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UA3/8/6 Minority Recruitment & Retention Plan

WKU Task Force on Minority Recruitment & Retention

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Minority Recruitment & Retention Plan

Excellence with a personal touch

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Final Report

Task Force

on

Minority Recruitment and Retention

Western Kentucky University

October 24, 1992

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FOREWARD

In a recent national survey of governors, college and university presidents, and other higher education professionals, minority participation emerged as the top issue facing American Higher Education throughout the remainder of this century (Gilley, 1991). If one is even casually familiar with current demographic trends in education, it is not surprising that this issue would draw so much attention from elected officials and higher education professionals. American education during the early 1990s experienced an escalation in public school minority enrollments and a growing pool of minority high school graduates. This trend is expected to continue and to escalate through the end of the 20th century. In fact by the year 2025, it is estimated that nearly one-half of the public school enrollments will be minority children.

Despite this growing trend, however, there has been a disturbing general decline in the proportion of minorities participating in higher education. Recently at Western Kentucky University, we have focused greater attention on this problem and have initiated programs to improve the recruitment and retention of minorities. A number of programs are now in place that we feel will promote our goal of increasing minority participation long into the future. In order to further intensify our efforts, on September 29, 1992, I formed a special Task Force on Minority Recruitment and Retention. I charged this Task Force with assisting the University in setting its goals, describing the current status of minority recruitment and retention, listing strategies and initiatives that we have undertaken and should continue to undertake in the future, and compiling a list of resources needed to accomplish the goals.

This Task Force was chaired by Dr. Jerry R. Wilder, Vice President for Student Affairs, who within a very short time frame formed a committee of 24 faculty, staff, and students who went to work immediately to formulate the attached report. I am very pleased with the work of this group and feel that their ideas will dramatically assist Western Kentucky University in improving minority participation.

We at Western Kentucky University realize that the future of our nation is very much intertwined with the success that we achieve in improving our record of minority participation higher education. Many challenges lie ahead. This Task Force report points the way.



Reference

Gilley, W. J. (1991) Thinking about American higher education, New York: McMillan, p. 17.

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PREFACE

On Thursday, September 24, 1992, President Meredith held a meeting with selected representatives from the Offices of Admissions, Alumni Affairs, Student Life and Minority Student Support Services to discuss the need for Western to expand its minority recruitment and retention efforts. After some discussion, the President asked Dr. Jerry Wilder, Vice President for Student Affairs, to chair a Task Force on Minority Recruitment and Retention. On September 29, 1992, President Meredith charged the Task Force with the responsibility of identifying strategies and initiatives that, if implemented, would enable Western to more effectively recruit and retain minority students. President Meredith imposed a deadline of Saturday, October 24, 1992, for the receipt of the Final Report.

Following that meeting, Dr. Wilder, in consultation with Dean Howard Bailey, identified 24 students, faculty, and staff members who would comprise the Task Force. The Task Force held its organizational meeting on Wednesday, September 30, at 3:30 p.m. Because of the necessity to expeditiously manage the work of the Task Force, three working committees were appointed: Recruitment, Retention and Scholarship. Dean Howard Bailey, Dr. David Lee and Ms. Anne Murray agreed to serve as Chairs of the three respective Committees. The Chair of the Task Force and the three Committee Chairs constituted the Task Force Steering Committee. Mr. John Foe, Director of the Office of Institutional Research, provided data support to the three Committees. Dr. Lowell Harrison, Retired Professor of History, provided historical information for the Background and Image sections of the report.

The University's goal is for its student population to be racially and culturally representative of the demography of the state of Kentucky. Further, the retention of black students toward the fulfillment of their education goals is an important aspect of the overall commitment of Western Kentucky University to diversity and equal access in all of its program. In support of this commitment, both academic support and social student life programs are the major components of the retention services at Western Kentucky University.

This Final Report contains a series of recommended initiatives and actions designed to help Western achieve its affirmative action goals and objectives. The recommendations represent an important step; however, even the most elaborate plan will not be productive unless it has the support of the entire University community. To implement the various initiatives suggested in this report will demand the most creative use of Western's personnel, financial and physical resources.



**TASK FORCE ON MINORITY RECRUITMENT
AND RETENTION**

Background

The Day Law of 1904, aimed at Berea College, made integrated education illegal in Kentucky. Western Kentucky University, founded as a state school in 1906, was bound to comply with this law. Western's first President, Dr. Henry Hardin Cherry, however, being concerned about the education of blacks, tried to establish a closer relationship between the Kentucky Educational Association and the Negro Education Association. Mr. C. B. Nichols, principal of Booker T. Washington High School in Ashland, wrote President Cherry on November 17, 1926: "I appreciate everything you are doing for the advancement of my race. I am personally thanking you for your promise to appear on our state inter-racial program at Louisville November 19th and 20th."

Western's second President, Dr. Paul L. Garrett, was also sympathetic toward the cause of black education. He served on a Governor's Advisory Committee that studied educational opportunities for blacks. When President R. B. Atwood of Kentucky State College sent a thank you note to the committee members, he added a hand-written note on Garrett's letter: "Just this additional word to let you know how grateful I am for your sympathetic attitude toward our problems. I believe I express the feelings of Negro people generally. Thank you."

The only minority students that Western could enroll during its first half century were non-blacks. For example, a Japanese student was enrolled at Western when Pearl Harbor was attacked. In 1950, the Day Law was amended to allow Western to enroll black students if the academic programs they wanted to pursue were not

available at Kentucky State. This new legislation had the greatest impact at the University of Louisville and the University of Kentucky, mainly because of their graduate programs and professional schools.

The 1954 Supreme Court ruling, *Brown vs. Board of Education*, did not apply directly to Western, but it indicated clearly what the results would be if suits were filed on the college level. As a result, President Garrett in 1954 suggested that Kentucky's white colleges agree upon an admissions and use of facilities policy. At the November 23, 1955, meeting of the Council on Public Higher Education, Western's newly installed President, Dr. Kelly Thompson, called for the creation of a committee to determine how the colleges could best implement the mandate of the Supreme Court. It would be best, he declared, if they acted in unison. Then he moved for the admission of blacks in the summer of 1956, and the motion carried unanimously.

Back in Bowling Green, President Thompson and his staff worked hard to achieve a smooth transition. He and other administrators held at least a dozen conferences with various groups to prevent problems from arising, and he talked personally with a number of people in the community who appeared to be most adamant against the change. The result was that integration at Western progressed slowly, but smoothly.

By the Fall of 1963, 94 black students had enrolled at Western. These students constituted 1.6 percent of the student body. Two of these students, Clem Haskins from Campbellsville, Kentucky, and Dwight Smith from Princeton, Kentucky, were the first black athletes who descended upon Western's campus. Because Clem

and Dwight are considered to be two of the best players in the history of WKU basketball, their names are inexorably etched into the annals of Western's black heritage. Because of Western's initial successes of recruiting highly personable, recognizable, and gifted athletes, other black students throughout the Commonwealth were soon to follow. In a relatively short period of time, an increasing number of black students from Jefferson County, in particular, started shifting their long-standing allegiance from the predominately black institutions to regional institutions like Western. In 1969, 3.9 percent of Western's student body was black; five years later that percentage had risen to 6.2 and the total was nearly eight hundred; and by the Fall of 1976 the 7.3 percent of black students, 978, was almost the same as the percentage of blacks in the state's population.

After several years of modest enrollment growth (1963-1979), Western entered a new era of declining minority enrollment. In the Fall of 1980, Western's black enrollment was 954 students, and for the following three years Western's enrollment experienced a noticeable and steady decline. The enrollment of black students from 1984 through 1988 remained stable and then declined in 1989 and 1990. While the enrollment of black students during the 1980's, for the most part, remained relatively stable, the percentage of black students attending Western during this period continued to decline. For example, Western's enrollment of 954 minority students during the Fall Semester of 1980 represented 7.14 percent of Western's full-time enrollment. By 1990, while the number of students was not appreciably less, the percentage of black students enrolled at Western had declined to 5.06 percent.

Unfortunately, Western's percentage of enrollment decline surpassed the other six public institutions of higher education in the Commonwealth.

Based upon the reduced student population pool that had resulted from long-term decreased population growth, demographers predicted a decline in enrollment for higher education during the 1980's. However, such predictions were only valid for African-American students. Overall, higher education experienced a rather dramatic increase in enrollment, to the total surprise of the experts. As far as Western's decline in black student enrollment is concerned, there were several influential factors, to include the following: (1) Western was not as competitive in the recruitment of minority students as were others colleges and universities, (2) the general state of the economy in Kentucky prompted a higher percentage of minority students to attend Kentucky's community colleges, and (3) Western, in its effort to award academic scholarships to outstanding minority students, was outbid by selected institutions in Kentucky, i.e., UK and U of L.

Image

As a public-supported institution of higher education, Western has during the past 30 plus years been accessible to all students regardless of age, race, color, religion, gender or national origin. Starting in 1963, Western encountered a steady increase in the number of black students reaching an all-time high of 1,019 in 1977. During this period of time, Western's black enrollment outdistanced the other Kentucky public institutions. This, many believe, was largely attributable to the favorable image that

Western enjoyed throughout the state. Western's faculty and staff seemed to care about their students as individuals and, further, were generally accessible to them. Western's reputation of providing a quality education at an affordable cost was very attractive to all prospective students. Western was known for its beautiful campus and friendly student life atmosphere and environment. A campus spirit of acceptance and tolerance was hailed by WKU black students as something special. Further, Western's location and accessibility to the large pockets of black students in Louisville was also an attractive feature. All of that, coupled with the reputation that Western had a highly spirited student body, helped to instill in the black students a sense of belonging and loyalty. Blacks became increasingly prominent in athletics where they contributed heavily to successful basketball, football, and track teams. Black fraternities and sororities were established by the late 1960's, and the United Black Students, formed in 1976, provided an organization in which some blacks felt more comfortable than in predominately white groups. Black Awareness Week and a Miss Black Western contest attracted attention to the black presence on campus. An interdisciplinary minor in Afro-American studies was approved by the Academic Council in 1971. Alice Gatewood became Western's first black Homecoming Queen in 1972 after a controversial election. In 1974, Gregory L. McKinney was elected the first black student regent, and in 1982, Margaret Ragan was elected President of ASG.

During the last half of the 1980's, Western's black students began to exhibit real discontent and dissatisfaction. They became

restless and eventually carried their concerns and needs to the administration. During these years, however, restlessness seemed to permeate the whole of higher education. Among other things, Western's black students wanted (1) more black faculty and staff, (2) an increase in the funding of scholarships for minority students, (3) more financial support for the Minority Student Support Services area, (4) a strengthened academic advising system, (5) more courses in Afro-American Studies, and (6) a heightened sensitivity by the University family as to the needs and concerns of black students.

Minority Enrollment, 1986-1992

During the six-year period, 1986-92, Western Kentucky University experienced both enrollment growth and decline in its African-American students. Several factors contributed to this phenomenon. According to the Ninth Annual Status Report on Enrollment in Higher Education (Carter & Wilson, 1991), total enrollment in higher education increased by over 16 percent or 1.8 million students during the 10-year period, 1978-88. While the largest enrollment growth in Kentucky was witnessed in the community colleges, Western experienced a steady increase from 1986 to 1992.

Between 1986 and 1988, the African-American enrollment in higher education increased from 1.08 million to 1.13 million, increasing substantially the pool of minority applicants nationally. During this period of time, African-American enrollment in historically black colleges and universities increased dramatically. African-American enrollment at the

historically black colleges and universities rose about 9.2 percent, which was considerably more than the 3.5 percent increase in the non-historically black institutions. This growth trend continued between 1987-89 when historically black colleges and universities' enrollment increased by another 9.9 percent. Like most universities similar in size and characteristics, Western Kentucky University was impacted by the trends and movements of more African-American students attending historically black colleges and universities.

In 1986, Western Kentucky University had a total enrollment of 787 African-American students which was a decrease of about three percent from the previous year. Between 1987 and 1990, the enrollment increased and then dropped. In 1987, Western Kentucky University recorded its largest black student head count (823) in over five years. This represented the largest recorded figure for the next four years. In 1992, the University's enrollment of 876 black students was the largest figure in almost ten years. However, this number was overshadowed by the record enrollment that the University had achieved. Even though the number of African-American students increased, Western's percentage of African-American students dropped to 5.5 percent of the total University population.

During the early 1980's when the enrollment of African-Americans declined, the historically black colleges and universities encountered larger enrollment losses than other institutions. As a result, these institutions redirected their goals and efforts in order to attract more African-American students to their universities. Such efforts in the mid-to-late

1980's accounted for the substantially larger gains in African American enrollment than what non-historically black colleges and universities experienced.

Enhanced efforts seemed to have had a slight impact in the numbers of African-Americans enrolled at Western in 1991 and 1992. The Office of Minority Student Support Services, the Office of Admissions, and selected academic departments, i.e., Journalism, intensified their recruitment efforts for minority students. Efforts such as these should enable Western Kentucky University to continue to increase its enrollment of minority students.

Minority Retention, 1988-1992

As was the case at many institutions, the late 1960's and early 1970's saw a dramatic increase in the number of minority students enrolled at Western Kentucky University. Despite these tremendous gains, though, a definite decline in the societal commitment to educational equity was clearly evident beginning in the late 1970's and continuing throughout the 1980's.

On a positive note, recent statistics reveal that more African-Americans than ever are currently enrolled at our nation's colleges and universities. But sustaining higher levels of enrollment is only part of the equation. To be truly successful, higher education must make every effort possible to insure that its students graduate within a reasonable time frame.

At Western, both the total number of minority students and the number of African-American students enrolled during the past four years has remained somewhat consistent:

Fall Semester Headcount

| | <u>1988</u> | <u>1989</u> | <u>1990</u> | <u>1991</u> |
|-----------------------------|-------------|-------------|-------------|-------------|
| Total Enrollment | 14099 | 14828 | 15240 | 15762 |
| Minority Enrollment | 1042 | 1038 | 981 | 1095 |
| Percentage of Total | 7.4 | 7.0 | 6.4 | 6.9 |
| African-American Enrollment | 818 | 796 | 771 | 837 |
| Percentage of Total | 5.8 | 5.4 | 5.1 | 5.3 |

Similarly, the percentage of first-time African-American freshmen students who were still enrolled at Western at the beginning of their sophomore year seemed to be consistent with their non-minority counterparts:

Percentage of First-Time Freshmen Persisting to their Sophomore Year, Entering Fall Semester:

| | <u>1988</u> | <u>1989</u> | <u>1990</u> |
|------------------|-------------|-------------|-------------|
| Non-Minority | 64.61 | 66.46 | 65.74 |
| African-American | 59.90 | 67.78 | 64.41 |

Furthermore, of the first-time freshmen who entered Western in the Fall of 1987, the percentage of African-American students who were either still enrolled or graduated within four years is almost the same as it was for non-minority students:

Number of First-Time Freshmen Still Enrolled
or Graduated Within Four Years

| | <u>Total Entering Fall 1987</u> | <u>Total Retained Fall 1991</u> | <u>Percentage Retained</u> |
|------------------|-------------------------------------|-------------------------------------|--------------------------------|
| Non-Minority | 1726 | 822 | 47.6 |
| African-American | 120 | 56 | 46.6 |

The number of baccalaureate degrees conferred by Western during the last three academic years indicates a slight decrease in the percentage of total minority and African-Americans receiving degrees. Although actual numbers have not decreased significantly, the relative decrease in percentage is due to a consistent increase in the number of non-minority degree recipients:

Total Number of Baccalaureate Degrees Conferred

| | <u>1988-89</u> | <u>1989-90</u> | <u>1990-91</u> |
|---------------------------|----------------|----------------|----------------|
| Non-Minority | 1212 | 1328 | 1437 |
| Total Minority | 84 | 94 | 79 |
| Percentage of Total | 6.5 | 6.6 | 5.2 |
| Total African-American | 62 | 56 | 51 |
| Percentage of Total | 4.8 | 3.9 | 3.4 |

While Western appears to be doing an adequate job of retaining its minority students, a greater institutional commitment to its retention efforts should produce even better results.

Enrollment Forecasts

National enrollment forecasts for the next 10 years are based on a slight increase in the number of high school students expected to graduate. In 1992, 2,446,000 high school graduates earned diplomas, according to the August 26, 1992 issue of The Chronicle of Higher Education Almanac. A slight increase is expected in 1993, followed by another decline in 1994. 1995 begins a steady projected incline of the number of high school graduates which continues to 2001, followed by a decline in 2002.

Unfortunately, the projected numbers of Kentucky high school graduates do not follow the national projection, according to the Chronicle. An estimated 34,080 students will graduate from high school in 1993. By 2002, about 1000 fewer graduates are expected.

If the previous trend of Kentucky following the national trend by a few years continues, perhaps we can look for an increase in Kentucky high school graduates at the end of the first decade of the new century. Of course, this is subject to the Commonwealth's economic state which may impact the number of families remaining in the state.

In 1985, 26.1 percent of the U.S. black high school graduates 18-24 years of age were enrolled in college. By 1990, the percentage enrolled had increased to 33.0.

Black students represented 5.9 percent of the 177,852 students enrolled in higher education in Kentucky in 1991, according to the Chronicle. Total minority enrollment (including Asians, Hispanics, etc.) represented 7.4 percent of the total number of students

enrolled in Kentucky. Minority students represented 7.7 percent of the enrollment at public 4-year schools, 7.4 percent at public 2-year schools, 4.7 percent at private 4-year schools, and 15 percent at private 2-year schools.

Western XXI

According to its Strategic Planning Document (Western XXI), Western Kentucky University is committed to diversity in its student population and equal access to all of its programs. The following excerpts from Western XXI address this commitment:

Western Kentucky University strives to insure that its community of students, faculty, and staff, reflect a healthy human diversity. Proactive strategies in recruitment and retention of minority students are primary vehicles for insuring diversity (p.2). Western is committed to the development and implementation of a proactive program designed to recruit and retain minority students (p.6).

Positioning

Western's recruitment efforts should continue to focus on its name recognition and selected comparative advantages which set Western above and apart from competitive institutions. These advantages, as outlined in Western XXI, convey an institutional uniqueness or distinctiveness as to the character of Western.

1. Academic programs that have gained wide recognition and/or visibility with various publics.
2. Distinctive or relatively uncommon academic offerings.
3. A caring and accessible faculty and staff who foster a climate of concern and congeniality.

4. A campus widely recognized for its natural beauty and park-like ambience.
5. Distinctive physical facilities such as the Kentucky Museum, Cherry Hall, Van Meter Hall, the L.D. Brown Agricultural-Exposition Center, and the public broadcasting facilities.
6. Easy access to major highways and proximity to nearby metropolitan areas.
7. A high quality of life available to residents of this area.
8. Proximity to a major tourist route and nearby tourist attractions.
9. Opportunities reflecting the area's business and industrial development trends.
10. A record of research and development efforts related to school reform.

Market Mapping

Based upon the demographics regarding the population density of African-Americans residing in Western's primary service area, Western should concentrate its recruitment efforts in eleven designated areas within the state of Kentucky. The outer boundaries of the primary recruitment area should be I-75 to the east, the Kentucky - Illinois border to the west, the Jefferson County area to the north, and the Tennessee - Kentucky state line to the south. Within these outer Kentucky boundaries, there should be eleven primary focus areas. These areas are identified below by their appointed number and represent not only the immediate county that the titled city is within, but also surrounding counties.

1. Louisville - Jefferson County
2. Lexington - Fayette County
3. Elizabethtown - Hardin County
4. Owensboro - Daviess County
5. Henderson - Henderson County

6. Madisonville - Hopkins County
7. Paducah - McCracken County
8. Mayfield - Graves County
9. Hopkinsville - Christian County
10. Bowling Green - Warren County
11. Glasgow - Barren County

These eleven target areas should constitute the majority of Western's in-state recruitment focus. While some of these areas have historically been areas considered outside of Western's immediate recruitment area, it has become necessary for Western to broaden its geographical area in an attempt to increase its minority numbers. There are several counties that link the eleven target areas that have few, if any, minority students enrolled in the public schools. Therefore, the eleven mapping marketing areas should not receive equal time and effort. There should be an attempt to divide the efforts based on the number of prospective students residing in each geographic area.

Affirmative Action Goals

In the Spring of 1989, in spite of the fact that the state had failed to reach all of the projected goals for desegregating its higher education system, the Kentucky Desegregation Plan was terminated. Consequently, another mechanism was put in place as an attempt to reach these goals. The Council on Higher Education in May, 1989, with the assistance of all public institutions, developed the Council on Higher Education's Equal Opportunity Committee. This committee restated several of the previous goals that the universities were to have achieved in the previous plan.

The primary difference was the Equal Opportunity Committee required each institution to develop and present their own objectives and actions in reaching these goals.

Western Kentucky University, like all public institutions, has attempted a variety of methods of reaching the designated goals in the following areas: (1) increasing first-time minority Kentucky residents as college students; (2) increasing overall enrollment of minority students; (3) retaining a greater number of minority students; (4) awarding degrees to a greater number of minority students; (5) enrolling a greater number of minority graduate students; and (6) increasing the number of minority faculty and professional staff within the University work force.

While Western has experienced some success in reaching its Affirmative Action Goals, the level of success does not reflect the efforts of those who have been assigned the responsibility of completing the task. Institutional implementation of selected initiatives and recommendations cited in this report should assist Western Kentucky University in its quest to fulfill its Affirmative Action Goals.

RECRUITMENT

STRATEGIES/INITIATIVES AND TIMETABLE

1. The University should establish a Black Alumni Recruitment Team in each of the market mapping locations. These teams should work cooperatively with the Minority Student Support Services' recruitment efforts. Members of these groups should track minority students and become local mentors for Western Kentucky University.

2. Place greater emphasis on high school guidance counselor's knowledge of the interest the University has in attracting all minority students.
3. Identify churches and community organizations within the market area who are willing to participate in recruitment activities.
4. Coordinate recruitment of the Jefferson County schools by utilizing the 200 Jefferson County school system teachers and administrators who have degrees from Western Kentucky University.
5. Western Kentucky University should obtain funds needed to transport students to the campus from Jefferson Community College, Madisonville Community College, Paducah Community College, and Hopkinsville Community College. A coordinated effort with these institutions would allow those students who would not otherwise get a chance to visit Western's campus to receive a campus tour.
6. Survey and regularly follow-up African-American students who withdraw from the University. Further, every attempt should be made to meet their needs which might allow them to return.
7. The institution should develop an up-to-date minority student recruitment brochure. It is extremely important that Western make appropriate changes in it's recruitment philosophies in order to place greater emphasis on student leadership and bring leadership into line with scholarships. Over the past five years there has been a paradigm shift in this area of student recruitment. Institutions such as Western Kentucky University must actively recruit the above average African-American who has been involved in high school activities and shows potential of becoming not only a good college student, but one who is actively involved in mainstream activities. Should this philosophy change, it will allow Western to offer financial assistance to students who might otherwise be overlooked because they had not surfaced as the most outstanding African-American student in their class based purely on scholarship.
8. Prepare a statistical analysis of Kentucky's minority population, showing total minority population and minority high school graduates by county, and then by cities within counties - Note: The report should be distributed to all University departments involved in recruiting.

9. Make orientation and registration sessions two-day events held on weekends in the summer so incoming students have ample opportunity to see the campus. Many parents of minority students simply cannot get away from home during the week. For many, a day away from work is a lost day of pay. For others, arrangements for other children at home are difficult. As a result of our current one-day, week-day orientation, the first time the minority students see campus is the day they are unloaded at the residence hall just prior to the first day of classes. In addition to those activities usually scheduled in the one-day sessions, other activities should include:
 - a. An overnight stay in a residence hall
 - b. A tour of facilities of the department representing the students' academic discipline
 - c. A two-hour academic orientation so incoming students can interact with available faculty, learn about student organizations, hear an overview of each major with discussion of content of courses and the usual progression of courses to a degree
 - d. A tour of campus facilities available for student use:
 - 1) Preston Center
 - 2) Diddle Arena
 - 3) Student Health Service
 - 4) Downing University Center, ending with the showing of a current movie in the Downing Theater
 - 5) Party-mixer with upperclass students at Niteclass
10. Require each academic department to establish a timetable for the attainment of recruitment goals:
 - a. Each academic department should adopt an affirmative action plan.
 - b. Plans should include numerical goals for:
 - 1) Minority student enrollment
 - 2) Minority student retention
 - c. Plans should include identification of faculty members interested in making recruiting trips and talking with prospective students during on campus visits.

- d. Plans should require faculty to report to the department head how they include in their courses information about the major contributions made by minorities and women to the discipline being covered.
 - e. Plans should include strategies for:
 - 1) Meeting specified goals
 - 2) Hiring and retaining minority faculty and staff members
 - 3) Hiring minority student workers
 - f. Plans should include a content-based summer workshop for minority high school students that will be taught by department faculty, supplemented by minority practitioners, especially in cases where there are no minority faculty.
 - g. Plans could include:
 - 1) Sponsoring minority student organizations
 - 2) Developing departmental newsletters that highlight all students' activities and allow publication opportunities for them
 - 3) Mentoring programs that match new students with junior or senior student mentors in their majors (for all students, not just minority students and not on a racial basis)
11. At least one recruitment program each year should be scheduled in each targeted population area. These sessions should:
- a. Whenever possible be co-sponsored by as many church and other community organizations as possible. Flyers listing sponsors should be distributed to school counselors and black alumni from that area.
 - b. Include simultaneous sessions:
 - 1) For parents to answer questions about financial aid and other subjects of interest
 - 2) A session for middle school-age students on benefits of a college education, featuring alumni from the area
 - 3) A session for students designed to help them select a college or university
 - 4) An informal session for community college students who may be interested in transferring to Western to complete their degree objectives

- c. Have faculty members present representing academic areas of special interest to the students as determined by interviews with counselors and program sponsors
12. Minority students at community colleges in our service region should be sent recruiting materials and invited for on-campus visits.
13. Panels of recent minority graduates should be asked to attend departmental faculty meetings and comment on the comfort level they felt as students at Western. The panel should address the following:
 - a. How teachers' language and examples affect the learning environment in a classroom
 - b. Specific descriptions of instances of teachers offending minority students
 - c. Whether minority students have special needs that teachers should be aware of and accommodate
 - d. Whether teachers should use examples of African-American and other minority achievers in lectures and discussion and how they might make the racial identifications known in a non-patronizing way
 - e. Whether advising of minority students should be handled any differently than that of other majors - Note: Panels should not include alumni of the department being discussed, but they should have access to a list of those alumni who might be contacted in advance for information on the treatment they received as students in the department
14. The University should advise minority organizations in the state of services available from the University, including a listing of faculty available as speakers for meetings, and advice on how to access information from faculty and staff.
15. The University should increase its involvement in the Governor's Minority Program for Middle Schools (AIMS).
16. Regarding promotion materials:

- a. All promotion materials should include pictures of minority students, faculty and staff in natural settings. Care should be taken to avoid giving a false impression of the size of the minority population
- b. A special promotion piece should be targeted toward minority students. Care should be taken to not exaggerate current minority enrollment figures and to not show minority students in the majority except in pictures concerning their special activities

Recruitment Timetable

It is the opinion of the Recruitment Committee that the primary focus of the recommended recruitment initiatives are feasible within one calendar year. Certainly, each initiative should be either in the development or active stage. Western must keep in mind that the success of an expanded recruitment effort is dependent upon a University-wide commitment. Anything less will not produce the kinds of results that are desperately needed.

Resources Needed To Accomplish Recruitment Goals

Limited time has precluded a detailed analysis of the financial impact of the various initiatives cited by the Recruitment Committee. The Committee acknowledges that the major funding requests will come from the Retention and Scholarship Committees. However, the Committee estimates that it would require approximately \$10,000 a year to appropriately fund the aforementioned strategies and initiatives. These funds would be utilized primarily for phone service, postage, recruitment travel, and printing. The Recruitment Committee would like the opportunity to scrutinize the cost factor much closer in preparation for the 1993-94 budget.

RETENTION

STRATEGIES/INITIATIVES AND TIMETABLE

1. Enrich the academic dimension of minority student life. To be successful in graduating minority students, the University must begin to strengthen the quality of academic life very early in the student's undergraduate experience and provide on-going support throughout the student's college career. We suggest these steps:
 - a. Establish a one- or two-week summer "bridge" program for all entering minority students. The program should orient students to the institution, emphasize skills important to success in academics, and encourage community building among minority students. The mentoring program discussed in Item 1-c should be a major part of the program.
 - b. Establish a structured system of tutorial services representing each academic department to work with minority students as needed. Crucial to beginning students, tutoring is also important to many advanced students. Tutors should be compensated.
 - c. Develop a mentoring program in which advanced students, faculty, staff, alumni, and community members meet regularly with lower-division students to assist them in identifying problems and then to encourage them to utilize appropriate University and community resources. Local organizations such as churches could be represented. This program can provide students with valuable information about the University and the community and give them a stronger sense of "belonging." Mentors need not be members of minority groups.
 - d. Recruit minority community college students, transfer students, and graduate students to build a stronger minority student presence in upper-division and graduate courses.
 - e. Reaffirm the importance of recruiting minority faculty and staff. Hiring more minority faculty and staff is crucial to Western's efforts to build a campus atmosphere which is hospitable to minority students and receptive to their concerns.

- f. Enhance advisement opportunities for minority students. Advisors working with minority students must be sensitive to the variety of challenges these students face. Minority students who are undecided about a major require particular attention. A workshop on these issues conducted by appropriate University offices could be beneficial.
 - g. Publicize the work of the Office of Minority Student Support Services. Many faculty and staff members are not aware of services the office can provide to minority students. This is especially significant in light of the recent reorganization of the office.
2. Maximize financial assistance opportunities for minority students. In many ways, this is the most crucial and the least manageable piece of the minority student retention puzzle. Although financial assistance is governed by federal regulations, the University can nevertheless make strides in this area.
- a. Encourage campus offices to seek minority student candidates for campus jobs. The University has already taken action in this regard, but the matter requires on-going attention.
 - b. Expand campus job opportunities for students. Our evidence, admittedly rather impressionistic, suggests that there are not enough jobs for students who qualify for financial assistance. Roughly half of the students eligible for work-study are not able to find University employment. More summer employment opportunities would also be valuable.
 - c. Establish an "academic workshop program" to strengthen bonds between minority students and academic departments of the students' chosen major. From beginning freshmen, ten outstanding African American students will be selected on the basis of demonstrated scholarship and leadership for work assignments (15 hours per week at the regular rate per hour) in the academic departments of their chosen majors. Academic workshops will be renewable for four years, subject to satisfactory work record and progress toward degree completion. Academic workshops will be packaged with academic scholarships, Pell grants, state grants, and other financial assistance

available to students. Department heads will continue to have the final decision in selecting their student workers but priority placement will be given students selected for the academic workshop program. The plan would place ten new minority students in academic department work positions each academic year, starting with the 1993 fall semester. A maximum of forty students would participate during the 1996-97 academic year.

- d. Supplement the emergency loan program. Currently funded by the College Heights Foundation, these small loans can be crucial to the retention of students.
3. Strengthen social and cultural programming for minority students.
 - a. Increase programming funds available to the African-American Studies Program. The University should strive to become a cultural center for minority students and citizens in its service region. A well-publicized annual series of cultural events geared to minority interests can become an important step in this direction.
 - b. Involve minority students in building cultural programming. Much of student retention is bound up in the day-to-day support that students give each other. At least some programs must be designed with an eye to encouraging such student interaction and community building. Students should play a significant role in decisions in this area. If students are interested, the University may wish to consider the creation of a Minority Student Cultural Center.

Resources Needed to Accomplish Retention Goals

1. The cost of a pilot summer program for fifty students would be approximately \$15,000. That sum would cover food, housing, transportation, programming, and a nominal stipend to participants for a week-long session. The results of the pilot program would guide our planning for a permanent summer program for minority students.
2. A tutoring program could be established for approximately \$10,000. This estimate is based on tutoring programs

currently conducted by the Academic Support Services program and by the Athletics Department, programs which cost approximately \$10,000 each.

3. The African-American Studies program currently receives no budget allocation from the University. A sum of \$5,000 to \$7,500 for the 1993-94 academic year would be an important boost to the program and would be a start toward more cultural programming for minority students.
4. The University should launch a major fundraising campaign through the Office of Development aimed at securing private funds to support its minority student retention efforts. Increasing the number of Kentuckians with college degrees is an important public policy objective in this Commonwealth, and such efforts have already attracted considerable corporate and philanthropic support. Encouraging minority citizens to obtain degrees is an especially important part of this effort. Because programs which are likely to be successful in this regard will probably involve significant costs, raising funds to support them must be an important objective for the University.

SCHOLARSHIP

ISSUES/INITIATIVES AND TIMETABLE

In 1991-92, 93 minorities applied for freshman year academic scholarships at Western Kentucky University. Forty of these were awarded (43 percent). In 1992-93, only 73 minorities applied for freshman scholarships and 53 were awarded (72.6 percent).

Applications for Minority Scholarships

The first issue addressed by the Committee was increasing the numbers of applications from minorities. Several opportunities were identified for improving communication regarding these scholarship opportunities. Visibility of minority staff, a known factor in minority recruitment, has been limited at certain open

house programs and other special events. The Office of Minority Student Support Services employs one half-time minority recruiter and one full-time minority retention counselor. The Office of Admissions employs one minority admissions counselor who is assigned to an area for recruitment, regardless of race of the students.

Recommendation: Minority staff in the Office of Minority Student Support Services should be visible at the open house programs in those areas where heavy populations of black students live. In addition, the Dean of Student Life and selected black faculty should attend whenever possible in order to talk individually with minority students. These areas include, but are not limited to Louisville, Nashville, and Hopkinsville (one-third minority population). Schedules must be coordinated in advance.

On-Campus Communication

A second problem in communication is reaching the on-campus returning students. Many scholarships are not renewable after the freshman year so students assume there is little chance of receiving one. In fact, for 1992-93, the majority of freshman scholarships are non-renewable, 304, while only 197 are renewable (pending certain academic outcomes).

Recommendation: The scholarship officer and minority staff should schedule information sessions with minority students to encourage on-campus applications and to answer questions. The United Black Greeks could provide a forum for such information to be disseminated. Publicity concerning scholarship opportunities designated for minorities has been limited to word-of-mouth. There is no separate printed material outlining criteria or availability of these awards.

Recommendation: A separate brochure for minority students should be developed, outlining scholarship requirements and special programs on campus targeted for minorities. These brochures should be distributed to minority students and their families at receptions and college programs. The brochures should be made available to high school counselors and mailed to students

requesting information about Western. The actual scholarship application should remain the same for all students.

In addition, the Minority Student Services staff should continue to provide separate targeted activities for recruitment of minorities utilizing churches, alumni, school personnel, etc., in order to encourage the good average student to apply to Western for scholarships.

Criteria for Minority Scholarship Awards

At present, the advertised credentials for receiving a renewable scholarship for a minority student are an ACT composite of 23 and a cumulative GPA of 3.5 or a class rank in the top 10 percent. Consistently, these top awards are being given to minorities who fall short of these qualifications. Eighteen minorities received one of these top three awards this fall.

To continue to receive one of the renewable scholarships, minority students must earn a GPA of 3.0 or better at Western Kentucky University. About one-third of these students, historically, fail to meet these minimum standards.

Recommendation: Establish new criteria for academic scholarship awards and renewals, as follows:

1. For an automatic award of a Regents scholarship or higher, the Committee recommends that a minority applicant score 20 or higher on the ACT composite, earn a 3.0 GPA in high school, or rank in the top 15 percent of the graduating high school class.
2. To renew a Regents Scholarship or higher, the minority student should earn a GPA commensurate with the amount of the award, as illustrated below:

| | <u>Actual 1992-93</u> | <u>Proposed 1993-94</u> |
|--|-----------------------|-------------------------|
| Regents (tuition) | 3.0 | 2.7 |
| Award of Excellence (tuition, housing, books) | 3.0 | 2.85 |
| Presidential (full) | 3.0 | 3.0 |

Award Selection

Currently, there are two separate processes where scholarship awards are decided for incoming freshmen. Scholarship applications are due February 1. During February, the point system of awarding quantitative measures to activities and achievements of each applicant is calculated by the scholarship officer in admissions.

The admissions staff determines scholarship awards around the first of March during an intense, concentrated, week-long process. Later in April, the Minority Student Support Services staff, plus the Admissions scholarship officer, deliberate on the awards for minority students. The awards are made from a pool of monies earmarked for minorities. The minorities earning scholarships during the earlier admissions process are already awarded. Several problems emerged from this scenario. The work of each office affects the other. Inconsistency in awards, minority applicants known to one office but not the other, and the natural tendency for each office to feel responsible and accountable for these awards, can lead to problems.

Recommendation: The current system is a workable one and appears to be a better plan than for either office to hold absolute control over minority scholarship awards. The recommendation of the Committee is that the two staffs dealing with minority scholarships meet together whenever any minority student is being considered for an award. At the very least, the minority recruiter should

participate in the admissions scholarship awards and the minority admissions counselor should be included with the Minority Student Services. The admissions minority staff person gave examples of each minority staff recruiter (herself and the Minority Student Support Services recruiter) having been exposed to different minority students throughout the year. She sends notes to the minority recruiter, but the two of them rarely discuss each prospect. The void in communication between these two offices is apparent and must be addressed.

Timing of Award Notification

Other universities frequently make scholarship offers to qualified minority students "on the spot" at recruitment events. By agreement between the Admissions Office and the Minority Student Services staff, early scholarship award offers may be made to qualified minorities well in advance of the March meeting. The criteria for an automatic award for minorities is currently a 23 or more ACT composite, a 3.5 GPA, or a class rank of top 10 percent.

Recommendation: New standards recommended would lower these measures to a 20 ACT composite, a 3.0 GPA, or top 15 percent of class rank. Even with this provision, the system is such that a minority with stellar credentials can be assured of a Regents and not an Award of Excellence (higher) or a Presidential (highest). We may lose minority and non-minority students because of this, but standards for the top awards are set each year by the quality of the applicants' credentials.

Collaboration

Increasing minority enrollment must become an institutional priority. Faculty, staff, and students must become change agents toward this end. The goal of increasing minority enrollment cuts across bureaucratic lines. Offices involved in recruitment, scholarships, and retention of minorities must find ways to share information with the best interests of the students foremost. It

was surprising to the Committee that the minority recruiter and the admissions staff did not have regular conversations regarding targeted minority prospects, working in tandem to recruit the student.

Statistics verify that minority students are relatively rare on Western's campus. Fall 1992 enrollment figures reveal that only 66 black males are currently enrolled as freshmen. There are 94 black females for a total enrollment of 160 black freshmen. Only 18 of these freshmen are on a renewable academic scholarship. Thirty-five more receive one-year scholarships. Jack Harbaugh, Western's Head Football Coach, suggests that football directly (scholarships) or indirectly (walk-ons) brings 80 black males to this campus. If these figures are accurate, we stand to lose more than football games if we eliminate the sport.

Recommendation: The Vice President for Student Affairs should bring the Office of Admissions and the Office of Minority Student Services together regularly to plan, coordinate, and collaborate regarding minority recruitment and retention. Retention begins before students ever move to campus.

Administration of Scholarship Program

There are distinct advantages to housing minority recruitment and retention in one place for student utilization. There are, however, administrative problems inherent in this arrangement. Argument could be made for folding the minority recruitment specialist into the admissions staff, provided he maintained his primary identity as a minority recruitment specialist. There would be an ease of communication, setting the calendar, and formulating travel plans. Scholarship awards could then be made as a staff with the same recommendations being made presently by the minority recruiter.

Recommendation: The system in place may be the best one, but the Committee recommends further study by the Vice President for Student Affairs.

Information Regarding "Competition"

The Admissions staff does not routinely collect information from other colleges and universities regarding minority scholarship offerings, qualifications, renewal policies, etc.

Recommendation: That the scholarship office contact other schools for minority scholarship regulations, offerings, and amounts offered in order to generate new ideas and to make comparisons for planning.

YMCA Black Achievers Program

Traditionally, the Louisville Black Achievers sponsor an awards night for minority youth where scholarships are announced or awarded. The dinner occurs before the awards are announced in March and April. Even though Western's scholarship officer mailed an invitation to the YMCAs in Louisville and Lexington soliciting their assistance in locating top scholarship candidates, none were reported. Western offered one scholarship, while other schools offered ten or more. This did not send the desired message to the audience.

Recommendation: That the Dean of Student Life and/or the minority recruiter visit the YMCA Black Achiever officials early in the school year to explain Western's scholarship program and ask for their help in identifying appropriate recipients well in advance of the banquet. It is further recommended that they call on ministers, teachers, alumni and others in Louisville who can help.

Black Alumni

Western's black alumni, formerly small in number, have now reached a point where they can be mobilized for support of the University's scholarship program. They can be helpful in identifying prospective students, bringing them to campus, and helping with fund-raising for minority scholarships.

Recommendation: The Minority Student Support Services staff, assisted by Alumni Affairs personnel, should take the lead in organizing an alumni sponsored recruitment and scholarship fundraising activity in Louisville as a pilot project.

"Realistic" Recruitment

Many resources are spent cultivating relationships with highly ranked minority students, only to experience disappointment when they choose to attend another school. If Western were to focus its scholarship efforts on minority students who are near the top but who are not being courted by so many other schools, Western may better utilize its resources. Many minorities with average ACT scores and grades may demonstrate extraordinary leadership potential or exemplary character. These students might be called "lead goats" following the theory that the most charismatic, motivated student might lead the way to college for other students to follow at their own expense. Thus if you attract the "lead goat," you also attract four or five others.

Recommendation: Western Kentucky University can establish a Minority Leadership Grant Program for \$1,000 per year per student (or "lead goat"). These selected students (12 to start) would meet regularly to develop leadership skills and to expand their network of contacts among faculty and community leaders. Highlights of this proposed program, at a cost of \$12,000, include the following:

- * \$500 grant incentive to leadership participants (renewable each year for four years) 12 students = \$6,000.

- * \$500 per student for staffing and programs \$6,000 (graduate assistant staff)
- * Mentors
- * Big Brothers, Big Sisters
- * Corporate sponsorship and active participation
- * Possibility of summer job with sponsor
- * Educational seminars
- * Possible academic credit for leadership course

Resources Necessary to Achieve These Recommendations

Most of the recommendations will not require financial resources. The cost will be in commitment of human resources. There is cost, however, associated with the following recommendations and such costs are outlined below:

| Activity | Funds | Source |
|--|----------|--|
| 3 open house recruitment activities targeted for minority students involving minority alumni | \$3,000 | University (at the event the alums are asked to begin fund raising for their own area scholarship to be awarded) |
| Development of a minority student brochure | \$1,200 | University |
| Establishment of the Minority Leadership Grant Program for 12 students | \$12,000 | Private gifts from corporate partners for cultural diversity (\$1,000 each per student per year) |
| Expanded minority scholarships | \$10,000 | University private gifts |

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Data

Black Student Enrollment - Western Kentucky University, Fall Semesters, 1977-1992.

Undergraduate African-American students attending Western Kentucky University, by county, Fall Semesters, 1977-1992.

Graduate African-American students attending Western Kentucky University, by county, Fall Semesters, 1977-1992.

Number of African-American students attending Western Kentucky University from Kentucky, Tennessee, and Indiana, 1987-1992

Number of African-American students attending WKU from incentive grant counties in Kentucky and Tennessee, 1987-1992.

Number and percentage of African-American students enrolled at public institutions in the state (four-year and community colleges), 1977-1992.

Number of African-American students projected to graduate from public and non-public high schools in the states of Kentucky, Tennessee, and Indiana.

ACT profile of African-American freshmen students enrolled at Western Kentucky University, 1987-1992

ACT mean composite scores for African-American students attending Western Kentucky University - freshman class, 1987-1992

Freshman through sophomore attrition rates of African-American students enrolled at Western Kentucky University, 1987-1992