

# UC Berkeley

## UC Latino Eligibility Task Force

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# **Latino Student Eligibility and Participation in the University of California**

REPORT NUMBER ONE OF THE  
LATINO ELIGIBILITY TASK FORCE

MARCH 1993



UNIVERSITY OF CALIFORNIA  
LATINO ELIGIBILITY TASK FORCE  
Division of Social Sciences  
University of California  
Santa Cruz, California 95064



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## University of California Latino Eligibility Task Force

### *Members*

DR. RICHARD DURAN  
Associate Professor of Education  
University of California, Santa Barbara

DR. TROY DUSTER  
Professor of Sociology  
University of California, Berkeley

DR. LEOBARDO ESTRADA  
Associate Professor of Urban Planning  
University of California, Los Angeles

DR. RICHARD FIGUEROA  
Professor of Education  
University of California, Davis

DR. EUGENE E. GARCIA, *Chair*  
Professor of Education and Psychology  
Dean of Social Sciences  
University of California, Santa Cruz

DR. MANUEL GOMEZ  
Associate Vice Chancellor, Academic Affairs  
University of California, Irvine

DR. EUGENIA MATUTE-BIANCHI  
Associate Professor of Education  
University of California, Santa Cruz

DR. JOSE MIRAMONTES  
Assistant Clinical Professor of Medicine  
University of California, San Francisco

DR. RACHEL MORAN  
Professor of Law  
University of California, Berkeley

DR. JEANNIE OAKES  
Associate Professor of Education  
University of California, Los Angeles

DR. FLORA ORTIZ  
Professor of Education  
University of California, Riverside

DR. RAYMUND PAREDES  
Associate Vice Chancellor for Academic  
Development  
University of California, Los Angeles

DR. FRANK RINCON  
Vice Chancellor for Student Affairs  
University of California, Davis

DR. DANIEL SOLORZANO  
Assistant Professor of Education  
University of California, Los Angeles

DR. OLGA VASQUEZ  
Assistant Professor of Communications  
University of California, San Diego



*Richard Duran*



*Troy Duster*



*Leobardo Estrada*



*Richard Figueroa*



*Eugene E. Garcia*



*Manuel Gomez*



*Eugenia Matute-Bianchi*



*Jose Miramontes*



*Rachel Moran*



*Jeannie Oakes*



*Flora Ortiz*



*Raymund Paredes*



*Frank Rincon*



*Daniel Solorzano*



*Olga Vasquez*



*Aida Hurtado*

.....

*Resource Persons*

DR. AIDA HURTADO, *Research Director*  
Associate Professor of Psychology  
University of California, Santa Cruz

ROBERT E. JORGENSEN, *Administrative Director*  
Assistant Dean of Social Sciences  
University of California, Santa Cruz

JOYCE SAUTER, *Administrative Assistant*  
Executive Secretary  
University of California, Santa Cruz

MARY ANN HULT, *Assistant*  
University of California, Santa Cruz

KAREN MERRITT  
Director of Academic Planning  
Office of the President

MICHAEL ALDACO  
Director SAA Outreach and Support  
Programs  
Office of the President

*Research Assistants*

LYNN FUJIWARA  
University of California, Santa Cruz

GERARDO LOPEZ  
University of California, Santa Cruz

LUIS VEGA  
University of California, Santa Cruz

DR. JOHN ZEMBLIDGE  
University of California, Santa Cruz

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## Executive Summary

**L**ESS THAN 4% OF LATINO HIGH SCHOOL GRADUATES ARE FULLY ELIGIBLE for admission to the university compared to an overall average of 12.3%. This profound underrepresentation distinctly threatens the economic and social fabric of our state and nation, especially because the Latino population is growing at a much faster rate than any other ethnic group. Present projections indicate that Latinos will be the majority of high school graduates in California a decade from now.

The Latino Eligibility Task Force was created by President Gardner in August 1992. It consists of faculty and administrative staff from each campus of the University of California and is assisted by several units within the Office of the President. The Task Force, which has been commissioned for three years, has its roots in its predecessor, the Task Force on Black Student Eligibility.

Too often a complex phenomenon such as eligibility is understood on either naive or imperfect grounds. This type of popular wisdom often reaches mythic proportions. Popular misunderstanding of Latino student eligibility and participation is a case in point. Thus, this report outlines a set of key myths about Latino students and their families and uses existing information to challenge those myths.

Even at this early stage of Task Force activities, there is a sense of urgency in calling for action on the part of the university to improve the representation of Latino students. The issues surrounding eligibility are complex, however, and substantive solutions will require both short- and longer-term Task Force efforts, as well as institutional resolve and responsiveness. The Task Force strategy will be to address these issues by analyzing existing data and studies; conducting original research beginning with action-oriented mini-studies and an “anchoring” study; and sponsoring symposia and conferences. By these means, the Task Force will highlight problems and identify policy and procedural solutions to the eligibility crisis.



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The immediate recommendations that follow do not all directly address eligibility, but they do set a tone and direction even as the Task Force addresses the larger eligibility issues. Further, if these recommendations are adopted now, the Task Force can directly assess their effects during the remainder of its term.

- 1) Structure financial aid for needy students in the form of grants and scholarships rather than loans, particularly in the first year, and allocate sufficient university resources to meet the basic financial needs of these students.
- 2) Make available eligibility, admissions, and financial aid information to Latino parents in Spanish and English and address issues of particular relevance to them, such as housing and campus safety.
- 3) Encourage each campus to coordinate its efforts to prepare and recruit promising Latino students for higher education with those of the K-12 schools, community colleges, and community organizations and businesses.
- 4) Direct some of the resources in university programs and research units that address Latino concerns toward enhancing Latino student eligibility, especially by focusing on improving K-12 teaching and curriculum directed at Latino students.
- 5) Change specific UC policies and practices that may negatively affect Latino student eligibility, application, admission, and enrollment: Allow ESL/Bilingual content courses to meet A-F course requirements; coordinate student admission, financial aid, and housing determination; and admit community college transfers earlier.

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## Introduction

**The University of California has recently reaffirmed its long-term commitment to attract, enroll, and graduate a student body as diverse as the population of California.**

**I**N MID-JUNE OF 1992, JULY ANTONIA CABRERA, SYLVIA AND JESUS, SR., Castellon, Maria Garcia, and Serafin Lepe each met a University of California professor for the first time. The occasion was the graduation of their respective sons and daughters—Jorge-Mario Cabrera (community studies major, emphasis on health), Jesus Castellon (mathematics and psychology major), Araceli Garcia (sociology major), and Carmen Lepe (politics major)—from the University of California, Santa Cruz, with bachelor's degrees. This event was very significant in the lives of each of these families. It was equally significant for the University of California and the citizens of the Golden State, because it anticipates and responds to California's future.

Beyond the perception of these accomplishments as personal and family successes is the reality that California's future national and international economic viability is directly linked to the educational achievements of its citizens. In the decades to come, the university must continue to lead California in these efforts.

The accomplishments of these students represent the aspirations of many California families. For Latino families, however, successful completion of a University of California degree is not common even as increasing numbers of Latino students populate our state's public and private schools—1,200,000 in 1985 and projected to reach 2,300,000 in 1995 and 3,100,000 by 2005. ("Latino" in this report refers to individuals whose families originated recently or historically in Mexico, the Caribbean, Central and South America.) Less than 4% of Latino high school graduates are fully eligible for admission to the university compared to an overall average of 12.3%. This profound underrepresentation distinctly threatens the economic and social fabric of our state and nation, especially because the Latino population is growing at a much faster rate than other ethnic groups. (See figure 1, page 22.)

The University of California has recently reaffirmed its long-term commitment to attract, enroll, and graduate a student body as diverse as the population of California. The Office of the President has assembled the University of California Latino Eligibility Task Force to gather data and examine the issues. The Task Force could easily become mired in the enormity and complexity of the issues. However, it is important that the Task Force not lose sight of young people like Araceli, Jorge-Mario, Carmen, Jesus, and their families. They serve as our anchors in an ocean of statistical reports.

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## Background

**I**N THE LAST DECADE THERE HAS BEEN A GROWING CONCERN OVER THE low participation of Latino and other underrepresented students in higher education (California Postsecondary Education Commission, 1986, 1991; *Making the Future Different: Report to the Task Force on Black Student Eligibility*, 1991; *Science*, 1992). These studies document that not only are fewer of these students eligible to attend college, but few of the eligible high school graduates actually enroll. There is consensus among a diverse group of analysts that it is in everyone's best interest to correct the underrepresentation as soon as possible. The college years represent one of society's last opportunities to prepare the next generation of citizens—those who will lead its institutions and shape future generations. In a state where the Latino population continues to grow rapidly, the urgent need to address underrepresentation is particularly significant.

The college years also represent an intense period of development for our students. They are especially vulnerable as they construct their identities, values, and career choices. The experiences of the undergraduate student are complex. Besides engaging in the obvious activities of acquiring knowledge, ways of learning, and critical thinking, students also are developing independence, building friendships, learning new intellectual skills, solidifying personal values, focusing on career aspirations, and forming intimate relationships. However, the university is not always organized to assist optimally in all of these developmental processes.

Of course, the fundamental mission of the university is to conduct research and transmit knowledge and related services to our students and citizens (*Report of the Universitywide Task Force on Faculty Rewards*, 1991). The university in turn relies on colleagues in the K-12 schools and community colleges to send us a prepared student body (California Master Plan for Higher Education, 1959).

But the university's success in accomplishing this mission depends in part on its ability to appeal to and satisfy the needs of an ever-diversifying group of students. Data indicate that Latinos and other underrepresented students must struggle to overcome numerous obstacles, and that in the aggregate their collegiate experiences are less satisfactory than are those of members of fully represented student groups. For Latinos and other underrepresented groups, the facts are very clear in this regard: their K-12 education does not prepare them as well as fully represented groups; their knowledge about transferring from community colleges to four-year institutions is more limited; they have less firsthand knowledge about what careers are available to them; the language, norms, and values of their communities are often dramatically different from those at the university; and discriminatory



Jesus Castellon

**The college years represent one of society's last opportunities to fully prepare the next generation of citizens—those who will lead its institutions and shape future generations.**

treatment because of their ethnic/racial, class, and gender memberships are an added burden in constructing their identities and achieving their academic and life goals.

Within the context of these various factors, the University of California Latino Eligibility Task Force examines the efforts of the university to serve a larger number of Latino students. The aspirations of the students, their families, and communities will be researched, current university activities will be analyzed, and the ways in which the university can best organize its human, intellectual, and physical resources to meet the needs of the Latino community will be investigated.

The Latino Eligibility Task Force—created by President David P. Gardner on August 25, 1992—consists of faculty and administrative staff from each campus of the University of California with assistance from several units within the Office of the President. The Task Force has its roots in its predecessor, the Task Force on Black Student Eligibility, and has been commissioned for three years to carry out three specific charges:

**To develop a clear understanding of the issues associated with the low rate of Latino eligibility through the assessment of existing research and programs inside and outside the university;**

**To expand our understanding of the issues through acquisition of new knowledge; and**

**To recommend policies, programs, and other actions designed to improve future eligibility.**

Because the Task Force has a broad mission, it has adopted a set of presuppositions to guide its efforts:

- It is in the direct interest of all Californians to support efforts that increase eligibility rates of all underrepresented student populations and to provide opportunities for a University of California education to all of California's eligible Latino students.
- The University of California must aggressively enlist the assistance and collaboration of Latinos specifically and the broader public and private sectors of the society at large in promoting the eligibility and enrollment of Latino students.
- The University of California must sustain and enhance its collaborative ties with the California public schools to identify and prepare promising Latino students for enrollment in the university.

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- The University of California must team up with the California State University system to address the shared problem of the limited access of underrepresented student groups. The university must also join with the California Community College system to promote the transfer of eligible Latino students as envisioned by the Master Plan for Higher Education.
  - In order for the university to play its proper role in preparing for a truly multicultural society in California, the University of California's educational programs must be responsive to and constituted for all students as members of learning, caring, ethical, and socially responsible intellectual communities that recognize students share many commonalities, while simultaneously bringing distinct cultural values and histories.

Having articulated the charge and the guiding principles of the Task Force, we turn to existing aggregate data not only to help us understand the success of students like Araceli, Carmen, Jorge-Mario, and Jesus, but more importantly, to seek to understand the absence of educational success for many of their peers. The data help illuminate the background of Latino students, their families, and the institutions that serve them. The data also make it possible to debunk myths and discover facts that suggest immediate and long-term strategies to enhance student eligibility and participation in the University of California.

**It is in the direct interest of all Californians to support efforts that increase eligibility rates of all underrepresented student populations.**



*Araceli Garcia's family*

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## Myths and Facts

**By 2005, Latino children are projected to represent 42% of the California K-12 student enrollment and 38% of California high school graduates—the single largest ethnic group among high school graduates.**

**T**OO OFTEN WE COME TO UNDERSTAND A PHENOMENON ON EITHER NAIVE or imperfect grounds. This type of popular wisdom often reaches mythic proportions. Popular misunderstanding of Latino student eligibility and participation is a case in point. Thus, this section begins by outlining a set of key myths about Latino students and using existing information to challenge the myths.

**Myth 1: Latino students represent a small minority population in this state.**

Araceli, Jorge-Mario, Carmen, and Jesus represent a fraction of a burgeoning Latino population that in 1990 constituted 7.1 million (or 25%) of California residents, and by 2010 is projected to be 12.3 million (or 34%) of California residents. By 2005, Latino children are projected to represent 42% of the California K-12 student enrollment and 38% of California high school graduates—the single largest ethnic group among high school graduates. Despite this unprecedented growth, Latino eligibility for the University of California has remained consistently low, hovering between 3% and 4% of high school graduates over the last four years, compared to the Master Plan standard of 12.5%. While it is difficult to predict future enrollments, we project that it would take Latino students 43 years to reach 12.5% eligibility, if the current rate of eligibility growth persists and high school graduation growth continues unchanged. (See figures 1 - 4, pages 22 and 23.)

**Myth 2: The application, admission, and enrollment of Latino students have increased over the last few years as many Latino students have been admitted under special-action.**

While the Latino school-age population has burgeoned, applications by Latino students to the University of California have increased only slightly during the last four years, admissions have remained relatively steady, and enrollments in fact have decreased. Less than 5% of Latino student applicants, on average, have been offered admission under special-action provisions in the past four years. Thus, almost all Latinos who apply are fully eligible. (See figure 5, page 24.)

**Myth 3: Latino college students come from the higher socioeconomic stratum and are primarily non-California residents.**

The socioeconomic status of Latino students who apply to and enroll in the University of California is representative of the state's adult Latino population. The majority of Latino students come from families with less than \$30,000

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annual income; 40% are from families earning less than \$20,000 annual income. These students readily qualify for and are highly dependent on financial assistance. Furthermore, fewer than 5% of University of California Latino student applicants are non-California residents.

**Myth 4: Latino college students come from predominantly private/religious high schools.**

Over 80% of Latino students come to the University of California from the public school system in the state. The remainder come from private, mostly Catholic, high schools. In addition, there is a wide disparity among California high schools in the proportion of Latino graduates who attend institutions of higher education. A small number of high schools, particularly Catholic schools, send many, while the vast majority send almost none.

**Myth 5: Large numbers of Latino community college students transfer to UC.**

In each of the last four years, over 150,000 Latino community college students in California completed courses eligible for transfer credit to the University of California. However, fewer than 1,000 Latinos students on average transferred to the University of California per year during this same period. From 1989 to 1992, Latino transfer student applications and admissions increased slightly each year, while enrollments were up through 1991, but decreased in 1992. Latinos are pursuing higher education, but the community college pipeline is not working effectively. (See figure 6, page 24.)

**Myth 6: Retention and graduation rates are relatively low for Latino students at UC.**

Retention rates after two years for Latino students are not substantially different from those for White students. Significantly fewer Latinos graduate after four years than Whites, but the gap closes substantially after six years. Latino students, on average, require an additional year to graduate. (See figures 7 - 8, page 25.)

**Myth 7: The California Latino community is highly ethnically heterogeneous.**

One of the concerns of many institutions in California is that there are so many Latino groups and that each group is so numerous that it will require separate policies and programs. In fact, the California Identity Project (CIP) conducted in 1989 found that in a representative sample of 1,086 California Latino heads of

**Latinos are pursuing higher education, but the community college pipeline is not working effectively: Fewer than 1,000 Latino students on average transferred to the University of California per year during the last four years.**

**The most common explanation for Latinos' low educational attainment is their lack of interest in education. In fact, however, Latino parents express great interest in education.**

household, 84% (n=913) were of Mexican descent, 7% were from El Salvador, 4% from Guatemala, and the remaining 4% came from various countries such as Puerto Rico, Cuba, and Costa Rica. (See figure 9, page 26.)

Of greater significance than the relative ethnic homogeneity of the Latino population is the fact that the majority of Latinos in California are first generation, Spanish speaking immigrants. Of the 1,086 respondents in the CIP survey, 65% (n=707) were first generation—that is, the respondent and both of the respondent's parents were born outside the United States. The largest proportion of first generation respondents (79%) were of Mexican origin. All of the non-Mexican Latinos in the sample were first generation. Therefore, second and third generation respondents were all of Mexican origin, although their proportions were considerably smaller—23% (n=224) were second generation and 12% (n=130) were third generation. (See figure 10, page 26.)

**Myth 8: Latino students and families do not believe in the value of higher education.**

The most common explanation for Latinos' low educational attainment is their lack of interest in education. In fact, however, Latino parents express great interest in education. For example, in the CIP survey, the overwhelming 88% majority of respondents agreed that special measures should be taken to ensure that the same percentage of Latinos as other groups are admitted to college. (See figure 11, page 27.)

Latinos are interested in education but do not wish to sacrifice their Latino identity or culture. The majority of Latinos (92%) in the same survey agreed that Latino history should be taught in the schools, and 73% of the respondents wanted their children to maintain Mexican/Latino culture. (See figures 12 and 13, pages 27 - 28.)

**Myth 9: Latino families are dysfunctional because of extreme poverty and urbanization.**

Substantial numbers of Latinos reside in both rural and urban areas. Compared to other groups, Latino families as a whole are significantly larger but have lower divorce rates. Compared to non-Latinos, Latino males have higher rates of employment. (See figures 14 - 17, pages 28 - 30.)



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However, cohesive Latino family structures and strong work ethics are not translating into educational attainment for their children, as parents have a right to expect. (See figure 18, page 30.)

Nor are these “conventional” families able to avert poverty. Most Latino students come from families who are part of the working poor. (See figures 19 and 20, page 31.)

**Myth 10: Latino families are traditional and do not allow women to pursue higher education.**

Latino families have very strong values that sometimes discourage *any* of their members from living far from them. However, these families simultaneously express a strong commitment to education and the opportunities that it can provide. In the CIP survey, the respondents were specifically asked about continuing education for married women, and the majority felt that *married women have the right to continue their education*. The respondents also felt that *it is acceptable for women to earn as much as their husbands*. (See figures 21 and 22, page 32.)

**Cohesive Latino family structures and strong work ethics are not translating into educational attainment for their children, as parents have a right to expect.**

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## Immediate Recommendations

**Latino applicants often will be first generation Californians and the first in their families to attend college.**

**E**VEN AT THE EARLY STAGES OF TASK FORCE ACTIVITIES, THERE IS A SENSE of urgency in calling for action on the part of the university to improve the representation of Latino students. The issues surrounding eligibility are complex, however, and substantive solutions will require both short- and longer-term analyses, findings, and recommendations, as well as institutional resolve and responsiveness. The Task Force strategy will be to address these issues by analyzing existing data and studies; conducting original research beginning with an “anchoring” study; and sponsoring symposia and conferences. By these means, the Task Force will highlight problems and identify solutions to the eligibility crisis.

Drawing on the recommendations of its predecessor, the Task Force on Black Student Eligibility, this Task Force will attend to the already identified needs to improve coordination of and funding for UC precollegiate programs, increase dramatically the number of transfers from community colleges, and strengthen collaboration with schools, community organizations, private institutions, and the California State University system.

Many of the issues raised by the Task Force on Black Student Eligibility are equally relevant to Latinos and other underrepresented student groups. The Latino Eligibility Task Force understands the pressing need to develop comprehensive strategies for bringing all underrepresented students to full participation in the University of California as soon as possible.

The Task Force understands that eligibility will not improve overnight and that the university’s most important long-term role is to serve as partner with the schools and community in understanding and acting on the crisis. Nonetheless, the Task Force believes that the urgency of the situation requires that immediate steps be taken to increase Latino student participation in the University of California. The recommendations that follow do not solve the eligibility problem, but they do set a tone and direction even as the Task Force addresses the larger issues. Further, if these recommendations are adopted now, the Task Force can directly assess their effects during the remainder of its term.

**1) To ensure that eligible low-income Latino students apply to and enroll in the University of California, financial aid for needy students must be structured in the form of grants and scholarships rather than loans, particularly in the first year, and sufficient university resources must be allocated to meet the basic needs of these students.**

Most Latino students eligible for admission to the University of California reside in medium-to-large, low-income families. These families often will be unable to divert

critical financial resources to pay for higher education. Moreover, much like Araceli, Jorge-Mario, Carmen, and Jesus, potential University of California students often will be first generation Californians and the first in their families to attend college.

Parents of these students may not be aware of the broad range of financial assistance mechanisms available. Furthermore, given the financial status of their families, parents may initially be unfamiliar with and reluctant to assume debt in the form of student loans. Relevant University of California and national data indicate that the structure and amount of financial aid directly influences the university enrollment of Latino and other low-income students. Some campuses, such as Irvine and Santa Cruz, are already structuring financial aid packages for low-income students in the manner in which we are suggesting. Implementing this recommendation is especially critical in light of recent and proposed fee increases.



*Carmen Lepe and her father, Serafin C. Lepe*

**2) To ensure that promising Latino students apply to and enroll in the University of California, information to Latino parents of these students must address issues of particular relevance to those families and must be available in Spanish and English.**

Latino parents in California are predominantly first generation Spanish speakers with limited personal experience in the college admissions process. Successful recruitment strategies require effective communication with these parents and prospective students. Researchers uniformly report that Latino parents and students perceive education in general and higher education in particular as the means to social and economic success. However, to fulfill these high aspirations, Latino families must receive information that directly addresses issues important to them, and they need encouragement from responsive teachers, counselors, and university officials.

A multimedia Spanish and English campaign should target Latinos to encourage UC application, inform families of available financial support opportunities, and, upon application, directly communicate with the applicants and their families about campus safety and housing, curricular offerings, extracurricular activities, and employment opportunities. Public Service Announcements could refer students and parents to a telephone hotline that would provide information such as necessary high school classes, the amount of money available for financial aid, campus housing and safety facts, etc. Such combinations of institutional responsiveness and instrumental assistance can expand academic participation of Latino students.

**3) To increase the pool of eligible Latino students and to promote their application to and enrollment in the University of California, each campus should adopt a plan to**

**Non-English proficient Latino students are typically placed in language development courses that do not meet UC requirements. These students can never recover the lost opportunity.**

**coordinate its own efforts to prepare and recruit promising Latino students for higher education with those of the K-12 schools, community colleges, and community organizations and businesses.**

Campuses have already taken the initiative by establishing Diversity Councils to guide such efforts, and campuses have established collaborative relationships with local K-12 schools and community colleges that provide a foundation for increasing Latino counseling, eligibility, and participation. Each campus should develop specific objectives for internal and external collaboration and appropriate timelines, projected outcomes, and evaluation procedures to meet these goals. The Latino Eligibility Task Force can be a resource in these efforts and can help evaluate the effectiveness of these activities over the next three years.

**4) University of California programs and research units that address Latino concerns should direct some of their resources toward enhancing Latino student eligibility, especially by focusing on improving K-12 teaching and curriculum directed at Latino students.**

Many UC research programs and activities that touch on the issues raised in this report are already under way. They are sponsored at individual campuses or are under the aegis of the Office of the President, including the Language Minority Research Institute, UC MEXUS, California Policy Seminar, legislative funding for Latino research (SCR-43), and the California Subject Matter programs.

The UC-funded programs should engage Latino eligibility issues and set goals for solutions that can be implemented. The Task Force plans to convene individuals from relevant UC programs at a conference in fall 1993. The conference is intended to foster a greater level of communication and collaboration among scholars awarded funds from these programs and to sharpen the focus of the university's efforts in addressing low Latino eligibility.

It should be made clear that these studies and implementation strategies may well apply to other underrepresented groups.

**5) Specific UC policies and practices should be changed immediately because they may negatively affect Latino student eligibility, application, admission, and enrollment.**

*Allow ESL/Bilingual courses to meet A-F course requirements.* Overall, high schools that enroll large numbers of Latino students offer a relatively limited number of

UC-required A-F courses (i.e., specially designated courses in math, science, English, social sciences, and other fields). Furthermore, non-English proficient Latino students are typically placed in language development courses that do not meet UC requirements. These students can never recover the lost opportunity. An alternative utilized in several school districts is to fold in language development for limited-English proficient students within A-F required courses in math, science, social science, etc., that is, content-based courses. This is a recent development in the fields of Bilingual Education and English as a Second Language. The University of California now will certify those courses as meeting A-F requirements, and it should encourage much wider use of such courses in schools throughout California.

*Coordinate student admission, financial aid, and housing determination.* Presently, determination of admission, financial aid, and housing is not tightly coordinated on all campuses. A new student may learn of admission several weeks or months before learning of financial aid and housing allocations. Closer cooperation and coordination of the timing of responses to applicants could encourage Latino applicants.

The costs of admissions testing and applications for admission and housing need to be offset for students for whom these expenses represent a barrier. This is especially true for those who apply to several University of California campuses, because each application is separately charged.

*Admit community college transfers earlier.* Latino community college transfer students, for the most part, are affected by many of the same economic and social constraints as their high school peers. However, applications from transfer students are often not processed by the university until after freshman applications; final acceptance and financial aid and housing determination are not announced until late spring or early summer. This delay—along with inadequate outreach, information, advice, and orientation specific to transfer students—may account in part for low application and acceptance rates. Coordination of freshman and transfer-particular timetables could directly address this issue.

Allowing community college students to apply in their freshman year for provisional junior year admission would likely increase application rates considerably. Such an early admissions program would allow these students to be identified and counseled about educational opportunities at the University of California.

**Allowing community college students to apply in their freshman year for provisional junior year admission would likely increase application rates considerably.**

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## Next Steps



WE PLAN FIVE MAJOR ACTIVITIES IN THE COMING YEAR.

**1) Seek advice from the Latino Eligibility Study Advisory Council.**

The membership of the Advisory Council will be appointed by President Peltason based on nominations from a variety of constituencies. The Task Force has offered three main criteria for membership: (A) individuals highly knowledgeable about Latino educational issues; (B) individuals in a position to affect policy and therefore be able to assist in the implementation of Task Force findings and recommendations; and (C) individuals with high visibility and access to nationwide media that will enable them to help disseminate information and instruct national and state audiences regarding the importance of the university's goals and actions.

**2) Sponsor a Spring Symposium on Latino eligibility.**

We are constituting a panel of experts who will present a Spring Symposium on University of California Latino Eligibility on May 16-18, 1993, in Los Angeles. The panel of experts has been formed through consultation with Task Force members and an extensive review of the most recent research on Latinos and education.

**3) Conduct a comprehensive transcript study.**

We will conduct a transcript study of a sample of freshmen entering the University of California system, the California State University system, and the community colleges. We will also conduct transcript studies of a sample of ninth graders and a sample of transfer students to the University of California. This information will be the "anchor" to focus any further research on issues of Latinos' University of California eligibility. A team of Task Force members and invited researchers with expertise in the area of higher education and methods appropriate to transcript studies will conduct the studies.

**4) Conduct action-oriented mini-studies.**

Given the urgency of the crisis, early action is critical, and results could be analyzed by the Task Force as part of its longer-term work. Several proposals have been suggested already: (A) recommend and provide follow-up analysis of experimental admissions procedures to expand the pool of eligible Latinos; (B) identify and foster alternatives for college counseling. Such a study would require collaboration with the state Department of Education to develop alternative strategies including use of Latino undergraduates as role models; and (C) investigate and propose procedures

to reduce University of California costs charged to economically disadvantaged students to apply for admission, financial aid, and housing, especially for multiple-campus applications.

**5. Disseminate relevant findings.**

Much like the extensive work of the Task Force on Black Student Eligibility, the Task Force plans to publish original research and research reviews on issues of Latino eligibility through working papers and monographs. We have the papers assembled for the first monograph, which will examine underrepresented college students' social identity and its relationship to academic achievement.

This first report of the UC Latino Eligibility Task Force lays the conceptual and factual foundations for accomplishing its charge: to increase Latino student eligibility and participation in the University of California. This is an important mission for all Californians. It can be accomplished only with the realization that the University of California must seek the assistance and support of K-12 schools, the community colleges, state universities, and the broader California community. Moreover, the task must be guided by the clearest assessment of the issues, setting aside misconceived popular wisdom and myths. The ultimate goal is to provide many more students the opportunity to accomplish the intellectual achievements of students like Araceli, Jorge-Mario, Carmen, and Jesus.<sup>1</sup>



*Jorge-Mario Cabrera and his family*

Araceli is studying at UC Santa Cruz to become a teacher; Jorge-Mario is a student in public health at UCLA pursuing his master's degree; Carmen is a graduate student in public policy at the American University; and Jesus is a graduate student in math/science education at the University of Wisconsin, Madison.

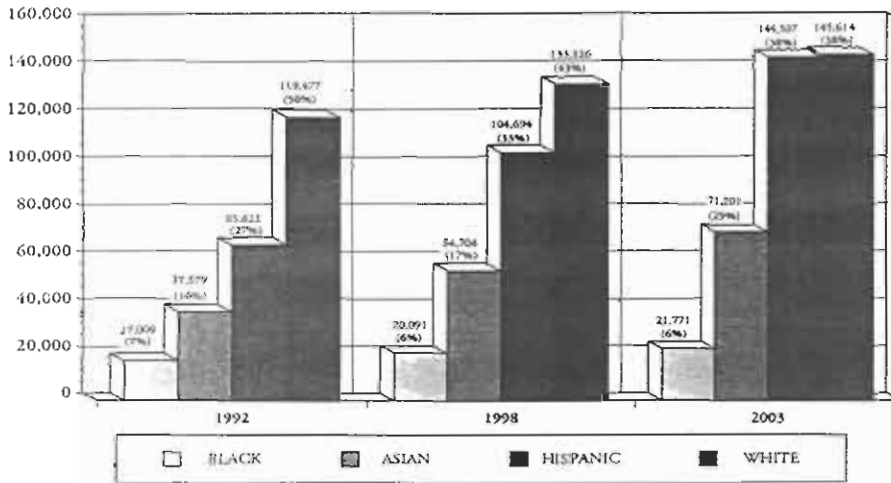


Figure 3: California K-12 Public High School Graduates by Ethnicity: Present and Projections

Source: State of California, Department of Finance, Demographic Research Unit

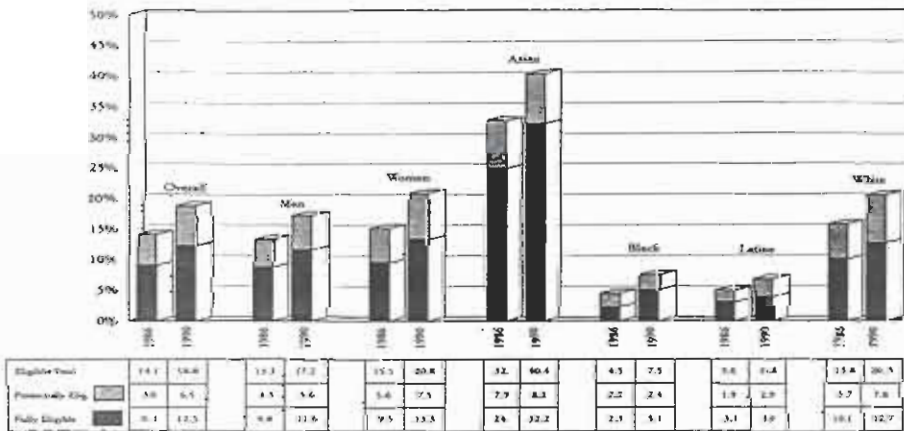
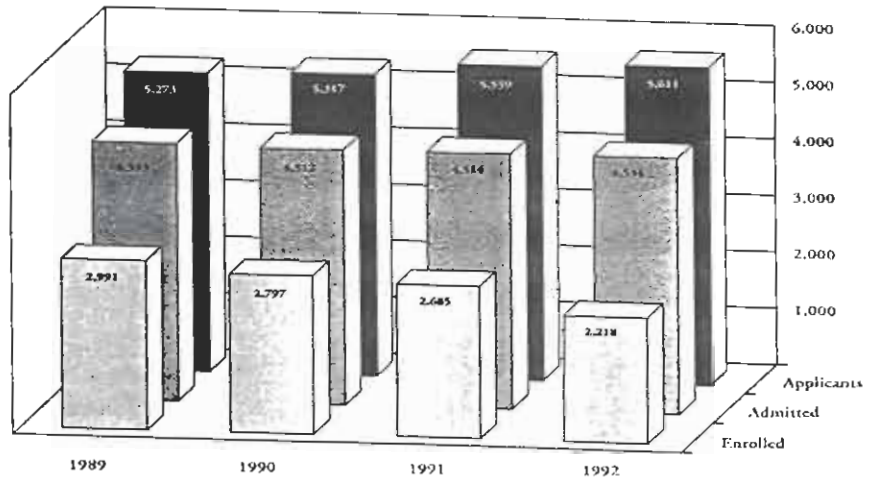


Figure 4: California Public High School Graduates by Category of Eligibility for the University of California, by Race/Ethnicity & Gender

Source: Charles Kadiff & C. Douglas Barker, *Creating a Future for Urban Youth: Problems and Strategies of Collaboration*. California Postsecondary Education Commission profile data on eligibility in California presented at the Urban Community School Collaborative Conference, October 15-17, 1992, Berkeley, CA.

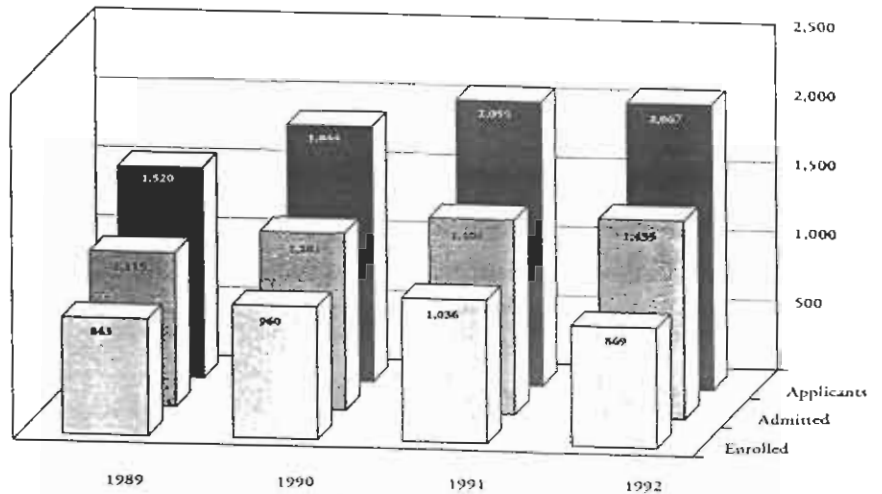


**Figure 5: University of California, Systemwide Application, Admissions,\* and Enrollment of Latino Freshmen for Fall 1989, 1990, 1991, 1992\*\***

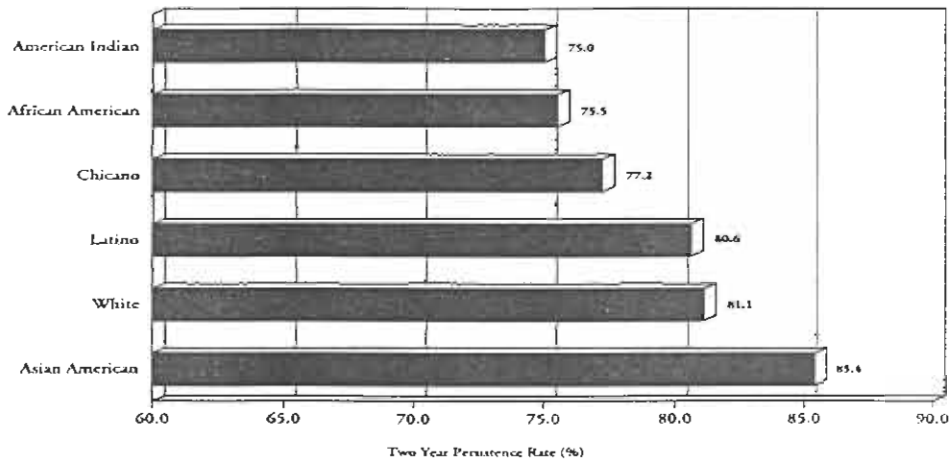


Source: UC Office of the President, Student Research and Operations, Admissions and Outreach Services. \*Admits include less than 5% Special Admits. \*\*Figures for 1992 are preliminary and subject to revision.

**Figure 6: University of California, Systemwide Application, Admissions,\* and Enrollment of Latino Transfers for Fall 1989, 1990, 1991, 1992\*\***

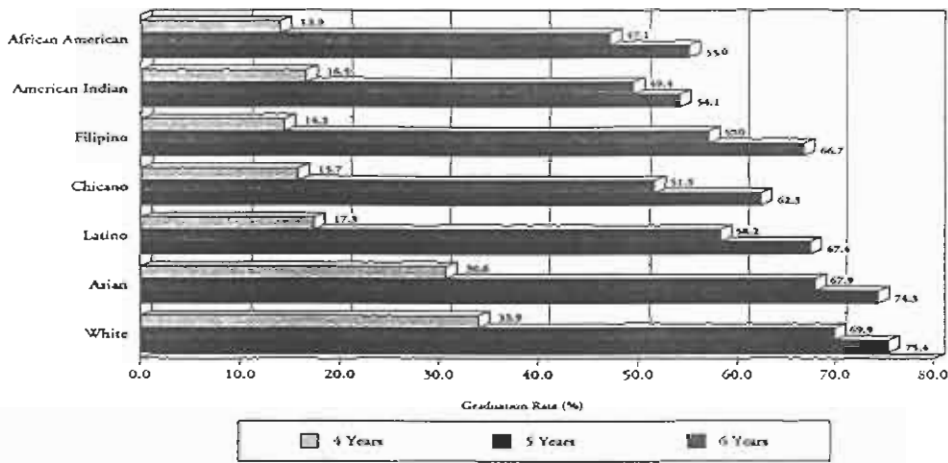


Source: UC Office of the President, Student Research and Operations, Admissions and Outreach Services. \*Admits include less than 5% Special Admits. \*\*Figures for 1992 are preliminary and subject to revision.



**Figure 7: UC Wide Two Year Persistence Rates: New Domestic First-Time Regularly Admitted Fall 1988 Freshmen by Ethnic Group**

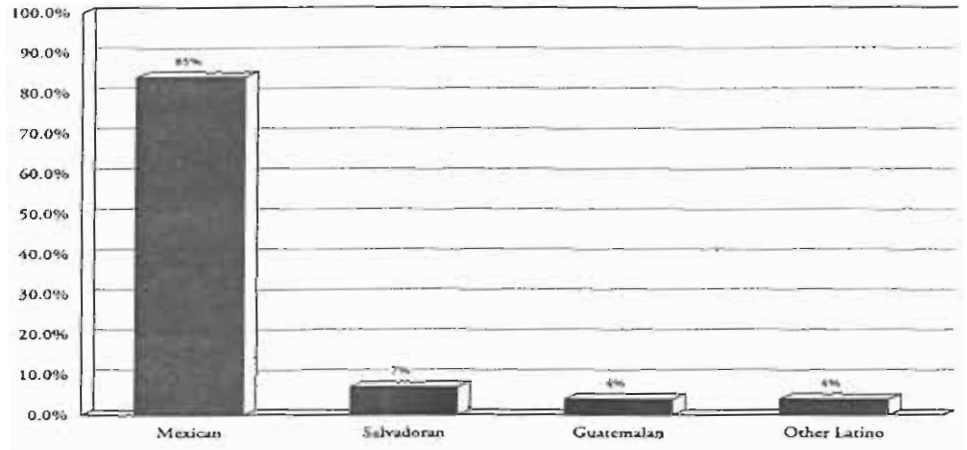
Source: University of California Office of the President, Office of the Assistant Vice President for Student Academic Services, Undergraduate Persistence and Graduation at the University of California 1990-1991.



**Figure 8: UC Wide Four, Five, & Six Year Graduation Rates for Fall 1984 Cohort: New Domestic Regularly Admitted First-Time Freshmen by Ethnic Group (Including Inter-Campus Transfers)**

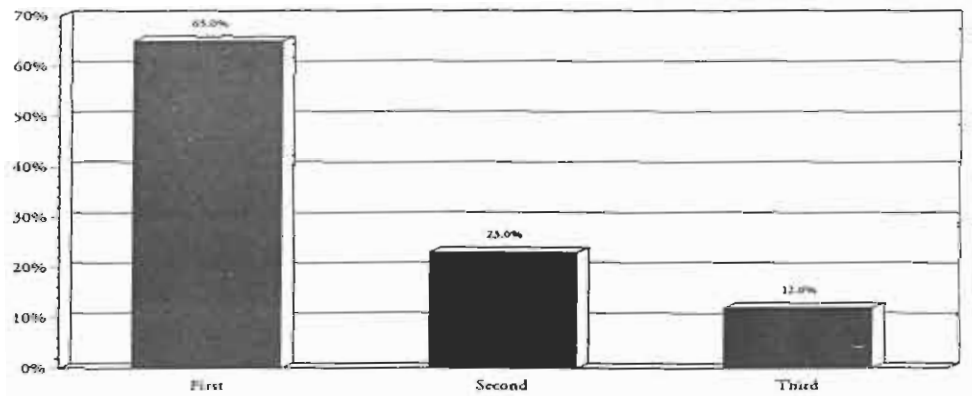
Source: University of California Office of the President, Office of the Assistant Vice President for Student Academic Services, Undergraduate Persistence and Graduation at the University of California 1990-1991.

**Figure 9: Latino Ethnic Breakdown of California Population in 1989 (N=1,086)**

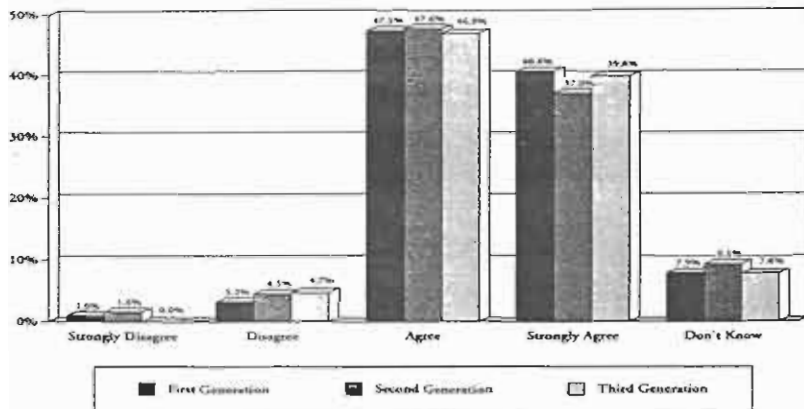


Source: Aida Hurtado et al., *Redefining California: Latino Social Engagement in a Multicultural Society*. Los Angeles: UCLA Chicano Studies Research Center, 1992.

**Figure 10: Generation Breakdown (N=1,086)**

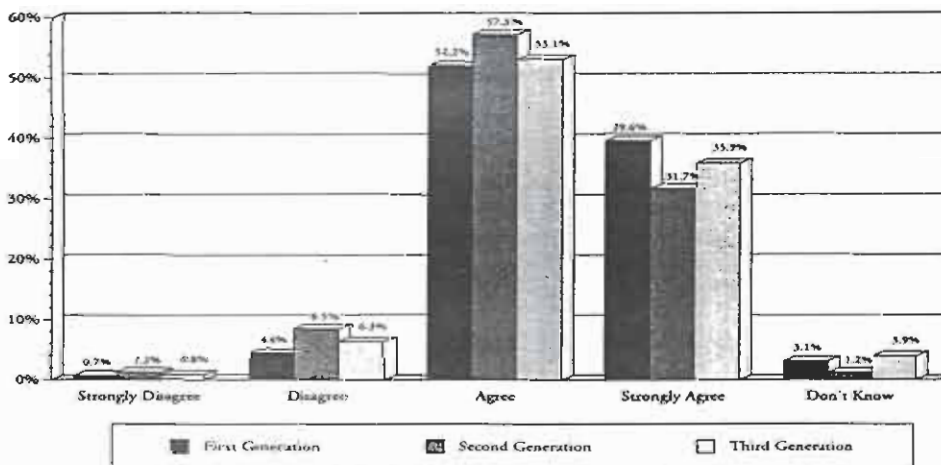


Source: Aida Hurtado et al., *Redefining California: Latino Social Engagement in a Multicultural Society*. Los Angeles: UCLA Chicano Studies Research Center, 1992.



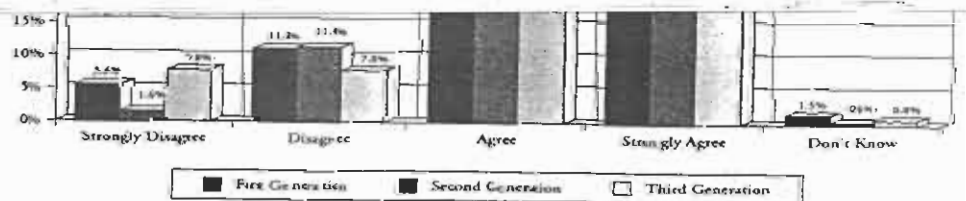
**Figure 11: Expressed Latino Interest in Higher Education\* (N=1,086)**

Source: Aida Hurtado et al., *Redefining California: Latino Social Engagement in a Multicultural Society*. Los Angeles: UCLA Chicano Studies Research Center, 1992.  
 \*Response to survey question to Latino heads of households: "(Should) special measures be taken to ensure that the same percentage of Latinos as other groups are admitted to college?"



**Figure 12: Expressed Latino Interest in Latino History in Schools\* (N=1,086)**

Source: Aida Hurtado et al., *Redefining California: Latino Social Engagement in a Multicultural Society*. Los Angeles: UCLA Chicano Studies Research Center, 1992.  
 \*Response to survey question to Latino heads of households: "Should Latino History be taught in the schools?"



Source: Aida Hurtado et al., *Redefining California: Latino Social Engagement in a Multicultural Society*. Los Angeles: UCLA Chicano Studies Research Center, 1992.  
 \*Response to survey question to Latino heads of households: "Is it okay for women to earn as much as their husbands?"