



PUBLIC POLICY ADVISOR

MINORITY ENROLLMENT IN COLLEGES AND UNIVERSITIES IN MICHIGAN

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INTRODUCTION

Each year Public Sector Consultants (PSC) publishes a report about minority enrollment in Michigan colleges and universities. The goal of the report is twofold: (1) to collect and analyze data on minority representation in institutions of higher learning, and (2) to remind educators, the business community, government officials, and the general public that while steps have been made to increase minority enrollment, a great deal remains to be done.

As we move toward the 21st century, it is particularly important that efforts to increase minority enrollment in Michigan colleges and universities be improved and expanded. Between 1985 and 2000, about 80 percent of new entrants into the U.S. work force will be women, minorities, and immigrants, and the majority of jobs they will be asked to perform will require much higher levels of skill and education. Yet, the training and educational opportunities of these groups have been severely limited in comparison with those afforded white males. Clearly, if Michigan hopes to compete successfully in a global economy, in which technology and the nature of work are changing at faster and faster rates, it must ensure that women, minorities, and immigrants have equal access to higher education.

Access alone, however, will not be sufficient. An American Council on Education study of college attendance patterns of minority and low-income students found that 31 percent of black high school seniors graduating in 1980 applied and were accepted to colleges but were not attending two years later. This scenario is not uncommon among most minority groups. Therefore, while the level of minority enrollment continues to warrant the serious attention of the education community, the issues of student tenure and degree completion also deserve careful consideration and prompt action. After all, the goal is to educate students, not merely get them through the door.

In this year's report, we update minority enrollment trends, discuss the issue of minority retention, explore some general ways to improve minority participation, and highlight current programs in Michigan that are designed to increase minority representation in higher education institutions. We then ask a series of questions the education community and society in general must answer about the costs of *not* increasing minority enrollment and retention. For example, if minorities are not in higher education institutions, where are they, and, in those places, what are their chances for success?

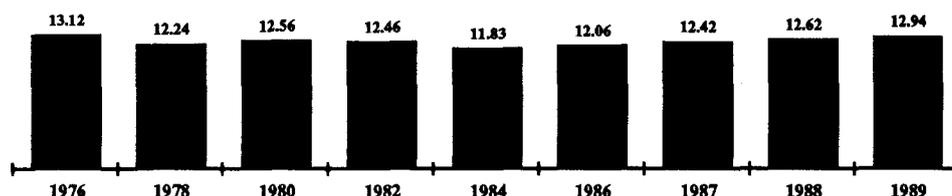
MINORITY ENROLLMENT TRENDS

As of 1989, according to compilations made from Michigan Department of Education data, the state has experienced several positive short-term trends in minority enrollment. (1) The percentage of minorities enrolled in higher education institutions increased for the fifth consecutive year. (2) Black enrollment, which declined steadily from 1976 to 1986, increased for the third consecutive year. (3) Asian enrollment continued its thirteen-year pattern of growth. (4) Hispanic enrollment, which declined for the first time

in eight years in 1984, continued its five-year upward trend. (5) Native American enrollment, although down from a high in 1986, exceeded levels recorded in the previous two years. (See exhibits 1 and 2.)

EXHIBIT 1

Minority Enrollment as a Percentage of Total Enrollment, Colleges and Universities in Michigan, Selected Years, 1976-89



SOURCES: Michigan Department of Education, Michigan Postsecondary Education Database, and Integrated Postsecondary Education Data System Enrollment reports, 1988 and 1989.

NOTE: The percentage of minorities enrolled in Michigan colleges and universities has rebounded from a twelve-year low of 11.83 percent in 1984; the 1989 figure of 12.94 percent, however, is still below the 1976 level of 13.12 percent.

Despite recent progress, however, the percentage of minorities enrolled in 1989 was below the level recorded in 1976. Minority enrollment in Michigan also is well below that of the nation. In 1989, minority enrollment levels in the United States accounted for 18.4 percent of the total; in Michigan, minorities accounted for only 12.6 percent of the total. Michigan, likewise, does not compare well with the nation in long-term minority enrollment trends. The percentage of minorities enrolled in U.S. colleges and universities has risen every year since 1976, increasing from 15.4 percent to 18.4 percent; in Michigan the figure has dropped from 13.1 percent to 12.6 percent. (See Exhibit 3.)

Of particular concern in Michigan is the underrepresentation of blacks in higher education. Despite the fact that they represent about 13 percent of the state's population, blacks comprise only 9.2 percent of Michigan higher education enrollment. (See Exhibit 4.) Black males, in particular, have a low participation rate in postsecondary education. According to Michigan Department of Education data, during 1987-89 they were outnumbered nearly two to one by black females, who comprised, on average, 65 percent of total black enrollment. (See Exhibit 5.)

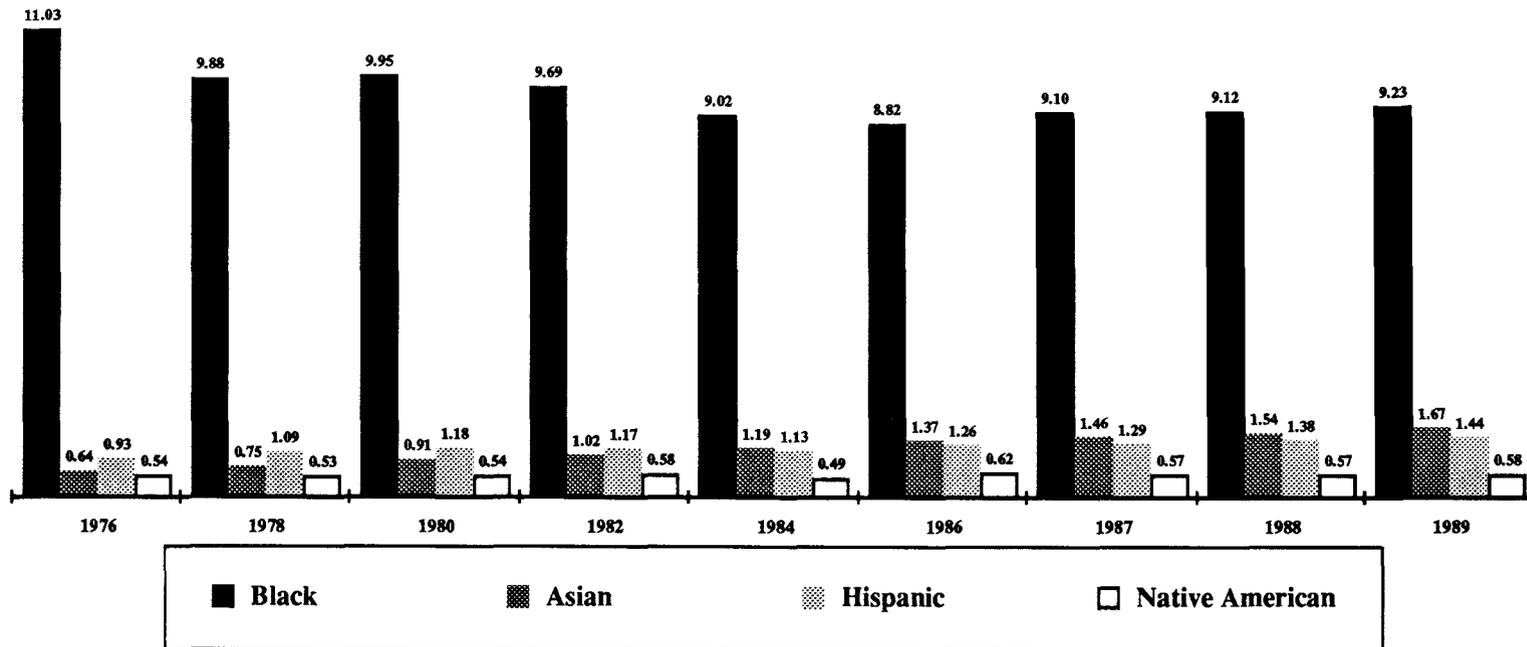
Similar comparisons of other groups show that in 1989 (1) Asians were overrepresented in higher education enrollment, and males slightly outnumbered females; (2) Native Americans were overrepresented, and females slightly outnumbered males; and (3) Hispanic male and female representation was almost equal. (Comparing Hispanic higher education enrollment with Michigan population figures is somewhat misleading; people of Spanish origin are dispersed among various racial groups in population data but are counted as "other" in enrollment statistics.)

MINORITY RETENTION

As mentioned earlier, recruitment efforts will be wasted if minority students drop out shortly after enrollment. Therefore, higher education institutions, in addition to bolstering efforts to bring minorities to their campuses, must begin implementing programs and enforcing policies that will help keep students there through graduation. To date, Michigan colleges and universities have not done a good job in this area. The Michigan Department of Education reports that, between 1983 and 1988, the number of

EXHIBIT 2

Asian, Black, Hispanic, and Native American Enrollment as a Percentage of Total Enrollment, Colleges and Universities in Michigan, Selected Years, 1976-89

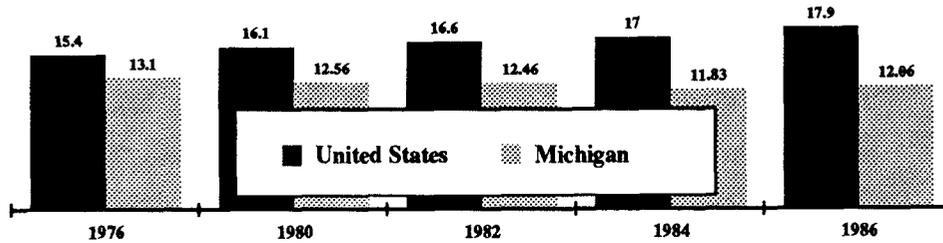


SOURCES: Michigan Department of Education, Michigan Postsecondary Education Database, and Integrated Postsecondary Education Data Enrollment reports, 1988 and 1989.

NOTE: The percentage of black students has rebounded from a ten-year low of 8.82 percent in 1986; the 1989 figure of 9.23 percent, however, is still below levels achieved between 1976 and 1982. Since 1976, Asian students have been the fastest growing segment of Michigan's higher education population; their percentage has risen every year, climbing 161 percent between 1976 and 1989, from 0.64 percent to 1.62 percent. Except for declines in 1982 and 1984, the percentage of Hispanic students has increased steadily in the last fourteen years; Hispanic enrollment has grown 55 percent since 1976, from 0.93 percent to 1.44 percent. The percentage of Native American students has remained around 0.50 percent since 1976; their enrollment has increased 7.4 percent, rising from 0.54 percent in 1976 to 0.58 percent in 1989.

EXHIBIT 3

Minority Enrollment as a Percentage of Total Enrollment, Colleges and Universities in the United States and Michigan, Selected Years, 1976-88



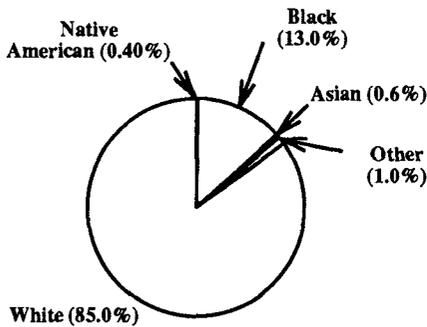
SOURCES: Michigan Department of Education, Michigan Postsecondary Education Database, and Integrated Postsecondary Education Data Enrollment reports, 1988 and 1989; Center for Education Statistics, U.S. Department of Education, "Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986"; and National Center for Education Statistics, Office of Research and Improvement, U.S. Department of Education, "The Condition of Education 1990," Vol. 2, "Postsecondary Education."

NOTE: Between 1976 and 1988 the proportion of minority students enrolled in U.S. colleges and universities increased from 15.4 percent to 18.4 percent of total enrollment. In Michigan, however, minority enrollment dropped from 13.1 percent to 12.62 percent of the total between 1976 and 1988. The percentage of minorities enrolled in U.S. colleges and universities has risen every year since 1976; the percent in Michigan fell every year until 1986. Since that time, minority enrollment in Michigan's higher education institutions has increased steadily.

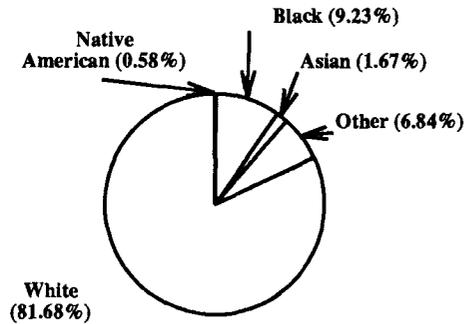
EXHIBIT 4

Racial/Ethnic Composition of the Michigan Population (1980 Census) and Higher Education Enrollment in 1989

Racial/Ethnic Groups as a Percentage of the Michigan Population (1980)



Racial/Ethnic Groups as a Percentage of Michigan Higher Education Enrollment, 1989

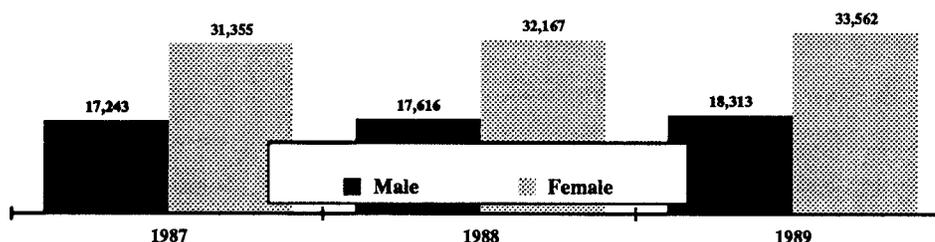


SOURCES: Michigan Department of Education, Michigan Postsecondary Education Database, and Integrated Postsecondary Education Data System Enrollment reports, 1988 and 1989; and Bureau of the Census, U.S. Department of Commerce, "General Population Characteristics," 1980.

NOTE: Comparing Michigan population and minority enrollment figures may be misleading because of the different reporting years and because people of Spanish origin are dispersed among various racial groups in the population data but are counted as "other" in enrollment statistics. The graph shows, however, the over- or underrepresentation of minority groups according to their 1980 share of the population. For example, enrollments of Asians and Native Americans are greater than their percentage of the population; enrollment of blacks is much lower than their percentage of the population.

EXHIBIT 5

Black Enrollment by Gender in Colleges and Universities in Michigan, 1987-89



SOURCE: Michigan Department of Education, "Report on the Postsecondary Enrollment for Fall 1987, 1988, and 1989."

NOTE: For the past three years, black females enrolled in higher education institutions have outnumbered black males nearly two to one, and the gap is widening. In 1987, 14,112 more black females than males were attending colleges and universities. In 1988 that number climbed to 14,551 more, and in 1989 it reached 15,249 more.

bachelor's degrees awarded by the state's 15 public four-year universities to blacks, Hispanics, and Native Americans dropped 2 percent; the number of master's degrees awarded dropped 25 percent; the number of doctoral degrees awarded dropped 37 percent. Part of the decrease might be attributed to declines in the state's college-aged population for these groups; however, since 1980 is the latest year for which such information is available, it is difficult to determine whether that is a contributing factor.

The reliability of other statistics on minority participation rates in Michigan colleges and universities is questionable at best, particularly because the data rarely are calculated in the same way. For example, sometimes the percentage of minority students remaining in college is compared to their percentage of the total population; at other times it is compared to their percentage of the total eligible population. In the latter instance, the "eligible" population often is defined differently by different sources.

One trend that appears to be fairly consistent regardless of the source or the way data are manipulated is that minority students tend to drop out in greater numbers during the first two years of college. If they stay in school into their junior year, they are far more likely to remain until they have earned their degree. (See Exhibit 6.)

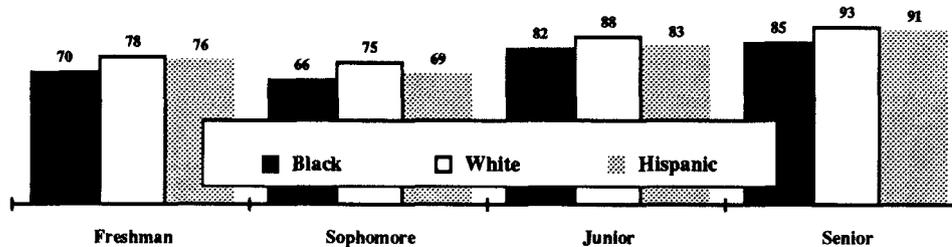
Another national trend worthy of note is that in 1976 black and Hispanic high school graduates were more likely to enroll in college than white graduates. Since that time, however, the trend has been reversed. In 1986, 34.5 percent of white high school graduates aged 18-24 were enrolled in institutions of higher learning, whereas only 28.6 percent of black graduates and 29.4 percent of Hispanic graduates were enrolled. (See Exhibit 7.)

FACTORS AFFECTING MINORITY ENROLLMENT AND RETENTION

Why has minority enrollment declined over the past 14 years? There are several reasons: Back-to-back recessions have hit minority families particularly hard; there has been a significant decline in the quality of primary and secondary education offered minorities in large urban schools, which prohibits them from scoring well on standardized tests used as admission criteria; many minority youth, realizing that a college degree does not necessarily guarantee a decent job, have opted not to continue their education; for many years there has not been sufficient emphasis on minority recruitment at institutions; and the sharp

EXHIBIT 6

Percentage of U.S. College Students Aged 16–24 Enrolled in the Previous October and Enrolled again the Following October, by Race/Ethnicity, Average for 1981–86



SOURCE: National Center for Education Statistics, Office of Research and Improvement, U.S. Department of Education, "The Condition of Education 1990," Vol. 2, "Postsecondary Education."

NOTE: College dropout rates for minority students are significantly higher during freshman and sophomore years. Those who continue their education into their junior year are much more likely to complete their degree.

EXHIBIT 7

Participation Rates of High School Graduates Aged 18–24 in U.S. Colleges and Universities, 1976–88

Year	Total Population	Whites	Blacks	Hispanics
1976	33.1	32.8	33.4	35.8
1977	32.5	32.2	31.5	31.5
1978	31.4	31.3	29.7	27.2
1979	31.2	31.2	29.5	30.2
1980	31.8	32.1	27.7	29.9
1981	32.5	32.7	28.0	29.9
1982	33.0	33.3	27.9	29.2
1983	32.5	33.0	27.0	31.4
1984	33.2	33.9	27.2	29.9
1985	33.7	34.9	26.1	26.9
1986	34.0	34.5	28.6	29.4
1987*	35.4	38.7	32.1	NA
1988*	34.5	39.8	29.2	NA

SOURCE: Center for Education Statistics, U.S. Department of Education, "Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986"; and National Center for Education Statistics, Office of Research and Improvement, U.S. Department of Education, "The Condition of Education 1990," Vol. 2, "Postsecondary Education."

NOTE: National statistics show that in 1986 fewer black and Hispanic high school graduates attended college than their white counterparts; it is estimated that the same was true in 1988 even though data are not available on Hispanic participation rates for that year. This has not always been the case: In 1976 black and Hispanic graduates were more likely to enroll in college than white graduates. Since 1976 the participation rates for white high school graduates aged 18–24 have increased 1.7 percentage points. Over the same period, the rates for black graduates dropped 4.2 percentage points. The rates for Hispanic graduates dropped 5.4 percentage points between 1976 and 1986. In 1985 the percentage of whites in this age group attending college reached a ten-year high of 34.9 percent. That same year, the percentage of black and Hispanic graduates attending college were at their ten-year low of 26.1 percent and 26.9 percent, respectively.

NA: Not available.

*Figures are averages of male and female participation rates, by race, among those aged 16–24.

increases in college costs accompanied by decreases in federal financial aid have placed a college education beyond the reach of many minority families. For some minority students, higher education is never even considered as a viable option for advancement.

Those minority students who do see higher education as an option and successfully overcome barriers to enrollment often do not stay in college long enough to earn degrees. Many of them leave because they are unfamiliar with sources of financial aid, which is needed to help relieve long-term financial burdens. Others are the first members of their family to attend college and lack the family support and understanding needed to succeed. In addition, many minority students have not had the necessary preparatory classes in high school; as a result, their college courses become overwhelming, grades drop, and it is often too late to seek help. The demands of jobs needed to finance education also interfere with the ability of some minority students to study and achieve passing grades. For others, the lack of other minority students, faculty, and administrative personnel make them feel out of place on predominantly white campuses.

Recognizing these problems, state and national bodies have suggested a number of ways to increase college attendance and graduation among minorities, including the following.¹

- Expose minority students in grade school and junior high school to higher education institutions so that they will see college as a viable option for advancement.
- Explore innovative ways to increase scholarships and financial aid. For example, businesses—all of which will be dependent on minority employees in the future—could help underwrite the costs of sending minority students to college in return for a guaranteed term of employment.
- Improve precollege and preparedness programs so that minority students are not caught off guard by academic expectations and the demands of campus life.
- Develop additional recruitment and special admissions programs to help minority students overcome both real (financial constraints) and imagined (the “I’m not college material” mentality) barriers to access.
- Place more emphasis on helping minorities remain in college and successfully complete a degree. Efforts could range from peer counseling services, to special programs linking minority students with mentors, to regularly scheduled meetings with academic advisors.
- Involve parents in visits to college campuses and invite them to attend special courses on how to use the system to their child’s advantage.
- Help minority students feel more at home on campus by increasing the number of minority faculty members, providing better personal development services, and making fellow students and the staff aware of the characteristics and needs of minority students.
- Teach minority students early in their educational career about the long-term advantages of higher education. (Learning how to delay gratification and plan for the future would benefit students of all races.)

¹ State Superintendent’s Special Advisory Committee, “Report on Minorities, Handicappers, and Women in Michigan’s Colleges and Universities,” 1982, and “Joint Task Force Report on Minorities, Females, and Handicappers in Michigan’s Colleges and Universities,” 1986, Lansing: Michigan Department of Education.

- Most important, conduct ongoing surveys of minority students to determine why they do not attend college or drop out before they obtain a degree. The information gathered directly from the students will prove most valuable in determining what can be done in the future to increase minority enrollment and retention.

Since data repeatedly show that minority students are most likely to drop out in the first two years of college, efforts such as those mentioned above should be highly concentrated during the freshman and sophomore years.

MICHIGAN PROGRAMS TO INCREASE MINORITY ENROLLMENT AND RETENTION

Throughout the past five years, state government and higher education institutions have created and implemented several programs designed to increase minority enrollment in Michigan colleges and universities. Following is a description of some efforts currently under way.

Martin Luther King, Jr./Cesar Chavez/Rosa Parks Initiative (KCPI)

The KCPI, which is comprised of the three primary components described below, was created in 1986. It is coordinated by the Office of Minority Equity (OME) within the Michigan Department of Education and carried out on the campuses of Michigan's higher education institutions.

The **College Day Program** introduces minority school children to the potential of a college education. Targeted pupils in grades 7-11 are taken to colleges to experience campus life and help motivate them to graduate from high school and continue their education. Their visits—which can range from one day to programs that continue throughout the summer—consist of activities designed to promote self-esteem, improve study skills, enhance time management skills, and expose students to minority role models. Although campuses have flexibility in designing their own programs, all must include informational sessions on academic preparation, financial aid, career awareness, and what to expect while attending a college or university.

The OME reports mixed success with this program. According to its annual report, in 1986-87 (the first year of the KCPI), 11,414 middle and high school students took part in the College Day Program. By 1988-89, the number of participants had increased 65 percent, to 18,911. Of the children served in 1989, 70 percent were black, 12 percent were Hispanic, 4 percent were Native American, 1.6 percent were Asian, and 12 percent were other.²

The **Visiting Professors Program** allocates funds to individual institutions to bring visiting minority professors to campus. The intent is to increase retention rates by providing minority students with role models, increase the pool of minority professors in the state, and help sensitize fellow students to the special problems of minorities on campus.

The OME reports that some institutions have ignored the primary goals of the program. They have brought in foreign scholars with which minority students cannot identify, thereby defeating the purpose. In addition, they have failed to increase the pool of qualified minorities working in Michigan by relying too heavily on in-state faculty members. (The one positive step noted by the OME is that several visiting professors have been hired as a result of their involvement in the KCPI.) Since 1987, overall participation

² Office of Minority Equity, *Martin Luther King, Jr./Cesar Chavez/Rosa Parks Initiative Annual Report, 1988-89*.

in the program has more than doubled; in 1989, the pool of visiting professors consisted of 76 percent black instructors, 15 percent Hispanic, 6 percent Native American, and 2 percent Asian.

The **Scholars and Fellows Program**, according to the OME, is designed to "address the relative absence of minority faculty on university campuses by creating, over the long term, a larger pool of qualified minority graduates."³ Scholars awards are for master's level study, and recipients are required to pursue a doctorate at a Michigan higher education institution within one year of completion of their degree. Fellows awards are for doctoral level study, and recipients must agree to teach in a Michigan postsecondary institution for a minimum of three years upon receipt of their degree.

The OME reports that the success of this program is marginal. It notes that monies are going largely to students who already are near completion of their program; therefore, it is not clear whether the program is encouraging minorities to complete a degree or simply supporting those who would have completed their studies regardless of the program. In 1989, the pool of participants was comprised of 70 percent black students, 19 percent Hispanic, 7 percent Native American, and 4 percent Asian.

The KCPI also has several other components. The **Select Support Services Program** funds retention programs for academically and economically disadvantaged students. The **ACE (Achieve a College Education) Team Project** mobilizes community volunteers to share college preparation, application, and financial aid information with students and parents. The **Michigan College/University Partnership Program** helps minority students transfer from community colleges to public universities. In total, the KCPI is one of the most comprehensive efforts in the nation to increase minority enrollment and retention.

The Tuition Incentive Program

The Tuition Incentive Program (TIP) is another Michigan initiative designed to reduce the high school drop out rate and increase the number of minority and low-income students attending colleges and universities. Established by the Department of Social Services in 1987, TIP provides two years of community college tuition and fees to select students and an additional \$2,000 to those who attend a four-year college or university upon receipt of their two-year degree. To qualify, students must be members of families with incomes below the poverty level or that were on public assistance for two years prior to application. This program was created, in large part, because minority students are more likely to attend community colleges than any other type of higher education institution.

The Wade H. McCree, Jr., Incentive Scholarship Program

Initiated by the University of Michigan-Dearborn and the Detroit Public Schools as a two-year pilot project, the McCree Program offers a full-tuition scholarship as an incentive for minority students to prepare for college. Program participants are selected on merit from among ninth-grade minority students. To receive a scholarship, each participant then must (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) exam in his or her junior year and attain a minimum composite score of 19. Upon entering the program, students and parents must sign an agreement that they will make a good faith effort to meet these performance standards. Each student also is assigned a mentor to help with academic problems and to form a partnership with the parents and high school advisors to prepare the student for college.

3 Ibid.

In 1988, under the leadership of the President's Council of State Universities, the McCree Program was expanded to include all 15 public four-year universities in Michigan. At present, more than 600 high school minority students participate in the program.

Programs such as those mentioned above are a good beginning and should continue to be of high priority for the state and the entire education community. Now more than ever, comprehensive initiatives are needed to increase the number of qualified minority candidates and make postsecondary education accessible to and congenial for minority students. But the education community cannot lose sight of the ultimate goal, which is to graduate well-educated minorities. Therefore, institutions of higher education, with the assistance of the business community, K-12 schools, and parents, must be aggressive in the next decade in tackling the issue of minority retention.

WHERE ARE COLLEGE-AGED MINORITIES IF NOT IN COLLEGE?

When analyzing minority enrollment trends, one question keeps resurfacing: Where are minorities if they are not enrolled in college, and, in those other places, what are their chances for success?

The answer to that question is somewhat disturbing. PSC calculations show that, in 1989, blacks comprised about 13 percent of the general population and 57.6 percent of the prison population. (See Exhibit 8.) Of the latter, only 2.6 percent were female, and 55 percent were male. For every one black male in higher education, there is one black male in prison. Statistics are not substantially more

EXHIBIT 8

Higher Education, Prison, National Guard, and Employment Populations among Blacks in Michigan, by Gender, 1989

Sector	Male	Percentage of Total Population of Sector	Female	Percentage of Total Population of Sector
Higher education	18,313	3.3	33,562	6.0
Prison ^a	17,416	55.0	831	2.6
Michigan National Guard ^b	1,549	13.4	256	2.2
Employment ^c	40,000	5.0	40,000	5.0

SOURCE: Michigan Department of Education, Michigan Postsecondary Education Database, and personal communications with the Michigan Department of Corrections, the Michigan National Guard, and the Michigan Employment Security Commission.

NOTE: According to the 1980 Census, blacks comprise about 13 percent of the general population. Using that figure, they are underrepresented in higher education, substantially overrepresented in prisons, overrepresented in the National Guard, and underrepresented in the employment sector. Black females outnumber black males nearly two to one in higher education; black males outnumber black females nearly twenty to one in prison and six to one in the National Guard; the genders are equally represented in the employment sector. While these comparisons are not fully accurate—the ages covered vary in each sector—they give a general idea about where minorities are if not in college.

^aThe number of male and female prisoners are estimates based upon the distribution of the total prison population, by gender, in 1989.

^bThis number is based on the number of blacks of all ages enlisted in the Michigan National Guard. It does not include the number of people on active duty in the Army, Navy, Air Force, Marines, or Coast Guard.

^cThis number includes only those people between the ages of 16 and 24 who are employed.

encouraging for Hispanic males; the ratio in this group is 10:1, compared to 17:1 for white males. (See exhibits 9 and 10.) How do these statistics translate into dollars? Although estimates vary, it costs approximately \$4,600 to send a student to a public higher education institution for one year (that includes tuition, fees, room, and board); it costs in excess of \$25,000 to keep a person in prison for the same amount of time. While attending college does not guarantee that a person will be self-supporting and make positive contributions to society (just as a prison record need not prevent someone from doing so), chances are that the smaller investment in education will reap much larger long-term benefits for the individual and society than will the much larger investment in incarceration.

On a more positive note, blacks, particularly males, are significantly overrepresented in the Michigan National Guard, where they comprise 15.6 percent of the total; of that amount, 2.2 percent are female, and 13.4 percent are male. Although similar data are not available for those on active duty in the other branches of military service, Michigan National Guard officials believe that black males are overrepresented in the other branches as well. This is encouraging because participation in the armed forces opens up substantial opportunities for education and/or training.

BEYOND THE STATISTICS

While analyzing minority enrollment trends is the primary goal of this report, PSC recognizes fully that facts and figures are only a small part of a much broader and more important issue. The questions the

EXHIBIT 9

Higher Education, Prison, National Guard, and Employment Populations among Hispanics in Michigan, by Gender, 1989

Sector	Male	Percentage of Total Population of Sector	Female	Percentage of Total Population of Sector
Higher education	3,818	0.68	4,292	0.76
Prison ^a	384	1.2	18	0.06
Michigan National Guard ^b	152	1.3	11	0.09
Employment ^c	NA	NA	10,000	1.3

SOURCE: Michigan Department of Education, Michigan Postsecondary Education Database, and personal communications with the Michigan Department of Corrections, the Michigan National Guard, and the Michigan Employment Security Commission.

NOTE: It is difficult to compare data on Hispanics as a percentage of the total population because people of Spanish origin are dispersed among various racial groups in population statistics. For the purpose of this report, however, PSC will use statistics compiled by Donnelley Marketing Information Services, which estimates the Spanish population in Michigan at 1.8 percent of the total. With that as the base, it appears that Hispanics are slightly underrepresented in higher education and slightly overrepresented in the National Guard. Hispanics' percentage of the prison population is exactly equal to their percentage of the general population; employment cannot be determined because data are not available on Hispanic males. Hispanic females slightly outnumber Hispanic males in higher education, and Hispanic males outnumber Hispanic females in both prison and the National Guard.

^aThe numbers of male and female Hispanic prisoners are estimates based upon the distribution of the total prison population, by gender, in 1989.

^bThis figure is based on the number of Hispanics of all ages enlisted in the Michigan National Guard. It does not include the number of people on active duty in the Army, Navy, Air Force, Marines, or the Coast Guard.

^cThis number includes only those people between the ages of 16 and 24 who are employed.

EXHIBIT 10

**Higher Education, Prison, National Guard, and Employment
Populations among Whites in Michigan, by Gender, 1989**

Sector	Male	Percentage of Total Population of Sector	Female	Percentage of Total Population of Sector
Higher Education	209,522	37.3	259,280	46.2
Prison ^a	12,041	38.2	495	1.6
Michigan National Guard ^b	8,851	76.3	673	5.8
Employment ^c	360,000	45.4	339,000	42.7

SOURCE: Michigan Department of Education, Michigan Postsecondary Education Database, and personal communications with the Michigan Department of Corrections, the Michigan National Guard, and the Michigan Employment Security Commission.

NOTE: According to the 1980 Census, whites comprise about 85 percent of the population. Using that figure, they are slightly underrepresented in higher education, underrepresented in prison, slightly underrepresented in the National Guard, and overrepresented in the employment sector. White females slightly outnumber white males in higher education; white males outnumber white females nearly 24 to one in prison and 13 to one in the National Guard; and white males and white females are almost equally represented in the employment sector.

^aThe numbers of male and female white prisoners are estimates based upon the distribution of the total prison population, by gender, in 1989.

^bThis number is based on the number of whites of all ages enlisted in the Michigan National Guard. It does not include the number of people on active duty in the Army, Navy, Air Force, Marines, or Coast Guard.

^cThis number includes only those people between the ages of 16 and 24 who are employed.

statistics beg are: What price is Michigan paying by not tapping fully into this large pool of potential talent, skill, and intellect? Can the state afford to pay that price in a more competitive economy and diverse society? How do minority students view the barriers to higher education, and what do *they* think would help them participate more fully in college? Who is responsible for critically analyzing the state's minority initiatives to determine what works and what does not, so that funds can be put to the best and most effective use? What are Michigan businesses doing to ensure that they have qualified minority candidates for employment? Why does the notion still persist that certain students simply are not college material and, therefore, do not warrant serious attention and consideration? Why is it that so many Michigan children still do not know that college is an option for them for advancement?

PSC believes the price of not educating minorities—particularly in the coming century—is too high, both in economic and human terms. While we commend the state's institutions of higher learning for their recent efforts to open their doors to minorities, we hope that the moderate success experienced will not engender complacency. Programs to encourage minorities to attend colleges and universities need to be strengthened and expanded. More important, similar programs must be put in place to help keep minority students in college once they have enrolled. Only then can Michigan hope to tap fully into its human resources to confront the challenges ahead.

APPENDIX 1

Enrollment by Institution and Group,
Michigan Public Four-Year Universities, 1988 and 1989

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
Central Michigan University	1988	19,024	396	2.1	97	0.5	79	0.4	145	0.8	18,090	95.1	717	3.8
	1989	19,195	448	2.3	104	0.5	89	0.5	154	0.8	18,231	95.0	795	4.1
Eastern Michigan University	1988	23,077	1,524	6.6	75	0.3	257	1.1	292	1.3	19,436	84.2	2,148	9.3 ^a
	1989	23,288	1,589	6.8	74	0.3	301	1.3	276	1.2	19,444	83.5	2,240	9.6 ^a
Ferris State University	1988	11,762	460	3.9	43	0.4	54	0.5	81	0.7	10,949	93.1	638	5.4
	1989	11,847	537	4.5	45	0.4	58	0.5	91	0.8	10,935	92.3	731	6.2
Grand Valley State University	1988	9,768	280	2.9	28	0.3	74	0.7	104	1.1	9,248	94.7	412	4.2
	1989	10,914	371	3.4	37	0.3	94	0.9	140	1.3	10,015	91.8	642	5.9 ^a
Lake Superior State University	1988	3,155	41	1.3	151	4.8	9	0.3	14	0.4	2,238	70.9	215	6.8
	1989	3,432	49	1.4	153	4.5	10	0.3	15	0.4	2,425	70.7	227	6.6
Michigan State University	1988	44,480	2,731	6.1	148	0.3	797	1.8	618	1.4	37,926	85.3	4,294	9.7
	1989	44,467	2,884	6.5	132	0.3	859	1.9	667	1.5	37,552	84.4	4,542	10.2 ^a
Michigan Technological University	1988	6,502	36	0.5	32	0.5	94	1.4	35	0.5	5,992	92.2	197	3.0
	1989	6,408	56	0.9	34	0.5	93	1.5	40	0.6	5,827	90.9	220	3.4
Northern Michigan University	1988	8,185	176	2.2	135	1.6	30	0.4	51	0.6	7,752	94.7	392	4.8
	1989	8,375	189	2.3	155	1.9	32	0.4	35	0.4	7,933	94.7	411	4.9
Oakland University	1988	12,254	638	5.2	25	0.2	228	1.9	120	1.0	11,138	90.9	1,011	8.3
	1989	12,385	673	5.4	26	0.2	288	2.3	105	0.8	11,187	90.3	1,092	8.8
Saginaw Valley State University	1988	5,853	300	5.1	28	0.5	38	0.6	146	2.5	4,887	83.5	512	8.7 ^a
	1989	5,899	317	5.4	35	0.6	33	0.6	167	2.8	5,062	85.8	552	9.4 ^a
University of Michigan, Ann Arbor	1988	36,003	2,057	5.7	134	0.4	2,070	5.7	834	2.3	28,098	78.0	5,095	14.2 ^a
	1989	36,474	2,176	6.0	142	0.4	2,315	6.3	945	2.6	27,924	76.6	5,578	15.3 ^a

APPENDIX 1—Continued

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
University of Michigan, Dearborn	1988	7,494	424	5.7	46	0.6	246	3.3	140	1.9	6,599	88.1	856	11.4
	1989	7,617	523	6.9	48	0.6	258	3.4	145	1.9	6,607	86.7	974	12.8
University of Michigan, Flint	1988	6,315	474	7.5	62	1.0	63	1.0	67	1.1	4,946	78.3	666	10.5 ^a
	1989	6,506	444	6.8	60	0.9	72	1.1	72	1.1	5,419	83.3	648	10.0 ^a
Wayne State University	1988	30,751	6,722	21.9	198	0.6	1,064	3.5	501	1.6	20,858	67.8	8,485	27.6
	1989	32,477	7,176	22.1	135	0.4	918	2.8	449	1.4	22,468	69.2	8,678	26.7
Western Michigan University	1988	24,861	1,148	4.6	66	0.3	160	0.6	176	0.7	22,393	90.1	1,550	6.2
	1989	26,315	1,281	4.9	78	0.3	215	0.8	200	0.7	23,360	88.8	1,774	6.7 ^a
TOTAL	1988	249,081	17,401	7.0	1,288	0.5	5,263	2.1	3,324	1.3	210,550	84.5	27,276	11.0
	1989	255,599	18,713	7.3	1,285	0.5	5,635	2.2	3,501	1.4	214,389	83.9	29,134	11.4

SOURCES: Michigan Postsecondary Education Database, Michigan Department of Education; 1988 and 1989 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Differences in minority enrollment among institutions are a result of many factors, only one of which is an institution's efforts to enroll and graduate minority students. Minority enrollment in public four-year institutions increased 0.4 percent between 1988 and 1989. Black enrollment increased 0.3 percent, Hispanic enrollment increased 0.1 percent, Native American enrollment remained constant, and Asian enrollment increased 0.1 percent.

^aA portion of this institution's enrollment was classified as "race unknown."

APPENDIX 2

**Enrollment by Institution and Group,
Michigan Public Junior and Community Colleges, 1988 and 1989**

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
Alpena	1988	2,281	54	2.4	2	0.1	9	0.4	11	0.5	2,201	96.5	76	3.3
	1989	2,237	57	2.5	7	0.3	9	0.4	18	0.8	2,144	95.8	91	1.1
Bay de Noc	1988	2,171	0	0.0	56	2.6	1	0.1	4	0.2	2,109	97.1	61	2.8
	1989	2,257	3	0.1	58	2.6	4	0.2	6	0.3	2,186	96.9	71	3.1
Delta	1988	9,651	540	5.6	30	0.3	43	0.4	297	3.1	8,526	88.3	910	9.4 ^a
	1989	10,928	629	5.8	38	0.3	36	0.3	333	3.0	9,628	88.1	1,036	9.5 ^a
Glen Oaks	1988	1,370	18	1.3	3	0.2	6	0.4	5	0.4	1,336	97.5	32	2.3
	1989	1,690	66	3.9	7	0.4	19	7.1	8	0.5	1,586	93.8	100	5.9
Gogebic	1988	1,501	227	15.1	36	2.4	3	0.2	0	0.0	947	63.1	266	17.7 ^a
	1989	1,148	13	1.1	13	1.1	7	0.6	0	0.0	902	78.6	33	2.9 ^a
Grand Rapids	1988	10,634	677	6.4	100	0.9	143	1.3	165	1.6	9,527	89.6	1,085	10.2
	1989	11,387	734	6.4	109	1.0	135	1.2	191	1.7	10,183	89.4	1,169	11.0
Henry Ford	1988	15,191	2,108	13.3	81	0.5	219	1.4	325	2.1	13,089	82.6	2,733	17.3
	1989	16,126	2,060	12.8	79	0.7	269	1.7	321	2.0	11,676	72.4	2,729	16.9 ^a
Highland Park	1988	2,343	2,284	97.5	36	1.5	0	0.0	0	0.0	5	0.2	2,325	99.2 ^a
	1989	2,351	1,728	73.5	5	0.2	19	0.8	12	0.5	538	22.9	1,764	75.0
Jackson	1988	5,781	635	11.0	34	0.6	40	0.7	187	1.5	4,820	83.4	796	13.8 ^a
	1989	6,450	679	10.5	49	0.8	53	0.8	131	2.0	5,176	80.2	912	14.1 ^a
Kalamazoo	1988	9,164	663	7.2	94	1.0	74	0.8	108	1.2	7,931	86.5	939	10.2 ^a
	1989	10,167	681	6.7	90	0.9	80	0.8	118	1.2	8,719	85.8	969	9.5 ^a
Kellogg	1988	6,211	433	7.0	20	0.3	56	0.9	64	1.0	5,593	90.0	573	9.2
	1989	6,282	445	7.1	31	0.5	50	0.8	77	1.2	5,632	89.7	603	9.6

APPENDIX 2—Continued

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
Kirtland	1988	1,146	59	5.1	10	0.9	2	0.2	5	0.2	1,073	93.6	76	6.6
	1989	1,241	53	4.3	7	0.6	1	0.1	10	0.8	1,170	94.3	71	5.7
Lake Michigan	1988	3,020	383	12.7	21	0.7	26	0.9	26	0.9	2,557	84.7	456	15.1
	1989	3,338	400	12.0	22	0.7	42	1.3	36	1.1	2,830	84.8	500	15.0
Lansing	1988	21,474	1,265	5.9	145	0.7	303	1.4	480	2.2	18,116	84.4	2,193	10.2 ^a
	1989	21,716	1,290	5.9	157	0.7	334	1.5	531	2.4	18,637	85.8	2,312	10.6 ^a
Macomb	1988	31,466	424	1.3	116	0.4	288	0.9	173	0.5	26,885	85.4	1,001	3.2 ^a
	1989	31,670	465	1.5	157	0.5	318	1.0	201	0.6	26,755	84.5	1,141	3.6 ^a
Mid-Michigan	1988	1,910	8	0.4	12	0.6	3	0.2	10	0.5	1,823	95.4	33	1.7 ^a
	1989	2,178	13	0.6	22	1.0	5	0.2	22	1.0	2,092	96.1	62	2.8 ^a
Monroe	1988	3,083	35	1.1	7	0.2	12	0.4	26	0.8	2,992	97.0	80	2.6 ^a
	1989	3,261	29	0.9	11	0.3	15	0.5	47	1.4	3,144	96.4	102	3.1 ^a
Montcalm	1988	1,918	190	9.9	14	0.7	11	0.6	46	2.4	1,649	86.0	261	13.6 ^a
	1989	2,711	425	15.7	16	0.6	7	0.3	35	1.3	2,176	80.3	483	17.8 ^a
Mott	1988	10,517	1,508	14.3	121	1.2	46	0.4	204	1.9	8,617	81.9	1,879	17.9 ^a
	1989	10,469	1,488	14.2	131	1.3	66	0.6	194	1.9	8,570	81.9	1,879	17.9 ^a
Muskegon	1988	4,944	331	6.7	133	2.7	14	0.3	83	1.7	3,885	78.6	561	11.3 ^a
	1989	5,210	469	9.0	120	2.3	20	0.4	100	1.9	4,075	78.2	709	13.6 ^a
North Central	1988	1,629	12	0.7	45	2.8	4	0.2	7	0.4	1,539	94.5	68	4.8 ^a
	1989	1,832	12	0.7	56	3.1	7	0.4	10	0.5	1,735	94.9	85	4.6 ^a
Northwestern	1988	4,307	13	0.3	80	1.9	16	0.4	20	0.5	4,175	96.9	129	2.0
	1989	4,698	11	0.2	84	1.8	16	0.3	24	0.5	4,556	96.8	135	2.9
Oakland	1988	26,855	2,041	7.6	108	0.4	290	1.1	325	1.3	18,495	68.9	2,474	9.2 ^a
	1989	27,504	2,197	8.0	127	0.5	383	1.4	366	1.3	19,730	71.7	3,073	11.2 ^a
St. Clair	1988	4,065	60	1.5	9	0.2	4	0.1	43	1.2	3,869	95.6	121	3.0 ^a
	1989	4,333	64	1.5	19	0.4	10	0.2	45	1.0	4,146	95.7	138	3.2 ^a

APPENDIX 2—Continued

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
Schoolcraft	1988	8,499	294	3.5	16	0.2	80	0.9	51	0.6	8,007	94.2	441	5.2
	1989	9,011	284	3.2	26	0.3	84	0.9	72	0.8	8,494	94.3	466	5.2
Southwestern	1988	2,492	156	6.3	18	0.7	12	0.5	26	1.0	2,223	89.2	212	8.5
	1989	2,411	166	6.9	19	0.8	17	0.7	17	0.7	2,115	87.7	219	9.1
Washtenaw	1988	9,527	984	10.3	79	0.8	245	2.6	109	1.1	7,216	75.7	1,417	14.9 ^a
	1989	10,117	1,090	10.8	90	0.9	262	2.6	168	1.7	7,912	78.2	1,610	15.9 ^a
Wayne	1988	12,100	6,399	52.9	82	0.7	120	1.0	228	1.9	2,892	23.9	6,829	56.4 ^a
	1989	10,269	6,808	66.3	109	1.1	154	1.5	167	1.6	2,910	28.3	7,238	70.5
West Shore	1988	1,186	13	1.1	8	0.7	4	0.3	13	1.1	1,145	96.5	38	3.2 ^a
	1989	1,226	12	1.0	8	0.7	0	0.0	14	1.1	1,192	97.2	34	2.8
TOTAL	1988	217,036	21,814	10.1	1,511	0.7	2,074	1.0	2,946	1.4	173,197	79.8	28,345	13.1
	1989	224,218	22,371	10.0	1,667	0.7	2,422	1.1	3,274	1.5	180,599	80.5	29,734	13.3

SOURCES: Michigan Postsecondary Education Database, Michigan Department of Education; 1988 and 1989 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: Minority enrollment in Michigan public community and junior colleges increased 0.2 percent between 1988 and 1989. Black enrollment decreased 0.1 percent, Hispanic enrollment increased 0.1 percent, Native American enrollment remained the same, and Asian enrollment increased 0.1 percent.

^aA portion of this institution's enrollment was classified as "race unknown."

APPENDIX 3

**Enrollment by Institution and Group,
Michigan Independent Colleges and Universities, 1988 and 1989**

School	Year	Total	Black	Native American		Asian	Hispanic		White	Total Minority				
				%	%		%	%		%	%			
Adrian College	1988	1,228	43	3.5	7	0.6	13	1.1	16	1.3	1,127	91.8	79	6.4
	1989	1,207	47	3.9	8	0.7	9	0.7	16	1.3	1,098	91.0	80	6.6
Albion College	1988	1,652	39	2.4	0	0.0	28	1.7	4	0.2	1,567	94.9	71	4.3
	1989	1,639	41	2.5	0	0.0	42	2.6	9	0.5	1,537	93.8	92	5.6
Alma College	1988	1,196	14	1.2	1	0.1	5	0.4	8	0.7	1,165	97.4	28	2.3
	1989	1,241	16	1.3	2	0.2	8	0.6	10	0.8	1,193	96.1	36	2.9
Andrews University	1988	2,858	431	15.1	17	0.6	153	5.4	102	6.4	1,634	57.2	783	27.4
	1989	2,998	442	14.7	15	0.5	168	5.6	193	6.4	1,689	56.3	818	27.3 ^a
Aquinas College	1988	2,535	90	3.6	7	0.3	21	0.8	27	1.1	2,075	81.9	145	5.7 ^a
	1989	2,633	102	3.9	8	0.3	19	0.7	30	1.1	2,112	80.2	159	6.0 ^a
Baker College of Business (2)	1988	3,554	361	10.2	21	0.6	38	1.1	30	0.8	3,104	87.3	450	12.7
	1989	4,176	433	10.4	22	0.5	47	1.1	47	1.1	3,626	86.8	549	13.1 ^a
Calvin College	1988	4,448	46	1.0	5	0.1	42	0.9	16	0.4	3,964	89.1	109	2.5
	1989	4,305	41	1.0	7	0.2	79	1.1	14	0.3	3,833	89.0	141	3.3 ^a
Center for Creative Studies	1988	1,114	71	6.4	2	0.2	16	1.4	12	1.1	994	89.2	101	9.1
	1989	1,118	63	5.6	3	0.3	23	2.1	11	1.0	1,001	89.5	100	8.9 ^a
Davenport College of Business (3)	1988	5,339	364	6.8	21	0.4	49	0.9	203	3.8	4,701	88.1	637	11.9
	1989	6,204	475	7.7	43	0.7	69	1.1	194	3.1	5,409	87.2	781	12.6
Detroit College of Business (3)	1988	4,452	1,911	42.9	9	0.2	16	0.4	76	1.7	2,436	54.7	2,012	45.2
	1989	4,530	2,049	45.2	13	0.3	32	0.7	80	1.8	2,339	51.6	2,174	48.0 ^a
General Motors Institute	1988	3,068	170	5.5	8	0.3	154	5.0	40	1.3	2,450	79.9	372	12.1
	1989	3,149	171	5.4	7	0.2	171	5.4	42	1.3	2,496	79.3	391	12.4 ^a

APPENDIX 3—Continued

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
Hillsdale College	1988	1,071	12	1.1	0	0.0	0	0.0	0	0.0	1,043	97.4	12	1.1
	1989	1,100	13	1.2	0	0.0	0	0.0	0	0.0	1,036	94.2	13	1.2
Hope College	1988	2,781	24	0.9	12	0.4	24	0.9	28	1.0	2,624	94.4	88	3.2
	1989	2,770	30	1.1	9	0.3	27	1.0	38	1.4	2,595	93.7	104	3.8
Jordan College	1988	2,271	1,325	58.3	8	0.4	5	0.2	17	0.7	916	40.3	1,355	60.0
	1989	2,140	1,253	58.6	10	0.5	7	0.3	31	1.4	839	39.2	1,301	61.0
Kalamazoo College	1988	1,255	22	1.8	2	0.2	59	4.7	9	0.7	1,102	87.8	92	7.3
	1989	1,270	27	2.2	5	0.4	61	4.8	8	0.6	1,120	88.2	101	8.0
Lawrence Institute of Technology	1988	5,443	398	7.3	31	0.6	93	1.7	71	1.3	4,723	86.8	593	11.0
	1989	5,509	444	8.1	38	0.7	114	2.1	78	1.4	4,719	85.7	674	12.2
Madonna College	1988	3,950	295	7.5	15	0.4	24	0.6	58	1.5	3,450	87.3	392	9.9
	1989	3,925	309	7.9	14	0.4	36	0.9	73	1.9	2,433	87.5	432	11.0
Marygrove College	1988	1,205	852	70.7	5	0.4	0	0.0	6	0.5	320	26.6	863	71.6
	1989	1,079	746	69.1	7	0.6	2	0.2	11	1.0	193	17.9	766	71.0
Mercy College	1988	2,362	866	36.7	4	0.2	30	1.3	27	1.1	1,372	58.1	927	39.2
	1989	2,218	875	39.4	6	0.3	21	0.9	23	1.0	1,259	56.8	925	41.7
Muskegon Business College	1988	1,741	140	8.0	1	0.1	2	0.1	27	1.6	1,571	90.2	170	9.8
	1989	1,779	167	9.4	11	0.6	8	0.4	43	2.4	1,550	87.1	229	12.9
Northwood Institute	1988	1,809	134	7.4	12	0.7	3	0.2	0	0.0	1,386	76.6	149	8.2
	1989	1,725	130	7.5	12	0.7	5	0.3	0	0.0	1,350	78.3	147	8.5
Siena Heights College	1988	1,667	108	6.5	2	0.1	9	0.5	67	4.0	1,460	87.6	186	11.2
	1989	1,617	100	6.2	1	0.1	9	0.6	62	3.8	1,448	89.5	172	10.6
Spring Arbor College	1988	1,319	190	14.4	2	0.2	9	0.7	11	0.8	1,085	82.3	212	16.1
	1989	1,542	174	11.3	4	0.8	3	0.2	13	0.8	1,334	86.5	194	12.6

APPENDIX 3—Continued

School	Year	Total	Black	%	Native American	%	Asian	%	Hispanic	%	White	%	Total Minority	%
University of Detroit	1988	6,021	1,099	18.3	22	0.4	111	1.8	66	1.1	4,401	73.1	1,298	21.6
	1989	5,832	1,143	19.6	25	0.4	122	2.1	80	1.4	3,908	67.0	1,370	23.5 ^a
Walsh College	1988	2,663	114	4.3	9	0.3	46	1.7	13	0.5	2,473	92.9	182	6.8
	1989	2,996	121	4.0	11	0.4	56	1.9	19	0.6	2,775	92.6	207	6.9
TOTAL	1988	79,357	10,562	13.3	307	0.4	1,090	1.4	1,260	1.6	62,779	79.1	13,219	16.7
	1989	81,855	10,791	13.2	335	0.4	1,340	1.6	1,335	1.6	63,814	78.0	13,801	16.9

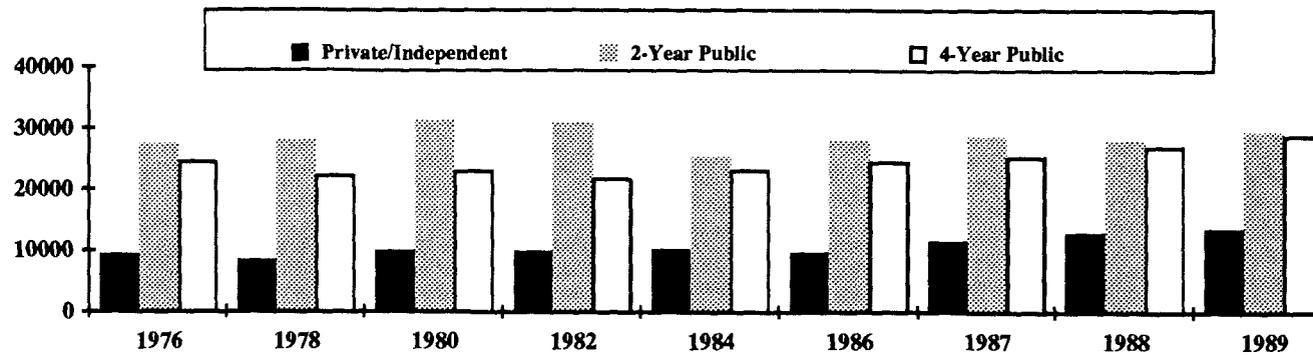
SOURCES: Michigan Postsecondary Education Database, Michigan Department of Education; 1988 and 1989 Integrated Postsecondary Education Data System Enrollment Reports.

NOTE: This exhibit includes institutions with fall 1988 enrollment greater than 1,000 students. Michigan independent colleges and universities showed a slight increase in minority enrollment between 1988 and 1989. Black enrollment decreased 0.1 percent, Asian enrollment increased 0.2 percent, and Native American and Hispanic enrollment remained the same.

^aA portion of this institution's enrollment was classified as "race unknown."

APPENDIX 4

Minority Enrollment in Michigan Colleges and Universities, Selected Years, 1976-89



SOURCES: Michigan Department of Education, Michigan Postsecondary Education Database, and Integrated Postsecondary Education Data Enrollment reports, 1988 and 1989.