dramatic. Family members who have not experienced college are unlikely to understand, imagine, or appreciate the new experiences of campus life. The family may have participated emotionally in the student's college aspirations, but the challenges experienced by the entering student are difficult to communicate to those back home. As a result, a gulf may develop between the student and the family. Although the family may desire to share in the experience and offer support, the student may find that his or her descriptions of this new life simply bewilder those who have not been a part of it themselves.

Successful retention plans, therefore, will involve the family to the maximum extent for two purposes: first, to help family members better understand the college experience so that they can offer more effective support, and second, to signal that family has an important and integral role in the student's success.⁶

Parents can be included in opening day events. They will want to learn about the activities and challenges that the student will experience; will want to see the residential, instructional, and recreational facilities; and will want to meet the students, staff, and faculty who will be most involved with the student. In long-term orientation programs, parents can be invited back for a Family Day to attend classes or events with their children, hear presentations by students, and talk with "veteran parents" whose children have been through the program. Family Day provides the opportunity for discussions with parents about their student's progress and about the challenges of the college experience.

A second goal of the orientation program is to create a community of peers who will serve as the "new family" for students while on campus. Given enough time, natural subgroups would cer-

6. It is particularly effective to involve parents in their children's educational preparation before entry to college. One program that has made early parental involvement a central focus is the Student/Teacher Educational Partnership, or STEP, program at the University of California at Irvine (see chapter seven, exemplary program number 14). One professional staff member works exclusively with parents. Before a student can enter the program, the parents must attend a meeting that addresses parental roles in their children's education. The project reports significant increases in student test scores and increased rates of entry into postsecondary education programs.

tainly form, and the entire group would acquire an identity. For an orientation program, however, it is important that these subgroups form quickly, and that the group as a whole consciously develops a positive identity. Delays in this process will impede the students' openness to risk and learning.

We assume that participants in the orientation program have certain characteristics in common, most particularly, ethnic minority status, often combined with first generation backgrounds. On the campus, these characteristics are likely to promote a sense of group identity based on difference from the rest of the campus community. There is a risk, however, that this identity may become defensive or self-defeating. The broader campus community's acceptance of the minority student deficit model may combine with students' insecurity about their own competence, preparation, and social status on campus.

From the start, therefore, the asset model must shape communications to the participants. Entrance interviews, written materials about the program, and faculty and staff discussions must reflect the conviction that the participants are deemed capable. Arrival day also is critical; all activities must be designed to communicate support and positive expectation.

Identity is closely related to aspiration and intention. For that reason, goal- and expectation-setting are essential in the opening days of the program. Such activities help participants develop and articulate their individual goals and expectations, and affirm these by sharing them within small groups.

The identity of a large group is strongly influenced by the norms of its subgroups. It is important, therefore, to create early groups of 8-12 persons. The purpose of the small group is to broaden the experience and interchange among participants and to promote the objective of "inclusiveness;" therefore, the composition of the groups should be diverse with respect to gender, ethnicity, rural-urban background, and other characteristics.

The small groups may be continued and further developed throughout the program. Their size permits effective participation by even the more timid members, and their diverse membership provides an opportunity to develop relationships and understandings different from those which occur in natural groupings. In some programs these subgroups provide the primary context for interchange and self-discovery.⁷

7. Small groups are an essential part of the University of South Dakota's Upward Bound program, whose predominant population is Native American. Upon entering the program, participants join one of four "families:" "Tiospaye" ("Extended Family"), "Sacred Hoop," "Mighty Sioux," or "Infinite Circle." As the names suggest, the program families substitute for the traditional families left behind, and support the cultural identity and values of the students. A great deal of the participants' academic, social, and recreational experience occurs in the context of this new family. When students excel or err, they first face their program family for praise, admonishment, or support. Much as a real family does, the program family reinforces tradition, culture, and values of responsibility and respect. Membership in the family extends through the years of participation in Upward Bound, including the bridge experience during the summer after high school graduation.

A sense of community and group pride will develop quickly when individuals, small groups, and the whole group participate in deliberate goal-setting processes. Where community standards regarding quality of effort, excellence in performance, and mutuality of support are reinforced and modeled by faculty and staff, the community will exert a powerful, positive influence on the participants.

The involvement of family and the development of a positive sense of community are two ingredients in the development of a sense of personal security. The third ingredient is the affirmation of cultural identity.

It should not be assumed that participants in orientation programs share uniform values or experiences. These will vary according to the students' rural or urban background, family experience, ethnic group, gender, and level of self-awareness. What is shared, however, is the common experience of minority status on the campus.

The orientation program should create an atmosphere within which the experiences and perceptions resulting from one's ethnic and cultural identity can be shared openly. One set of experiences will most likely relate to students' experience with racism in its various forms. The ability of students to deal realistically and appropriately with such experiences can be a major factor influencing their success at the institution. Discussion of these issues among students and program staff and within the small groups should be encouraged, so that students feel free to explore their significant experiences both analytically and affectively.

While acknowledging the issues that arise as a result of cultural differences, the program should help students to affirm their cultures. It should offer maximum exposure to role models, including program staff, faculty, administrators, and residents of the local community. Big brother/sister programs that match program participants with upperclassmen have been effective in providing continuing role models as have mentoring programs which match students with faculty and staff. Interaction with role models also can be promoted by exposing participants to minority campus agencies, student groups, activities, and events. Additionally, the orientation program can offer presentations about the cultures within the group, highlighting their history, traditions, and achievements.

Introducing students to ethnic and support organizations on campus is an important aspect of the orientation program. After learning about available resources and considering their own involvement, students can fill out applications for services, introduce themselves to organization leaders, become aware of organizational time requirements, and determine their own priorities.

While highlighting and affirming cultural identity, the program also needs to affirm the values of pluralism and cultural diversity, which are fundamental to education and society. In this way the participants also affirm the asset model, and recognize the positive rationale for the presence on campus of minority and majority groups, with all their similarities and differences.

2. Addressing the need for a sense of competence

While a student's sense of identity revolves around relationships to family, community, and culture, his or her sense of competence derives from relationships to academics, institutional processes, and leadership roles.

Academics is the issue students are likely to be most conscious of in their transition to college. For a variety of reasons, many minority students enter college without adequate preparation in academic subjects or confidence in their study skills. Insecurity in the academic area has the greatest power to limit their sense of competence.

The first step in increasing students' sense of academic competence is assessment. Knowledge of their own strengths and weaknesses gives students a focus for efforts to improve their capabilities. Assessment also provides the program with specific information needed to plan support services for each individual.

Depending upon the length of the orientation program and the extent of its prior involvement with the student, several assessment strategies are available. Students' own judgments regarding their strengths and weaknesses provide a good starting point. Self-evaluation can be supplemented by records of performance in courses and on tests and by information from teachers. A variety of assessment instruments are also available, some of which provide a high level of detail regarding student skills and potential.³ Instruments selected should reflect the capability of the program to provide services. That is, where comprehensive services are available, a comprehensive assessment process is appropriate, but where resources and time are limited, an abbreviated process can be more effective.

Much of students' insecurity about academics at the college level is due to their unfamiliarity with academic requirements and jargon. Early in the orientation program, students should be made aware of the policies, procedures, and terminology related to course selection, registration, satisfactory levels of performance, academic advisement, and financial aid. This phase of the orientation also should help students become familiar with the administrative units associated with each process. Learning will be most efficient if workshops addressing these subjects take place

8. Assessment should include traditional measures of student competence, but also measures specifically designed for non-traditional populations, including minority students. One such measure, designed by William E. Sedlacek, measures student potential in terms of eight "noncognitive variables." These variables show a high degree of validity and reliability in predicting minority students' success in college. The Sedlacek instrument is relatively efficient to administer and evaluate, and the results help to predict potential areas of difficulty for students. The effective retention program will use this information to design its strategy for helping the student to address problem areas before they are encountered full force in the middle of the semester. See William E. Sedlacek, "The Validity and Reliability of a Noncognitive Measure of Minority Student Retention," Research Report #3-82 (College Park, Maryland: Counseling Center, University of Maryland); William E. Sedlacek, "Evaluating Student Support Services, in J. F. Wergen and L. A. Braskamp (eds.) *Evaluating Administrative Services and Programs, New Directions for Institutional Research*, no. 56 (San Francisco: Jossey-Bass, Winter 1987), 49-57; and William E. Sedlacek, "Teaching Minority Students," in J. H. Cones, III, J. F. Noonan, D. Janha (eds.), *Teaching Minority Students, New Directions for Teaching and Learning*, no. 16 (San Francisco: Jossey-Bass, December, 1983), 39-50.

just before they become relevant. For example, a session on course registration will be most effective a day or two before actual registration, succeeded by a follow-up session to review the experience.

In the most effective orientation programs, participants actually enroll in courses. These may include developmental courses that help students prepare for the courses they will take in the coming semester or regular college courses which students take while assisted by a variety of support services.

One key to developing academic competence among minority students is the strength of the strategies used in the orientation program. These may include courses that focus on study skills and college achievement techniques. The student is introduced to several study environments, each involving a different learning style (informal lounge-type study, formal library-type study, group study, etc.). In addition, individual and group tutorials help the student master content and, simultaneously, assess the effectiveness of his or her learning skills. Library instruction also is valuable, particularly where actual research assignments are used.

The most important support strategies are monitoring and providing feedback on performance. Too often, evaluation is infrequent, impersonal, incomplete, and too late to allow for behavioral change. Monitoring and feedback can give students timely input and can impress upon them the value of seeking such information from instructors and veteran students. The program can gather feedback about student performance from instructors and service program directors, as well as from tutors, who observe student progress more regularly. Program staff can attend classes with students and observe their notetaking, underlining, study notes, and class participation. These methods establish a system for comprehensive, frequent, and personalized feedback.

Students also need "institutional competence," or the ability to negotiate the processes of the campus. Some rules and standards are written in the school bulletin or in the small print of financial aid mailings while others are not written anywhere. The orientation program should include experiences to demystify institutional requirements. The process begins with the workshops on rules, policies, and terminology, described earlier. Once the student understands the formal rules and jargon, the program can offer practical experience with the institutional bureaucracy. Students can be assigned realistic tasks requiring them to interact with various administrative and support offices. These tasks enable students to acquire the techniques necessary to cope with the campus bureaucracy including learning some basic rules: leave a record of your visit; never give up; ask someone else; check with an advocacy office; read every word and respond right away; practice assertiveness; get it in writing. Mastery of these techniques may spell the difference between surviving and dropping out of the institution.

Students also must be encouraged to expand their personal networks. Role models and mentors provide insights about the institution and often know the formal and informal ways of getting things done. During orientation each student should develop at least three "key contacts" perhaps an experienced student, a concerned faculty member, and a responsive administrator. The

plan should assist students to identify and meet contact persons they can approach when their own efforts at solving problems prove fruitless.

Students need assistance in developing skills that will give them ready access to both "key contacts" and other faculty and administrators. One strategy is to expose students to such individuals in a variety of formal and informal sessions. Small groups can invite the chemistry professor, whom they know only from a distance in the lecture hall, to lunch. Students can practice course survival strategies: sitting in the front of the lecture hall; asking a question after class; soliciting feedback from the instructor during faculty office hours. These activities should not be presented as suggestions to students, but as requirements. Of course, the program staff and small groups must stand ready to assist if these tasks prove overwhelming to inexperienced students.

Student involvement in organizations and work experience also can make the institution seem more human and accessible, by creating new circles of acquaintances and friends, as well as access to adult advisors and employers. Students should be encouraged to interact with minority support services, minority student organizations, and a variety of "mainstream" campus organizations. Part-time employment on campus offers additional financial resources; it also provides another source of psychological support along with potential career mentoring and future employment references.

A sense of competence is also built through developing a student's perception of himself as a leader, not necessarily in the form of a student body office but, leadership in terms of the ability to contribute to a group task, to influence opinion or outcome, or to choose and act effectively upon one's commitments.

The first step in developing a student's awareness of leadership potential is assessment. Both group feedback and formal evaluation can acquaint students with the many qualities that contribute to leadership. The ability to listen carefully is as important as the ability to debate; quiet persistence can be as effective as assertiveness; the inclination to support a new venture is as valuable as the ability to suggest it. The small and large groups of the orientation program provide opportunities for exercising leadership. As leadership is consciously expected and nurtured, staff assumes less responsibility for group activities and students become more comfortable as leaders. Those who attempt leadership roles should have the opportunity to discuss them with the group and benefit from the support that group feedback can provide. Individual leadership qualities, assessed at the beginning of the program, should be consciously developed and evaluated by both the individual and the group.

Finally, the orientation can assist participants in taking responsibility for improving the campus climate while acting on personal commitments. Students who have developed standards of excellence, who see themselves as leaders, and who are conscious of their values and commitments will naturally become involved in efforts to improve the institutional climate, organizations, and services for the benefit of particular campus populations, including minority groups.

Through developing the skills, knowledge, and awareness that are related to academics, institutional processes, and leadership, students will acquire a sense of competence. When this is combined with a sense of personal security, the student emerges from the orientation program armed with the fundamental prerequisites for college success.

Phase Two: Integration

Orientation and bridge programs are valuable ways to reduce the anxiety and alienation that new students often feel as they enter an unfamiliar environment and to help them begin to evaluate and integrate elements that they must learn to balance in order to succeed in higher education. No matter how effective an orientation program may be, however, it can never prepare students fully for the realities they will face in their first term. Many are overwhelmed by the myriad obligations competing for their time, the expectation that they understand exactly what a professor expects of them and can do it, and the responsibility for knowing and following institutional policies and requirements. Others fall into an opposite position—feeling effectively in control of everything—until their final grades provide incontrovertible evidence to the contrary. The latter situation seldom results from deliberate self-delusion on the part of students, but from their honest failure to realize that standards have increased and that they alone are responsible for understanding expectations and meeting them.⁹

The frequency of the “overconfidence syndrome” raises another issue: determining an effective level of intrusiveness for a retention program. Some believe that students should be given the freedom to determine their own choices, to experience the positive and negative consequences of those decisions, and to evaluate the outcomes in preparation for making the next set of decisions. From this perspective, the role of the retention program is to provide the support services sought by those students who recognize a need for them and elect their use. Those holding the opposite view feel that new students lack sufficient information and experience to realize the consequences of immediate choices or to have an accurate sense of their own progress during a semester. This view has led to the development of highly intrusive programs that closely monitor progress and demand regular accountability during an initial period, then give students increasing autonomy as they demonstrate an understanding of campus demands and services. There are many intermediate postures between these two extremes.

It is not the purpose of this chapter to become involved in the intrusiveness debate or to consider either position in detail. Such decisions must be left to campus judgment. The discussion of program components that follows addresses the full spectrum of services that, optimally, constitute a retention program. An intrusive approach would ensure student participation in as many

9. A more complete discussion of minority student responses to their “systematic academic invalidation” is found in Ronald W. Sausley, Kathryn O. Cowan, and J. Herman Blake, “The Struggles of Minority Students at Predominantly White Institutions,” *Teaching Minority Students: New Directions for Teaching and Learning*, No. 16 (San Francisco: Jossey-Bass, December, 1983).

components as deemed advisable by retention staff while the non-intrusive campus would offer them for election. What the authors do advocate strongly is a proactive approach to retention, one that seeks, at least, to make students aware in advance both of the pitfalls and of the available resources.

New students—especially underrepresented minorities—require both the orientation and the transitional services discussed in this chapter. Therefore, those who do not participate in pre-semester orientation or bridge programs should experience the more critical components of that process as early as possible. The function of orientation is to build a bridge of acquaintance between the student and the institution. Retention services during the initial semesters are designed to solidify that relationship for both parties.

Although the elements presented below must be functionally integrated at all times, it is convenient for purposes of discussion to divide them into two categories: instructionally-related support and personal support. In the previous discussion of orientation programs, personal issues were addressed before academic considerations since personal security is required before effective learning can take place. The following discussion emphasizes the academic issues first, because those elements immediately determine the students' status within the institution.

1. Instructionally-related support

The most commonly identified retention services are those that directly affect the academic mission of the institution. These include advising, tutorials, other instructional support, mentoring, and interaction with the faculty.¹⁰

a. Provision of accurate academic information

Earlier the importance of providing accurate academic information within the context of orientation programs was stressed. It is equally important to do this in the initial college semesters. All students need academic advising, either through faculty advisors, central advising offices, or both. All students need correct information about general education and major course requirements and options; the transferability and equivalence of courses they carry into a new institution; and campus policies and procedures for registration and withdrawal, grading options, required placement exams, or competency assessments. But because of their likelihood of being first-generation college students, their prior educational experience, and the non-academic issues with which many of them must contend, minorities also have other special information needs which the successful retention program takes into consideration.

10. This is the type of comprehensive service offered by the Student Affirmative Action Program at California State University, Long Beach (see chapter seven, exemplary program number six). Initial assessment and integration of varied sources of ongoing evaluation yield referral to indicated campus resources so that students eventually become proficient in evaluating needs and accessing services that have become familiar.

Most institutions recognize the need to familiarize students with local nomenclature, acronyms, and other unique terms that are likely to be new to them. While second and later generation collegians are more likely to have learned academic jargon from parents, older siblings, etc., many minority students are unfamiliar with such ordinary terms as "units," "prerequisites," "lower and upper division courses," "full- and part-time enrollment," etc., or with the standard pattern of campus-wide course numbering and departmental numerical sequencing.

New students must understand the meaning of these critical terms, which can dramatically affect their selection of courses and other decisions. Minority students tend to arrive at college from schools where they had relatively little choice within academic "tracks" and where courses were restricted to a designated class standing. In college, the choices to fulfill a single requirement seem unlimited. Freshmen are allowed to take any course whose prerequisites they claim to meet, and little attention is given to the specific configuration of courses selected by any individual during a particular semester or over the longer term.

Minority students, then, require more individualized assistance in course selection, including verification of pre- or co-requisites, guidance in determining appropriate sequencing of courses, and help in selecting a group of general education courses based on a meaningful rationale. For those planning to enter scientific or technical majors, in particular, advisors need to recognize that earlier schooling may have excluded pre-baccalaureate level preparation such as calculus or introductory physics. Provision must be made for that work to be completed so that major coursework is not attempted prematurely.

The advisor must also pay attention to ensuring a balance within the schedule of classes. Students whose high school curriculum was limited seek the security of familiar disciplines all too often, creating for themselves an overload of heavy reading courses or technical classes. It becomes the advisor's task to help students devise a schedule that involves a diversity of courses and instructional modes, that offers attention both to the development of needed skills and to stimulating content that will generate enthusiasm for learning.

Although the traditional four-year baccalaureate is rapidly becoming a myth on many campuses, little has been done to alert students to more reasonable study loads that can accommodate work schedules and other obligations. Many students assume they can carry the same number of courses as they did in high school, where they also worked, maintained a social life, and had responsibilities at home. An effective advisor will discuss these realities prior to enrollment, rather than waiting for problems to surface because of overscheduling.

In their first semester, special admission students are often advised to take a reduced load, which is frequently dominated by required skill enhancement courses. These students may develop a

false sense of what a "normal," full-time load demands. Where campus policies prevent mixing content courses with skills development, advisors need to address the transitional academic adjustment that students must make from first to second semester or from first to second year.¹¹

A key source of practical academic and professional information is the faculty, since faculty members set course standards, present the material and make assignments, and monitor student progress. They can also discuss the breadth of a professional field with an interested student. A good instructional support program encourages students to use their professors as resources. Advisors must actively encourage minority students to approach and become known to faculty members. Barriers such as shyness, a sense of intellectual inferiority, extreme respect, professors' presumed busyness, or simple lack of a "good" reason to talk with them must be overcome so that students become comfortable in this role. Advisors may help students identify needs or interests about which they can talk with their instructors and help them plan how to "break the ice" comfortably and appropriately. They may even devise special activities that require students to use office hours or other outside-class time to meet and consult faculty.

Many retention programs also involve faculty more formally as mentors for new students. Whether instructors and students are matched on the basis of academic area, ethnicity, gender, or randomly, there is no question about the value of fostering interaction with faculty who truly care to reach out to hesitant students and to build meaningful relationships with them.

b. Instructional support

Evidence shows that the use of instructionally-supportive resources is not limited to minority students. On the contrary, administrators of tutorial and learning assistance centers often remark that it is the stronger students who recognize the worth of these services and use them most regularly. Minority retention programs face the problem of reaching those non-users who seem to have the greatest need as well as the more fundamental, underlying question of how best to meet the actual instructional needs of these students.

Again, assessment is a critical first step. It will determine, through standard measurements as well as student work, each individual's general academic and study skills as well as his or her level of mastery of course-related preparation or prerequisite curriculum. Secondly, the program will either link students with the available resources indicated, working with appropriate campus staff to tailor services to meet identified needs, or it will develop and provide these services when these cannot be secured elsewhere.

Those involved in skills instruction are finding that, for less-prepared students, the most effective approach is to present skills in the context of course content and activity, where students have

11. The University of Colorado, Boulder, has developed an intervention program that combines orientation with a rigorous academic curriculum that replaces required remediation. (See chapter seven, exemplary program number 17.)

opportunities for immediate application and mastery. That awareness accounts, at least in part, for the proliferation of adjunct courses, supplemental instruction, group tutorials, and study groups with a concomitant reduction in individual tutoring. These other approaches also foster peer group support and cooperative learning, introducing students to an unlimited resource they can utilize at any time. They do not, however, fully replace individualized assistance for all students.¹²

A final instructionally-related consideration of the retention program is the study environment itself, a particular problem for minority students living at home or in a noisy dormitory, or attempting to study while on the job. Students fail to recognize the impact of these distractions on their college studies, especially if they overcame such difficulties during earlier schooling. The program staff may need to help students identify alternative locations for study or provide space on campus, adjust their schedules to allow study during the school day, or support them in seeking special considerations where they live.

c. Monitoring academic progress

The college experience will be successful for an individual if he has goals that are meaningful to him, accomplishes them, is recognized for his achievement, and knows where he is headed next. Though these outcomes culminate in the conferring of a degree, they are the product of many essential steps. The effectiveness of retention services correlates with their direct relevance to student needs and/or special interests at each of these steps. Academic success is aided by providing timely responses to what students have learned through regularly monitoring their progress.

Monitoring takes many forms on different campuses, which is due as much to differing philosophical postures (intrusiveness vs. student autonomy) as to fiscal realities that determine the frequency of interchanges. The more limited retention programs simply review the grades of target students after an initial quarter or semester and make contact with those experiencing difficulty to recommend or require the use of support services.

Monitoring in comprehensive retention programs may include the following elements: regular appointments with advisors, who examine the student's work (including notes and exams) to

12. An integrated approach is represented by the Puente Program (see chapter seven, exemplary program number nine), in which Hispanic community college students are working concurrently with a counselor, an instructor (their writing professor), and a community professional of their ethnic group who serves as a mentor and potential role model. Another approach, not formally a mentoring program, is the Minority Engineering Program (MEP) established at California State University, Northridge, which became the national model for similar efforts on other campuses. One feature of that program is the formation of an MEP Alumni Association, a source of role models for continuing students and a vehicle for providing students a "day on the job" working alongside a program alumnus.

determine the need for immediate assistance; progress reports solicited from instructors at periodic intervals (orally or in writing); faculty suggestions or reports noting special needs; and verification of student involvement in activities or services.¹³

Minority student retention efforts often focus on limitations, problems, and remediation. For academic and extra-academic reasons, these students collectively do tend to enter colleges relatively underprepared and are more at risk than their majority counterparts. However, the asset model introduced early in this chapter should not be forgotten. It is equally important that students be recognized for their successes (academic or extra-curricular), their special skills (such as bilingualism), and for the cultural richness they contribute to the institution. Regular award ceremonies or recognition days (whether departmental or programmatic) are invaluable incentives and sources of encouragement, as are activities such as honors programs, research projects, internships, or other public acknowledgements of exceptional merit or achievement.

2. Personal support

Although it is often assumed that academic factors are the primary determiners of student retention, for minority students, personal elements may bear greater influence on an individual's continuing beyond an initial semester or year. It is important for an institution to recognize that while many of these factors are within the scope of campus influence, others are not. The latter category includes family emergencies, illnesses, financial problems, and the effects of major life decisions such as marriage or childbearing.

In the area of personal support, however, there are a number of significant factors that an effective retention program can address and influence so that potential liabilities become assets. These can be grouped under three categorical headings: goals, personal management, and integration within the institution.

a. Goals

Few of those involved in outreach and retention efforts would be surprised by the assertion that increasing numbers of students enter college lacking a clear idea of their personal and professional goals. It has become almost standard procedure to assure undeclared majors of the wisdom of taking time to make a decision and to encourage them to explore a variety of options in

13. The need to respond to student difficulties only recently has generated the development of "early warning systems." A sophisticated version is the "academic early warning system for first-time freshmen" undertaken by California State Polytechnic University (CSPU). The system has been integrated into their Academic Advising Center, Minority Engineering Program, Educational Opportunity Program, and some of their college-based support programs, which are using it as the basis for proactive outreach to high-risk students. The instrument has proven a valid predictor, useful in its basic form or in specialized adaptations that reflect the features of individual academic areas or programs. It remains the responsibility of the retention program to provide interventions appropriate to the needs identified. (Contact: Joseph C. Marshall, Director of Research and Information Management, Student Support Programs, CSPU, Pomona, California, 91768-4006, (714) 869-3357.)

the process. That approach remains sound practice. But the question of an academic major or a career is only one part of the broader subject of goals, which a student must address. The individual's need for goals that he/she believes desirable and achievable, and that are verifiable, is beginning to find its way into the literature on drop-outs and academic disqualification. We should keep in mind that for many minority students who are first-generation college entrants, "going to college" has been the identified goal. Once they have gained admission and begun their studies, they have achieved their conscious objective. Then what?

A successful support program will weave goal setting throughout its design, recognizing that short-term achievable goals should be identified only within the context of longer-term projections. Setting goals will enable students to use their personal priorities and values to identify compatible potential careers, to assess their genuine interest in any major or career selection that has been strongly influenced by a parent or counselor, and to explore the reaches of their aptitude and potential beyond the limitations imposed by counselors, previous instructors, or peer influence. The goal setting process will ensure that students make their choice of major as an outgrowth of their identified goals, avoiding the all-too-common student fear about what he or she ever will do with a degree in a particular field.¹⁴

The campus career center is a valuable resource in this broader, ongoing process. Students also can explore and evaluate options and their own talents through contacts with professionals acting as mentors, and through employment opportunities (internships, cooperative education, work-study placements, etc.) that expose them to professional activities of interest to them.

b. Personal management

A second area of personal support involves management issues: financial elements, obligations and responsibilities, housing and transportation needs, and personal social needs. For minority or economically disadvantaged students, these factors often can become critical issues.¹⁵

Highly significant among the freedoms and concomitant responsibilities of college students is fiscal management: budgeting for a month or a semester at a time, surviving delays and other problems related to financial aid disbursements, anticipating and "surviving" real emergencies.

14. Among the features of the College Enrichment Program at the University of New Mexico (see chapter seven, exemplary program number four) is career interest assessment. This component has contributed to the overwhelming numbers of program participants who continue to graduate school.

15. Underlying all these matters are financial considerations, whose impact on student success cannot be overestimated. For that reason, such efforts as the First Generation Award Program at the Colorado State University are invaluable (see chapter seven, exemplary program number two). Retention statistics reported by that program are a product of the combined attention to financial and personal need and to involving students in academic support services. Responsible disbursement of fiscal support is not limited to the monetary awards but also ensures that students are accessing a "package" of services that, in combination, address their total needs.

These issues may be especially significant for students living away from home for the first time. Effective retention services ensure that students give serious and practical consideration to such issues—before they become problems. Program staff need ready access to exper. about financial aid procedures and resources in order to verify that each student has been granted every possible award and is actually receiving the funds, and to intervene with other campus offices on behalf of the student when necessary.

Perhaps the second most significant personal challenge for the new college student is integrating new academic responsibilities into his or her lifestyle. This is the problem most likely to plague the student living at home, who is expected to maintain the previous level of involvement with family, with the neighborhood peer group, and possibly with an employer. Students in such situations need help understanding others' expectations of them and reasons why those individuals might not recognize the impact of new academic responsibilities. These students must realize the consequences of trying to honor all the demands made on them and develop sensitive but firm ways of communicating personal needs.

As the semester progresses, the requirements of coping with a new environment may multiply the stress of accumulating academic pressures. Retention staff need to check periodically on how well the student is adjusting. Students sometimes also need help balancing their social life in what is, for all practical purposes, an entirely new world. This may mean tempering the abuse of unlimited freedom for some and, for others, providing social outlets so they do not become totally immersed in study or work.

c. Integration within the institutional mainstream

Finally, a personal support service needs to integrate students into the institution so that they feel a part of their microcosmic campus world. Ideally, this process should be two dimensional. On one hand, new students begin to feel at home when they become involved in student organizations, activities in their major department, co-curricular activities of an academic or non-academic nature, and when they get to know (and feel known by) faculty, staff, and administrators. On the other hand, participation in campus life has the effect of helping students become agents of institutional change. Their involvement with organizations and activities gives students opportunities to interact with peers, faculty, and administrators and thus help shape the climate of the campus by sharing their views with those in positions of influence.

Campuses vary greatly in the degree to which they provide personal support to students. At one extreme is the assumption that each student can do his own sorting and processing. In contrast, other institutions assign an advisor or mentor who either provides all or most services directly or who initiates referrals to other offices and receives reports on outcomes. The latter form of encouraging integration seems better suited to the limited experience of first-generation minority students, although individual campus realities may dictate other approaches. What is essential is that the students' need for coordination and integration be recognized and that a retention program determine an appropriate strategy, rather than leaving the matter to chance.

Changing the Institutional Climate

We have stressed the need for strong orientation and academic support programs for minority students. Even more critical is the need to shape the campus climate. Orientation and academic support are but two elements in a much broader strategy for the campus that wants to be effective in recruiting and retaining a diverse student body. Without institutional support for pluralism, other efforts will be undermined. Their success is almost guaranteed, though, when they are components of a campus-wide strategy.

Historically, the institutional view of minority students has evolved through several stages. Initially, a "medical model" was applied in attempts to "fix" students whose characteristics were different from those of the general population. Later models did recognize and respond to the unique needs of non-traditional students, but tended to isolate these students by giving responsibility for their well-being to special programs outside the institutional mainstream. In the initial "medical model," a "deficit" approach was clearly operative. Succeeding models were designed for "one-way accommodation," with the student bearing the primary burden for change.¹⁶ A third approach, described by as the "ecological model," calls for responsibility to be shared by all members of the community, and places equal burden on both the institution and the student.¹⁷ According to this concept, the campus environment can be designed to realize important objectives and outcomes are the result of contributions by all participants. The goal of retention will be achieved to the extent that such diverse input is received and utilized.

The "asset model" assumes that diversity and pluralism are values central to the educational process. The "ecological model" requires shared responsibility for designing the environment so as to include these values.

Every campus environment is unique. It is therefore unrealistic to prescribe a universal plan that will meet the needs of every institution. Nevertheless, several basic elements do apply to virtually every campus that seeks to effect change in the interest of diversity and pluralism. The first is the need for a clearly articulated and widely disseminated policy statement on diversity.

A second major consideration is where the retention program is placed within the institution, and the level of resources to be committed to the effort. These are the clearest indications of the institutional commitment to retention. Historically, the responsibility for minority student retention has been vested in categorical programs and services supported through special funding. These programs often exist at some distance from the center of power and policymaking, usual-

16. James H. Banning, "Campus Ecology: Its Impact on Student Personnel Work," in Don G. Craemer, ed., *Student Development in Higher Education: Theories, Practices and Future Directions* (Cincinnati: American College Personnel Association, 1980).

17. James H. Banning and Leland Kaiser, "An Ecological Perspective and Model for Campus Design," *The Personnel and Guidance Journal*, 52:6, February, 1974.

ly within the student services area, and often on the fringes of that administrative unit. Campus structures vary, but the universal measure of the priority given retention is its proximity to institutional decisionmaking and to senior administrators who wield influence and power on campus. Another measure is found in the allocation of institutional resources, especially institutional funds.

Another basic part of the campus climate is the faculty, both in terms of its composition and the involvement of individual faculty members with students. The literature is clear on the importance of having significant minority representation within the permanent faculty and in prominent administrative positions. Minority status rather than ethnicity is a major variable in retention. Students perceive themselves as minorities not only in relation to their peers, but also in relation to the individuals who perform significant professional roles on campus. Observing role models who exercise leadership in the campus environment, minority students feel themselves a part of the academic community. Additionally, the participation of minority faculty and administrators in policy discussion and decisionmaking is essential if diversity is to become a reality.

Campus climate for retention is much affected by the level of faculty-student interaction. The involvement of faculty with students must be viewed as a legitimate, valued responsibility, rather than as an impediment to effective teaching and scholarship. For this to occur, the expectation that faculty will work closely with students must be articulated as a matter of policy, and reflected in campus decisions. In considerations of tenure, promotion, and workload, visible work with students outside the classroom should be a critical factor.

Retention strategies function best within a cohesive campus community. Diversity is meaningful only where there is mutual respect for differences, and where divergent elements are able to interact in a positive context. Diversity is the province, then, of the whole campus. Celebrations, activities, and events that increase the awareness of diversity need to be available to all members of the community, minority and majority alike. This involves collaborative planning and co-sponsorship by minority and majority student groups. Majority students are likely to be as interested in and stand to gain as much from activities with a minority focus as minority students will benefit from activities in the cultural mainstream.

If a campus succeeds in creating a sense of community, it will naturally establish a similar relationship with communities surrounding the campus. Community groups can be invited to participate in campus events, while campus resources can provide assistance to neighboring communities in many forms, including service and research projects.

An institution that is seriously committed to its stated goals will want to monitor the effectiveness of its efforts. This requires the gathering of comprehensive data to document the institution's success in meeting numerical goals, including students recruited, composition of faculty and staff, and students served. However, aggregate data will provide only part of what is needed. Measuring effectiveness also requires tracking the progress of individuals through the system.

Evaluation data must be made available to each policy body and administrative unit concerned with retention so that the data can be used both to measure and improve performance. Data analysis permits informed decisions to expand programs that have proven effective and to modify or eliminate ineffective strategies and develop new programming where needs remain unmet. At intervals, evaluation data should be reported to the campus and its individual departments. In this way the institution holds itself publicly accountable for meeting its goals.

We have discussed major elements that affect institutional climate for minority students, including administrative structure and resource commitment, composition and role of faculty, the campus as a cohesive community, and recordkeeping and evaluation. Above all, however, it is most important to realize that a positive campus environment can only result from a deliberate and clearly articulated policy and the development of corresponding strategies to ensure its implementation. This is a sizable task and one which requires the participation of all affected segments of the campus community.

4.

THE COMMUNITY AND MINORITY STUDENTS

Edison O. Jackson

ENABLING MINORITY STUDENTS to attain higher levels of educational achievement is so critical that all reasonable resources both on and off campus must be brought to bear. Frequent news stories, noting high rates of high school dropouts and low and declining rates of college entrants, remind us of the need for action. But rarely mentioned is the large percentage of minority student college dropouts, which, in terms of societal and personal loss, may be the most significant statistic of the three.

Effective education in the 1990s must of necessity be a corporate activity, involving a sizable cast. Accordingly, increasing attention is being given to the concept of "community," and to its components—joint effort and shared responsibility—as valuable elements in the education of minority students.

This chapter will discuss three different communities that can contribute usefully to this challenging task: the campus community; the external community, including special purpose educational support groups and traditional local organizations, and the pre-school through graduate school educational community.

The Campus Community

Before an institution can effectively utilize its own resources to increase the probability of success for minority students, the institution must acknowledge fully its own shortcomings. It is my view that careful, thoughtful, and honest analyses have not been performed on many campuses. When this is undertaken there must be strong leadership from the chief executive officer of the institution, stating the vision, behavior, and outcomes that are expected from all members of the college/university internal community. There must be a view of excellence which includes demonstrable evidence about the amount of learning that should occur between entry and exit for each student.

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The college/university also must examine the assumption that underlies its plan for serving minorities and students who are at risk. Our institutions often approach these students from a deficit-value orientation and fail to recognize the assets they bring with them. From the chief executive officer to the custodians, individuals must reexamine their attitudes toward minority students if they are serious about increasing access and retention.

Members of the higher education community must begin to understand the degree to which their practices, instructional modalities, and assumptions make them a part of the problem rather than a part of the solution. We need to hear ourselves when we describe as "typical" of minority students such characteristics as: under-prepared, high risk, low-income, disadvantaged, special need, nontraditional, low in motivation, poverty-stricken, etc. More often than not, institutions delegate the responsibility for minority student retention and psychological support to their minority offices and programs. These entities are often on the fringes of the power and authority networks of the campus, yet they must shoulder almost all the responsibility for the retention of minority students. While special programs may play an important role on some campuses, an institution-wide commitment to minority achievement is essential.

At Compton College we have implemented a campus-based mentors program which assigns staff to students who are at risk. This program includes the president and volunteer members of the faculty and staff. Initially – and quite unexpectedly – staff members were more enthusiastic about serving as mentors and role models than were faculty and administrators.

Students have reacted very favorably to the program and seem to be comfortable with it. We are seeing some positive results, such as an increased sense of belonging on the part of these students, as well as greater participation in college activities. Frequently students remark that, "I have someone who truly cares about me, someone with whom I can talk and share my thoughts." The college is now working to create opportunities for members of the external community to participate in the mentor program.

External Community

Schools, colleges, and universities often see themselves as being alone in their struggle to increase minority participation and retention. In part, this situation is of our own making as we too often give the impression to our various external communities that we have all the answers to the problems associated with serving students. But, in fact, we frequently do not see that we are failing and rarely accept responsibility for the non-survival of students under our charge. This self-deception may account for the largely unilateral relationship the typical higher education institution has with its surrounding community. The institution is willing to educate community residents (on its own terms), allow outsiders to attend campus artistic and athletic events, and often provides students for volunteer as well as paid employment. But undergraduate institutions, at least, rarely seek real involvement of the external community in campus activities and seldom ask for community cooperation or assistance other than financial donations. There are some notable exceptions to this generality, and they show what can be done. One is the partnership of the Maricopa (Arizona) Community College District and area business and industry, which has produced highly successful training programs for the benefit of students, employers, and the colleges.

Clearly, there is increasing outreach by colleges and universities to predominantly minority communities, much of it in the form of students serving as teacher assistants or tutors, or as aids in health care facilities or other community agencies. Campus Compact, a national organization of 100 colleges and universities, promotes student volunteer activity by providing both know-how and supporting grants. In California, the University of Southern California Joint Educational Project sends students into neighborhood schools to serve as assistants, tutors, or big brothers and sisters. It also links students with a variety of community agencies to help them acquire knowledge and experience related to their course work. Up to 1,000 students participate each semester.

The University of California, Los Angeles (UCLA) and University of California, Irvine, provide good examples of staff and faculty outreach to minority schools. The UCLA high school and junior high school programs help students achieve eligibility for college admission. They feature academic counseling, presentations by role models, college and university visits, parental involvement, and tutoring by UCLA students. UC-Irvine's Project STEP brings university faculty and public school teachers together to plan curriculum and to work with students on each other's campuses.¹

Another innovative outreach approach is the Bay Area Youth Employment (BAYE) project at Stanford University, Santa Clara University, the University of California at Berkeley, and Laney College. The program is designed to prepare minority and disadvantaged high school students for the labor market and motivate them toward postsecondary education. Participating students are placed in on-campus jobs in academic offices, student services, libraries, and other areas. The students work approximately 10 hours per week during the academic year and 30 hours per week during the summer and earn the minimum wage. Each student is paired with a mentor, either a job supervisor or faculty member, who helps the student adapt to the university environment and a counselor who monitors the student's progress and identifies university resources which best serve the needs of each student. The program also provides the students with career and educational planning workshops and tutorial help.

These programs contribute importantly to the education of K-12 minority students. They encourage the student to complete high school and qualify for college. They also benefit the college and university students who serve as tutors; some educators believe the tutors get more than their charges out of such programs. In addition, these programs can serve as building blocks for a greatly strengthened pre-school through graduate school partnership to serve minority students. However, few institutions go beyond outreach activities in using potentially valuable community

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1. Key elements in the success of Project STEP, according to its director, Manuel Gomez, are true involvement in project leadership by the chief executive officers of the five cooperating entities and a genuine feeling of partnership where all parties contribute and share responsibility for program outcomes. These factors were illustrated by the participation of Santa Ana Superintendent Rudy Castruvita in the 1989 American Association for Higher Education National Conference where he appeared as an advocate for partnership before an audience of higher education faculty and staff.

resources to aid their own students. One institution that does is the University of Pacific (UOP) Community Involvement Program (CIP). The CIP Advisory Board includes minority representatives from the Stockton community along with UOP faculty members and students. Board members play a decisive role each year in selecting 50 students for admission to UOP and the CIP program, actively advise university administrators about minority student selection policies and program activities, serve as speaker representatives and liaison with community groups and schools, counsel and assist individual students, and participate in student recognition events.²

Special Purpose Organizations

Outside organizations do far more work with K-12 minority students than with those at the college level. The six successful programs described below all operate in Southern California schools. They are the kinds of programs colleges and universities should support and join, where possible. Further, by adapting some of these programs for its own use, virtually every college and university can strengthen its work with minority students.

Young Black Scholars (YBS). Sponsored by the 100 Black Men of Los Angeles, YBS in 1986 identified approximately 2,000 Black ninth graders in Los Angeles County who had chosen a college prep curriculum. The YBS goal is to have 1,000 Black students from the county graduate from high school in 1990 with a 3.2 GPA, the qualifying level for admission to the University of California. (Only 800 of 21,000 Black graduates statewide were eligible for UC in 1983.) YBS monitors individual student progress, provides educational support services, offers learning enrichment programs, presents rewards for academic achievement, and supplies college and career counseling for students and parents. The distinctive characteristics of the YBS program are the designation of participating students as members of an elite group, the public expectations that accompany this status, on-going monitoring and support services, and sponsorship by a prominent group of citizens who provide recognition and rewards.

MESA. The Mathematics, Engineering, and Science Achievement (MESA) Program operates at the junior high, high school, and college levels. Its purpose is to capture and sustain the academic interest of minority students who can succeed in mathematics and science. The model is unique because it provides continuity of attention from junior high through college. In the lower grades, it focuses on identifying students, counseling them, and encouraging them to attend college. Later, there is an emphasis on monitoring individual progress, providing academic support, and dealing with students' non-academic problems. Throughout, students work with engineering professionals. Mentors often are drawn from the membership of one of the professional societies that helps to sponsor MESA.

Project Ahead. Sponsored by Southern Christian Leadership, this program endeavors to increase parental support for secondary school students who are at risk. Each of two parent educators has a case load of 80 families. They use house calls to deal with problems that inhibit student learn-

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2. Another California program that makes use of outside resources—in this case one-on-one mentors for the participating community college students—is the Puente Project (see chapter seven, exemplary program number nine). The success of Puente has caused so many institutions to plan similar programs that the project directors report they are unable to respond properly to requests for information.

ing, to show parents how they can assist students, and to encourage positive school success attitudes on the part of both parents and students. This program is distinctive in the amount of attention given to individual students in the extent of the effort to involve parents.

Cal-SOAP. The California Student Opportunity and Access Program was established in 1978 to increase the access of students from underrepresented minority groups to higher education. The program is financed one-half by state funds and one-half by contributions in cash or in kind from the institutions that comprise the five regional consortia. Consortia members include public school districts, private secondary schools, University of California and California State University campuses, independent colleges and universities, and community colleges. Typical consortia activities include distribution of information, workshops for students and parents, campus field trips, college-career days, tutoring, and college advising and referral. Like the federally funded Talent Search, SOAP consortia feature cooperative activities among groups of secondary and postsecondary institutions coordinated by a small central staff independent of any member institution.³

Focus on Youth. This program is sponsored by the nonprofit Los Angeles Educational Partnership and funded by corporate and foundation grants. Focus coordinators are assigned to 19 predominantly minority elementary, junior high, and high schools to coordinate community resources in support of dropout prevention. Coordinators draw on human service organizations, governmental agencies, higher education, and businesses for services to aid youth who are at risk, and, in some cases, their parents. These services include counseling, crisis intervention, job referral, emergency shelter, tutoring, pregnancy case work and parenting programs, child care, food and clothing, and medical services. The special features of the Focus on Youth program are the emphasis placed on utilizing community human services for youth who are at risk, the building of a strong network to connect schools to a variety of community organizations, and the training of school personnel to maintain the network.⁴

Achievement Council. The council is a four-year-old nonprofit California organization whose main purpose is to raise levels of educational participation and achievement on the part of Black and Hispanic students. The council brings together leaders of effective minority schools to discuss and delineate strategies and techniques that "turn schools around." From these sessions comes material for Achievement Council publications and workshops that equip other principals and teachers to do a better job with their students. In addition, council staff members are assigned to high schools and their feeder schools to help implement school improvement measures. The council was one of the first organizations to recognize that most schools serving at-risk minority youth need new methods for motivating, teaching, and counseling those students. The council works with principals and teachers in efforts to change systems of educational delivery. Another valuable attribute is the freedom of action its staff members have been able to achieve, which is

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3. See chapter seven, exemplary program number 15 for more information.
 4. The "Cities in Schools" program, which operates at more than 100 school sites across the country, also works to reduce dropouts by connecting at-risk students with community agencies, professionals, and volunteers. Cities in Schools is a public/private partnership supported by corporations, foundations, and individuals.

due, probably, both to their own abilities and to the fact that the council is a fully independent organization.

Local Community Organizations

Although a variety of neighborhood organizations can play a role in the education of minority students, only a few higher education institutions are making use of these resources. Their experience provides good evidence that colleges and universities, particularly those with large numbers of commuters, can aid their minority students by forging stronger ties with local citizens and organizations. Further, with increasing attention being given to education nationally, there is reason to believe community groups will be increasingly receptive to forming such alliances.

In what ways do community organizations aid students in local schools and colleges, particularly minority students?

Employment—Providing jobs that give students income to attend school as well as an understanding of the world of work.

Mentors and Tutors—Furnishing volunteers who give close attention to the academic progress and problems of individual students.

Counselors and Role Models—Counseling students about personal problems as well as advising them of career opportunities, and helping them adjust to the external and campus communities.

Liaison with the External Community—Informing members of the community about minority education activities on local campuses, helping students make connections with community organizations, and intervening on behalf of individual students in problem situations.

Linking Minority Students with Their Roots—Providing ties with the familiar and comfortable for students who might be overwhelmed by the college environment.

Social and Recreational—Helping students form friendships, become familiar with the culture of the community, develop self-esteem, and pursue personal interests.

Financial Assistance and Rewards—Providing funds for scholarships and awards and sponsoring programs to recognize student achievement.

Parental Involvement—Helping parents learn how they can best assist their school children and encouraging them to provide such support. Sponsoring events that increase parental understanding of requirements for college admission and for success after enrollment.

Now let us consider the community organizations that can and do perform these functions.

Business and Industry. The strongest outside relationships of many colleges are with business organizations. Vendors supply goods and services to the campus while the institution furnishes students to work in stores, offices, and manufacturing plants. This basic relationship can evolve into a true partnership, as higher education institutions give more attention to the needs of the community in which they are located and business organizations grow more concerned about the

quality of community life and the future supply of capable workers. Such considerations lead corporations to "adopt" individual public schools and to provide mentors, tutors, internships, field trips, and awards.

Colleges can ask major companies that do business with them to provide opportunities for students who are at risk to gain practical experience and an understanding of the technical and managerial aspects of business. Firms can also be asked to sponsor programs that support both the cognitive and affective domains of students. Businesses, separately or jointly, can establish award programs, including events that recognize successful students and their significant others. In addition, colleges can target certain area high schools and call on local businesses to contribute funds for scholarships and awards to provide achievement incentives for both outstanding and average students.

Civic Organizations. Included here are the local chapters of national service clubs and national ethnic organizations as well as other groups with a commitment to civic betterment, from community-based development organizations to national groups such as the American Association of University Women. The members of these organizations can be particularly helpful in acting as liaisons with the community, in supplying role models, and in encouraging and bringing recognition to student achievement. Any college president who believes that community support can aid the institution's work with minority students should make certain that these groups are well informed about what is happening on campus.

Professional Societies. These groups have an interest in students studying to join their ranks. Members can provide role models and career counseling as well as arrange internship-like employment. Achievement awards and scholarships often fit their priorities.

Churches. Many minority students enrolled on predominantly White campuses feel the need, from time to time, to become immersed in their own culture. The church plays a very important role in the lives of many minority students; linking them with community churches is a good way of helping them touch base with their roots. Churches can be a rich source of mentors and support persons to serve as surrogate family members during the student's months away from home. Many church members are willing to "adopt" a student for the purpose of providing an occasional home-cooked meal and home environment. Such arrangements can benefit both student and host and reduce the isolation and loneliness to which the high-risk minority student is particularly prone.

Social Organizations. Members of fraternities, sororities, and other social groups usually found in minority communities can serve as effective mentors and student "parents." They can also facilitate student involvement in community organizations and activities.

Youth Organizations. These groups offer college students off-campus recreation and friendships as well as opportunities for leadership assignments. They provide a chance for students to interact in a non-threatening and relaxed environment, and thus serve as a source for needed psychological reinforcement. Generally, these organizations are "culture specific," which can create a greater sense of belonging and self-identity for the student.

Parents. The inclusion of parents as a resource in the education of minority students is as vital to success as having the proverbial third leg on a milking stool. Sadly, it is not widely done. A num-

ber of higher education institutions, however, have built parental support into their retention programs. Many parents want to help but feel uncomfortable about coming forward. Some believe they are not equipped to provide support while others lack confidence in dealing with campus procedures and personalities. When programs are developed to involve parents, these factors must be considered.

As indicated earlier, the California Achievement Council has had good success in working with K-12 school administrators and teachers to make schools more effective for minority students. A parallel Achievement Council objective – to generate community support and involvement for these school site programs – has proved less successful. In reviewing the mixed results of its two years of community effort, the council sees more interest in schools on the part of local leaders and greater understanding of how community action can aid the schools. In addition, more parents recognize the value of being involved in their children's education and have learned how to be supportive. But increased community awareness has not led to group action in support of schools or to development of community educational goals. The Achievement Council believes this situation is explained by the following factors: disappointments experienced by community members when earlier intervention programs failed to deliver; unwillingness of individuals and groups to participate actively until a program is well established; lack of community tradition and structure for mounting community-wide efforts; and the inability of the Achievement Council to employ staff members who have the range and level of abilities needed for the difficult tasks of persuading individuals and groups to join in a broad program of action and then organizing and sustaining these efforts.

Achievement Council views about community resources are similar to those of a growing number of educational analysts: (1) no poor school can be expected to improve very much without help from outside resources, and (2) parental interest and support can be the most valuable outside resource. Accordingly, the council plans to focus most of its community work on parents. It will prepare a parents' resource book that lists names and telephone numbers of various school officials and child serving community organizations. The book will also explain school procedures and describe things parents can do to help their children succeed in school. In addition, the council will conduct a series of parent training sessions and teacher workshops featuring techniques and strategies for communicating with and involving parents.

It is appropriate, indeed necessary, for colleges to think of training parents as mentors. Generally, parents are more supportive of their children than anyone else and have the most interest in their success. Peer groups can be formed for parents to work together and share experiences, thereby providing mutual support and socialization for parents and an opportunity to gain a better understanding of the college and how it fits into the lives of their children. Such involvement can have long-term effects especially if there are younger siblings in the family. Parents become more aware of the benefits of education for their children and how valuable parental interest and intervention can be from the formative years on. Further, they can assist and encourage others in their neighborhoods and churches to become parent-advocates.⁵

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5. The Hispanic Mother-Daughter Program at Arizona State University is a rare but good example of a parental involvement program at the college level. Some of the mothers of students participating in the program have also returned to school to complete a high school equivalency program, or to attend community college. (See chapter seven, exemplary program number one)

The Educational Community

As we look at what is happening in K-12 and higher education in the education of minority students, we find that each system is experiencing both success and failure. And we find that, by and large, each system is trying to solve its problems in isolation from the other even though both would benefit from closer relationships. Both K-12 and higher education suffer because they make only limited use of external support that could motivate and sustain students to remain in school and achieve. We need to change our educational delivery systems so that they can be more responsive and receptive to the culturally, socially, and economically different experiences that orient many minority students.

Because our systems of education are separate entities instead of meshing parts of a life-long learning continuum, the transition from level to level becomes for many minorities a far more formidable task than it need be. Everyone seems concerned with the number of academically qualified students available; it is time that we show equal concern about salvaging a greater number of those students with potential who now fall out of the system.

Many educators recognize the need for closer connections between higher education institutions and K-12 schools. In recent years two University of California committees have studied this relationship. Both groups concluded that long-term improvement in student academic preparation and teacher training requires genuine collaboration between faculty and administrators in the two systems. The studies urged closer ties between UC campuses and surrounding schools to achieve on-site educational research, model cooperative programs, and mutual strengthening of curriculum. The California State University and a number of the state's independent colleges and universities have supported similar outreach and cooperation. But in virtually all cases, the actual connections made between a university and a high school, for example, are narrow in scope and usually limited in duration. They involve only a small slice of the higher education campus and only a limited number of teachers and students at the school. The typical relationship is more like the handshake of strangers than the embrace of close friends.

Concern about the education of minority students is creating more links between educational sectors and, over time, could create a strong and permanent partnership. The motivating factors for partnership range from altruism to protection of one's own job. Educators at all levels want all students to enjoy full educational opportunity, and they also want to enroll enough students to fill their classrooms. These concerns have made many of us realize that educational opportunity has been diminishing for many students and that this can cause college enrollments to diminish also. We are therefore showing increasing interest in partnerships and cooperation.

There is mounting testimony that partnership activities not only aid student retention and achievement but also can yield benefits for both K-12 and higher education. A recent California State University (CSU) report on outreach programs conducted by its campuses includes the following findings:

1. The use of carefully selected and well-trained (college) student interns working in the schools is one of the most effective means of engaging younger students in their own education; this approach is also an effective means of recruiting CSU students to the teaching profession.

2. In areas where high dropout rates are evident, early intervention can and does work; the CSU experience with outreach programs demonstrates the effectiveness of such activities, especially those that are jointly developed with the schools.
3. CSU middle school partnerships have demonstrated that the presence of colleges and universities enhances school efforts to improve the level of parental involvement in their children's education.

A major element in improving minority student education is the development of greater continuity and consistency, from pre-school to graduate school, in what we expect and require of students and in the information we provide to them. What we need is a pipeline of encouragement and facilitation that moves students through the transition points and enables them to progress as far as their interests and abilities allow. In their work with minority students some institutions need the help of external resources far more than others. But all institutions can benefit by being active participants in expanded and coordinated efforts of the education community to serve minority students.

The education community needs a clear and simple message that communicates its beliefs and objectives. Here we can borrow from the vision statement of the California Achievement Council. To students and parents, institutions should say again and again, "Minority students can achieve at high levels." To ourselves we should repeat, "Schools can make a big difference in the development of these young people." And to the public we should restate, "Given the changing demographics of the nation, it is in everyone's interest that minority students be well educated."

Useful Program Features

This chapter has described the outreach programs of a number of colleges and universities, as well as the activities of local community groups and special purpose organizations. This review enables us to envision characteristics of the educational community that can exist when educational institutions at all levels are working together in the common cause of raising minority student achievement.

Here are some of the salient features and functions:

- Development of early-age individual student profiles listing abilities, problems, and needs.
- Monitoring of individual student progress, utilization of on- and off-campus support services as needed.
- Identification of students with special abilities to permit encouragement, counseling, and continuity of attention through successive levels of education.
- Information about individual students made available to next higher level institutions in the area.

- Outreach by institutions to students in feeder schools and their parents through written materials and workshops and campus visits to inform these persons about procedures, needed knowledge and skills, and career opportunities.
- Faculty members meeting regularly with faculty of feeder schools to articulate course content and requirements and on occasion to work with one another's students.
- Annual reports on individual student progress supplied to feeder schools.
- Expanded remedial instruction in reading, writing, and mathematics, provided by all levels of education.
- Summer readiness programs conducted by high schools and colleges for prospective students.
- College preparation courses taught at high schools by college instructors.
- College level courses on high school sites to promote student awareness of college experience.
- Provision by colleges for concurrent enrollment of high school students.
- Joint effort by high schools, colleges, businesses, and community organizations to establish awards and scholarships that motivate students to advance to the next level of education.
- College and high school students serving as tutors and mentors of younger students in area schools.
- Participation by all institutions in networks that allow them to make full use of community support services for individual students.
- Vigorous efforts by all institutions to get parents to participate in their children's education and to keep them involved.
- Employment of outside experts to train faculty and staff at all levels in effective instructional methods and use of support services.

Conclusion

The preceding sections list functions found to be useful in the education of minority students. Some may be conducted by a single college alone, some by consortia. Others require an institution to work cooperatively with secondary schools or community organizations. Still other functions, such as faculty and staff training and expert advice on the development of an institutional plan, might be best provided by a new type of external special purpose organization.

Every institution should formulate an institution-wide plan for serving its students who are at risk and should involve many campus organizations and individuals in the process. The plan should provide for use of both on- and off-campus resources.

Every institution should develop outreach programs to assist area schools in the education of minority students as well as programs that encourage and assist students to qualify for college admission.

Colleges and universities should recognize and applaud external organizations that promote educational achievement among youth who are at risk and assist the work of these groups where possible.

Research studies indicate that as their children grow older, minority parents (along with other parents) display a declining amount of interest in their children's education. Institutions at all levels, including colleges, should make extraordinary efforts to capture and sustain parental interest.

5.

SENDING THE RIGHT SIGNALS: USING STATE INFLUENCE TO INCREASE MINORITY DEGREE ACHIEVEMENT

Patrick M. Callan

Diane Kyker Yavorsky

THE STATE POLICY ENVIRONMENT can be a powerful variable in determining the degree to which minorities successfully participate in higher education. Mounting frustration over the slow pace of change at the institutional level has highlighted the need – and intensified the pressure – for states to take on a forceful leadership role. While innovative programming emanating from a few venturesome states seems to be yielding positive results, exercising state influence constructively is by no means a simple matter.

The relationship between public policy and institutions' responses is not always clear, especially in states with complex systems for the governance of higher education. Institutions in Texas and California, for example, may ultimately face similar pressures even though, in the former, attention to issues of minority participation has been largely driven by the federal courts and, in the latter, by deliberate state-level policy action. Regardless of the impetus, state leaders need to shape policy that is as clear, as sensible, as politically sophisticated, and as productive as possible.

At their best, state-level policy initiatives work in synergy to clearly articulate and fulfill a state's commitment to serving all its population equitably. In doing so, they focus the energy and resources of all involved parties to effect meaningful change where it counts the most – on the campus. At their worst, state policymakers simply sidestep the issue entirely, or, sensitive to charges of

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state intrusion into campus autonomy, they publicly exhort institutions in the state to do better, and then withdraw from the playing field.

Between these two poles lie innumerable potential pitfalls. Where the determination to correct inequities is strong, policymakers may be tempted to be so prescriptive that they inhibit institutional creativity, engendering a compliance mentality that ultimately serves no one, least of all the minority student. More commonly, though, indecision, uncertainty and political concerns can lead state officials to send conflicting signals or, even more regrettably, to deflect attention from the issue through cosmetic half-measures.

Creating a sound state-level strategy for eliminating educational disparities requires sustained commitment, adequate resources, and a willingness to take risks and experiment. It also requires avoiding fruitless debates over categorical versus generic initiatives. Not every state will—or should—address the problem of disparities in achievement in like manner, but all are likely to find that an effective solution demands a combination of special programs targeted to assist minorities along with a range of initiatives designed to strengthen educational opportunities and outcomes for all students. The consistency and comprehensiveness of the state's approach are more important than its specific programmatic elements; one or two high-profile "minority-oriented" programs—no matter what their individual merits—cannot in and of themselves produce meaningful or lasting change. The need to ensure minority educational advancement must be woven through all major initiatives and included in the consideration of all state policy issues, so that those on campus are regularly reminded of its importance in a multitude of forums and contexts. Some of the most salient of those issues, in both their general and specific forms, are discussed below. This paper focuses on the finance, collaboration, teaching and learning, accountability, and leadership issues related to state action and minority student achievement in higher education. Although issues of minority teacher education also are critical to the state, it is beyond the scope of this paper to deal with this topic in depth.

Issues of Finance

Without the benefit of any serious policy debate, we have drifted during the past decade into various funding practices of questionable merit. If someone had introduced a bill in the California legislature in 1980 suggesting that students in the state should borrow \$600 million in guaranteed loans by 1988, that bill would have gotten very few, if any, votes. Yet, in 1989 student indebtedness has become a de facto tool for financing higher education. About 35 states in recent years have tried to develop schemes for helping middle-class families save for college, for guaranteeing tuition levels, or in some way reducing anxiety about how students will pay for higher education.

In the near future, we are going to see significant debate about how higher education should be financed. What should be the responsibility of families of state governments, of the federal government? What role should loans, grants, work, and public service play? What proportion of grant assistance should be merit-based and what proportion need-based? Should financial aid go to part-time as well as full-time students? Should assistance cover expenses such as housing,

transportation, books or child care in addition to tuition? For how long a term should students be eligible for aid, particularly those who enter college with academic deficiencies? As we debate these questions, it will be important for states, institutions, and individuals who are concerned about equal opportunity to respond, not simply to the economics of education but to the concrete concerns of minority students. As the debate proceeds, these concerns must be addressed with particular attention and sensitivity.

States will play a more important part in the debate than they did in the early 1970s, when the federal government had a more significant role in financing higher education. State leaders increasingly understand that their state's future self-interest and economic competitiveness are closely tied to their success in providing minorities with equitable access to higher education. As a result, many states have expanded their financial aid programs, and several are experimenting with innovative approaches: in Michigan, a Tuition Incentive Program will provide a free community college education for students from low-income families; in Oregon, a Minority Student Enrollment Initiative offers tuition waivers to minority students enrolling in its public colleges and universities; in North Carolina, minority students in a 16-county area are offered free attendance at a local state college; in New Jersey, a Urban Scholars scholarship program has been initiated; and in New York, the Liberty Scholarship Program also provides financial support.

Student aid policies are by no means the only financial issues that affect minorities. As each state decides where to assign its resources for higher education, it makes trade-offs, sometimes without recognizing the implications. It is an important and significant decision, for instance, whether a state puts dollars into urban institutions that serve a larger workforce population or into institutions that serve the convenience of the suburban middle-class. A real need exists for funding mechanisms to provide enriched support for institutions, public or private, that enroll large numbers of minority students and that will do so in a manner that ensures that these students are well served. The Texas Higher Education Coordinating Board, for example, recently proposed an "educational opportunity services" formula that would tie funds for minority recruitment and retention to minority headcounts above a certain threshold.

The essential point is that when the time comes to allocate resources, states make sure that their dollars flow in a manner that is consistent with their stated priorities. Ideally, this flow of funds will be structured to include a generous quotient of incentives and rewards—ranging from competitive grant programs (for example, to improve minority retention efforts, or to provide special services for ethnolinguistic minority students, or to develop multicultural curricula, as in New Jersey) to capitation awards based on minority enrollment, transfer, graduation, and faculty hiring rates (as in Connecticut). While less preferable than positive inducements, states must also be willing to use the power of the purse to penalize institutions that persistently fail to demonstrate good faith efforts or to produce minimally acceptable results. Governor Thomas Kean of New Jersey, speaking before The College Board in 1986, gave his stamp of approval to such a strategy in his own state, testifying to its power to capture the attention of institutions:

Boards of higher education should press public institutions to define plans to bring minorities on campus. And they shouldn't be afraid of putting some teeth into those re-

quirements. In New Jersey, we stopped funding the programs of colleges that hadn't made progress. Believe me, that is one sine qua non that gets results.

Collaboration Issues

When faced with their failure to serve minority students adequately, higher educators are quick to cite the "pipeline" problems in American education that create difficulties for all students, and minorities in particular, long before they enter college. Certainly, the systemic problems in K-12 education need to be addressed. But the fact is that institutions of higher education could make a major dent in the problem of minority participation and achievement if they could improve, even in small ways, the job that they alone do. The system could make major gains if it really looked at what happens to students who enroll in college but do not finish, if it enabled more students to move from two-year to four-year institutions, and if faculty truly believed that disadvantaged students were equally educable. Higher education could do much more than it may want to admit, or have other people know, just by dealing better with the students it gets. Collaboration within state higher education systems must support these goals, with all institutions — public and private, teaching and research-oriented — taking direct responsibility for improving the success of minority students in the context of their various missions. And state boards and agencies must take the lead in ensuring — through such mechanisms as statewide special admissions programs or transfer advisory boards — that this internal system coordination does occur.

While it is obvious that the causes of the minority educational gap are such that higher education cannot solve the problem alone, this should not deter higher education from playing a considerably more aggressive role in addressing the motivation and preparation of students well before they reach college age. Preliminary results from various campus-run "early intervention" precollege programs around the country are exceptionally promising. Examples include the California Academic Partnership program, the CONNCAP program in Connecticut, the Governor's Minority Student College Preparation program in Kentucky, the Precollege Academic program in New Jersey, the Science and Technology Entry program in New York, and the Youth Opportunities Unlimited project in Texas. Such programs are funded from a multitude of sources: by foundations, state and federal agencies, and colleges themselves.

The time is ripe for all states to take a leading role in coordinating — and financially supporting — similar efforts, particularly if they can be coupled with the kinds of guaranteed admission and financial assistance incentive programs being formulated and discussed in New York, New Jersey, and Connecticut. Most of these plans are patterned in some measure after the now well-known "I Have a Dream" project established by Eugene Lang in New York's Harlem section; efforts to replicate its principles on a broader scale may well produce innovative forms of public-private cooperation. If effective partnerships are to be produced, however — particularly between schools and colleges — then governors, state legislatures, and state higher education boards and commissions must make it clear that such collaboration is not only desired, but expected.

Cooperation among other arms of the public sector can best be pursued at the state level as well. In addition to the critically-needed collaboration between K-12 and higher education, effective

working relationships must be established with other types of agencies. For example, coordination between state higher education organizations and state human services agencies can help prevent student financial aid dollars from jeopardizing welfare payments to students on public assistance, as demonstrated by New Jersey's REACH program. And instead of bemoaning the loss of potential minority students to the armed services, state higher education agencies can work actively with military installations to facilitate the higher education community's recruitment of active and departing personnel. State higher education officials must also shoulder chief responsibility for presenting state views when issues affecting minority concerns come before Congress and other branches of the federal government.

Issues of Teaching and Learning

One of the real difficulties confronting higher education as it addresses the issue of minority participation is that it faces great challenges to the teaching/learning function at a time when that function is valued less than it has been in the past. Even institutions whose primary function has been teaching and learning pay less attention to that task these days. The leaders of regional state colleges and universities have aspirations to move their institutions into research and graduate programs, and their faculty are now required to produce significant publications in order to get promotions and tenure. The leaders of some community colleges, on the other hand, believe that "serving community needs" through occupational programs and training is more important than either developing broad-based curricula or spending the concentrated time and effort needed to address minority retention and transfer issues.

No one would dispute that "excellence" and "economic development" are critically important both to higher education and to society as a whole. It is imperative, however, that these goals not overshadow basic instructional goals and activities. In fact, neither excellence nor economic development is fully achievable in the absence of a strong instructional base that effectively serves all students. True educational excellence requires not just high academic standards and "cutting edge" rigor, but also a curriculum and a student body whose diversity reflects the realities of the world we live in. Economic development depends not just on glamorous high-technology research efforts and workers with job-specific skills, but on the availability of sufficient numbers of broadly-educated graduates who are versatile, competent, and imaginative enough to cope with economic change.

The signal that teaching is important, and that teaching poorly-prepared students is just as important as teaching well-prepared students, must come from the very top. Institutional and state leaders have to provide rewards for teaching excellence, and they must ensure that instruction receives its legitimate share of resources. Valuing the teaching/learning function in higher education will, in turn, give greater legitimacy to this purpose in elementary and high schools.

While leadership must set the tone, a rethinking of priorities must also emerge from within faculty ranks. It has become a truism that improvements in outreach, in retention, in curriculum development, in campus climate, and in a host of other areas vital to the success of minority students depend on faculty commitment and involvement. We are now at the point where we have

to confront some core values and behaviors in higher education, and doing so will not be easy. Changing the attitudes and behaviors of faculty must chiefly occur at the institutional level, but states can stimulate and contribute to this process by spearheading coordinated statewide faculty development initiatives to help faculty to understand why high quality student-centered instruction is so important and how it can be achieved.

Part of the solution, obviously, lies in dramatically increasing the representation of minorities within faculty ranks, and states can and should sponsor both individual and institutional incentive programs directed toward this end. Loan redemption programs, such as the Minority Academic Careers program in New Jersey, can encourage minority graduate students to pursue academic careers, and various kinds of rewards can be fashioned for institutions that successfully recruit significant numbers of minority faculty members.

Accountability Issues

Recently, higher education has become the unaccustomed object of loud and vigorous criticism with some legitimate basis. The scandalous attrition rates that have been tolerated for some time, not simply among minority students but among all students, are a problem that states need to address forcefully. So, too, is the widely held perception that too many students become college graduates without having acquired essential rudimentary skills. As a result of such concerns, institutions are being asked, not always in polite terms, to defend their delivery of services and to document their effects.

Higher educators may feel that what they do is so obviously important and noble that they ought not be faced with such demands. That feeling is, to a certain extent, one they share with those who are responsible for social welfare, medical care, or national defense. In this sense, higher education is a special interest group like any other charged with doing good things for people at public expense. Like other interest groups, higher education needs to realize that it exists in a world where it will be asked—and rightfully so—to address questions about whether the public is getting a good value for its tax dollars.

Accountability issues cannot be approached simplistically, however, and this is particularly true when it comes to the interests of minority students. States must ensure that, as they move to stimulate greater institutional accountability, the forms of accountability they adopt serve to support, rather than undermine, equal opportunity goals. Improving retention simply by increasing admissions selectivity or using tests as single-criterion “gates” for advancement, for example, could seriously and unfairly handicap many minority students. Conducting attrition studies to determine why students leave or using assessments to provide constructive feedback to students and faculty, however, can serve both to improve services and to document results.

Similarly, states must do a better job of producing valid, reliable basic data on minority participation and performance across the state’s system of higher education. To say that existing data are often appallingly inadequate may be to state the obvious. Less often noted, though, is that the quality of the data reflects our priorities. There is no question that states and institutions keep

most careful track of the things they think are most important. The fault for the inadequacies of our current information base belongs to all parties involved (federal, state, and institutional), but it is at the state level that the highest potential for improvement lies. Individually and collectively, states must take the lead in forging common definitions, in providing for more frequent data collection and analysis, and in training campus personnel. Once a reliable data system is in place, then states must also take the critical step of reporting annually on changes in minority participation, both in the aggregate and on an institutional basis. Institutions that are forced to confront their bottom line standings on a regular basis will find it easier to maintain their focus on the issue.

One final aspect of accountability involves the need to subject "minority-oriented" programs to the same rigorous evaluation as all our educational strategies. Given the limited—some would say lack of—progress in recent years, states and institutions must look carefully and honestly at what has been done to this point, and determine the strengths and weaknesses of each approach. Only then can they fashion the overall strategy with the best likelihood of lasting success. The point is not to "investigate" but to improve, and this means that energy and attention must be spent on finding the programs that are working and in bringing their principles forward so that others can benefit.

Leadership Issues

Finally, the most important systemic problem in higher education today, and also the most subtle, is the need for leadership. Although the participation of minorities is one of the most critical social, domestic, and educational policy issues of our time, the next few years will tell whether higher education intends to organize itself to play a more active part in addressing it. If it is to do so, leadership must be displayed at all levels. Presidents, governing boards, state higher education executive officers, coordinating boards, legislatures, and governors must all play decisive roles in keeping the issue high on their agendas.

Presidents and institutional boards carry the ultimate responsibility for effecting change at the campus level. They must create the climate, mount the programs, and make concrete the commitment that will encourage minority students to enroll and graduate in proportions comparable to their majority peers. If efforts to improve minority participation and performance are to succeed, these leaders must embrace that goal as their own, using state incentives as a springboard for their own initiative. If they accept that challenge in good faith, then state policymakers must, in turn, give institutional leaders the latitude to explore creative solutions and manage their own efforts, with the understanding that they will be held to account for the results.

Generalizing about the role of state boards or commissions in improving higher education for minority students is difficult, since so much of a board's efficacy in this area depends on its overall strength. We should perhaps remind ourselves that a board's source of strength is generally not its statutory authority but the quality of its work, its credibility, the respect in which its members and staff are held, its willingness to take the lead on issues, and its ability to maintain a constructive dialogue with institutions and state leaders. Certainly it is these elements that also can

give a board the ability to influence the actions of independent colleges and universities within the state.

It is important to note, too, that a board's work may be both direct and indirect. Sometimes its most influential advocacy may never be recognized; drafting a good resolution and slipping it into a legislator's hand also constitutes leadership. Although conflicts are inevitable, all of a board's constituents have a stake in its ability to carry out its responsibilities well—a fact that sometimes gets submerged in the tensions that surround governance. A board that can bridge the gaps between institutions and state policymakers is in a position to exercise leadership in matters of minority participation.

State boards that succeed in exercising effective leadership do so in many ways. In addition to developing various programmatic and policy initiatives, state board members and executive officers can play an influential role by making vigorous use of the "bully pulpit" in their appearances before political leaders, the higher education community, and the general public. It is the responsibility of these leaders to set the tone and the imperative, to describe the social and economic consequences of success or failure in terms that are meaningful to each audience. They must make a particular effort, as well, to carry to their state's minority communities the message that higher education is a realistic, desirable, and attainable goal. On both a symbolic and a practical front, committed state boards can also ensure that minorities serve in visible and substantive leadership positions in higher education.

Finally, and most importantly, effective state boards match their words and symbols to their deeds. They set clear and measurable goals for minority participation and performance and put in place judicious combinations of incentives, directives, guidelines, and sanctions to effect their achievement—all in the context of an explicit, public, and comprehensive strategic plan of action.

A state plan is needed in order to frame the issue of minority education progress as a state policy concern, and not just as the responsibility of particular institutions. The state focus creates a context in which each campus is part of a larger, collective effort. For the state to garner support effectively, however, the plan must provide historical data on minority student high school graduation rates, college-going rates, enrollments, and degrees granted. It must also set specific target figures for these categories. Without this specificity, minority participation is not clearly defined or understood as a major policy issue. Although most states have chosen not to highlight such data, states that have formally adopted statewide action plans and policy statements include Colorado, Connecticut, Illinois, New Jersey, and Ohio and a number of southern states involved in the original *Adams* litigation¹

1. (*Adams v. Richardson*, 356 F. Supp. 92 [D.D.C., 1973], affirmed, 480 F. 2d 1159 [D.C. Cir., 1973]; for later proceedings, see *Adams v. Califano*, 430 F. Supp. 118 [D.D.C., 1977]; *Adams v. Bell*, 711 F. 2d 161 [D.C.C., 1983]; *Women's Equity League v. Bell* and *Adams v. Bell*, 743 F. 2d 42 [D.C.C., 1984]; and for dismissal, see *Adams v. Bennett*, 675 F. Supp. 668 [D.C.C., 1987])

State political leaders share the obligation to use their public platform to sound the call for a more committed state effort. They are directly responsible for providing sufficient resources to make bona fide change possible. They must also insist upon results. In every state, public policy and politics are closely related, of course. Members of the political and the higher education communities need to be aware of the political environment in which they function. However, some of the relationships between these two communities serve only to maintain their respective territories rather than to create real changes. That is, politicians who are most sympathetic to what higher education is trying to achieve often support higher education programs without questioning whether they are really helping minority students. It is sometimes easier to go back home and point to one's willingness to spend money on a problem than to ask hard questions about what the programs have actually accomplished.

Conclusion

This is a time of great ferment in higher education and, as always in such times, there is the danger that rhetoric will outweigh substance, that faddishness will overcome deliberate progress, and that intervention will supersede constructive engagement. In all the turmoil, however, two things remain clear. One is that our success or failure in removing the educational inequities faced by minorities will have a profound effect on the future of this nation. The other is that state policymakers can and must play a pivotal role in addressing this challenge. We may not know all we should know about the best ways to do this, but we do know enough to take substantial steps forward. If state leaders can marshal sufficient public support; if they can reach collaborative agreement on multifaceted plans of action; if they can provide the resources to implement those plans; and if they can hold everyone involved, at all levels, accountable for results – then the signals should be, not just clear, but compelling.

6.

TEN PRINCIPLES FOR GOOD INSTITUTIONAL PRACTICE IN REMOVING RACE/ETHNICITY AS A FACTOR IN COLLEGE COMPLETION

Richard C. Richardson Jr.

Alfredo G. de los Santos Jr.

Note: On November 15-17, 1987 more than 100 invited delegates representing K-12, colleges and universities, state coordinating and governing boards, national leadership organizations, and the research community gathered for a working conference in Los Angeles to consider the implications of existing research and institutional experience for the development of strategies aimed at reducing race/ethnicity-related discrepancies in rates of baccalaureate degree attainment.

The following statement grew out of the recommendations of those attending the conference and a subsequent meeting at the 1988 national conference of the American Association of Higher Education. The meeting was made possible by support from the Ford Foundation and the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. It was cosponsored by the National Center for Postsecondary Governance and Finance Research Center at Arizona State University, the American Council on Education, and the Education Commission of the States.

BLACKS, HISPANICS, AND AMERICAN INDIANS remain underrepresented among the ranks of those earning baccalaureate degrees. A failure to address race/ethnicity-related differences in educational attainment undermines the foundations of a free society, interferes with efforts

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to build a competitive workforce, and raises doubts about the capacity of our educational system to respond to the demographic changes facing many states. While the problem is persistent and serious, the convergence of research findings and the experiences of historically minority schools and a growing number of predominately White colleges and universities provide a basis for identifying practices with potential for enhancing college and university contributions to state and national equity goals.

The principles in this statement have been found effective by those participating in the Los Angeles conference. They are also consistent with the findings of a three-year, Office of Educational Research and Improvement (OERI) funded, national study of 10 predominately White colleges and universities that over 10 or more years have achieved success in graduating minority students. While all of the principles can be observed in many institutions, few apply them systematically as part of a comprehensive strategy. Few, if any, of these principles require the infusion of massive new funds although most assume the redirection of some existing resources and attention to the financial needs of students.

Colleges and universities having as a priority the reduction of race/ethnicity-related discrepancies in educational achievement will give attention to all of the following principles. Examples have been taken from the institutions participating in the OERI study.

1. Good practice benefits from publicly stated priorities.

Colleges and universities must commit themselves publicly to eliminating race/ethnicity-related differences in degree achievement. This should be one of a small number of top institutional priorities. Members of the college community, as well as external constituents, should have no doubt about the institutions' intentions or level of commitment.

For example, at Florida State University, both the faculty senate and the administration established improved participation and graduation rates for Blacks as a top institutional priority. This priority is publicized through the annual "President's Report to the Faculty" and has been visibly demonstrated through the selection of strategic supporters of affirmative action. The latter includes such appointments as vice presidents for academic affairs and student affairs and a special assistant to the president to monitor progress in achieving affirmative action goals. Each academic unit must publicly submit annual plans and retrospective reports on strategies to increase minority student admissions and support programs as well as employment opportunities and goals for minority employees.

2. Good practice commits discretionary dollars.

It is not enough to provide those services or programs that outside agencies can be persuaded to fund. Spending discretionary institutional dollars to recruit, retain, and graduate under-represented minority students communicates seriousness of purpose in a way that no amount of federal or state categorical dollars can match. Conversely, institutions that limit participation in effective programs to students meeting special state or federal guidelines, as well as institutions

that terminate effective programs when external funds are withdrawn, advertise to the world that commitment to equal educational opportunity in their institution is optional.

The University of California, Los Angeles (UCLA), for example, has integrated federal TRIO programs and their state equal opportunity equivalents within the office of undergraduate admissions and relations with schools, their home for outreach and early intervention programs; and within the academic advancement program, which is their focus for bridge programs and academic support services. University discretionary dollars devoted to these efforts exceed those available from state and federal categorical sources. While special records are kept for students qualifying for externally funded special programs, all students who require special services to succeed at UCLA receive them if they are willing to participate.

3. Good practice involves visible minority leadership.

Institutions employing minority persons in positions of senior leadership send a clear message about the importance they attach to cultural diversity among their professional staff. A president, vice president, or dean who is Black, Hispanic, or Native American communicates, far more effectively than words, the availability of qualified minority people at all levels of institutional activity.

For example, during the past decade the University of Texas at El Paso (UTEP) has changed from an institution enrolling 26 percent Hispanics to one where Hispanics constitute a slight majority. Community demographics have not changed nearly as much as those of the university. What has changed is UTEP's level of community support and commitment, fiscal and otherwise. No small part of that change can be attributed to well-qualified minority leadership intent on building bridges to the community. Minorities are well-represented throughout the administration and staff. The dean of students, one of three senior administrators under the president, is Hispanic as is the dean of the College of Science and a number of key mid-management personnel, including directors of financial aid and admissions.

4. Good practice is enhanced by good data.

It is difficult to decide where you should go if you do not know where you are. Institutions that routinely collect information about the undergraduate achievement patterns differentiated by admission status and department are well positioned to design focused strategies that build upon success and contain failure. Where good information is consistently available, administrators and faculty committees are able to focus their attention on improving outcomes without the time-consuming step of studying the problem to determine if it is really as bad as institutional leaders believe.

Florida International University in Miami (FIU), for example, has more than 10 years of information about the enrollment and retention patterns of its students by race/ethnicity. The staff knows how native freshmen perform in comparison with their large transfer contingent. Thanks to an excellent statewide information system, FIU can compare its retention rates with other units

of the state university system. By understanding the characteristics and performance of its students over time, FIU is able to focus resources where they are most needed and obtain high graduation rates with an urban, largely commuting population.

5. Good practice emphasizes a systematic, coordinated approach to meeting student needs.

Institutions that are serious about improving minority achievement provide comprehensive and integrated support services. They take a proactive role in helping students secure financial aid and take into account the impact of academic support strategies on student earnings. Through strategic planning they systematically attack race/ethnicity-related barriers to academic achievement and social integration. Good practice also moves away from providing minority support primarily through peripheral special programs toward the integration of minority programs with those for majority students.

For example, California State University, Dominguez Hills, serves a student population that varies widely in age, quality of preparation, race/ethnicity, financial capability and maturity of academic interests. Students enrolled in the affirmative action and equal opportunity programs have retention and graduation rates that compare very favorably with the general student body. The lessons learned in improving educational equity are now being expanded to the total student population. A key element of the institution's strategy involves coordinating and intensifying the already successful efforts of support staff while concurrently increasing the faculty role in advising, recruiting, admitting, and referring students.

6. Good practice is uncompromising in the emphasis placed on quality.

In the past it has been common to define quality in higher education as a function of those excluded. The best institutions admitted the smallest proportion of those who applied. Those excluded were disproportionately minority. Today, most people believe that any workable definition of quality must accommodate diversity. Such accommodation need not be at the expense of rigor and excellence. Minority students need a high quality education if degrees are to mean anything for anyone.

Brooklyn College, for example, prides itself on the strength of its undergraduate program and the quality of its faculty. A 1986 *Time* article identified the school as "fast rising and ambitious ... providing a first class education at fourth class prices." Brooklyn College serves a student body that is almost one-third Black and Hispanic. According to the college's annual ethnic survey, students graduate in proportions not much different from their representation among undergraduates. The college requires all students to complete a rigorous common core of 10 courses aimed at "cultivating the intellect and imagination and at developing general mental rather than vocational skills."

7. Good practice depends upon collaboration with public schools, other colleges, and community agencies.

Eliminating barriers to equal educational opportunity requires teamwork. Colleges and universities need to work in collaborative ways with school districts to raise the aspirations and expectations of minority students and to strengthen academic preparation. Elementary and high school students and their parents need demystifying contacts with the campus and adequate information about financial aid as well as contact with role models who have earned degrees there. Community colleges and four-year institutions need close working relationships to ensure students transfer without unnecessary loss of credit. Colleges and universities must also enlist the support of businesses, churches, and other organizations influential in minority communities to ensure adequate preparation and support (both economic and motivational) for college-going youth.

For example, Temple University's commitment to a close relationship with its community is exemplified in the "Temple Mile," a special arrangement with high schools, grade schools, community groups, and nonprofit agencies within a one-mile radius of the campus. Thanks in part to this program, Temple has experienced a dramatic rise in the number of Black students enrolling in actuarial science, engineering, computer science, and architecture – non-traditional fields for minority youth. The increase can be traced to transfers from the Community College of Philadelphia, students enrolling directly from the High School of Engineering and Science (part of the Temple Mile), and the efforts of PRIME, a cooperative state-wide program established through corporate sponsorship with significant financial support from business, industry, and philanthropic organizations.

8. Good practice provides a supportive learning environment.

Minority students often graduate from less competitive inner-city or rural high schools where the courses available, as well as the level at which they are taught, leave them underprepared to cope with the large lecture classes and sink-or-swim environment of many universities. In more successful institutions, bridge programs, special classes providing more classroom hours to cover the same material, tutoring, learning laboratories, collaborative learning groups, and intrusive advising help make the learning environment less formidable during periods when students are most vulnerable to academic failure.

For example, Wayne State University offers an outreach program for students whose previous preparation leaves them ineligible for regular admission. Those who successfully complete 24 to 30 university credits in special format classes transfer to other colleges within the university. A second program admits 350 marginally prepared students each year and supports them academically for three years through a summer bridge program, skills instruction, and tutorial assistance. Over time, the 35 to 40 percent graduation rates (in four years) have exceeded those for many regularly admitted students at Wayne State as well as elsewhere in urban universities.

9. Good practice values diversity among the faculty and rewards good teaching.

All institutions are aware of the difficulties in recruiting minority faculty members. The more effective ones have developed plans for expanding the pool of minority teaching candidates by mentoring promising students or junior faculty members and by providing them with support for additional graduate training. Such institutions also reward good teaching (including sensitivity to cultural differences, high expectations for all students, and caring and mentoring) through merit procedures and criteria for tenure and promotion.

Memphis State University (MSU), for example, has a significant gap between the proportion of black students and black faculty members. To address this problem, the university will create a position for any department recruiting a Black candidate. MSU offers a recruiting program that pays moving expenses, provides release time from teaching, offers an additional allocation for library holdings and can pay a salary differential. There is also a "grow your own program" through which Black graduates of special promise in high-demand areas can be supported through their doctoral program on the condition they return to the university. At Memphis State, faculty members and administrators speak about the strong ethic of good teaching and the importance of a caring attitude.

10. Good practice aims at "comfortability" in the social environment.

Academically well-prepared minority students have been distracted from their studies by incidents of racism at many colleges and universities. Institutions concerned about eliminating social reasons for departure before graduation take an aggressive stand opposing discrimination, harassment, and low expectations for minorities. They provide special programs, services and dedicated physical facilities as interim strategies to help minority groups underrepresented on a campus retain their sense of cultural identity and adjust to the discomfort of isolation. The most effective strategy for producing "comfortability" on any campus remains proportional racial/ethnic representation.

The University of New Mexico, for example, is a multicultural institution in a multicultural state. Hispanic and American Indian graduates report the absence of feelings of discrimination. Many comment on the wide diversity of the student body and describe their friendships as a function of living location or discipline rather than race or ethnicity. The University of New Mexico has no special programs to enhance campus comfortability. Nor do any seem to be required in an institution where minorities comprise 40 percent of the enrollment and are respected and well-accepted within the state and the community.

Other Sources

A number of organizations and agencies concerned with the country's urgent need to increase the participation of minorities in the mainstream of American life have recently issued publications that provide more background information and detailed recommendations. In addition to this report, some of these include:

American Council on Education (ACE). *Handbook on Minority Participation in Higher Education*. Washington, D.C., 1988.

ACE and Education Commission of the States (ECS). *One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life*. Washington, D.C., May 1988.

Carnegie Foundation for the Advancement of Teaching Board of Trustees. *An Imperiled Generation: Saving Urban Schools*. Princeton, New Jersey, 1988.

ECS and State Higher Education Executive Officers (SHEEO). *Focus on Minorities: Synopsis of State Higher Education Initiatives*. Denver, Colorado, 1987.

Haycock, Kati and M. Susana Navarro. *Unfinished Business: Fulfilling Our Children's Promise*. A report from the Achievement Council. Oakland, California, May 1988.

Mingle, James R. *Focus on Minorities. Trends in Higher Education Participation and Success*. A joint publication of ECS and SHEEO. Denver, Colorado, July 1987.

State Higher Education Executive Officers. *A Difference of Degrees: State Initiatives to Improve Minority Student Achievement. Report and Recommendations of the SHEEO Task Force on Minority Student Achievement*. Denver, Colorado, July 1987.

WICHE. *From Minority to Majority: Education and the Future of the Southwest*. Boulder, Colorado, September 1987.

7.

EXEMPLARY PROGRAMS FOR COLLEGE-BOUND MINORITY STUDENTS

John J. Halcón

THIS CHAPTER FOCUSES on programs in higher education that seek to enhance the recruitment, retention, and academic success of minority students. It is intended for colleges and universities that are interested in building more effective programs for minority undergraduate and graduate students.

Almost all institutions have programs in place, and some have made impressive gains during the last decade. This report helps institutions to answer the question of "what works?" by reviewing concrete, well-tested strategies developed or operating at the institutional level. Colleges and universities must learn to draw on the experiences of other institutions in order to surmount what could become a crisis in higher education's ability to serve the changing population.

The programs included in this chapter represent a cross-section of more than 80 programs that responded to WICHE's requests for information. The solicitation of program materials was limited to the five states of the Southwest (Arizona, California, Colorado, New Mexico, and Texas) which have been involved in previous WICHE activities on minority education and which are experiencing sharp increases in their minority populations. One national program also is included. These are not the only programs worthy of attention, or necessarily the most successful. They are, however, "exemplary" in the sense that they are innovative and responsive to the needs of minority college students. They are also exemplary in the sense that they incorporate ideas and approaches that may be successfully applied in other settings. With this in mind, it is hoped that readers will turn to their own campuses to find other exemplary programs to share. In brief, the programs included are:

This chapter is an updated reprint of WICHE's earlier publication of the same title which was developed by John J. Halcón, formerly a research associate at WICHE, now an assistant professor in the Foundations of Education department at the University of Northern Colorado.

1. **Hispanic Mother-Daughter Program** at Arizona State University, Tempe, uses a team approach to assist Hispanic eighth grade girls and their mothers to overcome the many barriers Hispanic women face in completing college.
2. **First Generation Award Program** at Colorado State University, Fort Collins, is a financial aid program specifically targeted to encourage first generation college students (sons and daughters of non-college graduates) to enroll and complete college.
3. **Project YOU (Youth Opportunities Unlimited)**, administered by the Texas College and University System, provides at-risk ninth and tenth grade minority students a program of structured remedial academic work and summer employment.
4. **College Enrichment Program** at the University of New Mexico, Albuquerque, recruits and helps to retain minority college students, and places graduates in jobs within the state.
5. **STEP Program (Strides Toward Educational Proficiency)** at Mount St. Mary's College, Los Angeles, provides a skills improvement program to increase the number of college-bound minority women.
6. **Student Affirmative Action Retention Program** at California State University, Long Beach, offers a comprehensive support and retention program to minority and other first-year students.
7. **Early Awareness Program** at the University of Texas, El Paso, is one component of a comprehensive effort to attract and retain more Hispanics in the institution by working with high schools to promote minority student graduation and to encourage these students to enroll and be successful in college.
8. **Pre-Collegiate Development Program** at the University of Colorado provides academic counseling and enriched academic courses to minority high school students to prepare them for the rigorous academic environment at the university.
9. **PUNTE Project** headquartered at the University of California, Berkeley, integrates the skills of an English teacher, a Hispanic counselor, and a mentor from the professional community to help Hispanics transfer from community colleges to four-year colleges and universities.
10. **Graduate Division Affirmative Action Program** at the University of California, Berkeley, provides a comprehensive array of financial incentives and services to attract minority students into doctoral programs.
11. **Minority Engineering and Geology Program** at Texas A & I University, Kingsville, is a comprehensive recruitment and retention support system to increase the enrollment of minority engineering and geology students.
12. **Graduate Research Mentorship Program** at the University of California, Santa Barbara, recruits future minority faculty and researchers from among its undergraduate and graduate students by teaming them with tenured research faculty in sponsored research projects.
13. **Coors Hispanic Student Services Program** at Arizona State University, Tempe, supports work projects by Hispanic business students in order to help both students and small business owners develop and improve business skills.
14. **STEP Program: A Partnership for the Advancement of Learning** at the University of California, Irvine, emphasizes interinstitutional cooperation between school districts, community colleges, and four-year colleges and universities in order to enhance the preparation of minority students for higher education.

15. Cal-SOAP (California Student Opportunity & Access Program) operated by the California Student Aid Commission, Sacramento, is organized as a statewide consortium of programs to make higher education more accessible to historically underrepresented high school students.

16. Articulation, Matriculation and Two + Two at Compton Community College, Compton, California, is a comprehensive program to aid minority students in the transition from high school to advanced education, their matriculation into college, and movement to employment. The Two + Two Program facilitates access into vocational fields, and the Transfer Center approach facilitates access to four-year colleges and universities.

17. Fall Institute Academic Program/University Learning Center at the University of Colorado, Boulder, offers a two-semester freshman year program targeted at provisionally admitted students to provide them with the additional preparation needed to adapt successfully to college-level work.

18. GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering), is a national consortium of almost 100 universities and cosponsoring businesses, headquartered at the University of Notre Dame in Indiana, which addresses the underrepresentation of minorities in graduate programs of engineering and science.

Exemplary Programs

What are "exemplary" programs and how are they identified and defined? Unfortunately, very little hard data on program evaluation or comprehensive descriptive information on program characteristics and operations are available. These limitations apply to most individual programs, and even more clearly to comparable descriptive or evaluative data across the many programs in place at colleges and universities.

The identification of exemplary programs in this chapter relies on the materials submitted by the programs supplemented by written communications and telephone interviews with program administrators and others. These 18 programs were selected on the basis of the quality of information provided, the distinctiveness of their approach and objectives, and the usefulness of these approaches to other institutions attempting to design programs for increasing minority representation.

Certainly, there are many other exemplary programs and much more that needs to be known about all of these programs. The purpose of describing exemplary programs, however, is not to be exclusive or to showcase approaches that necessarily guarantee results. Rather, the purpose is to share a variety of effective approaches with those who are attempting to meet similar goals. Therefore, we have attempted to generalize, to the extent possible, across programs in order to identify the most effective and successful features of these existing programs.

In fact, these programs do appear to share certain characteristics. First, all of these programs were developed and implemented specifically to increase the numbers of minority students on their respective campuses. With this goal in mind, each program targets the needs of a particular constituency: some address junior high or high school students, while others address community college students, and still others limit their focus to undergraduates or graduate students.

Second, these programs do not leave their goals and objectives to chance. Each program establishes specific goals and offers a variety of services congruent with its established goals. Some programs focus on recruitment, others on retention. Most focus on both. In at least two cases the focus is on early intervention. Two programs emphasize the need for articulation: one focuses on the transition between high school and the community college, and the other focuses on the transition between community colleges and four-year institutions.

These institutions then implement selected strategies designed to meet these goals. In each case, services are provided that are designed to prepare students both academically and socially to succeed in the college environment. Most programs provide pre-college preparation and advisement/counseling services for program participants. Others offer college awareness services, orientation, tutoring, study skills development, and/or summer programs. Some programs offer financial incentives to attract undergraduates, while others offer research assistant opportunities. The available services vary among institutions, with some offering as many as seven or eight, and some offering as few as two.

Third, although funding strategies used to support these programs vary, all programs are supported in part by their institutions and most have successfully solicited external funding. The diversity and strength of financial support is important in itself. It is also an indication of the high degree of institutional and community support that exists for these programs.

Fourth, maintaining strong lines of communication between the program and the community, secondary schools, and community colleges from which they draw their students is an important component of these programs. The PUENTE Project, for example, utilizes professionals from local communities as mentors to its students and the STEP Program at UC Irvine is part of a consortium which includes the local community college, a local high school, and an elementary school. Both programs maintain effective communication with their constituencies and utilize community resources extremely well.

The success of these programs is tangible evidence of the concern for quality and equity that exists in the institutions that operate them. These programs are well-planned, highly aware of their client's needs, well-articulated with their feeder schools, and, most importantly, strongly supported by their institutions.

These shared characteristics, however, do not mean that there is one "right" way to provide appropriate services to minority students. The services offered are dependent on the goals of the program, the needs of the client group it serves, the institution's commitment to the program, and its willingness to innovate. If these particular circumstances are taken into account, these programs and approaches are adaptable to other college campuses. The successful translation of the principles of a particular program or set of programs to another setting will depend on adapting these to an institution's demographic environment as well as the institution's goals, missions and levels of financial commitment. As these programs demonstrate, success requires clear goals, an understanding of the needs of the community, and a hard-working and dedicated staff willing to pursue creative program development.

#1: Hispanic Mother-Daughter Program

Arizona State University

The Hispanic Mother-Daughter Program is an early intervention strategy that utilizes a team approach focusing on eighth grade girls and their mothers. With only 2.8 percent of Hispanic women over age 25 completing four years of college, there is a clear need to increase the number who complete college and enter the employment field with marketable skills.

Targeted Students: Hispanic female, secondary school students

Program Type: Early Intervention

Description of Program: This program was initiated in 1984 at Arizona State University in cooperation with the Phoenix Elementary School District. Twenty-five mother-daughter teams were originally funded on a one-year basis by the Women's Educational Equity Act under the U.S. Department of Education. In 1985, the program was expanded to include 50 mother-daughter teams from three school districts. In 1986 the program was supported by a Governor's Award; current funding is provided by the AT&T Foundation.

The primary goal is to intervene early in the educational development of these young women before they make choices which may limit their career aspirations and educational options. The program consists of several key elements, including: (1) a support network, (2) academic preparation, (3) discussions with parents, (4) enhancing the self-esteem of participants, and (5) follow-up support.

Beginning in the eighth grade, the program follows a four-phase development cycle. The first phase is intended to provide personal development for program participants by focusing on their identities as individuals, as members of the Hispanic culture, and as part of a family. The historical, cultural, and family issues related to Hispanic women are explored through lectures and group discussions.

The second phase involves the mother-daughter team in an exploration of their relationship. Factors which stimulate or inhibit completion of a college education are discussed, as is the question of whether those factors are societal or related to the home environment.

The third phase seeks to identify the importance of educational and career alternatives available to students who are motivated to succeed. The student is exposed to academic disciplines, non-traditional career opportunities, and the high school prerequisites for those career paths.

The final phase involves a weekend residence experience designed to integrate all the earlier elements. The weekend experience allows mothers and daughters to spend time together to formulate an educational plan for the high school experience and beyond, and to reflect upon their personal aspirations.

Throughout these phases and in subsequent school years, a systematic and comprehensive support network of parents, counselors, teachers, and community role models works closely with students encouraging their academic achievement, recommending appropriate academic decisions, and monitoring their progress. Throughout the school years, special activities increase their interaction with university undergraduates and exposure to professional women in the community, and help them overcome barriers in their environment. The mother's education and work-related aspirations are encouraged as well. Some of the mothers have returned to school to complete a high school equivalency program, attend community colleges, or pursue other options.

Special Features and Achievements: Since 1984, 230 girls and their mothers have participated in the program. Seventy-seven percent of the high school class of 1988 graduated and 62 percent are currently attending colleges in Arizona. Thirty-one percent of the participating mothers also are continuing their education as a result of the program. The number of mother-daughter teams entering the program will increase from 50 to 100 in 1989-1990 and a new program for Afro-American daughters and their mothers will begin in the spring of 1990.

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#2: First Generation Award Program

Colorado State University

The First Generation Award Program, sponsored by Colorado State University and the State Board of Agriculture (its governing board), provides support for worthy students who lack the financial resources to attend college. Such institutional financial assistance has become increasingly important because of changes in federal and other sources of student financial aid, the increased reliance on loans, and other factors. First generation and minority students frequently require incentives such as grants and scholarships to continue with their education. The two purposes of this program are to encourage first generation college students to enter higher education, and to increase the diversity of the student population at the university.

Targeted Students: First generation college students (those whose parents did not attend college), particularly minorities, women, and others needing additional encouragement and financial support.

Program Type: Recruitment and Retention

Description of Program: The First Generation Award Program was created by the State Board of Agriculture and is funded through institutional sources. A university committee of faculty and staff oversees the program on campus; a committee of the state board oversees the program at the three campuses of the Colorado State University system.

To be eligible for the award, a student must be (a) a first generation college student, (b) accepted for enrollment, (c) classified as a full-time, regular student, and (d) a U.S. citizen (by birth or naturalization), or a permanent resident. Applicants are evaluated based on eligibility, need, and potential.

The program awards a year's tuition and mandatory fees for state residents, or the difference between resident and nonresident tuition for nonresident students, who are selected in a competitive process. Awards in 1988-89 averaged \$1,900 for residents. Since the awards offer the possibility of renewal, a student may receive several times this amount during his or her college career.

Special Features and Achievements: Since 1984, 605 awards have been made at Colorado State University, representing a financial investment of over one million dollars. The distribution of awards has reflected the university's commitment to diversity. The largest proportion of awards has been received by minority students. Women in non-traditional roles, single parents, physically and learning disabled students, and returning adult students (both ethnic minority and majority

students) frequently qualify. Awards made to entering freshmen and transfer students serve to recruit them to CSU, while renewal awards encourage retention to degree completion. The screening process for award candidates uses nontraditional criteria to evaluate candidates' potential for success in higher education.

Award recipients have outperformed the general university population's retention rate. The average retention rate from one fall semester to the next for all students is 79 percent, and 74 percent for minority students. After four years, the cumulative retention rate for all students is 60 percent. In contrast, the proportion of First Generation Award students retained during the four years of program operation is 86 percent. Award recipients have also performed near the average in terms of grades (2.56 - 2.84 grade-point-averages for continuing award recipients in freshman through senior class status, compared to 2.53 - 2.82 university-wide averages during fall semester, 1987).

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#3: Project YOU (Youth Opportunities Unlimited)

The Texas College and University System

An alarming dropout rate among high school minorities, averaging 50 percent or more in some places, led the Texas Higher Education Coordinating Board to cooperate with private industry and the Texas Education Agency to establish a special program to address this problem. Project YOU (Youth Opportunities Unlimited) is designed to overcome many of the factors contributing to high dropout rates, including low academic achievement, low motivation, and other barriers to high school retention such as the need to work to help meet family expenses.

Targeted Students: Economically disadvantaged minority students aged 14 and 15 who will be entering the ninth or tenth grade and who are identified by their academic underachievement in junior high school as high risk, potential dropouts.

Program Type: Recruitment and Retention

Description of Program: Under the Texas Equal Educational Opportunity Plan for Higher Education, the state is committed to operating its public postsecondary institutions in a manner that promotes increased access and retention of Black, Hispanic, and other minority students. The Youth Opportunities Unlimited (YOU) program targets these students, promoting minority student completion of high school as a step toward college matriculation.

Project YOU is a university-based, eight-week residential summer program providing education and work experience to economically disadvantaged ninth and tenth grade students in danger of dropping out of school. Students identified by local educational agencies receive a wide range of academic and counseling services and hold a part-time salaried job in which they can earn up to \$700 each summer. Each participant earns academic credit authorized by the Texas Education Agency and recognized by local educational agencies.

Special Features and Achievements: Project YOU is unusual in that it relies exclusively on federal funds to support dropout programs on 20 state university campuses. Participants are sponsored by 34 local Private Industry Councils, using funding from the Job Training Partnership Act (JTPA). All costs of program operation, including student support, student wages, and transportation, are covered by the \$3,150 tuition charge per student paid by the sponsoring organization from federal funds.

Universities incur no cost for YOU program operation. However, the participating institutions frequently offer some scholarship aid to YOU graduates to be used when the students enroll on their campuses. Ninety percent of Project YOU students graduate from high school. The program

will be operating in six other states (Arkansas, Colorado, Kentucky, Louisiana, South Carolina, and Washington) by late 1989.

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#4: The College Enrichment Program

University of New Mexico

In 1980, minorities constituted 46.4 percent of the total population of New Mexico, and 60 percent of the population under the age of five. Hispanics are overwhelmingly the largest minority group, comprising 44.6 percent of the population under the age of five.

In spite of their numbers, minorities in New Mexico have not fared well in educational attainment. Only about one-half of New Mexico's Hispanic and American Indian adults have graduated from high school, while only 7 percent of Hispanics and 5.2 percent of American Indians have completed four or more years of college. The University of New Mexico, which has been active in responding to these concerns for many years, established the College Enrichment Program (CEP) in 1968 to address this problem.

Targeted Students: New Mexico minority high school seniors

Program Type: Recruitment, Retention, and Placement

Description of Program: The CEP program, supported by the University of New Mexico, contains three components: (1) recruitment, (2) retention, and (3) placement of program participants in graduate programs or jobs within the state.

The recruitment component is built around a statewide high school program. This component involves providing potential college students with information about admissions requirements to the university, career preparation programs, financial assistance, scholarships, and student support and retention services. Responsibility for CEP participant recruitment lies with the UNM office of recruitment in the institution's Office of School Relations.

The retention component assists CEP students in completing an undergraduate degree program through three activities: (a) an orientation program for all incoming freshmen, (b) a counseling and advisement component, and (c) academic tutoring.

A week-long orientation program before the academic semester begins familiarizes students with the college and to the campus, provides a campus adjustment program, and introduces them to student services and opportunities for additional academic support. Orientation also includes enrichment experiences such as attending a play or musical, socialization opportunities, a library orientation, a college career preparation program, and an orientation to Albuquerque.

The counseling and advisement component includes career interests assessment, placement testing, academic advising, study skills information and personal counseling services. The placement

objective assists the CEP college graduate to secure employment or admission to post-baccalaureate degree programs. In recognition of the importance of maintaining college educated professionals within the state, the CEP program maintains a job placement program to help its graduates find jobs in New Mexico after they graduate from college.

Special Features and Achievements: The number of students participating in the CEP program has increased annually, from 45 students the first year of the program to an average of 227 students in recent years. The progress of some 1,000 students (freshmen through graduate students) is monitored by CEP staff. Students have been recruited from every county in the state, from 81 of the state's 87 public school districts, from 100 out of 107 public schools, 13 private, state, and Bureau of Indian Affairs high schools, and five out-of-state high schools which border New Mexico and serve New Mexican students.

Nearly all (98 percent) of the CEP graduates whose whereabouts are known are either employed or enrolled in post-baccalaureate degree programs. Of the 459 who are employed, 366 are employed in New Mexico. Twenty-seven former CEP students are enrolled in advanced degree programs, and eight are full-time homemakers. Ninety-three CEP students acquired 98 advanced degrees, with 74 completing a master's degree and three completing Ph.D.s. Thirteen have completed law school, seven are practicing medicine, two are dentists, and one is a doctor of optometry.

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#5: STEP (Strides Toward Educational Proficiency)

Mount St. Mary's College, Los Angeles

Population growth, particularly among minorities, in large urbanized areas such as Los Angeles is dramatically changing the composition of students in elementary and secondary education. Low-income, minority, and limited English speaking students have become the norm in many urban schools, posing unprecedented challenges to education.

Mount St. Mary's College, Doheny campus, is an urban campus whose student body has been impacted dramatically by the changing demographics of the community. In 1985, Mount St. Mary's College, in collaboration with four inner-city Catholic girls' high schools (three more have since been added), initiated the STEP Program to focus on underprepared, college-bound, minority women.

The purpose is to identify minority high school women who are or should be college-bound and to motivate them to achieve greater success in college. This early intervention program incorporates a comprehensive strategy intended to facilitate transition of minority women from high school to college.

Initial resources for the program were provided by the college. More recently, the program has received financial support from the Ralph M. Parsons Foundation, AT&T, the Coors Foundation, and ARCO.

Targeted Students: College-bound, minority, high school women

Program Type: Recruitment, Intervention, and Retention

Description of Program: This program is based at the Doheny campus in downtown Los Angeles, where 66 percent of the 250-275 young women enrolled in the Associate of Arts Program are Black and Hispanic. These minority students traditionally enter college with deficiencies in the basic skills, thus making their transition more difficult and challenging.

The STEP program director asks each participating school to identify five high school seniors who have college potential, but who need to improve their basic skills. These students, along with Mount St. Mary's freshmen, attend a three-week basic skills workshop in August. In addition, the STEP director makes two follow-up visits (one in the fall and one in the spring) with each high school senior to assess the results of her participation in the workshop. The program also provides college and career counseling to these high school students through DISCOVER, a computer program available at the Doheny campus.

A tutorial assistance internship program for Mount St. Mary's students was initiated in spring 1989. These college students provide tutoring at each of the cooperating high schools requesting this service.

Besides providing support services for STEP students who enroll at Mount St. Mary's, the college also has a developmental skills program for all enrolled freshmen whose entrance test scores indicate this need.

Special Features and Achievements: Of the 59 STEP seniors in the program since summer 1985, six have enrolled at Mount St. Mary's and one has already transferred to the B.A. program at the college's Chalon campus in West Los Angeles. A follow-up study is sent annually to STEP participants one year after they graduate from high school.

The summer and on-going basic skills classes offered under the STEP Program are designed to assure that young women are prepared academically before they enter college. Overall retention in the Associate of Arts Program at the Doheny campus consistently exceeds 65 percent. Approximately 50 percent of those who successfully complete the A.A. Program at the Doheny campus continue in the B.A. program at Mount St. Mary's Chalon campus. Another 20 to 30 percent enter baccalaureate programs at other colleges and universities.

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#6: Student Affirmative Action Retention Program

California State University, Long Beach

Very large campuses present difficult problems and challenges to successful minority recruitment and retention programs. One large program which has achieved success is the Student Affirmative Action Retention Program at California State University, Long Beach. The purpose of this program is to provide direct, proactive support to minority students, especially Hispanics. The program begins with a holistic assessment of each student's needs and interests. Once the student's needs have been identified, a personal program of long- and short-term academic support services is provided to meet those goals and objectives.

Targeted Students: Newly enrolled minority students

Program Type: Retention

Description of Program: The Student Affirmative Action Retention Program (SAA) at CSU Long Beach is funded by the Office of the Chancellor of the California State University. The retention component of the program is designed as a "home base" program. That is, it is designed to assure the student maximum access to resources, academic support services, and knowledgeable personnel to meet his or her needs. The large size of this urban campus makes a comprehensive and integrated strategy an efficient means of bringing students into the institutional mainstream.

The SAA retention program hires advisors who oversee academic scheduling and monitor student progress. They ensure that courses are chosen appropriately and help to anticipate and deal with academic problems.

Students are referred to supplemental instruction or tutorials which focus on those skills that are essential for all current and future course work. The program also offers career planning for all students to ensure that goals are clear and attainable in the context of an individual's abilities and personal interests.

Students are encouraged to seek regular contact with faculty outside the classroom and are immediately referred to counselors, financial aid advisors, learning specialists, instructors, or administrative officers when a problem surfaces. They are also encouraged to become involved in organizations and student activities. Finally, students' eligibility for financial aid is carefully evaluated to ensure that they receive all the support to which they are entitled. The program also provides immediate intervention for students who are not making satisfactory progress.

Special Features and Achievements: Students at CSU Long Beach generally participate in SAA for only the first year on campus (the highest attrition period for minority students). However, a review of student retention rates suggests the program has a long term impact. For example, in 1986, 85 percent of SAA students returned to college for their second year, and 71 percent returned for their third year, or were graduated. Academically, participants (including "special admit" students) surpassed the grade point average of comparable groups of regularly admitted, non-SAA students by .20 in their first year. The cumulative grade point average of SAA students qualified 20 percent of them for participation in the university's Honors Program, and participants were subject to academic sanctions only one-third as frequently as their non-SAA peers.

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#7: Early Awareness Program

University of Texas, El Paso

The University of Texas, El Paso is in a unique position to help address the tragically high dropout rate among Texas Hispanics, a condition that contributes to high unemployment and low median family income. UTEP has one of the few Hispanic majority college student populations in the Southwest. Over 50 percent of the university's 14,000 students are Hispanic. As a result, the university is particularly suited to working with minority students.

In response to the dropout problem for Hispanics in Texas, UTEP implemented the Early Awareness Program. This program, introduces minority students to the benefits of a university education by working with local high schools to promote high school graduation and to recruit students to the University of Texas at El Paso. Once on campus, UTEP attempts to assure their retention through an integrated program of counseling, academic advising, and career counseling.

Targeted Students: Hispanic, high school students

Program Type: Recruitment and Retention

Description of Program: The University of Texas, El Paso is dependent upon minority student enrollment. The overwhelming majority of the institution's students reside in El Paso County. University personnel unfamiliar with Hispanic students are taught to work with them.

The Early Awareness Program, supported by institutional funds, attempts to introduce students to the benefits of a university education early in their academic career by talking to them in their schools, hosting them on campus for special functions, and offering summer enrichment activities. The program stresses preparation for college and, in general, emphasizes math, science, English, and other courses which require the development of reading, writing and critical thinking skills. The development of communication skills, good study habits, and involvement in extracurricular activities is stressed. Minority students in particular need effective pre-enrollment counseling. The university provides counseling, usually beginning in the sophomore year of high school. In addition, a New Student Orientation Program integrates the student into the institution. If the student is to succeed, it is necessary for the student to "feel at home", with college-related problems held to a minimum. Finally, the institution must be sensitive to students who are likely to drop their courses or drop out of school. Intervention strategies which make university personnel accessible to students and academic advising which focuses on the students' career orientation are central parts of the program.

During the spring of 1989, UTEP's Early Awareness Program became associated with the Minority Research Center of Excellence in Materials Science (MRCE). Under a recent \$5 million grant from the National Science Foundation (NSF), the MRCE will encourage more minority students to pursue careers in science by hosting summer institutes and weekend seminars in engineering and science, sponsoring summer institutes for teachers and by providing research opportunities for high school students, teachers, and university students.

Special Features and Achievements: One measure of the success of the Early Awareness Program is the high level of voluntary attendance at the college-awareness activities sponsored by the program. On several occasions during the 1987-88 school year, UTEP hosted numerous middle school students and their parents. Among the most successful programs was the LULAC (the League of United Latin American Citizens) Youth Leadership Conference, which attracted over 800 teenagers and their parents. In addition over 400 young women and their mothers attended Career Fairs, and an additional 300 students attended career presentations sponsored by faculty members during the 1987-88 academic school year. Response from the community for these activities has been positive. Since this is a new program, other quantitative measures are not yet available.

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#8: Pre-Collegiate Development Program

University of Colorado, Boulder

The need to improve minority participation in higher education is an issue of importance to educators and policymakers in the state because Colorado's minority populations are significantly underrepresented. Blacks represent only 2.2 percent of the enrollment of four-year institutions and 2.5 percent of the graduate enrollment, while Hispanics represent 5.2 percent and 5.6 percent of four-year and graduate enrollment, respectively.

Responding to this problem, the University of Colorado system created a comprehensive Pre-Collegiate Development Program which focuses on motivating and preparing high school-aged minority students to attend the University of Colorado or other postsecondary institutions. Its purpose is to prepare minority students adequately for a professional career by providing them with academic advising for their future high school course selections and by exposing them to career choices.

Targeted Students: Minority high school students

Program Type: Recruitment

Description of Program: The Pre-Collegiate Development Program at the University of Colorado is an academic enhancement program designed to help minority high school youth from 32 Denver metropolitan, Colorado Springs, and Pueblo high schools to complete high school and matriculate to a postsecondary institution with the necessary skills to graduate. It is supported through institutional funds.

The program has deliberately fostered a reputation for being academically rigorous and well-disciplined. Participants are involved in an academic year of workshops, seminars, counseling sessions, parent consultations, and academically-oriented field trips. It also includes a five week summer residential program for high school students in grades 9 through 12, and a Health Sciences Center support program for those students interested in pursuing a health career.

The Academic Year Component requires monthly meetings at the participating high schools. These monthly meetings include tutoring sessions, counseling, and assistance with future course schedules. The sessions also include workshops on basic study skills, interpersonal skills development, and college entrance exam preparation.

The Summer Residential Commuter Programs require the students to attend academic classes for which they receive high school credit. These classes are designed to augment their required

high school classes (e.g., math, writing, sciences). The participating students live on campus for five weeks, usually living and eating in one of the dormitories, or they commute daily. The Programs also afford the students various education-oriented field trips, including extra-curricular activities and cultural events.

Special Features and Achievements: Ninety-five percent of the graduating seniors in the program have been placed in higher education. Between 1983 and 1988, 62 of 66 seniors who applied were admitted to the University of Colorado, Boulder, and 85 percent of these enrolled.

The office of the president, which is one of the program's chief sources of revenue, has assumed a leadership role in the development, implementation, and support for this program. Currently, this office is coordinating a four-college campus expansion of the program to increase the numbers of ethnic minority students who are prepared to pursue a university education. In 1988-89, 295 students representing 32 high schools participated in the program.

The Colorado Commission for Higher Education (CCHE), impressed with the impact of the program, is considering expanding this program model to all institutions of higher education to serve minority high school students throughout the state.

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#9: PUENTE Project

University of California/California Community Colleges

Most Hispanic students who graduate from high school and go on to higher education enroll in community college. Unfortunately, for too many of these same students the community college experience becomes the end rather than the beginning of their higher education aspirations. Many drop out after a short stint, and few transfer to four-year institutions. According to data from the California Postsecondary Education Commission (CPEC), in 1987, Hispanics made up only 10.4 percent of students transferring to the University of California and only 11.2 percent of those transferring to the California State University.

The PUENTE Project was initiated in 1982 at Chabot Community College, Hayward, California, to reduce the dropout rate among Hispanic community college students and increase the number who transfer from community college to the California State University or University of California systems. The PUENTE Project accomplishes this by providing Hispanic community college students with writing instruction; individual counseling in academic, personal, and career areas; and personal contact with mentors from the Hispanic professional community who offer each student a vision of career success and commitment to the community.

In 1983, through a grant from the BankAmerica Foundation to the University of California Bay Area Writing Project, PUENTE was replicated in four additional community colleges. Major grants from the ARCO Foundation, the Ford Foundation, the Pacific Telesis Foundation, the San Francisco Foundation, the Times/Mirror Foundation, the Ahmanson Foundation, and Mervyn's allowed PUENTE to expand to 20 colleges throughout the state. PUENTE is now jointly sponsored by the University of California and the California Community Colleges.

Targeted Students: Mexican-American, community college students

Program Type: Retention and Transfer

Description of Program: PUENTE is a writing, counseling, and mentoring program designed for Hispanic students who are having academic difficulty in the community colleges and are willing to make a commitment to a one-year program. PUENTE integrates the skills of an English teacher, a Mexican-American counselor, and Mexican-American mentors. The counselors match students with mentors from the Hispanic professional community. The students enroll in an accelerated writing program which consists of two English courses: an entry level writing class and English 1A, the college transfer-level composition class. The students remain with the same teacher for the entire two-course sequence. The students continue to work with the counselor until they receive an Associate of Arts degree and/or transfer to universities.

Special Features and Achievements: The PUENTE Project has helped students improve their writing and has given them the confidence and motivation to continue in higher education. In one community college, PUENTE students tripled the number of academic classes they were taking and doubled their grade point average. An important outcome of the PUENTE Project has been an improved retention rate for Mexican-American community college students. Seventy percent of the 1983-84 students who completed the program enrolled in community colleges or in four-year colleges or universities as of 1987. Additionally, PUENTE students have improved their transfer rate to four-year institutions. Twenty-six percent of the students who completed PUENTE programs from 1982 through 1987 have transferred (one college transferred 38 percent) to four-year institutions.

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#10: Graduate Division Affirmative Action Programs

University of California, Berkeley

The Chancellor and the Graduate Dean at the University of California, Berkeley noticed in their review of applications for admissions over several years that minority students applied to graduate school at UC Berkeley more frequently to master's degree programs and less frequently to Ph.D. programs than non-minority students. In an attempt to turn this around, the Graduate Dean responded by initiating the Graduate Division Affirmative Action Program.

Targeted Students: Minority graduate students

Program Type: Recruitment and Retention

Description of Program: The Graduate Division Affirmative Action Program involves several initiatives designed to attract more minorities into Ph.D programs at UC Berkeley. These initiatives include: (1) inexpensive dormitory housing to attract out-of-state minority students; (2) a three-year pre-doctoral fellowship program; (3) a three-week Summer Bridge Program to orient students to the campus and its resources to ease the students' transition to Berkeley; (4) research assistantships for minority students to enter a mentoring relationship with a research advisor; (5) eight dissertation year fellowships; and; (6) financial support for approximately 70-80 minority students and women in programs where they are underrepresented (primarily in engineering and science); (7) a second need-based program of financial aid administered through the Graduate Division, which supports about 200 new and continuing students a year; and (8) a program to involve undergraduate minority students in faculty research projects.

In addition to these efforts, the Graduate Division has taken extraordinary measures to fulfill the goal of increasing the number of minorities applying for Ph.D. programs. To attract a large national pool of minority students, UC Berkeley has established special relationships with several feeder schools. For example, program representatives meet on a regular basis with alumni at selected local college campuses to recommend potential minority graduate students. The Graduate Division has joined a consortium of colleges and universities that have significant numbers of American Indian undergraduates. The university recruits several students from this source each year. The Graduate Division also signed an agreement with Atlanta University, a predominantly Black institution, whose faculty are asked to recommend students for Berkeley's Ph.D. programs. Finally, the Graduate Division subscribes to the National Name Exchange, the Western Name Exchange, and the Graduate Record Examination Locator Service to identify candidates. A major effort has also been made to expand an on-going program to place undergraduate students as researchers with faculty members.

Special Features and Achievements: As a result of these comprehensive efforts on the part of the Graduate School, since the fall of 1987, the number of minorities being admitted into doctoral programs is increasing.

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#11: Minority Engineering and Geology Program

Texas A & I University, Kingsville

Minority students are seriously underrepresented in the sciences and engineering. Recognizing the need to address this issue, in 1982 Texas A & I University, supported by private industry, decided to develop and implement its Minority Engineering Student Affairs Office (MESA).

The purpose of the MESA Office, which is housed in the College of Engineering, is to identify, prepare, recruit and retain minority students in science and engineering programs. These institutional efforts to recruit minority students into engineering were initiated with support from the Exxon Education Foundation. Prior to that, limited support from the National Action Council for Minorities in Engineering (NACME) was available in the form of incentive grants.

With the Exxon grant, Texas A & I University was able to conduct a study to assess the needs of the region and the university which in turn resulted in the Minority Engineering Student Affairs Office (MESA). With this infrastructure in place, the university embarked on a program of development and fund-raising. This resulted in the creation of the Minority Engineering and Geology Program (MEGP) and the South Texas Engineering, Mathematics and Science (STEMS) program. The MEGP represents the university's college-based intervention programs, while the STEMS program seeks to address pre-college science, mathematics, and career education. The MESA office and the programs it sponsors are industry-funded. Major support has been provided by the Gulf/Chevron Corporation, IBM (through its Faculty-on-Loan Program), ARCO, Marathon, 3M, Mobil, Dow, Celanese, NACME, Exxon, and other corporations and/or their foundations.

Targeted Students: Mexican-American, Black, and Native American engineering students

Program Type: Pre-college Preparation, Recruitment, Retention, and Placement

Description of Program: The MEGP involves a comprehensive support system for minority engineering and geology students. This includes early identification, mentoring, referral and intervention for academic, financial and personal problems. The goal is to increase the retention of minority engineering and geology students and to improve the academic and personal skills of graduating minority students. In addition, the retention component consists of a summer bridge program for entering students, special engineering orientation projects, academic assessment for admitted students, and a peer mentor program.

The South Texas Engineering, Mathematics, and Science Program (STEMS) held its first summer enrichment program in 1984 for 25 students. The three-week program introduced students to mathematics, chemistry, physics, geology, and engineering. In 1986, the STEMS Program initiated a pilot program with four school districts. A high school and one junior high/middle school in each district were selected to implement a year-round program on an after-school basis. A five-week summer program also was provided. This program is currently serving 500 students.

Special Features and Achievements: The Minority Engineering Student Affairs Office and Geology Program was not Texas A & I's first effort to train minority engineers. The university has been recognized in the past as a leader in this area. In 1984, Texas A & I ranked third in the nation in the number of Hispanic engineers educated. The number of Hispanic engineers has grown from 27 in 1974 to 60 in 1984, with MEGP and STEMS contributing directly to this increase.

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#12: Graduate Research Mentorship Program

University of California, Santa Barbara

The shortage of minorities involved in higher education, especially those pursuing academic careers, has led some institutions to take special measures to respond to this problem. The Graduate Research Mentorship Program at the University of California, Santa Barbara utilized a novel approach to interest minority students and women in academic careers in fields where they are underrepresented.

The Graduate Mentorship Program is intended to increase the graduation rates of minority and women students, stimulate increased graduate school enrollments, and better prepare students to become research scholars. Faculty guide the research, and serve as mentors to both graduate and undergraduate students involved in joint research projects.

Targeted Students: Underrepresented minority undergraduate and graduate students

Program Type: Recruitment and Retention at the Graduate Level

Description of Program: The primary objective of the Graduate Research Mentorship Program is to encourage minority students to enter graduate schools and academic professions by exposing them to involvement in hands-on research projects.

A pilot phase, begun in 1976, initially involved only Hispanic students. Later, it was expanded to include all minority undergraduates, and the faculty — minority and non-minority — sought to become involved. The Graduate Division saw the value of mentorships for strengthening the skills and qualifications of minority graduate students, and in 1982 successfully applied for a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The program established under this grant was the model for the Graduate Research Mentorship Program.

The research projects span the range of academic disciplines, from engineering, chemistry, and physics to art history, English, and anthropology. A faculty member or graduate student generates the idea for the research project, then searches for a faculty member or graduate student, as appropriate, with whom to work.

Faculty serve as research directors; are responsible for the proposal to the selection committee; set standards for the research and assure that research goals are concrete, relevant, and feasible. Graduate students, under the tutelage of the faculty mentor, are responsible for supervising the

work of undergraduates, introducing them to research concepts and methods, and making sure that projects are completed.

Undergraduates (juniors or seniors with strong academic records) engage in activities suitable for beginning researchers: literature searches, abstract-writing, translations, observations, and data preparation. Depending on their basic skills and progression in academic training, undergraduates are also involved in the preparation of laboratory specimens; conducting experiments; field research, such as interviews, digs, and sampling expeditions; and other procedures in line with the project.

Special Features and Achievements: Between 1983 and 1986, UCSB sponsored 35 mentorship teams. Projects included up to two faculty members, three graduate students, and five undergraduates. Altogether, 50 faculty, 65 minority graduate students, and 128 minority undergraduates were involved. Of the total number of graduate students, 23 were Chicano/Hispanic, 10 Black, four American Indian, three Filipino, five Puerto Rican, and 20 others. Of the undergraduates, 66 were Chicano/Hispanic, 31 Black, three American Indian, nine Filipino, two Puerto Rican, and 17 others.

As a result of the Graduate Mentorship Program, a large number of program students have completed their Ph.D.'s and have gone on to faculty or post-doctoral positions throughout the United States.

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#13: Coors Hispanic Student Service Program

Arizona State University

The development of young Hispanic entrepreneurs is important to the Hispanic community. Colleges of Business can assist in this by providing business-trained students to Hispanic-owned businesses, and by providing these students opportunities to work within this business environment.

The Coors Hispanic Student Service Program has taken the lead in this innovative approach to community involvement. This program is intended to provide on-the-job training experience for Hispanic college juniors and seniors, while simultaneously promoting the potential growth of Hispanic businesses.

Targeted Students: Hispanic, undergraduate business majors

Program Type: Retention

Description of Program: Initiated by the Hispanic Business Alumni Association and established by ASU's College of Business in 1985, this program provides Hispanic juniors and seniors with practical business experience while offering Hispanic businesses the development assistance essential for success in today's dynamic economy.

Participating students receive a \$1,000 scholarship while spending one semester providing technical assistance to a Hispanic business. Students work in teams of two or three, spending 15 hours per week on their projects. An advisory group composed of one business professor, two practitioners and three professionals, serve as consultants for each project team. Past student teams have designed a marketing study, developed a computer-based cost-bidding system, established a cost accounting system, and conducted feasibility studies.

Special Features and Achievements: The program exposes students to a business environment with dynamic challenges requiring creative use of skills and talents. Seventy-one students have completed the program assisting 24 Hispanic businesses. Eighty-five percent of the seniors in the program have completed degrees from the College of Business.

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#14: STEP: A Partnership for the Advancement of Learning

University of California, Irvine

STEP: A Partnership for the Advancement of Learning, began at the University of California at Irvine in 1983. This program joins a public school district that has 87 percent minority students with four local postsecondary institutions to improve the academic preparation of minority youth for higher education.

Project STEP represents a significant effort to reconstruct the relationships among all segments of education in order to improve academic preparation for minority students. What makes Project STEP unusual is the level of interinstitutional cooperation between the school district, community colleges, and four-year colleges and universities involved. They work together to promote academic excellence and equity through joint activities in curriculum enhancement, professional development, and student academic support and guidance. Each institution takes primary responsibility for one or more of the "STEP Components," which are programs designed to support students, faculty, parents, teachers, counselors, and administrators in their academic endeavors. Project STEP is funded by the California Academic Partnership Program, the Carnegie Corporation of New York, and The College Board, with significant in-kind support from all participating institutions.

Targeted Students: Ethnic-minority secondary and elementary school students

Program Type: Early Intervention, Curriculum Enrichment, and Staff Development.

Description of Program: The major goals and activities of Project STEP are: (1) to address the needs of all students for literacy and critical thought in the areas of mathematics, science, and language arts through enrichment of the district curriculum and staff development programs using the vehicle of faculty forums; (2) to interest students in going to college and helping to prepare them for admission with the assistance of a comprehensive guidance curriculum and academic support program, including tutoring services available in "Cooperative Learning Laboratories"; and (3) to disseminate the model, methods of collaboration, and new instructional practices which are developed by the STEP partners.

What has become increasingly clear is the appropriateness of the university's role in providing a variety of resources and initiating processes to alleviate the serious segmental isolation that exists regarding academic preparation. The infrastructure created by the STEP Administrative Council commits the top leadership of each educational segment to work together to address

common concerns shared by the educational community, and brings educational reform directly into the classroom. Teachers work together to strengthen the curriculum, counselors teach lessons from the guidance curriculum in the classroom, and parents are involved in elementary school evening workshops called "Family Math and Science."

Special Features and Achievements: Four features are central to the success of STEP: (1) the comprehensive scope of curricular and student services activities, (2) the alignment of project activities with the district's long-range plans to ensure institutionalization of the products and practices developed, (3) the ability to channel other on-going curricular efforts outside the project's own initiative, and (4) the participation of institutions from the entire educational continuum.

Since 1983, when the project was first launched with the Santa Ana Unified School District, the number of seniors who enroll in college has increased from 10 percent to 65 percent. Awards from the National Commission on Excellence, the Carnegie Corporation of New York, the California Academic Partnership Program, and The College Board will assist in the dissemination of project models, including new practices in teaching math and science as an integrated discipline, career ladder models for developing future teachers, and teaching strategies for the multi-lingual/multi-cultural classroom.

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#15: California Student Opportunity and Access Program (Cal-SOAP)

California Student Aid Commission, Sacramento

The California Legislature established the Cal-SOAP Program in 1978 as a consortium of institutions to improve the accessibility of postsecondary education to California high school students from historically underrepresented groups. The program originally focused on both high school graduates and community college transfers. In 1983, it was refocused to concentrate primarily on the transition between secondary school and college.

Originally, six consortia were funded; one was subsequently discontinued. The five remaining Cal-SOAP participant consortia encompass: (1) Solano County, (2) the East Bay area of the San Francisco Bay region, (3) the Santa Barbara area, (4) the south coast area from Compton to Irvine, and (5) San Diego County.

Targeted Students: Historically underserved and minority students entering postsecondary institutions

Program Type: Recruitment and Retention

Description of Program: Cal-SOAP consortia rely on interinstitutional cooperation. Secondary school involvement in the operation of the project is a prerequisite. At least one secondary school district, one community college, and two other educational agencies are involved in each consortia.

During 1986-87, a total of 87 schools and institutions were involved in Cal-SOAP. Twenty-four of these were public school districts, ranging from the Los Angeles Unified School District to small, rural districts. Eight campuses of the University of California, nine California State University campuses, four private secondary schools, 11 independent colleges and universities, five community agencies, 25 community colleges, and the California Maritime Academy participate in the program.

Basic services provided by Cal-SOAP projects include, but are not limited to, advising, tutoring, dissemination of information, workshops for students and parents on financial aid and college admissions, and referrals to appropriate colleges.

Special Features and Achievements: Cal-SOAP consortia served 23,665 students in 1986-87. Thirty-eight percent of these were Hispanic, 29.6 percent were Black, 19.3 percent were Asian,

7.6 percent were White, 3.4 percent were American Indian, and 2.0 percent were not classified by race or ethnic background.

Cal-SOAP consortia appear quite effective as measured by college-going rates of program seniors. With the exception of the Santa Barbara project, in 1986-87 Cal-SOAP seniors enrolled in postsecondary institutions at a significantly higher rate than all high school graduates in their respective counties. Furthermore, they enrolled at the University of California, the California State University, and at independent colleges at a higher rate than their peers. In 1985-1986, nearly two-thirds of Cal-SOAP seniors entered California colleges and universities compared to 58 percent of their statewide counterparts. All minority groups in every ethnic category, except American Indians, enrolled in postsecondary institutions in greater proportions than their peers. Hispanic Cal-SOAP participants enrolled at a rate 21 percent greater than their ethnic group peers during 1985-1986.

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#16: Articulation, Matriculation and Two + Two

Compton Community College, Compton California

Enrolling in college, from pre-enrollment to matriculation, continues to be a long, arduous process, particularly for minorities. Often minority students do not understand the culture of college, lack adequate guidance, and do not have the role models necessary to "show them the ropes." The result is that many colleges and universities which do not adequately address the issue of facilitating enrollment experience recurring problems with recruitment and retention of minority students. One approach to this problem is Compton Community College's Articulation, Matriculation and Two + Two Program.

Articulation is an agreement between institutions, in this case between local secondary schools and the community college, which specifies the conditions and terms under which students may transfer from one school to another. Typically, articulation involves agreeing on (1) the process of transferring from one institution to the other, (2) which courses taken at one institution will be accepted for credit at the other, and (3) the requirements for completion of a specified course of study.

Matriculation, according to Compton Community College's handbook, "is a process by which the college and student reach agreement on the student's educational objectives."

The Two + Two Program at Compton Community College is designed for high school juniors and seniors interested in pursuing vocations which require advanced technical skills development, such as automotive technology, drafting, welding technology, auto body technology, or machine technology. Basic vocational skills are learned in the last two years of high school, while the more advanced vocational skills are learned over two years at the community college.

The Articulation, Matriculation and Two + Two Program form a comprehensive plan of outreach, recruitment, and transfer of high school students to Compton Community College. Although Two + Two is oriented to vocational students, the articulation and matriculation components of the project complement the work of the Transfer Center which is directed at four-year college, transfer-oriented students.

Targeted Students: Minority high school seniors

Program Type: Recruitment and Transfer

Description of Program: The Articulation, Matriculation and Two + Two Program was designed as a key element of the pre-enrollment process at Compton Community

College. This program addresses issues of testing for placement, early application, orientation, and academic advisement.

The plan includes a campus tour, orientation, assessment, academic advisement, and registration. Registration orientation touches on the following: student conduct and behavior; dress standards; student fees; the add/drop policy; class attendance policy; the student grievance procedure; financial aid; the learning center; the library; counseling requirements; student privacy rights; academic probation; the college catalog; schedule of classes; and the health center.

The program also maintains a comprehensive articulation program with local high schools. This is accomplished by (1) identifying programs which are common to Compton Community College and its feeder schools; (2) maintaining a continuing communication between the college and the school districts; (3) increasing the attendance of students from the feeder high schools to Compton Community College; and (4) monitoring the progress of the five vocational programs which have been articulated.

Special Features and Achievement: All entering students participate in the Articulation and Matriculation Program. Since its implementation, the Two + Two Program successfully transferred 95 students from five area high schools. Of these, 48 were Black, 36 were Hispanic, four were American Indian, and seven were not classified by race or ethnic background.

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#17: Fall Institute Academic Program/ University Learning Center

University of Colorado, Boulder

The academic needs of underrepresented students often pose difficult challenges to colleges and universities. The Fall Institute Academic Program/University Learning Center at the University of Colorado, Boulder is a two-semester freshman year program offered to provisionally admitted students, most of whom are ethnic minorities. This year-long freshman program was originally a summer bridge program for at-risk ethnic minority students who had just graduated from Colorado high schools. Targeted ethnic groups included children of migrant workers (most of whom are Hispanic), Chicano, Black, Asian American, immigrant Asian, and Native American students. Today, about 250 provisionally admitted students are served by this academic program each year.

In addition to addressing increased access and retention for underrepresented student populations, this program is distinguished from other freshman year developmental programs by its academic rigor and innovative curriculum. The philosophy of this program is one which recognizes that (1) the freshman year is the most critical for the retention of students; (2) the core academic areas are central to academic success; (3) academic learning can be enhanced by appropriate instructional support, and (4) the focus of instruction is on fostering critical thinking, problem solving, and analytical thought.

Targeted Students: Provisionally admitted, ethnic-minority students

Program Type: Academic Intervention

Description of Program: The Fall Institute Academic Program/ University Learning Center has been designed to enhance learning in several domains: (1) the acquisition of content knowledge; (2) the development of fluency in academic discourse and critical thinking; (3) the acquisition of knowledge, behaviors, and skills needed in the academic socialization process; (4) the development of a positive self-image; and (5) the acquisition of knowledge about how to display one's intelligence, knowledge, and skills in an academic context.

Central to this program's educational philosophy is the understanding that schooling is not only a process of cognitive development but also a socio-cultural phenomenon. As a result, factors such as prior knowledge, prior academic experience, student/school fit, and the students' unique world views, values, cultures, and histories have been considered in the development of pedagogy, instructional methodologies, curricula, and classroom learning experiences. Classrooms are structured so that learning is active and student-centered.

Students' knowledge and the learning of important study skills are incorporated into the curriculum of all required courses. Specifically, Fall Institute students are required to enroll in college algebra, two semesters of critical writing and reading, and two semesters of freshman biology, in addition to an elective course required for graduation. The program has eliminated the need for remedial courses by ensuring that academic standards set by the sponsoring academic departments are met through proficiency exams for all students completing the program.

Special Features and Achievements: Each academic year, an average of 82 percent of all students enrolled in the program satisfactorily complete the two semester critical writing/reading course sequence (i.e., they meet minimal competency levels of fluency in reading and writing academic discourse). Overall, 85 percent of students enrolled pass both semesters with grades of C or better; 97 percent of the students pass the course. Achievement data for the college algebra course reveal that students from this population generally take three semesters to complete the self-paced, individualized math course. For example, 33 percent of the students completed this course with a C or better in one or two semesters; 87 percent successfully complete the course in three semesters. These data are significant because most of these students begin the math program at a basic arithmetic or beginning algebra level.

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#18: GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering)

Notre Dame, Indiana

The low enrollment of minority students in graduate education, especially in the areas of math, science and engineering, is a recurring concern for educators. A recent report by WICHE illustrates the severity of the problem. In 1984-85, the number of Blacks and Hispanics who graduated with Ph.D.'s in the areas of computers, engineering and technology, science and math, were only 1.1 percent and 1.8 percent of the total, respectively. Additionally, greater participation of minorities in these and related fields is hindered by lower levels of participation and preparation for the standardized tests required for most graduate and professional schools.

One program recognized the severity of the problem several years ago and has promoted access for minorities through consortia of organizations. The GEM Program is housed at the University of Notre Dame, although it is independent of the university. GEM began in 1976 as the first national effort aimed specifically at helping minority engineering students to attend graduate school.

Targeted Students: Minority engineering students

Program Type: Recruitment and Retention

Description of Program: The purpose of the GEM program is to provide opportunities to minority students to obtain a master's degree in engineering through a program of paid summer engineering internship and financial aid. The GEM Program is funded by consortium membership dues.

The GEM consortium, 55 universities and 65 research/government laboratories, provides fellowships (fees, tuition and a \$6,000 per year stipend) which can be used at any of the member schools. In addition, during the summers, both before graduate study begins and between the customary two years of a master's program, each fellow gets a paying job with one of the co-sponsoring employers. The job is closely related to the student's area of study and in most cases the recipient returns to the same employer the second summer. Permanent job offers are frequent at the end of the internship.

Special Features and Achievements: The number of GEM graduates has grown steadily over its decade of existence. The program has graduated over 600 minority engineers. Of the

GEM fellows who start the program, over 86 percent finish with a degree – a rate comparable to that of non-minority graduate students.

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