THE RECRUITMENT AND RETENTION OF AFRICAN AMERICAN STUDENTS IN VOCATIONAL TEACHER EDUCATION

by

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(ABSTRACT)

The research on the recruitment and retention of African American students into vocational teacher education indicated that there was a need for institutions of higher education to take a more serious look at these efforts. This admonition was due to the continuous decline of African Americans in the teaching force, as well as a decline in minority student enrollments in vocational teacher education (Pratzner, 1987).

Statistics also indicated that by the year 2000, the number of minority students in public schools will make up approximately 40% of school enrollments, while the number of minority teachers is expected to decline to less than 5% of the teaching force (Graham, 1987; Holmes, 1989). This lack of representation of minorities in the teaching force will have a negative impact on the success of all children in the nation's public schools (Carnegie Forum on Education and the Economy, 1986).

The purpose of this study was to examine and describe the recruitment and retention process of a comprehensive

vocational teacher education program in a predominantly White institution (PWI) directed toward African American students. The information gleaned from this study provided insight into some of the problems inherent with the recruitment and retention process of this selected institution.

A qualitative case study design was used as the approach to this study. In-depth, open-ended interviews and document analysis were used as methods of collecting information and data from the selected university. A total of twenty-one administrators and personnel responsible for recruitment and retention, vocational teacher educators, and African American vocational students participated in this study.

Results of the study suggested that the institution must develop a more comprehensive and systematic approach to the recruitment and retention efforts of African American students into vocational teacher education. This approach should address issues and problems related to diversity and it must show commitment through the allocation of more resources and time to these efforts. Other implications of the study suggested early identification of students in the public school systems who could serve as future teachers, the development of more effective channels of communication that provide information about support services, and more efforts to promote and market vocational teacher education.

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CHAPTER I

THE PROBLEM

During the 1980s, institutions of higher learning were forced to assess their minority recruitment and retention efforts for their effectiveness in attracting and retaining minority students into teacher education programs. This concern came about due to the nation's increasing teacher shortages and the growing number of minority students in the public schools. It is now estimated that by the year 2000, the number of minority students in public schools will make up 40% of school enrollments, while the number of minority teachers is expected to decline to less than 5% of the teaching force (Graham, 1987; Holmes, 1989).

In addition, the number of African American teachers within the teaching force is declining faster than any other minority group. The number of African Americans in the teaching force dropped 1.2 percentage points from 1971 to 1986, and the number of other minorities decreased only .2 percent (Holt, 1989). The Carnegie Forum on Education and the Economy (1986) stated that schools should be staffed by teachers who reflect the diversity of the nation's racial and cultural heritage. "We cannot tolerate a future in which both White and minority children are confronted with almost exclusively White authority figures in schools" (p. 32).

Need For The Study

Spellman (1988) stated, "Certainly, there is a loss of talent if the pool of potentially effective minority teacher candidates is not tapped, particularly in a period of projected teacher shortages" (p. 58). Cole (1986) indicated that Black teachers are valued as role models who help Black students to develop self-esteem, to respect Blacks as authority figures, and to receive guidance in a world still alive with racism (p. 334). However, current enrollment trends and the number of education degrees awarded to African Americans continue to decline (Williams, 1989). This was also revealed in the Eighth Annual Status Report on Minorities in Higher Education published by the American Council on Education (ACE, 1989). This report indicated that the number of education degrees awarded to African Americans declined 22% between 1985-1987.

Another report entitled Teacher Education Pipeline: Schools, Colleges, and Departments of Education Enrollments by Race and Ethnicity by the American Association of Colleges for Teacher Education (1988) provided statistics on enrollments in five undergraduate teacher education programs. The report noted that the majority of students pursuing teacher education degrees in elementary and secondary teacher education programs were White. These teacher education programs were less integrated racially than special education, vocational education and all

other branches of undergraduate teacher education programs (AACTE, 1988, p. 40). A high undergraduate enrollment percentage of 12.3% (but not number - 623) of African American undergraduate students were enrolled in vocational teacher education programs in comparison to 6.3% (4,986) of African American students enrolled in secondary teacher education programs and 5.3% (6000) enrolled in elementary teacher education programs.

After reflecting on Teaching and Teachers: Facts and Figures (AACTE, 1987), another national survey of secondary college education majors, Pratzner (1987) made the following statements about how this lack of minority representation in the teaching force could affect vocational teacher education. He stated,

> If these data...are a reasonable reflection of conditions in the field of vocational teaching as a whole, then they point up the fact that the lack of minority vocational teachers is a serious problem.... it is a problem that will grow increasingly more serious as the number of minority students in high school and in vocational programs rapidly increases in the years immediately ahead. (p. 15)

It has been indicated in the literature that faculty members are a powerful motivating force which can affect the choices and outcomes of minorities in higher education (Astin, Korn, & Green, 1987; Fleming, 1984; Tinto, 1987). Therefore, administrators and faculty of vocational teacher education programs must examine and evaluate their involvement and commitment to the minority recruitment and retention efforts within their institutions. They must

vigorously seek out characteristics of the existing practices and procedures that have potentially hindered the entry and success of minorities in their programs. This effort is necessary to begin to address the disparity in the relationship between the declining number of minority teachers and the expanding number of minority students in public schools.

Problem Statement

The purpose of this study was to examine and describe the recruitment and retention process of a comprehensive vocational teacher education program in a predominantly White institution (PWI) directed toward African American students. In order to accomplish these tasks the following questions guided the study:

1. How is the university, the college of education, and the department of vocational teacher education involved in the recruitment and retention of African American students?

2. How do the administrators and personnel responsible for minority recruitment and retention, and the vocational teacher educators describe the effectiveness of current recruitment and retention efforts targeted to African American students?

3. How do the vocational administrator and teacher educators perceive their role in the recruitment and retention of African American students?

4. How do African American students perceive the minority recruitment and retention efforts of this university, the college of education and the department of vocational teacher education?

Significance Of The Study

The current and projected teacher shortage, the

increase in the minority school age population in public schools, and the decline of minority student enrollment in vocational teacher education programs are critical concerns that affect the well-being of American society. Holmes (1989) stated, "The strength and diversity of the teaching force in the nation's schools may hold the solution to this country's domestic tranquility and economic survival" (p. 8). Pratzner (1987) commented, "It is clear that vocational teacher education must mount a major minority recruitment and enrollment effort if the critical lack of minority vocational teachers is to be addressed" (p. xiii).

In addition, problems associated with minority recruitment and retention are very broad and complex. Therefore, an in-depth study of the recruitment and retention efforts targeted toward African American students can provide valuable information. This information will assist and guide institutions of higher education in effectively addressing problems inherent in the process.

Delimitations Of The Study

The participants of this study were limited to the administrators and personnel responsible for the recruitment and retention of minority students, vocational teacher educators, and African American undergraduate vocational students at the selected institution. African American undergraduate vocational students were selected due to their decline in enrollments in vocational teacher education, and

the negative impact that this decline will have on the growing number of minority children in the nation's public schools.

Definition Of Terms

For purposes of this study, the following definitions were used.

1. Minority - a part of a population differing from others in some characteristics and often subjected to differential treatment (Webster's (1980).

2. Recruitment and Retention Process - the integration of recruiting methods, admissions policies, retention programs and efforts, as well as placement policies, that can encourage the minority student to enroll in an institution and after enrollment to complete his or her studies.

3. Program Areas - various specialized programs of study in vocational education (e.g., Business Education, Marketing Education, Technology Education).

4. Vocational Education - "Vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in

those fields, and in other occupations requiring other than a baccalaureate or advanced degree." (Section 400.4, Carl Perkins Act, P. L. 98-524, October 19, 1984).

5. Vocational Teacher Education - a teacher education program that prepares students to teach vocational subjects.

6. Predominantly White Institution (PWI) - has an African American student population of 33% or less (Southern Education Foundation, 1988).

7. Triangulation - multiple methods of collecting data such as interviews, observations, and physical evidence to study the same unit (Merriam, 1988).

Organization Of The Study

The specifics of the study are presented in Chapter II through V. Chapter II presents a review of the literature related to this study. Chapter III includes the research design and methodology. The case study, design, population and sample, data collection procedures, and data analysis are addressed in this section. Chapter IV presents the findings of the study with an analysis of the answers to the research questions. The study concludes with Chapter V presenting a summation of the findings along with the conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

There is a wealth of literature on the vital need for institutions of higher learning to 'step up' their recruitment activities and to 'beef up' their retention efforts to address the lack of minority participation in teacher education programs (Cole, 1986; Graham, 1987). It is noted that if these efforts are not addressed, the lack of minority participation in teaching will have a drastic affect on meeting the needs of the fast growing minority student population that is becoming the majority in our classrooms in public education (Pratzner, 1987; Spellman, 1988).

In many institutions of higher education, the minority recruitment and retention efforts aimed at African American teacher education students have been integrated with the overall efforts of the institutional recruitment and retention programs (Grant, Sabol, & Sleeter, 1980). Some colleges or schools administering teacher education preparation within many of these institutions have been found to be very active in the recruitment and retention of African American students (Spellman, 1988; Whitehurst, Witty, & Wiggins, 1987-1988). However, there is a lack of in-depth information on the specific role that divisions or departments of vocational teacher education have played in these efforts. Available information on the role that

vocational teacher educators and administrators have played in the minority recruitment and retention efforts is reported within this review of the literature.

Therefore, this chapter presents the related literature to the study of the recruitment and retention of African American students in vocational teacher education. This literature review provides information about effective minority recruitment and retention processes that have been used in institutions of higher education. It also provides insight into many of the problems inherent with minority recruitment and retention efforts within these institutions.

The first section of this chapter provides a historical overview of African Americans in vocational teacher education. Section two is a review of the literature on recruitment and retention, in general. Proven recruitment and retention processes, models, systems and special programs that have been identified in the literature to recruit and retain minority students into teacher education programs are described in section three. Section four identifies factors that may contribute to the lack of participation of minorities in teacher education programs. The final section, five, is a synthesis of the literature pertaining to the role of the vocational teacher educator in minority recruitment and retention efforts, with a focus on faculty-student relationships.

A Historical Overview Of African Americans In Vocational Teacher Education

Shortly after the first slaves were sold to the Jamestown colonists in 1619, many were trained for some type of vocational occupation. Many African Americans became carpenters, blacksmiths, millers, shoemakers, etc. After receiving this apprenticeship training, some served as teachers of other African Americans. Thomas (1917) said, "Often a highly-skilled Black craftsman would have several of his younger fellow slaves as apprentices" (cited in Hall, 1973). Moody (1980) stated that "The acquisition of superior skills, in some instances, gave a slave a small measure of independence and authority over younger slaves working as apprentices under his or her direction. In rare instances, slaves were allowed to keep a small portion of their earnings and purchase their own freedom after demonstrating exemplary vocational performance" (p. 30).

This is the only evidence found in the literature about the involvement of African Americans in the role of vocational teacher educator prior to the 1860s. Moody also stated that during this time the opportunity for skill training and literacy development of the enslaved Black was left to the discretion of the slave owner. He stated, "Most Southerners viewed literacy and skill acquisition by Blacks as dangerous" (p. 31).

In the 1890s Booker T. Washington and George Washington

Carver emerged as outstanding scholars and leaders in vocational education. In 1890 the Morrill Act was also passed and African American colleges received money to train African Americans to serve as teachers in high schools. Moody stated that these high schools in the rural south, for the most part, were called training [vocational] schools until after World War II. The Plessy v. Ferguson (1896) case initiated the passing of the "separate but equal" school law for the education of African Americans. It was during these years, 1865-1900 that many African American colleges and training schools were started, and opportunities in teaching and vocational careers finally became a reality.

Teaching became one of the major professional occupations for college-educated African Americans, mainly because of segregation and the lack of other professional occupations that were open to them. Grant et al. (1980) stated that, historically, the change in the process of recruiting students into teacher education programs has paralleled the growth on our awareness of the rights of minorities and the emphasis of diversity in our society. The authors stated, "Prior to 1954 was the period of tacit inequity when some educators were more or less aware of the inequity, but few of them made it an issue for social action" (p. 10). Cole (1986) stated that, in 1950, teaching accounted for nearly half of Black professional workers,

compared to less than one quarter of White professionals. However, in the 1960s the school desegregation mandates brought forth the dismissal of thousands of African American teachers due to the consolidation of Black and White schools. Cole stated "By the time court and Federal actions were initiated in the late 1960s and early 1970s to prevent further displacements, massive damage had already been done" (p. 326). This massive damage due to displacements and a number of other factors (e.g., low pay, low status) has been carried over into the 1980s, and the public schools have approached the 1990s with a very bleak outlook for the presence of minority teachers in school classrooms.

The National Association for the Advancement of Black Americans in Vocational Education (NAABAVE) surveyed state governors to ascertain the number of minorities in vocational teaching and administration (Young, 1989). Young stated that the survey revealed "official obliviousness" to the problem of the lack of minorities in vocational teaching and administration. He reported the Secretary of Education and Cultural Affairs in one small state as saying, "To my knowledge, [this state] does not currently have Black educators in our vocational/technical system." The governor of another state reported that his research showed "two Black American vocational educators in public education" in his state (p. 12).

Lynch (1989), in a national survey of 742 professors of

vocational teacher education from 78 institutions of higher education, has also found a lack of minority representation in the field. The survey revealed 90% of the vocational educational professoriate as White, and only six percent of African American origin.

The American Association of Colleges for Teacher Education (AACTE) indicated in its RATE Project report, Teaching Teachers: Facts and Figures, 1987, that the racial and ethnic representation of education students reinforces the severity of the problems of recruitment and retention of minority students in secondary teacher education programs. It reported the composition of students as 89% White, 5 percent Black, 3 percent Hispanic and 3 percent divided among Asians, Pacific Islanders, Native Americans, and Alaskan Natives (p. 37). Lynch (1988) stated that massive recruitment efforts will need to be launched to ensure that classrooms are staffed with competent, well prepared teachers, including a reasonable proportion of minorities. He stated, "Effective techniques for recruiting people into teaching need to be identified and implemented" (p. 104).

Vocational educators are quite cognizant of this dilemma. Lynch (1986) stated, "Based on an examination of four data sets, socioeconomic factors, and trend analysis, the number of well qualified graduates preparing to teach in all education, including vocational education, in the future appears to be bleak" (p. 14). Adams, Pratzner, Anderson,

and Zimmerer (1987) included in their recommendations for the improvement and revitalization of vocational teacher education, the development of new programs and strategies to recruit and retain significantly increased numbers of minority vocational teachers. They also indicated that particular attention must be paid to recruitment with greater stress on quality.

Recruitment and Retention

The recruitment and retention of minorities into teacher education, and particularly vocational teacher education, have been an on-going topic of discussion not only in the educational community, but in government, business, and industry, as well. Proposals, programs, methods, and strategies have been identified and implemented in an attempt to address and improve minority recruitment and retention efforts, yet the effectiveness of these efforts are questionable. The Center for Education Statistics, "Survey Report-April 1988," reported that between 1976 and 1986, African American college enrollment as a percentage of total enrollment, had declined from 9.6 percent to 8.8 percent. Statistics indicate that fewer African Americans are enrolling in college, and those that do enroll do not choose teaching as a career (Holt, 1989).

Recruitment

Oliver and Brown (1988) stated, "The inadequacy of the knowledge base [on recruitment] is made worse by

disagreement and uncertainty as to which of the limited methods available will do the best job and the tendency by universities to approach minority recruitment in a nonsystematic, ad hoc fashion. A first step in breaking this pattern is to develop recruitment principles that serve as a general guideline for recruitment decisions" (p. 42).

In December 1986, the Government Relations Committee of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities conducted a survey of its 108 member institutions. This survey was conducted to assess minority student enrollment in member institutions and to examine current practices of minority student recruitment and retention within colleges of education in the Association (Case, Shive, Ingebretson, and Spiegel, 1988). From this survey the most frequently cited recruitment strategies consisted of college fairs (85%), direct mailings (68%), contacts with high school counselors (70%), explanations of support services (63%), and telephone contacts (51%). It was found that 51% of the respondents identified individual personal contacts as the most effective recruitment strategies. The least effective methods included general and direct mailings and college fairs, which were among the most frequently used recruitment strategies. In summary, Case et al. (1988) stated that member institutions should consider new policies aimed at the recruitment and retention

of teacher education candidates.

Other recruitment strategies identified in the literature include the offering of scholarships, grants, forgivable loans, financial assistance, and work-study opportunities, as well as activities with mentors that included administrators and faculty members (Cole 1986; Case et al., 1988; Harris, 1989).

Retention

Many institutions are working very diligently to recruit and retain more minority students, but there has been little progress to report (O'Brien, 1989). O'Brien discussed the results that were found in the American Council on Education (ACE) sixth annual report, Campus Trends, 1989. It was indicated in this report that eight of ten senior administrators said they had programs in place to recruit and retain minority students. Yet only one in four said minority enrollment had increased in the 1988-89 academic year.

Even when the institutions reported some success in recruiting minority students, these institutions have often been unable to retain these students. Hanes and Hanes (1987-1988) stated that the recruitment strategies that have encouraged students to select teacher preparation as a major are likely to meet with only moderate success. They indicated that students tend to leave the teacher education programs in great numbers for other professions, and

therefore, retention strategies must be initiated very early.

Case et al. (1988) reported that their survey revealed that in order to combat the attrition of minority teacher education students, support services and the availability of cultural opportunities were important. Cole (1986) indicated that African American students desperately needed role models for development of self-esteem and identity and they need counselors who can empathize with their problems. Graham (1987) stated that colleges must make greater efforts to recruit African American students to their campuses and, even more important, help them learn once they arrive.

Fleming's (1984) four-year multi-faceted study of African American and White students presented evidence that residence on campus, student friendships, and faculty-student interactions have emerged as powerful "retainers" in recent literature about minority students in college and may be more influential than superior institutional facilities and resources. She indicated that these factors were more receptive to personal growth and academic achievement. She also concluded that this is why African American students make more progress at predominantly Black institutions because they have more of these kind of experiences.

Richardson (1989) stated that there has been a lot of money spent to attract a record number of applicants, but no

money is usually allocated to keep them there. Richardson indicated that predominantly White institutions must demonstrate in substantive ways their commitment to programs that support minorities.

Recruitment And Retention Processes, Models, Systems, And Special Programs

In order to successfully address problems in minority recruitment and retention, the literature has indicated that the retention and recruitment efforts must be considered as an element of a coordinated process or system (Hossler, 1986). From this, a variety of models and/or programs can be established to meet recruitment and retention goals.

The Recruitment Process

The recruitment process is defined as the coordination and integration of several activities that are vital for the success of the minority student in a teacher education program (Hanes and Hanes 1987-1988; Grant et al., 1980). Recruitment activities represent only one element of the process. Grant et al. (1980) identified four elements of the recruitment process to include recruitment, admissions, retention and placement plans and policies.

Hanes and Hanes (1987-1988) stated, "It is clear that a well-designed recruitment effort must be comprehensive and cannot afford to focus on a narrowly defined criterion. Recruitment with a broader perspective must be an integral part of the processes of selecting, retaining, and

continuing the professional development of classroom teachers" (p.191).

Enrollment Management Systems

Like the recruitment process, the enrollment management system addresses factors that are necessary for the success of minority recruitment and retention efforts instituted by the college or school responsible for teacher education. This system involves different departments within an institution that are responsible for carrying out various interrelated functions. Areas such as institutional research, admissions, marketing, recruitment, student support services, and financial aid, as well as the efforts of academic deans and faculty members must be coordinated to address minority recruitment and retention efforts. Hossler (1986) indicated that what is important is whether there is interaction and commitment among all these components. He refers to these joint efforts as 'tight coupling' with 'opened wide lens.' He stated that the institutions should use a systems approach based on scientific management concepts. This systems approach links all efforts, policies, and functional areas of the institution that would have an impact on the student's college choice, as well as on the student's experiences after enrolling. Hossler stated the process exerts a significant influence on academic and career advising, the institutional research agenda, orientation, retention studies, and student services

(p. 6).

Many institutions utilize a heterogeneous mixture of efforts without 'tight coupling' and find that problems continue to exist because there is no sound linkage among these efforts (Hossler, 1986; Kemerer, Baldridge, & Green, 1982). Efforts must be pulled together and unified in order to see results. All must act consensually, moving in a united way (Hossler, 1986).

Oliver and Brown (1988) defined 'all' to include the majority populace of educational institutions. They stated that the domination by the majority populace (control structure) makes it abundantly clear that effective recruitment and retention efforts must be accepted and actively supported by this group.

Oliver and Brown (1988) also indicated that for this same reason, recruitment activities should not be disproportionately dependent nor solely based on active minority participation. Griffin (1987) stated that the minority faculty member or administrator is expected to be the student advocate, confidant, ombudsman, advisor, and counselor and to perform other administrative and teaching duties. "The role model is also expert on Black problems and solutions when called upon" (p. 37). Therefore, "White administrators, faculty, students and staff must assume visible and active roles in all aspects of the enterprise" (Oliver & Brown, 1988, p. 42).

Recruitment and Retention Models

Several recruitment and retention models have been described in the literature to assist in the development of effective plans and programs. Kemerer, Baldridge, and Green (1982) developed four models that have been used to describe institutional enrollment management programs. Those models were identified as follows:

1. Enrollment Management Committee - initial response to enrollment related problems, with unclear goals.

2. Enrollment Management Coordinator - a mid-level administrator, and often the director of admissions, who usually oversees only admissions and financial aid.

3. Enrollment Management Matrix System - a more centralized and tightly coupled system, but a slow system because the administrator usually does not have the time to effectively address enrollment related issues.

4. Enrollment Management Division - represents the most centralized and tightly coupled system.

The Enrollment Management Division Model (#4) has been described as the most effective because it represents the most centralized and tightly coupled enrollment management system. Major offices within the institution are connected under a senior level administrator and cooperation, communication, and resource allocation are dealt with from a system wide perspective. Hossler (1986) presented an example of this model when he discussed a case study of DePaul University's dramatic success after implementing this model. DePaul University experienced dramatic and

short-term results due to the implementation of this model. The university had experienced enrollment declines which had a negative impact on the health of the campus, and was a threat to its stability. Hossler described DePaul's approach which led to success as follows:

> The identification of the crisis resulted in rapid administrative response...the vice president [academic] quickly created a matrix system that included admissions, financial aid, assessment, and advising...support was forth coming from most areas of the campus [deans of colleges/schools, faculty, institutional research]....DePaul actively encouraged risk taking....hallmarks of effective organization. (p. 92)

Taylor (1987) developed the Taylor Retention Model which is cyclical and highlight the interdependence of each component. Some of the components (e.g., alumni, retention, graduation, recruitment admissions) of Taylor's Model address the following:

1. It uses a comprehensive approach in articulating factors that impact retention and offers tested strategies to address these factors.
2. It involves the entire campus
3. It recognizes the vital role that faculty must play.
4. It recognizes significant social problems and offers remedies to reduce barriers (p. 3).

Three Special Programs

The necessity of the early identification of prospective teacher education candidates by offering special incentives to African American students while they are still

in junior high and/or high school can enhance the success of recruitment and retention efforts of teacher education programs. Many institutions that have participated in such early identification programs have reported success stories (Whitehurst, Witty, & Wiggins, 1987-1988).

Virginia Polytechnic Institute and State University has been plagued with the inability to attract minority students to their institution. Freiberger in the October, 1989 issue of the Spectrum newspaper quoted Cornell Morton the Director of Affirmative Action as stating, "We are not satisfactorily meeting our recruitment goals for Black students." In an address by President McComas on "The State of the University," published in the October 1989, Spectrum insert, he stated, "In fact, it is in the area of diversity that we must work harder. We have done the least well of the large Virginia schools in recruitment of minority students and have not increased our Black student enrollment over the past ten years" (p. 1).

However, Virginia Polytechnic Institute and State University has received a significant amount of praise in the past year (1988-1989) in reference to their "Tomorrow's Teachers Program." Futrell (1989), while President of the National Education Association (NEA), identified Virginia Tech's College of Education and the Roanoke business community partnership as a good example of this University's effort to combat the teacher shortage problem. Virginia

Tech and its College of Education formed a partnership with the private sector and the City of Roanoke public schools. This arrangement provides special incentives to African American students from grade 10 in high school through their baccalaureate degree that includes the following: (1) conditional admission while still in high school; (2) a full four-year scholarship; (3) a personal computer and modem for networking, (4) advance tutoring, counseling, and support to prepare for entrance; (5) special consideration for summer employment from various Roanoke contributors and schools, as well as Virginia Tech, and (6) invitations to attend university social, professional, and athletic functions during their high school and college years. Crumwell (1988) reported that in the past year, 14 African American students from the public school system have made an initial commitment to pursue a teaching career.

Baldino (1985) reported on New York City's Substitute Vocational Assistant Program (SVAP) that has tapped vocational graduates for a new generation of teachers. SVAP, a paid internship program, exposed selected vocational high school students to a combination of industrial work, college course work, and on-the-job teacher training. The students received free college tuition and a starting salary of $1,000 below the teacher starting salary. SVAP received support by local tax-levy funds. Baldino indicated, "Costly as the program is, the public is willing to pay for it

because the need to develop a pool of qualified vocational instructors has become inescapable" (p. 40).

Whitehurst et al. (1987-1988) focused on the recruitment and retention strategies of the teacher education program of Norfolk State University. They reported that their teacher education program had been placed in jeopardy due to the decline of African American student enrollment in the teacher education program and by the unsatisfactory pass rate for African American students taking the required National Teacher Examinations (NTE).

The NTE and other testing requirements have been identified in the literature as deterrents to increasing the number of minority teachers in the field. Smith, Miller, and Joy (1988) stated, "These testing requirements have an inordinate effect on the supply of minority teachers...thus eliminating a disproportionate number of minorities at each point along the path" (p. 45).

To combat these problems, faculty and staff at Norfolk State University saw the need to organize and to confront the issues together and to develop a course of action to which there was a strong consensus support. Whitehurst et al. (1987-1988) stated, "Strong leadership calls for the pooling of intelligence, however tempting pet solutions of administrators may be" (p. 161).

The focus of the article written by Whitehurst et al. (1987-1988) centered around how the NTE hurdle was

addressed. Some of the strategies reported included the following:

- Special test help for student teachers;
- Systematic use of published NTE questions for stress reduction;
  and to increase speed of response;
- Tutorial instruction provided by a University-wide team of faculty volunteers;
- Workshops on communication skills;
- Student advising system improvement;
- Use of "general education test bank" data developed under the sponsorship of the Southern Regional Board; and
- Conferences to orient faculty in academic areas to the nature and significance of the NTE (p. 163).

In 1982, only 28% of African American students passed the Communications Skills test of the NTE, but in 1985, 71% of African American students passed all parts of the Core Battery tests, including the Communications Skills test (p. 163). Whitehurst et al. (1987-1988) stated, "Such efforts, however, are not responsive to the basic problem of disproportionate ratios of qualified minority teachers. Too few Black students are now being attracted to teacher education....We must help promising students to meet whatever criteria are established...without becoming germane

in the process" (p. 163).

The many programs that have been developed and implemented to recruit and retain minorities into teacher education certainly hold promise, and many of them as indicated have been very successful. However, Case et al. (1988) indicated that the respondents in their study generally assumed that there was a college or school of education commitment to recruit minorities for teacher education programs, but the commitment could not be specified.

Factors Contributing To The Lack Of Participation By African Americans In Vocational Teacher Education

Holt (1989) provided a very basic response to the reason minorities do not choose teaching as a career. He stated, "Like women, highly qualified minorities used to go into teaching because it was where they could get work. Today, minority graduates have a much wider range of professional career opportunities from which to choose" (p. 5). Other major factors outlined in his article, "Who Will Teach The Kids," in NEA Today included the following:

-the decline in the proportion of minorities, especially Black males-who attend college;

-the absence of grants, scholarships, and forgivable loan programs;

-testing bias;

-the rise in testing requirements for teacher certification; and

-a lack of minority role models in the teaching profession.

Post and Woessner (1987) stated that the teaching profession must contend with variables such as substantially better financial incentives and career advancement opportunities in other fields. "Teaching, on the other hand, can offer less pay than other professions, less community support in acknowledging the status of teachers as professionals, and an increasingly difficult challenge from today's public school student population" (p. 204).

Adams, Pratzner, Anderson, & Zimmerer (1987) indicated that the National Commission on Secondary Vocational Education observed that the recruitment of outstanding vocational teacher education candidates was hampered by low salaries, limited college support, lack of teaching resources, and lack of opportunity for professional improvement once the teaching profession had been entered. Adams et al. also indicated that the Commission found considerable diversity in the content, strength and vigor of vocational teacher education programs.

Lynch (1986) stated, "The problem may be exacerbated in vocational education because of negative publicity generated by or as a result of some of the recent education studies and reports which called for increased academic requirements

in the secondary schools. Science and math have seemingly been singled out as the "in" subjects to teach; vocational education may have inadvertently been overlooked as desirable subject areas in which to teach" (p. 1).

Another possible reason for the lack of minority participation in vocational teacher education is centered around historical findings cited by Young (1989). Young stated that many African Americans reported distrust in vocational education because it was perceived by African Americans as a tool of repression used by Whites. Young stated that according to a 1980 study conducted by the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE), many Black parents continue to share this misperception and do not encourage their children to participate in vocational programs (p. 12).

The Role Of Faculty-Members In Minority Recruitment and Retention Efforts

Many institutions of higher learning have been charged with only providing 'lip service' to minority recruitment and retention efforts (Harris, 1989). It has been indicated that a narrow focus of recruitment and retention is very prominent at this time. Smith (1988) stated, "There are so few higher educational institutions and state systems of higher education that engage in a comprehensive approach to increasing the pipeline of Black students in general, and

Black teachers in particular" (p. 107). Oliver and Brown (1988) stated, "There is a tendency by universities to approach minority recruitment in a nonsystematic, ad hoc fashion" (p. 42). Hossler (1986) indicated that today's efforts of institutions can be described as "loosely coupled" in that they have difficulty agreeing on goals, acting consensually, and moving in a united way to achieve these goals.

Mann (1988) stated that another factor in the resolution of the minority recruitment and retention problem is the involvement of the higher education faculty. He stated that no matter what strategy is used, faculty support is the key. "It is also apparent that if universities are going to increase minority participation and retention, the professors will play a huge part in the success of this effort. They will also need personal contact with minorities in order to understand cultural differences and work with minorities in their efforts to become educators" (p. 175).

At a conference sponsored by the National Center for Postsecondary Governance and Finance and the American Council on Education Commission of the States, it was reported that there is increased resistance, which is based in part on the reward system in academic life, a system which gives little incentive to work with minority students (Mann, 1988). Many non-minority faculty might be motivated

to work with minority students if they were rewarded financially or given merit recognition for their efforts.

Taylor (1987) stated that campuses should consider offering incentives to faculty because in many cases these efforts are often viewed as extra-curricular activities or as someone else's responsibilities. "If the faculty role is as vital as the research indicates, then institutional rewards should reflect this importance. Reduced class loads, merit pay increases, and similar motivators tell faculty their participation in retention efforts is not only acknowledged but is taken seriously" (p. 87). Singer, Wilson, Rode, and Miller (1983) stated that the faculty should be motivated and rewarded by the administration, and that policies on promotion and tenure must reflect administrative concern for retention. They also stated that educators tend not to continue activities that go unrewarded.

Singer et al. (1983) noted that faculty members need information on students as well as information on resources available. They also need to know how to use information; they need professional development in problem solving techniques (p. 96). They have identified the following as positive contributions of the faculty-student relationship:

-faculty are the most immediate and consistent contact that can foster student retention;

-can notice quality of performance when it

decreases, as well as absenteeism from class;

-can encourage participation in appropriate activities;

-can be a role model, not just a lecturer or evaluator of students;

-can help the student associate with others of similar ethnic backgrounds, interests, or intellectual ability.

Taylor (1987) stated, "No improvement can be expected in decreasing the attrition rate without faculty leadership and involvement. Collectively and individually, faculty have more power to improve retention on campuses than any other group. These are powerful statements yet the role that most faculty play in retention efforts is secondary" (p. 84).

Faculty-Student Interactions

Astin in Four Critical Years (1986) stated "Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even administration of the institution" (p. 223). Unfortunately, there are barriers to the achievement of

positive faculty-student interactions between the minority student and the non-minority faculty. Some barriers are intrinsic, in that they are part of the belief and value systems of the non-minority faculty (Grant et al., 1980). These barriers tend to be based on ignorance, prejudice, or racism.

African American students have reported that non-minority faculty members practice racial discrimination, are less supportive, biased, and less knowledgeable and/or concerned about cultural differences as well as other minority issues (Smith, Simpson-Kirkland, Zimmern, Goldenstein, & Pritchard, 1986). Oliver and Brown (1988) stated that many non-minority faculty may even profess support of programs, but are unwilling to translate their beliefs into action. Therefore, Black students experience hostility, mistrust, isolation, and superficial relationships with the non-minority faculty (Vaz, 1987).

There is still institutional racism that is quite prevalent on predominantly White university and college campuses. Vaz in an article entitled "Building Retention Systems for Talented Minority Students Attending White Universities," stated that there are deliberate 'conspiracies of silence' by faculty, deans, etc. at these institutions when it comes to providing information to Black students about scholarships, grants, financial assistance and even conventions.

Taylor (1987) stated, "This is not to suggest that all faculty are the same. There are many sensitive and caring teachers who experience success with minority students. However, the professor is part of the larger system. As a result, some of America's "learned" minds have never risen above the irrational notion of linking the ability to learn with one's race" (p. 176).

No doubt these factors have contributed to the lack of minority participation and the high attrition rate of minorities in the PWI's setting. Over and over again the literature has indicated that the major reason centers around the lack of equitable and fair treatment provided by the non-minority administrators and faculty members.

Chapter Summary

The declining number of African Americans in the teaching force will have a negative impact on all children in the nation's public schools (Carnegie Forum on Education and the Economy, 1986). Therefore, the recruitment and retention efforts targeted to African Americans need a mood of anticipation and a sense of great urgency. Cole (1986) stated that attempts must be made to attract and to certify more minority educators by whatever means necessary, including scholarships, forgivable loans, professional clubs, and the like, and by society reflecting a positive attitude toward educators and the teaching profession.

In addition, the diverse characteristics and needs of

African American students must also be addressed by instituting effective minority recruitment and retention efforts supported by a 'tightly coupled' systems approach. A 'tightly coupled' systems approach would address issues and problems related to diversity, and it would demonstrate commitment to the minority recruitment and retention process through the allocation of more financial and human resources to these efforts.

CHAPTER III

METHODOLOGY

This chapter describes the procedures and methods used to answer the research questions of this study. The design of the study, population and sample, data collection procedures, and the methods of data analysis that were used are identified.

Design of the Study

A qualitative case study design was selected as the approach to this study. This design provides for an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process or a social unit (Merriam, 1988). Merriam has indicated that case studies in education allow the researcher to "advance the knowledge base of education or have an impact on practice" (p. 2).

For this study a single-case study design was chosen. Yin (1989) provided the rationale for using the single-case study design. "The single case can then be used to determine whether a theory's propositions are correct, or whether some alternative set of explanations might be more relevant....Such a study can even help to refocus future investigations in the entire field" (p. 47).

The present single-case study design included more than one unit of analysis. Several subunits within the institution (e.g., the office of the president, college of

education, support services) were analyzed. When subunits are delineated within the case/site, Yin (1989) refers to the case study as an embedded case study design. He stated that the embedded design can serve as an important device for focusing a case study inquiry.

As in any research design, validity and reliability were major concerns. Therefore, the researcher must assure that the chosen design addresses these concerns. Merriam (1988) has suggested the following ways to address validity and reliability:

Internal Validity - the extent to which one's findings are congruent with reality.

- use triangulation;
- check interpretations with individuals interviewed or observed;
- stay on site over a period of time;
- ask peers to comment on emerging findings;
- involve participants in all phases of the research; and
- clarify researcher biases and assumptions.

Reliability - the extent to which there is consistency in one's findings.

- explain the assumptions and theory underlying the study;
- triangulate data; and
- leave an audit trail.

External Validity - the extent to which the findings of one study can be applied to other situations.

- use working hypotheses;
- concrete universals;
- naturalistic generalization; and
- user or reader generalizability (p. 183-184).

The aforementioned recommendations that have been identified in the literature to address threats to validity and reliability have been used in carrying out this study. The researcher addressed internal validity and reliability by using multiple methods of collecting data (triangulation) which included observation, document analysis, and open-ended interviews. An audit trail was developed by maintaining a log of activities beginning with the initial contact and ending with the last contact with the site.

The researcher developed skill and practice in conducting qualitative research through conducting a pilot study and completing a class in qualitative methodology. By being sensitive and responsive to any preconceived notions, assumptions and biases, the researcher thus carefully addressed internal validity. Interpretations with interviewees were checked by asking for clarification of responses, and the researcher asked for the repeating and rephrasing of responses for agreement and understanding. The researcher remained on site for seven full days, and included the site personnel by allowing them to assist in

the research by recommending other interviewees and providing written materials that they felt were relevant.

The ability to generalize the findings to other situations has been deemed a problem with using the single case study design. Therefore, instead of making generalizations, this single case study design proposed working hypotheses which took into account the significance of local conditions. For example, a chilly climate within this university setting was one explanation for the low graduation and retention rates among African American students as compared to the high retention and graduation rates of White students. Information and reports about experiences as well as, the perceptions of students about a chilly climate were used to make recommendations as to how these situations could be addressed within this setting.

Merriam (1988) stated that working hypotheses provide guidance in making choices, and the results can then be monitored and evaluated to make future decisions. This in-depth study of local conditions allowed for the development of concrete universals (detailed information and knowledge that pertain to that site only), and not abstract universals (generalizations from a sample to a population). These concrete universals can be compared to other cases studied in the same manner, and the results can be used to recommend better future decisions and practices for the site studied. Theories that were developed from the study can

also be tested in the findings of future replications of the study in other sites.

Population and Sample

The population for the study consisted of the member institutions of the University Council for Vocational Education. The University Council for Vocational Education was chosen because it represents 22 of the nation's leading universities in teaching, research, and service initiatives in vocational and technical education.

To select the one specific case/site from this population, the researcher used nonprobability or purposive sampling methods, whereby established criteria were used to select the site. The criteria for selecting this site included the following:

- that the institution was a member of the University Council for Vocational Education;
- the department/division of vocational education was housed within the college of education;
- that the institution had a comprehensive vocational teacher eaducation division (five or more program areas);
- the institution had a written plan on file for minority recruitment and retention; and
- the institution was geographically accessible.

After the researcher examined the prospective institutions for compliance with the above criteria, contact was made with the chosen site for permission to

conduct the study. After the site had been confirmed, a faculty member was asked to serve as the researcher's contact person to assist in making future arrangements to conduct the study on site and to make contact with prospective participants. The participants were selected from three distinct groups: (1) university administrators and personnel responsible for minority recruitment and retention, (2) the vocational administrator and teacher educators, and (3) African American undergraduate students enrolled in the vocational programs.

The contact person provided a listing of 11 full-time faculty members employed in the department. The researcher then forwarded a letter which included a form and a self-addressed stamped envelope for the faculty members to respond by return mail as to whether they desired to participate. Nine of the 11 faculty members responded by returning the form. Six indicated that they would participate; three indicated that they would not participate in the study. Telephone calls were made to the faculty members to confirm times and dates of the interviews.

Upon arrival on site, contact was made with the two non-respondents, and one indicated that he/she was just late in responding, and desired to participate. However, the other non-respondent indicated that he/she had no desire to participate due to the lack of desire to expound upon issues that were defined as personal. Therefore seven full-time

faculty members participated in the study.

The contact person and two other faculty members assisted in the identification of African American undergraduate students enrolled in vocational programs to participate in the study. The researcher was introduced to students at the end of a class period where initial contact was made with prospective participants. Telephone numbers of other African American students were provided to the researcher by faculty members. Students were asked to participate on a voluntary basis. A total of eight students volunteered to participate. A meeting place and time was then set up by the student and the researcher. However, one student could not keep two scheduled appointments due to illness. Therefore, a total of seven African American vocational students participated in the study.

Contact was also made with administrators and personnel responsible for recruitment and retention, the director of vocational education, a student organization and other offices that played significant roles in the minority recruitment and/or retention efforts in the university setting. From among this group seven persons provided insight into the minority recruitment and retention efforts targeted to African American students.

Data Collection Procedures

Various methods of collecting data and information were used in this study. However, the primary source of data

collection was in-depth, open-ended interviews. The researcher took notes during and after the interviews and tape-recorded the majority of the interview sessions.

The researcher used a semi-structured interview guide to assure that all pertinent research questions were answered by the three identified groups of participants. To aid in the development of the appropriate questions to ask, and to refine the techniques of the data collection procedure, the researcher conducted a pilot study. This pilot study consisted of document analysis, four open-ended, in-depth, tape-recorded personal interviews with vocational teacher education faculty members, as well as, informal interviews with the administrators of specific minority recruitment and retention programs of another PWI institution. After each interview, the researcher solicited suggestions for improvement from the participants and made changes to the interview guide.

The second method of collecting data and information that provided insight into the initiatives of the selected institution was through the examination and analysis of available documents (written materials) such as brochures, the recruitment and retention plan(s) and or proposals, service records, college catalogs, and a number of newspapers. Yin (1989) stated, "For case studies, the most important use of documents is to corroborate and augment evidence from other sources" (p. 87). Merriam (1988) stated

that documents can help to uncover meaning, develop understanding, and discover insights relevant to the research problem. However, Yin and Merriam have warned that documents should be viewed carefully for relevance because they are produced for reasons other than the study at hand. Yin stated, "In fact, it is important in viewing any document to understand that it was written for some specific purpose and some specific audience other than those of the case study being done" (p. 87).

Data Analysis

The analysis of the data was guided by the research questions and the literature review. Merriam (1988) and Miles and Huberman, (1984) have indicated that analysis can really begin as soon as data are gathered. Miles and Huberman stated,

> From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there.... (p. 22)

Data were transcribed into a narrative form from the tape recordings using a word processing program. The narratives from each group of participants were treated and analyzed separately. A cross-analysis of data, based on like research questions that were asked of all three groups was conducted. Content analysis of the narratives was achieved through the reading and searching for emerging

themes and concepts. Categories and themes were manually written and coded in the margins of the narrative as the researcher analyzed the information. Miles and Huberman (1984) indicated that codes are categories that usually derive from research questions, hypotheses, key concepts, or important themes. "They are retrieval and organizing devices that allow the analyst to spot quickly, pull out, then cluster all the segments relating to the particular question, hypothesis, concept, or theme. Clustering then sets the stage for analysis" (p. 56). The data were organized by category labels (e.g., strategies, problems) to match specific issues, themes, and concepts found in the responses to the research questions of the study. Actual respondent text has been clustered under the appropriate themes and is presented in Appendix F.

In the final stage of this process, an analysis was presented in a narrative format, organized by research questions, and based on the responses of the participants, as well as information gleaned through document analysis. Thus, initiatives, themes and patterns were identified which allowed the researcher to draw conclusions to answer the research questions.

The initiatives, themes and patterns were verified by three professionals who were not involved in the study. These professionals were chosen due to their proven research and/or capabilities, as well as their knowledge and insight

on different issues, themes, and concepts that the study revealed. Letters from these professionals in reference to their role and findings in the study can be found in Appendix E.

CHAPTER IV

FINDINGS

This chapter presents the findings from the in-depth interviews, as well as findings derived from the analysis of pertinent institutional documents. An overview of the institutional setting is presented, followed by the findings in response to the research questions that guided the study. The chapter concludes with suggestions from all participants on the development of effective recruitment and retention strategies targeted to African American students.

The Institutional Setting

The university in this study is a public land grant institution located in a state where 20% of the residents are African Americans. The specific campus involved is located in a county where 50% of its residents are African American.

This campus dates back to the year of 1856. It was segregated up until 1954. In 1954 the university was officially integrated, however, the first African American students were not enrolled in any appreciable numbers until the early 1970s.

The campus has an enrollment of over 36,000 students, with 28,000 undergraduates and over 8,700 graduate students. There are over 3,000 African American students enrolled. African American undergraduate student enrollment as a percentage of total enrollment reached 10% in the Spring of

1989, and the graduate enrollment was 5.2%. In the Fall of 1989, 15% of the university's entering freshmen were African Americans. This was the highest percentage of first time African American students that have enrolled in this institution.

Retention reports revealed that during the past 11 years the university has continued to realize increases in the enrollment of undergraduate African American students, and it has maintained the enrollment figure of African American graduate students. However, the university continues to experience problems in retaining and graduating these students. The retention rates for African American undergraduate students have improved, but those rates continue to lag behind the retention rates of White undergraduate students.

During the past year the university has made numerous attempts to improve the recruitment and retention efforts targeted to African American students. To realize results, the university recognizes that there is a need to address diversity. Therefore, many efforts that range from written materials, programs, and projects, targeted to African Americans were planned and/or implemented to improve recruitment, the campus climate, as well as to enhance the experiences of African American students.

The purpose of this study was to examine and describe the recruitment and retention process of a comprehensive

vocational teacher education program in a predominantly White institution (PWI) directed toward African American students. The study was guided by four research questions that provided insight into the entire institutional involvement in these efforts.

Question One

Research question one was, "How is the university, the college of education, and the department of vocational teacher education involved in the recruitment and retention of African American students?"

University Involvement

Recruitment

Several programs and tools were identified through documents and personal interviews that target African American students. In addition, university documents indicated that there is a recruitment staff, African American student organizations, alumni, faculty and staff that were involved in these efforts.

Personnel in the undergraduate admissions office also reported that there were a variety of initiatives for the recruitment of African American students. It has provided a brochure (was not available-being revised) that focused on the personal perspectives from minority faculty, staff, and students. The office has also sent personalized letters to prospective African American students. Other initiatives include a Minority Focus Day whereby students and parents

visit the campus, a College Prep Day for 10th and 11th grade high school students, a Minority Freshman Weekend that provides a three-day college experience for academically talented minority students, and phonathons are used to provide academically talented and promising minority students information prior to arrival on campus. The university has also ensured availability of housing spaces for freshmen and transfer minority students.

Sources of financial assistance and information for minority students that were identified in the university's reports included the following:

- approximately twenty four-year scholarships ($1,000 per year) are awarded to academically talented African American students;

- the university sponsors awards to National Achievement Scholarship winners;

- awards for talented students in specific majors are available;

- need-based merit scholarships;

- a computer-assisted scholarship search to low-income African American students who cannot afford the fee is available;

- a workshop held for African American high school students and their parents, during January of the admitted student's senior year provides information and assistance in applying for financial aid.

In order to identify African American prospective applicants, university documents list referral networks and search lists that were provided by high school and community college counselors. In addition, local schools

with significantly large enrollments of African American students were visited twice a year by admission counselors.

Talented African American students enrolled in the community colleges were identified through a talent roster for community college transfer students, and local college fairs were attended. Faculty and alumni also recommended African American students. These students were then given personal attention through the application and enrollment process.

University Involvement

Retention

An administrator in one of the minority support units provided information on retention efforts offered to minority students. This office provided services that assist minority students with academic, social, cultural, interpersonal and other problems, needs, and issues that may arise. Those services and activities were identified as follows:

- tutoring in business, chemistry, economics, math, and science;

- a behavior training program that assist students who are experiencing academic difficulty, as well as those who need to achieve a certain GPA to be admitted into a special college or school;

- mathematics review sessions for students whose academic major require these courses;

- pre-professional workshops that help students organize within their specific major in order to provide support to each other;

- monthly newsletters and an annual job fair;

- computer work stations and study lounge;

- picnics, open house, seniors' banquet, honors program;

- club for earned 3.0 GPA's and those who aspire for a 3.0 GPA;

- phonathons that provide information and guidance to new incoming students; and a

- junior and senior students' practicum class that involves mentoring and tutoring.

Other offices with components that aid in special retention efforts targeted to African American students included the humans relations office, a vice president for student affairs, and the office of the dean of undergraduate studies. The human relations office implemented programs to assist students to develop skills necessary to cope successfully with a multi-cultural campus. The vice president for student affairs supported the office of student activities that gives an award to a student that demonstrates commitment to the betterment of the Black-student community. It also sponsors a Black student leadership conference that addresses issues of leadership development. It produced the Black history monthly calendar and ceremonies and sponsored a program for the observance of Martin Luther King Jr.'s birthday. Other efforts included a minority walk-in hour at the counseling center, a two-day orientation program, parent orientation, and many others.

Several out-reach programs under the office of the dean of undergraduate studies were developed to assist in the university's retention efforts. These programs were open to all students, but minority students represented the majority of students who were assisted by them.

An intensive educational development program provided comprehensive support services to freshmen and sophomores, as well as to high school seniors seeking admission to the university. This program had a six week summer transitional component that provided services in the areas of English, math, reading and study skills to students who have not met the traditional criteria for admission, but demonstrate the academic potential for success. The successful participants were admitted and continue to receive academic support during the initial two years. Other programs included the federal funded programs - Upward Bound and Talent Search.

The student organization for African American students has also identified retention as its major goal. This organization developed a student handbook for African American students. The student organization stated that it is their mission to provide a network for academic support, cultural understanding, positive guidance, and warm companionship. The organization sponsored a variety of extracurricular activities for African American students.

College of Education Involvement

Recruitment and Retention

The mission of the college of education is to provide preparation for current and future teachers, administrators, and other related personnel. There are seven departments within this college.

Colleges and schools within the university setting are encouraged to develop recruitment and retention initiatives targeted to African American students. The college has reported the expansion of collaborative arrangements with school districts for the recruitment, training, support, and future employment of African American teacher candidates. During the past year, high school students from one county have toured the campus and attended an information session about the college. Students with an interest in teaching from another high school visited teacher education classes and talked with students. A graduate assistant, who serves as advisor and mentor works with a maximum of 25 African American pre-majors in increasing their GPA to meet the required minimum of 2.5 for admission in the college.

This year, a pre-professional society that addresses teacher issues in minority education was instituted. This society is comprised of undergraduate minority students whose major aim is to recruit and retain minority students in the college. This organization plans to invite students from the area public schools through a series of tours. It

also plans to provide information about programs offered within the college. Its aim is also to build a sense of community and family in the college that would allow students to talk, share concerns, and address issues that may affect their college experience(s) while enrolled at the university. A brochure that promotes this society has been developed for distribution.

Department of Vocational Education

Recruitment and Retention

This is one of the three departments within the college of education that offers undergraduate majors in teacher education. It has five different teacher education program areas, Home Economics Education, Business Education, Industrial Education, Marketing Education, and Technology Education. It also offers an Industrial Technology major that leads to a career in industry.

It was reported by respondents in the department that individual program areas had performed and initiated a wide variety of recruitment and retention strategies targeted to African American students. The following activities and strategies were identified:

Recruitment:
- brochures (now dated) and materials;
- open houses, tours, field trips, career days;
- a network with community college counselors;
- promotion at conventions;
- promotion in trade journals;
- word of mouth by program graduates;
- through teachers in the public schools;
- provide university materials to teachers in the

professional association;
- statewide drafting contest held each year at the university;
- recruitment at the high schools - 9th thru 12th grade;
- time spent at other area Black institutions - vocational technical schools;
- through non major students taking courses within the department;
- individual advising and contact by faculty;
- through follow up of students who show an interest.

Retention:
- faculty advising and counseling;
- faculty-student interaction;
- recommended use of support services provided by the university;
- prior to admission recommend remediation classes in the community colleges or prep schools;
- open forums and discussions among all students on diversity.

Question Two

Research question two was, "How do the administrators and personnel responsible for recruitment and retention, and the vocational teacher educators describe the effectiveness of current recruitment and retention efforts targeted to African American students?"

Administrators and Personnel Responsible for Recruitment and Retention

In the Fall of 1989, the results of the comprehensive study of the university's efforts to provide for the full participation of African Americans within the university setting were presented to the president. The president of the university had requested the undertaking of such a study to determine accomplishments brought forth by the university's desegregation efforts. This report provided a great deal of insight into the effectiveness of the

recruitment and retention efforts targeted to African American students. This report also provided the results of a needs assessment, findings and recommendations for the improvement of educational outcomes, as well as the improvement of the campus climate for African American students, staff, and faculty. The report concluded with the following conclusions:

1. The university leads in providing access, but not results for African Americans in higher education;

2. A chilly climate [e.g., bias, cultural conflict, prejudice, racism] exists on campus for African American faculty, students and staff;

3. The campus is in a unique position to be a model higher education institution with diversity in its students, curriculum and work force.

The administrators and personnel responsible for the minority recruitment and retention efforts were in congruence with these findings. They agreed that the university leads in providing access, but not results. Data compiled through the Association of American Universities Data Exchange (AAUDE) in 1988 reported that this campus ranked among the top three public members of the association with regard to African American undergraduate and graduate student enrollments. They also agreed that a chilly climate does exist, and that the campus is in a unique position to be a model higher education institution with diversity in its students, curriculum and work force.

However, it was reported that many other faculty and

staff members within the university setting were not favorably disposed to the findings and responded in writing to the president. It was felt that much of the negative responses were due to the highlighting of the negative findings by the media in their press releases. The media did not release information on the many positive findings that were included in the report. Therefore, at the time of the researcher's visit, the president was in the process of establishing a committee to verify the findings.

Recruitment

As indicated in observation number one, the university leads in providing access for African American students. The proportion of undergraduate African Americans increased from 7.4% in 1978 to 10% in 1989. Again, in the Fall of 1989, 15% of the university's entering freshmen were African Americans. This was the highest percentage of first time African American students that have enrolled in this institution. However, the picture for African American graduate students was less promising. In 1978 the percentage of African American graduate students was 5.5% and in 1988 the figure declined .3 percentage points to 5.2%. There has been a continuous gradual decline in the enrollment of graduate students at the university level.

The data for the college of education revealed the opposite. Three colleges out of 12 within the institutional setting between the years of 1985-1988 had a decline in

African American undergraduate enrollments; the college of education was among the three. However, African American graduate enrollments were continuously increasing. The data showed that the college of education enrolled the largest number (23) and largest percentage (9.9%) of new African American graduate students within the university.

In the Fall of 1988, the college of education had the largest number (131) and percentage (9.5) of African American graduate students. In February 1990, there was another increase of .2 percentage points (9.7) in the number of African American graduate students. The number of new undergraduate students in the college of education totaled 11 (13.3%) of total enrollments in the Fall of 1988 and 45 (6.1%) of total enrollments in February 1990.

In response to the low percentage of undergraduate students in the college of education as compared to graduate students, it was indicated that there has been more emphasis placed on the recruitment of African American graduate students, than on African American undergraduate students within the college of education. This was evident in the initial phase of the majority of the interviews. Many of the interviewees initially focused in on graduate efforts and had to be brought back around to the subject of undergraduate recruitment efforts. One interviewee stated, "Resources tend to be focused on graduate students."

College Related Problems. Administrators and personnel responsible for recruitment within the college of education reiterated on factors that they believed inhibited successful recruitment efforts targeted to African American students. Some of these factors that were identified included the following:

- need a more systematized approach;
- need more support from administrators;
- need more financial and human resources;
- need more literature, such as brochures and informational packages.

It was indicated that the college must become more systematized in these efforts. "We need to get individual departments through the chairs and equity reps to [coordinate] and talk with the college reps...the departments are on their own in recruitment and retention," stated one interviewee.

In addition, the need to provide more support, time, staff, money and resources to these efforts were evident in the comments. The head administrator that is responsible appears to be sincere about these efforts, as indicated by the following remark from another interviewee: "I believe in Dr._____, but recruitment and retention does not appear to be a priority among others in the college of education." There has been one graduate assistant assigned to carry out these responsibilities at the undergraduate

level, and one graduate assistant at the graduate level. The graduate assistant responsible for the undergraduate efforts works only 10 hours per week on recruitment and retention efforts. It was indicated that there is a need for full-time staff and personnel which characterizes the efforts of other colleges in the university. Another interviewee stated, "What about a full-time person?....A real job should take on a more aggressive role when it comes to funding a position....The administration is not sensitized....They lack consciousness."

It was also indicated that there are not any materials such as brochures, and/or informational packages targeted to African American students. One interviewee stated, "There are no resources to develop effective recruitment strategies....There is little support for performing these jobs....Is a car available?" It was also pointed out that there really is not an established program for recruitment, other than the newly developed pre-professional society composed of students. And for these students to recruit, it was stated that the college must become more sensitive to the needs of African American students. "Students do not want to recruit in a school that is not sensitive," stated another interviewee.

Problems Not Related to the College Efforts. There were a number of other factors cited by the interviewees that they believed inhibited success in recruiting African

Americans into teacher education. There was a consensus of opinion that there are a number of other career routes that are now open to African Americans that were not open in the past. It was also pointed out that desegregation of public education in the 1960s also eliminated many teaching and administrative positions held by African Americans in the public school systems. Therefore, now there are few role models. The teaching profession is also characterized as a profession with low status/prestige and low pay.

Another interviewee spoke of the poor image of vocational education as a hindrance to the successful recruitment of African Americans in the field. It was stated,

> My personal feeling is that vocational education is the low rung of the educational ladder in prestige and African Americans who select education as a career are hesitant to select vocational education because it's like riding in the back of the bus. They want to be in a more prestigious area of education.

Another view mentioned by this interviewee was centered around the perceptions that many African American have of vocational education. It was stated,

> A number of Black businessmen...who are talking about doing some things to increase the number of Black males in particular who go to college... [are] saying..."we want to get these kids out of vocational classes in high school and into the academic stuff," like vocational is bad....it really bothers me because my vocational skills gave me access to higher education....I think there are a lot of good things to vocational ed that people aren't aware of particularly Afro-Americans because of the image of the low

> status of vocational education. The other thing is that if you don't take vocational education in high school, how do you know anything about vocational education? How do you find out about becoming a vocational teacher?

Retention

University reports indicated that retention rates and graduation rates of African American undergraduate students in comparison to those rates for White students were poor. The current five year graduation rate for African American students was 28% in comparison to 49% for White students.

However, once again, an administrator in the college of education reported successful efforts in the retention rates of African American students. The college of education retention rates for African American students were described as being quite high. The college was described as being selective because not just anybody could get in. The college requires a minimum GPA of 2.5 for admission and students must successfully pass an achievement test. Therefore, it was stated, "....if you could get admitted, you're probably going to graduate." However, retention reports showed that retention rates of African American students enrolled the second year declined every year from 100% in 1983 to 71% in 1988, while that of White students increased from 80% in 1983 to 88% in 1988.

Administrators and personnel responsible for retention were then questioned about reasons for a lag in the retention rate among African American students when compared

with the retention rate of White students, in general. Many perceptions about factors were identified as follows:

- a chilly climate and the denial that a chilly climate exists;
- academic deficiencies characteristic of African Americans;
- a disadvantaged educational background, lack of financial resources;
- absence of African American role models;
- lack of support by non-minorities of African American activities; and
- culture shock.

Chilly Climate. It was reported in the findings from the comprehensive study that was presented to the president this past year that there was a problem with retention because African American undergraduate students perceived a chilly climate on campus. It was stated that this climate was perceived as a major impediment to the improvement of retention and graduation rates for these students.

Other participants in this study also identified a chilly climate as a major factor for the low retention rate among African American students. When commenting on the university as being a segregated institution in the past, it was stated, "It's still a chilly climate for minorities." To explain this chilly climate, an example was provided in reference to a faculty member who was forced to resign this past year due to a statement made to an African American student. It was reported that the faculty member told an

African American female student that she had two strikes against her. First she was a girl and second she was Black. However, the faculty member indicated that the statement had been taken out of context. But yet, the interviewee stated, "....some things...just can't be said in public classes or professional educators in public universities ...should know better than to say certain things....in some cases [there is] the ignorance or biases of people on campus and there are people who are ignorant and biased."

In a college newspaper article that came out during the researcher's visit, the dean of undergraduate studies made a statement about retention problems, in general. The dean stated,

> The...committee has been tracking the freshmen who came to this campus in Fall 1986. Approximately 400 students did not return after they completed the sophomore year...70% had no academic action on their records....they had higher SAT scores than the average for the entire class. Our traditional retention strategies of tutoring and remedial programs are simply inappropriate for these students. They aren't dumb--but many of them are dissatisfied with their experience at [this campus].

Academic Deficiencies Characteristic of African Americans. It was also stated that there is much denial by non-minorities that retention problems due to a chilly climate exist within the departments. One interviewee also stated, "There is much blame placed on the inabilities of minorities to succeed in an academic environment, but yet Black students come in with the same background as did White

students....The belief that Blacks are unable to perform is being more blatantly spoken out by Whites."

Another observation that added insight into the above stated common belief which is used on many occasions to explain high attrition rates among African American students was brought out in the African American student handbook produced by the student union. The following was reported,

> Currently, the retention rate for Black students on this campus is at an unacceptably low level. This is not because Black students do not have the aptitude to achieve here. In fact, 95% of us on this campus have met the same requirements for admission as the members of the majority. It is due to a unique combination of financial, academic and socially related problems along with the constant presence of institutionalized racism that make it highly difficult for Black students to remain here long enough to obtain a degree.

Other Factors. Other perceived factors that were identified as reasons for the low retention rate among African American students included a lack of financial resources, a disadvantaged education, an absence of African American role models who the students can relate to, a lack of participation and support by non-minority faculty in African American activities, and culture shock.

Vocational Teacher Educators

Recruitment

The majority of the vocational teacher educators took pride in having a high share of the college of education's

percentage of African American enrollments. However, percentages within the department varied a great deal from program area to program area. For example, in Home Economics Education it was reported that undergraduate African American students made up only one-tenth of one percent of the total enrollment, whereas, in Business Education the enrollment figure for African American students was reported as approximately 30%.

Even though the majority indicated that they had experienced success in the recruitment efforts targeted to African American students, there were a couple who reported that there were not any targeted efforts at all. In fact, one professor stated, "And, we don't do a lot of recruiting and that's part of the problem....and there are no targeted efforts toward minorities....Basically, if you do anything, it's just to get students in general into the program."

It was also pointed out that many of the activities that were once carried out to recruit were no longer performed. One professor stated, "We have not had, for the last two or three years, an open house." Another professor stated, "I used to speak to the youth organizations, [but lately] we have not taken advantage of that group." In addition, there were two Trade and Industrial (T&I) professors who felt that recruitment was not a part of their job responsibilities. They indicated that they did not recruit at all because the majority of their students were

already teachers who were trades people hired by the public school system as teachers. These teachers then enrolled in the T&I program to meet state certification requirements.

However, one professor indicated that recruitment problems perhaps were related to the inability of African American students to pass the National Teachers Exam (NTE) which was described as discriminatory. The professor stated, "Everybody is saying recruit - recruit minorities and particularly Black Afro-Americans and the truth is that we can't get them to pass a National Teachers Exam." It was pointed out by this same professor that the NTE's professional test was based on an individual's value system rather than on academic knowledge, and this is what made it discriminatory.

A five year program designed to prepare T&I teachers, has not attracted very many African American students. One professor described the program as very "slim." The professor stated, "I mean there's very few [African Americans] in there - maybe every decade we get two/three in there." It was also indicated that these students sometimes go on for their undergraduate degree in order to move into an administrative or supervisory role. "They don't want to stop at just teacher classroom responsibility. You know, they have more ambition," another professor stated.

Education's Excellence Reports. Recruitment problems were also blamed on the excellence reports of the 1980s that

questioned the quality of the nation's educational delivery systems. One professor stated that the "tongue lashing" that education has been getting adds to the problems with recruitment efforts. In agreement, another professor commented,

> ....we're suffering from numbers....[because] our teachers have been so down trodden by the societal thing that the "Nation At Risk" is a good example [stating] that our schools aren't doing any good and they're on the bottom of the pile and everybody else seems to be doing better. That's a bunch of bologna and what it has done is it has really created a severe problem among teachers of their own self-esteem.

Recruitment Not A Priority. Some professors indicated that recruitment was not a priority on the departmental level and others stated that it was. But yet, those that stated that it was a priority pointed out that recruitment efforts were inhibited by the time needed to perform other tasks. One professor stated, "That's something that's expected [recruitment]...it almost gets to be in a punitive sense...punitive in the sense of time-wise." The majority of the teachers interviewed agreed with this line of thought. It was stated, "I think it's a lack of judgment as to what are the important things." It was also an opinion of the majority of professors that too much emphasis was placed on publishing and research. Publishing and research were also described as activities that were rewarded; recruitment was not.

Lack of Role Models. In speaking of the absence of

African American role models in teaching positions in the department, a professor described the recruitment efforts of an African American teacher who resigned because tenure was denied. The professor stated,

> Well, I think it's also difficult to recruit African American teacher educators as role models. We had one in the department. The person was denied tenure last year and left. And, I think that hurt, you know - [the teacher] was an excellent, outstanding role model for students - recruited heavily to our program and served as a wonderful example to students of a successful individual.

Lack of Support by Administrators and Other Teachers. It was also stated that there was a lack of support of vocational education by many [university] administrators and teachers. It was stated,

> ....administrators tend to provide 'lip service', but when it comes to supporting it, they're not there at all. Absolutely not there at all. It's the bottom line....one of the professors in another course that all students took who were in education...was shooting off and [said] "well, there's a hierarchy in education and there are the scientists and so forth up here and then there's the engineering group over here and then you have the vocational people down here"....We have a lot of funny ideas as to who's more important...some of the most bigoted people that I've ever seen is an intellectual bigot....We had a secretary of education...[whose] perception of vocational education was bottom rung.

Other Problems with Recruitment. The vocational teacher educators also identified many of the same problems that were identified by the administrators and personnel as inhibitors of successful recruitment efforts. Low pay, lack of prestige, lack of opportunities and advancement, other

career opportunities, fierce competition for African Americans by Black and White institutions, higher admission requirements, and negative perceptions about vocational education were identified as inhibitors of successful recruitment efforts. One professor stated that many African Americans have a negative perception about using the hands. The professor stated, "....using your hands...some stigma to that - seeing if they are bright that using your hands is not the way to go." Another professor pointed out, "....vocational education is somehow secondary to general education - that it is a field for those who cannot go into the traditional professions ....more stereotyping as labor or occupationally oriented."

Retention

The vocational teacher educators also boasted of a very good retention rate for African American students. Once again, there was a reminder that students must achieve a 2.5 GPA and also must pass an achievement test to gain admission into the teacher education programs. Therefore, as one professor stated, "The people that we've recruited are fully qualified, fully well-equipped to come here and move right on through our program with no problem whatsoever. The kids are all finishing." Another professor commented, "I cannot think of more than three [only one minority] students in the past year who have not completed the program who have started. And so, I don't think our retention problem

exists. I think it's a normal attrition rate."

The vocational teacher educators were then asked about the lag in the retention rate among African American students when compared to the retention rate of White students in the university as a whole. The vocational teacher educators provided the following as reasons:

- they [African American students] weren't prepared to study (poor study habits);

- a poor math background;

- their communication skills really hurt them....they can talk very well....but, [in] writing and research, they fall down;

- a matter of the opportunities they have had for education - if from inner city might not have had the kind of environment and kind of education necessary to achieve;

- kids coming out of certain schools and certain kind of home environments are not all working to their potential;

- a hesitancy to talk to an instructor for fear of what that might be in the way of developing a record around their potential as a student;

- not wanting to admit having some difficulties - wanting to be strong;

- tend not to speak up in class, a little shier, afraid of appearing foolish;

- perhaps they lack the motivation;

- did not have people giving the right kind of direction or insight;

- in some departments advisement is done by secretaries and not faculty members, therefore, the personal touch is lacking;

- perceptions of people that they can't do so well [for example] a negative view of African American students who are sports participants;

- some of the ways that courses are taught and the unfairness of test questions - specifically statistics;

- the lack of mentor/mentee relationships due to the lack of African American mentors;

- there could be some cultural differences in understanding a value system that is different;

- students in such a large university, need focusing early in their program...not clear if this university provides that kind of experience for incoming students;

- the lack of economic resources; and

- the lack of scholarships/grants.

Chilly Climate. The vocational teacher educators, unlike the majority of the administrators and personnel responsible for recruitment and retention, did not mention a chilly climate as being a reason for problems with retention. In speaking of this lack of acknowledgement within the university in general, one administrator had stated, "There is much denial by non-minorities that conditions [social problems] exist within the departments."

In addition, the much publicized racial incident, whereby a faculty member was forced to resign for telling an African American student that she had two strikes against achieving success and that was because "she was female and Black," occurred in this department. Therefore, the researcher inquired about social problems in order to gain insight from the vocational teacher educators as to their perceptions, as well as experiences in reference to a chilly climate. One professor stated, "As I say, I don't

perceive a problem in the program here. You know non perception of a problem doesn't mean that one doesn't exist, you know."

Only two professors mentioned the recent racial incident that had occurred in the department. One stated,

> I don't think that this [social problems] is an issue even though you've probably read in the papers the situation that we had here last fall. I'm not sure where the truth lies in this situation. I suspect that knowing this individual [who] was involved, is that he made a comment and he, you know, rarely said very much. He supported students a lot more than some of the people in the department or in the university ever - ever did.

The majority of the professors also felt that social problems were not a major issue. A professor commented,

> I would have to say that from my perspective, I believe there is really honest effort on campus not to show any discrimination against minority groups of any type....Sometimes it may even look to some of us like it has gone over-board because when we have a [separate] student newspaper - now how many newspapers do you want to run?....when we are doing the right thing here is not easy to discern. And so, to have a student union and then have a Black student union - I wonder whether Black students here aren't segregating themselves and maybe we're doing them an injustice by tolerating this kind of segregationism that they may be creating. On the other hand, we want to give them an opportunity to identify themselves and feel like they have the privilege to do these things and that they can develop some self-confidence. So, I'm not quite sure when we're right, you know.

Along this same line of thought another professor made this comment about social problems and the question of the

rightfulness of separate activities for African American students, the professor stated,

> I think they have some of their own social clubs although I'd rather see us have just social clubs for people, you know. I mean, but if a person is more comfortable in their own culture, then, I guess, that the opportunity to socialize in one's own culture does exist through a student union.

Infusion of Multi-Cultural Curriculums. The literature indicated that a commitment to address diversity by PWI's is shown by the development and implementation of multi-cultural curriculums. In addressing this issue two of the administrators interviewed did not know how well the departments and/or teachers were progressing in implementing multi-cultural components within the curriculums. It was stated,

> ....we have every year a multi-cultural conference and supposedly we try to infuse the programs. I really don't know the details of the curriculum to know whether we - how well we succeed....a very articulate, bright seeming person - just today was commenting on one department how they didn't have anything that was of use to her in terms of dealing with women or people of color. Whether that's typical, whether - her feelings are representative, I don't know.

Two other interviewees, however, were in agreement with this observation. One stated, "There might be one session out of the whole semester that might be referred to as multi-cultural in the class room."

The views of the development and implementation of

multi-cultural curriculums by the vocational teacher educators were quite positive. Only one professor perceived problems with its infusion, and the following comments were made,

> I think generally speaking there is a willingness among the faculty to create a multi-cultural climate. I think that one of the problems though is there are not instructional materials that highlight achievements of - other than White Anglo Saxon people....I think it's a slow process....I guess if we are five percent of the way with curriculums that are totally multi-cultural in nature that probably another ten years will not bring us much closer than maybe 25%.

Question Three

Research question three was, "How do the vocational administrator and teacher educators perceive their role in the recruitment and retention of African American students?"

Recruitment

All of the vocational teacher educators, except the two T&I professors cited earlier, and the vocational administrator stated that they should have involvement in the recruitment and retention efforts targeted to African American students.

Currently, recruitment and retention efforts are carried out separately by each program area. Even though the vocational administrator and the vocational teacher educators felt that there was not enough time allocated for recruitment in general, or any tangible rewards given, they

felt that it was one of their major obligations, as well as responsibilities. Recruitment was also characterized as "something that is expected."

One professor described the expectations and the rewards associated for recruiting African American students as follows, "Well, it's rewarded...by pleasing the dean and getting him off your back would be one way of saying that."

Another view of an indirect reward for recruitment was shared, the interviewee stated,

> I would be surprised if any place was giving significant weight in performance appraisal for recruitment activities beyond recruiting the best and brightest doctoral students because that will help the graduate faculty member do their thing and perform in the other areas. That's about the only reward. And, you know something is wrong with the whole performance appraisal system when you don't look at issues of recruiting, and...retention.

In addition, most of the professors identified themselves as the most effective recruiter, however several mentioned that African American professors, undergraduate and graduate students would serve as better recruiters because they serve as role models. A team effort that included African American students if African American professors were not available was a suggestion by several interviewees.

Retention

The vocational administrator and teacher educators were in agreement that they all must play an active role in the

retention of African American students. One professor stated,

> Oh, I think that they [faculty] should play an active role because there's two parts to the recruitment of students - it's not just luring them into the program. It's keeping them and making the environment in the program conducive to their students staying and their becoming successful because I believe that once a department accepts the student as a major, they also accept responsibility to help that student succeed.

The professors perceived that their major role in the retention of African American students was to serve as advisors. It was a consensus of opinion that personal advisement allowed for positive interactions between the faculty member and the student. One professor referred to this interaction as a mentee/mentor relationship. The professor also indicated that if there aren't enough African American professors in the institution, it might be more difficult to set up this relationship because they might be hesitant to talk to non-minority faculty about what is really troubling them.

Many professors also felt that it was their duty to have the ability to recognize problems [e.g., financial, academic] that African American students may be encountering, and then provide direction to the university's support systems for assistance. One professor expressed one way of handling academic problems. The instructor stated,

> And, if the problem is only in my class, then I try to find a student or I'll help them find a student who I had in class previous semesters ...and ask them if they'll do some tutoring...to overcome their deficiency....You also try to be a human being to them yourself, and relate to them in a very decent manner.

Another professor provided writing materials to students who were having problems, and one professor assisted students in finding employment if they were having financial difficulties.

Question Four

Research question four was, "How do African American vocational students perceive the minority recruitment and retention efforts of this university, the college of education, and the department of vocational teacher education?"

Recruitment

To identify recruitment strategies and efforts the researcher first asked the students why they selected this institution. It was identified as a very good or an exceptional institution, it was close to home which provided financial advantages, and the fact that students were able to matriculate from the community colleges were the most common reasons given. One student related choice to recruitment efforts initiated by the university. This was a joint effort of collaboration between the high school counselor and engineering department at the university.

The students identified a number of ways as to how

they became familiar with the institution. All but one of the students were residents of the area. Therefore, one had attended social events on campus, another had seen literature in the community in reference to seminars and a campus recruitment program, and another student had a parent employed at the university.

Students felt that recruitment activities targeted to African American students were non-existent and that there weren't any real initiatives that could be found anywhere on campus. Only the student who initially enrolled into the engineering program could identify any recruiting efforts targeted to African American students. The students also indicated that the lack of African American role models had a negative impact on the image of the university and thereby, was seen to inhibit recruitment efforts.

In addition, students believed that vocational teacher education did not command enough money, therefore, it was not seen as an attractive profession to seek out. Another student commented that the lack of support by the county and state de-emphasized the value of vocational education. The student stated,

> Our society looks at vocational education as the end of the road - the lower pole of the totem, you know. And because it's not promoted, because it's not held as being important and valuable, a lot of people [will not seek it out]. A lot of people want big titles that go along with other types of jobs.

Another student had this to say about the field,

> ....the teaching profession is looked upon in a negative way in many ways. The teaching occupation is a real troubled one in my opinion....There's a real need for teachers to be taught how to teach. In a real sense, the university has totally flipped in some ways because it does not approach learning from a positive standpoint....If Blacks do not see vocational, you know teacher education as something having a real positive feature - they're not going to pursue it....there's a real tendency for people to look at it as just a shop degree and you're good at shop and that you really don't know anything about life. You can glue two pieces of wood together and that's about it. And even just for this department, has to realize what it's up against even from that perspective and present the positive sides of the department. There needs to be a real initiative, I think, in this department to market itself.

Retention

It was reported that prior to admission into the university, students who did not score high enough on entrance exams, but showed promise of success, were invited to participate in a six week summer program that assisted students to improve their English, math and study skills. If they were successful in this program, they were admitted into the university and provided assistance throughout their first year. Two of the students who participated in this study were involved in this program of remediation.

Students reported that there were tutoring services, financial assistance such as state scholarships, loans, and work study. Only one student identified the support office for minority students as a place to go for assistance. Almost all of the students identified the student

organization for African American students as a source that provided information about available services on campus, extra curricular activities, a Big Sister/Big Brother Program to help students get adjusted, and study groups.

Students described the channel of information about support services as very poor. One student stated, "We may have services - it's hard to find out about them. I mean you just happen to come across them." Another student stated,

> It's a lot of your own doing, you have to go out and supply things for yourself because the school doesn't sell you - it's like when you get here, it's...go for your own....[but,] the summer remediation program did a lot for me... it helped me to find other financial aid and assistance.

The student continued,

> This is a White university and it's made for White people and the resources are White people. I think that since this is a state school, they have to get a certain amount of Black students here and once they're here, they have to do for themselves.

Another student commented,

> I know that there are some [scholarships] that do come through, yes. I just recently found out about that one - I just out of the clear, blue sky asked which, when I found out, it was really too late to even apply....I have never been encouraged to apply for any [scholarships or grants] the whole [four years] I've been here.

There was another point of view about the channel of information centered around available support services. This student made the following statement about receiving

information on financial assistance.

> Yes, because it's written in the book. It's just a matter of are you going to read it. The financial aid [plan]. It lets you know of all the dates. All the information's right there. It's just a matter of [taking] time and reading it.

However, this same student who qualified for scholarships questioned the lack of information about them. The student stated,

> I look back on that and I should have [applied]. But, it's just a matter of - maybe it was my fault but the availability didn't seem to be there. It wasn't known that, you know, it was available. I didn't know what kind, and it just wasn't brought to my attention.

Another student commented that there was information in the orientation package about only a few common known offerings for financial assistance and that was the Financial Aid Form (FAF) distributed by the College Scholarship Service and one other type of loan which the student applied for and was denied. This student also pointed out that there wasn't anything targeted for African Americans. However, this student had just come in contact with another student in a lab class that informed her about the computerized search system on campus. This student stated,

> Someone just told me in our lab the other day that there is an office where you can go down and for five bucks they'll help you look through ...a computerized system - some kind of financial aid and I am going to look for that because this is expensive for me.

In reference to information about other support services and resources, a student had this to say,

> There aren't a lot of activities offered on this campus for Blacks like tutorial programs. Or the Blacks just don't know where to find them and in that case, they tend to try to do things on their own and it doesn't work because it's like the blind leading the blind - they can't help themselves and they feel this is too hard and I can do something else and they just give up. The resources here to help us, in this university, are not too good. They don't have a lot for us.

College/Classroom Climate

The students also had a lot to share about the college/classroom climate that they felt impacted on their experiences at the university. There were some positive and negative observations and experiences in relation to advisor and student-teacher interactions. These observations and experiences were centered around academic advising and assistance from teachers, as well as feelings and experiences of bias and prejudice.

Advising/Teaching. Two students described academic advising and assistance, within the department as very good, others described it as just okay, to very poor or as one student put it, "I've never felt - I can truly say, that anything has been done over the call of duty to keep me here." As far as advising as to what classes to take one student described it as a "dead end." The student said,

> You might as well take out your book yourself and figure out what you have to take....before you go in, and say look this is - and they'll

> say like okay [and] just stamp it....it's like he doesn't care....students can be going through the whole school year and not taking the right classes....In the classroom, they help you. I mean if you have questions, they answer your questions. But, as far as advising for classes - I don't think any department up here really does a good job.

Another student had a very similar observation, the student stated,

> Advising needs to improve....in some ways, the advisors are still not aware, on the whole university level...what the needs of students are....For a student who does not have strong study habits, the counselor should be able to say, "hey, look here's a class. There are classes on campus that you can take to improve your study habits and...be able to get an A, which will help your GPA....and help prepare you for your courses." But, I've never heard a teacher or a counselor, advisor - anywhere - in [other departments] or even here suggest that.

This student also pointed out that advisors will allow students to take a series of very difficult classes within the same semester without any discernment as to what problems students may be encountering. The student pointed out that there is no direction given from advisors to students that they should take a more balanced course load that would allow for better chances of success if the student may encounter problems.

The advisor also served as teacher to many of these students. And the role that this person was described in many times, took on different characteristics. For example, one student spoke of two different people in this comment,

> My advising is very well. They look in my

> transcripts. They see what I'm doing - what I've done [wrong]. They help me try to correct it - advise. My teachers - they can say so much...they do give you some help in what you should know when coming towards a test. And, that's about it....Here, if you're like on academic warning and they may know - they're not going to come to you and give you extra help or anything. You should go to them but they don't really care because, you know they're still getting paid [don't have to make the extra effort]. So, whether or not you are there or not, it doesn't matter.

Another student when speaking of reasons for the high attrition rate among African American students in general, spoke very highly of a person who served as his advisor and teacher in the department. The student stated, "I talk to him and he makes me feel good." The student felt that most of the teachers, but not all within the department were pretty good and seemed as though they cared. The student also pointed out that if there were more people like this advisor/teacher then students would have better experiences, but there were a lot that didn't care within the university setting. The student commented,

> You don't know of anywhere to go to get some comfort or get some questions answered. I mean you just sit here and you look around and it's like I have a question - I feel like I want to leave or I'm in trouble - where do I go? I just want to talk to somebody. I think the White students have a lot of people who have gone there before - maybe they can collaborate with them or those people can send them to like a Dr._____[his advisor/teacher] and say go talk to him - he'll help you out. The [Black] students have not too many people to talk to.

A student that had a African American advisor, spoke of

her experiences as follows, "My old advisor was Black and she understood - she just gave me so much inspiration to do things, whereas, I now have a White advisor and I can see the difference."

Chilly Climate. All students expressed concern about a chilly climate that was either felt, experienced, observed, and/or heard about on the campus, in the college and/or within the department. The following were expressions from several students on this topic:

> Student 1 - I feel [that] Black students have always had to do more. Blacks, it seems to me, will always have to work more than an average White student. Knowing this campus, they make it so you can see that, and you can see the difference in the class where a White student can get away with doing something where the Black student, if they did that, they would get into more trouble.
>
> Student 2 - On the whole, in the college of education, I think the professors that you work with there tend to pull for the White students more than they do for the Black students. I experienced some racial overtones twice and I have a case that I have been working on since last summer within the college. I reported it. I've written it up and I've threatened to take it further.
>
> Student 3 - I've experienced racism in the form where I could just feel it. I can't go somewhere and have it stand up in court but I know that I am not getting the warm feeling that I get when maybe my White friend that comes behind me and he says, "Hi, how are you doing, sit down." Whereas, when I come in, it's, "May I help you? Do you need anything? Well, I did this and this. Okay, well, I'll get back to you." That type of thing. This [teacher] was outside of the department - [there was] maybe one teacher in the department that was like that....That's not indicative of the whole department.

Multi-Cultural Curriculum. As mentioned earlier, the literature stated that a commitment to diversity is demonstrated through the establishment of multi-cultural curriculums. The students could not identify the infusion of contributions and achievements of African Americans or any other minorities in their curriculums, except in music. In reference to the music curriculum, the student stated,

> Let's see. Let me think of what I've had so far here. Only my music class so far - yeah, that's the only class....I guess we kind of come through [in music]. Even Beethoven, you know, they mention was allegedly Black.

Another student commented,

> I'm thinking because I can't remember any right now so I guess that's definitely something that does not happen a lot on a regular basis.... Occasionally, when they've had a Black student in class who has performed well and has gone on to be a success - that is mentioned. But, not much from a historical basis of contributions of Blacks.

Students, however, identified an Afro-American studies class that has been offered on campus, and they continued to emphasize the absence of African American role models, which they felt were very necessary and important for African American students to experience success in the university environment.

The Students' Role in Retention

Students also recognized that they themselves played a significant role and were responsible to a great extent for their own successes or failures. The following statements

were made by students:

Student 1 - There are problems with racism here. Black people sometimes use it as an excuse when sometimes it's not. We have our problems, but I think that's just part of what you're doing here anyway. The student continued, [Sometimes] it's just all in the way someone perceived it.

Student 2 - It is a lot to be away from home and away from support groups and if you've never had the discipline to develop good study habits.... But, the commonality is the drive that you want to succeed and if you're kind of wavering on party lights and the other and you don't have someone saying, Johnny, get your homework done or some significant person that's helping you to remember that this is what you're here for, then, that probably contributes to that [failure].

Student 3 - When I first got here, one of the teachers said that one out of every two university people who start here at the university never finish. And, they said, three out of every four are Blacks who never finish. Everybody's eyes are on [Blacks] and I think it is very difficult for Blacks to finish here. I think the two reasons are social and financial. I think there are probably a lot of Blacks who would make it despite the hardships socially, but not being able to adjust very well to being the only Black in class [is a factor].

Student 4 - This is a difficult school to get good grades in for me. And, if you are able to perform well here, you can perform well [anywhere]. [Sometimes] Black students have other things to do. It's a matter of setting priorities. Some of them don't. They want to party all the time...and then when the times come [testing] it's not there. Then, they always wonder why? They want to blame it on the White man. And, you know that's not right. Some, to me always blame it as a racist school. I think that if you put your mind to it, you can achieve what you want here....White students are more serious....Because that's how they were brought up - their families and things like that.

Suggestions by All Participants in the Study for the Improvement of Recruitment and Retention Efforts Targeted to African American Students

A final question asked of all participants in the study was how recruitment and retention efforts targeted to African American students could be improved. Two major areas were explored, (1) education and training, (2) evaluation, rewards and incentives, as well as other means that were identified by the participants themselves. The following were the responses and suggestions provided by the administrators and personnel responsible for recruitment, the vocational teacher educators, and the vocational students.

Administrators and Personnel

Education and Training

All of the administrators felt that there was a dire need to address issues and problems related to diversity. However, some were not sure about what means would really work or be effective. One administrator made this statement about training,

> The trouble is a lot of times I'm slightly skeptical of training....It's just often you preach to the converted - rather to the well meaning who can learn. The well meaning, we all could learn - every single one of us in terms of how we deal with people better and people with different backgrounds...the well meaning, you know, I think the training will really help. The people who - it's not necessarily that they'll ill meaning, but who either don't see it as a problem, or are very defensive, or are ill meaning, which is very, very small. It's really hard to reach

> them in training....It's hard to change views of a lifetime - patterns of behavior of a lifetime and it's also hard to even realize you're doing it....[But,] I think it's really [training] useful for everybody.

Another administrator stated,

> People need sensitivity training - I don't know if you want to call it that - sensitivity to all, not just African American students but to everything in terms of fairness of equality....I think that all faculty needs to have some sensitizing experiences so that they are aware of it. People sometimes don't realize that they offend with things whether it be an ethnic joke or whatever. People need to be sensitized and I really don't know the best way to do that. You need to be cautious. The university has a statement on classroom climate.

Another interviewee expressed hopelessness in attempting to use education and/or training to address these problems. This interviewee indicated that non-minorities cannot be sensitized through education and training because their "intelligence is insulted" when they are confronted with social issues and problems that relate to African Americans. It was also pointed out that when ever social problems and issues are brought up to non-minorities, they tend to view these issues and problems from a political and administrative standpoint, rather than from a philosophical or academic standpoint. The interviewee gave an example of an equity workshop that was held last year. The interviewee stated,

> This equity workshop missed the target. Non-minorities needed to know that this was a dejure' segregated institution. They don't understand why it must be desegregated. They

> don't understand the difference between desegregation and integration.

A recommendation to establish in each college and major an ethnic diversity/prejudice reduction/racial sensitivity series was also a suggestion stated in the comprehensive study that was requested by the president of the university last year. The report recommended the following:

> These would include workshops and seminars to further educate the instructional staff and supervisors concerning the issue of a chilly climate in the classroom and work environment. It is also expected that the Office of Human Relations will continue to provide workshops concerning these issues.

Awards/Incentives for Recruitment and Retention

It was reported that there were not any rewards and/or incentives provided for recruitment and retention efforts. Faculty were evaluated and rewarded for teaching, research and service, and this did not include recruitment and retention. One administrator commented,

> ....something is wrong with the whole performance appraisal system when you don't look at issues of recruiting and, at the same time, retention of students in performance appraisal....But, we're going to have to develop a major recruitment effort because our class sizes are small and we're going to quickly come under fire, in my opinion...if we don't get actively get involved in the recruitment of students.

In addition, there was another recommendation from the comprehensive study for the establishment of specific accountability measures at the college level for the retention and graduation of African American students. The

administrators and personnel responsible for minority recruitment and retention also suggested that there should be more time and resources allocated to these efforts.

Recommendations for the infusion of a multi-cultural curriculum were also deemed necessary to address diversity. This suggestion came from several interviewees and it was also a recommendation in the comprehensive study. It was stated in the recommendation that the university must,

> Provide an intensive summer program to integrate content on minorities throughout the curriculum, much on the order of the _____ Report initiatives. The...report has argued convincingly that the typical college curriculum is grounded in a world-view that is primarily reflective of male Western European thought and values.

Vocational Teacher Educators

Education and Training

The majority of the professors felt that there was a need for education and training in reference to social problems that centered around diversity. One professor stated,

> Oh, I think it is needed - to be sensitive to the needs and issues. I think that if you don't sensitize people, there's a tendency to forget. So, I don't think you have to wait for an issue to come up. It's a total mistake. ....It should be a part of our department's concerns as a teacher education based program to keep itself aware....I think we constantly need to be careful because teachers impact more on the lives and futures of students by what they say than virtually any other group. And, you can make a comment inadvertently that can seriously hurt a student.

However, two professors felt that education/training

would not be beneficial due to the inability to change ingrained beliefs and values. A professor explained it in this manner,

> You know, racism, we don't eradicate it through training, I don't think. It's not a matter of training as much as it's an attitude - a value, a perception. It's a bias which I think they're dealing with a lot. We're almost addressing a subject that's offending - something like religion. You don't change religious convictions through training easily.

The professor also pointed out that social problems must be addressed by the establishment of a positive climate. It was stated that this climate must be initiated by the leadership within the university, "from the top level" and then "things line up that way." The professor stated, "....it is a perception of the leadership probably and what they're trying to do [about diversity]. And, to me, that's probably the better way to address it. I wouldn't address it through courses and that kind of thing. No."

Awards/Incentives for Recruitment and Retention

When asked whether recruitment and retention should be rewarded and/or tied to their performance evaluations, there was an affirmation of both suggestions. One professor stated,

> Yes, if it were that [part of evaluation], yes. I have to complete faculty development - the review process for activities throughout the year and if faculty spend a great deal of time at that recruitment activity, yes, it should indeed be considered as a basis for the reward system.

Another professor stated that recruitment was done "for the fun of it," and if he was paid extra for it, he stated, "I would love the pay."

> Personally, I have been involved in all kinds of services so that I think that would be a positive step to say that not only is teaching, research and service is important, but that that kind of service is crucial and therefore, there is a reward for it. The general rewards have been 60% for research and somewhere between 20 each for teaching and service.

stated another professor.

As stated earlier, many of the vocational teacher educators felt that recruitment and retention in general, was not a priority within the department due to the emphasis on research and publication. One professor felt that before any progress could be made, there must be changes in the university's commitment to teaching. The professor stated,

> Well, I think the university has to reaffirm its commitment to teaching and to teacher education. This is a department within the college of education and I believe that the college has to grapple with the issue of where does teaching have a priority within the college?

Other suggestions for the improvement of recruitment and retention efforts were the commitment of time and resources to establish a committee and a plan for recruitment. A need for a real formal organization that would really address and develop some strategies, and then actually implement these plans, were suggestions by a couple of professors. One professor commented, "Having the opportunity to really discuss what it is that we need to

know and understand better ourselves in order to reach this population....is one of the problems."

Vocational Students

The vocational students had numerous suggestions for the improvement of recruitment and retention efforts targeted to African American students. One student started with this comment about the role of the university. "I would say probably from a student aspect, to make it [the university] more student oriented instead of research oriented."

Recruitment

Several students suggested that recruitment efforts by the university should begin in the public school systems, perhaps even at the elementary school level. It was stated that students need focusing at a very early age because by the time they reach high school their minds have already been made up as to a career choice. One student stated,

> ....build yourself a program from the elementary level on up - that way, you know the students at that level will begin to get a feel for the [field] ...and it's programmed into their thoughts all the way through - "This is something in college you can look forward to."

Along this same line of thought another student pointed out the need to target lower class Black schools. The student commented,

> I would just say go out to the Black schools... personally talk to them, because when I was going to school, I didn't know anything about college or anything. I mean, the upper class

> schools and middle class schools, they know. ...and even if they didn't know, their parents knew about it...they'd get the information from their parents....So, I would just say go out to maybe the lower class Black schools... and just talk to them - see how they feel about it.

Students also suggested that the department should advertise and market itself more even on campus. It was suggested that the campus newspapers could be used as a tool to invite students to meetings in the department that would provide information about it's offerings as well as its mission. This student commented, "I still don't know exactly what they do in the education department and I mean, I'm a part of it somehow, you know." School fairs, literature, need based scholarships, grants and visitations twice a year in the public schools were other suggestions for improvement.

Retention

Students often commented that after the university recruits and enrolls the student, it does not do much to help the student to be successful. One student put it this way,

> ....they talk to you when you're in high school but when you get here, they shouldn't forget about you, you know. They got you here, and now they've got your money. "Let's go get some new people" [they say]. They shouldn't do that. They should still remember who they brought in.

Another student commented on the need for the university to make its support unit more productive and visible. This student commented,

> The [support unit] office, strengthen it. See that these people are available and visible at orientations when students come in, as well as those are the types of people who should go out when they are actually doing recruitment at high schools and so forth because I really didn't know about that office. And, you know, it may have been in my material but somehow it just went right by me....If you heighten that office, heighten its visibility, then strengthen its outreach program so that students will know it does exist and know that they are free to come and partake of its services, then perhaps, they can once again, strengthen the studies and the discipline and the things the students need.

Students indicated that advising definitely needed improvement. It was stated, "I think in some ways, the advisors are still not aware of what the needs of students are when they come in." The student pointed out that students needed to have information as to where to go to improve their study habits, for example, or how to balance their course load to increase their GPA. Another student stated that African American students should be encouraged to study more and not just socialize. The student stated, "We need to socialize together which is good and necessary. [But,] I think Blacks should be encouraged to study <u>together</u> more....And that would help retention."

It was also suggested that non-minority faculty members as well as the president, vice president, or chancellor, should serve as mentors to African American students, the student believed that this would be a challenge for African American students. Another student stated that non-minority teachers should attend special events and programs put on by

African Americans on campus. The student stated, "....teachers should come in and help the Black students more. And just go to some of our events and see how things are with Blacks and how we do things."

The need for the development of a multi-cultural curriculum was also a concern of the students. It was indicated that the university and the department needs to provide courses that pertain to minorities. The student commented, "Nothing has any flavor about minorities, period."

Education and Training. The majority of the students believed that there was a need for some type of education and/or training for university administrators, personnel, and faculty about diversity. The following was an observation from one student,

> I think that the professors need to get a feel for what minority culture is really about. I don't mean the culture that they see on TV or the culture that they think exists. I don't think they really know what the student is about - what the Black family is about, other than the negative identifications that they see on TV. And until some avenue is developed where they can interact on the same level, professional and academically - I don't think, we'll ever get there.

Only one student felt apprehensive about education and/or training to address problems associated with diversity, the student stated,

> There are probably some things that can be done, but to do it to the university as a whole - I'm kind of apprehensive about it.

> I think initiatives by a department makes sense. Even then, I think it's not going to make much difference. If each instructor was able to be approached and was asked, "Do you understand what the needs are?" And of course doing that is like almost impossible....[Evaluation] that might work. In a sense that sounds like a good idea.

Awards/Incentives for Recruitment and Retention. The students felt that recruitment and retention efforts targeted to African American students should be rewarded. Students suggested that incentives, as well as extra pay, and/or salary increases should be considered. However, another student spoke of an indirect reward that should be a motivator to recruit African American students. The student pointed out that successful recruitment and retention efforts would make the department look better, The student stated,

> If you give more students a better opportunity and a better education, that's going to reflect on the department, and therefore, when a student sends out a resume, the [employer] is going to say, "You know, their department really has it together." So, it could reflect back on them and get back to the university - the big university administrators [and that's] some type of reward.

From a broader perspective, a student expressed this view about the importance of improvement in the recruitment and retention of African American students into vocational teacher education, and the questionable consequences as to what the lack of participation in the profession might mean. The student commented,

> I just wish more people would look at teaching as a positive thing and what it could do for our Black community, because I don't even know where this generation is going - the younger kids.

Chapter Summary

Involvement in the recruitment and retention of African American students was evident at all three levels within the institutional setting. However, the vocational students felt that targeted recruitment efforts were non-existent. Some vocational teacher educators also indicated that many recruitment efforts had been discontinued due to the lack of time available and the increased emphasis that was placed on research and publication.

A wide variety of recruitment and retention initiatives were identified. However, there was no direct linkage and/or coordination of these efforts among the three levels.

At the university level, results of successful recruitment initiatives have yielded increases in the number and percentage of African American undergraduate students over the past 11 years. However, retention initiatives do not reveal any significant measure of success at this level. The retention and graduation rates of African American students lag far behind the retention and graduation rates of White students.

At the college of education level there has been a continuous decline in the percentage of enrollments of undergraduate African American students, and a continuous

decline in the retention rate of these students. However, interviewees from the department of vocational education boasted of a high share of the college of education's percentage of enrollment of African American students, and the attrition/retention rates were described as normal.

Problems in the development and implementation of more effective recruitment and retention efforts targeted to African American students were centered around a broad range of factors. Several factors such as a lack of commitment, time, financial and human resources, the absence of African American role models, and an imbalance in time spent on research and publishing were repeated responses from the majority of the interviewees. Other factors not directly related to the institution's efforts included low pay, low prestige/status, other career routes, fierce competition among Black and White institutions, as well as the excellence reports of the 1980s.

A chilly climate was also identified by all administrators and personnel responsible for recruitment and retention and by the vocational students. However, the vocational teacher educators did not perceive a chilly climate as being a major factor related to problems of retention. The vocational teacher educators identified other factors which were also identified by the administrators and personnel responsible for recruitment and retention, as well as the vocational students. These

factors included a disadvantaged educational back ground, the lack of financial resources, the absence of African American role models and poor study habits, as problems related to the poor retention and graduation rates of African American students.

All but two of the vocational teacher educators, and the vocational administrator believed that they should have involvement in the recruitment and retention efforts targeted to African American students. However, the lack of time available for carrying out recruitment initiatives was perceived as a major hindrance to realizing greater success.

Their perceived role in retention initiatives targeted toward African American students was that of advisor. African American students also described this as one of the roles of the teacher. However, the students reported that their role should extend beyond that of just advisor. Students indicated that they needed more direction, academic support, as well as positive student-teacher interactions from their vocational teachers.

Suggestions for the improvement of the recruitment and retention efforts targeted toward African American students were provided by all participants. The most common suggestions were the development of a more systematized approach, a better system of communication about support services, the employment of more African American faculty and early identification of prospective students in the

public school systems. It was also suggested that the recruitment and retention efforts should be a part of the performance evaluation system with rewards and incentives for successful efforts.

Other suggestions included the development and implementation of multi-cultural curriculums, and education and training centered around issues and problems related to the diverse characteristics and needs of African American students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The literature on the recruitment and retention of African American students into vocational teacher education indicated that there was a need for institutions of higher education to take a more serious look at these efforts (Pratzner, 1987). This admonition was due to the continuous decline of African Americans in the teaching force, and the increasing number of minority students in the classrooms of the nation's public schools. The literature has stated that this lack of representation in the teaching force will have a negative impact on the success of all children in the nation's public schools (Carnegie Forum on Education and the Economy, 1986).

Therefore, the purpose of this study was to examine and describe the recruitment and retention process of a comprehensive vocational teacher education program in a predominantly White institution (PWI) directed toward African American students. The information gleaned from this study provided insight into some of the problems inherent with the recruitment and retention process of this selected institution.

A qualitative case study design was used as the approach to this study. In-depth, open-ended interviews and document analysis were used as methods of collecting

information and data from the selected university. A total of twenty-one administrators and personnel responsible for recruitment and retention, vocational teacher educators, and African American vocational students participated in this study.

This chapter presents a summary of the findings and conclusions reached after examination of the data and information for the four research questions that guided the study. Recommendations based on the conclusions and findings are also suggested for implementation and/or for additional research.

Summary of the Findings, Conclusions and Recommendations

Question One

Research question one was, "How is the university, the college of education, and the department of vocational teacher education involved in the recruitment and retention of African American students?"

Findings

At the university level several programs and tools have been developed that target African American students. There is a brochure, a personalized letter, scholarships, campus visits and tours, as well as visits to high schools.

The university has established an intensive development program and a support unit that assist in the retention of African American students. These efforts provide services that assist minority students with academic, social,

cultural, and interpersonal problems. Other offices, such as the human relations office, implement programs to assist students to cope successfully with a multi-cultural campus.

The college of education has collaborated with school districts to assist in the recruitment of African American students. Students have been invited on tours of the campus and have been encouraged to talk with other students in the college.

A pre-professional society comprised of undergraduate students was just established in the college of education this year to assist in the recruitment and retention efforts of African American students. In addition, pre-majors who have not obtained the required GPA for admission in the college receive assistance in meeting these requirements from an advisor/mentor.

Personnel within the college of education who were responsible for recruitment and retention reported that there was very little financial and human resources available to carry out recruitment and retention initiatives effectively. It was reported that there was one graduate assistant who worked only 10 hours on these initiatives at the college level.

Within the department of vocational teacher education, recruitment and retention was conducted separately by each program area and each of the five individual program areas reported a variety of activities. Some of the activities

included tours, visits to high schools, as well as a network with the community colleges. However, there were dated brochures promoting some of the program areas. These brochures detailed the programs' offerings and showed pictures of African American and White students in the class room setting. In addition, several faculty members indicated that open-houses and promotion of the departmental programs to youth organizations had ceased.

Retention efforts were also described as an individual task by each faculty member. These efforts consisted of advising, counseling, and referrals to the university's support units.

Conclusions

A broad array of recruitment and retention initiatives targeted toward African American students were identifiable at the university level. However, at the college of education and department of vocational teacher education levels similar initiatives were not found. It can be concluded that this was due to the imbalance in time allocated between recruitment and retention initiatives and research and publication. In addition, without financial and human resources little can be accomplished to carry out recruitment activities and retention initiatives effectively.

In addition, within the department of vocational

teacher education, recruitment and retention was addressed separately within each department. There was not a coordinated effort within the department.

Recommendations

Based on these conclusions and findings the following recommendations are offered:

1. Allocate sufficient financial and human resources to the recruitment and retention efforts of African American students.

2. Develop written plans with established time-lines, measurable goals and objectives that outline recruitment and retention initiatives at each level.

3. Promote and market vocational teacher education inside and outside of the university community to recruit, as well as to enhance its image. Use community and college media, develop informational packages for distribution, create updated brochures and bulletin boards.

4. Provide more financial and human resources at the college and departmental levels for the establishment of scholarships and new outreach programs to begin in the elementary through secondary schools to attract students into teacher education at an early age, and provide support for the existing programs and efforts.

Question Two

Research question two was, "How do the administrators and personnel responsible for recruitment and retention, and

the vocational teacher educators describe the effectiveness of current recruitment and retention efforts targeted to African American students?"

Findings

The university has reported continuous success in the recruitment of undergraduate African American students. In the Fall of 1989, 15% of the university's entering freshmen were African American.

However, the retention and graduation rates of African American students at the university level lagged far behind the retention and graduation rates of White students. The current five year graduation rate for African American students was 28% in comparison to 49% for White students. There was a consensus of opinion among the administrators and personnel responsible for recruitment and retention that a chilly climate was a major factor in the lag of the retention and graduation rate of African American students when compared to the retention rate of White students.

In the college of education there has been a decline in the percentage of enrollments of undergraduate African American students. In addition, from 1983 to 1988 retention reports also showed that retention rates of African American undergraduate students have been on a steady decline within the college of education. Several factors such as a lack of commitment, resources, funds, the lack of role models, a lack of a more systematized approach, as well as a chilly

climate were identified as inhibitors to successful minority recruitment and retention efforts.

Within the department of vocational teacher education, the teachers boasted of a high share of the college of education's percentage of African American students. Therefore, it was reported that the department as a whole had been very successful with their recruitment efforts. The business education program reported the highest percentage of African American enrollments within the department. Enrollments ranged from 0.01% in home economics education to 30% in business education.

However, problems in the development and implementation of more effective recruitment efforts were also recognized by the vocational teacher educators. A lack of time available to recruit due to the emphasis placed on research and publication within the department was expressed as a major problem by the majority of the faculty. Due to this lack of time, many of the recruitment efforts that were performed in the past have been discontinued.

All of the interviewees pointed out that many African American students opt for other professions because vocational teacher education is not financially rewarding and a negative image still exists about vocational education among many African Americans. Teaching was also viewed as less prestigious than other professions and it was indicated that the reports that resulted from the excellence movement

in the 1980s only negatively impacted teaching since these reports questioned the quality of the nation's educational delivery systems.

The vocational teacher educators also boasted of a very good retention rate for African American students enrolled within the department. They felt that there was a normal attrition rate. It was stated that the students were successful because they were "very well equipped." They had successfully met the minimum 2.5 GPA for admission and had passed an achievement test.

Conclusions

It was concluded that one of the major problems with this university's recruitment and retention efforts was a lack of a comprehensive and systematized process that included the coordination of efforts at each level, the university, college and departmental levels. Hossler (1986) described this lack of coordination and support as 'loose coupling' because there was no sound linkage among these levels.

In addition, interviewees from all groups of participants indicated that recruitment and retention was not a major priority within the institutional setting, but research and publication were. At the departmental level it was also indicated that within the past two to three years there had been a decrease in the number of recruitment efforts and activities performed. It was reported that this

decrease was due to the increase in time spent on research and publication.

There was also much evidence that a chilly climate was a major factor that contributed to the poor retention and graduation rates among African American students even though, it was not identified as a factor by the vocational teacher educators. The findings from the university's comprehensive study conducted last year supports this observation. The administrators and personnel responsible for the recruitment and retention efforts, as well as the vocational students who participated in this study also identified a chilly climate as an impediment to successful retention efforts.

Recommendations

Based on the conclusions and findings the following recommendations are offered:

1. Develop a systematized approach by establishing a committee made up of individuals from all levels within the institutional setting. These individuals will represent all offices/departments that play a direct or an indirect role in these efforts. For example, the admissions office could connect with the office of institutional research to provide statistics on trends in the enrollment and graduation rates of students, as well as information about the financial status of students. This information could assist the committee in developing plans and programs that would allow

for the planning of more productive recruitment and retention efforts.

2. Create a balance among the three elements of the mission which is research, service, and teaching at all levels.

3. View the recruitment and retention efforts targeted to African American students by administrators and faculty as a major part of service with rewards and incentives.

4. Recruit more African American faculty and administrators who can serve as role models and mentors.

5. Establish a program whereby, non-minority administrators and faculty can serve as mentors to African American students, as well.

6. Provide required and continuous sessions on issues and problems related to diversity through education/training and/or inservice to all employees, as well as students within the institutional setting.

Question Three

Research question three was, "How do the vocational administrator and teacher educators perceive their role in the recruitment and retention of African American students?"

Findings

All of the vocational teacher educators and the administrator believed that they should have involvement in the recruitment and retention efforts targeted to African American students. Only the two Trade and Industrial

Recommendations

Based on the conclusions and findings the following recommendations are offered:

1. Allocate time for more positive faculty-student interactions beyond advising. Assist students with academic problems and problems related to adjusting to the campus environment.

2. Allocate more time to recruitment and retention efforts.

3. View the recruitment and retention efforts targeted to African American students by administrators and faculty as a major part of service with rewards and incentives.

Question Four

Research question four was, "How do African American vocational students perceive the minority recruitment and retention efforts of the university, the college of education, and the department of vocational teacher education?"

Findings

The students described recruitment efforts targeted to African American students as almost non-existent, except in the department of engineering. It was a consensus of opinion that early contact with African American students, perhaps starting in elementary school systems was necessary to achieve any measure of success.

Recommendations

Based on these conclusions and findings, the following recommendations are offered.

1. Create more effective channels of communication for the dissemination of information to African American students so they will recognize and use the available support services already established on campus.

2. Establish a university committee, structured plans with time-lines, goals and objectives for the infusion of multi-cultural curriculums within each college and department. Even though the majority of the teachers felt that this need was being addressed, all students, as well as personnel responsible for recruitment and retention reported neglect in this area. One student stated, "Nothing has any flavor about minorities, period."

3. Provide required and continuous sessions on issues and problems related to diversity through education/training and/or inservice to all employees, as well as students.

4. Provide sensitivity training. Sensitivity training is also another means to address problems with racism and bias that is now being used in a variety of work settings. One format of this training allows individuals to assess unconscious biases and prejudices. These sessions are conducted by highly trained individuals who through questioning and role-playing assist participants to develop an awareness of any hidden element of bias, prejudice, and

or racism that might unknowingly be a part of them and/or practiced.

5. Planned forums that allow for the discussion and interchange between African American and non-minority faculty, staff and students are also recommended to enhance communication and understanding about misperceptions and/or myths that may be associated with issues and problems related to cultural diversity.

6. Provide students with the opportunity to study methods of improving communication with non-minority faculty members.

The results of this study provided insight into some of the problems inherent with the minority recruitment and retention process of this selected institution. Findings suggested that the institution must develop a more comprehensive and systematic approach to the recruitment and retention efforts of African American students into vocational teacher education. This approach should address issues and problems related to diversity and it must show commitment through the allocation of more resources and time to these efforts. Other implications of the study suggested early identification of students in the public school systems who could serve as future teachers, the development of more effective channels of communication that provide information about support services, and more efforts to

promote and market vocational teacher education. In addition, this study should be replicated in other PWI's to verify the results and conclusions found in this study.

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APPENDIX A

THE UNIVERSITY COUNCIL

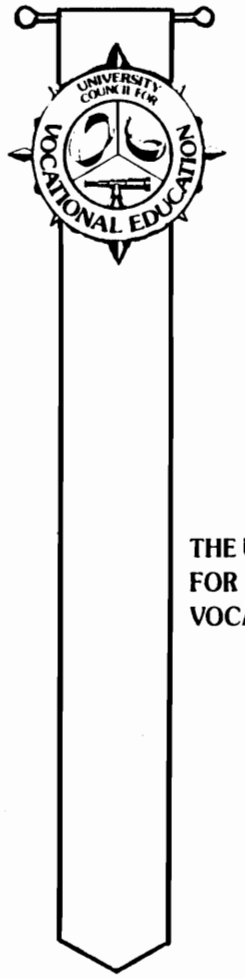
FOR

VOCATIONAL EDUCATION

BROCHURE

INSTITUTIONAL MEMBERS

Auburn University
Colorado State University
North Carolina State University
Ohio State University
Oklahoma State University
Oregon State University
Rutgers University
Southern Illinois University
University of Arkansas
University of Connecticut
University of Georgia
University of Idaho
University of Illinois at Urbana-Champaign
University of Kentucky
University of Maryland-College Park
University of Minnesota
University of Missouri-Columbia
University of Nebraska-Lincoln
University of Tennessee
University of Wyoming
Virginia Polytechnic Institute and State University
Pennsylvania State University



THE UNIVERSITY COUNCIL
FOR
VOCATIONAL EDUCATION

WHAT IS THE UCVE?

The University Council for Vocational Education is a nonprofit organization representing the nation's leading universities. The Council provides leadership for teaching, research and service initiatives in vocational and technical education.

WHAT IS THE MISSION OF THE UCVE?

The mission of UCVE is to be a recognized force in shaping the future of vocational education through improving the policy and practices of education in the United States toward the betterment of individuals and the larger society.

The purposes are to:

1. provide a forum for surfacing and debating the contemporary issues significant to vocational education,
2. develop positions on emerging trends and issues that have implications for improving the policies and practices of vocational education in the near future,
3. improve the capacity of institutions of higher education to shape the direction of vocational education through teaching, research, and service, and
4. promote an awareness and understanding of the significant issues in vocational education and the University Council's position regarding these issues as well as the capacity of higher education.

HOW IS THE UCVE GOVERNED?

Governance of the Council is vested in a Representative Assembly consisting of one delegate from each member institution. A delegate must be a full-time faculty member engaged in the work of vocational/technical education from the member institution. The Representative Assembly approves the policies and guidelines of the Council including the annual program of activities. The Representative Assembly meets twice annually.

The Board of Trustees is authorized to handle the business of the Council. The Trustees follow the guidelines and criteria included in the by-laws and other guidelines developed at the Representative Assembly meeting of the Council. The Board of Trustees consists of the officers plus two elected Trustees. The officers are: President, Vice President, Secretary and Treasurer. The Representative Assembly elects the officers and the Board of Trustee members.

The governing structure also includes an Executive Committee consisting of the President, Vice-President and Secretary. The Executive Committee conducts business as authorized by the Board of Trustees.

HOW IS THE UCVE FINANCED?

The Council is supported through an annual dues assessment (currently $100) and through voluntary contributions and services, through grants and contracts, and through sales of publications.

WHAT ARE THE MEMBERSHIP CRITERIA FOR THE UCVE?

Membership of the University Council for Vocational Education is limited to universities which meet the following criteria:

- Doctoral Program - The doctoral program in the member university must have produced one or more doctorates in vocational education in the previous three years and in subsequent three year periods. The doctorates must have a major in vocational education as identified by the graduate school of the institution or be in an identified vocational major in an institution that has five or more specialized vocational fields. When five or more doctoral fields are offered, these fields shall operate through some type of coordinating body.
- Size of Staff - The doctoral program shall be staffed with the equivalent of ten or more fulltime staff members with academic teaching rank.
- Related Disciplines - There shall be available the related disciplines necessary to guarantee breadth of the doctoral program.
- Staff/Faculty Research and Development - The faculty in the vocational and technical education has made and continues to make structural and disciplined contributions which are recognized as worthwhile by the field of vocational and technical education.
- Single Location - For the four criteria above, the university's resources shall be assembled on a single, well-established campus.

APPENDIX B

LETTER TO UNIVERSITIES REQUESTING INFORMATION ABOUT MINORITY RECRUITMENT AND RETENTION PLANS

Lillie M. Anderton
114 Hillcrest Hall
Virginia Tech
Blacksburg, VA 24061

Director, Office of Affirmative Action
Equal Employment Opportunity
University of _____
_____, _____ _____

Dear Sir/Madam:

Your institution is being considered as a prospective participate in a research study entitled "The Recruitment and Retention of African American Students in Vocational Teacher Education." However, one criterion for inclusion is that the institution has a written plan on file for minority recruitment and retention.

This study is being conducted in partial fulfillment for the degree of Doctor of Education at Virginia Polytechnic Institute and State University. I would appreciate it if you would return the bottom half of this letter in the self-addressed envelope. This would let me know whether you meet the above stated criterion. If your plan is for public distribution, would you please send me a copy.

Thank you for your time and attention to this effort.

Thank you,

Lillie M. Anderton
Doctoral Candidate

Name of Institution_____

_____Yes, we have a written plan for minority recruitment and retention on file.

_____Yes, I am mailing a copy to you.

_____No, we do not have a written plan for minority recruitment and retention on file.

APPENDIX C

LETTERS TO THE SELECTED INSTITUTION

VIRGINIA TECH

Division of Vocational &
Technical Education

College of Education
Blacksburg, Virginia 24061

January 30, 1990

_____
_____
_____

Dear _____:

I would like to thank you and _____ for granting me the permission to conduct my study at your institution. Once again, as per my telephone conversations with you on January 11 and 17, this study is being conducted in partial fulfillment for the degree of Doctor of Education at Virginia Polytechnic Institute and State University.

The topic for my dissertation is, "The Recruitment and Retention of African American Students in Vocational Teacher Education." I have chosen this topic due to my concern, as a vocational teacher, with the current and projected teacher shortage, the increase in the minority school age population in public schools, and the decline of minority student enrollment in vocational teacher education programs. I feel that an in-depth study of the recruitment and retention efforts, the role of the vocational teacher educators and administrators, as well as the students' perceptions of these efforts would provide valuable insight that would assist in more effective recruitment and retention efforts of African American students in vocational teacher education (Please see the attached "Overview" for more detailed information about the study).

I am also mailing a letter about the study to your vocational teacher educators. I would like to visit with you prior to interviewing the faculty and students. I would like to conduct this study during the weeks of February 12 and 19. Therefore, let me know if we can schedule a meeting the morning of Monday, February 12, 1990. I look forward to meeting you, your faculty and students. Your assistance in this research endeavor is greatly appreciated. Please feel free to telephone me at 703-231-8191 or 703- 232-3588, if you have any questions.

Thank you,

Lillie M. Anderton
Doctoral Candidate

Enclosures

cc:

VIRGINIA TECH

College of Human Resources
Department of Clothing and Textiles

103 Wallace Hall
Blacksburg, Virginia 24061-0410

March 26, 1990

To Whom It May Concern:

I, Gina E. Eubanks have read and reviewed two transcripts from the interviews conducted by Ms. Lillie Anderton for her research study. This letter is written to verify that I am in agreement with the themes and concepts as identified by Ms. Anderton.

Please contact me if any additional information is needed.

Sincerely,

Gina E. Eubanks

Gina E. Eubanks, Ph.D.
Assistant Professor
Virginia Tech

I, _____, will participate in this research study and my time of availability is Feb., _____at _____(am or pm).

I, _____, will not be able to participate in this research study.

APPENDIX D

INTERVIEW GUIDE

Interview Guide

The following are some of the questions and probes that guided the interview sessions with the participants of this study:

Research Questions and Probes:

Question 1. How is the university, the college of education, and the division of vocational teacher education involved in the recruitment and retention of African American students?

Administrators:

- Probe: Is there a planning committee responsible for minority recruitment and retention?
- Probe: How were the members of this committee selected?
- Probe: Is there a written plan that outline the goals and objectives for minority recruitment and retention?
- Probe: What strategies and activities are used to recruit minority students?
- Probe: How are these strategies and activities targeted to African American students?
- Probe: What strategies and activities are used to retain African American students?

Vocational Teacher Educators:

- Probe: What strategies and activities are used to recruit minority students?
- Probe: How are these strategies and activities targeted to African American students?
- Probe: What strategies and activities are used to retain African American students?

Question 2. How do the administrators and personnel responsible for recruitment and retention and the vocational teacher educators describe the effectiveness of current recruitment and retention efforts targeted to African American students?

Administrators and Vocational Teacher Educators:

- Probe: What percentage of the student population is African American?
- Probe: How would you describe the outcomes of your recruitment efforts targeted to African American students?
- Probe: What has proven to be the most effective strategy in recruiting African American students?

Probe: What is your rate of retention of African American students?
Probe: How would you describe the outcomes of your retention efforts targeted to African American students?
Probe: What has proven to be the most effective strategy used in the retention of African American students?
Probe: How are social problems like racism, alienation, and cultural conflict dealt with on campus?
Probe: What factors would you contribute to the lack of participation of African American students in vocational teacher education?
Probe: What type of training is or needs to be offered to ensure that administrators/faculty are sensitive to the needs of African American students?
Probe: What suggestions do you have for improving the recruitment and retention of African American students (i.e., sensitivity workshops, multi-cultural curriculums, system's approach)?

Question 3. How do the vocational administrator and teacher educators perceive their role in the recruitment and retention of African American students?

Administrators and Vocational Teacher Educators:
Probe: Do you think that the recruitment and retention of African American students is a priority here? Explain.
Probe: What role should administrators/faculty play in the recruitment of African American students?
Probe: What is your involvement in recruitment?
Probe: How is one's involvement in minority recruitment and retention efforts rewarded?
Probe: What strategies and/practices should be used to increase faculty involvement in the recruitment and retention efforts of African American students?
Probe: What type of training is or needs to be offered to ensure that administrators/faculty are sensitive to the needs of African American students?
Probe: How would you respond if your involvement in the recruitment and retention efforts of African American students were a part of your evaluation?
Probe: What role should administrators/faculty play in retaining African American students?

Probe: What strategies do you use to aid in the retention of African American students?
Probe: What are the reasons that African American student retention lag behind White student retention?
Probe: What strategies do you use to aid in the retention of African American students?
Probe: What are your expectations of African American students in reference to student performance?
Probe: How do you address the diverse needs and characteristics (i.e., academic, personal) of African American students?

Question 4. How do African American students perceive the recruitment and retention efforts of this university, the college of education and the division of vocational teacher education?

African American Vocational Ed. Students:

Probe: What were your primary reasons for enrolling in and choosing this institution?
Probe: What recruiting strategies did this institution use that assisted you in making this choice (i.e, scholarships, financial aid, etc.)?
Probe: How satisfied are you with the recruiting efforts targeted to African American students?
Probe: Do you think that the recruitment and retention of African American students is a priority here? Explain.
Probe: Who do you feel should have the main responsibility for recruitment in vocational teacher education programs? Why?
Probe: What would you identify as the primary reason(s) for African American students' high attrition rate?
Probe: What are the reasons that African American student retention lag behind White student retention?
Probe: How would you describe your classroom experiences, academic support, and advising provided by your professors?
Probe: How would you describe the effectiveness of the support services offered here?
Probe: How are social problems like racism, alienation, and cultural conflict dealt with on campus?
Probe: What factors would you contribute to the lack of participation of African American students in vocational teacher education?
Probe: What type of training is or needs to be offered to ensure that administrators/faculty are

sensitive to the needs of African American students?

Probe: What suggestions do you have for improving the recruitment and retention of African American students (i.e., sensitivity workshops, multi-cultural curriculums, system's approach)?

APPENDIX E

LETTERS VERIFYING FINDINGS

Alexandria City Public Schools

Employment Training Program

3801 West Braddock Road • Alexandria, Virginia 22302

March 28, 1990

To Whom It May Concern:

I recently received transcripts of interviews conducted by Ms. Lillie Anderton, a doctoral candidate at the Virginia Polytechnical Institute.

I have had the opportunity to review the two transcripts, along with a content analysis of those transcripts. They were presented to me as;

1. Interviewee: Code Name: Don Code Number 15
2. Interviewee: Code Name: Joan Code Number 12

In both cases, I found her analysis of the themes and concepts found in those transcripts to be true, accurate and wholly representative of the actual interviews.

Should you have questions as to my findings, please feel free to contact me.

Sincerely,

Robert H. Dempsey

VIRGINIA TECH

Division of Vocational &
Technical Education

College of Education
Blacksburg, Virginia 24061

January 30, 1990

_____
_____
_____

Dear _____:

Your institution has been selected to participate in a research study of the recruitment and retention of African American students in vocational teacher education. The study has been approved by _____. However, your participation is voluntary.

This study is being conducted in partial fulfillment for the degree of Doctor of Education at Virginia Polytechnic Institute and State University. I have chosen this topic due to my concern, as a vocational teacher, with the current and projected teacher shortage that will have a negative impact within our field. Statistics also show that there is a decline of minority student enrollment in vocational teacher education. It is estimated that by the year 2000, the number of minority students in public schools will make up 40 percent of school enrollments, while the number of minority teachers is expected to decline to less than 7 percent of the teaching force.

Your insight and perceptions of recruitment and retention efforts of African American students within your institution can provide valuable information. I feel that this information will assist and guide institutions of higher education to effectively address problems inherent with the process.

I would like permission to tape-record the interview sessions during the weeks of February 12 and 19. The session will last for approximately 45 minutes. Your responses and comments will be kept confidential, and your name and the name of your institution will not be identified in the dissertation. I will telephone you next week to set up a time and a place convenient for you to hold these interviews. Please fill out the attached form and return it to me in the self-addressed envelope. Feel free to telephone me at 703-231-8191 or 703-232-3588 if you have any questions or concerns. Once again, thank you for your assistance in this most important endeavor.

Thank you

Lillie M. Anderton
Doctoral Candidate

FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Instructional Services

The Donald Lacey Instructional Center
3705 Crest Drive
Annandale, Virginia 22003

March 23, 1990

TO WHOM IT MAY CONCERN

This is a letter of verification that I have reviewed the transcripts of two interviewees, and examined the themes and concepts identified in these transcripts by Ms. Lillie Anderton.

I have concluded that the themes and concepts that Ms. Anderton identified were an accurate representation of the content of the interviewees' transcripts.

Sincerely,

Brenda W. Jones

Brenda W. Jones Ed.D

BWJ:ki

APPENDIX F

GROUPED RESPONSES OF PARTICIPANTS

-THEMES AND CONCEPTS-

GROUPED RESPONSES OF ADMINISTRATORS/PERSONNEL
RESPONSIBLE FOR
RECRUITMENT AND RETENTION EFFORTS OF
AFRICAN AMERICAN STUDENTS

* denotes repeated like responses
Some statements have been paraphrased

A. RECRUITMENT AND RETENTION STRATEGIES AND TOOLS:
- minority achievement project ****
- pre-professional society ****
- pre-professional society brochure ***
- visits to schools ***
- have the schools here, tours ***
- departmental efforts
- the department has done a few things for graduate students
- a technology fair in the dept., but not necessarily targeted to African American students
- comprehensive study conducted to address recruitment and retention **
- brochure from admissions now being revised
- personal letter to students

Support Unit for all Minority Students provides the following: **
- tutoring
- pre-professional workshops
- 3.0 club
- mentoring program
- phonathons
- focus groups
- computer stations
- study lounge

Black Student Organization
- provide orientation to the campus
- refer students to helpful advisors
- organize study groups
- provide extra-curricular activities
- provide a student handbook

B. IDENTIFIED SUCCESSES WITH RECRUITMENT AND RETENTION:
- the university has experienced success in recruiting undergraduate African American students
- [college of education] have met goals in recruiting minority graduate students
- [college of education] an increase in undergraduates - increased in absolute numbers - increased the percentage
- a selective college...it's not just anybody who can get in here - 2.5 GPA
- must pass an achievement test for admission in college

- if you get admitted [college], you're probably going to graduate
- I'll bet it's quite high [retention rate in college]

C. PROBLEMS WITH RECRUITMENT AND RETENTION:

Efforts, Resources, Etc.

- programs are not established **
- program is small - serves only 25 students
- don't know of any particular strategies that are under way
- need more money, time and resources allocated ****
- no resources to develop effective recruitment strategies ***
- first attempt to meet needs
- non-minorities feel that if they have too many programs for Blacks, then they may suffer
- need full time staff for these efforts
- no efforts to recruit from other close jurisdictions that have a heavy concentration of African Americans
- personnel have little support for performing these jobs
- no brochures or materials for the minority achievement project
- resources tend to be focused on graduate students
- undergraduate recruitment efforts - non-existent
- need to create more networks
- need better means of dispensing information
- no plan for recruitment/retention in the department
- the department has done a few things for graduate students
- need minority teachers, role models because the population is changing

Counseling and Advising

- no consistency with advising
- counseling and advising deficient - just a part of the job
- certain counselors give more help **
- students are not learning or being challenged

Chilly Climate

- [minorities] feel isolated
- harsh treatment that's beaded out equally - hits you harder [minorities]
- we have a history...a chilly climate ***
- whatever the treatment is, it's not that positive
- need create ways by which students can feel more a part of, no fostering environment, nurturing- faculty need more information
- don't feel a kinship, a community among Blacks

Non-Minorities Attitudes, Problems, Etc.

- much denial by non-minorities that conditions exists within the departments

- some people in the dept. are not sensitized, particularly in the issues of gender, more so than race
- non-minorities blame problems on innate inabilities of minorities to succeed in academia and this belief is very blatantly spoken out by Whites, but yet Black students come in with the same background as that of Whites
- in the dept. racial incident occurred between a faculty member and student **
- ignorance and bias on campus and there are people who are ignorant and biased
- some things that just can't be said in public classes or professional educators in universities of a class should know better to say certain things
- school/administration is not sensitive **
- non-minorities do not support activities sponsored by and/or related to African Americans
- non-minorities are not educated about minorities
- cannot sensitize non-minorities through education without insulting them or their intelligence
- when addressing problems related to diversity, non-minorities think of political or administrative standpoint, rather than philosophical or academic

Other Interests

- the university is trying to become a research institution, not an institution of higher learning
- faculty are under a lot of pressure [and has] interest in publishing

Perceived Problems With Retention Among African American Students

- economic
- family support
- educational preparation, inter-city schools, disadvantaged education
- culture shock - because it's a different culture than what they grew in and were nurtured in

D. PERCEIVED REASONS FOR LACK OF PARTICIPATION BY AFRICAN AMERICANS IN VOCATIONAL TEACHER EDUCATION:

- I don't know anything about vocational teacher education
- there are other routes **
- [when examining women] other alternatives open to them
- [displacement] due to desegregation **
- lack of role models ****
- people at the top...traditionally White...male
- sense too of not having much power and control
- financial...could make more money elsewhere
- lowly status **
- if I were a talented Black undergraduate...I probably wouldn't be looking at teaching either

- poor image among Blacks - Blacks do not select because it's like riding in the back of the bus

E. MOST EFFECTIVE RECRUITERS:
- people in the programs
- [students] who have graduated
- people who can speak with enthusiasm
- people who can tell it to students like it is
- role models
- a team...shows institutional involvement
- a person in a position of some authority
- team = asst. dean or another faculty member, a graduate or an undergraduate student

F. STATISTICS:
- college of education experienced a drop in new black freshmen between 1985 and the Fall of 1988
- college enrolled the largest number and largest percentage of new Black graduate students in the Fall of 1988
- February 1990 - the college undergraduates = 6.1%; 45
- February 1990 - the college graduates = 9.7%; 136
- 2.5 GPA for admission in College

College of Education Retention and Graduation Rates for Black and White Undergraduate Students - Percentage Enrolled Second Year

- 1984, Whites 80% & Blacks 100%
- 1985, Whites 86% & Blacks 88%
- 1986, Whites 81% & Blacks 82%
- 1987, Whites 83% & Blacks 75%
- 1988, Whites 88% & Blacks 71%

G. EVALUATION AND REWARDS PROVIDED FOR RECRUITMENT AND RETENTION:
- in the dept. faculty are not rewarded for recruiting people have to be productive in terms of research and writing. People get rewarded for that
- in the dept. recruitment and retention are not part of performance evaluation, teaching, research and service are rewarded
- there is an indirect reward for recruiting the best and brightest doctoral students because that will help the graduate faculty member do their thing and perform in other areas
- the reward of feeling you're doing something that's significant and important and it's not institutional
- a financial award, I don't really know or think so directly
- it would be in terms of service - some recognition in terms of pay

- have had course reductions - whether that's happening this very moment I don't know - it has happened in the past
- I can't say for sure whether there is any reward
- [evaluation] it is in a sense - it's a part of service

H. IMPLEMENTATION OF A MULTI-CULTURAL CURRICULUM:
- the undergraduate curriculum is [multi-cultural]
- every year we have a multi-cultural conference
- we try to infuse the programs
- don't know the details...to know how well we succeed **
- person - just today was commenting on one dept. how they didn't have anything of dealing with women or people of color
- one session out of the whole semester might can be referred to as multi-cultural in the classroom
- non-existent
- only speak of Blacks on controversial issues - such as Beethoven was Black?
- have an Afro-American studies class

I. PERCEPTIONS OF THE NEED FOR EDUCATION/TRAINING ON DIVERSITY:
- [need] as much as possible...about all students.
- it's very important
- people need a sensitivity training - sensitivity to all - to everything in terms of fairness and equality
- it is needed because people sometimes don't realize that they offend with things whether it be an ethnic joke or whatever
- slightly skeptical of training....It's just often you preach to the converted - rather preach to the well meaning who can learn...the well meaning, we all could learn - every single one of us in how we deal with people with different backgrounds
- the well meaning the training can really help
- people...who either don't see it as a problem or are very defensive or are ill meaning...[number] is very, very small...hard to reach them in training.
- It's hard to change views of a life time - patterns of behavior of a lifetime
- also sometimes it's hard to know you're doing it [differential treatment]
- [some things done unintentionally - differential treatment, bias, etc.] - certainly not intended to have the impact that they had.
- It's really tricky....But, that also makes you sensitive to all students
- I don't think we have any super formal process here

- cannot sensitize non-minorities through education without insulting them or their intelligence
- when addressing problems related to diversity, non-minorities think of political or administrative standpoint, rather than philosophical or academic
- equity workshops last year missed the target

Efforts Now In Place

- sensitivity series through the office of the president
- human relations office offers several programs
- there is a statement on class room climate

J. SUGGESTIONS FOR THE IMPROVEMENT OF RECRUITMENT AND RETENTION:

Recruitment

- through a more systematized approach
- we're going to have to develop a major recruitment effort because classes are small in the dept.
- through the chairs
- through the equity reps
- have college reps talk at length with the depts. and with appropriate people in the depts.
- get more individual depts. involved
- we could and should do more and we will
- retaining a minority graduate council
- need more commitment instead of talk *****
- need more time and resources *****

Retention

- activities...that really bring issues around diversity
- helping people to understand that there is a diverse group of people and what kinds of backgrounds people come from
- understanding different perspectives and information about different perspectives as a support of each other
- provide role models *****
- make Black administrators and faculty more accessible
- should treat students better...even more on African Americans

Social Issues and Problems

- probably like anywhere else - they try to be avoided
- communication and promoting it...that increases sensitivity
- bring down the historical, change the faculty attitudes and beliefs
- through having more and better means to do it
- a forum [among undergraduate students - pre-professional society] to meet and talk
- graduate students' council - a means of resolving issues and problems
- [involvement] of other graduate groups or faculty or administrative groups

- involvement and belonging...through subgroups through the whole college
- human relations council
- procedures for grievances - formal things - we have - but they're usually not implemented

GROUPED RESPONSES OF THE VOCATIONAL TEACHER EDUCATORS
ON THE
RECRUITMENT AND RETENTION OF AFRICAN AMERICAN STUDENTS

* denotes repeated like responses
Some of the statements have been paraphrased

A. RECRUITMENT AND RETENTION STRATEGIES AND TOOLS:

Recruitment

- individual program efforts *****
- through students who take related classes - non majors
- word of mouth by former students
- one on one contact
- faculty encourage students to come in
- through the community colleges ****
- through school districts, high schools ****
- through follow-up of students who show an interest
- we advertise through professional trade journals and magazines
- youth organizations
- through professional activities ***
- through teachers of teachers
- university materials
- university scholarships
- university career days
- the college invited participating institutions to work on graduate recruitment efforts
- state wide drafting contest held in the spring

Retention

- provide opportunities for students once they are enrolled
- have an open forum to determine students' needs
- direct students to different offices for assistance **
- refer students that are having difficulty to other successful students for tutoring
- university provides remediation summer workshops
- provide materials to enhance writing skills
- through advising *****

B. SUCCESSES IN RECRUITMENT AND RETENTION:

Recruitment

- 30 percent of students enrolled in Business Ed. **
- approximately 60 percent in my class - Bus. Ed.
- dual nature of the vocational programs....a curriculum that gives you two chances
- in Business Ed there is not a lack of participation... we recruit better....we perceive ourselves as both academic and vocational
- a percursory look...not done real good research on this. But, the vocationaries are enjoying better success in recruiting African American background

students than the non-vocational areas
- 10 to 15 percent in T&I
- the university is making a lot of efforts **

Retention
- I don't think our retention problem exists
- I have no knowledge of any African American students that have not completed our program
- students here are more serious about completing their education by working rather than thinking theoretical thoughts about philosophy or whatever else
- have lost only one minority student
- have not had to make a concerted effort in this dimension....people that we've recruited are fully qualified
- the kids are all finishing
- don't have any difficulty with the languages or writing
- in industrial technology-about an 80% retention rate

C. PERCEIVED PROBLEMS WITH RECRUITMENT AND RETENTION:

Recruitment
- is not a priority in the dept. ****
- there's a lack of judgment as to what are the important things
- don't do a lot of recruiting
- have not had for the last two or three years an open house **
- do not support youth organizations anymore
- primarily concerned with recruiting graduate students
- recruitment activities by the administrative level are not filtered down to faculty at the departmental level
- no targeted efforts just towards minorities **
- only research and publication is rewarded *****
- the university has to reaffirm its commitment to teaching and to teacher education
- need time freed up for faculty to recruit ****
- recruitment is not going to be done other than by those who just do it on their own
- lack of in interest in the field due to the civil rights movement and other opportunities that it brought
- preference among Blacks to attend Black institutions
- aggressive recruitment competition among schools for African American students
- a smaller pool to choose from ***
- requirements for admission are increasing
- only 38% of my graduates - undergraduates actually teach school
- a lack of role models - it's very difficult to find them ******
- higher paying jobs in industry ***

- low status/prestige ****
- counselors in the community college sometimes don't encourage students to choose teaching as a career **
- tongue lashing by excellence reports **

Retention

- the department is not doing anything in particular
- advising is done by secretaries in some departments, therefore students do not get good information and/or direction
- there's a higher attrition rate
- students need focusing early in their program....not clear if this university provides that kind of experience
- there's not much you can do in intervention
- because this university is so large....students who may not perceive themselves as fitting [may] feel that there's no place for them
- need role models **
- might be a bit more hesitant to talk to non-minority faculty
- poor study habits, ***
- need networking that encourage success
- scholarship needs that assist them in funding beyond their minimum
- economic resources
- lack the motivation
- home background, environment **
- high school background, disadvantaged education ****
- many can't pass NTE test **
- tend not to speak up in class
- must be encouraged to voice their opinions
- little shier
- poor writing **
- poor research skills
- math background not real strong
- afraid of appearing foolish
- may be a hesitancy to talk to an instructor for fear of what that might be in the way of developing a record around their potential as a student

D. PERCEIVED REASONS FOR LACK OF PARTICIPATION BY AFRICAN AMERICANS IN VOCATIONAL TEACHER EDUCATION:

- other opportunities are now available that were not before in other professions *****
- the civil rights movement caused gains, but there were losses in the field of education due to other opportunities that became available
- low pay ***
- low status/prestige ****
- poor perception/image of vocational education *****
- vocational education is not supported by

administrators, teachers and others external to the university [government officials] such as state/county policy making levels
- it is a field for those who cannot go into the traditional professions - marginal students **
- more stereotyping as labor or occupationally oriented
- parents may steer them away from vocational education **
- steering away from other vocational areas, but will go into as business education seeing it as a route to success
- a lack of role models **
- people are motivated for their own reasons
- teaching in general has been felt to be more female oriented occupation
- discount the difficulty of the encounter
- tongue lashing by excellence reports **

E. PERCEPTIONS OF THE ROLE OF ADMINISTRATORS/FACULTY IN RECRUITMENT AND RETENTION:
- should play a very active role
- should make the environment in the program conducive to their students staying and their becoming successful
- should accept the responsibility to help that student succeed
- when they need assistance send them to the right offices - you have to have somebody who can always point them in the right direction **
- if financial...provide recommendations [and find] jobs for students
- need to be sensitive to the needs and issues
- that they're an accepting nature
- are pro - they extend themselves to offer a welcome to all students
- I don't think I particularly single out a different way of interacting with African American students that I would with other students

F. INVOLVEMENT IN RECRUITMENT:
- this dept. does as well as we can to recruit students of all nationalities, races, creeds, whatever
- we don't recruit, our purpose is to certify [T&I] **
- we become color blind once they're recruited
- we don't do a lot of recruiting and that's part of the problem
- personally go to high schools
- participate in campus career days

G. MOST EFFECTIVE RECRUITERS:
- faculty ***

- African American role models **
- individual program initiatives **
- African American role models **
- minority undergraduate students
- team effort **

H. PERCEPTIONS OF SOCIAL PROBLEMS - BIAS, RACISM, PREJUDICE, CULTURAL CONFLICT:
- haven't ever seen racism in the Business Ed program of any manner, shape or form on anybody's part
- haven't had to deal with it as a problem
- non perception of a problem doesn't mean that one doesn't exist
- I don't think that this is an issue even though you've probably read in the papers about the [racial incident], and I'm not sure where the truth lies in this situation
- there is really an honest effort on campus not to show any discrimination against minority groups of any type
- I don't think I particularly single out a different way of interacting with African American students that I would with other students
- students here are more serious about completing their education by working rather than thinking theoretical thoughts about philosophy or whatever else
- sports participants who are not academically prepared project a poor image for other Blacks, and thereby, teachers become biased
- they [African American students] have some of their own social clubs...rather see us have just social clubs for people...but if a person is more comfortable in their own culture...the opportunity to socialize in one's own culture does exist
- sometimes I think it has gone overboard when there are separate newspapers and clubs for minorities - I wonder whether Black students here aren't segregating themselves
- racial problems are found to be occurring with students

I. MULTI-CULTURAL CURRICULUM AND EFFORTS:
- there's a very strong attempt to make sure that our classes are, subject-wise - we are evaluated **
- supervisors are invited and are taught about multi-cultural differences and needs
- in each of my classes distribute materials dealing with multi-cultures
- teach about teaching people of multiple cultures
- [had another campus] a mostly Black campus...attempts were made to integrate...was taught...about linguistic differences about cultural differences in terms of

dress - about the color differences - found that very useful....was a faculty effort
- with multi-cultural differences...needs...mostly informational in nature...an on-going program...for all undergraduates as they go out to student teach
- they made quite an effort though but traditions are hard to break down
- integrate multi-cultural elements within the curriculum ****
- one of the problems though is there are not instructional materials that highlight achievements of other than White Anglo-Saxon people - a slow process

J. PERCEPTIONS AND COMMENTS ON EDUCATION/TRAINING IN ADDRESSING DIVERSITY:
- we don't eradicate through training....it's an attitude, a value, a perception....It's a bias....a subject that's offending - something like religion. You don't change religious convictions through training
- sensitivity training is not good sometimes because it sometimes causes more embitterment, rather than solving the problem
- wouldn't address it through courses
- everybody here already knows their obligation and the responsibility in dealing with people who happen to come from something a little bit different from where they came from
- they made quite an effort though but traditions are hard to break down
- have had seminars on issues relating to the treatment of students in class and a classroom climate as a result of the incident last year
- is needed to be sensitive to the needs and issues - if you don't sensitize people they tend to forget
- hindsight is better than foresight sometimes
- needs to be sensitivity across the board
- would be helpful *****

K. COMMENTS ON EVALUATION AND REWARDS PROVIDED FOR RECRUITMENT AND RETENTION EFFORTS:
- no tangible rewards *****
- recruitment is something that's expected, even though it's not rewarded
- do a lot of things because I like to and I enjoy working with people
- would work with [people from other cultures] whether they rewarded me for it or not
- recruit for the fun of it
- if I were paid...would love the pay
- [as a part of evaluation] would approve of ****

- rewards would be a positive step *****
- incentive is to write and do research *****
- indirect reward of pleasing the dean

L. SUGGESTIONS FOR THE IMPROVEMENT OF RECRUITMENT AND RETENTION:
- needs to be a concerted effort by all parties *****
- need to promote and market programs **
- initiate some type of program **
- need a formal organization **
- university has to reaffirm its commitment to teaching and to teacher education
- need to give more credence to teaching
- need to have more resources and time available *****
- be more informed as a group about what some of the issues are and what might be good sources and places to tap and how we best go about doing that
- try to be a human being to them yourself and relate to them in a very decent manner
- support students through outside activities, like honor societies and honors programs
- need to reinitiate our open house **
- need to speak to youth organizations
- allow more time for recruitment efforts, maybe one less teaching class
- need some assessment of beginning competence in areas such as math and science and required courses
- students need to work on deficiencies in a prep school or community college prior to university enrollment
- need a variety of ways to tap into a person's abilities besides paper and pencil exams
- need more representation of African Americans - role models ******

GROUPED RESPONSES OF VOCATIONAL STUDENTS ON THE RECRUITMENT AND RETENTION OF AFRICAN AMERICAN STUDENTS IN VOCATIONAL TEACHER EDUCATION

* denotes repeated like responses
Some of the responses have been paraphrased.

A. REASONS FOR CHOOSING THIS INSTITUTION:
- I'm a resident ****
- as a resident could take advantage of financial opportunities **
- it's close to home
- it's mostly White, like the 'real' world that I must face sooner or later
- mother employed here - get one-third off of tuition
- good school for the money
- a good, exceptional university **
- a degree from here would be worth something
- was able to transfer from the community college because their curriculum was accepted by the university
- received information from advisors at the community college about the university
- received information from the community college's catalog in reference to ability to transfer
- called for information
- high school [out of state] teachers and counselors encouraged me

B. STRATEGIES UNIVERSITY/COLLEGE/DEPT. USED TO RECRUIT YOU:
Institutional
- always been literature around
- have seen information about available scholarships for becoming teachers in the state
- have seen seminar type of materials in the community
- heard about an on campus recruitment, but didn't attend because it was during the day and couldn't get away
- admission was dependent upon my successful completion of a program of remediation offered by the university **
- the program of remediation assist you thru your first year - provides tutoring

Education Dept.
- used some small things - can't remember anything specific
- while enrolled in another school here, was approached by teachers in the dept.
- while at the community college, a representative from the department worked with me on transferring

Engineering Dept.
- high school counselor informed me about the Dept. of Engineering
- initiated by my high school counselor - recruited by Dept. of Engineering thru two orientations
- received personal contact from the director from the Center for Minorities in Engineering
- received mail from school about engineering
- it was a two way street
- engineering counselor suggested industrial technology

C. PERCEPTIONS OF RECRUITMENT EFFORTS TARGETED TO AFRICAN AMERICAN STUDENTS:
- no specific strategies targeted to African Americans *******
- the university recruits Blacks only to meet required quotas
- you must really look into things yourself and it's hard for low income Black families because they don't know much about college
- strategies used in engineering
- no financial assistance offered as an incentive ****
- becoming more of a priority for the university as a whole, but not in the dept. **
- teacher from this dept. sat me down, and told me what was offered - on a personal basis; not done in other depts.
- not sure about what it is that they are doing
- didn't know anything about different majors - didn't know what I wanted to major in until my junior year
- it helps if you know there are Black Faculty *****
- didn't hear anything about education at all **
- in classes teachers do not provide an overview or orientation about courses in the dept.
- a counselor sometimes talk a little about offerings
- industrial technology teachers do not talk to students about the teaching option in the dept.

D. PERCEPTIONS OF WHO WOULD BE THE MOST EFFECTIVE RECRUITER:
- instructors/teachers/advisors closer in tune with students ******
- particularly Black individuals....would certainly boost egos, make them feel a part of ****
- not someone that's kind of indifferent
- [not someone] who is kind of amazed when you succeed
- other minority students **
- should be a departmental effort **
- a team effort **
- administrators

E. RETENTION STRATEGIES DIRECTED TOWARDS AFRICAN AMERICAN STUDENTS:
- admission was dependent upon my successful completion of a program of remediation offered by the university, but it really helped me to realize things needed to stay in college
- upon arrival was informed about the Black student union that helped in adjustment ***
- advising ***
- there is financial assistance - but not enough
- there's financial assistance, but a lot of people don't know about it
- advisors in the remediation program assisted me in getting financial assistance and scholarships
- they give some scholarships, but people don't know about them
- there is literature on the counseling center
- co-oping and work study is available **
- support office for minority students sponsored a reception for all students who had high GPA's, which was attended by many African American professors, etc.
- teachers give you some help in what you should know for a test and that's about it
- tutoring is provided but a lot of students don't know about it

F. PERCEIVED PROBLEMS WITH RETENTION:
Institutional
- in this dept. no special priority or individual initiative towards African American students ***
- lack of help and support from the institution **
- lack of information about support services, financial assistance *******
- lack of good resources - a White university and all resources are for White people
- the university recruits Blacks only to meet required quotas and after you get here they forget about you
- there is a new unit that provides support - I went there a few times and by the time they called me, the things that they were talking about I already knew
- no financial assistance targeted to African Americans
- there's a need for more scholarships based on need opposed to academic achievement
- support services offered only during day time hours
- it's the little things that sometimes bother us which impedes performance, achieving, and achieving goals
- not a school to take lightly - a place to reckon with
- it helps if you know there are Black Faculty ******
- there are no focus groups/societies/clubs for Black students **

- teacher stated that 3 out of 4 Blacks who never finish here....Everybody's eyes are on you
- needs to be a very strong advising process - very strong counseling for Blacks
- a negative attitude among teachers that you aren't going to make it comes across
- I think it's very difficult for Blacks to finish here
- a lot of social problems
- high costs-tuition, rent rates

Personal and Academic Problems of Students

- financial problems/money ****
- if you must work a lot and go to school, your studies suffer **
- poor study habits
- have a strong weakness in testing
- being away from home and away from support groups
- lack of encouragement from significant others
- variations in background - small town versus metropolitan students want to do better and more drive
- the influence of the home
- it's a matter of setting priorities - when Black students themselves are at fault sometimes, they want to blame it on the White man - White students are more serious due to upbringing
- lack of discipline - self discipline
- Blacks who would make it despite having the hardships socially, are not able to adjust very well to being the only Black in class
- problems with socializing too much **
- a student with good work and study habits will succeed, if those aren't present, it's going to be hard
- not prepared academically due to the lack of educational opportunities in the past
- problem with a math ***
- math and chemistry I didn' think I could handle
- a course [math] not justified - overblown
- [in Engineering] my study habits weren't as good as they needed to be to maintain the engineering degree
- I didn't understand at the time that I could have stayed in engineering but it would just have taken longer to graduate
- students should follow through when applying for financial aid - sometimes they wait too late and miss the deadline
- students should take the initiative and seek out information about financial assistance, etc., but I did not receive information about scholarships that I could have qualified for
- this is a difficult school that's hard to get grades

in, but if you got in here, you're doing something right
- classes are pretty tough here
- don't seek out non-minorities because you may feel intimidated by them - sometimes you go but you don't want to talk
- Black people sometimes use racism as an excuse, when sometimes it's not - sometimes it's just in the way someone perceived it
- Some Blacks are gung ho - and anything you might say may offend them
- what's racist maybe how it's perceived **
- some Blacks maybe lazy and just need the extra push

G. CLASSROOM EXPERIENCES, ADVISING, CLIMATE, INTERACTIONS, ETC.:
- all have been okay

Advising
- needs to improve ***
- advisors are not aware of students needs ****
- my old advisor was Black and she understood - she just gave me so much inspiration to do things, whereas I now have a White advisor and I can see the difference
- need to direct students to support initiatives like classes to assist them with deficiencies
- advising for classes is poor **
- need to assist students in taking a more balanced course load whereby all difficult courses are not taken in one semester, but spread out
- co-oping is available, but was never encouraged to take it
- only encourage you to focus on classes
- advising has been okay **
- advising is pretty good in this dept., not in others **

Classroom Climate
- a negative attitude - not spoken - that you're not going to make it, comes across
- teachers are responsive as long as you approach them ***
- think I'm treated different because of my gender, not race
- in the college of education, I think the professors that you work with tend to 'pull' for the White students more than they do for Black students
- White students have more people here that they know, and who they can collaborate with
- Black students always have to do more than an average White student
- White students can get away with doing something

wrong, whereas if something is done wrong by a Black student they will get into more trouble
- White people don't really understand because they haven't had to deal with the problem while growing up, they don't grow up the same as we grow up in our schools
- sometimes they don't think twice before before saying things that are wrong - I do that sometimes
- sometimes non-minorities don't know what to say because they don't know if it's going to offend someone or not
- some non-minority teachers have never been around Blacks - so they really don't know what they're saying
- White teachers who are prejudiced try not to show it, but sometimes it just comes out naturally
- a lot of older White teachers have this wall or guard built inside them and they have values instilled in them - and it's like they'll never change
- White teachers don't care to help Black students, whereas they will take time out with White students
- I've experienced racism in the form that I could just feel it. I know that I'm not getting the warm feeling that maybe my White friend gets who come behind me - however, only one teacher within this dept. responds that way
- feel like a loner; like you're alone, secluded ***
- I'm just a number **
- you're on your own
- no interaction with Black role models *****
- the lack of Black staff is a big problem because they understand our needs more so
- no overwhelming effort to make me feel welcome **
- White students a little stand offish - some of them **
- professors treat you basically the same, I guess
- being different I look for things and sometimes I don't and it smacks you, it's right there - it's not so blatant that if you tell it to someone non-Black they wouldn't understand - it's probably no worse than the work world
- there are problems with racism here
- don't think people look at it as a significant factor in instructing the student
- teachers give you some help in what you should know for a test and that's about it
- most teachers work within the limits, don't go beyond to assist ****

Examples of Actual Experiences
- was denied a request to take a math class at the community college whereby other students were allowed to take the class there - had to protest through writing - and they changed their mind

- when teachers pass around papers, etc. White students will by-pass you - send it in another direction
- I've experienced racial overtones twice - I have a case that I've been working on within the college of education
- I've experienced racism in the form that I could just feel it. I know that I'm not getting the warm feeling that maybe my White friend gets who come behind me
- I needed to return a book because the teacher did not give the correct information about what book to get. I needed the permission of the teacher to return the book and when I asked, the teacher stated, "What do you want me to do about it?" The teacher didn't bother to hear what I had to say but turned to a White student who was standing next to me and took to her needs.
- I had a friend who wasn't doing well in her class, and the teaching assistant said to her that she was like a typical Black student who sat in the back of the class and does nothing
- the racial incident in the dept. was probably due to the teacher's personality - male chauvinist who jokes around - he's an old man - you can't change his ways

Multi-Cultural Curriculum

- recognizing contributions of African Americans - that's definitely something that does not happen a lot on a regular basis - nothing from a historical basis
- contributions of minorities in the curriculum are not mentioned *******
- some teachers will mention achievements of Blacks only if there is a Black student in the class
- only my music class so far - we kind of come through [in music] - even Beethoven they mention was allegedly Black
- need to provide those type of courses that pertain to minorities as a whole
- nothing has any flavor about minorities, period
- there is a special Afro-American Studies class **
- I feel I'm missing something - my heritage

H. PERCEPTIONS OF REASONS FOR LACK OF PARTICIPATION IN VOCATIONAL TEACHER EDUCATION:

- not viewed as financially rewarding *****
- other career options **
- teaching profession looked upon in a negative way **
- the lack of status/prestige **
- teaching profession real troubled
- poor teaching techniques reflect poorly on the field - a real need for teachers to be taught how to teach
- university does not approach learning from a positive standpoint

- image of vocational education as just a shop degree and if you're good at shop, you really don't know anything about life
- image of vocational education as "the end of the road" "the lower pole of the totem"
- vocational education is not promoted
- vocational education not held as being important or valuable
- school systems are different from what they use to be-business aspect of curriculum is lagging students lack nurturing in public schools
- the county and the state does not put enough emphasis on vocational education

I. REASONS FOR CHOOSING TEACHING AS A CAREER:
- children need good teachers **
- there is a need for Black teachers and/or teachers in general
- Black children need mentors **
- there are other rewards choosing teaching than money
- mother encouraged me to go into teaching

J. SUGGESTIONS TO IMPROVE RECRUITMENT AND RETENTION:
Recruitment
- it would be nice if African American students were targeted
- to make the institution more student oriented, instead of research oriented
- there needs to be a real initiative of the dept. to market itself **
- the university can do better on a whole in terms of presenting <u>all</u> of its majors to students **
- the administrators must take an active role **
- must show what potential the major has and what you can do with it **
- the departments should definitely be involved **
- industrial technology teachers should tell students about the teaching option offered in the dept. **
- it helps if you know there are Black Faculty ******
- there is a need for a departmental effort to make more contact with the business world to keep them informed about potential employees
- college fairs **
- constantly having literature available
- minority students should have a part in recruitment **
- go to the schools about twice a year to speak
- build a program at the lower levels in public schools; elementary level on up
- start recruiting early - in the middle schools
- institute programs in the middle schools
- visit high schools **

Retention

- should monitor GPA and provide assistance before a student is at or near the failing point
- make a student feel like a person instead of a number
- need to direct students to support initiatives like classes to assist them with deficiencies **
- need to assist students in taking a more balanced course load whereby all difficult courses are not taken in one semester, but spread out
- it would be nice if teachers had the attitude that there's this one Black student and I need to offer her/him encouragement and support
- teachers need to push you on to work hard **
- due to the lack of support from the university, all minority student organizations need to come together, and stop bickering among themselves
- should communicate with Black students and relate the positive benefits of staying at the institution
- there are no focus groups/societies/clubs for Black students **
- Blacks should be encouraged to study more and I think not just socialize more
- Blacks need to socialize more together **
- Blacks should be encouraged to study together more
- tell Blacks that if it's harder for them, they should slow down - don't worry about getting out in four years, but worry about maintaining a good GPA

Support Services

- strengthen the office of minority support services by making the people available and visible at orientations
- this office should also be represented when recruitment is done in high schools
- strengthen this office outreach program so that students will know it exists and know that it is free to come and partake of its services **
- provide information about retention strategies and offerings to students prior to enrollment **
- send out newsletters
- telephone students who are having problems

Education/Training

- non-minority professors need to get a feel for what minority culture is all about **
- non-minorities (professors and administrators) should become mentors to Black students
- non-minorities should attend and support some of our events to see how we do things
- yes, education/training - sensitivity training *****
- one on one training with people to include African Americans **

- one on one approach to individual instructors to make sure that they understand what the needs are, of course, doing that is like almost impossible
- don't know if something exists that would help them understand the things that they are unaware of that they have a tendency to do
- it would take a long time and a lot of hard work before the staff would take notice
- for the university on a whole - kind of apprehensive about training
- initiatives by a dept. makes sense
- the results of understanding the diverse needs of African American students will allow for more progress and thereby would make the department and university look better and would probably result in some type of reward would get

As a Part of Teacher's Performance Evaluation

- that might work - sounds like a good idea
- yes, it would be like affirmative action but not quite that way
- it would probably be an effective tool to measure what it is they're really doing **
- it would have to start with the administrators, first
- if you don't start somewhere it won't happen - it will continue to go along as it is
- incentives, increased salaries and/or extra pay for teachers ***

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