

March 31, 1987



## **PUBLIC POLICY ADVISOR**

### MINORITY ENROLLMENT IN COLLEGES AND UNIVERSITIES IN MICHIGAN

by Gerald A. Faverman and Linda Headley

On April 30, 1986, Public Sector Consultants published a memorandum about minority enrollment in Michigan public and private colleges and universities. At that time, the 1986 State Superintendent's Special Advisory Committee had just released its Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, which stated that minority enrollment trends were a matter for "urgent attention." The report shows that between 1976 and 1985 the proportion of minority students enrolled in all Michigan colleges and universities dropped from 13.1 percent to 11.8 percent of total higher education enrollment, even though, during the same period, the number of minority high school graduates rose from 10.6 percent to 14.5 percent of total graduates.

Although 1986 figures show some improvement--the Michigan Department of Education estimates that the proportion of minority students enrolled in all Michigan colleges and universities rose from 11.8 percent in 1985 to about 13.1 percent in 1986 (not including nonresident aliens)--the level of minority enrollment still warrants attention.

Among minority groups, Asians--who constitute only .60 percent of Michigan's total population--make up 1.3 percent of total enrollment in state institutions of higher learning. Native Americans are also overrepresented in higher education. Native Americans constitute .60 percent of total enrollment, whereas they make up only .40 percent of the total population. Admittedly, Native Americans are overrepresented by only a small margin and the data are based on total population rather than total college-aged population, but the figure is encouraging.

Comparing the total number of Hispanics enrolled in higher education institutions to their percentage of the total population is difficult; specific population data are not collected because "Hispanic" is not considered a race. It is, therefore, not possible to determine the extent to which Hispanics are represented in higher education. There are indications, however, that students in this group drop out disproportionately and need more attention if enrollments are to continue to improve.

It is clear from enrollment data that particular attention must be paid to recruiting and retaining black students. Blacks, who constitute 13 percent of Michigan's total population, make up only 8.8 percent of total enrollment in Michigan's higher education institutions. Also of interest is the fact that black women enrolled in public four-year institutions outnumber black men nearly two to one. Although women generally outnumber men in higher education--58 percent women compared to 48 percent men--the much wider disparity between black men and women is an area of concern.

Institutions of higher learning must work with the K-12 system to enhance minority recruitment, particularly for underrepresented groups. Precollege programs to increase the pool of minority students prepared to enter college must be expanded. In the past, institutions competed against one another to enroll the limited number of qualified candidates. Additional recruitment and special admissions programs to reduce entrance barriers for minority students must be developed and implemented. Retention programs to help minority students remain in school and successfully complete their courses of study must also be refined and expanded; a feeling of isolation on a majority campus is one of the principal reasons why minority students drop out of higher education. In addition, higher education institutions must continue to work to increase the number of minority faculty members, to develop programs to encourage parental involvement, and to conduct ongoing surveys to find out why minorities do not attend college or drop out before they obtain a degree.

Two exemplary programs that target minorities were introduced in 1986: the Martin Luther King Jr./Rosa Parks Scholarship Program and the University of Michigan at Dearborn's Incentive Scholarship Program. The programs are examples of initiatives necessary to assure that the state's minority talent is not wasted.

In the 1986-87 higher education appropriations act, \$2.6 million was allocated to Michigan's 15 public colleges and universities to implement the Martin Luther King Jr./Rosa Parks Scholarship Program. This program, originally introduced by Representative Morris Hood, has three components.

- The Visiting Professors Program allocates funds to individual institutions to bring visiting minority professors to campus. The intent is twofold: to raise retention rates by providing minority students with role models and to help sensitize nonminorities to the special problems of minorities on campuses.
- The Scholarship and Fellowship Program, designed to increase the number of minority candidates pursuing careers in postsecondary education, allocates funds to both doctoral and nondoctoral degree-granting institutions so they can provide scholarships and fellowships to qualified minority students.
- The College Day Program introduces minority school children to the potential of a college education. By bringing students in grades 7-11 to college campuses, this program allows children to experience campus life and gives them an incentive to graduate from high school and continue their education at an institution of higher learning.

The Incentive Scholarship Program was introduced in August 1986 by the University of Michigan at Dearborn in cooperation with the Detroit public school system. Through this program, 14 ninth-grade students annually are awarded full tuition scholarships to attend the University of Michigan at Dearborn provided they (1) enroll in a college preparatory program in high school, (2) maintain a cumulative grade point average of 3.0 on a 4.0 scale, and (3) take the American College Testing (ACT) test in their junior year and attain a minimum composite score of 19.

In addition to receiving a full tuition scholarship, each student is assigned a mentor to act as a counselor, university contact, and friend throughout the student's college career. The State Colleges and Universities Presidents

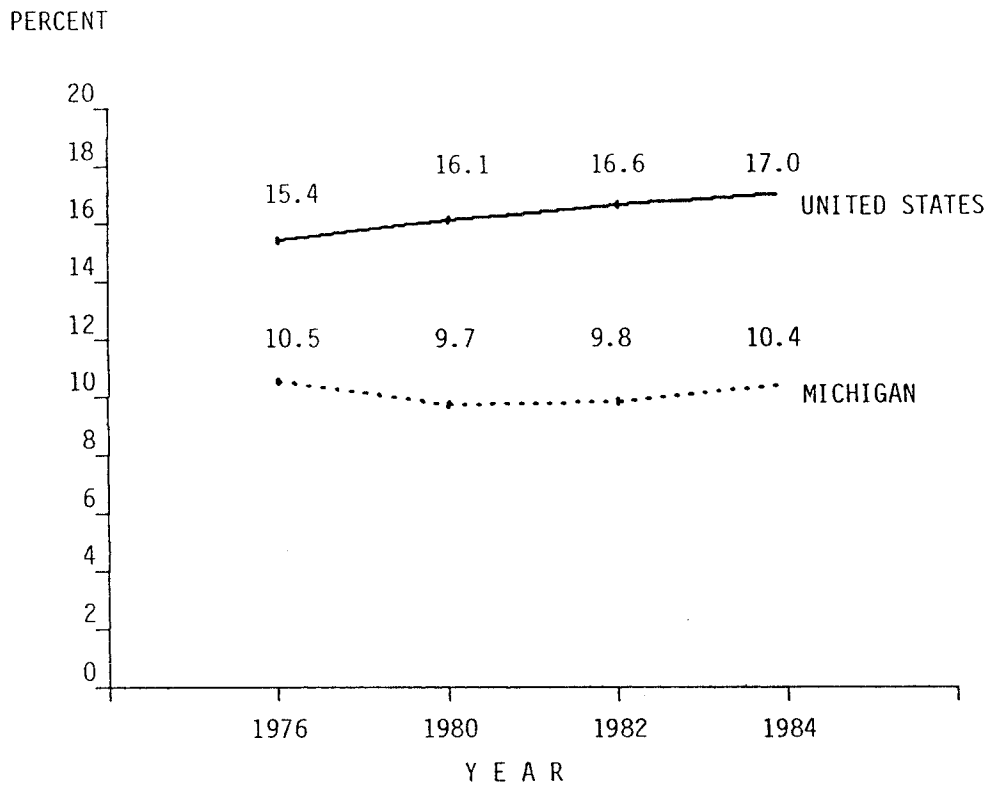
Council believes this program is an excellent way to encourage young minority students to strive for academic excellence; the council hopes to expand the program to include all state public four-year institutions.

It is impossible to assess the effect these and other programs will have on minority enrollment in 1987. However, for minority enrollment to continue to improve, comprehensive programs are needed to increase the number of qualified minority candidates, make postsecondary education accessible and congenial for minority students, and graduate well-educated minorities. Such programs must continue to be one of the state's top priorities. Michigan should not let the lack of federal encouragement influence its efforts to increase minority enrollment and decrease racism.

We have enclosed a number of exhibits that depict minority enrollment trends during the past decade. We hope the information is helpful.

## EXHIBIT 1

MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL ENROLLMENT,  
 UNITED STATES AND MICHIGAN COLLEGES AND UNIVERSITIES,  
 1976-1984



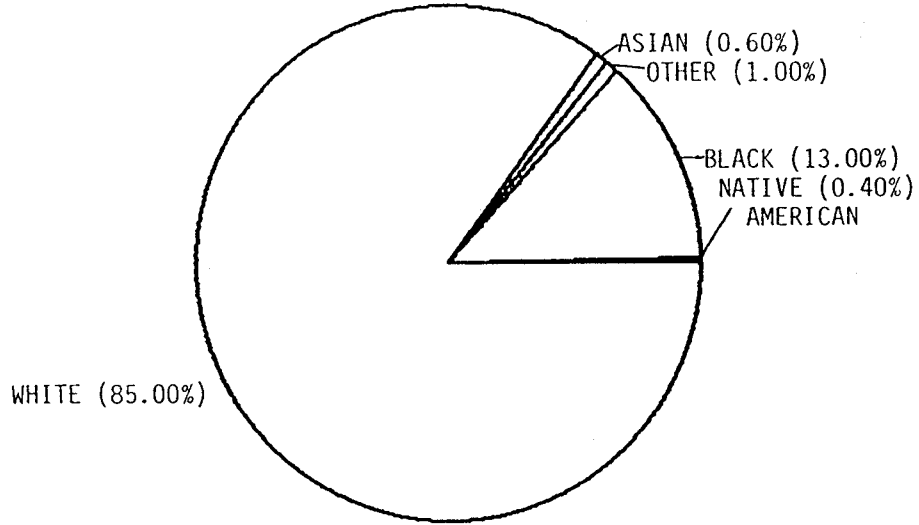
SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; U.S. Department of Education, Center for Education Statistics, "Fall Enrollment in Colleges and Universities," surveys, and unpublished tabulations, May 1986.

NOTE: Between 1976 and 1984, the proportion of minority students enrolled in U.S. colleges and universities increased from 15.4 percent to 17.0 percent of total enrollment. However, Michigan's minority enrollment dropped slightly from 10.5 percent to 10.4 percent of total enrollment.

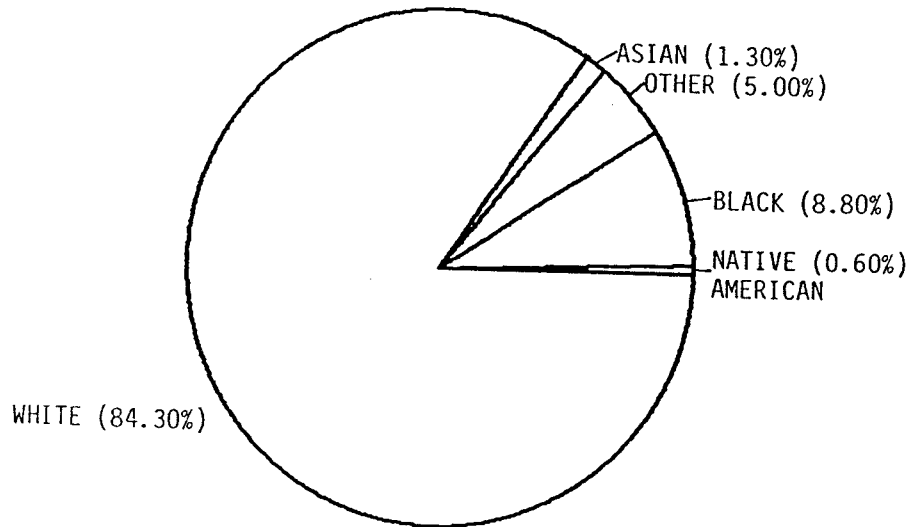
Although minority enrollment has remained relatively constant, there is a wide gap between national and state levels. This disparity--a difference of 6.6 percentage points--indicates room for significant improvement in Michigan's minority recruitment efforts. (The difference in the total minority population does not account for the large difference in minority enrollments--minorities constitute 16.9 percent of the total U.S. population and 15.0 percent of the total Michigan population.)

EXHIBIT 2

MICHIGAN POPULATION,  
PERCENTAGE BY GROUP, 1980



MICHIGAN HIGHER EDUCATION ENROLLMENT,  
PERCENTAGE BY GROUP, 1986



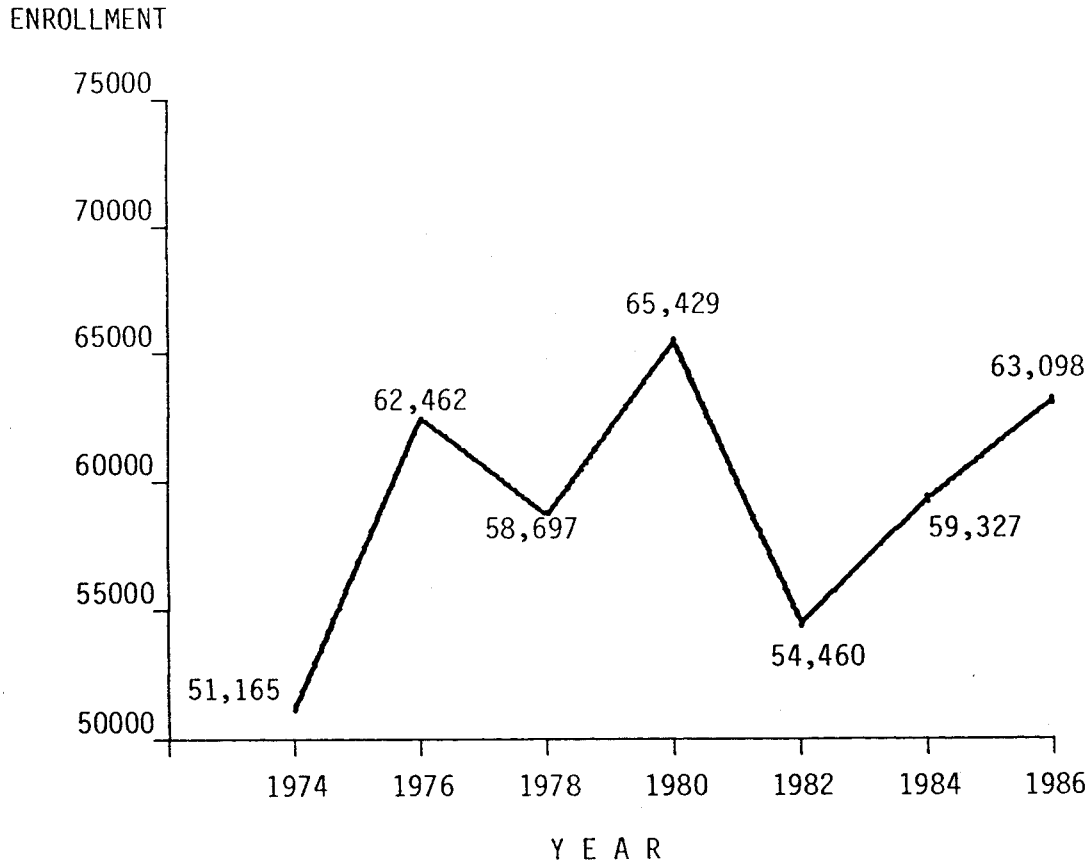
## EXHIBIT 2 NOTES

TOTAL MICHIGAN POPULATION: In 1980, the latest year for which comprehensive census data are available, Michigan's total population was about 9.3 million. Of that total, approximately .40 percent were Native American, .60 percent were Asian, 13 percent were Black, 85 percent were white, and 1.0 percent were classified as "other."

TOTAL MINORITY ENROLLMENT: In 1986, enrollment in Michigan's colleges and universities totaled about 522,000. Of that total, approximately .60 percent were Native American, 1.3 percent were Asian, 8.8 percent were Black, 84.3 percent were white, and 5.0 percent were classified as "other."

Comparing the two charts may be misleading because of the different reporting years and because people of Spanish origin are dispersed among the various racial groups in the population chart but are counted as "other" in the enrollment chart. However, the two graphs show the over- or underrepresentation of minority groups according to their percentage of the population. For example, enrollments of Asians and Native Americans are greater than their percentage of the population; enrollments of blacks, however, are much lower than their percentage of the population.

## EXHIBIT 3

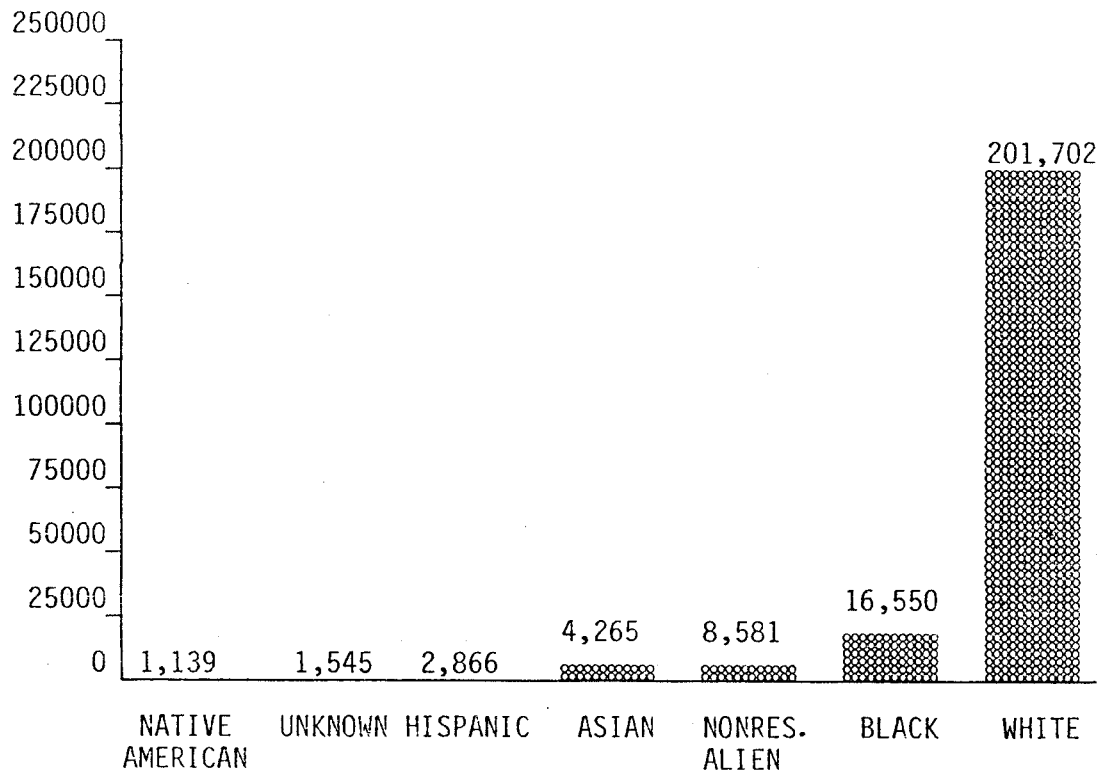
MICHIGAN MINORITY ENROLLMENT,  
1974-1986

SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Minority enrollment in Michigan has increased steadily over the last four years; however, it has not yet returned to its all-time high of 65,429 reached in 1980.

## EXHIBIT 4

MINORITY ENROLLMENT,  
FOUR-YEAR PUBLIC INSTITUTIONS,  
FALL 1986

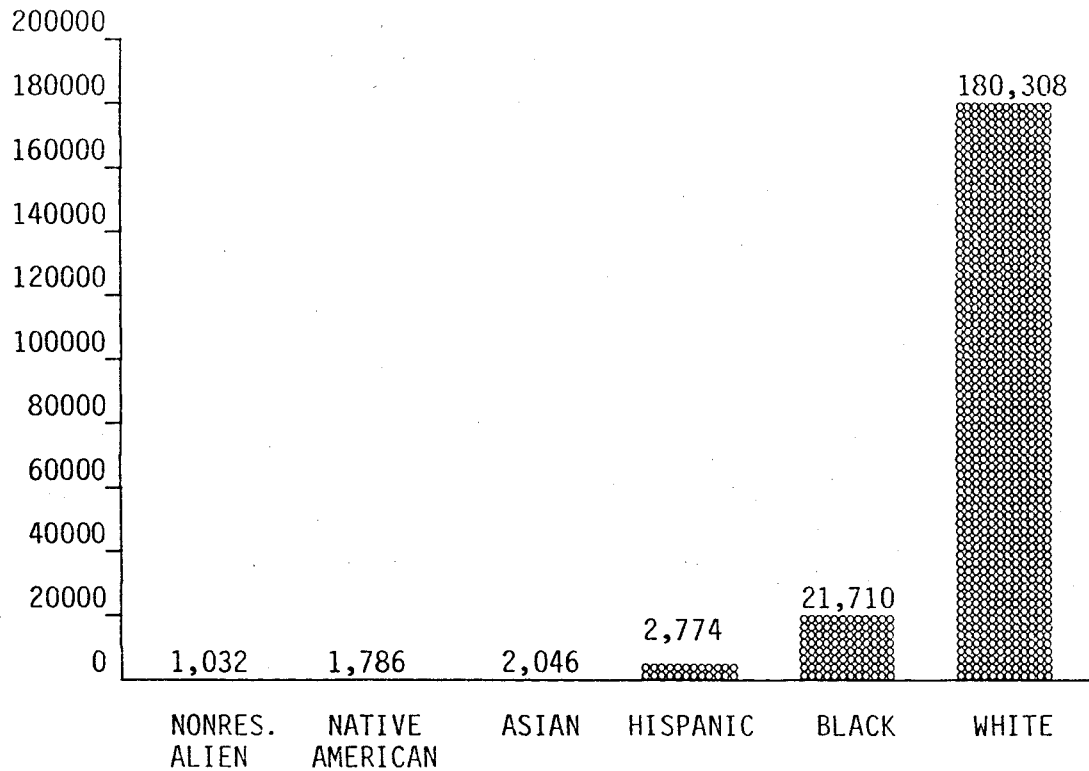


SOURCES: 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: While 1986 minority enrollment figures exceed those of 1984, there is still significant disparity between white and minority enrollment in four-year public institutions. The disparity is not as large as it appears on the graph because whites make up a much larger percentage of the state's total population than do minorities.



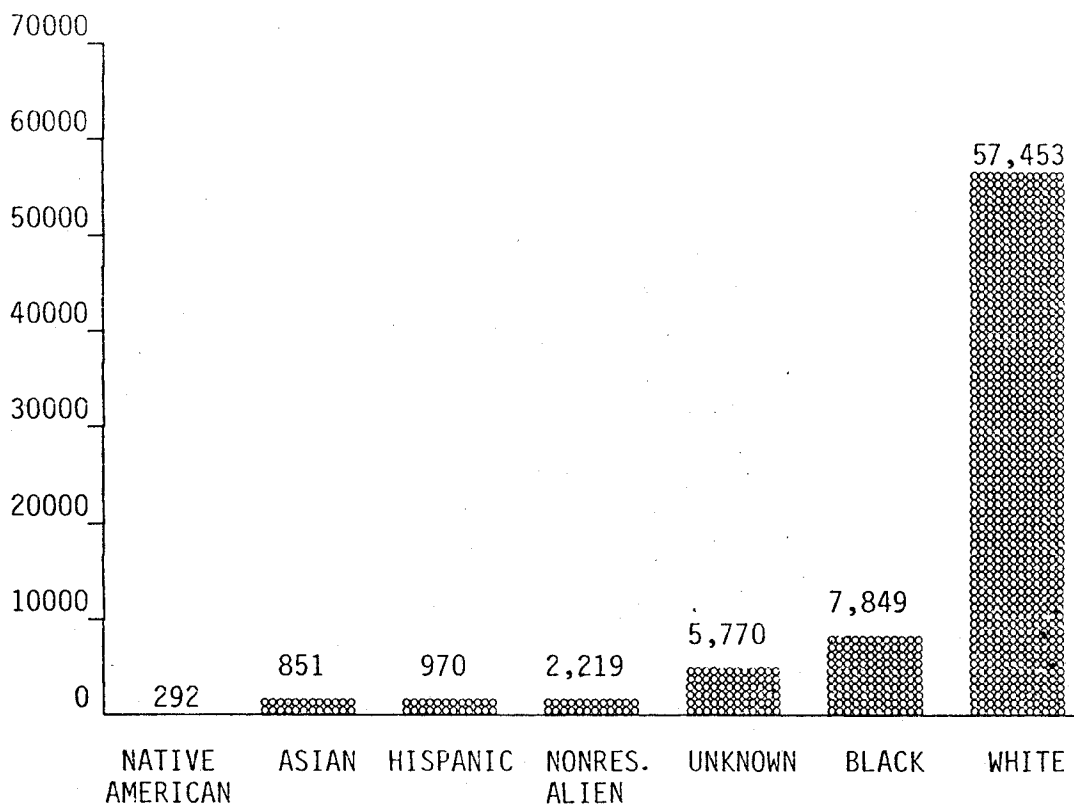
## EXHIBIT 5

MINORITY ENROLLMENT,  
TWO-YEAR PUBLIC INSTITUTIONS,  
FALL 1986

SOURCES: 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: While minorities are best represented in two-year public institutions, there is still a disparity between minority and white enrollment.

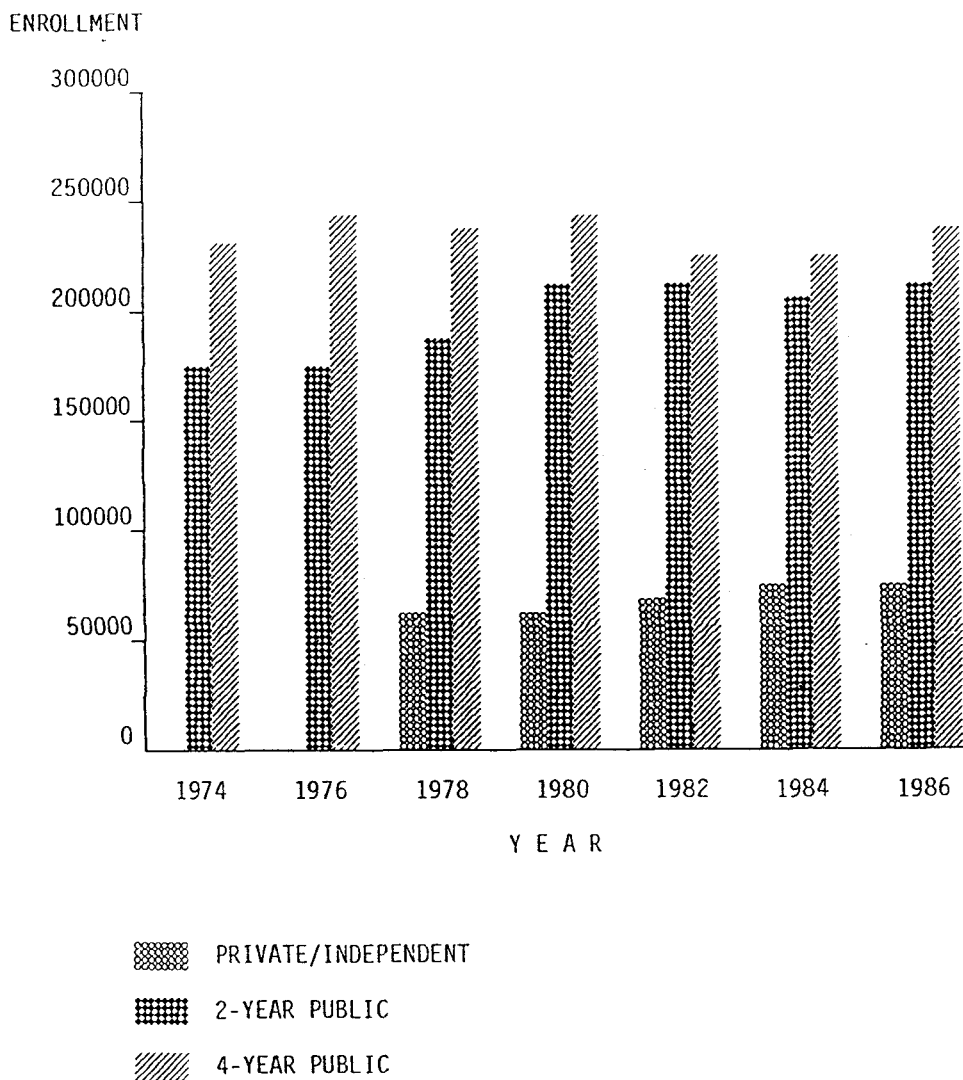
## EXHIBIT 6

MINORITY ENROLLMENT,  
PRIVATE/INDEPENDENT INSTITUTIONS,  
FALL 1986

SOURCES: 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: The minority enrollment problem appears to be most acute at private/independent institutions. All minority groups are severely underrepresented at these institutions.

## EXHIBIT 7

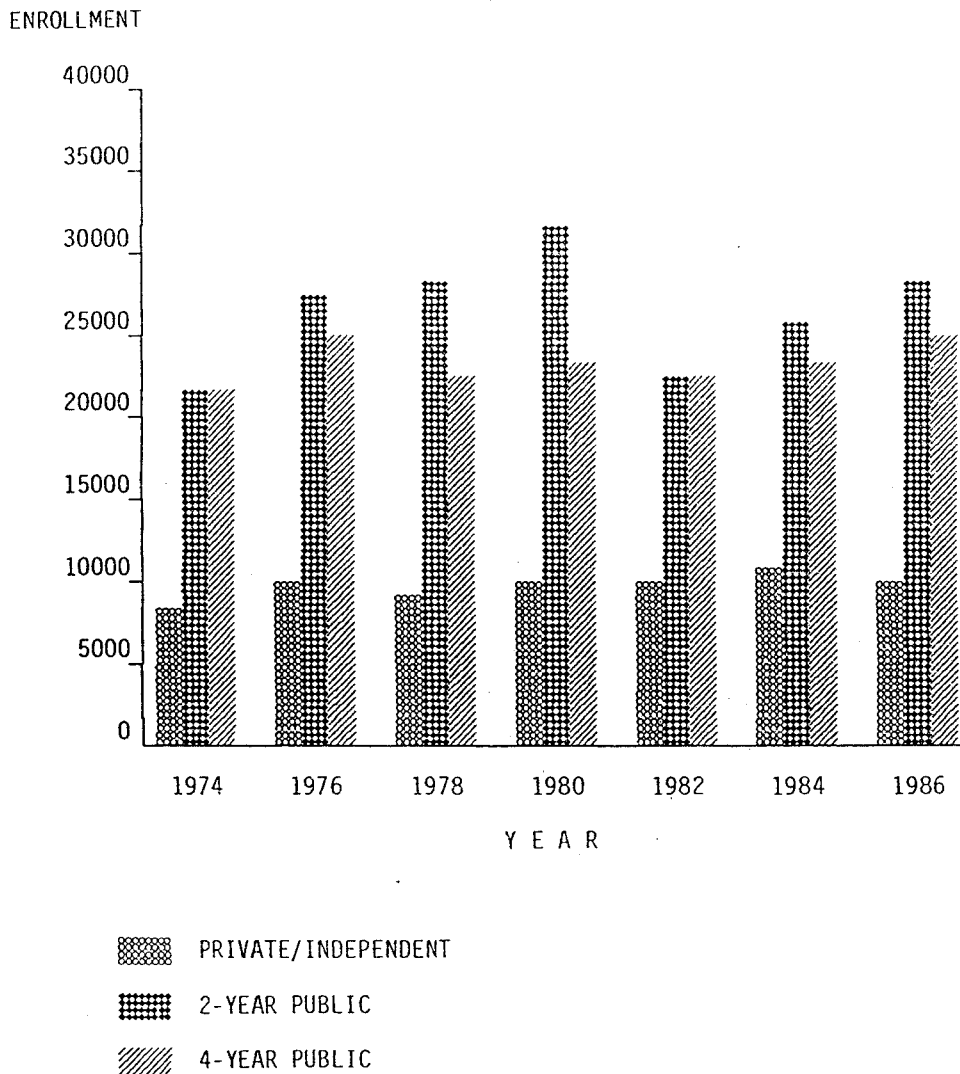
TOTAL ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986

SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; K. Smith, Michigan Department of Education Higher Education Management Service, March 23, 1987.

NOTE: Total enrollment in Michigan's public four-year institutions peaked in 1980 and has remained relatively steady over the last six years. Total enrollment in public two-year institutions climbed from 1974 through 1982 and has since remained relatively constant. Private/independent institutions have experienced a steady increase in total enrollments over the past eight years. Total enrollment data are not available for this type of institution for 1974 and 1976.

## EXHIBIT 8

MINORITY ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986

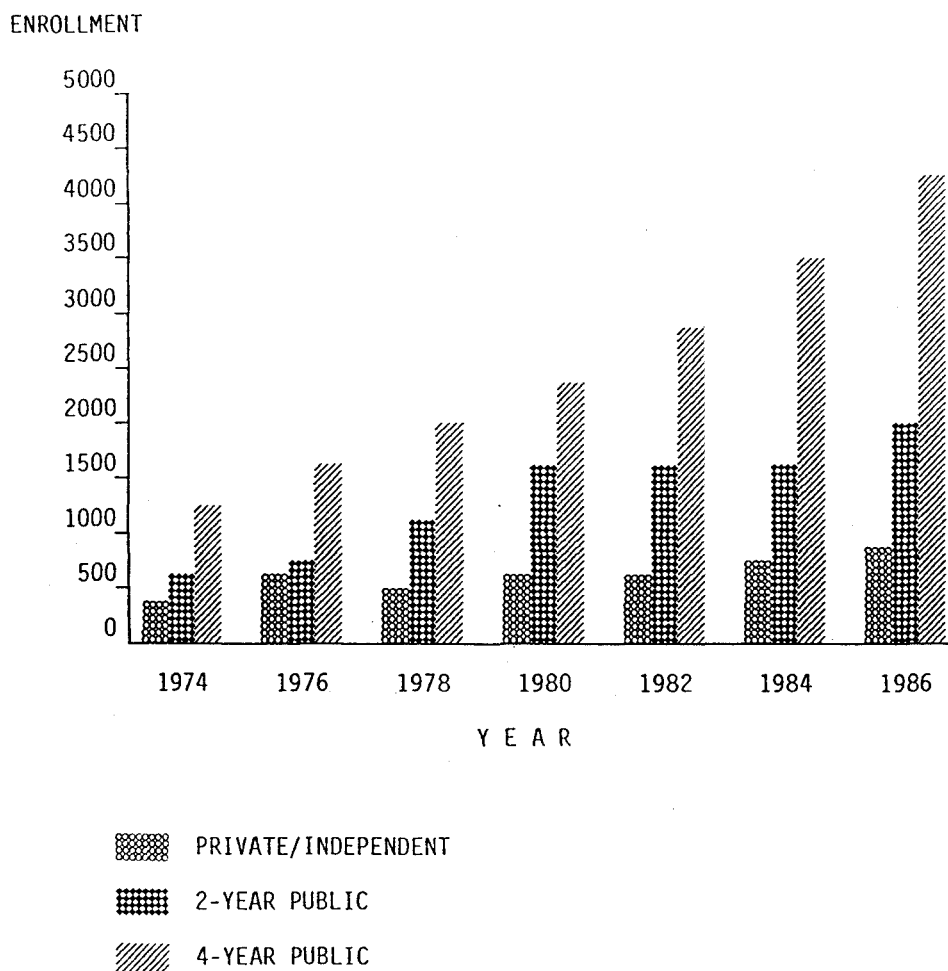


SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Minority enrollment in public four-year institutions and private/independent institutions has remained fairly steady since 1974. However, public two-year institutions experienced a sharp decline in minority enrollment in 1982. The drop suggests that minorities attending these institutions were hardest hit by the recessions of the late 1970s and early 1980s. Since 1982, minority enrollment has climbed steadily in public two-year institutions.

## EXHIBIT 9

ASIAN-AMERICAN ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986

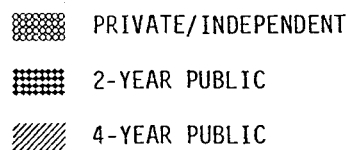
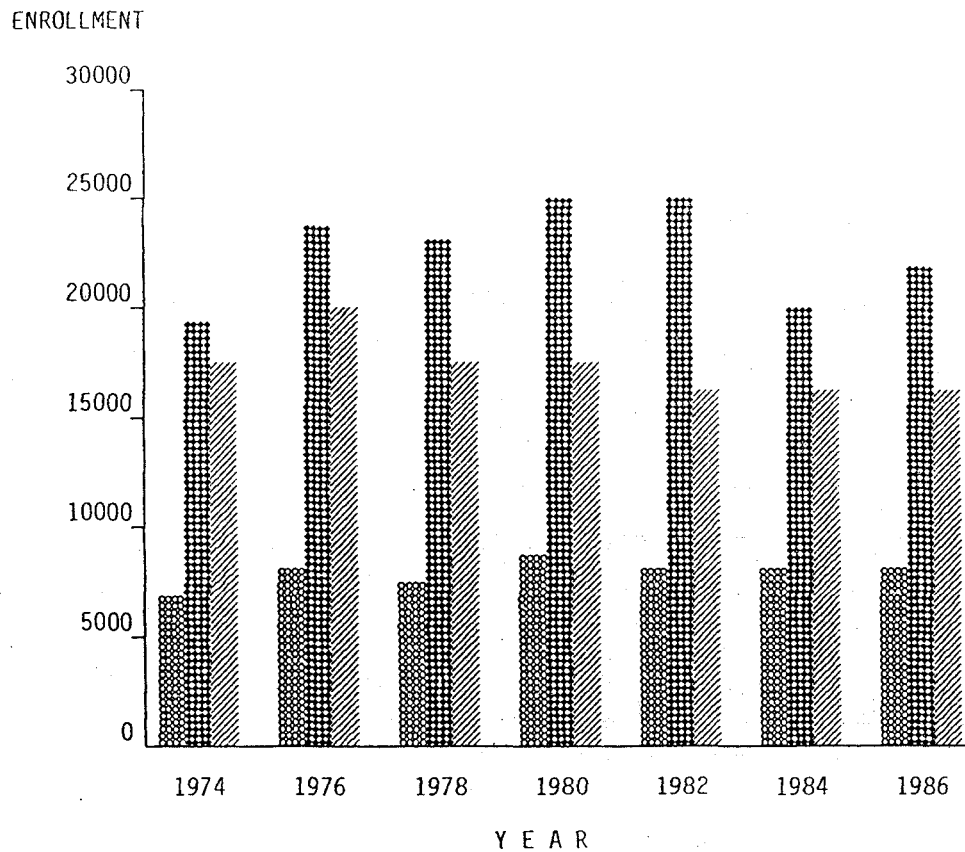


SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Asian-American enrollment in state colleges and universities has shown regular improvement, especially at four-year public institutions. Note that between 1974 and 1986, Asian-American enrollment increased almost fourfold.

## EXHIBIT 10

BLACK ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986

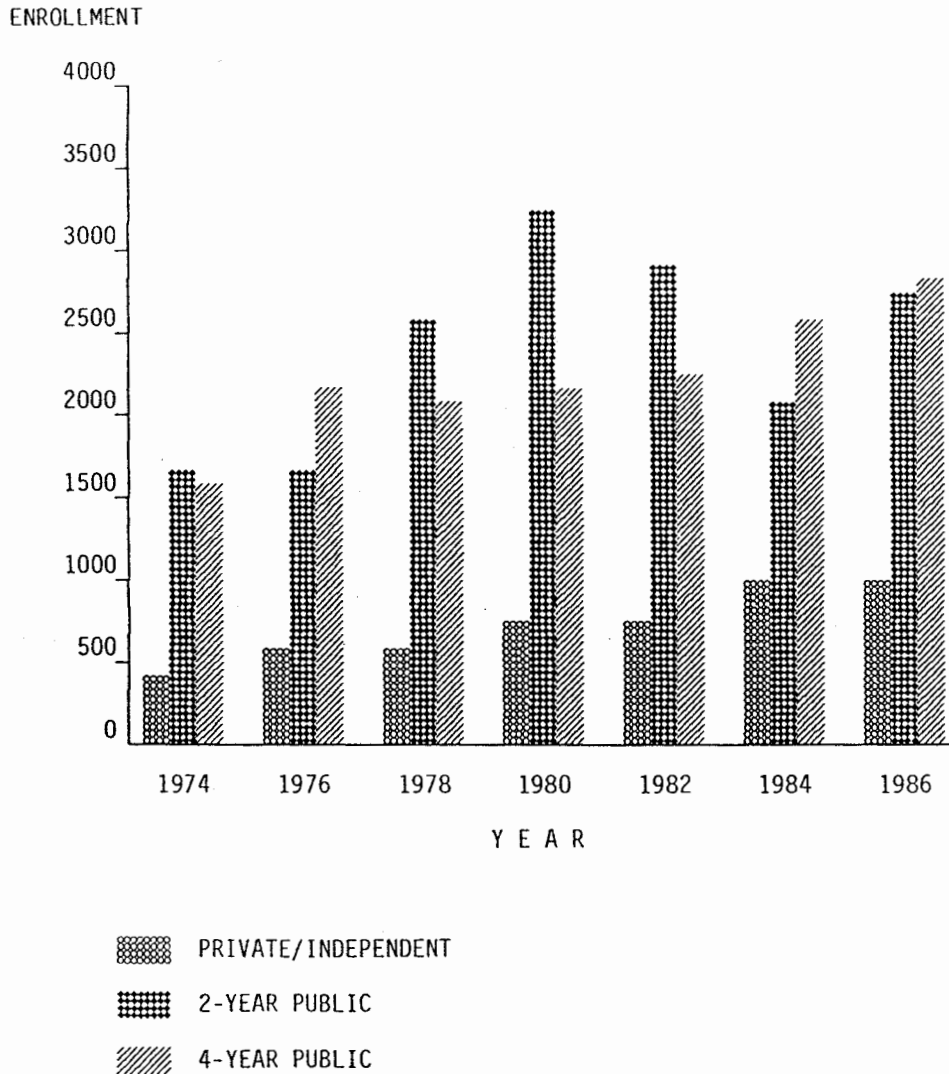


SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Black enrollment has remained relatively constant at state four-year public and private/independent institutions, while black enrollment in two-year public institutions has fluctuated greatly. Although the 1986 black enrollment exceeds that of 1984, it is still considerably below that of 1976, 1978, 1980, and 1982.

## EXHIBIT 11

HISPANIC ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986

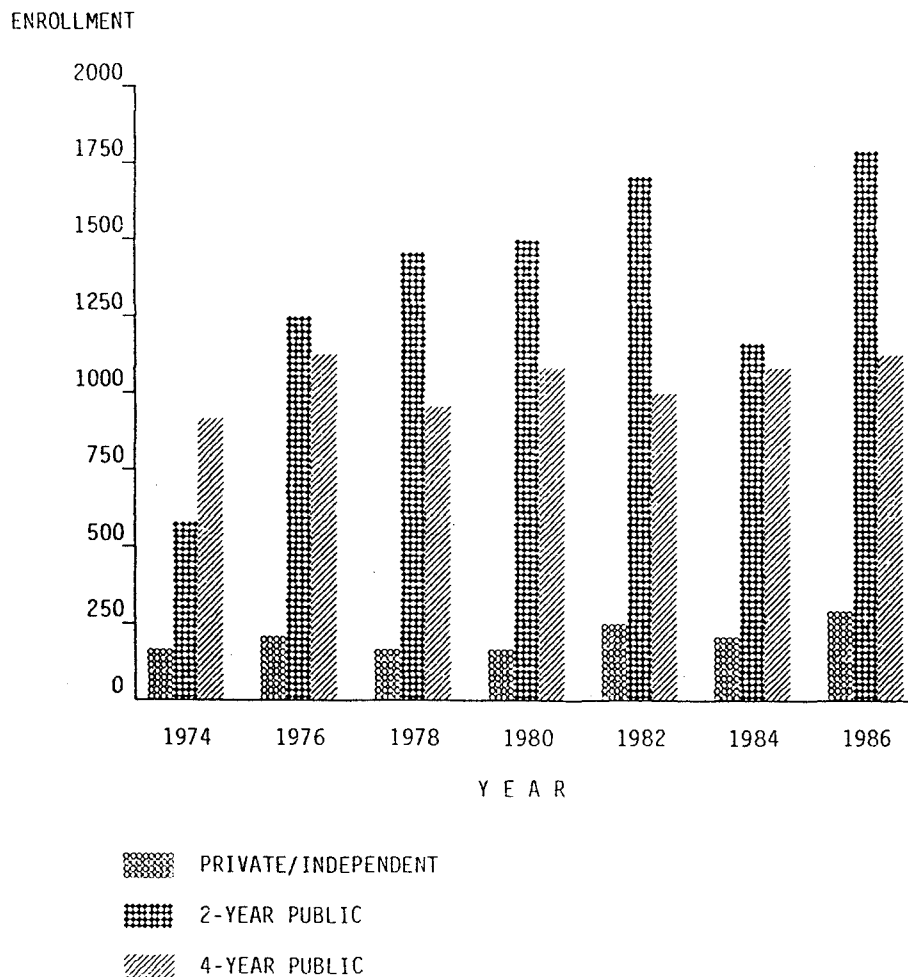


SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Hispanic enrollment at four-year public and private/independent institutions has experienced some growth; however, Hispanic enrollment at two-year public institutions--where one would expect to see regular increases--has not yet returned to its 1980 level.

## EXHIBIT 12

NATIVE AMERICAN ENROLLMENT,  
MICHIGAN COLLEGES AND UNIVERSITIES,  
1974-1986



SOURCES: State Superintendent's Special Advisory Committee, Report on Minorities, Handicappers, and Women in Michigan's Colleges and Universities, 1986; 1986 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Native Americans, usually thought to be vastly underrepresented in postsecondary education, are actually overrepresented according to their percentage of the total population. In addition, the future enrollment of Native Americans in Michigan colleges and universities looks promising--particularly at two-year public institutions, where Native American enrollment has more than tripled since 1974. The increase may be due, in part, to the North American Indian Tuition Waiver program enacted in 1976 (P.A. 174). The act provides free tuition for North American Indians enrolled in state public colleges and universities. To qualify, a person must be one-quarter North American Indian and a legal resident of the state for not less than twelve consecutive months. (The 1976 act provided tuition to persons one-half North American Indian, but was amended in 1978 to allow persons one-quarter North American Indian to participate.)