IMPACT OF ADAMS V RICHARDSON ON WHITE
STUDENT ENROLLMENT AT PUBLIC HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES
1976-1984

by
Margaret Jacqueline Seagears
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APPROVED:

M. David Alexander, Chairman

Houston Conley

Karl T. Hereford

Lee Monroe

Kenneth E. Underwood

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The primary purpose of this study was to investigate (1) the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams States that took place between 1976-1984; (2) the implementation of Adams v Richardson between 1976-1984 based on the enrollment of white students at PHBCU; and (3) the implementation of Adams v Richardson as determined by mandated State plans between 1976-1984.

Data were generated from two principal sources. They were:

1. State plans for complying with the Adams decision
2. Refined HEGIS enrollment data by race and level of instruction.

Results can be summarized as follows: (1) The PHBCUs varied widely in their reports of compliance. They implemented a variety of strategies to recruit white students. The form and pattern used varied considerably
from one campus to another. (2) Nonetheless, the percent of overall white enrollment in the 25 PHBCUs increased from 6,729 or 7.3% of total PHBCU enrollment in 1976 to 8,119 or 9.6% of total enrollment in 1984, an increase in those years of about 20% (Table 23). (3) At the same time, white student enrollment in all classes of principally black institutions in the ten Adams states increased from 13,108 students in 1976 to 18,547 in 1984, an increase of 42% during this period (Table 15). (4) Similarly, white student enrollment increased by about 41% in all classes of principally black institutions nationwide during this same period (Table 5). (5) Accordingly, whatever benefits from the Adams decision that may have accrued to the PHBCU seem to have been accelerated in other classes of black institutions. (6) The evidence from this study does not support the conclusion that the Adams decision materially improved or enhanced the planning process in the PHBCUs. It may well have done so, but the evidence is not forthcoming from this study to support any firm conclusion in that regard. (7) What seems clear, however, is that the Adams decision drew positive attention to a need for institutional and statewide planning in all classes of black institutions, particularly in the Adams states, and to the need for systematic development of information, and for conscientious monitoring and assessment of results. It would appear that all classes of black institutions, not solely the PHBCU
targeted by the Adams decision were attentive to the message conveyed by the decision.
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To my husband, Thomas, for his encouragement and support,

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to my grandchildren, Christopher and Jennifer Ward
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CHAPTER I

INTRODUCTION

The future of the nation's Public Historically Black Colleges and Universities (PHBCU) is a matter of paramount concern to black communities in general, and to the nation at large. The decade of the 1970s concluded a difficult and challenging period for higher education, especially in the black postsecondary institutions. In the 1970s blacks pursued enforcement of Title VI of the 1964 Civil Rights Act through litigation in the several Adams cases,¹ the first of which was filed in 1970. As a result of Adams, the court ordered the Adams states to adopt the goal of assuring that the system as a whole and each institution within the system provide an equal educational opportunity, be open and accessible to all students, and operate without regard to race. To achieve the desegregation of student enrollment, each state plan must adopt the goal of increasing the total number of white students attending PHBCU. The Adams court decisions and their relationship in this study are discussed within.

While this study focuses on the impact of the Adams' court decisions on white student enrollment at Public Historically Black Colleges and Universities, it is


-1-
important to establish a historical perspective for the study by first relating statistical data that reflect the significance of the more than 100 historically black institutions in the nation and the black community:\textsuperscript{2}

- In 1976, collectively, in the United States where historically black colleges are located, these institutions accounted for 62 percent of all baccalaureates earned by blacks, 45 percent of all masters' earned by blacks, and 62 percent of all first professional degrees earned by blacks.

- Black colleges and universities have produced 50 percent of black business executives, 50 percent of black engineers, 75 percent of black military officers, 80 percent of black Federal judges, and 85 percent of black physicians.

- Meharry Medical College and Howard University together produced 22 percent of all black doctors and 40 percent of all black dentists in 1977.

- Historically black colleges enrolled less than 20 percent of all black undergraduates in 1978 but conferred almost 40 percent of all baccalaureates earned by black Americans.

- Black colleges and universities awarded, in 1978-1979, 20 percent of all graduate degrees to black masters' degree recipients, despite the fact that these institutions account for only 30 of the approximately 1,000 institutions in the nation that grant masters' level degrees.

NEED FOR THE STUDY

The most important legal action to affect the educational hopes and aspirations of blacks and black colleges since 1954 involved decisions growing out of the Adams case. The case is important to blacks because it specified standards for alleviating inequities in areas such as duplicate programs in black and white state higher education, admission policies, hiring policies, and other discriminatory practices within institutions and organizations receiving Federal funds.\(^3\)

Those concerns provided the rationale for investigating the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams states between 1976-1984.

PURPOSE OF THE STUDY

The Adams v. Richardson court decision inter alia mandated Public Historically Black Colleges and Universities (PHBCU) to increase white student enrollment. The primary purpose of this study was to investigate the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams states that has taken place between 1976-1984. This study further investigated:

(1) the implementation of Adams v. Richardson between 1976-1984 based on the enrollment of white students at PHBCU, and

(2) the implementation of Adams v. Richardson as determined by mandated state plans between 1976-1984.

ORGANIZATION OF THE STUDY

Included in Chapter I is an introduction, the need for the study, a statement of the purpose of the research, and the outline of the study. Chapter 2 is a description of the landmark decisions antecedent to the Adams decision; a summary of the criteria specifying the ingredients of acceptable state plans; Adams state plans and compliance. Chapter 3 is a description of the research methodology. Chapter 4 is a description of student enrollment. Chapter 5, a summary, includes conclusions and recommendations.
CHAPTER II

REVIEW OF THE LITERATURE

Landmark Decisions Antecedent to Adams

The problems confronting higher education desegregation in the 1980s are a consequence of the inherent inequities perpetrated by the dual system.\(^4\)

The first public higher education institutions for blacks were normal schools founded after the Civil War.\(^5\) These normal schools were used to train black teachers for the newly emerging segregated public school systems in the southern and neighboring border states.\(^6\)

Another factor which stimulated public higher education opportunities for black students was the Federal Land-Grant Program. The first Morrill Act of 1862\(^7\) authorized the establishment of a college in each state to offer the study of agricultural and mechanical arts, and instruction in classical, scientific, and military subjects. Four


states--Mississippi, Virginia, South Carolina, and Kentucky--set aside a part of their original land-grant endowment for the support of black land-grant colleges.

The second land-grant act, the Morrill Act of 1890, provided a permanent annual endowment of $25,000 for each land-grant college established under the provisions of the Morrill Act of 1862, and directed a portion of the federal appropriation to be used for the endowment, support and maintenance of land-grant colleges for Negro youths in states which maintained separate educational facilities. The 1890 Morrill Act was especially significant to black higher education because, for the first time, it provided Federal sanction for the establishment of separate colleges for blacks.

Missionary groups also helped to establish a system of higher education for blacks after the Civil War. Following the lead of the American Missionary Association in 1861, several religious benevolent societies sent missionaries into the South with the goal of "uplifting the freed slaves through religion, education, and programs of physical assistance." Although some conflicts were experienced as a

8 USC 323 (1976)
result of the diversified aims and objectives of the founders, "their common goals were to save the souls, educate the minds, care for the bodies, and prepare the freed men and women for their responsibilities as new citizens of the South.\textsuperscript{11}

Although the central issue in \textit{Plessy v. Ferguson}\textsuperscript{12} was the constitutionality of a Louisiana statute that provided for separate accommodations for whites and blacks on state railroads, the court found that separation of the races did not necessarily imply inferiority of either race and was a reasonable exercise of the state's police power. The dictum of \textit{Plessy} became the basis for the "separate but equal" doctrine in public education that would prevail for another 58 years before the landmark \textit{Brown}\textsuperscript{13} decision.

Before \textit{Plessy}, constitutionally mandated racial segregation in state elementary and secondary schools did not apply to higher education. Many southern and border states, as a matter of policy, had provided for public school systems with separate schools for black and white people. However, after \textit{Plessy}, 17 southern and border states passed laws that required segregation in colleges.\textsuperscript{14}


\textsuperscript{12}163 U.S. 537 (1896).

\textsuperscript{13}347 U.S. 483, 493 (1954).

\textsuperscript{14}Equal Protection, p. 13.
During the first half of the twentieth century, black colleges, particularly black land-grant colleges, were the principal centers for black public higher education.\textsuperscript{15} Black college studies which examined such tangible factors as facilities and equipment, libraries, types of programs and degrees offered, and the financial support received by these colleges revealed extensive inequalities between black and white institutions.\textsuperscript{16}

During the 1930s, Texas, Virginia, and Louisiana established graduate schools at their black state colleges.\textsuperscript{17}

In 1938, West Virginia State University broke the traditional solidarity block of southern and border states when it voluntarily admitted blacks to its graduate and professional school.\textsuperscript{18}

West Virginia’s policy opened a veritable floodgate of legal actions by blacks to file suits seeking admission to white public graduate and professional schools. \textit{Missouri ex}

\begin{flushright}
\textsuperscript{16}Ibid., pp. 837, 845.
\end{flushright}
rel. Gaines v. Canada\(^1\) ruled that out-of-state tuition grants for black people were unconstitutional and that a state must provide "substantially equal" educational opportunities for every state resident. Gaines prompted the establishment of advanced degree programs for blacks in Mississippi, North Carolina, Tennessee, Kentucky, Louisiana, and South Carolina over the next nine years. Many of these states quickly established graduate or professional programs after blacks filed suits, but before the cases were adjudicated.\(^2\)

In Sipuel v. Board of Regents, the U.S. Supreme Court held that Oklahoma "had the duty to provide simultaneously the identical educational opportunities for blacks as it did for whites".\(^3\) One notable deficiency in the dual system of education was the failure of black colleges to provide degree opportunities above the baccalaureate level.\(^4\)

As blacks began seeking out-of-state graduate and professional education opportunities not offered at their state black institutions, southern states hastily exacted legislation providing for the payment of tuition fees for blacks to attend out-of-state or private institutions within their state boundaries.\(^5\)

\(^{1}\)305 U.S. 337, 351 (1938).
\(^{2}\)Equal Protection, pp. 21-23.
\(^{3}\)332 U.S. 531, 632-33 (1948).
\(^{4}\)Equal Protection, p. 37.
\(^{5}\)Ibid., p. 15.
The National Association for the Advancement of Colored People (NAACP) began attacking the "separate but equal" doctrine of segregation in the early 1930s by launching a series of lawsuits designed to secure admission for blacks in the traditionally white graduate and professional schools.\textsuperscript{24}

In \textit{Pearson v. Murray},\textsuperscript{25} the courts ruled that tuition grants violated the equal protection clause of the 14th Amendment to the U.S. Constitution.\textsuperscript{26}

In 1950, \textit{Sweatt v. Painter} refined \textit{Sipuel} when the Court held that inferior educational facilities at a black law school in Texas violated the equal protection clause of the 14th amendment to the U.S. Constitution and that "the black law school must have educational facilities equal to the white law school."\textsuperscript{27} In that case, Herman Sweatt, a black, applied to the University of Texas Law School. Rather than admit Sweatt, the state opened a black law school whose educational facilities were inferior to the University of Texas Law School.

\textsuperscript{25}182 A. 590 (Md. 1937).
\textsuperscript{26}Ibid. at 592-594.
\textsuperscript{27}339 U.S. 629, 635-636 (1950).
Another 1950 U.S. Supreme Court decision, *McLaurin v. Oklahoma State Regents*,\(^2\) literally broke the "separate but equal" doctrine established in *Plessy*. McLaurin, a black, successfully sued for admission to the University of Oklahoma Graduate School but was required to sit apart from white students in the classroom and library and to eat at a separate time in the school's cafeteria.\(^2\) The Court ruled that a black could not be treated differently.

Following *Sweatt* and *McLaurin*, state and federal courts ordered the admission of blacks to major state universities in Virginia, Missouri, Louisiana, North Carolina, and Tennessee.\(^3\)

By 1954 blacks had gained admission to the white graduate and professional schools in 12 of the 17 southern and border states, although in some instances, only for courses which were not offered at a state's public black colleges.\(^3\) Alabama, Florida, Georgia, Mississippi, and South Carolina continued to maintain segregated colleges and universities.\(^3\)

The 1954 landmark decision of *Brown v. Board of Education* answered, for all time, the "separate but equal" doctrine of *Plessy*.\(^3\) Writing for a unanimous Court, Chief

\(^{29}\) Ibid., p. 640.
\(^{30}\) Equal Protection, pp. 34-35.
\(^{31}\) Ibid., p. 36.
\(^{32}\) Ibid.
Justice Warren held:

To separate (black children in public schools) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status and is unlikely ever to be undone... (The policy of separating the races is usually interpreted as denoting the inferiority of the Negro group... Any language in *Plessy v. Ferguson* contrary to this finding is rejected. We conclude in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

Following the 1954 *Brown* decision, Maryland, West Virginia, Missouri, Oklahoma, and the District of Columbia took legislative and administrative action to abolish *de jure* segregation in public higher education. A second Brown decision, *Brown v. Board of Education*, rendered in 1955, addressed the issue of implementing public school desegregation, requiring the admission of blacks to public schools "with all deliberate speed."34 Since the phrase "all deliberate speed" was often interpreted as meaning more deliberation and less speed, the pace of desegregation in the public schools was very slow.

In Florida, *ex rel. Hawkins v. Board of Control*,35 the U.S. Supreme Court ruled that its decision in *Brown II* applied to higher education and that black applicants were entitled to "prompt" admission.36

34 *349 U.S. 294, 301 (1955).*
35 *350 U.S. 413 (1956).*
The emphasis of higher education desegregation during the immediate post-Brown period centered on securing the admission of blacks to traditionally white institutions.  

The enrollment of one black student at the University of Mississippi in 1962 and two black students at the University of Alabama in 1963 required not only a Federal court order but also the intervention of President John F. Kennedy.

In addition to these widely publicized examples, court orders were required to desegregate the major public universities in South Carolina, Florida, and Louisiana.

By 1964, 64 percent of the traditionally "Deep South" institutions were still totally segregated. In the main, the majority of black students in these states continued to attend traditionally black institutions, and those institutions continued to occupy the second class status offered them under segregation.

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37 Equal Protection, pp. 52-96.
39 See, e.g. Hawkins v. Board of Control, 162 F. Supp. 85, (N.D. Fla. 1958)
41 Equal Protection, pp. 97-142.
THE ADAMS CASES

Between 1964 and 1969, the Department of Health, Education and Welfare's (HEW) efforts to implement Title VI of the 1964 Civil Rights Act\(^2\) were directed primarily at desegregating elementary and secondary schools. In 1969 and early 1970, HEW examined ten of the states that continued to operate dual systems of public higher education--Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia--to determine whether their educational systems were desegregated.\(^3\) The agency found that these states, commonly referred to as the Adams states, were continuing to operate segregated dual higher education systems in direct violation of Title VI, which provides:

No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The HEW then notified the offending states of their obligation to submit statewide plans for desegregation.\(^4\)

Five states--Florida, Louisiana, Mississippi, North Carolina and Oklahoma--failed to submit plans to HEW and the other five submitted plans which were unacceptable. No


\(^4\)Id.
immediate enforcement action by HEW was taken against any of the ten states.\textsuperscript{45}

HEW's failure to implement its Title VI responsibilities in the higher education systems of the ten states and in hundreds of elementary and secondary school districts led to a series of class action suits, the first of which was \textit{Adams v. Richardson}, seeking to enforce Title VI of the 1964 Civil Rights Act.\textsuperscript{46}

The first \textit{Adams} case was filed by the NAACP's Legal Defense Fund (LDF) in behalf of John Quincy Adams, a black man from Mississippi and his six children. The defendant was Elliott Richardson, then Secretary of HEW. \textit{Adams} sought to cut off Federal funds to the affected states.\textsuperscript{47} The actual filing in \textit{Adams} dispelled any notice that the nation's public colleges and universities were desegregated long ago.\textsuperscript{48}

In deciding the case, the District Court held that "continuation of HEW financial assistance to the segregated systems of higher education in the ten \textit{Adams} states violate(d) the rights of plaintiffs and others similarly

\textsuperscript{45}Id.
The District Court further held that once HEW determined that a state system of higher education violated Title VI of the Civil Rights Act, and where efforts to achieve voluntary compliance within a reasonable period were ineffective, HEW had the affirmative duty to commence compliance proceedings. The District Court further ordered HEW to commence enforcement proceedings within 120 days against states that failed to undertake higher education desegregation and ordered specific and substantial reporting requirements on the part of HEW. The U.S. Court of Appeals affirmed the District Court Order, noting that:

Perhaps the most serious problem in this area is the lack of State-wide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals. A predicate for minority access to quality post-graduate programs is a viable, coordinated State-wide higher education policy that taken into account the special problems of minority students and black colleges... (T)hese black institutions currently fulfill a crucial need and will continue to play an important role in black higher education.

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49 356 F. Supp., p. 94.
50 Id. at 94-95.
51 Id. Under the provisions, HEW was to make available descriptions of public higher education complaints of racial segregation received by it with explanations of specific reasons for inaction, findings as to absence or presence of racism, and its reasons for not commencing enforcement proceedings when racism is present.
52 480 F. 2d 1159, 1164-65 (D.C. Cir. 1973).
By its first order, issued in 1973, the Adams Court required the HEW Office of Civil Rights (OCR) either to negotiate acceptable plans with the ten states or to initiate enforcement proceedings. Plans were accepted from eight states in 1974: Arkansas, Florida, Georgia, Maryland, North Carolina, Oklahoma, Pennsylvania, and Virginia. The two exceptions were Louisiana, which refused to submit a plan, and Mississippi, which submitted an incomplete plan. Both states were referred to the Department of Justice for enforcement. In 1975 the Adams plaintiffs returned to court to assert that the 1974 plans were not being implemented as promised.

In 1977 the District Court in Adams v. Califano53 found that the desegregation plans accepted by OCR in 1974 did not meet the requirements earlier specified by HEW for acceptable desegregation plans. The 1974 desegregation plans had failed to change the segregated and discriminatory patterns that existed when the plans were accepted. The court held that HEW's grant of Federal funds to public higher education systems in six states, Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia, which had not achieved "desegregation" or submitted adequate desegregation plans, violated Title VI of the 1964 Civil Rights Act.

In keeping with the findings of the 1977 order, the court granted the plaintiff's motion for further relief and ordered HEW to:

1. notify the six states above that their 1974 plans were not adequate to comply with Title VI;
2. devise new criteria specifying the ingredients of an acceptable higher education desegregation plan;
3. require the six states to submit desegregation plans in accordance with the new criteria.\(^5^4\)

Maryland was excluded because another Federal Court had issued an injunction prohibiting HEW from initiating an administrative hearing against the state until certain conditions were satisfied.\(^5^5\)

Pennsylvania was excluded because of unique negotiations with OCR regarding the proper scope of its plan.\(^5^6\)

REVIEW OF SELECTED PLANS AND STATE COMPLIANCE

The plans of the ten states notified by HEW in 1969 and 1970 that they must devise compliance plans for desegregating their postsecondary institutions are reviewed in this chapter. The states are Arkansas, Florida, Georgia, Maryland, Michigan, North Carolina, Ohio, Oklahoma, Pennsylvania, and South Carolina.

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\(^5^4\) 430 F. Supp. 120-121.
\(^5^5\) Speech to the Southern Education Foundation by Assistant Secretary for HEW's OCR, Harry M. Singleton, OCR Public Affairs Office (February 10, 1983).
\(^5^6\) Ibid.
Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia.

In January, 1977, the District Court ruled that in six states--Arkansas, Florida, Georgia, North Carolina, Oklahoma and Virginia--HEW failed to seek effective desegregation plans and that HEW must prepare new guidelines for states to use in developing desegregation plans for higher education. Louisiana, Mississippi, and Maryland were in litigation and Pennsylvania elected an out of court settlement. Basic ingredients of the new guidelines, according to the District Court decision, were specific objectives, timetables, and procedures for implementation.

The specific criteria for developing acceptable State plans were set forth by HEW and the courts, and called the HEW "Criteria Specifying the Ingredients of Acceptable Higher Education Desegregation Plans." The unabridged Criteria are found in Appendix A of this study.

Three of the Criteria, as they relate to this study, are summarized below and subsequently are outlined in the ensuing discussion of the ten state plans and compliance thereto.

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57 43 Federal Register, 6681 (1978).
58 Ibid., p. 6692
59 Ibid., p. 6693.
SUMMARY OF THREE CRITERIA

Part I, Disestablishment of the Structure of the Dual System, directs the states to make commitments to disestablish their dual systems by enhancing the traditional black institutions so that they may attract students for nonracial reasons, and by eliminating educationally unnecessary program duplication.

Part II, Desegregation of Student Enrollment, directs the states to adopt goals which would achieve parity in the rate of black and white students entering the higher education system as a whole. Further, Part II directs the States to increase the numbers of white students at the traditionally black institutions.

Part III, Desegregation of Faculty, Administration, Staff, and Governance, directs the states to make commitments to increase the percentage of black academic and nonacademic employees in the higher education system and to increase the number of black representatives on governing boards.

The average length of a typical state plan is 50 to 55 pages. Accordingly, only select areas of each state plan are described in the ten state plans which follow.

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Ibid., p. 668-6693.
The several states alternately use the acronym "TBI" and the full version, "traditionally black institution," to describe the PHBCU. Highlights of the plans for the several states are summarized beginning on p. 22.
The Arkansas Plan

Background: Arkansas operates 19 public institutions of higher education. Only the University of Arkansas, Pine Bluff, (UAPB) is a PHBCU. The State was among the first in the South to face desegregation at secondary levels in 1957 and among the first to admit a black to its medical schools, law school, and graduate schools.

Part I

Commitments Pertaining to the Disestablishment of the Structure of the Dual System.

A. Plan Commitment:

The state of Arkansas is committed to providing facilities at the University of Arkansas at Pine Bluff which are comparable to those at predominantly white institutions having similar missions. Specifically, this will involve the construction of a physical education facility that is appropriate in size and cost with institutional enrollment and mission and the completion of major renovations of Woodard and Caldwell Halls.

Compliance:

Caldwell Hall: Governor Clinton released all funding for the renovation of Caldwell Hall, and UAPB officials anticipate that the renovation will be completed in the fall of 1985.

New Dormitory: In August 1984, the State Board of Higher Education (SBHE) recommended construction of a new dormitory for UAPB. Request for funding was submitted to the Arkansas General Assembly for consideration in January 1985.

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Office for Civil Rights Fact Sheet, October, 1984.
Plan, p. 6.
in 9 Officials at UAPB informed OCR that SBHE recommended $3,772,145 for the proposed facility. When completed, the new dormitory would replace three male dormitories: Thomas Hall, Lewis Hall, and Douglas Hall.

Part II

Commitments Pertaining to the Desegregation of Student Enrollment.

A. Undergraduate Student Recruitment

Plan Commitment

The State made a commitment to implement corrective measures to reduce differences between black and white "college-going" rates.\textsuperscript{65}

The State also made a commitment to increase annually the proportion of black undergraduate enrollment in the State's Traditionally White Institution (TWIs) and to reduce differences between black and white high school graduates entering these institutions.\textsuperscript{66}

ADHE committed to coordinate a statewide recruitment program to assist Arkansas colleges and universities in increasing black student enrollment and the total "college-going" rate.\textsuperscript{67}

The ADHE also committed to take all reasonable steps to expand the mobility of black students between two-year and four-year institutions and to assist four-year institutions in recruitment by providing them with a list of the names and addresses of black students enrolled in two-year academic programs who have 45 credit hours or more.\textsuperscript{68}

\textsuperscript{64} January 1985 Arkansas Annual Report. p. 2.
\textsuperscript{67} See 1983 Plan Amendments, pp. 11-12.
Compliance:

ADHE implemented a statewide recruitment program in 1984, designed to increase both black enrollment and the total State "college-going" rate. College and university representatives visited State junior and senior high schools to show students a slide/tape presentation on the benefits of a college education and to give each student a booklet entitled Your Future Starts Now. Biracial recruitment teams were used in areas of the State where there were high concentrations of black students. Approximately 80 percent of Arkansas' 370 school districts were visited in 1984, and 110,000 booklets were distributed to students in grades 8-12. The State had plans to distribute 36,000 booklets to 8th graders during 1985. 69

The Division of Extension and Public Service began implementation of a program designed to increase white enrollment at UAPB. The program was funded by the State in the amount of $73,000 for the 1984-85 academic year. Staff were hired to support program development and to counsel students. Also, new recruitment materials were developed, including a brochure designed to reach potential white students. 70

UAPB received a $50,000 grant from the State to establish the Minority Presence Scholarship program in the 1984-85 academic year.

70 Ibid., p. 9.
Florida State Plan

Background: Florida A&M is the one predominantly black university in Florida's higher education system which includes 9 universities and 28 community colleges.

Part I

Disestablishment of the Structure of the Dual System

A. Comparability of facilities at Florida A&M University

Plan Commitment:

The State University System (SUS) agreed to provide the Office for Civil Rights (OCR) with information regarding Florida A&M University's (FAMU) physical plan comparability by July 1, 1978. Comments from FAMU officials and the results of an ongoing architectural study were to be used to evaluate the quality and quantity of space.

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Plan, pp. 4-32.

The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida, (hereafter SUS Plan)
available to FAMU. Using this information, Florida was to prepare budget requests to the Legislature. Florida further agreed to assess the comparability of FAMU's facilities by completing and forwarding to OCR physical plant studies for the University of Central Florida by June 30, 1981, the University of South Florida by November 30, 1981, Florida State University by March 31, 1982, the University of Florida by August 1, 1982, and Florida International University upon completion. The State asserted that, after the planned new buildings were completed, FAMU's academic space and other facilities would be comparable to the facilities of Florida's other public universities. The State committed to reassess FAMU's academic space and other facilities periodically and take necessary corrective measures if FAMU's physical plant ceased to be comparable.

Proportion of White Undergraduate Students at Florida A&M

Plan Commitment:

The Plan states that "...Florida A&M intends to continually increase its number of white students ... (and) is committed to desegregation at the Florida A&M University..." 74

Compliance:

Recruitment was intensified in 1984 through the following activities: (1) High school visits - Over 2,000 students were contacted during visits to 206 high schools in forty-two counties. Several of the schools visited had high concentrations of white students. Most schools contacted during the fall semester received a follow-up visit during the spring semester. (2) Career Day/Night programs - Recruitment staff participated in 58 of these programs, including 5 conducted out of state. (3) Campus visits - The recruitment office invited five large groups of high school students to the campus. The recruitment coordinator estimated that 20 percent of these students were white. (4) Telephone recruitment campaign - More than 3,000 prospective students were contacted on the telephone by teams of faculty and staff. 75

74 Ibid.

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Part III

Commitments Pertaining to the Desegregation of Faculty, Administrative Staffs, Nonacademic Personnel and Governing Boards.

A. Faculty, Administrative Staffs, and Nonacademic Personnel Plan Commitment:

The State agreed to hire additional black faculty and administrators at each of the public institutions of higher education based upon the proportions of black persons holding appropriate academic degrees or required credentials in relevant labor market areas.\textsuperscript{76}

Compliance:

ADHE submitted "implementation plans" to OCR for five institutions identified in OCR's March 30, 1984 letter as having failed to fully implement measures to recruit additional black faculty and administrators. ADHE also provided technical assistance to these institutions.\textsuperscript{77}

Compliance:\textsuperscript{78}

During OCR's on-site visit, FAMU officials provided the following information:

- Construction of all new facilities committed to in the Plan has been completed, including construction of athletic facilities, the School of Nursing and Allied Health, the School of Business and Industry, and the School of Architecture.

\textsuperscript{75}Ibid., p. 11.
\textsuperscript{76}Ibid., p. 13.
\textsuperscript{77}Ibid., p. 14.
Additional new construction not committed to is planned for the expansion of the Coleman Library and for a basic science and clinical research facility. FAMU requested funds for these facilities in the 1985-87 biennial budget. FAMU's College of Pharmacy also plans to request a new research facility.

The cafeteria is under renovation. Additional funds have been requested to complete this project.

Funds have been provided for planning the renovation of Perry-Paige Hall. This renovation project is scheduled to begin no later than Fall 1986. FAMU officials advised OCR that present funding for renovating Perry-Paige Hall is not adequate.

Forty percent of the renovation work has been completed on the Laboratory School. FAMU has requested funds to complete the project.

Lee Hall has been closed due to roofing problems and for asbestos removal. However, funds have been allocated and work began in the Fall of 1984.

Jackson-Davis Hall is being used as a transitional facility. It is scheduled for renovation during the 1987-88 academic year.

FAMU plans to remove asbestos and correct fire code violations campus-wide. Funds for this project are included in the 1985-86 biennial budget.

FAMU informed OCR that a total of $22 million is needed to cover the cost of renovation and construction of new facilities over the next three years. New construction is expected to cost $9.5 million.

B. Strengthening Existing Programs at Florida A&M University

Plan Commitment:

In 1981, Florida agreed to "identify a full range of alternative strategies" to strengthen FAMU, including "the lifting of the existing enrollment caps on existing high demand programs." This would
allow popular FAMU programs to grow beyond their current enrollment ceilings and was expected to increase FAMU's overall attractiveness.

Lifting enrollment caps was again mentioned in the 1983 amendments to the Plan, and its implementation in specified programs was scheduled for the summer and fall of 1983.

Compliance: 79

Enrollment caps were lifted and increased enrollments were projected for Fall 1985 in the following programs: Pharmacy, Architecture, Engineering Science; Technology; Agriculture; Business and Industry; Business Education; and Industrial Arts. From Fall 1983 to Fall 1984, enrollment increased in three of these programs (Architecture, Business Education, and Business and Industry). During the same period, enrollment decreased in Pharmacy, Industrial Arts, and the College of Engineering Science, Technology, and Agriculture.

Part II

Desegregation of Student Enrollment

A. Entrance to Undergraduate Study

Plan Commitment:

SUS committed that each university would assess its admission policies, and revise and implement programs designed to increase the enrollment of black students at all appropriate levels. 80

Special efforts were to be made by the eight predominantly white universities "to remove 50 percent of the disparity between the aggregate pool of (b)lack high school graduates and community college graduates and the proportions of (b)lack students entering the eight predominantly white universities of the State's University System by the 1982-83 academic year." Enrollment projections were established for each university.

79 Ibid., p. 25.
80 SUS Plan, pp. 89-90, 95.
SUS committed to "(i)ncr ease the enrollment of blacks entering the upper-division of predominantly white universities until the proportion approximates the black proportion who complete lower-division work in the universities and community colleges." Efforts in this area were to be made by each SUS institution, by the Community College System, and through communication between the two systems.

Each university was to commit the resources and adopt the student recruitment procedures necessary to intensify the effort to enroll black first-time-in-college (FTIC) students and transfer students, and to apply a "ten percent exception policy" to limited access programs including Teacher Education programs. Recruitment procedures were to be submitted to the Chancellor for review and evaluated annually beginning January 1984.

Minimum performance standards on the College-Level Academic Skills Test (CLAST) for enrollment in the upper-division were to be set by the State Board of Education and implemented by August 1984.

The State committed that special efforts would be undertaken to increase black high school students' preparedness for, and awareness of, postsecondary opportunities.

The Department of Community Colleges (DCC) committed that each community college would develop and implement recruitment programs designed to attract and encourage the enrollment of all persons who could benefit from the respective college. The programs were to include specific procedures for the recruitment of black students.

Compliance: 81

The State and each institution implemented various measures to increase the number of black students enrolled at all levels of postsecondary education. The results of OCR's on-site visits and the review of the ARPs for the 1983-84 academic year are discussed below.

81 Status Report, p. 47.
1. Measures to Increase the Pool of First-time-in-College Freshmen

High School Survey

- During 1983, the State surveyed 5,682 high school seniors in Florida public schools. The 1983-84 SUS ARP included the results of the survey which was designed to aid SUS in developing and implementing initiatives aimed at attracting and addressing the educational needs of precollegiate students. The survey instruments were distributed to white, black and Hispanic high school students. Approximately 17 percent of the returned forms were from black students. Over 50 percent of each racial/ethnic category of students surveyed expressed the desire to attend a two-year or a four-year college. However, many of those students had not taken the necessary academic courses in preparation for college. Survey results indicated that the rate at which high school students did not take courses required for college entrance was twice as high for black students as for white and Hispanic students.

2. Implementation of Recruitment Measures at Four-Year Institutions.

Most universities are implementing new recruitment measures. The following is a summary of measures implemented by the four-year institutions to meet Plan commitments.

- Florida A&M University: During the Spring 1984 semester, four FTIC recruitment visits were made to high schools in the local area. Approximately 400 students were contacted during those visits, of whom 20 percent were nonblack. Although FAMU pledged to have a racially mixed recruiting team, this did not occur. FAMU also reported that visits were made to community colleges and that brochures for each college and school are available. Current recruitment publications feature white students. FAMU also participated in the Florida School Relations College Day/Night Programs.
Part III

3. Desegregation of Faculty, Administrative Staffs, Nonacademic Personnel, and Boards of Governance

A. Employment of Nonblack Faculty and Staff at Florida A&M University

Plan Commitment:  

In all employment categories except faculty, FAMU committed to take steps to achieve an increase in the representation of nonblacks. (FAMU's Revised Plan for Equalizing Educational Opportunity) The FAMU's institutional employment plan used the academic year 1979-80 as the base year for its employment projections through academic year 1983-84.

Compliance  

In academic year 1984-85, nonblack employment in the nonacademic categories was considerably less than the objectives for the 1983-84 academic year. In the academic categories, FAMU achieved its projections for EAM personnel, but failed to achieve its projections in the professional/nonfaculty category.

\(^{82}\) Ibid., p. 50.
\(^{83}\) Ibid., p. 53, 54.
Georgia State Plan

Background: The University System of Georgia is made up of 4 graduate institutions, 12 senior colleges and 16 junior colleges. PHBCU are not found in Georgia's graduate colleges or junior colleges. Of the senior colleges, Albany State College (ASC), Fort Valley State College (FVSC) and Savannah State College (SSC) account for Georgia's PHBCU.

Part I
Disestablishment of the Dual System

A. Commitment:

The Board of Regents agreed to seek a special capital outlay cash appropriation of $1 million for each of five consecutive years for each of the three PHBCU—a total of $3 million per year. Funds were to be used for campus improvements and capital construction, and projected campus improvement projects were listed for each Traditionally Black Institution (TBI). In 1983 the Board agreed to continue to pursue funding for campus enhancement at the TBIs, and additional projects were identified.

The State planned to study, before August 1, 1984, the utilization of all substandard buildings at TBIs, in order to relocate as many programs as possible from them to more satisfactory quarters. Also, in 1983, the State established as first in priority among state institutions for FY 1985 the construction of a Criminal Justice Building designed to house a Criminal Justice Institute, and established the construction of the Farm and

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84 Plan for Further Desegregation of the University System of Georgia (Plan).
Community Life Center (FCLC) at FVSC as second in priority.\textsuperscript{86}

Compliance:

In 1984, the State agreed to continue to request $3 million per year for the enhancement of PHBCU campuses until the total $15 million had been appropriated. The State explained that, throughout the years of the implementation of its Plan, the Board of Regents has allocated funds to the TBIs in excess of the amount normally expected absent Plan commitments. It has assigned to PHBCU a larger proportion of the funds appropriated to the System for rehabilitation purposes than would be dictated by an allotment of funds among System institutions' buildings. According to the State's calculations, PHBCU have received funds equivalent to 36 percent of all funds appropriated for the System (apart from the special $3 million appropriation specifically for PHBCU), although PHBCU comprise only 6.5 percent of the total square footage of all buildings in the System. From FY 1979-1984, PHBCU have received an excess of $4.77 million over what would have been appropriated based on square footage alone. The Board has added that amount to the $3 million allocated in special funding, for a total of $7.77 million. This leaves an additional $7.23 million to be appropriated before reaching the $15 million funding plan commitment.

B. Academic Program Enhancement

Commitment

New Programs

Seven new academic programs were to be implemented at EVSC, six were to be implemented at SSC, and eight were to be implemented at ASC in order to enhance the attractiveness of the institutions and to increase white enrollment. The programs to be implemented were:\textsuperscript{87}

\textsuperscript{86} Status Report, p. 3.
\textsuperscript{87} Ibid., p. 11.
It was projected that, at each institution, enrollments in each new program would average 100 students. Additionally, the Plan indicated that (1) the Board of Regents would make its best efforts to enroll 200 students in ASC's Criminal Justice program by the end of the Plan, (2) approximately a 50/50 black/white student ratio was projected for the enrollment in new programs at FVSC, and (3) approximately a 25/75 black/white student ratio was projected for the enrollment in each new program at SSC.  

Compliance:

All of the new academic programs were offered in the Fall 1984. Special funding for these programs and special legislative appropriations for the Criminal Justice Institute have been provided for FY 1984 and FY 1985 in the following amounts:

<table>
<thead>
<tr>
<th></th>
<th>FY 1984</th>
<th>FY 1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany State</td>
<td>$466,800</td>
<td>$466,800</td>
</tr>
<tr>
<td>Criminal Justice Institute</td>
<td>400,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Fort Valley State</td>
<td>333,700</td>
<td>333,700</td>
</tr>
<tr>
<td>Savannah State</td>
<td>231,000</td>
<td>231,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,431,500</td>
<td>$1,431,500</td>
</tr>
</tbody>
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88 Ibid., p. 12.
89 Ibid., p. 25.
In addition, the Regents will provide $50,000 for each of three years to support the new Mass Communication and Computer Science Technology programs at FVSC and SSC.

C. White Student Enrollment at PHBCU

Commitment

Recruitment plans were developed in 1983 as a measure to increase white enrollment at the three PHBCUs.

Compliance:

ASC employed a minority recruiter in 1984 and has implemented measures to meet with other race leaders in Albany. Another person has been employed to aid the effort to reach civic and social organizations.\(^9^0\)

FVSC reported difficulties in several planned activities, especially in reaching white students in high schools and churches. The most positive results were reported from contacts with civic and social organizations, and activities which brought students on campus for special activities. A minority recruiter was hired, but was not able to recruit during the fall 1984 season because of an accident.

SSC apparently did not implement a number of areas of its Plan in 1983-84, but has hired a full-time minority recruiter for 1984-95. A committee to monitor the progress of Plan implementation in 1984-085 has been established at SBC.\(^9^1\)

\(^9^0\) Ibid., p. 25.
\(^9^1\) Ibid., p. 25.
Part II

Desegregation of Student Enrollment

A. Black Undergraduate Enrollment

Commitment

In order to contribute to the desegregation of the student enrollment of System institutions, the state agreed to review and enhance the recruitment practices and policies of each institution. In 1983, the state made a number of commitments designed to increase both first-year and other minority enrollment.92

Compliance:

The total effort in the System to implement committed measures in 1983-84, as reflected in the reports, has represented a great increase over efforts of past years. The successful results of these efforts are reflected in the Fall 1984 enrollment data. Measures which have been reported to have been particularly successful are those involving personal contact, follow-up activities with individual minority students, and dialogue with leaders from the black community. Minority representation among recruiters from the institutions and on the faculties and administrative staffs of the institutions appears to increase the likelihood of successfully recruiting minorities.93

Part III

Desegregation of Faculty, Administrative Staffs, Nonacademic Personnel, and Governing Boards

A. Measures to Increase Black Employment

Commitment

The State's March 8, 1979 Plan document states that measures being taken to increase black employment include the University System Applicant Clearinghouse, the minority applicant exchange program with the state of Georgia, the black

93 Ibid.
faculty development programs, and the special minority search committee. The Board also agreed to set forth in institutional plans and in a plan for the staff of the Board of Regents by June 1, 1978, the steps, techniques, and methodology by which the staff projections would be accomplished.

In 1983, the commitment was made that each institution in the system would develop acceptable measures for employing black faculty and staff. The development would be completed and the measures submitted to OCR within 60 days of the date of acceptance of the amended Plan, with implementation of the identified measures to begin immediately. 94

Compliance:

Before 1984, efforts to implement the State's hiring commitments were reported to OCR only on a Statewide basis. In 1983-84, however, each institution in the System developed and implemented plans for employing black faculty and staff. OCR attempted to assess the extent to which institutions implemented all planned hiring measures. The reports did not adequately supply this information. 95

94 Ibid., p. 42.
95 Ibid.
Louisiana Background: Louisiana has three predominantly black institutions exclusive of black junior colleges within its state-operated higher education system. They are: Grambling State University, Southern University-New Orleans and Southern University-Baton Rouge.

Louisiana asserted that it has maintained nonracial open admissions policies and nonracial employment policies and, in 1981, entered into a Consent Decree with the U.S. Department of Justice. By the terms of the Consent Decree, Louisiana committed to the implementation of several measures in its efforts to comply with Title VI and the 14th Amendment. These Louisiana commitments are cited below.

Commitments of Defendants (Louisiana)

Section One: Governance

The State of Louisiana is committed to representation on each of the higher education boards without regard to race. The State adopts the goal of increasing the other-race representation on the Louisiana Board of Regents, the Board of Supervisors of Louisiana State University and

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97 Ibid., p. 1
98 Ibid., p. 4.
Agricultural and Mechanical College, and the Board of Trustees for State Colleges and Universities so that the composition of the membership of each board approximately reflects the racial composition of the State's population. The State adopts, as an interim six-year plan, the goal of increasing the other-race representation on the Board of Supervisors of Southern University and Agricultural and Mechanical College so that the racial composition of the Southern University Board of Supervisors reflects the racial composition of the State's population inversely. The State shall take affirmative steps to achieve these goals as early as practicable but within a period not to exceed six years.

Section Two: Increased Student Access

A. Equal Access: To assure equal access to Louisiana's public higher education institutions for all of the State's citizens, the State adopts the goal that the proportion of black high school graduates throughout the State who enter public institutions of higher education shall be equal to the proportion of white high school graduates throughout the State who enter such institutions. For the purpose of this Consent Decree, the United States and the State have determined that, based upon the best available data, the statewide disparity in college-going rates for black and white high school graduates is

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99 Ibid., p. 5
approximately 6.5 percent. The State shall annually recalculate the disparity in college-going rates for black and white high school graduates.

B. **Informational Activities and Institutional Student Recruitment**

1. **Informational Activities**: The parties agree that affirmative steps should be taken to inform black and white students of the educational opportunities available at the State's public institutions of higher education, including the State's open admissions policy. Accordingly, the Board of Regents shall prepare and disseminate informational brochures and pamphlets designed to inform all citizens of educational opportunities available at state institutions and to encourage all citizens to attend other-race state institutions. The Board shall prepare and disseminate at least two such brochures. 100

2. **Student Recruitment**: Each institution, both predominantly white and predominantly black, shall develop and submit to the Board of Regents for approval a student recruitment plan designed to attract other-race students. Each institution's plan shall contain specific strategies for recruiting other-race undergraduate, graduate, and professional students, as applicable. Each institution shall submit its student recruiting plan to the Board of

100bid., p. 6.
Regents within 30 days following the entry of this Consent Decree, and the Board of Regents shall work with each institution to have an approved plan for all institutions within 90 days after the entry of this Consent Decree. The Board of Regents shall approve each institution's recruiting plan in writing. Each institution shall review its recruiting plan annually for a period of six years to determine the need for revising the plan. An institution's failure to achieve its other-race student goals shall be a basis for determining alternative recruiting strategies for attracting other-race students and revising the institution's recruiting plan.¹⁰¹

The following actions shall be taken with respect to student recruitment as part of a statewide recruitment effort:¹⁰²

(a) Each predominantly white institution shall employ a black and each predominantly black institution shall employ a white who have the primary responsibility for recruiting other-race students.

(b) To assist the institutions in identifying prospective other-race students, the Board of Regents shall obtain from ETS and the American College Testing Program, and provide to each institution each fall, a list of all Louisiana students (by race) still enrolled in high school who took the SAT or ACT and agreed to have their names released.

¹⁰¹Ibid., p. 9.
¹⁰²Ibid.
(c) Each institution shall send recruitment literature to each high school in its service area and encourage the high school to disseminate the same to all students, with particular emphasis given to reaching other-race students.

(d) The Board of Regents shall develop and provide to the predominantly white institutions which have graduate and professional programs a list of all black students expected to graduate during that school year from public and private undergraduate institutions in Louisiana, and who agree to have their names released. The list shall provide the following information: name of each student, the student's major field, grade point average, and other relevant information. Each predominantly white institution shall actively seek applications from qualified students whose names appear on the list. As the enhancement of appropriate predominantly black institutions is accomplished, the Board of Regents shall provide the same service, listing white students, to those institutions.

(e) The Board of Regents shall obtain and provide to all predominantly white institutions a list of all black students enrolled in Louisiana institutions of public higher education who take the Graduate Record Examination (GRE) and who agree to have their names released. Each predominantly white institution shall solicit applications from among qualified students whose names appear on the list. As the enhancement of appropriate predominantly black institutions is accomplished, the Board of Regents shall provide the same service, listing white students, to those institutions.

(f) The Paul M. Hebert Law Center and Southern University Law School shall obtain through the Board of Regents a list of students identified by race enrolled in Louisiana's public and private four-year institutions who have taken the Law School Admission Test (LSAT) and agree to have their names released. A comparable list of students who have taken the Medical College Admission Test (MCAT) and the Dental Admission Test (DAT) shall be supplied to the Louisiana State University Medical Center. The professional schools shall actively seek applications from among qualified other-race students who take the above named examinations and whose names appear on the appropriate list.
Section Three: Equal Employment Opportunity

A. The State shall adopt the goal that the proportion of black administrators, faculty, and staff employed at each Louisiana predominantly white public institution of higher education and staff employed by each higher education board shall be equal to the proportion of black individuals with the required credentials in the relevant labor market area. Additionally, the State shall adopt the goal that each predominantly black public institution of higher education shall increase its proportion of white administrators, faculty, and staff.

B. Clearinghouse for Faculty and Professional Staff. As one means of identifying qualified black persons for faculty and staff vacancies which occur at Louisiana's public institutions and on the staffs of higher education boards, the State shall establish and maintain a clearinghouse for faculty and professional staff applicants. The primary purpose of the clearinghouse will be to maintain an extensive file of black applicants interested in being employed at Louisiana's public institutions of higher education and/or on the staffs of any higher education board.

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Ibid., p. 10.
C. Southern University and Grambling State University Faculty Development Program. In addition to the Board of Regents' Graduate Fellowship Program, the State recognizes the need to provide advanced educational opportunities for faculty members at Louisiana's predominantly black institutions as one means of enhancing programs at Grambling State and Southern Universities. The purpose of the program will be to allow faculty members at each institution who lack the terminal degree to take paid leaves of absence in order that they may obtain their terminal degrees. The program will be funded for six years as follows: Grambling State University will receive $70,000 annually and the Southern University will receive $230,000 annually (including all three campuses), Grambling State University, their higher education boards, and the Board of Regents will work together to develop a detailed plan of the completion of the terminal degree, must be willing to teach at an institution where he/she would be an other-race faculty member. A three-year teaching commitment will be required. All nominations for participation in the Graduate Fellowship Program must be from the institution, and individuals shall not be allowed to apply directly to the Board of Regents to participate in the program.
Maryland State Plan

Background: Maryland has 56 institutions of higher education, 31 of which are in the public sector. Thirteen of the public institutions offer programs leading to baccalaureate or higher degrees; four of these are predominantly black—Bowie State College, Coppin State College, Morgan State University, and the University of Maryland, Eastern Shore (UMES).

Maryland's Plan was accepted on August 7, 1985, and extends through the 1989 academic year. The Plan furthers two principal objectives: (1) continued integration of Maryland's traditionally white institutions through a portfolio of enrollment goals, recruitment measures, retention efforts and affirmative action plans; and (2) enhancement of Maryland's traditional black institutions to ensure that they are comparable and competitive with the traditionally white institutions with respect to capital facilities, operating budgets, and new academic programs. The format and sequence of the Plan for 1985-1989 essentially conforms to OCR's "Revised Criteria." Selected highlights of the Plan's objectives are cited below. As of Spring 1986, no statistics on compliance were available.

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105 Plan, p. 4. Introduction.
Objective #1

The State is committed to review periodically campus missions to ensure that they appropriately meet identified needs and are not unnecessarily duplicative.

A. Enhancement of Historically Black Institutions

Maryland took substantive actions to enhance its traditionally black institutions well before it became federal policy to encourage it. The State recognized at an early state that many of the policies being promoted to encourage better integration on traditionally white campuses might be detrimental to the visibility of black campuses. Therefore, for many years, Maryland has provided its traditionally black institutions with high levels of resources in comparison to those provided to program development at traditionally black campuses. In addition, a comprehensive enhancement study was carried out to identify the specific needs of black campuses. The State's recent enhancement efforts are documented in some detail in the report entitled "The Enhancement of Traditionally Black Institutions in Maryland." 106

Operating Budgets

For at least the past fifteen years, traditionally black institutions consistently have expended more funds per full time enrolled student and have received a higher percentage of their total revenues from State General Funds than have all public four-year institutions on the average. Since the SBHE has been in existence they also have come closer to receiving the amount of funding recommended by the State Board of Higher Education's funding guidelines than all public four-year institutions on the average. 107

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106 Ibid., p. 5.
107 Plan, p. 8.
Objective #2

Maryland is committed beginning with FY 1985 to spend $11.7 million over and above normal operating budget levels for this purpose by 1989. The amount will be allocated to the institutions as follows:108

Bowie State College $ 1,116,594
Coppin State College 716,048
Morgan State University 6,312,600
University of Maryland, Eastern Shore 3,621,744
Total $11,766,986

These operating funds will be used to upgrade equipment and supplies; provide for faculty development in the areas of science, mathematics, computers, social science, business education, nursing, humanities, agriculture, human ecology, hotel/restaurant management; and improve libraries, student services, and land grant activities.

Capital Budgets

During the past 15 years, traditionally black institutions consistently have been appropriated funds per full-time day-equivalent (FTDE) student at or above the average level for all public four-year campuses. All TBI's currently have more facility space per FTDE than the average for all public four-year institutions.109

Objective #3

In addition to the operating budget enhancements, Maryland is further committed to spend by 1989, $64.7 million in capital improvements for the enhancement of the State's historically black institutions. Planning for several of the projects is already underway.110

108 Ibid.
109 Ibid., p. 9.
110 Ibid., p. 10.
Objective #4

In cooperation with the institutions and the segments, the SBHE will evaluate the possibilities of developing "Centers of Excellence" in teacher education which will be specific to a campus and not duplicated at another institution. Based on this evaluation, Maryland is committed to establish and have these centers in operation by July 1, 1988.\textsuperscript{111}

Objective #5

Maryland is committed to implement, by 1989, 25 additional new academic programs at the traditionally black institutions. New academic programs are planned. The implementation of these programs will bring to 72 the number of new academic programs developed in TBI's since 1976.\textsuperscript{112}

B. Student Enrollment

Maryland has made commendable progress in increasing the number of other-race students on its campuses during the past 15 years under both the 1974 and 1980 State desegregation plans. However, major additional changes are likely to be difficult to achieve in the future due to a number of factors such as already equal college-going rates for black and white high school graduates and a declining student pool. Nevertheless, the State is committed to furthering the integration of its student enrollment through specific actions in a number of areas.\textsuperscript{113}

Parity in College-Going Rates

In 1982, similar percentages of black (32.4%) and white (30.3%) Maryland high school graduates entered public institutions of higher education in the State directly following graduation. It is important to note that Maryland does not "track" black students into community colleges; in 1982, only 48 percent of all black full-time freshmen were enrolled in two-year institutions (the

\textsuperscript{111}\textit{Ibid.}
\textsuperscript{112}\textit{Ibid.}, p. 11.
\textsuperscript{113}\textit{Ibid.}
comparable figure for all other full-time freshmen was 52%).\textsuperscript{114}

Objective #6

Maryland is committed to increase the number of "other-race" freshmen in Traditionally Black Institutions by 1989.

Objective #7

Faculty, Staff, and Governing Boards

The proportion of black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.\textsuperscript{115}

Objective #8

Search committees established to nominate, review, recommend or appoint applicants to the position of chief executive officer of a system, institution, campus or board associated with higher education, shall include black representation.\textsuperscript{116}

\textsuperscript{114}Ibid., p. 12.
\textsuperscript{115}Ibid., p. 13.
\textsuperscript{116}Ibid., p. 13.
B. Governing Boards

As is the case in most states, policy for higher education in Maryland is formulated by appointed lay boards.\textsuperscript{117}

Objective #9

Maryland is committed to continue at least the present rate of appointment of black persons to statewide and segmental boards with a membership reflecting the State's racial distribution and to local boards with a membership reflecting the racial distribution of the service area; and to increase the appointment of black persons to those local boards with a membership which does not reflect the racial distribution of the service area.\textsuperscript{118}

\textsuperscript{117}Ibid., p. 14.
\textsuperscript{118}Ibid.
Mississippi

Background: Mississippi Valley State University, Alcorn State University and Jackson State University are the three PHBCU in the state of Mississippi's senior higher education community.

Mississippi and the Office of Civil Rights as of 1986 was trying to negotiate an acceptable state plan for Mississippi's senior colleges.

The parties have devoted a substantial amount of time to settlement negotiations, but were unable to reach an agreement as of May, 1986. According to the OCR, if a settlement is not reached soon, "the court may set the case for trial in the summer."119

Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, and Winston-Salem State University are the five predominantly black institutions in North Carolina. All fall under the jurisdiction of the University of North Carolina in which there are 11 predominantly white institutions.

The Community College System of the University of North Carolina submitted an acceptable desegregation Plan to the HEW.\textsuperscript{121}

However, the senior higher education institutions of the State University System have steadfastly maintained that they are in compliance with the 14th Amendment and Title VI, and thus, are operating a unitary system.

The State and the U.S. Department of Justice entered into a Consent Decree in 1980 that outlines, inter alia, North Carolina's approach to plans earlier accepted by HEW and the Department of Education for other Adams states.


A. Increasing Minority Presence Enrollments and Employment

1. The University shall engage in extensive informational and student recruitment activities designed to achieve the following basic objectives:

To increase the awareness of black citizens of higher educational opportunities within the University for which they are eligible and from which they benefit.

To portray clearly the policies and practices of the University that prohibit racial discrimination and that encourage racial diversity within the constituent institutions.

To inform increased numbers of prospective black applicants of educational opportunities available at predominantly white institutions and of prospective white applicants of educational opportunities available at predominantly black institutions.

To promote increased minority presence enrollments at the constituent institutions of the University.

2. Informational Activities

Extensive information about the University and each of its constituent institutions shall be made available as hereinafter described. The University General Administration shall continue to fund, staff, and operate the Educational Opportunities Information Center (EOIC). The EOIC shall coordinate and supervise the publication and dissemination of several publications.

3. Undergraduate Recruitment

Recruitment of minority presence students as described herein shall be conducted by the constituent institutions. None of the activities or programs described in this Decree requires any constituent institution to modify

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122Decree, p. 15.
its admission policies or its policies concerning academic eligibility for retention of students.

(a) Each predominantly black institution shall make a good faith effort to employ one or more admissions officers who are white and each predominantly white institution shall make a good faith effort to employ one or more admissions officers who are black.

(b) Each constituent institution shall continue to conduct visitation programs to high schools in the State. In all instances where it is practicable to do so, the high school shall be visited by a minority presence staff or faculty member. In its high school visits, each constituent institution shall make special efforts to contact minority presence high school students to acquaint them with the institution's policy.

4. State Financial Support for Capital Improvements

For the predominantly black institutions, a comprehensive program of construction of new facilities and of major renovations of existing facilities has been funded and is in progress. When this program is completed, buildings at the predominantly black institutions that were constructed prior to and in use in 1979-80 will be comparable to those at the predominantly white institutions in the same institutional category.

For the construction of new facilities or major additions, the University shall continue to request funds from each successive session of the General Assembly for those projects at the predominantly black institutions identified in the Schedule of Priorities.
B. Commitments for the Further Development of the Predominantly Black Institutions\textsuperscript{123}

This section contains select commitments of the University with respect to the further development of the predominantly black institutions.

1. State Financial Support for Current Operations\textsuperscript{124}

Among the comprehensive institutions, the level of financial support, as measured by the weighted average of appropriations and tuition receipts for the predominantly black institutions has ranged annually from 4 percent to 17 percent higher than for the predominantly white institutions during the period 1972-73 through 1980-81, and among the general baccalaureate institutions, the weighted average for the predominantly black institutions has ranged from 6 percent to 17 percent higher than for the predominantly white institutions.

In the absence of rigid formula budgeting, there will be some yearly variations in these relationships. The University shall provide financial support consisting of appropriations and tuition receipts to each predominantly black institution at least equal to the weighted average of the financial support provided to the predominantly white institutions in the same institutional category.

C. Faculty Concerns\textsuperscript{125}

The University shall continue the Faculty Doctoral Study Assignment Program at its present level of funding ($400,000 annually). In making award under this program, priority shall continue to be given to faculty in the predominately black institutions.

The University shall require the doctorate or other appropriate terminal degree for all new full-time faculty appointments to the predominantly black institutions and for the conferral of permanent

\textsuperscript{123}Ibid., p. 23.
\textsuperscript{124}Ibid.
\textsuperscript{125}Ibid., p. 24.
tenure on any faculty member, unless there are exceptional circumstances. Each such exception must be approved by the President in the instance of new faculty appointments and by the President and the Board in the conferral of permanent tenure.

The University General Administration shall convene one or more conferences annually involving all deans and selected department heads of the predominantly black institutions to discuss issues related to academic personnel policies.

2. **Student-Faculty Ratios**

The University has established or maintained for each of the predominantly black institutions in each year for the period 1972-73 through 1980-81 a budgeted student-faculty ratio comparable to that of any predominantly white institution in the same institutional category. At each predominantly black institution in each year, the University shall maintain a budgeted student-faculty ratio at least equal to the most favorable ratio of any predominantly white institution in the same institutional category (excluding the East Carolina University School of Medicine).

3. **State Appropriations for Faculty Salaries**

The budgeted average teaching salary in State funds for budgeted teaching positions in the predominantly black institutions is at parity with that provided the predominantly white institutions in the same institutional category with three exceptions: the East Carolina University School of Medicine, the North Carolina Central University School of Law, and the University of North Carolina at Asheville. The University shall maintain this parity, with the exceptions noted.

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126 Ibid.
127 Ibid.
Oklahoma State Plan

Background: Of the 27 higher education institutions in the State of Oklahoma, only Langston University, a four-year degree granting institution, is considered a predominantly black institution.

Part I

Disestablishment of the Structure of the Dual System

A. Commitment:

In their June, 1983 Extended Revised State Plan (ERSP), the State Regents pledged to continue their commitment to eliminate structural dualism and move Langston University toward becoming a more efficient member of the state system. The commitments included in this Plan and their status as of Fall 1984 are discussed below:

Review of Instructional Programs

Commitment:

In their July, 1983 addendum to the ERSP, the State Regents committed to consider any requests for the implementation of additional programs which showed reasonable promise of attracting substantial numbers of white students to the campus at Langston.

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128 Oklahoma Revised State Plan for Compliance With Title VI of the Civil Rights Act of 1964 (Plan) during the 1983-'84 academic year and fall 1984 semester.
130 Ibid., p. 4.
Compliance:

In October, 1983 Langston requested approval for a change in the assigned function of the university to offer two masters and two professional degrees. Although Langston's proposal has been presented to the State Regents twice each year, no action has yet been taken. Regents' staff reported that all requests for expended functions or new degrees have been put on hold until sufficient resources are available to allow effective implementation. This includes requests from three other universities to offer master's or doctoral degrees.

Regents' staff will continue to present Langston's request to the State Regents with the exception that the programs will be considered as soon as fiscally feasible.

B. White Student Enrollment

Commitment:

The State Regents, in their 1983 ERSP, committed to a continuation of current efforts with the president of Langston University to develop measures designed to attract more other-race students.

Compliance:

Langston officials reported that in the Fall, 1984, the State Regents funded one-half of 60 scholarships for nonbalck students at Langston. Langston's recruiters reported that in the Fall, they made a total of 63 high school visits and contacted 666 students, including 72 white students. An additional 900 students were contacted through College Nights and Langston's annual College Day, but no racial breakdown of contacts was available. No measures specifically targeted to attract white students were reported either by the Regents or Langston officials.

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131 Ibid., p. 13.
C. Educational and General Budget\textsuperscript{132}

Plan Commitment:

The State Regents committed that Langston's budget for 1984-85 would be developed on a programmatic basis, using the same factors applied to similar-type institutions, such as Panhandle and the University of Sciences and Arts of Oklahoma.

Compliance:

A total of $4,372,355 was allocated to Langston in 1984-85 for educational and general operating needs. This was about one percent of the total state appropriation. The Regents have proposed a 1985-86 budget to the Oklahoma Legislature which includes $6 million in state-appropriated funds to Langston.

D. Capital Funding\textsuperscript{133}

Commitment:

In their July 1983 addendum, Regents stated that if the legislature appropriated funds in 1984 and 1985 for new capital projects, they would provide Langston with at least $500,000 for the purchase of instructional equipment for new educational programs added under the urban mission.

Compliance:

The legislature appropriated a total of $4.5 million for state system capital equipment, $112,408 of which was allocated to Langston. The majority of Langston's capital improvement projects continue to be funded through Section 13 and new college funds, which totalled $55,980 in 1984-85.

\textsuperscript{132} Ibid., p. 23.
\textsuperscript{133} Ibid., p. 25.
E. **Viability Study**\(^{134}\)

**Commitment:**

In their June, 1983 ERSP the Regents agreed to conduct a viability study of Langston University.

**Compliance:**

In September 1984, the State Regents completed an updated assessment of Langston's status and role as a member institution of the state system. The study evaluated Langston's standing during the 1982-83 academic year on the basis of ten criteria that are routinely applied to institutions to assess their efficiency and quality. The study showed that Langston met 8 of the 10 standards for institutional viability. The institution exceeded the acceptable range for student-faculty ratio, and fell below the acceptable range for expenditures on physical plant. However, since plant expenditures during the previous year had exceeded the median, this year's shortfall is not indicative of serious problems. The Regents commended Langston for its improved performance in 1982-83 and stated that there was no reason to believe that the institution would not meet most or all criteria in the 1983-84 analysis.

**Desegregation of Student Enrollment**

A. **State Plan Measures for Black Student Recruitment**\(^{135}\)

**Commitment:**

In their June 1983 ERSP, the State Regents assumed responsibility for the implementation of several measures designed to increase black first-time freshmen and transfer student enrollment at the TWIs. One measure, High School Recruitment Data Assistance, was designed to be implemented by all state system schools. The others were targeted to institutions with a particularly low enrollment of black students from their respective service areas.

\(^{134}\) Ibid., p. 27.

\(^{135}\) Ibid., p. 31.
Compliance:

High School Recruitment Data Assistance

The State Regents committed to provide all Oklahoma institutions annually with enrollment by race, sex and class level for each high school by county in Oklahoma, as well as the institutional inflow of first-time freshmen by race, sex, and county.

All institutions reported that the information has been received and is presently used by their respective recruitment staff. Officials at the institutions visited in the Fall 1984 indicated that the document is no longer useful; they know where the black students are, but not who they are. The University of Oklahoma (OU) has made an attempt to collect names and addresses of prospective students in their directory "Oklahoma Black Students of Promise." The State Regents' office is collecting information on specific students in targeted areas through the Advocate Recruitment Program.

Oklahoma's PHBCU reported a total of 12,540 recruitment contacts with black high school students in 1983-84. About half of the institutions reported fewer contacts than during 1982-83. Officials in these institutions were for the most part unaware that the number of contacts had declined, and offered no explanation for the shortfall.

B. State Plan Measures for Black Professional Student Recruitment\textsuperscript{136}

Commitment:

The State Regents assumed responsibility for several measures to increase enrollment of black professional school students. Measures were designed to be implemented at all five professional schools in the state system.

\textsuperscript{136}Ibid., p. 33.
Coordinated Professional School Recruitment

All state universities conferring degrees in programs contributing to the first-time entering enrollments at the state's professional schools have designated a staff member to coordinate recruitment efforts. An updated directory of the designated personnel was distributed to all affected institutions in November 1984. The directory does not appear to be widely used, however. The Law Center recruiter reported that the designated contacts in the institutions are often unaware of their appointments as professional school recruitment contacts. There is no designated contact person in the College of Veterinary Medicine, and the recruiters there were not aware that contact personnel had been designated at the institutions that they visit.

Part III

Desegregation of Faculty, Administrative Staff, Nonacademic Personnel, and Governing Boards

A. State Plan Measures for Recruitment of Black Academic Staff

Commitment:

The State Regents committed to increase the proportion of black faculty and administrators at each institution or any other state education entity.

Oklahoma State Regents' Directory of Minority and Women Graduates

The State Regents compiled a directory of minorities and women graduating with a doctoral degree in the 19 state area comprising the North Central Accrediting Association. The Directory included the names, programs of study and placement addresses of the graduates, allowing institutions to contact them about job opportunities. The Directory is to be updated annually and issued to all contributing institutions and to all Oklahoma institutions. State Regents reported that an updated Directory will be published in April 1985.

\textsuperscript{137}Ibid., p. 37.
Those universities that did not respond to last year's request were again invited to submit their list of minority and women graduates.

All institutions reported receipt of the 1984 Directory. Usage varies, depending on areas in which vacancies occur. It is too early to determine whether the Directory will prove fruitful as a recruitment source.

B. Governing Board Composition

Commitment:

The Plan commits to increase the numbers of black persons appointed to systemwide and institutional governing boards and agencies so that these boards may be more representative of the racial population of the state or of the area served.

Compliance:

According to OCR's 10,000 series A5 Reports, the 16 nonelected Oklahoma College governing boards have a total of 111 members, nine of whom are black. One of the nine member State Coordinating Board is black. Blacks comprised 8 percent of the board membership in 1984, exceeding their percentage representation in the state population.

Several of the institutional governing boards are probably not representative of the racial population of their respective service areas, however. For example, there are no black members on the Board of Regents of Oklahoma Colleges, University of Oklahoma, Rose State College or Oklahoma City Community College Boards. Regents pointed out that the boards with black membership actually govern less than half of the state system enrollment.

\textsuperscript{138} Ibid., p. 39.
Pennsylvania State Plan\textsuperscript{139}

Background: Pennsylvania's Cheyney University and Lincoln University are the only PHBCU within the state system of 32 state-supported institutions.

Part I

Disestablishment of the Dual System of Education.

A. Commitment:

The Commonwealth of Pennsylvania committed itself to conduct a study to determine the most appropriate location and curriculum for an urban center, whose mission was described as follow:\textsuperscript{140}

The Center will provide to Cheyney (and Lincoln) a unique opportunity to offer services of the state system in Philadelphia. Of particular consideration are the programs in the areas of Cheyney's major thrust which will attract students:

- Business Administration
- Nursing
- Computer Science
- Technologies

In support of the academic program offerings, the center will provide:

- Day Care Program
- Tutoring agency for neighborhood youth
- General education development program to enable neighborhood adults to gain their high school diplomas


Recruitment center which will maintain communication with area high schools
Continuing education classes.

The Commonwealth further committed that "(f)or the first year of the Plan, $50,000 will be provided to conduct the previously mentioned study," and that "(i)n each of the remaining four years, ($500,000) will be provided to operate the center."

Compliance:

In November of 1983, the Urban Foundation of Philadelphia received a gift of property located at 46th and Market Streets in Philadelphia for the education, training and job development needs of minorities in Philadelphia, and for the benefit of Cheyney and Lincoln. The administration of Cheyney views this Academic urban Center, donated after the acceptance of the Plan, as a potential burden on the university. The building, even though it was donated to the Foundation, may require significant costs for renovation as well as substantial operating expenses. Thus, it may not be advisable for Cheyney to become involved at this time.

The Commonwealth's progress report indicates that although the feasibility study for the Urban Center fell behind schedule, it was nevertheless "in process" at the time of the report; and Cheyney was expected "to place implementation of an urban presence ... on an appropriate new timetable."

Cheyney has expected to establish a presence in Philadelphia by January 1985, but OCR has no information that this has been accomplished. As envisioned, prospective offerings will be in natural sciences, English and speech. At the time of the on-site, President Wright indicated that courses and faculty had already been pinpointed and, although not specified at that time, possible locations were being identified.
B. Capital Improvements\textsuperscript{141}

Compliance:

The Center/Complex has been funded, but planning for construction had not begun at the time of OCR's on-site visit.

C. Traditionally Black Institutions' Linkages with Temple, Pittsburgh, and Penn State\textsuperscript{142}

Commitment:

The Plan provides that:

A key component of the enhancement of Cheyney and Lincoln is the development of linkages between these two institutions and Temple University, University of Pittsburgh and the Pennsylvania State University. Programmatic linkages are to be in the areas of medicine, dentistry, law, engineering, and graduate programs, including pharmacy... these linkages will be based on cooperative agreements formed and monitored by an equal educational opportunity coordination/articulation committee. Specific policies will be developed by task forces in each area.

The Commonwealth will provide... annual appropriations of $200,000 to each of Temple University, Pennsylvania State University and University of Pittsburgh to develop and implement cooperative agreements for program articulation with Lincoln and Cheyney.

The equal employment opportunity coordination/articulation referred to above -- composed of representatives from Cheyney, the State-related universities, the community colleges and the Pennsylvania Department of Education -- was to be created by August 15, 1983, and was to report to a seven-member citizens advisory committee.

\textsuperscript{141}Ibid., p. 3.
\textsuperscript{142}Ibid., p. 18.
Status

Establishment of linkages between the TBIs and Temple and Pittsburgh appears to be progressing as committed; linkages with PSU were not reported on in detail.

Part II

Desegregation of Student Enrollment

A. Black Undergraduate Enrollment

Commitment:

In order to increase the black undergraduate enrollment of the Commonwealth's public institutions, the Commonwealth agreed to implement certain practices and policies for the recruitment of black students. Each of Pennsylvania's State-supported institutions submitted individual plans which contained measures specifically designed to attract black undergraduate students. Each institution developed these measures with respect to the needs of the individual college or university. All of the TWIs within the System committed themselves to recruit at targeted high schools, including those high schools with a large number of black students. Institutions committed to measures such as hiring or designating a minority student recruiter, identifying potential black students through the College Board Student Search Service, participating in statewide joint high school recruitment efforts, and hosting campus visits by prospective black students.

Because of the wide variance in the number and type of specific measures endorsed by the institutions in their plans, measures adopted by only a few institutions are discussed below in the "Status" section relating to this commitment, rather than in both the "commitment" and "Status" sections.

\[14^3\]Ibid., p. 20.
Status

- Four Year Traditionally White Institutions

State System Institutions

All of the State system's TWIs except East Stroudsburg and Millersville Universities reported on numerous recruitment visits to high schools in geographic areas with a large black population.

B. Increasing White Enrollment at Traditionally Black Institutions

Commitment:

The Commonwealth has committed itself to making:

substantial progress in enhancing Cheyney University of Pennsylvania and Lincoln University during the first two years of the implementation of the Plan. The Commonwealth adopts as its goal an increasing level of white student matriculation at these two institutions. Both Cheyney University of Pennsylvania and Lincoln University have addressed recruitment strategies in their plans for increasing the number of white students on their respective campuses. Two years after the commencement of this Plan, and consistent with achieved progress, the Commonwealth will specify annual numerical projections for increasing participation of white students attending the two traditionally black institutions in the Commonwealth.

Compliance:

- Cheyney

Cheyney University reported implementing the majority of the measures contained in its Plan. As committed, the Admissions Office reviewed successful programs for white recruitment that have been implemented at other TBIs. A

\[144\] Ibid., p. 34.
coordinator for white student recruitment has been designated and has developed refined plans. Further, Cheyney reports that it has received authorization from the state to waive tuition payment for one percent of its full-time undergraduates, and plans are being developed to offer these waivers to incoming white students in the Fall of 1984.

• Lincoln

Lincoln's 1984 report stated that a counselor was hired to coordinate white student recruitment. That counselor actually began her recruiting activities on October 1, 1984. A total of 43 predominantly white high schools have been identified for recruitment visits. As a result of these initiatives, Lincoln reports that 50 white students inquired about admission and 18 students applied.

Part III

Desegregation of Faculty, Administrative Staffs, Nonacademic Personnel and Governing Boards

A. Increasing Black Employment

Commitment:

All 32 state-supported institutions drafted institutional employment plans which included a description of the procedures they had adopted to increase their employment of blacks in both academic and nonacademic positions. These employment plans were not approved by OCR until January 1985--after the end of the 1983-84 academic year--however, most, if not all, of the 32 institutions implemented their plans as institutional hiring policy throughout the 1983-84 year.

Compliance:

Only two of the 32 State-supported institutions--Edinboro and Kutztown--provided information on the status of the measures listed in their institutional employment plans. Therefore, little information is available to OCR concerning the effectiveness of the institutional hiring measures.

\[145\] Ibid., p. 45.
Virginia State Plan\textsuperscript{146}

\textbf{Background:} Virginia operates 29 public higher education institutions, two of which are predominantly black: Norfolk State College and Virginia State College.

\section*{Part II}

\section*{Disestablishment of the Structure of the Dual System}

\section*{A. Enhancement of Physical Facilities at Norfolk State University and Virginia State University\textsuperscript{147}}

In the \textit{Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education, March, 1978}, \textit{(Plan)}, the Commonwealth made a commitment to provide Norfolk State University (NSU) and Virginia State University (VSU) with physical facilities comparable to those at traditionally white institutions (TWIs) having similar missions.

The Commonwealth indicated that it would achieve its commitment to overall resource comparability by initiating the steps below:

1. Facilities Assessment
2. Renovation Projects
3. Development of Facilities to Meet Program Needs

\textbf{Compliance:}

In its March 30, 1984 evaluation letter, the Office of Civil Rights (OCR) concluded that the Commonwealth had yet to ensure that VSU would have facilities and other resources which were comparable to those at TWIs by academic year 1985-86. The letter recommended that the Commonwealth fund required renovations to meet the needs of VSI's programs during the 1985 session of the General Assembly. Although several capital projects were introduced by individual legislators, no further

\textsuperscript{146}Virginia Plan \textit{for Equal Opportunity in State-Supported Institutions of Higher Education} \textit{(Plan)} and the 1983 amendments to the Plan \textit{(Amended Plan)}.

renovation or construction projects were recommended for VSU by the 1985 General Assembly. As a result, the educational and general space at VSU, which is classified as satisfactory, will remain at 54.3 percent after all the capital projects committed to in the Amended Plan and recommended by the Governor for funding through 1984-86 are completed.

1. Facilities Assessment


An OCR on-site review confirmed that VSU's master plan was approved by the VSU Board of Visitors, and presented to the Council of Higher Education in its meeting on October 3, 1984. In addition, the Plan has been submitted for review to the Commonwealth's Secretary of Education and the Division of Engineering and Buildings in anticipation of a presentation to the Governor for final approval.

2. Renovation Projects

The 1984 General Assembly appropriated $3,914,000 of the $3,971,000 committed for the Phase II renovation of Brown Hall at NSU. An OCR on-site review at NSU revealed that although funds were released for Phase I of the Brown Hall renovation project, the $2 million appropriation for Phase I was not enough to begin the renovation of this facility (e.g., begin plumbing and heating modifications). NSU therefore decided to await the 1984-86 Phase II renovation appropriation of $3,914,000 before beginning the actual renovation of this facility. Construction may already have begun.

The Commonwealth also proposed the eventual renovation of NSU's old gymnasium to eliminate all space classified as unsatisfactory at NSU.

Funds for the addition to the Hunter-McDaniel building at VSU, which were previously frozen, were released during the 1985 session of the General
Assembly. Construction is scheduled to be completed by Fall of 1985. The Commonwealth fulfilled a commitment to appropriate $2,210,000 to VSU for the renovation of Colson Hall. During the 1984 session of the General Assembly, the Commonwealth also exonerated VSU's $5,100,000 indebtedness on a student housing complex. This action will allow VSU to use student housing fees to renovate other dormitories. The Governor's 1985 budget bill called for an authorization of $780,000 to renovate existing dormitories at VSU.

3. Development of Facilities to Meet Program Needs

The Commonwealth reported in August 1984 that it continues to support planned construction, renovation and demolition at VSU, as enrollment and programmatic offerings dictate.

Part II

Desegregation of Student Enrollment

A. Increasing the Enrollment of Black Students in the Statewide Public System of Higher Education

Commitment:

To increase the number of black students going to all state-supported institutions, the Amended Plan established programs to encourage and better prepare black secondary students to enter college. A selected number of programs and other activities are described below:

General Initiatives to Improve Education in the Commonwealth

Virginia committed to preparing black secondary students for college through the following measures: an increased emphasis on the "academic basics" in high school; revised standards for certification of teachers; revised standards for school accreditation; expanded programs of collegiate action within education; and expanded publication and dissemination of information regarding academic preparation and career choice.

To implement these commitments in academic year 1983-84, the Governor agreed to request an appropriation of $120,000, with the same amount to be requested for each year of the 1984-86 biennium.

**Increased Minority Student Representation**

Virginia made a commitment that "... for two-year and four-year public undergraduate institutions in the state system, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates who enter such institutions."

**Compliance:**

The status of programs and activities identified in the Plan and the Amended Plan is described below.

1. **General Initiatives to Improve Education**

   In July 1983, the Virginia Board of Education adopted new standards for accrediting elementary and secondary schools in Virginia. The new accreditation, which took effect during the academic year 1984-85, focus on academic achievement, full-day schedules for all students grades 1-12, and an increase in graduation requirements.

   Efforts to improve the quality of secondary level education, jointly undertaken by the Council of Higher Education and the State Department of Education, have three emphases: (1) to encourage secondary school counselors to advise more black students to prepare for college admission; (2) to develop public service announcements about college opportunities; and (3) to assist black parents in advising their children to enroll in college preparatory programs in high school.
B. **Increasing White Enrollment at the Traditionally Black Institutions**

**Commitment:**

The Commonwealth committed to increasing the total proportion of white students attending TBIs.

In the 1983 Amendments to the Plan, specific numerical objectives were established for NSU and VSU to increase the number of white first-time freshmen and transfer students.

The Council of Higher Education agreed to explore recruitment techniques and other ways to increase white enrollment at NSU and VSU. A special incentive financial aid program was established, targeted to white students transferring from a two-year or four-year institution to either NSU or VSU. Under the program, awards of $1,000 per year are provided to students at the junior and senior levels.

**Compliance:**

NSU exceeded its projection for enrolling white students during the 1984-85 academic year. NSU officials attribute their success to their recruitment of large numbers of white students from community colleges, and to the availability of financial aid for white students.

The President of NSU, with the approval of the Commonwealth's Secretary of Education, used the special incentive financial aid funds to recruit white freshmen and transfer students. During an on-site review, officials from NSU reported that additional white students could be enrolled if additional financial aid funds were available.

VSU failed to meet its projection for white enrollment. In the 1984 Addendum Report, the Council recommended that VSU improve its recruitment plan by (1) placing greater emphasis on recruiting community college graduates, (2) designing special recruitment activities to attract adults, (3) employing a permanent white recruiter, (4) using white students in recruitment activities, and (5) implementing the activities in the institution's curriculum development plan and admissions enhancement plan which had been delayed. VSU reports

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149 Ibid., p. 37-38.
that those recommendations were planned for implementation during 1984-85.

On-site reviews at VSU confirmed the need to improve recruitment and retention of white undergraduate and graduate students. Several commitments in VSU's plan were not implemented due to the lack of funds. As indicated in Section I.B.4, above, the VSU admissions office is not staffed at the level recommended by the Council of Higher Education. As a result, on-campus workshops, slide tape presentations and outreach informational activities have been delayed.

Part III

Black Employment and Representation on Boards of Governance

A. Faculty and Administrators

Commitment:

1. Faculty Recruitment

Under the Plan, the Commonwealth committed itself to achieving a proportion of black faculty and administrators at least equal to the percentage of black persons receiving master's and doctoral degrees, in appropriate fields, from Virginia's state-supported institutions.

The Plan further stated that until faculty hiring objectives were met for the TWIs as a whole, the institutions would fill faculty and administrative vacancies in proportions not less than the proportion of black individuals with credentials required for such positions in the relevant labor market areas.

Each institution developed employment plans and established specific annual hiring objectives, based upon labor market availability by discipline, to measure progress in achieving plan commitments.

\[150\] Ibid., p. 42.
\[151\] Plan, p. 76.
\[152\] Plan, p. 77.
In the Amended Plan, the Commonwealth's Education Secretary committed to searching on a national scale for minority faculty members to fill appointments at TWIs. The Commonwealth committed to requesting $75,000 for 1984-84 academic year and at least that amount for each year of the 1984-86 biennium to implement this program.

Under the Amended Plan, the Council of Higher Education was to complete a study of faculty nonretention by July 1, 1983.153

2. Faculty Exchange Program

The Commonwealth committed to establishing a state-supported exchange program between faculty at the TWIs and TBIs. There were to be five sponsored exchanges in the 1984-84 and 15 each year thereafter for the life of the Plan. The cost of the program was set at $37,500 for academic year 1984-84 and $112,500 for the 1984-86 biennium.154

3. Visiting Professor Program

The Commonwealth committed to establishing a Commonwealth Visiting Professor program. This program seeks nationally distinguished, professionally established other-race faculty by offering superior salaries, reduced teaching loads, and funded research time for up to two years.155

The Amended Plan also included a commitment to establish a pool of ten senior professorships at a cost of $500,000 each year.

Compliance:

Faculty Recruitment

The Commonwealth implemented several statewide black faculty recruitment initiatives. The Council of Higher Education developed a statewide black faculty vitae-bank system which can be accessed by each institution. In order to identify potential applicants for the vitae-bank, the Council staff has (1) recruited at national conferences, using a

153Amended Plan, p. 25.
154Amended Plan, p. 28.
155Amended Plan, p. 24.
display booth and slide/tape presentation on opportunities for blacks in Virginia's system of higher education; (2) mailed letters to individuals who are participants in vitae-banks maintained by the Southern Regional Education Board, William and Mary and VPIS&U; and (3) advertised in the Chronicle of Higher Education.

The Council staff also sent letters to the presidents of 339 institutions which granted degrees to at least five black doctoral students, requesting assistance in informing black graduate students of employment opportunities in Virginia.

Although the Commonwealth has made significant progress toward its goals, several institutions continue to have problems in increasing the number of black faculty on their staffs. The 1984 Fall on-site reviews at VPI&SU, James Madison, UVA, and Old Dominion University revealed that each institution implemented employment measures and hired additional black faculty for the 1984-85 academic year. However, the 1984 Fall on-site review at VCU revealed that the institution has failed to implement fully the employment procedures in its Plan. OCR's review showed that VCU did not consistently identify recruitment sources, maintain appropriate records documenting employment decisions, or implement planned measures to retain black faculty. In fact, VCU lost 20 percent of its black instructional and administrative staff during academic 1984-85. In January 1985, VCU notified OCR that procedures are followed before an employment offer is made for all full-time faculty and administrative appointments. In addition, VCU upgraded the role of its employment committee to assure that VCU meets its commitments under the Plan.

Commonwealth Faculty Exchange Program

Five faculty members, out of a pool of 73 applicants, participated in the Commonwealth's Faculty Exchange Program during the 1983-84 academic year. There were eight faculty in this program for academic year 1984-85.
Visiting Professors Program

The Visiting Professor Program was to be initiated during the 1984-85 academic year. Ten visiting professors were hired for academic year 1984-85 at Mary Washington, VCU, UVA, NSU, Longwood, and VSU.

The current plans of ten states expire during the 1985-86 academic year. OCR must determine whether any further action is required to ensure that the public higher education systems in these states are in compliance with Title VI. When each plan expires, OCR may (1) determine that the vestiges of the dual system have been eliminated and seek no further action; (2) determine that additional time is needed for the current plan to eliminate the vestiges and extend all or part of the plan; (3) determine that some aspects of the plan are inadequate or inappropriate and modify the plan; (4) determine that the plan is totally inadequate and negotiate a new one; or (5) determine that compliance with Title VI cannot be achieved through voluntary means and initiate enforcement proceedings.
CHAPTER III

METHODOLOGY

This is a descriptive/historical study of (1) the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams states that has taken place between 1976-1984; (2) the implementation of Adams v. Richardson between 1976-1984 based on the enrollment of white students at PHBCU; and (3) the implementation of Adams v. Richardson as determined by mandated State plans between 1976-1984.

Descriptive research is described by VanDalen and Myer as that type of research, early in the development of a subject, which is ..."concerned with making accurate assessments of the incidence, distribution, and relationships of the phenomenon in the field."

The researcher utilized "a kind of methodological electicism, making use of any available materials that enrich(ed) insight into the events of processes studied." ¹⁵⁶

Utilizing the concept of "triangulation," the researcher tested one source against another to come up with a valid interpretation of events.

Specifically, the researcher reviewed:
1. Status Reports of the HEW Office of Civil Rights (OCR)
2. State Annual Plans/Reports
3. Higher Education General Information Survey System (HEGIS) data submitted b\'ennially to OCR.
4. U.S. Department of Justice Reports

RESEARCH METHODOLOGY

Data from the enrollment tapes of Higher Education General Information Survey (HEGIS) 1974-1984 formed the core of the data for this study. The core data encompasses opening fall enrollment for the year preceding the final court order for comprehensive desegregation plans (1976). The first set of data (1976) can serve as a baseline for analysis in later years, both in the present and in future studies to measure benchmarks for the degree of compliance in meeting the white student enrollment.

In relating white student enrollment in PHBCU to the Adams litigation, this study also examined black student enrollment. Further, while Adams v Richardson litigation relates to public systems of higher education in the ten Adams states, the present study has also included enrollment
data by institutional control, i.e., public and private and by type of college, i.e., two-year and four-year. Accordingly, this study examined black and white student enrollment in the nation, in the PHBCU, and in other institutions (nonPHBCU) in the Adams states to present a comprehensive survey.

Sources of Data

Data for the study included statistics spanning a period of eight years (1976-1984). The main source of data was Higher Education General Information Surveys (HEGIS) for these years. Each eligible institution of higher education received forms on institutional characteristics, enrollment, degrees, finance, and faculty each year. These data are collected annually by the National Center for Education Statistics (NCES) and data on enrollment by race are included on a bi-annual basis. Data for the racial surveys were gathered in the earlier years by the Office of Civil Rights of the Department of Health, Education, and Welfare. The service was shifted to the National Center for Education Statistics (NCES) in 1976. Every other year since 1976, enrollment and degree data have been collected by race/ethnicity by NCES for the Office of Civil Rights (U.S. Department of Education). Under Title VI of the Civil Rights Act of 1964, almost all institutions of higher
education are required to provide the Office of Civil Rights (OCR) enrollment and degree data by race for all students except nonresident aliens.

Most of the data in this report have not been published. All computer tabulations from the enrollment survey were done by the U.S. Department of Education Information Services. Institutional data were analyzed from the Higher Education General Information Surveys now collected by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The reliability of data from these sources is subject to errors due to respondent reporting and nonresponse. It is difficult to measure nonsampling error unless a validation study is conducted. A validation study, "HEGIS Post-Survey Validation Study," was conducted in 1979 for the HEGIS survey on enrollment; another study will be conducted in 1989.

NCES has not done imputations for the 44 institutions that did not provide data on the race of their students on the 1984 survey file. (Imputations were done for nonresidents in all other years.) The impact of this problem is that race is unknown for 4.8 percent of students in the nation. They are grouped with other students in the tabulations. Less than 1 percent of the students in the ten Adams states did not have their race reported. Six of the
private black colleges failed to report the race of their students: Phillips College (Georgia), Bossier Parish Community College (Louisiana), Clarke College (Mississippi), Rutledge College at Durham and at Fayetteville (North Carolina), and Center for Degree Studies (Pennsylvania).

DEFINITION OF TERMS EMPLOYED

Definitions

**Colleges and Universities** (3,332 in 1984): The universe is composed of institutions that offer at least a one-year program of college-level studies leading toward a degree and that meet certain accreditation criteria. All institutions reported are certified as eligible to be listed by the Division of Eligibility and Agency Evaluation in the Department of Education. The universe of institutions changes slightly from year to year because of closings, mergers, newly eligible colleges, etc.

**Principally Black Colleges (PBC)** (172 in 1984): This group of colleges is comprised of colleges in which the majority of the student body is black. In this group are the 97 Historically Black Colleges and Universities recognized by the Secretary of Education -- founded before 1954 primarily for black Americans, although their charters were, in most instances, not exclusionary. These are institutions that served black Americans for at least two
decades. Most are 50 to 100 years old. In addition, there are 75 other institutions which were predominantly black in 1984. These schools are not considered to be historically black colleges because they were not founded for the primary purpose of educating blacks before 1954 when segregation was legal. Most of the newer predominantly black schools were established during the last 14 years. Other lists of black colleges have been compiled that differ slightly from the list of HBIs used in this study. These lists use different combinations of two criteria: time founded and predominant race of student body. For example, some lists of historically black colleges include institutions that are now predominantly white; others include colleges founded after 1954. Institutions were classified as principally black or principally white when 51 percent or more of their total enrollment are black or white.

Public Historically Black Colleges: The 25 four-year public historically black colleges in the ten Adams states that were targeted in the Adams court cases.

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Definitions of Racial/Ethnic Categories

Under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, institutions provide enrollment and degrees data by race on all students except those not United States citizens and in this country on a temporary basis (see nonresident aliens). All others are classified in one of the following racial/ethnic categories:

- Black, non-Hispanic - A person having origins in any of the black racial groups of Africa, except those of Hispanic origin.
- American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands.
- Hispanic - A person of Mexico, Puerto Rico, Cuba, Central or South American or other Spanish culture of origin, regardless of race.

16128 USC 1681 et seq.
White, non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, except those of Hispanic origin.

In the HEGIS surveys on enrollment and degrees, nonresident aliens are not classified by race; only the total number is reported. However, resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence are reported in the appropriate racial/ethnic categories along with the United States citizens.

Classification of Geographic Areas

Nation: 50 states and the District of Columbia.


The following exhibit illustrates the names of PHBCU in the ten Adams states.

Arkansas

University of Arkansas at Pine Bluff

Florida

Florida A&M University

Georgia

Albany State College
Fort Valley State College
Savannah State College
Louisiana
Grambling State University
Southern University A&M College at Baton Rouge
Southern University at New Orleans

Maryland
Bowie State College
Coppin State College
Morgan State University
University of Maryland, Eastern Shore

Mississippi
Alcorn State College
Jackson State University
Mississippi Valley State University

North Carolina
Elizabeth City State University
Fayetteville State University
North Carolina A & T State University
North Carolina Central University
Winston-Salem State University

Oklahoma
Langston University

Pennsylvania
Cheyney State College
Lincoln University

Virginia
Norfolk State College
Virginia State University
SUMMARY

Chapter 3 presents the methodology and procedure for the study. Information was provided with regard to the method of analysis undertaken to provide survey results.
CHAPTER IV

RESULTS

The primary purpose of this study was to investigate (1) the degree of compliance by PHBCU in meeting the white undergraduate student enrollment standards in the Adams states that has taken place between 1976-1984; (2) the implementation of Adams v Richardson between 1976-1984 based on the enrollment of white students at PHBCU; and (3) the implementation of Adams v Richardson as determined by mandated State plans between 1976-1984.

This chapter presents in narrative and tabular form the results of the data analysis procedures described in Chapter 3 of this investigation.

This study examined changes in enrollment (1976-1984). The data from the enrollment tapes of Higher Education General Information Survey (HEGIS) 1976-1984 formed the core of the data for this study.

In relating white student enrollment in PHBCU to the Adams litigation, this study also examined black student enrollment. Further, while Adams v Richardson litigation relates to public systems of higher education in the ten Adams states, the present study has also included enrollment data by institutional control, i.e., public and private, and by type of college, i.e., two-year and four-year.
Accordingly, this study examined black and white student enrollment in the nation, in the PHBCU, and in other institutions (non-PHBCU) in the Adams states to present a comprehensive survey.

This study examined the ten Adams states' plans (1976-1984). An analysis of the data collected will be presented on the following pages.

CHANGES IN ENROLLMENT NATIONWIDE: 1976-1984

Table 1 is a summary of the total enrollment and percent of all students in higher education institutions nationwide 1976-1984. Between 1976 and 1984, the number of all students in higher education increased from 11 million to 12.2 million.

The total number of white students enrolled in higher education institutions nationwide increased from 9.1 million in 1976 to 9.4 million in 1984. During this same period, the total number of blacks in higher education institutions decreased from 1 million in 1976 to .9 million in 1984, after showing modest increases in 1978 and 1980.

White students accounted for 82.4 percent of the nation's higher education enrollment in 1976, declining to 77 percent in 1984. The percentage of black students enrolled in higher education was 9.4 percent in 1976, declining to 7.6 percent in 1984. Other student percentage enrollment increased from 8.2 percent to 15 percent between 1976-1984.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number</th>
<th>White Number</th>
<th>White Percent</th>
<th>Black Number</th>
<th>Black Percent</th>
<th>Other Number</th>
<th>Other Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>11,012,137</td>
<td>9,076,131</td>
<td>82.4</td>
<td>1,033,025</td>
<td>9.4</td>
<td>902,981</td>
<td>8.2</td>
</tr>
<tr>
<td>1978</td>
<td>11,261,157</td>
<td>9,184,011</td>
<td>81.5</td>
<td>1,054,371</td>
<td>9.4</td>
<td>1,012,775</td>
<td>9.0</td>
</tr>
<tr>
<td>1980</td>
<td>12,096,895</td>
<td>9,833,012</td>
<td>81.2</td>
<td>1,106,750</td>
<td>9.2</td>
<td>1,157,133</td>
<td>9.6</td>
</tr>
<tr>
<td>1982</td>
<td>12,425,780</td>
<td>9,997,117</td>
<td>80.5</td>
<td>1,101,499</td>
<td>8.9</td>
<td>1,327,164</td>
<td>10.6</td>
</tr>
<tr>
<td>1984</td>
<td>12,242,371</td>
<td>9,420,113</td>
<td>77.0</td>
<td>933,574</td>
<td>7.6</td>
<td>1,828,684</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education, National Center for Education Statistics
Table 2 is a summary of the number of colleges in the nation by type of college for the years 1976-1984. The Principally White Institutions (PWI) are those colleges in which the majority (51%) of the students are white.

The Principally Black Institutions (PBI) are those colleges in which the majority (51%) of the student body is black. In this group of colleges are the 97 historically black public and private colleges and universities recognized by the Secretary of Education which were founded before 1954 for the purpose of educating blacks. There are also 75 other institutions which were predominantly black in 1984. These schools are not considered to be historically black colleges by the Secretary of Education because they were not founded before 1954 and their primary purpose was not the education of blacks.

The universe of institutions changes from year to year because of closings, mergers, and new colleges, etc. Five private historically black institutions have closed since 1976: Daniel Payne Junior College, Alabama (1978), The Virginia Junior College (1979), Friendship College, South Carolina (1980), Mississippi Industrial College (1982), and Natchez Junior College, Mississippi (1983). In addition, three of the 100 historically black colleges are not included because they became predominantly white before 1976: Lincoln University (Missouri), Bluefield State and West Virginia State (West Virginia).
Table 2

Number of Colleges in the Nation by Type of College: 1976-1984

| Year | Principally White Colleges | | Principally Black Colleges | | Total |
|------|--------------------------|---|--------------------------|---|------------------|---|------------------|---|------------------|---|------------------|---|
|      | 2 Year Public | 4 Year Public | 2 Year Private | 4 Year Private | 2 Year Total | 4 Year Total | 2 Year Public | 4 Year Public | 2 Year Private | 4 Year Private | 2 Year Total | 4 Year Total |
| 1976 | 2,894 | 878 | 206 | 1,301 | 145 | 25 | 21 | 41 | 58 | 3,039 | 903 | 227 | 550 | 1,359 |
| 1978 | 2,970 | 891 | 238 | 1,330 | 161 | 31 | 31 | 39 | 60 | 3,131 | 922 | 269 | 550 | 1,390 |
| 1980 | 3,059 | 902 | 302 | 1,342 | 167 | 39 | 26 | 39 | 63 | 3,226 | 941 | 328 | 552 | 1,405 |
| 1982 | 3,106 | 896 | 322 | 1,369 | 174 | 39 | 35 | 39 | 61 | 3,282 | 935 | 357 | 560 | 1,430 |
| 1984 | 3,160 | 896 | 341 | 1,397 | 172 | 39 | 31 | 40 | 62 | 3,332 | 935 | 372 | 566 | 1,459 |

Source: U.S. Department of Education Information Services

NOTE: Three of the 100 Historically Black Colleges are not included because they became predominantly white before 1972: Lincoln University (Missouri), Bluefield State and West Virginia State (West Virginia).

Five private Historically Black Colleges have closed since 1976: Daniel Payne Junior College, Alabama (1978); The Virginia Junior College (1979); Friendship College, South Carolina (1980); Mississippi Industrial College (1982); and Natchez Junior College, Mississippi (1983).
Table 3 summarizes the number and percent of representation of the 18-24 year old college-age population nationwide by race 1978-1984.

Nationwide the number of 18-24 year olds increased by just over 1 million. The 18-24 year old black student population increased from 3.3 million to 3.9 million. The white student population had a small increase from 23.1 million to 23.3 million.

White students reflect a decline in the 18-24 year old population base of 2.6 percent whereas the black population base increased by 1.5 percent. The other race population base of 18-24 year olds increased by approximately .33 million, and in 1984 occupied 2.9 percent of the total 18-24 year old population base, up 1.1 percent from 1976.

Table 4 is a summary of the number and percent of 18-24 year old high school graduates nationwide by race 1976-1984.

The total number of 18-24 year old high school graduates increased from 21.7 million to 22.9 million or 1.2 million over the eight year period.

The percent of 18-24 year old white high school graduates decreased from 87.9 percent to 84.7 percent between 1976-1984. In contrast, the percent of 18-24 year old black high school graduates increased from 10.3 percent in 1976 to 12.6 percent in 1984. The percent of other race students also increased from 1.8 percent to 2.7 percent between 1976-1984.
# Table 3

Number and Percent of the College-Age Population 18-24 Years Old Nationwide by Race: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>White Number</th>
<th>White Percent</th>
<th>Black Number</th>
<th>Black Percent</th>
<th>Other Number</th>
<th>Other Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>26,919</td>
<td>23,119</td>
<td>85.9</td>
<td>3,315</td>
<td>12.3</td>
<td>485</td>
<td>1.8</td>
</tr>
<tr>
<td>1978</td>
<td>27,647</td>
<td>23,650</td>
<td>85.0</td>
<td>3,452</td>
<td>12.5</td>
<td>545</td>
<td>1.9</td>
</tr>
<tr>
<td>1980</td>
<td>28,130</td>
<td>23,975</td>
<td>84.5</td>
<td>3,555</td>
<td>12.6</td>
<td>600</td>
<td>2.1</td>
</tr>
<tr>
<td>1982</td>
<td>28,846</td>
<td>24,206</td>
<td>83.9</td>
<td>3,872</td>
<td>12.4</td>
<td>768</td>
<td>2.7</td>
</tr>
<tr>
<td>1984</td>
<td>28,031</td>
<td>23,347</td>
<td>83.3</td>
<td>3,862</td>
<td>13.8</td>
<td>822</td>
<td>2.9</td>
</tr>
</tbody>
</table>


(Note: Numbers are only reported in thousands.)
Table 4

Number and Percent of High School Graduates 18-24 Years Old
Nationwide by Race: 1979-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number</th>
<th>White Number</th>
<th>White Percent</th>
<th>Black Number</th>
<th>Black Percent</th>
<th>Other Number</th>
<th>Other Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>21,677</td>
<td>19,045</td>
<td>87.9</td>
<td>2,239</td>
<td>10.3</td>
<td>393</td>
<td>1.8</td>
</tr>
<tr>
<td>1978</td>
<td>22,421</td>
<td>19,526</td>
<td>87.5</td>
<td>2,340</td>
<td>10.5</td>
<td>555</td>
<td>2.5</td>
</tr>
<tr>
<td>1980</td>
<td>22,745</td>
<td>19,787</td>
<td>87.0</td>
<td>2,479</td>
<td>10.9</td>
<td>479</td>
<td>2.1</td>
</tr>
<tr>
<td>1982</td>
<td>22,671</td>
<td>19,386</td>
<td>85.5</td>
<td>2,695</td>
<td>11.9</td>
<td>590</td>
<td>2.6</td>
</tr>
<tr>
<td>1984</td>
<td>22,870</td>
<td>19,373</td>
<td>84.7</td>
<td>2,885</td>
<td>12.6</td>
<td>612</td>
<td>2.7</td>
</tr>
</tbody>
</table>


(Note: Numbers are only reported in thousands.)
Table 5 is a summary of white student enrollment nationwide by type of college between 1976-1984.

Total white student enrollment nationwide increased 4 percent from 2,974,823 to 3,062,280 in two-year public institutions. Two-year private institutions increased their white student enrollment 78 percent from 101,551 to 180,108.

White student enrollment in four-year public institutions increased less than 1 percent from 4,104,957 to 4,117,931 (12,974) and increased more than 6 percent from 1,876,372 to 1,995,779 (119,407) in four-year private institutions.

Table 6 is a summary of the percent of white student enrollment nationwide by type of college 1976-1984. Public two-year black colleges received a .1 percent increase in white student enrollment nationwide while four-year public black colleges retained approximately the same percent of white student enrollment over this time span.

The percent of white students enrolled nationwide in white colleges reflects modest gains in the two-year private (1.1% to 1.9%) and four-year private (20.7% to 21.2%) white colleges. The percentage remains constant in the two-year public white colleges and decreased in the four-year public white colleges from 45.2% to 43.7%.

The percentage of increase in white student enrollment nationwide in the two-year public black colleges has
Table 5
White Student Enrollment Nationwide
by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th>Principally Black Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Public</td>
<td>2 Year Private</td>
</tr>
<tr>
<td>1976</td>
<td>2,947,828</td>
<td>4,104,952</td>
<td>1,876,372</td>
</tr>
<tr>
<td>1978</td>
<td>3,023,216</td>
<td>4,059,747</td>
<td>1,939,844</td>
</tr>
<tr>
<td>1980</td>
<td>3,343,742</td>
<td>4,227,840</td>
<td>2,028,389</td>
</tr>
<tr>
<td>1984</td>
<td>3,062,280</td>
<td>4,117,931</td>
<td>1,995,779</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Table 6
Percent of White Student Enrollment Nationwide by Type of College: 1976-1984

| Year | Principally White Colleges | | | Principally Black Colleges | | | Total |
|------|---------------------------|-----------------|-----------------|---------------------------|-----------------|-----------------|
|      | 2 Year        | 4 Year          | 2 Year          | 4 Year          | 2 Year       | 4 Year          |
|      | Public Private | Public Private  | Public Private  | Public Private  | Public      | Public Private  |
| 1976 | 32.5%        | 1.1%            | 45.2%           | 20.7%           | 0.3%        | 0.0%            | 0.2%            | 0.0%           | 45.4%        | 1.1%            | 32.8%        | 20.7%           |
| 1978 | 32.9%        | 1.2%            | 44.2%           | 21.1%           | 0.3%        | 0.0%            | 0.2%            | 0.0%           | 33.2%        | 1.3%            | 44.4%        | 21.1%           |
| 1980 | 34.0%        | 1.5%            | 43.0%           | 20.6%           | 0.7%        | 0.0%            | 0.2%            | 0.0%           | 34.7%        | 1.5%            | 43.2%        | 20.7%           |
| 1982 | 34.7%        | 1.6%            | 42.4%           | 20.5%           | 0.6%        | 0.0%            | 0.2%            | 0.0%           | 35.3%        | 1.6%            | 42.6%        | 20.5%           |
| 1984 | 32.5%        | 1.9%            | 43.7%           | 21.2%           | 0.4%        | 0.0%            | 0.2%            | 0.0%           | 33.0%        | 1.9%            | 43.9%        | 21.2%           |

Source: U.S. Department of Education Information Services

Less than 0.1% whenever 0.0% occurs
declined steadily since 1980 when it reached a high of .7 percent.

Table 7 is a summary of black student enrollment nationwide by type of college 1976-1984. Nationwide the number of black students enrolled at two-year and four-year public white colleges and two-year and four-year public black colleges declined since 1976. Enrollment decreased from 311,604 to 286,963 at two-year public white colleges; from 97,855 to 93,518 at two-year public black colleges. In addition, four-year public white institutions enrollment of black students declined from 283,113 to 275,874 and four-year public black institutions showed a decrease from 138,640 to 116,270.

Increases in black student enrollment are noted in the two-year white and black private institutions: from 11,106 to 28,302 (white); from 8,728 to 9,683 (black). Also, black student enrollment increased at four-year private white institutions from 119,594 to 125,987; however, enrollment decreased at the four-year private black institutions from 62,385 to 56,977.

Table 8 is a summary of the percent of black student enrollment nationwide by type of college 1976-1984.

Overall, the percent of black student enrollment decreased in the two- and four-year principally black public colleges and increased in the two-year and four-year principally white private colleges nationwide.
<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th>Principally Black Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
</tr>
<tr>
<td>1976</td>
<td>311,604</td>
<td>11,106</td>
<td>283,113</td>
</tr>
<tr>
<td>1978</td>
<td>310,480</td>
<td>15,426</td>
<td>292,721</td>
</tr>
<tr>
<td>1982</td>
<td>324,067</td>
<td>25,651</td>
<td>292,477</td>
</tr>
<tr>
<td>1984</td>
<td>286,963</td>
<td>28,302</td>
<td>275,874</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
### Table 8

Percent of Black Student Enrollment Nationwide
by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>2 Year Private</td>
<td>4 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
<td>2 Year Private</td>
<td>4 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
</tr>
<tr>
<td>1976</td>
<td>30.2%</td>
<td>1.1%</td>
<td>27.4%</td>
<td>11.6%</td>
<td>9.5%</td>
<td>0.8%</td>
<td>13.4%</td>
<td>6.0%</td>
<td>39.6%</td>
</tr>
<tr>
<td>1978</td>
<td>29.4%</td>
<td>1.5%</td>
<td>27.8%</td>
<td>12.0%</td>
<td>9.9%</td>
<td>1.2%</td>
<td>12.5%</td>
<td>5.7%</td>
<td>39.3%</td>
</tr>
<tr>
<td>1980</td>
<td>27.7%</td>
<td>2.0%</td>
<td>27.8%</td>
<td>12.1%</td>
<td>11.9%</td>
<td>1.1%</td>
<td>11.8%</td>
<td>5.6%</td>
<td>39.6%</td>
</tr>
<tr>
<td>1982</td>
<td>29.4%</td>
<td>2.3%</td>
<td>26.6%</td>
<td>11.9%</td>
<td>11.6%</td>
<td>1.0%</td>
<td>11.6%</td>
<td>5.4%</td>
<td>41.1%</td>
</tr>
<tr>
<td>1984</td>
<td>28.9%</td>
<td>2.8%</td>
<td>27.8%</td>
<td>12.7%</td>
<td>9.4%</td>
<td>1.0%</td>
<td>11.7%</td>
<td>5.7%</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
The percent of black student enrollment in the principally white two-year private colleges increased from 11.6 percent to 12.7 percent with a slight increase (0.8 percent to 1 percent) in the principally black two-year private colleges.

The percent of black students in principally white two-year public colleges decreased from 30.2 percent to 28.9 percent and from 9.5 percent to 9.4 percent in the two-year principally black public colleges.

Table 9 is a summary of other student enrollment nationwide by type of college 1976-1984.

Other student enrollment increased significantly at all two-year and four-year public and private colleges nationwide. Other student enrollment increased from 361,758 to 719,743 in two-year public colleges. In two-year private white colleges, enrollment of other students increased from 7,419 to 45,089, an increase of 37,670; four year public colleges increased their other student enrollment from 359,754 to 673,892, an increase of 314,138; and four-year private colleges increased their other student enrollment from 166,348 to 329,747, an increase of 163,399 students.

Table 10 documents the distribution expressed in terms of percentage of other student enrollment nationwide by type of college 1976-1984. Expressed in terms of percentage, the changes nationwide are not particularly significant.
Table 9
Other Student Enrollment Nationwide by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year</td>
<td>4 Year</td>
<td>2 Year</td>
<td>4 Year</td>
<td>2 Year</td>
<td>4 Year</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>1976</td>
<td>361,758</td>
<td>7,419</td>
<td>353,647</td>
<td>161,597</td>
<td>6,232</td>
<td>1,470</td>
</tr>
<tr>
<td>1978</td>
<td>390,085</td>
<td>9,399</td>
<td>393,373</td>
<td>186,946</td>
<td>18,008</td>
<td>1,811</td>
</tr>
<tr>
<td>1980</td>
<td>435,596</td>
<td>15,468</td>
<td>436,721</td>
<td>207,385</td>
<td>42,216</td>
<td>2,086</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>2 Year Public</td>
<td>Private</td>
</tr>
<tr>
<td>1976</td>
<td>40.1%</td>
<td>0.8%</td>
<td>39.2%</td>
<td>17.9%</td>
<td>0.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>1978</td>
<td>38.5%</td>
<td>0.9%</td>
<td>38.0%</td>
<td>18.5%</td>
<td>1.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>1980</td>
<td>37.6%</td>
<td>1.3%</td>
<td>37.7%</td>
<td>17.9%</td>
<td>3.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>1982</td>
<td>37.7%</td>
<td>3.6%</td>
<td>36.2%</td>
<td>17.4%</td>
<td>3.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>1984</td>
<td>39.4%</td>
<td>2.5%</td>
<td>34.4%</td>
<td>17.5%</td>
<td>3.1%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
However, the percentage of other student enrollment declined steadily in the two-year and four-year public white colleges in contrast to the steady increase in enrollment in the two-year and four-year public black colleges.

Table 11 is a summary of total student enrollment nationwide by type of college 1976-1984.

Total student enrollment nationwide in two-year public institutions increased from 3,751,786 to 4,261,750. The two-year private institutions also increased their enrollment from 131,535 to 268,454. Total student enrollment in the four-year public institutions increased from 4,901,691 to 5,198,273, and from 2,227,125 to 2,512,894 in the four-year private institutions.

Table 12 is a summary of the percent of total student enrollment nationwide by type of college 1976-1984.

Overall, the percent of total student enrollment nationwide in two-year public and private colleges increased slightly. The four-year private colleges also showed a relatively small increase from 20.0 percent to 20.5 percent. The percent of total student enrollment in public four-year colleges decreased from 44.5 percent in 1976 to 42.5 percent in 1984.

A closer look at the four-year public white and black colleges reveals that the percent of total enrollment in principally white four-year public colleges decreased from
Table 11

Total Student Enrollment Nationwide by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th>Principally Black Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year</td>
<td>4 Year</td>
<td>2 Year</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>1976</td>
<td>3,621,190</td>
<td>129,076</td>
<td>4,741,712</td>
</tr>
<tr>
<td>1978</td>
<td>3,723,881</td>
<td>137,074</td>
<td>4,745,841</td>
</tr>
<tr>
<td>1980</td>
<td>4,085,644</td>
<td>180,685</td>
<td>4,972,257</td>
</tr>
<tr>
<td>1982</td>
<td>4,294,639</td>
<td>235,056</td>
<td>5,012,280</td>
</tr>
<tr>
<td>1984</td>
<td>4,068,986</td>
<td>253,499</td>
<td>5,022,663</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
### Table 12

**Percent of Total Student Enrollment Nationwide by Type of College: 1976-1984**

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>32.9%</td>
<td>1.1%</td>
<td>43.1%</td>
<td>19.6%</td>
<td>1.2%</td>
<td>0.1%</td>
<td>1.5%</td>
<td>0.6%</td>
<td>34.1%</td>
</tr>
<tr>
<td>1978</td>
<td>33.1%</td>
<td>1.2%</td>
<td>42.1%</td>
<td>20.2%</td>
<td>1.3%</td>
<td>0.2%</td>
<td>1.5%</td>
<td>0.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>1980</td>
<td>33.8%</td>
<td>1.5%</td>
<td>41.1%</td>
<td>19.6%</td>
<td>2.0%</td>
<td>0.1%</td>
<td>1.3%</td>
<td>0.6%</td>
<td>35.8%</td>
</tr>
<tr>
<td>1982</td>
<td>34.6%</td>
<td>1.9%</td>
<td>40.3%</td>
<td>19.4%</td>
<td>1.8%</td>
<td>0.1%</td>
<td>1.3%</td>
<td>0.6%</td>
<td>36.4%</td>
</tr>
<tr>
<td>1984</td>
<td>33.2%</td>
<td>2.1%</td>
<td>41.0%</td>
<td>19.9%</td>
<td>1.6%</td>
<td>0.1%</td>
<td>1.4%</td>
<td>0.6%</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Education Information Services*
43.1 percent to 41 percent. There was also a slight decrease from 1.5 percent to 1.4 percent at the principally black four-year public colleges.


Table 13 is a summary of total student enrollment in the ten Adams states by race 1976-1984. The total number of students increased from 2,159,115 to 2,530,005.

Overall, the number of students increased for black, white, and other students in the Adams states. The percentage of black and white students enrolled decreased in contrast to a percentage increase of other race student.

The enrollment of white students increased from 1,751,805 to 1,993,603. Black student enrollment increased from 308,186 to 333,793. Other student enrollment increased from 99,124 to 202,609.

Table 14 documents changes in numbers of principally white colleges and principally black colleges in the ten Adams states 1976-1984.

The greatest gains in numbers of colleges have been in two-year private institutions and in four-year private institutions. Most all of the gains are in the principally white colleges. Principally black colleges added six institutions in the private black two-year category, two in the public two-year category and only one in the four-year
Table 13

Total Enrollment of Students in the Ten Adams States by Race: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number</th>
<th>White Number</th>
<th>White Percent</th>
<th>Black Number</th>
<th>Black Percent</th>
<th>Other Number</th>
<th>Other Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>2,159,115</td>
<td>1,751,805</td>
<td>81.1</td>
<td>308,186</td>
<td>14.2</td>
<td>99,124</td>
<td>4.6</td>
</tr>
<tr>
<td>1978</td>
<td>2,235,528</td>
<td>1,800,745</td>
<td>80.5</td>
<td>318,920</td>
<td>14.2</td>
<td>115,863</td>
<td>5.1</td>
</tr>
<tr>
<td>1980</td>
<td>2,401,547</td>
<td>1,918,420</td>
<td>79.8</td>
<td>336,040</td>
<td>13.9</td>
<td>147,087</td>
<td>6.1</td>
</tr>
<tr>
<td>1982</td>
<td>2,510,933</td>
<td>2,009,730</td>
<td>80.0</td>
<td>336,314</td>
<td>13.3</td>
<td>164,889</td>
<td>6.5</td>
</tr>
<tr>
<td>1984</td>
<td>2,530,005</td>
<td>1,993,603</td>
<td>78.7</td>
<td>333,793</td>
<td>13.1</td>
<td>202,609</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Table 14

Number of Institutions in the Ten Adams States by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th>Principally Black Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Public</td>
<td>Total Public</td>
</tr>
<tr>
<td>1976</td>
<td>638</td>
<td>221</td>
<td>43</td>
</tr>
<tr>
<td>1978</td>
<td>659</td>
<td>223</td>
<td>54</td>
</tr>
<tr>
<td>1980</td>
<td>692</td>
<td>219</td>
<td>89</td>
</tr>
<tr>
<td>1982</td>
<td>696</td>
<td>219</td>
<td>89</td>
</tr>
<tr>
<td>1984</td>
<td>704</td>
<td>220</td>
<td>86</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services


25 Public Historically Black Colleges: The 4-year Public Historically Black Colleges and Universities (PHBCU) in the ten Adams court cases.
private classification. The 25 public black colleges in the ten Adams states have not changed.

In contrast, the principally white colleges have gained 66 institutions over 1976-1984.

Table 15 is a summary of white student enrollment in the ten Adams states by type of college. There were overall increases in total white student enrollment in the ten Adams states between 1976 and 1984. The overall increases in total white student enrollment are paralleled by a 4 percent increase in white student enrollment nationwide during the same time period. Increases in total white student enrollment in Table 15 are indicated in all types of colleges; principally black and principally white two-year and four-year public and private colleges.

Although white student enrollment increased by 7 percent in the four-year principally white public colleges, white student enrollment in the four-year principally black public colleges increased 21 percent in the ten Adams states between 1978-1984.

White student enrollment in the four-year principally black public colleges increased from 6,729 to 8,119 or 21 percent in contrast to white student enrollment increases of 7 percent in the four-year principally white colleges (847,336 to 906,332). The four-year principally black and white colleges in the Adams states were targeted by the court order.
| Year | Principally White Colleges | | | Principally Black Colleges | | | Total | | |
|------|---------------------------|-----------------|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|      | 2 Year Public Private     | 4 Year Public Private | 2 Year Public Private | 4 Year Public Private | 2 Year Public Private | 4 Year Public Private | 2 Year Public Private | 4 Year Public Private |
| 1976 | 515,546 18,157 847,336 357,658 | 5,791 36 6,729 552 | 521,337 18,193 854,065 358,210 | | | | | |
| 1978 | 552,874 20,187 844,161 369,629 | 6,339 1,230 5,871 454 | 559,213 21,417 850,032 370,083 | | | | | |
| 1980 | 596,272 34,013 878,228 394,922 | 7,049 870 6,654 412 | 603,321 34,883 884,882 395,334 | | | | | |
| 1982 | 645,086 42,396 900,056 404,829 | 8,063 1,182 7,682 436 | 653,149 43,578 907,738 405,265 | | | | | |
| 1984 | 634,127 32,399 906,332 402,198 | 9,071 757 8,119 600 | 643,198 33,156 914,451 402,798 | | | | | |

Source: U.S. Department of Education Information Services
Table 16 is a summary of the percent of white student enrollment in the ten Adams states by type of college 1976-1984.

Overall, percentage increases are noted in the two-year private and four-year public principally white institutions with decreases in the four-year public and four-year private principally white colleges.

There are no percentage losses of white students in the four-year principally black public colleges in the ten Adams states, with the two-year public principally black colleges reflecting a percentage gain from 0.3 percent to 0.5 percent.

Table 17 is a summary of black student enrollment in the ten Adams states by type of college 1976-1984.

Black student enrollment decreased significantly (14%) from 84,069 to 72,558 (11,511) in the four-year principally black public colleges. Concurrently, black student enrollment increased significantly (25%) from 70,503 to 88,102 (17,599) in the four-year principally white public colleges. The four-year principally black public colleges and the four-year principally white public colleges were those institutions specifically targeted by the Adams court order. Black student enrollment was relatively unchanged in the four-year principally black private colleges.
Table 16

Percent Distribution of White Student Enrollment in the Ten Adams States by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th>Principally Black Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
</tr>
<tr>
<td>1976</td>
<td>29.4%</td>
<td>1.0%</td>
<td>48.4%</td>
</tr>
<tr>
<td>1978</td>
<td>30.7%</td>
<td>1.1%</td>
<td>46.9%</td>
</tr>
<tr>
<td>1980</td>
<td>31.1%</td>
<td>1.8%</td>
<td>45.8%</td>
</tr>
<tr>
<td>1982</td>
<td>32.1%</td>
<td>2.1%</td>
<td>44.8%</td>
</tr>
<tr>
<td>1984</td>
<td>31.8%</td>
<td>1.6%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>2 Year Public</td>
<td>Private</td>
</tr>
<tr>
<td>1976</td>
<td>82,312</td>
<td>2,550</td>
<td>70,503</td>
<td>19,333</td>
<td>19,247</td>
<td>2,909</td>
</tr>
<tr>
<td>1978</td>
<td>88,744</td>
<td>4,025</td>
<td>76,328</td>
<td>20,961</td>
<td>19,469</td>
<td>3,480</td>
</tr>
<tr>
<td>1980</td>
<td>93,420</td>
<td>7,884</td>
<td>83,895</td>
<td>24,620</td>
<td>19,531</td>
<td>2,203</td>
</tr>
<tr>
<td>1982</td>
<td>94,051</td>
<td>7,924</td>
<td>85,314</td>
<td>24,529</td>
<td>20,468</td>
<td>3,257</td>
</tr>
<tr>
<td>1984</td>
<td>91,609</td>
<td>8,139</td>
<td>88,102</td>
<td>24,694</td>
<td>18,946</td>
<td>2,380</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
However, black student enrollment in the two-year public and private principally white colleges increased, while black student enrollment in the two-year public and private principally black colleges decreased.

Black student enrollment decreased 10 percent in higher education institutions nationwide from 1,033,025 to 933,574 (199,451) (see Table 1).

Table 18 is a summary of the percent of black student enrollment in the ten Adams states by type of college 1976-1984.

The percentage of black student enrollment decreased from 27.3 percent to 21.7 percent in the four-year principally black public colleges. However, the percent of black student enrollment increased in the four-year principally white public colleges from 22.9 percent to 26.4 percent.

The percent of black student enrollment reflects minimal changes in the principally black colleges, with the possible exception of the two-year private institutions. Contrasting gains are noted in all of the principally white colleges.

Table 19 is a summary of other student enrollment in the ten Adams states by type of college 1976-1984.

Other student enrollment increases are noted in all types of principally white and principally black colleges.
Table 18
Percent of Black Student Enrollment in the Ten Adams States
by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>2 Year Public</td>
</tr>
<tr>
<td>1976</td>
<td>26.7%</td>
<td>0.8%</td>
<td>22.9%</td>
<td>6.3%</td>
<td>6.2%</td>
<td>0.9%</td>
<td>27.3%</td>
<td>8.8%</td>
<td>33.0%</td>
</tr>
<tr>
<td>1978</td>
<td>27.8%</td>
<td>1.3%</td>
<td>23.9%</td>
<td>6.6%</td>
<td>6.1%</td>
<td>1.1%</td>
<td>24.6%</td>
<td>8.6%</td>
<td>33.9%</td>
</tr>
<tr>
<td>1980</td>
<td>27.8%</td>
<td>2.3%</td>
<td>25.0%</td>
<td>7.3%</td>
<td>5.8%</td>
<td>0.7%</td>
<td>22.4%</td>
<td>8.7%</td>
<td>33.6%</td>
</tr>
<tr>
<td>1982</td>
<td>28.0%</td>
<td>2.4%</td>
<td>25.4%</td>
<td>7.3%</td>
<td>6.1%</td>
<td>1.0%</td>
<td>21.5%</td>
<td>8.5%</td>
<td>34.1%</td>
</tr>
<tr>
<td>1984</td>
<td>27.4%</td>
<td>2.4%</td>
<td>26.4%</td>
<td>7.4%</td>
<td>5.7%</td>
<td>0.7%</td>
<td>21.7%</td>
<td>8.2%</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Table 19

Other Student Enrollment in the Ten Adams States by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year</td>
<td>4 Year</td>
<td>Principally White Colleges</td>
<td>2 Year</td>
<td>4 Year</td>
<td>Principally Black Colleges</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>2 Year</td>
<td>Public</td>
<td>Private</td>
<td>2 Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 Year</td>
<td></td>
<td></td>
<td>4 Year</td>
</tr>
<tr>
<td>1976</td>
<td>30,971</td>
<td>1,329</td>
<td>42,229</td>
<td>21,236</td>
<td>1,000</td>
<td>63</td>
</tr>
<tr>
<td>1978</td>
<td>38,703</td>
<td>1,712</td>
<td>45,077</td>
<td>25,646</td>
<td>1,395</td>
<td>32</td>
</tr>
<tr>
<td>1980</td>
<td>49,682</td>
<td>4,106</td>
<td>56,771</td>
<td>29,782</td>
<td>2,221</td>
<td>37</td>
</tr>
<tr>
<td>1982</td>
<td>54,188</td>
<td>3,886</td>
<td>65,320</td>
<td>33,900</td>
<td>2,176</td>
<td>103</td>
</tr>
<tr>
<td>1984</td>
<td>58,257</td>
<td>8,879</td>
<td>74,052</td>
<td>50,737</td>
<td>1,699</td>
<td>1,014</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Other student enrollment gains are in the principally white colleges where an 88 percent growth rate is noteworthy in the two-year public colleges (30,971 to 58,252); the four-year public colleges with a growth rate of 75 percent (42,299 to 74,052); and private white colleges with a growth rate of 139 percent (21,236 to 50,737). The greatest gains of other students in principally black colleges is in the four-year public (1,383 to 4,268) or a growth rate of 209 percent, and four-year private colleges where a 306 percent growth rate (913 to 3,703) is reflected.

Table 20 is a summary of the percent of other student enrollment in the ten Adams states by type of college 1976-1984.

Of the total student population, there were slight decreases in the percent of other student enrollment in the two-year principally white and black public colleges and four-year principally white colleges. Slight increases were noted in the principally black four-year public and private colleges, two-year principally black private colleges, and four-year principally white private colleges.

Table 21 is a summary of the total student enrollment in the ten Adams states by type of college 1976-1984. Approximately one in five of the nation's college students were enrolled in institutions of higher education in the ten Adams states.
Table 20
Percent of Other Student Enrollment in the Ten Adams States by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>4 Year Public</td>
<td>2 Year Private</td>
<td>4 Year Private</td>
<td>2 Year Public</td>
<td>4 Year Private</td>
</tr>
<tr>
<td>1976</td>
<td>31.2%</td>
<td>42.6%</td>
<td>21.4%</td>
<td>1.0%</td>
<td>0.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>1978</td>
<td>33.4%</td>
<td>38.9%</td>
<td>22.1%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>1980</td>
<td>33.8%</td>
<td>38.6%</td>
<td>20.2%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>1982</td>
<td>32.9%</td>
<td>39.6%</td>
<td>20.6%</td>
<td>1.3%</td>
<td>0.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td>1984</td>
<td>28.8%</td>
<td>36.5%</td>
<td>25.0%</td>
<td>0.8%</td>
<td>0.5%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Table 21
Total Student Enrollment in the Ten Adams States by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges 2 Year</th>
<th>Principally White Colleges 4 Year</th>
<th>Principally Black Colleges 2 Year</th>
<th>Principally Black Colleges 4 Year</th>
<th>Total 2 Year</th>
<th>Total 4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>1976</td>
<td>628,829</td>
<td>22,036</td>
<td>960,068</td>
<td>398,227</td>
<td>26,038</td>
<td>3,008</td>
</tr>
<tr>
<td>1978</td>
<td>680,321</td>
<td>25,924</td>
<td>965,566</td>
<td>416,236</td>
<td>27,203</td>
<td>4,742</td>
</tr>
<tr>
<td>1980</td>
<td>739,374</td>
<td>46,003</td>
<td>1,018,894</td>
<td>449,324</td>
<td>28,801</td>
<td>3,110</td>
</tr>
<tr>
<td>1982</td>
<td>793,325</td>
<td>54,206</td>
<td>1,050,690</td>
<td>449,324</td>
<td>30,707</td>
<td>4,542</td>
</tr>
<tr>
<td>1984</td>
<td>824,032</td>
<td>58,748</td>
<td>1,050,690</td>
<td>463,258</td>
<td>29,716</td>
<td>4,151</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Student enrollment increased at the two-year principally black and white public and private colleges, four-year principally black and white private colleges, and four-year principally white public colleges.

There was a steady decline in student enrollment in the four-year principally black public colleges from 92,181 to 84,945. Offset gains in student enrollment were noted in the four-year principally white public institutions from 96,068 to 1,068,486.

Table 22 is a summary of the percent of total student enrollment in the ten Adams states by type of college 1976-1984.

The percent of total student enrollment in the ten Adams states remained relatively constant over 1976-1984 with the exception of the four-year principally black and white public colleges. There was a decrease of 2.3 percent in the four-year principally white public colleges and a decrease of 0.9 percent in the four-year principally black colleges.

Enrollment Changes for the 25 PHBCU 1976-1984

Table 23 is a summary of the total student enrollment in the 25 PHBCU in the ten Adams states 1976-1984.

Total student enrollment in the 25 PHBCU decreased from 92,181 to 84,945 between 1976 and 1984.
Table 22
Percent of Total Student Enrollment in the Ten Adams States
by Type of College: 1976-1984

<table>
<thead>
<tr>
<th>Year</th>
<th>Principally White Colleges</th>
<th></th>
<th></th>
<th>Principally Black Colleges</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>2 Year Public</td>
<td>Private</td>
<td>4 Year Public</td>
<td>Private</td>
<td>Total 2 Year Public</td>
</tr>
<tr>
<td>1976</td>
<td>29.1%</td>
<td>1.0%</td>
<td>44.5%</td>
<td>18.4%</td>
<td>1.2%</td>
<td>0.1%</td>
<td>4.3%</td>
<td>1.3%</td>
<td>30.3%</td>
</tr>
<tr>
<td>1978</td>
<td>30.4%</td>
<td>1.2%</td>
<td>43.2%</td>
<td>18.6%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>3.9%</td>
<td>1.3%</td>
<td>31.6%</td>
</tr>
<tr>
<td>1980</td>
<td>30.8%</td>
<td>1.9%</td>
<td>42.4%</td>
<td>18.7%</td>
<td>1.2%</td>
<td>0.1%</td>
<td>3.6%</td>
<td>1.3%</td>
<td>32.0%</td>
</tr>
<tr>
<td>1982</td>
<td>31.6%</td>
<td>2.2%</td>
<td>41.8%</td>
<td>18.4%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>3.3%</td>
<td>1.2%</td>
<td>32.8%</td>
</tr>
<tr>
<td>1984</td>
<td>31.0%</td>
<td>2.0%</td>
<td>42.2%</td>
<td>18.9%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>3.4%</td>
<td>1.3%</td>
<td>32.2%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services
Table 23


<table>
<thead>
<tr>
<th>Year</th>
<th>All Number</th>
<th>White Number</th>
<th>Black Number</th>
<th>Other Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>1976</td>
<td>92,181</td>
<td>6,729</td>
<td>84,069</td>
<td>1,383</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.3</td>
<td>91.2</td>
<td>1.5</td>
</tr>
<tr>
<td>1978</td>
<td>86,405</td>
<td>5,871</td>
<td>78,333</td>
<td>2,201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.8</td>
<td>90.7</td>
<td>2.5</td>
</tr>
<tr>
<td>1980</td>
<td>85,280</td>
<td>6,654</td>
<td>75,373</td>
<td>3,253</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.8</td>
<td>88.4</td>
<td>3.8</td>
</tr>
<tr>
<td>1982</td>
<td>83,943</td>
<td>7,682</td>
<td>72,336</td>
<td>3,925</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.2</td>
<td>86.2</td>
<td>4.7</td>
</tr>
<tr>
<td>1984</td>
<td>84,945</td>
<td>8,119</td>
<td>72,558</td>
<td>4,268</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.6</td>
<td>85.4</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education Information Services

NOTE: The 25 PHBCU are all public 4-year colleges targeted by the Adams court cases.
In contrast, white student enrollment increased from 6,729 in 1976 to 8,119 in 1984, representing an increase in percentage of enrollment from 7.3 percent to 9.6 percent. Other student enrollment increased from 1,383 to 4,268, representing an increase in percentage of enrollment from 1.5 percent to 5 percent.

Black student enrollment decreased from 84,069 in 1976 to 72,558 in 1984, representing a decrease in percentage of enrollment of 5.8 percent over the eight year period.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The final chapter consists of four subdivisions: a summary, conclusions, recommendations for further research, and implications of this study.

SUMMARY

The primary purpose of this study was to investigate (1) the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams states that has taken place between 1976-1984; (2) the implementation of Adams v Richardson between 1976-1984 based on the enrollment of white students at PHBCU; and (3) the implementation of Adams v Richardson as determined by mandated state plans between 1976-1984. The data from the enrollment tapes of Higher Education General Information Survey (HEGIS) 1976-1984 formed the core of the data for this study.

In relating white student enrollment in PHBCU to the Adams litigation, this study also examined black student enrollment. Further, while Adams v Richardson litigation relates to public systems of higher education in the ten Adams states, the present study has also included enrollment data by institutional control, i.e., public and private and by type of college, i.e., two-year and four-year.
Accordingly, this study examined black and white student enrollment in the nation, in PHBCU, and in other institutions (nonHBCU) in the Adams states to present a comprehensive survey.

SUMMARY OF FINDINGS

To answer Research Question, 1, the degree of compliance by PHBCU in meeting the white student enrollment standards in the Adams states that has taken place between 1976-1984. Research in Chapter 2 reflects that all of the PHBCU in the Adams states complied with the state plans in meeting the white student enrollment standards between 1976-1984. However, a variety of factors contributed to the varying degrees of compliance by PHBCU.

The method by which the plan was developed. Differences in plans as a result of whether the means of developing plans was by: court order, negotiations between the Office of Civil Rights and states; consent decree involving OCR; the state and the Department of Justice; or by voluntary, unsolicited submissions from the state; the date of the plan or settlement; plans negotiated prior to 1980 from those in 1979 or earlier; the nature of traditional race relations in the state. States characterized by less volatile traditional race relations ended up with plans that differed from states with a history of more traumatic, conflictual race relations.
The breakdown in desegregation plan implementation which came from: (1) lack of special enhancement funds for resources and facilities to ensure new programs; (2) insufficient capital improvements so as to make them acceptable to white students, and (3) continued unnecessary duplication and insufficient interinstitutional cooperation of joint program development where parallel white and black institutions exist in close proximity.

The Adams states adopted student access goals across races to assure equal access to public higher education institutions. This was true in Louisiana, Maryland, Florida, and North Carolina, for example, though less true in Mississippi and Pennsylvania. A corollary to this has been the system-wide planning of developmental education and related support services. In short, equality of access was promoted as a result of opening up the higher education systems, growing out of concerns for desegregation.

Informational activities were stepped up in the Adams states; more specifically, Boards of Regents and similar governing bodies informed citizens of all races of educational opportunities at state institutions through the dissemination of brochures. Institutional student recruitment plans were mandated and collected, and records were kept for faculty and staff hiring purposes of proportions of black individuals with the required
credentials in relevant labor market areas. Finally, states and their higher education institutions adopted affirmative action plans (reviewed annually) which identified specific steps to be taken.

It was common (Arkansas, Florida, Georgia, Louisiana, Maryland, North Carolina, Oklahoma, Virginia) to establish "other race" presence at public historically black colleges and universities.

To answer Research Question 2, the implementation of Adams v Richardson between 1976-1984 based on the enrollment of white students at PHBCU. The percent of overall white enrollment in the 25 PHBCUs increased from 6,729 or 7.3% of total PHBCU enrollment in 1976 to 8,119 or 9.6% of total enrollment in 1984, an increase in those years of about 20% (Table 23). At the same time, white student enrollment in all classes of principally black institutions in the ten Adams states increased from 13,108 students in 1976 to 18,547 in 1984, an increase of 42% during this period (Table 15).

The general findings in Chapter 2 suggest that the PHBCU implemented a variety of strategies to recruit white students. The form and pattern varied considerably from one campus to another due to enhancement (programmatic and financial). It is to the variety of recruitment strategies at PHBCU that the researcher now turns: Disseminated
information to the white population; informed white students of financial assistance; sent appropriate number of undergraduate brochures to schools to reach white students; utilized public service advertisements; made annual reviews and revisions of recruitment plan; structured career days, college nights, to inform white students and parents; and employed white personnel to recruit white students.

In addition, the PHBCU implemented student support services for white undergraduate students to include: skill centers to assist marginal students, peer counselors for study skills, white counselors/advisors, student scholarship programs, special orientation programs, special instructional resources, housing facilities, and financial aid.

To answer Research Question 3, the implementation of Adams v. Richardson as determined by mandated state plans between 1976-1984. Research in Chapter 2 suggested that the higher education planning process in general has been improved as a result of the kind of data collections, information system development, monitoring procedures and systematic assessment practices set into motion by the Adams movement.

Each state plan is different and peculiar to the individual state and its higher education system. The plans were designed to address particular problems that vary from
state to state and all areas in which OCR found that vestiges of the prior discrimination were not eliminated.

The state plans contain commitments to enhance PHBCU to make them comparable to PWIs of similar size and mission in terms of quantity and quality of resources. Commitments designed to fulfill this purpose usually included: updating the physical facilities; adding new high demand programs; increasing library resources; upgrading academic standards, and increasing operating budgets; eliminating unnecessary program duplication to encourage students to select institutions on a nonracial basis; and encouraging white and black students to enroll at PWIs and PBIs. In addition, there were commitments for recruiting, hiring and retaining facilities, staffs, and the addition of governing board members that do not reflect the prior racial identifiability of institutions.

Several of the public historically black institutions were enhanced: high demand programs, capital improvements, renovation of existing facilities as a result of consent decrees. The kind of upgrading, such as that which has taken place in these states, is the direct spin-off of Adams-related activities.

The development of unitary state systems of higher education was facilitated by Adams. In Arkansas, for example, the sole public historically black institution
became a unit within the university system. Even in the absence of this kind of incorporation, better interinstitutional cooperation takes place. In Georgia, for example, Savannah and Armstrong State Colleges exchanged graduate-level programs in Business and Education, and a planned downtown-located Continuing Education Center is used by both institutions. In Louisiana, Northwestern University, Louisiana State University/Shreveport, Southern University/Shreveport, the Louisiana State University Medical Center and the Northwestern Louisiana Regional Council cooperate to provide internships in nursing, accounting, medical laboratory technology and clerk/typing to minority students.

CONCLUSIONS

Final evaluations of the effectiveness of the state plans must be regarded as tentative. It seems doubtful that even the five-year periods for projected planning, as requested by OCR, provide sufficient time for a full realization of the impact of Adams v Richardson on white student enrollment at PHBCU.

Student enrollment goals were exceptionally vague in some of the plans. Assessment of success was equally vague. Some programs placed at predominantly black institutions were high demand courses which entailed certification and accreditation. The goal of enhancement of black
institutions and the goal of attracting white students through high demand programs or nonduplicated programs might be incompatible. There seems to be considerable variation in the extent to which quantitative goals are present in plans. One factor that might affect this dimension of the plans is the number of black institutions in the state and the black population in the vicinity of the predominantly white institutions. The financial outlay entailed in enhancement of PHBCU was also affected by the number of PHBCU in the state. States with only one black institution responded differently from those with two or more black institutions. Whether black and white institutions were in close proximity was another major factor affecting the content of state plans.

Program enhancement at PHBCU almost always entailed the addition of graduate programs and some undergraduate programs in Education. Education is the field in which black presence is highest among master and doctorate degree holders. Traditional fields in which there is a shortage of blacks seldom appeared among the assignments of new programs at predominantly black institutions. Faculty development at PHBCU did not encompass post-doctoral needs in most plans. Post-doctoral research, sabbatical leave for course development, and other support necessary for building quality programs likely to attract white students over protracted time periods was largely absent.
Legal strategies have been dominant in some states, political strategies in others, and in a sense, a combination of the two has tended to prevail in all. In and out of the Adams litigation, states have tended to reshape their higher education systems according to the dictates of history, politics, and state and federal law. There is no explaining the widely divergent outcomes in states of ostensibly similar circumstance, except to say that the blend of actors and scripts contained subtle variations—and produced different dramas.¹⁶²

What difference, then, has Adams made? What has been the impact of Adams? What if there had been no Adams lawsuit? The question can never be answered with certainty, of course, but this much is clear. Whatever benefits from the Adams decision that may have accrued to the PHBCU institutions seem to have been accelerated in other classes of black institutions. The evidence from this study does not support the conclusion that the Adams decision materially improved or enhanced the planning process in the PHBCUs. It may well have done so, but the evidence is not forthcoming from this study to support any firm conclusion in that regard. What seems clear, however, is that the Adams decision drew positive attention to a need for institutional and statewide planning in all classes of black

institutions, particularly in the Adams states, and to the need for systematic development of information, and for conscientious monitoring and assessment of results. It would appear that all classes of black institutions, not solely the PHBCU targeted by the Adams decision, were attentive to the message conveyed by the decision.

Nevertheless, Adams is still unsettled. Arguments continue over how well or how poorly the states are complying with the judicial imperative, over what the ruling requires, and over what its ultimate consequences will be for black institutions and for white and black students.

SUGGESTIONS FOR FURTHER RESEARCH

Suggestions for further study include the examination of the operation of a zero sum game in enrollment shifts between black and white four-year public institutions. Is such a game in progress? Are losses of black students made up by gains in white students? Is the rate shift precipitous?

• Does integration in reverse proceed at the same rate at public and private institutions?
• What implications do these changes have for the production of more black graduates in fields where blacks are underrepresented?
• Does the new phenomenon we are observing presage an expansion or diminution of opportunities for blacks in higher education?
What more general issues does the presence of white students raise for black colleges and universities in the future?

Further research is required to yield answers to the impact of Adams v Richardson on black institutions. The movement toward multiculturalism can be a two-way process in the concurrent movement of white students to black campuses and black students to white campuses.

IMPLICATIONS

Achieving the goal of desegregating student enrollment involved considering a number of factors not mentioned in the guidelines concerning student recruitment. Factors which will impinge upon the compliance and enforcement efforts of Adams include: presumed exercise of free choice by students in the selection of a college; impact of rising tuition costs; impact of federal policies, e.g., student financial assistance; decrease of 18-24 year old white high school graduates; and efforts to increase equality of opportunity broadened to encompass other minority groups and women. The danger of a "brain drain" also exists as predominantly white institutions attempt to satisfy black student enrollment goals established as a result of the Adams litigation.
1988 ADAMS UPDATE: JUDGE PRATT DISMISSES 17 YEAR OLD ADAMS CASE

In December, 1987, Judge Pratt dismissed the Adams case. In making his ruling, Pratt relied very broadly on the 1984 Supreme Court Allen v Wright decision, which dealt with the question of the court's jurisdiction over executive branch functions. Using the standard of the Allen case, Pratt determined that his 1982 orders "intrude(d) on the functions of the Executive Branch and violate(d) the doctrine of separation of powers. The Constitution, after all assigns to the Executive Branch, and not to the Judicial Branch, the duty to take care that the laws be faithfully executed," said Pratt.¹⁶³

Judge Pratt's ruling in Adams says essentially that the federal government is not primarily to blame for the race and sex discrimination cited in the suit first brought in 1970 against the Health, Education and Welfare Department. The recent ruling says that it is entirely speculative whether enforcement of the timetables and the threat of losing federal funds alleviate segregation.¹⁶⁴

"The injury of which plaintiffs complain is caused by the conduct of independent third parties who are not before this court, i.e., the educational institutions and the states," Pratt said in dismissing the case.¹⁶⁵

¹⁶⁴ Ibid.
¹⁶⁵ Ibid.
Elliott Lichtman, a private attorney who has represented the plaintiffs since inception of the case said, "we'll pursue an appeal."166

166 Ibid.
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ELEMENTS OF A PLAN

I. DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM

An acceptable plan shall commit the state to the goal of organizing and operating the system and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the dual system, and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation.

To achieve the disestablishment of the structure of the dual system, each plan shall:

A. Define the mission of each institution within the state system on a basis other than race.

Each mission statement shall include at a minimum:

1. The level, range and scope of programs and degrees offered;

2. Geographic area served by the institution; and

3. The projected size of the student body and staff, for each year of the life of the plan.

B. Specify steps to be taken to strengthen the role of traditionally Black institutions in the state system.

In support of the specific steps required, the plan shall include:

1. Commitments that necessary improvements will be made to permit the traditionally Black institutions to fulfill their defined mission. These improvements will extend to physical plant and equipment; quality and range of program offerings; number and quality of faculty, student, faculty and professional staff services; student financial assistance and other financial support;

2. Commitments that traditionally Black institutions will have the resources (including those enumerated in item 1 above), which are at least comparable to those at traditionally white institutions having similar missions.

3. An assessment of the physical plant at traditionally Black institutions; and

4. A detailed description of the resources, expressed in dollars and in numbers of personnel to be assigned, which the state system will provide (and the source for such funds) in order to implement the steps specified in I.B. reported by year for the life of the step or activity.

C. Commit the state to take specific steps to eliminate educationally unnecessary program duplication among traditionally Black and traditionally white institutions in the same service area.

To this end, the plan shall identify existing degree programs (other than core curricula) among institutions having identical or overlapping service areas and indicate specifically with respect to each area what steps the state will take to eliminate such duplication. The elimination of such program duplication shall be carried out consistent
with the objective of strengthening the traditionally Black colleges.

D. Commit the state to give priority consideration to placing any new undergraduate, graduate, or professional degree programs, courses of study, etc., which may be proposed, at traditionally Black institutions, consistent with their missions.

E. Commit the state to withhold approval of any changes in the operation of the state system or of any institutions that may have the effect of thwarting the achievement of its desegregation goals.

F. Commit the state to advise OCR of proposed major changes in the mission or the character of any institution within the state system which may directly or indirectly affect the achievement of its desegregation goals prior to their formal adoption.

Such proposed changes include but are not limited to: the establishment or major expansion of programs of study, or departments, or institutions; the alteration of two year to four year institutions; the conversion of a private to a public institution; or the closing or merger of institutions or campuses.

G. Specify timetables for sequential implementation of the actions necessary to achieve these goals as soon as possible, but no later than within five years (by the close of the fifth full academic year the plan is accepted) unless compelling justification for a longer period for compliance is provided to and accepted by the Department.

The plan shall include interim benchmarks and goals from which progress toward these objectives may be measured. These timetables and benchmarks shall be appropriate to the nature of the action to be taken. For example, studies of
physical plant and resources comparability should be completed promptly; corrective actions (including capital construction) will require longer time periods.

H. Commit the state and all its involved agencies and subdivisions to specific measures for achievement of the above objectives.

Such measures may include, but are not limited to establishing cooperative programs consistent with institutional missions; reassigning specified progress, course offerings, resources and/or services among institutions; realigning the land grant academic programs so that research, experiment and other educational services are redistributed on a nonracial basis; and merging institutions or branches thereof, particularly where institutions or campuses have the same or overlapping service areas. The measures taken pursuant to this section should be consistent with the objective of strengthening the traditionally Black colleges. A detailed description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.
II. DESEGREGATION OF STUDENT ENROLLMENT

An acceptable plan shall commit the state to the goal of assuring that the system as a whole and each institution within the system provide an equal educational opportunity, are open and accessible to all students, and operate without regard to race and on a desegregated basis.

To achieve the desegregation of student enrollment, each plan shall:

A. Adopt the goal that for two year and four year undergraduate public higher education institutions in the state system, taken as a whole, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates throughout the state who enter such institutions.

B. (1) Adopt the goal that there shall be an annual increase, to be specified by each state system, in the enrollment of black students in the traditionally white four year undergraduate public higher education institutions in the state system taken as a whole and in each such institution; and

(2) Adopt the objective of reducing the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white four year undergraduate public higher education institutions in the state system; and adopt the goal of reducing the current disparity by at least fifty percent by the academic year 1982-83. However, this shall not require any state to increase by that date black student admissions for the academic year of 1976-77.

C. Adopt the goal that the proportion of black state residents who graduate from undergraduate institutions in the state system and enter graduate study or
professional schools in the state system shall be at least equal to the proportion of white state residents who graduate from undergraduate institutions in the state system and enter such schools.

This goal (and interim benchmarks or goals) shall be separately stated for each major area of graduate and professional study. To assure that this goal can be met in the immediate future, special recruitment efforts should be considered at traditionally black institutions. Particular attention should be given to increasing back student enrollment and graduation from those traditionally white four year undergraduate institutions which serve as the feeder institutions for the graduate and professional schools. Achievement of this goal is of particular importance in the light of the specific concern expressed by the Court of Appeals in Adams. In assessing progress toward this goal, OCR will give consideration to the number of blacks who enroll in graduate and professional schools outside the state system.

D.

Adopt the goal of increasing the total number of white students attending traditionally black institutions.

Increased participation by white students at traditionally black institutions must be a part of the process of desegregation of the statewide system of higher education. However, pursuant to the admonition of the courts in Adams, "The desegregation process should take into
account the unequal status of the black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks." The following steps are designed to guard against the diminution of higher educational opportunities for black students, to take into account the unique importance of black colleges and to comply with the mandate of Title VI. Establishment of numerical goals for the enrollment of white students at black institutions must be preceded by an increasing enrollment of black students in the higher education system and at the traditionally white institutions, as is required by Section II of these criteria. It must also be preceded by the accomplishment of specific steps to strengthen the role of traditionally black institutions, eliminate program duplication, locate new programs at black institutions, and by such other measures as are set forth in Section I.

OCR shall annually review the progress made by each state in increasing participation by black students in higher education and in the disestablishment of the dual school system. Commencing on September 1, 1979, and consistent with such progress, each state system shall specify annual numerical goals for increasing the participation of white students attending the traditionally black institutions.
E. Commit the state to take all reasonable steps to reduce any disparity between the proportion of black and white students completing and graduating from the two year, four year and graduate public institutions of higher education, and establish interim goals, to be specified by the state system, for achieving annual progress.

F. Commit the state to expand mobility between two year and four year institutions as a means of meeting the goals set forth in these criteria.

G. Specify timetables for sequential implementation of actions necessary to achieve these goals as soon as possible but not later than within five years (by the close of the academic year 1981-82) unless another date is specified in this section.

H. Commit the state and all its involved agencies and subdivisions to specific measures to achieve these goals.

Such measures may include, but are not limited to reviewing, monitoring, and revising, as necessary, procedures for student recruitment, admissions, compensatory instruction, counseling, financial aid, and staff and faculty development programs. A description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the numerical goals will be rejected by OCR. Revised measures will be required before the plan can be accepted.
III. DESEGREGATION OF FACULTY ADMINISTRATIVE STAFFS, NONACADEMIC PERSONNEL, AND GOVERNING BOARDS

An acceptable plan shall commit the state system to the goal of increasing the number and proportion of black employees, academic and nonacademic, throughout the system and of increasing representation of black citizens among appointive positions on the governing boards of the state system and of individual institutions.

To achieve the desegregation of faculty, administrators, other personnel, and governing boards, each plan shall:

A. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board, or any other state higher education entity, in positions not requiring the doctoral degree, shall at least equal the proportion of black students graduating with masters degrees from institutions within the state system, or the proportions of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

B. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board or any other state higher education entity, in positions requiring the doctoral degree, shall at least equal the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

C. Adopt the goal that the proportion of black nonacademic personnel (by job category) at each institution and on the staffs of each governing board or any other state higher education entity, shall at least equal the
proportion of black persons in the relevant labor market area.

D.

Assure hereafter and until the foregoing goals are met that for the traditionally white institutions as a whole, the proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportions of black individuals with the credentials required for such positions in the relevant labor market area.

E.

Specify timetables for sequential implementation of the actions necessary to achieve this objective including interim benchmarks and goals from which progress toward the objective may be measured.

These timetables, interim goals and benchmarks shall be established in light of, and shall specify, the current and projected rates of vacancies in the various job categories, present and projected labor market availability, and other relevant factors.

F.

Commit the state system to taking specific measures to achieve these objectives.

Such measures may include, but are not limited to employment programs providing centralized recruitment, vacancy, and applicant listings; transfer options; faculty development programs permitting release time for black faculty to attain the terminal degree; and the interchange of faculty on a temporary or permanent basis among traditionally white and traditionally black institutions within the state system. A description of these measures
need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

G.

Adopt the goal of increasing the numbers of black persons appointed to systemwide and institutional governing boards and agencies so that these boards may be more representative of the racial population of the state of the area served.

IV. SUBMISSION OF PLANS AND MONITORING

A. The states of Arkansas, Florida, Georgia, North Carolina, Oklahoma and Virginia shall within 60 days of receipt of these criteria submit to OCR a desegregation plan for each of their systems of public higher education to implement the foregoing criteria.

1. Each plan shall commit the state to substantial progress toward each of the goals in the first two years of the plan.

2. Each plan shall be signed by the governor and by each official or designated person representing the agencies, associations, commissions, offices, and/or institutions responsible for adopting the systemwide and institutional goals described therein. Such persons or entities must be authorized under state law to perform all actions necessary to achieve these goals.

3. Each plan shall certify that achievement of the goals and interim benchmarks specified therein has been adopted as official policy of each official or agency.

B. OCR shall notify each state of acceptance or rejection of the plan within 120 days of its receipt.
C. It is recommended that each state establish a biracial citizens advisory/monitoring committee to assist the state in monitoring the implementation of the plan.

D. Beginning in August 1978, each state shall submit to OCR by August 15 of each year a comprehensive narrative assessment of its desegregation efforts in the most recent academic year. This narrative assessment shall include:

1. a description of the specific measures which have been taken to achieve the objectives enumerated, i.e., the plan and in the criteria;

2. a description of the results achieved, including quantitative indices where appropriate or required;

3. an analysis of the reasons why any steps taken proved inadequate or insufficient; and

4. a description of the steps the state will take to achieve progress and to maintain the timetables set forth in the plan.

E. OCR shall review such narrative reports. If good cause for the failure to meet interim goals is not demonstrated, OCR may impose more stringent requirements, including advance approval by OCR of desegregation methods, in order to assure achievement of the goals of the plan. In the alternative, the Department may initiate enforcement proceedings under Title VI of the Civil Rights Act of 1964, if compliance with Title VI cannot be achieved by voluntary means.

F. Each plan shall provide that the state will furnish to OCR statistical reports, assessments, and such other information as OCR may deem necessary from time to time in order to determine the effectiveness of the state's efforts to achieve the goals described in these criteria. Such information shall include annual statistical reports in substantially the same format used previously by the affected states pursuant to earlier desegregation plans. Specific dates for the submission of the reports will be established by OCR. In the event that subsequent developments call for the submission of additional data, such
requirements will be announced after consultation with the states, and the states and institutions shall have sufficient time to develop the system needed for the gathering of earlier desegregation plans. Specific dates for the submission of the reports will be established by OCR. In the event that subsequent developments call for the submission of additional data, such requirements will be announced after consultation with the states, and the states and institutions shall have sufficient time to develop the system needed for the gathering of additional data.
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