DOCUMENT RESUME

ED 367 208 HE 027 156

TITLE	Higher Education: Information on Minority-Targeted Scholarships. Report to Congressional Requesters.
INSTITUTION	General Accounting Office, Washington, DC. Health, Education, and Human Services Div.
REPORT NO	GAO/HEHS-94-77
PUB DATE	Jan 94
NOTE	99p.
AVAILABLE FROM	U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free, additional copies $2 each).
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Case Studies; *College Students; Dental Schools; Eligibility; Graduate Study; *Higher Education; Law Schools; Medical Schools; *Minority Groups; *Scholarships; School Holding Power; School Policy; Student Financial Aid; *Student Recruitment; Undergraduate Study
IDENTIFIERS	*Minority Scholarships

ABSTRACT

A research study of the use and perceived value of minority-targeted scholarships (MTS) by undergraduate, graduate, and professional schools is reported in this document. The research used a mail survey of financial aid directors at 300 four-year undergraduate and graduate schools and another survy of 349 dental, law, and medical schools. In addition, case studies were done of the impact of such scholarships on six schools' goals of increasing minority representation. The survey results showed that, though many schools award MTS, these scholarships account for a small proportion of total scholarships and scholarship dollars. Most schools awarding MTS used race or ethnicity as an eligibility requirement, while few used gender, religion, or other minority status. Race or ethnicity was rarely the sole criterion with other criteria commonly being financial need and/or academic merit. Students receiving MTS were a small percentage of all racial or ethnic minority students. Schools funded MTS through private endowments and income from tuition and other fees. Four of the six schools in the case studies used MTS fairly extensively and found them valuable in recruiting and retaining minority students. Extensive appendixes contain aggregated responses to the questionnaires, information on the questionnaire scope and methodology, the six case studies, and a list of contributors to the report. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

United States General Accounting Office

GAO

Report to Congressional Requesters

January 1994

HIGHER EDUCATION

Information on Minority-Targeted Scholarships

ED 367 208

HE027 156

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

GAO/HEHS-94-77

BEST COPY AVAILABLE

GAO

United States
General Accounting Office
Washington, D.C. 20548

Health, Education, and
Human Services Division

B-251634

January 14, 1994

Congressional Requesters

Minority-targeted scholarships—scholarships for which some form of minority status is an eligibility requirement—have become controversial in recent years. In particular, scholarships restricted to students of a specified race or ethnicity have raised concern in some quarters over perceived reverse discrimination, since aid restricted to students of one race or minority group necessarily excludes other students from consideration. Although postsecondary schools have used such scholarships for years, recent administrative decisions have brought this issue to the forefront. This report responds to your request that we study the use and perceived value of minority-targeted scholarships by undergraduate, graduate, and professional schools.[1]

What We Found

Although many schools awarded minority-targeted scholarships, these scholarships accounted for a small proportion of total scholarships and scholarship dollars in academic year 1991-92. Most schools awarding minority-targeted scholarships used race or ethnicity as an eligibility requirement, while few used gender, religion, or other minority status. However, race or ethnicity was rarely the sole criterion; most minority-targeted scholarships used additional criteria, such as financial need or academic merit, for awarding funds. Furthermore, students receiving race- or ethnicity-based minority-targeted scholarships made up a small percentage of all racial or ethnic minority students. Schools primarily funded minority-targeted scholarships through (1) private endowments and (2) income from tuition and other fees. Four of the six schools we visited used minority-targeted scholarships to a great extent and found them valuable tools in recruiting and retaining minority students.

Background

For many years, colleges and universities have been actively recruiting underrepresented groups, such as racial or ethnic minorities, to increase diversity within their student bodies or within certain educational and professional programs, making them more representative of the general population. By increasing diversity within their student bodies, schools can promote equal access to educational opportunities and provide a broader and more enriched educational experience. As one approach,

[1]The requesting committees and subcommittees are listed at the end of this letter.

some schools target scholarships on the basis of race or ethnicity, sex, disability, or other minority status. We refer to these awards generally as "minority-targeted scholarships" (MTS).

Controversy over one form of MTS—"race-exclusive scholarships," or those for which only students of a designated race or national origin may compete—erupted in 1990. Sponsors of a National Collegiate Athletic Association event proposed to establish scholarships specifically for minority students at two participating schools. The Department of Education's Office for Civil Rights announced that such scholarships may be illegal under title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d), which prohibits schools that receive federal funding from discriminating on the basis of race, color, or national origin. According to Education, unless the schools were providing such scholarships in order to remedy discrimination, their administration of the scholarships would violate title VI. Education's interpretation raised concerns about the legality of financial aid practices at many schools. Many concerned school officials and organizations sent letters to Education, the vast majority expressing support for MTS.

In response, Education decided to establish a policy on race-exclusive scholarships. In December 1991, after conducting an internal policy review, Education proposed, for comment, guidance that might have restricted the use of these scholarships. The proposed guidance outlined the circumstances in which colleges might use race-targeted aid consistent with title VI.

We were asked to collect information regarding minority-targeted scholarships—a broader category than race-exclusive scholarships—to inform policymakers about the current use and perceived benefits of such scholarships. Subsequently, Education decided to suspend the issuance of final guidance pending our report. To alleviate concerns about the legality of such scholarships in the interim, in March 1993 Education advised schools to continue their usual practices until further notice.

Scope and Methodology

To provide a comprehensive view of the use of MTS at undergraduate, graduate, and professional schools, we used two methodologies: mail surveys and case studies. We mailed questionnaires to schools in order to collect information on the extent of use, award criteria, and funding sources for these scholarships, while our case studies explored the impact of such scholarships on schools' goals of increasing minority

representation on campus. In conversations with your staff, we agreed to focus our review on the following questions:

- To what extent do colleges and universities award MTS?
- How do these schools distribute these scholarships among various minority-targeted categories, such as race, sex, or disability?
- How often is race or ethnicity the sole eligibility criterion for these scholarships?
- What proportion of minority students receive these scholarships?
- How are these scholarships funded?
- What role do these scholarships play in increasing the recruitment, retention, and graduation of minority students?

We developed two similar questionnaires to gather information from as wide a range of schools as possible on the use of MTS. We sent one questionnaire (see app. I) to financial aid directors at a random sample of 300 4-year undergraduate and graduate schools. The sample was drawn to make the results statistically representative of the approximately 2,100 colleges and universities offering such programs.[2] We sent the other questionnaire (see app. II) to all dental, law, or medical schools—the three professional schools you asked us to review. In all, there were 349 of these professional schools.

The questionnaire respondents provided us information on scholarship awards based, in whole or in part, on one or more of the following criteria: (1) race or ethnicity, defined as African-American, Asian-American/Pacific Islander, Hispanic, or Native American/Alaskan Native; (2) age, defined as over age 40; (3) disability; (4) sex;[3] (5) national origin, such as Irish-American or Italian-American, but not including international students; and (6) religion.[4] To increase the number of responses to these questionnaires, given the sensitive nature of the data, and with your approval, we agreed to maintain the confidentiality of each school's

[2]Because we sent questionnaires to a sample of undergraduate and graduate schools, the figures in this letter are subject to sampling error. For all undergraduate and graduate results in figures 1 through 5, the 95-percent confidence interval is plus or minus 6 percentage points or less.

[3]We asked schools to exclude scholarships for women offered to fulfill the purposes of title IX of the Education Amendments of 1972 (20 U.S.C. 1681), which prohibits discrimination on the basis of sex in education programs, including athletic scholarships. Although reliable data are elusive, we estimate that inclusion of all women's athletic scholarship funds would have increased total MTS by about 80 percent at the undergraduate level.

[4]We also collected information on scholarships for which minority status was a consideration but not an eligibility requirement. However, the relevant issues, as well as the requesters' interests, concerned only MTS as we have defined them. Therefore, we focused primarily on these scholarships. Limited information on minority-considered scholarships can be found in appendixes I and II.

responses and present minority-targeted scholarship data only in the aggregate.

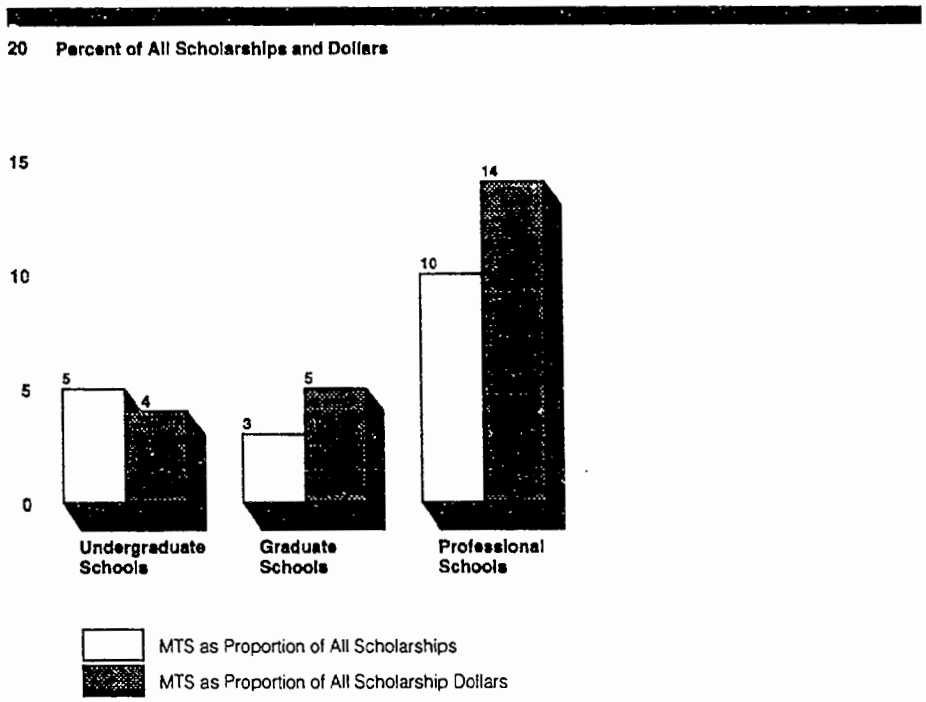
To address the role that MTS play in recruiting, retaining, and graduating minority students, we conducted case studies at six schools. We chose schools on the basis of (1) their rates of racial or ethnic minority enrollment and (2) the extent to which they used MTS. We visited three undergraduate schools and three professional schools.

We did our work between May 1992 and November 1993 in accordance with generally accepted government auditing standards.

Minority-Targeted Scholarships Made Up Small Proportion of All Scholarships

Although many schools used MTS to some extent in academic year 1991-92, these scholarships were a small proportion of all scholarships. Almost two-thirds of 4-year undergraduate schools awarded at least one minority-targeted scholarship. At the post-graduate level, about one-third of graduate schools and nearly three-fourths of professional schools awarded at least one minority-targeted scholarship. The widespread use of MTS notwithstanding, MTS accounted for a small share of all scholarships and scholarship dollars. Overall, MTS represented no more than 5 percent of all undergraduate and graduate scholarships and scholarship dollars. For professional schools, these scholarships accounted for 10 percent of all scholarships and 14 percent of scholarship dollars (see fig. 1).

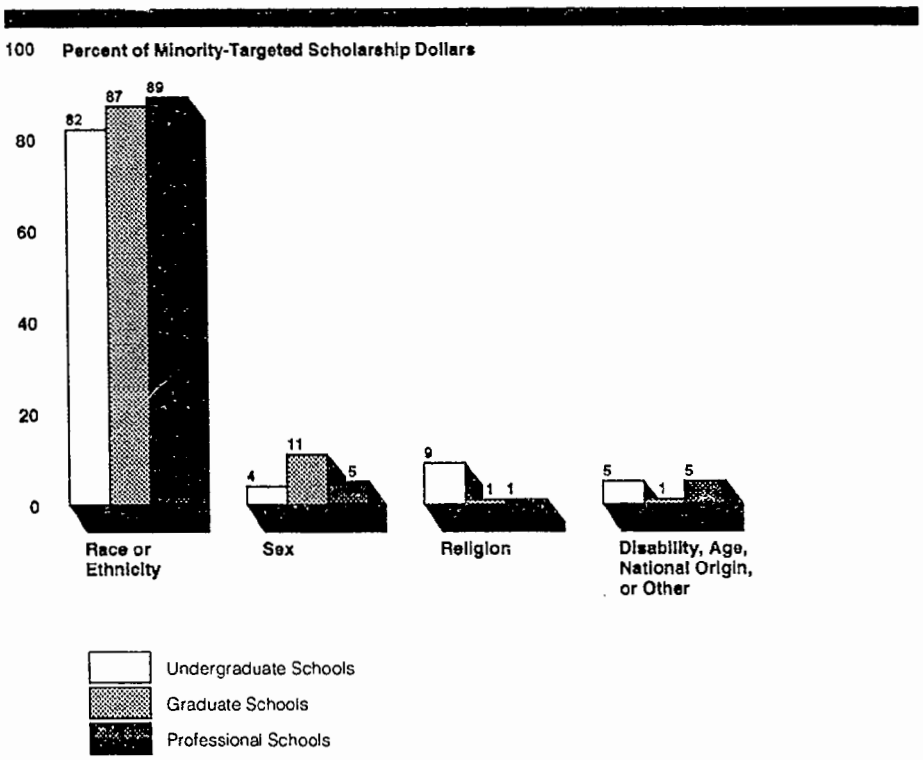
Figure 1: Minority-Targeted Scholarships Made Up Small Proportion of Total Scholarships and Dollars



Most Minority-Targeted Scholarship Awards Based on Race or Ethnicity

The bulk of MTS awarded in academic year 1991-92 were targeted to racial or ethnic minority students, with regard to both scholarships and scholarship dollars. For undergraduate schools, 75 percent of MTS and 82 percent of minority-targeted scholarship dollars were awarded on the basis of race or ethnicity. For both graduate and professional schools, over 85 percent of minority-targeted scholarships and scholarship dollars went to racial or ethnic minorities. Awards based on sex or religion were the next largest categories of MTS; awards based on age, disability, and national origin were rare. Figure 2 shows the distribution of dollars devoted to each category.

Figure 2: Most Minority-Targeted Scholarships Awarded on Basis of Race or Ethnicity

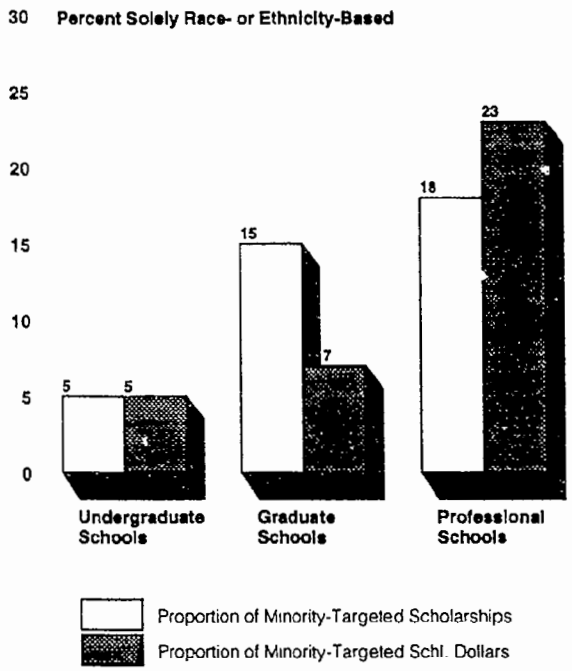


Race or Ethnicity Rarely the Sole Eligibility Criterion

Most MTS awarded on the basis of race or ethnicity were based on other criteria as well. For these scholarships, questionnaire respondents frequently cited such criteria as financial need and academic merit. At undergraduate schools, only about 5 percent of MTS were scholarships for which race or ethnicity was the sole criterion for receiving the award (see fig. 3). For the graduate and professional schools, the percentages were larger. Overall, exclusively race- or ethnicity-based scholarships represented less than 1 percent of all scholarships awarded in both undergraduate and graduate schools and about 3 percent in professional schools.

8

Figure 3: Small Proportion of Minority-Targeted Scholarships Based Solely on Race or Ethnicity

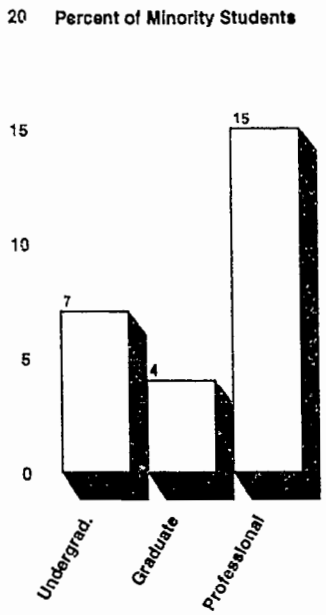


Small Proportion of Minority Students Received Minority-Targeted Scholarships

Only a small percentage of minority undergraduate, graduate, and professional students received MTS. Among racial and ethnic minority students enrolled in undergraduate schools, about 7 percent received MTS during the 1991-92 school year. Fewer racial and ethnic minority students in graduate schools received MTS, while a higher proportion of professional students received such scholarships (see fig. 4). At all three education levels, less than 4 percent of racial and ethnic minority students received scholarships whose only criterion was race or ethnicity.[5]

[5]Among all undergraduate students, minority and nonminority together, about 1 percent received MTS. At the postgraduate level, less than 1 percent of graduate students and about 4 percent of professional students received such scholarships.

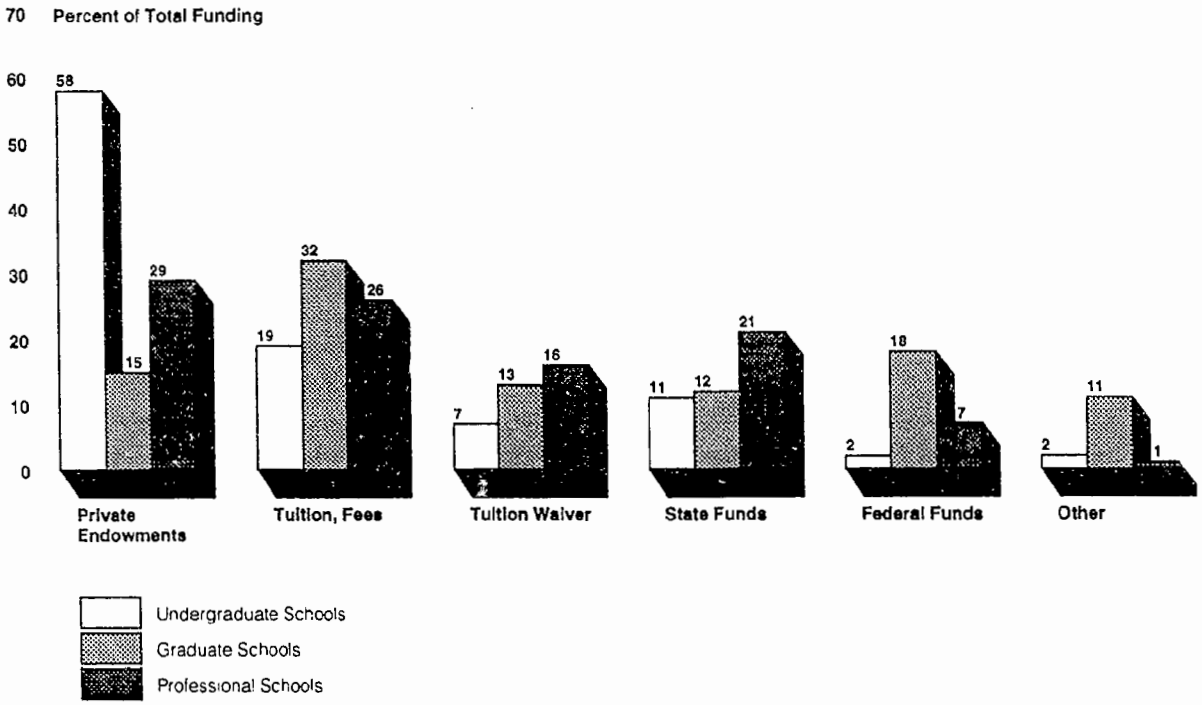
Figure 4: Few Racial or Ethnic Minority Students Received Minority-Targeted Scholarships



Scholarships Primarily Funded by Private Endowments and Tuition

Overall, the major funding sources for MTS in 1991-92 were (1) private endowments and (2) income from tuition and other fees (see fig. 5). For undergraduate schools, nearly three-fifths of minority-targeted scholarship dollars came from private endowments. For graduate schools, tuition and fees were the largest source of funding for these scholarships. State funds were a source of some MTS, but mostly for public schools, while federal funds generally made up a small proportion of MTS funding.

Figure 5: Private Endowments and Tuition Were Largest Sources of Minority-Targeted Scholarship Funds



Appendix III contains more detailed questionnaire results, as well as details on our questionnaire scope and methodology.

Some School Officials Believed Minority-Targeted Scholarships Helped to Recruit and Retain Minority Students

Minority-targeted scholarships played an important role in the recruitment, retention, and graduation of racial or ethnic minority students, according to officials at the four schools we visited that used them most. At these schools, officials said the elimination of MTS would attenuate their ability to recruit and retain minority students.[6] At the two schools we visited that used MTS to a small extent, however, officials described these scholarships as less helpful in their efforts to recruit and retain minority students. Officials at all six schools identified a variety of

[6]Officials at two schools said they classified some scholarships as "minority-targeted" that did not, strictly speaking, fit our definition of MTS. However, we accepted the officials' characterization of their scholarships as MTS because it describes the way the scholarships operated in practice. Although minority status was not a written eligibility requirement, officials awarded virtually all scholarships to minority students.

other factors that contributed to their schools' success in these areas, such as aggressive minority recruitment campaigns.

Minority-targeted scholarships helped schools to recruit, retain, and graduate minority students in a number of ways, according to officials we interviewed at schools that used MTS to a great extent. First, these scholarships provided a financial benefit that could influence minority students' enrollment decisions. This financial benefit was especially important when (1) the school's total cost of attendance was high, such as at many private schools; and (2) the students had financial need, which was a common eligibility criterion for receiving a minority-targeted scholarship. In addition, most of these scholarships were renewable for the full number of years that students would normally take to graduate. Thus, MTS provided continued financial support that could mean the difference, for some minority students, between continuing their studies or leaving school.

Second, officials at these four schools indicated that MTS helped with recruitment and retention by sending a message that the school was serious about wanting minority students to enroll and complete their degrees. These scholarships, officials said, provided minority students with evidence of a school's support for diversity—more tangible evidence than an affirmative action statement printed in a school recruitment brochure.

In addition, MTS also helped with the recruitment and retention of minority students other than those students who actually received the awards. At several schools we visited, officials said these scholarships helped to achieve a critical mass of minority students, making the school a more attractive place to enroll for minority students not receiving these scholarships. This critical mass also meant that once minority students enrolled, they were less likely to feel isolated and more likely to persist in their studies. Minority students, officials said, felt more comfortable studying at a school where there were other students like themselves.

Although some schools considered MTS vital to their success in recruiting and retaining minority students, officials cited a variety of other factors that also helped recruit and retain minority students. Some of these other factors included an aggressive minority recruitment campaign, minority student associations on campus, minority administrators and faculty members who served as role models for minority students, and academic support services for minority students having trouble with their classes.

For detailed summaries of the role of MTS at the six schools we visited, see appendix IV.

Summary

A relatively small proportion of scholarship dollars were devoted to MTS; for example, at undergraduate schools, the proportion was about 4 percent. However, officials at the four schools we visited that used MTS the most described them as valuable tools for recruiting and retaining racial or ethnic minority students. These scholarships, officials said, help schools to overcome the traditional difficulties they face in enrolling and graduating minority students, such as financial hardships and a perception of cultural isolation. Moreover, according to some officials, the use of MTS helps recruit and retain minority students who do not receive these scholarships, because they help build a critical mass of minority enrollment and send a message that the school sincerely wants to attract such students.

We did not obtain written agency comments on this report; we did, however, discuss its contents with Department of Education officials. We are sending copies of this report to the Secretary of Education, congressional committees, and other interested parties. Copies will be made available to others upon request. Please call me on (202) 512-7014 if you or your staff have any questions about this report. Major contributors to this report are listed in appendix V.

Linda G. Morra

Linda G. Morra
Director, Education
and Employment Issues

List of Requesters

The Honorable Edward M. Kennedy
Chairman, Committee on
Labor and Human Resources
United States Senate

The Honorable Joseph R. Biden, Jr.
Chairman, Committee on the Judiciary
United States Senate

The Honorable Paul Simon
Chairman, Subcommittee on
Employment and Productivity
Committee on Labor and Human Resources
United States Senate

The Honorable Claiborne Pell
Chairman, Subcommittee on
Education, Arts, and the Humanities
Committee on Labor and Human Resources
United States Senate

The Honorable William D. Ford
Chairman, Committee on Education and Labor
House of Representatives

The Honorable Jack Brooks
Chairman, Committee on the Judiciary
House of Representatives

The Honorable John Conyers, Jr.
Chairman, Committee on Government Operations
House of Representatives

The Honorable Don Edwards
Chairman, Subcommittee on
Civil and Constitutional Rights
Committee on the Judiciary
House of Representatives

Contents

Letter		1
Appendix I Aggregated Questionnaire Responses for Undergraduate and Graduate Schools		18
Appendix II Aggregated Questionnaire Responses for Professional Schools		35
Appendix III Scope, Methodology, and Selected Analyses for Questionnaires		55
	Scope and Methodology	55
	Detailed Results	58
Appendix IV Case Studies of the Use of Minority-Targeted Scholarships at Six Schools		67
	Introduction	67
	School A	68
	School B	71
	School C	76
	School D	82
	School E	88
	School F	94
Appendix V Major Contributors to This Report		99

Tables

Table III.1: Universes, Sample Sizes, and Numbers of Respondents for Questionnaires on Minority-Targeted Scholarships 56
Table III.2: Use of Minority-Targeted Scholarships by Undergraduate, Graduate, and Professional Schools 59
Table III.3: Use of Minority-Targeted Scholarships by Dental, Law, and Medical Schools 59
Table III.4: Minority-Targeted Scholarships as a Proportion of All Scholarships and Scholarship Dollars for Undergraduate, Graduate, and Professional Schools 60
Table III.5: Minority-Targeted Scholarships as a Proportion of All Scholarships and Scholarship Dollars for Dental, Law, and Medical Schools 60
Table III.6: Distribution of Minority-Targeted Scholarships by Category of Award for Undergraduate, Graduate, and Professional Schools 61
Table III.7: Distribution of Minority-Targeted Scholarships by Category of Award for Dental, Law, and Medical Schools 62
Table III.8: Proportion of Minority-Targeted Scholarships Awarded With Minority Status as the Sole Criterion for Undergraduate, Graduate, and Professional Schools 63
Table III.9: Proportion of Minority-Targeted Scholarships Awarded With Minority Status as the Sole Criterion for Dental, Law, and Medical Schools 64
Table III.10: Proportion of Students Receiving Minority-Targeted Scholarships for Undergraduate, Graduate, and Professional Schools 65
Table III.11: Proportion of Students Receiving Minority-Targeted Scholarships for Dental, Law, and Medical Schools 65
Table III.12: Distribution of Minority-Targeted Scholarship Dollars by Source of Funds for Undergraduate, Graduate, and Professional Schools 66
Table III.13: Distribution of Minority-Targeted Scholarship Dollars by Source of Funds for Dental, Law, and Medical Schools 66
Table IV.I: Schools Selected for Case Studies 68
Table IV.2: Average Graduation Rates for Students in Freshman Classes at School D 84
Table IV.3: Average Graduation Rates for First-Time Freshmen at School E 92

Figures

Figure 1: Minority-Targeted Scholarships Made Up Small Proportion of Total Scholarships and Dollars 5
Figure 2: Most Minority-Targeted Scholarships Awarded on Basis of Race or Ethnicity 6
Figure 3: Small Proportion of Minority-Targeted Scholarships Based Solely on Race or Ethnicity 7
Figure 4: Few Racial or Ethnic Minority Students Received Minority-Targeted Scholarships 8
Figure 5: Private Endowments and Tuition Were Largest Sources of Minority-Targeted Scholarship Funds 9
Figure IV.1: Minority Students as a Percentage of First-Year and All Students Enrolled at School B 74
Figure IV.2: African-American, Hispanic, and Native American Students as a Percentage of First-Year and All Students Enrolled at School C 80
Figure IV.3: Minority Students as a Percentage of All Freshmen Enrolled at School D 86
Figure IV.4: Number of African-American First-Time Freshmen Enrolled at School E 90

Abbreviations

LSAT	Law School Admissions Test
MTS	minority-targeted scholarships
SAT	Scholastic Aptitude Test

Aggregated Questionnaire Responses for Undergraduate and Graduate Schools

U.S. GENERAL ACCOUNTING OFFICE
SURVEY OF FINANCIAL AID DIRECTORS REGARDING MINORITY SCHOLARSHIPS/GRANTS

INTRODUCTION

The Congress has asked the U.S. General Accounting Office to conduct a study of the number and dollar amount of scholarships and grants (scholarships/grants) awarded based on the minority status of students, whether as the only requirement or as one of a number of requirements for eligibility.

For this study, we are surveying your academic institution as part of a nationwide random sample of financial aid offices in four-year undergraduate and graduate programs. Even if your institution does not consider a student's minority status in awarding scholarships or grants, we are asking that your institution respond to our survey In addition, we will be conducting a separate, but similar, survey of financial aid offices specifically regarding dental, law and medical school programs.

Your responses will be kept confidential and will not be used in any way to identify your institution or its practices. They will be combined with those of other respondents and summarized in our report to the Congress.

INSTRUCTIONS

This questionnaire should be completed by the person who is most knowledgeable about scholarships and grants awarded at your institution If this person is unable to respond to all of the questions, he or she may wish to seek the help of others in completing this questionnaire.

As mentioned before, a separate questionnaire will be mailed to institutions with dental, law, and medical school programs; all other "professional" program information should be captured under either undergraduate or graduate programs

If your institution does not have any graduate programs, enter "N/A", where information for graduate programs is requested.

When responding, please answer the questions as they apply to your institution for academic year 1991-92.

Because some terms and their usage may vary across institutions, we have provided a glossary of terms that we will be using in the questionnaire. For your convenience, the glossary, listing the terms in alphabetical order, is on the inside cover of this questionnaire.

If you have any questions, please call Dianne Whitman or Richard Harada, collect, at (206) 287-4800.

Please return the questionnaire in the enclosed pre-addressed envelope within 3 weeks of receipt. If the envelope is misplaced, please return your questionnaire to

Dianne Whitman
U.S. General Accounting Office
Jackson Federal Building, Room 1992
915 Second Avenue
Seattle, WA 98174

Please provide the following information about the person responsible for completing this questionnaire, so that we may call to clarify information, if necessary.

Name: _____

Title: _____

Institution: _____

City/State: _____

Telephone No: _____

Note: The "n" for each question is the number of respondents who answered that question. Some percentages may not sum to 100 due to rounding. Because of the data presented in this appendix, the questionnaire does not appear exactly as it did when it was mailed.

1

ACADEMIC INSTITUTION

Note: **When responding to the following questions regarding "graduate" programs, please do not include information related to any dental (DDS or DMD), law (JD or LLB), or medical school (MD) program that your institution may have.**

1. Please indicate the highest degree offered at your academic institution (CHECK ONE) *n=228*

   1. *27%* Doctorate degree
   2. *40%* Masters degree
   3. *28%* Baccalaureate degree
   4. *4%* Specialized degree (PLEASE SPECIFY) _____
   5. *1%* Other (PLEASE SPECIFY) _____

2. Is your school a public or private academic institution? (CHECK ONE) *n=230*

   1. *28%* Public
   2. *72%* Private

3. Excluding dental, law, and medical school programs, did your institution have any undergraduate or graduate programs during academic year 1991-92? (CHECK ONE FOR EACH)

	Yes	No
1. Undergraduate *n=230*	*89%*	*11%*
2. Graduate *n=230*	*72%*	*28%*

4. Did your institution administer financial aid, that is any federal and non-federal aid, such as grants, work-study, and loans, for each of the following programs during academic year 1991-92? (CHECK ONE FOR EACH)

	Yes	No
1. Undergraduate *n=230*	*89%*	*11%*
2. Graduate *n=230*	*69%*	*31%*

5. What was the total dollar amount of financial aid awarded to undergraduate and graduate students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

   Undergraduate financial aid *n=217*

   Range=$0-$115,000,000
   Median=$4,090,958

   Graduate financial aid *n=187*

   Range=$0-$58,107,000
   Median=$224,000

2

6. Approximately (1) how many students at your institution received institutional and "outside" scholarships/grants, and (2) what was the total dollar amounts of these scholarships/grants for each student level category during academic year 1991-92? (ENTER DUPLICATED COUNT FOR STUDENTS, AND THE DOLLAR AMOUNT FOR EACH STUDENT LEVEL; IF NONE, ENTER "0")

	Undergraduate Scholarships/Grants		Graduate Scholarships/Grants	
	Number of Students (#)	Dollar Amount ($)	Number of Students (#)	Dollar Amount ($)
A. Institutional Scholarships/Grants-scholarships, grants, fellowships, tuition waiver/remissions, tuition reductions administered by institution	*n=200* *Range=0-16,676* *Median=646*	*n=211* *Range=$0-$82,500,000* *Median=$1,047,764*	*n=178* *Range=0-5,425* *Median=21*	*n=181* *Range=$0-$28,118,300* *Median=$26,960*
B. "Outside" Scholarships/Grants--those for which the school does not select or identify recipients; it only disburses (or channels) funds to students for donor	*n=192* *Range=0-8,012* *Median=152*	*n=202* *Range=$0-$10,410,014* *Median=$200,000*	*n=167* *Range=0-943* *Median=1*	*n=172* *Range=$0-$7,550,427* *Median=$1,469*
TOTAL INSTITUTIONAL AND "OUTSIDE" SCHOLARSHIPS/GRANTS		*n=204* *Range=$0-$87,000,000* *Median=$1,589,173*		*n=176* *Range=$0-$31,154,000* *Median=$48,817*

MINORITY-EXCLUSIVE SCHOLARSHIPS/GRANTS

Note: **In your responses to the following sections, unless otherwise requested, please do not include information regarding "outside" scholarships/grants. Again, when responding for graduate programs, do not include information on dental, law and medical schools.**

7 During academic year 1991-92, did your institution award any scholarships/grants for which the only requirement for eligibility was a student's minority status (age, disability, gender, national origin, race/ethnicity, or religion), that is minority-exclusive scholarships/grants? (CHECK ONE)
n=230

1. *20%* Yes --> (GO TO QUESTION 8)

2 *80%* No --> (GO TO QUESTION 11 ON PAGE 5)

8. How many, if any, undergraduate and graduate school students received minority-exclusive scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

1 Number of undergraduate students receiving minority-exclusive scholarships/grants
n=48

Range=0-207
Median=6

2. Number of graduate students receiving minority-exclusive scholarships/grants
n=42

Range=0-31
Median=0

3

9. What was the total dollar amount, if any, of minority-exclusive scholarships/grants awarded by your institution to undergraduate and graduate school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

Amount of minority-exclusive scholarships/grants awarded to undergraduate students ***n=46***

Range=$0-$367,088
Median=$17,350

Amount of minority-exclusive scholarships/grants awarded to graduate students ***n=41***

Range=$0-$133,096
Median=$0

10. Consider the minority-exclusive scholarships/grants awarded by your institution during academic year 1991-92. For the undergraduate and graduate student levels, enter (1) the number of students who received these minority-exclusive scholarships, by each minority status requirement listed below, and (2) the total dollar amount, if any, of these scholarship awards. (FOR EACH STUDENT LEVEL, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

MINORITY-EXCLUSIVE SCHOLARSHIPS/GRANTS	UNDERGRADUATE		GRADUATE	
	Number of Students (#) *n=37*	Dollar Amount Awarded ($) *n=37*	Number of Students (#) *n=16*	Dollar Amount Awarded ($) *n=16*
1. Age (over 40 years old)	*Range=0-89 Median=0*	*Range=$0-$44,336 Median=$0*	*Range=0-7 Median=0*	*Range=$0-$5,196 Median=$0*
2. Disability	*Range=0-83 Median=0*	*Range=$0-$111,127 Median=$0*	*Range=0-6 Median=0*	*Range=$0-$8,250 Median=$0*
3. Gender (exclude Title IX funds)	*Range=0-92 Median=0*	*Range=$0-$56,700 Median=$0*	*Range=0-5 Median=0*	*Range=$0-$3,600 Median=$0*
4. National origin	*Range=0-22 Median=0*	*Range=$0-$30,950 Median=$0*	*Range=0-2 Median=0*	*Range=$0-$2,300 Median=$0*
5. Religion	*Range=0-102 Median=0*	*Range=$0-$130,100 Median=$0*	*Range=0-6 Median=0*	*Range=$0-$6,000 Median=$0*
6. Race/ethnicity (African-American, Asian-American/Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-192 Median=3*	*Range=$0-$367,088 Median=$5,242*	*Range=0-31 Median=2*	*Range=$0-$152,721 Median=$9,667*
7. Other (PLEASE SPECIFY) _____	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
8. TOTAL		*Range=$200-$367,088 Median=$25,126*		*Range=$318-$152,721 Median=$11,530*

4

MINORITY-DESIGNATED
SCHOLARSHIPS/GRANTS

Note **When responding for graduate programs, do not include any information about dental, law and medical schools.**

11 During academic year 1991-92, did your institution award any scholarships/grants for which a student's minority status (age over 40 years old, disability, gender, national origin, race/ethnicity, or religion) was one of a number of requirements for eligibility, that is, minority-designated scholarships/grants? (CHECK ONE) *n=230*

1 *51%* Yes (GO TO QUESTION 12)

2 *49%* No (GO TO QUESTION 17 ON PAGE 8)

12. How many, if any, undergraduate and graduate school students received minority-designated scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

1 Number of undergraduate students receiving minority-designated scholarships/grants *n=127*

Range=0-2,030
Median=24

2 Number of graduate students receiving minority-designated scholarships/grants *n=114*

Range=0-223
Median=0

13 What was the total dollar amount, if any, of minority-designated scholarships/grants awarded by your institution to undergraduate and graduate school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

1 Amount of minority-designated scholarships/grants awarded to undergraduate students *n=127*

Range=$0-$4,422,009
Median=$45,603

2 Amount of minority-designated scholarships/grants awarded to graduate students *n=113*

Range=$0-$2,165,550
Median=$0

5

14. Consider the minority-designated scholarships/grants awarded by your institution during academic year 1991-92. For the undergraduate and graduate student levels, enter (1) the number of students who received these minority-designated scholarships, by each minority requirement listed below, and (2) the total dollar amount, if any, of these scholarship/grant awards. (FOR EACH STUDENT LEVEL, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

MINORITY-DESIGNATED SCHOLARSHIPS/GRANTS	UNDERGRADUATE		GRADUATE	
	Number of Students (#) *n=122*	Dollar Amount Awarded ($) *n=122*	Number of Students (#) *n=50*	Dollar Amount Awarded ($) *n=50*
1 Age (over 40 years old)	*Range=0-26 Median=0*	*Range=$0-$11,708 Median=$0*	*Range=0-1 Median=0*	*Range=$0-$1,000 Median=$0*
2. Disability	*Range=0-28 Median=0*	*Range=$0-$75,250 Median=$0*	*Range=0-10 Median=0*	*Range=$0-$35,091 Median=$0*
3. Gender (exclude Title IX funds)	*Range=0-98 Median=0*	*Range=$0-$130,000 Median=$0*	*Range=0-12 Median=0*	*Range=$0-$314,620 Median=$0*
4. National origin	*Range=0-73 Median=0*	*Range=0-$109,000 Median=$0*	*Range=0-3 Median=0*	*Range=$0-$5,500 Median=$0*
5. Race/ethnicity (African-American, Asian-American/Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-2,030 Median=16*	*Range=$0-$4,422,009 Median=$26,448*	*Range=0-232 Median=4*	*Range=$0-$2,165,550 Median=$15,420*
6. Religion	*Range=0-201 Median=0*	*Range=$0-$831,475 Median=$0*	*Range=0-10 Median=0*	*Range=$0-$20,000 Median=$0*
7. Other (PLEASE SPECIFY) _____	*Range=0-12 Median=0*	*Range=$0-$26,500 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
8. TOTAL		*Range=$315-$4,422,009 Median=$55,124*		*Range=$100-$2,165,550 Median= $22,212*

6

15. Consider the number of minority-designated scholarships/grants awarded to undergraduate and graduate students during academic year 1991-92. In addition to a student's minority status, in about what percentage of these scholarships/grants, if any, was each of the following factors also required? (FOR EACH STUDENT LEVEL, ENTER PERCENTAGES-- UNDERGRADUATE AND GRADUATE STUDENT LEVEL CAN EACH TOTAL TO MORE THAN 100%; IF NONE, ENTER "0")

OTHER AWARD FACTORS REQUIRED	UNDERGRADUATE *n=123*	GRADUATE *n=47*
1. Financial need	*Range=0-100%* *Median=60%*	*Range=0-100%* *Median=50%*
2. Academic merit, such as GPA, ACT, or SAT scores	*Range=0-100%* *Median=50%*	*Range=0-100%* *Median=60%*
3. Coursework major	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*
4. Community service	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*
5. Other (SPECIFY) _____	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*

16. Excluding Pell, SEOG, and SSIG grants, (1) about how many students, if any, received and (2) what was the dollar amount of federally-funded minority-designated scholarships/grants, if any, awarded by, your institution during academic year 1991-92? (ENTER NUMBER AND AMOUNT FOR EACH STUDENT LEVEL; IF NONE, ENTER "0")

	Number of Students Receiving Federally-Funded Minority-Designated Scholarships/Grants (#)	Amount for Federally-Funded Minority-Designated Scholarships/Grants ($)
Undergraduate	*n=125* *Range=0-840* *Median=0*	*n=122* *Range=$0-$688,151* *Median=$0*
Graduate	*n=115* *Range=0-16* *Median=0*	*n=115* *Range=$0-$205,000* *Median=$0*

7

MINORITY-CONSIDERED
SCHOLARSHIPS/GRANTS

Note: **When responding for graduate programs, do not include any information about dental, law and medical schools.**

17. During academic year 1991-92, did your institution award any scholarships/grants for which a student's minority status (age over 40 years old, disability, gender, national origin, race/ethnicity, or religion) was taken into consideration, but was not a requirement, for making the award, that is minority-considered scholarships/grants? (CHECK ONE) *n=226*

    1. *17%* Yes --> **(GO TO QUESTION 18)**
    2. *83%* No --> **(GO TO QUESTION 22 ON PAGE 10)**

18. How many, if any, undergraduate and graduate students received minority-considered scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

    1. Number of undergraduate students receiving minority-considered scholarships/grants *n=40*

       Range=0-800
       Median=6

    2. Number of graduate students receiving minority-considered scholarships/grants *n=35*

       Range=0-86
       Median=0

19. What was the total dollar amount, if any, of minority-considered scholarships/grants awarded by your institution to undergraduate and graduate students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

    1. Amount of minority-considered scholarships/grants awarded to undergraduate students *n=40*

       Range=$0-$1,691,103
       Median=$10,000

    2. Amount of minority-considered scholarships/grants awarded to graduate students *n=35*

       Range=$0-$333,178
       Median=$0

8

20. Consider minority-considered scholarships/grants awarded by your institution during academic year 1991-92. For the undergraduate and graduate student levels, enter (1) the number of students who received these minority-considered scholarships, by each minority group taken into consideration, and (2) the total dollar amount, if any, of these scholarship/grant awards. (FOR EACH STUDENT LEVEL, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

MINORITY-CONSIDERED SCHOLARSHIPS/GRANTS	UNDERGRADUATE		GRADUATE	
	Number of Students (#) *n=34*	Dollar Amount Awarded ($) *n=34*	Number of Students (#) *n=14*	Dollar Amount Awarded ($) *n=15*
1. Age (over 40 years old)	*Range=0-6 Median=0*	*Range=$0-$12,443 Median=$0*	*Range=0-1 Median=0*	*Range=$0-$1,000 Median=$0*
2. Disability	*Range=0-56 Median=0*	*Range=$0-$24,350 Median=$0*	*Range=0-3 Median=0*	*Range=$0-$2,059 Median=$0*
3. Gender (exclude Title IX funds)	*Range=0-141 Median=0*	*Range=$0-$373,277 Median=$0*	*Range=0-5 Median=0*	*Range=$0-$3,600 Median=$0*
4 National origin	*Range=0-95 Median=0*	*Range=$0-$254,924 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
5. Race/ethnicity (African-American, Asian-American/Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-786 Median=6*	*Range=$0-$1,668,703 Median=$8,729*	*Range=0-37 Median=5*	*Range=$0-$333,178 Median=$7,500*
6. Religion	*Range=0-11 Median=0*	*Range=$0-$23,850 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
7. Other (PLEASE SPECIFY) _____	*Range=0-235 Median=0*	*Range=$0-$622,128 Median=$0*	*Range=0-61 Median=0*	*Range=$0-$105,292 Median=$0*
8 TOTAL		*Range=$1,000-$1,691,103 Median=$23,850*		*Range=$1,135-$333,178 Median=$15,768*

21. Consider the number of minority-considered scholarships/grants awarded to undergraduate and graduate students In addition to minority status, in about what percentage of these scholarships/grants, if any, was each of the following factors also considered? (FOR EACH STUDENT LEVEL, ENTER PERCENTAGES-- UNDERGRADUATE AND GRADUATE STUDENT LEVEL CAN EACH TOTAL TO MORE THAN 100%; IF NONE, ENTER "0")

OTHER AWARD FACTORS REQUIRED	UNDERGRADUATE *n=30*	GRADUATE *n=13*
1. Financial need	*Range=0-100% Median=100%*	*Range=0-100% Median=30%*
2. Academic merit, such as GPA, ACT, or SAT scores	*Range=0-100% Median=25%*	*Range=0-100% Median=50%*
3 Coursework major	*Range=0-100% Median=0%*	*Range=0-100% Median=0%*
4. Community service	*Range=0-100% Median=0%*	*Range=0-10% Median=0%*
5 Other (SPECIFY) _____	*Range=0-100% Median=0%*	*Range=0-100% Median=0%*

9

FUNDING SOURCES

22. Consider the sources of funding for the scholarships/grants awarded by your institution to undergraduate and graduate students during academic year 1991-92. How much funding, if any, came from the following sources for (1) minority-exclusive (the only requirement), (2) minority-designated (one of a number of requirements), and (3) minority-considered (taken into consideration), and (4) all other, that is non-minority, scholarships/grants awarded by your institution during academic year 1991-92? (FOR EACH STUDENT LEVEL, ENTER DOLLAR AMOUNT; IF NONE, ENTER "0")

SOURCE OF FUNDING FOR SCHOLARSHIPS/GRANTS	UNDERGRADUATE SCHOLARSHIPS/GRANTS ($)			
	Minority-Exclusive *n=41*	Minority-Designated *n=119*	Minority-Considered *n=34*	All Other *n=143*
1. Federal government--excluding PELL, SEOG, and SSIG grants	*Range=$0-$22,000 Median=$0*	*Range=$0-$183,824 Median=$0*	*Range=$0-$293 Median=$0*	*Range=$0-$6,802,313 Median=$0*
2. State government	*Range=$0-$367,088 Median=$0*	*Range=$0-$802,043 Median=$0*	*Range=$0-$270,016 Median=$0*	*Range=$0-$5,763,273 Median=$117,630*
3. Income generated from tuition, housing and other fees	*Range=$0-$83,120 Median=$0*	*Range=$0-$1,176,220 Median=$0*	*Range=$0-$1,120,197 Median=$0*	*Range=$0-$17,150,000 Median=$0*
4. Tuition waivers/remissions and reductions	*Range=$0-$192,482 Median=$0*	*Range=$0-$238,996 Median=$0*	*Range=$0-$256,580 Median=$0*	*Range=$0-$15,217,469 Median=$61,293*
5. Endowments, gifts, and estates				
5a. Restricted funds (donor-designated)	*Range=$0-$149,327 Median=$0*	*Range=$0-$845,383 Median=$1,500*	*Range=$0-$108,854 Median=$0*	*Range=$0-$60,700,000 Median=$44,171*
5b. Unrestricted funds (institution-designated)	*Range=$0-$56,000 Median=$0*	*Range=$0-$4,422,009 Median=$0*	*Range=$0-$97,593 Median=$0*	*Range=$0-$5,123,073 Median=$78,000*
6 Athletic scholarships/grants	*Range=$0-$0 Median=$0*	*Range=$0-$63,401 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$3,832,700 Median=$5,825*
7. Other scholarship/grant funds (SPECIFY) _____	*Range=$0-$136,200 Median=$0*	*Range=$0-$281,699 Median=$0*	*Range=$0-$90,629 Median=$0*	*Range=$0-$15,000,000 Median=$0*
8. TOTAL AMOUNT FOR INSTITUTIONAL SCHOLARSHIPS/ GRANTS	*Range=$200-$367,088 Median=$25,050*	*Range=$300-$4,488,474 Median=$50,000*	*Range=$1,160-$1,414,063 Median=$23,850*	*Range=$6,533-$87,000,000 Median=$1,352,902*

10

FUNDING SOURCES (continued)

22. Consider the sources of funding for the scholarships/grants awarded by your institution to undergraduate and graduate students during academic year 1991-92. How much funding, if any, came from the following sources for (1) minority-exclusive (the only requirement), (2) minority-designated (one of a number of requirements), and (3) minority-considered (taken into consideration), and (4) all other, that is non-minority, scholarships/grants awarded by your institution during academic year 1991-92? (FOR EACH STUDENT LEVEL, ENTER DOLLAR AMOUNT; IF NONE, ENTER "0")

SOURCE OF FUNDING FOR SCHOLARSHIPS/GRANTS	GRADUATE SCHOLARSHIPS/GRANTS ($)			
	Minority-Exclusive *n=19*	Minority-Designated *n=48*	Minority-Considered *n=11*	All Other *n=99*
1. Federal government--excluding PELL, SEOG, and SSIG grants	*Range=$0-$367,088 Median=$0*	*Range=$0-$205,000 Median=$0*	*Range=$0-$98,000 Median=$0*	*Range=$0-$2,910,939 Median=$0*
2. State government	*Range=$0-$750 Median=$0*	*Range=$0-$298,852 Median=$0*	*Range=$0-$39,688 Median=$0*	*Range=$0-$3,100,478 Median=$0*
3. Income generated from tuition, housing and other fees	*Range=$0-$47,042 Median=$0*	*Range=$0-$1,957,650 Median=$0*	*Range=$0-$60,758 Median=$0*	*Range=$0-$6,450,000 Median=$0*
4 Tuition waivers/remissions and reductions	*Range=$0-$26,960 Median=$0*	*Range=$0-$367,395 Median=$0*	*Range=$0-$21,608 Median=$0*	*Range=$0-$9,618,379 Median=$10,500*
5. Endowments, gifts, and estates				
5a. Restricted funds (donor-designated)	*Range=$0-$11,530 Median=$0*	*Range=$0-$228,000 Median=$0*	*Range=$0-$96,690 Median=$0*	*Range=$0-$1,298,957 Median=$0*
5b Unrestricted funds (institution-designated)	*Range=$0-$33,000 Median=$0*	*Range=$0-$71,500 Median=$0*	*Range=$0-$136,042 Median=$0*	*Range=$0-$5,174,102 Median=$0*
6. Athletic scholarships/grants	*Range=$0-$0 Median=$0*	*Range=$0-$564 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$124,352 Median=$0*
7. Other scholarship/grant funds (SPECIFY) _____	*Range=$0-$36,430 Median=$0*	*Range=$0-$382,192 Median=$0*	*Range=$0-$82,392 Median=$0*	*Range=$0-$2,819,312 Median=$0*
8. TOTAL AMOUNT FOR INSTITUTIONAL SCHOLARSHIPS/ GRANTS	*Range=$318-$367,088 Median=$10,484*	*Range=$100-$2,165,550 Median=$24,740*	*Range=$5,000-$333,178 Median=$20,000*	*Range=$300-$17,570,329 Median=$99,162*

11

STUDENT PROFILE

Note: **When responding for graduate programs, do not include any information about dental, law and medical schools.**

23 For academic year 1991-92, what was your institution's total undergraduate and graduate school student enrollment, that is, the "head count"? (ENTER NUMBER; IF NONE, ENTER "0")

1. Undergraduate students *n=218*

   Range=0-41,104
   Median=1,330

2. Graduate students *n=201*

   Range=0-13,528
   Median=284

24 During academic year 1991-92, about how many of your institution's undergraduate and graduate students were over 40 years old? (ENTER NUMBER; IF NONE, ENTER "0")

1. Undergraduate students *n=188*

   Range=0-5,421
   Median=62

2 Graduate students *n=170*

   Range=0-2,380
   Median=48

25. During academic year 1991-92, about how many, if any, of your institution's undergraduate and graduate students were identified as disabled, that is either physically or mentally impaired, including learning disabled? (ENTER NUMBER; IF NONE, ENTER "0")

1. Disabled undergraduate students *n=168*

   Range=0-900
   Median=4

2. Disabled graduate students *n=153*

   Range=0-111
   Median=0

26. During academic year 1991-92, about how many of your institution's undergraduate and graduate students school students were male, and how many were female? (ENTER NUMBER; IF NONE, ENTER "0")

	UNDERGRADUATE	GRADUATE
1 Male	*n=214* *Range=0-21,817* *Median=507*	*n=199* *Range=0-6,930* *Median=115*
2 Female	*n=214* *Range=0-22,037* *Median=876*	*n=197* *Range=0-6,598* *Median=166*

12

27. About how many, if any, undergraduate and graduate students, by the following race/ethnicity and full-time/part-time status categories, were enrolled at your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

	UNDERGRADUATE		GRADUATE	
	Full-time *n=193*	Part-time *n=193*	Full-time *n=145*	Part-time *n=156*
1 African-American	*Range=0-3,183 Median=34*	*Range=0-1,080 Median=5*	*Range=0-699 Median=4*	*Range=0-559 Median=3*
2. Asian-American/Pacific Islander	*Range=0-2,839 Median=12*	*Range=0-1,243 Median=1*	*Range=0-489 Median=3*	*Range=0-573 Median=1*
3. Hispanic	*Range=0-5,957 Median=11*	*Range=0-3,041 Median=1*	*Range=0-1,045 Median=2*	*Range=0-889 Median=1*
4. Native American/Alaskan Native	*Range=0-673 Median=2*	*Range=0-879 Median=0*	*Range=0-110 Median=0*	*Range=0-81 Median=0*
5. White (not Hispanic)	*Range=0-34,990 Median=818*	*Range=0-8,921 Median=152*	*Range=0-9,268 Median=118*	*Range=0-5,196 Median=136*
6. Unknown race/ethnicity or other	*Range=0-11,786 Median=12*	*Range=0-4,763 Median=1*	*Range=0-2,957 Median=2*	*Range=0-1,099 Median=1*
7. TOTAL	*Range=2-40,785 Median=1,100*	*Range=0-11,966 Median=224*	*Range=1-13,528 Median=185*	*Range=0-5,865 Median=152*

28. About how many, if any, undergraduate students, by the following race/ethnicity and class categories, were enrolled at your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

	Freshman *n=174*	Sophomore *n=173*	Junior *n=177*	Senior *n=177*
1 African-American	*Range=0-1,441 Median=18*	*Range=0-663 Median=11*	*Range=0-927 Median=10*	*Range=0-892 Median=8*
2. Asian-American/Pacific Islander	*Range=0-1,100 Median=5*	*Range=0-664 Median=3*	*Range=0-932 Median=3*	*Range=0-1,622 Median=4*
3. Hispanic	*Range=0-3,576 Median=6*	*Range=0-3,000 Median=4*	*Range=0-1,722 Median=3*	*Range=0-2,161 Median=3*
4 Native American/Alaskan Native	*Range=0-312 Median=1*	*Range=0-244 Median=0*	*Range=0-179 Median=1*	*Range=0-290 Median=1*
5. White (not Hispanic)	*Range=0-7,677 Median=327*	*Range=0-7,278 Median=242*	*Range=0-11,927 Median=242*	*Range=0-13,170 Median=269*
6. Unknown race/ethnicity or other	*Range=0-2,074 Median=5*	*Range=0-2,048 Median=3*	*Range=0-2,688 Median=2*	*Range=0-4,976 Median=2*
7 TOTAL	*Range=5-9,302 Median=444*	*Range=3-8,527 Median=315*	*Range=1-13,810 Median=323*	*Range=2-15,064 Median=333*

13

29 About how many, if any, students were awarded undergraduate and graduate degrees by your institution during academic year 1991-92? (ENTER NUMBERS; IF NONE, ENTER "0")

1. Students were awarded undergraduate degrees *n=209*

   Range=0-7,214
   Median=266

2. Students were awarded graduate degrees *n=192*

   Range=0-3,537
   Median=53

30. Of those who were awarded degrees from undergraduate and graduate programs during academic year 1991-92, about what proportion, if any, were in each of the following categories? (ENTER PERCENTAGE; IF NONE, ENTER "0")

	UNDERGRADUATE	GRADUATE
1. Age over 40	*n=130* *Range=0-68%* *Median=3%*	*n=111* *Range=0-100%* *Median=15%*
2. Disabled	*n=108* *Range=0-11%* *Median=0%*	*n=91* *Range=0-5%* *Median=0%*
3. Female	*n=188* *Range=0-100%* *Median=56%*	*n=160* *Range=0-100%* *Median=57%*
4. Race/ethnicity:	*n=180*	*n=141*
a. African-American	*Range=0-100%* *Median=3%*	*Range=0-100%* *Median=2%*
b. Asian-American/ Pacific Islander	*Range=0-31%* *Median=1%*	*Range=0-37%* *Median=1%*
c. Hispanic	*Range=0-100%* *Median=1%*	*Range=0-100%* *Median=1%*
d. Native American/ Alaskan-Native	*Range=0-9%* *Median=0%*	*Range=0-5%* *Median=0%*
e. White	*Range=0-100%* *Median=89%*	*Range=0-100%* *Median=82%*
f Unknown race/ethnicity or other	*Range=0-80%* *Median=1%*	*Range=0-100%* *Median=1%*

14

31. What were the average SAT/ACT scores for undergraduate students and GRE/GMAT scores for graduate students for the class entering during academic year 1991-92? (ENTER NUMBER; IF NOT APPLICABLE, ENTER "N/A")

1. SAT *n=113*

Range=0-1,267 Median=940

2. ACT *n=103*

Range=0-79 Median=21

3. GRE *n=36*

Range=0-1,831 Median=1,073

4. GMAT *n=29*

Range=0-668 Median=510

32. How many undergraduate students, if any, were in an honors program at your institution? (ENTER NUMBER; IF NONE, ENTER "0")

Students *n=136*

Range=0-4,000 Median=20

Institution does not have any honors programs *n=230*

40%

33. Please check whether or not your academic institution can be characterized in each of the following ways: (CHECK ONE FOR EACH)

	Yes	No
1. Has a student population that is primarily disabled *n=223*	*1%*	*99%*
2. Has a single-gender student population *n=223*	*7%*	*93%*
3. Is considered an historically black institution *n=223*	*3%*	*97%*
4 Has a student population that is primarily of a minority racial/ethnic group *n=224*	*7%*	*93%*
5 Grants primarily theological degrees *n=223*	*10%*	*90%*

34. Is your institution currently operating, or has it operated at any time within the past 6 years, under a desegregation plan to overcome past discrimination? (CHECK ONE) *n=220*

1. *5%* Yes, currently -->
When did the plan begin?

/____/____/
Month/Year

2. *2%* Yes, at some time in the past six years, but not currently-->
When did the plan begin?

/____/____/
Month/Year

3. *93%* No --> **(GO TO QUESTION 37 ON PAGE 16)**

35. How was this desegregation plan initiated? (CHECK ONE) *n=27*

1. *13%* Voluntary
2. *18%* Administrative order
3. *63%* Court order
4. *7%* Other (PLEASE SPECIFY)

_____

36. Does this plan include the provision of minority-exclusive and minority-designated scholarships/grants? (CHECK ONE) *n=27*

1. *18%* Minority-exclusive only
2. *37%* Minority-designated only
3. *18%* Both minority-exclusive and minority-designated
4. *26%* Neither

15

37. If a proposal were adopted to eliminate public funding for minority-exclusive and minority-designated scholarships/grants, overall, what effect, if any, would this have on your institution's ability to recruit, to retain and to graduate minority students for your undergraduate and graduate programs?

(CHECK ONE FOR EACH ROW)

	Significantly Positive Effect (1)	Moderately Positive Effect (2)	Somewhat Positive Effect (3)	No Effect (4)	Somewhat Negative Effect (5)	Moderately Negative Effect (6)	Significantly Negative Effect (7)	Does Not Apply (8)
1. Undergraduate programs *n=213*	*1%*	*0%*	*0%*	*40%*	*15%*	*6%*	*16%*	*22%*
2. Graduate programs *n=199*	*0%*	*0%*	*0%*	*35%*	*9%*	*3%*	*14%*	*39%*

38. If a proposal were adopted to eliminate all funding (public and private), for minority-exclusive and minority-designated scholarships/grants, overall, what effect, if any, would this have on your institution's ability to recruit, to retain and to graduate minority students for your undergraduate and graduate programs?

(CHECK ONE FOR EACH ROW)

	Significantly Positive Effect (1)	Moderately Positive Effect (2)	Somewhat Positive Effect (3)	No Effect (4)	Somewhat Negative Effect (5)	Moderately Negative Effect (6)	Significantly Negative Effect (7)	Does Not Apply (8)
1. Undergraduate programs *n=213*	*1%*	*0%*	*0%*	*22%*	*16%*	*12%*	*32%*	*18%*
2. Graduate programs *n=198*	*1%*	*0%*	*0%*	*27%*	*10%*	*5%*	*22%*	*35%*

39. Please describe below in what ways, if any, the above two proposals (Questions 37 and 38) would affect your institution's ability either to recruit, to retain, or to graduate minority students for your undergraduate and graduate programs. *n=230*

46% made comments
54% did not make comments

40. Please provide, below or on the next page, any comments that you might have about our study or this questionnaire. *n=230*

18% made comments
72% did not make comments

Thank you for your help!

LMM/IRD-12 1 92

GLOSSARY

disability: Any physical or mental impairment, including learning disability.

financial aid: Any federal and non-federal aid which includes: scholarships, grants, fellowships, loans, and work-study.

Institutional scholarship/grant: Any scholarship or grant that is "administered" by the institution if that institution :

- -- assists in any manner in the identification or selection of recipients or
- -- solicits, lists, approves, provides facilities or other services to other organizations in the identification or selection of recipients.

minority: Excluding international students, any group of people identified based on their age (individuals over 40 years old), disability, gender, national origin (such as Irish-Americans, Italian-Americans, etc.), race/ethnicity (African-American, Asian-American/Pacific Islander, Hispanic, Native American/Alaskan-Native), or religion.

minority-exclusive scholarship/grant : Any scholarship/grant awarded where minority status is the only requirement for eligibility.

minority-designated scholarship/grant: Any scholarship/grant awarded where minority status is one of a number of requirements for eligibility.

minority-considered scholarship/grant: Any scholarship/grant awarded where minority status was taken into consideration, but was not required for eligibility.

national origin: Any group of people with common traits and customs such as Irish-Americans, German-Americans, and Italian-Americans, etc.

"outside" scholarship/grant: Any scholarship or grant in which the institution does not assist in any manner in identifying or selecting recipients for awards; the school only disburses (or channels) the funds for the donor to the student.

private funds: Any funding received from private donors, including endowments, gifts and estates.

graduate program student: For the purposes of this questionnaire, any student trying to obtain a graduate or "professional" degree in any discipline except for dental, law, or medical school students.

race-ethnicity: Any group of people identified as African-American, Asian-American/Pacific Islander, Hispanic, and Native American/Alaskan-Native.

scholarship/grant: Excluding Pell, SEOG, and SSIG grants, any financial aid where the student is not required to repay the monies or meet specific work requirements. These could be awarded in the form of scholarships, grants, fellowships, tuition waivers/remissions or tuition reductions.

Aggregated Questionnaire Responses for Professional Schools

U.S. GENERAL ACCOUNTING OFFICE
SURVEY OF FINANCIAL AID DIRECTORS REGARDING MINORITY SCHOLARSHIPS/GRANTS

INTRODUCTION

The Congress has asked the U.S. General Accounting Office to conduct a study of the number and dollar amount of scholarships and grants (scholarships/grants) awarded based on the minority status of students, whether as the only requirement or as one of a number of requirements for eligibility.

For this study, we are surveying your institution as part of a survey of all dental, law and medical school financial aid programs. Even if your institution does not consider a student's minority status in awarding scholarships or grants, we are asking that your institution respond to our questionnaire. In addition, we are conducting a separate, but similar, survey of a nationwide random sample of financial aid offices in four-year undergraduate and graduate programs.

Your responses will be kept confidential and will not be used in any way to identify your institution or its practices. They will be combined with those of other respondents and summarized in our report to the Congress.

INSTRUCTIONS

This questionnaire should be completed by the person who is most knowledgeable about scholarships and grants awarded at your institution. If this person is unable to respond to all of the questions, he or she may wish to seek the help of others in completing this questionnaire.

If your institution does not have either a dental, law or medical school, **enter** "N/A", where information for a "not applicable" program is requested.

When responding, please answer the questions as they apply to your institution for academic year 1991-92.

Because some terms and their usage may vary across institutions, we have provided a glossary of terms that we will be using in the questionnaire. For your convenience, the glossary, listing the terms in alphabetical order, is on the inside cover of this questionnaire.

If you have any questions, please call Dianne Whitman or Richard Harada, collect, at (206) 287-4800.

Please return the questionnaire in the enclosed pre-addressed envelope within 3 weeks of receipt. If the envelope is misplaced, please return your questionnaire to:

Dianne Whitman
U.S. General Accounting Office
Jackson Federal Building, Room 1992
915 Second Avenue
Seattle, WA 98174

Please provide the following information about the person responsible for completing this questionnaire, so that we may call to clarify information, if necessary.

Name: _____

Title: _____

Institution: _____

City/State: _____

Telephone No _____

Note: The "n" for each question is the number of respondents who answered that question. Some percentages may not sum to 100 due to rounding. Because of the data presented in this appendix, the questionnaire does not appear exactly as it did when it was mailed.

1

ACADEMIC INSTITUTION

1. Is your school a public or private academic institution? (CHECK ONE) *n=178*

   1. *51%* Public

   2. *49%* Private

2. Did your institution have any dental, law, or medical school programs during academic year 1991-92? (CHECK ONE FOR EACH)

	Yes	No
1. Dental school program (DDS or DMD) *n=176*	*24%*	*76%*
2. Law school program (JD or LLB) *n=177*	*68%*	*32%*
3. Medical school program (MD) *n=177*	*53%*	*47%*

3. Did your institution administer financial aid, that is any federal and non-federal aid, such as grants, work-study, and loans, for each of the following programs during academic year 1991-92? (CHECK ONE FOR EACH)

	Yes	No
1. Dental school *n=176*	*24%*	*76%*
2. Law school *n=177*	*67%*	*33%*
3. Medical school *n=177*	*53%*	*47%*

4. What was the total dollar amount of financial aid awarded to dental, law, and medical school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

   1. Dental school financial aid *n=111*

      Range=$0-$43,815,751
      Median=$4,170,938

   2. Law school financial aid *n=143*

      Range=$0-$4,170,938
      Median=$0

   3. Medical school financial aid *n=129*

      Range=$0-$17,566,737
      Median=$4,567,103

2

5. Approximately (1) how many students at your institution received institutional and "outside" scholarships/grants, and (2) what was the total dollar amounts of these scholarships/grants for each student category during academic year 1991-92? (ENTER DUPLICATED COUNT FOR STUDENTS AND THE DOLLAR AMOUNTS; IF NONE, ENTER "0")

	Dental School Scholarships/Grants		Law School Scholarships/Grants		Medical School Scholarships/Grants	
	Number of Students (#)	Dollar Amount ($)	Number of Students (#)	Dollar Amount ($)	Number of Students (#)	Dollar Amount ($)
A. Institutional Scholarships/Grants--scholarships, grants, fellowships, tuition waiver/remissions, tuition reductions administered by institution	*n=86 Range=0-525 Median=0*	*n=89 Range=$0-$1,628,000 Median=$0*	*n=129 Range=0-1,076 Median=158*	*n=132 Range=$0-$4,525,183 Median=$365,768*	*n=115 Range=0-1,169 Median=136*	*n=118 Range=$0-$11,314,000 Median=$370,112*
B. "Outside" Scholarships/Grants--those for which the school does not identify or select recipients; school only disburses (or channels) funds to student for donor	*n=85 Range=0-202 Median=0*	*n=88 Range=$0-$374,286 Median=$0*	*n=122 Range=0-296 Median=8*	*n=127 Range=$0-$634,339 Median=$16,500*	*n=114 Range=0-417 Median=38*	*n=116 Range=$0-$3,030,996 Median=$144,938*
TOTAL INSTITUTIONAL AND "OUTSIDE" SCHOLARSHIPS/GRANTS		*n=90 Range=$0-$1,696,000 Median=$0*		*n=126 Range=$0-$4,595,813 Median=$383,130*		*n=117 Range=$0-$13,014,000 Median=$645,612*

MINORITY-EXCLUSIVE SCHOLARSHIPS/GRANTS

Note: **In your responses to the following sections, unless otherwise requested, please do not include information regarding "outside" scholarships/grants.**

6. During academic year 1991-92, did your institution award any dental, law, or medical school scholarships/grants for which the only requirement for eligibility was a student's minority status (age, disability, gender, national origin, race/ethnicity, or religion), that is minority-exclusive scholarships/grants? (CHECK ONE) *n=178*

1. *29%* Yes (GO TO QUESTION 7)
2. *71%* No (GO TO QUESTION 10 ON PAGE 6)

7. How many, if any, dental, law, and medical school students received minority-exclusive scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

1. Number of dental students receiving minority-exclusive scholarships/grants *n=36*

   Range=0-25 Median=0

2. Number of law students receiving minority-exclusive scholarships/grants *n=44*

   Range=0-194 Median=1

3. Number of medical students receiving minority-exclusive scholarships/grants *n=44*

   Range=0-78 Median=4

3

8 What was the total dollar amount, if any, of minority-exclusive scholarships/grants awarded by your institution to dental, law, and medical school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

1. Amount of minority-exclusive scholarships/grants awarded to dental school students *n=39*

   Range=$0-$288,089
   Median=$0

2. Amount of minority-exclusive scholarships/grants awarded to law school students *n=43*

   Range=$0-$890,883
   Median=$4,555

3. Amount of minority-exclusive scholarships/grants awarded to medical school students *n=45*

   Range=$0-$766,950
   Median=$21,000

4

9. Consider the minority-exclusive scholarships/grants awarded by your institution during academic year 1991-92. For the dental, law, and, medical school categories, enter (1) the number of students who received these minority-exclusive scholarships, by each minority requirement listed below, and (2) the total dollar amount, if any, of these scholarship/grant awards. (FOR EACH STUDENT CATEGORY, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

MINORITY-EXCLUSIVE SCHOLARSHIPS/ GRANTS	DENTAL		LAW		MEDICAL	
	Number of Students (#) *n=13*	Dollar Amount Awarded ($) *n=13*	Number of Students (#) *n=24*	Dollar Amount Awarded ($) *n=24*	Number of Students (#) *n=28*	Dollar Amount Awarded ($) *n=28*
1. Age (over 40 years old)	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
2. Disability	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-8 Median=0*	*Range=$0-$47,665 Median=$0*
3. Gender (exclude Title IX funds)	*Range=0-2 Median=0*	*Range=$0-$1,200 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-23 Median=0*	*Range=$0-$19,000 Median=$0*
4. National origin	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-3 Median=0*	*Range=$0-$23,400 Median=$0*
5. Religion	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-24 Median=0*	*Range=$0-$76,180 Median=$0*	*Range=0-4 Median=0*	*Range=$0-$13,500 Median=$0*
6. Race/ethnicity (African-American, Asian-American/ Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-25 Median=6*	*Range=$0-$288,089 Median=$25,168*	*Range=0-194 Median=6*	*Range=$0-$890,883 Median=$29,554*	*Range=0-61 Median=7*	*Range=$0-$716,465 Median=$49,471*
7. Other (PLEASE SPECIFY) _____	*Range=0-4 Median=0*	*Range=$0-$2,000 Median=$0*	*Range=0-18 Median=0*	*Range=$0-$30,949 Median=$0*	*Range=0-21 Median=0*	*Range=$0-$42,840 Median=$0*
8. TOTAL		*Range=$1,200-$288,089 Median=$25,168*		*Range=$4,308-$890,883 Median=$30,978*		*Range=$2,500-$716,465 Median=$58,848*

BEST COPY AVAILABLE

5

MINORITY-DESIGNATED
SCHOLARSHIPS/GRANTS

10 During academic year 1991-92, did your institution award any dental, law, or medical school scholarships/grants for which a student's minority status (age over 40 years old, disability, gender, national origin, race/ethnicity, or religion) was one of a number of requirements for eligibility, that is, minority-designated scholarships/grants? (CHECK ONE) *n=178*

1 *62%* Yes (GO TO QUESTION 11)

2 *38%* No (GO TO QUESTION 16 ON PAGE 9)

11 How many, if any, dental, law, and medical school students received minority-designated scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER, IF NONE, ENTER "0")

1 Number of dental students receiving minority-designated scholarships/grants *n=61*

Range=0-94
Median=0

2 Number of law students receiving minority-designated scholarships/grants *n=90*

Range=0-172
Median=12

3 Number of medical students receiving minority-designated scholarships/grants *n=82*

Range=0-217
Median=6

12 What was the total dollar amount, if any, of minority-designated scholarships/grants awarded by your institution to dental, law, and medical school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

1 Amount of minority-designated scholarships/grants awarded to dental students *n=63*

Range=$0-$378,846
Median=$0

2 Amount of minority-designated scholarships/grants awarded to law students *n=89*

Range=$0-$750,494
Median=$41,750

3. Amount of minority- designated scholarships/grants awarded to medical students *n=82*

Range=$0-$1,102,701
Median=$23,175

6

13. Consider the minority-designated scholarships/grants awarded by your institution during academic year 1991-92. For the dental, law, and medical school categories, enter (1) the number of students who received these minority-designated scholarships, by each minority requirement listed below, and (2) the total dollar amount, if any, of these scholarship/grant awards. (FOR EACH STUDENT CATEGORY, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

		DENTAL		LAW		MEDICAL	
	MINORITY-DESIGNATED SCHOLARSHIPS/ GRANTS	Number of Students (#) *n=21*	Dollar Amount Awarded ($) *n=21*	Number of Students (#) *n=74*	Dollar Amount Awarded ($) *n=74*	Number of Students (#) *n=52*	Dollar Amount Awarded ($) *n=52*
1	Age (over 40 years old)	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
2.	Disability	*Range=0-1 Median=0*	*Range=$0-$7,200 Median=0*	*Range=0-4 Median=0*	*Range=$0-$10,372 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
3.	Gender (exclude Title IX funds)	*Range=0-13 Median=0*	*Range=$0-$25,500 Median=$0*	*Range=0-77 Median=0*	*Range=$0-$453,988 Median=$0*	*Range=0-60 Median=0*	*Range=$0-$228,742 Median=$0*
4.	National origin	*Range=0-1 Median=0*	*Range=$0-$500 Median=$0*	*Range=0-4 Median=0*	*Range=$0-$3,200 Median=$0*	*Range=0-3 Median=0*	*Range=$0-$5,000 Median=$0*
5.	Race/ethnicity (African-American, Asian-American/ Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-94 Median=9*	*Range=$0-$378,846 Median=$40,000*	*Range=0-172 Median=16*	*Range=$0-$1,130,054 Median=$81,688*	*Range=0-217 Median=12*	*Range=$0-$1,102,701 Median=$52,778*
6	Religion	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-14 Median=0*	*Range=$0-$29,650 Median=$0*	*Range=0-9 Median=0*	*Range=$0-$21,000 Median=$0*
7.	Other (PLEASE SPECIFY) _____	*Range=0-25 Median=0*	*Range=$0-$79,781 Median=$0*	*Range=0-41 Median=0*	*Range=$0-$87,010 Median=$0*	*Range=0-81 Median=0*	*Range=$0-$619,661 Median=$0*
8.	TOTAL		*Range=$550-$378,846 Median=$45,500*		*Range=$596-$1,130,395 Median=$87,202*		*Range=$1,000-$1,102,701 Median=$73,146*

7

14 Consider the number of minority-designated scholarships/grants awarded by your institution to dental, law, and medical school students during academic year 1991-92. In addition to a student's minority status, in about what percentage of these scholarships/grants, if any, was each of the following factors also required? (FOR EACH STUDENT CATEGORY, ENTER PERCENTAGES-- DENTAL, LAW AND MEDICAL SCHOOL CATEGORIES CAN EACH TOTAL TO MORE THAN 100%; IF NONE, ENTER "0")

	OTHER AWARD FACTORS REQUIRED	DENTAL *n=22*	LAW *n=74*	MEDICAL *n=52*
1	Financial need	*Range=0-100%* *Median=100%*	*Range=0-100%* *Median=75%*	*Range=0-100%* *Median=100%*
2.	Academic ment, such as GPA, DAT, LSAT or MCAT scores	*Range=0-100%* *Median=4%*	*Range=0-100%* *Median=70%*	*Range=0-100%* *Median=0%*
3	Coursework major	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*
4	Community service	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-60%* *Median=0%*
5	Other (SPECIFY)	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*

15 Excluding Pell, SEOG, and SSIG grants, (1) about how many students received and (2) what was the dollar amount of, federally-funded minority-designated scholarships/grants, if any, awarded by, your institution to dental, law, and medical students during academic year 1991-92? (ENTER NUMBER AND AMOUNT FOR EACH STUDENT CATEGORY; IF NONE, ENTER "0")

		Number of Students Receiving Federally-Funded Minority-Designated Scholarships/Grants (#)	Amount for Federally-Funded Minority-Designated Scholarships/Grants ($)
1	Dental	*n=58* *Range=0-9* *Median=0*	*n=56* *Range=$0-$57,222* *Median=$0*
2	Law	*n=86* *Range=0-23* *Median=0*	*n=86* *Range=$0-$142,560* *Median=$0*
3	Medical	*n=77* *Range=0-62* *Median=0*	*n=76* *Range=$0-$176,758* *Median=$0*

8

MINORITY-CONSIDERED SCHOLARSHIPS/GRANTS

16 During academic year 1991-92, did your institution award any dental, law, or medical school scholarships/grants for which a student's minority status (age over 40 years old, disability, gender, national origin, race/ethnicity, or religion) was taken into consideration, but was not a requirement, for making the award, that is minority-considered scholarships/grants? (CHECK ONE) *n=178*

1 *44%* Yes --> (GO TO QUESTION 17)

2 *56%* No --> (GO TO QUESTION 21 ON PAGE 12)

17. How many, if any, dental, law, and medical school students received minority-considered scholarships/grants awarded by your institution during academic year 1991-92? (ENTER NUMBER; IF NONE, ENTER "0")

1. Number of dental students receiving minority-considered scholarships/grants *n=43*

Range=0-157
Median=0

2. Number of law students receiving minority-considered scholarships/grant *n=67*

Range=0-529
Median=10

3. Number of medical students receiving minority-considered scholarships/grants *n=51*

Range=0-218
Median=6

18. What was the total dollar amount, if any, of minority-considered scholarships/grants awarded by your institution to dental, law, and medical school students during academic year 1991-92? (ENTER AMOUNT; IF NONE, ENTER "0")

1. Amount of minority-considered scholarships/grants awarded to dental students *n=44*

Range=$0-$390,469
Median=$0

2. Amount of minority-considered scholarships/grants awarded to law students *n=68*

Range=$0-$2,981,224
Median=$40,425

3. Amount of minority-considered scholarships/grants awarded to medical students *n=51*

Range=$0-$581,579
Median=$16,778

9

19. Consider the minority-considered scholarships/grants awarded by your institution during academic year 1991-92. For the dental, law, and medical school categories, enter (1) the number of students who received these minority-considered scholarships/grants, by each minority group taken into consideration and (2) the total dollar amount, if any, of these scholarship/grant awards. (FOR EACH STUDENT CATEGORY, ENTER NUMBERS AND AMOUNTS; IF NONE, ENTER "0")

MINORITY-CONSIDERED SCHOLARSHIPS/ GRANTS	DENTAL		LAW		MEDICAL	
	Number of Students (#) *n=14*	Dollar Amount Awarded ($) *n=14*	Number of Students (#) *n=48*	Dollar Amount Awarded ($) *n=48*	Number of Students (#) *n=31*	Dollar Amount Awarded ($) *n=30*
1. Age (over 40 years old)	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-7 Median=0*	*Range=$0-$38,688 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
2. Disability	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-7 Median=0*	*Range=$0-$38,688 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*
3. Gender (exclude Title IX funds)	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-96 Median=0*	*Range=$0-$176,441 Median=$0*	*Range=0-4 Median=0*	*Range=$0-$10,459 Median=$0*
4. National origin	*Range=0-0 Median=0*	*Range=$0-$0 Median=$0*	*Range=0-7 Median=0*	*Range=$0-$38,688 Median=$0*	*Range=0-7 Median=0*	*Range=$0-$14,613 Median=$0*
5. Race/ethnicity (African-American, Asian-American/ Pacific Islander, Hispanic, and Native American/Alaskan-Native)	*Range=0-124 Median=14*	*Range=$0-$336,969 Median=$55,606*	*Range=0-234 Median=14*	*Range=$0-$851,980 Median=$51,642*	*Range=0-141 Median=16*	*Range=$0-$503,579 Median=$68,086*
6. Religion	*Range=0-5 Median=0*	*Range=$0-$5,883 Median=$0*	*Range=0-0 Median=0*	*Range=$0-$0 Median=0*	*Range=0-8 Median=0*	*Range=$0-$10,334 Median=$0*
7. Other (PLEASE SPECIFY) _____	*Range=0-33 Median=0*	*Range=$0-$59,343 Median=$0*	*Range=0-149 Median=0*	*Range=$0-$936,979 Median=$0*	*Range=0-77 Median=0*	*Range=$0-$134,459 Median=$0*
8. TOTAL		*Range=$5,000-$336,969 Median=$56,868*		*Range=$1,000-$1,654,075 Median=$64,468*		*Range=$930-$509,579 Median=$82,932*

10

20. Consider the number of minority-considered scholarships/grants awarded to dental, law, and medical school students. In addition to minority status, in about what percentage of these scholarships/grants, if any, was each of the following factors also considered? (FOR EACH STUDENT CATEGORY, ENTER PERCENTAGES-- DENTAL, LAW, AND MEDICAL SCHOOL CATEGORIES CAN EACH TOTAL TO MORE THAN 100%; IF NONE, ENTER "0")

OTHER AWARD FACTORS REQUIRED	DENTAL *n=14*	LAW *n=45*	MEDICAL *n=32*
1. Financial need	*Range=0-100%* *Median=100%*	*Range=0-100%* *Median=85%*	*Range=33-100%* *Median=100%*
2. Academic merit, such as GPA, DAT, LSAT or MCAT scores	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=99%*	*Range=0-100%* *Median=0%*
3. Coursework major	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-20%* *Median=0%*
4. Community service	*Range=0-0%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-33%* *Median=0%*
5. Other (SPECIFY)	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*	*Range=0-100%* *Median=0%*

BEST COPY AVAILABLE

11

FUNDING SOURCES

21 Consider the sources of funding for the scholarships/grants awarded by your institution to dental, law and medical students during academic year 1991-92. How much funding, if any, came from the following sources for (1) minority-exclusive (the only requirement), (2) minority-designated (one of a number of requirements), and (3) minority-considered (taken into consideration), and (4) all other, that is, non-minority, scholarships/grants awarded by your institution during academic year 1991-92? (FOR EACH STUDENT CATEGORY, ENTER DOLLAR AMOUNT; IF NONE, ENTER "0")

SOURCE OF FUNDING FOR SCHOLARSHIPS/GRANTS	DENTAL SCHOLARSHIPS/GRANTS			
	Minority-Exclusive *n=14*	Minority-Designated *n=22*	Minority-Considered *n=13*	All Other *n=33*
1. Federal government--excluding PELL, SEOG, and SSIG grants	*Range=$0-$0 Median=$0*	*Range=$0-$57,222 Median=$0*	*Range=$0-$279,769 Median=$55,212*	*Range=$0-$164,909 Median=$39,850*
2. State government	*Range=$0-$114,000 Median=$0*	*Range=$0-$231,282 Median=$0*	*Range=$0-$265,620 Median=$0*	*Range=$0-$494,211 Median=$3,750*
3. Income generated from tuition, housing and other fees	*Range=$0-$0 Median=$0*	*Range=$0-$378,846 Median=$0*	*Range=$0-$3,000 Median=$0*	*Range=$0-$774,278 Median=$0*
4. Tuition waivers/remissions and reductions	*Range=$0-$60,346 Median=$0*	*Range=$0-$73,895 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$625,779 Median=$0*
5 Endowments, gifts, and estates, and other private funds				
5a. Restricted funds (donor-designated)	*Range=$0-$10,000 Median=$0*	*Range=$0-$78,700 Median=$0*	*Range=$0-$102,800 Median=$0*	*Range=$0-$147,083 Median=$1,000*
5b. Unrestricted funds (institution-designated)	*Range=$0-$147,743 Median=$0*	*Range=$0-$164,182 Median=$0*	*Range=$0-$110,700 Median=$0*	*Range=$0-$856,650 Median=$7,500*
6. Athletic scholarships/grants	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$2,300 Median=$0*
7 Other scholarships/grants (SPECIFY) _____	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$11,334 Median=$0*	*Range=$0-$448,403 Median=$0*
8 TOTAL AMOUNT FOR INSTITUTIONAL SCHOLARSHIPS/GRANTS	*Range=$1200-$288,089 Median=$23,585*	*Range=$550-$378,846 Median=$51,361*	*Range=$11,334-$390,469 Median=$59,343*	*Range=$8,500-$1,139,986 Median=$192,286*

12

FUNDING SOURCES (continued)

21 Consider the sources of funding for the scholarships/grants awarded by your institution to dental, law and medical students during academic year 1991-92. How much funding, if any, came from the following sources for (1) minority-exclusive (the only requirement), (2) minority-designated (one of a number of requirements), and (3) minority-considered (taken into consideration), and (4) all other, that is, non-minority, scholarships/grants awarded by your institution during academic year 1991-92? (FOR EACH STUDENT CATEGORY, ENTER DOLLAR AMOUNT; IF NONE, ENTER "0")

SOURCE OF FUNDING FOR SCHOLARSHIPS/GRANTS	LAW SCHOLARSHIPS/GRANTS			
	Minority-Exclusive *n=23*	Minority-Designated *n=73*	Minority-Considered *n=50*	All Other *n=90*
1. Federal government--excluding PELL, SEOG, and SSIG grants	*Range=$0-$81,364 Median=$0*	*Range=$0-$142,560 Median=$0*	*Range=$0-$39,500 Median=$0*	*Range=$0-$251,222 Median=$0*
2 State government	*Range=$0-$196,000 Median=$0*	*Range=$0-$226,157 Median=$0*	*Range=$0-$64,000 Median=$0*	*Range=$0-$619,050 Median=$0*
3. Income generated from tuition, housing and other fees	*Range=$0-$553,047 Median=$0*	*Range=$0-$1,130,054 Median=$0*	*Range=$0-$1,252,982 Median=$0*	*Range=$0-$5,347,525 Median=$0*
4 Tuition waivers/remissions and reductions	*Range=$0-$890,883 Median=$0*	*Range=$0-$194,336 Median=$0*	*Range=$0-$2,839,326 Median=$0*	*Range=$0-$1,178,141 Median=$31,662*
5. Endowments, gifts, and estates, and other private funds				
5a. Restricted funds (donor-designated)	*Range=$0-$89,961 Median=$0*	*Range=$0-$163,521 Median=$3,600*	*Range=$0-$146,060 Median=$0*	*Range=$0-$1,394,509 Median=$18,550*
5b Unrestricted funds (institution-designated)	*Range=$0-$120,788 Median=$0*	*Range=$0-$534,420 Median=$0*	*Range=$0-$1,654,075 Median=$0*	*Range=$0-$2,985,559 Median=$18,102*
6. Athletic scholarships/grants	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$2,500 Median=$0*
7. Other scholarships/grants (SPECIFY) _____	*Range=$0-$0 Median=$0*	*Range=$0-$89,636 Median=$0*	*Range=$0-$50,000 Median=$0*	*Range=$0-$572,411 Median=$0*
8. TOTAL AMOUNT FOR INSTITUTIONAL SCHOLARSHIPS/GRANTS	*Range=$4,308-$890,883 Median=$31,008*	*Range=$596-$1,175,395 Median=$87,394*	*Range=$1,000-$2,981,224 Median=$67,200*	*Range=$1400-$6,257,724 Median=$443,496*

13

FUNDING SOURCES (continued)

21. Consider the sources of funding for the scholarships/grants awarded by your institution to dental, medical and law students during academic year 1991-92. How much funding, if any, came from the following sources for (1) minority-exclusive (the only requirement), (2) minority-designated (one of a number of requirements), and (3) minority-considered (taken into consideration), and (4) all other, that is, non-minority, scholarships/grants awarded by your institution during academic year 1991-92? (FOR EACH STUDENT CATEGORY, ENTER DOLLAR AMOUNT; IF NONE, ENTER "0")

SOURCE OF FUNDING FOR SCHOLARSHIPS/GRANTS	MEDICAL SCHOLARSHIPS/GRANTS			
	Minority-Exclusive *n=28*	Minority-Designated *n=54*	Minority-Considered *n=29*	All Other *n=69*
1. Federal government--excluding PELL, SEOG, and SSIG grants	*Range=$0-$0 Median=$0*	*Range=$0-$176,758 Median=$0*	*Range=$0-$388,579 Median=$31,601*	*Range=$0-$2,839,657 Median=$65,946*
2 State government	*Range=$0-$330,000 Median=$0*	*Range=$0-$1,102,701 Median=$0*	*Range=$0-$268,544 Median=$0*	*Range=$0-$1,075,817 Median=$0*
3. Income generated from tuition, housing and other fees	*Range=$0-$42,840 Median=$0*	*Range=$0-$786,021 Median=$0*	*Range=$0-$6,800 Median=$0*	*Range=$0-$1,179,201 Median=$0*
4. Tuition waivers/remissions and reductions	*Range=$0-$406,993 Median=$0*	*Range=$0-$275,070 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$557,226 Median=$3,108*
5. Endowments, gifts, and estates, and other private funds				
5a. Restricted funds (donor-designated)	*Range=$0-$229,900 Median=$0*	*Range=$0-$172,247 Median=$1,000*	*Range=$0-$81,000 Median=$0*	*Range=$0-$1,427,198 Median=$3,000*
5b. Unrestricted funds (insutution-designated)	*Range=$0-$342,059 Median=$0*	*Range=$0-$427,313 Median=$0*	*Range=$0-$191,650 Median=$0*	*Range=$0-$1,650,788 Median=$98,123*
6 Athletic scholarships/grants	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$0 Median=$0*	*Range=$0-$55,565 Median=$0*
7. Other scholarships/grants (SPECIFY) _____	*Range=$0-$1,000 Median=$0*	*Range=$0-$56,550 Median=$0*	*Range=$0-$37,500 Median=$0*	*Range=$0-$1,427,412 Median=$0*
8. TOTAL AMOUNT FOR INSTITUTIONAL SCHOLARSHIPS/GRANTS	*Range=$2,500-$716,465 Median=$58,848*	*Range=$1,000-$1,102,701 Median=$77,610*	*Range=$930-$581,579 Median=$84,864*	*Range=$10,916-$4,678,468 Median=$645,436*

14

STUDENT PROFILE

22. For academic year 1991-92, what was your institution's total dental, law, and medical school student enrollment, that is, the "head count"? (ENTER NUMBER; IF NONE, ENTER "0")

    1. Dental students *n=41*

       Range=106-579
       Median=293

    2. Law students *n=119*

       Range=82-2,130
       Median=645

    3. Medical students *n=91*

       Range=144-1,304
       Median=522

23. During academic year 1991-92, about how many, if any, of your institution's dental, law, and medical students were over 40 years old? (ENTER NUMBER; IF NONE, ENTER "0")

    1. Dental students *n=39*

       Range=0-36
       Median=2

    2. Law students *n=94*

       Range=0-380
       Median=19

    3 Medical students *n=84*

       Range=0-256
       Median=2

24. During academic year 1991-92, about how many, if any, of your institution's dental, law, and medical students were identified as disabled, that is physically or mentally impaired, including learning disabled? (ENTER NUMBER; IF NONE, ENTER "0")

    1. Disabled dental students *n=38*

       Range=0-1
       Median=0

    2. Disabled law students *n=106*

       Range=0-32
       Median=4

    3. Disabled medical students *n=83*

       Range=0-18
       Median=0

25 During academic year 1991-92, about how many of your institution's dental, law, and medical school students were male, and how many were female? (ENTER NUMBER; IF NONE, ENTER "0")

	DENTAL *n=41*	LAW *n=119*	MEDICAL *n=90*
1 Male	*Range=74-360* *Median=197*	*Range=41-1,285* *Median=372*	*Range=27-839* *Median=321*
2 Female	*Range=32-219* *Median=97*	*Range=41-845* *Median=274*	*Range=17-494* *Median=193*

15

26 About how many, if any, dental, law, and medical school students, by the following racial/ethnicity categories, were enrolled in your institution during academic year 1991-92 (ENTER NUMBER FOR EACH STUDENT CATEGORY; IF NONE, ENTER "0")

	DENTAL *n=41*	LAW *n=118*	MEDICAL *n=91*
1. African-American	*Range=0-178* *Median=9*	*Range=0-175* *Median=32*	*Range=0-242* *Median=27*
2. Asian-American/ Pacific Islander	*Range=2-145* *Median=27*	*Range=0-186* *Median=17*	*Range=0-252* *Median=61*
3 Hispanic	*Range=0-76* *Median=11*	*Range=0-433* *Median=24*	*Range=0-213* *Median=13*
4. Native American/ Alaskan-Native	*Range=0-10* *Median=1*	*Range=0-27* *Median=2*	*Range=0-32* *Median=1*
5. White (not Hispanic)	*Range=9-413* *Median=194*	*Range=0-1,997* *Median=553*	*Range=8-990* *Median=369*
6 Unknown race/ethnicity or other	*Range=0-124* *Median=0*	*Range=0-295* *Median=0*	*Range=0-219* *Median=0*
7. TOTAL	*Range=106-579* *Median=293*	*Range=79-2,130* *Median=647*	*Range=144-1,304* *Median=522*

27 About how many students, if any, were awarded dental (DDS or DMD), law (JD or LLB), and medical (MD) school degrees by your institution during academic year 1991-92? (ENTER NUMBER, IF NONE, ENTER "0")

1 Students were awarded dental degrees (DDS or DMD) *n=40*

Range=24-144
Median=72

2 Students were awarded law degrees (JD or LLB) *n=116*

Range=11-594
Median=195

3 Students were awarded medical degrees (MD) *n=91*

Range=19-300
Median=119

16

28. Of the students who were awarded degrees from dental, law, and medical schools during academic year 1991-92, about what proportion, if any, were in each of the following categories? (FOR EACH STUDENT CATEGORY ENTER PERCENTAGE; IF NONE, ENTER "0")

	DENTAL	LAW	MEDICAL
1. Age over 40	*n=68* *Range=0-13%* *Median=0%*	*n=105* *Range=0-39%* *Median=2%*	*n=100* *Range=0-14%* *Median=0%*
2. Disabled	*n=67* *Range=0-1%* *Median=0%*	*n=116* *Range=0-18%* *Median=0%*	*n=98* *Range=0-5%* *Median=0%*
3. Female	*n=73* *Range=0-22%* *Median=0%*	*n=132* *Range=0-64%* *Median=42%*	*n=108* *Range=0-54%* *Median=34%*
4. Race/ethnicity:	*n=40*	*n=113*	*n=88*
a. African-American	*Range=0-97%* *Median=3%*	*Range=0-17%* *Median=3%*	*Range=0-81%* *Median=4%*
b. Asian-American/ Pacific Islander	*Range=0-48%* *Median=10%*	*Range=0-71%* *Median=2%*	*Range=0-28%* *Median=10%*
c Hispanic	*Range=0-23%* *Median=4%*	*Range=0-100%* *Median=3%*	*Range=0-96%* *Median=3%*
d. Native American/ Alaskan-Native	*Range=0-10%* *Median=0%*	*Range=0-6%* *Median=0%*	*Range=0-87%* *Median=0%*
e. White	*Range=3-97%* *Median=74%*	*Range=0-100%* *Median=89%*	*Range=0-98%* *Median=79%*
f. Unknown race/ethnicity or other	*Range=0-65%* *Median=0%*	*Range=0-10%* *Median=0%*	*Range=0-34%* *Median=0%*

BEST COPY AVAILABLE

17

29 What were the average DAT scores for dental students, LSAT scores for law students, and MCAT scores for medical students, for the class entering during academic year 1991-92? (ENTER NUMBER, IF APPLICABLE)

1. DAT *n=36*

   Range=3-19
   Median=16

2. LSAT

   Old Test *n=82* — *Range=2-45*, *Median=36*

   New Test *n=25* — *Range=144-164*, *Median=157*

3. MCAT *n=83*

   Range=3-59
   Median=9

30 Please check whether or not your academic institution can be characterized in each of the following ways: (CHECK ONE FOR EACH)

	Yes	No
1. Has a student population that is primarily disabled *n=176*	*0%*	*100%*
2. Has a single-gender student population *n=174*	*1%*	*99%*
3. Is considered an historically black institution *n=175*	*1%*	*99%*
4. Has a student population that is primarily of a minority racial/ethnic group *n=175*	*2%*	*98%*
5 Grants primarily theological degrees *n=176*	*1%*	*99%*

31. Is your institution currently operating, or has it operated at any time within the past 6 years, under a desegregation plan to overcome past discrimination? (CHECK ONE) *n=170*

1. *11%* Yes, currently -->
   When did the plan begin?
   /____/____/
   Month/Year

2. *6%* Yes, at some time in the past six years, but not currently-->
   When did the plan begin?
   /____/____/
   Month/Year

3. *84%* No --> (GO TO QUESTION 34 ON PAGE 19)

32. How was this desegregation plan initiated? (CHECK ONE) *n=25*

1. *28%* Voluntary
2. *8%* Administrative order
3. *56%* Court order
4. *8%* Other (PLEASE SPECIFY)

_____

33 Does this plan include the provision of minority-exclusive and minority-designated scholarships/grants? (CHECK ONE) *n=25*

1. *8%* Minority-exclusive only
2. *40%* Minority-designated only
3. *32%* Both minority-exclusive and minority-designated
4. *20%* Neither

34. If a proposal were adopted to eliminate public funding for minority-exclusive and minority-designated scholarships/grants, overall, what effect, if any, would this have on your institution's ability to recruit, to retain and to graduate minority students for your dental, law and medical schools?

(CHECK ONE FOR EACH ROW)

	Significantly Positive Effect (1)	Moderately Positive Effect (2)	Somewhat Positive Effect (3)	No Effect (4)	Somewhat Negative Effect (5)	Moderately Negative Effect (6)	Significantly Negative Effect (7)	Does Not Apply (8)
1 Dental school *n=137*	*1%*	*1%*	*0%*	*6%*	*4%*	*4%*	*11%*	*73%*
2. Law school *n=160*	*1%*	*0%*	*1%*	*18%*	*11%*	*8%*	*24%*	*38%*
3. Medical school *n=144*	*1%*	*0%*	*0%*	*16%*	*6%*	*9%*	*20%*	*49%*

35 If a proposal were adopted to eliminate all funding, (public and private), for minority-exclusive and minority-designated scholarships/grants, overall, what effect, if any, would this have on your institution's ability to recruit, to retain and to graduate minority students for your dental, law and medical schools?

(CHECK ONE FOR EACH ROW)

	Significantly Positive Effect (1)	Moderately Positive Effect (2)	Somewhat Positive Effect (3)	No Effect (4)	Somewhat Negative Effect (5)	Moderately Negative Effect (6)	Significantly Negative Effect (7)	Does Not Apply (8)
1 Dental school *n=136*	*1%*	*0%*	*0%*	*3%*	*5%*	*3%*	*15%*	*74%*
2 Law school *n=158*	*1%*	*0%*	*0%*	*11%*	*6%*	*10%*	*39%*	*34%*
3 Medical school *n=144*	*1%*	*0%*	*0%*	*10%*	*5%*	*8%*	*30%*	*46%*

36 Please describe below in what ways, the above two proposals (Questions 34 and 35) would affect your institution's ability either to recruit, to retain, or to graduate minority students at your dental, law, and medical schools *n=178*

63% made comments
27% did not make comments

37. Please provide, below, any comments that you might have about our study or this questionnaire *n=178*

21% made comments
79% did not make comments

Thank you for your help!

LMM/12 1 92

19

GLOSSARY

disability: Any physical or mental impairment, including learning disability.

financial aid: Any federal and non-federal aid which includes: scholarships, grants, fellowships, loans, and work-study.

Institutional scholarships/grant: Any scholarship or grant that is "administered" by the institution if that institution:

- -- assists in any manner in the identification, or selection of recipients or
- -- solicits, lists, approves, provides facilities or other services to other organizations in the identification or selection of recipients.

minority: Excluding international students, any group of people identified based on their age (individuals over 40 years old), disability, gender, national origin (such as Irish-Americans, Italian-Americans, etc.), race/ethnicity (African-American, Asian-American/Pacific Islander, Hispanic, Native American/Alaskan-Native), or religion.

minority-exclusive scholarships/grant: Any scholarship/grant awarded where minority status is the only requirement for eligibility.

minority-designated scholarship/grant: Any scholarship/grant awarded where minority status is one of a number of requirements for eligibility.

minority-considered scholarship/grant: Any scholarship/grant awarded where minority status was taken into consideration, but was not required for eligibility.

national origin: Any group of people with common traits and customs such as Irish-Americans, German-Americans, and Italian-Americans, etc.

"outside" scholarships/grant: Any scholarship or grant in which the institution does not assist in any manner in identifying or selecting recipients for awards; the school only disburses (or channels) the funds for the donor to the student.

private funds: Any funding received from private donors, including endowments, gifts and estates.

race-ethnicity: Any group of people identified as African-American, Asian-American/Pacifi Islander, Hispanic, and Native American/Alaskan-Native.

scholarship/grant: Excluding Pell, SEOG, and SSIG grants, any financial aid where the student is not required to repay the monies or meet specific work requirements. These could be awarded in the form of scholarships, grants, fellowships, tuition waivers/ remissions or tuition reductions.

Scope, Methodology, and Selected Analyses for Questionnaires

We developed two questionnaires to explore the extent to which schools used minority-targeted scholarships. We mailed one questionnaire to the financial aid directors at a random sample of 300 schools, representative of all those offering 4-year undergraduate and/or graduate degrees. We mailed the other to all 240 institutions with professional schools, which by agreement with requesters were limited to dental, law, and medical schools.[1]

Scope and Methodology

Sampling Procedures and Response Rates

We utilized the Department of Education's Integrated Postsecondary Education Data System database to identify the schools meeting our criteria. Using this database, we identified over 2,100 schools offering 4-year undergraduate and/or graduate degrees and 240 institutions with one or more professional schools.[2]

From the undergraduate and graduate school universe, we selected a statistically valid random sample of 300 schools—150 public and 150 private schools. We oversampled public schools[3] so that we would have enough observations to report information from public and private schools separately. When calculating data for all schools, public and private combined, we weighted our sample data to reconstruct the ratio of public to private schools in the universe. We deleted three schools from our original sample because they did not award baccalaureate degrees. We received responses from 230 of the 297 schools in our final sample offering undergraduate and/or graduate programs—a response rate of 77 percent. Because the universe of professional schools was relatively small, we sent questionnaires to all institutions we identified. We deleted 6 institutions from the original universe of 240 institutions with professional schools because they indicated to us that they did not have that school in academic year 1991-92. We received responses from 178 of the 234 institutions with professional schools—a response rate of 76 percent. The 178 responses covered 256 professional schools. We show the universe,

[1]Our universe included all public and private institutions in the United States and the Trust Territories of Guam, Puerto Rico, and the Virgin Islands.

[2]These 240 institutions included a total of 349 professional schools. The majority of institutions had only one school, but some had two or all three schools.

[3]The sampled universe consisted of 599 public and 1,525 private schools.

adjusted sample size, and number of respondents for each of our questionnaires in table III.1.

Table III.1: Universes, Sample Sizes, and Numbers of Respondents for Questionnaires on Minority-Targeted Scholarships

Type of school	Universe	Sample size	Number of respondents
Undergraduate schools			
Public	576	143	112
Private	1,310	128	98
Total	**1,886**	**271**	**210**
Graduate schools			
Public	520	129	101
Private	1,016	95	76
Total	**1,536**	**224**	**177**
Dental schools			
Public	37	37	31
Private	17	17	11
Total	**54**	**54**	**42**
Law schools			
Public	75	75	54
Private	95	95	66
Total	**170**	**170**	**120**
Medical schools			
Public	73	73	61
Private	44	44	33
Total	**117**	**117**	**94**

Scope of Information

In both questionnaires, we asked the schools to provide information for academic year 1991-92 regarding (1) all scholarships and grants awarded, (2) any minority-targeted scholarships and grants awarded, and (3) student population characteristics. To encourage the schools to respond to our survey, we pledged confidentiality for all responses, with the concurrence of the requesters. As such, we agreed to report only aggregate data so that specific schools or their practices could not be identified.

We requested information for "institutional" scholarships and grants—all scholarships and grants awarded or administered by the school. We generally excluded scholarships or grants (1) for which the school merely disburses funds, such as Pell Grants; and (2) that students receive

independently and can take to any school, such as those from private organizations a student may receive before choosing which school to attend. In this report, we refer to scholarships and grants as simply "scholarships."

We requested detailed information for the portion of all scholarships devoted to MTS, including the dollar amount, the minority status required for selection and other eligibility criteria, and the funding source for the award. For some of our analyses, we divided minority-targeted scholarships into two categories: (1) minority-exclusive scholarships—those for which minority status was the only eligibility requirement; and (2) minority-designated scholarships—those for which minority status was required for eligibility, but one or more other factors, such as financial need or academic merit, were also a requirement.[4]

We also requested student population data, primarily consisting of the number of undergraduate, graduate, and professional students attending and graduating by the following categories: students over 40, men and women, the disabled, and the following racial and ethnic categories: African-American, Asian-American/Pacific Islander, Hispanic, Native American/Alaskan Native, White (not Hispanic), and race/ethnicity unknown.

Data Validation

We conducted several internal validation tests of selected data to check for accuracy of the responses. Some of the questions contained data that should have been internally consistent. For example, we asked for the number and dollar amount of minority-exclusive or minority-designated scholarships, and then asked for a breakdown of these data by the minority status of the students receiving the awards. In some cases, the number of students receiving awards differed from the number of awards available, or the dollar amounts did not sum to the totals.

When we identified discrepancies, we generally contacted the school for clarification. In a few cases, based upon similar problems with data from other schools, we were able to correct minor data problems without contacting the school. Data that could not be discussed with the school and that we believed to be inaccurate were not included in the final analysis. Since we deleted less than four-tenths of 1 percent of our data for this reason, we believe that this deletion does not affect the accuracy of

[4]We excluded all racial or ethnic MTS that were offered by one historically black college to attract Caucasian students because, although the school identified these as minority-exclusive scholarships, the students did not meet our definition of racial or ethnic minorities.

the final results. Our validation tests checked the data reported by each school; we did not visit schools to verify the accuracy of the reported data.

Sampling Errors for Data From Undergraduate and Graduate Schools

Because we sent questionnaires to a sample of the undergraduate and graduate universe, the results are subject to sampling error. Except where noted, all figures for undergraduate and graduate schools have a 95-percent confidence interval of 6 percentage points or less—there is a 95-percent probability that the true population value is within 6 percentage points of the number shown in the table.

Detailed Results

Tables III.2 through III.13 present detailed results from our questionnaires. In some cases, these results amplify those in the letter; in other cases, they provide new information. We report data for public and private undergraduate, graduate, and professional schools, and within the professional school sphere we also report data for public and private dental, law, and medical schools. In some cases, figures do not sum to totals because of rounding.

Public Schools More Likely to Use Minority-Targeted Scholarships

Public schools used MTS to a greater extent than private schools, at the undergraduate and graduate levels as well as at all three types of professional schools we surveyed. For example, at undergraduate schools, 43 percent of private schools but only 20 percent of public schools did not offer such scholarships at all. In addition, two-thirds of all private law schools offered 10 or fewer MTS while two-thirds of all public law schools, which tended to be larger, offered 11 or more. Use of MTS by school type is detailed in tables III.2 and III.3.

Table III.2: Use of Minority-Targeted Scholarships by Undergraduate, Graduate, and Professional Schools

Numbers in percent

Number of minority-targeted scholarships	Undergraduate schools[a]			Graduate schools[a]			Professional schools		
	Public	Private	All	Public	Private	All	Public	Private	All
0	20	43	36	57	74	68	21	38	28
1-10	12	21	18	22	18	20	24	28	26
11-30	19	15	16	13	7	9	30	16	24
31-50	8	6	7	3	1	2	13	9	11
51+	42	14	23	5	0	2	13	8	11
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]For this table, sampling errors for undergraduate and graduate data are plus or minus 10 percentage points or less.

Table III.3: Use of Minority-Targeted Scholarships by Dental, Law, and Medical Schools

Numbers in percent

Number of minority-targeted scholarships	Dental schools			Law schools			Medical schools		
	Public	Private	All	Public	Private	All	Public	Private	All
0	29	45	33	17	36	28	20	39	27
1-10	29	27	29	17	29	23	28	27	28
11-30	26	18	24	33	17	24	28	15	23
31-50	16	0	12	19	8	13	7	15	10
51+	0	9	2	15	11	13	18	3	13
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Minority-Targeted Scholarships a Small Proportion of All Scholarships and Scholarship Dollars

For both undergraduate and graduate schools, MTS were no more than 6 percent of all scholarships and scholarship dollars, with slightly more scholarships going to MTS at public than private schools. For professional schools, MTS were a somewhat higher proportion of all scholarships and scholarship dollars. At public law schools, for example, MTS accounted for nearly one-third of all scholarship dollars. As with undergraduate and graduate schools, public professional schools had more of their scholarships and scholarship dollars devoted to MTS than private professional schools. Scholarships devoted to MTS by school type are detailed in tables III.4 and III.5.

Table III.4: Minority-Targeted Scholarships as a Proportion of All Scholarships and Scholarship Dollars for Undergraduate, Graduate, and Professional Schools

Numbers in percent

	Undergraduate schools			Graduate schools			Professional schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Proportion of all scholarships	6	4	5	3	3	3	13	7	10
Proportion of all scholarship dollars	6	3	4	5	4	5	20	10	14

Table III.5: Minority-Targeted Scholarships as a Proportion of All Scholarships and Scholarship Dollars for Dental, Law, and Medical Schools

Numbers in percent

	Dental schools			Law schools			Medical schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Proportion of all scholarships	9	12	10	17	7	11	11	7	9
Proportion of all scholarship dollars	17	13	16	32	11	15	17	9	14

Most Minority-Targeted Scholarships Awarded on Basis of Race or Ethnicity

Three-quarters or more of all MTS were awarded on the basis of race or ethnicity at all levels of schools. Awards on the basis of sex were a relatively high proportion of MTS at private graduate and professional schools, especially private law schools. Awards on the basis of religion at private undergraduate schools accounted for more than one-quarter of all MTS at these schools, while awards based on religion at other types of schools, as well as awards based on age, disability, or national origin at all schools, were much less common. Tables III.6 and III.7 detail awards of MTS by minority category.

Table III.6: Distribution of Minority-Targeted Scholarships by Category of Award for Undergraduate, Graduate, and Professional Schools

Numbers in percent

	Undergraduate schools			Graduate schools			Professional schools		
Category of award	**Public**	**Private**	**All**	**Public**	**Private**	**All**	**Public**	**Private**	**All**
Scholarships									
Race or ethnicity	91[a]	50	75	92[b]	74	85	88	82	86
Age	2	[c]	2	1	2	1	0	0	0
Disability	[c]	5	2	2	3	2	[c]	[c]	[c]
Sex	5	11	7	4	14	8	7	9	8
National origin	1	6	3	1	2	1	[c]	1	[c]
Religion	[c]	27	10	1	6	3	[c]	3	1
Other	0	[c]	[c]	0	0	0	5	5	5
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Scholarship dollars									
Race or ethnicity	96[d]	69	82	96[e]	71[a]	87	92	86	89
Age	[c]	[c]	[c]	[c]	[c]	[c]	0	0	0
Disability	[c]	3	2	1	1	1	[c]	[c]	[c]
Sex	2	5	4	2	27	11	2	10	5
National origin	1	4	2	[c]	[c]	[c]	[c]	[c]	[c]
Religion	[c]	18	9	[c]	1	1	[c]	1	1
Other	0	[c]	[c]	0	0	0	5	3	4
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]Sampling error is plus or minus 10 percentage points.

[b]Sampling error is plus or minus 15 percentage points

[c]Less than 0.5 percent

[d]Sampling error is plus or minus 12 percentage points.

[e]Sampling error is plus or minus 21 percentage points.

Table III.7: Distribution of Minority-Targeted Scholarships by Category of Award for Dental, Law, and Medical Schools

Numbers in percent

	Dental schools			Law schools			Medical schools		
Category of award	**Public**	**Private**	**All**	**Public**	**Private**	**All**	**Public**	**Private**	**All**
Scholarships									
Race or ethnicity	84	99	88	94	88	91	82	58	77
Age	0	0	0	0	0	0	0	0	0
Disability	[a]	0	[a]	[a]	[a]	[a]	1	0	[a]
Sex	7	0	5	2	8	5	11	17	12
National origin	0	1	[a]	0	[a]	[a]	[a]	2	[a]
Religion	0	0	0	0	3	1	[a]	3	1
Other	8	0	6	4	[a]	2	6	20	9
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Scholarship dollars									
Race or ethnicity	93	100	94	96	91	94	88	68	83
Age	0	0	0	0	0	0	0	0	0
Disability	[a]	0	[a]	[a]	[a]	[a]	1	0	[a]
Sex	3	0	2	1	7	4	3	21	7
National origin	0	[a]	[a]	0	[a]	[a]	[a]	1	[a]
Religion	0	0	0	0	1	1	[a]	1	[a]
Other	4	0	3	2	[a]	1	8	9	8
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]Less than 0.5 percent.

Most Minority-Targeted Scholarships Awarded Using Criteria in Addition to Race or Ethnicity

Except at private graduate schools, MTS that were awarded solely on the basis of race or ethnicity generally made up less than one-quarter of all MTS. At undergraduate schools, for example, about 5 percent of all MTS were awarded on the basis of race or ethnicity alone, about 70 percent on the basis of race or ethnicity and one or more other criteria, and about 25 percent on the basis of some minority category other than race or ethnicity. Professional schools generally awarded more MTS solely on the basis of race or ethnicity than undergraduate or graduate schools. Tables III.8 and III.9 provide detail on minority-targeted scholarships that used race or ethnicity alone or with other criteria.

Table III.8: Proportion of Minority-Targeted Scholarships Awarded With Minority Status as the Sole Criterion for Undergraduate, Graduate, and Professional Schools

Numbers in percent

	Undergraduate schools			Graduate schools			Professional schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Scholarships									
Race- or ethnicity- exclusive MTS	6	2	5	3	40	15	15	24	18
Race- or ethnicity-designated MTS	85[a]	48	71	89[b]	34	70	72	59	68
MTS not based on race or ethnicity	9	50	25	8	26	15	13	18	14
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Scholarship dollars									
Race- or ethnicity- exclusive MTS	6	3	5	1	20	7	21	25	23
Race- or ethnicity-designated MTS	90[c]	66	78	96[d]	50[e]	80	71	60	67
MTS not based on race or ethnicity	4	31	18	4	29	13	8	14	11
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]Sampling error is plus or minus 9 percentage points.

[b]Sampling error is plus or minus 15 percentage points.

[c]Sampling error is plus or minus 12 percentage points

[d]Sampling error is plus or minus 21 percentage points

[e]Sampling error is plus or minus 8 percentage points

Table III.9: Proportion of Minority-Targeted Scholarships Awarded With Minority Status as the Sole Criterion for Dental, Law, and Medical Schools

Numbers in percent

	Dental schools			Law schools			Medical schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Scholarships									
Race- or ethnicity- exclusive MTS	21	16	19	12	26	18	18	19	18
Race- or ethnicity-designated MTS	63	84	69	82	62	73	64	39	59
MTS not based on race or ethnicity	16	1	12	6	12	9	18	42	23
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Scholarship dollars									
Race- or ethnicity- exclusive MTS	27	23	26	13	23	19	24	31	26
Race- or ethnicity-designated MTS	66	77	68	83	68	75	64	37	57
MTS not based on race or ethnicity	7	0	6	4	6	6	12	32	17
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Few Students at Any Level Received Minority-Targeted Scholarships

No more than 5 percent of students at undergraduate, graduate, or professional schools received MTS. Furthermore, 1 percent or less of all students received MTS for which race or ethnicity was the sole criterion. A higher proportion of racial or ethnic minority students received MTS; at public professional schools, for example, about one-fifth of racial or ethnic minority students received race- or ethnicity-based MTS. Law schools used such scholarships more than dental or medical schools. Details on students receiving MTS are given in tables III.10 and III.11.

Table III.10: Proportion of Students Receiving Minority-Targeted Scholarships for Undergraduate, Graduate, and Professional Schools

Numbers in percent

	Undergraduate schools			Graduate schools			Professional schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Proportion of all students									
Receiving any MTS	1	2	1	1	1	1	5	2	4
Receiving race- or ethnicity-based MTS	1	1	1	[a]	[a]	[a]	4	2	3
Receiving race- or ethnicity-exclusive MTS	[a]	[a]	[a]	[a]	[a]	[a]	1	1	1
Proportion of racial or ethnic minority students									
Receiving race- or ethnicity-based MTS	7	6	7	4	3	4	20	10	15
Receiving race- or ethnicity-exclusive MTS	1	[a]	[a]	[a]	2	1	4	3	3

[a]Less than 0.5 percent.

Table III.11: Proportion of Students Receiving Minority-Targeted Scholarships for Dental, Law, and Medical Schools

Numbers in percent

	Dental schools			Law schools			Medical schools		
	Public	Private	All	Public	Private	All	Public	Private	All
Proportion of all students									
Receiving any MTS	4	4	4	5	2	3	4	2	4
Receiving race- or ethnicity-based MTS	4	4	4	4	2	3	4	1	3
Receiving race- or ethnicity-exclusive MTS	1	1	1	1	1	1	1	[a]	1
Proportion of racial or ethnic minority students									
Receiving race- or ethnicity-based MTS	17	11	14	29	14	20	15	5	11
Receiving race- or ethnicity-exclusive MTS	4	2	3	4	4	4	3	2	3

[a]Less than 0.5 percent.

Minority-Targeted Funding Sources Vary Greatly for Public and Private Schools

Endowments and income from tuition and other fees were the source of a great deal of minority-targeted scholarship funds, but the sources differed for public and private schools. Public undergraduate, graduate, and

professional schools used state funds to award MTS to a much greater extent than their private counterparts. Graduate schools, both public and private, used federal funds more than undergraduate or professional schools. The distribution of MTS fund sources is detailed in tables III.12 and III.13.

Table III.12: Distribution of Minority-Targeted Scholarship Dollars by Source of Funds for Undergraduate, Graduate, and Professional Schools

Numbers in percent

	Undergraduate schools			Graduate schools			Professional schools		
Source of funds	**Public**	**Private**	**All**	**Public**	**Private**	**All**	**Public**	**Private**	**All**
Endowment	50[a]	65	58	6	33	15	28	31	29
Tuition and other fees	11	26	19	40[b]	17	32	18	38	26
Tuition waivers	12	3	7	3	33[c]	13	14	19	16
State	22	3	11	18	0	12	32	6	21
Federal	3	2	2	20	13	18	7	7	7
Athletic	1	[d]	[d]	[d]	0	[d]	0	0	0
Other	2	2	2	14	5	11	1	[d]	1
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]Sampling error is plus or minus 11 percentage points.

[b]Sampling error is plus or minus 13 percentage points.

[c]Sampling error is plus or minus 7 percentage points.

[d]Less than 0.5 percent.

Table III.13: Distribution of Minority-Targeted Scholarship Dollars by Source of Funds for Dental, Law, and Medical Schools

Numbers in percent

	Dental schools			Law schools			Medical schools		
Source of funds	**Public**	**Private**	**All**	**Public**	**Private**	**All**	**Public**	**Private**	**All**
Endowment	23	17	21	29	23	25	29	54	36
Tuition and other fees	21	35	24	16	51	36	19	6	15
Tuition waivers	10	9	10	25	18	21	9	23	12
State	42	30	39	22	2	11	35	9	28
Federal	5	9	6	7	6	7	8	8	8
Athletic	0	0	0	0	0	0	0	0	0
Other	0	0	0	2	[a]	1	1	0	1
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[a]Less than 0.5 percent

Case Studies of the Use of Minority-Targeted Scholarships at Six Schools

Introduction

In this appendix we present detailed descriptions of the use of minority-targeted scholarships at the six schools where we conducted case studies. We focused on the role of these scholarships in the recruitment, retention, and graduation of racial or ethnic minority students (African-Americans, Asian-Americans/Pacific Islanders, Hispanics, and Native Americans/Alaskan-Natives; hereafter, "minority students").[1] In addition to summarizing the statements and opinions of officials we interviewed, we present data on the enrollment, retention, and graduation rates of minority students at these schools whenever possible. Some schools, however, did not have such data.

Site Selection

We selected schools primarily on the basis of their student body diversity and the extent to which they used MTS in academic year 1991-92. We measured "diversity" as the percentage of minority students enrolled in a school. We measured "extent of MTS use" as the percentage of minority students who received a scholarship for which racial or ethnic minority status was an eligibility requirement.

Using data from returned questionnaires, we ranked schools according to diversity level and extent of MTS use.[2] We then determined which schools fell into the following three categories: (1) low diversity and great use of MTS, (2) high diversity and great use of these scholarships, and (3) high diversity and small use of these scholarships. From each of these categories, we chose one undergraduate and one professional school, with one being public and the other private (see table IV.1). We do not reveal the names of these schools because we obtained some of the reported information from our confidential mail surveys. In addition, given the sensitive nature of issues surrounding the use of these scholarships, we thought a pledge of confidentiality would elicit more candid replies from school officials we interviewed. Therefore, we refer to these schools by letter, School A through School F.

[1]We focused only on racial or ethnic minority students because they receive the vast majority of all MTS. In addition, most of the controversy surrounding the use of these scholarships has centered on scholarships restricted to racial or ethnic minorities.

[2]In doing this, we grouped schools on the basis of program type—undergraduate, graduate, dental, law, or medical—and public or private status. Thus, when we say that a given school has high student diversity and uses MTS to a great extent, we mean it has high diversity and uses MTS to a great extent relative to other schools of the same type.

Table IV.I: Schools Selected for Case Studies

	Extent to which school used MTS	
Student diversity	Great	Small
Low	Public undergraduate school (School A) Private law school (School B)	No schools selected
High	Public law school (School C) Private undergraduate school (School D)	Public undergraduate school (School Private medical school (School F)

School A

School A, the undergraduate school of a small public college, has little diversity in its student body. Of the approximately 1,800 students enrolled during the 1991-92 academic year, only 23 (about 1 percent) were minorities. However, the school used MTS to a great extent, granting such scholarships to five (22 percent) of its minority students. In addition, the amount of money spent on these scholarships, $16,300, accounted for 10 percent of all scholarship funds the school distributed that year.

Background on the School's Use of MTS

School A began offering MTS in 1972. These scholarships were established by the state college system's board of trustees with the goal of increasing diversity on all state college campuses. Because of low diversity in the state population, the board decided to provide money for MTS to help schools recruit out-of-state minority students.

All minority students who live outside the state and have financial need are eligible for one of these scholarships. Students who meet these criteria must fill out a special application to be considered for this scholarship. Typically, students receive the scholarships the first year they enroll at School A and may continue receiving the awards for up to 4 years, so long as they make satisfactory progress toward their degrees and continue to meet the dual eligibility criteria of out-of-state residency and financial need.

The dollar amount of these scholarships is equal to the difference between the in-state and out-of-state tuition rates, currently about $3,900. Each year, the state allots School A enough money to fund 20 such scholarships. School A officials speculated that this level of funding for MTS would continue for the foreseeable future. They noted, however, that state-level

officials have begun to debate whether the program is a worthwhile use of state funds. In a time of increasingly tight budgets for higher education, some argue, the funds could instead be used to support in-state students who need financial aid.

Difficulties in Recruiting and Retaining Minority Students

Minority enrollment rates at School A and other public colleges in the state have been low, historically, in part because over 95 percent of the state's population is white. Also, the school is not close to any major cities where large numbers of minorities live, and the population of the area surrounding the school is overwhelmingly white. With few minorities in the community, minority students can sometimes feel isolated or conspicuous. For example, African-American students have told officials that people in the nearby town sometimes look at them as though they were the first black people they have ever seen. In addition, officials said, for minority students—like other students—from outside the region, the cold weather during winter might be unappealing.

The sense of isolation that minority students sometimes feel is also one of the biggest factors hindering School A's ability to retain these students until they complete their degrees, officials said. The small number of minority students on campus and in the surrounding community might prompt some minority students who do enroll to leave before graduating.

The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships are an important tool for recruiting out-of-state minority students, which officials said is necessary to increase the school's diversity, given the state's small minority population. Without these scholarships, most recipients would not have come to School A; they would not have been able to pay the out-of-state tuition rate, nor would they have been willing to take out a loan to pay that cost. These scholarships may have also helped somewhat with the recruitment of minority students not receiving these awards, officials said, "by establishing a positive, caring atmosphere."

Recently, however, School A temporarily suspended its use of MTS. After the Department of Education issued its proposed policy guidance on the use of "race-exclusive" scholarships in December 1991, school officials felt compelled to downplay its minority-targeted scholarship program because of concern over its legality. Officials removed all mention of these scholarships from school brochures and stopped discussing the scholarships when recruiting out-of-state minority students. Although the

school renewed the scholarships of returning students, in fall 1992 minority-targeted scholarship funds were used to support only one freshman—a minority student who, officials felt, would not have been able to enroll without this financial assistance. However, because they were nervous about taking this action, school officials renamed the award, preferring not to call it minority-targeted scholarship.

This policy change, officials indicated, hurt the school's ability to attract out-of-state minorities. For example, for the 1991-92 school year, before the policy change, five minority students from a particular out-of-state high school applied to School A, with two students, one of whom received a minority-targeted scholarship, eventually deciding to enroll there. In contrast, for the subsequent school year (1992-93), only one minority student from that high school applied for admission to School A, and that student did not end up enrolling there.

To recruit minority students from both inside and outside the state, School A officials take a number of other steps, such as sending letters to African-American students in the region and attending college fairs for minorities. The school has also adopted a diverse science-oriented high school, located in another state, from which officials recruit minority students. In these various recruitment activities, officials try to maximize the involvement of minority faculty members, who now make up about 11 percent of the full-time faculty.

The Role of MTS in Retention and Graduation of Minority Students

Minority-targeted scholarships have helped to retain recipients by providing up to 4 years of needed financial support. Without this money, officials said, many of the recipients would have been unable to continue their studies at School A. About 41 percent of the students who have received these scholarships since fall 1983 have graduated, a number officials said was comparable to the graduation rate for white students. The scholarships could also play a minor role in helping the college retain other minority students, officials said, because offering these scholarships may send a message that the college is trying to create an atmosphere in which minority students are welcome.

Officials hope other factors will also help to retain minority students. For example, recent increases in the number of minority faculty members may provide minority students with successful role models and contribute to their sense of comfort on campus. In addition, if minority students encounter academic difficulties, they can use the counseling and tutorial

services available to all students at School A. To help make minority students more comfortable in using these services, the administrative staff, which is all white, employs a few minority students as tutors.

School B

School B is a private law school with low student diversity, although it uses MTS to a great extent. In academic year 1991-92, of the school's 580 students, only about 45 (8 percent) were minorities; however, 21 of these minority students (45 percent) received one of these scholarships.

Background on the School's Use of MTS

School B established its minority-targeted scholarship program in 1984, as part of an overall effort to increase the diversity of its student body. Another goal of the scholarship program was to increase the number of minorities in the legal profession. These scholarships, and several other activities intended to increase minority enrollment, were suggested by a newly hired faculty member. He saw MTS as the most effective way to demonstrate the school's commitment to attracting more minority students.

All minority students accepted for admission to School B are automatically considered eligible for a minority-targeted scholarship; students do not have to apply for these awards. Members of the admissions committee review the records of all eligible students, selecting the recipients by consensus, on the basis of academic promise. In evaluating the students, the committee considers a number of factors, such as undergraduate coursework and grade point average, Law School Admissions Test (LSAT) score, community service, work experience, and leadership qualities. Financial need is also taken into consideration, although it is not a criterion for receiving the scholarships.

The total number of scholarships awarded each year is determined mainly by the amount of money available. Using mostly income generated from tuition and fees, School B now funds the equivalent of 5.5 full-tuition scholarships for each entering class.[3] Students receive either a full-tuition or half-tuition scholarship and may continue receiving these funds for up to 3 years, so long as they are enrolled full-time and remain in good academic standing. School B will probably be unable to increase its financial commitment to this scholarship program in the near future,

[3]This level of support has remained fairly constant over time; when officials initiated the scholarship program, they funded the equivalent of 5.0 full-tuition scholarships. For the 1991-92 school year, the cost of tuition and mandatory fees was roughly $12,600.

officials said; however, they are considering the idea of seeking corporate donations to fund MTS for a few more students.

In 1991-92, School B also supported one minority student with federal funds from the Patricia Roberts Harris Fellowship Program. The fellowship award included a $10,000 stipend and $6,000 toward tuition; the school covered the remainder of the student's tuition bill. However, the school does not receive funds from this source every year.

Difficulties in Recruiting and Retaining Minority Students

Since it was founded about 20 years ago, School B has had a low enrollment rate for minority students. A variety of factors have traditionally made it difficult for the school to enroll these students. One factor is location: although the city in which School B is located has a modest-sized minority population, the state population is overwhelmingly white; in addition, officials said, the weather is cold during winter, which may not appeal to students from outside the region, including minorities. A second factor is the small percentage of minority faculty members and students at the school. And a third major factor is cost: tuition at School B is relatively expensive, especially compared with public institutions; for example, School B's tuition is roughly double the tuition at the nearby state university law school.

In addition, during the school's early years, the faculty and staff focused more on developing the academic program and getting the school established than on the diversity of its student body. In the mid-1980s, however, that focus began to change. The school established a minority-targeted scholarship program and began to work on other measures that officials hoped would increase the enrollment of minority students.

The graduation rate for minority students at School B is somewhat lower than for white students. For the classes that entered the school from 1984 through 1989, the graduation rate for all students ranged from 85 to 89 percent; among minority students, the graduation rate was 74 percent. However, officials said, minorities tend to leave the school before graduating for the same reasons as white students. Often, students' reasons are personal, such as the realization that they do not want to pursue a career in law, or an inability or unwillingness—at this point in their lives—to devote the time necessary to keep up in all their classes. Sometimes minority students need to withdraw because of their financial

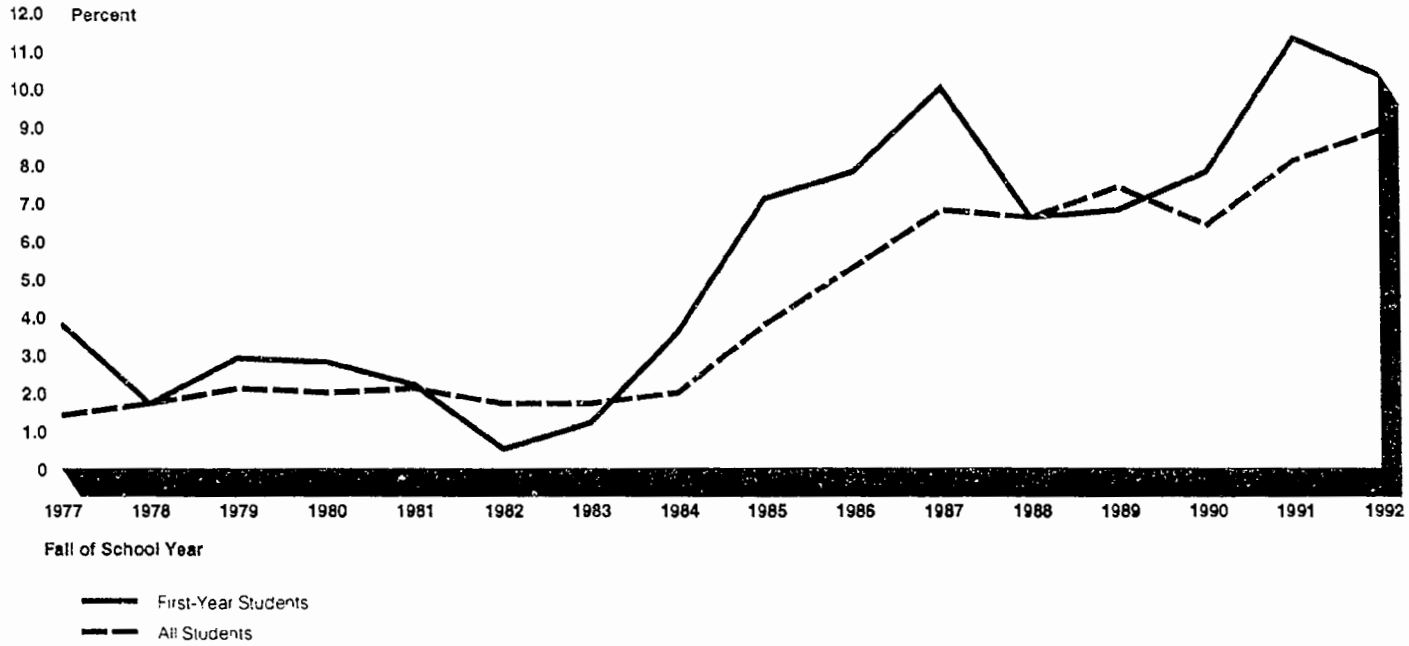
situations; many have families to support. And sometimes minority students are dismissed for academic reasons.

The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships are critical to School B's minority recruitment efforts, according to officials we interviewed. Although the school's student diversity is still somewhat low compared with other private law schools, the minority enrollment rate among first-year students has increased notably since the establishment of the minority-targeted scholarship program.

The percentage of minority students in the first-year class rose markedly after 1984, when the school began awarding MTS, as shown by the solid line in figure IV.1. In the 7 years before the scholarship program, minorities represented an average of about 2 percent of all students in entering classes; in the 9 years after the program began, minorities made up an average of about 8 percent of all students in entering classes. And as the enrollment rate of first-year minority students increased, so did the overall percentage of minority students enrolled in School B, as shown by the broken line in figure IV.1.

Figure IV.1: Minority Students as a Percentage of First-Year and All Students Enrolled at School B (1977-92)



While MTS were not the only factor behind the increase in School B's student diversity, officials said these scholarships are absolutely vital to the school's ability to enroll minority students. First, the scholarships add credibility to the school's pronouncements on diversity. Officials said it is not enough simply to claim that the school supports diversity; the school needs to back up that claim with financial resources dedicated to minority students. This sentiment was echoed by a student who had received a minority-targeted scholarship at the school; the student said that having a diversity program without the scholarships would be meaningless.

Second, without offering scholarships for minority students, the school would not be competitive with other law schools. Whether minority students decide to attend School B or another law school often hinges on the school's ability to offer a financial aid package that will enable students to complete their degrees without having to incur a great amount of debt. Without the minority-targeted scholarship program, officials said, many of the minority students who enrolled at School B over the past

decade would have enrolled elsewhere, especially at less expensive public schools or private schools that offer more attractive financial aid packages.

Moreover, the minority-targeted scholarship program not only helps School B to enroll the students who receive the award, it also helps with the recruitment of other minority students, because (1) these scholarships help convey the message that the school is serious about increasing its student diversity and (2) the more minority students that are enrolled, the more favorable the school will look to prospective minority students considering various law schools.

Officials at School B do not claim that MTS alone caused the enrollment rate of minority students to increase. They cited a number of other factors, in addition to these scholarships, that also help the school to enroll minorities, including the formation of minority student groups, such as the Black Law Students Association; the practice of allowing promising applicants with low LSAT scores to demonstrate their abilities in two special courses before being accepted into the regular program; and the hiring of a minority individual to serve as assistant dean for student affairs, an official who is heavily involved in recruiting minorities.

Officials also credited a more extensive and intensive minority recruitment effort since 1984, including the following activities: (1) mailing a brochure to minority students emphasizing the school's support of multiculturalism; (2) advertising the school in minority newspapers; (3) sending faculty members to a national summer institute for disadvantaged students considering a career in law and sponsoring its own summer program for such students; (4) hosting a 1-day program for prospective minority students in the fall, featuring local minority attorneys as guest speakers and explaining the admissions process; (5) having currently enrolled minority students call prospective minority students, to answer any questions they have about the school and to encourage them to enroll; and (6) making numerous recruiting trips, including visits to Indian reservations and historically black colleges.

The Role of MTS in Retention and Graduation of Minority Students

Minority-targeted scholarships help retain the students who receive these awards by providing substantial financial support for up to 3 years. Thus, these scholarships can help alleviate one of the problems—financial difficulties—that cause minority students to leave school before completing their degrees. Sometimes that assistance can make a

difference in whether or not students continue their law studies at School B. Officials gave the example of a minority student who had decided to leave the school after 1 year because he could not justify paying the high tuition rate in light of his ability to transfer to a much lower-cost public law school. However, officials were able to assist the student with a minority-targeted scholarship that enabled him to stay.

Graduation data from School B indicate that recipients of MTS have a somewhat higher graduation rate than minority students who do not receive these scholarships. Of the 38 students with minority-targeted scholarships who enrolled at the school from 1985 through 1990, 31 (about 82 percent) graduated; in contrast, of the 43 minorities who enrolled during the same period, but did not receive one of these scholarships, only 29 (about 67 percent) graduated, with one more expected to graduate in 1994. This difference is not surprising, however, because these scholarships are awarded to the minority students with the greatest potential for success in law school.

In addition to helping make it possible for recipients themselves to stay in school, these scholarships also play a role in the retention of other minority students. The greater diversity that results from using MTS makes minority students feel more comfortable and increases the likelihood that they will want to stay there to complete their degrees.

Although they consider MTS critical to retaining minority students, officials also cited a few other factors that help School B to retain minority students until they complete their law degrees. Officials stressed the important role played by the assistant dean for student affairs, who—as a minority himself—serves as a role model, advocate, and counselor for the school's minority students. Having minority student associations and guest speakers on diversity also helps create an environment supportive of minority students. In addition, officials mentioned the importance of the school's academic support program, which provides tutoring and conducts workshops on exam writing and other skills necessary for success in law school. These services are available to all students.

School C

School C is a public law school that has a high degree of diversity in its student body and also uses MTS to a great extent. Of the nearly 500 students enrolled in academic year 1991-92, more than 100 (about 22 percent) were minorities; 54 percent of these minority students received a minority-targeted scholarship.

Background on the School's Use of MTS

School C established its minority-targeted scholarship program in about 1970, with the two main goals of attracting more minority students to the school and increasing the representation of minorities in the legal profession.[4] Some of the key figures in starting the program were the dean, several professors, and many students, who all felt that minority students did not have equal access to a legal education.

School C does not have a fixed amount of money to spend annually on MTS, nor does it have a set number of these scholarships to give each year; rather, the number of scholarships the school awards is driven by the enrollment rate of minority students and their financial need. Officials try to offer a scholarship to minority students with financial need who are admitted into the school; applicants are notified of the scholarship offer in their letter of acceptance. Students who enroll and accept the scholarship offer may receive these awards for the full 3 years of law school, so long as (1) they maintain good academic standing and continue to demonstrate financial need and (2) the school has sufficient financial resources to fund these scholarships.

Each year, school officials must come up with enough funds—over $180,000 in 1991-92—to meet their financial commitment to all the students receiving these scholarships.[5] The school draws funds from three main sources: a grant program specifically for minority students, sponsored by the university chancellor; donations from law firms, solicited by the dean of the school; and a variety of funds controlled by the university's financial aid office. The money available for these scholarship programs is unlikely to increase much over the next few years, officials said. Therefore, if minority enrollment continues to rise, the school may have difficulty maintaining its current financial support of minority students. As one official put it, the school may be unable to afford greater success in its minority recruitment efforts.

Prior to the U.S. Supreme Court's decision in Regents of the University of California v. Bakke, 438 U.S. 265 (1978), School C's MTS were exclusively for racial or ethnic minorities. After the Bakke decision, however, school officials, concerned that such scholarships might be unconstitutional, changed the eligibility criteria so that the scholarships would support diversity more broadly defined. Now, white students may also be considered for these scholarships on a case-by-case basis, so long as they

[4]In 1967, according to one school official, there were only six minority attorneys in School C's state.

[5]The dollar amount of MTS at School C never exceeds the cost of tuition and mandatory fees, which, for state residents, was roughly $3,500 in 1991-92.

are disadvantaged and would somehow enhance the diversity of the school. However, although being a minority student is not an absolutely firm requirement for receiving one of these scholarships, in practice the scholarships fit the definition of MTS; the scholarships are primarily for minorities, officials said, and few are given to white students.

All minority students who request financial aid when they apply for admission are automatically considered for a minority-targeted scholarship. However, School C places special emphasis on awarding these scholarships to African-Americans, Hispanics (specifically, Mexican-Americans), and Native Americans, because (1) these groups tend to be the most disadvantaged in the state and (2) the school would have difficulty attracting such students without offering tuition assistance.

Difficulties in Recruiting and Retaining Minority Students

Certain factors hinder School C's ability to successfully recruit minority students. The town in which the school is located, according to officials we interviewed, has a reputation as a place populated mainly by "white yuppies" and "old hippies"; few minorities live there, which can make some minority students, particularly African-Americans, feel uncomfortable. In addition, in trying to enroll minority students, School C faces competition from other law schools—schools that can offer more attractive financial aid packages.

For minority students that do enroll at School C, their retention rate, on average, is lower than the retention rate for white students. The difference is largest among new students. About 80 percent of the minority students who entered School C from 1981 to 1991 enrolled again the following year; among white first-year students, the retention rate during this period was over 92 percent. However, the retention rate among second- and third-year minority students has been much closer to the rate for white students. From 1981 to 1991, on average, about 95 percent of minority students in their second or third year completed that year of study, compared with 97 percent of white students.

Minority students may not complete their degrees at School C for a variety of reasons, including financial difficulties and personal or family problems. However, officials told us, the biggest reason for the lower retention rates among minority students—especially in the first year of the program—is probably academic problems. Minority students can have difficulty competing in law school and may end up in academic trouble if they

entered school with relatively low LSAT scores and undergraduate grade point averages.[6]

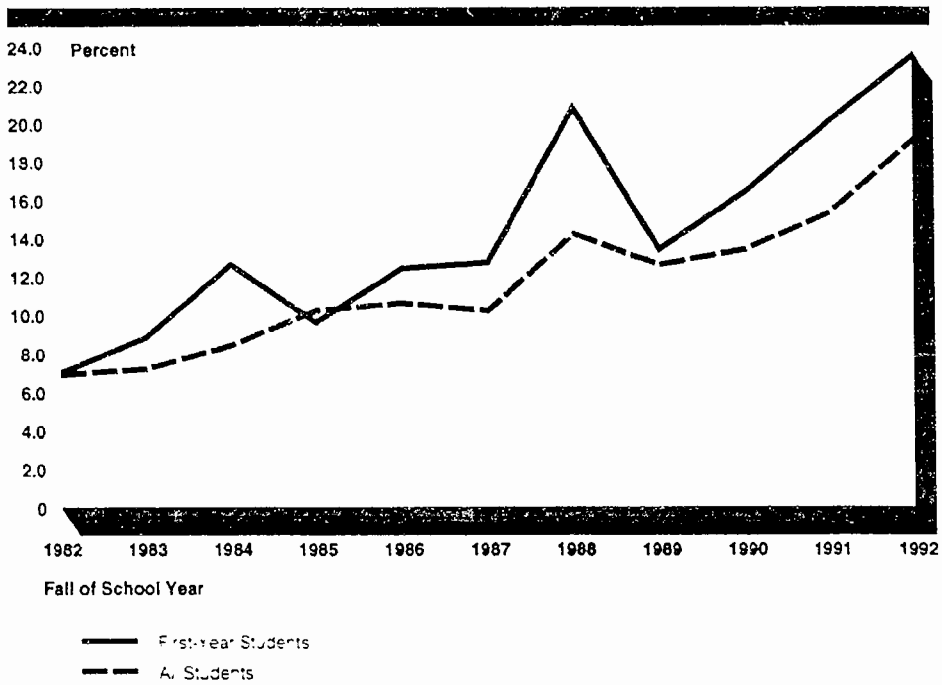
The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships have played an important role in School C's recruitment of minority students. The scholarships make law school more affordable for minority students with financial need and let them know the school wants them to enroll. These scholarships may also help to attract other minority students, because the increased presence of minorities at the school makes it a more comfortable place to study.

The enrollment rate for targeted minority students—African-Americans, Hispanics, and Native Americans—has increased substantially over the past decade, as shown in figure IV.2. In fall 1982, students in these three groups made up about 7 percent of the entering class and 7 percent of all students enrolled; in fall 1992, they accounted for about 24 percent of the first-year class and 19 percent of all students. Without minority-targeted scholarships, officials said, many of the minority students who enrolled there would have gone to other law schools or would not have gone to law school at all.

[6]Officials noted, however, that minority applicants are better qualified now than in the earlier years of the school's diversity program, and as well qualified as applicants generally 30 years ago.

Figure IV.2: African-American, Hispanic, and Native American Students as a Percentage of First-Year and All Students Enrolled at School C (1982-92)



School C officials described a number of factors, in addition to MTS, that aid recruitment of minority students. Special efforts to recruit minority students include (1) providing pre-law advisers at feeder colleges with information about the school, including the availability of scholarships for minority students; (2) mailing letters and brochures to minority students who take the LSAT; (3) attending forums in major urban centers on law school admissions and participating in a federal program in various cities each summer for minority students interested in law school; (4) making recruiting trips to historically black colleges and colleges with large Hispanic enrollments; and (5) having currently enrolled minority students and minority alumni call and write letters to prospective minority students, encouraging them to enroll.

Another way in which School C gets minority students to enroll is by basing admission decisions on more than just traditional measures, such as LSAT scores and undergraduate grades; thus, some minority students with below-average credentials are admitted and given a chance to

compete in the school.[7] Officials also mentioned the importance of a clinical program on Indian law, which helps attract Native American students, and the presence of an African-American student association on campus and a visible African-American community in the nearest big city, which help attract students from that minority group. In addition, officials said, minority students see School C as a place that will help them in their careers, because (1) past minority students have done well on the state bar examination[8] and (2) the school has a track record of placing minority students in good jobs and training minority attorneys. Finally, past success in enrolling minority students has encouraged others to enroll at School C; as one official said, "Success breeds success."

The Role of MTS in Retention and Graduation of Minority Students

Minority-targeted scholarships have played a key role in helping School C to retain minority students until graduation. Without the financial assistance provided by these scholarships, officials said, many recipients might have had to take a job to support themselves. Removing the financial pressure on students helps significantly by allowing students to devote more time to academic work.

Moreover, the positive influence of MTS on minority retention rates extends beyond the recipients to other minority students, as well. Because the scholarships have helped to attract a critical mass of minority students, the school is a more comfortable place for all minority students. As one official said, the best support mechanism for minority students is having other minority students around.

In addition to MTS, School C officials cited a number of other factors that also help to retain minority students until they complete their law degrees. These factors include (1) a 4-week course offered during the summer for incoming students with low grades or LSAT scores, to help prepare them for law school; (2) tutoring provided by third-year students to first-year students who want extra assistance with their classes; and (3) counseling provided by the associate dean for student affairs, who is a minority faculty member. Officials also noted that for students who need to take a temporary break from law school, readmission criteria are generous.

[7]Officials also use this flexible admissions process to admit some white students whose grades and test scores are below average.

[8]From 1985 to 1991, the pass rate was about 74 percent for minority graduates of School C taking the state bar examination for the first time. This pass rate, School C officials said, is higher than the rate for graduates of other law schools in the state.

School D

School D is the undergraduate school of a private university. Of the approximately 7,600 students enrolled in academic year 1991-92, about 14 percent were minorities—a high degree of student diversity. In addition, the school used MTS to a great extent in 1991-92, granting such awards to about 50 percent of its minority students. The amount of money spent on these awards in 1991-92 exceeded $2.1 million, accounting for 13 percent of all dollars the school spent on scholarships that year.

Background on the School's Use of MTS

School D began awarding MTS in fall 1970. The scholarship program was initiated by the president of the university, who felt the school should do more to attract minority students, particularly African-Americans. At first, the scholarships were funded solely with revenues the school earned from intercollegiate athletics. However, this area was an unstable source of funds: if the school's athletic teams were less successful one year, there would be less money to use for MTS. Eventually, a separate endowed fund was established for the program, using several million dollars of the school's private resources. Over time, even more money was dedicated to these scholarships, including a significant portion of unrestricted endowment funds, annual-giving receipts, and revenue generated from the sale of merchandise carrying the school name. And School D continues to use a significant portion of its athletic revenues to support these scholarships.

As the funds dedicated to the minority-targeted scholarship program have grown, officials have been able to offer more money to more students. Currently, the number of MTS awarded each year is driven mainly by the number of eligible students. One year, when there was less money than anticipated to fund these scholarships, officials said they actually decreased the number of academic scholarships awarded to top students in order to meet the needs of the students eligible for a minority-targeted scholarship.

To be eligible for a minority-targeted scholarship at School D, students must come from a disadvantaged background and have financial need.[9] All minority students are considered potential recipients. Strictly speaking, however, a student would not have to be a minority to qualify for one of these scholarships. Each year, a few of these scholarships are given to a few needy white students from highly disadvantaged backgrounds; officials gave the example of a student with two blind parents. Aside from

[9]All scholarships funded by School D are need based, including MTS and academic scholarships

those few instances, however, officials said the program basically functions as a minority-targeted scholarship program.

To be considered for one of these scholarships, students must apply for financial aid. The size of the scholarship students receive depends on how much financial need they have, as determined by the financial aid office. The school's general financial aid policy—for all students—is first to provide them with the maximum amount of self-help aid (work study and loans) they qualify for, then use a scholarship to cover any remaining need. In 1991-92, the self-help portion averaged about $6,000; MTS ranged from a low of $200 to a high of $13,200, with an average of about $4,100. Students usually get these scholarships when they first enroll and may receive the funds for up to 4 years, so long as they remain in financial need and maintain satisfactory academic progress.

Difficulties in Recruiting and Retaining Minority Students

A number of factors make it difficult for School D to attract minority students. One factor is location: some minority students, officials said, might prefer a school in or near a large city or, if they are from a different region of the country, one where the winters are not so cold. A second factor is the school's religious affiliation: some minority students, especially African-Americans, may not feel comfortable attending a Catholic school. A third major factor that can deter some minority students from enrolling at School D is the high cost of attendance: for the 1991-92 school year, the cost of tuition and fees, room and board, books and supplies, and personal expenses was over $19,000. Some minority students, officials said, are not willing to take on the amount of debt that would be necessary to finance an education there, which, in some cases, could exceed the amount of money their families earn in a year; in addition, the family's expected contribution can seem frighteningly large. A fourth factor, closely related to the third, is the school's general financial aid policy: because it requires all scholarship recipients also to accept loan and work-study packages, the school has difficulty competing with other schools that offer more attractive financial aid packages. Officials told us they sometimes lose minority recruits, especially top academic performers, because those students receive more generous scholarship offers from other schools.

Traditionally, minorities have had a lower graduation rate than white students at School D. Graduation data indicate that, among freshmen who entered the school from fall 1983 to fall 1986, all minority groups had a

lower average graduation rate than white students (see table IV.2).[10] For example, only about 62 percent of African-American students who enrolled at the school during this period graduated in 4 years, and about 73 percent graduated in 6 years or less. In contrast, among white students about 88 percent graduated in 4 years and 94 percent graduated in 6 years or less.[11]

Table IV.2: Average Graduation Rates for Students in Freshman Classes at School D (Fall 1983 to Fall 1986)

	Percentage of students graduating in	
Race or ethnicity	4 years	6 years or less
African-American	62.4	73.2
Asian-American/ Pacific Islander	81.1	90.6
Hispanic	78.0	85.8
Native American/ Alaskan- Native	63.6	78.1
White	88.5	94.0

Probably the most common reason that minority students do not complete their studies at School D, according to officials we interviewed, is academic problems. Minorities are overrepresented among students who get into academic trouble at the school. In 1992-93, for example, minorities accounted for about half of the 110 students who failed to make adequate progress during their freshman year; they accounted for 30 of the 50 students who were still in trouble after the first semester of their sophomore year; and 14 of the 16 students who were in danger of being dismissed. In explaining why minority students sometimes have academic problems, officials first pointed to inadequate academic preparation before college. Minority students may not have had the same educational opportunities in high school as white students, such as the chance to take advanced math courses or to use advanced technical equipment in science laboratories. In addition, to some minority students and their families, the main reason for going to college, especially one as expensive as School D, is to get training for a high-skilled, high-paying profession, such as medicine or engineering; they may stay away from "softer" majors, such as philosophy or English, because they do not know what their job prospects would be with degrees in those subjects. As a result, minority students

[10]We present average graduation rates, as opposed to the actual figures for each year, because the data do not reveal any trends of increase or decrease over time.

[11]Although minorities have a lower graduation rate than white students, School D does a better job retaining and graduating minority students than many other colleges in the country, officials said

may end up taking the very courses—in math and science—for which they are least well prepared.

Some minority students who enroll at School D may not graduate from there for other reasons, as well. One reason, officials said, is students' financial situations: rather than taking on a large amount of debt, some minority students decide to transfer to a less expensive school. Another reason is that because minority students are often the first generation in their families to go to college, their parents are not always well prepared to guide them through the challenges and problems students sometimes experience; this circumstance can make it harder for these students to persist through difficult situations.

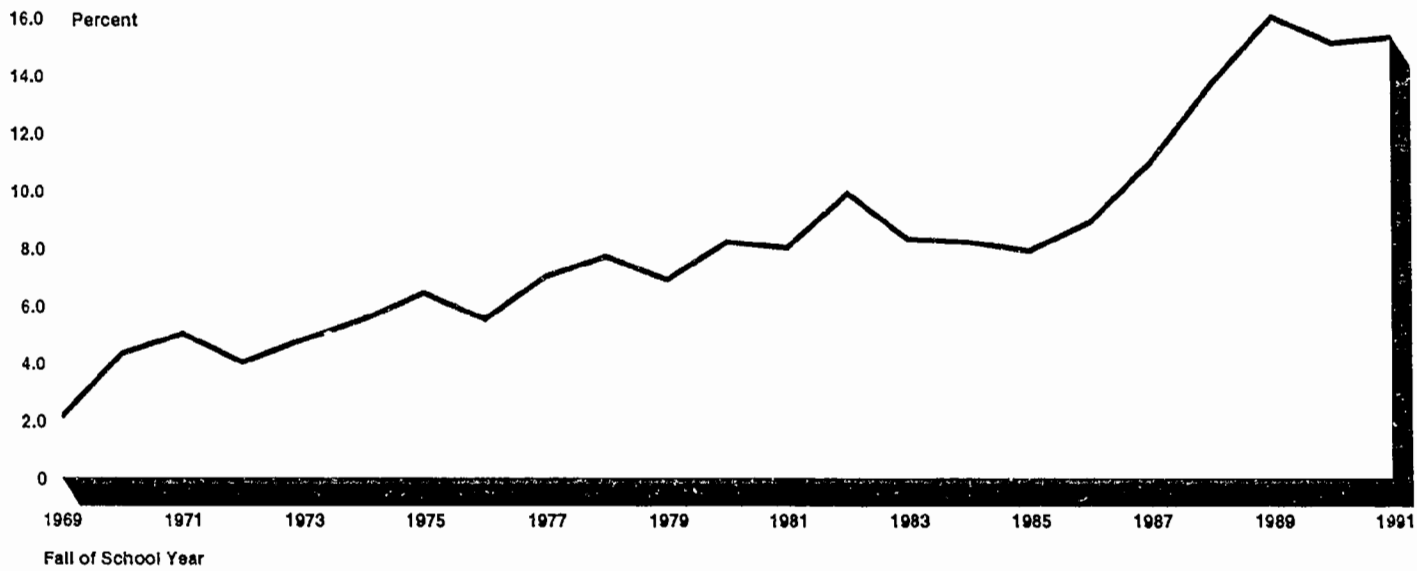
In addition to the personal factors that can lead some minority students not to graduate, a variety of institutional factors hinder School D's ability to retain minority students, officials said. One factor is the religious culture of the institution, which can seem almost foreign to some minority students; they sometimes find it hard to adapt and feel comfortable in an environment that seems dominated by white Catholics. A second factor is the structured and traditional academic environment at the school, which does not allow much opportunity for students with weaker academic backgrounds—as minority students sometimes have—to obtain needed remedial assistance so they can get up to speed for regular classes. In addition, students may not have the opportunity to repeat a failed class the following semester, which can make it difficult to keep up in subsequent courses in their academic programs. As one official put it, the train keeps on running; if students get off, it can be hard to get back on. A third, related factor is that the school does not offer as much academic support, such as tutoring, for students in their second, third, or fourth year of study as it does for freshmen. A fourth factor, officials said, is that the school does not have many minority faculty members to serve as role models for minority students.

The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships are essential in School D's efforts to recruit minority students. The enrollment rate of minorities among freshmen has increased substantially since the start of the minority-targeted scholarship program (see fig. IV.3). In fall 1969, minority students accounted for about 2 percent of all freshmen; 20 years later, in fall 1989, minority students accounted for 16 percent of the freshman class. Much of this increase, officials said, is attributable to the school's use of MTS; without these scholarships, they said, many minority students would have enrolled

elsewhere and the enrollment rate for minority freshmen would never reach 15 percent, which has been an official school goal since 1988.

Figure IV.3: Minority Students as a Percentage of All Freshmen Enrolled at School D (1969-91)



A clear example of the influence of these awards on minority enrollment comes from the early years of School D's minority-targeted scholarship program. In the 3 years before the program was established, the freshman class had an average of 27 African-American students. In fall 1970, when the scholarships were first offered, 59 African-American freshmen enrolled in the school and another 54 enrolled the following year. However, in fall 1972, only 21 African-Americans joined the freshman class. The reason for this drop, officials said, was that during 1971-72, the school's sports teams were less successful than in the previous 2 years; as a result, there was no money to fund MTS in fall 1972.

Minority-targeted scholarships also help School D to enroll minority students who do not receive these awards, according to officials we interviewed. When students who receive a scholarship offer enroll at the school, their presence on campus helps to attract other minorities as well.

In addition, officials said, the availability of these scholarships sends a message to minority students that the school is interested in them and serious about getting them to enroll there.

Although MTS are critical in helping School D to overcome traditional difficulties in attracting minority students, officials mentioned some other factors that also help to successfully recruit minorities. One such factor is the school's good academic reputation. Another factor is a program for all freshmen students that provides academic advising and counseling before students choose their majors. Some minority students (and their parents) are also attracted by the controlled environment in on-campus dormitories. In addition, the school's Catholic affiliation helps with the recruitment of Hispanic students. Finally, some minority students choose the school partly because of the opportunity to participate in athletics—both intercollegiate and intramural.

School officials also carry out an ambitious minority recruitment program. Early in the recruitment period, officials do a targeted mailing to minority students around the country; in recent years, officials sent over 13,000 letters encouraging such students to consider applying to School D. In addition, over one-fourth of the high schools that recruiters visit each year have a high minority enrollment rate. Families of minority students who express an interest in the school receive several follow-up mailings, including a letter from a parent of a currently enrolled student in the same minority group, and a brochure about financial aid. After admission letters are sent out, currently enrolled minority students call the prospective minority students and encourage them to accept the offer and come to School D. The final step of the minority recruitment program is a visitation weekend in the spring; top minority recruits are invited to spend a weekend on campus, with all expenses paid by the school. In 1993, 115 students participated. On average, officials said, about 55 percent of the minority students who visit the school during this weekend enroll there in the fall.

The Role of MTS in Retention and Graduation of Minority Students

Minority-targeted scholarships play an important role in the retention and graduation of minority students at School D, according to officials we interviewed. For the recipients, these scholarships provide needed financial assistance, without which they might not be able to afford continuing their studies at the school. In addition, if students encounter financial problems—for example, their family resources are not as high as anticipated or they have unexpected educational expenses—their

scholarship amount can sometimes be adjusted upward, which may enable them to stay in school. Furthermore, MTS can have an indirect effect on the retention and graduation of other minority students, an official said, because the continued presence of scholarship recipients on campus helps to maintain friendships and support networks among minority students, making them more likely to stay at the school.

Officials described a variety of factors, in addition to MTS, that help the school to retain minority students until they graduate. First, the school offers some summer programs for students before they begin their freshman year, to help them get comfortable in the college environment, meet other students, and brush up on certain academic skills, such as math. On average, officials said, about one-third of incoming minority students participate in these programs each year; none have ever been dismissed from the school for academic reasons. Second, all freshmen must participate in a program that provides counselling and advising, so as to make sure they adapt to the academic demands of college. Third, minority students benefit from a variety of formal and informal activities sponsored by minority student associations, such as mentoring programs, study nights, and social events. Fourth, students know that after they graduate they will be able to rely on alumni networks to help them find jobs. Fifth, when school officials become aware of a problem relating to cultural diversity on campus, they will usually act quickly to try to meet minority students' needs; for example, they arranged for non-Catholic religious services at the request of African-American students.

School E

School E is the undergraduate school of a public university. The school has a high degree of diversity in its student body; in academic year 1991-92, minorities made up about 13 percent of its 19,300 students. However, School E uses MTS to a small extent. Of the 2,400 minority students enrolled in the school during 1991-92, 197 (8 percent) received one of these scholarships. In addition, the total dollar amount of these scholarships accounted for only about 5 percent of all the scholarship funds School E distributed that same year.

Background on the School's Use of MTS

None of the officials we interviewed knew exactly when School E first began awarding MTS, but the financial aid director estimated that one of the awards had been in existence for at least 20 years. It was not until the mid-1980s, however, that the school began awarding a substantial number of these scholarships. By increasing their use of these scholarships,

officials hoped to attract more minority students and improve the chances that these students would succeed after they enrolled.

In 1991-92, School E administered 10 separate MTS, each with slightly different eligibility criteria, funding sources, student selection processes, and so on. The following are brief descriptions of four of these scholarships:

- One scholarship is for African-Americans who have strong academic records and are lifetime residents of the state. This scholarship was established in 1984 using private endowment funds. The amount of the award is $3,000. Each year, about 15 freshmen receive one of these scholarships, which are renewable for up to 4 years so long as the students maintain a B average.
- A second scholarship, also available only to African-American students, is awarded primarily on the basis of students' scores on college entrance tests. The basic dollar amount is $500, but School E increases that by $2,000 to entice the students to enroll there; students with financial need can receive an additional $2,000. This scholarship, paid for with private endowment funds, is also renewable for up to 4 years. In 1991-92, 31 students received one of these scholarships.
- A third scholarship is for top-performing minority students in engineering. School E first started offering these scholarships, which are funded with private endowment money, in 1977. This scholarship is targeted mainly to African-Americans, although Hispanic or Native American students could also qualify. Typically, about 10 freshmen a year receive the award, which includes $2,000 plus a personal computer valued at about $2,000. This scholarship is renewable for up to 4 years, so long as students make satisfactory academic progress.
- A fourth scholarship is for minority students who are state residents and have financial need. The purpose of this scholarship is to meet any remaining financial need after other financial aid sources have been used. Established by the state council on higher education in about 1991, this scholarship was originally for African-Americans only. However, officials said, state legislation that took effect in 1993 forbids the use of state funds for scholarships available only to students from one racial or ethnic minority group; now, therefore, this award is available to all minority students. In 1991-92, School E used $66,000 from this scholarship fund to support 62 students.

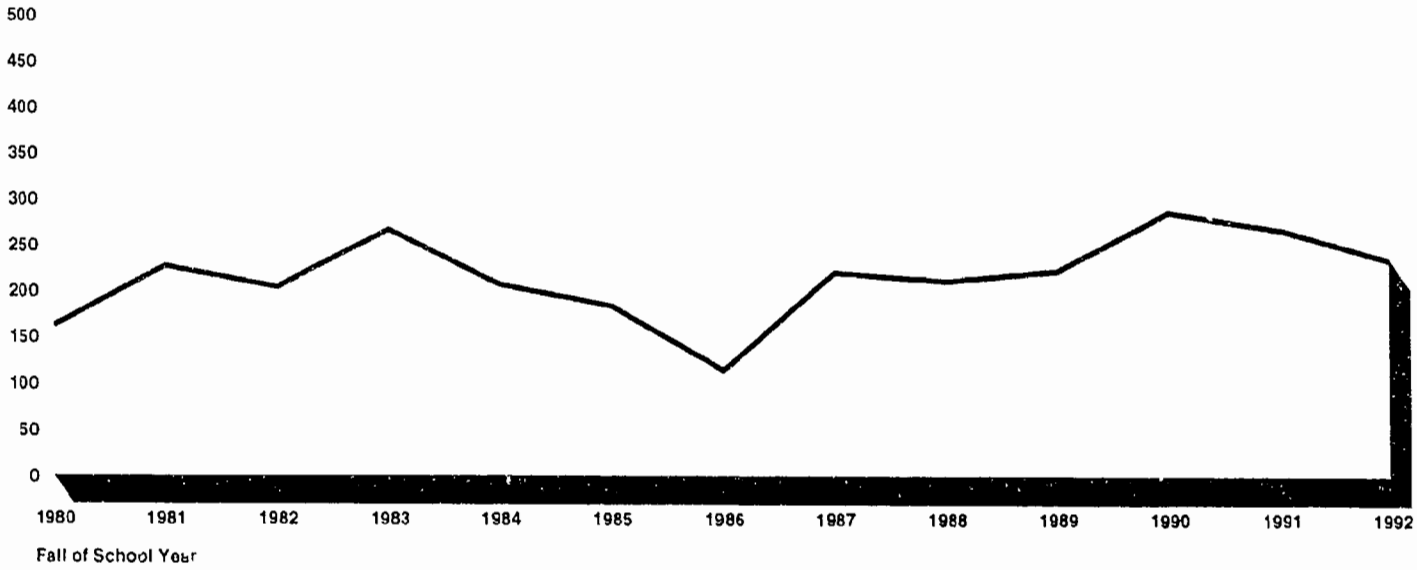
School E places a heavy emphasis on awarding its MTS to African-American students; in fact, all 197 students who received one of these scholarships

in 1991-92 were African-American. This emphasis on supporting African-Americans reflects the school's effort to increase the enrollment rate for these minority students. The total value of the scholarships awarded to these 197 students was about $376,000, making the average award size approximately $1,900.

Difficulties in Recruiting and Retaining Minority Students

Although School E has a relatively high percentage of minorities in its student body, African-Americans are significantly underrepresented on campus: African-Americans make up about 19 percent of all state residents, but only about 5 percent of the student body. The state council on higher education has set a goal for School E to enroll 500 new African-American students (both freshmen and transfer students) from within the state each year However, officials said, the school has never come close to meeting that goal, as indicated by figure IV.4.

Figure IV.4: Number of African-American First-Time Freshmen Enrolled at School E (1980-92)



Note These figures include African-American students from out of state, who would not count toward School E s enrollment goal

In fall 1983, School E had 266 African-American freshmen enrolled in college for the first time, accounting for 6.9 percent of all first-time freshmen. By 1986, however, the number of African-Americans had dropped to 114, only 2.8 percent of the entering class. Because state higher education officials were dissatisfied with this low number, the school's recruitment office got an additional staff member to assist with minority recruitment. Five years later, in fall 1991, the school once again had 266 African-American first-time freshmen, 6.1 percent of all such students. However, while that number was more than double that of 1986, it was still only about halfway to the goal established by the state.

One reason School E has difficulty attracting African-Americans and other minorities may be the school's historically low enrollment rate for minority students. Although the school is over 100 years old, no African-American students ever enrolled there until the early 1950s; like many other states, the state in which School E is located had separate colleges for African-Americans. In the 1970s, the state was one of several ordered by a federal court to better integrate their higher education institutions.[12] Prior to the court order, little was done to recruit African-American students to School E. According to one official we interviewed, some people who advise young African-Americans on where to go to college—such as their parents, grandparents, and guidance counselors—may remember School E as a place that traditionally was not open to them; they also may have developed ties to other colleges in the state. As a result, these people may be less likely to encourage African-American students to consider attending School E.

A second major factor hindering minority recruitment at the school is its location. School E is located in a rural part of the state, a considerable distance from the large urban areas where most minority students live. Many of these students, officials said, prefer to attend college in a more urban environment; in addition, sometimes their families prefer that they choose a school closer to home.

Minority students have traditionally had a lower graduation rate than white students at School E, with the difference especially great between African-Americans and whites (see table IV.3). Of all the African-Americans who were first-time freshman in the classes that entered from fall 1982 to fall 1985, an average of only about 19 percent graduated in 4 years and only 44 percent graduated within 6 years. In

[12]The state was released from this federal mandate in the mid-1980s, on the basis of overall progress made in increasing minority enrollment. However, the state council on higher education has continued to set enrollment goals for underrepresented groups on each campus.

contrast, among white students the average 4-year graduation rate was about 42 percent and their 6-year graduation rate was about 73 percent.[13]

Table IV.3: Average Graduation Rates for First-Time Freshmen at School E (Fall 1982 to Fall 1985)

	Percentage of students graduating in	
Race or ethnicity	4 years	6 years or less
African-American	18.6	44.1
Asian-American/ Pacific Islander	37.4	71.7
Hispanic	37.5	67.2
Native American/ Alaskan- Native	48.4	65.6
White	41.8	72.6

Even in more recent years, African-American students still have a significantly lower retention rate than white students. Of all the whites who were first-time freshman from fall 1987 to fall 1990, an average of about 82 percent were still enrolled at the start of their junior year. However, among African-Americans who entered the school during this same period, an average of 67 percent were still enrolled 2 years later.

There are a number of reasons why minority students, especially African-Americans, are less likely than white students to complete their degrees at School E, according to officials we interviewed. First, the town in which School E is located has a small population of African-Americans and little to offer in the way of African-American culture. A study of retention, completed in 1991, found that African-American students "were dissatisfied with the attitudes, reactions and insensitivity of the community" toward them. In addition, these students were deeply hurt when the Ku Klux Klan held a march in town on the birthday of Martin Luther King, Jr.; the students "generally have not forgotten or forgiven this incident," the study said. Some African-American students may also see the social climate on campus as hostile to them, an official said. Second, some minority students are less well-prepared for college than white students. For example, minorities that attend inner city schools may not have the same educational experiences as white students from wealthier schools, such as exposure to certain subjects or sophisticated science equipment. A previous retention study, from 1984, found that African-American students (1) were much more likely than white students

[13] We present average graduation rates, as opposed to the actual figures for each year, because the data do not reveal any trends of increase or decrease over time.

to leave the school for academic reasons and (2) had an especially tough time with courses in mathematics, chemistry, and biology. Third, like many students, growing numbers of minorities are taking jobs in order to pay for school and, increasingly, their cars. But time spent working can mean less time spent studying, possibly causing students' grades to suffer and leading to serious academic problems.

The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships play a limited role in the school's efforts to recruit minority students. The scholarships are sometimes important to students in deciding where to enroll; some recipients, officials said, might have enrolled elsewhere if they had not been offered a minority-targeted scholarship at School E. In addition, by contributing to the increasing percentage of minorities on campus, these scholarships help the school to attract some minority students who do not receive these awards. Seeing other students like themselves at School E, officials said, helps persuade prospective minority students to enroll there, too.

However, officials did not describe MTS as critical to their minority recruitment efforts. For example, an official familiar with the use of these scholarships for engineering students said offering these awards is just one part of the recruitment process. If forced to choose between offering MTS and conducting other minority recruitment activities, this official said, she would give up the scholarships, because she saw the other activities as more important for attracting minority students. Minority-targeted scholarships may have had some impact on freshman enrollment rates for African-American students in recent years, but officials do not think that these awards will play a major role in helping the school to meet its goal of 500 new African-American students, because (1) the school has relatively few of these scholarships to offer to incoming minority students each year, (2) the dollar amount of these scholarships generally is small compared with the cost of tuition and other expenses,[14] and (3) control over the use of scholarship funds is decentralized. Receiving a moderate-sized scholarship might make some students feel good about deciding to attend School E, officials said, but these scholarships probably do not have a major influence on students' enrollment decisions; the offer of a full-tuition scholarship would have more impact.

[14]In 1991-92, the cost of tuition, fees, and room and board for a full time in state student was about $5,500

School E officials now take a variety of other steps to recruit African-Americans and other minorities.[15] Some of these recruitment efforts include mailing information about the school to minority high school students, participating in college fairs that target minorities, visiting the parents of some prospective African-American students, and inviting admitted minority students to visit the campus for a weekend. In addition, to encourage them to apply, the school waives the application fee for all African-American students.

The Role of MTS in Retention and Graduation of Minority Students

Officials we interviewed did not have a clear sense of the role that MTS play in helping School E to retain minority students until they graduate. This issue has never been specifically addressed in any of the school's retention studies. These scholarships, officials said, are one factor among many that can help to retain minority students.

However, over the past several years, School E has adopted a number of measures that officials described as having a positive effect on retention and graduation rates for minority students. These measures include revising the required calculus course for engineering students from a single course into a sequence of two courses; changing the rules to allow freshmen to drop their grades for up to two courses; allowing students to retake failed courses in the fall, so they can work during the summer, if necessary; developing an office of academic enrichment to provide advice and counseling to at-risk students; initiating a program for low-income African-American students to visit the school during the summer before their freshman year, to get prepared for campus life; and providing sensitivity training for faculty and staff in order to improve relations between them and minority students.

School F

School F is a private medical school with a highly diverse student body, although the school uses MTS to a small extent. Of the approximately 675 students enrolled in academic year 1991-92, about 250 (37 percent) were minorities; of these, only 3 (1.2 percent) received a minority-targeted scholarship. Furthermore, these scholarships accounted for less than 2 percent of all scholarship funds the school distributed that year.

[15] However, no specific steps are taken to recruit Asian Americans, who are well represented on campus, they account for over 6 percent of all students, compared with less than 3 percent of state residents

Background on the School's Use of MTS

School F began awarding MTS in 1989. The key players who initiated the use of these scholarships were the assistant dean of admissions and the minority affairs advisory committee; some faculty members were also interested in the idea of awarding such scholarships. The main idea behind the scholarships is to reduce the amount of debt that minority students face after completing medical school. School officials also hope this decreased debt will increase the likelihood that minority students will pursue any interest they might have in primary care, rather than a higher paying specialty, which some students see as necessary to pay off their loans.

The school offers its MTS only to African-Americans, Hispanics, and Native Americans, because these students are underrepresented at School F and other medical schools nationwide. Asian-American students, who are overrepresented, are not targeted. In 1991-92, Asian-Americans made up 33 percent of School F's student body; African Americans, 2 percent; Hispanics, 2 percent; and no Native Americans were enrolled.

The number of MTS awarded each year at School F depends on the amount of money available to fund them. These scholarships are funded solely through annual donations earmarked to support minority students. Each fall the assistant dean tries to raise funds through donations from alumni, faculty members, and others. In fall 1991, she was able to raise about $27,000, roughly the same amount as in previous years.

Students do not apply for MTS at School F; in fact, the awards come as a surprise to most recipients. After first-year students have enrolled, the assistant dean reviews the records of underrepresented minorities who applied for financial aid, selecting students with the greatest amount of anticipated debt during medical school. She then calls the students and tells them that the school has some money available to support minority students and would like to assist them with a scholarship. Most of the awards are for 1 year only.

Difficulties in Recruiting and Retaining Minority Students

Several factors hinder School F's ability to enroll African-Americans, Hispanics, and Native Americans, an official said. One such factor is the cost of attendance, which surpassed $31,000 for the 1991-92 school year. Some minority students, this official said, cannot fathom the amount of debt they would have to take on to finance 4 years of medical school at School F. A second factor, related to the first, is that some other medical schools offer minority students more attractive financial aid packages. A

third factor is School F's low enrollment rates for these minority students. Some minorities prefer to enroll at schools with a substantial number of other students like themselves. A fourth factor is the relatively small pool of highly qualified minority students interested in medical school.

School F has no specific goals for the enrollment rate of minority students. However, according to the assistant dean, the administration and the faculty believe that the enrollment rate of particular racial or ethnic groups should, ideally, reflect their representation in the general population. This situation would be beneficial, she said, because future physicians need to have experience dealing with people from different social and cultural backgrounds.

School F has no difficulty retaining minority students. Over the last 7 years, according to the assistant dean, every minority student has graduated on schedule.

The Role of MTS in Recruitment of Minority Students

Minority-targeted scholarships play virtually no role in the recruitment of minority students at School F. The scholarships are not used as a recruitment tool, according to the assistant dean. Most students are unaware of the scholarships before they apply for admission; the scholarships are not mentioned in any school publications, and the assistant dean does not bring them up during recruitment efforts. If potential minority applicants ask whether the school has any scholarships for minority students, she tells them what level of financial support the school was able to provide during the previous year; however, she makes no promises about the future availability of such scholarships. For those minority students who find out about these scholarships, the possibility of receiving one probably does not influence their decision to enroll at School F, because (1) there are so few of these scholarships and (2) the dollar amount is small, compared with the total cost of attendance.

The limited use of MTS can make it difficult for School F to compete with other medical schools to enroll underrepresented minority students. For example, it is not uncommon for such students admitted to School F to matriculate at schools that are less expensive or offer them better financial aid packages. In a recent year, School F offered admission to 35 underrepresented minority students, but only 13 enrolled. However, according to the assistant dean, the school probably could have enrolled many more of those prospective students if it had offered them full-tuition scholarships. There is a clear relationship, she said, between MTS and

minority enrollment at School F's peer institutions that use these scholarships to a greater extent in their recruitment efforts.

Currently, however, School F has no plans to significantly increase the number of MTS it awards over the next 5 years. The assistant dean would like to raise more money for these scholarships, but this is difficult because of her other responsibilities. School administrators have discussed the possibility of using these scholarships to a greater extent, but the assistant dean did not think this action would occur. Instead, the school will probably continue to focus its scholarship funds on a program to limit the total amount of debt that all students incur.

Minority students are attracted to School F by factors other than MTS. The factor that most helps School F to successfully recruit minority students, according to the assistant dean, is its reputation as one of the country's best medical schools. Minority students want to study at School F, she said, because it is known for training outstanding physicians; it places a high percentage of students in their first-choice site for residency (59 percent in a recent year); its students have a high pass rate on national board examinations; and it has a low attrition rate. In addition, an official said, some minority students might be attracted by the fact that School F does not treat them any differently than it does white students (for example, see the section on retention and graduation). Finally, to increase student diversity at School F, the assistant dean actively recruits underrepresented minority students each year.[16] Some of these efforts include going to conferences that sponsor formal opportunities to meet minority students interested in medical school; mailing letters to minority students who scored high on their medical school admissions tests, telling them about School F and inviting them to apply; and visiting several undergraduate schools with good track records of placing minority students into medical schools.

The Role of MTS in Retention and Graduation of Minority Students

Minority-targeted scholarships have no effect on the retention or graduation of minority students at School F. The high retention and graduation rates among minority students, an official said, can be attributed to two key factors other than MTS. First, although some medical schools might admit minority students with borderline qualifications in order to give them a chance, School F admits only top-performing students. Second, the minority students that begin the program have a

[16]Because of the large number of applications School F receives—in a typical year about 8,000 students apply for 110 slots in the first-year class—officials do not actively recruit white or Asian-American students outside the state.

strong personal desire to complete it. In addition, School F provides no special services or programs to assist minority students that might be having trouble with classes; such students would have the same options as white students, such as seeking assistance from the instructor or hiring a tutor.

Major Contributors to This Report

Health, Education, and Human Services Division, Washington, D.C.	Wayne B. Upshaw, Assistant Director, (202) 512-7006 James W. Spaulding, Assignment Manager Timothy W. Silva, Evaluator Luann M. Moy, Senior Social Science Analyst Wanda Pearson, Information Processing Assistant Noel Bravo, Research Assistant
Philadelphia Regional Office	Richard A. McGeary, Senior Evaluator Thomas P. Hubbs, Senior Evaluator
Seattle Regional Office	Charles M. Novak, Regional Education Issues Manager Richard Harada, Evaluator-in-Charge Dianne Whitman, Evaluator Andrew Scott, Programmer/Analyst