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## Three Reports Review Minority Student Programs

Commission for Blacks

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sea grant colleges, all members of NASULGC: University of Hawaii, Oregon State University, University of Rhode Island, Texas A&M University, University of Washington, University of Wisconsin, and University of California.

#### 9. \$2-1/4 MILLION FOR UNIVERSITY MASS TRANSPORTATION RESEARCH

Conferees for the Department of Transportation appropriations bill (H.R. 8760) have allowed \$35.05 million for urban mass transportation research, development, and demonstrations and university research and training for fiscal 1974. This is \$5.3 million more than the House had allowed but \$4.75 million less than the Senate proposed.

Of this amount, \$2.25 million, splitting the difference between the House and the Senate versions, is earmarked for university research and training.

#### 10. THREE REPORTS REVIEW MINORITY STUDENT PROGRAMS

Youths from financially disadvantaged or minority backgrounds still find themselves frustrated from realizing college goals despite nearly a half decade of growing efforts to provide open access and support for them, according to three recently published reports.

The reports note that steps such as accelerated recruitment, government grant-in-aid programs, open admissions policies, ethnic studies programs and reorientation measures for special students are still offset by patterns of unequal distribution of minority students among the various kinds of institutions and by a persisting gap in the college completion rate of students from high and low income backgrounds. The reports, however, also found breakthroughs in opportunity being realized by students with disadvantaged backgrounds who survive undergraduate work and go on to graduate study, especially students who apply for doctoral study in public universities.

The reports also point out that public community and four-year institutions still carry disproportionate burden in providing for disadvantaged students and developing supportive programs needed to retain special students.

#### Inequities Cited by CEEB Panel

But flagrant inequities persist and are common to most of the institutions that comprise the higher education system, as the report of the Panel on Financing Low-Income and Minority Students in Higher Education argues. Toward Equal Opportunity for Higher Education, published by the College Entrance Examination Board, which, through its College Scholarship Service convened the 11-member panel, found that only 36 per cent of the students from families earning less than \$3,000 a year actually finish college while 80 per cent of students from families earning \$7,500 or more realized college goals.

The panel found that "minority students continue to have far less chance of entering and remaining in college than majority students," and generally found an attendant lack of social commitment to the goal of helping the poor beyond levels of performance already attained.

The study was sharply critical of the lack of educational options among the disadvantaged and deplored an attitude that public institutions, more open to the poor, are too often regarded as the "first rung up a ladder of institutional types," toward the prestigious school representing an enclave for students that can afford such schools.

The panel laced its report with examples of such underrepresentation. A youth from a lower economic group, for instance, was more likely to enroll in a two-year college than a youth from better circumstances. Disadvantaged students in community college programs were found far less likely to complete four year programs.

The report disclosed that 37 per cent of the youth from families earning less than \$4,000 attend two-year public institutions, most of whom do not advance beyond the associate of arts degree; 20 per cent attend public four-year colleges; nine per cent attend private two-year schools and 17 per cent attend private four-year institutions. This compares with the 30 per cent of students from higher income families attending private four-year colleges.

Inequities were noted in comparisons of ability levels and admission opportunities. High school graduates with less ability but coming from the top socioeconomic quarter were almost three times more likely to be enrolled in a college than more "deserving" students from the lowest two quarters.

The rate of part time enrollment among the disadvantaged was found to be twice that of students from higher income families.

The panel also found inequities in the Federal support of students. Estimates of the average annual subsidies per student by income level reveal that students from families with incomes of less than \$4,000 receive \$165 compared to the \$261 received by students from families whose incomes exceed \$30,000. Indeed, students from the highest income quarter receive 58 per cent more subsidies than students from the lowest income quarter.

#### CEEB Panel Recommendations

In its recommendations for "a more equitable financing for the disadvantaged," the panel recommends a substantial Federal commitment underwriting, equal access accompanied by equality of choice and greater equity in the distribution of minority and poverty students by providing options that fit individual interest and ability.

To achieve this, the panel recommends:

-A Federal program that entitles students to direct grants as a matter of right. Over the short term, this would amount to a \$2.4 billion outlay. The grants would total up to \$2,000 a year and be coupled with a "strong" loan program. This would allow a poverty student to "choose the kind of instructional program appropriate to his needs, further enabling him to make reasonable financial plans to cover the costs of a four year degree program."

-Long term loans open to all students regardless of financial background would be flexible, allowing borrowers to determine the "size, amount and terms of loans." The government would act as the agent insuring these loans against default over a 30 to 40 year repayment period.

-Provisions of funds for special services tailored to the needs of the disadvantaged student. These funds would provide incentives for the schools involved to begin or continue special programs for the disadvantaged.

#### Graduate Education Report

As undergraduate higher education grapples with continuing problems to accommodate the disadvantaged student, the nation's graduate schools seem to be making some

headway in bringing this student closer to his dreams of educational and professional fulfillment.

The Graduate Record Examinations Board report, Graduate School Programs for Minority/Disadvantaged Students, by I. Bruce Hamilton reveals advances in poverty and minority student accommodation in the graduate schools.

Hamilton's survey was conducted to obtain information on procedures and programs developed for minority students in the graduate schools. Although many graduate schools do not maintain records of ethnic and racial composition, Hamilton was able to elicit a fair response to a survey questionnaire. His study reveals an educational process in transition toward the disadvantaged, particularly among graduate schools in the public sector. If many schools are increasing enrollments by active recruiting and admissions, many have yet to develop clear policies for dealing with new entrants, or for providing special funding to retain new applicants.

Hamilton's findings include:

-Of 75 responding institutions, 29 or 14.9 per cent report increases in minority enrollments between 100-200 per cent over a four year period ending in 1971-72; 16 report increases of 200-300 per cent; and 11, up to 500 per cent. Of public institutions responding, 17 or 13.7 per cent report a 100-200 per cent enrollment increase; eight report a 200-300 per cent increase; and only three report a decrease or no increase.

-Of responding public universities, 55 reply that they maintain a special policy with regard to the enrollment of minorities, but more than half said they have no policy at all.

-Of all responding institutions, 53 per cent claim special efforts to recruit poverty and minority students. The public schools have a better record. Of 124 public universities surveyed, 68 maintain special efforts to recruit the disadvantaged.

-Hamilton found that 45 per cent of responding public universities make special efforts to admit minorities compared to 38 per cent of private graduate schools. Up to 70 per cent of public PhD granting institutions make special efforts to enroll the disadvantaged compared to 54 per cent of private PhD institutions.

-Up to 46.5 per cent of PhD granting institutions maintain special programs designed to fit the needs of special students.

-While public PhD granting graduate schools with small departments maintain good records to enroll, develop special programs and provide good special funding for the disadvantaged, Hamilton found that public schools limited to masters programs tend not to develop adequate incentives for minority and poverty students. He found that 43.6 per cent of PhD public institutions provide special funding for minority students in contrast to 21.7 per cent of public institutions limited to the masters program.

Hamilton found that, taking all schools together, 62.8 per cent provide for minority and poverty students out of university operating funds, 14.5 per cent from Federal funds and 13.7 per cent from foundation funding. "This funding demonstrates that the often heard remark that an institution cannot make special efforts for the minority student without Federal or foundation support is not supported by the data, ..." Hamilton points out.

The author concedes that most institutions with graduate programs for minorities have articulated policies to maintain these students; but once policy has been adopted "it must be coordinated above the departmental level - by the Dean of the Graduate School," Hamilton recommends.

He also recommends that:

-Minority recruitment be a cooperative effort between the graduate school and the departments.

-Good recruitment efforts include effective definition of the type of student sought and the geographical region on which to focus effort.

-An effective program be maintained for the admission of students with a history of disadvantaged educational backgrounds.

-Services tailored to meet specific needs of special students be provided, including housing, adequate financial support for tuition, room and board; special programs to buttress performance; counseling programs emphasizing cultural and intellectual heritage of the minority students involved; and an ethnic or cultural center giving a natural surrounding.

-An effective program providing for continuous evaluation.

#### Examples of Successful Ideas in the South

The report The College and Cultural Diversity: The Black Student on Campus for the Southern Regional Education Board reveals that many predominantly white senior colleges are implementing Hamilton's views on creating an effective institution for the minority student.

The Board's report shows what these colleges are doing to improve opportunity for black students and includes many references to state and land grant institutions. Some follow.

In efforts to facilitate recruiting and admissions, the University of North Carolina at Chapel Hill reports on a Joint University Student Visitation Program which has sponsored two to three weekend visits a year to the campus of 50 to 100 black high school seniors over the past three years. These black seniors attend classes, meet student groups and faculty members, and gain familiarity with the University.

Auburn University is developing a University-wide program at identifying and recruiting high-potential, disadvantaged students. Florida State University has had an outreach program for three years, designed to recruit, select and admit disadvantaged students who would not otherwise have had the chance to attend college.

The University of Kentucky offers a summer College Preparatory Program designed to motivate minority students to attend college. Instruction includes study skills, library usage, basic English and black history.

The University of Maryland has established a Multicultural Center to "increase the knowledge and understanding of foreign cultures through research and study of the inter-relations among the seven major cultures housed." The University has also established the Black Student Educational Services office to function as a clearing

house, referral service, coordinating office and information exchange for matters concerning black students.

Louisiana State University created the LSU Student Foundation "in an attempt to make the campus experience more meaningful to all students."

As an example of institution-wide planning to create a total institutional response to the minority student, Auburn University has offered a prospectus to:

-Establish a university office for the coordination of all programs involving the educational needs of the disadvantaged student.

-Authorize the development of new elective courses for credit under the pass-fail option.

-Obtain extramural funds to support the development and operation of "Summer Institutes for Disadvantaged Junior and Senior High School Students for Post-High School Education and Training.

-Obtain extramural funds for the development of summer institutes for teacher in-service training both for teachers of disadvantaged and disadvantaged teachers.

-Develop and initiate a university-wide program to identify and recruit high potential disadvantaged students, to be motivated to compete in Auburn's regular undergraduate program.

-Develop and expand programs in the area of general extension at Auburn dealing specifically with the problem of the disadvantaged. The University would develop services in cooperation with state agencies to serve Alabama's disadvantaged.

Toward Equal Opportunity for Higher Education may be obtained by writing the College Entrance Examination Board, New York. Graduate School Programs for Minority/Disadvantaged Students may be obtained by writing the Graduate Record Examinations Board, Princeton, New Jersey 08540. For The College and Cultural Diversity: The Black Student on Campus, write the Southern Regional Education Board, 12 Sixth Street, N.W., Atlanta, Georgia 30313.

## 11 ACCOUNTANTS URGE MORE COST ANALYSIS IN HIGHER EDUCATION

A report on managing the finances of colleges and universities has suggested that institutions that are hard pressed for "hard" money should "consider looking to tuition and fees as the major, if not the only, source of funding the basic educational program, and possibly a partial source of capital expansion funds."

The study, published by the New York accounting firm of Coopers and Lybrand, concentrates on suggestions for improving accounting and management practices so that administrative officers and deans will always have a firm grip on the financial status of the institution and each of its components.

### Variable Tuition Could Result

Its authors, Philip J. Taylor and Granville K. Thompson, suggest that by using the techniques for analyzing costs that they suggest, universities and colleges can better determine the costs of particular programs. The information from such cost analysis, they say, could be used if an institution decided to introduce variable