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Higher Education Coordinating Board.

LAWS OF MINNESOTA 1979, Chapter 335

track } Subd. 19. The higher education coordinating board shall employ one staff member for the purpose of working with the Latino-Chicano Spanish communities in Minnesota in cooperation with the Spanish American Board with the aim of increasing and enhancing their participation in post-secondary education.

This shall include, but not be limited to (1) increasing the knowledge of opportunities for post-secondary education, (2) exploring ways to facilitate more effective recruitment and admissions, (3) improving the retention and success of the students and (4) expediting access to financial and other assistance.

study { The coordinating board shall also study present conditions affecting the participation and retention of Latino-Chicano students in post-secondary education and make recommendations designed to more effectively meet their needs. A report of the findings shall be submitted to the legislature by January 5, 1981.

The appropriation in subdivision 2 includes \$30,000 each year for this purpose.

I. INTRODUCTION

A. Background

During the past several years, concerns about the low level of participation and success of minority and disadvantaged students in Minnesota post-secondary education have been raised. These concerns have taken several forms including bills introduced in recent legislative sessions.

In 1979, several proposals relating to the needs of minority students were considered by the Legislature, including one to establish a special scholarship program for students of Spanish ancestry. The legislature concluded that insufficient information was available to implement such a program. Based upon existing concerns, the Minnesota Higher Education Coordinating Board was directed to study the conditions affecting participation of Hispanic/Chicano students and to conduct outreach efforts with the Latino community.¹ Specifically, the Board was instructed to employ one staff member to work with the Hispanic-Chicano communities in Minnesota, in cooperation with the Council for Spanish Speaking Affairs, in order to increase and enhance this group's participation in post-secondary education.

The legislative mandate stipulated that Board activities should include but not be limited to 1) increasing the knowledge of opportunities for post-secondary education; 2) exploring ways to facilitate more effective recruitment and admissions; 3) improving the retention and success of the students; and 4) expediting access to financial and other assistance.

The Coordinating Board was mandated to make recommendations designed to more effectively meet the needs of Hispanics in Minnesota and to report to the Legislature by January 1981.

B. Results of Preliminary Status Report

Prior to the legislative action, the Coordinating Board staff was reviewing the status of Hispanic/Chicano students. This review involved

¹ Minn. Laws 1979, Chapter 335, Subd. 19.

an examination of previous studies on Hispanic (or Latino) students, the collection of data, and interviews with individuals who are in direct contact with Hispanics and/or programs serving them.

In August 1979 a preliminary status report on Latino students was completed.² It included a summary of current activities and the identification of problem areas relating to Hispanic participation.

Some problems were encountered in conducting the preliminary review. In some instances the interviews revealed problems which could not be fully substantiated by available data; and due to the limited scope of the study, it was not feasible at the time to conduct more detailed examinations to corroborate problems identified. Nevertheless, the people interviewed were in positions to perceive problems and assess implications.

The preliminary work focused on four areas frequently identified by previous studies as problem areas for Hispanic students. They are: admissions, focusing specifically on recruitment policies; access, defined as the transition between secondary and post-secondary education; retention, defined as the holding power (retention to completion) of post-secondary institutions; and awareness, defined in terms of the attitudinal climate that exists in post-secondary institutions and institutional perception of Hispanic attitude and culture.

Among those interviewed, there was a recurring assertion that effective post-secondary recruitment is not occurring in high schools with high Hispanic concentrations, and that there are not enough trained personnel to work specifically with minorities. People interviewed claimed that admissions officers do not have the sensitivity required to successfully attract Hispanic students, while those associated with admissions offices claimed that their offices are understaffed.

² Minnesota Higher Education Coordinating Board, Preliminary Report on Latinos in Post-Secondary Education: A Status Report, (August 1979).

A recurring concern throughout the interviews regarding access was that high schools are not preparing all students well enough academically to survive in post-secondary education. Furthermore, interviewees contended that Hispanic students and other minorities are receiving neither academic preparation nor the encouragement and assistance to pursue post-secondary education. These concerns were most frequently mentioned by post-secondary counselors and directors of Latino/Chicano related programs.

Another barrier to entering post-secondary education was defined as financing one's education. It was asserted that Hispanics and other minorities need more financial aid than what is being offered in order to compensate for their low socio-economic status. For example, Hispanic students cannot always expect financial support from their families; in fact they may have to work to help support their extended families. In addition, most of these students will need remedial help which will further prevent them from working and helping to support their education.

A problem encountered was that even though Hispanics are enrolling in post-secondary education in increasing numbers, they are not completing their programs of study. Reasons suggested were poor support services offered to Hispanics by non-Latino staff and the lack of Hispanic staff to serve as role models. Those interviewed also indicated a perceived lack of sensitivity on the part of post-secondary institutions to cultural and economic differences that Hispanics exhibit.

The majority of the concerns and complaints, then, centered on problems in recruitment of Hispanic students, the transition between high school and post-secondary education, and non-minority staff that work with Hispanics. In addition, the low level of success of Hispanics in post-secondary education was mentioned by most interviewees.

C. Activities During the 1980-81 Biennium

Since the 1979 legislative action, several activities have taken place.

In analyzing the interview data and concerns expressed, it was decided that the claims made by interviewees were symptomatic of a larger problem. Therefore, in determining objectives for this project it was decided that resources could be directed toward what is believed by Board staff to be a cause of poor participation and success: the lack of, or insufficient information concerning career planning and of post-secondary opportunities; and, expectations held by many Hispanic students of not pursuing post-secondary education. Efforts by Coordinating Board staff have concentrated on demonstrating supplemental means of reaching Hispanic students with post-secondary information, promoting cooperation between the secondary and post-secondary support personnel, and informing groups in the Hispanic community about opportunities, such as financial aid.

These objectives were implemented by training Hispanic students, in senior high school, to be peer counselors to provide information and services supplemental to the high school counselors' role.

D. Overview of Report

This report outlines the current status of Hispanic students in post-secondary education, describes the experimental outreach activities conducted, and offers recommendations to improve or change current practices affecting Hispanics in the educational system.

The data provided will show that Hispanics have approximately doubled in number participation in post-secondary education, but that little is known about their retention or successful completion of a program. Again, based on discussions with community leaders, and persons directly involved with Hispanic students, and on sporadic studies, it appears that the retention of Hispanics is low. This observation is somewhat inferred by data available of degrees conferred in Minnesota.

A summary of the outreach conducted includes several tasks that were effectively performed by a group of students serving as peer counselors. The process for implementing such a concept at a high school is also discussed.

The recommendations are aimed at different levels of education and government whose actions influence the participation and success of Hispanic students.

II. POPULATION AND STUDENT DATA

A. Introduction

This section is divided into three parts. The first part identifies general Hispanic/Latino population data and reviews the problem of operational definitions used in identifying Hispanics.

The second part presents the limited data available on participation of Hispanics in elementary and secondary education. This information is included to understand more fully the characteristics of Hispanics participation in post-secondary education and their educational attainment. The third part shows patterns of participation of Hispanic students in post-secondary education and their educational attainment. Data on Hispanic faculty by system, and Hispanics in professional programs also is included.

B. Population Data

Many terms define the Latino population. They include "Spanish-speaking," "Spanish-origin," "Hispanic," and "Spanish-surnamed." Elementary and secondary schools gather data on "Spanish-surnamed" students, which may or may not be an accurate reflection of actual participation. For example, the surname may not be Spanish because of marriage, but that family may still consider itself Hispanic. The Bureau of the Census collected data on "Persons of Spanish Language" for Minnesota in 1970, while post-secondary institutions and the Higher Education Coordinating Board collect data on "Hispanics."

The 1970 Census reports that of a total Minnesota population of 3,804,971, 37,256 people, or 0.97%, were of "Spanish-origin." A later report estimates the 1975 Hispanic population to be about 49,500, or 1.3% of the Minnesota population.¹ Approximately 70% live in the Twin Cities metropolitan area.²

¹ Minorities in Minnesota, Commissioned by State Department of Education, Division of Vocational Education, Special Needs Unit, 1976. According to the state demographer's office, there are limitations to this report, such as the manner in which the data were collected. But it serves as a useful and updated estimate of the Hispanic population in Minnesota.

² Ramsey County Mental Health Department, Latino Social Service Needs Assessment Report (August 1977), p. 9.

Table 1 shows selected counties in Minnesota that have the largest concentrations of Hispanics.

A recent Census Bureau report estimates the annual national rate of population increase (or excess of births over deaths) for Hispanic persons in the United States to be about 1.8%.³ At this rate of increase there would be about 53,900 Hispanic persons in Minnesota by 1980. However, this estimate may be conservative for the Minnesota Hispanic population since additional increases occur through migration and immigration. There is an estimated farmworker migration of 880 Hispanic persons per year to the Twin Cities metropolitan area, plus sporadic population growth such as the recent influx of Cuban refugees.⁴ A more accurate count of the Hispanic population will be determined by the 1980 Census.

A recent Ramsey County study describes further the characteristics of the Hispanic population.⁵ This study found the median age of Ramsey County Hispanics in the sample to be 17 years of age, compared to 30 years as the median age for the general U.S. population.⁶ Therefore, persons under 18 years account for approximately half of the local Hispanic population.

More than one half of the Hispanic adults in the Ramsey County sample were born outside the Twin Cities area, but the median length of residency in the county for the adults is 25 years. The same study found that the mean number of persons per household within its sample was 4.30 with 2.29 children. Census figures for 1970 for Ramsey County show an average family size of 3.74 persons, with 1.87 children per household.

The Ramsey County study found the following regarding the educational level of Hispanics in the county:

- The number of school years completed by Hispanic adults ranged from 0 to 25 years, reflecting a median of 9-12 years of education (Table 2).

³ United States Department of Commerce, Bureau of the Census, "Population Characteristics - Persons of Spanish Origin in the United States" (March 1978) p. 15.

⁴ Ramsey County Community Human Services Department, Hispanic Mental Health Needs Assessment Report, Critical Implications for Policy and Program, (June 1980).

⁵ Ibid.

⁶ U.S. Bureau of the Census (1978), op cit.

Table 1

Population Estimates by County, of Latino Concentrations, 1975

County	Total Population	Latino Population	% Latino
Anoka	185,400	3,088	1.6
Blue Earth	51,600	325	.6
Clay	46,600	631	1.3
Dakota	169,300	2,373	1.4
Faribault	20,200	559	2.7
Freeborn	36,700	1,320	3.5
Hennepin	932,200	11,661	1.2
Polk	35,100	618	1.7
Ramsey	460,300	13,650	2.9
St. Louis	216,600	689	.3
Stearns	102,300	117	.1
Steele	28,700	260	.9
Washington	103,400	1,840	1.7
Winona	45,100	260	.5
Total	2,434,000	37,500	1.5
State Total	3,921,000	49,500	1.3

Latino = Spanish heritage, including Spanish-speaking

Sources

Population Estimates for Minnesota Counties, Office of State Demographer, State Planning Agency, July 1978.

Minorities in Minnesota, Vocational Education/Special Needs Unit, Department of Education, 1976.

Table 2

Number of School Years Completed - Adult Hispanic Interviewees *

Years of School	Number of Hispanic Interviewees
0 - 3	15(17.65%)
4 - 8	15(17.65%)
9 - 12	43(50.59%)
13 - 25	11(12.94%)
Not Available	1(1.18%)
TOTAL	85

Median: 9-12 yrs.

Mean: 9.05 yrs.

Table 3

Educational Level - Adult Hispanic Interviewees *

Educational Level	Number of Hispanic Interviewees
No Formal Diploma or Degree Attained	45(52.94%)
High School Diploma	22(25.88%)
G.E.D.	4(4.71%)
Technical Vocational, Certification	9(10.59%)
College Degree	5(5.89%)
TOTAL	85

* Source: Ramsey County Community Human Services Department, Hispanic Mental Health Needs Assessment Report, Critical Implications for Policy and Program, June 1980.

- Approximately 53% of those individuals interviewed had not attained either a high school diploma or degree (Table 3). Further, the study found that at the time of the interview, approximately only 8% of the sample was involved in any type of training or educational program.

The Hispanic population differs from the total population in other ways. For example, it has been documented locally that the average Hispanic household size is larger than that of the total population. The same Ramsey County study found that approximately 80% of its sample was of Mexican descent, and that about one third of the sample had members translating (English/Spanish) for other members of their families.

About 50% of the adults interviewed were female. Additional characteristics found by the study were that approximately 63% of the females of the sample had no formal degree or diploma compared to approximately 40% of the males. Almost twice as many females than males lived in below poverty level households (as established by federal guidelines, 1979). About 40% of the women reported that public assistance was the major source of support compared to 7% of the men, and about 47% of the women lived in subsidized housing (compared to about 22% of the men). Overall, about one third of the households in the sample were headed by a female parent with children present in the home.⁷

Other pertinent data in the report showed that the Hispanic adult interviewed who had 12 years of schooling, on the average, spoke English only (i.e. monolingual), lived in households with above poverty level incomes, did not reside in subsidized housing, and probably was born in the Twin Cities area.⁸

⁷ Ramsey County Community Human Services Department, Hispanic Mental Health Needs Assessment Report, Critical Implications for Policy and Program, (June 1980).

⁸ ibid, p. 42

Conclusions

The number of indicators used to refer to the Hispanic population has made it difficult to obtain an accurate count of the population. Further, it has been difficult to follow a certain segment of this population from elementary to post-secondary education, especially if agencies collecting data do not agree on using the same definitions.

The Hispanic population represents about 1.3% of the total state population. On the average Hispanics are younger than the total state population. The largest concentration resides in the Twin Cities area; and there are indications that this group will continue to grow at a faster rate than the total population.

Contrary to the belief that Hispanics are a largely migrant, non-resident group, the Ramsey County study showed that its sample had resided in the county an average of 25 years. This population is not highly educated, with a median of 9-12 years of school completed.

Socio-economic data show that Hispanics tend to be of a low socio-economic status and may have language problems which deter them from seeking assistance. Other characteristics that are not as readily documented are that, as a group, Hispanic/Latinos are proud of their ethnic background and often are tightly knit, which tends to inhibit seeking external assistance. This is especially characteristic if the assistance available is not sensitive to Hispanics, or the staff person is not Hispanic. Service delivery planners must consider seriously these distinctive socio-economic, cultural, and linguistic characteristics in order to encourage use of services (education, in this case) by Hispanics.

C. Elementary and Secondary Student Data

A limited amount of data on Hispanic students at the elementary and secondary level is presented in order to show a more complete picture of the Hispanic population.

Some highlights are:

- In 1979-80, there were 5,432 "Spanish-surnamed" Hispanic students enrolled in elementary and secondary public institutions in Minnesota (Table 4), up from 3,810 students in 1970-71.⁹
- 380 of the 5,432 Hispanic students were in the 12th grade (Table 5)
- Ramsey and Hennepin Counties enrolled the most "Spanish-surnamed" students or approximately 57% of all Hispanic students in Minnesota (Table 4).
- The total number of Hispanic graduates increased by 50% between 1972-73 and 1978-79 (Table 5).

Retention or dropout data are not collected by the Department of Education by minority group, and therefore it is not possible to determine a dropout rate for Hispanics. However, an independent study conducted by the St. Paul Foundation showed that Hispanics between grades 10-12 in the St. Paul schools dropped out at an 11% rate in 1977-78, compared to a 7% rate for non-minority students.¹⁰ Other findings of the same study concluded that the 11% dropout rate marked an increase from previous years and exceeded the county average rate of dropouts.

The Coordinating Board staff's preliminary status review of Hispanics found, through interviews, concerns about students who do not speak English as their native tongue. Since the review, the Department of Education published a report on "limited English proficiency" students.¹¹ It found that,

⁹ Minnesota Department of Education, Fall Report, System Output Reports, Pupil Ethnic Breakdown, (1970-71, 1979-80).

¹⁰ A Preliminary Description of Educational Needs of Minority Students in Dakota, Ramsey and Washington Counties, conducted for the St. Paul Foundation, by Anderson and Berdie Associates, Inc., (January 1980).

¹¹ Minnesota Department of Education, Educational Needs of Limited English Proficient Students: A Report on the Bilingual Education Needs Assessment and Pilot Projects Submitted in Fulfillment of Minn. Stat. 126.39, Sub. 10 (January 1980).

as the grade level of the student increases, more complex language skills and thought processes are needed for academic success. This causes the percentage of minority language students classified as "limited English proficient" to increase. Language minority students were found by the study, and the Census, to be much more likely than majority students to be of low-socio-economic level. In addition, minority language students in grades 9 through 12 were reported to have dropped out of school at a 9% rate during the 1978-79 school year, compared to a 5% for majority language students.

TABLE 4

Elementary and Secondary Spanish-Surnamed Students
by County, with Latino Concentrations, 1979-80

County	# of School Districts in County	Total Students	Spanish- Surnamed Students	Senior Spanish- Surnamed Students
Anoka	6	51,371	258	12
Blue Earth	6	9,524	26	7
Clay	6	8,822	124	4
Dakota	9	45,373	326	20
Faribault	9	3,858	108	9
Freeborn	5	6,941	294	15
Hennepin	16	144,386	1,012	72
Polk	9	7,051	176	4
Ramsey	5	72,902	1,954	117
St. Louis	18	41,601	100	17
Stearns	11	23,695	29	3
Steele	4	6,622	55	2
Washington	4	25,970	138	13
Winona	3	6,770	23	4
Total	111	454,886	4,623	299
% of State Total				
State Total	441	(100) 775,993	(.7) 5,432	380

Source

Minnesota Department of Education, Fall Report, System Output Reports, Pupil
Ethnic Breakdown, 1979-80.

TABLE 5

Ethnicity of Minnesota High School Graduates

	School Year*								Change from 1972-73 to 1978-79 in %
	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	
Black	491	573	559	522	599	646	637	NA	+30
Indian	340	492	464	394	521	494	509	NA	+50
Hispanic	261	254	272	302	305	323	391	NA	+50
Asian	122	134	125	227	260	281	307	NA	+152
Subtotal	1,214	1,453	1,420	1,445	1,685	1,744	1,844	NA	+52
Others	61,744	61,917	64,736	65,080	66,705	66,363	64,875	NA	+5
Total	62,958	63,370	66,156	66,525	68,390	68,107	66,719	NA	+6
% of Minority Grads	1.93	2.29	2.15	2.17	2.46	2.56	2.76	NA	

* Indicates the school year period in which a student graduated in either the regular or other programs.

NOTE: Rates of graduation by males and females are virtually identical.

NA - Not Available Yet

Source: Dept. of Education

Conclusion

Elementary and secondary education is critically important to future success in a college or vocational technical school and on the job. In these early years, students are expected to acquire many skills and attitudes associated with academic or job success. Many Hispanics end this phase of their education without having gained those skills.

There are no state-level data to show how educationally different minority students generally and Hispanics specifically are from the white students at the elementary and secondary level. However, the study conducted by the St. Paul Foundation¹² and a national study conducted by the National Center for Education Statistics¹³ (NCES) indicated that there were significant differences. For example, the St. Paul study found that the average 11th grade minority student was reading and doing mathematics at a level equaled by a national average of 7th grade students.¹⁴ Other important skills needing improvement by minority students include communication skills such as reading, writing, spelling and other skills specifically related to employment.¹⁵

In the three counties studied by the St. Paul Foundation, it was found that minority students were satisfied with the way they learned about their culture.

¹² A Preliminary Description of Educational Needs of Minority Students in Dakota, Ramsey, and Washington Counties, conducted for St. Paul Foundation, Anderson and Berdie Associates, Inc., (January 1980). U.S. Department of Health, Education and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, (1975).

¹³ National Center for Education Statistics, National Longitudinal Study (Fall 1979).

¹⁴ Anderson and Berdie, op. cit. p. 103.

¹⁵ ibid p. 104

This suggests that the bilingual-bicultural programs available to Hispanics are achieving some success. In addition, a small sample of minority students was interviewed at both the junior and senior high school level as part of the St. Paul Foundation study. Minority students reported receiving little guidance from counselors when choosing classes to take and little encouragement while in junior high school to consider attending college. ¹⁶

Minority students reported needing more encouragement and help from their parents, and parents reported wanting their children to complete their high school education. This led the researchers to conclude that minority parents "have a difficult time sharing in that part of their children's lives", which is especially true when their own experiences do not include formal education. ¹⁷

The NCES Longitudinal Study (of senior students over a period of time) highlighted information similar to the St. Paul Foundation study, with the note added that Hispanics had a much higher secondary attrition rate than whites; therefore, the data reflect information based only on that group of Hispanic students that remained in high school to become seniors. ¹⁸

The national study reported that Hispanic high school seniors were somewhat older than their white classmates; at each grade level there was a larger percentage of Hispanic children enrolled below grade level than white children. ¹⁹ Hispanic student, more often than whites, reported

¹⁶ *ibid*, p. 104

¹⁷ *ibid*, p. 105

¹⁸ NCES, *op. cit.* p. 64

¹⁹ Anderson and Berdie, *op. cit.* p. 80.

²⁰ *ibid*, p. 70

being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education.²⁰ But almost twice as many Hispanics as white students reported that they were influenced by their parents in their choice of a high school program.²¹

Being enrolled below one's expected grade level can result in many problems for the student, such as being bored with class materials, being labeled a slow learner, being blamed for disruptions, and lacking a normal social life with students of similar age.²² These factors, coupled with other variables such as socio-economic status, educational level of parents, and language ability will affect the student's progress in school and most likely determine whether that student will remain or drop out.

The socio-economic, language and education factors discussed previously indicate that the participation and success of Hispanic students in school would be affected by their generally low socio-economic status and language deficiencies and the educational deficiencies of the parents.

This information suggests that elementary and secondary schools need to improve and/or supplement current support services if they are to increase their holding power over Hispanic students. In addition, changes also might be directed toward other minority students, for such students also have a history of equally restrictive and disappointing school experiences.

²¹ *ibid*, p. 72

²² U.S. Commission on Civil Rights, Social Indicators of Equality for Minorities and Women, August 1978.

D. Post-Secondary Student Data

The data on post-secondary participation in Minnesota are taken from the Higher Education General Information Survey (HEGIS) for the years 1974, 1976, 1978 and 1979. This survey of minority students was conducted during the fall of every other year (starting in 1974) by the Minnesota Higher Education Coordinating Board and forwarded to the National Center for Educational Statistics. Starting with the 1978-79 year, the survey has been conducted annually.

1. Enrollment Highlights

- Enrollment figures show that between fall 1974 and fall 1979 headcount enrollment of all racial/ethnic minority students in Minnesota post-secondary education increased from 5,059 to 6,438, while total student headcount increased from 158,051 to 196,382. Thus, as a percent of total headcount, minority enrollment changed little in the five year period, increasing from 3.2% to 3.3% (Table 6).
- In the fall of 1979, there were 1,226 Hispanic students of a total of 196,382 students in all Minnesota post-secondary institutions (Table 6) a decrease of 40 Hispanics from fall 1978.
- The number of Hispanic students attending Minnesota post-secondary institutions doubled from 1974 to 1979, though the percent they claimed of total enrollment showed only a slight increase, from 0.4% to 0.6% (Table 6).
- There were fewer Hispanic students than any other racial/ethnic group in attendance at Minnesota's colleges and vocational schools in 1974 and 1979 (Figure 1).
- Between 1974, and 1979, the number of Hispanics enrolled decreased in the State University System, and private two-year colleges while increasing in all other systems (Table 6).
- The largest absolute and percentage increase in all minority enrollments occurred in the AVTI system where the number of minority students increased from 472 in 1974 to 1,441 in 1979. The number of Hispanics alone increased from 120 in 1974 to 414 in 1979 (a decline from 444 in 1978) (Table 6 and Figure 2)
- The University of Minnesota enrolled the largest number of Hispanics during the fall of 1979: 466 or 0.8% of its student population; State Universities enrolled 66, or 0.2%; Community Colleges enrolled 94, or 0.3%; Area Vocational-Technical Institutes enrolled 414, or 1.5%; and private four-year colleges enrolled 172, or 0.5% of the total student enrollment (Tables 6 and 7)

TABLE 4

PERCENT DISTRIBUTION OF MINORITY STUDENTS BY SYSTEM

<u>Minority</u>	<u>University of Minnesota*</u>	<u>State Universities</u>	<u>Community Colleges.</u>	<u>System AVTIs</u>	<u>Private Four-Year</u>	<u>Private Two Year</u>	<u>Private Professional</u>	<u>Total</u>
Black								
1974	46.8%	9.0%	11.4%	6.9%	24.0%	1.4%	0.6%	100.0%
1976	51.6	12.3	5.6	7.5	22.0	1.0	0.6	100.0
1978	45.6	10.9	12.8	8.0	19.7	2.0	0.9	100.0
1979	44.7	11.1	8.9	10.6	21.5	2.1	1.1	100.0
Indian								
1974	42.3	17.8	12.5	16.3	9.7	1.3	0.0	100.0
1976	34.9	21.0	6.9	26.4	10.4	0.5	0.0	100.0
1978	28.3	16.0	12.6	32.2	9.4	0.8	0.7	100.0
1979	27.2	18.1	8.3	35.2	10.3	0.3	0.5	100.0
Asian								
1974	83.4	3.6	4.3	1.6	6.6	0.3	0.2	100.0
1976	61.5	8.1	7.9	7.9	14.1	0.1	0.4	100.0
1978	61.8	7.7	4.8	13.5	10.7	0.7	0.7	100.0
1979	52.7	7.9	5.6	20.5	12.4	0.2	0.7	100.0
Hispanic								
1974	40.0	16.4	11.5	19.6	11.5	1.1	0.0	100.0
1976	40.6	12.9	4.1	26.3	15.0	0.5	0.5	100.0
1978	37.3	8.0	5.6	34.7	13.2	0.9	0.3	100.0
1979	38.0	5.4	7.7	33.8	14.0	0.5	0.7	100.0

Distribution of Total Headcount by System

1976	37.1	19.4	11.7	13.6	15.9	0.7	1.2	100.0
1978	35.0	19.9	14.3	12.6	15.5	1.1	1.6	100.0
1979	28.6	22.2	15.0	14.0	17.6	0.9	1.7	100.0

Source: Higher Education General Information Survey (HEGIS) Fall Enrollment Survey and Division of Vocational-Technical Education.

*For 1974 and 1979 does not include extension students.

TABLE 5

PERCENT DISTRIBUTION BY RACIAL/ETHNIC MINORITY WITHIN EACH POST-SECONDARY SYSTEM

Minority	University of Minnesota*	State Universities	Community Colleges	System AVTIs	Private Four-Year	Private Two-Year	Private Professional
Black							
1974	38.8%	37.2%	49.7%	32.4%	68.1%	56.4%	81.3%
1976	45.0	38.9	38.7	20.3	60.2	62.9	59.5
1978	32.0	37.2	48.8	15.1	51.0	58.6	46.0
1979	36.8	36.3	40.0	16.3	48.2	77.1	49.0
Indian							
1974	17.5	36.8	27.2	38.3	13.8	25.5	6.3
1976	15.3	33.6	23.7	35.6	14.3	15.6	0.0
1978	14.2	32.8	29.0	36.3	14.6	14.9	22.0
1979	12.9	34.2	21.6	31.2	13.3	6.6	11.8
Asian							
1974	34.6	7.4	9.4	3.8	9.3	5.5	12.5
1976	27.2	13.0	27.6	19.2	11.1	4.4	24.0
1978	32.3	16.4	11.5	15.9	17.3	13.8	24.0
1979	32.9	19.7	19.2	23.8	21.1	6.6	23.5
Hispanic							
1974	9.1	18.6	13.7	25.4	8.8	12.7	0.0
1976	12.5	14.5	9.9	24.9	14.5	11.1	20.7
1978	15.6	13.7	10.7	32.6	17.1	12.6	8.0
1979	17.4	9.8	19.2	28.7	17.4	9.8	15.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Higher Education General Information Survey (HEGIS) Fall Enrollment Survey and Division of Vocational-Technical Education.

*For 1974 and 1979 does not include extension students.

TABLE 6

HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT
BY RACIAL/ETHNIC GROUP AND SYSTEM
1974 AND 1979

Racial/Ethnic Group	System							
	State University System		Community College System		University of Minnesota*		AVTIs	
	N	%	N	%	N	%	N	%
Black								
1974	200	0.6	254	1.1	1,041	2.0	153	0.6
1979	245	0.6	196	0.7	988	1.8	235	0.9
American Indian								
1974	198	0.6	139	0.6	470	0.9	181	0.8
1979	231	0.5	106	0.4	347	0.6	449	1.6
Asian								
1974	40	0.1	48	0.2	927	1.8	18	0.1
1979	133	0.3	94	0.3	883	1.6	343	1.2
Hispanic								
1974	100	0.3	70	0.3	245	0.5	120	0.5
1979	66	0.2	94	0.3	466	0.8	414	1.5
White & All Other								
1974	33,733	98.4	22,565	97.8	49,248	94.8	23,300	98.0
1979	43,023	98.5	28,659	98.4	53,606	95.2	26,155	94.8
Total								
Minority Headcount								
1974	538	1.6	511	2.2	2,683	5.2	472	2.0
1979	675	1.5	540**	1.8	2,684	4.8	1,441	5.2
Total Headcount								
1974	34,271	100.0	23,076	100.0	51,931	100.0	23,772	100.0
1979	43,698	100.0	29,149	100.0	56,290	100.0	27,596	100.0

*Does not include extension enrollment.

**Includes 50 minority students not classified by racial/ethnic group.

TABLE 6 (Cont.)

HEADCOUNT ENROLLMENT AND PERCENT OF TOTAL HEADCOUNT ENROLLMENT
BY RACIAL/ETHNIC GROUP AND SYSTEM
1974 AND 1979

Racial/Ethnic Group	Private Two-Year Colleges		Private Four-Year Colleges		<u>System</u> Private Professional Schools		All Systems	
	N	%	N	%	N	%	N	%
Black								
1974	31	2.0	534	2.4	13	0.9	2,226	1.4
1979	47	2.8	475	1.4	25	0.8	2,211	1.1
American Indian								
1974	14	0.9	108	0.5	1	0.1	1,111	0.7
1979	4	0.2	131	0.4	6	0.2	1,274	0.7
Asian								
1974	3	0.1	73	0.3	2	0.1	1,111	0.7
1979	4	0.2	208	0.6	12	0.4	1,677	0.9
Hispanic								
1974	7	0.5	69	0.3	0	0.0	611	0.4
1979	6	0.4	172	0.5	8	0.2	1,226	0.6
White & All Other								
1974	1,492	96.4	21,168	96.4	1,476	98.9	152,982	96.8
1979	1,623	96.3	33,636	97.1	3,292	98.5	189,994	96.8
Total Minority Headcount								
1974	55	3.6	784	3.6	16	1.1	5,059	3.2
1979	61	3.6	986	2.8	51	1.5	6,438	3.3
Total Headcount								
1974	1,547	100.0	21,952	100.0	1,492	100.0	158,041	100.0
1979	1,684	100.0	34,622	100.0	3,343	100.0	196,382	100.0

Sources: Higher Education General Information Survey "Fall Enrollment in Institutions of Higher Education and Department of Education, Division of Vocational-Technical Education.

FIGURE 1

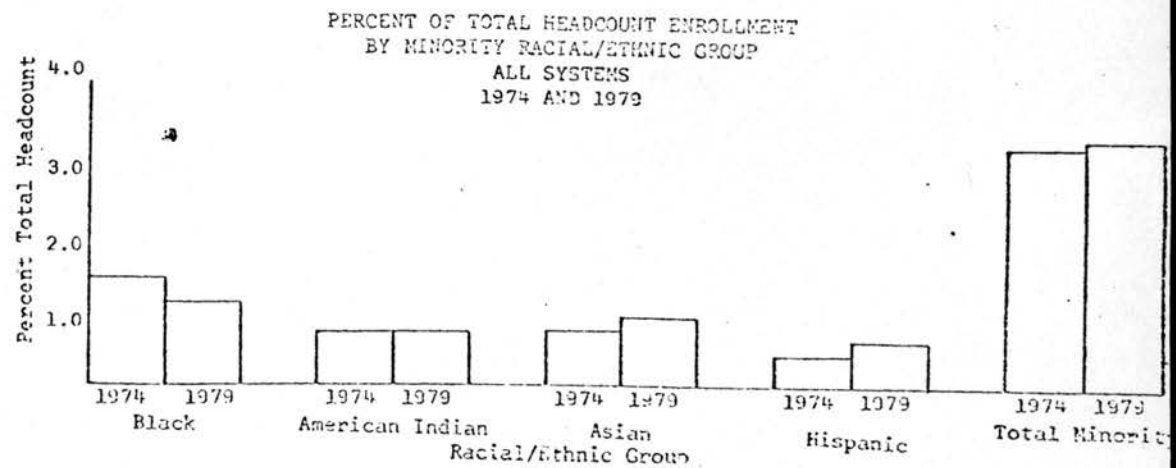
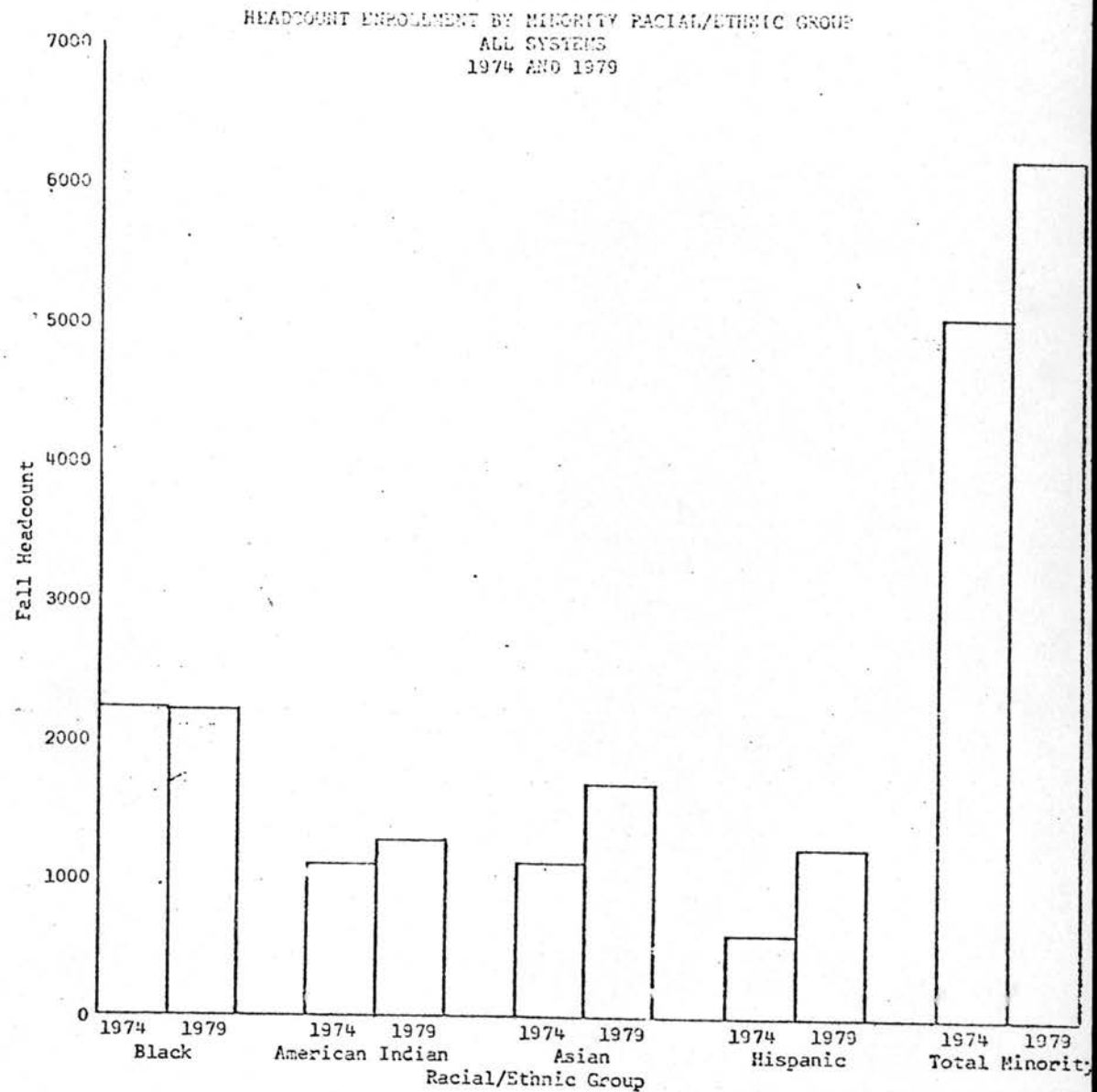
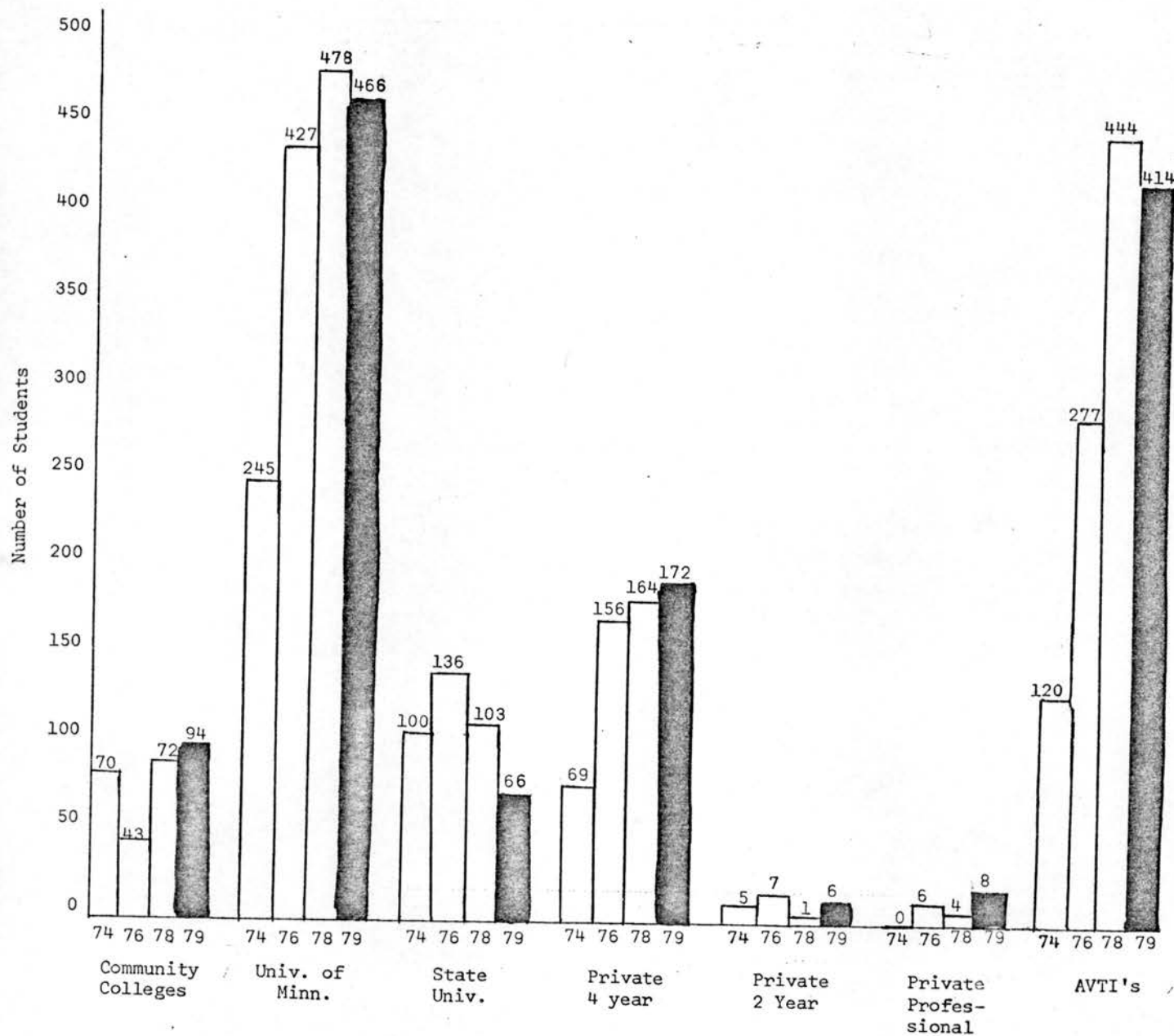


Figure 2

Hispanic Students in Post-Secondary Institutions
By Systems, 1974, 1976, 1978, 1979



Source: Higher Education General Information Survey, Minority Enrollment Report for Fall 1974, 1976, 1978, 1979, Minnesota Higher Education Coordinating Board.

TABLE 7

MINORITY HEADCOUNT AS A PERCENTAGE OF TOTAL HEADCOUNT BY SYSTEM

<u>Minority</u>	<u>University of Minnesota*</u>	<u>State Universities</u>	<u>Community Colleges</u>	<u>System AVTIs</u>	<u>Private Four-Year</u>	<u>Private Two-Year</u>	<u>Private Professional</u>
Black							
1974	2.00%	0.58%	1.10%	0.64%	2.43%	2.00%	0.87%
1976	2.03	0.92	0.69	0.81	2.02	1.96	0.71
1978	1.54	0.65	1.06	0.75	1.50	2.15	0.68
1979	1.76	0.56	0.67	0.85	1.37	2.79	0.75
Indian							
1974	0.91	0.58	0.60	0.76	0.49	0.90	0.07
1976	0.70	0.80	0.42	1.43	0.48	0.44	0.0
1978	0.57	0.57	0.63	1.81	0.43	0.55	0.32
1979	0.62	0.53	0.36	1.63	0.38	0.24	0.18
Asian							
1974	1.79	0.12	0.21	0.08	0.33	0.13	0.14
1976	1.23	0.31	0.49	0.77	0.37	0.13	0.25
1978	1.31	0.29	0.25	0.80	0.51	0.51	0.35
1979	1.57	0.30	0.32	1.24	0.60	0.24	0.36
Hispanic							
1974	0.47	0.29	0.30	0.50	0.31	0.45	0.0
1976	0.56	0.34	0.18	1.00	0.49	0.32	0.25
1978	0.63	0.24	0.23	1.63	0.50	0.46	0.12
1979	0.83	0.15	0.32	1.50	0.50	0.36	0.24
Total							
1974	5.17	1.57	2.21	1.99	3.57	3.55	1.07
1976	4.51	2.37	2.17	4.00	3.36	2.85	1.18
1978	4.05	1.75	2.40	4.99	2.94	3.67	1.47
1979	4.77	1.54	1.83	5.22	2.85	3.62	1.53

Source: Higher Education General Information Survey (HEGIS) Fall Enrollment Survey and Division of Vocational-Technical Education.

*For 1974 and 1979 does not include extension students.

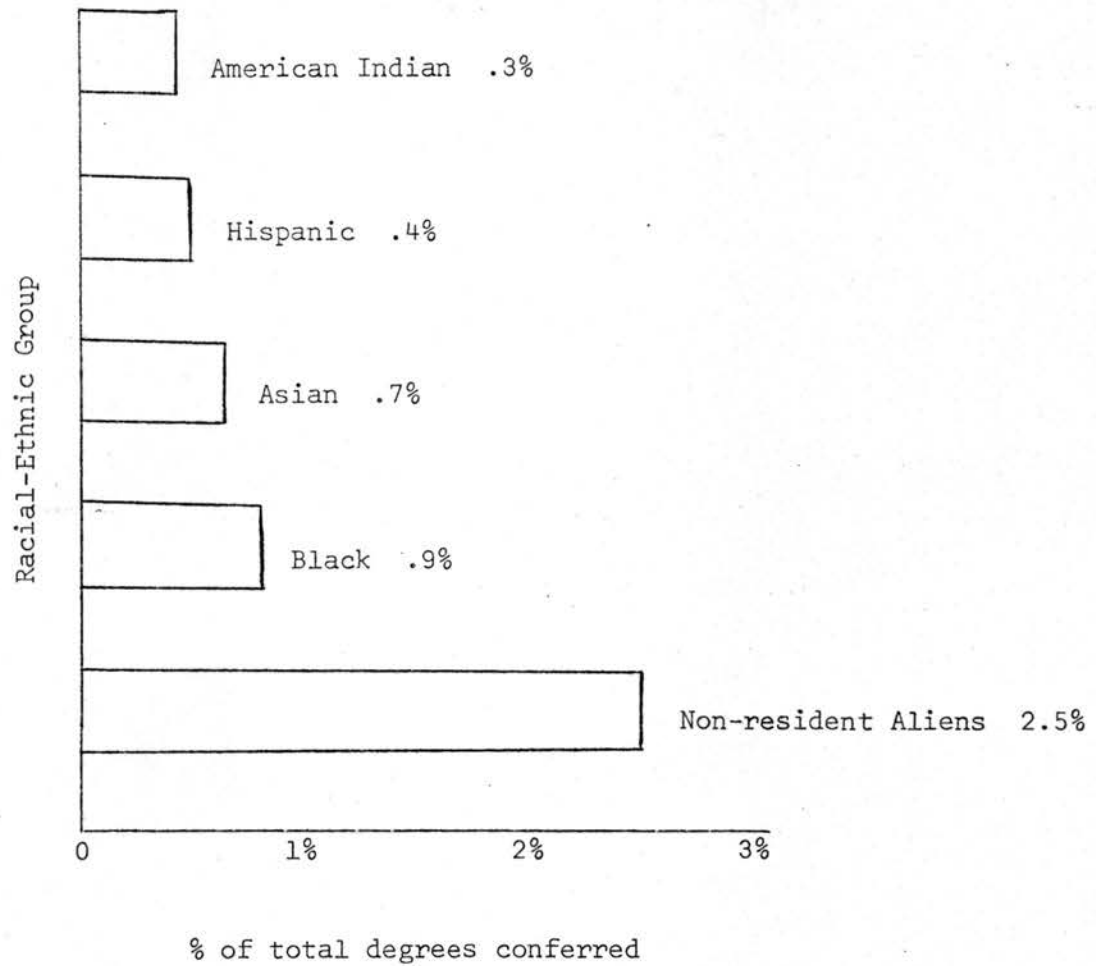
2. Degrees Awarded, Highlights

- Minnesota collegiate institutions awarded 29,142 degrees in 1978-79. White students received 95.2% of all degrees granted in Minnesota. While minority and foreign students received 4.8% of the degrees.
- White students received 97.6% of all associate degrees, 95.8% of bachelor's degrees, 90.4% of master's degrees, 74.8% of Ph.D. degrees, and 96.9% of first professional degrees.
- Non resident aliens received more degrees than all other minority groups combined. (Non-resident aliens are students who are not citizens, and who are in the country on a temporary basis.) See Figure 3.
- Hispanic students received 0.4% of all degrees granted in Minnesota in 1978-79. This included 19 associate degrees, 73 bachelor's, 11 master's, and 10 first professional degrees. No Ph.D.'s were awarded to Hispanics in 1978-79.

In comparison, other minority groups showed smaller or equal increases in participation between 1974 and 1979. Enrollment of blacks decreased from 1.4% to 1.1% of total enrollment. Enrollment of American Indians remained the same (0.7%), and Asians increase from 0.7% to 0.9%. (It must be noted that even though minority participation in post-secondary education increased over the five year period, this report is more concerned with what happens to those students enrolling, problems prior to enrolling, and problems associated with retaining students.)

Graph 3

Percent of Total Degrees Conferred By
Racial Ethnic Group, 1978-79



Source: Higher Education General Information Survey:
Degrees Conferred, 1978-79

3. Professional Programs, Highlights

The Minnesota Higher Education Coordinating Board has been mandated to report on minorities and women enrolled in professional programs offered by the post-secondary education institutions in the state.²³ Professional programs were defined by the legislature to be architecture, certified public accountant, chiropractic, dentistry, education, educational administration, engineering, health care administration, law, licensed practical nurse, medicine, pharmacy, public health administration, registered nurse and veterinary medicine.

The report has been submitted for fall 1976 and fall 1978.²⁴

Highlights of the report concerning Hispanics include:

- There were 138 Hispanics enrolled in professional programs in Minnesota post-secondary institutions in the fall of 1976. This represented 13.3% of the total minority enrollment in professional programs in the state (Table 8).
- There were 219 Hispanic students enrolled in professional programs in Minnesota in 1978. This represented 17.5% of the total minority enrollment in professional programs in the state (Table 9).

²³ Minn. Stat. Sections 136A.51 - 136A.53 (1978)

²⁴ Minnesota Higher Education Coordinating Board, Minority Enrollment in Professional Programs, (Fall 1976).
Minnesota Higher Education Coordinating Board, Minority Enrollment in Professional Programs, (Fall 1978).

TABLE 8
PROFESSIONAL PROGRAM MINORITY ENROLLMENTS
FALL 1976
ENROLLMENT BY RACIAL CATEGORY

RACIAL CATEGORY: HISPANIC

Program	SYSTEM											
	University of Minnesota		State University		Community College		Area Vocational-Technical Institute		Private		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Occupational					4	100	4	100			8	5.8
Baccalaureate	19	21.8	21	100*					19	86.5	59	42.8
First Professional	44	50.6							1	4.5	45	32.6
Graduate and Professional	24	27.6							2	9.0	26	18.8
Total	87	100.0	21	100	4	100	4	100	22	100.0	138	100.0

*Includes Educational Administration

MHECB PP&R AL 3-24-80

Source: Higher Education Coordinating Board Minority Enrollment in Professional Programs, Fall 1976.

TABLE 9
PROFESSIONAL PROGRAM MINORITY ENROLLMENTS
FALL 1978
ENROLLMENT BY RACIAL CATEGORY

RACIAL CATEGORY: HISPANIC

Program	SYSTEM									
	University of Minnesota		State University		Community College		Area Vocational-Technical Institute		Private	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Occupational					12	100	16	100		
Baccalaureate	42	30.7	14	77.8					29	80.6
First Professional	58	42.3							5	13.9
Graduate and Professional	37	27.0	4	22.2					2	5.6
Total	137	100	18	100	12	100	16	100	36	100

Source: Higher Education Coordinating Board Minority Enrollment in Professional Programs, Fall 1978.

MHECB PP&R AL 5-1-80

4. Hispanic Faculty

The importance of role models is mentioned in the literature* as a factor in the retention power of a post-secondary institution. Table 10 shows the number and percentage of Hispanic faculty by system.

- In March 1979, the AVTI system employed the largest percentage of Hispanic faculty, with 27 Hispanics, or 0.9% of its total faculty staff.
- In May 1980, the Community College System employed one Hispanic faculty member, or 0.1% of its total faculty.
- The State University System employed .4% Hispanic faculty member in April 1980, a .1% increase from 1979.
- The University of Minnesota employed .8% Hispanic faculty in April 1978, a .1% from April 1977.

* See Appendix 3

TABLE 10

Hispanic Faculty by System

<u>University of Minnesota</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
April 1977	4,410	42	.9
April 1978	4,323	36	.8
1979	Not Available		

Source: Affirmative Action for Equal Opportunity, University of Minnesota Annual Report, September 1978, Table 22

<u>State Universities</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
January 1979	1,797	6	.3
April 1980	1,818	8	.4

Source: EEO-6 Summary, January 1979, April 1980, State University Board

<u>Community Colleges*</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
May 1980	713	1	.1

Source: Preliminary Salary Projection List, Community College Board, May 1980
*Full and part-time faculty included

<u>AVTI System</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
March 1979	2,899	27	.9

Source: Linda Bollinger, Data Specialist, Vocational-Technical Education

5. Retention

There are no centrally-gathered data on retention or attrition of students, either at the secondary or post-secondary level in Minnesota. However, the literature, interview data from the preliminary Hispanic report, and a few sporadic reports completed by post-secondary institutions, indicate that Hispanic students drop out much more often than the total student population and that Hispanics require a longer time than most others to complete successfully a program of study.²⁵

A retention study conducted at the University of Minnesota comparing recipients of Martin Luther King (MLK) scholarships (most of whom are minorities) to non-MLK recipients concluded that MLK students entered with significantly lower test scores, attempted as many credits per quarter, but successfully completed substantially fewer of those credits than their peers. During the study, 15.9% of the MLK students and 38.6% of the non-MLK students in the College of Liberal Arts completed degree requirements.²⁶

A more recent study published by the National Center for Education Statistics reports that attrition problems of Hispanics exist in other parts of the country at all levels of education, and that retention of all minority students is the greatest problem in increasing their numbers.²⁷

²⁵ See A Data-Driven Retention Model for Improving Minority Student Persistence in Higher Education Institutions, Dr. Andrew Goodrich, University of Illinois, (1979); Proceedings Midwest conference, The Education of Hispanics, May 22-24, (1980, Chicago, Illinois; Chicanos in Higher Education, Proceedings of a National Institute on Access to Higher Education for the Mexican American ed. Henry J. Casso, Gilbert D. Romain, University of New Mexico Press, (1976). Mexican Americans in School, Thomas P. Carter, Roberto D. Segura, College Entrance Examination Board, New York 1979.

²⁶ University of Minnesota, Office of Student Affairs Research Bulletin, Volume 16 #14, June 21, 1976.

²⁷ NCES op cit, Chapter 3, pp. 117-122.

Conclusion

Data at the national level show that Hispanic children enroll in elementary, secondary and post-secondary education at rates lower than those for non-Hispanic students, they fall behind their classmates in progressing through school, and experience higher attrition rates than non-Hispanic students.²⁷ Even though all these data cannot be applied directly to Minnesota (because of lack of specificity in data collection,) it is anticipated that findings here would be similar.

The lack of adequate data broken down by minority group is the first barrier to identifying and analyzing retention problems of Hispanics and other minority students. The collection of data will not itself solve retention/attrition problems, but data will help in specifying areas where problems may exist. There are no requirements specifying that drop out data, at the secondary or post-secondary level, should be gathered by minority group. (Some individual school districts and post-secondary institutions have been involved in short-term reports or studies, which do not show trends over a period of time.)

The Higher Education Coordinating Board is attempting to develop a pilot program in which post-secondary education data will be collected from student records (student data-based survey) as opposed to the current aggregate type of survey. One of the benefits of this survey will be the capability of conducting retention studies. It is hoped that the new type of survey will provide more comprehensive information on the status of Hispanics and other minority as well as assist on general policy studies conducted by the Board.

²⁷ The Condition of Education for Hispanic Americans, National Center for Education Statistics, (1980).

A key point made in the Coordinating Board staff's preliminary review was that interview data revealed problem areas that may not be necessarily quantifiable. For example, interviewees offered several reasons for poor retention of Hispanic students, including poor counseling and tutoring offered to Hispanics by non-Hispanic staff, lack of Hispanic faculty at post-secondary institutions who could serve as role models and advocate for Hispanic students or causes. Other reasons cited were a perceived lack of sensitivity on the part of post-secondary institutions to cultural differences such as language deficiencies, and a different value system held by most Hispanics that does not include long range planning or a rigid time orientation.

To summarize, data presented in this section show that at the post-secondary level, Hispanic students are enrolling in increasing numbers, but it is not known whether they actually stay in school through completion of their programs. Interview data from the preliminary review of Hispanic students indicated that many Hispanics drop out before completing their studies, but due to the lack of data, a dropout rate cannot be obtained. The data available on "Degrees Conferred" indicate how many degrees are granted to Hispanics each year, but the survey is not based on a cohort group.

III. EXPERIMENTAL OUTREACH

A. Background and Description of the Project

The selection of a method of outreach was based on the assumption that Hispanics may not be participating in post-secondary education due to the lack of knowledge of the process required to enter post-secondary education, and/or the lack of knowledge of opportunities available to them, such as financial aid.

The method of outreach selected was a peer counselor demonstration project in which a team of high school students was trained to supplement high school counselors' roles with secondary juniors and seniors and post-secondary students.

A peer counselor approach was chosen for several reasons. This concept is not being used at the high school level in Minnesota, and it was considered to be a reasonable approach to supplement current services. Support for this approach was also forthcoming from the Spanish Speaking Affairs Council and selected community leaders. Most importantly, the literature indicates that peer influence is a substantial factor in determining Hispanic students' decisions about which type of post-secondary education to attend, or if in fact they will attend at all.¹

The demonstration project was conducted at one school, Humboldt Senior High School, St. Paul, during the 1979-80 year, and is being expanded to include Albert Lea High School, during the 1980-81 year. The students used as peer counselors were selected by Coordinating Board staff in conjunction with the high school counselors and trained by the project director and several representatives from surrounding post-secondary institutions. Humboldt and Albert Lea High Schools were chosen because they both have an active Hispanic community, high concentrations of Hispanic students, and school administrators who are willing to participate.

¹ Lopez, Ronald W., Darryl D. Enos, Chicanos in Public Higher Education in California, California State Legislature, Sacramento, Joint Committee on the Master Plan for Higher Education (December 1972).

The first year peer counselor project at Humboldt was in effect January through March 1980, after which the effort was evaluated with the counselors and the students. The second year peer counselors project started in September 1980 and is to remain active through March 1981.

The student peer counselors received training in disseminating information, encouraging peers to pursue post-secondary education, providing assistance in completing necessary application forms and assisting in contacting relevant officers in post-secondary institutions.

The training included a review of state and federal financial aids, career planning including the Post-High School Planning Program, minority and/or Hispanic support services available in higher education and existing Hispanic community programs. These students kept regular office hours at their high schools where their peers could drop in during free hours and get information or assistance.

The peer counselors were not trained in career guidance and counseling techniques. The students who needed that type of assistance were referred immediately to their counselor, and the peer counselor later would check whether that student had seen the counselor. After the first year effort, Humboldt counselors expressed their satisfaction and general acceptance of this concept and suggested that the responsibilities of the peer counselors could be increased.

Two of the students in the team were paid by project funds, and three were paid by CETA's Youth Career Exploration and Employment Project. They received minimum wages and worked no more than 10 hours a week. One college student was also involved, minimally, through the College Work-Study Program. Funding arrangements are similar for the second year (see Appendix 1).

At each school, parents of all Hispanic students were informed of this project, by letter, in order for them to encourage their children to

participate. Parents also were given the opportunity to contact the peer counselors or project director. In addition, the letter to the parents was in both English and Spanish. An announcement of the project also was sent to local community organizations.

Over a 2½ month period, approximately 56 students approached the student team (of a total of 158 Hispanic students). Other non-Hispanic students also were helped, but they are not counted in this report.

B. Observations from Humboldt Experiment

Based upon the limitations of one year's experience and a single site, certain observations can be made after discussing this project with the Humboldt counselors, working with a team of students, and most importantly, by being on-site.

1. Well-trained students are capable of performing tasks which free a counselor's time to perform more complex and time consuming tasks such as career counseling. These simple tasks include:
 - reminding students of and helping students complete financial aid applications;
 - helping students reach a sensitive "contact" person at any post-secondary institution;
 - disseminating information about opportunities for Latinos in post-secondary education;
 - helping students apply to post-secondary education institutions;
 - encouraging Latino parents to attend school-related functions, via phone calls; arranging for career planning type of activities for parents;
 - helping or arranging for college recruiters to visit their high school;
 - helping with "Career Fair" type of activities at their school;
 - locating Latino graduates from their school who could be used as resources or serve as role models.
2. Latino students choose to listen to their peers as opposed to being obligated to listen to adults.

3. The team of peer counselors can devote time for follow-up of any activity initiated by a team member.

The majority of students' questions revolved around financial aid, cost of attending a certain post-secondary institution, and career opportunities available to them.

It is expected that more students and families will be reached during the second year, now in progress. One year's effort is not enough time to demonstrate totally the effectiveness of a project based on cooperation between a high school's administration, counselors, students, and Coordinating Board staff. This project has attempted to build a base of support so that the concept of peer counseling may be continued at the school's initiative. Since the project is in an initial stage of building support, it is possible that the concept would not last without the assistance from the Coordinating Board.

C. Survey of Humboldt Students

All Hispanic students at Humboldt (158 senior high students) were asked to answer a survey in which they were asked about their plans to participate in post-secondary education and when those plans are made, how much information they have for making post-secondary education decisions, whether Hispanics are being contacted by recruiters, and about the extent Hispanic parents are involved in the decision-making process. A total of 63 students answered and returned the survey.

A summary of the responses includes the following:

- 33% of all students surveyed said they would definitely go on to post-secondary education; 20% of all students surveyed said they probably would go on to post-secondary education.
- The majority of Latino students decide to go on to post-secondary education during their junior year.
- When asked whether they needed more information on testing used for admissions, admissions procedures, financial aid, career opportunities, supportive services, cost and other (prerequisites was listed), all students marked at least one; the majority marked more than one.
(See Appendix 2)

- When asked whether they needed more information on financial aid opportunities, a few students knew of the Basic Educational Opportunity Grant but little or nothing of all other financial aid programs, nor did they know where to get information on each program.
- Over one half of all the juniors and seniors who took the survey had not been contacted by recruiters. The others who had been contacted were reached mostly by mail (as opposed to phone or visit).
- Latino students are encouraged by parents (and others) to continue their education. This is contrary to the belief that their parents are not concerned about education. Further, the surveys indicate that Latino parents need or would benefit from having materials (i.e. financial aid application, financial aid information, admissions applications) translated into Spanish.

The survey was conducted primarily to test assertions about the lack of recruitment being done at Humboldt, the low level of information among Hispanics, and to assess the need for having relevant materials translated into Spanish. It also served to inform the counselors on what areas needed more of their attention. In addition, Humboldt counselors were interested in a follow-up survey since school counselors do not know what happened to their students once they leave high school.

D. The Report to the Counselors

A report was submitted by the project director to the four Humboldt counselors. It included the results of the survey given to Hispanic students, a discussion of sensitive issues concerning Hispanics, and recommendations to help the counselors increase their effectiveness in dealing with this group. The counselors reviewed the report and recommended that the project be continued in the 1980-81 year with a few minor changes (mostly that the peer counselors be given more responsibilities).

The sensitive issues covered were cultural and ethnic differences that make working with a Hispanic different from working with an anglo student. For example, the language may be different and the value system may be different, both differences may call for a different delivery service. The following discussion is based on the report to the counselors.

Hispanics require the same services (i.e. counseling, tutoring, guidance) as all students, but because of cultural differences these services may need to be delivered differently; or Hispanic students may need supplemental services. It may be necessary to teach or counsel parents of Latino students on career planning with their son or daughter since it is likely that the parents have not attended any type of post-secondary institution. Expectations of attending a post-secondary institution and career planning must be developed before the senior year level, preferably no later than the junior-high school level. Now, Hispanics and other students receive useful and relevant information for making decisions usually at the junior and senior grade levels. But if expectations to participate in post-secondary education are not developed earlier, this information may not make sense and is not absorbed. In addition, more professionals need to be involved in career planning. For example, teachers who see students every day are in a position to have a significant impact on the students and/or career decisions they need to make.

Involving Hispanic parents in school activities is another sensitive area and likely to require supplemental efforts. For instance, including parents on the school's mailing list does not guarantee participation. The school must demonstrate to these parents that it is not only interested in Latino parents and students, but it also is committed to improving present conditions. Latino parents may require several phone calls, perhaps a letter in Spanish, or even a home visit before they will attend any meeting or teacher conference. Language deficiencies and lack of personal contact are some of the reasons why Hispanic parents do not participate in school activities.

If the Latino parents have not experienced post-secondary education, they may believe that the only factor involved is economics. Going on to a college or to a vocational-technical institute costs money. If parents

are not aware of other factors to consider while making decisions such as availability of financial aid opportunities, they are unlikely to encourage their son or daughter to pursue more education. Counselors need to work, then, on a parental involvement to assure that they are in a position to help their children make realistic decisions about post-secondary training.

Another factor is that many Latino students suffer academic difficulties in high schools and often do not view college or vocational education as a possibility. Therefore, helping many Latino students decide which institution to attend must be preceded by inducing them to regard post-secondary education as a viable future alternative. And, as rates of Hispanics in post-secondary education demonstrate, there has been only limited success in getting Latino students to continue their education. Data show that Hispanics, as well as most minority groups, are participating in larger numbers than before. But problems of access to post-secondary education, and retention once enrolled remain.

The reasons for this limited success are numerous. The most commonly stated reason for these difficulties is that counselors often have many hundreds of students in their case load. This means little time is available for the kind of individual and in-depth counseling that Latino students may require. As a result, counselors often are most successful with those students who have decided long ago to attend college and who are interested only in answers to questions about which institution to attend. In short, many Latino students first must be convinced of the possibility and desirability of attending post-secondary education--a difficult, frustrating, and time-consuming process.

The availability of Latino counselors and available role models is also a problem. The vast majority of counselors in Minnesota high schools are not themselves Chicanos or Latinos. In 1979, for instance, there were

no Hispanic guidance personnel out of the 56 full-time guidance personnel in the St. Paul school district.² This means that their knowledge of the factors influencing Latino students' decisions about college is limited; and where the knowledge exists it is the result of ad hoc experiences and individual initiative. Thus, counselors, a potentially vital source in motivating these students toward post-secondary education, are put at a disadvantage if they do not share the experiences of the students they serve.

E. Follow-up of 1980 Hispanic Graduates, Humboldt High School

A follow-up survey is to be conducted during fall and winter of the current school year of the 1980 Humboldt Hispanic graduates to determine to what extent they used the peer counselors, and most importantly to determine their rate of participation in post-secondary education. This follow-up survey was added to the peer counselors' responsibilities. The results were not available in time to include in this report, but will be available for the 1981 legislative session.

F. Conclusion and Observations

In conclusion, the peer counseling experiment appears to have had positive results. They may be summarized as follows:

- 56 students were affected during the first year at Humboldt High School, with a possibility of reaching 70 at Albert Lea and 126 at Humboldt during the second year.
- 4 counselors were directly involved the first year, plus advice and support was provided by the Minnesota Counselors Association. The same number of counselors is involved the second year.
- Approximately 11 community leaders have been involved regularly in advising and critizing the project.
- Parents of approximately 196 students will have had the opportunity to participate by the end of the current project.

² Elementary and Secondary Staff Information, EEO-5, 1979-80 (available at Department of Education, Equal Educational Opportunities Section).

- The project appears to demonstrate that Coordinating Board staff can serve as a catalyst in experimental projects.

This outreach project required cooperation and acceptance by many groups and levels of school administration. It not only helped Hispanic students directly, but also let others, such as recruitment and admission officers, know that lack of Hispanic participation in post-secondary education is a serious problem. The counselors appreciated being helped with simple tasks, thus having more time available for more complex counseling and guidance, and the students in turn received more personal attention.

Several community groups and agencies have been contacted for advice and cooperation regarding the peer counselor project, and the concept seems to be acceptable as a supplemental method of serving Hispanic students. As a companion to a peer counselor project, the staff of the Coordinating Board has been involved in a similar type of effort in Minneapolis. In this project, a task force has been formed and staff from participating local community agencies have been trained in the delivery of post-secondary information (i.e. career planning, financial aids, post-secondary institutions, etc.). The local agency personnel are responsible for providing additional resources and counseling to several minority or disadvantaged senior students and their families for the duration of a school year. The major objective is to assist minority students and their families through the post-secondary education decision process. An additional objective is to establish communication about post-secondary financial aid as an ongoing program in community based organizations and to provide additional resources to high schools about post-high school planning.

It is expected that by such activities, in which Coordinating Board staff are involved directly in training or educating non-traditional clientele (as opposed to limiting communication to high school counselors and financial aids office staff), more Hispanics and other minority

students may be reached and affected positively. The success of the project cannot be measured now, but indicators will be available after July 1981 when the task force evaluates its efforts and presents its findings to participating organizations.

On the basis of this experiment and on observations about performance of both secondary and post-secondary counseling services, the following conclusions about counseling services to minority students can be stated:

- Career planning must start during the early years of the student's education, or at least while he or she is in junior high school.
- Parents must be included during the student's career planning years.
- All counselors must be well informed and up to date on relevant counseling issues even if their specialization may not include that issue on a day-to-day basis (for example, financial aid).
- All counselors should include in their agenda time for relevant workshops. Likewise, educational institutions should allow their counselors to attend relevant workshops.
- Hispanic and/or other minority students may need supplemental services that are not available at the individual institution, such as more time spent on career planning or services of a minority person to serve as counselor. In those cases, arrangements should be made so that supplemental or referral services are made available.
- Most minority students will relate best to a counselor of their own minority group. If a minority counselor does exist at a certain institution, that counselor cannot be the only one responsible for the success of those minority students. Administration and faculty must also demonstrate a certain degree of commitment.

Both the direct peer counseling project and the Minneapolis experiment are examples of using Coordinating Board staff as catalysts and facilitators in the development of new or revised approaches to the delivery of post-secondary information to students and families. The real measure of success in such efforts is whether more minority students choose to pursue post-secondary education and succeed in achieving their objectives. Thus the yield of these investments may occur some years ahead. Nevertheless, the response

of the minority communities and established counseling services has been sufficiently positive to encourage and support a perpetuation of this type of activity.

IV. GENERAL CONCLUSIONS
AND
RECOMMENDATIONS

General Conclusions and Recommendations

The activities undertaken by the Board during this biennium have focused on specific questions and concerns about Hispanic individuals and their relationship to post-secondary education in Minnesota. The specific direction of these efforts is the result of a legislative mandate. However the basic concerns and the objectives pursued are consistent with policy recommendations of the Board's predecessor in 1967¹ and each successive Board since that date. The 1967 recommendations were that every Minnesota resident who earns a high school diploma should have a realistic opportunity to succeed in an institution of higher education, and that there should be adequate provisions for meeting the needs of students who represent a wide range of differential abilities and financial means. While there is evidence to demonstrate that the state and its institutions have made substantial progress in meeting these objectives, this report, and others with similar purpose, document that the goals have not been fully realized for Minnesotans, particularly for minority residents.

Although the activities reflected in this report and the accompanying recommendations have a primary focus with the Hispanic part of the state population, those involved with the activities have attempted to be conscious of differences and similarities with other minority groups within the population. A number of the concerns and problems attributed to Hispanics in this report have been documented in other reports relating to American Indians, Blacks, and Asians who are significantly represented in Minnesota's population.² Thus the recommendations which follow should be interpreted with a concern for the needs of any resident, but particularly

¹ Report of the Minnesota Liaison and Facilities Commission for Higher Education, 1967, pp. 1-13.

² See Appendix 3.

for minority residents whose language, cultural heritage, educational achievement or financial status may pose barriers to the successful realization of personal educational objectives.

Career Planning

As reflected in sections I and III, a major part of the Board's Hispanic student project has been devoted to experiments with ways to improve the availability and understanding of information about opportunities for post-secondary education. Based upon the limited data available and the testimony of concerned leaders, it was the staff hypothesis that a basic problem is that Latino students and their families are experiencing difficulty in obtaining and using information about post-secondary educational opportunities and financial aid. This hypothesis was sustained in the findings of experiments with outreach methods and the limited surveys conducted with secondary students. Similar conclusions were reached in a study conducted for the St. Paul Foundation in 1980.³

Among the minority students involved in the outreach efforts in this project there are three characteristics which document the fundamental problem. These students are not actively involved in career planning even in their senior year. They are not being actively recruited by post-secondary institutions, and neither the students nor their families are aware of available financial aid. If these characteristics can be generalized for most minority secondary students, and there are those who make such an assertion, there are major adjustments which must be made at the secondary level before participation and success rates will significantly improve at the post-secondary level.

Further analysis of these findings ultimately leads to the conclusion that earlier and more effective career planning should be occurring for all students in secondary schools throughout the state. This effort must involve families, school support personnel and the student. In its most effective

³ Anderson and Berdie Associates, Inc., Op cit.

form this planning focuses on the students' needs and aspirations. The most pertinent needs are:

1. Self-awareness and understanding

As students begin to think about the future and to formulate career plans and make tentative decisions, they need information about their own strengths and weaknesses. They need concrete information about their own abilities and interests. They also need some organized way to consider their own past experiences, needs, preferences, and goals. They should begin to understand how their own special characteristics, goals, and aspirations can be related to educational and career plans.

2. Career awareness

Students need information about the world of work. They need a system for organizing and thinking about the thousands of different career opportunities and for conducting focused exploration of the work world. Students should also be able to identify their own abilities, interests, and experiences, and relate them directly to the world of work.

3. Strategies for career planning

Students need strategies for active exploration of the world of work, including concrete guidelines for making and testing their own educational and career plans and decisions. Planning and decision making processes and strategies should be comprehensive and rational, yet flexible enough to allow students to begin at the most personally relevant point, move at their own speed, and continue the process as long as necessary.⁴

To more effectively meet the career planning needs of students, it is

RECOMMENDED:

THAT all secondary schools in the state should increase current efforts to involve families, counselors, and students in timely, individually oriented career planning activities;

THAT secondary schools should make more extensive use of the services of the Post-High School Planning Program, particularly the Career Planning Program;

THAT multi-lingual staff should be available to students and families whose primary language is not English;

THAT career planning information and guidelines be available in translation for the languages used in each school; and

THAT the Governor and Legislature provide continuing support for these efforts.

Data and Research

Section II of this report is a summary of the available data relating to minority/ethnic group participation and success in post-secondary education. Current enrollment data collected by the Board is aggregated and does not permit a determination of student retention rates. The reasons for these limitations are nearly as complex as the difficulties in attempting to establish a data collection system which will serve the identified research needs. The basic problem is how to collect individual student data by race and ethnic origin while protecting the rights of individuals and adhering to the requirements of federal and state data privacy laws.

There are numerous efforts being made at the federal and state levels to attempt to solve this puzzle as well as some privately supported activities. The data sought are those which will allow responsible parties to track not only minority/ethnic participation in education, but also individual retention and success ratios by program institution, residency, etc. From these efforts to date, it is clear that the ultimate success of design and implementation will depend to a great extent on overt support from minority communities and financial support from public and private sources. Until a more comprehensive data base is available at the state level, it will be impossible to conduct longitudinal studies relating to the relative success of Hispanic or other minority students in post-secondary education.

The Higher Education Coordinating Board is committed to the need to more effectively measure post-secondary minority student participation, retention and success. To enhance and reinforce efforts to develop the necessary data to responsibly measure the enrollment, retention and success of minority

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ACT Career Planning Program, P.O. Box 168, Iowa City, Iowa 52240

students in post-secondary education it is RECOMMENDED:

THAT all school districts and post-secondary institutions in Minnesota maintain enrollment, attrition, and graduation data on each student with reference to racial/ethnic origin;

THAT the Department of Education and the Higher Education Coordinating Board continue projects to develop data bases which reflect enrollment, attrition and graduation data with racial/ethnic origin;

THAT leaders in the minority communities join with the Department of Education and the Higher Education Coordinating Board in working with the Legislature to find responsible ways to collect additional racial/ethnic specific data without violating the spirit and intent of data privacy provisions of the law; and

THAT the Governor and Legislature continue to support responsible research relating to the success of educational institutions in providing access and service to racial and ethnic minority students.

Support Services

It has been demonstrated in a wide range of post-secondary settings that many minority students increase their probability of success when effective support services are available.⁵ Such services typically involve recruitment, financial aid, counseling, academic advising, tutoring, cultural activities and evaluation.

Many post-secondary institutions in Minnesota maintain a variety of support services for students experiencing difficulty or requesting assistance. The size and nature of these service units vary with each institution and frequently are adapted to the characteristics of the student population. While some service units are generally supported by minority communities, many others operate within an atmosphere of constant turmoil and apprehension. Charges and counter-charges about performance and commitment are not infrequent and the opportunity to provide consistent services to students is threatened. As the State approaches a period of fiscal constraint, many

⁵ Three current examples are the American Indian programs at Augsburg College, Bemidji State University and Rainy River Community College.

minority staff and students are fearful that current financial commitments to support services will be eroded.

On the basis of demographic data, it is apparent that Hispanics and other minorities are increasing as a percentage of both the total state population and the school-age portion of the population (Section II, Tables 4 and 6). Thus the number and percent of minority students in post-secondary education should be increasing in the next decade and post-secondary institutions will likely experience increased demands for support services for minority students.

To improve current support services in post-secondary education and to insure effective services for Hispanic and other minority student groups in the future, it will be necessary for all post-secondary institutions to maintain or develop support services which are directly related to the characteristics and needs of current or anticipated students. There are examples of effective services in some institutions in Minnesota and they typically involve recruitment, financial aid, counseling, academic advising, tutoring, cultural activities and evaluation all operating within a coordinated institutional commitment.

To insure that successful institutional efforts will be sustained and to provide a direct incentive for the development of more effective support services, it is RECOMMENDED:

THAT institutional support services for minority students be measured in terms of the successful achievement of student educational objectives rather than initial or projected enrollments;

THAT the Governor and the Legislature condition further financial support for minority support services on institutional performance and success with existing minority students; and

THAT the Governor and the Legislature support the establishment of a statewide contract program designed to encourage the enrollment, retention, and success of minority students in post-secondary education. Such a program should provide financial support for minority student services and should provide incentives for the improvement and success of such services.

Financial Aid

A frequently mentioned barrier to Hispanic and other minority student participation and success in post-secondary education is that of financial assistance. At first glance this assertion may appear baseless given the variety and amount of student financial aid available through programs administered by private groups, institutions, the state, and the federal government. The outreach and consultation activities conducted within this project have explored this "perceived problem" and discovered some additional dimensions which help in understanding the assertions.

The outreach activities with secondary students have demonstrated that very few Hispanic students and their families have the necessary information and understanding of opportunities available for financial assistance in post-secondary education. The peer counseling experiments have demonstrated one supplemental approach to improving the availability and understanding of information about financial assistance. The development and dissemination of general information and instructions in Spanish has also been demonstrated to be of assistance to families, students and counselors. The involvement of post-secondary admissions and financial aid personnel have demonstrated that they are both willing and able to assist in working with minority students and families to improve understanding about the process of obtaining financial assistance.

A second dimension is the confusion which exists regarding the limited purpose of student financial aid. Many minority student advocates document the fact that, when a minority family is considering the possibility of one of its members attending post-secondary education, it must consider the withdrawal of extended family support through foregone earnings. While this assessment of family need may be legitimate, it goes well beyond the stated purpose and limitations of student financial

aid. The foundation of student aid is the total cost of the program attended against which a variety of resources (direct aid, loans, work) are combined to assure each student a reasonable opportunity to meet the costs of attendance. The total family budget and needs are only used to assess its ability to contribute toward the student's costs. The confusion arises when it is assumed that financial aid is designed to supplement basic family resources.

One associated problem has been further documented in consultations about financial assistance. It is apparent that there is insufficient coordination among the public and private agencies providing different types of assistance to minority families and students, to insure that assistance programs are not working at cross purposes or cancelling out potential benefits. As a result of several staff discussions, it is assumed that continuous staff communication should avoid most if not all of the unintended conflicts and assist in articulating policy questions which should be addressed by agency boards or the Legislature.

A third dimension is that existing student financial aid programs are not sufficiently sensitive or flexible to accommodate the decision patterns of minority students. While the existing financial aid programs are designed to collectively meet the needs of eligible students, there are areas where improvements and refinements could be helpful to many students, particularly minorities. An example is the priority deadline for applications for the State Scholarship and Grant program which is generally set on or about March 1st of each year. The purpose of the deadline is to provide some basis for selecting who shall receive aid in the event that there are insufficient funds to meet the calculated need of all applicants. There are pertinent facts which are commonly confused or misunderstood in relation to the deadline and the program:

1. The HECB does continue to accept applications after the deadline. For the past three years applications have been accepted through July 15th for the academic year beginning in September;
2. For the past three years the Legislature has appropriated funds sufficient to meet the calculated needs of all applicants and the HECB has recommended that sufficient funds be appropriated to meet the same level needs in 1982 and 1983.
3. There are ways to further extend the acceptance of applications and the HECB is currently considering all reasonable alternatives to make its programs more flexible and will implement changes as soon as they are determined as feasible.

Given the fiscal constraints at both federal and state levels, it seems unlikely that there will be resources available to fund any new programs of financial aid. If this is the case, it will place additional pressure on existing programs and there will be a continuing need to insure that program requirements and eligibility conditions be sufficiently flexible to adapt to changing needs and characteristics of students. A current example of this is the need to consider residency and eligibility requirements as they apply to Hispanic migrants and the recent immigration of significant numbers of Cubans and Asians.

To be assured that post-secondary education will be realistically available to Minnesota residents and that the policies of financial aid programs will be sensitive to the needs of Hispanic and other minority students, it is RECOMMENDED:

THAT the Higher Education Coordinating Board, the systems of post-secondary and secondary schools continue and improve their efforts to provide accurate, timely, and accessible information about post-secondary opportunities and financial assistance to all potential students and their families;

THAT the Higher Education Coordinating Board and other appropriate agencies continue and expand efforts to provide general information and application instructions in Spanish and other languages spoken by significant portions of the state population;

THAT the Higher Education Coordinating Board and other agencies providing financial assistance to minority families continue to work together to coordinate the purposes and effects of financial assistance;

THAT the Higher Education Coordinating Board, the Governor and the Legislature continue efforts to adopt existing financial aid programs to meet the changing needs and characteristics of post-secondary students; and

THAT the Higher Education Coordinating Board work with the Minnesota Migrant Council and other appropriate bodies to review residency and eligibility requirements as they relate to migrants and recent immigrants in the state.

Continuation of HECB Liaison Activities

The involvement of HECB staff and Board members in the Hispanic Student Project has been of significant assistance in developing better understanding of and communication with the various Hispanic communities within the State. It has also assisted staff within the agency to more effectively review attitudes and procedures to assure sensitivity to the needs of Hispanic students. At the same time this project has helped to develop additional awareness of the needs of other minorities. One tangible example is the development of the pilot project in Minneapolis with community organizations, public schools, and Congressman Sabo's office.

The experimental peer counseling projects, other outreach activities, and the revised data development activities will require some continuing assistance to assure completion of developmental and evaluation phases. There are frequent requests for staff involvement in additional pilot projects and general efforts to improve minority success in post-secondary education. Thus it appears appropriate and desirable for the HECB to continue its efforts to work with minority students, families, community leaders, and others concerned with attempting to realize the State's goals for post-secondary opportunities for all its residents. Therefore it is RECOMMENDED:

THAT the Governor, the Legislature, and the Higher Education Coordinating Board extend the commitments to assistance in outreach and liaison as reflected in the Hispanic Student Project and include within these commitments similar assistance to other minorities within the State; and

THAT the Higher Education Coordinating Board continue its efforts to work more closely with the Council for Spanish Speaking Affairs and other organizations concerned with minority students in post-secondary education.

V. APPENDIX

Appendix 1 - Cost involved in peer counseling project

Appendix 2 - Responses to questions in survey given to Humboldt students

Appendix 3 - Suggested Reading

Table 1 - Minority Enrollment by System, Fall 1974, 1976, 1978, 1979

Table 2 - Minority Enrollment by Area Vocational-Technical Institute,
Fall 1979

Table 3 - Minority Enrollment by Collegiate Institution, Fall 1979

Appendix 1

Cost involved in peer counseling project

Year 1 (Humboldt High School only)

	Cost to Board
3 students	\$983 (\$3.09/hr)
2 students	\$0 (paid by CETA)
1 work-study student	\$177

Year 2 (Humboldt and Albert Lea High Schools)

6 students	\$4,000* (approx.)
1 student	\$0 (paid by CETA)

* 6 students x maximum of 10 hours/week x \$3.40/hour x 18 weeks = \$3,672

Appendix 2

Responses to question in survey given to Humboldt students.

(Preceeding question #9: "Do you need more information before making a decision about continuing your education after high school?")

#10 - If yes, information on what? (Check all that apply)

	Seniors	Juniors	Sophomores	Ungraded
Testing used for admissions	5	16	7	1
Admissions procedure	5	12	7	
Financial aids	6	17	9	2
Career opportunities	3	16	11	4
Supportive services (tutoring, counseling, health services, etc.)	5	9	5	1
Cost	5	15	5	
Other (List)				
No response	3	5	3	1

Number of students who answered survey:

Seniors	12
Juniors	28
Sophomores	17
Ungraded	6
Total	63

Appendix 3

Suggested Reading

- 1) Anderson and Berdie Associates, Inc. A Preliminary Description of Educational Needs of Minority Students in Dakota, Ramsey and Washington Counties. St. Paul Foundation, St. Paul, MN, 1980
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- 16) Harvey, James, "Minorities and Advanced Degrees" (Washington, D.C.: ERIC Clearinghouse on Higher Education) June 1, 1972, ED 062-957.
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- 20) Lopez, R.W., Enos, Darryl D. Chicanos and Public Higher Education in California. California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education, December 1972.
- 21) Madrid, Arturo, "The Bakke Case and its Implications for the Future of Chicanos in Higher Education", unpublished paper. Associate Dean for Humanities and Fine Arts, CLA, University of Minnesota, Summer 1978.
- 22) Middleton, Lorenzo, "With Freshmen Scarcer, Emphasis Shifts to Keeping Present Students", The Chronicle of Higher Education, October 30, 1978.
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TABLE 1

MINORITY ENROLLMENT BY SYSTEM
FALL 1974, 1976, 1978 AND 1979

<u>Minority</u>	<u>University of Minnesota*</u>	<u>State Universities</u>	<u>Community Colleges</u>	<u>System AVTIs</u>	<u>Private Four-Year</u>	<u>Private Two-Year</u>	<u>Private Professional</u>	<u>Total</u>
Black								
1974	1,041	200	254	153	534	31	13	2,226
1976	1,538	366	168	225	658	31	17	2,993
1978	1,164	279	327	206	504	51	23	2,554
1979	988	245	196	235	475	47	25	2,211
Indian								
1974	470	198	139	181	108	14	1	1,111
1976	524	316	103	396	156	7	0	1,502
1978	435	246	194	495	144	13	11	1,533
1979	347	231	106	449	131	4	6	1,274
Asian								
1974	927	40	48	18	73	3	2	1,111
1976	931	122	120	213	121	2	6	1,515
1978	990	123	77	217	171	12	12	1,602
1979	883	133	94	343	208	4	12	1,677
Hispanic								
1974	245	100	70	120	69	7	0	611
1976	427	136	43	277	158	5	6	1,052
1978	478	103	72	444	169	11	4	1,281
1979	466	66	94	414	172	6	8	1,226
Total								
1974	2,683	533	511	472	784	55	16	5,509
1976	3,420	940	434	1,111	1,093	45	29	7,052
1978	3,067	751	670	1,362	998	87	50	6,975
1979	2,684	675	540**	1,441	906	61	51	6,436**

Percent of Total Headcount

1976	4.5%	2.4%	1.8%	4.0%	3.4%	2.9%	1.2%	3.5%
1978	4.1	1.7	2.2	5.0	2.9	4.1	1.5	3.2
1979	4.8	1.5	1.6	5.2	2.0	3.6	1.5	3.3

Source: Higher Education General Information Survey (HEGIS) Fall Enrollment Survey and Division of Vocational Technical Education.

*For 1974 and 1979 does not include extension students.

**Total includes 50 students not classified by racial/ethnic group.

MHECB PP&R SR 9-15-80

TABLE 2

MINORITY ENROLLMENT BY AREA VOCATIONAL-TECHNICAL INSTITUTES FALL 1979

Institution	Black Non- Hispanic		American Indian Alaskan Native		Asian or Pacific Islander		Hispanic		White Non- Hispanic		Total	Total Minority	Percent Minority
	N	%	N	%	N	%	N	%	N	%			
Albert Lea	-	-	1	0.2	2	0.4	12	2.3	503	97.1	518	15	2.9%
Alexandria	-	-	4	0.3	3	0.2	1	0.1	1,423	99.4	1,431	8	0.6
Anoka	4	0.2	4	0.2	65	3.9	17	1.0	1,574	94.6	1,664	90	5.4
Austin	1	0.2	2	0.4	14	2.4	35	6.0	527	91.0	579	52	9.0
Bemidji	1	0.2	60	14.1	1	0.2	-	-	363	85.4	425	62	14.6
Brainerd	-	-	9	1.3	1	0.1	1	0.1	699	98.5	710	11	1.5
Canby	-	-	-	-	-	-	2	0.5	375	99.5	377	2	0.5
Dakota County	5	0.4	10	0.8	20	1.6	3	0.2	1,194	96.9	1,232	38	3.1
Detroit Lakes	-	-	129	22.5	1	0.2	27	4.7	417	72.7	574	157	27.4
Duluth	6	0.5	27	2.4	12	1.1	6	0.5	1,055	95.4	1,106	51	4.6
East Grand Forks	8	1.8	24	5.4	1	0.2	15	3.4	394	89.1	442	48	10.9
Eveleth	-	-	4	1.1	1	0.3	-	-	368	98.7	373	5	1.3
Faribault	-	-	-	-	-	-	3	0.8	386	99.2	389	3	0.8
Granite Falls	-	-	2	0.4	1	0.2	17	3.6	448	95.7	468	20	4.3
Hibbing	-	-	3	0.8	1	0.3	-	-	389	99.0	393	4	1.0
Hutchinson	1	0.2	2	0.4	-	-	10	1.8	556	97.7	569	13	2.3
Jackson	-	-	4	0.8	12	2.3	3	0.6	507	96.4	526	19	3.6
Mankato	2	0.2	1	0.1	16	1.4	17	1.5	1,102	96.8	1,138	36	3.2
Minneapolis	66	6.1	27	2.5	25	2.3	26	2.4	939	86.7	1,083	144	13.3
Moorhead	-	-	1	0.1	6	0.6	38	4.1	890	95.2	935	45	4.8
916	20	1.3	8	0.5	26	1.6	15	1.0	1,514	95.6	1,583	69	4.4
Pine City	-	-	1	0.7	-	-	-	-	145	99.3	146	1	0.7
Pipestone	-	-	2	0.5	-	-	1	0.3	383	99.2	386	3	0.8
Red Wing	-	-	4	1.0	-	-	3	0.7	413	98.3	420	7	1.7
Rochester	-	-	-	-	-	-	-	-	900	100.0	900	0	0.0
St. Cloud	2	0.1	2	0.1	11	0.8	7	0.5	1,376	98.4	1,398	22	1.6
St. Paul	88	4.0	16	0.7	97	4.4	113	5.1	1,911	85.9	2,225	314	14.1
Staples	-	-	69	12.7	2	0.4	2	0.4	469	86.5	542	73	13.5
Suburban Hennepin	21	0.9	24	1.0	21	0.9	15	0.6	2,272	96.6	2,353	81	3.4
Thief River Falls	1	0.2	5	1.1	-	-	5	1.1	436	97.5	447	11	2.5
Wadena	7	1.7	1	0.3	1	0.3	3	0.8	390	97.0	402	12	3.0
Willmar	1	0.1	3	0.2	2	0.2	13	1.0	1,272	98.5	1,291	19	1.5
Winona	1	0.2	-	-	1	0.2	4	0.7	565	99.0	571	6	1.1
Total	235	0.9	449	1.6	343	1.2	414	1.5	26,155	94.8	27,596	1,441	5.2

TABLE 3

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Non-Resident Alien</u>		<u>Black Non-Hispanic</u>		<u>American Indian Alaskan Native</u>		<u>Asian or Pacific Islander</u>		<u>Hispanic</u>		<u>Unknown and White Non-Hispanic</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Bemidji	0		25	0.5	167	3.1	28	0.5	7	0.1	5,215	95.8
Mankato	356	3.0	82	0.7	14	0.1	31	0.3	23	0.2	11,530	95.8
Metropolitan	0		52	2.6	9	0.5	3	0.2	5	0.3	1,924	96.5
Moorhead	99	1.6	18	0.3	5	0.1	20	0.3	8	0.1	5,966	97.5
St. Cloud	171	1.5	41	0.4	25	0.2	38	0.3	11	0.1	10,763	97.4
Southwest	0		16	0.8	6	0.3	10	0.5	8	0.4	1,958	98.0
Winona	102	2.0	11	0.2	5	0.1	3	0.1	4	0.1	4,939	97.5
State University System	728	1.7	245	0.6	231	0.5	133	0.3	66	0.2	42,295	96.8
Twin Cities	1,783	3.9	904	2.0	227	0.5	846	1.8	430	0.9	41,575	90.8
Duluth	92	1.3	37	0.5	87	1.3	30	0.4	20	0.3	6,589	96.1
Morris	29	2.0	38	2.6	21	1.4	2	0.1	3	0.2	1,357	93.6
Crookston	33	3.0	9	0.8	12	1.1	3	0.3	13	1.2	1,039	93.7
Waseca	32	2.9	0		0		2	0.2	0		1,077	96.9
University of Minnesota*	1,969	3.5	988	1.8	347	0.6	883	1.6	466	0.8	51,637	91.7

*Does not include extension students.

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Total</u>	<u>Total Minority and Non- Resident</u>	<u>Percent Minority and Non- Resident</u>	<u>Total Minority</u>	<u>Percent Minority</u>
Bemidji	5,442	227	4.2	227	4.2
Mankato	12,036	506	4.2	150	1.2
Metropolitan	1,993	69	3.5	69	3.5
Moorhead	6,116	150	2.5	51	0.8
St. Cloud	11,049	286	2.6	115	1.0
Southwest	1,998	40	2.0	40	2.0
Winona	5,064	125	2.5	23	0.5
State University System	43,698	1,403	3.2	675	1.5
Twin Cities	45,765	4,190	9.2	2,407	5.3
Duluth	6,855	266	3.9	174	2.5
Morris	1,450	93	6.4	64	4.4
Crookston	1,109	70	6.3	37	3.3
Waseca	1,111	34	3.1	2	0.2
University of Minnesota*	56,290	4,653	8.3	2,684	4.8

*Does not include extension students.

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Total</u>	<u>Total Minority and Non- Resident</u>	<u>Percent Minority and Non- Resident</u>	<u>Total Minority</u>	<u>Percent Minority</u>
Anoka-Ramsey	3,388	56	1.7	49	1.5
Austin	874	24	2.8	12	1.4
Brainerd	592	7	1.2	6	1.0
Fergus Falls	555	28	5.1	6	1.1
Hibbing	621	9	1.5	9	1.5
Inver Hills	3,326	60	1.8	46	1.4
Itasca	947	16	1.7	16	1.7
Lakewood	3,165	77	2.4	57	1.8
Mesabi	724	21	2.9	6	0.8
Minneapolis	1,806	94	5.2	67	3.7
Normandale	4,415	114	2.6	94	2.1
North Hennepin	3,757	32	0.9	13	0.4
Northland	528	46	8.7	44	8.3
Rainy River	412	NA		50	12.1
Rochester	2,602	58	2.2	46	1.8
Vermilion	411	2	0.5	1	0.2
Willmar	782	34	8.3	13	3.2
Worthington	656	8	1.2	5	0.8
Community College System	29,561**	686	2.3	540**	1.8

**Includes 50 minority students not classified by racial/ethnic group.

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

Institution	Non-Resident Alien		Black Non-Hispanic		American Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Unknown and White Non-Hispanic	
	N	%	N	%	N	%	N	%	N	%	N	%
Anoka-Ramsey	7	0.2	18	0.5	8	0.2	14	0.4	9	0.3	3,332	98.4
Austin	12	1.4	1	0.1	1	0.1	3	0.4	7	0.8	850	97.3
Bainbridge	1	0.2	2	0.3	4	0.7	0		0		585	98.8
Bergus Falls	22	4.0	2	0.4	1	0.2	3	0.5	0		527	95.0
Big Lake	0		7	1.1	0		1	0.2	1	0.2	612	98.6
Brainerd Hills	14	0.4	15	0.5	9	0.3	5	0.2	17	0.5	3,266	98.2
Brainerd	0		0		15	1.6	0		1	0.1	931	98.3
Brainerd	20	0.6	15	0.5	13	0.4	10	0.3	19	0.6	3,088	97.6
Brainerd	15	2.1	4	0.6	2	0.3	0		0		703	97.1
Brainerd	27	1.5	43	2.4	20	1.1	4	0.2	0		1,712	94.8
Brainerd	20	0.5	38	0.9	10	0.2	28	0.6	18	0.4	4,301	97.4
Brainerd	19	0.5	11	0.3	1	0.0	0		1	0.0	3,725	99.2
Brainerd	2	0.4	20	3.8	5	1.0	4	0.8	15	2.8	482	91.3
Brainerd	NA											
Brainerd	12	0.5	15	0.6	12	0.5	14	0.5	5	0.2	2,544	97.8
Brainerd	1	0.2	0		1	0.2	0		0		409	99.5
Brainerd	21	2.7	5	0.6	2	0.3	5	0.6	1	0.1	748	95.7
Brainerd	3	0.5	0		2	0.3	3	0.5	0		648	98.8
Community College System	196	0.7	196	0.7	106	0.4	94	0.3	94	0.3	28,463	97.7

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

Institution	Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian or Pacific Islander		Hispanic		Unknown and White Non-Hispanic	
	N	%	N	%	N	%	N	%	N	%	N	%
Augsburg	16	1.5	52	4.8	20	1.8	19	1.7	3	0.3	979	83.9
Bethel	14	0.7	12	0.6	2	0.1	14	0.7	7	0.4	1,921	97.5
Carleton	11	0.6	55	3.2	3	0.2	39	2.3	27	1.6	1,563	92.0
Concordia (Moorhead)	41	1.6	22	0.8	2	0.1	1	0.0	2	0.1	2,539	97.4
Concordia (St. Paul)	12	1.8	69	10.4	1	0.2	1	0.2	0		581	87.5
Dr. Martin Luther	3	0.4	1	0.1	1	0.1	0		0		845	99.4
Gustavus Adolphus	20	0.9	31	1.4	0		0		0		2,225	97.8
Hamline	41	2.5	24	1.4	12	0.7	10	0.6	7	0.4	1,563	94.3
Macalester	152	8.5	56	3.1	21	1.2	14	0.8	36	2.0	1,504	84.4
Mpls. College of A & D	5	0.8	17	2.6	8	1.2	4	0.6	5	0.8	613	94.0
Minnesota Bible											128	100.0
North Central Bible	1	0.2	24	3.9	0		5	0.8	5	0.8	588	94.4
Northwestern	5	0.7	4	0.6	2	0.3	2	0.3	2	0.3	704	97.9
St. Benedict	81	4.0	9	0.4	3	0.1	4	0.2	3	0.1	1,919	95.0
St. Catherine	28	1.2	7	0.3	11	0.5	16	0.7	13	0.6	2,211	96.7
St. John's	18	0.9	6	0.3	1	0.1	7	0.4	5	0.3	1,940	98.1
St. Mary's	5	0.4	16	1.2	0		1	0.1	4	0.3	1,328	98.1
St. Olaf	41	1.4	18	0.6	3	0.1	22	0.7	2	0.1	2,931	97.1
St. Paul Bible	1	0.2	1	0.2	0		12	1.9	3	0.5	601	97.2
St. Scholastica	7	0.7	5	0.5	30	2.8	2	0.2	1	0.1	1,017	95.8
St. Teresa	16	2.0	3	0.4	2	0.3	1	0.1	25	3.2	742	94.0
St. Thomas	41	0.9	43	0.9	9	0.2	34	0.7	22	0.5	4,635	96.9
Private Four-Year Colleges	559	1.6	475	1.4	131	0.4	208	0.6	172	0.5	33,077	95.5

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Total</u>	<u>Total Minority and Non- Resident</u>	<u>Percent Minority and Non- Resident</u>	<u>Total Minority</u>	<u>Percent Minority</u>
Augsburg	1,089	110	10.1	94	8.6
Bethel	1,970	49	2.5	35	1.8
Carleton	1,698	135	8.0	124	7.3
Concordia (Moorhead)	2,607	68	2.6	27	1.0
Concorida (St. Paul)	664	83	12.5	71	10.7
Dr. Martin Luther	850	5	0.6	2	0.2
Gustavus Adolphus	2,276	51	2.2	31	1.4
Hamline	1,657	94	5.7	53	3.2
Macalester	1,783	279	15.6	127	7.1
Minneapolis A & D	652	39	6.0	34	5.2
Minnesota Bible	128	0		0	
North Central Bible	623	35	5.6	34	5.5
Northwestern	719	15	2.1	10	1.4
St. Benedict	2,019	100	5.0	19	0.9
St. Catherine	2,286	75	3.3	47	2.1
St. John's	1,977	37	1.9	19	1.0
St. Mary's	1,354	26	1.9	21	1.6
St. Olaf	3,017	86	2.9	45	1.5
St. Paul Bible	618	17	2.8	16	2.6
St. Scholastica	1,062	45	4.2	38	3.6
St. Teresa	789	47	6.0	31	3.9
St. Thomas	4,784	149	3.1	108	2.3
Private Four-Year Colleges	34,622	1,545	4.5	986	2.8

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Non-Resident Alien</u>		<u>Black Non-Hispanic</u>		<u>American Indian Alaskan Native</u>		<u>Asian or Pacific Islander</u>		<u>Hispanic</u>		<u>Unknown and White Non-Hispanic</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Bethany Lutheran	6	1.9	6	1.9	1	0.3	1	0.3	0		296	95.5
Crosier Seminary											30	100.0
Golden Valley	6	1.0	31	5.3	2	0.3	0		0		549	93.4
St. Mary's	19	2.5	10	1.3	1	0.1	3	0.4	6	0.8	717	94.8
Private Two-Year Colleges	31	1.8	47	2.8	4	0.2	4	0.2	6	0.4	1,592	94.5
Bethel Seminary	13	2.9	0		0		1	0.2	0		435	96.9
Luther Seminary	8	1.3	2	0.3	0		0		0		629	98.4
Mayo Medical School	0		8	4.8	1	0.6	2	1.2	3	1.8	151	91.5
N. W. Chiropractic	8	2.0	2	0.5	0		3	0.8	4	1.0	383	95.8
N. W. Seminary	3	1.4	3	1.4	1	0.5	0		0		207	96.7
St. Paul Seminary											118	100.0
United Seminary	1	0.4	2	0.9	4	1.7	0		0		224	97.0
Wm. Mitchell Law	0		8	0.7	0		6	0.5	1	0.1	1,112	98.7
Private Professional Schools	33	1.0	25	0.7	6	0.2	12	0.4	8	0.2	3,259	97.5
State Total	3,516	1.8	2,211	1.1	1,274	0.7	1,677	0.9	1,226	0.6	186,478	95.0

TABLE 3 (Cont.)

MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1979

<u>Institution</u>	<u>Total</u>	<u>Total Minority and Non- Resident</u>	<u>Percent Minority and Non- Resident</u>	<u>Total Minority</u>	<u>Percent Minority</u>
Bethany Lutheran	310	14	4.5	8	2.6
Crosier Seminary	30				
Golden Valley	588	39	6.6	33	5.6
St. Mary's	756	39	5.2	20	2.6
Private Two-Year Colleges	1,684	92	5.5	61	3.6
Bethel Seminary	449	14	3.1	1	0.2
Luther Seminary	639	10	1.6	2	0.3
Mayo Medical School	165	14	8.5	14	8.5
N. W. Chiropractic	400	17	4.3	9	2.3
N. W. Seminary	214	7	3.3	4	1.9
St. Paul Seminary	118				
United Seminary	231	7	3.0	6	2.6
Wm. Mitchell Law	1,127	15	1.3	15	1.3
Private Professional Schools	3,343	84	2.5	51	1.5
State Total	196,794	9,904	5.0	6,438	3.3

**Includes 50 minority students not classified by racial/ethnic group.

Source: Higher Education General Information Survey "Fall Enrollment in Institutions of Higher Education" and Department of Education, Division of Vocational-Technical Education.