An exploration and analysis of mentoring and mentorship programs for Black female and male undergraduates on a selected group of U.S. colleges and universities.

Mary A. Alexander-Ellis

University of Massachusetts Amherst

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AN EXPLORATION AND ANALYSIS OF MENTORING AND MENTORSHIP PROGRAMS FOR BLACK FEMALE AND MALE UNDERGRADUATES ON A SELECTED GROUP OF U.S. COLLEGES AND UNIVERSITIES

A Dissertation Presented
by
MARY A. ALEXANDER-ELLIS

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1991

School of Education
AN EXPLORATION AND ANALYSIS OF MENTORING AND MENTORSHIP PROGRAMS FOR BLACK FEMALE AND MALE UNDERGRADUATES ON A SELECTED GROUP OF U.S. COLLEGES AND UNIVERSITIES

A Dissertation Presented by

MARY A. ALEXANDER-ELLIS

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Robert Wellman, Chair

Helen Schneider, Member

Edgar Smith, Member

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School of Education
ACKNOWLEDGEMENTS

All praises, honor and glory is given to my heavenly Father for the guidance and love He has shown me throughout the years in my pursuit of this doctorate degree. I would also be totally remiss if appreciation and thanks is not given to Dr. Robert Wellman, Chair of my dissertation committee, Dr. Helen Schneider, and Dr. Edgar Smith members of my dissertation committee. Without their support, advise, and encouragement I would not have completed this dissertation.

I also want to give special recognition to the following individuals. Appreciation is first extended to my husband, Israel (Bobby) for his love, patience, and championship throughout this process. Much thanks is given to my sister, Ada for her spiritual guidance, my brother, James C. III, and my sisters, Gloria and Irene. Love and thanks is extended to my two young nieces, Nancy Ann and Ann Marie. Their sweetness and love kept me smiling.

I would also like to recognize my best friends, Dr. Mary Bennett, Dr. Donald Brown, Dr. Harold Horton, Bernard Sneed and Hermina Peters. These individuals prayed with me, was always on time with an encouraging word, and always provided honest comments about my ideas and writing. Dr. Barbara Love, chair of my
comprehensive committee, Dr. Kevin Grennan and Dr. George Urch are all individuals that prepared me intellectually for the obtaining of this degree. They will never be forgotten. Appreciation is extended to Sheryl Jablonski, for her professional typing services and Jim Ball for his professional assistance in the copying of my comprehensive papers.

In closing there are three individuals that had a special role in my life during my early years, they were my mentors and role models. First, my Uncle Jerry. Jerry V. Davis, the first member of our family to graduate from college. One of the early pioneers in African-American history that graduated from Tuskegee Institute in 1942. This man paved the way and opened my young mind for an appreciation of books and for the value of an education. Second, my father Jimmie. My father being a very proud man instilled that same pride within all of his five children. Jimmie Alexander, was a solider in the Army Aviation Engineering Platoon Company A 828, the second all-Black platoon to enter the Luzon Northern Solomon Islands, Philippines in World War II. Thanks, daddy.

Last, but not least this dissertation is DEDICATED to my mother, NANCY BELL DAVIS-ALEXANDER, who passed from this world into a better world on March 1, 1982 (coincidental, today is March 1, 1991). My mother was
my role model and mentor and without her I would not have seen the physical or spiritual light. Thanks, motherdear, I LOVE YOU.
ABSTRACT

AN EXPLORATION AND ANALYSIS OF MENTORING AND MENTORSHIP PROGRAMS FOR BLACK FEMALE AND MALE UNDERGRADUATES ON A SELECTED GROUP OF U.S. COLLEGES AND UNIVERSITIES

MAY 1991

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Directed by Professor Robert Wellman

This study will examine the concept of mentoring as a strategy for improving the academic success and the quality of life of black female and male undergraduates on predominantly white institutions in American society. More specifically, this study proposes the following:

(a) That mentorship programs can provide a clearly defined, identifiable and monitored support mechanism through which faculty and staff members may have an impact, directly, on the growth potential of black undergraduates.
(b) That through mentoring programs educational leaders on predominantly white college campuses can successfully meet the short-range goals of satisfying and improving the critical academic, social and personal needs of black undergraduates.

(c) That mentorship programs will also meet a long-range need of our society by supplying the educational and professional markets with qualified and competent black undergraduates and professionals that will benefit American society.

This study will be substantiated by findings from a survey of a selected group of minority mentorship programs on predominantly white college campuses and a survey of black female and male undergraduates' academic and personal needs on a predominantly white college campus. It is from this collection of data that six major recommendations for developing a comprehensive model for a Black Mentorship Program will be presented that embody the best of the prevailing theories, practices, principles and services for promoting the academic and professional success of black undergraduates.
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EPILOGUE

During the research and writing of this dissertation, I also undertook the challenge of initiating a Pilot Black mentorship Program at the University of Massachusetts at Boston. The Mentorship Program was initiated in the Spring 1989. As of this date, Spring, 1991 the program has matched thirty-five students with Faculty and Staff Mentors, offered lectures and seminars that involved such participants as U.S. Attorney General Wayne Budd, students from Boston college Black Law Association, City Councilor of Malden, Neal Anderson, and Dr. Yvonne Moss, Research Associate from the Trotter Institute at the University of Massachusetts at Boston. In addition, academic seminars and workshops aiding Black students in becoming responsible students have also been presented.

The future of the Black Mentorship Program looks very promising. First, I have received permission from Dr. James Blackwell that the Black Mentorship Program can be renamed the "Blackwell's mentorship Program". As mentioned in my dissertation, Dr. Blackwell was one of the leading scholars in introducing the concept of mentoring and documenting its importance for the mainstreaming of minorities into graduate school and into professional careers. In addition, Dr. James
Blackwell recently retired from the University of Massachusetts at Boston as one of our most outstanding tenured faculty members from the Sociology Department. The renaming of this mentorship program is a fitting tribute of appreciation to him to his teaching and mentoring of students. Second, the submission of two proposals for funding is on the agenda for this semester. The support and assistance received from the Director of the University Advising Center and the Dean of the College of Education gives me hope that these proposals will be funded. And, finally the "Blackwell’s Mentorship Program" has been supported, and recognized by many of the students, faculty, and staff of the University as being a quality support program, one that belongs within the institutional structure of the University of Massachusetts at Boston in order to assist Black female and male undergraduates in becoming successful individuals in society.
American education has again become complacent and insensitive towards addressing the educational and professional needs of Black undergraduates in predominantly white institutions of higher learning, a situation detrimental not only to the Black race, but also to the political, economic, social and educational future of the society.

In 1982 the National Center for Educational Statistics reported that three-fourths of all black students currently in college attended predominantly white institutions of higher learning, "An estimated 57% of all baccalaureate degrees awarded to black students during 1978-1979 were granted by predominantly white colleges and universities" (Allen, 1986, p. 2). Even though during the last ten years the percentage of black student enrollment has increased from one percent to more than five percent on most major college campuses, the American Council of Education reports that Black enrollment figures reached an all time high in 1976. Further, the college participation rate for blacks declined from 8.8 percent in 1984 to 8.6 percent in 1986. In actuality the number of Black students on predominantly white college campuses is still quite
small. The college participation and educational future of black males and females on predominately white college campuses is in serious jeopardy.

Scholars such as Fleming (1981), Allen (1987), and Blackwell (1987) have analyzed the educational status of black students in higher educational institutions by studying such environmental factors as family background, academic preparation, societal norms, institutional commitment, institutional climate, curriculum, and support systems. There seems to be a general consensus amongst these scholars and others that "black students on predominantly white campuses continue to be severely disadvantaged relative to white students in terms of persistence rates, academic achievement levels, enrollment in advanced graduate programs and [in] over-all psycho-social adjustments" (Allen, 1986, p. 2).

According to some researchers, the institutional climate is one of the primary factors that affects the academic and personal development of black students on predominantly white college campuses. Recent educational reports have documented that blacks are not progressing through the educational pipeline, that racial tensions between white and black students on American predominantly white college campuses have heightened, and that by the year 2000 the population
growth for people of color will be significantly increased. Many scholars and educators have now focused their attention on how to improve the quality of student life for black male and female undergraduates on predominantly white college campuses. Educators are now concerned with creating an institutional climate that produces an atmosphere of acceptance more so than the atmosphere of alienation and isolation often present among Black students.

Some educational scholars have repeatedly stated that predominantly white institutions have not committed an adequate amount of resources and/or provided the bold leadership needed for developing the academic and socio-cultural programs that would widen the opportunities and develop the natural talents of minorities and academically unprepared students. Educators and administrators must move beyond the rhetoric and the window dressing of merely professing their commitment to the retention of minority students and begin to move into action by providing the bold leadership and resources for program and curriculum development and policy reform.

The hostile institutional climate on some predominantly white college campuses presents a serious problem and threat to black students' achievement, attainment, and self-worth as they progress through the
educational pipeline. Black students must not be made to feel they are aliens in a promised land. Regardless of what the demands of the academic environment are, researchers have found that the capacity of black students to respond to those demands is seriously diminished by the racist, sexist and social context within which those student's academic pursuits take place. Black students on some of these campuses are constantly confronted with an academic and social environment that displays hostile behavioral and attitudinal patterns insulting to their dignity as human beings. Black students on predominantly white college campuses need to be able to connect with administrators and faculty members (black and white) who will assist them in developing their academic and professional potential.

Educational leaders are challenged, as always, to insure excellency within the classroom, to promote an institutional environment that encourages and insures a quality campus life, and to promote a sense of community within the University setting. Today, one must also pressure the administration to increase and retain minority faculty and staff members who could serve as mentors and role models for black undergraduates as they progress through the educational and professional pipeline. For this reason, this study
will provide an in-depth analysis of the concept of mentoring as it can contribute to improving the academic success, personal development, and the quality of student life for black undergraduates on predominantly white college campuses.

Mentoring as defined by Blackwell (1987) is the process whereby a mentor forms a close and interpersonal relationship with another and uses one's own experiences and expertise to help guide the development of the student. Therefore, within this context, a mentorship program's primary purpose is to serve as a support mechanism in assisting black students in becoming successful students and productive individuals as they pursue their academic and professional careers. More specifically, a mentorship program would provide a clearly defined, identifiable and monitored support mechanism through which faculty and staff members may have a direct impact on the growth potential of black undergraduates. I propose that through mentoring, and the development of mentoring programs, educational leaders on predominantly white college campuses can successfully meet the short-range goals of satisfying and improving the critical academic, social and personal needs of black undergraduates. Mentoring programs will also satisfy the long-range employment demands of our
society by supplying the educational and professional markets with qualified and competent Black graduates and professionals.

This concept of mentoring will be analyzed within the context of the findings, theories, and analysis of three prominent African-American education scholars: Blackwell, Fleming, and Allen. In the past decade, these educators have become famous for their qualitative and quantitative studies on the academic, professional, and personal growth of black male and female undergraduates and graduates of predominantly white institutions. In addition, these African-American scholars have led the way in defining and introducing the concept of mentoring as a strategy for improving the quality of life and academic success of black undergraduates.

The study will also report on a survey a selected group of mentorship programs on predominantly white college campuses primarily intended to serve the minority and/or non-traditional population.

This survey attempted to determine the following:

1. Has the mentorship program been structurally and functionally institutionalized within the institutional setting? 
2. Have the mentorship programs been absorbed into the mainstream operations of the college fiscal, academic, and student affairs departments or is
the program functioning in a loosely unsystematic fashion? (3) What is the general mission and purpose of the program and how inclusive are the program offerings in insuring that the optimal development of the student is promoted? (4) What criteria for success are the mentorship programs using to measure their effectiveness and success? Based upon the analysis cited in the first part of the dissertation and the results of the survey of actual practices, a comprehensive model for a Black Mentorship Program for college campuses is presented that embodies the best of the prevailing theories, practices, principles and services for promoting academic success, professional development, and self-worth for black female and male undergraduates on predominantly white colleges.

On a much broader scale, this study is significant because it will continue to expose the precarious status that black students have in predominantly white institutions of higher education. This examination of the academic, social, and personal needs of black undergraduates can also provide educators with the knowledge and data needed to properly assess their roles, missions, commitments, policies and programs that have a negative or positive impact upon the future of the black race and society.
There is no in-depth study at this time exclusively devoted to mentoring as it relates to the optimal development of the black undergraduates on predominantly white college and university campuses. This attempts to fill this gap in scholarship and offers a comprehensive model of a Black Mentorship program for potential use by educators on predominantly white college campuses. Such a program can serve as a catalyst to move beyond the rhetoric and into action for promoting Black students' academic and professional success for students in general.

The remaining chapters of this dissertation will be as follows: in Chapter II, rather than the traditional review of literature approach, an historical analysis of the access and status of black women's entrance into American higher educational institutions will be presented prior to the contemporary analysis of the concept of mentoring. A review of the scholarship from an historical perspective reveals the following: (a) access to U.S. higher educational institutions was historically defined by race, class, and gender, (b) the college curriculum for Blacks and particularly women was influenced by social, political, and intellectual forces of the United States society, (c) the academic and personal development of black undergraduates was
affected by institutionalized racism, sexism and classism and finally, the institutional environment greatly affected the education and self-development of black undergraduates.

Chapter III, entitled Educational Perspectives/Concept of Mentoring, presents a contemporary analysis of the concept of mentoring as a support mechanism for the academic and personal success of black undergraduates. Specifically, this chapter will present a brief philosophical overview of the concept of mentoring; an analysis of the barriers affecting degree attainment; issues surrounding development of positive faculty and staff relations and perspectives on the importance of the institutional climate for the black undergraduate's academic success.

Chapter IV contains the results of the survey of mentorship programs from a selected group of college and university campuses and the results of the survey of black undergraduates' academic and personal needs for the development of a pilot Black Mentorship Program. The selection of the samples, the design of the questionnaires, procedures for collecting data, methods for collating and compiling the data and analysis of the data will be discussed.

Chapter V will provide an analysis of the findings from the aforementioned surveys.
Chapter VI summarizes and concludes the study, but most importantly this chapter offers an action plan for the development of a comprehensive model Black Mentorship Program for the academic, professional and personal success of Black female and male undergraduates. This model will embody the most effective and efficient theories and methods of development and implementation of services and practices extracted from the literature review and surveys.
CHAPTER II

REVIEW OF LITERATURE: HISTORICAL PERSPECTIVES

The concept of mentoring and its relationship to the academic and personal success of Black male and female undergraduates in contemporary American institutions of higher learning cannot be reviewed in isolation. Therefore, as stated in the introduction, an historical review of the literature on the Black women’s access to and equity in American colleges and universities will be presented.

The literature review will analyze the institutionalized racism and sexism facing black female college students in these three major areas: (1) access to institutions of higher education; (2) the curriculum and career options available to them as Black women and; (3) the institutional climate.

Access to Institutions of Higher Education

It has been difficult for researchers to obtain accurate information on Black college student enrollment prior to 1945. Horn (1980) cites two contributing factors to this difficulty. First, racial classification were considered illegal or were discouraged in most statistical surveys conducted by governmental agencies or educational institutions.
during the 1800s. Second, Black student enrollment was synonymous with enrollment in historically Black colleges and universities (Horn, 1980, p. 129).

Typical examples of these practices of omission are founded in the works of Woody (1966) and Pifer (1973). Woody (1966) provides an in-depth documentary of women's entrance into American vocational and higher educational institutions. This qualitative study explores the economic, social, and political environment that impacted on the education of colonial and modern women of the 1900's and is truly representative of the prevailing attitudes of these times.

Such authoritative treatises as Thomas Woody's classic, "A History of Women's Education in the U.S.", Louise Shutz Boas, "Women's Education Begins: The Rise of Women's Colleges", and Mabel Newcomer's, "A Century of Higher Education for American Women", are similar in their failure to include even a footnote on Spelman and Bennett colleges, the nation's oldest and best known Black colleges for Black women (Guy-Shetfall, 1982, p. 278).

It is only with the exploration of Oberlin College does Woody (1966) reference "Negroes" in this "scholarly" manuscript of more than six hundred pages. The Black woman or "Negro girl" comes into existence only when Woody uses the term "mixed" to classify the Negro girl in secondary education. "At that date...
1,121 out of 1,978 (56.7%) were mixed in private secondary schools" (Woody, 1966, p. 22).

Woody (1966) also provides the educational researcher with a historical overview of the American social, political, and economic climate that influenced the shaping of the American higher educational systems.

Similar to Woody (1966), Pifer (1973) presents a historical overview of dates and events that influenced the shaping of American higher education. Pifer (1973) differs from Woody (1966) in focusing on the history of Black education and not solely on women's education. Pifer (1973) states that race relations of white's towards Blacks shaped the educational opportunities of Blacks in America. Second, he claims that the history of education of Blacks was southern history. Ex-slaves were known to have waged the first crusade for state systems of common schools in the South following the Civil War (Anderson, 1988). "By 1933 over 38,000 Black students were in college, ninety-seven percent of them in southern Black institutions" (Horn, 1980, p. 129). Third, he claims that Black education was coeducational. His manuscript also introduces social, political, and legal mandates that were imposed on Blacks. These local and national legal enactments and new agencies promoted Black education, Black college, and self-reliance.
Some of these new developments included the Morrill Act of 1862, Freedman Bureau in 1865, the Second Morrill Act of 1890, the Urban League 1910, the National Association for the Advancement of Colored People (NAACP) in 1911 and the National Council of Negro Women 1926. Collectively, they served to increase college enrollment and the participation of Blacks in the mainstream of America. Again, as with most male researchers (Anderson, 1988; Pifer, 1973; Weinberg, 1977) on Black education history, the major emphasis is on the systematic racism that the Black race had to encounter within an oppressive white American society.

The plight of Black women's education could have been appropriately interjected with Pifer's (1973) exposition on the philosophical debate between Dubois and Washington. These two famed educators had very different philosophies on the educational training of Blacks. Dubois rallied for the liberal arts curriculum which he believed supported the advancement and development of one's intellectual ability. Washington, on the other hand, opposed this philosophy and saw the need to educate Blacks in industrial (practical) skills that would maintain and insure the family's meals.

"Black women's leaders generally agreed with Dubois and in fact, encouraged Black women to campaign for
suffrage as well as to pursue an education" (Faragher & Howe, 1988, p. 80).

The Smith-Hughes Act signed by President Wilson in 1917, promoted and reinforced Washington’s philosophy of technical and/or industrial education in Women and Black colleges. At this point, Pifer (1973) could have expounded on the differences and the impact that these two curriculums had on Black women’s educational training as compared to men in Black colleges. The Smith-Hughes Act also supported the creation of many new departments of Home Economics in colleges, whereby women would be trained to acquire skills that would improve their attractiveness or usefulness as wives. It was the Smith-Hughes Act that led to the establishment of the New Jersey College for women (now Douglas College).

Black education was perceived by Pifer (1973) and Perkins (1988) as a strategy for liberation of the Black race. Yet, out of the 38,000 Black students enrolled in historically Black colleges (Blackwell, 1981, p. 15) and the 2,500 enrolled in northern colleges (Weinberg, 1977, p. 276), Noble (1955) states that in 1900, only 22 of the 156 graduates of Black colleges were women. "It was not until 1940 did more Black women receive the BA degree than Black men, (3,244 and 2,463 respectively)" (Giddings, 1986, p.
It must be noted that this increase of Black female graduates was attributed to the expanded options of employment that Black men were acquiring in the 1900’s (see Table 1).

The absence of Black women in higher education was described by Derek Bok, as following: "Historically reflecting its clientele, if there was an racism (or sexism) at all, it had been a sin of omission, not of commission, ... 'benign neglect'" (Baker, 1976, p. 195). "The Black woman was Black in a society where white people held power" (Jackson, 1986, p. 39). The total inaccuracy of Bok’s assessment is illustrated by the accidental graduate of a Black woman from Vassar.

On June 16, 1897, in a page story from Poughkeepsie, The New York Times informed its readers that the graduates and students of Vassar College are much disturbed over a report that one of the members of the senior class of '97 was of colored parentage" (Baker, 1976, p. 197).

Vassar, uninformed of such, graduated one Negro student in 1894. Bryn Mawr and Barnard also tried desperately to exclude Black women. According to Solomon (1985), Radcliffe College, Wellesley and Smith College treated Black women with tolerance and even cordiality. Not to mention that nowhere in Solomon’s text (1985) is the acknowledgement of the development of Spelman (1929) and Bennett (1926) Colleges, two prominent Black women’s colleges.
TABLE 1

HISTORICAL SUMMARY OF EARNED DEGREES CONFERRED ON NEGROES BY NEGRO COLLEGES
1900 - 1940

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
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<tbody>
<tr>
<td>1900</td>
<td>156</td>
<td>134</td>
<td>22</td>
</tr>
<tr>
<td>1910</td>
<td>510</td>
<td>233*</td>
<td>277</td>
</tr>
<tr>
<td>1920</td>
<td>1,009*</td>
<td>818</td>
<td>191*</td>
</tr>
<tr>
<td>1930</td>
<td>2,177</td>
<td>1,200</td>
<td>977*</td>
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<tr>
<td>1940</td>
<td>5,707</td>
<td>2,463</td>
<td>3,244</td>
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</table>


*Estimated.

In addition, though with brevity, Solomon (1985) and Horowitz (1984) speak on the discriminatory practices that Catholics, Jews, and other immigrants had to encounter within these elitist learning environments. Jewish women were faced with quotas in admissions, were excluded from sororities and at times housed in separate dormitory facilities. As stated earlier, the educational environment like the American society was sharply divided along economic, ethnic and gender lines. Sarah Lawrence College was known to have barred students that had foreign-born parents or who were of Jewish ancestry. Black women were not welcomed at these elitist institutions. As a Mount Holyoke dean wrote privately in 1913, "... If a Negro student were to present herself now, I hardly know what course would seem best..." (Solomon, 1985, p. 76). Smith College in 1913, admitted a Black female named Carrie Lee. Vassar did not knowingly admit Black females, Bryn Mawr advised Black women to go elsewhere, Cornell admitted a Black female in 1905 (Cornell admitted White women in 1872), Radcliffe had a few Black graduates and Wellesley was said to have officially welcomed Black students while white students "parodied Negro dialect and sang ‘coon songs’ on their mandolins and banjos."

As mentioned earlier, data specifically related to Blacks' or Black women's college enrollment prior to
1945 was not readily accessible. Horn (1980) cites the 1935-1941, annual college survey founded in *Crisis* as the best statistical tabulation regarding Black student enrollment and graduates (See Table 2). Some state-supported and private coeducational institutions prided themselves with enrolling Black students, male and female (Solomon, 1985). Public institutions were said to have mirrored the ethnic composition of the communities. For example, after Kansas State and Oberlin (66 Black women had graduated from Oberlin in 1910), Hunter, a public college in New York recorded in 1930 a 2-3 percent Black student population admitting more Black women "than any school that was not designated as a Black college" (Solomon, 1985, p. 142). Still Black colleges accounted for enrolling and graduating the largest number of Blacks and Black female students. DuBois states in his report of 1910 to the Atlanta Conference on Negro Higher Education, that 514 women had graduated from Black colleges. Among the 34 Black southern colleges operating at the turn of the century only 5 were all male in 1910. Even in 1867, Morehouse College (all Black male) had women in their first freshmen class (Perkins, 1986, p. 53). Biddle College and Lincoln Institute were the only two Black colleges which had not admitted women.
TABLE 2

UNOFFICIAL CENSUS DATA OF BLACK STUDENTS IN U.S. COLLEGES AND UNIVERSITIES

1935 - 1941

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<tr>
<td>1935-36</td>
<td>19,902</td>
<td>1,791</td>
<td>1,494</td>
<td>141</td>
<td>21,396</td>
<td>2,244</td>
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<tr>
<td>1936-37</td>
<td>22,045</td>
<td>2,241</td>
<td>1,902</td>
<td>130</td>
<td>23,947</td>
<td>2,688</td>
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<tr>
<td>1937-38</td>
<td>22,351</td>
<td>2,451</td>
<td>2,525</td>
<td>192</td>
<td>24,886</td>
<td>3,079</td>
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<tr>
<td>1938-39</td>
<td>25,781</td>
<td>2,890</td>
<td>2,043</td>
<td>173</td>
<td>27,824</td>
<td>3,467</td>
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<tr>
<td>1939-40</td>
<td>30,890</td>
<td>3,270</td>
<td>2,450</td>
<td>161</td>
<td>33,340</td>
<td>3,913</td>
<td></td>
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<tr>
<td>1940-41</td>
<td>37,203</td>
<td>4,181</td>
<td>2,790</td>
<td>273</td>
<td>39,993</td>
<td>4,964</td>
<td></td>
</tr>
</tbody>
</table>

LEGEND

(1) Academic year, September to June. Excludes summer sessions, evening, and extension class.

(2) Predominantly Black institutions, Undergraduate enrollment.

(3) Predominantly Black institutions, baccalaureate degrees conferred.

(4) Predominantly white Northern and Western institutions, undergraduate enrollment.

(5) Predominantly white Northern and Western institutions, baccalaureate degrees conferred.

(6) Predominantly Black and predominantly white institutions, total undergraduate enrollment.

(7) Predominantly Black and predominantly white institutions, total advanced degrees conferred (master's, professional, doctorates, honorary).

Historically, Blacks, women, and poor citizens in America were not able to receive a quality education as compared to that received by the average Anglo-Saxon American male. An oppressive and inadequate educational system for those outside the American mainstream was created through (a) the unfair practices of funding for secondary and Black land-grant institutions, (b) the absence of legislation insuring equal opportunity for all American citizens, and (c) the disparity of treatment and salaries of Blacks and women educators as compared to the Anglo-Saxon males. For example, in the state of Tennessee there were only sixty Black pupils graduating from secondary education in 1922. By 1930, even though Fisk became the first Black college to receive a Class A accreditation from the Southern Association of College and Secondary Schools, "Students still went to Fisk woefully unprepared through no fault of their own" (Richardson, 1980, p. 74).

At the turn of the 20th century, Black women in America had gained access to many institutions of higher learning. This was due to a large extent to the expansion and development of Negro colleges, White women's colleges, and especially to the development of
Black women's colleges. But, the entrance of Black women into these Black coeducational institutions and white women's colleges was designed and directed by the racist and sexist ideologies present in American society.

Black women were also hampered by their pre-collegiate academic preparation. The secondary curriculum mandated by the National Committee of Ten on Secondary School Studies in 1893 was not usually found in schools for the poor or for Blacks. This Committee recommended "strong and effective training" in the Sciences, Languages, Math, Geography and English, a well-rounded liberal arts foundation. They were of the opinion, "that no student should be admitted to college who shows in his English examination and his other examinations that he is very deficient in ability to write good English" (Tyack, 1967, p. 385). "By the early 1930's, state-sponsored and state-funded building campaigns had made public secondary schools available to all classes of whites" (Anderson, 1988, p. 187). However, as documented by Anderson (1988) the African-American was "generally excluded from the American and southern transformation of public secondary education" (Anderson, 1988, p. 188).

Without much resistance systematic exclusive practices were also adopted by the majority of the
White women’s private colleges. Barnard followed Columbia University admissions standards with the additional language proficiency requirement. Bryn Mawr followed John Hopkins, Mt. Holyoke was said to have copied New England College and Bennington required the entire elementary and secondary school record and the student’s family history. Once again, educational barriers of elitism and racism were being imposed upon Black females. This time from those of the same gender.

So where did the majority of the Black females matriculate to attain a college education? As cited in the prior section, with the establishment of Negro colleges, by the Second Morrill Act of 1890, the number of Black female college students increased. The dissertations of Bolton (1949), Butcher (1956), Noble (1955), and Horn (1980), constantly reiterate that the largest enrollment of Black female college students during this era were found within Negro coeducational and Black female colleges. Howard, Atlanta, Fisk and Shaw Universities reported that 23 percent of their student bodies was female at the turn of the century. Morehouse, a college for Black males reported that between 1926-1936, 26 Black females received their Bachelor’s degree (Jones, 1967). And with the opening of Black women’s colleges: Hartshorne Memorial College
(1864) in Richmond, Virginia; Bennett College (1862) in Greensboro, North Carolina; and Spelman (1881) in Atlanta, Black women college students were finally able to gain access on a somewhat equal footing as the Black males and white females. As stated by Noble (1988), "Black women were determined and highly motivated to achieve their college education and become teachers."

Even though many Blacks lacked the academic preparation "by 1928, 14,028 Black students were admitted to college by high school certificates, 64 percent of them women; 73 percent of those admitted by examination were women" (Farghaer & Howe, 1988, p. 89).

Since Blacks were shortchanged by the American secondary educational systems, Black colleges in general had to re-educate their own by developing and channelling Black students through preparatory and/or normal departments before they could gain acceptance into the college program of study. "In 1908, of the 661 students at Spelman, 457 were enrolled within the normal (college preparatory) practice school" (Butcher, 1934, p. 28). Historical records also document that Fisk, Howard, Lincoln, and Wilberforce Universities began their educational history with the establishment of normal and/or preparatory departments merely to insure their existence.
At Howard University, in the 1900's the Preparatory Department was credited with being a major feeder for the Collegiate Department. Howard's three-year curriculum included three years of Latin, two years of Greek, one year of Arithmetic and one year of Algebra which in retrospect is quite similar to the curriculum design mandated by the Committee of Ten for Secondary Education in 1893. The curriculum at Howard was usually taught by faculty teams and was divided into a classical and literary program of study in order to prepare students for admission into the college. Howard's Preparatory Department awarded certificates from 1872 to 1907.

Another institution that developed a normal and/or preparatory department for its students was Hampton Institute. Hampton did not require a secondary school certification. Instead they developed a normal school with an education equivalent in quality to that of a tenth grade program. Black institutions of higher learning had to accept the challenge of educating their own race of people. Without preparatory departments such as these at Howard, Hampton, and Fisk the Black males' and females' chances of obtaining and completing a college education would have been very dismal in the early 20th century.
The mission of the college curriculum for the Black woman was designed to maintain her "rightful and dutiful" place within society. Because of the complexity of this subject an analysis of the college curriculum for Black women will be examined from the following three perspectives: (1) the college curriculum designed for Blacks during the early 20th century; (2) the college curriculum designed for Black women within coeducational institutions; and (3) the college curriculum within Black women's colleges.

College Curriculum for Blacks

The college curriculum for Blacks during the early 1900's was greatly influenced by the economic, political, social, and intellectual forces of American society. The economic and political needs caused by the World Wars, the awakening of the social conscious of the liberal-minded American and the intellectual debates of Washington and DuBois greatly influenced the mission and design of the college curriculum for African-Americans.

The intellectual debates of Booker T. Washington and W.E.B. DuBois embodied the prevailing patriarchal mentality and ideologies of the times. The Washington and DuBois philosophies were used to sustain and maintain the division and inequality between the races.
and sexes. Regardless of these factors the teachings of Washington and DuBois assisted in raising and setting the agenda for the education of the African-Americans. Washington's philosophy favored Blacks becoming trained and educated in vocational and/or technical skills that would prepare them to maintain their roles as skilled laborers. On the other hand, DuBois believed that one must not only train the hands, but the mind must also become highly developed in order to function on all levels within an ever changing society. The famous debates of these two men divided the Black leadership on the purpose and function of liberal arts curriculum for the Black race. Pickens (1939) rose above this debate to profess that "a debate about which is the more necessary is like a debate as to whether air or water is more necessary to man, or the right wing or the left more necessary to the bird's flight. Nobody can train a hand without training the head" (p. 165). Pickens (1939) like so many others believed that the primary concern was to educate Blacks for full participation in American society.

One of the most comprehensive studies of the scope of curricula of Negro colleges and universities was done by the National Survey of the Higher Education of Negroes in 1940. The report found that in all of the major areas of study (Arts & Sciences, Education,
Agriculture, Home Economics, Engineering and Architecture and Trades) the offerings in Black colleges were either very limited in scope, nonexistent, and/or did not meet the constitutional test of equality.

It is to be concluded, then that in terms of scope of curricula, higher education is not available to Negroes as to whites in the Southern region. The nearest approach to equality of opportunity for the two racial groups is in the education curricula, a reflection, no doubt, of the recognized need for Negro teachers. The greatest disparity in opportunities is found in Commerce, Engineering and Architecture, advanced graduate work and the professions. The inequalities in these curricula are probably a function, on the one hand, of a belief that Negroes do not "need" certain kinds of educational experiences and, on the other hand, of the high cost of maintaining curricula in these areas (Journal of Negro Education, 1947, p. 463).

The findings of this report display the contradiction between principles and practices of white Americans for educating African-American Blacks.

Higher education for Blacks during this era was based on the "separate but equal doctrine" laid down by the Supreme Court decision in the Gaines Case of 1938. In this case Lloyd Gaines a Black Missourian had received a scholarship from the state to attend law school in another state. The Chief Justice Evans Hughes ruled that "it was the duty of the state to provide education for all its residents and the provision must be within the state" (Pifer, 1973, p.
Whites monopolized Boards of Trustees, served as Presidents and Deans and held more important professorships within the Black colleges than Blacks. Most Black schools were established by whites and had all-white male governing structures. Teaching and preaching became the primary occupational options for Blacks during the early 1900's.

**College Curriculum at Coeducational Institutions**

Within Black coeducational institutions one finds that the college curriculum for Black women during their undergraduate years differed significantly from that of the Black males. Similar to that of their white female counterparts, the curriculum for Black women was greatly influenced by the Smith-Lever Act in 1914 which introduced Home Economics departments to the liberal arts curriculum. The Home Economics curriculum was generally designed to meet the needs of three classes of students: (1) those who desired to teach the subject; (2) those who desired a general knowledge of Home Economics as part of their liberal education and training for practical home life; and (3) those who wish to choose it as background training required for various professional fields (Bolton, 1949, p. 78).

The "gender stereotyping theory" was prevalent in Black colleges but, "unlike white women, Black women
were encouraged to become educated to aid in the improvement of their race" (Faragher et al., 1988, p. 69). The undergraduate degrees of Black women during this era are representative of the directive college curriculum assigned to Black women. For example, at Howard University between 1926-1935, Black women received A.B. and B.A. degrees in the following academic departments: (1) Home Economics, 19 received B.S. degree; (2) Music, 19 received B.A. degrees; (3) Pharmacy, 2 received a B.S. degree; and (4) Education, 95 received B.S. degrees. Logan (1969) also found that women received zero degrees from the areas of Architecture, Medicine, Dentistry, and Ministry.

Even though, Richardson's (1980) historical review of Fisk University does not provide a clear account of the number of female students or graduates; it does acknowledge that the majority of the Fisk alumni were known to have entered the teaching profession. The class of 1900 was said to have graduated 400 students from the Colleges of Theology, Normal and Music departments. Of those still living in 1900 and known to Fisk officials, 8 were college professors, 46 were principals, 165 were teachers, 20 were ministers, 13 were businessmen, 9 were in government service and 45 were housewives. The general curriculum for Fisk undergraduates was divided into four programs of study:
Science, Education, Classical and Home Economics. One can only surmise from this information that Black women were more apt to be founded amongst the ranks of teachers.

A closer review of the discipline codes for the Fisk undergraduates reveals that the Fisk college administration (headed by a white male Dr. Fayette McKenzie, 1915-1925) practiced and reinforced the "gender stereotyping theory". Black women were more rigidly overprotected by rules and regulations governing their moral behavior than were Black men or white women. Chapel and Bible classes were included as college requirements (Faragher et al., 1988, p. 92). Dress regulations for women was said to have filled three pages of the 1920's college catalog.

The curriculum designs at Howard and Fisk University were truly representative of sexist attitudes, beliefs and values that Black men had accepted from the white patriarchal society. Noble (1980) and Collier-Thomas (1982) are women scholars who have analyzed the Black male's acceptance of the gender stereotyping and its impact on the higher education of Black women. They concur that the separate curriculum for Black women in these coeducational colleges were immeasurably influenced by three conditions: (a) the majority of Black colleges were being governed by white
males; (b) Black men were especially sensitive about the sexual abuse of Black women, therefore, advocating a curriculum laden with moral and Christian education; and (c) Black women had an additional obligation of teaching the young in order to insure the "race uplift".

"Race uplift" was the expected educational objective for all Blacks; however, after the Civil War, the implementation of this philosophy was placed primarily on the shoulders of Black women" (Perkins, 1983, p. 22). Luckily for the Black race and the American society, Black women exercised their vision and saw beyond the shortsightedness of these sexist ideologies. Black women accepted the teaching mission and sought admission to these colleges, "even though they lacked high school certificates" (Faragher et al., 1988, p. 89).

Unfortunately, while Black women were answering the demands and fulfilling the needs of Black and white society, their educational needs and goals were placed in the background. For Black women, substantial reforms in college curriculum did not begin to appear until Black female educators began to demand a modernization of the college curriculum and Black female colleges began to develop a real character in the mid-1930's.
Slowe (1937), an advocate for curriculum reform, campaigned that colleges must "provide opportunities not only for the Black women's intellectual development, but also for the development of her powers of initiative and self-direction. Slowe saw the need to educate Black women on the problems of economics, politics, religion, and international affairs. According to Slowe, Black women had the right to expect college to fit them to approach the American problems in an intelligent manner. This same theme of equipping women for the larger society is prevalent within women colleges of the 20th century.

In 1933, Dr. Lucy D. Slowe surveyed several colleges to determine (1) what provision had been made by college curriculum for training women to meet the needs of modern life and (2) how many Black college women had taken advantage of such training. As expected, she concluded that out of the 1,483 women enrolled in 44 colleges, "very few of the hundred in colleges were studying those subjects which are fundamental to the understanding of life." She concluded "that very few colleges had set out specifically to prepare women for their place in the social order, whether that place has to be in the home or in the professional world" (Slowe, 1937, p. 277). Slowe also reported that at Howard University during
the 1930's, out of 623 women enrolled in college courses, 326 were enrolled in Education courses, 181 women were enrolled in Home Economics and English courses. Undoubtedly, Black coeducational institutions of the early 20th century did foster a paternalistic and conservative view towards the educating of Black women. Another example of the "gender stereotyping" being implemented can be found at Morehouse College. Even though this college was originally charted for males, the Morehouse graduating class of 1920 included 26 women who received B.A. degrees. Of those specializations cited, teaching degrees for Black women were most prominent.

Regardless of where Black women were educated during this era the primary mission of their curriculum focused on "uplifting" the race. One of the most eloquent summations of the curriculum designed for Black women in Black colleges is found in the article written by Craine (1948) entitled, "The Need for a Planned Program for Negro Women in our Colleges".

For years the Negro colleges have not been aware that their young women are not the women they want them to be, because they have failed to accept them as individuals, failed to recognize the fact that when a young woman comes to college, the whole individual comes. She enters with the idea of growing mentally and of learning how to take her place in society as a human being, well equipped to know not only how to teach English, History, Chemistry, etc., but to know how to
Instruct individuals to live a complete life by her own pattern of behavior (Craine, 1948, p. 26).

**College Curriculum in Black Female Colleges**

Starting in 1910, curriculum designers in female colleges (Black and white) began to integrate academic studies within the liberal arts curriculum that addressed the needs of the woman as an individual within a new changing social order. These female colleges, particularly the Black women’s colleges, began to develop real character. Black women’s colleges were known to have closed the academic gaps and broadened the professional opportunities for Black women.

When one compares the Black female colleges (Bennett and Spelman) to other Black coeducational colleges, there appears a distinct difference and an uniqueness in the underlying philosophy of the mission of the curriculum as compared to the coeducational institutions. As outlined by Florence Read (1937) (the president of Spelman College, 1927-1953) colleges have a three-fold purpose in the education of women: (1) to develop to the full ability of each student to face the practical problems of life and to solve these problems most effectively; (2) to help each student to cultivate her creative and imaginative powers to the full to the end that her life may be rich, happy, and socially
useful; and (3) to enable each student to grow spiritually in the same degree that she grows intellectually and culturally.

Read (1937) like many other female scholars has emphasized that colleges must educate the complete woman her mind, body and spirit. Read recognized that women had the purchasing power in this country, that women as women had special interests and obligations, that women were the keepers of social standards and spiritual values and most of all that women must learn how to live and work with other women. It was these kinds of learning incentives that was not usually founded in Black coeducational colleges for the Black female.

With the increase of women college students, Black colleges were faced with a host of problems which they were not prepared to meet. A 1925 Commission appointed by the Board of Education of the Methodist Episcopal Church surveyed Black colleges and concluded, "that one of the most urgent needs in the educational system of the South was for an institution of college grade where Negro women might receive training by themselves apart from the distractions of a mixed school" (Butcher, 1936, p. 44). Essentially, some of the Black colleges lacked the know-how for rebuilding and reinforcing the positive self-concept and self-image of the Black
woman. The traditional culture in American society was changing. Industrialization, urbanization, the suffrage movement, and the organizing of women's clubs and associations gave American women a new sense of freedom and self-worth.

Negro women, as other women, changed their concept concerning their own personal role in groups, their attitudes toward the home and family, religious outlook, marriage, their participation in civic life and public welfare, their economic responsibility to society and their point of view toward war (Kittrell, 1944, p. 13).

Bennett College (formerly coeducational) led the way for promoting curriculum reform that focused on the total woman. Bennett was said by some to represent a new order in the evolution of the separate school for the Negro woman. Bennett College, since its inception in 1926, established as its purpose and aim to provide and develop a well-rounded educational plan for the character of women, and to propose an education that enlightens women for further service to their race.

In 1941, Bennett College sought answers to the question of what should go into the curriculum for women. They surveyed five hundred college women graduates and found that these graduates had not obtained a functional education. The term "different" used to describe women's curriculum was replaced with the term "functional" (Jones, 1942). A functional education benefited the Black woman in a three-fold
manner. "First, the functional college curriculum would equip the student to live within the limitations imposed by virtue of her color; second, the curriculum would enable her to transcend the racial boundaries and to reach beyond those limitations in an endeavor to obtain the satisfactions and privileges of the wider life which the color line sought to deny; and finally, it would prepare her to fulfill the role which society has assigned to her by virtue of her sex" (David, 1942, p. 334).

Character, morality, scholarship and achievement of an individual needs was best achieved in a moral contest requiring the individual to give part of herself to others" (Faragher et al., 1988, p. 96). An emphasis on the study of child health, home economics and field placement in nearby rural communities was included in the college curriculum.

In 1881 Atlanta Baptist Seminary established a sister institution (Spelman Seminary) spearheaded by Sophia Packard and Harriet Giles. With the passing of time, Spelman Seminary finally became Spelman College aiming for the "moral and intellectual uplift of colored women and girls". By 1908 Spelman was recognized as one the most outstanding Negro women colleges, enrolling approximately 600 students. Their college courses were conducted jointly with the Atlanta
Baptist College consisting of such courses as English, Music, Health, Industrial Arts, and Education. As early as 1927, under the leadership of Florence Read (1927-1953), Spelman matured into a full-fledged liberal arts college.

Read (1937) "womanized" the liberal arts curriculum for the women at Spelman College. She realized that the curriculum must not relate only to general concepts, theories and conditions but, must also specifically relate to the lives of women. In using her illustration of teaching physics, it becomes essential that one learns not only the general theories of energy, light, and/or heat but, also learns through laboratory problems the mechanical devices found in homes. The educational process according to Read (1937) then becomes practical and functional—considered essential values and goals by Dr. David Jones for educating the complete woman. Bennett's curriculum under Dr. Jones' leadership as President consisted of the following academic studies:

Art: Art Structure 101 with four hours laboratory
Clothing and Textiles: Textiles, Clothing Selection and Construction 102 with four hours laboratory
Foods and Nutrition: Food Selection and Preparation 101 with four hours laboratory
English: Composition and Rhetoric; Argumentation and Debating; The Negro in American Literature; Shakespeare; and The Teaching of Science in Secondary Schools
Hygiene and Health Education: The Teaching of a Foreign Language in Secondary Schools
Athletics, Educational Psychology, and Educational Measurements

This college also became recognized for having the first radio broadcast station to depict the life of a typical Black family. "In 1940-41, the college first initiated a program titled, 'Gwen's Folks'" (Turner, 1943, p. 9). Bennett College set the stage and agenda for the curriculum reform for Black college women.

It was not until the early 1940's that Willa Player, the first black woman college president since Mary McLeod Bethune, re-directed and broadened the purpose of the college curriculum for the Black women at Bennett. Player's curriculum reform theorized for the college woman in order that she could become a contributor to the American society.

Read became a driving force for Spelman in the education of the complete women. In her article, "The Place of the Women's College in Negro Education", Read does not devote her energy to discuss or debate the theories relating to the mental capacity of women to learn. Rather, Read finds it more appropriate to discuss the major issues relating to the functions of a women's college. Read acknowledges that the Negro women "have not as yet asserted their full powers, nor yet begun to exercise their total influence" (p. 270).
Spelman under Read's leadership offered a liberal arts curriculum that developed intellectual abilities, leadership skills and Christian womanhood. Similar to Player, Read believed that the Black women held the final responsibility for changing and improving their place within society.

When Negro women realized that it is "up to them" to bring about better housing, to insure higher standards of health, to raise the taste of social and cultural life, and generally to improve the ways of living, then there will come about a steady revolution towards those goals (Read, 1937, p. 270).

Institutional Climate: The Traditionally White College and the Black Female

Academic and social isolation, restrictive conduct codes, and student-faculty relationships were common barriers that affected the educational progress of the Black college female. The treatment and status of Black women in coeducational and white women's colleges were merely reflective of the wider society. The dissertations of Noble (1955) and Horn (1980) provides first-hand accounts of Black women college's experiences, their coping strategies and some of their extra-curricular activities undertaken during their undergraduate years at coeducational institutions. Noble (1955) surveyed 412 college graduates in six metropolitan areas (Washington, New York, Chicago, Los Angeles, Houston, Atlanta) who were members of four
Negro women's sororities (Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gammon Rho, and Zeta Phi Beta). The study was conducted to discover the expectations of Black college women, and to discover what college did or failed to do for fulfilling their needs as Black women. Noble's analysis of the college institutional climate indicated to a large extent that Black women survived and succeeded within these coeducational institutions due to the sisterhood and mentorship relationships that were formed with each other and with their Black community. At one particular campus a college leader commented on the lack of integration between the Negro girls and other students on campus:

At the University of [_______] the Negro girls have formed for themselves a little segregated island. They associate only with Negroes. They are responsible for this state of affairs, but so is the administration. It may be that they should structure the campus activity program so that all groups at some time get the opportunity to know each other (Noble, 1955, p. 151).

Throughout Noble's research, numerous accounts are cited of Black college women experiencing a poor student-faculty relationship due to prejudice, a lack of college administrators as role models or mentors, a lack of proper guidance and academic advising for career guidance, and most of all a very negative institutional climate that impacted upon their self-concept and self-esteem as Black women.
Horn's (1980) biographical accounts of the Pitts sisters experiences at the University of Washington from 1935 to 1941, continues to clearly document the overt and covert acts of racism and sexism for Black women outside their college classrooms. At the University of Washington, the Student Advisory Council had formed a mentor system appointing seniors to graduated students. As usual, for the Black females in these settings, services such as these were not accessible to them. "There was nothing for helping you or assisting you; at least, none was offered to me. I don't recall anyone (in the College) going to bat for me or encouraging me as an advisor" (Horn, 1980, p. 150). From instruction, to advising, to institutional policies Black females faced a difficult time trying to acquire a well-rounded undergraduate education during the early 1900's.

In the extra-curricula activities of these colleges overt racist and sexist acts were quite commonly found. For instance, at the University of Iowa and the University of Cincinnati Black females were said to have been barred from swimming in the regular classes and had to swim in separate sessions.

The University of Cincinnati was a victim of the social environment, and of its fundamental tradition echoed in the words of its founder, Charles McMicken.
The cherished desire of this philanthropist was "to find an institution where white boys and girls might be taught" (Morton, 1965, p. 35). It was traditions such as these that caused some Black college students to consider whether or not to forfeit their college education. Recapturing the words of Morton (1965), "Should I refuse to attend the segregated swimming classes and forfeit my degree, or should I endure the humiliating Friday afternoon classes and attain my degree?" (p. 33). Black college women students were always faced with the choice of placing their rights and needs in the background. Morton rationalized that obtaining her college degree would better serve humanity, "particularly the element known as the Negro race". Lena Morton went on to obtain a B.A. and Masters from the University of Cincinnati and a Ph.D. in English from Western Reserve in 1947.

It becomes quite evident through the works of Noble (1955) and Horn (1980) that the Black females survived the internal prejudices of these white institutions through their own self-determination, motivation and through the formal and informal support systems they had to develop with each other and the Black and white communities. Noble's research (1955) provides us with the following statistics of Black women graduates from 1940-1949:
College Graduates Attended:
Negro Coeducation Colleges: 264 (graduates)
White Coeducational Colleges: 104
Negro Women's Colleges: 29
White Women's Colleges: 16

These women of this era were usually quite active in the college student activities that were open to them. It was not uncommon to find at least one Black female involved in such college activities as: drama clubs, athletics, religious activities, and glee clubs. Read (1937) theorized that one of the most important lessons that Black women were learning through their participation in extra-curricular activities was how to develop good working relationships with other women.

Men for generations have known how to work with men... But women do not so well know how to work with women. It is important for women to learn early in life how to adapt themselves and get results in living and working with women (p. 268).

In combatting these racist and sexist practices, Black women had to form their own systems for support and networking by establishing Black female sororities and associations within the external communities. In 1920, eight Black females organized the first Black sorority at Berkeley.

Support for Black College Women from the Black Community

At Fisk University in 1926, the women's sororities formed off-campus were finally recognized by the Board of Trustees (60 percent of the male students at Fisk
had already belonged to fraternities at Meharry). "By
June 1928, Fisk had four fraternities and two
sororities" (Richardson, 1980, p. 108). Black college
students begin to connect with Black associations such
as: the National Council of Negro Women, the Young
Women's Christian Association, the National Association
for the Advancement of Colored People, and the Urban
League. The Urban League first established fellowships
in 1910 and between 1911-1936 approximately 20 Black
females had received fellowships to further their
academic and professional goals. These
extra-curricular activities and external associations
provided the emotional and financial support that was
needed for the Black female students to challenge the
institutionalized racism and sexism that were within
American educational systems of higher learning.
In this chapter a contemporary analysis of the concept of mentoring will be examined. This section will focus on major barriers that impact on the academic, personal, and professional development of the black undergraduates within predominantly white institutions of higher learning in American society. The major headings are:

- an overview of the concept of mentoring
- barriers affecting Black students' degree attainment
- faculty and staff relations
- institutional climate: quality of student life

An Overview of the Concept of Mentoring

The concept of mentoring is not a creation of the twentieth century. Daloz (1986) traces mentoring back to the early mythological legend of Homer.

The original Mentor appears in the Odyssey as an old and trusted friend of Odysseus. He is appointed to look after the estate and, more to the point, Odysseus's son, Thelemakhos. It is in Mentor's form that Athena, goddess of wisdom, speaks at critical times throughout the epic. (Daloz, 1986, p. 19)
Moving from Greek mythology back to African history, one could also theorize that a mentoring relationship existed between Queen Zenobia of Egypt (267 to 272 A.D.) and her prime minister.

Like Cleopatra, she [Zenobia] spoke many different languages; her Latin was good, but she excelled in Egyptian, Syrian, and Greek. Zenobia wrote an epitome of Oriental history, and also compared the literature of Homer and Plato. She [Zenobia] had an excellent tutor, her prime minister, Loginus the Orator. (Jones, 1979, p. 155)

It is from these ancient historical and mythical writings that the term "mentor" has been defined. "Mentor came to mean trusted counselor or guide, but more recently it has been used to denote a friend, effective leader, role model, or one who offers career guidance" (Cook & Bonnett, 1981, p. 2).

In the early 70's, the literature on advancement within the top level of administration and management began to center on theories viewing mentoring as a prerequisite for success: "It has been argued by some that 'everyone who makes it has a mentor', that nearly all routes to the executive suite require mentoring, and that those who are mentored do better than those who are not" (Mertz & Welch, 1987, p. 1). "Mentoring in higher education has, in fact, been described from three perspectives: mentoring students by faculty, mentoring junior faculty by senior faculty, and
mentoring in the career development of administrators" (Merriam, Thomas, & Zeph, 1987, p. 200). These same scholars concluded after reviewing twenty-six mentorship programs that:

(1) within the faculty-to-student category, studies involved graduate students, usually identifying the dissertation advisor as the mentor

(2) in definitions of mentoring in higher education the mentoring of undergraduates varied from study to study

(3) more mentoring is reported in interviews with small samples than through a survey with larger numbers of respondents

(4) very little has been done to assess the impact of mentoring on the lives of students

(5) there has not been a clear definable linkage made between mentoring and various measures of success and last,

(6) the literature on mentoring in higher education from faculty-to-student is still quite sparse and ambiguous.

Daloz (1986) proposed that Empire State College was one of the forerunners in formalizing mentoring programs for adults. Empire State College established a faculty mentors program in 1975 for their adult students. However, Merriam, et.al. found that Brooklyn
College in New York had instituted a "Teacher, Mentor, Counselor" program to assist disadvantaged students in adjusting more completely to college life as early as 1970. The University of Texas at Austin, Goucher College, California University, University of Massachusetts/Amherst, Wellesley College and Kansas State University are a few other colleges that have established mentoring programs to address the needs of their minority and/or non-traditional students. Within the past decade the concept of mentoring has blossomed within the educational arena to the point that in May of 1990, the third National Conference of Mentoring, entitled "Diversity on Mentoring," will be held at Western Michigan University. In April, 1990, the Commonwealth Fund surveyed their 400 high school students and 400 mentors in 16 cities across the nation; "Almost 90 percent of the students were Black or Hispanic with grades no higher than B" (Chronicle of Higher Education, 1990, p. A2). They found that over 50 percent of the high school students were positively affected academically, socially and personally. This extensive survey was the first to document the benefits of mentor programs. Thomas Moloney, the senior vice-president of the Commonwealth Fund went on to state that colleges should "get more involved in mentor programs out of self-interest."
Now, in the 1990’s, educational institutions are slowly beginning to develop and acknowledge the importance of Faculty/Staff Mentor programs for the retention and attainment of degrees for their undergraduates, particularly their minority and women undergraduates:

It is clear to me that we as Black administrators and faculty at both white and Black colleges can play a greater role in keeping Black students enrolled once they are recruited. We must begin to examine critically the quality and quantity of mentoring relationships with students. We can never establish too many of these relationships. (Moses, 1990, p. 9)

Unfortunately, since the majority of higher educational institutions are at the beginning stages of developing mentorship programs, in conclusive or studies regarding the overall effectiveness of these programs in higher educational institutions are still undocumented at this time. However, a variety of educational reports and studies support the creation of such programs for minority students. Some of the most recent research projects are: Effective Ways to Recruit and Retain Minority Students (Taylor, 1985); Minorities on Campus (green, 1989); Education That Works: An Action Plan for the Education of Minorities (Quality Education for Minorities Project, 1990); Strategies For The 90’s: Proceedings of the Council of Minority Educators in Massachusetts Public Colleges and Universities (1989);
and last but not least, *Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions* 1988). The most substantive study that clearly reinforces the need for the development of academic and cultural support programs such as mentorship programs is the *Eight Annual Status Report of Minorities in Higher Education* (American Council on Education, 1989).

The educational progress of minority students, especially of the African-Americans, is most definitely at risk. "African-Americans continue to sustain the greatest losses among all racial/ethnic groups, and these losses have been accelerated by the disappearance of African-American males from college campus." (ACE, 1989, p. 10).

Many educational scholars and administrators see mentoring and the development of mentoring programs for black undergraduates as essential mechanisms and strategies for insuring the academic, personal and professional success of black undergraduates:

One of the most important interventions that minority faculty and [staff] can utilize is that of mentoring. . . mentoring means using one’s own experience and expertise to help guide the development of others. It is a close, interpersonal relationship that has benefits to the mentor as well as to the protege (Blackwell, 1987, p. 189).
The terms "close and interpersonal relationships" according to Blackwell (1987) are key concepts needed to distinguish between a positive and negative mentoring relationships. This leading sociologist (Blackwell) is known for his research and writing on the mainstreaming of black students and black professionals within the American educational system and within the American society. Blackwell's (1987) general hypothesis states that through the presence of positive faculty and staff role models and mentoring, black undergraduates are more likely to succeed and progress through the American higher educational systems.

**Barriers Affecting Black Undergraduates Degree Attainment**

During the late 60's and early 70's, the number of minority students entering American institutions of higher learning increased: "The rate of black high school graduates attending college rose from 39 percent in 1973 to a 48 percent peak in 1977" (Kong, 1989, p. 8). Recent statistics claims that "approximately 80 percent of the 1.1 million Black students now attending college are enrolled at predominantly White institutions" (Ebony, March, 1985). This article like so many others, continues to report that Black students are still faced with a learning environment that does
not promote the academic success and/or reinforce the acceptance of Blacks or their culture.

Since the sixties, numerous reports and qualitative studies have attempted to analyze the college experiences of black students on black and white college campuses. One of the first known reports attempting to analyze the black experiences on white college campuses was done in 1968 and 1969. These two major studies were completed to determine the characteristics and opinions of black undergraduates in predominantly white universities. During these years, the Cultural Study Center collected data from the University Student Census (Arsdale, Sedlcek, Brooks, 1969). In these studies of black undergraduates at the University of Maryland at College Park, four major aspects of student life were researched and analyzed: (1) faculty relationships and evaluation of the University, (2) financial position, (3) academic and vocational goals and (4) campus life. The 1968-1969 survey interviewed 366 students with 48 percent being black females and in 1969-1970, 488 students were surveyed with 50 percent being black females. "The overall comparison of the 1968 and 1969 black samples indicated that students' attitudes and characteristic remain basically unchanged" (Arsdale, et.al., 1967, p. 142). The only area that showed significant changes
was students' financial position. The students' academic and vocational goals of the two groups were quite similar. Students indicated that (a) since they selected their major field of studies early in the college, career counseling on vocational and educational plans was essential, (b) their college selection was based on the academic programs offered by the college and the geographical location and, (c) that the racist image of the institution discouraged some blacks from attending the institution.

Educational researchers, to a large extent, have agreed that one can not prescribe a single academic environment for all black students. Some students enter with skill deficiencies, poor study habits, and problems with their self-concept. Researchers like Fleming (1981) and Allen (1986) have theorized that most black students are not prepared for the concept of "survival of the fittest." Black students often quickly become aliens in a promised land.

Crosson's (1987) study theorized that there are no commonly agreed upon methods for examining minority degree attainment in the four year college environment. According to Crosson (1987) there are four prevailing background variables affecting minority degree attainment: (1) prior educational attainment, (2) socioeconomic status, (3) student background
characteristics and (4) students' commitment to the goal of completing an educational program. The difficulty arises in the finding the "comfortable fit" between the background variable and the college environment variables, i.e. size, residential and/or commuter. "There is a critical interaction between what the individual brings to the educational setting and the opportunities for change offered within it. The final outcome depends on both sets of contingencies" (Fleming, 1987, p. 281).

The research of Smith, Simpson-Kirkland, Zimmern, Goldenstein, and Prichard (1986) placed emphasis on the institutional environment rather than the academic and/or socioeconomic background of the student. They identified five important internal problems confronting black undergraduates in educational institutions:

(1) the personnel of most institutions (faculty and administrative) have refused to accept the fact that the black student's experiences differ greatly from those of the majority of white students on campus.

(2) Institutions lack an environment that reinforces a sense of dignity for black students.

(3) the isolation of black students within their major departments and colleges tends to be a major problem,
many black students face a major dilemma in deciding on the group vs self, and

the very systems that were organized and established to aid black students frequently have been viewed by the same students as being of little value.

Regardless of the contingencies one decides to analyze impacting on the degree attainment of black students, "if minority (black) students are to succeed in higher education every rung of the educational ladder must be in place" (Richardson, 1989). This scholar examined ten selected universities over a three year period that had established good records for graduating minority students and established the following criteria for increasing the minority degree attainment:

1. early intervention in the public schools to strengthen preparation and improve students' educational planning

2. summer "bridge" programs to accustom minority students to college-level course work and the campus atmosphere before they begin college

3. special orientation programs and help with choice of courses and registration

4. tailored financial-aid programs, including policies that recognize students may not be able to
contribute as much in summer earnings to their aid packages if they participate in bridge programs.

(5) Intrusive academic advising to guide selection of courses and to intervene before small problems become major ones.

(6) Adequate tutoring services, learning laboratories, and organized mentoring programs, and

(7) Career guidance to translate nonspecific educational goals into programs of study where coursework and desired outcomes are clearly linked.

All of these studies cited present some important similarities regarding the educational status of black students. The four basic ingredients that are reiterated as being essential for the success of black students were:

1. Faculty and staff relations
2. Supportive institutionalized academic and social programs
3. Academic preparation
4. Financial assistance

All of these ingredients are listed with the understanding that first and foremost as stated by Washington (1986), "strong leadership is crucial to the success or failure of any program, yet it is one variable that rarely, if ever is looked at in the evaluation of special minority programs" (p. 63).
Faculty and Staff Relations

Fleming's (1981) research stresses the importance of good faculty-student relations for the intellectual development of black college students. According to Fleming (1981), the general dissatisfaction of black students regarding faculty-student relations including having difficulty in establishing rapport with their teachers, racial discrimination, perceived assumptions of one's academic ability or character, and the inaccessible of faculty outside of the classroom. Fleming (1981) concluded that, "the experience of overt and covert racism in faculty-student interactions, together with the gap between faculty and student expectations, may create a climate of rejection and hostility for some black students" (p. 289). As a possible solution to this situation, Fleming (1981) recommends and supports the presence of supportive black faculty and advisers as mentors to help alleviate the tensions impacting on the black students' intellectual development.

Stikes (1984), Willie (1972) and Fleming (1981) went on to claim that the black academic advisor plays a crucial role in bridging the gap between the university's expectations of the student and the students' expectations of the university. They prescribed that the individual should be someone with
whom Black students can identify, someone in whom they can trust and confide, a source of information and help with academic problems and whose door is open to share the many frustrations they encounter as black students. Stikes (1984) sees the black advisor as being the catalyst, advocate, liaison and sometimes parental substitute for the black student within the college administration.

It has been repeatedly documented by scholars that the presence of minority faculty and staff in higher education had a positive effect upon the academic success of minority students. Allen (1986) effectually states that alienation, loneliness, and scarcity of supportive programs on predominantly white college campuses is one of the greatest cause of Black college dropouts. In the ten recommendations offered by Allen (1986) the presence of more black faculty and administrators as role models is said to be one of the most important solution.

Faculty members are key factors in the process of enhancing the higher education experience for black students. They represent the institution's "human link" with students, seeing them on a sustained, daily basis. Thus faculty [and staff] need to be sensitized to their critical role and encouraged to assume wider responsibility in aiding students adjustment to college. (Allen, 1986, p. 82)
The responsibility lies not only with the black faculty and administrators, but is equally shared by white faculty and administrators. White faculty and administrators must become sensitized to the racism and hostility which Black students face and provide the leadership for improving the social and academic environment on the campus for black undergraduates.

Academic success, to a large extent, is said to be based on healthy self-concepts formulated by identification with positive role models. Increasing the presence of blacks in meaningful ways among students, faculty and administrators is critical. "Blacks need to feel validated by the universities which they attend" (Allen, 1986, p. 82).

Institutional Climate: Quality of Student Life

Campus climate embraces the culture, habits, decisions, practices, and policies that make up campus life. It is the sum total of the daily environment, and central to the ‘comfort factor’ that minority students... experience on campus. Students... who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, they are unlikely to be successful. (American Council on Education, 1989, p. 113)

Black students enter the college environment with "different" needs, experiences, values, skills, and backgrounds from their white peers. Institutions must accept the challenge of creating real institutional
change. These "differences" create a host of different need that can only be met when institutions develop flexibility and sensitivity towards the black students' academic and cultural background.

Campus authorities have too frequently examined the student's role in the tension without adequately and objectively examining the role that they as authorities played in fostering an institutional environment capable of spawning racial strife when the appropriate stimuli are introduced. (Jenifer, 1988, p. 38)

Whether it is the lack of support services, financial aid, or black faculty and administrators, the core of the problem once again lies with the institutional commitment towards promoting and insuring a campus environment that foster a positive sense of personal identity for the black student.

The balancing of their academic, social, and personal development within an institutional setting that has historically rejected their presence is one of the major challenges facing black students on predominantly white institutions of higher learning. Since black students enter the college system with a different set of needs, values and experiences, it does seem appropriate for institutions to develop and fund mentorship programs that will aid in mainstreaming black female and males into the college community. In a study of black students admitted under a special program at the University of Michigan, Hedegard and
Brown (1969) found that all freshmen tended to feel intense loneliness and that black women had a more difficulty time socially on white campuses than black men (Fleming, 1984, p. 283).

In another study done by Mallinckrodt (1988) the relationship between persistence and perceptions of social support from black and white family members of the campus community emphasized the importance and necessity of social support systems for black students college development. Mallinckrodt (1988) found: (a) social support is an important factor for students' retention (b) support from the campus community played more of a crucial role for black students success as compared to white students, (c) strong peer support and the development of concrete survival skills for incoming black students is one of the most effective ways of helping students cope with the stress of adjusting to college, and (d) the social success of black students is related to a large extent on the development of supportive relationships in the college environment.
This scholar indicates that black students' retention rates are greatly affected by peer support received from faculty, staff, and students. One can possibly conclude from these findings that the social development of black students is to a large extent dependent on the diversity and pluralism of the institutional community.
The past few years have seen a number of educational institutions of higher learning beginning to acknowledge and develop Minority Mentorship Programs to improve the retention and graduation rate of their male and female minority undergraduates. In order to gain insight into the issues and needs of black students and in order to formulate strategies and guidelines for developing a minority mentorship program this researcher conducted two surveys: A random sampling of black male and female undergraduates at a four-year predominately white urban institution and a study of a selected group of minority mentorship programs on predominantly white colleges campuses.

From these two surveys, the researcher hoped to gain a better understanding of the academic and personal needs of black students and a clearer insight into how minority mentorship programs were structured and functioning for improving the general state of affairs for black students on predominantly white college campuses.
Student Survey

In May of 1989, a student survey was conducted at an urban undergraduate institution. The target population was Black male and female undergraduates, particularly within the College of Arts and Sciences. The major purposes of this survey was 1) to obtain specific information on the prevailing issues, academic and personal needs of black students and 2) to discover whether these students would be willing to participate in a Black Mentorship Program.

This method of research, sometimes labeled as nonprobability sampling, "is much less complicated, much less expensive, and may be done on a spur-of-the-moment basis to take advantage of available and perhaps unanticipated respondents without the statistical complexity of a probability sample. . . [it] also may prove adequate if the study is merely a trial run for a larger study at a later date. (Bailey, 1978, p. 81)."

This nonprobability and/or convenience sampling was conducted during peak periods of students' academic and social activities, such as: New Student Orientation Sessions, Registration Day, Add/Drop Week, and during the Black Student Center's Open House Affair.

A brief cover letter explaining the purpose of the survey and the importance of the development of a Black Mentorship Program was attached to a short questionnaire. The cover letter was written in a very friendly and courteous manner in order to encourage
students' participation. Since students were surveyed during peak periods of activity, only five questions were asked. The questionnaire used both "fixed-alternative" questions and open-ended questions. Two of the open-ended questions were used to facilitate input from the students regarding the kinds of services a mentorship program should provide for their academic and personal success (see Appendix A).

More specifically, the questions were formulated to solicit the following information:

1. whether students desired to establish closer connections with faculty and staff as mentors;

2. whether students were interested in participating in workshops to acquire academic and career survival skills; and

3. whether students were interested in participating in seminars designed to improve self-concept and survival skills for learning how to cope and understand the educational bureaucracy.

Personal data (name, address, telephone, major area of interest) were requested on the survey in order to establish an accurate roster of names and addresses of students for future correspondence and for matching of students with Faculty and Staff Mentors.

During the months of May through September 1989 the questionnaires were distributed by black male and
female administrators and two work-study students from
the Black Student Center. The investigators arranged
tables in close proximity near the scheduled activities
and randomly selected black students who were either
participating or in the area of the scheduled student
activity.

Students were encouraged to complete the
questionnaire on the spot if time permitted or asked to
return the questionnaire directly to the researcher's
office by September 30, 1989. The majority of the
students chose to complete the questionnaire at that
particular time.

As each questionnaire was distributed, the
investigators attempted to spend at least five minutes
with each student to discuss the goals and objectives
of the survey and the future offerings of the pilot
Black mentorship program. This one to one approach was
extremely productive, especially since a sizable amount
of the black students were unfamiliar with the concept
of mentoring and/or welcomed the opportunity to express
their ideas, frustrations, or concerns surrounding the
presence of black students on a predominantly white
institution.

Out of one hundred and twenty-five surveys
distributed, 78 (62%) surveys were completed and
returned by September 30, 1989. This high return rate
can be attributed to these four major factors: (1) the hours of distribution were arranged to coincide with the academic calendar, (2) the distribution was done by familiar faces (3) the hands-on approach of distributing the questionnaires personalized the survey method and (4) the survey was distributed at the beginning of the semester during all the major student activities.

At the beginning of October 1989, appreciation letters were sent to all the respondents with an announcement of the first scheduled event of the Black Mentorship Program (see Appendix A). Since a statistical analysis of the findings was not necessary for this study, the surveys were not numerically coded. Instead, master lists were formed from the survey results. One list featured all the students' names, addresses, telephones and areas of interest for the purposes of matching students with faculty and staff mentors. The second list randomly displayed the seminars and workshops that students recommended for the research to include in the future planning of a mentorship program (see Appendix B).

In general, all of the students showed much enthusiasm and supported the investigators throughout this process for their earnest desire in attempting to develop a Black Mentorship Program. One can surmise
based on this random sampling of black students, that black students are in need of closer connections to the support systems and would eagerly participate in a quality mentorship program. The next chapter will provide a more in-depth analysis of the findings.

Institutional Survey

In the second stage of this research project, during February 1989, identifying mentorship programs for minorities and/or women undergraduates proved to be very difficult. In August of 1990 Goucher College in Baltimore, Maryland, under the direction of Assistant Director, Helen Schlossberg Cohen was identified as having a mentorship program for its women undergraduates. Upon learning of this, the researcher immediately made contact. With her advice and encouragement the investigation expanded to include networking with other local professionals, and regional professional associations. Networking with other professionals in the local area played a major role in assisting in the identification of four other colleges (Wellesley College, Boston College, Delta College, and Quinsigamond Community College) that had mentorship programs for women and/or minority undergraduates. But, it was not until March 4, 1990, that the researcher was made aware of the National Mentoring
Association Third National Conference on "Diversity in Mentoring".

A copy of their third national conference agenda was obtained from the Office of Conferences and Institutes at Western Michigan University Kalamazoo, Michigan. Nine institutions were arbitrarily chosen from the conference's agenda that professed to have had mentorship programs serving minorities, women and/or academically at risk students. They were: Montclair State College, Pennsylvania State University, Front Range Community College, Prince George's Community College, Southern Illinois University at Carbondale, Wayne State University, Georgia State University, Northeastern Illinois University, and the University of Kentucky. Later that month, with the assistance of a member of my dissertation committee, Empire State College was included in the survey.

After identifying a total of fifteen institutions, (see Appendix C) the researcher speculated that this number was a fair representation. This speculation was based on the fact that within the National Association of Mentoring Conference proceedings of May, 1990, out of twenty-eight listings, only nine papers were specifically addressing the retention of women, minorities, and/or academically underprepared undergraduates through mentoring relationships.
A short questionnaire was designed and sent to the nine program directors and/or coordinators listed on the conference’s agenda and the other six programs identified earlier. The ten questions presented were relevant to the study’s goals of identifying key elements and components that (a) described the program’s structure and services, and (b) allowed for specific strategies, guidelines and recommendations for developing a pilot black mentorship program. The questions were arranged by probing first into the administrative structure of the programs (external organization) and then into the description of the direct academic and support services and activities (internal organization) that were provided to the students (see Appendix D).

This questionnaire like the student survey also consisted of open-ended questions in order to gather as much feedback from the respondents regarding the basic structures, operations, and service components that their programs were providing. According to Bailey (1978), there are some distinct advantages in using open-ended questions. The advantages cited were:

1. they can be used when all of the possible answer categories are not known, or when the investigator wishes to see what the respondent views as appropriate answer categories;
2. they allow the respondent to answer adequately, in all the detail what he or she likes and to clarify and qualify his or her answer;

3. they can be used when there are too many potential answer categories to list on the questionnaire;

4. they are preferable for complex issues that cannot be condensed into a few small categories; and

5. they allow more opportunity for creativity or self-expression by the respondent. (Bailey, 1978, p. 106)

As mentioned earlier, the conference’s agenda received from the National Mentoring Association listed the names and addresses of the minority mentorship programs’ program directors and/or coordinators. With no previous direct contact with these coordinators, the researcher mailed fifteen questionnaires accompanied with a brief introductory letter May 1990. (see Appendix D). The introductory letter highlighted the researcher’s educational and professional background, the significance of the study, and offered to share with the respondents the investigator’s research findings. Also, respondents were encouraged to call collect to the investigator’s home and/or office if they had any questions. An Ida B. Wells stamped envelope was included with instructions to return the
questionnaires directly to the researcher's home. From this five month process of collecting data, eleven replies out of fifteen were received, constituting a 73% return.

Considering that the mailing of the questionnaires began on May 29, 1990, and only five out of fifteen, 33%, (Wayne State University, Prince George's Community College, Goucher College, Montclair State College, and Quinsigamond Community College) had responded the researcher started in June 1990 to follow-up by making calls. Due to the researcher's and respondents' academic and professional schedules and the time zone differences, an average of two phone calls were made to most respondents. Around June 12th, the first set of calls to ten institutions that had not responded were made with six respondents agreeing to return the questionnaire immediately. Two institutions (University of Kentucky, and Delta State University) informed the researcher that a minority mentorship did not exist at that particular time. While the remaining two, Georgia State and Pennsylvania State, could not be reached during their scheduled office hours.

In mid-August, the second set of calls were made to three of the six institutions that had previously agreed to return the questionnaire. These particular follow-up calls yielded only one institution responding
by substituting program materials for the questionnaire. Because of the time constraints of the researcher no other attempts were made to retrieve additional questionnaires from Pennsylvania State, Georgia State, Empire State or from Front Range Community College either by phone or by mail.

In all of the conversations, the respondents were extremely supportive and willing to participate in the study. Most importantly, all of the participants expressed no dissatisfaction with the length of the questionnaire and/or type of questions contained in the questionnaire. In addition to returning the questionnaires, some respondents also felt it was important to share their Mentor Program’s development by including additional information (i.e. copies of Mentor’s Handbook, copies of awards ceremony program and Mentor’s award certificates) with the questionnaire. One director in particular, (Northeastern Illinois University) preferred sending a copy of their Mentor Program’s proposal. She commented that the proposal would provide a more comprehensive overview of their program’s organizational development and components. Upon receipt of each questionnaire and/or materials a letter of appreciation was immediately sent to each respondent (see Appendix D).
This entire process of collecting data was completed by the first of September, 1990.

As stated earlier, this survey was primarily done to solicit very detailed descriptions of minority mentorship program's structures and services. The data were collected without any attempt to fit programs into predetermined or standardized categories. Therefore, the researcher was not concerned with coding the responses to produce a statistical analysis, but designing a standard program profile sheet that identified the main objectives, services, and program structures. Since the open-ended questions solicited a variety of responses, the researcher highlighted only the first three or four major comments of the respondents. As seen in Appendix E, the profile guide reflected the design of the questionnaire. This format aided the researcher in sorting and accurately transferring, identifying, and condensing the respondents' comments on their programs' internal and external structures for further analysis.

An examination of both surveys (student and institutional) is in the next chapter.
CHAPTER V
FINDINGS OF THE SURVEYS

The American higher education system, and the secondary education system as well, are facing a crisis. That crisis is the increasing dropout rates of black students from colleges and universities before graduation and the decreasing numbers of black students enrolling in graduate and professional schools across the country. This crisis has been labeled appropriately by the academic community as the problem of "Black Student Retention in Higher Education." (Lang & Ford, 1988, p. 3)

The educational status of black students in predominantly white institutions deserves much attention, examination and reform. The marginal status of these students affects not only black society but the entire American society. Analysis of the data gathered from student and institutional surveys will reconfirm the critical need for educational reform within the American higher educational system. As will be seen, some institutions have attempted to address and eradicate these academic and social barriers affecting the retention and graduation rates of black undergraduates by developing minority mentorship programs. The first-hand comments from black students coupled with the institutional findings will attempt to provide educators with a better insight into some proven methods, approaches, and strategies for
developing a mentorship program for minority students, as well as document students' need for such programs.

**Student Findings**

At the University of Massachusetts/Boston, a public four-year urban commuter college, the 1989 undergraduate student population was 10,532 with 9,514 degree-seeking undergraduates. The total undergraduate minority (excluding women) enrollment for 1989 was reported at 19.4%. Women were reported at 57.4%. In the College of Arts & Sciences, of a total enrollment of 5,986 undergraduates, the black enrollment was reported at being 8.6% (UMB, Office of Policy Research and Planning Research Brief, 1989). The researcher surveyed 125 black undergraduates within the College of Arts & Sciences. Out of 125 surveys, 78 (62%) surveys were returned, thirty-seven (30%) males and 41 (33%) females (see Table 3). All of the 78 respondents indicated that they wanted to become involved in a Black mentorship program and wanted a Faculty and/or Staff Mentor.

The wide range of academic and career interests reported by the students a clear indication that black students were experiencing a sense of academic and social helplessness and in need of developing a supportive environment for their college success (see
<table>
<thead>
<tr>
<th>Students By Gender</th>
<th>Respondents</th>
<th>Percent</th>
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</tr>
<tr>
<td>Male</td>
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</table>

N = 78
Appendix B). This sense of helplessness and isolation was clearly demonstrated by the students' reasons for wanting a mentor and/or wanting to become involved in a black mentorship program:

I would like a Mentor who can help me with academic decisions, also to be a source of support,

Someone to talk to about career advice and information.

[Someone to help me] develop career goals while still in school. I mean the how to's.

[Someone to show] me how to combine job with school.

[Someone to help me] to know more about U/Mass.

I need help with managing my time.

I would like assistance in order to develop professional networks with other African-Americans in the local area.

Also, thirty (38%) of the 78 students requested assistance with their academic skills development. The remaining 58 (74%) student requests covered a wide range of areas related to career, graduate and personal development (see Appendix B).

The last question on the survey (see Appendix A) produced some interesting comments and suggestions for one's consideration in developing and planning services for a minority mentorship program. Some were:

I think it would be helpful to develop a small handbook listing the names and telephone numbers of all the faculty/staff involved in the program.

Develop workshops on interview techniques and business ethics.
It would be good to have workshops that encourage blacks to go into business for themselves.

A lecture series would be helpful.

Perhaps this type of network could be extended beyond the bachelor degree to encourage sophomores and community collegians to keep the mentorship alive.

Workshops that will help us to excel and get rid of our fears of taking math and science classes (see Appendix B).

Increase your publicity procedures, making information relatively available to students (blacks especially) on career opportunities and/or information upon graduation.

The students overwhelmingly supported the concept of the mentoring program and encouraged the investigator to develop this program to its full potential. One can conclude from these comments that the college environment was not a positive and/or supportive atmosphere for the academic, personal and professional development of black male and female undergraduates. Black students may lack the academic and professional survival techniques to successfully operate within predominantly white institutions, and based on their responses, these students were well aware of their weaknesses. They were, however, motivated, committed, and ready to take full advantage of quality support programs to prepare them for the future and give them a better sense of inclusion within the campus community.
Institutional Findings

Eleven (73%) out of fifteen institutions replied to the survey. Six (55%) of the eleven respondents completed the survey and three of the eleven (27%) substituted program information for the survey. The remaining two (18%) of the eleven respondents reported no minority mentorship programs existed on campus. The respondent from the University of Kentucky, indicated that they hoped to implement a minority program in the following academic year. Further, at Delta State University, the researcher was informed by the respondent that due to the departure of the coordinator the program no longer existed (see Table 2).

There were no major differences found in the internal and external organizational structures of the nine Minority Mentorship Programs (MMP). As shown in Table 4, programs were in most cases reporting to the Student Affairs department with either a faculty and/or staff as director and/or coordinator (see Table 4). Three of the institutions labeled their programs as the "Advocates Program" (Boston College); the "PALS/Faculty & Staff Mentor Program" (Wayne State University) and the "Shadow Program" (Wellesley College). The other six programs identified themselves as "Minority Mentorship Programs".
### TABLE 4

**NUMBER OF INSTITUTIONS THAT RESPONDED TO QUESTIONNAIRE**

<table>
<thead>
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<th>Institutions that responded to questionnaire</th>
<th>Respondents</th>
<th>Percent</th>
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<td>26.6</td>
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N = 15

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<th>Percent</th>
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<td>9.0</td>
</tr>
<tr>
<td>No/Substituted Materials</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>No/Without Programs</td>
<td>2</td>
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</tbody>
</table>

N = 11
Due to the complexity of the many layers of educational systems and procedures, the programs' external and internal structures were examined separately. Any review of the external factors includes an analysis of such factors as hierarchical structure, funding sources, and staffing issues. The examination of the internal structure concerns itself with the factors (program's objectives, services, evaluation methods) directly related to insuring an effective program of high quality. This investigative method is being presented as a means to understand the various strategies and approaches used to improve the black students' retention rate in institutions of higher education.

**External Structure**

Wayne State University, Montclair State College, Quinsigamond Community College, Prince George's Community College, and Northeastern Illinois University mentorship programs have been in existence for 2-3 years. Four institutions (45%) of the nine (Boston College, Southern Illinois University at Carbondale, Wellesley College and Goucher College) the mentor program existed between 4-10 years. Since these four institutions received a large percentage of their funds from institutional sources, one could speculate that
their longevity could be closely linked to the stability of their funding sources.

Only two (33%) (Southern Illinois at Carbondale and Northeastern Illinois University) of the six state colleges are completely funded by institutional monies. The remaining four institutions (67%) (Wayne State University, Montclair State College, Quinsigamond Community College, and Prince George’s Community College) are supported through a combination of state, federal and private sources (see Table 4). Barring any economic shortfall, those institutions funded more by institutional funds than external monies are somewhat secured for a long-term period, while those programs funded through a combination of state, federal and private sources could be at a greater risk.

Seven (78%) of nine mentorship programs were clearly reporting to the Student Affairs department (Boston College, Southern Illinois University at Carbondale, Wayne State, Montclair State, Quinsigamond Community College, Wellesley College, Northeastern Illinois University, and Goucher College). Even though the reporting lines for these seven programs were the same, staffing patterns of the programs were quite different. Staffing patterns included combinations of full-time and part-time faculty, administrators, alumni, graduate assistants, skills specialists,
students and volunteers. Faculty, staff, students, and alumni volunteering their service as mentors and/or consultants was a common practice within all of these nine mentorship programs. As a new option, Southern Illinois University at Carbondale, was experimenting with using retired faculty as mentors.

In most cases, the programs were overseen by an administrator rather than a faculty member. Based on the general tone of the responses and some of the personal conversations with the respondents, serving as a director and/or coordinator appeared to be just one of many professional responsibilities. Only at Prince George’s Community College, did it seem that the Project Director’s major responsibility was overseeing the program development of the black mentorship program within the Black Student Retention Center. One of the most impressive program staffs was at Prince George’s Community College including: a full-time project director; two full-time minority retention specialist, three part-time career counselors and two part-time secretaries operating with a budget of $105,000.

The student population served at seven of the institutions consisted of African-American, Hispanic, Asian, and/or Native American male and female undergraduates. Southern Illinois at Carbondale noted that their students (labeled as special admits) were
not exclusively minority students. The mentees at Wellesley College (an all female institution) were, of course, all women. A breakdown of the student population by race, and/or gender was not requested by the researcher. The nine programs were serving an average of 75-100 students per semester.

Internal Structure

An examination of the internal structure (major objectives, services, standards of evaluations) brought to light more common ground between the nine minority mentorship programs. The three primary objectives for the majority of the programs centered around (1) improving student retention; (2) identifying role models and mentors for students success; and (3) developing institutional and professional networks. Secondary objectives focused on creating an awareness and sensitivity of faculty and staff for a multicultural environment and enhancing students' self-esteem and racial pride. Exceptions were found only at Wellesley College and Goucher College, where their major objective was developing student professional development through networking with other alumni and professionals. Even though networking was cited as a major objective of Boston College's program, it was viewed more as a means and strategy for reducing
the isolation and alienation experienced by African-Americans, Hispanic, Asians and Native American (AHANA) students at a predominantly white institution, not solely for professional development.

As one would expect, there was a direct relationship between the objectives of the program and the services provided to the students. Those with retention as their primary goal (Montclair State College, Prince George's Community College, Quinsigamond Community College and Southern Illinois University at Carbondale, Wayne State, and Northeastern Illinois University) had services emphasizing the development and improvement of academic performance (see Table 5).

Program directors at all of the nine institutions indicated that minority students and/or students who were academically at risk were immediately identified upon acceptance to the institutions. These students were immediately assigned to an advisor and/or mentor, provided with study skills workshops in conjunction with their class schedules, assigned to specially designed orientation courses and given close academic monitoring and support throughout their undergraduate career. Some of the specific services provided include: non-credit study skills courses, learning fairs, success seminars, mentors' mixers, graduate
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>YEARS</th>
<th>FUNDING SOURCE</th>
<th>TOTAL STUDENTS</th>
<th>PERSONNEL</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>5</td>
<td>Alumni Association</td>
<td>33</td>
<td>Student Affairs Staff, Student Asst.</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Southern Illinois/</td>
<td>8</td>
<td>Institution</td>
<td>400-500*</td>
<td>Graduate Asst. Student Mentors (8)</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Carbondale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne State</td>
<td>2</td>
<td>State/Michigan 80%</td>
<td>117 Freshman</td>
<td>Director F/S Mentors</td>
<td>Student Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institution 20%</td>
<td>185 Upperclass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montclair State</td>
<td>2</td>
<td>Grant</td>
<td>100</td>
<td>Graduate Asst.</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Quinsigamond</td>
<td>2</td>
<td>State/Mass. Institution &amp; Grants</td>
<td></td>
<td>Director F/S Volunteers</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Prince George's</td>
<td>3</td>
<td>State/Maryland</td>
<td>100-300</td>
<td>Director Retention Specialist (2 f.t.)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. Dept. of Ed.</td>
<td></td>
<td>Counselors (3 p.t.)</td>
<td></td>
</tr>
<tr>
<td>Wellesley</td>
<td>4</td>
<td>Institution</td>
<td>200</td>
<td>Director</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Northeastern Illinois</td>
<td>2</td>
<td>Institution</td>
<td>50-75</td>
<td>Coordinator F/S Volunteers</td>
<td>N/A</td>
</tr>
<tr>
<td>Goucher</td>
<td>10</td>
<td>Institution</td>
<td>N/A</td>
<td>Director</td>
<td>Student Affairs</td>
</tr>
</tbody>
</table>

NOTE: F/S represents Faculty/Staff  
P.T. represents Part-time  
F.T. represents Full-time  
* - not exclusively minority
school workshops, self-esteem workshops, multi-cultural awareness workshops, and tutorial services. In each of the nine institutions student participation was strongly encouraged but not presented as a mandatory requirement for minority students. Wayne State University's program (PALS) was specifically designed for the graduates of the Detroit area public schools. And, as stated earlier, Southern Illinois University at Carbondale mentoring program was for those "Special Admitted" students (special admissions was not defined).

The methods used for evaluating and measuring the program effectiveness were again similar in nature. Three methods commonly used were: (1) oral and written reports from program participants; (2) student retention data from semester to semester; and (3) consistency of attendance of program participants in program activities. Since the inception of these programs, four out of nine institutions (44%) (Goucher, Prince George Community College, Quinsigamond Community College and Wellesley College) described their progress as "very successful". Boston College, Montclair State College, and Wayne State University (33%) ranked their progress as "successful" and the last institution reporting their progress (Southern Illinois University at Carbondale) rated their progress as "good".
Northeastern Illinois University Task Force commented that since their program was only in its second year, their program effectiveness could not be rated at this time (see Table 6).

General Profile of Program Structure and Services

Boston College

Since 1985, this private four-year Jesuit Institute Alumni Association has sponsored an "Advocates" Mentoring program for its African-Americans, Hispanic, Asian, Native American (AHANA) students. The thirty-three students are paired with AHANA alumni to provide support, friendship, advice and encouragement in order to minimize the isolation and alienation that AHANA undergraduates might experience. Staff included a student affairs administrator and student worker.

The primary objective of the Advocates program was aiding students in developing professional contacts and affiliation with their alumni. Students were required to meet with their mentor three times per semester and were strongly encouraged to attend the social functions, conferences and university events. The program success was attributed to the positive reports from students and alumni.
<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>MAJOR OBJECTIVES</th>
<th>MAJOR SERVICES</th>
<th>LESS FAVORED</th>
<th>EVALUATION METHODS</th>
<th>OVERALL RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>Reduce isolation</td>
<td>Matching&lt;br&gt;Social functions</td>
<td>N/A</td>
<td>Oral &amp; written reports</td>
<td>Successful</td>
</tr>
<tr>
<td>Goucher</td>
<td>Networking</td>
<td>Matching</td>
<td>N/A</td>
<td>N/A</td>
<td>Very successful</td>
</tr>
<tr>
<td>Montclair</td>
<td>Identification of Mentors</td>
<td>Academic advising&lt;br&gt;Personal/cultural seminars&lt;br&gt;Matching&lt;br&gt;Academic monitoring&lt;br&gt;Career assessment</td>
<td>Self-esteem&lt;br&gt;Workshops</td>
<td>End of year report</td>
<td>Very successful</td>
</tr>
<tr>
<td>Prince George's</td>
<td>Retention&lt;br&gt;Networks&lt;br&gt;Training workshops</td>
<td>Matching&lt;br&gt;Academic advising&lt;br&gt;Career assessment</td>
<td>Films</td>
<td>Internal/program&lt;br&gt;Institutional</td>
<td>Very successful</td>
</tr>
<tr>
<td>Quinsigamond</td>
<td>Motivate &amp; clarify educational issues</td>
<td>Matching&lt;br&gt;Survival workshops&lt;br&gt;Academic advising</td>
<td>Cultural events&lt;br&gt;Advising</td>
<td>Faculty/student&lt;br&gt;written reports</td>
<td>Very successful</td>
</tr>
<tr>
<td>Southern Illinois/Carbondale</td>
<td>Retention</td>
<td>Academic advising&lt;br&gt;Mentoring&lt;br&gt;Tutorial</td>
<td>Tutorial</td>
<td>Student data</td>
<td>Good</td>
</tr>
<tr>
<td>Wayne State</td>
<td>Retention&lt;br&gt;Networking&lt;br&gt;Matching</td>
<td>Academic advising&lt;br&gt;Motivation workshops&lt;br&gt;Peer counseling</td>
<td>N/A</td>
<td>Student data&lt;br&gt;Student Reports&lt;br&gt;course evaluations&lt;br&gt;(mid-term)</td>
<td>Successful</td>
</tr>
<tr>
<td>Wellesley</td>
<td>Professional Development</td>
<td>Networking&lt;br&gt;Mentoring</td>
<td>N/A</td>
<td>Alumnae reports</td>
<td>Very Successful</td>
</tr>
</tbody>
</table>
**Goucher College**

Networking was a primary service of Goucher's mentoring program. Students were matched with professionals in a chosen career field for one full year. For the past ten years the program has been a major component of the College Career Development Office.

**Montclair State College**

A graduate assistant coordinates the Minority Student Mentor Program which serves 150 students. The identification, recruitment, and training of faculty and administrators to serve as role models and mentors for minority students were their major objectives. This program placed much emphasis on academic survival and self development workshops. Funded for the past two years by a grant, this program rated itself as being "successful".

**Northeastern Illinois University**

The Minority Mentorship Program (MMP) matched freshmen with faculty and staff mentors to assist them in their adjustment to a commuter student college life. The MMP aimed to increase the retention and graduation rate of Black and Hispanic students by providing one-to-one academic monitoring and mentoring.
Prince George's Community College

Since 1968, state and federal funding supporting the Minority Mentorship sponsored through the Black Student Retention Center. Their major components included: mentor-student matching, mentoring workshops, academic support services, and orientation programs for mentors, mentees and parents of participating students.

The general objectives of the program were stated as:

(1) providing first-time, full-time Black students with skills necessary for success and retention by establishing a college-wide Black Student Retention Center,

(2) developing an institutional network, and

(3) developing professional development activities on sensitivity and cross-cultural awareness for faculty and staff.

Their success was measured by internal evaluations of mentors and mentees, improved retention rates of their mentees compared to black students outside of the program, decreased attrition rates and higher course completion of their students, and overall participation in sponsored activities.
Quinsigamond Community College

Funding for the Minority Mentor Program was received from college and state agencies. The program has been in existence for approximately two years, and has served approximately 150 students. The Director of Special Programs coordinates and program with the assistance from faculty and staff volunteers. In general, their major objective was to motivate and explain to minority students the value and importance of a college education through such activities as: Mentor/Protege Partnerships; Survival Strategies; Multi-Cultural Awareness; and Academic Partnership seminars. The program was rated as being "very successful" based on end of the year reports completed by students, workshop participants and faculty/staff mentors.

Southern Illinois University at Carbondale

The Mentoring Program provided services to all "Special Admissions" freshmen (not exclusively for minority students). The program was funded by the college and supports eight half-time student mentors and one graduate assistant who coordinates the peer-mentoring staff and schedules of 450 program participants.
Established in 1982, the primary purpose of the mentorship program was to improve student retention. Their goals were accomplished by providing services such as: academic advising, tutorial, learning skills courses, career counseling and non-credit study skills courses.

Retention rates were reported to be as good as "regular admit" students. Evaluation was based on data comparing the retention of "regular admitted" and "special admitted" students from their first year to their senior year.

Wayne State University

For the past two years, the minority mentorship program was supported by the State of Michigan providing eighty percent of the budget with twenty percent coming from the University. The major objectives were stated to be:

(1) to help the retention of students while creating a positive experience at the university,

(2) to provide a support network to connect with support services and,

(3) to provide students with a network of university staff for support.

The university offers a comprehensive pre-college to post-baccalaureate program for minority students.
Wellesley College

The "Shadow Program" has been in existence for ten years. This program is administered through the Career Services department and matched students with an alumni for exploration of career possibilities. The program provided students with the opportunity to visit or "shadow" an alumni at their worksite for a period of one to three weeks.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR DEVELOPING A MODEL BLACK MENTORSHIP PROGRAM

This last chapter will reiterate the statement and significance of the problem, review the methodology, summarize the significant findings of the student and institutional surveys, and provide some general conclusions gathered from this research project. In addition, as stated in the introduction, this last chapter will present six important recommendations for consideration when developing a quality minority mentorship program extracted both from the study and from the researcher's first hand experience in developing a pilot minority mentorship program.

The major purpose of this study was to provide an in-depth analysis of the concept of mentoring as it contributes to improving the academic success, personal development, and the quality of student life for black undergraduates at predominantly white institutions. This researcher originally proposed that through mentoring and the development of mentoring programs, educational leaders on predominantly white college campuses can successfully meet the short-range goals of satisfying and improving the critical academic, social, and personal needs of black undergraduates and the long-range goal of securing the future of our entire
society. In order to support this premise, answers were sought for the following questions:

1) Have minority mentorship programs been structurally and functionally institutionalized within the institutional setting?

2) What are the general missions and objectives of the minority mentorship program and how inclusive are the program offerings in insuring the promotion of optimal student development?

3) What criteria are minority mentorship programs using to measure their effectiveness and success?

In an attempt to find answers to these questions, two surveys were conducted. First, a sample population of black female and male undergraduates on a predominantly white urban campus was surveyed to obtain a clearer insight and understanding of the immediate academic and personal needs of these students in such an environment. Second, a selected group of minority mentorship programs, also on predominantly white campuses, was surveyed in order to gain knowledge, ideas, and strategies for developing a pilot minority mentorship program.

The first survey randomly sampled one hundred and twenty-five black female and male undergraduates at a predominantly white urban campus who were participating in academic and student activities. During the months
of May through September 1989, a short questionnaire was distributed by the researcher, black male and female staff administrators, and by work-study students from the Black Student Center at the University of Massachusetts/Boston.

The questionnaire was concerned with obtaining 1) personal data on the student, 2) information regarding their academic and personal needs and 3) a general sense of whether students were interested in being involved in a black mentorship program. Out of one hundred and twenty-five questionnaires distributed, seventy-eight surveys (62%) were completed and returned by September 30, 1989.

Student surveys were then alphabetized and two master lists were formed. The first list included students' names, addresses, and major area of interests for future correspondence and for matching of students with mentors. The second list randomly listed the workshops and seminars recommended by the respondents. In October the seventy-eight students (41 female and 37 male) received a thank-you letter for their participation and an invitation to attend the first scheduled activity of the pilot Black Mentorship Program.

Part two of this research project surveyed a select group of minority mentorship programs on
American college campuses. This random sample of fifteen minority mentorship programs across the nation was identified through professional networking, and through the National Mentoring Association's third national conference agenda. The conference’s agenda was obtained from the Office of Conferences and Institutes at Western Michigan University in Kalamazoo, Michigan.

Each of the fifteen directors and/or coordinators received a short questionnaire with an introductory letter explaining the purpose of the survey and encouraging their participation. The survey consisted of open-ended questions designed to solicit data regarding the internal and external operations of their minority mentorship programs. Specifically, the study’s goals were to identify key elements and components which 1) described the program’s internal and external structure and services, 2) promoted the academic and personal success of minority students, and 3) provided ideas, guidelines and strategies for developing a pilot black mentorship program.

The selection of minority programs, collection of data, follow-up, and sorting out data from these fifteen institutions began on May 29th and ended on September 1st, 1990. Out of fifteen questionnaires mailed eleven responses were received, constituting a
73 percent return. This large response rate was largely attributed to the two set of follow-up calls made in June and in late August to over half of the respondents. In addition, in returning the questionnaires some of the respondents included additional information on their program's activities and services. Each of the eleven respondents received a letter of appreciation for their participation in the study.

The data from the institutional surveys was then transferred onto a program profile guide that identified the main objectives, services, external and internal program structures. This profile guide assisted the researcher in sorting, accurately transferring, and condensing the respondents' comments into a manageable format for further analysis.

**Summary of Findings**

The student surveys endorsed, reconfirmed, and supported the demand made by many educational scholars that the American educational system must be reformed for the betterment and academic success of black undergraduates. This study also revealed that in general black students on predominantly white institutions are still experiencing a sense of isolation, alienation, and lacked the basic academic
and personal survival skills needed for success. Lastly, this survey reconfirmed the need for the development of quality support programs, particularly the development of mentorship programs for minority students.

Some black students on predominantly white campuses are constantly trying to cope and fit into an environment that refuses to acknowledge their worth and value as intellectual and capable human beings. Even though mentoring was a new concept to most students, the overwhelming desire expressed by all the respondents to have faculty and staff mentor reaffirms the alienation that black students experience on predominantly white college campuses. Some students also seemed to lack the basic skills needed for their survival in and outside the classroom, but were able to recognize this weakness and wished to received additional support.

The black student population is a diverse population. Black students are exploring every aspect of the liberal arts curriculum from the humanities to the sciences. They no longer view the completing of their degree as an end, but more as the beginning of their self-development and professional advancement. Students expressed a pressing need to learn how to connect their academics with the job marketplace. Not
only were students concerned about acquiring skills for entering the job market, but they also showed as much interest in pursuing graduate studies. These students' academic and professional concerns are no different than any other student within the higher education system. The difference comes in the way black students perceived their negative treatment (due to the color of their skin) when they seek to find support and answers to their questions.

**Institutional Findings**

Three significant findings were revealed in the institutional survey: 1) on a few predominantly white campuses across the country, minority mentorship programs are serving as adjuncts to their academic support system for minority students, 2) social integration of minority students is as much a priority for minority mentorship programs as academic integration, and 3) the effectiveness and quality of newly developed minority mentorship programs were not being measured and/or evaluated solely by students' academic performance or improvement.

This study also found that the majority of the programs lacked fiscal stability by having to rely on funds from various sources. This fiscal instability was evident in that the majority of the programs
employed more part-time staff than full-time staff to
direct these programs. The program's staff usually
consisted of faculty, staff, students, and alumni mostly
volunteering their service as mentors and/or
consultants. Even the director or coordinator had to
split their time between overseeing the minority
mentorship programs and other professional duties.
These findings lead one to conclude that the minority
mentorship programs were serving more as a supplement
to the major academic support systems within the
colleges, were not totally integrated as a major
department within the institution's structure and lead
one to question how much these programs were valued
within the system.

Another significant discovery made in the study
was the major emphasis placed upon the social
integration of students into the college environment.
Most of the programs attempted to personalize the
college experience for the minority undergraduate.
This personalized approach was demonstrated by the
early identification, assessment, and matching of
students with mentors upon their acceptance into the
college. Academic programs were tailored to
accommodate the students' skills complete with cultural
awareness seminars and close academic monitoring.
Program services were as diverse as the AHANA student
population they served for insuring the optimal development of the student.

The last significant finding disclosed that minority mentorship programs used a variety of evaluative methods to assess the effectiveness and quality of their programs based on students' success. Program directors stressed that the academic development and personal development of their students were synonymous. Therefore, these students used a combination of the standard means of evaluation (academic progress) along with formative approaches (verbal feedback, observations of students' personal development, utilization of services, and students' self-assessment). Evaluation by most directors was seen as a continuous process needing to be measured over a long-term period. Overall, most directors of minority mentorship programs felt their programs operated successfully due to the active volunteer participation and support of all parties involved as well as the progress of the students within the program.

Conclusion

Many educational leaders at predominantly white institutions have finally accepted the premise that the mentoring of minority students is a viable means of
improving the retention rate of students. Unfortunately, one's acceptance of the concept does not necessarily cause these programs to be institutionalized within the college campuses. Programs designated for minority students on predominantly white college campuses face many fiscal, bureaucratic and intellectual barriers of rejection that blacks and women faced in becoming educated during the nineteenth century. This became quite evident in the findings and in the conclusions found in this research project.

A 1985 Ebony article reported, "approximately 80 percent of the 1.1 million black student population was enrolled in predominantly white institutions". These black students come from diverse socio-economic and educational backgrounds. They come with the same dreams, hopes, concerns, and needs that any other entering freshmen have of achieving the "American dream". However, as seen in the review of literature chapter on mentoring without quality and comprehensive support networks some of these students leave through the back door. Many black students require assistance beyond the academic issues. Regardless of the students' academic weakness and/or strengths, the negative social environment within predominantly white institutions greatly impacts the graduation rate of
minority students. Some of these institutions of higher learning are still treating black students and minority programs as "step-children" leading one to conclude that a complete acceptance of the value of educating black students and/or institutional minority programs have not come of age.

These minority mentorship programs cannot operate in complete isolation. The active participation and support from faculty, staff, students, alumni, the community and from retired faculty members causes one to conclude that the overall success of these programs depends on the concerted effort of the entire campus community. Naturally, the longevity and success of these programs requires a systematic approach and a full-time director and/or coordinator. It was not surprising considering the history of American higher education that many of these minority mentorship program coordinators had many other major responsibilities. This in itself impedes the total development of minority mentorship programs and again makes one question the institutional commitment to these programs.

Another interesting inference drawn from this research project, was that mentoring programs were as individually tailored to their campus environments as the program services were tailored to its students. At
Goucher and Wellesley colleges, predominantly female college, networking was the major objective of their mentoring programs. This finding should not be too surprising when one considers the mission of early women colleges. Historically, women colleges (black and white) curriculum and student activities were designed from a holistic perspective. As mentioned, in the review of literature the early designers of women colleges prepared their graduates to compete not only academically, but also professionally within the American society. This same philosophy of preparing the women for life after college was demonstrated in these two colleges by their major focus being on the matching of their graduates with successful professionals in the business world. Other than that all of the remaining programs were very diverse in their program offerings. Depending on the perceived student needs and the campus environment, as few as one and as many as five different services were available to the participants. A holistic approach in assisting and supporting minority students was also quite prevalent in most of the programs. Issues such as self-identity, multi-cultural awareness, academic achievement, and professional development seminars were addressed in seminars forming a complete program for participants to reach their optimal development.
Further, these programs were designed as early intervention programs which would continue to provide on-going support for the students throughout their undergraduate careers.

The criteria for success and the methods of evaluation used were defined and dictated by the institution and students served. Assessing minority mentorship programs and all those involved (student, faculty, and staff) was done comprehensively and continuously.

Finally, in conclusion, it seemed that these program directors were committed to moving beyond the rhetoric to action by taking on the challenge of developing quality minority mentorship programs. This researcher also concludes and predicts that, if real educational reform does not take place in the twenty-first century within American institutions of higher education, particularly predominantly white institutions, we risk the possibility of our nation being at risk.

**Recommendations for Developing a Model Minority Mentorship Program**

The following recommendations are presented for your consideration and use in developing a Minority Mentorship Program:
university, and generally, to students academic and personal success.

3) The board should always be kept to a manageable size with a 1:1 ratio between faculty and staff members.

4) The board members should be made aware of the many hours required for developing a successful program and be willing to participate in all phases of the development and implementation of the program's activities.

Recommendation Two: Develop a Mission Statement and Program Objectives

The mission statement and program objectives will be dictated by the students' needs and concerns and reflective of the collective agreement of those involved. A general mission statement might read: A Black Mentorship Program (BMP) is a support program designed to assist Black students in becoming successful students and productive individuals as they pursue their academic and professional careers. The BMP is designed to provide a clearly defined, identifiable, and monitored support mechanism through which staff, faculty, and committed individuals may have an impact directly on the growth potential of black students. Specifically, the program major objectives and goals are:
1) Identify, connect and establish a close and supportive academic and personal connection for Black students with the university faculty, staff and student community.

2) Design and offer academic motivation and learning workshops, self-development lectures, and cultural activities. Design workshops that focus on academic planning for graduate school and/or professional advancement.

3) Assign students to faculty, staff and professionals who will serve as mentors and role models in order to improve their academic persistence towards attainment and their awareness of new professional environments. These mentors will aid students with the necessary personal and academic skills for marketability and provide social interactions that will enhance their optimal development.

4) Encourage all faculty and staff to offer courses and seminars which include the history and culture of people of African descent which will unequivocally, also include the contributions of African-American women.

5) Sponsor special events and conferences that will enhance and promote a multi-cultural campus community.
Recommendation Three: Establish Student and Community Advisory Task Force Committees

In order to have an effective and successful minority mentorship program, the full participation of students and the external community should be presented. Students participation becomes essential. Their participation forces and encourages them to become responsible for their own destiny. In addition, their involvement allows them to have an investment in their own future which fosters commitment to the program's success.

The Community task force has two major purposes. First, by establishing such a board the mentorship advisory board maintains close ties with the heartbeat of the business community for fiscal stability and political support. Second, with these external connections the program can identify those professionals who can serve as role models and mentors to their undergraduates.

Recommendation Four: Clearly Define Roles and Responsibilities

The roles and responsibilities of the director, board, and task force committees, mentors, and mentees must be clearly defined. Not only must lines be drawn, but one should consider having written contractual
agreements as an effective means for insuring good working relationships.

Recommendation Five: Create a Holistic Approach to the Program Offerings

The program components within a minority mentorship program should be designed to insure, promote, and advance the students' optimal development. But, if need be, start small and build the program slowly in order to insure the quality and longevity of the program. The major components established should not be seen as crisis-intervention services, but as prevention and support services available to students upon their entrance into the college community. Major program components for consideration are:

1) Academic and Skills Building Workshops. Academic workshops and seminars assist in the attrition and retention of students. They promote and develop students' optimal academic success and potential in "knowing how" to utilize support services, how to operate within an educational bureaucracy, and understanding how to interpret academic regulations and procedures in order to become responsible students.

2) Academic and Career and Self-Development Lecture Series. Lecture series can aid in familiarizing students with faculty, staff, and senior-level professionals in order to:
a. Improve the quality of student life on campus,
b. Assist students in developing strategies for success, and
c. Provide academic and professional support connections for their academic and professional advancement.

3) Self-Development Seminars and Workshops. These seminars and workshops are essential for:

a. Uplifting and educating students as to their self-worth as female and male African-Americans within the American society and educating students about the history and culture of other races.
b. Improving students' communication, behavioral and personal skills that reinforce self-pride, confidence and self-image.

4) Making Connections with Positive Role Models. The matching of students with positive individuals to serve as role models and mentors gives the student the opportunity to establish close relationships, gain knowledge, guidance, and skills necessary for making well-informed academic and professional decisions.

Recommendation Six: Establish a Variety of Evaluation Methods

In evaluating a minority mentorship program one should be willing to utilize an assortment of methods for analyzing the program's success. The evaluations
should be done regularly and consistently. Naturally, one of the best benchmarks for evaluating programs is the actual participation of the mentees and mentors in the program activities, the consistency of their attendance at the activities, the mentees’ academic progress, and the improvement of mentees' behavioral and personal interaction with others on and off campus. Some specific recommendations for program evaluation are:

1. Students' academic progress from semester to semester.
2. Students' involvement in college activities that require leadership roles.
3. Notable changes in students' personal appearance, mannerisms, and attitudes towards self and others.
4. Interest inventory testing.
5. Attrition rates of mentees compared with other minority students outside of the program.
6. End of the year interviews to assess mentor and mentees' personal reactions and experiences of the mentorship program.
7. The number and willingness of mentees involved in the program to become student mentors to those newly accepted students of the minority mentorship program.
These six recommendations outlined above are essential for establishing a solid foundation for developing quality minority mentorship programs. As stated throughout this study, institutional leadership and support plays an integral role in the success of these programs. The academic and professional success of minority students, particularly Black students is the responsibility of the entire campus community.
APPENDIX A

Student's Questionnaire and Correspondence
Dear Student,

We are very concerned about your academic and personal success at this institution, and would like to initiate a Black Mentorship Program for the Fall 1990. But, we need your assistance. Please take a few minutes and complete the attached survey. The information you provide will help us in our planning of activities and services that would be beneficial to your success.

If you have any questions, please contact Mary Ann Alexander at 969-8220. We will keep you abreast of all future activities of the Black Mentorship Program.

Sincerely,

Mary Ann Alexander

Attachment
BLACK MENTORSHIP PROGRAM
INFORMATION SHEET

Name: ________________________________________________

Address: ________________________________________________

Telephone: ___________________________ Major: ___________________________

Area of interest: ________________________________________________

Social Security #: ________________________________________________

1. Would you like to become involved in the Mentorship Program?
   Yes_______  Not at this time_______

2. What kind of seminars or workshops would you like the BMP to sponsor in the future?
   1. ________________________________________________
   2. ________________________________________________
   3. ________________________________________________

3. Would you like to be assigned to a Faculty/Staff Mentor?
   Yes_______  No_______

4. What kind of assistance and/or information would you want your Mentor to provide for you?
   ________________________________________________
   ________________________________________________
   ________________________________________________

5. General comments towards assisting us in the future planning of the BMP are welcome.
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

Please return to: Mary Ann Alexander, Director, Student Services
Academic Support Services
M-3-625
October 27, 1989

Dear Student:

Greetings! On behalf of the College of Arts & Sciences Black Mentorship Program, we welcome you to the University and to the College. We as committed and concerned Black Professional Staff Administrators are very concerned about your academic and personal success during your undergraduate years.

The Black Mentorship Program (BMP) was designed with you in mind. The purpose of this Black Mentorship Program is to provide you with a support system whereby, you can improve and enhance your academic and professional career and form good working relationships with students, staff and faculty members. You do need to establish a good support system at this University in order to survive.

Enclosed is a flyer concerning the BMP Career & Self-Development Lecture Series and Reception. We strongly advise you to consider attending this affair. It will be well worth your time plus you will have a chance to fellowship with other interesting students, staff, and faculty members in the College.

If you are unable to attend and would like more information concerning the Black Mentorship Program, please contact me or one of the BMP Advisory Board members that are listed below. Hope to see you on November 8th (Wednesday).

BMP Advisory Members:

Harold Horton, Clark Athletic Center  
ext. 7575, Clark Center 1st fl.

Millicent Gales, ACCESS Program  
ext. 7678 m/3/435

Tanya Brown-Johnson, Career Services  
ext. 7125 admin/2/012

Terry Wilson, Veterans Educational Program  
ext. 7865 w/4/144

Alexzandria Young, Academic Support  
ext. 8220- m/3/625

Bernard Sweed, Director, UMB Field Office  
288-7832, Harbor Point

Mary Ann Alexander  
Director, CAS Student Services  
M /3/625 ext. 8220
APPENDIX B

Recommended Seminars and Workshops of Student Respondents
Recommended Seminars and Workshops of Student Respondents

1. Academic Skills Workshops
2. Tutorial Services
3. Time Management
4. Career Workshops/Job Orientation
5. Graduate Fairs
6. Academic Motivation/Self-Development
7. Pre-Med Workshops
8. African-American Cultural Events
9. Survival Skills for Coping as a New Student
10. Business Management/Careers
11. Journalism/Media/Advertisement
12. Course Planning
13. How To Start Your Own Business
14. Financial Aid
15. International Studies
16. Teaching as a Career
A Selected Sample of Mentorship Programs of U.S. Colleges and Universities

Dr. Janice Green  
Director, Minority Programs  
Wayne State University  
Detroit, Michigan

Dr. David James  
Associate Dean  
Prince George's Community College  
Largo, Maryland

Susan Y. Turner  
Coordinator of Minority Student Mentor Program  
Montclair State College  
Upper Montclair, New Jersey

Dr. Flora Llacerna  
Coordinator Minority Student Mentoring Program  
Northeastern Illinois University

Dr. William Parker  
Vice-Chancellor of Student Affairs  
University of Kentucky  
Lexington, Kentucky

Barbara Peoples  
Associate Director  
Shadow Program Career Services  
Wellesley College  
Wellesley, Massachusetts

Dr. Joyce M. Craven  
Center for Basic Skills  
Southern Illinois  
University of Carbondale  
Carbondale, Illinois

Dr. Fred Woodhall  
Delta State University  
Box 312  
Cleveland, Mississippi

Sheila S. Horton  
Associate Director  
AHANA Program  
Boston College  
Newton, Massachusetts
Christine Johnson
Director of Special Programs
Quinsigamond Community College
Worcester, Massachusetts

Helen Cohen
Assistant Director
Goucher College
New York, New York

Dr. Jean Fei
Assistant to the President
Office of Academic affairs
Empire State College
Metro Region Campus
New York, New York

Dr. Kipling Forbes
Pennsylvania State University
Philosophy Department
New Kensington, Pennsylvania

Dr. Judith Wold
Assistant Professor
Georgia State University
Atlanta, Georgia

Dr. George Williams
Educational Consultant
Front Range Community College
Denver, Colorado
APPENDIX D

Institution Questionnaire and Correspondence
I am a doctoral candidate in the College of Education at the University of Massachusetts/Amherst. My dissertation is focusing on Mentoring as a strategy for the academic and professional success of black undergraduates.

The status of Black students in higher education is in a serious crisis. As you probably know, our Black students in predominantly white institutions are faced with challenges not only in the classroom, but within the entire college community. I believe that mentoring programs can make a significant difference in improving the academic and professional success of minority students.

One of my primary goals is to eventually develop a comprehensive Black Mentorship Program that promotes the optimal academic and personal development of our Black students on predominantly white college campuses.

Your college has been identified as having a Mentoring program that primarily serves a minority and or non-traditional student population. I would like to know more about your program. Would you be so kind and help me in my research by answering the enclosed questionnaire.

Once my research is completed I will share with you all of my findings. I sincerely hope you consider and respond to my request. Your cooperation is needed as I attempt to accept the challenge of improving the educational status of Minority students in our institutions of higher learning.

If you have any questions please contact me at (617) 287-6554 or by calling me collect at my home (617) 361-5576. Thank-you for your cooperation.

Sincerely,

Mary A. Alexander-Ellis
Director of Student Services
College of Arts & Sciences
1. Briefly describe how your institution has demonstrated a commitment to the development of your mentorship program (i.e. staffing, funding, services).

2. Briefly state the main purpose and/or objectives of your mentorship program.

3. How long has your program been in existence and how many students are enrolled in your program?

4. What are some of your major activities and services you provide for your students. (i.e. advising, tutorial, career seminars).
5. What kind of special events and/or seminars have you sponsored during the past academic year? (i.e. cultural events, women's studies lectures) Please list title of workshops.

6. Out of the services that you provide which ones are utilized the most and least by your students. (i.e. tutorial services, professional networking etc.)

7. Who serves as Mentors to your program?

8. How would you rate your progress and success since the inception of your program?
   very successful
   successful
   good
   average
   fair
9. Please explain briefly the method and/or criteria you used to measure your progress and success.


10. Based on your experience, what recommendations and/or suggestions would you offer for the designing of a mentorship program?


General comments:


Thank you for your cooperation. Please return the questionnaire in the self-addressed envelope. If you have any questions please contact me at (617) 284-6554 or at home, (617) 361-5576, (collect).

Thanks,
Mary A. Alexander-Ellis
49 Ridlon Road
Mattapan, Massachusetts 02126
June 12, 1990

Dear : 

Thanks very much for returning the questionnaire. I am very encouraged by your responses and most definitely will share with you all of my findings once my data has been collected and compiled.

Thank-you again and I am looking forward to continuing our professional relationship as we work towards trying to make a difference for the students that we serve.

Sincerely,

Mary A. Alexander-Ellis
Director of Student Services
College of Arts & Sciences
APPENDIX E

Minority Mentorship Program Survey Profile Guide
Survey Evaluation Guide/Mentorship Questionnaire

Name_________________________ Date_____________________ 

1. INTERNAL FUNDING_______ EXTERNAL FUNDING_______ 
   Comments: ____________________________________________
   _____________________________________________________
   Staff:__________________________
   ____________________________

2. GOALS:
   1. ______________________________
   2. ______________________________
   3. ______________________________

3. YEARS: 1-2__ 2-3__ 3-4__ 4-5__ 5-6__ 7-8__ 9+__

4. MAJOR ACTIVITIES:
   ________________________________
   ________________________________

5. SPECIAL EVENTS:
   ________________________________
   ________________________________

6. SERVICES:
   MOST:__________________________
   ________________________________
   ________________________________
   LEAST:________________________
   ________________________________
   ________________________________
   COMMENTS:_____________________
   ________________________________

7. Mentors: F____ S____ F/S____ Student/Peers____
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Lewis, James, Jr. (1930). Achieving Excellence in Our Schools. . .by taking Lessons from America's Best-Run Companies. Westbury, N.Y.


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