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A Study to Determine the Participation of African Americans and Spanish Americans in Graduate Studies: A Local Perspective

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**A STUDY TO DETERMINE THE PARTICIPTION OF AFRICAN AMERICANS
AND SPANISH AMERICANS IN GRADUATE STUDIES: A LOCAL
PERSPECTIVE**

**A RESEARCH PROJECT
PRESENTED TO THE
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL STUDIES FACULTY
OLD DOMINION UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE
DEGREE MASTER OF SCIENCE IN EDUCATION**

by

Angela J. Hampton

June, 1996

APPROVAL PAGE

This project was prepared by Angela J. Hampton under the direction of Dr. John Ritz in OTED 636, Methods of Research, as partial fulfillment of the requirements for the degree of Master of Science in Education.

Date 6-6-76

Approved By John M. Ritz

Dr. John Ritz

Advisor, Graduate Program Director

ACKNOWLEDGEMENT

This study on the participation of African Americans and Spanish Americans in graduate studies would not have been possible without the vast information contributed by the writers and educators on minority research and the statistics of the local institutions. The author is indeed grateful to the many individuals that have contributed prior research on this study.

The author wished to acknowledge her deep appreciation for guidance provided by her academic advisor, Dr. John Ritz. Without his directions and suggestions, much of the motivation behind this study would not have been foreseen.

Special acknowledgements and thanks are extended to the authors family and friends, Mckinley Jennings, Stacey Hill, Pamela Rios, and Lynn Hampton, for their encouragement and constructive criticisms throughout the preparation of this study.

Finally the author would like to give special thanks to Joseph who repeatedly encouraged and supported the pursuit of the completion of this study. Without these motivations the study could not have been accomplished.

Angela J. Hampton

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CHAPTER I

INTRODUCTION

In American society today, a college education is perceived as a status symbol, a measure of academic achievement and the beginning of professional and monetary opportunity. For African American and other underrepresented minority groups a college degree is particularly important. Many African Americans who earn college degrees enter professional careers and an education provides a means to cross barriers and realize progress. It becomes a bridge to institutional development and national growth.

A critical problem in higher education is the decline of participation of African Americans and Spanish Americans in graduate programs and higher level education in general. Gaining equal access to quality education has long presented an unreasonable challenge to minority students in the United States. Despite recent increases in graduation rates among African American and Spanish American students, the number of those enrolling in college and subsequently those receiving advanced degrees is declining. It is not enough for African American and Spanish American students to simply enroll in institutions of higher education; the enrollment does not necessarily result in completion or increased graduate participation. Given the significance of a college degree, African American and Spanish American students participation in graduate studies should be a priority for our universities and the nation as a whole.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the participation trends of African Americans and Spanish Americans in graduate programs over a five year period in the Hampton Roads and Williamsburg areas.

RESEARCH GOALS

The purpose of this study was to look at the following questions:

- 1) Has the growth declined or increased over the last five years for African American and Spanish American students in graduate studies in the Hampton Road area?
- 2) What is the difference between enrollment of Spanish Americans and African Americans in the Hampton Roads Area?
- 3) Is the participation in graduate programs higher at historically black universities or white universities in the Hampton Roads area?

BACKGROUND AND SIGNIFICANCE

Approximately fifty years ago, the status of minority participation in higher education was nearly 90 percent of all minorities who were enrolled were attending historically black colleges and universities; predominantly white institutions made no efforts to recruit minorities and some majority universities, especially in the South, were prohibited by law from recruiting black Americans. These few minorities who managed to enroll and graduate from white colleges and universities during this period were forced, because of racial discrimination and hiring practices, to return to work in segregated public schools or in historically black colleges and universities (Robinson, 1990, p. 207).

The first substantial move of black Americans to enter higher education began in 1945 when thousands of blacks-veterans of World War II and the Korean conflict armed with benefits from the GI Bill enrolled in institutions of higher learning in the United States. The second substantial increase in enrollment of black Americans in higher education came in the late 1960's largely as a result of civil rights laws, equal opportunity initiatives, and federal student aid. Between 1960 and 1976, slightly more than 12 million Blacks and Hispanics were enrolled in institutions of higher education in the United States. This trend in enrollment remained steady during the next eleven years, 1976-1988. But in 1989, the enrollment of blacks began to decline and this decline continues unabated

today. It is this continuing decline in the number of black Americans in higher education, particularly in graduate education, that portends dire consequences for the historically black colleges and universities and for the nation as a whole.

LIMITATIONS

This study will result in limited findings which cannot be broadly generalized because the data is confined to Hampton, Norfolk State, Old Dominion, William and Mary and Christopher Newport Universities. The population size may be relatively small and the demographics of the Hampton Roads area may not be totally representative of the nation.

A greater limitation to the study is a scarcity of related studies and literature. Government studies constitute the main body of literature.

ASSUMPTIONS

It was assumed that graduate education is accessible to those students who desire it. The Hampton Roads and Williamsburg areas are generally representative of the broader national population. The assumption is made that the historical data is easily obtainable and will not invade or infringe upon individual privacy.

PROCEDURES

Data for this study were secured from the institutional research departments of the appropriate universities. Official information such as statistics and percentages of population were analyzed. The statistics and percentages provided the following: increases and decreases within the population and the total amount of participation of each ethnic group in graduate programs.

DEFINITION OF TERMS

To establish general understandings by the reader the following terms have been defined. These terms have been used throughout this paper.

African American or Black American are a heterogeneous group which currently represents about 12.1 percent of the total U. S. population or close to 30 million people. This designation is representative of a number of cultures and ethnic groups including Caribbean Islands, Northern Europe and American Indian Blacks. The exclusion noted in this category is any persons of hispanic descent (Lee, 1991, p. 51).

Hispanic or Latino Americans for the purpose of this study is representative of the fastest growing racial/ethnic group in the U. S. The group includes Mexican Americans, Puerto Ricans, Cuban American, South and Central American and includes those Blacks with Hispanic descent (Lee, 1991, p. 144).

Graduate Studies are degree programs following completion of undergraduate or bachelor's degree. This includes Masters and Doctoral programs.

OVERVIEW OF CHAPTERS

This chapter defines the study of African Americans and Spanish Americans participation in graduate studies. It develops the need for this study and establishes that the declining enrollment of these two minority groups is a problem in education. It stated the assumptions, limitations and definitions used in this report. Chapter II reviews the literature and Chapter III further defines the methods and procedures used in this study. Chapter IV states the findings of the report and Chapter V presents the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

This chapter will review the literature concerning African Americans and Spanish Americans participation in graduate studies program. It will review these under-represented minority groups and the challenges for higher education administration and society to correct the conditions that hinder this participation.

PURPOSE OF RESEARCH

Acknowledgement of a continuous decline in college participation rates for minorities does little to solve one of the most serious problems of our times. During the 1960's increased minority access to higher education was considered a solution to the problem of racial inequality (Allen, 1992). Yet between 1976 and 1989, the rate of participation in higher education by blacks declined 2.7 percent and the Latinos participation rate declined 3.1 percent in the same period (Carter & Wilson, 1990, p. 9). Frank Newman states (Richardson, 1991), "Full participation cannot fail to become an urgent priority. The evidence is compelling that careers must be open to talent if our economy is to prosper" (p. 25).

Bjork and Thompson (1989) and Bowen Sosa (1991) projected there would be a shortage of minorities in the area of science and mathematics by the year 2010. They have indicated that along with the shortage there would be a major shift in the racial composition of the population from a white majority to a tremendous increasing racial minority predominately U. S. African Americans, Latinos and other underrepresented U. S. minorities which in turn will create an abundance of challenges in higher education and the labor market. Rawls (1991, p. 45) indicated by the year 2010, the United States could possibly find a shortage of 560,000 scientist and engineers. Bown and Sosa (1987) also predicted that there would be a drastic shortage of U. S. faculty throughout the educational pipeline (p. 46). These particular trends indicate that the nation's future

human resource need will now require a tremendous number of individuals with advanced educational credentials. This translates to a degree beyond the baccalaureate level. It is especially true for African Americans who are presently underrepresented throughout the higher educational arena particularly at the graduate level.

According to Trent (1990) and Deskins (1991), they have noted there has been a drastic decline in actual degree attainment at the graduate level for African Americans and Spanish Americans in addition to their underrepresentation in higher education. Deskin (1991) found that between 1984-1985, African Americans experienced a 36 percent loss in degree attainment at the masters level and an 11 percent loss at the doctoral level. Surprisingly at the same time, he found that the portion of non U. S. citizens, mostly Asians, among U. S. degree recipients increased 81 percent at the master's level and 76 percent at the doctoral level (p. 46).

As stated earlier, the United States economy is in dire need of highly skilled labor. By the year 2000 one out of every three U. S. residents will be nonwhite. In addition, African American and Spanish American (primarily Mexican or Chicano Americans) presently account for 25 percent of the school age population and will continue to grow approximately 47 percent of that group by the year 2020 (Evine, 1989, p. 50). However, Rawls (1991, p. 30) noted that U. S. minorities are a resource that "we have not fully utilized." Rawls continues by pointing out that consistent lack of minority groups in higher education, particularly in the math and science areas is an imminent danger to our nation. The unequal opportunity afforded in higher education is contrary to the ideas of a democratic society.

The projected growth of the U. S. population for adequate higher education and economic progress of the U. S. Africans and Latinos are important factors that indicate a need for a systematic evaluation and constant monitoring of the progress of these underrepresented groups in colleges or universities.

GRADUATE ENROLLMENT DATA

In reviewing the literature, statistics indicated the enrollment and degree attainment status of U. S. African and Spanish Americans in U. S. colleges and universities. The statistics reported total graduate students enrollment by race ethnicity for 1982, 1984, 1986, 1988. All minority groups experienced a drastic increase in graduate enrollment. However, relative to other underrepresented minority groups, African Americans were slightly higher (5.0% to 4.6%), while Spanish Americans were slightly lower (2.4% to 3.0%). According to the Office of Civil Rights, this small increase does not compensate for the overall underrepresentation of U. S. born Latinos in United States graduate education or does it reflect their presence in the college age population. In addition to a minimal increase, it barely represented the population's three percent of Latinos among U. S. baccalaureate degree recipients (Deskins, 1991, p. 45).

Most national data sets do not adequately distinguish between U. S. and foreign born Latinos (such as Mexicans and Cubans), consequently the data indicated in this study may not represent the portion of U. S. Latinos who are truly underrepresented in higher education.

According to statistics, 1988 graduate enrollment by race and ethnicity in four fields of study, engineering, life sciences, physical science and mathematics, showed the highest proportional representation were whites, nonresident aliens and Asians. Those particular groups with the lowest proportional graduate enrollments in these fields in 1988 were Blacks and Latinos. African Americans and Spanish Americans were less than three percent of total enrollments. In addition, nonresident aliens were 34 percent of total enrollments in engineering and mathematics, 29 percent in physical sciences and 19 percent in the life science area (Hill, 1990, p. 50).

SUMMARY

There has been a constant decline in the enrollment and participation of African American, and very recently an increase in Spanish American, participation in higher education in general. Yet, these two groups still fall behind the majority population and well behind the minority Asian American population in enrollment and participation. The community should be alerted to this phenomenon and especially because the Hispanics and Blacks are the two fastest growing minorities in the United States.

Chapter III will discuss the methods and procedures used to gather the data for this study. The methods of data analysis will be provided and explained.

CHAPTER III

METHODS AND PROCEDURES

Chapter III contains a description of the methods and procedures used to obtain the needed information for this study. It describes the population of the study and the statistical data obtained from the registrar's offices at the various universities. The analysis of the data from the universities were also described.

POPULATION

Graduate minority enrollments were the population for this study. The population will be representative of the five universities in the local area: Hampton, Norfolk State, Old Dominion, William and Mary, and Christopher Newport Universities.

RESEARCH DESIGN

The study will use an ex-post facto design. The study will utilize the statistical enrollment figures supplied by the various universities.

DATA COLLECTION

Data for this study was obtained from institutions in the local area from 1991-1994. A cover letter (Appendix A) was sent to each of the five local institutions (Norfolk State, Hampton University, Christopher Newport College, Old Dominion University, and William and Mary College). The cover letter requested information pertaining to the statistics of enrolled populations for minority groups. In order to obtain information categorically, a checklist (Appendix B) was enclosed to address the five institutions in five year increments.

DATA ANALYSIS

The data collection instrument will be collect enrollment figures from the five local universities. When the data is collected and tallied, it will be analyzed and displayed in graphical form. The statistical information was obtained from the databases of the institutional research departments at the local universities.

SUMMARY

The participation of African Americans and Spanish Americans were compared to enrollment in graduate programs in the last five years. A comparison was determined and the minority groups' progress was tracked. Chapter IV discussed the findings of each universities report.

CHAPTER IV

FINDINGS

Chapter IV presents the findings of this study. The findings initially discussed are presented in Figures 1-5. Figure 1 shows the overall graduate population, Black graduates and Spanish graduates for the years 1987 through 1991, for Norfolk State University. As indicated in Figure 1 there was no data for the years 1987-1988. In 1989 to 1990, graduate enrollment increased from 0 to 930 students. In the fall of 1990 there was a decrease by 32 students. However, proportionately African Americans experience showed a slight increase in the fall of 1990 by 22 students, while Spanish American enrollment an increase by 2 students respectively for a total of 8 Spanish American students.

MINORITY COMPARISON FIGURE 1

Norfolk State University

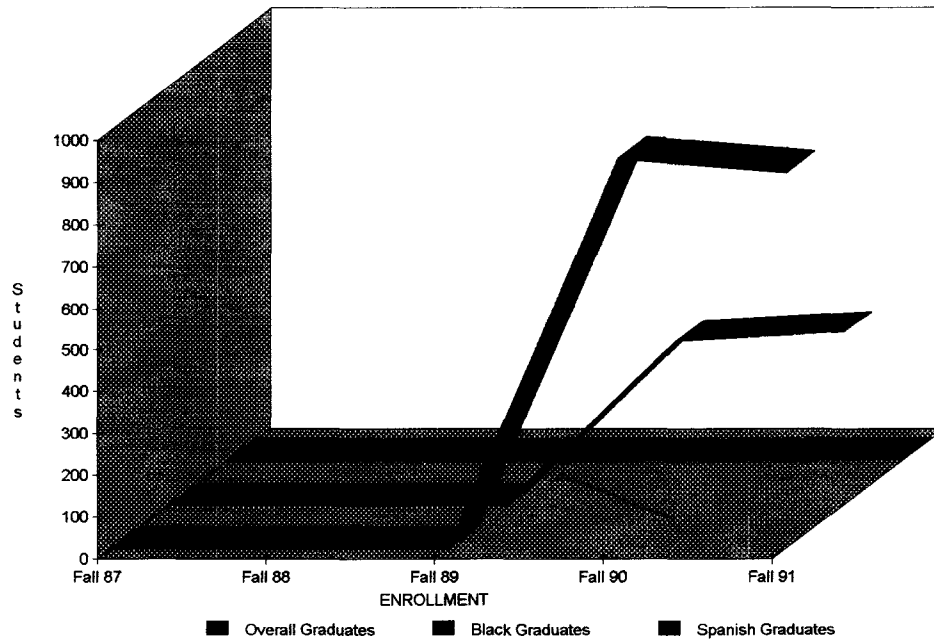


Figure 2 reports enrollment for Hampton University for the years 1987-1991. Overall the graduate participation increased from the fall of 1987 to the fall of 1988 by 26 students to a total of 352. From the fall of 1988 to fall of 1989 there was a decrease in the overall graduate participation by 37 students. Enrollment from 1989 to 1990 indicated a continual decline by 31 students. However, in 1990 to 1991 there was a increase of overall graduate participation by 26 students.

African Americans experienced an increase in 1987 to 1988 by 26 students. In the fall of 1988 to the fall of 1989 there was a significant increase of 130 students. From 1989 to 1990 there was a decrease in enrollment by 164 students. In 1990 to 1991 there was a drastic increase in African American participation by 485 students for a total of 795 students. Spanish American enrollments remained constant over the reported five years at zero.

MINORITY COMPARISON FIGURE 2

Hampton University

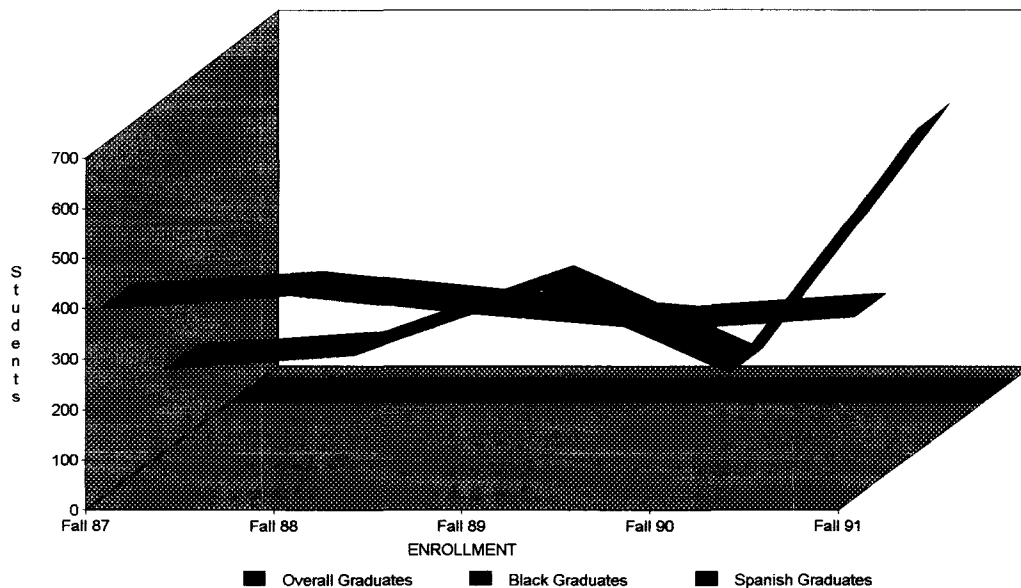


Figure 3 shows the enrollment of minorities at Old Dominion University from 1987 through 1991. The overall graduate population increased from 1987 to 1988 by 301 students. In 1988 to 1989 the overall graduate participation continued to scale upward by a rate of 216 students for a total of 856. From 1989 to 1990 there was an increase of 337 students. In 1990 to 1991 there remained a continual increase of 12 students. Figure 3 also indicates African American and Spanish American graduate participation remained constant over the course of the five years averaging one thousand five students.

MINORITY COMPARISON FIGURE 3

Old Dominion University

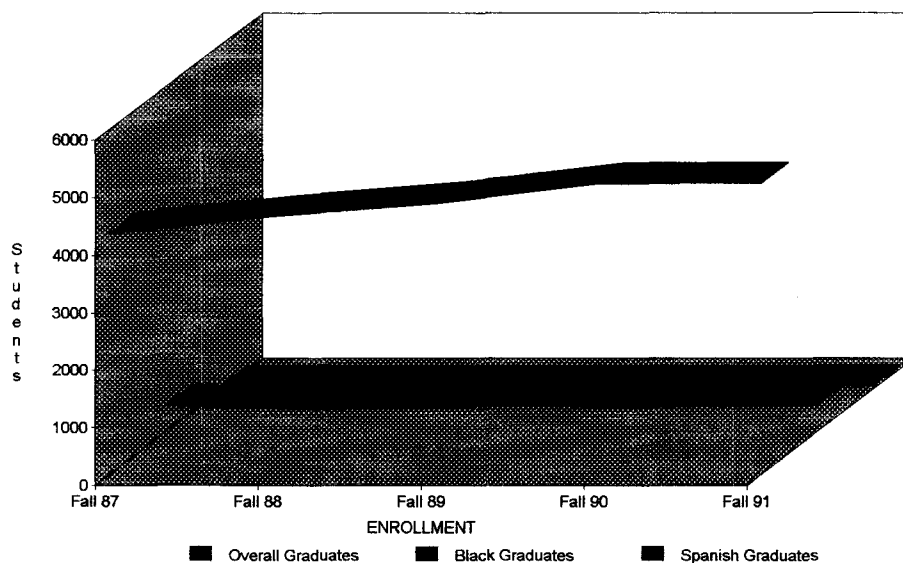
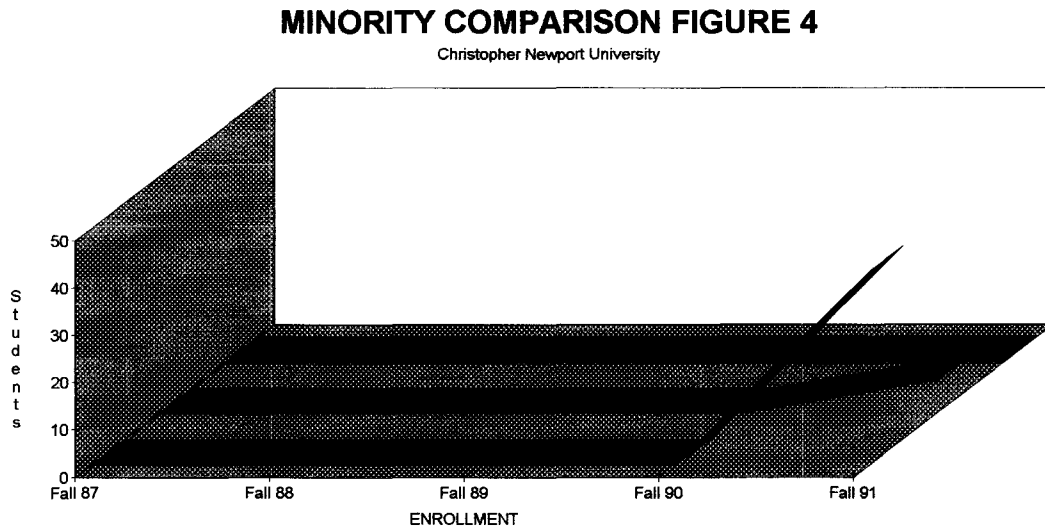


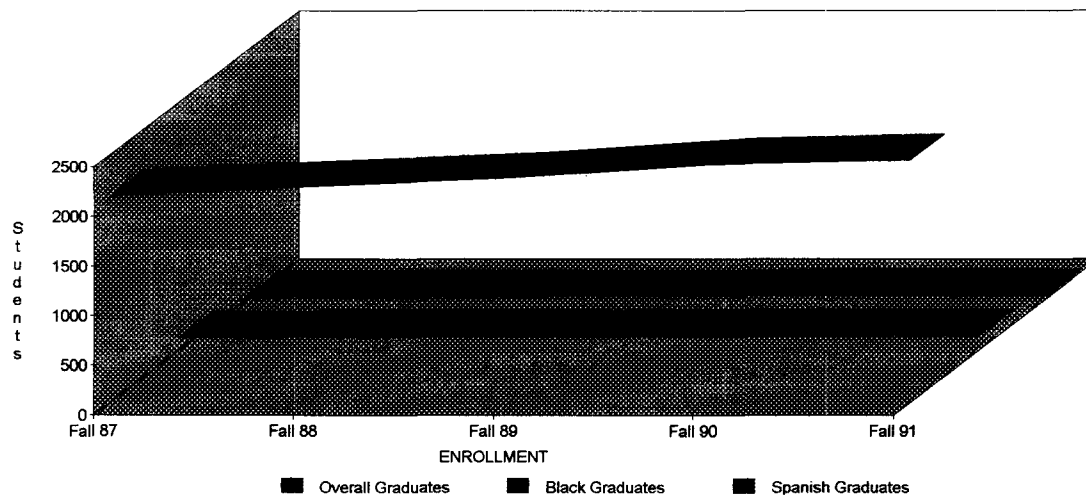
Figure 4 illustrates the participation in graduate studies from Christopher Newport was relatively low reporting 7 students for African Americans and zero for Spanish Americans. The author notes, graduate programs began in the fall of 1991.



Lastly, Figure 5 reports enrollment for The College of William and Mary for 1987 through 1991. The overall graduate population increased in 1987 to 1988 by 95 students to a total of 4249. In the year of 1988 to 1989 overall participation increased by 84 students. During the fall of 1989 to the fall of 1990 there was a significant increase by 136 students. Surprisingly in 1990 to 1991 graduate participation declined by 49 students. Spanish Americans reported a significantly lower enrollment of 30 students, while African Americans enrollment was slightly higher, reported respectively at 50 students.

MINORITY COMPARISON FIGURE 5

William and Mary College



SUMMARY

To summarize, the author's assessment of data from the institutional research offices, 1987-1991 enrollments, revealed several findings. First, the statistics presented for the five years showed that African Americans and Spanish Americans participation remained relatively the same for the period, 1987-1991. In fact, African Americans graduate enrollment appeared to have dropped at one historical black university. Spanish Americans enrollment only increased by less than a percent. Appendix C is the actual raw data provided by the institutional research departments. Appendix D is the numerical chart listing the figures for the participation of the students.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The study was initiated to evaluate the participation of African Americans and Spanish Americans in graduate programs in the Hampton Roads area. The area schools providing historical data were Christopher Newport University, Hampton University, Old Dominion University, Norfolk State University and The College of William & Mary . The data covered a five year period (1987- 1992). Data gathering was in the form of a cover letter and a worksheet provided to each of the local universities included in the study.

The study compared enrollment of African Americans and Spanish Americans for the five year period. The initial assumptions were validated by the historical data gathered from the institutional research departments.

CONCLUSION

The purpose of this study was to assess the participation of African Americans and Spanish Americans in graduate studies in the local area. Graduate education maybe an individual pathway to personal, occupational and economic success, as well as an important vehicle for societal adavncements

One of the primary research questions framing the present study was to determine if there was an increase or decrease with African Americans or Spanish Americans participation over the last five years? In response to that question, it was found that there has been an increase for African Americans and little to no change for Spanish Americans over the last five years.

The second question raised was the difference in enrollment between African Americans and Spanish Americans. The enrollment with Spanish Americans has been fairly low to nonexistent. A more in depth study would indicate that this demographic area does not have a large representation of the Spanish American group. It has been

cited in the study that African Americans participation has shown an increase at one historical black college, Hampton University.

The third question raised in the study was the participation in graduate programs higher at white universities rather than black universities. Based on the result of survey, African American participation proves to be higher at historically black universities and relatively the same for Spanish American populace at both historically black and white universities. Minority groups would possibly consider other university like Christopher Newport, but at the formulation and writing of this study Christopher Newport had only recently obtained university status and had offered a limited graduate program.

RECOMMENDATIONS

The data collected for this study was not uniformly reported by the universities and inferences were drawn by the author and, several factors were not considered. The overall demographics by ethnicity of the local area was not explored or counted as a factor of variation in enrollment. Another limiting factor not considered was the relative cost by institution, which could have been a significant reason more minorities were not participating in graduate programs at some of the universities. This author would also redesign the study in the future to normalize the data from the various institutions to encompass more data on undergraduate students. This would allow a clearer picture to be drawn of the reasons for an increase or decrease in minority participation in graduate programs.

As a nation we must make greater progress in the inclusion of minorities at every level of the socio-economic strata. Exclusions of any group will only lead to a further separation of this nation along racial lines: a consequence we can't afford.

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APPENDICES

APPENDIX A	Sample of Cover Letter	A-1
APPENDIX B	Sample of Checklist	B-1
APPENDIX C	Sample of Raw Data	C-1
APPENDIX D	Sample of Raw Data Chart	D-1

1307 Woodcrest Drive
Hampton, Virginia 23669

Dear Supervisor:

I am currently a graduate student in the College of Education at Old Dominion University under the direction of Dr. John Ritz, Ed.D. The purpose of this letter is to obtain information on the participation of African Americans and Spanish Americans in graduate programs in the local area as an important element in the completion of my research project.

I am asking your help to complete this study by providing me with the statistics of the population for those minority groups for the last five years. Enclosed you will find a checklist detailing the significant data needed.

I appreciate your cooperation and support. Without your cooperation, I will not be able to complete this research. I feel that it is an important topic in the light of recent trends in minority participation in graduate studies.

If you have any further questions, please feel free to call me at (804) 723-4451.

Sincerely,

Angela J. Hampton

Enclosure: Checklist

CHECKLIST**Minority Graduate Population Checklist**

Population	87-88	88-89	89-90	90-91	91-92-
1) Overall graduate population					
2) Overall undergraduate population					
3) Percentages of African Americans in graduate programs					
4) Percentages of Spanish Americans participation in graduate programs					

CHECKLIST
Minority Graduate Population Checklist

Population	87-88	88-89	89-90	90-91	91-92	112-93
1) Overall graduate population	4196	4497	4713	5050	5062	5175
2) Overall undergraduate population	11,444	11867	11526	11679	11624	11333
3) Participation of Blacks in undergraduate	1,116	1204	1257	1373	1353	1325
4) Participation of Spanish in undergraduate	129	147	160	154	153	182
5) Percentages of African Americans in graduate programs	453	403	453	437	464	504
6) Percentages of Spanish Americans participation in graduate programs	62	47	53	55	60	56

Figures provided University Planning & Institutional Research

Source: Enrollment Profile. ODU

CONTACT PERSON: Rob Springer
683-3080

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

OFFICE OF UNIVERSITY RELATIONS
(804) 727-5254 · 5255

October 26, 1994

Ms. Angela J. Hampton
1307 Woodcrest Drive
Hampton, VA 23669

Dear Ms. Hampton,

Below is the information you requested on enrollment at
Hampton University from 1987-1992:

	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
Graduate population:	377	403	367	355	360
Under- graduates:	4,355	4,657	4,669	4,916	4,420
Black under- graduates:	4,518	4,846	4,988	5,071	5,095

I hope that these statistics will assist you in completing
your graduate project. Please notify me if you require
additional information. You may contact me at (804)
727-5255.

Sincerely,


Richelle D. Payne
News Bureau Director

/rdp

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

OFFICE OF UNIVERSITY RELATIONS
(804) 727-5254 - 5255

June 2, 1995

Ms. Angela Hampton
224B Clemwood Parkway
Hampton, VA 23669

Dear Ms. Hampton,

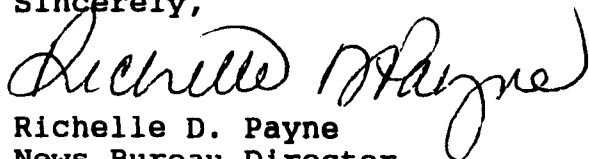
Here are the minority enrollment figures you requested for your graduate project:

	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
Under-graduates:	4,355	4,657	4,669	4,916	5,981
Black under-graduates: (non-Hispanic)	4,518	4,846	4,988	5,071	5,095
Percentage:	87.8%	91.3%	93.4%	92.7%	89.3%
White (non-Hispanic):	88	122	205	273	520
Percentage:	8.6%	6.0%	3.8%	4.9%	9.1%
Foreign*:	96	17	130	84	42
Other*:	445	320	19	40	47
Graduate population:	377	403	366	335	361

* unspecified

As I stated in our conversation, we do not have the technical capability to track ethnicity with very much specificity (i.e. Spanish American). However, I hope that the clarification will be more helpful to you.

Sincerely,


Richelle D. Payne
News Bureau Director

Listed below is the information you requested. Please contact the Office of Institutional Research and Planning at (804)683-8679, if you have additional questions or concerns regarding this matter.

Checklist
Minority Graduate Population Checklist

Population	1990	1991	1992	1993	1994
Overall Graduate Population	930	898	895	1040	1415
Overall Undergraduate Population	7078	7400	7728	7612	7252
Participation of Blacks in Undergraduate	6284	6564	6810	6662	6316
Participation of Spanish in Undergraduate	33	50	67	69	67
Percentages of African Americans in Graduate Programs	42%	46%	47%	46%	43%
Percentages of Spanish Americans in Graduate Programs	.01%	.334%	1%	1%	1%

J.S.
6/2/95

J.S.G.

CHRISTOPHER NEWPORT UNIVERSITY CHECKLIST
Minority Graduate Population Checklist

<u>Population</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
Total, Graduate Students	N/A	N/A	N/A	N/A	41
Total, Undergraduate Students	4,411	4,647	4,832	4,861	4,993
Black, Undergraduate Students	464	497	510	557	599
Spanish (Hispanic), Undergraduate Students	24	43	64	77	89
Black, Graduate Students	N/A	N/A	N/A	N/A	7
Spanish (Hispanic), Graduate Students	N/A	N/A	N/A	N/A	0

Note: Enrollment numbers are for the Fall semester of each academic year.

Graduate programs were not offered at Christopher Newport University until Fall 1991.

CHECKLIST
Minority Graduate Population Checklist

	Fall 87	Fall 88	Fall 89	Fall 90	Fall 91
Population	87-88	88-89	89-90	90-91	91-92
1) Overall graduate population	6200 2077	2172 5286 6200	2256 5286	2392 5280	2441 5249
2) Overall undergraduate population	5115	5200	5286	5280	5269
3) Participation of Blacks in undergraduates	260	303	351	342	332
4) Participation of Spanish in undergraduates	60	50	59	64	67
5) Percentages of African Americans in graduate programs	125	130	129	139	147
6) Percentages of Spanish Americans participation in graduate programs	11	14	18	22	19

College of William & Mary

MINORITY GRADUATE POPULATION CHECKLIST

University	Period	Overall Graduates	Black Graduates	Spanish Graduates	TOTAL
W & M	Fall 87	2077	126	11	2213
	Fall 88	2172	130	14	2316
	Fall 89	2266	129	18	2403
	Fall 90	2392	139	22	2563
	Fall 91	2441	147	19	2607
	Total	11338	670	84	12092
O.D.U.	Fall 87	4196	483	62	4711
	Fall 88	4497	403	47	4947
	Fall 89	4713	463	53	5219
	Fall 90	5060	437	44	5531
	Fall 91	5062	464	60	5586
	Total	23618	2210	266	25934
C.N.U.	Fall 87	0	0	0	
	Fall 88	0	0	0	0
	Fall 89	0	0	0	0
	Fall 90	0	0	0	0
	Fall 91	41	7	0	48
	Total	41	7	0	48
N.S.U.	Fall 87	0	0	0	0
	Fall 88	0	0	0	0
	Fall 89	0	0	0	0
	Fall 90	930	391	1	1322
	Fall 91	898	413	3	1314
	Total	1828	804	4	2636
H.U.	Fall 87	377	163	0	540
	Fall 88	403	189	0	592
	Fall 89	366	319	0	685
	Fall 90	336	156	0	490
	Fall 91	361	340	0	1001
	Total	1842	1466	0	3308