

REPORT ON THE STATUS OF  
MINORITY/SPECIAL PROGRAMS STUDENTS  
UNIVERSITY OF IDAHO

Submitted by:

Office of Intercultural Programs

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This is the second annual report prepared by the Office of Intercultural Programs; it attempts to examine the status of Minority/Special Programs students enrolled at the University of Idaho. Included are statistics and information analyzing the University's recruitment efforts, enrollment trends, and financial aid distribution as they affect minority and disadvantaged white students. Also included in this report is a brief history of "Special Programs" and a list of suggestions and recommendations for improving the delivery of services to such students.

November 7, 1973



## Definitions

For the purpose of this report, a "minority student" is any Black, Chicano, or Native American student enrolled at or contacted by the University. A "Special Programs" student is any student for whom the Office of Intercultural Programs has provided services. Thus, disadvantaged white students are included in the Special Programs category while Black athletes are not. However, Black students on athletic scholarship are included in minority student totals, but are not considered Special Programs students. Thus, the following students were enrolled at the University of Idaho as of October 1, 1973:

### 66 Minority/Special Programs students

58 minority students (includes 10 students on athletic scholarship, but excludes 8 disadvantaged white students.

56 Special Programs students (includes 8 disadvantaged white students but excludes 10 students on athletic scholarship.

Figures B1 and B2 explain these statistics in greater detail.

## History

Until 1970, the University of Idaho had no programs or services specifically charged to recruit non-white or disadvantaged students to the University. At that time, the only minority students enrolled were Black students who had been recruited by the Athletic Department. To be sure, non-white students who were not athletes had attended the University in the past, but they had done this on their own. No special efforts had been made to extend the University's services to them.

However, in 1970, the Black Student Union was formed and made two requests of the University administration: (1) the establishment of a building or facility for the B.S.U. to use as a cultural and social center, (2) the recruitment of additional Black students. The Office of Intercultural Programs was charged with assisting in both endeavors, and the first Black student to be actively recruited by this office enrolled for the second semester, 1970-71.

Concurrently with this, the Faculty Council established the Committee on Intercultural Relations to recommend University policy regarding minority/disadvantaged students. This committee was later re-named the Juntura Committee (for "place of coming together") and its charge reads:



To review periodically special goals and objectives and to recommend policies relative to students whose educational backgrounds have been hampered by the students' cultural or economic environments.

In the summer of 1971, the Board of Regents approved the following policy statement:

The general policy of the University, as it relates to minority cultures or educationally disadvantaged segments of our nation's citizenry, is to create a campus environment that will allow for their recognition by the faculty and general student body in a way that will afford these students a better opportunity to compete and attain an education in keeping with their individual ability and concern.

Today 66 Minority/Special Programs students are enrolled at the University, benefitting from some special services. Services provided by the Office of Intercultural Programs include:

- \*1. contacting potential minority applicants counselors, and agencies informing them about the University of Idaho
2. providing assistance in understanding and completing application forms
3. acting as a clearing house and coordinating agency for the processing of applications by other University offices
4. acting as an advocate for the student in the Financial Aids and Admissions processes
5. assisting the Financial Aids Office in preparing aid packets for Special Programs students

6. communicating with Special Program students and helping orient them to the University both before and after enrollment
7. keeping records and files on all minority/Special Programs students and preparing reports on their status and progress
8. monitoring the academic problems and progress of Special Programs students
9. acting as advisor, counselor, advocate, and liason for students

\*The Office of Intercultural Programs is now an adjunct of Student Advisory Services under the administrative responsibility of both the Dean for Student Advisory Services, and the Vice President for Administrative and Student Services. This relationship enables the Office to work more closely with Student Services personnel, particularly Santiago Estrada and the residence hall staff. The coordinator of Intercultural Programs is also a member ex-officio without vote of the Juntura Committee.

These two relationships encourage both the faculty and the administration to be informed about the status of Special Programs students and to be involved in the formulation of policy regarding these students.



## Recruitment

Recruitment, in the broadest sense, is the process by which students are informed about and encouraged to apply to a University. At the University of Idaho, the Office of Intercultural Programs extends recruitment services specifically to Black, Chicano, Native American, and disadvantaged white target populations. Emphasis is placed on recruiting students from within the state of Idaho; however, because the population of Blacks is so small in Idaho, Black students from adjacent states are also recruited.

As Figure A1 indicates, more Black students (45) were contacted in the recruitment process than Chicanos (23) or Native Americans (27). There are several reasons for this. First, the Office of Intercultural Programs began recruiting Black students in 1970-71 but did not begin to recruit Native Americans until 1971-72 or Chicanos until 1972-73. Therefore, contacts with Black students, counselors, and agencies have had longer to "pay-off" than have similar contacts with Chicanos and Native Americans. Also, Bernard Hamilton who works with the Office as a recruiter-counselor is Black and his recruitment efforts have been more effective among Blacks than among other groups. Other factors that enter-in include the relatively longer history of the "Black liberation struggle" in this country and the resultant emphasis

upon higher education in Black communities. As more Black students enter and complete college, more younger Blacks see higher education as a realistic possibility. This process is just beginning in Chicano and Native American communities.

However, because more Black students are recruited from out-of-state, a greater proportion of Blacks are denied admission than are Chicanos or Native Americans who are more frequently recruited from in-state high schools. (Any student who graduates from an accredited Idaho high school can be admitted to the University while out-of-state students must be in the top half of their graduating class.)

It is also important to note that slightly more than half (51%) of the students contacted complete the admissions process, and 62% of those who completed the process were admitted and 76% of these enrolled. Thus, most of the Special Programs students who were admitted did enroll, probably because they also received substantial financial aid.

I have written letters to the nine students who were granted admission but did not enroll. The five responses to date indicate that the students did not enroll because they chose either to stay home or to attend a college closer to home.

Graph A2 analyzes the recruitment data in terms of the source of the initial contact with the potential applicant. Of the 108 contacts 57% were initiated by



MINORITY/SPECIAL PROGRAMS RECRUITMENT

	<u>Total Contacts</u>	<u>Admissions Process not Completed</u>	<u>Not Admitted</u>	<u>Admitted but not Enrolled</u>	<u>In Progress</u>	<u>Newly Enrolled</u>
<u>Black</u>	49	25	12	2	3	13
<u>Chicano</u>	23	15	0	5	0	3
<u>Native American</u>	27	8	2	1	8	8
<u>Anglo</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>6</u>
TOTAL	108	49	14	9	12	30

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Figure A-1



University staff or students while 17% were initiated by a high school counselor, principal or educational service agency and 26% were initiated by the student. It should be mentioned here that this data is interpretive; for example, many students who initiated their contacts may have been counseled to do so by a high school counselor or University employee; however, in so far as data is available, the majority of recruitment contacts are initiated by persons affiliated with the University.

A further analysis of the data indicates that 47% of these contacts were initiated by the Office of Intercultural Programs while 3% were initiated by the Admissions Office. The 23% of the contacts were made by the Upward Bound personnel, and 13% were made by the Center for Native American Development and 13% by students, faculty, and staff of the University. Professors Mike Moody and Bill Voxman and students Juan Rodriquez and Rafael Ortiz were instrumental in making these latter contacts.

Note For statistical accuracy it was necessary to exclude the seven students who were contacted and recruited by the Athletic Department because it was impossible to determine how many minority students were contacted by athletic recruiters.

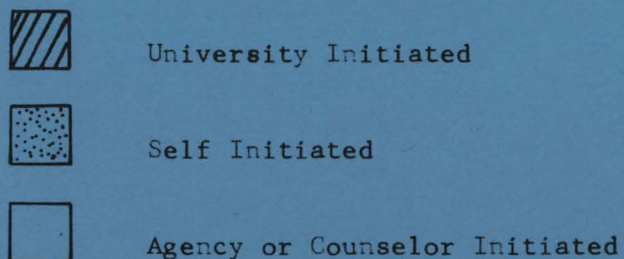
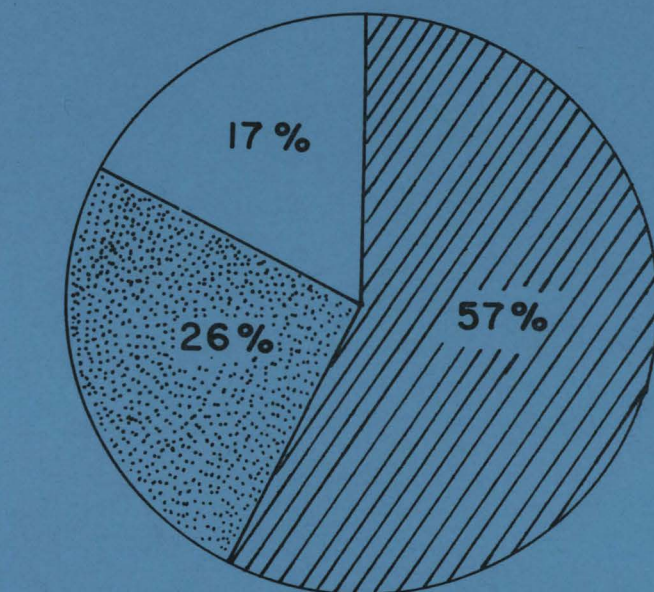
### Conclusions and Suggestions

An analysis of the data concerning the recruitment of Special Programs students leads to the following conclusions and suggestions for improving performance in this area. These are:

1. Since most of the recruitment contacts with Minority/Special Programs students are initiated by University sources University personnel must be better informed about the services provided by the Office of Intercultural Programs and should be encouraged to help recruit students.
2. Chicano and Native American students should be paid to help recruit students from their communities during vacations.
3. In-state recruitment should be stressed.
4. High school counselors and principals should be better informed about the University in general and Special Programs, in particular.
5. The Admissions Office needs to take a more pro-active role in the recruitment of Special Programs students.
6. Visits to high schools and ethnic communities should emphasize contact with junior high students and with freshmen and sophomores because few students will enter higher education as seniors unless they see this as a realistic possibility during their high school years.
7. One of the members of the Admissions Office staff should be appointed to the Juntura Committee.



# SOURCES OF INITIAL RECRUITMENT CONTRACTS



# SOURCES OF UNIVERSITY INITIATED CONTRACTS

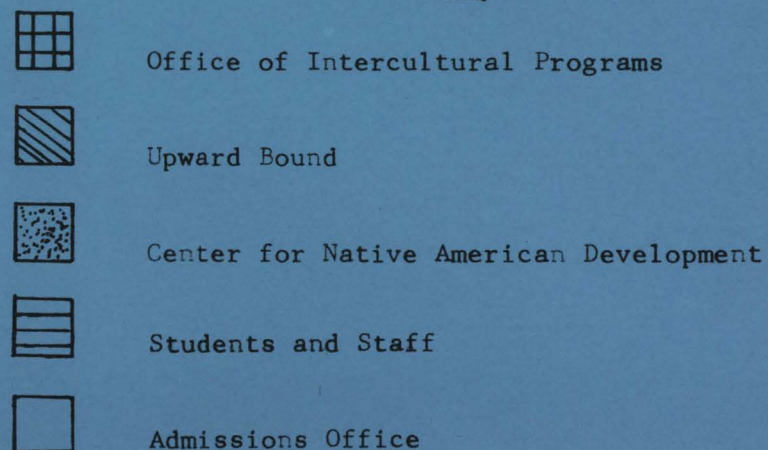
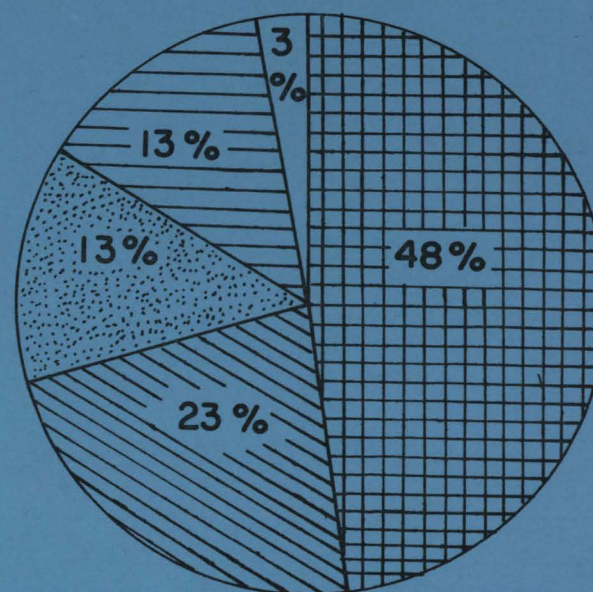


Figure A-2



## Enrollment

In this section, enrollment statistics for the year 1973-74 are analyzed and, when significant, compared with similar figures for 1972-73.

Figures B-1, B-2, B-3, present an analysis of total enrollment of Minority/Special Programs students as of October 1, 1973. Currently, 66 Minority/Special Programs students are enrolled in six of the University's eight colleges and the Graduate School. However, similar to the enrollment of the University, more students (22) are enrolled in the College of Letters and Sciences than in any other college. Thus, attempts by this Office and others to increase the numbers of students majoring in applied science, engineering, and technology have not been notably successful to date.

Another area in which the enrollment of Minority/Special Programs students corresponds to the general enrollment trends is in the ratio of male to female students, where more male than female students enrolled. In both cases the ratio is approximately 2:1, although the ratio of Black men to Black women is approximately 3:1, and the ratio of Chicano men to Chicano women is approximately 4:1. These statistics are particularly disappointing because this Office makes a special effort to recruit women students.

Some reasons for these enrollment ratios are:

1. The University has been traditionally oriented toward the education of male students.

2. In populations that have been denied equal access to higher education, ie. people from rural areas, economically disadvantaged persons, and persons from non-white ethnic heritages, the tendency within the group has been to place a higher priority on the education of men.
3. Women students must compete on two levels: first, disadvantaged and/or ethnic students in a predominantly white middle class environment and, second, as women in a predominantly male environment.
4. The lack of other women students to act as a peer group further isolates women students from each other and from mutual friendship and support.

Figures B-3 examines the enrollment of Minority/Special Programs students by class. As expected, the number of students enrolled decreases with each year in school. In other words, more students are currently enrolled as freshmen (21) than as sophomores (17), juniors (12) and seniors (6). This relationship is also similar to general enrollment patterns of the University. This year 1,482 students are enrolled as freshmen, 1,406 as sophomores, 1,214 as juniors, and 1,115 as seniors.

However, while this distribution according to class is consistent with University enrollment, it is important to analyze this statistic in terms of the retention of students from year to year. For example, last year (1972-73), a total of 89 Minority/Special



Program students were enrolled. This year only 66 students are enrolled. Figure B-4 indicates not only that there has been a general decrease in enrollment but it also shows that many of last year's students (37) either withdrew from school or flunked out. And this drop out rate was not compensated for by the recruitment of new students.

NOTE: These figures are not quite as negative as they seem at first glance because the 1972-73 statistics are based on enrollment for the entire year while 73-74 statistics are based on enrollment for first semester only. However, retention of students is still a major problem because a comparison between figures for first semester 72-73 and first semester 73-74 shows that 79 Special Programs students were enrolled in September 1972 and only 66 are currently enrolled. Thus, due primarily to students dropping or failing there has been a net loss of 13 students between last year and this year.

Figures B-5 and B-6 analyze the retention vs. drop out profiles of students enrolled last year. The graphs on figure B-5 show the retention profiles for Black, Chicano, Native American, and Anglo students according to class. The dotted area shows the number of students who withdrew or failed to return; the striped pattern denotes the number of students who returned or graduated. As the profiles indicate, the greater proportion of Black students failed or withdrew after their sophomore year while Native American students failed to complete or dropped out after their freshman year. The drop-out

rate is 40% for Blacks with 33% dropping at the end of the freshman year and 70% as sophomores. For Native American students, the overall drop-out rate 66% with 85% dropping at the end of the freshman year and 50% dropping as sophomores. No figures are currently available on the retention patterns for the University as a whole.

There are several reasons for the high withdrawal/failure rate among Black and Native American students. Some of these are:

1. White racism: The atmosphere and environment of both Moscow and the University are foreign to the student's experience. This causes severe adjustment problems for the students who often feel alienated from their peers, from the life at the University and from their families. In addition, counseling for such problems must often come from persons the student feels he or she "can't talk to."
2. Poor preparation: Many students lack the skills in mathematics, science and communication which underly classroom instruction at the University.
3. Motivation: Some students are poorly motivated and unsure of their reasons for coming to college. In some cases, this is compounded by the lack of support from the student's family and/or by family problems which the student is called upon to solve.
4. There are not enough ethnic students or enough diversity among the students who are here to form a peer group upon which the student can draw for friendship, support, social life, political action, systems knowledge and personal



and academic counseling.

5. Some Nez Perce students were not refunded for their tribal grants because they did not meet the Nez Perce Tribal Education code.

It should be noted, however, that a high drop-out rate is not necessarily a completely negative phenomenon. Dropping-out can be the result of a self-definition process whereby the student learns more clearly what his goals, abilities, and career objectives are. Also, Minority/Special Programs students generally are "high risk" students and a high drop-out rate should be expected.

It is important to note that if a student does become a senior, he will continue until he graduates. In all cases, last year's seniors either graduated or returned to complete work in order to graduate.

As the retention profile for Chicano students indicates, only 2 out of the total of 18 students withdrew or failed. Ironical as it seems, this may be due to the fact that last year there was no "program" for Chicano students. Those students who did come to the University generally did so on their own; only 4 out of the 18 students enrolled last year were recruited or used the services of this office. Thus, their personal motivation may have been "higher" and their expectations of University services were probably "lower" than for students who are more actively recruited.

Figures for Anglo students are less meaningful because of the small numbers of students.

## Conclusions and Suggestions

1. White racism and interracial hostility are significant factors affecting the ethnic student's adjustment to and success in college.
2. More ethnic personnel should be employed to perform administrative, instructional and counseling functions at the University. A diversity of role models and potential advisors will help ensure that students will find someone to talk to and someone who can explain the University system and its expectations to them.
3. Ethnic students should be employed as T.A.'s and tutors whenever possible.
4. The University should support educational codes and guidelines as they are passed by Indian tribes. The University should also work closely with Tribal governments and community groups to inform them about their students and the University.
5. The Juntura Committee should develop both long and short range curricular offerings that will assist in educating students for their future in society.
6. Ethnic student organizations should be funded so that the students can meet their social and survival needs. These groups should also be encouraged to develop skills in interacting with the University system.
7. A system of ongoing monitoring of student's progress should be instituted so that problems can be identified and an active role taken in counseling and helping the student.
8. Special Programs students should be required to take a course in study and survival skills to help orient them to the University and to their roles as students.
9. Programs of remedial instruction should be offered in basic skill areas and students should be encouraged to take the time necessary to develop competence in the skill areas.



10. Services of the Learning Resource Center should be expanded.
11. Firm expectations of student performance should also be established.
12. Special Programs students should be encouraged to attend New Student Orientation in the summer. A special, perhaps extended program of orientation should be offered to meet their needs and to prepare them for college. Extra financial support should be provided to underwrite the cost.
13. A new, full-time staff member should be hired to coordinate orientation, the monitoring programs and the class.



MINORITY/SPECIAL PROGRAM STUDENTS  
ENROLLMENT PER COLLEGE

	<u>Black</u>	<u>Chicano</u>	<u>Native American</u>	<u>Anglo</u>	<u>Total</u>
Agriculture	2	0	0	0	2
Business	2	1	1	1	5
Education	6	4	3	1	14
Engineering	1	1	0	0	2
Forestry	2	0	2	0	4
General Studies	1	0	3	4	8
Graduate School	4 <sup>a</sup>	3 <sup>b</sup>	1 <sup>c</sup>	0	8
Law	0	0	0	0	0
Letters & Sciences	11	5	4	2	22
Mines	0	0	0	0	0
Non - Matriculation	1	0	0	0	1
TOTAL	<u>30</u>	<u>14</u>	<u>14</u>	<u>8</u>	<u>66</u>

<sup>a</sup>Three in Education, One in Political Science

<sup>b</sup>One in Business, Two in Education

<sup>c</sup>One in Business

Figure B-1



MINORITY/SPECIAL PROGRAM STUDENTS

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<u>Anglo</u>	5	3	8
<u>Black</u>	8	22	30
<u>Chicano</u>	3	11	14
<u>Native American</u>	7	7	14
	<u>23</u>	<u>43</u>	<u>66*</u>

\*Total Minority/Special Program students



SPECIAL PROGRAMS STUDENTS BY CLASS AS OF SEPTEMBER 1973

	<u>Black</u>	<u>Chicano</u>	<u>Native American</u>	<u>Anglo</u>	<u>Total</u>
<u>Freshman</u>	7	3	6	5	21
<u>Sophomore</u>	9	4	3	1	17
<u>Junior</u>	6	2	3	1	12
<u>Senior</u>	2	2	1	1	6
<u>Graduate/Law</u>	4	3	1	0	8
<u>Non-matric</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
TOTAL	30	14	14	8	66

Figure B-3



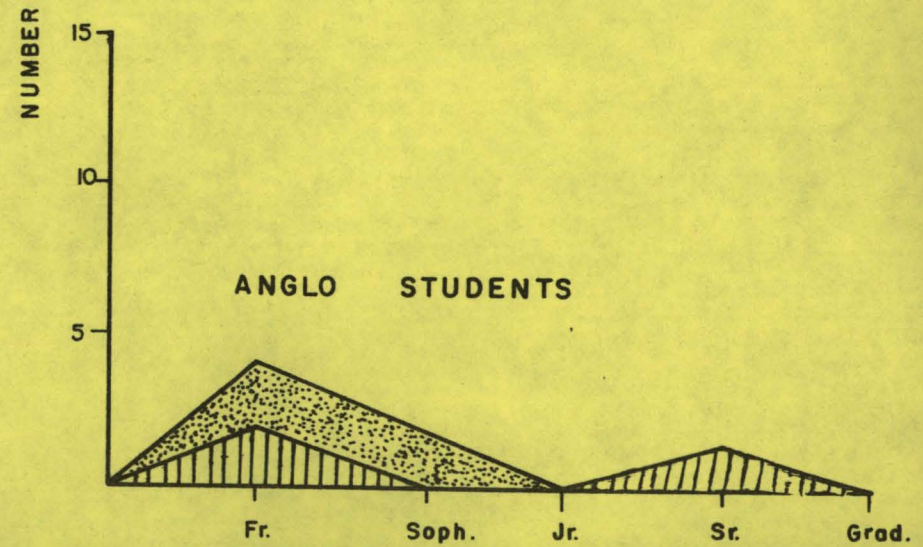
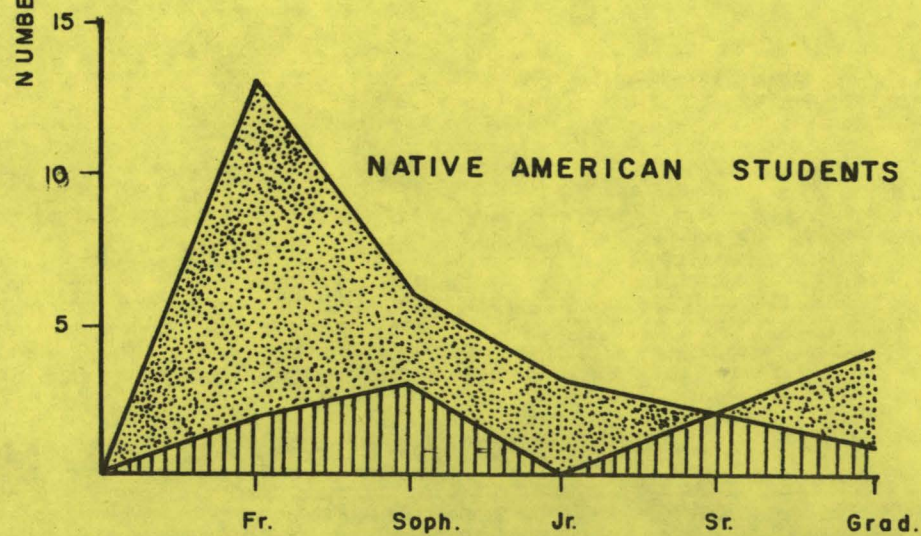
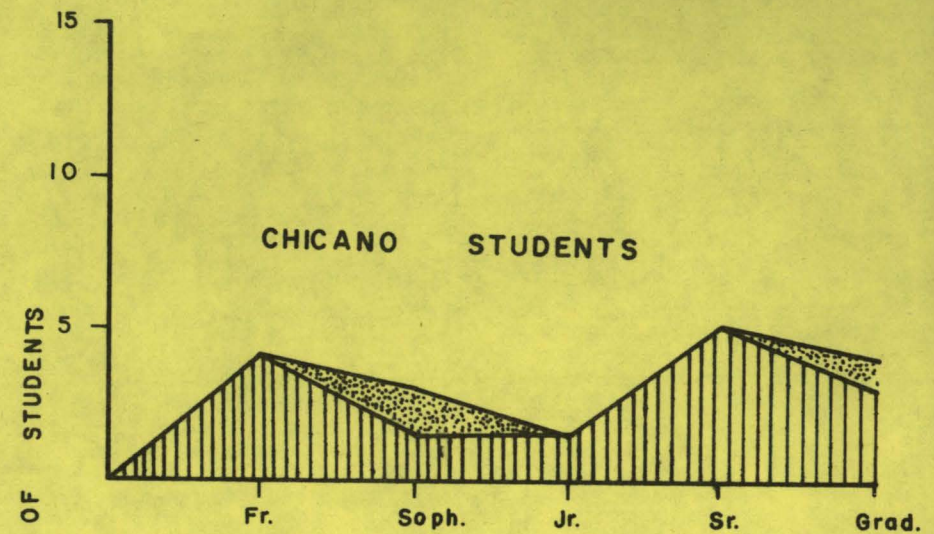
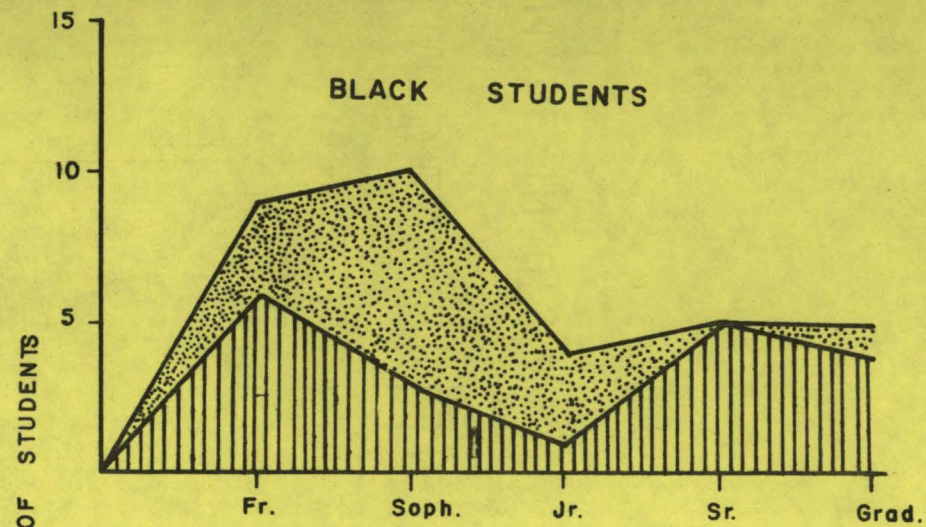
DISPOSITION OF ENROLLMENT OF MINORITY/SPECIAL PROGRAMS STUDENTS  
FROM SEPTEMBER 1972 - SEPTEMBER 1973

	<u>Total for 1972</u>	<u>Graduated</u>	<u>Withdrawn or Failure</u>	<u>Returning</u>	<u>New</u>	<u>Total as of September 1973</u>
<u>Black</u>	35	5	14	16 (1)	14	30
<u>Chicano</u>	18	6	2	10	4	14
<u>Native American</u>	29	4	19	6 (1)	8	14
<u>Anglo</u>	<u>7</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>8</u>
TOTAL	89	16	37	34 (2)*	32	66

\*( ) Number of students not included in total who indicate intent to return 2nd semester 73-74.

Figure B-4





PATTERNED AREAS = MINORITY/S.P. STUDENTS ENROLLED 72-73

▨ = STUDENTS DROPPED OR FAILED

▤ = STUDENTS GRADUATED OR RETURNING

Figure B-5



# RETENTION PROFILES

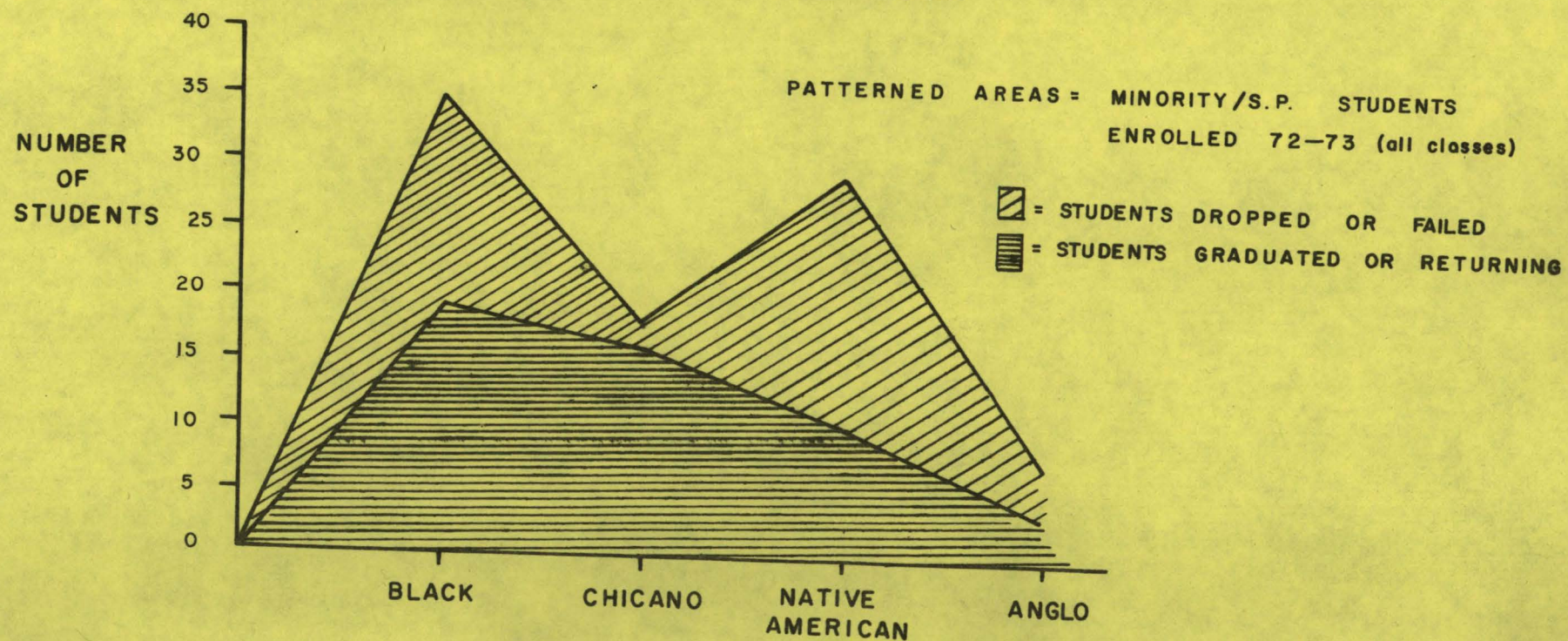
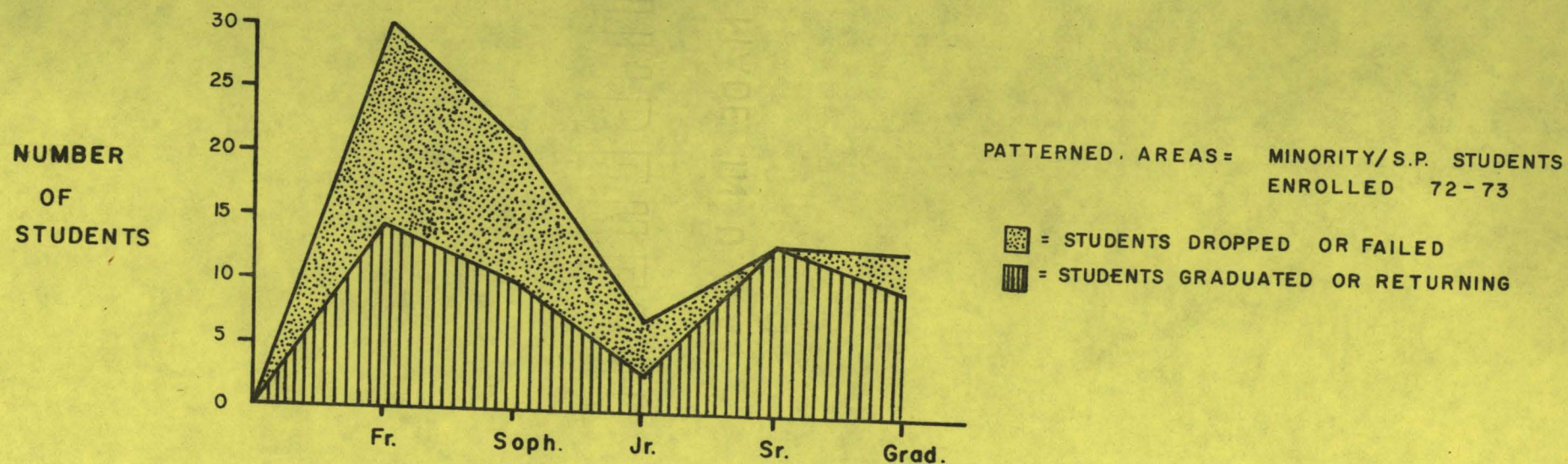
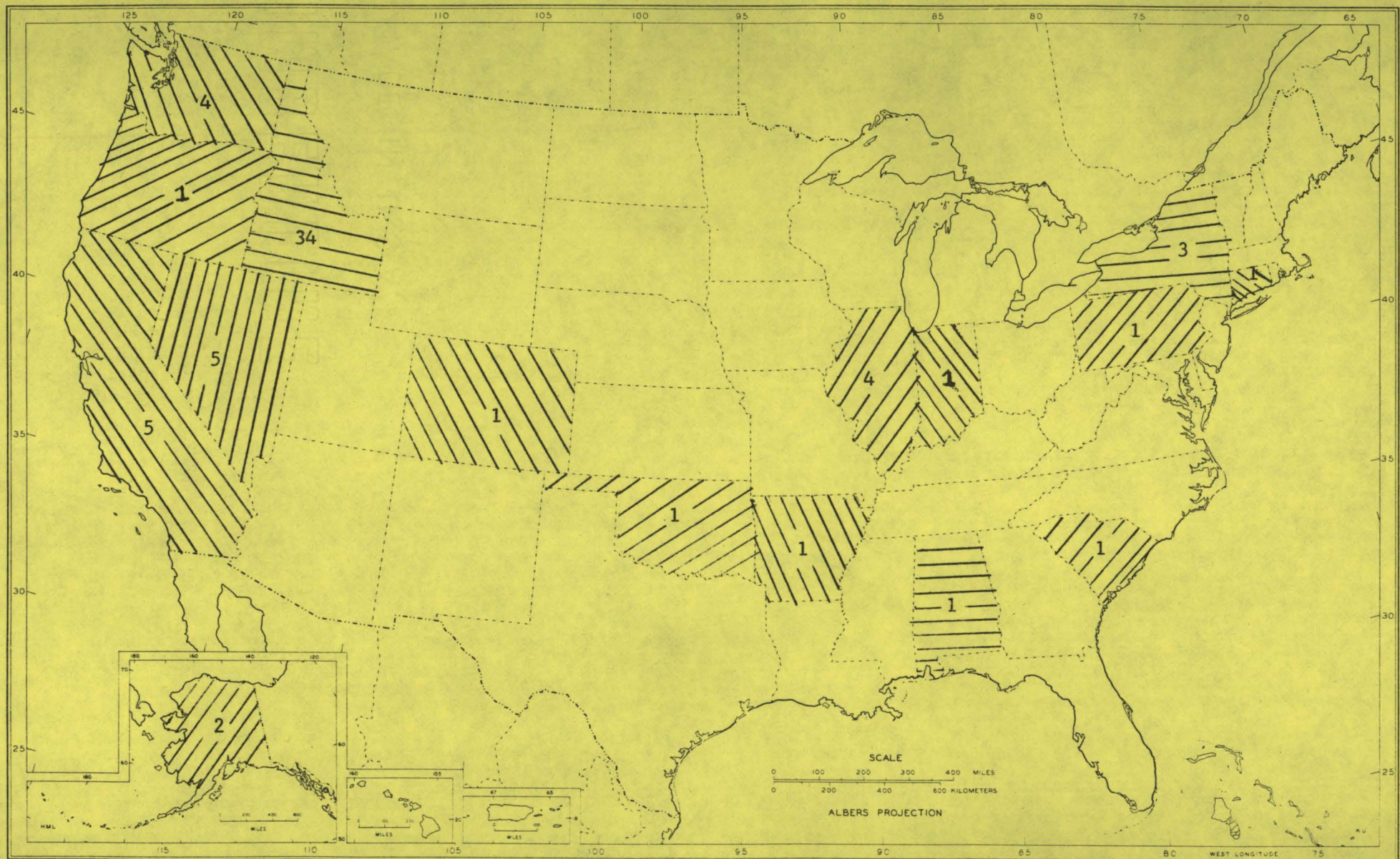


Figure B-6



STATE OF RESIDENCE OF  
MINORITY/SPECIAL PROGRAMS STUDENTS

1973 - 74



Total Students = 66

Figure B-7



## Financial Aids

Financial Aids for Minority/Special Programs students derive from a number of sources. The basic forms of aid and award requirements are described below:

### FEDERAL SOURCES

1. Basic Opportunity Grants (B.E.O.G.) are grants awarded to students attending post secondary schools. The award is determined on the basis of need factors and the cost of attending school, and the amount is determined by the government and is awarded directly to the student. Aid is currently limited to "first time-full time students" and maximum awards have been under \$400. However, B.O.G.'s are intended to become the basis of financial aid in the future where they will underwrite up to one half the cost of attendance at institutions offering post secondary education.
2. Supplementary Educational Opportunity Grants (S.E.O.G.) Because the B.O.G. program was not fully funded for 73-74, the S.E.O.G. program was refunded. These grants are targeted at undergraduate students with the highest need; they are renewable and the amount of award must be matched from some other source. THIS YEAR THE UNIVERSITY RECEIVED ONLY 59% OF ITS REQUEST FOR S.E.O.G. FUNDS.
3. College Work Study (C.W.S.) The federal government awards the University funds which are distributed to students on wage/maximum earnings basis. In other words, a student receives an award as part of his aid package and then works at the University to earn his award in the form of hourly wages. C.W.S. awards are based on need and are renewable. THIS YEAR THE UNIVERSITY RECEIVED ONLY 59% OF ITS REQUEST FOR C.W.S. FUNDS.
4. National Direct Student Loans (N.D.S.L.) These are loan funds, which are allocated to the University and then awarded to the student. Pay back is directly to the University. Award is based on need and is renewable. No interest accrues on the loan and no repayments are required until after student discontinues education and/or military or government service. Then, interest rate is 3% with 10% plus interest to

be paid back each year. THIS YEAR THE UNIVERSITY RECEIVED 98% OF ITS REQUEST FOR N.D.S.L. FUNDS.

5. B.I.A. Grants and Loans These grants are awarded to Native American students who are 1/4 blood of a recognized tribe. Award is also based partly on need and is renewable. Award decisions are made by Agency Education Specialist.
6. Others include R.O.T.C. assistance, Vocational Rehabilitation, G.I. and Veterans Benefits.

NOTE: Amounts and guidelines for the distribution of federal funds change yearly.

### UNIVERSITY SOURCES

1. Room Waivers This is a waiver of \$150 per year applied to the cost of a room in the University Residence Halls. Award is based on need and is renewable for four years or as long as the student lives in the residence system.
2. Student Committee on Equality in Education (S.C.E.E.) Total of \$2,500 a year in profits from Bookstore are allocated for scholarships to "minority students of ability". These are usually granted in amounts of \$250-\$450 per student per year. The award is based on need and may be renewed.
3. Leadership Grants (A.S.U.I.) \$22,500 per year of Bookstore profits are allocated to entering students who have shown leadership or ability in drama, journalism, music, debate, etc.; some special consideration is given to minority students. The average award is \$300 and is not renewable.
4. Scholarships and Grants Awarded in amounts and manner determined by donor; a few are available to minority students.
5. Assistantships/Internships These stipends are awarded by graduate departments.
6. Short Term Loans These are awarded by the Student Financial Aids Office to cover emergency expenses. Interest rates are low and pay back requirements are liberal.



7. Athletic Scholarships These funds are derived from state and University resources and under the control of the Athletic Department.

#### STATE

1. Out of State Tuition Waivers This waiver is equal to amount of out-of-state tuition per semester and is awarded to "deserving and/or disadvantaged students". Total is limited to 1% of student F.T.E. enrollment. The award is based on need and is renewable.
2. Mines Waivers This is a waiver of out-of-state tuition for students majoring in College of Mines.

#### TRIBE

1. Tribal Scholarships These awards are granted by some tribes to enrolled members who are pursuing higher education. They are administered under tribal directive, and the awards are renewable.

Figure C-1 analyzes the percentage of received by Minority/Special Programs students. The Federal Sources contributed 43% of the total received but this figure excludes both B.O.G. grants for which figures are unavailable and B.I.A. grants which are included elsewhere on the graph. University and state sources are all those mentioned above including an estimated award of \$2,400 for students receiving athletic scholarships. No exact figures were available as to the total amount of aid received by minority student athletes.

From this graph it is easy to see that the major contributor of aid to Special Programs students is directly or indirectly Federal Government. This is according to an agreement with the Financial Aids Office that Special Programs students will receive priority consideration in the distribution of federal financial aid. However, 20% of the aid derives from Native American sources and is used to support 21% of the students, thus indicating that Native American students are essentially self-supporting and do not receive proportional amounts of other assistance. This is especially discouraging because both the Financial Aids Office and this Office have tried to equalize the distribution of aid to Native American students.



Figure C-2 analyzes the total amount of aid from select sources which was distributed to Minority/Special Programs students as of September, 1973. Thirty students are currently receiving N.D.S. loans and 25 are receiving S.E.O.G. awards. However, this chart also indicates that the bulk of University aid is distributed to 10 students in the form of Athletic Scholarships.

Figure C-3 and C-4 analyze aid from federal sources in terms of the percentage distributed to Special Programs students. For example, this year Special Program students comprised 14% of the students receiving S.E.O.G. awards but they received 17% of the total aid awarded.

This information is graphically illustrated in Figure C-4 where the percentages are compared with similar figures for last year. From this graph it is obvious that the percentage of S.E.O.G. and C.W.S. money awarded to Special Programs students declined this year, while the percentage of N.D.S.L. awards increased. This is due primarily to the fact that the University's appropriations in these areas were cut by 41% while the University received almost full funding of its N.D.S.L. request. This necessitated an overall decrease in S.E.O.G. and C.W.S. awards and an overall increase in loans.

### Conclusions and Suggestions

1. The best financial aid packages are those that are well diversified and draw upon a variety of funding sources. While the University is close to achieving this idea for Black, Chicano, and Anglo students, aid for Native American students comes primarily from Bureau and Tribal sources.
2. Awards to athletes (Athletic Scholarships) comprise a major portion (45%) of the aid from University sources.
3. Cuts in the amount of federal assistance allocated to the University dramatically affect Special Programs students because the effect has been to dramatically increase the amount of money a student must borrow and eventually repay. Loans should comprise an integral part of a financial aid package, but the total amount borrowed in a student's undergraduate years should not itself become an obstacle to his education and his future. Unless the appropriations picture improves in the near future, some Special Programs students are in danger of over-borrowing.
4. Grants should form the foundation of an aid package as in most cases they still do. Also, because Special Programs students often have no family resources on which to draw for financial support, they should receive a disproportionately high percentage of aid awarded, especially in terms of grant awards.
5. Additional sources of University or state aid should be developed and targeted for the support of ethnic and/or disadvantaged students.



# SOURCES OF FINANCIAL AID RECEIVED BY S.P. STUDENTS

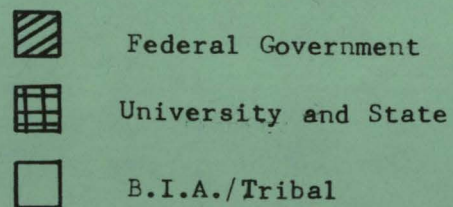
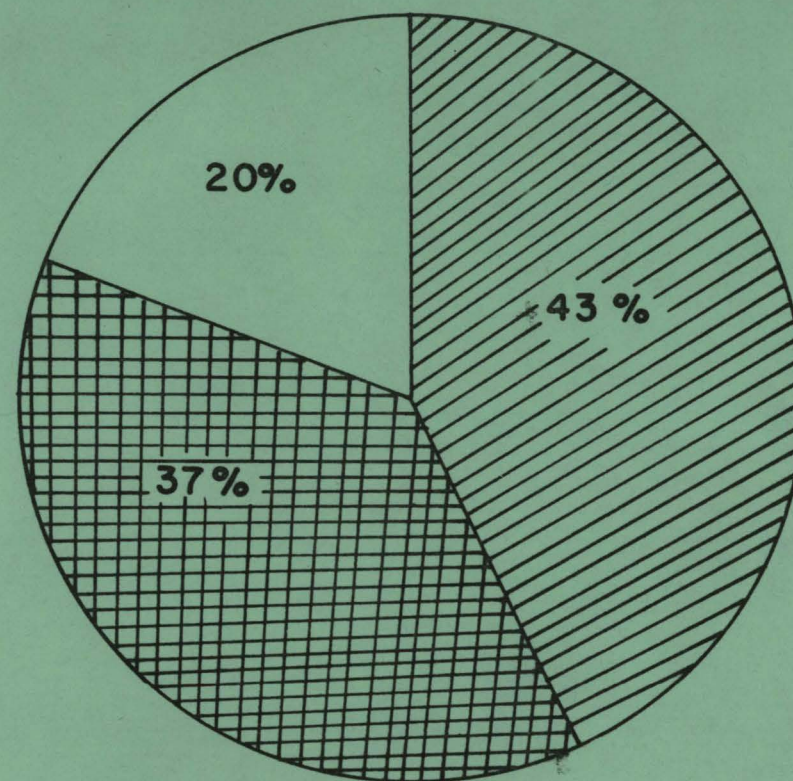


Figure C-1



FINANCIAL AID DISTRIBUTION AS OF SEPTEMBER 1973

<u>Type of Aid</u>	<u>No. of Students Assisted</u>	<u>Total Amount</u>	<u>Range</u>	<u>Average Amount</u>
National Direct Student Loans (NDSL)	30	\$24,880	\$300 - 1,380	\$ 830
Supplemental Educational Opportunity Grants (SEOG)	25	\$16,650	\$350 - 750	\$ 670
Bureau of Indian Affairs: Education Grants (BIA)	13	\$15,561	\$350 - 3,000	\$1,200
Out-of-State Tuition Waivers	15	\$12,600	\$450/ sem.	\$450/ sem.
College Work Study (CWS)	18	\$ 6,170	\$250 - 510	\$ 345
Room Waivers	21	\$ 3,150	\$150/ year	\$150/ year
Student Committee for Equality in Education (SCEE)	6	\$ 1,600	\$150 - 300	\$ 270
Athletic Scholarships	10	\$23,900	approx. \$2,400	--

Figure C-2



FEDERAL FINANCIAL AID  
Comparison of Special Programs  
Awards to Total Awards  
First Semester 1973 - 74

	<u>Total No. of Students Receiving Aid</u>	<u>Total S.P.'s Receiving Aid</u>	<u>%</u>	<u>Total Aid Awarded</u>	<u>Total Received by S.P. Students</u>	<u>%</u>
<u>S.E.O.G.</u>	179	25	14%	\$100,000	\$16,650	17%
<u>N.D.S.L.</u>	588	30	5%	\$490,000	\$24,880	5%
<u>C.W.S.</u>	204	18	9%	\$100,850	\$ 6,170	6%

Figure C-3



# COMPARISON OF FEDERAL FINANCIAL AID RECEIVED BY S.P. STUDENTS

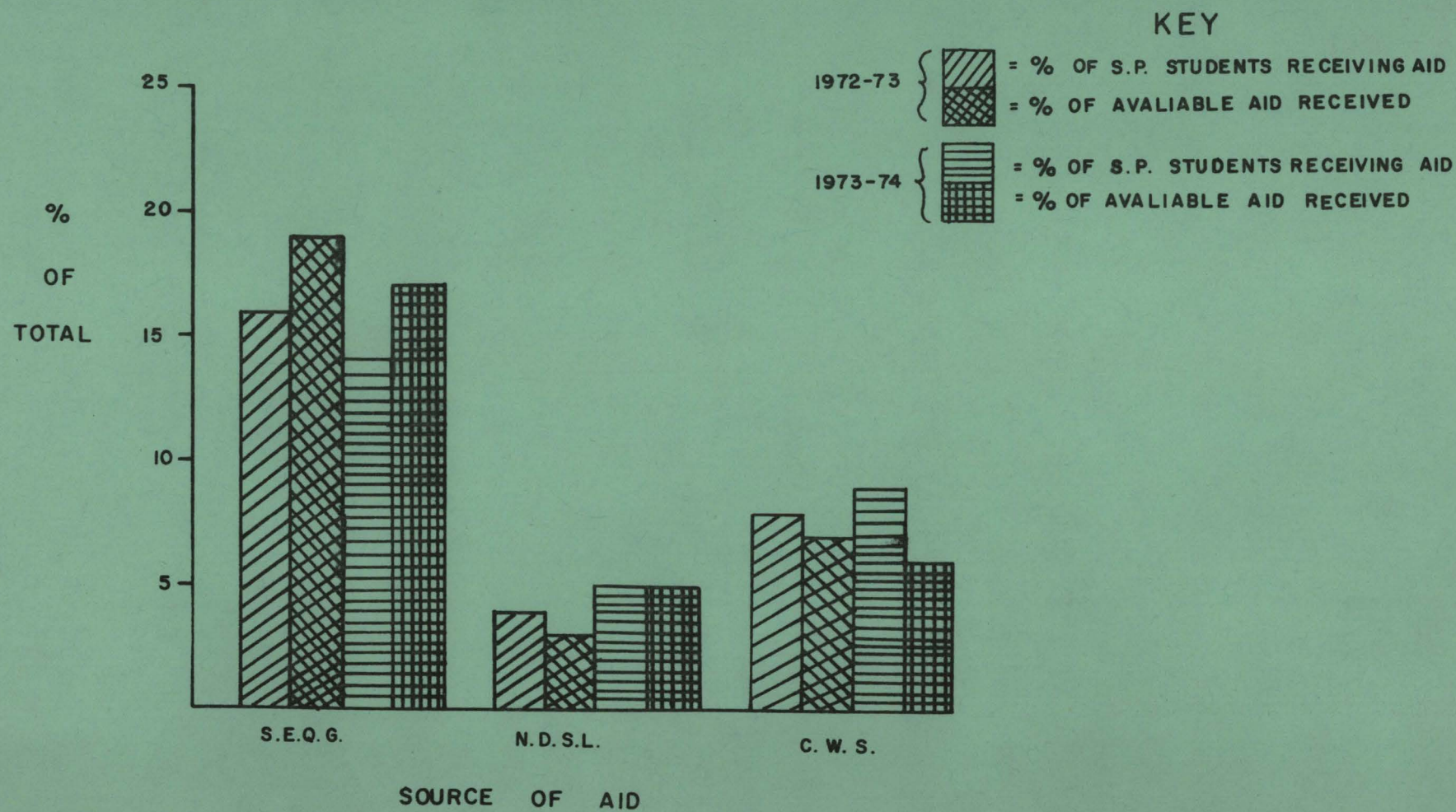


Figure C-4