

The Status of Minorities and Women In Colorado's Higher Education Institutions

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Executive Summary

This November, voters in Colorado will consider Amendment 46, a ballot initiative that proposes to amend the state constitution to ban government-sponsored race and gender preferences in the state. Specifically, the amendment says: “the state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”¹ This amendment would prohibit all public institutions of higher education in Colorado from administering any programs or policies that typically fall under the umbrella of “affirmative action.”

Identical anti-affirmative action initiatives were passed in California in 1996 (Proposition 209), Washington in 1998 (Initiative 200), and, most recently, in Michigan in 2006 (Proposition 2). Many institutions of higher education in these states have altered their policies and practices to comply with these new laws, and doing so has affected the diversity of their student bodies and workforces. Research points to two main areas where the initiatives have had the greatest impact: student enrollment, including enrollment in specific programs, and faculty hiring. The purpose of this report is to assess the state of Colorado’s public higher education system in each of these areas. When appropriate and available, data from California and Washington are presented to facilitate comparisons of enrollment and hiring patterns. All data presented in this report are publicly available.

In the research, key findings emerged in the areas of recent progress, need for greater progress, and potential impact on progress.

Recent Progress

- Women are making significant progress in Colorado’s public higher education system. They enroll in undergraduate education at higher rates than men (55%) and graduate with a higher percentage of degrees (63% of Associates and 55% of Bachelors). The difference is even more pronounced within specific underrepresented minority (URM) student populations.¹
- In general, enrollment in community colleges and four-year state colleges has kept pace with Colorado’s demographic shifts. About 24% of community college students in 2007 were underrepresented minorities, very close to the 25% of high school graduates who also were URMs. Three of the five state colleges had percentages of underrepresented minorities near 25% or above.
- The University of Colorado system has slowly increased the percentage of underrepresented minorities in its undergraduate programs over the last seven years, from 10% to 12%. Since 2001, the percentage of annual URM faculty hires also has increased, from 2% to 8%.
- Overall, the proportion of URM students in graduate programs has grown slightly. This growth also occurred in California and Washington, though both states experienced a significant dip in URM graduate student enrollment following the enactment of their ballot initiatives.

Need for Greater Progress

- In general, enrollment at Colorado’s four-year research universities has not kept pace with demographic shifts in the state.² Seven percent fewer URM students enroll in these universities than graduate from high school.³ The University of California system had a larger gap between URM student enrollment and high school graduates, which widened further after the passage of Prop 209. The Cal system’s gap grew from 20% prior to passage to 24% immediately following the passage of Prop 209. The gap has not closed in the 10 years since; in 2006, the gap was still 24%.
- The percentage of underrepresented minority students who comprise graduating classes in eighth grade, 12th grade, community- and four-year colleges and graduate schools declines at virtually each stage. The opposite is true for white students.
- While faculty diversity continues to increase, Colorado’s institutions of higher education don’t yet reflect the state’s demographic composition. About 41% of the faculty are white men and 35% are white women. Only 3% are men from underrepresented minorities and 4% are minority women.⁴

Potential Impact on Progress

- If Colorado’s research universities follow a path similar to California and Washington, the gap between the percentage of URM students enrolling in their institutions and the percentage graduating from high school is likely to grow with passage of Amendment 46. The progress occurring in some of these institutions could possibly be reversed.

¹ In Colorado’s system of higher education, members of underrepresented minority (URM) groups include Blacks, Hispanics/Latinos, and American Indians/Alaskan Natives. This means that their presence on campus is disproportionately less than their percentage of the overall population in Colorado. Asians or Pacific Islanders are not included in URM counts because they are generally overrepresented among higher education students and faculty.

² University of Colorado, Colorado State University, University of Northern Colorado, and Colorado School of Mines.

³ These data apply only to freshmen who enroll immediately after graduation from high school

⁴ 12% of faculty are non-resident aliens or have an unknown race or ethnicity.

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I. Introduction

This November, voters in Colorado will consider Amendment 46, a ballot initiative that proposes to amend the state constitution to ban government-sponsored race and gender preferences in the state. Specifically, the amendment says: “the state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”² This study looks specifically at the potential impact of Amendment 46 on higher education. It would prohibit all public institutions of higher education in Colorado from administering any programs or policies that typically fall under the umbrella of “affirmative action.”

Identical anti-affirmative action initiatives were passed in California in 1996 (Proposition 209), Washington in 1998 (Initiative 200), and, most recently, in Michigan in 2006 (Proposition 2). Many higher education institutions in these states have altered their policies and practices in order to comply with the law, and doing so has changed the diversity of their student bodies and workforces. These initiatives have changed higher education in areas including admissions, recruitment, hiring, and financial aid policies. Research points to two main areas where the initiatives have had the greatest impact: student enrollment, including enrollment in specific programs, and faculty hiring. The purpose of this report is to assess the state of Colorado’s public higher education system in each of these areas. When appropriate and available, data from California and Washington will be presented to facilitate comparisons of enrollment and hiring patterns.

Data Sources

All data presented in this report are publicly available and non-confidential. Student and faculty data were gathered via the Integrated Postsecondary Education Data Set (IPEDS), which includes data through 2006, and from individual state departments of education. Colorado demographic data are available through the U.S. Census Bureau. We make every attempt to include as much data as available and relevant. In some cases, data are available only in alternating years, or at irregular intervals.

In addition, in some cases, racial and ethnic categories differ across data sources; in such cases we match those categories that are most similar (for example, we consider American Indians under the Native American/Alaskan Native category; we also consider Hispanic and Latino under the same category, “Hispanic”). Although similar initiatives have passed in three states, we rely on California for many of our comparisons. This is due to both researcher time constraints and the availability of data at the time of this report’s writing.

Defining “Underrepresented Minority Groups”

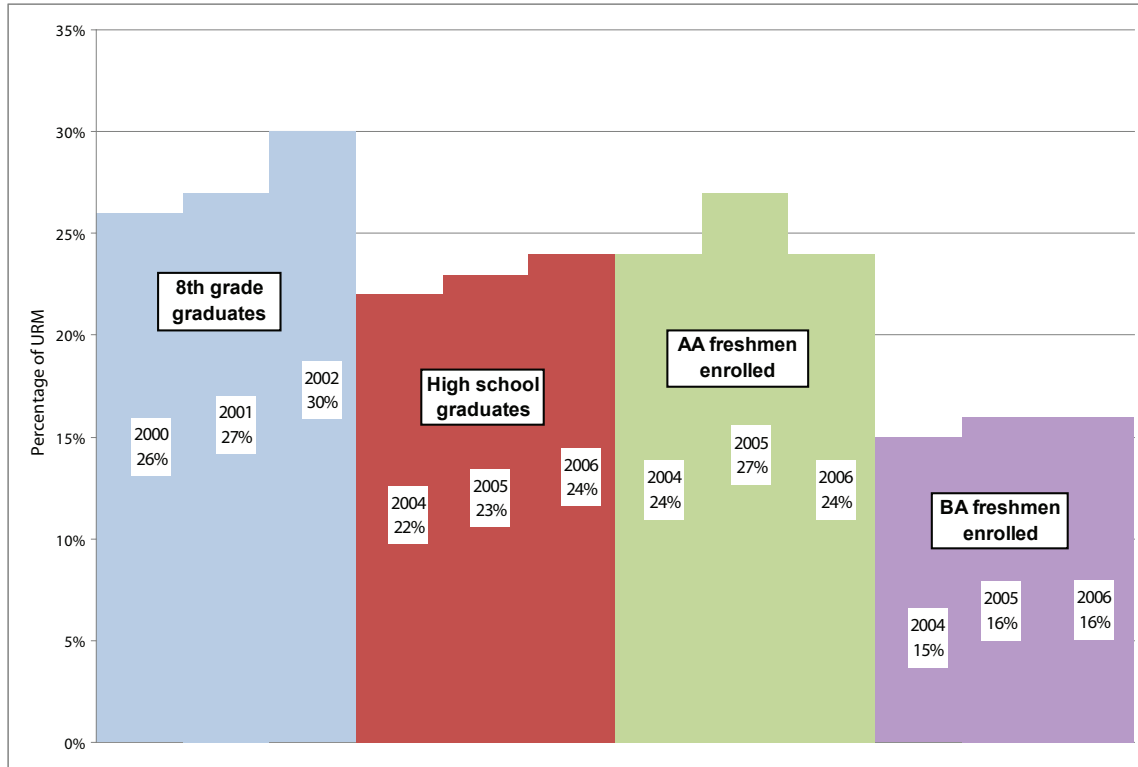
In Colorado’s higher education system, members of underrepresented minority (URM) groups include Blacks, Hispanics/Latinos, and American Indians/Alaskan Natives. The percentage of these students on campus is less than their percentage of the overall population in Colorado. Asians or Pacific Islanders are not included in URM counts because they are generally overrepresented among higher education students and faculty. Because the programs and policies likely to be affected by Amendment 46 are those targeting URM students, we consider these students as a unified group throughout the report. In some areas, women or men are underrepresented as compared to their overall proportion in the population. When appropriate, we examine gender data as well.

The Higher Education Pipeline

In this report, we focus on demographic data for four specific groups of people: high school students, undergraduate students, graduate and professional school students, and university faculty. In doing so, we are assessing what we refer to as the “education pipeline.” Opportunities at one level lead to opportunities at the next. For example, the greater opportunity a high school graduate has to attain an undergraduate degree, the greater their opportunity to go on to attend graduate or professional school. These graduate and professional schools then feed the national pool of potential faculty members. Likewise, a loss of opportunity at a prior level often results in further losses of opportunity along the chain.

A visual overview of Colorado's education pipeline appears below. The pipeline picture is split into two sections: eighth grade students through freshmen enrolled in college (Figure 1a), and then students obtaining college degrees through faculty members (Figure 1b)

Figure 1a. Colorado higher education pipeline, 8th grade graduates through enrolled college freshmen: percentage of underrepresented minorities, 2000-2007⁵

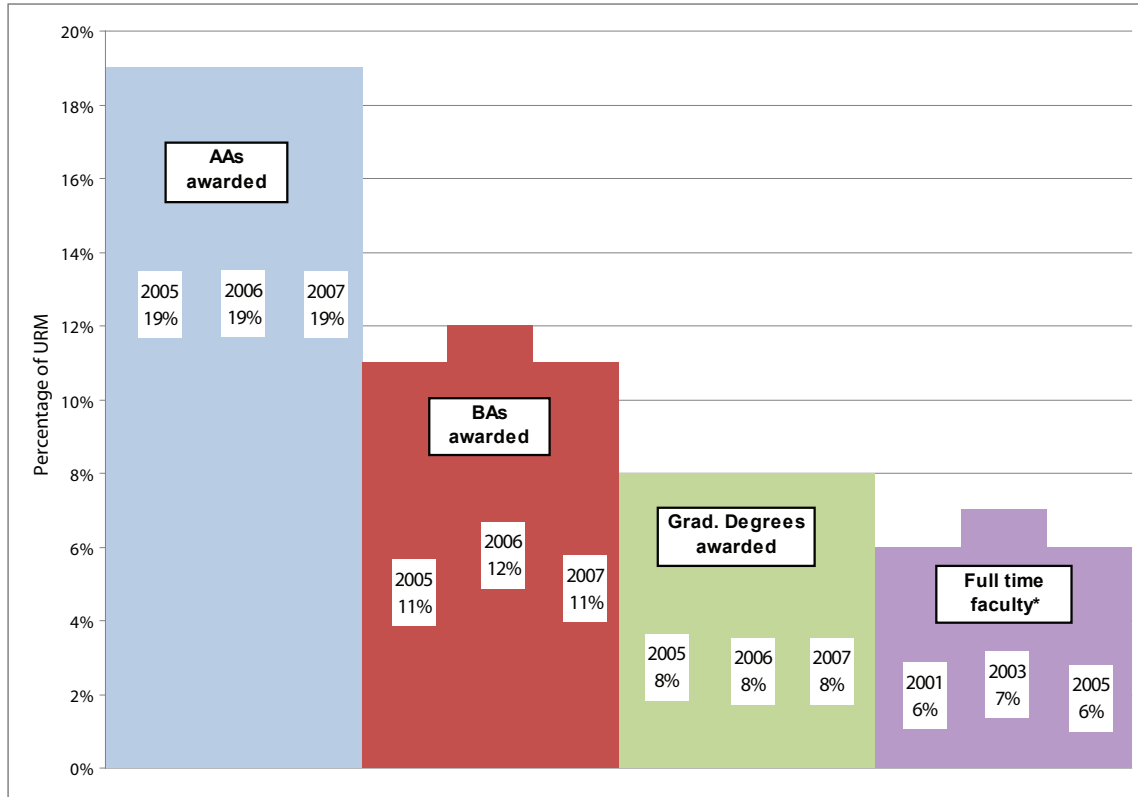


The figure above illustrates the trends in the percentage of underrepresented minority groups graduating from eighth grade to those graduating from high school, and then to college freshmen enrolled in programs leading to an associate's degree (AA), and finally to freshmen enrolled in programs leading to a bachelor's degree (BA). The steady downward trend from eighth grade to BA enrollment is interrupted by AA freshmen enrollment: the percentage of URM students enrolling in AA programs is equal to or greater than the percentage of URM high school graduates in all three years shown. The most dramatic drop off is in the percentage of BA freshmen enrollees who are URM students. For example, in 2006, although 24% of all high school graduates were underrepresented minority groups only 16% of all freshmen enrolled in BA programs were URM.

⁵ Data presented are for earliest available eighth-grade students (2000) and most recent undergraduate and graduate students (2007). As a result, the cohorts with degrees in '07 are not those that appear in the middle-high school student groups. Multiple years are presented for 8th grade, high school, and freshmen in order to control for differences among cohorts. We are aware that not all college-going is captured by rates of freshmen enrollees; however, data and space limitations require us to present a single measure.

Figure 1b shows the trends as students continue past the freshman year of college, into graduate school and on to faculty positions.

Figure 1b. Colorado higher education pipeline, college graduates through faculty: percentage of underrepresented minorities, 2000-2007

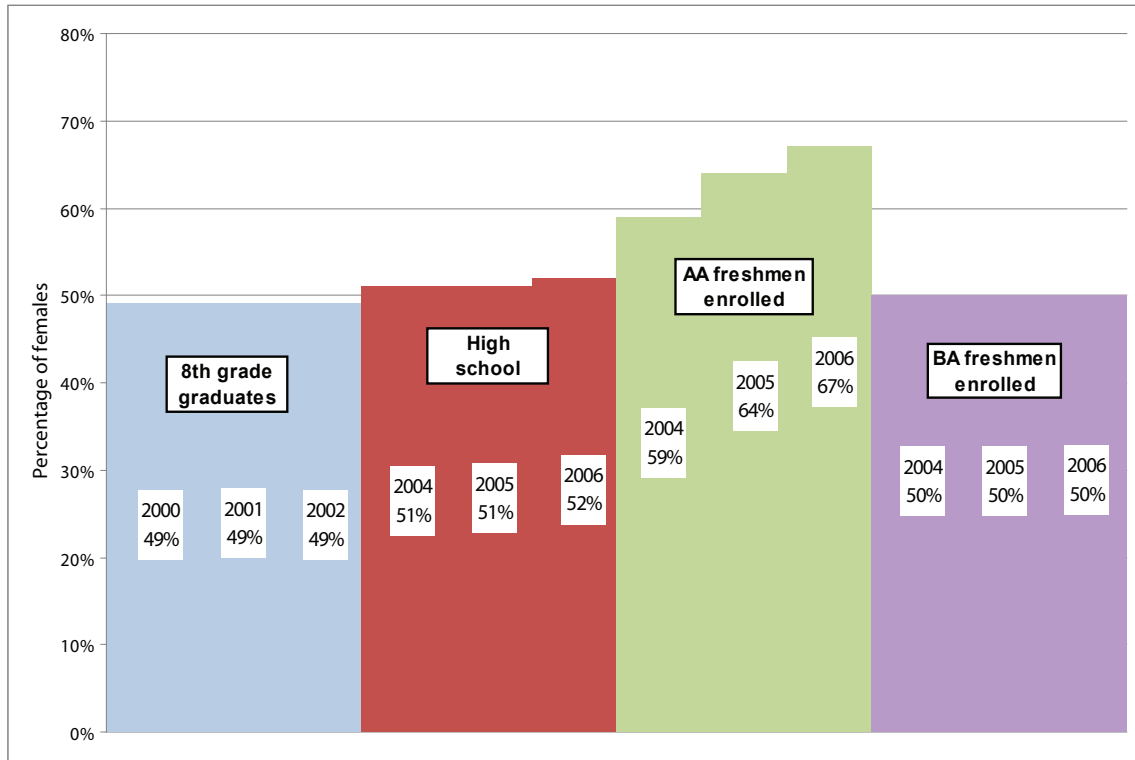


*IPEDS faculty reporting is only required in odd-numbered years; all other years are optional. Therefore, we include data for the most recent required reporting years.

Students from underrepresented minority groups received 19% of all associate's degrees awarded from 2005 to 2007, a drop from the percentage of URM AA freshmen enrollees. A similar decline takes place for URM students enrolling in and graduating from bachelor's programs. By the far end of the pipeline – graduate degree achievement and full-time faculty positions – the percentage of underrepresented minority groups dips to single digits.

The higher education pipeline, when examined by gender reveals different but equally interesting trends (see Figures 2a and 2b).

Figure 2a. Colorado higher education pipeline, 8th grade graduates through enrolled college freshmen: percentage of females, 2000-2006*

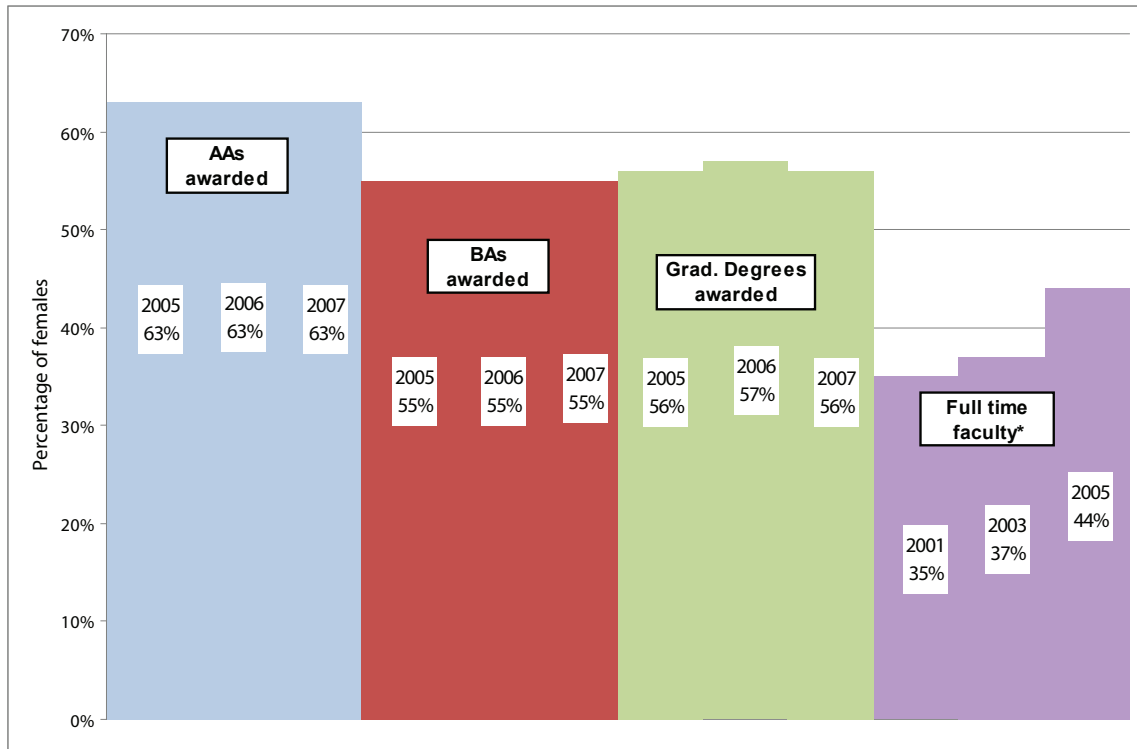


Data presented are for earliest available eighth-grade students (2000) and most recent undergraduate and graduate students (2007).

Females made up 49% of Colorado's graduating eighth-grade class in 2000 and 51% of high school graduates four years later. In the fall of 2004, 59% of freshmen enrolled in associate's degree programs were female: note how this percentage jumped to 67% in 2006. Of students enrolled in bachelor's degree programs, however, females held steady between 2004 and 2006 at 50%, just slightly less than the percentage of female high school graduates.

Below, Figure 2b illustrates the trends for females after enrolling in college. Females comprised a higher proportion of students receiving both associate's and bachelor's degrees between 2004 and 2006.

Figure 2b. Colorado higher education pipeline, college graduates through faculty: percentage of females, 2000-2007*



Women received 55% and 56% of all bachelor's and graduate degrees awarded in 2007, respectively. This trend reverses when you consider full-time faculty members at Colorado's public institutions, of which just 37% were female in 2003 and 44% were female in 2005 (see footnote above regarding years of available faculty data).

Overall Diversity in Colorado

Before examining the potential impact of Amendment 46 on higher education, it is important to first understand the racial and ethnic composition of Colorado as a whole. According to the U.S. Census Bureau, in 2006, white non-Hispanic persons made up 71% of the state's population. Persons of Hispanic or Latino origin comprised the largest minority group, at 19%. Blacks comprised 4%, Asians or Pacific Islanders made up 3%, and American Indians or Alaskan Natives were just 1% of the total population. See Appendix A for this breakdown.

Colorado, along with most of the United States, is experiencing a fairly dramatic demographic shift. Appendix B shows the complete demographic forecast for Colorado through 2035.³ In 2000, the Hispanic population in our state comprised 17.1% of the total population; by 2035, the U.S. Census Bureau predicts that Hispanics will make up 23.4% of Colorado's population. The only group predicted to decrease in its share of Colorado's population by 2035 is whites. Given the large population shift that is likely to occur in our state over the next 20 years, access to higher education by minority groups is an issue that will only increase in salience.

II. Diversity in Student Enrollment

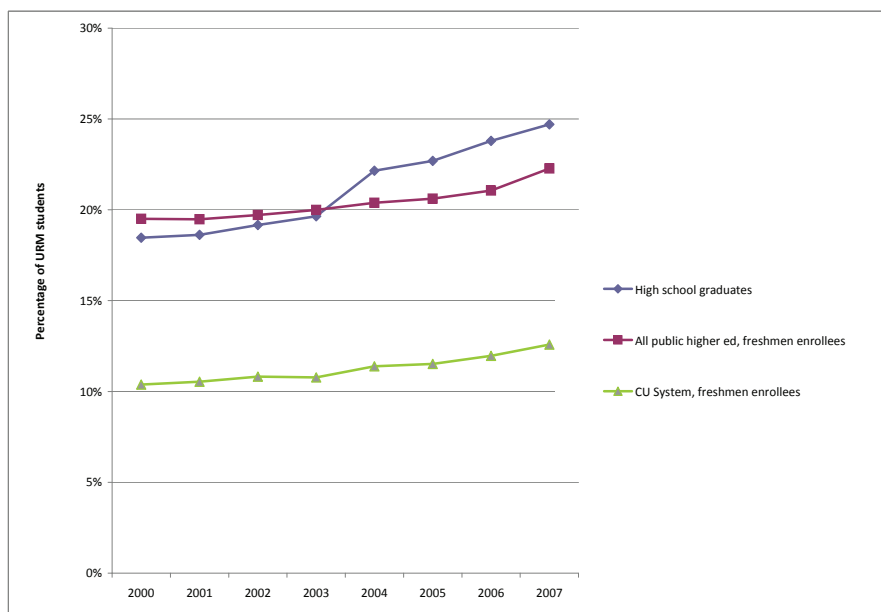
Enrollment by Race/Ethnicity

Colorado, at present, has no state regulations restricting the use of constitutionally acceptable affirmative action programs. Yet, as demonstrated previously, the percentage of students from underrepresented minority (URM) groups diminishes at increasing levels of education, even as their proportion in the general population is rising. In this section, we track the presence of URM students along the higher education pipeline.

High School Students

While this growing gap begins in eighth grade (and perhaps earlier), we begin by examining the disparities between Colorado's high school graduates and students who enroll in college in the same fall. Figure 3 below illustrates these trends over the last seven years.

Figure 3. Underrepresented minorities among Colorado's high school graduates and college freshmen, 2000-2007*



*High school graduation data retrieved from Colorado Department of Education. Higher education data retrieved from Colorado Department of Higher Education. "High school graduates" includes only students who fulfill the traditional high school graduation requirements as determined by their local board of education.

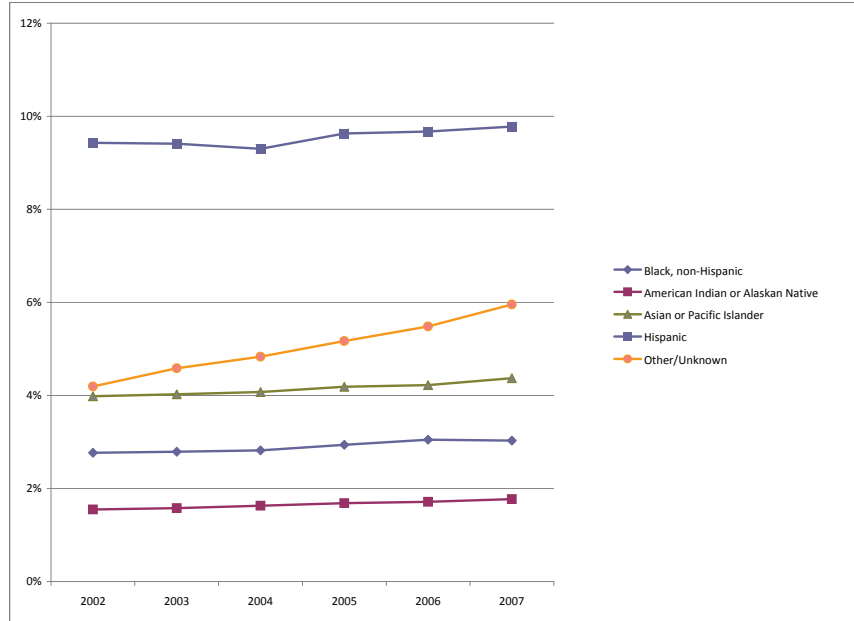
In 2000, the percentage of underrepresented minority groups in the freshmen classes in all public institutions was actually greater than that graduating from Colorado's high schools. However, the percentage of URM high school graduates has increased from 18% to 25% in just seven years. While the proportion of URM high school graduates in Colorado was about 25% in 2007, in the fall of the same year, only 22% of enrolled freshmen at all public institutions in Colorado were URM students. The University of Colorado (CU) system, the largest institution in the state, has made slow but steady progress over the last seven years in increasing the percentage of underrepresented minority students in its incoming freshman class, from about 10% to 12%. Yet a large gap remains. Appendix C lists the proportion of URM freshmen enrollment in all of Colorado's public institutions.

Undergraduate Students

In the fall of 2007, 186,335 students were enrolled in public institutions of higher education in Colorado. Enrollment in these institutions has grown about 3% since 2002. More than 70,000 students enrolled in 13 Colorado community colleges in 2007, comprising nearly 40% of all college enrollees. See Appendix E for a complete breakdown of undergraduate enrollment data by race and gender.

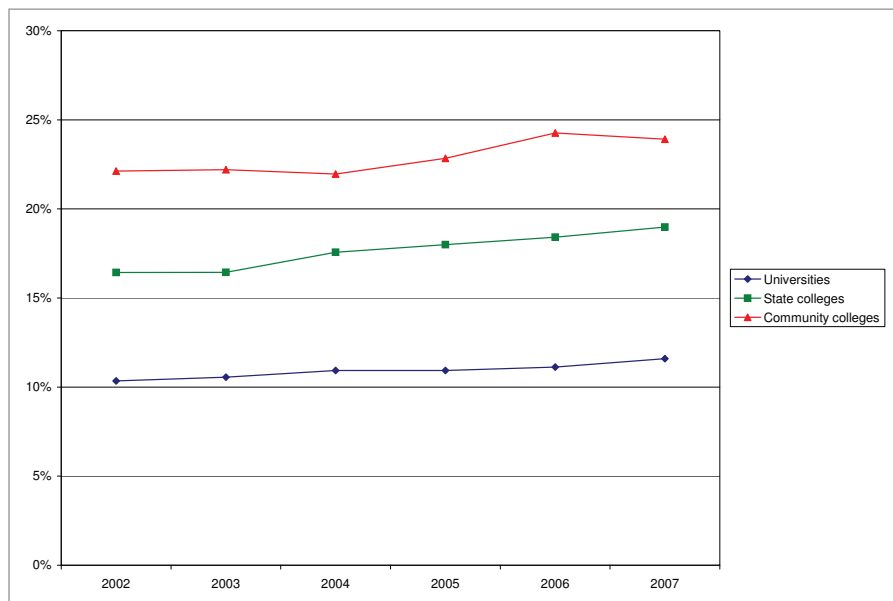
The enrollment of underrepresented minority students in Colorado's public institutions of higher education has remained relatively flat over the last six years, and falls at or below URM representation in the overall population (see Figure 4). For example, Hispanics make up about 12% of all enrolled students today, despite totaling 18% of Colorado's high school graduates.

Figure 4. Enrollment percentages of all minority students in Colorado public higher education institutions, 2002-2007



Aggregating demographic data across all institutions masks other trends in Colorado's public higher education system. One trend is the difference in the enrollment of underrepresented minorities by type of higher education institution. Figure 5 below displays URM enrollment percentages disaggregated by institution type: research universities with graduate schools, four-year state colleges, and community colleges.

Figure 5. Enrollment of underrepresented minorities in Colorado higher education institutions by type, 2002-2007*



* Data gathered from Colorado Department of Higher Education.

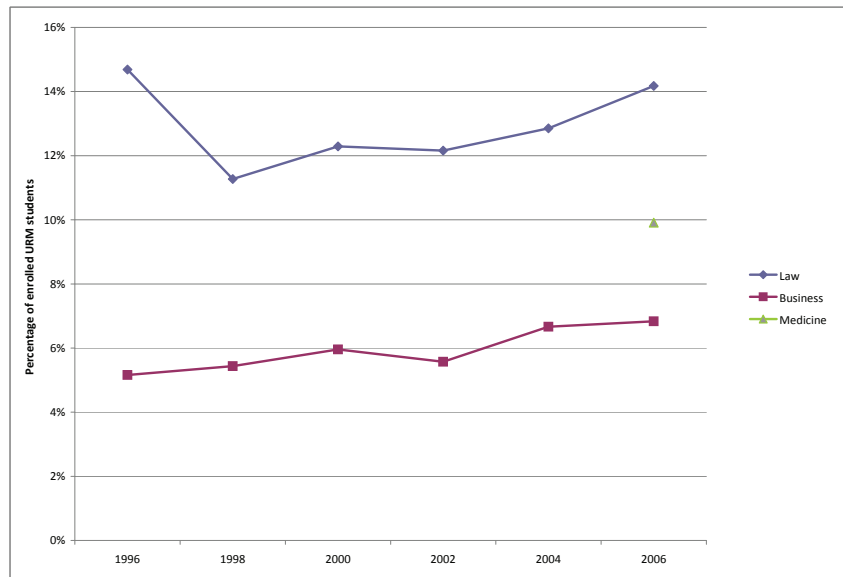
Community colleges in Colorado serve a disproportionately high percentage of students from underrepresented minority groups, compared to other public institutions. About 24% of all enrolled students in community colleges in 2007 were URMs, very close to the 25% of high school graduates. State colleges enrolled about 19% URMs, while Colorado’s research institutions served just 12% URM students in 2007. It should be noted that some campuses within the research system have a much smaller gap between URM high school graduates and URM student enrollment. All three types of institutions are steadily growing the percentage of URM students they serve, but universities demonstrate the slowest growth overall since 2002.

Graduate/Professional Students

By the time students from underrepresented minority groups reach graduate schools in Colorado, their numbers have shrunk even smaller. In 2007, just 8% of all graduate degrees awarded were earned by URM students. Only 4% of all doctoral degrees earned in the state were by URM students. Appendix D shows the breakdown of all graduate degrees in Colorado for 2007, by race, gender, and type of degree.

The enrollment numbers of URMs in graduate and professional schools in Colorado consistently fall below those in undergraduate programs. The University of Colorado (CU) system, the largest public institution in the state, offers three of the largest professional school programs: law, business, and medicine. Figure 6 shows the URM enrollment trends for these programs over the last 10 years.

Figure 6. Enrollment of underrepresented minorities in CU law, business, and medical schools, 1996-2006.*



*Data gathered from IPEDS. Data for CU medical school only available for 2006.

Both the law and business schools display a slow but steady growth in the percentage of enrolled URM students. This growth in the law school comes after a sharp drop after 1996, from about 15% to 11% URM students.⁶ In the business school, where URM enrollment is the lowest, only 7% of enrolled students in 2007 were from underrepresented minority groups.

⁶ This time period introduced a number of variables that may have contributed to this drop: a significant economic expansion (resulting in fewer students, particularly minority students, enrolling in law schools), the *Hopwood* decision in Texas outlawing affirmative action, and Proposition 209 in California (each perhaps contributing to a “chilling effect” – institutions adjusting admissions policies so as to place less emphasis on race-conscious measures, in addition to a drop in applications from URM students).

Enrollment by Gender

The education pipeline by gender is equally important to consider. Differences exist between males and females along this pipeline, and the patterns are quite different from those of underrepresented minority students. Overall, Colorado has been making progress toward closing opportunity gaps for women, which, for the most part, exist at the upper end of the pipeline: graduate and professional school, and faculty.

High School and Undergraduate Students

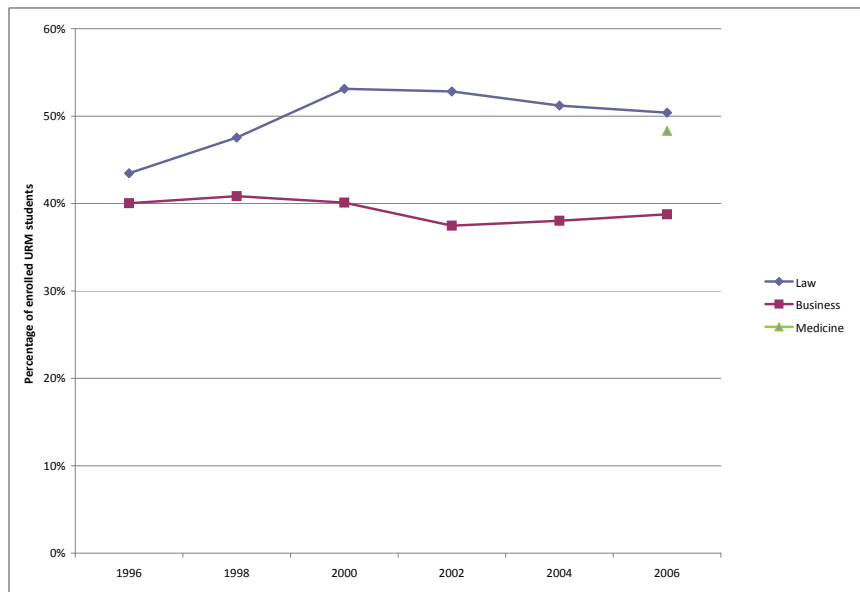
As discussed previously, females overtake males at the early stages of the education pipeline (see Figure 2). Girls represent a lower proportion of Colorado's eighth grade graduates (about 49% between 2000 and 2002), and an increasingly higher proportion of high school graduates four years later (51% between 2004 and 2006). Women also enroll in college at higher rates in the fall following high school graduation; between 2004 and 2006 women made up 55% of freshmen enrollees in all Colorado public institutions. Women significantly outnumber men in the achievement of associate's degrees (63%) and maintain an edge in bachelor's degrees (55%).

Graduate/Professional

The gap between men and women remains in graduate school. In 2007, women earned 56% of all graduate degrees awarded in Colorado. However, this total masks a different trend. While women earn master's and professional degrees at much higher rates than men (64% and 56%, respectively), they trail men by a significant gap in earned doctoral degrees (43%). See Appendix D for a breakdown of these graduate degrees by type.

In the CU system's largest professional schools, the enrollment trends for women are inconsistent. See Figure 7 below for the female enrollment trends at CU's law, business, and medical schools.

Figure 7. Female enrollment in CU law, business, and medical schools, 1996-2006*



*Data gathered from IPEDS. Data for CU medical school only available for 2006.

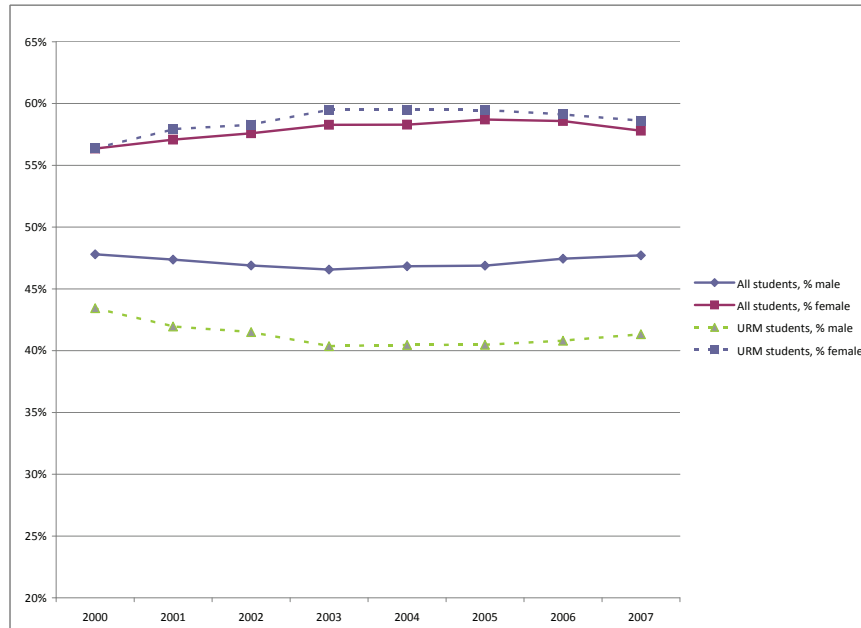
While female enrollment at CU's law school jumped above 50% between 1998 and 2000 and has remained close to 50%, the proportion of women in CU's business school has lingered close to 40% over the last 10 years. In CU's medical school in 2006, the only year for which data are available, women comprised 48% of all enrolled students.

The Race/Gender Intersection

Some of the most interesting data trends occur in the intersection between race and gender. Several trends are examined below, but full race and gender data are available in appendices E and F for Colorado undergraduate enrollment and full-time faculty.

College enrollment by race and gender demonstrates some interesting trends in Colorado. Today, female students outnumber male students overall, by about 10%. This gap has remained fairly consistent over the last eight years. A significantly larger gender gap emerges among underrepresented minority students. Sixty percent of all URM students enrolled in Colorado institutions in 2006 were female. This number has grown since 2000, when females made up about 56% of all URM students. These data are shown in Figure 8 below.

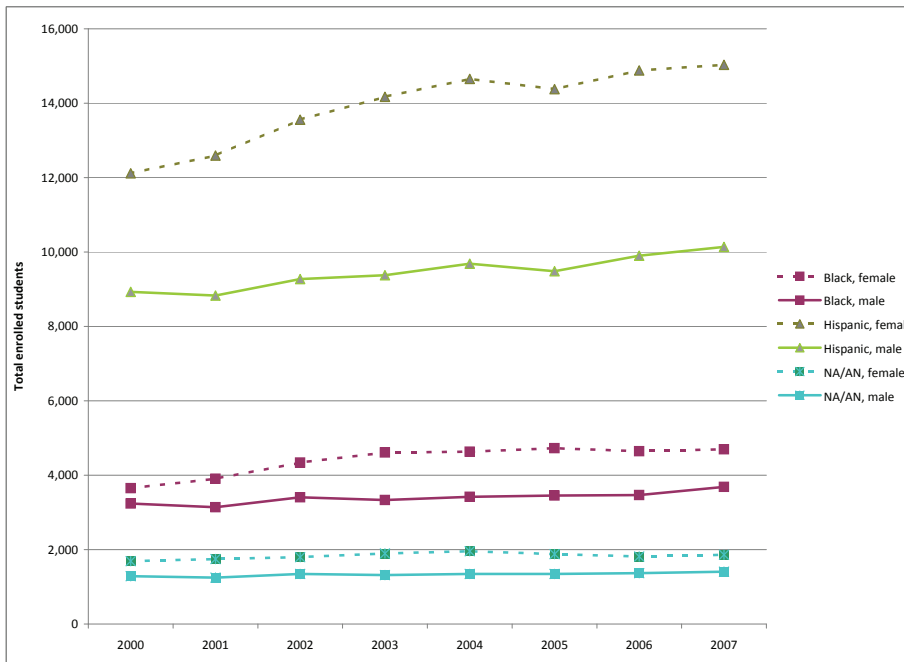
Figure 8. Colorado higher education student enrollment by underrepresented minority status and gender, 2000-2007*



*Data gathered from CDHE.

Breaking these patterns down further, we see a difference within racial and ethnic groups along gender lines. Figure 9 shows the total enrollment numbers by gender for the three underrepresented minority groups: Blacks, Hispanics, and Native American/Alaskan Native (NA/AN).

Figure 9. Colorado higher education student enrollment totals by gender for underrepresented minority groups, 2000-2007*



*Data gathered from CDHE

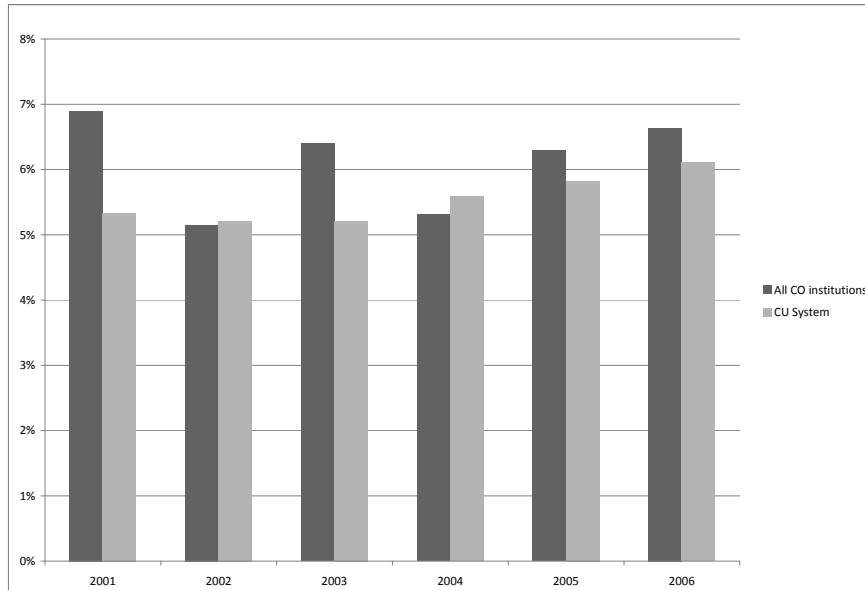
The gap between female and male enrollment is most pronounced, and has grown the most, among Hispanic students. While the number of Hispanic females enrolled in Colorado's institutions has jumped from 12,000 in 2000 to about 15,000 in 2007, the number of Hispanic males has increased by only about 1,000 in seven years.⁷ For Black students, there was almost no gap in 2000; today, Black females outnumber Black males on campus by about 1,000. Among Native American students, the small gap between females and males has remained constant (as has the total enrollment) since 2000.

III. Faculty Hiring

Faculty by Race/Ethnicity

The total percentage of faculty from underrepresented minorities on Colorado campuses is quite low. In 2006, URM full- and part-time faculty comprised just below 7% of all campus faculty in Colorado. Figure 10 below displays the trends for URM faculty members since 2001. The numbers for full-time faculty alone are similar. See Appendix F for a complete breakdown of full-time faculty members in all Colorado public institutions by race and gender.

Figure 10. Percentage of full- and part-time faculty from underrepresented minority groups on Colorado campuses, 2001-2006*



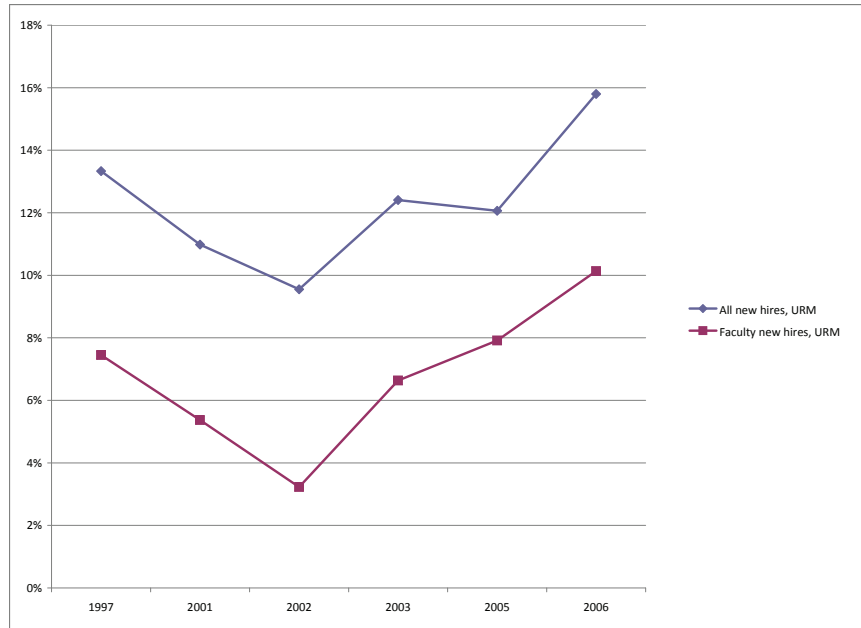
*Data gathered through IPEDS. IPEDS does not include the community college system.

Overall, the percentage of underrepresented minority faculty in all Colorado institutions since 2001 has fluctuated between five and seven percent. In the CU system, there has been a slight but gradual increase in the percentage of URM faculty on campus.

The impact of Amendment 46 on faculty and staff diversity in Colorado's institutions will probably be most visible in the numbers of new hires from year to year (see a complete breakdown of these data in Appendix G). Because faculty turnover is notoriously low, focusing on new hire data reveals patterns that are more difficult to detect in the larger workforce population. In Colorado's public colleges and universities, hiring of URM faculty members has lingered in the single digits for the last decade. In 2006, URM faculty made up just 10% of all new faculty hires in all of Colorado's public institutions. Figure 11 displays the new hire trends for all employees (including staff) and for faculty since 1997.

⁷ Overall, the numbers of Hispanic males graduating from Colorado's high schools are low to begin with, which helps to explain part of this gender gap. For example, 3,828 Hispanic males graduated in the class of 2007, with a graduation rate of just 52%. Hispanic females had a 62% graduation rate in 2007.

Figure 11. New hires from underrepresented minority groups in all Colorado higher education institutions, 1997-2006*



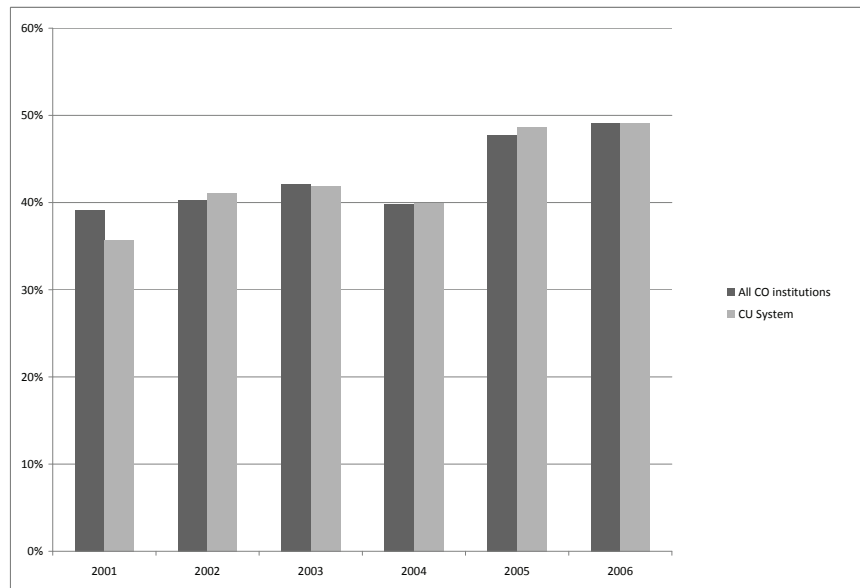
*Data shown are for all years available. Data are not included for 2004, due to inconsistent reporting.

The CU system, which hires the largest share of new faculty members in the state (406 new hires in 2006 alone), displays a somewhat different trend. Since 2001, the percentage of new faculty hires from underrepresented minority groups has been steadily increasing, from just 2% in 2001 to about 8% in 2006.

Faculty by Gender

Although significant progress has been made, there is still not quite parity between male and female faculty at Colorado’s public institutions. Figure 12 below shows the percentage of female faculty members in all Colorado institutions (not including community colleges, for whom data were not available), as well as in the CU system.

Figure 12. Percentage of female faculty members on Colorado higher education campuses, 2001-2006



In the last seven years, institutions in Colorado have made dramatic progress toward gender equity among faculty. In 2001, women made up about 39% of faculty in all Colorado institutions; today, about 49% of faculty members in those same institutions are women. In the CU system, the growth has been even greater. The percentage of female faculty has grown from 35% to 49% in just seven years. This jump is difficult to account for, as women still trail men in the percentage of new faculty hires. For example, women have not made up more than 50% of new faculty hires in any single year since 2001 (this is true for all Colorado institutions as well as the CU system). It is possible that a large percentage of retiring faculty members are male, thus accounting for part of the closing gender gap. Full new hire data are available in Appendix E.

Among full-time faculty, the trends for underrepresented minority females are similar to the overall trends for women. The percentage of URM faculty members who are female has risen from about 43% in 1997 to about 53% in 2006. While the overall numbers of URM faculty are still quite low, URM women inched above the 50% mark in 2005. This suggests that the trend of decreasing opportunity for URM males continues into the faculty realm.

IV. Colorado Comparisons with States with Anti-Affirmative Action Amendments

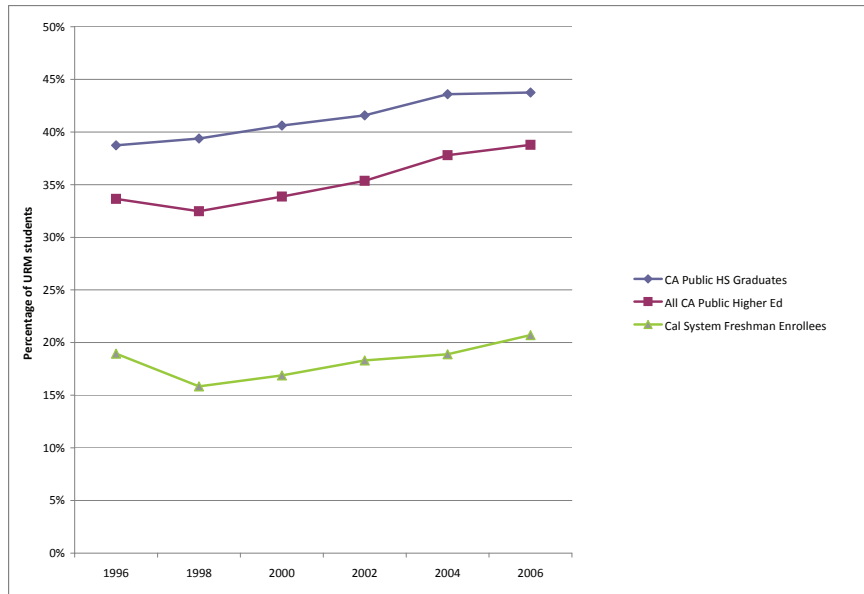
Colorado's experience with Amendment 46 is not without precedent. California, Washington, and Michigan are currently experiencing the effects of ballot initiatives that repealed affirmative action programs. In this section, we compare Colorado data with California and Washington. (Michigan is still in the early stages of experiencing the impact, and as such is not included in this analysis.) In many cases, we consider the three state university systems as a means of comparison.⁸ There may be many reasons for the changes in rates of underrepresented minority enrollment in both California and Washington. In all three states (including Colorado), there are drop offs in the percentage of enrolled URM students in law and business schools. At least part of these decreases may be due to the "chilling effect" of various affirmative action bans. Bans such as Proposition 209 had an impact on the way various institutions conducted their admissions (even in unaffected states), and may have impacted the decisions of URM students to apply to and enroll at these institutions.

High School

Recall the growing gap that exists between Colorado's high school graduates from underrepresented minority groups and freshmen enrollees, despite an increasing percentage in URM high school graduates. (see Figure 3). Similar patterns were noticeable in California prior to the passage of Proposition 209. In 1996, close to 40% of California's public high school graduates were URM students. And while the freshmen enrollees that fall in all of California's public institutions of higher education were about 35% URM students, the University of California system served just about 20%. After Proposition 209 went into effect, the percentage of URM freshmen in the Cal system dropped to just 15%, despite a steady growth in the percentage of URM among high schools graduates. By 2006, the rate of URM high school graduates in the state had climbed to almost 45%. Yet the gap remains; URM freshmen in the Cal system made up 20% of the total in 2006. This gap is, of course, much larger at Cal's most selective campuses, Berkeley and UCLA. Figure 13 displays these trends.

⁸ We recognize that the University of California, University of Washington, and University of Colorado systems are unique in many ways, particularly demographically and in terms of selectivity. However, because each system serves the largest percentage of students in its respective state, and each has at least one law, business, and medical school, we focus on these systems for the sake of comparison.

Figure 13. Underrepresented minorities among California's high school graduates and college freshmen, 1996-2006*



*High school graduate and higher education data retrieved from California Postsecondary Education Commission.
 "High school graduates" includes only students who received a diploma in the year indicated or in the summer following that year.

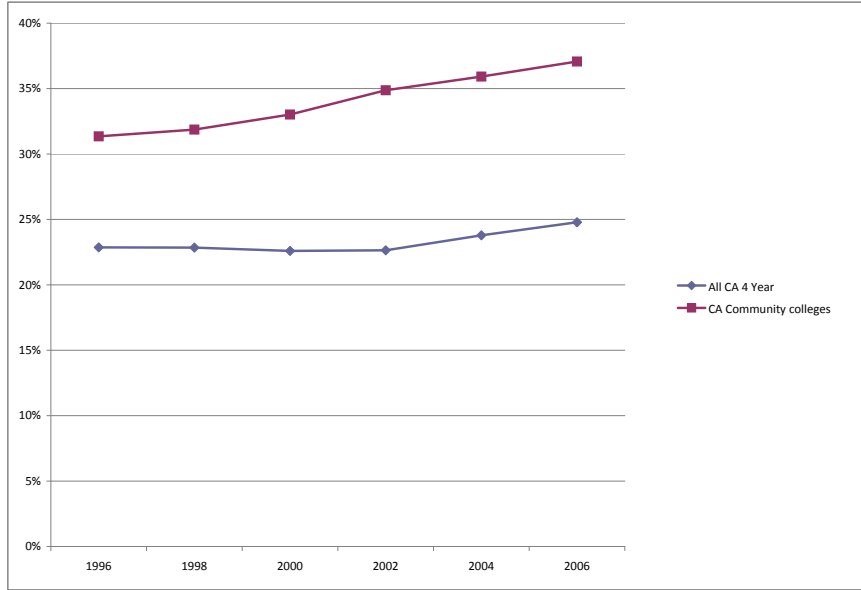
The patterns of high school graduation and college enrollment in Colorado across racial and ethnic lines are similar in some ways to those in California. A gap exists between the percentage of URM students graduating from Colorado's high schools and those entering college in the fall. However, the gap is not as large as that in California, and it is not as pronounced when you consider all of Colorado's public institutions of higher education.

The passage of Amendment 46, if it has the same or a similar effect as Proposition 209, could lead to further exacerbation of this gap. It took the CU system seven years to achieve a 2% increase in URM freshmen. Should the system experience a dip of just 2-3% while experiencing the steady increase in URM high school graduates (half of what Cal experienced), it could take even longer to recover given the steady increase in URM high school graduates.

Undergraduate

The percentage of underrepresented minority students served in 2007 by community colleges in Colorado is nearly twice that served by all other public institutions of higher education (see Figure 5). This gap has widened since 2002, as community colleges have taken on a higher share of these students while other institutions' shares have remained flat. The trends in California are similar, but more dramatic, particularly since the passage of Proposition 209. Figure 14 displays the total URM enrollment in California for community colleges and four-year institutions.

Figure 14. Underrepresented minorities in California by higher education institution type, 1996-2006*



*Data gathered from California Postsecondary Education Commission.

The gap between California’s community colleges and other institutions, in terms of the percentage of URM students served, has grown since 1997 when Proposition 209 took effect. An already significant gap that exists in Colorado could grow even larger with the passage of Amendment 46.

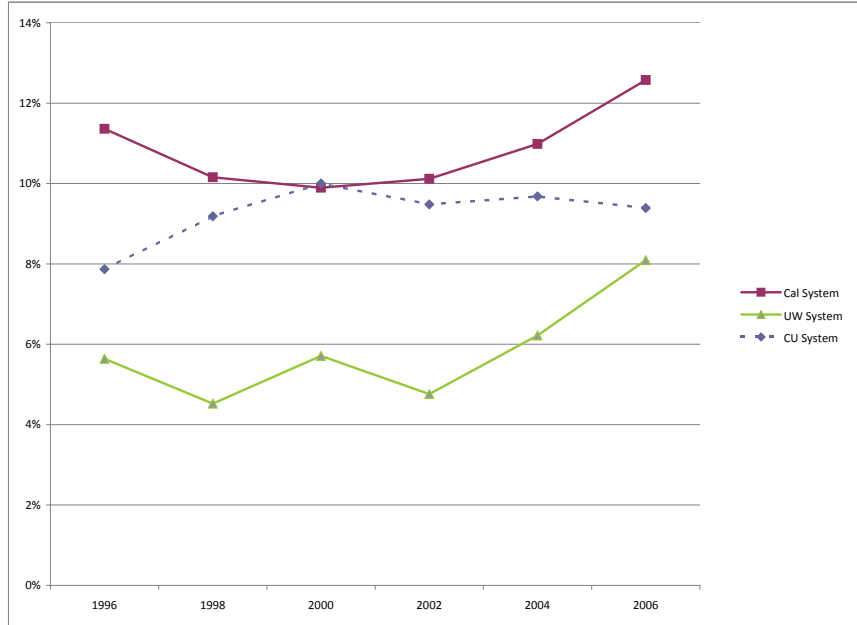
Enrollment in Undergraduate Engineering Programs

Among undergraduate students, one area that deserves attention in the context of Amendment 46 is engineering programs. Overall, there is a nationwide push to include more minority students and females in the engineering field, and these efforts span elementary to graduate schools. Figures 15 and 16 show the trends in undergraduate enrollment in engineering programs in Colorado, California and Washington state systems.

Figure 15. Underrepresented minority engineering undergraduate students in three state systems, 1996-2006



Figure 16. Female engineering undergraduate students in three state systems, 1996-2006



An interesting trend to note is that in both the California and Washington systems, the percentage of underrepresented minority students in undergraduate engineering programs is greater than it was prior to the passage of either anti-affirmative action initiative. Both experienced brief dips following the initiative's enactment, but recovered and then surpassed the prior levels. At CU, however, while there was a brief period of growth in underrepresented minority students between 1996 and 2000 (from 8% to 10%), the growth has tailed off since then.

More interesting, perhaps, are the data on the enrollment of undergraduate women in engineering programs. In this case, all three state systems appear to follow a similar pattern during the last decade. Small increases in the percentage of females are visible between 1996 and 2000, followed by a marked decrease through 2006. Currently, just under 18% of all engineering majors in the CU system are women. It is unclear how Colorado's engineering programs – and their ability to attract and enroll both URM and female students – might be impacted by Amendment 46.

Graduate/Professional

One further area that provides fruitful comparison data is professional school enrollment. Professional schools typically struggle to enroll underrepresented minority students, and given the inequities that exist in the pipeline feeding these programs, this should not be surprising. Below, briefly, is a comparison of the major professional schools (business, medical, and law) within the state school systems in California, Washington, and Colorado. We focus on these schools in particular because they are the three types of programs that a) are present in each state system, and b) enroll a sufficient number of students for comparison (each program enrolls at least 450 students per year). Note that in California, Proposition 209 took effect in 1997; in Washington, Initiative 200 took effect in 1999. Data charts illustrating these trends are available in Appendix H-M. They demonstrate the following:

- There is a drop in the number of underrepresented minority business students enrolled in the Cal systems immediately following Proposition 209, from 8% to just 4%.
- In the CU system, the percentage of URM business students enrolled has been slowly increasing since 1996, and stands now at almost 7%.
- The percentage of female business students in the CU system has hovered around the 40% mark for the last decade.
- Washington has seen a decrease in the percentage of female business students since the passage of Initiative 200, from 35% in 1996 to about 27% in 2004.
- In California, there has been a slight but steady decrease in the female enrollment percentage since 1996 and now sits just below 30%.

The visible trends in the law school data include the following:

- Both the Cal system and the UW system saw decreasing percentages of enrolled URM students in their law schools between 1996 and 2000; the Cal law schools dropped from 18% URM students to just 10%; in Washington the drop was from 16% to just above 6%.⁹
- Since 1998, CU-Boulder's law school has gradually increased its percentage of URM enrollment, to just over 14% in 2006.
- All three systems have seen a gradual increase in the percentage of female student enrollment since 1996; all are now above 50%.

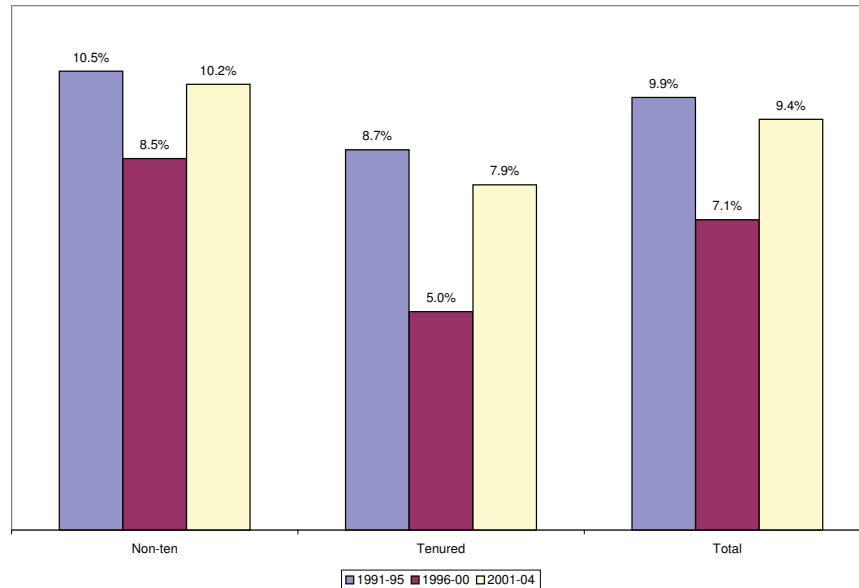
The medical school data demonstrate the following trends:

- In both the Cal and UW system medical schools, the percentage of enrolled URM students has taken a sharp downward turn in the last 10 years. These drops coincide with the years in which the initiatives took effect.
- The University of Colorado Health Sciences Center, as of 2006, enrolls a student body that is just 10% URM students. It is possible, should Amendment 46 pass, for a similar result as what happened in California and Washington.
- The UW system saw a steep drop in female enrollment starting in 1996, three years before I-200 went into effect. This reversed in 2000 when female enrollment at UW climbed back up to about 55% and has since dropped back close to 50%.
- Cal, on the other hand, has seen a gradual increase in female enrollment since 1996, from about 46% to about 53%.
- At CU, female enrollment in 2006 (the only year for which data are available) is about 48%.

Faculty

In Colorado, remember that new faculty hiring of underrepresented minorities barely hit double digits (10%) by 2006, but it has been gradually increasing over time. Compare this to new faculty hiring in the University of California system in the years just before and just after the passage of Proposition 209. Figure 17 below displays the Cal system hiring trends for tenured and non-tenured faculty positions, and as a total.

Figure 17. Hiring of underrepresented minority faculty over time, University of California System¹⁰



⁹ This time period introduced a number of variables that may have contributed to this drop: a significant economic expansion (resulting in fewer students, particularly minority students, enrolling in law schools), the *Hopwood* decision in Texas outlawing affirmative action, and Proposition 209 in California (each perhaps contributing to a “chilling effect” – institutions adjusting admissions policies so as to place less emphasis on race-conscious measures, in addition to a drop in applications from URM students).

¹⁰ <http://www.universityofcalifornia.edu/facultydiversity/executive-summary.pdf>

Just after Proposition 209 took effect in 1997 in California, the Cal system saw a marked drop in the percentage of URM new faculty hires, from about 10% overall to about 7%. Eight years later, the numbers still haven't recovered to pre-209 levels. A similar drop in the CU system (should Amendment 46 pass) could reduce the percentage of URM new faculty hires to just 5%. Given the fact that CU appears to be making consistent progress (or at least increases) in its recruitment and hiring of URM faculty members, such a decrease would be particularly significant.

The practical impacts of such low URM numbers in faculty ranks can be difficult to assess, but the University of California Task Force on Faculty Diversity reports that “[t]he actual numbers of underrepresented minority faculty on each campus are so low that these faculty report experiences of isolation and marginalization in their academic life.”⁴

V. Conclusion

The purpose of this report has been to present data on student enrollment and faculty hiring of underrepresented minority groups and women at Colorado's institutions of higher education so as to be able to assess the potential impact of Amendment 46 if it should be approved by voters in November 2008. The ballot initiative would effectively ban affirmative action programs at Colorado's colleges and universities. The report also presents data on the impact of similar initiatives in California and Washington.

In Colorado, the research shows that the percentage of minority students diminishes as the level of educational achievement increases (i.e., high school, college, graduate school, doctorate programs) even as their proportion in the general population is rising. Overall, the enrollment of students from underrepresented minority groups (Blacks, Hispanics, and American Indians) in Colorado community colleges and four-year state colleges has kept pace with Colorado's demographic shifts. But these groups continue to be underrepresented in Colorado's major universities.

The data also show that by the time underrepresented minority students reach graduate schools, and schools of medicine, law and business, their numbers drop off dramatically.

Women have made progress in Colorado's public higher education system. They enroll in undergraduate education at higher rates than men and receive a larger percentage of bachelor and graduate degrees.

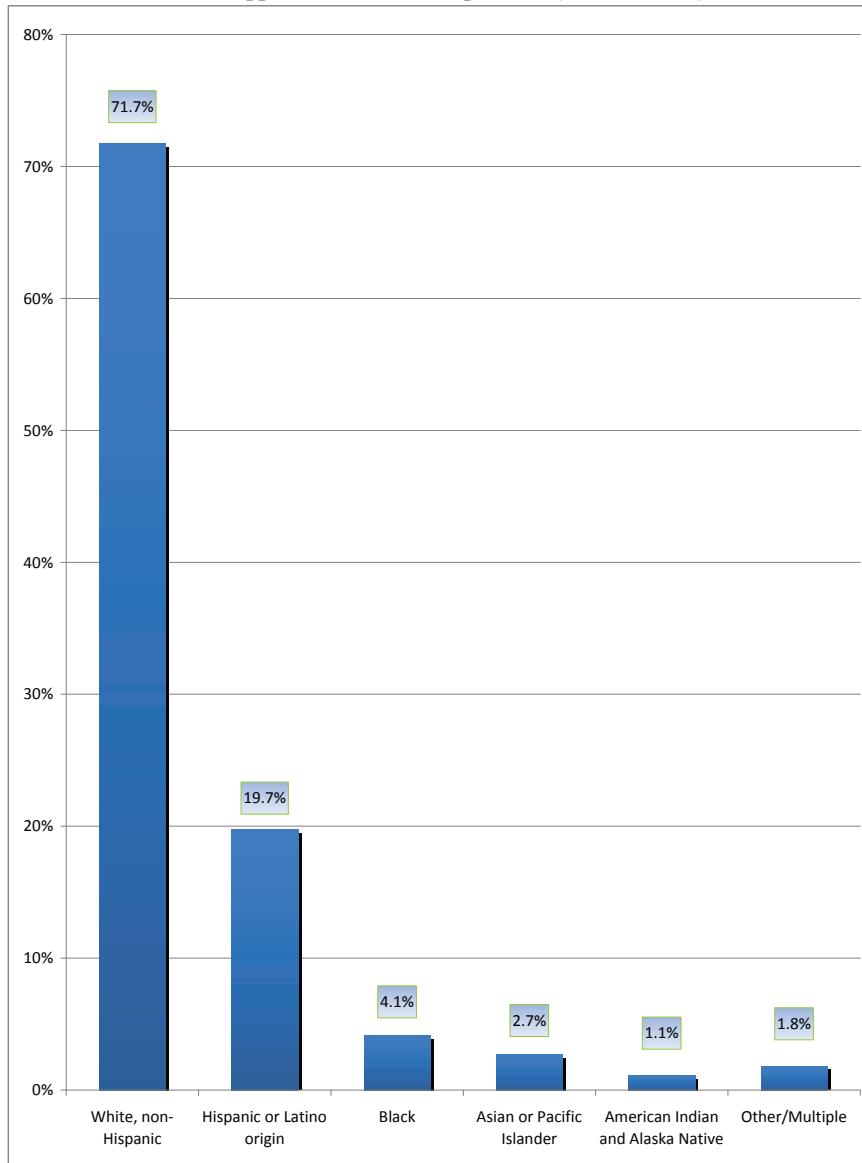
While faculty diversity continues to increase, Colorado's higher education institutions don't yet reflect the state's demographic composition. The total percentage of underrepresented minority faculty, under 7%, is quite low. Although significant progress has been made, there is still not parity between male and female faculty.

In California and Washington, the passage of ballot initiatives banning affirmative action has increased the gap between underrepresented minorities graduating from high school and entering college. The percentage of California students served by community colleges instead of four-year colleges has increased significantly. At the graduate school level, the passage led to initial decreases in URM student enrollment. Some graduate programs have made progress in restoring their pre-initiative enrollment levels, while others have not. The trends since the passage of these initiatives have been mixed regarding female enrollments in graduate programs percentage of women and minorities has decreased. At the faculty level, California initially also has experienced a decrease in new hiring of underrepresented minorities and women after passage of Prop 209; these numbers have been climbing steadily, however, and returning to pre-Prop 209 levels.

The passage of Amendment 46 in Colorado could reasonably be expected to have the same impact on student enrollment and faculty hiring of underrepresented minorities and women in this state's institutions of higher education.

VI. Appendices

Appendix A. Colorado Population by Race/Ethnicity, 2006



Appendix B. US Census Bureau Demographic Percentage Forecast for Colorado, 2000-2035

GROUP	2000	2005	2010	2015	2020	2025	2030	2035
White, non-Hispanic	75.4%	74.1%	72.9%	71.8%	71.3%	69.9%	69.0%	68.2%
Hispanic Origin	17.1%	18.2%	19.2%	20.1%	20.5%	21.9%	22.7%	23.4%
Black, non-Hispanic	3.9%	4.0%	4.1%	4.2%	4.3%	4.4%	4.4%	4.5%
Asian/PI, non-Hispanic	2.6%	2.7%	2.8%	2.8%	2.8%	2.9%	2.9%	2.9%
Am. Indian, non-Hispanic	1.0%	1.0%	1.0%	1.0%	1.0%	1.1%	1.1%	1.1%

Appendix C. Rates of URM freshmen enrollment in CO public institutions, 2007 Data gathered from CDHE

Institution	Percentage of enrolled URM freshmen, 2007
Trinidad State Junior College	50%
Adams State	48%
Community College of Denver	47%
Community College of Aurora	44%
Pueblo Community College	41%
Colorado State University at Pueblo	40%
Otero Junior College	39%
Lamar Community College	35%
Fort Lewis	29%
Pikes Peak Community College	25%
Northeastern Junior College	24%
Metropolitan State College of Denver	23%
Morgan Community College	22%
University of Colorado at Denver Health Sciences	21%
Red Rocks Community College	18%
Arapahoe Community College	18%
Colorado Northwestern Community College	16%
University of Colorado at Colorado Springs	16%
Front Range Community College	16%
Mesa State	16%
University of Northern Colorado	14%
Colorado Mountain College	14%
Colorado State University	13%
Western State	10%
Colorado School of Mines	9%
University of Colorado at Boulder	8%

Appendix D. Graduate degrees by type in CO public institutions, 2007

Type of Degree	First-Professional		Master's		Doctoral	
Male	259	37%	2,272	43%	412	57%
Female	453	64%	2,953	56%	314	43%
URM	74	10%	407	8%	31	4%
Asian or Pacific Islander	76	11%	169	3%	23	3%
Black, non-Hispanic	25	4%	83	2%	9	1%
Hispanic	37	5%	288	6%	22	3%
Native American/ Alaskan Native	12	2%	36	1%	0	0%
Non-Resident Alien	0	0%	391	7%	156	22%
White, non-Hispanic	504	71%	3,893	74%	456	63%
Unknown Ethnicity	55	8%	370	7%	57	8%

Appendix E. Colorado undergraduate enrollment by race and gender, 2000-2007 (All public institutions)

	2000		2001		2002		2003		2004		2005		2006		2007		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Asian or Pacific Islander	Female	3,944	2%	3,994	2%	4,301	2%	4,373	2%	4,532	2%	4,526	2%	4,798	2%	4,807	2%
	Male	3,336	2%	3,366	2%	3,515	2%	3,523	2%	3,628	2%	3,601	2%	3,730	2%	3,982	2%
	Unknown	6	0%	5	0%	3	0%	4	0%	4	0%	4	0%	1	0%	2	0%
Black, non-Hispanic	Female	3,650	2%	3,907	2%	4,341	2%	4,610	2%	4,634	2%	4,727	2%	4,646	2%	4,695	2%
	Male	3,238	2%	3,141	2%	3,406	2%	3,334	2%	3,418	2%	3,452	2%	3,466	2%	3,686	2%
	Unknown	12	0%	6	0%	8	0%	9	0%	4	0%	6	0%	6	0%	3	0%
Hispanic	Female	12,118	6%	12,592	6%	13,557	7%	14,172	7%	14,653	7%	14,380	7%	14,883	7%	15,033	7%
	Male	8,931	5%	8,830	5%	9,273	5%	9,378	4%	9,684	5%	9,484	5%	9,900	5%	10,138	5%
	Unknown	40	0%	28	0%	59	0%	32	0%	5	0%	5	0%	14	0%	14	0%
Native American or Alaskan Native	Female	1,692	1%	1,748	1%	1,799	1%	1,898	1%	1,957	1%	1,881	1%	1,814	1%	1,863	1%
	Male	1,288	1%	1,246	1%	1,346	1%	1,318	1%	1,348	1%	1,347	1%	1,369	1%	1,406	1%
Non-Resident Alien	Unknown	6	0%	4	0%	2	0%	4	0%	0	0%	1	0%	3	0%	1	0%
	Female	1,820	1%	1,998	1%	1,943	1%	2,013	1%	1,867	1%	1,698	1%	1,320	1%	1,137	1%
	Male	2,824	1%	3,041	2%	2,940	1%	2,839	1%	2,580	1%	2,292	1%	2,086	1%	1,921	1%
White, non-Hispanic	Unknown	1	0%	0	0%	1	0%	2	0%	3	0%	3	0%	2	0%	0	0%
	Female	81,215	42%	82,637	42%	86,936	43%	89,099	43%	88,818	42%	86,277	42%	83,257	42%	83,713	41%
	Male	68,354	35%	68,340	35%	70,674	35%	71,585	34%	71,981	34%	69,596	34%	68,137	34%	69,739	34%
Unknown Ethnicity	Unknown	196	0%	272	0%	263	0%	246	0%	35	0%	28	0%	176	0%	10	0%
	Female	4,149	2%	4,524	2%	4,833	2%	5,304	3%	5,447	3%	5,877	3%	6,217	3%	5,605	3%
	Male	4,132	2%	4,496	2%	4,685	2%	5,082	2%	5,312	3%	5,533	3%	6,028	3%	5,583	3%
Male total	Unknown	53	0%	81	0%	97	0%	146	0%	30	0%	31	0%	211	0%	220	0%
	Female	92,103	48%	92,460	47%	95,839	47%	97,059	47%	97,951	47%	95,305	47%	94,716	47%	96,455	48%
	Male	108,588	56%	111,400	57%	117,710	58%	121,469	58%	121,908	58%	119,366	59%	116,935	59%	116,853	58%
URM total, male	Unknown	30,975	16%	31,502	16%	33,791	17%	34,755	17%	35,703	17%	35,283	17%	36,101	18%	36,839	18%
	Female	13,457	43%	13,217	42%	14,025	42%	14,030	40%	14,450	40%	14,283	40%	14,735	41%	15,230	41%
	Male	17,460	56%	18,247	58%	19,697	58%	20,680	60%	21,244	60%	20,988	59%	21,343	59%	21,591	59%
Total	192,671	100%	195,155	100%	204,367	100%	208,439	100%	209,151	100%	203,308	100%	199,608	100%	202,150	100%	

Appendix F. Full time faculty in all CO public institutions by race and gender, 1997-2006*

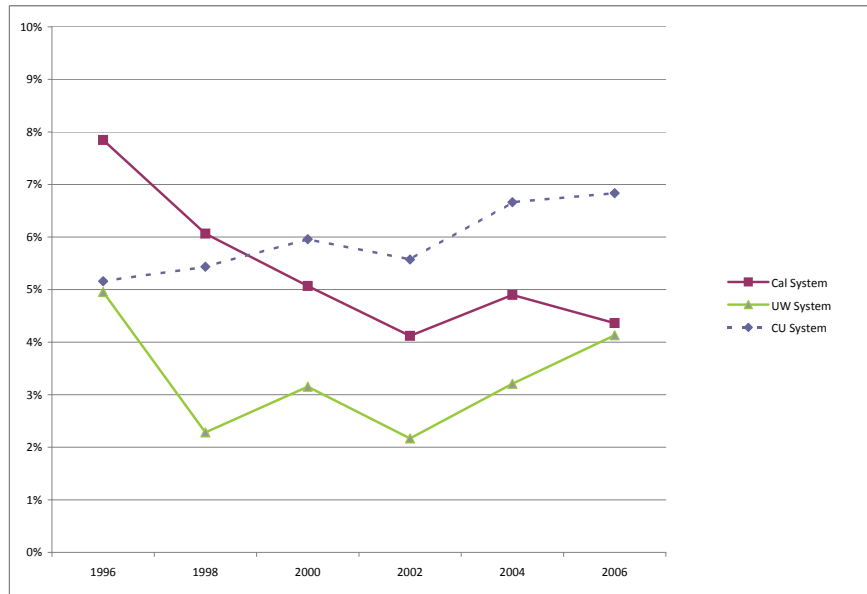
	1997		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	3965	67%	4037	65%	2885	66%	3919	63%	2735	65%	5120	56%	4688	54%
Female	1981	33%	2169	35%	1506	34%	2258	37%	1466	35%	4072	44%	3999	46%
Male	89	1%	235	4%	236	5%	239	4%	195	5%	328	4%	339	4%
Female	22	0%	74	1%	69	2%	79	1%	56	1%	175	2%	153	2%
Total	111	2%	309	5%	305	7%	318	5%	251	6%	503	5%	492	6%
Nonresident alien	47	1%	52	1%	32	1%	56	1%	38	1%	79	1%	78	1%
Male	41	1%	35	1%	22	1%	33	1%	19	0%	56	1%	66	1%
Female	88	1%	87	1%	54	1%	89	1%	57	1%	135	1%	144	2%
Black non-Hispanic	25	0%	25	0%	14	0%	19	0%	14	0%	28	0%	20	0%
Male	20	0%	22	0%	14	0%	22	0%	11	0%	51	1%	54	1%
Female	45	1%	47	1%	28	1%	41	1%	25	1%	79	1%	74	1%
American Indian or Alaska Native	202	3%	200	3%	138	3%	186	3%	145	3%	293	3%	255	3%
Male	90	2%	92	1%	71	2%	88	1%	85	2%	202	2%	205	2%
Female	292	5%	292	5%	209	5%	274	4%	230	5%	495	5%	460	5%
Asian or Pacific Islander	152	3%	147	2%	87	2%	145	2%	85	2%	173	2%	174	2%
Male	105	2%	108	2%	68	2%	130	2%	64	2%	189	2%	190	2%
Female	257	4%	255	4%	155	4%	275	4%	149	4%	362	4%	364	4%
Hispanic	3435	58%	3245	52%	2240	51%	3082	50%	2184	52%	3935	43%	3576	41%
Male	1692	28%	1779	29%	1177	27%	1782	29%	1178	28%	3081	34%	3026	35%
Female	5127	86%	5024	81%	3417	78%	4864	79%	3362	80%	7016	76%	6602	76%
White non-Hispanic	15	0%	133	2%	138	3%	192	3%	74	2%	284	3%	246	3%
Male	11	0%	59	1%	85	2%	124	2%	53	1%	318	3%	305	4%
Female	26	0%	192	3%	223	5%	316	5%	127	3%	602	7%	551	6%
Total URM	390	7%	389	6%	237	5%	405	7%	231	5%	576	6%	582	7%
URM Female	166	3%	165	3%	104	2%	185	3%	94	2%	296	3%	310	4%
Total	5946		6206		4391		6177		4201		9192		8687	

*Data gathered from IPEDS. Data shown are for all years available.

Appendix G. Faculty new hires in CO public institutions, 1997-2006

	1997		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	184	53%	357	60%	225	56%	248	59%	171	60%	383	53%	244	48%
Female	165	47%	239	40%	178	44%	174	41%	116	40%	337	47%	269	52%
Nonresident alien	24	7%	112	19%	80	20%	26	6%	10	3%	34	5%	74	14%
Black non-Hispanic	6	2%	11	2%	5	1%	10	2%	2	1%	15	2%	20	4%
American Indian or Alaska Native	4	1%	3	1%	0	0%	0	0%	19	7%	6	1%	7	1%
Asian or Pacific Islander	18	5%	20	3%	17	4%	21	5%	11	4%	63	9%	28	5%
Hispanic	16	5%	18	3%	8	2%	18	4%	25	9%	36	5%	25	5%
White non-Hispanic	270	77%	319	54%	212	53%	275	65%	215	75%	519	72%	330	64%
Race/ethnicity unknown	11	3%	113	19%	81	20%	72	17%	5	2%	47	7%	29	6%
Total URM new hires	26	7%	32	5%	13	3%	28	7%	46	16%	57	8%	52	10%
Total	349		596		403		422		287		720		513	

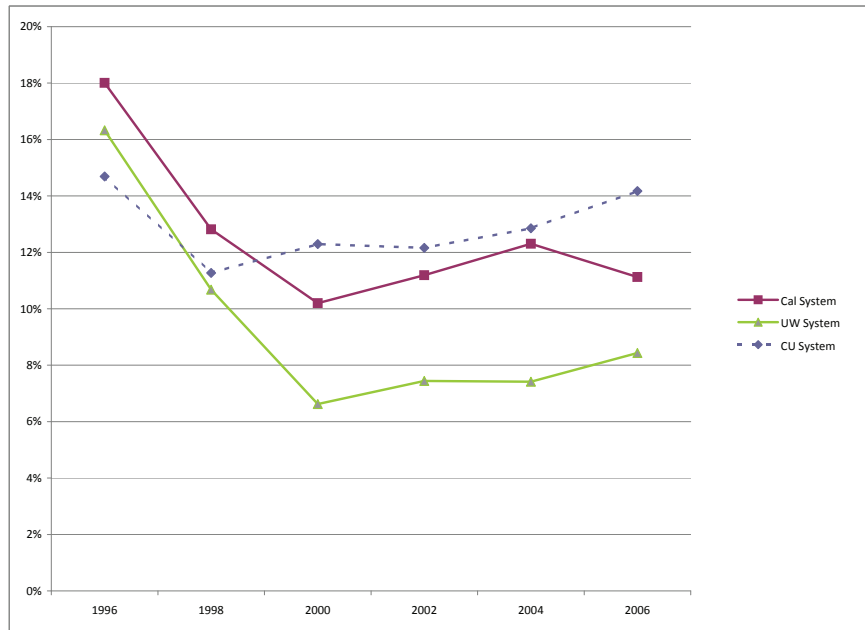
Appendix H. URM enrollment, Business schools



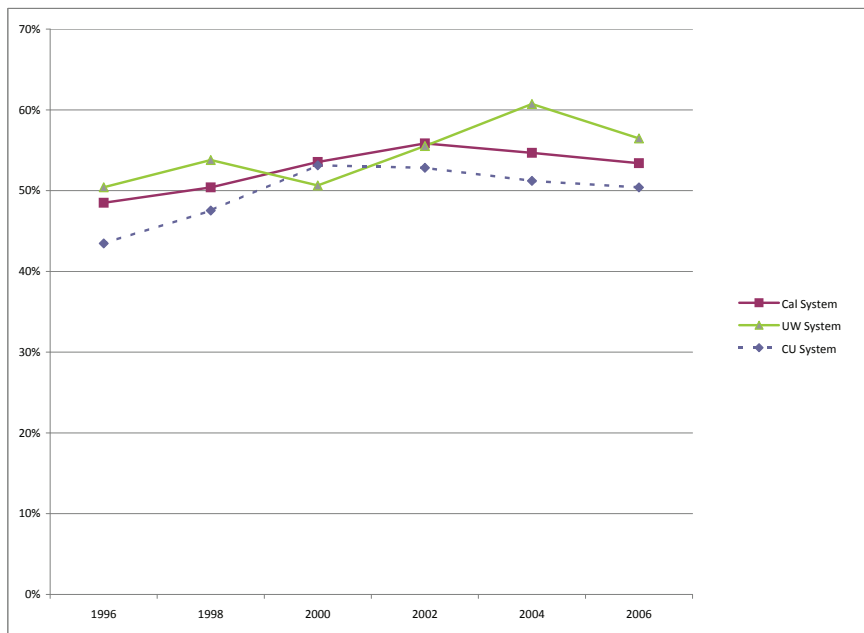
Appendix I. Female enrollment, Business schools



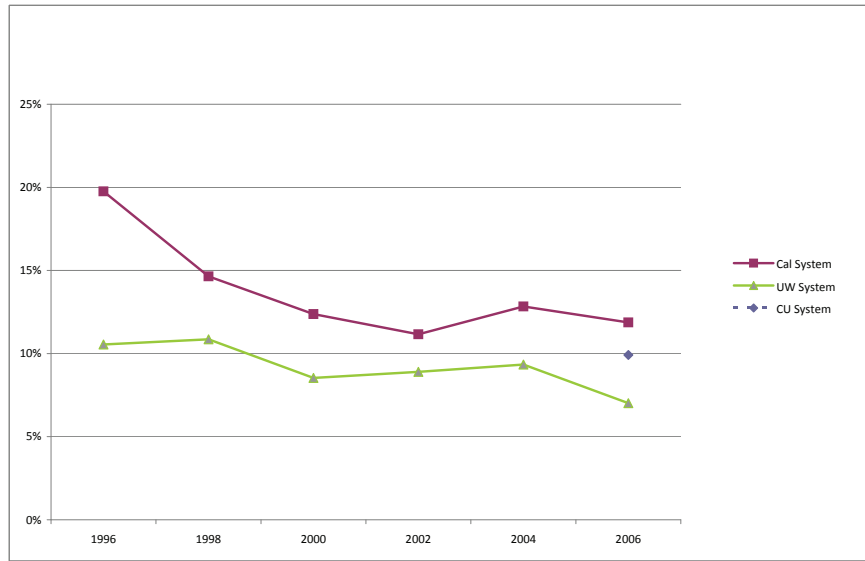
Appendix J. URM enrollment, Law schools: 1996-2006



Appendix K. Female enrollment, Law schools: 1996-2006

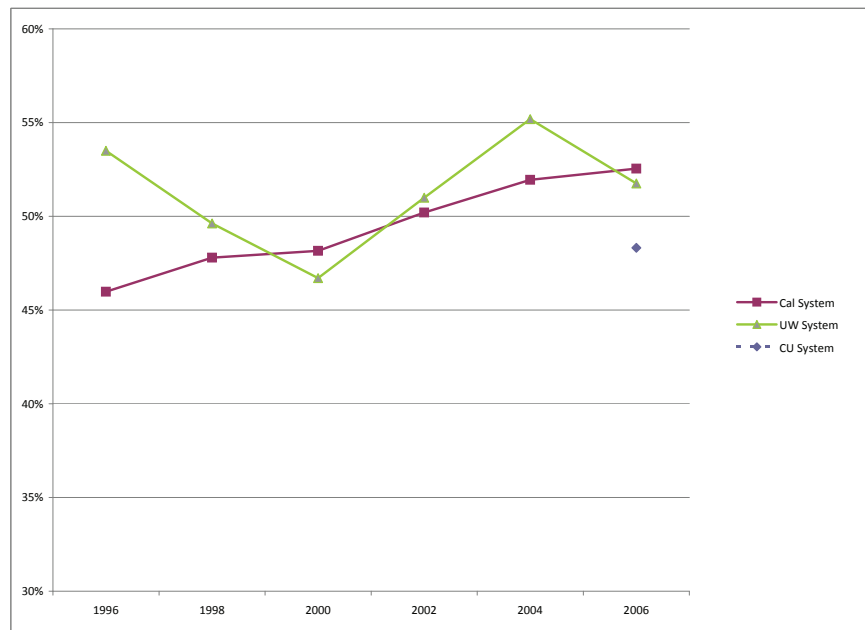


Appendix L. URM enrollment, Medical schools: 1996-2006*



* IPEDS Data for CU system only available for 2006

Appendix M. Female enrollment, Medical schools: 1996-2006*



* IPEDS Data for CU system only available for 2006

(Endnotes)

- 1 [http://www.leg.state.co.us/LCS/InitRefr/0708InitRefr.nsf/89fb842d0401c52087256cbc00650696/968ed119b372cd198725742d000365d4/\\$FILE/Amendment%2046.pdf](http://www.leg.state.co.us/LCS/InitRefr/0708InitRefr.nsf/89fb842d0401c52087256cbc00650696/968ed119b372cd198725742d000365d4/$FILE/Amendment%2046.pdf)
- 2 [http://www.leg.state.co.us/LCS/InitRefr/0708InitRefr.nsf/89fb842d0401c52087256cbc00650696/968ed119b372cd198725742d000365d4/\\$FILE/Amendment%2046.pdf](http://www.leg.state.co.us/LCS/InitRefr/0708InitRefr.nsf/89fb842d0401c52087256cbc00650696/968ed119b372cd198725742d000365d4/$FILE/Amendment%2046.pdf)
- 3 <http://www.dola.state.co.us/dlg/demog/population/forecasts/ethnicproj06.pdf>
- 4 *Ibid.*, p. ii.