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UNDERSTANDING NEEDS AND CONCERNS OF BLACK
STUDENTS IN PURSUIT OF HIGHER EDUCATION

(TITLE)

BY

THOMAS M. CAULFIELD

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1983

YEAR

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UNDERSTANDING NEEDS AND CONCERNS
OF BLACK STUDENTS
IN PURSUIT OF HIGHER EDUCATION

By

THOMAS M. CAULFIELD

B.S., University of Illinois at Urbana-Champaign, 1981

THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Education at the
Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS

1983

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ABSTRACT

The problem of this study was to increase the general public's awareness of the difficulties Black Americans faced in pursuit of higher education.

The procedure was a twofold process. First, the writer reviewed some of the pre-college variables that affected the Black student. Second, the needs and concerns of the Black student at a predominantly White University were studied by the use of a questionnaire. The questionnaire was distributed to three groups on the Eastern Illinois University Campus. The first group was comprised of twenty-five Black students that were currently enrolled in the University. The second group was twenty Black faculty and administrators and the third twenty-five White faculty and administrators. The writer designed twenty questions based on his review of the literature concerning Black students' needs and concerns at predominantly White Universities. Each individual respondent was asked to answer the questions according to his or her perception of the specific need or concern.

The writer has drawn the following conclusions from his study of the problems Black Americans faced in pursuit of higher education. (1) Black students responded they felt alienated by their environment; (2) Black faculty and administrators also indicated this viewpoint; (3) White

faculty and administrators indicated they were in favor of increasing resources to Black elementary and secondary schools and promoting pre-college remedial and tutorial programs; (4) Black students indicated a concern over the limited number of Black faculty and administrators; (5) Black students also indicated that minority counseling and racial interaction were important needs and concerns for Black students in pursuit of higher education.

The writer would like to propose the following recommendations as a result of this study: (1) an increase in Black faculty and administrators to serve as role models for the Black students; (2) improved remedial and tutorial programs for Black students; (3) an increase in minority counseling services to aid the disadvantaged Black students; (4) a more open discussion of racial issues to increase the overall awareness of the general public, faculty, and students.

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CHAPTER I
INTRODUCTION

The focus of this study was first to present and consider the pre-college (Admission) variables and then to integrate these variables with the (Retention) problems of Blacks in predominately "White" Universities so as to form a better understanding of Black students' social dilemma. It was essential to understand the background variables leading to Admission, before evaluating specific needs and concerns of Black students on White Campuses.

In the last half of the 20th century, Blacks, with the assistance of many support groups have tried to bring about a change in the enrollment patterns in higher education. Consequently, the National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in 1976. This particular committee was formed to examine the progress of Black Americans in pursuit of higher education. More specifically, the committee studied the effects of early schooling, environment, and the impact of standardized testing, on Blacks in pursuit of higher education.

Statement of Problem

The problem of Blacks in higher education was quite complex to say the least. Practically speaking, racism is a problem that can occur not only in education but in housing and even the job market. It seems that not even the "experts" have the solutions to these problems.

The purpose of this study was to increase the general public's awareness of the problems Black Americans face in pursuit of higher education. This in turn will be followed by an analysis of the needs and concerns of Black students actually attending a predominantly "White" University. Therefore, a vital initial step was, to be aware of the current situation. Further, with this "increased general awareness" the mind will hopefully be more open to solutions.

Procedure

The procedure of this study was a twofold process. The first two chapters of this thesis deal with the pre-college variables that affect the Black student. In the third and fourth chapters, the needs and concerns of the Black student will be studied by the use of a questionnaire. The questionnaire was distributed to three groups on the Eastern Illinois University Campus.¹ The first group was

¹See appendix A for detailed description of Eastern Illinois University. Peterson's Annual Guide to Undergraduate Study 1982, (Peterson's Guides, Princeton, New Jersey) p. 1127.

comprised of twenty-five Black students that were currently enrolled in the University. The second group was twenty Black faculty and administrators and the third, twenty-five White faculty and administrators.

The writer designed twenty questions based on his review of the literature concerning Black students needs and concerns while attending predominantly White Universities. All three groups were given the same twenty questions of Black students needs and concerns within the University environment. Each individual respondent was asked to answer the questions according to his or her perception of the specific need or concern. Further, respondents were instructed to circle (answer) only one of the four choices given. The choices were as follows:

VERY IMPORTANT
SOMEWHAT IMPORTANT
SLIGHTLY IMPORTANT
NOT IMPORTANT

Limitations of the Study

The study surveyed a small sample. Further study could be done in this area by increasing the demographic variables within the questionnaire and expanding the number of Universities studied from one to about seven. Overall, the results of this particular study still may be of valuable use to administrators and faculty who are concerned about research in this area.

Definitions

Black - a person belonging to a dark-skinned race or one stemming in part from such a race; esp: NEGRO, AFRO-AMERICAN.²

White - being a member of a group or race characterized by reduced pigmentation and distinguished from persons belong to groups marked by black, brown, yellow or red skin coloration.³

Predominantly White University - a University in which a group of students with reduced pigmentation holds an advantage in numbers or quantity over those groups of students marked by other skin colorations.⁴

²Webster's New Collegiate Dictionary (G. & C. Merriam Co., 1976), p. 114.

³Ibid., p. 1336.

⁴Ibid., p. 906.

CHAPTER II
REVIEW OF THE LITERATURE

Black Enrollments in White Colleges and Universities
(1940's-1970's)

Many of the Black students in White Colleges and Universities are the beneficiaries of the struggles of the 1940's-1970's (Figure 1). The number and percentage of Black students attending White colleges began to increase after World War II and the Korean War. After the Brown Decision in 1954, there was another increase in enrollment percentage. This increase continued until late 1950's (Sputnik) at which time it leveled off for almost a full decade.

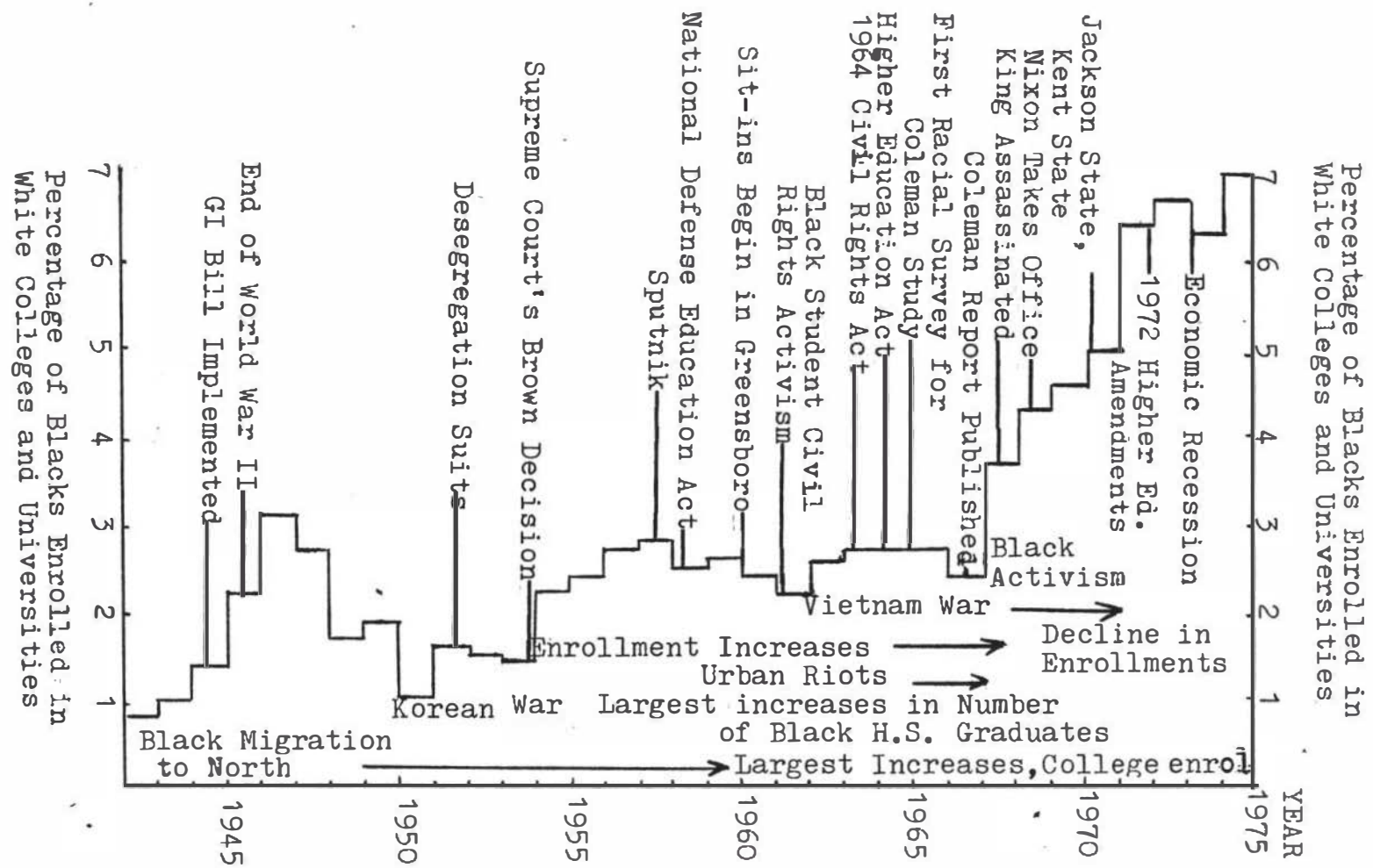
In 1967 a change in some major demographic factors caused a rapid increase in Black enrollment. One of the most important demographic changes was the migration of the Black population from the South to the North.

Legislative activity, judicial decisions, and the start of numerous federal aid programs directly contributed to the increase in Black enrollments between 1967-1975. Overall, Black student enrollments increased to a level of 7% in the United States in 1975.

Table 1 shows the percentage representation of Blacks and Whites enrolled in college (1970-1979). The difference between the Black and White population, in terms of the percentage of selected age cohorts enrolled in college, was significant over this particular decade. The period of

FIGURE 1

Historical Summary of Black Enrollments in White Colleges and Universities



SOURCE: Historical Summary of Black Students on White Campuses: The Impacts of Increased Black Enrollments, Peterson, et. al. 1978. p.27.

Table 1
 Black and White College Enrollment in Selected Age Cohorts, 1970, 1975 to 1979
 (in thousands)

Age cohort, race, and status	1970	1975	1976	1977	1978	1979
16-19 Year Olds:						
<u>Black</u>						
Total Population	1,855	2,167	2,207	2,235	2,234	2,229
College Enrollees	212	293	335	306	308	322
% of Total	11.4	13.5	15.2	13.7	13.8	14.4
<u>White</u>						
Total Population	12,642	13,898	13,968	13,967	13,906	13,825
College Enrollees	2,591	2,862	2,809	2,800	2,781	2,743
% of Total	20.5	20.6	20.1	20.0	20.0	19.8
20-24 Year Olds:						
<u>Black</u>						
Total Population	1,814	2,183	2,260	2,315	2,387	2,438
College Enrollees	225	405	447	452	424	417
% of Total	12.4	18.6	19.8	19.5	17.8	17.1
<u>White</u>						
Total Population	13,599	15,848	16,168	16,486	16,717	16,915
College Enrollees	2,944	3,503	3,699	3,630	3,524	3,622
% of Total	21.6	22.1	22.9	22.0	21.1	21.4
25-34 Year Olds:						
<u>Black</u>						
Total Population	2,699	3,186	3,315	3,455	3,586	3,752
College Enrollees	85	248	280	346	288	262
% of Total	3.2	7.8	8.4	10.4	8.0	7.0
<u>White</u>						
Total Population	21,691	26,571	27,473	28,291	28,943	29,844
College Enrollees	1,224	2,147	2,131	2,377	2,207	2,333
% of Total	5.6	8.1	7.8	8.4	7.6	7.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20

1970-1976 saw a tremendous increase in the percentage of Black enrollments in all age cohorts. Most White age cohorts during this period stayed constant. Further, only in the White 25-34 year old age cohort was there a substantial percentage increase. From 1976-1979 all age cohorts in both races either had a decline in enrollment or had no increase. Overall, it seems that the 1975-1976 academic year was a high point for both White and Black college enrollment. Only one age cohort did not show a decline in enrollment after the high point of 1975-6. This group was the White race of 25-34 year old age cohort. This particular group's percentage of total population was 7.8% in 1976 and 1979.

The Educational Pipeline

In our society most students followed the educational pipeline of grade school, high school and maybe college, to enhance their knowledge and increase their marketability. In some cases Black students have been drained from the educational pipeline before they even get to high school. This high dropout rate can significantly decrease the total population of Black students in pursuit of higher education. Statistics show that the percentage of dropouts (compared to the total population) was not nearly as high for White students as it was for Blacks (Table 2).

Overall, there were significant decreases in the dropout rate for both Black and White populations from 1970-1979. In 1970 the dropout rate was 21.5% for 16-19 year

Table 2

**Black and White Dropouts in Selected Age Cohorts
1970, 1975 to 1979 (in thousands)**

<u>Age and race</u>	1970	1975	1976	1977	1978	1979
<u>16-19 Year Old Blacks</u>						
Population	1,850	2,167	2,207	2,235	2,234	2,229
Dropouts	399	378	320	324	343	338
% Population	21.5	17.4	14.5	14.5	15.4	15.2
<u>Whites</u>						
Population	12,814	13,898	13,968	13,976	13,906	13,825
Dropouts	1,330	1,599	1,718	1,725	1,720	1,710
% Population	10.5	11.5	12.3	12.3	12.4	12.4
<u>20-24 Year Old Blacks</u>						
Population	1,814	2,183	2,260	2,315	2,387	2,438
Dropouts	623	615	592	573	592	649
% Population	34.3	28.2	26.2	24.8	24.8	26.6
<u>Whites</u>						
Population	13,599	15,848	16,168	16,486	16,717	16,915
Dropouts	2,129	2,144	2,276	2,342	2,382	2,456
% Population	15.7	13.5	14.1	14.2	14.2	14.5
<u>25-34 Year Old Blacks</u>						
Population	2,669	3,186	3,315	3,455	3,586	3,752
Dropouts	1,149	1,018	936	958	905	933
% Population	43.0	32.0	28.2	27.7	25.2	24.9
<u>Whites</u>						
Population	21,691	26,571	27,473	28,291	28,943	29,844
Dropouts	4,773	4,268	4,436	4,169	4,017	4,002
% Population	22.0	16.1	16.1	14.7	13.9	13.4

Source: U.S. Department of Commerce, Bureau of Census, Series P-20

old Black youths. This same racial group showed a 15.2% dropout rate in 1979. Similar decreases occurred in both the 20-24 year old and the 25-34 year old Black age cohorts. The White population also showed decreases in the dropout rates for all age cohorts except the 16-19 year old group. This particular group of Whites experienced a 2% increase in dropout rate from 1970-1979.

The low point for Black dropouts seems to be in the middle 1970's. In 1976-1977 the percentage of Black dropouts within the 16-19 year old and 20-24 year old age cohorts were 14.5 and 26.2 respectively.

Finally, there was an overall disproportionate number of Black dropouts in all age cohorts. Differences in percentage of dropouts were as high as 21% and as low as 2.1% between Black and White dropouts in selected age cohorts.

There are some educational researchers that suggest the pipeline problem begins not in the high school, but in the elementary school. Eugene Perkins suggests, "that the crucial age for Black children is between six and ten, in which they have to make a commitment to function or not to function in a school environment."⁵

⁵Barbara J. Shade, "Personal Traits of Educationally Successful Black Children" (Education Digest, November, 1981) p. 47.

Other researchers believe it is essential to have special programs for low income school areas. The following is an example of an elementary enrichment program. The participants of this particular study are now in their early twenties.

A 15 year progress report indicates that those who participated in the program that became a model for project Head Start are more likely than their peers from standard classrooms to have attended college, hold full-or-part-time jobs and have a strong sense of self-esteem, report researchers from New York University. Operating from 1961-69, the Harlem program provided extra teaching assistantships in classrooms, breakfast in school and special curriculum that stressed reading and language development for nearly 1,200 children aged four through eight years.⁶

The above case exemplifies a situation where project Head Start can supply a foundation for future education to Black Americans.

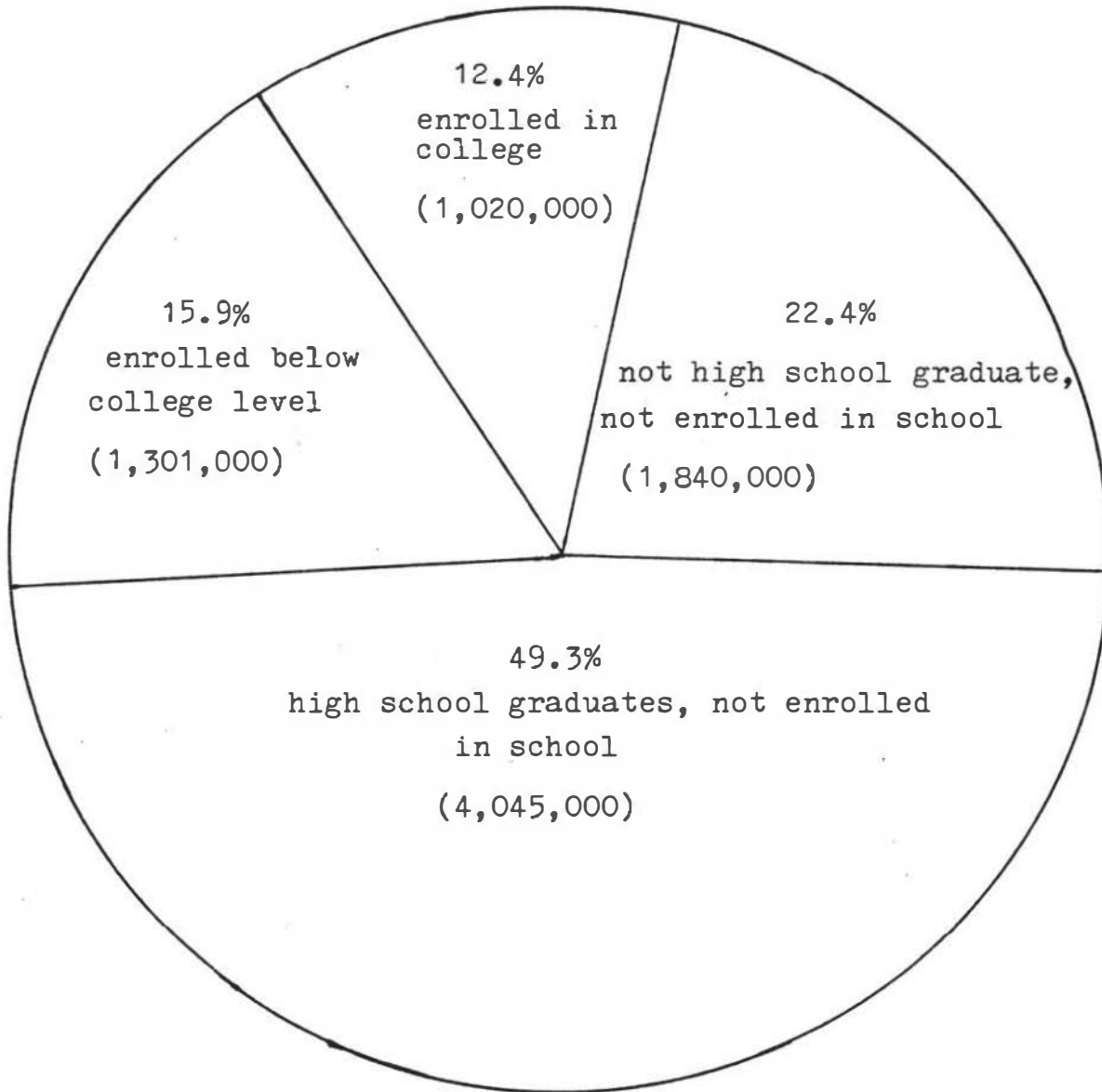
(Figure 2) shows the Census Data for October 1978. In the figure, 22.4 percent of Black people age 16-34 (or 1,840,000 people) were not in school nor high school graduates. Further, in October 1980, in a group of people aged 18 to 24 years old "832,000 Black young people, were not enrolled in school and were not high school graduates."⁷

⁶"Getting a Good Start Helps," (Science News, September 19, 1981) p. 183.

⁷U.S. Bureau of the Census. School Enrollment-Social and Economic Characteristics of Students: October 1980, Advance-Report, p. 20, No. 362 (May 1981), Table 6.

Figure 2

DISTRIBUTION OF BLACK POPULATION, 16-34 YEARS OLD,
BY SCHOOL ENROLLMENT STATUS, OCTOBER 1978
(Civilian, non-institutional population)



SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20

Finally, the Ford Foundation's Commission on the Higher Education of Minorities, "estimated that 28 percent of all Black students are lost before high school graduation."⁸ Between 1967 and 1977 this mid 20 percent dropout rate for Blacks was contrasted with a 15-18 percent drop out rate for Whites. (Table 3) Why the high drop out rate for Blacks? One theory is by John Watson. Watson suggests,

these students are introduced early to membership in the urban underclass. That social rung is occupied by hundreds of thousands cast adrift in our cities and represents an indictment of the American dream of equal opportunity and employment for all who want it. Hard-working parents, school officials, and students in inner cities, are ignored and often treated as scapegoats, the victims of a prevailing stereotype and mythology that consigns all of them to the educational trash heap.⁹

⁸Higher Education Research Institute, Inc., Los Angeles, Ca. Final Report of the Commission on the Higher Education of Minorities, p. 15.

⁹"Urban League decries school quality decline as threat to Black Social Mobility [Annual report on the State of Black America] (Phi Delta Kappan, March 1981, p. 33).

Table 3

Percentage of Black and White Population
18-24 Year Olds That Were High School Dropouts
1967, 1972 and 1977

October	Black	White
1977	24	15
1972	26	15
1967	35	18

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, Numbers 190,260 and 321.

The statistics for Black drop outs outside the urban areas can also be extremely high. The U.S. Department of Agriculture states that, "some six million Blacks or 26% of the U.S. Black population, live in what the Agriculture Department calls non-metro America, meaning outside Standard Metropolitan Statistical Areas. Only about 31.5% of the male 25-year-olds in that group had completed high school in 1977, compared with 47.9% for urban Black men."¹⁰

¹⁰"Non-Metro Blacks Need Special Help" U.S.D.A. (Phi Delta Kappan, Nov. 1980, p. 63-4).

Improvement of Secondary Education

One significant problem Black students were concerned about was poor secondary school preparation. Poor secondary school preparation can be either an individual problem or perhaps an institutional one. In 1978, The National Task Force recommended the start of voluntary desegregation in the form of "Magnet Centers". Magnet Centers have been a key element of many desegregation plans that have been done since the early 1970's. "Their purpose is to effect voluntary desegregation by inducing students to choose to attend magnet schools that provide top-quality programs unavailable in home schools."¹¹

Impact of Testing on Blacks

Practically speaking there has been a controversy over the issue of standardized testing for years. The College Board found that Blacks as well as many other minority groups score much lower on standardized tests than Whites. One standardized test that is in question is the SAT or the Scholastic Aptitude Test. This particular test is usually given to college bound high school students at the end of their junior year. The Board states, "the mean score on the verbal part of the SAT for Black high school students in 1976-77 was 329, compared to 449 for White pupils. On the math section, Blacks scored a mean of 355, well below the

¹¹"Improving Desegregation Plans" (Phi Delta Kappan, Feb. 1981, p. 33.

mean score of 490 for Whites. The tests are scored on a range of 200-800."¹²

Black Faculty as Role Models

In the National Advisory Committee's report on Needed System Supports for Achieving Higher Education Equity for Black Americans, it was found that the "human resource system" of support was essential to facilitate the needs and concerns of Black students. Specifically the problem lies in the fact that Blacks make up only 4.4% of all higher education faculty, one-third of whom were employed by historically Black colleges. Derek Bok, President of Harvard University commented on the small percent of Black faculty. "There are too few minority academics to choose from, only 6% of the faculty members are Black, Hispanic or Asian-American, and Harvard isn't even growing any of its own; only two of the 132 Black graduating students at the college last year entered doctoral programs."¹³ Further, the Equal Employment Opportunity Commission found nearly eleven percent (10.9) of all full-time Black faculty are full professors, compared with 22.7% of their White counterparts. At the Associate Professor rank the proportion of Black faculty is 15%

¹²"Blacks Score Lower on SAT" (Phi Delta Kappan, Feb. 1980, p.323.

¹³Aric Press, Phyliss Malamud, "Racial Unrest at Harvard" [Newsweek, March 19, 1981, p. 86].

compared with 22.7% for White faculty. Only at the Assistant Professor level are the proportions similar for Black and White full time faculty, 29.8% and 27.0% of their respective totals.¹⁴

The College Atmosphere

Despite academic, financial, and environmental hardships, Black students persist in college to a surprising degree. Larry G. Jones found Blacks stay at these predominantly White institutions because they feel "that the educational benefits derived from the experience are worth any extra effort, struggle, or consideration necessary."¹⁵ Further, Jones utilized 2,564 completed questionnaires over 19 institutions to provide information to college administrators that would aid in formulating programs that would assist in retaining Black students on White campuses. Another study by Marion P. Dawkins (1977) focused on the college environment. More specifically, he studied the Black students' perceptions relative to faculty-student relations, academic advisement, social participation, interracial encounters, and support of

¹⁴National Advisory Committee on Black Higher Education and Black Colleges and Universities, June 1978, p. 25 (Data released by Equal Employment Opportunity Commission and based on their EEO-6 Survey).

¹⁵Larry G. Jones "Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions. Atlanta, Georgia, Southern Regional Education Board, 1979.

administrators.¹⁶ This particular study took place at the University of Maryland at College Park (1977). Dawkins believes that administrators must be more aware of the Black students' perceptions of the existing college environment. Further, administrators can then make sincere efforts to enhance their (Black students') college completion.

Table 4

Outcome: Degrees Awarded to Blacks as a Percent of
Total Degree Recipients 1980

<u>Type of Degree</u>	<u>% Awarded to Blacks</u>
Associate Degree	9.1
Baccalaureates	6.5
Masters	6.4
First Professional	3.9
Doctorate	4.1

Source: Preliminary data from HEW, Office for Civil Rights.

¹⁶Marion P. Dawkins, "Enhancing the Meaningfulness of the College Experience for Black Students on a Predominantly White Campus," The Maryland Association for Higher Education Journal, 1978, p. 10.

CHAPTER III
RESULTS OF THE STUDY

The questionnaire was administered to twenty-five White faculty and administrators, twenty Black faculty and administrators, and twenty-five Black students. (All students, faculty, and administrators were randomly chosen and thus did not represent any specific level of status as a group.) The three groups were asked to indicate their perception of twenty needs and concerns of Black students by selecting one of the following responses:

- 4 = unimportant
- 3 = slightly important
- 2 = somewhat important
- 1 = very important

Items perceived as untrue in fact were to be marked as (4) unimportant.

Table 5 shows a comparison of group means in response to the items on the questionnaire. A more detailed analysis of the questionnaire is contained in appendix C.

Heading the list of needs and concerns agreed upon by the Black students and Black faculty and administrators were poor secondary school preparation, cultural-racial identity adjustments, additional Black faculty, and administrators, extra resources to Black high schools, greater Black participation in science and technical fields, special pre-college programs and open discussion of racial issues.

Table 5
COMPARISON OF PERCEPTIONS OF NEEDS AND CONCERNS OF
BLACK STUDENTS

Need or Concern	Mean		
	Black Students	Black faculty/ administrator	White faculty/ administrator
1= very important			
2= somewhat important			
3= slightly important			
4= unimportant			
1. Poor High School	1.40	1.21	1.76
2. Cultural-Racial Id Adjustments	1.68	1.47	3.16
3. Univ as Hostile	1.48	2.00	3.20
4. Students not wel- come at Univ	1.52	1.94	2.88
5. H.S. counselors don't encourage University	2.36	1.63	2.92
6. Addtl Black fac and administ	1.04	1.10	2.52
7. Improved faculty support	1.68	1.52	2.52
8. Addtl minority counseling	1.08	1.36	2.28
9. Corr problems at elem and sec lev	1.56	1.21	1.68
10. Extra resouces to Black H.S.	1.12	1.21	1.36
11. Instit awareness for grad study	1.28	1.68	2.44
12. Black particip in Sci&Tech field	1.36	1.47	1.92
13. Improved remedial and Tutorial pro	1.60	1.15	1.56
14. Black Cult activ	1.12	1.63	2.56
15. Sp pre-coll prog	1.44	1.21	1.72
16. Greater partic in soc & pol activ	1.32	1.52	1.60
17. Minority hous opt	2.20	3.36	3.40
18. More racial inter	1.00	1.52	1.76
19. Increase Black & Whi stu-fac inter	2.64	1.16	1.63
20. Open disc/rac iss	1.24	1.21	2.24

The Black faculty and administrators indicated that increasing minority housing options was relatively unimportant. The Black students indicated this to be a somewhat important concern. Further, the Black faculty and administrators indicated that increasing Black and White student-faculty interaction and the high school counselors' encouragement toward college were very important concerns. The Black Students however, indicated that these two concerns were slightly important.

According to the responses in the questionnaire, White faculty and administrators attached far less importance to the majority of the needs and concerns presented. In general White faculty and administrators did show an active concern for resources in educational areas at elementary and secondary school levels. Further, the White faculty and administrators considered pre-college and remedial tutorial programs to be important concerns. Between the White faculty and administrators and the Black faculty and administrators, only two significant points of agreement in perception were reached. First, both groups indicated that the idea of minority housing options were unimportant. Secondly, the White faculty and administrators agreed with the perception of the Black faculty and administrators on the concern for increased Black and White student-faculty interaction.

The differences in perceptions of the needs and concerns were also revealed in the responses from the Black students and the White faculty and administrators. Out of the twenty needs and concerns listed, the White faculty and administrators and the Black students agreed with each others' perception on only two variables (improved remedial and tutorial programs and correctional problems at elementary and secondary school levels).

Finally, there was only one question that a group rated entirely with the same level of importance. It was item number 18 on the questionnaire. It reads: Colleges and Universities need to encourage more racial interaction in all areas of campus life. The group (Black students) answered it 1.0 (very important) in all 25 cases.

CHAPTER IV

SUMMARY

Interpretation of the Study

Through extensive analysis of the data the writer found that Black students responded they feel alienated by their environment. Black faculty and administrators also indicated this viewpoint. Secondly, the writer found that Black students indicated a concern over the current number of Black faculty and administrators. Black students also indicated that minority counseling and racial interaction were important needs and concerns for students in pursuit of higher education.

Overall, three solid themes emerged from the questionnaire. First, as expected, Black students and Black faculty and administrators responded similarly and the White faculty and administrators differently. Secondly, White faculty and administrators indicated they were in favor of increasing resources to Black elementary and secondary schools and promoting pre-college and remedial tutorial programs. Lastly, Black students indicated that they wanted to increase racial interaction and open up discussion of racial issues.

Recommendations

Through careful analysis of the questionnaire it was found that universities need to focus on the following areas to improve Black students' pursuit for higher education:

A. Increase in Black Faculty/Administrators

Indicated as a frequently reported need or concern by Black faculty/administrators and Black students.

B. Improved Remedial and Tutorial Programs

Indicated as a frequently reported need or concern by the Black faculty/administrators and White faculty/administrators.

C. Cultural Adjustment

Indicated as a frequently reported need or concern by the Black students.

D. Extra Resources to Black High Schools

Indicated as a frequently reported need or concern by Black students, Black faculty/administrators and White faculty/administrators.

E. Minority Counseling

Indicated as a frequently reported need or concern by the Black students.

F. Open Discussion of Racial Issues

Indicated as a frequently reported need or concern by the Black students and Black faculty/administrators.

APPENDIXES

APPENDIX A

EASTERN ILLINOIS UNIVERSITY

EASTERN ILLINOIS UNIVERSITY

Control: State
Undergraduate Enrollment: 4,020 men; 5,083 women
Academic Emphasis: Liberal arts and sciences, professional programs
Major Divisions: College of Arts and Sciences; six schools
Type/Setting: Residential: small town
Location: Charleston, Illinois



- Majors and Degrees** Eastern grants the following undergraduate degrees: B.A., B.S., B.S.Bus., B.S.Ed., and B.Mus. Majors offered in the College of Arts and Sciences for the B.A. are economics, English, French, German, history, journalism, mathematics, philosophy, political science, psychology, sociology, Spanish, and speech communication. The B.S. is granted with majors in Afro-American studies, botany, chemistry, computational mathematics, earth science, environmental biology, geography, geology, medical technology, physics, speech pathology and audiology, and zoology. The School of Business offers the B.S. in Business with majors in accounting, administrative office management, computer management, energy management, finance, management, and marketing. The School of Education offers the B.S. in Education with majors in business education, elementary education, junior high school education, and special education. The School of Fine Arts offers the B.A. with majors in art and theater arts and the B.Mus. with a major in music. The School of Health, Physical Education and Recreation offers the B.S. with majors in physical education and recreation. The School of Home Economics offers the B.S. with a major in home economics. The School of Technology offers the B.S. with a major in industrial technology. Teacher preparation programs are available in most of the majors listed above as well as in health education, social science, and technology education. Special attention is called to the B.S. with a major in career occupations and to the Board of Governors degree program, which is an individualized, nontraditional program for working adults.
- Academic Program** Candidates for the bachelor's degree must complete at least 120 semester hours with a cumulative grade point average (GPA) of at least 2.0 (C average) and with a minimum GPA of 2.0 in their major area (a cumulative GPA of at least 2.25 is required for graduation from a teacher education program); they must successfully complete at least 40 semester hours in upper-division courses. Eastern directs special attention to majors in computer management, energy management, and environmental biology.
- Off-Campus Arrangements** A summer of study in Ireland provides an opportunity for independent work in several disciplines. Study in Europe and a geology field study in the Rockies are also available in the summer.
- Academic Facilities** The general library contains books, government documents, microtexts, maps, music scores, pictures, and pamphlets chosen to support the educational effort of the University. The Self-Study Materials Center provides the necessary environment and resources required to pursue independent study. Classroom buildings are both attractive and functional. Science laboratories are equipped with modern facilities.
- Costs** Tuition and fees for the academic year (two semesters) for Illinois residents are \$1123.20 for lower-division undergraduates and \$1171.20 for upper-division undergraduates. For out-of-state lower-division undergraduates, the figure is \$2671.20, and for upper-division undergraduates, the figure is \$2815.20. Room and board in a residence hall cost \$1930 for the academic year. Personal expenses vary from student to student.
- Financial Aid** Scholarships, grants, loans, talent awards, and part-time employment are available for entering freshmen and transfer students who need financial assistance. These include awards from state, federal, and University programs. Approximately two thirds of Eastern's students participate in some form of financial assistance program. Every effort is made to help those students who have financial problems.
- Faculty** Although an increasing emphasis is being placed on research by faculty members at Eastern, the primary function of the teachers is teaching. There are approximately 480 faculty members in the various academic disciplines. A faculty-student ratio of 1:19 permits and encourages individualized instruction and classroom interaction between student and instructor.
- Student Government** The student government is organized on the same plan as the federal government: executive, legislative, and judicial branches. Student officers and student senators are elected by popular vote. Judicial branch members are named by the student body president and approved by the senate. Student government is concerned with matters relating to student welfare, student activities, and student participation in University planning and administration. The University believes that student government is a vital part of the educational process.
- The University** The establishment of Eastern was authorized by the Illinois General Assembly in 1895, and classes opened in 1899. The fact that only five men have served as president of the University since the first classes began has helped give the stability and continuity of purpose that is an Eastern cornerstone. That purpose is to provide excellent instruction and an educational environment that will produce broadly educated, responsible citizens who are prepared to lead and to serve in a free society. The majority of students come from small cities and rural areas, but the campus has both a cosmopolitan and an international influence, and many foreign nations are represented. The Chicago area (Cook County) is represented by more students than any other county in the state.
- Eastern's men and women compete in well-balanced intercollegiate athletic programs, and students are encouraged to participate in a variety of extracurricular activities. The University believes that residence hall living allows an extension of formal education in the sense that a regard for standards of good citizenship is enhanced. Freshmen and sophomores are required to live in on-campus halls. The University's physical facilities are located on 316 landscaped acres at the southern edge of Charleston. The Lantz Health, Physical Education and Recreation Building includes a basketball gym, a fitness gym, a field house with a one-eighth-mile track, a swimming pool, a rifle range, and a library. The Tarble Arts Center is the newest addition to the campus.

APPENDIX B

SURVEY QUESTIONNAIRE

Administrators, faculty, and students

SURVEY QUESTIONNAIRE

This questionnaire is part of a research thesis conducted by a graduate school student in the area of Educational Psychology and Guidance at Eastern Illinois University.

The purpose of this questionnaire is to obtain your views of Black Students Needs and Concerns. The purpose of the study is to help institutions of higher education assess their response to a racial minority group on a number of dimensions which are stated in the questionnaire.

The questionnaire will be treated confidentially. Individual anonymity is guaranteed in all reports and publications of this thesis. The thesis will be available to anyone interested and should be of use to students, faculty, or administrators interested in obtaining a better understanding of their campus on this topic.

BLACK STUDENTS NEEDS OR CONCERNS

The following items have been identified as needs and concerns of Black students on many campuses. According to your perception, to what extent do these represent important needs or concerns of Black students at your institution?

(circle one response for each item):

1. Black students have poor secondary school preparation.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

2. Cultural/racial identity adjustments.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

3. The university is perceived as a hostile institution.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

4. The university is perceived by Black students as a institution that traditionally has not welcomed them.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

5. High school counselors don't encourage students to attend the university.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

6. Additional Black faculty and administrators.

(1) very important	(3) slightly important
(2) somewhat important	(4) unimportant

7. Improved faculty contact and support.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
8. Additional minority oriented counseling and advising.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
9. Need to place greater emphasis on correcting problems at the elementary and secondary school levels with adequate follow through.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
10. Allocation of extra resources to predominantly Black high schools with large populations of low-income students.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
11. That undergraduate institutions develop programs to increase the "awareness" of Black students who wish to continue for graduate study.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
12. Develop programs to increase Black participation in scientific and technical fields, modeled after successful programs started by associations and industry.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |
13. Improved remedial and tutorial programs.
- | | |
|------------------------|------------------------|
| (1) very important | (3) slightly important |
| (2) somewhat important | (4) unimportant |

14. An organized program of Black cultural activities, throughout the school year.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
15. Special pre-college programs to compensate for poor secondary school preparation.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
16. Greater participation in the general university social and political activities.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
17. More minority housing options (e.g., a black dorm, house, or other residence arrangements).
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
18. Colleges and universities need to encourage more racial interaction in all areas of campus life.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
19. Need a greater degree of Black and White student faculty interaction on academic as well as social basis.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant
20. More open discussion of Black or racial issues and concerns on campus.
- (1) very important (3) slightly important
(2) somewhat important (4) unimportant

APPENDIX C

COMPLETE ANALYSIS OF DATA
FROM THE SURVEY QUESTIONNAIRE

COMPLETE ANALYSIS OF DATA

QUESTIONS 1-10

ITEM #	NEED OR CONCERN	GROUP	White	Black	Black	ALL	ALL	ALL	ALL	ALL	BETWEEN	BETWEEN
		no. of mem.	Faculty	Students	Faculty	70	70	70	70	70	GROUPS	GROUPS
			Mean	Mean	Mean	Mean	STD ERR	STD DEV	Variance	Skewness	F RATIO	F PROB.
1	POOR 2ND SCHOOLS	25	1.76	1.40	1.21	1.478	.073	.609	.371	.890	5.317	.007
2	CULTURAL-RACIAL ID ADJUSTMENTS	25	3.16	1.68	1.47	2.159	.135	1.120	1.254	.323	28.777	.000
3	UNIV AS HOSTILE INSTIT	20	3.00	1.48	2.00	2.246	.131	1.090	1.188	.330	30.134	.000
4	STUDENTS NOT WELCOME AT UNIVERSITY	70	2.88	1.52	1.94	2.130	.132	1.097	1.203	.491	13.695	.000
5	H.S. COUNSELORS DON'T ENCOURAGE UNIV	70	2.92	2.36	1.63	2.362	.140	1.163	1.352	-.002	7.990	.001
6	ADDTL BLACK FACULTY AND ADMINISTRATORS	70	2.52	1.04	1.10	1.594	.116	.960	.921	1.522	38.303	.000
7	IMPROVED FAC SUPPORT	70	2.52	1.68	1.52	1.942	.101	.838	.702	.728	12.802	.000
8	ADDTL MINORITY CNSING	70	2.28	1.08	1.36	1.594	.108	.896	.803	1.412	18.076	.000
9	CORR. PROBLEMS AT ELEM. AND SEC. LEVELS	70	1.68	1.56	1.21	1.507	.098	.816	.665	1.315	1.921	.115
10	EXTRA RESOURCES TO BLACK H.S.	70	1.36	1.12	1.21	1.232	.051	.425	.181	1.299	2.090	.132

COMPLETE ANALYSIS OF DATA
QUESTIONS 11-20

ITEM #	NEED OR CONCERN	GROUP	White Faculty	Black Students	Black Faculty	ALL	ALL	ALL	ALL	ALL	BETWEEN GROUPS	BETWEEN GROUPS
		no. of mem. DATA	25	25	20	70	70	70	70	70	-	-
			Mean	Mean	Mean	Mean	STD ERR	STD DEV	Variance	Skewness	F RATIO	F PROB.
11	INSTIT AWARENESS FOR GRAD STUDY		2.44	1.28	1.68	1.812	.114	.425	.890	1.040	13.142	.000
12	BLACK PARTICIPATION IN SCI & TECH FIELDS		1.92	1.36	1.47	1.594	.083	.693	.480	1.018	5.009	.009
13	IMPROVED REMEDIAL & TUTORIAL PROGRAMS		1.56	1.60	1.15	1.464	.081	.677	.458	1.160	2.845	.065
14	BLACK CULTURAL ACTIV.		2.56	1.12	1.63	1.783	.122	1.013	1.026	1.067	20.247	.000
15	SP PRE COL PROGRAMS		1.72	1.44	1.21	1.478	.076	.633	.400	1.340	3.874	.026
16	GREATER PART IN UNIV SOC & POL ACTIVITIES		1.60	1.32	1.52	1.478	.076	.633	.400	.981	1.312	.276
17	MINORITY HOUSING OPT.		3.40	2.20	3.36	2.956	.145	1.206	1.454	-.640	9.694	.000
18	MORE RACIAL INTERACT.		1.76	1.00	1.52	1.420	.093	.775	.600	2.229	7.448	.001
19	INCREASE BLACK & WHITE STU-FAC INTERACTION		1.63	2.64	1.16	1.826	.119	.985	.969	.837	24.906	.000
20	OPEN DISCUSSION OF RACIAL ISSUES		2.24	1.24	1.21	1.594	.108	.896	.803	1.412	14.104	.000

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