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ABSTRACT

The following articles are presented: (1) "Introduction"--background regarding the Catholic Church's response to the educational needs of the Hispanic population (Paul J. Gallagher); (2) "Hispanics and the Neylan Colleges: The Potential and the Challenge" (Jane Forni); (3) "Minority Recruitment: Good Sense, Not Good Deeds" (Louis J. Agnese); (4) "The Hispanic Association of Colleges and Universities: A New Force" (Antonio Rigual); (5) "An Enabling Education: A Catholic College Contribution" (Kathleen Kelly); (6) "The Hispanic Program at Notre Dame College of Ohio" (Mary LeRoy); (7) "Minority Education at Barry University" (John Karen Frei); (8) "An Early College Awareness Program at Regis College" (Leona McCaughey-Oreszak); and (9) "NIMH (National Institutes of Mental Health) Program for Hispanics Celebrates 11th Anniversary" (Lloyd H. Rogler). (KM)

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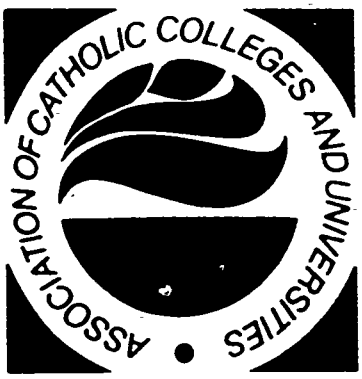

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Introduction

Paul J. Gallagher

As summarized last year in a Population Reference Bureau report for the United States Catholic Conference, between the 1980 census and 1987 the Hispanic population of the United States increased by 30%. In one year alone—1986-1987—the Hispanic population in this country increased by about 700,000. Although the educational attainment of Hispanics has also been increasing—in 1987, 51% of Hispanics over 25 years of age had completed at least four years of secondary school—it has not kept pace with the rate of increase for non-Hispanics.

Only a few months ago, in May, 1988, the Commission on Minority Participation in Education and American Life in its report *One Third of a Nation* issued a series of challenges to the country's institutions of high education. Primary among them was that colleges and universities strengthen their efforts to increase minority recruitment, retention and graduation. This for two reasons: first, because colleges and universities are the principal educators and shapers of our country's professionals, leaders and role models and, second, because the higher education community historically has functioned as a crucial "goad" to the nation's conscience. Put another way, higher education serves as an example both in identifying issues that must be addressed and in creating the means to address them.

Somewhat earlier, in November, 1987, the American Catholic bishops recognized the urgency of addressing the Hispanic population's needs in their National Pastoral Plan for Hispanic Ministry. Citing the Catholic heritage and cultural identity of Hispanics, the bishops pointed to the Hispanic presence as "a source of renewal within the Catholic Church in North America," asserting that "because of its youth and growth, this community will continue to be a significant presence in the future."

The opportunity, then, presents itself to Catholic higher education to address the needs of the Hispanic community and to share in the education and shaping of its professionals, leaders and role models. What more appropriate institutions to carry out both the secular and the religious mandates than our own colleges and universities.

These institutions have traditionally responded to societal shifts and the needs resulting from them. In 1986, ACCU's executive director, Alice Gallin, OSU, asked presidents to provide information about programs she had read about in various college and university publications. Their responses resulted in the issue of this journal titled "Town and Gown," which provided examples of how our institutions were meeting the needs of urban areas close to them and demonstrated that good things were happening; there were showcases among our members.

During the ensuing three years ACCU has focused considerable attention on the educational concerns of the Hispanic communities. In late 1987, for example, Dr. James J. Pallente, currently vice president for academic affairs at Neumann College in Aston, Pennsylvania, worked with ACCU to find ways of coordinating the efforts of the National Catholic Educational Association in its approach to Hispanic concerns. In the course of his work with us, we became aware of the successful programs at some of our colleges and universities to meet the needs of the Hispanic community. To name only a few: the GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering) headquartered at the University of Notre Dame; the Health Careers Opportunity Program at the Marquette University School of Dentistry; the selection of Saint Mary's University to participate in Project 30—a Carnegie Corporation grant for redesigning teacher education in order to better prepare teachers sensitive to the regional population; and Seton Hill College's Opportunity Program, which includes a pre-freshman ESL component for Hispanic students.

So once again we have gathered information about what is being done, and once again we see that good things are happening. Antonio Rigual, executive director of the Hispanic Association of Colleges and Universities (HACU), describes his association's efforts to improve the quality of postsecondary education for Hispanics. Jane Forni, director of the Learning Center at the College of Mount Saint Vincent, looks at the question of outreach to Hispanics by the Neylan colleges. From Incarnate Word College, President Louis Agnese describes a campaign specifically designed to overcome the prejudices and assumptions that have kept some Hispanics from considering higher education.

Dean Kathleen Kelly, CSJ, using Mount Saint Mary's College as her example, and Mary LeRoy, SND, citing a program at Notre Dame College of Ohio, describe from the perspective of two separate colleges the positive effects of an institution's self-knowledge and commitment to minority education. Sister John Karen Frei, a Dominican from Miami's Barry University describes her institution's successful efforts in improving retention rates.

Successful high school-college articulation for Hispanics in the greater Boston area is the subject of a short piece by Dr.

Leona McCaughey Oreszak of Regis College. Finally, Professor Lloyd Rogler discusses an innovative program for training Hispanic Ph.D.'s at Fordham University.

In all, a varied assembly of approaches to confronting the issue of effective minority participation in Catholic higher education–a glimpse at how some of our institutions are educating toward the future. It is our hope that this glimpse will stimulate productive dialogue about creating innovative programs which will address the needs of the Hispanic community.

Paul J. Gallagher
Associate Executive Director

Hispanics and the Neylan Colleges: The Potential and the Challenge

Jane Forni

Introduction

While Hispanics are only approximately 7% of the total population according to the 1985 Current Population Survey, they are also one of the fastest growing subgroups in the United States, with a 6% annual growth rate versus 0.6% for Anglos and 1.8% for blacks.[1]

Further, the geographic concentration of Hispanics makes them increasingly visible and significant in major metropolitan areas and certain states. Approximately 85% of all Hispanic families live in metropolitan areas, with half living in central cities. By contrast, only one-quarter of non-Hispanic families live in urban areas. More than three-quarters of all Hispanics live in the five states of California, Texas, New York, Florida and Illinois.[2]

Hispanics are also a young population. The median age is 23 years, as compared to 31 for non-Hispanics, and more than two-thirds of Hispanic families have children, as compared to only half of non-Hispanic families. Those Hispanic families with children also tend to have more children, 2.3 per family, than non-Hispanic families, which average 1.9 per family.[3]

At present, Hispanics are also seriously underrepresented at all levels of the educational system from high school through college to graduate and professional school. For every 100 Anglo students: 83 graduate from high school, 38 go on to college, 23 earn bachelor's degrees, 14 attend graduate or professional school and 8 receive graduate or professional degrees. For every 100 Hispanic students: 55 graduate from high school, 23 go on to college, 7 earn bachelor's degrees, 4 enter graduate or professional school and only 2 receive graduate or professional degrees.[4] The need to increase Hispanic participation in higher education is not only obvious, but also has profound implications for the future economic and social well-being of the nation. Moreover, this is an area in which the Catholic colleges generally and the Neylan colleges specifically can provide significant leadership for higher education as a whole.

The Neylan Colleges

In the context of Catholic higher education's tradition of ministry to immigrant and marginal populations, the Neylan colleges have a particularly rich collective history of outreach to students not well-served by other colleges and universities. The majority, for example, were founded to educate women at a time when women did not have access to most other institutions of higher education. Over the past several decades, in response to dramatic shifts in society as a whole and higher education specifically, many Neylan colleges have become coeducational, and some have established successful outreach programs for previously neglected populations such as Hispanics, blacks, American Indians and other rural and urban disadvantaged students.[5]

For example, Heritage College (Toppenish, Washington) was established in the 1960s as a branch campus of Fort Wright College to provide access to higher education for a rural population of Hispanics and American Indians. The Doheny Campus of Mount Saint Mary's College (Los Angeles, California) was opened in the 1960s as a value-based alternative to public community colleges for the nearby black and Hispanic communities of central Los Angeles. The College of New Rochelle (New Rochelle, New York) opened its School of New Resources in 1972 to serve disadvantaged minority adults in the New York City area.

These institutions and programs, as well as others not discussed here, are logical present-day expressions of the traditional mission of the Neylan colleges to serve first generation college students. In addition, the Neylan colleges share other characteristics that render them well situated to reach out to the predominantly Catholic Hispanic population. For example, nearly all Neylan colleges draw their students from regional or local markets, and significant numbers are located in regions with large or growing Hispanic populations. Also, the fact that most Neylan colleges are relatively small — the average enrollment is 1300 students — and emphasize a four-year liberal arts education — only 21 are two-year colleges — places them among that group of colleges which research indicates have the greatest positive impact on their students.[6]

While the Neylan colleges have much to offer the growing and underrepresented Hispanic community, the task of realizing that potential will be a formidable one, requiring change on the part of the colleges, as well as special efforts to assist Hispanic students.

Jane Forni is the director of the Learning Center at the College of Mount Saint Vincent.

The Challenge

In summarizing his extensive research into the experience of minorities in American higher education, Alexander Astin concluded, with no little irony, that the minority student most likely to succeed in college is one whose socioeconomic and academic background most closely parallels that of the traditional Anglo student: affluent family, well-educated parents, of or near traditional college age, good high school grades in an academic track, good study habits and relatively high self esteem as a student. Unfortunately, few Hispanic students fit this pattern.[7]

It would be simplistic and chauvinistic, however, to conclude that Hispanics are underrepresented in the educational system merely because they are unable or unwilling to adopt mainstream Anglo values, culture, language and lifestyles. Numerous studies also point to institutional barriers—factors present in the colleges or universities themselves—that work against Hispanic student achievement. A system designed to serve the typical Anglo student's needs is not likely to reach, attract or serve the majority of Hispanics, who are likely to be poor, academically under-prepared and unready for the social and academic environment of college.[8]

A considerable amount of research is available about the experiences of Hispanic students in college and there are a number of institutions with successful programs of outreach and service to these students. These two sources contain a rich store of information about what colleges and universities can do to improve the participation and achievement of Hispanics in higher education. What follows is a preliminary assessment, based on higher education literature and programs at some of the Neylan colleges, that outlines some of the lessons to be gleaned from available research and current practice in outreach to Hispanic students.

The analysis is divided into two broad categories: increasing the pool of Hispanic high school graduates and increasing the number of Hispanic college graduates. Within each of these categories, the discussion examines both student characteristics and institutional barriers that need to be addressed and cites examples of programs that are addressing them successfully.

Increasing the High School Pool

In addition to dropping out in greater numbers, Hispanic students tend to begin to fall behind their Anglo and black counterparts early in their school careers. Studies show that Hispanic students tend to drop out in the ninth or tenth grade, as compared to the eleventh or twelfth grade for others.[9] This pattern is attributed to many factors: the realities of poverty that make earning money paramount, cultural patterns in the family that do not support participation in school, a lack of role models in school and the community, language difficulties, discrimination based on accented English or obvious ethnicity, the impact of low expectations and a lack of knowledge about how to function effectively in the system of the school.[10]

Obviously, colleges cannot directly address all of these issues, but some colleges are working with secondary schools and have developed programs that do address many of them. The local or regional nature of the student market for most of the Neylan colleges makes this approach especially viable.

For example, Madonna College (Livonia, Michigan) has established an advisory committee of 25 persons from the community who, in addition to networking in the community to identify needs and assist in maintaining a strong funding base, act as consultants and teachers for high school students. Under this Educational Access Program the college conducts after-school and summer courses to help students strengthen their academic skills, explore career options and heighten their academic aspirations. Particular attention is paid to providing immediate incentives such as citations and awards and to counseling parents to encourage them to foster their children's college aspirations. Mount Saint Mary's Colleges encourages its minority students to act as role models and mentors to first-year high school students and provides a voluntary summer program for high school students to strengthen their skills and examine career options.

Another way in which colleges can address the issue of increasing the number of Hispanic high school graduates is through their teacher education programs. There are two approaches to this strategy: the recruitment of minority students to teacher preparation and the preparation of teachers for multicultural settings. Alverno College (Milwaukee, Wisconsin) holds workshops for high school juniors and seniors, normally attended by 150 to 200 students, in which they are encouraged to consider teaching as a career. The college also recruits school paraprofessionals, encouraging them to pursue a full teaching credential, and has an articulation program with a nearby community college. Heritage College has a cooperative program with the nearby school district to recruit minority paraprofessionals and prepare them to teach. Both institutions also incorporate multicultural perspectives into their teacher education curricula for all students, requiring diverse field placements and the study of relevant issues in the related seminars. The personnel who staff these programs know that they need to prepare teachers for the settings in which they are likely to practice: urban, largely minority schools.

Our Lady of the Lake University (San Antonio, Texas) begins its efforts to recruit teacher education students with ninth graders and includes the provision of remedial services to help them keep up with their grade levels and remain in school. The university has also developed alternative teacher certification programs in cooperation with local schools.

Increasing the Number of Hispanic College Graduates

The best route to success in college begins with an

awareness of opportunity and the correspondingly appropriate preparation during high school, but the reality is that although Hispanics have the same aspirations as Anglos, most lack knowledge about how college admission works and how they ought to prepare while in high school. Many also simply find it difficult to believe that a four-year degree is within reach because they do not know anyone like themselves who has achieved one.

This translates into very real differences in the academic experiences they have during high school, differences that place them at a disadvantage if they do attempt to attend college. For example, although 52% of all Hispanic seniors in 1980 indicated the intention to attend college, only 28% had taken the SAT exam, as compared to 34% of blacks and Anglos. It also translates into difficulties with completing the application process, particularly requests for financial aid. Finally, because the student is usually the first in the family and, often, the only person in the neighbourhood to attend college, there is a lack of the preliminary socialization into the way colleges work that would be provided by college-educated parents, siblings, relatives or friends.[11]

Increasing the number of Hispanics who enroll in college, therefore, begins with recruitment that recognizes the need these students and their parents have for more information, more contact, more reassurance that achievement is possible for them and more support with the mechanics of getting into college. Emmanuel College (Boston, Massachusetts) has increased the percentage of minorities in the entering class by recruiting actively in urban schools and using Hispanic students from the college to talk to prospective students. The college also found that bringing prospective students onto the campus is a key strategy. Heritage College, where the average age of the students is 29, uses newspaper advertisements and talks to local community groups, working to convince prospective students that a four-year degree is attainable.

Mount Saint Mary's College offers leadership scholarships and sends speakers to local churches and community groups. Madonna's Educational Access Program provides assistance and information directly to parents as well as to students before and during the admission process, including assistance with financial aid applications. Mundelein College (Chicago, Illinois) participates with DePaul University and Loyola University in a Hispanic Women's Leadership Development Project, which recruits adult Hispanic women and facilitates their pursuit of a bachelor's degree by providing special counseling beginning with admissions procedures and financial aid.

The College of New Rochelle has six branch campuses located in key areas of the New York Metropolitan area, thereby bringing its programs to the community. Many of these sites were opened at the request of community groups to provide their members with access to a full baccalaureate education.

Access, of course, is merely the beginning. The drop-out rate for Hispanic students is 55%, as compared to 34% for Anglo students. While the causes of attrition in higher education in general are complex and elusive, factors that have been investigated as significant in minority student attrition range from student affective and cognitive styles and family and background characteristics, to the economic circumstances of society as a whole, to campus barriers such as racism, the lack of role models and inadequate provisions for social integration. The less than desirable preparation levels of many Hispanic students are well-documented in the literature. As a group, their SAT or ACT scores and high school grades are lower than those of Anglos, although this is less true when studies control for socioeconomic status. Hispanic students are also likely to have been placed in non-academic or general tracks in high school, to have been educated in a segregated situation whether by school or by placement in a class for those of limited English proficiency and to have attended those schools with the fewest resources per student. Hispanics now have the dubious distinction of being the most segregated minority in the American public school system.[12]

The results are that Hispanic students generally arrive at college less well-prepared and with poor academic self-images. They are also less likely to have developed a clear understanding of the relationship between the work they are doing and their career plans and less likely to have had experience setting and achieving goals. While in college, in addition to the pressures of weaknesses in their preparation, Hispanic students are more likely to be working while attending, more likely to attend as commuter students and more likely to have pressures stemming from financial or family obligations.[13]

Added to these obstacles, which are closely tied to socioeconomic status, Hispanic students often encounter conflict between the cultural values and expressions of individuality that are the norm on most college campuses and the values and norms of their families and peer groups in their communities of origin. This frequently results in a sense of isolation from both the college and the home environments, as well as sometimes playing itself out as a conflict between school demands and family expectations. There is also evidence that discomfort stems from a difference in the relative emphasis given to competition versus cooperation. Again, because of a lack of role models or awareness in the family, the student's family is not able to support or facilitate the challenges of adjustments to college.

Finally, Hispanic students often experience a high degree of sociocultural isolation and academic shock that mitigates against the integration into the institution that is the foundation of student persistence in college. Sociocultural isolation may result from a difference between the student's values and norms and those dominant in the institution, coupled with a sense that the institution is not supportive of Hispanic students. It also results from racism. [14] Academic shock is a combination

of the reality of being less well-prepared than other students, poor academic self-concept and the lack of academic socialization that results from having the same educational experiences in high school as mainstream Anglo students. Hispanic students may also experience the chilling effect of the negative expectations of others — a kind of academic stereotyping.[15]

Colleges that are retaining Hispanic students have adopted a variety of strategies that go beyond academic skills development and address the complex issues of family pressures and demands, sociocultural isolation and academic socialization. Madonna College, for example, counsels parents as well as incoming students. Our Lady of the Lake University provides on-campus study time and space for commuter students and places a priority on finding sources of financial aid which will enable more students to live on campus. Barry University (Miami, Florida) and Mount Saint Mary's College provide pre-college summer programs and special support that continues for the entire first year.

A number of institutions, including Alverno College and Barry University, build exploration of cultural diversity and multicultural issues into their fall orientation programs. Alverno, Barry, Heritage, Mount Saint Mary's and Our Lady of the Lake also incorporate attention to these issues into their courses and curriculum. This attention ranges from exploring cultural diversity as part of course content to faculty making special efforts to draw out Hispanic women whose cultural backgrounds may have taught them to be silent and passive.

Each of these institutions, along with Emmanuel College, has also made a special effort to build cultural diversity and the celebration of Hispanic ways and contributions into their student life programming. Finally, tight budgets and limited advancement opportunities generate another major difficulty: finding, hiring and keeping qualified minority staff. Alverno, Emmanuel, Heritage, Madonna and Mount Saint Mary's have addressed this issue by initiating faculty and staff developoment programs to improve the capacity of existing staff to understand and address the concerns and needs of Hispanic students.

At the School of New Resources at the College of New Rochelle the entire program is structured according to the best of what is known about experience-based adult education. This includes emphasizing exit requirements rather than standard entrance criteria and providing special seminars at key points of the academic process to ensure a sound combination of support and challenge for adult students.

In Conclusion: Some Essential Ingredients

Underlying the specific programmatic strategies used by the institutions cited here there are less obvious common themes that serve to highlight key strengths that Neylan colleges can bring to the effort to improve Hispanic enrollment and achievement in higher education. The first is that these colleges actively seek to provide Hispanic students with a campus atmosphere which, in addition to embracing familiar Christian values, prizes a sense of community based on respect for and attention to each individual's gifts and capacity to contribute. Similarly, these institutions tend to emphasize individual growth and development and strive to build on each student's talents and abilities, while recognizing the realities and implications of Hispanic student backgrounds and cultures. Finally, the successful campuses also point to long-range planning and the long-range commitment of resources and personnel, sincere and caring faculty and staff, a willingness to use trial and error to discover what will work and a willingness to learn from their students.

The perception of crisis or opportunity often depends on how well the strengths of the institution seem to be matched to the demands of the challenge. To date, higher education as a whole has not made a strong response to the need to provide equality of educational opportunity to Hispanic students. Individual colleges, however, including the ones cited here, have seen the potential in the Hispanic population and in what they as colleges and universities have to offer these students. Their example of bringing their strengths to bear on the needs of Hispanic students demonstrates the opportunity for leadership and service afforded Catholic higher education by the Hispanic community. Clearly, it is consistent with the best traditions of American Catholic education to respond.

NOTES

1. See Lori Orum, *The Education of Hispanics: Status and Implications* (Washington, D. C: National Council of La Raza, 1986) and Suzanne Hall, "The Hispanic Presence: Implications for Catholic Educators," Momentum (February 1986).

2. See Orum, *The Education of Hispanics*, and G. H. Brown et al., ed., *The Condition of Education for Hispanic Americans* (Washington, D. C: U.S. Government Printing Office, 1980).

3. See U.S. Department of Commerce, *Condition of Hispanics in America Today* (Washington, D.C: U.S. Government Printing Office, 1983) and The Ford Foundation, *Hispanics: Challenge and Opportunity* (New York: Author, 1984).

4. See A. M. Cohen, "Hispanic Students and Transfer in the Community Colleges" (Paper presented at the Hispanic Roundtable Talk of the Association of Community and Junior Colleges, Phoenix, AR, 1984).

5. All information in this article about Neylan colleges and their programs was collected for a collaborative project in minority education and is used here with the permission of the Neylan Commission.

6. See Alexander Astin, *Four Critical Years* (San Francisco: Jossey-Bass, 1986).

7. See Alexander Astin, *Minorities in American Higher Education* (San Francisco: Jossey-Bass, 1982).

8. See Richard Duran, *Hispanics' Education and Background, Predictors of College Achievement* (New York: College Entrance Examination Board, 1983).

9. See Orum, *The Education of Hispanics.*

10. See Duran, *Hispanics' Education and Background*, H. Grossman, *Educating Hispanic Students* (Springfield, IL: C. Thomas, 1984), Audrey McCool, "Improving the Admission and Retention of Hispanic Students," College Student Journal (Spring 1985), and National Commission on Secondary Schooling for Hispanics, Make Something Happen Washington, D.C: Hispanic Policy Development Project, 1984).

11. See D. E. Lavin et al., "Educational Attainment in an Open-Access University System: Effects of Ethnicity, Economic Status, and College Type" (Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 1984), M. E. Martinez, *Educational Opportunities for Underrepresented Minority Students in California: Comparison with Other States* (Sacramento: California State Education Department, 1985), Michael A. Olivas, ed., Latino College Students (New York: Teachers College Press, 1986), and Orum, *The Education of Hispanics.*

12. See Duran, *Hispanics' Education and Background*, Lavin et al., "Educational Attainment," Martinez, *Educational Opportunities*, Olivas, *Latino College Students*, and Orum, *The Education of Hispanics.*

13. See Astin, *Minorities*, Patricia Gandara, "Chicanos in Higher Education: The Politics of Self-Interest," *American Journal of Education*, (November 1986), Lavin et al., "Educational Attainment," Flora Mancuso-Edwards, *The Myth of Education and Social Equalization: Hispanics and Higher Education* (Paper presented at the Puerto Rican Family Institute's Forum on the Rights of the Puerto Rican Migrant Family, New York, November 29, 1983), Martinez, *Educational Attainment*, Richard C. Richardson Jr., Howard Simmons and Alfred G. de los Santos, Jr., "Graduating Minority Students," *Change* (May/June 1987), and Alvin Y. So, "The Financing of College Education by Hispanic Parents," *Urban Education* (July 1984).

14. See B. E. Aguirre and Patrick Bernal, "Mexican-American Students at Texas A & M," *Integrated Education*, (September/December 1979), James H. Cones, III, John F. Noonan and Denise Janha, eds., *Teaching Minority Students* (San Francisco: Jossey-Bass, 1983), Chalsa M. Loo and Garry Rolison, "Alienation of Ethnic Minority Students at a predominantly White University," *Journal of Higher Education* (January/February 1986), McCool, "Improving the Admissions and Retention," Olivas, *Latino College Students*, and Melvin L. Oliver, Consuelo J. Rodriguez and Roslyn A. Mickelson, "Brown and Black in White: The Social Adjustment and Academic Performance of Chicano and Black Students in a Predominantly White University," *The Urban Review* 17:1 (1985).

15. See Duran, *Hispanics Education and Background*, Cones et al., *Teaching Minority Students*, Loo and Rolison, *Alienation of Ethnic Minority Students*, Martinez, *Educational Onportunities*, McCool, *Improving the Admission and Retention*, and Amaury Nora, "Determinants of Retention Among Chicano College Students: A Structural Model," *Research in Higher Education*, 26: (1987).

Minority Recruitment: Good Sense, Not Good Deeds

Louis J. Agnese

Recently, the academic community has finally begun addressing the critical issue of minority recruitment and retention in higher education. About a year ago, a series of articles appeared in the *Chronicle of Higher Education* concerning the disproportionately low number of Hispanics who attend and graduate from four year institutions in California, suggesting that the situation is typical of the problem in general. The implication was clear that we have a moral obligation to do more for minorities, both in recruitment and in retention. I have no argument with that position. But something about the series—and about the general tone of the entire discussion—bothered me. Perhaps it was the sense I received from the articles that said, in effect, "minority students cannot survive in a traditional academic setting." I responded to that series of articles by stating the experience of Incarnate Word College over the past three years, during which we consciously targeted the minority market (specifically the Hispanic market) with a different emphasis: one suggesting that perceptual problems compounded financial problems in conspiring to keep the doors of academe closed to minority students. I further suggested that our experience in South Texas could be replicated. I received a large number of letters and phone calls asking for more information, so I thought this might be an appropriate occasion to present our case in greater detail.

There is some good news and some bad news about the general tone of concern for minority recruitment and retention among educators. While, on the surface at least, there is an implicit challenge to educators to develop new and innovative techniques to overcome these problems, there is also a certain fatalistic strain which suggests that the problem is insoluble unless there is a radical change in the thinking of the minorities themselves. If you read closely, you can almost feel the nobility of our obligation to wait until minorities change their perceptions, realize what we have to offer, and start getting serious about their education.

This approach raises some rather alarming questions about how we as university administrators perceive our [illegible] in this society. If it were an isolated pocket of *noblesse oblige*, perhaps I would not be so alarmed. But it goes well beyond that, and well beyond a problem which is isolated to those geographic areas which have large and/or growing minority populations. It cuts right to the heart of what role institutions of higher education intend to play in a society which faces a new century with its most precious resource—*brainpower*—increasingly the resource of an elite few. At the same time that colleges and universities are fighting to maintain enrollments, we are wringing our hands in hopeless despair over the fact that minority students are not knocking down our doors! This makes neither good economic sense nor good common sense. We are willing to do the right thing if the right thing tells us what it is! I would like to sketch out briefly a different approach to minority recruitment, one which worked here in San Antonio, and one which I believe would work in any minority community if creatively applied.

Let me say at first that we in San Antonio, Texas—the ninth largest city in the country — consider ourselves a city of the future *precisely because we have a population which is predominantly minority*. Fifty-four percent of our population is Hispanic, another 7% black, and 39% Anglo." Having a majority population which is made up of a minority race is a reality which makes San Antonio an excellent testing ground for programs which in the future will determine whether or not we respond to new demographics. Here, we face the same challenges faced in California, New York, Florida—in every highly urban area. And here, our minority populations face the same barriers to pursuing education beyond what has been traditional in their families and/or among their peers: A college education *is* less expensive than it is *perceived* to be; there are few role models for Hispanics who would reinforce the felt need to get an education; the rate of illiteracy here in some Hispanic areas is well over 50%; and there is not the same tradition of seeking higher education among Hispanics as there is among white families.

When I came to Incarnate Word College to assume the presidency just over three years ago, I found a college which, while it had been losing enrollments steadily for six years, also had a strong tradition in the Hispanic community. The college had served San Antonio for 105

Dr. Agnese is president of Incarnate Word College in San Antonio, Texas.

years, had a tradition of helping students who otherwise would not attend college, and had a strong minority representation–49% of our students were minority, more than 60% of that minority being Hispanic. Our experience had demonstrated that once the initial resistance had been overcome and Hispanics entered a learning environment which was sensitive to their needs, they would do quite well. The programs in which they would most prosper were programs which were more concerned with the end product than they were with the testable skills brought to the program.

As we began designing our marketing program, the first and foremost consideration in our minds was to communicate the mission of the college. The tone would be serious; the atmosphere would be intimate; the message would be that we were a caring institution which recognized and nurtured the individual. These decisions were easy in comparison to the difficulty of realizing our goals. At Incarnate Word College, our marketing campaign was designed precisely to overcome the prejudices, misconceptions, and false assumptions which had built barriers around some Hispanics and kept them from thinking about higher education as an option. Each of the problems cited above was addressed by a different aspect of our campaign, and I would like to discuss each in detail.

1. *The perceived barriers to education among Hispanics.* In preparing for our media campaign, we did a number of "focus group" discussions among our students and discovered that many Hispanics came to us after an agonizing decision over whether or not they belonged in college at all. It was a logical inference from that discovery to the conclusion that many other Hispanics acted on their perception and did not attend. So our initial campaign used the slogan "Break the barriers at the college." All of our advertising stressed breaking barriers. All our literature used the phrase prominently on the cover.

The television and radio ads were run in both English and Spanish. Even those commercials run on English-speaking stations had the minority student in mind; they were placed on programs which research demonstrated were popular among Hispanics. The content of the ads had one important sub-agenda: while we were talking to the potential students themselves, we knew from our research that the Hispanic family, especially the parents and grandparents, would share in the decision at some level, even if it was only to express an active approval. Our focus groups thus included the parents of our students, and some of our commercials featured parents speaking of their pride in their children for the decision they had made to attend college and to work diligently at getting their degree.

The fact that we spent 35% of our media trade in Spanish-language advertising was very significant, for although we knew that we could "reach" Hispanic students through English language media, we also knew that we could "touch" them and their families in Spanish. One important, and conscious, by-product of this program was to raise the expectations in the Hispanic community that education was an option for their children, that it was indeed a birthright of their citizenry!

2. *The lack of role models among Hispanics.* This was an easier problem to address because at the college we had many examples of fine individuals, Anglo and Hispanic, who were succeeding very well. The fact that it was easily soluble should not detract from the extreme importance of this component. Many of the individuals, both faculty and students, featured in these profiles were Hispanic—again a conscious decision to attack the problem of few role models among Hispanics who represented achievement in higher education. This aspect of the campaign was also generated by our focus group results, which had demonstrated that many of our Hispanic students were the first in their families to attend a four-year institution of higher education. One of our students spoke these words: "I'm a college man now!" We discovered that he was especially proud of establishing a tradition in his own family–the first to break the barriers. His 30-second commercial, by the way, used those very words, and still has a tingling effect on me when I see it, even several years later.

3. *The perceived financial barriers to higher education.* I now read with chilling regularity a conclusion I first heard about five years ago at a conference. I cannot recall the exact quotation, but the essence was this: "More college doors are closing to poorer students. Many minority students are dropping out of college, or settling for vocational school. Colleges are starting to look like schools for the kids of the rich. Social classes are hardening as a result, and the effect is likely to be greatest among minority students, who are more likely to be poor."

Recent surveys have demonstrated that college is, in fact, less expensive than it is perceived to be–with the average college loan burden being just about 5% of the average starting salary of a college graduate. And yet, as a culture we are exacerbating a trend towards denying access to poor students by burdening them with excess loan debt and by threatening to cut off federal loan monies from schools which serve a high-need, high-risk student body. All the gnashing of teeth in Washington over student loan default rates merely adds to the general perception that college is moving further and further out of reach. Colleges are, in effect, being encouraged to add another admissions requirement–the ability to pay. We attacked this problem in the only manner we could, by dramatically increasing the institutional financial assistance portion of the student aid package. We were not satisfied merely to communicate the fact that college was more affordable than it was perceived to be, however valid this assertion might be. We *increased the institutional portion of our financial assistance by more than 320% over a three-year period, from just over $400,000 to more than $1.85 million–representing 10% of our operating budget.* And part of that campaign, of course, was to tell the potential students that we were creating a new reality. We knew that more than 80% of our full-time students

received some kind of financial aid, and in communicating that fact, we also communicated that it was not a handout, not a source of shame, but the means by which a private institution served a richly-divergent community. The theme was, "College is affordable; college is for you. We don't care about incomes; we care about outcomes."

4. *The problem of poor preparation in high schools.* Texas is a proving ground right now for the issue of equal access to education at the secondary level. A ruling of a federal district court said, in effect, that the poorer areas of the state do not have the resources, the tax base, to provide for equal education, and that the state has an obligation to take positive steps in providing equality of education. But again, we face a vicious cycle: More money alone will not change perceptions, and unless increases in state support for education go hand-in-hand with programs which attack the problems of false perceptions and poor preparation, little will change. At the college we attacked the latter problem by offering a summer PREP program for those whose skills were not quite up to college standards. Those motivated enough to attend the program paid a fee, knowing that if they enrolled for the fall term, one-half of that fee was reimbursed in the form of a tuition waiver, and if they made it to the spring semester, the other half was also returned to them. Our PREP students are among the most motivated we have.

It is reward enough for the extra effort we make in the minority community to see a PREP student go on to graduate with honors, as I have witnessed recently. But that is only part of the story, and only part of our motivation. In deciding to market aggressively in the minority community, we did so because we faced a difficult reality of our own, which was to survive and continue to fulfill our mission. It was not a question of *noblesse oblige*, but one of designing a strategy of survival while fulfilling a duty to the society we serve, a duty which in coming years may well require all of us to break some barriers of our own and become proponents of aggressive marketing in the minority communities.

In the past three years, enrollments at Incarnate Word College have increased 73% while at the same time the portion of Hispanics has increased 110%. In the next four years, we expect our college's ethnic mix exactly to mirror that of our city. This was a conscious decision based on our overall marketing campaign. We believe the campaign has added something important to the *zeitgeist* of the San Antonio and South Texas areas–a new sense that education is an option for everyone, that despite the decreases in federal grants, education is still the best way to increase the quality of life through the multiplication of choices. That has been the message of *brainpower*. So we are proud of what we accomplished and feel it has been accomplished in the tradition of the college's mission here. The rewards are certainly gratifying, but our program makes as much good sense from a marketing standpoint, as it represents the fulfillment of a noble mission.

In recounting our recent experience, I have suggested that marketing and increased financial aid can work together to solve the fundamental problems of recruiting and retaining minority students. Some of you may wonder how a poor Catholic college can spend $1 million on marketing and offer $1.85 million in institutional financial aid and still survive. It is a good question. I have explained the program to many of my colleagues and, while it is a simple program, each time it seems to be a sort of wizardry not to be believed. It is a fit subject for another essay. Let me say simply that we have used the genius of the free enterprise system to enlist a series of partners among the media—television stations, radio stations, billboard companies, and newspapers—to trade their advertising time and space for scholarships, which has resulted in a geometric increase in the amount of scholarships available here in San Antonio. It has created a "win-win-win-win situation": The college wins by generating more enrollments; the media win by trading time and space for scholarships to use either as corporate benefits or community service; the community wins because the program both increases the availability of scholarship dollars *and raises community awareness of the importance of education*; but most of all, the students win.

Let me conclude with a quotation from the September 11, 1988, issue of *Vista* magazine, a nationally distributed Sunday newspaper supplement with a circulation of 1.5 million in largely Hispanic markets. It said that this program, coupled with "a commitment to reach out to students who often fear that college is out of reach, has made Incarnate Word a model of ethnic balance in an academic world which seldom reflects society at large."

The Hispanic Association of Colleges and Universities: A New Force

Antonio Rigual

The Hispanic student educational pipeline is leaking, and leaking badly. For every 1,000 Hispanic children who enter the educational system, on the average, only 70 graduate from college. In some areas of the country the figure is even more dismal, as low as 25 out of 1,000. *From Minority to Majority*, a report of the Western Interstate Commission for Higher Education (WICHE), states that "if levels of participation in education do not change and if the number of minority elementary school students continues to rise, the prospect is that the overall level of education in the Southwest will drop."

The problem is not limited to the Southwest, however. Many of the same conditions exist in areas of the Southeast, Northeast and Midwest. Harold L. Hodgkinson points out in *Texas: The State and Its Educational System* that, in terms of high school graduation rates, "Our largest and most diverse states—Texas, California, New York and Florida—all rank in the bottom 10 states on this crucial measure."

The following research findings summarize the nature and significance of the rates at which Hispanic students graduate from high school, go on to college and succeed in college:

- Trends in Texas suggest that high school graduation rates are similar to nationwide figures that show 83% of white students completing high school over the period from 1973 to 1979, compared with 72% of black students and 55% of Hispanics. (WICHE and The College Board, *Minorities in Higher Education: The Changing Southwest–Texas)*
- Hispanics are the least likely of the three major U.S. racial/ethnic groups to be enrolled in post-secondary education. The representation of whites in 1978 was 82%, as compared to only 4% for Hispanics; in 1984 their representation was 80% and 4% respectively. The only change occurred among the whites and the "other" category. The 2% loss experienced by whites was gained by persons other than Hispanics and blacks. (The Tomas Rivera Center, *The Status of Hispanics in Higher Education)*
- Hispanics represented 3% of all bachelor degree recipients, 2% of all master's degrees and 0.2% of doctoral graduates. (The Tomas Rivera Center, *The Status of Hispanics in Higher Education)*

Early in the 21st century, one out of every three members of the U.S. workforce will be a minority person. Hispanics in the United States are expected to number around 30 million at that time and will have become the largest racial/ethnic group in the nation. The economic and social consequences of an undereducated Hispanic population will, thus, be significant. As is suggested in WICHE's *From Minority to Majority*, "The answer and the challenge lie in education. If education is not made more effective for minorities than it has been, we will fall behind in achieving our goals of social justice and in meeting our needs for economic growth. If, however, we provide more successfully for the education of our growing minority populations and tap their now unfulfilled potential, we will achieve greater social equity and at the same time assure our continued economic progress."

The colleges and universities that have evolved into Hispanic centers of higher education and that serve significantly high proportions of Hispanic students are aware that they will likely have an even greater role to play in the development of Hispanic talent to meet the demand for a well educated workforce. By and large, these institutions are not rich in capital resources, nor are they the highly visible state flagships. To do an even better job of providing opportunities to Hispanic students for access to and success in higher education these colleges and universities require additional resources. A collaborative effort whose purposes would be to highlight the significantly and predominantly Hispanic colleges and universities and to assist them in securing the needed sources of support was deemed a desirable way to supplement the work of the individual institutions in these areas.

Founded in May, 1986, in San Antonio, Texas, the Hispanic Association of Colleges and Universities (HACU) is a national organization dedicated to bringing together the member colleges and universities with potential resource providers in order to establish working partnerships that will:

- promote the development of member colleges and universities;

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- improve the quality of post secondary educational opportunities for Hispanic students;
- advance the interests of business and industry through the development and sharing of resources, information and expertise.

Institutions of higher education eligible for HACU membership are regionally accredited, nonprofit colleges and universities where Hispanic students constitute a minimum of 25% of the total enrollment. The institutions must also express their commitment to the association's mission and to achieving the goals and objectives established by the membership.

The association fulfills its mission by engaging in activities that heighten the awareness among corporations, foundations, governmental agencies and individuals about the role that the member colleges and universities play in educating our nation's Hispanic youth. HACU also offers a program of educational experiences, such as workshops, seminars and symposia, that increases the knowledge and expertise of policy makers at member and other institutions on a variety of topics critical to the success of Hispanic students in higher education. HACU conducts focused special projects that address the vital importance of education in the economic development of the U.S. Hispanic population. To the same end, the association serves as a resource to federal and state legislators and government agency personnel by providing information on public policy issues concerning Hispanic students and the institutions that serve them.

There are three categories of membership in the Hispanic Association of Colleges and Universities:

- Institutional: for colleges and universities in the United States where Hispanic students constitute a minimum of 25% of the total enrollment
- Associate: for institutions of higher education and organizations demonstrating a strong commitment to the improvement of educational opportunities for Hispanics
- Business: for individuals or corporations signifcantly supporting the goals of the association

HACU's board of directors is composed of the representatives of the colleges and universities that are institutional members (typically, these representatives are the institutions' chief executive officers) and of the business directors.

Some 100 colleges and universities presently qualify for institutional membership in the association. These institutions are located in ten states (Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, Texas and Washington) and in Puerto Rico. In September, 1988, HACU's board of directors voted to expand the association's geographic focus beyond the continental United States and, thus, make the colleges and universities in Puerto Rico eligible for institutional membership.

HACU believes that it is important to note that its member and member-eligible institutions enroll about one-third of all post secondary Hispanic students in the United States. Hispanic student enrollment at these institutions ranges from 25 to 99% of their student bodies. Furthermore, demographic changes will result in more institutions reaching the minimum 25% Hispanic enrollment criterion each year, so that shortly after the year 2000 some 150 colleges and universities should be eligible for HACU institutional membership.

Membership in HACU has grown from 18 in 1987–the association's first full year of operation–to 43 in 1988. The goal for 1989 institutional membership is 60.

Following are some relevant facts (based on fall 1986 enrollment data) about the 78 HACU member/member-eligible institutions in the continental United States (information on institutions of higher education in Puerto Rico is presently being compiled and will be published in the near future):

- number of two-year colleges: 47 (44 public, 3 private)
  number of four-year institutions: 31 (16 public, 15 private)
- top five states in terms of number of institutions: Texas (22), California (18), New Mexico (10), New York (9), Florida (7)
- number of institutions where Hispanic students are 45% or more of the enrollment: 31
- number of Hispanic students enrolled at the 78 institutions: 195,721
- distributions of Hispanic students by level of institution:
  two-year: 138,334 (71%)
  four-year: 57,387 (29%)
- in Texas there are as many HACU member/member-eligible two-year colleges as four-year institutions (11 of each)
- in California there are 4 four-year HACU member/member-eligible institutions and 14 two-year colleges
- 40 institutions have Hispanic enrollments of 1,500 or less; 38 colleges have more than 1,500 students and, of these, 11 enroll more than 5,000 Hispanic students each
- distribution of institutions by percentage of Hispanic enrollment:

  25% - 35%: 34
  36% - 50%: 23
  51% - 74%: 12
  75% - 99%: 9

All but a handful of the HACU member/member-eligible institutions in the continental United States were not founded to serve Hispanics specifically. Rather, these colleges and universities became increasingly Hispanic as demographic changes took hold in the areas around them. As the characteristics of the student bodies of these colleges and universities shifted—what has been referred to as the "browning of the campuses," even though Hispanics come in all shades—the institutions responded in a variety of ways, some positive and some not so positive.

Institutional responses to changes in the composition of student bodies that could be termed somewhat less than positive can be attributed to a variety of factors. These factors range from fear of the unknown to plain and unadulterated racism. Fortunately, the majority of the most virulent reactions to the new campus realities have now been transcended. That is not to say that at significantly or predominantly Hispanic institutions racism has been eradicated. However, just as terminally ill patients eventually accept that they will inevitably die, even the most recalcitrant blockers of change at emerging Hispanic institutions are overwhelmed by the new environment and accept the truth: the "good old days" are gone forever. A new institution—quite different from the previous one in many ways—and one that is vibrant and youthful is born.

And then there are the very positive responses to the growth of Hispanic enrollments at a variety of campuses, institutions that decide to become proactive in providing opportunities for access and success rather than waiting to be "forced" to comply by some equal opportunity plan. Many of these enlightened institutions have been Catholic colleges.

The rolls of HACU member/member-eligible institutions include ten Catholic colleges and universities. To illustrate the leadership that Catholic institutions exercise, exemplary programs developed at two of these ten institutions are cited (many more are in existence):

> As mentioned in WICHE's *From Majority to Minority*, Mount St. Mary's College in Los Angeles has employed the following method in dealing with cultural diversity: "Each student is required to achieve competence in reading, writing, and mathematics to progress beyond the first semester. Through modules on communications and leadership, students develop pride in themselves and their families. Freshman English courses stress ethnic literature. The predominantly Anglo faculty is trained in cultural diversity through workshops on, for example, the academic background of minority students and how to build on the strengths of different cultures. Support is provided to each department to study minority issues or resources. Results are disseminated through workshops and campus newsletters. The college boasts a 70% retention rate for students in its two-year Associate in Arts program, 70-80% of whom transfer to four-year programs."
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> In 1967, Our Lady of the Lake University (OLLU), in San Antonio, in partnership with the U.S. Office of Education, pioneered a highly successful effort to develop minority teachers. The program identified young Hispanics who had no opportunity for higher education and who, in exchange for the education they would receive, agreed to return as teachers to their communities for five years. The success of the program was attested to by its results. Of 34 initial participants, all but three completed their bachelor's degrees, and many went on to earn graduate degrees. The 34 initial participants completed, as their highest earned advanced degrees as of 1980, the following degrees: M.Ed. (10); M.S.W. (1); M.A. (1); J.D. (1); Ed.D. (2); Ph.D. (1). In 1980, twelve of the initial participants were still classroom teachers, eight were educational administrators or consultants, five were involved in social service careers, two were in government service, and one was a military officer. For the disadvantaged group from which these students were drawn, the project's results were truly impressive.
>
> Project Teacher Excellence continues at OLLU today, even though the federal resource commitment of the late 1960s and early 1970s has long since disappeared. Project Teacher Excellence points to the importance of early identification, of mentoring, of peer group support and of role models in improving the college retention rates of Hispanic students.

The Hispanic Association of Colleges and Universities seeks to become a significant force in the higher education arena in a very short time. As it does, it will be important to note that this evolution began at the campus of a Catholic institution, Our Lady of the Lake University, an institution that gave of its limited resources when there were no other resources, so that a concept it believed to be important would have an opportunity to become reality and grow and develop. Catholic higher education at its best—such was the impetus behind the Hispanic Association of Colleges and Universities.

An Enabling Education: A Catholic College Contribution

Kathleen Kelly, CSJ

This paper addresses the challenge of educating the culturally diverse immigrant student population—principally the Hispanic students.

American Catholic colleges have traditionally educated first-generation children of immigrant groups: Irish, Italian, German, Polish, Northern and Eastern Europeans. These institutions have made a significant contribution by enabling immigrants to move into the mainstream of American culture and to assume positions of leadership in industry, politics and society in general.

Today Catholic colleges are faced with a new and unique challenge—educating the new wave of immigrants from all over the world: Hispanic (Mexico, Central and South America), Oriental (Vietnam, Laos, Cambodia, Korea, China and others), and the Middle East (Iran and Armenia). The new ethnic minorities are fast becoming the majority in a number of areas. In the Southwest, for instance, by the year 2000, minorities will constitute the majority of the population under the age of 30.[1]

This new challenge to our Catholic colleges is unique because our traditional patterns of education have been developed out of past success with immigrant groups of European backgrounds and from our own foundations in Western European patterns of thought and culture. Not only are many of our own faculties themselves from first-generation European immigrant groups, but also the design of our curricula, our assumptions, and our cultural understandings have come largely from this Northern European orientation.

A great number of non-European immigrants do not share this Western culture background. Many groups have a vastly different outlook on life, and a set of values, beliefs, practices, and language dissimilar to American culture. The task of acculturation to American society, while at the same time recognizing and building upon non-American cultures, is not an easy one. But it is a challenge that the colleges must face if they are to serve the immigrant population.

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Our Catholic colleges need to reach out, especially to the population existing in their urban or regional areas, to discover and recruit potential students and to actively bring them into the mainstream of American life. It is true that important similarities exist between some of these new Americans and some former immigrant groups. We need to make use of these similarities in establishing firm associations. Many, like the Hispanics, are traditionally Catholic and feel "at home" with the values and religious orientation of Catholic colleges. Catholic colleges have a particular role in educating the new immigrants, respecting their human dignity and worth, and developing their individual capacities.

But if we are to serve these new groups of first-generation immigrant college candidates as they deserve, building in the richness of their cultures, our very assumptions need to be challenged, our curriculum needs review and revision, and our campus environment must be reassessed as we address the educational needs of this new and diverse population who will be arriving on our campuses.

Institutional commitment is an essential first step, since funding must be provided as additional personnel and resources will be essential to the success of the program.

Each college, then, must decide how it can best proceed to implement this commitment to educate immigrant and minority students, and how the curriculum and programs will reflect this commitment. Once the decision and commitment have been made, and priorities established, the college must begin to devise a plan for the successful education of these students. Some colleges around the country have developed comprehensive programs that have resulted in successful recruitment and retention of ethnic minorities. Others may find it valuable to study and evaluate these programs as they develop their own programs. As each college develops programs for educating minority students, it is important that the mission of the institution be the basis for those programs. Our unique differences serve students well, and the programs must reflect each college's characteristics and the demographics of the particular area.

The Commitment of Mount St. Mary's College

The discussion which follows will concentrate primarily upon the work of Mount St. Mary's College, Los

Angeles, although much of it is applicable to other colleges admitting new-immigrant students. This college is located in a portion of the city adjacent to a high concentration of Hispanics.[2] Statistics show that the Hispanic population, despite its increase in numbers, has gained only 1.9 % in those going on to college. Actually, because of the overall growth in that population, their participation in higher education has *declined* from 36 % in 1976 to 27 % in 1985.[3] Each college or university needs to commit itself to changing these figures.

Mount St. Mary's College is a Catholic liberal arts college, primarily for women, sponsored by the Sisters of St. Joseph of Carondelet. The orientation of the sisters, the sponsoring body, is toward human services, toward addressing social needs, toward responding to the needs of the time and toward creating community. The college was established in the 1920's as a traditional liberal arts college. A second campus, the Doheny Campus in downtown Los Angeles, was added in the 1960's. Programs were planned to provide for students who did not meet the entrance qualifications for a four-year Catholic college but who did have potential for college and the desire for a value-based education. As the minority population grew in numbers and diversity in the Los Angeles area, the college initiated intense efforts to recruit these students. As the number of minority students increased, programs were developed to respond to the growing population's needs.

Through these last 25 years, therefore, Mount St. Mary's College has been responding to the educational needs of the minority population. The Doheny Campus reflects the ethnic diversity of the surrounding Los Angeles area: 52% of the students are Hispanic, 23% black, 14% Anglo, and 11% Asian.

The Doheny Campus continues to provide programs for those students who are not immediately eligible for the baccalaureate program. Many are predominantly underachievers and have not attained the competencies needed for the baccalaureate program. Ninety-eight percent are first-generation college-goers.

Ninety-eight percent of the Hispanic students are retained through their freshman year. Approximately 70 % of those who enter as freshmen complete the Associate in Arts degree in two years, and, of these, 50% go on to baccalaureate study at Mount St. Mary's College (on our West Los Angeles Chalon Campus); another 20-30% transfer to other four-year colleges. Associate degree students who enter the baccalaureate program generally succeed. Figures for the class of 1985 show that 94% of Doheny Campus A.A. graduates completed their baccalaureate degree.

Profile of the Hispanic Doheny Campus Student

The freshman class of 1986 was composed of over 64% Hispanic students from low socio-economic backgrounds, who were the first in their families to attend college. Most students work off-campus, and many are commuters. These students, especially, have no models who have been succcessful in completing college; often few in their families or neighborhoods have graduated from high school. Their families are frequently uninformed about the demands made on a college student and are understandably reluctant to lose the student's personal and financial contributions to the family.

Often these young women are expected to be the translators for the family, and frequently families will require their services for housekeeping and babysitting. Consequently, the students may miss class. For many, the only time they speak English is in their college classes, because they come from East Los Angeles, where at the bank, the grocery, the community center and on the street Spanish is the only language spoken.

Those who are new immigrants have language difficulties in addition to a new cultural environment. Recognizing these characteristics of the Hispanic students, Mount St. Mary's College has attempted to institute strategies of recruitment and retention which will enable them to succeed in college.

The program at Mount St. Mary's College has three major goals:

1. To provide students with the academic and intellectual skills necessary for college work.
2. To strengthen their motivation to persist in college.
3. To intervene in behavior that leads to failure, as well as to develop behavior that leads to success.

These three general goals are to be achieved through the various activities grouped under the general headings of Recruitment and Retention.

RECRUITMENT

- Creating advisory boards of Hispanic community leaders who assist in suggesting and making known specific strategies to recruit Hispanic students.
- Bringing Hispanic students onto the campus from selected Hispanic high schools. This is done through campus directors of Upward Bound talent search programs and the like. The purpose of this visit includes acquainting students with the college, especially the academic and support services, and the institution's commitment to increase the number of Hispanic students.
- Identifying students for a particular program at the college; for example, Mount St. Mary's College has a *Women's Leadership Program* with Leadership Scholarships for Hispanic students. These students are recommended by high school counselors, directors of church youth groups, church leaders and pastors.
- Planning a series of overnights for Hispanic students. High school counselors identify Hispanic students in the inquiry pool. The college provides buses to transport these students to and from campus. Presently enrolled minority students conduct tours of the campus. The high school students visit classes and are given information about financial aid and admissions.

- Having Hispanic alumnae attend college fairs in their geographic areas and also contact prospective Hispanic students.
- Employing bilingual admissions counselors.
- Forming a high school counselors' advisory group from predominantly Hispanic high schools. This has assisted the college in refining and developing its recruitment strategies for addressing the needs of Hispanic students.

Mount St. Mary's has also entered into a partnership with six Catholic high schools in the inner city to work with their freshmen and assist in motivating them toward college. The Hispanic students at the Mount are peer tutors and advisors to the students in these high schools. They discuss with them what is necessary for them to achieve in high school in order to be successful college students. The mentoring role of Hispanics with Hispanics creates role models for the younger students and helps them to be motivated and to realize that they, too, can attend college.

RETENTION

It is essential that recruitment be linked to retention. It is unfair and unjust for students to come onto a campus unless it has been prepared and readied for them in a way that welcomes them and is committed to their success.

The experience at Mount St. Mary's College gives strong evidence that these students can succeed in college if they are placed in a supportive atmosphere where there is individual attention, intervention when difficulties appear, and significant feedback from faculty and administration. Mount St. Mary's College has developed a comprehensive program of academic support services that has assisted students to succeed in reaching their goals.[4]

ADMISSIONS:

Admission standards for the Doheny Campus have been reviewed, and these standards are no longer based on SAT scores, but rather on each student's potential for success. If the student shows promise, is motivated and desires to attend college, she is accepted. Once accepted into the Associate Program, the student is tested, and a tentative schedule of skills courses (Reading Development, Basic Math, Composition and Study Skills) and college courses is drawn up with the help of an advisor.

ADVISEMENT AND TESTING:

As mentioned, every student admitted to the program is required to take a series of placement tests before matriculating. Once test results are available, an advisor is assigned to each student according to her area of interest. Before the student arrives on campus, a tentative schedule of classes is set up—difficult enough to be challenging, but within her capabilities. The schedule is explained to the student during the initial advisement appointment and revised as necessary.

SKILLS CLASSES:

In order to succeed in college, students obviously must attain the basic skills—reading, writing, mathematics and study skills. Students are required to take selected remedial classes in these subjects if their scores on the college's placement tests are inadequate in a particular area. Classes are small; students receive immediate feedback on their work. The students in these classes often succeed dramatically. It is not uncommon for some to improve their reading ability by three grade levels in one semester.

SUMMER SKILLS:

The college offers students the opportunity to take some of the skills classes they need in a three-week summer program. Residence is provided for those who wish it. Students who take advantage of the summer program may lighten their fall course load; they are retested and may no longer need some skills classes. They also develop a familiarity with the faculty and the campus, which helps their adjustment in the fall.

ACADEMIC DIFFICULTY:

Both advisors and faculty members play important roles in an "Early Warning System" which alerts students to academic difficulties while there is still time to correct them. Teachers notify advisors in the second month of each semester about students who are experiencing problems in class. Then advisors and students meet to plan a course of action that will resolve the problem. The remedy may be more time spent in the Learning Resource Center, better attendance at class or some help with time management. The dean also meets with students who have two or more Early Warning notices or whose trouble persists to mid-semester. For most students, this extra attention and follow-up are enough to help them succeed. However, students who earn less than a 2.0 semester GPA ("C" average) are placed on academic probation for a semester, during which time they meet with a support group facilitated by a trained counselor. Most are back in good standing after one semester. In special cases, a student may be allowed another semester "on probation" if she is willing to sign a contract with the dean about specific ways to change her behavior.

LEARNING RESOURCE CENTER:

In conjunction with the freshman English course, each student must spend an additional hour each week at the Learning Resource Center, where she works with a tutor on an individualized plan designed by her English instructor. Tutors in this center are adults who have experience as elementary school teachers and who are warm and caring individuals. In addition to the tutoring available, the students are also encouraged to take advantage of individualized instructional software in reading, English composition and basic mathematics. Frequently, class instructors design learning packages so the stu-

dent, working at her own pace, can use the audiovisual hardware to reinforce classroom learning. The instructor and the tutor communicate regularly regarding the student's progress.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND DIALECTS (ESOLD):

A particular problem for Hispanic students, especially recent immigrants in the United States, is their lack of language proficiency. Many students need to acquire greater fluency in the reading, writing and speaking of English. The E.S.O.L.D program offers students the opportunity to take English as a Second Language concurrently with other communication skills classes. E.S.O.L.D. is offered on beginning, intermediate and advanced levels; the classes can accommodate students with various degrees of fluency.

EXTENDED ORIENTATION:

Beyond a doubt, students need assistance acquiring the academic skills necessary to succeed in college, but they also need help in developing the confidence, self-esteem and motivation to succeed. Several of the support services in MSMC's Associate Program address themselves to these needs, starting with the extended orientation program. Because many students in the Associate Program are the first in their families to attend college, they do not have clear ideas of what to expect. A week-long orientation in early September may be neither detailed enough nor appropriately timed. Orientation for the Associate Program, therefore, begins *during* the first week of classes, but extends to the end of the first semester. Students in groups of about ten meet weekly with a member of the faculty or staff to address such topics as campus resources, time management, personal strengths and weaknesses and career exploration. Not only does this program convey important information about the college, but it also provides a formal setting in which students interact with each other and make friends, discussing problems and concerns. The required extended orientation seminar provides a structure to help students become involved in college life and interact with faculty members. Once connections are formed, students maintain and expand them.

CAREER PLANNING:

The Associate Degree Program provides many opportunities for students to explore career possibilities, a strong motivation for persistence in college. Helping students to formulate goals is also an important part of retention. All students use "Discover," a career exploration program, and discuss the results with a career counselor. In Pre-Health Sciences, for example, a one-unit class is devoted to the health care careers. In the second year of the Associate Degree Program, students from all areas of study are encouraged to pursue internships for academic credit. The career center offers workshops and classes in career exploration, health care careers, resume writing and interviewing techniques.

OUTREACH:

Students are required to perform some supervised volunteer service in the community. Some do this through field work or internships connected with their area of specialization; others through volunteer work in community agencies. All take part in seminars conducted by faculty members to help students explore the meaning of their experiences and make connections between academic and experiential learning. Students keep journals about their Outreach activities, and the agency supervisor submits a written evaluation. Speakers and films are also a part of the seminars, and these introduce the student to various social problems connected with her volunteer work. The most important result of Outreach is the boost it gives to a student's self-esteem. The experience of working to help others, and doing so effectively, challenges the student and teaches a new way of behaving. Outreach students realize that they can contribute positively to society, and many continue as volunteers.

CULTURAL AWARENESS:

The Associate Program attracts students from many different ethnic backgrounds. Faculty, administration and staff are all aware that cultural experience, values, and expectations about education and ideas on the role of women differ widely among our students and their families. In order to teach students more effectively, the college has just finished an eighteen-month exploration of the ways to use cultural differences as a positive part of the educational process. An ancestor research paper and autobiographical writing are utilized in freshman English classes to help students appreciate who they are, as well as cultural similarities and difference. Curriculum projects have included developing a bibliography of authors from various ethnic groups for literature classes and developing a lexicon of philosophical and theological terms with cross-cultural examples. The student services area developed a strategy for communicating more effectively with Hispanic parents. A faculty member studied the advisement of Hispanic students and developed a series of recommendations for advisors. The college is continuing to explore ways of utilizing the cultural diversity of students to enrich their education.

CONNECTION WITH THE BACCALAUREATE PROGRAMS:

In their second year, associate students are encouraged to take one or more classes in the Baccalaureate Program. This policy facilitates the transition from the two-year to the four-year program for students contemplating a bachelor's degree and encourages other associate students to consider making additional education one of their goals. Many faculty members teach on both campuses and meet formally or informally with associate students to discuss majors, requirements, career opportunities and the transfer process. The financial aid office provides the students with information about ways to pay for additional education. Similarly, the

director of the Career Center on the Chalon (four-year) Campus invites students to the baccalaureate Career Day and to the Business Mentors' Program, which give them a good idea of career options open to those who have earned bachelor's degrees. Free daily shuttle bus service between the two campuses makes it easy for associate degree students to take advantage of these opportunities and become comfortable on the Chalon Campus.

FACULTY:

All of these support services are designed to facilitate the primary interaction between teacher and student in the classroom, which is the heart of the educational process. The college holds informal lunchtime forums on teaching techniques and methodologies in teaching first-generation students.

CONCLUSION

All of us are aware of the need for an increased number of programs that successfully educate minority students. None of us has all the answers, and yet we are aware that much potential talent is not being developed because the specific needs of disadvantaged students have not been sufficiently addressed. Those of us in the Los Angeles area are in the center of what will probably be the future of most urban areas in the United States. It is an exciting place to be, and if we can succeed in Los Angeles it could be a model for other cities. Change is all around us, and we in Los Angeles cannot ignore the need to educate what is now and will be our majority population. If we look at this change positively—as an opportunity to enrich our country and all of its youth—it becomes even more of an exciting challenge. In our program at Mount St. Mary's College this has been our underlying belief. Successfully educating these new Americans will enrich them and all of us tremendously—our campuses, our church, our professions, our businesses and our governments. Without the talents of this large untapped population, our nation will be short of leaders in education, science, government and business. If each Catholic college and university in the United States takes the responsibility of educating only a reasonable number of talented but disadvantaged Hispanic students, giftedness will flood the country and enrich both our church and our national life.

NOTES

1. Western Interstate Commission for Higher Education, *From Minority to Majority:* Education and the Future of the Southwest, September 1987. pp. 3-5 and *Los Angles Times*, September 7, 1988. p. 20.

Changes in Ethnic Enrollment:

Anglos no longer account for a majority of students in California's public elementary and high schools, and their share of total enrollment is expected to decline further over the next decade.

	1966	1988	2000(est.)
Anglo	75.2%	49.2%	42.7%
Latino	13.6	30.7	35.1
Black	8.2	9.0	9.3
Asian	2.2	7.6	8.8
Filipino	0.5	2.2	2.6
Pacific Islander	n/a	0.5	0.6
American Indian/ Native Alaskan	0.3	0.8	0.9

Source: California Department of Education

2. Mount St. Mary's College is located only three miles from the East Los Angeles Boyle Heights area.

3. *Chronicle of Higher Education*, July 23, 1986. *Higher Education and National Affairs*, Volume 36, Number 21, November 2, 1987. p.1.

4. Pre-and post-test indicate marked improvement in students' skills. For example, in one reading class of fifteen students, four improved so much that they were able to move into regular college courses. Others improved considerably.

The Hispanic Program
Notre Dame College of Ohio

Mary LeRoy, SND

Cleveland is a college town. Within a radius of 20 miles there are three universities, three baccalaureate degree granting colleges, and two junior colleges operating on four campuses.

Cleveland is also home for many ethnic and minority groups. Since 1874 Notre Dame Sisters have dedicated themselves to the education of the children in German, Slovak, Slovenian, Lithuanian, Bohemian, and Italian parochial schools. In the current age of changing neighborhoods, the sisters chose to serve in the inner city schools where first blacks, then Hispanics, became the dominant groups.

Notre Dame College was founded by the sisters 65 years ago as a four-year liberal arts college for women. At that time its physical facilities consisted of a single frame building located on the east side of Cleveland; its faculty numbered nine, and its enrollment totalled 16.

Six years after its founding, the college was moved to a 53-acre campus in suburban South Euclid. Today, Notre Dame's facilities include three residence halls, a student center, a 90,000 volume library, and a fitness center with pool, gym and exercise room. Its faculty now consists of 32 full-time and 53 part-time instructors, who teach day, evening and weekend classes.

Though Notre Dame College has grown and adapted to change throughout the years, its dedication to the liberal arts and sciences, and to women's education, has remained constant. It is now the only all-women's liberal arts college in northern Ohio.

Because it emphasizes the development of the total woman, Notre Dame's curriculum through the years has remained firmly based in core requirements that include study in philosophy, theology, literature, foreign languages, natural science, mathematics, social science, fine arts and health.

When older women began to return to college in the early seventies, Notre Dame was a pioneer among Cleveland-area colleges in recognizing the special needs of the adult. In 1976 it established a Lifelong Learning Center to provide counseling and special programs for women over 25, and in 1978 the Weekend College was inaugurated for working women. From an initial enrollment of 40, the Weekend College now has 360 women in attendance, 35% of whom are black, and 30% of whom are single parents. Since 1983, when we began the project of encouraging Hispanic women to continue their education, we have succeeded in enrolling 3% Hispanic women, and our present aim is to steadily increase that percentage.

Over the past five years, Notre Dame has demonstrated a special concern for Cleveland's Hispanic community. The most rapidly growing segment of the population in our city is the Hispanic. At the same time the drop out rate in high school is the highest among Hispanics. Unemployment is rampant. They are among the poorest in the area. Moreover, they are predominantly Catholic, and the women among them have not been encouraged to continue their educations. As a Catholic college for women, we feel it is our mission to reach out to the Hispanic woman. In 1983, in an effort to serve them, the college conducted a one-year assessment study, funded in part by the Cleveland Foundation. At the same time the business department of the college, in cooperation with the local Hispanic Business Development Project, provided technical assistance in a variety of areas for Hispanic-owned and operated businesses in the Cleveland area, and the theology department worked with the Catholic Diocese of Cleveland in preparing Hispanic men for the diaconate.

As part of the needs assessment program the sociology department enlisted members of the Hispanic community to act as facilitators for small focus groups, notified by means of flyers sent to church groups, community agencies and schools. The facilitators met with families, teens and women to find out what they felt was needed in the way of continuing education. After a year's study, the Hispanic community gave to the college a list of recommendations asking for assistance in addressing the following broad areas:

- knowledge of financial aid opportunities
- female role models
- skill building in English and mathematics
- transportation
- prejudice and the concern about not "fitting in"

These and related concerns have been echoed elsewhere. For example, Rose Quezada and Katherine Jones-Loyede in the spring 1984 edition of *Improving College and*

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and University Teaching cite the following as factors that militate against academic success—particularly that of Hispanic women:

- inadequate preparation at all educational levels, resulting in lack of basic skills required for college work, and high attrition rates and low enrollment
- antagonistic attitudes toward and lowered expectation of Hispanics by Anglo educators
- admission practices at institutions of higher education
- lack of support systems, such as adequate orientation and peer networks, which contribute to the effectiveness of screening processes of Hispanics by graduate schools

Another example of the challenge for Hispanics is cited in a working paper written for the Ford Foundation. Titled *Hispanics: Challenge and Opportunities*, the paper calls the low rate of educational attainment of Hispanics "a cause for concern" and points out that until recently Hispanics have been an invisible minority, largely unaffected by affirmative action. According to the report, "it is in education that the gap in achievement between Hispanics and other groups, extending from preschool levels through graduate training, is widest and most serious."

Based on the cultural, economic and psychological barriers revealed in the Notre Dame assessment study, the inequity becomes even greater in the case of Hispanic women.

Our meetings with the focus groups, and our efforts to find out from them how they really felt about having women educated, yielded, in addition to the needs listed above, a desire to see wives and daughters advance, provided the family would not be neglected, the financial status of the family would eventually be enhanced, and the man would still have use of the family car.

Our concern for educating the adult women in the family grew out of the consideration that if mother had not been educated, she would see little value in encouraging her children to stay in high school if they could get a job at age 16. So, in the conviction that Hispanic women were a neglected group, years behind black women in motivation and support for their education, but now psychologically ready to explore the possibilities of continuing their education, we launched into the second phase of our project.

In this phase we set about achieving our objective by working to remove cultural, psychological and economic barriers as well as by helping Hispanic women to achieve the same cultural and educational advantages now enjoyed by other minority women.

According to the Ford Foundation working paper previously cited:

"What Hispanics have need of today is what blacks needed twenty-five years ago: greater knowledge and understanding of their economic, social and political situation and of the roots of their disadvantage, and the development of an infrastructure that will increase their participation in the mainstream of society."

The first year of the program involved visiting Hispanic communities and meeting with groups of women to encourage them to continue in high school through graduation, to pursue, where appropriate, the graduate equivalency diploma, and to explore the possibility of attending college.

In conjunction with these meetings we provided a testing program to assess the educational levels of the women and provided career and financial aid information. An important and easily overlooked aspect of these meetings is the fact that they were held in the Hispanic community. This meant that college personnel traveled six evenings a semester to Cleveland's West Side, which is like foreign territory to the East Siders. But it was essential that the college first go to them. Later they would travel across town to us.

Although the college staff included the coordinator of the program, the career counselor, and the financial aid director, none of these would have gained credibility without the presence of the director, a Hispanic woman and a professional–Berthy De La Rosa Aponte. Peer counselors made themselves responsible for certain individuals, talked with them, promised to follow up with whatever assistance they could give, and subsequently kept in touch with their respective counselees.

Our original plan was to enroll some of our potential students, have the new enrollees become peer counselors in the next academic year, and continue to build the program each year in this manner. We did succeed in increasing the number of Hispanic students, more than doubling it, with both adult and traditional age students. But they found themselves so busy with school work that they could not give time to the peer counseling program, so we had to wait an additional year before asking them to serve in that capacity.

SKILL BUILDING

To evaluate the level of education of interested women, we used sample GED tests. Based on the results, some women studied for and took the Graduate Equivalency Examination so that they could get a high school diploma. Others were high school graduates but found themselves lacking in English and math skills. According to individual needs, we provided two types of skill building assistance:

1. We offered a series of English and math courses, again in the Hispanic community. A local Catholic high school principal allowed us to use classrooms for several nights in the second semester. We paid the teachers with grant funds.
2. We have on campus a five evening reentry program for women returning to college after several years. We provided tuition money from our Hispanic grant money to admit any of the Hispanic women interested. This was their first venture across town to attend classes on campus, and they did come, not only for that class, but for the ensuing weeks of a basic writing course to enhance their English skills.

TUTORING

Both English and mathematics are areas that tend to be neglected in the home and in the Cleveland school system. Consequently, although students meet minimum college standards they frequently need additional help in reading and math. We have provided for them special counseling by the director of the project, a Hispanic with a master's degree in counseling, and her assistant, a Hispanic with teaching certification in biology. These two women work in close cooperation with the students and with the tutor. The latter is the retired head of the English department, specifically trained to assist minority and disadvantaged students.

MENTORING

To satisfy the need for successful role models, the director of the project invited a number of professional Hispanic women to become mentors for the students. The role of the mentor is to take under her wing the individuals assigned to her, keeping in touch, to encourage, lend help and alert college personnel concerning impending problems. At present there are 12 active mentors, and a group waiting to be interviewed for that position. Among the active mentors are lawyers, a psychiatrist, an assistant superintendent of schools, government officials, and directors of local agencies.

PROGRESS

Four aspects of the project which have made it successful are:

1. Continued encouragement on the part of the college president.
2. Hiring an energetic and dedicated staff, consisting of the director, her assistant and a secretary, all of them Hispanic.
3. Early organization of an advisory counsel made up of leaders in the Hispanic and educational communities.
4. Funding by Cleveland organizations, particularly the Cleveland Foundation, which provided grants from 1983 through 1989, and the Thomas White Foundation, which provided some tuition moneys.

At this time we feel confident that the project is viable. Since 1983, when we began with nine Hispanic students, we have increased the number to 1988's enrollment of 30. Three did not persevere for various reasons. Of the four who graduated in May, 1988, two are certified teachers and have chosen to teach in Cleveland's inner city. One has been accepted into the law school at Yale and will attend next year. One received a dietetic internship in Boston but has chosen instead to pursue graduate studies in nutrition at Case Western University.

Our present plans include seeking further grant money from local foundations. Because we have made an impact on the city, we are hopeful that funds will be forthcoming. We also plan to recruit in the junior high schools where there is a high Hispanic population. Until now we have gone only to the senior high classes. We have found through our experience that "thinking in terms of college" must begin earlier. We will bring the underprepared but capable students on campus for a week-long experience to include skill-building and acculturation to college. We also see the need to sensitize the faculty and staff of the college to the cultural differences in a diverse student body. We hope to "accompany" the unprepared through freshman year with support services intended to improve the retention of these first generation students. These elements we have built into grant proposals, but whether we receive financial help, or not, we will continue to address the needs of minority students.

Our present proposal to foundations is entitled "Improved access and retention for minorities." Black students, whose educational aspirations are years ahead of Hispanic students, are asking for the same services, attention, and considerations offered the Hispanics. We hope to create a mentorship program for them similar to that of the Hispanics and, by having the two groups work together, to foster the Christian ideal of one human family, respecting differences, but cooperating with one another in a spirit of genuine acceptance.

Minority Education at Barry University

John Karen Frei, OP

It is true that universities and colleges of the American Roman Catholic tradition have established a record of excellence in educating immigrants and their children—and that Barry University of Miami, Florida, is among those which have made an impact in the life sciences.

As a young Adrian Dominican Sister 24 years ago, I first began to assist in instructing Cuban refugees in English after they had fled Cuba and sought political asylum in Miami. Barry College (now Barry University) was one of the the first Catholic institutions in the United States to open its doors to those people who had left everything behind them to flee Cuba. We instructed immigrant parents—doctors, lawyers, dentists who, because of language barriers, had gratefully taken any work available; they assumed positions as street cleaners, porters and waiters to earn money to feed their families. Thousands of people who could not speak one word of English had come to Miami. Sister Kenneth of our congregation and a faculty member at Barry became known as "Madre Kenneth" as she formalized a program to teach these professional people the English language. I as a young sister, as well as many other Adrian Dominicans, assisted her and thus was first introduced to minority education nearly a quarter of a century ago.

Many years have now passed, and the population mix of Miami is very different today from what it was in the early 1960's; the population mix of Barry University is also very different from what is was in the early 60's.

Barry University is now a co-ed university with an enrollment just under 5,000 students, of which approximately 3,700 are undergraduate and 1,250 are graduate. Our enrollment is over 40% minority and made up mostly of Hispanic, along with Haitian, American blacks and Island black students. Our sizable minority population comes from Cuba, the Bahamas, the West Indies, Central and South America. The majority of our undergraduate student body—over 50%—comes from the city of Miami and from Dade and Broward Counties, while 72% of the graduate population comes from Miami. Racially and ethnically, the Miami general population is almost equally divided among Hispanics, whites and blacks. English, Spanish, French and Creole are spoken within our metropolitan boundaries. Barry is well positioned to serve these students, and it does so with its current minority student population of over 40% of the student body.

In designing academic programs for our minority students, we have relied on our own past experience as well as what we have learned from the literature. A variety of studies (Durna 1983, College Board 1987, Richardson *et al* 1987 and ETS Developments 1988) have shown that the majority of Hispanic college freshmen, from cities with large urban populations like Miami, are not well prepared academically to compete with the non-minority students in their first year of college. To assist these students, we offer:

- Special and close academic advising along with many and varied student services including 24 hour counseling services
- Skills development classes in biology, English and mathematics.
- Close and special attention to cross-cultural differences in the classroom

Barry's minority enrollment is growing and along with it our retention rates have improved. Keys to success that were indentified for minority students as well as for all of our students include: our developing of an attitude across the campus of working closely with students to move them supportively toward their goals; communicating to the students that education is important in their lives, along with an emphasis on quality of life; giving them the religious dimension; and seeking to have an academic environment that communicates to the students such characteristics as caring, community and service. Also, what has helped us is having personnel who are interested in working with minority students, as well as a long term and serious commitment on the part of the institution to this endeavor.

It must be recognized that as important as these supportive programs are, they are unable to bridge the gap between the learning and the development of the student which should have taken place in high school. Because of the minority student early dropout rate, it is essential to reach them before they develop negative attitudes toward science and mathematics (Fields 1987,

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and Crosby 1988). It is well documented that most minority students are under-prepared to make meaningful career choices in the sciences (Steen 1987, Leach 1988, Rakow and Bermudez 1988). Recognizing this, colleges today are becoming educational partners with high schools to offer outreach programs to these students before they graduate from high school (Carmichael *et al* 1980, Bloch 1987, Carmichael *et al* 1987, Beriozabal 1988, Carmichael, *et al* 1988). We have focused on this in the life sciences at Barry University. It has shown that an early exposure of high school students to science training in undergraduate biology and chemistry leads to significant improvement in the students' reasoning abilities (Ryan, *et al*, 1980). It is essential, however, that this academic training not be in isolation or it will be meaningless to the high school student. At Barry we have designed an integrative all day summer program of math, science, communication skills and field research around marine biology as a means to focus on the holistic development of the student.

Science education is essential, but developing communication skills between students and faculty is also critical (Pemberton 1988, Kahle, 1988) as is the ability to communicate ideas in written form (Dunn 1988).

Further, studies have shown that the campus living experience itself is a critical component in undergraduate retention rates (Carmichael *et al*, 1980; Richardson *et al* 1987). Based on this fact, we believe that by immersing the minority student into a structured learning and living environment for a six-week period we can significantly improve the student's chances of future success in his or her undergraduate program. Some of our high school students became so fascinated with the summer experience that student publications have become possible (Montague *et al*, 1987, 1988 a,b,c). Our program extends into the high school academic year but with less of a time commitment than the summer program.

The concept of "mentoring" of minority students as discussed by Fields 1987, McBay 1987, and Davarics 1988 is well understood at Barry. Faculty serve in this role, so do the life science junior and senior majors who serve the younger students as "Big Brothers and Big Sisters." We have found this system to be most helpful and have worked with it for over 15 years. In addition, members of the National Biological Honor Society, Tri Beta, Sigma Eta Chapter, give of their time and talents and voluntarily tutor the younger students in math, chemistry and biology courses. Faculty and students are partners in mentoring at all levels.

Nationally, it is well known that there are very few minority students pursuing higher education and, in particular, the biomedical sciences as a career. (Wilson and Melendes 1987, Vetter 1988). Barry University has dedicated itself and its resources to effect a change in these statistics. We have been very successful in educating our students in the sciences: 35% of our graduates over the past twelve years have pursued medical careers; 18% graduate studies; 20% technological fields; 12% dental careers and 5% teaching.

We have been funded at the undergraduate level in the Division of Biological and Biomedical Sciences with a Minority Access to Research Career Grant (MARC), which is in its second five-year cycle. This grant is N.I.H. sponsored for minority honor students; it is an intensive research training program as well as a rigorous academic program. The purpose of the program is to provide the opportunity for minority students, especially black and Hispanic, to prepare themselves to compete successfully for places in graduate school programs leading to a Ph.D. in the biomedical sciences (Walsh 1987). The program has been designed to provide interdisciplinary (biology, chemistry, psychology and mathematics) research experiences in an undergraduate educational environment for those students who have shown an interest in research and the potential to pursue careers in the biomedical sciences. Emphasis is placed not only on academic performance in the Pre-MARC Training Program in the freshman and sophomore years, but also on the students' own professed desire to continue their education until the attainment of the advanced degree. Efforts are made to ensure the retention of participating students

The specific objectives of the program are achieved by (1) close monitoring of minority student performance in the freshman and sophomore years, with additional academic and personal support given if needed, (2) continuous research experience with faculty advisors (mentors) throughout the duration of the program, and (3) continuing evolution of the research methodology course in the curriculum, which enhances biomedical preparation.

The same qualities which we began to develop in the minority high school students in their six-week program are refined in the six-week intensive summer research experience the MARC students have in the summer between their sophomore and junior years at college (Hays 1987). The following components were identified as essential to this course: (1) a central theme for reading and discussion; (2) exposure of the students to a variety of instrumentation, methodologies and techniques used in biomedical research; (3) development of basic skills necessary to conduct research.

In meeting the first of these goals, the topic of cell movement was chosen. To meet the second goal a basic instrumental analysis book was chosen so that students became familiar with basic instruments. Uses and limitations of each type of instrumentation chosen were examined. To meet the third goal the students were assigned a project in which they were required to conduct experiments, prepare and analyse data and compare results.

It is essential in this research experience to provide the students with a wide variety of support. Because of their differing backgrounds, the varying levels of expertise they have and the diversity in their skill preparedness, the program becomes almost an individualized experience in which each student is moved forward at a pace that best fits the needs of that particular student. It is interesting to watch these students, strong in one area and weak in another, sharing their strengths so that all

work together to overcome their weaknesses. The students are monitored constantly with individualized assignments and counseling. Emerging from this experience, they know what to expect in graduate school. They are cautioned to choose their mentors carefully and advised how to handle themselves in a non-minority environment (Skinner and Richardson 1988).

The following summer these students participate in a research experience at another institution. We have found that it is difficult to convince the Hispanic students to leave Miami because of their strong family ties, (ETS Developments 1988, Fiske 1988, ACE Newsletter 1988). However, after counseling the students and working with their families they appreciate the importance for their futures of living and studying in different regions of the country for a period of time.

The student outcomes of this MARC Program are extraordinary in that all graduates are either in graduate schools or successfully pursuing an M.D./Ph.D. program. We have been able to place our students in the institutions of their choice from California to Boston. Almost all of our students are on scholarships. The program has benefited the students, and through it we as an institution have become much more competitive in the area of research.

Undergraduate prepodiatry students are assisted in improving their intellectual skills and scientific knowledge by attending a six-week summer program featuring basic science (biology, physics, organic and inorganic chemistry) and mathematics content. Students also attend courses in test taking, reading improvement, study skills and quantitative review. MCAT review and computer-assisted learning are offered. They participate in an application process seminar, experience practice interviewing techniques and attend a seminar on the podiatric medical school curriculum. Targeted students also receive financial aid information, group and individual counseling and learn stress management techniques. They have assignments which give them medical specialties, minority medicine and clinical science. This phase of the program is called Foot Track I.

The retention component, called Foot Track II, helps assure that targeted students enrolled in the School of Podiatric Medicine complete their education. The first of seven phases of the retention program is a six-week summer prematriculation course. Its content includes study, note taking and test taking skills, reading comprehension and use of the library. Orientation in medical terminology, basic science including human anatomy, physiology, bacteriology, biochemistry, histology and neuroscience is offered. Students also attend a podiatry seminar, receive individualized counseling and are introduced to ways of coping with stress. The other six phases in the retention component are a two track academic program, a "Big Brother/Big Sister" program, orientation, a study skills workshop, tutorial assistance, a counseling program and National Boards I and II reviews.

The students who attended this first summer program found it to be very helpful in clarifying their goals about the profession, enabling them to experience the pace of a professional school, and introducing them to Miami and the next step in their career ladders. All of them felt that they very much benefitted from the academic preparation which they received. We have structured the program so that the podiatric medical and basic science faculty taught the students in the Foot Track II part of the program, while the pre-medical faculty taught in the Foot Track I part of the program.

We now have touched the academic, personal and social lives of minority students from the high school level through the professional school level. Our retention rates for minority students are excellent, and our students are very successful. We now wish to extend our educational partnership to the elementary level and have begun program development for students at that level. Minority education is very rewarding not only for the students who enter professional careers, but also for the faculty, staff and administration who all work together to develop student potential.

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An Early College Awareness Program at Regis College

Leona McCaughey-Oreszak

For the past two years, Regis College in Weston, Massachusetts, has sponsored a "College Awareness Program" for academically talented Hispanic students about to enter the ninth grade. All students come from middle schools in Boston. The Massachusetts Board of Regents and two private groups, the Riley Foundation and the Birmingham Foundation, provided grants for the program.

The program is designed so that students both learn about college opportunities and experience college life. Students live at Regis College from Sunday through Friday during the four–week summer component. They take classes in English and study skills in the morning. In the afternoon, they engage in leadership and recreational activities. The evening class sessions are directed to informational and attitudinal needs in regard to college life. Instructors in the program come from the Regis faculty as well as from local school systems. Hispanic college students act as dormitory counselors and mentors to the students. These counselors participate in the afternoon leadership sessions and the evening college awareness classes. They also serve as tutors assisting students with their daily homework.

The program emphasizes those elements which have been identified as contributors to academic success: good high school preparation, good study habits, and high self-esteem. English and study skills classes address the areas of "how to" study and "how to" write, read, listen, and speak. The transition that these students are making to high school is used by all staff members as a teachable moment. Attitudinally, they are open to new learning; they are eager for new experiences. This program attempts to seize that readiness and use it as the foundation for the development of academic and personal growth.

A key component of this program is a follow-through on the students during their high school years. Students have returned for two-day sessions during the academic year, and they were invited to return to Regis College for a week during the four-week program for ninth graders. Sessions during the academic year focused on counseling, tutoring, and study skill strategies. Staff involved in the summer program conducted these sessions with the addition of tutors from Regis College's Teacher Preparation Program. During the summer session, these returning students took classes in English and study skills. They also shared their experiences of being ninth graders with the new group. Plans for future follow-up sessions involve direct attention to SAT preparation, financial aid knowledge, and exposure to college faculty from different disciplines.

Running such a program has not been without both challenge and celebration. Regulations and responsibilities need to be made explicitly clear both to students and their families. Communication among all staff members of how students are performing is essential. Parents are also informed when a student has failed to complete an assignment. Parents attend an orientation program before the summer session. They meet staff members, tour the campus, learn of the program's goals and objectives in a more detailed fashion and are informed about rules and regulations.

For these students especially, time is spent during summer evening sessions on reflecting, analyzing, and discussing behavior. The staff believes that the program is not composed of discrete parts but is a continuum of development. The values that are stressed in every area of development are responsibility, effort, and the need for teamwork. With last year's group, these values were espoused early and continuously. For this year's group, it was a constant challenge. Many in this group tended to want to live their campus experience in a "free from" mode. It was not until the final week of the summer program that the stressed values began to be celebrated.

At this point in the program's history, its long range impact is unknown. Attitudinal questionnaires given to participants certainly attest to its immediate impact. These students state nearly unanimously that they have developed self-confidence, that their English and study skills have improved, and that the experience of college makes them want to attend. They also speak of being strongly influenced by the people that they have met. Last year's students are all still in high school and many of them have earned academic awards.

Due to present budget constraints in Massachusetts, future funding by this matching grant from the Board of

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Regents remains tenuous. Regis College, therefore, is seeking other avenues of support. Its commitment to this program as well as to the establishment of minority scholarships is steadfast. Regis was founded in 1927 to meet the urgent need of a Catholic college for women. Today it continues as a Catholic college for women and one aware that its resources must be utilized to address societal needs. Hispanics in Massachusetts have been described recently in a local newspaper as suffering from "benign neglect." According to an article in the *Boston Globe*, figures from various state agencies indicate that Hispanics are first in every indicator of poverty. Their drop-out rate from the Boston Public Schools is 51%. For ten years Regis College had offered a most successful Spanish Institute for public service personnel. It now seeks to educate a much younger population. Getting these students prepared for and interested in a college education is one of the steps Regis College is taking. That step is viewed as part of the journey of the Hispanic towards personal achievement and societal influence.

NIMH Program for Hispanics Celebrates 11th Anniversary

Lloyd H. Rogler

September 1, 1988, marks the eleventh anniversary of Fordham University's Hispanic Research Center and the beginning of the second year of a predoctoral training program for Hispanic Americans inaugurated by the center and the Department of Sociology and Anthropology. The program was developed in collaboration with Mary G. Powers, dean of Fordham's Graduate School of Arts and Sciences, and John Macisco, chairperson of the Department of Sociology and Anthropology, and with the assistance of Orlando Rodriguez, research associate of the Hispanic Research Center. It succeeds earlier training programs funded by the National Institute of Mental Health (NIMH). These programs provided training in research focusing on the Puerto Rican experience and emphasizing the centrality of the apprenticeship process. The current training program assumes that one of the best ways to produce competent sociologists is through the integration of formal graduate course work with supervised participation in ongoing research. Thus, while the six trainees in the program pursue doctoral degrees in the Department of Sociology and Anthropology, they also serve as apprentices in various stages of research projects at the Hispanic Research Center.

The program, funded by the Biometric and Clinical Applications Branch of the NIMH, responds to the need to increase the very small number of Hispanic PhD's in sociology trained to do mental health relevant research. The need is a product of a general problem, the national failure to advance Hispanics through the educational system toward higher academic degrees.The graduate program, of course, cannot address this problem. What it does is to recruit from the very small pool of educationally qualified candidates those who are interested in obtaining doctoral degrees in sociology.

Since the pool is small, recruitment is difficult. In the implementation of the training program, we were reminded of what we had learned earlier while recruiting assistants for the center's research, namely, that the customary procedure of advertising through flyers sent to social science departments did not work. Such flyers, pinned to a department's overcrowded bulletin boards, remain unnoticed by the few likely candidates. A well organized, highly active recruitment program was needed, aimed at universities with large concentrations of Hispanic students. The central objective was to make the graduate program known through interpersonal networks likely to enmesh promising candidates. Appointments were made with professors and chairpersons, and presentations were made at student meetings. Graduate students in the center were enlisted into the effort. Thus, Dharma Cortes, a Fellow of the American Sociological Association's Minority Fellowship Program, made the original identification of likely candidates at several universities in Puerto Rico.

Successive screening interviews were conducted with them and with other candidates who already had been identified in the New York City area. Despite the center's many organizational resources and community contacts, the effort was time-consuming, requiring one-third of one semester's time of the training program director, as well as the assistance of many other persons. But it did produce promising graduate students, three from the island and three from the mainland.

The original stimulus giving rise to the Hispanic Research Center, also funded by the NIMH (Minority Research Resources Branch), was the need to conduct well-designed mental health research on Hispanics. This need was given explicit attention a decade ago in the Report to the President's Commission on Mental Health (1978). The report pointedly criticized mental health research on Hispanics, noting flaws across the entire spectrum of research procedures and the tendency toward stereotypical explanations. The newly established center would undertake programmatically organized research projects focusing upon issues of Hispanic mental health. To be funded, the projects had to weather successfully the demanding peer group reviews required by public and private agencies.

From the center's beginning it was clear that if the projects were funded, magnificent opportunities would be provided for graduate students to learn, as apprentices, in vivo, the process of research. Although students are paid as research assistants, they are not treated like "hired hands" assigned to isolated tasks and having little knowledge of the research process. Each student ap-

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prentice forms part of the center's community of scholars and becomes capable of discussing cogently how his or her work assignment is related to the project's theoretical formulations and methodological decisions. By the end of the eighth year of the center's life, 104 students had served as apprentices; 53% of them are women and 72% of them Hispanics. We found that when students are treated like young scholars, the ensuing reciprocities redound to the advantage of all concerned, including the quality of research. This experience was acknowledged in a report by an NIMH site team which reviewed the center's work during the second five-year cycle of its existence. It stated that the center "...has become major focal point for the integration of research for Hispanic graduate students, not only at Fordham, but for all universities in New York City...." Thus, the predoctoral graduate program currently underway is an outgrowth of the center's experience with the apprenticeship concept.

The training program focuses on course work leading to a PhD in sociology, with ten hours of participation per week in the center's research projects and in a practicum designed to integrate the classroom and the research experiences. The research process at the center occurs in an interdisciplinary setting. Projects have at various times involved the efforts of demographers, psychiatrists, epidemiologists, psychometricians, social, clinical, development, and experimental psychologists, anthropologists and sociologists with a great variety of orientations. A common procedure is to bring together persons from different disciplines to focus their talents collectively upon the central questions being addressed in the formulation of a research problem. Thus, the trainees learn the distinctive and powerful contributions sociology can make, while appreciating the need for a multidisciplinary orientation toward mental health research.

The training program provides greater flexibility in the assignment of students to research projects. Students serving as paid assistants (and apprentices) undertake assignments according to the specific project's research needs. However, with the trainees, we do not have this constraint and can rotate assignments from one project to another, usually on a semester basis. Hopefully, this will increase the trainees' appreciation for both the great diversity that comprises mental health relevant research and the totality of the research process.

The center's research agenda, which has included projects spanning the clinical service process, provides variety in assigning trainees. We conceptualize the clinical service process in terms of a hypothetical temporal sequence composed of five phases. The first involves factors contributing to and associated with the emergence of mental health problems; the second designates the intricate help-seeking efforts which may or may not lead the afflicted person to contact official mental health service providers; the third focuses upon attempts by such help providers to evaluate or diagnose the client's psychological condition; the forth begins when the mental health providers attempt therapeutic interventions; and the fifth involves the termination of treatment and the client's resumption of customary social roles away from the therapeutic setting, whether relieved of the original problem or not. Economically disadvantaged Hispanics, with acculturative problems, and the objects of prejudice and discriminatory practices, experience clusters of problems in each of the five phases. When such problems are put in the context of impinging sociocultural forces, the need for sociological research perspectives is clear and pressing.

Flexibility in the assignment of trainees according to the project's stage of development also is important. In sociology, the currently prevailing methodological concerns have focused, from our viewpoint, disproportionate attention upon data analysis as a result of widespread commitment to computer technology. It is understandable, therefore, why graduate students often gravitate toward the idea that methodology is the equivalent of data analysis, and data analysis the equivalent of computer procedures. The trainees take courses in computer procedures and learn their applications in center projects. But they are assigned to projects which are at stages of development other than data analysis, and which engage other types of concerns. Much is to be learned from undertaking comprehensive reviews of the literature in formulating a research problem; adapting research designs appropriate to the problem; developing test instruments and observational procedures; collecting data; analyzing and interpreting qualitative data; writing and publishing clear research reports; and interpreting findings for the benefit of mental health policy makers and practitioners.

We are committed to the development of well-rounded Hispanic PhDs in sociology.