

ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION

A S M E

Volume 2, Number 3

**PERCEPTIONS
OF
INSTITUTIONAL ATTRACTIVENESS**

By

Charles E. Morris

Ira L. Neal

Laura Knollenberg

A RESEARCH PROJECT AFFILIATED WITH
THE
CENTER FOR HIGHER EDUCATION
ILLINOIS STATE UNIVERSITY

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THE ASME PROJECT

During the spring of 1984 the Subcommittee on Minority Concerns of the Illinois Senate Committee on Higher Education was formed to assess the educational progress of historically disadvantaged groups in Illinois. Both committees were chaired by Senator Richard Newhouse. An early conclusion of the Subcommittee was that a concerted effort would be required on the part of all segments of the education community, state government, and business to bridge gaps caused by barriers which have limited the educational access and success of racial minority groups.

One of the recommendations of the Subcommittee was that Illinois colleges and universities should facilitate and sponsor research activities which focus on:

- (1) identifying the causes for the disproportionate (under)representation of minorities in postsecondary education; and,
- (2) identifying successful strategies and programs throughout the educational system which foster and enhance the participation and status of minorities.

During ensuing sessions of the Illinois General Assembly, legislation has been enacted--notably, Public Acts 84-726, 84-785 and 85-283 and various resolutions--setting in motion statewide, multi-dimensional efforts to enhance minority participation in education. However, the pace of progress has been slow, prompting the creation of a Joint Committee on Minority Student Access by Senate Joint Resolution No. 72 in June, 1987, and its continuation by Senate Joint Resolution No. 130 on July 1, 1988 (both sponsored by Senator Miguel del Valle). Other statewide committees--such as the Joint Committee on Minority Student Achievement and the Task Force on Minority Concerns of the Illinois Community Colleges Trustees Association--were formed to focus on the same and related issues. During the 1991 legislative session, a Subcommittee on Minorities in Education of the House Higher Education Committee was established to assess efforts launched as a result of earlier legislation.

These legislative initiatives heightened the impetus for the completion of a proposal for developing survey instruments to be used for assessing the status of minorities in education by members of the Illinois Committee of Black Concerns in Higher Education (ICBCHE). The proposal, submitted by Dr. Charles E. Morris, was first funded by the Illinois Board of Higher Education for the period December, 1987, through August, 1988. Since the inception of the project "Assessment of the Status of Minorities in Education" (ASME), several studies and reports have been completed; others are in progress.

The survey instruments consist of inventories for students, faculty, administrators, and assessment of institutional services and programs. In conjunction with a workshop, the original inventories were piloted at Danville Area Community College in August, 1988.

Initially, funds were allocated only for the development of the inventories. A pilot study conducted in six private institutions in Spring, 1989, was a further effort made possible by resources and assistance provided by Illinois State University, the Federation of Illinois Independent Colleges and Universities, the United Campus Christian Foundation of Normal, Illinois, and the Illinois United Ministries in Higher Education.

In the fall of 1989, the Illinois Board of Higher Education endorsed the assessment project and committed additional funds to: 1) refining and administering survey instruments on post-secondary campuses statewide, and 2) developing studies and reports. During Spring, 1990, approximately 40,000 undergraduate student surveys were disseminated for administration on 11 postsecondary campuses across the State of Illinois. The data collected from the spring administration are currently being analyzed. Presently, arrangements are being made for a data collection effort in Spring, 1992, in the Illinois community college sector.

The ASME project is housed in the Center for Higher Education at Illinois State University. Support for the project is also provided by the Chancellor's Office of the Illinois Board of Regents. For the Spring, 1990, survey, assistance was also provided by the Illinois Board of Governors.

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PERCEPTIONS OF INSTITUTIONAL ATTRACTIVENESS (CASE STUDY 2D)

The purposes of this study are to (a) identify factors which cause students to be attracted to an institution and (b) to use these factors to determine if there are significant differences between perceptions held by undergraduate students of different races/ethnic backgrounds or gender. The information for the statistical analyses is based on a sample of 1,971 students from an institution (one of eleven) that participated in the survey.

As sample findings, it is determined that:

- (1) multicultural environments with multi-racial representation in the student body, faculty, administration, and staff and multicultural curricular offerings are perceived as more important by black students than by Asian/Pacific Islander, Hispanic, or white students;
 - (2) "nationality/race specific" activities are more important for black students than for Asian/Pacific Islander, Hispanic, or white students;
 - (3) an institution with quality academic offerings is seen as more important by minority female students than by black or white male students;
 - (4) accessibility for the disabled is perceived as important by all students, and white students express stronger feelings about this factor than Asian/Pacific Islander students;
 - (5) athletic/recreational opportunities are valued more highly by Hispanic students than by white students;
 - (6) black students value access to religious activities as more important than do white students; and
 - (7) financial assistance and academic support are more important to minority students than to white students.
-

Increasingly, recruitment and retention of minority students in institutions of higher education are becoming research topics of substantial interest (Clewell and Ficklen, 1986; Ad Hoc Committee on Racial Awareness, University of Virginia, 1987; Morris and Neal, 1989; American Council on Education, 1990, among others). This trend reflects concern about the long-standing and persistent underrepresentation of minority--especially black and Hispanic--students on campuses throughout the nation, as documented in various reports (e.g., Astin, 1982; American Council on Education, 1990; Washington and Newman, 1991).

Researchers posit that the ability of students to assimilate and adapt to the campus culture is directly related to retention and persistence to graduation. However, Tinto (1972; 1987) recognizes that... "minority students generally are less likely than white students to see themselves as being integrated within the mainstream of life in largely white colleges." Additional evidence shows that the campus environment in predominantly white institutions is not equally supportive of minority students and inhibits their full participation in campus life (Morris and Neal, 1989). Such feelings of not belonging, consequently, may contribute to attrition among minorities (Burrell, 1979; Edmonds, 1984) and also among females (Tinto, 1987; Washington and Newman, 1991).

Assuming that the decision to withdraw from an institution is based on what students find on the chosen campus after entry (Tinto, 1987), assessment of the campus environment should give some clues to possible areas where modification is needed in order to foster the success of underrepresented groups. Awareness of the perceptions of different groups on campus about factors that constitute institutional attractiveness (as determined in this study) is valuable for informing faculty and administrative leaders regarding needed policy modifications in areas including retention, allocation of resources and program priorities. The assessment of campus environment as a starting point for the improvement of retention of minority students has been repeatedly recommended by researchers (Manaloya and Sedlacek, 1983; Clewell and Ficklen, 1986, among others).

The primary objective of this study is to identify significant differences as perceived by undergraduate students of different race/ethnicity or gender given selected institutional attractiveness factors. The identification of the factors considered most important by minority groups can lead to the consideration and implementation of better strategies for enhancing minority student participation and success in postsecondary education.

METHOD

The data for this and other case studies are being collected by the Center for Higher Education at Illinois State University as part of a project called the Assessment of the Status of Minorities in Education (ASME). The analyses and studies conducted by ASME staff and associates make available a rich source of information for identifying and describing student perceptions of their campus environment. Data were collected about perceptions and attitudes from nearly 11,000 undergraduate students enrolled at 11 Illinois postsecondary institutions during Spring, 1990. Since institutional attractiveness is primarily "campus-specific," data from each participating institution can be examined for strengths and weaknesses using institutional attractiveness factors.

Information from a sample of 1,971 (10.9% of the total enrollment at the time) undergraduate students from a public university in the midwest provides the basis for the analyses reported in this case study. The sample is divided into eight subgroups for various comparisons: Asian/Pacific Islander, black, Hispanic and white males and females. The term minorities when used in this report refers to Asian/Pacific Islander, black and Hispanic students; Hispanics include Mexican-American, Puerto Rican and other Latin/Central American students, as well as those that classified themselves as Hispanic. The number (two) of American Indian/ Alaskan Native students that responded to the survey is too small for purposes of statistical analysis.

This report is based on responses to one (Institutional Attractiveness) of six sections of an undergraduate student inventory designed to solicit opinions and perceptions about campus (institutional) attractiveness. Only selected items from the demographic section and the following items (IA1 through IA31B) from the Institutional Attractiveness section are examined:

INSTITUTIONAL ATTRACTIVENESS

Indicate the extent to which you disagree or agree that each of the following is important to you with respect to the institution you are currently attending.

For the appropriate response, please use the following scale:

- | | | |
|---|---|------------------------|
| 1 | = | Strongly Disagree (SD) |
| 2 | = | Disagree (D) |
| 3 | = | Agree (A) |
| 4 | = | Strongly Agree (SA) |

-
-
- | | | |
|------|---|---|
| IA1 | - | Recruitment/admission programs for students of my race/nationality. |
| IA2 | - | Presence of an ethnically diverse faculty and administrative/professional staff. |
| IA3 | - | Presence of women faculty and administrative/professional staff. |
| IA4 | - | Presence of an ethnically diverse student body. |
| IA5 | - | Availability of social/cultural life for members of my race/nationality in the community. |
| IA6 | - | Availability of social/cultural life for members of my race/nationality on campus. |
| IA7 | - | Financial support. |
| IA8 | - | Proximity to home. |
| IA9 | - | Opportunity to participate in intramural athletics. |
| IA10 | - | Quality of preferred major/program. |
| IA11 | - | Ethnic/minority studies or program(s). |
| IA12 | - | Availability of academic support services. |

- IA13 - Women's studies program.
- IA14 - Counseling and other personal support services.
- IA15 - Opportunity for frequent contact with faculty.
- IA16 - Acquaintance with students who attend(ed) the institution.
- IA17 - Accessibility of religious services.
- IA18 - Campus ministry.
- IA19 - Availability of child care services.
- IA20 - Residence halls/apartments.
- IA21 - Placement/career services.
- IA22 - The participation of students of all races/nationalities in judiciary/disciplinary program(s).
- IA23 - Opportunity to participate in intercollegiate athletics.
- IA24 - The participation of students of my race/nationality in campus activities, programs and governance.
- IA25 - Leadership roles of students of all races/nationalities in student government organizations.
- IA26 - Leadership roles of female students of all races/nationalities in student government organizations.
- IA27 - Equitable funding for student organizations of all races/nationalities.
- IA28 - Residence hall room assignments for the purpose of promoting cultural diversity.
- IA29 - Majority student participation in events sponsored by minority students.
- IA30 - Allocation of financial aid based on financial need.
- IA31A - Accessibility for the disabled to buildings.
- IA31B - Accessibility for the disabled to programs/activities.

Note: Items IA32 through IA42 are listed in Appendix A.

In order to measure institutional attractiveness, students were asked to designate a satisfaction or importance level (to them) on statements relative to the institution they were attending. Students were instructed to use a Likert-type scale ranging from 1, indicating Strongly Disagree, to 4, indicating Strongly Agree. For items 1 to 31B the higher the rating, from 1 to 4, the more important the item or factor was to the respondent.

The same form of the instrument was used for all undergraduate students participating in the study. It consisted of 164 items divided into the following six sections:

Demographic Characteristics--contains questions regarding gender, race, student status, grade point average, employment, residence, and financial aid, as well as other demographic information.

Institutional Attractiveness--consists of statements about the culture and structure of the institution.

Racial Climate--consists of items to be rated on semantic-differential scaling systems. Opposite-pair adjectives with a 7-point scale are used for the purpose of evaluating campus racial climate. The semantic-differential scale correlates well with other scales but appears more straightforward as an approach for the rating concerns of this study. In addition, the choice of a semantic-differential scale provides greater flexibility in the selection of the items on racial climate to be evaluated.

Relationships and Interactions--consists of statements about relationships between minorities and whites.

Academic Climate--consists of statements about the level and nature of interaction between faculty and students and about student awareness of requirements for academic success.

Faculty and Classroom Behavior--consists of statements about academic endeavors and faculty interaction in the classroom with students.

While this report is based on responses to the Demographic and Institutional Attractiveness sections of the undergraduate instrument, a reliability test (Cronbach's Alpha) was performed to test the internal consistency of the instrument. The reliability coefficients are displayed in the following table:

**ALPHA RELIABILITY COEFFICIENTS OF THE
NON-DEMOGRAPHIC SECTIONS OF THE UNDERGRADUATE
STUDENT INVENTORY USED IN THE SURVEY (SPRING, 1990)**

Section	Reliability Scale Coefficient
Institutional Attractiveness	.9233
Racial Climate	.8455
Relationships and Interactions	.6429
Academic Climate	.8910
Faculty and Classroom Behavior	.7369

Descriptive statistics are used to identify the representativeness and the characteristics of the sample. Additionally, factor analyses, multiple analyses of variance (MANOVAs) and analyses of variance (ANOVAs) with follow-up tests--specifically Scheffe--are performed to identify statistically significant differences among the groups' perceptions and to determine the magnitude of the differences. The computer software program SPSS-PC is used to perform the analyses.

The ASME undergraduate student inventory was distributed to both on-campus and off-campus undergraduate students. Selected data from the Demographics Section follow:

SAMPLE DEMOGRAPHICS

<u>Item</u>	<u>Number of Respondents</u>	<u>Percent</u>
Race/nationality or ethnic group		
Asian/Pacific Islander	114	5.8
American Indian/Alaskan Native	2	0.1
Black (Non-Hispanic)	112	5.7
Hispanic	35	1.8
Mexican American	34	1.7
Puerto Rican	6	0.3
Other Latin/Central	10	0.5
White (Non-Hispanic)	1635	82.9
Other	15	0.8
No Response	8	0.4
Gender		
Male	739	37.5
Female	1230	62.4
No Response	2	0.1
What is your class level?		
Freshman	486	24.7
Sophomore	409	20.7
Junior	499	25.3
Senior	558	28.3
Unclassified student	12	0.6
No Response	7	0.4
Are you presently married?		
Yes	124	6.3
No	1833	93.0
No Response	14	0.7

Are you a full-time or part-time student?

Full-time	1854	94.1
Part-time	113	5.7
No Response	4	0.2

At what type of institution did you receive your most recent educational experience prior to enrolling at your current institution?

Alternative high school/night school	2	0.1
High school	1253	63.6
Vocational/Technical school	15	0.8
2-year public postsecondary	485	24.6
2-year private postsecondary	8	0.4
4-year public postsecondary	142	7.2
4-year private postsecondary	43	2.2
Other	10	0.5
No Response	13	0.6

What is your current class attendance status?

Day classes	1224	62.1
Evening classes	29	1.5
Both day and evening classes	708	35.9
No Response	10	0.5

What is your current grade point average?

3.5 to 4.0	263	13.3
3.0 to 3.49	539	27.3
2.5 to 2.99	693	35.2
2.0 to 2.49	366	18.6
1.5 to 1.99	77	3.9
below 1.5	26	1.3
No Response	7	0.4

Do you work during the academic year?

Off campus in a non-work-study program.	567	28.8
On campus in a work-study program.	86	4.4
On campus in a non-work-study program.	351	17.8
On and off campus.	93	4.7
Do not work during the academic year.	866	43.9
No Response	8	0.4

Estimate the number of hours per week you work during the school year.

None	825	41.9
Less than 10 hours a week	245	12.4
10-14 hours a week	330	16.7
15-19 hours a week	215	10.9
20-24 hours a week	151	7.7
25-29 hours a week	52	2.6
30 hours or more	120	6.1
No Response	33	1.7

Which of the following are sources of financial assistance for you?

Federal aid	5	0.3
State aid	11	0.6
Grants or scholarships (not Federal or State)	33	1.7
Loans (Not Federal or State)	24	1.2
Family/Parents/Spouse	373	18.9
Self	88	4.5
Other	18	0.9
2 or more of the above	1402	71.0
No Response	17	0.9

Please estimate your parents'/parent's total yearly income before taxes last year?

Less than \$10,000	78	3.9
Between \$10,000 and \$19,999	146	7.4
Between \$20,000 and \$29,999	228	11.6
Between \$30,000 and \$39,999	314	15.9
Between \$40,000 and \$49,999	306	15.5
Between \$50,000 and \$59,999	283	14.4
Over \$60,000	419	21.3
No Response	197	10.0

Where will you be living this semester/term?

Campus housing	1027	52.1
Fraternity/Sorority housing	76	3.9
At home with parent(s)/spouse	204	10.3
Off-campus but not with parent(s) or spouse	627	31.8
Other	27	1.4
No Response	10	0.5

Indicate the type of high school you last attended?

Public	1636	83.0
Private	164	8.3
Parochial	158	8.0
No Response	13	0.7

**Please estimate the racial composition (white/
minority) of the high school you last attended.**

75 to 100% minority	119	6.0
50 to 74% minority	149	7.6
25 to 49% minority	366	18.6
Less than 25% minority	1328	67.4
No Response	9	0.4

**Which of the following best describes your father's
highest formal educational attainment?**

Did not graduate from high school	195	9.9
Graduated from high school	528	26.8
Some college	357	18.1
Holds a junior college degree	95	4.8
Holds a 4-year college degree	424	21.5
Holds a Master's, Ph.D., or other advanced degree	266	13.5
Other	71	3.6
No Response	35	1.8

**Which of the following best describes your
mother's highest formal educational attainment?**

Did not graduate from high school	132	6.7
Graduated from high school	764	38.8
Some college	400	20.3
Holds a junior college degree	110	5.6
Holds a 4-year college degree	343	17.4
Holds a Master's, Ph.D., or other advanced degree	124	6.3
Other	72	3.6
No Response	26	1.3

The mean age of the sample is 21.3 years. Compared to the undergraduate enrollment in the institution, the proportion of females in the sample is higher. Other observations can be made by studying the following table (Table 1):

TABLE 1

**CHARACTERISTICS OF THE SAMPLE BY SELECTED
VARIABLES COMPARED TO THE TOTAL
UNDERGRADUATE POPULATION**

<u>VARIABLE</u>	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>
Age (mean)	21.5	NA	21.3	NA	NA
Gender	18,029	100.0	1969	100.0	10.9
Female	9,834	54.5	1230	62.5	12.5
Male	8,195	45.5	739	37.5	9.0
Race/Ethnicity	18,029	100.0	1963	100.0	10.9
Asian/Pacific Islander	753	4.2	114	5.8	15.1
American Indian/Alaskan Native	46	.2	2	.1	4.3
Black (Non-Hispanic)	1150	6.4	112	5.7	9.7
Hispanic	518	2.9	35	1.8	16.4
Mexican American	--	--	34	1.7	---
Puerto Rican	--	--	6	.3	---
Other Latin/Central American.	--	--	10	.5	---
White (Non-Hispanic).	15,398	85.4	1635	83.3	10.6
Other	164	.9	15	.8	9.1
Student Status	18,029	100.0	1967	100.0	10.9
Full time	16,141	89.5	1854	94.3	11.5
Part time	1,888	10.5	113	5.7	6.0
Class Level	18,029	100.0	1964	100.0	10.9
Freshman	4,544	25.2	486	36.7	10.7
Sophomore.	3,445	19.1	409	30.1	11.9
Junior	4,908	27.2	499	19.5	10.2
Senior	5,091	28.3	558	13.5	11.0
Unclassified	41	.2	12	.2	29.3

- (1) = Total undergraduate enrollment of the institution.
- (2) = % of total undergraduate enrollment of the institution.
- (3) = Number of respondents in survey.
- (4) = % of total respondents in survey.
- (5) = % of respondents as a % of the total undergraduate enrollment (column 3 divided by column 1).

The sample is representative of the institution's student population with respect to race/ethnicity: almost 6% of the students are Asian/Pacific Islander, 5.7% are black (non-Hispanic), 4.3% are Hispanic, and over 83% of the students are white (non-Hispanic), these being the four groups considered in this study. Full-time students are slightly overrepresented (94%, compared to 90% in the actual enrollment).

Freshmen and sophomores are also in greater proportion in the sample compared to the total undergraduate enrollment during the time of the collection of the data. However, the overall sample is closely representative of the institution's undergraduate student enrollment.

The university is medium to large in size, comprehensive, and multipurpose with degree programs at the baccalaureate and graduate (including doctorate) levels. It is a residential campus with undergraduate students constituting 74% of the total enrollment. Most of the students come from urban areas, but the institution also serves surrounding rural communities.

DISCUSSION OF THE FACTOR ANALYSIS

A Factor analysis is performed on the 32 items selected from the Institutional Attractiveness Section of the inventory (See Appendix A for the remaining items in the Institutional Attractiveness Section). The factors identified as describing institutional attractiveness in this study are named as follows:

Factor A -- A Culturally Diverse Environment

Factor B -- "Nationality/Race-specific" Activities

Factor C -- Quality and Career Concerns

Factor D -- Accessibility for the Disabled

Factor E -- Athletic/Recreational Opportunities

Factor F -- Access to religious activities

Factor G -- Financial and Academic Support

Items with a loading value greater than .500 are selected in the identification of the seven factors each of which has an Eigen value of 1.00 or higher (see Table 2). The Cronbach Alpha and percentage of variance for each factor can also be found in Table 2.

TABLE 2

INSTITUTIONAL ATTRACTIVENESS FACTORS

Factor A -- A Culturally Diverse Environment

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA2	Presence of ethnically diverse faculty and administrative/professional staff...	.655
IA3	Presence of women faculty and administrative/professional staff...	.551
IA4	Presence of an ethnically diverse student body...	.687
IA11	Ethnic/minority studies or programs...	.643
IA22	The participation of students of all races/nationalities in judiciary/disciplinary programs...	.663
IA25	Leadership roles of students of all races/nationalities in student government organizations...	.724
IA26	Leadership roles of female students of all races/nationalities in student government organizations...	.695
IA27	Equitable funding for student organizations of all races/nationalities...	.608
IA28	Residence hall room assignments for the purpose of promoting cultural diversity...	.670
IA29	Majority students participation in events sponsored by minority students...	.726

Eigen Value = 9.73
 % of Variance = 30.4
 n = 1,884
 Cronbach Alpha = .8982

Factor B -- Nationality/Race-Specific Activities

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA1	Recruitment/admission programs for students of respondent's race/nationality...	.689
IA5	Availability of social/cultural life for members of respondent's race/nationality in the community...	.838
IA6	Availability of social/cultural life for members of respondent's race/nationality on campus...	.830
Eigen Value	= 2.47	
% of Variance	= 7.7	
n	= 1,928	
Cronbach Alpha	= .8176	

Factor C -- Quality and Career Concerns

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA10	Quality of preferred major/programs...	.592
IA15	Opportunity for frequent contact with faculty...	.573
IA16	Acquaintance with students who attend(ed) the institution...	.597
IA20	Residence halls/apartments...	.530
IA21	Placement/career services...	.640
Eigen Value	= 2.05	
% of Variance	= 6.4	
n	= 1,929	
Cronbach Alpha	= .6812	

Factor D -- Accessibility for the Disabled

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA31A	Accessibility for the disabled to buildings...	.869
IA31B	Accessibility for the disabled to programs/activities...	.870

Eigen Value = 1.59
% of Variance = 5.0
n = 1877
Cronbach Alpha = .9483

Factor E -- Athletic/Recreational Opportunities

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA9	Opportunity to participate in intramural athletics...	.820
IA23	Opportunity to participate in intercollegiate athletics...	.856

Eigen Value = 1.26
% of Variance = 3.9
n = 1,939
Cronbach Alpha = .8117

Factor F -- Access to Religious Activities

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA17	Accessibility of religious services...	.838
IA18	Campus ministry...	.850

Eigen Value = 1.21
% of Variance = 3.8
n = 1,940
Cronbach Alpha = .9148

Factor G -- Financial and Academic Support

<u>Survey Item</u>	<u>Description</u>	<u>Factor Loading</u>
IA7	Financial Support...	.690
IA12	Availability of academic support services...	.555

Eigen Value = 1.09
% of Variance = 3.4
n = 1,947
Cronbach Alpha = .5512

Cronbach Alpha for all factors = .9063
Total % of Variance = 60.6

Factor means and standard deviations for undergraduate males and females of the four race/ethnic groups represented in the sample are reported in Table 3.

TABLE 3
MEANS AND STANDARD DEVIATIONS
INSTITUTIONAL ATTRACTIVENESS BY RACE/ETHNICITY AND GENDER

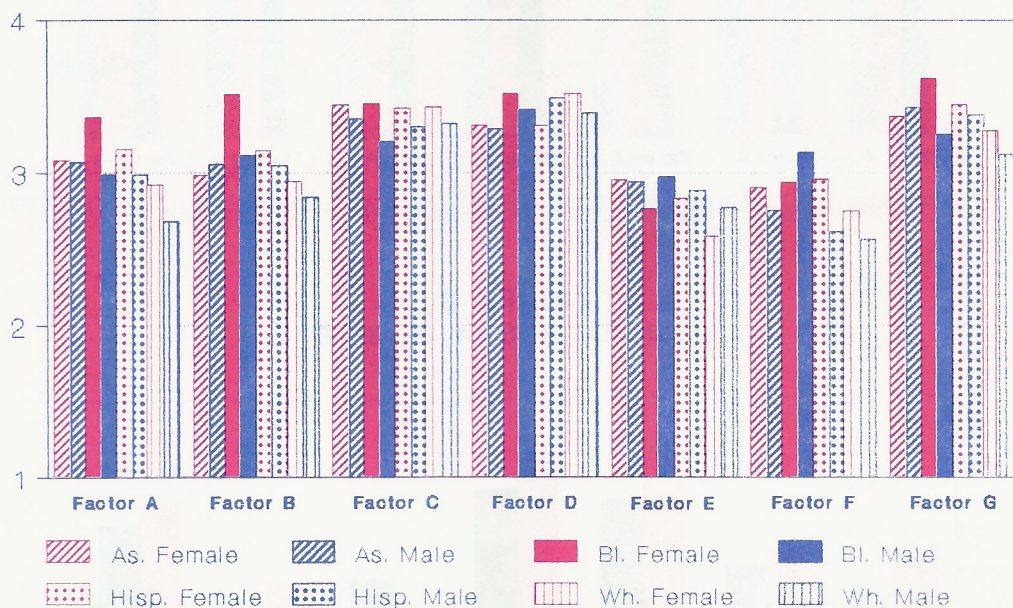
Factor	Undergraduate Female															
	Asian/ Pacific Islander			Black			Hispanic			White			Total			
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	
A	62	3.08	.55	80	3.36	.46	45	3.15	.49	985	2.92	.54	1172	2.96	.55	
B	65	2.98	.66	79	3.51	.52	48	3.14	.62	999	2.94	.63	1191	2.59	.64	
C	65	3.44	.45	81	3.45	.42	48	3.42	.45	1005	3.43	.45	1199	3.44	.45	
D	61	3.31	.71	76	3.52	.61	44	3.31	.72	978	3.52	.71	1159	3.50	.71	
E	66	2.95	.72	82	2.76	.69	47	2.82	.67	1001	2.58	.82	1196	2.62	.81	
F	64	2.90	.75	82	2.94	.71	47	2.96	.73	1009	2.75	.84	1202	2.78	.82	
G	64	3.37	.60	82	3.62	.50	48	3.45	.49	1009	3.28	.63	1203	3.31	.62	
							Undergraduate Male									
Factor	Asian/ Pacific/Islander			Black			Hispanic			White			Total			
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	
A	45	3.07	.59	28	2.99	.63	36	2.99	.62	581	2.68	.60	690	2.73	.61	
B	47	3.06	.68	29	3.11	.83	36	3.05	.70	600	2.84	.69	712	2.87	.70	
C	46	3.35	.58	30	3.20	.60	35	3.30	.46	595	3.32	.45	706	3.32	.47	
D	46	3.29	.70	28	3.41	.75	34	3.49	.70	586	3.39	.77	694	3.39	.76	
E	47	2.94	.85	30	2.97	.66	36	2.88	.94	605	2.77	.84	718	2.80	.84	
F	46	2.75	.77	30	3.13	.52	36	2.61	.78	601	2.56	.86	713	2.60	.84	
G	47	3.43	.56	30	3.25	.74	36	3.38	.68	606	3.12	.70	719	3.16	.69	

The means are further analyzed using least significant differences at the .05 level and using MANOVAs and ANOVAs to determine significant differences among the eight groups.

Multiple analyses of variance (MANOVAs) are performed with respect to race/ethnicity, gender and the combination of the two variables. The MANOVAs provide evidence of differences by race/ethnicity and/or gender with respect to the importance of the different factors of institutional attractiveness. Significant differences are not only found between means of the perceptions of males and females and the four different races chosen for the study, but also between means of the perceptions of the eight gender and race/ethnicity subgroups.

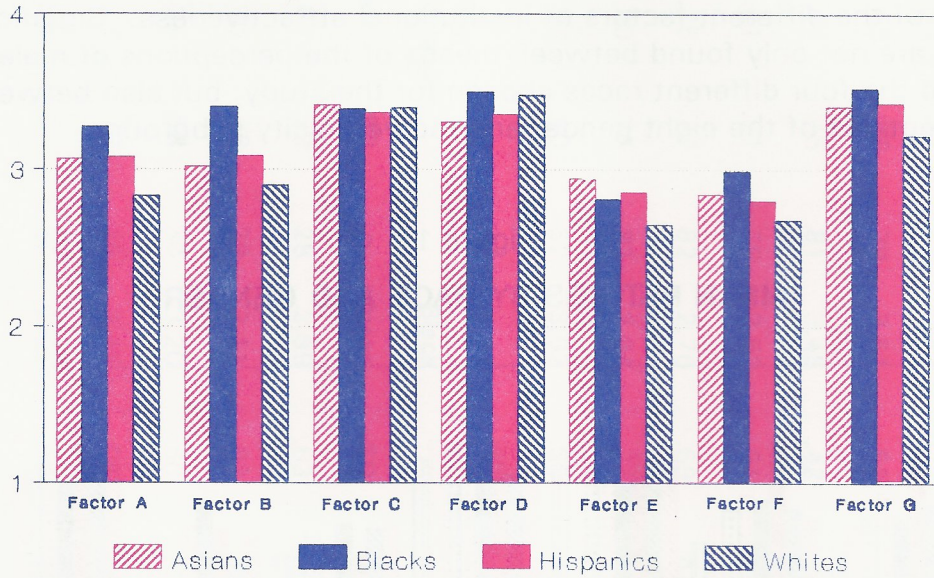
[Figure 1]

MEAN RATINGS BY RACE AND GENDER

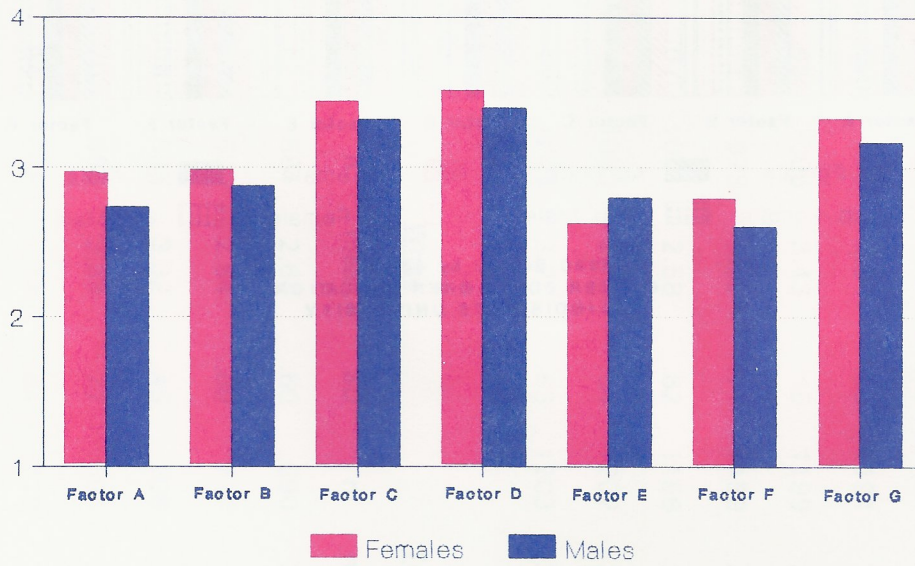


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**FIGURE 2
MEAN RATINGS BY RACE**



**FIGURE 3
MEAN RATINGS BY GENDER**



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It is interesting to note that dissimilarities by gender are more prevalent among white students (See Figure 1). This suggests that white females as well as minority students value a diverse, inclusive and participatory environment--as opposed to a campus in which white males are disproportionately overrepresented in positions of leadership and authority. Hence, changes toward a culturally diverse campus cause the institution to be more attractive not only to race/ethnic minorities, but also to women as well.

Analyses of variance (ANOVAs) show that a culturally diverse campus environment (Factor A) and "nationality/race-specific" activities (Factor B) are more important to black students than to Asian/Pacific Islander, Hispanic, or white students. A culturally diverse environment (Factor A) is clearly an important factor for minority students; and, therefore, should be given priority consideration to improve the retention of this group (see Table 4).

TABLE 4

FACTORS WITH SIGNIFICANTLY DIFFERENT IMPORTANCE
FOR GROUPS BY RACE/ETHNICITY AND/OR GENDER

(ANOVA)

	Factor A Signif. of F	Factor B Signif. of F	Factor C Signif. of F	Factor D Signif. of F	Factor E Signif. of F	Factor F Signif. of F	Factor G Signif. of F
<u>Gender</u>							
Male/Female*	---	---	.000	---	---	---	---
<u>Race/Ethnicity</u>							
White/Asian*	.000	---	---	---	---	---	.015
White/Hispanic*	.000	.010	---	---	.050	---	.005
White/Black*	.000	.000	---	---	---	.000	.000
Asian/Black*	.012	.000	---	---	---	---	---
Hispanic/Black*	.019	.002	---	---	---	---	---
Asian/White*	---	---	---	.023	---	---	---
<u>Gender and Race/Ethnicity</u>							
Male Black/Female Asian*	---	---	.031	---	---	---	---
Male White/Female Asian*	---	---	.042	---	---	---	---
Male Black/Female Black*	---	---	.016	---	---	---	---
Male White/Female Black*	---	---	.020	---	---	---	---
Male Black/Female White*	---	---	.005	---	---	---	---
Male White/Female White*	---	---	.000	---	---	---	---

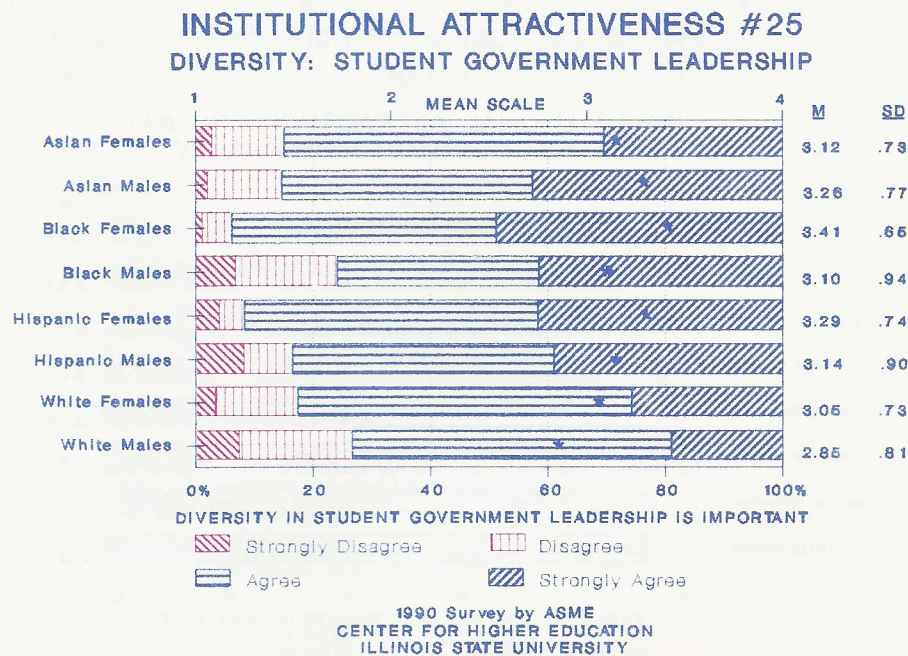
* denotes the group for which the factor is more important.

The quality of an institution's academic offerings (Factor C) is seen as more important by minority female students than by black or white male students. Accessibility for the disabled (Factor D) is considered more important by white female students than by other students. Athletic/recreational opportunities (Factor E) are of more importance to Hispanic students than to white students.

Access to religious activities (Factor F) is found to be more of an institutional attraction for black students than for white students. In addition, minority students consider financial and academic support (Factor G) to be more important than do white students.

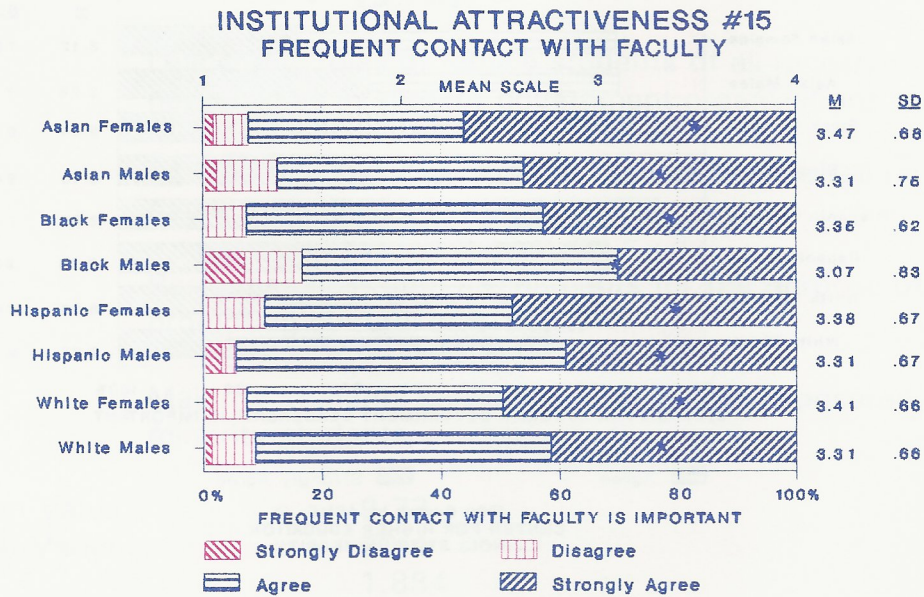
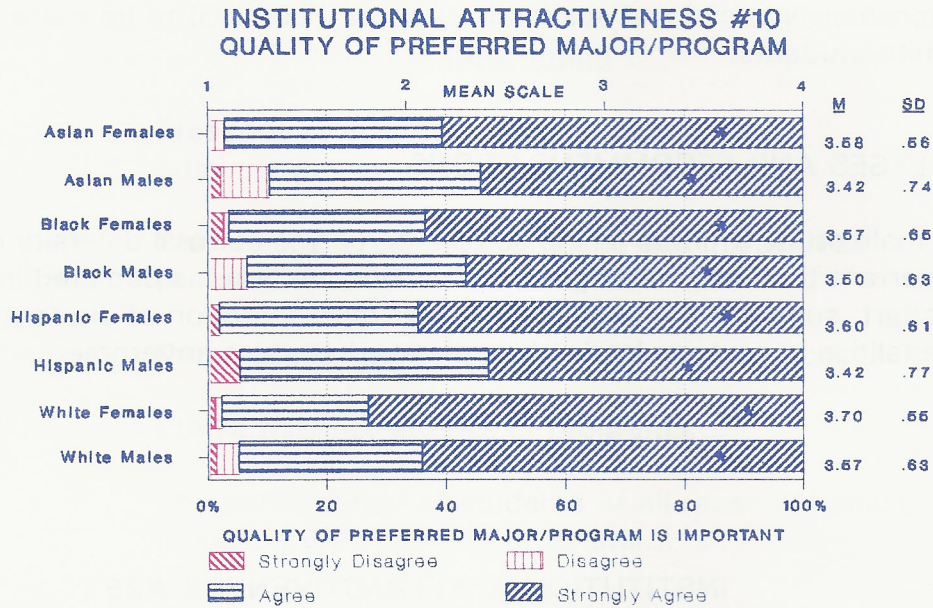
ITEM ANALYSES AND RECOMMENDATIONS

The white male student group in the sample perceives cultural diversity on campus as less important than any other group. This observation, as depicted in the following chart, supports the need for a better representation of students of all races/nationalities in campus leadership roles and student government:



The needs of other groups besides the white male group should be considered as high priority when programs are offered and resources are allocated.

All students value very highly the opportunity for frequent contact with faculty. Minority females regard the quality of the academic programs and services, and opportunities for frequent contact with faculty as more important than do black or white males.

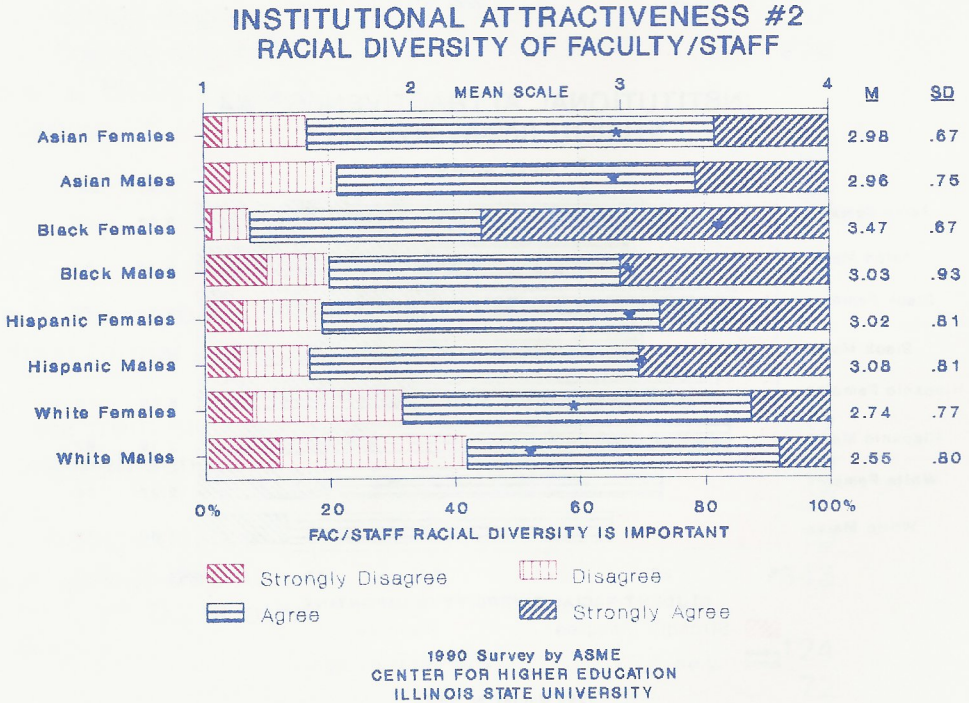


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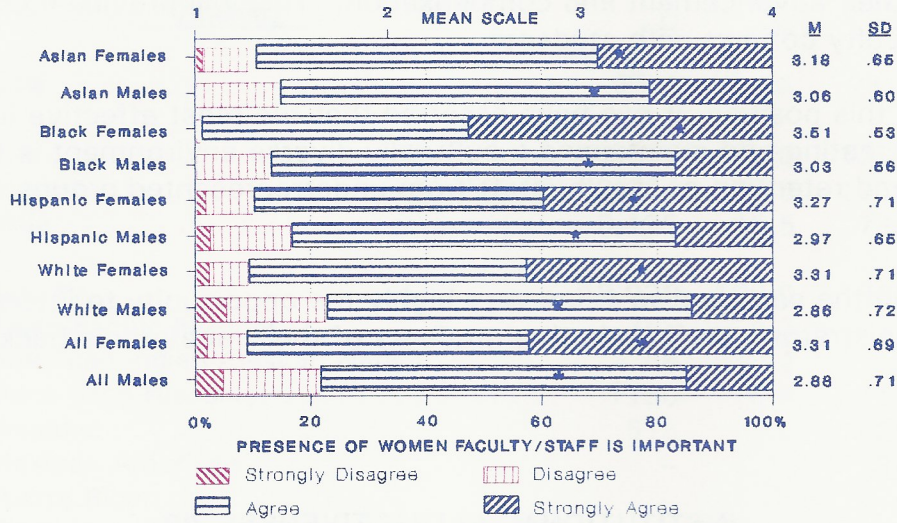
The previous items are particularly important for female students. The significance of the relationship between contact with faculty and student persistence has been recognized by researchers in the past (e.g. Pascarella and Terenzini, 1977; Tinto, 1987). This suggests that faculty involvement in the planning and implementation of university activities for students is an important consideration. A structured mentorship program, as suggested by Parker Redmond (1990), is an example of an activity the institution can sponsor or support to increase the contact students have with faculty in a productive way. The participation of faculty in student activities might also be considered when evaluating faculty contributions for purposes of their advancement and compensation. This will provide incentive for increasing faculty contact with students.

In support of this position, it has been asserted that the most effective institutional strategy for creating and maintaining a culturally diverse environment is the recruitment and retention of faculty/staff from underrepresented groups (Rosser, 1990: 225).

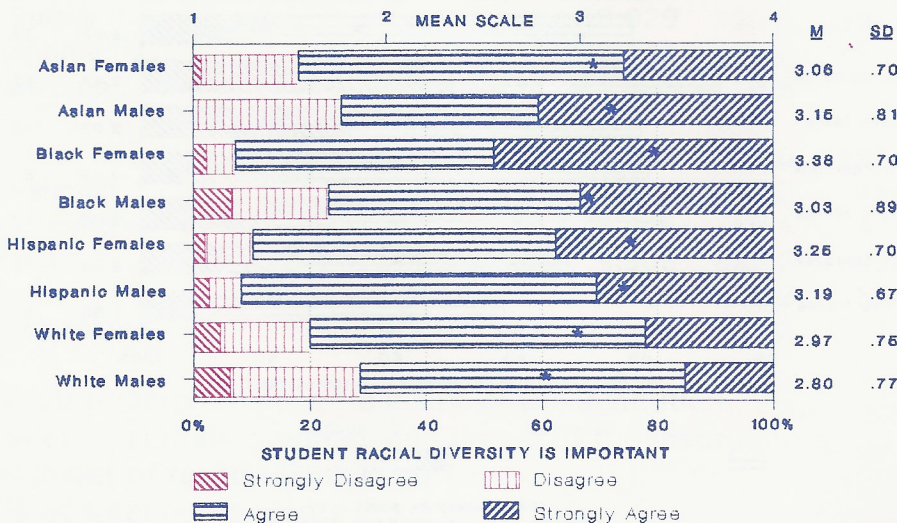
All students in the sample also value very highly the opportunity to interact with faculty, administrators, staff and other students of their race/ethnic background on campus.



**INSTITUTIONAL ATTRACTIVENESS #3
GENDER DIVERSITY**

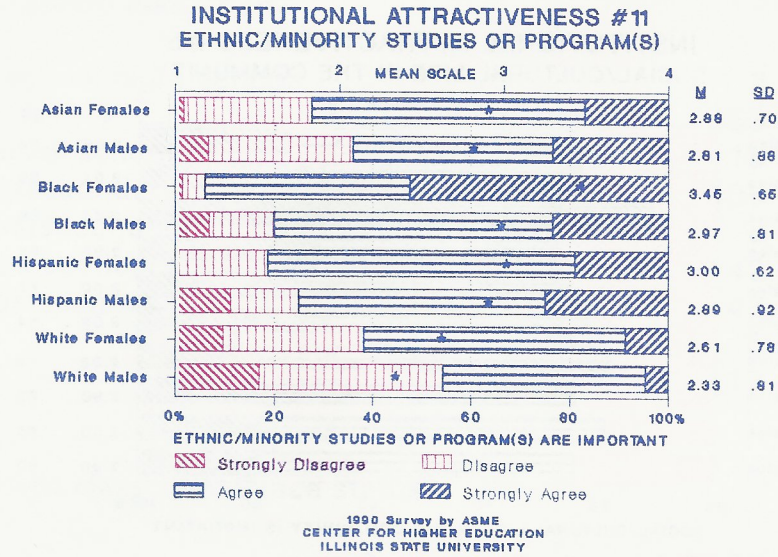


**INSTITUTIONAL ATTRACTIVENESS #4
STUDENT RACIAL DIVERSITY**

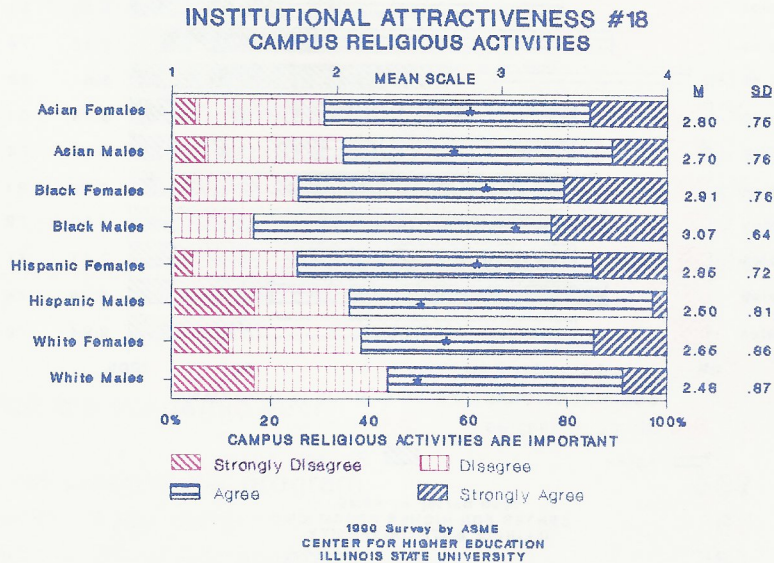


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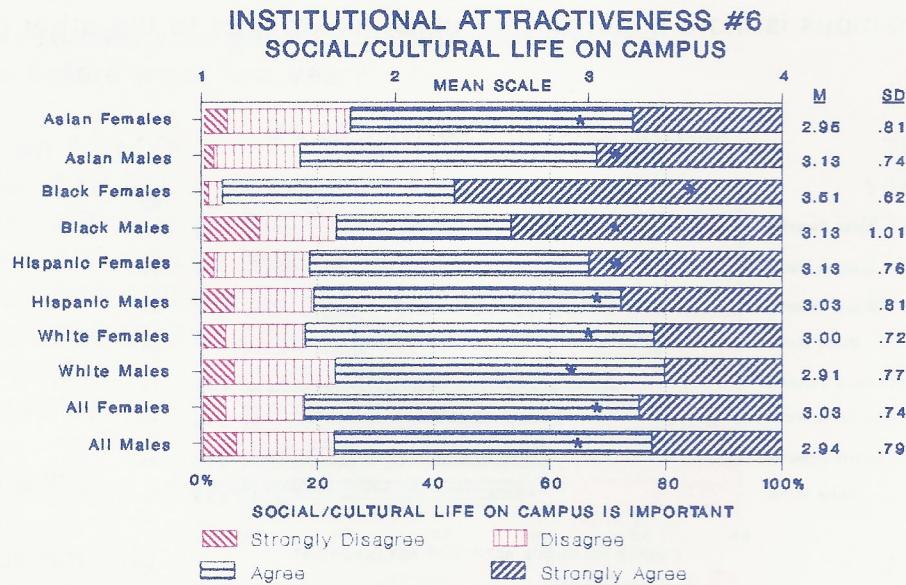
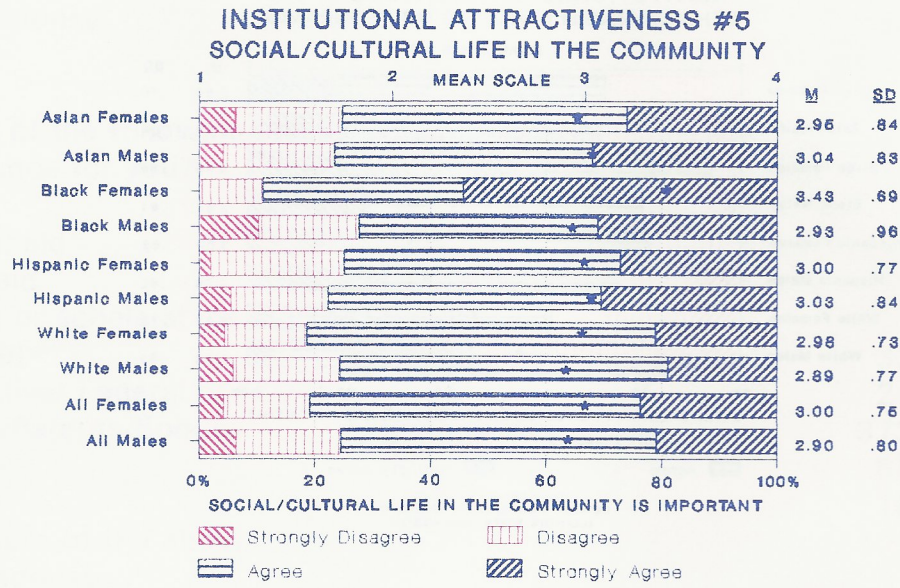
Ethnic/minority studies or programs receive the highest importance ratings from black and Hispanic females and the lowest ratings of importance from white males and females.



It was also found in the analyses of the data for this report that access to religious activities on campus is more important for black males than to the other groups.



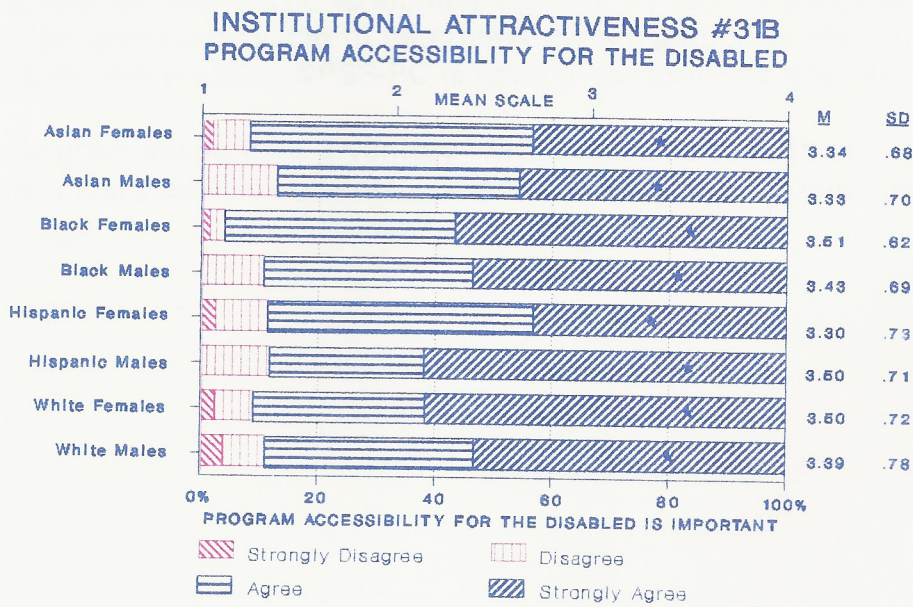
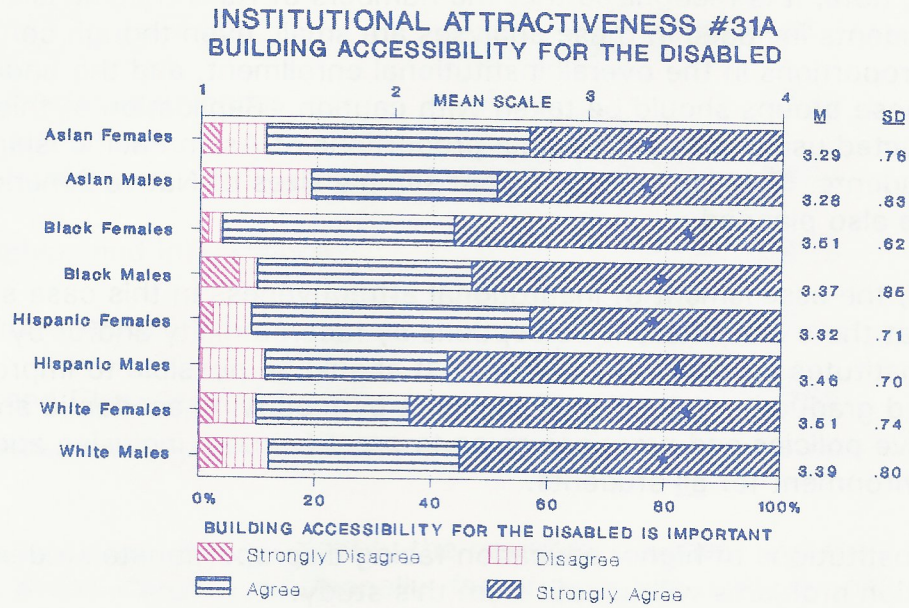
Black females consider more important than other groups the availability of cultural and social life for their race on campus and in the community.



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Addressing such issues will contribute to the elimination of the "sense of isolation" that tends to cause withdrawal among black students (Tinto, 1987).

Accessibility to buildings and programs for the disabled is perceived by all groups as an important factor of institutional attractiveness.



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This factor was found to be particularly important to black female, Hispanic male, and white female students, and should be taken into account in the allocation of resources.

As a closing note, it is recognized that the numbers of Asian/Pacific Islander and Hispanic students included in these analyses are small, even though consistent with their proportions in the overall institutional enrollment, and the findings regarding these groups should be taken with caution. Replication of this study is being conducted using data with higher proportions of Asian/Pacific Islander and Hispanic students. Studies with sufficient sample sizes of Native American students are also planned.

In summary, the assessment of institutional attractiveness in this case study confirms that there are different perceptions by race/ethnicity and/or by gender as to what constitutes an attractive campus. It should be possible to improve retention and graduation rates for all students by modifying academic and administrative policies and practices so as to create a more inclusive and nurturing campus environment for all students.

Hopefully, institutions of higher education facing disproportionate student retention and graduation problems will benefit from this study.

SOME POLICY IMPLICATIONS

Much concern has been expressed about what is perceived as a growing political and economic rift throughout the country along racial lines. Findings of the Assessment of the Status of Minorities in Education tend to confirm the shadow which has fallen on the educational community in this regard. Educational policy decisions must confront intolerance and insensitivity openly and publicly as a community at every opportunity. Some desirable policy directions suggested as a result of the Assessment are:

1. Education leaders must be prepared, through staff development activities, to be sensitive to and respond appropriately to incidents of intolerance.
2. Student orientation activities should recognize the significance of differences and essential likenesses, but should focus on those things that groups have in common.
3. Educational programs directed toward the appreciation of cultural diversity should be expanded and/or developed.
4. Programs of recruitment and retention of minority students, faculty, and administrators should be developed with the goal of creating a critical mass essential to a productive environment.

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APPENDIX A

INSTITUTIONAL ATTRACTIVENESS

(Items not used in the factor analysis for this study)

Indicate the extent to which you disagree or agree with the following statements:

For the appropriate response, please use the following scale:

1	=	Strongly Disagree (SD)
2	=	Disagree (D)
3	=	Agree (A)
4	=	Strongly Agree (SA)

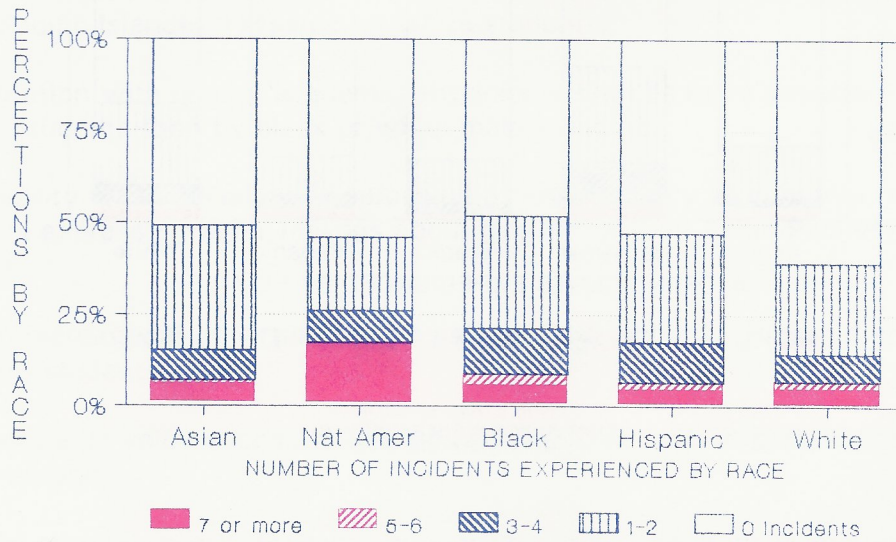
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-
- IA32 - "If I could start over, I would attend this institution."
 - IA33 - "If I could start over, I would change my major/program."
 - IA34 - "This institution is sensitive to the needs of students of all races/nationalities."
 - IA35 - "This institution is sensitive to the needs of female students."
 - IA36 - "This institution is sensitive to the needs of disabled students."
 - IA37 - "Campus police/security officers treat students of all races/nationalities in a fair and equitable manner."
 - IA38 - "I feel comfortable at my current institution and have a sense of belonging."
 - IA39 - "Students of all races/nationalities are treated in a fair and equitable manner through the processes of the student judicial system."

Note: Charts are shown for items 40, 41, and 42 using responses from 10,592 students from eleven institutions that participated in the 1990 survey; comparative data for the survey sample appears on the page following chart IA42.

IA40 - Please indicate the number of incidents of racial discrimination you have personally experienced on your campus:

- (a) 0
- (b) 1-2
- (c) 3-4
- (d) 5-6
- (e) 7 or more

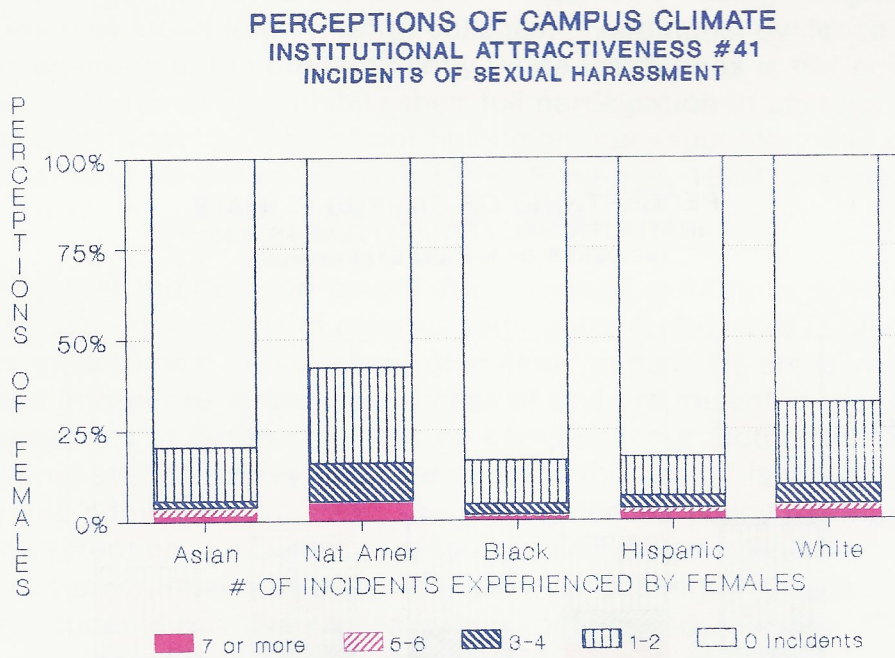
PERCEPTIONS OF CAMPUS CLIMATE
 INSTITUTIONAL ATTRACTIVENESS #40
 INCIDENTS OF RACISM EXPERIENCED



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IA41 - Please indicate the number of incidents of sexual harassment you have personally experienced on your campus:

- (a) 0
- (b) 1-2
- (c) 3-4
- (d) 5-6
- (e) 7 or more

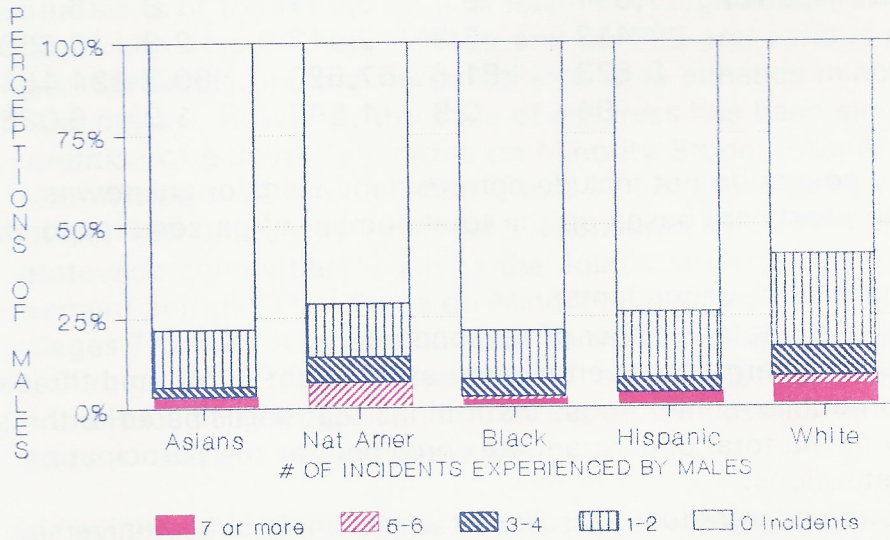


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IA42 - Please indicate the number of incidents of physical violence you have personally experienced on your campus:

- (a) 0
- (b) 1-2
- (c) 3-4
- (d) 5-6
- (e) 7 or more

**PERCEPTIONS OF CAMPUS CLIMATE
INSTITUTIONAL ATTRACTIVENESS #42
INCIDENTS OF PHYSICAL VIOLENCE**



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**CHARACTERISTICS OF THE SAMPLE COMPARED TO THE
TOTAL UNDERGRADUATE POPULATIONS OF (A) THE PARTICIPATING
INSTITUTIONS AND (B) THE GROUP OF SIMILAR ILLINOIS INSTITUTIONS***

	(1)	(2)	(3)	(4)	(5)	(6)
Total	10,592		83,768		249,924	
Gender						
Female	6,983	66.0	45,889	54.8	130,852	52.4
Male	3,609	34.0	37,879	45.2	119,072	47.6
Race/Ethnicity						
Asian	377	3.6	2,116	2.5	11,684	4.7
Native American	35	0.3	162	0.2	729	0.3
Black (Non-Hispanic)	1,031	9.7	9,851	11.8	26,468	10.6
Hispanic	412	3.9	2,413	2.9	10,800	4.3
White	8,623	81.6	67,629	80.7	194,158	77.7
Other	94	0.9	1,597	1.9	6,085	2.4

- Race/Ethnicity counts do not include non-resident aliens or unknowns.
- Percentages in charts are based on the total number of persons responding.

- (1) = Number of respondents;
 - (2) = % of the total number of respondents;
 - (3) = Total undergraduate enrollment at the eight public and three non-public multi-purpose institutions that participated in the survey;
 - (4) = % of the total undergraduate enrollment at the participating institutions;
 - * (5) = Total undergraduate enrollment at all Illinois public universities and non-public multi-purpose institutions;
 - (6) = % of the undergraduate enrollment at institutions in (5).
-
-

APPENDIX B

A BRIEF HISTORY OF THE PROJECT ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION

During the Spring of 1984, the Subcommittee on Minority Concerns of the Illinois Senate Committee on Higher Education was established to assess the educational progress of historically disadvantaged groups in Illinois. Both committees were chaired by Senator Richard Newhouse. An early conclusion of the Subcommittee was that a concerted effort would be required on the part of all segments of the education community, as well as the legislative and executive branches of state government and the business community, to bridge gaps caused by barriers which have limited educational access and success for racial minorities.

One of the recommendations of the Subcommittee was that Illinois colleges and universities should facilitate and sponsor research activities which focus on:

- (1) identifying causes for the disproportionate representation of minorities in postsecondary education; and
- (2) identifying successful strategies and programs throughout the educational system which foster and enhance the participation and status of minorities.

Subsequently, legislation was enacted by the Illinois General Assembly and signed by the Governor--notably, Public Acts 84-726, 84-785 and 85-283, and various resolutions--which set in motion statewide, multidimensional and collaborative efforts to enhance minority participation in education. Regrettably, the pace of progress was slow, prompting the creation of the Joint Committee on Minority Student Access by Illinois Senate Joint Resolution No. 72 in June, 1987, and its continuation by Senate Joint Resolution No. 130 on July 1, 1988. Both resolutions were sponsored by Senator Miguel del Valle. Other statewide committees, including the Joint Committee on Minority Student Achievement and the Task Force on Minority Concerns of the Illinois Community Colleges Trustees Association, were also formed to focus on the same issues.

During the 1991 session of the General Assembly, a Subcommittee on Minority Concerns in Education of the House Higher Education Committee was established by Committee Chair Representative Wyvetter Younge. The Subcommittee, Chaired by Representative Arthur Turner, held hearings during the Summer and Fall of 1991 to review and to assess the progress since 1984 of legislative initiatives to enhance educational opportunity for underrepresented groups.

Since the late 1960s, various strategies have been initiated and intensified to address the adverse conditions that have characterized the experience of members of underrepresented groups in education. Still, many of the conditions persisted, with little progress, in Illinois and nationwide. Tensions between racial groups have reignited and heightened in recent years to cause problems of growing magnitude in educational settings and to inhibit progress toward creating campus climates which are necessary for underrepresented groups to enjoy full educational benefits.

In December, 1987, the Illinois Board of Higher Education (IBHE) approved a proposal, submitted by Dr. Charles E. Morris, and a grant for the development of a process and survey instruments (inventories) which could be used for assessing the educational status of minorities in Illinois. The project "Assessment of the Status of Minorities in Education (ASME), is housed in the Center for Higher Education at Illinois State University. A primary objective of this initiative is to provide balanced information to policy- and decision-makers, administrators and the public, thereby assisting efforts to facilitate the goals of quality and equality in postsecondary education. The initial work of the project was accomplished by a group consisting of members of the Illinois Committee on Black Concerns in Higher Education, a grassroots educational advocacy organization formed in 1982. The persons involved (and their roles/responsibilities at that time--January through July, 1988) in developing the survey instruments were:

Dr. Seymour Bryson, Dean of the College of Human Resources, Southern Illinois University at Carbondale

Ms. Francine Clark-Jones, Graduate Assistant, Department of Educational Policy, University of Illinois, Champaign-Urbana

Dr. Stafford Hood, Program Evaluator, Illinois State Board of Education

Dr. Charles E. Morris, Vice President for Administrative Services, Illinois State University

Dr. William Mosley, Chairman, Department of Special Education, Western Illinois University

Mr. Ira Neal, Graduate Assistant, Department of Educational Administration, Illinois State University

Mr. Silas Purnell, Director, Ada S. McKinley Recruitment Center, Chicago

Dr. Alvin Townsel, Educational Consultant, Illinois State Board of Education

Dr. William Trent, Associate Professor of Educational Policy, University of Illinois, Champaign-Urbana

Others, including Ms. Clara Fitzpatrick, a member of the Illinois Board of Regents, and Dr. Rudolfo Garcia, Associate Vice President for Research, Chicago City-Wide College, provided valuable assistance. Drs. Morris and Trent served as Co-Directors of the program.

The survey instruments consist of separate inventories for undergraduate students, graduate students, faculty and administrators, and for assessing institutional services and programs. The first use of the inventories was in conjunction with a workshop conducted by Dr. Morris at Danville Area Community College in August 1988. Since that time, supported in part by additional grants from the IBHE to the Center for Higher Education at Illinois State University in fiscal years 1989-90, 1990-91 and 1991-92, the inventories have been continuously revised and augmented to 1) assess the educational status of all underrepresented groups--minorities, women and people with disabilities, 2) be more inclusive of questions regarding services provided by institutions, 3) present questions in a more neutral and unbiased fashion, and 4) communicate more clearly and consistently to institutions, agencies and individuals participating in the surveys.

The initial grant was sufficient only for the developmental stage of the project. Consequently, a pilot study conducted in six private Illinois baccalaureate institutions in the Spring of 1989 was a subsequent, but independent, effort made possible by resources and assistance provided by Illinois State University (ISU), the participating institutions, the Federation of Illinois Independent Colleges and Universities (FIICU), the United Campus Christian Foundation (UCCF) of Normal, Illinois, and the Illinois United Ministries in Higher Education. Donald Fouts, President of FIICU, and Rev. James Pruyne, Director of UCCF, played instrumental roles in the acquisition of these additional and sustaining resources. They, along with UCCF interns; students, faculty and staff from ISU; and others provided essential support at this stage of the initiative. Additional support from the two institutions that cooperated for the purpose of obtaining the IBHE grants--Western Illinois University and Illinois Wesleyan University-- was also crucial for project survival during this period. Dr. William Mosley of Western Illinois University, Dr. Ellen Hurwitz of Illinois Wesleyan University, Dr. Alvin Townsel of the Illinois State Board of Education and Dr. Edward Hines of Illinois State University, have provided ongoing support to the ASME initiative, as have Dr. David A. Strand, Provost of ISU and Director of the Center for Higher Education, and James Alexander, ISU Vice President for Business and Finance.

Important contributions to the ASME initiative are being made by persons who serve in the role of Research Coordinator. To date, these include Dr. Noreen Michael, Assistant Professor of Educational Administrations and Foundations (ISU), who served during period 1989-1991, and Dr. Maria Canabal, Assistant Professor

of Home Economics (ISU) who has been Research Coordinator since September, 1991.

Significant assistance to the 1989 pilot study was accomplished with the help of LeAnne Slack as partial fulfillment of her Honor's Program Project under the supervision of Dr. Mildred Boaz, Professor of English and Director of the Honor's Program, at Millikin University in Decatur, Illinois. Her paper, "Status of Minorities in Higher Education: A Study of Selected Independent Illinois Institutions," was the basis for the first report arising from the Assessment Project. ISU students who have made exceptional contributions are Richard Hunter, Laura Knollenberg, and Tricia Seams.

During the Spring of 1990 and after further revisions, ASME inventories were administered in eight public and three private baccalaureate degree-granting Illinois institutions. Enabling assistance for this phase of the Project was provided by the Board of Regents, the Board of Governors and the participating institutions. Responses from approximately 14,000 students are being analyzed in numerous studies and reports, including Master's theses and doctoral dissertations.

Procedures and a process are under development for the administration of ASME inventories in the Illinois Community College System in the Spring of 1992. The Illinois Community College Board, the Illinois Community Colleges Trustees Association and the Council of Illinois Community College Presidents have encouraged and supported this initiative.

Members of the ASME Advisory Council and special advisory committees have been instrumental in the accomplishments of ASME surveys, studies, and reports. Since September, 1989, Dr. Charles E. Morris has served as Director and Ira L. Neal has been Assistant Director.

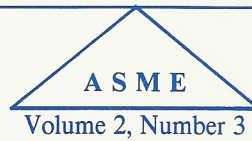
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ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION

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