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# BLACK ISSUES

## IN HIGH EDUCAT

A Cox, Matthews & Associates,

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The study finds that Black students' academic performances are higher at institutions where they are happier and more satisfied with college life — usually, the traditionally Black college. Three-quarters of Black college students currently attend predominantly white institutions, however, where their adjustments to campus life are generally awkward and unsatisfying, the study says.

Based on a survey of a national sample of Black college students at both predominantly white and Black, state-supported schools, the study found academic performance as measured by grades to be significantly higher for students at Black campuses and for Black males.

Black students on white campuses complain

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Afro American Lecture  
Series



Dr. Walter Allen  
University of Michigan

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JUNE 1, 1986  
VOL. 3, NO. 6  
x, Virginia 22030, 703/385-2981

### "Blue Ribbon Committee" Issues Major Report on Minority Life and Education at Brown University

A 17-member "blue-ribbon committee" has concluded its study of minority life at Brown and submitted its report to the Advisory and Executive (A&E) Committee of the Brown Corporation, the University's governing body. The 50-page report from the Visiting Committee on Minority Life and Education at Brown University includes 17 recommendations to improve race relations on campus, while commending the University for already having taken steps to achieve harmony in a racially diverse environment.

The report, commissioned last spring following demonstrations by minority students protesting the quality of minority life on campus, was presented to the full Corporation at its May 23 meeting as the basis for further discussion. The outside committee was suggested by August-

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### Substantial Drop in Louisiana Black Education Graduates Noted

State pattern is part of national trend

The number and proportional representation of Black education graduates have dropped "substantially and sharply" over the past eight years, according to a study published by the Southern Education Foundation, Inc., an Atlanta-based public charity concerned with educational equity in the South.

According to the study, barely half of Louisiana's Black education graduates are being certified to teach within a year of their graduation and fewer Blacks have been taking and passing the National Teachers Exam (NTE).

Dr. Antoine Garibaldi, author of the study and chairman of the Education Department at Xavier University in New Orleans, says these findings have serious implications not only for Louisiana, a state with rising school enrollments and approximately 45 percent minority students, but also for schools in the South and West. "Particularly in the Sunbelt states and the west, schools are confronted with critical teacher shortages," he said. "No one will argue that quality teachers are needed for the classroom, but if aggressive recruiting of young people to the profession is not done now, classrooms in the 1990s may be filled with children but no teachers," Dr. Garibaldi said.

The study, titled *The Decline of Teacher Pro-*

*duction in Louisiana (1976-83) and Attitudes Toward the Profession*, is based on the period from 1976 to 1983, and measures graduation statistics of the state's 21 college education programs, analyses of entry level teaching certificates granted, performance statistics of Black and white students taking the NTE, as well as interviews with education deans and chairpersons, questionnaires of practicing teachers in the greater New Orleans metropolitan area, and questionnaires and interviews with a sample of education and non-education majors in Louisiana institutions.

Other findings include:

- Despite significant institutional, state and federal efforts to attract more Black students at the 16 predominantly white colleges and universities, the five Black colleges continue to produce the majority (65 percent) of the state's Black education graduates.
- Only three percent of the teaching certificates awarded in 1978-80 were received by graduates of the state's historically Black colleges. In 1982-83, that figure had increased only to six percent.

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③ Walter Allen

# BACK ISSUES IN HIGHER EDUCATION

JUNE 1, 1986  
VOL. 3, NO. 6

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## Black Students' Academic Performance, Satisfaction with College Higher at Black Institutions

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"COLLEGE IN BLACK AND WHITE:  
BLACK STUDENT EXPERIENCES ON BLACK AND  
WHITE CAMPUSES" \*

(February 1985)

by

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\* This summary is excerpted from a report in preparation for the Southern Education Foundation monograph series. The research was funded by grants from the Southern Education Foundation, the Ford Foundation, and the Charles S. Mott Foundation. The author expresses gratitude to Karen Wilson, Deborah Daughtry, and Winifred Nweke for assistance with data analysis and interpretation. Deborah Jones typed the manuscript.

"COLLEGE IN BLACK AND WHITE": Black Student Experiences on  
Black and White Campuses.

Introduction

Over the past twenty-five years Black student patterns of college attendance have shifted so that the majority now attend predominantly White institutions. Sizeable numbers of Black students also continue to graduate from historically Black colleges and universities. Previous research shows that Black students on White campuses are disadvantaged relative to their White peers in terms of persistence rates, attainment of aspirations, academic achievement levels, enrollment in advanced degree programs, and psychosocial adjustment levels. Black students on Black campuses generally have lower family socioeconomic status, academic background, and higher current academic performance levels. Unlike Black students on White campuses, however, these students report less anxiety/alienation, show greater relative academic gains, and have higher persistence rates. It appears that Black and White campuses represent qualitatively different educational environments for Black students, each having positive as well as negative consequences.

This research compares Black student characteristics, experiences, and outcomes on Black and White campuses. The study's purpose is to examine connections between Black student background factors, institutional context, interpersonal relationships, and their adjustment/achievement/aspiration levels. The Study includes sixteen campuses nationally, eight of which are historically Black, Morgan State University (Baltimore), Jackson State University (Jackson, MS), Florida Agricultural and Mechanical University (Tallahassee), North Carolina Agricultural and Technical University (Greensboro), Texas Southern University (Houston), North Carolina Central

University (Durham), Southern University (Baton Rouge), and Central State University (Wilberforce, Ohio). The remaining eight campuses are predominantly White: University of Michigan (Ann Arbor), University of North Carolina (Chapel Hill), University of California (Los Angeles), State University of New York (Stony Brook), Arizona State University (Tempe), Memphis State University; University of Wisconsin (Madison), and Eastern Michigan University (Ypsilanti). To date three waves of data have been collected on these campuses. In 1981 cross sectional data were collected from Black undergraduate and graduate/professional students attending the predominantly White universities; in 1982 data were collected from first year Black undergraduate and graduate/professional students on the White campuses in preparation for a longitudinal study. In 1983 cross sectional data were collected from Black students attending the historically Black universities; a longitudinal component was incorporated, thus effectively combining the cross sectional and longitudinal data collections into a single operation for the Black schools.

The research design involved research collaborators on each of the participating campuses. Research Collaborators were paid an honorarium for assisting with the data collection. Research Collaborators and their students were granted access to the data for purposes of writing for scholarly publication and presentation during professional meetings as an additional incentive to participate in the study. Data were collected using mailed questionnaires which students returned to the University of Michigan for coding and computer tabulation. Questionnaires focussed on student family background, prior educational experiences, current educational experiences,

and personal attitudes. The questionnaires were self administered and took 20 to 30 minutes to complete. The selection of students for participation in the study was random, guided by lists of currently enrolled students supplied by the various University Registrars' Offices. For each campus a systematic random sample was drawn and selected students received the questionnaire and four followup mailings. The 1981 data collection included 695 undergraduate and 353 graduate/professional students for an overall response rate of 30 percent. The 1982 data collection included 902 undergraduate and 407 graduate/professional students for an overall response rate of 45 percent. The 1983 data collection included 833 undergraduate and 247 graduate/professional students for an overall response rate of 25 percent. Procedures to increase the 1983 response rate are currently underway. At the same time, the first followup data collection on the 1982 student sample is in progress.

#### **Overview of Research Findings: Undergraduate Students**

This summary of research findings is intentionally brief and straight forward. Readers interested in more detailed, in-depth discussions of findings from the data are referred to the listing of publications and reports at the end of this chapter. Copies of these detailed reports are available on request. For clarity's sake, this summary of research findings from the National Study of Black College Students is organized into two categories, findings from the traditionally White institutions and findings from the traditionally Black institutions.

A. Traditionally White Institutions (1981 Sample)

COLLEGE ADJUSTMENT AND ACADEMIC PERFORMANCE:

The sample is comprised of 240 males (35 percent) and 455 females (65 percent) who represent the various levels of enrollment - 27 percent were freshmen, 23 percent were sophomores, 25 percent were juniors, and 25 percent were seniors. The students are overwhelmingly single (88 percent) and between 19 and 21 years of age (61 percent). Overall, the students' adjustments to university life seem to be awkward and generally unsatisfying. Nearly 62 percent of the students reported little or no integration into general student activities on campus. In addition, 45 percent reported that extracurricular activities on the campus did not adequately reflect their interests.

The majority of students were doing relatively well academically; 10 percent reported GPAs of C (2.0) or less and approximately 45 percent reported GPAs of C+ (2.76) or higher. However, fewer than 3 percent reported GPAs above B+ (3.5); a significant shift from the 37 percent with B+ averages in high school. One-third of students set their ultimate educational goal at the Bachelor's degree level, another third aspired to Master's level degrees; the last third sought terminal, professional (M.D., J.D., or D.D.S.) or doctoral degrees. While educational goals expressed by students were evenly distributed, occupational aspirations were uniformly high. Nearly 85 percent of the students expected to move into upper level White collar professional, administrative positions.

#### STUDENT BACKGROUNDS:

The backgrounds of Black students in this national study suggest that popularized stereotypes bear little resemblance to the actual characteristics of Black college students across the country. Sixty-five percent of students in our sample grew up in two parent households. Only fifteen percent are from families with annual incomes of \$8,000 or less. Nearly half are from families with incomes above \$21,000 per year. The pursuit of education appears to be encouraged and practiced in these students' families, as evidenced by parents' high educational attainments and the even higher attainment of their siblings. Twenty-eight percent of the respondents' fathers, 29 percent of their mothers, and 39 percent of their siblings are reported as having attended college.

#### HIGH SCHOOL EDUCATION EXPERIENCES:

Black students in this study entered college with established records of high academic achievement. Over half (67 percent) reported high school grade point averages of B or better. Of all students, 37 percent reported grade point averages of B+ (3.5) or better. Over half the students ranked in the top ten percent of their graduating class, with over one-fourth ranking in the top five percent.

The high school years did not, however, prepare these students for the reality of being a racial minority in school settings. Fewer than 17 percent attended high schools where Black enrollment was 10 percent or less. On the contrary, over half of these students attended Black majority high schools

(60 percent + Black) prior to entering their respective universities. The shift in school racial composition from high school to college was significant since apart from Memphis State University, Black students in this sample represented less than 10 percent of the total student enrollment on their respective campuses.

#### CAMPUS INTERPERSONAL RELATIONS:

On entering college, these students were forced to cope with the unfamiliar situation of being in a minority, and not a majority, as was the case in high school. We see considerable evidence of social adjustment difficulties which undoubtedly have negative consequences for Black student outcomes. Half of the students point to lack of money and inadequate high school preparation as the most serious barriers to more Black students being admitted and deciding to attend the University. Seventy-nine percent of the students believed there were inadequate numbers of Black students at their universities. As for seeking Black faculty and/or staff to aid in easing adjustment problems, these students encounter additional problems. Black student contact with Black faculty and staff is at best limited. Sixty-seven percent of the students reported that they had little or no exposure to Black faculty and staff. Most students expressed the need for an increased number of Black faculty and staff.

Of necessity, Black students must rely on White students and professors for help in making their adjustment to campus life. In this connection, a majority (80 percent) of the Black students reported that White peers only sometimes showed high regard for their academic abilities. However, over half

(87 percent) also reported that White students sometimes or often avoided interacting with them socially outside the academic halls. Just under two-thirds (59 percent) reported that White students treat them as equals. Academic competition among students at participating universities was reportedly intense. Nevertheless, a majority reported that this competition either did not affect them or was positive in its effects.

In the area of race relations, Black students did not fare too well. Fifty-eight percent of the students reported having experienced at least one incident of racial discrimination. Of this group, 60 percent cited racial insults and negative racial attitudes as the most common forms of discrimination encountered

More than 60 percent of the Black students characterized general Black student relations with White faculty (60 percent), White staff (63 percent) on their campus as negative. However, at least eighty percent reported good to excellent personal relationships with White faculty (83 percent), White staff (88 percent), and White students (80 percent). Thus, the view was one of generally poor race relations on the campus although these students claimed to maintain positive relationships as individuals with Whites on the campus in question. Interesting patterns were apparent in Black students' evaluations of their largely White faculties. Over half (80 percent) reported professors as evidencing some difficulty in relating to them. Over half (80 percent) of the students also reported that professors commonly avoided interacting with them outside class. While a significant portion of the students reported professors as encouraging them to pursue advanced studies (43 percent) and demonstrating concern about their success (51 percent), over half expressed

doubts concerning professorial fairness in evaluating Black student academic performance.

There appear to be three major classes of problems and difficulties most commonly faced by Black students at these White universities. Twenty-one percent report academic problems, 28 percent refer to problems of cultural adjustment or feelings of social isolation, and 18 percent report problems with racism.

#### CAMPUS SUPPORTIVE SERVICES:

Black students' evaluations of university supportive services are largely positive. With respect to finances, most identified parental earnings and grants-in-aid as major sources of funding for college. Twenty-one percent of the students reported not having received any financial aid from their universities. Roughly, a third of the students judged their financial aid as adequate. A higher proportion (45 percent) appeared satisfied with the calibre of academic advising received, although a sizeable third expressed dissatisfaction. Three-quarters of the students found campus remedial, tutorial, and academic services somewhat helpful. Similarly, half the students identified some campus office, program, or organization as having been particularly helpful to their academic and/or social adjustment.

Even though evaluations of supportive services are largely positive, seventy-five percent of the students know of other Black students who left the university for reasons other than graduation. Among the reasons cited, the majority (70 percent) reported either lack of money or academic problems as the reasons why students left.

#### STUDENT ATTITUDES:

Black students in this study exhibited high self-concepts. On most points of evaluation, mean scores were above average. The points evaluated were leadership ability, self-confidence, popularity, physical well being, community perception of student, closeness with family, high school teachers' evaluations, popularity with opposite sex, and professors' evaluations. On all points, well over 50 percent of the student sample rated themselves as above average or high.

#### Summary and Conclusion

Black students in this study enter college with established histories of academic achievement, measured by high school GPA and rank in graduating class. These Black students come from high schools where Blacks were in the majority. They enter universities where Blacks are a decided minority. At these universities, they receive at best limited exposure to Black faculty and staff primarily because there are so few Blacks employed in such positions.

Students in this study report relatively good relations with their White peers in the classroom. Outside the academic halls, however, they have little or no interaction with the same White students. There is intense academic competition among students at these universities. For the most part, Black students report either being unaffected by this competition or are positively motivated as a result.

Students in this study report frequent exposure to racial discrimination. In general, students reported fairly poor relationships with White faculty, staff, and students on their campus. These relationships were rated good to excellent when the students evaluated them in terms of their personal interactions with White faculty, staff, and students.

The relationship between White professors and Black students is variable. Students report White faculty as having difficulty relating to them and tending to avoid interacting with Black students outside of class. Most students believe White faculty members to be concerned about their success, but feel that they sometimes evaluate Black student academic performance unfairly.

Socially, Black students are at a severe disadvantage. Even though Black organizations sponsor activities, over half the students report, at best, infrequent participation in such activities. The students call overwhelmingly for the recruitment and admission of more Black students.

Most students were reasonably satisfied with the amount of financial aid received. However, over a third felt the quality of other supportive services (e.g., academic advising) was less than satisfactory. Finances for their college educations were mostly provided by parents or from the student's own income. Despite obvious problems, Black students in the sample clearly possess high perceptions of "self."

Higher education is oriented around two fundamental assumptions. First, it is assumed students will enter college with adequate preparation and sufficient self-motivation to insure their ability to take maximum advantage

of the opportunities afforded for learning and advancement. Second, it is assumed universities will provide optimal settings (in academic and social-psychological terms) where talented minds will find ample opportunity to develop to their fullest potential. Therefore, under normal circumstances, one expects to find symbiotic relationships between students and their universities. The relationship should be one where each feeds the needs of the other-to the mutual benefit of both. It is evident from these, and other data, that Black students in this sample are not achieving such satisfactory relationships with their universities. This disjuncture occurs sufficiently often to cause great concern.

In looking for plausible explanations of this seeming disjuncture between Black students and their universities, we are forced to admit that the implied partnership, while real, is an unequal one. That is, while Black students bear some responsibility for how they fare at these universities, theirs is not the pivotal role. The educational missions of these public universities charge them with responsibility for developing and implementing strategies which provide for the effective education of the nation's (and their respective state's) diverse population. Since these universities are the vehicles through which students matriculate, ultimate responsibility and resources for making this transition by Black students (and all students, for that matter) a smooth one rests with the institution, its officers, faculty, and staff.

The task confronting interested researchers, practitioners, and policy makers at this point is to identify factors and to formulate strategies helpful

in improving the educational experiences and outcomes of Black students in higher education. Clearly, a tremendous gap exists between Black student needs on White campuses, as revealed in this research, and the currently existing policies and programs, at the respective universities. Without continuous effort, long term investment of resources and sincere commitment predominantly White universities will not reverse the patterns of declining enrollments/rising attrition rates which result in reduced numbers of Black students attending and graduating from the nation's colleges.

#### B. Traditionally Black Institutions (1983 Sample)

##### STUDENT BACKGROUND:

The sample is comprised of 388 males (44 percent) and 497 (56 percent) female students who are spread across all the college levels -- 12 percent freshmen, 19 percent sophomore, 27 percent juniors, and 40 percent seniors. These students are mainly single (88 percent) and have no children (83 percent). Most of them came from families with 4 children or less and about 61 percent came from stable, religious, and low income families. The modal income was less than \$8,000 per year and the median income was approximately \$16,500.

About one quarter of the parents (fathers-23 percent; mothers-27 percent) had at least a high school diploma while 34 percent of fathers and 41 percent of mothers had some college or more education. Siblings were equally well educated -- 69 percent had some college education or more.

Most of the students in this study (60 percent) attended relatively large high schools. Only about 40 percent of them attended schools with 700 or fewer students. Fourteen percent attended schools that had 700 to 1,000 students, 18 percent attended schools with 1,000-2,500, 6 percent schools with 2,500-3,500 students while 5 percent attended schools over 3,500 students.

While most of the students attended integrated high schools, only 21 percent went to schools where Blacks were in a definite minority (less than 20 percent of school's population) and only 11 percent went to schools where Blacks were a definite majority (more than 60 percent). Others went to schools where Blacks comprised between 21 and 60 percent of the population while 28 percent could not estimate the percentage of Blacks in their schools.

The students reported being fairly well prepared academically for college. Ninety-four percent of the students rated the quality of education they got up to high school as either excellent (13 percent), very good (37 percent), or good (45 percent). Only 6 percent thought their pre-college preparation was either poor (6 percent) or very poor (0.1 percent). Ninety-five percent reported to be in the upper 50 percent of their senior class. However, only 9 percent of these students reported they were in the upper 5 percent at graduation. Eighteen percent said they were in the upper 10 percent, 23 percent in the upper 20 percent, and another 23 percent in the upper 30 percent. Only 5 percent reported themselves to have been in the lower 50 percent of their senior class in high school. These ranks compared favorably with the 67 percent who reported that their high school teacher would evaluate them to be average, above average, or high compared to others

in their respective senior classes. Specifically, 26 percent thought they would be rated high and 41 percent above average, while only 2 percent thought they would be rated below average by their high school senior class teachers. The modal and median high school GPA was 3.00 and the average was 2.95. The GPA for females was 3.00, whereas that for males was 2.89 and this difference is statistically significant ( $t = 2.59$ ,  $p = .009$ ,  $df=743$ )

While students in this study showed high academic aspirations, their choice of school was predominantly determined by the geographic location of schools (probably proximity to current residence). Nineteen percent of the students chose a school to attend because of its location, 16 percent because of the programs offered, 15 percent because of financial considerations, and another 15 percent because they preferred a Black setting. Irrespective of the reasons for the choice of school, it was extremely important for 78 percent and very important for 17 percent to get a college degree. This commitment and aspiration to education is buttressed by the students' responses on how far they intended to go educationally. Specifically, fewer than 1 percent intended to stop before getting, at least, a bachelors degree. About one-third (31 percent) would like to get at least a bachelors degree, another third (34 percent) a masters degree, 16 percent professional degrees, and as many as 17 percent a Ph.D. These students were highly motivated as evidenced by 61 percent wanting to be recognized as the top person in their field. They were also quite self confident, thirty-five percent of them rated themselves high in self confidence, another 35 percent above average, and 26 percent as average. Only 4 percent of the students felt they lacked self

confidence. This pattern is followed closely by the students' self-rating of personal leadership abilities. Sixty-three percent of the students said they were either high (26 percent) or above average (37 percent) on this trait. These students (75 percent) rated themselves to be high or above average people, generally speaking.

In retrospect, the students who have participated in this study came from stable, low income families which nevertheless had consistent and pervading commitments to education. The students attended fairly large and integrated high schools and about 20 percent of the students were in definite minority in such schools. The students consider the quality of education received in high school as very good and they are characterized by very high educational aspiration, self confidence, and leadership abilities. However, only a relatively small percentage of these students graduated near the top of their senior high school class. Interestingly, the major determinant of college choice was location rather than the academic reputation of the school. Other important determinants were programs offered, financial considerations, and preference for a Black setting. In the following section, the experiences of these students in predominantly Black colleges are examined.

## COLLEGE EXPERIENCE

### Relations with Faculty, Staff, and Students

Students reported a very cordial relationship at college with all faculty (Black and non-Black), all students and all staff, though to a lesser

extent with non-Black staff. Specifically, 96 percent of the sample rated their relation with Black students as excellent or good. Ninety-four percent rated their relation with Black faculty as excellent or good, whereas 85 percent had an excellent or good relationship with Black staff. With regard to non-Black personnel, 75 percent of the students had excellent or good relationship with non-Black students, 85 percent with non-Black faculty and 70 percent with non-Black staff.

This very positive relationship is further supported by the report that only 19 percent has experienced any form of racial discrimination on the campus as compared to 81 percent that did not. Also, 64 percent of the students were either satisfied or very satisfied with social life in the university as against 20 percent who were not. Surprisingly, only 26 percent of the students feel, to a considerable extent, a part of the campus life with regard to student activities and government. As compared to 34 percent who do not feel a part of the campus life at all or only to a limited extent. Similarly, 37 percent of the students participate in extra curricular activities sponsored by student organizations such as fraternities/sororities, professional organizations, and clubs. This may be partly explained by the finding that the activities on campus reflect the interest, to a considerable extent, of only 28 percent. Twenty-nine percent reported that their interests were not reflected in those activities while as many as 43 percent said their interests were only represented to some extent. It is also possible that many students did not participate in student activities, because of lack of funds especially as most of the students come from low income families.

ACADEMIC ENVIRONMENT:

The academic environment is fairly relaxed in these Black colleges. Nine percent of students reported that the academic competition was extremely intense while 26 percent thought it intense. As regards attitudes towards the level of academic competition on campus, 13 percent felt very positive and 46 percent felt positive. Eight percent expressed negative feelings about the level of competition. It is not clear, though, whether students who felt very positive were happy with the generally low level of competition low or because they consider it sufficiently high. Similarly, it is difficult to say whether those with negative feelings desire increased competition or find the current level of competition to be excessively high.

Probably because of the low level of competition, nearly half(46 percent) the students spend only 10 hours or less per week in studying as compared to 39 percent and 33 percent that spend 11 hours or more per week on recreational activities and dating, respectively.

The students are generally satisfied (60 percent) with the academic advising received. Thirty-one percent found tutoring services to be either helpful or very helpful, 25 percent found these only marginally helpful or no help at all. Well over a third of students (40 percent) did not use tutorial services presumably because they did not need to.

The median and average college grade point averages for these students was 2.74. The average for males was higher (2.77) than for females (2.71) though not significantly so. Thus it appears that females experienced greater decreases in performance from high school to college than did males.

The major categories of problems reported were those academic in nature (22 percent) and those associated with adjustment to college life (23 percent). These problems were handled by either seeking help (43 percent) from counsellors and professors, or by working harder (22 percent). Perhaps the inadequate management of time and academic pressures may explain the problems with academic performance which in turn explains the fairly low cumulative grade point averages.

The most frequent personal problems encountered by students in this sample were those relating to interpersonal relationships(e.g., with friends, dating, and courtship). These were handled mainly by seeking help (38 percent) from others such as friends, family or counsellors or working it out alone themselves (43 percent).

Even in this Black college environment, and despite a relatively relaxed atmosphere, as many as 40 percent of the students reported having seriously considered leaving the university. More importantly, their reasons were neither academic, cultural, or social. The most important reasons were financial (14 percent) and miscellaneous (61 percent) spanning a whole range of subjects. For example: One student felt disillusioned because he was recruited to play basketball and yet for two years in a row he had not been part of the basketball team. Many complained about the poor living conditions, poor and nonchalant administration, home-sickness and the fact that theirs was mainly a Black environment.

SUMMARY AND CONCLUSION:

There appears to be a need to help the students in traditionally Black Colleges to manage their time more efficiently and hence improve their academic performance. One way to do this is to increase the academic competition within and between schools. This will, it is hoped, help make the students spend more time studying than they do presently and improve their study habits. It may also help to recruit more students who were in the top 10-20 percent of their graduating high school class. In other words the traditionally Black Colleges will have to compete more effectively with White colleges for the top students in the nation's high school.

According to Fleming (1984), Black Colleges provide environments that facilitate intellectual development and growth. One would thus expect better academic performance in these colleges than the sample in this study indicates. There was in fact, a decrease in mean grade point average from high school to college grade point despite the high self confidence and academic aspirations reported by these students.

Is it possible that while the students eschewed immediate racial discrimination by choosing and attending Black colleges, they remain painfully aware of the vicissitudes of the society where they live and hope to work? Are they painfully cognizant of the disadvantages and obstacles with which they will have to contend? And is it possible that these considerations engender a sense of hopelessness or despondency in students that prevents them from giving their best effort in college?

There is some evidence in this study to suggest that these questions may

be answered in the affirmative. An examination of the responses to statements about the situation of Black people in the society reveal some important concerns of the students. For example, as many as 76 percent of the students felt that attempts by Black people to "fit in" and do what is proper have not paid off. Thirty-three percent felt that being qualified did not ensure their getting a job. Sixty-seven percent thought that the upsurge in conservatism indicated no end to racial discrimination in this country and 63 percent felt that the best way to overcome discrimination was through pressure and social action. Thirty-five percent felt that those who are not doing well are working hard but not getting any breaks in life. However, as many as 77 percent felt that the future is promising for the educated Black. Thus the Black student goes to college because he/she believes the educated Black is better off than the non-educated Black. However, once in college, the apparent futility of hard work and the plight of those who have gone before tend to demoralize him/her and mitigate against high academic persistence and performance. It may well be that as Gurin and Epps (1975) conjectured, the most successful Black students will ultimately be those who are able to reconcile a firm belief in their abilities to determine their own futures with an astute understanding of the reality that there exist many institutional arrangements in the society which discriminate against Blacks, handicap their chances in life, and are beyond their personal control.

#### General Summation

Preliminary results from the National Study of Black College Students

reveal Black students attending traditionally Black and traditionally White institutions to differ in terms of characteristics, experiences, and outcomes. In most respects, the revealed differences parallel findings from earlier studies. Students on Black campuses have lower socioeconomic status and weaker pre-collegiate educational backgrounds, however, compared to students on White campuses, they have higher college grade point averages, higher self-confidence, and better psycho-social wellbeing. The general picture that emerges shows students on White campuses in more favorable light when traditional academic and status achievement indicators are consulted. Students on Black campuses are viewed more favorably when emphasis is placed on measures of social psychological health, identification with the Black community, and involvement in extra-curricular activities. Future analysis of these data will attempt more detailed examination of the points of similarity and difference in Black student experiences at traditionally White versus traditionally Black institutions.

## References

- Fleming, Jacqueline. Blacks in College: A comparative Study of Student Success in Black and White Institutions. San Francisco; Jossey Bass, 1985.
- Gurin, Patricia and Edgar Epps. Black Consciousness, Identity and Achievement. New York: Wiley, 1975.

## Related Reports (available on request)

- Allen, W., D. Daughtry and K. Wilson. Preliminary Report: Winter 1981 Study of Black Undergraduate Students Attending Predominantly White, State Supported Universities. Ann Arbor: National Study of Black College Students, University of Michigan, Fall 1982.
- Allen, W., L. Bobo, and P. Fleuranges. Preliminary Report: 1982 Undergraduate Survey of Black Students Attending Predominantly White, State-Supported Universities. Ann Arbor: National Study of Black College Students, University of Michigan, October 1984.

The University of Michigan *Lucy*  
Center for Afroamerican and African Studies

909 MONROE • ANN ARBOR, MICHIGAN 48109, U.S.A.

TELEPHONE (313) 764-5513

April 19, 1985

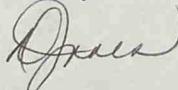
Dr. Lawrence M. Clark  
Associate Provost  
North Carolina State University  
Box 7101  
Raleigh, North Carolina 27695-7101

Dear Dr. Clark:

Per our letter sent to you on April 12, 1985, from Dr. Walter R. Allen in regard to travel expenses upon his visit to your university, we are at this time forwarding the enclosed picture. Dr. Allen had asked that the picture be sent with that letter, but unfortunately it was omitted.

Sorry for the delay.

Sincerely



Deborah Jones  
Secretary to Dr. Walter Allen

DJ/aw

Enclosure







# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 21, 1985

## MEMORANDUM

TO: Administrators, Faculty and Staff

FROM: Larry M. <sup>LMC</sup>Clark, Associate Provost

SUBJECT: Lecture - Black Students in Higher Education

We believe that these studies are very important with regards to Blacks in higher education. We are hoping that this announcement will be disseminated at your college or university and that members of the faculty, staff and student body will be in attendance.

In addition, would you please post this announcement.

Thank you for your cooperation.

LMC:mb

Attachment

"BLACK STUDENTS IN HIGHER EDUCATION"

A discussion with

Dr. Jacqueline Fleming

and

Dr. Walter Allen

Dr. Jacqueline Fleming received her Ph.D. in Psychology from Harvard University and currently serves as Professor of Psychology at Barnard College. SHE WILL DISCUSS RESULTS OF HER NATIONAL STUDY OF THE IMPACT OF COLLEGE ENVIRONMENTS ON BLACK STUDENTS.

Dr. Walter Allen received his Ph.D. in Sociology from the University of Chicago and currently serves as Associate Professor of Sociology and the Center for Afro-American and African Studies at the University of Michigan. HE WILL SUMMARIZE THE PRELIMINARY FINDINGS FROM HIS ON-GOING NATIONAL STUDY OF BLACK COLLEGE STUDENTS BEGUN IN 1981.

THURSDAY, APRIL 4TH

2:15 p.m.

BALLROOM, UNIVERSITY STUDENT CENTER

SPONSORED BY THE PROVOST'S OFFICE

"BLACK STUDENTS IN HIGHER EDUCATION"

A discussion with

Dr. Jacqueline Fleming

and

Dr. Walter Allen

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THURSDAY, APRIL 4TH

2:15 p.m.

BALLROOM, UNIVERSITY STUDENT CENTER

SPONSORED BY THE PROVOST'S OFFICE

## Tentative Schedule

April 4

Student Center Ballroom

9:15 a.m. - 10:30 a.m. Jacqueline Fleming's  
presentation with question/answer  
period

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:00 noon Walter Allen's presentation  
with question/answer period

2:15 p.m. - 3:30 p.m. Jacqueline Fleming's presentation  
with question/answer period

3:30 p.m. - 3:45 p.m. Break

3:45 p.m. - 5:00 p.m. Walter Allen's presentation  
with question/answer period



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 18, 1985

## MEMORANDUM

TO: Chancellor  
Provost  
Deans  
Associate Deans  
Academic Skills Program Staff  
Admissions Staff  
Afro-American Advisory Council  
Black Faculty and Professional Staff  
Coordinating Committee for the Recruitment and  
Retention of Afro-American Students  
Coordinating Committee for Undergraduate Advising  
Minority Coordinators

FROM: Lawrence M. Clark *L.M. Clark*  
Associate Provost

SUBJECT: Seminar on Black Students in Higher Education

With our concern regarding the experience of Black students in higher education, we have invited Dr. Jacqueline Fleming and Dr. Walter Allen to speak at NCSU. Dr. Fleming, author of Blacks in College, will discuss this national study of the impact of college environments on Black and white students. Dr. Allen, Associate Professor of Sociology at the University of Michigan, will discuss findings from his national study of Black college students.

You are invited to participate in a special session with Drs. Fleming and Allen on Thursday, April 4th, from 9:15 a.m. to 12:00 noon in the Ballroom of the University Student Center.

Dr. Fleming and Dr. Allen will be speaking again at an open session beginning at 2:15 p.m. (see attached flyer). We invite you to also participate in the afternoon session, if you wish, or to attend the afternoon session if you are unable to participate in the morning session.

LMC:cfp  
Attachment

Dr. Walter Allen  
207 Lorch Hall CAAS  
University of Michigan  
Ann Arbor, Michigan 48109  
(313) 763-5220  
SS# 490-50-0412

Associate Professor of Sociology and the Center for  
Afro-American and African Studies  
Nation Study of Black College Students  
Ph.D., University of Chicago, Sociology

Arrival on April 3, Wednesday, late  
Departure on Thursday, April 4

\$ 1000 honorarium

\$ 155 Chicago to RDU

\$ 100 RDU to Detroit

\$ 55 Hilton, single room (no reservation yet, confirm  
for late arrival)



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 21, 1985

## MEMORANDUM

TO: Administrators, Faculty and Staff

FROM: Larry M. <sup>LMC</sup>Clark, Associate Provost

SUBJECT: Lecture - Black Students in Higher Education

We believe that these studies are very important with regards to Blacks in higher education. We are hoping that this announcement will be disseminated at your college or university and that members of the faculty, staff and student body will be in attendance.

In addition, would you please post this announcement.

Thank you for your cooperation.

LMC:mb

Attachment



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 12, 1985

Dr. Walter Allen  
207 Lorch Hall CAAS  
University of Michigan  
Ann Arbor, Michigan 48109

Dear Dr. Allen,

This letter is to confirm your telephone conversation of March 11, 1985, with Ms. Claudia Pattison, Assistant Affirmative Action Officer. We are pleased that you will be able to visit our campus on April 4 to participate in a program on issues affecting Black students. Your contributions from your national survey of Black college students will be of great interest.

As presently scheduled, two sessions will be conducted. The first one, in the morning, will be aimed at University administrators. The second session, which will be held in the afternoon, will be open to the general public with students as a targeted audience:

We will be able to provide an honorarium of \$1325 from which we will expect you to pay your transportation and lodging expenses. Please let us know your flight number and time of arrival so we can make plans to pick you up. We have made a motel reservation for you at the Raleigh Hilton, located at 1707 Hillsborough Street, and confirmed this reservation for late arrival.

Again, we look forward to having you at N. C. State University. Please contact us at (919) 737-3409 if you have any questions.

Sincerely,

*Lawrence M. Clark*  
Lawrence M. Clark  
Associate Provost

*William B. Harvey*  
William B. Harvey  
Associate Professor

LMC:WBH:cfp