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ABSTRACT

Data on earned degrees (by minorities) by selected fields of concentration are presented according to a national survey by the American Council on Education (ACE), Office of Minority Concerns. Its special focus is on the current critical issue of the escalating shortage of minority teachers. The following issues are discussed: minority high school graduation and college enrollment rates; degrees conferred (by race/ethnicity, by field, by historically black colleges and universities; and by historically black colleges and universities by field); the status of Adams v. Richardson; special focus on minorities in the teaching force (supply and demand for minority teachers; career intentions; employment status of recent college graduates certified to teach; composition of the teaching force; state teacher testing policies; what tests measure; and the impact of tests on minority access to the teaching force); the teacher education reform movement; and ACE initiatives on minority participation in higher education. Some of the significant points are that Black and Hispanic higher education participation rates have continued to decline since 1976; the number of degrees conferred to Blacks declined significantly between 1975-76 and 1984-85; in the academic year 1985, Hispanics and American Indians continued to earn degrees in numbers well below their proportion of the total population; and while the percentage of minority students in elementary and secondary public schools has increased, the percentage of minority teachers has decreased. Contains three figures and 13 tables. (SM)

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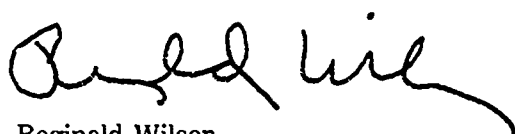
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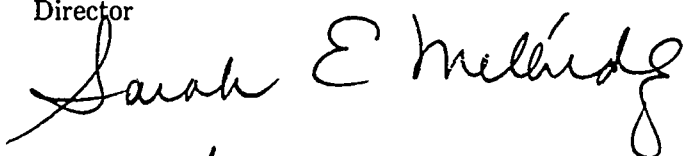
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The Office of Minority Concerns (OMC) of the American Council on Education is pleased to issue this Sixth Annual Status Report on Minorities in Higher Education. We hope the special focus on minorities in the teaching force will be useful and interesting to administrators and policymakers who are grappling with the need to increase the number of minority teachers, while moving forward on teacher education reform. Your comments are always welcome and helpful as we look forward to improving our reports in the future.

We wish to acknowledge the assistance of Laurent Ross, Barbara McKenna, Ann Davie, and Jack Caldwell.



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## EXECUTIVE SUMMARY

The following points are of sufficient significance to warrant calling them to the attention of our readers.

1. Black and Hispanic higher education participation rates have continued to decline since 1976, even though their high school completion rates have increased significantly.
2. The number of degrees conferred to Blacks declined significantly between 1975-76 and 1984-85. All other minority groups registered gains in degree attainment at every level.
3. In academic year 1985, despite increases in degree attainment at every level, Hispanics and American Indians continued to earn degrees in numbers well below their proportion of the total population.
4. Education is no longer the most frequently chosen degree field for minorities at the bachelor's level. As of 1984-85 it had slipped to third, after business and the social sciences.

5. Bachelor's degrees earned in education by minorities declined 50 percent between 1975-76 and 1984-85, and master's degrees declined 41 percent.
6. Between 1981-82 and 1984-85, degrees conferred by Historically Black Colleges and Universities (HBCUs) increased at the sub-baccalaureate, doctoral, and first professional degree levels, but declined at the bachelor's and master's levels.
7. Between 1981-82 and 1983-84, degrees conferred in education by HBCUs increased at the doctoral level, but declined 27 percent at the bachelor's and 11 percent at the master's levels.
8. While the percentage of minority students in elementary and secondary public schools has increased, the percentage of minority school teachers has decreased.
9. As of 1986, more teachers in the southeast, a region with a high percentage of Black teachers, were required to pass a competency test prior to their initial certification than were new teachers in other regions.
10. Teacher testing is on the rise despite the fact that there has been no agreement on whether such tests actually measure teaching competence, and despite the disproportionately high failure rates of minority groups.
11. Most states with high proportions of minority public school enrollments have minority teachers in proportions well below the minority enrollment.
12. States with large minority enrollments in the public schools are hiring minority teachers in numbers below their current — low — participation in the teaching force.

The declines in Black participation and degree attainment have reached alarming proportions. The declining participation of minorities, especially Blacks, in the teaching force is bound to cause further declines in Black college enrollments and graduation rates. These statistics continue to clamor for the attention of the higher education community.

## INTRODUCTION

The Office of Minority Concerns of the American Council on Education, in each yearly status report, has presented the latest available data on minority participation in higher education. As in past years, we have compiled the latest statistics on high school graduations, college enrollments, and degrees earned. This year, however, we are not reporting data on minority participation in administration and faculty, as there are no statistics more recent than those presented in the 1986 Annual Status Report. That report indicated for Blacks and Hispanics, respectively, a decline and plateau in faculty numbers, and slight increases in administrative positions.

In this report we present data on earned degrees by selected fields of concentration. The most popular degree fields have shifted in recent years, for the total higher education population as well as for minorities. Traditionally, minorities have been concentrated overwhelmingly in education and the social sciences. Although these still represent the two most often chosen fields, there has been a significant shift to other fields, such as business/management at the undergraduate level, and professional schools at the graduate level.

In past years, we have highlighted significant trends and discussed current issues that have a potential impact on the educational attainment of minorities. This year's special focus examines the current critical issue of the escalating shortage of minority teachers. In recent years, ACE and others have sounded alarms over the declining numbers of minority teachers and the high failure rates on teacher competency exams for both new and in-service minority teachers. Simultaneously with these warnings, the tide of education reform reached teacher education programs. Of the new round of teacher education reform studies, *Tomorrow's Teachers*, the report of the Holmes Group, and *A Nation Prepared: Teachers for the 21st Century*, the Carnegie Foundation report, have generated the most discussion.

Plans for reforming teacher education must proceed with full information about the potential impact of such reforms on the educational attainment of the nation's minority youth. To that end, we discuss briefly the teacher education reform movement, the

participation of minorities in the teaching force, trends in teacher testing, what tests actually test, and implications of these issues for the continuing supply of minority teachers. These issues have never been more critical, since the proportion of minority students in the public schools is growing rapidly.

Finally, we describe briefly a current initiative of the American Council on Education (ACE) directed at calling the nation's attention to the seriousness of the continued underrepresentation of minorities in higher education. An important component of ACE's initiative is a project to assist colleges and universities in developing and implementing plans for increasing minority participation.

## MINORITY HIGH SCHOOL GRADUATION AND COLLEGE ENROLLMENT RATES

College participation rates for minority youth have been declining in the 1980s. The data reported in Table 1 clearly indicate that since 1976, Black high school graduates have been enrolling in college at a substantially lower rate. College enrollment rates for Blacks increased from 29.2 percent of high school graduates in 1971 to 33.5 percent in 1976.

According to the latest data from the Bureau of the Census, however, between 1976 and 1985 the percentage of Black high school graduates entering colleges dropped to 26.1 percent (see Figure 1). As stated in the 1986 Status Report, this decline is particularly alarming since during this same period the number and rate of Blacks graduating from high school increased significantly. In 1976 just over two-thirds, or 67.5 percent, of the 3.3 million 18-24-year-old Blacks graduated from high school. In 1985, those figures had increased to 75.6 percent and 3.7 million, respectively (see Figure 2).

The college participation rate for Hispanics was not much better than for Blacks. Although the number of Hispanic high school graduates entering college increased by 21 percent between 1976 and 1985, their age cohort increased by 43 percent during that same period. The college participation rate for 18-24-year-old Hispanic high school graduates declined

from a high of 35.8 percent in 1976 to 26.9 percent in 1985. The high school graduation rate for Hispanics increased considerably since the mid 1970s but Hispanics continued to maintain the lowest graduation rate (62.9 percent), compared to 83.6 percent for whites and 75.6 percent for Blacks. Thus, Hispanics represent a larger percentage of their age cohort, but a smaller percentage of them are pursuing a college education.

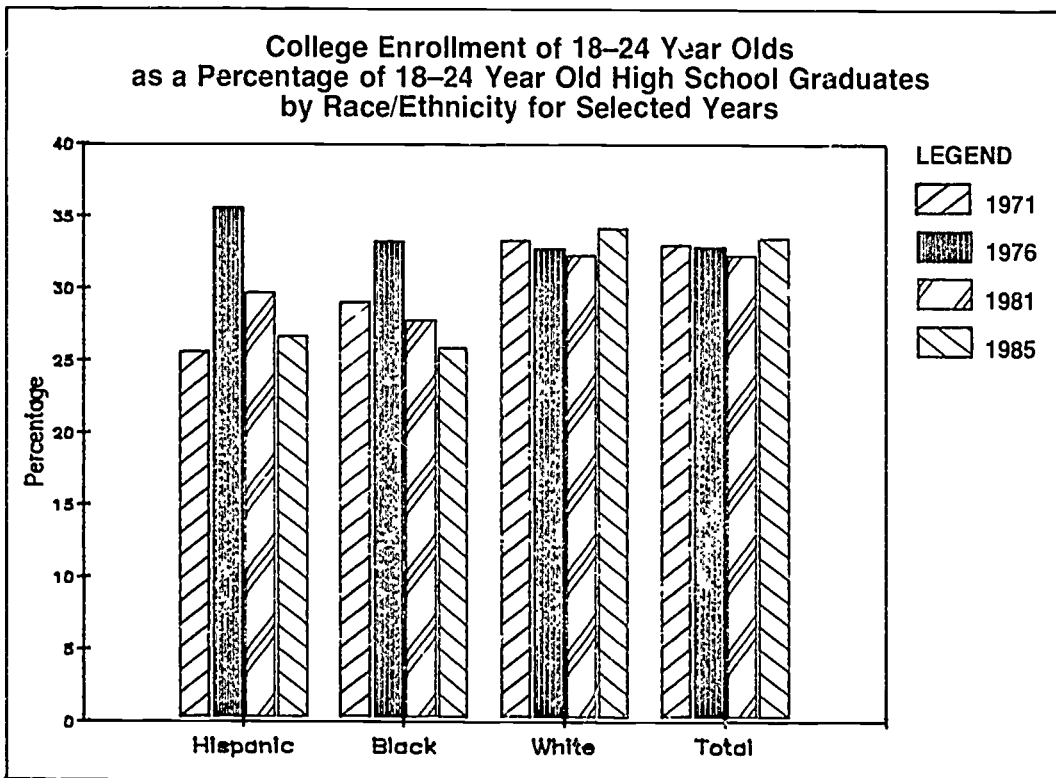
These disturbing data lead to the question: Where are the minority high school graduates who are not entering college? Higher enrollment of minority youth in vocational-technical schools appears to be one answer. Minorities make up 32 percent of the enrollment in proprietary, business, and technical schools.<sup>1</sup> The military is another alternative that a higher percentage of college-age Blacks are taking — some out of choice and many out of financial need. Blacks represented 19.0 percent of the active duty forces in 1984, up from 14.8 percent in 1975. That increase appears more stunning in absolute numbers: The Black share of the active duty forces increased by 96,583.<sup>2</sup>

A common perception is that more minority high school graduates are choosing to work instead of to go to college. There do not appear to be any definitive data to support this perception. Unemployment figures indicate that many of the Black youth who are not in college or in the military are probably unemployed. While the 1986 unemployment rates for whites aged 18-19 and 20-24, with four years of high school, were 13.8 and 9.4 percent, respectively, the corresponding figures for Blacks were 40.6 and 26.7 percent. Hispanic unemployment was not as high as that for Blacks but significantly higher than that for whites in the younger age group: 19.5 and 9.4 percent.<sup>3</sup>

## DEGREES CONFERRED

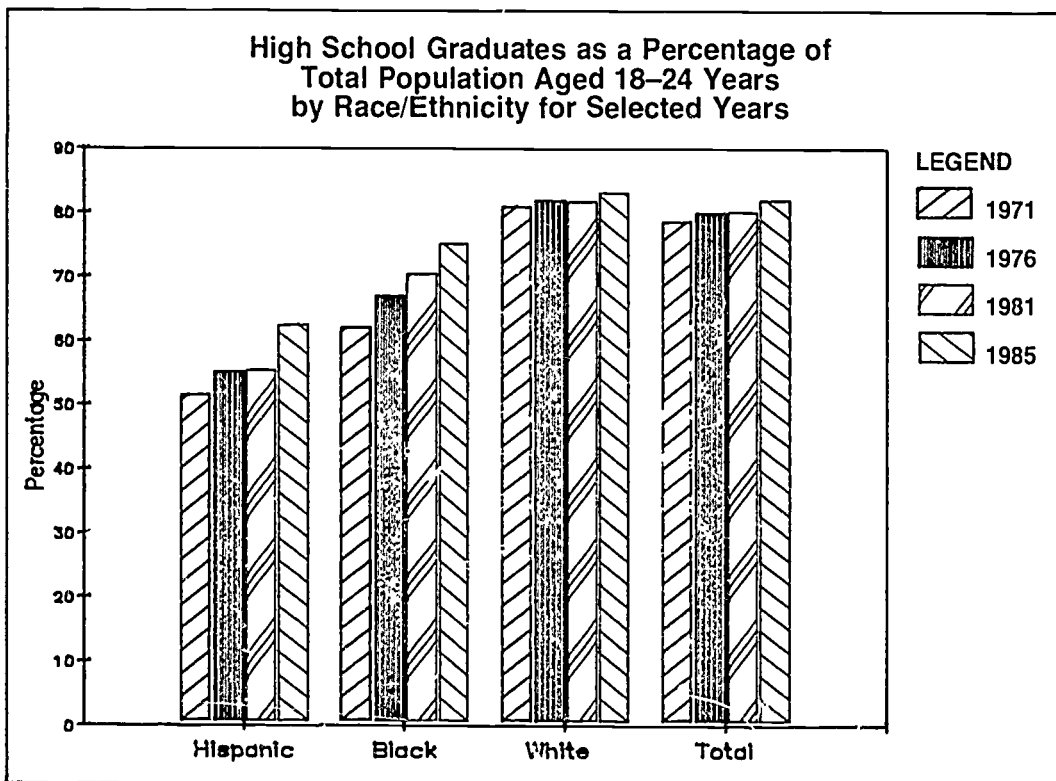
The most current racial/ethnic data available on earned degrees are for 1984-85. Underreporting and non-reporting of racial/ethnic data by a few institutions resulted in slightly smaller totals on tables showing racial/ethnic data than totals appearing in tables that do not disaggregate racial/ethnic data (see Tables 2 and 3A-3B). Table 2 shows a 3.8 percent gain in the total number of degrees awarded between 1975-76 and 1984-85. These data show a

Figure 1



SOURCE U.S. Department of Commerce, Bureau of the Census, *Current Population Reports, Series P-20, 247, 309, 373 and 409.*

Figure 2



SOURCE U.S. Department of Commerce, Bureau of the Census, *Current Population Reports, Series P-20, 247, 309, 373 and 409.*

6.7 percent increase in baccalaureates and a 20.9 percent increase in the number of first-professional degrees conferred. Conversely, the number of master's and doctoral degrees awarded decreased 7.4 and 2.5 percent, respectively, during this same period.

An analysis by sex reveals that women generally made gains in the number of degrees awarded while men lost ground. Women made significant gains in the number of baccalaureate, doctoral, and first-professional degrees earned during this nine year period. From 1975-76 to 1984-85, women gained 18.7 percent in baccalaureate degrees, 55.4 percent in doctoral degrees, and 150.3 percent in first-professional degrees, but remained stable in the number of master's degrees (-0.6 percent decline). Women's gains were in sharp contrast to the general declines in the number of degrees awarded to men at every level. For men, earned degrees declined 3.4 percent at the baccalaureate level, 13.3 percent at the master's level, 16.6 percent at the doctoral level, and 3.6 percent at the first-professional level. Gains made by women generally offset declines in the number of degrees awarded to men, resulting in overall gains in the number of baccalaureates and first-professional degrees awarded. A disaggregation of the data by race/ethnicity yields a somewhat different perspective, particularly for Blacks.

## Degrees Conferred by Race/Ethnicity

Minorities as a group earned 23.1 percent more baccalaureates, 33.7 percent more doctorates, and 41.7 percent more first-professional degrees between 1975-76 and 1984-85. At the master's level, they registered a slight decline (-1.9 percent), caused by a 4.0 percent loss by women (see Tables 3A-3D).

As indicated in Tables 3A-3D, during the same period, Asians, Hispanics, American Indians, and nonresident aliens made significant gains in the number of degrees awarded at nearly all levels. Asian females increased the number of degrees by 142.9, 95.9, 195.1, and 217.7 percent at the bachelor's, master's, doctoral, and first-professional degree levels. Asian men increased the number of degrees by over 114.5 percent at the baccalaureate level, 101 percent at the master's level 67.1 percent at the doctoral level and 53.0 percent at the first-

professional degree level. Nonresident aliens obtained 94.6 percent more baccalaureate degrees, 67.7 percent additional master's, 30.7 percent more doctoral degrees, and 3.9 percent more first-professional degrees in 1984-85 than in 1975-76. American Indians gained 21.4 percent more baccalaureates, 60.4 percent more master's, 28 percent more doctorates, and 31.2 percent more first-professional degrees in 1984-85 than they had in 1975-76. Although the percentage increase between 1975-76 and 1984-85 is significant, fewer than 2,000 American Indians received post-baccalaureate degrees in 1984-85 (see Tables 3B-3D).

Hispanics registered gains in degrees earned at all levels. In 1975-76, Hispanics received 17,964 baccalaureate degrees. This number increased to 25,874 in 1984-85 a 44.0 percent increase (see Table 3A). Both Hispanic women and men received more bachelor's degrees in 1984-85 than they did in 1975-76, 72.9 percent and 21.9 percent, respectively. Master's degrees awarded to Hispanics increased by 29.5 percent, which represented a large gain for Hispanic women — 56.5 percent, and a modest gain for Hispanic men — 6.7 percent (see Table 3B). At the doctoral level they increased 71.1 percent, with women making the largest gain, 130.0 percent, and men increasing 49.1 percent (see Table 3C). First-professional degrees awarded to Hispanics increased 74.6 percent. Hispanic women increased their first-professional degrees by a stunning 233.3 percent, but the actual number of these degrees earned by women remained very low — 645 in 1984-85.

Although Hispanics have made considerable gains in the number of degrees earned, they continue to be one of the most underrepresented populations in higher education, particularly at the four-year level. As of academic year 1985, Hispanics represented 8.2 percent of the 18-24-year-old population, but only 4.3 percent of the enrollment in higher education and received only 2.7 percent of the baccalaureate degrees.

Blacks were the only minority group to experience declines in the number of degrees awarded at nearly all levels between 1975-76 and 1984-85. The number of baccalaureate degrees conferred to Blacks declined, as did their total enrollment in higher education. Black enrollments increased between 1976 and 1980 but declined by over 3 percent since 1980.<sup>4</sup> In



fall 1984. Blacks represented 9.5 percent of the enrollments in higher education, yet they received only 5.9 percent of the baccalaureate degrees. Approximately 5.0 percent of the graduate school enrollment was Black in fall 1984, and they represented 5.0 percent of the master's and 3.6 percent of the doctoral degrees awarded during that academic year (see Tables 3A-3D).

Black men sustained the greatest loss in the number of degrees conferred, 10.2 percent at the baccalaureate level, 33.4 percent at the master's level, and 27.2 percent at the doctoral level. Conversely, Black women received 2.9 percent more baccalaureate degrees in 1984-85 than in 1975-76, and 34.1 percent more doctoral degrees. Black women, however, received 30.3 percent fewer master's degrees in 1984-85 than in 1975-76 (see Table 3B).

As indicated in Table 3D, the number of first-professional degrees increased for all ethnic/racial groups. First-professional degrees earned increased by 88.8 percent for Asians, 12.2 percent for whites, 74.6 percent for Hispanics, 12.4 percent for Blacks, and 31.2 percent for American Indians. Table 3D further indicates that within each ethnic group women significantly increased the number of first-professional degrees earned while men experienced modest gains at best. Asian men were again the exception. They received 53.0 percent more first-professional degrees in 1984-85 than in 1975-76. Black men declined 19.5 percent in the number of degrees at this level between 1975-76 and 1984-85.

In summary, while Asians made rapid and outstanding gains in their attainment of degrees, Blacks slipped considerably in the number of degrees earned at all levels except first-professional degrees; Hispanics experienced significant gains in the number of baccalaureates, doctorates, and first-professional degrees and moderate gains in the number of master's degrees; and American Indians tended to make only slight gains in the number of baccalaureates, master's, and doctorates received.

Since the late 1970s many experts and researchers have predicted that the lowered enrollments of Blacks in higher education would inevitably reduce the number of earned degrees for this group. As of 1980-81 this reversal was well underway; 1984-85 data indicate that this downward spiral continues for Black women at the bachelor's and master's

levels, and for Black men at every level. Furthermore, declines in baccalaureate attainment will cause further declines in graduate degree attainment in the future. For Blacks, enrollment, retention and graduation continue to require innovative and creative strategies if these declines are to be stemmed and reversed.

## Degrees Conferred by Field

Data from 1975-76 to 1984-85 for degrees conferred at the baccalaureate and master's levels indicate a continuing trend away from education and social sciences and towards business and management for degree recipients as a whole. Table 4A details the most frequently chosen fields of concentration of minority baccalaureate recipients for 1975-76 and 1984-85. In 1975-76 education was the most frequently chosen field, but by 1984-85 it had slipped to the third most popular degree field for minorities. Business/management was by far the most popular area of concentration in 1984-85 for all minority degree recipients, at both the baccalaureate and master's levels. Education and the social sciences awarded 50.2 percent and 28.2 percent, respectively, fewer baccalaureate degrees to minorities in 1984-85 than in 1975-76. In general, minorities received more bachelor's degrees in business/management, engineering, life sciences, and the health professions in 1984-85 than in 1975-76. This can be attributed, at least in part, to the increasing number of Blacks majoring in business and the tremendous increase in the number of degrees awarded to Asians in engineering. Although the number of Black and Hispanic engineers continues to be small, both groups achieved dramatic increases in engineering degrees — 48.8 percent for Blacks and 111.1 percent for Hispanics.

Asians received more than four times as many engineering degrees in 1984-85 as in 1975-76. They made the greatest proportional increase in this field of any racial/ethnic group. Asians also received nearly three times as many baccalaureate degrees in business/management in 1984-85 as in 1975-76. As indicated in Table 4A, bachelor's degrees for Asians were heavily concentrated in these two fields, followed by the social sciences, life sciences, the health professions, and education.

The most popular degree field for Blacks shifted from education to business/management. In 1975-76 education degrees accounted for 24.0 percent of the baccalaureate degrees awarded to Blacks but by 1984-85 that percentage dwindled to 9.5.\* In contrast, business/management represented 16.0 percent of the bachelor's degrees awarded to Blacks in 1975-76 and 24.0 percent in 1984-85.\*

Hispanics followed the same general pattern as Blacks; they increased their concentration of degrees in business/management by 127.6 percent, decreased the number of degrees in education by 10.5 percent and in the social sciences by 6.1 percent. However, their declines in both fields were not as dramatic as the declines of Blacks. Between 1975-76 and 1984-85, Hispanics more than doubled the number of baccalaureate degrees received in engineering, and obtained 42.2 and 72.0 percent more degrees in the life sciences and in the health professions, respectively.

American Indians and nonresident aliens increased their concentration of degrees in business and engineering. American Indians received 35.0 percent fewer baccalaureate degrees in education and 13.0 percent fewer in the social sciences. Nonresident aliens were the only group to receive more baccalaureate degrees in education in 1984-85 than in 1975-76, with a 36.1 percent gain.

As indicated in Table 4B, degrees awarded at the master's level to minorities followed the same general trend set at the baccalaureate level. Between 1975-76 and 1984-85 nearly all racial/ethnic groups doubled or tripled the number of master's degrees received in business and management and made moderate to large gains in engineering. Although the number of master's degrees was down dramatically in education for Blacks (53.3 percent), and significantly for Asians (11.5 percent), American Indians and Hispanics gained 20.0 percent and 4.0 percent, respectively. Nonresident aliens also received more master's degrees in education in 1984-85 than in 1975-76 (25.5 percent).

Trends in the number of master's degrees awarded in the social sciences and health professions varied significantly with race/ethnicity. The social science fields had 24.3 percent fewer degrees awarded to

\* Calculated using data from Tables 3A and 4A.

minorities in 1984-85 than in 1975-76. Blacks received 52.2 percent and Hispanics 4.6 percent fewer degrees in this field, while American Indians gained 13.2 and Asians gained 64.0 percent.

At the doctoral level, the most frequently chosen field of study for all students has been education since 1966.<sup>5</sup> This field accounted for 21.0 percent of the doctoral degrees in 1986.<sup>6</sup> However, the number of doctorates conferred in education declined by nearly 11 percent between 1977 and 1986.<sup>7</sup> In 1985, minorities earned 25 percent of their doctoral degrees in education. The second most popular field for minorities was the social sciences followed by life sciences and physical sciences (see Table 4C). The Black share of doctorates in education and the social sciences was 7.4 and 4.0 percent, respectively; the Hispanic share was 2.3 and 2.6 percent, and the American Indian share was 0.7 and 0.4 percent (see Table 4D). Although minorities received a large percentage of their doctoral degrees in education and social sciences, they continue to be underrepresented in these fields.

Nonresident aliens earned more doctorates in every field than any minority group. Indeed, in every field but education, they earned more doctorates than all minority groups combined, and more doctorates in engineering than whites.

According to the most recent study by the National Research Council on doctorate recipients, Blacks received 52.0 percent and Hispanics 32.0 percent of their doctoral degrees in education in 1985.<sup>8</sup> The number of doctorates in education received by Blacks declined 26.0 percent between 1982 and 1986 (compared to 9.0 percent for whites), due to a 40 percent decrease in the number of doctorates in education earned by Black men.<sup>9</sup> Hispanics received 7.0 percent more doctorates in this field during this same period. Hispanics and Blacks followed the upward trend among all doctorate recipients in the social sciences, life sciences, and professional fields. At the doctoral level, however, Blacks and Hispanics remained the two least likely groups to choose engineering as a degree field.<sup>10</sup>

In both 1975 and 1985 Asians were heavily concentrated in the natural sciences and in engineering. Between 1975 and 1985 the number of Asians receiving doctorates in life sciences increased slightly while the number receiving engineering degrees declined.

## Degrees Conferred by Historically Black Colleges and Universities

Although they represent only a small fraction of all institutions, Historically Black Colleges and Universities (HBCUs) have educated the majority of Black professionals, educators, and leaders. The proportion of degrees conferred by HBCUs has decreased in recent years. They awarded 34% of baccalaureate degrees earned by Blacks while enrolling 18% of Black students in 1984-85. The total number of degrees conferred by HBCUs, has remained fairly stable since 1981-82.<sup>11</sup> HBCUs awarded 29,817 degrees in 1981-82 and 29,943 in 1984-85, an increase of 0.4 percent. However, there was considerable variation in the number of degrees conferred at each level. As detailed in Table 5, HBCUs doubled the number of doctorates conferred, from 87 in 1981-82 to 174 in 1984-85. The largest numerical gain was made at the sub-baccalaureate level, which increased from 2,349 degrees in 1981-82 to 3,147 in 1984-85, producing a gain of 34 percent. First-professional degrees also increased 6.8 percent during this period. Baccalaureate and master's degrees, however, declined, 2.6 percent and 5.3 percent, respectively.

## Degrees Conferred by HBCUs by Field

Table 5 indicates that the number of bachelor's and master's degrees conferred by HBCUs declined slightly. Table 6, however, shows significant declines in bachelor's and master's degrees in some of the fields of concentration awarding the most degrees overall. At the bachelor's level, there were declines in every field but business/management, and at the master's level only business/management and engineering showed increases.

Approximately 10 of the HBCUs have doctoral programs. Therefore, the number of doctorates conferred by these universities is small. At the doctoral level, there were increases in degrees conferred in education, social sciences, and engineering, but the numbers remain very small.

## THE STATUS OF THE ADAMS CASE

When Judge John H. Pratt's order to dismantle 10 previously segregated state higher education systems was upheld by the U.S. Court of Appeals in 1973 (*Adams v. Richardson*), plans were required to be filed indicating how these states would integrate the student bodies, faculties, and administrations of their public colleges and how they would "enhance" their historically Black colleges. In the nearly 15 years since that order, the states have moved with various degrees of compliance to implement those plans. Eight other states subsequently were added to the *Adams* mandate bringing the total number of states under the court order to eighteen. In 1985 and 1986 the plans of the original 10 states expired, and they were to submit evaluations of their degree of compliance to convince the court that they should be removed from the jurisdiction of the desegregation order. The Office of Civil Rights (OCR) of the Department of Education is required in 1987 to certify to the court that, indeed, these states are in compliance and should be removed from the order's jurisdiction, or that they are not. OCR had not made that certification at the time of this report's publication. However, several organizations have reviewed those state plans, and OCR must give their judgments serious consideration when it makes its own determination.

For example, the NAACP Legal Defense Fund (LDF), which filed the original *Adams* suit, maintains that "on virtually every measure, [the] states have failed to meet their desegregation targets" and their goals for enhancing traditionally Black institutions. "goals they themselves set in plans approved by [ED's] Office of Civil Rights."<sup>12</sup> Moreover, LDF charges, "the disparity in college-going rates between Blacks and whites has consistently worsened in the last decade."<sup>13</sup> Black participation has declined at all levels and that decline is compounded by "the states' aggressive efforts in reform at elementary and secondary levels [which] has hurt Blacks' college enrollment; the movement has escalated high school graduation requirements without emphasis on getting Black and disadvantaged students into college preparatory tracks."<sup>14</sup>

The states, on the other hand, while admitting that they have not achieved their enrollment goals, assert, "You can't say we're pleased with it. The main thing you can say is we've made a sincere effort."<sup>15</sup>

Meanwhile, enrollments and baccalaureate degree production in the HBCUs have begun to decline without a commensurate increase in Black enrollment in the traditionally white institutions in the *Adams* states. Even Pennsylvania, a northern *Adams* state, has done no better. That state's report to OCR admits that "nearly all of Pennsylvania public colleges and universities are falling short in the numerical goals spelled out in a court-ordered desegregation plan."<sup>16</sup> Therefore, a critical key to improvements in Black enrollment lies with the forthcoming determination by OCR as to whether "a sincere effort" that fails is sufficient to affirm compliance with the *Adams* court order, or whether OCR will insist on only numerical improvement as a criterion for desegregation compliance.

## SPECIAL FOCUS ON MINORITIES IN THE TEACHING FORCE

The desirability of having significant numbers of teachers from racial/ethnic backgrounds similar to those of students is generally accepted. Nevertheless, in recent years, the proportion of teachers from minority backgrounds has never approached parity, though Blacks were proportionally represented in 1970 at 12.0 percent of the teaching force. In recent years, the proportions of minority teachers have declined for Blacks as well as other minority groups, as have the numbers and percentage of students choosing education as a major. These trends mean that all students will see fewer minority teachers throughout their educational experience. This is particularly problematic for minority students who need minority teachers as role models.

Simultaneously with the recent declines in minority participation in the teaching force, there has been an increase in the number of states requiring standardized tests of new teachers, and in the number of studies of teacher education

recommending major changes in the way teachers are prepared. Both trends, i.e., increased testing and changes in teacher preparation programs, have important implications for the future supply of minority teachers.

## Supply and Demand For Minority Teachers

The United States has never had an adequate supply of qualified Black, Hispanic, Asian, or American Indian teachers. According to the most recent estimates, racial/ethnic minorities represent 23.3 percent of the total U.S. population, and 28.7 percent of the public elementary-and-secondary-school population. As of 1980, Black and Hispanic children comprised the majority of the elementary and secondary school enrollment in 32 of the 50 largest cities in the country.<sup>17</sup>

Table 7 shows the percentage of the nation's minority school-age children and teaching population in 1980 and 1984. During this period, the number of minority children enrolled in public schools increased from 26.7 to 28.7 percent, with Hispanics registering the greatest gains. In 1980, the total elementary and secondary school teaching force was 9.9 percent minority. Corresponding figures are not available for 1984 due to changes in the reporting procedure used by the Bureau of Labor Statistics. As of 1983, data were disaggregated for Blacks and Hispanics. Data for other racial and ethnic minorities were not reported.

According to these figures, in 1984, the elementary and secondary school teaching force was 8.9 percent Black and 2.5 percent Hispanic. Blacks and Hispanics represent the largest portion of the racial-ethnic minority teaching population. Between 1980 and 1984, the rate of increase for the Black and Hispanic school-age population was twice that of Black and Hispanic school teachers. The 1984 data clearly depict a severe shortage of Black and Hispanic teachers when compared to the increasing number of Black and Hispanic students. This was particularly true of states with large minority populations.

The 17 states with the largest minority school-age population are listed in Table 8 along with the number of minority teachers within the state. Although different years are used for comparison (1980 and 1984 for student data; 1979 and 1982 for

teacher data) general trend information can be extrapolated. Thirteen of these states registered increases in elementary and secondary school enrollments for minorities. Only two, Mississippi and Texas, showed slight decreases in these populations. Virginia and Florida had approximately the same percentage of minority school-age children enrolled in 1980 and 1984. The majority, 11, of these states experienced declines in the percentage of minorities in the teaching population between 1979 and 1982. Arkansas, California, and Illinois increased the percentage of minority teachers. In Maryland and Georgia, the proportion of minority students increased while the number of minority teachers remained the same during these two periods. Virginia was the only state with a high minority school-age population that held relatively steady in minority student and teaching populations. These data clearly indicate that in no state with a large minority population does the percentage of minority teachers come close to the percentage of minority students, and in most of these states, the number of minority teachers is declining while the numbers of Black, Hispanic, and Asian school-age students are increasing.

Table 8 also shows the percentage of newly hired minority teachers as of 1982. California and New York were the only states which hired minority teachers at or above their current representation in the teaching force. In 13 states, the percentage of new minority teachers hired in 1982 was substantially lower than the existing percentage of minority teachers within the state. As the current teaching force moves toward retirement, a more pronounced decline in the number of minority teachers appears imminent. It should be further noted that, in 1982, neither California nor New York had implemented a mandatory competency assessment of new teachers. In states that had a longer history of testing (Louisiana, Georgia, Florida, and North Carolina), the number of minority teachers leaving the system was larger than the number of new minority teachers being hired.

## Career Intentions

Education as an intended field of study has become less attractive to many college-bound seniors. Between 1977 and 1985, the number of students planning to major in education decreased from 13.8 percent to 7.1 percent.<sup>18</sup> By 1986 however, it appeared that the trend was in reversal, and a larger

number of students, 11.8 percent, were planning to pursue majors in education. Similar figures in 1977 and 1986 for predominantly Black colleges reveal a decrease from 13.4 percent to 8.7 percent.<sup>19</sup> Black colleges and universities historically have produced more than half of the nation's Black teachers.

In a 1987 study on career choices for minorities, Linda Darling Hammond, *et al*, found that, in addition to declines in the number of students planning to go into teaching, there were a number of major changes in the characteristics of students planning to become teachers. Hispanics were the only ethnic group that showed an increased interest in pursuing teaching as a career. Furthermore, "there has been a significant decrease in the mean aptitude scores of those planning to teach in 1980; in the grades earned in high school: in the number of math, science, and foreign language courses taken in high school; and in self-concept. Other notable changes are that between 1972 and 1980, there was a considerable increase in interest in teaching among students who had taken general and vocational curricula in high school, while students who had pursued an academic curriculum in high school were less likely than in 1972 to plan careers as teachers."<sup>20</sup>

## Employment Status of Recent College Graduates Certified To Teach

Despite a 6.0 percent rise in the total number of baccalaureate degrees awarded between 1976-77 and 1983-84, the proportion of graduates who became eligible or certified to teach declined sharply. Overall, there was a 42.0 percent decline in the number of newly qualified teachers between 1976-77 and 1983-84. Prior to 1981-82, data on the number of new teachers were not disaggregated by race/ethnicity; therefore, it is difficult to determine trends for each group. As indicated in Table 9, of the 1983-84 college graduates with a bachelor's degree who were certified to teach, 90.0 percent were white, 6.0 percent were Black, 2.3 percent were Hispanic, 1.2 percent were Asian, and 0.5 percent were American Indian. Of those who were actually teaching one year after graduation, 91.0 percent were certified. Asian, American Indian, and white teachers had a certification rate above this average. Blacks had the lowest certification rate for

newly employed teachers (78.0 percent). Approximately 82.0 percent of the Hispanic recent college graduates who were newly employed were certified. Blacks were the most and whites were the next most likely to be certified but not teaching.

The activity at the master's degree level for recipients certified to teach was somewhat different from that at the bachelor's. Of the graduates who were teaching one year after graduation, 97.0 percent were certified. At this level, Blacks were the least likely to be certified and not teaching, while whites were the most likely.

Although the number of newly certified graduates does not reflect the total pool of available teachers, it does give some indication of the future composition of the teaching force. Based on the fact that only 6.0 percent of the recent college graduates certified to teach were Black and 2.3 percent were Hispanic, the nation can only anticipate additional declines in the number of minority teachers.

## Composition of the Teaching Force

National data on the racial and ethnic composition of the elementary and secondary teaching force vary widely depending on the source and surveying methodology. As of 1984-85, according to the Office of Educational Research and Improvement of the Department of Education, 85.0 percent of the classroom teachers were white, 9.9 percent were Black and 4.4 percent were "other."<sup>21</sup> According to this study, two out of every three teachers were female. Unfortunately, the reported data were not disaggregated for Hispanics, Asians, and American Indians. Other recent data available on the participation of these groups in the teaching force are from the Elementary and Secondary Staff Information Survey of the Equal Employment Opportunity Commission (EEOC). These data showed that in 1982, 2.6 percent of the teaching force was Hispanic, 0.6 percent was Asian, 0.2 percent was American Indian, and 11.1 percent was Black. Whites comprised 85.4 percent of the full-time classroom teachers.<sup>22</sup> The National Education Association (NEA), in a study of *The Status of the American Public School Teachers 1985-86* data indicated that in 1986 the percentage of Black teachers had decreased to 6.9 percent from a high of 8.1 percent in 1981.<sup>23</sup> According to that study, the number

of other minority teachers had fluctuated greatly during that same period and as of 1986 stood at 3.4 percent. Needless to say, a more accurate and consistent accounting is needed on the racial and ethnic composition of the U.S. teaching force. However, even when the highest estimates of minority teachers are compared with the racial and ethnic composition of the nation's students, it becomes clear that the number of minority teachers is falling while the percentage of minority school-age children continues to grow as a proportion of the total school population.

## State Teacher Testing Policies

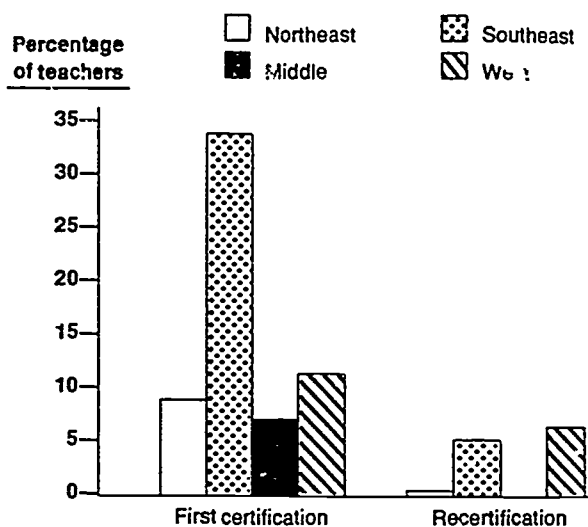
The teacher competency-testing movement began in the Southeast in 1964 when North Carolina required entering teachers to take the National Teachers Examination (NTE) for certification prior to entering the teaching profession. North Carolina was followed by Louisiana in 1977, with the enactment of testing requirements for prospective teachers, then Georgia and Florida in 1978. Since that time, teacher competency-testing has spread to a total of 45 states which have mandated testing in place or proposed.<sup>24</sup>

The results from a 1986 survey conducted by the National Education Association showed that states in southeastern and western regions of the country required passing a competency test for initial certification more than did states in other regions.<sup>25</sup> More than 34 percent of the teachers in the southeast were tested before they were allowed to enter the teaching profession, compared to 11.7 percent in the west, 9.0 percent in the northeast, and only 7.8 percent in the middle region (see Figure 3). More testing for teacher certification is conducted in the southeastern and western United States. Since minorities represent a higher proportion of the population in these regions than in the rest of the country, they are more likely, on a national basis, to have been subjected to certification testing than whites.

Mandated teacher testing began earlier and has been stronger in those states under the *Adams* desegregation court order. The negative impact on Black teachers has been greatest in those states that were mandated to increase Black educational participation. It is in the *Adams* states that the decline in minority teachers has been the greatest.

Figure 3

Percentage of Teachers Required to Pass a Competency Test, by Occasion and Region, 1986



SOURCE: National Education Association. *Status of the American Public School Teacher, 1985-86*. Washington, D.C.: National Education Association, 1987, used by permission.

Traditionally, mandated statewide testing has taken place at three levels: for entry into a teacher training program; for exit from that program or for initial certification; and as a condition for receiving a standard certificate or for certification renewal. According to a state survey of legislative action on this issue by the American Association of Colleges for Teacher Education (AACTE), as of spring 1986, 45 states had implemented or would soon implement testing requirements for certification. Twenty-three of these states required students to pass a test before entering a teacher education program, and eight states had tied assessment requirements to continued employment and/or certification renewal. As of 1988, another state will add this requirement, yielding a total of nine states with mandated recertification stipulations (see Tables 10 and 11).

As indicated in Tables 10 and 11, states vary widely in the areas they assess, the tests they administer, and the criteria they use to set minimum standards. The NTE is the most commonly used examination for certification; approximately 13 states use the

NTE. The American College Test (ACT), Pre-Professional Skills Test (PPST), and Scholastic Aptitude Test (SAT) are widely used for entering schools, colleges, and departments of education. A growing number of states have developed customized tests. These states include Alabama, Arizona, Georgia, Florida, Oklahoma, Texas, and West Virginia.

What Tests Measure

"The NTE, PPST, SAT, California Basic Educational Skills Test (CBEST), and ACT measure general knowledge and certain skills such as reading, writing, and mathematics. They do not measure teacher performance, classroom control, motivation techniques, application of knowledge in teaching situations, personality, or stress. Tests such as the NTE were never intended to predict teaching performance, and there are very low correlations between measures of teacher effectiveness and test scores."<sup>26</sup> Researchers have stated emphatically that "there are many problems involved in the correlation and predictive power of tests. Educational pencil-and-paper tests present the examinee with primarily cognitive tasks and have no predictive value."<sup>27</sup> "Although teacher competency tests are meant to screen out incompetent teachers, studies have not found any consistent relationship between scores on teacher competency tests and measures of performance in the classroom."<sup>28</sup> The predictive validity of pencil-and-paper tests has been questioned by numerous studies.<sup>29</sup>

The results of a national survey of one director of teacher certification and dean of education in each state indicated that the perception of what the tests measure and the test developer's intended uses were sometimes different.<sup>30</sup> Table 12 shows the number of responses to the question "What does the examination test?" indicated for each targeted category. The researcher concluded:

"In many instances, a given test was reported to be measuring two or more areas. In some instances, respondents identified single tests as measuring seven content areas. It is possible that educators at the highest levels may, in fact, know little about what those mandated tests actually measure."<sup>31</sup>

## The Impact of Tests on Minority Access to the Teaching Force

Comprehensive research on the impact of testing requirements has been difficult to pursue because of the variation in state teacher testing policies, the lack of state mandates to collect and release test results by race/ethnicity, and the lack of a state-by-state profile of minority performance on widely used teacher competency tests like the NTE and PPST.<sup>32</sup> It is essential to systematically collect data to develop state and national statistics on minority performance as a resource for formulating strategies to improve the passing rates for minorities.

Available data clearly indicate that a disproportionately high number of Black, Hispanic, and Asian candidates are being screened from the teaching profession. "This exclusionary trend is evident regardless of the state and regardless of the type of examination— admission or exit: standardized or customized; basic skill, subject matter, or professional knowledge."<sup>33</sup> Table 13 shows the passing rates by race and ethnicity for 15 states. The data clearly indicate that in every state that reported results, the passing rates for minorities were far below that of whites.

Table 13 indicates clearly that, with only two exceptions, every minority group had pass rates significantly below whites on every test and sub-test. Peter Garcia, in a study of teacher competency testing, found that, of the 16 states reporting results by race and ethnicity, "five states reported lower test scores for ethnic minorities on tests of professional education (pedagogy). Seven states reported lower test scores for minorities in the area of academics. Seven states reported lower test scores on certification tests."<sup>34</sup> The data, although limited, are clear; use of competency testing is screening minorities out of teaching at an alarmingly high rate at every level.

## THE TEACHER EDUCATION REFORM MOVEMENT

The Holmes Group report, *Tomorrow's Teachers*, and the report of the Carnegie Forum on Education and the Economy task force, *A Nation Prepared. Teachers for the 21st Century*, are the two recent reports on teacher preparation that have been most

discussed. They have caused a flurry of activity and conferences on reforming teacher education. They will probably be influential in effecting significant changes in the way elementary and secondary school teachers are prepared.

Any education reform is of critical importance to the educational attainment of minorities. Since minority students are overrepresented in the ranks of low achievers, dropouts, and those failing standardized tests, they stand to gain the most from improved teaching. For minorities, two imperatives must rule education reform. First, education reform must seek increased achievement outcomes for students as its primary goal. Second, education reform must result in a reflection in the teaching force of the multicultural diversity in the student body. Education reform that does not have these outcomes as its main goals must be considered deficient.

Any reform recommendations that can be easily distorted or reduced to simple solutions of "raising standards," increasing testing requirements, or lengthening the time required for qualifying to teach ought to be examined very carefully for their potential impact on the traditionally low and declining numbers and proportion of minority teachers in relation to the growing proportion of minority students in the nation's schools.

The Holmes report recommends eliminating the undergraduate major in education and requiring a master's degree for beginning teachers. While the merits of this recommendation can be argued from either side, it is important to remember that adding a year to study required for entering the profession will cause disproportionate economic hardship for minority students. For many, education may cease to be a viable career.

The report also recommends additional testing at each level of preparation for teaching. We have discussed above the low passing rates of minorities on teacher tests and the problems of what the tests actually measure. Additional testing should be studied thoroughly for its possible effect on the supply of minority teachers. Any requirements for additional and more rigorous tests should be accompanied by strategies and resources to increase the pass rates of minorities.



Another recommendation of the Holmes Group testifies to their awareness of the importance to minority children of having access to minority teachers. The group recommends a goal of significantly increasing the percentage of minority students in teacher education each year for 10 years. Each of the group's other recommendations should be analyzed carefully for its ability to foster or hinder that goal.

*A Nation Prepared* calls for establishing a National Board for Professional Teaching Standards, requiring a bachelor's degree in arts and sciences for all teacher-education candidates, and a Master in Teaching degree. The report also calls for a concerted effort to prepare minority youth for teaching careers.

All education reform reports, including those of the Holmes Group and the Carnegie Task Force, focus on increased academic requirements for teachers, increased assessment of their skills, increased prestige for the profession, and increased compensation. None directly ties the above to pupil performance; most assume that pupil performance will improve if their recommendations are implemented. All the reports lack accountability to students and stress accountability to the profession.

All the reports briefly mention the need for minority teachers, but none develops strategies to overcome known barriers (testing, state standards, etc). Most stress recruitment and financial aid but ignore other important strategies, such as teaching test-taking skills, implementing affirmative action, and stressing *Adams* compliance.

## ACE INITIATIVES ON MINORITY PARTICIPATION IN HIGHER EDUCATION

At its February 1987 meeting, the Board of Directors of the American Council on Education decided to hold a special meeting, together with the Commission on Minorities in Higher Education, to discuss the continuing underrepresentation of minorities in higher education and possible initiatives for ACE to undertake. As a result of that meeting, an ambitious agenda has been developed which has become a major project with several components.

The two major activities, which are currently underway, will be described briefly.

*One Third of the Nation: Minorities in the United States*. This report, due out early, in 1988, will be a clear, compelling statement to stimulate the imagination and renew the commitment of colleges and universities to minorities and to their own futures. The statement will present the challenge, ascribe responsibility for the changes that need to take place in the institutions, recognize the particular self-interest of colleges and universities in solving their problems regarding the participation of minorities, and call for a long-term commitment to discover and bring about the changes that must be made. This statement will be designed to raise public consciousness about the threat to our society that is posed by the underrepresentation of minorities in higher education.

In order to give stature and emphasis to the statement, ACE, together with the Education Commission of the States, will appoint a "blue ribbon" commission of national leaders and prominent individuals to review, endorse, and publicize the statement and the initiative it represents.

*The Handbook*. One of the major principles underlying the entire initiative is that colleges and universities must now seize the opportunity to combat the declining participation of minorities. The Handbook will serve as a guide for a process that will assist institutions in developing their own unique responses to the need for addressing the participation of minorities in higher education. ACE will provide copies of *The Handbook* to all member institutions and make additional copies available for sale.

The Handbook will be a single volume, with six major sections: Undergraduate Students, Graduate Students, Faculty, Administrators, Curriculum, and Campus Climate. A general introduction, with a call to action by ACE President Robert H. Atwell, and an essay on the process of social change will precede these sections. There will also be a section on human and programmatic resources. The Handbook will be published early in 1988.

## CONCLUSION

The continued decline of Blacks and Hispanics in proportional representation in collegiate student bodies is a crisis of substantial dimensions for American society. The consequences for the nation

of educational and occupational division along racial, ethnic, and class lines portends substantial disruption in minority expectations of upward mobility and diversity in leadership. Moreover, it diminishes the nation's productivity and international competitiveness. Both social justice and national self-interest compel the United States to assure the maximum educational attainment of all its citizens, both to maintain its viability as a leader among nations and to remain true to its own ideals as a democratic society.

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# TABLES

**Table 1**  
**High School Completion (1) and College Entrance Rates for Population 18-24 Years Old**  
**by Race/Ethnicity: United States, Selected Years**  
**(Number in Thousands)<sup>1</sup>**

	<u>1971</u>	<u>1976</u>	<u>1981</u>	<u>1985</u>
<b>Total:</b>				
Total population 18-24-yr.-olds	23,668	26,919	28,935	27,122
Number completing high school	18,691	21,677	23,343	22,349
Number enrolled in college	6,210	7,181	7,575	7,537
H.S. graduates as a percentage of total	79.0%	80.5%	80.6%	82.4%
College entrants as a percentage of 18-24-yr.-old H.S. graduates	33.2%	33.1%	32.5%	33.7%
College entrants as a percentage of 18-24-yr.-old population	26.2%	26.7%	26.2%	27.8%
<hr/>				
<b>White:</b>				
Total population white 18-24-yr.-olds	20,533	23,119	24,486	22,632
Number completing high school	16,693	19,045	20,123	18,916
Number enrolled in college	5,594	6,276	6,549	6,500
H.S. graduates as a percentage of total	81.3%	82.4%	82.2%	83.6%
College entrants as a percentage of 18-24-yr.-old H.S. graduates	33.5%	33.0%	32.5%	34.4%
College entrants as a percentage of 18-24-yr.-old population	27.2%	27.1%	26.7%	28.7%
Percentage of the total 18-24-yr.-old population	86.6%	85.9%	84.5%	83.4%
<hr/>				
<b>Black:</b>				
Total population Black 18-24-yr.-olds	2,866	3,315	3,778	3,716
Number completing high school	1,789	2,239	2,678	2,810
Number enrolled in college	522	749	750	734
H.S. graduates as a percentage of total	62.4%	67.5%	70.9%	75.6%
College entrants as a percentage of 18-24-yr.-old H.S. graduates	29.2%	33.5%	28.0%	26.1%
College entrants as a percentage of 18-24-yr.-old population	18.2%	22.6%	19.9%	19.8%
Percentage of the total 18-24-yr.-old population	12.1%	12.3%	13.4%	13.7%
<hr/>				
<b>Hispanic (2):</b>				
Total population Hispanic 18-24-yr.-olds	1,338	1,551	2,052	2,221
Number completing high school	694	862	1,144	1,396
Number enrolled in college	179	309	342	375
H.S. graduate as a percentage of total	51.9%	55.6%	55.8%	62.9%
College entrants as a percentage of 18-24-yr.-old H.S. graduates	25.8%	35.8%	29.8%	26.9%
College entrants as a percentage of 18-24-yr.-old population	13.4%	19.9%	16.6%	16.9%
Percentage of the total 18-24-yr.-old population	5.6%	5.7%	7.1%	8.2%

NOTES: (1) High school graduation rates include GED recipients.

(2) Since these high school completion rates were calculated by adding the numbers of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college, these rates include individuals who enrolled in college without receiving a high school diploma or a GED. Several states do not require entering junior college students to have a diploma or GED. Therefore, these high school completion rates will be slightly higher than figures that do not include this relatively small population.

(3) Hispanics may be of any race.

SOURCES. U.S. Department of Commerce, Bureau of the Census *Current Population Reports, Series P-20, 247, 309, 373 and 409.*

**Table 2**  
**Total Degrees Conferred in Higher Education 1975-76 and 1984-85**

Year		Bachelor's	Master's	Doctorates	First- Professional	Total
1975-76	Total	918,388	309,263	33,787	62,085	1,323,523
	Men	499,602	165,474	26,010	52,365	743,451
	Women	418,786	143,789	7,777	9,720	580,072
1984-85	Total	979,477	286,251	32,943	75,063	1,373,734
	Men	482,528	143,390	21,700	50,455	698,073
	Women	496,949	142,861	11,243	24,608	675,661
Percentage Change	Total	+6.7%	-7.4%	-2.5%	+20.9%	+3.8%
	Men	-3.4%	-13.3%	-16.6%	-3.6%	-6.1%
	Women	+18.7%	-0.6%	+55.4%	+150.3%	+16.5%

SOURCE: U.S. Department of Education, Center for Education Statistics 'Degrees Conferred' surveys, 1985. U.S. Department of Education, Office of Civil Rights, *Data on Earned Degrees Conferred from Institutions of Higher Education, by Race/Ethnicity and Sex, 1975-76*

**Table 3A**  
**Bachelor's Degrees by Race/Ethnicity for Selected Years(1)**

	1975-76		1980-81		1984-85		Percent Change 1975-76 to 1984-85
	Total	Percent	Total	Percent	Total	Percent	
ALL	918,388	100.0	934,800	100.0	968,311	100.0	5.4
Men	499,602	54.4 (2)	469,625	50.2	476,148	50.8	14.7
Women	418,786	45.6 (3)	465,175	49.8	492,163	49.2	17.5
MINORITY	91,777	10.0 (4)	104,892	11.2	112,988	11.7	23.1
Men	44,039	8.8 (5)	47,128	10.0	50,972	10.7	15.7
Women	47,738	11.4 (6)	57,764	12.4	62,016	12.6	29.9
HISPANIC	17,964	2.0	21,832	2.3	25,874	2.7	44.0
Men	10,171	2.0	10,210	2.3	12,402	2.5	21.9
Women	7,793	1.9	11,022	2.4	13,472	2.8	72.9
BLACK	59,122	6.4	60,673	6.5	57,473	5.9	-2.8
Men	25,634	5.1	24,511	5.2	23,018	4.7	-10.2
Women	33,488	8.0	36,162	7.8	34,455	7.2	2.9
WHITE	811,599	88.4	807,319	86.4	826,106	85.3	1.8
Men	444,682	89.0	406,173	86.5	405,085	82.3	-8.9
Women	365,917	87.6	401,146	86.2	421,021	88.4	14.7
ASIAN/ PACIFIC ISLANDER	11,193	1.2	18,794	2.0	25,395	2.6	124.9
Men	6,318	1.3	10,107	2.2	13,554	2.8	114.5
Women	4,875	1.2	8,687	1.9	11,841	2.5	142.9
AMERICAN INDIAN	3,498	0.4	3,593	0.4	4,246	0.4	21.4
Men	1,916	0.4	1,700	0.4	1,998	0.4	4.3
Women	1,582	0.4	1,893	0.4	2,248	0.5	42.1
NON-RESIDENT ALIEN	15,012	1.6	22,589	2.4	29,217	3.0	94.6
Men	10,881	2.2	16,324	3.5	20,091	4.1	84.6
Women	4,131	1.0	6,265	1.3	9,126	1.9	120.6

NOTES (1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

(2) Degrees awarded to men as a percentage of all bachelor's degrees awarded that year.

(3) Degrees awarded to women as a percentage of all bachelor's degrees awarded that year.

(4) Degrees awarded to this group as a percentage of all bachelor's degrees awarded that year.

(5) Degrees awarded to men in this group as a percentage of all bachelor's degrees awarded to men that year.

(6) Degrees awarded to women in this group as a percentage of all bachelor's degrees awarded to women that year.

SOURCES: U.S. Department of Education, Equal Employment Opportunity Commission, Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76.

U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1983-84*, p. 121.

U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985.

**Table 3B**  
**Total Master's Degrees Conferred by Race/Ethnicity for Selected Years(1)**

	1975-76		1980-81		1984-85		Percent Change 1975-76 to 1984-85
	Total	Percent	Total	Percent	Total	Percent	
<b>ALL</b>	309,263	10.00	294,183	100.0	280,421	100.0	-9.3
Men	165,474	53.5 (2)	145,666	49.5	139,419	49.7	15.7
Women	143,789	46.5 (3)	148,517	50.5	141,004	50.3	1.9
<b>MINORITY</b>	30,418	9.8 (4)	30,910	10.5	29,841	10.4	-1.9
Men	13,595	8.2 (5)	13,517	9.3	13,684	9.5	0.7
Women	17,494	11.7 (6)	17,393	11.7	16,157	11.3	-4.0
<b>HISPANIC</b>	5,299	1.7	6,461	2.2	6,864	2.4	29.5
Men	2,868	1.7	3,085	2.1	3,059	2.1	6.7
Women	2,431	1.7	3,376	2.3	3,805	2.7	56.5
<b>BLACK</b>	20,345	6.6	17,133	5.8	13,939	4.9	-31.5
Men	7,809	4.7	6,158	4.2	5,200	3.6	-33.4
Women	12,536	8.7	10,975	7.4	8,739	6.1	-30.3
<b>WHITE</b>	262,771	85.0	241,216	82.0	223,628	78.1	-14.9
Men	139,507	84.3	115,562	79.3	106,059	74.0	-24.0
Women	123,264	85.7	125,654	84.6	117,569	82.3	-4.6
<b>ASIAN/ PACIFIC ISLANDER</b>	3,910	1.3	6,282	2.1	7,782	2.7	99.0
Men	2,409	1.5	3,773	2.6	4,842	3.4	101.0
Women	1,501	1.0	2,509	1.7	2,940	2.1	95.9
<b>AMERICAN INDIAN</b>	783	0.3	1,034	0.4	1,256	0.4	60.4
Men	428	0.3	501	0.3	583	0.4	36.2
Women	355	0.2	533	0.4	673	0.5	89.6
<b>NON-RESIDENT ALIEN</b>	16,074	5.2	22,057	7.5	26,952	9.4	67.7
Men	12,372	7.5	16,587	11.4	19,674	13.7	59.0
Women	3,702	2.6	5,470	3.7	7,278	5.1	96.6

NOTES (1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

(2) Degrees awarded to men as a percentage of all master's degrees awarded that year.

(3) Degrees awarded to women as a percentage of all master's degrees awarded that year.

(4) Degrees awarded to this group as a percentage of all master's degrees awarded that year.

(5) Degrees awarded to men in this group as a percentage of all master's degrees awarded to men that year.

(6) Degrees awarded to women in this group as a percentage of all master's degrees awarded to women that year.

SOURCES U.S. Department of Education, Equal Employment Opportunity Commission Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity 1975-76.\*

U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1983-84*, pp. 122-123.

U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985



Table 3C  
Total Doctorate Degrees by Race/Ethnicity for Selected Years(1)

	1975-76		1980-81		1984-85		Percent Change 1975-76 to 1984-85
	Total	Percent	Total	Percent	Total	Percent	
ALL	33,7787	100.0	32,839	100	32,307	100.0	-4.4
Men	26,010	77.0 (2)	22,595	68.8	21,296	65.9	-18.1
Women	7,777	23.0 (3)	10,244	31.2	11,011	34.1	41.6
MINORITY	2,285	6.8 (4)	2,728	8.3	3,056	9.5	33.7
Men	1,617	6.2 (5)	1,721	7.6	1,858	8.7	14.9
Women	668	8.6 (6)	1,007	9.8	1,198	10.9	79.3
HISPANIC	396	1.2	456	1.4	677	2.1	71.1
Men	289	1.1	277	1.2	431	2.0	49.1
Women	107	1.4	179	1.7	246	2.2	130.0
BLACK	1,213	3.6	1,265	3.9	1,154	3.6	-4.9
Men	771	5.7	694	3.1	561	2.6	-27.2
Women	442	3.0	571	5.6	593	5.4	34.1
WHITE	27,434	81.2	25,908	78.9	23,934	74.1	-12.8
Men	20,852	80.2	17,310	76.6	15,017	41.9	-27.9
Women	6,582	84.6	8,598	83.9	8,917	81.0	35.5
ASIAN/ PACIFIC ISLANDER	583	1.7	877	2.7	1,106	3.4	89.7
Men	480	1.8	655	2.9	802	3.8	67.1
Women	103	1.3	222	2.2	304	2.8	195.1
AMERICAN INDIAN	93	0.3	130	0.4	119	0.4	28.0
Men	77	0.3	95	0.4	64	0.3	-16.9
Women	16	0.2	35	0.3	55	0.5	243.8
NON-RESIDENT							
ALIEN	4,068	12.0	4,203	12.8	5,317	16.5	30.7
Men	3,541	13.6	3,564	15.8	4,421	20.8	24.9
Women	527	6.8	639	6.2	896	8.1	70.0

NOTES. (1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, totals may not add to totals.

(2) Degrees awarded to men as a percentage of all doctorate degrees awarded that year.

(3) Degrees awarded to women as a percentage of all doctorate degrees awarded that year.

(4) Degrees awarded to this group as a percentage of all doctorate degrees awarded that year.

(5) Degrees awarded to men in this group as a percentage of all doctorate degrees awarded to men that year.

(6) Degrees awarded to women in this group as a percentage of all doctorate degrees awarded to women that year.

SOURCES. U.S. Department of Education, Equal Employment Opportunity Commission. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity 1975-76.\*

U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1983-84*, p. 124

U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985

**Table 3D**  
**First-Professional Degrees Conferred by Race/Ethnicity for Selected Years(1)**

	1975-76		1980-81		1984-85		Percent Change 1975-76 to 1984-85
	Total	Percent	Total	Percent	Total	Percent	
<b>ALL</b>	62,084	100.0	71,340	100.0	71,057	100.0	14.5
Men	52,365	84.3 (2)	52,194	73.2	47,501	66.8	-9.3
Women	9,720	15.7 (3)	19,146	26.8	23,556	33.2	142.3
<b>MINORITY</b>	4,924	7.9 (4)	6,120	8.6	6,977	9.8	41.7
Men	3,847	7.3 (5)	4,028	7.7	4,190	8.8	8.9
Women	1,077	11.1 (6)	2,092	10.9	2,787	11.8	158.8
<b>HISPANIC</b>	1,079	1.7	1,541	2.2	1,884	2.7	74.6
Men	915	1.7	1,131	2.2	1,239	2.6	35.4
Women	164	1.7	410	2.1	645	2.7	293.3
<b>BLACK</b>	2,694	4.3	2,931	4.1	3,029	4.3	12.4
Men	2,016	3.8	1,772	3.4	1,623	3.4	-19.5
Women	678	7.0	1,159	6.1	1,406	6.0	107.4
<b>WHITE</b>	56,332	90.7	64,551	90.5	63,219	89.0	12.2
Men	47,819	91.3	47,629	91.3	42,630	89.7	-10.9
Women	8,513	87.6	16,922	88.4	20,589	87.4	141.9
<b>ASIAN/ PACIFIC ISLANDER</b>	962	1.5	1,459	2.0	1,816	2.6	88.8
Men	753	1.4	991	1.9	1,152	2.4	53.0
Women	209	2.2	465	2.4	664	2.8	217.7
<b>AMERICAN INDIAN</b>	189	0.3	192	0.3	248	0.3	31.2
Men	163	0.3	134	0.3	176	0.4	8.0
Women	26	0.3	58	0.3	72	0.3	176.9
<b>NON-RESIDENT ALIEN</b>	829	1.3	669	0.9	861	1.2	3.9
Men	699	1.3	537	1.0	681	1.4	-2.6
Women	130	1.3	132	0.7	180	0.8	38.5

NOTES (1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

(2) Degrees awarded to men as a percentage of all first-professional degrees awarded that year.

(3) Degrees awarded to women as a percentage of all first-professional degrees awarded that year.

(4) Degrees awarded to this group as a percentage of all first-professional degrees awarded that year.

(5) Degrees awarded to men in this group as a percentage of all first-professional degrees awarded to men that year.

(6) Degrees awarded to women in this group as a percentage of all first-professional degrees awarded to women that year.

SOURCES U.S. Department of Education, Equal Employment Opportunity Commission. Data on Earned Degrees Conferred from institutions of Higher Education by Race, Ethnicity 1975-76."

U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1983-84*, p. 126.

U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985.

**Table 4A**  
**Bachelor's Degrees Conferred by Selected Fields by Race/Ethnicity 1975-76 and 1984-85<sup>1</sup>**

	MINORITIES					HISPANIC					BLACK					WHITE				
	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change
<b>Education</b>																				
Total	18558	12.0 <sup>2</sup>	9242	6.0	-50.2	2831	1.8	2533	1.6	-10.5	14209	9.2	5456	3.5	-61.6	135464	87.5	77531	50.1	-42.8
Men	5179	12.3 <sup>3</sup>	2571	6.1	-50.4	948	2.2	397	1.4	-37.0	3700	8.8	1569	3.7	-57.6	36653	86.9	18119	43.0	-50.6
Women	13379	11.9 <sup>4</sup>	6671	5.9	-50.1	1883	1.7	1936	1.7	2.8	10509	9.3	3887	3.5	-63.0	98811	87.7	59412	52.8	-39.9
<b>Business</b>																				
Total	14211	10.0	25871	18.2	82.0	2467	1.7	5616	3.9	127.6	9489	6.7	14157	9.9	49.2	125251	87.9	190249	133.6	51.9
Men	9522	8.3	12299	10.7	29.2	1998	1.7	2928	2.6	46.5	5877	5.1	6279	5.5	6.8	102514	89.6	106795	93.3	4.2
Women	4689	16.7	13572	48.4	189.4	469	1.7	2688	9.6	473.1	3612	12.9	7878	28.1	118.1	22737	81.1	83454	297.8	267.0
<b>Social Sciences</b>																				
Total	15911	12.6	11427	9.1	-28.2	3032	2.4	2846	2.3	-6.1	10978	8.7	6100	4.8	-44.4	108090	85.9	77117	61.3	-28.7
Men	8764	11.2	5566	7.1	-36.5	1953	2.5	1557	2.0	-20.3	5713	7.3	2778	3.6	-51.4	68013	87.1	43787	56.1	-35.6
Women	7147	15.0	5861	12.3	-18.0	1079	2.3	1289	2.7	19.5	5265	11.0	3322	7.0	-36.9	40077	83.9	33330	69.8	-16.8
<b>Health Professions</b>																				
Total	4655	8.7	6969	13.0	49.7	901	1.7	1550	2.9	72.0	2741	5.1	3836	7.1	39.9	48462	90.1	55501	103.2	14.5
Men	924	8.1	1844	16.2	99.6	242	2.1	309	2.7	27.7	397	3.5	484	4.2	21.9	10196	89.5	8114	71.2	-20.4
Women	3731	8.8	5849	13.8	56.8	659	1.6	1241	2.9	88.3	2344	5.5	3352	7.9	43.0	38266	90.3	47387	111.8	23.8
<b>Biological/Life Sciences</b>																				
Total	4559	8.4	5397	10.0	18.4	873	1.6	1241	2.3	42.2	2326	4.3	2045	3.8	-12.1	48603	89.8	31807	58.8	-34.6
Men	2574	7.3	2598	7.3	0.9	564	1.6	681	1.9	20.7	1163	3.3	806	2.3	-30.7	32142	90.8	16805	47.5	-47.7
Women	1985	10.6	2799	15.0	41.0	309	1.7	560	3.0	81.2	1163	6.2	1239	6.6	6.5	16461	88.0	15002	80.2	-8.9
<b>Engineering</b>																				
Total	3332	7.3	8505	18.7	155.3	841	1.8	1775	3.9	111.1	1370	3.0	2039	4.5	48.8	38970	85.7	60992	134.1	56.5
Men	3184	7.2	6790	15.4	113.3	809	1.8	1501	3.4	85.5	1303	3.0	1479	3.4	13.5	37729	85.7	52167	118.5	38.3
Women	148	10.2	1715	117.6	1058.8	32	2.2	274	18.8	756.3	67	4.6	560	38.4	735.8	1241	85.1	8825	605.3	611.1

	ASIAN PACIFIC ISLANDER					AMERICAN INDIAN					NONRESIDENT ALIEN				
	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change	1975-76 Total	Percent	1984-85 Total	Percent	Percent Change
<b>Education</b>															
Total	776	0.5	770	0.5	-0.8	742	0.5	483	0.3	-34.9	746	0.5	1015	0.7	36.1
Men	292	0.7	240	0.6	-17.8	239	0.6	165	0.4	-31.0	325	0.8	456	1.1	40.3
Women	484	0.4	530	0.5	9.5	503	0.4	318	0.3	-36.8	421	0.4	559	0.5	32.8
<b>Business</b>															
Total	1829	1.3	5199	3.7	184.3	426	0.3	899	0.6	111.0	2970	2.1	7250	5.1	144.1
Men	1297	1.1	2605	2.3	100.8	350	0.3	487	0.4	39.1	2374	2.1	4980	4.4	109.8
Women	532	1.9	2594	9.3	387.6	76	0.3	412	1.5	442.1	596	2.1	2270	8.1	280.9
<b>Social Sciences</b>															
Total	1388	1.1	2034	1.6	46.5	513	0.4	447	0.4	-12.9	1819	1.4	2251	1.8	23.7
Men	787	1.0	1002	3.3	27.3	311	0.4	229	0.3	-26.4	1293	1.7	1436	1.8	11.1
Women	601	1.3	1032	4.4	71.7	202	0.4	218	0.5	7.9	526	1.1	815	1.7	54.9
<b>Health Professions</b>															
Total	847	1.6	1310	2.4	54.7	166	0.3	273	0.5	64.5	649	1.2	819	1.5	26.2
Men	247	2.2	298	8.8	20.6	38	0.3	49	0.4	28.9	276	2.4	280	2.5	1.4
Women	600	1.4	1012	2.4	68.7	128	0.3	224	0.5	75.0	373	0.9	539	1.3	44.5
<b>Biological/Life Sciences</b>															
Total	1217	2.2	1950	3.6	60.2	143	0.3	161	0.3	12.6	938	1.7	911	1.7	-2.9
Men	757	2.1	1022	2.9	35.0	90	0.3	89	0.3	-1.1	677	1.9	502	1.4	-25.8
Women	460	2.5	928	5.0	101.7	53	0.3	72	0.4	35.8	261	1.4	409	2.2	56.7
<b>Engineering</b>															
Total	971	2.1	4482	9.9	361.6	150	0.3	209	0.5	39.3	3171	7.0	6185	13.6	95.0
Men	924	2.1	3641	8.3	294.0	148	0.3	169	0.4	14.2	3102	7.0	5703	13.0	83.8
Women	47	3.2	841	57.7	1689.4	2	0.1	40	2.7	1900.0	69	4.7	482	33.1	598.6

**NOTES:**

<sup>1</sup>Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these non-reporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

<sup>2</sup>Degrees awarded to this group as a percentage of all degrees in this field.

<sup>3</sup>Degrees awarded to men in this group as a percentage of all degrees awarded to men in this field.

<sup>4</sup>Degrees awarded to women in this group as a percentage of all degrees awarded to women in this field.

**SOURCES:**

U.S. Department of Education, Equal Employment Opportunity Commission "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76".

U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985.



**Table 4C**  
**Percent of Doctorates in Selected Fields by Race/Ethnicity: Academic Years 1975 and 1985**

Field	Total U.S.		Asians		Blacks		Hispanics	
	1975	1985	1975	1985	1975	1985	1975	1985
Physical Sciences	13.4	13.0	17.5	19.4	4.1	3.3	8.9	7.5
Engineering	6.3	5.4	21.3	17.5	1.1	2.1	5.0	2.9
Life Sciences	14.6	19.1	18.9	24.9	5.6	7.7	12.9	13.4
Social Sciences	19.0	19.5	12.6	12.0	15.3	19.1	18.5	21.6
Humanities	16.4	12.2	10.5	8.3	8.7	7.3	21.1	17.2
Education	25.4	25.0	13.6	13.4	61.0	52.3	30.4	32.2
Professional Fields	<u>4.9</u>	<u>5.8</u>	<u>5.6</u>	<u>4.5</u>	<u>4.2</u>	<u>8.1</u>	<u>3.3</u>	<u>5.2</u>
Total*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

NOTE: \*Details may not add to 100 percent because of rounding.

SOURCE: National Research Council, *Summary Report 1985 Doctorate Recipients From United States Universities*, Washington, D.C.: National Research Council, 1986.

**Table 4D**  
**Doctorates Conferred by Race/Ethnicity in Selected Fields, 1984-85**

Field	Total	Minority		Hispanic		Black		White		Asian/ Pacific Islander		American Indian		Nonresident Alien	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Education	7,032	819	(11.6)	163	(2.3)	521	(7.4)	5,615	(79.8)	84	(1.2)	51	(0.7)	598	(8.5)
Social Sciences	2,828	260	(9.2)	73	(2.6)	112	(4.0)	1,969	(69.6)	65	(2.3)	10	(0.4)	597	(23.7)
Physical Sciences	3,369	268	(8.0)	43	(1.3)	35	(1.04)	2,420	(71.8)	178	(5.3)	12	(0.4)	681	(20.2)
Biology/Life Sciences	3,354	253	(7.5)	67	(2.0)	53	(1.6)	2,725	(81.2)	129	(3.8)	4	(0.1)	376	(11.2)
Engineering	3,165	397	(12.5)	88	(2.8)	40	(1.3)	1,370	(43.3)	263	(8.3)	6	(0.2)	1,397	(44.0)

SOURCE: U.S. Department of Education, Center for Education Statistics "Degrees Conferred" surveys, 1985

**Table 5**  
**Degrees Conferred by Historically Black Colleges and Universities: 1981-82 and 1984-85**

Year	Sub-Baccalaureate	Bachelor's	Master's	Doctorate	First-Professional	Total
1981-82	2,349	22,047	4,447	87	887	29,817
1984-85	3,147	21,467	4,213	174	942	29,943
Percent Change 1981-82 to 1984-85	34.0	-2.6	-5.3	100	6.8	.4

SOURCES: Susan T. Hill, *The Traditionally Black Institutions of Higher Education 1860-1962*, Washington, D.C., Center for Education Statistics, 1984.  
 U.S. Department of Education, Center for Education Statistics 'Degrees Conferred' surveys, 1985. Tabulations done by the American Council on Education, Division of Policy Analysis and Research, August 1987.

**Table 6**  
**Degrees Conferred by Historically Black Colleges and Universities  
 in Selected Fields: 1981-82 and 1984-85**

TOTAL	Bachelor's		Percent Change	Master's		Percent Change	Doctorates		Percent Change	Total		Percent Change
	1981-82	1984-85		1981-82	1984-85		1981-82	1984-85		1981-82	1984-85	
Business and Management	5,692	6,198	8.9	577	597	3.5	0	0	0	6,269	6,795	8.4
Education	3,852	2,832	-26.5	2,456	2,178	-11.3	22	73	231.8	6,330	5,083	-19.7
Social Sciences	2,433	1,803	-25.9	133	103	-22.6	19	23	21.1	2,585	1,929	-25.4
Engineering	1,646	777	-53.4	73	95	30.1	1	2	100.0	1,720	864	-49.8
Public Affairs	1,470	649	-55.9	419	342	-18.4	12	4	-66.7	1,901	995	-47.7
Health Sciences	847	795	-6.1	60	53	-11.7	0	0	0	907	848	-6.5

SOURCES: Susan T. Hill, *The Traditionally Black Institutions of Higher Education 1860-1962*, Washington, D.C., Center for Education Statistics, 1984.  
 U.S. Department of Education, Center for Education Statistics 'Degree Conferred' surveys, 1985. Tabulations done by the American Council on Education, Division of Policy Analysis and Research, August 1987.

**Table 7**  
**Minority Public Elementary and Secondary School Enrollment  
 and Minority Elementary and Secondary Teachers**

Race/Ethnicity	1980		1984	
	Percent of School Population	Percent of Teaching Force	Percent of School Population	Percent of Teaching Force
Black	16.1	N/A (1)	16.2	8.9
Hispanic	8.0	N/A (1)	9.1	2.5
Black and Other	N/A	9.9		
All Minorities (Including Blacks and Hispanics)	26.7		28.7	N/A (2)

NOTES: (1) The data were not reported by specific racial/ethnic group.  
 (2) Due to a change in the reporting procedures, the total participation rate for all minority teachers is no longer available.

SOURCES: U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, 1981 and 1985.  
 U.S. Department of Education, Center for Education Statistics, *Condition of Education*, 1984 and *Digest of Education Statistics*, 1987.

**Table 8**  
**Minority Public School Enrollments, Minority Teachers, and Newly Hired Teachers**  
**in States with High Minority Enrollments, for Selected Years**

	Percent of Minority Enrollment: K-12		Percent of Minority Teachers		Percent of Minority New Hires
	1980	1984	1979	1982	1982
Alabama	33.6	36.0	29.8	27.0	13.0
Arizona	33.7	37.7	12.2	11.6	10.9
Arkansas	23.5	26.2	17.8	19.4	12.8
California	42.9	48.0	17.8	18.9	25.2
Delaware	28.8	29.2	19.3	16.8	9.0
Florida	32.2	32.3	25.0	21.3	11.8
Georgia	34.3	37.0	26.7	26.4	14.7
Illinois	28.6	35.2	5.9	6.5	4.8
Louisiana	43.4	44.5	36.3	30.7	9.1
Maryland	33.5	41.9	26.4	26.5	10.4
Mississippi	51.6	50.7	41.6	38.3	19.8
New Mexico	57.0	55.0	31.2	28.3	25.4
New York	32.0	35.6	11.0	9.9	17.8
North Carolina	31.9	33.8	23.4	21.6	16.6
South Carolina	43.5	41.5	26.7	25.5	16.7
Texas	45.9	43.3	25.0	24.0	18.1
Virginia	27.5	27.6	20.7	20.3	14.7
<b>U.S. TOTAL</b>		<b>28.7</b>	<b>14.1</b>	<b>14.5</b>	<b>7.6</b>

SOURCES. U.S. Department of Education, Office for Civil Rights "1980 Elementary and Secondary Civil Rights Survey, National Summaries, 1982, and State Summaries, 1982" (December 1983).

U.S. Department of Education, Office for Civil Rights "1984 State Summaries of Elementary and Secondary School Civil Rights Survey. (This table was prepared October 1986).

Equal Employment Opportunity Commission "Elementary-Secondary Staff Information (EEO-5)", 1979 and 1982.

**Table 9**  
**Employment Status of 1983-84 College Graduates Certified to Teach**

	White	Black	Hispanic	Asian	American Indian	Total
<b>Bachelor's Degrees</b>						
Total Teaching	73,594	4,924	2,308	1,138	527	82,491
Total Certified	120,029 (90.0)	8,208 (6.0)	3,011 (2.3)	1,557 (1.2)	723 (0.5)	133,528
Teaching	67,719	3,848	1,910	1,077	527	75,081
Not teaching	31,812	2,434	400	230	61	34,937
Not in labor force	18,009	1,516	517	204	135	20,382
Unemployed	2,489	410	184	46	0	3,128
No Response	785	297	0	0	0	1,082
<b>Master's Degrees</b>						
Total Teaching	55,033	4,728	830	1,645	0	62,236
Total Certified	93,862	6,398	1,106	2,216	0	103,582
Teaching	53,694	4,728	830	1,645	0	60,897
Not teaching	30,973	1,118	276	571	0	32,937
Not in labor force	8,367	552	0	0	0	8,919
Unemployed	828	0	0	0	0	828
No Response	552	0	0	0	0	552

SOURCE: U.S. Department of Education, Center for Education Statistics 1985 Recent College Graduates survey (unpublished tabulations).



**Table 10**  
**State Required Entry, Exit and Certification Examinations as of 6-24-86**

STATE	SCDE ENTRANCE EXAM	CUTSCORES	CERTIFICATION EXAM	CUTSCORES	PROPOSED EXAM	IMPLEMENTATION DATES
ALABAMA	SAT or ACT	745 or 16	Alabama Initial Teacher Cert. Test	70+		In Place
ALASKA	NO EXAMINATIONS					
ARIZONA	Arizona Teacher Proficiency Exam (BS)	80%	Arizona Teacher Proficiency Exam (PK)	80%		In Place
ARKANSAS*			NTE - GK, CS, PK	Being Validated		6/1/87
CALIFORNIA*	C-BEST	Total of 123, No Score Under 37		→ By SCDE Exit		In Place
COLORADO*	CAT or SAT or ACT	75%ile or 950 or 19	NTE - PK, CA	Being Piloted and Validated		1986-87
CONNECTICUT	State Developed Basic Skills Test	M-70%, R-71%, W-75%			Exit "Assessment" Inst. Being Developed	1986-87
DELAWARE	P-PST	R-175, M-175, W-172		→ By SCDE Exit		In Place
DISTRICT OF COLUMBIA*					Considering Use of Standardized Cert. Exam	No Date
FLORIDA*	SAT	840	Florida Teachers Exam	R-200, W-6, M-200, PK-200		In Place
GEORGIA*			GA - NES - CA Exams PK, BS Exams	→ 70+ → Being Developed		In Place 1987
HAWAII			NTE - GK, CS, PK	Being Validated		9/1986
IDAHO					Considering Use of Standardized Cert. Exam	No Date
ILLINOIS*			BS, CA Exams Are Mandated		State Instruments Being Developed	1988
INDIANA			NTE - GK, CS, PK	GK-647, CS-653, PK-646	Scores Being Revalidated for 1987	In Place
IOWA			Exit Exams Are Mandated		P-PST, NTE-PK, NTE-CA Being Piloted	No Date
KANSAS			P-PST, NTE-PK	R-168, M-168, W-170, PK-642		5/1986
KENTUCKY*	C-BEST	Scores Vary by IHE	NTE - GK, CS, PK	GK-637, CS-643, PK-641		In Place
LOUISIANA	NTE - GK, CS	GK-644, CS-645				1985-86
MAINE			NTE - GK, CS, PK	Being Validated	Use of NTE - PK and CA Under Consideration	1988
MARYLAND			NTE - GK, CS, PK	Being Validated		1987
MASSACHUSETTS			CS, CA and Language Skills Exams Mandated		Exams Being Developed	1989

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NO EXAMINATIONS

MINNESOTA	Verbal and Math Exams Mandated		BS and CA Exams Mandated		Exams Being Developed	1988
MISSISSIPPI	COMP or P-PST	Scores Vary by IHE	NTE - GK, CS, PK, CA	GK-639, CS-644, PK-642, CA-470-520		1986
MISSOURI			Exit "Assessment" Mandated		Instruments Being Developed	1987
MONTANA			NTE - GK, CS, PK	GK-644, CS-648, PK-648		1986-87
NEBRASKA	P-PST	Being Validated			Exit Exams Being Considered	1986-87
NEVADA	State Univs. Use-P-PST	Being Validated				No Date
NEW HAMPSHIRE			P-PST	R-173, M-174, W-175		In Place
NEW JERSEY			NTE - GK, CA	GK-644, CA-Vary		In Place
NEW MEXICO			NTE - GK, CS, PK	GK-645, CS-644, PK-646		In Place
NEW YORK			NTE - GK, CS, PK	GK-649, CS-650, PK-630	NTE-CA Exams Being Validated	In Place
NORTH CAROLINA			NTE - GK, CS, PK, CA	GK-631, CS-636, PK-644, CA-470-550		1986
NORTH DAKOTA	Any Nationally Standardized BS, PK, and CA Exam Mandated for Use by Exit (NCATE Requirement for Program Approval)					1988
OHIO			55 LEAs Require the P-PST or NTE	Scores Vary by LEA	Statewide Exams Being Considered	No Date
OKLAHOMA	P-PST	Being Validated for Use in 1986-87	OK - NES Developed CA Exams	Scores Vary		In Place
OREGON	C-BEST	Total of 123, No Score Under 37				In Place
PENNSYLVANIA			BS, PK, CA Exams Mandated		Exams Being Determined	1987
RHODE ISLAND			NTE - GK, CS, PK	Being Validated		9/1986
SOUTH CAROLINA	South Carolina Entrance Exam	R-45/56, M-40/56, W-3.0 out of 4.0	NTE - CA	Scores Vary		In Place
SOUTH DAKOTA	NTE - GK, CS	Being Validated	NTE - PK, CA	Being Validated		1986-87
TENNESSEE	P-PST	M-169, R-169, W-172	NTE - GK, CS, PK	GK-637, CS-640, PK-631	NTE - CA Exams Being	In Place
TEXAS*	P-PST	R-172, W-173, M-171	TX Developed PK and CA Exam (ExCET)	Being Validated		1986
UTAH	NO EXAMINATIONS					
VERMONT	NO EXAMINATIONS					
VIRGINIA*			NTE - GK, CS, PK, CA	GK-639, CS-649, PK-631, CA-Vary		1986
WASHINGTON	Washington Pre-College Test or = on SAT	50%ile				In Place
WEST VIRGINIA	ACT Speaking, P-PST, IHE-Listening	Being Validated	WV-NES Developed Content Exam	Being Developed		1986-87
WISCONSIN	BS Exam Mandated		CA Exam Mandated		Exams Being Determined	1987
WYOMING	CAT	70%ile				1986-87

**Table 11**  
**State Mandated Testing/Assessment Requirements for Classroom Teachers as of 6/24/86**

State	Instrument	Required For:	Required Minimums	Evaluating Authority	Probation Period	Number of Evaluations/ Admins	Implementation Dates
ARKANSAS	Arkansas Educational Skills Assessment Exam (BS) And NTE-CA or 6 Grad Hours in CA w/3.0 GPA	Certificate Renewal	R-70%, M-70%, W-Pass  And CA-470-550	SDE	NA  NA	5x  5x	6/1/87  6-1-87
COLORADO	1984 legislation, HB 1338, mandated the statewide performance evaluation of teachers. State guidelines were developed this last year. Beginning July 1, 1986, LEAs are required to design their own evaluation instruments along these state guidelines  Effective September 1, 1988, recertification will be tied to performance evaluation. Each certified staff member must have a completed recertification plan 24 months prior to the expiration of his/her certificate. Districts are required to remediate where deficiencies are assessed						
DISTRICT OF COLUMBIA	DC Intern Evaluation System And  CA Exam Under Development	Certificate Renewal	Measured Competency in Such Areas As Planning Teaching Strategies - Classroom Management Will Be Criterion Referenced Competency Based	D.C. Ed Dept., School Principal, Mentor Teacher, and Site Dept Chair	2 yrs. Provisional Cert w/ 2 yr. Probationary Extension	Every 2 wks	1985-86  1988
FLORIDA	Florida Performance Measurement System (FPMS) Criterion Referenced Performance Evaluation on 6 Scales	Standard Certification Certificate Renewal	Satisfactory Demonstration on the 4 Summative Domains	Trained Administrator Trained Teacher (both independent of site)	1 yr. Provisional with 1 yr. Probationary Extension	3 Separate Evaluations Final 1 is Summative	In Place
GEORGIA	Teacher Performance Assessment Instrument (TPAI) And GA-NES CA Exam	Standard Certification Certificate Renewal	Used as Prescriptive Measure  70+ on Each Exam	LEA  SDE	3 years  1 year	2x a year  4x	1980  7/1/87
ILLINOIS	SB 730 requires LEAs to develop, in cooperation with teachers or/and teacher organizations, an evaluation plan for all tenured teachers. The following specifications must be met. (1) Evaluation must occur every two years beginning in 1986-87. (2) Each teacher must receive a description of duties and responsibilities by which he or she will be evaluated. (3) The assessment of administrators must be conducted by independent evaluators. (4) Teacher evaluators must be adequately trained. (5) Ratings must include performance scales. Unsatisfactory ratings require a one-year remediation plan. Teachers failing to receive a satisfactory rating after the remediation period must be dismissed.						
KENTUCKY	FPMS (see Florida) Is Used by State	Standard Certification	See Florida	Resource Teacher Principal SCDE-Rep	1 yr Provisional with 1 yr. Probationary Ext	70-80 hrs  4 Visits 4 Visits	In Place
TEXAS	Texas Examination for Current Administrators and Teachers (TECAT) (BS)	1x Exam for Continued Employment and Certificate Renewal of Current Personnel to be Replaced by EXCET for New Teachers (see preceding table)	Reading 41/55 Writing - "Good" Essay or 27/30 Multiple Choice	SDE	NA 1 year Extension Possible	3 Admins Before 9/1986	9/1986
VIRGINIA	Beginning Teacher Assessment Program (BTAP) Criterion Referenced, Low Inference Measurement System of 14 Generic Competencies	Standard Certification	Successful Demonstration of All 14 Competencies	SDE - Team Comprised of 3 Independent Observers-Educators	1 year Provisional with 1 year Probationary Extension	Fall and Spring Evaluations	9/1986

SOURCE: Reprinted from American Association of Colleges for Teacher Education, *Teacher Education in the States. 50-State Survey of Legislative and Administrative Actions*, Washington, D.C.: American Association of Colleges for Teacher Education, 1986, used by permission.

Table 12  
 State Responses to "What Does the Examination Test?"  
 (by Number of Respondents)

What tests are testing	<u>Admission into Teacher Education</u>	<u>Professional Education Pedagogy</u>	<u>Academic</u>	<u>On-the-Job Performance</u>	<u>Certification</u>
Basic skills	26	7	1	1	11
If a student can perform in a teacher education program	4	1	-	-	2
Knowledge a student should have to do well as a teacher	5	1	10	1	11
Teacher competence-- knowledge and a set of attitudes required for satisfactory performance as a teacher	1	11	3	5	10
Teacher performance -- a pattern of behavior a teacher displays while teaching a class	-	1	-	8	1
Teacher performance based on student learning outcomes-- changes in student knowledge	-	-	-	1	1
Other	3	6	7	-	4

SOURCE. Peter A Garcia. *A Study on Teacher Competency Testing and Test Validity with Implications for Minorities*. Edinburg, Tx.. Pan American University, 1985.

**Table 13**  
**Teacher Competency Test Pass Rates by Ethnicity for Fifteen States**

Year	Whites (Non-Hispanic)	Asians (Non-Hispanic)	Blacks	Hispanics	American Indians	All	
Alabama							
1983	86		43			81	AICT (NES)
Arizona							
1983	73	50	24	42	22	66	ATPE Basic Skills
1983	70	25	21	36	19	59	ATPE Basic Skills
1985	80	70	44	56			ATPE Basic Skills
1983	98	100	84	97	85		ATPE Prof.
1985	99	68	91	96			Knowledge
							ATPE Prof.
							Knowledge
Arkansas							
1985	88		33			82	NTE (ETS)
California							
1982/1983	76	50	26	39	67	68	CBEST (ETS)
1985	76		30	38			CBEST (EST)
Connecticut							
1985	54		18			52	CONCEPT
Florida							
1982	92	67	37	57	90	85	FTCE
1983	90	63	35	51	100		FTCE
1985	90		40				FTCE
1985	95		90				FPMS
Georgia							
1983	87		34			78	CRICT (NES)
1985	94		54				GPA
Louisiana							
1983	78		15			77	NTE (ETS)
Mississippi							
1983	97-100		54-70				NA
1985	70		40				NTE (ETS)
New Mexico							
1985	71			51		63	Not Identified
New York							
1985-86							
Communication Skills 1986	40	49	75/42/49(2)	69	81		NTE (ETS)
General Knowledge	80	59	42	33/36/42(2)	77	75	
Professional Knowledge	89	64	60	83/51/50(2)	83	87	
North Carolina							
1984-1985							
Professional Knowledge	91		36			80	NTE (ETS) exit
Communication and General Knowledge 1985	97		72				NTE (ETS) entrance
Oklahoma							
1984	79	82	45	71	70	78	OCT (NES)
Texas							
1985	73	49(3)	23	34	49(3)	65	P-PST (ETS)
1986	99		81	94		97	TECAT (Recertification)
Virginia (1)							
(Trial Testing) Communication Skills	97		56				NA
General Knowledge	99		69				NA
Professional Knowledge	99		83				NA

NOTES: (1) Pass rates at predominately white and Black public institutions.

(2) In the New York data the first passing rate for each subtest is for Mexican Americans, the second passing rate is for Puerto Ricans, and the third is for Hispanic and other Latin American candidates.

(3) Asian and Native American candidates are reported in a combined "Others" category in the Texas reporting system.

SOURCES: G. Pritchey Smith, "Unresolved Issues and New Developments in Teacher Competency Testing", unpublished discussion of article in *Urban Educator*, Fall 1986.

Peter A. Garcia, *A Study on Teacher Competency Testing and Test Validity with Implications for Minorities and The Results and Implications of the Use of the Pre-Professional Skills Test (PPST) as a Screening Device for Entrance into Teacher Education Programs in Texas*, Edinburg, Tx. Pan American University, 1985.

ETS = Educational Testing Service

NES = National Evaluation Systems, Inc.

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