African-American students at Iowa State University
a preliminary test of a diversity model, 1974-1994

by

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ABSTRACT

The focus of this study was to determine the extent to which Iowa State University, a predominantly white institution, is committed to providing an environment that is inclusive and basically bias free for African-American undergraduate students. The comments of the study will be limited to African-American students, the largest racial group at Iowa State, but similarities do exist among other ethnic groups.

The researcher examined if the model institution, in this case Iowa State, has the following factors in providing a diverse and inclusive atmosphere for African-American students: 1) increasing numbers of African-American students, especially in underrepresented majors; 2) increasing general financial assistance opportunities; 3) increasing scholarship opportunities; 4) offering opportunities for professional and personal development by increasing numbers of African-American faculty and staff; 5) increasing graduation and retention rates of African-American students.

The investigator developed a five-point diversity model, based on a modification of Richard C. Richardson's (1989) Model of Institutional Adaptation to Student Diversity (see Appendix). For the purposes of this study, the researcher examined whether Iowa State fit the model, in what areas, and then documented the findings. More specifically, this study revealed that if Iowa State has moved closer to diversity in the past twenty years. The review of the literature compared Iowa State to other institutions and their solutions of nurturing and retaining African-American students.
The following questions were a product of the literature review and framed for this study:

1. Is Iowa State University an inclusive environment for African-American undergraduate students?

2. How does Iowa State University compare with model institutions in terms of inclusiveness?

3. How can Iowa State University improve in terms of inclusiveness for African-American undergraduate students?

Four hypotheses were used to test the model in terms of inclusiveness. A summary of the outcomes were as follows:

Hypothesis I (If there is an increase in minority student enrollment over time, then Iowa State University is comparable to model institutions) was supported given that ISU has significantly increased its minority population over a two decade period. On this criterion, Iowa State is comparable to model institutions.

Hypothesis II regarding Iowa State making real increases in the amount of funding (financial aid and scholarships) awarded to minority students in order to fit the model was not supported for two reasons: 1) the money awarded has not kept pace with minority enrollment, and 2) funding has not increased at an equal rate to the need of the scholars identified. More specifically, money has not increased at the same ratio as the student population of African-American students has increased (Tables 1 and 2). On this criterion, ISU is not comparable to model institutions.
Hypothesis III (If Iowa State University fits the diversity model, then ISU should increase and retain the members of its minority faculty and staff) was supported. On this criterion, Iowa State has increased its African-American faculty representation over a ten-year period by a very small percentage. In fact, ISU has not increased at the rate needed to present a positive role model for African-American students (Tables 1 and 3).

Hypothesis IV regarding Iowa State University being comparable to model institutions in terms of graduating and retaining its minority students over a period of time was supported. There has been a general improvement in these areas over a decade. On objective criteria, in terms of absolute and relative increases, Iowa State was able to retain more than half of its African-American freshmen classes in almost a ten-year span (Table 4).
CHAPTER I. INTRODUCTION

Despite the progress that African-American students have made since the end of segregation, their full participation in predominantly White institutions remains yet to be realized (Mingle, 1987). Despite the increase of African-American high school graduation rates over the past ten years, high attrition rates dramatically reduce the number of college freshman applicants (Jackson, 1992). The literature reveals that although ethnic student enrollment has increased in colleges and universities throughout the country, college retention and graduation rates have plummeted (Blakey, 1989; Fleming, 1984; Hodgkinson, 1985; Jackson, 1988). Low retention and graduation rates of African-American students look especially grim. College participation rates among African-American students peaked in the mid-70s and have dropped since then (Mingle, 1987). The American Council on Education (ACE) 1990 Status Report shows that from 1986 to 1988, when compared to other minority groups, African-American students had one of the smallest gains in enrollment - only 4.4 percent. Respectively, between 1987-1989, ACE states that African-American college-aged youths enjoyed only a 2.6 percent increase in graduation rates.

According to Duhon-Sells (1992) some studies show that a multicultural thrust is the key to the restructuring and preparing America’s educational system for the twenty-first century. A report entitled, "Diversity Project: Final Report (1991) from the University of California, Berkeley; Institute for the Study of Social Change," indicates that as late as 1965, the typical Berkeley student was white, largely due to
"historical racial stratification patterns of the state, and the long-term outcomes of routine practices of several decades of legally mandated exclusion," p.1, (The Chinese Exclusion Act of 1882 and the Immigration and Restriction Act of 1924). However, the decade of the 1970s brought in a dramatic diversified change. Access for underrepresented ethnic students broke records in the next twenty years when the numbers of undergraduate students shifted from 66% white in 1980 to 42% white in 1990 (Diversity Project: Final Report, 1991).

While much of the enrollment data suggest that progress was being made in providing access for non-white students into colleges and universities, any dramatic change in racial student body composition will be accompanied by a disruption of assumptions about relations between groups (Duster, 1991). The data also reflect a growing disparity among the personnel of most institutions, namely, administrative staff and faculty units who have continuously ignored the fact that African-American students' experiences are extremely different from that of majority white students on campus (Smith, Simpson-Kirkland, Zimmern, Goldstein, & Prichard, 1986). African-American college-aged youths are haunted by financial problems, difficulties in studies, personal-social concerns, and racial identity problems (Stikes, 1984). According to Stikes (1984), African-American students are plagued by stress in adapting to and redefining the social and physical environment and are trying to adjust to these problems in an educational system that was not designed for them in the first place. As a consequence, the lack of awareness and understanding of college administration officials,
cripples the accountability of student development programs and remedies aimed at addressing the plight of African-American students as well as their developmental differences (Smith, 1986). Racial and ethnic minority students confront a system that is European in essence, organization, and meaning. Without appropriate awareness, their specific problems cannot be fully addressed in a constructive manner (Smith, Simpson-Kirkland, Zimmern, Goldstein, & Prichard, 1986). Administrators employed in the area of student development should be conscious of student development theories that are designed to specifically meet the needs of African-American students, and implement programs around these theories (Marshall-Bradley, 1991).

In order to alleviate many of these trends, some institutions have been aggressive in the development and implementation of diversity programs based on student development models (Smith, 1986). One major limitation of the many models used on college campuses, according to Boyd (1989), is although there is compelling evidence that cognitive variables as predictors of academic success are more unreliable of African-American students than their white counterparts; only academic factors which are correlated with attrition rates for all students are taken into account. In addition, these theories lack information about the different identity stages of African-American students which vary from one student to the next. Thus, current student development theories or models overestimate that all students develop the same and also fail to take into consideration the influence of culture on the developmental process (Wright, 1987). For example, the social environmental factors which affect the development of African-
American students, economics (especially low-income status), cultural background, and racial biases are not examined or included in the implementation of diversity programs (Marshall-Bradley, 1991).

During late adolescence and early adulthood, like other young Americans, African-American youths struggle with serious decisions about what they are going to do with the rest of their lives, how to achieve economic stability and political power, and try to distinguish what is important to them in terms of roles, values, and ideals (Wright, 1984). It is important to remember that when simulating a revisionist perspective on the history of African-American identity, any plausible theory of minority identity development should be able to differentiate between the psychological and philosophical outcomes of oppression and the psychological and philosophical triumphs of an oppressed group (Cross, 1991). Black identity formation is a significant factor when examining the development of an African-American student or when designing programs with African-American students in mind (Marshall-Bradley, 1991).

Helms' (1990) model of nigrescence offers important contributions to the literature on student development theories. Nigrescence, as defined by Helms (1990), is the developmental process by which a person "becomes Black," and Black is defined in terms of his thinking, and evaluating himself in relation to his reference groups. Originally, Cross (1978) presented a five-stage model of racial identity development in which each stage was distinguished by self-concept issues dealing with race and existing attitudes about African-Americans and whites as reference groups. Each stage had
unique implications in terms of self-concept for a person’s feelings, thoughts, and behaviors (Helms, 1990).

Based on a modification of Cross’ original model of nigrescence, Parham (1989) developed a life cycle nigrescence model. Parham proposed that the process of nigrescence occurs between late adolescence and early adulthood and can continue for the remainder of one’s life cycle. According to Parham’s model, identity resolution can occur in three different ways: (1) stagnation or failure to move beyond one’s initial identity state; (2) stage-wise linear progression or movement from one identity state to another in a sequential, linear fashion; or (3) recycling which is movement back through the stages once a cycle has already been concluded (White & Parham, 1990).

In order for diversity and retention programs to be successful for African-American students, institutions of higher learning must understand how these students develop and meet their needs as they pursue a college education. Developmental theories must be used that incorporate racial identity formation in order to make them applicable for African-American students. Only then, with these theories in mind, should programs be designed to meet the needs of African-American students at predominantly white institutions.

The focus of this study is to determine how Iowa State University, a predominantly white institution, compares to other universities nationally in terms of nurturing and retaining undergraduate African-American students. The goal of the study is to provide some suggestions to enhance and recruit undergraduate racial ethnic students.
The researcher will examine the extent to which Iowa State compares to model institutions that employ certain aspects of the diversity model. For the purposes of this study, the five-point diversity model was based on a modification of Richard C. Richardson's (1989) Model of Institutional Adaptation to Student Diversity (see Appendix). More specifically, the study analyzed the extent that Iowa State University provided an inclusive environment for African-American undergraduate students through the following characteristics: 1) increase the numbers of African-American students; 2) increase general financial assistance opportunities; 3) increase scholarship opportunities; 4) increase and retain African-American faculty and staff; and 5) increase graduation and retention rates of African-American students (Smith, Simpson-Kirkland, Zimmern, Goldstein, & Prichard, 1986; Brown, 1991).

**Statement of the Problem**

The United States Census Bureau reports that the minority population is growing rapidly (Mingle, 1987). These changing demographics indicate that there will be larger numbers of minority students available to enter colleges and universities (Hodgkinson, 1988; Carter & Wilson, 1991). Yet participation in higher education for African-Americans and other minority groups lag far behind their white counterparts (Wilson & Justiz, 1988). If left unchecked, this growing segment of our population will be effectively removed from contributing productively to life of our society (Mingle, 1987). Efforts must be made to learn the factors that improve successful completion rates of undergraduate African-American students.
Purpose of the Study

African-American undergraduate students at predominantly white institutions must face a number of barriers in the process of completing their education. These students must endure a host of problems which are political, social, and economic in nature. The purpose of this study was to determine the extent to which Iowa State University, a predominantly white institution, is committed to providing an environment that is inclusive and basically bias free for African-American undergraduate students.

Setting of the Study

Iowa State University is located thirty miles north of Des Moines, the state capitol, in a predominately white campus town of Ames, Iowa. Iowa State students make up approximately 25,000 students out of Ames' total population of approximately 70,000. Since 1971 to present, the African-American student representation has increased from 158 to 734. These students come from various geographic locations. They are enrolled in more than 5,000 courses and 100 majors. Funding for African-American students is provided primarily through the Office of Minority Student Affairs.

The principle mission of the University involves teaching, research, and service. Iowa State University is composed of nine colleges: the Graduate College, and the Colleges of Agriculture, Design, Education, Engineering, Business Administration, Consumer Sciences, Liberal Arts and Sciences and Veterinary Medicine.
In the past few years, extensive efforts have been directed by the university toward creating a diversity plan to meet the needs of the many diverse populations attending Iowa State University.

Research Questions

The following questions were a product of the literature review and framed for this study:

1. Is Iowa State University an inclusive environment for African-American undergraduate students?
2. How does Iowa State University compare in terms of inclusiveness?
3. How can Iowa State University improve in terms of inclusiveness for African-American undergraduate students?

Limitations of the Study

1. One disadvantage in using archival data, population restrictions, derive from the fact that any given data-collection method defines the boundaries of the population that can be studied (Nachmias & Nachmias, 1981). For instance, ISU being examined as a case study for a diversity model.
2. The use of archival data also proposes the problem of the data not being ready for retrieval at the time it is needed.
3. Case studies do present the threat of opportunities for subjectivity or even prejudice. The researcher has the power to present which behaviors are highlighted or
ignored and the way in which the observations are interpreted (Ary, Jacobs, & Ravieh, 1990). Bias can be present in a case study in two ways (Mason & Bramble, 1978). First, in selecting a case study, the investigator might bias outcomes by using a case in which the results can be fairly dependably predicted. Second, bias can be introduced when the researcher begins to collect and interpret observations. This particular problem is caused by the open-ended nature of case studies.

4. A case study might lose its ability to generalize to a great extent. The dynamics of one individual or social unit may have very little or no relationship to the dynamics of others.

Definitions of Terms

The terms presented are pertinent to the study and clarified for the reader.

Isolation: African-American students’ feelings of rejection, displacement and disconnection from the university community.

Attrition: Students who either drop out or transfer to another school voluntarily.

Culture: The driving life of any group: the beliefs, values, and assumptions that bond and guide the group.

Inclusion: The acceptance of the existence and importance of African-Americans and other ethnic groups and their opinions in their continuing growth and development by the university community and society at large.

Persistence: Desire and determination of students to attain their educational goals demonstrated by successfully completing a college degree.
**Predominantly White Institution**: A college or university’s population of students, faculty, and staff that is 85% or more white.

**Scope**

The comments of the study are limited to African-American students, the largest racial group at Iowa State, but similarities do exist among other ethnic groups.

**Significance of Study**

A commitment to increasing the presence of African-American students on predominantly white institutions is revealed in the literature. However, little comprehensive institutional research has been conducted at Iowa State University to investigate the associated problems with the low graduation and retention rates of undergraduate African-American students (Jackson, 1991). Statistical compilations and narrative reports have been made every year. Yet, there has been no formal effort made to identify and analyze the evidence of the data (Patterson-Walker, 1992).

The results of this study will contribute to the already existing literature. First, it will help admission recruiters, associations and colleges in the state of Iowa and throughout the United States, who hope to recruit African-American students. It will also help orientation and retention administrators to better access the needs of African-American students based on student development theories and models that are pertinent to their successful completion of a college degree (Wright, 1987). Most importantly, the data from this study will help top institutional leaders to better assess and thereby
provide adequate financial assistance to needy African-American students. Hopefully, this research will generate more research, more pragmatic strategies, and more proactive action to combat the growing attrition rates of African-American students (Patterson-Walker, 1992).

Organization of Study

The first chapter contains the introduction, statement of problem, purpose of the study, setting of the study, research questions, limitations, definitions of terms, scope, significance of the study and the organization of the study.

The second chapter contains the review of literature. The review covers the following topics: changing student demographics; historical and sociological development of students; institutional responses affecting African-American students retention and graduation rates; factors contributing to the success of African-American students; five-point diversity model, and its accompanying identifiable elements and hypotheses.

Chapter three covers the methodology, including: introduction, Iowa State University’s changing student demographics, use of case studies, use of archival data, Iowa State University as a case study and indicators of Iowa State University’s fit to the diversity model.

Chapter four reports the findings of the research.

Finally, chapter five provides the summary and conclusions with recommendations for future research.
CHAPTER II. REVIEW OF SELECTED LITERATURE

This chapter presents a review some of the pertinent literature and research on the factors pertaining to the retention and graduation rates of African-American students on a predominantly white campus. The chapter will summarize the major findings of previous research related to the focus of this study and will examine factors that contribute to the low retention and graduation rates of African-American students enrolled in predominantly white institutions. This chapter is divided into four sections with accompanying subsections: 1) Changing Student Demographics, 2) Historical and Sociological Development of Students, 3) Institutional Factors Affecting African-American Students Graduation and Retention Rates, 4) Factors Contributing to the Success of African-American Students.

Changing Student Demographics

The low retention and graduation rates of African-American students attending predominantly white colleges and universities has received national attention from educational leaders over the past few years. Today there are 1,130,000 African-American students enrolled in post secondary institutions, but the graduation and retention rates of these students are continuously the lowest among all groups (Chronicle of Higher Education Almanac, 1991). Institutional leaders offer little hope that this educational crisis for African-American students will get better any time soon. According to the College Board (1987), less than half of the African-American students on
predominantly white campuses will graduate. Compared to white students, African-American students have lower retention rates, lower academic achievement levels and are less likely to pursue an advanced degree (Allen, 1988). Compared to other minority groups, African-American students have a 71% non-completion rate in prestigious four year institutions in relation to a 47% rate for Asian-Americans, 66% non-completion rate for Hispanic-Americans, and 65% rate for Native-Americans (Arbeiter, 1986).

The institutional barriers that African-American students must face and their high attrition rates also merits great concern (Wilson & Justiz, 1988; Taylor, 1986; Coax, 1983). According to Lang & Ford (1988), the downward spiral of African-American students in relation to access and retention in higher education is related to four major barriers: (1) Historical, (2) Sociocultural, (3) Economic, and (4) Political. Lang and Ford (1988) state that these four critical factors are correlated with the following problems: (1) the preparedness of African-American students for matriculation in higher education; (2) the sociopolitical and economic barriers that affect African-American students’ academic performance and retention rates in college; (3) the institutional barriers and benefits to African-American students’ failure or success; (4) the inherent social and economic problems of African-American students. These factors are not all-inclusive, for they do not account for all the barriers that affect African-American students’ attrition, retention, and graduation rates. Nonetheless, they do account for the most pertinent and do summarize the most crucial points of intelligent debate on these problems.
Historical and Sociological Development of Students

In our society, a college degree has always been a personal, social, and economic status symbol (Brown, 1991). The American Council on Education's (1988b) *One Third of a Nation*, reports America must rely on its post secondary institutions to prepare students to assume leadership positions in business, the professions, and government. African-Americans, regardless of social class, have always valued education as the primary avenue for upward mobility (Blackwell, 1987). However, African-Americans have historically been excluded from higher education. A decline in educational attainment by a significant portion of the population according to Brown (1991), is a sign of a national crisis when technological advances and global competition value highly individuals of trained intelligence, advanced skill, and a high degree of adaptability.

Today's present educational dilemma is deeply tied to the historic discrimination African-Americans have had to endure in gaining access in higher education. To better understand why it has taken African-American's so long historically to gain access into higher institutions, one must examine the institutional resistance of mainstream society's social values and customs, policies and exclusions, and their values and goals of their institutions. The following chronology of race relations reflects the evolving degrees of access that African-Americans have experienced in higher education.
Sociological background

The concept of mainstreaming outsiders is deeply embedded in American history. According to James Blackwell, author of *Mainstreaming Outsiders: The Production of Black Professionals* (1987), the concept of mainstreaming outsiders in conjunction with non-European racial and ethnic populations is a recent actuality.

Blackwell defines the mainstreaming phenomenon as:

a process by which an unfavored racial or ethnic group is provided opportunities to fulfill occupational roles in the same manner as members of the more favored or dominant group in a desegregating American society. Those in the unfavored group are generally regarded as outsiders or peripheral to the American society because of previous conditions of servitude, or are ascribed lower status based on racial identification, ethnicity, of their disfavored position in the overall social structure, which has been relatively frozen by law and social custom. Members of this group are subjected to categorical discrimination and exclusionary policies. (p. 2)

Generally mainstreaming is conceptualized as assimilating into American culture, but there are apparent differences between the earlier experiences of European white ethnic groups and those ethnic minority groups from the Third World. According to Blackwell (1987), it was assumed during the colonial period, that the first group of European immigrants, and the Europeans that followed would eventually assimilate into the mainstream of America’s society. After each group, the time frame for assimilation was becoming longer, but the opportunity for equal access and full citizenship into American life was never in question.
Non-European groups were not as fortunate. During the antebellum days of the Deep South, African-Americans were legally defined as subhuman, and as a result of their second class citizenship, they were forbidden to be brought in the mainstream of American life (Franklin & Moss, 1988). After slavery, the entire nation was entangled in debate over whether African-Americans could be brought in the mainstream of American society, as were the European immigrants. However, for African-Americans, the process is continuous and has a long eventful history to date. It is a fact that African-Americans have remained a minority group longer than any other group except for the Native-American (Blackwell, 1987). A brief exploration of the historical experience of systematic discrimination will reveal current efforts to incorporate African-Americans into the mainstream of society.

Historic discrimination was the root in creating an impoverished African-American community. Stanley Lieberson reveals that in *A Piece of the Pie: Black And White Immigrants Since 1880* (1980), African-American migrants from the rural South were far more discriminated in the Northern cities than the new white European immigrants in many areas of life, especially the labor market. According to Butler (1991), ethnic groups and minorities who are at the bottom of the economic structure survive by assuming the middleman position within society's capitalistic system. These middlemen are found in the lower echelons of the labor market such as the labor contractor, rent collector, or broker. Minorities employed as middlemen are less likely to be the producers of good and services, but they generate the flow of goods and
services throughout the economy. As a result, middlemen minorities are considered as petit bourgeoisie rather than individuals belonging to the classic capitalist class (Butler, 1991). However, the "truncated Afro-American middleman" shared the handicap of skin color, which was the primary reason behind racial mistreatment, with the Japanese, Chinese, and other "colored" minorities. However, African-Americans were by far treated the worst. Again they survived against the total constitutionally sanctioned exclusion from larger society by developing massive efforts of self-help (Butler, 1991).

Educational background

Access to higher education was further provided for African-American students under the Morrill Act of 1890. This act established precedent for the development of legally separated African-American and white land-grant public institutions in various states. Consequently, between 1890 and 1899, one land-grant institution for African-American students was either founded or planned in each of the 17 southern and border states (Blackwell, 1987). These colleges were separate, unequal, and as a whole, could not award baccalaureate degrees.

The first African-American college students, most of whom were ex-slaves, were faced with the challenge of learning self-worth and economic self-sufficiency in separate learning environments from whites (Fleming, 1981). The legacy of public historically Black colleges which offered a specialized industrial, mechanical, and agricultural education for African-Americans, can be traced to this period (Blackwell, 1987). It is important to note that between 1865 and 1895, more than 1100 African-Americans
received colleges degrees (Blackwell, 1987). Thus Black institutions were pioneers of the efforts to bring African-Americans into the mainstream of American life. The first alumni of historically Black institutions, and like many of the students that followed, were essentially at the helm of leadership in the segregated African-American community at the turn of the century.

"Separate but equal" education for whites and African-Americans was legally supported by the passing of the 1896 \textit{Plessy v. Ferguson} U.S. Supreme Court decision. This case clearly endoctrined the custom of separate-but-equal regarding all aspects of American life. Under this decision, states were not driven to establish the fundamental components of an inclusive and desegregated society. As a result, the states were allowed to form stringent, separate, and unequal facilities since they were only obligated by law to establish separate structures that could be classified as equal (Blackwell, 1987). The \textit{Plessy v. Ferguson} ruling was efficient in keeping African-American students from the mainstream, since all the educational gains from this group at this time were eventually stalled.

The underrepresentation of African-Americans in the professions not only restricted this group from obtaining economic stability in the dominant culture, it also limited their progress in providing for the welfare of the segregated African-American community. However, progress for African-Americans was not to be denied. During the 1930's, in a combined legal effort, the National Association for the Advancement of Colored People (NAACP) and the NAACP Legal Defense Fund (LDF) were at the
forefront of the dismantling of the separate but equal system in the areas of segregated housing and education (Blackwell, 1987). Between 1935 and 1954, the NAACP received national attention in challenging five cases before the Supreme court which attacked racial injustice and the equal educational opportunity of African-Americans. These five cases were *University of Maryland v. Murray* (1935); *Missouri ex rel Gaines v. Canada* (1938); *Sipuel v. Board of Regents of the University of Oklahoma* (1948); *Sweat v. Painter* (1950); and *McLauren v. Oklahoma Regents* (1950). In winning all five cases, the relentless pressure of the NAACP established precedence for the *Brown v. Board of Education, Topeka Kansas* (1954) landmark decision (Fleming, 1976).

After the *Brown* case was won the problem of access for African-Americans was indeed a problem of implementation. Fleming (1981), states that the Brown ruling further divided the white champions of racial segregation against the African-Americans who had successfully challenged the separate but equal doctrine. However, by the federal government’s reluctance to provide specific implementation guidelines in its unanimous decision in the *Brown* case, the Supreme Court left white proponents of segregated facilities room for interpretation of the ruling (Blackwell, 1987). White institutions resistance to change adopted philosophies such as "nullification," "gradualism," and "equal educational opportunities" (Anderson, 1988).

Once again, true educational opportunity was limited. By 1964, 60% of African-American students were enrolled in historically Black colleges. Encouraged by the government’s ruling that segregated public schools were illegal, African-American
students began to apply and demand admission to all-white institutions in large numbers. According to Wilson and Melendez (1988), the impact of Title VI and Title VII of the 1964 Civil Rights Act was that it specifically mandated equal educational opportunity and discouraged discrimination in public and private institutions and in the state and local governments as well.

With the passage of the 1964 Civil Rights Act again there was a great hope among African-American people that racial progress would follow and that the principle of equality of individual rights would be upheld. William Julius Wilson in The Truly Disadvantaged (1987) elaborates on the impact of the Civil Rights Act in terms of race-specific public policy which severely limits the career choices of African-Americans and rigidifies access to higher education:

Programs based solely on this principle are inadequate, however, to deal with the complex problems of race in America because they are not designed to address the substantive inequality that exists at the time discrimination is eliminated. In other words, long periods of racial oppression can result in a system of inequality that may persist for indefinite periods of time even after racial barriers are removed. This is because the most disadvantaged members of racial minority groups, who suffer the cumulative effects of both race and class subjugation (including those effects passed on from generation to generation), are disproportionately represented among the general segment of the population that has been denied the resources to compete effectively in a open and free market. (p. 146-47)
 Nonetheless, since 1970, government policy has tended to focus on formal programs designed to prevent racial discrimination and to guarantee that racial ethnic minorities are fully represented in certain positions, in public programs, employment, and education. As a result, many predominantly white institutions have experimented with special minority recruitment programs.

The education these institutions provided for African-American students was supposed to open their minds, open their economic opportunities, and provide them with a key to upward mobility. However, these promises led many naive, ill prepared African-Americans in one door and out the next. Smith, Simpson-Kirkland, Zimmern, Goldstein and Prichard (1986) assert that the institutional policies for handling racial and ethnic groups were created mainly to quiet the militantism of the late 60's and 70's and not from the proactive and conscious decisions of administrators.

In a 1983 article, Richard P. Francisco sums up the crisis:

Institutions of post secondary education, though seemingly committed to the tenet of equal educational opportunities for all persons have persistently maintained inequalities hold back and have impact upon ethnic minority and lower socioeconomic students. The current inequalities, however, unlike those of the past do not derive from the failure of major colleges and universities to open their doors to a culturally pluralistic student group. On the contrary, over the last fifteen years of society has witnessed an extraordinary expansion of that student population at major colleges and universities. Nonetheless, inequalities do exist, the most salient being the inability of institutions of higher education to deliver assistance to ethnic minority students that would enable them to complete graduation require-
ments. In short, many ethnic minority students are admitted into major universities, but few leave via graduation. (p. 114)

Consequently, administrators in higher education try to combat the needs of African-American students by developing special programs to increase enrollment, retention and graduation rates, employ additional African-American faculty and staff, develop financial aid programs, and improve the overall campus climate to make it more diverse and inclusive for minority students (Wilson & Justiz, 1988). To date little has changed. The low retention and graduation rates of African-American students today, allow this segment of the population to remain on the peripheral of receiving an equal and quality education.

Institutional Responses Affecting African-American Students’ Retention and Graduation

If retention for African-American students remains a problem after admission into predominantly white institutions, it isn’t for lack of study. A long list of scholars have investigated both the student and the institutional factors affiliated with high attrition rates, most of which are confirmed by the High School and Beyond study (Christoffel, 1986). One researcher, Leonard Ramist (1981) associated the attrition problem with socio-economic family background, poor academic preparation and low aspirations. Other characteristics such as full-time employment, marriage and financial problems are also affiliated with high levels of attrition. These factors are magnified by the additional problems of "isolation" and racial bias (Nettles, Thoeny, & Gosman,
1986). All these factors are confirmed by the *High School and Beyond Survey* (Carroll, 1986).

Nonetheless, these characteristics, are not all-inclusive, African-American students enrolled in white colleges and universities are also severely handicapped compared to their white counterparts, in terms of persistence rates, academic achievement levels, enrollment in advanced degree programs and overall psycho-social adjustments (Astin, 1982; DiCesare, Sedlacek, & Brooks, 1984; Thomas, 1981; 1985; Smith & Allen, 1984; Hall, Mayes & Allen, 1984; Astin, 1982; Allen, 1985; 1986; Fleming, 1984).

The lack of student's involvement in an institution's academic and social life is especially damaging to the retention efforts of African-American students (Tinto, 1975). Lack of student fit was also among the broad-based criticisms of undergraduate education revealed in recent national studies. Low retention and graduation rates are also connected to the following barriers: fragmentation of the curriculum, lack of purpose, lack of close personal contact with faculty and advisers are all cited as contributing to a low-quality academic experience. According to Mingle (1987), this theory is well documented by institutionally based retention studies that show that many African-American students drop out for nonacademic reasons.

Richard Richardson Jr. (1987) has been directing a study of predominantly white public institutions that have demonstrated a substantial commitment to the retention and graduation of racial ethnic groups. Although previously in the 1970s, predominantly
white universities have concentrated on social and curricular issues, Richardson found
greater emphasis on preparation problems. For example, he found a number of
universities working with feeder high schools to increase the pool of qualified high
school graduates.

As for program integration, Richardson, Simmons, and de los Santos (1987)
stated that "as enrollment of a specific minority group approaches 20%, the environment
changes from accommodation through special programs to incorporation into the
mainstream of institutional culture" (p. 6).

Factors Contributing to the Success of
African-American Students

Access is only the first step to meaningful participation in higher education. If
American-Americans are going to participate fully in technical and professional careers,
then they must successfully complete degree programs. National statistics underestimate
the magnitude of the changes predominantly white institutions of higher education must
make in the year 2000. Colleges and universities have responded to low retention and
graduation rates with outreach programs. These programs inculcate beliefs in the value
of higher education to encourage higher levels of participation and strengthen prepara-
tion so that more African-Americans will succeed. While outreach is crucial, other
interventions are also in dire need to reduce the tremendous differences in college
degrees among minority college-age youths and to compensate for the critical political,
social and economic problems that weigh on many minority students.
Five-Point Diversity Model

National studies examining the ever decreasing graduation and retention rates of African-American students have unearthed several common threads to what administrators at predominantly white institutions should do to help eliminate the problem. This section has combined all of those elements and presented them under one five point diversity model. For the purposes of this study, the five-point diversity model was based on a modification of Richard C. Richardson’s (1989) Model of Institutional Adaptation to Student Diversity (see Appendix). This model differed from Richardson’s model in that it identified five variables instead of four-stage interventions which contributed to the successful retention of African-American students. In order for an institution to provide a diverse and inclusive campus climate for African-American students it should employ the following characteristics: 1) increase the numbers of African-American students; 2) increase general financial assistance opportunities; 3) increase scholarship opportunities; 4) increase and retain African-American faculty and staff; and 5) increase graduation and retention rates of African-American students.

Increase the numbers of African-American students

The number of racial ethnic students moving through the higher education pipeline is affected not only by the size of the enrollment pool of qualified high school graduates but also by the rate in which they matriculate in college and continue to succeed to higher levels. This section explores both initial college participation rates and recent trends among minorities.
The rate at which students enroll in college is often the subject of great confusion. According to George Jackson, Special Assistant to the Provost Office at Iowa State University, "The national enrollment rate for Black students enrolled in college is 56%. Predominantly white institutions enroll approximately 3 out of 10 Black students, or a total of 30%. However, the most selective institutions be they HBCUs or PWIs, all have the highest retention rates." In comparison, Asian-Americans had the highest college attendance rates (70%), Native-Americans (38%) and Hispanic-Americans (37%) (Carroll, 1986). Another measure of participation can be found in the annual school report done by the US Census in its Current Population Reports. Every October when the survey is conducted, approximately one-third of high school graduates 18-24 years old are enrolled in college (Mingle, 1987). White student participation rates have remained relatively fixed since 1968, and stabilizing between 32-34%. However, African-American rates have been more erratic, peaking in 1976, declining steadily since that time. Presently, 26% of African-Americans are enrolled in college.

Freshman Enrollment: Historically, African-American freshman enrollment rates are directly related to pressure from civil rights groups and the federal government. A 1978 study revealed that many predominantly white institutions began aggressively recruiting African-American students in the fall of 1968, immediately following the assassination of Martin Luther King Jr. In the fall of 1972 and again in the fall of 1975, African-American student representation significantly increased after federal student aid programs targeted low-income students (Mingle, 1987). Nonetheless,
African-American freshman enrollment tapered off in 1976, and within a ten-year period moved steadily up and down, but still offered little noticeable change (U.S. Bureau of the Census Series P-20, No. 404).

**Total Enrollment:** According to the U.S. Bureau of the Census, the total number of students enrolled in colleges and universities from the years 1968 to 1984, increased from less than 5 million to more than 12 million. In 1984, 80% of those 12 million students were white, 17% were resident minorities and 3% were non-resident aliens (U.S. Bureau of the Census Series P-20, No. 404).

**Minority Representation:** Racial ethnic representation increased rapidly until the mid-1970s and has grown more gradually since that time. Hispanic-American representation has increased from 3.55 to 4.3% and Asian-American enrollment from 1.8% to 3.1%. Native-Americans have shown no noticeable change in enrollment, while African-American enrollment decreased from a peak of 9.4% in 1976 to 8.8% in 1984 (U.S. Bureau of the Census P-20, No. 404).

Therefore, the first hypothesis is as follows: If there is an increase in minority student enrollment over time, then Iowa State University is comparable to model institutions.

**Increase financial aid/scholarship opportunities**

Access to higher education for non-white students is highly associated to financial means. This fact is clearly articulated in history. In the '70s, African-Americans could apply for a Pell Grant or a Basic Education Opportunity Grant
(BEOG). Back then, at a minimum, the government provided grants for the economically disadvantaged, for the first two years of college (Jackson, 1988). According to Jackson (1988): "In 1972, among high school graduates aged 18 to 24, 32.3 percent of Whites, 27.1 percent of Blacks, and 25.8 percent Hispanics were enrolled in college."

p.49.

After the Higher Education Programs were in full effect in 1977, Jackson (1988) reports that the enrollment rates leveled off at 32.2 percent for whites, 31.5 percent for African-Americans and 31.5% percent for Hispanic-Americans.

By 1982, the level of financial commitment from the government was sharply reduced and African-American enrollment followed suit. Carter and Reagan cutbacks were also the major reason for the decline in African-American enrollment in higher education (Sudarkasa, 1988).

Financial aid was developed to eliminate economic barriers. Although some researchers suggest that access and retention may be more related to class than race (National University Continuing Education Association 1989; Taylor 1990). As result of harsh economic times, combined with the complexity of financial assistance programs, even the middle class finds it arduous to pay for a student in college and many times find it to be an impossible task (Olivas, 1986). Low income populations appear to have less access to financial aid (Orfield, 1992) due to the fact that little financial aid is available for part-time study, despite the high numbers of minority part-time students helping pay their way through college. A study by Brown and Saks (1985) showed that
one-half of the African-American students enrolled in college came from low-income family backgrounds below the poverty level. Zwerling (1986) asserts that, in continuing education, financial aid is determined by student achievement: the ability to hold a job and qualify for tuition disbursement or pay one's own fees. Thus, students with a college degree and employment after college are able to consolidate their positions and widen the economic gap.

According to Brown (19991), a conscientious recruitment, retention, and graduation program for African-American students should include an attractive and reasonable financial package to be successful. Johnstone (1986) confirms that post secondary institutions are strengthened by their ability to recruit and retain students without regard for the student or the parent having to use their own resources.

If an institution wishes to have an impact on minority student recruitment, then colleges and universities should provide financial aid packages that include grants and a minimum of loans (Brown, 1991). Minority students traditionally have a diminished economic background and have been reluctant to resort to loans for education for fear of long-term debts, especially if the debt is more than their annual family income (ACE, 1988b). For these reasons, institutions of higher learning need to explore new sources of grants and scholarships to replace the large loans to minority students (Brown, 1991). If help is not provided for racial and ethnic students then America will not have the educated labor force it needs to sustain a productive society by the year 2000.
Hence the second hypothesis is: If Iowa State University is comparable to model institutions, then ISU should have similar patterns in minority funding.

Increasing and retaining African-American faculty and staff

African-American students' persistence, retention and attrition rates are associated with the number of minority faculty and staff members that are tied to their campuses (Wilson and Carter, 1990). Most African-American candidates applying for faculty or administrative positions will find jobs at historically African-American institutions instead of predominantly white ones. Only 9.6% of African-American faculty are full-time faculty members. Their representation on a predominantly white campus, is a minute 2.3% (Wilson and Justiz, 1988).

There is an on-going debate among university administrators that there are not enough racial ethnic candidates, primarily African-Americans, in the applicant pool for faculty members. This information is erroneous because African-American graduate students earned 4% of all doctoral degrees for the past 15 years (Brazziel, 1988).

Alai, Ross, and Calhoun (1988) assert that African-American faculty are disappearing quickly in predominantly white institutions due to tenured faculty members' roles as gatekeepers of the status quo and institutional barriers which thwart the recruitment, retention, and the promotion of African-Americans. These scholars argue that publications by African-American professors are often suspect and frequently dismissed as either non-scholarly or "too ethnic" in nature, hence African-Americans are hired at a lower rank than their white colleagues (Alai, Ross, and Calhoun, 1988).
One major problem resulting from the lack of African-American faculty and staff on predominantly white campuses is the impression it gives to African-American students. Too often at a predominantly white college or university, African-American faculty are the only resources for African-American students. In 1982, Rutlege conducted a study at a predominantly white institution and found that 93.5% of African-American students desired more African-American faculty and staff.

Thus, many institutions are attempting to increase African-American faculty for higher moral reasons. Collins and Johnson (1988) suggest that the ever increasing attrition rates of African-American students can be partly attributed to the low numbers of minority faculty to serve as role models. Hall and Allen (1984); and Ramey (1993) found that role models, through faculty relations and interpersonal communications with students, are indirectly associated with high levels of aspirations and chosen majors of those students. This reason can be attributed to the national attention given to historically Black institutions for their high retention and graduation rates of African-American students. Eighty percent of the degrees earned by African-American, Hispanic-American and Native-American students are awarded by 20% of the institutions, historically Black colleges and universities (Deskins, 1983).

Collins and Johnson (1988) propose that the following methods in enhancing the recruitment process of African-American faculty members: (1) convert as many as possible temporary faculty positions into tenure track positions; (2) deans and department chairs can increase the number of African-American faculty members by going
beyond the searches designed to replace, with a clone, the recently retired faculty member with obscure, scholarly interests; (3) funds should be allocated to bring African-American prospects to campus for informal visits; and (4) institutions should also attempt to attract African-American candidates by offering term contracts for a limited time, a semester, a year or even two years.

Consequently, the third hypothesis is as follows: If Iowa State University fits the diversity model, then ISU should increase and retain the members of its minority faculty and staff.

Graduation and retention rates for African-American students

Although people of color have made educational and societal gains since the ’60s, they still have a long way to go before total equality is achieved. Among those needs most frequently overlooked by administration officials in predominantly white institutions is the common need for students to feel that they belong. African-American students are prone to feelings of alienation, primarily because of their small numbers on white campuses. One means of encouraging African-Americans and other racial ethnic students to remain on a predominantly white campus is through an effective mentoring program (Holland, 1989). Smith, Simpson-Kirkland, Zimmern, Goldstein and Prichard (1986) recommend that university officials, faculty and staff on white campuses accept the fact that the minority is unlike the majority. Trouble occurs whenever an African-American must forget his/her Blackness, culture, or family background to fit in a majority white educational setting. Smith, Simpson-Kirkland, Zimmern, Goldstein and
Prichard (1986) assert that a faculty member can affect an African-American student’s personal development by finding common ground with them and that mentors come in all different colors and backgrounds.

Solutions to the low graduation and retention problems lie in effective retention programs and individual institutional assessments (Stockdill, Duhon-Sells, Olson, & Patton, 1992). The "secret" of retention is simple according to Tinto (1987): "The secret of effective retention lies in the development of effective educational communities which seek to involve students in their social and intellectual life and which are committed to the education of students, not their mere retention" (p. 3).

Thus for Tinto’s secret to work, everyone working in higher education institutions must make a long-term commitment to educating African-American students. Then they must address every student as an individual who has different and cultural needs and the initial commitment to the goal of an education and the institution will be strengthened. For example, Pascarella (1986), suggested the following factors interact with a student’s social and academic integration: sex, race, academic major, and family background.

Accordingly, the fourth hypothesis is: If Iowa State University is similar to model institutions, then ISU should graduate and retain its minority students over a period of time.

African-American undergraduate students at predominantly white institutions must face a number of barriers in the process of completing their education. These
students must endure a host of problems which are political, social, and economic in nature. As a whole, colleges and universities have yet come to terms with the new cultural diversity in a manner that is consistent with society's economic and democratic principles. Although many educational institutions are establishing priorities and retention programs for African-American students, the level and reach of these programs have fallen significantly short of any real changes (Farnham, 1990).

The purpose of this study is to determine the extent to which Iowa State University, a predominantly white institution is committed to providing an environment that is inclusive and basically bias free for African-American undergraduate students. However, universities must pay closer attention to assessing the climate and culture of the institution to see whether or not they are doing all that they can to provide a nurturing and supportive environment for its multicultural student body.
CHAPTER III. METHODOLOGY

Introduction

The focus of this study is to develop a diversity model and examine the extent to which Iowa State University is committed in its attempt to provide an inclusive and supportive environment for undergraduate African-American students. The model was determined by the extent to which Iowa State University provides the following factors:

- Increase the numbers of African-American students.
- Increase general financial aid opportunities for African-American students.
- Increase scholarship opportunities for African-American students.
- Increase and retain African-American faculty and staff.
- Increase graduation and retention rates of African-American students.

This chapter reports the procedures employed to accomplish the purposes of the study. Chapter III is divided into the following sections: (a) introduction (b) use of case studies (c) use of archival data (d) Iowa State University as a case study and (e) indicators of Iowa State University's fit to the diversity model.

Use of Case Study Method

Case studies requires the investigator to make an in-depth analysis of one person, group, project, institution, or agency (Mason and Bramble, 1978). Case studies are frequently conducted with the primary aim of gaining knowledge. The use of the case study approach is based on the premise that a case can be located that is similar to may
other cases, that is, the case is viewed as an example or a class of events or a group of individuals. Mason and Bramble (1978) state that once a specific case has been established, extensive observations of the single case can provide useful insights into the class of events from which a case has been drawn. According to Mary Lou Higgerson and Susan S. Rehwaltd, co-authors of *Complexities of Higher Education: Case Studies and Issues* (1993), case studies are designed to give the user the opportunity for "experiencing," studying and pondering over some of the complexities of higher education. This approach allows the user to fine-tune the various strategic actions and skills which may be used in any given situation.

**Strengths**

One of the greatest advantages of a case study is the possibility of depth. For example, with a case study one attempts to understand all the variables that are important in the history or development of a whole person or the whole student in the totality of his/her environment (Ary, Jacobs, & Razavieh, 1990). Not only can a student’s present and past actions be studied, but their environment and thoughts can be examined as well. The researcher uses a case study method to understand why a person behaves the way they do over a considerable period of time, not merely just record behavior.

The main justification for case studies is that they have the potential to produce rich subjective data that can aid in the development of theory and empirically testable hypotheses (Borg & Gall, 1989).
Use of Archival Data

Unobtrusive measures can be defined as data obtained using methods that directly remove the investigator from the set of interactions, events, or behavior being studied (Nachmias & Nachmias, 1981). The analysis of public archival records employs unobtrusive methods. A large amount of data in the form of public archival records is available for research use.

Strengths

To a certain extent, errors known to be originating either from the research subjects or the from the investigator can be reduced by a proper research design, valid and reliable measuring procedures, and replication (Nachmias & Nachmias, 1981). For example, public archival documents represent an obtrusive measure because the conditions leading to their production are not influenced by an intruding researcher (Nachmias & Nachmias, 1981). Thereby, contamination is reduced because the investigator and research participants avoid confronting each other in data-collection situations. One advantage of unobtrusive measures is to cross-validate one’s findings. Unobtrusive data are also beneficial as a primary data-collection method for some specific purposes.

Iowa State University as a Case Study

Iowa State University is a comprehensive university with an orientation among science and technology with strong academic departments in liberal arts and humanities.
There are nine colleges at Iowa State: Agriculture, Business, Design, Education, Engineering, Family and Consumer Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate College. Iowa State University was the second institution in Iowa to create an educational system that allowed access to the common man by accepting the terms of the Morrill Land-Grant Act of 1862. According to the Iowa State University Bulletin (1993-1995), the act made federal land accessible for sale to endow colleges whose mission was to advocate "liberal and practical education...in the several pursuits and professions of life" (p. 4). In the beginning, these "people's colleges" were primarily concentrated on subjects pertaining to agricultural and industrial pursuits. In fact, Iowa State was chartered as the Iowa Agricultural College.

The first agricultural student of color admitted to Iowa State University was a man named George Washington Carver. Washington, an African-American, was admitted under the conviction that all people should have access to the ideas and knowledge of the institution (Iowa State University Bulletin 1993-1995).

As Iowa State incorporated the Land-Grant philosophy to the changing needs of the twentieth century, its multicultural student population changed as well. In 1987, Iowa State University developed the 891 Plan in response to the Board of Regents mandate of 8.5% minority student enrollment by 1991 (Jackson, 1993). The plan was endorsed with an opening statement by President Gordon Eaton:

The declining enrollment of minority students in higher education is an issue of national concern. Today, almost every institution in higher education is committed to a
program of affirmative action and a diverse student body. However, developing a, heterogeneous, pluralistic student body takes a collective effort. The identification, recruitment, admission, retention, graduation, and placement of minority students begins with a well-developed plan and a strong institutional philosophy supported by clearly stated policies and procedures, goals and objectives. (Jackson, 1993, p. 1)

Since the development of the 891 Plan, the growth of the non-white student population has been moderate at best. According to student figures obtained from the Office of the Registrar, in 1987, there were a total of 532 African-Americans, 25 Native-Americans, 336 Asian-Americans, and 206 Hispanic-Americans. Presently enrolled for spring semester 1994, there are 52 Native-American students, 734 African-American students, 514 Asian-American students, and 335 Hispanic-American students. More specifically, minorities make up 7.05% out of 23,206 student population.

The changing demographics at Iowa State University have come at a price. As the numbers of students began to rise so did the number of complaints. Students began to rally against the administration for full participation and more inclusion of their values in the university culture. This political unrest produced a vicious cycle of competition, with one ethnic group fighting against another for more representation.

In an effort to calm the political waters, the Office of Minority Student Affairs (MSA) was originated in 1974 with the purpose of providing leadership to the University's mission in the realm of an equal educational opportunity (Jackson, 1993). This is a three-phase effort and combination of equal access, equal distribution, and programs
for persistence (see Appendix for Minority Student Affairs’ Mission Statement). The Office of Minority Student Affairs provides academic assistance, career advising, tutorial guidance, personal and financial counseling. In an on-going collaboration with academic departments, Minority Student Affairs implements multicultural programs to aid in the development, retention and graduation of minority students.

The support to increase enrollment in the three Regents universities came from a committee established by the Board of Regents to look at minority access, choice, persistence, and graduation. What follows are the recommendations of that committee.

In the fall of 1986, the Board of Regents established a committee on improving the recruitment of minority students at Regents universities. The committee consisted of the following members:

- Mr. Vern Hawkins
  Assistant Director, Admissions
  Iowa State University

- Ms. Noreen Hermansen
  Associate Director, Admissions
  University of Northern Iowa

- Dr. Phillip Hubbard
  Associate Director, Admissions
  University of Iowa

- Dr. George Jackson
  Director, Minority Student Affairs
  Iowa State University

- Dr. Charles L. Means
  Assistant Vice President
  University of Northern Iowa

- Dr. Paul Shang
  Director, Special Support Services
  University of Iowa

The objective of the committee was to present recommendations for increasing enrollment and graduation of African-American and minority students. The committee completed its work on December 12, 1986, with the presentation of the following recommendations:
1) Increase the enrollment of minority students to at least 8.5 percent in the undergraduate, graduate, and professional programs at each of the three universities by 1991.

2) Improve the existing programs for outreach and recruitment by utilizing the services of community agencies, as well as the professional staff in high schools and community colleges, to inform minority students about the opportunities and requirements for admission to the universities.

3) Make high-quality video tapes featuring students, for use by admissions staff who travel to high schools and community colleges.

4) Provide financial assistance to minority students at all levels, undergraduate, graduate, and professional, to meet their full assessed needs.

5) Create a special affirmative action fund at each university to expand the number of teaching and research assistantships available to minority graduate students.

6) Establish a fund to enable graduate departments and the professional colleges to bring outstanding minority candidates to campus for interviews with faculty in the respective departments.

7) Encourage and reward excellence in scholarship by offering full financial academic scholarships to twenty (20) incoming undergraduate students each year at Iowa State University, and the University of Iowa, and to ten (10) students at the University of Northern Iowa.
8) Institute special transition programs at each university for students whose admission credentials expose academic weaknesses in spite of a high potential for success.

9) Make special efforts to ensure that the content of the curriculum as well as the ethnic composition of the faculty reflect the realities of a multicultural society.

10) Establish a campus visitation that will bring high school minority students to each Regents university.

11) Make effective use of our alumni and minority student organizations in recruiting minorities.

12) Produce a brochure for minority students that will assist students to become better prepared for admission to a Regents institution.

13) Effective use of the media, television, radio and newspapers could assist in the dissemination of educational information.

As the numbers of minority students continues to rise, several clubs and organizations are formed with the primary purpose of meeting the ethnic students’ cultural, career, and political interests. The Black Student Alliance and Black Greeks Association are two among the few student organizations that address specific issues of concern to many minority students.

However, the low numbers of ethnic role models which provide mentoring, support and professional leadership for non-white students remains a constant dilemma for the University. According to Jackson (1993), the presence of minority faculty and
staff in visible leadership positions is positively related to access, persistence, and graduation. In the fall of 1993, from a total of 1251 regular faculty members (not adjunct or administrators), there were 21 African-American, 97 Asian-American, 4 Native-American and 19 Hispanic-American faculty status employees on the payroll at Iowa State. Consequently, there were only 35 African-American, 50 Asian-American, 9 Hispanic-American and 3 Native-American professional and scientific staff members employed. When it comes to providing an inclusive and productive environment for growth and leadership of minority people, Iowa State University still has a long way to go.

Types of archival data used

Archival data was used by the researcher for this study. The researcher used the following existing data sources from the 1970s to the present to examine the conditions of undergraduate students at Iowa State University: annual reports since the establishment of the Minority Student Affairs Office (MSA); the types of programs developed to assist African-American students in certain areas; the ISU Budget Book; records from the Student Financial Aid Office and the Affirmative Action Office; and the Office of the Registrar’s documents of total number of students over the years.

Indicators of Iowa State University’s Fit to the Diversity Model

If Iowa State University is providing a supportive and nurturing environment for undergraduate African-American students in the following areas over time then Iowa
State University should fit the diversity model. Thus these are the criteria that will be used: (1) increase the numbers of African-American students, (2) increase general financial assistance opportunities, (3) increase scholarship opportunities, (4) increase the numbers of African-American faculty and staff, and (5) increase graduation and retention rates of African-American students. If ISU fails to conform to the model, then recommendations on areas of improvement will be made.
CHAPTER IV. RESULTS

This research was designed to determine how Iowa State University, a predominantly white institution, compares to other universities nationally in terms of nurturing and retaining undergraduate African-American students. Therefore, the purpose of this study was to examine the extent to which Iowa State compares to model institutions using certain aspects of a five-point diversity model. The study analyzed if Iowa State University is an institution that fits the model, then it will conform to the following thesis components: 1) increase the numbers of African-American students; 2) increase general financial assistance opportunities; 3) increase scholarship opportunities; 4) increase and retain African-American faculty and staff; and 5) increase graduation and retention rates of African-American students. The purpose of this chapter is to present the findings of the data from the public archival records used in this study. The data analysis results used to test the hypotheses are then discussed.

Changes in the African-American Population

The following univariate analyses are divided into Tables 1 through 4. Table 1 shows the African-American student population of Iowa State University from 1974 to 1993. This table will be used to test minority student enrollment over time. Table 2 represents the amount of scholarship funding minority students received from 1986 to 1993. The extent of Iowa State’s commitment to African-American students in terms of funding opportunities over a period of time will be tested in this table. Table 3 reveals
the numbers of African-American faculty members from 1974 to 1993. This table will be used to test the increase in numbers and the retention rates of African-American faculty members over time. Table 4 shows the graduation and retention rates of African-American students from 1974 to 1988. This table will be used to test the extent to which Iowa State is able to retain and graduate its African-American students over a period of time.

The data in Table 1 present the student population factors of African-American students from the 70s through the 90s. These trends show an increase in numbers of African-American students over this period.

There were 265 African-American students at Iowa State University in 1974 and they composed 1.3% of the total population. Four years later, in 1978, the population changed. The numbers of African-American students increased slightly to 292, although the 1.3 total population percentage remained constant. However, the annual percentage change of African-American students in 1978 sharply decreased from 1977 from 24.1% to -3.9%, respectively.

In 1984, African-American student enrollment increased to 587 students which were 2.2% of the total population, but in comparison to 1983, enrollment declined by 0.3% or 58 students. Again the annual percentage change of African-American students sharply declined from 35.8% in 1983 to 9.0% in 1984.

In comparison to the years 1974 and 1984, the numbers of African-American students in 1993 increased to 734 students to make up 2.9% of the total population
Table 1. The African-American student population of Iowa State University, 1974-1993

<table>
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<th>Year</th>
<th>Number</th>
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<th>Annual Percent Change</th>
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<tr>
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<td>24.1</td>
</tr>
<tr>
<td>1978</td>
<td>292</td>
<td>1.3</td>
<td>-3.9</td>
</tr>
<tr>
<td>1979</td>
<td>326</td>
<td>1.4</td>
<td>11.6</td>
</tr>
<tr>
<td>1980</td>
<td>381</td>
<td>1.6</td>
<td>16.9</td>
</tr>
<tr>
<td>1981</td>
<td>404</td>
<td>1.7</td>
<td>6.1</td>
</tr>
<tr>
<td>1982</td>
<td>475</td>
<td>1.9</td>
<td>17.6</td>
</tr>
<tr>
<td>1983</td>
<td>645</td>
<td>2.5</td>
<td>35.8</td>
</tr>
<tr>
<td>1984</td>
<td>587</td>
<td>2.2</td>
<td>9.0</td>
</tr>
<tr>
<td>1985</td>
<td>570</td>
<td>2.1</td>
<td>-2.9</td>
</tr>
<tr>
<td>1986</td>
<td>586</td>
<td>2.2</td>
<td>2.8</td>
</tr>
<tr>
<td>1987</td>
<td>532</td>
<td>2.1</td>
<td>-9.2</td>
</tr>
<tr>
<td>1988</td>
<td>567</td>
<td>2.2</td>
<td>6.6</td>
</tr>
<tr>
<td>1989</td>
<td>640</td>
<td>2.5</td>
<td>12.9</td>
</tr>
<tr>
<td>1990</td>
<td>587</td>
<td>2.3</td>
<td>-8.3</td>
</tr>
<tr>
<td>1991</td>
<td>593</td>
<td>2.3</td>
<td>1.0</td>
</tr>
<tr>
<td>1992</td>
<td>708</td>
<td>2.8</td>
<td>19.4</td>
</tr>
<tr>
<td>1993</td>
<td>734</td>
<td>2.9</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Total Percentage Change 1974-1993: 177.0

Source: Office of the Registrar.
which is an 0.7% increase by 47 students from 1984 and an 1.6% increase from 1974 by 469 students. In other words, Iowa State University almost tripled its African-American student enrollment by 177.0% from the years 1974 to 1993. Therefore, on this indicator, ISU does fit the model because of its increase of minority student enrollment over time.

Changes in Scholarship Funding for African-American Students

The data in Table 2 shows the amount of scholarship funding awarded to minority students from 1986 to 1993. These factors reveal that for the number of minority students awarded George Washington Carver (GWC) Scholarships, the amount awarded actually did increase over this period. George Washington Carver Scholarships are awarded to incoming minority freshman who are in the top 10th percentile of their graduating high school class and in the past have covered tuition, room and board and books. The scholarship is renewable each year if the student maintains a cumulative 2.5 grade-point average.

For the Class of 1986, only 17 minority recipients received $3,601.53 each in per capita funding for that academic year out of a total of $61,226 scholarship dollars. This finding was surprising because of the low number of minority students that were eligible for the scholarships and in comparison to the disproportionate numbers of minority students that are African-American.
Table 2. Minority student scholarship funding, 1986-93

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding</th>
<th>No. of Minority Students(^a)</th>
<th>Per Capita Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>$61,226</td>
<td>17</td>
<td>$3,601.53</td>
</tr>
<tr>
<td>1987</td>
<td>$81,812</td>
<td>22</td>
<td>$3,718.73</td>
</tr>
<tr>
<td>1988</td>
<td>$248,464</td>
<td>63</td>
<td>$3,943.84</td>
</tr>
<tr>
<td>1989</td>
<td>$628,196</td>
<td>139</td>
<td>$4,519.40</td>
</tr>
<tr>
<td>1990</td>
<td>$693,361</td>
<td>133</td>
<td>$5,213.24</td>
</tr>
<tr>
<td>1991</td>
<td>$963,028</td>
<td>173</td>
<td>$5,566.64</td>
</tr>
<tr>
<td>1992</td>
<td>$1,169,925</td>
<td>213</td>
<td>$5,492.61</td>
</tr>
<tr>
<td>1993</td>
<td>$1,691,881</td>
<td>259</td>
<td>$6,532.40</td>
</tr>
</tbody>
</table>

\(^a\)Disproportionate number of minority students are African-American.

Source: Student Financial Aid Office.
Although the Class of 1988 had an increase of 46 students eligible for the GWC Scholarships, the amount awarded only increased slightly by $342.31 in terms of per capita funding for each student, even though the number of students doubled. As a whole, the numbers of students eligible for scholarship moneys remained fairly constant throughout the table.

In 1993, the incoming freshmen class received a total of $1,691,881 for its 259 students, but again each student only received $6,532.40 which doesn't fully cover the cost of their tuition, not to mention room and board or books. This fact was a notable one considering that most African-American students are out-of-state residents and the cost of tuition and fees for the 1993-94 academic year was $7,226.

However, beginning in the Fall of 1994, according to the Iowa State University Scholarships For Incoming Freshmen Bulletin: Fall 1994, all GWC Scholarships awarded this term will only cover the cost of tuition. In essence, the money awarded to each student will be even smaller.

Changes in the African-American Faculty Population

Table 3 represents the number of African-American faculty in comparison to the total faculty population at Iowa State University over a ten-year period. These figures describe only regular faculty members including administrators. In other words, anyone with faculty rank, tenured or tenure track persons were represented in the table.
Table 3. African-American faculty population of Iowa State University

<table>
<thead>
<tr>
<th>Year</th>
<th>Total ISU Faculty&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Number</th>
<th>Percent</th>
<th>Annual Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>1603</td>
<td>8</td>
<td>0.5</td>
<td>-</td>
</tr>
<tr>
<td>1984</td>
<td>1619</td>
<td>10</td>
<td>0.6</td>
<td>25.0</td>
</tr>
<tr>
<td>1985</td>
<td>1613</td>
<td>9</td>
<td>0.6</td>
<td>-10.0</td>
</tr>
<tr>
<td>1986</td>
<td>1593</td>
<td>12</td>
<td>0.8</td>
<td>33.0</td>
</tr>
<tr>
<td>1987</td>
<td>1570</td>
<td>11</td>
<td>0.7</td>
<td>-8.3</td>
</tr>
<tr>
<td>1988</td>
<td>1535</td>
<td>9</td>
<td>0.6</td>
<td>-18.2</td>
</tr>
<tr>
<td>1989</td>
<td>1510</td>
<td>17</td>
<td>1.1</td>
<td>88.8</td>
</tr>
<tr>
<td>1990</td>
<td>1489</td>
<td>19</td>
<td>1.3</td>
<td>11.8</td>
</tr>
<tr>
<td>1991</td>
<td>1470</td>
<td>21</td>
<td>1.4</td>
<td>10.5</td>
</tr>
<tr>
<td>1992</td>
<td>1448</td>
<td>21</td>
<td>1.5</td>
<td>-</td>
</tr>
<tr>
<td>1993</td>
<td>1459</td>
<td>19</td>
<td>1.3</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Total Percentage Change 1983-1993: 137.5

<sup>a</sup>Regular faculty members including administrators.

Source: Affirmative Action Office.
In 1983, only eight African-American faculty members were employed at Iowa State University out of a total of 1,603 faculty members. The total faculty representation decreased by 133 people in 1987, but the small number of African-American faculty members increased by three people. However, in this same year, the annual percent change of African-American faculty was a -8.3% in comparison to 1986's figure of 33.0%.

There was a huge increase in hiring in African-American faculty members in 1989, the number jumped to 17 people which made African-Americans count for 1.1% of the total faculty population. Also in this year, the annual percent change of African-Americans was at its peak for the entire decade, at 88.8%.

For one year, 1991-92 the number of African-American faculty members remained constant at 21 people, although during this time Iowa State lost a total of 12 faculty members. This finding was surprising in that it was the only year that Iowa State retained its African-American faculty members at a constant number, and increased its number by two people in the year before it, in 1990, and then in 1993, decreased that number by two people.

However, over a ten year span, Iowa State had less than a 1.0% increase in African-American faculty representation. More research needs to be done in this area due to the limitations in gathering archival data.¹

¹Records from the Affirmative Action Office data processing system were not available until 1983.
Changes in African-American Graduation and Retention Rates

Table 4 compares the graduation and retention rates of African-American students from 1983 to 1988. According to the Office of Institutional Research, most students graduate from Iowa State University in five years, so for the purposes of this table, the cumulative graduation rates are calculated to the end of the student’s fifth year. Likewise, the retention rates are calculated to the beginning of the student’s second year.

There were 61.2% of African-American students who made it to their second year at Iowa State for the Class of 1983. In five years, 39 of those students graduated. In the years 1987 and 1988, Iowa State saw its greatest retention rate increase with African-American students surviving their first year by 30 students, a 9.9% difference. The Class of 1987 also had the lowest number of students, only 16, graduating in five years. On the other hand, for the Class of 1988, the number of African-American students graduating peaked at 43 students with a graduation rate of 31.9%.

In addition, more research needs to be done to compare the graduation and retention rates of African-American students from 1974, the year the Office of Minority Student Affairs was established to the present. Due to limitations of retrieving archival data from the Office of Institutional Research data banks (these computation databases where not available until 1983), records from previous years was not available for this study.
Table 4. African-American student graduation and retention rates, 1983-1988

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention No.</th>
<th>Retention %</th>
<th>Graduation No.</th>
<th>Graduation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>115</td>
<td>61.2</td>
<td>39</td>
<td>20.7</td>
</tr>
<tr>
<td>1984</td>
<td>83</td>
<td>61.0</td>
<td>33</td>
<td>24.3</td>
</tr>
<tr>
<td>1985</td>
<td>76</td>
<td>62.8</td>
<td>23</td>
<td>19.0</td>
</tr>
<tr>
<td>1986</td>
<td>82</td>
<td>61.7</td>
<td>33</td>
<td>24.8</td>
</tr>
<tr>
<td>1987</td>
<td>67</td>
<td>62.0</td>
<td>16</td>
<td>14.8</td>
</tr>
<tr>
<td>1988</td>
<td>97</td>
<td>71.9</td>
<td>43</td>
<td>31.9</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research.
In summary, hypothesis I (If there is an increase in minority student enrollment over time, then Iowa State University is comparable to model institutions) was supported given that ISU has significantly increased its minority population over a two decade period. On this criterion, Iowa State is comparable to model institutions. In fact African-American enrollment has grown at such a rate that the numbers are larger, 2.9%, than the entire state of Iowa which is a mere 2.0%.

Hypothesis II regarding Iowa State making real increases in the amount of funding of minority students in order to be able to fit the model was not supported for two reasons: 1) the money awarded has not kept pace with minority enrollment, and 2) funding has not increased at an equal rate to the need of the scholars identified. More specifically, money has not increased at the same ratio as the student population of African-American students has increased (Tables 1 and 2). Demographic information published by the Office of Institutional Research indicates that African-Americans are the largest group of minority undergraduates at Iowa State. These students are also paying the most in tuition and fees because they also make up the largest percentage of out-of-state residents. However, overall scholarship moneys lag far behind African-American students’ direct costs of tuition fees, board and books.

Hypothesis III (If Iowa State University fits the diversity model, then ISU should increase and retain the members of its minority faculty and staff) was supported. On this criterion, Iowa State has increased its African-American faculty representation over a ten year period by a very small percentage. In fact, ISU has not increased at the rate
needed to present a positive role model for African-American students (Tables 1 and 3). A close look at the top level administrative positions with respect to African-Americans in the 90s reveal that the annual percentage change is actually decreasing and the development of a diversity plan has not improved this trend.

Hypothesis IV regarding Iowa State University being comparable to model institutions in terms of graduating and retaining its minority students over a period of time was supported. There has been a general improvement in these areas over a ten year span. On objective criteria, in terms of absolute and relative increases, Iowa State was able to retain more than half of its African-American freshmen classes in almost a decade of time. The graduation rates of African-American students at ISU have also increased and remained fairly constant during this period. One possible explanation for these retention and graduation rates could be the support of programs sponsored by the Minority Student Affairs Office.

Therefore, Iowa State University is comparable to model institutions in terms of the four hypotheses tested in this is study. In other words, the bottom line is Iowa State fits the diversity model. This was tested by in the increase in numbers of African-American students; the increase and retention of African-American faculty and staff; and finally, the increase and retention rates of African-American students over time.
CHAPTER V. CONCLUSIONS

African-Americans, the largest of America’s racial minorities, made great advances in educational attainment until the mid-1970s, but this progress has been reduced as witnessed by the nation’s high attrition rates. Almost midway through the 1990s, it is appropriate for higher education officials to reflect on their commitment to African-American students by reflecting and assessing their institutional roles in aiding in this development. Progress towards full participation of African-Americans has been slowed and even may be diminishing (Mingle, 1987). There are serious problems to overcome. Enrollment has declined, financial support for minority students has been reduced, support services for minority students have been cut, while attrition rates have increased. In short, there is enough work for institutions to change the higher education system and environment to accommodate more African-American students.

The purpose of this study was to determine the extent to which Iowa State University, a predominantly white institution, is committed to providing an environment that is inclusive and basically bias free for African-American undergraduate students. This study sought to answer the following research questions: 1) Is Iowa State University an inclusive environment for African-American undergraduate students? 2) How does Iowa State University compare in terms of inclusiveness? 3) How can Iowa State University improve in terms of inclusiveness for African-American undergraduate students? Based on the analysis of archival data, four hypotheses were tested. This chapter summarizes and concludes the study. In addition, recommendations will be
made to the university in the hopes of improving the climate, retention and graduation rates of African-American students.

Summary and Implications

With more minorities in college than ever before, why then issue an urgent appeal for a "higher level of inclusiveness?" Why not conclude that the problem is being addressed effectively? As this study has revealed although there is a twenty year surge of minority enrollment at Iowa State University, the total educational experience still requires reform. While Iowa State places minority recruitment as one of its most important goals and objectives, its commitment to increase, retain and graduate African-American students has often been stalled by circumstances beyond the University’s control (Patterson-Walker, 1992). Environmental factors such as precollege preparation, large predominantly white campus, and rural setting have negatively affected the college environment. Nonetheless, Iowa State University has still managed to consistently increase the size of its African-American student population over a two decade period. The actual numbers may be small, but in terms of total percentage change, ISU has almost tripled its enrollment. This fact is impressive considering that the whole state of Iowa only has an African-American population of 2.0%.

However, providing access is not enough. African-American students can not stay in school and graduate without appropriate financial support from their institutions (Richardson, 1989). In other words, commitment is shown in terms of actual dollars allocated to students in the form of grants and scholarships -- not loans (Olivas, 1986).
In fact, Iowa State does not compare to model institutions in providing appropriate funding for African-American students over time. This fact is illustrated by the number of financial problems minority students face. According to Dr. George Jackson, Director of Minority Student Affairs (MSA), 85% of the students who come to MSA seeking help, come seeking financial help. A similar percentage takes on one or more part time jobs to cover college costs, which means less time for studying. If Iowa State does not increase its commitment to African-American students in terms of grant money, the situation could get worse before it gets better. Based on an interview with the Associate Director of Student Financial Office, Delores Hawkins, starting in the Fall of 1994, GWC Scholarships only cover the cost of tuition: "For freshmen who are not in the upper 25%, they are offered only a Pell Grant (if eligible, which is an entitlement and does not come from the Student Financial Office) and Stafford Loans. This new policy really affects African-American students because most are non-residents in the state of Iowa."

African-American students attending a predominantly white institution also face additional barriers to obtaining their degrees. These include racial isolation and discrimination, too few minority faculty and staff to serve as role models, and a lack of understanding among majority staff of these special problems (Jackson, 1993). In terms of increasing its African-american faculty representation over time, Iowa State is comparable to model institutions. This study shows that in a ten year period Iowa State has increased its numbers by a small percentage of less than 1.0%. It is important that
we do not overstate the implications of this increase because the total percentage change is so small.

Therefore, since we are talking about very small numbers here, the percentage of Iowa State's African-American faculty population measures a small increase in absolute terms. On this indicator, Iowa State University fits the diversity model, but modestly so. There is still much room for improvement. If Iowa State can almost triple its African-American enrollment over twenty years, why can't it increase the numbers of African-American faculty members in sufficient enough numbers to provide these students with role models? More research into this area must be done.

Full participation of African-American students in our nation's colleges and universities requires successful completion of a demanding high-quality undergraduate curriculum (Mingle, 1987). Iowa State University is comparable to model institutions in that despite its problems, it has been able to retain and graduate its African-American students at a fairly constant rate over the past ten years. This is a preliminary study certainly, more research needs to be done. Future studies of minority students might examine the difference between perception and reality, i.e., why students are complaining when the University is doing a fairly good job at retaining minority students. If the problem is structural, then structural change is required. If it is a problem of misperception on the part of the students, then better communications are needed. This is just one potential topic for the future. Certainly there are many more that warrant further study.
Recommendations for Policy

As for state and institutional responses to this issue, there is a need for recommitment. As we move into the 21st century, there is much to be done on our college campuses now, without waiting for further changes in local, state and national policy. Accordingly, the following recommendations are made to fellow Iowa State University top level administrators:

1. Iowa State University’s President and trustees should make sure that within their current fiscal budgets, an increased priority is given to diversity. Funds must be re-allocated to the Student Financial Aid Office and other programs that will both improve the performance of under-prepared African-American students and help build respect to cultural diversity. More specifically, more scholarship and grant awards should be allocated to balance the growing numbers of African-Americans and other minority students. In addition, financial aid policies must be made as sensitive as possible to the needs of economically disadvantaged minority students.

2. Administrators of Iowa State must ensure that, in moving toward a sense full inclusiveness, colleges and universities increasingly become communities in which trustees, administrators, and faculty alike can value, learn from, and celebrate diversity. The President must make positive strides to sensitive trustees, alumni and donors to the economic and moral issues raised. Therefore, due to the importance of the Office of Minority Student Affairs in the recruitment, development and the retention of African-American and other students, sizeable funds should be distributed to them every year.
In addition, MSA should also have an increase in authority, and staff, mainly more full-time employees to which would further their goals in helping minority students succeed at Iowa State University.

3. Racism and ethnocentrism must be overcome. The President should make it a commitment to increase by real numbers the size of the African-American faculty and staff in relation to the African-American student population on campus.

Iowa State University must take the challenge of bold leadership and risk taking by recommitting itself to further provide an inclusive environment for its African-American population. Increasing the numbers of African-American students is not enough, real changes that affect their lives and development is what student retention is all about. The success of African-American students at Iowa State is important to all of us. No matter what the cost, we will all eventually reap immeasurable benefits. Now is the time to begin making measurable, concrete improvements. If the changing demographics and economy won’t wait, why should we?
REFERENCES


ACKNOWLEDGEMENTS

First, I would like to dedicate this thesis to my late grandmother, Mrs. Earlene Smith, who entrusted in me the values of hard work, dedication, and furthering my educational endeavors.

I would also like to acknowledge my loving husband and life-long friend, Paul Thibodeaux, who has stood by my side through this whole process. I would not have made it without your faith in me, love, and undying support.

Dr. Haywood Horton, thank you for guiding my research, for the long hours, and for being a good friend and mentor. I will never forget all your patience and accessibility to the very end. Some day I hope I will be able to reach back to someone as you have reached back to me. Also, I would like to thank my major professor, Dr. Daniel C. Robinson, who always was there when I needed him for a "pick-me-up," advice, or whatever was needed. I would like to thank my friends for being there in crunch time and when times were hard. Val, Trina, Velma, Carlie, Gary, Dee, Deb, Thelma, Ginny, Marc, Paul and Tracy, thanks for the laughs and for being my sounding boards.

Lastly, thanks Dr. George Jackson for your time, financial support, and for being there at an hour's notice. I would never have been able to finish my degree without you.
APPENDIX A. A MODEL OF INSTITUTIONAL ADAPTATION TO STUDENT DIVERSITY
A Model of Institutional Adaptation to Student Diversity*

* Student diversity has three major dimensions: (1) preparation, (2) opportunity orientation, and (3) mode of college-going. African Americans, Hispanics, and American Indians share these dimensions with other groups, but are distributed differently as a function of historic discrimination and socio-economic status.
APPENDIX B. MINORITY STUDENT AFFAIRS

MISSION STATEMENT
Mission Statement

Mission: The Office of Minority Student Affairs is designed to give leadership to the university’s mission in the area of equal educational opportunity. The office has defined the concept of equal educational opportunity as one embodying three concepts: (1) access, the opportunity to enroll in Iowa State; (2) distribution, opportunity to select and pursue a major field of choice at Iowa State; and (3) persistence, the opportunity to remain at Iowa State and complete training in a timely fashion.

In an attempt to maximize the educational growth of the students served by the office, Minority Student Affairs will develop and implement a range of supportive services which will help ensure: (1) identification and recruitment of minority students; (2) particularized attention in a manner designed to enhance the dignity and worth of the student; (3) the survival and success of the student in the university community through adequate academic, financial and quality of life programs; (4) sensitivity to the needs of minority students living in a community not totally aware of their problems; (5) integration of the students into the university community without any signs of project identification; and (6) the necessary assistance so that students can avoid the obstacles that might tend to minimize their chances of success.

To achieve this mission, the Office of Minority Student Affairs establishes and maintains a productive ongoing working relationship with academic and administrative departments vital to the achievement of equal educational opportunity for all students.
APPENDIX C. THE ISU PLAN
THE OFFICE OF MINORITY STUDENT AFFAIRS

INCREASING MINORITY ENROLLMENT

THE ISU PLAN
1987 - 91

by

George A. Jackson
October, 1987
The declining enrollment of Black and minority students in higher education is an issue of national concern. Today, almost every institution in higher education is committed to a program of affirmative action and a diverse student body. However, developing a heterogeneous pluralistic student body takes a collective effort. The identification, recruitment, admission, retention, graduation, and placement of Black and minority students begins with a well-developed plan and a strong institutional philosophy supported by clearly stated policies and procedures, goals and objectives.

The philosophy of the university and all resulting policies and procedures of the plan must be clearly defined so that the faculty and staff and all support personnel understand the commitment and the desired results. Critical to the plan is presidential leadership. The president should be the principal spokesperson and the chief implementer of the philosophy and must lead by example. Through his/her leadership, it is essential that a positive climate be developed throughout the university if the goals and objectives of the plan are to be achieved. Institutional philosophy, policies and procedures, and school climate will determine who the students will be with respect to academic preparation, financial stability, and social and cultural needs. If there are neither policies and procedures nor a climate which provides for "at risk" students then no such students should be admitted. "At risk" students are those students who are disadvantaged by educational preparation, environmental circumstances, and economic station in life (see Exhibit I). If we are to admit such students, then their admission must be accompanied by policies and procedures which provide for academic support, financial assistance, and social and cultural activities. The philosophy can't be "we do not do this for other students". Thus, specific efforts must be undertaken to build elements into the ISU/Ames community which will assist Black and minority students in developing feelings of respect, security, and acceptance. The creation of a positive campus environment will require the cooperation of all components of campus life: administration, faculty, student government, fraternities and sororities, athletic teams, campus media and alumni.
All of these groups must be brought into dialogue and consensus must be reached on the goals and objectives of the plan to increase minority enrollment, retention, and graduation. The plan should be endorsed by the Board of Regents and a statement of commitment issued. This plan includes five phases: 1) identification and recruitment; 2) financial aid and scholarships; 3) supportive services; 4) graduation and placement; and 5) research and evaluation.
IDENTIFICATION AND RECRUITMENT PROGRAM

The identification and recruitment phase of the program will be implemented by the Office of Admissions. Beginning in the fall of 1987, there will be two new staff persons assigned to that office with the primary responsibility to recruit minority students. They will visit high schools, community and junior colleges, historical Black colleges and universities, and major colleges and universities in selected cities. The geographic area will increase from Iowa State's traditional Midwest areas to include those areas in the Southeast, West, and Northeast. It is expected that the recruitment personnel will be on the road for a period of twelve weeks in the fall for the purpose of recruiting students. Their spring schedule will consist of approximately ten weeks of travel. In the fall, they will concentrate primarily on sophomores and juniors. During the summer there will be additional travel to selected high schools for the purpose of reassuring admissions. The staff person responsible for graduate recruitment will build his/her schedule around graduate and college career days with consultation and concurrence from college placement personnel. In addition, this person will visit selected high schools in the areas where colleges and universities are located. Their responsibility will also include college night activities, scholarship receptions, and college information days.

We will plan, implement, and/or participate in the following outreach activities.

- high school visits by staff
- student visits to campus
- school personnel visits
- college nights
- college fairs
- visits to central locations

- mailings to students
- telephone contacts
- advertising: public radio
- local & high school newspapers
- promotional audiovisual products
- display booths, etc.

In addition to the aforementioned, we will hold receptions in selected cities for national achievement semi-finalists and commended students who have expressed an interest in Iowa State University: Chicago, Detroit, Baltimore, Atlanta, Kansas City and Memphis.
Additional recruitment efforts will include the following functions:

A. Working with two-year community colleges in the area to encourage promising Associate of Arts degree recipients to continue their education at Iowa State University. Special arrangements for the recruitment, admission, and financial support of such candidates may be required.

B. The university will establish joint degree programs with selected colleges with significant numbers of Black and minority students (i.e., historically Black colleges, predominantly Native American and Hispanic colleges).

C. The university will continue its program of using interested alumni from the various departments and schools to aid in the recruitment of Black and minority students. This program should include providing the alumni with appropriate materials to distribute to prospective students and workshops on how to recruit students.

FINANCIAL AID AND SCHOLARSHIP PROGRAM

It is imperative that the university develop a sound financial aid, scholarship and grant program. Developing a long-term financial aid commitment with built-in options and flexible packaging for minority students will benefit both the students and the institution. It is recommended that this commitment be marketed in recruitment materials. As minority students begin to experience that the institution is willing to support them from their freshman year through graduation, a positive signal will be communicated. Such a signal will be an important image builder and will result in improved Black and minority recruitment each year.

Methods:

1) Incentive packages - When packaging for minority students, outright scholarship assistance with a minimum of loans and work-study is most
desired. While a job is an important factor with respect to retention, it should be on-campus and no more than 10 hours per week. All packaging for minority students should be done with the consultation and concurrence of the Office of Minority Student Affairs or with the Director's designee. Note the following:

- Students' expected summer earnings should be minimal;
- Summers should be available for students to make up deficiencies or to acquire advanced academic skills;
- A four-year debt ceiling should be established and agreed upon for minority students. This agreement should be reviewed annually with the student, a financial aid officer, and a representative from the Office of Minority Student Affairs.

2) New Money - The ISU Achievement Foundation, with assistance from the university and the Board of Regents, must find new resources to endow scholarship funds for minority students. The emphasis should be placed on enrollment incentives, no-need scholarships, and reducing loan indebtedness of students. The fund should not be a substitute for scholarship aid already in place. Special emphasis should also be placed on the following:

- Provide competitive financial aid packages so that the university can successfully compete with their peer institutions for top students.
- Review current procedures for awarding campus-base aid and amend where necessary to assure equal access for Black and minority students.
- Sharing by the departments and colleges the funding of scholarships and fellowships for students with outstanding scholastic ability.
- In-state tuition for National Achievement COMMENDED students who are high achievers with an ACT score of 21 or greater, and in the top 10% of their high school graduating class.

**SUPPORTIVE SERVICES PROGRAM**

The following supportive services should be continued, renewed, and/or developed:

1) Visiting Scholars Program (undergraduate) - This program is designed to invite high achieving minority students to campus for the purpose of encouraging their enrollment. Ten programs (five per semester) should be provided.
2) **Visiting Graduate Students Reception** - This program is designed to invite unconditionally admitted graduate students to campus for the purpose of encouraging their enrollment, advising, and meeting college representatives. Two such receptions will be held (one per semester).

3) **Minority Student Orientation** - Prior to the commencement of classes each year, an orientation should be held with the following objectives:

- to introduce new and returning students to ISU faculty and staff;
- to help freshmen feel comfortable about themselves and to realize that they are the heirs of a worthy heritage;
- to assist students in understanding the academic expectations of the university and to learn very early how to meet those expectations;
- to assist students in planning their academic and personal goals;
- to assist students in identifying resources which can assist them with academic, social, emotional, and economic needs.

4) **Retention Program** - Minority retention must be perceived as an all university effort. Typically, the welfare and concern of minority students has been viewed as the province of the Office of Minority Student Affairs. However, if a university program of minority retention is to be successful, all segments of the university must be committed and actively involved. Thus, an all university minority retention program should be developed. Such a program should be housed in the Office of the Provost. He/she should have the authority to provide the student services in tune with student needs, hire minority faculty and staff, reform teaching and the curriculum, and develop an institutional environment in which all students, regardless of background, have an opportunity to flourish.

**Method:**

In support of student retention, each academic department will identify a person who will coordinate the departments' and/or colleges' retention efforts. This person will work
closely with Minority Student Affairs (the Coordinator of the Freshmen Mentoring Program). The objective of this cooperative venture will be to achieve the following functions:

- All minority students identified and registered with the Office of Minority Student Affairs.
- An early evaluation of students' strengths and limitations.
- An early identification of "at risk" students.
- The assignment of "at risk" students to the SEP Program (see figure 1), thereby ensuring a positive transition from high school to college.
- The development of a tutorial program involving faculty members, thereby ensuring that tutorial assistance is directly related to the expectations of classroom instructors.
- Early and preventive intensive counseling and academic advising.
- Early course selection and class placement (priority scheduling).
- High quality teaching by instructors who understand learning styles and can vary their teaching styles.
- Participation in a faculty mentor program that pairs Black and minority students with interested faculty members with whom they can communicate.

5) Counseling Program - In view of the inordinate social, psychological, and often academic pressures that Black and minority students encounter in predominantly white institutions, there is a critical need for counseling services. Thus, it is important that there be trained Black and minority counselors available to assist with academic and social issues. They should have the kind of sensitivity and cultural understanding that will allow them to relate to students of diverse economic, political, and cultural orientation. One of their major responsibilities will be to help students see through themselves so that they can see themselves through by doing the following:

- help students search for a positive source of reinforcement;
- help students understand that while they can not control their campus environment, they can control their personal environment;
- help students understand that they must learn from their personal experiences in order to maximize their intellectual growth and get the most from their college experience.

6) Recruitment of Black and minority faculty, staff and administrators - The presence of Black and minority faculty and staff is important for minority student retention. In addition to the cultural and psychological benefits of Black and minority professionals, they also provide a support system for students and a retention mechanism for additional minority faculty. We must improve teaching and learning by enhancing diversity within the faculty ranks. Black and minority students need a support system in the classroom. The first step to building a support system is high expectations and better teaching.

7) National Achievement Scholarship Program - The National Achievement Scholarship Program is designed to provide tuition, room and board for those students identified as semi-finalists, finalists, and National Achievement Scholars through the National Achievement Scholarship Competition. It is recommended that we admit no fewer than twenty such scholars annually.

8) Summer Enrichment Program - The Summer Enrichment Program is an eight-week intensive program for students identified as college-worthy but are not eligible for acceptance into Iowa State unconditionally.

9) Graduate Minority Recruitment and Advising Program This program is designed to increase the enrollment of minority graduate students at Iowa State University. It is recommended that no fewer than 300 students be admitted and supported by this program in cooperation with the 64 colleges and departments. It should be noted that the program should not become the only pathway for minorities into graduate higher education at Iowa State University. This responsibility is to be shared
with the graduate college and each department. All minority graduate students in good academic standing should be supported in total by their department not later than the second year of enrollment.

GRADUATION AND PLACEMENT

Every attempt should be made to create a situation where Black and minority students can make a smooth transition from college into the world of work, thereby leaving Iowa State University with a "good feeling" about their stay here. Steps to insure this must include:

1) Assist students with the development of a career goal, career plan for achieving that goal, how to conduct a self analysis, how to compose and write a letter of application, how to interview and what to do when they meet with racism and sexism while seeking employment.

2) Additionally, someone must be assigned to work with industry, state departments of education, government officials and internship programs thereby increasing their understanding and sensitivity with respect to prospective minority employees.

3) Further responsibilities may include cataloging positions, setting up interviews, arranging plant trips and helping students find financial support for job exploration.

RESEARCH AND EVALUATION

To insure that progress is being made and commitments kept, a research and evaluation procedure should be established. It might be the province of the Office of Institutional Research or an all university committee on affirmative action and diversity. Regardless of where it is housed, its charge should be to evaluate policies, procedures and results, and make recommendations for improvement in keeping with the Board of Regents mandate.
EXHIBIT I

PROFILE OF "AT RISK" STUDENT

College: Engineering

Jones, Use
Route 66
USA, NY 20249

Phone Number (000) 000-0000
Soc. Sec. No 999-99-9999

High School Any School
Street Any Street
City Any City
State Any State
Zip 11111

Student has been: Admitted X Fall Spring Summer 1985

Status (Admitted) Freshman X Transfer

High School Rank 340/653 (53% -ile) TOEFL Score

ACT 10 10 12 15 12 SAT

Eng Math S.Science Nat. Science Composite Verbal/ Math
(Grade F F F F F)

English Math Natural Science Foreign

Lns.
C.P. Engl C D AlgI D D Biol B B Span
C D C GE D C Chem Frnch
B D Alg II Phys Germ

Trig Calc (2.00 GPA) (1.25 GPA) (3.00 GPA) (CUM. GPA 1.91)

REMARKS: V.S.P. NAT/ACH. SEMI-FINALIST NAT/ACH. COMMENDED

First Generation
Non-College Preparatory
High Financial Need
No Family Financial Support
Good Leadership Skills
Extracurricular Activities
Exhibit 2
Minority Enrollment as Percent of Public Elementary/Secondary School Enrollment, by State

Percent minority enrollment in public elementary secondary schools was generally greatest in the Southern and Southwestern States and in California. The percent black enrollment was highest in the Southern States while the percent Hispanic enrollment was highest in New Mexico, Texas, California, and Arizona.

(The Condition of Education 1984 edition A Statistical Report by the National Center for Education Statistics)
### FALL SEMESTER 1987

**MINORITY GROUP STUDENTS ENROLLED IN IOWA STATE UNIVERSITY**

<table>
<thead>
<tr>
<th></th>
<th>U.S. Citizens</th>
<th>Immigrants and Refugees</th>
<th>Totals</th>
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<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>19</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>134</td>
<td>134</td>
<td>442</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>108</td>
<td>116</td>
<td>75</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61</td>
<td>66</td>
<td>136</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>322</strong></td>
<td><strong>337</strong></td>
<td><strong>657</strong></td>
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</table>

Permanent Copy
Office of the Registrar
September 17, 1987
MIN0014
WHAT IS NEEDED TO ACHIEVE 8.5 PERCENT

1,099 minority = 4.3% of 25,707 (total enrollment)

Percent of minority (1,099)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>48.4%</td>
<td>Black</td>
</tr>
<tr>
<td>30.6%</td>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td>18.7%</td>
<td>Hispanic</td>
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</table>

100.0%

2,185 = 8.5% of 25,707 (total enrollment)

Using same percentages

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>American Indian or Alaskan Native</td>
<td>50</td>
</tr>
<tr>
<td>48.4%</td>
<td>Black</td>
<td>1,057</td>
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<tr>
<td>30.6%</td>
<td>Asian or Pacific Islander</td>
<td>669</td>
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<tr>
<td>18.7%</td>
<td>Hispanic</td>
<td>409</td>
</tr>
</tbody>
</table>

Office of the Registrar
October 7, 1987
First-time full-time students should meet the following sliding admissions scale:

<table>
<thead>
<tr>
<th>Minimum High School GPA*</th>
<th>Minimum ACT/SAT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>24/1050</td>
</tr>
<tr>
<td>2.1</td>
<td>23/1020</td>
</tr>
<tr>
<td>2.2</td>
<td>22/990</td>
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<tr>
<td>2.3</td>
<td>21/960</td>
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<tr>
<td>2.4</td>
<td>20/930</td>
</tr>
<tr>
<td>2.5</td>
<td>19/900</td>
</tr>
<tr>
<td>2.6</td>
<td>19/890</td>
</tr>
<tr>
<td>2.7</td>
<td>18/890</td>
</tr>
<tr>
<td>2.8</td>
<td>18/870</td>
</tr>
<tr>
<td>2.9 and above</td>
<td>18/860</td>
</tr>
</tbody>
</table>

*In computing the high school grade point average (academic courses only) for purposes of admission, the university assigns additional weight to grades in Honors and Advanced Placement.

Students who do not meet this criteria but are college-worthy must attend the Summer Enrichment Program if they desire to attend Iowa State.
EXHIBIT 5

BUDGET

The following funds should be authorized and appropriated by the state legislature and the Board of Regents in support of the plan to increase minority enrollment:

1) **PERSONNEL**
   Three full-time professionals with clerical assistance $100,000

2) **SUPPORTIVE SERVICES** (Current Expense)
   A current expense budget should be developed to cover the cost of travel, hotel accommodations, car rental, publications, audiovisual productions, brochures and pamphlets. $110,000

3) **PROGRAMMING**
   - Visiting Scholars Program $ 20,000
   - Graduate Student Receptions $ 10,000
   - Summer Enrichment Program (100 students) $100,000
   - National Achievement Scholarship Program (50 students) $250,000

4) **FINANCIAL ASSISTANCE**
   A program of financial assistance should be developed to support new and returning students. The program should emphasize the use of scholarships and grants. $1,000,000

I recommend an appropriation of $1.5 million with approximately 50% of that amount going towards direct assistance to students in the form of scholarships, grants and aid.
APPENDIX D. MINORITY STUDENT AFFAIRS FACULTY/STAFF ROSTER
MINORITY STUDENT AFFAIRS
301 Beardshear Hall
(515) 294-6338
(800) 262-3810
FAX 515-294-1621

Thomas Thielen
Interim Director
(Vice President for Student Affairs)

Administrative Assistant
Nancy Doolen 4-1084

Program Assistant for Hispanic Students
Rosslyn Boyd 4-6889

Support Staff
Sherry Cronin 4-6003
Elham Springer 4-6338
Irma Wilson-White 4-6574

Minority Graduate Student Admissions
Thelma Harding 4-2868

Graduate Assistants
Marlena Beavers 4-5136
Mary Gallet 4-9808
Victor Smith
Liz Wieling 4-9386

Black Cultural Center
517 Welch Avenue
292-1598